Aims:

- To give you a brief overview of the topics your child will be learning this year and any specific assessments.

- To let you know what targets your child will be working on this year in the core subjects of Maths and English.

- To give you ideas and support on how to help your child at home.
The Curriculum

Along with the core subject of Reading, Writing and Maths, the children will be accessing a full and varied curriculum. Children will be learning in a variety of ways such as through practical experiences, trips, projects and writing and class work. These will be showcased in our topic books which the children love doing and are a great reminder of the amazing learning they did throughout the year.
Last year we obtained valuable feedback from parents about the topics we were covering. This helped teachers in their planning and ensured that the children engaged in their learning.

Parents will have the opportunity to share their own views on the topics and learning the children have done when we have our celebration of work.

This is really helpful, so please take advantage of this opportunity to share in your child's learning.
Curriculum overviews are sent out at the beginning of the term, usually attached to the class letter. It is also available online. Please be aware that this is a working document and may well change as the year progresses.
### Autumn 1 – Nurturing Nurses

**Launch:** Making lamps

**Landing:** Ms Gardner – heart start

**English:** Biography of Florence Nightingale 
*Instructor:* How to make a lamp.

**Maths:** Number and Place Value

**Science:**
- Events beyond living memory that are significant nationally and globally.
- Events of significant individuals in the past who have contributed to national and international achievements.
- Comparing aspects of life in different periods.

**History:**
- Events beyond living memory that are significant nationally and globally.
- Events of significant individuals in the past who have contributed to national and international achievements.
- Comparing aspects of life in different periods.

**Geography:**
- Air: Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work (Paul Green).
- Use a range of materials creatively to design and make products.
- Use instant, pastels and etc to develop and share their ideas, experiences and imagination.

**Portraits of Florence Nightingale:**
- Drawing images with lamps and lights.
- Creating a lamp.

**Design and Technology:**

**Computing:**
- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private. Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**PE:**
- Football and Hockey:
  - Master basic movements including running, jumping, throwing and catching and beginning to apply these to a range of activities.
  - Developing balance, agility and coordination, and begin to apply these in a range of activities.
  - Participate in team games, developing simple tactics for attacking and defending.

**Music:**
- **Chapman:** I want to play in a band.
  - Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
  - Play tuned instruments musically.
  - Listen with concentration and understanding to a range of high-quality live and recorded music.
  - Experiment with, create, select and combine sounds using the inter-related dimensions of music.

**Outdoor Learning:**

**RE:**
- Christianity:
  - Is it possible to be kind to everyone all of the time?
  - What can we learn from stories from religious traditions?
  - Should people follow religious leaders and teachings?

**Music:**
- **Chapman:** I want to play in a band.
  - Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
  - Play tuned instruments musically.
  - Listen with concentration and understanding to a range of high-quality live and recorded music.
  - Experiment with, create, select and combine sounds using the inter-related dimensions of music.

**Outdoor Learning:**
6 Topics covered in Year 2

- **Autumn 1**
  - Nurturing Nurses

- **Autumn 2**
  - Tis the Season

- **Spring 1**
  - Location, Location, Location

- **Spring 2**
  - Terrific Trevithick

- **Summer 1**
  - Beatrix Potter

- **Summer 2**
  - The Circle of Life
Year 2 = Phonics Screening Retakes

Some children may not have got the required score in Year 1. These children will have intervention once a week in order to prepare them for the retake.
★ KS1 = SATs (Special Booklets) ★
+ Teacher Assessments

Examples of our special booklets are on the tables.

During the year the children will develop a sense of achievement by completing similar special booklets. They will be unaware of the official ones.

Please ensure you do not book holidays in May or June as this is when our SATs and teacher assessments have to be completed!
Remember English covers - Phonics, Reading, Writing, Handwriting and SPAG.

Writing is the school’s biggest priority for improvement this year and the area that we want children to make the most progress in!
Rec - Year 2 - Target Writing Pencils

I am now going to go through with you how these will work in my classroom.
NEW: Writing Conferencing!

Last year we piloted writing conferencing 1:1 sessions with the teacher. Due to its success at showing progress we are rolling this out to Years 1-6.
KS1 - Lotto Boards

KS1 Lotto Boards are continuing this year.

There are 22 boards which are focused on the Common Exception Words for KS1. These are words that often cannot be sounded out phonetically. In order for Year 2 to get Age-Related Expectation at the end of KS1 we have to have evidence they can spell many CEW in their writing.

In Year 1 and 2 all children will start on a lotto board at their level. In order to move up they need to read AND spell the words on there. (Reception will start in the Spring.)

Even when your child completes them, we still check them on random boards every now and then and if they cannot read or spell them they will have the board back to learn. This will also happen if we see children spelling CEW wrong in their writing. These words must be embedded and not just learnt for a test.

Thank you for all your continued support with Lotto Boards, they really do help!
KS2 - Spellings

Your child will have spellings to learn each week that come from the National Curriculum. They will have a weekly test on a Friday. Every Friday, your child will still have a spelling test but spellings from previous weeks will also be included to make sure that children are retaining how to spell words rather than just memorising them for the test.

In class we will work on these spelling patterns as well as Statutory Words each week.

At the end of a half term, we will do a 20 word spelling test based on all the words learnt so far that year. Your child has taken a baseline assessment already so we can track progress!
Each term, there will be a Spelling Bee.

This will test how well your child has retained their learning.

This term our spelling bee will be on spelling numbers (words). All numbers from 21 to 99 (excluding multiples of 10), have a hyphen between the tens and ones e.g. seventy-two.

It is a different approach to testing as the children have to spell them verbally.

There is a certificate(s) rewarded for our half termly Spelling Bee winners in Cup Assemblies.
**KS1 - Book Towers**

How high can you go?

This year we are continuing to challenge children in KS1 to read ‘higher’ than anyone else! Each time they read a book, it will get added to their own personal tower of books.

For every 5 books they read, they will get a Golden Ticket, and then, at the end of the half term, will be rewarded further if they have met the 10, 15 or 20 marker.

- In Year R they get gold, silver and bronze certificates!
- In Year 1 they get gold, silver and bronze reward cards!
- In Year 2 they get gold, silver and bronze pin badges!

Please support your child at home with this.
Volunteer Readers?

Hearing children read regularly is vital. We are lucky that we have several parent volunteers in school in the afternoons, but we would love some more.

If you could spare a couple of hours a week any afternoon to support us in school with reading let us know.
# Summative Assessment Timetable - Continuing 18-19!

<table>
<thead>
<tr>
<th>Year</th>
<th>Autumn 1 (A)</th>
<th>Autumn 1 (A+R)</th>
<th>Autumn 2 (A+R)</th>
<th>Spring 1 (A)</th>
<th>Spring 2 (A+R)</th>
<th>Summer 1 (A)</th>
<th>Summer 2 (A+R)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12th Sept</td>
<td>17th Oct</td>
<td>A on 12th Dec</td>
<td>A on 13th Feb</td>
<td>A on 27th March</td>
<td>22nd May</td>
<td>10th July</td>
</tr>
<tr>
<td>Year 1</td>
<td>A = 15 Q 20mins</td>
<td>A = 15 Q 20mins</td>
<td>A = 15 Q 20mins</td>
<td>A = 15 Q 20mins</td>
<td>A = 15 Q 20mins</td>
<td>A = 15 Q 20mins</td>
<td>A = 15 Q 20mins</td>
</tr>
<tr>
<td>Year 2</td>
<td>A = 24 Q 30mins</td>
<td>A = 30 Q 35mins</td>
<td>A = 30 Q 35mins</td>
<td>A = 30 Q 35mins</td>
<td>A = 30 Q 35mins</td>
<td>A = 25 Q 25mins</td>
<td>A = 25 Q 25mins</td>
</tr>
<tr>
<td>Year 3</td>
<td>A = 36 Q 40mins</td>
<td>A = 30 Q 25mins</td>
<td>A = 30 Q 25mins</td>
<td>A = 30 Q 25mins</td>
<td>A = 30 Q 25mins</td>
<td>A = 30 Q 25mins</td>
<td>A = 30 Q 25mins</td>
</tr>
<tr>
<td>Year 4</td>
<td>A = 36 Q 40mins</td>
<td>A = 30 Q 25mins</td>
<td>A = 30 Q 25mins</td>
<td>A = 30 Q 25mins</td>
<td>A = 30 Q 25mins</td>
<td>A = 30 Q 25mins</td>
<td>A = 30 Q 25mins</td>
</tr>
<tr>
<td>Year 5</td>
<td>A = 36 Q 40mins</td>
<td>A = 30 Q 25mins</td>
<td>A = 30 Q 25mins</td>
<td>A = 30 Q 25mins</td>
<td>A = 30 Q 25mins</td>
<td>A = 30 Q 25mins</td>
<td>A = 30 Q 25mins</td>
</tr>
<tr>
<td>Year 6</td>
<td>A = 36 Q 40mins</td>
<td>A = 30 Q 25mins</td>
<td>A = 30 Q 25mins</td>
<td>A = 30 Q 25mins</td>
<td>A = 30 Q 25mins</td>
<td>A = 30 Q 25mins</td>
<td>A = 30 Q 25mins</td>
</tr>
</tbody>
</table>

- A = 36 Q 40mins (YEAR 6 MOCKS 10th - 12th September)
We have selected 7-8 Maths targets for your child this year.

We have picked very important ones for your child, but also ones that we feel you can support your child with at home.
<table>
<thead>
<tr>
<th>Maths Targets</th>
<th>Class: 2</th>
<th>Date: Sept 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn 1</strong></td>
<td>[EXS] I know what each digit means in two-digit numbers such as 24.</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>MA</td>
<td>WT</td>
</tr>
<tr>
<td><strong>Autumn 2</strong></td>
<td>[EXS] I can add or subtract numbers such as 42 – 22 or 58 + 29 using objects or pictures to help me.</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>MA</td>
<td>WT</td>
</tr>
<tr>
<td><strong>Summer 1</strong></td>
<td>[EXS] I can describe properties of some 3-D shapes, including the number of edges, faces and vertices they have. AND [EXS] I can describe properties of some 2-D shapes, including the number of sides they have and facts about their symmetry.</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>MA</td>
<td>WT</td>
</tr>
<tr>
<td><strong>Summer 2</strong></td>
<td>[EXS] I can choose, use and measure length or height in any direction (m/cm), weight (kg/g), temperature (°C) or capacity (l/ml).</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>MA</td>
<td>WT</td>
</tr>
</tbody>
</table>

EXS = Expected Standard for the end of Year 2
The target walls will be highlighted at the end of each half term to let you know how your child has done.

We will also be discussing them at Parents’ Evenings in the Spring and Summer.

They will be stuck in either their Homework Book or Reading Record for the year so you have access to them.
This year we will continue to test children on their multiplication and division facts interactively. In classes they will be focusing on embedding and applying their X Tables through repetition as we are finding children accelerating up through them are not their retaining them.

They will be tested half termly in Cup Assembly week with a mixture of multiplication and division facts they should know for their year group. (In year 2 these only start in the Spring Term)
Y2 - 2, 5, 10
Y3 - 2, 5, 10, 3, 4, 8
Y4 - 5, 6 - ALL up to 12 x 12

100% = Certificate in Cup. Assembly and they will also go on our 100% Hall of Fame display in school. We appreciate this is going to be very challenging particularly in the Autumn term, but we want to make sure we have high expectations. We will also be looking at progress each half term as that is the most important thing and rewarding progress with certificates in the second Autumn term onwards!

We also have an extension reward system for more able children. Anyone who scores 100% in two tests will receive a bronze 100% badge. Those achieving two or more 100% tests are then able to take a second test made up of associated facts and (for Y5 and Y6) square and cube numbers, with a silver 100% badge for those getting 100% in that test. Gold badges and a golden calculator will be awarded to any pupil who goes the whole year getting 100% in the main test.

We will be taking many opportunities to get children practising their multiplication and division facts in class, please can you also support them at home. They are vital for children to know!
Free School Meals/Pupil Premium
What it actually is...

The Government is giving money to schools to help children from lower income families do their very best.
The funding is called a Pupil Premium.

Yes your child will get a free school meal every day, but the school would also get £1320 a year.

If your child did have the funding, but then you were not eligible, your child would still get money for 6 years. It is called Ever 6.

It is not to be confused with the Governments KS1 Free School Meal funding. This is for everyone in KS1 and only equates to the meal.

No one will know you have registered and it will not affect any other benefits.

We have paper application forms in class today or Chrissie has more in the office.
You can also apply online at www.cornwall.gov.uk/schoolmeals

<table>
<thead>
<tr>
<th>Qualifying Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Income Support</td>
</tr>
<tr>
<td>✓ Income-Based Jobseeker’s Allowance (not Contribution Based)</td>
</tr>
<tr>
<td>✓ Income-Related Employment &amp; Support Allowance (not Contribution Based)</td>
</tr>
<tr>
<td>✓ Child Tax Credit (CTC) with an annual income (as shown on your award letter from the Inland Revenue - TC502) of no more than £16,190.</td>
</tr>
<tr>
<td>✓ Guarantee element of State Pension Credit</td>
</tr>
</tbody>
</table>

Please note, if you are in receipt of Working Tax Credit, you do not qualify for Free School Meals, even if your annual income is below £16,190
Official Parent Communication

Reminders:

😊 Sept = Parent Briefings
😊 January = Parents Eve 1
😊 April = Parents Eve 2
😊 July = End of Year Report

Remember you are welcome to make appointments with us at any time in the year.
Do you have any questions?

We look forward to working with you this year.

PLEASE let us know if we can help support you in working with your child at home or you want to share any ideas of what works well.
Whole School - Shared Reading!

We are continuing our shared class reading this year. This is where all the children have a copy of the same book. The teacher reads with the class and stops and asks comprehension questions based on VIPERS.

This happens 3 times a week and then they have written comprehension practise twice a week.

To help us measure progress, the children will do termly Reading Comprehension assessments.
Roche CP School Long Term Maths Plan 2018-2019

<table>
<thead>
<tr>
<th></th>
<th>Autumn 1</th>
<th>Autumn 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Summer 1</th>
<th>Summer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Place Value</td>
<td>Addition + Subtraction</td>
<td>Addition + Subtraction</td>
<td>Multiplication + Division</td>
<td>Fractions</td>
<td>Measurement and Shape, prioritising Key Objectives.</td>
</tr>
<tr>
<td>Year 2</td>
<td>Place Value</td>
<td>Addition + Subtraction</td>
<td>Multiplication + Division</td>
<td>Fractions</td>
<td>SATS Measurement, Shape and Statistics, prioritising Key Objectives.</td>
<td>Measurement, Shape and Statistics, prioritising Key Objectives.</td>
</tr>
<tr>
<td>Year 3</td>
<td>Place Value</td>
<td>Addition + Subtraction</td>
<td>Multiplication + Division</td>
<td>Fractions</td>
<td>Measurement, Shape and Statistics, prioritising Key Objectives.</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>Place Value</td>
<td>Addition + Subtraction</td>
<td>Multiplication + Division</td>
<td>Fractions</td>
<td>Measurement, Shape and Statistics, prioritising Key Objectives.</td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>Place Value</td>
<td>Addition + Subtraction</td>
<td>Multiplication + Division</td>
<td>Fractions</td>
<td>Measurement, Shape and Statistics, prioritising Key Objectives.</td>
<td></td>
</tr>
</tbody>
</table>

Year 6 are to follow the same structure as other year groups but to their own timescale. End goal = KS2 SATS