

Broomhill First School/



Key Stage 1



The Finches



Welcome Booklet



Welcome to Year 1



Finches Class

We are delighted that your child will be joining us in the Finches and hope that this booklet provides you with information to support your child settling in.

Year 1 Staff

Mrs. Katie Palmer - Year 1 & 2 Teacher

Miss Stacey Wilson & Mrs. Lorraine Hall - Teaching Assistants

Dropping off/ Collecting



Finches (Year 1 and Year 2) - Until further notice, drop off is between 8.50am and 8.55am in the main playground following the footsteps around to the drop off point. A member of staff will be there to welcome your child. Please make sure your child is in the school yard on time.

3.10pm- Collect from the main yard, children are permitted to leave only when their adult is seen. If anyone else is to collect your child or you are running late please let either the office or their teacher know.

Families with more than one child - Your children should be dropped off and collected at the same time and at the same entrance to make it easier for you. Please use the time slots for your older child and the entrance for your younger child.

Snack

Your child will be provided with 1 piece of fruit each day to eat after morning playtime.



Drinks

It is really important that your child brings in a named water bottle daily, but please ensure they are filled with **water only**.

A daily carton of milk for snack time can also be ordered through the School Office.



Lunches

Children in Reception, Year 1 and Year 2 are entitled to receive Universal Free School Meals regardless of individual financial circumstances. However, if you are entitled to income related free school meals please apply now as greater benefits will be received for your child, yourself and our school. Please contact the school office or the Free School Meals Team at Northumberland County Council on 01670 623592 or email childrensservices@northumberland.gov.uk.

This is available to pupils in receipt of, or whose parents are in receipt of, **one** or more of the following benefits:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- Income Support
- Income-based Job Seekers Allowance
- Income related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit (provided you are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run on - paid for four weeks after you stop qualifying for Working Tax Credit

Medical matters

All medicines should be handed over to a member of school staff and a medication form (available from the school office) must be completed.

- Children with asthma will be helped to take their inhaler.
- Any sickness, diarrhoea, must be followed by **48 hours** absence.
- Any absence requires a note or telephone call explaining why.
- Head lice are common! Please check regularly and treat as recommended.

Coronavirus Symptoms Please do not send your child to school if they are showing any symptoms of coronavirus (high temperature and/or new continuous cough and/or a loss, or change to, your normal sense of smell or taste). Please inform the school as soon as possible and also follow the most up-to-date government instructions, particularly with regards to self-isolation and testing. If a child develops symptoms compatible with coronavirus whilst at school we will isolate the child with an appropriate adult. The adult will wear PPE. Parents will be called to collect their child and testing guidelines must be followed, with the school being informed of the test results as soon as possible.

P.E.

Your child will take part in PE lessons twice a week - **Tuesday** and **Thursday**.

The children need to come to school wearing their PE uniform on those days

Children should wear a plain white t-shirt/school white t-shirt and plain navy, royal blue or black shorts/joggers/leggings and their school jumper/cardigan.

They also need trainers which they can fasten themselves.



Hair and Jewellery

Where possible long hair should be tied back during school time and must be tied back for PE lessons. No jewellery other than a watch and/or stud earrings can be worn. If your child wears stud earrings please remove them on PE days. If this is not possible then please contact us to discuss alternative arrangements.

Any other jewellery worn will be taken in by class teachers and returned directly to parents.

Library Visit

Your child will visit the school library once per week on a Friday. Children can borrow one book per week, please ensure that your child returns their library book on the following Friday so that they can borrow books regularly.



Book bags

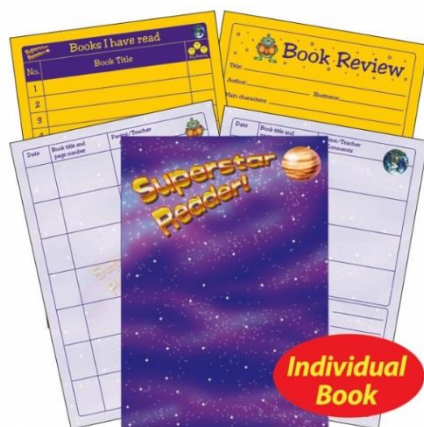
All children should bring in a book bag to school **every day** as they will use their bags to store letters, reading books and their reading record diary.



Home Learning

The most important homework you can do with your child is help with reading their home reading books. Your child would benefit greatly by reading aloud to an adult on a daily basis. Little and often is the best way in supporting reading progress.

Please continue to use our reading diaries and every time you hear your child read (even if it's the same book again) please sign it and/or write a positive comment.



If your child has a book with the L & S sticker at the top they are books targeted specifically at the phonics level your child is working on and they should be able to sound out all the words in them (if they struggle please send Mrs. Palmer a message on Class Dojo or in their reading diaries).

Each L & S book needs to be **read at least twice or more** to help the children improve their fluency and practise specific sounds.

Please encourage your child to put their reading books in the red tray in the classroom everyday so they can be checked and changed if necessary.

We will send home individualised flashcards for the tricky words and sounds that your child needs to learn to read each half term. You can then practise reading and spelling these at home with your child.

For maths, please see the key skills mentioned later in this booklet for ideas of things you can practice with your child. The most useful mathematical activities to do at home do not involve a worksheet, instead do practical activities, such as when shopping involve your child with writing lists and recognising and counting out money, when cooking ask your child to read the scales or measurements on jugs, telling the time using digital and analogue clocks or practising counting in steps of 10, 2 and 5 and times tables.

Additional ideas to support your child's learning at home are always included in the half termly topic newsletters we send home.

Please use Class Dojo to send Mrs. Palmer a message if you have any questions or would like to discuss homework.

Mathematics

It's worth looking through these key maths skills with your child to check for any gaps they have in their understanding and practising these at home.

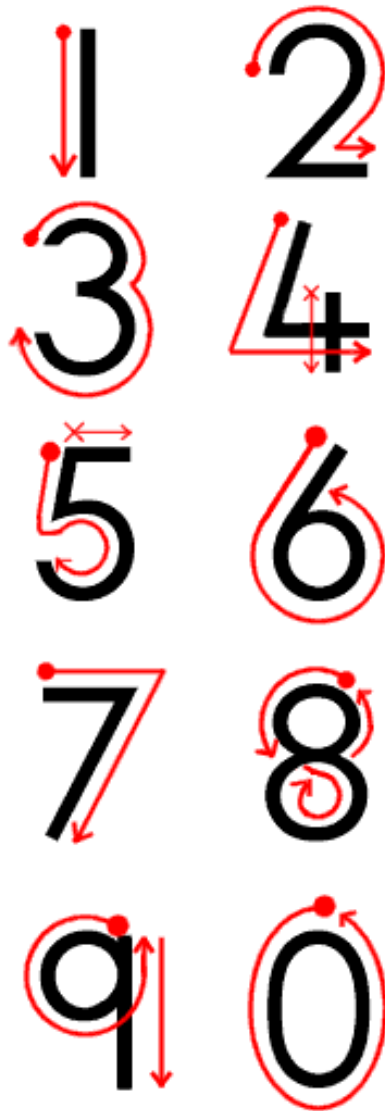


Reception
Count forwards to 100.
Count backwards from at least 20.
Know the next number for any number up to 12.
Match the correct number for each object when counting a set of things, e.g. one counter, two counters...
Instantly recognise the number of objects in a small group without needing to count them using numbers up to and including 6: do children recognise arrays, e.g. 6 dots on a dice, without counting?
Match numbers to fingers, e.g. hold up 7 fingers (without counting each finger).
Begin to compare numbers, e.g. knowing that 6 is bigger than 4.
Know the story of 6 ($3 + 3$, $2 + 4$, $1 + 5$, $6 + 0$), and the stories of 5 and of 4 and of 3...
Recognise some 2-digit numbers related to their own experiences, e.g. house number.
Recognise the difference between 'flat' and 'solid' shapes and describe shapes by mentioning a property, e.g. this one rolls, this one has corners...
Compare the size of things using mathematical language, e.g. Sally is taller than me.
Year 1
Count on and back in ones to and from 100 and from any single-digit or 2-digit number.
Count on and back in tens from any 1-digit or 2-digit number, e.g. 23 , 33, 43, 53... Continue to just over 100.
Recognise numbers to 100.
Know number bonds to 10, e.g. $5 + 5$, $6 + 4$, etc. Also know what is left if objects are taken from 10, e.g. 10 fingers, fold down 4, leaves 6 standing.
Begin to be aware of unit patterns, e.g. <div style="text-align: right;"> $2 + 4 = 6$ $12 + 4 = 16$ $22 + 4 = 26$ etc. </div>
Recognise the + and - and = signs, and use these to read and write simple additions and subtractions.
Add small numbers by counting on and subtract small numbers by counting back.
Recognise doubles to double 6 and find related halves.
Recognise the difference between 2-D and 3-D shapes; identify and describe common 2-D and 3-D shapes.
Recognise and compare objects according to height or length, weight or capacity, using appropriate mathematical language, e.g. the tree is taller than the bush, the bag is heavier than the shoes, the teapot holds more than the jug.
Tell the time to the half hour on analogue and digital clocks.

Number Formation

Encourage your child to form numbers in the standard way. Bad habits are difficult to break, so following this simple guide can help to prevent problems at a later stage.

Spots indicate the starting position of the pencil. The pencil should remain on the paper, following the arrows. For the numbers four and five, the pencil must be raised before completing the second part of each number. **Crosses** indicate the second starting positions.



Handwriting — Letter formation



For Right Handed Children



For Left Handed Children

Phonics

We use the Letters and Sounds phonics programme which aims to build upon children's speaking and listening skills in their own right as well as preparing them for learning to read by developing their phonic knowledge and skills. These set out detailed and systematic programme for teaching phonic skills for children with the aim of them becoming fluent readers by the age of seven.

Letters and Sounds is split into 6 phases. Below is an overview of what is included in each phase.

Phase One (Nursery / Reception)

The aim of this phase is to foster children's speaking and listening skills as preparation for learning to read with phonics. Parents can play a vital role in helping their children develop these skills, by encouraging their children to listen carefully and talk extensively about what they hear, see and do.

Phases Two - Four (Reception/Year 1)

Phase Two is when systematic, high quality phonic work begins. During Phase Two to Four, children learn:

- * How to represent each of the 42 sounds by a letter or sequence of letters.
- *How to blend sounds together for reading and how to segment (split) words for spelling.
- *Letter names
- *How to read and spell some high frequency 'tricky' words containing sounds not yet learnt (e.g. they, my, her, you).

The Letters and Sounds Programme progresses from the simple to the more complex aspects of phonics at a pace that is suitable for the children who are learning.

Phase Five (Year 1-2) Children learn new ways of representing the sounds and practise blending for reading and segmenting for spelling.

Phase Six (Year 2) During this phase, children become fluent readers and increasingly accurate spellers.

The Year 1 Phonics Screening Check

The Year 1 phonics screening check is a compulsory short assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard.

It is administered during June by a teacher who is familiar to your child. The check involves pupils reading 40 words- 20 real words and 20 nonsense words. Further details about the phonics screening check will be sent to you during the Spring Term and examples can be found on our class web page

https://191-northumberland.eschools.co.uk/website/finches_-_year_12/100621



Assessment and check-ups

The children's progress is constantly monitored and on a half termly basis the children will take part in short check-ups in maths, reading and spelling which we use to support our teacher judgements.

Reporting to parents

We hold formal parents' meetings in the autumn and spring terms and during the summer term you will receive a written report on your child. However, you are always welcome to discuss your child's progress at any time during the year by contacting Mrs. Palmer on Class Dojo.

Contacting us

Sadly, but unavoidably at this time due to restrictions still in place in schools, we are unable to operate our 'open door' policy. Parents should not enter the school building unless permission is given by a member of staff. Please send items, such as dinner money/breakfast club booking forms, into school with your child. Book bags will be checked on a daily basis. If you do need to drop anything off during the school day or collect your child for an appointment, etc. then please ring the office beforehand and we will make arrangements with you with regards to this. One of your main points of contact with us is therefore by telephone. Please be aware that we only have one telephone line so please leave a message if your call is unanswered and we will get back to you. You can also use email (admin@broomhill.northumberland.sch.uk), Class Dojo and Facebook to get in touch. Mrs. Palmer will be welcoming children into school each morning so any brief messages/queries can be shared at this point and you will also be able to speak to teachers at the end of the day in the playground once the rest of their class have been collected.

Further questions

If you have any questions about your child's transition into Year 1 please do not hesitate to contact us.

Parental involvement

Broomhill Friends of the School is a group of parents who help to organise fundraising events and fun activities for the children. If you have any time to spare for the Friends please get involved by contacting Mr. Smith or any of the Friends Committee members.



