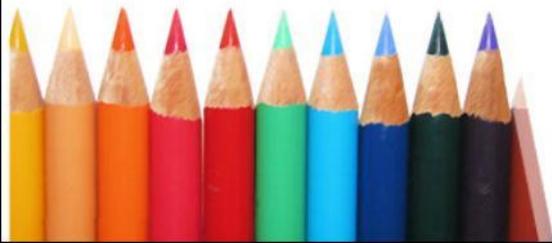


Welcome to our Key Stage One Curriculum Evening



18th September / 20th September 2018



Agenda

- Welcome
- KS1 National Curriculum and Expectations
- Transition
- Timetable
- Flexible groupings/Teaching
- Subjects- English, Phonics, Guided reading & Maths
- Reading diary & reading at home
- Topic cycle
- Homework & homework rewards
- SATS tests and Phonics screening check
- Children who need extra help

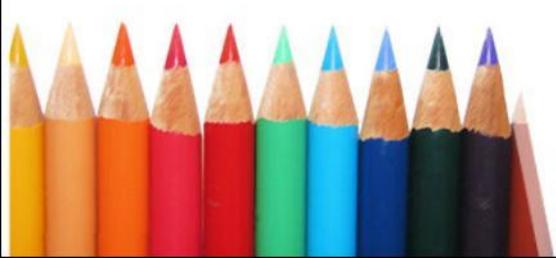
Chance to talk to staff and ask any questions



Ethos and Values

At Southwood everything we do is underpinned by our core values

- Excellence
- Respect
- Enjoyment



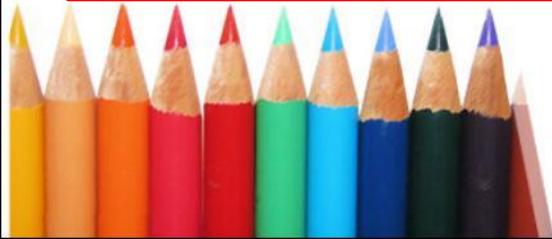
National Vs School Curriculum

National (The What...)

- Prescribes a set of expectations known as 'Programmes of Study'
- Provides a core set of knowledge, skills and dispositions to be taught with some assessment criteria

School (The How...)

- Plans a programme of teaching to cover the required curriculum content
- Provides meaningful contexts within which teaching and learning take place

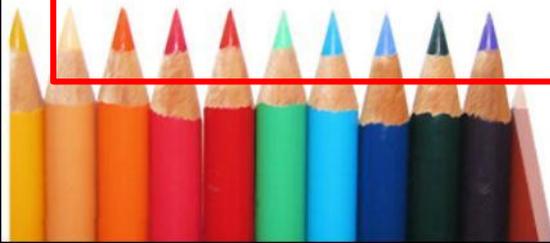


What the National Curriculum does not do...

- Specify the time that should be spent on subjects
- Refer to any timetabling or organisational arrangements
- Dictate a particular style of teaching and learning
- Require particular books or resources to be used
- Specify the practical details of themes, topic or activities or the order in which they should be tackled

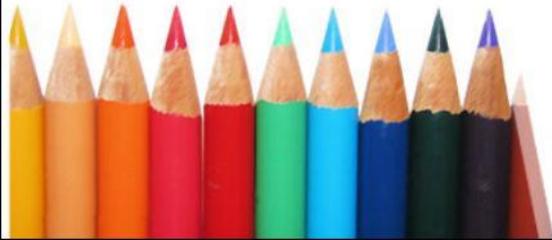
What our School Curriculum does do...

- Focus on the ways in which children learn best
- Teaches via half-termly themes / topics
- Provides active, creative learning opportunities with trips, visitors, drama, music, art, the outdoors, ICT built into learning
- Records in various formats making this enjoyable
- Provides opportunities for personal, social and moral development
- Is whole-child focussed



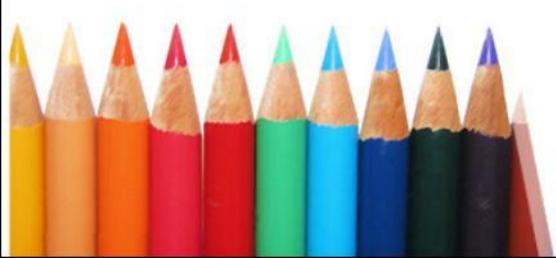
Transition

- Timetable is different, with a fluid morning
- Outside provision to enhance our learning
- Foster relationships between the new children
- Shorter sessions for Maths and Literacy in Year 1
- Sessions following on from their Year 1 work for the Year 2s



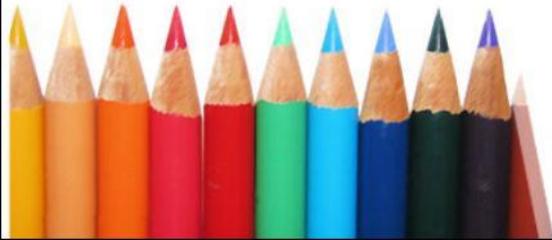
How do we teach?

- Very different to how we were taught
- Using assessment and knowledge of the children
- Having a secure understanding of the Year 1 and Year 2 objectives
- We use Hampshire assessment model that we have used for a few years
- Demonstration of flexible groupings within a lesson



I can.....

- Year 1- Using the personal pronoun I
- Year 2- To use expanded noun phrases
- WAGOLL (What a good one looks like)

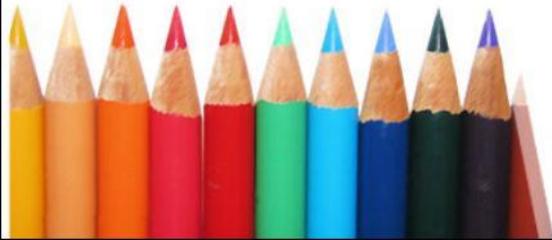


Reading

Guided Reading is when the class teacher and teaching assistants work with groups of six children reading a shared text. Guided Reading is timetabled 4 times a week.

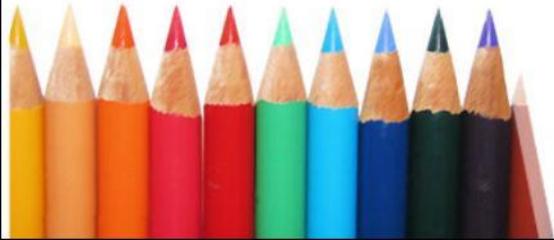
Shared reading is when the whole class read a big book or shared text together.

Individual reading is reading one to one with a helper or teacher.



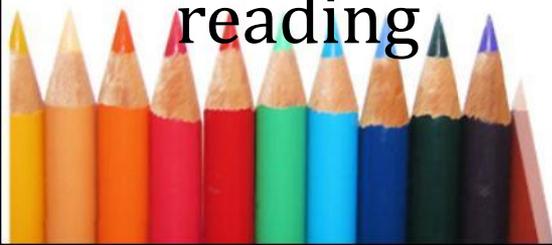
Reading Diary

- In order to motivate the children the reading diary celebrates the number of days read rather than the number of books.
- Demonstration of how the reading diary works.
- The importance of reading at home and in school throughout the Key Stage.
- The difference between decoding and comprehension.



Year 1 Writing

- More frequent and independent writing (stamina to write for extended periods)
- Application of weekly spellings and common exception words to their writing
- Handwriting and letter formation using the cursive script handwriting
- Correct pencil grip, writing on the line and correct letter formation
- Begin to show control of word choices and structures which are often drawn on models from reading



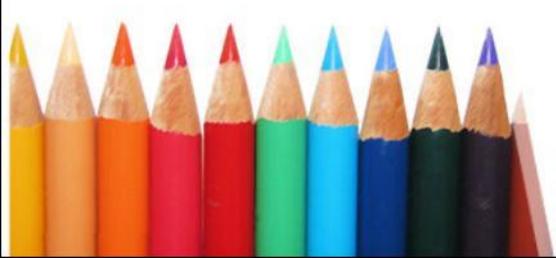
Year 2 Writing

- A stronger focus on grammar, punctuation and spellings
- A greater understanding on how to improve their work by editing to check for accuracy of spelling, punctuation and correct grammar
- Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements
- Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs



Speaking and Listening

- We use drama, role play, circle time and partner work to develop children's listening and speaking skills



Phonics

- We teach phonics 5 times a week in streamed groups. Children across both year groups will be grouped according to their phonic ability.
- The children take part in a range of fun activities to learn and practise new spelling patterns. These will be sent home on **Thursdays** to learn for a spelling test the following week.
- The first set of spellings will go home this Thursday 20th September. The children will then be tested the following Thursday (for first week only it will be Friday due to the trip) and they will then be given a new set of spellings to learn.





Maths



- We follow the new National Curriculum. This ensures continuity and progression of skills and knowledge in the teaching of mathematics through Key Stage 1.
- There are separate objectives for Year 1 and Year 2.
- The difference between Year 1 and Year 2 (an example will be shown)
- We use flexible groupings in maths.



Maths

We cover the following areas;

- Number and Place Value
- Calculations (addition, subtraction, multiplication and division)
- Geometry – properties of shapes and position and direction
- Measurement, Fractions, Problem solving and Statistics.
- Your child will develop their knowledge and understanding of maths through practical and written activities, exploration and discussion.



Year 1 & Year 2 Objectives

Year 1

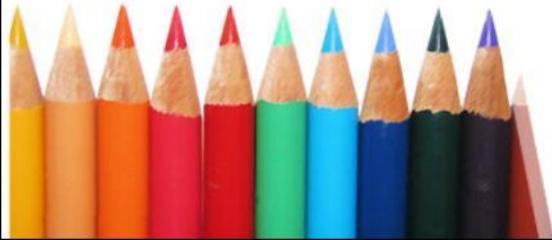
-to count to and across 100, forwards and backwards, beginning with 0 or one or from any given number

Year 2

-to count in steps of two, three and five from 0 and in tens from any given number forwards and backwards

Greater depth (End of Key stage one assessment)

- The pupil can work out mental calculations where regrouping is required (e.g. $52-27$; $91-73$)



Topics

We plan our teaching in a cross curricular way with an overall topic focus for each half term. Literacy and Numeracy lessons are planned with a key focus for the week, linking this to our topics where possible and making the learning relevant and meaningful.

- **Castles, Kings and Queens** (linked to our trip to Windsor castle)

- **Toys** (linked to History focus – a comparison of toys through time)

- **Mighty Machines-** (DT focused link)

- **Brilliant Birds** (linked to Science and Art)

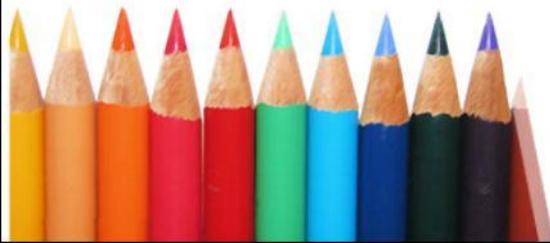
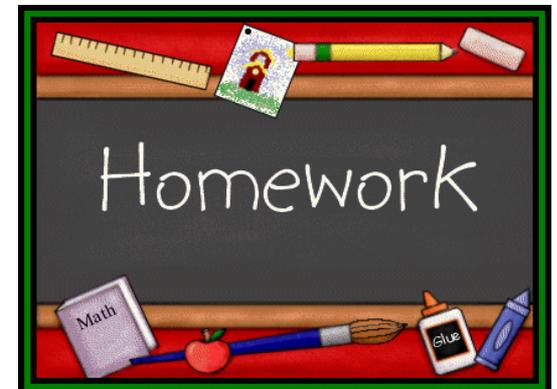
- **Going Green** (linked to Geography)

- **H₂O-** (linked to RE , Science and History with a Titanic theme)

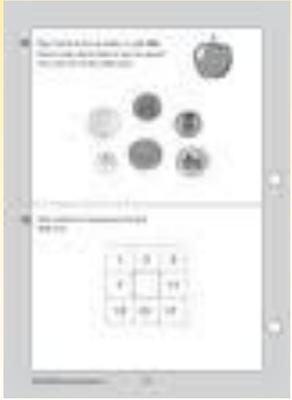


Homework

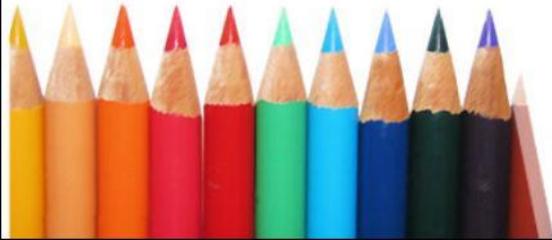
- Homework is an important opportunity to consolidate and extend learning in class as well as providing a great opportunity for you to spend some time with your child talking to them about that they are learning in school.
- Homework is set on the first Monday of every month. New this year – homework reward sheet
- There are also weekly spellings.
- Reading



End of Year 2 Assessment

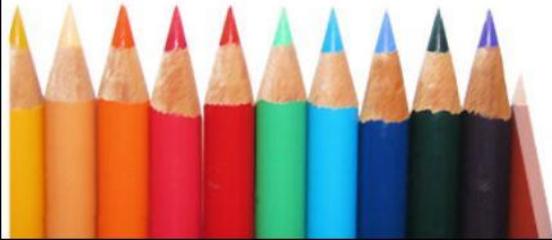


- Levels of attainment are based on teacher assessments. This means that the work the children have done throughout the year is taken into account, not just the results of a one-off test.
- All year 2 children undertake a range of tasks and tests known as SATs which help us to inform their end of year attainment.
- Tasks and tests are required in reading, spelling and grammar and maths (although last year grammar test was optional)
- Speaking and listening and Science are solely based on teacher assessments.
- The average attainment is for a child to be at Age Related Expectations for Year 2. They can also be assessed as working towards ARE (WTS) or as working at Greater depth within the standard. (GDS)
- No May holidays please



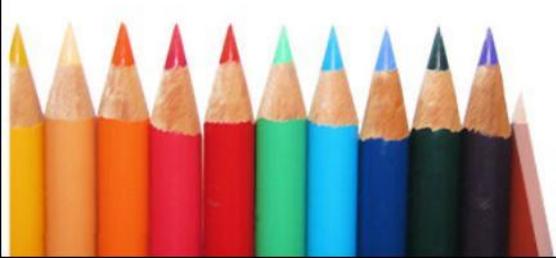
Phonics Screening Check

- The Year 1 phonics screening check will take place in June.
- The children will be tested on 20 real words and 20 pseudo (non-real) words.
- Year 2 children who did not pass the phonics screening check in Year 1 will be taking it again in Year 2.



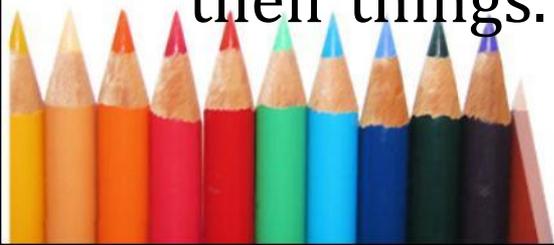
Children who need extra help

- SENCo (Special Educational needs coordinator in school)
- Interventions
- ELSA
- Time to talk
- Booster homework tasks

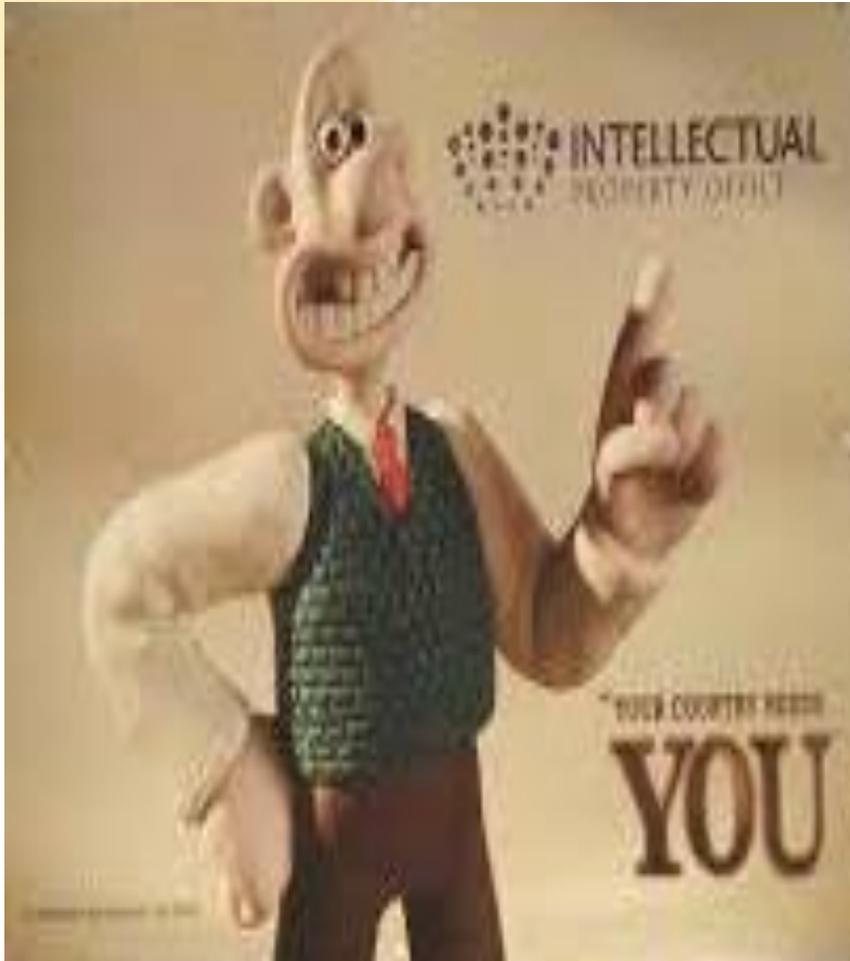


How you can help

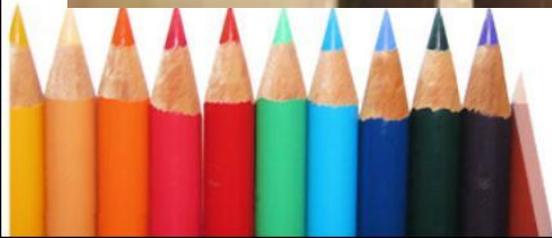
- Encourage independence – be patient!
- Share books together.
- Short times spent on reading and spelling.
- Encourage and support your child in their homework, don't do it for them (we can tell!)
- Remember Maths is everywhere: shopping, numbers on doors, shapes in the environment, board games.
- Read school letters – they can be important.
- Please clearly label or personalise your child's belongings so they can take responsibility and organise their things.



Your School Needs You!



- Ensure full attendance
- Talk, talk and talk some more with your child
- Support with homework
- Practise spellings and enjoy reading to and with your child
- Keep homework fun (and time-limited)
- Work with us – keep in close touch and ask for help if you need it
- Get involved in any way you can



Any Questions?

