

KS1 PARENTS' INFORMATION MEETING

Tuesday 10th of September 2019

Meet the Year 1 and 2 teaching team:



Mrs Bould
KS1 phase leader
Y2 teacher



Miss Shepherd
Y2 teacher



Miss Tyerman
Y1 teacher



Mrs Kadar
Y1 teacher



Mrs Seaman
HLTA



Mrs Kidby
Teaching Assistant



Miss Burke - Teacher
Assistant Apprentice

Reading

In school, we continue to place a great emphasis on reading.

We use an approach which combines whole class, group and individual reading, depending on the age and needs of each child.

Our aim as a school is to ensure that children become confident, fluent readers, who – and this is very important to us – enjoy reading.

This year we are having a focus on children reading for pleasure and each year group have been coming up with ideas to help children develop a real love of books and reading.

Reading

Reading is such an important aspect of supporting your child's learning and practising reading at home makes a significant difference.

WHY READ FOR 20 MINUTES A DAY?

STUDENT A	STUDENT B	STUDENT C
20 MINUTES PER DAY	5 MINUTES PER DAY	1 MINUTE PER DAY
1,800,000 WORDS PER YEAR	282,000 WORDS PER YEAR	8,000 WORDS PER YEAR
SCORES IN THE 90 TH PERCENTILE ON STANDARDIZED TESTS	SCORES IN THE 50 TH PERCENTILE ON STANDARDIZED TESTS	SCORES IN THE 10 TH PERCENTILE ON STANDARDIZED TESTS

Reading

In Year 2, when your child has finished Stage 9, your child will move on to the Accelerated Reader scheme to support with the monitoring of independent reading.

Children earn points for successful quizzes taken and these points accrue towards winning prizes in school.

Accelerated Reader		Diagnostic Report—Reading Practice									5 of 10			
		Printed Thursday, 17 May 2014 09:11:44												
School: Renaissance Learning Academy										Reporting Period: 02/09/2013 - 17/05/2014 (2013 - 2014 to today)				
Class: Year 7														
Teacher: Sparrgrove, E														
Student	Diag. Codes	RP Quizzes		% Correct		Points				Engaged Time per Day	Book Level		Certification	
		Passed	Taken	Target	Avg	Target	Earned	% of Target	% Read Indep.		% Fiction	Target		Avg
Albertson, Kathryn		14	14	85	94.3	-	28.5	-	87	100	37	-	4.3	Ready(2)
Allen, Sarah	%	19	23	85	82.2	-	49.9	-	95	100	58	-	4.8	Rising
Alun-Jones, Emily	D	2	2	85	90.0	-	6.3	-	85	100	4	-	5.5	Super
...		15	17	85	85.0	-	88.0	-	78	100	22	-	4.7	Rising (5)


Reading

<http://www.renlearn.co.uk/accelerated-reader/ar-bookfinder/>

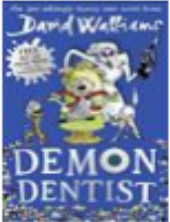
Quick Search Advanced Search Collections

The Demon Dentist Search

Search Results


Titles 1 - 20 of 175  Print

« Previous Page 1 of 9 Next » Go to Page Go Sort By Relevance ▼



Demon Dentist
Walliams, David
AR Quiz No. 225238 EN Fiction
IL: MY - BL: 4.8 - AR Pts: 6.0
AR Quiz Types: RP, VP
Rating: ★★★★★

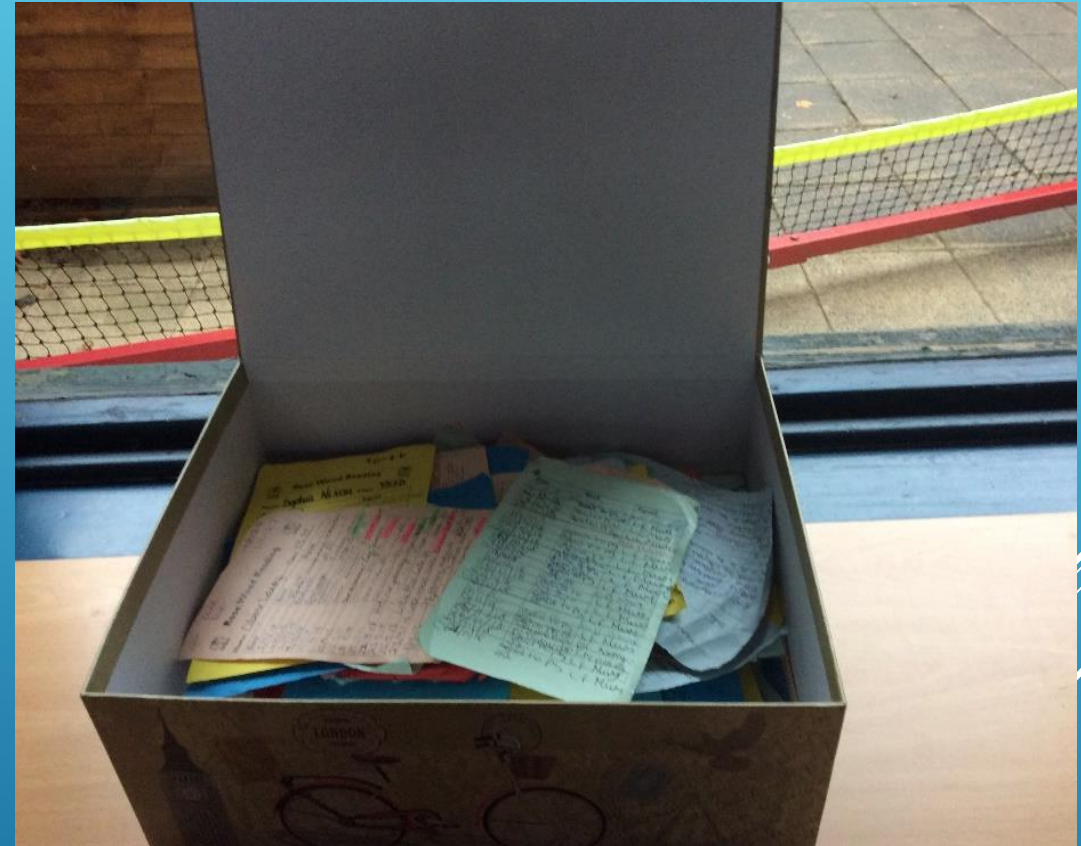
Children put a tooth under their pillow for the tooth fairy, but in the morning they wake up to find a dead slug; a live spider; hundreds of earwigs creeping and crawling beneath their pillow. Evil is at work. But who or what was behind it?

 Add to AR BookBag™

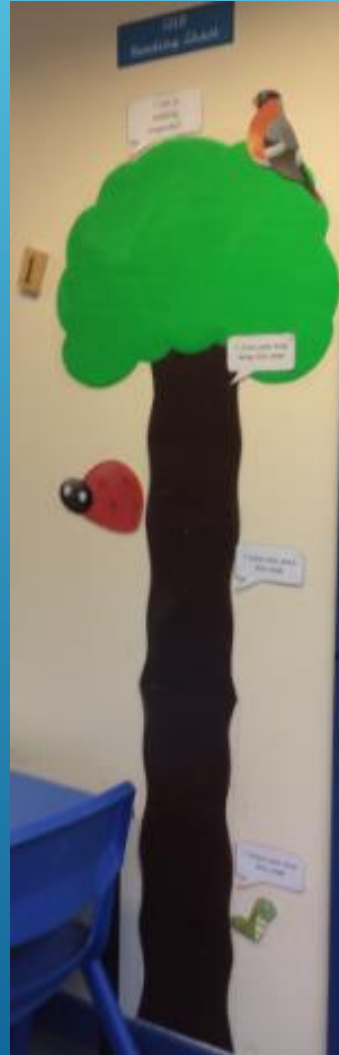
Reading

Prizes

- 30 – pencil
- 60 – bookmark
- 90 – enamel badge
- 120 – medal
- 200 – rosette



Reading



Spelling

Year 1

Exception Words

Autumn 1

a
the
I
is
was
of
said

Autumn 2

do
to
you
be
he
me
she
we

Year 2

Autumn 1

door
floor
poor
because
hold
told
both
old
cold
gold

Autumn 2

most
only
great
even
after
fast
last
past
father
Christmas

Maths

The approach to maths we use is one of Mastery and we teach maths in a way that ensures children have a real depth of understanding. This is done through a process of regularly revisiting maths content so that children get regular practice of each aspect of maths without long gaps between the opportunities to practise. As a school, we use 'The White Rose' scheme and you can find out more about the process online if you are interested.

We have a focus each term that you can support with. The focus for each half term is on the following slide which we have provided you with a copy of. You can help your child by practising the appropriate things during the term we are focusing on it in school.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Number recognition to 20	Counting on	Counting back	Number formation	Adding 1	Subtracting 1
No FORMAL tests						
Y1	Adding & Subtracting 0, 1 and 2	Adding & Subtracting 10	Adding and subtracting 3, 4 and 5	Bonds to 10	Bonds to 20	Doubles & Halves to 10
Notes		Up to and incl. 10 + 10	Up to and incl. 5 + 5 / 6 + 4 / 7 + 3		Up to and incl. 10 + 10	Up to and incl. 5 + 5
Y2	Doubles & Halves from 10 to 20	Near doubles to 20	Bridging within 20	Multiply & Divide by 2	Multiply & Divide by 10	Multiply & Divide by 5
Notes	From 6+6 to 10+10			Up to and incl. 12 x 2	Up to and incl. 12 x 10	Up to and incl. 12 x 5

Maths

In addition, we are providing you with Maths Knowledge Mats. These mats will be part of the homework expectations and you will be expected to practise and work through the content on the mats at home.

We will do mini quizzes every two weeks to quiz the children on the content of these mats. Just like the reading cards, you will sign the mats to show that you have practised. We are recommending two 20 min sessions per week, with one session being the absolute minimum.

Completed cards will be entered into a prize draw in the same way the reading cards are. Prizes will be maths based.

Numbers and number formation

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is one more/one less?

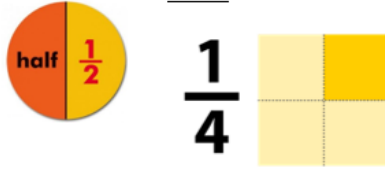
Can you write the number in words? (1-20)

Key vocabulary

add	subtract
times	minus
group	divide
equals	share
total	same as



Fractions



Fractions are made up of equal parts.

Can you find fractions of amounts?

YEAR 1 MATHS KNOWLEDGE ORGANISER

Measurement vocabulary

Length	Height	Long/short
Tall	Mass	Heavy/light
Capacity	Full/empty	More/less than
Quicker	Slower	Equal to

Number bonds

0+10=10	0+20=20
1+9=10	1+19=20
2+8=10	2+18=20
3+7=10	3+17=20
4+6=10	4+16=20
5+5=10	5+15=20
6+14=20	7+13=20
8+12=20	9+11=20
10+10=20	



Time



Days of the week	Monday	Tuesday
Wednesday	Thursday	Friday
Saturday	Sunday	
Months of the year	January	February
March	April	May
June	July	August
September	October	November
December		

Shape

Name	No. of sides	Name
Circle	1	Sphere
Triangle	3	Cube
Square	4	Cuboid
Rectangle	4	Square based pyramid
		Cone
		Cylinder
Sides		Edges
Corners		Vertices
Vertices		Faces
2D		3D

Number bonds

0+10=10	0+100=100	0+20=20
1+9=10	10+90=100	1+19=20
2+8=10	20+80=100	2+18=20
3+7=10	30+70=100	3+17=20
4+6=10	40+60=100	4+16=20
5+5=10	50+50=100	5+15=20
6+14=20		7+13=20
8+12=20		9+11=20
10+10=20		



Position and direction



Full turn
Half turn
Quarter turn
Three-quarter turn
Clockwise
Anti-clockwise

Time



Clock	1 minute = 60 seconds
Hours	
Minutes	1 hour = 60 minutes
Hand	
Five minutes	1 day = 24 hours
Duration	
Shorter/longer	

Fractions

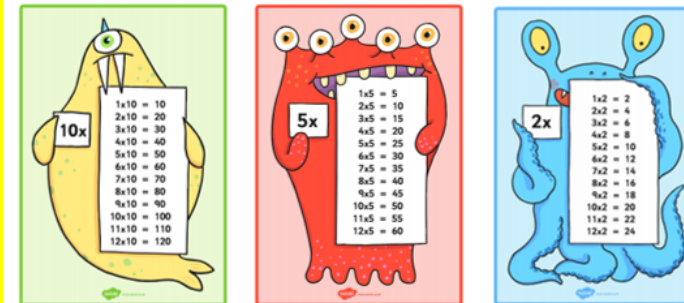
Half		$\frac{1}{4}$		$\frac{1}{3}$
Quarter				
Three quarters				
Third	$\frac{1}{2}$		$\frac{3}{4}$	
Whole				

YEAR 2 MATHS KNOWLEDGE ORGANISER

Measurement

Mass	How much does it weigh?	g/kg
Length/height	How long/tall is it?	mm/cm/m
Capacity	How much can it hold?	ml/l
Temperature	How hot is it?	°C

Times tables



Shape

Name	No. of sides	Name
Circle	1	Sphere
Triangle	3	Cube
Square	4	Cuboid
Rectangle	4	Square based pyramid
Pentagon	5	Triangular prism
Hexagon	6	Cone
Octagon	8	Cylinder
Sides		Edges
Corners		Vertices
Vertices		Faces
2D		3D

Date	Focus	Signature

Comments from parent/carer:

Large empty space for writing comments from parent/carer.

Our Wider Curriculum

At Rose Wood we have developed a curriculum that is enquiry based and is underpinned by an inspiring novel or text. The curriculum is designed to engage and enthral with aspects that are practical and academic. Each half term children will gain a range of knowledge and skills from a range of subjects which will incorporate Geography, History, Sciences, Art, Design and Technology, Music and PE. During some of the year, the children will also learn a Modern Foreign Language.

As part of the learning, children will also cover Social, Moral, Spiritual and Cultural aspects of learning and this year we have a real focus on developing children's awareness of other cultures. As part of this work, we have created a strong link with Abingdon Primary school: a school with a high ethnic diversity. Through this link, our children will be doing some shared learning with children from that school.

There is additional homework and support that you can offer at home linked to the wider curriculum and this is identified on our curriculum plans. An example of this planning is shown on the following slide.

Rose Wood Academy: Enquiry Driven Learning Overview

Vertical Concepts (History)

Change

Similarities and differences

(Content outside of the direct pathway)

- Musical appreciation – listen to and move accordingly to 'The Nutcracker'.
- Collage: look at teddy bears and create a piece of artwork based on an old teddy bear.

Horizontal and Diagonal Concepts

Enquiry Question

How have toys changed through time?

Content on Direct Pathway

Children will learn about how toys have changed throughout the ages. They will have the opportunity to handle and investigate a variety of artefacts from different eras. They will learn how to play with different toys and which significant people played with them in the past. They will compare the similarities and differences between toys that they have at home and discuss why they are different from toys from the past. They will make their own toys and think about what toys would look like in the future.

Enquiry Outcomes

E-book showing old toys and new toys and how they have changed through time.

(English content)

Children will read the book 'Lost in the Toy Museum', writing descriptions about different toys.

Children write lists, captions and labels.

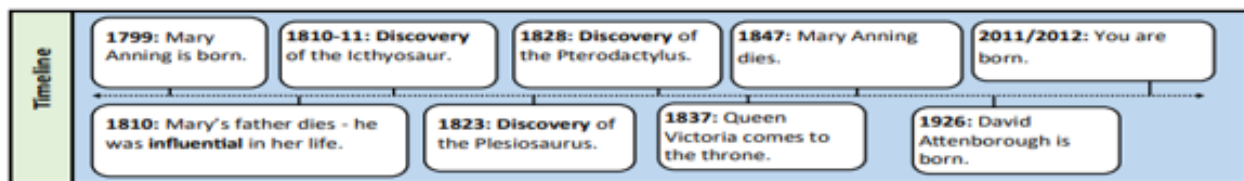
Rose Wood Academy: Enquiry Driven Learning Overview

Year Group: Year 1	Term: Autumn 1
Title: How have toys changed through time?	Key Focus: History
Project Enhancements: To start the project, the children will visit Preston Park museum to discover more about toys through time. We will also borrow an artefact box so that children can look at a range of toys and play with them appropriately. We will invite children to bring in their own toys to share with each other and we will invite families in to discuss the toys that people played with in the past.	
How can you help? At home, please can you: <ul style="list-style-type: none">• Listen to your child read a minimum of 3 times per week.• Complete your maths knowledge organiser.• Learn any spellings sent home. You could also: <ul style="list-style-type: none">• Visit a local play park and create a list of equipment. Are they pushes or pulls?• Design your own board game or toy.• Write a short story about a toy that comes to life – can you use ‘Toy Story’ for inspiration?• Interview a grandparent/older relative and ask about the toys they used to play with when they were younger. Write down some of their answers.• Create a picture of your favourite toy using 2D shapes.• Bring in an old toy for a class toy museum – can you find out any interesting facts about the toy? How old is it? Who did it belong to?	

Year 2 Should it be 'Dame' Mary Anning?

Mary Anning and David Attenborough – Lives of significant historical figures in the past who have contributed to national and international achievements— some should be used to compare aspects of life in different periods.

Subject Specific Vocabulary		Key Knowledge
Century	a period of a hundred years that is used when stating a date. For example, the 19th century was the period from 1801 to 1900	Mary Anning was a famous English fossil hunter. She was born in 1799 and lived in Lyme Regis by the coast near the English Channel. This coast is called the Jurassic Coast.
Jurassic Coast	the name of the coast where Mary Anning made a lot of her discoveries. It is in the south of England.	She was one of ten children but only she and her brother, Joseph were the only children to survive to adulthood.
Dinosaur	large reptiles which lived in prehistoric times	Dinosaurs existed millions of years ago - before humans lived on Earth. They are now extinct. When they became extinct, their remains were left behind as fossils.
Discovery	if someone makes a discovery, they are the first person to find or become aware of a place, substance, or scientific fact that no one knew about before.	Mary's father taught her how to get the fossils out of the rock by using a hammer and chisel. Mary would then sell the fossils to help support her family.
Extinct	no longer has any living members, either in the world or in a particular place	Mary then met Elizabeth Philpot, who was a fossil expert. She saw Mary's fossils and taught her about what fossils were by giving her books to read.
Existed	was present in the world as a real thing	Around 1810-1811, Mary made an amazing discovery. She had found a giant fossil that no one had ever seen before. It was the skull of a giant creature that looked like a crocodile. She had found the first complete fossil of an Ichthyosaurus. She then made other discoveries of Plesiosaurus and Pterodactylus.
Fossil	the hard remains of a prehistoric animal or plant that are found inside a rock	Mary Anning is often referred to as one of the first palaeontologists – scientists who study fossils – and her work started to change our understanding of how the world has evolved. Her work and discoveries can be seen in the National History Museum in London.
Palaeontology	the study of fossils as a guide to the history of life on Earth	
Prehistoric	the time in history before any information was written down	



Year Group Topics for the Autumn Term

Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 (History Focus)	How Have Toys Changed Through Time?	Should it be 'Dame' Mary Anning?	How did life in Britain change from the Stone Age to the Iron Age?	What did the Romans do for us?	Odysseus – Hero or Fool?	Does War Steal Childhood?

Attendance



Attendance remains a key target for school and it is very important that your child comes to school whenever possible.

This year we will continue to incentivise attendance to encourage children to be in school. As with last year, each month we have a class attendance award which is presented in assembly. We also have termly raffles for each phase where children can win £20 cinema vouchers and a parents' raffle with a £30 Tesco voucher as a prize.

We will also continue with weekly attendance challenges, following on from last year's worm and ice bucket challenge. Please do your best to get your child into school 😊

Key Dates in KS1

Year 2 SATS

- 18th of May to 29th of May 2020
- Year 2 SATs meeting – 14th of January 2020 5:00pm

KS1 Bedtime Stories Evening

- Wednesday 14th of November 2019
- 5:00pm – 6:00pm

KS1 Maths Mayhem Event

- Thursday 30th January 2020 2:00pm – 3:00pm

Year 1 Phonic Screening

- Week commencing 8th of June 2020
- Year 1 Phonics meeting – 17th of March 2020 5:00pm

KS1 Phonics Party

- Thursday 10th October 2019
- 2:00pm – 3:00pm

School Uniform

- Royal blue sweatshirt or cardigan (Red Y6)
- White polo shirt or plain white school shirt (Red Y6)
- Grey trousers or skirt (knee length, grey shorts may be worn in warm weather) (Grey or black Y6)
- Plain grey pinafore dress can be worn and blue (red Year 6) gingham dress in Summer
- Black shoes or black trainers (no boots or heeled shoes or shoes with white/coloured markings)
- Hair accessories should be small and understated and in line with school uniform colours. No large Jojo bows please.
- Small stud earrings only
- Items may have the school's logo if wished, but this is not compulsory.
- Please can we ask that hairstyles aren't the extreme shaved to the parting type hairstyles.

PE Uniform

Indoor PE:

- Navy/royal blue shorts
- Short sleeved, white T shirt of appropriate length

Outdoor PE:

- Navy/royal blue shorts
- Short sleeved, white T shirt
- Trainers or outdoor plimsolls
- Navy or grey jogging trousers and sweatshirts may be worn in cold weather

Bags in School

Please could we also ask that bags in school for reading books and PE are not too large. Children need to store the bags in the corridors or classrooms where it is very difficult to accommodate large rucksacks or bags.

Homework

In response to feedback from parents, we changed our approach to homework last year. Feedback from our new system has been positive and we have therefore only made a few revisions this year.

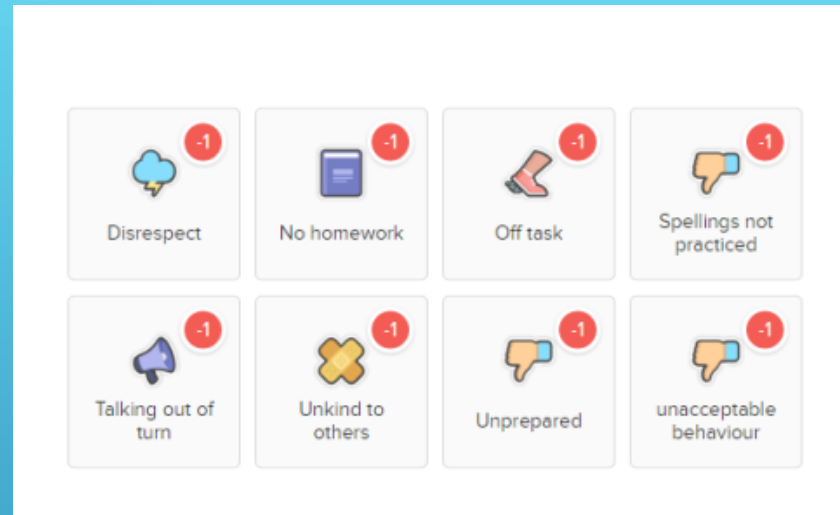
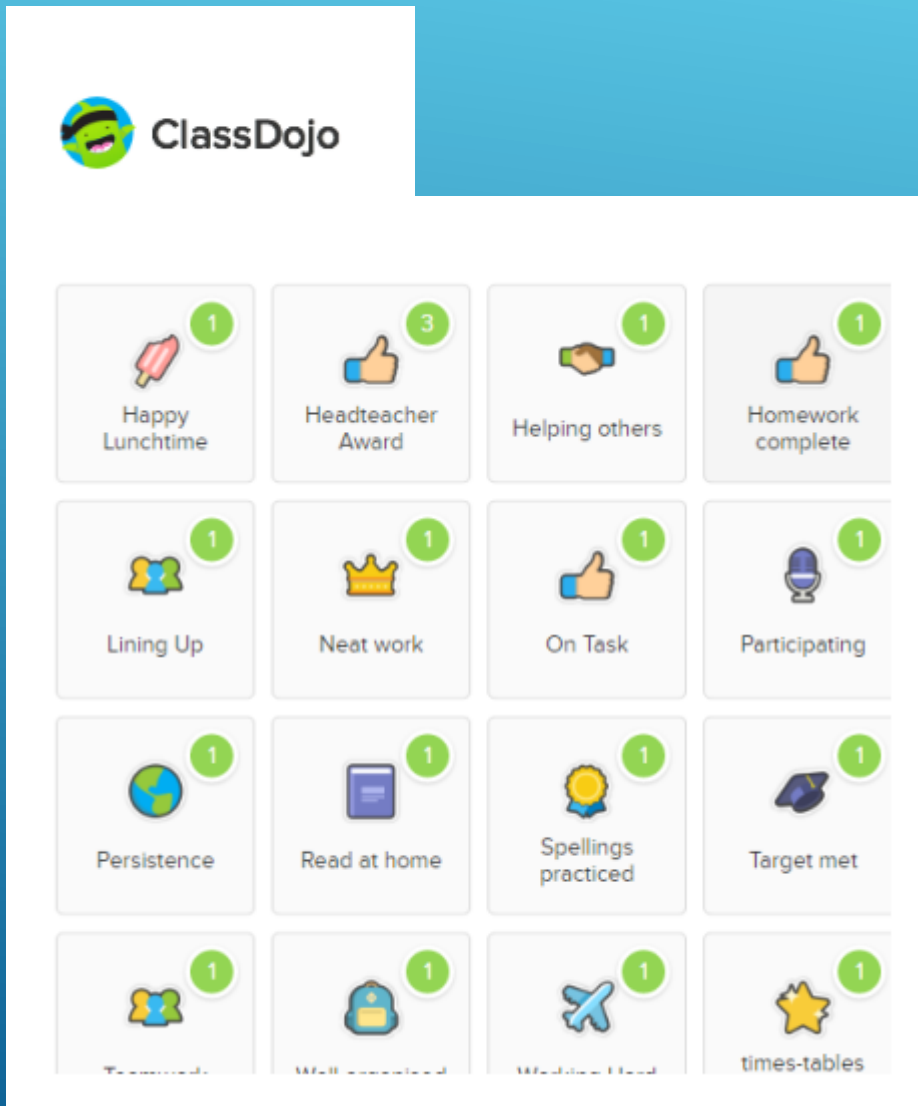
As a staff, we have come up with a list of homework activities that we feel are the most important things you can do at home to support your child's learning. If these activities are done at home consistently, we feel that it will have a significant positive impact on your child's learning in school.

This list will include:

- Learning content on year group maths knowledge mat (quizzes in class every two weeks)
- Reading a minimum of three times a week (we advise approximately twenty minute sessions)
- Learning Year 1 and Year 2 expectation words spellings, which will be tested.
- Spellings will be tested every Friday and the new spellings will be given out on Class Dojo every Friday.

In addition to this list, optional additional topic related homework activities are identified on the project based learning plan, which we put out on Class Dojo.

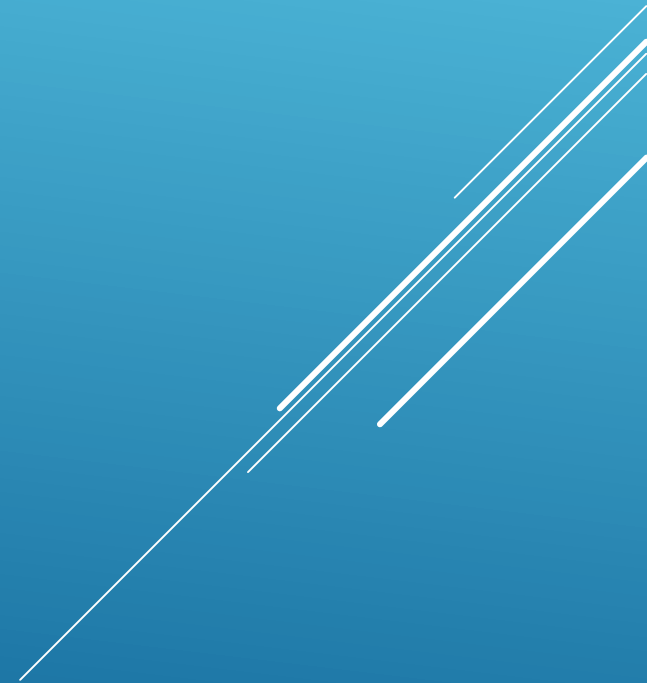
Behaviour



We are still using the class dojo system to reward behaviour and inform you at home of any incidents that may not be so positive!

Children can accrue dojos and be rewarded at 100, 200, and 300 dojos.

Any questions?



THANK

YOU!