



Year 1

Rush Common School

2024 - 2025

Miss Scott (1ES), Mrs Carr and Mrs Lipp (1ECBL)

Mrs Cleaves (1ES), Mrs Maccacaro (1ECBL) and Mrs Foley (both classes)

Slides will be sent out later in the week.

Meet the Teachers and TAs:

- ▶ Teachers and TAs
 - ▶ 1ES: Miss Scott, TAs: Mrs Cleaves and Mrs Foley
 - ▶ 1ECBL: Mrs Carr (Monday-Wednesday), Mrs Lipp (Thursday-Friday), TAs: Mrs Maccacaro and Mrs Foley
- ▶ PPA Cover
 - ▶ Miss Guiver and Mrs Barnes on Wednesdays in 1ES and 1ECBL
 - ▶ Mrs Cleaves on Thursdays in 1ECBL

Arriving to school

- The gates are opened at 8:30.
- Classroom doors open at 8:30 and close at 8:40. If you are late arriving, please enter via the front office. Pupils will be marked late after 8:50.
- Please be safe and courteous when arriving in the mornings. It is very busy and there are a lot of pedestrians in front of school and at Norman Avenue. This is the same in the afternoons.
- Please do not turn in the school drive, park on or opposite the zigzag lines, or park on the grass verges. Please respect the safety of our school community and our neighbours.
- Please ensure that children do not climb on the gate when waiting.
- Bikes and scooters should be pushed on the playground as it is very busy. This includes younger siblings not yet at school.



Leaving school

- The gates are opened at 3:00.
- Children in Reception – Year 3 should be collected at the class doors.
- Children in Year 4 are released independently from their classrooms but should be met at an agreed location on the playground or at the school gate.
- Children in Years 5 & 6 are allowed to walk home independently if parents deem the journey safe for their child.
- If your child is being collected by someone different, please inform the school either via the office email address, or in-person at the class door in the morning in younger years.
- Children and younger siblings should not play on the adventure playground equipment after school hours.
- When entering or leaving school, please do not let children enter the codes. We have them in place for the safety of the children and security of the school site.

Attendance

- High attendance is vital for educational success. There is a very strong correlation between good attendance and good outcomes and wellbeing.
- Parents must not take their children out of school for a holiday, and doing so is against the law. Please see the letter sent out by Mr Fawcett last Friday.
- Absences must be reported to the school if your child/ren will be absent for any reason. The school will follow-up with any unreported absence, which may include visiting the child's listed address.

School Uniform:

- Regular school uniform is expected to be worn everyday. On the day that your child has PE, they should wear PE kit. PE days: Wednesdays and Thursdays

Additional reminders:

- No extreme hairstyles please – unnatural colours, shaved styles, etc.
- Long hair should be tied back using a scrunchie, hair band or clip. Hair gel should not be used to style hair.
- Minimal jewellery should be worn. A wristwatch and/or single stud earring in each ear lobe are permitted.
- All jewellery should be removed for PE and games. If ears are recently pierced, please provide tape to cover them.
- Nail varnish and make-up are not permitted.

Lost property:

- Please label coats, jumpers, cardigans, snack pots and water bottles. We have had a lot of unnamed items that never get returned.

Lunch arrangements

- School meals are available to order through ParentMail. They should be ordered at least three days in advance.
- School dinners for KS2 are £2.65. Reception and KS1 receive free school dinners.
- Reception eat at 11:45; Y1-Y2 eat at 12:00; Y3-Y6 eat at 12:30.
- YR – Y2 have playtime at 12:30; Y3-Y6 have playtime at 12:00.

Lunchbox tips



Keep them fuller for longer

Base the main lunchbox item on foods like bread, rice, pasta and potatoes. Choose wholegrain where you can.



Freeze for variety

Keep a small selection of different types of bread in the freezer so you have a variety of options – like bagels, pittas and wraps, granary, wholemeal and multigrain.



DIY lunches

Wraps and pots of fillings can be more exciting for kids when they get to make them. Dipping foods are also fun and a nice change from a sandwich each day.



Cut back on fat

Pick lower-fat fillings – like lean meats (including chicken or turkey), fish (such as tuna or salmon), lower-fat spread, reduced-fat cream cheese and reduced-fat hard cheese. And try to avoid using mayonnaise in sandwiches.

[See more healthier swap ideas](#)



Mix your slices

If your child does not like wholegrain, try making a sandwich from 1 slice of white bread and 1 slice of brown bread.



Always add veg

Cherry tomatoes, or sticks of carrot, cucumber, celery and peppers all count towards their 5 A Day. Adding a small pot of reduced-fat hummus or other dips may help with getting kids to eat vegetables.



Ever green

Always add salad to sandwiches and wraps too – it all counts towards your child's 5 A Day!



Cheesy does it...

Cheese can be high in fat and salt, so choose stronger-tasting ones – and use less of it – or try reduced-fat varieties.



Cut down on crisps

If your child really likes their crisps try reducing the number of times you include them in their lunchbox, and swap for homemade plain popcorn or plain rice cakes instead.



Tinned fruit counts too

A small pot of tinned fruit in juice – not syrup – is perfect for a lunchbox and easily stored in the cupboard.



Switch the sweets

Swap cakes, chocolate, cereal bars and biscuits for malt loaf, fruited teacakes, fruit breads or fruit (fresh, dried or tinned – in juice not syrup).



Get them involved

Get your kids involved in preparing and choosing what goes in their lunchbox. They are more likely to eat it if they helped make it.



Add bite-sized fruit

Try chopped apple, peeled satsuma segments, strawberries, blueberries, halved grapes or melon slices to make it easier for them to eat. Add a squeeze of lemon juice to stop it from going brown.



Swap the fruit bars

Dried fruit like raisins, sultanas and dried apricots are not only cheaper than processed fruit bars and snacks but can be healthier too. Just remember to keep dried fruit to mealtimes as it can be bad for teeth.



Yoghurts: go low-fat and lower-sugar

Pop in low-fat and lower-sugar yoghurts or fromage frais and add your own fruit.



Variety is the spice of lunch!

Be adventurous and get creative to mix up what goes in their lunchbox. Keeping them guessing with healthier ideas will keep them interested and more open to trying things.

Online Safety

- National College online safety posters are shared in each newsletter. They offer advice and information about popular games and apps.
 - Please let us know if you become aware of new games/apps that children may be playing.
- Monitoring: Our IT provider monitors online activity in line with government guidance.

Online Safety:

- We have regular lessons for pupils throughout the school year across subjects.
- We also address issues as they arise in individual year groups.
- Follow SMART rules (Safe, Meeting, Accepting, Reliable, Tell)
 - <https://www.childnet.com/resources/be-smart-online>

At home:

- Ensure the content they access is age-appropriate.
- Set rules and boundaries together.
- Don't ban the internet outright. Have an open conversation about it.
- Train your child to know what to do if something makes them uncomfortable. Show them the tools to use to report abuse.
- Visit <https://www.thinkuknow.co.uk/>



Communication:

- Please ensure that any communication with teachers is sent through the school office (office@rushcommon.school). For Reception and KS1 parents, quick messages can be passed on at the door.

My Child at School

- Weekly Updates for your year group will be sent out about what your child has learnt in school that week as well as what they will be learning in the upcoming week.
- Weekly Updates share important dates and reminders throughout the year.
- Class and year group reminders from teachers are communicated this way.
- Please read carefully, especially at the start and end of each half term for important updates.

ParentMail

- Any whole-school event or communication will be sent from the office via ParentMail (i.e. Sports Day, class photos).
- All trip information and payments are also through ParentMail.
- Lunches are ordered via ParentMail.
- There is a fortnightly newsletter for all parents from Mr Fawcett.

Communication:

Reporting Progress

- Parents' evenings will be in T1b (wb 11th November) and T2b. More information about sign-ups will happen closer to the time. We use the Sign-up Genius website.
- Parents' evenings are a vital part of children's education. It is an opportunity to discuss how children are settling into school routines and their academic progress. The school will follow-up with any missed parents' evening appointments.
- End-of-year reports are sent out in July.

The School Day

	8.30-9am	9-10.10am	10.10-10.30am	10.30-10.50am	10.50-11.30am	11.30-11.50am	12-1pm	1-1.30pm	1.30-2.20pm	2.20-3pm
Monday	Story Register Daily timetable Wake and Shake	RWI	Break time	Maths	Maths Adult Focus CP	English	Lunch time	Register Handwriting Science	CP Library- every other week.	Assembly
Tuesday	Story Register Daily timetable Wake and Shake	RWI		Maths	Maths Adult Focus CP	English		Register Handwriting Art	CP	PSHE
Wednesday	Story Register Daily timetable Wake and Shake	RWI		10.30-11.00am Maths- 1ECBL PE - 1ES	11.00-11.30am Maths- 1ES PE - 1ECBL	English	Register Handwriting Music	CP	Story time	
Thursday	Story Register Daily timetable Wake and Shake	RWI		10.30-11.10am Maths- 1ES PE - 1ECBL	11.10-11.50am Maths- 1ECBL PE - 1ES		Register Handwriting History/Geography	CP	RE	
Friday	Story Register Daily timetable Wake and Shake	RWI		Maths	Maths Adult Focus CP	English	Register Handwriting Computing	CP	Assembly	

Curriculum

Term - 1a		Year 1 Medium Term Curriculum Plan 2024-2025							
Topic – Dinosaurs		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Enrichment Activities			Discover a large egg on the field Dinosaur seen at school				Fossil history book or talk		
English			Question writing	Postcards	Features of an information text	Write facts about dinosaurs	Instructions	Instructions	Instructions
Reading Texts			Dear Dinosaur	Dear Dinosaur	Dinosaur Information books	Dinosaur Information books	How to Look After Your Dinosaur	How to Look After Your Dinosaur	How to Look After Your Dinosaur
Mathematics	Number- place value within 10 I can: Sort objects to 10. Count objects to 10.	Number- place value within 10 I can Count objects from a group of 10. Represent up to 10 objects. Represent numbers up to 10. Recognise numbers as words.	Number- place value within 10 I can Count forwards to 10. Count backwards from 10. Count one more for numbers within 10. Count one less for numbers within 10.	Number- place value within 10 I can Show 1:1 correspondence. Compare up to 10 objects. Understand <, > and = for numbers with 10 Compare numbers within 10.	Number- place value within 10 I can Order up to 10 objects. I can order numbers up to 10. I can understand ordinal numbers. I can use a number line from 0 - 10. <i>I can use visualisation to solve a simple problem</i>	Number – addition and subtraction within 10 I can Understand parts and whole. Use the part whole model. Use the addition symbol.	Number – addition and subtraction within 10 I can Make addition facts within 10. Find number bonds for numbers within 10. Compare number bonds. <i>I can begin to work systematically to solve a problem</i>	Number – addition and subtraction within 10 I can Add two numbers together within 10. Add by adding more. Add using number bonds. Find a part of a whole.	Number – addition and subtraction within 10 I can Add two numbers together within 10. Add by adding more. Add using number bonds. Find a part of a whole.
Science		I can identify vertebrates and invertebrates. (Identifying and classifying)	I can identify a reptile and talk about its key features. (Identifying and classifying)	I can identify an amphibian and talk about its key features. (Identifying and classifying)	I can classify a fish and other animals. (Identifying and classifying)	I can demonstrate my knowledge about classifying animals.	I can identify the signs of Autumn.	I can understand how rainbows are formed. (I can use simple equipment to look at things to help me understand them) Crest 'Rainbow Collectors'	
Computing	I can identify and discuss helpful technology.	I can label and use parts of a Chromebook.	I can effectively use a mouse or touchpad.	I can effectively use a mouse or touchpad.	I can effectively use a keyboard.	I can effectively use a keyboard.	I can identify and discuss the benefits of online safety rules.	I can demonstrate what I have learnt about using Chromebooks.	
Geography									



Curriculum

History	I can talk about what History is in relation to my own life.	I can talk simply about what I know, and what I want to find out, about dinosaurs.	I can use photographs and historical texts to give personal opinions and facts about dinosaurs.	I can use photographs and historical texts to give personal opinions and facts about dinosaurs.	I can order events related to dinosaur discovery and the impact (Mary Anning). Using a cocktail stick to pick out chocolate chips from a cookie-like palaeontologist removing bones.	I can use my knowledge draw conclusions about evidence I have found.	I can use historical evidence to give personal opinions and facts about how the dinosaurs died out.	I can show what I have learnt about dinosaurs.
Art & Design		I can identify the primary colours	Christmas Cards	I can mix primary colours to create secondary colours	I can identify and create tints	I can identify and create shades	I can identify and create tones	I can create a dinosaur island painting using colour mixing and light and dark techniques
DT								
PE		Fundamentals I can explore balance, stability and landing safely. Dance I can copy and repeat dance actions from the teacher.	I can explore how the body moves differently when running at different speeds. I can perform basic dance actions with control and timing.	I can explore changing direction and dodging. I can link actions to make a dance phrase.	I can explore jumping, hopping, and skipping actions. I can perform dance in groups with expression to others.	I can explore co-ordination and combination jumps. I can use a wide range of actions.	I can explore combination jumping and skipping in an individual rope. I can perform a complete dance routine.	Teambuilding games
PSHE		Following Jigsaw program: I feel special and safe in my class	Following Jigsaw program: I understand the rights and responsibilities as a member of my class. I know that I belong to my class	Following Jigsaw program: I know how to make my class a safe place for everybody to learn.	Following Jigsaw program: I know my views are valued and can contribute to the Learning charter. I recognise how it feels to be proud of an achievement.	Following Jigsaw program: I can recognise the choices I make and face the consequences. I recognise the range of feelings when I face certain consequences	Following Jigsaw program: I understand my rights and responsibilities within our learning charter	
RE			I can explain why people celebrate special events.	I can explain how events can be celebrated.	I can name the six main religions.	I can name the six main religions.		
Music		I can keep a beat.	I can keep a beat.	I can explain what a rhythm is.	I can write symbols for long and short sounds.	I can compose a rhythm.	I can rehearse and perform my composition to an audience.	I can rehearse and perform my composition to an audience.

Curriculum and enrichment

Term 1

- Dinosaur talk from The Oxfordshire Museum (cost and date TBC)
- Anti-bullying week w.c. 25th November
- KS1 Nativity
- Charity Christmas Cards sale

Term 2

- Book Fair – 4th – 7th March
- World Book Day – 6th March
- Y1 Crocodiles of the World Trip – 11th March (TBC). This is estimated to cost £18 per child
- M&M Pantomime – 31st January

Term 3

- KS1 Sports Day

Please take a look at the school calendar on our website or the school newsletters for further dates. Any further events will be announced via ParentMail.

Curriculum and teaching methods

- ▶ Please read with your child daily.
- ▶ Please practise number bonds to 10 (adding two numbers together to make 10).
- ▶ Please practise counting in 1s from any number, forwards and backwards.
- ▶ Count in 2s, 10s and 5s.
- ▶ In school, we will use a variety of methods and resources during our lessons including physical materials, pictures, books, worksheets, websites and other IT.
- ▶ Handwriting – letter and number formation.
- ▶ School Maths Calculation Policy [Calculation-Policy.pdf \(rushcommonschoo.org\)](#)
- ▶ A useful site for understanding approaches to teaching Maths:
<https://whiteroseeducation.com/parent-pupil-resources/maths/maths-with-michael>

Google Classroom

- Your child's new class is being set up by our IT support, Sweethaven.
- Please ensure that you are able to access Google Classroom through your devices at home.
- Please monitor your child's use at home. Google Classroom is not meant to be used for chatting and posting non-school related things.

Homework expectations

- Homework will be handed out in homework books and on Google Classroom (for online-based homework tasks).
 - Homework will begin in Term 1b
 - We will alternate weekly between an online activity and a written activity in their homework books.
 - Homework will be set on a Thursday
 - It will be collected in on a Tuesday
 - Please only complete activities from the Homework section on Google Classroom – our activities for Computing lessons are also assigned on Google Classroom and will be completed in class.
 - Usernames and passwords will be stuck into the front of your child’s homework book.
- Homework includes:
 - Maths/English (alternating each week)
 - Daily Reading (RWI books) – these get changed regularly by your child’s Phonics group leader. Some groups’ books are changed more frequently than others.
 - We will start sending RWI books home after the first assessment point has been completed (early October). Until then, we will be sharing some online reading resources.

Other ways to support your child

- Daily reading – listen to your child read, but also read to them. It helps them to hear and understand rhythm and fluency. Even older children like to listen to stories.
- Conversation – talking about current events, plans, what you or they are reading. This will help build their vocabulary.
- Practise Maths – mental maths, times tables, adding, baking, shopping, etc.
- Help them learn social skills by encouraging them to say hello to known people or order their own food.
- Encourage independence to make simple snacks, pair up socks, tie laces or help around the house.

Pupil Welfare

- Keep the school up-to-date on any medical conditions. We will need to see a letter from a medical professional.
- Only prescription medication required more than 3 times daily can be administered. This will need to be signed in by a First Aider. Requests for any exceptions to this must be made to Mr Fawcett.
- It is parents' and carers' responsibility to ensure medication/inhalers are in date.
- Please ensure that your child/ren are equipped appropriately for the weather. (i.e. sunscreen/hats in summer, coats in winter and raincoats as necessary).
- Please communicate any significant bumps or injuries to class teachers.

Pupil Welfare

Bullying: when someone is deliberately hurtful to someone over a period of time.

At school we:

- have anti-bullying ambassadors
- raise awareness through assemblies, presentations, forums, nurture groups, PSHE lessons and pupil leadership.

Banter: According to Oxford Languages, banter is defined as "the playful and friendly exchange of teasing remarks." It's a reciprocal interaction that typically occurs between friends, involving a "verbal ping-pong" of comments meant to be light-hearted and humorous.

- When banter is shared with a wider audience or repeated excessively, it can lose its playful nature and become hurtful.
- Understanding verbal and non-verbal cues is critical in recognising when banter is appropriate. Tone of voice, body language, and facial expressions all play a role in conveying intent. However, for some pupils including neurodiverse individuals, these cues might be harder to interpret, necessitating explicit communication and support.



Wellbeing and Mental Health

Mental health is

"... a state of wellbeing in which every individual recognises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her own community."

World Health Organisation, August 2014

At school we:

- have a mindful approach to PSHE lessons with built-in mindfulness practice. This is reinforced in assemblies and a new programme, Jigsaw Resilience.
- promote secure relationships.
- mark World Mental Health Day and Children's Mental Health Week.
- have calm spaces and regulation stations.

Ways to support a child or young person



Be there to listen

Regularly ask your child how they're doing, to help them get used to talking about their feelings, and know there's always someone there to listen. You can get tips on [Young Minds: How to talk to your child about mental health](#).



Support them through difficulties

Pay attention to how your child is feeling or behaving and try to help them work through difficulties. It may not be easy facing challenging behaviour, but try to help them understand what they're feeling and why. Learn more from [the Maudsley Charity on difficult behaviour](#).



Stay involved in their life

Show interest in their life and what's important to them. It not only helps them value who they are but also makes it easier for you to spot problems and support them.



Encourage their interests

Support and encourage your child to explore their interests. Being active or creative, learning new things and being a part of a team helps connect us and boost our mental wellbeing.



Take what they say seriously

Listening to and valuing what they say makes them feel valued. Consider how to help them work through their emotions in constructive ways. [Anna Freud Centre's guide on ways to support children and young people](#) has more on this.



Build positive routines

Try to have structure around regular routines, especially around healthy eating and exercise. A good night's sleep is also important, so have a fixed time for going to bed and getting up. The [Sleep Charity has relaxation sleep tips for children](#).

Behaviour:

Be Safe, Be Kind, Be Respectful

- Our behaviour management is based on a restorative approach.
- We create a positive environment throughout the school and model our three school rules.
- Recognition of positive behaviour through House Points, Celebration Nominations, Homework Champions and Sporting Champions.

How you can support the school

- Support social and fundraising events.
- Join Friends of Rush Common (FoRC).
- Become a Governor.
- Volunteering your skills and talents – gardening, crafts, resources, class trips.
- Become a reading volunteer or help in forest school – please contact the school office.
- Follow us on social media and share our news.

Questions

