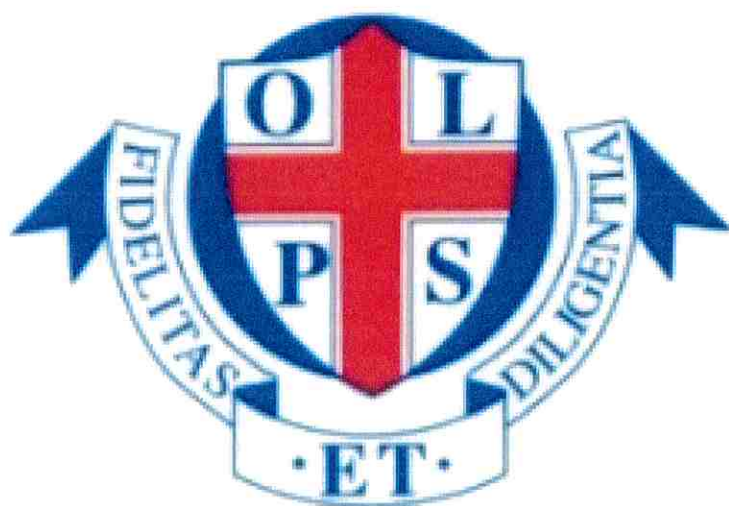


Class Booklet

Year 1



Welcome to
Our Lady's

Welcome to Year 1

Welcome to Year 1 and a new year at Our Lady's!

There are many exciting, creative and wonderful opportunities planned for your children this year and we cannot wait to get started.

We are really looking forward to working with both you and the children.

Mrs Innes, Mrs Lang and Ms Azika

How to contact us:

If there is anything you wish to discuss with the class teachers, please contact the school office to arrange an appointment.

Other notices should be written in your child's contact book. **Please make your child aware a note has been written so they are able to notify the class teacher, as we check them weekly, as opposed to daily.**

Meet the Staff



Mrs Innes
Class Teacher



Mrs Lang
Class Teacher



Ms Azika
Learning Support Assistant

Moving into Year 1

Our typical day

Year 1 is the stepping-stone between two curriculums: the Early Years Foundation Stage Curriculum and the Key Stage 1 National Curriculum.

A typical day in Year 1 will start with the children completing different early morning work activities. These will be based around English, Phonics or Maths. The children will also be heard read once a week during this time. This will be done in small groups, to ensure the teacher can effectively support each child and monitor progression.

Children will then join the rest of the school for assembly after early morning work.

After this, there will be a whole class lesson for phonics and English or Maths, followed by time for children to complete their activities independently, working in a smaller group to ensure any misconceptions are addressed.

Most days the children will have Project Learning sessions. This is where the children choose their own projects, which determines what and how they would like to learn over the course of a week or a couple of days (the times may vary depending on the project your child has chosen). The adults' role will be to model, encourage, scaffold and extend the children's initial ideas and celebrate their successes. During each term, curriculum challenges will be set for all children to complete during their Project Learning time.

Lunch time is from 12-1pm.

Following lunch, the children will be read to every day for 15 minutes. This will help their vocabulary, comprehension and expose the children to a variety of books, which will in turn, aid their writing. Later in the afternoon, they will either have a whole class RE lesson (twice a week), Maths, or a short input and then the children will return to their projects. Before home time, children will be encouraged to review their learning and celebrate their successes.

Children will have a PE lesson on a Monday morning and forest school on a Wednesday afternoon.

Changing reading books:

We follow a timetable to ensure an adult hears your child read at least once a week. On some occasions, parent helpers or other adults may hear them read in addition to this.

In Year 1, we change reading books when the children can read the book confidently and discuss parts of the story. This may mean that your child will have to read or revisit the book multiple times in order to build up confidence.

To help support your child in these skills, we sometimes send home comprehension activities as well as bookmarks with key comprehension style questions on, which you can use to help them review their understanding of the stories they read.

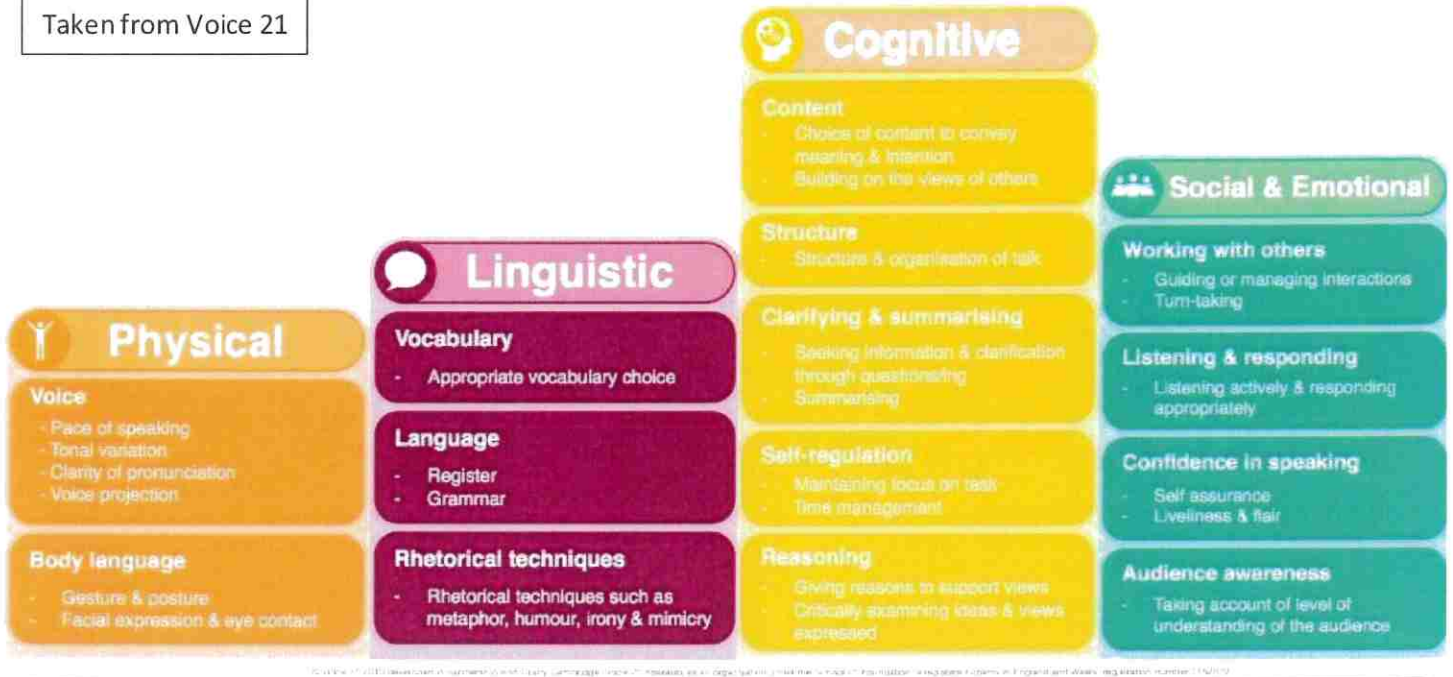
Please ensure you sign and date your child's contact book every time you hear them read, so we are able to track the amount of reading practice each child is having and support or move them on accordingly.

OUR CURRICULUM																					
WE ARE AIMING HIGH!																					
Jesus the teacher guides our every step, leading the way, inspiring us every day.																					
Faithfulness		Truthfulness		Forgiveness		Compassion		Being Humble		Peacemakers		Service to All									
To provide a welcoming and caring community inspired by the Spirit of Christ that ensures everyone is able to be valued, confident, safe and empowered.																					
Our Faith		We are Aspirational			We are a Community		We have Knowledge of the World			We Communicate (including Oracy)		We have Healthy Lifestyles									
Inspiring & learning-focused environment; built on nurturing relationships, enabling all to feel safe & thrive		Expert subject leaders that provide CPD based on an understanding of cognition & learning		High expectations of conduct & learning behaviours that are transferable across the curriculum		Exceptionally clear modelling of key concepts: a well-sign-posted learning journey		Precisely targeted questioning to accurately identify misconceptions & reshape activities		Challenge for all, with rich opportunities for mastery & breadth leading to quality thinking and reasoning		Purposeful marking and feedback advice		Opportunities to embed concepts into long-term memory; to recap, apply & make connections		Accurate assessment through use of progression documents to inform next steps in planning		Language and Communication, Reading, Writing and Maths are woven through the curriculum			
Playing and exploring						Active learning						Creating and thinking critically									
Active Communicator		Independent Learner		Reflective Evaluator		Information Processor		Pro-active Social Thinker		Self-Manager		Problem Solver		Creative Thinker		Effective Investigator					
Communication & Language		Physical Development		Personal, Social & Emotional Development		The Creative Arts		Literacy		Mathematics		Understanding the World		Expressive Arts & Design		Personal, Social, Health & Economic Education					
English		Mathematics		Religious Education		Science		Art & Design		Music		Design Technology		Creative Curriculum		Modern Languages		Computing		Physical Education	
Real life experiences; project management opportunities; memorable, cross-curricular themes		Children's interests explored		Understanding and embracing heritage		Teachers passionately model a love of learning, growth mindset & breadth of vocabulary		Clubs, visits, visitors, events & experiences which increase cultural capital		Empowerment through pupil leadership		Range of high quality texts which inspire a love of reading		Learning from each other through Afl and use of Multiple Intelligences		Forest School Inspired Learning & Learning Outdoors		Collaboration across phases in the Deanery			
Celebrating inclusion, heritage, diversity, equity and equality		Celebration of and sharing with parents & individual successes		Timely intervention & reasonable adjustment		Equal rights, equal access, challenging stereotypes		Ecological awareness		Developing SMSC & FBV		Connected with local, national & global communities		Keeping safe at home, school & in the locality		Equipped for a dynamic future		Physical Health and Wellbeing			
Drug education		Health & Relationship education		Online safety		Anti-bullying		Anti-racism		Protection from extremism		Health & first aid		Protective behaviours		Physical Health and Wellbeing					
Impact 1: Emotional						Impact 2: Social						Impact 3: Intellectual									
Children are happy and enjoy coming to school. Parents and carers are happy with the school and a high proportion would recommend us to others.						Children demonstrate our vision and values in their learning and behaviour in and around school. Children learn to make the right choices for their safety. The choices children make benefit the school and local community.						Children consistently achieve highly, particularly the most disadvantaged. Children make at least expected progress and attain in line with or better than national expectation. Children with SEND achieve the best possible outcomes from their starting points.									
Nationally generated performance information about pupil progress and attainment		Internal school self-evaluation and first-hand evidence of pupil progress across the curriculum including targeted groups such as SEND, EAL & More Able		Listening to a range of pupils read		Discussions with pupils about what they have remembered about the content they have studied		External validation of judgements through school improvement partnerships and across the LA and Deanery													

The importance of Oracy

Oracy is about being a strong and effective communicator. This means that it also refers to the range of speaking and listening skills, behaviours, and language necessary for communicating and working with others so that it makes sense to them. There are four key areas for Oracy skills; they are the physical, social and emotional, linguistic and cognitive aspects of learning.

Taken from Voice 21



Oracy Skills Framework

Physical

Voice

Body

Linguistic

Knowledge of vocabulary

Use

Form

Cognitive

Choice and organisation of content

Reasoning

Questioning

Focus

Social

Awareness

Listening and Responsiveness

Willingness to take risks

Exercise of all skills is always appropriate to context

Prosodic features [the sound of intention', pitch, tone, stress, etc.; these are necessarily related to meaning, e.g. in sarcasm]

Production features [making yourself heard, making sure people know which words you're saying]

Gesture [meaning as movement]

Posture [preventing your movements from interfering with what you're trying to say]

Choice of vocabulary

Choice of phrasing, grammar

Adaptation to purpose of

Simple conventional phrases and speech-acts: greetings, thank-yous, etc.

Complex conventional genres e.g. fairy-tales, newspaper articles, scientific reports etc.

Structure

Theory of mind

Rhetoric

Argument

Critical examination of ideas and views

as to timings

as to task

Recapitulation and summarising

Turn-taking and repair

Observation of ground-rules

Constructive approach to the views of others

Willingness to listen

Why is Oracy so important for children?

- Good oracy skills can help children in every subject that they learn in school. It enables them to express their thoughts and opinions about what they are learning and interact with others thoughtfully and productively.
- Communicating effectively also means that children will be able to express themselves when they do not understand something or perhaps need a little more support with a specific topic. With good oracy skills, they can reach out and explain what they are thinking and what they need help with.
- Having good oracy skills is vital for outside the classroom too. Building strong relationships depends on effective communication, so children will need to develop their oracy skills to form friendships with their peers and teachers.
- Teaching oracy at a young age means that children will have a greater chance of growing up into adults who can healthily express their feelings and be more capable of dealing with a range of emotions.

What are the types of communication?

Verbal communication has to do with the words we use when speaking:

- Pitch (speaking in a loud voice vs. whispering)
- Tone (calm, firm, loving, gentle, angry, accusatory)
- Word choice
- Language/dialect (using words that your child understands)

Nonverbal communication has to do with body language:

- Physical touch (hugs, high fives)
- Hand gestures (thumbs up)
- Facial expressions (smiling, frowning)
- Eye contact (direct, indirect)
- Personal space (body autonomy)

Early Language: Language Development

- By 22 months – a child's language development can predict outcomes at age 26
- By 2 years – 75% of a child's brain growth has occurred
- By ages 3-6 years – a child's narrative skills are a powerful predictor of literacy skills at 8-12 years
- By 5 years – a child's vocabulary will predict their educational success and outcomes at age 30

As a school, we will continue to work on the importance of the physical skills of literacy by expecting children to be active listeners and clear communicators. The key focus this year will be on how children can develop their linguistic skills by using appropriate vocabulary and grammar as well as sentence stems to support their ideas. We will also focus on the importance of the social aspects of Oracy. All classes will have Oracy homework sent home for parents to support their children in their Oracy development.

How we teach

In Year 1, children learn through an approach known as Continuous Provision, which is explained in more detail later on in this booklet. This approach combines child led project based learning as well as teacher led lessons. Teacher led lessons are most often English, Maths, RE and Phonics.

Being able to converse and make themselves understood is important in all areas of life and learning, and so, as a school, we are working to advance the children's skills in Oracy. This is where we will learn about the art of communication: being a good listener and a good speaker. This will be done through modelling, playing games, most importantly, practising clear speech as often as possible.

English and Maths will be taught as whole class lessons and within small groups, on a weekly schedule. This enables the teaching to be targeted towards individual needs.

We focus on the specific areas outlined in the National Curriculum in both whole class lessons and Continuous Provision.

Children will also have a variety of challenges to complete weekly that improve their confidence and provide opportunities for practising key skills in both English and Maths.

In Year 1, we build on the use of Helicopter Stories, which they are familiar with from Reception. Helicopter Stories is a way of children telling stories, which allows them to explore their own ideas, practise speaking and listening skills, and give them the skills and confidence they will need as emerging writers.

RE will be taught as a whole class lesson twice a week. This year we will focus on:

- Families
- Waiting
- Meals
- Change
- Holidays and Holydays
- Neighbours



How we learn and celebrate our learning

We continue to refer to the Characteristics of Effective Learning when reflecting with the children on their work in class. There will be a different focus each term, with all of the characteristics being highlighted throughout the year. Each week, children will be selected to receive a Headteacher award for their demonstration of these important strategies, as well as the school values.

We recognise and understand that learning takes place all of the time no matter what activity you are doing, however big or small. We also understand that children learn from everyone and not just our teachers.

We recognise that all children can be successful learners and all Learning Champions are celebrated.

We like to celebrate our learning through:

- Celebration assemblies
- Head teacher awards for school values and characteristics of effective learning
- Star of the week certificates and privileges
- Earning tokens and prizes
- Sashes Celebration
- Sharing new learning with parents on the Evidence Me app

As a class, the children can also bank tokens each week as they build up to different milestones. Each milestone will have a prize attached to it for the whole class. This is decided by the children as a class, to celebrate our collective learning.

Throughout the year, children will be able to earn sash awards through completing activities at home with their families.

We love to celebrate learning in Year 1, and this includes the mistakes that children make along the way. It is important that children understand that one cannot learn effectively without making mistakes and they should not be afraid to try their ideas out, even if this results in failure.

Continuous Provision and Project Learning

In Year 1, we teach the National Curriculum through a Continuous Provision based approach. This is where the children select their own learning projects and choose the learning style that best suits them, while learning and achieving the expected standards outlined in the National Curriculum. Therefore, the children have continuous access to a variety of resources to aid their progress, regardless of their learning project at that time.

It is widely accepted that using a Continuous Provision approach to the curriculum has many benefits. It builds the children's confidence in their approach to learning, while also challenging their thinking and developing problem solving skills. All of which can be transferred to their whole school life, and beyond a primary school setting. We find it has higher levels of engagement and enjoyment too.

Continuous Provision also helps to build the qualities that children will need to help them achieve the school's learning behaviours and school values. Being able to achieve these and multiple other qualities through Continuous Provision will enable children to fully understand their individual way of learning.

Please see these links for more information on Continuous Provision:

<https://earlyexcellence.com/latest-news/press-articles/maximising-learning-in-key-stage-one/>

<https://earlyexcellence.com/latest-news/press-articles/using-continuous-provision/>

The Characteristics of Effective Learning

To help the children settle into the new classroom routines in Year 1 we will be encouraging them to develop their understanding of the characteristics of effective learning, which they began in Reception, in line with the rest of the school's Learning Behaviours.

The ways in which a child engages with other people and their environment underpin learning and development across all areas and support the child to remain an effective and motivated learner. The three Characteristics of Effective Learning are:

- **playing and exploring** - finding out and exploring, playing with what they know, being willing to 'have a go'.
- **active learning** - being involved and concentrating, keeping trying, enjoying achieving what they set out to do.
- **creating and thinking critically** - having their own ideas, making links, choosing ways to do things.

Outdoor Learning

Direct experience outdoors is powerful, motivating and has impact and credibility. Therefore, outdoor learning at Our Lady's Catholic Primary School is about engaging children in many different ways, ensuring that learning is being brought to life as well as making connections across the curriculum and developing their social skills and learning behaviours. At our school, we believe that all children have the right to experience the unique and special nature of being outdoors. Outdoor learning is integrated into the curriculum, including during forest school inspired learning and the use of Multiple Intelligences. (See MI curriculum examples) We ensure that experiences and sessions are frequent with a continuous flow from outdoor to indoor and vice versa with all lessons supporting learning.

What is Outdoor Learning?

Outdoor Learning is a broad term that includes: outdoor play in the early years, school grounds projects, environmental education, recreational and adventure activities, personal and social development programmes, expeditions, team building, leadership training, management development, education for sustainability, adventure therapy ... and more. Outdoor Learning does not have a clearly defined boundary but it does have a common core.

All forms of Outdoor Learning value direct experience

Outdoor Learning can provide a dramatic contrast to the indoor classroom. Through skilled teaching, interpretation or facilitation, outdoor experiences readily become a stimulating source of fascination, personal growth and breakthroughs in learning.

Outdoor Learning is active learning in the outdoors

In Outdoor Learning, participants learn through what they do, through what they encounter and through what they discover. Participants learn about the outdoors, themselves and each other, while also learning outdoor skills. Active learning readily develops the learning skills of enquiry, experiment, feedback, reflection, review and cooperative learning.

Outdoor Learning is real learning

Not only does Outdoor Learning happen in the natural environments where participants can see, hear, touch and smell the real thing, it also happens in an arena where actions have real results and consequences. Outdoor Learning can help to bring many school subjects alive while also providing experiential opportunities for fulfilling the National Curriculum.

Outdoor Learning broadens horizons and stimulates new interests

There is no limit to the experiences and curiosities that outdoor environments and activities can arouse. Participants frequently discover potential, abilities and interests that surprise themselves and others. Safety codes provide clear boundaries and learning goals give clear direction, but Outdoor Learning draws in energy and inspiration from all around. 'Broadening horizons' is a common outcome.

Outdoor Learning is becoming more integrated

Many forms of Outdoor Learning are crossing traditional boundaries: recreation providers are paying more attention to personal and social development; development-training providers are showing more interest in the environment and sustainability; field studies are becoming more active and developmental. Participants' experiences are enriched as providers develop a broader vision and more integrated practice.

Uniform and Timetable for Forest School Inspired Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Year 2	Reception		Year 5	
PM	Year 6	Year 4	Year 1	Year 3	

Forest School Uniform	
Black/navy jogging bottoms or leggings and a sweatshirt Black/navy t-shirt Wellington boots	During Winter: Hat, scarf, gloves and thick socks

Since the forest school sessions began, it has become increasingly common for children to be wearing expensive/fashionable forest school clothing. These are not appropriate for the sessions as they will get ruined, particularly in the coming autumn and winter months. In order for true learning to take place in the outdoor environment, children cannot be concerned with muddying or damaging expensive clothing. There are pictures below to help all understand the expectations.



Outdoor Learning



Year 1 are grateful to have weekly access to the Forest School Inspired Learning area on a Wednesday afternoon. During this time, children will be exposed to new skills, tools and knowledge then be given time to choose what they would like to do and which equipment they would like to use.

Forest School enables children to further develop their problem solving skills in multiple ways. It allows them to work together to overcome issues that arise within their projects. These skills are then transferred to classroom projects and lead to children taking on a wider variety of subjects. Forest School also improves children's motivation, confidence and oracy skills which assists all learning.

In addition, Year 1 are very fortunate to have access to an outdoor area during their learning project time. This enables children to choose a style that best suits them to aid learning in a variety of subjects, children are therefore able to undertake bigger tasks that require outdoor space to be completed.

All children in Year 1 have access to Forest School and their outside area in **ALL** weathers, unless deemed unsafe to use. Please be aware this may mean that children could come home muddy, but they will have had a lot of fun and learnt lots! Therefore, it is essential that your child attend school in appropriate clothing for the weather at all times. We encourage wellies to be left in school, as well as a change of clothes that they may keep on their pegs.

We regularly take the children on walks around the local area. These always have a focused outcome, for example, communicating with peers, sensory walks, a study of local buildings, seasonal observations, road safety.

Multiple Intelligences

What is intelligence?

According to Dr Howard Gardner (1983), 'An intelligence entails the ability to solve problems or fashion products that are of consequence in a particular cultural setting or community.'

Multiple intelligences are a powerful and empowering tool as they allow learners to learn what they really need. They describe skills, potential and preferences. Multiple intelligences do not work alone in the learning process, they work in conjunction with learning styles and thinking skills. Mike Fleetham states, 'Learning styles are the different ways in which a learner takes in information. Thinking skills are the different ways in which a learner processes, stores and retrieves information. Multiple intelligences are the different skills and talents a learner uses to make products and solve problems – to demonstrate learning.'

There are eight multiple intelligences that we will focus on and we have called our intelligences 'wise' to ensure that everybody clearly understands that this is not an academic focus but a further development of learning behaviours and how we approach the way in which pupils learn. The multiple intelligences are:

- Body Wise (Kinaesthetic Intelligence)
- Logic Wise (Logical/Mathematical Intelligence)
- Music Wise (Musical Intelligence)
- Word Wise (Verbal/Linguistic Intelligence)
- Visual Wise (Spatial Intelligence)
- Self-Wise (Interpersonal Intelligence)
- People Wise (Intrapersonal Intelligence)
- Nature Wise (Naturalist Intelligence)

There are four different approaches to how multiple intelligences can support teaching and learning. They are:

- building on strengths;
- developing talents;
- enhancing understanding;
- solving problems.

At Our Lady's Catholic Primary School, these are the cornerstones of our Multiple Intelligences.

- Everyone is WISE (Wonderfully, Intelligent, Skilful, Experimenters) in their own unique way.
- There are at least eight ways to be wise.
- Our intelligences combine and work together.
- Everyone has each intelligence.
- Intelligences can develop and grow.
- All year groups have key definitions related to their abilities.

Our Catchphrase is:

- Everyone is **WISE!**
(**Wonderfully Intelligent Skilful Experimenters**)

Word Wise

Understands the meaning of words and uses precise vocabulary
Expresses themselves clearly when talking, loves to debate and enjoys the art of conversation
Can explain ideas effectively to others

Self-Wise

Sets personal goals and works to achieve them
Is able to plan and make decisions
Effectively and independently uses the school learning behaviours
Enjoys spending time alone and feels good about themselves

Logic Wise

Asks questions
Spot mistakes quickly
Understands, recognises and categorizes information and patterns
Organises thoughts clearly and makes connections

Visual Wise

Can recognise and imagine objects, 3D shapes, patterns, events and ideas in their heads
Are creative thinkers and enjoy completing art projects
Can create visual aids to remember ideas

Multiple Intelligences

Nature Wise

Keen to learn from, care for, protect and understand the environment
Enjoys forest school sessions and being outside
Recognises different plants and species of animals

People Wise

Has empathy towards others and knows how they feel
Will offer service to all and are peacemakers
Are active communicators and team players and work well with others
Enjoy making friends and meeting new people

Body Wise

Really active
Great co-ordination
Enjoys sport, moving, acting and dancing
Uses body to learn new practical skills and shares this with others

Music Wise

Expresses themselves through music and instruments
Enjoys listening to, playing, making and mixing music
Learns through music and easily remembers songs
Relaxes to music

How we assess

Our assessment of children's learning is based on the objectives set out in the National Curriculum. Children are informed of the next steps for them to take in their learning by talking with the adults in their class. By speaking with staff and their peers, children are then encouraged to comment on their own learning, being supported to identify what they have achieved and what they should do next.

We then report these assessments to parents in parents' meetings in Term 2 and 4, and in reports sent home in Term 6.

Phonics screening check

All schools in England are required to carry out the Phonics Screening Check in Year 1. This takes place in the summer term and its purpose is to check children's ability to recognise the sounds made by letters or combination of letters, and then to combine these sounds together to read words. The screening check is usually made up of 40 words, of which 20 are real words and 20 are made up words. Staff will be preparing children for this throughout the school year.

Our Lady's Catholic Primary School Behaviour Blueprint for KS1



The Our Lady's Way...

This is how we do it here...

At Our Lady's Catholic Primary School, we always have to be kind and show respect to each other. We need to try our best to learn something new every day. To be happy we need to make good choices every day and help our friends to do this. God has chosen all of us and made us different, we speak to him every day. We thank God everyday by showing good manners. As a school we have good thinkers that value our learning so we can help the world become a better place.

Adult Responsibilities

Say hello to everybody they meet
Praise good choices from everyone
Adults are calm and caring
Adults are helpful and kind
Adults are thankful and forgiving

Pupil Responsibilities

We are ready to learn
We will be quick and sensible in the cloakroom
We are respectful to other and responsible for our clothing and equipment
We will be safe and sensible when moving around the school

To be amazing we will use:

Our School Values
Our Learning Behaviours
Always Try Our Best
Use our 5Bs
Think for Ourselves

Token System



Tokens are rewarded for outstanding general behaviour, as well as use of learning behaviours and school values. Children can buy from the shop and classes can organise celebrations.

How do we get tokens and celebrate our successes?

- We can earn tokens by following the behaviour blueprint, completing challenges and always trying our best.
- We try to be good role models and always use our manners.
- We make good choices.
- We will be able to go to the token shop once a term.
- We have star of the week every Friday.
- We have our big token prizes when we have saved up enough tokens in our bank.

Key Conversations

- What happened?
- What were you thinking at the time?
- Why did you do this?
- What have you thought since?
- How did this make people feel?
- How are you feeling right now?
- What should we do to put things right?
- How can we do things differently in the future?

How Adults Can Help...

Active 30 Second Interventions

- **I have noticed that** you are... (having trouble getting started, wandering around etc...) right now.
- **At Our Lady's, we ...** (refer to the Behaviour Blueprint, School Values & Class Mission Statement – ready, respectful and safe).
- **Because of that,** you need to... (refer to action support behaviour e.g. moving to another table, complete learning at another time).
- **See me for 2** (or up to 3) minutes after class/break or lunchtimes.
- **Do you remember yesterday/last week when you...** (refer to previous positive behaviour and behaviour steps)?
- **This is who I need to see today...**
- **Thank you for listening ...** then use tokens to give the child a reward.

Relentless Routines

Wonderful Walking Legendary Lining up Protective Playtimes Terrific Transitions Talented Talkers
Active Listening Clean Cloakrooms Learning Champions Perfect Presentation Mission Makers

What do Relentless Routines mean?

Active Listening



Protective Playtimes



Clean Cloakrooms



Wonderful Walking



Terrific Transitions



Legendary Lining up



Talented Talkers

Zones of Regulation

The Zones of Regulation is a cognitive behavioural approach that is used to teach self-regulation strategies through categorising all of the different ways we feel into four clear and concrete coloured zones. The framework provides strategies to teach children and young people to become more aware of and be independent in controlling their emotions and impulses, managing their own sensory needs and improving problem-solving abilities. It aims to help children move towards independent regulation. It is a visual and structured programme that teaches children to develop their understanding of emotions in both themselves and in others, to understand how their emotions and behaviours affect everybody around them, and learn what tools they can use to manage these feelings.

What are the goals of the programme?

- To recognise and communicate the different zones.
- To learn tools to stay in or move between zones.
- To develop an individualised set of tools for each pupil.
- For both adults and the children themselves to recognise triggers and when to use tools.
- To recognise others' emotions and how own behaviour impacts others.
- To be able to independently regulate: to control emotions/impulses, manage sensory needs and improve problem-solving skills.

There are four zones within the programme: (See the diagram below for further explanation)

- The Blue Zone is used to describe a low state of alertness and arousal.
- The Green Zone is used to describe a calm state of alertness. This is the zone where optimal learning occurs.
- The Yellow zone is used to describe a heightened state of alertness and elevated emotions; however, the child still has control over their emotions.
- The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A child may not have control over their own emotions and behaviours if they are in the red zone.

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

The Zones can be compared to traffic signs:

- The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize.
- When given a green light or in the Green Zone, one is "good to go".
- A yellow sign means be aware or take caution, which applies to the Yellow Zone.
- A red light or stop sign means stop, and when one is in the Red Zone this often is the case.



The zones of regulation teaches children and young people that all zones are natural to experience and it is okay and acceptable not to be in the green zone. We all experience multiple, (if not all four!) zones every day and can be in more than one zone at the same time. It is important to learn what to do in order to get back to the green zone, if you are not feeling happy and the framework teaches children and young people to manage their emotions based on the environment and its demands, and the people around them at any given time. **It is important to remember that there are NO bad zones.**

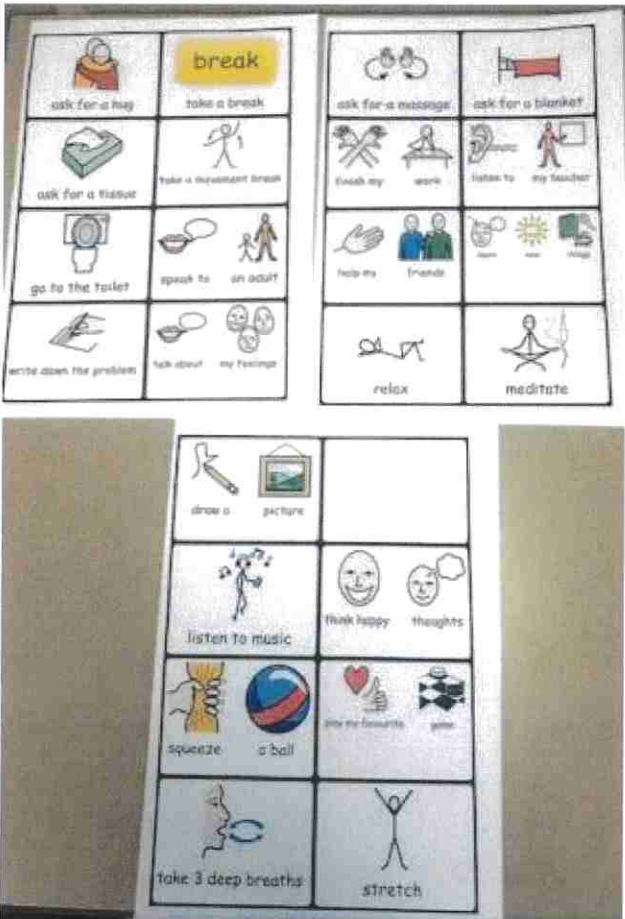
So what does the zones of regulation look like in practice?

Children are encouraged to 'check in' to the zone station when they arrive in school in the morning, and throughout the day. This may need to be supported and modelled by adults initially, e.g. "you were feeling happy earlier but I think you look a bit excited now, shall we change you to the yellow zone?" This may need to be simpler at first, e.g. just one emotion per zone.



Children are encouraged to learn about what different emotions look like in other people, their friends, their family and the ir teaching staff. You Tube is an amazing resource for this element, just type in Zones of Regulation!

Children will have visuals for different ‘tools’ available from the beginning of the programme and adults are encouraged to model alongside this, e.g. “I think you might be a bit excited, shall we go to the relaxation corner?”



Once children have developed their understanding of emotions, they can begin to relate this to themselves and discussions can be had around what helps them get back to green zone. Children are encouraged to talk about feelings! When people in their environment are sad, or frustrated or anxious, talking about this will support their understanding and consolidate their learning further, e.g. “I know ___ is feeling sad isn’t he, he’s in the blue zone right now, and what can we do to help him get back to green?”

Health and Relationships Education

We use TenTen's 'Life to the Full' programme to guide our Health and Relationships work. This work begins towards the end of the year. The children work through three modules in Key Stage 1. The modules are:

- Module 1: Created and Loved by God – children explore how they are unique, made by God. This is a focus on personal relationships e.g. friendships.
- Module 2: Created to Love Others. This module builds on module 1 and helps children understand the strategies for being safe online and in their daily lives.
- Module 3: Created to Live in Community. This explores how we are all living in the same world, and the importance of looking after this.

Use of sashes

Every child in the school has a sash, containing awards they have earned for displaying skills that extend beyond the National Curriculum.

In Year 1, the awards that we work towards are a continuation of the children's work in Reception. There are different areas for the children to achieve within. These are reviewed periodically throughout the year with the teaching team and children. Pupils are encouraged to continue to work towards the badges they can earn and build on their successes. Sash awards will be awarded for combination of skills shown at school and challenges completed at home. There is a celebration of sashes in Term 6, where the children are presented with their badges.

The Token System

Children in Year 1 continue with a token system as an incentive. The children can earn tokens based on their Characteristics of Effective Learning, school values and following the Behaviour Blueprint. The children can also lose tokens based on the same categories. When children have received a token from an adult, they are physically given them to put into their personal token pot. Twice a term, the children can use the tokens they have acquired to 'buy' treats from our 'token shop', which includes a range of small items such as stationery and toys. The children also work towards building the tokens in their class bank in exchange for a big prize that the whole class participates in; there are three class bank milestones throughout the year. As the class work through the milestones, the prizes get bigger – these prizes are decided by the children at the start of the year.

School Values

The school values are based around The Beatitudes. We teach about these values and how to embody them in order to support the children to live out their faith.

The values are:

- Truthfulness
- Service to all
- Forgiveness
- Being humble
- Compassion
- Peacemaker
- Faithfulness

The children are praised when they are observed demonstrating each value.

An example of a child who demonstrates being humble, would be that they are gracious when they receive an award, but are also openly and naturally proud of their friends when they receive an award or praise, even if they haven't.

Each class throughout the school also has a value which they focus on for the year. Year 1's value is forgiveness. We have completed art and drama work around this already, and have read the Bible story of The Prodigal Son to help us comprehend the value.

Packed Lunch Examples

In order for your child to be able to make the most of their day at school, it is ideal for them to have a lunch which will provide them with the energy they will need.

Please click the link below to see advice and ideas for packing a healthy lunchbox, from the NHS Better Health: Healthier Families website. (Previously Change4Life)

<https://www.nhs.uk/healthier-families/recipes/healthier-lunchboxes/>

Please be advised that nuts may not be included in packed lunches, including nut based spreads such as peanut butter and Nutella.

Helping your child in Year 1

During your child's time in Year 1, your help and support will be greatly appreciated. There are many ways in which your help and support will be valuable to both the teaching team and your child's learning.

Reading at home:

Please listen to your child read **every day** for five to ten minutes. While your child is reading, it is really important to discuss the story with your child in detail. Use the bookmark in your child's reading folder to help them develop their comprehension skills. Sharing aloud your thoughts on the story will also help their comprehension, re-capping their knowledge of the main characters and events too. If your child has finished a book, please do re-read to build confidence, play games with the text like 'word or sound hunts', ordering the story events or making up an alternative ending. The children are also encouraged to read other books from home or the library. It is really important for children to hear adults read to them in order for them to pick up the normal pattern of speech and to foster a love for reading and storytelling. Once you have read with your child, please remember to sign and date their contact book, to let the teaching staff know that your child has regular reading practice, and we are keen to know how they got on.

Homework:

Please read with your child **every day**. This is the single most important thing you can do and has been proven to have the biggest impact on children's school outcomes later in life.

'Family Homework' will be set throughout the school year. These will be a set of family oriented activities.

PE Kits and Uniform:

Please ensure your child has a **FULL** PE kit in school **every day** and the children will be reminded to take it home at the end of term. Children also need to have wellies and a change of clothes in school for use at forest school, including socks and underwear. These will stay in school, kept on their pegs and sent home at the end of each term. Children have access in school to waterproof overalls, which they can use while at forest school in wetter weather (but they do not provide warmth).

We recommend that your child bring their coat into school every day. The children are encouraged to work outside most days, so they will need to be dressed appropriately for the weather.

Please ensure **all** clothing is clearly labelled with your child's name.

Water Bottles:

Children are allowed to bring water bottles with a 'sipper top' into the classroom every day. We keep them accessible and they are encouraged to drink water throughout the day to keep them hydrated. Please ensure that only water is in their bottle and it is clearly labelled with their name. Thank you.

Additional ways you can help

One of the most crucial ways to support your child's learning and progression is through the experiences you expose them to. Allowing your child to form full sentences is crucial at this age (as adults we tend to speak for them, or guess what they want and provide it, as it is usually quicker). It is important for your children to struggle with some tasks, such as zips, buttons, speaking to less familiar people, sounding out words – this is where they will learn resilience and begin to develop confidence in their own abilities to problem solve. A crucial skill for being academically successful!

In addition, we suggest that you help your child to have a bank of life experiences that enable them to develop their creativity, resilience and communication skills. Day trips are great for this but do not have to be expensive, as is speaking to relatives on the telephone. For example, building dens, going for muddy or wet walks, visiting a variety of playgrounds, going on trips on a bus or a train, playing in sand, playing board games or cooking together. We are confident that your children will have their own list of things they would like to do with their families too! Children with a wider variety of life experiences tend to have a greater vocabulary and are therefore more ready to tell stories, explain their ideas or make links between what they are learning.