



**Templemoor
Infant and
Nursery School
Parent Handbook
Year One**

Welcome Letter

Dear Parents,

We are very much looking forward to welcoming your child into Year One in September and truly hoping for a return to some sort of normality for this academic year. We are excited to see your children return to school in their shiny, new school uniform! As usual there will be two Year One classes. Ladybirds will move to Class 3 with Mrs Drinkwater and Mrs Leigh and Bees will move to Class 4 with Miss Salisbury. Wherever possible children will be kept in their class or year group bubble. This will mean that at times e.g. phonics lessons, lunchtimes or playtimes your child will be able to work and play with children from the other Year One class. This year group bubble will be kept apart from other bubbles in the school where possible. We will be following the current guidance for September which states, "We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their groups". Enhanced cleaning, washing hands more often than usual and good respiratory hygiene will remain high priority.

We understand that this cohort of children will have needs unlike any cohort that has gone before them. The range of lockdown experiences in any given class will vary enormously. All children will have faced the lack of normal routines, missed seeing family and friends and may feel anxious about leaving the familiarity of home after such an extended period.

When children first come into Year One wellbeing will be our first priority. We will create a familiar environment that makes sense to our children, with familiar faces. We want to help children to feel safe and secure and to succeed in their learning. We are very aware that although some children may have had a few weeks back in class before the summer, many will have missed a considerable number of months away from their Reception class. Children will need time to establish and re-establish strong relationships with adults and peers; to become familiar with their environment; time to play and talk when they need to; to build on and strengthen their learning in a way that develops confidence and self-esteem. Our approach to learning will be active, practical and collaborative.

When your child first comes into Year One the classroom will be set out in a similar way to the Reception classroom. Continuous Provision will be a vital element of our transition programme. The environment will be adapted, developed and refined throughout the year as your children develop. You will find more information regarding curriculum further on in the handbook. Please read through all of the information in this handbook and do not hesitate to email me with any questions or queries at [**admin@templemoor.trafford.sch.uk**](mailto:admin@templemoor.trafford.sch.uk)

Very best wishes,

Mrs Brown
Deputy Head Teacher

Year One Teachers

Meet our fabulous Year One team!

Miss Salisbury



Mrs Drinkwater



Mrs Brown



Mrs Leigh

Safeguarding

Safeguarding Children

Templemoor takes the safety of its children very seriously and adheres to all safeguarding policies and procedures recommended by the Local Authority. We have a regularly reviewed and rigorous Safeguarding Policy. A copy of the Safeguarding Policy is available on request from the office, or from our school website. All staff, including our volunteers and supply staff, must ensure that they are aware of our rigorous safeguarding procedures. All adults who work in the school are subject to Disclosure Barring System (DBS) investigation procedures as well as rigorous employment and interview checking procedures. Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests. The well-being of each child is the responsibility of the class teacher under the oversight of the Early Years Lead, Deputy Head Teacher and Head Teacher. If you have any concerns about safeguarding, please do not hesitate to contact a member of the safeguarding team. Our Designated Safeguarding Lead is Mr Hodgson. Our Deputy Designated Safeguarding Leads are Mrs Brown and Mrs Cundick. The Governor responsible for safeguarding is Mrs Davenport.

Medication

Any on-going ailments for which medicine may need to be administered e.g. asthma, allergic reactions, must be included on your admission form. Please make sure you regularly check the dates on these medicines and replace them when necessary. Staff cannot give medicines of any kind to the children without a medical prescription requiring medicine during the school day for a long term condition. On the rare occasions where a first aider is required to administer medicine at school, you will be required to fill in a medical consent form and ensure the medicine is in date, labelled and has dosage instructions. With the exception of inhalers and epipens, no medicine is kept in the classrooms.

Illness

If your child is ill, please contact the office to let us know. If your child is displaying Coronavirus symptoms, you must keep your child off school and get them tested. Please inform school of the test results. If your child has suffered from vomiting or diarrhoea they must stay at home for at least 48 hours after the last bout suffered. This is to protect all of the other children and staff. If your child becomes ill at school we will contact you. It is important that we have your up to date contact details. If any of your details change please inform the office immediately.

General Information

- We need to reduce the amount of human traffic on the school site at peak times so start and end times will be staggered for now:
Class 3 – drop off will be between 8:45-8:55am and pick up will be between 2:55-3:05pm.
Class 4 – drop off will be between 9:00-9:10am and pick up will be between 3:10-3:20pm.
- Children will continue to receive a piece of fruit each day for a healthy snack. They have this at morning playtime with milk or water.
- Water bottles can be brought into school and children can refill these over the day should they need to. Juice or squash must not be put into these bottles as the sugar and acid content is very detrimental to children's teeth, especially if sipped during the day. It is your child's responsibility to take their water bottles home each day to be washed and refilled.
- Children can now use the climbing frame during the day (this may change depending on the latest government guidance). Seven children are allowed on it at any one time during playtimes and lunchtimes. Children are not allowed to use the climbing frame before or after school.
- Please keep PE kits in school and take them home at half term to be washed.
- Please ensure that all uniform is fully labelled.
- Children are encouraged to bring their book bags to school every day. Key rings and/or trinkets are no longer permitted on book bags.
- It is essential that we have your up to date contact details. If any of your details change, please inform the office immediately.
- Please complete the returnable forms which can be found on our website under 'Transition', 'Reception to Year 1' Transition.

Unicef Rights Respecting Award

We are very proud to be a Silver Rights Respecting School. The Unicef Rights Respecting Award is granted to schools that show commitment to promoting and realising children's rights and encouraging adults, children and young people to respect the rights of others in school. We are excited to be continuing our Rights Respecting work this year. Mrs Brown is looking forward to working with our Year One children to help us work towards achieving gold status.



Equipment List

This year we are asking all children to bring in their own pencil case which they will leave in school every day. Please can your child bring in a pencil case (small to medium size) containing:

3 HB pencils

A set of coloured pencils

A set of felt tip pens

A sharpener

A rubber

A glue stick

Many thanks for your support with this.

Key Stage One Curriculum

Over the past few weeks the staff at Templemoor have been thinking about, and researching what sort of curriculum our children will need when they return to school. After much thought and deliberation we have based our initial curriculum plans on the work of Barry Carpenter, Professor of Mental Health in Education, Oxford Brookes University and The Recovery Curriculum.

Next term we will be implementing a curriculum which acknowledges that there have been many losses to children as they have stayed at home. Children have experienced a loss of routine, structure, friendship, freedom and opportunity.

With this in mind we have chosen to introduce a new topic in the first part of the Autumn term, 'This is Me'. This will help the children to have a sense of belonging and help to rebuild our school community. We have also chosen to do an English topic based around traditional tales. These stories will be familiar to the children, helping children to feel secure, and will enable us to maximise our reading, speaking and listening and writing opportunities.

We endeavour to give children time to re-establish clear routines and structures within their school day. For example, during familiar Read Write Inc. phonics sessions and short focussed Maths sessions.

We want to allow children time to get to know us and develop their friendships and relationships again. We will encourage children to listen, talk, share and play with each other throughout the day.

We want to give children the space to be and to explore by learning outdoors as much as possible. Children will also have weekly, high quality outdoor sessions, led by a Forest School Practitioner from We are Adventurers <https://weareadventurers.co.uk/> in our wonderful school grounds.

We want to see our children running the Templemoor mile again and having weekly PE lessons led by a specialist PE coach, Mr Bates from PE and Sport Hub.

In summary during the Autumn term there will be a particular focus on PSHE (Personal, Social and Health Education), phonics and reading, writing and mathematics. Your child's class teacher will also be doing lots of assessments during this time. This will take place in an informal way, your child will probably not realise that s/he is being assessed. This could involve: talking to children to assess understanding, looking at children's work, phonic assessments or listening to your child read.

Once the children are settled and assessments are completed the curriculum will be reviewed. Future curriculum plans will address any gaps in children's knowledge and skills. Catch up programmes will be put in place. Further information will follow in the Autumn Term.

Reading



Reading is a great strength of Templemoor and this is mainly due to the excellent partnership between parents and school.

Reading is at the heart of our curriculum. At Templemoor Infant and Nursery School we are passionate that every child will learn to read regardless of background, needs or ability. We are dedicated to enabling our pupils to become lifelong readers. We aim to promote a love of reading, and hope to instil this in all children through the culture of our school.

During daily story times our fantastic staff create a love of reading by reading aloud a range of stories, poems, rhymes and non-fiction that develop children's vocabulary and language comprehension. All classes have their own well-stocked libraries.

As you know, we use the Read, Write Inc. Phonics Scheme (RWI) to teach reading. In Key Stage One all children have a daily phonics lesson. In addition to this child have one guided reading session per week with their class teacher. Home reading books are progressive and sequenced and are part of the RWI Phonics Scheme, moving on to carefully selected book-banded books.

During RWI phonics lessons children learn to read accurately and fluently with increasing comprehension. Children rapidly learn sounds and the letter, or groups of letters they need to represent them in the speed sounds lessons. This learning is taught and consolidated every day. High frequency words that are not phonically regular are taught as 'tricky words' (we call them Red Words) and are practised frequently.

Lively phonics books are closely matched to children's increasing knowledge of phonics and 'tricky' words so that early on, children experience plenty of success. Repeated readings of the text support their increasingly fluent decoding. Children read the story three times. On the first read children focus on accurate word reading, the second on developing fluency and

the third on comprehension. Fluency and comprehension increase with each repeated reading.

Children are assessed and grouped according to their phonic knowledge by the Phonics Manager or by the class teacher. Children are then re-assessed every six to eight weeks. Ongoing assessment means that groups can be adjusted to ensure the best possible progress for each child. Each child reads books that best matches their phonic knowledge. Assessment quickly identifies any child who is falling behind the programme's pace so that targeted support can be given immediately.

Children in Year One are usually split into four groups across both Year One classes, and have a daily RWI phonics lesson. Children usually work through the scheme by the end of Year One or at the end of the first term in Year Two. Those children needing extra support will have short, focused 1-1 phonics tuition.

Guided Reading

In addition to Read Write Inc. phonics lessons children have a guided reading session once a week. Children are grouped according to phonic ability. There are approx. 4-7 children in each group. The teacher teaches specific reading skills and reinforces aspects of reading which have been taught in the Read, Write Inc. lesson. It is also when children demonstrate their understanding and development as readers and when the teacher assesses this.

Children read a text which is closely matched to their developing phonic knowledge. In the early stages of reading this may be teaching sounds, using a RWI sound blending book, RWI ditty book or a RWI storybook. Children then go on to read a range of progressive book banded books, again closely matched to the group's phonics knowledge.

Reading at home

We value support in reading from our parents. Children begin by following the RWI scheme and then move on to carefully selected book banded books. We know that children have missed their lovely reading books, so we are looking forward to sending reading books home in September. Our current plans are to send books home on a Thursday to be returned to school on Monday to allow for a period of quarantine. Further information will follow in the Autumn term. We ask that children read for 10 to 15 minutes each day. Most importantly we want children to enjoy reading and develop a love of books. If your child is tired or reluctant to read, perhaps read to him/her instead. Try reading a sentence or a page each. Remember, little and often is better than one long session. For more information on how to support your child with reading please have a look at the reading section on our website templemoorinfants.co.uk.

Libraries

In addition to reading books, each class has a well-stocked library of fiction and non-fiction books that children are encouraged to use to develop their love of reading.

How can I help at home?

- Continue to read lots of different stories to your children.
- Read your child's favourites over and over again!
- Why don't you encourage your child to listen to Templemoor storytime? There are a range of wonderful stories to listen to, all read by Templemoor staff.
https://www.templemoorinfants.co.uk/web/templemoor_storytime/489902
- Listen to your child read the same storybook again and again.
- Encourage them to use 'Special Friends', 'Fred Talk', 'read the word'.
- Discuss the story and encourage their storyteller voice.
- Ask your child some questions about the book. Below are some examples.

Reading for pleasure & enjoyment

- What did you like about the text? Why? What did you dislike? Why?
- Would you read the book again? Why? Why not?
- What will you read next?
- What books do you like to read?
- Do you have a favourite book that you like to read?
- Do you enjoy reading?
- What do you read at school?
- Who is your favourite author?
- Which books have you enjoyed that we have read together? And why have you enjoyed them?

Talk about the meanings of words

- What word tells you ...?
- What does ____ mean?
- How does this word make you feel?
- Find and copy a word that describes how.....
- What word means the same as ____?
- In the story, ____ is repeated. Why?

Find simple information

Which...? What...? How...? Where...? When...? Why...? Who...?

- Who are the characters in the book?
- Which character _____?
- Where / when does _____?
- What did _____ look like?
- Who was _____?
- Where did _____ live?
- Where in the book would you find _____ ?
- What happened in the story?

Talk about the order of a text

- What happened in the story?
- What happened first?
- What happened after _____?
- What happened before _____?
- What happened at the end?

Make simple inferences or predictions

- Why do you think _____?
- How do you know that _____?
- When do you think _____?
- Why did _____?
- How do you feel about _____ ?
- How does _____ feel?

What do you think will happen next?

Handwriting Expectations

National Curriculum

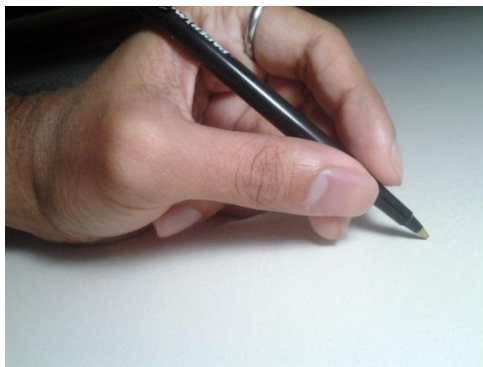
Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- 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
- leave spaces between words.

The ideal right handed pencil grip looks like this:



The left hand grip is the same but the pencil should be held higher up the pencil so the writing can be clearly seen.



Nelson Handwriting Scheme

At Templemoor we use the
Nelson Handwriting Scheme

a b c d e f g h i j

k l m n o p q r s

t u v w x y z

In Year One children will be taught to
write the cursive **f** and **k** in preparation
for joining letters in Year 2.

Opportunities for writing at home

Perhaps you could try some of these ideas during the Summer holidays:

- Practise letter formation using pencils, gel pens or felt tips
- Writing shopping lists
- Writing notes on post it notes
- Writing out party invitations
- Writing postcards to family and friends, perhaps you could even send one to school!
- Writing birthday cards and thank you notes
- Write notes to your child and leave them in interesting places. Ask him/her to write a reply.
- Writing using chalk outside
- Writing labels when planting plants
- Help your child create a scrapbook with pictures. Encourage him/her to write stories under the pictures and talk to you about them
- Write postcards to friends

How is Maths taught at Templemoor?

At Templemoor children have daily maths lessons. We use the White Rose maths scheme to inspire and support our teaching of maths.

We have amended our schemes for 2020/21 to:

- highlight key teaching points
- recap essential content that children may have forgotten
- flag any content that you might not have covered during the school closures period.

The scheme has been developed to ensure every child can achieve excellence in mathematics. We aim to help children develop into independent, reflective thinkers, who relish the challenge of maths. It provides pupils with a deep understanding of the subject through a concrete, pictorial and abstract approach. This means that the children work with mathematical resources and objects and pictorial representations alongside seeing numbers or concepts in the abstract. This ensures that the children are secure in their learning rather than just practising routines without any real, fundamental understanding. The scheme is carefully structured to ensure that concepts are developed incrementally, recapping any essential content that your child might have forgotten, or that may have been missed during school closure.

Key features of the curriculum are:

- High expectations for every child
- Secure number sense and place value
- Objects and pictures always before or alongside numbers and symbols
- Problem solving allowing children the opportunity to put their knowledge into practise

An overview of the teaching of maths in Year 1 and 2 can be found on our website.

How can I help at home?

As parents you have a key role to play in helping your child to understand that mathematics can be: practical, fun, useful, sociable, challenging, and relevant and is of vital use in the world around us! The more opportunities children are given to practise and reinforce skills and language, the more fluent and confident they will become. Frequent and varied practice of key skills in number can best be provided by games, particularly those involving dice and cards as well as involving children in everyday activities that make use of maths.

Remember:

- **Keep it simple** – practise what your child is learning in school
- **Keep it fun and practical** – board games, online games and songs, play shops
- **Keep it real** – children are motivated by a real purpose for their learning, get them to help baking, shopping, sorting socks, counting money.

Mathletics

- We also use of an online program to support your child with mathematics (www.mathletics.com). Your child will be set homework on Mathletics, however, there are other games and activities that they can also access.

Number and Place Value

- Counting to and from 100.
- Count going up the stairs, seconds until the traffic lights change, red cars you see on a journey etc.
- Learn quick recall of the numbers that add together to make any total up to 10 and then 20. Know doubles and halves of numbers up to 10.
- Have a certain number of objects. How many different ways can we put 10 raisins in two bowls, 8 cars in two garages, 12 pens in two pots.
- Roll a dice or turn over a playing card- What number would you add to it to make 10? Score a point for each correct one. The first to 10 points wins.
- In one minute how many addition number facts can you write down for the total 7?
- Speedy cards to 10. Have the number cards to 10 and two 5's. How quickly can you match the pairs of numbers that add together to make 20? Repeat later in the week. Can you beat your time?
- Roll the dice or turn over the playing card. Double the number.
- Roll the dice: what is the number that is one more or one less?
- Investigate numbers around them in the environment: on doors, signs, buses, number plates and at the shops. Ask questions such as:
 - What is the number?
 - Find a number that is greater than/less than 20?

What number would you have if you add or subtract 1?
Can you find an odd/even number?

- Understanding the value digit in a two digit number is very important for children to be able to compare, order and add and subtract numbers. This means that they understand how many tens and ones there are in a two digit number.
- Have 10p and 1p coins. Play shops or in real life situations ask them to find the coins to make prices up to 29p How many tens does it have
- Count out 25 straws/conkers/buttons. Put them in groups of ten. How many tens and ones are there?
- Number hunt in the environment, looking at the tens and ones in the number:
Can you spot a number with 4 tens?
How many tens are in 23?

Multiplication and division

In year 1 the children learn to count in 2s, 5s and 10s.

- Count in 2s, 5s and 10s. E.g. whilst going up the stairs, when counting 2p, 5p or 10p coins.
- Count pairs of socks in 2s.
- How many eggs are there in 2 boxes of eggs?
- How many legs do 4 birds have?
- Sharing objects. E.g. Share 10 sweets between 2 bowls. Share 12 pieces of lego between 4 friend



Shape

- Shape hunts indoors and outdoors. Look for 2D and 3D shapes around. Find a shape that is a cylinder?
- When playing with 3D wooden building blocks ask questions such as: How many cuboids does your model have? Can you pass me a cube? etc

Time

- Practise telling the time with your child. Model telling the time, to o'clock and half-past.
- Use the language of time such as, morning, afternoon, yesterday, tomorrow, before, after, first, next, today, days of the week and months of the year.



Fractions

- Cutting up food in halves and quarters.
- Finding a half or quarter of a set of objects. E.g. You have 8 strawberries. How many strawberries will you have if you half them between you and your brother?

Money

- Help your child to learn the different coins and notes.
- Sort the coins in their money box.
- Play shops or let them pay for small items at the shops.

Measure

- Use comparative language for measures:
Length and height: longer/shorter, taller/shorter, double/half.
Weight: lighter than/heavier than
Capacity and volume: full/empty, more than/less than, half full
- Get your child to help weigh or measure ingredients for recipes.
- Include them when measuring for carpets, curtains or furniture.
- Keep them entertained around Ikea with a paper tape measure! Can you find things shorter/longer than the tape measure?



Some useful websites

- <http://www.bbc.co.uk/bitesize/ks1/maths/>
- <http://www.ictgames.com/resources.html>
- <http://www.mathszone.co.uk/>
- <http://www.topmarks.co.uk/>