



# Welcome to

## The Rackham C of E (VC) Primary School

Working together to be the  
best we can possibly be.

**Philippians 4.13: I can do all things through Christ who strengthens me.**



# Meet The Teachers

**Year 1/2**



- **Who works with our children?**
- **What do our children learn?**
- **How can I help my child at home?**

# Adults working in Year 1/2



**Larch**

**Teacher:**

**Mrs Herselman  
and Mrs Churchyard**

**Beech**

**Teacher:**

**Mrs Bushell**

**Silver Birch**

**Teacher:**

**Mrs RussellCook**

**Chestnut**

**Teacher:**

**Mrs Hyde**

**Teaching Assistants :**

**Mrs Hilton  
Mrs Douglas**

**Teaching Assistants:**

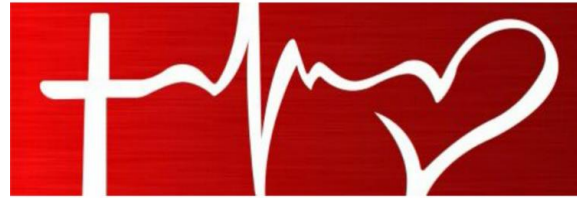
**Mrs Oliver  
Mrs Westrup**

**Teaching Assistants:**

**Mrs Porter- Smith  
Miss Garrow**

**Teaching Assistants:**

**Miss Williams  
Mrs Denly**



## **Our Core Christian Values:**

**Faith, hope and love.**

***I can do all things through Christ  
who strengthens me. Philippians 4.13***



## **Our Core Christian Vision:**

**Working together to be the best we  
can possibly be.**



## **Our Core School Rules:**

**Be ready**

**Be respectful**

**Be safe**

## Our Curriculum:

At The Rackham C of E Primary School, we offer a knowledge based curriculum that builds on prior learning, knowledge, understanding and skills of all children, whatever their starting points so ensuring progression through each Key Stage.

We offer a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development in order to prepare our children for the opportunities, responsibilities and experiences of life. We promote community cohesion and embed British values.

The curriculum incorporates the statutory requirements of the National Curriculum (2014), experiences and opportunities to best meet the learning and developmental needs of pupils.



<b>Monday</b>	Handwriting 8:45-9:00 English 9:00-9:45 (sensory circuits x2 children 9am)	Phonics(1) Spelling (2) 9:45-10:10	Morning break KS1 10:10- 10:25	Maths inc Multiplication 10:25-11:30	Whole Class Reading 11:30-12:15	Lunch 12:15 - 1:15	My Happy Mind 1:20-1:50  Games 1:50-2:40	Assembly	Class Reader
<b>Tuesday</b>	Handwriting 8:45-9:00 English 9:00-9:45 (sensory circuits x2 children 9am)	Phonics(1) Spelling (2) 9:45-10:10		Maths inc Multiplication 10:25-11:30	Whole Class Reading 11:30-12:15		Science 1 1:20-2:05  Music 2:05-2:40	Assembly	Class Reader
<b>Wednesday</b>	Handwriting 8:45-9:00 English 9:00-9:45 (sensory circuits x2 children 9am)	Phonics(1) Spelling (2) 9:45-10:10		Maths inc Multiplication 10:25-11:30	Whole Class Reading 11:30-12:15		PSHE 1:20-1:50  Art/DT 1:50-2:40	Assembly	Class Reader
<b>Thursday</b>	Handwriting 8:45-9:00 English 9:00-9:45 (sensory circuits x2 children 9am)	Phonics(1) Spelling (2) 9:45-10:10		Maths inc Multiplication 10:25-11:30	Whole Class Reading 11:30-12:15		Science 2 1:20-2:05 History/ Geography 2:05-2:40	Assembly	Class Reader
<b>Friday</b>	Handwriting 8:45-9:00 English 9:00-9:45 (sensory circuits x2 children 9am)	Phonics(1) Spelling (2) 9:45-10:10		Maths inc Multiplication 10:25-11:30	Whole Class Reading 11:30-12:15		RE 1:20-1:45 PE ( hall free from 1:45 - 2:35)	Assembly	Class Reader

## PE kit:

- Plain tracksuit: navy, grey, black (outside Games)
- Plain white or red t-shirt (or with school logo)
- Plain shorts (Must be worn for gymnastics)
- Please no fashion or sporting logos, sequins, multi-coloured tops
- Hair must be tied up
- Earrings must be taken out



**End of Year  
Expectations**



## Assessment

- Summative and formative
- Moderated internally, by subject leads and across the cluster
- At the end of the year, for each core subject (reading, writing, maths) you will be told that your child is:
  - Pre Key Stage
  - Working towards Age Related Expectations (WTS)
  - Working at Age Related Expectations (ARE)
  - Working at Greater Depth (GDS)

# Writing in Year 1

## Year 1

### Working at the expected standard

The pupil can, after discussion with the teacher:

- read own writing aloud clearly for others to hear and discuss
- orally rehearse sentences and sequence them to form short narratives
- join words and clauses with the conjunction 'and'
- use past, present and future accurately in speech and begin to incorporate these in their writing
- demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark
- spell some Y1 common exception words\* and the days of the week
- segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way
- form many letters and digits correctly, with some difference between upper and lower-case letters
- use spaces between words.

## Year 1 writing

LO: Story ending  
The key started to glow. Eliza held on tight. She ~~burst~~ <sup>burst</sup> down in the Victorian times. She said "Bark Where I belong." She went back to the palace. I see home!

LO: Describe a tree.  
The tree wols tall  
and thick. The leaves  
were spiky.  
The fruit was yellow  
and sour and the  
wood is edibel. ✓

# Writing in Year 2

## Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

## Working at greater depth

Year 2  
writing

Friday 5th January 2023

Do you want to know  
how Victorians wash their  
clothes?

what you need:

Soap

Wooden tub

dolly

Washboard

Mangle

Line and pegs:

iron

1. Heat the cold water.

2. Pour the hot water into  
the big wooden tub.

3. Grate the soap into

the hot water

4. Rub the clothes in  
the water.

5. Scrub the dolly in the  
water.

6. Carefully scrub the  
clothes in the water to  
clean the clothes.

7. Peg the clothes on the  
washingline.

8. Label the clothes.

9. Put the clothes in the  
truck.

How hot it was! ✓



# Reading in Year 1

## Pupil(s) are beginning to independently apply their knowledge and skills:

To blend sounds in unfamiliar words using the GPCs that they have been taught.

To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for **all** of the 40+ phonemes.

To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.

To read words containing taught GPCs.

To read words containing -s, -es, -ing, -ed and -est endings.

To read words with contractions (for example, I'm, I'll, we'll).

To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words.

To re-read texts to build up fluency and confidence in word reading.

To continue to demonstrate a pleasure in reading and a motivation to read.

To link what they have read or hear read to their own experiences.

To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.

To retell familiar stories in increasing detail.

To recite simple poems by heart.

To discuss word meaning and link new meanings to those already known.

To check that a text makes sense to them as they read and to self-correct.

To predict what might happen on the basis of what has been read so far.

In Year 1 / 2 we encourage children to read every day. Short bursts may prove to be incredibly beneficial and help your child to progress. Asking your child open and closed questions about what they have read is a great way to improve their comprehension skills.

# Reading in Year 2

## Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words\*

In age-appropriate<sup>1</sup> books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words<sup>2</sup>
- sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

The comprehension tasks in the CGP books will also help your child to keep improving their reading skills.

# Maths in Year 1

## Number – Number and Place Value I can:

count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.

given a number, identify one more and one less.

identify and represent numbers using objects and representations including the number line, and use the language equal to, more than, less than (fewer), most, least.

read and write numbers from 1 to 20 in numerals and words.

## Number – Addition and Subtraction I can:

read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

represent and use number bonds and related subtraction facts within 20.

add and subtract one-digit and two-digit numbers to 20, including zero.

solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = - 9$ .

# Maths in Year 1

## Number – Fractions I can:

recognise, find and name a half as one of two equal parts of an object, shape or quantity.

recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

## Measurement I can:

### compare, describe and solve practical problems for:

lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]

mass/weight [for example, heavy/light, heavier than, lighter than]

given a number, identify one more and one less.

capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

time [for example, quicker, slower, earlier, later]

## measure and begin to record the following:

lengths and heights

mass/weight

capacity and volume

time (hours, minutes, seconds)

recognise and know the value of different denominations of coins and notes

sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

recognise and use language relating to dates, including days of the week, weeks, months and years

tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

# Maths in Year 2

## Addition and Subtraction

Solve problems with addition and subtraction:

- using concrete objects and pictorial representations, including those involving numbers, quantities and measures;
- applying their increasing knowledge of mental and written methods.

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

- a two-digit number and ones;
- a two-digit number and tens;
- two two-digit numbers;
- adding three one-digit numbers.

Show that addition of two numbers can

## Number and Place Value

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.

Recognise the place value of each digit in a two-digit number (tens, ones).

Identify, represent and estimate numbers using different representations, including the number line.

Compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs.

Read and write numbers to at least 100 in numerals and in words.

Use place value and number facts to solve

# Maths in Year 2

## Multiplication and Division

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs.

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

## Fractions

Recognise, find, name and write fractions

$\frac{1}{2}$   $\frac{1}{3}$   $\frac{2}{3}$

## Measurement

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.

Compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$ .

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

Find different combinations of coins that equal the same amounts of money.

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Compare and sequence intervals of time.

# Maths in Year 2

## Statistics

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

Ask and answer questions about totalling and comparing categorical data.

## Geometry – Position and Direction

Order and arrange combinations of mathematical objects in patterns and sequences.

Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

# Assessment



- Year 1
- Phonics Screening Check – Summer Term



# Assessment



- Year 2
- Non-statutory SATs - Summer Term



# How you can help at home

- Spellings practice
- Reading records
- Homework

## Homework:

Each week your children will be given homework on a Friday which should be uploaded to Tapestry by the following Wednesday.

CGP homework books which will be sent home to you are not expected to be brought into school.

# Communication

- Class email
- Office email-  
[office@rackham.cambs.sch.uk](mailto:office@rackham.cambs.sch.uk)
- Make an appointment – virtual or real life
- Parent consultations

- Tapestry



# Keeping updated



## Class emails

[Chestnutclass@rackham.cambs.sch.uk](mailto:Chestnutclass@rackham.cambs.sch.uk)

[Silverbirchclass@rackham.cambs.sch.uk](mailto:Silverbirchclass@rackham.cambs.sch.uk)

[Larchclass@rackham.cambs.sch.uk](mailto:Larchclass@rackham.cambs.sch.uk)

[Beechclass@rackham.cambs.sch.uk](mailto:Beechclass@rackham.cambs.sch.uk)



Thank you for coming!  
We welcome any  
general questions.