



Parent Information Meeting 2025 Year 1

Welcome!
Meet The Team

1 Ash

Ms Balaraman

1 Yew

Ms Mo

Support Staff

Mrs Daad, Mrs Malik, Ms Waring, Ms Bal

Phase Leader

Mrs Solanki

Meet The Team

Other adults working in the classrooms:

- Mrs. A Parmar (Learning Mentor)
- Mrs. Solanki (Inclusion)
- TBC (Music)
- Coach Jeremy (P.E.)
- KS1 Staff for Phonics groups

Overview of the Curriculum

Core Subjects	5-7	7-11
English	✓	✓
Mathematics	✓	✓
Science	✓	✓

Foundation Subjects	Key Stage 1 (5-7)	Key Stage 2 (7-11)
Art and Design	✓	✓
Citizenship		
Computing	✓	✓
Design and Technology	✓	✓
Modern Foreign Languages		✓
Geography	✓	✓
History	✓	✓
Music	✓	✓
Physical Education	✓	✓
PSHE	✓	✓
Religious Education	✓	✓

Maths

- Number: counting objects
- Place value: Tens and ones
- Add/Subtract up to 20: pictures, number lines, dienes and other concrete objects

English

Writing

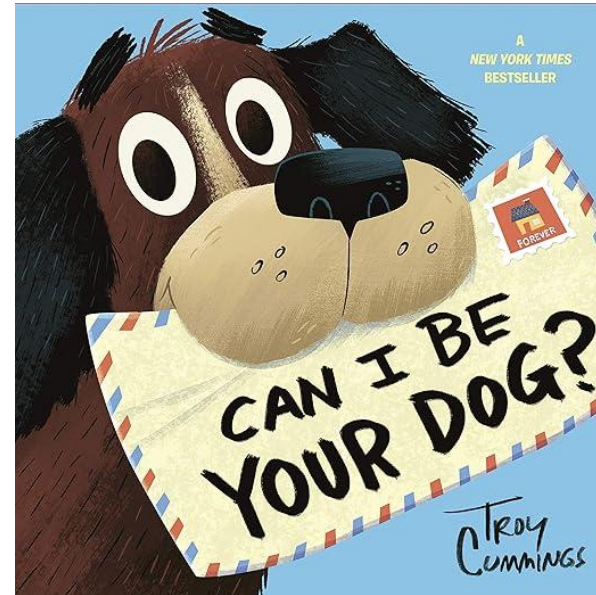
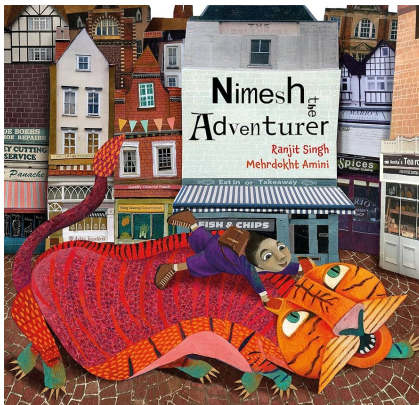
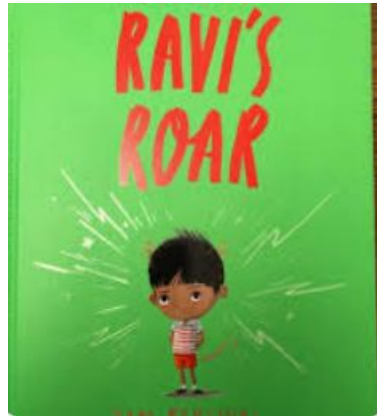
- Our approach to writing enables children to explore the vocabulary and language they need in their writing and how to use it appropriately.
- Children will have opportunities to look at modelled examples, take part in shared and modelled writing and begin to write simple sentences.

English

Reading

- Shared reading (whole class/groups)
- Guided Reading
- Daily phonics (Read, Write Inc. Programme)
- Regular independent reading
- Hearing books read aloud on a regular basis.
- Selecting their own choice of texts.
- Home/school reading (at the child's level of reading)

Books we will be using in English this year



The importance of reading with your child at home

Research shows that reading helps to improve:

- Vocabulary - 5 minutes of reading means that we are exposed to around 400,000 words a year
- communication skills
- writing skills

Reading regularly for pleasure also has a link to improved academic achievement. Children who read lots tend to get more GCSEs and A Levels.

Long Term Plan for Year 1

Year Group: 1		Term: Autumn 1	
	WK 1	WK 2	WK 3
Writing text	Ravi's roar	Ravi's roar	Ravi's roar
Genre of writing	Talk for writing Becoming familiar with the text (hot seating)/ begin imitation	Complete imitation/Talk for writing (Innovating the story-plan/shared write/story map)	Talk for writing Becoming familiar with the text (hot seating)/ begin imitation
V, G and P	To use adjectives- Make up his/her own phrase or short sentences to express his/her thoughts.	Write caption/key words or short <u>phrase</u> using the graphemes that he/she already knows. Use images from the story provided as <u>support-story board</u> .	To use verbs-describe The Gingerbread Man. <i>How do you think the tiger felt?</i> <i>How do you think different characters felt at different points in the story?</i>
Reading text	Guided Reading - fiction	Guided Reading - fiction	Guided Reading -fiction

This will be stuck in
the yellow reading
record to help you.

Questions to ask your child when reading:

Before reading a new book:

- Why did you choose this book?
- Who is the author?
- Have you read any other books by this author?
- Who is the illustrator/publisher?
- Is the book fiction or non-fiction? How do you know?
- What do you notice on the front cover?
- Shall we read the blurb together?
- What do you think might happen in this book? Why?

Before continuing the same book:

- Where in the book did we get up to?
- What's happened in the book so far?
- Can you summarise what you've read so far?
- What do you think might happen next? Why?
- What did the word mean?

Whilst reading:

- Who are the main characters?
- What sort of character is.....? Are they cruel/kind/sneaky?
- What impression do you get of this character? Why?
- Where is the story set?
- What happened on this page?
- Can you summarise what just happened?
- How do you think this character feels? Why?
- How would you feel if you were this character?
- What does the word mean? How do you know?
- What do you think might happen on the next page/in the next chapter? Why?
- Why is this word written in **bold**/*italic*?
- What do you think the author is trying to show us here?
- Does this remind you of anyone/anything? Why?

After reading:

- Did you enjoy the part we read today? Why?
- What happened in the part we read today?
- Can you summarise what happened in our reading today?
- What was your favourite part of what we just read?
- Were there any words/phrases you really liked? Why?
- Has your opinion changed of any characters?



The seven continents

A continent is a large solid area of land. Our planet Earth has seven continents. In order from largest to smallest, they are Asia, Africa, North America, South America, Antarctica, Europe, and Australia. We live in Europe.

Social spaces and work buildings

Preston Road is a London Underground station on the Metropolitan line in the London Borough of Brent. It lies between Northwick Park and Wembley Park stations.

The area around the school

Preston Manor Lower school is a modern built school. Near the school is St Eborwald's church and Preston Manor High school. The school is located in Carlton Avenue East.

For your project, can you make model of the 7 continents of the world. You can make underground signs that you see at Preston Road or write a fact sheet. You can look around where you live and make models of what you see. It could be cars on the roads, traffic signs, banks, shops etc.

Ways to encourage reading

Find a quiet place to sit

Read to your child and listen to your child

Talk about the story, characters and what they think might happen next

Visit the library

Read different texts : books, newspapers, magazines, blogs, recipes and ingredients

Put the subtitles on the television/tablet

Curriculum Overview for Year 1

Curriculum Overview – Year 1 – Autumn 1 2025



<p>English Key texts: Chosen from Read Write Inc Writing sentences: Making sure all sentences have capital letters, finger spaces and full stops. Identifying all common Year 1 common exception words: These are words we have to memorise the spelling of such as, <i>and, the, my, you, he she</i> Children will read and write familiar and unfamiliar words using sounds already taught (set 1, set 2 and set 3-phonics) Key vocabulary: characters, beginning, middle, end, verb, vocabulary relating to feelings</p>	<p>Maths Counting to 20: Count forwards and backwards and write numbers to 20 in numerals and words. Place value within 20: We will be becoming familiar with the idea of splitting numbers into tens and ones. Adding and subtracting within 20: We will build on the previous knowledge to begin to add and subtract with numbers above 10. Children will begin to use maths signs to represent addition and subtraction The children will explore shapes and measurements. Key vocabulary: add, subtract, tens, ones, <, >, -, less, more, fewer, greater, altogether</p>	<p>Science Animals including humans Identify and name a variety of common animals: amphibians, mammals, reptiles, fish and birds. They will be able to describe the features of different animals and the purpose of those features. They will classify animals according to what they eat. We will use various scientific skills such as investigating, classifying and examining to explore these animals. Key vocabulary: Scales, fins, gills, fangs, tongue, feathers, beaks, skin, hide, claws, paws, tails</p>
<p>Religious Education How did we get here? We will explore the story of creation from all the main religions of the world: Christianity, Hinduism, Islam, Judaism, Sikhism and Atheism. They will compare differences and similarities in the beliefs of these religions. Key vocabulary God, Allah, Brahman, Atman, creator, heaven, earth, Sabbath,</p>	<p>Geography Where I live This term children will explore their local area. They will identify buildings, roads and other features such as schools and shops. They will apply mapping skills and use key geography vocabulary to describe position. Key Vocabulary Position, transport, direction, map, human and physical features</p>	<p>Art and Design Children will explore mark making and lines; working and experimenting with different materials through observational and collaborative pieces. Key vocabulary: 2D shape, chalk, charcoal, circle, cross-hatch, diagonal, dots Horizontal, lightly, line, mark making, observe, wavy</p>
<p>Computing On-line safety Exploring purple Mash We will explore the programme Purple Mash and use these to apply to other subjects</p>	<p>PSHE Keeping safe and staying safe: HAZARD WATCH Through 'One decision', children will be presented with video scenarios on staying healthy and they decide which child is making the right decision.</p>	<p>PE I Ash has PE on Tuesday (PE teacher) and Thursday (Class teacher) I Yew has PE on Monday (Class teacher) and Tuesday (PE teacher) We shall explore Dance: movement and forming shapes with body parts.</p>
<p>Music Children shall learn songs about animals and weather and incorporates instruments</p>	<p>Library: I Yew/I Ash- Every other Thursday.</p>	<p>Home learning is given out in homework books, every Thursday and is submitted the following Tuesday at the latest. A copy is available on Google classroom Home reading book is to be read and signed every day in the yellow reading records.</p>

Home Learning

- Home learning is given out on **Thursday** and should be returned to school completed by the following **Tuesday**.
- **Your child will be asked to :**
 - read everyday [sign the reading record]
 - have a spelling task (they will be tested)
 - a Maths task
 - an English task
 - learn basic addition and subtraction facts
- **Home learning must be completed. If it is not completed, your child may need to stay in at lunchtime to complete it.**
- Remember to read the knowledge organiser with your child every term. Also support your child with the half termly home learning project.

Parents Evenings

- These take place in October, March and July
- You will receive targets in Reading, Writing and Maths to support your child
- Discuss learning and learning behaviours
- You can arrange a meeting with the teacher for any concerns you have throughout the year

Educational Visits this year ...

- We are hoping to arrange educational visits every term.
- All educational visits are based on the children's learning. We hope to visit museums, attend workshops and exhibitions to enhance their learning.
- Welsh Harp Education Centre

We ARE Preston Manor

A = Ambition

R = Responsibility

E = Excellence

Our School Rules

Be Organised

**Our behaviour and resources are ready for learning.
We are on time for learning**



Be Kind

Be caring and use kind words towards others

Be Gentle

Keep your hands and feet to yourself

Be Honest

Always tell the truth and encourage others to do the same

Be Responsible

Look after our school environment and our belongings with care

Our Behaviour System



To receive a GOLD Award at the end of the week the pupil needs to have reached **once** in the week.



To receive a SILVER Award at the end of the week the pupil needs to have reached **2 times** in the week.



To receive a BRONZE Award at the end of the week the pupil needs to have reached Bronze **3 times** in the week.



All children start the day on green.



Verbal warning



1. Reflection Sheet in class (time out at reflection table).

CT discussion with child about behaviour.

2. If behaviour persists, second reflection sheet (time out in parallel class).



Child sent to phase leader- fills out reflection sheet and

letter sent home to parents. (At phase leaders discretion, children sent to them for behaviour may be sent on to the Head, to be recorded in the red book or possible lunchtime detention.

Reminders

- Make sure children arrive at school on time every morning. Please continue to observe social distancing with your child.

The Year 1 start time is : 8.30am

The Year 1 finish time is: :3.10pm

- Please ensure that children bring their reading record to school **every day**. This should be signed and dated by an adult. **Children should be reading for at least 10 minutes every evening.**
- Home Learning is set on Thursday and must be completed in the Google Classroom, or returned to school by Tuesday.
- Send your child with a water bottle.
- If you would like to discuss anything with the teacher, please contact the office. The teacher will phone you.
- P.E is on Monday and Tuesday for 1 Yew, Tuesday and Thursday for Ash. Library is on a Thursday. The correct school uniform must be worn everyday – no trainers
- For safety and hygiene, please make sure that your child brings the correct P.E. kit as follows:

Our P.E Uniform

Blue t-shirt with school logo or plain



Navy blue shorts,
leggings or jogging
bottoms



Black plimsolls

[Uniform Stockists](#)

Rumbles School Uniform Shop

598 High Road, Wembley, HA0 2AF , 0208 902 1393

Mayfair Sports

463 Kingsbury Road, London, NW9 9DY, 02082048117

My Clothing (online)

<https://myclothing.com/ueslink/19444.school>

Healthy Packed Lunches and Playtime Snacks

A child at school should have about a third of their daily nutrient requirements at lunchtime. This means they need food that is going to provide them with enough energy, protein, fibre, vitamins and minerals.

A healthy snack: a piece of fresh fruit, dried fruit, or yogurt pouch

NO biscuits, sweets, chocolate or crisps

What is in a healthy lunch?

A good packed lunch contains:

- A starchy food, such as bread, rolls, pitta bread, naan bread, potatoes, rice, noodles.
- These foods are good for children to fill up on.
- A good source of protein, iron and zinc such as meat, fish, beans or eggs.
- A good source of calcium such as milk, cheese, yoghurt or fromage frais.
- And one portion of fruit and one portion of vegetable or salad to provide all the other vitamins and this could include; a piece of fruit or dried fruit. A portion of vegetables could be fresh vegetables such as a carrot stick, salad or a vegetable soup or vegetable dish.
- No nuts or chocolate spread

Attendance

Children should aim for attendance of at least 98%.

All attendance is regularly monitored by Mr. Atkinson and Mrs. Parmar. If there are concerns about your child's attendance, you will receive a letter and print-out of their attendance, with follow up meetings, if necessary.

Children falling below 90% attendance (= 1 day's absence per fortnight) must be referred to the Local Authority Educational Welfare Officer as 'Persistent Absentees'.

Requests for term time leave will be authorised only in the most exceptional circumstances.

All unauthorised leave must be referred to the LA, and may result in a Educational Penalty Notice. The fine for unauthorised attendance is £80 per parent per child, so for one child the fine would be £160 but for 2 children would be £320.

Phonics

- Towards the end of Year 1, the children will have the Phonics screening check.
- The children will be used to being heard individually for their Phonics each half term. We prepare the children for this through their Phonics lessons and updated groupings. They are not put under any pressure and we ask that parents work with us so that the children are well supported.
- The check results are shared with parents with the end of year report.
- Mrs Solanki will be holding meetings regarding Phonics so you can ask questions about this.

Ways to help your child:

Read with your child every night and ask questions about the book

Talk to your child about what they have learned and enjoyed during the day. Try not to focus on their behaviour.

Make sure that home learning is completed by your child, if necessary with your help, and please go through it when completed.

Volunteers

If you would like to volunteer in school, email Ms Siddique. She will let you know what to do next. [q.siddique@preston-manor.com]

You could help to improve the reading skills of children, or support them in small groups.

If you are training to be a TA, you can do your placement here.

Thank you for listening.

Information sheets will be
emailed to you by the end of
the day.

Questions?

If you have a question, please write it in
your child's reading record. Your
teacher will reply in the record.