

Welcome  
Back



# Welcome to the Darlings Class

*In God's image we strive and shine, with happy hearts and inspired minds.*



- A brave heroine
- Put others first
- Caring
- The first female to receive a medal for bravery

*Keeping you informed. Building our partnership.*

# Who's who

- Miss Cartwright – Class Teacher
- Mrs Spencer – Year 1 Teacher, Mon-Thurs am
- Miss Pepper – Teaching Assistant, Mon-Thurs am
- Mrs Buckley – Teaching Assistant, Mon-Fri pm

A big hello and welcome to our Year 1 / 2 class!

We are so excited to have joined the Year 1 and 2 class together and we have already been impressed with their efforts to help and care for each other and share their space and equipment. The Year 2's are being excellent role models and the Year 1's have been keen to learn new routines and are dealing with the changes from reception really well so far.

# General

- Children will enter the classroom with me from the main playground at 8.50am and exit the classroom from the Year 3 / 4 outdoor area at 3.30pm.
- Children all have labelled water bottles in school. These are emptied, washed and refilled daily. Please limit the number of water bottles coming from home.
- Toys may be brought into school but please keep this to one small toy per child as it needs to fit into their tray. This includes items on book bags.
- If your child has achieved something out of school and they would like to share please get in touch or send a photo on dojo.

# Uniform

- Please ensure that all uniform is clearly labelled.
- PE will take place on a Friday morning. Children are to arrive at school in their PE kits and will stay in them all day. We will be outside so please adhere to the appropriate outdoor PE kit (navy tracksuit). Please note that PE will start on **Friday 10<sup>th</sup>**.

- Wellies and waterproofs are required to be kept in school, in case of wet weather during play times and also for Science and wood school on a Monday.

If you are in need of support with providing these, please speak to a member of staff.



# Changes from EYFS to Y1

- The days run similarly to how the children finished their time in Reception. English, Maths and Phonics are in the morning whilst Foundation subjects are in the afternoon, with daily opportunity for independent learning and learning through play.
- Children's independent work will be recorded in books as will all other work.
- Class Dojo is used from Year 1 up to Year 6 to keep parents informed and record house points.

# Changes from Y1 to Y2

- Children will be encouraged to write more in all subjects
- There will be less time for independent learning and learning through play as the demands of the curriculum increase, but some time will still be made for the children to explore the areas in our classroom, and to express their learning in their own way.



# Keeping parents informed

- You can contact us on dojo or see Miss Cartwright on the playground in the mornings.

# Knowledge organisers

From next week, these will be available on the school website and will also be sent out on dojo. They outline what we are covering in each subject for this term and they are what we aim for the children to know by the end of each topic (sticky learning).

Knowledge organisers will be shared with the children at the start of the topic and will be stuck in their books. We will use them for quizzes and as guided reading texts.

Our class page will also have useful documents for printing, as well as a written overview about the term ahead.

# Timetable

	8.50	9.00 – 9.30	9.30 – 10.30		10.50	12:00	1:20 – 1:40		1.45 – 3.00 Break at 2.15	3pm
MON	Handwash  Quiet reading	Assembly	CLIC ( 20 mins)  Maths	Break	Phonics /English  Y1 Guided reading	Lunch	Guided reading (Y2)  Challenges (Y1)	Brain break -  5 mins	Science  Y1 outdoors  Y2 indoors	Story time <i>Core text</i>  Proud wall celebration
TUES		Assembly	CLIC ( 20 mins)  Maths		Phonics /English  Y1 Guided reading		Guided reading (Y2)  Challenges (Y1)		<i>Topic</i>  <i>Independent challenges</i>	Story time <i>Vote</i>  Reflection
WED		Assembly	CLIC ( 20 mins)  Maths		Phonics /English  Y1 Guided reading		PPA  (PSHE, Music, French)		PPA  (PSHE, Music, French)	Story time <i>Poetry</i>  Reflection
THURS		Assembly	CLIC ( 20 mins)  Maths		Phonics /English  Y1 Guided reading		Guided reading (Y2)  Challenges (Y1)		<i>Topic</i>  <i>Independent challenges</i>	Story time <i>Core text</i>  Reflection
FRI  <i>Tess PM</i>	CLIC - beat that	Handwriting	RE  Quiet activities	PE  Maths cold task	Guided reading (Y2)  Challenges (Y1)	Computing  <i>Independent challenges</i>  Pick proud work	Story time  <i>PSHE focus</i>			
		CEW word quiz  Speed sounds								

# Topics

## Autumn Term

Mega structures

## Spring Term

World Kitchen

## Summer Term

Jurassic forest

# Maths

- Year 1 and 2 will continue to work on CLIC which will improve fluency and the recall of known facts. This will take place daily and last for 20 minutes.
- Counting – missing numbers, sequences, *counting in multiples*
- Learn Its – number bonds, *partitioning numbers*
- It's Nothing New – doubles of numbers and halving, *number bonds to 10 and 20*
- Calculation – addition, subtraction, *multiplication and division*

# Maths

- Maths will be taught daily and Y1 and Y2 will be separate for this, so as to cover the appropriate learning objectives.
- We will be using a mastery approach, which targets depth of understanding, through the use of concrete, pictorial and abstract representations.
- Reasoning and problem-solving will be incorporated into each lesson



# Phonics and English

- *Phonics – Sessions will be daily for 20-40 minutes. Children are grouped into ability with EYFS and Year 2 pupils.*
- *English – Sessions focus on the text genres: fiction, poetry and non-fiction.*
- *Active English – A focused activity developing children's knowledge of grammar.*

# Phonics check

- A Government led phonics check will run in June for all Year 1 children.
- The children will work with a teacher on an individual basis to read 40 words.
- Words will be either real or pseudo (alien) words.
- The Government give schools a pass mark after the test has been completed.
- Children who do not meet the required standard will need to retake the check in Year 2.
- Parents will be informed of whether their child has met the required level via letter.
- Current Year 2 children will have their phonics check in October.



# Reading

- Reading books will be changed on a Monday. They will receive 2 books. One aimed at their phonics level, and one to be shared with an adult.
- Children in Year 1 and upwards are expected to read for decoding as well as fluency, expression and comprehension.
- All children will be heard read during guided reading and individually throughout the week. Children's guided reading books are sent home on a Friday (starting next week).

# Homework

Homework will start on Monday 20<sup>th</sup> September.

It will be given out on a Monday and collected in on a Monday .

For Year 1

Homework is still optional in Year 1. However it is set based on the phonics sound that your child is covering that week. It will be a mix of reading phonetically decodable real and pseudo word as well as spelling them.

Children will also be sent their common exception words of the week to practice which will provide opportunity for handwriting practice too.

Additionally, hearing your child read and asking comprehension questions. As well as counting in multiples and learning number bonds to 10, would be really beneficial.

## For Year 2

Homework will consist of either one Maths task and one English task (alternated weekly) alongside learning their weekly common exception words, which will also provide handwriting practice.

Alongside weekly homework, it would be beneficial if you also work on the following:

- Reading + comprehension
- Phonics sounds
- Common Exception Words – reading and spelling
- Counting in multiples and moving forward Times tables –  $\times 2$ ,  $\times 3$ ,  $\times 5$ ,  $\times 10$
- Number bonds to 10 and 20.
- Any specific targets from parents evening

# Handwriting

At Ropsley School we use cursive handwriting from Year 1.

- ✓ Every letter starts on the line.
- ✓ The pen / pencil remains in contact with the paper until the word is finished.
- ✓ Capital letters are never joined.
- ✓ Letters should be of the correct size and shape and of an appropriate shape and size.

## For Year 1

Children will continue to practice a pre-cursive style

They will be encouraged to write like this across all subjects.

Pre-cursive handwriting looks like this:

The quick brown fox jumps over the lazy dog.

## For Year 2

Children will recap pre-cursive handwriting, to help with the entries and exits, before moving onto joining letters.

They will be encouraged to write cursively across all subjects, with close attention being paid to their presentation.

Cursive handwriting looks like this:

The quick brown fox jumps over the lazy dog.

*The following slides show the expected standard by the end of Year 1. This is what we are aiming for by July 2022.*

## **Reading**

Can accurately read aloud age appropriate texts consistent with phonic knowledge, in which additional strategies are not required.

Can demonstrate recognition of taught graphemes by speedily and correctly sounding out all 40+ corresponding phonemes (including alternative sounds where applicable).

Recognises and reads some common exception words.

Regards reading as a pleasurable activity, choosing own stories and justifying the selection.

Has learnt simple rhymes and poems and joins in reciting them with others.

Can recognise the characteristics of key stories, including fairy stories and traditional tales, and joins in with predictable phrases to help retell them.

Can recall, retell and explain familiar and well-known stories (from what is read and pictures).

Begin to use what has been read to predict what might happen next.

Can identify new and unfamiliar words.

## **Writing**

Can usually give letters a clear and regular size, shape and orientation (ascenders and descenders/use of upper and lower case are usually accurate).

Can spell CVC words (consonant vowel consonant) e.g. sit/bag/cat usually correctly.

Writes simple regular words, some spelt correctly.

Spelling from the National Curriculum appendix one are sometimes written accurately. (The complete appendix is available on our website)

Can spell words with suffixes where changes are needed to the root word by the addition of only a suffix (included: -s and -es).

Can usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences. Can sometimes use apostrophes and commas in lists.

Can produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language/must not be a retell).

Can write simple text such as lists, stories, reports, recounts, including narratives about own experiences and those of others, (real and fictional) and poetry.

Can produce own ideas for writing.



## **Mathematics**

Read and write numbers from 1 to 100 in numerals and up to 20 in words (not necessarily spelled correctly).

Count in multiples of 2's, 5's and 10's.

I can find one more or one less of a given number.

Recall and use addition and subtraction facts for all numbers up to 10 fluently.

Solve simple 1 or 2 step problems with addition and subtraction.

I can solve simple multiplication and division problems.

I can complete simple number patterns.

Recognise, find and name a half or a quarter.

I can tell the time to the hour and half past the hour.

I can measure and begin to record lengths and heights, mass and weight and volume and capacity using non-standard measures.

Recognise and use the symbols for pounds (£) and pence (p).

I can recognise/name 2-D and 3-D shapes in different sizes.

I can answer simple questions from a simple table.

I can answer simple questions from a block diagram.

*The following slides show the expected standard by the end of Year 2. This is what we are aiming for by July 2022.*

# Reading

<https://www.ropsley.lincs.sch.uk/page/?title=Curriculum&pid=26>

## **Reading**

When reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency.

Regards reading as a pleasurable activity.

Has learnt and can recite a repertoire of poems by heart, using appropriate intonation to help make the meaning clear.

Shares favourite words and phrases, and clarifies the meaning of new words through discussions, and by making links to known vocabulary.

Can demonstrate familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales.

Recognises and understands the different structures of non-fiction books that have been introduced.

Can construct meaning whilst reading independently, self-correcting where the sense of the text is lost.

Can ask questions appropriately, including those based on inference of what is said and done, and those based on prediction on the basis of what has been read so far.

Can make inferences and predictions on what has been read with explanation.

# Writing

<https://www.ropsley.lincs.sch.uk/page/?title=Curriculum&pid=26>

## **Writing**

Begins to show evidence of joined handwriting including diagonal and horizontal strokes.

Spelling of: words with suffixes where changes are needed to the root word, and longer words formed by the addition of suffixes (included: -ment, -ness, -ful, -less, -ly).

Uses punctuation, almost always correctly, including at least 3 of the following - capital letters, full stops, exclamation marks and question marks to demarcate sentence boundaries; commas to separate items in a list, apostrophes for some contracted forms and some singular possession e.g. 'John's dog.', 'The cat's bowl.

Can use adjectives and descriptive phrases for detail and emphasis (consciously chooses adjectives for purpose, rather than using a familiar one – e.g. a title – Big Billy Goat Gruff).

Uses the present and past tense correctly.

Can use connectives other than 'and' to join two or more simple sentences, thoughts, ideas (e.g. or/ but, so, then, or, when, if, that because).

Can match organisation to purpose (e.g. showing awareness of the structure of a letter, openings and endings, importance of reader).

Proof- reads own writing to check for errors in spelling, grammar and punctuation.

# Maths

<https://www.ropsley.lincs.sch.uk/page/?title=Curriculum&pid=26>

## **Mathematics**

Solve simple 2 step problems with addition and subtraction, applying increasing knowledge of mental and written methods. eg 2, 2 digit numbers, such as  $32 + 34$ .

Make connections between multiplication and division by 2 and doubling and halving and use these to reason about problems and calculations. Count in multiples of 3 to at least 30.

Understand multiplication as repeated addition.

Can write simple fractions and recognise equivalence.

Compare and order lengths, mass, volume or capacity and record the results using greater than ( $>$ ), less than ( $<$ ) and equals ( $=$ ).

Recognise, tell and write the times: o'clock, half past and quarter past and begin to recognise quarter to the hour.

Solve problems involving money of the same unit, including giving change, and other measures including time.

Identify lines of symmetry in a vertical line of 2-D shapes.

Compare and sort common 2-D and 3-D shapes and everyday objects, on the basis of their geometric properties including vertices, sides, edges and faces.

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

# National Curriculum Tests

In May 2022, your child will undertake several 'tests'. This will allow them to demonstrate their understanding and knowledge of what they have learnt across their time in KS1.

At the end of Year 2, I am asked to provide a judgement of the level each child is working at. This takes into account their general work in the classroom, 1:1 reading, guided reading, end of unit assessments etc. The national curriculum tests are just one, singular piece of evidence. They do not determine the judgement alone. I do not recommend you testing your child with past papers and 'SATs' booklets in readiness. The children will take part in these tests in a very relaxed atmosphere. In previous years, the children haven't realised they were even doing a test!

# National Curriculum Tests – (SATs)

Maths

Paper 1-  
Arithmetic

Paper 2-  
Reasoning

Reading

Paper 1-  
Combined  
reading and  
answer

Paper 2-  
Separate  
reading  
booklet

SPaG

Paper 1-  
Spelling

Paper 2-  
Grammar  
questions

Writing – Continuous assessment of INDEPENDENT writing. (There is no 'test' for this. I assess the independent writing they complete throughout the year.

# What could you be doing at home to help your child in Year 2?

## Maths

Practising times tables – both multiplication and division.

Practising recall of number bonds to 100.

Counting

Finding a half, third, quarter.

## Reading

Comprehension –

Do they know what they have just read?

Can they talk to you about the characters?

Can they make a prediction of what might happen next?

## SPaG

Practising spelling of Common Exception Words.

Nouns / Verbs / Adjectives / Adverbs

Punctuation – commas in a list / capital letters / full stops / Exclamation marks / Question marks

Writing for fun / Writing about special events / Keeping a diary over half term / Writing a book review



# Assessment FOR learning

Assessment is an on-going process. Throughout every lesson the teacher will be assessing where the children are at in their learning. This assessment will feed into future planning to enable children's needs to be met.

## Assessment OF learning

It is necessary at certain times for assessment to take place in the form of tests and tasks. This enables teachers to check children's progress, particularly at the end of a unit of work or school year.

At the end of every term:

Phonics assessment

Common Exception Words -Reading and Writing

Maths and SPaG

Some of these assessments are statutory:

In Year 2: National Curriculum Tests in May.

Phonics Screening Test: Y2 Oct, Y1 June (Y2 resits are June).

# End of year assessment

At Ropsley we use the following phrases to assess how well your child is doing.

Working Below Expected Levels

Working Within Expected Levels

Exceeding Expected Levels

Thank you for  
your time!