

WELCOME!



Year 1 / 2

Meet the Teacher



Timetable- Specific class timetables will be posted on google classroom.

2021/2022 Timetable Autumn 2021 Gorilla Class |

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.40	Registration	Registration	Registration	Registration	Registration
8.50-9.40	RWI	RWI	RWI	RWI	RWI
9.40	Spelling/Grammar	Spelling/Grammar	Spelling/Grammar	Spelling/Grammar	Spelling/Grammar
10.00	Break	Break	Break	Break	Break
10.20	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH
11.00	MATHS	MATHS	MATHS	MATHS	MATHS
12.00	Lunch	Lunch	Lunch	Lunch	Lunch
12.45	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING
13.10	PPA RE Mrs Pendle	SCIENCE	PE	TOPIC	ART/DT
14.00	Break	Break	Break	Break	Break
14.15	PPA PE Mr Baxter	SCIENCE	PSHE	COMPUTING	MUSIC
14.45	COLLECTIVE WORSHIP	COLLECTIVE WORSHIP	COLLECTIVE WORSHIP	COLLECTIVE WORSHIP	COLLECTIVE WORSHIP
15.05	Home Time	Home Time	Home Time	Home Time	Home Time

End of Year Expectations



Moderation and Teacher Assessment

During the Summer term of year 2, we are required to gather evidence of where children are working in reading, writing, maths.

The evidence gathered will show that your child is working within one of the following:

Pre Key stage → Working towards → Working at expected standard → Working at greater depth

This is an example of a child working at the expected standard for writing at the end of year 2.

Meet Fred. Fred loves to find things. One day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} was really dark in the attic and there were many deep holes in the floor. Just then something caught his eye. ^{It} was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ ^{took} ~~took~~ ^{took} them all down stairs. First he opened the silver one which had wires in it. ^{Soon} ~~soon~~ he had opened all of them.

Fred put all the parts together. it made a computer. Suddenly he ^{Spotted} ~~noticed~~ a white box ^{with} ~~which~~ 3 pins. ^{It} was a plug Fred plugged in the plug. The computer said DELL. Whatever does that mean? Thought Fred. He made jumpers, bread and butter he had finish writing ^{every thing} ~~the~~ down that the machine went boom. Fred was sad. ^{So} ~~he~~ he went to the garage got some tools and put it back together. From that day on Fred used his machine every day ^{to knit} ~~to knit~~ his school jumper.

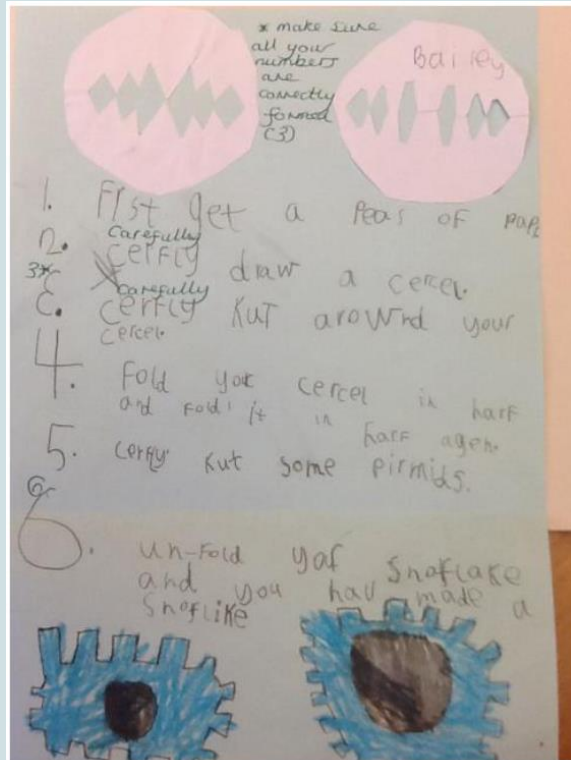
These are the writing targets we work on throughout year 2.

Year 2 Writing Checklist

Working at the Expected Standard:

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:		
writing about real events, recording these simply and clearly		
demarcating most sentences with:	capital letters and full stops	
and with use of:	question marks.	
using present and past tense mostly correctly and consistently		
using co-ordination (or / and / but)		
using some subordination (when / if / that / because)		
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others		
spelling many KS1 common exception words*		
writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		
using spacing between words that reflects the size of the letters		

This is an example of a child working at the expected standard for writing at the end of year 1.



1. First get a Peas of papa.
2. cerfly draw a cercel.
3. cerfly kut arouWnd your cercel.
4. Fold your cercel in harf and fold it in harf agen.
5. un-fold yor snowflake and you hav made a snoflike

This is an example of a child working at the expected standard for writing at the end of year 1.

Once upon a time there
was a hegog. He met
his friend and got on the boat.
Unfortunately the boat was
filling up. Fortunately they
found the plug and
emptied the boat with
a bucket. They sailed to the
Amazon rain forest and cut the
big green trees.
The boat ^{blew} blew up and
they found a helicopter
on the shore. Unfortunately
the helicopter ran out of
petrol. They fell in the water.
They survived by an underwater plant.

Once upon a time
there was a
hegog. He met his
Friend and got on
the boat.
Unfortunately the
boat was filling
up. Fortunately
they found the
Plug and emptied
the boat with a
bucket. They sailed
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the big green trees.

the boat blew up
and they found a
helicopter on
the shore.
unfortunately the
helicopter ran
out of petrol.

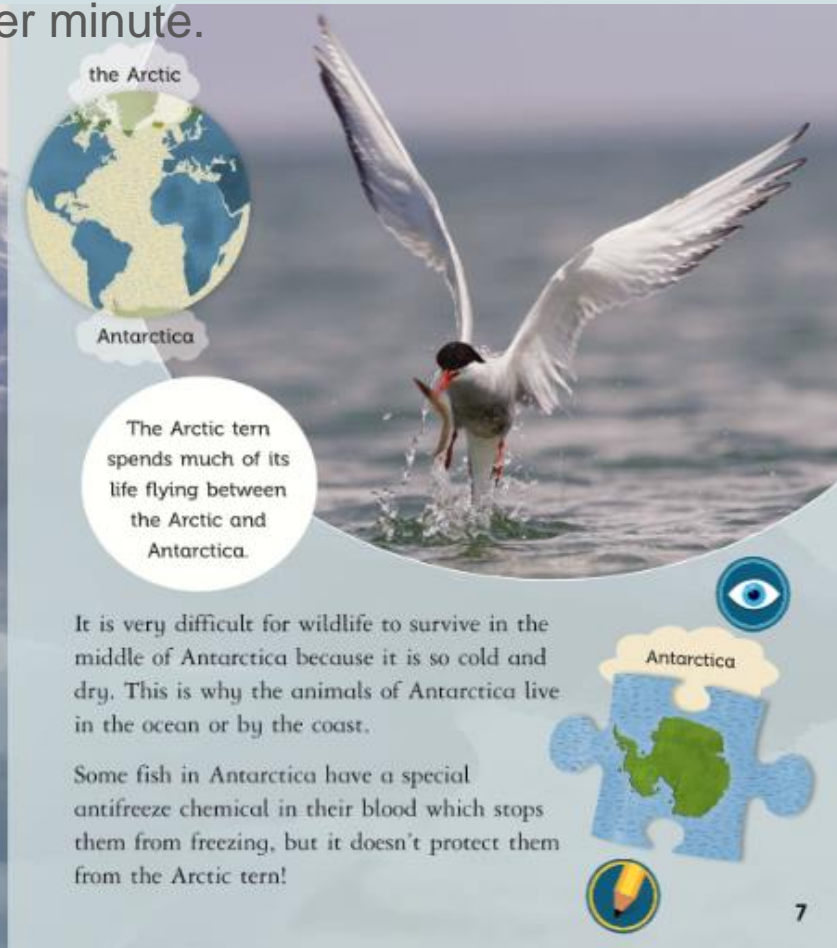
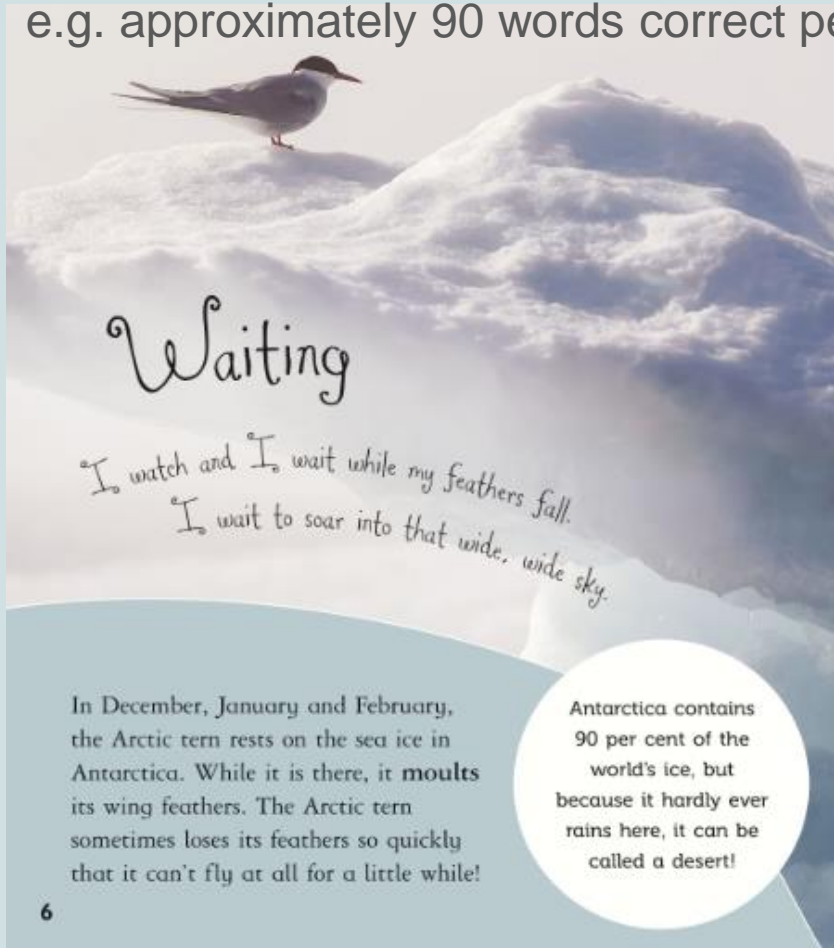
These are the writing targets we work on throughout year 1.

Year 1 Writing Checklist

Working at the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:		
To write sentences in order to create short narratives and non-fiction texts.		
To use some features of different text types (although these may not be consistent).		
To reread their writing to check that it makes sense and make suggested changes.		
To use adjectives to describe.		
To use simple sentence structures.		
To use the joining word (conjunction) 'and' to link ideas and sentences.		
Has an awareness of and is beginning to use:	capital letters for names, places, the days of the week and the personal pronoun 'I'.	
	finger spaces.	
	full stops to end sentences.	
	question marks.	
	exclamation marks.	
To spell most words containing previously taught phonemes and GPCs accurately.		
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).		
To use -s and -es to form regular plurals correctly.		
To use the prefix 'un'.		
To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).		
To write lower case and capital letters in the correct direction, starting and finishing in the right place.		
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.		

This is the expected level of text for children to read fluently by the end of year 2
e.g. approximately 90 words correct per minute.



Topic this term to revisit the 7 continents and 5 oceans. We will then be looking at the children's local area.

GEOGRAPHY INTRODUCE Local area Year ____ Term ____
Physical and human features

human features
Human features are built. **built**

Sch school
PW place of worship
building
house shop
road
bridge

physical features
Physical features are natural.

broad-leaved woodland
Folly Hill
hill (higher ground)
water (such as a river, pond or lake)
coniferous woodland

Compass points

North
West East
South

rural location
in the countryside

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1. What are human features?
FIELDWORK

human feature
something that has been **built or put there** by a person
settlement
a place where people live
factory shop
office
apartment or flat
house
road farm
port (ships unload cargo or passengers)
harbour (ships shelter from rough seas)

2. What are physical features?
FIELDWORK

physical feature
something that is formed by nature
cliff beach
coast sea
river ocean (a massive sea)
forest soil
vegetation (plants)
hill valley (low part between hills or mountains)
locations
rural areas villages or towns in the countryside
urban areas towns or cities
coastal areas villages, towns or cities near or by the sea

3. What features does our local area have?
FIELDWORK
local area
places you can walk to around school and home
human features
physical features
built or put there
natural not put there by a person
Take photos, draw and write down what you notice.
school grounds
surrounding area
houses roads offices shops factories
hills rivers ocean or sea woodland valley
views out
in the distance

Science this term is focusing on Uses of everyday materials.

Curriculum navigation



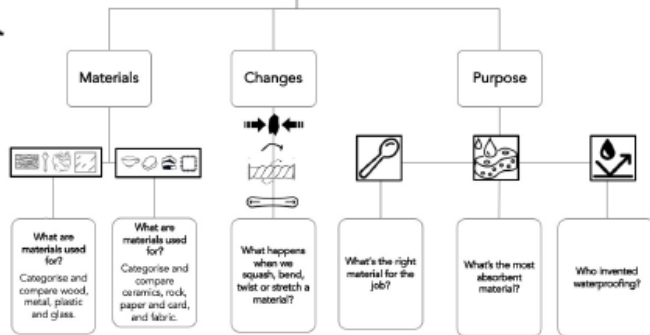
Share the big ideas that you will be studying.

Find a large version of this in the resource section at the end of this Learning Module.

ZOOM



Uses of everyday materials



ZOOM



Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.



Year 2 SATS

SATS will happen in May - we don't share exact dates as we want to keep our timetable as normal and stress-free for the children as possible.

There are 2 reading papers and 2 maths papers. Children will be prepared throughout the year by taking part in everyday learning.

This is only one part of the end of key stage assessment.

Year 2 SATS

SATS are administered by the class teacher.

The papers last around 20-40 minutes but they are not strictly timed. Teachers can give children a rest break if we deem it necessary.



Year 2 SATS

We work on SATS style questions throughout the year so children will be used to answering questions like this as part of their ordinary routine.

Sam is collecting cards.

He wants to collect **100** cards altogether.

Last week he collected **50** cards.

This week he collects **30** cards.

How many **more** cards does he need?



cards

Phonics

We follow the Read Write Inc (RWI) programme for Phonics. These lessons are every day and the children will be in ability groups according to their ability.

Once the children have been put into groups they will receive spelling words for each book that they cover which we would like them to learn. As the children start a new book a new set of words will come home.

Year 1 and Year 2 phonics screening

We work on Phonics screening style words throughout the year so children will be used to sounding out and blending as part of their ordinary routine.

sib



gom



hud



jal



fuzz

am

mum

pink

Year 1 and Year 2 phonics screening

Year 1 will have their screening in June 2022. This will be 1 to 1 with the teacher in a quiet familiar area.

Year 2 will have their screening towards the end of the Autumn term.

More information will follow about Phonics later on this term.

Behaviour & Expectations

STRIVE

S – Safe

T- Together

R – Respect

I – Integrity

V – Valued

E - Excellence

We follow the 3 Bs and each lesson the children will be reminded of these.

Be Ready
Be Respectful
Be Safe

Rewarding the Positive

We will be rewarding the children with praise focusing on positive behaviours.

House points will be awarded to children later on in the term, more information on this will follow.

Draft Behaviour Policy

In order to reinforce behaviour expectations, Sutton Primary School use the following staged approach from our draft policy

- Redirection – gentle encouragement to do the right thing.
- Reminder – after giving the child time to process the redirection they will be reminded of what is expected.
- Caution – calmly tell the child privately your expectations
- Time in – in peaceful place in classroom or the reflection garden
- Educational consequence – time spent during playtime to discuss the desired behaviour in class.
- Internal referral – time in – 10 minutes in a partner class with work provided by the class teacher.
- Reparation – for an educational consequence or internal referral. Chance to set positive goals for the future.

Homework


Reading Records

- Write each time your child is heard read
- Can just be initials
- Useful to inform us about reading trends at home if possible
- Please read 5 times a week.

READING LOG		
Date	Name of book and page number	Comments and signature
17.9.18	The Big carrot	Read all. Bit stuck on were / where FM
18.9.18	A dog's day	p1-7 Read well. Talked about the pictures FM
19.9.18	A dog's day	P 7 - end Re-told the story FM.
20.9.18	Diggers	Read the word 'equipment'! FM.
21.9.18	Diggers	Tried really hard to use some expression. F.M.

Vipers

- We have attached the reading vipers skills which show the different types of questions that you can use to support your child with reading.

<p>What are Reading Vipers? These are the key reading skills for children to be able read and comprehend a wide range of literary texts.</p>	<p>How can I support my child with their reading comprehension at home? You could try one or more of these questions at home with your child when you hear them read at home.</p>
<p>VOCABULARY  Looking at the choice of words that an author uses in a text.</p>	<p>VOCABULARY <ul style="list-style-type: none">• Which word tells you that...?• Which keyword tells you about the character/setting/mood?• Find one word in the text which means.....</p>
<p>INFERENCE  Information that is suggested but not said in the text. The 'hidden' meaning.</p>	<p>INFERENCE <ul style="list-style-type: none">• How do these words make the reader feel?• How can you tell that...?• What was ... thinking when...?• Find and copy a group of words which show that...</p>
<p>PREDICT  Explaining what might happen next based on what has happened in the text.</p>	<p>PREDICT <ul style="list-style-type: none">• From the cover what do you think this text is about?• What is happening now? What happened before?• What does this paragraph suggest will happen next? What makes you think this?</p>
<p>EXPLAIN  Explain an aspect of the text. This may include why the author includes it or how the meaning is enhanced through choice of language.</p>	<p>EXPLAIN <ul style="list-style-type: none">• What effect does have on the audience?• How does the author engage the reader here?• Which section was the most interesting/exciting part?• How are these sections linked?</p>
<p>RETRIEVE  Locate and retrieve information from the text to answer questions.</p>	<p>RETRIEVE <ul style="list-style-type: none">• How would you describe this story/text?• How did...?• How often...?• Who had...?</p>
<p>SUMMARISE  Sum up key points in the text or sequence events as a summary.. make sure you keep it brief</p>	<p>SUMMARISE <ul style="list-style-type: none">• Can you number these events 1-5 in the order that they happened?• What happened after ...?• Can you summarise in a sentence the opening/middle/end of the story?</p>

Spelling

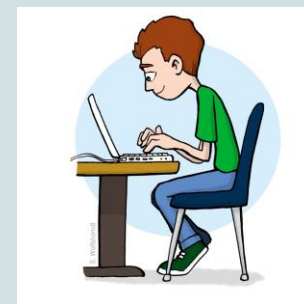
- Each week your child will be given spellings to learn focused around a spelling pattern which will be tested at the end of the week.
- For each new RWI book spellings will be sent home via dojo for your child to learn as well.
- In y

Times tables

- Please practice timetables with your child at home.
 - Y1 2s, 5s and 10s
 - Y2 2s, 3s, 5s and 10s
- We are in the process of setting up the children to access times table rock stars. More information on this will follow shortly.



Communication



- School newsletters
- Dojo
- MCAS
- Website
- Arrange a teacher meeting through the office (virtual or at a distance)



Birthdays



This year we will be strictly observing the school policy of birthday book donations.

When it is your child's birthday, we politely request that you donate a book that your child's loves to the school. The book will be read aloud in class and will subsequently be labelled with a special birthday sticker and placed in our lovely library.

Alternatively, your child can bring in their favourite book for a read aloud and then take it home at the end of the day. Any students who bring in sweets for birthdays, will kindly be asked to take the sweets back home as we need to be mindful of healthy eating and dietary restrictions for various students.

The Year Ahead

Supporting your child at home

What can you do?



Read to your child

Read with your child

Have your child read to you

Handwriting

Spellings – weekly spelling and spellings linked to RWI

Times tables

Thank you!

We welcome any questions.