



KS1 MEET THE TEAM

AUTUMN TERM 2024

Uniform

Please ensure that your child/children wear school colours (with or without logo):

- Navy blue sweatshirts/cardigans
- Grey skirts/trousers
- White polo shirts/shirts
- Black school shoes NOT trainers
- Tie and shirt (Year 5 & 6 only)

In addition, your child/children needs to wear school colours as part of their P.E kit (with or without logo).

- Navy blue shorts/joggers
- Navy blue t-shirts/hoodies
- Navy/black trainers

For health and safety reasons only small studs no hoops or dangly earrings and no necklaces.

To make sure your child's belongings find their way back if misplaced. We already have a growing collection of jumpers, fleeces, and coats in lost property, and labeling helps us quickly return these items to their owners. Thank you for your help.



WHAT TO EXPECT IN KS1

- Welcome to KS1! Your child has now entered an important stage of their primary school experience. In Year 2, we no longer are required to complete the end-of-year attainment tests known as SATs, however children will still be assessed to see how much progress they have made across the school year.
- For many parents, this can feel like an emotional time, as their child prepares for their first formal testing and reaches the end of their stage as an infant.
- By the end of KS1, you will see your child being encouraged to work more independently. At this age, most children will have improved their ability to coordinate movement and their language/speech will be increasingly complex and grammatically correct, so it's an exciting year for children, parents and teachers.

WHAT WILL MY CHILD DO IN KS1?

- As with every other year, the government have set out statutory schemes of learning that must be taught in Year 1 & 2. There is an expected standard to reach by the end of the year, and we as teachers will make assessments throughout the year to judge if your child is on track to achieve their expectations for Maths and English.
- If there are any causes for concern, or if your child is not making expected progress, then we will proactively seek you out to try and come up with a support plan to better help your child succeed.

YEAR 1 TIMETABLE

Year 1 Timetable

Class Teacher: Ellie Pilgrim

Support Staff: Lana Freeman

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:50 – 9:05	Registration – Handwriting				
9:05 – 9:20	Whole school Assembly	Class Assembly – Reflecting Reality Story	Class Assembly – RRSA	Whole school Curriculum Rights Assembly	Whole school Achievement Assembly
9:20 – 10:15	English	English	English	English	English
10:15 – 11:00	Phonics	Phonics	Phonics	Phonics	Phonics
11:00 – 11:15	Morning Play				
11:15 – 12:15	Maths	Maths	Maths	Maths	Maths
12:15 – 1:15	Lunch and Lunch Play				
1:15 – 1:30	Reading for Pleasure	ICT (MS) PPA Cover	PE (MS) SLT Cover	History/Geo	1:15 -2:00 PSHE
1:30 – 2:15	Science				2:00 – 2:30 Library Session
2:15 – 3:20	2:15-2:30 Afternoon play	Taekwondo (AE & SBH) (PPA cover)	Music (SBH) SLT Cover	2:15-2:30(SBH) Afternoon play	2:30 – 2:40(SBH) Afternoon play
	Science			Art & DT (SBH) (NL)	2:40 – 3:20 RE (SBH) (Phonics LT)

YEAR 2 TIMETABLE

Year 2 Timetable

Class Teacher: Tom McQuillan

Support Staff: Suzie-Ann Hall (HLTA) Wed – Friday

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.50 – 9:05	Registration – Handwriting/Early morning work				
9:05 – 9:20	Whole school Assembly	Class Assembly – Reflecting Reality Story	Class Assembly – RRSA	Whole school Curriculum Rights Assembly	Whole school Achievement Assembly
9:20 – 10:15	English	English	English	English	English
10:15 – 11:00	Phonics/ Reading	Phonics/ Reading	Phonics/ Reading	Phonics/ Reading	Phonics/ Reading
11:00 – 11:15	Morning Play				
11:15 – 12:15	Maths	Maths	Maths	Maths	Maths
12:15 – 1:15	Lunch and Lunch Play				
1:15 – 1:30	Reading for Pleasure	Taekwondo (AE)	History/Geo	1:15 – 2:30 Science	Reading for Pleasure
1:30 – 2:15	R.E	PPA Cover SBH to collect and register kids			Art/DT
2:15 – 3:20	2:15 – 2:30 Play Time	ICT (MS) PPA Cover	P.E (MS) SLT (Cover)	2:30 – 2:45 Play Time	2:00-2: 30 Play Time
	PSHE			2:45 – 3:20 Library	2:30 – 3:20 Music

LITERACY

1. Developing literacy skills

- In English, the children will continue to work on the phonics they started in Reception, aiming to read words by sight without having to sound them out. They will learn further spelling patterns and rules, and begin to apply those in their writing. There will be a more detailed focus on handwriting, with children encouraged to form their letters correctly, learn which letters are to be joined and make letters a consistent size. Children will learn to write for a range of purposes including stories, poetry and real events.

2. Grammar

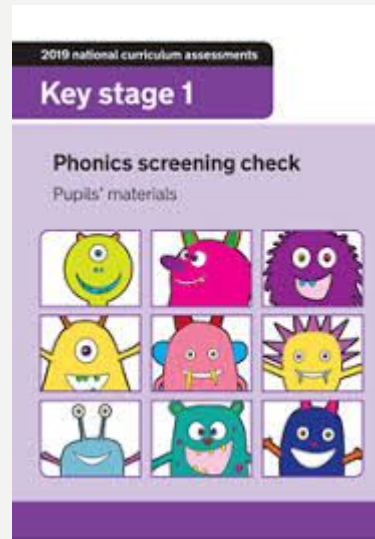
- Grammar is a big focus in Year 1 & 2 and children this age are expected to understand the following terms, to be able to spot them in their reading and apply them in their writing: Noun, adjective, adverb, suffix, subordination, noun phrase, past tense, present tense, statement, question, exclamation, command, capital letter, full stop, question mark, exclamation mark, compound sentence, and expanded noun phrase.

PHONICS



Phonics is essential for children to be able to decode words. Through RWI, they learn the letter sounds, digraphs, tri-graphs and split digraphs.

Comprehension is also important. Ask your child questions about what they have read and make predictions about what they think will happen in the story.



The phonics screening check is taken individually by all children in Year 1 in England, and is usually taken in June.

It is designed to give teachers and parents information on how your child is progressing in phonics.

It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill.

YEAR 1 MATHS

In Year 1, your child will start to build confidence working with numbers, through developing their counting and calculation skills. They will also gain an understanding of halves and quarters, start to measure and tell the time, and learn about some 2D and 3D shapes.

Your child will be taught to count forwards and backwards to 100, add and subtract numbers to 20, and be introduced to the idea of multiplying and dividing. They will be encouraged to use objects to help them solve simple problems in a practical way.

YEAR 2 MATHS

- Mathematics in Year 2 focuses on the 2, 5, and 10 times tables, and they will learn multiplication and division facts for these tables. Children in Year 2 will also learn to add and subtract with two-digit and one-digit numbers.
- In fractions, they will find $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$ of a shape or a quantity of objects. They will study measures, including weight, capacity, and length, and they will learn to tell the time to five minutes. They will also study properties of 2D and 3D shapes, as well as a range of data-handling methods such as bar charts and pictograms.
- By the end of Year 2, pupils will be expected to know the number bonds to 20 and be precise in using place value. The new curriculum 'mastery' style of teaching concentrates on breadth of knowledge, and children will be encouraged to use their understanding of the new concepts to solve challenges, which will deepen their understanding.

SCIENCE

- Science in KSI is engaging and fun. Expect your child to learn about living things and their habitats, plants, animals (including humans), and uses of everyday materials. They will also learn how to work scientifically, how to observe closely, and how to record their observations making the most of cross-curricular links to .
- Where possible we will try to take pupils to places of significance to help bring the ideas they are learning about to life.
- Buckingham Palace, St James' Park, Horse Guards Parade, Houses of Parliament, Wagamama

FOUNDATION SUBJECTS - Year 1

- **PE**: Tae Kwon Do, Athletics, Net/Wall games, Gymnastics, Dance, Net Games, Invasion Games and Striking Games
- **History/Geography**: Then and Now, Famous Britons, Weather and Climate, United Kingdom, Local Area
- **RE**: How did the world begin?, What do some people believe God looks like? , What is God's job?, Why should we care for the world?, How do we know that new babies are special?, Why should we care for others?
- **PSHE**: Think positive, Friendships, Safety first, Growing Up and Changes Education, Outright, Our Community
- **Music**: Hey you!, Rhythm in the way we walk and Banana rap, In the groove, Round and round, Your imagination, Reflect, rewind and replay
- **Art/DT**: Drawing and Sketchbooks, Surface and Colour, Mechanisms, Working in 3 Dimensions. Textiles, Cooking and Nutrition
- **COMPUTING**: Mouse and Keyboard, Text and images, Coding, Digital Art and Music creation, 3D design, Comic creation
- **SCIENCE**: Working Scientifically, Everyday Material, Seasonal Change, Plants, Animals Including Humans

FOUNDATION SUBJECTS - Year 2

- **PE**: Movement & Tae Kwon Do, Sportshall Athletics, Gymnastics, Tennis, Basketball, Football
- **History/Geography**: Kings and Queens, Continents and Oceans, History and Geography of London, Hot and cold places, Africa
- **RE**: Why do we need to give thanks?, What do candles mean to people?, How do we know some people have a special connection to God?, What is a prophet ?, How do some people talk to God?, Where do some people talk to God?
- **PSHE**: Think positive, Friendships, Safety first, Growing Up and Changes Education, Outright, Our Community
- **Music**: Hands, Feet, Heart, Ho Ho Ho, I Wanna Play in a Band & Lunar New Year Performance, Zootime, Friendship Song, Reflect, Rewind and replay
- **Art/DT**: Drawing & Sketchbooks, Mechanisms & Structures, Surface and colour, Cooking and Nutrition: Balanced diet, Working in 3 Dimensions, Textiles & Mechanisms
- **ICT**: Mouse and Keyboard, Data Handling and Internet Research, Coding, Digital Art and Animation, E-book Creation, Internet Safety

THINGS YOU CAN DO TO SUPPORT YOUR CHILD

I. Encourage your child to take responsibility

- Just like in school, give them some independence and responsibility for their learning at home. Here are a few ways you can start giving them some responsibility at home:
- Make them pack their own bag for school so that they get into the habit of thinking for themselves about what they need and what they will be doing that day.
- Allow them to make mistakes. If they forget their homework, make them tell the teacher themselves (they learn more quickly from their mistake and they are taking responsibility for it too).
- Get into the routine of doing homework at a set time each week if possible. By all means help them, but encourage them to take responsibility for how they achieve their aims.
- If your child is not very organised, then taping a list by the door or to a lunch box works well, as does getting equipment ready the night before.

THINGS YOU CAN DO TO SUPPORT YOUR CHILD

2. Be encouraging

- Another simple thing that you can do as a parent is to be a good example. Try not to say: *'I was no good at spelling at school!'*, or tell your child: *'Go to Dad and let him help you with your maths because he is better than me.'* Your child will benefit from whatever support you can give them and if you're really not sure, please do ask me and I will do whatever I can to help.
- Children need adults to show them that learning is fun, relevant, and enjoyable – and difficult sometimes. Does it matter if you don't know the answer? Of course it doesn't. Instead, look it up together and show that you want to find things out too.

3. Explore real-life Maths

- Any opportunity to use maths in a real-life context is really useful. For example, ask them to help you pay for items or calculate change when shopping. Learning to tell the time, especially to five minutes, is another great way to support your child's learning at home; this also links neatly to their counting in 5s in the 5 times-table..

THINGS YOU CAN DO TO SUPPORT YOUR CHILD

4. Help them to understand what they are reading

- As reading comprehension is so important in this year, checking your child's understanding of the book they are reading is an excellent way to support them. You can help them engage with their reading on a deeper level by asking questions about the plot such as: What might happen next? Why do you think the character feels that way? What mood do you think is being created?
- You can also do this when you are reading to them, which is still so important at this age. Children learn a lot from the way we read aloud and we can encourage them to see how the author's use of punctuation changes the way we read their work. You might want to use a range of voices to show how types of sentences and punctuation can be read in different ways.

• 5. Take it easy

- Finally, remember that your child will still need some down-time playing outside or reading a much-loved book. Let them be silly. Let them dress up. Play board games together. All of these experiences will help your child to grow and develop their knowledge of the world around them.

ANY QUESTIONS?