

Dear Parents and Carers,

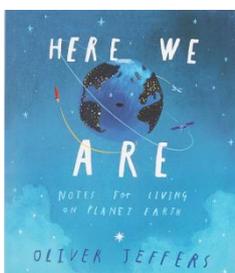
Welcome to Year 1 Nightingales. Mrs Body and I have been very impressed with how brilliantly the children have settled back into school life.

Our primary focus during these first few weeks will be on settling every child back into school to feel **happy, confident and safe** in their new class space. We will establish our school's

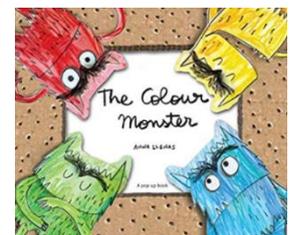


Ready, Respectful and Safe rules so that children understand and use these in each area of the class. After working closely with Mrs Scott before the holidays, and listening to the children's interests and talents, I have set learning to engage. The Early Years Foundation Stage curriculum from Reception and the National Curriculum for Year 1 upwards are two different curricula but have many similarities. At this time of transition for the children, I have planned using both curricula to ensure that every child will be successfully supported and extended in their learning.

Our daily routines will remain very similar to the structure of Reception that the children are used to, to enable them to feel safe. Daily, we will begin with Funky Fingers, which are fine motor activities to allow everyone to settle and to give time for a morning check in. This will be followed by phonics and group time activities (with a more English and Maths focus in the morning) which will operate in the same way as EYFS with two groups working with adults and the rest accessing the Continuous Provision of the classroom. I have thought very carefully about the play opportunities that the children will access to ensure that these build upon those in Reception with opportunities to revisit and rehearse skills that they already know but also to extend and apply these in new different ways. In the same way as Reception, we will have snack with an opportunity to chat to friends and also to listen to phonics songs before going out into our wonderful outdoor space for Forest School and Outdoor Learning time. We will finish the morning with maths games to consolidate accuracy and speed of number skills. The children will eat lunch in the hall as they are used to with specific time on the field and then time in our garden where there will be an opportunity to working on gross motor skills with lots of fundamental movement skills. After lunch, we will have some calming down with a variety of yoga and mindfulness activities. Then following reading time, we will have another time for group time with activities with an art, science, history and geography focus during the afternoon, alongside independent learning in our continuous provision. We will finish with a story before getting ready to go home. Of course, scheduled into our timetable will be lots of hand washing too!



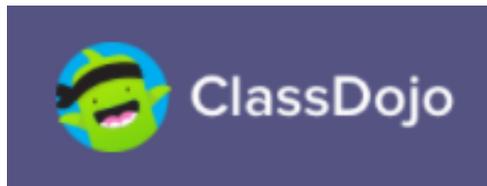
In this first week of term, along with the whole school, we have explored the Oliver Jeffers book **Here We Are** looking at: ourselves, our bodies, our strengths and talents and families, where we live, and the many wonderful elements of our world. For the following two weeks we will use another wonderful book, **The Colour Monster** by Anna Llenas, which explores emotions; encouraging the children to identify their own feelings and how they can respond to these; with lots of



opportunities for retelling and responding to the book through music, computing and art. Our approach will continue from Reception with weekly or fortnightly enquiry or book led learning with many subjects brought together. Through the provision in the classroom during their independent learning time, children will be able to explore these projects as well as pursue their own interests and talents. Before half term, we will consider **What is important about this time of year?** Looking

at Autumn exploring Science and Geography aspects. Please see our class page on the website for more detail.

Mrs Body will be our Learning Support Assistant from Monday to Thursday and this has been so beneficial already in helping the children to feel safe and happy. Miss Ricketts, who is a familiar face to the children as she is a lunchtime supervisor, will volunteer in Year 1 Nightingales too. For this half term, Mrs Cavender, who is a regular supply teacher at our school, will teach the class on Thursdays with Mrs Body as I have my Deputy Headship time: I will plan for this day and work closely with Mrs Cavender to make these days successful.



Resilience Independence Collaboration Accuracy Reflection



In Year 1 and beyond, we will use Class Dojo as one of the ways in which we share learning. In a similar way to Tapestry, I will share some of the key pieces of your child's learning via the portfolio. I will also share whole class learning on the Class Story and use this for any reminders. In Year 1, rather than smiley charts, children will collect learning points linked directly to our whole school Learning Behaviours.

In addition to Class Dojo, we have our class page on the school website where I will create a gallery to record our learning journey for the year and also upload key documents. Please have a look at our Yearly Planner which details our learning for the whole year.

To begin this year, our system for reading books will allow us to quarantine books in school. On a Monday and a Friday, all children will get new reading books to read and the old ones will be collected to be quarantined. When we hear children read in school, we will record this on our own sheets rather than in the Reading Record. Please try to ensure that reading books are in bookbags on Monday and Friday so that we can make this system run smoothly! Reading is absolutely key for all children: please read with your child at least four times per week in addition to lots of opportunities to share stories together as well as encouraging them to read everything that surrounds them!

This year, we will use a less paper-based system for home learning to reduce the need for books to come back and forward

between home and school. To make things straight forward, the whole school will have home learning set on a Wednesday to be completed by a Tuesday. Each week, children will be set phonics

using on an online platform called Spelling Shed. When you log in, different assignments will appear: words using phonemes we have taught the week before will be labelled 'taught' and those included to revise and refresh will be labelled 'revision'. I will place a sticky label with your child's log in details inside the front cover of your child's yellow Reading Record. Also weekly, children should build their number skills using Numbots, which some families used during the Summer Term. The different models and images used within Numbots develop children's understanding of the concepts as well as their speed and accuracy. Unlike its sister platform, Times

Y1 Nightingales	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	What makes me the best? I am? PSH focus What makes a pop up? DT and English What is important about this time of year? Autumn Science and Geography	Where and Why did the Great Fire of London start? History and Geography	What is important about this time of year? Winter Personal Safety Week: Fire How can we keep our visitors warm? DT and Traditional Tales	Who was Mary Anning and why do we remember her? History and Geography What is important about this time of year? Spring	Healthy Minds and Bodies: What does our body sense? How can I make the best healthy summer picnic food? DT	What's special about our school? History and Geography. Science plants What is important about this time of year? Summer
Spis and Visitors	Y1 and Y4 to lead Harvest Service	Christmas Production	Fire Officer Visit	Lyme Regis Trip	Fadpoles	Village Survey
English	Book studies: Here We Are by Oliver Jeffers (whole school), The Colour Monster by Anna Jacqui and The Weather Monster by Steve Spaulding. Sequence and retell.	Book studies: Toby and the GFCJ, The Story of The Great Fire of London by Jill Allory, Toot and the GFCJ, Diary writing, Instructions and HF Report	Jolly Snow and Seasons Lit Poem Tom Thumb and Thumbelina	Book studies: Stone Girl Bone Girl by Laurence Anholt, Foal Girl by Catherine Spinks Information leaflets about Life of Mary Anning and Fossils for Curiousies Stall Museum	HF Writing and Instructions	Poetry: seasons in my garden, personification
Maths	Place Value within 10	Place Value within 20	Addition and subtraction within 20	Fractions	Multiplication and Division	Place Value within 100



Tables Rockstars, there will be no set assignments but children can work their way through the different levels. With both of these websites, please encourage your child to practise little and often; try to build a routine into your week using these daily where possible. In addition, once a fortnight, I will set a Reading Response task which you can explore with your child using one of your child's normal reading books. These will be a wide variety of tasks to explore which may be favourite characters and books, retelling stories or a character's feelings. These will develop children's understanding of their books rather than decoding which is the actual reading of the words. More information on how to access and complete the Reading Response homework using Class Dojo will follow in due course.

Next week, on Thursday 17th from 4pm to 4.30pm, I will lead a Welcome Meeting, using Microsoft Teams. I will share key information for Year 1 Nightingales and suggest ways that you can support your children, finishing with an opportunity to ask questions. Please see the guide attached on how to use Microsoft Teams. Please use the link below to access the meeting:

[Join Microsoft Teams Meeting](#)

During this time of limited face-to-face contact, please do email me or send me a Class Dojo message if you have any queries or information. I may be unable to check these during the day, so if you have any urgent day-to-day messages then please do send these to the school office via either email or telephone.

I am really excited about our year together and look forward to meeting you on Monday.

Amanda Phillips

Year 1 Nightingales Class Teacher and Deputy Headteacher