



**Carlisle** Infant  
School

# Welcome Year 1 Families Information Meeting

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# Punctuality



- Learning begins in school from **8:55am**
- Gates close at **9:00am** and children must then come through the front entrance to ensure they are in class A.S.A.P.

# Absence

- It is essential that your child is in school whenever possible
- If there is a reason your child is unable to be in school, please contact the school office before the day begins to inform them that they will be absent, giving a clear reason for this

# School Uniform

[www.schooldaysllp.co.uk](http://www schooldaysllp.co.uk)



Full  
Uniform

P.E. Days

# Jewellery



# Book Bags/Smart Sacks



- Bring Book Bags to school DAILY
- Book Bags are now kept in their Smart Sacks for ease of access throughout the day
- Reading Diaries should be transported in Book Bags daily

# Phonics

20 minutes at  
the beginning  
of a day to  
revise and  
learn new  
sounds



ay

ou

ie

ea

- We will be inviting families to a morning session soon to show you what our phonics lessons look like to help you best support your child at home

# Phonics



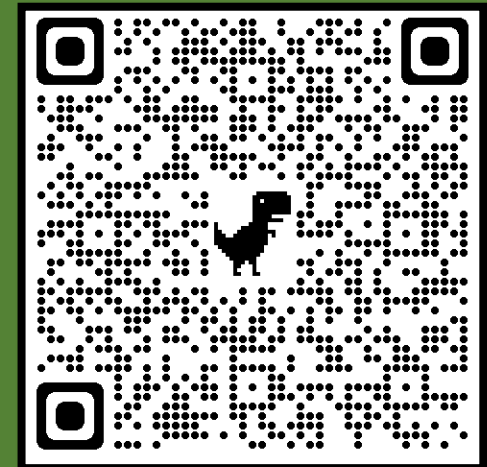
## Phonics sessions typically include:

- *Shuffle Time – Saying Speedy Sounds*
- *Reading words containing previously learnt and new graphemes – Digraphs and Trigraphs*
- *Blend in your head*
- *Reading TRICKY words – (Tricky words containing spelling patterns that are rarely found in other words or do not usually make the sound they do in the tricky word – e.g. said – in this word the digraph ‘ai’ makes the /e/ sound which is uncommon in other English spellings.)*
- *Oral blending of sound to read words*
- *Reading full sentences (including tricky words)*
- *Spelling full words*

# Grow the code grapheme chart

# Phase 2, 3 and 5

s ss c se ce st sc	t tt	p pp	n nn kn gn	m mm mb	d dd	g gg	c ck cc ch	r rr wr	h h	b bb	f ff ph	l ll le al	j jg dge ge	v vv ve
w wh	x	y	z zz s se ze	qu	ch ch ture	sh ch ti ssi ci	th th	ng ng	nk nk	a a	e ea	i iy	o oa	u u o-e ou
ai ay a a-e eigh aigh ey ea	ee ea e e-e ie y ey	igh ie i i-e y	oa o o-e ou oe ow	oo ue u-e ew ou ui	yoo ue u u-e ew	oo u* out	ar a* al*	or aw au aur oor al a aar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear	zh su si



**Phase 5  
Pronunciation  
Guide**

- Children in Year 1 will be taught all these graphemes by the end of the year!!!!

(This is why we need them in school at the beginning of the day.)



# Phonic Screening Check

The threshold mark of the check was 32 words out of 40 (both real and nonsense words).

Taken in  
June 2024

shin

chill

week

gang

snemp 

blurst 

spron 

stroft 



**OFFICIAL  
MEMBERSHIP**



# Reading at Home

- Your child will receive a familiar Reading Book that they will be encouraged to read DAILY.
- Books will be changed at school on a MONDAY
- Please comment on your child's reading in their reading diaries
- Reading Diaries will be commented in by an adult at school during the week
- If your child is reluctant to read at home you could try...

# Reading at Home

- Read to them... (make it funny... read in an accent or read quietly/loudly)
- Read a page each or read up until the time your child nudges you so they can take over
- Encourage them to read to a sibling or a pet
- Read a story/text of their choosing first

Whatever works, we need to encourage **READING** for **PLEASURE** and for reading to be a positive and purposeful process.



# Behaviour

## Golden Rules

We are kind  
and helpful.



We listen.



We are honest.



We work hard.



We look after  
property.





# Zones of Regulation

**Zones of Regulation**

**Yellow Zone** (excited)

frustrated negative wiggly silly

over excited

silly frustrated negative worried wiggly over excited

wiggly

yoga 10

worried

**Red Zone** (angry)

out of control mean mad angry

yelling hitting angry mad mean out of control

angry mad hitting

hexagon breathing 10 breaths den go for a run

squeeze a cushion calm box take a break big problem little problem Jump 5 times 5 minutes

**Green Zone** (calm)

relaxed happy calm

ready to learn

relaxed happy ready to learn positive focused calm

calm

listen superhero good choices alert

ready to learn

**Blue Zone** (sad)

lonely fed up tired sick bored sad

sad

clip 10 times

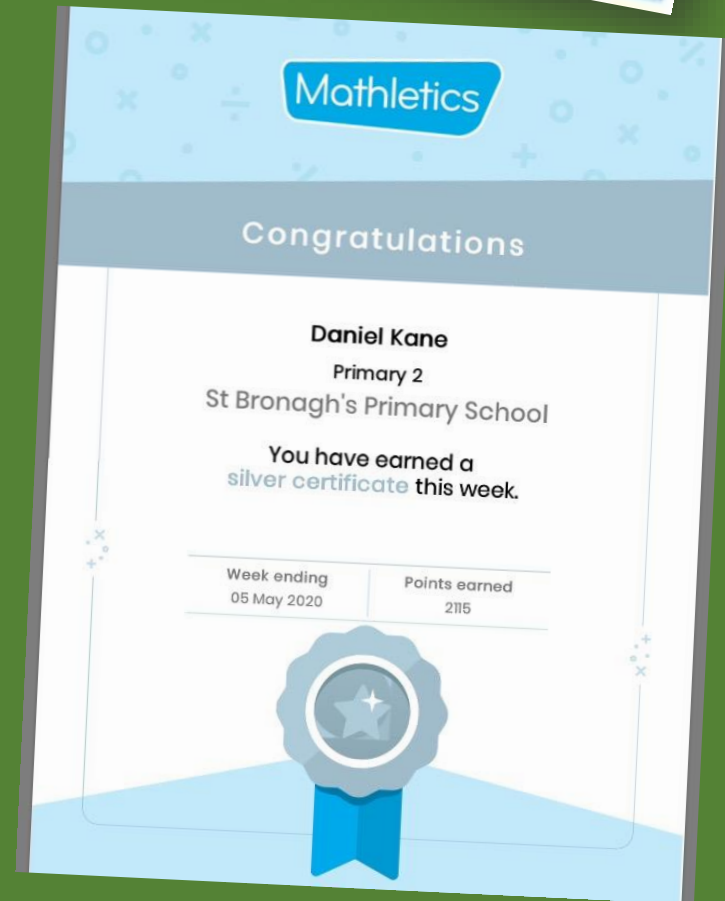
talk about it Have a drink of water

5 stars move it zone look at happy pictures

fed up bored tired lonely

# Mathletics

- Your child will soon get their 'Mathletics' login (stuck in the front of their reading records)- Mathletics helps develop children's mathematical fluency and encourages pre-learning and revision of prior learnt concepts
- Mathletics effort is rewarded in our Friday Celebration Assemblies
- Collect 5 bronze certificates and you will be awarded a silver certificate.
- Collect 4 silvers for a gold certificate.
- You can only earn one certificate per week, so be sure to use Mathletics regularly!





# K.I.R.F.s

## Key Instant Recall Facts

### Recall Facts

I know number bonds for each number to 6.

By the end of this half term, children should know the following facts.  
The aim is for them to recall these facts instantly.

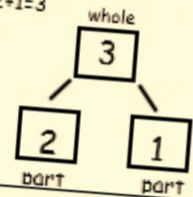
$0 + 1 = 1$	$0 + 4 = 4$	$0 + 6 = 6$
$1 + 0 = 1$	$1 + 3 = 4$	$1 + 5 = 6$
$0 + 2 = 2$	$2 + 2 = 4$	$2 + 4 = 6$
$1 + 1 = 2$	$3 + 1 = 4$	$3 + 3 = 6$
$2 + 0 = 2$	$4 + 0 = 4$	$4 + 2 = 6$
	$0 + 5 = 5$	$5 + 1 = 6$
$0 + 3 = 3$	$1 + 4 = 5$	$6 + 0 = 6$
$1 + 2 = 3$	$2 + 3 = 5$	
$2 + 1 = 3$	$3 + 2 = 5$	
$3 + 0 = 3$	$4 + 1 = 5$	
	$5 + 0 = 5$	

#### Key Vocabulary:

What is 3 add 2?  
What is 2 plus 2?  
What is 5 take away 2?  
What is 1 less than 4?  
What is the whole?  
What are the parts?

#### Key Imagery:

Prove using whole/part model:  
Eg-  $2+1=3$



They should be able to answer these questions in any order, including missing number questions  
e.g.  $3 + \bigcirc = 5$  or  $4 - \bigcirc = 2$ .

#### Top Tips

The secret to success is practising **little** and **often**. Use time wisely. **Can you practise these KIRFs while walking to school or during a car journey?** You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

#### Activity ideas

- \* Use practical resources- Your child has one potato on their plate and you give them three more. **Can they predict how many they will have now?**
- \* Make a poster- We use Numicon at school. You can find pictures of the Numicon shapes here: [bit.ly/NumiconPictures](http://bit.ly/NumiconPictures) -your child could make a poster showing the different ways of making 6.
- \* Play games- You can play number bond pairs online at <http://www.conkermaths.org/cmweb.nsf/products/conkerkirfs.html> (Number tab) and then see how many questions you can answer in just one minute.

# Snacks at School

## School Fruit and Vegetable Scheme



- Children are provided with at least one piece of fruit or salad vegetable daily as a snack
- Unless there is a dietary requirement (discussed with teacher/Miss Goddard) children should not be bringing in their own snacks
- Milk now must be ordered and paid for

# Lunches

- All children are entitled to a free school meal each day
- You are also welcome to offer your child a packed lunch
- Please help us to maximise your child's learning time (and save us from having to go through a second 'lunch choices' register) by ordering and confirming your child's meal choices using your ARBOR account. Thank you.



# Communication

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- We recognise how vital communication between home and school is and we want to build effective and supportive relationships with our families at Carlisle.
- We will collect children from the playground in the mornings and deliver them to the playground for pick up in the afternoons – *the mornings can be tricky to have lengthy conversations as this impacts on children learning at the beginning of the day – after school chats are best or send an email to [info@carlisle.richmond.sch.uk](mailto:info@carlisle.richmond.sch.uk) and we can call you, arrange a meeting or reply to your email ASAP!*
- Please avoid sharing any concerns in front of your child – Transition into Year 1 is quite an adjustment but we all want your child(ren) to feel positively about change!



# Independence



- For your child to thrive in Year 1 and beyond, we need to encourage them to be more and more independent
- Practising listening to and following 2 Step instructions will also help with developing greater independence

# Show and Tell



- Topic related
- Something achieved
- Speaking and Listening opportunity
- No toys/personal items in school please



Year 1 Autumn 1  
**Amazing Africa:**  
 We're going on Safari

**BIG QUESTION...**  
**What is like in this continent  
 and which animals live there?**

Climb aboard Year 1's unique Safari Jeep as we begin our journey exploring Amazing Africa!  
 How confidently could you spot this huge continent on a map of the world and what do you already know about the people and creatures that call African countries home?  
 We focus in on Kenya and make some comparisons between this distant country and our own.  
 Buckle up Year 1 adventurers...this could be a bumpy ride!



**In this half term, you will learn...**

<p><b>Reading</b></p>	<p>to continue to develop a love of reading through sharing quality texts as well as providing time with our daily 'Reading Sessions' for children to engage with a range of fiction and non-fiction texts independently and with their peers.</p> <p>Our daily phonics sessions will focus on recapping and introducing new sounds, tricky words and embedding reading strategies to support independence and confidence.          The following sounds will be covered, in line with our phonics scheme '<a href="#">Little Wandle Letters and Sounds Revised</a>'</p> <ul style="list-style-type: none"> <li>• Review Phases 3 and 4 sounds learnt in Reception</li> </ul> <p>Introduce <b>NEW</b> Phase 5 graphemes</p> <ul style="list-style-type: none"> <li>• /ai/ 'ay' e.g. play</li> <li>• /ow/ 'ou' e.g. cloud</li> <li>• /oi/ 'oy' e.g. toy</li> <li>• /ea/ 'ea' e.g. each</li> </ul> <p>Review these by reading them in longer words.</p> <p>We will also be reviewing previously taught tricky words from Phases 2-4:  <i>the put pull full push to into I no          go of he she we me be was you they all are my by          sure pure said have like so do some come love were          there little one when out what says here today</i></p>
<p><b>Writing</b></p>	<p>We will focus on embedding the following skills and knowledge through quality texts and experiences;</p> <ul style="list-style-type: none"> <li>• Saying a sentence aloud and then writing it.</li> <li>• Write 'Golden sentences' which include finger spaces and a full stop.</li> <li>• Write lists, captions, instructions and retell familiar stories.</li> <li>• Practise correct letter formation, orientation and sizing of letters.</li> <li>• Practise tricky word spellings – these will need to be practised little and often at home</li> </ul>
<p><b>Mathematics</b></p>	<p>We will focus on embedding the following mathematical skills and knowledge;</p> <ul style="list-style-type: none"> <li>• Count forwards to 10 and count backwards from 10.</li> <li>• Count one more and one less, with different representations of a number.</li> <li>• One to one correspondence.</li> <li>• Compare up to 10 objects.</li> <li>• Using the more than/less than symbols.</li> <li>• Compare numbers.</li> <li>• Order up to 10 objects and numbers.</li> <li>• Ordinal numbers</li> <li>• Use the part, part whole model.</li> <li>• Use the addition symbol.</li> <li>• Explore fact families- focusing on addition facts.</li> <li>• Explore systematic methods for number bonds within 10.</li> <li>• Compare number bonds (e.g. if <math>5 + 3 = 8</math> then <math>5 + 4 = 9</math> because 4 is one more than 3)</li> </ul>
<p><b>Science</b></p>	<p>We will focus on developing the following Scientific skills and knowledge;</p> <ul style="list-style-type: none"> <li>• Observe and describe weather associated with autumn and how day length varies and gather and record data by making tables and charts about the seasons/weather</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li> <li>• Distinguish between an object and the material from which it is made</li> <li>• Sort objects and materials by their properties</li> <li>• Say if a material is magnetic or not and describe it's properties</li> <li>• Investigate and develop our knowledge of properties of everyday materials through conducting related experiments.</li> </ul>

Each half term you will receive a new curriculum booklet outlining the learning that will be covered

Thank you for coming this morning.

