POWNALL GREEN PRIMARY SCHOOL

INFORMATION FOR PARENTS

Love Learning, Love Life!

YEAR 1 CURRICULUM

1P - Miss Vickers
1G – Miss Williams

POWNALL GREEN PRIMARY SCHOOL

Curriculum design

Intent

Love learning, love life!

Our curriculum is designed to be:

Inspiring and ambitious - challenging all children to aim high

Sequenced and coherent - carefully planned to help knowledge and skills grow

Knowledge-rich and vocabulary-rich - broadening understanding and oracy

Inclusive - ensuring every child feels valued, supported and able to flourish

'The Pownall Experience' brings this to life through enrichment opportunities that go far beyond the classroom - helping children become well-rounded, enthusiastic learners who love learning and love life!

Implementation

Our curriculum is implemented through an evidence-informed approach. We draw upon the best available research to help us teach in ways that make a real difference. High-quality teaching at Pownall Green includes explicitly linking new knowledge to what children already know, breaking it down into manageable chunks, and providing clear explanations supported by helpful visuals and demonstrations. We check understanding regularly and respond to children's needs, offering scaffolded practice to help all children progress and achieve their best

Impact

The impact of our curriculum can be seen in our learners.

Our children:

- Do their best and aim high in all they do
- See choices as opportunities to grow and achieve
- Embrace challenges with confidence and resilience
- Work well collaboratively and think of others
- Are well prepared for their next steps
- love learning and love life!

Choice… Challenge…Collaboration…

POWNALL GREEN PRIMARY SCHOOL

The Pownall Experience



We are passionate about offering every child opportunities that go far beyond our ambitious curriculum. During their time with us, all children can enjoy a rich range of enrichment experiences - helping them get the most out of their education, create lasting memories, and truly embrace the Pownall Experience. At Pownall Green, we love learning and we love life!

DAY-TO- DAY ARRANGEMENTS

The school day

Start of morning session	EYFS and KS1 8:35am – 8:45am KS2 – 8:40am - 8:50am
Morning register closes	EYFS and KS1 8:45am KS2 – 8:50am
Start of afternoon session and close of registration	EYFS - 12:45pm KS1 - 12:50pm KS2 – 1:15pm
End of day	EYFS and KS1 - 3:15pm KS2 – 3:20pm

For this year group:

- **PE day:** **1G** – Wednesday **1P** – Thursday
- **Library day:** **1G** – Wednesday **1P** – Wednesday
- **Homework:** Spellings and MyMaths set on a Thursday to be completed for the following Thursday

- Please could all Year 1 children have a pair of wellies in school for **outdoor learning**. If your child needs additional waterproof clothing, we will let you know in advance of the session.

Attendance
If your child is unwell, the best place for him/her is home. Parents are requested to inform school at the earliest opportunity of the reason for their child's absence via telephone. The benefit of consistent, regular and punctual attendance is a full access to the curriculum and we seek for a partnership with families to promote a positive attitude to this. Parents are requested to avoid term time holidays in order to cause as little disruption as possible to their child's education. Only in exceptional circumstances may permission be granted for absence during term time.

Medicines
If a child requires medication but is well enough to attend school, parents/carers should bring the medicine, clearly labelled with the child's name and class to the school office. Medicines which are to be given three times per day need not be brought to school since they may be administered before school, after school and before bedtime. Medicines to be given four times per day may be brought to school for a midday dose to be administered. Asthma medication should be given to the teacher for safe, accessible storage. The Headteacher and class teacher should always be informed when a child has asthma and/or needs to have an inhaler in school to enable an appropriate level of care.

Security arrangements
If anyone other than a parent/carer or their regular, known representative is to collect your child from school, you must advise the class teacher in the morning of the day in question, and prior to collection. Children will not be released to anyone else without such notice. If this is to be a regular arrangement, please inform the class teacher so you do not have to inform on each occasion.

Safeguarding
At our school safeguarding encompasses child protection, safer recruitment, as well our approach to the Child-In-Need process. It is also supported by our approach to behaviour management, our response to managing bullying, our response to care and control, our response to children who are absent from school and our health and safety procedures. Throughout our work we have a clear commitment to supporting families. In line with the duty placed on us by section 175 of the Education Act 2002, we work well in partnership with parents**/**carers and any other appropriate agencies to promote the welfare of our children.

School Uniform

Everything that is brought in to school including all school uniform MUST BE NAMED	
Standard Uniform	• Grey pinafore dress / skirt • *Gold embroidered sweatshirt / cardigan* • *Short sleeved embroidered yellow polo shirt* • Grey tights • Grey/white socks • A warm outdoor coat (embroidered fleeces and waterproof coats are available) • Summer dress in yellow/white check • Classic cut grey shorts
Footwear	• Flat, black, plain school shoes or ankle boots. Boots must not be 'UGG' style and should not come above the ankle • Trainers should not be worn. • Wellington boots may be worn to school but children must have their school shoes to change in to.
Swimming Kit	• Swimming trunks or swimming costume and swimming cap (from Y3 upwards) • Towel • Goggles are not required unless there is a medical need
PE	• *T shirt in house colour (red, blue, green, yellow), this can be with the school logo or plain (no other logos permitted)* • Black shorts / cycling shorts / skorts • Black unbranded tracksuit top and bottoms for outdoor PE • Plimsolls/trainers
Other Options	• *Brown Book Bag for EYFS/KS1 (optional)* • Bags need to be small enough to fit in to their locker.
Jewellery, Hair and Make Up	• The wearing of jewellery is not appropriate for school and is not permitted except when it is worn for religious reasons. • If your child has pierced ears then studs may be worn. No other type of earring is acceptable due to health and safety reasons. Children must be able to remove them themselves in order to take part in PE lessons or covered with medical tape. • A watch may be worn. This must not have GPS, camera, messaging or calling capability. Must be removed for PE and Food Technology. • Extreme hairstyles are not appropriate for school. For health and safety reasons and to ensure it does not distract from learning, we advise that long hair be tied back with a bobble. It must be tied back for PE if it is longer than shoulder length and other activities where there is a health and safety element. Any plain clips and hairbands must be discreet and only used to secure hair away from the face. • Children should not wear make-up and should not have their nails painted. They should not wear false nails.
Sun protection	• Sun tan lotion to be applied at home (All day recommended). • Children must bring named sun hats in for sunny weather. • Optional named sunglasses. • Named water bottle.
Uniform presentation	• Jumpers/cardigans should not be tied around waists.

Home-school communication
The weekly newsletter will be sent out on Friday and will be the main method of communication for upcoming events and celebration of school life.

Teaching staff are available at the end of the school day for brief conversations (please note teachers have a staff meeting at 3:30pm on Wednesdays and Senior Leaders have a meeting on Tuesdays at 3:30pm). Appointments for longer discussion can be made by mutual agreement. Please feel free to email teachers via the admin email address and mark FAO. Teachers will endeavour to get back to you within 3 working days of receiving an email.

The Parents Page on the Website www.pownallgreen.co.uk
Our Parents page on the website also includes copies of the latest letters, notices, PTA information, uniform information as well as copies of all forms for you to print off and complete at home. The parents page also has useful information about how to support your child's learning in key areas.

Curriculum Overview

Year 1 Curriculum Overview

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Science	Humans	Everyday Materials	Animals		Plants	
	Seasons throughout the year					
History		Changes within living memory		Florence Nightingale and Mary Seacole		The Great Fire of London
Geography	Geography of the school and its grounds.		Location of 4 countries and capital cities of the UK		Hot and cold areas of the world in relations to the equator and the North and South Pole	
	Seasonal and daily weather patterns - autumn		Seasonal and daily weather patterns - winter		Seasonal and daily weather patterns - spring	Seasonal and daily weather patterns - summer
Art	**Drawing** Picasso Portraits - wax crayons		**Sculpture** Heather Brammeier Paper sculptures		**Painting** Van Gogh Sunflowers	
DT		Vehicles		Glove puppets		Fruit Smoothies
Computing	Digital Literacy **Chatterpix** – animated character **PicCollage** - storyboard **BeeBots-** Programming		Digital Literacy **Shadow Puppets Edu** - video **Scratch Jr** – Robot maze **PicCollage** – pictograms		Digital Literacy Mouse control and typing skills **Scratch Jr** - Animation **Keezy and Pages** - podcasting	
PSHE	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
RE	Who is a Christian and what do they believe?		What makes some places sacred?		What does it mean to belong to a faith community?	
PE	Gym and Games	Dance and Games	Gym and Games	Dance and Games	Gym Games - Athletics	Dance Games - Athletics
Music	Keeping the pulse (My favourite things)		Sound Patterns (Fairy tales)		Pitch (Superheroes)	
French	Simple greetings in home languages Children sharing words from home languages		Numbers 1–10 in French		Colours in French	

ENGLISH

Reading

Children are taught reading skills daily through a range of activities, which include:

- Daily phonics sessions (Essential Letters and Sounds validated scheme)
- Daily story times/ rhyme sessions
- Weekly school library visit in which children will choose a library book to enjoy and read for pleasure
- Children will read a decodable book in class once a week focusing first on decoding, then fluency and finally expression.
- Children will take home 2 decodable books a week to be read multiple times to allow children to develop decoding, fluency and expression. These books are matched to their phonics ability.
- Parent volunteers will hear some children read.
- Please use the home reading record to log all home reading.
- Teachers will assess children's reading once a half term.

Writing

We aim to create a community of writers who are passionate about their learning. We do this through providing opportunities for children to write in different genres and for a range of audiences and purposes.

Handwriting

At Pownall Green Primary School we have high expectations for the presentation of all work. We have adopted a continuous cursive handwriting style, using an established scheme called LetterJoin. There is one pupil log in for all pupils and you can access your specific year group to practise this.

Pupil Log In

www.letterjoin.co.uk

IPad and Tablet Log-in

User name:	dw5439
Swipe code:	A capital 'L' shape starting at top left.

Desktop log-in

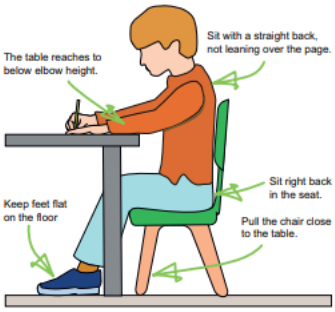
User name:	dw5439
Account Password:	home

Comfortable Sitting Position and Correct Paper Position

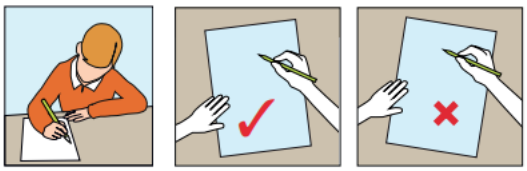
Letter-join

Right handed children

How to sit correctly to be comfortable for handwriting.

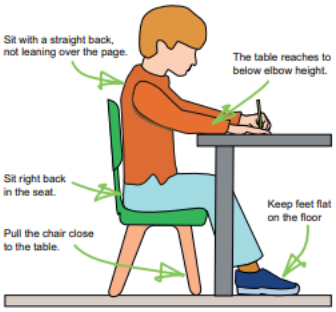


How to hold and position the paper.



Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.



Spelling

Children are allocated weekly word lists via Google Classroom and sent home as a worksheet as part of their homework to practice spelling patterns. These spellings will be in line with the phonics scheme. Children will be informally tested on these spellings each week.

In addition to learning spelling patterns children are expected to learn to spell common exception words (Y1 and Y2). Please see below.

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

twinkl www.twinkl.co.uk

MATHEMATICS

Mathematics is taught through daily dedicated mathematic lessons but is also reinforced in other curriculum areas. The skills of number, shape, space, measure and handling data are all taught and practised throughout the year. The use and application of mathematics is developed at the same time through investigations, puzzles and problem solving.

The key learning objectives for Year 1 are to:-

Number and Place Value

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

Addition and Subtraction

- represent and use number bonds and related subtraction facts within 20
- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = * – 9.

Multiplication and Division

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement

- compare, describe and solve practical problems for:
- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- mass/weight [for example, heavy/light, heavier than, lighter than]
- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry

- recognise and name common 2-D and 3-D shapes, including:
- 2-D shapes [for example, rectangles (including squares), circles and triangles]

- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Feedback
Providing children individual feedback is essential if they are to make good progress. Feedback closest to the point of teaching and learning is likely to be most effective. We place considerable emphasis on immediate feedback that changes the course of the lesson. Summary feedback may take place at the end of the lesson and may involve children self/peer-assessing and editing in purple pen.

Achievement and attainment
We have high expectations of your child's educational achievement and personal qualities. The judgements about performance throughout the year are based on teacher assessments, against age-related expectations of the National Curriculum appropriate to the year group your child is in at present. Teacher assessments in all subjects are informed by continuous assessment during the whole year and takes account of evidence from observations, children's work and school-based tests and tasks.

Statutory assessments

Below are is a list of statutory assessments that take place in all state schools across the country. These will be discussed further at the curriculum meeting.

- Reception Baseline Assessment
- **Year 1 Phonics Check**
- Year 4 Multiplication Check
- Year 6 SATs

HOME- SCHOOL PARTNERSHIP

We greatly value a strong home/school partnership at Pownall Green and we would like to take this opportunity to thank you for your continued support. As always, if at any time you would like to discuss your child's progress please make an appointment to see the relevant class teacher.

How will I know how my child is doing this year?

Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Curriculum Meetings Share what the children are going to learn.	**Online Parents Evening** How they have settled. Strengths and development points. Parents/carers share relevant information. **Open Morning** Children will share with parents/carers their learning.	**Mid - Year Report** Current academic performance Attendance Attitude Targets	**Open Morning** Children will share with parents/carers their learning.	**Face to face Parents Evening** How they have progressed. Strengths and development points. Parents/carers share relevant information.	**End of year report** Achievement in all subjects. Personal and social comments. Targets for the next year. **Open Morning** Children will share with parents/carers their learning.

Establishing routines for reading, spellings, practising number facts, multiplication tables and homework is advisable and helps your child to learn valuable study skills for life.

Homework
Homework tasks will be listed on Google Classroom each week.

The following homework will be set:

- Reading (at least 4 times a week) from Reception – Y6
- Spelling practise from Y1-Y6
- Maths homework from Y1-Y6 (Y1 commence after October half term break)

Developing reading at home
Children of all ages, from Reception to Year 6, benefit greatly from reading and discussing books with an adult. Children should read as much as possible and should be encouraged to read a wide range of high-quality literature from a range of authors. Children enjoy being read to, whatever their age, and this helps to develop their vocabulary and their love of books.

Developing spelling at home
Children are allocated weekly word lists via Google Classroom as part of their homework to practice spelling patterns. In addition to learning spelling patterns children are expected to learn to spell common exception words (Y1) Please see above.

Developing maths at home

It is essential that all children regularly practise rapid recall of addition and subtraction facts and multiplication tables in order to keep their skills sharp. Children rarely learn number facts once and for all. Without regular practice at recalling number facts, the once seemingly ‘learnt’ number facts can quickly fade and recall can become slow and inaccurate. This is often a common barrier to learning in mathematics. It is therefore essential that all children keep practising the rapid recall of such number facts throughout the school from Reception to Year 6.

Involving children in everyday activities that require the real-life application of mathematics can really help children deepen their understanding of mathematical concepts. Activities such as baking, shopping, measuring, planning journeys and holidays can all be meaningful real-life applications of mathematics that you and your child can enjoy together.