

KS1 Curriculum Information Evening

Please take a seat and we will start shortly!

Meet the team

Year 1

Miss Tam

Mr Friesner

Miss Windaybank

Mrs Andrews

Year 2

Mr Pinguenet

Miss Riley

Mrs Emery-Symmons

Mrs Osborne

Aims for the evening

- To introduce you to our English and Maths curriculum
- Provide an understanding of the approaches we use for both core subjects
- Share how you can support at home

Wider Curriculum

- History and Geography
- PSHE – Jigsaw and Circle times
- Science
- Art and Design Technology
 - Taught throughout the year
 - Topics driven by history and geography
 - Cross curricular links as often as possible with a purpose
- PE
- Music
- Religion and World Views
- French

KS1 Curriculum – what changes from Reception?

Reception

- Follows Early Years Foundation Stage statutory framework
- More play-based approach
- Heavy emphasis on Early Reading and securing Phonics knowledge

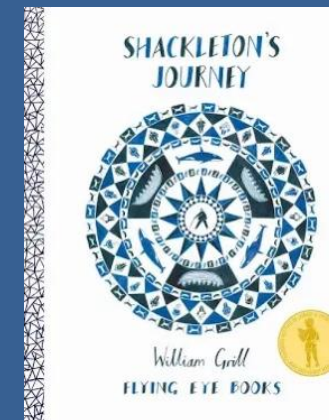
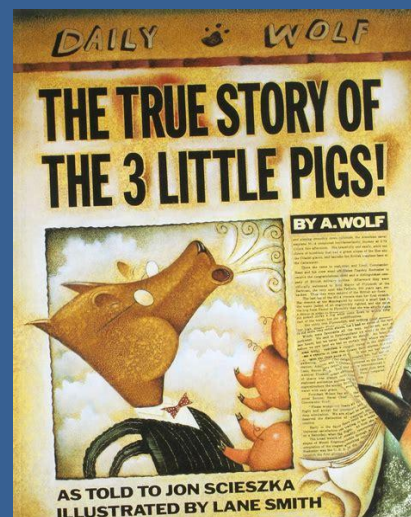
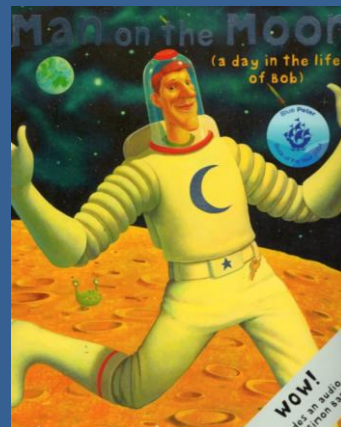
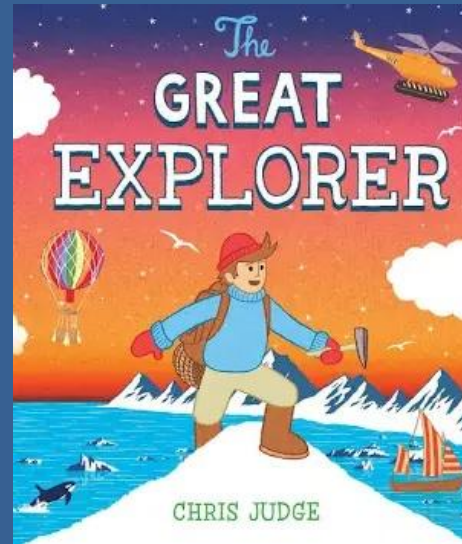
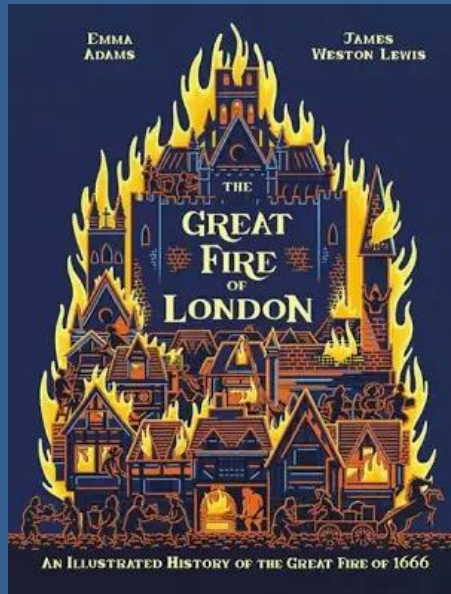
Key Stage 1

- New curriculum –KS1 section of National Curriculum – Primary
- More formalised lessons
- Continued emphasis on Early Reading
- In Year 2, beginning to prepare for KS2

Inspirational activities...

- ❖ Trips – SS Great Britain, We the Curious and Caldicot Castle
- ❖ Visitors to school, last term we welcomed a fantastic storyteller
- ❖ WOW moments such as dinosaurs in school!
- ❖ Explorer Dome for Y2
- ❖ World Book Day
- ❖ Bedtime story – 20th November 2024
- ❖ Creative Writing Week was a huge success

A starting point ...



“

**One of the greatest gifts adults can
give is to read to children**

Carl Sagan



”

Reading

Guided Reading

For children on the Little Wandle scheme – small groups will read twice a week with a teacher and LSA's.

Each session focuses on a different skill of fluency, expression and comprehension.

Changing books

Children can change their books on a Monday and Friday, if they have read them three times.

The children can also choose a Reading for Pleasure book from their class or the library which we will be starting this term.

Online reading:

Oxford Owl is a good free website of online books and activities.



Little Wandle Reading levels

Children will be assessed at the end of every term using the Little Wandle assessments.

Progression through the Little Wandle scheme

- 1
- 2.1/2.2/2.3/2.4/2.5
- 3.1/3.2
- 4.1/4.2
- 5.1/5.2/5.3/5.4/5.5

Little Wandle Letters and Sounds K Teacher's mark and record sheet

Autumn 1

GPCs

| | | | | |
|----|-----|----|-----|----|
| ai | igh | oa | ur | oo |
| er | oo | or | nar | ow |
| ig | ck | ar | ow | oi |
| ou | ou | ar | ig | |

Words

| | | | | |
|--------|---------|----------|--------|-----------|
| proud | joy | thinks | emera | lightning |
| treat | play | floating | misses | squish |
| liquid | cartoon | windmill | frost | dresser |

Tricky words

| | | | | |
|------|------|------|--------|------|
| was | are | like | there | one |
| you | sure | some | little | what |
| they | said | love | when | says |
| all | have | were | come | here |

Autumn 2

GPCs

| | | | |
|----------------|--------------|----------------|----------------|
| og | er | ie (great job) | o (got go) |
| e (red sh) | es | oy | i (could fo) |
| e-e | ow | a (not acou) | ae (gear argu) |
| u-e (cube rub) | ow (chew ju) | o-e | |
| u (cup uncom) | ie | | |

Words

| | | | | |
|-------|--------|-------|--------|---------|
| bird | rude | nine | music | fever |
| paper | chew | glue | shake | pie |
| post | shield | stone | spider | whistle |

Tricky words

| | | | | |
|-------|--------|------|-------|------|
| their | people | your | could | want |
|-------|--------|------|-------|------|

Sentence

The tiger tries to get the mouse with its paw, but the mouse hides away!

Spring 1

GPCs

| | | |
|------------------|--------------------------|-------------|
| wh | oe | u (fun sil) |
| he (teach head) | ow (low mow) | ie |
| ph | oe (round boulder group) | ey |
| se (please have) | ce | le |

Words

| | | | |
|-------|---------|---------|---------|
| giant | leave | face | phone |
| ready | whisper | boulder | fence |
| homey | horse | done | petal |
| | | | sparkle |

Tricky words

| | | | | |
|-----|------|-----|--------|--------|
| who | many | two | school | friend |
|-----|------|-----|--------|--------|

Sentence

I put an apple on the snowman's head, and my brother took a photo of it.

Summer 1

GPCs

| | | | |
|---------------|------------------|-----------------------|-----------------|
| ou | ag | ch (cham school chef) | wh |
| ow (cow snow) | ir | ph | ea (teach head) |
| e (red sh) | ow | u-e (cube rub) | ay |
| o (got go) | ue (gear argu) | i (could fo) | ae |
| e-e | ie (great field) | ie | ew (chew feet) |
| o-e | u (cup uncom) | | |

Words

| | | | |
|---------|---------|---------|----------|
| gloom | threw | saucers | diving |
| stray | washing | stroke | arrow |
| straw | race | soup | reptiles |
| whisper | chemist | first | phor |

Summer 2

GPCs

| | | | |
|----|---------------------------|-----|------------------|
| kn | dge | mb | ere (there here) |
| gn | y (yes silly fly crystal) | eer | ci |
| ge | st | ci | ey (key key) |

Words

| | | | | |
|----------|-----------|----------|---------|----------|
| magician | station | knight | comb | bridge |
| pleasure | manion | break | sign | change |
| cheer | adventure | striking | crystal | daughter |

Tricky words

| | | | | |
|------|-----------|--------|------|------|
| busy | beautiful | pretty | move | hour |
|------|-----------|--------|------|------|

Sentence

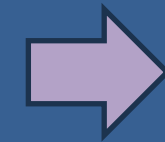
Our mission was to find the precious treasure in the largest pyramid in the desert.

Reading beyond Little Wandle

Children move off the scheme when they complete both the level 5.5 assessment and the fluency check.

They then move onto the colour banding, starting on Purple level, and can change their books as and when they wish.

They will continue to be read with each week.



| Colour Band |
|-------------|
| Lilac |
| Pink |
| Red |
| Yellow |
| Blue |
| Green |
| Orange |
| Turquoise |
| Purple |
| Gold |
| White |
| Lime |
| Copper |
| Topaz |
| Ruby |
| Emerald |
| Sapphire |

Reading Scheme – Book Bands

We make the decision to move a child onto the next level using a range of assessment criteria.

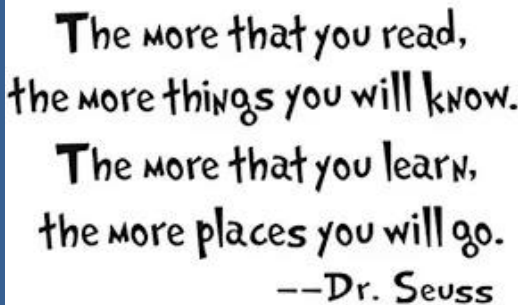
Comprehension skills move from an understanding of events that are explicit in the text to those which are inferred. Discussion is very important.

Most reading books contain skills to focus on the front or back cover

Please send reading books to school every day whether they have been read or not, and note in reading record books whether your child has finished it or which page is to be read next.

Supporting Comprehension

- Check that the text makes sense to them as they are reading and correct inaccurate reading.
- Discuss the significance of the title and events.
- Make inferences on the basis of what is being said and done.
- Make predictions on the basis of what has been read so far.



The more that you read,
the more things you will know.
The more that you learn,
the more places you will go.
--Dr. Seuss

The most important thing you can do is read with your child



Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The number of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



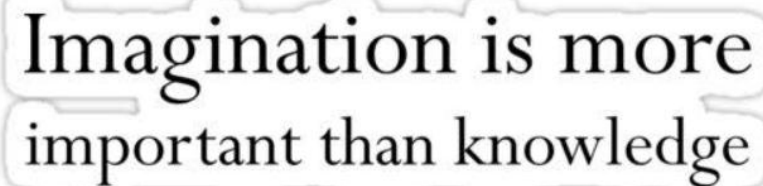
Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) [Senechal, M.](#) and [Lefvre, J](#)

English across the Curriculum

- One writing book is used across the curriculum in order to improve standards
- Writing not seen as an isolated skill
- Children given the best opportunities to engage in writing process
- Writing for a purpose with a clear target audience

Writing

Our whole school approach provides systematic teaching of skills such as spelling, punctuation, grammar, use of descriptive words and phrases, conjunctions and handwriting. These begin in Reception and are continued and developed during Years 1 and 2.



Imagination is more
important than knowledge

- Albert Einstein

Handwriting

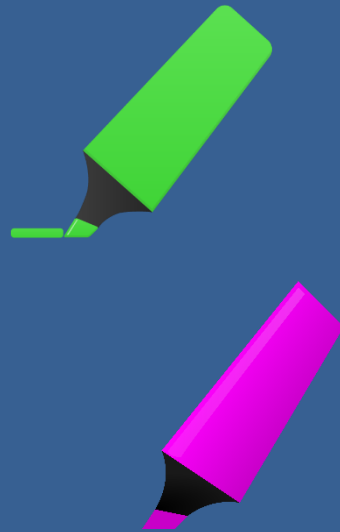
- ❖ Sitting position
- ❖ Pencil grip
- ❖ Correctly formed and orientated letters and joins – diagonal or horizontal strokes
- ❖ Consistent size + ascenders and descenders
- ❖ ‘Joined legible script’ – aim for end of Year 2
- ❖ Letter formation rhymes linked to Little Wandle



LW

Marking and Feedback

- Green and 'Pink to think' also used for children to identify skills the children are using and those to think about for next time.



Spelling

Spelling

- Your child will be taught how to spell words every day using the graphemes they have been taught so far.
- They will practise writing a dictated sentence.
- Handwriting is referred to but is taught at other times.

- ✓ Say the word.
- ✓ Segment the sounds.
- ✓ Count the sounds.
- ✓ Write them down.



Spelling

Year 1 Spellings have changed this term.

Year 2 spellings are will be given out weekly and monitored termly for participation.

Some tricky words may be recapped throughout the coming terms.

We are hoping this will help children embed the spellings linked to their phonic knowledge outside of English lessons.

| Year 1 Autumn 2 week 2 | | | |
|------------------------|-------|-------|-------|
| Graphemes | | | |
| o | i | a | e |
| Spellings | | | |
| both | child | basic | fever |
| go | kind | acorn | me |
| Tricky words | | | |
| Mr | Mrs | Ms | ask |
| | | | |

Phonics Screening Check







Phonics Screening Check

What is the Phonics Screening Check?

- It is a quick check of your child's phonics knowledge.
- It is **not** designed to create any stress or anxiety for your child.
- It assesses decoding skills using phonics.
- It consists of 40 words (20 real words, 20 'alien words').

If children do not achieve the required score in Year 1, they will retake the screening at the end of Year 2.

Section 1

| | |
|-----|--|
| sut |  |
| yad |  |
| dop |  |
| uct |  |

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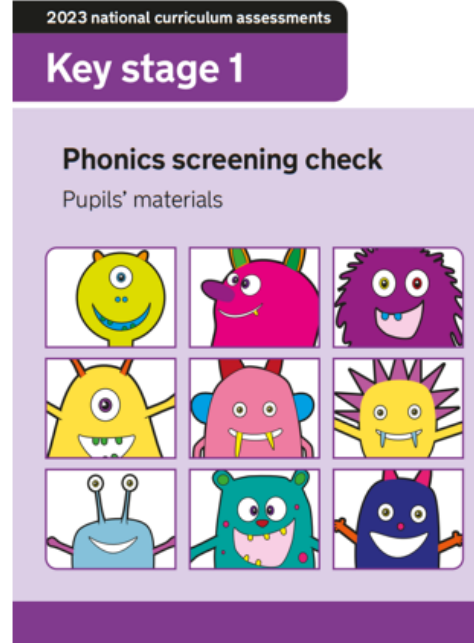
Section 1

| |
|-------|
| shop |
| yell |
| peel |
| check |

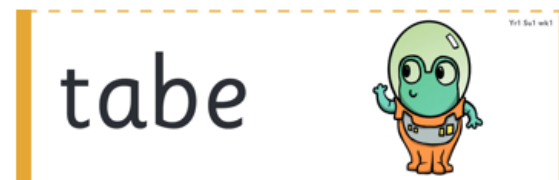
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How does the check work?

- Your child will sit with a member of staff that they know.
- They will be asked to read 40 words aloud.
- This takes just a few minutes to complete, but there is no time limit.
- If your child is struggling, the teacher will stop.
- It has been carefully designed not to be stressful for your child.



'Alien words'



- We will post a short video of 'alien words' on Seesaw
- The check will contain 20 'alien words'.
- The children will be familiar with alien words and will start to read them next term.
- Alien words assess children's decoding skills and are used in lessons for the purpose of preparing for the Phonics Screening Check **only**.
- Children cannot read these words by using their memory or known vocabulary, so they have to use their decoding skills. This is a fair way to assess their ability to decode.
- The Phonics Screening Check will be administered in June.

We will add a link on the newsletter ...

Supporting your child with phonics



Videos



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2



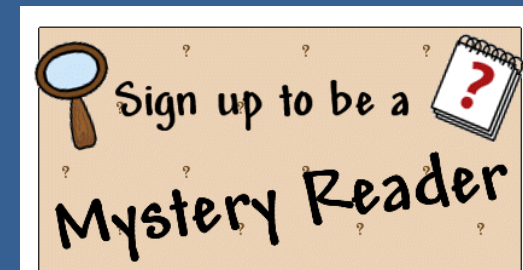
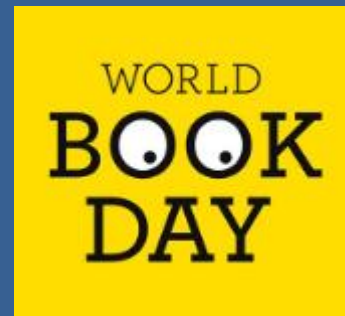
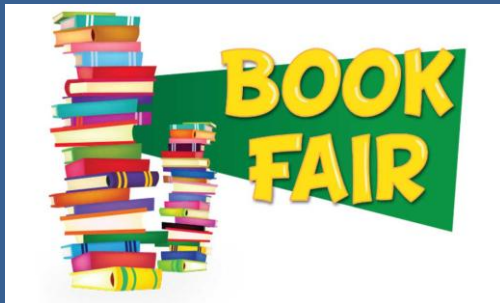
Phase 3 sounds taught in
Reception Spring 1



How to say Phase 5 sounds

Still to come this year...

- Book Fair
- World Book Day fun in March
- Get caught reading competition – Easter
- Mystery readers – please ask your class teacher 😊



Y1 and Y2 Curriculum Evening Maths

Objectives for the evening

- ▶ To see what Maths looks like in KS1
- ▶ How and what we teach in Maths
- ▶ Some ideas of how to help your child at home.

National Curriculum for Mathematics

- ▶ Focus on depth of knowledge.
- ▶ There is emphasis on problem solving and being able to apply their knowledge to unseen problems.
- ▶ Reasoning
- ▶ Fluency

Assessments

- ▶ There are NO SATS at the end of Year 2.
- ▶ We do internal assessments to track progress through school.
- ▶ In Year 1 these are informally with teacher judgement used.
- ▶ In Year 2, we combine teacher judgments from ongoing assessments of learning in lessons with a formal assessment at the mid point and end of year.
- ▶ We always tell the children they are to show us what we need to teach and that they can only do their best.
- ▶ We use these to inform planning next steps. It also helps us track gaps in knowledge across the year.

Aims of Mastery

For all children to:

- ◆ Become fluent and ‘masters’ in the fundamentals of Maths so that they are efficient in using and selecting appropriate methods.
- ◆ Solve problems by applying their Maths.
- ◆ Use mathematical language to explain their thinking.

NCETM Curriculum

- ▶ Based on research
- ▶ Covers the National Curriculum
- ▶ Supports mastery approach
- ▶ Scaffolded with a Small steps approach to moving learning forwards
- ▶ Exposure to different representations and models
- ▶ Plenty of opportunity to stretch children through reasoning and problem solving.

'Fill in the missing numbers.'

$$23 + 10 = \square$$

$$33 - 10 = \square$$

$$33 + \square = 43$$

$$\square - 10 = 33$$

$$\square + 10 = 53$$

$$53 - \square = 43$$

Dòng nǎo jīn:

- *'Jessica writes...'*

$$23 + 10 = 32$$

'Without telling her the answer, can you explain how you know she's wrong?'

- *'Fill in the missing numbers to make this equation correct.'*

$$\square + 10 = \square - 10$$

'Can you find another way? And another?'

Topics taught in blocks:

| | | | | | |
|----------|----|---|----------|----|---|
| Autumn 1 | 1 | Previous Reception experiences and counting within 100 | | | |
| | 2 | Comparison of quantities and part-whole relationships | | | |
| Autumn 2 | 3 | Numbers 0 to 5 | | | |
| | 4 | Recognise, compose, decompose and manipulate 2D and 3D shapes | | | |
| Spring 1 | 5 | Numbers 0 to 10 | Autumn 1 | 1 | Numbers 10 to 100 |
| | 6 | Additive structures | | 2 | Calculations within 20 |
| Spring 2 | 7 | Addition and subtraction facts within 10 | | 3 | Fluently add and subtract within 10 |
| | 8 | Numbers 0 to 20 | Autumn 2 | 4 | Addition and subtraction of two-digit numbers (1) |
| Summer 1 | 9 | Unitising and coin recognition | | 5 | Introduction to multiplication |
| | 10 | Position and direction | Spring 1 | 6 | Introduction to division structures |
| Summer 2 | 11 | Time | | 7 | Shape |
| | | | Spring 2 | 8 | Addition and subtraction of two-digit numbers (2) |
| | | | | 9 | Money |
| | | | Summer 1 | 10 | Fractions |
| | | | | 11 | Time |
| | | | | 12 | Position and direction |
| | | | Summer 2 | 13 | Multiplication and division – doubling, halving, quotitive and partitive division |
| | | | | 14 | Sense of measure – capacity, volume, mass |



Skills to practise:



- Counting on and back in 1s, 2s, 5s **10s**, starting not always from one.
- Recognition of odd and even numbers, counting in 2s (evens) and count in odd numbers - 1 3 5 7 9 etc
- Doubles and halves
- Quick fire questions e.g. 11, 12, ?, what is 10 less than 37?
- Children answer with **whiteboards, fans, digit cards**, not just hands up (this means every child is involved):
- Emphasis at KS1 on oral calculations - may not see pages of calculations in books.
- Always horizontal presentation of calculations
- Number facts - number bonds - which 2 numbers add up to another number. Up to and including 10. **link to teen numbers, then link to 100s.**

A Maths Session

- ▶ In Y1 and Y2 our Maths session will last for about an hour.
- ▶ The lesson is divided into 3 sections but not set in stone:
 - ▶ The Oral and Mental starter (5 - 10 mins)
 - ▶ The Main teaching session (40 mins)
 - ▶ The Plenary/Reflection (5 mins)

Starter:

- Opportunity to revisit previous skills taught
- Interactive as possible - all children involved.
- Focus on counting skills - forwards and backwards across 100 from any given number.
- Counting in 2s, 5s and 10s.
- Quick fire number facts - Importance of number bonds within 10 to support future mathematical thinking.
- Number formation - Term 1

Mathematical vocabulary

1 2 3 4 **5** 6 7 8 9 10

Maths vocabulary is introduced and revisited during the oral and mental session.

Calculation/equation/statement (Y2)

Number sentence (Y1) not just sum (adding)

tricky vocab, variety of terms to describe operations.

equals

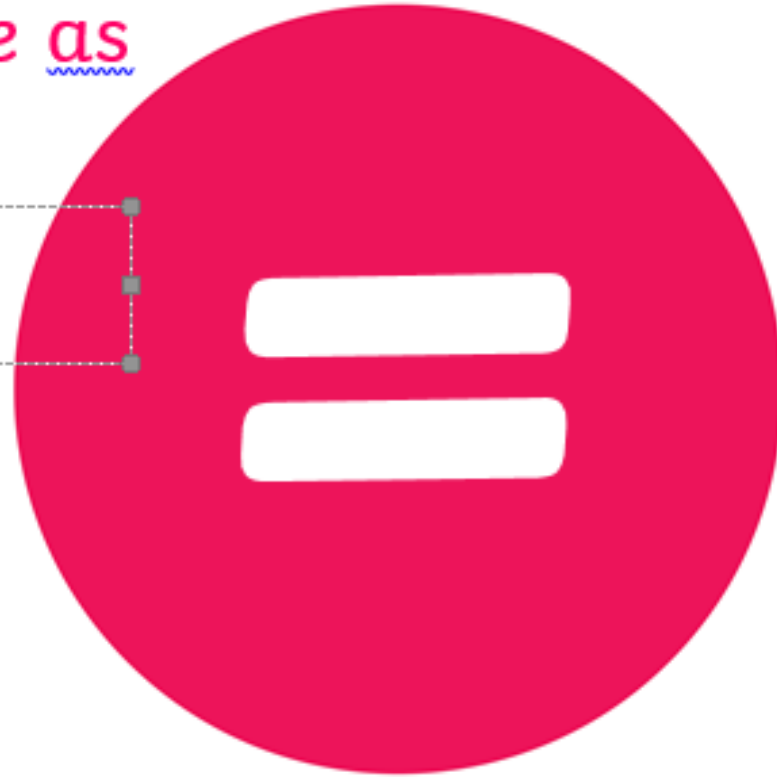
- Is the same value as

-

- Balances with

-

- Is equivalent to



Main teaching session

- ▶ New skills and knowledge, from the topic for that term, building on previous knowledge.
- ▶ Input as a class but children work on an activity, individually, in pairs or as a group.
- ▶ Activity may be recorded or it may be a practical activity.
- ▶ Problem solving activities are built into the weekly planning.

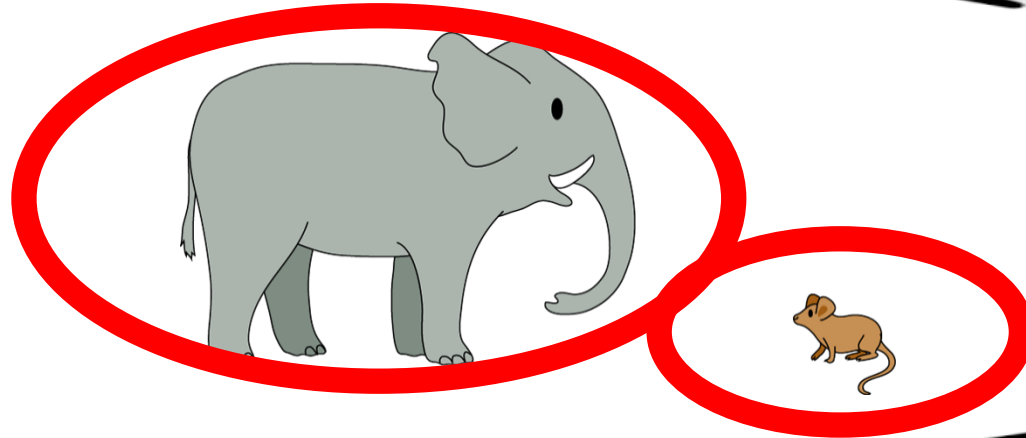
- ▶ **Practical work** - opportunity for maths talk through mathematical thinking with peers. Use apparatus - tens frames, numicon, dienes, cubes etc to visually see the maths.
- ▶ **Work on white boards** - show me, address any misconceptions.
- ▶ **Recorded work** - Gives the children the opportunity to record their understanding and provides teachers with assessment opportunities. It should show their thinking and mistakes with learning
- ▶ **Mastery - opportunities for reasoning**

Some example lessons

Can you remember the sentence stem that we practiced yesterday?



The elephant is heavier than the mouse.



The mouse is lighter than the elephant.

1

longer

shorter

taller

wider

heavier

lighter



The green snake is an the red snake.



Set is greater than set

Set A



25

Set B



9

Set C



12

LR



Set is less than set

Set A



25

Set B



9

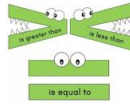
Set C



12

LR

Name:



Greater than and less than

Use $>$ or $<$

Two boxes of 4 lightbulbs Two boxes of 4 lightbulbs

Two boxes of 6 lightbulbs Two boxes of 6 lightbulbs

Two boxes of 5 lightbulbs Two boxes of 5 lightbulbs

Two boxes of 4 lightbulbs Two boxes of 4 lightbulbs

Two boxes of 4 lightbulbs Two boxes of 4 lightbulbs

4 $<$

$>$ 8

10 $>$

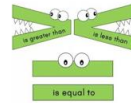
4 $>$

6 $<$

5 $>$

Name:

7.11.23



Greater than and less than

Use $>$ or $<$

3 6

4 2

7 4

2 8

8 9

3 2

13 7

26 28

30 61

14 12

25 9

19 20

15 18

11 12

LO: to add and subtract one to or from a 2-digit number crossing a tens boundary

1) Find the missing numbers.

| | | |
|--|--|--|
| a) $29 \xrightarrow{\text{one more}} \square$ $\xleftarrow{\text{one less}}$ | b) $\square \xrightarrow{\text{one more}} 40$ $\xleftarrow{\text{one less}}$ | c) $59 \xrightarrow{\text{one more}} \square$ $\xleftarrow{\text{one less}}$ |
|--|--|--|

2) How many ways can you complete the following correctly?

| | |
|---|---|
| $\square \square \begin{matrix} \xrightarrow{\text{one more}} \\ \xleftarrow{\text{one less}} \end{matrix} \square \square$ | $\square \square \begin{matrix} \xrightarrow{\text{one more}} \\ \xleftarrow{\text{one less}} \end{matrix} \square \square$ |
| $\square \square \begin{matrix} \xrightarrow{\text{one more}} \\ \xleftarrow{\text{one less}} \end{matrix} \square \square$ | $\square \square \begin{matrix} \xrightarrow{\text{one more}} \\ \xleftarrow{\text{one less}} \end{matrix} \square \square$ |
| $\square \square \begin{matrix} \xrightarrow{\text{one more}} \\ \xleftarrow{\text{one less}} \end{matrix} \square \square$ | $\square \square \begin{matrix} \xrightarrow{\text{one more}} \\ \xleftarrow{\text{one less}} \end{matrix} \square \square$ |
| $\square \square \begin{matrix} \xrightarrow{\text{one more}} \\ \xleftarrow{\text{one less}} \end{matrix} \square \square$ | $\square \square \begin{matrix} \xrightarrow{\text{one more}} \\ \xleftarrow{\text{one less}} \end{matrix} \square \square$ |
| $\square \square \begin{matrix} \xrightarrow{\text{one more}} \\ \xleftarrow{\text{one less}} \end{matrix} \square \square$ | $\square \square \begin{matrix} \xrightarrow{\text{one more}} \\ \xleftarrow{\text{one less}} \end{matrix} \square \square$ |

3) How many pairs of numbers can you find with a difference of 1.

Make a list below the number cards.

| | | | | |
|----|----|----|----|----|
| 96 | 59 | 80 | 69 | 79 |
| 89 | 60 | 49 | 94 | 50 |
| 98 | 40 | 90 | 92 | 70 |

Task B: Add and subtract one to/from a multiple of ten

Use what you know to find the missing numbers.

| | | |
|---|--|--|
| a) $\square \xleftarrow{\text{one less}} 40 \xrightarrow{\text{one more}} \square$ $\square = 40 - 1$ $40 + 1 = \square$ | b) $\square = 30 + 1$ $\square = 30 - 1$ $49 + 1 = \square$ $49 - 1 = \square$ $\square = 61 - 1$ $60 + 1 = \square$ | c) $60 = \square - 1$ $\square - 1 = 59$ $\square - 1 = 70$ $71 = \square - 1$ $80 = 79 + \square$ $80 - \square = 79$ |
|---|--|--|

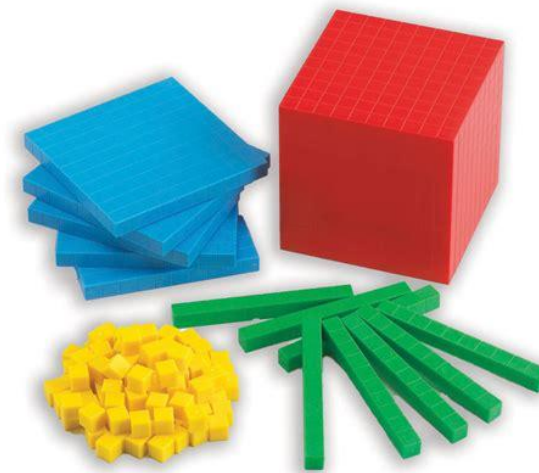
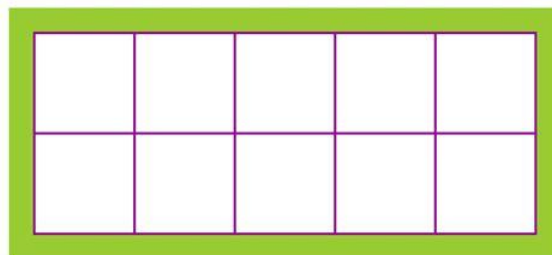
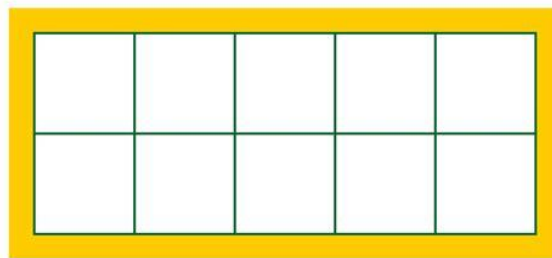
The image displays a variety of educational math manipulatives on a green background. On the left, there are four ten frames, each containing ten black dots. Below them is a larger ten frame with four red dots. In the center, the numbers 't u' and '4 5' are written in a cursive font, with two diagonal lines extending downwards from the '4' and '5'. To the right of the numbers are several blue ten frames, some of which are partially filled with blue dots. Below the blue frames are five green sticks and four yellow cubes. At the bottom center, there are two large number cards: a yellow one with the number '4' and a red one with the number '5'. To the right of these cards are several small circular tokens: three yellow ones with the number '10', three red ones with the number '1', and one red one with the number '5'.

The Plenary (5 mins)

- ▶ General summary of session.
- ▶ Final part of session when the lesson is rounded off by revisiting the learning objective, recorded or practical work discussed and any misconceptions or repeated errors are corrected.
- ▶ Work may be shown, methods of overcoming problem discussed or vocab reinforced.

Practical resources

- ▶ Tens frames
- ▶ Dienes
- ▶ Rekenrek
- ▶ Counters
- ▶ Multilink - link to Numberblocks



DoodleMaths

- ▶ Your child has been given a free account
- ▶ Should be used daily for 5/10 mins
- ▶ Success celebrated in school
- ▶ Has proven to improve children's confidence and ability in maths if used correctly (10 minutes a day)

Mathematics at KS1 to:

- Encourage creativity with numbers
- Recognise links and patterns in Maths
- Encourage children to talk about how they ‘worked it out’ - use of the open number-line.
- “I know this because.....”



How to help your child at home

Developing some new maths booklets to send home to support – calculation policy should be accessible on website but will be sent out after this.

Talk them about their learning in school

Little and often practise away from school – reading clocks, counting sheep, sharing out sweets, a few quick questions on the walk to school

Doodle maths

Dice games

Thank you for coming
this evening....

