



Croeso i Blwyddyn 1!



Conker Class

Start time – 8.45am
Finish time – 2.50pm

Wren Class



The Staff

Mrs Vaughan – Conker class teacher – Focus Humanities.

In Conkers class I like to use songs and movement to support learning and to ensure the children are active. Music enables children to learn facts and so I enjoy putting key learning ideas to music to create a pleasurable learning environment. Well-being is central to everything that we do, and I give hugs and cuddles whenever they are needed. I enjoy learning languages and so in my classroom we often explore and learn basic words and have fun.

Mr Jones – Wren class teacher – Focus Science & Technology.

I ensure my classroom is welcoming, bright and enjoyable for learners. I have a good sense of fun and laughter in the classroom, along with promoting independent thinkers in the classroom. I am particularly passionate about outdoor learning making sure that it is stimulating, meaningful and fun.

Mrs Davies – Wren class HLTA.

Miss Mayos – Conker class TA, ELSA coordinator.

Mrs Monika – Year 1 TA.

Mrs Malik – Year 1 TA.

Snack – Fruit
available for all
children payable on
ParentPay.





The Learning Environment

Conker Class

In year 1 we teach a comprehensive phonic session which extends skills learnt in reception and is continued in year 2. Alongside this we deliver our rich and varied curriculum in many focussed tasks where the children are taught varying skills.



For children, play is about children learning through perseverance, attention to detail, and concentration – characteristics usually associated with work. Play is not only crucial to the way children become self-aware and the way in which they learn the rules of social behaviour; it is also fundamental to intellectual development.



What we do

The foundation phase ethos states children learn through first-hand experiential activities with 'play' providing the vehicle. Through their play, children practise and consolidate their learning, play with ideas, experiment, take risks, solve problems, and make decisions individually, in small and in large groups. First-hand experiences allow children to develop an understanding of themselves and the world in which they live. The development of children's self-image and feelings of self-worth and self-esteem are at the core.



Wren Class



We utilise both indoor and outdoor environments that are fun, exciting, stimulating and safe, promoting children's development and natural curiosity to explore and learn through first-hand experiences. The Foundation Phase environment should promote discovery and independence and a greater emphasis on using the outdoor environment as a resource for children's learning.





Wider Experiences within Year 1



More about Year 1



ClassDojo

Communication between home and school is simple with Class Dojo.



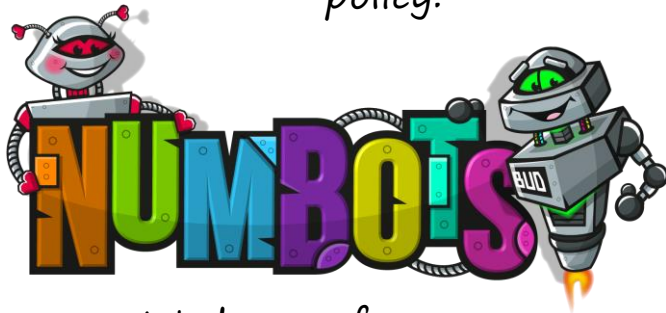
We promote our school behaviour policy.



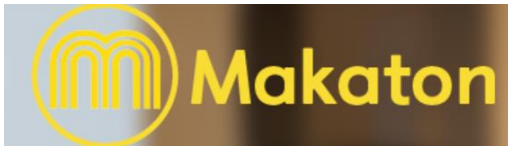
Pupils have their own e-portfolio on Seesaw where they can share their work with parents.



We use a range of phonic strategies to promote language skills.



We have a fun game to promote math skills at school and at home.



We use Makaton to promote language and communication skills.



Every child has access to Hwb which can be used at home.



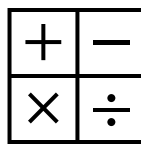
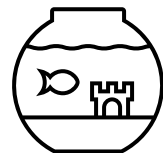
Everyday children take part in the daily mile – on the yard or the path on the field.



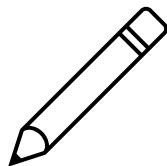
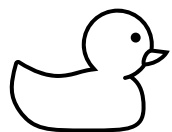
Year 1 Provision Areas



Continuous provision describes all of the different provision areas which are available for your children to use every day. Within each of these areas of provision there should be a core range of resources that children can use all of the time, throughout the whole year.



Enhanced provision consists of the extra material and resources teachers, or practitioners provide for their children that provide more challenges to continuous provision. By building on the observations that they have made while watching their students play creatively in their continuous provision areas, special themes and activities can be supplied to children as part of enhanced provision.





Year 1 Provision Areas



Creative

We have a wide range of materials and resources to promote and inspire young artists. Children use paint which develops their understanding of media and technique.

We set many tasks to develop fine motor skills, we set activities to develop the ability to make movements, using small muscles in our hands and wrists which we rely on to do key tasks in school. This area changes almost every day in line with the current topic. Dance, music, and drama are covered within focussed tasks and physical education.



Health & Wellbeing

The children have developed the health and wellbeing area themselves. Health and wellbeing is at the centre of all that we plan and do. This area enables the children to escape and relax, reflecting on how they are feeling. Within this area we have a wide range of books, fidget toys for those children who like to keep moving, we also have worry monsters which encourage the children to talk about how they feel and are very good for a nice cuddle. The lights give another sensory element to create a calm and reflecting atmosphere. Pictures displaying emotions, sports and healthy eating options, educate the children how to behave, respond and make healthy lifestyle choices.



Language, Literacy & Communication

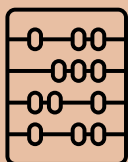


We use language, literacy, and communication within all areas of the classroom; however, it is more focused within the Welsh, role play, small world and topic areas. Here the children will interact with each other and engage with the independent task and resources provided for them. They use oracy, investigation, discovery, imagination, and language skills both in Welsh and English to promote learning. We have created exciting areas which inspires curiosity and links to the children's interests and intuitive nature.

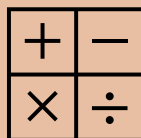




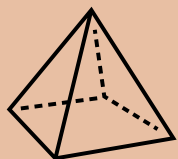
Year 1 Provision Areas



Maths & Numeracy

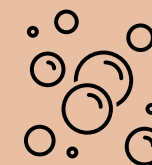


Each classroom has a dedicated maths area. These are used to practise, develop, and extend upon learning delivered in focussed tasks. The tasks are changed regularly, but also retain core elements of past learning to enable the children to continually practise and reflect upon previously delivered skills. Alongside this we have working walls which promote the development of metacognitive skills. Children can refer to the working walls to identify mistakes that have been made or look at examples of methods/techniques which work well within the given topic.



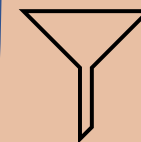
Science & Technology

In both classes we have computers, iPads, and a digital sandbox. These are used to enhance and consolidate skills learnt from focussed tasks. These can include math, art, literacy and DCF skills, and really can be used for all areas of the curriculum.



Water play area

The water area allows the children to play and explore the physical movement of water and is another resource which can be used to develop specific skills within the curriculum. This area should never be undervalued as it offers many rich learning opportunities, and the area quickly engages the children.

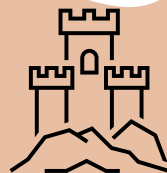




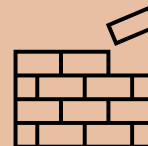
Year 1 Provision Areas



Sand Play



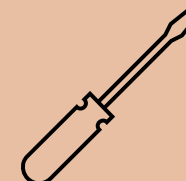
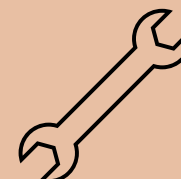
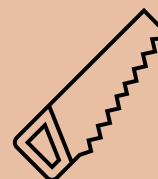
The sand area is a popular area, and the children enjoy exploring the sand using equipment. They sieve, funnel, build and follow instructions to complete tasks. They also enjoy carrying out treasure hunts where they can explore and find numbers and letters that are hidden within the sand. Adding water creates a different texture and allows them to build and mould shapes with the sand.



Construction



We have many areas and opportunities for construction these include Lego inside the classroom and wooden blocks, rubber bricks outside the classroom. Challenges can be set to enhance the current topic and again provides opportunities to promote fine and gross motor skills. The children play with shape and size and use their imagination to create many topic-based models which can be recorded to capture their learning and reflect upon what has been created. The independent skills learnt from this area can be used when carrying out independent topic-based work such as creating moon buggies, building houses etc.





Victoria Community Primary School

Home School Agreement



This school is committed to co-operating with individual families and their children to provide the highest quality of education. This education will be based on a partnership of shared values and beliefs will be challenging, engaging and will extend achievement from 3-11 years of age. Our aim is to develop confident young people, capable of independent learning, ready and willing to operate as responsible and effective members of the community and equipped for the challenges of the 21st century.

Pupil

I WILL BE READY;

- Attend school regularly and on time.
- Be prepared – e.g., bring your reading diary into school.
- Share any problems that might affect my work or behaviour.
- Understand your rights and responsibilities as a child and learner, e.g., knowing and working towards your targets.
- To be an ambitious & capable learner, an ethical & informed citizen, a healthy & confident individual and an enterprising & creative contributor.
- Do all my class work and homework as well as I can.

I WILL BE RESPECTFUL;

- Be kind and polite to everyone within school, including our valuable dinner time staff.
- Wear the school uniform and be tidy in appearance.
- Keep the school free from litter.
- Look after my personal belongings, and respect those of others.

I WILL BE SAFE;

- Be kind and considerate to everyone within school and outside, as well as online.
- Play safely inside and outside of school.
- Walk sensibly inside and outside of school.

Signed _____ Pupil

Signed _____
on behalf of the pupil.

Family

I/WE WILL

- See that my child goes to school every day, on time, properly dressed and equipped, to include PE kit on PE days and reading diaries.
- Provide an explanation if my child is absent, in accordance with the school's attendance policy. **You must phone/email/dojo school.**
- Make the school aware of any concerns or problems that might affect my child's work or behaviour.
- Support the school's policies and guidelines for behaviour and discipline.
- Support the school's 'Healthy School' ethos, i.e., healthy snack & balanced lunches.
- Support my child with their homework and other opportunities for home learning, especially reading. Infant children must return their book bags weekly.
- Attend parents' evenings to discuss my child's progress.
- Engage in the life of the school.
- Do our/my best to avoid holiday absence during term time.

Signed _____ Parent/Carer

_____ Please print

Victoria School

THE SCHOOL WILL

- Encourage children to believe in themselves, feel valued and achieve their full potential.
- Promote each pupil's health, safety, happiness and well-being so that they are able to start making choices about a healthy lifestyle.
- Encourage the children to develop their growth mindset and resilience.
- Provide a broad and balanced curriculum, which is enhanced with rich learning experiences and is inclusive of all children.
- Encourage the children to be ambitious & capable learners, ethical & informed citizens, healthy & confident individuals and enterprising & creative contributors.
- Teach children to develop a positive attitude to everyone regardless of differences in gender, race, culture, belief, values, age and need.
- Let parents know of any concerns or problems that affect the pupil's attendance, work or behaviour, including suitable interventions if necessary.
- Keep parents informed about general school matters.
- Keep parents regularly informed of their child's progress; through parents' evenings, messages and written reports.
- Be transparent and welcoming at all times and offer opportunities for parents to become involved in the life of the school.

Signed: *Mrs D Eccles*
Headteacher



Victoria Community Primary School

PUPIL OFFER



WORKING TOGETHER, ALL CHILDREN CAN ACHIEVE

AT VICTORIA CP SCHOOL, WE STRIVE TO ENSURE THAT ALL OUR LEARNERS ARE:

- Ambitious, capable learners who display a growth mind-set and give 100%
- Enterprising and creative contributors in school and their community
- Ethical, informed citizens who value their own and each other's cultures
- Healthy, happy and confident individuals who value participation
- Kind, forgiving, compassionate and respectful

(And as staff we will mirror these values)

WHO:

- Feel safe, secure and fearless
- Feel valued
- Strive to be the best they can be

WE DO THIS BY:

- Providing an inclusive and responsive ethos where all pupils have the equal chance to be the best they can be
- Creating an innovative, exciting and relevant curriculum which engages and stimulates all learners
- Planning enriching learning experiences and providing extra-curricular activities
- Ensuring all pupils develop their literacy/communication, numeracy and ICT/Digital Literacy skills to enable them to be successful in life
- Promoting the Welsh language, culture and heritage
- Celebrating diversity within our school
- Robustly challenging and assessing our learners
- Developing learners who can assess and narrate their own progress
- Developing all practitioners within school
- Acknowledging our accountability
- Building partnerships with all parents

WE PLEDGE TO USE A RANGE OF SUCCESSFUL WAYS TO STIMULATE A PASSION FOR LEARNING AND INCREASE THE CONFIDENCE IN ALL PUPILS TO ACCESS THE CURRICULUM. WE WILL WORK ALONGSIDE A RANGE OF PARTNERS TO BROADEN THE HORIZONS OF OUR PUPILS AND ENRICH THEIR LEARNING IN MEANINGFUL AND EXCITING WAYS.

WE HAVE HIGH EXPECTATIONS OF EVERY CHILD