

# Welcome to Class

1E



# Springwell Park

## Teaching Team:

Class Teacher – Mrs Evans

Teaching Assistant – Mrs Smith



# My Happy Mind

We are really proud to be a My Happy Mind School.

My Happy Mind is an NHS-backed curriculum in primary schools, secondary schools, and nurseries and is focused on building resilience, self-esteem, and happiness in children.

Every year group from Early Years to Year 6 has a separate version of the curriculum, with Year 6 focussing on transition. Each lesson contains quizzes, songs, animations and more and feature our lovely characters below.

The content is structured against the five modules shown in the myHappymind system image. Each Year group works through the 5 modules allowing for a whole school culture to build. There are also lessons on neurodiversity to enable the whole school community to better understand and embrace diversity.

There is also a My Happy Mind Parent app to enable you to support your child at home. A letter will be sent out shortly with details of how to register on the app.

# **Behaviour**

## The Springwell Stars Board

All classes use the Springwell Stars Board to promote positive behaviour.

The Three Stages of the Springwell Star Board will be:

- Ready to Shine
- Shining
- Inspirational

Every child will start the day on Ready to Shine. Children will move upwards when they consistently demonstrate positive behaviour choices.

All children who are Inspirational at the end of the school day will receive a golden ticket. We will celebrate one child from each class every week who will be the Behaviour Star of the week. All the Behaviour Stars of the Week will get a special treat with Miss Webley.

All the children with golden tickets will be part of the draw for the Fab 50 Celebration. There will also be a Fab 50 Celebration every half term to allow all children the opportunity to be celebrated.

# Attendance

## In School ready to Shine

Regular attendance helps children to:

-  Keep up with learning – missing lessons can make it harder to understand new work and can lead to gaps in learning.
-  Build friendships and confidence – being in school regularly helps children feel connected, settled and part of their school community.
-  Develop routines and independence – consistent attendance supports good habits that benefit children throughout their education.
-  Feel safe and supported – regular attendance helps school staff notice when a child may need additional help.

# Attendance

## Holidays in Term Time – What You Need to Know

- 🏠 Term-time holidays are not normally authorised. Parents should arrange family holidays during school holidays wherever possible.
- 📅 A penalty notice may be issued when a child has unauthorised absence, including a term-time holiday.
- First penalty notice: £80 if paid within 21 days, increasing to £160 if paid within 28 days.
- Second penalty notice within 3 years: £160, with no reduced rate.
- ⚠️ More than two penalty notices for the same child within 3 years may result in further legal action, including prosecution.
- 📅 Schools can consider a penalty notice when there are 10 sessions (usually 5 school days) of unauthorised absence within a rolling 10-school-week period.
- ★ Important: Schools consider requests for exceptional circumstances individually. Please speak to school before booking a term-time holiday.

Our priority is supporting regular attendance so every child can learn, thrive and achieve.

If you are struggling with your child's attendance please speak to someone in the Pastoral Team. We are always here to help.

## **School dinners**

We offer a staggered lunchtime, so that Reception/KS1 and KS2 eat separately.

Sefton catering are responsible for our school lunches and the menu can be found on our school website.

All children in Reception, Year 1 and Year 2 are entitled to a free school lunch

Children can also come into school with a packed lunch if they prefer.

The cost for a school dinner for KS2 is £2.61. Payments are made via Arbor.

Children from Year 3 onwards pay for their school dinner unless they are entitled to a free school meal.

Please check if you are eligible for this as this can also bring additional funding into school. You can check by doing an online search for Sefton council - free school meals.

**Start of the day** - In order to reduce congestion on arrival at school, we will be opening the school doors from 8.40am. The pastoral/leadership team will be on duty at the side door- to ensure the children enter calmly and assist with any questions. EYFS and KS1 will enter from their classroom doors. The playground gates will be locked at 8.55. Children arriving after 8.55am must report to the front desk.

**End of the day**

| Year      | Exit                                              | Time   |
|-----------|---------------------------------------------------|--------|
| Nursery   | Class door                                        | 3.30pm |
| Reception | Class door                                        | 3.15pm |
| Year 1    | Class door                                        | 3.15pm |
| Year 2    | Class door                                        | 3.15pm |
| Year 3    | Main door onto the playground                     | 3.15pm |
| Year 4    | Side door where the children enter in the morning | 3.15pm |
| Year 5    | Main door onto the playground                     | 3.20pm |
| Year 6    | Side door where the children enter in the morning | 3.20pm |

## Uniform

Children are to wear full school uniform to school everyday.

### Uniform for pupils

- White polo shirt (purple t-shirt in the summer)
- Purple cardigan / sweatshirt with school logo
- Grey trousers / skirt / pinafore
- Purple gingham dress in summer
- Grey shorts may be worn in summer
- Black shoes (Trainers can only be worn if they are fully black - no white soles/logos)

Can you please ensure that your child's name is in their jumpers/cardigan.

Children are asked not to bring any items in from home except a water bottle with their name on.

## PE

Our PE day will be on a **Thursday**.

**Children are to come into school in their PE kit on a **Thursday**. The children can wear a plain black tracksuit if the weather is cold.**

## PE

Your child will need:

- A purple t-shirt with school logo
- Black shorts
- Black pumps / trainers

## Curriculum

Our topics for this year are:

|           | Autumn                                                                                                             | Spring                                                                                                   | Summer                                                                       |
|-----------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| History   |                                                                                                                    | Were toys different when my Grandad was young?                                                           | Why were the Beatles famous?                                                 |
| Geography | Seasonal and Daily weather patterns – linked to Science<br><br>The Great Outdoors                                  | Seasonal and Daily weather patterns – linked to Science<br><br>UK Countries, Capital cities and Seas     | Seasonal and Daily weather patterns – linked to Science<br><br>Beyond Bootle |
| Science   | Seasonal changes – linked to Forest School<br><br>Superpowers – animals including humans<br><br>Everyday materials | Seasonal changes – linked to Forest School<br><br>Animals including human<br><br>Properties of materials | Seasonal changes – linked to Forest School<br><br>Plants                     |

## Homework

- Children are expected to read their reading book every day.
- Later in the year, they will have number facts and spellings to practice at home weekly– it is crucial that you help your child with this at home.
- We may also send some additional activities if necessary.

- **Communication**

- School staff are on the playground at drop-off and pick-up time to answer any queries. Registration is at 8.50am and the door will be closed.

You can also email or call the admin team and they will direct messages to the relevant staff.

Key information and updates will be put on the class website page as well as the class X page.

We also send home a weekly newsletter with updates via text.

If you have any concerns please speak to your child's class teacher in the first instance.

Please follow our class page – [@SpringwellYear1](#)



## Early Reading – Decodable books

Children who are being taught phonics will have a phonetically decodable book.

The children should not struggle with their book – it only contains sounds that the children have been taught. It should consolidate their learning.

The storybooks contain green and red words:

### Green words

**Green words** are words that the children **will be able to sound out** and then sound blend together, using the speed sounds they have learnt.

### Red words

- **Red words** are those words which contain spelling patterns **that cannot be sounded out**. Some of the most frequently used words in the English language have an uncommon spelling pattern and don't sound like they look, for example, said sounds like 'sed'.
- Red words have to be learnt by sight. In the past, they have been referred to as 'common exception words', 'sight words' or 'tricky words'.

Some 'red words' aren't permanent red words and are 'red for a while words'. This means that the word includes graphemes that have not been taught by the time they are encountered by the child.

Once the grapheme has been taught, some red words turn into green words.

## Early Reading – Decodable books

The phonetically decodable book will be introduced in the 30 minute phonic session.



**Children will read the story three times at school before it gets sent home.**

**First read – accurate** word reading. Children review the sounds that will feature within the story (inside cover) and read the story accurately and slowly.

**Second read – developing fluency.** Children increase their reading fluency (speed)

**Third read – comprehension.** Children discuss the story and engage in book talk. Can they summarise what has been read and talk about the characters and plot?

**After the third / fifth read, your child will bring this book home as well as the matching book-bag book.**

## Early Reading – Decodable books



Decodable story book



Book bag book

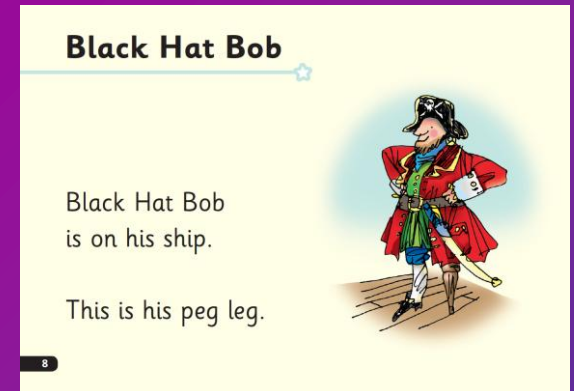


Reading for Pleasure text



Early Reading – listening to your child read

# ‘Special Friends’, ‘Fred Talk’, read the word



Children will be able to read all of the words in the Storybook.

If they hesitate, remind them to read the word using ‘Special Friends, Fred Talk, read the word’.

For example, this means they spot the ‘sh’, then Fred Talk and blend to read the word e.g. sh, sh-i-p, ship.