Welcome to St. Alban's

Transition Meeting

Year 1

17th September 2024

Let us pray:

Dear Lord,

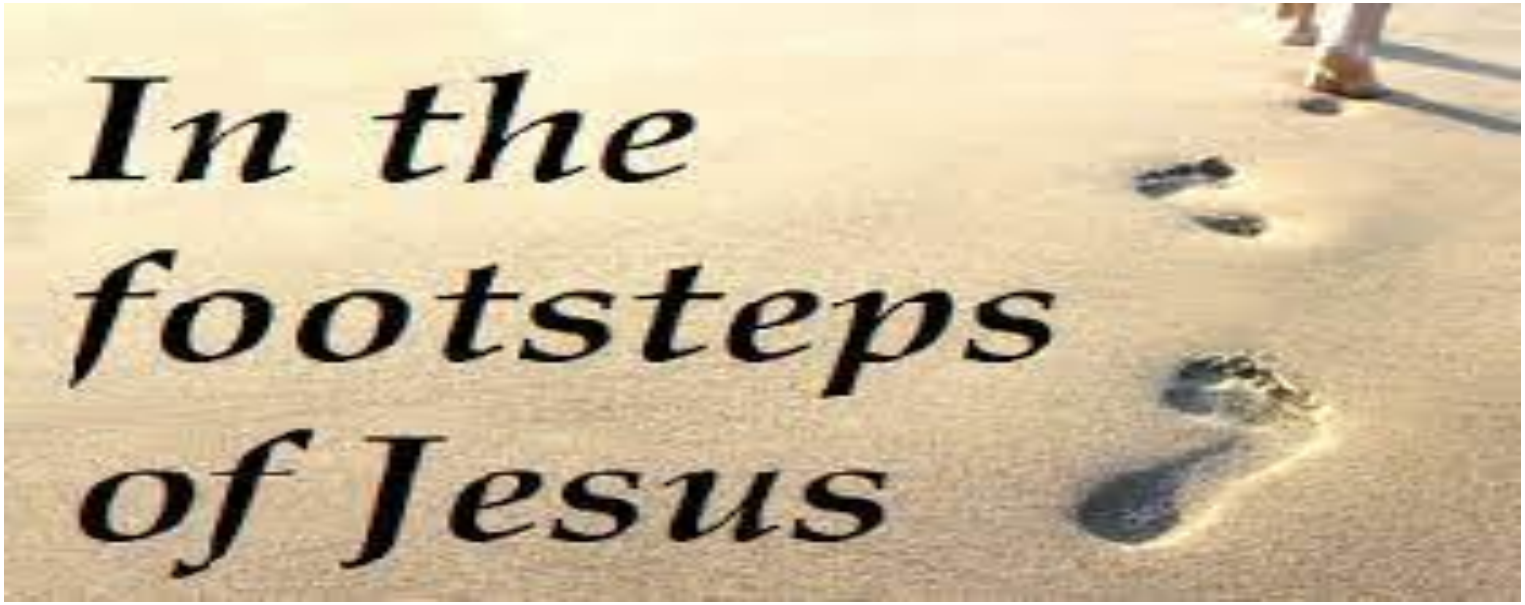
At the beginning of this new school year we ask for your mercy. Bless the students, staff and parents of St. Alban's that together we may grow in faith, hope and love as we learn from you and each other how to follow your son Jesus.

Amen

The Year One Team

Class Teachers:	Mrs Jones - Monday, Tuesday, Thursday (am) and Friday
	Mr Griffin - Wednesday and Thursday (pm)
Teaching Assistant:	Miss Callaghan

Our School Mission Statement:



Following in the footsteps of Jesus we love, live and learn together.

Year One Class Prayers

Morning Offering
Grace Before Meals
Grace After Meals
Hail Mary
Our Father
Glory Be
Prayer of the Guardian

Faith Friends

Each child throughout the school has a Faith Friend. Year One are partnered up with Year Four. Their 'Faith Friend' will support them in their faith and be a positive role model throughout the school.

As part of their friendship they will meet regularly and organise and share prayer and liturgy together.

Attendance Matters

Fred's attendance is 90% Sounds good?

90% attendance is ½ a day missed every week.

If we look closer……1 school year at 90% attendance = 4 full weeks of lessons MISSED.

Attendance during one school year	Equivalent days lost in school year	Equivalent sessions lost	Equivalent weeks Missed	Equivalent lessons Missed
95%	9 Days	18 Sessions	2 weeks	50 lessons
90%	19 Days	38 Sessions	4 weeks	100 lessons
85%	29 Days	58 Sessions	6 weeks	150 lessons
80%	38 Days	72 Sessions	8 weeks	200 lessons
75%	48 Days	96 Sessions	10 weeks	250 lessons
70%	57 Days	114 Sessions	11.5 weeks	290 lessons
65%	67 Days	134 Sessions	13.5 weeks	340 Lessons

Rewards & Sanctions

- Shining Star Certificate for academic achievements
- Champions of Christ certificate for demonstrating one of the Catholic Social Teaching principles
- Gospel Virtues rewards
- House Points / stickers
- Whole class reward
- A copy of the Behaviour Policy can be found on the school website.

House Points:

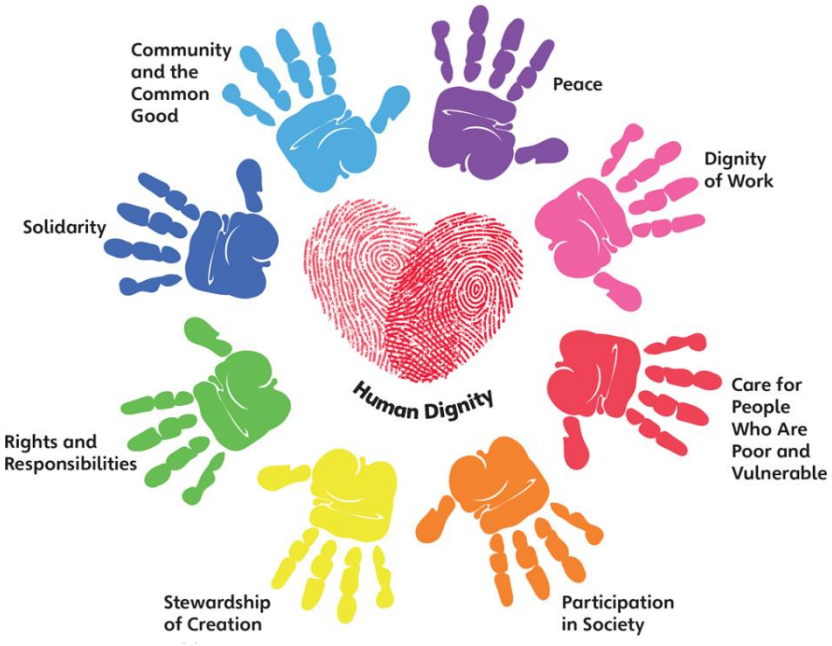
Your child is part of a house team and will earn house points for positive behaviours.

Champions of Christ

As part of our whole school KIVA initiative the children will participate in our Champions of Christ Tuesdays.

Any child spotted being kind, caring and respectful will be mentioned to their teacher and positively praised.

Our Champions of Christ leaders will choose 2 children from those spotted to receive a Champions of Christ certificate.



In Key Stage One we aim to use our KIVA initiative to ensure our children feel safe and are valued, respected and listened to.

Kindness Respect Dignity

Writing Expectations

(Working Towards the Expected standard)

Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:	
To use their own simple story ideas or retell a familiar story using short, simplistic sentences.	
To reread their writing aloud to check that it makes sense.	
To use adjectives that have been modelled.	
To use simple sentence structures (which may often be repetitive).	
Has an awareness of:	capital letters for names, places, the days of the week and the personal pronoun 'I'.
	finger spaces.
	full stops to end sentences.
To spell some words containing previously taught phonemes and GPCs accurately.	
To spell some Y1 common exception words accurately (from English Appendix 1).	
To write lower case letters in the correct direction, starting and finishing in the right place.	

Writing Expectations

(Working at the Expected standard)

Working at the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:	
To write sentences in order to create short narratives and non-fiction texts.	
To use some features of different text types (although these may not be consistent).	
To reread their writing to check that it makes sense and make suggested changes.	
To use adjectives to describe.	
To use simple sentence structures.	
To use the joining word (conjunction) 'and' to link ideas and sentences.	
Has an awareness of and is beginning to use:	capital letters for names, places, the days of the week and the personal pronoun 'I'.
	finger spaces.
	full stops to end sentences.
	question marks.
	exclamation marks.
To spell most words containing previously taught phonemes and GPCs accurately.	
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).	
To use -s and -es to form regular plurals correctly.	
To use the prefix 'un'.	
To add the suffixes –ing, -ed, -er and –est to root words (with no change to the root word).	
To write lower case and capital letters in the correct direction, starting and finishing in the right place.	
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	

Writing Expectations

(Working at Greater Depth within the Expected standard)

Working at Greater Depth within the Expected standard:

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:	
To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.	
To use a number of features of different text types and make appropriate topic/ subject matter vocabulary choices.	
To reread their writing to check that it makes sense and independently make changes.	
To use adjectives to describe (sometimes ambitious beyond the year group).	
To use simple and compound sentence structures.	
To use the joining word (conjunction) 'and' to link ideas and sentences.	
Are able to regularly use:	capital letters for names, places, the days of the week and the personal pronoun 'I'.
	finger spaces.
	full stops to end sentences.
	question marks.
	exclamation marks.
To spell all words containing previously taught phonemes and GPCs accurately.	
To spell all Y1 common exception words and days of the week accurately (from English Appendix 1).	
To use -s and -es to form regular plurals correctly.	
To use the prefix 'un'.	
To add the suffixes –ing, -ed, -er and –est to root words.	
To spell simple compound words.	
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	

Reading Expectations

(Working Towards the Expected standard)

Working towards the expected standard:

Pupil(s) are beginning to meet the following aims with support:
To apply phonic knowledge to decode regular words.
To apply phonic knowledge to attempt to read some common irregular words.
To respond with increasing confidence and accuracy, giving the correct sound to graphemes (letters or groups of letters) for **some** of the 40+ phonemes, including, where applicable, alternative sounds for graphemes.
To read and understand simple sentences.
To demonstrate a pleasure in reading and a motivation to read.
To listen whilst others read to them and show understanding.
To simply retell familiar stories.
To recognise and join in with predictable phrases in a text.
To check that a text makes sense to them as they read and begin to self-correct.
To join in discussions about a text.

Reading Expectations
(Working at the Expected standard)

Working at the expected standard:

Pupil(s) are beginning to independently apply their knowledge and skills:
To blend sounds in unfamiliar words using the GPCs that they have been taught.
To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for **all** of the 40+ phonemes.
To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.
To read words containing taught GPCs.
To read words containing -s, -es, -ing, -ed and -est endings.
To read words with contractions (for example, I'm, I'll, we'll).
To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words.
To re-read texts to build up fluency and confidence in word reading.
To continue to demonstrate a pleasure in reading and a motivation to read.
To link what they have read or hear read to their own experiences.
To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.
To retell familiar stories in increasing detail.
To recite simple poems by heart.
To discuss word meaning and link new meanings to those already known.
To check that a text makes sense to them as they read and to self-correct.
To predict what might happen on the basis of what has been read so far.
To begin to make simple inferences.
To discuss the significance of titles and events.
To join in discussions about a text, take turns and listen to what others say.

Reading Expectations

(Working at Greater Depth within the Expected standard)

Working at greater depth within the expected standard:

Pupil(s) are confidently and independently able to apply their knowledge and skills:
To read texts that are more complex and beyond their chronological age.
To read other words of more than one syllable that contain taught GPCs.
To read unfamiliar words by applying their knowledge of alternative graphemes for phonemes.
To read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).
To start to work on the Year 2 programme of study for word reading.
To continually demonstrate a pleasure in reading and a motivation to read.
To discuss their reading preferences, including favourite authors and genres.
To retell familiar stories in much detail and consider their particular characteristics.
To clearly explain their understanding of both the texts they can already read accurately and fluently, and those they listen to.
To check that a text makes sense to them as they read and to self-correct.
To make sensible predictions supported by evidence.
To make inferences based on what is being said and done.
To use age-appropriate non-fiction texts to extract information.
To contribute confidently in discussions about a text, take turns and listen to what others say.

Maths Expectations

Number - Number and Place Value

- ☐ I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- ☐ I can count, read and write numbers to 100 in numerals and count in multiples of twos, fives and tens.
- ☐ I can, given a number, identify one more and one less.
- ☐ I can 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.
- ☐ I can read and write numbers from 1 to 20 in numerals and words.

Number - Addition and Subtraction

- ☐ I can read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.
- ☐ I can represent and use number bonds and related subtraction facts within 20.
- ☐ I can add and subtract one-digit and two-digit numbers to 20, including zero.
- ☐ I can 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

- ☐ I can solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Number - Fractions

- ☐ I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- ☐ I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement

I can 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]

I can measure and begin to record the following:

- ☐ lengths and heights
- ☐ mass/weight
- ☐ capacity and volume
- ☐ time (hours, minutes, seconds)

Maths Expectations

Measurement continued

- [ ] I can recognise and know the value of different denominations of coins and notes.
- [ ] I can sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].
- [ ] I can recognise and use language relating to dates, including days of the week, weeks, months and years.
- [ ] I can 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

I can 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

- [ ] I can describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Foundation Subjects in Year 1

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	Spatial Sense		The UK		The Seven Continents	
History		Discovering History		Kings, Queens and Leaders		Parliament and Prime Ministers
Art	Colour	Line	Architecture	Style in Art	Paintings of Children	Sculpture
PE	Multi-skills (Throwing and Catching)	Dance	Gymnastics	Swimming	Athletics	Invasion Games

Physical Education

The active days for Year Two this half term are:

Mondays and Fridays

On these days, please could your child attend school wearing their PE kits.

On Fridays, Year 1 are invited to bring their bikes and scooters with a helmet.

Year 1's swimming block will begin in Spring 2.

Relationship and Sex Education in Catholic Schools

From September 2020, Relationship and Sex Education became statutory in all Secondary Schools and in all Primary Schools in England.

Ten:Ten Resources

Life to the Full

What is Life to the Full?

It's a programme in Relationships and Health Education based on the Department of Education guidance which became statutory during the academic year 2020/21. This programme is rooted in a Christian understanding of the human person, based on "A Model Catholic RSE Curriculum" provided by the Catholic Education Service.

Life to the Full

This model curriculum covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils.

The three themes are:

• **Created and loved by God (this explores the individual)**

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

• **Created to love others (this explores an individual's relationships with others)**

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

• **Created to live in community – local, national & global (this explores the individual's relationships with the wider world)**

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Overview of the Year

Programme STRUCTURE

- EYFS
- Key Stage One
- Lower Key Stage Two
- Upper Key Stage Two

Module 1
Created and Loved by God

Units:

- Religious Understanding
- Me, My Body, My Health
- Emotional Well-being
- Life cycles

Module 2
Created to Love Others

Units:

- Religious Understanding
- Personal Relationships
- Keeping Safe

Module 3
Created to Live in Community

Units:

- Religious Understanding
- Living in the Wider World

Module 1: Created and Loved by GOD

Key Stage One:

- We are uniquely made by a loving God
- We have differences and similarities
- Key information about staying physically healthy
- Understanding feelings and emotions, including strong feelings such as anger
- The cycle of life from birth to old age

Module 2: Created to Love OTHERS

Key Stage One:

Unit 2: Personal Relationships

- 'Special people' in their lives who they love and can trust
- Coping with various social situations and dilemmas
- The importance of saying sorry and asking for forgiveness within relationships

Unit 3: Keeping Safe

- The risks of being online (incorporating Smartie the Penguin from Childnet)
- The difference between good and bad secrets
- Teaching on physical boundaries (incorporating the PANTS resource from the NSPCC)
- The effects of harmful substances (including alcohol and tobacco)
- Some basic First Aid and what they should do in an emergency

Module 3: Created to Live in COMMUNITY

Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

Homework:

Daily reading:	Children need to read daily! Please use your child's planner to comment on their reading and sign daily. Books home: RWInc. Book bag book Last and Past Free Choice Library Book
Spellings:	Linked to the RWInc. groups. Test day - Friday.
Maths:	Complete the weekly maths questions set for that week. Returned / Worked through in class on a THURSDAY
Numbots	Children can access NumBots via the app.

Important dates this term:

Year One Class Mass: (Autumn One) 17th October 2024

(Autumn Two) 12th December 2024

Parent Consultations: Tuesday 22nd October 2024

Whole School Theatre Trip: Tuesday 10th December 2024

(Beauty and the Beast at the Crescent Theatre)

KS1 Nativity: Thursday 12th December 2024

School Website: Class Page

Curriculum

Homework

Transition Meeting - 17.09.2024

Any questions?

If you have questions at any point throughout the year please speak to me after children have been dismissed or contact me via the Year 1 email address:

year1@stalbanrc.bham.sch.uk

THANK
YOU!