

Catcott Primary School

Welcome to Reception/ Year One
2023-2024



School Trips

- Dunster Castle- Spring term

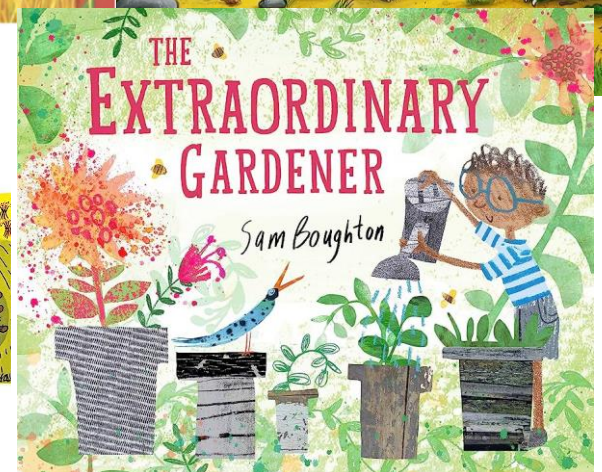
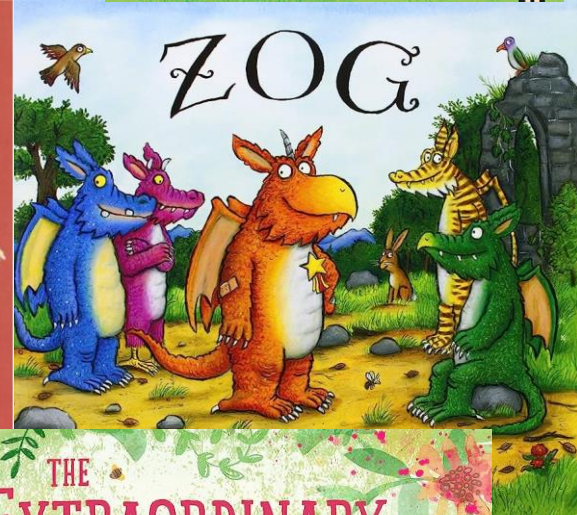
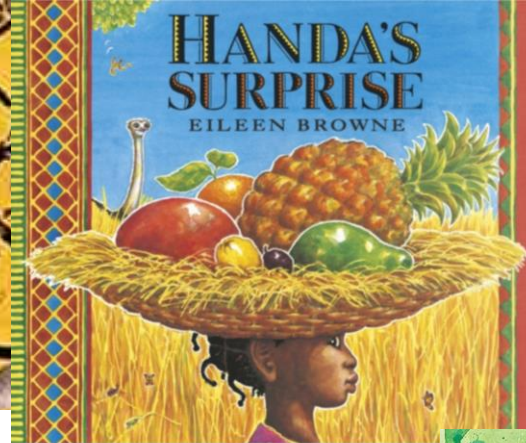
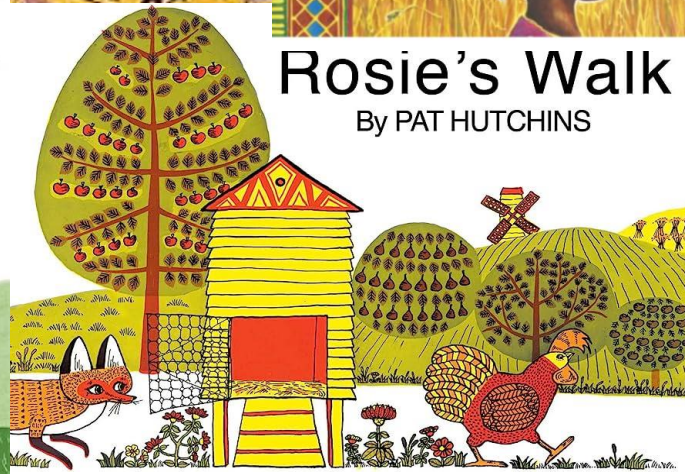
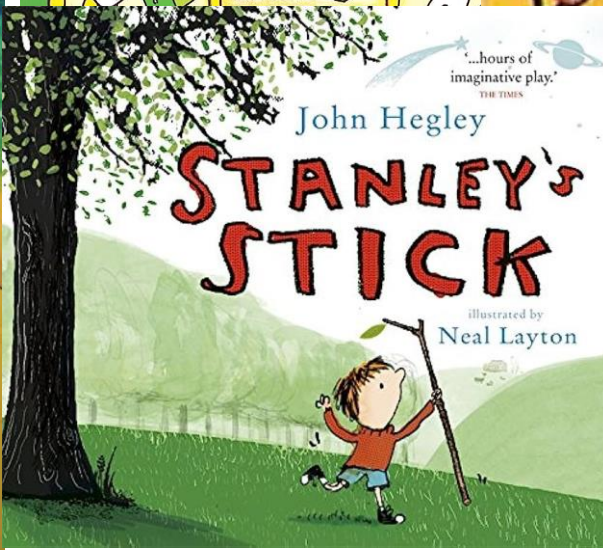
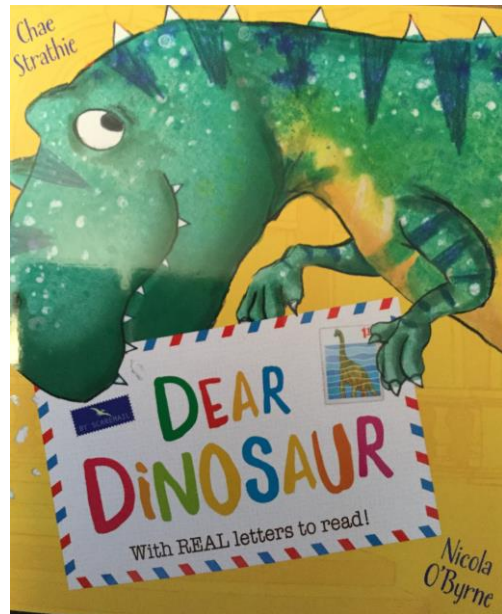
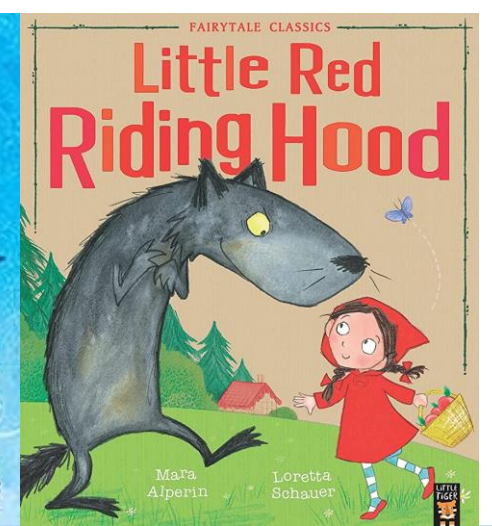
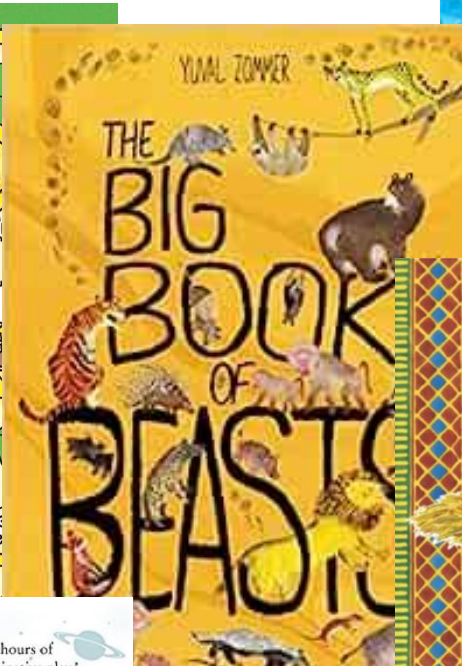
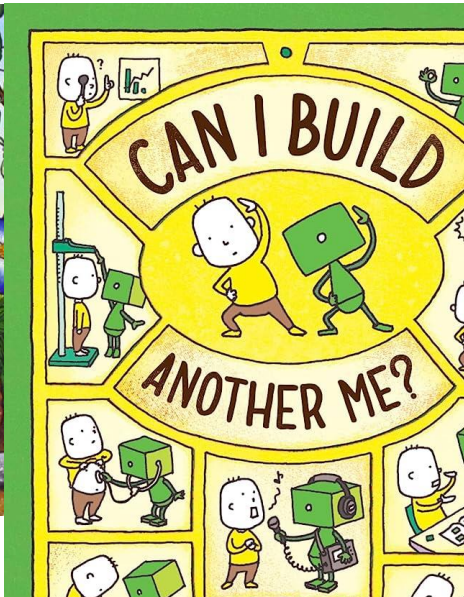
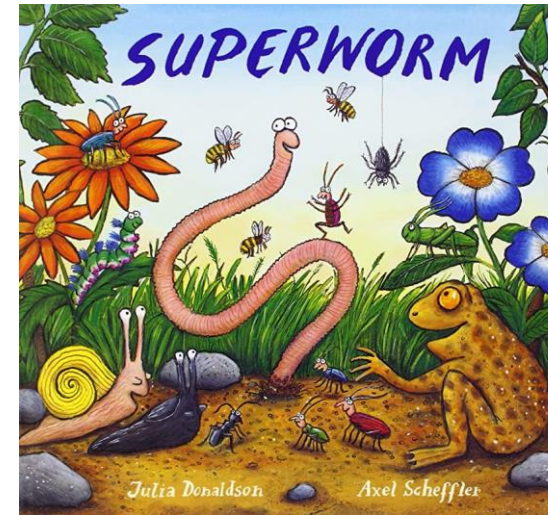


Unlocking Letters and Sounds

At Catcott Primary School we promote a 'phonics first' approach and in both our guided reading sessions at school and in the books children take home, texts are very closely matched to a child's current phonics knowledge so that every child can experience real success in their reading. In these crucial early stages of reading we primarily use books from Ransom Reading Stars Phonics, to ensure complete fidelity to the Unlocking Letters and Sounds progression we follow. Once children progress beyond decodable texts, they move onto our book scheme so that they can continue to progress in their decoding, fluency and comprehension skills to become avid, expert readers.



English Key Texts





The Importance of Reading

The importance of reading for children cannot be underestimated. Reading for pleasure can benefit a child's education, social and cognitive development, their wellbeing, and their mental health.

Engaging with books allows us to be transported to other places and worlds. We can become immersed in the lives of fictional characters or learn more about the world around us.

Reading is a key life skill. It is placed at the heart of our curriculum; we have carefully selected texts which will ignite children's imagination, inspire their curiosity and provide a window to the world.

It is commonly said that a child's future academic success and job prospects are directly related to their reading proficiency.

Parents in Partnership

It is crucial for both school and parents to actively teach their child to read. We need you to create a home environment where reading is encouraged and seen as a pleasurable experience.

Spending just 10-15 minutes reading with your child every day will be invaluable in developing their ability and desire to read and learn.

High-quality books

We will ensure that your child has a reading book which is suitably pitched to build both confidence as a reader and fluency.


We will also provide your child with a free-choice library book for enjoyment. Allowing children free choice helps them to develop their identities as a reader as they learn which books/ authors they like and which they do not.

Supporting your child

- Read at least 3 times per week with your child
- Log your child's reading in their Reading Record so that they can access school rewards
- Make reading time pleasurable by finding a quiet, comfortable space and giving your child your full attention.
- Ask your child simple questions as they read to check their understanding
- Use positive language and praise their reading efforts
- Read to your child as part of your evening routine. This builds vocabulary, feeds imagination and can even improve sleep patterns
- Ask them about books/ stories they are reading at school and the authors they are studying.

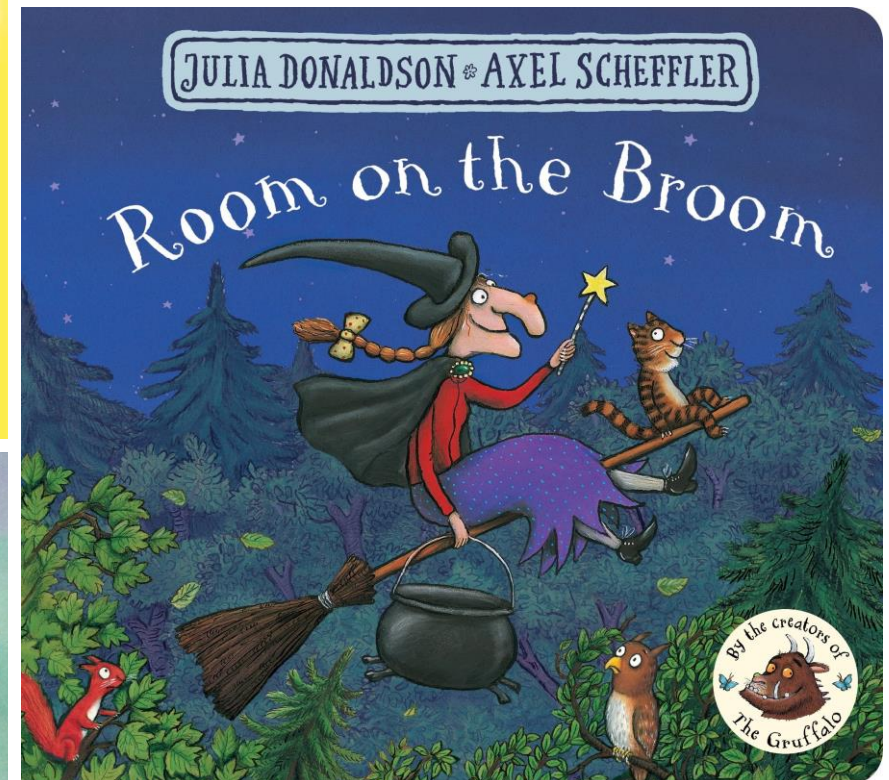
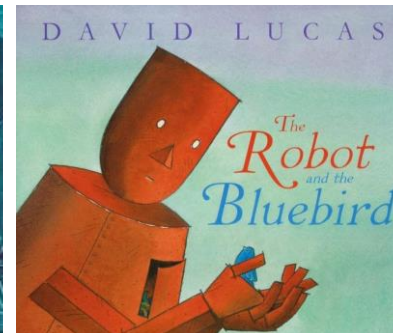
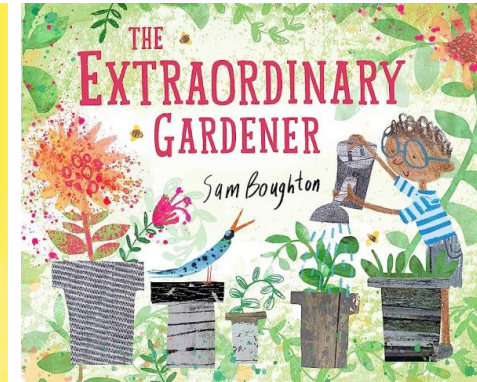
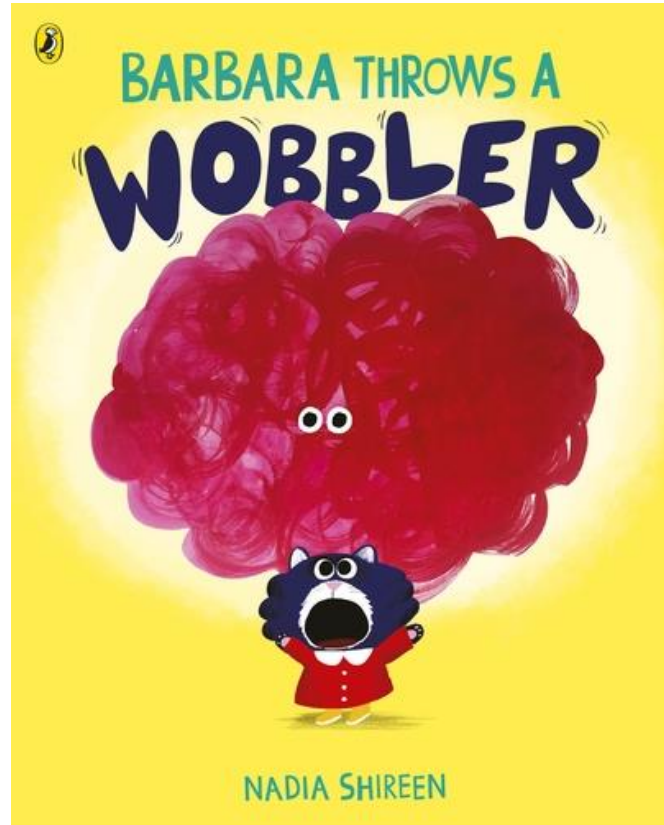
School Routines

- Your child's reading book will be changed regularly:
- Every 3-5 days in Key Stage one, with a book to share coming home every Friday.
- Reading records are checked daily.



Reading is the key to success...

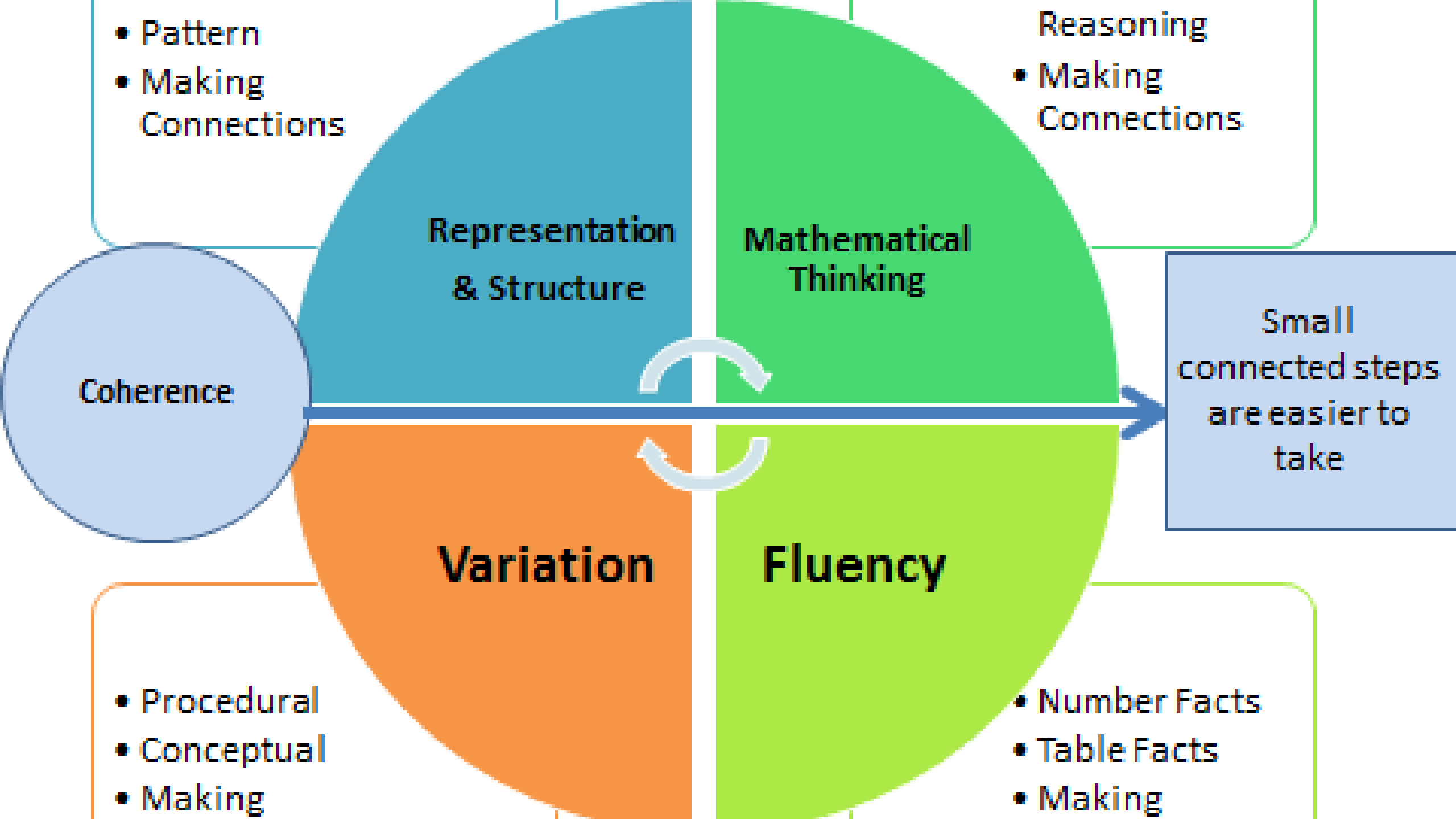
Author Study



Teaching for Mastery

At Catcott Primary, we are currently working towards embedding the 'Teaching for Mastery' approach. Our Teaching for Mastery is underpinned by the NCETM's 5 Big Ideas as well as working collaboratively with the White Rose Scheme.

- Opportunities for **Mathematical Thinking** allow children to make chains of reasoning and connections with the other areas of mathematics.
- A focus on **Representation and Structure** ensures concepts are explored using concrete, pictorial and abstract representations. This includes actively looking for patterns and generalisations that underpin sets of numbers and 'laws' .
- **Coherence** is achieved through the planning of small, connected steps to link every question and lesson within a topic. The curriculum is broken into small steps to develop mastery and address all aspects in a logical progression. This will ensure deep and sustainable learning for all pupils.
- Teachers use both procedural and conceptual **Variation** within their lessons and there remains an emphasis on **Fluency** with a relentless focus on number, the quick recall of facts and procedures, the flexibility and fluidity to move between different contexts and representations of mathematics



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value</div> <div>(within 10)</div> <div>VIEW</div>					<div>Number</div> <div>Addition and subtraction</div> <div>(within 10)</div> <div>VIEW</div>				<div>Geometry</div> <div>Shape</div> <div>VIEW</div>	Consolidation	
Spring term	<div>Number</div> <div>Place value</div> <div>(within 20)</div> <div>VIEW</div>	<div>Number</div> <div>Addition and subtraction</div> <div>(within 20)</div> <div>VIEW</div>		<div>Number</div> <div>Place value</div> <div>(within 50)</div> <div>VIEW</div>	<div>Measurement</div> <div>Length and height</div> <div>VIEW</div>	<div>Measurement</div> <div>Mass and volume</div> <div>VIEW</div>						
Summer term	<div>Number</div> <div>Multiplication and division</div> <div>VIEW</div>	<div>Number</div> <div>Fractions</div> <div>VIEW</div>	<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>	<div>Number</div> <div>Place value</div> <div>(within 100)</div> <div>VIEW</div>	<div>Measurement</div> <div>Money</div> <div>VIEW</div>	<div>Measurement</div> <div>Time</div> <div>VIEW</div>		Consolidation				

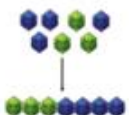
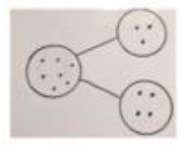
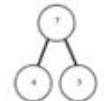

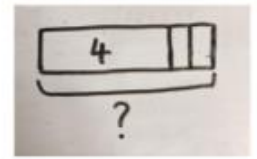

Maths – White Rose

Year 1

Addition and Subtraction

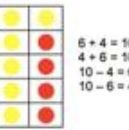
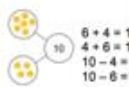
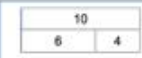
Addition

Vocabulary: Part, whole, addition, add, forwards, put together, more than, total, altogether, distance between, difference between, equals = same as, most, pattern, odd, even, digit, counting on.

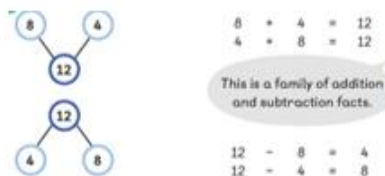
<p>Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars).</p> 	<p>Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.</p> 	<p>$4 + 3 = 7$ Four is a part, 3 is a part and the whole is seven.</p> 
<p>Counting on using number lines using cubes or Numicon.</p> 	<p>A bar model which encourages the children to count on, rather than count all.</p> 	<p>The abstract number line: What is 2 more than 4? What is the sum of 2 and 4? What is the total of 4 and 2? $4 + 2$</p> 

Learn number bonds to 20 and demonstrate related facts

Teach addition and subtraction alongside each other as pupils need to see the relationship between the facts.

<p>Tens Frame</p>  <p>$6 + 4 = 10$ $4 + 6 = 10$ $10 - 4 = 6$ $10 - 6 = 4$</p>	<p>Part Whole Model</p>  <p>$6 + 4 = 10$ $4 + 6 = 10$ $10 - 4 = 6$ $10 - 6 = 4$</p>	<p>Bar Model</p>  <p>$6 + 4 = 10$ $4 + 6 = 10$ $10 - 4 = 6$ $10 - 6 = 4$</p>
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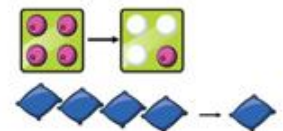
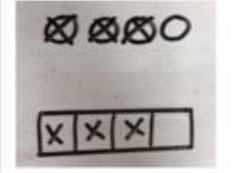
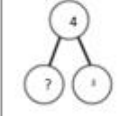
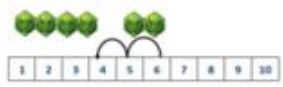
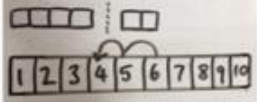
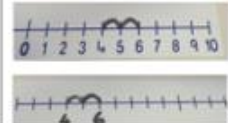
This is a family of addition and subtraction facts.

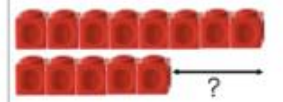
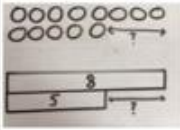
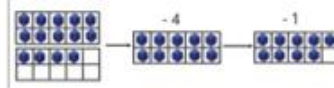

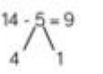


$8 + 4 = 12$
 $4 + 8 = 12$
 $12 - 8 = 4$
 $12 - 4 = 8$

Subtraction

Vocabulary: Part, whole, subtraction, subtract, take away, distance between, difference between, more than, minus, less than, equals = same as, most, least, pattern, odd, even, digit,

<p>Physically taking away and removing objects from a whole (ten frames, Numicon, cubes and other items such as beanbags could be used).</p> <p>$4 - 3 = 1$</p> 	<p>Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used.</p> 	<p>$4 - 3 =$</p> 
<p>Counting back (using number lines or number tracks) children start with 6 and count back 2.</p> <p>$6 - 2 = 4$</p> 	<p>Children to represent what they see pictorially e.g.</p> 	<p>Children to represent the calculation on a number line or number track and show their jumps. Encourage children to use an empty number line.</p> 

<p>Finding the difference (using cubes, Numicon or Cuisenaire rods, other objects can also be used).</p> <p>Calculate the difference between 8 and 5.</p> 	<p>Children to draw the cubes/other concrete objects which they have used or use the bar model to illustrate what they need to calculate.</p> 	<p>Find the difference between 8 and 5.</p> <p>$8 - 5$, the difference is <input type="text"/></p> <p>Children to explore why $9 - 6 = 8 - 5 = 7 - 4$ have the same difference.</p>
<p>Making 10 using ten frames.</p> <p>$14 - 5$</p> 	<p>Children to present the ten frame pictorially and discuss what they did to make 10.</p> 	<p>Children to show how they can make 10 by partitioning the subtrahend.</p> <p>$14 - 5 = 9$</p>  <p>$14 - 4 = 10$ $10 - 1 = 9$</p>

Year 1

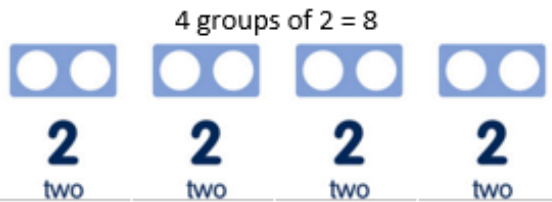
Multiplication and Division

Multiplication

Vocabulary: Part, whole, ones, groups, lots of, doubling, repeated addition, groups of, lots of, times, columns, rows, longer, bigger, higher etc and times as (big, long, wide ...etc)

Counting in multiples of 2, 5 and 10 from zero

Children should count the number of groups on their fingers as they are skip counting.



When moving to pictorial/written calculations the vocabulary is important



This image represents two groups of 4 or 4 twice problems using repeated addition



$$2 \times 4 = 8$$



Solving multiplication

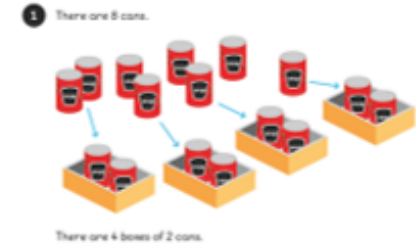
Division

Vocabulary: Part, whole, share, share equally, one each, two each..., group, groups of, lots of, array

Pupils should be taught to divide through working practically and the sharing should be shown below the whole to familiarize children with the concept of the whole.

The language of whole and part part should be used.

$$8 \div 4 = 2$$





Science

Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Animals including humans	Materials	Seasonal changes		Plants and seasonal changes	

A broad and balanced curriculum

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
History	Nursery Rhymes		Castles		Going to the Seaside	
Geography	Weather- hot and cold places		My local area and my school		Villages and towns	
Computing	Technology around us	Digital painting	Moving a robot	Grouping data	Digital writing	Programming animations.
Art	Spirals - Molly Haslund		Inspired by Flora and Fauna		Playful Making	
Music	Musical vocabulary Under the sea	Pulse and Rhythm All about me	Classical music, dynamics and tempo Animals	Timbre and rhythmic patterns Fairytale	Pitch and tempo Superheroes	Vocal and body sounds By the sea

A broad and balanced curriculum

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
PSHE	Health and wellbeing		Relationships		Living in the wider world	
RE	What do Christians believe about Jesus?		What do Christians believe about God?		What do Muslims believe about Allah?	
PE- Thursday (with teachers)	Gymnastics		Dance		Multi Skills	
PE- Monday (with Strode)	Net and wall skills	Net and wall skills	Invasion games	Invasion games	Striking and fielding	Athletics

Homework

Reading

Spellings

- Sent home every week

TT Rockstars and
Numbots



Snacks

- Healthy snacks only- No chocolate, crisps or sweets.
- We encourage children to eat fruit at this breaktime. This is freely available to all.
- Please remember we are a nut free setting.



Class Dojo

- This is used to reward positive dojo points
 - Inform parents of key dates and messages
 - Show parents what has been happening in class.
-
- **Teachers will:**
 - Reward dojo points daily linked to our school values
 - Update the class story weekly with photos and explanations of what we have been learning
 - Inform you of key messages and dates
 - Respond to messages during working hours 9-4



School Expectations

Children should be in school uniform everyday- this includes black school shoes or trainers. No boots.

No jewelery except small stud earrings

Hair should be tied up- our children are active and this can cause safety issues. If it is long enough to be tied up, please do.

PE kit should be worn on PE days- this is a coloured tshirt to match your house colour and a plain black or blue jumper.

After School Provision

TLE will be responsible for all wraparound care. This needs to be booked in advance through the TLE website. [Event Search | TLE Sports Coaching.\(coordinate.cloud\)](#)

School will run breakfast club, which needs to be booked 48 hours in advance through parentmail.

School run clubs can be booked termly through parentmail.

TLE Timetable

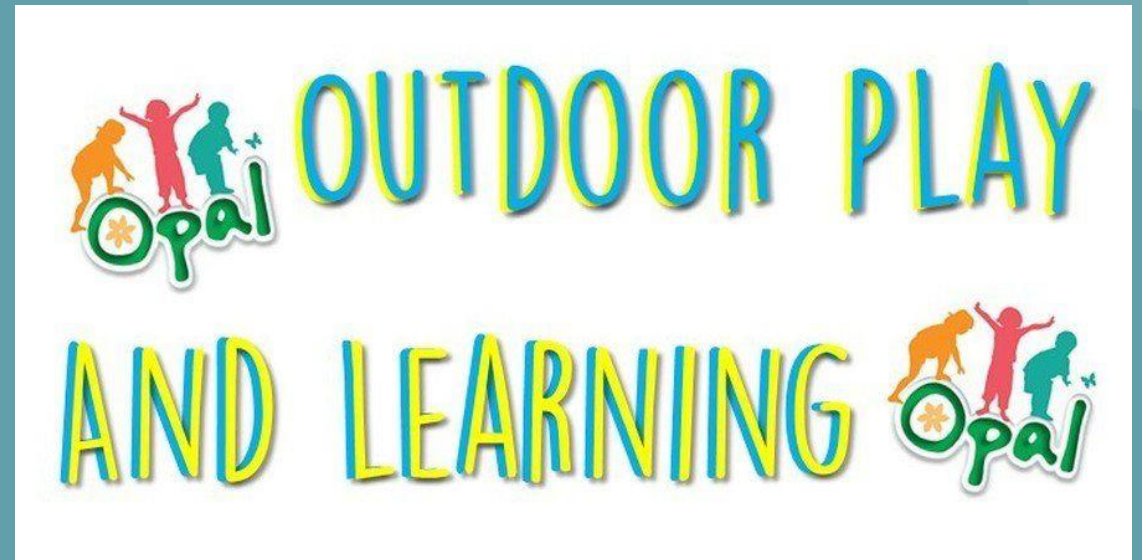
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Timetable 2023 – 2024

	Monday	Tuesday	Wednesday	Thursday	Friday
3:30 – 4:30 (ASC1)	Nerf	Science	Dodgeball	Football	Arts
3:30 – 5:00 (Wrap Around)	Games / Craft	Games / Craft	Games / Craft	Games / Craft	Childrens Choice

To make sure children can play outdoors everyday they need to be warm, dry and comfortable, with the right clothing for all kinds of weather.

The children may get a bit messier and so we are asking for every child to have named wellies or waterproof shoes, a waterproof coat (not showerproof) and waterproof trousers (or puddle suits) if possible in school every day-even in KS2.



Each class will have 1 session per half term. Children need to wear outdoor clothes suitable for the weather.
They will get muddy!



Phonics Screening Assessment

- The Phonics Screening Check 2023 is a test to assess how well your child can use and apply the phonics skills that they've learnt up to the end of Year 1.
- The Phonics Screening Check is also an opportunity for teachers to identify students who need help with their phonics.
- The Phonics Screening Check is designed to check whether pupils have a good understanding of what they have learnt in phonics so far.
- Every child in Year 1 in England has to take the Phonics Screening Check. The child take the test during a one-to-one sitting with a teacher.

Any Questions

- If you have any worries, questions or concerns, please do not hesitate to contact the class teacher.
- The best ways to contact us:
 - email the school office. We will respond as soon as possible.
 - catch us at the end of the day when we bring the children out.
 - Class Dojo

