

Learning Gems

We place learning at the heart of all we do and we aim to develop children as life-long learners. We need to help our children to become better learners at school and at home. With the use of 'Learning Gems' we aim to create a climate in the classroom and in the school that cultivates habits and attitudes that make learning skills obvious. This will enable our children to become resilient, resourceful and reflective learners who are confident to take risks and develop strong positive relationships to support their own learning.

There are six key learning dispositions that help to develop children's learning and practical ability to apply skills across the curriculum. These are as follows:

- **Ruby** (being kind to someone)
- **Diamond** (solving problems)
- **Emerald** (attempting new challenges)
- **Sapphire** (coping with distractions)
- **Topaz** (sharing ideas and valuing yourself and others)
- **Amethyst** (working as part of a group)

Learning Gem	<p>Ruby Being kind to someone</p> <p>School Rules and Shared Partnership Vision, Mission and Core Values</p>					
Diamond Solving problems	<p>Reflectiveness - Planning Working learning out in advance</p>	<p>Reflectiveness - Revising Monitoring and adapting along the way</p>	<p>Reflectiveness - Distilling Drawing out the lessons from experience</p>	<p>Resourcefulness - Reasoning Thinking rigorously and methodically</p>	<p>Resourcefulness - Capitalising Making good use of resources</p>	<p>Resourcefulness - Questioning Getting below the surface; playing with situations</p> <p>Resourcefulness - Making Links Seeking coherence, relevance and meaning</p> <p>Resourcefulness - Imagining Using 'the mind' 's eye as a learning theatre</p>
Sapphire Coping with distractions	<p>Resilience - Absorption Flow: the pleasure of being rapt in learning</p>		<p>Resilience - Managing Distractions Recognising and reducing interruptions</p>	<p>Resilience - Noticing Really sensing what' s out there</p>		<p>Resilience - Perseverance Stickability: tolerating the feelings of learning</p>
Topaz Sharing ideas and valuing yourself and others	<p>Reflectiveness - Meta-learning Understanding learning, and yourself as a learner</p>			<p>Reciprocity - Interdependence Balancing self reliance and sociability</p>		
Amethyst Working as part of a group	<p>Reciprocity - Collaboration The skills of learning with others</p>		<p>Reciprocity - Empathy and Listening Getting inside other' s minds</p>	<p>Reciprocity - Imitation Picking up other' s habits and values</p>		

Partnership Uniform

Uniform

- Red sweatshirt with a V-neck or red cardigan with a school logo
- White polo shirt
- Grey trousers, short, skirts or pinafores
- Red gingham summer dresses
- Grey tights
- Black or white socks

Shoes

School shoes should be black and fit securely, with a low heel. Trainers or boots will not be allowed.

PE Kit

- White t-shirt
- Black shorts or tracksuit bottoms
- Black plimsolls

Jewellery

For Health and Safety reasons, we do not allow children to wear jewellery in our schools. The exceptions to this rule are earring studs in pierced ears and small objects of religious significance. We ask children to either remove these items during PE and Games or to cover them with micropore tape to prevent them from causing injury.

Parents' Role

We ask all parents that send their children to our schools to support the 'School Uniform Policy.'

In order to avoid confusion and keep 'Lost Property' to a minimum, all items of clothing, PE kit, bags etc., **must** be clearly named before being brought into school.

The school welcomes children from all backgrounds and faith communities; therefore if there is a reason on religious grounds why parents may want their child to wear clothes that differ from the School Uniform Policy, the school will look sympathetically at the request.

If a child does not wear the correct uniform into school, the child's class teacher may ask the child to remove non-uniform items and discuss the issue with the parents.

Other Equipment needed for School

Wellies and Waterproofs

The children have daily access to outdoor learning and will be using the Year 1 outdoor areas in all weathers so suitable waterproof clothing and footwear is a necessity.

Water bottles

We ask that parents provide a named water bottle for their child. Water helps to stimulate the brain for learning and juice and squash are not allowed.

Reading

- Identify which words appear again and again.
- Recognise and join in with predictable phrases.
- Relate reading to own experiences.
- Re-read if reading does not make sense.
- Re-tell with considerable accuracy.
- Discuss significance of title and events.
- Make predictions on basis of what has been read.
- Make inferences on basis of what is being said and done.
- Read aloud with pace and expression, i.e. pause at full stop; raise voice for question.
- Recognise:
 - capital letters
 - full stops
 - question marks
 - exclamation marks
 - ellipsis
- Know why the writer has used the above punctuation in a text.
- Know difference between fiction and non-fiction texts.



Writing

- Write clearly demarcated sentences.
- Use 'and' to join ideas.
- Use conjunctions to join sentences (e.g. so, but).
- Use standard forms of verbs, e.g. go/went.
- Introduce use of:
 - capital letters
 - full stops
 - question marks
 - exclamation marks
- Use capital letters for names and personal pronoun 'I'.
- Write a sequence of sentences to form a short narrative [*as introduction to paragraphs*].
- Use correct formation of lower case – finishing in right place.
- Use correct formation of capital letters.
- Use correct formation of digits.



Year 1 Recommended Book List

Brown Bear, Brown Bear by Bill Martin

Spot books by Eric Hill

How Do I Put It On? by Watanabe Shigeo

Oh Dear by Rod Campbell

Have You seen the Crocodile? by Colin West

Maisy Stories by Lucy Cousins

Dear Zoo by Rod Campbell

Jasper's Beanstalk by Mick Inkpen

Kipper books by Mick Inkpen

Rosie's Walk by Pat Hutchins

Goldilocks and the Three Bears by Ian Beck

Polar Bear, Polar Bear by Bill Martin

Titch by Pat Hutchins

Where's My Teddy by Jez Alborough

A Dark, Dark Tale by Ruth Brown

Look Out! He's Behind You! by Tony Bradman

The Very Hungry Caterpillar by Eric Carle

Meg and Mog Stories by Helen Nicoll

We're Going on a Bear Hunt by Michael Rosen

While You Were Sleeping by Alexis Deacon

Goodnight Owl by Pat Hutchins

Ten Little Crocodiles by Colin West

The Rabbit by John Burningham

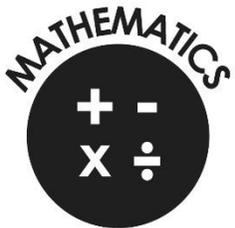
Would You Rather? by John Burningham

Eat Up, Gemma by Sarah Hayes

The Trouble with Gran by Babette Cole

Mathematics

- Count to and across 100, forwards & backwards from any number.
- Read and write numbers to 20 in numerals & words.
- Read and write numbers to 100 in numerals.
- Say 1 more/1 less to 100.
- Count in multiples of 2, 5 & 10.
- Use bonds and subtraction facts to 20.
- Add & subtract 1 digit & 2 digit numbers to 20, including zero.
- Solve one-step multiplication and division using objects, pictorial representation and arrays.
- Recognise half and quarter of object, shape or quantity.
- Sequence events in chronological order.
- Use language of day, week, month and year.
- Tell time to hour & half past.



Foundation Subjects

In KS1, the children will have lessons in foundation subjects that include;

- Science
- History
- Geography
- PSHE
- Music
- Computing
- Art
- Design and Technology
- PE
- RE

These subjects introduce the children to a wide variety of skills and knowledge. At times, there will be thematic links between the subjects and where possible, we try to make the learning creative and interactive.

Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Animals including humans – animals and pets	Seasonal changes - weather	Everyday materials – superheroes and people that help us	Plants – food around the world	Everyday materials - toys	Animals including humans – the seaside and under the sea
History			Lives of significant individuals in the past – Florence Nightingale		Toys – changes within living memory	
Geography		Seasons and weather - Identify seasonal and daily weather patterns in the UK		Food around the world – investigate where popular food eaten in the UK originates from.		The seaside and under the sea – human and physical features of a seaside town

Homework

The homework project allows your child to choose which tasks to complete, how to complete them and when. The aim is to complete a range of tasks and stars will be given for work which demonstrates good presentation and effort.

There are three different types of homework which can be completed that may include the following skills:

1. Verbal (involving talking, listening, speaking, writing)
2. Visual (involving mainly images and not words)
3. Kinaesthetic (involving making and doing)
4. Mathematical (involving number)

There will be no weekly deadline for these tasks. There will be a sharing time part way through where project is completed so far will be shared and discussed. The teachers will then be able to guide children on or offer further ideas if needed.

In addition to these projects, the children will receive a weekly spellings list and will be expected to read daily at home.

Parsons Down Partnership



End of Year Expectations for Year 1

This booklet provides general information for parents and carers as well as including the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.