

# Our Year 1 Newsletter

24 May 2021



Learning Through Diversity

**Year 1: Mr Ahmed, Dr Bodhanker, Miss Saddique, Miss Begum, Miss Hussain, Mrs Safdar and Ms Zamir**

Dear Parent/Carers,

Firstly, thank you to all our pupils and families for supporting with phonics, English, maths and topic homework which supports pupils with their class based learning. In turn, this supports the key assessments due to take place after the half term break.

More recently, we have been busy in Year 1 with preparations for the Phonics Screening, which will be taking place at the start of June. Our dedicated staff have been busy with teaching high quality phonics using Letters and Sounds programme to ensure all our pupils have a great chance in applying their phonetic knowledge to real and non-words.

Pupils have been busy with designing our Stamps for Heroes design and entries have been sent off – good luck to our pupils; a huge well done from us all to those who participated and tried their best!

The Whitsun holidays are now upon us and hopefully over the remaining weeks of the summer term, we can look forward to some exciting school events, including Arts Fortnight, sports day and 1C's assembly!

Finally, just a reminder that the summer 1 term at the end of Friday and school re-opens on Monday 7<sup>th</sup> June at 08.30 a.m.

Thank you all for your support throughout what has been a busy half term for us all. Have a safe and relaxing break. Thank you for your continued support.

**Ms Zamir, Director of Learning for Years 1 and 2**

## Dates for your diary:

<b>Last day of Spring 1 term</b> Friday 28 <sup>th</sup> May 2021	<b>Pupils return to school</b> Monday 7 <sup>th</sup> June 2021 Summer term starts
<b>Phonics Screening Checks</b> From 7 <sup>th</sup> June 2021	<b>World Humanist Day 2C</b> Assembly Wednesday 23 <sup>rd</sup> June
<b>08:50 – 09:10 Reading and Spelling of CEW Assessments</b> From Monday 28 <sup>th</sup> June	<b>Diversity 1C Assembly</b> Wednesday 30 <sup>th</sup> June 08:50 – 09:10
<b>Arts Fortnight</b> 21 <sup>st</sup> June to 2 <sup>nd</sup> July 2021	<b>Meet the New Teacher</b> Monday 5 <sup>th</sup> July 2021
<b>Year 2 Sports Day</b> Wednesday 7 <sup>th</sup> July Afternoon	<b>Year 1 Sports Day</b> Thursday 8 <sup>th</sup> July Morning
<b>Last day of Summer term</b> Monday 19 <sup>th</sup> July	

## Attendance – Summer 1

<b>Class with highest attendance KS1</b>	2A – 94.6%
<b>Class with highest attendance in Year 1</b>	1A – 94.4%
<b>School Attendance Target</b>	97%

**Waverley School** @Waverley\_School · 1h  
Primary pupils had a fabulous day on Monday. Pupils dressed in traditional, cultural clothes for Eid parties, enjoyed a themed lunch, and loved the festive music throughout! Our pupils were thoroughly immersed in the cultural & religious celebrations today! #Diversity #Eid



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# Maths

*"The only way to learn mathematics is to do mathematics."* - Paul Halmos

Over the Summer 1 half term, pupils in year 1 have been so excited to learn new knowledge and skills in maths. In the weeks running up to the half-term break, pupils have been exploring numbers by looking at multiplications and divisions. All year 1 children learned these topics through different practical approaches including groups, plates method and arrays where they were challenged to use times tables to solve the 'X' and '÷' equations. Pupils used vocabulary such as multiply, times, groups of, arrays, rows, columns, division, divided by, sharing equally, equal groups and same. All pupils practised counting in 1's, 2's, 5's and 10's. Some of our year 1 pupils can even count in 3's, 4's and 11's. By the end of the unit, we realised that these can be solved using the inverse method (just like how we solve equations using inverse method for addition and subtraction). Next, we moved onto fractions and learnt about new symbols such as  $\frac{1}{2}$  and  $\frac{1}{4}$ . Our pupils were surprised to see two numbers writing in this way and were so enthusiastic to learn about fractions. First, they thought that fractions are similar to divisions as we are sharing objects or quantity or numbers into halves. Pupils then moved their learning from making two halves to understanding and making quarters. By the end of this block, pupils understood that division and fractions are related to each other, but they are not the same. Children used vocabulary such as sharing equally, equal groups, same, fractions, half, two equal halves, quarters. The best example of learning applied was through reasoning and solving simple problems.

In the final half term in year 1, pupils will be learning some interesting and exciting math topics such as position and direction from geometry, place value within 100, as well as money and time as part of the measurement unit. Also, pupils will be learning about mass, capacity and temperature along with length and height.



A person who never made a mistake has never tried anything new.

*Albert Einstein*

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# English



## St George and the Dragon

This half term in English we have been reading and learning about myths and legends. The book we have been reading is called 'St George and the Dragon'. St George and the Dragon is a story of a knight called St George who rescues a princess from a dragon who threatens the king's kingdom. The story has five parts to it. It has: the beginning, the build-up, the problem, the resolution, and the end. The children were able to understand how there are different parts of the story and how each part of the story engages the readers in more.

Pupils then went on to innovate the story to create their own myths and legends story. They first started with choosing and describing their own setting. Then they went on to choosing their own characters for their story. Then began the exciting part: pupils showcased their writing skills by innovating the beginning, build-up, problem, resolution and ending of the story, to write as authors themselves! Our pupils wrote very interesting stories using adjectives, conjunctions and even used expanded noun phrases!

*Once upon a time there was a beautiful fairy, one day she went into the magical village. The brave fairy was born in a powerful lovely village.*

*One magical day the pretty fairy woke up and flew to the lovely pretty village. She noticed an ice cold castle, standing tall in the middle of the village. There was a bright light shining out from it so she went to explore because she had never seen it before.*

*Imaani 1A*

*The dragon has big, lightening beady eyes. Also, he has a big, twirling, huge wings. The dragon has white, sharp pointy horns and is terrifying.*

*The dragon lives in a deep, dark spooky cave filled with ice crystals.*

*it is also filled with big, scary and spooky spiders.*

*the cave is filled with creepy, gluey and slimy green water." Raakin 1B*

*"The fairy fixed her kingdom and then the respectful kind fairy invited the dragon to her party because the dragon helped the fairy and then the tiger got angry because the fairy and the dragon were having a party. And then the angry dragon saw the tiger and the dragon said to the tiger "come and dance with us why because this is the day of friendship" "Okay you are so kind dragon". "Don't thank me thank the fairies, okay!" What happens in your story?*

*Mukhtaar 1C*

The children in year 1 and the year 1 team created very colourful and eye catching display boards relating to St George and the Dragon too. Here are some examples:



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# Topic - Dungeons and Dragons

During the first half of this half-term, we learnt about toys. We looked closely at different types of toys and how and why toys have evolved over time. In this unit the children learnt some key skills including to ask and answer questions about toys from the past and the present. Furthermore, we looked at the similarities and differences between the toys. Next, we compared toys which used batteries and those without batteries. This helped the children to understand how toys operate and move. During this half term, the children were able to become inventors and designers! After that, the children were able to plan, design their special toy following a design brief. Before the children made their toys they used research skills. The children researched the toys that are most popular for children their own age. The children used iPads to research and explore their ideas. Additionally, the children used primary and secondary sources to research. Then, year 1 children compared the suitability of materials and selected tools needed to make their toys. They looked at different materials including wood, plastic, paper and glass and selected appropriate materials to use to make their own toys. The children followed a design brief to create their own special toy. Some of the toys that the children designed and made included: windmills, cars and puppets. The children really enjoyed making these toys and had a brilliant time!

We have also moved onto learning Science in the second part of the term. The topic includes 'Everyday Materials'. In this topic the children have been looking at and exploring everyday objects and discussing the different types of materials that they are made of. We have also explored the different properties of objects and materials. The children have carried out some experiments, including floating and sinking. The children looked at choosing a material for a purpose for designing an umbrella and wellies. The children looked at experimenting object that stretch and tested out waterproof objects.

*"I love how we are using colourful papers" – Ummayah P*

*"I am excited that I am making my own toy" – Ismaeel. U.*

*"It works!!!" – Talha M*

*"When the wheel rotates, I love how the colour paper looks" – Pushpanjali S*

*"I can't wait to take it home and play in my garden" – Armaan I.*

## Topic - Design and Technology

*"I made a windmill."*

### **How did you make it?**

"First I got different tissue paper and made it like a flower. Then, I got a stick and put the flower on top of it. I then decorated it with feathers, it moves when there is wind and it spins around"



**Rania 1B**

## Topic- Design and Technology

*"I made a toy house."*

### **How did you make it?**

"First, I got my small box and then I decorated it. Then I put all the little strips of paper on the roof and made the garden with tissue paper. My toy house moves when you slide the garden."



**Imaani 1B**

## Topic - Design and Technology

*"I made a toy car."*

### **How did you make it?**

First I got a box and decorated it. Then I got 4 wheels and put them on and I put a battery in the car. My toy moves when you put battery in it."



**Subhan 1B**

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# Common Exception Words

## What are Common Exception Words (CEWs)?

Common exception words are words that do not follow the common phonetic spelling rules children learn in Year 1 and Year 2. Many of these exception words are used frequently, hence the use of 'common' in the name. Common Exception words may also be known as tricky words or high frequency words. In Y2 there are 64 CEWs that children are expected to learn by the end of the year, they are expected to know how to read or pronounce the words as well as spell them all correctly.

## How have Year 1 incorporated CEWs in English?

In English, Y1 have been studying the celebrated children's fantasy novel, 'Saint George and the Dragon' this half-term. During English starter activities children would engage in an activity that complements and supports their understanding and learning of the CEWs. Each week children would receive 'spellings' or CEWs that were the focus for that particular week. The class teachers and teaching assistants would discuss the meanings of 'focus' words/spellings and highly encourage children to utilise the CEWs in their writing. Exemplary efforts of incorporating CEWs in writing from children would be highly praised using verbal praise, stickers and referring to Waverley School's Good to be Green rewards and behaviour chart.

## Year 1 Common Exception Words Challenge



Calling All Waverley families!!!



Pupils are to learn all the CEWs over year 1 in class and using the links below at home. Links include a recitation of all 45 CEWs for Year 1 as well as a wake up shake up activity for the children and adults too! Test your knowledge after by downloading the assessment sheet/checklist and testing each other.

Year 1 Common Exception Words with voice over video:

<https://www.bing.com/videos/search?q=Year+1+Common+Exception+Words+with+voice+over+video%3a+you+tube&docid=607998804632893268&mid=B8391AF8AA74871971BFB8391AF8AA74871971BF&view=detail&FORM=VIRE>

Assessment sheet/checklist – use when testing your knowledge of reading and writing CEWs.

<https://www.twinkl.co.uk/resource/t-l-5469-common-exception-words-assessment-year-1>

### Year 1 Spelling Wall

Colour each brick orange when you can spell the word.

the	a	do	to	today
of	said	says	are	were
was	is	his	has	I
you	your	they	be	he
me	she	we	no	go
so	by	my	here	there
where	love	come	some	one
once	ask	friend	school	put
push	pull	full	house	our

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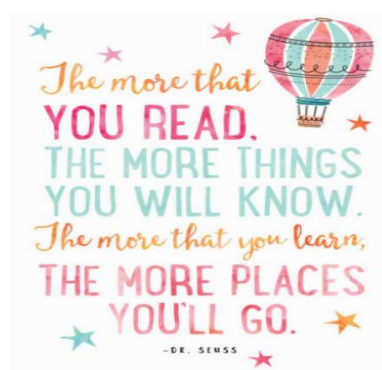
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# Phonics



## What is Phonics?

Phonics is a method for teaching how to read and write an alphabetic language. It is done by demonstrating the relationship between the sounds of the spoken language, and the letters or groups of letters or syllables of the written language.

## Why is phonics important?

It is **important** for children to learn letter-sound relationships because English uses letters in the alphabet to represent sounds. **Phonics** teaches this information to help children learn how to read. Children learn the sounds that each letter makes, and how a change in the order of letters changes a word's meaning. Children can use **phonics** knowledge to “sound out” words. [Children] learn to recognise how sounds are represented alphabetically and identify some letter sounds, symbols, characters and signs.

## What is the expected phonics phase for children at the end of Year 1?

At the end of Year 1, pupils are expected to be at Phase 5. Pupils Phase 5 phonics is taught with the intention of encouraging pupils to become fluent readers and fantastic, accurate spellers. By Phase 5, children should be able to decode many words using phonics without the need to overtly segment and blend, rather they should be able to read the word automatically without hesitation, even polysyllabic words should become a breeze!

## Phonics Resources

Access the following links to support your child at home with their phonics and to facilitate them towards become confident readers: [Phonics Song - YouTube](#)

<https://www.theschoolrun.com/what-are-phonics-phases>

<https://www.twinkl.co.uk/resources/literacy/literacy-phonics>

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

[www.twinkl.co.uk/resource/t-l-4923-phase-2-3-and-5-phonemes-sound-mat](http://www.twinkl.co.uk/resource/t-l-4923-phase-2-3-and-5-phonemes-sound-mat)

[www.twinkl.co.uk/teaching-wiki/phonics](http://www.twinkl.co.uk/teaching-wiki/phonics)

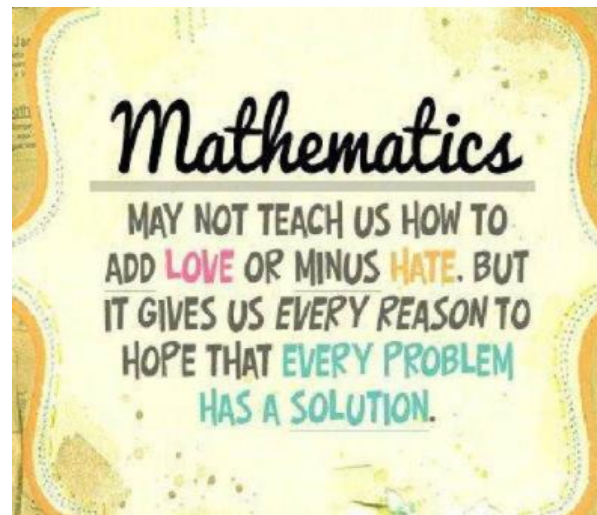
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**MyMaths** is an interactive time-saving resource for use in the classroom and at home that is easy to use alongside any other Maths resources to consolidate learning. Waverley School actively encourage the use of My Maths to promote and facilitate Maths learning. At present, not all children in Year 1 are accessing My Maths, so parents; we kindly reiterate the importance of encouraging your children in their Maths learning journey by accessing this fantastic, impressive resource.



### *Learning Through Diversity*

#### *Excellent Reading Resources:*

**My ON** is a fantastic website for pupils to read books from, after which they can practice their comprehension skills by completing a book quiz through **Accelerated Reader**. Your child's teacher will be able to share their log in details for these two websites.



#### *What is Times Tables Rock Stars (TTRS)?*

In either paper form or online, Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so.

#### *Be a rock star!!!*

Parents, we kindly ask that our pupils access **Times Tables Rock Stars** to promote their learning and fluency of the times tables. TTRS is regularly monitored and certificates are provided to those leading rock stars that are



Being a parent isn't always easy. If you're struggling, the NSPCC can help. Friendly advice and support is just a phone call away. Call 0808 800 5000. We're here 24/7.



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<b>S</b>	<b>M</b>	<b>A</b>	<b>R</b>	<b>T</b>
<b>Stay Safe</b> Don't give out your personal information to people / places you don't know.	<b>Don't Meet Up</b> Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust.	<b>Accepting Files</b> Accepting emails, files, pictures or texts from people you don't know can cause problems.	<b>Reliable?</b> Check information before you believe it. Is the person or website telling the truth?	<b>Tell Someone</b> Tell an adult if someone or something makes you feel worried or uncomfortable.

Follow these SMART tips to keep yourself safe online!

**DRIVING PREVENTION WEEK**

**ALWAYS FOLLOW THE SAFE CODE**

**Spot** *Spot the Dangers*  
Look for dangers whenever you're near water

**Advice** *Take Advice*  
Read the signs  
Ask lifeguards and adults

**Friend** *Go with a Friend*  
Always go with friends or family, it's more fun, and they can help in an emergency

**Emergency** *Know what to do in an emergency*  
Call 999 and shout for help  
Never go in to the water to help someone

RLSS.ORG.UK

**Pool Safety**

Take care of each other when playing in the pool.

Be careful when diving into the pool!

Playing in the pool is fun! Remember to only go swimming when an adult is present.

Water makes things slippery! Never run within the pool area.

**Waverley School children need to be SMART!**

Hi parents and children! Using computer/ iPad/ tablets can be lots of fun! We can talk to our friends online, research fun things, play games, and even do our homework, write letters to our family and friends. It is always a good idea to remember a few safety tips when using the internet. Children always ask your parents about any questions you may have and always talk to someone you trust if you ever feel unsafe when using the internet. Always remind one another of all the safety rules you know! Take care and stay **SMART!**

**Internet Safety**

If you are ever unsure about anything online, always ask your parents or a teacher for help.

Take care when visiting websites. Be careful about giving out your personal information!

Keep your passwords safe and never let anyone use your login details.

Have fun, but remember to stay internet safe!

**Don't Talk to Strangers**

Keep your distance and never go anywhere with someone you don't know.

Don't accept gifts, treats, or lollies from a stranger.

Never tell a stranger your name or address.

Don't believe what strangers tell you.

### Water Safety

- Hi parents and children! Playing in the pool is lots of fun, but you also need to take extra care to stay safe.
- We hope our pool safety tips help you to be pool smart!
- Talk to your parents about when go out near the canal, river or beach to know what you should watch out for and what you need to do to stay safe.
- If you get together with friends to play with you, make sure you take care of each other.
- Always remind one another of all the safety rules you know! Cheerio and follow the **SAFE** Code!

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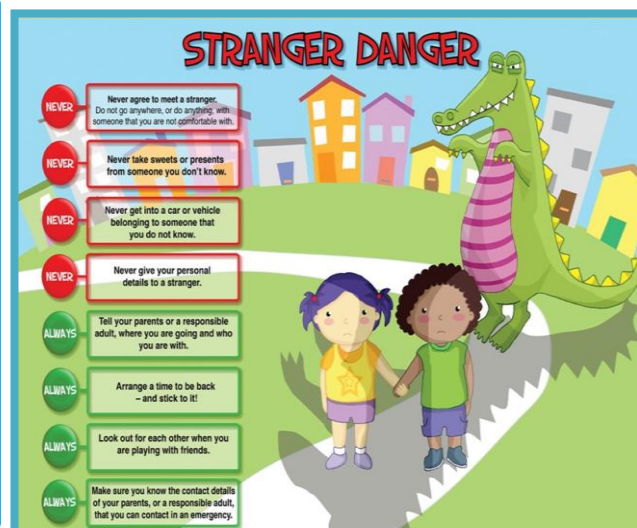
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## Stamps for Heroes Competition 2021

In recognition of the everyday heroes and our national heroes, Waverley School pupils tried their best with designing a stamp as part of Royal Mail's exciting competition. Year 1 pupils participated and dazzled us all! Submissions from pupils were forwarded to class teachers and sent off with the hopes that prizes are won by pupils, with the ultimate prize of having a stamp of our own Waverley pupil selected by Her Majesty, the Queen! Well done to all those pupils in Year 1 who took part!



## Stranger Danger

Hi children! When out and about, you need to always take care and be aware of strangers. With the help of your friends, you can together be stranger danger safe.

Why not create a '**Buddy System**'? Just like the two of us, we help each other whenever we are out. We alert each other to danger, and we make sure we always stay together - no walking off alone or talking to strangers!

Always remind one another of all the safety rules you know!

Remember to **stay safe** and **don't talk to strangers!**

Remember to stay safe and use the **Buddy System!**



In this term we have reviewed numbers, days of the week and greetings. We have practised the colours by learning a song called "Veó Veó". Next term we will read a story about sea creatures and will be exploring words and phrases about weather in the spoken form. For resources, students can access to Early Units in Language Angels in order to practice vocabulary and play online games:

LOGIN → LOGIN PUPILS GAME → USERNAME: waverley → PASSWORD: 1234



Reviewing

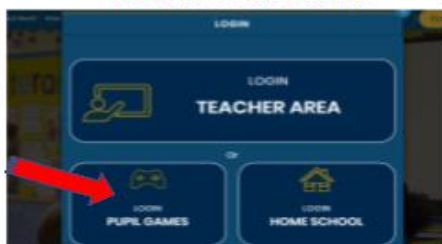
<https://www.languageangels.com/schools/>



Username	waverley
Password	1234

LOGIN →

LOGIN PUPILS GAME →



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# *Traffic Light Letters*

Previously, parents will have received a traffic light colour coded letter: red, yellow, green or gold. The colour of the letter received by each pupil indicates the pupil's level of attendance for the Summer 1 term. Traffic light letters will be sent home termly so that you are regularly informed of your son or daughter's attendance levels.

- **Gold letter: 100% attendance.** This is perfect attendance and a fantastic achievement for parents and pupils!
- **Green letter: 97% attendance and above.** This gives the children the best chances of success. This is good attendance.
- **Amber letter: attendance below 97%.** This is a cause for concern and there needs to be an improvement. Attendance will be monitored and meetings maybe scheduled to discuss ways to improve attendance and provide support.
- **Red letter: attendance below 90%.** This is poor attendance with serious concern. Persistent absence can have a huge impact on children's learning. Meetings will be arranged with parents or carers to discuss ways to improve attendance and provide support. An improvement in attendance is essential.

*Come to school, on time, every day, ready to learn!*

Attendance since the start of the year until the end of Summer 1 for the whole of the Primary Phase was **92.1%** We are working harder at getting our attendance to where it needs to be– but are not there yet! In order to reach and exceed our target, we need all families on board and all pupils in lessons learning. Attendance for this half term, for Year 1 to date is **91.8%**. The school target of 97% attendance for each pupil is more important now than ever. With months of learning lost due to COVID-19, pupils are working hard to meet the expectations of the new year group and missing even a day puts each child behind.

Each day new learning is shared with pupils. Every day that your child misses from school results in them missing out on education and essentially falling behind. It is every parent and carers responsibility to ensure that all pupils are in school, every day and on time.

All **Year 1 pupils** should be in school and seated for **8.35 am**. The register is taken at this time. Any pupil not in school at this time is marked late, which is recorded on the register and negatively impacts on your child's attendance percentage. Primary doors and gates open 5 minutes before the official start time ready for registration. This allows pupils enough time to get to their class, take off their coat and bag and be sat at their desk ready for learning to commence at 8.35a.m. The school has a dedicated absence line and if your child is absent for any reason please call on **0121 566 6600, using the pupil absence line on option 1** and leave a message. Medical and dental appointments should be arranged outside of the school day to ensure that pupils are in school and are learning. If, however, an appointment can only be obtained at a certain time, for example hospital appointments, an appointment card must be presented to authorise your child's appointment.

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