



September
2021

Welcome to
Class One

With Miss Johnson



Welcome to Acomb First School

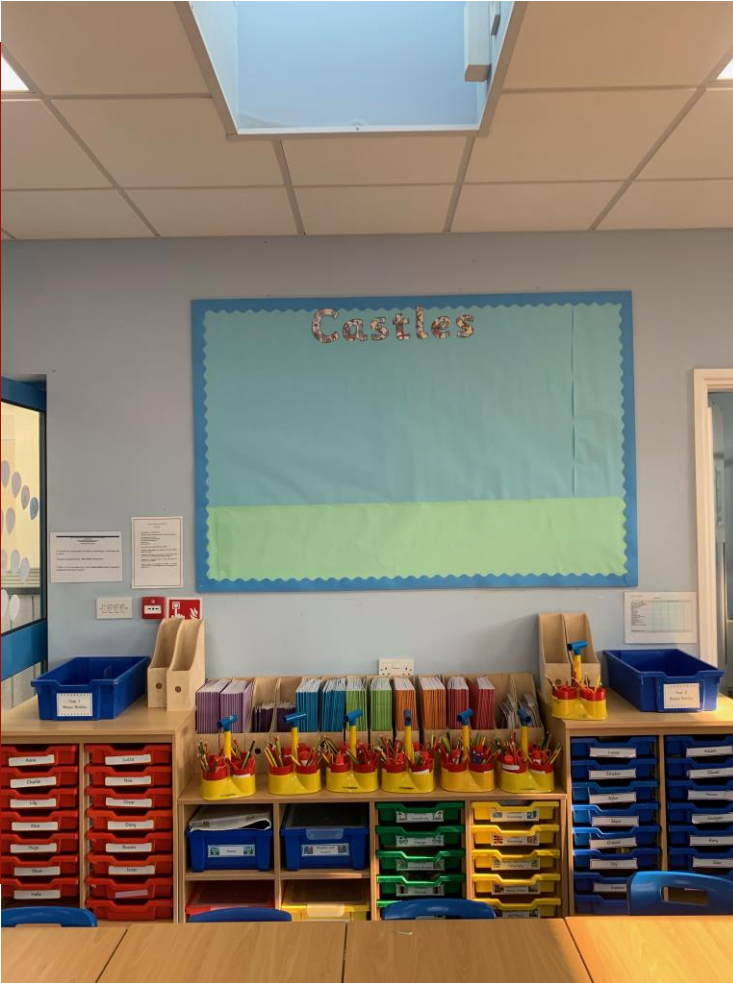
This presentation aims to provide you an introduction to Key Stage One at Acomb First School and includes information that I hope you will find useful!

School Vision:

- Our vision for Acomb First School is to achieve the best quality education providing a culture of learning and discovery for all our children, in a caring and stimulating environment.
- We treat all children as individuals, valuing their talents and interests and celebrating all achievements along the way.



What this presentation will cover:



- Timetable and overview of learning
- Expectations for Year 1 and Year 2
 - Reading
 - Writing, including phonics, spelling and handwriting
 - Maths
- Year 1 and Year 2 Phonics Screening Checks
- End of Key Stage One Statutory Assessments
- How to support your child at home

Welcome to Key Stage One

Timetable

Class One children will be lining up from 8:45 on the yard. Please bring your child onto the yard, the children will then join their year group lines. I will then escort the children into the classroom using our Class One door at 8:55.

Class One children will leave school at 3:15.

Class 1 Timetable - Autumn 2021

FRIDAY	THURSDAY	WEDNESDAY	TUESDAY	MONDAY
REGISTRATION 8:55 - 9:00				
Guided reading/morning g jobs 9 - 9:15	Guided reading/morning jobs 9 - 9:15	Guided reading/morning jobs 9 - 9:15	Guided reading/morning jobs 9 - 9:15	Guided reading/morning g jobs 9 - 9:15
Phonics 9:15-9:35	Phonics 9:15-9:35	Phonics 9:15-9:35	Phonics 9:15-9:35	Phonics 9:15-9:35
English 9:35 - 10:30	English 9:35 - 10:30	English 9:35 - 10:30	English 9:35 - 10:30	English 9:35 - 10:30
ASSEMBLY 10:30 - 10:45	ASSEMBLY 10:30 - 10:45	ASSEMBLY 2:30 - 3:45	ASSEMBLY 10:30 - 10:45	ASSEMBLY 10:30 - 10:45
PLAYTIME 10:45 - 11:00				
Times Tables 11:00 - 12:00	Maths 11:00 - 12:00	Maths 11:00 - 12:00	Maths 11:00 - 12:00	Maths 11:00 - 12:00
LUNCHTIME 12:00 - 1:00				
REGISTRATION 1:00 - 1:05				
Handwriting/Spellings 1:05 - 1:40	Forest School 1:05 - 3:00		Science 1:05 - 2:00	RE/PSHE 1:05 - 1:30
PE 1:40 - 2:20			PE 1:40 - 2:20	Music 1:30 - 2:00
Golden time 2.20 - 3.00			Computing 2.20 - 3.00	Geography/History 2.00-3.00

Core
Subjects

English

Maths

Science



**The National
Curriculum**



Foundation
Subjects

Geography

P.E

P.S.H.E

Art and
Design
Technology


R.E

Computing

History

Class One Topic Map

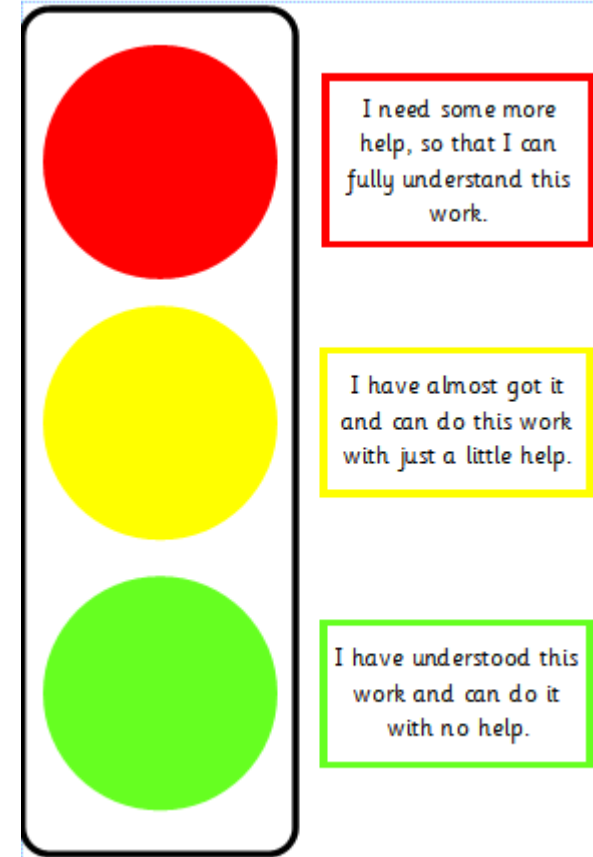
Autumn Term One

<u>Science:</u> Seasonal changes and weather Autumn and winter Migration and Hibernation Sun and Shadows	<u>Maths:</u> Number – Place Value Number – Addition and Subtraction Number – Multiplication and Division Mental Strategies 2, 5, 10 times tables.	<u>English:</u> Talk 4 writing Traditional stories Traditional stories with alternative endings Instructions Castles Dragon Stories. Non-Chronological reports Fantasy and adventure stories Recounts	<u>Art and Design:</u> Castles sketching and painting local landscapes Natural art focus Bean stalk designing 3D Castles Design and Make a Shield
<u>Computing:</u> E safety Weather data Create a weather forecast Technology in school and beyond school.	<div>Castles  Acomb First School Class 1 Autumn <u>Term</u> - 2021</div>		<u>Geography:</u> Local geography Maps of Acomb, Hexham and Northumberland Geographical locations of castles
<u>Music:</u> Weather music and songs Harvest Songs Nativity Songs	<u>P.E:</u> Invasion Games Football/ Rugby	<u>PSHE/RE:</u> My family and being part of God's Family Health and wellbeing	<u>History:</u> History of Local Area History of Tyne Parts of castles and their functions Castle life, defence and attacks and castles through time

Life in Key Stage One

During your child's time in Year One and Two they will:

- Be encouraged to become more independent as they move towards more formal working.
- Sit at a desk to complete tasks.
- Work more independently.
- Follow a set/sets of instructions.
- Move towards End of Year Expectations.
- Complete homework such as, reading, practising phonics, spellings and key maths skills.
- Complete the Year One Phonics Screening and End of Key Stage One Statutory Assessments.



In Class One we...

At the start of each year during P.S.H.E we discuss the things that are important to the children about school and work together to create a class charter containing the children's ideas.

The children also collect raffle tickets to get entered into a prize draw on a Friday.



Year One End of Year Expectations

To blend sounds in unfamiliar words using the grapheme-phoneme correspondences (GPCs) that they have been taught.

To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for all of the 40+ phonemes.

To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.

To read words containing taught grapheme-phoneme correspondences (GPCs).

To read words containing -s, -es, -ing, -ed and est endings.

To read words with contractions (for example, I'm, I'll, we'll).

To re-read texts to build up fluency and confidence in word reading.

To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to word out words.

To continue to demonstrate a pleasure in reading and a motivation to read.

To link what they have read or hear read to their own experiences.

To retell familiar stories in increasing detail.

To predict what might happen on the basis of what has been read so far.

To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.

To recite simple poems by heart.

To begin to make simple inferences.

To discuss the significance of titles and events.

To discuss word meaning and link new meanings to those already known.

To check that a text makes sense to them as they read and to self-correct.

To join in discussions about a text, take turns and listen to what others say.

READING

Year Two End of Year Expectations

To read accurately most words of two or more syllables.

To read most words containing common suffixes: -ing, -ed, -er, -est, ment, -ness, -ful, -less, and -ly.

To read most common exception words (from English Appendix 1).

To read words accurately and fluently without over sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.

To sound out most unfamiliar words accurately, without undue hesitation.

To check a familiar text, which they can read accurately and fluently, makes sense to them.

To answer questions and make some inferences on the basis of what is being said and done in a familiar text.

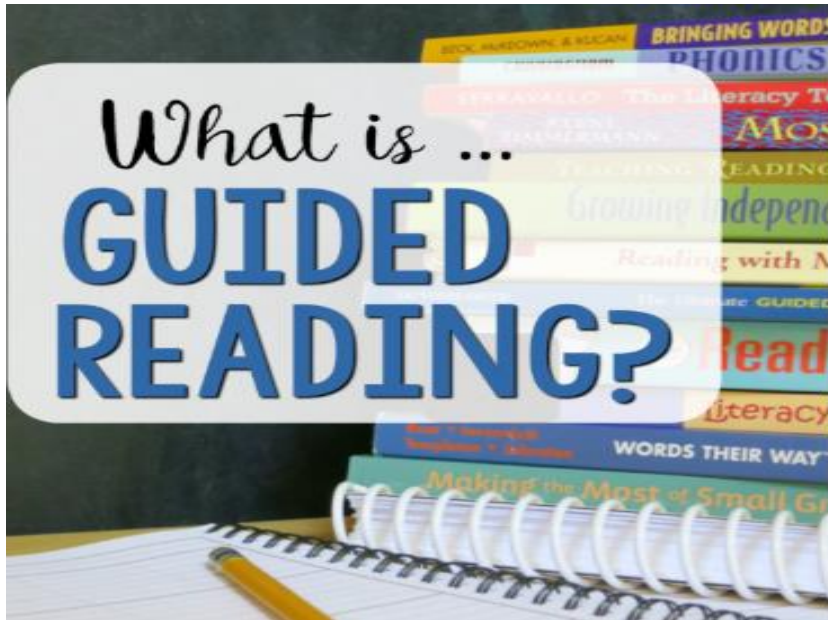
Reading Books

The children will continue to bring books home to read, these books will only be changed if the reading record entry is signed by an adult. The books will be changed every Monday. In Year One and Two we ask that the children aim to read at least three times per week and they will receive a sticker in Friday's assembly.

This year at Acomb First School we are using the Oxford Level (Stage) system to organise our books.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
Year 2 / Primary 3	6-7 years old	7	Turquoise
		8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7-8 years old	8	Brown
		9	
		10	
		11	
		12	Grey
Year 4 / Primary 5	8-9 years old	13	
		14	Dark blue
Year 5 / Primary 6	9-10 years old	15	
		16	Dark red
Year 6 / Primary 7	10-11 years old	17	
		18	
		19	
		20	

Guided Reading



The children will read at school with an adult at least once per week.

Reading will consist of Guided Reading sessions, one-to-one sessions and whole class reading time.

The Guided Reading sessions focus on comprehension skills. During these sessions we ask lots of how and why open ended questions and ask the children to explain and justify their understanding.

Guided Reading

Find and Copy Questions

- 1 Look at the paragraph beginning **The greedy man began to climb the vine...**

Find and **copy one** word that means the same as **sparkle**.

Open-Ended Questions

- 1 At the end of the story, Bella was happy. Why?

We focus on four main areas:

- Predicting
- Clarifying new words (Encouraging the children to think about what the word means)
- Summarising the key parts in a brief sentence
- Answering questions about the text (This is a big part of the end of KS1 Assessments)

Inference Questions with Iggy

- What do you think... means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?



Prediction Questions with Pip

- Where do you think... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might... say about that?



Year One End of Year Expectations

To write sentences in order to create short narratives and non-fiction texts.

To use some features of different text types (although these may not be consistent).

To reread their writing to check that it makes sense and make suggested changes.

To use adjectives to describe.

Has an awareness of:

- Capital letters for names, places, the days of the week and the personal pronoun 'I'.
- Finger spaces.
- Full stops to end sentences.
- Question marks.
- Exclamation marks.

To use simple sentence structures.

To use the joining word (conjunction) 'and' to link ideas and sentences.

To spell most words containing previously taught phonemes and grapheme-phoneme correspondences (GPCs) accurately.

To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).

To use -s and -es to form regular plurals correctly.

To use the prefix 'un'.

To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).

To write lower case and capital letters in the correct direction, starting and finishing in the right place.

To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.

WRITING

Year Two End of Year Expectations

Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher.

Writing about real events, recording these simply and clearly.

Demarcating most sentences with:

- Capital letters and full stops.

And with use of:

- Question marks.

Using present and past tense mostly correctly and consistently.

Using co-ordination (or / and / but).

Using some subordination (when / if / that / because).

Segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.

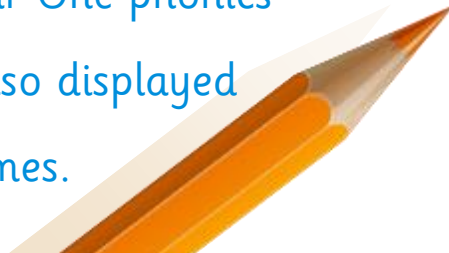
Spelling many KS1 common exception words (from English Appendix 1).

Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

Using spacing between words that reflects the size of the letters.

Common Exception Words

These are the key words that the children will learn in Year One and Year Two. By the end of the year the children are expected to be able to read and write these words. These words will be built into weekly spelling tests for Year Two children and incorporated into the Year One phonics lessons. The words are also displayed in the classroom at all times.



Year 1				
the	were	be	my	ask
a	was	he	here	friend
do	is	me	there	school
to	his	she	where	put
today	has	we	love	push
of	I	no	come	pull
said	you	go	some	full
says	your	so	one	house
are	they	by	once	our

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

Year One Phonics



Year One children are taught phonics every morning. We will revisit 2 sounds before moving onto Set 3 and focusing on alternate ways of spelling sounds such as ee, ea, y, and e.

In June, all children in Year One sit their Phonics Screening Check (or as we like to call it, their Alien Investigation Training).



A Guide for Parents:

Year One

Phonics Screening Check

What is Phonics?

Children begin to learn phonics (sounds) in Early Years both in Nursery and Reception. Once children begin learning sounds, these sounds are used to read and spell words. Children can then see the purpose of learning sounds.

For this reason, the first initial sounds that are taught are: 's', 'a', 't', 'p', 'i', 'n'. These can immediately be blended for reading to make simple CVC words (consonant, vowel, consonant) e.g. sat, pin. Children then develop segmenting for writing skills; breaking the word into sounds to spell it out.

What is the Phonics Screening Check?

Children in Year 1 throughout the country will all be taking part in a phonics screening check during June. Children in Year 2 will also take the check if they did not achieve the required result when in Year 1, or they have not taken the test before.

Head teachers should decide whether it is appropriate for each of their pupils to take the phonics screening check. The phonics screening check is designed to confirm whether individual children have learnt sufficient phonic decoding and blending skills to an appropriate standard.

What Happens During the Test?

The test contains 40 words. Each child will sit one to one and read each word aloud to a teacher. The test will take approximately 10 minutes per child, although all children are different and will complete the check at their own pace. The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense or alien words).

Pseudo Words (Nonsense or alien words)

The pseudo words will be shown to your child with a picture of an alien. This provides the children with a context for the pseudo word which is independent from any existing vocabulary they may have. Pseudo words are included because they will be new to all pupils.

Reporting to Parents

By the end of the summer term all schools must report their child's results to parents. They will also confirm if the child has met the standard threshold. Children who do not achieve the expected level will retake the test when they are in Year 2.



How Are The Results Used?

Results from the check will be used by schools to analyse their own performance and for Ofsted to use in inspections.

“Read as much as possible to and with your child.”

How Can I Help My Child At Home?

- Play lots of sound and listening games with your child.
- Read as much as possible to and with your child.
- Encourage and praise – get them to have a 'good guess'.
- If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right.
- Blend the sounds by pointing to each letter, e.g. /a/ in cat, or the letter group, e.g. /ing/ in sing. Next move your finger under the whole word as you say it.
- Discuss the meaning of words if your child does not know what they have read.

Year Two Spelling

The children in Year Two will receive weekly spellings, this supports the Read Write Inc spelling programme and allows the children the opportunity to practise spelling their common exception words.

The children will be given spellings every Friday after October half-term and will complete a spelling test the following Friday.

Year 2 children will also undergo a phonics screening after October half term.



Maths

Year One End of Year Expectations

Measure and begin to record the following:

- Lengths and heights
- Mass/weight
- Capacity and volume
- Time (hours, minutes, seconds)

Recognise and know the value of different denominations of coins and notes.

Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].

Recognise and use language relating to dates, including days of the week, weeks, months and years.

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Recognise and name common 2D and 3D shapes, including:

- 2D shapes [for example, rectangles (including squares), circles and triangles]
- 3D shapes [for example, cuboids (including cubes), pyramids and spheres]

Year One End of Year Expectations

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.

Given a number, identify one more and one less.

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least.

Read and write numbers from 1 to 20 in numerals and words.

Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.

Represent and use number bonds and related subtraction facts within 20.

Add and subtract one-digit and two-digit numbers to 20, including zero.

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as: $7 = [] - 9$.

Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Describe position, direction and movement, including whole, half, quarter and three- quarter turns.

Compare, describe and solve practical problems for:

- Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- Mass/weight [for example, heavy/light, heavier than, lighter than]
- Capacity and volume [for example, full/ empty, more than, less than, half, half full, quarter]
- Time [for example, quicker, slower, earlier, later]

Maths

Welcome to Year 2



Couldn't even fit
this all on one
page!



Year Two End of Year Expectations

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.

Recognise the place value of each digit in a two-digit number (tens, ones).

Identify, represent and estimate numbers using different representations, including the number line.

Compare and order numbers from 0 up to 100; use
q, G and = signs.

Read and write numbers to at least 100 in numerals and in words.

Use place value and number facts to solve problems.

Solve problems with addition and subtraction:

- Using concrete objects and pictorial representations, including those involving numbers, quantities and measures;

Applying their increasing knowledge of mental and written methods.

Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

- A two-digit number and ones;
- A two-digit number and tens;
- Two two-digit numbers;
- Adding three one-digit numbers.

Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Recognise, find, name and write fractions of a length, shape, set of objects or quantity.

$$\frac{1}{3}, \frac{1}{4}, \frac{2}{4}, \frac{3}{4}.$$

Maths

Welcome to Year 2



Year Two End of Year Expectations

Write simple fractions, for example: $\frac{1}{2}$ of 6 = 3

Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Choose and use appropriate standard units to estimate and measure length/ height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.

Compare and order lengths, mass, volume/ capacity and record the results using q, G and =.

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

Find different combinations of coins that equal the same amounts of money.

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Compare and sequence intervals of time.

Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

Know the number of minutes in an hour and the number of hours in a day.

Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.

Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.

Identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].

Compare and sort common 2D and 3D shapes and everyday objects.

Order and arrange combinations of mathematical objects in patterns and sequences.

Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Maths

It is important that your child is able to:

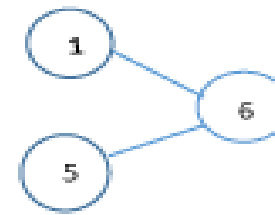
- Count confidently to 100 **and back**
- Give 1 more and 1 less than a number
- Give 10 more and 10 less than a number
- Quickly recall number facts (addition and subtraction) up to 20
- Learn the 2, 5, 10 and 3 times tables EVERY DAY AS PART OF MATHS STARTER

Maths lessons will focus on:

- Fluency
- Problem solving
- Reasoning



Fill in the missing numbers.



$$1 + _ = 6$$

$$_ + 1 = _$$

$$_ = _ + 1$$

$$6 = _ + _$$

Complete the number sentences.



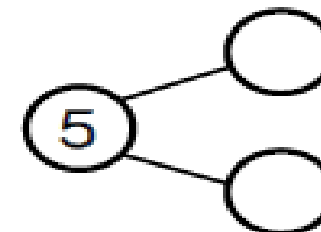
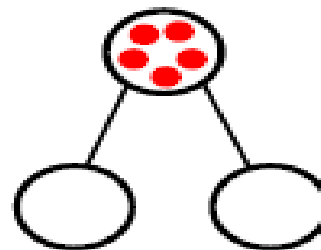
$$_ + _ = 7$$

$$_ + _ = 7$$

$$7 = _ + _$$

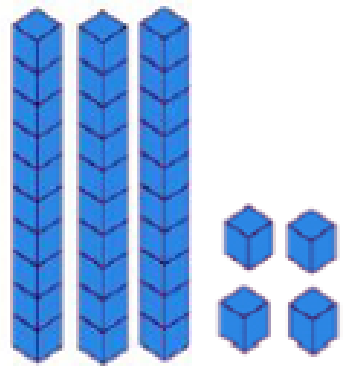
$$7 = _ + _$$

Complete the part whole models by drawing the counters then writing the numerals.



Maths

We use tens and ones apparatus and draw pictures to help us with all of our number work. This helps to make their learning more visual.

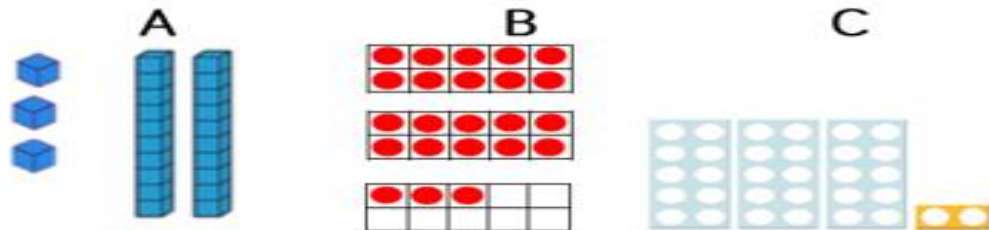


We use the bar model method to support the children in their understanding of calculations.

10

	2
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One of these images does not show 23.
Can you explain the mistake?



Reasoning and Problem Solving



I spend 10p and buy a chocolate bar.
What else could I buy?
Explain how you know.

Banana or apple
because $4 + 6 = 10$

A butterfly's spots have fallen off.
How many different ways can you put
the spots back on?



Possible answers:



$$0 + 7 = 7$$



$$1 + 6 = 7$$



$$2 + 5 = 7$$



$$3 + 4 = 7$$

Children may choose to
use:

$$7 + 0 = 7$$

$$6 + 1 = 7$$

$$5 + 2 = 7$$

$$4 + 3 = 7$$

Some examples

Year One and Year Two Phonics Screening.



This year, both Year One and Year Two children will be completing a Phonics Screening Check, known to the children as our ‘Alien Investigation’ job.

Schools are required to administer a past version of the Phonics Screening Check to Year Two children during the second half of the 2021 autumn term. Year One children are to take part in a Phonics Screening Check in June. The phonics screening check is designed to confirm whether individual children have learnt sufficient phonic decoding and blending skills to an appropriate standard.

If your child is in Year Two and does not achieve the expected level in the autumn check, they will be expected to take the statutory check in June 2021. If your child is in Year One and does not achieve the expected level, they will retake the test when they are in Year Two.

Year Two National Curriculum Assessments

In May, all children in Year Two will sit their End of Key Stage 1 Statutory Assessments (or as we like to call it, their Secret Agent Training).

The SATs consist of two reading papers, two maths papers and a spelling, punctuation and grammar test. Results from the SATs are used to ensure that schools are teaching their pupils the essential knowledge and skills in the subjects that are the early building blocks and to make sure that every child has the opportunity to reach their full potential.

It is important to remember that SATs are not qualifications and do not affect your child's future options in school.



A Guide for Parents:

Year Two

Key Stage 1 National Curriculum Assessments

What are the Key Stage 1 National Curriculum Assessments?

In 2014, a new national curriculum framework was introduced by the government for Years 1, 3, 4 and 5. However, Years 2 and 6 (due to statutory testing) continued to study the previous curriculum for one further year.

In 2015/2016 children in Year 2 and Year 6 were also expected to study the new national curriculum.

In the summer of 2016, KS1 (Year 2) and KS2 (Year 6) SATs reflected the new curriculum for the first time.

The SATs Assessments

At the end of Year Two, children will complete assessments in reading and maths, they are due to take place in May this year. The children will be unaware that they are taking them as it will be incorporated into everyday classroom practice.

Assessment and Reporting

In recent years, 'old' national curriculum levels (e.g. Levels 1, 2, 3) have been abolished as set out in the government guidelines. Children are now described as working towards, working at and working at greater depth according to the Year 2 expectations of the new curriculum. As of 2016, test scores are now reported as scaled scores.

What are scaled scores?

Each child's raw test score will be converted into a score on the scale, either at, above, or below 100. The scale will have a lower end point somewhere below 100 and above 100.

It is planned that a scaled score of 100 will represent the 'national standard', this means a child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.

Scaled Score Examples

On the publication of the test results in July 2018, a child awarded a scaled score of 100 was judged to have met the 'national standard' in the area judged by the test.

A child awarded a scaled score of more than 100 was judged to have exceeded the 'national standard' and demonstrated a higher than expected knowledge of the curriculum for their age.

A child awarded a scaled score of less than 100 is judged to have not yet met the 'national standard' and performed below expectations for their age.

Teachers will use conversion tables to translate the children's raw scores into scaled scores to see whether each child has met the 'national standards', this will be used to inform teacher's assessment judgements.



How Are The Results Used?

Results from the SATs are used to ensure that schools are teaching their pupils the essential knowledge and skills in the subjects that are the early building blocks and to make sure that every child has the opportunity to reach their full potential.

SATs are not qualifications and do not affect your child's future options in school.

How Can I Help My Child At Home?

- Support and reassure your child that there is nothing to worry about and that they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance in school.
- Support your child with any homework tasks.
- Reading, spelling, arithmetic (e.g. times tables) are always good to practice, particularly the 2, 3, 5 and 10 times tables.
- Talk to your child about what they have learnt at school and what book(s) they are reading, discuss the character(s), the plot, their opinion.
- Make sure your child has a good sleep and healthy breakfast every day.

Just a reminder!

Please remember to send a named water bottle into school everyday. The children will have access to their water bottles throughout the day.



Please remember to name all items of uniform so that any lost items of clothing can be returned to their rightful owner!

P.E - Tuesday and Friday

The children in Class One will be doing P.E on a Tuesday with Mr Hill and a Friday with Mr Thompson. The children should have their PE kit in school as we are getting changed in the classroom.



Forest School

Every Thursday afternoon the children will be attending Forest School with Mrs Gray. Please ensure that your child arrives to school in their Forest School Kit, this includes waterproofs and wellies. The children are to bring in a pair of trainers in a bag. It is important that the children feel warm and comfortable. They will need warm trousers, a long-sleeved top and a jumper, fleece or hoodie. This could be their navy blue Acomb Wentworth/P.E kit or similar. They must have their arms and legs covers to protect them from nettles etc. Jeans/denim are not appropriate as they get very cold when wet.

How can I help?

We want to encourage our children to be as independent as possible. For example, we encourage them to be responsible for remembering their own reading books and homework. Read through our Home-School Agreement together at home before signing it so they understand their responsibilities.

Read everything! Books are for enjoyment, as well as learning, so encourage reading as much as you can. Talk about what they've read, ask opinions, make predictions, visit the library.



You can help support your child's reading development by listening to them read, reading to them yourself and sharing a variety of books at home.

We value your support and encourage you to contribute to your child's reading diary regularly.





I will be on the school yard at the beginning and end of every school day if you want to ask me anything!

Thank You!

Have you got any questions?

Don't forgot that the school website <http://www.acomb.northumberland.sch.uk/> is kept up to date with the latest news and events and has lots more information about our school.