

POWNALL GREEN PRIMARY SCHOOL

INFORMATION FOR PARENTS



Love Learning, Love Life!

YEAR ONE CURRICULUM

Class Teachers

Mrs. S. Seymour Smith and Mrs. R. Nash (1NS)
Mrs. C. Finch (Miss Lockwood covering) and Mrs. R. Nash (1NF)



Dear Parents

At Pownall Green we believe in creating the foundations on which children can build their futures. A love for learning starts early and our innovative approach captures this and enables our children to grow into confident, independent, successful and happy individuals.

Our creative curriculum equips children with the knowledge, understanding and basic skills they will need as they continue their learning journey through primary school and beyond. We place great emphasis on the parallel development of children's Personal, Learning and Thinking Skills, firmly believing that these are fundamental in enabling them to achieve success in all aspects of their future lives in our rapidly changing world.

We provide a creative and stimulating learning environment within which we expect our learners to aim for and achieve the highest possible standards in all they do. Ours is a happy, vibrant and successful school community.

The purpose of this booklet is to give you a summary of the curriculum that your child will follow throughout this year as well as outlining some of the day-to-day arrangements for the year group. There will be a Parents' Evenings and Open Morning in Autumn and Spring Terms and a Parents' Transition Meeting at the end of the Summer term. We have recently introduced termly reports so that you are kept informed about your child's progress. In addition, the school operates an 'Open Door' policy. Should you at any time throughout the year wish to speak to your child's class teacher or to me, you can easily contact us by telephone, letter or by 'popping- in' to arrange a mutually convenient appointment.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'J. Kersh'.

Mrs Julie Kersh M.Ed,B. Ed(Hons)Dip.Ed (SEN)
headteacher@pownallgreen.stockport.sch.uk
Tel: (0161) 439 1105
Fax: (0161) 439 5472

AIMS OF THE SCHOOL

- To provide a secure, happy and stimulating environment in which children are well motivated to learn.
- To value each child in their own right irrespective of ability, gender or background and to provide them with opportunities of access to curriculum, and give each the confidence and motivation to meet challenges at work and leisure.
- To develop and foster their self-esteem to enable them to take their place in society.
- To enable children to make informed decisions concerning the quality of their life and well-being in a world of increasing opportunities and dangers.
- To equip children with the skills to learn; encouraging increasing independence, self-reliance and confidence.
- To provide a broad and balanced curriculum which meets the needs of all children, providing opportunities to think logically, critically and creatively, and where they are enabled to work independently and co-operatively to fulfil their potential.
- To demonstrate and foster a positive attitude towards work and to recognise and respect their own and each other's achievements.
- To value and respect each person's contribution to our school and to work together to achieve excellence.
- To teach and foster self-discipline and respect for people, property and animals in order to achieve and maintain high standards of behaviour and good relationships.
- To prepare children to live in a multi-cultural society and to enable them to understand, respect and value the beliefs and values of our own and other cultures.
- To nurture their spiritual development, providing opportunities to acquire and discuss personal values and beliefs.
- To work with parents forming a partnership based on trust and mutual understanding in the best interests of the children; to form and foster links with the local and wider community.
- To make the best use of all available resources to achieve the best possible outcomes.

We hope that parents will work towards the school's aims by:

- ensuring their child attends school regularly and punctually
- avoiding term-time holidays wherever possible
- having due regard for the school's code of behaviour ensuring a supportive attitude
- supporting school policies
- contacting school at the earliest opportunity to share information which may affect their child's learning or wellbeing
- participating in discussions concerning their child's progress and achievements
- understanding and being realistic about their child's abilities, offering encouragement and praise
- giving due importance to homework, encouraging their child's interest in pursuing the learning activities began in school
- allowing and encouraging their child to become more self-reliant as he/she progresses through school
- attending parents' information and consultation meetings

Developing Personal, Learning and Thinking Skills at Pownall Green

We believe that it is important to develop children's personal, learning and thinking skills at the same time as developing their subject knowledge and understanding. Personal, learning and thinking skills, together with the fundamental skills of English, mathematics and ICT are essential to success in learning, life and work. Essentially, personal, learning and thinking skills enable children to learn how to learn. They:

- draw attention to the process of learning and not just the end product;
- engage children in active rather than passive learning;
- enable children to go beyond the mere recall of information and to develop deeper understanding of topics;
- create positive dispositions and habits for learning.

We have grouped the skills into six strands of skills that capture the essential skills:

Team worker – skills for working collaboratively

Independent enquirer – skills for researching and managing information

Creative thinker – skills for exploring and developing ideas

Reflective learner – skills for evaluating learning

Self manager - skills for managing emotions, time, resources and behaviour

Effective participator – skills for being a good citizen

It is these skills that will enable young people to be confident, successful and capable individuals.

Feedback

Providing children individual feedback is essential if they are to make good progress. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of learning
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of learning

Feedback closest to the point of teaching and learning is likely to be most effective. We place considerable emphasis on immediate feedback that changes the course of the lesson. Summary feedback may take place at the end of the lesson and may involve children self/peer-assessing and editing in purple pen. Review feedback that takes place after the lesson is given in Dedicated Improvement and Reflection Time (DIRT) and replaces traditional marking. During a DIRT, the teacher leads a guided feedback to which the children respond in purple pen, identifying what has gone well and their own next steps. Children may also make improvements their work and deepen their learning through further challenges.

Achievement and attainment

We have high expectations of your child's educational achievement and personal qualities. The judgements about performance throughout the year are based on teacher assessments, against age-related expectations of the National Curriculum appropriate to the year group your child is in at present. Teacher assessments in all subjects are informed by continuous assessment during the whole year and takes account of evidence from observations, children's work and school based tests and tasks.

ENGLISH

English is taught daily in a dedicated English lesson and in addition skills are reinforced in all other areas of the curriculum.

English is taught discreetly in: grammar, spelling, punctuation and handwriting lessons. English skills are also put into practice in activities planned around the half termly topics.

Spoken Language

Children are encouraged to be confident speakers, to ask questions and explain their learning. They take part in class performances, discussions and role play. Children are taught to listen carefully and respond appropriately to adults and peers.

Reading

We promote reading for pleasure in a variety of ways. Children listen to and talk about books at story time. They are encouraged to borrow books from the library, to read independently and share books with one another. Phonics is taught daily and used as the first strategy to read an unknown word. Children are also taught to read common irregular words with confidence. We have a comprehensive reading scheme. Every child takes a reading book home to share each evening. Class teachers read with each child individually as well as teaching reading in groups.

Writing

Children are taught to form letters and numbers correctly. They practice composing, writing and improving sentences. They share their writing with their peers and with the school community.

MATHEMATICS

The key learning objectives for Year 1 are to:-

Mathematics is taught through daily dedicated mathematic lessons but is also reinforced in other curriculum areas. The skills of number, shape, space, measure and handling data are all taught and practised throughout the year. The use and application of mathematics is developed at the same time through investigations, puzzle and problem solving.

Pupils should be taught to:

Number and Place Value

- 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.

Addition and Subtraction

- 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
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = * - 9$.

Multiplication and Division

- 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.

Fractions

- 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.

Measurement

- 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]
- measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - 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.

Geometry

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

Cross-Curricular Topic Outline

| | Term 1a | Term 1b | Term 2a | Term 2b | Term 3a | Term 3b |
|--|---|---|--|--|--|--|
| | Dinosaurs | The Great Fire of London | Grandparents | Superheroes | Animals | UK |
| History | | The Great Fire of London | Changes within living memory. | | | |
| Geography | Local Area | | | | | UK |
| Science | Seasons~ Autumn | Seasons~ Autumn | Seasons ~ Winter. | Seasons ~ Spring Everyday Materials | Seasons ~ Spring Naming and grouping animals. | Seasons - Summer |
| Forest Schools/Outdoor learning | Plants, Seasons and Materials | | | | | |
| Design Technology | | Making Bread | Fabric Bunting | Mother's Day Cards Pulleys and levers | | |
| Art | Printing dinosaur skins using natural materials. Looking at different textures. | | | | Painting - Vincent Van Gogh | Clay |
| Personal, Social and Health Education | Making choices ~ right and wrong. Keeping safe ~ household products & medicines. | Keeping Safe ~ people who keep us safe. Responsibilities Identifying parts of the body / Senses | Health~ food choices & hygiene. | Likes & dislikes Fair & unfair Dealing with our feelings | Anti-bullying Health ~ hygiene | Belonging Caring for each other |
| Religious Education | Special Books – The Bible. | Diwali Hannukah Christmas | Jesus and his friends. Stories Jesus told. | The Easter Story | Stories from the Bible | Belonging |
| Physical Education | Outdoor Games – large ball skills. Gymnastics – travelling. Dance – Christmas production. | | Outdoor Games – throwing, catching & aiming games. Gymnastics – balancing. Dance – Exploring movement. | | Outdoor Games – bat & ball skills. Gymnastics – rocking & rolling. Dance – simple sequences. | |
| Computing | Children will use a range of software and hardware to cover the three aspects of computing. Computer Science Understand what algorithms are; how they are implemented as programs; and that programs execute by following precise instructions. Create and debug simple programs. Use logical reasoning. Information Technology Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Digital Literacy Recognise uses of information technology beyond school. Use technology safely and respectfully. | | | | | |
| MUSIC | Each year children will be playing and singing by ear from signs and notations. They will compose, arrange, improvise and learn to control sounds. Children will perform individually and with others, refining, recording and communicating their ideas. They will listen to and appraise live and recorded music. At Key Stage 2 children will learn about the history of music, its composers and traditions. | | | | | |
| FRENCH | In addition to speaking and listening skills, children learn about French culture and develop transferable language learning strategies that provide a well-rooted foundation for language study at secondary school and beyond. Language lessons are interactive, fun and cover many cross-curricular themes. We also regard this subject as a vital key to encouraging children's awareness, knowledge and acceptance of the people, traditions and cultures. | | | | | |

SUPPORTING YOUR CHILD'S LEARNING

We greatly value a strong home/school partnership at Pownall Green and we would like to take this opportunity to thank you for your continued support. As always, if at any time you would like to discuss your child's progress please make an appointment to see the relevant class/set teacher.

Establishing routines for reading, spellings, practising number facts, multiplication tables and homework is advisable and helps your child to learn valuable study skills for life.

Reading

Please make time in your busy schedules to read with your child. Children of all ages, from Reception to Year 6, benefit greatly from reading and discussing books with an adult. Children should read as much as possible and should be encouraged to read a wide range of high quality literature from a range of authors.

Spellings

Your involvement in helping your child learn their weekly spelling lists is also of great benefit to your child. Spelling lists are best learnt in regular short bursts over the week and should not be 'crammed' the night before the test!

Number bonds and multiplication tables

It is essential that all children regularly practise rapid recall of addition and subtraction facts and multiplication tables in order to keep their skills sharp. Children rarely learn number facts once and for all. Without regular practice at recalling number facts, the once seemingly 'learnt' number facts can quickly fade and recall can become slow and inaccurate. This is often a common barrier to learning in mathematics. It is therefore essential that all children keep practising the rapid recall of such number facts throughout the school from Reception to Year 6.

Practical Mathematics Activities

Involving children in everyday activities that require the real-life application of mathematics can really help children deepen their understanding of mathematical concepts. Activities such as baking, shopping, measuring, planning journeys and holidays as time keeping can all be meaningful real-life applications of mathematics that the you and your child can enjoy together.

Homework

Children will have weekly spelling lists to learn.

Any other homework tasks will be explained on a Thursday. Details of the tasks will also be on the VLE.

The Parents Page on the Website www.pownallgreen.stockport.sch.uk

Our website includes information for parents about how we teach children to read and write, recommended reading lists, SATs support and past papers as well as our Steps to Success documents. The Steps to Success documents are particularly useful because they detail how we teach different learning objectives so that you can feel more confident when supporting their child at home without the 'fear' of teaching them the 'wrong' method.

The Parents Page on the VLE <http://vle.pownallgreen.stockport.sch.uk>

Our Parents page on the VLE includes copies of the latest letters, notices, PTA information, uniform information as well as copies of all forms for you to print off and complete at home.

DAY-TO- DAY ARRANGEMENTS

The School Day

| | KS1 (Reception, Y1, Y2) | KS2 (Years 3 to 6) |
|--------------------------|--------------------------------|---------------------------|
| Morning Session | 8.50 - 12.00 | 8.50 - 12.15 |
| Break time | 10.30 - 10.45 | 10.30 -10.45 |
| Afternoon session | 1.15 - 3.15 | 1.15 - 3.20 |
| Break Time | 2.30 - 2.45 | N/A |

School Uniform

- Grey pinafore dress / skirt
- Classic cut grey trousers
- Summer dress in yellow/white check
- Gold embroidered sweatshirt / cardigan (available from school)
- Short sleeved embroidered yellow polo shirt (available from school)
- Grey tights
- Grey socks (white alternative for girls)
- Brown or black shoes (not trainers)
- A warm outdoor coat (embroidered fleeces and waterproof coats are available from school)
- Jewellery is not permitted at school. Stud earrings are allowed and must be removed or covered during PE lessons. Watches are allowed.
- A book bag is issued to all children on joining the school.

Please ensure all items are named and, if lost, we will endeavour to return them to their owner!

Please contact us for further details (an order form may be downloaded from the Parents' page of the school website)

PE uniform (*kept in a drawstring bag on cloakroom peg with all items clearly named*)

- House coloured T-shirt
- Black or white shorts
- For indoor use - lightweight pumps (not trainers)
- For outdoor use - trainers
- Tracksuits may be worn outdoors in colder weather
- Hair bobble to tie long hair back

Children should bring have their PE kit in school every day. However for your information P.E. lessons are held on:

Tuesday and Thursday

Attendance

If your child is unwell, the best place for him/her is home. Parents are requested to inform school at the earliest opportunity of the reason for their child's absence. The benefit of consistent, regular and punctual attendance is a full access to the curriculum and we seek for a partnership with families to promote a positive attitude to this. Parents are requested to avoid term time holidays in order to cause as little disruption as possible to their child's education. Only in exceptional circumstances may permission be granted for absence during term time.

Medicines

If a child requires medication but is well enough to attend school, parents/carers should bring the medicine, clearly labelled with the child's name and class to the school office. Medicines which are to be given three times per day need not be brought to school since they may be administered before school, after school and before bedtime. Medicines to be given four times per day may be brought to school for a midday dose to be administered. Asthma medication should be carried by children if appropriate to their age or given to the teacher for safe, accessible storage. The Head teacher and class teacher should always be informed when a child has asthma and/or needs to have an inhaler in school to enable an appropriate level of care.

Security arrangements

If anyone other than a parent/carer or their regular, known representative is to collect your child from school, you must advise the class teacher. Children will not be released to anyone else without such notice.

Safeguarding

At our school safeguarding encompasses child protection, safer recruitment, as well our approach to the Child In Need process. It is also supported by our approach to behaviour management, our response to managing bullying, our response to care and control, our response to children who are absent from school and our health and safety procedures. Throughout our work we have a clear commitment to supporting families. In line with the duty placed on us by section 175 of the Education Act 2002, we work well in partnership with parents/carers and any other appropriate agencies to promote the welfare of our children.

Notes