



FS Curriculum Meeting

Ms U. Logue & Mrs E. Kelly
Y1 & Y2

In Y1 and 2 we:

- Encourage independence, creativity and imagination
- Develop positive attitudes to school and learning
- Ensure that children are active in their learning, mostly through play and first hand experiences



Routines in Y1

- Self registration
- Toilet system
- Encourage and model how to put on jumper/coat and shoes



Routines in Y2

- We promote independence. Children hang up their coats, put their reading folder in the basket, self register using their photograph and put away their water bottle and lunch box.
- We use a light system for the toilet. 2 boys and 2 girls can be at the toilet at the one time. Turn the light on before you go to the toilet and off after.
- We have class jobs that children take great pride in.





Play in Y1 & Y2

- Child led
- Outdoor where possible



Numeracy/Using Maths Y1

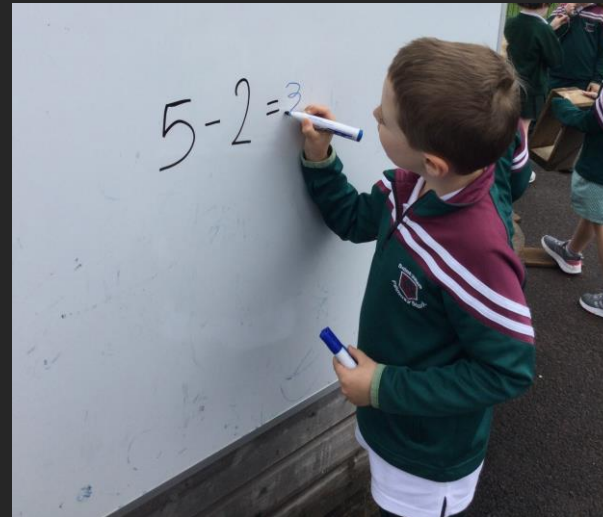


We place emphasis on:

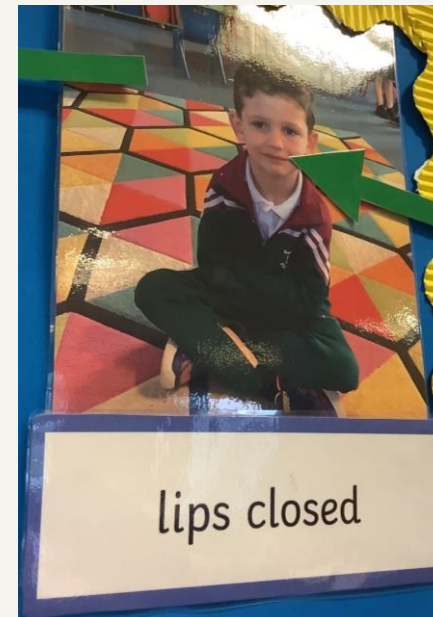
- Practical, active, imaginative and enjoyable activities. Children learn best by doing!
- Mental maths activities in each lesson
- Using appropriate mathematical language and symbols
- 'Talking Maths' - children given opportunities to talk about their learning- further deepening understanding and vocabulary

Numeracy/Using Maths Y2

- Visual – Numicon, Tens Frames, Alien Diagrams
- Mental maths – Counting Cowboys, Jack Hartman
- After understanding develop quick recall of number facts. Eg subtraction stories of 5 $5-3=2$
- Problem solving
- Mathematical vocabulary – eg subtraction



Good listening
cues we
follow in
Foundation
Stage.





Talking and Listening in Y1

- Children work on developing language skills through play and turn taking/ problem solving
- Talkback after play- talking about where they played, who with etc
- Talking about own experiences
- Listening activities weekly- following simple instructions
- T&L are the foundation blocks for reading and writing

Talking and Listening in Y2



- This video shows the endless talking and listening opportunities outdoors
<https://www.stjohnsswatragh.com/news-and-events/news/y2-are-lovin-it-/>
- Children talk about their experiences, pictures and stories
- Talk about their work, play and things they have made
- Vocabulary is extended through listening and responding to adults and peers – eg Mix Pair Share
- Focused experiences to generate vocabulary eg McDonald's

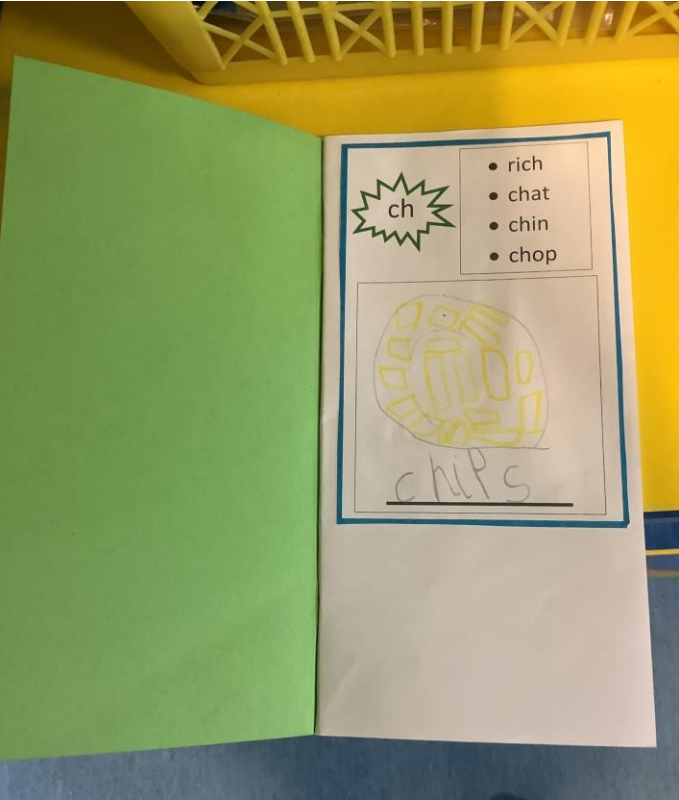
Phonological Awareness in Y1



- Phonological Awareness is very closely related to early reading ability
- Hard to learn phonics and sight words if sounds and rhyming patterns are not secured
- Steady beat
- Concept of a word
- Awareness of syllable as a unit
- Rhyme awareness
- Awareness of smaller units of sounds

Phonological Awareness in Y2

- Use their phonics to segment and blend. Most children confident in segmenting at beginning of Y2 and we work on blending securely - beginning with simple CVC words cat pin etc and extending to using digraphs taught like chips dish thin
- Digraphs two letters one sound – sound buttons to help this concept
- ch sh th



Reading in Y1

- At first children will be introduced to wordless books – these are a great way to vocabulary. Picture books are stepping stone to future phonics learning.
- Discussing a book together impacts a child's comprehension skills.
- Encourages imagination e.g retelling story in own words.
- When ready, children will move on to books with one word or short sentences.
- Reading is modelled in class through shared reading of big books.



Reading in Y2



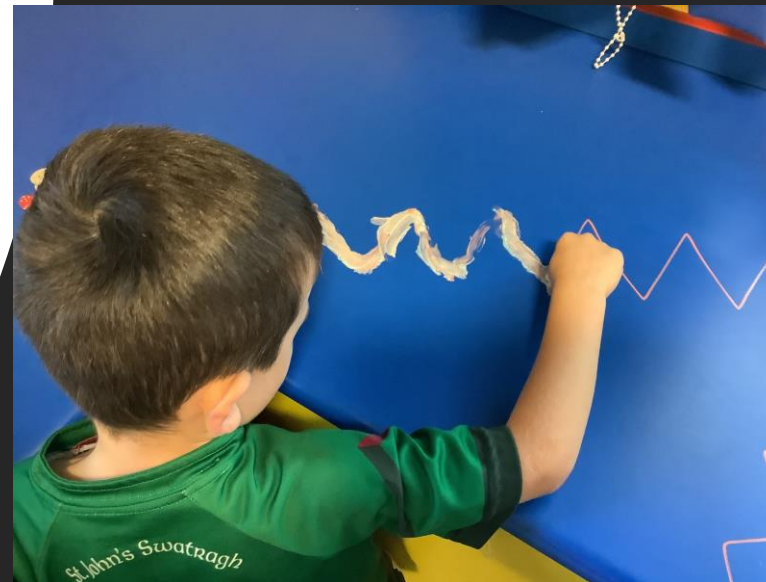
- Familiar read Monday
- New book Tuesday Wednesday Thursday
- Reading finger
- Comprehension – early comprehension skills
- Reading for understanding
- Decode using TW and phonics
- Modelled and shared reading – make and give reasons for predictions and make links between personal experiences and the text

As pupils progress through the Foundation Stage they will:

- Use a range of reading cues with increasing independence and begin to self-correct
- Read on sight, some words in a range of meaningful contexts
- Begin to read with expression

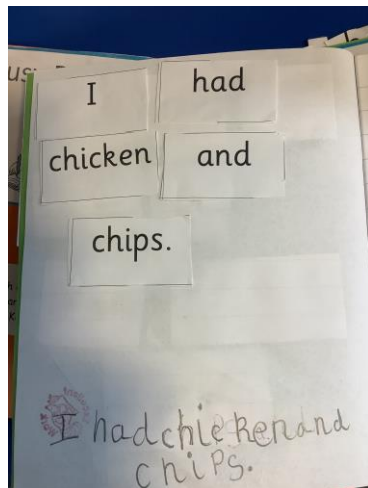
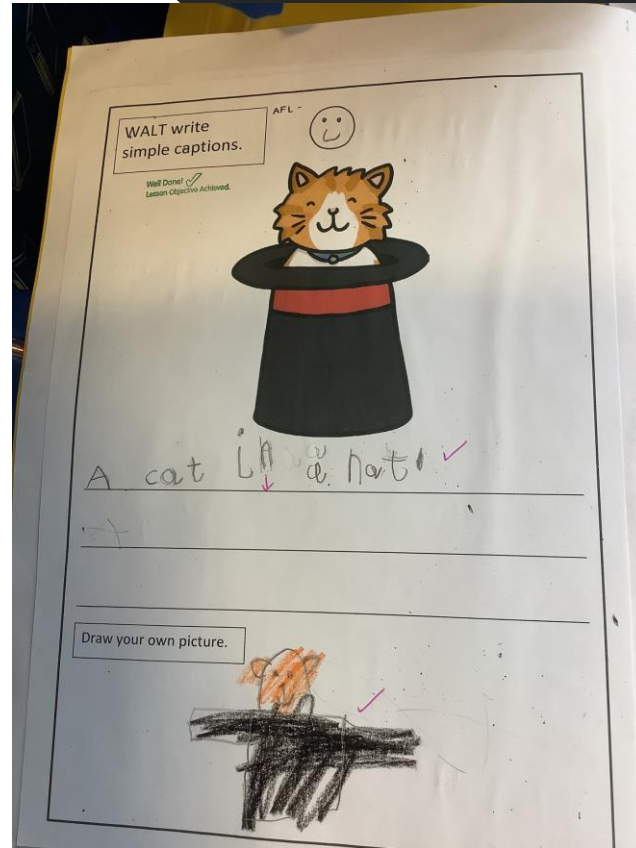
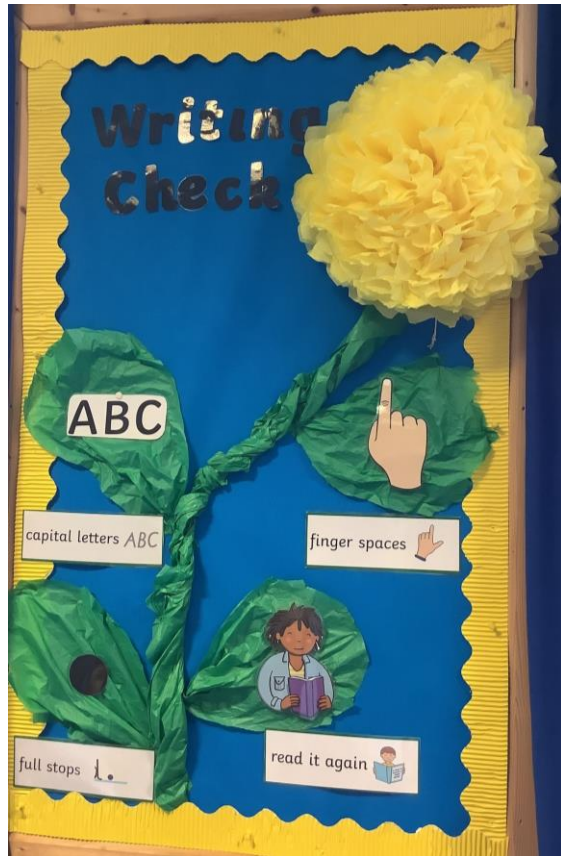
Writing in Y1

- Mark marking – lines, drawings
- Develop fine motor skills – encourage tripod grip
- We follow a handwriting scheme- children are taught formation for letters
- Shared writing during class



Writing in Y2

- Sentence formation using writing check
- Building sentences
- “Give it a go!”
- Use phonics to sound out to spell
- Handwriting – sizing and spacing, tall letters, small letters, letters with tails



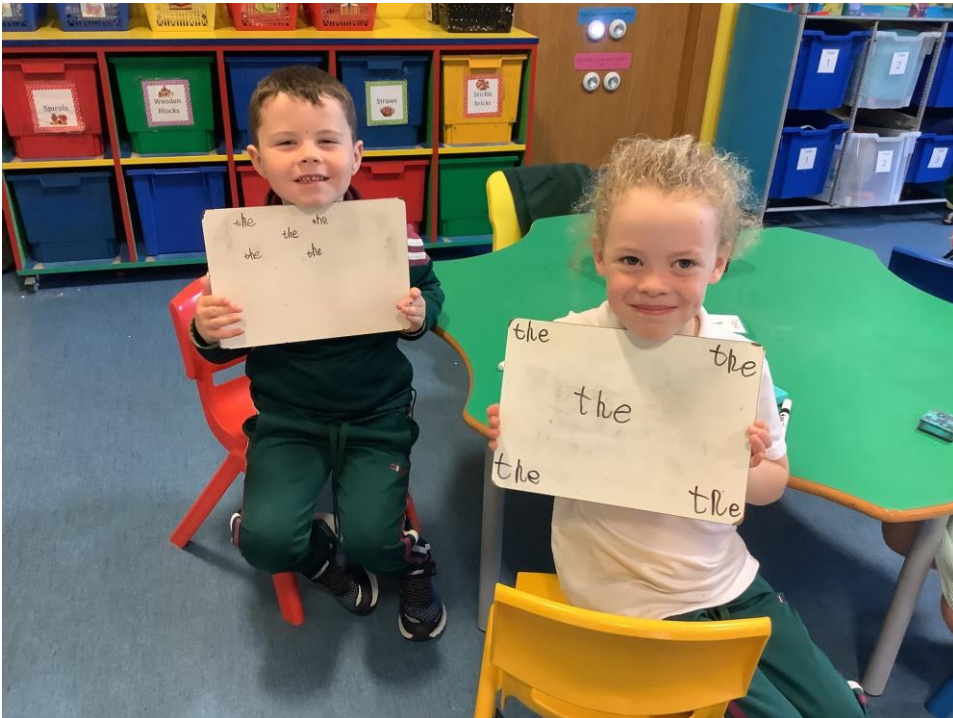
Spellings and TW in Y2

Tricky Words

- Sight words
- Lots not phonetically decodable
- Read without thinking so build up a bank of words they know easily
- Helps with fluency
- In Y1 children focus on the First 45 TW (depending on the individual child and readiness for words)
- In Term 1 of Y2 we recap these words and fill the gaps. Children then go on to learn up to the first 300 TW.
- Individualised. Children work at their own rate and the words are checked regularly in school.
- Flashcards, lollypop sticks, milk bottle lids, TW hunts are great ways to help retain TW.

Spellings

- Children are new to spellings so take it very slow to begin with. Segment the word when saying it.
- Each week we learn 4 spellings with the same ending and 1 tricky word.
- Term 1 Beat The Teacher then move on to a more formal Friday test.



Homework







- Try not to see homework as a big task. If your child is too tired, don't force it. Homework is revisiting the learning that has taken place in school that week.
- Homework is given out weekly in Year 1 and fortnightly in Year 2.
- It is recommended that children spend 15mins on formal written homework in Y1 and 20mins in Y2.
- **Let us know how you child has got on by:**
- Sharing photos with us through Dojo of a piece of work your child is proud of or something they have found tricky or if your child has completed their homework in a different way – we'd love to see!

Homework in Y1

Year 1 Homework

Wk/b: 09/10/23

Day	Task	How did I find my homework?
Monday	See portfolio for practical activity.	
Tuesday	Pencil control	
Wednesday	Story book review	
Thursday	Matching socks	

- Children will have a homework booklet which will be sent home on a Monday. This booklet stays at home and you upload a photo of a piece of work that your child is proud of weekly or as often as you'd like.
- Homework will usually consist of 2 literacy, 2 numeracy tasks per week. There will be variations e.g practical activities/ topic tasks.
- Later in the term, the Jolly Phonics Programme will be introduced with a new sound being taught every week. Guidance given on Dojo.

Homework in Y2

Week Beginning 25th September

		Homework	Reading	Tricky Words	✓	Spellings	✓
Monday Phonics	sh	✓	✓				
Tuesday Numeracy	subtraction						
Wednesday Spelling	handwriting						
Thursday Num/Grow in Love/Topic	mental arithmetic						

Spellings

pet
met
set
wet
to

Name _____

Phonics

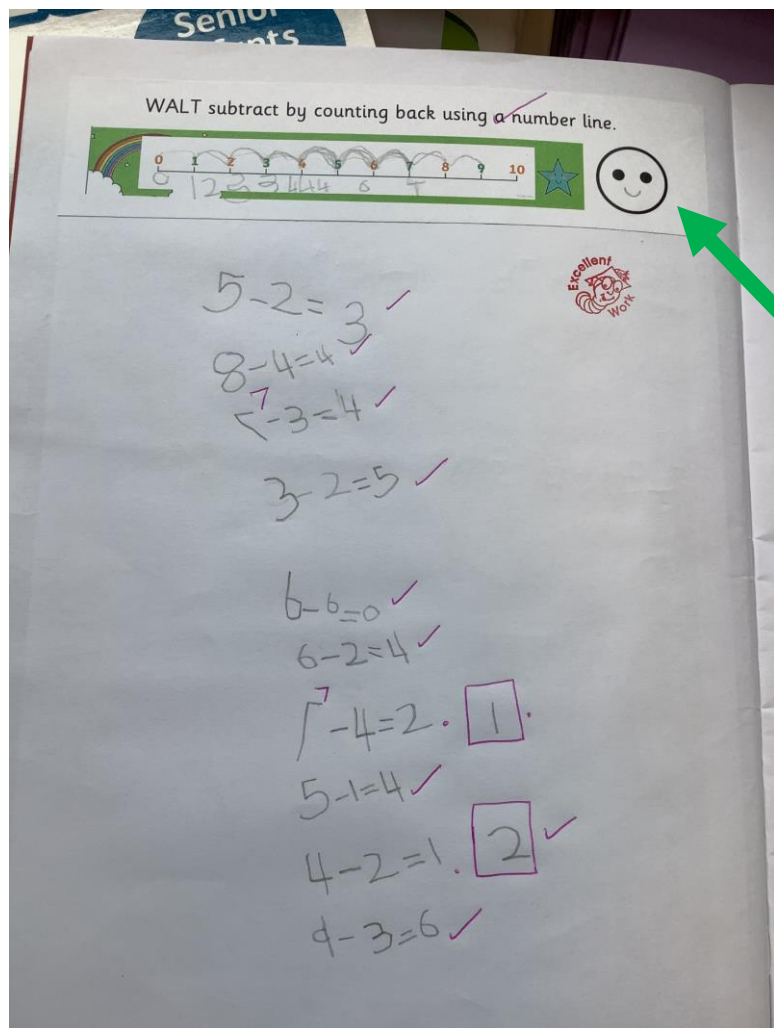


Can you use this week's sound to read these words?

- ship
- dish
- shop
- fish

- Homework is sent home fortnightly.
- In Primary 2 children will generally have **Literacy** homework on a Monday and Wednesday, **Numeracy** homework on a Tuesday and Thursday.
- Children can tick off their homework on the homework overview each day when they are finished – this helps children take ownership of their learning and feel a sense of achievement.
- Homework can stay at home – you may send a sample of homework via DoJo if you wish and feel free to contact me if there is an area your child finds too challenging/time consuming.

Assessment



- Assessment for Learning – smiley face
- Continual informal teacher observation assessment
- Termly assessments/check ups

How Can I Help My Child at Home?



- Encourage independence with clothing/ zips/ opening wrappers/ lids etc, looking after belongings. Please ensure children's belongings are labelled for school
- Reading at home: children should read daily, read to your child, going to the library
- Fun ways of learning through helping: 'doing jobs' e.g. clothes on the line, folding clothes, measuring tapes, gardening, set the table, taking sticks in for fire, help with cooking. Promotes independence and a sense of responsibility.
- I spy in car, looking out for signs, what sounds can we see
- When out shopping- children help with groceries
- Practical activities- use foam/ rice/ sand/ play doh/ scissors
- Never underestimate the power of nature and the great outdoors

Communication Between Home and School



ClassDojo

Very important. Please don't hesitate to contact us on Dojo with any questions or concerns.

Thank you for your support and feel free to have a nosey around the show and tell tables that show examples of activities and tasks we do in Y1 and Y2.