

Your Child in



Year 1/2



Teachers:

Miss Davies, Mrs Ebenezer, Miss
Mohain, Mrs Pither and Mrs Neville

LSAs: Mrs Martyn, Miss Kelly, Mrs Gibbons and Mrs
Horvath





Transition

In Key Stage 1 we encourage the children to become much more independent.

@Your child will come in on their own in the morning (Kiss and Drop) and take responsibility for their own belongings.





Independent Children

- Establishing routines at the **start** of the day:
 - Blue communication diaries.
 - Home reading book will be changed as and when it is necessary for your child.
 - Homework books are handed out on Fridays and need to be handed in the following Wednesday.
 - Letters or notes handed to the teacher.
 - Blue folder brought in everyday.
 - Water bottles brought in everyday.





Independent Children

- Establishing routines at the end of the day:
 - Collect reading book daily
 - On appropriate days, collect homework book
 - Collect lunchbox and coats
 - Collect letters when appropriate
 - Collect their own homework books
 - Communication notes and 'what we will be learning next week' will be sent home every Friday too in their blue communication book.





Year 1/2 Topics

Autumn: All About Me and Fire

Spring: All Around the World and
Rainforests

Summer: The Seaside and Under the Sea





Educational Visits

Autumn: Trip to the Tudor House

Spring: Marwell Zoo

Summer: The Aquarium

We will be looking for extra help on our trips so if you are available and are DBS checked please let us know.





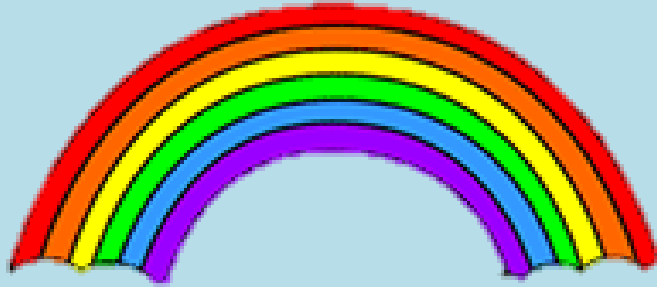
Behaviour

- We commend good behaviour.
- Star of the week (a child who has wowed us in the week)
- Children who are respectful/helpful will be rewarded house points and raffle tickets.
- Rainbow stickers will be awarded for outstanding work or effort.



Behaviour System

© Just a few reminders about our behaviour system:



Each classroom will display children's names and a rainbow.

Children who demonstrate extremely good behaviour or an outstanding achievement in their work, will be moved to the rainbow.

Children who are put on the 'rainbow' will be awarded with a rainbow sticker, to ensure parents are aware of their child's achievement.

Children with positive behaviour throughout the week (or majority of the week) will receive 30 minutes Golden Time on a Friday afternoon.

This will be a chance for children to select from a variety of fun activities.

Children who have been placed on the rainbow on 5 or more occasions will receive the Head teacher's Rainbow Certificate for outstanding behaviour.

Bad choices will result in a child receiving a verbal warning for level 1 or 2 behaviour, which we class as low level behaviour.

If a further warning is needed a tick will be recorded as a second warning.

If a child's behaviour is inappropriate for a third time this will result in a consequence - usually time out of the classroom.

Ready, Respect and Safe

We will aim to nurture all children into well-rounded citizens by:

- Rewarding polite and courteous behaviour - we will emphasise the importance of saying please and thank you, showing respect for others etc.
- Ensuring they treat shared belongings with respect.
- Praising efforts to go over and above for the good of the class/school - e.g. tidying of and caring for shared areas, peers etc.

Ready, Respect and Safe

Our focus this year is respect. We expect children to use words to show respect such as:

- Please
- Thank you
- Pardon
- Excuse me

Memory

The curriculum is delivered at a very fast pace. This is how it is designed and the national expectations have increased in the last few years. Children are now learning maths concepts and procedures in primary school that we learnt in secondary school. The breadth of learning has also increased. Of course, this is great for some children who learn everything quickly and can retain new information, but for many children they need more time to consolidate the learning and commit it to their long term memory.

If children don't have time to rehearse skills and knowledge over and over again, they forget. It can be frustrating but doing something a couple of times doesn't mean it is truly learnt and understood.

Memory

We need to give our children the opportunity to revisit learning in the same week, and again the following week and then next month and so on. In other words, it's good to do the same things over and over again. We call recalling information over time, *spaced retrieval*. As we know short, regular bursts are better than lengthy sessions.

As part of our learning journey at school we focus on teaching new skills and then give children the opportunity to rehearse the skills, over time, so they can be remembered and utilised as required.

Memory - What can you do to help?

- Play memory games e.g. Kim's game, pairs
- Homework
- Regular practise of key words, reading, number bonds, times tables
- Spot the difference
- Visualisation - you describe a picture and they draw it
- Have your child teach you
- Multi sensory learning



A Weekly Timetable

- **PE** ~ Every Tuesday. Children will need to come to school dressed in their school PE kit.
- **Homework** ~ due in each Wednesday and new homework given out each Friday. Child's responsibility to hand in / collect new homework - if the homework is not received on Wednesday it will not be marked straight away but will be acknowledged.
- **Reading** ~ heard **at least** once a week with an adult - Individual or Guided Reading.





P.E

- Ensure all kit is named and worn to school on Tuesday.
- Navy tracksuits are encouraged as the weather gets colder.
- Hair must be tied back and tape placed over earrings. Please can tape be provided for earrings.
- A coloured t-shirt to match your house





Handwriting

- As a school we are implementing a strong focus on handwriting.
- We will be teaching cursive handwriting and will teach them how to join their letters.

Can you trace the letters?

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Reading with Your Child

- Words are everywhere!
- Encourage success
- Changing books
- Word games
- Comprehension and inference



Rainbow Reading



- Children will get stickers and certificates for reading 30 times. This will then carry on every 30 times they read.
- Every time your child reads (at home or at school) this will be included in the count.
- The certificates get rewarded out in celebration assembly every Friday.



Phonics

Some of the lingo you may be hearing at home

Phoneme ~ the sound

Grapheme ~ how written

Digraph ~ a phoneme made up of 2 letters (ai)

Trigraph ~ a phoneme made up of 3 letters (igh)

Phoneme buttons ~ marking the number of phonemes in a word (this can help with reading and spelling)

tin


with


rain


night


liquid


Phonics Screening

We do ask children to read words that are not real but are made up from learned phonemes.

We call these nonsense/alien words.

This helps test their recognition of these phonemes and check they are decoding words properly.

pog



tomp



bock



Year 1/2 Maths

Key Skills:

- One more and one less
- Two more and two less
- Add and subtract 10 to any 1 digit number: $10 + 7 = 17$
- Number bonds to 10 and 20
- Near number bonds: add two one digit numbers: " $7 + 2 = 9$ because $7 + 3 = 10$ so it's just one less" or " $8 + 3$ must be 11 because $8 + 2 = 10$ "
- Doubling and halving
- Near doubles: " $3 + 4 = 7$ because double 3 is 6 so it's just one more".
- Partitioning : " $24 + 3$... I know that $3 + 4 = 7$ so $20 + 7 = 27$ ",
- Adjusting: 'make ten' supported by models and images e.g. $8 + 6 = 8 + 2 + 4$

Number bonds

		Adding 1 and 2		Bonds to 10		Adding 10		Bridging/ compensating		Y1 facts Y2 facts		
		Doubles		Adding 0		Near doubles						
+		0	1	2	3	4	5	6	7	8	9	10
0		0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1		1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2		2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3		3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4		4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5		5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6		6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7		7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8		8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9		9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10		10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

Times Tables

Our expectation as a school is that the majority of children will know the 2, 5 and 10 times tables by the end of Year 2. This will give them a good starting point and will enable them to progress at a steady pace through the remaining times tables during their time in Years 3 and 4.






TT Rockstars is a great way to practise times tables with your child at home.

Practising 3 or 4 times tables at a time has been known to increase fluency eg. $1 \times 2 = 2$, $2 \times 2 = 4$, $2 \times 3 = 6$.

Times Tables

Children progress through KS1 learning multiplication as:

- Repeated addition ($3 + 3 + 3 + 3 = 12$ or $4 \times 3 = 12$)
- Arrays

	$2 \times 1 =$
	$2 \times 2 =$
	$2 \times 3 =$
	$2 \times 4 =$
	$2 \times 5 =$



- Counting on in multiples of a number (e.g. 3, 6, 9, 12, etc.)
- Recalling times tables facts (e.g. $1 \times 2 = 2$, $2 \times 2 = 4$ etc.)
- Times Table Rockstars

SATS - Year 2



- Statutory Assessment Tasks
- Every child must do these at the end of year 2.
- There is lots of preparation for this.
- Special Agent Training
- There should be no stress!



Mathematics

11

$$87 - 40 =$$

15

$$3 \times 3 =$$

16

$$12 \div 2 =$$





Mathematics

words	digits
thirty-eight	38
	40
ninety-four	





Mathematics

A shop sells these sweets.



2p



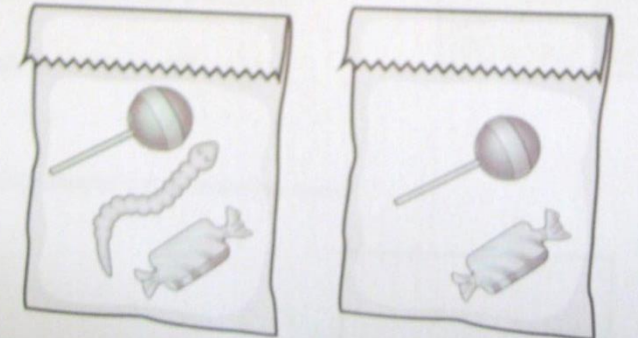
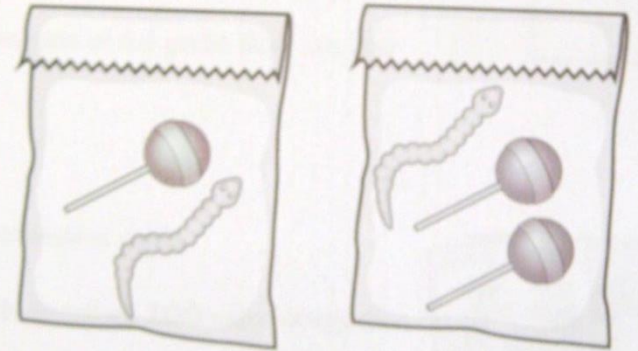
5p



10p

Abdul spends exactly **20p** on sweets.

Tick (✓) the bag of sweets he buys.

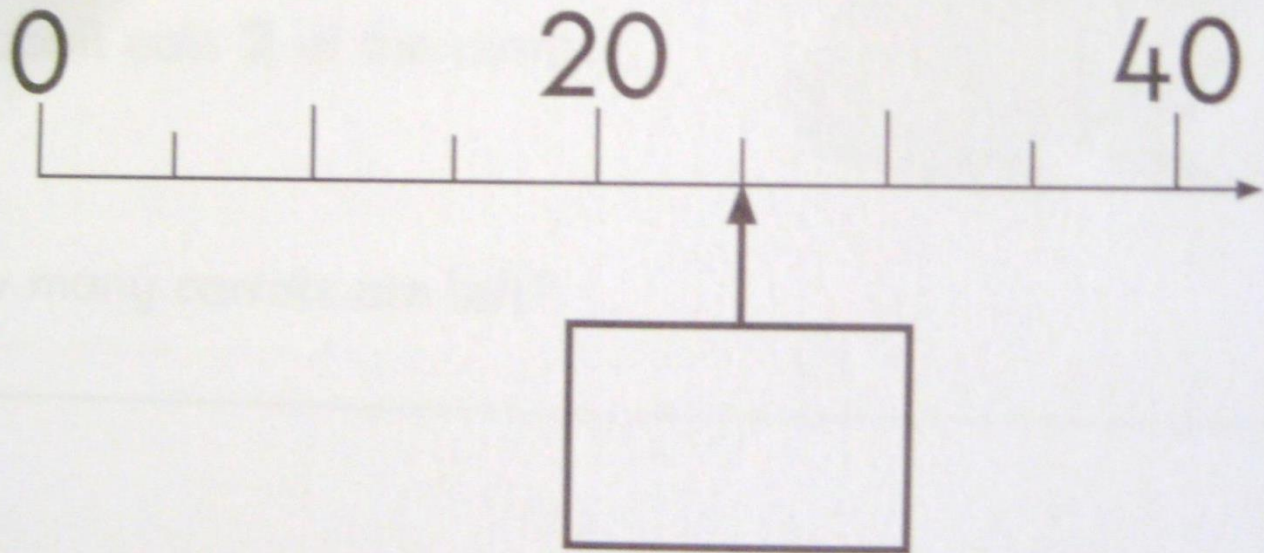


Mathematics



Look at the number line.

Write the correct number in the box.





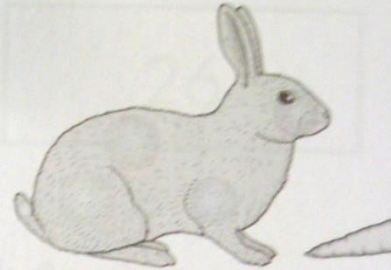
Mathematics

22

Amy plants **4** rows of carrots.

There are **3** carrots in each row.

A rabbit eats **2** of the carrots.



How many carrots are left?

Show
your
working

carrots





Mathematics

Amy writes an answer to the calculation below.

$$57 - 31 = \boxed{26}$$

Now write an addition **to check Amy's answer**.

$$\boxed{} + \boxed{} = \boxed{}$$

Write a digit in each box to make the sum correct.

$$\begin{array}{|c|c|} \hline 7 & \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|c|} \hline 8 & 3 \\ \hline \end{array}$$





Reading

So Monster was not very happy when a little boat came drifting towards them. But it cheered Frog up.

"This must be our lucky day," he said. "Come on, Monster."

"I've never been in a boat," said Monster.

The two friends climbed in and Frog pulled hard on the oars.



Why did Frog say, "This must be our lucky day"?

Tick **one**.

Monster
liked boats.

A boat drifted
towards them.

They were
by the sea.

It was a
sunny day.

Why was Monster worried?

Thank you for joining!

We really hope you found this helpful and
welcome any questions.

