



Welcome to Southville Primary School



Welcome

Year 1 Class Teachers

Badger Class



Ms Lawrence



Ms Hayes



Butterfly Class



Miss Watts



Ms Hall



Bear Class



Mrs Makings



Ms Armstrong



Badger Class Teachers



Ms Lawrence

(Mon, Tue & every
other Weds morning)



Ms Hayes

(every other Weds
morning, Thurs & Fri)

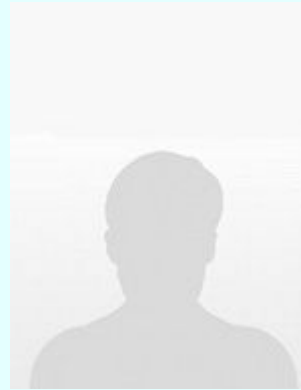
Key staff within Year 1



MISS ASH
Year 1 LSA/ PPA Cover



MRS JONES
Year 1 LSA
Mon, Tues, Weds)



MR COLE
Year 1 LSA
(Thurs, Fri)



MISS CUADRADO
PPA cover



MISS HOLDEN
PPA cover



MR SUANES
PPA cover

PPA COVER

On a Wednesday, Year 1 teachers all meet together to discuss the children's learning. The children are taught by Miss Cuadrado, Miss Holden and Mr Suanes who deliver an exciting afternoon of music, R.E, P.E. and Computing on a termly rotation.

Key staff within Year 1



Mrs Fisher

ELSA



Mrs Wharton

Speech and language



Mrs Darwell

Forest School Lead

Key staff within the School



MR BOWMAN
Head Teacher



MR COMMANDER
Deputy Head Teacher



MR POTTER
Deputy Head Teacher



MR PEARCE
Key stage 1



MRS MOODY
Special Needs Coordinator
and Inclusion Lead



MRS MATHIAS
Family Liaison



MRS CHARNOCK
KS1 and SENCo Support



MRS FLAECHER
School Business Manager



MRS STENNER
Kitchen Manager

Southville Primary School Values



CONNECTION



COURAGE



IMAGINATION



CARE

Southville Primary School Values



CONNECTION

FIND THE MEETING POINT - BE MINDFUL

UNDERSTAND YOUR STORY - BE A GLOBAL CITIZEN

Southville Primary School Values



COURAGE

DO THE RIGHT THING – EMBRACE YOUR EMOTIONS
LEAN INTO THE UNKNOWN – KNOW YOUR SUPERPOWERS

Southville Primary School Values



IMAGINATION

THINK FREELY - CREATE SOLUTIONS

BE PLAYFUL – KEEP SEARCHING FOR WONDERLAND

Southville Primary School Values



CARE

BE KIND - LOOK AFTER YOUR WORLD

AIM HIGH – EMPOWER OTHERS

Behaviour Expectations



Care

BE KIND - LOOK AFTER YOUR WORLD

AIM HIGH – EMPOWER OTHERS

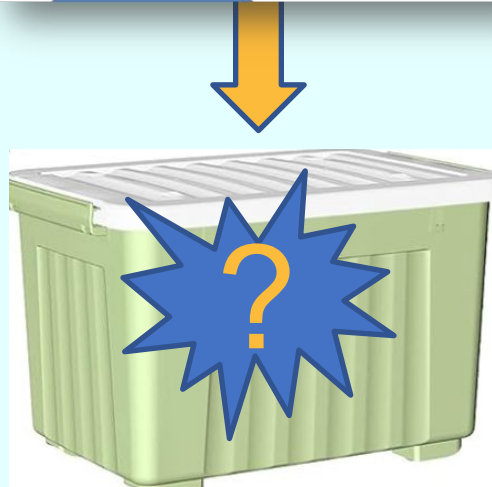
Our whole school expectations for behaviour are

Be Kind, Aim High and Behave Safely.

Unsafe behaviour will immediately be addressed by
Mr Bowman, Mr Potter or Mr Commander.



Relationships and Behaviour Policy



Zones of Regulation

The ZONES of Regulation

			
<p>Blue Zone</p> <p>Sad Bored Tired Sick</p>	<p>Green Zone</p> <p>Happy Focused Calm Proud</p>	<p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p>	<p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p>

Transition to Year One

- Free choice of activities throughout the day linking to lessons taught
- Focus on practical activities
- Extra PSHE
- Building Year 1 routines up slowly - continuously being reviewed



Timetable of the day

Drop off between 8:35 and 8:45. Thank you for being punctual.

- AM
- In the morning we normally do phonics and writing before morning play and maths and reading after play.
- There is an assembly in the hall on Monday, Wednesday and Friday.
- PM
- We continue with our immersive curriculum, covering history, geography, science, art, music, and DT. The children have lots of free choice as part of these sessions.
- The children also do ICT, P.E, R.E, and PSHE
- There is another playtime at 2.15 p.m.
- We share a story at the end of the day

Pick up at 3.30. Thank you again for being punctual.





Playtimes



- Government fruit is provided although children are welcome to bring in another small snack if they wish.
- Children are not allowed crisps or sweets as a snack, and will not be allowed to eat these should they bring them in.
- **Please do not send nuts (or sesame seeds - this includes hummus)** as some children have nut allergies. We are a nut-free school.
- Children aren't allowed to share their snacks.
- Children go outside in most weathers so please make sure that your child has a waterproof coat in school everyday.
- They will also need to bring in a named full water bottle every day which will need to go home each day to be refilled.

Lunch

- Year 1 go for a short play outside before the dinner hall for lunch and then out to play again. The children enjoy the OPAL equipment at lunchtime.



P.E.



- Twice a week: Wednesday afternoon and either Monday (Butterfly), Thursday (Bears) or Friday (Badgers)
- All children to wear their P.E. kit on their P.E. days. Some P.E will be taught outside so please make sure they are suitably dressed in warm clothes, sensible shoes/trainers and bring a waterproof coat in with them.
- Term 1 Wednesday - indoor PE
 Friday - outdoor PE

Uniform



Key reminders:

- Hoods up / hats on in classrooms
- Black shoes and/or black trainers
- Still not changing in school for PE:
 - no football shirts
 - phasing out house-coloured t-shirts (ok for this year)
 - can just wear the same black trainers if that is easier
- No jewellery (watches and stud earrings ok)



Immersive Curriculum Topics

- **Term 1 – Pesky Pirates** (dress up day and trip sailing on The Matthew, plus a trip to Windmill Hill city Farm - ***both in October***)
- **Term 2 – Bandages and Bravery** (dress up day- Victorian theme)
- **Term 3 – Let's Play** (Bring in their favourite toy at the beginning of the topic)
- **Term 4 – Life Below Water** (trip to Bristol Aquarium)
- **Term 5 - On the Farm** (trip to Windmill Hill city Farm)
- **Term 6 – Awesome Africa** (visitor workshop teaching African drumming and art)

Visit the webpage for more information.



Year 1: Pesky Pirates

Essential Learning

By the end of this term, you will have learned...

- All about the life of the world's most famous pirate, Blackbeard, who was born in Bristol
- To identify the UK and its countries on a map
- To name and locate the world's 7 continents and 5 oceans (where Blackbeard travelled)
- All about the weather through the year and around the world (as Blackbeard sailed on his adventures)
- How to use simple compass directions and words (to describe where Blackbeard's treasure might be buried on a map)
- How to write a simple rhyming clue (to find the treasure)
- How to draw your own treasure map and write instructions to find the treasure
- How to write a senses poem, focusing on what you can see, hear, smell, feel and taste aboard the pirate ship
- To identify and name some materials and carry out a simple test



Key Curriculum Areas: English, Geography, History, Science

Hook Day

We are going to be pirates and go on a treasure hunt so let's put on our hats, grab our telescopes and off we go!



Block 1

- We'll learn all the skills to be great member of the pirate crew.
- We'll write some clues to find the buried treasure and design a pirate ship.



Block 2

- We'll learn the parts of the UK, the names of the 7 continents and 5 oceans, as well as what the weather is like around the world.
- We'll make our own treasure island maps and write instructions to find the buried treasure.



Block 3

- We'll learn about Blackbeard, the famous Bristolian pirate and follow in his footsteps as we sail aboard The Matthew.
- We'll then write a poem about our experience using all our senses.

<https://www.southville.bristol.sch.uk/our-school/learning/curriculum-guide/year-groups/year-1/>

House Teams

- All children will be sorted into house teams.
- These are the houses and colours:

Stackpool

Milford

Merrywood

Greville



How can you support your child?



- **READING** – please try to read 3 times a week.

Please record in the diary every time your child has read.

Your child will read in a small guided group 3 times a week in school, and you can read this online using the log on details from last year.

You child will also bring home a reading book and a library book to share with an adult at home.

How to help your child with reading

- This is one of the most important things that you can do to help your child make maximum progress.
- Combine listening to your child read with reading to them so that they hear your changing tone of voice and understand the pace of reading aloud.
- As well as children's school reading book (changed once a week), read whatever your child is interested in – magazines, comics, websites etc.
- Discuss the stories or facts you read about using a range of questions.
- Sign your child's Home-Learning Diary regularly. **Children should be reading at least 3 times a week at home.**
- **Regular reading will have a huge impact on your child's progress**

- **Spellings** – tested on a Wednesday
- **Handwriting.** Please help your child to hold their pencil correctly with a tripod grip and form their letters correctly.



Helping your child with Maths

- ☐ Numbots - logins will be sent home later this term <https://play.numbots.com/#/intro>
- ☐ Board games
- ☐ Practise counting in the car/journey to school etc

Key Mental Maths to Practise:

1 more

1 less

Counting to 100 and back to 0

Counting in 2s, 5s, 10s

Doubles and halves

Number bonds + and - to all the numbers up to and including 10 *'Google' Jack Hartman number bonds (or number pairs) to e.g. 8 for some catchy songs. (Watch out for adverts)*

<https://www.youtube.com/watch?v=M0Kb6hpwB2U>

<https://www.youtube.com/watch?v=JtsVRgXt8CM>)

Visit the school webpage



How to help your child at home

Find out more about how you can help your child at home by clicking the links below.



Black Lives Matter



How to help with maths



How to help with phonics



How to help with reading



How to help with spelling

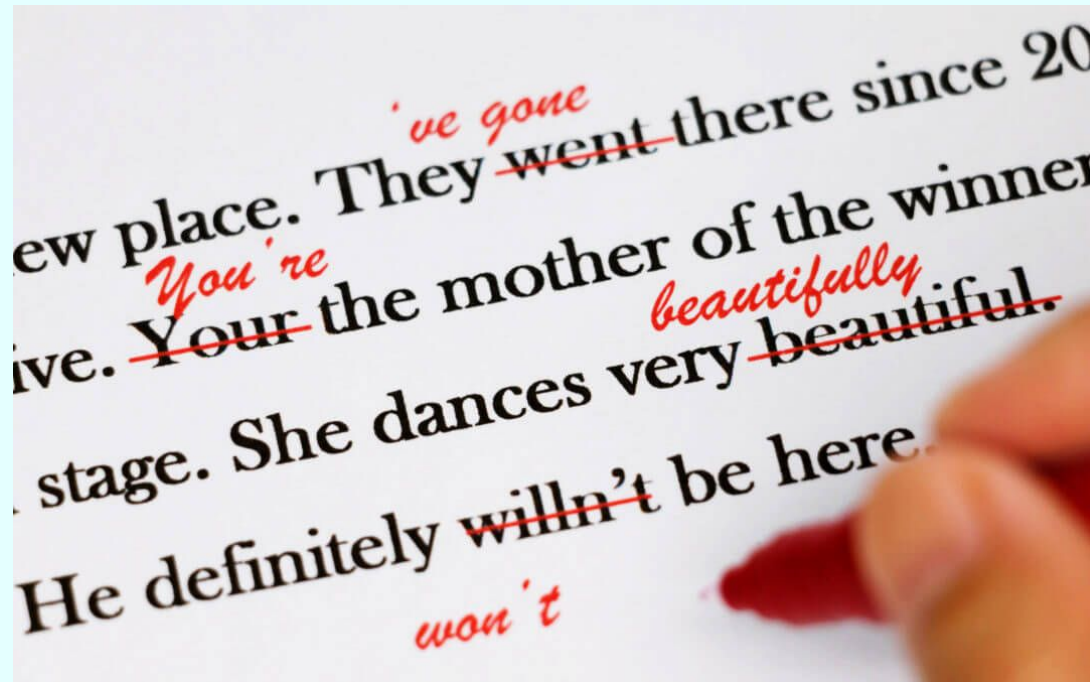


How to help with the wider curriculum

<https://www.southville.bristol.sch.uk/our-school/learning/how-to-help-your-child-at-home/>

Feedback and Marking Policy

Child will be taking more accountability for their own learning: marking, reviewing, evaluating and editing their work using red pen following feedback during the lesson.



'Red pen editing is GOOD! It shows us you are learning!'

New Feedback Policy: meaningful, manageable and motivating



The approach puts a big emphasis on face-to-face conversations between the teacher and your child (connection!) which enables them to **understand** the feedback they have been given and make progress **in the moment**.

We will...

- Work hard to create a **classroom culture** where feedback is valued and there is a common understanding that getting things wrong is fine as it helps us to learn ('Growth Mindsets').
- **Use the 3 Fs:** Feed-up, Feedback, Feed-forward. We have a 'toolbox' of strategies for each of them.
- Provide '**in the moment**' feedback: every lesson we work hard to find 'teachable moments', common misconceptions and examples of good work to feedback to the class verbally during the lesson.
- Provide specific, **individual feedback** to your child based on 'Success Criteria': teaching with a 'pen in hand'.
- **What you won't see:** written teacher comments or 'next steps' at the bottom of your child's work (we've weighed up the 'opportunity /cost').
- This **doesn't** mean we aren't looking at and appreciating your child's work! We will be working very hard to use all of the assessment and information gathered from observations, conversations and work in books **to adapt the next lesson** (considering what we teach, how we teach it and the level of support we provide)
- We will be **celebrating your child's achievements** verbally in the lesson. We will also be giving children mini

The IEP cycle

What is an IEP?

An Individual Education Plan (IEP) is a document that is developed by the class teacher to ensure a child's learning needs are being met. When a child's learning progress slows, we recognise this could be attributed to different factors. Some of these may be linked to neurodiversity or other reasons. These may include:

- Speech or Language impairment
- Visual impairment
- Hearing impairment
- Learning disability
- Emotional challenge
- Cognitive challenge
- Social, Emotional and Mental health challenges (ADHD)
- Communication and Interaction (Autism)

Where a class teacher identifies a child needs support in their learning, an IEP will be written. This IEP will be shared with the parents in a meeting during terms 1, 3 and 5.

School-Home Communication



- Please phone the office about **end of day arrangements.**

- **Parents evening dates:**

The dates currently in the school calendar for the Merrywood site are Monday 30th October and Wednesday 1st November. Details on how to book will be sent out closer to the time.

- Please feel free to catch us at the end of the day, once all the children have been dismissed, if there is anything you would like to discuss about your child.

Thank you for your support.



If you have any strengths or skills you would like to share with Year 1 or any free time for reading with the children, this would be very much appreciated. Please let us know.