



Welcome to Year 1 Redwood & Cedar

Parent and Carers
Meeting

If you would like an electronic
copy of this presentation please
let your child's teacher know



Mission Statement

SUCCESS FOR ALL

At Earlsmead Primary School we encourage all members of our school community to strive to be the best they can be and develop new skills that empower them for their life long learning in order to become confident, valuable members of society.

We create an inclusive, supportive, safe and challenging environment where all contributions are valued. Learning is motivating and independence is encouraged hence all become reflective, self learning team members with a positive sense of well being and a love of learning.



Year 1 Staff

Redwood	Cedar
Miss Pandian	Mrs Kumar
Mrs Schumacher	Ms Shah
Madame Piergentili will teach French. Mr Marshall and Ms Caton will teach PE.	



Daily Routines

School starts at 8.45am. Children then have soft start until lessons begin at 9.00am.

ATTENDANCE IS STILL IMPORTANT FOR YOUR CHILD

Children have a mid morning break from 10:20am – 10:35am with Daily Mile from 10:35am-10:45am

Lunch is from 11:40am – 12:40pm. Home time is at 3.15pm.

PLEASE BE PROMPT IN LINE WITH OUR SCHOOL RISK ASSESSMENT

Children will only be allowed to leave with adults who have been named on the yellow form (this was sent home at the start of term). If anyone else needs to collect in an emergency, please phone the office on the below number:

020 8864 5546



Reminders

Please make sure ALL clothing, lunch boxes and water bottles are named.

Please send your child with a water bottle every day.

Leave from school will not be granted unless there are very exceptional circumstances. Forms are available at the office.

Please try wherever possible to arrange medical appointments outside of school time.

Remember to give any change of address and phone numbers to the office in case we need to contact you in an emergency.

Only doctor prescribed medicines can be given at school. A form provided by welfare must be completed.



Behaviour

We are continuing to use Class Dojo and its rewards to encourage positive behaviour. We are also using this to involve parent/carers in this aspect of your child's school life.

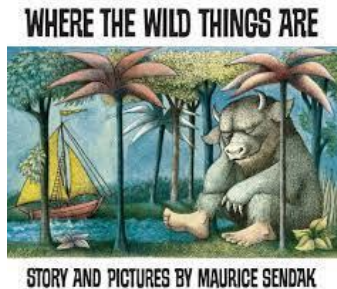
Children are encouraged to follow the class and school rules to earn dojo points. They will work towards their bronze, silver then gold certificates.



Curriculum

This Autumn Term our topic is **"How am I making history?"**

Our core texts that we will be studying is:



You will be given a curriculum newsletter to help you to support your child at home on Friday 15th September 2023 via ClassDojo. You will be given one of these throughout the year to keep you updated on what your child is learning.



Non-negotiables

Reading - word reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and 's, 'es, 'ing, 'ed, 'er and 'est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately (with pace and expression) books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading



Non-negotiables

Reading - comprehension

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them with considerable accuracy and considering their particular characteristics
- recognising words which appear again and again and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
 - participate in discussion about what is read to them, taking turns and listening to what others say
 - explain clearly their understanding of what is read to them
- can answer simple questions / find information in response to a direct, literal question



Non-negotiables

Writing

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
 - form capital letters
 - form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher
- Can show some control over word order producing logical statements
 - Can write simple text such as lists, stories, explanations
- Can use simple words and phrases to communicate meaning (i.e. the majority of work can be read / decoded by an adult without assistance from the child - must be more than one simple statement)



Non-negotiables

Writing - continued

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing



Non-negotiables

Maths

- 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; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- 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
- read and write numbers from 1 to 20 in numerals and words
- 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 zero (including adding any three 1-digit numbers with a total up to 20)
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$



Non-negotiables

Maths - continued

- 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
- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
- compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]
- compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later]



Non-negotiables

Maths - continued

- measure and begin to record the following: lengths and heights
- measure and begin to record the following: mass/weight
- measure and begin to record the following: capacity and volume
- measure and begin to record the following: 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
- 2-D shapes [for example, rectangles (including squares), circles and triangles]
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
- describe position, direction and movement, including whole, half, quarter and three-quarter turns



Home learning

Home learning is set on Monday via ClassDojo and is expected to be returned by Friday. Home learning may be recap of something we have learnt in class.

In addition, your child will bring home a reading book on Friday's. Please hear them read **daily** and talk about the book. Please sign the reading record, comments are great too. Books also need to be returned by Wednesday. Reading books and reading record need to be sent into school **everyday**. Children are also welcome to take home a library book.

Talk about the home learning tasks then encourage your child to be as independent as possible. Take time to look at completed work together.



Lunches



A packed lunch should contain

A sandwich, pasta, rice etc.

A piece of fruit

A healthy sweet treat - fruit bun, custard pot, yoghurt, plain biscuit

A drink.

A packed lunch should not contain

Nuts or foods containing nuts, Fizzy drinks, Chocolate or chocolate covered foods (such as Nutella), Crisps



Lunch Menu

Lunch Menu - Week 1								
Week commencing - 17th April, 8th May, 19th June, 10th July, 11th September, 2nd October								
Day	Monday	Tuesday	Wednesday	Thursday	Friday			
Halal - 1	Lamb Meatball & Tomato Sauce Sub	Jerk Chicken with Rice & Peas	Roast Chicken with Roast Potatoes and Gravy	BBQ Chicken Pizza with Cajun Wedges	Fish Fingers with Fries and Tomato Ketchup			
Non Halal - 2	Lamb Meatball & Tomato Sauce Sub	Jerk Chicken with Rice & Peas	Roast Chicken with Roast Potatoes and Gravy	BBQ Chicken Pizza with Cajun Wedges	Fish Fingers with Fries and Tomato Ketchup			
Vegetarian - 3	Quorn Sausage Hot Dog	Jerk Sweet Potato, Bean & Vegetable Curry with Rice	Roast Veggie Strips with Roast Potatoes and Gravy	Margherita Pizza with Cajun Wedges	Vegan Quorn Dippers with Fries and Tomato Ketchup			
Jacket Potato - 4	Jacket Potato with Cheese, Baked Beans or Tuna Mayonnaise	Jacket Potato with Cheese, Baked Beans or Tuna Mayonnaise	Jacket Potato with Cheese, Baked Beans or Tuna Mayonnaise	Jacket Potato with Cheese, Baked Beans or Tuna Mayonnaise	Jacket Potato with Cheese, Baked Beans or Salmon Mayonnaise			
Vegetables	Sweetcorn and Baked Beans	Vegetable Medley and Roast Parsnips	Green Cabbage & Carrots	Mexican Sweetcorn and Green Beans	Peas & Baked Beans			
Dessert of the day	Peaches with Melba Sauce & Ice Cream	Orange Drizzle Cake	Apple & Berry Crumble with Custard	Frozen Strawberry Yoghurt	Plant Based Chocolate Brownie			
	Fresh Fruit	Fresh Fruit	Fresh Fruit	Fresh Fruit	Fresh Fruit			
	Yoghurt	Yoghurt	Yoghurt	Yoghurt	Yoghurt			
Lunch Menu - Week 2								
Week commencing - 24th April, 15th May, 5th June, 26th June, 17th July, 18th September, 9th October								
Day	Monday	Tuesday	Wednesday	Thursday	Friday			
Halal - 1	Chicken & Sweetcorn in Tomato Sauce with Pasta	Shepherd's Pie	Roast Chicken with Roast Potatoes and Gravy	Chicken and Sweetcorn Pizza with Garlic & Herb Wedges	Battered Pollock with Fries and Tomato Ketchup			
Non Halal - 2	Chicken & Sweetcorn in Tomato Sauce with Pasta	Shepherd's Pie	Roast Chicken with Roast Potatoes and Gravy	Chicken & Sweetcorn Pizza with Garlic & Herb Wedges	Battered Pollock with Fries and Tomato Ketchup			
Vegetarian - 3	Vegetable Stir Fry with Noodles	Lentil Cottage Pie	Quorn Roast with Roast Potatoes and Gravy	Margherita Pizza with Garlic & Herb Wedges	Sticky Quorn Sausage with Fries and Tomato Ketchup			
Jacket Potato - 4	Jacket Potato with Cheese, Baked Beans or Tuna Mayonnaise	Jacket Potato with Cheese, Baked Beans or Tuna Mayonnaise	Jacket Potato with Cheese, Baked Beans or Tuna Mayonnaise	Jacket Potato with Cheese, Baked Beans or Tuna Mayonnaise	Jacket Potato with Cheese, Baked Beans or Tuna Mayonnaise			
Vegetables	Broccoli and Baby Carrots	Green Cabbage and Minted Peas	Cauliflower and Green Beans	Mixed Peas, Carrots and Sweetcorn	Peas and Baked Beans			
Dessert of the day	Pear & Mixed Berry Pie with Custard	Chocolate Angel Delight	Orange Jelly & Mandarins	Oat Dream Cookie	Iced Vanilla Sponge			
	Fresh Fruit	Fresh Fruit	Fresh Fruit	Fresh Fruit	Fresh Fruit			
	Yoghurt	Yoghurt	Yoghurt	Yoghurt	Yoghurt			
Lunch Menu - Week 3								
Week Commencing - 1st May, 22nd May, 12th June, 3rd July, 4th September, 25th September 16th October								
Day	Monday	Tuesday	Wednesday	Thursday	Friday			
Halal - 1	BBQ Chicken Pasta Bake	Keema Lamb Curry with Rice	Roast Turkey with Roast Potatoes and Gravy	Chicken and Sweetcorn Pizza with Garlic & Paprika Wedges	Fish Fingers with Fries and Tomato Ketchup			
Non Halal - 2	BBQ Chicken Pasta Bake	Keema Lamb Curry with Rice	Roast Turkey with Roast Potatoes and Gravy	Chicken and Sweetcorn Pizza with Garlic & Paprika Wedges	Fish Fingers with Fries and Tomato Ketchup			
Vegetarian - 3	Macaroni Cheese	Vegetable Biryani	Roast Veggie Strips with Roast Potatoes and Gravy	Margherita Pizza with Garlic & Paprika Wedges	Sweet Potato & Pepper Fritatta with Fries and Tomato Ketchup			
Jacket Potato - 4	Jacket Potato with Cheese, Baked Beans or Tuna Mayonnaise	Jacket Potato with Cheese, Baked Beans or Tuna Mayonnaise	Jacket Potato with Cheese, Baked Beans or Tuna Mayonnaise	Jacket Potato with Cheese, Baked Beans or Tuna Mayonnaise	Jacket Potato with Cheese, Baked Beans or Tuna Mayonnaise			
Vegetables	Peas and Sweetcorn	Broccoli and Cauliflower	Green Cabbage and Carrots	Roast Mediterranean Vegetables and Green Beans	Peas and Baked Beans			
Dessert of the day	Marble Sponge with Custard	Apple Strudel with Custard	Fruity Iced Loily	Pear & Banana Crumble with Custard	Chocolate Shortbread			
	Fresh Fruit	Fresh Fruit	Fresh Fruit	Fresh Fruit	Fresh Fruit			
	Yoghurt	Yoghurt	Yoghurt	Yoghurt	Yoghurt			



Uniform

Gold polo shirt REPLACED BY white collared shirt with tie.

Royal blue jumper or cardigan REPLACED BY badged V-neck jumper.

Grey skirt/ trousers REPLACED BY tartan skirt or black trousers.

The following remains the same:

Black sensible shoes

jewellery (except small stud earrings)

NO leggings under skirts

long sleeve tops under short sleeve



Uniform is available for purchase at Angels Rayners
Lane



Uniform - PE

Children are allowed to wear their PE kits to school on the day of their lessons. If they do not have the full uniform they are expected to wear their school uniform. PE is on Mondays and Wednesdays (Sycamore)- please ensure that the kit is washed REGULARLY

Outdoor

Royal blue tracksuit bottoms

Royal blue jumper

White polo shirt

Plimsolls or trainers



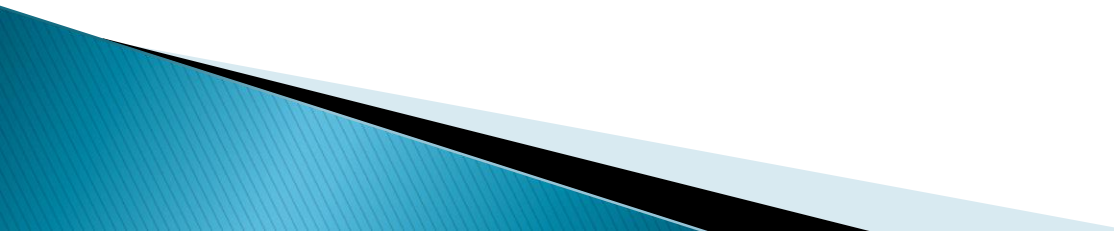
Indoor

Royal blue shorts

White polo shirt



Contacting SLT

- ▶ If you are having any problems you should always speak to the class teacher first however, if you would like to contact SLT, you must call the office on 02088645546 or email office@earlsmead.harrow.sch.uk.
 - ▶ Please also have a look at the schools policy page on the Earslmead website, which includes the Complaints Policy.
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Any questions?

If you think of any questions or have any need
to contact us via Class Dojo.