

WELTON PRIMARY SCHOOL

YEAR ONE

PUPIL AND PARENT

HANDBOOK



SEPTEMBER 2023



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In September the Year One Team will be:



Mrs Jones



Mrs Wilkinson



Mr Dixon



Miss Farrow



Miss Lowe



Mrs Johnson

Welcome Back

We are looking forward to seeing everyone in September.



When you haven't been at school for a while it maybe a little scary too. It's okay to be a bit worried.

While you have been at home and having a summer holiday, we have been making sure the school ready for a new year.

We have also been getting the classrooms ready. All we need now is you!



COMING BACK TO SCHOOL

You will probably have a new teacher. They know you might need more looking after for a while.

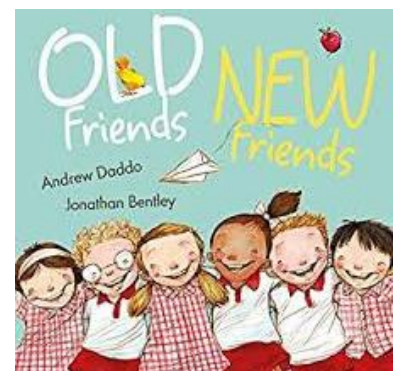
sometimes being
happy is hard to do.



You will have a new classroom and it will look different. That's ok, because you will soon get used to it.



You will be in a class with some old friends but also some new friends. You might miss some of your old classmates, but you can see them at breaktime.



School Day

At Welton, the gates will open at 8:40am and registers will open at 8:45am.



It is essential that you arrive at school promptly, to ensure you do not miss part of your first lesson which begins at 9am prompt.

The lessons you will have every day:

- Guided reading and /or phonics,
- SEEC or spelling,
- Maths, number fact fluency sessions,
- English, handwriting and the class reading book.



Your teachers are getting all your lessons ready for September. They know that you may have forgotten how to do some things. Don't worry, they will help you.

Learning and lessons will finish ready for you to leave school. You will be collected or go to the club at 3:30pm.

Prohibited Items



There are some things that are not allowed at school, these need to be always left at home.



Mobile phones



Smart watches and any watch that has internet and messaging facilities.



Sweets and confectionery

This includes in packed lunches.



Jewellery

Small flat studs can be worn in lessons but need removing for breaks and PE. We strongly recommend that earrings are not worn for school.



Our lockers are very small.

Rucksacks are permitted for children who have a signed permission to bring their bicycle to school.



Hydration drinks



Chap sticks, cough sweets etc



Toys and other things from home.

What should I wear to school?

The children look smart in their school uniform and will all wear school uniform.



Welton's Expectations

Ready

Respectful

Safe

Be ready to learn.

**Respect the school rules
which will keep you
safe.**

Soft PE bag



Book bag



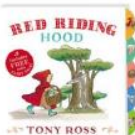










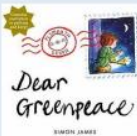


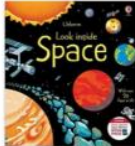
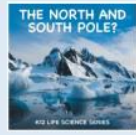








Welton Independent Learning Skills (W.I.L.S.)

- Stickability
- Personal Best
- Risk It
- Organised
- Asking Questions
- Focus
- Collaboration
- Reflection


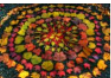



Every Thursday
– special assembly



What does learning look like in Year 1?

Welton Primary School Long Term Plan 2021/22				Year Group: 1	Class Teachers:	
Subject	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
English Core Texts	 Red Riding Hood Author: Tony Ross	 Owl Babies Author: Martin Waddell	 The Way Back Home Author: Oliver Jeffers	 Lost and Found Author: Oliver Jeffers	 Once upon a World: Cinderella Author: Chloe Perkins	 Oi, Get off our Train Author: John Burningham
	 Little Red Riding Hood Author: Lucy Rowland	 Owl Moon Author: Jane Yolen	 Beegu Author: Alexis Deacon	 Poles Apart Author: Jeanne Willis	 Cinderella of the Nile Beverly Naidoo	 Dear Greenpeace Author: Shirley Climo
	 Little Red Riding Hood Retold by Lynn Roberts	 Cycle of Life - Egg to Owl Author: Carolyn Scrase	 Look Inside Space Rob Lloyd Jones	 The North or South Pole?	 Ameila Earhart Isabel Vegara	 Red Alert Catherine Barr
Core Poetry	Autumn Term  A Twit for a Twoo Author: Charlie Lear	 Owl and the Pussy Cat, Edward Lear	Spring Term  Space Poems Gaby Morgan	 Poems about Polar Life Douglas Florian	Summer Term  Puffin Book of Nursery Rhymes	 Douglas Florian
Phonics	Review phase 3 and 4 Phase 5	Phase 5 graphemes New tricky words	Phase 5 graphemes New tricky words	Phase 5 graphemes New tricky words	Phonics screening No new content	Phase 5 graphemes New tricky words
For the detailed programme overview showing the progression of phonics teaching and tricky words visit the Reading tab under Curriculum on the website.						
Maths	Number Sense: understanding of number and fluency with number facts					
	NPV: Previous Reception Experiences and counting within 100 NPV: Comparison of Quantities and Part-Whole Relationships	NPV: Comparison of Quantities and Part-Whole Relationships NF: Numbers 0 to 5 G: Recognise, compose, decompose and manipulate 2D and 3D shapes	G: Recognise, compose, decompose and manipulate 2D and 3D shapes NF: Numbers 0 – 10 AS: Additive structures	AS: Additive structures AS: Addition and Subtraction facts within 10	NF: Numbers 0 – 20 NPV: Unitising and coin recognition	NPV: Unitising and coin recognition O: Position & Direction O: Time
NPV = Number, Place Value NF= Number Facts AS = addition and subtraction MD = multiplication and division F= Fractions G = Geometry O = other Measurement and Statistics are integrated as applications of number criteria, and elements of measurement that relate to shape are included in the Geometry strand						
Science	Biology: Humans (sense & body parts) Plants? Assessment Question: What 5 body parts do the senses come from?	Biology: Plants Assessment Question: Can you describe a plant and how to care for it?	Chemistry: Everyday Materials Assessment Question: Which materials are bendy / not bendy?	Biology: Animals Assessment Question: How is a mammal different to an amphibian?	Chemistry: Everyday Materials Assessment Question: Which material would be best to keep Amy Johnson dry?	Physics: Seasonal Changes Assessment Question: What type of weather might we expect to see during the winter that you probably won't see in the summer?
	Seasonal Changes: on going throughout the Year					

History	Significant historical people in their own locality What was school like when my when my grandparents went to school? Assessment Question <i>What was different when my grandparents went to school?</i>		Significant Individuals: Space Mae Jennison, Neil Armstrong, Tim Peakes (locality link: BAE Brough) Assessment Question: <i>Why is Mae Jennison remarkable?</i>		Events Beyond Living Memory <i>Flight / Amy Johnson</i> Assessment Question: <i>Why is Amy Johnson important?</i>	
Geography		Place Knowledge Welton Bears Local Area album <i>The streets where I live (Human / Physical Skills / fieldwork)</i> Assessment Question: <i>Can you describe your route to school?</i>		Place Knowledge: Investigating Spaceship Earth <i>(Oceans and Countries)</i> Assessment Question: <i>What is your favourite continent and why?</i>	Human & Physical Welton Bear Investigates the world following Amy Johnson's flight path (hot & cold countries) Assessment Question: <i>Why is Africa a hot country?</i>	
Religious Education	Looking at me, looking at you. Assessment Question: <i>What makes us special?</i> Christmas: Advent: <i>How do Christian families prepare for Christmas?</i>		Caring for the World Assessment Question: <i>How can we keep the world special?</i> Easter: Eastertime: <i>What are the big surprises?</i>		Worship and Festivals Assessment Question: <i>What happens in a place of worship?</i>	
Physical Education	Games and Ball Skills (movement / speed)	Games and Dance (Hockey)	Games and Gymnastics (Tag Rugby)	Games and Gymnastics (Tag Rugby)	Games and Dance (Lacrosse)	Games and Athletics (Lacrosse)
Computing	Digital Literacy: Online Safety: use technology safely and responsibly	Information Technology: Pictograms Assessment Question:	Computer Science: Lego Builders Assessment Question:	Information Technology: Animated Storybooks	Computer Science: Coding Assessment Question:	Information Technology: Spreadsheets Assessment Question:

	Assessment Question: <i>What is a password and why should we keep them safe?</i> Computer Science: Grouping and Sorting Assessment Question: <i>In what ways can we sort objects?</i>	<i>What is a pictogram and when might we use one?</i>	<i>Why do we need to debug code?</i> Computer Science: Maze Explorers Assessment Question: <i>How do you move an object around on a screen?</i>	Assessment Question: <i>What is an animated story?</i>	<i>What is coding and why is it useful to design before coding?</i>	<i>What does a Spreadsheet look like?</i> Digital Literacy: Technology outside of school Assessment Question: <i>What technology do we use at home ?</i>
Art	-	Painting: Artist: David Hockney  Local Yorkshire Artist	Sculpture Artist: Andy Goldworthy (linked to Science – natural sculpture) 		Drawing: Artist: Van Gough 	
Design Technology	Textiles: Sewing Make a book mark like my grandparents would have done (binca?)			Construction:  Design a space vehicle		Food and Nutrition:  Healthy packed Lunch for Amy Johnson
Music	Hey You!	Rhythm in the way we walk	In the Groove	Round and Round	Your Imagination	Reflect, Rewind, Replay
PSHE / RHE	Being Me in my World <i>How can we be happy and safe in school?</i> <i>How to make the classroom a happy and safe place to learn.</i>	Celebrating Difference <i>What makes me special?</i> <i>Identifying the similarities and differences between themselves and others in their class</i>	Dreams and Goals <i>How does it feel to be successful?</i> <i>Understand what it feels like to be successful and understand how to celebrate success appropriately.</i>	Healthy Me <i>Why do we think our bodies are amazing?</i> <i>Identify a range of ways to keep our bodies healthy. Explore connections between healthiness and happiness</i>	Relationships <i>How do different relationships make us feel?</i> <i>Understand appropriate relationships and how they can make us feel safe and good about ourselves.</i>	Changing Me <i>How have we changed since being a baby?</i> <i>Identify the changes in children's bodies since being a baby to now.</i>
Educational Visits / Visitors	Visitors Grandparents and grandparental figures	Locality Visit: The school locality, "The streets where I live" <i>Fieldwork around our local area</i>	Visitor Wonder Dome	Visit: Visit to Yorkshire Wildlife Park	Visit Amy Johnson workshop-Sewerby Hall	Visitor: Pilot

Help with supporting your children at home



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Curriculum Planning

[HOME](#) ▸ [CURRICULUM](#) ▸ [CURRICULUM PLANNING](#)

What is the **intent** of our curriculum?



SUPPORTING
LEARNING AT HOME

Supporting Learning at Home

[HOME](#) ▸ [CURRICULUM](#) ▸ [CURRICULUM PLANNING](#) ▸ [SUPPORTING LEARNING AT HOME](#)

Research tells us that parental involvement in pupil learning results in better outcomes for children. Children who regularly learn at home have better school outcomes than children who do not. At primary level, the evidence is strongest for short and focused homework projects.

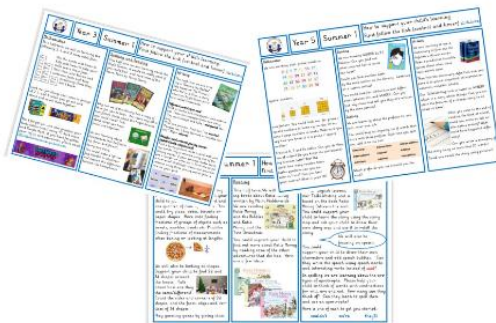
Learning at home has a number of potential benefits including consolidation of what has been learned in lessons, preparation for subsequent lessons and tests, and the development of independent learning skills.

As with home learning more widely, parental support for homework can promote the self-regulation in children necessary to achieve academic goals including goal-setting, planning, perseverance, and the management of time, materials, attentiveness, and emotions.

EEF Working with Parents to Support Children's Learning

How to support your child's learning at home

Please see the information sheets attached below:



[EVFS Summer 2 Curriculum for Parents](#)

[Year 1 Summer 2 Curriculum for Parents](#)

[Year 2 Summer 2 Curriculum for Parents](#)

[Year 3 Summer 2 Curriculum for Parents](#)

Year 1 Knowledge Organisers

[HOME](#) ▸ [CURRICULUM](#) ▸ [SCIENCE](#) ▸ [YEAR 1 KNOWLEDGE ORGANISERS](#)

Knowledge Organisers

This identifies all the key learning your child needs to know for each half term for each subject.

Welton Primary School—Science Knowledge Organiser					
Year: 1	Animals			Biology	
What should I already know?	Mammals	Reptiles	Birds	Fish	Amphibians
<ul style="list-style-type: none"> I know about similarities and difference in living things. I can talk about my own environment and how environments might vary. I can make observations about animals and 					
Vocabulary					
tail	Part of animal or bird that helps with balance or sends messages.				
fur	The hairy coat of a mammal.				
wing	Allows some birds to fly or swim.				
claw	Pointy, sharp nail at the end of each digit.				
fin	Helps fish to swim and balance.				
scales	Small plates that protect skin.				
feathers	Cover the body of a bird.				
beak	The nose and mouth of a bird.				
paw	The foot of a mammal.				
hooves	Hard covering that protects the toes—like a toe nail.				
	human monkey lion bear dog	lizard crocodile snake	robin penguin duck chicken owl	shark salmon ray tuna goldfish	frog toad salamander newt
Carnivore Animal that eat other animals					
Omnivore Animal that eats both plants and other animals					
Herbivore Animal that only eats plants					

Finding out about your child's day



Getting in touch

We are here to help.

- For simple questions related to school lunches, payments etc please contact the school office.
- For queries and worries in relation to school rules, learning, progress, and friendship etc please email the school office who will let the teachers know you need to talk to us.
- For worries and concerns that you have raised with the class teacher but seem to be ongoing please contact the school office and ask to speak to the phase leader who will contact you to find a solution to your concern.

Phase leaders

EYFS: Miss Brash

KS1: Miss Seddon

KS2: Mrs Millar



Welton Primary School—Science Knowledge Organiser



Year: 1

Humans

Biology

What should I already know?

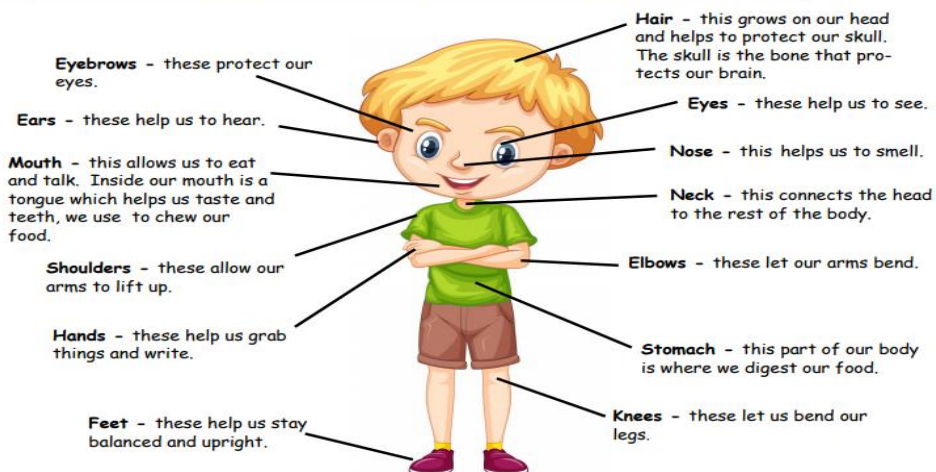
- I can make observations about animals and explain why things happen.
- I can talk about changes.

Vocabulary

body	The main part of a person or animal.
skin	An organ that covers our body and helps us to feel or touch things.
eyes	Organs that let light messages get to our brain.
ears	Parts of the body that send sounds to our brain.
nose	A part of the head that allows us to
senses	Any of 5 ways we can use to find out
tongue	A fleshy part of the mouth used for talking, swallowing and tasting.
human	Humans are warm blooded mammals sometimes called people.

Our five senses

We smell using our nose.	We taste using our tongue.	We touch using the skin on parts of our body, like our hands.	We see using our eyes.	We hear using our ears.



Welton Primary School—History Knowledge Organiser

Year: 1

What was different when my grandparents went to school?



Timeline								
1969	1971	1977	1977	1981	1989	2000	2003	2022
First man walked on the moon.	Decimalisation in the UK. 100 pennies make £1.	Queen Elizabeth II celebrates her Silver Jubilee.	First Star Wars film released.	First space shuttle launched.	National Curriculum first introduced in the UK.	A new millennium begins. The 21st Century.	Welton Primary School opened.	Queen Elizabeth II celebrates her Platinum Jubilee.

Vocabulary

change	When something becomes different to how it was
discovery	Finding out or learning about something for the first time
long ago	In the very distant past, before people who are alive can remember
museum	Building where objects of historical or cultural interest are stored and displayed
past	The time before; time gone by
present	Existing or happening now
yesterday	The day before today
memory	Something remembered from the past
invented	Design or create something that didn't exist before
discovered	Find unexpectedly or during a search

History is the study of the past. The study of history helps us make sense of human life and actions. It also helps people understand the things that happen today and that may happen in the future. People trained in history are called historians. Their job is like being a time detective, hunting through the records and the archaeological artefacts, looking for clues that might help build up a picture of what happened long ago.

Long ago	Past	Present



Our grandparents are our parents' mum and dad. They have lived longer than the rest of us and things will have changed during their lifetime.

Things change and look different over time. You will look different now to how you looked when you were a baby. You can do lots of things now that you couldn't do when you were younger.

School is different now to how it was when your parents went to school and things for them were different from when their parents went to school. Technology is always changing. When your grandparents went to school they didn't have computers and everyone wrote on a board with chalk!

In 1971, coins changed to the ones we use today. One pound was a note and the coins were bigger.





Welton Primary School — PSHE Knowledge Organiser

Year: 1

Autumn 1

Being Me in My World



PSHE Puzzle Piece Vocabulary

Belonging	To be in a particular place or be with someone
Calm	To not show strong emotions or feelings
Consequence	A result of something that has been done
Disappointed	To be saddened or upset by something
Illustration	A picture or drawing
Learning Charter	A learning contract
Proud	To be pleased with an achievement
Responsibility	Doing something that is required
Reward	Something that is given for doing well
Rights	The legal, social or ethical needs of a person
Safe	To be protected from harm or danger
Special	To belong to a particular place or person
Upset	To be unhappy, disappointed or worried



Feeling Special and Safe

I can understand what feeling safe means.
I can describe some situations where I feel safe and draw a place that is safe and special to me.
I can welcome Jigsaw Jack as a friend to my class by making him feel safe and special.



Being Part of a Class

I can describe how I like to learn and share this with others.
I can identify the rights and responsibilities at school that are important for my class and I to learn happily.
I know that it is important to follow the rules in class so that everyone feels safe and special.



Rewards and Feeling Proud

I can identify things that make people proud, disappointed or upset and explain why they have these feelings.
I can share a time when I have been proud of my achievements.
I can think of lots of different feeling words and use them to talk about how I feel.



Consequences

I can explore the word 'consequence' means and how it is influenced by different situations, like choosing to follow or break rules.
I know that a consequence can be either a good or a bad thing. I can think of suitable and fair consequences for when somebody make a wrong choice.

Questions to Support Learning

- What do you do in class to help other children?
- What do you do to help your teacher?
- What does it feel like to be safe?
- Can you tell me something you were really proud of? How did it make you feel 'inside'?
- What sort of things does your teacher say or do when they are pleased?
- What choices can you make to be helpful and kind in school and at home?
- What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons?
- Can you tell me about Calm Me time?



Welton Primary School—DT Knowledge Organiser

Year: 1

Textiles

DT



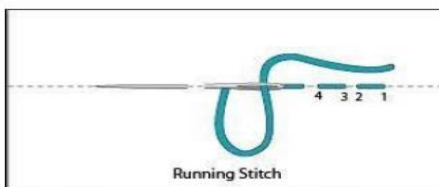
Vocabulary:

Stitch	A loop of thread or yarn resulting from a single pass or movement of the needle in sewing.
Binca	A type of fabric with holes in to aid sewing.
Function	How a product works in respect of its purpose.
User	Who a product is designed for.
Evaluate	Make judgements within and of the process and product.
Running stitch	Hand stitch for seams and gathering.
Design brief	Explains what is needed to complete the project, outlining the requirements.
Purpose	The point behind a product—e.g. to look pleasing, or fulfil a function.
Background	The initial sheet of material which will hold the main stitching and image.
Unique	A product which is different from other products.

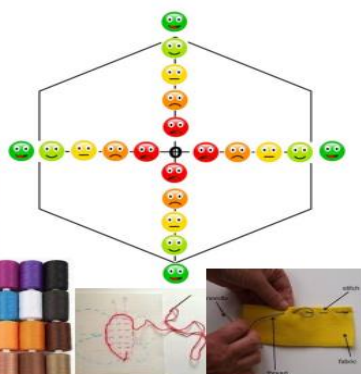
Design Brief:

The need for a reader to remember where she/he left off in a book is as old as books themselves. That is why the history of bookmarks goes hand in hand with the history of books. Specifically, when the pages were truly fragile, a decent bookmark was incredibly useful.

Some of our grandparents may have made bookmarks at school and can become a personalised product to be treasured forever. Your finished sewing work must showcase your design and making skills through your design choices and needlework.



STAR Evaluation:



Unit 1.1 – Belonging

religion	A set of beliefs about how the universe was made. Christians believe in a God and Jesus.
life values	Which things you think are important in your life.
rules	Something that shows you how you should act or behave.
naming ceremonies	Where a Christian gets their name. This usually happens in a church.
promises	Something that you will try your best to do.



Christianity



Who Belongs?

Social Sciences

What will I be exploring?

- ✚ Why are symbols and artefacts important to some people?
- ✚ How does a person of faith live their life?
- ✚ What are the religious rituals and ceremonies connected with important times in life?