



# Year 1

## Rush Common School

### 2025 - 2026

Mrs McLardie and Mrs Lipp (ILMBL)  
Mrs Edmunds (IEE)  
Mrs Cleaves and Mrs Maccacaro

Slides will be sent out later in the week.

# Meet the Teachers and TAs:

- ▶ Teachers and TAs
  - ▶ 1EE: Mrs Edmunds, TA: Mrs Cleaves
  - ▶ 1LMBL: Mrs McLardie (Monday-Wednesday), Mrs Lipp (Thursday-Friday), TA: Mrs Maccacaro
  
- ▶ PPA Cover
  - ▶ Mrs Barnes for PE on Wednesday mornings.
  - ▶ Mr Sealey and Mrs Carr on Monday afternoons for both classes.
  - ▶ Mrs Hawthorne or Miss Taylor on Wednesday afternoons in 1LMBL.
  - ▶ Mrs Cleaves on Thursday afternoons in 1LMBL

# 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.
- It is not possible to 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.
- 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.
- If your child's attendance falls below 90%, you may be contacted by the school so we can offer support and work together to improve it.

# School Uniform:

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

## 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.
- House t-shirt for PE is only for house events and sports day. You will be informed when children are needed to wear them.
- Please note that the regular school uniform for Y1-Y6 includes a white short/long sleeved poly/cotton shirt, not a polo shirt. Polo shirts are only to be worn by children in Reception.

## 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 £2.80. 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. There is also a section on the school website.
  - 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/>
- Helpful information for parents and carers <https://www.thinkuknow.co.uk/>

[Keep Children Safe Online: Information, advice, support - Internet Matters](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 10<sup>th</sup> November) and T2b (wb 16<sup>th</sup> March). 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

	8.30-9	9-10	10-10:30	10:30-10:50	10:50-11:50	12-1	1-1.10	1.10-1.30	1.30-2:30	2.30-3pm		
Monday	Register Daily timetable Wake & Shake	RWI	Wash hands and get ready for break	Break time	English	Writing AF and Own Learning	Lunch	EE and LM PPA				
					Register	PE		Music	Assembly			
						Music		PE				
Tuesday	Register Daily timetable Wake & Shake	RWI			Maths	Maths AF and Own Learning		Register	Science	Science AF and Own Learning	Story Time	
Wednesday	Register Daily timetable Wake & Shake	RWI			LM Leadership			Register	Forest School (LM)			
					Maths	PE			Library	Art or DT	Art or DT AF and Own Learning	PSHE
			PE	Maths								
Thursday	Register Daily timetable Wake & Shake	RWI	English	Writing AF and Own Learning	Register	BL PPA 2.00 – 3.00		RE				
						Geography or History	Geography or History AF and Own Learning					
Friday	Register Daily timetable Wake & Shake	RWI	Maths	Maths AF and Own Learning	Register	Computing	Computing AF and Own Learning	Assembly				

# Curriculum

<div> <div>Term - 1a</div> <div>Topic – Dinosaurs</div> <div> <div>Year 1</div> <div>Medium Term Curriculum Plan 2025-2026</div> </div> <div>  </div> </div>								
	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						
English	Handwriting Letter Formation]	Writing facts about dinosaurs	Writing facts about dinosaurs	Letters	Letters	Letters Question writing	Instructions	Instructions
Reading Texts		Dinosaur Information books	Dinosaur Information books	Dear Dinosaur	Dear Dinosaur	Dear Dinosaur	How to Look After Your Dinosaur	How to Look After Your Dinosaur
Mathematics	Number- place value within 10	Number- place value within 10	Number- place value within 10	Number- place value within 10	Number- place value within 10	Number – addition and subtraction within 10	Number – addition and subtraction within 10	Number – addition and subtraction within 10
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 use labels to describe and group objects.	I can count a group of objects.	I can describe and group objects according to their properties.	I can count and group objects according to different properties.	I can choose a logic for grouping and comparing objects.	I can use grouping to answer questions about objects.	I can identify and discuss online safety rules.	
Geography								
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 a 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 experiment with and manipulate tools to create a piece of work.	I can experiment with and manipulate tools to create a piece of work.	I can produce a piece of art using what I have learnt.	I can evaluate a piece of artwork.
DT								

# Curriculum

PE		<b>Fundamentals</b> I can explore balance, stability and landing safely.  <b>Dance</b> 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			<b>Following Jigsaw program:</b> I feel special and safe in my class	<b>Following Jigsaw program:</b> I understand the rights and responsibilities as a member of my class. I know that I belong to my class	<b>Following Jigsaw program:</b> I know how to make my class a safe place for everybody to learn.	<b>Following Jigsaw program:</b> I know my views are valued and can contribute to the Learning charter. I recognise how it feels to be proud of an achievement.	<b>Following Jigsaw program:</b> I can recognise the choices I make and face the consequences. I recognise the range of feelings when I face certain consequences	<b>Following Jigsaw program:</b> I understand my rights and responsibilities within our learning charter
RE		I can identify important celebrations to me.	I can express beliefs and feelings at important celebrations.	I can identify what makes a good celebration.	I can explore the occasions that different people celebrate.	I can explore the occasions that different people celebrate.	I can recognise that some celebrations are religious and others are non-religious.	
Music		Musicianship: I can move in time with a steady beat.	Listening: I can say what I like or don't like about a piece of music.	Instrumental playing: I can play a tuned and/or untuned percussion instrument.	Composition: I can compose a simple melody using blocks.	Improvisation: I know that when I improvise, I make up my own tune.	Rehearse and perform.	

# Curriculum and enrichment

Forest School: this will be on the school site every Wednesday afternoon for Terms 1 and 2. Children will have a total of 7 sessions over the two terms.

## Term 1

- Dinosaur talk on Monday 13<sup>th</sup> October from The Oxfordshire Museum
- Anti-bullying week w.c. 25th November
- KS1 Nativity
- Charity Christmas Cards sale
- Phonics Workshop- Monday 29<sup>th</sup> September straight after school

## Term 2

- Book Fair
- Books at Bedtime- TBC
- World Book Day – 5th March
- Y1 Crocodiles of the World Trip – (TBC). This is estimated to cost £18 per child
- M&M Pantomime

## Term 3

- KS1 Sports Day
- Pirate dress up 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. Record this in their reading record- This is used to help us monitor their reading at home. Due to the frequency the children read in their RWI sessions school reading isn't recorded in these. Please do not use reading records as a way to communicate with your class teacher.
- ▶ 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.
- Please also refer to the calculation policy on the school website.
- A useful site for helping parents understand 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. This will build their resilience.

# 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

