



KS1 Parent Information Meeting

Sunday 31st August

Aim of the meeting

- To update parents on the key information, curriculum expectations, curriculum delivery, inclusion, assessment, enrichment, well being and various other aspects of school life.
- To encourage parents to collaborate with school to maximise their child's potential and enhance his/her overall development and achievements.



Timings and routines

Registration 08.00 – 08.15

Lessons begin at 08.15

First break 09.45 – 10.15

Second break 12.15-12.45

End of day 14.30

End of day on Tuesdays 12.15

The Curriculum

- As outlined by the national curriculum, primary education is divided into key stages (KS)
- Key Stage-1 covers children between the ages of 5 and 7 in Years 1 and 2
- Key Stage 1 marks a shift from EYFS to more subject-specific learning.
- Key Stage 1 covers **all compulsory** national curriculum subjects.
- At the end of Year 2 (when KS1 finishes) teachers ensure all students' abilities are assessed against the curriculum expectations in the areas of knowledge, understanding, application and skills.

Our Curriculum

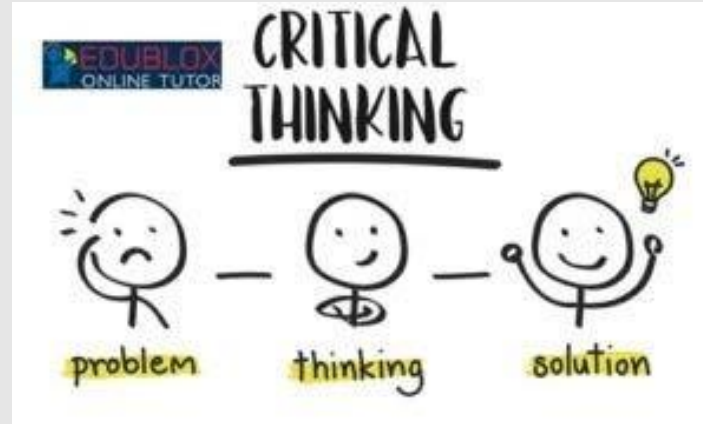
- Arabic
- English
- Mathematics
- Science
- Humanities- History and Geography
- ICT (Computing)
- Music
- Physical Education
- Art and DT

Our approach

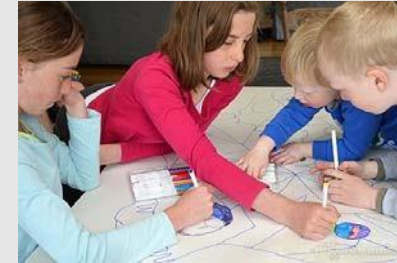
Hands-on learning



Critical-thinking



Collaboration
and discussion



Concept Application to real
situations



Problem-solving



Research



Curriculum Overview – Year 1

Year 1 is a transition year –transition from the FS to KS-1 -A big step for both children and their parents

Variety of ways to promote learning in Year 1- experiencing, exploring, listening, sharing, discovering, roleplaying and constructing

More structured school day

Phonics

- Students will continue to expand on their knowledge of phonics.
- Phonics lessons are fun which involve games and tasks.
- They will learn tricky words, spelling rules and how to sound out and blend to aid them with their reading and writing.
- They are encouraged to 'have a go' at spelling when writing independently, by phonetically sounding out words.
- As the weeks go by, they will learn the correct sounds to replace those guesses.
- At the end of Year 1 students have their phonics skills checked.
- This involves reading 40 words to their teacher. Half the words are real and half are made up. The test allows teachers to see how well children can read and how they pronounce different combinations of letters.

Topic Time: Topics and stories

- Students learn English through all sorts of wonderful stories and they will also act out stories that may be familiar to you at home.
- They plan and write their own wonderful creative stories, design posters and leaflets.
- They learn to write in sentences and to use exciting language — all while improving their handwriting.

Math skills (Mathematics Lesson and Maths & Movement Lessons)

- Math lessons are enjoyable, with plenty of hands-on activities.
- Year 1 students will count with objects and work in groups to explore shapes and pattern.
- Now that they are using numbers over 20, they learn to count forwards, backwards, in 2s, 5s, 10s, 20s, and they will double and halve.

4. Scientific skills

- Learning in science happens indoors and outdoors
- Students learn through exploration, observation, critical thinking, collaboration, research, real-life application and problem-solving
- Area of focus in scientific skills in year 1 include:
 - use of scientific vocabulary
 - ask simple questions
 - identify, group and classify
 - compare and identify similarities and differences
 - answer questions by research

Year 2

- The final year of Key Stage 1 will see students being encouraged to work more independently.

At this age, most students will have improved:

- their ability to coordinate movement
- their language/speech will be increasingly complex and grammatically correct
- Learning becomes more advanced

1. Developing literacy skills and grammar

- In English, Year 2 students will continue to work on the phonics they started in Year 1, aiming to read words by sight without having to sound them out.
- They will focus on:
 - spelling patterns and rules, and begin to apply those in their writing
 - possessive apostrophe, homophones, and near-homophones and suffixes
 - handwriting- forming letters correctly, learn which letters are to be joined and make letters a consistent size
 - writing for a range of purposes including stories, poetry and real events.
 - spot the following terms in their reading and apply them in their writing:

Noun, adjective, adverb, suffix, subordination, noun phrase, past tense, present tense, statement, question, exclamation, command, capital letter, full stop, question mark, exclamation mark, compound sentence, and expanded noun phrase.

2. Mathematics

- Year 2 focuses on the 2, 5, and 10 times tables
- One-step problems involving multiplication and division using concrete objects, pictorial representations
- Add and subtract with two-digit and one-digit numbers
- Fractions- $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$ of a shape or a quantity of objects
- Measures, including weight, capacity, and length, and tell the time to five minutes
- Properties of 2D and 3D shapes, data-handling methods such as bar charts and pictograms.

3. Science

- Hands-on approach to learning
- Topics covered- living things and their habitats, plants, animals, and uses of everyday materials
- They will also learn how to work scientifically, how to observe closely, and how to record their observations
- They will learn how to use simple equipment to observe closely including changes over time
- They will learn how to perform simple comparative tests.

- Some of activities relate to Humanities, PE, ICT and Art & Design and :
 - experiments (Science) product design (Design Technology)
 - learning the history of things (history) and about the local area we live in (geography)
 - dancing, playing games and using PE equipment's (PE)
 - painting, drawing and more creative processes (Art and Design)
- We also develop their social skills and empathy for each other during registration time, regular lessons and Moral Education lessons

Reading in Key Stage 1

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Reading age	Provision
Reading age is 'well above' or 'above' the child's chronological age. WA and A	<u>Fluency</u> To be heard read organically through the wider curriculum/ sharing of work. These children could possibly become a <u>reading buddy</u> with another member of the class. <u>Comprehension</u> Extension task within every comprehension lesson.
Reading age is at the 'expected' level, i.e. it is the same as the child's chronological age. E	<u>Fluency</u> To be heard read once a week (with the T). <u>Comprehension</u> To complete the VIPERS questions within the comprehension lesson.
Reading age is 'below' the child's chronological age. B	<u>Fluency</u> To be heard read 2 times a week (one with the T) <u>Comprehension</u> If possible, to have the T/TA to support to complete the VIPERS questions within comprehension lessons. If independent the children are to complete retrieval questions.
The reading age is 'Well Below' the chronological age. WB	<u>Fluency</u> To be heard read 3 times a week (at least once with a teacher). <u>Comprehension</u> Children have scaffolded retrieval questions to answer.

Date:	Book: Pages: (T initial)	Examples of successful decoding:	Words to revisit: (Max 3)

Measuring Success - Reading

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for at least 40+ phonemes*
- accurately read some words of 2 or more syllables that contain the same grapheme phoneme correspondences (GPCs)*
- read many common exception words*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences

Working at the expected standard

The pupil can:

- accurately read most words of 2 or more syllables
- read most words containing common suffixes*
- read most common exception words*

In age-appropriate** books, the pupil can:

- read most words accurately without overt sounding and blending, and with sufficient fluency to allow them to focus on their understanding rather than on decoding individual words***
- sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read

Measuring Success - Writing

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (such as or/and/but) and some subordination (such as when/if/that/because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at KS1 mostly correctly*
- spell most common exception words*
- add suffixes to spell most words correctly in their writing – for example: –ment, –ness, –ful, –less, –ly*
- use the diagonal and horizontal strokes needed to join some letters

Measuring Success - Maths

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones, to demonstrate an understanding of place value, though they may use structured resources – such as base 10 apparatus – to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus – for example: $23 + 5$, $46 + 20$, $16 - 5$, $88 - 30$
- recall at least four of the six* number bonds for 10 and reason about associated facts – for example: $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties – for example: triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres

Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus – for example: $48 + 35$, $72 - 17$
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships – for example: if $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $1/4$, $1/3$, $1/2$, $2/4$, $3/4$ of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given, and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking – for example: $29 + 17 = 15 + 4 + \square$ or 'Together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?'
- solve unfamiliar word problems that involve more than one step – for example: 'Which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?'
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2D and 3D shapes, using their properties – for example: that two different 2D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions

Wellbeing

Physical, social, and emotional well-being activities will continue to be integrated into every aspect of school life to develop resilience, optimism, self-confidence and a sense of belonging in our students through:

- Positive learning environment and time to reconnect with peers and teachers
- One to one or family counselling sessions & intervention and support
- Growth mindset culture and positive leadership opportunities for students.
- Student-led wellbeing initiatives that focus on physical, social, emotional and academic wellbeing.
- Unity and team spirit



Enrichment



Learning Pages



Upcoming dates

Coffee Morning – Thursday 11th September

Primary Parents' Workshop – Tuesday 16th September

Phonics Drop In sessions – Week beginning Sunday 21st September

Coffee Morning – Thursday 25th September



Any questions?