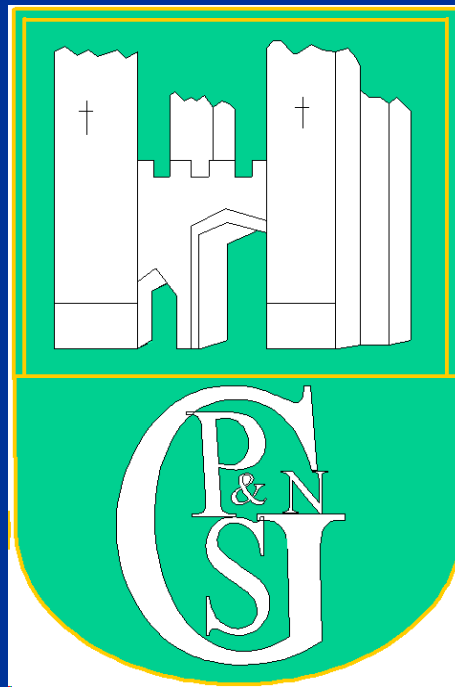


# Key Stage 1

## Parents information afternoon



Welcome

# Staff

## Year 1

1A-Mr Piper. TAs-Miss Horn, Miss Dowdeswell.

1B-Mrs Wasway. TAs-Miss Crittenden, Miss Weatherley.

1C- Miss Copping. TAs-Mrs James, Mrs White

1D-Miss Lamb. TAs-Mrs Spain, Mrs Weatherley

## Year 2

2A- Miss Able. TAs-Mrs Kimpton.

2B- Miss Beaumont. TAs-Miss Mahoney, Mr Casey

2C- Mrs Read. TAs-Mrs Papageorghiou

2D-Mrs Warr. TAs-Mrs Barton

## Attendance

- School gates open at 8:45am
- Registration at 8:50am
- School finishes at 3:10pm

## Absence

- Ring school as soon as you can.
- As a school we aim for all children to achieve 100% attendance.
- May/June (End of Key Stage 1 tests and phonics check)

# The Curriculum

- Topic work –curricular links, making links with other subjects.

(Seasons, The Great Fire of London)

- English – lead text taught through the topic-daily sessions

- Letters and Sounds- daily sessions

(Speaking and Listening through

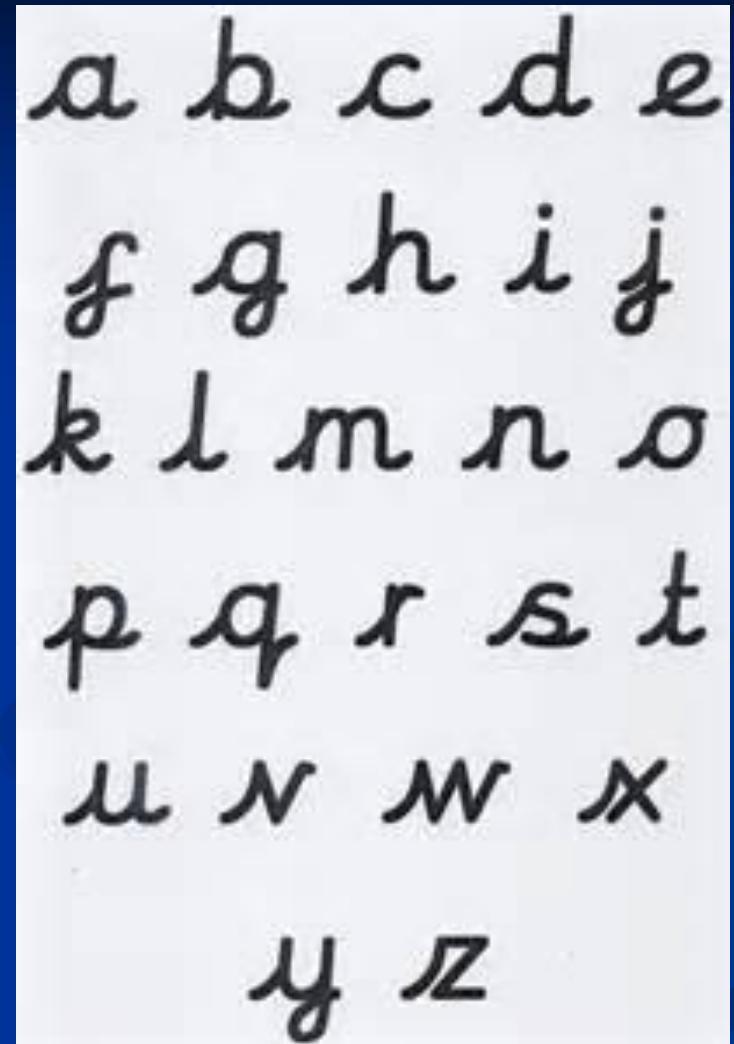
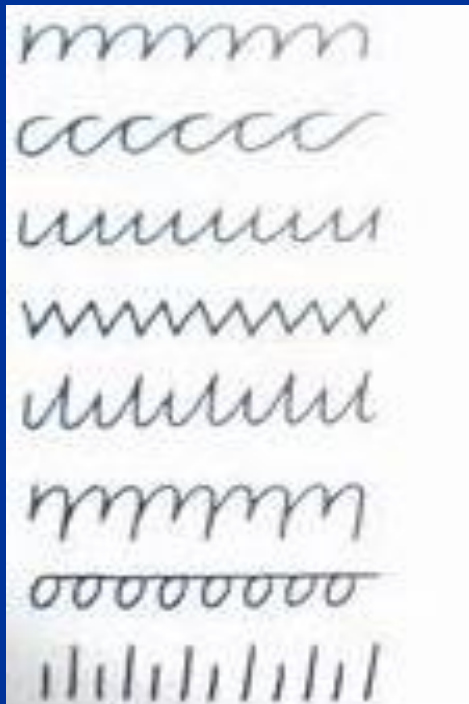
Guided Reading,

Philosophy and –building vocabulary)



# Handwriting

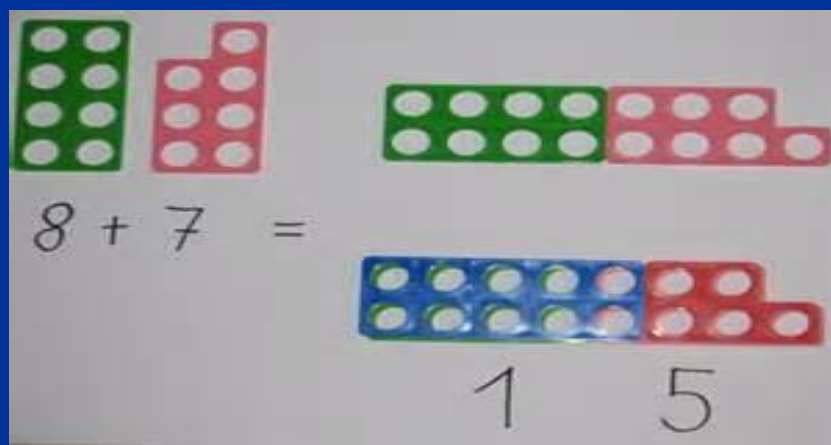
- Cursive Script and patterns.



# The Curriculum



- Maths - focus on manipulatives and the recall of facts.
- Daily sessions.



- End of Key Stage 1 SATS

## Mathematics in Year 2

During Key Stage 1, there is a big focus on developing basic number skills. That means securing a good understanding of place value, and recognising number bonds to 20. Practising these skills frequently will help children's mathematical thinking throughout school.

Number bonds are essential to the understanding of maths. Children in Year 2 learn their number bonds to 20, that is being able to quickly recall the total of any two numbers up to 20, e.g.  $5 + 9 = 14$ , rather than having to count on to find the answer.

At the end of Year 2, all children will sit the National Curriculum Tests for Key Stage 1. This will include a short arithmetic test of 15 questions, and a second paper of broader mathematics which will last around 35 minutes.

### Number and Place Value

- Recognise place value in two-digit numbers, e.g. knowing that the 1 in 17 represents 10
- Read and write numbers up to 100 as words
- Count in 2s, 3s and 5s
- Compare and order numbers up to 100
- Use the < and > symbols to represent the relative size of numbers

### Calculations

- Recall number bonds up to 20 fluently
- Add and subtract numbers mentally and using objects, including two-digit numbers
- Show that adding two numbers can be done in any order, but subtracting cannot
- Recognise that addition and subtraction are inverse operations
- Learn the multiplication and division facts for the 2x, 5x and 10x tables
- Show that multiplying two numbers can be done in any order, but dividing cannot
- Solve problems using the x and ÷ symbols

### Fractions

- Find  $\frac{1}{2}$ ,  $\frac{2}{2}$  and  $\frac{3}{2}$  of an object or set of objects
- Find the answer to simple fraction problems, such as finding  $\frac{1}{2}$  of 6

### Measurements

- Use standard units to measure length (centimetres and metres), mass (grams and kilograms), temperature (degrees Celsius) and capacity (millilitres and litres)
- Use the £ and p symbols for money amounts
- Combine numbers of coins to make a given value, for example to make 62 pence

**Parent Tip**  
Parents can always take a lead role in practical maths. Encouraging your child to help with the purchasing of small items at the newsagent, or measuring themselves and others, is a great way to start exploring number relationships.



# The Curriculum

- Trips- Each year group will have a main trip (topic linked). We will keep you informed once this is confirmed.

## ■ Extra-Curricular

We have a broad range of clubs at school. These change termly. Some have a small charge to cover the cost of external providers.

# Expectations

The new way in which the Government has asked pupils to be assessed in reading, writing, speaking and listening, maths and science.

- **Emerging**-working towards
- **Expected**-working at
- **Exceeding**- working above



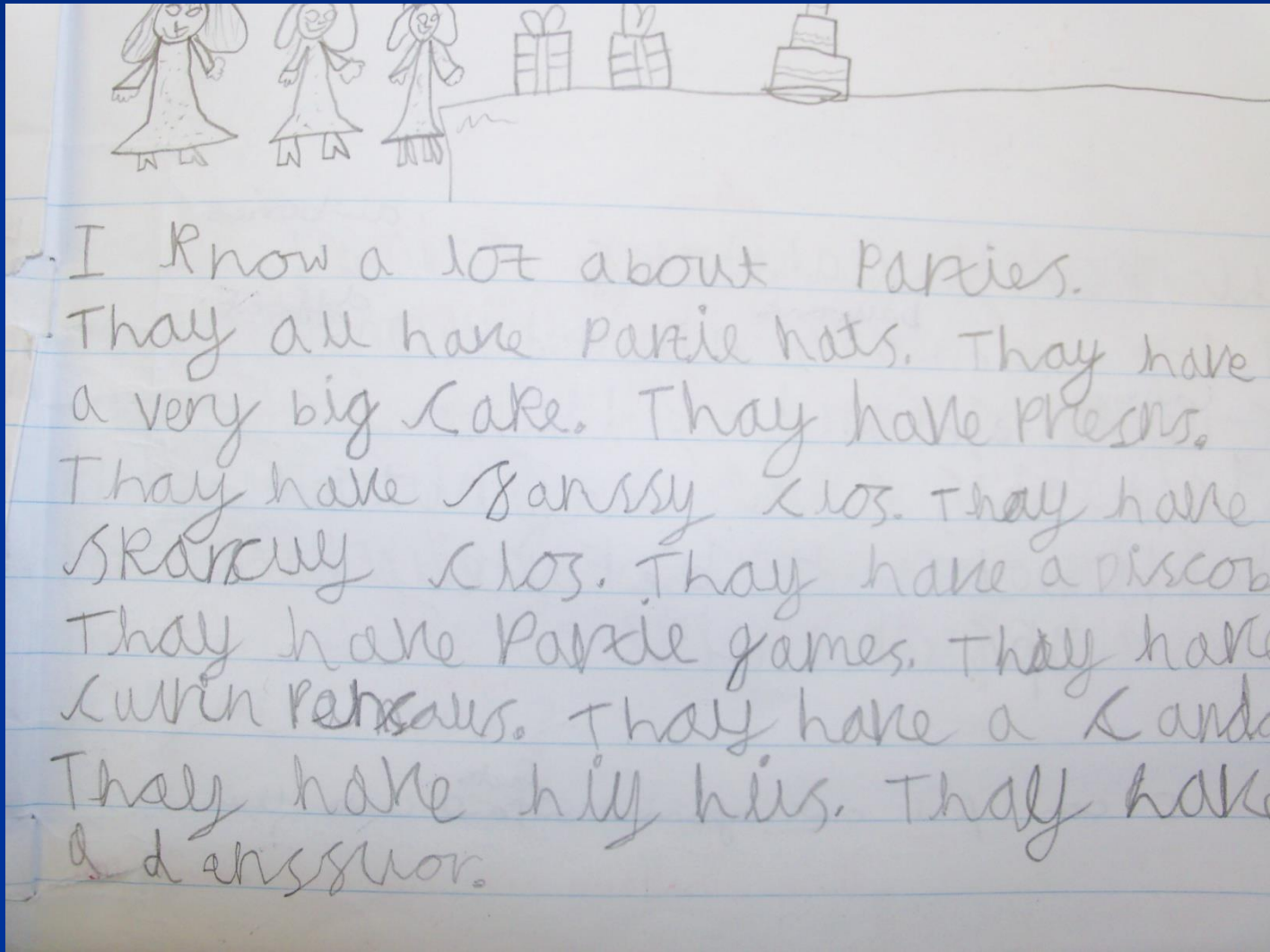
# Expectations

At the end of year 1 children working at the National expected level will be at Year 1 Expected. (Green area)

Year 2 Garlinge Progress grids – 6 steps														
READING														
____% of children on track to make expected standard      ____% of children on track to exceed expected standard														
	Below	Y1 Emerging		Y1 Expected		Y1 Exceeding		Below on track/ On track/ Above on track to make expected standard						
								Y2 Emerging		Y2 Expected		Y2 Exceeding		Above
		4	5	6	7	8	9	10	11	12	13	14	15	
July 15	(3) CHILD A	CHILD B CHILD C	CHILD D CHILD E CHILD F CHILD G	CHILD H CHILD I CHILD J CHILD K	CHILD L CHILD M CHILD N CHILD O CHILD P CHILD Q	CHILD R CHILD S CHILD T CHILD U	CHILD V CHILD W							
End T1														
End T2														
End T3														
End T4														
End T5														
End T6														
	Below	Y1 Emerging		Y1 Expected		Y1 Exceeding								
								Y2 Emerging		Y2 Expected		Y2 Exceeding		Above
		4	5	6	7	8	9	10	11	12	13	14	15	
Target														

At the end of year 2 children working at the National expected level will be at Year 2 Expected.

This work is from a child who is  
working at the age expected level  
at the end of Year 1



I know a lot about parties.  
They all have party hats. They have  
a very big cake. They have presents.  
They have games. They have  
skipping rope. They have a disco.  
They have party games. They have  
cubin pens. They have a candle.  
They have big kids. They have  
a dance.

# This work is from a child who is working at the age expected level at the end of Year 2

Thursday 24th March  
1. L.L. To write a report.  
Polar bears Polar bear  
What do they look like?  
polar bears have lots of fur but their fur is four fingers deep. Every polar bear is the largest ice animal. Polar bears have lots of fur to keep them warm in the arctics. Male polar bears can grow ten feet tall and way over 1400 pounds.  
Where do they live?  
Polar bears live in icy and cold arctics. Polar Bears live in cold places. They can be found in the U.S. Alaska, Canada, Catching food? Russia Denmark Greenland  
Polar bears also eat seals.

An example of a text that a child at the expected year 1 would be reading.



The magic took them back in time to  
a street on a foggy day.  
A boy was standing under a gas lamp.  
He looked at the children in surprise.



An example of a text that a child at the expected year 2 would be reading.







The Garden Centre was behind the Supermarket. Some of the plants were in big greenhouses. Others were in the open air. There were trees and bushes, bulbs, packets of seeds, seedlings, pot plants, and lots of tomato plants.

‘You can look round and choose what you want to grow,’ said Mum. ‘There are pictures of what the flowers will look like on the seed packets.’

Kate chose some poppy seeds and Jo chose lettuce and sunflower seeds.

# Phonic check at the end of year 1

## 13<sup>th</sup> June 2016

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

<http://www.letters-and-sounds.com/>

<http://www.phonicsplay.co.uk/>

# End of Key Stage 1 Tests

- Most children take a test in Year 2 which is used to help the class teacher decide a level for the child.

These consist of;

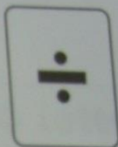
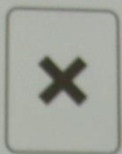
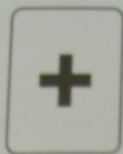
- Maths tests-arithmetic, reasoning
- Reading comprehension-text and questions combined, challenging paper
- SPAG tests-separate spelling test

# Key stage 1

## Mathematics

### Paper 1: arithmetic

Look at these signs.



Write the missing sign in each box.

25

18 = 7

10

2 = 20

8

4 = 2

20

$86 - 21 =$

21

$\frac{1}{2}$  of 30 =

6

$39 - 8 =$



23

Amy writes an answer to the calculation below.

$$57 - 31 = \boxed{26}$$

Now write an addition **to check Amy's answer**.

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



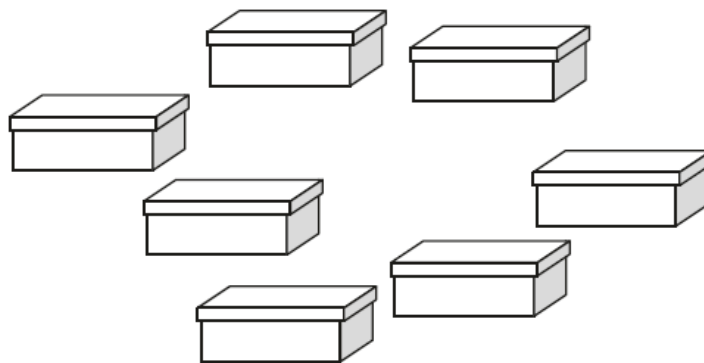
# Mathematics

## Paper 2: reasoning

National curriculum tests

# Key stage 1

7



Sita puts **2** shoes in each of these boxes.

How many shoes are there altogether?

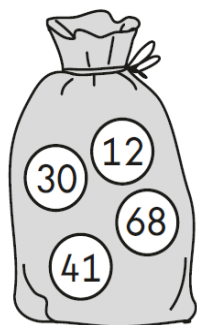
shoes



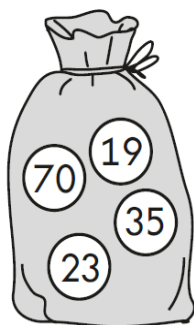
## Key stage 1

Mathematics  
Paper 2: reasoning12 Two of the numbers are in the **wrong** bag.

Draw a cross (X) on each of them.



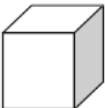
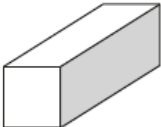
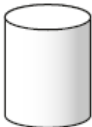
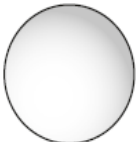
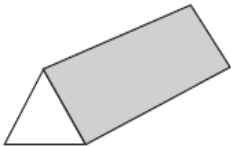
even numbers



odd numbers

14 One shape is in the **wrong** place on the sorting grid.

Draw a cross (X) on it.

Shapes <b>with</b> a square face	Shapes <b>without</b> a square face
  	 



words	digits
thirty-eight	38
	40
ninety-four	



# Key stage 1

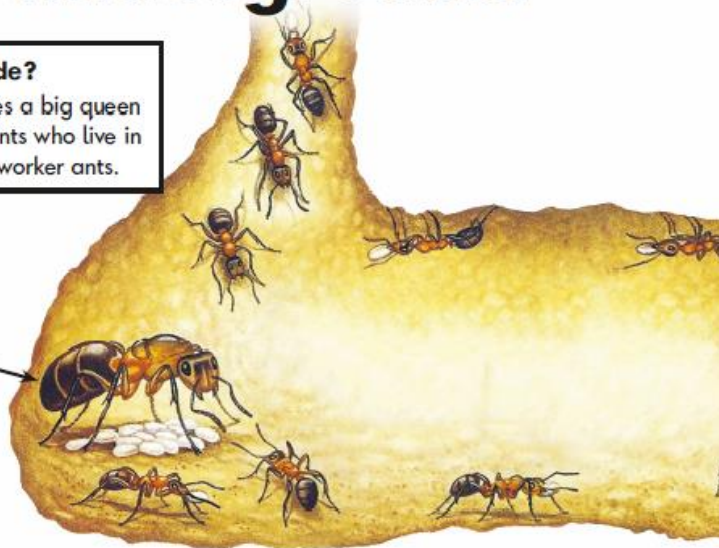
## Ants underground

### Who lives inside?

Inside the nest lives a big queen ant. Most of the ants who live in the nest are busy worker ants.

### Queen ant

The queen ant spends all her time laying eggs.



1 Which word in the text describes what worker ants are like?

Tick **one**.

sleepy

☐

noisy

☐

busy

☐

fast

☐☐

# English reading

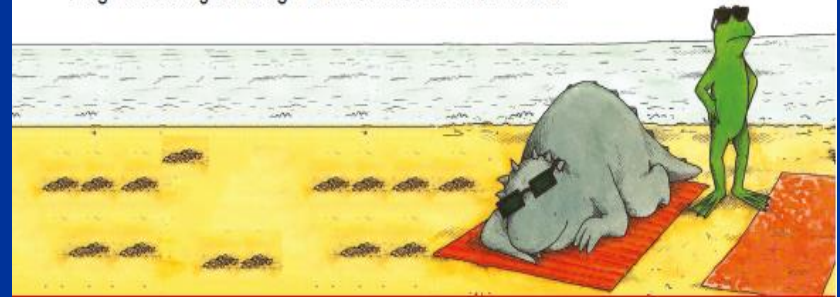
## Monster and Frog at Sea

One hot sunny day Monster and Frog went to the seaside.

Monster lay on the sand, sunbathing. But Frog was bored and restless.

"If we had a boat," said Frog, "we could sail away to sea and have an adventure. We could be explorers!"

Frog was always looking for adventure. Monster wasn't.



### Practice questions

c What kind of day was it?

Tick **one**.

cloudy

☐

sunny

☐

cold

☐

wet

☐☐

# Key stage 1

## English grammar, punctuation and spelling

### Paper 1: spelling

**17.** A rose \_\_\_\_\_ fell to the ground.

☐

**18.** I saw a beautiful \_\_\_\_\_.

☐

**19.** The school garden is a \_\_\_\_\_ place to sit.

☐

**20.** Susan had a large collection of \_\_\_\_\_.

☐

**END OF SPELLING TEST**

# Key stage 1

## English grammar, punctuation and spelling Paper 2: questions

### Practice questions

- a** Tick the word that completes the sentence.

We were \_\_\_\_\_ on our projects.

Tick **one**.

worked

☐

works

☐

working

☐

work

☐

- 4** Draw lines to match the groups of words that have the same meaning.

One has been done for you.

I will

it's

you have

I'll

it is

didn't

did not

you've

- 1** Write the missing punctuation mark to complete the sentence below.

Can you play my favourite tune

# How can you help?

- Reading (daily, questioning) (Parents/Carers need to sign record book to get it changed)
- Spellings/ reading, phonics and blue word books
- Mathematics (number bonds, times-tables, money, time and measurement)
- Home-School learning book
- Learning in everyday life
- Key facts about themselves

# Keeping to the rules

- Rewards for good choices –class rewards, team awards and whole school presentations.
  
- Consequences of poor choices
  - Verbal reminder
  - Visual reminder
  - Time out in a partner class (5 minutes)
  - Detention table
  - Involvement of senior staff/ parents contacted



# Keeping Healthy at Garlinge

- ‘Healthy School’ status
- School meals
- Fruit and milk
- Water
- Healthy lunch boxes
- Winter weather

**Did you know...**  
**We have a school milk scheme!**

**Why school milk is great!**

**PERFECT PORTION**  
Children receive the ideal serving of fresh, chilled milk delivered to their classroom.

**HEALTH**  
School milk contains essential nutrients including calcium, protein and vitamins to help children grow healthy and strong.

**BRAIN FUNCTION**  
School milk is excellent for hydration, supporting brain function including concentration, memory and creativity.

**Interaction**  
Taking five minutes to drink school milk provides important social time for children.

An infographic titled 'Did you know... We have a school milk scheme!' and 'Why school milk is great!'. It features four main sections: 'PERFECT PORTION' with an illustration of a milk carton, 'HEALTH' with a cartoon boy showing his skeleton, 'BRAIN FUNCTION' with a brain and a lightbulb, and 'Interaction' with a group of children sitting around a table. Dashed lines connect these sections in a circular path.



# P.E Curriculum

- PE kit – 2 hours per week.
- White t-shirt & black (dark) shorts.
- Plimsolls or bare feet – indoor PE.
- Trainers – jogging bottoms / sweatshirt – outdoor PE.
- Clearly label all clothing.
- Earrings and jewellery must be removed and long hair tied back.

# PE days

## Year 1

- 1A –Mr Piper - Tuesday and Thursday
- 1B –Mrs Wasway – Thursday and Friday
- 1C –Miss Copping – Wednesday and Thursday
- 1D- Miss Lamb- Monday and Thursday

## Year 2

- 2A –Miss Able - Thursday and Friday
- 2B –Miss Beaumont - Wednesday and Friday.
- 2C- Miss Read – Tuesday and Friday.
- 2D-Mrs Warr- Monday and Tuesday

# Communicating With Parents

Newsletters will be sent home at the start of each term.

- There will also be additional information available on the school website. Here, there is also a child zone where your child can access fun games and learning activities. [www.garlingeprimary.co.uk](http://www.garlingeprimary.co.uk)
- We will keep you informed of relevant dates for the diary so please keep a note of these.
- Parent evenings will also keep you informed.
- If you have any concerns regarding your child you can book an appointment to see your child's teacher.

# Useful websites

<http://www.education.gov.uk/>

<httpwww.garlingeprimary.co.uk/>

# Questions?

