

Welcome to  
Year 1 and 2

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# The Children

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Year 1 and 2 children are split into 3 teaching classes:

Squirrels

Foxes

Otters

# Class Teachers

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Miss Lawton  
Otters' Class

Mrs Cowburn/Mrs Kellam  
Foxes' Class

Mrs Ratcliffe  
Squirrels' Class

Weekly release time will be covered by other school adults.

# Teaching Assistants

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We have 4 wonderful TAs working within the phase, supporting the children with their learning.

Mrs Howard

Mrs Warrington

Mrs Nadiah

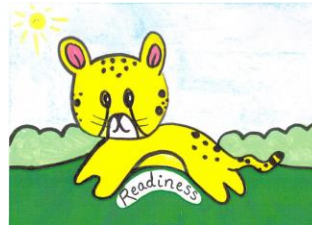
Mrs Unbekandt

A *ready* child is curious and self-motivated.

### The knowledge, skills and attitudes for life long learning.

They :-

- Ask questions
  - Research
  - Choose their own learning and methodology
  - Take sensible risks
  - Have a go (Golden rule)
  - Like being challenged
  - Explore new ideas and interests
- Explorosaurus helps our younger children*



A *resilient* child is very persistent and never gives up.

They:-

- Keep going
- Learn under stress - Perseverance
- Absorb all ideas and information
- Manage their feelings
- Do not to become distracted
- Notice everything

*Stickosaurus and Tryatops help our younger children*



A *responsible* child takes ownership of his own learning and works well with others.

They:-

- Understand how he learns
  - Understand how others learn
  - Like to collaborate – being in a team
  - Are a good role model
  - Plan and set their own goals
- Shareolophos helps our younger children*



A *resourceful* child uses what they find and scouts around for more.

They:-

- Ask questions
  - Imagine
  - Make links
  - Find and give Reasons
  - Use their own learning approaches and environment, and those of others.
  - Find and use information
- Solveosaurus and Askaraptor help our younger children*



A *reflective* child thinks about what they have done and how they could make it even better.

They:-

- Plan
- Revise by stopping and reflecting
- Experiment with learning
- Use different memory skills
- Make connections
- Understand their own learning
- Practise

*Thinkodocus helps our younger children*



# The Curriculum

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We plan very closely as a team during weekly meetings to ensure that all children within the phase experience similar teaching activities. We aim to provide a varied and stimulating curriculum to capture the interest of our pupils.

# Topics

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Each term we have a main topic focus that we endeavour to integrate into all areas of the curriculum.

This term our topic is both history and geography based and is titled 'Beside the Sea'.

Our Spring Term topic will be history based and is called 'People Who Changed the World'.

The Summer Term topic will be geography and science based and is called 'Rainforests'.

## Trips and Visitors

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We aim to develop our pupils' understanding and increase their curiosity by taking the children on visits within the local area and by inviting visitors who have an expertise within the subject into school.

We are currently in the process of organising trips and/or visitors for this term. Information regarding any trips or visitors planned will be shared once confirmed.



The day goes very quickly and is very demanding as we have such high expectations from the curriculum. Your children will get very tired but judging on last year when the children were amazing and worked so hard, we know that they can do it and achieve so much.

Here is an example of how a day might look for your child. This will vary day to day.

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8.45 - 9.10 Morning work (including handwriting)

9.15 - 10.10 Maths/English

10.15 - 10.30 Assembly

10.30 - 10.45 Playtime

10.45 – 12:00 English/Maths

12:00 – 13:00 Lunch

1.00 - 1.30 Quiet Time (reading activities)

1.30 – 2.15 Phonics

2.15 – 3.10 Afternoon sessions (Science, Art/DT, Topic, PE, Music, PSHE, Computing)

3.10 - 3.20 Story/ songs/class activity

# Year 1 phonics screening

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At the end of year 1 the children will be assessed on their ability to blend sounds to read. Some of these words are real words and some are alien (pretend) words. We will practise blending throughout the year and provide intervention support based on our assessments. The children need to correctly read 32 out of 40 words to be at the expected level.

brighter

stribe



phope



# The Year 1 and 2 Spelling Lists

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These lists are the 46 words for Year 1 and 64 words for Year 2 set out in the National Curriculum. They are challenging and will require a substantial amount of time to learn. We will be regularly addressing these words at school during the year but your child will need to practise them at home regularly.

Tests will be given across the year and results will be shared with you. We will let you know when we are planning to check these spellings.

By the end of the year, Year 1 and 2 children need to be spelling many of the words for their year group correctly when using them in their writing. This means that when used the words are spelt correctly most of the time with only a few errors. Therefore it would be great to support your child with this by practicing the words in sentences as well as in isolation.

We will be testing the children using these lists this week. We will then send home highlighted copies so you know which words your child can already spell. Please remember at this stage we would not expect many to be known.

# Year 2 SATs and Assessments

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As of this year, there are no longer government expectations for us to submit end of year 2 teacher assessment data. Previously teacher assessment data was, in part, informed by SATs testing in Reading and Maths.

SATs tests are no longer compulsory in Year 2. However, we will still be completing summative assessments to support our end of year teacher assessments as we would in other years up to Year 6.

As in the past, summative assessments will not form the entire basis of our teacher assessments but this will be ongoing throughout the year.

### Common Exception Words Y1

|       |      |        |        |
|-------|------|--------|--------|
| the   | a    | do     | to     |
| today | of   | said   | says   |
| are   | were | was    | is     |
| his   | has  | I      | be     |
| you   | your | they   | he     |
| me    | she  | we     | no     |
| go    | so   | by     | our    |
| my    | here | there  | where  |
| love  | come | some   | one    |
| once  | ask  | friend | school |
| put   | push | pull   | full   |
| house |      |        |        |

### Common Exception Words Y2

|           |           |           |         |
|-----------|-----------|-----------|---------|
| door      | floor     | poor      | behind  |
| because   | find      | kind      | mind    |
| child     | children  | wild      | climb   |
| most      | only      | both      | hold    |
| old       | cold      | gold      | told    |
| every     | everybody | even      | great   |
| break     | steak     | after     | last    |
| beautiful | pretty    | fast      | past    |
| plant     | father    | class     | grass   |
| pass      | path      | bath      | hour    |
| sure      | prove     | move      | improve |
| eye       | sugar     | could     | should  |
| would     | who       | whole     | any     |
| many      | clothes   | busy      | people  |
| money     | water     | again     | half    |
| Mrs       | Mr        | Christmas | parents |

# Spelling Homework

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Each week on a Tuesday your child will be set a list of spellings to learn on Purple Mash.

We will have weekly tests of these words on the following Tuesday.

The majority of these spellings will follow a given pattern or spelling rule.

We encourage you to help your child learn their spellings through Look, Say, Cover, Write and Check.

# Maths Facts

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Number bonds are an essential part of the Maths Curriculum. Time will be spent at school focusing on learning these but support at home will help your child to progress and become more fluent with these facts.

The children will start with 2 numbers that add together to make 10 and then 20.

Please note that number bonds within 10 and 20 are also taught and need to be learnt.

The children will learn their times tables (2, 5 and 10). We have already begun practising these through 'Team, Team' chants. We will also be exploring these practically and then developing their quick recall through playing "I say, you say" and then chanting 1 two is 2 ...

By the end of the year:

Year 1 are expected to know their number bonds to and within 20 and count in multiples of 2, 5 and 10.

Year 2 are expected to know number bond related facts for example if I know  $6 + 4 = 10$  then I know  $60 + 40 = 100$ . They will also need to recall and use multiplication and division facts for 2, 5 and 10 times tables.

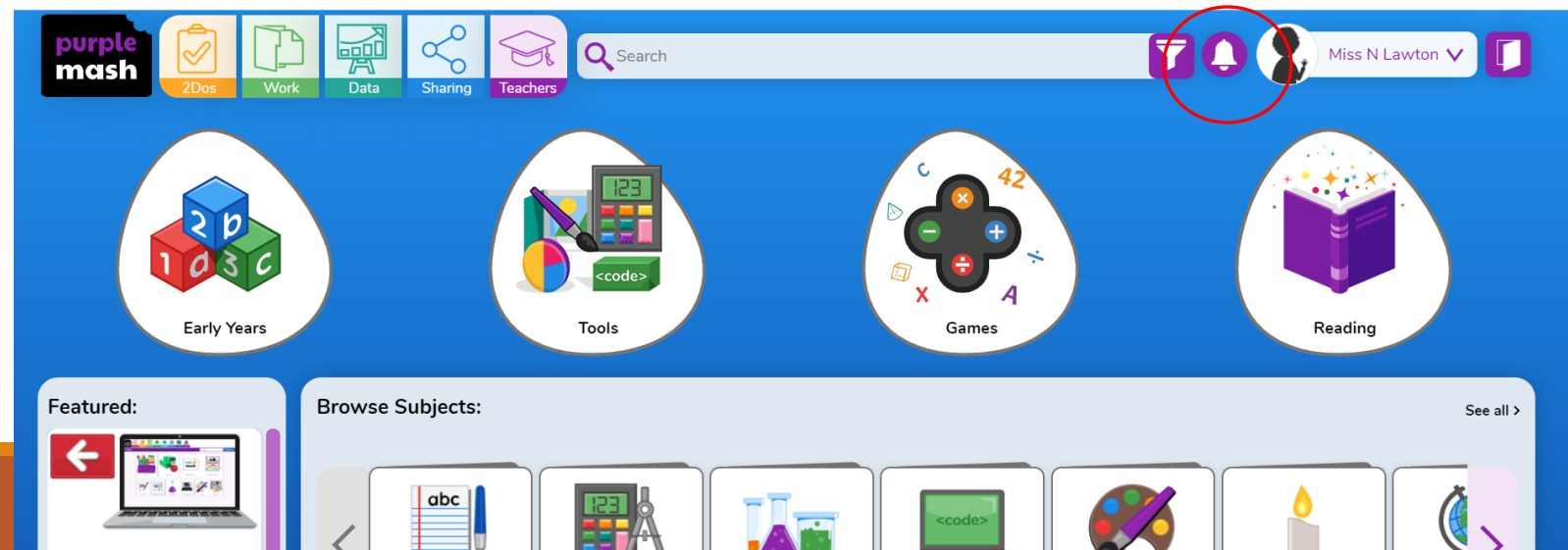
# Purple Mash

We will be using Purple Mash to send weekly spelling and maths homework this year. This will be via the 2Email program within Purple Mash. Maths homework will include information about what has been covered in maths that week as well as recall facts to learn.

Soon, your child will bring home their Purple Mash login.

If there are activities set for your child these will appear as a '2Do' in the 'alerts' tab.

Email alerts will also appear here but emails can also be accessed by using the search bar to search '2email'.





# Reading Homework

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Please take time to hear your child read aloud every day. This helps develop confidence, fluency and expression.

It is equally important to ask your child questions about the text as this develops comprehension skills that are crucial to understanding and enjoyment. Comprehension is a key component in reaching the end of key stage expectations.

Reading to your child also enhances key vocabulary skills and is an enjoyable and valuable one to one time.

We encourage children to be more independent in their reading choices (additional to their school reading book); choosing their own books from the classroom, school library and ideally out of school libraries.

We will begin to send home school reading books over the next week. Please could you return books promptly once read to support is in ensuring new books can be sent out each week.

Library books will be sent home in a library folder. It is important that the library book is returned in the folder to support our library system.

# Topic Homework

Termly topic-based homework will be sent home in a large exercise book. Your child can choose from a selection of activities to complete which will be related to the termly topic and completed in any order. Tasks should be completed at home. Once a task is complete your child can share their work with their peers. This can be done by uploading a photograph via Purple Mash or bringing the exercise book into school. Smiley faces and certificates will be awarded at the end of each term for super work and effort. There will be time to share topic homework on a Friday so please send in homework books to be shared on this day. Remind your child to let us know if you have uploaded something to Purple Mash.

Y6 1/2 Big City Homework Book

Please use the grid below to choose activities you wish to engage with at home. Any activities you choose to do at home will support your child's learning and can be shared at school. Please either upload work your child completes into their 'Work' folder on Purple Mash or bring it in to school on a Friday to be shared.

|  |  |   |   |  |
|--|--|---|---|--|
| <b>Design a Cover</b><br>Design a front cover for your homework book. It could include one or all of our topics for this year: The Big City, Around the World and Castles and Dragons. | <b>Create a 3D sculpture of a building.</b><br>You can use junk modelling, playdough etc. Be creative! You can stick a photo in your homework book and tell us how you made it.                            | <b>Vegetable tasting</b><br>Try as many different new vegetables as you can. Write a review of them to tell us what you thought! Think about the smell, appearance and taste! | <b>Holiday postcard</b><br>Create a postcard imagining you are in London. What can you see? Hear? How do you feel? What did you do?   | <b>Shape spotting</b><br>Look at the outside of your house. How many different shapes can you see? We would love to see a labelled photo or a drawing! |
| <b>Fire Poem</b><br>Can you write a poem about a fire or fireworks night? Try to use adjectives and rhyming words!   | <b>Material sorting</b><br>Think of 10 different objects you might find at home. How many different ways can you sort them? Try using Venn diagrams, tables, pictograms, block graphs and/or tally charts. | <b>London's Burning!</b><br>Can you learn the words to the song? You may want to record it or perform it at school. Can you add any instruments?                              | <b>Your home</b><br>Make a fact file for where you live. You could draw a picture, find out how old it is, how many rooms there are, find out what materials it is made of or anything else you think is interesting! | <b>Building Fact file</b><br>Make a fact file about a building in London, using information you have found out.  |
| <b>Lets of Cities</b><br>Can you let the cities you have visited? You may want to locate them on a map.  | <b>How times change!</b><br>What is your favourite outfit now? What would people have worn in 1666? (You could draw or take photos)  | <b>Food research</b><br>What different food would people have eaten in 1666? Would rich and poor people have eaten the same? Can you present your information?                | <b>The Monarchy</b><br>Choose a member of the Royal family and make a fact file about them. It can be someone in the present or the past.   | <b>Capital Cities</b><br>Choose a capital city from around the world. Can you find out 5 facts about it?   |



Early Years



Tools



Games



Reading

Featured:



Switch back

Want to switch back?  
Temporarily switch your  
account back to the previous  
version of Purple Mash for this

Browse Subjects:

See all >



English



Mathematics



Science



Computing



Art



Celebrations and Faith



Geography



Browse Topics:

See all >

Search work

Miss N Lawton ▾

My Work

Add folder

> My Work

> Class

> School

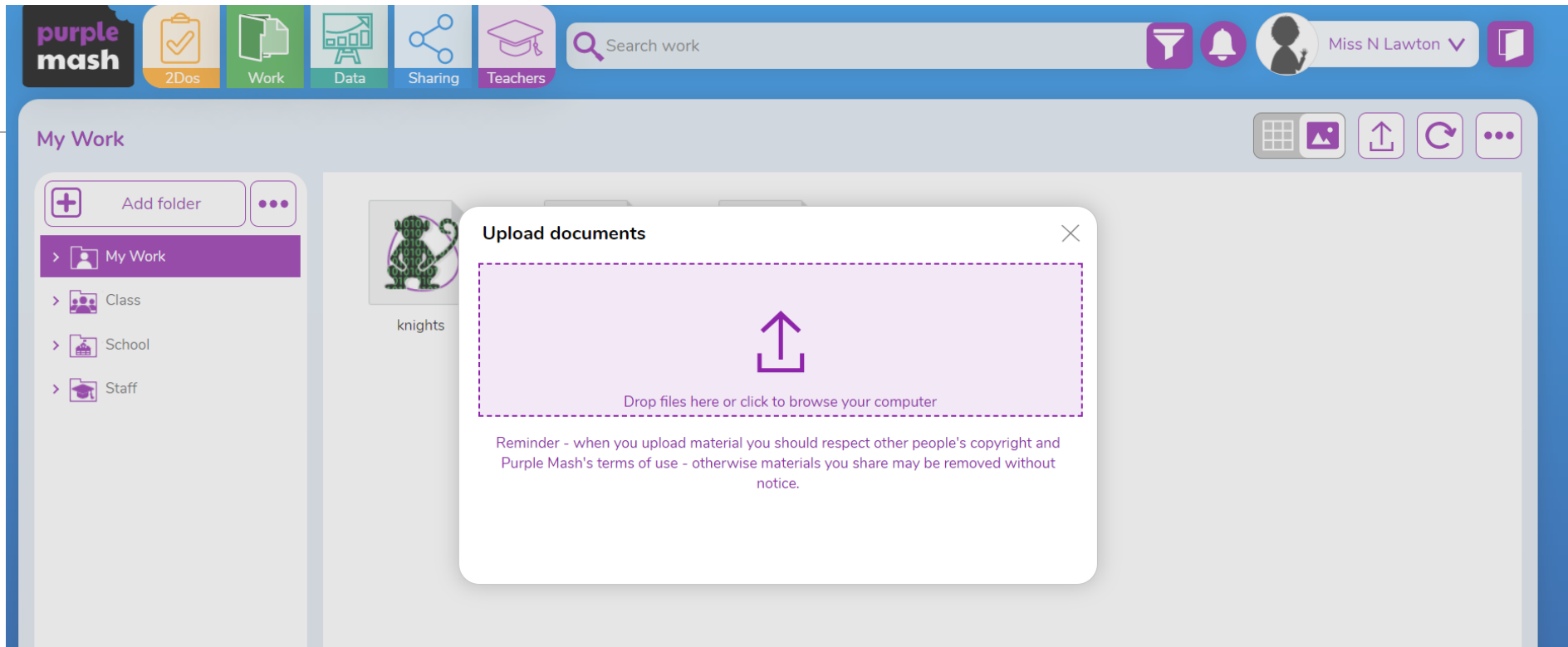
> Staff

knights

castlegame

fish





## Toilets, Snacks and Water Bottles

**Toilets** - children are able to go to the toilet when they need although on occasion will need to wait if there is a queue!

**Snacks** - Fruit is provided in KS1 and children are encouraged to eat a piece of fruit each day. Your child can also bring their own snack as long as it is fruit/vegetable.

**Water Bottles** - We encourage children to bring named water bottles to school. These will be kept in a designated place in the classroom. In our support of the environment we will not be providing disposable plastic cups for the children to use and so bringing a water bottle is essential. Please send water only to avoid sticky spillages!

**Belongings** - Please can we remind you to ensure that your child's belongings (including water bottles) are clearly named as this helps us to prevent lost property. Biro or sharpie will work well!

In KS1 the children are provided with all of their learning materials therefore they do not need to bring a large bag or rucksack. Our cloakrooms are quite snug and too many belongings makes it difficult for the children to find their peg.

Occasionally the children's belongings may get mixed up so please check the labels of the clothes your child brings home.

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## PE

Children will need to come into school in their PE kits on their PE days. This should include a jumper, shorts or tracksuit bottoms dependent on weather and a pair of trainers your child can fasten independently.

Squirrels' Class – Monday and Tuesday

Foxes' Class – Monday and Tuesday

Otters' Class – Tuesday and Thursday

If there are any changes to this due to operational matters we will email accordingly.



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Thank you for supporting us today.  
We hope it has been useful and informative.

We encourage you to get in touch with your child's class teacher if you have any further questions or concerns.