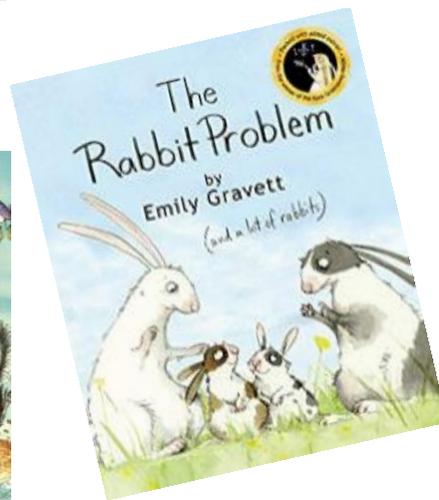
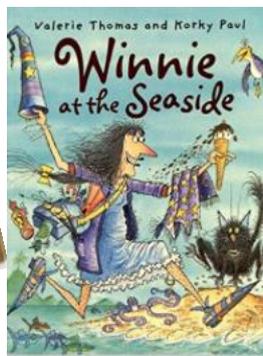
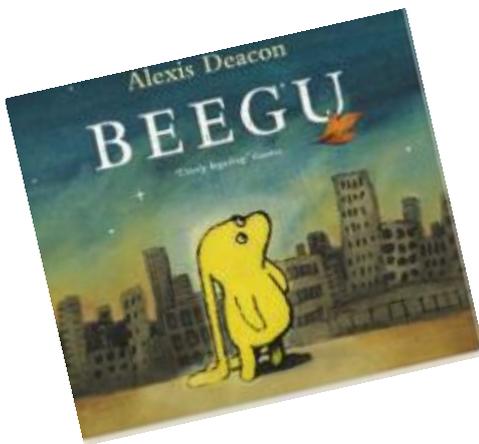
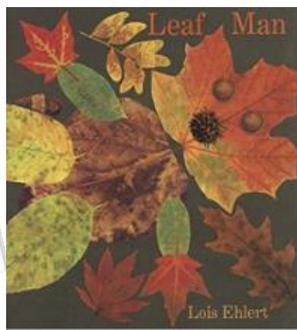


Year 1 and 2 Induction Pack



Dear Parents/ Carers

Welcome

A very warm welcome to all of you, in this exciting start to the new year.

In Years 1 and 2 we aim to build upon your children's skills and encourage them to become more independent in their learning and organisation. As a team we have high expectations of your children and are already impressed with their enthusiasm, great ideas, effort and learning attitude.

Our Curriculum

We follow a thematic approach to the curriculum, as we feel that this approach enables us all to be more creative in both our teaching and learning. More information can be found on the half termly overviews for KS1 on the Parents page of the website

The topics covered this year are based on story books:

Autumn - The Bog Baby

Leafman

Spring - The Queen's Hat and The Queen's Handbag

The Rabbit Problem

Summer - Beegu

Winnie at the seaside

Launch Days

Each topic will begin with a Launch Day in order to enthuse and excite the children about their learning. These may vary in structure each time but you will be informed prior to the event.

English: Reading and Writing

We believe that being exposed to high quality texts promotes the use of rich language, excellent grammar and perfect punctuation in children's own writing. Reading is therefore an essential part of this. Reading regularly, discussing events in texts together and accessing the library are all ways in which you can do this.

Homework

- Children to read little and often - 5 mins a day is better than half an hour at the weekend.
- Complete talking homework as required.

- Mental Maths targets to be worked on - details in the homework book.

Maths

Maths continues to be a focus in Key Stage 1 and your child will receive daily mental maths sessions as well as a daily maths lesson. The focus of the mental maths sessions will be number bonds.

AND... There will be a mental maths test each week to check progress. Achievements from this will be recorded in your child's homework book.

We will continue to use Abacus for some homework activities.

In Key Stage 1 we expect:

Children to practise basic skills of:

- addition and subtraction bonds (e.g. $7+8=15$, $15-7=8$)
- telling the time
- doubling/halving numbers
- money

PE

Is on the following days for this term:

- Robins - Tuesday & Friday
- Frogs - Wednesday & Forestry on Monday
- Bats- Tuesday & Thursday

We will inform you of any changes prior to them happening wherever possible.

Full PE Kit (all labelled)

- White t shirt
- Shorts
- Trainers or pumps
- Track suit/ fleece (for the winter months)

Please ensure that your child's PE kit is in school at all times. If they fail to have it in school on 2 occasions per half term, a letter will be sent home.

Outdoor Learning and Forestry

Please ensure that children have a pair of wellies in school at all times so that they can access the outdoor environment. Your child can bring them into school on a Monday and take home on a Friday.

- Robins - Forestry Autumn 2
- Frogs - Forestry Autumn 2
- Bats- Spring 1

Behaviour

We have very high expectation for behaviour both in and out of school. Our 5 tier reward system reflects this expectation.

It consists of 5 levels - Gold, Green, Yellow, Amber, Red. Children move up and down this ladder as necessary and receive rewards and sanctions relevant to their age/class. We will let you know if they reach red ☹ and your child will come home with a gold star if they achieve gold 😊

Other rewards:

- Achievement cards
- Gold award
- Duck award
- Attendance certificates
- Helping hands, kind hearts and good manners award
- House Points

Additional Information

- Please label all clothing and items in school.
- Ensure a coat is available in school at all times.
- Bring reading logs, reading books, homework books and library books into school every day as we might need to send out messages and/or additional homework.

Please remember we are always here to help. DO NOT hesitate to contact us whenever you have concerns or worries. We want to work with you to ensure that your child continues to enjoy school, develop their confidence and self-esteem and ultimately enjoy the challenges of new learning.

This is the start of another very exciting year for the children and with your support; we can all look forward to making this year a great success.

Thank you, The Key Stage 1 Team

Mrs Huckfield (Robins) Miss Bills (Frogs) Mrs Hordern (Bats)

St Edwards Academy Cheddleton

End of Year Expectations for Years 1 and 2

This booklet provides information for parents and carers about the end of year expectations for children in our school. These expectations have been taken directly from our Leek Partnership assessment documents and link directly into the National Curriculum (2014)

All the objectives will be worked on throughout the year and will be the focus of direct teaching and homework. We will however, still differentiate according to the needs of each child. Any extra support you can provide in helping your children to achieve these expectations is greatly valued.

Year 1 children will have a Phonics Test in June 2019 and Year 2 children will have SATs in Reading, Writing and Maths during May 2019.

If you have any questions regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's class teacher.

Reading

Year 1	Year 2
<p>* Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • read accurately by blending sounds in unfamiliar words • read common exception words • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • read words with contractions [for example, I'm, I'll, we'll] • understand that the apostrophe represents the omitted letter(s) • re-read books to build up their fluency and confidence in word reading. • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far 	<p>*Pupils should be taught to:</p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words • read accurately by blending sounds in words, especially recognising alternative sounds for graphemes • read words containing common suffixes • read further common exception words • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • making inferences on the basis of what is being said and done • asking and answering questions • predicting what might happen on the basis of what has been read so far • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Writing

Year 1	Year 2
<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught 	<ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by

- Spell common exception words
- Spell the days of the week
- add prefixes and suffixes
- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un-
- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Handwriting- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- Pupils should be taught to write sentences by saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' in their writing

- graphemes, spelling many correctly
- learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- spell common exception words
- spell more words with contracted forms
- learn the possessive apostrophe (singular)
- distinguish between homophones and near-homophones
- add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters
- write capital letters and digits of the correct size and orientation
- use spacing between words that reflects the size of the letters
- develop stamina for writing by writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry and writing for different purposes
- planning what they are going to write about, writing down ideas and/or key words, including new vocabulary
- re-reading to check their writing makes sense and proof-reading to check for errors in spelling,

	<p>grammar and punctuation</p> <ul style="list-style-type: none"> • learn how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes • learn how to use sentences with different forms: statement, question, exclamation and command • use expanded noun phrases to describe and specify • use the present and past tenses correctly and consistently • use subordination (using when, if, that, or, because) and co-ordination (using or, and or but)
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Maths

Year 1	Year 2
<ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • given a number, identify one more and one less • use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words. • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and 	<ul style="list-style-type: none"> • count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward • recognise the place value of each digit in a two-digit number • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and words • recall and use addition and subtraction facts to 20 fluently, and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations and mentally • show that addition of 2 numbers

two-digit numbers to 20, including zero

- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \underline{\quad} - 9$.
- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
- compare, describe and solve practical problems for lengths and heights, mass/weight, capacity and time
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language
- recognise and name common 2-D and 3-D shapes

can be done in any order (commutative) and subtraction of one number from another cannot

- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- solve problems using materials, arrays, repeated addition, mental methods and multiplication and division facts
- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions, eg. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use the symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day

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| | <ul style="list-style-type: none">• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces• distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)• interpret and construct simple pictograms, tally charts, block diagrams and tables |
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