

# Welcome to Meet the Teacher.....



Key Stage One

# Welcome to our department.....



- Our department now consists of three classes:
  - Year 1-Mrs Best (Assistant Head - KS1 lead) and Mrs Flaherty
  - Year 1/2-Miss Shaw and Miss O'Rourke
  - Year 2-Miss Stirrup, Mrs Heath and Mrs Eccles.
- In the Autumn Term, this will be the set up of teaching staff due to classes being in 'bubbles'. This may be subject to change.



# September Transition

- The wellbeing of our children is of the utmost importance to us and we will be ensuring extra time is spent to settle the children into their new class.
- It is particularly important this year in light of enforced absences from school.
- We know and appreciate all the work that parents have completed with their children over lockdown but we do realise that there may be a little extra learning and consolidation needed of key skills.
- In the Autumn Term, there will be a greater emphasis on phonics, reading and maths.

# New Routines

For the safety of all children and staff, do not send your child in if they have any Covid symptoms. In children this includes tummy ache.

- Staggered start - please adhere to your time slot and leave the playground promptly. Please stay two metres apart from other families.
- Parents are not to pass the yellow line on the playground near the classroom door.
- Reduced sharing of equipment and frequent cleaning.
- Teaching Assistants working with children in specific bubbles.
- Frequent handwashing.
- Use of tissues - catch it, bin it, kill it.
- One way systems in place around school.
- Zoned playground and timetabled playtimes and lunchtimes.
- No bookbags - details of reading at home will be sent out shortly.
- ONE named water bottle
- Nothing brought in from home e.g. pictures, books, show and tell. Unless requested by the teacher as we will leave it for 72 hours.

# New Routines

As you will be unable to speak to the class teacher at the door (on either drop off or pick up) please email your class teacher with any queries.

Mrs Best - [cbest@worthingtonprimary.co.uk](mailto:cbest@worthingtonprimary.co.uk)

Miss Shaw - [eshaw@worthingtonprimary.co.uk](mailto:eshaw@worthingtonprimary.co.uk)

Miss Stirrup - [sstirrup@worthingtonprimary.co.uk](mailto:sstirrup@worthingtonprimary.co.uk)

# We Only Reach for The Highest

## Worthington Way

We are gentle-we don't hurt others

We are kind and helpful-we don't hurt anybody's feelings

We listen-we don't interrupt

We are honest-we don't cover up the truth

We work hard-we don't waste our time or others'

We look after property-we don't waste or damage things

We expect the children to follow the Worthington Way and continue to use positive praise and encouragement in our behaviour strategies. We have class rewards and use the same approach as Reception with our behaviour ladder.

# KS1 Curriculum

- Regardless of the class your child is in, your child will be following their year groups Maths and English curriculum.
- Foundation subjects are taught on a two year cycle.
- An overview of our two year cycle is on the website. We will be teaching 'Cycle One' this year. This will still be broad and balanced but has been adapted to suit the current catch up plan.
- All classes will be working on the same topic but with slight differences appropriate to their age. A two year cycle ensures all the children will cover everything regardless of which class they are in in the two years of Key Stage One.
- Each class develops the overview into their own topic web - again these are on the website.
- <http://worthington-primary.trafford.sch.uk/>


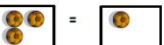





# Maths

In maths we develop the children's fluency, reasoning and problem-solving skills in the age appropriate learning objectives. National Curriculum objectives are available on the school website and on our half termly topic webs.

As teachers we use the White Rose Maths schemes of learning to break down the national curriculum learning objectives. Within this there is an emphasis on concrete and visual resources to support the children's mathematical development.

- Calculation Policy - we have been working on the school calculation policy which can be found on the school website under policies. This reinforces the concrete, visual and abstract.

- We make maths fun, practical and meaningful.

Addition	Vocabulary NB: Hundreds/Tens/Ones	number bonds, number line, add, more, plus, make, sum, total, altogether, double, how many more?, column addition, partition, counting on, efficient method, order of operations, increase	
Objective and Strategies	Concrete	Pictorial	Abstract
<p>Introduction of the = sign/develop understanding of 'equals'.</p>	<p>Introduce the = sign and start with examples like <math>5 = 5</math> using different objects.</p>  <p>Use a balance to illustrate.</p>	<p>Use the = sign in different places in pictorial problems – sometimes have the total box at the beginning.</p> <p>For example, draw how many more you need to make the sets equal.</p> 	<p>Use the = sign in different places. For example <math>3 = 2 + 1</math> <math>1 + 2 = 3</math> – throughout EY-KS1 and KS2.</p> <p>- missing number problems are introduced in Year 1. For example, <math>3 + ? = 5</math></p>
<p>Combining two or more parts to make a 'whole'.</p> <p>Horizontal recording of an addition calculation.</p>	<p>Use different objects – toys/cubes/stones/shells etc. to combine two or more groups and develop the language of addition e.g. how many more? / How many altogether? / What is my total? Place the = sign in different places.</p>  <p><math>5 + 1 = 6</math></p> <p>start to relate to the calculation</p>  <p><math>3 + 2 = 5</math></p> <p>Missing number problems –</p>  <p>6 and how many more make 10? <math>6 + \square = 10</math></p> <p>Children count out 6 cubes – how many more do I need to have 10 in total?</p>	<p>Word problems e.g. 'You have five apples and I have three apples. How many apples altogether?'</p>  <p>Initially, record how many in each set, then complete the calculation. Children/adult draw the apples.</p>  <p><math>3 + 2 =</math></p> <p>Draw 6 circles – how many more do I need to make 10?</p>	<p>Word problems e.g. 'You have five apples and I have three apples. How many apples altogether?'</p> <p>Introduce the symbols</p> <p><math>3 + 2 =</math></p> <p>Note: children can still draw their own pictures if needed or use fingers – but will count all objects.</p> <p>Matching games / loop games.</p> <p>Missing number problems solved using fingers.</p>



# Phonics - letters and sounds

- In Key Stage One we continue to build on the phonics the children have been taught in Early Years.
- We follow the governments 'Letters and Sounds programme and fit the Year One and Year Two spelling requirements within our planning.



Children progress at different rates and work at a level appropriate to their learning. We use our highly trained TA's to help us deliver the programme as we do move the children around depending on their needs. This year this will be limited due to Covid, however, we will still be using our TA's to support the children's learning.

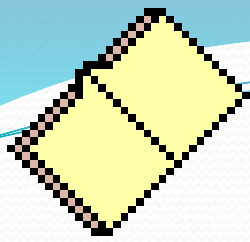
- Letters and Sounds is a systematic, high-quality programme. It has pace - it takes place at least 4 times a week for half an hour; it follows a similar pattern every day to ensure it is systematic and it is multi-sensory - so we play games; sing songs; use whiteboards.
- Letters and Sounds is continually reinforced in the classroom - guided reading; in writing tasks - word banks; encouraging children to sound out words etc. This allows the children to apply and consolidate their learning.



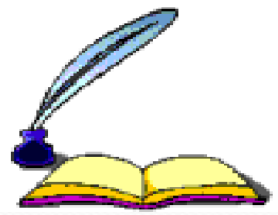
# Reading



- Guided reading is teacher-led reading at a level beyond your child's independent reading level to challenge and develop their fluency and understanding of a variety of texts. The children will complete two guided reading sessions a week until they reach a certain book band when a session is dropped and more formal reading comprehensions are introduced.
- The children will have an individual reading book in their tray to develop their independent reading and fluency.
- We will be using oxford owl for reading at home and more details will be sent out shortly. If you want your child to read more than this please get them to read their own books/ go to the library - it's so important that children read real books as well as reading scheme books; it broadens their reading skills and understanding of books tremendously.
- Reading happens all the time in a classroom - we ask the children to do shared reading of the big books at the beginning of the lesson; read labels around the classroom; use reading worksheets or word banks which help when the children are doing their work.
- The children will have the opportunity to change their reading books in their tray every week.



# Writing



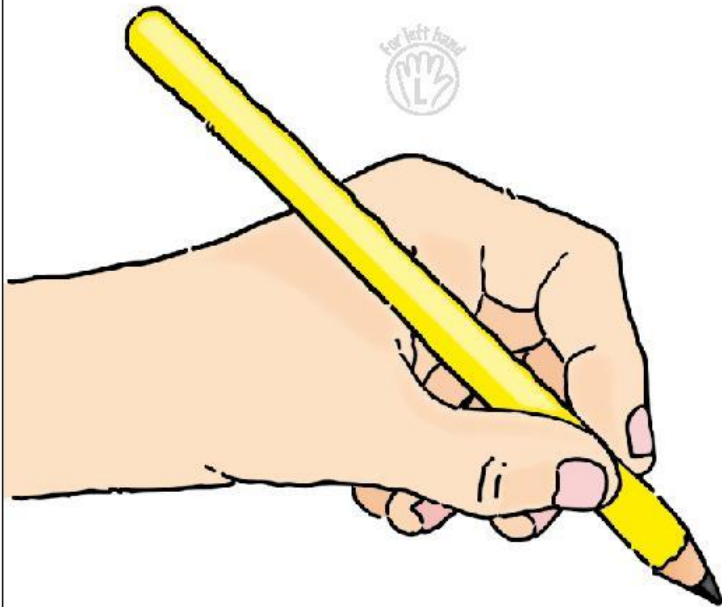
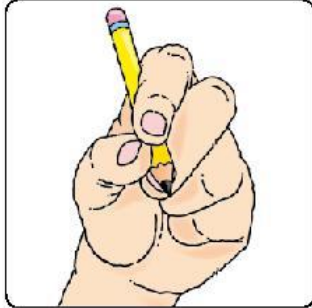
- Year 1 writing- this is a big step in Year 1 for some children to begin writing independently. We encourage the children to have a go at writing by themselves. They will sound out words and use word banks and sound mats to help them. In Year 1 we also look at sentence structure, punctuation, vocabulary choices.
- Year 2 writing- The children will be encouraged to write independently. They will need to make attempts at spelling unfamiliar words using their phonic knowledge and use resources such as dictionaries, word banks and begin to use a thesaurus to use a wider range of vocabulary.
- In Year 2 there is a greater emphasis on grammar and punctuation and written comprehension to supplement comprehension activities through guided reading.
- We look at different genres of text in both reading and writing - looking at their purposes and format.
- This year we will delay the start of spelling tests until after half term or as appropriate. However, spelling practise will be a daily task in the classroom.
- Please continue to focus on the children's handwriting and letter formation.

# Good Pencil Grip



## What makes it easier?

- Big pieces of paper.
- Big crayons, brushes and markers (larger tools ensure children use the right muscles and hand and finger position for the activity and are less likely to adopt incorrect grasps to control the tool).
- Use thick outlines.



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

# Homework

**Reading at Home** - the children are expected to read daily. This only needs to be ten/fifteen minutes a day but it is important it is regular to build up fluency. Details of on-line reading books will be sent home in the next week.

**Spellings** - these are linked to their letters and sounds and you will receive individual information about these. We will begin these later in the term.

**Project** - These are topic related and the focus varies to support all types of learning and interests. There will be one a term and the children will be asked to share them virtually this year.

**Edmodo** - Work to support your child's learning will be set using Edmodo. Instructions will be sent out over the next few weeks on how this will work. This will also be a vehicle for sharing work if we were to go into lockdown SO IT IS VERY IMPORTANT that you join. Individual letters were sent out on 1.9.20 for each class' log on. If you haven't received this letter please phone the school office.

# Assessment in Year 1

The children are continually assessed in a variety of ways throughout the school year to inform our planning and teaching.

We do begin to develop a more structured approach in year 1 to assessment in the form of tasks or activities which are all completed in a very reassuring way.

- End of term checks
- Spelling tests
- Phonics screening

# Assessment in Year 2

The children are continually assessed in a variety of ways throughout the school year to inform our planning and teaching.

- In year 2 we do complete the end of KS1 assessments known as SATs. You will receive more information as the year goes by about these as we receive confirmation of the governments plans this year. They will take place during the month of May; however, the tests are devised to support the ongoing teacher assessment in the form of:
  - End of term checks
  - Spelling tests
  - We hold a meeting in February about end of year 2 assessments.

# PE

PE ~ On PE day, your child will need to come to school dressed in full PE kits and they will remain in them throughout the day.

- Blue tracksuit
- White t-shirt
- Trainers
- No earrings.

All PE will be outside

Year 1 - Monday

Year 1/2 - Wednesday

Year 2 - Wednesday