



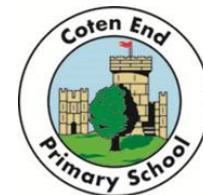
# Year 1

# Introduction Evening

September 2025

# Staffing

The Senior Leadership Team includes:



**Sarah Sheepy**  
Executive Headteacher



**Nick Williams**  
Head of School



**Orlando Graña**  
Deputy Head



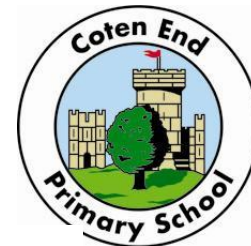
**Kerry Pope**  
Deputy Head and DSL



**Marianne Halford**  
Y1/2 Phase Leader



**Liz Munday**  
SENDCo



# Staffing

The class teachers in Year 1 are:



**Nicola  
Leadbeater**  
1NL



**Ashleigh  
Morgan**  
1AM



**Rosie  
Bloomfield**  
1BS



**Beth  
Siddorn**  
1BS

The teaching assistants in Year 1 are:



**Gill  
Urmston**  
1AM/1NL



**Emma  
Hodges**  
1AM



**Charlotte  
Ward**  
1NL



**Louise  
Patterson**  
1BS

# Year 1: Curriculum



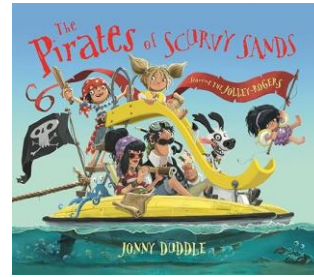
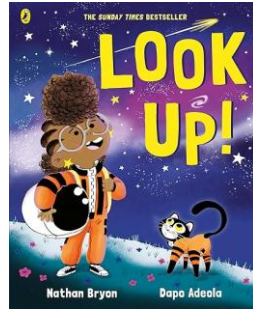
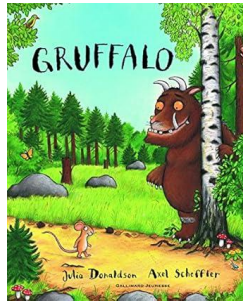
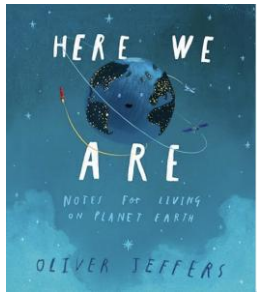
The children experience a varied curriculum at Coten End.  
An overview of the year's curriculum content can be found on the website.

**The learning themes in Year 1 are:**

## AUTUMN

## SPRING

## SUMMER



Here We Are

Through the  
Deep, Dark wood

One Small  
Step

Land Ahoy

The  
Inventurers

Journey Down  
Under

**History  
Art**

**Geography  
DT  
RE**

**Art  
History**

**Geography  
DT  
RE**

**History  
DT**

**Art  
Geography  
RE**

# Year 1: Curriculum Enrichment

Children take part in a range of curriculum enrichment experiences throughout the year.



## **In Year 1, curriculum enrichment includes:**

- Christmas Theatre
- Australia Day
- Captain Raggy Beard
- Sports Day
- British Science Week
- World Book Day
- Summer Trip

# Continuous Provision



## What is Continuous provision?

Continuous provision is a teaching approach where a carefully planned, rich learning environment with accessible resources available for children to explore independently and initiate their own learning through play.

Many primary schools are beginning to use continuous provision in Year 1 and beyond to help promote active learning and create independent learners. The concept has been widely agreed upon through extensive research.

*"Schools are free to choose how they organise their school day."*

**The National Curriculum**

*"Children are more motivated when they have a sense of autonomy and a sense of agency in their learning and as a result are more engaged."*

**Cambridge PEDAR Project**

### Why?

1. Transition
2. Developmental Stage
3. Depth of Learning
4. Assessment – support and challenge

# Year 1: COOL Curriculum



## Choosing Our Own Learning

C – Choice

O – Ourselves

O – Ownership

L – Learning and Links

As a school we are working on building on the success of the continuous provision framework; bespoke to our school and children.

Our intent is to create more independent and engaged learners.



# Year 1: Continuous Provision



## What it looks like

- Each day children will have whole class teaching in phonics, maths, writing and wider curriculum subjects.
- Teachers will work in small groups with children in the above subjects – this might be practical, hands-on tasks or more traditional written tasks. These group sessions will be catered to the individual needs of the children to ensure all are supported and challenged as needed.
- Alongside the group work, continuous provision will be accessed - children can explore their own interests, revisit ideas and concepts that have been previously taught and practise working collaboratively and independently. Sometimes specific tasks will be set and sometimes tasks will be self-initiated.

This balance allows us to meet curriculum requirements and supports children's social, emotional, physical and academic development.

# Year 1: Approach to Writing



AUTUMN

SPRING

SUMMER



**Drawing Club and Curious Quests** are an approach to writing that we use in Early Years and Year 1.

Each week is focused around a different text and children go on different 'quests' linked to the key text to inspire their writing.

Every session includes learning new vocabulary, skills work and focused 1:1 time with an adult to ensure children are progressing against their personal writing targets. The children will gain more independence and stamina as the year progresses in order to prepare them for the expectations of year 2.

# Year 1: Phonics


- Start with recapping Phase 2/3 in the first half term
- Begin Phase 5 after Autumn half term – looking at alternative sounds
- Children will be assessed at the end of the year
- Children need to know all Phase 2, 3 and 5 sounds for reading and writing
- Mrs Halford will run a Phonics Information meeting for parents on Thursday 25<sup>th</sup> September at 2pm and 6pm
- Use videos on Y1 website to support at home if needed

# Phonics Resources

- Year 1 Website



The screenshot shows the website for Coten End Primary School. At the top left is the school's logo, a circular emblem with a tree and a building, surrounded by the text 'Coten End Primary School'. Below the logo is the school's name 'Coten End Primary School' in a large, bold, black font. A horizontal navigation bar contains the following links: 'HOME', 'PARENTS AND CARERS', 'YEAR GROUP BLOGS', 'YEAR 1', and 'PHONICS', each separated by a right-pointing arrow. The main heading is 'Phonics' in a large, bold, black font. Below this is a paragraph of text: 'Welcome to the section of the Year 1 Website dedicated to Phonics. This area has been created to support your child's reading. We have created a video for each individual sound. Each video starts with introducing the sound and then the children will have the opportunity to read some real words and 'alien' words.' Below this is another paragraph: 'The videos have been organised into 'Phase 3' and 'Phase 5' sounds. There are no new sounds in Phase 4 as this phase just involves words with blends such as 'cr' and 'st'.' On the right side of the page, there is a dark red rounded rectangle containing the text 'Continue Reading' in white, bold font. Below this are four white links: 'High Frequency Words', 'Phase 3', 'Phase 5', and 'Spot the Digraph or Trigraph'.

 **Coten End Primary School**

HOME → PARENTS AND CARERS → YEAR GROUP BLOGS → YEAR 1 → PHONICS

## Phonics

Welcome to the section of the Year 1 Website dedicated to Phonics. This area has been created to support your child's reading. We have created a video for each individual sound. Each video starts with introducing the sound and then the children will have the opportunity to read some real words and 'alien' words.

The videos have been organised into 'Phase 3' and 'Phase 5' sounds. There are no new sounds in Phase 4 as this phase just involves words with blends such as 'cr' and 'st'.

**Continue Reading**

- High Frequency Words
- Phase 3
- Phase 5
- Spot the Digraph or Trigraph



# Year 1: Homework

- Homework will be set on **Thursday** and handed in on **Monday**
- Work should be completed in **pencil** using the book provided – **homework does not need to be printed**
- For the majority of the year, homework will be phonics based. This half term, we will be recapping sounds taught in Reception and later in the year we will be learning new phase 5 sounds.
- Please speak to us if you have any issues completing homework
- 10 minutes of reading should be completed a minimum of 3 times per week and recorded in reading diaries.



# Reading

- All children will be assessed on their reading level at the start of the Autumn term – they may move up or down levels from Reception
- Reading will move to a focus on comprehension, including retrieval skills later in the year
- Children should be aiming to read 3 or more times per week at home – reading diaries will be checked weekly
- Reading diaries are purely used to keep a record of reading – any messages must be communicated directly to class teachers
  
- Class Libraries
- Love of reading
- Regular reading at home
- Sharing texts

# Uniform



- Grey or black trousers
- Pinafore dress or skirt
- Grey or black trousers or shorts
- Red or white polo shirt
- Red sweatshirt or jumper or cardigan
- Red and white summer dress
- Grey or white socks
- Grey, white or red tights
- Black shoes (trainers, Vans, Dr Marten-style boots, and sandals are not suitable)
- A pair of **wellies**
- A suitable coat for all weathers (any colour) – a hoodie is not an acceptable alternative for a coat.

# PE Kit



Children to have PE kit in school and will change into this on their PE days.

PE kit will be sent home regularly for washing.

We encourage independence whilst changing.

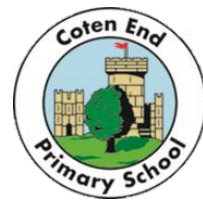
## **The following PE kit may be worn:**

- Red or white round necked t-shirt
- Black PE shorts or skort
- Black or navy blue jogging bottoms
- Black or navy blue tracksuit top or sweatshirt (not a hoodie)
- Black pumps/plimsolls for indoor PE
- Trainers for outdoor PE (Years 1-6)
- Socks!

There should be no branded logos/designs on any of the PE clothing nor should children wear any football kit.

If these are brought to school for PE, the children will be asked to take them home again and will be given spare PE kit to wear for the lesson that day.

# OPAL (Outdoor Play and Learning)



We have come very far with our play offer over the last 18 months.

We have lots of wellies left behind from last year as donations so please do take a pair – most were not used that often and they just need a bit of a clean.

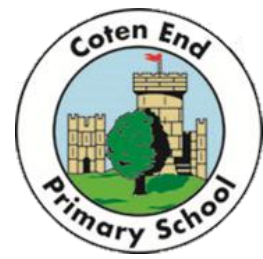
Wet weather gear! Optional, but if your child has got waterproof trousers as well as a waterproof coat, they are welcome to bring them in.

**Children must have wellies in school.**

Y5/6 may choose to bring in high-ankle walking boots if they prefer



# Relationships and Behaviour



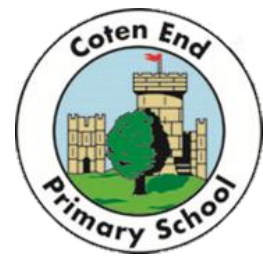
**At Coten End, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. Our vision is that everyone at Coten End is valued, treated with respect and fulfils their potential - through an ambitious and inclusive curriculum.**

**BE RESPECTFUL**

**BE SAFE**

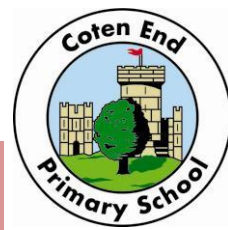
- The school's rules, in red, have been successfully embedded, over the last 2 years – through the school's Relationships and Behaviour Policy; the policy can be found on the school website.
- Positive behaviours are encouraged by all staff.
- Praise is given regularly and attributed to specific behaviours (e.g. 'Thank you for listening and showing respect, whilst I am talking.')
- Some low-level behaviours are purposefully ignored – staff 'positively notice' and choose to highlight positive behaviours (in an attempt for these to be copied by others) so negative attention is avoided, where possible.
- Staff are constant role models - offering stability, by being measured and consistent, to create a calm, safe and supportive environment.

# Relationships and Behaviour



- The school's values, above, continue to play an integral role in promoting positive behaviour choices in school. They are referred to when offering praise; children are rewarded with stickers and certificates related to the values – and the values are directly referenced when having restorative conversations with children.
- The school's restorative approach encourages pupils to take responsibility for their actions and understand the consequences of their behaviour on others. 'Repair' may be through actions or an apology (sometimes this is supported/facilitated by an adult).
- As well as the relationships that staff build with children, the relationship between teachers and parents/carers is equally as important and is reciprocal in nature. Just as parents/carers may look to the school for support, the school may also reach out to parents. Having an open relationship, where any issue can be discussed, is key to a successful year.
- Hierarchy, related to role in school, is not used. All staff offer the same consistent messages to children – so that children know that all staff have the same expectations of behaviour and that behaviour choices are dealt with in the same way.
- The use of 'Zones of Regulation', and other self-regulation strategies, are explicitly discussed with children to help children regulate their emotions (with the support from adults), so they are ready to learn.

# Attendance



We are committed to working in partnership with families to achieve the best possible attendance for your child.

- Set high expectations regarding your child's attendance at school
- Absence from school affects your child's progress both academically and socially
- Target of no more than **three days** absence per academic year
- Avoid absence from school where possible
- Contact the school office each day before 9.30am either by email, telephone or via the app
- DO NOT take family holidays during term time – risk of penalty notice > 10 days consecutive absence
- Avoid GP and dental appointments during school hours
- If your child is reluctant to come to school, share any concerns with the appropriate member of school staff to seek support at the earliest opportunity
- See the Attendance policy which can be found on the school website
- Attendance Lead –Kerry Pope Parent Support Advisor – Nicky Pittaway
- Coughs and colds don't usually mean a child needs to be kept at home. We can keep their medicine e.g., Calpol in the school office and administer it, with your permission, to help them through their day.






# Lateness and Punctuality

We are aware that consistent lateness can have an affect on a child's entitlement to education.

As a school we have clear expectations that children should be in on time, each day. When appropriate, parents/carers will receive half termly information when the school is concerned about your child's lateness.

EVERY MINUTE COUNTS		
MINUTES LATE PER DAY	EQUIVALENT OF MISSING	HOW MANY LESSONS THIS IS MISSED
5 MINUTES	3.4 SCHOOL DAYS A YEAR	17 LESSONS
10 MINUTES	6.9 SCHOOL DAYS A YEAR	35 LESSONS
15 MINUTES	10.3 SCHOOL DAYS A YEAR	51 LESSONS
20 MINUTES	13.8 SCHOOL DAYS A YEAR	69 LESSONS
30 MINUTES	20.7 SCHOOL DAYS A YEAR	104 LESSONS



- School doors open at **8.40am** and close at **8.50am**.
- Any child who arrives after 8.50am will need to do so through the schools main office.
- Children who are late must sign in through the schools system with a reason, accompanied by a parent.
- All late episodes are recorded on the schools registration system along with the minutes absent, past 8.50am.
- Each week the Attendance Support Team will monitor those children who are late and record any patterns of punctuality concerns.
- If necessary, parents/carers will be contacted to discuss their child's punctuality.
- When there are consistent punctuality concerns or patterns, it may result in further conversations with a member of the Attendance Support Team. This could result in a meeting and a support plan to be implemented.

# Awards



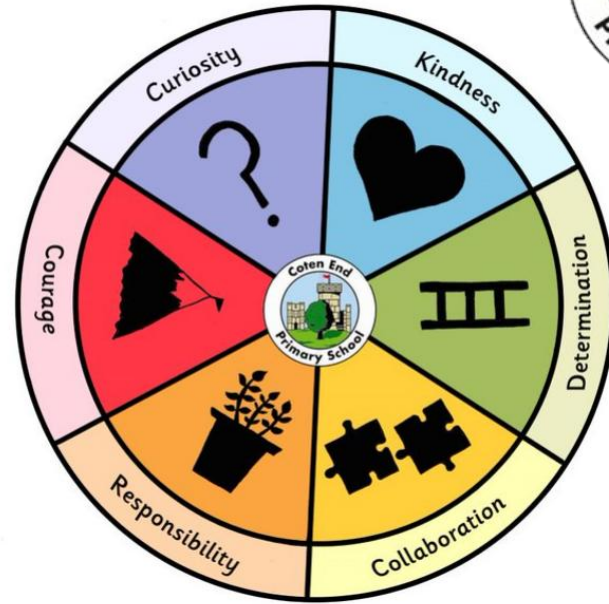


 Coten End  
**Values Award**

awarded to \_\_\_\_\_

class \_\_\_\_\_

for \_\_\_\_\_

signed: \_\_\_\_\_ date: \_\_\_\_\_



Values Awards and two Achievement Awards will be presented each week in assembly

Year 1 Celebration Assembly will take place on Thursday at 2:40pm in LSH

Mathematician and Writer of the Week will be presented in the school corridor via the office weekly

# Communication



## Ways in which communication is shared:



- **School App - MCAS ([mychildatschool.com](http://mychildatschool.com)):** communication from school office, lunch orders and payments, trip payments, absence notifications – **essential, please enable push notifications**
- **School website:** newsletters every fortnight, class blogs, knowledge organisers
- **Google Classroom:** homework, knowledge organisers

Please update us of any changes of address, phone number, medical needs as a matter of urgency.

# Online Safety



**At Coten End, we provide children with an effective, reactive Online Safety curriculum through, but not limited to, our Computing, PSHE and RHSE lessons.**

## At school:

- We encourage children to consider what positive, healthy and respectful online relationships looks like.
- How to use technology safely and how/where they can seek support and advice.
- Our online safety programme is regularly revisited – this includes relevant and up to date messages about internet usage, video gaming and apps we are made aware of.
- Key online safety messages will be reinforced during assemblies and activities annually on World Safer Internet Day.
- Pupils are taught to be critically aware of the materials/content they access online and be guided to validate the accuracy of information – including the use of AI.

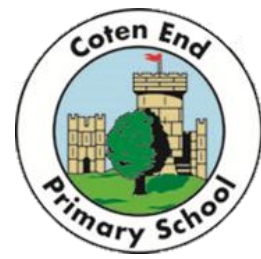
The key online safety themes explored within our curriculum include:

1. Self-image and identity
2. Online relationships
3. Online reputation
4. Online bullying
5. Managing online information
6. Health, Well-Being and Lifestyle
7. Privacy and security
8. Copyright and ownership

**Children are encouraged to have open and honest conversations about their activity online. If school staff have any concerns surrounding a child's online activity, they have a duty to report it as a safeguarding concern.**



# Online Safety



**There has been a noticeable rise in how technology use at home can affect children within school. We regularly see stress, anxiety and mental health issues linked to use of social media, video apps and gaming.**

## Screen Time:

Excessive screen time in children can potentially lead to dopamine-related issues, similar to addiction, impacting focus, motivation and emotional regulation. The rapid rewards offered by digital platforms can overwhelm the developing brain, making it harder for children to self-regulate and find pleasure in other activities.

Screens release dopamine, a 'feel-good' neurotransmitter and hormone, associated with pleasure and reward. The brain develops a tolerance to dopamine, cause children to crave more screen time to achieve this 'feel-good' effect. If screen time is reduced or stopped, withdrawal-like symptoms such as irritability, restlessness and difficulty concentrating may occur.

## Social Media:

Online games, social media and video chat programs provide opportunities for children to connect and play with their friends, parents and relatives. However, most social media sites and apps have age restrictions due to older content that could be accessed and for which children below that age are not prepared for.

13+	13+	13+	12+	13+	13+	18+	Check age recommendations

# Online Safety



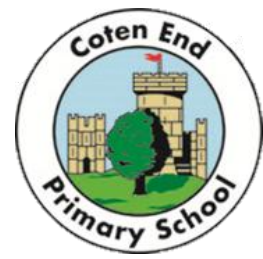
## The most impactful online safety comes from home:

- Have an open and honest dialogue around use of technology – it is important as parents and educators that we react calmly to incidents – we want children to feel safe, not scared.
- Have a balance in screen time – create boundaries and rules together.
- Enable content filters on devices, including gaming consoles.
- Use child-friendly versions of apps/websites e.g. YouTube Kids – be aware of age ratings!
- Regularly check messages and internet usage.
- Model healthy internet usage - consider tech-free zones in your household e.g. no bedrooms.
- Turn off screens at least 30 minutes – 1 hour before bed.



# Online Safety

## Further Support:



## Websites with further information for parents, carers and young people:

- [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- [www.commonsemmedia.org](http://www.commonsemmedia.org)
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- [www.net-aware.org.uk](http://www.net-aware.org.uk)
- [www.internetmatters.org](http://www.internetmatters.org)
- [www.childnet.com](http://www.childnet.com)
- [www.nspcc.org.uk/keeping-children-safe/online-safety](http://www.nspcc.org.uk/keeping-children-safe/online-safety)
- <https://nationalcollege.com/experts/national-online-safety>

## Check age ratings:

- [www.bbfc.co.uk](http://www.bbfc.co.uk) - films
- <https://pegi.info/page/pegi-age-ratings> - games





# Pupil Premium



If your child is eligible for Free School Meals, they are also entitled to a range of support in school funded by the Pupil Premium Grant.

This includes access to additional learning and extra-curricular opportunities, academic support, financial support for school trips and a fully funded music lesson or sports club.

Even if children are only eligible for Free School Meals for a short time, they continue to receive Pupil Premium funding for **6 years**.

You can find out if your family is eligible on the Warwickshire County Council website: <https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>



# Pupil Premium



## Eligibility

To apply for free school meals, visit:

<https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>

Families who receive the following are eligible for free school meals:

- income support
- income-based Jobseeker's Allowance (JSA)
- income-related employment and support allowance (ESA)
- guarantee element of state pension credit
- Universal Credit (with an annual income of less than £7,400)
- Both income-based and contribution-based JSA/ESA if you receive the same amount for both. You should also qualify if you receive both, but the income-based amount is greater, but not if the contribution-based amount is greater.
- Families who are awarded Child Tax Credit and have an annual income assessed by HMRC to be no more than £16,190, providing there is no entitlement to Working Tax Credit (unless in respect of a 4-week 'run-on').



# Questions?

Please speak to your child's class teacher individually if you would prefer.