

# Woodford Green Primary School



Year 1  
Information Handbook for Parents  
2020-2021

## Welcome to your information handbook.

We trust that you find this booklet helpful and informative as your child progresses through this academic year.

Woodford Green Primary school acknowledges its duties under the **Equality Act 2010**. We are committed to:

- Eliminating unlawful discrimination against pupils because of their sex, race, disability, religion or belief or sexual orientation.

Woodford Green Primary school welcomes respects and values a wealth of experience its diverse community brings to all staff, pupils, parents, governors and Trustees

### **Parent Council**

The Parent Council is a group of parents consisting of 2 representative from each year group at Woodford Green who meet up twice a term to look at standards across the school. The findings are fed in to the local governing body. Each session the parent council triangulates standards by observing student workbooks, learning in the classroom and school data. Each year we look for new parents to join us from the reception classes. If you are interested in joining the parent council, please contact the school office. Please note that these meetings are likely to be virtual this academic year.

## Attendance

At Woodford Green Primary School, we are committed to supporting our families to enable their children to attend school regularly. Attendance is statutory and poor attendance is closely tracked by the school. Failing to attend has a direct impact on your child's learning and outcomes.

Children are expected to attend school every day. If your child is unwell on any given day, please call the office to let the school know. If the school does not hear from you, we will call home following our safeguarding procedures. If you do not provide a reason for your child's absence, it will be marked as unauthorised.

Please be reminded that the school is unable to authorise holiday within the term time. If taken, this will be unauthorised and may result in a fine of £60 per parent per child.

Please see the procedure when children are absent from school:

- Notify the school office by calling 02085041629 to report your child's absence
- Provide a reason for your child's absence
- Continue to contact the school on each day of the absence

## Autumn Term 2020 Diary Dates

Diary dates - Autumn Term			
<p><u>(1) 31/8/20</u>            2<sup>nd</sup> INSET day            3<sup>rd</sup> INSET day            4<sup>th</sup> Children Start (8.55am)</p>	<p><u>(2) 7/09/20</u>            Election for New Parent Council members – letters sent out            11<sup>th</sup> Dahlicious Roald Dahl Day (children dress as a Roald Dahl book character or wear yellow, £1 donation for Roald Dahl’s Charity)            11<sup>th</sup> Coffee morning – online meeting with new parents</p>	<p><u>(3) 14/09/20</u>            Election for Parent Council            18<sup>th</sup> Jeans for Genes (Children wear jeans with school jumpers and bring £1 to support charity)</p>	<p><u>(4) 21/09/20</u>            24<sup>th</sup> R, Y2, Y6 Parents meetings (6-7pm parents with children in these classes are expected to attend this online meeting. Details will be shared via email)            25<sup>th</sup> World’s Biggest Coffee morning – MacMillan Cancer Support (Bring donations of cakes– Book and collect a selection of selection of cakes)</p>
<p><u>(5) 28/09/20</u>            Harvest Assembly (Classroom assemblies) – Soup kitchen donation            28<sup>th</sup> Sept – 22<sup>nd</sup> Oct – Caught Reading: Children are set a target to be caught reading as many books they can over October and send in pictures)            30<sup>th</sup> Questionnaires to Parents            1<sup>st</sup> Pupil Census            1<sup>st</sup> Y1, Y5 Parent’s meetings (6-7pm parents with children in these classes are expected to attend this online meeting. Details will be shared via email)            2<sup>nd</sup> Phonics Coffee morning –online meeting. Details to be shared via email (9am-10am)            3<sup>rd</sup> GB Training Day –Online meeting</p>	<p><u>(6) 05/10/20</u>            Black History month begins            Walk to school month begins            Debating challenge – heats in classes            7<sup>th</sup> LGB meeting            8<sup>th</sup> Individual photographs            8<sup>th</sup> Y3, Y4 Parent’s meetings (6-7pm parents with children in these classes are expected to attend this online meeting. Details will be shared via email)</p>	<p><u>(7) 12/10/20</u>            One page profile meetings with SEND parents (online meetings)            13<sup>th</sup> Debating semi-finals – inter-class            15<sup>th</sup> Parent Council (9:15 – 10:30)            Terms of reference/ aim for the year (meeting access details to follow)            16<sup>th</sup> New reception parents open day (21/22 intake) – online presentation followed by small group visits</p>	<p><u>(8) 19/10/20</u>            One page Profile meetings with SEND parents (online meeting)            20<sup>th</sup> KS2 interschool champions league debate (online)            22<sup>nd</sup> Parents Evening (3.30pm-7:30pm) – online meeting with parents            22<sup>nd</sup> Reading Challenge hand in            22<sup>nd</sup> Wear it Pink – fundraising for breast cancer awareness. Bring in £1 donation for this worthy cause.            23<sup>rd</sup> INSET day  <b>26/10/20 Half term</b></p>

## Mathematics

By the end of Year 1, most children should be able to...

• Count to and across 100; count in 2s, 5s, 10s from zero; read and write numbers to 100 in numerals
• Count out, quantify, compare sizes of sets of objects; order and describe comparative size of numbers to 20; use ordinal numbers
• Understand and apply the operations of addition and subtraction and the operations of division and multiplication as equal sharing, repeated equal grouping; find halves and quarters
• Represent, memorise and use addition facts to $9 + 9$ and derive related subtraction facts; identify 1 and 10 more/less
• Take and compare measurements using common standard units; use language of and tell time to hour and half hour; recognise and use coins
• Recognise, describe and name common 2-D and 3-D shapes; use the language of position, direction and movement; make whole, half and quarter turns

### Fun activities to do at home

#### **Adding circles**

For this game, you need a dice and pencil and paper.

Each of you should draw four circles on your piece of paper. Write a different number between 2 and 12 in each circle.

#### **2 6 8 9**

Roll the dice twice. Add the two numbers.

If the total is one of the numbers in your circles, then you may cross it out.

The first person to cross out all four circles wins.

#### **Secret numbers**

Write the numbers 0 to 20 on a sheet of paper.

Ask your child secretly to choose a number on the paper. Then ask him / her some questions to find out what the secret number is, e.g.

Is it less than 10?

Is it between 10 and 20?

Does it have a 5 in it?

He / she may answer only yes or no.

Once you have guessed the number, it is your turn to choose a number. Your child asks the questions.

For an easier game, use numbers up to 10. For a harder game, use only 5 questions, or use bigger numbers.

#### **Dicey coins**

For this game you need a dice and about twenty 10p coins.

Take turns to roll the dice and take that number of 10p coins.

Guess how much money this is. Then count aloud in tens to check, e.g. *saying ten, twenty, thirty, forty...*

If you do this correctly you keep one of the 10p pieces.

First person to collect £1 wins.

Don't forget to give the coins back!

### Cupboard maths

Choose two tins or packets from your food cupboard.

Ask your child to hold one in each hand and tell you which is heavier, and which is lighter. (Check by reading the weight on each tin or packet.)

If he / she is right, they keep the lighter one. Then choose another item from the cupboard, trying to find one that is lighter still.

Carry on until your child has found the lightest item in the cupboard.

### How old?

Start with your child's age. Ask your child:

How old will you be when you are 1 year older?

How old were you last year?

How old will you be 10 years from now?

and so on.

### Out and about

On the way to school, see how many cuboids, spheres and cylinders you can spot.

Which did you see most of?

### Housey, housey

When walking down the street with your child, look at house numbers.

These will probably be following a pattern of either odd or even numbers.

Can your child predict what number will be on the next house?

Talk about the pattern

### Year 1 Strategies

#### Addition

Vocabulary: more, add, sum, total, altogether, equals.

Objectives:

Say the number that is 10 more or 10 less than any number between 0-30.

Know by heart all pairs of numbers with a total of 10.

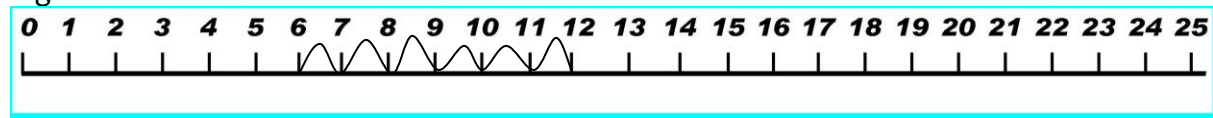
Know that addition can be done in any order.

Methods:

Use counters, blocks and fingers.

Counting on a number line- drawing the jumps to show addition.

e.g  $6+6=$



## Subtraction

Vocabulary: take away, subtract, how many are left, how much less is..than..., difference, how much more is.. than..., how many more to make...

Objectives:

Say the number that is 10 more or 10 less than any number between 0-30.

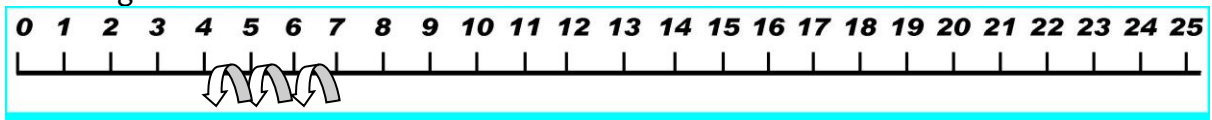
Know by heart all pairs of numbers with a total of 10.

Know that subtraction is the inverse of addition.

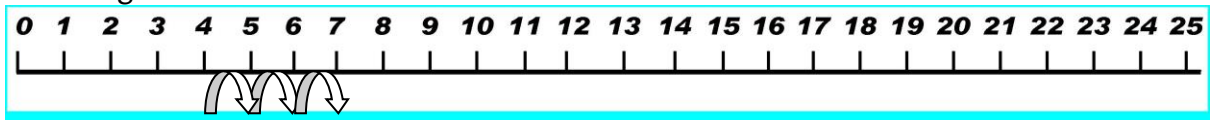
Methods: Use counters, blocks, fingers.

Counting on and back on a number line- 7-4 counting back from 7 to 4 and then counting on from 4 to 7.

Counting back:



Counting on:



## Year 1 Reading List

### Fiction

Andreaes, G & Ayta, R	Captain Flynn and the Pirate Dinosaurs
Adreaes, G & Wojtowiyecz, D	Commotion in the Ocean
Ahlberg, A& J	Funny Bones
Ahlberg , A& J	Burglar Bill, Each Peach Pear Plum
Armitage, R & D	The Lighthouse Keepers Lunch
Barber, A	The Mousehole Cat
Brown, E	Handa's Surprise
Carle, E	The Very Hungry Caterpillar
Dahl, R	The Twits The Magic Finger The Enormous Crocodile The Giraffe, The Pelly and Me
Donaldson, J & Scheffler, A	Tiddler
	Room on the Broom Snail and The Whale Stickman
Donaldson, J & Roberts, D	Tyrannosaurus Drip
Dr Suess	Green Eggs and Ham
Grey, M	Traction Man
Hallworth, G	Down by the River
Hoffman, M & Binch, C	Amazing Grace
Hutchins, P	Titch Don't Forget the Bacon How to catch a Star Dear Greenpeace Whatever Next On the Way Home Elmer Suddenly The Rainbow Fish What's that noise? Wake up Charlie Dragon My Cat Likes to Hide in Boxes Can't You Sleep Little Bear The Pig in the Pond Owl Babies Farmer Duck
Jeffers, O	
James, S	
Murphy, J	
Murphy, J	
McKee, D	
McNaughton, C	
Pfister, M	
Simon, F	
Smith, B	
Sutton, B	
Waddell, M	
Wadell, M	
Wilson, R	Harry's Elephant

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## Non- Fiction

Bryant-Mole, K

Butterfield, M

Crebbin, J

De La Bedoyere, C

Edwards, L

Ehlbert, L

Godwin, S

Ling, M

Macro, C and Hartley

Manning, M & Granstrom, B

Milbourne, A & Shimmen, C

Powell, J

Robinson, C

Yorke, J

Tools

Who am I? Big and Bulky

The booktime book of Fantastic First Poems

Pup to Shark

Children's Picture Atlas

Eating the Alphabet

The Drop goes Plop

Dippers and Dumpers

Frog

Ladybird

Splish, Splash, Splosh!

Under the Sea

Who are you?

Penguin

Pets

## Further Recommended Authors

Agard, John

Bennett, Jill

Browne, Anthony

Dodd, Linley

Hughes, Shirley

Rosen, Michael

Haughton, Chris

Anderson, Hans Christian

Blake, Quentin

Cole, Babette

Hoffman, Mary

Nichols, Grace

Ross, Tony

Freedman, Claire

## Ways to help your child with Reading







- Talk about the story and the characters
- Talk about the cover, author and illustrator
- Discuss unfamiliar and new words
- Talk about story structure (beginning, middle and end)
- Identify capital letters and full stops
- Use knowledge of initial sounds, grammar and contextual meaning to make sense of what they read
- Use **phonic strategies** – be aware of sounds within words and the groups of letters that make up each sound
- Use picture clues to help decode less familiar words
- Comment on **Syntactic strategy** – identify word order and grammar rules which convey meaning.
- **Contextual strategy** – understanding the text as a whole to predict what might happen next, what type of language is used.
- Use the above strategies to **self correct** and read for meaning.
- Follow recipes while cooking
- Observe signs and labels while shopping

Year 1 - High frequency words

1. water	34. bear	69. find	104. these	139. live
2. good	35. can't	70. more	105. never	140. say
3. want	36. again	71. I'll	106. next	141. soon
4. over	37. long	72. round	107. first	142. night
5. how	38. things	73. tree	108. work	143. small
6. did	39. new	74. magic	109. lots	144. car
7. children	40. after	75. other	110. need	145. three
8. going	41. eat	76. food	111. that's	146. head
9. where	42. our	77. way	112. baby	147. king
10. would	43. two	78. been	113. gave	148. town
11. took	44. has	79. stop	114. mouse	149. I've
12. school	45. take	80. must	115. still	150. every
13. think	46. it's	81. door	116. found	151. fast
14. home	47. house	82. because	117. many	152. only
15. who	48. book	83. sea	118. I'm	153. know
16. didn't	49. hard	84. away	119. going	154. about
17. don't	50. tea	85. end	120. feet	155. sister
18. play	51. men	86. man	121. low	156. give
19. far	52. read	87. set	122. list	157. carry
20. light	53. ask	88. very	123. might	158. city
21. begin	54. talk	89. show	124. study	159. half
22. eye	55. large	90. should	125. while	160. name
23. those	56. walk	91. always	126. almost	161. made
24. too	57. until	92. own	127. family	162. hand
25. open	58. road	93. world	128. close	163. often
26. earth	59. right	94. sound	129. also	164. plant
27. form	60. move	95. paper	130. change	165. part
28. story	61. both	96. word	131. page	166. late
29. few	62. near	97. does	132. skill	167. mean
30. hear	63. letter	98. work	133. below	168. high
31. above	64. write	99. mile	134. idea	169. drew
32. same	65. real	100. body	135. music	170. leave
33. just	66. turn	101. laugh	136. face	171. start
	67. picture	102. four	137. here	172. side
	68. learn	103. such	138. land	173. left

## Our School e-Safety Rules: Key Stage 1

All pupils use computer facilities including Internet access as an essential part of learning, as required by the National Curriculum. Both pupils and their parents/carers are asked to sign to show that the e-Safety Rules have been understood and agreed.

<b>Think then Click</b> <b>These rules help us to stay safe on the Internet</b>			
    	<p>We only use the internet when an adult is with us</p> <p>We can click on the buttons or links when we know what they do.</p> <p>We can search the Internet with an adult.</p> <p>We always ask if we get lost on the Internet.</p> <p>We can send and open emails together.</p> <p>We can write polite and friendly emails to people that we know.</p>	    	
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i><b>Pupil:</b></i></td> <td style="width: 50%; border: none;"><i><b>Class:</b></i></td> </tr> </table>		<i><b>Pupil:</b></i>	<i><b>Class:</b></i>
<i><b>Pupil:</b></i>	<i><b>Class:</b></i>		
<b>Pupil's Agreement</b> <ul style="list-style-type: none"> <li>• I have read and I understand the school e-Safety Rules.</li> <li>• I will use the computer, network, mobile phones, Internet access and other new technologies in a responsible way at all times.</li> <li>• I know that network and Internet access may be monitored.</li> </ul>			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i><b>Signed:</b></i></td> <td style="width: 50%; border: none;"><i><b>Date:</b></i></td> </tr> </table>		<i><b>Signed:</b></i>	<i><b>Date:</b></i>
<i><b>Signed:</b></i>	<i><b>Date:</b></i>		
<b>Parent's Consent for Web Publication of Work and Photographs</b> I agree that my son/daughter's work may be electronically published. I also agree that appropriate images and video that include my son/daughter may be published subject to the school rule that photographs will not be accompanied by pupil names.			
<b>Parent's Consent for Internet Access</b> I have read and understood the school e-safety rules and give permission for my son / daughter to access the Internet. I understand that the school will take all reasonable precautions to ensure that pupils cannot access inappropriate materials but I appreciate that this is a difficult task. I understand that the school cannot be held responsible for the content of materials accessed through the Internet. I agree that the school is not liable for any damages arising from use of the Internet facilities.			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i><b>Signed:</b></i></td> <td style="width: 50%; border: none;"><i><b>Date:</b></i></td> </tr> </table>		<i><b>Signed:</b></i>	<i><b>Date:</b></i>
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