



*Streetsbrook Infant & Early Years
Academy*



*Year 1 Newsletter
November 2017*

Dear Parents

Re: Year 1, Autumn, 2nd Half-term – ‘Let’s Celebrate’

As well as learning about the Gunpowder Plot, the children will also be finding out about Diwali and Christmas celebrations. The main areas of learning are outlined in the parent overview on the last page.

The children have, as always, thought about their own lines of enquiry. These are as follows:

1D <ul style="list-style-type: none">• to find out about the gunpowder plot• to find out why people celebrate Diwali• to find out where else in the world celebrates Christmas	1S <ul style="list-style-type: none">• to learn about what Bonfire Night is about, and how it is celebrated• to learn about why we celebrate Christmas• to find out if all people celebrate in the same way• to find out why we have Remembrance Day
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POPPY APPEAL

Despite old £1 coins no longer being accepted in all retail outlets, you may use them to donate to the Royal British Legion Poppy Appeal - so what better way to free yourself of all those unusable pound coins that at the office where we have snap bands, wristbands, friendship bands and reflectors!

Outdoor Wear & Appropriate Footwear

As the weather is getting much colder, the children do all need to make sure they have a coat and appropriate footwear in school. Please ensure all clothing including hats and gloves are clearly labelled with your child’s name.

Journey to the Stable

During the afternoon of Tuesday 5 December the children in Year 1 will be visiting St James’ Church to watch ‘The Journey to the Stable’ where they will learn more about the Christmas story.

We will have an early lunch as we will need leave at approximately 12.30pm to walk to the church. We require parental support to ensure the children are able to walk safely from Streetsbrook to St James’, so if you are able to help please see your child’s class teacher.

After ‘The Journey to the Stable’ has finished, parents are asked to collect their child directly from St James’ Church at 3.00pm. Those children attending Streetsbrook Childcare will walk back to school with the staff and should arrive by approximately 4.00pm. Could you please sign the return slip at the foot of this letter or send a reply email indicating who will be collecting your child and whether or not your child attends Streetsbrook Childcare. If you have any questions, please do not hesitate to ask.

Weekly Contributions (School Fund Contributions 2017-18)

Voluntary Contribution amounts for the Autumn term are as follows:

- Weekly; £1.50
- 1st Half Term: £10.50
- 2nd Half Term: £10.50**
- Full Term: £21.00
- Whole Year: £58.50

www.parentpay.com

Student News

We are delighted to welcome BCU students Miss Wylde into 1D and Miss Fox into 1S. They join us until Christmas on their final placement whilst studying for a BA Primary Education degree.

Christmas Play

As you will be aware from the Diary Dates sent to you at the beginning of September, the KS1 Christmas Production of 'Baubles' is taking place at the Dovehouse Theatre on Thursday 14 December at 6.15pm and Friday 15 December at 1.15pm. More details will be sent to you very shortly.

School Uniform

As you will be aware from the School Brochure, girls, from November to February, may choose to wear trousers. The rest of the uniform remains the same. I would like to remind parents that all children should be wearing white, grey or black socks or tights and that hair accessories should match the colours of the uniform.

Road Safety

For the safety of all our children and the Streetsbrook Community, could I please remind everyone that there is a voluntary 'no turning' zone directly outside the school. Unfortunately, some people are still choosing to ignore this.

End of Year 1 Expectations

Following the Year 1 Curriculum meeting in September, below is an overview of expectations for the end of year 1.

In line with government expectations, children are assessed in Reading, Writing and Maths as to whether they meet age-related expectations. Therefore, children will be awarded one of the following results:

- **Working towards** – not yet meeting age-related expectations
- **Expected** – meeting age-related expectations
- **Working at greater depth** – exceeding age-related expectations

Reading

Children who are working **at the expected standard** for their age are assessed as **expected**. This means that they are able to do the following:

- respond speedily with the correct sound to 40+ sounds.
- blend sounds together in unfamiliar words
- accurately read aloud, books that are consistent with their developing phonic knowledge
- read with some expression and intonation
- self correct when reading aloud in order to maintain sense
- read and spell the first 100 common exception words – many of these words have been sent home as spellings
- understand the texts they are reading and are able to talk about them

If a child can do some of the above, but not all, they are assessed as **working towards** the expected standard.

Children who are working at a **greater depth** within this expected standard are assessed as **working at greater depth**. This means that they can do all of the above and:

- can make simple inferences about characters and events (not just a re-telling of what has happened in a story)
- read a wide variety of books which include non-fiction, poetry and stories with enthusiasm and pleasure
- read accurately and fluently, words with contractions e.g. don't, wouldn't
- know some poems by heart
- read for pleasure and selects own books
- retell familiar stories

Writing

Children who are working **at the expected standard** for their age are assessed as **expected**.

This means that they are able to do the following:

- form most of their letters correctly, starting and finishing in the right place
- write independently using spaces in between words
- sequence sentences to form short narratives
- spell words which contain the 40+ sounds they have been taught
- spell some common exception words correctly
- spell days of the week correctly
- use the suffixes -s -es -ing -ed -er -est correctly
- use the prefix -un correctly
- begin to use capital letters and full stops to demarcate sentences
- discuss what they have written with peers and teachers
- read their writing aloud, clearly enough to be heard by peers and teachers
- join words and clauses using *and*.

If a child can do some of the above, but not all, they are assessed as **working towards** the expected standard.

Children who are working at a **greater depth** within this expected standard are assessed as **working at greater depth**. This means that they can do all of the above and:

- use adjectives in their writing
- sustain their attention and write longer extended pieces of work
- re-check their work to make sure it makes sense and will make simple changes
- sounds and blends unfamiliar words using their phonic knowledge
- demonstrate the skills and processes essential to writing by thinking aloud as they collect ideas, sequence the ideas, draft and edit to check for sense
- writes from memory simple sentences that are dictated to them

N.B. A pupil's writing should meet **all** the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.

Maths

Children who are working **at the expected standard** for their age are assessed as **expected**.

This means that they are able to do the following:

Number and place value

- counts to and across 100 beginning with 0 or one, or from any given number
- count backwards to and across 100 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 or one less

Addition and subtraction

- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit numbers to 20, including zero
- add and subtract two-digit number to 20, including zero

Multiplication and division

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

Fractions and decimals

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

Measurement

- compare, describe and solve practical problems for length and height, mass and weight, capacity and volume
- compare, describe practical problems for time
- tell the time to the hour and draws the hands on a clock face to show these times
- tell the time to half past the hour and draws the hands on a clock face to show these times

Geometry

- recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres

If a child can do some of the above, but not all, they are assessed as **working towards** the expected standard.

Children who are working at a **greater depth** within this expected standard are assessed as **working at greater depth**. This means that they can do all of the above independently and competently and:

- are able to reason and make corrections to other areas of maths and have the insight, fluency and flexibility to apply the mathematics to unfamiliar contexts and problems

Thank you for your ongoing support.

With very best wishes,

Yours sincerely



L Minter
Headteacher

*Year 1 Visit to St James' Church - Journey to the Stable
Tuesday 5 December 2017*

Child's Name: **Class:**

- My child will be collected by from St James Church at 3.00pm OR
- My child will need to return to school with staff to attend Childcare

Signed: Date: