

Welcome to Key Stage 1 Curriculum Evening

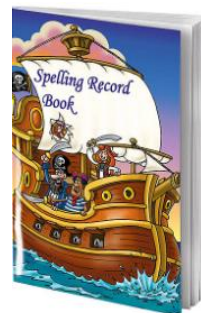
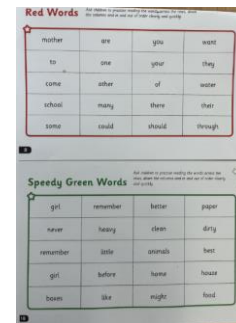
Mrs Tyzack - Year 2

Mrs McNally - Year 1/2 - Key Stage Lead

Miss Hudson & Mrs Markey - Year 1

Things to remember...

- PE kits - plain white top, black bottoms and trainers - Year 2 Friday, Year 1 Thursday and Year 1/2 Thursday
- Homework - given out half termly, handed in week before the end of the half term
- Reading books and reading records - bring to school Tuesday signed and new books handed out on Friday
- Red and green word grids
- Spellings - go out on Friday
- Water bottles



Assessment

- Spelling test weekly
- Termly assessment weeks
- End of block assessments in Maths
- Year 2 assessments - Non Statutory SATs
- Phonics screening Year 1 - w/c 10th June 2024
- Half termly RWI assessments - determines the book level.

Expectations of Parents

- Understand and support the behaviour policy - red and yellow cards, raffle tickets and team points.
- Attendance - All Day, Every Day!
- Reading at home and comment in reading record
- Return all reading books (in good condition)
- Practice spellings and return spelling books on Friday
- Named uniform and water bottles
- Morning work starts from 08:40am
- Check website - Key Stage News

Curriculum expectations

- We want ALL children to finish the academic year working at age related expectations.

Year 1	Year 2
<ul style="list-style-type: none"> • Read all age related common exception words • Recognising all 40+ phonemes and decode words using these • Read words containing -s, -es, -ing, -ed, -er and -est suffixes • Read words with contractions (I'm, I'll, we'll) • Participate in discussion about what is read to them • Explain clearly about what is read to them • Check the text makes sense as they read • Develop pleasure in reading and a motivation to read • To spell words containing each of the 40+ phonemes • To spell common exception words • Spell words containing -s, -es, -ing, -ed, -er and -est suffixes • To form lower case letters in the cursive style • To form capital letters correctly • To write sentences independently and re read them to check they make sense • Use finger spaces, capital letters and full stops • Use question marks and exclamation marks • To use the conjunction 'and' • Count and recognise numbers to 100 – forwards and backwards • Count in multiples of 2s, 5s and 10s • To identify if numbers are more than, less than or equal to another • To know addition and subtraction number bonds to 10 and 20 • Add and subtract one digit and two digit numbers • To solve one step problems using all four operations • Tell the time to o'clock and half past the hour • To know the names and properties of 2D and 3D shapes 	<ul style="list-style-type: none"> • Read all age related common exception words • Continue to apply phonic knowledge until automatic decoding becomes imbedded • Read words containing common suffixes – ment, -ness, -ful, -less and -ly • Read books out loud with increasing fluency – roughly 90 words a minute • Discuss and express their views around a wide range of different genres of book • Make inferences based on what is being said and done within the story • Develop pleasure in reading and a motivation to read • Predict what might happen on the basis of what has been read so far • To spell words containing each of the 40+ phonemes • To spell common exception words • Spell words containing suffixes -ment, -ness, -ful, -less and -ly • Distinguish between homophones • To form lower case and upper case letters relative to one another's size • Develop a positive attitude towards having a stamina for writing • Make simple additions, revisions and corrections to their own writing • To use coordinating and subordinating conjunction in their writing • To use all punctuation taught in KS1 correctly • Recognise the place value of each digit in a two digit number • Counting in multiples of 2s, 3s, 5s and 10s • Add and subtract up to two two-digit numbers • Know addition and subtraction number bonds to 10, 20 and 100 • To know the inverse calculations of all operations to check answers • To solve two step problems involving all of the four operations • To tell the time to five minute intervals • To be able to work out change when solving money problems • To identify the properties of 2D and 3D shapes on everyday objects and irregular shapes

There is a big shift in the expectations year on year – these are approached gradually.

See handout for overview of the year.

Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic driver	Once Upon a Castle A study into significant historical events, people and places in our own locality.	Remembrance A study into the significant event in British and global history: WW1	Bright Lights, Big City An insight into our capital city, looking at locating it on a map and the features within it.	Great Fire of London Events beyond living memory that are significant nationally and globally.	Journey to Oz A comparison between Australia and England.	Beside the Seaside Changes over time, exploring continuity and change.

- Knowledge organisers for History/Geography, Science and Maths
- Curriculum booklets each half term
- Homework grid optional
- Numbots & TT Rockstars

Reading in Year 1

- We follow the RWI scheme - carefully tracks level
- All children read every day.



- Encourage 3 reads

Focus = **decode/accuracy**, **build fluency**, **comprehension**

Year 1 Reading at Home

Your child will bring home:

Mondays

Speedy Green Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

ship	box	off
box	off	will
is	that	him
this	his	get

Red Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

he	said	no
my	I	you
be	of	your
the	put	said

Two books



&



Return on Tuesday





Text to share



Phonics screening check

- Year 1 will complete the phonics screening check week commencing 10th June 2024.
- The phonics screening check is designed to confirm whether children have learnt sufficient phonic decoding and blending skills to read at an age appropriate standard.
- Read a booklet of 20 real words & 20 nonsense words.
- Pass mark is usually 32+

Section 2

brend	
throst	
stret	
spraw	

Page 15 of 24

Section 2

label
vanish
blossom
thankful

Page 21 of 24

Reading in Year 2

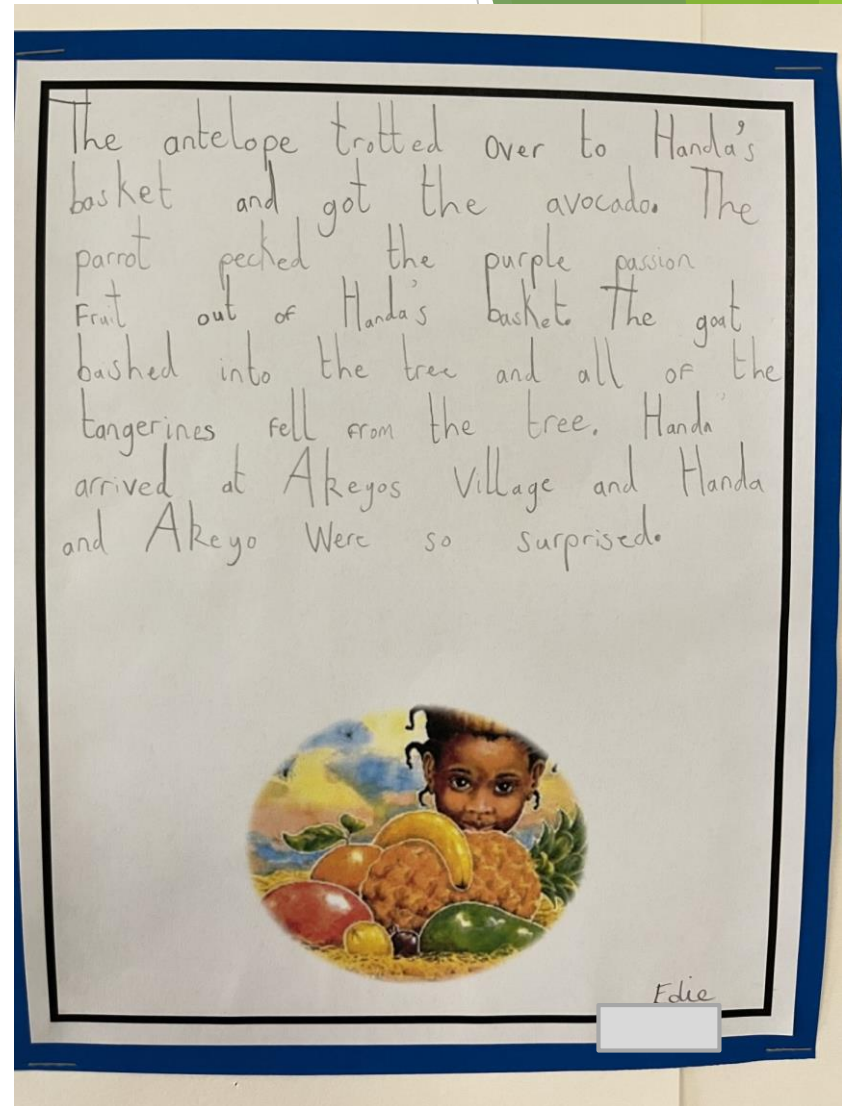
- Continue to follow the RWI scheme in Autumn term reviewing known sounds and applying these to reading longer words at speed.
- Aim to move onto reading lessons from the beginning of Spring term where the focus moves to reading comprehension skills in the five reading domains: Retrieval, Vocabulary, Inference, Sequencing and Prediction.
- Those who did not pass the phonics screening check in Year 1 will retake it in June 2024.



Writing in Year 1



- Fred fingers - spellings
- Breaking sentences into words by using finger spaces.
- Use of capital letters.
- Use of full stops, question marks and exclamation marks.
- A good balance between plausible phonetic spellings and correct spellings that have been learnt.
- Handwriting - letters correctly formed and sized correctly.
- Ability to read own sentence back and check it makes sense.



Writing in Year 2

- Independently writing across a range of different text types - real events, narratives
- Most sentences demarcated with a capital letter and full stops with question marks when required
- Present and past tense used mostly correctly
- Use of conjunctions such as and, or, but, when, if, that
- Capital letters and digits formed of the correct size, orientation and relationship to one another and lower case letters
- Spacing between words reflecting the size of letters
- Spelling many common exception words
- Breaking words down into sounds and choosing the correct sound to spell with and making phonically plausible attempts at others

Lo! I can write my own version of
The Enormous Turnip.

Once upon a time there lived a kind, helpful and caring giant who wanted to plant some potato seeds. The giant had a baby giraffe who was kind, helpful and caring. The giant lived on a huge farm and they really liked it, because he could plant lots of seeds. Would the seeds ever grow? The next day the potato grew and grew until it was ENORMOUS. The man thought that it was time to pull it out. The man pulled and yanked but still it would not budge. The man called the giraffe. But the giraffe was too busy eating his leaves but saw that the man was struggling so he went to help. The two were exhausted so they went in for a cup of tea then they pulled and yanked. Then they called the dog. They pulled then yanked but unfortunately it did not move. Sweat was dripping off them! They called the cat. The cat was playing with her ball of string but the cat came to join. Still they pulled still it would not come out. They had mud all over them. Then they called the piglet. The piglet came to join and they yanked and pulled then ... POP! The potato came out. They ate sausage and potato and potato stew.

Common Exception Words (CEW) - words that appear frequently in spoken and written language but do not follow standard spelling rules.

Year 1 and 2 Common Exception Words

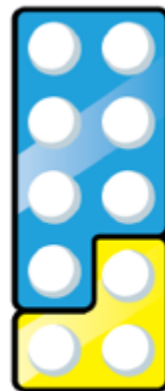
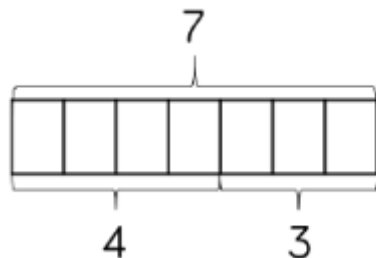
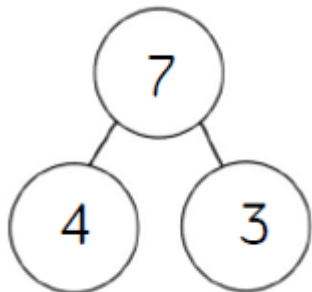
Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

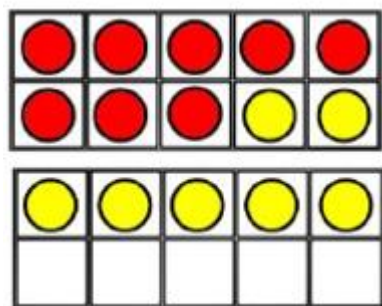
Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

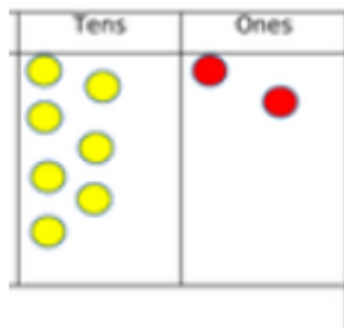
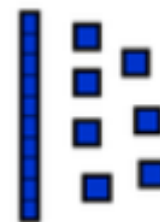
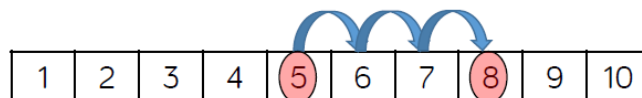
Maths in Key Stage One



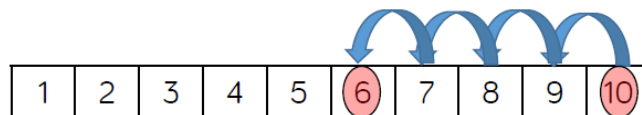
$$7 + 3$$



$$5 + 3 = 8$$



$$10 - 4 = 6$$



Maths in Key Stage One

Addition	Subtraction
$23+34= 57$ II ... + III ... = IIII	$79-36=43$ #IIII
$29+14=$ II + I ... = IIII ...	$81-64=17$ <div> <div>+6</div> <div>+10</div> <div>+1</div> <div>64</div> <div>70</div> <div>80</div> <div>81</div> </div>
Multiplication	Division
2,5,10 times tables - 3 times table in Yr2 <div> <div> $2 \times 6 = 12$ xxxxxx xxxxxx </div> <div> $6 \times 2 = 12$ xx xx xx xx xx xx </div> </div>	2,5,10 times tables - 3 times table in Yr2 <div> <div> $15 \div 5 = 3$ xxxxx xxxxx xxxxx </div> <div> $16 \div 2 = 8$ <div>xxxx</div><div>xxxx</div><div>xxxx</div><div>xxxx</div> </div> </div>

Dates for your diary

- Wednesday 4th October - SEND Coffee Afternoon - 2:15pm
- Friday 6th October - KS1 trip to Skipton Castle
- Wednesday 11th October - Year 1/2 Class Assembly
- Wednesday 25th October - Year 2 Class Assembly
- Wednesday 25th/Thursday 26th October - Parents' Evenings
- Thursday 26th October - Harvest Festival
- Tuesday 7th November - Individual Photos
- Wednesday 8th November - Spooky Disco
- Friday 17th November - Children in Need
- Wednesday 22nd November - Year 1 Class Assembly

Christmas Dates

- Monday 4th December - UFS, Year 2, Year 4 & Year 6 - Church
- Thursday 7th December - Year 1, Year 3 & Year 5 - Church
- Friday 8th December - Christmas Jumper and Dinner Day
- Thursday 14th December - KS1 Christmas Production - 2:15pm
- Friday 15th December - KS1 Christmas Production - 9:15am
- Thursday 21st December - KS1 Christmas Party



Thank you for your time

If at any point during the school year you would like to raise concerns or ask a question, our doors are always open.

ks1lead@daneroyd.com

Miss Hudson, Mrs McNally & Mrs Tyzack



@DaneRoydY1
@DaneRoydY1_2
@DaneRoydY2