

A stylized, colorful illustration of a landscape. The foreground features rolling green hills with a dark brown path winding through them. On the left, there is a green tree, a purple flower, and a small orange bush. A small red bird is flying in the sky above the tree. The background consists of layered, wavy bands of blue and white, suggesting a sky or distant hills.

# Your Child Their School

*Diamond Class*

# The staff



Miss  
Wicks



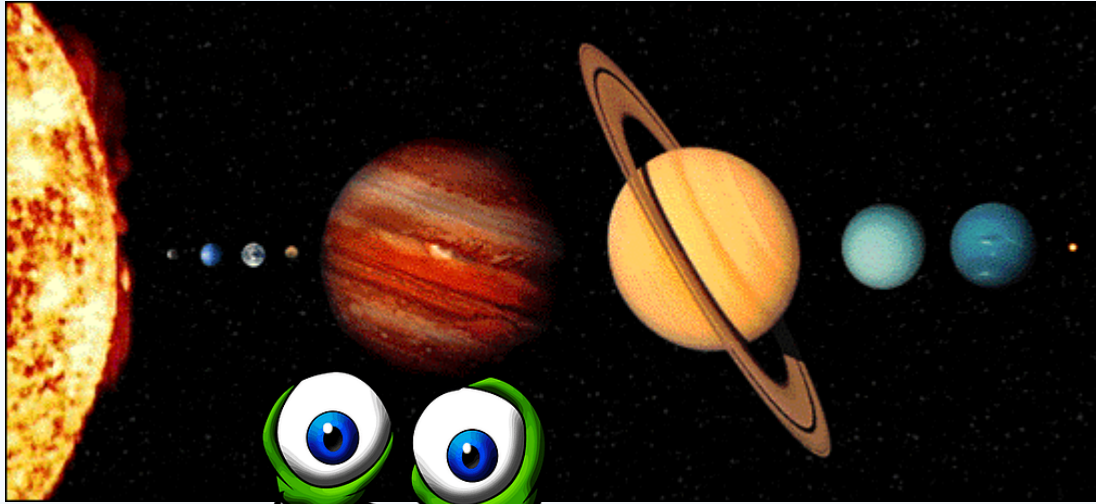
Mrs  
Bedford



Mrs  
Mintern



# Learning Projects



# Timetable

	8.45- 9.10	9.10- 9.25	9.25- 10.25	10.25- 10.45	10.45- 11.00	11.00- 12.00	12.00- 1.00	1.00-1.30	1.30-2.30	2.30-3.30
Monday	Maths Basic Skills	Worship	Maths	Phonics	Play Time	English	Lunch Time	Handwriting/Reading groups	Project Based Learning  Science	Forest School
Tuesday	Maths Basic Skills		Maths	Phonics		English		Class Story  Handwriting groups	PE – gross motor skills	Computing
Wednesday	Maths Basic Skills		Maths Y1	Phonics		English		Handwriting/Reading groups	Project Based Learning  History/Geography focus	
Thursday	Maths Basic Skills		Maths	Phonics		English		Class Novel  Interventions	PE – fine motor skills	Growth Mindset  PSHE  Circle Time
Friday	Maths Basic Skills		Maths	Phonics		English		Handwriting/Reading groups	Project Based Learning  Art/DT	Project Based Learning  Music



# Reading

Increasing fluency and comprehension when reading is essential in improving children's enjoyment of reading, their range of vocabulary and it also has an amazing impact on their writing.

We ask that you read the home-school reading book with your child every night. If your child is too tired to read to you (which, after a full day of school, is understandable) please read a chosen book to your children and indicate this in their reading record.

Any other work a child chooses to complete at home can be bought in for them to receive a 'working at home' sticker!

# Educational Visits





# Uniform and Belongings

## Autumn / Winter:

Our school's navy blue sweatshirt, cardigan or fleece with logo

White shirt / blouse / polo shirt

Grey / black / dark blue skirt, pinafore dress, trousers

Dark tights / socks

Black shoes

## Optional alternative Spring / Summer:

Blue and white checked dress or white polo shirt

Grey / black skirt, culottes, trousers or shorts

White socks

Black shoes

**NOTE:** Children should not bring any of their own belongings/toys/stationary into school!



# PE

PE Kit – A kit bag containing:  
Black / dark blue shorts or skort  
Light blue polo shirt  
Elasticated plimsolls / trainers

- Our PE session each week will focus on gross motor skills – travelling, balancing, ball skills.
- We will also do a fine motor skill session each week.





# Communication

- Important letters or messages for the day can be handed straight to the person who greets you on the door.
- If you have anything else you would like to discuss with us please ask to make an appointment via the office.

# Assessing Pupils Learning

At the end of the year the children in EYFS are assessed against the 17 strands of the EYFS profile. When your children start school we baseline them against these areas so that we can also determine progress. If your child baselines lower than we expect in any of the 17 areas this will be communicated with you during their first half term in school.

Personal, Social & Emotional Development	Making Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
	Self-Confidence and Self-Awareness	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Communication & Language	Listening and Attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development	Moving and Handling	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	Health and Self-Care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Literacy	Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
	Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Maths	Numbers	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	Shape, Space and Measure	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the World	People & Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	The World	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts & Design	Exploring & Using Media & Materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

In Year One the children's progress and attainment in Maths, Reading and Writing will be assessed.

Assessments are made in line with the National Curriculum and, similarly to the children in Reception, your children will not know they are being tested.

Note to self (not to children please): Phonics Screening will take place in June 2019.





# Start and End of Day

Children will be collected and dropped off in the Little Playground. A teacher or TA will greet the children in the playground in the morning. Parents are discouraged from coming in with their child in the morning; this is to encourage children to gain independence in their morning routine. We also find it helps children who struggle with transition into school and appreciate your co-operation with this.

Maths Basic Skills begins at 8.45 – the earlier your child arrives at school the more they can learn!

At the end of the day the children will be called from their carpet spots when I see the parent/caregiver in the little playground. If you have arranged for anyone else to pick up your children please tell me in the morning or phone the office and let us know!

# Questions?

If you have any questions about next year please ask. If you do not wish to ask now but have any further questions, please feel free to book an appointment with me by contacting the school office.

