

Welcome to Year 1



Please note that this presentation is being recorded and will be shared with families on our School YouTube channel

Happy Pupils Succeed

At Harborne Primary School we are developing confident, successful children with a natural love of learning, through an aspirational and inspirational curriculum where everybody is valued.

Our ethos

To value children as individuals: celebrating their achievements and supporting their individual needs within a framework of equal opportunities.

To provide opportunities for social, moral, spiritual and cultural development so that children value and respect their own and other cultures.

To encourage children to accept personal responsibility for their own behaviour and to be caring and sensitive towards the needs of others and the environment

Our curriculum

To provide an exciting and relevant curriculum which motivates the children to learn, working both collaboratively and independently.

To promote high standards of achievement through careful planning and assessment of children's progress, which maximises each child's individual potential.

Our staff

To use the expertise of individual staff to encourage teamwork and promote quality teaching and learning.

To value all our staff and provide opportunities for their professional development.

Our community

To promote a partnership between staff, parents, governors and the wider community, which enhances children's learning.

Resources

To match our available resources as efficiently and effectively as possible to curriculum and whole-school objectives

Premises

To consider carefully the use of space so as to provide an attractive, safe and stimulating learning environment.

The Year 1 Team



Mrs Quinn
Class Teacher
10Q



Mrs Oakley
Class Teacher 10Q
English Lead



Mrs Gaynor
Class Teacher 1G
Y1 Group Leader



Mrs Miller
Class Teacher 1M
Science Lead



Miss Blunn
Class Teacher
1B



Miss Wilcock
Teaching Assistant



Miss Connolley
Teaching Assistant



Miss Black
Teaching Assistant



Mrs Whitlock
Teaching Assistant



TBC
Teaching Assistant



Mrs. C Nelson
SENCO
(Special Educational
Needs Coordinator)



Mrs. L Gibbons
SEN
Administration/
ASD support

Our SEND Team



Mrs. L Crute-Morris
SEN Administration TA/ Speech
& Language support

Our Pastoral team



Mrs. N Quadri
Pastoral Manager



**Miss J
Hussain**
Learning
Mentor

Our Senior Leadership Team

**Mr Nick
Whitehouse**
Head Teacher



(SLT)
**Mr Duncan
Wilson**
Deputy Head
Teacher



Mrs Julie Hallam
Assistant Head
Teacher



Mrs Claire Walters
Assistant Head
Teacher



Ms Vida Kyereh
Assistant Head Teacher

Start and finish of the day:



At Main Site the children will be dropped off and picked through the gate on Emerson Road and will enter school via their classroom doors.

At the Annex, children will come into School the same way as this year

Drop off:
8:50am
Pick up:
3.20pm



Every day, children need to bring to scho

- A coat
- HPS Book Bag (one keyring only)
Reading books and Red Reading Diary
- Water bottle in House colour
50p for a new lid from the School Office
Blue – Windsor
Red – Hanover
Yellow – Stuart
Green - Tudor



HPS book bags can be bought
from the School Office for £4.50

No rucksacks in
school please



We do not have the
storage space!

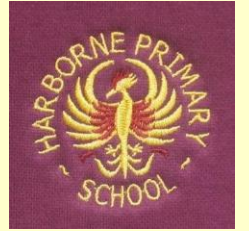
What children need to keep at school

- A colouring book and colouring crayons for wet play
- A HPS kit bag for P.E. kit (Reception-Year 2).



We like the children to wear our smart and practical uniform because it helps to give them a sense of pride in our school, helps them to be ready to learn and to show they belong to the school team.

School Uniform



- Grey skirt/dress/trousers
- Summer dress in red and white gingham
- White shirts/polo tops
- Burgundy/grey sweatshirts/jumpers/cardigan
- Black, sensible school shoes
- Burgundy/grey/white/black tights or socks
- Suitable winter coat/school fleece
- School logo is recommended
- **No bracelets, hooped earrings or necklaces (unless worn for religious purposes)**

Most younger children find shoes/trainers without laces the best for school.

Please check that all uniform and property is clearly labelled with your child's name.

Y1 P.E. days – Wednesday and Friday

Reception, Y1 and Y2 children will keep their P.E. kits in school during term-time and change into their P.E. kits at school

Children can wear their trainers to school on P.E. days.

Y3 –Y6 will wear their P.E. kits to school all day, on their P.E. lesson days

- Plain navy, grey or black shorts or, tracksuit bottoms with elasticated ankles.
- White P.E. top with House colour trim and school logo or a plain t-shirt in your child's House colour.
- A Harborne Primary School or plain burgundy jumper/cardigan.
- Socks.
- FASTENABLE trainers – not pumps or school shoes!
- No jewellery including earrings (religious jewellery must be covered with a sweatband).
- Children are permitted to wear activity trackers, provided that they are covered and secured (e.g. with a sweatband).
- **Long hair must be tied up.**



For a before-school sports club, please send your child's uniform for them to change into before lessons start.
For an after-school sports club, please send your child's P.E. kit for them to change into before the club starts.

Food at school

- **All** Infant children are offered a free piece of fruit or a vegetable, at morning snack time.
- **All** Infant children are entitled to a free school meal at lunchtime.
- Please discuss with your child which foods they may like to eat and pre-order their meal choices.
- Please tell us about any allergies or dietary requirements that your child has. They should also know if they have to avoid any foods.
- We are a **healthy-eating** and **nut-free** school.





SCHOOL FOOD UNITED

A balanced school meal helps our children to be healthy and ready to learn.



A new way to order your child's lunch called School Food United is coming soon!

We are introducing a new way to order your child's lunch online, ensuring they get their first and favourite choice of meal, reducing waste and making it easier and safer for everyone. Once we go live, you will be able to:



Order, Change or Cancel Meals



Top Up Your Account



Hear About Special Events



View & print your child's meal plans

Other important information

Free School Meals

If your child is entitled to a free school meal, you can choose their meal by downloading the app, logging into our website, or through the catering team at school at the start of each term.

To check if your child is eligible for Free School Meals go to:

www.gov.uk/apply-free-school-meals

Allergens

Please ensure you have completed a 'Special Diet Form' detailed with your child's individual requirements. Once completed you will receive a specially created menu, from which you can select your child's favourite dishes, all of which meet their special dietary needs.

SCHOOL MEAL ENTITLEMENT

LET'S BE
**FOOD
SMART**
FOR BODY AND BRAIN

MEALS FOR FREE

Because of what is happening in the world right now, we understand that there may be some families that have had a change in financial circumstances and may now be entitled to apply for Free School Meals.

DID YOU KNOW?

Did you know that many pupils are entitled to free school meals - including all infants (reception, year one and year two). This can save you over £400 per child per year & will help boost funds for your school.

ARE YOU ELIGIBLE?

If your child is eligible for free school meals, they'll remain eligible until they finish the phase of schooling (primary or secondary) they're in on 31 March 2022.

Your child may be able to get free school meals if you get any of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you're 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 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)



This website helps you to establish if you can claim.

<https://www.gov.uk/apply-free-school-meals>

Communication

In Year 1, we regularly share information with parents/carers via letters in book bags, the WhatsApp groups and the school Newsletter.

If you need to communicate a message to us please:

1. Speak to the member of staff on the door at drop off;
2. Speak to the Class Teacher at pick up;
3. If you're not coming to the school site yourself, you can either:
email enquiry@harborne.bham.sch.uk
or telephone the school Office to leave a message.

Should an issue need further attention:

4. Speak to Mrs Gaynor, the Y1 Group Leader;
5. Message a member of our SLT.



Please speak to your child's class teacher if you would like to be the WhatsApp Representative or if you would like to join the group.

Transition

For the first half term in year 1, children will be completing missions. This gives the children the opportunity to get to know the staff who will be working with them and to become familiar with their classroom environment. We will be following the year 1 curriculum, and will be led by the needs of the children.

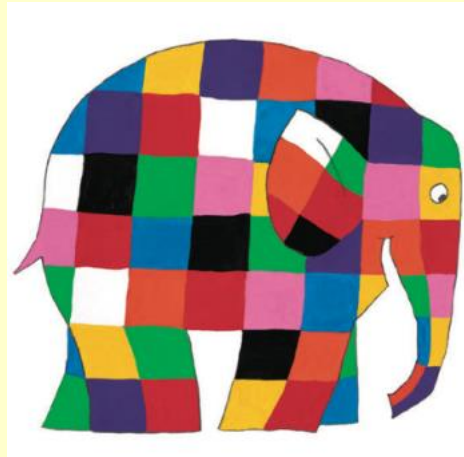


The Y1 Curriculum

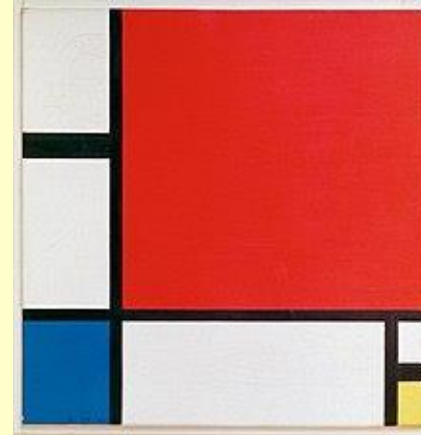
Outline learning focus areas for the Autumn Term



Toys



Elmer Stories



Mondrian



Seasonal changes

Further details of our curriculum for the year are shared on the school's website:

www.harborneprimary.co.uk

We follow the 'Five-a-day' principles for high quality teaching. These best support our SEND pupils and benefit all children.



1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Reading

Reading underpins much of our learning so we provide many and varied reading experiences for the children at school. Adults read to the children, guided, group reads happen weekly, the children read independently and with peer partners.

We have a wide selection of texts available and encourage the children to make selections from fiction, non-fiction and poetry genres.

Please read, read, read to and with your child several times a week and use the Red Reading Diary to record your comments.



Phonics Screening

We have daily phonics lessons in year 1 where we focus on blending phonemes to read words and segmenting words into phonemes to spell.

In the summer term there is a statutory assessment-the phonics screening check. More information will be provided nearer the time.



How you can support your child's learning:

- Reading-you and your child.
- Spelling activities
- Handwriting
- Number work
- Talking
- Experiences





Homework



There will be a range of homework activities with the main focus on phonics. This will be a mix of work set in books and online activities on Purplemash. Homework will be sent home on Thursday/Friday.



Trips, Fun Days and Celebrations

- Local walks
- Christmas songs
- Fairy Tale Day
- Alien Day
- Museum visit
- Library Visit
- Animal Man



How you can support our school

- Please join our Friends of H.P.S.
- Please nominate H.P.S. when making online purchases through 'Easy Fundraising'
- Please volunteer to accompany groups on outings (eg. walking to the swimming pool, trips out and local walks).
- Please come and join the fun at our many family events – Christmas Carol Service, Eid Fest, EYFS Bedtime Stories, Sports Days, Summer Fairs and many more!



All little ones are smart.

Some master language early. Some have sharp memories. Others might have a natural gift for engineering — building and design. Some are creatively brilliant, or talented, while still others are light years ahead of their peers in empathy and compassion. Some are in tune with nature and the great outdoors, and others are fascinated by creatures and animals of all kinds.

There is not just one kind of "smart." Not for adults, and definitely not for people who are basically brand new to the world.

@cassiegottulashaw

We need to stop expecting children to meet so many made-up standards that say they should do certain things in certain ways by certain times.

It's nonsense.

All children are bright as stars when we nurture the unique ways in which they

NATURALLY SHINE! ✨

from the house on a hill
cassiegottulashaw.com



Wishing you all a super Summer holiday!

See you on Wednesday 6th September

