

Kilminorth 23-24

Timetable

- ▶ Morning activity and register
- ▶ Phonics
- ▶ Maths
- ▶ Break
- ▶ English
- ▶ Lunch
- ▶ Guided reading
- ▶ Curriculum
- ▶ Story
- ▶ End of day

We have brain breaks throughout the day

Early reading and phonics

- ▶ Phonics is taught daily and focuses on decoding words to become fluent readers
- ▶ [twinkl phonics youtube - Bing video](#) This website allows you to see the actions for each sound and the way it is pronounced
- ▶ We recommend reading with your child a minimum of 3 times a week with it ideally being daily.

Here's how many words kids would have heard by the time they were 5 years old:
Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.¹⁷

- ▶ Children will bring home each week a decodable book, book banded book and library book. Please read the decodable book several times as this builds on site recognition.
- ▶ There are national spellings (also known as tricky words) which children are to know by the end of Year 2.

New Curriculum Spelling Lists Years 1 and 2

the
a
do
to
today
of
said
says
your
they
be
he
me
she
we
no

come
some
one
once
ask
friend
school
put
are
were
was
is
his
has
I
you

go
so
by
my
here
there
where
love
push
pull
full
house
our
door
poor
find

mind
floor
because
kind
behind
whole
any
child
wild
most
both
children
climb
only
old
many

clothes
cold
gold
hold
told
every
great
break
steak
busy
people
pretty
beautiful
after
fast
last

past
father
class
water
again
grass
pass
plant
path
bath
hour
move
prove
half
money
improve

sugar
could
would
sure
eye
should
who
Mr
Mrs
parents
Christmas
everybody
even



Reading comprehension

- ▶ We use 'reciprocal reading' during guided reading which is an active way to read.
- ▶ In EYFS/KS1, we use puppets to support comprehension. Each puppet represents a different reading skill.
- ▶ When your child is reading or being read to, it is important to ask them questions to develop their understanding of the story.



Clara the Clarifier

She checks understanding as she reads.
What does this word mean?
Do I understand this sentence?
Am I confused by what I have read?



Quentin the Questioner

He asks questions as he reads.
What....?
Where....?
Why....?
When....?
Who....?
How....?



Polly the Predictor

She makes predictions as she reads using picture and text clues.
I think that this book will be about
I wonder if ...
I predict.....because.....
This story is similar to ...so I imagine thathappens.



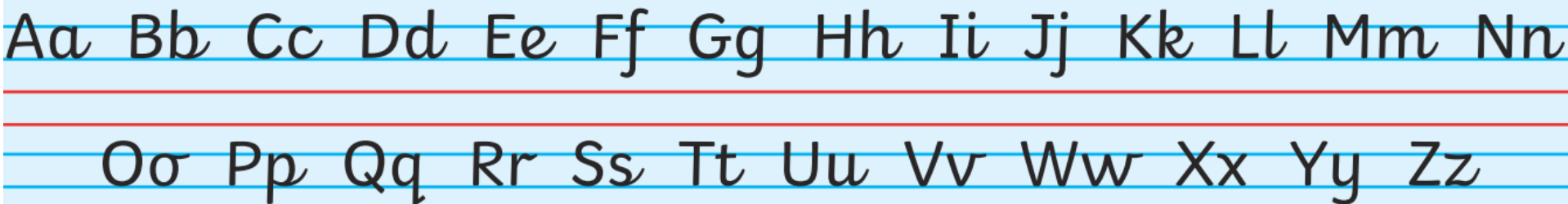
Sid the Summariser

He can summarise what he has read in his own words.
The most important ideas are....
This story takes place in
The main characters are....
First....Next....Then....
The problem in this story is it is solved by

Handwriting and number formation

Handwriting is taught at least 3 times a week.

If your child is writing at home, please look at how they are forming their letters and numbers.



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Curriculum this term

Art Knowledge:
Colour within the line
Draw on smaller and larger scales
Begin to add detail to line drawings
Experiment creating different line patterns with a pencil.
Produce a growing range of patterns and textures and tones with a single pencil to replicate those in the real world.
Use a range of drawing media in different ways: hatching, scribble, stippling, blending
Art vocabulary:
Colour, hatching, scribble, stippling, blending, lines, textures, pattern, detail, drawing

Science Knowledge:
Identify and name a variety of common animals including fish, amphibian, reptiles, birds and mammals
Identify and name a variety of common animals that are carnivores, herbivores and omnivores
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
Notice that animals, including humans, have offspring which grow into adults.
Science vocabulary:
Mammals, amphibians, reptiles, birds, fish, carnivore, herbivore, omnivore, offspring, grow

History Knowledge:
Looking at how toys have developed through history.
Look closely at the mechanics of toys e.g. string pull, wheels, wind up, pull back etc.
Use observable skills through photographs, stories and artefacts about favourite toys.
Begin to explore placing toys in chronological order.
Identify similarities and differences between ways of life in different periods, including their own lives.
History vocabulary:
old, new, artefact, chronological order, past, present

DT Knowledge:
Understand where food comes from
Name and sort foods into the five groups of the 'eat well' plate
Cut, peel and grate ingredients safely and hygienically
Measure or weigh using measuring cups or scales and assemble or cook healthy ingredients
Arrange pieces of the construction before building
Make a structure/model using different materials
Generate some ideas of their own and plan an outcome through pictures with labels
Explain their ideas orally
Explain what they are making
Select appropriate tools and resources and explain which tools they are using and why
Make some simple adjustments about their product and ideas against design criteria
Begin to investigate what products are, who they are for, how they are made, what materials are used
DT vocabulary:
Assemble, protein, carbohydrates, dairy, fruit and vegetables, fats and sugars, design criteria,

Music Knowledge:
Listen and appraise a song.
Play in time to a steady beat, using instruments or body sound.
Sing in time to a steady beat.
Perform a learnt song as a class.
Know how to project my voice.
Know how to play a repeated rhythmic pattern.
Music vocabulary:
Accompany, percussion, pitch, pulse, lyrics, riff, horn, pattern, bass, funk, rhythm, repetition, dynamics



PE Knowledge:
Explore movement ideas and respond imaginatively to a range of stimuli.
Move confidently and safely in their own and general space, using changes of speed, level and direction.
Compose and link movement to make simple dances with clear beginnings, middles and ends.
Copy, watch and describe dance movements.
Watch and describe dance phrases and dances and use what they learn to improve their own work.
PE vocabulary:
Dance, routine, space, direction, levels, rhythm, choreograph

Geography Knowledge:
Name and locate a local city
Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas.
Observe and describe the human and physical geography of a small area of the UK
Use basic geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment
Carry out a small survey of the local area/school, drawing simple features
Use aerial photographs and maps with basic symbols to recognise landmarks of the local area
Use simple fieldwork and observational skills to compare two areas.
Explain where they live and describe some of the physical features

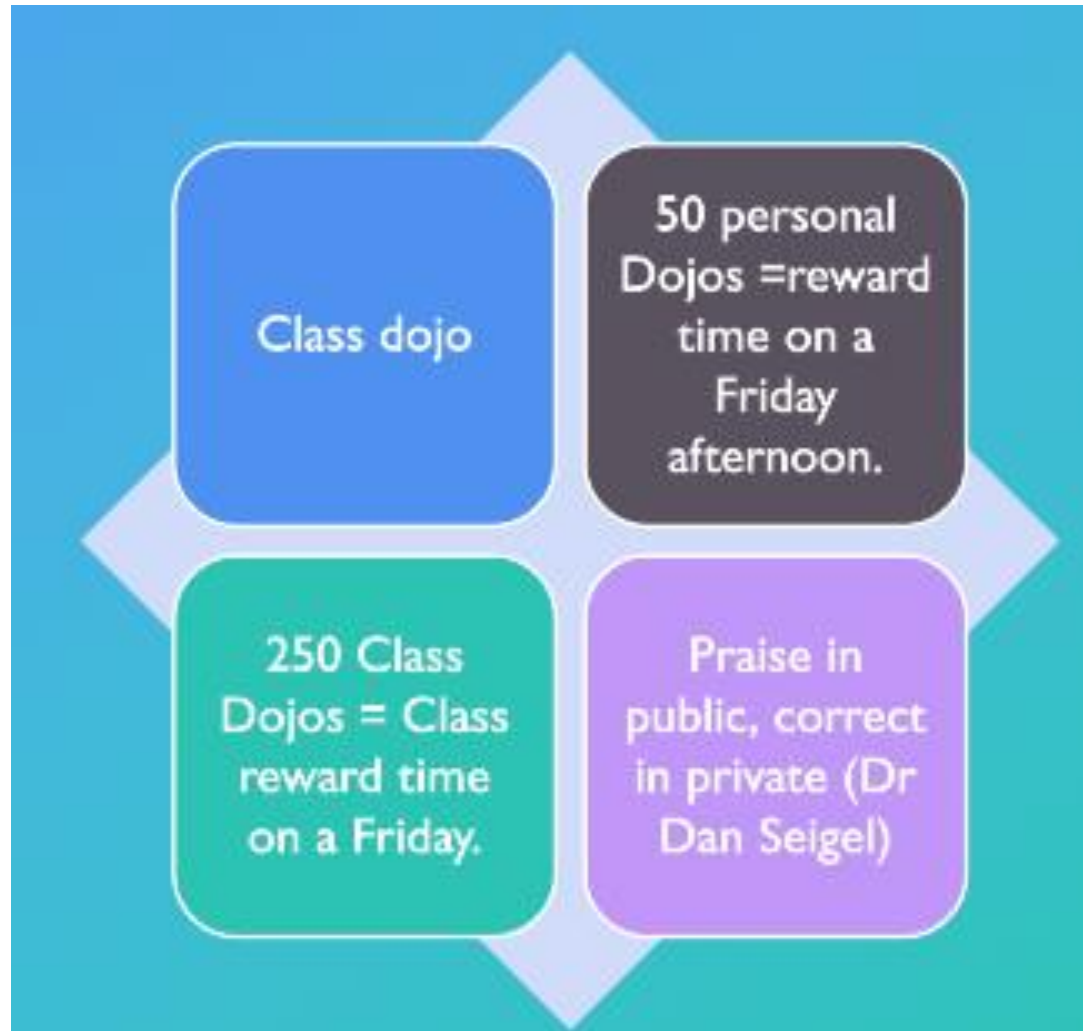
Identify what they like and don't like about their locality and give reasons why
Geography vocabulary:
City, England, Scotland, Wales, Northern Ireland, landmark, human features, physical features

Computing Knowledge:
Create a simple series of instructions to understand that algorithms are a sequence of instruction in everyday contexts
Put two instructions together to control a programmable toy-Understand forwards, backwards, up and down
Begin to plan and test a Bee-bot journey to implement an algorithm
Record their routes
Computing vocabulary:
Algorithm, BeeBot, coding, sequence, instructions, programme, route

Uniform and kit

- ▶ Please can children bring in their PE kit on the Monday.
- ▶ Children will require forest school clothing on a Friday including wellies. They will be going out even when it's wet as we have 'all-in-one' wet weather suits.
- ▶ Please ensure all uniform is labelled including PE kit.

Rewards



Home learning

- ▶ Project based home learning each half term/term
- ▶ Family projects to get everyone involved
- ▶ No need to repeat homework for siblings
- ▶ No consequences for none completion. However, children will be rewarded for outstanding work.
- ▶ Weekly expectations for reading (3 times a week, Learning app such as Numbots)

Seesaw

- ▶ This will be our platform to showcase our learning.
- ▶ Children are currently learning how to upload the work they produce and staff will give feedback through this platform.
- ▶ Please ensure all consents are completed.
- ▶ Parents will be able to access this after half term and will be able to see all the learning that happens.

PTFA and parent support

- ▶ We are looking for parents to join the PTFA to support events over the year.
- ▶ This does not mean you need to support every event but our PTFA is at risk of collapsing if we are unable to have enough parents to help.
- ▶ If you are able to support on trips etc., please let me know as we will get you to have a volunteer DBS check
- ▶ If you have any skills that you could support our school with, please let me know.