



Cowes
Primary
School



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Primary
School

Information
Pack

YEAR 1
Mrs Castle

Splash Class

2023/24

Cowes Primary work together as a community to release our children's potential, underpinned by our three values:

"Right to Learn, right to be safe, right to be respected"

Our destination-

We will rise to all challenges and new experiences, growing into independent, valued learners in a fun, safe and welcoming environment.

Stephanie Praetig
Headteacher

A right to
Learn

A right to be
Safe

A right to be
Respected

Uniform

Girls

Red logo sweatshirt/cardigan
White logo polo shirt
Black skirt/pinafore
Black trousers
Black or white socks/tights
Smart black shoes
(closed toe shoes only)

Boys

Red logo sweatshirt
White logo polo shirt
Black shorts
Black trousers
Plain grey/black socks
Smart black shoes

Hair must be tied back at all times, please avoid large hair accessories for safety reasons as they can get caught on things. No leggings.

PE Kit

Cowes Primary red logo PE top, black shorts, black plimsolls (indoor PE), trainers (outdoor games).



EARRINGS—STUDS ONLY may be worn to school but must be taken out before PE, or at home on the day, whenever possible. If children are unable to take their earrings out they will be given tape to cover the earrings and will be unable to participate in all/aspects of the lesson

Splash – PE - Monday. Games - Tuesday

Topics

Autumn Term - Over The Drawbridge

There will be a variety of opportunities for the children to use their design and construction skills to build their own castles using clay, cardboard and a range of different tools. Our Science learning takes us into the world of animals and investigating materials. We will also become Geographers in this term, developing our map and fieldwork skills as well as studying aerial photographs.



Spring Term - Arctic Adventures

This topic is all about the Arctic. We will be looking at all aspects of life in one of the most inhospitable environments on our planet. There will be lots of opportunities for Art and Design as well as focusing on Geographical differences and similarities.



Summer Term - Our Beautiful Island

We start the final term of the school year by looking at the Isle of Wight and learning to appreciate our locality and the position it holds within the United Kingdom. Our learning will burst into life with a trip to an Isle of Wight landmark or attraction. Visits to various places around the Island as well as using pictures, books and other sources will inspire our artwork this term, in particular lighthouses. We will be learning about colour mixing, texture and pattern as well as different joining techniques. We will also be looking at the human and physical features of the Island and, continuing our Geography skills, we will be learning the points of the compass and studying maps and atlases to find information. Within this topic will be a trip to Tapnell Farm Park.



Homework



To begin with this year, daily reading alongside any phonic/key word flashcards is an appropriate weekly amount of homework at the beginning of Year 1. If, however, you and your child would like to do any extra homework linked to our topics then we'd be happy to share this with the class. After February half term the amount of homework may increase by adding a spelling or maths activity. We will review whether this appropriate as the year progresses and bring it forward, or push it back, depending on how the children will cope.

The children have their own planner. This can also be used as a home/school communication book.

Reading

Reading is one of the most important skills your child will learn. Please try and read with your child everyday. Good reading skills lead to good writing skills and boosts confidence. We use Little Wandle as our reading scheme. Your child will be sent home with a Little Wandle reading book that is matched to their current phonic ability. They will already have learnt how to read this book in class, so when they read this book to you they should be more confident and fluent. When you listen to your child read these books, please encourage them to read with expression and intonation. Your child will also bring home a 'Read Together' book that is for you to share together and will be above their current reading ability. These books will be changed every Friday, so please sure they are returned to school on the Thursday before.

If you are able to visit our class on either a regular or occasional basis to listen to children read, please speak to your child's teacher. The children benefit hugely from regular practise and one-to-one discussions about the text and we are always grateful for any time you can spare.



Assemblies

Monday - Whole School	Headteacher's assembly (Attendance Cup, House Team Points, Headteacher Awards).
Tuesday - Class	Class Assemblies to include reflection time
Wednesday - Whole School	Singing
Thursday - Class	Class Assemblies to include reflection time
Friday - Whole School	Class Assembly—Check Diary Dates for information

Crew Club

Breakfast and after school clubs are available for childcare. Information available from the office.



Administration of medicines

Due to strict guidelines only prescribed medicines can be administered in school by staff. A 'Request for Prescribed Medication to be Administered in School' form will need to be completed by parents/carers and agreed by the Headteacher. If your child requires long term medicine a healthcare plan will need to be set up and parents will be advised accordingly.

Non prescribed medicines should not be brought into school, although individual cases may be discussed with the Headteacher.

Name that kit please!

Labelling of clothes

Please ensure that all clothing is clearly labelled with your child's name. When children get changed, it is a huge help to the staff if we can sort out all the clothes by reading the name labels in each one. It also helps to prevent clothes getting lost!

Adventure Playground

In order to ensure the safety of all the children, they are not allowed on any part of the equipment before school starts or at the end of the day. Children are only allowed on the adventure playground when supervised by a member of staff.

Please could we also ask that you do not allow your children to play with any of the outdoor equipment or areas within the Early Years and Key Stage 1 playground before or after school. These areas are normally set up ready for either the start of the day or in preparation for the next. Thank you.

Milk

If you would like your child to have milk in school, you will need to register your child by either completing the Cool Milk form (which has already been sent home) and posting it to 'Freepost Cool Milk' or by going to www.coolmilk.com or by calling 0844 845 2913.

Head lice

Please check your child's head regularly for lice and eggs. If everyone does this on a regular basis we can hopefully stop the cycle of it going through the class and it avoids you having to collect and treat your child.

Library

Each class will aim to visit the school library at least once a fortnight. Children will be allowed to withdraw one book to read either at school or at home.

Toys in School

Toys are not to be brought into school. Please make sure your child doesn't bring them to the classroom - we'd hate for toys to get lost or broken.

Quest

Quest runs on a Thursday afternoon. Pupils will take part in a variety of activities that will be rotated each half term. If your child is allocated a sporting activity, please make sure they come to school in PE kit.

Clubs

Children will have an opportunity to put their name down for a club. You will be informed if they have a space. Some clubs are very popular and so they may have to wait for a turn. Please be patient.

Drop ins

Staff are always on the playground before and after school if you need to speak to them. Our 'Drop In' session after school is on a Tuesday or alternatively please feel free to contact the school office to make an appointment.



Maths

The National Curriculum for mathematics aims to ensure that all pupils:

- *become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately*
- *reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language*
- *can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.*

The principle focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools].

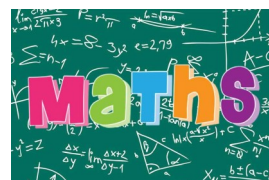
At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of Key Stage 1, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at Key Stage 1.

The Programmes of Study cover the following maths aspects:

- Number – number and place value
- Number – addition and subtraction
- Number – multiplication and division
- Number – fractions
- Measurement
- Geometry – properties of shapes
- Geometry – position and direction
- Statistics - Year 2 only



These aspects are taught throughout the year in maths lessons and are also linked to the class topics wherever possible in order to provide relevance and context.

Literacy

At Cowes Primary School Literacy is taught in mixed ability classes. The objectives are taken from the New Curriculum and tasks relating to these are set according to the ability of the children.

Foundation Stage (Reception)

Daily phonics in small groups (Little Wandle).
English whole class work based around a story.
Daily activities set up in Reading and Writing areas.
Adult led small group activities.
Opportunities for writing in all areas especially within the role play area and outdoors.

Reading

Phonics- "Little Wandle" (Reception, Year 1, Year 2, Year 3 and intervention groups across the school).
Shared Reading (whole class reading).
Guided Reading (small groups).
Individual reading (with parents and additional support in school for those who need it).
Reading for pleasure (individual reading of books of own choice).
Reading Comprehension.
Reading across the curriculum/for a real purpose.



Writing

Phonics- "Little Wandle" (Reception, Year 1, Year 2, Year 3 and intervention groups across the school).
Shared/modelled Writing.
Guided Writing (in smaller groups).
Individual writing.
Discrete handwriting lessons.
Writing across the curriculum/for a real purpose.
Spelling taught discretely with weekly spelling tests.
Simple aspects of grammar taught within English lessons in Key Stage 1 and weekly 1 hour grammar lessons in Upper Key Stage 2.



Communication

Speaking and Listening is promoted at Cowes Primary School throughout the curriculum.
Talk partners.
Reading aloud to the class or an audience.
Drama activities.
Self and peer assessment.
Debates and discussions within the class.
Performing to the class.
Class assemblies and performances in all year groups.
Use of digital media to record and appraise performances.



Year 1 RE Long Term Plan

We now use the Hampshire Agreed Syllabus for Religious Education (RE) providing pupils the opportunity to explore ‘concepts’ through their own experiences and how this fits into a religious context.

RE lessons provide pupils with opportunities to:

- Develop curiosity about their feelings
- Develop curiosity about people, places and events
- Ask questions (simple and profound)
- Explore through sense experiences
- Develop greater awareness of feelings about what is special and precious
- Become aware that certain people, objects, places, clothing and time have special importance
- Encounter stories which engage the imagination, provide insights into feelings and relationships and develop empathy
- Explore some of the symbols used in religious and everyday life
- Learn to explore similarities and differences between themselves and others.
- Accept and value themselves and celebrate the common bond between all people.

Autumn	Autumn	Spring	Spring	Summer	Summer
Thanking Harvest and further traditions	Journey’s end The nativity journey	Belonging/ Change People Jesus Met	Welcoming Palm Sunday	Community Community in Hindu and further traditions	Story—religious stories Across religions https://www.bbc.co.uk/teach/class-clips-video/religions-of-the-world/zfxwpg8

Develop a familiarity with a wide range of religious material.



Personal, Social & Health Education (PSHE) at Cowes Primary School

What is PSHE?

Personal, Social, Health Education (PSHE) is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain.

It includes the statutory subjects Relationships Education and Health Education, as well as age appropriate Sex Education.

PSHE also links to:
 British Values
 Citizenship
 Science
 Physical Education (PE)
 Religious Education (RE)



It aims enable all young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

Pupils’ personal development helps them to learn and to achieve. These three aims reinforce each other and emphasis on them is essential if standards of attainment are to be raised for all students. Partnerships and work with outside agencies, such as school nurses, is important to achieve this.

Due to the impact of the Covid-19 pandemic on education, delivery of the PSHE curriculum will be flexible in order to take account of the needs of the children, but during the year they will learn about the following topics

Living in the Wider World			Relationships			Health and Wellbeing		
Rules, rights and responsibilities	Caring for the environment	Money	Healthy relationships	Feelings and emotions	Valuing difference	Healthy lifestyles	Keeping safe	Growing and changing