

Welcome to Pine Class





Meet The Team



Miss Cole
Class Teacher
Monday-Friday



Miss Cottrell
(1:1 support)
Teaching Assistant
Monday-Friday am



Mr Davis
(interventions/reading)
Teaching Assistant
Monday-Friday pm



Mrs Williams
(PPA Cover)
HLTA Teaching Assistant
Family link worker
Tuesday afternoon



Miss Day
(ECT cover)
HLTA teaching assistant
ELSA
Thursday afternoon
fortnightly



A typical day in Pine class?

	Monday	Tuesday	Wednesday	Thursday	Friday
					Change books/homework
8.45 – 9:10	Arithmetic <i>Precision phonics 9:05-9:20</i>	Arithmetic <i>Precision phonics 9:05-9:20</i>	Arithmetic <i>Precision phonics 9:05-9:20</i>	Arithmetic <i>Precision phonics 9:05-9:20</i>	Arithmetic <i>Precision phonics 9:05-9:20</i>
9:10-9:30	Phonics	Phonics	Phonics	Phonics	CEW words
9:30 -10:30	Maths 1:1/group work	Maths 1:1/group work	Maths 1:1/group work	Maths 1:1/group work	Maths 1:1/group work
10.30-10.45	Break time				
10:45-11:15	Fluency read <i>Bucket</i>	Whole School assembly <i>Guided reading Target practice books Bucket</i>	Whole School assembly <i>Guided reading Target practice books Bucket</i>	Whole School assembly <i>Guided reading Target practice books Bucket</i>	Fluency read <i>Bucket (SALT interventions)</i>
11:15-12:00	PE <i>(SALT interventions) Priority reads</i>	English 1:1/group work	English 1:1/group work	English 1:1/group work	English 1:1/group work
12:00-12:15		Number sense	Number sense	Number sense	Number sense
12.15 – 1.15	Lunch time				
1:15-1:30	Circle time Number sense	Circle time (JIGSAW PPA cover) <i>handwriting interventions small group work/priority readers</i>	Circle time Fluency read <i>(SALT interventions)</i>	Circle time Fluency read <i>(SALT interventions)</i>	Circle time Extended read <i>(SALT intervention)</i>
1:30-2:20	PE <i>(handwriting interventions) small group work/priority readers</i>		Learning enquiry Geography/History <i>handwriting interventions small group work/priority readers</i>	Learning enquiry Science/ DT <i>handwriting interventions small group work/priority readers</i>	Computing/music <i>handwriting interventions small group work/priority readers</i>
2.20 – 2.30	Playtime				
2.30-3:20	Handwriting	Handwriting (PPA cover)	Handwriting	Handwriting	Whole School celebration assembly

- Also includes additional interventions/flexible resources for all individuals within the class



Playtimes and lunchtimes:

Morning Playtime 10:30- 10:45

Children have the choice of a healthy snack ie. fruit, cereal bars
They can also have toast and milk which is paid on ARBOR in advance

Lunchtime 12:15- 1:15

Children go into the hall at 12:15 and eat either packed lunch from home or a school hot dinner- please check the menus each day for allergen advice.

When they finish eating, they go outside and play until 1:15

Afternoon Playtime 2:20- 2:30

Children are offered fruit from the classroom or additionally adults can provide an additional healthy snack



Physical Education:

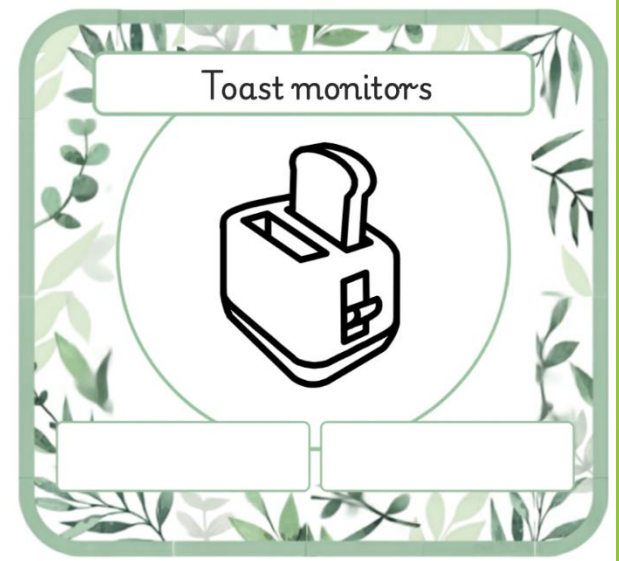
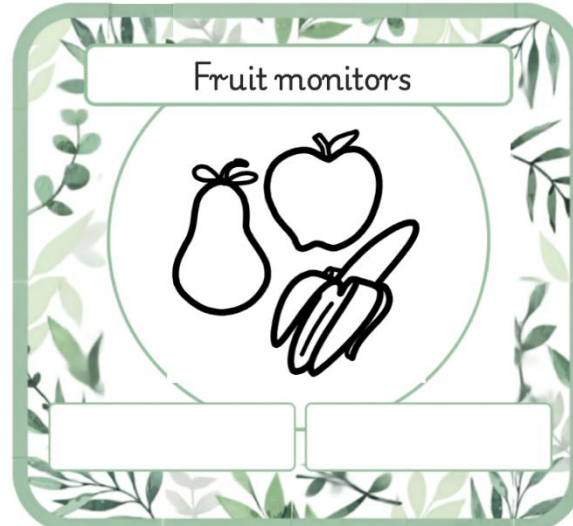
- PE day is Monday (double lesson)
- Please ensure your child has a full kit bought into school, **This must be Named and kept in school for the term!**

PE Kit:

- House colour top and black shorts.
- White trainers or black daps and socks.
- Children may wear a jumper and trousers when it is cold/rainy, but these must also be black.



Becoming independent:



- Please name your child's water bottles, jumpers, cardigans ect



Teaching and Learning

Children need to learn how to learn!

We will be continuing to encourage the children to develop the following skills:



Owl

Strategic Planning



Chameleon

Changing Learning



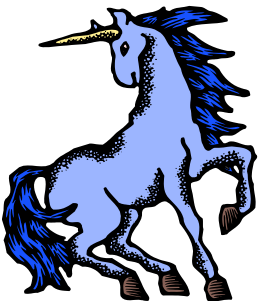
Spider

Links in Learning



Bee

Team Work



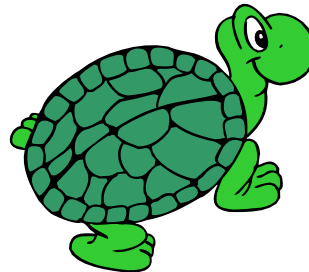
Unicorn

Creativity



Cat

Curiosity and
Questioning



Tortoise

Resilience



House Points (Dojos)



Class



Abi



Archie

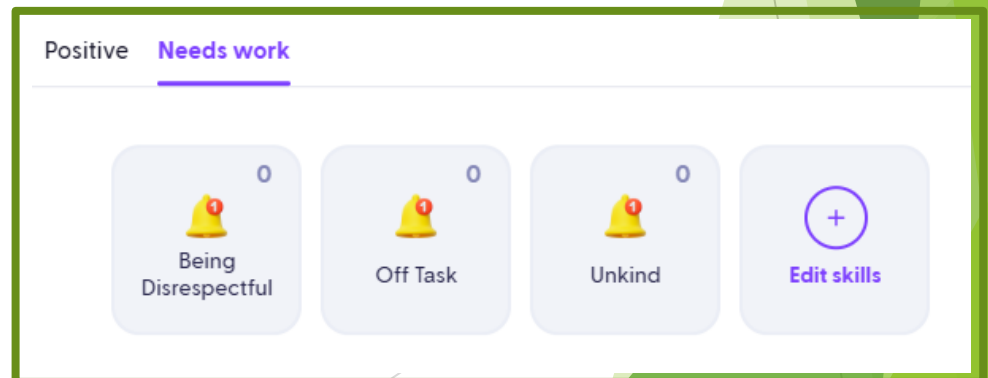
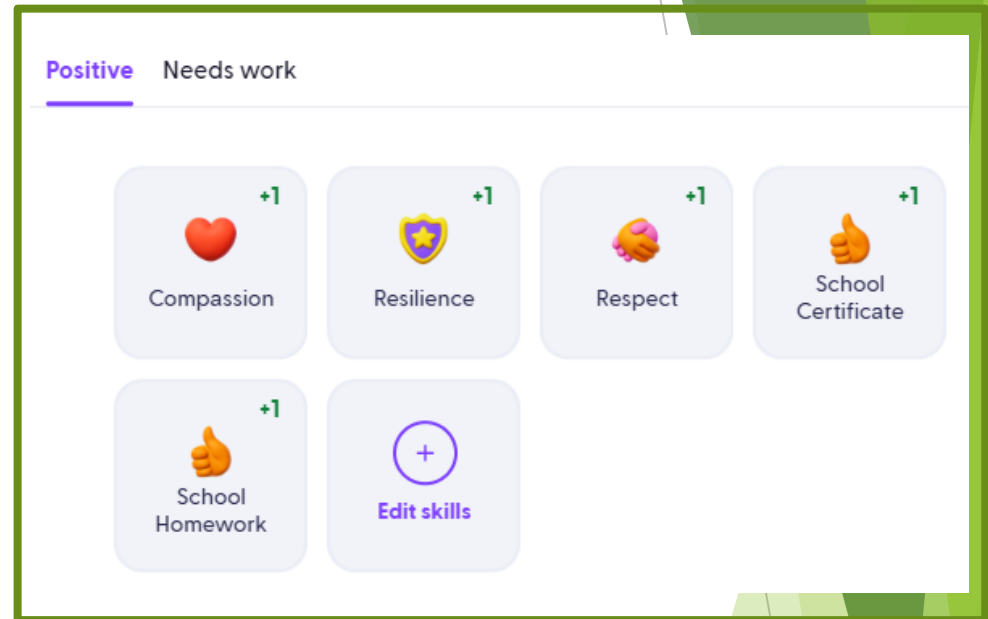


Arlo



Aurellia

- Our school behaviour principles and rules remain the same
- Points are hidden (both positive and negative dojos) This change helps avoid feelings of shame for some children
- Green Dojos (house points) are awarded for positive choices and go towards each child's individual house
- Both green and red Dojos are monitored closely by appropriate staff
- A reflection book may be used after poor behavioural choices to help children understand the real-life consequences of their actions
- Repeated poor choices lead to a check-in with a member of SLT
- Future aim: share Dojos with parents once a consistent approach across all staff is in place





Class Topics

- **Term 1:** Who was Florence Nightingale and why is she important today?
- **Term 2:** Where in the world would you go?
- **Term 3:** What was life like in a castle?
- **Term 4:** What happened during the Great Fire of London?
- **Term 5:** What's at the bottom of your garden?
- **Term 6:** Do you like to be beside the Seaside?



Curriculum Maps and Knowledge Organiser

English
 Non- Fiction Instructions for how to escape from a castle focusing on different sentence types, imperative verbs and suffixes.
 Non- chronological report about the children's knowledge of castles.
 Fiction Descriptive writing *Call me a Dragon by David Almond* focusing on adjectival nouns and expanded noun phrases- challenging to use commas in a list.

PE
Superheroes Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities, participate in team games, developing simple tactics for attacking and defending.
Twinkl game design a game for someone disabled.

Maths
Place Value count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward, recognise the place value of each digit in a two-digit number (10s, 1s), identify, represent and estimate numbers using different representations, including the number line, compare and order numbers from 0 up to 100, use >, < and = signs, read and write numbers to at least 100 in numerals and in words, use place value and number facts numerals and in words, use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
 Known facts (start known facts tasks)
Money recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
 Take part in singing songs following the tune (including with my voice to good effect, with others, using

Computing
 Use *Scratch* to create a simple story.

Music
 Take part in singing songs following the tune (including with my voice to good effect, with others, using

Science
Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, card, for different uses, compare and contrast how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
 Which material is easiest to squash? How can we classify and group different objects based on their materials? Which material is best for keeping the Queen dry?

History
Queen Victoria and Queen Elizabeth Events beyond living memory that are significant nationally or globally, the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

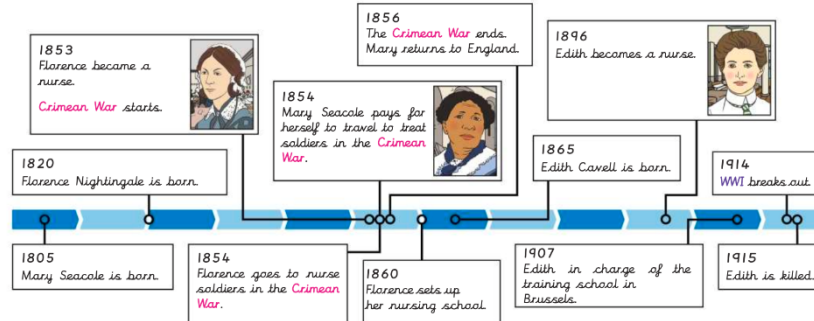
Art/D.T.
 Watercolour dragon eggs, Paul Klee "Castle and Sun", portraits of famous monarchs, clay dragon eye, moving pictures (dragons and jousting knights)
Book of Arthur Family Trees

R.E./P.S.H.E.
 Harvest
 Food hygiene- *Book of Arthur Family Trees*

What are Pine Class learning in Term 1?
 What life like ca

Significant Nurses in History

Sticky Vocabulary	
Crimean War	(1853 - 1856) A war between Russia on one side and Britain, France, the Ottoman Empire (Turkey) and Kingdom of Sardinia on the other.
WWI	(1914 - 1918) First World War or World War I.
allies	Countries that fight together against other countries. In the First World War, the allies were Britain, France, Russia and USA.
treason	The crime of betraying your country by helping the enemy.



Staying Healthy

Sticky Vocabulary

diet The food and water that an animal needs.

disease Illness or sickness.

exercise A physical activity to keep your body fit.

germs Tiny living things that can cause disease.

hygiene How we keep ourselves and the world around us healthy and stop germs spreading.

nutrition Food needed to live.

pulse The beating of the felt in your arm and wrist.

Sticky Knowledge

To stay alive, all animals have three basic needs for survival:

- air
- water
- food

To grow into a healthy adult, we must eat the right types of food in the right amount and exercise.

Eatwell Guide

6-8 a day

Water, lower fat milk and sugar-free drinks

fruit and vegetables

oil and spreads Choose unsaturated oils and use in small amounts.

dairy and alternatives

proteins

To stop germs from spreading, it is important to be hygienic.



Phonics

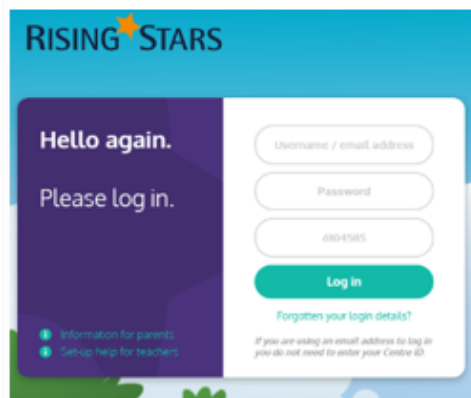
- Phonics sessions 4x a week
- Additional interventions for children that did not pass YR1 phonics assessment/recall ability
- Assessed on phonics recall (read/write) termly



Rocket Phonics eBooks

To login to Rocket Phonics eBooks please visit:

<https://my.risingstars-uk.com>



Enter username, password (found in your child's reading record)

centre ID = 6104585.

Click Reading Planet Rocket Phonics Online and find the tab 'My Books'.





Reading in school

Reading Fluency lessons x4

- Focus on increasing speed and accuracy of reading
- Introduce new ambitious vocabulary, increase prosody skills & ability
- Term 2 expectation for Year 2 is reading 60 words per minute (**Gold band 9**)

Extended read lessons x1

- Whole class read

Priority readers/Guided reading groups

- Priority readers: 3x a week read with member of staff
- Guided reading groups 1-2 times a week

Reading for Pleasure

- Children are encouraged to read for pleasure and are given opportunities throughout the week to choose a book from the book corner/ library to read.



Reading at home

Every child should be reading a school reading book at least 4 times a week at home

Coloured Book Bands:

- Your child will have 1-2 books on the colour they are reading.
- These books can be changed on a **Friday**
- They are also allowed to read books from home, and this can be recorded in their Reading Record Book.
- **(4x reads a week = 1 house point)**

Year 2 age-related expectations (assessment markers)

- Term 2: Gold band 9 (60 words per minute)
- Term 4: White band 10 (72 words per minute)
- Term 6: Lime band 11 (90 words per minute)

Pink	4 – 5	Recept
Red	4 – 5	Recept
Yellow	5 – 6	Year 1
Blue	5 – 6	Year 1
Green	5 – 6	Year 1
Orange	6 – 7	Year 2
Turquoise	6 – 7	Year 2
Purple	6 – 7	Year 2
Gold	6 – 7	Year 2
White	6 – 7	Year 2
Lime	6 – 7	Year 2



Writing in school

Skills covered in year 2:

- Basic sentence structure including capital letters/full stops
- Exclamation/question sentences
- Expanded noun phrases
- Co-ordinating conjunctions (or, and, but)
- Sub-ordinating conjunctions (when, if, that, because)
- Commas in a list
- Apostrophes for possession and contraction
- Present/past tense
- Suffixes: -ly, -ing, -est, -er, -ed, -ness, -ment, -ful

Support with English learning

- These skills are recapped throughout the year to embed learning
- Widgets (colourful semantics)
- Word mats
- Scaffolds
- Additional adult support
- Oral rehearsal before writing



Maths in school

Number Sense:

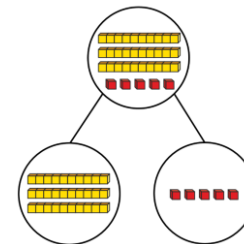
- NCETM mastery number
- Number bonds/subitising/basic addition/subtraction

Class learning:

- Children are still building on their basic calculation skills from Year 1
- We **do not** use formal column methods for calculation in year 2
- Use of place value charts/ten frames/dienes and other physical manipulatives to support learning and understanding
- The 4 main calculations (+ - x ÷) are the foundations of every area of maths

Tricky units:

- Place value
- Addition and subtraction,
- Multiplication and division
- Time
- Fractions



Tens	Ones





Maths at home

Number Bonds and Times Tables

- Practise 2 times a week
- Children should be secure in **number bonds to 5, 10, 20, and 100** by the end of year 2
- Children should be secure in the **2, 5 and 10 times tables**
- This can be on Numbots, TT Rockstars or on paper

Log ins for TT rockstars/ Numbots have been put in their reading records





Assessments

- Children are assessed **Term 6** using past SATS papers (we will complete the 2027 assessment) They are assessed on spellings, grammar and punctuation, reading and maths
- If you wish to view SATS papers access the link:
<https://www.gov.uk/government/collections/national-curriculum-assessments-past-test-materials>
- Phonics screening check (**Terms 1,3 and 5**)
- In school phonics tracker (sound mats 1-4 reading and writing)
- Reading fluency: Word count per minute and accuracy is used to determine book band level (**Terms 2, 4 and 6**)

2024 national curriculum tests
Key stage 1

English grammar, punctuation and spelling
Paper 2: questions

First name	
Family name	
Last name	

Test centre



Homework

Homework is completely optional! I understand there can be after school commitments/busy lives

Checked and changed every Friday:

- Reading (4x a week)

Reading completed = 1 Dojo

- Maths homework (1 A4 sheet based on learning completed that week)
- TT rockstars/numbots

Maths homework completed = 1 Dojo

TT rockstars/numbots completed = 1 Dojo

- Spelling homework (6-8 spellings based on the phonics sound(s) learnt that week or common exception words)

Spelling homework completed = 1 Dojo

Use a place value chart

White Rose MATHS

1 Complete the sentences.

a)

Tens	Ones

There are tens
and ones.
The number is

b)

Tens	Ones

There are tens
and ones.
The number is

What is the same and what is different about the place value charts?

2 Draw base 10 to show the numbers.

a) 26

Tens	Ones

b) 47

Tens	Ones

3 Here are two place value charts.

Tens	Ones

Tens	Ones
3	2

What is the same and what is different about the place value charts?

Thank you for attending!

- **Any questions?**
- This powerpoint will be accessible on the school website to refer to
- If you ever need any additional support/questions, please don't hesitate to let me know at pick up/via email!

