

WELCOME!



Year 1 / 2

Meet the Teacher



Timetable- Specific class timetables will be posted on the website

	2020/2021	Timetable	Autumn 2020	Tanzanite Class	
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.55	Registration- READERS	Registration- READERS	Registration- READERS	Registration- READERS	Registration- READERS
8.45-9.10	Early Morning Maths	Early Morning Maths	Early Morning Maths	Early Morning Maths	Early morning free choice reading
9.10-9.50	Phonics	Phonics	Phonics	Phonics	Phonics
9.50-10.05	Break	Break	Break	Break	Break
10.10	Collective Worship	Collective Worship	Collective Worship	Collective Worship	Collective Worship
10.30	MATHS	ENGLISH	MATHS	ENGLISH	MATHS
11.50	Lunch	Lunch	Lunch	Lunch	Lunch
12.35-1.00	PPA Art Mrs Brown	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING
		MATHS	ENGLISH	MATHS	ENGLISH
1.00-1.15	Break	Break	Break	Break	Break
1.15-15.00	PPA Outdoor PE Mr Baxter	SCIENCE	TOPIC/MUSIC	PE	RE/PSHE
15.00	Story Time/Reading group intervention/spelling attack	Story Time/Reading group intervention/spelling attack	Story Time/Reading group intervention/spelling attack	Reading group intervention/spelling attack	Story Time/Reading group intervention/spelling attack
15.15	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} ~~for~~ 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.

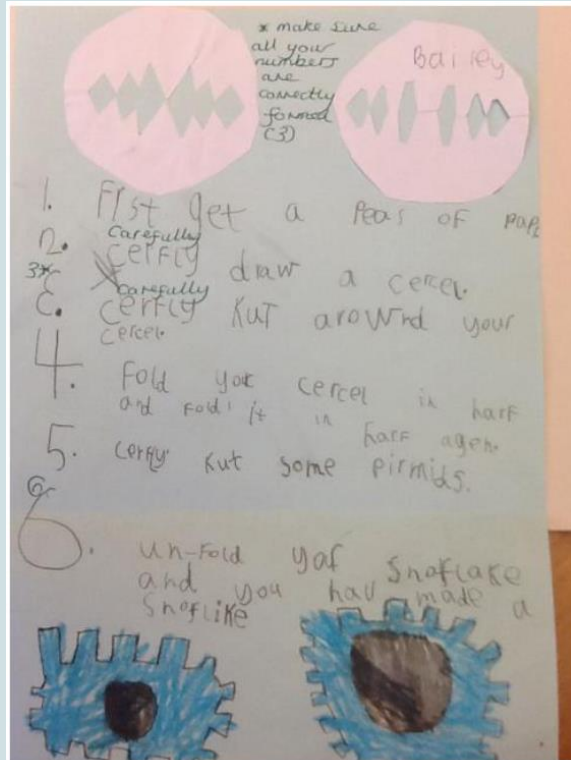
These are the writing targets we work on throughout year 2.

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 your snowflake and you hav made a snowflake

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 pirat

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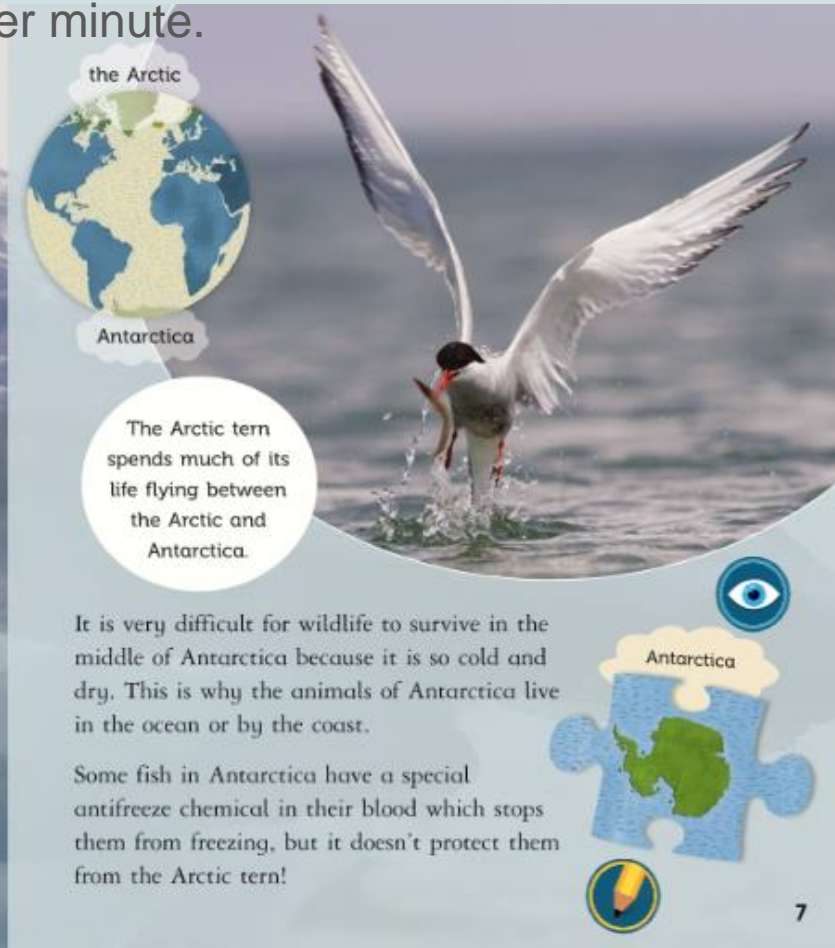
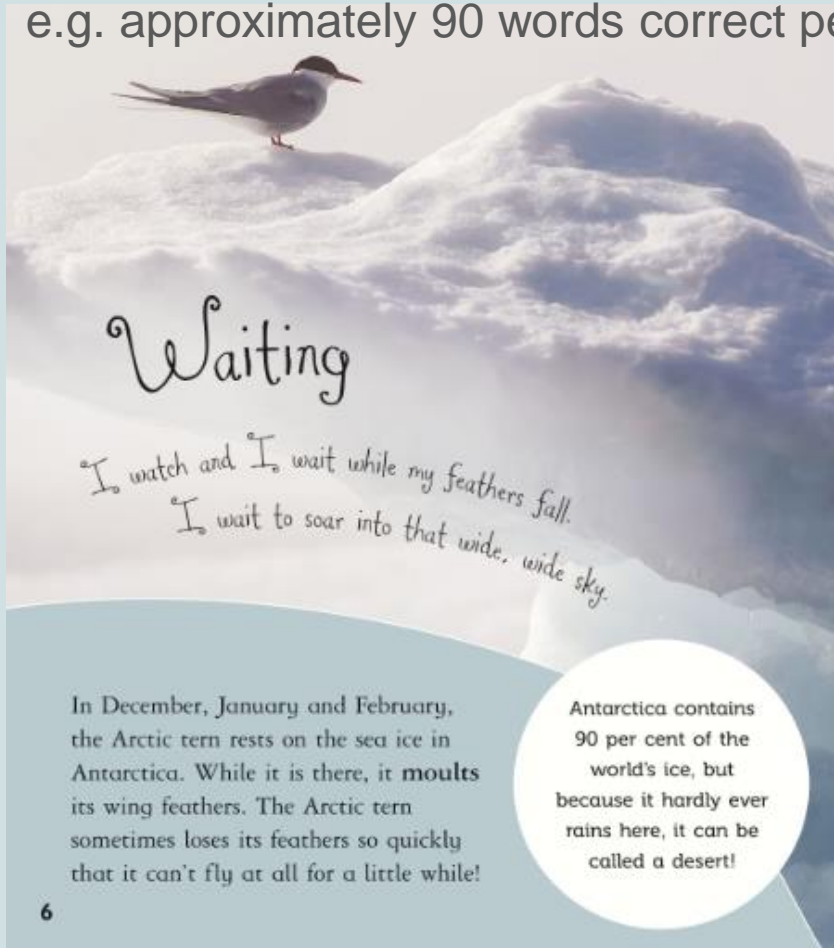
These are the writing targets we work on throughout year 1.

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.





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 a red and green spelling words which we would like them to read and learn to spell throughout the week. 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 towards the end of the school year. 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.

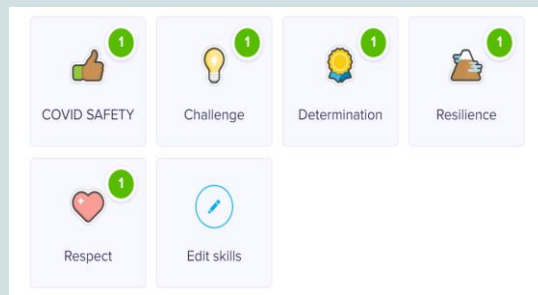
Behaviour & Expectations

RESPECT

**“We choose respect; respecting
ourselves, others and the
environment”**

Rewarding the Positive

Children are rewarded with dojo points for positive behaviour both in and out of class, such as engagement in learning, good manners, good listening, kindness to others. At the end of each term we celebrate the top dojo scorers.



We have weekly golden celebrations focusing on a value that links with collective worship and our whole school approach.

Staged approach to Behaviour

- In order to reinforce behaviour expectations, Sutton Primary School use the following staged approach from our draft policy
 - Small one off behaviour issues (unsocial behavior): A verbal reminder
 - Persistent unsocial behaviour becomes an antisocial behaviour– consequences for the behavior (taken from the behavior policy) discussed with parents over the phone or in person, if not possible the parent will be contacted via class dojo or emailed
 - More serious unforeseeable or dangerous behaviours - SLT will contact with parents and consideration of a risk management plan.

Reading at Home

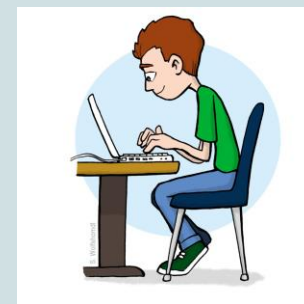
Reading Records

- 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.



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

Read a book alongside your child

Spellings Read Write Inc

Topic Homework

Homework Menu Autumn 1 2020

Please feel free to choose when you do these activities. Please do at least 1 activity each week.

Maths all around us.

Spot 3D shapes (cube, cuboid, sphere, cone, and pyramid) around your house and make a tally sheet to see how many you can find. What shape can you find the most of in your home? Which shape did you not find many of?

Ready, Steady, Cook!

Cook and bake using measures and weighing scales. We'd love to see a photo of your end product.

English - Wonderful water

- Write a list of different places where you find water.

Which seas or rivers have you ever paddled in? Do you have any photos you can send us?

- Keep a diary.

Write a diary entry saying what you did on a rainy day.

Topic - All about Water

- Write a list in order of size of the 5 main oceans on planet Earth.

Extension: Do you know the names of any other oceans/seas.

Physical

- Bucket challenge

For this activity you will need a beaker and 2 buckets. Place the empty bucket 20 steps from the full bucket. You have to fill the empty bucket using the beaker. Time how long it takes you to fill the bucket and how many beakers it took to fill it up.

RE – Baptism/Christening

Find out what a Baptism and/or Christening is and write a definition. Do you know anybody that has been baptised or christened? Tell us who it was and if possible, send any photos.

Science

Have you noticed any changes to plants and trees in your local area? Tell us what you have noticed? Is anything dropping off the trees at the moment other than leaves. Have you noticed any fruit growing on a bush or tree? Draw and label pictures of your findings.

Computing

Take photos that depict autumn and send your favourite photo to school via dojo.

Reading and Phonics

Please continue to read as much as possible. You can access levelled books online on the Oxford Owl web page. We have attached the common exception words that all children in KS1 are expected to know by the end of Year 2. Please keep these in mind and encourage your child to begin to spell these independently. When we begin Read Write Inc your child will bring home red and green words to learn to read and spell for that week.

Thank you!

We welcome any questions.