



YEAR 1 EXPECTATIONS AND USEFUL INFORMATION

www.spsl.towerhamlets.sch.uk



WELCOME TO YEAR 1

At St Paul with St Luke Primary School, we recognise that educating a child is a partnership between parents/caregivers and the school. Without the active support with parents/caregivers a pupil is unlikely to thrive and flourish or achieve their potential.

This booklet provides information for parents/caregivers on the end of year expectations for Year 1 children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet, or want support in knowing how best to help your child, please talk to your child's teacher.

As a school, we look forward
to a successful year of working in partnership with you.

| USEFUL CONTACTS | | |
|--|--|---|
| Fahima Begum Year 1 Class Teacher | | |
| Lauren Sharpe Head of School | Dan French Assistant Headteacher (SENDSCO) | Mark Ali Assistant Headteacher |
| Asma Bibi School Business Manager | Demi Flaxton and Madeha Khalique Administrative Team | |
| <i>To make an appointment to meet with any of the above members of staff, please contact the office on 020 7987 4624 or email admin@spsl.towerhamlets.sch.uk</i> | | |

OUR MISSION AND VISION

JESUS SAID:

'Love one another as I have loved you'. (John 15:12)

We are the branch,
our children the blossom,
We nurture all in our community,
We grow with love, learn,
and flourish.

OUR MISSION:

We aim to provide excellent learning and teaching opportunities in all areas of the curriculum so that our pupils achieve their maximum potential: to serve our community by providing an education of the highest quality within the context of Christian belief and practice; to encourage an understanding of the significance of faith, to promote Christian values through the experiences we offer to all our pupils and to provide a safe and welcoming place to all God's children.

OUR VISION:

The school's vision stems from the timeless wisdom that is John 15:12, a nurturing community where love forms the foundational ground on which our co-humanity is built enabling all to blossom. We endeavour to cultivate a learning culture where a profound sense of love, exemplified in the teaching of Jesus Christ, fosters compassion, understanding, kindness and service in the promotion of the common good. **Unwavering unity** embraces the command of unconditional love to dissolve the ever-present barriers faced within our context, promote inclusivity, acceptance and celebration of diversity and plurality of existence. **Empathy and compassion** are cultivated in order to foster a deep sense of understanding of the struggles and successes of others, standing with our community through both. **Inclusive excellence** celebrates individuality, our children's unique gifts and talents whilst recognising, accepting and embracing diversity to empower our children to excel academically, socially and personally. Through servant leadership inspired by Jesus's selfless love, we aim to instil a sense of duty, a culture of altruism and interconnectedness of the human experience. By embracing the teaching of John 15:12 we commit to creating a caring school community that mirrors the love and grace of Jesus Christ, committed to the flourishing of our children as children of God. We wish to educate the whole child, knowing that wise education grows hearts, and souls.

OUR VALUES

All staff will live out our values.

Working in partnership with one another, connected by our humanity, we will build capacity within the organisation that exceeds the sum of its parts by recognising and utilising our talents and passion for the success of all our children.



LIFE LONG LEARNING

As a school we want to encourage everyone to keep developing and learning.



SPIRITUAL & REFLECTIVE

As a school we want to develop the whole child which means their spiritual, moral, social and cultural development.



CARING & RESPECTFUL

Some of our values are about how we treat each other.



CELEBRATING INDIVIDUALITY

Inspiring, engaging and motivating our pupils is something we value highly at SPSL.



WORKING TOGETHER

SPSL is part of the local community. Together we can do more than we can individually. We can support each other, share ideas and solve problems.



TAKING RESPONSIBILITY

We acknowledge our responsibilities and acknowledge the responsibilities of others.

END OF YEAR EXPECTATIONS: READING

READING AND SPELLING

- Can read words using phonemes/graphemes.
- Can read letters and groups of letters.
- Can read some unusual words.
- Can read words with these endings - s, es, ing, ed.
- Can read the longer words in my word list.

GUIDED READING

- Can read aloud the words in my book.
- Can reread my books to become a better reader.
- Can check what I am reading makes sense.
- Can talk about the title and events in the book.

Encourage your child
to read their RWI books -
physical books or online - at home.

GUIDED READING CONTINUED

- Can talk about what happens in the book.
- Can predict what happens next.
- Can talk about what the words mean.
- When reading, can tell you about similar events that have happened to them.

SPEAKING AND LISTENING

- Can listen to and talk about different books.
- Can retell stories.
- Can join in the stories at special times.
- Can take turns to listen and talk in a group.



END OF YEAR EXPECTATIONS: WRITING

- Can write a short narrative about their own and others' experiences (real or fictional), after discussion with the teacher.
- Can re-read what's written to check that it makes sense.
- Can begin to sequence ideas in writing confidently.
- Can join clauses using 'and'.
- Can combine words to make grammatically accurate clauses (they mostly make sense).
- Can use a capital letter for 'I'.
- Can use capital letters for places and days of the week
- Can use full stops in their writing.
- Can begin to use capital letters in some of the right places within a sentence.
- Can form lower case letters in the correct direction, starting and finishing in the right place.
- Can form identifiable letters and/ or numbers.
- Can use a pencil and hold it effectively.
- Can spell common exception words (e.g. said, my, so, you, she, be) and HFWs.
- Can use the spelling rule for adding 's' or 'es' (for nouns and the 3rd person singular for verbs) 'un' for prefixes, 'ing' 'ed' 'er' and '-est' for suffixes (e.g. helping, helped, helper).

YEAR 1 GRAMMAR GLOSSARY

| GRAMMAR TERM | WHAT DOES IT MEAN? |
|-------------------------|--|
| letter | Symbol of the alphabet that represents a sound. |
| sentence | A complete unit of words in either writing or speech with a clear beginning and a full stop. A sentence usually has a subject and a verb. Sentences can state things, ask questions, give commands or be exclamations. |
| word | A word is a unit of language. A sound, group of sounds or the symbols for such sounds that have some meaning. |
| punctuation | The marks used in writing to separate sentences and to clarify meaning, e.g. full stop, comma, and brackets. |
| capital letter | A capital letter is used at the beginning of a sentence or for the word 'I', the name of a person, place or thing, |
| full stop | Full stops are used to end a sentence or abbreviation. |
| singular | The form of a word that names or refers to only one. |
| plural | The form of a word that names or refers to more than one thing, e.g. the plural of 'boy' is 'boys'. |
| question mark | A question mark is used at the end of a sentence that asks a question e.g. 'What is your favourite colour?' |
| exclamation mark | An exclamation mark is used after a word or words that express strong feelings e.g. "Look up there!" she yelled. |

YEAR 1 COMMON SPELLING WORDS

| | | | | |
|--------|-------|----------|-----------|-----------|
| the | is | mind | every | move |
| a | his | floor | great | prove |
| do | has | because | break | half |
| to | I | kind | steak | money |
| be | you | behind | busy | improve |
| he | go | whole | people | sugar |
| me | so | any | pretty | could |
| she | by | child | beautiful | would |
| we | my | wild | after | sure |
| no | here | most | fast | eye |
| come | there | both | past | should |
| some | where | children | father | who |
| one | love | climb | class | Mr |
| once | push | only | water | Mrs |
| ask | pull | old | again | Parents |
| friend | full | man | grass | Christmas |
| school | house | clothes | pass | everybody |
| put | our | cold | plant | even |
| are | door | gold | path | today |
| were | poor | hold | bath | of |
| was | find | told | hour | said |
| | says | they | your | |

THE FIRST SET OF HIGH FREQUENCY WORDS

| | | | | |
|------|-------|--------|----------|--------|
| the | that | not | look | put |
| and | with | then | don't | could |
| a | all | were | come | house |
| to | we | go | will | old |
| said | can | little | into | too |
| in | are | as | back | by |
| he | up | no | from | day |
| I | had | mum | children | made |
| of | my | one | him | time |
| it | her | them | Mr | I'm |
| was | what | do | get | if |
| you | there | me | just | help |
| they | out | down | now | Mrs |
| on | this | dad | came | called |
| she | have | big | oh | here |
| is | went | when | about | off |
| for | be | it's | got | asked |
| at | like | see | their | saw |
| his | some | looked | people | make |
| but | so | very | your | an |

THE SECOND SET OF HIGH FREQUENCY WORDS

| | | | | |
|--------|----------|---------|-----------|----------|
| water | bear | find | these | live |
| away | can't | more | began | say |
| good | again | I'll | boys | soon |
| want | cat | round | animals | night |
| over | long | tree | never | narrator |
| how | things | magic | next | small |
| did | new | shouted | first | car |
| man | after | us | work | couldn't |
| going | wanted | other | lots | three |
| where | eat | food | need | head |
| would | everyone | fox | that's | king |
| or | our | through | baby | town |
| took | two | way | fish | I've |
| school | has | been | gave | around |
| think | yes | stop | mouse | every |
| home | play | must | something | garden |
| who | take | red | bed | fast |
| didn't | thought | door | may | only |
| ran | dog | right | still | many |
| know | well | sea | found | laughed |

THE THIRD SET OF HIGH FREQUENCY WORDS

| | | | | |
|----------|-----------|---------|---------|--------|
| let's | fun | any | better | lived |
| much | place | under | hot | birds |
| suddenly | mother | hat | sun | duck |
| told | sat | snow | across | horse |
| another | boat | air | gone | rabbit |
| great | window | trees | hard | white |
| why | sleep | bad | floppy | coming |
| cried | feet | tea | really | he's |
| keep | morning | top | wind | river |
| room | queen | eyes | wish | liked |
| last | each | fell | eggs | giant |
| jumped | book | friends | once | looks |
| because | its | box | please | use |
| even | green | dark | thing | along |
| am | different | grandad | stopped | plants |
| before | let | there's | ever | dragon |
| gran | girl | looking | miss | pulled |
| clothes | which | end | most | we're |
| tell | inside | than | cold | fly |
| key | run | best | park | grow |

END OF YEAR EXPECTATIONS: MATHEMATICS

NUMBER AND PLACE VALUE

- I can count to 100 and above, forwards and backwards, starting at any number.
- I can count in 2s, 5s and 10s.
- I can count, read and write numbers to 100 in numbers.
- I can say what is one more or one less than a number.
- I can read and write numbers from 1 to 20 in numbers and words.
- I can use number lines, objects and pictures to help with my numbers.
- I can use the words - equal to, more than, less than (fewer), most, least.

CALCULATIONS

- I can use addition and subtraction bonds up to 20.
- I can add and subtract 1-digit and 2-digit numbers to 20.
- I can read, write and do number sentences using +, - and =.
- I can solve one-step problems that use + and -, using objects and pictures to help.
- I can solve missing number problems.
- I can solve one-step problems using \times and \div , using objects and pictures to help me.

FRACTIONS

- I can find half of an object, shape or quantity.
- I can find a quarter of an object, shape or quantity.

END OF YEAR EXPECTATIONS: MATHEMATICS

MEASUREMENT

- I can compare, talk about and solve practical problems for lengths and heights.
- I can compare, talk about and solve practical problems for mass/weight.
- I can compare, talk about and solve practical problems for capacity and volume.
- I can compare, talk about and solve practical problems for time.
- I can measure and begin to record lengths and heights.
- I can measure and begin to record capacity and volume.
- I can measure and begin to record time.
- I can recognise and know the value of different coins and notes.
- I can tell the time using o'clock and half past.
- I can draw hands on a clock face to show o'clock and half past.
- I can sequence events in order and talk about them.
- I can talk about days, weeks, months and years.

GEOMETRY – PROPERTIES OF SHAPE

- I can recognise and name 2D shapes; rectangle, square, circle and triangle.
- I can recognise and name 3D shapes; cuboid, cube, pyramid and sphere.

GEOMETRY – POSITION AND DIRECTION

- I can talk about position, directions and movement.

ADDITION AND SUBTRACTION

Addition

Year 1 Add with numbers up to 20

Use numbered number lines to add, by counting on in ones. Encourage children to start with the **larger** number and count on.



Children should:

- Have access to a wide range of counting equipment, everyday objects, number tracks and number lines, and be shown numbers in different contexts.
- Read and write the addition (+) and equals (=) signs within number sentences.
- Interpret addition number sentences and solve missing box problems, using concrete objects and number line addition to solve them: $8 + 3 =$
 $\bullet 15 + 4 = \bullet \quad 5 + 3 + 1 = \bullet \quad \bullet + \bullet = 6$

This builds on from prior learning of adding by combining two sets of objects into one group (5 cubes and 3 cubes) in Early Years.

Bead strings or bead bars can be used to illustrate addition including bridging through ten by counting on 2 then counting on 3.

$8 + 5$

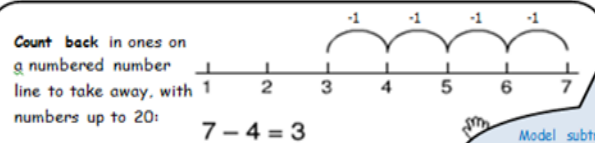


Subtraction

Year 1 Subtract from numbers up to 20

Children consolidate understanding of subtraction practically, showing subtraction on bead strings, using cubes etc. and in familiar contexts, and are introduced to more formal recording using number lines as below:

Subtract by taking away



Read, write and interpret number sentences with - and = signs.

Model subtraction using hundred squares and numbered number lines/tracks and practically.

Find the distance between'

This will be introduced practically with the language 'find the distance between' and 'how many more?' in a range of familiar contexts.



'Seven is 3 more than four'

'I am 2 years older than my sister'

Mental subtraction

Children should start recalling subtraction facts up to and within 10 and 20, and should be able to subtract zero.

MULTIPLICATION AND DIVISION

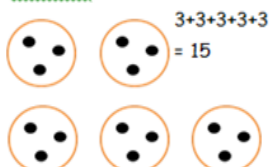
Multiplication

Year 1 Multiply with concrete objects, arrays and pictorial representations.

How many legs will 3 teddies have?



There are 3 sweets in one bag.
How many sweets are in 5 bags altogether?



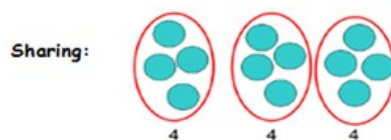
- Give children experience of counting equal group of objects in 2s, 5s and 10s.
- Present practical problem solving activities involving counting equal sets or groups as above.

Division

Year 1 Group and share small quantities

Using objects, diagrams and pictorial representations to solve problems involving both grouping and sharing.

How many groups of 4 can be made with 12 stars? = 3



12 shared between 3 is 4

Example division problem in a familiar context:

There are 6 pupils on this table and there are 18 pieces of fruit to share between us. If we share them equally, how many will we each get?

Can they work it out and give a division statement...
"18 shared between 6 people gives you 3 each."

Pupils should :

- use lots of practical apparatus, arrays and picture representations
- Be taught to understand the difference between 'grouping' objects (How many groups of 2 can you make?) and 'sharing' (Share these sweets between 2 people)
- Be able to count in multiples of 2s, 5s and 10s.
- Find **half** of a group of objects by sharing into 2 equal groups.

TIMES TABLES

| 2 x | |
|----------|----|
| 1 x 2 = | 2 |
| 2 x 2 = | 4 |
| 3 x 2 = | 6 |
| 4 x 2 = | 8 |
| 5 x 2 = | 10 |
| 6 x 2 = | 12 |
| 7 x 2 = | 14 |
| 8 x 2 = | 16 |
| 9 x 2 = | 18 |
| 10 x 2 = | 20 |
| 11 x 2 = | 22 |
| 12 x 2 = | 24 |

| 5 x | |
|----------|----|
| 1 x 5 = | 5 |
| 2 x 5 = | 10 |
| 3 x 5 = | 15 |
| 4 x 5 = | 20 |
| 5 x 5 = | 25 |
| 6 x 5 = | 30 |
| 7 x 5 = | 35 |
| 8 x 5 = | 40 |
| 9 x 5 = | 45 |
| 10 x 5 = | 50 |
| 11 x 5 = | 55 |
| 12 x 5 = | 60 |

| 10 x | |
|-----------|-----|
| 1 x 10 = | 10 |
| 2 x 10 = | 20 |
| 3 x 10 = | 30 |
| 4 x 10 = | 40 |
| 5 x 10 = | 50 |
| 6 x 10 = | 60 |
| 7 x 10 = | 70 |
| 8 x 10 = | 80 |
| 9 x 10 = | 90 |
| 10 x 10 = | 100 |
| 11 x 10 = | 110 |
| 12 x 10 = | 120 |

| 4 x | |
|----------|----|
| 1 x 4 = | 4 |
| 2 x 4 = | 8 |
| 3 x 4 = | 12 |
| 4 x 4 = | 16 |
| 5 x 4 = | 20 |
| 6 x 4 = | 24 |
| 7 x 4 = | 28 |
| 8 x 4 = | 32 |
| 9 x 4 = | 36 |
| 10 x 4 = | 40 |
| 11 x 4 = | 44 |
| 12 x 4 = | 48 |

TIMES TABLES

| 3 x | |
|----------|----|
| 1 x 3 = | 3 |
| 2 x 3 = | 6 |
| 3 x 3 = | 9 |
| 4 x 3 = | 12 |
| 5 x 3 = | 15 |
| 6 x 3 = | 18 |
| 7 x 3 = | 21 |
| 8 x 3 = | 24 |
| 9 x 3 = | 27 |
| 10 x 3 = | 30 |
| 11 x 3 = | 33 |
| 12 x 3 = | 36 |

| 8 x | |
|----------|----|
| 1 x 8 = | 8 |
| 2 x 8 = | 16 |
| 3 x 8 = | 24 |
| 4 x 8 = | 32 |
| 5 x 8 = | 40 |
| 6 x 8 = | 48 |
| 7 x 8 = | 56 |
| 8 x 8 = | 64 |
| 9 x 8 = | 72 |
| 10 x 8 = | 80 |
| 11 x 8 = | 88 |
| 12 x 8 = | 96 |

| 6 x | |
|----------|----|
| 1 x 6 = | 6 |
| 2 x 6 = | 12 |
| 3 x 6 = | 18 |
| 4 x 6 = | 24 |
| 5 x 6 = | 30 |
| 6 x 6 = | 36 |
| 7 x 6 = | 42 |
| 8 x 6 = | 48 |
| 9 x 6 = | 54 |
| 10 x 6 = | 60 |
| 11 x 6 = | 66 |
| 12 x 6 = | 72 |

| 9 x | |
|----------|-----|
| 1 x 9 = | 9 |
| 2 x 9 = | 18 |
| 3 x 9 = | 27 |
| 4 x 9 = | 36 |
| 5 x 9 = | 45 |
| 6 x 9 = | 54 |
| 7 x 9 = | 63 |
| 8 x 9 = | 72 |
| 9 x 9 = | 81 |
| 10 x 9 = | 90 |
| 11 x 9 = | 99 |
| 12 x 9 = | 108 |

| 7 x | |
|----------|----|
| 1 x 7 = | 7 |
| 2 x 7 = | 14 |
| 3 x 7 = | 21 |
| 4 x 7 = | 28 |
| 5 x 7 = | 35 |
| 6 x 7 = | 42 |
| 7 x 7 = | 49 |
| 8 x 7 = | 56 |
| 9 x 7 = | 63 |
| 10 x 7 = | 70 |
| 11 x 7 = | 77 |
| 12 x 7 = | 84 |

Log on to TT Rock Stars,
our online times tables
resource, at:
www.ttrockstars.com

WORKING SCIENTIFICALLY

- **Can ask simple questions and recognising that they can be answered in different ways.**
- Can use science experiences to explore the world around.
- Can use practical science to raise questions about how things are similar and different.
- Can use practical science to raise questions about how things change and how they happen.
- **Can perform simple tests.**
- Can use practical science to begin to work with different scientific enquiries. (research, observing over time, sorting and classifying, fair testing, pattern seeking).
- Can begin to choose ways they might answer scientific questions.
- Can begin to make predictions.
- Can ask questions and use simple secondary sources (e.g. internet, CD-ROMS, books, visitors) to find answers.
- **Can observe closely, using simple equipment.**
- **Can identify and classify phenomena.**
- **Can use their observations and ideas to suggest answers to questions.**
- Can make comparisons between different objects, materials and living things and begin to sort them.
- Can observe changes over different periods of time and talk about what has happened.
- Can use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data.
- Can carry out simple tests.
- Can record simple data. (bar charts / pictograms / tally chart etc.).
- Can gather simple secondary sources (e.g. internet, CD-ROMS, books, visitors) to find answers.
- **Can use their observations and ideas to suggest answers to questions.**
- **Can gather and record data to help in answering questions.**

ATTENDANCE AND PUNCTUALITY

HIGH ATTENDANCE IS ESSENTIAL FOR A CHILD TO REACH THEIR FULL POTENTIAL

It is very important that your child arrives at school on time and ready to learn - the doors open at **8:30 am** in order for pupils to get a settled start to their learning.

In order to maintain safety for all pupils, the side gates are locked during the day. Please use the main gate after this time.

If, for any reason, your child is late/absent, a message or letter must be given to the school office **before 9:00 am** explaining the reason for the absence/lateness. If a child has not arrived by the end of registration, the school office will call home to enquire the reason for the absence.

Children should be collected at on time.

If your normal collection arrangements fail, please telephone before the end of school to let us know.

It is vital that you keep us informed of any changes of address or telephone numbers.

SUPPORTING YOUR CHILD

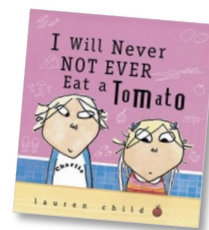
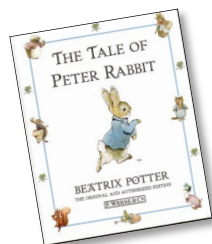
ENSURING CHILDREN DO THEIR BEST IN MEETING THEIR YEAR GROUP EXPECTATIONS, THEY NEED TO:

- Read for at least ten minutes every day, tell stories.
- Practice mathematical calculations in everyday life, telling the time, counting money, playing board games and figuring out fractions when sharing and puzzles.
- Be punctual and attend daily unless seriously ill. If learning is missed, it cannot be caught up.
- Complete home learning projects, spellings and tasks.
- Ensure enough sleep, water and breakfast.

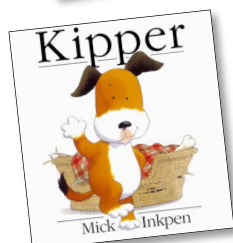
PLACES TO VISIT:

- Tower of London - www.hrp.org.uk/tower-of-london
- Royal Museums Greenwich - www.rmg.co.uk
- V&A Museum of Childhood, Bethnal Green - www.vam.ac.uk/moc
- Museum of Docklands -
www.museumoflondon.org.uk/museum-london-docklands
- Museum of London - www.museumoflondon.org.uk
- Art galleries, such as:
 - The National Gallery - www.nationalgallery.org.uk
 - National Portrait Gallery - www.npg.org.uk
 - The Tate Galleries - www.tate.org.uk

SUGGESTED BOOKS TO READ



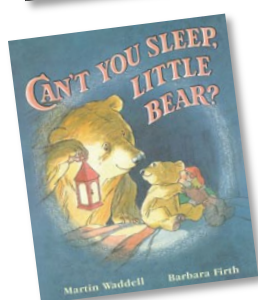
The Baby's Catalogue by Janet and Allan Ahlberg
The Cat in the Hat by Dr Seuss
Brown Bear Brown Bear What Can You See? by Bill Martin Jr



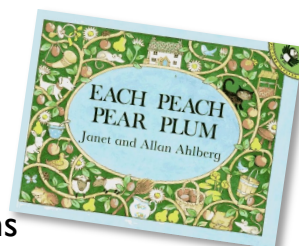
Kipper by Mick Inkpen
Tickle Tickle by Helen Oxenbury
Rosie's Walk by Pat Hutchins



Each Peach Pear Plum by Janet and Allan Ahlberg
The Elephant and the Bad Baby by Elfrida Vipont
Hairy Maclary From Donaldson's Diary by Lynley Dodd



I Want My Hat Back by Jon Klassen
Where's My Teddy by Jez Alborough



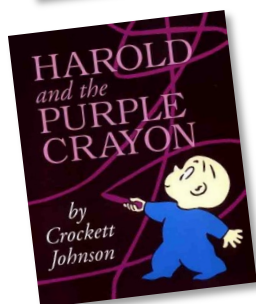
Can't You Sleep Little Bear? by Barbara Firth
My Cat Likes to Hide in Boxes by Lynley Dodd

I Want my Potty by Tony Ross

Don't Let the Pigeon Drive the Bus by Mo Willems

The Gruffalo by Julia Donaldson

I Will Not Ever Never Eat Tomatoes by Lauren Child



Lost and Found by Oliver Jeffers

Meg and Mog by Helen Nicholl & Jan Pierkowski

Not Now, Bernard by David McKee

Room on the Broom by Julia Donaldson



The Very Hungry Caterpillar by Eric Carle

Ten Little Fingers and Ten Little Toes by Mem Fox

The Tale of Peter Rabbit by Beatrix Potter

We're Going on a Bear Hunt by Michael Rosen

Where the Wild Things Are by Maurice Sendak

Would you Rather? by John Burningham

Princess Smarty Pants by Babette Cole

The Tiger Who Came to Tea by Judith Kerr



Gorilla by Anthony Browne

The Owl and the Pussy Cat

The Three Robbers by Tomi Ungerer

Harold and the Purple Crayon by Crockett Johnson

The Ugly Ducking by Hans Christian Anderson

Father Christmas by Raymond Briggs

The Snowman by Raymond Briggs

Aesop's Fables by Micheal Rosen

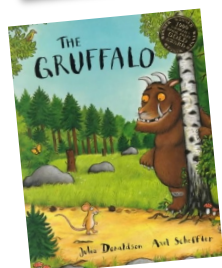
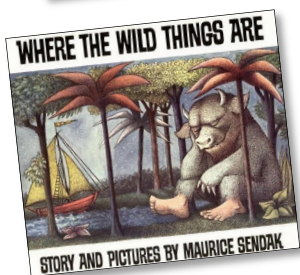
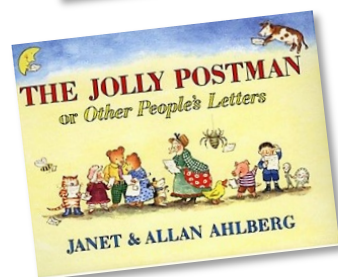
Beegu by Alexis Deacon



The Haunted House by Jan Pienkowski

The Jolly Postman by Janet and Allan Ahlberg

The Emperor's New Clothes by Hans Christian Anderson








EXECUTIVE FUNCTIONS

At St Paul with St Luke School, we incorporate executive function skills into our approach to teaching and learning and recognise their benefits for aiding emotional regulation. Executive function is a set of mental skills that include working memory, flexible thinking, and self-control - some people refer to executive function as 'the management system of the brain'. We use these skills every day to learn, work, and manage daily life. Trouble with executive function can make it hard to focus, follow directions, and handle emotions, among other things.

Executive function is made up of three main elements:


- **working memory** (the ability to hold information and use it)
- **cognitive/mental flexibility** (the ability to switch gears and shift thinking in response to new rules or a change of situation)
- **inhibitory control** (the ability to control thoughts and impulses)

Executive functioning skill development by age

| |  PLANNING |  TIME MANAGEMENT |  TASK INITIATION |  ORGANIZATION |  PROBLEM SOLVING |  FLEXIBILITY |
|---------------------------------|--|---|--|--|--|--|
| INFANT (0-24 MONTHS) | <ul style="list-style-type: none"> • focusing for objects • pointing & grabbing | | | <ul style="list-style-type: none"> • shows interest in color, size, shapes • beginning matching skills | <ul style="list-style-type: none"> • engages in cause and effect play • figuring out 'how things work' through simple body movements and basic play skills | <ul style="list-style-type: none"> • Older children in this age range play simple role play or imaginative play games |
| TODDLER (2-4 YEARS) | <ul style="list-style-type: none"> • understands simple instructions and can run simple errands | <ul style="list-style-type: none"> • beginning understanding of time concepts including seasons, days, weeks, etc. • follows visual picture schedules to order tasks. • practices waiting. | <ul style="list-style-type: none"> • able to independently start and complete tasks that take up to 10 minutes | <ul style="list-style-type: none"> • understands categories and patterns • can sort toys and objects by function, form, and class • cleans up toys and belongings with adult assistance | <ul style="list-style-type: none"> • completes simple puzzles and games that combine language and movement to accomplish a goal. • decision making and turn-taking during play promote basic problem solving | <ul style="list-style-type: none"> • Beginning skills to shift between activities. • Sometimes able to manage transitions and unexpected changes without upset. |
| EARLY LEARNER 5-12 YEARS | <ul style="list-style-type: none"> • able to follow a planned out set of steps to meet an end goal. • plays fast moving games and games requiring strategy and planning ahead. | <ul style="list-style-type: none"> • developing time estimation and a sense of how long tasks will take. • beginning skills to manage leisure time and required tasks. | <ul style="list-style-type: none"> • able to independently start and complete tasks that take up to 30-60 minutes | <ul style="list-style-type: none"> • organize and sequence stories • can follow simple checklists • gathers materials for familiar routines, often with adult assistance and reminders | <ul style="list-style-type: none"> • identifies and defines problems to many simple social and academic tasks; • emerging skills to brainstorm and break apart problems to identify solutions. | <ul style="list-style-type: none"> • Participates in organized social activities like sports, clubs, and activities where unpredictable events occur. Often uses adult support to dynamically adjust. |

These three core executive functions work together in different ways resulting in 11 high-order skills called *executive function skills*. Executive function refers to children’s use of memory, how they adapt to change, regulating their behaviour and planning next steps. Which are all essential in their development as they learn to problem solve, reason and plan.

Executive functioning skills, such as regulating behaviour, will also help children to deal with change and new experiences. Especially through transitions, which can be a key moment in children’s educational experience and considerably impact their wellbeing and attainment. By developing these different abilities and encouraging children to plan, focus and think about their behaviour, we are helping them to better understand the role they have in the learning process. If children cannot focus their attention, keep information in their mind and regulate their behaviour, they will find it very challenging to learn effectively and make the best progress possible.

|  WORKING MEMORY |  EMOTIONAL CONTROL |  IMPULSE CONTROL |  ATTENTIONAL CONTROL |  SELF MONITORING |
|---|--|--|--|--|
| <ul style="list-style-type: none"> • plays hide-and-seek and simple recall games • participates and enjoys familiar rhymes and songs | | | <ul style="list-style-type: none"> • plays simple games like peek-a-boo and pat-a-cake • imitation and copying behaviors emerge | |
| <ul style="list-style-type: none"> • follows along to songs and fingerplays with many steps and movements. | <ul style="list-style-type: none"> • labels own emotions and the emotions of others • may often have tantrums or upset when frustrated, tired, or overwhelmed requiring adult comfort to soothe. | <ul style="list-style-type: none"> • plays active inhibition games like musical chairs, and freeze dance • learns to inhibit safety-related behaviors like touching a hot stove and street safety. | <ul style="list-style-type: none"> • able to direct attention to objects and activities for longer periods of time. • Responds to adult cues and redirections back to 'pay attention' when needed. | <ul style="list-style-type: none"> • talks about own feelings and connects simple behaviors with emotions. • plays along with other children, directing play and accepting play ideas. |
| <ul style="list-style-type: none"> • Independent with puzzles, logic games, and coordinated group activities. • able to collect information and apply it to new settings. | <ul style="list-style-type: none"> • learns to control tantrums and frustrations without adult comfort. | <ul style="list-style-type: none"> • follows safety rules and most social norms for behavior. • behavior maintains when teachers or adults are not around | <ul style="list-style-type: none"> • able to save money for desired objects. • developing note taking, reminders, and planning tools to help sustain attentional control. | <ul style="list-style-type: none"> • able to complete activities like journaling to reflect on own behavior. • checks own work for simple mistakes. |

It is therefore vital that the importance of executive function is appreciated.

If you have any concerns about developmental challenges of your child, talk to the class team and SENDCO.

BEHAVIOURAL EXPECTATIONS AND UNDERSTANDING SELF REGULATION

Self-regulation skills can include children being able to:

**Bounce Back When
Things Get Difficult**



Concentrate Their Thinking



**Monitor What They Are Doing
and Adapt**



**Be Patient for What
They Want**



Regulate Strong Feelings



Plan What to Do Next



EXECUTIVE FUNCTION SUPPORT AT HOME

Detailed here are games and activities that are great fun played as a family but also develop executive functioning skills.



Games that involve strategy are great for learning self-control, planning and flexibility:

- Jenga
- Chess
- Draughts
- Battleships
- Rummy



Games that require working to a time limit with develop time management and organisation skills:

- Don't Panic
- Pictionary



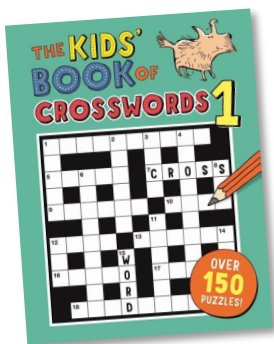
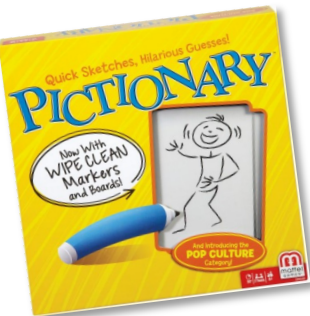
Any games that require you to hold information in your head are great for developing working memory:

- Card games such as Happy Families, Pairs, UNO.
- Crosswords
- Sudoku
- Songs and games such as 'I went to the shops and I bought...', 'Boom Chica Boom', '20 Questions'.
- Snap is great for developing a faster response to things.



Physical games that require coordination are also great fun:

- Football
- Tennis or Badminton
- Obstacle course
- Aerobics



WORKING MEMORY BOOSTERS

AT A GLANCE

- Working memory refers to how we hold on to and work with information stored in short-term memory.
- Kids use working memory to learn and follow directions.
- Working-memory boosters can be built into your child's daily life.
- Does your child have a hard time keeping one bit of information in mind while he's doing something else? For example, if he's helping make spaghetti and the phone rings, does he forget he needs to go back and keep stirring the sauce? If he often has trouble with such tasks, he might have working memory issues.
- Working memory refers to the manipulation of information that short-term memory stores. (In the past, the term "working memory" was used interchangeably with the term "short-term memory.") It's a skill kids use to learn. It's needed for tasks like following multi-step directions or solving a math problem in your head.
- You can help your child improve this executive function by building some working memory boosters into their daily life.

1. WORK ON VISUALISATION SKILLS

Encourage your child to create a picture in his mind of what he's just read or heard. For example, if you've told him to set the table for five people, ask him to come up with a mental picture of what the table should look like. Then have him draw that picture. As he gets better at visualising, he can describe the image to you instead of needing to draw it.

2. HAVE YOUR CHILD TEACH YOU

Being able to explain how to do something involves making sense of information and mentally filing it. If your child is learning a skill, like how to dribble a basketball, ask him to teach it to you. Teachers do something similar by pairing up students in class. This lets them start working with the information right away rather than waiting to be called on.

3. SUGGEST GAMES THAT USE VISUAL MEMORY

There are lots of matching games that can help your child work on visual memory. You can also do things like give your child a magazine page and ask him to circle all instances of the word the or the letter a in one minute. You can also turn license plates into a game. Take turns reciting the letters and numbers on a license plate and then saying them backwards, too.

4. PLAY CARDS

Simple card games like Crazy Eights, Uno, Go Fish and War can improve working memory in two ways. Your child has to keep the rules of the game in mind. But he also has to remember what cards he has and which ones other people have played.

WORKING MEMORY BOOSTERS

5. ENCOURAGE ACTIVE READING

There's a reason highlighters and sticky notes are so popular! Jotting down notes and underlining or highlighting text can help kids keep the information in mind long enough to answer questions about it. Talking out loud and asking questions about the reading material can also help with this. Active reading strategies can help with forming long-term memories too.

6. CHUNK INFORMATION INTO SMALLER BITES

Ever wonder why phone numbers and social security numbers have hyphens in them? Because it's easier to remember a few small groups of numbers than it is to remember one long string of numbers. Keep this in mind when you need to give your child multi-step directions. Write them down or give them one at a time. You can also use graphic organizers to help break writing assignments into smaller pieces.

7. MAKE IT MULTISENSORY

Processing information in as many ways as possible can help with working memory and long-term memory. Write tasks down so your child can look at them. Say them out loud so your child can hear them. Toss a ball back and forth while you discuss the tasks your child needs to complete. Using multisensory strategies can help your child keep information in mind long enough to use it.

8. HELP MAKE CONNECTIONS

Help your child form associations that connect the different details he's trying to remember. Grab your child's interest with fun mnemonics like Roy G. Biv. (Thinking about this name can help kids remember the order of the colours in the rainbow.) Finding ways to connect information helps with forming and retrieving long-term memory. It also helps with working memory, which is what we use to hold and compare new and old memories.

Memory-boosting tricks and games are just some of the ways to help your child with executive functioning issues. If your child continues to have significant difficulties with working memory, it might be a good idea to get an evaluation for possible attention issues. You may also want to explore tips from experts on topics like getting organized and managing attention.

KEY TAKEAWAYS

- Teaching your child ways to visualize thoughts can help improve his working memory.
- Card games and other fun activities can help build working memory.
- Finding ways to connect information can help your child with long-term memory as well as working memory.

WELL-BEING TOP-TIPS

Loving each other is at the core of our Mission, Vision and Values and at St Paul with St Luke School we recognise the vital need to prioritise the well-being of our pupils in order for them to be able to flourish personally, academically, socially, physically, emotionally and mentally.

Detailed on these pages are some top-tips to support pupils at home with their well-being.

1

Give someone you love a big cuddle.

2

Dance or sing along to one of your favourite songs.

3

Go to the park and play on the swings.

4

Do something that never fails to make you smile.

5

Draw a picture to show the best thing that happened today.

6

Play a board game with your family.

7

Arrange for a friend to come over to your house to play.

8

Read a favourite book.

9

Do something that makes you laugh.

10

With an adult, do some baking or make a healthy meal.

11

Give a loved one a hug.

12

Write a thank you letter to someone.

WELL-BEING TOP-TIPS

13

Draw around your hand, cut it out with help from an adult, decorate it and then write about something that makes you feel really happy.

14

Think of a way you can be active every day this month.

15

Make a healthy fruit pizza.

16

Have a screen-free day.

17

Watch one of your favourite films or a brand new one!

18

Write down 5 things you're really proud of yourself for.

19

Visit a museum with a trusted adult.

20

Take five minutes to just sit still and breathe.

21

Put on some music and move like different jungle animals.

22

Put on some calming music and do some colouring in.

23

Do a jigsaw.

24

Invent a game or quiz for the whole family to play.

25

Close your eyes and imagine that you are at a special place. What can you hear? What can you see? How do you feel?



CHILD PROTECTION AND SAFEGUARDING

Safeguarding is a duty of care that all staff have for all the children in school.

As part of our statutory duties, we are bound by the guidance of and in line with *Keeping Children Safe in Education* and have a duty to prevent radicalisation and other local and national arrangements. As such staff are tasked to notice any changes in children and report any child reported incidents to a Designated Safeguarding Lead (DSL).

All staff, volunteers and parents/caregivers play an active role in making sure children are protected from harm. Persistent or prolonged or patterned absence may be seen as a safeguarding issue.

Our Child Protection Policy can be found on our website:

www.spsl.towerhamlets.sch.uk/policies

DESIGNATED SAFEGUARDING STAFF

**Designated
Safeguarding Lead:**
Lauren Sharpe

**Deputy Designated
Safeguarding Leads:**
Mark Ali
Daniel French

SENDCo:
Dan French

WHAT SHOULD YOU DO IF YOU ARE CONCERNED ABOUT A CHILD?

If you have any concerns about the welfare or safety of a child you can share them with a member of the designated safeguarding staff team or report directly to:

Tower Hamlets Multi-Agency Safeguarding Hub (MASH)

(During the office hours of 9am-5pm)

Tel: 020 7364 5006 option 3

Extensions: 5606/5601/5358/7796

Email: mash@towerhamlets.gov.uk

Emergency Duty Team (EDT) –

Out of hours service

(After 5pm and at weekends)

Tel: 020 7364 4079

**If a child is in immediate danger,
please call the police on 999.**

If you need support,
contact the Early Help Hub on
020 7364 5006
(Option 2).



OTHER WAYS YOU CAN HELP YOUR CHILD SUCCEED

There are lots of ways parents and caregivers can help children at home, but making sure they regularly complete their homework and hand it in on time is essential.

It would also help if you could:

- Ensure your child has a calm quiet working space.
- Talk with your child about what they are learning and the homework they have been set.
- Visit the library regularly.

Ideally parents/caregivers should read with or listen to their children daily to help them to develop fluency, confidence and a love for reading.

We ask parents/caregivers in Foundation Stage and Key Stage One to sign and record comments in their child's Reading Diary to show that they have heard their child read and to maintain a dialogue between home and school of how well their child is reading.

If parents/caregivers have any questions about homework or their child's learning they should, in the first instance, contact their child's class teacher.

ONLINE RESOURCES

The following resources are used to support your child's learning at home.

- **Read Write Inc.**
- **Google Classroom**

All children have been given log in details for these online resources. For further assistance, please speak with the class teacher.









Leopold Street, London E3 4LA
020 7987 4624 | admin@spsl.towerhamlets.sch.uk | www.spsl.towerhamlets.sch.uk
www.spsl.towerhamlets.sch.uk

 St Paul with St Luke CE Primary School

 @stpaulstluke