



Welcome to Year One

Rabbits

Miss Mcloughlin

Mrs Santoro

Mrs Akram



Hedgehogs

Miss Bolton

Miss Joy



PPA cover (Thursday PM):

PE: Camp martial X

Music/ RE- Mrs Norfolk



A typical day

AM:

- Morning task (basic skills)
- Phonics
- English
- Break (fruit and milk)
- Maths

• Lunch

PM:

- Foundation Subjects (History, Science, Geography)
- DT/Art
- PE
- PSHE
- Commando Joe's (Team building and resilience games)
- Handwriting and partnered reading
- Music/ RE
- Talk through stories
- Home time



Uniform

A few reminders...

Long hair should be tied back, and only small, neat hair accessories may be worn. Nail varnish is not permitted.

Please ensure your children wear school shoes and not trainers.



PE

Indoor PE - Wednesday
Outdoor PE - Thursday



Children to arrive in PE kit on Wednesdays
and Thursdays

Reminder:

- No hooded jumpers
- No collared shirts
- **No earrings on PE days- Please take these out before school**



Phonics



Read, Write Inc is a daily phonics session where we practise the letter sounds and read from a book targeted at your child's current phonics level. These will be separate books from the ones sent home.



Oxford Owl

<https://www.oxfordowl.co.uk>



Phonics screening check 2027

The phonics screening check or phonics screener is administered in the summer term across all schools in the UK. It is a statutory assessment.

The purpose of the check is to assess children's recognition of the phonics/sounds they have learnt so far.

Reading



- **Read daily**
- Record reading in their *Reading Diary*
- Please praise effort and having a try at sounding out unfamiliar words
- Please support your child in understanding what they have read by asking questions about the story. This will need to be secure before they move up reading levels.
- Their reading colour band will correspond with the group they are in for phonics. This may mean children remain at a certain colour to secure fluency in reading before they move up.

Reading Diaries will only be checked on a Friday.

For communicating any important information, please come and see us or email us via the school office.



Homework

Homework will be sent out half termly. This based on either Science, History or Geography. Homework is set to be creative. We want it to be a fun shared learning experience.

This is optional, but it is always lovely for us to see what the children have created at home.



What we will learn about

Science	• Plants • Animals • The human body and 5 senses • Materials • The seasons
History	• Chronological order • Awareness of the past • Changes within living memory • The lives of significant people
Geography	• 7 continents and 5 oceans • The 4 countries in the UK and their capital cities • Human and physical features • Hot and cold areas • Maps and compass directions

Please label EVERYTHING

- ALL clothes
- ALL bags
- Drinks bottles (these should only contain water).
- Lunch boxes
- Coats (hats scarves etc)

This can simply be writing your child's name with a pen, on the label.



On water bottle/ lunch boxes
Cover a paper label with tape.



Parent Volunteers

WE NEED YOUR HELP - DBS

- Library- Wednesday afternoon 13:00-14:00
- Cooking TBC
- Daily readers- This can be from 8:30 - 9:00
- School Trips





UNDERSTANDING THE DEVELOPMENT OF 5-6-YEAR-OLD CHILDREN

Children aged 5-6 are developing important skills in thinking, feeling and relating to others.
Their brains are still growing and learning every day.

1 THEY OFTEN REMEMBER EVENTS EMOTIONALLY



Young children remember how an event made them feel more than the exact sequence of what happened. Strong emotions become the focus of their memory.

2 PERSPECTIVE-TAKING IS STILL DEVELOPING



They are beginning to understand others have different thoughts and feelings, but finding it hard to consider several perspectives at once.

3 UNDERSTANDING RESPONSIBILITY TAKES TIME



Children often focus on the most recent part of an event. Recognising that several people may have contributed, or that responsibility can be shared, develops gradually.

4 A GROWING SENSE OF FAIRNESS



They are developing a strong awareness of rules and fairness. They are learning that rules help people feel safe and treat each other fairly.

5 MEMORY IS STILL MATURING



Working memory is still developing. Children may leave out details, remember events in a different order, or recall more information later. This is a normal part of memory development.

6 UNDERSTANDING INTENTIONS DEVELOPS GRADUALLY



They often find it easier to understand the outcome of an action than the intention behind it. Knowing the difference between accidents, carelessness and deliberate actions takes time.

7 LANGUAGE DEVELOPS ALONGSIDE THINKING



Vocabulary is expanding rapidly, but explaining complex events clearly and in order is still developing.

8 EXECUTIVE FUNCTIONING IS STILL DEVELOPING



Skills like planning, organising, self-control, flexible thinking and self-monitoring develop well into early adulthood. At 5-6, children are only beginning to build these skills.

9 SOCIAL LEARNING



Children are learning how to form friendships, cooperate, solve disagreements and regulate emotions. These skills develop through everyday experiences and supportive guidance from adults.

EVERYDAY EXPERIENCES HELP THEM GROW



IN SUMMARY: AT 5-6 YEARS OLD, CHILDREN ARE DEVELOPING...



These abilities continue to develop throughout primary school and beyond.
Every child progresses at their own pace.



Ideas to support your child's development at home

Asking good questions helps children tell the whole story.

1 He Pushed Me!



- Tell me what happened just before that?
- What game were you playing?
- Was it an accident or on purpose?
- What happened next?



Young children often remember the strongest moment first. Gentle questions help uncover the whole story.

2 She Took My Water Bottle!



- Were you playing a game together?
- Did they give it back?
- How did everyone react?



Sometimes actions that sound upsetting are actually part of play.

3 She Called Me Stupid!



- What was happening before those words?
- How were both of you feeling?
- What happened afterwards?
- Did anyone apologise?



Words can hurt, but understanding the context helps adults teach better ways to communicate.

4 He Won't Play With Me!



- Did you ask to join?
- Were they already in the middle of a game?
- Did you try again later?



Friendships at this age change quickly and children are still learning how to include others.

5 They Didn't Share!



- Were they still using them?
- Did you ask for a turn?
- What happened when you asked?



Sharing is a skill that develops over time and often needs adult guidance.

6 They Broke the Rules!



- Did everyone know the rules?
- Did anyone have different ideas?
- How did you solve it?



Young children are still learning fairness, negotiation and flexible thinking.

Helpful Questions for Every Story

- 1 What happened first?



- 2 What happened next?



- 3 What were you playing?



- 4 How did everyone feel?



- 5 What happened afterwards?



- 6 What could we do differently next time?



Children aged 5–6 are still developing memory, perspective-taking and communication skills. Listening calmly and asking open questions helps adults understand the full picture while teaching children to reflect and solve problems.



**Any questions do come
and see us afterwards or
catch us at our door in
the morning.**