Gilbert Colvin
Primary School

Year 1

Meet the Teacher

September 2026

Welcome from the Year 1 team!

- Mrs Vella (Monday, Wednesday, Thursday & Friday)
- Mr Saal (Tuesday)

- Phase Leader – Mrs Vella

Gilbert Colvin
Primary School

Uniform expectations

Lots of useful information can be accessed from our website. Look for the ‘Parents’ tab on the homepage.

www.gilbertcolvin.co.uk

Some uniform reminders:

- No Smart watches or jewellery. Only plain stud earrings are allowed.
- Pupils should wear sensible black or navy shoes or black trainers. No other colour trainers please. If there’s a short term challenge with this, please let the school know.

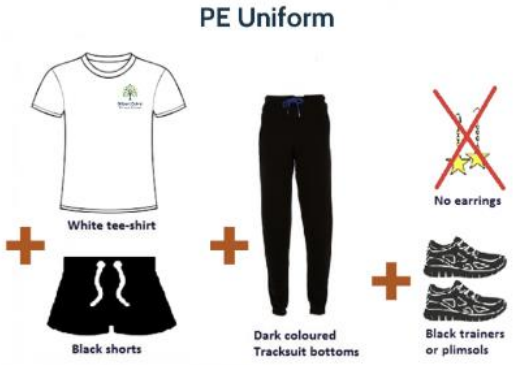
Teachers will let parents know if their child is not wearing the correct uniform.

School Uniform Requirements

- Plain black shoes or plain black trainers
- Grey or black skirts or trousers
- White shirts or white polo shirts
- Royal Blue sweatshirts/cardigans

Children will also need a school book bag (we do not have storage for large rucksacks).

P.E. Kit



On PE days, children come to school in their PE kit

- Trainers
- A pair of black jogging bottoms (Outdoor P.E.)
- A pair of black shorts (Indoor P.E.)
- White T-shirt
- School Sweatshirt

Gilbert Colvin Primary School

Behaviour

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Positive not punitive
We have a values based, positive behaviour system. We discuss with our classes what good learning behaviour looks like and how we can show that we are 'Ready to Learn'. This is closely linked with what it means to be a pupil at Gilbert Colvin and the school's values of *courage, perseverance and integrity.*
Green Trackit points and certificates are awarded for positive behaviours. Pupils are asked to reflect upon their behaviour if there are more serious incidents. Parents are informed if pupils have had 'reflection time'.

Inclusion Team
Some children may have additional support and work with our ELSAs individually or in small groups.

Mrs Begum – Inclusion Manager/SENDCo
Mrs O'Sullivan – ELSA (Emotional Literacy Support Assistant)
Miss Collins – ELSA (Emotional Literacy Support Assistant)

Behaviour Policy
This can be read on our website https://www.gilbertcolvin.co.uk/key-information/policies

Behaviour – visible consistencies

Gilbert Colvin
Primary School

This is how we do it *here*. Whatever happens at home, in school, we have an agreed set of behaviours that teachers will be modelling and we will expect from the children.

As a whole school, we focus on positive behaviours, including: greeting each other, walking (not running), being kind to each other in the playground.

Behaviour for learning – in classes. This will be more specific and linked to positive learning behaviours and the Gilbert Colvin values of *courage, perseverance and integrity*.

Consequences hold – good behaviours don't cancel out the bad ones. For more serious incidents, children will be asked to write a brief reflection to think about their behaviour choices. We will let you know if that's happened.

Behaviour – Zones of Regulation

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Primary School

Behaviour – Zones of Regulation

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Primary School

- The Zones of Regulation is a framework that helps children develop self-regulation skills by categorising emotions into four colour-coded zones:
- **Blue Zone**: Sad, tired, sick, or bored (low energy state).
- **Green Zone**: Calm, happy, focused, and ready to learn (optimal state for learning).
- **Yellow Zone**: Frustrated, anxious, excited, or wiggly (heightened emotions but still in control).
- **Red Zone**: Angry, overwhelmed, or out of control (extreme emotions).
- Schools use this approach to help children recognize their emotions and develop strategies to move towards the Green Zone.
- Teachers and support staff guide children in identifying triggers and using coping mechanisms like deep breathing, movement breaks, or talking with a trusted adult.

Online Safety

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Primary School

Online safety is:

- Protecting children from harmful content, contact, and conduct online.
- Includes knowing what they're accessing, who they're talking to, and how much time they're spending online.
- It's about helping them navigate the digital world responsibly and confidently.

Why online safety matters for parents:

- Children often don't recognise risks online.
- Harmful content, strangers, and peer pressure are easier to access.
- Excessive screen use affects mood, health, and behaviour.

What you can do as parents:

- Set up parental controls on all devices.
- Ensure age-appropriate content and apps are used.
- Know what platforms your child uses and who they interact with.

There is an online safety page on our website for pupils https://www.gilbertcolvin.co.uk/curriculum/online-safety and for parents https://www.gilbertcolvin.co.uk/information-for-parents/apps-and-website-guidance

For all online safety concerns, please contact our deputy designated safeguarding lead, Mr Endacott.

Curriculum – what we will be covering this half term

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Year 1 Autumn 1 Half Term

English
- Make predictions about a story by referring to the plot.
- Discuss the meaning of key vocabulary.
- Sequence the main events in a story.
- Identify how a character feels and explain why.
- Write speech for a character to convey events and feelings.
- Form lower case and capital letters on the line
- Use finger spaces between words and use punctuation.

Mathematics
- Count forwards or backwards from any number within 20.
- Recall double facts within 10.
- Recall number bonds within 10 and to understand the composition of numbers to 10.
- Recognise repeated shape patterns and continue them.

Phonics – Read Write Inc
- Read individual sounds, digraphs or trigraphs speedily.
- Identify if a word has 'special friends' (digraphs or trigraphs).
- Use 'Fred Talk' to sound out words and read them.
- Increase reading accuracy and fluency of familiar words.
- Spell words using 'Fred Fingers' and form letters correctly.
- Read storybooks with confidence, expression and understanding.

Geography
Locating where they live on an aerial photograph and identifying local features. Creating maps using classroom objects and drawing simple maps of the school grounds. Use maps to follow simple routes around the school grounds and carrying out an enquiry about how to improve their playground.

PSHE – Celebrating Difference
- Learning ways to make our school community a better place
- Learning ways to make people feel welcome
- To recognise a range of feelings

Science
- To identify, name, draw and label the basic parts of the human body
- To be able to name the five senses
- To say which part of the body is associated with each sense.
- To complete simple scientific tests
- To understand there are four seasons and explore the

Art
- Exploring mark making including different lines and shapes. To sketch a self – portrait.
- To explore the works of Picasso.
- To create a background using a collage

Computing
- Use devices such as a camera to create digital content so to address an audience.

Physical Education
- Move safely and confidently in their own space.
- Use their imagination to express feelings and emotions through movement and dance.
- Begin to improvise independently to create a simple dance routine.
- Develop hand shape, coordination and aim for ball skills such as rolling, throwing and catching.

Religious Education
- To learn about creation stories
- To understand what Christian and Muslims stories say about the creation of the world

Music
- Use voices expressively and creatively to represent sounds heard in the natural world (e.g. weather).
- Compose a piece of music in a small group.
- Learn songs off by heart for our Nativity performance.

Curriculum – foundation subject topics that will be taught this year

Gilbert Colvin Primary School

Take topic names from the whole school curriculum plan and write under headings. Examples are here – change them so they the names of the topics your year group will be learning

Geography
What is it like here?

What is it like to live in Shanghai?

What is the weather like in the UK?

RE
Christianity
Islam

Art
Drawing and collage
Exploring materials
Sculpture and Clay

Music
Dance,sing,play
Exploring sounds
Learning to listen
Having fun with improvisation

Computing
Programming

Data and information

Creating media

PSHE
Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me

Being Me in My World

History
Shopping- How it has changed
Who was the greatest explorer

Science
Human body
Materials
Plants
Animals
Growing and cooking

DT
Food and nutrition

Structures

Textiles

PE
Dance
Gymnastics
Throwing & Catching

English – how we teach reading at Gilbert Colvin

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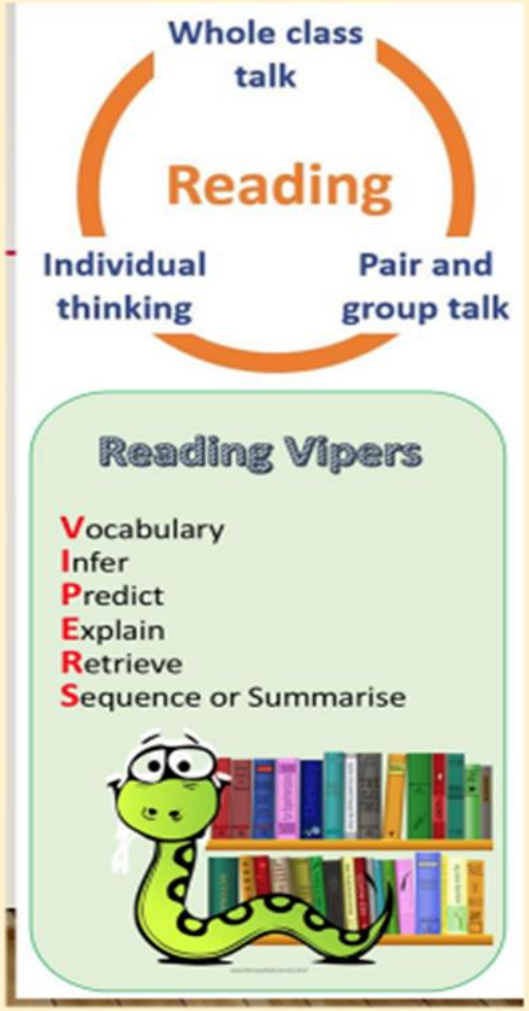
- Nursery – Year 2 – Read Write Inc phonics programme
- Year 2 – Year 6 – Reading VIPERS programme
- All children read core texts as part of their English lessons
- Children have story time at the end of the day
- Children in KS2 have daily independent reading for pleasure time

English – how we teach reading at Gilbert Colvin

Gilbert Colvin
Primary School

VIPERS reading

- Whole Class Reading is the lesson in which children study specific texts and extracts from high quality books to learn and refine their skills in reading and comprehension.
- Children use the 'VIPERS' framework to help break down the individual skills required to read and comprehend a text fully.
- These skills are taught individually and build up over time throughout Key Stage 2, until children can read fluently and comprehend fully.



English – how we teach reading at Gilbert Colvin

Gilbert Colvin
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Accelerated Reader

Accelerated™ Reader

- Accelerated Reader is the system we use in school (years 2 – 6) to find your child a difficulty-appropriate and age-appropriate book to read that will ensure they continue to make progress.
- Children complete 'Star Reader Tests' that give your child a numbered range from which your child can choose books from within. For example, they may have a range of 3.2 - 4.5. They would then begin on a book levelled 3.2 and can read their way through up to books levelled 4.5.
- This range ensures children do not read books that are too difficult for them and allows the child the ability of free choice whilst being guided within a range so they can choose books that meet their interests.
- Children can complete a quick quiz at home after they have finished reading the book to check that they have understood what they have read.

English – how we teach writing at Gilbert Colvin

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Primary School

- Writing is taught during the designated, hour long, English sessions.
- Writing is based on high quality texts that drive teaching and learning in these sessions
- Children learn a range of literary features to apply to their writing.
- Children have the opportunity to write a variety of different types of writing across the year.
- Children follow a 5 step writing process, in which they plan, write, revisit, edit and publish their work.
- A variety of text types and high quality models of writing are used to support pupils, allowing the children to see how the literary skills learnt in lessons are used effectively in a broad range of genres.
- Writing, at Gilbert Colvin, always has a purpose and an audience.
- Alongside this, children are taught about spelling, handwriting, grammar and punctuation.

English – how we teach phonics at Gilbert Colvin

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- At Gilbert Colvin we follow Read Write Inc. The structure of a Read Write Inc lesson has a consistent and systematic approach in learning to read and write.

- A new sound is introduced to the children daily. Sounds are split into different sets. Set 1, set 2 and set 3.

- Children are taught to firstly spot if a word has a Special Friend sound. If it does then they state it, then Fred Talk the word (by saying the sounds) and reading the word.

- We use the term ‘Special Friends’ when two or more letters make one sound.

- Each half-term, we assess and group our children based on their *stage* of reading not age of reading. This means all children practise reading at the right level.

- Your child will have their book changed weekly. They will take home 2 Read write inc books. One book they will be familiar with as this is the book they would have been reading in class. The other book is unfamiliar to them but have the same targeted sounds as the other book. There will also be video links sent weekly via school ping.
- Please visit www.readwriteinc.co.uk for free videos on how to help support your child,

Maths – how we teach maths at Gilbert Colvin

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- We follow a progressive and ambitious scheme in years 1 – 6: Mathematics Mastery
- It promotes deep, mathematical thinking with connections made across the curriculum
- Lessons follow a 6-part structure, giving children lots of time for rich discussions and ‘doing’ the maths
- Children use manipulatives so they can ‘see’ the maths
- Focus on fluency, alongside problem solving and reasoning
- CPA approach (concrete, pictorial, abstract)

Homework

Homework is sent directly to parents each Friday via Arbor.

Please let us know if you are unable to access the homework.

Homework Expectations Per Learning Phase:

EYFS		
Time	Area	Task
Daily	Reading	1 x Read levelled RWI book 1 x Read along for pleasure book
	Phonics	High frequency words and sounds book
Weekly	Read Write Inc. Phonics	Weekly activity links given
Fortnightly	Maths	A piece of Maths homework will be sent home fortnightly. Other suggested activities to do at home.
Termly	Project/Creative	Suggested trip to a place of interest Outside learning Cooking together

Key Stage 1		
Time	Area	Task
Daily	Reading	2 x Read levelled RWI book or 1 x Accelerated Reader book 1 x Read along for pleasure book
	Phonics / Spellings	High frequency words and sounds book / spelling words given by class teacher
Weekly	Phonics (Year 1)	Read Write Inc. activities set
	Spellings	Spelling Shed activities
	SPAG	Answer set questions on www.spag.com
	Maths	Answer set questions on www.maths.co.uk
Termly	Project/Creative	Topic Research Suggested trip to a place of interest Creative project Outside learning Cooking together

Key Stage 2		
Time	Area	Task
Daily	Reading	Accelerated Reader book
	Spellings	Spelling Shed activities
	Times Tables practice	TTRS (Times Tables Rock Stars)
Weekly	Reading	Accelerated Reader Quiz
	SPAG	Answer set questions on www.spag.com
	Maths	Answer set questions on www.maths.co.uk
Termly	Project/Creative	Topic Research Suggested trip to a place of interest Creative project Outside learning Cooking together Media/Computing Project

Gilbert Colvin Primary School

Homework

Gilbert Colvin
Primary School

Year 1 Homework

18th September 2026

Maths

This week we have been learning about number bonds to 5,6,7,8,9 and 10 and finding all the possible ways to make that number. We have been working practically using numicon, ten frames and part, part whole models.

Please complete the test that has been set on maths.co.uk

English

This week the children have been orally retelling the story of the Gingerbread man in preparation to write the story next week. We have learnt the catchy phrase run, run, as fast as you can, you can't catch me I'm a Gingerbread Man.

Please complete the following test on spag.com

Notices

You child will have been given logins for maths.co.uk, spag.com and EdShed.

Please make sure your child completes their homework by Wednesday.

Please make sure your child's jumper, cardigans, coat and water bottle are all clearly labelled. If they get lost, it will be easier to find.

Creative

As we have been learning about the Gingerbread Man, it would be a lovely opportunity for you to bake with your child.

Phonics – All children's reading books are changed weekly. Each child is given a book which is appropriate for their reading level. Kindly follow the guidance in the book to help support their reading. Kindly make sure all reading books are brought into school daily. **Please watch the Read Write Inc. phonics link that correspond with your child's colour book band.**

Spellings– See Edshed- Logins will be in your your child's reading diary

Handwriting– Please help your child with letter formations including where to start forming the letter from and where to end. Also correct sizing and have them practising writing on a

Dates of events and school trips

Gilbert Colvin
Primary School

- *World Teachers' Day (*non-uniform day fundraising event)
- '*Bring and Share*'(European Day of Languages) Friday 25 September
- Parent Forum - School Priorities, 9.05am
- *Black History Month* – October
- *Harvest Festival* – TBC October
- Wednesday 21st & Thursday 22nd October | Parents' evenings

How can I support my child this year?

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Primary School

- Please ensure your child arrives at school promptly (before 9am) so that they don’t miss any learning
- Check Arbor daily for messages, email and homework
- Look at what your child will be learning each term by exploring our ‘curriculum’ part of the website
- Make sure your child reads every day and sign their reading record
- Talk to your child about what they have been learning each day
- Screen time at home could include Times Tables Rockstars, Spelling Shed and (anything else you suggest)

Parent/school communication

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Primary School

For most communication, the school office will be parents' first port of call. You can email the admin team on Admin.GilbertColvin@redbridge.gov.uk or telephone directly. For anything class related, you can contact your teacher by sending an email to the office. If your query is about day-to-day arrangements including absence, changes to pick up arrangements, please let the office know.

If you have a concern and have already raised it with the class teacher, the phase leader should be contacted via the office. If a concern is escalated, one of the core leadership team will speak with parents.

Our Complaints Policy provides parents with clear guidance on how to raise a concern and outlines the steps involved in the process. However, the school is committed to addressing and resolving any issues before they escalate to a formal complaint.

As always, we ask that parents speak to all of our staff politely and respectfully, and of course, you should expect exactly the same from us!

Important notices

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Primary School

- Please send your child in wearing their PE kit on THURSDAY
- Children can bring in their own water bottles. These can be filled at the sink in their classroom
- If parents want to speak to the class teacher, either speak to the teacher on the playground or arrange an appointment through the school office
- Check the weekly newsletter for important dates or the calendar on the school website https://www.gilbertcolvin.co.uk/information-for-parents/school-calendar
- If parents have concerns about their child, speak to the class teacher. If it needs to be escalated, arrange a meeting with the phase leader. Concerns or queries may be passed on to the Assistant Headteacher, the Inclusion Manager, Deputy Headteacher or Headteacher.

(add any class specific notices)