

Welcome to Year One!



WE'RE GLAD YOU'RE HERE!



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Curriculum Overview

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|---|--|--|---|--|---|
| English | <p>Poetry Vocabulary building and sentence structure</p> <p>Text Secret Wishes</p> <p>Outcome- Read, write and perform own poem</p> <p>Narratives Text Peace at last 5Minutes peace Whatever next!</p> <p>Outcome Setting description</p> | <p>Stories with predictable phrasing</p> <p>Text: The owl babies</p> <p>Outcome: Sentences with patterned language, words and phrases taken from familiar stories</p> | <p>Traditional tales-</p> <p>Texts The three little pigs The three billy goats gruff</p> <p>Outcome Character description</p> | <p>Narratives</p> <p>Text setting description</p> <p>Outcome</p> <p>Explanation reports</p> | <p>Traditional tales</p> <p>Outcome</p> <p>Reports</p> | <p>poetry -Vocabulary building and sentence structure</p> <p>Character descriptions</p> |
| Maths | Number and place value, Addition and subtraction, Properties of shapes, Length and Height | Multiplication and division, Position and direction Addition and subtraction, Money, Number and place value | Shapes, Multiplication, division, Number place value , Mass, Addition and subtraction | Time , Number and place value , Fractions , Volume and capacity and Addition and subtraction | Position and direction, Multiplication and division, Number and place value, Length and height, Addition and subtraction | Properties of shapes Multiplication and division Fractions and Time |
| Science | Seasonal changes | Everyday Materials | Animals including human beings | Plants and Plant detectives | Seasonal changes and Our senses | Light |
| ICT | E-safety | Data handling | Creating images- | Desktop publishing | Research skills | Research project |



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| | | | | | | |
|-----------------|--|--|---|---|--|--|
| | Using a computer Logging in details | Purple Mash | Purple Mash | | | |
| Thematic | Buildings Structures | Toys | History -Time travellers-significant events | Our World-The environment | History-People of the past | Hooray! Let's go on holiday |
| Art | Drawing | 3D Art | Painting | Drawing | Painting | 3D Art |
| PE | Balance | Cognitive focus – Bean bags | Dodge ball | Cognitive focus- River cross | Health and fitness- Throw tennis | Health and fitness – Athletics |
| Sikh Studies | Special Me. | Special Ceremonies - <u>Gurpurabs</u> , Naming <u>Sanskar</u> , <u>Anand Karaj</u> , Amrit Sanchar. | Importance of <u>Vaisakhi</u> . Gifts of the 5Ks. Understand each article of faith. | Guru <u>Granth Sahib Ji</u> as our Guru. | Sri <u>Harmandir Sahib</u> & Sri <u>Akaal Takht Sahib</u> . | Focus on those Sikhs that we remember in the <u>Ardas</u> daily. Importance of <u>Seva</u> and Concept of <u>Dasvandh</u> |
| Music | Exploring non-pitched instruments, <u>playing</u> instruments with control quietly, loudly, quickly and slowly. Singing together | | Exploring pulse and rhythm. Singing together | | Exploring short and long sounds. Singing together | |
| R.E | Christianity | | Christianity | | Judaism | |



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Reception –Y6 children will be assessed using a range of different tests and ongoing classroom assessments.

All learners will undergo baseline assessment in September to help us identify their strengths and areas for development. This will inform our planning so that teaching is tailored to moving children on quickly.

Parents will be given an update at each termly meeting of the grades the children are achieving, as part of a rounded picture of progress across their school life, socially, emotionally and academically.



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Homework

| Who | What | When |
|-----|---|--|
| Y1 | Spellings Maths Literacy Reading Science Punjabi | Once a week Once a week Once a week Every day Once a term Once a week |

**Homework-out on Friday. Due back on Wednesday.
Punjabi home work due back on Tuesday.**



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Reading and Writing at Khalsa

- Children will be heard read in school by their class teacher / TA.
- Reading books will be changed when a child has finished them and has demonstrated an understanding of the deeper meanings behind the text.
- Children are encouraged to borrow a school library book.
- Reading shared texts also takes place during lessons, including stories, poetry and non-fiction as part of our Talk for Writing approach.



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What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

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How parents can help

- Times tables practice daily
- Spellings practice daily
- Asking children to verbally explain maths strategies
- Revision on Grammar terms e.g. nouns, adverbs etc
- Reading different texts – newspaper, magazine – ask children questions. **We expect all children to read at home every day.**
- Timing children on tasks/homework – set a time limit
- Encourage and take the pressure off!

Remember Homework is for children NOT for parents!



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How parents can help



- PE kit - have daily in school
- Bring Homework back to school on time
- Bring Reading books and records daily
- Encourage a good night's sleep, have a nutritious breakfast and bring a water bottle



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How parents can help at home with reading

1. Make reading enjoyable

Try to read with your child every day. Sit with your child and share the book with them. Don't force them to read. Instead read to them or make it a game when you take turns at reading a sentence or a page.



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How parents can help at home with reading

2. Success is the key

Parents who are keen for their child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect as the child may not enjoy the book if it is too hard. Teachers will give an appropriately levelled book for a child to read to an adult. However, parents can read other suitable texts *with* their children.

3. Visit the Library

Encourage your child to use the school library and regularly visit the public library together.



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How parents can help at home with reading

4. Communicate with the class teacher

When you hear your child read, please record it in their reading record, including the pages read and how much time was spent reading.



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Possible questions parents can ask when hearing your child read?

Promoting understanding of the book:

- What do you think this book is about? Why?
- Is it fiction or non-fiction? How can you tell?
- What is the setting for this book? How do you know?
- What is happening at the beginning of the story?
- How do you think the character is feeling? Why?
- What sort of character is _____? Why do you think that?
- What is your favourite part of the book? Why?

Promoting understanding of the writer's purpose:

- Why do you think this book has pictures/diagrams/photos?
- Why do you think the writer has used this adjective/adverb/simile/phrase?
- What do you think the writer's viewpoint is? Why?
- Why has the writer used an ! mark?



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E-safety

Some websites have links to 'outside' websites. Children shouldn't click on those links [mostly adverts] as it can take them to unsafe websites.



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Some useful websites

Maths

<http://www.bbc.co.uk/bitesize/ks2/maths/>

<http://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing-numbers>

<http://resources.woodlands-junior.kent.sch.uk/maths/>

Grammar

www.topmarks.co.uk Grammar and Punctuation links

Cybergrammar.co.uk

[Grammar to go](#)

[BBC skillswise Word Grammar](#)

[BBC skillswise Sentence Grammar](#)

[BBC Dance Mat Typing](#)

Reading

<http://readingeggs.com>

[BBC - KS2 Bitesize English - Reading](#)

http://www.tut-orld.com/p6_eng.htm#comp

<http://www.booktrust.org.uk/>

E-Safety

<https://www.thinkuknow.co.uk/>



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Uniform for both boys and girls

- Grey trousers
- White shirt
- Tie
- All have a jumper or cardigan
- In addition children can have a fleece to wear outside (only on very cold days inside)
- Pyjama uniform as an option
- Black shoes preferably with Velcro or with laces only if the child can tie themselves
- Orange patka



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Uniform for both boys and girls

PE

- Navy blue or black shorts and track suit bottom
- White polo shirt
- Black plimsolls for indoors
- Predominately white/black trainers for outdoors
- Sweatbands to cover the Kara



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Jewellery

- Only stud earrings
- Need to be covered with a plaster/masking tape for games
- Watches allowed in KS2
- Only one Kara
- If children wear any of the 5 Ks they need to be discreet and safe for PE and swimming
- No other jewellery
- No nail polish or make-up

Hair

If your child has cut hair, no 'designs'



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Sickness / medical needs

- Attendance at school is essential for academic success BUT children need to be at home if they are sick!
- We need to know all the details of any child with a medical condition or allergy.
- If there are any prescribed medicines needed, parents need to sign a medical treatment form at the front office.
- Please let us know if anything is going on at home which may impact on your child's learning or emotions in school.



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Parent Workshops

- Are there any areas of the curriculum that you would like to explore in a parents' workshop?
- What time works best for you?

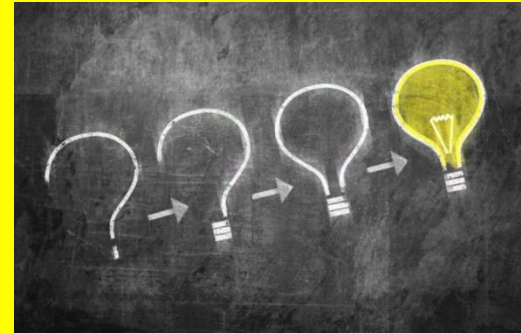


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Please....



Ask us any questions



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