

PERIVALE
PRIMARY SCHOOL

Welcome to Year 1



Agenda

1. Meet the Team
2. Uniform
3. Housekeeping
4. Class Weekly Time Table
5. PE and Music Arrangements
6. Curriculum Information
7. Behaviour
8. Communication Channel
9. Home learning

Meet the Team

Class Teachers

- Maple- Ms Davod and Mr Sarkis
- Beech- Ms Ali

Support Staff

- Maple- Mrs E
- Beech- Mrs Khan

Uniform expectations

Winter uniform

- Perivale blue V neck sweatshirt or cardigan with School logo
- Perivale school tie
- White collared cotton shirt
- Dark grey skirt /trousers/pinafore
- Dark grey or white tights or socks – No leggings
- Black school shoes – **No trainers**

Summer Uniform

- Navy blue and white gingham dress
- Grey shorts
- White collared cotton shirt
- Perivale school tie
- Black school shoes – **No trainers**

Hijab – Plain white or navy blue

Hair – All hair should be tied off the face with small white or navy blue elastic.

Hair **must not** be coloured or dyed, or adorned with hair accessories.

Any extremes of haircut are not permitted. This includes symbols, shapes and lines cut into hair.



Housekeeping

- Door opens at **8:40am** and closes promptly at **8:50am**.
- The school day finishes at **3:15pm**.

(Your child is so excited to see you at the end of the day, please try your hardest to be on time)

- If your child is very unwell please telephone the school on the day they are absent so that the registers can be marked accordingly.

(Every day is different so a day off is a missed day of learning)

- Please ensure children are provided with healthy food if they have packed lunch.
- Children should bring a named water bottle every day.
- **IMPORTANT:** Please do not let your child play on the school equipment before and after school – this has health & safety implications.

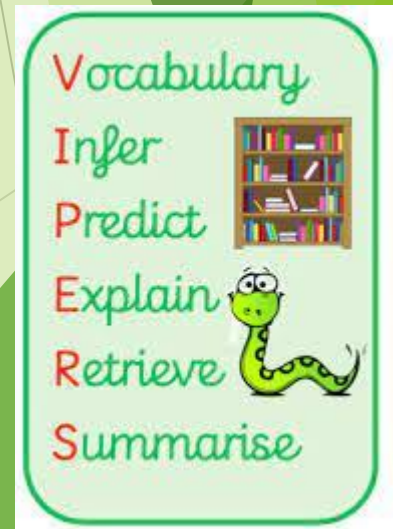


PE and Music

- PE is every **Wednesday & Thursday for year 1.**
- The children will **come to school** in:
- White polo shirt - no logo needed
 - Black shorts or black track pants
 - White socks
 - Black plimsolls or trainers
- Children will also do Music lessons on a Wednesday with specialist teachers.

Reading

- There will be daily phonics session. Phonics is still going to be a big focus for children this year.
- There will be daily guided reading session. This will focus on decoding, expression and comprehension. The book they read in these sessions is the book that will be sent home that week.
- It is **VERY** important these books are kept in their bags to:
 - Allow teachers and support staff to read with your child in school.
 - Allow us to change the books promptly in line with reading sessions.
- If books are **not returned then a charge will be issued** to replace the book. A reminder will be sent out each week if it's not returned.

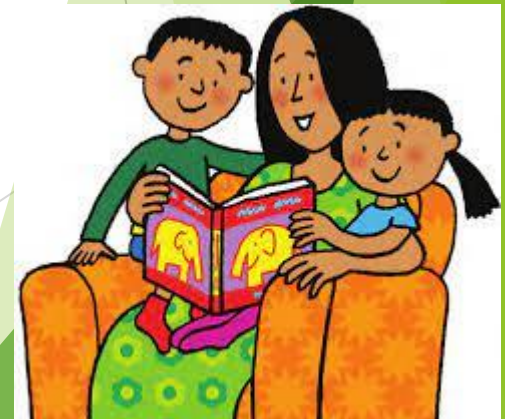


Reading at home

- Children should be encouraged to read on their own daily. Remind them to use their phonics knowledge to decode.
- Ask questions about the story as you read it. Make sure children are also reading for meaning rather than just decoding.

What is the story about? What happened in the story? Why is the character upset? Is the character upset? How do you know?

- Reading for pleasure - Read to your child. It is important for them to hear you read because you are models.



Writing

- We use high quality texts to expose children with rich vocabulary and different writing styles.
- A lot of children are working on letter formation, using capital letters, full stops and finger spaces in a sentence. This will be the focus in Autumn.
- For some children, we will be focussing on sentence structure, use of expanded noun phrases and a range of punctuations such as questions marks, exclamation marks, apostrophes and commas.

Maths



- We follow the White Rose scheme of work.
- Maths Mastery is a highly effective approach to teaching maths based on research and evidence.
- Children are exposed to the concrete, pictorial and abstract teaching sequences.

- Arithmetic skill is the key to children's learning. Rapid recall of number facts is the foundation for virtually every other aspect of primary mathematics. Please support them with the following number facts at home:
 - Count to 20
 - Use 'more' and 'less' to compare two numbers
 - Count reliably at least 10 objects
 - Estimate number of objects and check by counting
 - Recognise written numerals 1 to 9
 - Say one more/less (to 10)
 - Add two small groups of objects (to 10)



PSHE

- Every week children take part in a PSHE lesson.
- At the start of each lesson these slide are shown to the children.
- One of the slides is part of our RGE teaching – PANTS.
- This is a safeguarding resource from the NSPCC that we use from reception to year 6.
- Relationship and Growing Up Education is taught throughout the year and covers friendships, equality and the “sex education” aspect.

PSHE

What does PSHE stand for?

- Personal
- Social
- Health
- Economic



- R - Respect
- O - Openness
- C - Confidential
- K - Kind



RGE

- RGE parent workshop take place in the summer term.
- You will receive a curriculum overview explaining what is covered in your child's key stage and year group.
- The RGE week will take place in Summer 2 and will be taught over two weeks.
- The content and vocabulary is in the RGE policy on the school website for you to access throughout the school year.

Behaviour

- Our behaviour policy centred around restorative practices
- Our policies are centred around our school values: **We are: Resilient, Respectful, Curious, Inclusive. We: Aim High**
- **Class Dojo** is being used to promote our school values. Children will put into different houses and the winning house of the half term will receive rewards in school.
- Consequences include loss of break and restorative lunches. Please be mindful that the chart is not **progressive**.
- Detailed behavior policy can be found on our school website.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---|---|---|--|
| <p>Examples:</p> <p>1A - Not being on task/wasting time</p> <p>1B - Interrupting the lesson</p> <p>1C - Inappropriate movements around the class or school</p> <p>1D - Interfering with others' property</p> <p>1E - Not allowing children to join in</p> <p>1F - Making silly noises, gestures or actions</p> <p>1G - Talking whilst the teacher is talking</p> <p>1H - Not lining up appropriately (expectation - quiet, single line)</p> <p>1I - Distracting other children</p> <p>1J - Talking in assembly</p> | <p>Examples:</p> <p>2A - Intentionally ignoring adult requests</p> <p>2C - Play fighting or rough play with peers e.g. grabbing, tripping, swinging each other around</p> <p>2D - Minor damage to property that does not belong to them</p> <p>2E - Having disrespectful conversations to or about others</p> <p>2F - Making fun of others/deliberately winding them up</p> <p>2G- Dropping, throwing, flicking, damaging or misusing - objects, food, or equipment in any area of the school</p> | <p>Examples:</p> <p>3A - Refusing to follow instructions</p> <p>3B - 'Back- chatting' an adult</p> <p>3C - Intentionally swearing- to cause offence</p> <p>3D - Intentionally poking, prodding, pushing, kicking, tripping etc.</p> <p>3E - Misuse of toilet or wash area</p> <p>3F - Demonstrating disrespectful attitude/behaviour towards others</p> <p>3G - Deliberately targeting others</p> <p>3H - Demonstrating confrontational attitude/behaviour towards others</p> <p>3I - Placing themselves in danger</p> <p>3J - Making verbal threats of violence</p> <p>3K - Intentionally spitting</p> | <p>Examples:</p> <p>4A - Deliberate/Intentional defiance</p> <p>4B - Severe verbal abuse (may or may not involve swearing)</p> <p>4C - Fighting and/or causing injury to others</p> <p>4D - Significantly/deliberately damaging property that does not belong to them</p> <p>4E - Endangering others with equipment or objects e.g. staplers, chairs, furniture</p> <p>4F - Deliberately throwing stones/ objects at others or property</p> <p>4G - Leaving the learning environment without permission or a prearranged reason to do so</p> <p>4H - Causing harm to self or others by climbing on or up shelves, desks, bookcases etc.</p> <p>4I - Intentionally leaving the school building via inappropriate means e.g. using 'Emergency Fire Doors' or windows</p> <p>4J - Stealing</p> | <p>Examples:</p> <p>5A - Demonstrating actions which affect the health and safety, welfare and learning of members of the school community</p> <p>5B - Leaving the school grounds</p> <p>5C - Using severe physical violence towards others with intent to cause harm/damage</p> <p>5D - Vandalising school property including misuse of fire extinguishers and/or the Fire Alarm</p> <p>5E - Throwing school furniture with intent to cause harm/damage</p> <p>5F - Inappropriate on-line behaviour</p> |
| Use of the Perivale Behaviour Blueprint | Loss of time during the next available break/lunch for 5-10 minutes with CT, LP or Behaviour Support Team. | <p>1-day restorative lunch time with MLT/Teacher on Duty (if repeated Level 3 behaviours or 3 subsequent behaviours).</p> <p>Teacher to inform parent (text and letter)</p> <p>3 instances of Level 3 = Second letter to parents (to arrange meeting to discuss behaviour).</p> | <p>2 days of restorative lunch with SLT/ Teacher on Duty.</p> <p>Teacher to inform parent (text and letter)</p> <p>Second instance of Level 4 = Second letter to parents (to arrange meeting to discuss behaviour).</p> | <p>Internal Consequence- Head's discretion.</p> <p>Fixed Term Suspension- Head's discretion.</p> <p>Permanent Suspension - Head's discretion.</p> <p>Head to inform parents</p> |
| If a child receives 3 consequences that require completion of reflection form, for the same reason = Report Card | | Two Level 4 consequences for the same reason = Report Card | | One Level 5 consequence = Report Card (at Head Teacher's discretion) |

Communication Channels

- If you need to have a quick word with your teacher about your child, please do so during pick up times after the class has been dismissed.
- For a longer discussion, please talk to the office to book an appointment with your class teacher

PLEASE NOTE:

- Your first port of call for any queries or concerns is **your child's class teacher**

Home Learning

Every week, children will be set:

- 1.) Maths Homework relevant to the topic taught in school.
- 2.) English Homework ranging from writing, comprehension or SPaG.
- 3.) Spellings (10 words per week)
- 4.) Reading Records (GR book)– every child should read daily. At least 20 minutes. Please listen to your child read and read with your child. It is important for them to hear you read.
- 5.) Library book is sent home to be read with or read to by parents.

All the communication of homework will now be announced on class dojo and posted on the window outside the classroom every Friday.

Homework can be set online (Purple Mash) or hard copies to be sent home. Answers will be placed on Class Dojo to support you with marking with your child. Homework will not be marked in school.



Home Learning

- Home Reading logs **need to be signed** by a parent/carer.
- Reading books will be changed weekly. Different children's books will be changed on different days, which is why children should keep their reading books and reading logs in their book bag **daily**.
- Library books will be changed weekly.
- Reading books are also available online to access using your BIG CAT log ins. (These will be issued in the next few weeks).
- We all want the absolute best for our children. We all have a responsibility to help our children. Please dedicate some time to sit with your child and support them with their learning.

Thank You

Are there any questions?

Please feel free to arrange a time to meet with us if you have any concerns with your child.

