

Colwich CE Primary School

God is Love, so we: Learn to Love; Love to Learn, Learn for Life.



FRIENDSHIP

ENDURANCE

TRUST

COMPASSION

KOINONIA

WELCOME MEETING CLASS 1/2

Vision

Our vision is that every child is fully welcomed into our supportive community and discovers their value as a unique child of God. Through the highest quality of teaching and learning, we endeavor to nurture them so that they leave us as confident, curious and resilient life-long learners ready to fulfil their God given potential. We are guided by our Christian values to inspire one another to flourish through life's journey. *'Start children off on the right path. And even when they are old, they will not turn away from it.'* (Proverbs 22:6 NRIV)



The Golden Rule

‘So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets’.

(Matthew 7:12).

So, we treat others as we expect to be treated

The Colwich Way

Our way of
interpreting the
Golden rule:

1. Be kind
2. Be respectful
3. Be ready to learn

Mrs Cope Class teacher (Monday & Tuesday)
Mrs Slade-Nowell Class teacher (Wednesday, Thursday & Friday)

Mrs Hargreaves HLTA (Part of Tuesday morning and Wednesday
afternoon)

Mrs Marshall TA support (Every morning)

Mr Thomas (Year 1 Guided Reading and Phonics - Daily)

WELCOME TO CLASS 1/2 |

A day in class 1/2

- Year 1/2 arrive at school and go into the cloakroom to leave their coats and bags and bring their water bottles and any notes into the classroom.
- Children will bring in their reading books and diaries in their plastic folders and place them in the basket/box.
- Reading books will be changed for year 2, every Tuesday, but please ensure they have their books in school every day .

Class 1/2

	8:50 - 9:15		9:20 - 9:40	9:45 - 10:05	10:10 - 10:25		10:30 - 11:00	11:05 - 11:30			1:10 - 1:25	1:30 - 1:45		2:50 - 3:20	3:30 - 3:50
MON	Handwriting		Worship	Maths	Mini-oring number		English	Rec/YS Phonics Y2 Guided Reading			Rec/YS Phonics Y2 Guided Reading	PE	PSHE	Class Novel	
TUES	Handwriting	Registration 8:55	Rec/YS Little Wandle Year 2 Spelling	Maths	Mini-oring number	Break 10:25 - 10:40	Music (Jackie CC PPA)	Rec/YS Phonics Y2 Guided Reading	Lucy Hindon / moderation	Registration / moderation	Worship	PE	English	Class Novel	
WED	Morning Challenge Maths/Spelling 1		Rec/YS Little Wandle Year 2 Spelling	Maths	Mini-oring number		English	Rec/YS Phonics Y2 Guided Reading			Worship	Geog/History (Jackie JS PPA)	Geog/History	Class Novel	
THU	Morning Challenge Maths/Spelling 2		Rec/YS Little Wandle Year 2 Spelling	Maths	Mini-oring number		English	Rec/YS Phonics Y2 Guided Reading			Worship	PE	IT	Class Novel	
FRI	Morning Challenge Maths/Spelling 1		Times Tables and Spelling/ Spelling tests	Maths			English	Rec/YS Phonics Y2 Guided Reading			Science		Knowledge Friday 2:50 - 3:15	Worship 2:55 - 3:15	

We have mapped out the Year 1/2 curriculum for all subject areas for the year, to ensure there is a rich and varied curriculum.



Year 1/2 end of year expectations

The children in Year 1/2 will work towards their own year groups age related expectations (ARE).

We will track them across the year to see who is not yet meeting ARE, meeting ARE and meeting ARE at greater depth which you will be informed of during the year at parents meetings and then in their final school report.

Assessments will be made via teacher assessment and formal assessments involving written test booklets, to allow us to analyse any gaps and provide support and challenge where needed. (Maths and Reading) Writing will also be assessed over the year.



GRAMMAR AND PUNCTUATION

Start with a Practice question so children see the layout of the questions...

Practice questions

a Tick the correct word to complete the sentence below.

We were _____ on our topics.

Tick **one**.

worked

works

working

work

b Write one word on the line below to complete the sentence in the **past tense**.

I _____ to Scotland during the school holidays.

1 Tick the correct word to complete the sentence below.

Tomorrow, we could go for a walk _____ play games indoors.

Tick **one**.

when

or

because

if

1 mark

2 Tick the correct word to complete the sentence below.

_____ you go to the park, you can play a game.

Tick **one**.

And

So

But

If

3 Which sentence is a **command**?

Tick **one**.

Pack away your paints now.

You should be proud of your work.

Will you show me your painting?

That's your best work yet!

1 mark

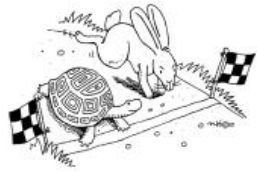
4 Add a **suffix** to the word fall to complete the sentence below.

The autumn leaves are fall _____ to the ground.

1 mark

5 Add a **suffix** to the word fast to complete the sentence below.

The hare knew that he could run fast _____ than the tortoise.



1 mark

6 What type of word is underlined in the sentence below?

Gran thought the flowers were pretty.

Tick **one**.

noun

verb

adjective

adverb

1 mark

SPELLING

Spelling

P. There was a big _____ in the garden.

1. I need to _____ my holiday suitcase.

2. The _____ is dark at night.

3. The snail hid inside its _____.

4. My friend has a new _____ sister.

5. After tea I will _____ Grandma.

6. My friend has brown _____.

Spelling

Spelling 1: The word is **pack**.

I need to **pack** my holiday suitcase.

The word is **pack**.

Spelling 2: The word is **sky**.

The **sky** is dark at night.

The word is **sky**.

Spelling 3: The word is **shell**.

The snail hid inside its **shell**.

The word is **shell**.

Spelling 4: The word is **baby**.

My friend has a new **baby** sister.

The word is **baby**.

Spelling 5: The word is **phone**.

After tea I will **phone** Grandma.

The word is **phone**.

Spelling 6: The word is **eyes**.

My friend has brown **eyes**.

The word is **eyes**.

There are 20 questions usually.

READING PAPER 1

Contents

Usually, there is a fiction text, non-fiction and poetry text.

Start with a Practice question so children see the layout of the text followed with the questions.

Bella Goes To Sea	Pages 3–7
Living In A Castle	Pages 8–13
Winter Parcel	Pages 14–17

Bella Goes To Sea

Bella the goose lived with William in a cottage by the sea. William was a fisherman. He had a big garden with lots of good grass for Bella to eat. Sometimes for a treat he took Bella to the Harbour Cafe and bought her a milkshake and biscuits. But whenever William went to sea, Bella had to stay behind. "You can guard the house," he said.



Bella was lonely when William was away. She wished her wings were stronger so that she could fly after him. I will fly, thought Bella. She tried and tried... and at last she was flying perfectly.



One morning she followed William down to the harbour and out to sea. William was cross. "A fishing boat is no place for a goose," he said. But he let her stay. Bella loved life at sea.

1 When Bella was learning to fly, she...

Tick **one**.

- | | | | |
|------------------|--------------------------|-------------------|--------------------------|
| was lazy. | <input type="checkbox"/> | did not try hard. | <input type="checkbox"/> |
| did not give up. | <input type="checkbox"/> | found it easy. | <input type="checkbox"/> |

1 mark

2 Why was William cross with Bella?

1 mark



Practice questions

a What was William's job?

Tick **one**.

- | | | | |
|------------|--------------------------|-----------|--------------------------|
| cafe owner | <input type="checkbox"/> | guard | <input type="checkbox"/> |
| gardener | <input type="checkbox"/> | fisherman | <input type="checkbox"/> |

b When William went away, what did he tell Bella to do?

Next morning William wrote a message and tied it to Bella's leg. "Fly away home!" he said. I can do it, thought Bella. She flew straight to the Harbour Cafe. The other fishermen set out to rescue William and his boat. "Brave Bella!" said William. "When I get a new boat you can come with me whenever I go to sea." Bella was happy.



5 Where did Bella take William's message?

1 mark

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

7 Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

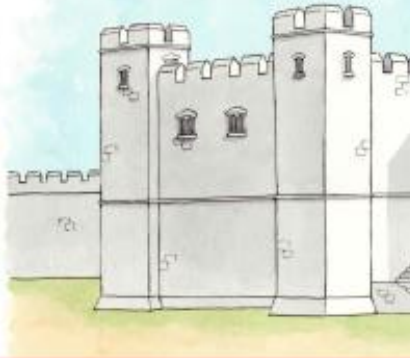
- | | |
|-----------------------------------|--------------------------|
| William sent Bella to get help. | <input type="checkbox"/> |
| Fishermen came to rescue William. | <input type="checkbox"/> |
| The boat hit some rocks. | <input type="checkbox"/> |
| William went to sea on his boat. | 1 |

1 mark

LIVING IN A CASTLE

When you think of a castle, you might have stories like King Arthur in mind. You might even think of stories about princesses and dragons. But what were castles really like and who lived and worked in them?

Hundreds of years ago, when these castles were new, lots of people lived in them. The high towers and thick walls kept them safe when there were battles. Today, many castles are ruins and are falling down.



Lords and Ladies

A castle usually belonged to a rich lord. He lived in the castle with his family. His wife was called a lady. Their children had their own garden to play in and lots of servants to do things for them.



Knights

Knights were important men who worked for the lord. They were skilled fighters who kept the land safe from robbers and enemies.



Jesters

A jester was there to amuse the lords and ladies. He did this by singing, dancing, telling stories or even juggling.

Servants

The servants in a castle often worked from early in the morning to late at night. They did many important jobs such as cooking, cleaning and washing. They also cared for the children and looked after the gardens.

Practice questions

c What is this text about?

Tick **one**.

- building a castle repairing a castle
 living in a castle looking for a castle

d Find and copy the name of the story that people might think of when they think of castles.

8 Who did most castles belong to?

Tick **one**.

- jesters lords
 knights servants

9 Find and copy **one** word that shows knights were very good fighters.

10 Who did knights protect the land from?

11 When did the servants start work?

12 Tick to show what jesters and servants did in the castle. The first one has been done for you.

	Jesters	Servants
gardening		✓
cleaning		
dancing		
juggling		
cooking		

Winter Parcel

Today I'm like a parcel,
wrapped up from top to toe,
protected from the icy winds,
the rain, the sleet and snow.

My head has got a hat on,
my neck hides in a scarf,
and on my hands some puppet gloves,
a tiger and giraffe.

My coat is thick and furry,
and does up very high.
And on my feet I've special boots,
to keep me warm and dry.

So though there's little of me
that anyone can see,
this walking, talking parcel is
most definitely ME!



16 What are **three** types of weather in this poem?

1. _____
2. _____
3. _____

○
1 mark

17 *my neck hides in a scarf*

What does this mean?

Tick **one**.

The child's neck
is hurting.

The child's neck
is covered.

The child is playing
hide and seek.

The child's
scarf is lost.

○
1 mark

18 What **two** animals does the child wear on her hands?

1. _____
2. _____

○
1 mark

19 Find and **copy two** words that show that the coat is warm.

1. _____
2. _____

○
1 mark

20 How is the child in the poem like a parcel?

- _____
- _____

○
1 mark

END OF TEST

Meet Tony Ross

The Greedy Man

Reading Booklet

2016 key stage 1 English reading booklet

Meet Tony Ross

Tony Ross is one of the most famous children's authors in the UK. You might have seen some of the books he has written or illustrated in your classroom or in the library. As well as writing over 50 books himself, can you believe that he has illustrated over 800 books for lots of other authors?

Read on to find out more information about Tony, including an interview with him.

Tony the author

One of Tony's best-loved characters is the Little Princess. He has written many books about her and all the things she wants and doesn't want to do.

The Little Princess is 4 years old. Tony says that she reminds him of his daughter when she was little. Often, the Little Princess doesn't do as she is told. For example, she always wants to stay up late when it's bedtime. The first Little Princess book was called *I Want My Potty*.

Tony the illustrator

Tony has illustrated many books for other writers. These include the famous Horrid Henry series by Francesca Simon.

He also brought aliens to life in stories about Dr Xargle, written by Jeanne Willis.



4

Questions 1–6 are about **Meet Tony Ross** (pages 4–5)

1 Find and copy one word from the top of page 4 that means well known. (page 4)

1 mark

2 The Little Princess reminds Tony Ross of someone. Who is it? (page 4)

1 mark

3 Tick **True** or **False** for each statement about the Little Princess. (page 4)

Statement	True	False
There are lots of books about her.		
She always does as she's told.		
She is 5 years old.		
She doesn't like going to bed.		

2 marks

The Greedy Man

A long time ago in China, there were two neighbours, a kind farmer and a greedy merchant. One evening, when they were walking along a riverbank, they saw a wounded bird. The tiny sparrow was hurt and its body was throbbing in pain. The farmer stopped to pick it up and stroked its ruffled feathers.

"Why bother with a creature that is half dead? It will be nothing but trouble to you," said the greedy man impatiently.

"You go on ahead," said the farmer.

He brought the bird home to care for it, talking to it each day as if it were a little child. When the bird's broken wing was better, he knew he must let it go, although he was sad to say goodbye.



Questions 7–18 are about *The Greedy Man* (pages 6–11)

7 There are two men in the story. (page 6)

Which man is kind and which man is greedy?

kind _____

greedy _____

1 mark

8 Where were the two neighbours walking at the beginning of the story? (page 6)

Tick **one**.

in a town

along a riverbank

on a bridge

through a field

1 mark

9 The farmer let the bird go when its wing had healed because... (page 6)

Tick **one**.

he knew it needed to be free.

he wanted to get a seed.

he wanted to hunt with it.

he knew it was going to die.

1 mark

10 Why was the farmer surprised when he opened up the first pumpkin? (page 7)

1 mark

15 Why did the greedy man start clapping his hands in delight? (page 10)

1 mark

16 Look at the paragraph beginning *The greedy man began to climb the vine...* (page 10)

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

1 mark

17 The greedy man's first surprise was that there was no gold or silver on the moon.

On page 11, what was the **second** big surprise for the greedy man?

MATHS — ARITHMETIC PAPER

Children are not allowed to use manipulatives or 100 squares, number lines etc...

1 $8 + 6 =$

3 $10 -$ $= 2$

2 $12 - 7 =$

4 $52 + 7 =$

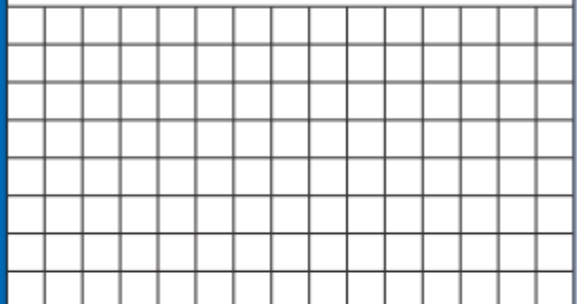
9 $56 -$ $= 51$

15 $28 +$ $= 35$

10 $10 + 40 + 20 =$

16 $69 + 11 =$


23 $71 - 14 =$



1 mark

24 $\frac{1}{3}$ of 30 =

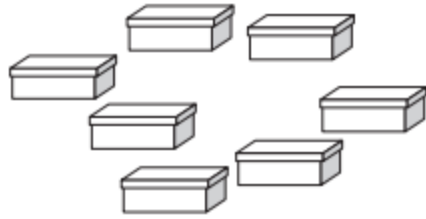
1 mark



1 mark

MATHS — REASONING PAPER

7



Sita puts **2** shoes in each of these boxes.

How many shoes are there altogether?

 shoes

8

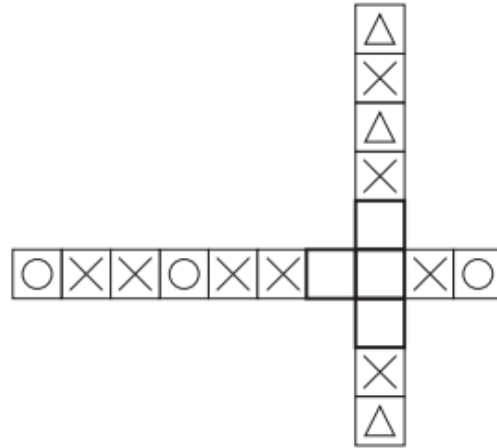
Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

9

Here are two shape patterns.

Draw a shape in each empty box to make the patterns correct.



23

Amy writes an answer to the calculation below.

$$57 - 31 = \boxed{26}$$

Now write an addition to check Amy's answer.

$$\boxed{} + \boxed{} = \boxed{}$$

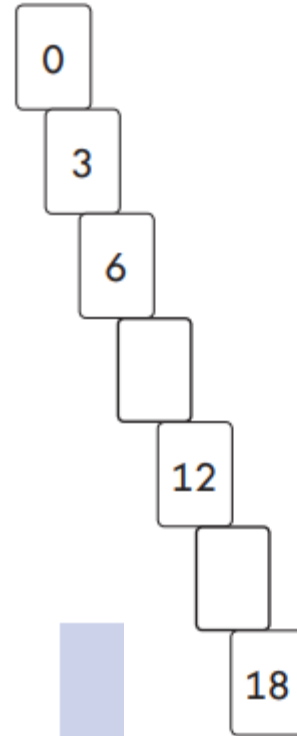
24

Write a digit in each box to make the sum correct.

$$\boxed{7} \boxed{} + \boxed{} = \boxed{8} \boxed{3}$$

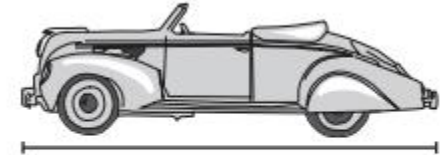
10

Write the **two** missing numbers in this pattern.



11

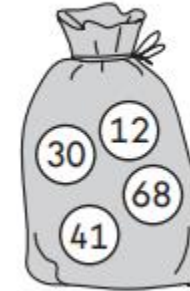
Use a ruler to measure the length of the toy car.


 cm

12

Two of the numbers are in the **wrong** bag.

Draw a cross (X) on each of them.



even numbers



odd numbers

We will be reading a variety of books over the year to expose the children to a range of texts and authors, fiction, non-fiction and poetry.

We do have a suggested reading list for year 2 children, if you want to read some of these at home, or *Father Christmas* may even leave a few of them at Christmas.



**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)



Phonics



Phonics is:

making connections between the sounds of our spoken words and the letters that are used to write them down.



Towards the end of Year 1, the children carried out a phonics screening test. Because of Covid, and missed learning, some children did not meet the age expected level, so these children will be having extra interventions during the week on a 1-to-1 or in a small group.

However, all of the class will have a refresher of phonics during the Autumn term of Year 2, which will help feed into their knowledge of reading and spelling too.

Little Wandle Letters and Sounds Revised



Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



Termly overviews

- Each term we will send home a termly overview via class dojo to let you know what exciting things we will be learning about in class 1/2.
- There will be different topics, books and skills as well as websites and ideas to support learning at home.



Homework expectations

- We will send home a new reading book on a Tuesday. Please ensure you read this book with your child at least **3 times** and make comments on their reading in their reading diaries. (Which are also kept in their plastic folder). Keep the reading folder in bags everyday as we may read with your child on other occasions. Year 2 children should read to or with an adult every day to improve fluency and comprehension. Please sign reading records at least once each week.
- Children will also be sent weekly spellings to learn. These will be the common exception words which all year 2 children should be able to read and spell by the end of the year. We will send these every Friday, to be tested on the following Friday. They will have a small red book for tests to be kept in that needs to be kept in their reading folder and be in school each day.
- Children will also have individual spelling passports which they need to be learning at home too. These are screened at the end of each term with the children, so please work on these regularly with your child.
- We also need to ensure by the end of the year children can recall their **x10 x2 and x5** tables including corresponding division facts. They will have times table lessons every Wednesday and a test every Wednesday, recorded in their little red books, so you can see how well they achieve.

To support children in learning their times tables, school pay a subscription for all children to have access to an online site called Ttrockstars which can be accessed via a phone, tablet or computer.

Home Trial Purchase Login Resources Benefits Guides Events Case Studies Reward Shop

TIMES TABLES ROCK STARS

National Numeracy Day

WE ARE PROUD TO BE
GUINNESS WORLD RECORDS®
TITLE HOLDERS

RECORD HOLDER

FOR THE MOST VIEWERS OF A ROLLING
NUMBERS LIVESTREAM ON YOUTUBE

What is Times Tables Rock Stars?

All children have their own username and password which we will put in the front of their reading diaries, and we have a letter for you to take away with the details too.

HANDWRITING

We encourage the children to use precursive handwriting, so when writing at home, if you could also use precursive that would be greatly appreciated.

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

House Keeping

- PE days are **Tuesday and Thursday**. Please send your child to school wearing their PE kit o these days.
- Water bottles should be filled at home each day with water.
- Please ensure all of your child's belongings are labelled, particularly water bottles, lunch boxes, jumpers and cardigans.
- Snack is free for all children in the morning. Children will need to bring a healthy afternoon snack if required.
- Please check bags daily for letters, permission slips and artwork.
- Please join class dojo to see what we've been up to and we love interactions, so please like and comment on posts.

thank
you

Any questions? |