

Hillcross Primary School



Year One Welcome Meeting

At Hillcross we nurture our children to think critically and creatively within a collaborative community.



Attendance and Punctuality



- **Attendance** at school is paramount to ensuring your child continues to learn and develop. If children miss sections of their learning it can become difficult to ensure they catch up on missed skills. **Children benefit greatly from consistent periods of time in school.**
- **Punctuality** is also crucial to ensuring a relaxed and smooth start to the day. The staff will carry out specific work every morning with the specific children, so please try to arrive as close to **8.30am** as you can.
- **School starts at 8.30am each morning (indicated by the school bell).**
- **At 8.45am a second bell rings and this means that all classroom doors and school gates will be locked.** Registers are closed so if you arrive on or after the second school bell you will need to take your child to the school office to sign in and they will be recorded as late- this can upset children greatly too.
- **School finishes at 3pm, gates will open soon before.** Children will be dismissed directly from their class doors to a known adult. If someone different is collecting your child, please inform staff beforehand as we will not let children go with another adult without your permission - they will also have to know the unique safeguarding password that you put on your school admissions form.
- **School gates are closed at 3.10pm** so if you do not enter and exit between these times, you will have access to the Ashridge entrance only.

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School Values: aspiration, challenge, compassion, responsibility and respect

School Uniform



School Uniform

- Maroon long sleeved cardigan or V-neck sweatshirt with school logo.
- White or maroon short sleeved polo shirt (with or without logo) or white shirt/blouse.
- Grey tailored pinafore dress, skirt, skort, shorts or trousers. Clothing should be knee length and tight pencil skirts are not appropriate as they are too restrictive.
- White, grey or black socks or tights (no leggings to be worn under uniform).
- If your child wears cycling shorts, or similar, under a school skirt or dress, these must be **white**, black or grey and **must not be seen below the hem**.
- **Plain black shoes** (not sling-back, open toed or heeled) **or trainers** (no coloured markings) with Velcro fastening until children can manage their own shoelaces/buckle. No boots, plimsolls, canvas pumps or coloured trainers.

Warm Weather Options

- Pink/white or red/white checked summer dress (**no all in one or 'hybrid' versions**).
- White/black closed toe leather sandals (in summer).

Other compulsory Uniform Items

- Hillcross Logo School Rucksack (Small rucksacks or book bags are available for children in EYFS & KS1). One small discrete key ring may be attached to help your child identify their bag.
- Transparent Water Bottle:
 - From September 2024, Nursery and Reception will have a maroon or white lid. Alternatively, parents can source their own transparent water bottle with a black, white, grey or maroon lid/tint. *(If as an existing parent you have purchased a different coloured lid already you do not need to purchase a new one unless you want to.)*
 - Year 1 to Year 6 children will have a house team coloured lid. Alternatively, parents can source their own transparent water bottle in their child's house colour (see picture for colour guide).
- Sunhat - Hillcross logo hat recommended (no visors as these do not provide full protection).



PE Kit (Year 1 to Year 6)

The PE kit listed is considered to be part of our school uniform and children should wear this to school on their confirmed PE day/s. Trainers for PE should be black, but please remember how often these get lost and that they will be worn in muddy conditions, so do not send your child to school with expensive trainers

- PE sweatshirt with school logo.
 - (From Sep 2024) Year 1-Year 6: a plain t-shirt in your child's house colour; **nursery and reception children will wear a plain white t-shirt**.
 - **Plain black** jogging bottoms or thick black leggings (no logos).
 - **Plain black** shorts or thick black cycling shorts **no shorter than mid thigh** (no logos).
 - Black indoor plimsolls or trainers for indoor sports (These must not have been worn outside, as they are required to protect the gym floor).
 - Black outside trainers for outdoor sports (In the sports arena or field).
 - School logo drawstring PE bag to store kit.
- *Please note earrings must be removed or covered with plasters (please provide plasters).



Indoor Shoes for PE Lessons in the Gym

We ask families to purchase indoor trainers/plimsolls for use in the school gym so that if the weather does not allow for PE lessons to take place outside, the lessons can be held inside. For health and safety reasons, we cannot allow children to take part in games such as football, basketball or tag rugby in bare feet. Whilst we appreciate that there may be periods of time that Teams are lucky with the weather and all their PE lessons take place outside, we cannot predict whether or not this will be the case. If it rains and a lesson has to take place inside, if children do not have indoor footwear, they cannot take part in the lesson. You will be aware that lessons are sequential and skills are developed and built upon each week, which puts those children who miss lessons at a disadvantage.

Please remember to label all items of your child's uniform - this includes shoes, lunchboxes and water bottles.

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School Values: aspiration, challenge, compassion, responsibility and respect

Hillcross Primary School



“Points of transfer are a critical time for young children and need to be managed sensitively by schools. Successful transition relies on a high degree of continuity and consistency in approach. This requires adults working with young children to have a clear understanding of the principles of the Foundation Stage and those aspects that will need to be continued into Year 1”.

Key Elements of effective transition, 2005

Welcome to Reception



Katie Sharp
Class Teacher
Team Larch

Becce Swaffield
Teaching Assistant
(Both Teams)

Ana Kovel
Teaching Assistant
(Both Teams)

Tanja Doig
Class Teacher
Team Oak

***Bethany Wozniak**
Teaching Assistant
(Both Teams)

*Returning in January 2025

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Transition



Although our children are **already part of our school community** and are familiar with many of the **general routines and expectations** that are consistent across the school, the transition from the 'Early Years Foundation Stage' to the '**National**' curriculum is an **important milestone** in your child's educational journey.

For the children, the most obvious difference is the way in which they will access their learning, for example,:

- They will **remain in their classroom**, rather than choose from a selection of learning spaces.
- They will have less choice about '**what**' they learn and '**when**' they learn it.
- Across the year, learning becomes **gradually less play based**.
- They will only be able to see their friends in the other class at playtime and lunchtime.

Transition



Transition has **already started** for the Reception children. Staff have been popping into the unit to say hello and children will be coming into the classrooms to complete activities and be read to.

Over the next few weeks we will develop this to ensure that:

- all children have a story read to them in Reception by a Year One staff member
- introducing the children to the new spaces they will be using such as the playground
- the children will enjoy a transition morning with their new class teacher
- they will spend time learning and playing in their new class teams
- taking part in an ‘ask the teacher’ session where they have been able to find out more about the Year 1 routine.



The Hillcross Curriculum

At Hillcross we have designed a bespoke curriculum that is reviewed and developed over time so that it incorporates all elements of the National Curriculum whilst considering the specific needs of the children in our school community.

Careful consideration has been given to what content is crucial for our children to learn and the best contexts in which they can learn this. Our curriculum is accessible and relevant to all children and reflects and celebrates the diversity of our school community and society as a whole.

As part of our Thinking School status we encourage children to use a wide range of vocabulary effectively to think deeply about and discuss what they encounter - reading is an integral part of this.

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Monitoring of Progress



From Year One, **children's progress and attainment are measured against statements directly linked to the National Curriculum Programmes of Study each term.** This performance data and your child's progress is communicated to parents at parents' evening and in the end of year reports.

Termly Progress Celebration evenings also offer families the opportunity to come in and see the learning in the children's Writing, Maths and Topic books. Staff won't be available to speak to you during these evenings, it is however an opportunity for you and your children to sit and look at their learning (and the learning environment) together.

At various points across the year, you will either be invited into school or be able to see them in videos (via Google Classroom) to celebrate learning. This includes a Christmas Carol Service.

The Learning Environment



At Hillcross we believe the classroom (or any given learning environment) should be organised to support children's access to and engagement with their learning, helping to build the children's independence as a learner. A positive and safe learning environment will help to ensure children can **focus on their learning, develop positive attitudes** and **give them the 'space' and confidence to take risks and meet challenges set.**

We involve children in the creation their class environment to create a sense of ownership which supports teaching and learning and promotes young children's physical, mental and emotional well being. Clear routines and rules will be displayed in the classroom to ensure all children are upholding our values and high behaviour expectations. The children create the Class Charter (linked to the The United Nations Convention on the Rights of the Child- UNCRC) together.

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Class Charter for Team Oak

As Rights Holders, we have the Right to:

Article 3:



Article 12 and 13:



Article 28:



As Rights Holders, we will Respect our Rights by:

- listening to, and thinking about, what others say.
- always using kind words and actions.
- paying careful attention, and responding, when others communicate with us.
- only walking when we are inside the building.
- respecting others and our environment.

As Duty Bearers, the Adults will Respect your Rights by:

- listening to you.
- acting with empathy and compassion.
- making your learning interesting and active.
- planning and sharing learning in a way that you can understand.
- being firm, but fair.
- challenging you to do your best.



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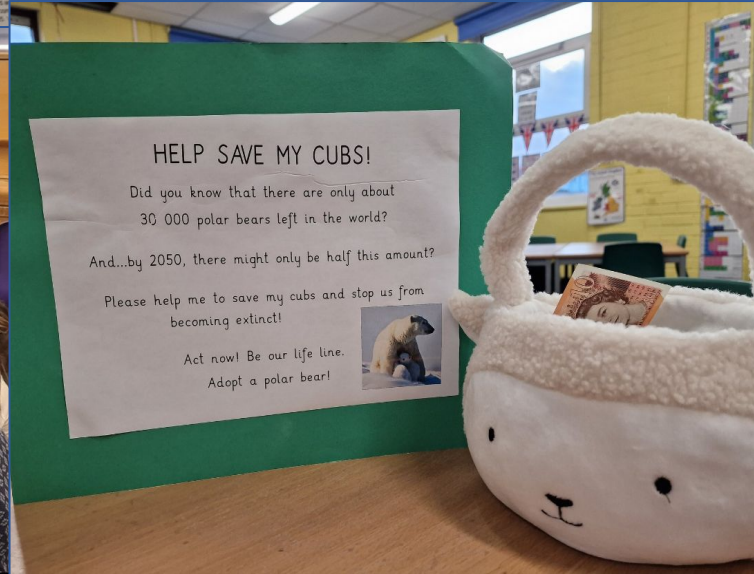
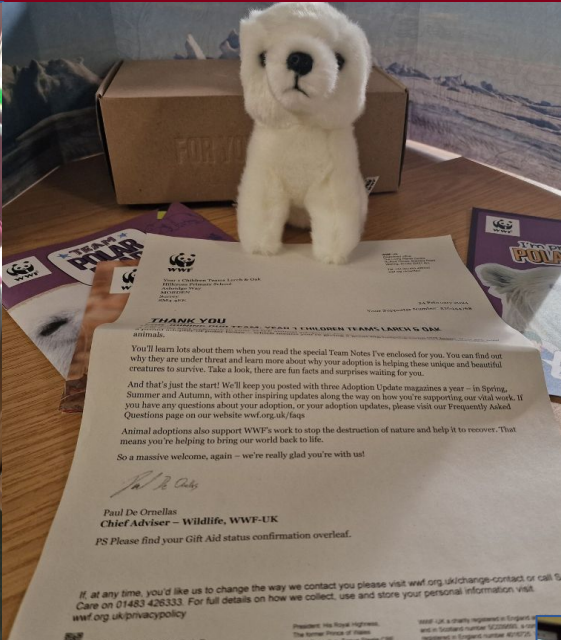
The Learning Environment



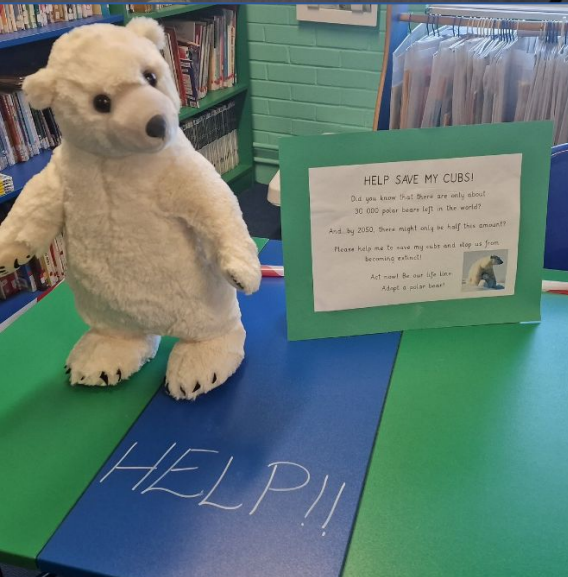
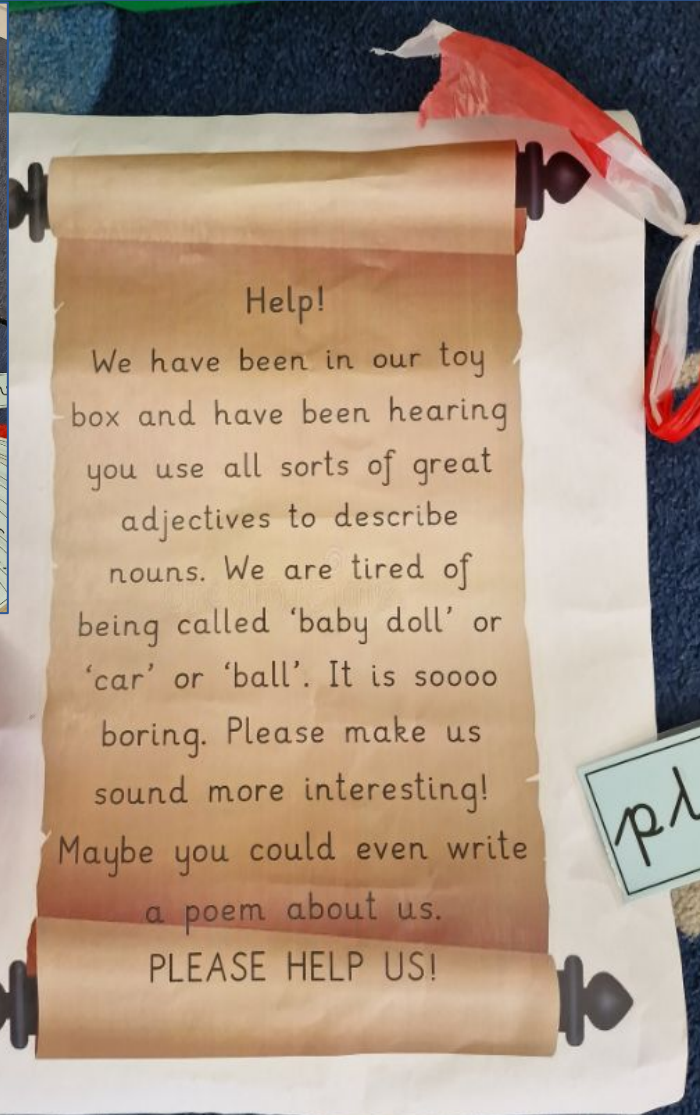
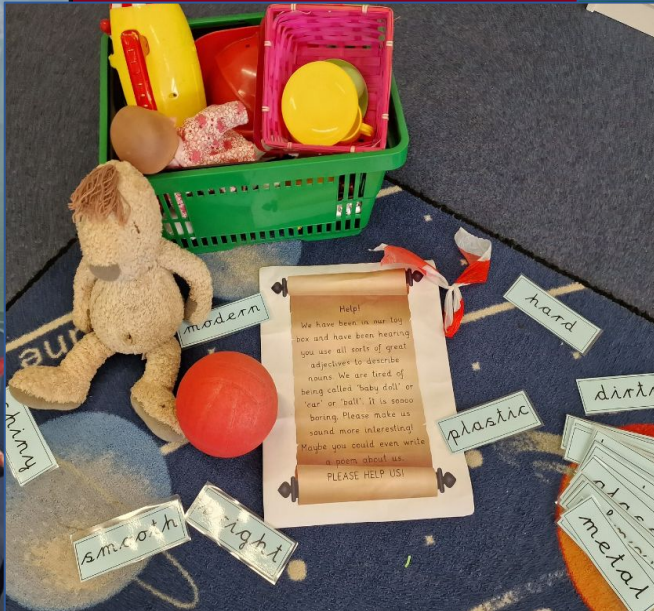
The Year One classrooms play a key role in the transition process, and should initially mirror some elements of the Early Years environment.

- Initially, some of the **play opportunities** that are available within the EYFS will be found in the Y1 classroom. For example, role-play, construction, small world, mark making and opportunities for outdoor play and quiet reflection.
- **Learning ‘challenges’** will be planned to direct all independent learning opportunities. These should be designed to reflect the skills taught and/or gaps in children’s learning.
- **Outdoor play, although not continuous, is actively encouraged** and timetabled across the day/week and enables access to similar resources as in the EYFS to promote learning across all areas of learning.
- Resources will be clearly organised and labelled so that they can be accessed/put away independently by the children. Children will continue to take responsibility for maintaining a tidy classroom.

Making learning relevant, purposeful and exciting



Making learning relevant, purposeful and exciting

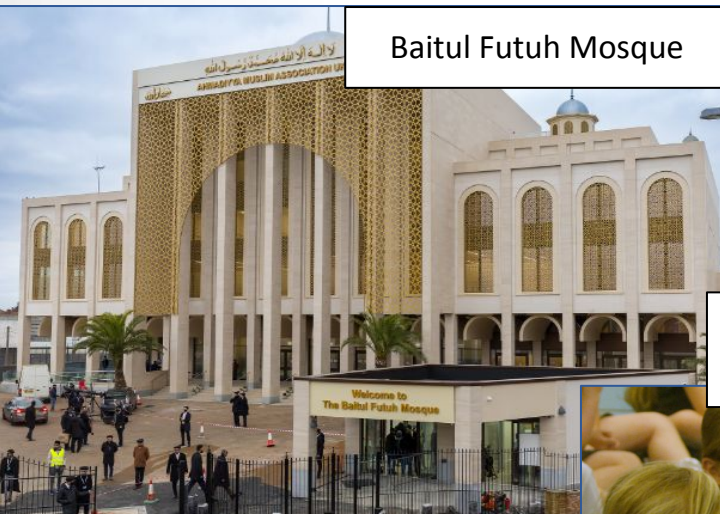


Making learning relevant, purposeful and exciting



Educational Visits in Year One

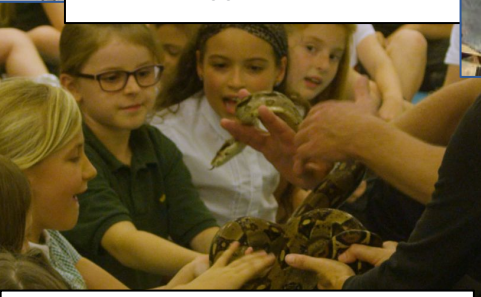
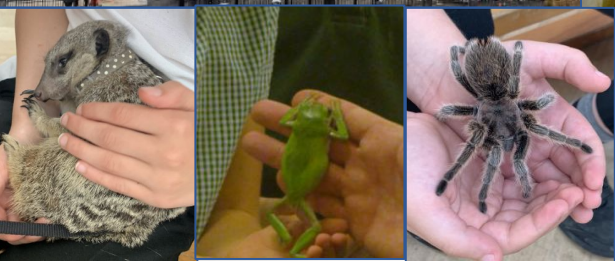
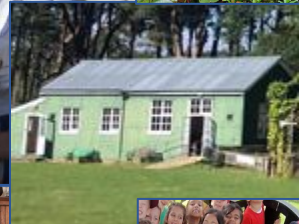
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Baitul Futuh Mosque	Animal Encounters	Visit from PSOs- Clever Never Goes and local trip around Morden	Rural Living Museum	John Innes Park
Free	£13	Free	£30	Free



Baitul Futuh Mosque



PCSOs- police community support officer



Animal Encounters Workshop



Educational Visits In Year One



The Hillcross Curriculum

During Year One, we focus on these 6 topics, as well as trailblazers chosen by the children themselves. Trailblazers are topics which the children are keen to explore and a decision is reached through a democratic vote.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A Change Over Time	Carnival of Animals	A Step in Time	Very Victorian Values	Fee Fi Fo Fum	Whole School Topic

The Hillcross Curriculum

The Hillcross website has an abundance of information to inform you as parents about your children's learning. Please take to have a look at each of the subjects to find out more.



[Home](#) > [Our Learning](#) > [The Hillcross Curriculum](#)

The Hillcross Curriculum

Our **Curriculum Intent** sets out the aims and scope of our curriculum. The subject progression grids outline the knowledge and skills that our children will gain at each stage through the school's curriculum. At Hillcross, we have designed a bespoke and ever-changing curriculum that considers what end points the curriculum is building towards and incorporates all elements of the National Curriculum. We also carefully consider the specific needs of the children in our school community, what content is crucial for them to learn and the best contexts in which they can learn this. Our challenging and innovative curriculum reflects and celebrates the diversity, promotes and sustains children's interest and enthusiasm for learning and inspires them to take action to engage with, and influence, local, national and global issues.

Subject Progression Grids carefully sequence the acquisition of knowledge and the application of skills in our curriculum for each subject and across all year groups. This enables us to offer an ambitious and aspirational curriculum journey to our children. The element of these grids that show the content of the curriculum for each subject can be found on each subject page.

Curriculum implementation refers to how the planned curriculum is delivered to the children - the method and practises used to facilitate learning. It is about the teaching and assessment of learning that takes place every day to enable children to make progress, the interactions between people, the learning environment and the learning tasks themselves; the resources made available; and the opportunities provided. The teaching method and practises (pedagogy) at Hillcross can be accessed by clicking on the link on the right-hand side of this page.

The positive **impact of the curriculum** on the children's learning and development is significant. We are really proud of what our pupils achieve as a result of their learning across the curriculum. For specific information about how our children progress through each subject's curriculum, please see the **Subject Stories** that can be found on the subject pages by clicking the relevant link on the right-hand side of this page.

[Curriculum Intent](#)

[Curriculum Implementation](#)

[Curriculum Evening 14th Sept 2023](#)

[Curriculum Presentations 2023/24](#)

[A Thinking School](#)

[A Rights Respecting School](#)

[An Eco-School](#)

[A Healthy School](#)

[Mental Health and Wellbeing](#)

[SEND](#)

[Early Years Foundation Stage](#)

[Art & Design](#)

[Computing](#)

[Design & Technology \(DT\)](#)

[English](#)

[Languages \(Spanish\)](#)

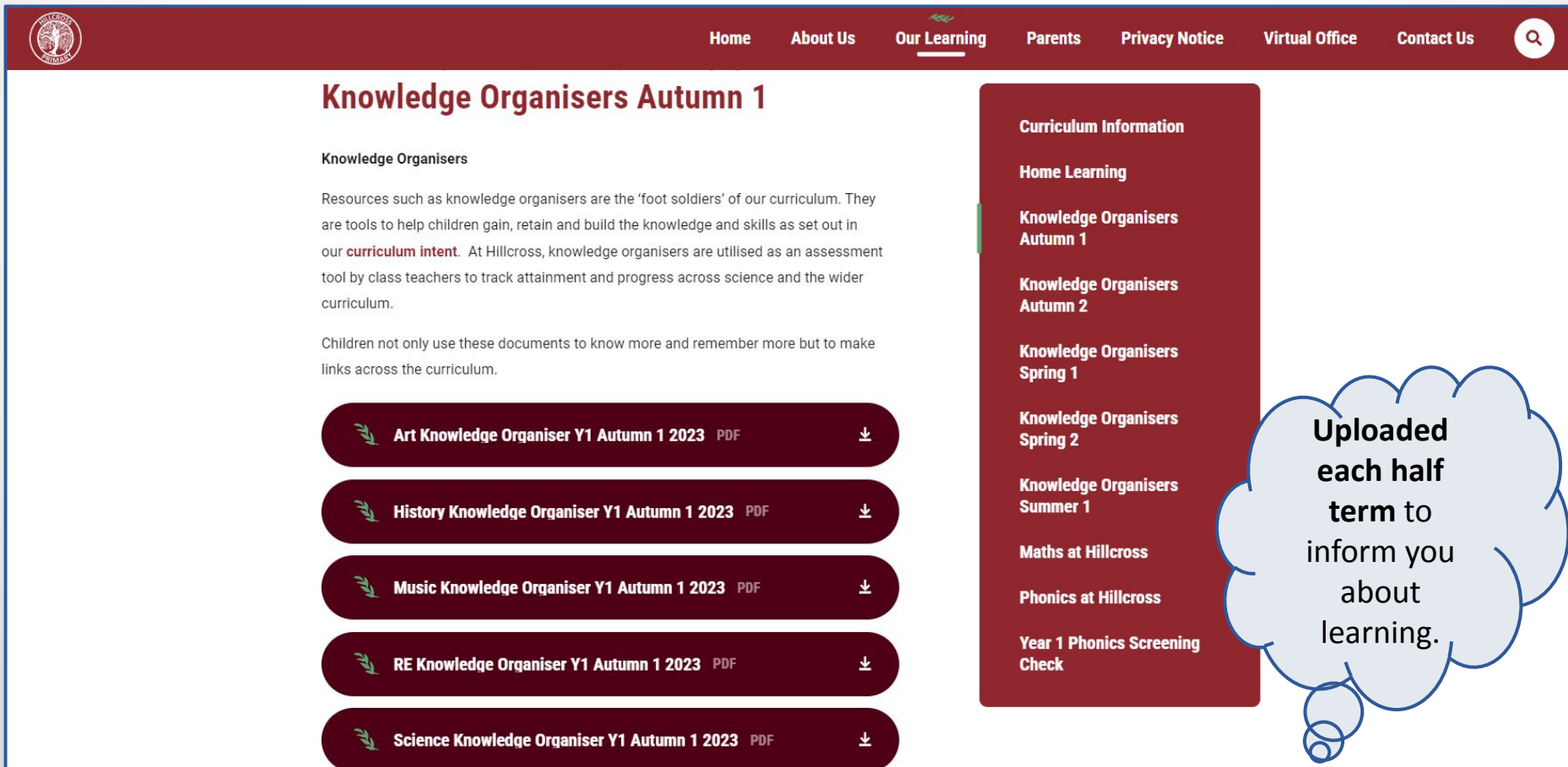
[Geography](#)

[History](#)

Knowledge Organisers

Knowledge Organisers are the 'foot soldiers' of our curriculum. They are tools to help children gain, retain and build the knowledge and skills as set out in our **curriculum intent**.

Children not only use these documents *to know more and remember more* but to make links across the curriculum.








The screenshot shows the Hillcross Primary School website. The navigation bar includes Home, About Us, Our Learning (highlighted), Parents, Privacy Notice, Virtual Office, and Contact Us. The main content area is titled "Knowledge Organisers Autumn 1" and contains a description of these resources as "foot soldiers" of the curriculum. Below the text is a list of five knowledge organisers for Y1 Autumn 1 2023, each with a PDF icon and a download arrow. A sidebar on the right lists various curriculum information and home learning resources. A blue thought bubble on the right contains the text: "Uploaded each half term to inform you about learning."

Knowledge Organisers Autumn 1

Knowledge Organisers

Resources such as knowledge organisers are the 'foot soldiers' of our curriculum. They are tools to help children gain, retain and build the knowledge and skills as set out in our **curriculum intent**. At Hillcross, knowledge organisers are utilised as an assessment tool by class teachers to track attainment and progress across science and the wider curriculum.

Children not only use these documents to know more and remember more but to make links across the curriculum.

- [Art Knowledge Organiser Y1 Autumn 1 2023 PDF](#) 
- [History Knowledge Organiser Y1 Autumn 1 2023 PDF](#) 
- [Music Knowledge Organiser Y1 Autumn 1 2023 PDF](#) 
- [RE Knowledge Organiser Y1 Autumn 1 2023 PDF](#) 
- [Science Knowledge Organiser Y1 Autumn 1 2023 PDF](#) 

Curriculum Information

- Home Learning
- Knowledge Organisers Autumn 1**
- Knowledge Organisers Autumn 2
- Knowledge Organisers Spring 1
- Knowledge Organisers Spring 2
- Knowledge Organisers Summer 1
- Maths at Hillcross
- Phonics at Hillcross
- Year 1 Phonics Screening Check

Uploaded each half term to inform you about learning.

Knowledge Organisers- here are some examples

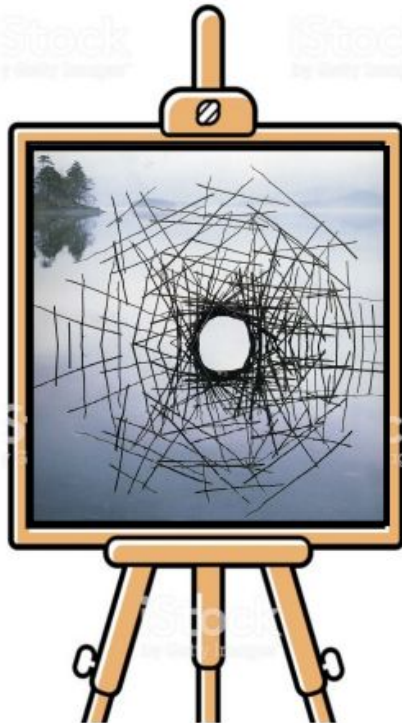


Hillcross Primary School

Year 1 Knowledge Organiser 2023/24

A Change Over Time

How can my art change over time?



2. Who is Andy Goldsworthy?

Andy Goldsworthy is a **British artist**, known for his **sculptures** and **photography**.

He only uses **natural materials** such as **stones, twigs, flowers, leaves, mud** etc.



3. What materials will I use for a sculpture?

Natural materials are **things that come from plants, animals, or the ground**- not man-made.

We will investigate how to create **forms** from different materials.

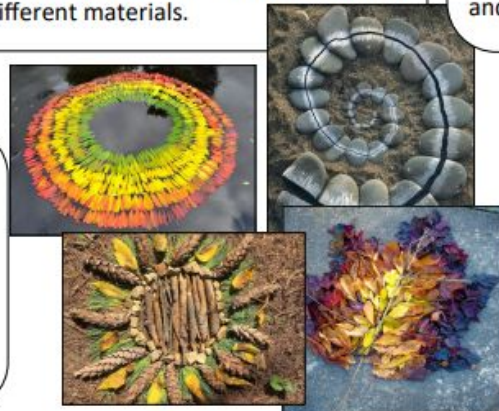
4. How can I make a sculpture?

We will **create** and **evaluate** our sculptures in the **style of Andy Goldsworthy** using **shape** and **form**.



1. What is a sculpture?

Sculpture is the **art of building in 3D**. Sculptures can be made by **carving, modelling or placing materials together**. They can be made out of **any material**.



Key Vocabulary

form	the shape or structure of an object
sculptor	somebody who creates art in 3D form
sculpture	the art of building in 3D
shape	the form in which an object appears

Knowledge Organisers- here are some examples



Hillcross Primary School



What Is It Made Of? Everyday materials

Year 1 Knowledge Organisers 2023/2024

Stephanie Kwole

She was an American chemist who invented a very strong plastic called **Kevlar**. It is best known for its use in bulletproof vests. She was born in 1923 and died in 2014.



By having access to education, we are able to learn and achieve our dreams. Because Stephanie Kwole had the right to education, she was able to become a scientist and make the world a better and safer place.

waterproof	something that keeps water out
elastic	able to stretch and be returned to its original shape or size
stretchy	able to stretch or be stretched easily
opaque	not able to be seen through

1. What material is it?

- materials are **all around us**
- we can classify the material by what it is made from



2. Are all materials the same?

- We can categorise materials by looking at their **textures**. We can use words like: **hard/soft, rough/smooth, stretchy/stiff, shiny/dull, bendy/not bendy**.

3. Are the properties of all materials the same?

- properties of materials help us to decide **what they will be used for**
- can describe the properties of materials by using words like: **opaque, absorbent, waterproof and see through**.

4. Where do different materials come from?

- different materials come from different places.
- things made from wood come from trees.
- cotton comes from a plants
- wool comes from sheep
- metal comes from the core of the earth.

4. What is the best material for a raincoat?

Investigation: How do we know?

During this investigation we will explore the **properties of different materials**, we will then make decisions about the materials and their purposes.

This will help us to make a decision about which material to use for the purpose (job) intended (not let water through).

Knowledge Organisers- here are some examples



Hillcross Primary School

Fee-Fi-Fo-Fum

Year 1 Knowledge Organisers 2023/24

1. What makes our world beautiful and exciting?

- Justify why you think the world is beautiful.
- Creation stories help us to understand the importance of awe and wonder.

2) What does the Bible tell us about the creation of the world?

Christians believe God is the creator of the world and all good in it.

They believe God created the Earth in 7 days:

- Day 1 = night and day
- Day 2 = sky and sea
- Day 3 = land, plants and trees
- Day 4 = sun, moon and stars
- Day 5 = fish and birds
- Day 6 = humans and animals
- Day 7 = God rested

How did the world begin?

3. Do all religions believe that God created the world (like Christians do)?

The answer is no...

- Muslims believe Allah created the world in 6 days.
- Hindus believe Brahma (the creator) created the universe out of himself.
- Non religious people believe in the Big Bang theory which more scientific.

4) What do religious books tell us about looking after our world?

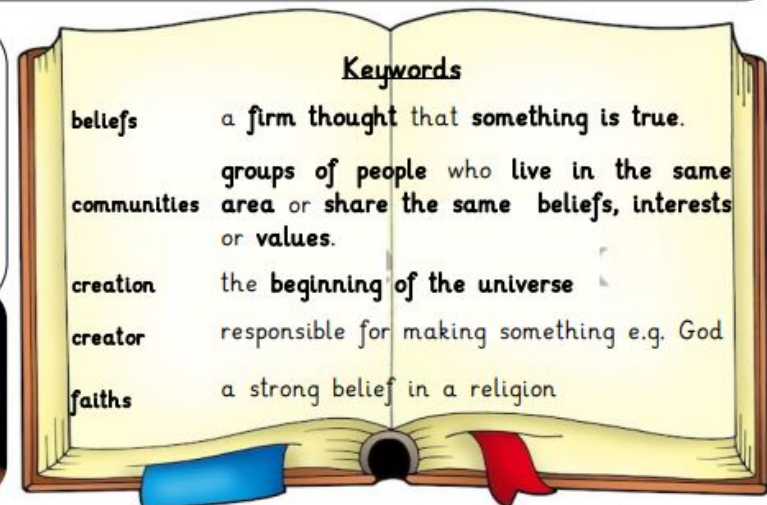
Many religious books tell us that everything is holy and we must **look after, protect** and **care for it**. The Bible says that people are the **stewards** of the world and must guard it.

5) How can we help to look after our world?

It is our responsibility to care for, and save, our world. We must take action to ensure the world is looked after.



RELIGIOUS
EDUCATION



National Phonics Screening

The children have already started to follow our a systematic phonics programme based upon **Phonics International** and are developing early reading and writing skills. For more information on Phonics at Hillcross [Click here](#).

National Phonics Screening Check

This is a **statutory check**, the results of which are submitted to the DfE and LA. It is not a formal test, but an individual 1:1 check carried out by the class teacher which includes a range of 40 **real** and **pseudo** (nonsense words). This will take place in **June 2025 (after the half term)**.

Historically, the **threshold** to meet expected standards has been **32/40** (80%) to pass.

National Phonics Screening

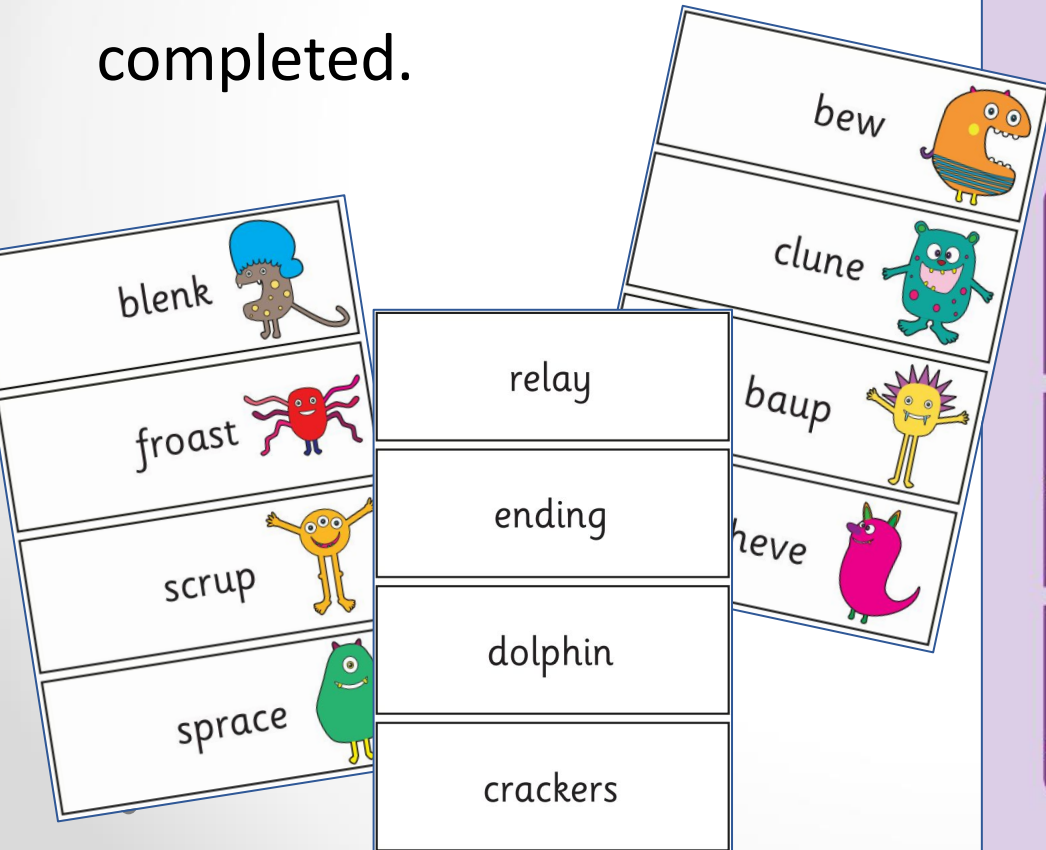


The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.

1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.
2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.
3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).
4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.

National Phonics Screening

This is an example of a Phonics Screening Check. This was the 2024 'test' which the children completed.

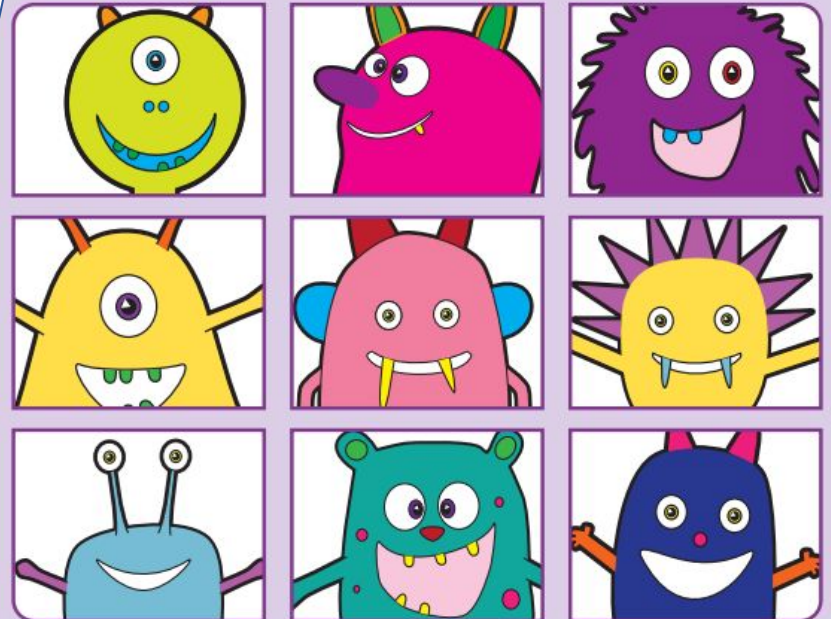


2024 national curriculum assessments

Key stage 1

Phonics screening check

Pupils' materials



National Phonics Screening

By the end of Year 1, children should ideally be secure with recognising, reading and writing the **Unit 1-6** (and some Unit 7 phonemes).

Unit	The main letter/s-sound correspondences introduced and/or revisited in each unit
Unit 1	s a t i p n c k ck e h r
Unit 2	m d g o u l -ll f -ff s -ss b j y ai ay w oa ow ie igh -le o
Unit 3	ee or z -zz w wh ea e-ea /z/ s se ze
Unit 4	ng nk v ve oo-oo y -y x ch sh th-th
Unit 5	qu ou ow-ow oi oy ue-ue er ar -ve -ce s-ss ge-j -se y-y-y
Unit 6	ce,ci,cy ge,gi,gy o-oe 'oes' ie,i-e ee,e-e oe,o-e ae,a-e ue,u-e air are ear ere eer ear ere ier ir ur ear wor er,our -re
Unit 7	le il al el aw au al oar oor ore our ch,tch ge,dge x,x kn wr mb sc gu bu ch rh
Unit 8	sh,ch ti ci ssi /zh/ si s z g ge ou 'ous' ph gh g,gg,gh ch,ch,ch wa qua war gn st
Unit 9	-ey eigh -ea -aigh -ey -ie -y -ie ei
Unit 10	-o -ew -ui -ou -o eu ew -iew
Unit 11	ough augh ch qu -que quar
Unit 12	-gue -ine -ine -ine mn ps alm alt -ture -eau -re
Extras	Resources which are non-unit specific

Daily Phonics Home Learning

Each day your child will need to complete a *phonics home learning sheet* focusing on the phoneme they have worked on in their session that day.

ng
hang long ring bung bang sing song sung sang wings tongs sting ping-pong length brings string strong strength
<small>Model how to say the sound /ng/ as it is pronounced in the words above. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words? There are some words where the letters 'ng' appear together whereby the letter 'g' is sounded out separately in its 'hard' or 'soft' version (e.g. <i>ban^gle</i>, <i>dan^ger</i>). Currently, however, focus on the /ng/ sound. Grapheme 'th' has been introduced through use of the word 'th' for simple sentence reading at this stage. Model how 'th' sounds in the words above. The learner holds the pencil with 'froggy legs and log under' and writes the letters 'ng' as he/she says the sound /ng/.</small>
ng
ng
<small>Draw pictures from the word samples above with the /ng/ phoneme and 'ng' grapheme and label.</small>
<small>Fold this page up to the bottom of the first 'ng' line to hide the words but to reveal the 'ng'. Use the back of the folded-up part to practise spelling and writing. At first beginners may only manage the shortest words and they will have greater difficulty with identifying the sounds in clusters of consonant letters. Say the words slowly and put a dash for each sound in the words. Write the grapheme 'ng' on one dash. Edit the words whilst finger-tracking beneath.</small>



We also focus on spelling rules

SUMMER 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading/Spelling Prefixes and Suffixes						
Focus	Adding the prefix –un unhappy, undo, unload, unfair, unlock	Adding s and es to words (plural of nouns and the third person singular of verbs)	Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	Adding –er and –est to adjectives where no change is needed to the root word	Compound words football, playground, farmyard, bedroom, blackberry

Home Learning

Home Learning is set on a Friday afternoon via Google Classroom and must be turned in by the following Wednesday by 8:00am.

[Home](#) → [Our Learning](#) → [Home Learning - Homework](#)

Home Learning - Homework

We believe home learning is a key way of preparing children for new learning and/or practising key skills they have learnt in school. Performance information shows that those children who continue their learning at home make comparatively better progress than their peers who do not.

There are often conflicting views amongst different members of the school community about homework expectations. Some people think children should be doing more than is asked of them and others think we are not asking for enough! At Hillcross, we have attempted to find a balance by providing some elements of home learning that are non-negotiable and some that are optional extras. We have also tried to incorporate a degree of flexibility for those parents who find it difficult to fit specifically structured tasks into their already busy lives.

Directed home learning tasks will be set every Friday and will be due in by the following Wednesday. All home learning tasks will be uploaded to Google Classroom. Please refer to the Google Classroom links on the right hand side of this page to find out how Google Classroom works.

Please refer to the Home Learning Policy for more information.

Investing time to support your child's home learning can really help improve their progress and achievement. Try to make homework part of the family routine and create the time and space for your child to do their homework without distraction from the TV or radio. Together we can make sure that your child achieves the best possible outcomes.

[Google Classroom Parent Guide](#)

[Google Classroom Presentation Video](#)

[How can I support my child at home?](#)

[Homework Help](#)

[Google Classroom: Viewing Feedback from Teachers](#)

[Home Learning Policy](#)

[Nursery Expectations](#)

[Reception Expectations](#)

[Year 1 Expectations](#)

[Year 2 Expectations](#)

[Year 3 Expectations](#)

[Year 4 Expectations](#)

[Year 5 Expectations](#)

[Year 6 Expectations](#)

Home Learning

When your child enters Key Stage 1 there will be **statutory home learning set for them each week**. While we understand that this may be a **new aspect to school life** for some we also understand the importance of learning at home and continuing to work on their knowledge and skills with support from parents and guardians.

For more details, please refer to the Reception Home Learning

page: <https://www.hillcross.merton.sch.uk/our-learning/home-learning-homework/reception>

Year One - Weekly Expectations

- Reading (child reads to parent) recorded 5 times a week in line with our Reading Pledge in the Yellow Reading Log.*
- [Phonics worksheets as directed by the class teacher- 3-5 times a week.](#)
- A maths activity will be set on Google Classroom each week - completed work will be evidenced via Google Classroom (This may include photos). This includes opportunities to practise fluency using 'Numbots' through the Times Table Rockstars website.
- **Parents are asked to supervise daily handwriting practice for 5 minutes every day making reference to the Handwriting videos on the school website for accuracy.** Parents are encouraged to buy whiteboards and dry wipe pens for their children to practise handwriting at home as children tend to find this method of practice more appealing and it is also more financially and environmentally sustainable than using paper.

*The children are able to change their books more frequently if they wish to do so.

To support your child at home, we will share information about our weekly focus in reading & maths lessons on Google Classroom, which will include suggestions for things you can do and/or areas for you to focus on when working with your child at home. This does not have to be evidenced and it is for your reference only.

For more details, please refer to the Year 1 Home Learning page:

<https://www.hillcross.merton.sch.uk/our-learning/home-learning-homework/year-1>

A Day in the Life



Hillcross School Weekly Timetable/ Year 1/Oak/ Week beginning 4: 09.10.2023					Reading skill: 1:1-Predicting																							
M	8:30-9:00 CP and Register (1:1 readers)	9:00- 9:30 English Writing Story	9:30- 10:00 CP and English Activity	10:00- 10:25 Phonics and Handwriting -ng Recap as ch saying the /g/ at the end of the phoneme.		11:10--11:45 Whole Class Reading Blurb for Reading Records	L	W	12.30 - 1:30 Maths, Mastering Number and CP	1:30-2:00 CP (1:1 readers)	2:00- 2:40 Topic: Art 2	2:40-3:00 Story & home time prep																
T	8:30-9:00 CP and Register (1:1 readers)	9:00- 9:30 English Writing Story	9:30- 10:00 CP and English Activity	10:00- 10:25 Phonics and Handwriting ar		11:00--11:45 Music 4 (Go to break before play on Tuesday)	U	U	12.30 - 1:30 Maths, Mastering Number and CP	1:30-2:00 CP (1:1 readers)	2:00-2:40 Whole Class Reading CP	2:40-3:00 Story & home time prep																
W	8:30-9:00 CP and Register (1:1 readers)	9:30- 10:00 PSHE 4		10:00- 10:25 Phonics and Handwriting ch		11:10-11:45 Whole Class Reading Mastering Number	N	S	<table border="1"> <thead> <tr> <th>Time Slots</th> <th>MSSP</th> <th>Computing</th> <th>Dance</th> </tr> </thead> <tbody> <tr> <td>12:40 - 1:25 pm</td> <td>Group 1</td> <td>Group 3</td> <td>Group 2</td> </tr> <tr> <td>1:25- 2:10 pm</td> <td>Group 2</td> <td>Group 1</td> <td>Group 3</td> </tr> <tr> <td>2:10-2:55 pm</td> <td>Group 3</td> <td>Group 2</td> <td>Group 1</td> </tr> </tbody> </table>				Time Slots	MSSP	Computing	Dance	12:40 - 1:25 pm	Group 1	Group 3	Group 2	1:25- 2:10 pm	Group 2	Group 1	Group 3	2:10-2:55 pm	Group 3	Group 2	Group 1
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Nurturing our children to think critically and creatively within a collaborative community.

School Values: aspiration, challenge, compassion, responsibility and respect

Routines



Encouraging independent self-care skills will build on the expectations from reception in terms of looking after belongings, organising personal possessions and using the **toilet**. The children will enter their classroom independently, ensuring they have all the required equipment for the day. Please help your child to be organised.

- Children in Year One will be required to bring in a **Hillcross water bottle or coloured water bottle each day**. These should be clearly named.
- The Year One children will be using the outside learning area as much as possible and should bring a coat and/or sunhat each day into school.
- Children should bring in a **Hillcross bookbag or small Hillcross rucksack**. They should keep their **Yellow Reading Record book in their bag** everyday, as this is where the teacher will record how the reading session went and provide a focus for you to work on . We ask that all **parents write / sign their child's Reading record daily** to inform staff of how their child's reading skills are developing. Staff will then reply to any messages and questions in this book on your child's day. There aren't necessarily specific days that your child will read, as on some days the teacher could read with 8 children, but on another only 2 due to events taking place. **Please return it daily.**

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Healthy School



Hillcross has **Healthy Schools Status**. We are very committed to maintaining this standard and aim to promote and support healthy lifestyles and choices for the children, their families and ourselves.

- **Year 1 children will engage in two PE sessions each week. PE kits are a vital part of school equipment** to help teach the pupils about safety, health and hygiene. Year 1 children will be asked to come into school dressed in their PE kits on a **Wednesday**. Children will also need to have a **pair of indoor plimsolls or trainers to be kept in school**. These will be **worn in the gym as and when the PE session is lead in here**.
- All children should have a **balanced diet**, which includes **plenty of water and fruit**, alongside their three main meals. **Breakfast is essential** and we urge all families to ensure their children have a suitable breakfast before coming to school. Throughout their day they will have regular access to fresh drinking water **via their water bottle to keep them hydrated and alert for learning**.
- **Fruit is provided by the government fruit scheme** and children in Year One will continue to have access to this daily. Please don't send in additional fruit for your child.

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Other important Information



Arrival and Dismissal

A smooth and stress free start to the day is essential for the children's wellbeing and development. Whilst in the playground it is really important that all **parents/carers ensure health and safety rules are followed**. EYFS and Year One children use their playground as a learning environment throughout the day and will set up learning activities before school. **Please assist us in ensuring your child does not play with the resources in the playgrounds at drop off or pick up. This also applies to any siblings.**

Friends of Hillcross (PTA)

We are extremely lucky to have an active and hard working PTA, who organise a number of exciting fundraising activities throughout the year. Every parent or guardian with a child in the school are automatically members of the PTA. The aim of the PTA is to bring together parents, carers, teachers and others in the community who have an interest in supporting the school. Our main objective is to enhance the education of the children in the school. We do this by raising funds to enable the school to purchase the 'extras' that cannot be funded from the school budget. More information can be found on the school website.

Hillcross Children's Fund

The purpose of the Hillcross Children's Fund is to provide additional materials and opportunities to enhance the learning experiences of our children. Contributions can be made by clicking on the QR Code displayed on the website and around the school, by Parentmail, by cash/cheque, through vouchers from Charity Trusts or by monthly standing order. We recommend setting up a monthly standing order as this is a much easier way to contribute. We suggest a contribution of £10 per month (£120 per year) or you can choose any amount that is affordable to you.

The 100 Club

The Hillcross 100 Club as a fun way to raise additional funds for the school whilst also giving those who take part in the lottery style experience the chance to win some cash prizes. It is a monthly draw. Parents can pay £5 per month and are allocated a number (you can have more than one number if you wish to). Each month there are three prizes and the more members we have the more money you could win.

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Preparation Over the Summer



- Read regularly with your child - at least once every day. Discuss the meaning of new and interesting vocabulary.
- Practice and develop your child's phonic knowledge. [Click Here](#)
- Practise reading and writing high frequency words.- [Click here](#)
- Practise cursive handwriting-please refer to the Hillcross script on the [website](#).
- Encourage your child to recall the number bonds to 10.
- Talk to your child about their day, what they have enjoyed etc. Talk is the most powerful tool and we must develop the children's skills in speaking in a complete thought or idea, so we can then encourage them to launch this



the	has	by	put
a	I	my	push
do	you	here	pull
to	your	there	full
today	they	where	house
of	be	love	our
said	he	come	once
says	me	some	ask
are	she	one	friend
were	we	go	school
was	no	so	his
is	has	Monday	Tuesday
Wednesday	Thursday	Friday	Saturday
Sunday	two	three	four
five	six	seven	eight
nine	ten	eleven	twelve
thirteen	fourteen	fifteen	sixteen
seventeen	eighteen	nineteen	twenty

Hillcross Primary Handwriting Script

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

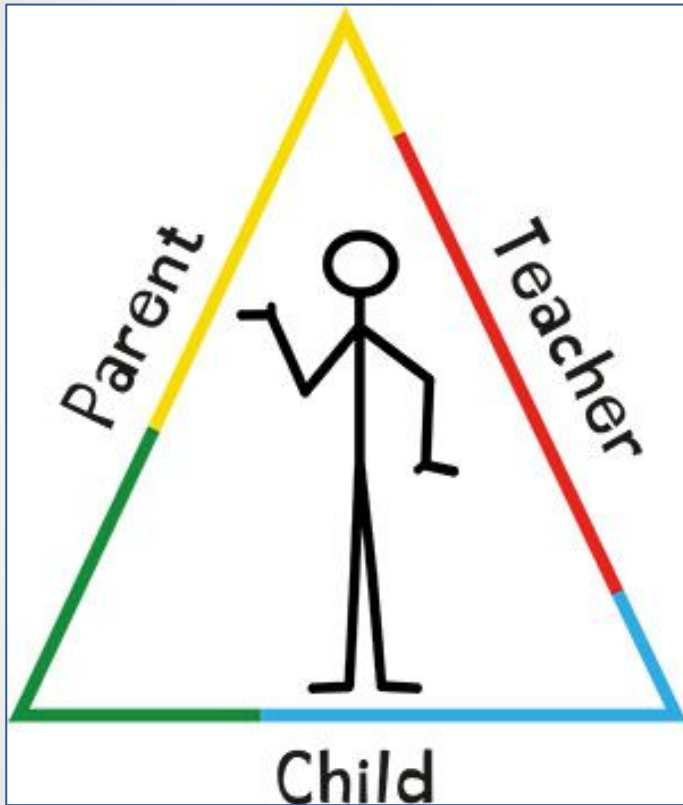
0 1 2 3 4 5 6 7 8 9

Nurturing our children to think critically and creatively within a collaborative community.

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Last but definitely not least...

Collaboration is key



Educating a child is a **team effort** and all three members of the team, child, parent and teacher, **need to play their part**. Each player occupying a corner of the triangle has a vital role to play. Take the child out of the picture and everything falls flat. Without the teacher, the triangle falls over and the same applies if we remove the parent. A triangle is a **stable structure** and can take on many forms and sizes and, because every child is different, it has to be so.

Please refer to our [Home School Agreement](#) and Acceptable Use Policies ([Child](#) and [Parent](#))

Last but definitely not least...



Hillcross Primary School
Home-School Agreement
2024-2025
School

We will:

- Provide a safe, secure and caring learning environment.
- Provide a dynamic and ambitious curriculum that incorporates all elements of the National Curriculum and reflects and celebrates the diversity of our school community and society as a whole.
- Provide rich opportunities and experiences for high quality learning that are relevant and accessible to all children so that they make the best possible progress.
- Educate your child to be self-reflective, think critically and creatively and show resilience as a learner and in everyday life.
- Educate your child to consider the affect of their words and actions on others, so that they behave respectfully and uphold the principles of British Values, the UNICEF Rights of the Child and our collective responsibility to conserve natural resources and protect the environment.
- Work in collaboration with families and other agencies to ensure the individual needs of all children are supported.
- Uphold the Hillcross Reading Pledge, Handwriting Pledge and Maths Pledge.
- Educate children about the importance of staying safe online and using electronic devices through our 'Internet Safety Pillars'.

Our Hillcross Mission

Our outstanding practice ensures our children meet their full potential, both personally and academically, and provides opportunities for them to develop their unique talents and skills.

As a nationally recognized Thinking School, we nurture an empathetic community of creative and critical thinkers. We achieve success for all through our dynamic and ambitious curriculum, inclusive learning, promoting fairness and celebrating diversity.



Nurturing our children to think critically and creatively within a collaborative community.

Families

We will:

- Support the schools mission and uphold school values at all times.
- Encourage my child to consider the affect of their words and actions on others, so that they behave respectfully and uphold the principles of British Values, the UNICEF Rights of the Child and our collective responsibility to conserve natural resources and protect the environment.
- Support and act within the school's policies and guidelines, ensuring that my child attends school every day, is on time and wears the correct school uniform.
- Support my child with his/her home learning tasks and promote opportunities for learning outside of school.
- Support my child in upholding the Hillcross Reading Pledge, Handwriting Pledge and Maths Pledge.
- Engage with all opportunities provided by the school to support and find out about my child's progress.
- Work in collaboration with the school by providing feedback, raising concerns and making suggestions so that there is effective communication between home and school.
- Actively support The Friends of Hillcross (PTA).
- Work in collaboration with the school to ensure that my child upholds the 'Internet Safety Pillars' when using electronic devices.

Child

I will:

- Support the schools mission and uphold school values at all times.
- Come to school everyday.
- Arrive at school on time.
- Ensure I wear my full school uniform and have everything I need for school.
- Follow school rules and my class charter.
- Actively engage in all learning opportunities and experiences so that I am able good progress.
- Aspire to be self-reflective, to think critically and creatively and to show resilience
- Consider the affect of my words and actions on others, behave respect uphold the principles of British Values, the UNICEF Rights of the Child and our responsibility to conserve natural resources and protect the environment.
- Always act in a way that reflects positively on my school and makes me, my my school proud.
- Uphold the Hillcross Reading Pledge, Handwriting Pledge and Maths Pledge.
- Ensure that I am always applying our 'Internet Safety Pillars' when online (electronic devices.

Acceptable Use Policy Children
EYFS- Year 2



Hillcross Primary School

Acceptable Use Policy

At Hillcross, we stay safe online by following our 5 Internet Safety Pillars.

Sharp
Smart sharing, not oversharing



Alert
Knowing what's real and what's fake

Secure
Keeping your information safe

Kind
Respecting others

Brave
Speak up- report it

Sign:

Date:

Nurturing our children to think critically and creatively within a collaborative community.
School Values: aspiration, challenge, compassion, responsibility and respect