



Inspiring Futures
through Learning

Curriculum Parent Presentation

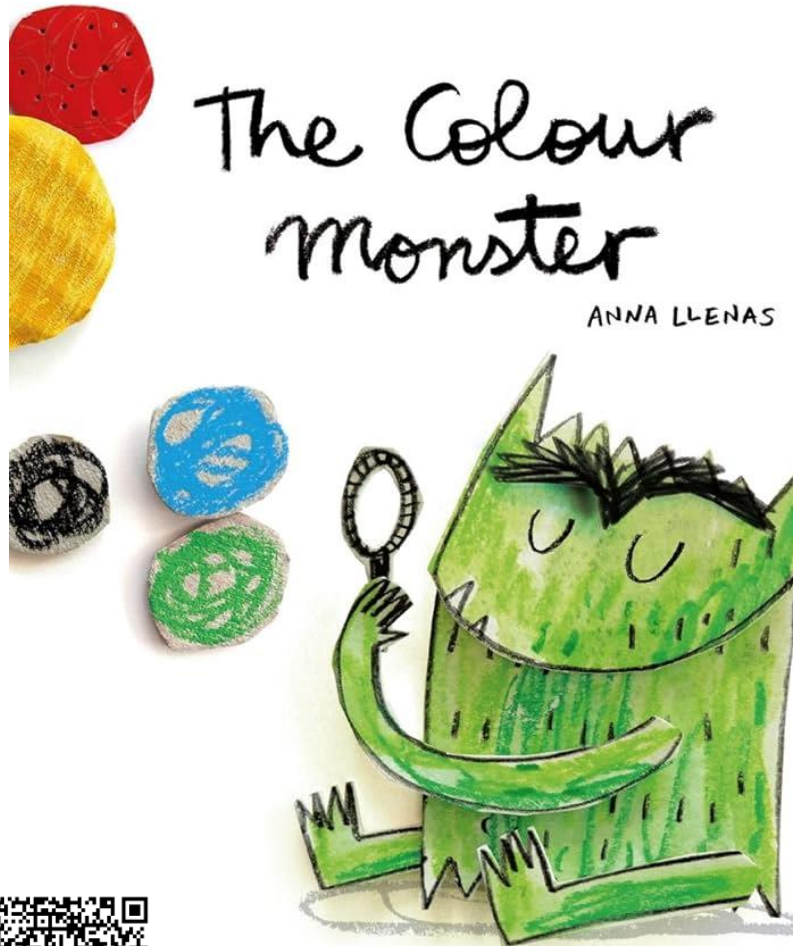
Year 2

Mrs Begum and Miss Hodgkins

Typical Day

- ▶ 8:50am Wellbeing Check in (Colour Monsters) and Register
- ▶ 9:00 am Phonics
- ▶ 9:30 am English
- ▶ 10:25 am Breaktime
- ▶ 10:45 am Maths (White Rose)
- ▶ 11:45 am Story/News time
- ▶ 12:00 pm Lunch
- ▶ 1:00pm Register
- ▶ 1:10pm Non-core subject (History/Geography, Science, RE or Art/DT)
- ▶ 2:00 pm Non-core subject (PE, Music or Jigsaw)
- ▶ 2:40pm Assembly
- ▶ 3:00pm Story time
- ▶ 3.10 pm Home time

Colour Monsters



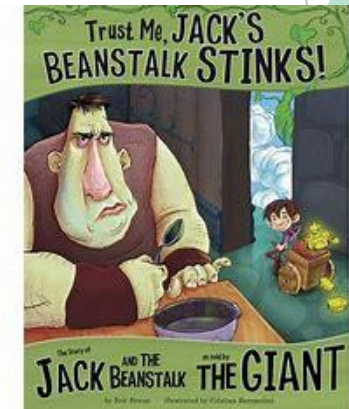
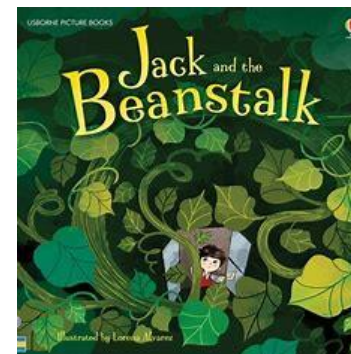
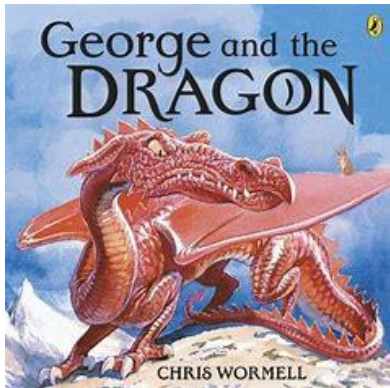
- ▶ At Ashbrook School, our children's wellbeing is our number one priority. To help the children develop an understanding of their emotions we use a key text 'The Colour Monster'.
- ▶ During their time at Ashbrook children become familiar with the language used to describe a range of feelings that we all experience. We support children by validating their feelings.
- ▶ How do we use 'colour monsters' to support children?
- ▶ The children learn about the feelings associated with the different colour monsters and then add their named stick into the corresponding jars in class. Staff will support children if they are feeling sad, worried, angry or upset.
- ▶ Understanding children are their emotions is key to their success in school. Sometimes we support beyond the colour monsters through early help and other nurture arrangements in school.



Curriculum Overview

Our curriculum has been created to continue building on children's prior knowledge. We offer an inspiring curriculum which aims to provide learning through creative and enrichment opportunities. This approach allows children to open their minds to a broader perspective, to develop resilience, communication skills and independence as learners.

In English, inspire days such as the breakfast banquet, walk to the local park and dress up days were created to offer children the opportunity to engage through experiential first hand learning.



National curriculum in England: English programmes of study

Writing - composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

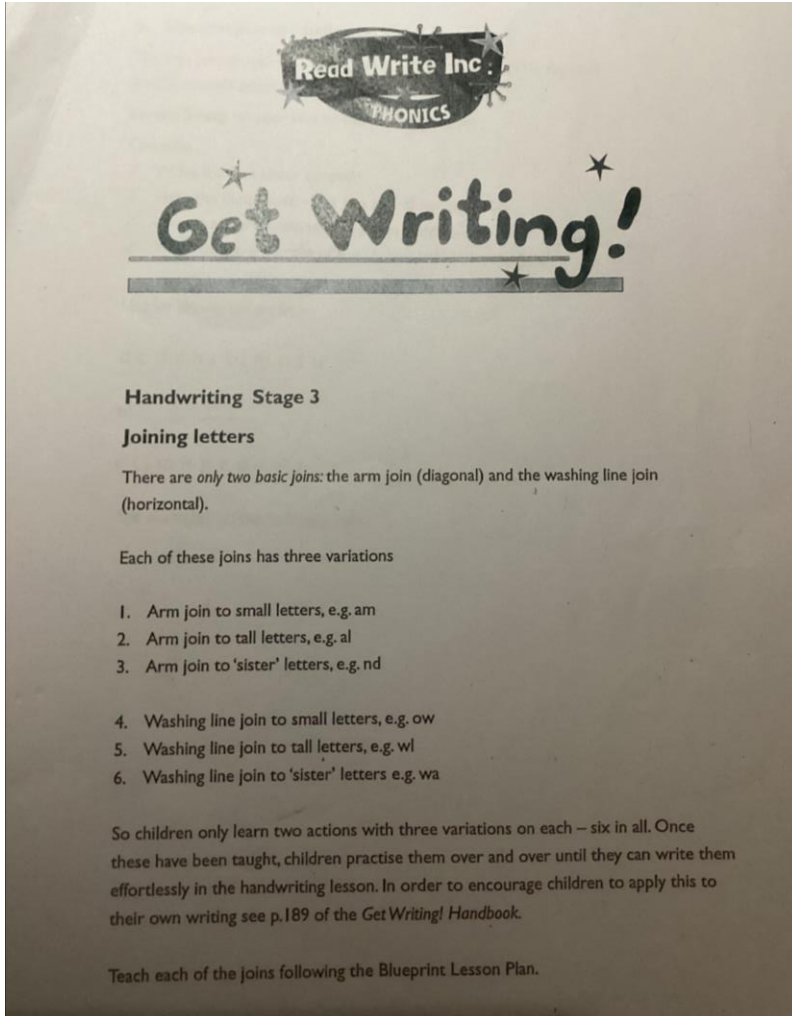
- develop their understanding of the concepts set out in [English appendix 2](#) by:
 - learning how to use both familiar and new punctuation correctly - see [English appendix 2](#), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
 - learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently, including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in [English appendix 2](#)
 - some features of written Standard English
- use and understand the grammatical terminology in [English appendix 2](#) in discussing their writing

Year 2
Common Exception Words

<i>Year 2</i>					
floor	most			sure	pretty
poor	only			sugar	grass
door	both			break	pass
because	old	everybody	improve	steak	class
mind	cold	parents	prove	great	fast
kind	clothes	who	move	told	last
behind	water	Christmas	every	gold	past
find	again	beautiful	climb	hold	father
after	busy	whole	eye	even	pass
wild	money	plant	should	half	could
child	Mr	path	many	people	would
children	Mrs	bath		hour	any

Handwriting

Cursive handwriting



Read Write Inc.
PHONICS

Get Writing!

Handwriting Stage 3
Joining letters

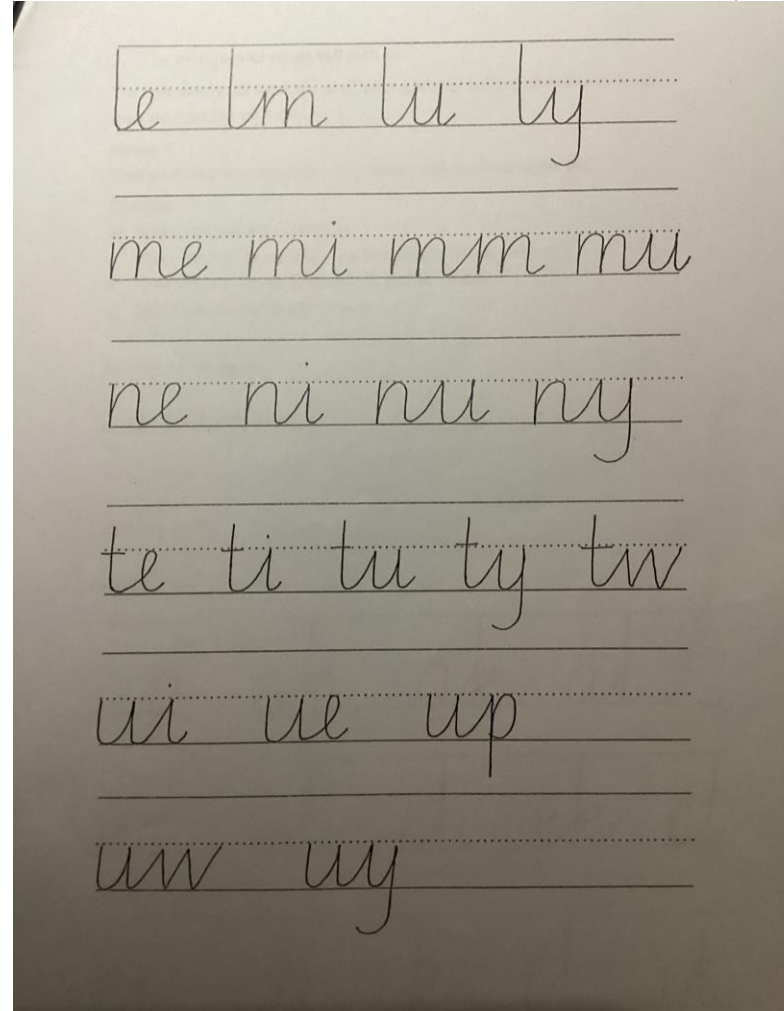
There are *only two basic joins*: the arm join (diagonal) and the washing line join (horizontal).

Each of these joins has three variations

1. Arm join to small letters, e.g. am
2. Arm join to tall letters, e.g. al
3. Arm join to 'sister' letters, e.g. nd
4. Washing line join to small letters, e.g. ow
5. Washing line join to tall letters, e.g. wl
6. Washing line join to 'sister' letters e.g. wa

So children only learn two actions with three variations on each – six in all. Once these have been taught, children practise them over and over until they can write them effortlessly in the handwriting lesson. In order to encourage children to apply this to their own writing see p.189 of the *Get Writing! Handbook*.

Teach each of the joins following the Blueprint Lesson Plan.



le lm lu ly

me mi mm mu

ne ni nu ny

te ti tu ty tw

ui ue up



un uy

Phonics

Complex Speed Sounds

Read Write Inc. **Desktop Speed Sounds Chart**
















Speed Sounds Set 1

m	a	s	d	t
				
i	n	p	g	o
				
c	k	u	b	f
				
e	l	h	sh	r
				
j	v	y	w	th
				
z	ch	qu	x	ng
				

Speed Sounds Set 2

ay	ee	igh	ow	oo
				
oo	ar	or	air	ir
				
ou	oy			
				

Speed Sounds Set 3

ea	oi			
				
ā-e	ī-e	ō-e	ū-e	aw
				
are	ur	er	ow	ai
				
oa	ew	ire	ear	ure
				

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Reading



Are you a reading star?

Reward	Points
Bronze	5 
Silver	15 
Gold	25 
Platinum	40 
Diamond	60 

5 reads/
1 filled page/
signed in reading record = 1 x



Curriculum Overview

In maths we use the White Rose scheme which adopts the maths mastery approach for all children to achieve by developing critical thinking to deepen their understanding of mathematical concepts rather than being able to memorise ways of solving equations.

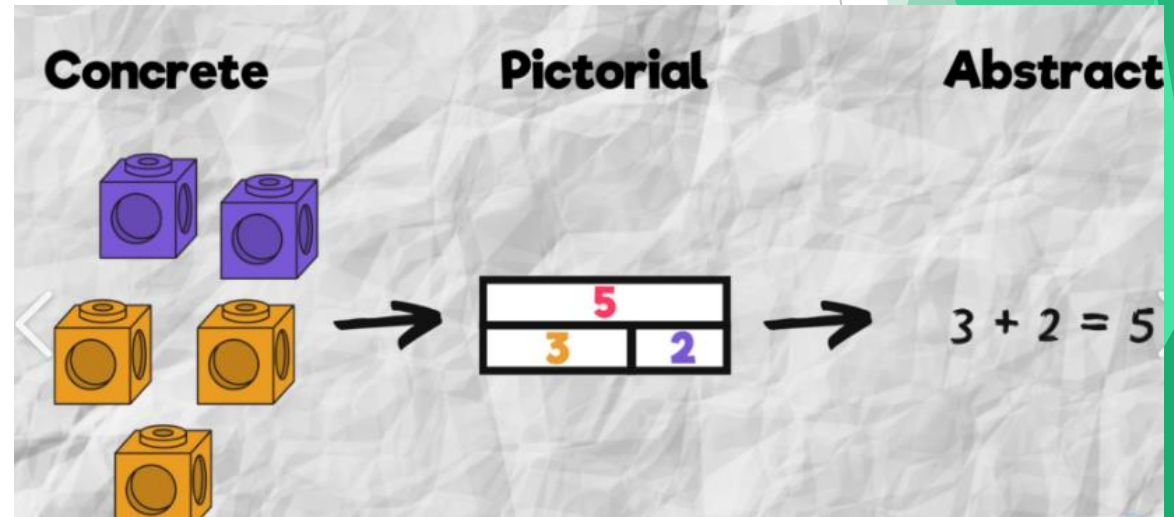
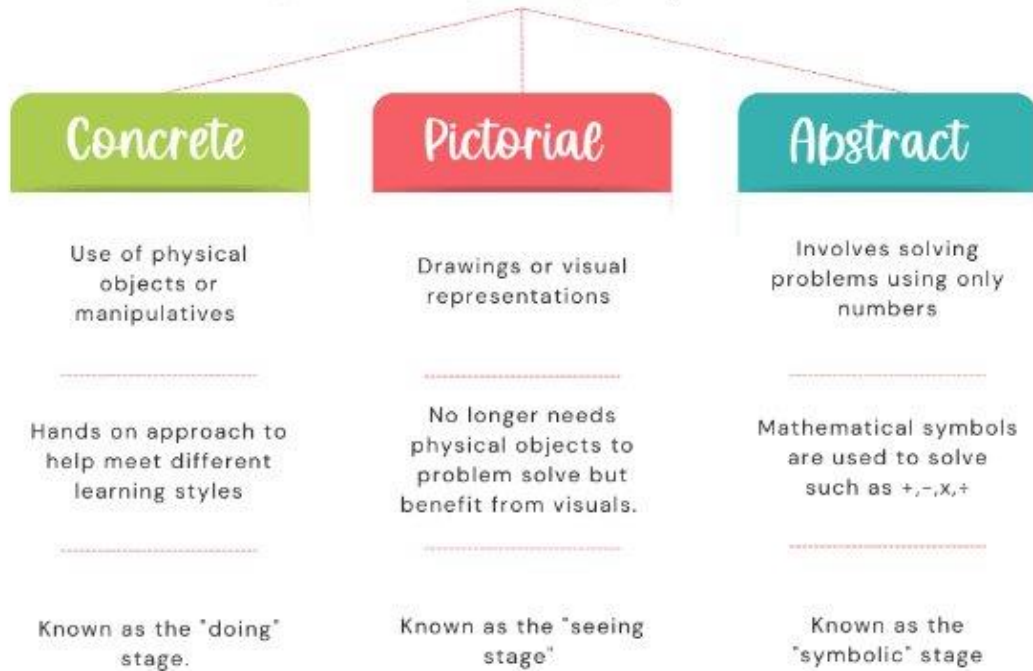
Children are given time in smaller steps to really understand concepts at a deeper level rather than surface level learning a set of rules. The steps support children to learn at their own pace which leads to greater progress as children become secure in their understanding which increases motivation and high levels of engagement.

Children do not move through the stages until they have mastered the first step and feel secure in their understanding of a mathematical concept.

Curriculum Overview

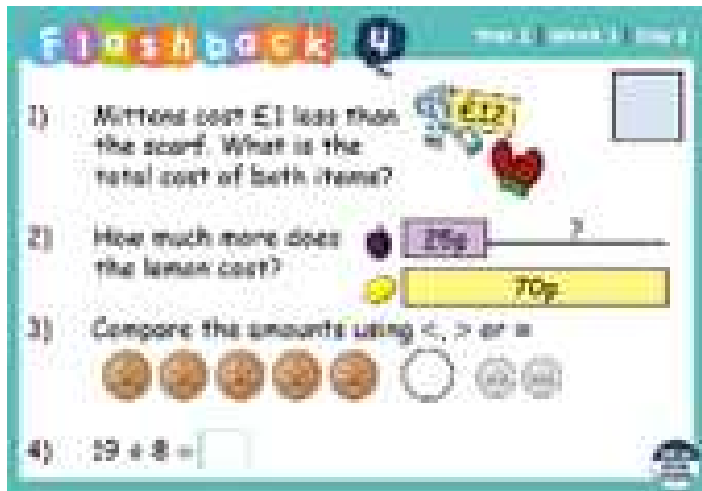
The CPA Approach FOR TEACHING MATH

Concrete Pictorial Abstract



Curriculum Overview

Lessons always start with a Flashback which is a recap on prior learning which children complete independently.



The screenshot shows a worksheet titled 'Flashback' with four problems:

- 1) Mittens cost £1 less than the scarf. What is the total cost of both items?
Illustration: A pair of mittens and a red scarf.
- 2) How much more does the lemon cost?
Illustration: A purple lemon with a price tag of 25p and a yellow lemon with a price tag of 70p.
- 3) Compare the amounts using <, > or =.
Illustration: Five 1p coins, one 2p coin, and one 5p coin.
- 4) $19 + 8 =$

Concrete part of the lesson will involve the introduction of a concept with resources provided to secure their understanding.



Pictorial part of the lesson continues to enable children to develop the new knowledge through representations.

Complete the sentences for each set of pictures.



There are _____ equal groups.
There are _____ in each group.
There are _____ groups of _____.
There are _____ altogether.

Abstract

When children complete the independent part of the lesson which allows children to practice using concrete resources to complete pictorial representations. They move onto problem solving and reasoning questions to continue to deepen their knowledge. The children to answer and write their answers in full sentences explaining their reasons

Reasoning

Tammy is writing a number sentence to describe the image below.



$$6 - 2 = 3$$

Is she correct? Prove it.

Problem solving

At a party, there are 4 cans of cola left.



Mick describes a possible calculation using a story.

I think there were 8 cans and 4 have been drunk.



How many other calculations and stories can you find?

Non-core curriculum

- Science lessons take place every week
- History/Geography half termly - once a week
- Art/DT alternate termly - once a week
- RE/Music lessons once a week
- Jigsaw - PSHE lessons once a week
- PE - two lessons every week
- Computing - once a week

Science programmes
of study: key stages
1 and 2
National curriculum in England



Kapow
Primary™



iPads

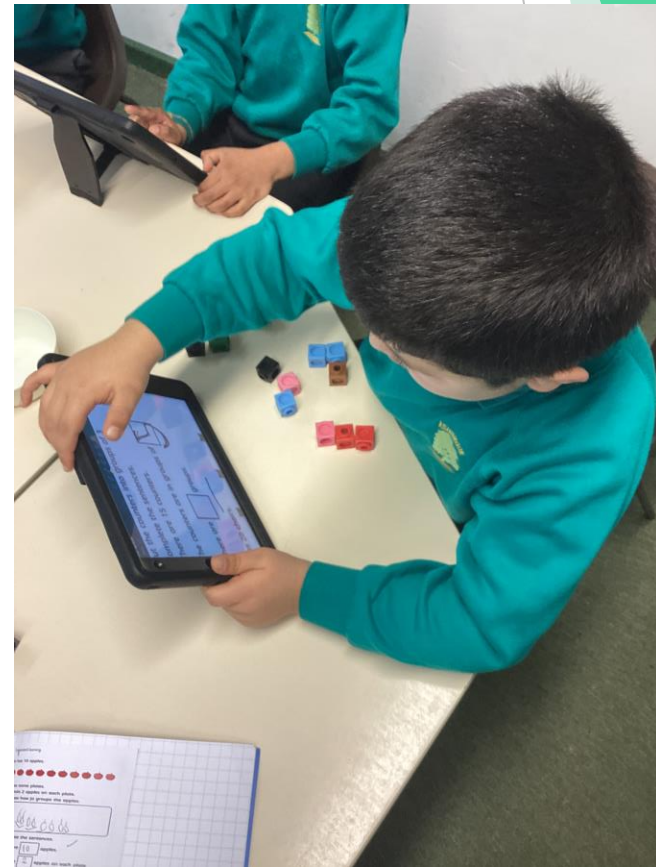
Children will be using the 1:1 devices across the curriculum to access their learning.



Children are still using paper and pen to develop key skills in core subjects, with the devices becoming an additional tool to enhance and increase the quality of learning. The use of the devices has had a positive impact on children's learning experience to better equip them for the modern technology world.

Further information about the 1:1 devices will be communicated over the week with an information day taking place on presentation taking place on Thursday 26th September at 2:15pm.

The iPads will be used alongside everyday resources that the children will need to become confident learners.



Our Values and Aims

School Values

- ▶ Caring
- ▶ Co-operation
- ▶ Responsibility
- ▶ Respect
- ▶ Patience
- ▶ Perseverance

Curriculum Aims

- ▶ Successful learners
- ▶ Effective contributors
- ▶ Responsible citizens
- ▶ Confident individuals

Rewards & Celebrations

- ▶ Assembly time is used to explore our values and learning aims. We celebrate the children's achievements in demonstrating the values on a daily basis with our stars in the jar and class rewards. These are revisited through our 'School Awards' presented every Friday and at the end of each half term.
- ▶ All children are allocated a house when they join the Ashbrook family. The children work towards a collective reward celebrated at the end of each half term. The stars are earned when children display our key values.



School Council

Play Leaders



Eco Warriors



Youth Parliament

Librarians



House Captains



Digital Leaders...coming soon



Home Learning

Homework is sent home every Friday to be completed by the following Wednesday.

Homework is a recap on learning that has taken place over the week covering English and maths.

Spelling has been adapted for children to practice learning common exception words and key vocabulary which they have learnt across the curriculum that week.

How to support your child at home

- Attendance
- Punctual arrival
- Daily reading practice
- Support spelling practice and Homework

Attendance and Punctuality

Punctuality

- ▶ Children are expected to arrive at school between 8.30 am and 8.40 am to ensure the children are settled and ready to start their learning
- ▶ A late mark is given to any child arriving after 8:45am.
- ▶ The registers close at 9am. If a child arrives after this they will be given an unauthorised absence mark (U late after the register closed)

Absence

- ▶ Parent/carers must contact the school on the day of the absence and each subsequent day of absence. This should be done either via MCAS or telephone.
DO NOT USE EMAIL
- ▶ If no contact is made regarding a child's absence a home visit will be carried out to ensure the child is safe.
- ▶ Schools are no longer allowed to authorise requests for children to be taken out of school in term time unless there are "exceptional circumstances".
- ▶ Sanctions for 10 sessions of unauthorised absence:
Fixed Penalty Notices (FPN) are issued to each parent and per child. A FPN is £80 if paid within 21 days, and £160 if paid between 22 and 28 days. If the fine is not paid, you will be prosecuted in the magistrates' court and could receive a fine of up to £1000 (per parent) and a criminal record.
If a second period of leave is taken within 3 years (same parent/child) then the fine will start at £160 payable in 28 days.
If there is a third offence in 3 years (same parent/child) then the matter will be prosecuted in the magistrate's court.
- ▶ fines can now be issued if there are 10 unauthorised sessions in 10 school weeks (as above) the time taken doesn't need to be consecutive as was previously the case.
- ▶ It should be noted the Fixed Penalty Notice can be issued where there is a combination of codes, so lateness after the register, unauthorised absence or unauthorised term time leave.

- ▶ The school will: Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families.
- ▶ PATH schools have a whole school attendance target of 97%
- ▶ Parents will be informed half termly if their child's attendance drops below 96%
- ▶ Parent will be informed if their child's attendance drops below 93% and support offered.
- ▶ If attendance drops below 90% Parents will be invited into school to work collaboratively on creating an action plan with a support first approach.

Communications

- We have an open-door policy, please approach any member of the staff if you have an urgent query or concern
- School website
- MCAS is used to inform parents of special dates, events and reminders
- Curriculum overview of learning which is included in the SWAY newsletter weekly
- Regular coffee mornings
- First aid

How to keep in touch

Our SWAY newsletter is not to be missed! Which is full photos and videos bringing you an update on what exciting learning opportunities the children have participated in over the half term.

Our Facebook page has the latest update on what is happening in our school community

<https://www.facebook.com/AshbrookSchoolMK>

Our website has all the upcoming dates of events that will be taking place over each half term.

[Ashbrook School](#)





Questions

We welcome any questions you may have?