Ellison Primary Academy

WELCOME TO KS1

Please find within this presentation information that we feel is important for you.

WELCOME

Year 1M & 1F

The Marvellous Meerkats

The …

Teachers – Mrs Myatt & Mrs Finney

ENGLISH

English lessons involve immersion in a class text. Through this text, children will take part in reading activities, drama and discussion exercises, sentence level work and various writing projects.

Our focus texts this year are:

Autumn	Spring	Summer
In Our Hands by Lucy Farfort Owl Babies Lost and Found The Nutcracker – New Vic Theatre	Whole Shakespeare: Romeo and Juliet The Gingerbread Man	Dogger The Tiger Who Came to Tea

ELLISON SENTENCE MENU



In our writing lessons and across the wider curriculum, we use the Ellison Sentence Menu as one of the ways in which we develop sentence structure.

The focus sentences for our year group are:

1. Cap- stop sentence 2. Cap-ex sentence 3. Cap-Quest sentence
4. Sticky ‘and’ sentence 5. List sentence 6. All the Ws sentences

You can view the Ellison Sentence menu here.

PHONICS YEAR 1



- Phonics is an approach to the teaching of reading by breaking words down into the individual sounds and spellings.
- Daily phonics sessions take place each day.
- At Ellison, we use the **'Rocket Phonics'** phonics scheme to support our Phonics learning.
- This is structured programme where days alternate between reading and writing focuses. It allows the children time to really explore sounds and consolidate their leaning. At the heart of the programme are 'Big Books' which we love to share with the children.
- We have a copy of the phonics your children will be learning.

PHONICS SCREENING CHECK

What is the phonics screening check?

The phonics screening check contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-words.

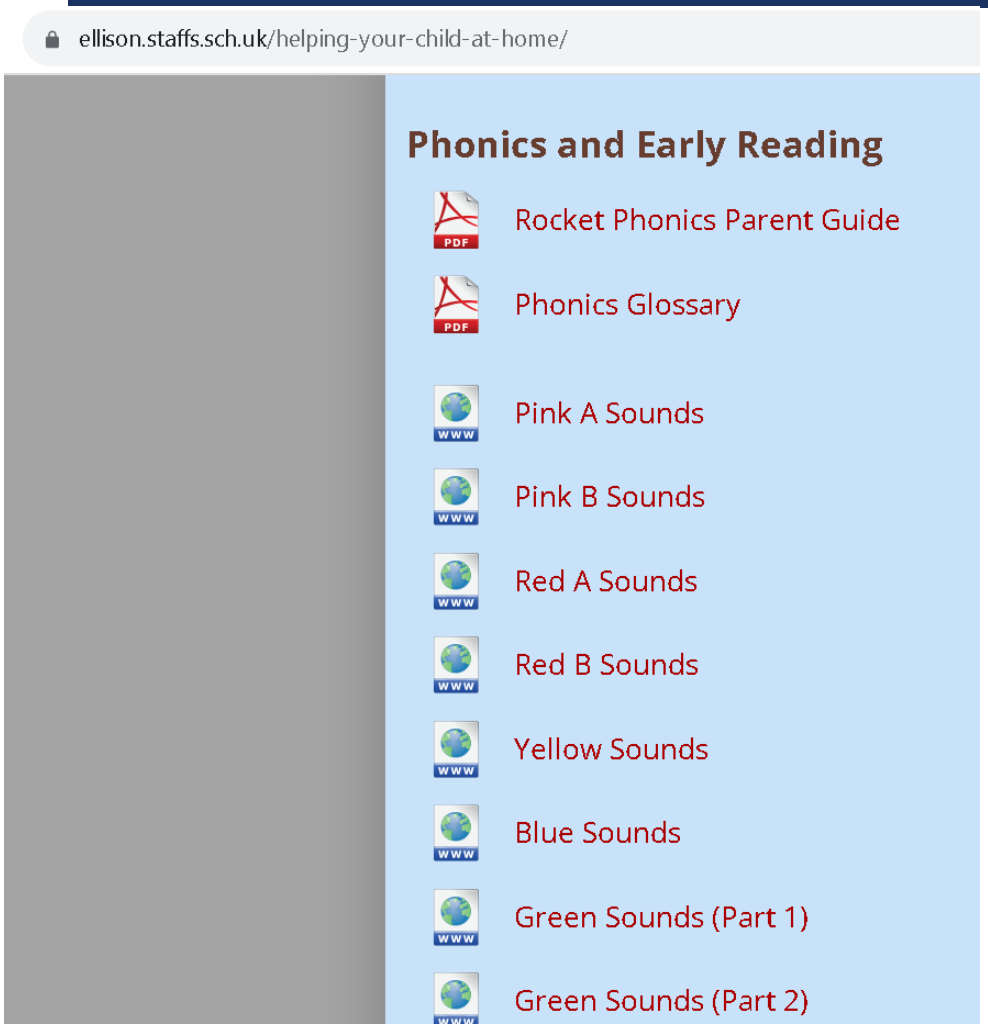
Pseduo-words are words that are phonically decodable but are not actual words with an associated meaning.

Pseudo-words are included in the check specifically to assess whether your child can decode a word using their phonics skills.

All pseudo-words in the check are accompanied by a picture of an imaginary creature. Children are taught that when a word has a creature next to it, it is a pseudo-word. This is to ensure that they are not trying to match the pseudo-word to a word in their vocabulary.

The check is designed to give teachers information on how your child is progressing in phonics. It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill.

HELPING YOUR CHILD



- You have a copy of the sounds children will learn. These are also available on our website.
- There are also links where you can hear the sounds.
- Regular reading at home makes a huge difference.

READING – LILAC -ORANGE



- Children will take home a home reading book of a level suitable for them. This is based on their phonics knowledge and is carefully matched to the sounds they know.
- The expectation is all children will read **this book** at least 4 times a week.
- Staff will check the reading diaries every day to monitor what they are reading and how frequently.
- Every Monday, the diaries will be checked by the teacher and if they have read at least four times that week their name will be entered into a prize draw to win a prize book.
- Children will also bring home a library book of their choice. This is to shared together or read a bedtime story. Reading from this book does not need to be recorded in the reading diary but you can list books you share on the front page.

READING AT LEAST 4 TIMES A WEEK

Book Band	Number of times recommended to read the book	What reading counts in the expected 4 times?
Lilac wordless	3 times	All recorded reading must come from the phonics book. 
Lilac+, pink, red, , blue	3 times	
green or orange	2 times	
Turquoise, purple, gold, white, lime, brown, grey, dark blue, dark red, challenge	1 time – however, children are still encouraged to repeat sections if they are not reading fluently or with expression	Children should read their scheme book at least once a week but free choice reading also counts towards our reading challenge.

PHONICS SCREENING CHECK

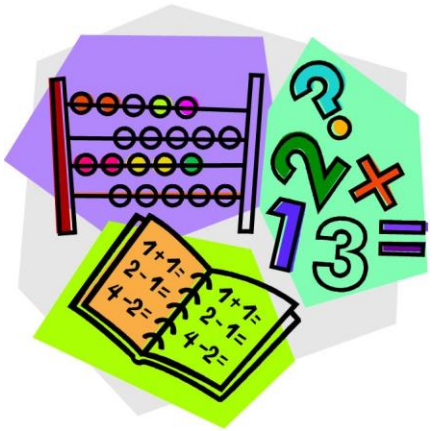


Date: Week commencing 10th June (please do not book holidays during this time)

The tests are completed 1:1 to with their class teacher. We make it is a fun as possible – the children think that they are on a secret mission.

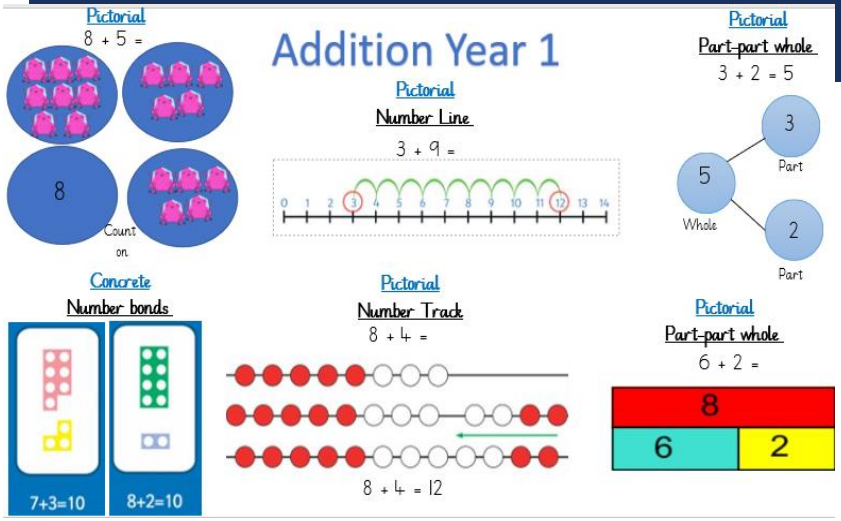
MATHS

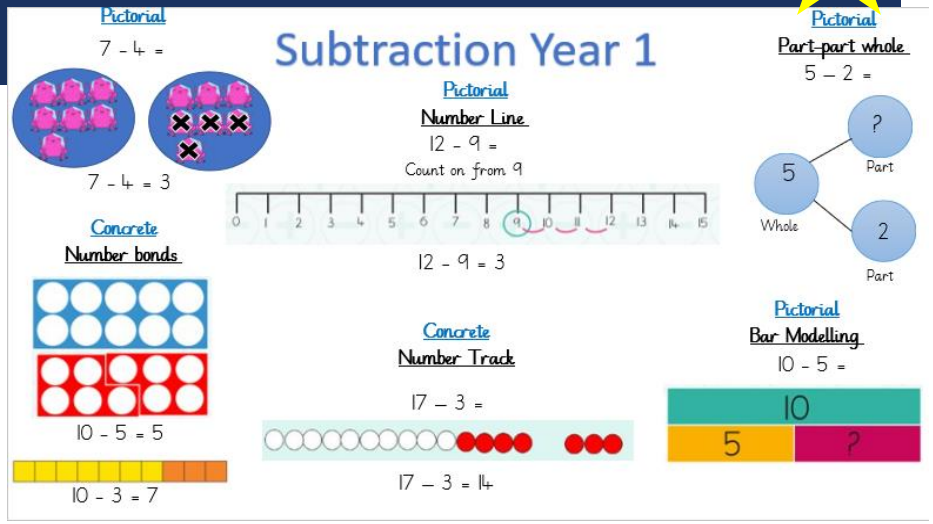
Throughout the year, we will cover a range of units, for example:

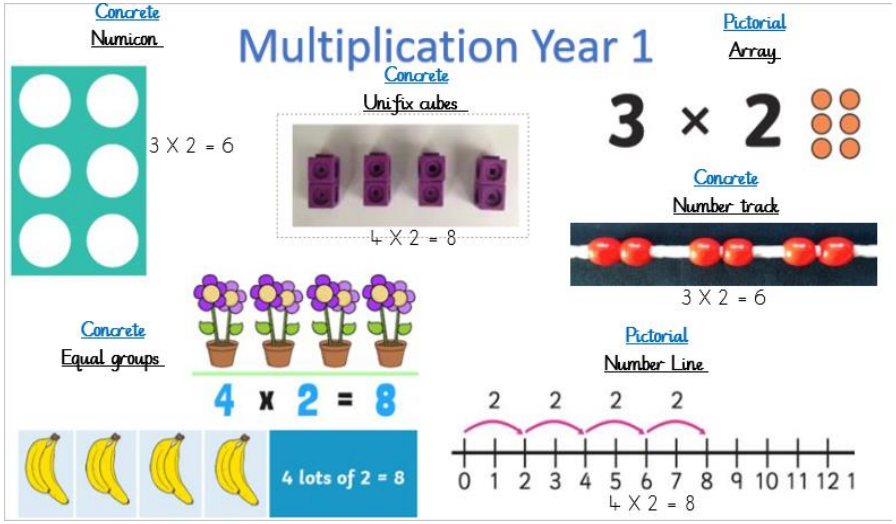


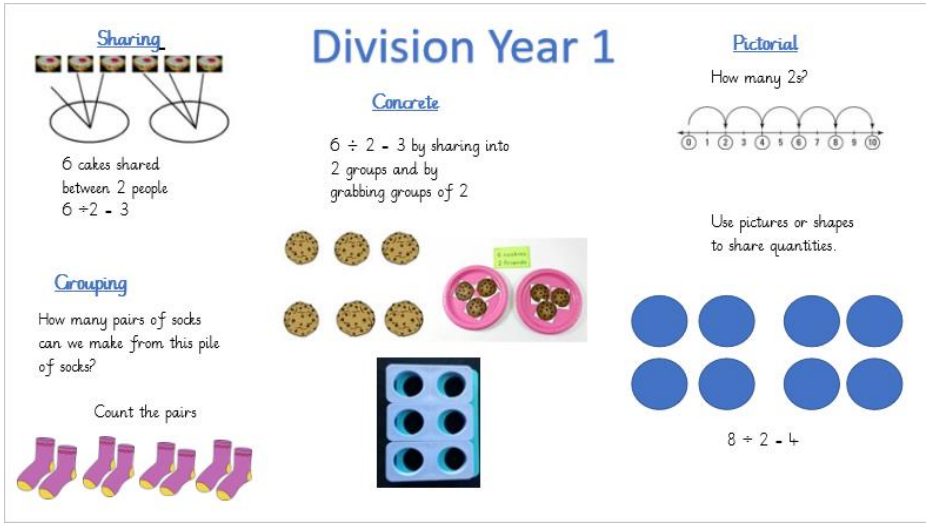
- Number and Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions
- Geometry (Shape)
- Times tables – Counting in 2s, 5s and 10s
- Measure

HOW ARE THE FOUR OPERATIONS TAUGHT IN YEAR 1?









KIRFS (KEY INSTANT RECALL FACTS)

KIRFs (Key Instant Recall Facts) are designed to support the development of the mental skills that underpin much of the maths work at Ellison. They are particularly useful when calculating, be it adding, subtracting, multiplying or dividing. All children need to recall key numbers facts.

- **I can count in multiples of 2.**
- **I can count in multiples of 5.**
- **I can count in multiples of 10.**
- **I know and can use numbers bonds (and related subtraction facts) to 20.**
- **I can recall and can use the halves and doubles of numbers to at least 20.**

CONCEPT BASED CURRICULUM

- We have worked hard to ensure our curriculum is designed to be relevant and meaningful for all our children, while at the same time both stimulating and challenging them.
- Our curriculum focuses upon concepts. For example, in history we study; Wolstanton: How has life changed for children at Ellison over the past 125 years?, however we will do this through concepts such as, continuity and change and chronology.

Homework



- Homework this year will consist of:
  - Home reading at least 4 times a week
  - Creative/themed homework once each half term
  - Maths and English week – handed out on a Friday and returned on a Wednesday

HAPPY LEARNERS MAKE GREAT PROGRESS!



We ensure that various activities throughout the school day focus on promoting the children's wellbeing and allowing them to reflect on their learning, relationships and feelings. We use 'The Sandwell Project' to focus on 'Healthy Mind, Happy Me' and 'Jigsaw' for P.S.H.E. for classroom based learning and 'Zumos' for support at home.

PSHE

Sandwell and Jigsaw

There are 6 modules that the children will focus on (All about me, Friendships, Resilience and Coping, Belonging, Being the Best Me I Can Be and My Wider World) which will be returned to throughout their time at Ellison. The P.S.H.E. curriculum focuses on RSE, Health and Relationships Education, Resilience and Mindfulness.

Zumos

Zumos is a website that will give the children a strong set of confidence, resilience and well- being skills. There is a library of vocal recordings that children can access that can support your child with mindfulness and visualisations. There is also a 'Worry box' where a pupil can send a message to their teacher who will respond the next day.

RSE IS NOW CALLED RSHE



- What is RSHE?
- RSHE stands for relationships, sex and health education.
- Relationships education has been compulsory for pupils in primary education since September 2020. For secondary pupils, relationships and sex education (RSE) must be taught. Health education is now compulsory in all schools too.
- In primary schools, the subjects should put in place the key building blocks for healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

- **A letter will be sent home before the lessons start in the Summer Term. If you have any questions or concerns about the content, please speak to your class teacher.**

RSHE IN YEAR 1

At our school, we follow the DfE recommendation to have a sex education programme in place. This is tailored to the age, and physical and emotional maturity of pupils, and ensures that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

The sex education programme is taught within the Change Me Puzzle (unit of the Jigsaw resources) which takes place in Summer 2. A letter will be sent home before these sessions begin.

Please speak to your class teacher if you have any questions or concerns

The unit includes:

Year 1: how we have changed since being a baby, the correct terminology for our body parts and why certain body parts are private.

SUPPORTING BEHAVIOUR THROUGH RESTORATIVE PRACTICE

- The Restorative Practice approach to behaviour ensures consistent and fair approach across the whole school built on values which separate the person from the behaviour. It promotes accountability and seeks to repair any harm caused in a situation.
- Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved.
- Questions could include: What was going through your mind when it happened? What were you thinking about? How do you feel since it has happened? Who has been affected by your actions? What needs to happen to put things right? Is there anything you would like to say?

Special Educational Needs and Disabilities

We are constantly monitoring and assessing the learning and progress of each child. Every lesson is carefully adapted to ensure all children can access the correct level of challenge for them.

For some children, additional support may be required and we endeavour to make all reasonable adjustments necessary. This could be:

- where the child sits in relation to the teacher;
- access to coloured overlays;
- work printed on specific colours;
- slightly adapted work books;
- access to additional resources;
- use of Now and Next boards.
- use of social stories.

If we feel that a child is still not making the expected progress, we speak to the Special Educational Needs Co-ordinator (SENCO), Mrs M. Adams

Special Educational Needs and Disabilities

Mrs. Adams will observe the child and offer advice. This is then monitored and if we feel further support is required, we can invite specialist services in to offer guidance and support. This is part of 'The Graduated Response'. Permission will be sought before this happens.

We would then follow advice given and monitor progress. Should we feel further support is required, we could ask for an Educational Health Care Needs Assessment to be undertaken. The evidence is reviewed by The Local Authority and a decision is made as to whether or not to grant an Educational Health Care Plan (EHCP). This process takes 20 weeks from the date of submission.

If you feel your child may require support, please speak to me in the first instance. If you think there is still an issue, you may contact Mrs Adams.

There are various SEND policies available to read on the school website.

LUNCH AND SNACK

- School meals are eaten in the hall, children are offered either a packed lunch or home cooked meal; such as a roast dinner or lasagne, salad bar, fruit or pudding.



- Please ensure home packed lunches are healthy.
- All children have the opportunity to purchase milk and toast or crumpets.
- If you send your child in with snack; please ensure this is healthy, for example; fresh fruit, carrots or dried fruit.
- We have nut allergies in school so ask that parents are mindful of the food they send in.



SNACK PAYMENTS

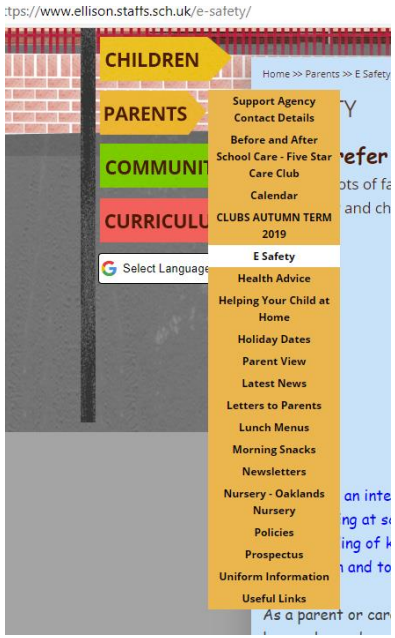
- It is really important that there is money on ParentPay accounts each week to pay for snack if they have been requested. However, we know how busy parents are and sometimes this doesn't happen. Our procedure is as follows:
- When an account hits £10 in debt, a text will be sent to say you have a couple of days to pay off the balance
- If this is not done, a second text will be sent saying that snack cannot be provided the following day.

We will never let a child go hungry – we have plenty of fruit available and urge anyone who cannot pay at the expected time, for whatever ever reason, to contact the school office.

ONLINE SAFETY

- Online safety is an integral part of children's education in today's digital world and is embedded in their learning at school. We also want to help our parents and children improve their own understanding of keeping safe online, so we have developed this page to offer updated E-safety information, guides and top tips:

https://www.ellison.staffs.sch.uk/e-safety/



Keeping Safe Online Documents

- AppSafety-1.pdf
- Catch22 leaflet Online Parental monitoring.pdf
- CSE_stayingsafeonline_Feb18_2.pdf
- Family-agreement-advice Childnet.pdf
- ShareWithCare.pdf
- StayingSafeOnline.pdf

Online Safety Guides

- Netflix guide.pdf
- Zoom Online Safety Guide
- TikTok-Online-Safety-Guide-March-2019-1.pdf
- Houseparty Online Safety Guide
- YouTube-Kids-Guide.pdf
- Steam Online Safety Guide
- 10 Top Tips For Remote Learning For Parents

ONLINE SAFETY



Top Tips

1. Prioritise safety

Teach your child not to give out personal information and what to do if they see something they are uncomfortable with; we highly recommend that you are in the same room as your child whilst they are online.

2. Set parental controls

Agree with your child which websites and games they can use, and remember to check the minimum age.

3. Be interested and open

Talk to your child about their favourite websites and let them know that they can tell you about anything that happens on the internet.

4. Set boundaries and time limits on the use of the internet, tablets and gaming.

ONLINE SAFETY



Top Tips

- Some devices have built-in controls which can be activated, or you can manage your child's device from yours, so that you can see which apps have been downloaded;
- Google Family Link is a free android app for under 13s, which can be controlled by the parent's iPhone or Android phone.
- IPhone's iOS 12 and above offers controls at the operating system level.
- Net-aware.org.uk lets you check out any app before it's downloaded and you can see independent reviews of the risks of any app.

P.E ACROSS THE SCHOOL



- Children in each class will receive two sessions of Physical Education per week
- Children will also take part in physical activity during the school day through activities such as active break and lunchtimes, brain breaks and the mega mile.
- During the academic year, each year will group will also receive a block of P.E lessons provided by Time4Sport. These sessions teach children how best to lead a healthy life by focusing upon the importance of aspects such as fitness, diet, sleep and brushing your teeth.
- P.E days may change each half term – letters will be sent home with this information on.

P.E KITS

- You will have received an email regarding which days your child will be taking part in a P.E lesson. This year, your child will be taking part in two P.E lessons each week to support children in leading increasingly active and healthy lives.
- Children are expected to bring in their full P.E kit at the start of the half-term and leave this in school until the end of the half-term, when it is to be sent home to be washed. We ask for kits to remain in school for several reasons. For example, your child may take part in a sporting club after school and will require their P.E kit or your child's P.E day may be altered due to poor weather.

PE DAY TIMETABLE – AUTUMN 1

Class	Days for PE	Class	Days for PE
RM	Monday	RLM	Monday
1F	Tuesday Thursday	1M	Tuesday Thursday
2D	Tuesday Wednesday	2S	Tuesday Wednesday
3R	Monday Wednesday	3A	Monday Wednesday
4PC	Tuesday Wednesday	4D	Tuesday Wednesday
5D	Thursday (Swimming) Friday	5M	Thursday (Swimming) Tuesday
6L	Wednesday Thursday	6H	Wednesday Thursday

JEWELLERY



- We discourage all children from wearing jewellery to school, although watches and small stud earrings are permitted.
- Watches must not be able to access messaging apps, connect to the internet or have access to a camera.
- For P.E lessons, children are not permitted to wear earrings. These should be removed prior to coming to school on your child's P.E day as staff are unable to remove earrings for them.
- Plasters are also not permitted to be used to cover earrings during PE lessons as the Associate for Physical Education guidance states plasters do not provide adequate protection and earrings can still cause damage to ears whilst wearing a plaster. If a child forgets, they will still be able to take part in the lesson in non-contact activities and through supporting the class teacher in non-contact roles, however, they will be unable to participate in the main activities.

CLUBS

We offer a range of clubs at Ellison Primary Academy. Most of the clubs run after school from 3.15pm to 4.15pm.

Some are run by outside agencies such as Stoke City Community Trust and Time4Sport, although most are run by our own teaching staff giving up their own time. Each class should receive a club being run by Stoke City Community Trust (Wednesdays) or Time4Sport (Tuesdays) during the academic year.

This year, we are also introducing a dance club that should be made available to all classes at some point during the academic year, led by Mrs Hitchen on Tuesdays, 3:15 – 4:15 p.m. This will start with Year 1M, then 1F, then Year 2 classes, then Years 3 –6 classes will follow before Recpetion classes will receive this club at the end of the year. This club will run for 5 weeks for each class, four dance lessons followed by a dance performance for parents to watch in week 5.

We aim to have a variety of extra- curricular activities to appeal to a range of interests; from dance and cricket, to mindfulness and gardening.

Please check the school website for a list of clubs on offer this term.

CONTACTING SCHOOL



- If you have any questions or concerns, your first point of contact is me, your child's class teacher . After school is the best time for this as staff are often busy welcoming children and starting to teach. Please contact school office if you would prefer a telephone conversation.
- Staff members are on duty in the morning to pass key messages onto the class teacher.
- Emails can be sent to the office (office@ellison.staffs.sch.uk).
- Following this, if we are unable to resolve matters, you can make an appointment with a member of SLT.