

# Year 1 and 2 Welcome Meeting

23<sup>rd</sup> September 2025



# COMMITTED TO ACHIEVING EXCELLENCE FOR ALL WHERE ALL INDIVIDUALS SHINE

Our school mission and vision is centred upon our motto 'Where All Individuals Shine'. We believe that every child is unique and has the right to shine, excel and succeed.

**SHINE**, our school motto is at the heart of everything that we do.



## MISSION



Our mission is to provide a safe, happy, inclusive, purposeful and creative learning environment 'Where All Individuals Shine'. Our school will create endless opportunities for our children that are engaging and exciting, fuelling their curiosity and igniting a thirst for lifelong learning.

## VISION



Our Vision is rooted upon a culture of educational excellence. We are a school that promotes success, high aspirations, achievement and instils a love of learning. We believe that all children deserve an outstanding quality first education that meets the needs of all learners.

## VALUES



Our motto, mission and vision are central to our school ethos and values and underpin everything that we do. Our core values are Happiness, Caring and Respect, all of which are woven into our school curriculum, teaching and learning and prepare our children as they continue their learning journey.

# Transitioning to a new Year Group



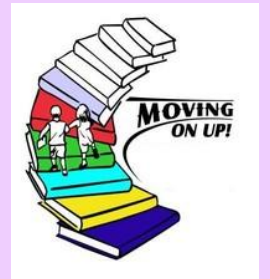
## How we do it in WAIS:

### Reception to Year 1

- Year 1 team work closely with Year R teachers to ensure a smooth transition.
- Children spend the first 3 to 4 weeks completing group tasks before moving to more whole class teaching.
- After week 3 English and Maths are taught whole class and children complete the activities at the same time.
- Continue whole school routines such as Mindfulness and Maths Mastering Number.

### Year 1 to Year 2

- Year 1 and Year 2 team work closely to ensure a positive transition.
- Very similar to classroom layout and expectations as Year 1.
- Children spend the first few weeks settling into the routines and expectations and reviewing previous learning from Year 1.
- Continue whole school routines such as Mindfulness, Maths Mastering Number, Singing assembly and the Rewards Room.



# Enrichment opportunities

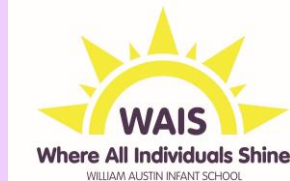


There are so many exciting events planned throughout the year.

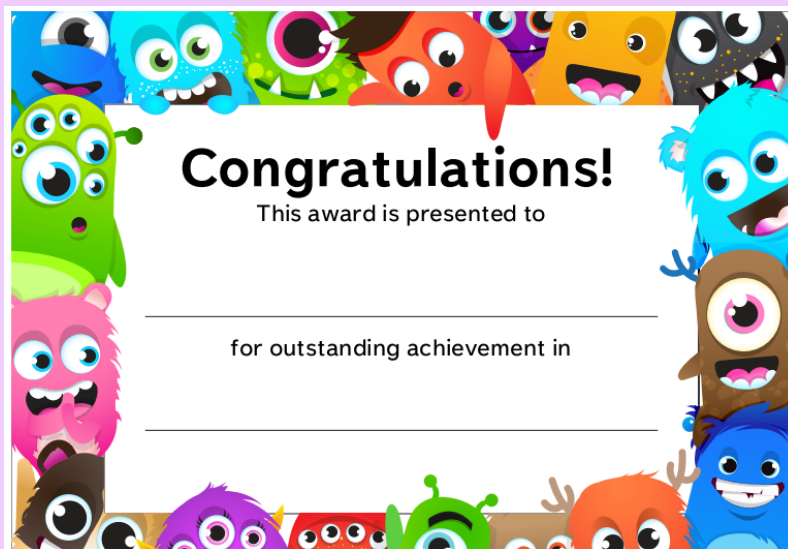
- Trips- local and further afield.
- Special visitors
- National and International Days
- Charity events
- Working with our local community
- Learning real life skills



# Celebrations and Responsibilities



Every week children's individual and class achievements are celebrated.

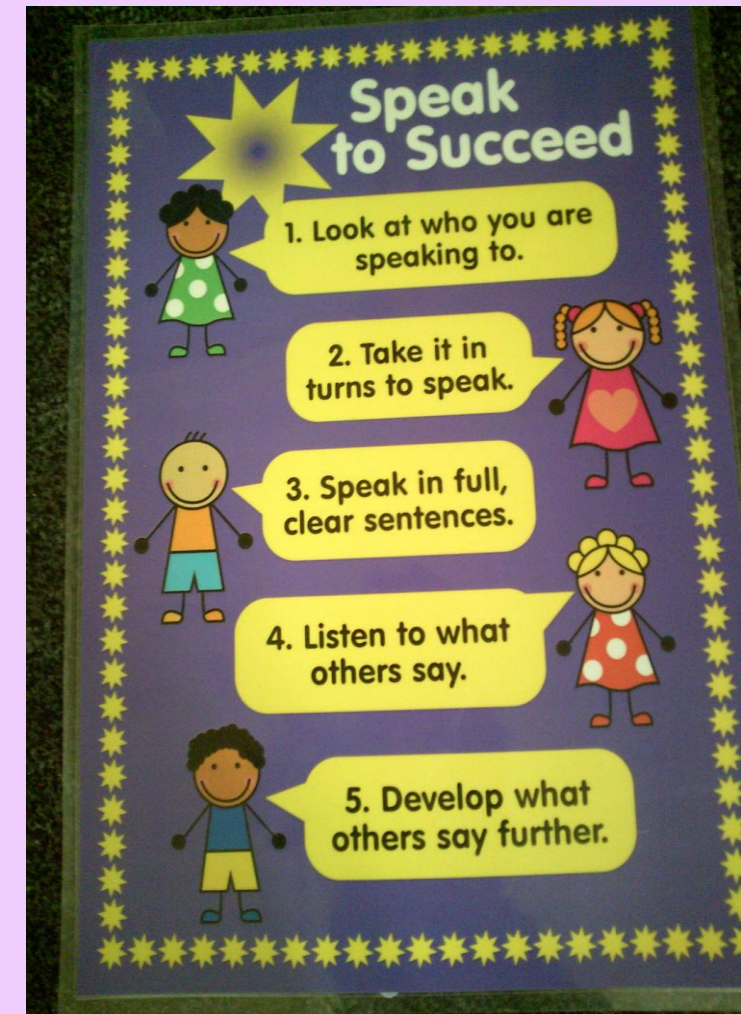


# Oracy

A core priority in our school. Oracy is defined as the ability to communicate well through speaking and listening.

We offer planned and progressive opportunities throughout the school day, in all areas of the curriculum for children to learn through talk, learn how to talk and learn about talk.

Children will talk in a range of groupings including; solo, pairs and trios.



# English

# Year 1 and Year 2

ENGLISH CURRICULUM OVERVIEW 2024-2025

AUTUMN 1	2.9.24 (4 days)	9.9.24	16.9.24	23.9.24	30.9.24	7.10.24	14.10.24	21.10.24
Year R	Home Visits		<b>Noun focus</b> Text- Brown Bear Brown Bear  Name writing	<b>Noun focus</b> Text- Colours Colours Everywhere  Name writing	<b>Noun focus</b> Write a list of things they like	<b>Noun focus</b> Text- The Very Hungry Caterpillar Nouns Labelling food from the story	<b>Noun focus</b> Text- The Very Hungry Caterpillar Nouns Listing vegetables	<b>Noun focus</b> List of objects used in their transitional art self portraits.
Year 1	Text- Not a box	Text- Not a box	Text- Rosie's Walk Journey tale	Text- Rosie's Walk Journey tale	<b>Toolkit focus: Action</b> Text- Let's Take over the Nursery Warning tale			
Year 2	<b>Toolkit focus: Characterisation</b> Text- Dogger Imitate Losing tale	<b>Toolkit focus: Characterisation</b> Text- Dogger Innovate Losing tale	<b>Toolkit focus: Characterisation</b> Text- Dogger Invent Losing tale	<b>Toolkit focus: Dialogue</b> Text- Papaya that Spoke Imitate Finding tale	<b>Toolkit focus: Dialogue</b> Text- Papaya that Spoke Innovate Finding tale			

ENGLISH CURRICULUM OVERVIEW 2024-2025

AUTUMN 2	4.11.24(4 days)	11.11.24	18.11.24	25.11.24	2.12.24	9.12.24	16.12.24
Year R	<b>Description focus- adjectives</b> Text- Fireworks poem Write a simple caption	<b>Description focus- adjectives</b> Text- The Enormous Turnip Write a simple sentence	<b>Description focus- adjectives</b> Text- The Gingerbread Man Write a simple sentence (Wanted poster)	<b>Description focus- adjectives</b> Text- The Gingerbread Man Write simple sentence (Describe biscuit investigation changes)	<b>Description focus- adjectives</b> Text- Little Red Riding Hood Write a simple sentence (Wanted poster)	<b>Description focus- adjectives</b> Text- <u>Non fiction</u> - winter Write a simple sentence (Describe what happens in winter)	
Year 1	<b>Toolkit focus: Action prepositions</b> Text- Leaf Man Journey tale Imitate	<b>Toolkit focus: Action prepositions</b> Text- Leaf Man Journey tale Innovate	<b>Toolkit focus: Action prepositions</b> Text- Leaf Man Journey tale Innovate	<b>Toolkit- Recount</b> Recount- local walk Imitate	<b>Toolkit- Recount</b> Recount- local walk Innovate	<b>Rhyme focus</b> Winter Poem- Snow Robert Hull	
Year 2	<b>Toolkit focus: Description</b> Text- Beware of the Bears Revenge story Imitate	<b>Toolkit focus: Description</b> Text- Beware of the Bears Revenge story Innovate	<b>Toolkit focus: Description</b> Text- Beware of the Bears Revenge story Invent	<b>Toolkit focus: Informative</b> Text- Storyland Non chronological report Imitate	<b>Toolkit focus: Informative</b> Text- Storyland Non chronological report Innovate	<b>Repetition focus</b> Text- Avocado Uncle Poetry	

# Phonics

Our school follows Little Wandle Letters and Sounds Revised. There will be opportunities to visit Year 1 Phonics lessons throughout the year . To see how phonics is taught and learnt in our school with more information given about how to support at home.

**Grow the code grapheme chart** **Phase 2, 3 and 5**

s s ss c se ce st sc	t tt	p pp	n n nn kn gn	m m mm mb	d d dd	g g gg	c c ck cc ch	r r rr wr	h h	b b bb	f f ff ph	l l ll le al	j j jg dge ge	v v vv ve
w wh	x	y	z z zz s se ze	qu	ch ch ture	sh ch ti ssi si ci	th th	ng ng	nk nk	a a	e e ea	i i y	o o a	u u o-e ou
ai ay a a-e eigh aigh ey ea	ee ea e e-e ie y ey	igh ie i i-e y	oa o o-e ou oe ow	oo ue u-e ew ou ui	yoo ue u u-e ew	oo u* oul	ar a* al*	or aw au aur oor al a oar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear	zh su si

\*depending on regional accent  
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We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education

# Reading

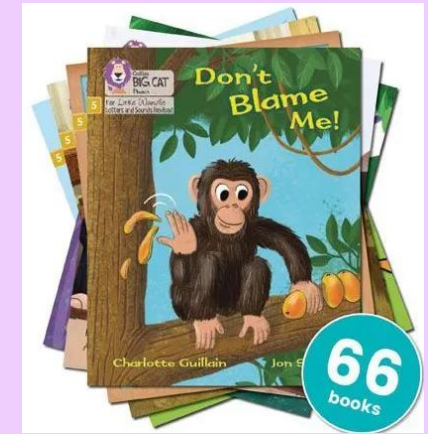
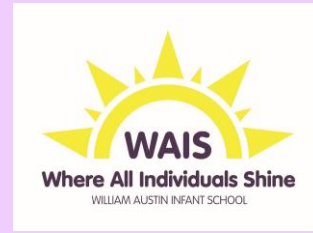
- Reading is a school priority.
- Reading is essential- access all areas of the curriculum
- Everything starts with reading
- Reading helps to develop writing

## Reading in School

- All children are heard read in school at least two times a week.
- Books are matched to the children's secure phonic knowledge.
- More information about phonics will be available at the Phonics Parents Meeting.
- In Year 2 most children will begin to take home an Accelerated Reader book. They can quiz on this daily.

## Reading at Home

- Reading Books and a Library Book are sent home every week.
- Please hear your child read their Reading Book every day over the weekend. Be positive!
- Encourage your child to use their phonics to read any words they are unsure of.
- Ask your child questions about what they have read- some are included in the back of the book
- The Library Book is to promote reading for enjoyment- please share this book with your child.



# Reading for Pleasure

William Austin Infant Reading Spine						
Autumn1	Books to be read alongside curriculum text	Value link	Contemporary	Classic	Non Fiction	Poetry- Learn by rote
Year R	<b>Curriculum text-The Very Hungry Caterpillar</b> Munch crunch caterpillar Greedy Zebra Monkey Puzzle The Lazy Caterpillar	<b>Happiness</b>  <b>Caring</b> 	<b>Super Duper You!</b>  This is me! 	<b>The Gruffalo</b> 	<b>Meet the weather</b> 	Hey Diddle Diddle Twinkle Twinkle 1,2,3,4,5 once I caught a fish alive Wheels on the bus
Year 1	<b>Curriculum text-Let's take over the nursery.</b> King of the Classroom, My Friend Bear, Mr Men go to School, Starting School <b>Curriculum text- Rosie's Walk</b> Where's my mum- Julia Donaldson How to catch a star- Oliver Jeffers <b>Curriculum text- Not a box</b> Not a stick- by Antoinette Portis What to do with a box- Jane Yolen Boxitects	<b>Happiness</b>  <b>Caring</b> 	<b>Look up!</b>  Leo and the Octopus 	<b>Where the Wild Things Are</b> <b>WHERE THE WILD THINGS ARE</b>  STORY AND PICTURES BY MAURICE SENDAK	<b>If I were Prime Minister</b> 	Now we are six A A Milne
Year 2	<b>Curriculum text- Dogger</b> Lost and Found- Oliver Jeffers Room on the Broom- Julia Donaldson <b>Curriculum text- The Papaya that Spoke</b> The Gingerbread Man	<b>Happiness</b>  <b>Caring</b> 	<b>Me and Mister P</b> 	<b>Tiger Who came to Tea</b> The Tiger Who Came to Tea  Judith Kerr	<b>Who ate all the bugs?</b> 	Hurt no living thing Christina Rossetti



**Book Fairs**  
Your pop-up school book shop!



WORLD  
**BOOK DAY**  
6 MARCH 2025

# Common Exception Words

These are words that the children need to be able to read and spell by the end of Year 1 and 2.

## Year 1 Common Exception Words

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

## Year 2 Common Exception Words

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

# Writing at School



- We use a Talk for Writing approach in school to develop Reading and Writing skills. Children develop their comprehension, vocabulary, creativity and imagination. This enables fluent independent writers.

We always encourage the children to:

- Think and say their sentences out loud.
- Write using their sounds.
- Write sentences and then read them back.



## Grammar and Punctuation

- Children are taught to use capital letters correctly, clear finger spaces and full stops
- We encourage children to use the correct tense:

Present tense- I wave at my friend

Past tense- I waved at my friend

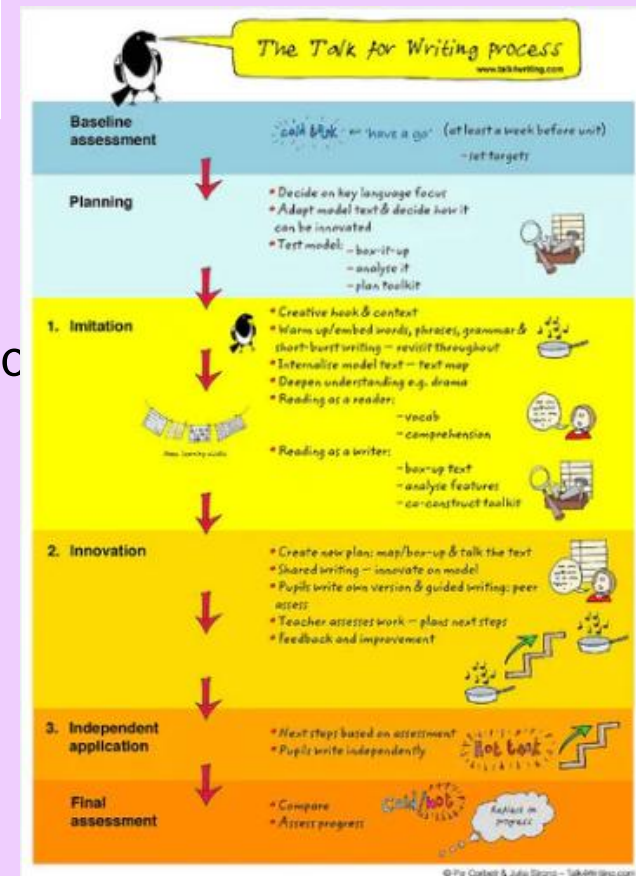
- Children will learn:

Noun- object, person or place

Verb- Action

Adjective- Describe the nouns

Adverbs – Describe the verbs



# Handwriting

Handwriting and correct letter formation are a key priority. The children are taught to form their letters as shown.



In Year 2 the children are taught to join some of their letters.

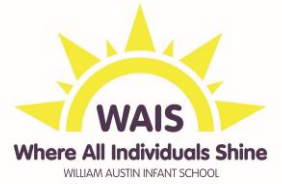
# Writing at Home

## Follow the same process as in school



- Be positive, annotate above some words if necessary.
- Examples of writing at home led by children's interests.
- Write their own stories
- Write a recount of an outing or event
- Keeping a diary
- Keep a holiday scrapbook
- Write a shopping list
- Playing role play games such as owning a restaurant and writing down people's orders
- Invitations and thank you letters

# Maths in Year 1 and 2



## Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value (within 10) FREE TRIAL <a href="#">VIEW</a>					Number Addition and subtraction (within 10) <a href="#">VIEW</a>					Geometry Shape <a href="#">VIEW</a>	Consolidation
Spring	Number Place value (within 20) <a href="#">VIEW</a>		Number Addition and subtraction (within 20) <a href="#">VIEW</a>		Number Place value (within 50) <a href="#">VIEW</a>		Measurement Length and height <a href="#">VIEW</a>		Measurement Mass and volume <a href="#">VIEW</a>			
Summer	Number Multiplication and division <a href="#">VIEW</a>		Number Fractions <a href="#">VIEW</a>		Geometry Position and direction <a href="#">VIEW</a>	Number Place value (within 100) <a href="#">VIEW</a>		Measurement Money <a href="#">VIEW</a>	Measurement Time <a href="#">VIEW</a>		Consolidation	

## Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value FREE TRIAL <a href="#">VIEW</a>				Number Addition and subtraction <a href="#">VIEW</a>				Geometry Shape <a href="#">VIEW</a>			
Spring	Measurement Money <a href="#">VIEW</a>		Number Multiplication and division <a href="#">VIEW</a>				Measurement Length and height <a href="#">VIEW</a>		Measurement Mass, capacity and temperature <a href="#">VIEW</a>			
Summer	Number Fractions <a href="#">VIEW</a>			Measurement Time <a href="#">VIEW</a>			Statistics <a href="#">VIEW</a>		Geometry Position and direction <a href="#">VIEW</a>		Consolidation	

The whole school follows a Maths Mastery approach.

**In Key Stage One (Year 1 and 2) children are taught these key areas:**

Number - Number and Place Value

Number - Addition and Subtraction

Number - Multiplication and Division

Number - Fractions

Measurement

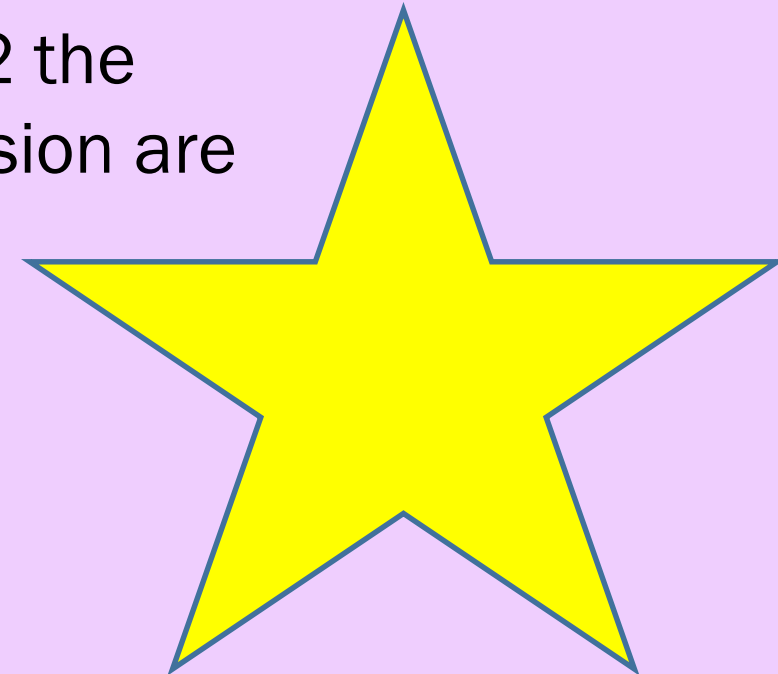
Geometry - Properties of Shape

Geometry - Position and Direction

Statistics - (Year 2 only).

# Vocabulary

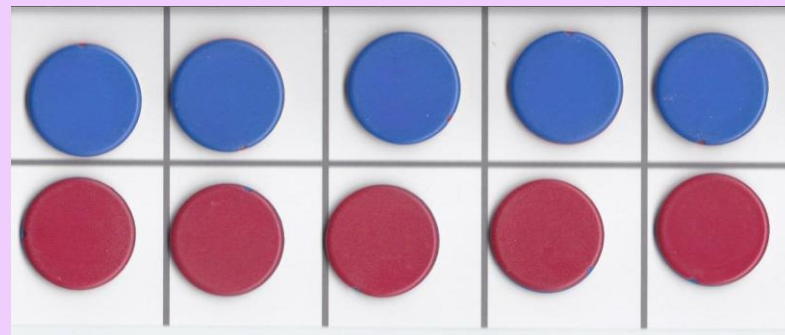
- Addition- plus, total, altogether, more, sum, add, increase.
- Subtract- minus, take away , count back, less, decrease, difference between
- Multiplication- Year 1 this is only known as grouping. In Year 2 the children learn the symbol along with multiply and multiplication.
- Division- Year 1 only referred to as sharing. In Year 2 the division symbol along with the words divide and division are introduced.



# Maths Mastering Number

Daily 20 minute lessons

The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.



# Supporting at home

Use Maths Mastering Number strategies and home made resources

Counting forwards and backwards.

Practise number formation.

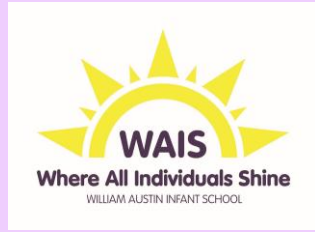
Use the same approach as in school for calculation.

# Calculation Policy

Please check the 'Calculation Policy' for vocabulary and the different methods taught in school on the school website.

[www.williammaustininfrants.co.uk](http://www.williammaustininfrants.co.uk)

# Supporting all learners



Some children need some additional support to address gaps in their learning or to support additional needs.

- Interventions are carried out 1:1 or as part of a small group
- Individual Education Plans – other wise known as IEPs

Individual Education Plan William Austin Infant School				
Name: Sam Smith		Class: Birch	Attendance: 100%	IEP number: Term and date: Autumn September 2024
SEN Broad areas of need:				
Cognition and Learning ✓	Communication and Interaction ✓	Social, emotional and mental health difficulties	Sensory and/or physical needs	
Area of concern	Targets:	Strategies/ Resources	Who & When	Date and review of target
Focus and Listening  Sam struggles to focus on the carpet without adult support.	Cognition and Learning  Target: To sit on the carpet for 5 minutes during teaching time.  Success Criteria: To be able to sit on a spot for 5 minutes during teaching time.	Sam will <ul style="list-style-type: none"> <li>• Have a spot to sit on the carpet with their picture.</li> <li>• Have a reward chart to support sitting on the carpet</li> <li>• Have a visual timer to support sitting and listening.</li> </ul>	Mrs XX  Daily	Review due: January 2025
Number  Sam is unable to recognise and count numbers to 10.	Cognition and Learning  Target: To recognise numbers to 10.  Success Criteria: To recognise numbers within 10 in isolation. To count forwards and backwards to 10.	Sam will: <ul style="list-style-type: none"> <li>• Have daily additional number counting practice.</li> <li>• Use a variety of resources such as number track, counters, number cards, numicon etc to support with number recognition.</li> <li>• Number of the day sticker to be worn and sent home to support with recognising numbers.</li> <li>• Number games.</li> </ul>	Mrs XX  Mrs XX 2x per week	Review due: January 2025
Fine Motor  Sam struggles to mark make and form the letters in his name.	Cognition and Learning  Target: To write the letters in his name.  Success Criteria: To independently write the letters in his name.	Sam will: <ul style="list-style-type: none"> <li>• Daily fine motor activities to build muscles in his hand such as play dough, threading, tracing, using tweezers and tongs to pick up and move objects.</li> <li>• Daily name writing practice.</li> </ul>	Mrs XX	Review due: January 2025

# Curriculum Information



Every half term look out for...

**Science**

During Science we will be learning about our body and how it works. The children will be labelling parts of their bodies and thinking about how we use them. We will be writing a description about ourselves describing our features. We will have lots of fun investigating our 5 senses. The children will think about what they can taste, hear, smell, feel and see in their environment. We will also conduct an experiment to find out which drink is the best for our teeth using eggshells. This is always a very interesting experiment, which makes children think for themselves about their choice of drinks.

**The Arts and Computing (Art, DT, Music and Computing)**

During Art we will create self-portraits using different media. The children will think about facial features, including their shape and size and where they are on our face. They will also think about mixing colours to match their skin tone. During Music, the children will explore different percussion instruments and finding the beat. During Computing, the children will develop independence in using a laptop. We will be using Purple Mash to develop the children's computing skills through activities linked to our topic. We will also explore online safety.

**Humanities (Geography, History and RE)**

During Geography the children will explore their new classrooms and working areas. During RE we will be thinking about who is special to us and explaining why. The children will have the chance to discuss special people within different religions and think about how we promote forgiveness. In History the children will be learning about why our school is called William Austin Infant School as well as comparing it to schools of the past. They will also be sharing information about their families.

**Dear Parents/Carers**

It is lovely to welcome the children back to school after the summer holidays.

In Year 1 we are working on a Transition topic called 'My World' to help the children settle into their new year group and share information about their family. Year 1 staff and Reception staff have worked closely together to plan the curriculum and activities for the children so that they make a good start in Year 1. We have incorporated some of the activities that the children enjoyed in Reception so that not everything is new all at once. We will be hosting a Year 1 Welcome Meeting and a Phonics Meeting for parents this half term. More information and dates will be sent out to parents via email.



**Homework**

We will continue to set homework online using Google Classroom. The children will be set tasks which they can either complete online or take photos to upload. The children's account information will be sent home attached to their school reading records. For Year 1 all homework will be set each Friday and should be submitted on Google Classroom by the following Wednesday. Our first set of homework will be set on Friday 27<sup>th</sup> September 20.

There will be phonics homework using the sounds they have learned and we will have different challenges. The children will be working out. Our 1st set of homework will be set on Friday 27<sup>th</sup> September 20.

**English**

During English the children will learn to retell and perform several stories. We started with 'Not a Box'. This story engaged the children's imagination of what the box could be.

We will read 'Rosie's Walk'. The children will sequence events in the story and plan their own version of the story. They will think about different settings that Rosie can visit.

Towards the end of the half term, we will read 'Let's Take Over the Nursery'. This is a story set in a familiar setting in which the children can explore actions and start to create their own stories.

Reading continues to be a big priority in school and we would like to encourage children to read at home over the weekends using the books we send home as well as sharing stories at home. This will help your children to secure their phonic knowledge that they have been learning in class.

**Maths**

During maths we will be focusing on number and counting.

We will be using White Rose Maths Mastery to revise what the children have learned in Reception and build on their knowledge and understanding focusing on place value within 10, comparing numbers using < > and = as well as recognising and writing numbers correctly. The children will find 1 more and 1 less than numbers within 10 and apply their place value knowledge to a variety of problem solving and reasoning challenges.

We will use a variety of resources such as cubes, number

# Curriculum Newsletters

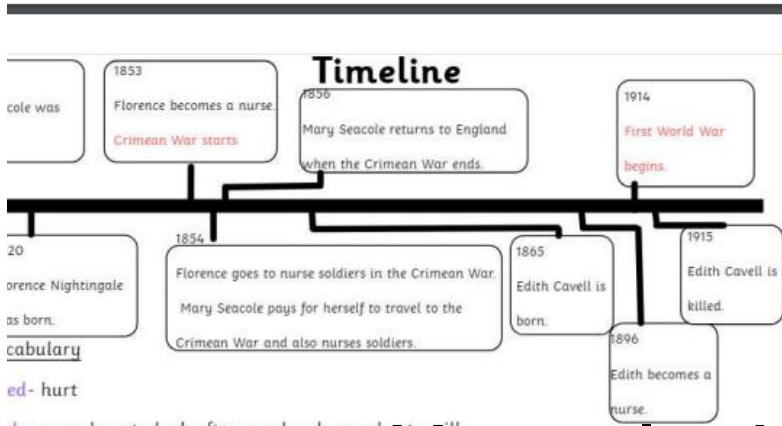
**People who made a difference- Nurses Knowledge Organiser**

**Key questions**

Who was Mary Seacole?  
Mary Seacole was a nurse. She was born in 1805 in Jamaica. Her mother was Jamaican and her father was Scottish. Mary died in 1881.  
What did Mary Seacole do?  
When Mary was growing up Mary's mother helped wounded soldiers get better. This inspired Mary so when she was grown up she wanted to travel to Crimea to help nurse soldiers in the Crimean War. Unfortunately she was refused but she used her own money for a boat ticket to go anyway. When she arrived she opened up the 'British Hotel' hospital on the front line of the war. She gave the soldiers food, drink and treatment for their injuries. They called her 'Mother Seacole.'

Who was Florence Nightingale?  
Florence Nightingale was a British nurse who was born in Italy in 1820. She became a nurse in 1853 and died in 1910.  
What did Florence Nightingale do?  
Florence Nightingale changed how nurses looked after people who were sick. She said that hospitals had to be clean, people needed good food and nurses and doctors should wash their hands. She helped soldiers who were hurt in the Crimean War. She used a lamp at nighttime to check on the soldiers so they nicknamed her the 'Lady with the lamp'.  
Who was Edith Cavell?  
Edith Cavell was born in Norfolk, England in 1865. She trained to be a nurse in 1896. She also ran a nurses training school in Belgium.  
What did Edith Cavell do?  
During the First World War Edith Cavell helped save the lives of soldiers on both sides of the war. She also helped soldiers escape from the German Army. She was caught, put in prison and died in 1915.

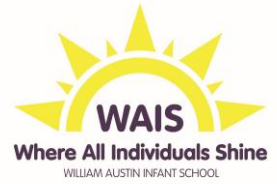
	Week 1 02.09.2024	Week 2 09.09.2024	Week 3 16.09.2024	Week 4 23.09.2024	Week 5 30.09.2024	Week 6 07.10.2024	Week 7 14.10.2024	Week 8 21.10.2024
Special activities and values	Value: Happiness	Value: Happiness	Value: Happiness	Value: Happiness	Value: Happiness Value: Caring 2 <sup>nd</sup> Welcome Meeting 3 <sup>rd</sup> . National Poetry Day	Value: Caring 10 <sup>th</sup> Phonics Workshop	Value: Caring Mindfulness Workshop Parents Evening	Value: Caring
<b>Maths</b>	Place Value within 10	Place Value within 10	Place Value within 10	Place Value within 10	Place Value within 10	Addition	Addition	Consolidation
<b>English</b>	Not a Box	Not a Box	Rosie's Walk	Rosie's Walk	Let's take over the Nursery	Let's take over the Nursery	Let's take over the Nursery	Senses Poetry
<b>Phonics</b>		Review Phase 3 GPCs at ee igh oa oo ar or oo ow oi ear	air er /z/ s -es words with two or more digraphs e.g. queen thicker	Phase 4: CCVC CCVC CCVC Phase 4 with long vowels	Phase 5 /ai/ ay /ow/ oy /oo/ /oi/ oy /te/ /ea/ each	review longer words	Review and Assessment	Consolidation
<b>Science</b>		To identify, name, draw and label the basic parts of the human body.	To explore which part of the body is associated with each sense.	To explore which part of the body is associated with each sense.	To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	To understand which drinks are better for your teeth and why some drinks are not good for our teeth. - Links to LBC initiative	Explore how to keep our teeth healthy - Sort foods that are healthy and unhealthy for our teeth. - Links to LBC initiative	To use what the children learned last week to design a poster to promote healthy drinks for our teeth. - Links to LBC initiative Best posters can be displayed around school.
<b>Computing</b>	Children to be given their account information and find and colour the letters and numbers needed on keyboard print out.	Over 2 weeks: -Introduction turn on/off, log on/off the laptop. Practise how to log in to chrome books and then to purple mash. Pupils can log in to Purple Mash using their own login. • Pupils to create their own avatar and understand why they are used. • Pupils can add their name to a picture they created on the computer. • Pupils are beginning to develop an understanding of ownership of work online. • Pupils can save work into the My Work folder in Purple Mash and	Pupils can find their saved work in the Online Work area of Purple Mash. • Pupils can find messages that their teacher has left for them on Purple Mash. • Pupils can search Purple Mash to find resources. - Draw and label themselves- Set	Pupils will be able to use the different types of topic templates in the Topics section confidently. • Pupils will be confident with the functionality of the icons in the topic templates. • Pupils will know how to use the different icons and writing cues to add pictures and text to their work. - Children will complete an all about me activity where they find draw their family to demonstrate these skills- Linked to history	Over 2 weeks Pupils have explored the Tools section on Purple Mash and become familiar with some of the key icons: Save, Print, Open and New. • Pupils have explored the Games section and looked at Table Toons (2x tables). • Pupils can log out of Purple Mash when they have finished using it and know why that is important.			



# Curriculum overviews

# Knowledge Organisers

# Science and Foundation Subjects



## Year 1 Topics

- Autumn 1 – My World and School
- Autumn 2 – Patterns and Changes
- Spring 1 – Travel and Transport
- Spring 2 – United Kingdom
- Summer 1 – Animals
- Summer 2 – Growth

## Year 2 Topics

- Autumn 1 – People who made a difference- Nurses
- Autumn 2 – People who make a difference- The recycling women of the Gambia
- Spring 1 – The Great Fire of London
- Spring 2 – Awesome Authors
- Summer 1 – Window (Local environment)
- Summer 2 – Seaside

# Homework

- Homework is set and handed in via Google Classroom or on paper if you prefer. If you do not have access to the internet please speak to your child's class teacher.

## Year 1:

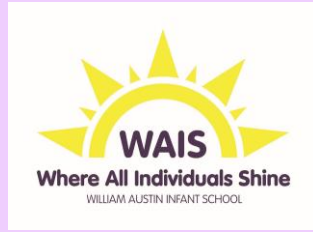
- Phonics Homework
- Learning Log- linked to Topic
- Maths Homework
- Reading- Daily

## Year 2:

- Spelling Homework
- Learning Log- linked to Topic
- Maths Homework
- Reading- Daily



# Predicted Targets and End of Year Assessments



- End of Year predicted targets will be sent home along with the statements that the children need to achieve in Reading, Writing and Maths.

## End of Year 1 Assessments

At the end of Year 1, children will achieve one of the following:

- Working towards age-related expectations
- Working at age-related expectations
- Working at greater depth within age-related expectations.
- The children will also complete the Phonics Screening Check in June.

## End of Year 2 Assessments

At the end of Year 2 the children will achieve one of the following:

- Working towards the expected standard
- Working at the expected standard
- Working at greater depth

Any child who did not pass the phonics screening check in Year 1 will retake this in June.

# Final Points



- **PPF- Pupil Premium Funding.** If you think you might be eligible for this please speak to the school office.
- **Photos-** on displays in school and on the website. If you want your child to appear in photos please ensure you have given permission for this.
- **Attendance- Leave of Absence-** Mrs Kang is unable to authorise any holidays during term time. This year we will be giving out a variety of prizes and rewards to encourage good attendance.
- **Behaviour and Anti-Bullying-** We take this very seriously at our school and bullying is not tolerated. Please speak to your class teacher if you have any concerns.
- **Online Safety-** We teach the children about how to be safe online and encourage parents to have these conversations with the children and to check parental controls and the suitability of online games that your children are playing or witnessing older siblings play.
- **School Website-** Please check the school website for photos, updates and copies of letters that are sent home.

# Story Time in Class

Please find the member of staff holding your child's class name sign and they will take you to your child's classroom for story time.

