



# Welcome to Starlings Class

Year 1

Teacher: Ms Hasker

TA: Mrs Gostelow

## Communication with School

As outlined in our Covid Risk Assessment, we are unable to have Parents/Carers on site.

To ensure you are able to communicate with us, we now have new class email addresses for you to contact your child's Class Teacher.

**To contact me, please email:**  
[year1@woodlands.ealing.sch.uk](mailto:year1@woodlands.ealing.sch.uk)

**Please note:** Teachers are teaching during the school day so you may not get a response straight away.

**Please allow 48 hours for a response.**

Any urgent enquiries should be sent to our School Office at  
[office@woodlands.ealing.sch.uk](mailto:office@woodlands.ealing.sch.uk)

# Structure of the day


	Monday Sharing news	Tuesday Wordsearch	Wednesday Spot the difference	Thursday Odd one out	Friday Pencil control
8:30 - 9:00	Wash hands, EMW, Registration, Gauge mood (1-5), introduce timetable				
9:00-9:20	PSHE- recovery curriculum	Circle time	PSHE- recovery curriculum	Indoor PE	PSHE- health and wellbeing
9:20-9:40	Handwriting and Phonics	Handwriting and Phonics	Handwriting and Phonics		Handwriting and Phonics
9:40-10:00	Maths	Maths	Maths		Maths
10:00-10:15	FRUIT TIME Wash hands before and after				
10:15-10:30	BREAK Wash hands before and after				
10:30-12:00	Reading activity Outdoor Learning	Music Class reader	Reading activity Outdoor Learning	Handwriting & Phonics Maths	Computing Reading activity
12:00-12:40	LUNCH Chn eat 12-12.20 then play 12.20-12.40 Wash hands at start and end of lunch.				
12.40-12.50	Calm Time/Circle Time/Recap rules and timetable				
12:50 -1:30	Art	Freeflow activities	Outdoor PE (12:50-1:50)	PSHE - Recovery	Science
1:30-2:15	Free flow activities		Free flow activities	Free flow activities	Free flow activities
2:15-2:30	Wash hands, Pack up & Class Reader				
2:30	HOMETIME				

**Start time: 8:30am**

**Finish time : 2:30pm**

Please drop off and collect your child from the main gate.

**Please be on time as lateness affects other bubbles.**



STAY IN YOUR BUBBLE  
TO KEEP OUT OF TROUBLE.

## Bubble Rules



WASH YOUR HANDS FOR 20 SECONDS WE SAY, TO KEEP THE GERMS AWAY!

WE KNOW THINGS WILL BE DIFFERENT  
WHEN YOU COME BACK TO...



BUT JUST REMEMBER THESE SIMPLE  
RULES, TO STAY SAFE AT SCHOOL.



KEEP RESOURCES TO YOURSELF, FOR THE GOOD OF YOUR HEALTH!



STICK TO YOUR ZONES, SO TEACHERS DON'T MOAN!



IF YOU'RE GOING TO COUGH OR SNEEZE, TAKE A TISSUE PLEASE.

We have been using the following key rules to help keep us all safe at school.

The children have responded really well to this and are working well in their class bubbles.



# Changes in School

- Frequent handwashing
- Staggered start and end of day. Parents to drop off and collect children on time. A staggered day means other bubbles are affected if we have to wait for parents and carers.
- Pupils have their own stationery sets.
- Children stay in our class bubbles at all times.
- Designated zones in playgrounds and staggered break and lunchtimes for LKS2 and UKS2.
- Eating lunch in the classroom.
- Front facing tables.
- New interactive whiteboard in each classroom.
- PE kit to be worn to school.
- Only bring in your coat, packed lunch & water bottle (clearly labelled).
- All homework, including reading, is set online. Children have been shown how to access these.
- Music lessons take place in the Hall- using social distancing measures.

## **The following are no longer taking place (subject to Government guidelines):**

- Trips in the Autumn term
- Pencil cases
- Taking books home or bringing anything in
- Reading records
- Bags (only lunchboxes)
- Fruity tuck shops
- After school sports clubs
- Sharing of equipment
- School gatherings (assemblies, choir)
- Year 6 Residential Trip

## Uniform Expectations

- Black shoes
- White shirt/ t-shirt
- Black trousers or skirt
- Woodlands jumper or cardigan



**Please make sure all uniform is clearly labelled with their first name and year group.**

## Our PE days & expectations

**Please note: Children need to wear their PE kit to school and stay in it all day.**

**Outdoor- Wednesday morning**

**Indoor- Thursday morning**

***PE kit must be plain (no designer or sports logos)***

-White t-shirt

-Black shorts, leggings or jogging bottoms

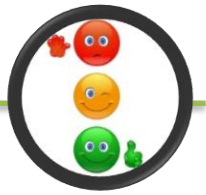
-Black plimsolls or black trainers

-School jumper

**If children do not have their PE kit, they will be awarded a RED and lose some Class Dojo points.**

## Behaviour

This year, we are continuing to use our successful Going For Green Behaviour system which will be working alongside Class Dojo points...



At the end of every half-term, the top 2 children from each class with the most Dojo Points will visit The School Behaviour Shop to pick prizes!



**HOW TO STAY ON GREEN**

**EXAMPLES OF BEHAVIOURS THAT WILL BREAK A SCHOOL RULE**

All behaviours here could lead to an Amber or a Red if you are given a warning more than 2 times.



**BEHAVIOURS THAT WILL GIVE YOU AN INSTANT RED**

(Some behaviours listed here will get the Headteacher & Assistant Headteacher involved)

Keeping to the school rules:

**Rule 1: Follow Instructions.**

**Rule 2: Be kind and caring.**

**Rule 3: Listen carefully.**

**Rule 4: Be at school every day, on time.**

**Rule 1: Follow Instructions.**

- Refusal to work
- Ignoring instructions
- Non-verbal noise
- Fidgeting, rocking on chair
- Ignoring instructions
- Wandering around
- Being silly and/or noisy in the line

**Rule 2: Be kind and caring.**

- Poking or pushing
- Squabbling with peers
- Intentionally damaging equipment or work

**Rule 3: Listen carefully.**

- Interrupting or calling out
- Arguing with an adult

**Rule 4: Be at school every day, on time.**

- Being late to school.

Fighting

Play-fighting

Racism

Bullying

Swearing

Bad language

Threatening behaviour

Graffiti

Stealing

Leaving the classroom without permission

Dangerous use of classroom equipment

Disrespectful towards a teacher or other adult

**Dojo Reward for staying on Green**

**ALL day:**



**5 extra Dojo points at the end of the day!**

You can also get extra Dojo points for going above and beyond our School Rules and showing our School Values; Respect, Tolerance, Self-Belief & Determination.

**Dojo sanction for being given a warning:**



**Lose 2 Dojo points!**

**Dojo sanction for being given a Red:**



**Lose 4 Dojo points!**

**Forgetting your PE kit or Homework will result in an INSTANT RED!**

Woodlands follows these procedures when a child is placed on a red. These apply for each half-term:

What Has happened?	<b>Child has been awarded a Red.</b>
Action(s):	<ul style="list-style-type: none"> <li>• Parents/carers are informed of this at the end of the same day by the teacher in the class.</li> <li>• Teacher to speak to Parent/Carer at the end of the day either at the School Gate or via a phone call home.</li> </ul>



What Has happened?	<b>Child has been awarded a total of 3 Reds.</b>
Action(s):	<ul style="list-style-type: none"> <li>• Another phone call from Teacher to Parent/Carer to explain concerns and next steps.</li> <li>• Child to start a Home-School Behaviour Log. This will happen electronically. Teachers and parents/carers will have daily communication about the child's behaviour via email.</li> </ul>



What Has happened?	<b>Child has been awarded a total of 5 Reds.</b>
Action(s):	<ul style="list-style-type: none"> <li>• Parents/carers to attend a <b>socially distanced</b> meeting with Headteacher/Assistant Headteacher &amp; SENDCO. <b>PPE must be worn.</b></li> <li>• Child to be taken off whole school behaviour plan and put on to a Personalised Behaviour Plan which will be monitored daily.             <ul style="list-style-type: none"> <li>• Arrange a date for a follow-up meeting</li> </ul> </li> </ul>

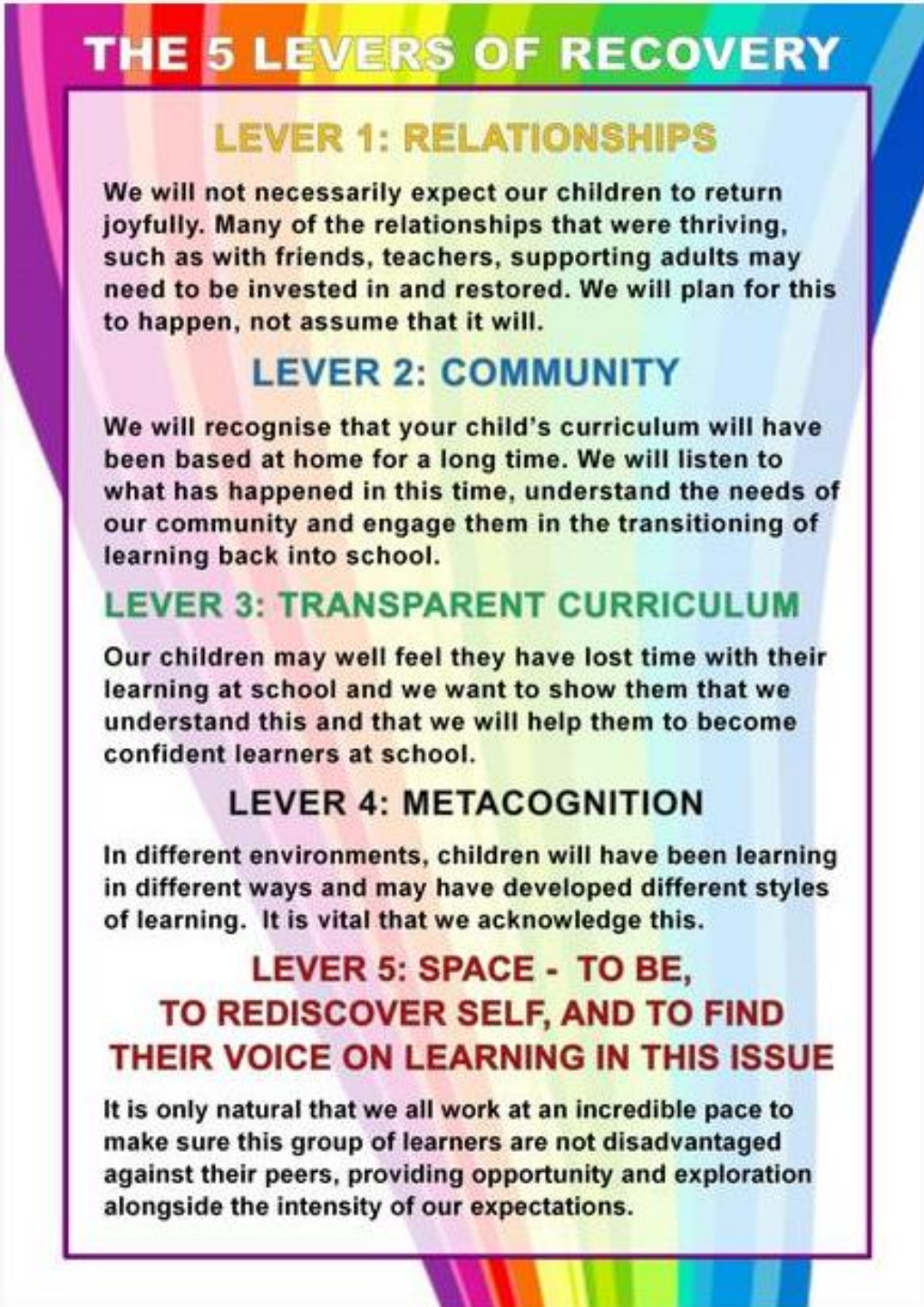


What Has happened?	<b>Child has been on a Personalised Behaviour Plan for a fixed amount of time.</b>
Action(s):	<ul style="list-style-type: none"> <li>• Parents to attend a <b>socially distanced</b> review meeting with Headteacher/Assistant Headteacher &amp; SENDCO. <b>PPE must be worn.</b></li> <li>• Discuss whether or not child has had a successful term and whether or not we need to continue on a plan.</li> <li>• Discuss whether or not a referral needs to take place (EPC, SALT, EP etc.)</li> </ul>

# What will my child be learning?

To help our children transition back to school following the Lockdown, we are teaching a 'Recovery Curriculum' alongside the National Curriculum.

This recovery curriculum is being followed by schools in Ealing and others across the country. Please see more information below:



**THE 5 LEVERS OF RECOVERY**

**LEVER 1: RELATIONSHIPS**

We will not necessarily expect our children to return joyfully. Many of the relationships that were thriving, such as with friends, teachers, supporting adults may need to be invested in and restored. We will plan for this to happen, not assume that it will.

**LEVER 2: COMMUNITY**

We will recognise that your child's curriculum will have been based at home for a long time. We will listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

**LEVER 3: TRANSPARENT CURRICULUM**

Our children may well feel they have lost time with their learning at school and we want to show them that we understand this and that we will help them to become confident learners at school.

**LEVER 4: METACOGNITION**

In different environments, children will have been learning in different ways and may have developed different styles of learning. It is vital that we acknowledge this.




**LEVER 5: SPACE - TO BE, TO REDISCOVER SELF, AND TO FIND THEIR VOICE ON LEARNING IN THIS ISSUE**

It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

You can also visit the following website for more info:

<https://www.evidenceforlearning.net/recoverycurriculum/#mentalhealth>

# What will my child be learning?

	Autumn		Spring		Summer	
<b>PSHE</b>	Health & Wellbeing  Focus Values: Self-belief & Determination British Values: Democracy & Rule of Law		Living in the wider world  Focus Values: Tolerance & respect British Values: Individual Respect		Relationships & Growing up  Focus Values: Respect British Values: Mutual Respect	
<b>English</b>	Writing to entertain Stories with familiar events Texts: Granddad's Island - Benji Davies The Tiger who came to Tea - Judith Kerr	Write to Inform Non-chronological report Texts: Dogger - Shirley Hughes That Rabbit belongs to Emily Brown Toys around the World (NF) Joanne Brundie	Write to Entertain Poetry (senses) Texts: Sharing a Shell - Julia Donaldson	Write to Inform Recount (factual) Texts: Meerkat Moll Rosie's Hat - Julia Donaldson (In school) Oceans and Seas (NF) (In school)	Write to Entertain Rhyme Rhythm Texts: The Bear - Raymond Briggs (In school)	Write to Inform Instructions Texts: The Trail - Julia Donaldson (In school)
<b>Maths</b>	Number and place value	Addition and Subtraction	Measurement Shape	Multiplication and Division	Fractions Position and Direction	Number and Place Value Time and Money
<b>Science</b>	Animals Including Humans (Focus on Animals)	Animals Including Humans (Focus on Humans)	Materials	Materials	Plants	Plants
<b>Geography</b>	Geography Quiz	Geography week: World wise week	<b>Local area study</b> What's it like where we live?	Seasons, weather and maps Enquiry question: Where do our favourite animals live?	Geography Quiz	Geography week: Celebrating geography and orienteering.
<b>History</b>	<b>All about me</b> What can I tell you about me and my family? (Links with Science, PSHE.)	<b>Toys through time</b> How are the toys I play with different to those 50 years ago? (Links with Science, DT & Eng)			<b>Space and Neil Armstrong</b> How do astronauts live in space?	<b>Space and Neil Armstrong</b> What is different between space travel then and now?
<b>Art &amp; Design</b>	Sketching and Painting- <b>Self Portraits</b> (Picasso) (Links with History)		Collage of a Woodlands Photo Frame - create frames from wood and using natural resources from our school grounds to decorate. - Geography link	Art - to be completed through Computing as digital Art.	Art - <b>Portraits</b> - Inside of plants (Georgia O'Keefe) - Science link	
<b>Design Technology</b>		Moving toys				Making a Smoothie Seasonal fruits (chopping and Peeling) -science link
<b>Computing</b>	Getting Started	Programming: Beebots	<b>Algorithms</b> Unplugged	Digital imagery	Introduction to Data	Rocket to the Moon
<b>Additional E- Safety</b>	Self-image and identity Online bullying Health, wellbeing and lifestyle		Online reputation Managing online information Privacy and security		Online relationships Copyright and ownership	
<b>Religious Education</b>		What do Christians believe about God?	What is Islam?	Why is prayer important for many people?	What does it mean to be a member of the Jewish community?	What role do festivals and holy days play in the life of faith?

**We have been very busy working on Woodlands School Curriculum during lockdown and we are very excited to share it with you.**

**There will be more curriculum & learning information to follow on our School Website so watch this space!**



# Home Learning

**All homework will be set online on a Friday and due in by the next Thursday.**

We have a range of fantastic online learning tools which are crucial in helping children improve their learning.

**Any incomplete/late homework will result in a Red and loss of Dojo points.**

**Our focus for home learning is:**



**Reading skills** - Bug Club is a fantastic tool where teachers can set books matched to your child's reading ability. Children receive instant feedback and teachers are able to see where support is needed.



**Digital skills through other curriculum areas** - these are equally as important as reading, writing & maths skills. In today's world, nearly all jobs have some sort of computing element. Computing is a part of the National Curriculum for all pupils. At Woodlands, we want our children to be confident when using technology so that they are able to access the same opportunities as other children around the world.

- Weekly homework will include English, maths & spellings.

Our online homework which is set through **Google Classroom** is vital in supporting children's development across all curriculum areas. It also ensures teachers are able to use homework to support assessment and give feedback.

**All children have been shown how to use these resources by their teachers. Although it may be tricky to begin with, children will become confident in no time. We are here to support them through this learning process.**

***In the case of another lockdown or school closure, children will continue their learning through these very same online platforms. We are teaching children how to use these resources at school too.***

**We will not be providing any paper homework.**

# Frequently Asked Questions

## **How do I contact my class teacher?**

You can contact me using the class email address – [year1@woodlands.ealing.sch.uk](mailto:year1@woodlands.ealing.sch.uk) . I will aim to get back to you within 48 working hours. If it is urgent then you can contact the office at [office@woodlands.ealing.sch.uk](mailto:office@woodlands.ealing.sch.uk) or speak to me on the gate at the end of the day.

## **Where can my child find their home learning?**

They will need to use their USO Google login to access Google Classroom. This is the same login that was sent home with all children during lockdown. Weekly home learning will be set there. All home learning tasks will be explained in class on a Friday morning. Your child's class website will have all this information: <https://www.woodlands.ealing.sch.uk/learning-zone/>

## **Will I get my child's log in details for all online learning?**

You will receive a reminder email shortly with login details for all learning platforms. Additionally, all children have a folder containing their usernames and passwords on Google Classroom.

## **Who do I contact if my child has a problem or can't access their home learning?**

You can send me an email. If your child is having problems completing their homework, they should speak to me and I will discuss it with them.

**Thank you very much for reading this information leaflet. We appreciate your continued support.**