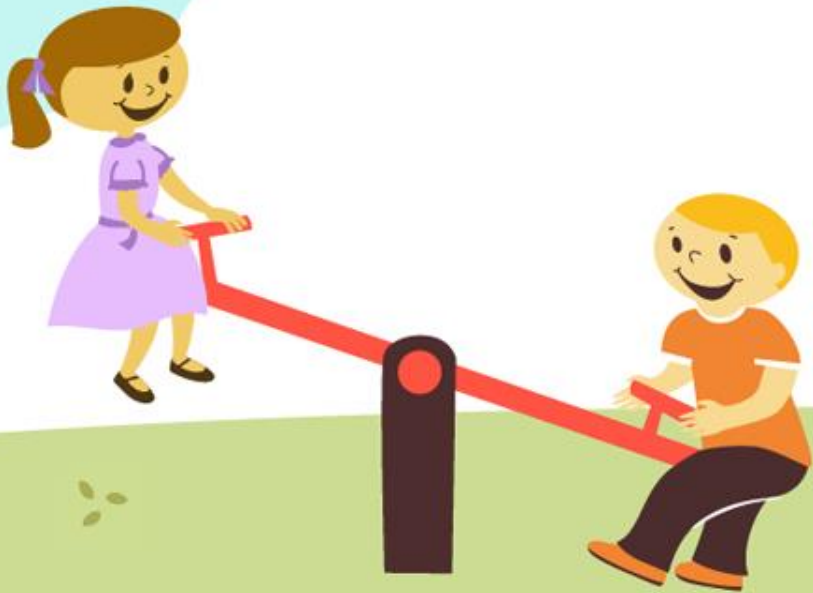


Welcome to Year 1



A little bit about us...

Class teacher - Overall responsibility for the class

Ms Hallam

Additional Adults

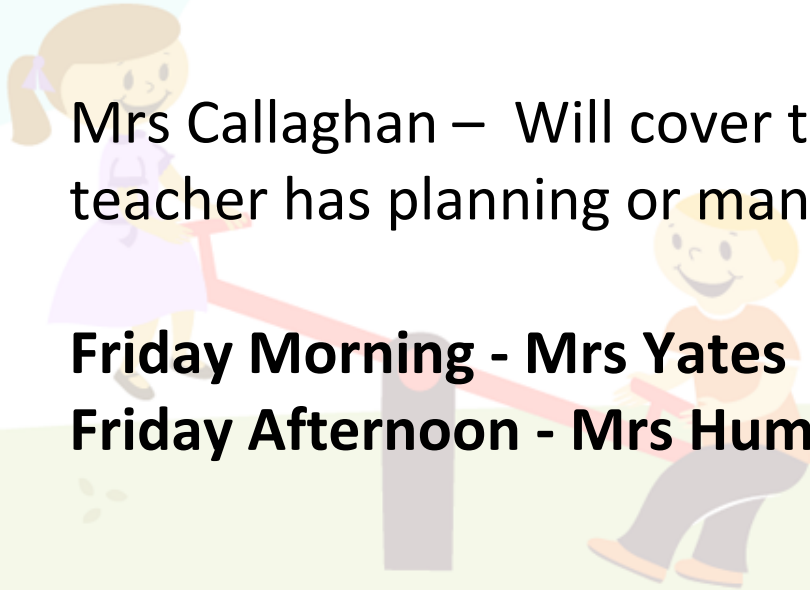
Mrs Callaghan – Will cover the class when the Class teacher has planning or management time.

Friday Morning - Mrs Yates

Friday Afternoon - Mrs Humphries & Miss Roper

Teaching Assistants

Additional adults will also support learning in our classroom regularly.



Year 1's learning this year

| Year 1 Long Term Plan | | | | | | | | | |
|-----------------------------|---|--|--|---|--|---|---|---------------|--|
| Literacy | Term 1 | | | Term 2 | | Term 3 | | | |
| Writing Units | Julia Donaldson Lists, captions, letter formation, pencil grip. Year 1 place value of punctuation and grammar (common and proper nouns) | Mini Grey Traction Man Recount - Letters/Postcards Non-chron report Year 1 place value of punctuation and grammar (verbs) | The gingerbread man Narrative- repetitive story Dragons Non chron report | Hansel and Gretel Snow white Setting description of witches cottage Story structure | Jack and the beanstalk – narrative How to plant a seed - instructions | Recount - Postcards/Letters - At the beach OR Poetry - Seaside themed Persuasive advert - Visit the Seaside OR Local history themed | | | |
| Shared Reading | Julia Donaldson focus - The Ugly Five, Tiddler, Monkey Puzzle, Tabby McTat, The Highway Rat, Room on the Broom, | Mini Grey focus - Traction Man is Here, Traction Man and the Beach Odyssey, Traction Man Meets Turbo Dog | Mini Grey focus - Toys in Space, Hermelin, The Pea and the Princess, The Adventures of the Dish and the Spoon | The Castle the King Built, The Knight Who Wouldn't Fight, The Knight Who Said No, The Knight with the Blazing Bottom | Hansel and Gretel + Snow White | Jack and the Beanstalk, Rumpelstiltskin, The Elves and the Shoemaker The Gigantic Turnip, Oliver's Vegetables, The Extraordinary Gardener, Bloom | Benji Davis focus - Storm Whale, Grandad's Island + Lighthouse Keeper's Lunch, At the Beach and Look What I Found at the Seaside Local-history themed book | | |
| Class Novel | Author focus Nick Butterworth Percy the park keeper collection – link to seasons and weather | PSHE focus Tom Persival Link to emotions and bounce scale | Books linking to British values | Alien in the Jam factory | | Indigo Wilde (and the creatures at Jellybean Crescent) | | | |
| Maths | | | | | | | | | |
| Term 1 White Rose | Number - Place Value | | | Addition and Subtraction | | | Geometry - shape | Consolidation | |
| Term 2 White Rose | Place Value | Addition and Subtraction | | Place Value | Length and Height | Mass and Volume | Consolidation | | |
| Term 3 White Rose | Multiplication and Division | Fractions | Position and Direction | Place Value | Money | Time | Consolidation | | |



Year 1's learning this year

| Topic | Term 1 | | | Term 2 | | | Term 3 | | |
|---|---|---|---|---|---|---|----------------------------------|---|---------------------------|
| Main Topic Focus - Cross-curricular links should be explored through all topics | | | | | | | | | |
| History | | Grammarsaurs: How have toys changed over the last 50 years? | Grammarsaurs: Where did kings and Queens live through time? | Grammarsaurs: How did Florence Nightingale and Edith Cavell help improve hospitals? | | | | Grammarsaurs: Our local history | |
| Geography | Grammarsaurs: The world and my school. Where in the world do we live? | | | Grammarsaurs: Field work: My local park | Grammarsaurs: Field work: Our school environment | | | | |
| Science | How do we group animals? What makes us human? Observe and record seasonal changes | Observe and record seasonal changes autumn and winter | Every day materials: Why do we use different materials for different things? | Plant plants | Plants: How can we identify different plants and trees? Observe and record seasonal changes summer and spring | | | Consolidation | |
| Music | Charanga My Musical heartbeat | Christmas Performance Charanga Dance, Sing and Play! | Charanga Exploring sounds | Charanga Listen to learn | Charanga Having fun with improvisation | | | Charanga Let's perform together! | |
| ICT | Purple mash: unit 1.1 Online safety and exploring purple mash | Purple mash: Unit 1.2 Grouping and sorting | Purple Mash: Unit 1.5 Maze explorers | Purple Mash: Unit 1.6 Animated story books | Purple Mash: Unit 1.7 coding Unit 1.4 Lego builders (if time) | | | Purple Mash: Unit 1.8 spreadsheets Unit 1.9 Technology outside school | |
| PSHE | Who is special to us? | What do we do when things upset us? | Why should we be kind? | How do we look after each other and our environment? | Why do people use the internet? | Why do we all have different strengths? | What does it mean to be healthy? | What makes us special? | Which rules keep us safe? |
| E-safety, Anti- bullying and Restorative approaches are embedded within the curriculum as well as being focus lessons/topics throughout the year. | | | | | | | | | |
| PE (PE Passport) | Invasion Games Yoga | Net & wall game skills 1 Dance- Mini beasts | Fundamental movement skills 1 Gymnastics – wide, narrow, curled rolling and balancing | Dance – pirates Fundamental movement skills 2 | Gymnastics – balancing and spinning on points and patches Athletics 2 | | | Striking & fielding game skills 1 Gymnastics pathways small and long | |
| Art | Drawing and sketchbooks: Spirals | The drawing journey | Working in three dimensions: Playful making | The drawing journey | Surface and colour: Inspired by Flora and Fauna | | | The drawing journey | |
| D/T | | Mechanisms – sliders and levers | | Textiles- templates and joining techniques | | | | Food: preparing fruit and vegetables | |
| RE (Stockport SOW) | Believing - 1.1 Who is a Christian and what do they believe? (y1) | Expressing- 1.6 How and why do we celebrate special and sacred times? (y1 Christians) | Expressing - 1.5 What makes some places sacred? (y1 Christians) | Living - 1.7 What does it mean to belong to a faith community? (y1 Christians) | Believing - 1.2 Who is a Muslim and what do they believe? (y2) | | | | |
| Enrichment | Lyme park trip Church visit for Christingle | | | | | | Trip to a Mosque | | |
| Class Assemblies/ Performances | KS1 Nativity | | | Year 1 Assembly | | | | | |



Geography

What is my classroom like?
Where is my school on the street?
Where is my town in the country?
What are the seasons like in the United Kingdom?
Where is my country in the world?
How is the weather different around the world?

Science Animals including humans

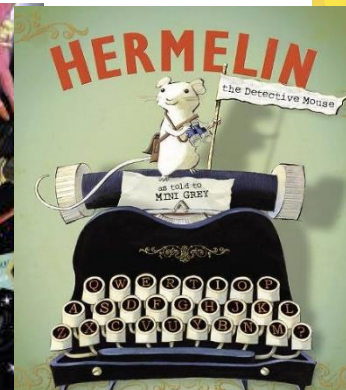
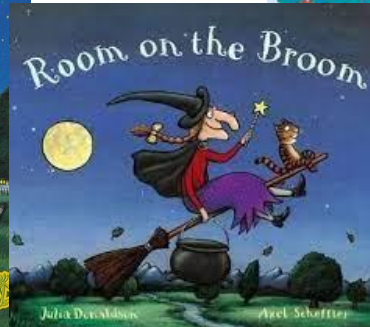
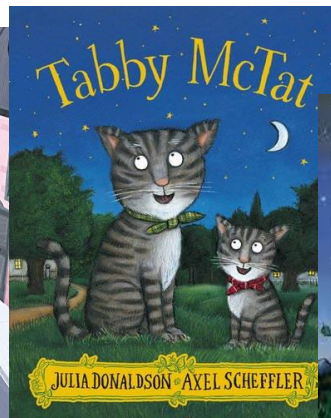
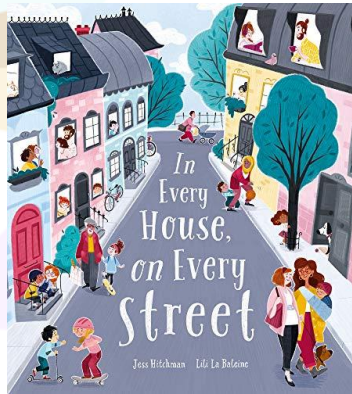
What is this animal?
How are animals different?
Do all animals eat the same thing?
What are our body parts called?
What are senses?
Are all humans the same?

History

How can we find out about the past?
What are our toys like now?
What was my favourite toy when I was a baby?
What were our caregivers' toys like and how do we know?
What were our older relatives' toys like and how do we know?

Science Seasonal change

What is Autumn?
What is Winter?
What is Spring?
What is Summer?
How does the day change?
How can we keep dry in the rain?



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|---|--|--|--|---|--|
| Maths | <p>Place value</p> <p>Addition and subtraction</p> | <p>Addition and subtraction</p> <p>Geometry - shape</p> | <p>Place value to 20</p> <p>Addition and Subtraction within 20</p> | <p>Place value to 50</p> <p>Length and Height</p> <p>Mass and Volume</p> | <p>Multiplication and division</p> <p>Fractions</p> <p>Position and direction</p> | <p>Place value to 100</p> <p>Money</p> <p>Time</p> |
| English | <p>Author focus- Julia Donaldson Lists, captions, letter formation, pencil grip.</p> <p>Year 1 place value of punctuation and grammar (common and proper nouns)</p> | <p>Author focus- Mini Grey Non-chronological report Traction Man</p> <p>Toys in Space & Hermelin Recount - Letters/Postcards</p> | <p>The gingerbread man Narrative- repetitive story</p> <p>Dragons Non chronological report</p> | <p>Hansel and Gretel Snow white Setting description of witches cottage Story structure</p> | <p>Jack and the beanstalk – narrative</p> <p>How to plant a seed - instructions</p> | <p>Recount - Postcards/Letters - At the beach OR Poetry - Seaside themed Persuasive advert - Visit the Seaside</p> |
| Science | <p>Animals including humans: How do we group animals? What makes us human?</p> <p>Observe and record seasonal changes</p> | <p>Observe and record seasonal changes</p> | <p>Every day materials: Why do we use different materials for different things?</p> | | <p>Plants: How can we identify different plants and trees?</p> <p>Observe and record seasonal changes</p> | <p>Consolidation</p> |

Music

My Musical heartbeat Dance, Sing and Play It Christmas Performance

How can we make friends as we sing together?

What actions would you put with this song?

What notes did you compose with?

What parts did you play?



High Lane Primary School
Creating the future, today.

PE

Yoga –

How can breathing help me with calm and focus?

What are the different yoga poses?

Games – Invasion Games

How can I travel with a ball?

Computing

- Online safety and exploring
- Technology around us (What are computing systems and Algorithms?)
 - Grouping and sorting
 - Pictograms
- Digital painting (How can I use tools effectively to create media?)



Art

How can drawing be physical and emotional activity?

How do we move our whole body when we draw?

How does pressure, how fast or slow we move change the lines we draw?

How does colour help our drawings engage others?

DT

Mechanisms – sliders and levers

**Autumn
2024**

PE Days: Monday and Friday

PSHE

Relationships

Who are the people who care for us?

Why should we be kind?

What do we do when things upset us?

RE

Believing - Who is a Christian and what do they believe?

Expressing- How and why do we celebrate special and sacred times?

What will a typical week in Year 1 look like?



| | 9:00-9:25 | 9:30 - 10:30 | 10:45 - 12:00 | | 1:00 - 2:00 | | 2:15 - 3:15 | |
|--|--|-------------------------------------|---------------|--|---|---------------------------------|---|--|
| Monday | Whole School Assembly AH | Miss Wootten Maths | Phonics | English | Handwriting | Mrs Cox History/ Geography | PE Hall | |
| Tuesday PPA PM (SCa) | Miss Wootten Reading English | | Phonics | Mrs Worsley Maths | Handwriting | Mrs Callaghan (HLTA) PSHE | Mrs Callaghan (HLTA) Mastering number 2:30 - 2:50 Miss Kearley (SEMH Support) | 2:45 - 3:15 Singing Assembly TR TA Briefing Meeting |
| Wednesday | Whole School Assembly Class Teacher Led Teacher Briefing Meeting | Maths | Phonics | English | Handwriting | Shared read/whole class read | RE | Mastering number |
| Thursday | Whole School Assembly Class Teacher Led | Maths | Phonics | English | Handwriting | Miss Jones Science | ICT | Mastering number |
| Friday | Good Work Assembly AH | Mrs Yates (HLTA) PE sports coach | Spelling | Mrs Yates (HLTA) Library Mastering number | Enrichment Mrs Humphries (Cover) Miss Roper (Y2) ART | | Enrichment Mrs Humphries (Cover) Miss Roper (Y2) MUSIC | |

10:30 - 10:45 - Break Time

12:00 - 1:00- Lunchtime

2:00 - 2:15 - Reception and KS1 Break Time

Daily Routines/Timetables

P.E.

Children will have PE lessons twice a week.

Our PE days are on: **Monday and Friday**

Your child will need to come into school in their school PE kits on these days

Guitar, Ukulele and Woodwind (Stockport Music Service)

KS1 Ukulele: Fridays

Find out more about their lessons here:

<https://www.stockportmusicservice.org.uk/lessons-instrument-hire/lessons-in-school>

Clubs

Clubs start week beginning 23rd September. You can sign up to clubs termly.

Homework

Over the past few years, we have spent a lot of time designing our homework policy to ensure appropriate tasks and amount of homework is set for each age group.

Daily Reading - It is important for your child to read aloud daily to an adult. This can be a book from school or a book from home. Please complete the reading record with your child wherever possible.

Spellings - Spellings will be sent home via Class Dojo or set electronically on Spelling Shed. They can be practiced on the Spelling Shed website or on separate pieces of paper.

Ed Shed Activities – As the year goes on we may set online activities for maths. On some occasions, grammar tasks may also be set. Information will always be shared via ClassDojo. Please let me know if your child cannot access these at home.

Please note...

Additional homework may start to be set via Class Dojo. A message will be sent via ClassDojo to confirm this as and when appropriate.

Please watch out for logins at the beginning of the year.

The National Curriculum

The Broad and Balanced Curriculum

At High Lane Primary School, we strongly believe that interest and engagement encourages enthusiasm for learning. Our curriculum has been designed to captivate our children's curiosity. Our year group topics allow our children to develop key skills in a meaningful context. Children develop knowledge and skills in all subjects of the National Curriculum: English, Maths, Science, Computing, PSHE, PE, History, Geography, RE, Art and Design & Technology, Music and Spanish.

How can you help?

- Engage your child in family visits that support school topics and interests of your child

Encourage your child to:

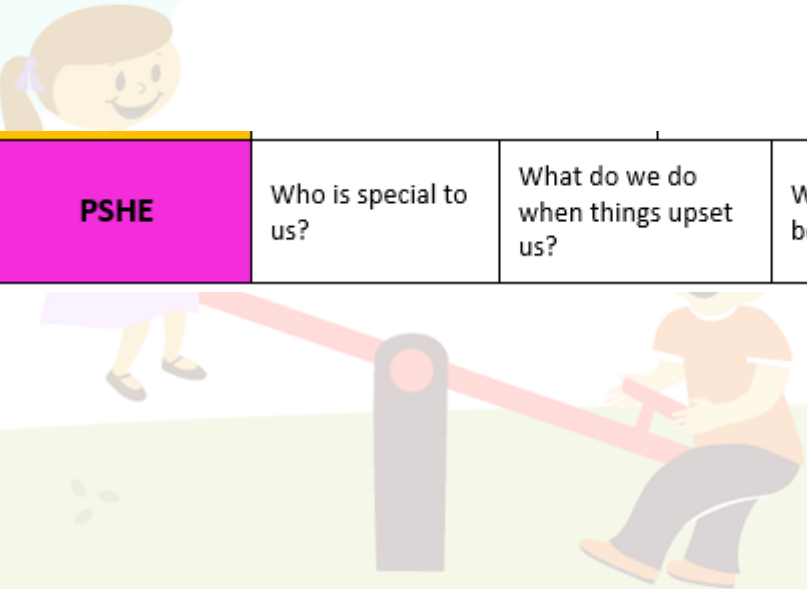
- ask questions and reflect on how things in our world work
- listen to different types of music or learn/practise playing an instrument
- join sports or creative arts clubs in or outside of school
- make and design things at home
- 'show off' their learning at home
- talk about the places you are travelling to – where they are and what they are like

The National Curriculum

Wellbeing and Lifelong Learning

At High Lane, we believe that supporting children to build the skills they need for coping with life positively is incredibly important.

Through their PSHE curriculum in Year 1 the children will learn:



| | | | | | | | | | |
|-------------|-----------------------|-------------------------------------|------------------------|--|---------------------------------|---|----------------------------------|------------------------|---------------------------|
| PSHE | Who is special to us? | What do we do when things upset us? | Why should we be kind? | How do we look after each other and our environment? | Why do people use the internet? | Why do we all have different strengths? | What does it mean to be healthy? | What makes us special? | Which rules keep us safe? |
|-------------|-----------------------|-------------------------------------|------------------------|--|---------------------------------|---|----------------------------------|------------------------|---------------------------|

The National Curriculum

Wellbeing and Lifelong Learning

How can you help?

- Encourage your child to show you information from school
- Encourage your child to get their clothes, coat and snack ready the night before, ensuring they have everything they need for the next school day
- Promote table manners, using a knife and fork correctly and positive social skills at home

How can the children help?

- Demonstrate greater independence
- To sit sensibly, have respect for others
- To follow the teacher's instructions
- To try their best to wash their hands properly
- To give homework to the teacher on time
- To listen and be respectful towards others around school.
- Maintain a growth mindset – **'I can do it!' 'A mistake is a learning step!'**

The National Curriculum

Understanding your child's learning in English

English: Reading

- Reading for pleasure
- Whole class reading lessons using 'high quality' texts
- Phonics: ability to read (decoding: blending and segmenting)
- Developing understanding about texts: VIPERS
- Reading to and with an adult each week.

English: Writing

- Understanding the purposes for writing
- High quality models for writing
- Strong emphasis on handwriting, spelling, punctuation and grammar (SPaG)
- Drafting, evaluating and editing their own work with growing independence
- Spoken English: developing children's ability to communicate and perform

Reading

Reading is one of the most important parts of your child's development!

- It is important for your child to read aloud daily to an adult. This can be a book from school or a book from home.
- Please complete the reading record with your child wherever possible. This helps us to understand the range of books your child is reading.
- Reading Owls Website can be used for additional electronic books.
- Wherever possible, read with your child and develop their love of reading through visiting the library or book shops

Useful websites:

<http://www.lovereadng4kids.co.uk>

<http://www.readingzone.com/>

<https://www.waterstones.com/campaign/books-of-the-month>

| Percentile Rank | Minutes of Reading Per Day | Baseline - Words Read Per Year | Plus 10 Minutes - Words Read Per Year | Percentage Increase In Word Exposure |
|-----------------|----------------------------|--------------------------------|--|--------------------------------------|
| 98 | 65 | 4,358,000 | 5,028,462 | 15% |
| 90 | 21.1 | 1,823,000 | 2,686,981 | 47% |
| 80 | 14.2 | 1,146,000 | 1,953,042 | 70% |
| 70 | 9.6 | 622,000 | 1,269,917 | 104% |
| 60 | 6.5 | 432,000 | 1,096,615 | 154% |
| 50 | 4.6 | 282,000 | 895,043 | 217% |
| 40 | 3.2 | 200,000 | 825,000 | 313% |
| 30 | 1.8 | 106,000 | 694,889 | 556% |
| 20 | 0.7 | 21,000 | 321,000 | 1429% |
| 10 | 0.1 | 8,000 | Based on reading level, ~300,000 words | |
| 2 | 0 | 0 | | |

Distribution of time spent reading books outside of school, with estimated words read per year and projection of increased words per year if each child's average daily time spent reading were increased by ten minutes. Adapted from Adams (2006), with baseline data from Anderson, Wilson and Fielding (1988).

The National Curriculum

Practical ways to support your child's learning in English

Reading

- Talk about words – can your children define a word without using the word they are defining?
- Can your child predict what might happen?
- Can your child summarise what happened on a page, in a chapter, in a whole text?
- Can your child use a thesaurus and dictionary accurately and quickly?

**Whole
school
ideas**

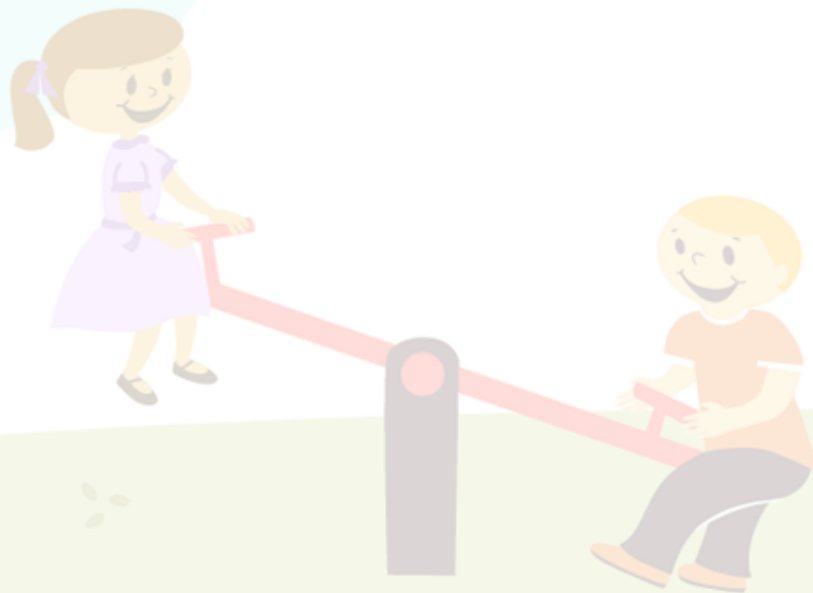
Spelling and Grammar

- Can your child spot different word classes: noun, adjectives, verbs, adverbs?
- Can your child use the right vowel digraphs? (ai, ay, ey, a-e etc)
- Can your child spell homophones correctly? (right/write, for/four, their/there/they're)

Writing

- When writing can they write in paragraphs and check their spelling and punctuation?

End of Year 1 writing check list



Working at the Expected Standard:

| | | |
|---|---|--|
| Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher: | | |
| To write sentences in order to create short narratives and non-fiction texts. | | |
| To use some features of different text types (although these may not be consistent). | | |
| To reread their writing to check that it makes sense and make suggested changes. | | |
| To use adjectives to describe. | | |
| To use simple sentence structures. | | |
| To use the joining word (conjunction) 'and' to link ideas and sentences. | | |
| Has an awareness of and is beginning to use: | capital letters for names, places, the days of the week and the personal pronoun 'I'. | |
| | finger spaces. | |
| | full stops to end sentences. | |
| | question marks. | |
| | exclamation marks. | |
| To spell most words containing previously taught phonemes and GPCs accurately. | | |
| To spell most Y1 common exception words and days of the week accurately (from English Appendix 1). | | |
| To use -s and -es to form regular plurals correctly. | | |
| To use the prefix 'un'. | | |
| To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word). | | |
| To write lower case and capital letters in the correct direction, starting and finishing in the right place. | | |
| To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. | | |

The National Curriculum

Phonics and Early Reading

Phonics is taught daily in EYFS and KS1 – this links into spelling into Y2 and KS2. A new phoneme/grapheme is taught each day with regular assessment and recap lesson. Lessons include reading and spelling words containing the new phoneme or grapheme.

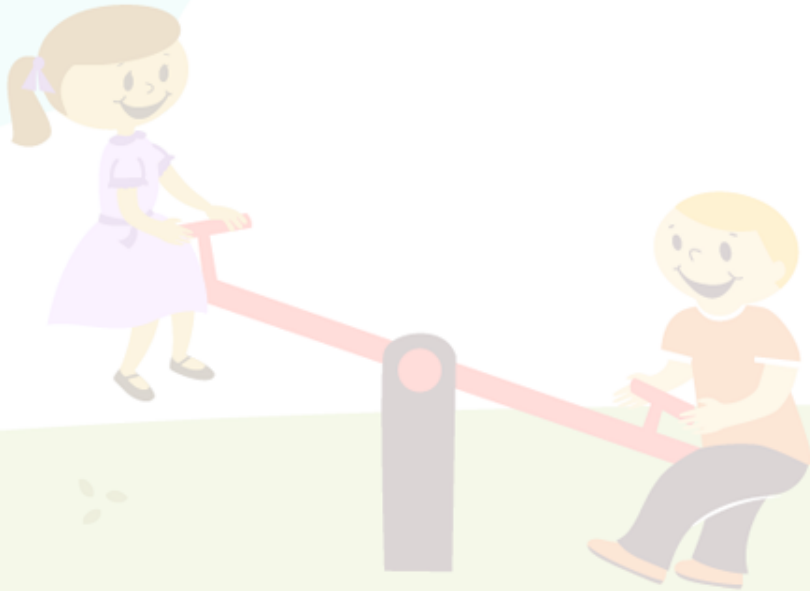
Reading books:

Phonetic decodable book – includes graphemes that have previously been taught and that children should be able to read successfully and confidently.

Shared read book – a non decodable book that links to the colour band your child may be on. It contains a mix of grapheme taught and tricky words containing grapheme not yet taught (therefore is not yet decodable). Your child may be able to read some words, but may need more support reading others. Sometimes the shared read book is sent home as a ‘challenge’. This may be for children to practice fluency and expression or with more challenging vocabulary they can find the meaning of with your support.

Library book – Books for you to enjoy together and promote a love of reading.

End of Year 1 reading check list



Working at the expected standard:

| Pupil(s) are beginning to independently apply their knowledge and skills: | |
|---|--|
| To blend sounds in unfamiliar words using the GPCs that they have been taught. | |
| To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for all of the 40+ phonemes. | |
| To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words. | |
| To read words containing taught GPCs. | |
| To read words containing -s, -es, -ing, -ed and -est endings. | |
| To read words with contractions (for example, I'm, I'll, we'll). | |
| To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words. | |
| To re-read texts to build up fluency and confidence in word reading. | |
| To continue to demonstrate a pleasure in reading and a motivation to read. | |
| To link what they have read or hear read to their own experiences. | |
| To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. | |
| To retell familiar stories in increasing detail. | |
| To recite simple poems by heart. | |
| To discuss word meaning and link new meanings to those already known. | |
| To check that a text makes sense to them as they read and to self-correct. | |
| To predict what might happen on the basis of what has been read so far. | |
| To begin to make simple inferences. | |
| To discuss the significance of titles and events. | |
| To join in discussions about a text, take turns and listen to what others say. | |

The National Curriculum

Understanding your child's learning in Maths

Maths

- **Developing mathematical fluency**
 - automatic recall of addition and subtraction facts
 - automatic recall of multiplication and division facts - up to 12×12 by Year 4 tested in the Statutory Multiplication Check (MTC)
 - converting freely between decimals, fractions and percentages
 - using efficient written methods
- **Mathematical reasoning**
 - justifying and proving their ideas
- **Problem solving**
 - applying to a range of problems and persevering in seeking solutions

**Whole
school**

Number - Number and Place Value

- I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- I can count, read and write numbers to 100 in numerals and count in multiples of twos, fives and tens.
- I can, given a number, identify one more and one less.
- I can 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.
- I can read and write numbers from 1 to 20 in numerals and words.

Number - Addition and Subtraction

- I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- I can represent and use number bonds and related subtraction facts within 20.
- I can add and subtract one-digit and two-digit numbers to 20, including zero.
- I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

End of Year 1 Maths check list

Number - Multiplication and Division

- I can 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.

Number - Fractions

- I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement

I can 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]

I can measure and begin to record the following:

- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds)

Measurement continued

- I can recognise and know the value of different denominations of coins and notes.
- I can sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].
- I can recognise and use language relating to dates, including days of the week, weeks, months and years.
- I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

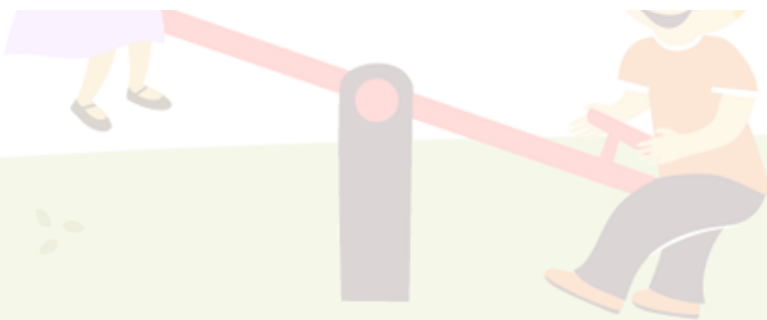
Geometry – Properties of Shapes

I can 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]

Geometry – Position and Direction

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



The National Curriculum

Practical ways to support your child's learning in Maths

- Practise addition and subtraction facts as often as possible.
- Practise times tables 2, 3, 4, 5, 8 and 10 in as many ways as you can.
- Use maths practically in the home.
- Practise telling the time with analogue and digital clocks.
- Let them weigh ingredients for cooking.
- Let them help measure up for a new carpet.
- Go to the shops and buy something with real money.
- Count the change they find around the house.

Come along to our Maths mornings in Autumn term to learn more about how to support your child in Maths.

Assessment at High Lane

At High Lane, our priority is happy, healthy children who reach their full potential. We spend lots of time getting to know your children to better understand their strengths and areas where they may need more practice and support.

We have worked hard as a school to develop a recovery curriculum to support the needs of our children. We feel confident in our curriculum as our practice is already to ensure we understand any gaps in learning and plan for learning that is personalised to meet your child's needs.

To help us to assess your child's understanding and progress we use:

- On-going assessment of work in books and discussions and interactions in class
- Recordings of independent application of knowledge and skills in a range of activities
- Assessments at the beginning and end of units to show progress
- End of term/year tests

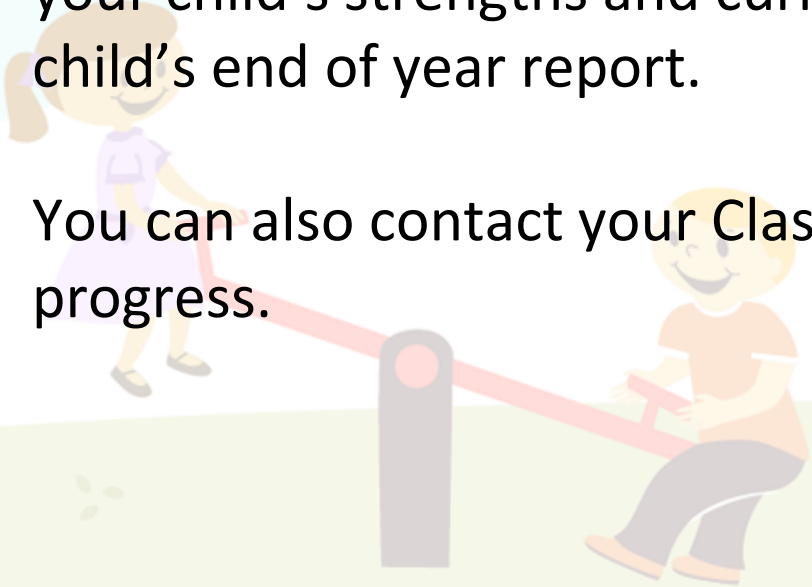
Assessment at High Lane

Reporting your child's attainment and progress

We make judgements as to whether your child is working at 'age-related expectations' throughout the year.

We will talk to you about your child's progress at two parents' evening throughout the year, where you will also receive a copy of your child's interim review report that outlines your child's strengths and current areas of focus. Additionally, you will also receive your child's end of year report.

You can also contact your Class teacher at any time in the year to discuss your child's progress.

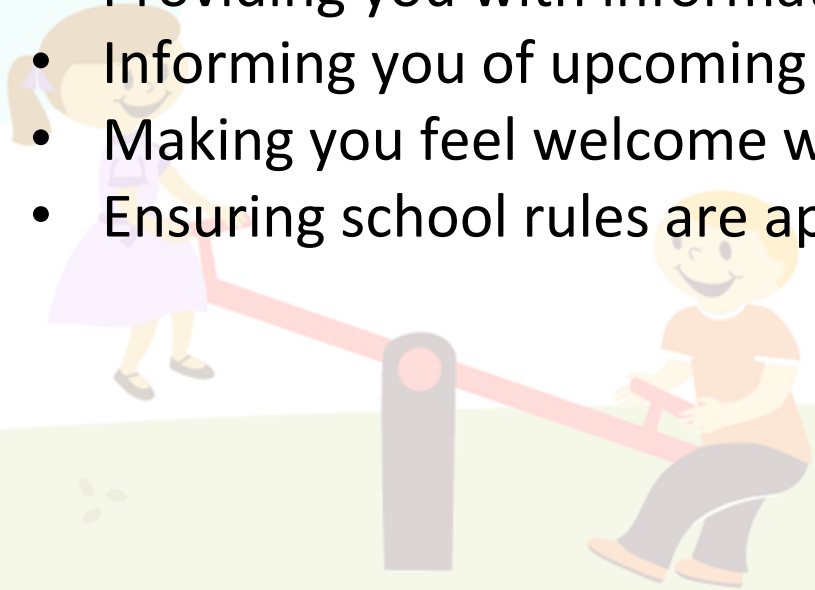


Home/School Partnership

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How **we** can help:

- Making sure your child is safe, happy, cared for and learning well whilst at school
- Keeping communication channels open
- Providing you with information like this
- Informing you of upcoming events
- Making you feel welcome when you visit
- Ensuring school rules are applied consistently



How we communicate with you

Class Dojo

- Whole School Story: Termly dates, correspondence and reminders
- Class Story: Information about learning including photographs, trips and homework

Parent Pay

- Payment for school dinners, trips/school events and clubs

School Website

- Our School: Our school values and important school policy information
- Learning: Curriculum pages give you an understanding of what we think is important
- Classes: Class pages give you a yearly overview of what your child is learning and termly key questions
- Parents: Useful information for parents including reminders about Parent Pay, uniform and online safety
- Holiday Dates: Provides detail of term dates and INSET dates throughout the year

E-Safety

School Platforms: Purple Mash, Ed Shed, Google Suite, Class Dojo

There are systems in place to monitor activity on all of our platforms whether children access these platforms at school or at home. Children should never share their own login information with others or use anyone else's login information to access these platforms. All children learn how to and are expected to use our platforms responsibly.

Age Ratings and Restrictions

See website for app guides!

It is important to educate your children about age ratings and restrictions on apps and media. We are seeing increased cases of children accessing content not designed for their age group. This can often lead to irresponsible use of apps or children not being able to regulate their emotional responses to what they have seen.

School Website

Parents: Useful information for parents including guides about screen time and app specific information including age ratings and guidance

Home/School Partnership

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How **you** can help:

- Read the 'Information for Parents' Booklet
- Ensure your child has all the equipment/uniform they need - including in date inhalers/medication
- Reinforce school rules when on school grounds (keeping your child with you at all times, no mobile phones or dogs on school grounds)
- Ensuring child's reading and homework books are in school on the correct days
- Keep communication channels open - Check Class Dojo and Parent Mail regularly!
- Attending meetings like this
- Support school fundraising where possible
- Read with your child – develop their love of reading through visiting the library or book shops
- Help your child learn how to tell the time both from analogue and digital clocks
- Practise key skills with your child at home – for example, number bonds and/or multiplication and division facts

What to do if you have a question or concern

First – Please make an appointment to speak to see me.

Contact me through Class Dojo or phone the school office so we can arrange a time that is best to talk over the phone. I will be able to take action to address it or suggest who can help.

Then– If you feel that you need to take your concern further, you can make an appointment with Mrs Humphries.

If something happens at home that you feel we need to know about (e.g. family bereavement):

- Please let us know as soon as possible if you are able. This information will be handled sensitively and confidentially - it will only be shared on a 'need to know basis'.
- Please contact the school office straight away if there are changes to contact details or your child's medical information

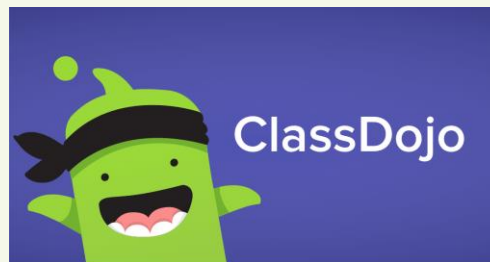
Class Dojo

Class Dojo allows families to become part of our school community and is a great communication tool between home and school.

So that everybody can really make the most of Class Dojo, please remember these important points:

- Please ensure that any comments made are positive and linked to your child's learning or wellbeing.
- Teachers will try to respond to you within 3 working days. During the evenings and weekends, teachers may set their Dojo to 'quiet time' so do not expect a response during these times.
- **Do not** share photographs from Class Dojo on social media, when other children other than your own are in the photograph.
- Please **do not** use Class Dojo to inform teachers of absences or appointments.

If in doubt of who to contact, please refer to the **Information for parents** leaflet sent home at the beginning of the year.



What does your child need to have in school?

School Uniform: Your child should wear school uniform on all days except PE days

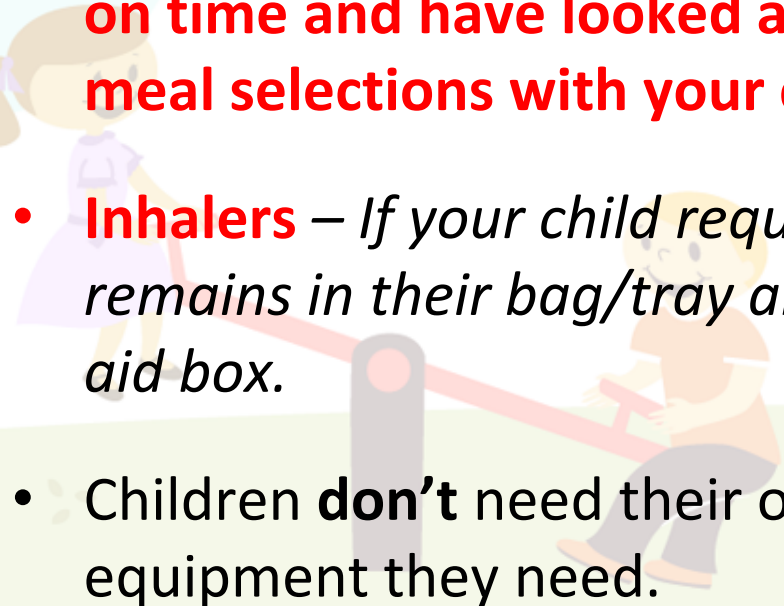
On PE days, your child must wear **school** PE kit:

- Red school jumper
- White shirt
- Black joggers, leggings or shorts
- Trainers - that your child can fasten themselves

Please be mindful of the weather as we move into winter

Your child needs a jumper/cardigan and a waterproof coat **every day**

What does your child need to have in school?

- A healthy **nut-free** snack in their coat pocket.
 - A lunchbox if your child has packed lunches.
 - **If your child has a school dinner, please ensure you have made the menu selections on time and have looked at the menu with your child. We recommend making the meal selections with your child where possible.**
 - **Inhalers** – *If your child requires an inhaler, they should have **two** in school. One that remains in their bag/tray and a second that remains with the classteacher in the first aid box.*
 - Children **don't** need their own stationery, we have provided your child with all the equipment they need.
- 
- A cartoon illustration of two children playing on a seesaw. One child is on the ground, and the other is in the air. The background shows a simple landscape with a green hill and a blue sky.

Water Bottles

Children need to bring a clean water bottle to school everyday.

- Only water should be put in the water bottles
- Only 0.5l water bottles with wide necks should be sent into school
 - this it to ensure your child is confident filling their water bottle if

necessary



Special Educational Needs and Disabilities

Children and young people with SEND have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. Around one in five children has SEND at some point during their school years. Some children have SEND right through their time in school.

There are four broad areas of need within SEND:

Communication and interaction

Cognition and learning

Social and emotional mental health (SEMH)

Sensory and physical

The school SENDCo is **Miss Lloyd**.

Our Stockport Neighbourhood Inclusion teacher is **Mrs Jackie Shah**.

She works closely with our team and may support pupils with SEND and/or their families.



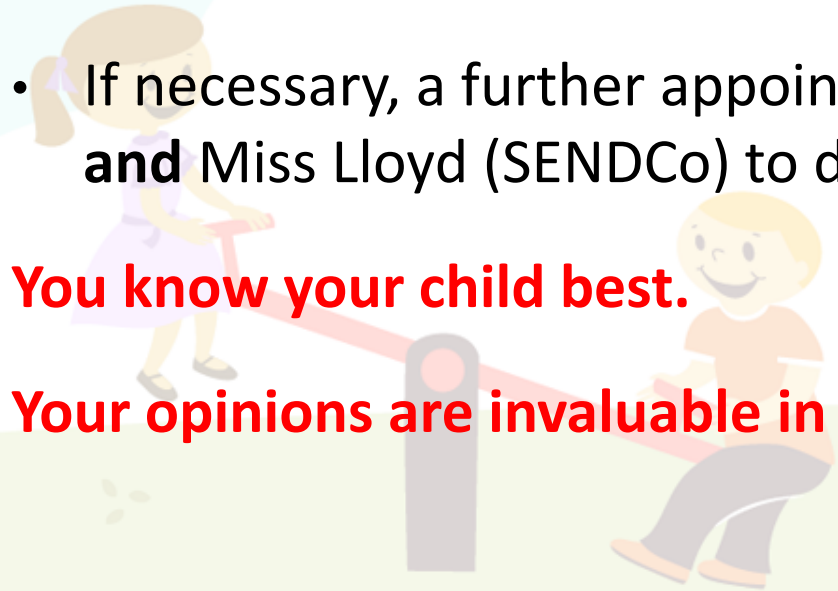
What to do if you think your child may have SEND?

Don't worry! There is a lot we can all do to make sure they are happy and learn well at school. Our team are passionate and skilled in supporting **all** children.

- First, speak to your child's class teacher. They will make a note of your concerns and work **with you** to monitor your child's progress. They will work in partnership with our SENDCo to ensure your child is supported.
- If necessary, a further appointment can be made to meet with your child's classteacher **and** Miss Lloyd (SENDCo) to discuss any concerns further.

You know your child best.

Your opinions are invaluable in helping us to find the right support for him or her.



What will we do if we think your child may have SEND?

- We will talk with you about your child's progress and support we feel they may benefit from. We may also ask you if you would like to share any background information from your child's early childhood that you feel is relevant to us understanding and supporting your child's needs.
- We may carry out additional assessments to help us personalise his/her learning.
- **Together**, we will create a SEND Support Plan that details your child's strengths, and the support they require in order to work towards their full potential academically, emotionally and/or socially.
- They may be offered time in one of our intervention groups. These are usually led by our team of trained and experienced teaching assistants. **Please note**, not all children receiving support via intervention groups have SEND support. We use interventions to support children of **all** abilities.
- We may ask for additional input from external experts. You will always be asked for your permission before this happens and we will discuss with you their input.

You can find out more about the school's approach to SEND from:

- The school's website

<http://www.highlane.stockport.sch.uk>

- Stockport's Local Offer Website – a 'one stop shop' for all things SEND.

<https://stockport.fsd.org.uk>

Or search 'Stockport SEND'



Thank you for your time.

Please do not hesitate to contact me via Class Dojo with any questions you may have.

