

A Prayer for the New School Year:

**Teacher**

Loving God, we thank you for this new school year and for the opportunity to learn and grow.

We ask for your Holy Spirit to guide us as teachers and parents of our children and help us work and learn together in God's love.

Bless our teachers, that they may inspire our children with knowledge, wisdom and kindness.

Bless our children, that they may be receptive to learning and eager to share their gifts.

Bless our school families as they support our children in their education journey.

May our school community be a place of faith, of hope, and of love.

Let this year be filled with opportunities for growth, discovery, learning and a deeper understanding of your love. We ask this in the name of Jesus, your Son, our Lord. Amen.

**ALL**

Our Father....

*Our Father,*

Who art in Heaven,  
hallowed be Thy name;  
Thy Kingdom come,  
Thy will be done  
on earth as it is in Heaven.  
Give us this day our daily bread;  
and forgive us our trespasses  
as we forgive those  
who trespass against us;  
and lead us not into temptation,  
but deliver us from evil

*Amen.*

# **Welcome to Year 1**

- Teachers

1M – Mrs McDowell

1OM – Mrs Martin and Mrs McKay

- Teaching assistants

Mrs Lloyd, Mrs Wahid, Miss Roissetter, Mrs Collins, Miss Mason, Mrs Marris

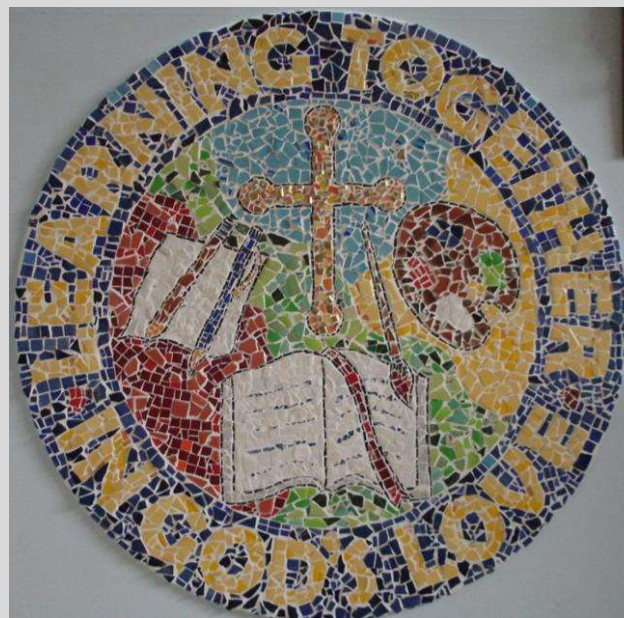
Forest School

1M – Mrs McDowell (Thurs am)

1OM – Mrs Lloyd (Wed pm)

both with Mrs Vince

## RE at St Edmunds.



# To know You more clearly

The Religious Education Directory  
*for Catholic Schools, Academies and Colleges  
in England and Wales*



**Religious  
Education  
Directory**

The RE curriculum being followed by the whole school has been designed and approved by the Bishops of England.

It is based on the liturgical year and is divided into 6 branches, one for each half term. It is structured this way so that so that the children can build on their knowledge of each branch every year.



# Timetable

**English** - (spelling and sentence construction, Talk4Writing and story maps) Phonics, Reading, Handwriting.

**Maths** - Magic 10 at start of lesson. Once a week the children have a reasoning maths lesson.

**Geography/History** - Topics in History and Geography are based around questions.

‘What are the continents and oceans?’

‘Who is David Attenborough and what does he do?’

**Science** - teaching involves revisiting and revising topics – plants and trees, changes, animals including humans and everyday materials.

**Art** – painting and mixed media, craft and design and then sculpture and 3D with drawing revisited each term.

**RE** – linked to the liturgical year. Topic focus e.g. Creation.

**Music** – We are learning songs linked to food.

**DT** – We are currently on our Art topic after half term we will change to DT.

**P.E** on Tuesday (outside) **Forest School** on Wednesday/Thursday.

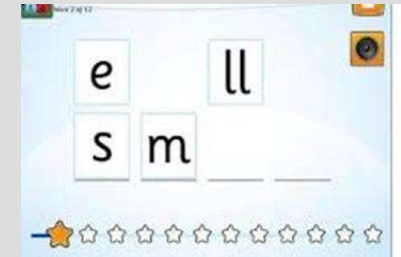
# Handwriting Scheme

- Daily 20-minute sessions
- 4 strands of learning in each session to create fluency and automaticity in handwriting.

|  <b>Making bodies stronger</b> |  <b>Learning the letters</b> |  <b>Holding the pencil</b> |  <b>Flow and fluency</b> |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Physical strengthening of the body                                                                              | Dynamic movements for learning letter shapes                                                                  | Optimal pencil hold for speed and legibility                                                                  | Speed and stamina developed                                                                                 |
| Motor and spatial preparation                                                                                   |                                                                                                               |                                                                                                               | Economy of movement and use of rhythm for speed                                                             |
|                                                                                                                 | Sensory experiences for memory and recall                                                                     | Diagnostic photos for addressing issues                                                                       | Joining letters in a 12 week programme                                                                      |



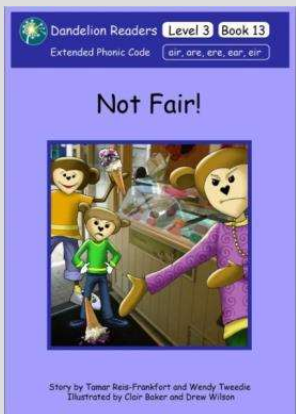
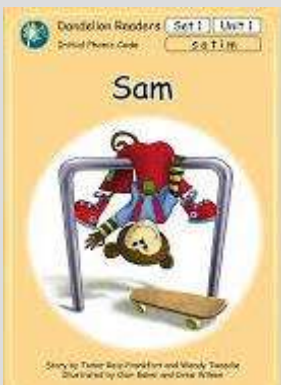
# Sounds Write Phonics



- Scheme used across the school from EYs to Y6 (alphabet code knowledge, alternative spellings, polysyllabic words)
- Children are taught to listen to sounds in words and then taught the spellings that make those sounds
- It focuses on precise pronunciation, sounds taught in context of words and not in isolation, no pictures or actions to represent sounds, no teaching of rules
- Teaching sequence constantly builds on prior knowledge and gives children time to rehearse and practise



# Reading



- Children will bring home decodable books to practise reading words with the sounds they have been taught in school
- Children will have been explicitly taught sounds and will have practised reading and writing these in the classroom
- Reading books give the children opportunities to practise words they have already seen and learnt



## Spellings

- Spellings will be sent home for children to practise what they have learnt in the classroom
- Spellings will come home with the weekly notices showing you how they are split into their sounds or syllables,  
e.g. mat    chip    shelf    rain    light  
sand|pit    ca|len|dar    a|cco|mo|date
- Encourage your child to “Say the sounds and write the word” as they are writing



## How to support your child at home

Say the sounds and  
read the word.

Say the sounds and  
write the word.

- If your child makes a mistake, repeat the phrases above and/or point with your finger to the error to see if they can fix it themselves
- In KS2 the children can move on to saying the syllables and reading/spelling the word
- Aim to practise reading and spellings at least four times a week

**Learning the text version orally and internalising the pattern of language within it is at the heart of the Talk for Writing approach.**



The 3 stages of Talk for Writing:

### Imitation

(Knowing the model text)

### Innovation

(New version)

### Independent Application

(Creating your own)



### Story/text maps.

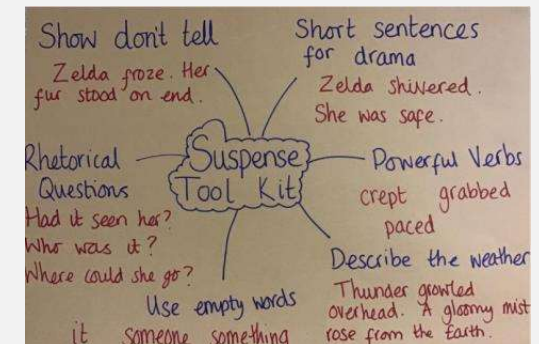
This is a visual representation of the model text. Children use the text map with actions to learn and internalise the text.



### Throughout the process children will:

- focus on oracy and vocabulary development
- do daily sentence/grammar/spelling games
- engage in drama and role-play
- use toolkits based on the features of their text type

Rain-soaked, the tawny **owl** waits.  
Its **eyes** are like forlorn planets.  
The thin **beak** curves like a coin's edge.  
Owl ruffles its freckled **feathers**,  
Scowls as it dangles  
its damaged, speckled **wing**.  
Cold **legs** in furry tights  
and **talons** grip the stone wall.



- create spine poems to develop ambitious vocabulary and imagination
- be involved in shared writing, where being a writer is modelled by the teacher
- do 'short burst writing' to explore and practice the language and skills needed to write
- be exposed to different text types through the year

# Online Maths Programmes





The log on details were sent to you in the form of a letter when your child first started the school.

For new Early Years children, Numbots will be introduced next half term.

Your child should complete a minimum of 10 minutes a week on either Numbots (Early Years to Year 3) and / or TTRS (Years 1 to 6)



**Mathletics**  
A 3P Learning Product

**Sign in Mathletics**

Username/email:

Password:

☒ I agree to the [terms and conditions](#) to enter

☐ Remember my username/e-mail for future logins on this device

**Sign in**

[Forgot your password?](#)

Are you a parent with a home account? [Login here](#)

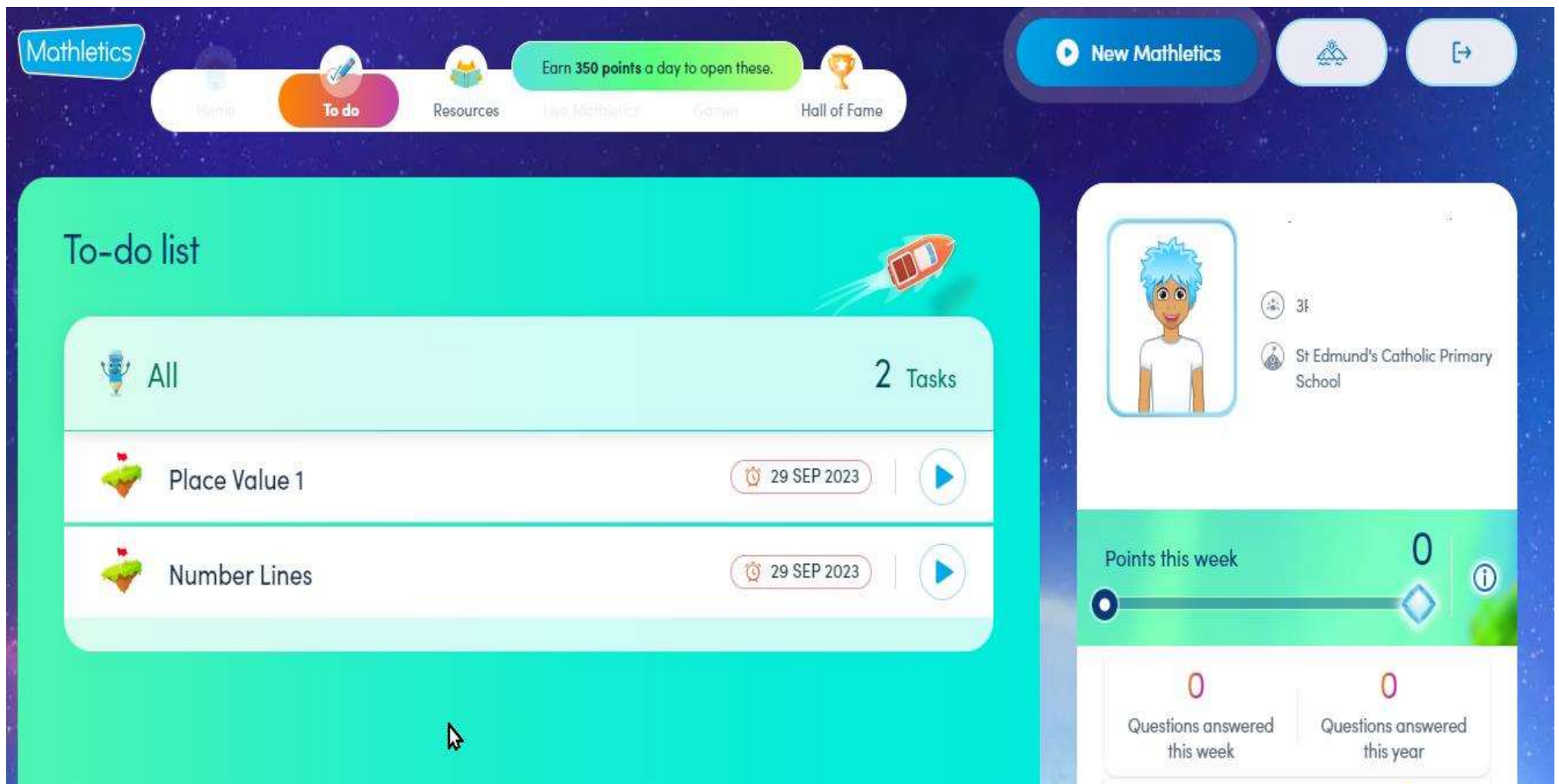
 SIGN IN WITH GOOGLE

 SIGN IN WITH OFFICE 365

 SIGN IN WITH NSW DOE



- Your child has a passcode slip similar to above. They can log in automatically by scanning the QR code or the user name and password on the card.
- We ask for a minimum of 10 minutes practise at home each week.
- Your child's teacher will set at least one homework task a week.
- Once they complete the homework task, they can choose to do anything else on Mathletics.



Homework tasks will appear on the To-do list when the children first log on.



When children have completed their homework, they can then participate in quests, live Mathletics and much more.

# School Learning

- Knowledge Organisers – big focus on vocabulary
- Use of feedback, green for growth, tickled pink, purple pen
- Yet...
- Focus groups and independent learning
- House points and Positive Recognition Board.
- No Tapestry – this is just used by Early Years
- Learning overview for the half term was emailed last week.
- Weekly reminders – e.g. spellings and important information.

# Relationships & Behaviour

- Building Relationships is at the heart of our policy & procedures
- Positive Recognition
- Consistent routines and expectations
- THRIVE
- Therapeutic Thinking
- Co-regulation and explicit teaching
- Support and interventions





At St Edmunds we are



and



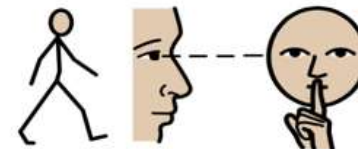
At St Edmunds we are

**SMART**

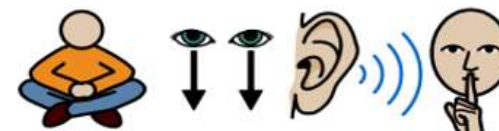
We line up smartly.



We walk smartly.



We sit smartly.



# Rights Respecting Schools (RRS)

**WE ARE A UNICEF GOLD RIGHTS RESPECTING SCHOOL**



Children's rights are learned, understood and lived in this school.



- We are proud to be a Gold Rights Respecting School.
- This reinforces our message of being Ready, Respectful and Safe.
- Pupils are taught about their Rights as human beings and how we can ensure these rights are met at our school.
- Pupils will learn about their rights in assemblies and class reflection time.
- The School council and Eco council will help to highlight the importance of these.
- Updates on our Rights Respecting Schools journey will be found in our School Newsletter.



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# Ricky Rights

Once a week we will choose a child to take home Ricky, our Rights Mascot.

Please spend some time exploring different rights with your child and completing a page in the diary. This can be photos, writing or drawing.

The children will be able to share their adventures in class.

There is some guidance in the front of the diary to support you with this.



# Forest School

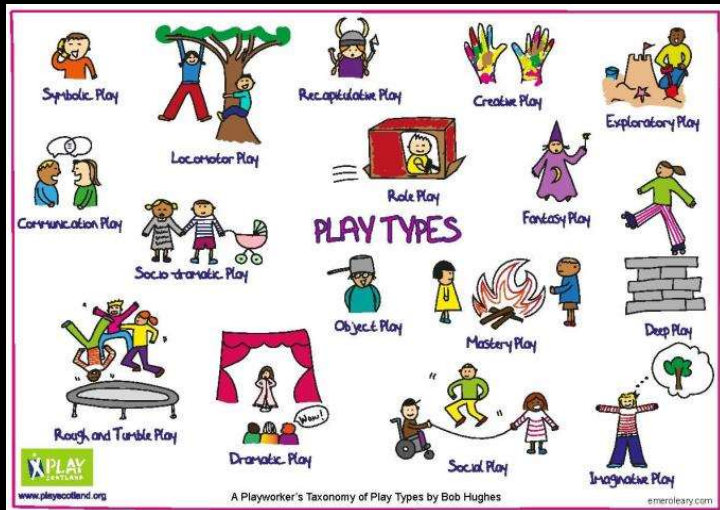
- Forest School helps children to connect with and care for the world around them. Developing resilience and problem solving.
- Wednesdays/Thursdays – each class has half a day.
- Waterproofs and wellies (trainers/shoes for wearing in school)
- Old clothes and spare trousers and socks.
- When it gets colder – layers, hats and gloves.
- A bag for wellies when they are muddy.

# Helping to keep our children safe online

## Reminders:

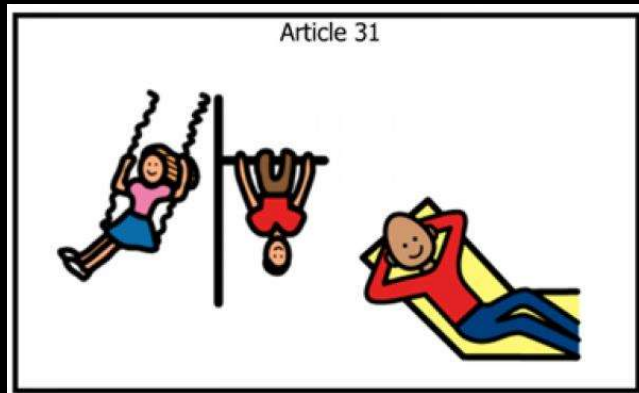
- **Be involved in your child's online life** - Consider what parental controls you have in place at home to filter inappropriate content. Do you monitor your child's online activity? Do you check the privacy settings on tablets, phones, laptops? Are the devices your child uses kept in a communal space in the home so you are aware of what they are accessing?
- **Limit your child's time spent online** to support the development of healthy habits (especially before going to bed)
- Have you talked to your child about **what to do if they feel unsafe online**? Not everyone is who they say they are.
- **Are you APP aware?** - Age restrictions – most social media apps require children to be 13+ to access them. (TikTok, WhatsApp, Instagram, Snapchat, Discord etc)
- Only children in Year 6 are permitted to bring a phone to school (if they are walking home). These are handed in to the office for safe keeping during the day. No access to these is permitted whilst in school.
- We ask that children **do not wear smart watches to school, or watches that look like smart watches**. Notifications cause a distraction from their learning and online connectivity could pose a risk to themselves and others when in school. Any smart watch worn to school will be stored in the office, as per mobile phones, and these will then be available to collect at the end of the school day.

# OPAL – Playing together at St Edmunds



Access to ALL of the grounds, ALL of the year, for ALL children

Article 31 – The right to rest and play



# Home Learning

- Daily reading at home
- Fine motor skills – ‘3 friends hold’ (pencil grip)
- Learning characteristics and Hand of Success
- Mathletics, Times Tables Rockstars, Numbots – using the same usernames/passwords as in Early Years.  
Homework tasks set each week (linked to current Maths topic.)

# Drop off/collection

- Phone call or email to office to inform of changes to pick up, appointments or reasons for absence
- Punctuality in the mornings (gates open at 8.40am)  
In the classroom, ready to learn by 8:50am – morning activities
- Collection from playground (blue square – 1M, red square 1OM) at 3.20pm. Children know the routine of 'wait in the line until a member of staff has said that you may go.' This is for their safety.

# **What does your child need every day?**

- Water bottles
- Morning snack – fruit, vegetables, breadsticks, cheese. No wrappers if possible
- Raincoat and jumper or cardigan
- Please ensure everything is named

# Uniform

- Full school uniform Monday, Wed (1M), Thursday (1OM) and Fridays. (Please check website for details.) Stud earrings only please.
- Wednesdays/Thursdays – come in Forest School clothes.
- Tuesdays – come in P.E. kit (plain jogging bottoms and jumpers for colder weather.)
- No earrings and long hair tied back (for P.E.)
- Drawstring bags not rucksacks because of limited space.
- No keyrings please as they get lost, broken and cause distractions.

# **School lunches**

Universal free school meals

Packed lunch – healthy lunches – no nuts please

# **Learning Conversations**

Learning conversations – these will be carried out in person.  
Look out for notifications that appointments are live as they are booked via an online system.

**Thank you for your time!**