

KS1 Parent Information Morning



Meet the team Y1



Ms Yan Yan



Ms Clodagh IC
KS1 Phase Leader

Meet the team Y1



Ms Tien TY



Ms Chau TC



Ms Phuoc 1/2

Meet the team Y2



Mr Jake 2J
Maths coordinator



Ms Poppy 2P

Meet the team Y2



Ms Tuyet 2P



Ms Han 2J

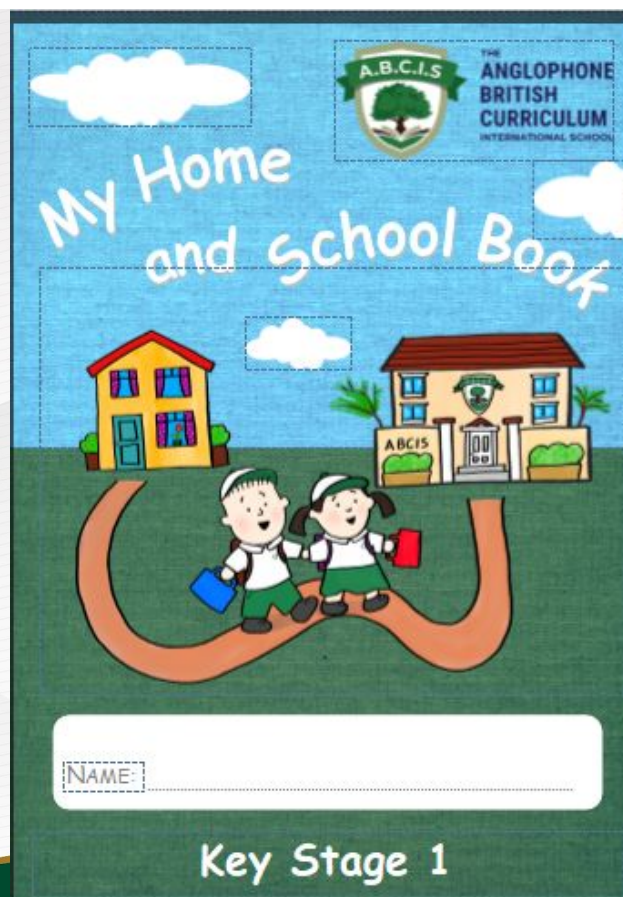


Ms Phuoc 1/2

Home School Reading diary.

- Record their library books and reading books.
- Bring in on Library day.
- 1Y Monday
- 1C Tuesday
- 2J Wednesday
- 2P Thursday
- NOT to write comments.

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Home School Reading diary.

School will record the name of the library book taken home.



Library books	
Date:	Title:

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Home School Reading diary.

Direct email is the preferred form of communication or call the office if there is a language barrier. Include Ms. Clodagh as the KS1 Phase Leader if needed.

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All children have a copy of their **class timetable** at the back of their **Home School Reading diaries**.

1C & 2J PE Tuesday, Swimming Friday

1Y & 2P Swimming Tuesday, PE Friday

All KS1 children **come to school** in PE kits and **get changed** into uniform after (send uniform in House bag)

Class 1C 24-25

	1 0840- 0930	2 0930- 1020	1020- 1035	3 1035 -1125	4 11.25 - 1155	1155-1255	5 1255 - 1355	1355- 1415	6 1415 - 1510
MON	Maths	Phonics	B	English	Guided Reading	L	Science		Vietnamese
TUES	PE	Phonics	R	Maths	Library	U	English		Art
WEDS	English	Phonics	E	Maths	Guided Reading	N	Computing		Science
THUR	Topic(Adam)	Phonics	A	Maths	Guided Reading	C	Music		English
FRI	English	Phonics	K	Maths	PSHE/ Assembly	H	Swimming		Golden Time

We **expect** the children to know when they need **Swimming and PE**

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Class homework

- **Class homework:** given on Thursday and returned on Monday.
- SPaG then Maths



Year 2 Autumn Term SPaG Mat

1

Section 1

Oops! Mr Whoops has made TWO punctuation mistakes in his sentence. Can you underline the words that should start with a capital letter?

On monday, elena walked her dog along the beach.



Section 2

Add either ? or ! to complete this sentence.

What time is it now



Section 5

Spell the days of the week.

Monday,

Tuesday,

Wednesday,

Th _____

F _____

S _____

Sunday.

Section 3

Write the plural of this word by adding the correct suffix '-s' or '-es':

chair

one chair

two _____



Section 6

Use numbers 1-3 in order to make a short story. 1 has been done for you.

Afterwards, she went outside and cycled to the park with her friends.

Selma woke up one hot sunny day and got dressed.

Once she was changed, she had some tasty cereal for breakfast.

Section 4

Describe one of the animals you can see.





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Year 2 Autumn Term SPaG Mat

1

Section 1

Oops! Mr Whoops has made THREE punctuation mistakes in his sentence. Can you underline the words that should start with a capital letter?

On monday, elena walked her dog along the beach in exmouth.



Section 2

Add either ? or ! to complete these sentences.

What time is it now

How are you



Section 3

Write the plural of this word by adding the correct suffix '-s' or '-es':

table



fox



one table

one fox

four _____ three _____

Section 5

Spell the days of the week.

Monday,

T _____

Wednesday,

Th _____

F _____

S _____

Sunday.

Section 6

Use numbers 1-4 to put these sentences in order to make a short story. 1 has been done for you.

Afterwards, she went outside and cycled to the park with her friends.

Selma woke up one hot sunny day.

Once she was changed, she had some tasty cereal for breakfast.

She got dressed into blue shorts and a yellow t-shirt.

Section 4

Describe two of the animals you can see.





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Year 2 Maths Activity Mat: Autumn 1

1

Section 1

Draw a line to match up the numbers and the words.

7	fifteen
15	twenty-two
22	four
4	seven

Section 2

Fill in the missing numbers.

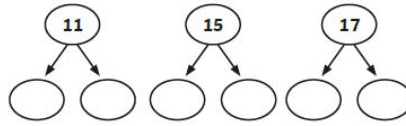
14 = $\begin{matrix} \text{ten} \\ \square \end{matrix} + \begin{matrix} \text{ones} \\ \square \end{matrix}$

18 = $\begin{matrix} \text{ten} \\ \square \end{matrix} + \begin{matrix} \text{ones} \\ \square \end{matrix}$

12 = $\begin{matrix} \text{ten} \\ \square \end{matrix} + \begin{matrix} \text{ones} \\ \square \end{matrix}$

Section 3

Partition these numbers.



Section 4

Order the numbers from smallest to largest.

6 12 4 9

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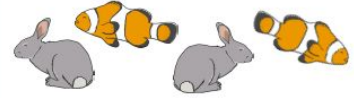
Section 5

Use these signs < or > to make these statements true.

3 \square 9 12 \square 7
6 \square 8

Section 6

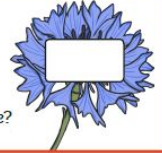
Write a maths statement for this picture.



$\square + \square = \square$

Section 7

I have 5 flowers.
3 flowers are red.
The rest are blue.
How many flowers are blue?



Section 8

How much money is here?



\square



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Year 2 Maths Activity Mat: Autumn 1

1

Section 1

Draw a line to match up the numbers and the words.

17	twenty-three
35	seventeen
12	thirty-five
23	twelve

Section 2

Fill in the missing numbers.

29 = $\begin{matrix} \text{ten} \\ \square \end{matrix} + \begin{matrix} \text{ones} \\ \square \end{matrix}$

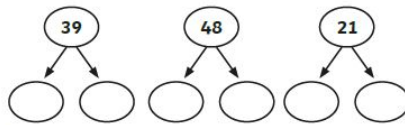
32 = $\begin{matrix} \text{ten} \\ \square \end{matrix} + \begin{matrix} \text{ones} \\ \square \end{matrix}$

41 = $\begin{matrix} \text{ten} \\ \square \end{matrix} + \begin{matrix} \text{ones} \\ \square \end{matrix}$

19 = $\begin{matrix} \text{ten} \\ \square \end{matrix} + \begin{matrix} \text{ones} \\ \square \end{matrix}$

Section 3

Partition these numbers.



Section 4

Order the numbers from smallest to largest.

27 20 32 36

--	--	--	--

Section 5

Use these signs < or > to make these statements true.

19 \square 13 15 \square 17
24 \square 22

Section 6

Write a maths statement for this picture.



$\square + \square = \square$

Section 7

I have 6 toy cars.
2 cars are yellow.
The rest are green.
How many cars are green?



Section 8

How much money is here?



\square



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Homework

Vietnamese homework

- **Vietnamese:**
- **Y1** given on Monday and return on Friday.
- **Y2** given on Wednesday and return on Monday.



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Homework

Reading

- Reading should occur **3-5 times per week** and reading records signed.
- Children will also use Bug Club (minimum of 2 per week)



Date	Book Title	Page Number	Parent/Teacher Comments
7/9	BFG	1-9	Excellent!

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Simple Tips for Whilst You Read



What is happening? Talk about what is happening in the pictures **before** you read the text. What can you see?



Discuss alternative words. For example, 'Which word could the author have used that's a bit more exciting than **big**? Use a thesaurus together.



Make predictions. What do you think will happen next? What makes you think that? If their prediction is way off the mark, model your own and give your reasons.



Start in the middle of a book. What do you think has happened before this point? What makes you think that?



Discuss the setting of the story. Have you read another book with the same setting?



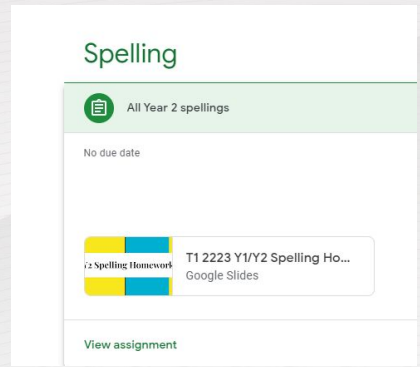
Discuss the meaning of words. Use a dictionary together to get your child used to exploring words for themselves.



Have you learned anything whilst reading this book that you didn't know before? Pretend that you have learned a new fact and explain it.

Year 1 children are expected to:	To support this, you could say:
identify words which appear again and again in a text	Can you put your finger on the word 'the'?
recognise and join in with predictable phrases	Come on, say it with me... I bet you can't remember the next bit.
relate reading to their own experiences	Wow, look at that castle. Do you remember when we went to...?
re-read a word or sentence if reading does not make sense	Does... make sense? It didn't sound quite right. Let's try again.
become very familiar with key stories, fairy stories and traditional tales, retelling the main events of a story with considerable accuracy	What happened in that story again? Silly me, I've forgotten. What happened after that?
discuss the significance of a title and events	So, why do you think it's called Jack and the Beanstalk?
make predictions on the basis of what has been read	So if..., what might happen next?

make inferences on the basis of what is being said and done	Look at that picture – how do you think... is feeling? What makes you say that? Look at the words the author has used to describe...; what sort of place do you think it will be?
read aloud with pace and expression, e.g. pausing at a full stop; raising their voice for a question	What kind of voice can we read that in? What do you need to do when you reach a full stop?
recognise capital letters, full stops, question marks, exclamation marks and ellipses (...) within texts	I bet you can't find three capitals letters on this page before I can.
know why the writer has used the above punctuation in a text	What is that? (Point to a piece of punctuation.) What does that do?
know the difference between fiction and non-fiction texts	Is this a story or is it an information text? How do you know?
learn rhymes and poems off by heart	I'd love it if you could sing Humpty Dumpty whilst I put my shoes on.
be encouraged to say whether or not they like the text, giving reasons why	Did you enjoy that story? What was your favourite part?



Spellings / Phonics

- **10 spellings** (7 based on their group's phonics sounds and 3 common exception words).
- They will be given these on **Friday** and tested the following **Friday**.
- They should practise these in their **yellow spelling books**.
- We will contact you if your child gets **less than 6**, 3 times.
- They are also posted on **Google Classroom**.

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Y2 ONLY Times tables

- **Times tables** should also be practised regularly using **Times Tables Rockstars**.



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Homework

All homework is aimed to be able to be completed independently with a little bit of support from someone at home. If it is too challenging, support your child the best you can or write a note in the book for the teacher to help. Please don't wait until the last day to do this.

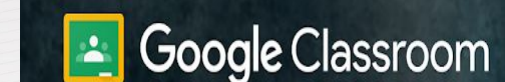
It's best to do homework away from distractions such as the TV or tablets. A quiet place is usually best, though it's worth remembering that every child learns differently and some may prefer to work with music in the background. If your child is reluctant to do their homework, a timer could be helpful.

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Google Classroom

- Google Classroom - your child IS NOT set **homework on Google Classroom**.
- You can access their Google Classroom to see what they have been doing. They have their email address and password written in the front of their Home School diaries.
- You can look at the assignments to **consolidate learning**.

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T1W9 17/10/22

 T1W9L2 GR

 W9L1 GR

 T1W9L1 English  1

 T1W9 PSHE

PE and Swimming

- If your child **can not** swim or take part in PE due to illness or injury, email the office, class teacher or the nurse.
- **Do not** send in their kit as this can be confusing.

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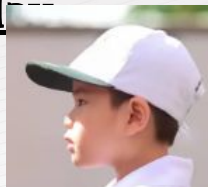


What to bring to school each



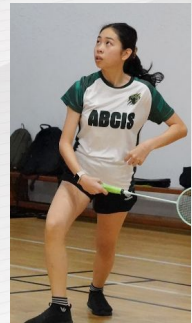
Each day

- Hat
- Water bottle
- Book bag
- Cardigan



Specialist days

- Swimming bag
- PE kit
- VN book
- HW book
- Library/Reading book
- Home School Diary



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English Support Lessons

- Some children attend English support lessons to help with their English.
- You will know if your child attends these lessons.
- Y1 2 out of class lessons (Science) and 1 in class lesson
- Y2 2 out of class lessons (Art and Topic) and 1 in class lesson
- Covers the KS1 curriculum, adapted for their needs.

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Nurse

All medication must be given directly to the **school nurse** with a **letter signed by the parent** explaining the illness and direction for administration of the medication.



There is a form on the school website for this.

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Final Points



Birthdays of children can be shared with the class usually on the **closest Friday to your child's birthday**. However, please arrange this with your child's class teacher at least two days in advance to ensure this is possible.

If your child will be giving any gifts to other children it should be packaged and then taken home.

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Questions?

Thank you for coming today. We hope you have found the information useful.

If you have any further questions, please don't hesitate to contact us via email or the office. Feel free to email any queries direct to your child's teacher:

1Y yanyan@theabcis.com

1C clodaghkenny@theabcis.com

2P poppycoxon@theabcis.com

2J jakemclaughlin@theabcis.com