



# Welcome to Year 1!

**WORK  
HARD  
BE  
KIND**

# Your Year 1 Team

Empowering Learning

## Y1 Teaching Team:



Mr Diggle  
... Class  
Teacher



Miss Tattersall  
... Class  
Teacher

## Y1 Teaching Partner:



Mrs Ford

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# Your Year 1 Team

	<b>PE</b>	<b>PPA</b>
<b>Year 1</b>	Monday - Mrs Townsend and Miss Hibbert  Wednesday - Mrs Salvage	Monday afternoon - covered by Mrs Townsend and Miss Hibbert

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# Your Day

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- The gates open at 8:20 and close at 8:35. Your class teachers will be available at classroom doors to greet children and check-in with parents if required.
- Registration is at 8:30.
- Being on time is really important. Did you know that if you arrive only 5 minutes late, in a month you will have missed 1 hour, 40 minutes of school?
- If you do arrive at school after 8:35, please go to the main lower-site office to sign in.

# Your Day

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- At the end of the day, Year 1 will be released promptly at 3pm from their classroom. Class teachers will be available at classroom doors to dismiss children and check-in with parents if required.
- If your child is attending TeddyBears, they will be collected by staff from their classroom at this time.
- Please introduce teachers to any adults who regularly pick your child up from school. This is for safeguarding reasons.

# Your Week

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Treasure text

	8:20 - 8:35	8:40 - 9:10	9:10 - 10:10	10:10 - 10:30	10:30 - 10:50	10:50 - 11:45	11:45 - 12:00	12:00 - 12:45	12:45 - 13:20	13:20 - 14:00	14:00 - 14:30	14:30 - 14:45	14:45 - 15:00
Monday	Do Now / registration	Phonics	Maths	Break / snack time	Values Assembly	Jigsaw PSHE / RE	Ready for lunch	Lunch	Reading	PE	French / Musician	Mastering Number	Treasure text
Tuesday		Phonics	Maths		Singing Assembly	Author			Reading	Enquiry	Mastering Number		
Wednesday		Phonics	Maple - PE Willow - Author		Crew	Willow - PE Maple - Author			Reading	Maths	Mastering Number		
Thursday		Phonics	Maths		Class Assembly	Author			Reading	Enquiry	Handwriting		
Friday		Phonics	Maths		Celebration Assembly	Author			Reading	Artist	Discovery		

We will keep you posted when we know the timetable for Forest School. Once we start Forest School, you are welcome to leave wellies and coats, etc. at school, but would advise keeping them at home for the time being until we have more information about start dates.

# Gem Powers



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At the end of each week, class teachers will choose one or two children who have demonstrated these gem powers and award them with a gem certificate.

<p><b>Amethyst Power</b> <i>The ability to collaborate and cooperate</i></p> <ul style="list-style-type: none"> <li>• Listening to others, including adults</li> <li>• Sharing ideas</li> <li>• Taking turns</li> <li>• Planning learning with others</li> <li>• Negotiating and agreeing</li> </ul> 	<p><b>Diamond Power</b> <i>The ability to solve problems</i></p> <ul style="list-style-type: none"> <li>• Noticing there is a problem to solve</li> <li>• Taking responsibility</li> <li>• Being organised and independent</li> <li>• Seeking solutions</li> <li>• Knowing when there is a problem that can be solved alone or with support of an adult</li> </ul> 	<p><b>Emerald Power</b> <i>The ability to manage emotions and bounce back</i></p> <ul style="list-style-type: none"> <li>• Emotional intelligence</li> <li>• Showing resilience</li> <li>• Manage disappointment</li> <li>• Bouncing back from mistakes</li> <li>• Strategies to stay in control of emotions</li> </ul> 
<p><b>Ruby Power</b> <i>being aware of others and how what you do and say might make them feel</i></p> <ul style="list-style-type: none"> <li>• Listen</li> <li>• Smile</li> <li>• Use kind words</li> <li>• Acts of kindness</li> <li>• Having and showing empathy</li> </ul> 	<p><b>Sapphire Power</b> <i>The ability to stay focused</i></p> <ul style="list-style-type: none"> <li>• Manage distractions</li> <li>• Focusing on tasks</li> <li>• Avoid procrastination</li> <li>• Learning over a sustained period of time</li> </ul> 	<p><b>Topaz Power</b> <i>The ability to communicate</i></p> <ul style="list-style-type: none"> <li>• Control your voice</li> <li>• Share your ideas</li> <li>• Asking different questions</li> <li>• Discuss your ideas</li> <li>• Listening to the ideas of others</li> </ul> 

# Ready to Learn

Two school rules:

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- In-class support
- Reflections
- Working with home adults
- PT-team support

Modes of Learning:

- Eyes on Me
- Discussion
- Individual Learning

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# Your School Uniform



Perthouse Polo Lower School



## Lower Body and Footwear

All students from Reception – Year 11 can choose to wear either:

- Grey tailored, regular fit trousers or shorts (can be purchased from Monkhouse or alternative uniform shops).  
Shorts must be knee length and trousers must cover the ankle.

Styles such as carrot, tapered, seven/eighths are not permitted

- Jeans, cords, chinos, stretchy fabric, flares, tracksuit bottoms, leggings, sports shorts or zip pockets are not permitted.
- Monkhouse grey tailored school skirt. **This will be the only, approved uniform skirt.** Please do not seek to purchase skirts from alternative
- Plain black school shoes or trainers
  - White/coloured logo based trainers, boots, high heels are **not acceptable forms of footwear.**

If your child attends school and is wearing one of the prohibited items listed above, they will be asked to change their clothes into the official uniform before attending lessons.

## Lower School (Years R – 4)

Jade KOA polo shirt\*

Blue KOA round neck sweatshirt or cardigan \*

Jade green checked summer dress (optional).

\*Children in Reception will also be allowed to wear a plain jade polo and/or plain navy sweatshirt to recognise the rate at which children grow/require new uniform

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- School uniform is compulsory and the full policy can be found on the school website
- Please name all items of clothing

# Your PE Uniform

## Reception – Year 6

- Blue King's Oak PE T-shirt
- Blue King's Oak Hoody
- Black shorts or joggers/leggings
- Trainers

- Please send your child into school in their PE kits on Mondays and Wednesdays.
- Ensure your child is dressed appropriately for the weather - we will be outside as much as possible.
- Please name all items of clothing.

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# Learning to Learn at Home

At King's Oak Academy, in Years R-6 we believe that homework is an opportunity to develop Diamond power at home and to develop the study skills necessary for their future education. Therefore, we use the term 'Learning to Learn at Home' as a way to describe homework. Throughout their time in Years R-6 at KOA, your children will have homework which will be appropriate for their age and stage of learning. Through completing tasks and meeting deadlines, children will develop their organisation skills (Diamond Power). Learning to Learn at Home will also provide opportunities to develop the ability to practise a skill to refine and develop fluency.

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# Learning to Learn at Home

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## Expectations for quantity and content

- Research shows that short and regular tasks are most effective for having an impact on learning in school.
- The tasks provided should be completed independently by your child but you may want to encourage them to explain their learning to you.
- There may be an optional suggestion for how each task could be extended but this is not compulsory.
- Your child will be provided with a folder to transport their learning to and from school. This is a vital element of developing organisational skills and pride in their learning.

## Timescale

- All tasks will be given out on a Friday and they should be returned to school by the following Thursday.
- If the timing is different, this will be indicated on the task. There is the expectation that homework is completed.

## Feedback

- All learning completed at home will be marked as a class and then kept within the appropriate learning book or folder. For example, maths tasks will be placed in the child's maths folder once it has been marked.
- Feedback will also be given on their effort, self-study skills and their organisation (grit and diamond power).
- If the learning is digital, teachers will monitor this.

# Learning to Learn at Home

	Quantity	Examples of the type of task your child may receive
Reception	Daily reading	<ul style="list-style-type: none"> <li>•Establish the habit of reading practice every day for 5 – 10 minutes. This may include you sharing a book and together discussing the content, practising sight reading of key words, your child reading to you and sharing new vocabulary.</li> <li>•Maths task to develop fluency e.g. counting.</li> </ul>
Year 1	Daily reading 1x10 min task per week	<ul style="list-style-type: none"> <li>•Daily reading practice where your child reads to you.</li> <li>•Handwriting practice, spelling or vocabulary practice.</li> <li>•NumBots.</li> </ul>
Year 2	Daily reading 1x10 min task per week	<ul style="list-style-type: none"> <li>•Daily reading practice.</li> <li>•Handwriting, spelling, vocabulary or comprehension practice.</li> <li>•NumBots.</li> </ul>
Year 3	Daily reading 2x10 min task per week	<ul style="list-style-type: none"> <li>•Daily reading practice.</li> <li>•Handwriting, spelling, vocabulary or comprehension practice.</li> <li>•Times-table Rockstars.</li> </ul>
Year 4	Daily reading 2x10 min task per week	<ul style="list-style-type: none"> <li>•Daily reading practice.</li> <li>•Handwriting, spelling, vocabulary or comprehension practice.</li> <li>•Times-table Rockstars.</li> </ul>
Year 5	Daily reading 3x10 min task per week	<ul style="list-style-type: none"> <li>•Daily reading practice.</li> <li>•Handwriting, spelling, vocabulary or comprehension practice.</li> <li>•Times-table Rockstars.</li> <li>•Maths task to develop fluency – focus on written calculations .</li> </ul>
Year 6	Daily reading 3x10 min task per week	<ul style="list-style-type: none"> <li>•Daily reading practice.</li> <li>•Handwriting, spelling, vocabulary or comprehension practice.</li> <li>•Times-table Rockstars.</li> <li>•Maths task to develop fluency – focus on written calculations</li> </ul>

## Year 1

- Daily reading
- 1 X 10 min task per week
- Daily reading practice.
- Handwriting, spelling, vocabulary or comprehension practice.
- Math activities

# The Impact of Daily Reading

Number of words children would have heard by the age of 5 if they were:



- Reading with your child at home has a tremendous effect on their vocabulary.
- Five minutes a day is 400,000 more words a year.
- 21 minutes a day is 1,823,000 more words a year.
- 40 minutes a day is 3,646,000 more words a year.

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# Home Reading

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- Your child should read a book of their level or choice for at least 10 minutes each day (minimum 4x per week). You can support your child by asking them some of the questions from the bookmarks provided (see your child's reading record).
- In-school adults will look at Reading Records weekly to check whether there is anything that we can help you with in supporting your child to make progress in their reading.
- Please sign your child's reading log every time they read. If you would like to, feel free to add a specific comment around something that your child needs additional support with (a sound, a key word, understanding around feelings etc.) or doing really well with!

# Books and Biscuits club

- Following great success from last year, we are reinstating our after-school reading club. This is an opportunity to read with your child immediately after school for 10 - 15 minutes.
- It is great for all readers, but especially reluctant readers because they are still in 'school mode'. Plus, we have the added incentive of a biscuit after they have read!
- Books and Biscuits will run on Tuesdays and Thursdays, starting from Tuesday 13th September. We will let you know on Seesaw if there are any dates that teachers are unable to run.

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# Phonics Screening Check



- During the summer term of Year 1, all children will undertake the Phonics Screening Check. This is a national assessment to check that students are secure in their understanding of reading using phonics.
- The check is performed 1:1 with the child's class teacher. Children read 40 words, 20 of which are meaningless 'alien' words. Results are made available to parents by the end of the year with reports. If children do not meet the pass threshold, they will retake the check in year 2 and additional support will be put in place for them.
- In preparation for the check, we will undertake mock assessments throughout the year to identify any general or individual gaps in knowledge so that we can address them as soon as possible.

# Communication



*Seesaw*

- Regular updates will be published on Seesaw - both celebrating learning and any changes that you may need to be aware of.
- If you have any urgent admin messages, please contact the school office as the first point of contact, as Seesaw doesn't always get checked throughout the day.
- We will endeavour to answer questions as soon as possible, but please note they will not be answered after 5pm.

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# Trips and Visits

- We know that trips and visits can enhance the children's learning experiences and inspire them in a particular subject.
- We will endeavour to include trips or visits where it adds value to the learning experience but are aware of financial difficulties that may arise. As such, we will give plenty of notice before a trip is due to take place.
- In order for trips to proceed safely, we often need additional helpers. Without the correct number of adults, trips cannot take place. We thank you in advance for your cooperation.

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# We Ask One Big Thing of Parents:



MAKE SURE YOUR CHILD  
IS IN SCHOOL EVERY DAY.

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Tuesday 13 September: KOA Open Evening

Wednesday 5 October: Individual and Sibling Photos

Thursday 13 / Tuesday 18 October: Parents' Evening

Wednesday 19 October: Last day of term 1 for students

Thursday 20 October and Friday 21 October: INSET days