

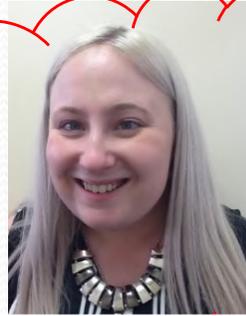
Meet ^{the} Teacher Night

Thanks For Coming!





Meet the Team



Miss Jobling



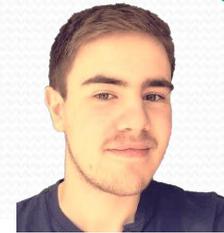
Mrs Claybrook



Shelby



Mrs Bullock



Mr Kinnair

Meet Miss Jobling



My favourite things:

Animal: Dog

Book: Autobiographies

Hobby: Traveling

Food: Mexican food

Sport: Watching Darts

Dislikes: Moths



3 words to describe me:

Caring
Fun
Friendly



Meet Mrs Bullock



My favourite things

Animal: Tiger

Book: Worlds Worst

Children (David Walliams)

Hobby: Painting

Food: Sushi

Sport: Rockclimbing

Dislikes: Spiders



I love:

Cats

Being creative

My bed

Food

3 words to describe me:

Hardworking

Energetic

Happy

Meet Mrs Claybrook



My favourite things:

Animal: Cat

Book: Crime Thrillers

Hobby: Walking

Food: Chocolate

Sport: Swimming

Dislikes:

Flappy Birds!



I love:

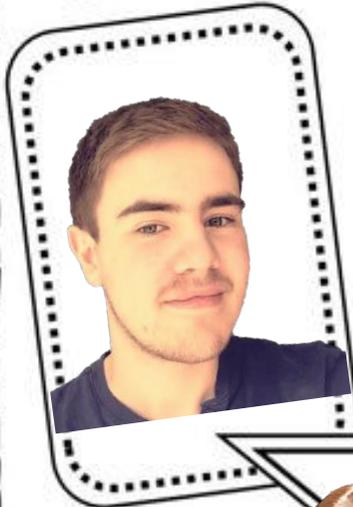
**Holidays
in the**



3 words to describe me:

**Helpful
Resourceful
Kind**

Meet Mr Kinnair



My favourite things:

Hobby: Cycling

Food: Macaroni Cheese

Animal: Guinea Pigs

Colour: Green and Pink



I love

Cycling

Dressing Up

Computers

Dancing



Words to describe

me

Patient

Caring

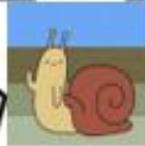
Silly

Meet

Shelby



Favourite things:
Going home with the children
Being held
Being sprayed with water
Being fed



I love:
Hibernating
Warm weather
Cucumber

3 words to describe me:
Slimey
Hungry
Slow



Year 1
Curriculum

Learning Characters

Hello!
I am Ricky Reflection.
I learn from my mistakes
and think carefully about
the decisions that I make.



Hello!
I am Robbie Resourcefulness.
I believe that I can do it
and work effectively, especially
in difficult situations.



Hello!
I am Rachel Reciprocity.
I work collaboratively and
appreciate others' ideas.



even when it
is difficult



In Year 1 we are...



Artists

We express ourselves creatively

Detectives

We explore and use the things around us

Scientists

We remain resilient and try new methods

Authors

We create our own narratives

Historians

We reflect on the past and learn from

FAMILY

We work together and support one another

SUBJECTS

AM:

English (Reading and Writing)

Mathematics

Phonics



PM:

Geography

Art

Design and Technology

Religious Education

Physical Education

Computing

Science

History

Me and My world





Timetable



Our curriculum is evolving !



We have designed a bespoke curriculum specifically for our children.



In order to store information in long term memory children need to revisit the same key skills, concepts and vocabulary through a range of key experiences.



We have grouped our subjects into three categories – Sciences, Arts and Life skills



Our curriculum is evolving!

Our curriculum drivers are

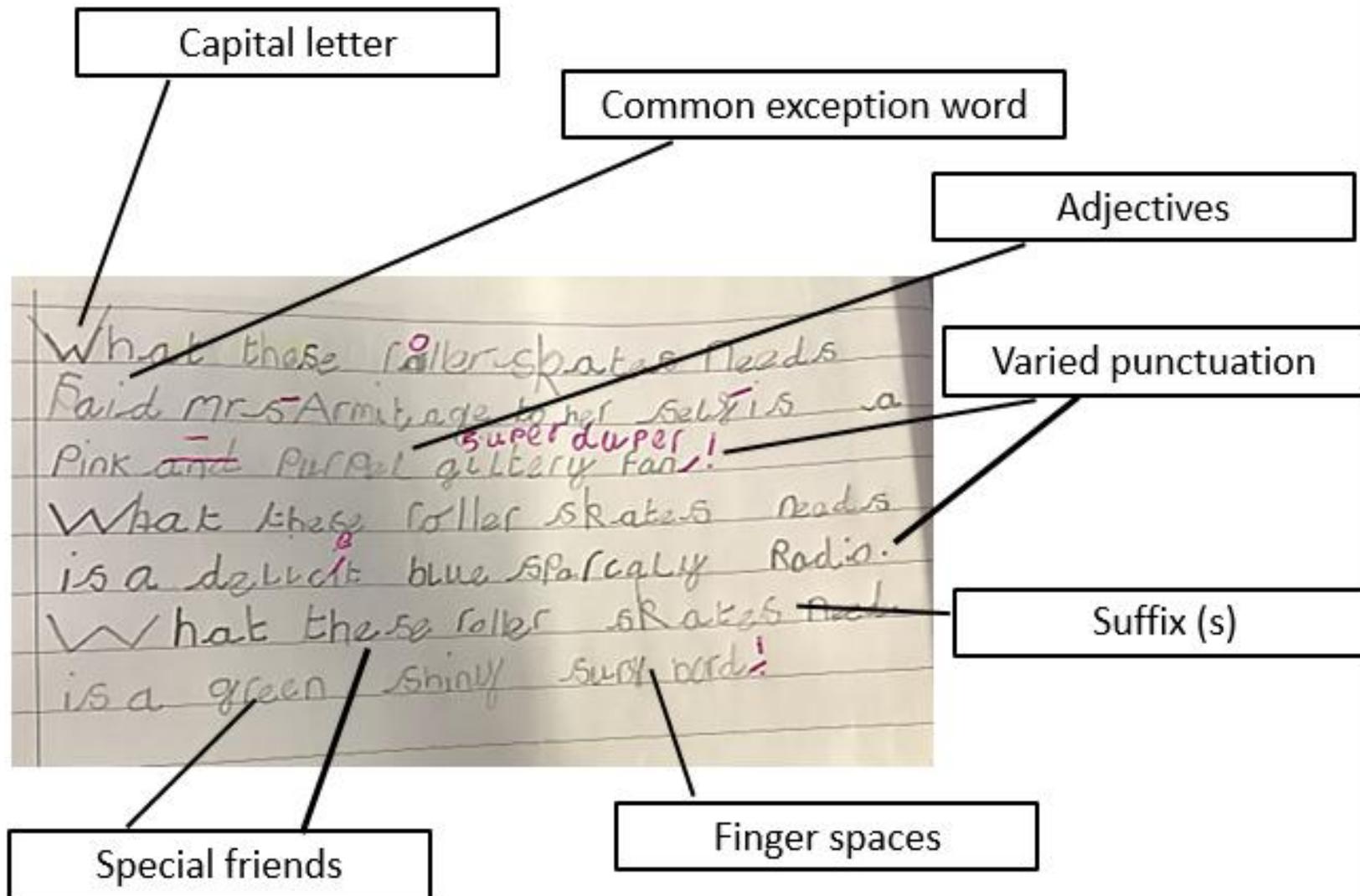
- Explore, build and create possibilities
- Resilience
- Independence



End of Year expectations for Writing

- ✓ Meaningful sequenced sentences (beginning, middle and end).
- ✓ Include interesting descriptive language (adjectives).
- ✓ Re-read what they have written to check that it makes sense.
- ✓ Use a capital letter for names of people, places, the days of the week and 'I'.
- ✓ Use the conjunctions 'and' & 'because' to join sentences.
- ✓ Use sentence starters correctly eg. First, next, then, after that, finally, suddenly, on Monday, one day etc.
- ✓ Punctuate sentences using a capital letter and full stop.
- ✓ Sometimes use question mark or exclamation mark correctly.
- ✓ Spell words containing all of the single and special friends sounds taught.
- ✓ Spell Year 1 common exception words.
- ✓ Add suffixes s and es to words e.g. cats, witches, catches.
- ✓ Use -ing, -ed, -er and -est at the end of words (e.g. helping, helped, helper, eating, quicker, quickest)
- ✓ Letters are correctly formed including lower case and capital letters.
- ✓ Clear finger spaces between words .





End of Year expectations Reading

| SECURE | | | |
|---|--|--|--|
| WORD READING | | COMPREHENSION | |
| Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) | | Be able to retell a range of key stories, fairy stories and traditional tales . | |
| Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. | | Explain clearly their understanding of what is read to them. | |
| Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs. | | Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently. | |
| Read most of the common exception words for Year 1, | | Discuss the meanings of new words, linking them to words already known. | |
| Must have passed the phonic screener in Year 1 | | Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher to show understanding. | |
| | | Infer on the basis of what is said and done | |
| | | To be able to answer questions about what they have read. | |
| | | Identify simple non-fiction features that support the structure of the text (eg labels, titles, captions) | |
| | | Locate page showing specific information (eg flick through to find a picture or use a contents page) | |
| | | Draw simple inferences e.g. know that the king is happy by looking at the pictures, or by what he says and does. | |
| | | Discuss the pattern of a poem (eg poems with repeating patterns or lines) | |
| To read and understand books within at least Green level | | | |

Number and Place Value

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

Count, read and write numbers to 100 in numerals

Given a number, identify 1 more and 1 less

Count fluently in multiples of 1s, 2s, 5s and 10s

Read and write numbers from 1-20 in numerals and words

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

Number - addition and subtraction

Read, write and interpret mathematical statements involving addition, +, subtraction - and equals signs

Represent and use number bonds and related subtraction facts within 20

Add and subtract one digit and two digit numbers to 20, including 0

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 - ? = 9$

Number - multiplication and division

Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with support of the teacher

Number - Fractions

Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity

Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity

Measurement

Compare, describe and solve practical problems for

lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)

mass/weight (for example, heavy/light, heavier than, lighter than)

capacity and volume (for example, full/empty, more than, less than, half, half full, quarter)

time (for example, quicker, slower, earlier, later)

End of Year expectations- Maths

Measure and begin to record the following:

lengths and heights

mass/weight

capacity and volume

time (hours, minutes, seconds)

recognise and know the value of different denominations of coins and notes

sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)

Recognise and use language relating to dates, including days of the week, weeks, months and years

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Geometry - properties of shapes

Recognise and name common 2-D and 3-D shapes, including:

2-D shapes (for example, rectangles (including squares), circles and triangles)

3-D shapes (for example, cuboids (including cubes), pyramids and spheres)

Geometry - position and direction

Describe position, direction and movements, including whole, half, quarter and three-quarter turns

Curriculum End Of Year Expectations...

KEY

Number = year group

E = Emerging

D = Developing

S = Secure

Autumn :- Average child would be emerging for the year group.

Spring:- Average child would be developing for the year group.

Summer:- Average child would be secure for the year group.

GDS- End of year greater depth / mastery.

Topics

Autumn

English- *Not a box, Aaargh Spider!, Three Little Pigs*

Maths- Place Value (tens and ones), addition to 20

Do Trees always look the same? (**Science**)

How has transport changed? (**History**)

What Colours are around me? (**Art**)

What makes the United Kingdom? (**Geography**)

What makes me Special? (**Me in My World**)

How do people celebrate? (**Religion Education**)

What games do we know? (**Physical Education**)

How do we use a computer? (**Computing**)

Can we create a moving picture? (**Design and Technology**)



Home learning

Homework Expectations

- Reading books read daily
- Maths skills – numbers bonds, times tables, telling the time
- Duck Diary
- Practise spellings



Spellings

- 10 spellings will be sent home every week in line with the sound your child has learnt in FRED lessons.
- This will be sent home every Friday. Your child will be tested the following Friday during FRED on 6 of these spellings.



Common exception words

Common Exception words are words that children must be able to instantly read and write by the end of Year 1.

Please practice these regularly at home with your child

The 45 Common Exception words will be tested at the end of every half term.

Individual copies of incorrect spellings of the words sent home for your information

Duck Diary

How to complete the diary:

1. Encourage your child to take their toy on regular journeys (ie. to the shops, to the park etc).
2. At least once a week; encourage your child to write a diary entry (sentences) about the journey their toy has been on.
3. The day, date and month needs to be at the start of every diary entry.
4. Your child can draw pictures or glue in photographs to accompany their writing.
- 5. Your child's work must be completely independent!**
Encourage your child to use the tools in the pack and write the sounds they can hear, rather than telling them how to spell the word.



Maths home learning

Maths home learning will be sent home every Friday and needs to be handed in the following Monday.

This home learning will reflect what your child has learnt that week in Maths as a consolidation.

Strategies used in class will be explained on the back of the sheet to ensure consistency.





Year 1
Phonics
screeners

The Year 1 Phonics Screener

What is the Phonics Screening Check?

Children in Year 1 throughout the country will all be taking part in a phonics screening check during the same week in June.

What Happens During the Screening?

The test contains 40 words. Each child will sit one to-one and read each word aloud to a teacher. The test will take approximately 10 minutes per child, although all children are different and will complete the check at their own pace. The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words).

Reporting to Parents

By the end of the summer term all schools must report each child's results to their parents. They will also confirm if the child has met the standard threshold. Children who do not achieve the expected level will retake the test when they are in Year 2.





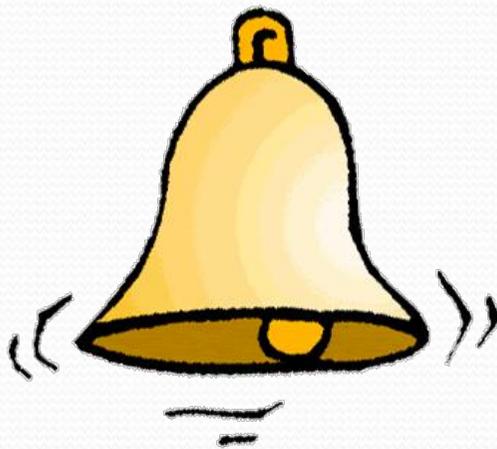
Year 1 other
information

SCHOOL HOURS

During Year 1...

Gates and doors open at 8.45am on the KS1 playground

Children dismissed from the KS1 playground at 3.30pm



Milk and Snack

Milk money is £1.10 for the week -
Please pay online (see the office for
details)



Free fruit for all.

Upcoming Year 1 events

Reading/ Phonics Screener Workshops- Autumn 1

Trip to Aldridge Transport Museum - Autumn 2

Writing Workshop- Autumn 2

Maths Workshop- Spring 1

Local visit to Pelsall- Summer 2

Campfire- Summer 2

Dates to be confirmed!



Family Learning

As part of Family Learning at Ryders Hayes during the next school year you will be invited in to work along side your child in the classroom once a term.

We look forward to this new partnership with parents.
Look out for dates in September.



PE

PE kits are left in school and then sent home at the end of every half term to be washed.

PE will be every Friday so all earrings and jewellery must be removed and hair tied up.



Extra Curricular Clubs For year 1



School information

Summer Uniform

Need coat / bag,
P.E. kit

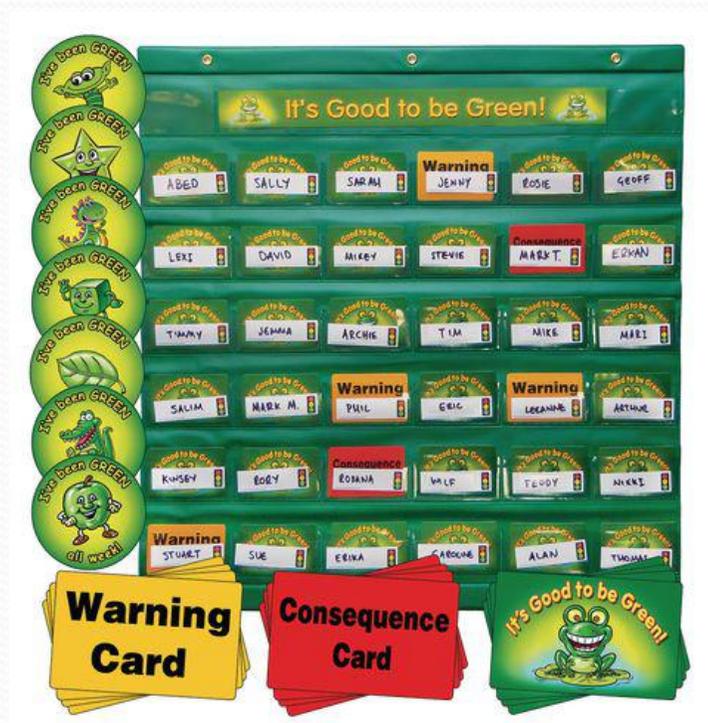


Winter Uniform

Need coat / bag,
P.E. kit.



Rewards in School



It's Good to be Green

- Rewards-Golden time, house points, stamps, praise assembly
- Parents will be informed if red cards have been given and why.
- Ryders Retreat as a lunchtime sanction

Who to see

1. Class teacher



2. Team Leader



3. Assistant Head

Louise

4. Deputy Head of School/
Head of School Teacher/Head Teacher



Attendance

We would like to take this opportunity to introduce to you, Dawn Thompson our Attendance Consultant who will be working very closely with the School and our families, to raise attendance and offer support.

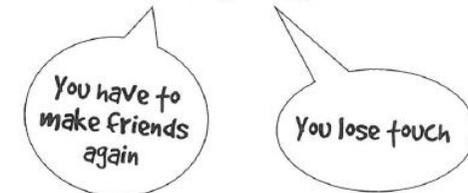
As you will be aware the school are working very hard to improve both attendance and punctuality and her role will be to meet with parents and discuss any concerns regarding attendance levels or lateness.

She will carry out home visits on behalf of the school to discuss reasons for absence and offer support to assist with any issues that may be preventing your child from attending on a regular basis or on time.

Dawn has a wealth of knowledge around attendance and you will see her regularly in school monitoring punctuality.



Why does going to school everyday matter?



Did you realise?

½ day absent = 3 morning or 2 afternoon lessons missed

1 day absent = 5 lessons missed

3 days absent = 15 lessons missed

1 week absent = 25 lessons missed

2 weeks absent = 50 lessons missed

17 missed school days a year = a GCSE grade DROP in results

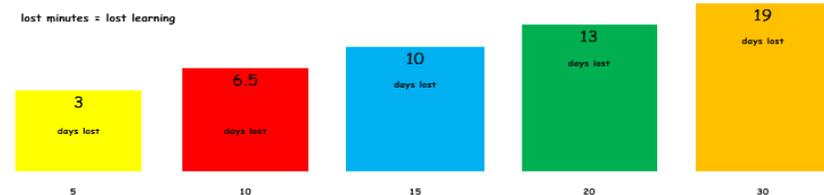
1 day missed per week over a school career, will result in 2 years loss of education?

Being absent from school makes it hard to catch up missed work and affects how well children do.

Punctuality

Being 15 minutes late each day is the same as missing 2 weeks of school

- Arriving on time sets your child up for the rest of the day.
- Arriving late interrupts not only your child's learning but those around them.
- Children arriving late after the bell has sounded will have a 'L' Late code applied to their registration document.
- Children arriving 20 minutes or more without a valid reason will have a code 'U' applied which counts as an unauthorised absence even though they are in school so will affect their overall attendance figure over the year.
- Parents are to sign in their child if late using the new signing in machine in reception.



Leave of Absence

A leave of absence form must be completed at least two weeks prior to any leave taking place and can be obtained online or at the office.

As a school we do not authorise any leave of absence and all leave will be coded as 'G' which means leave taken but not authorised by the school.

The local authority look at leave of absence along with Dawn Thompson our attendance consultant and can issue penalty notices which can be £60 per child, per adult.

We encourage all leave to be taken during holiday periods where possible as this does effect your child's learning

Pupil Premium

A child is entitled to this if they are eligible to free school dinners. Forces and 'children who are looked after' (CLA) once we have been informed. If you think you may be entitled to this please ask Mrs Tolley in the office for advice on applying.

Your child will get

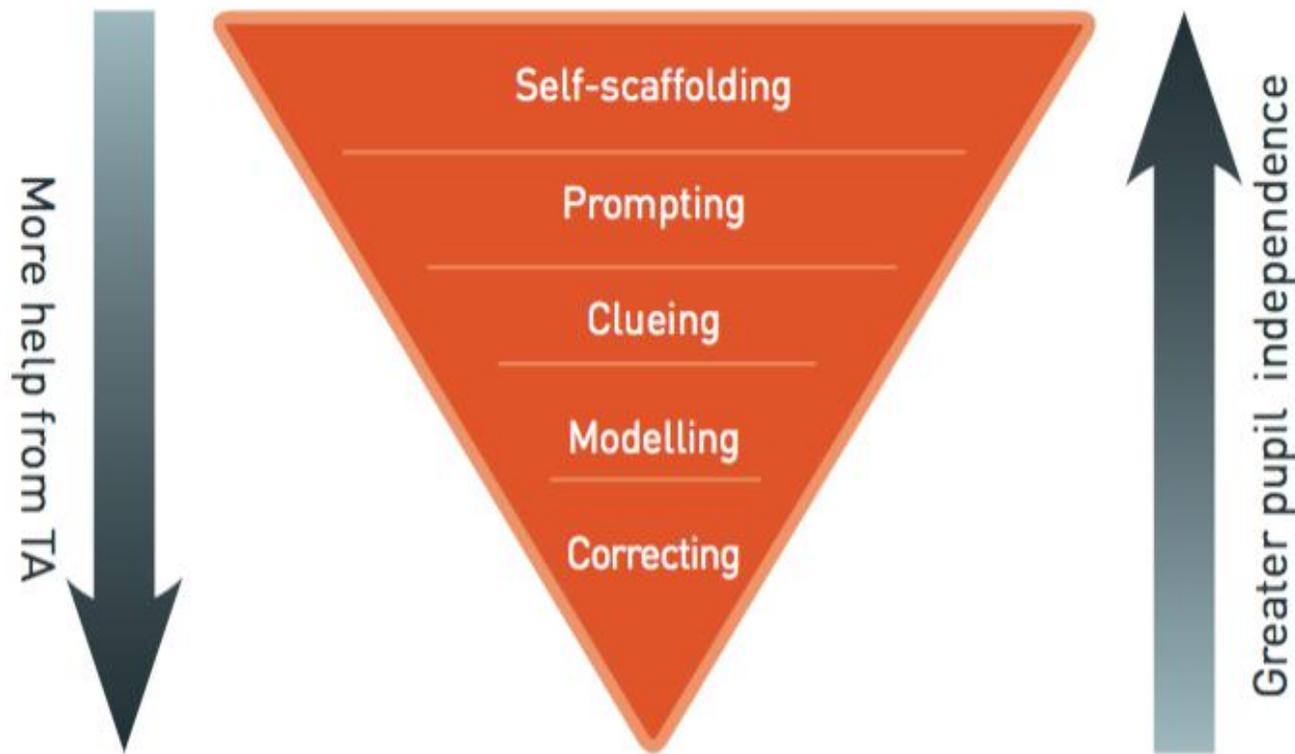
- One free trip a year (or contribution to a residential)
- One after school club or musical tuition free

- Other extra support according to their needs within school



MITA

How TAs will be working with your child

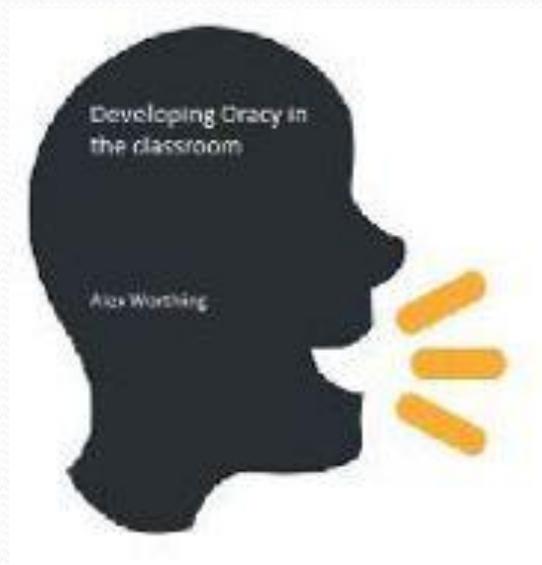


Oracy

There will be a big focus on improving the oracy skills (oral communication) of learners at Ryders Hayes over the coming months.

We will be working with 'School 21' which is a flagship school in London who are at the forefront of developing the spoken communication skills of children.

Watch this space!



E Safety

The children will all be taught about E-Safety throughout the year. This is part of our computing curriculum as well as Me in My World studies.

At school we always take part in Safer Internet Day, held during February each year.



Parental Concerns:

If you have any concerns about E-Safety and your child, particularly cyberbullying or accessing content they shouldn't; then please contact school and we can help you.

Music at Ryders

All children from Reception to Year 6 have a weekly lesson where they learn about music through listening, composing and performing whilst developing skills in singing and playing instruments. All year 5 pupils learn trumpet, trombone or clarinet as part of their music lesson.

There is a whole school Singing Assembly each week and two school choirs that are open to everyone.

Pupils in Y3-Y6 also have the option to learn a wind or string instrument in addition to their curriculum music lesson. We currently offer flute, clarinet, saxophone, trumpet, trombone and violin lessons.

We have the following Music Clubs at Ryders Hayes, all of which are free of charge.

- KS2 Choir (Monday lunchtime)
- School Band (Monday after school)
- KS1 Choir (Tuesday lunchtime)
- Ukulele Club (Wednesday)



Parent Mail / Parent Pay

What do we use it for?

- To send letters.
- To set up payments (for trips, clubs or even school dinners.)
- To send reply slips & get responses.
- To send SMS messages (texts.)
- To set up bookings for Parents Evenings.

Please speak to a member of the office team if you have not yet signed up for parent mail

Friends of Ryders Hayes



We are currently a small group of parents who get together to raise funds and have fun activities for our all children at Ryders Hayes school. We would love for more parents/carers/grandparents/friends and family to get involved and help out.

What we do

We organise the Halloween disco, Christmas Market, Summer fayre and support the school in events such as parent evening, Christmas plays, end of year plays and more by supplying refreshments and a raffle . We hold meetings to discuss future plans and events.

Where do the funds go?

Money raised all goes towards children in school and all member of friends of Ryders Hayes are asked their views.

There is no need for commitment to all events or meetings.

If you can spare some time for even just an hour at one of the events, it is all greatly appreciated.

If you would like to know more about how you can help please get in touch via

Facebook @FriendsOfRydersHayes, email postbox@ryders-hayes.co.uk , passing your details to the office or let one of the members know you would like to be involved

Thank you for attending

Please fill in the forms
and if you have any questions
please don't hesitate to ask

