



Gayton Primary  
School

Year 1 & Year 2  
2021-2022



# The Creative Curriculum Year 2

- Our Curriculum drivers:
- ✓ Environment
  - ✓ Personal Development
  - ✓ Democracy

## Autumn Term

Where do owls live? (geography and science focus)

## Spring Term

What events can we learn from the past? (history focus)

## Summer Term

How do we look after our environment and community? (geography focus)

*Learning in Art, English, DT and Computing will link to these topics when there is an obvious and natural connection. Where links would be contrived, stand-alone topics will be used to develop skills, knowledge and understanding.*

*There will be other 'mini-topics' incorporated into the curriculum (please refer to the Long Term Plan).*





# The Creative Curriculum Year 1

- Autumn Term:

History Focus: Changes within living memory - toys, Guy Fawkes, Remembrance Day, Queen Victoria

Science Focus: Animals/Senses, Seasonal Change, Plants

Geography Focus: Around our school/local area, The Worlds Cold Areas.

- Spring Term:

Geography Focus: Hot areas of the world, The Equator

Science Focus: Materials, Seasonal Change.

History Focus: Local Study - Lord Leverhulme.

- Summer Term:

Geography Focus - Finding out about the World (continents/oceans)

Science Focus: Materials, Seasonal Change

History Focus: Significant Others (Christopher Columbus/Neil Armstrong.

Learning in Art, English, DT and Computing will link to these topics when there is an obvious and natural connection. Where links would be contrived, stand-alone topics will be used to develop skills, knowledge and understanding.





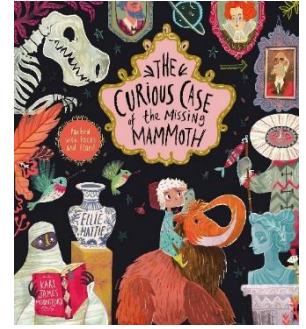
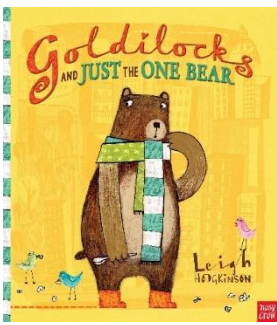
# The Year 2 Timetable

Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Register &amp; Morning Task</b> 8:40 – 9:05	Power Up!	Power Up!	Power Up!	Power Up!	Power Up!
<b>Session 1</b> 9:05 – 10:20	Maths	Maths	Maths	Maths	Maths
<b>Break</b> 10:20 – 10:35					
<b>Session 2</b> 10:35 – 11:20	English	English	English	English	English
<b>Assembly</b> 11:20-11.35	PHSE/Oak Academy	Picture News in hall	Church	Picture News in class	Celebration
<b>Session 3</b> 11:35 – 12:05	Guided reading (whole class session)	Guided reading (grouped)	Guided reading (grouped)	Guided reading (grouped)	Guided reading (grouped)
<b>Lunch</b> 12:05 – 13:05					
<b>Session 4</b> 13:05-14:05	RESTEASY	RESTEASY	RESTEASY	RESTEASY	RESTEASY
	PE	Science	PE	Topic (art/D&T/history/geography)	Spelling test and phonics/handwriting
<b>Break</b> 14:05-14:20					
<b>Session 5</b> 14.20-15.20	Spelling/handwriting	Spelling/handwriting	RE	Spelling/handwriting	Music/computing



# The Year 1 Timetable

WC 14.9.2020	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 - 8:55	Register & SODA	Register & SODA	Register & SODA	Register & SODA	Register & SODA
Session 1 9:00 - 9:30	Phonics	PE	Phonics	Phonics	Phonics
Session 2 9:30 - 10:20	Maths	PE	Maths	Maths	Maths
Break 10:20 - 10:35					
10:35 - 11:20	English	English	English	English	English
11:20 - 11:35	ASSEMBLY - Class/PSHE	ASSEMBLY - Picture News	ASSEMBLY - Church	ASSEMBLY - Picture News	ASSEMBLY Celebration
11:35 - 12:05	Reading/Handwriting	Reading/Handwriting	Reading/Handwriting	Reading/Handwriting	Reading/Handwriting
Lunch 12:05 - 1:05					
1:05 - 1:15	REST EASY	REST EASY	REST EASY	REST EASY	REST EASY
Session 5 1:15 - 1:35	History/Geography	Maths	SCIENCE	PPA	DT/ART
Session 6 1:35 - 2:05	History/Geography	Maths	SCIENCE	PPA	DT/ART
Break 2:05 - 2:20					
Session 7 2:30 - 3:20	Music	Phonics PSHE	OPAL/Outdoor Learning	PPA	Computing



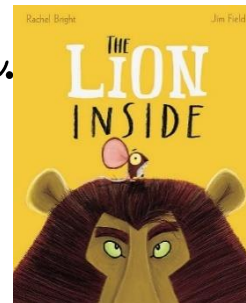
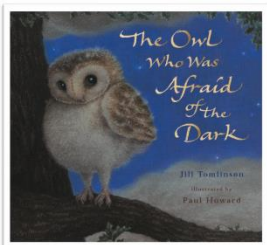
Utilising across the school. Uses quality children's literature and proven creative teaching approaches to support and develop a high quality literacy curriculum.

Impacts on both reading and writing attainment.

Vocabulary teaching explicit

Incorporating Spelling, Punctuation and Grammar.

Promoting a whole school love of reading and writing.

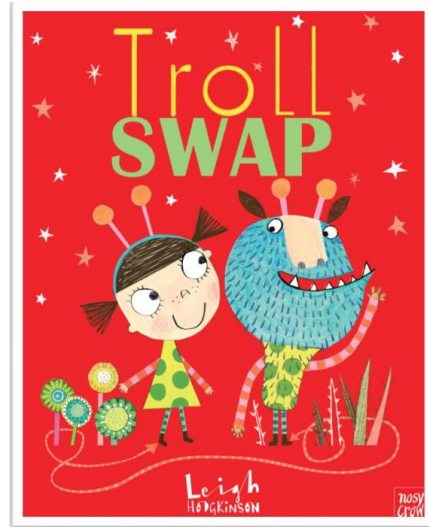





# Pathways to Write - Year 2 (Autumn term)

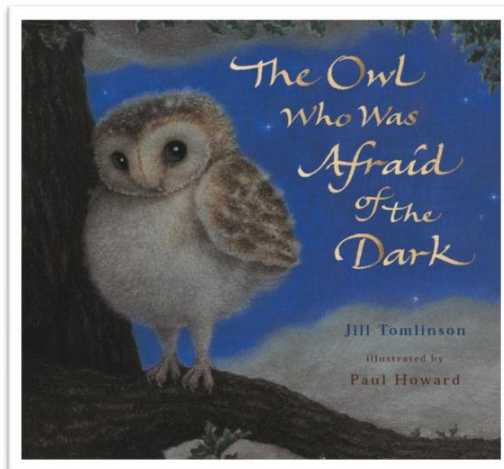
Elements of writing covered through our study of the texts...


Writing outcome - to write a story based upon the model text using the pupils' ideas for characters.



 Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	↔ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> <li>Combine words to make sentences</li> <li>Join words and clauses using and</li> <li>Sequence sentences to form short narratives</li> <li>Leave spaces between words</li> </ul>	<ul style="list-style-type: none"> <li><b>Plan or say out loud what is going to be written about</b></li> <li><b>Use punctuation correctly – full stops, capital letters</b></li> <li><b>Use expanded noun phrases to describe and specify</b></li> <li><b>Use subordination (because) and coordination (and)</b></li> </ul>	<ul style="list-style-type: none"> <li>Use phrases from story language</li> <li>Create and describe characters</li> <li>Create and describe settings</li> <li>Use past tense consistently and correctly</li> <li>Write in 3<sup>rd</sup> person</li> <li>Sequence of events with beginning, middle and end</li> </ul>

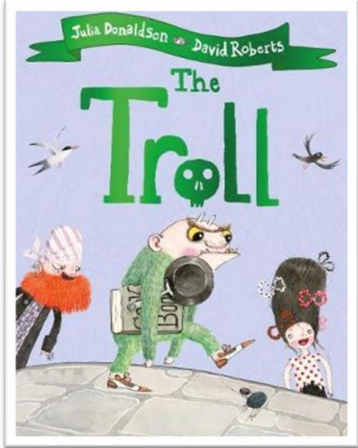
Writing outcome - to write a fact sheet about owls using information from the text.



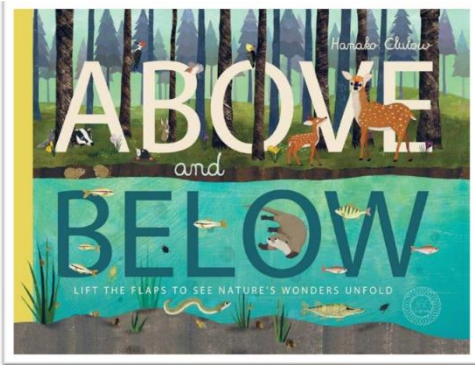
 Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	↔ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> <li>Sequence sentences to form short narratives</li> <li>Join words and clauses using and</li> <li>Use subordination (because)</li> <li>Add suffixes to verbs where no change is needed to the root</li> <li>Write expanded noun phrases to describe and specify</li> </ul>	<ul style="list-style-type: none"> <li><b>Use co-ordination (but, or)</b></li> <li><b>Add -ly to turn adjectives into adverbs</b></li> <li><b>Write for different purposes</b></li> <li><b>Use commas to separate items in a list</b></li> </ul>	<ul style="list-style-type: none"> <li>Specific vocabulary linked to the topic</li> <li>Clear and precise description</li> <li>Present tense</li> <li>Title</li> <li>Sub-Headings</li> <li>Introduction</li> <li>Grouped information</li> <li>Facts from research</li> </ul>

# Pathways to Read - Year 2 (Autumn term)

Elements of reading covered through our study of the texts...



- Predict what might happen on the basis of what has been read so far
- Discuss and clarify the meaning of words, linking new meanings to known vocabulary
- Answer and ask questions
- Discuss their favourite words and phrases
- Introduce non-fiction books that are structured in different ways
- Discuss the sequence of events in books and how items of information are related
- Make inferences on the basis of what is being said and done



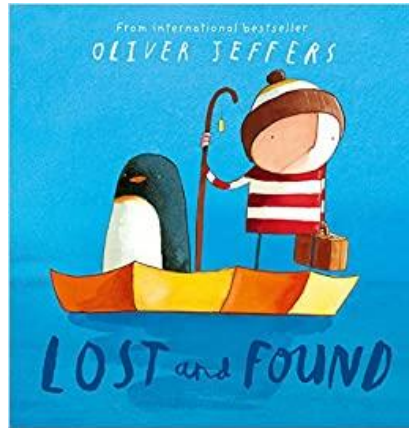
*As well as guided reading, we read a novel to the class everyday to link with our curriculum and promote a love of reading.*



# Pathways to Write - Year 1



**THE LITERACY**  
COMPANY  
| INSPIRE | SUPPORT | DEVELOP |

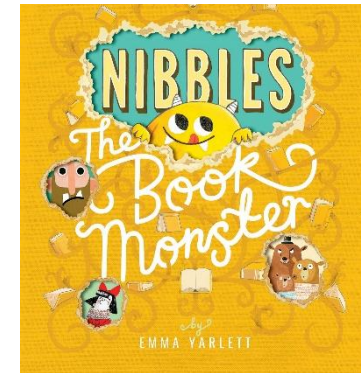


Autumn Term 1 Unit - Lost and Found



## Pathways to Write keys

Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"><li>• Break down speech into words</li><li>• Link sounds to letters</li><li>• Make phonetically plausible attempts at words</li><li>• Write some irregular common words</li></ul>	<ul style="list-style-type: none"><li>• <b>Combine words to make sentences</b></li><li>• <b>Leave spaces between words</b></li><li>• <b>Begin to use capital letters and full stops</b></li><li>• <b>Use capital letters for names of people and the personal pronoun 'I'</b></li></ul>	<ul style="list-style-type: none"><li>• Use some story language</li><li>• Include and describe a new animal character</li><li>• Include and describe the setting (new setting for greater depth)</li><li>• Write simple sentences in sequence</li><li>• Include a beginning, middle and end</li></ul>



Autumn Term 2 Unit - Nibbles

# Pathways to Spell



## Pathways to Spell

Pathways to Spell is a programme designed to deliver the statutory content of the Primary National Curriculum for spelling in key stages 1 and 2. Through weekly teaching of spelling objectives and development of a whole school approach to word transcription, vocabulary development and proof-reading, the programme aims to:

- Ensure that pupils become confident and competent spellers
- Enthuse and fascinate pupils about words and language
- Develop pupils spoken language skills
- Promote collaborative learning in the classroom
- Develop an engaging spelling environment across school
- Effectively reduce teacher workload with a highly detailed, progressive and engaging
- Planning for the delivery of spelling teaching

# Pathways to Spell



## Pathways to Spell

### Year 2 Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"><li>Common exception words (Y1)</li></ul>	<ul style="list-style-type: none"><li>Common exception words</li><li></li></ul>
2	<ul style="list-style-type: none"><li>Words ending -y (/i:/ or /ɪ/)</li></ul>	<ul style="list-style-type: none"><li>The /aɪ/ sound spelt -y at the end of words</li></ul>
3	<ul style="list-style-type: none"><li>Adding <i>s</i> and <i>es</i> to words (plural of nouns and the third person singular verbs)</li></ul>	<ul style="list-style-type: none"><li>Adding <i>-es</i> to nouns and verbs ending in -y</li></ul>
4	<ul style="list-style-type: none"><li>Adding the endings <i>-ing</i> <i>-ed</i> to verbs where no change is needed to the root word</li></ul>	<ul style="list-style-type: none"><li>Adding <i>-ing</i> <i>-ed</i> to words of one syllable ending in a single consonant letter after a single vowel letter</li></ul>
5	<ul style="list-style-type: none"><li>Adding <i>-ing</i> <i>-ed</i> to words of one syllable ending in a single consonant letter after a single vowel letter</li></ul>	<ul style="list-style-type: none"><li>Adding <i>-ing</i> <i>-ed</i> to words ending in <i>e</i> with a consonant before it</li></ul>
6	<ul style="list-style-type: none"><li>Adding <i>-ing</i>, <i>-ed</i>, to words ending in <i>e</i></li></ul>	<ul style="list-style-type: none"><li>Adding <i>-ing</i> <i>-ed</i> to a root word ending in <i>y</i> with a consonant before it</li></ul>













# Spellings/Phonics Y2

Year 2 will begin the year revising phase 3, 4 and 5 phonics. They will then learn the Year 2 spellings...

/n/ sound spelt 'kn' and 'gn' at the beginning of words		/ɒ/ spelt 'a' after 'w' and 'qu'		/dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'		/l/ or /ɛl/ sound spelt '-le' at the end of words and following a consonant		Adding suffixes 'less' and 'ly'		Common Exception Words		
										door	steak	who
knew		want		apple		slowly		floor	pretty	whole		
know		watch		little		angrily		poor	beautiful	any		
knock		squash		/l/ or /ɛl/ sound spelt '-el' at the end of words		Doubling the consonant when adding a suffix		because	after	many		
gnaw		/u/ spelt 'o'						Words ending -il or -al		find	fast	clothes
gnarled				other		pencil				Homophones		kind
/r/ sound spelt 'ur'		/s/ sound spelt 'c' before 'e', 'i' and 'y'		/z/ spelt 's' usually				Adding suffixes '-ful', '- ness' and 'ment'				mind
						ice				measure		behind
write		circle		Words ending '-tion'		Adding -er -ed -est to words ending y		child	glass	again		
wrote		city						fraction		runny	class	half
wrist		face		Adding -es to nouns		cried		children	pass	money		
/or/ spelt 'a' before l and		'g' and 'j'						station		happiness		wild
				join		cries		amazement		climb	path	Mrs
walk		jacket		families		happier		most	bath	parents		
fall		giant						Adding -er -ed -est to words ending y		hear		only
		magical						to	move	even		
		giraffe						too	(im)prove			
								two	sure			
								quite	sugar			
								quiet	eye			
								here	told			
								hear	every(body)			
									great			
									should			
									would			

# Spellings/Phonics Y1

Year 1 will revisit phase 3 at the start of the year to ensure any gaps are filled. We then go through phase 4, phase 5

j		v		w	
x		y		z	
zz		qu		ng	
ch		sh		th	
ai		ee		igh	
oa		oo		ow	
or		ar		ur	
oi		er		air	
ear		ure			

Phase 2 (p. 104 of 1)

**I** a an had  
**the** an as back  
**go** at if and  
**to** in his get  
**no** is it big  
 of off his  
 on up not  
 can Mum got  
 Dad will

Phase 2 (p. 104 of 1)

**he** **you** that  
**she** **they** this  
**we** **all** then  
**me** **are** them  
**be** **my** with  
**was** **her** see  
 for  
 now  
 down  
 look  
 too

Phase 4 (p. 104 of 1)

**said** **were**  
**have** **there**  
**like** **little**  
**so** **one**  
**do** **when**  
**some** **out**  
**come** **what**

went  
 it's  
 from  
 children  
 just  
 help

Phase 5 (p. 104 of 1)

**oh** **called** **thought** **because**  
**their** **asked** **through** **different**  
**people** **water** **work** **any**  
**Mr** **where** **mouse** **eyes**  
**Mrs** **who** **many** **friends**  
**looked** **again** **laughed** **once**  
 don't  
 old  
 I'm  
 by  
 time  
 house  
 about  
 your  
 day  
 made  
 came  
 make  
 here  
 saw  
 very  
**please**

Circle patterns for spelling/phonics:

-st -nd -mp -nt -nk -ft

-sk -lt -lp tr- dr- gr-

cr- br- fr- bl- fl- gl-

pl- cl- sl- sp- st- tw-

sm- -rch scr- shr- str- thr-













-lf -lk -pt -xt pr- sc- sk-

# Spellings/Phonics Y1

Spellings are based on the sounds we are learning that week.

Fun Phonics Phase 5 (Set 1)

			
bird		clay	
			
cloud		pie	
			
sea		monkey	
			
toy		glue	
			
flew		statue	
			
stew		paw	
			
toe		wheel	
			
who		thirsty bird	
			
treasure		treasure	

			
same		Pete	
			
slide		bone	
			
flute		cube	

			
acorn		wasp	
			
he		blind	
			
no		unicorn	
			
snow		chief	
			
feather		soup	
			
could		shoulder	
			
sky		crystal	
			
penny		Christmas	
			
chef		icy	
			
rum		rum	

Alternative pronunciations



# Home Reading



- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

- \*There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

Please ensure that your child is reading at home daily using the reading records.

Please take the time to sit with your child and listen to them read but also read to them and discuss the story and new vocabulary.

# Y2 Reading - Key Objectives

## Word Reading

Apply phonic knowledge and skills to decode words.

Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes.

Read accurately by blending sounds in unfamiliar words.

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Read words containing 's, es, ing, ed, er, est' endings.

Read other words of more than one syllable.

Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).

Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Re-read books to build up their fluency and confidence in word reading.

## Reading Comprehension

Listen to and discussing a wide range of poems, stories and non-fiction texts.

Link what they hear and read to their own experiences.

Become familiar with and retell key stories, fairy stories and traditional tales.

Recognise and join in with predictable phrases.

Learn to appreciate and recite rhymes and poems.

Discuss word meanings, linking new meaning to those already known.

Draw on what they already know, on background information or known vocabulary to discuss a topic.

Check that a text makes sense to them as they read, and correct their own mistakes.

Discuss the significance of the title and main events.

Make inferences on the basis of what is being said and done.

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

## Participate in Discussion about Books

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

Explain clearly their understanding of what is read to them.

# Spelling, Punctuation and Grammar



Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er</i>, <i>-est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and <b>co-ordination</b> (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>

## Year 2: Detail of content to be introduced (statutory requirement)

<b>Text</b>	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing  Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]
<b>Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>  Commas to separate items in a list  <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]
<b>Terminology for pupils</b>	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

# Year 1 Reading

I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.	I can read accurately most words of two or more syllables.
I can read accurately some words of two or more syllables that contain the same GPCs.	I can read most words containing common suffixes.
I can read many common exception words.	I can read most common exception words.
I can read aloud many words quickly and accurately without overt sounding and blending.	I can read words accurately and fluently without overt sounding and blending i.e. at over 90 words per minute.
I can sound out many unfamiliar words accurately.	I can sound out most unfamiliar words accurately, without undue hesitation.
I can answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me.	I can check that what I read makes sense.
I can make inferences on the basis of what is being said and done.	I can answer questions and make some inferences on the basis of what is being said and done.
I can predict what might happen on the basis of what has been read so far.	I can explain what has happened so far in what I have read.
I can make links between the book I am reading and other books I have read.	

# Year 1 Writing



To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.	
To use a number of features of different text types and make appropriate topic/ subject matter vocabulary choices.	
To reread their writing to check that it makes sense and independently make changes.	
To use adjectives to describe (sometimes ambitious beyond the year group).	
To use simple and compound sentence structures.	
To use the joining word (conjunction) 'and' to link ideas and sentences.	
<b>Are able to regularly use</b>	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 spell all words containing previously taught phonemes and GPCs accurately.	
To spell all 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.	
To spell simple compound words.	
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	



# Year 1 Phonics

Phonics is how we teach children to read.

It is a daily lesson of 30 minutes that teaches children new sounds in order to be able to recognise these in words and write these in words.

Phase 1: environmental sounds, rhythm, rhyme, voice sounds, listening

Phase 2: children focus on learning the 19 most common single letter sounds (F2)

Phase 3: 2 or more letter shapes that make a single sound e.g. ch, sh, oo, er, ai (F2)

Phase 4: consonant blends e.g. st, fl, mp, tr (F2/Y1)

Phase 5: new letter shapes for sounds e.g. ay, a, a\_e, etc and harder sounds including a 'c' making a 's' sound e.g. ice (Y1)

Tricky words are learnt alongside these sounds. They are 'tricky' because at the point of learning they are not decodable.

Phoneme: a sound

Grapheme: what the sound looks like written down

Digraph: 2 letters making a sound

Trigraph: 3 letters making a sound

Split digraph: a digraph split around another letter e.g. 'ie' shine

# Phonics Screening Check - June 2022

- Statutory phonics test for all Year 1 children.
- Children given a list of 40 words to read. Some real words, some pseudo words (alien words)
- If children do not pass they can resit in Year 2.
- Example words: sut, dap, yod, joil, chort, check, zome, fried, cute, label.
- Tests that children can apply the phonics they have learnt into reading new/unusual words that may come across in the future.

2019 national curriculum assessments

## Key stage 1

### Phonics screening check

Pupils' materials





# Apps to Support English

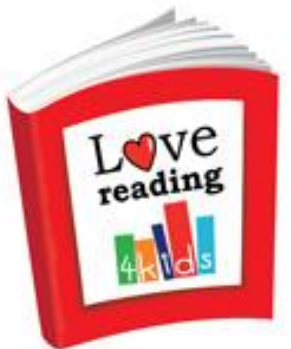


**Spelling Shed**  
Developed by Robert Smith at the Literacy Shed.



**Squeebles**  
Great for practising weekly spellings.  
You can add them in yourself.

**Phonics Play**  
Fun games for children  
To revise sounds from all  
Five phases.

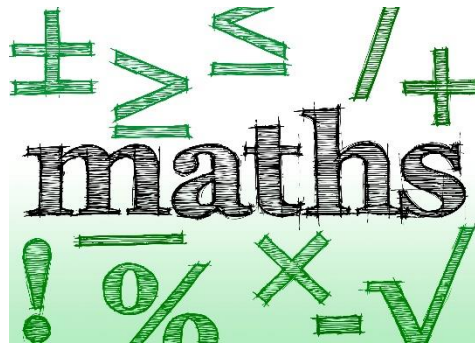
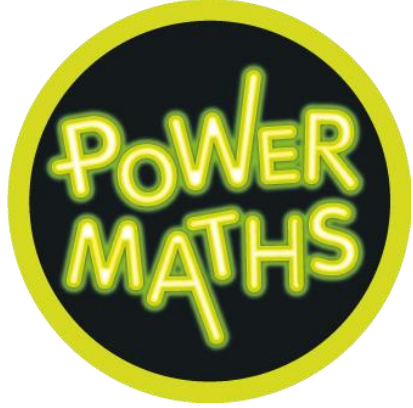


Helping you choose the best books for children

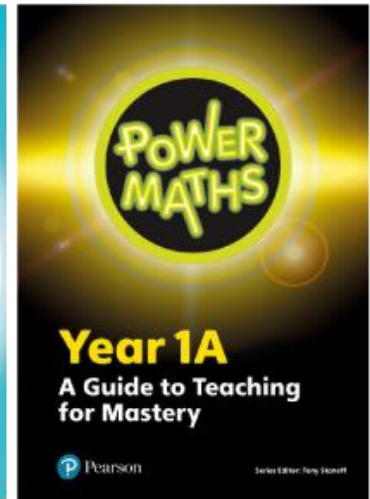
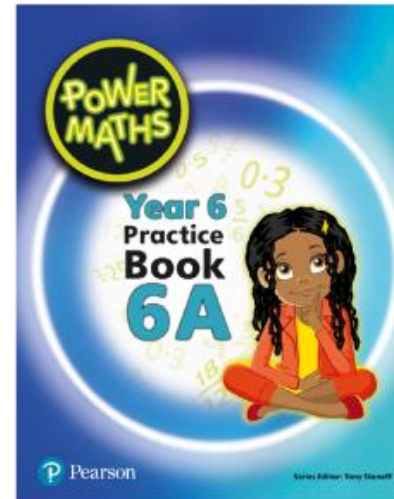
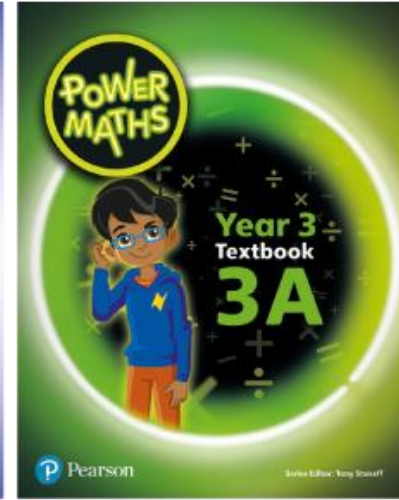
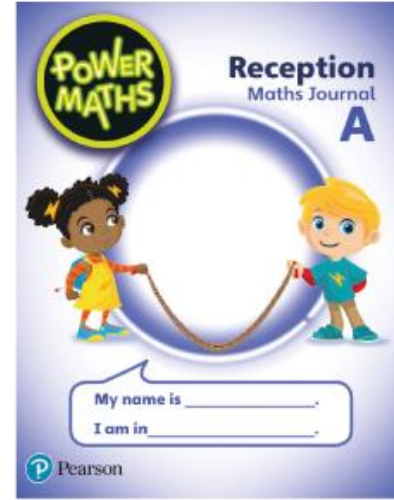
**Lovereading4kids.co.uk**  
Recommends books for different ages and interests. Also for specific needs such as dyslexia friendly books

# Letter-join

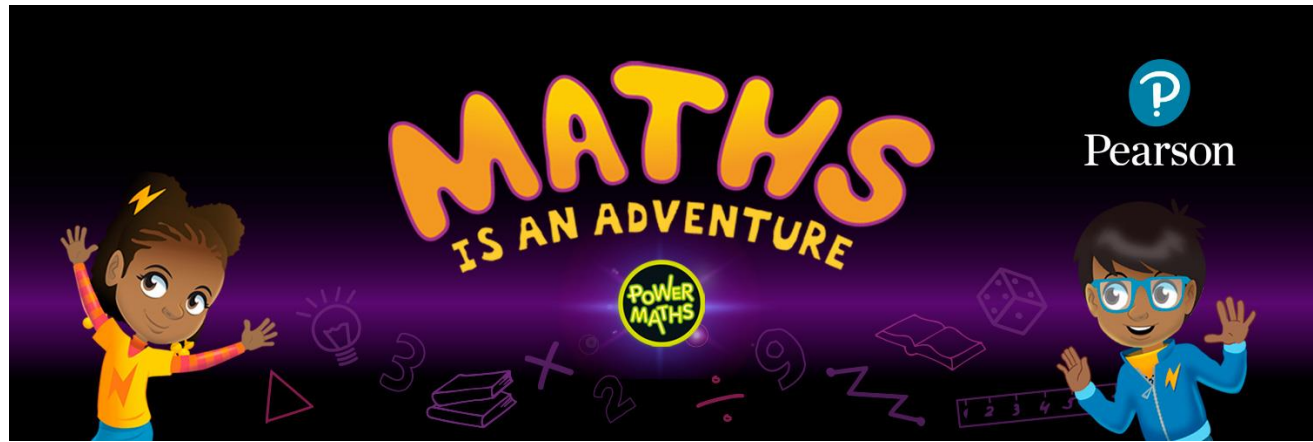
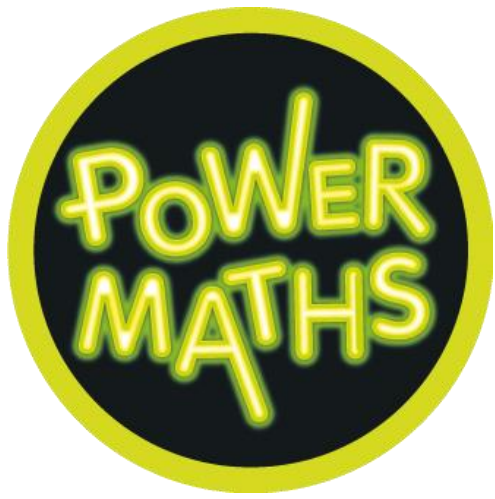
- Handwriting scheme - implementing across the school.
- Handwriting is practised in short sessions during the week so that children are taught correct letter formation and joins.
- Working on improving standards of presentation in all aspects of work. Children should be applying this to all work inside and outside of school.
- Time in class to practise and embed joins. Will take time for your child to adapt their style.



- Power Maths is a UK curriculum mastery programme designed to spark curiosity and excitement and nurture confidence in maths.
- Aligned to the White Rose Maths progressions and schemes of learning.
- Built around a child-centred lesson design that models and embeds a growth mind set approach to maths and focuses on helping all children to build a deep understanding of maths concepts.







**Numbers to 1,000,000**

**Discover**

I have made a 6-digit number using the cards. It has 4 hundreds. My number has 2 ten thousands. It is less than 800,000 and odd.

10,000 more than the number I have made is 106,287.

**1** a) What numbers could Richard have made using the digit cards shown? How many different answers can you find?  
b) What number has Lexi made?

PUPIL TEXTBOOK 6A PAGE 8

**Share**

a) I have made a 6-digit number using the cards. It has 4 hundreds.

HTH	TTh	Th	H	T	O
			4		

My number has 2 ten thousands.

HTH	TTh	Th	H	T	O
	2		4		

Put the 2 in the ten thousands column.

It is less than 800,000 and odd.

HTH	TTh	Th	H	T	O
8	2		4		9

The digit in the hundred thousands column must be less than 8. The 7 or the 9 must go in the ones column to make the number odd.

HTH	TTh	Th	H	T	O
7	2		4		9

The digits that are left can be placed in either the thousands or the tens columns. So Richard could have made:

627,489   726,489   629,487  
628,479   728,469   628,447

I made 726,489 and 728,469 when I used 7 instead of 6 as the first digit.  
I made 629,487 and 628,447 when I used 7 instead of 9 in the ones column.

10

**Think together**

b) To find the number Lexi has made we need to work out what is 10,000 less than 106,287.

HTH	TTh	Th	H	T	O

Lexi has made the number 96,287.

I represented 106,287 with counters on a place value grid, and then subtracted 10,000.

**1** Richard has made some numbers using different representations. Say each number out loud. Then write each number in words.

3   2   5   6   7

HTH	TTh	Th	H	T	O
4	9		1	6	2

HTH	TTh	Th	H	T	O
1					

10,000   6

**Numbers to 1,000,000**

**1** Write the numbers that are shown on the place value grids.

a)

HTH	TTh	Th	H	T	O
●●●	●●	●●●●●●	●●●	●●	●●

b)

HTH	TTh	Th	H	T	O
●●●●●	●●●	●●●	●●●	●●●	●●●

**2** Write each of the numbers in numerals.

a) one hundred and twenty-three thousand

b) four hundred and thirty-nine thousand, two hundred and eighty-six

c) ninety-seven thousand, one hundred and three

d) three hundred and five thousand, two hundred and forty-six

**4** Write in the missing numbers. Start from the original number each time.

a)

Number	1,000 more	100 more	10 more	10 less
73,400				

b)

Number	100,000 more	10,000 more	1,000 less	1,000 more
650,167				

**7** Max is thinking of a number. His number:

- is a 6-digit, odd number
- has the same number of 1,000s as 1
- is greater than half a million
- has a digit sum of 26.

Write two numbers that could be Max's number: \_\_\_\_\_ and \_\_\_\_\_

**Reflect**

Write down three pieces of information about the number 172,428. Compare your information with your partner's information.

PUPIL PRACTICE BOOK 6A PAGE 8

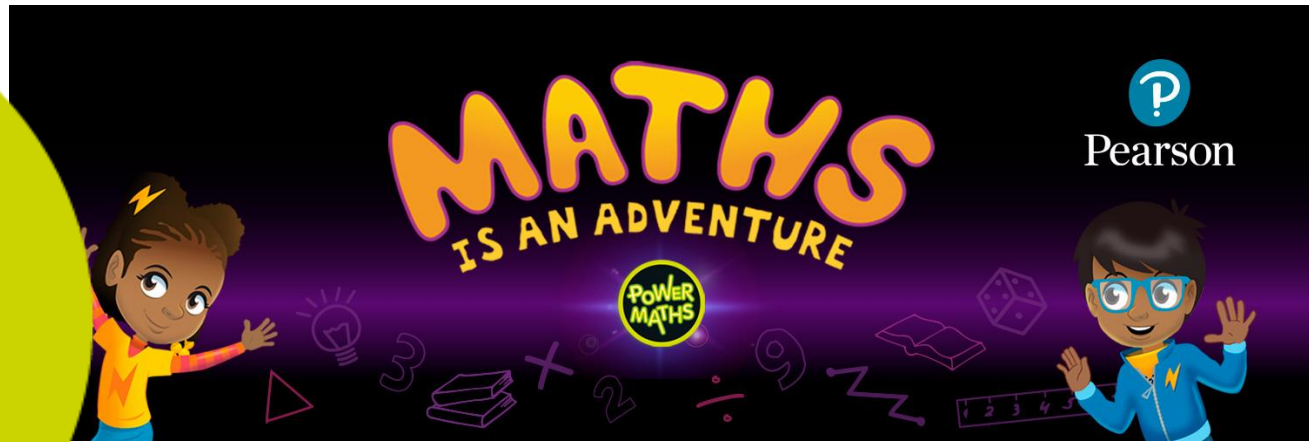
# Lesson and learning sequence:

Power Up! (re-visit prior learning as a starter to keep skills sharp)

Discover → Share → Think together → Practise → Reflect



SCHOOL  
JAM



School Jam is a brand-new parental engagement app for schools featuring fun, easy-to-use maths activities to support parents with their children's learning. It is fully aligned to Power Maths lessons and White Rose Maths.

Children in F2, Year 1 and Year 2 have unique log-ins to access their homework activities.

# MathShed

All children can also access MathShed with their Ed-shed log-ins. This website provides activities and games to develop mathematical fluency.

# Maths- Key Objectives

## YEAR 2

Count in steps of 2s, 3s and 5s, and steps of 10

Recognise place value in two-digit numbers

Compare and order numbers up to 100 using  $<$ ,  $>$  and  $=$

Recall and use number addition/subtraction facts to 20, and derive related facts

Add and subtract mentally and with objects one- and two-digit numbers

Understand and use the inverse relationship between addition and subtraction

Know  $2\times$ ,  $5\times$  and  $10\times$  tables, including recognising odd & even numbers

Calculate mathematical statements using  $\times$  and  $\div$  symbols

Recognise, find, name and write  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  of size, shape or quantity

Write simple fraction facts, e.g.  $\frac{1}{2}$  of 6 = 3

Combine amounts of money to make a value, including using  $\pounds$  and  $p$  symbols

Tell the time to the nearest 5 minutes, including drawing clocks

Describe properties of 2-D shapes, including number of sides and symmetry

Describe properties of 3-D shapes, including number of edges, vertices and faces

Interpret and construct simple tables, tally charts and pictograms

# Maths- Key Objectives

## Y1 Maths: I Can Checklist

<b>Number – Number and Place Value I can:</b>	✓
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.	
<b>Number – Addition and Subtraction I can:</b>	✓
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 $7 = - 9$ .	

<b>Number – Multiplication and Division I can:</b>	✓
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.	
<b>Number – Fractions I can:</b>	✓
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.	

<b>Measurement I can: compare, describe and solve practical problems for:</b>	✓
lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	
mass/weight [for example, heavy/light, heavier than, lighter than]	
given a number, identify one more and one less.	
capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	
time [for example, quicker, slower, earlier, later]	
	/

<b>measure and begin to record the following:</b>	✓
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.	

<b>Geometry – Properties of Shapes I can: recognise and name common 2-D and 3-D shapes, including:</b>	✓
2-D shapes [for example, rectangles (including squares), circles and triangles]	
3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	
<b>Geometry – Properties of Shapes I can:</b>	✓
describe position, direction and movement, including whole, half, quarter and three-quarter turns.	



# Apps to Support Maths



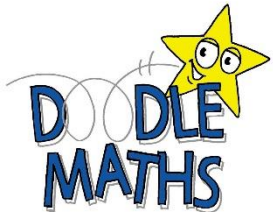
## Times Tables Rock Stars

The children practise this at school and are encouraged to use it at home too. They all have a personalised log in. I can monitor progress and set specific tables.



## Let's do mental maths

(This app is developed by Andrew Brodie who has produced a range of apps for maths as well as some spelling apps).



## Doodle Maths

Games and help following a personalised programme

This link also has some great activities related to the curriculum:

<https://www.topmarks.co.uk/maths-games/5-7-years/counting>







## PSHE and RSE



As a school, we follow the SCARF PSHE scheme to ensure full coverage of the curriculum.

Lessons are based on the SCARF values of Safety, Caring, Achievement, Resilience and Friendship.

We believe that all children deserve to be safe, cared for and to learn the skills they need to develop healthy relationships.

For each year group, there are six themed units which provide a PSHE and wellbeing curriculum. These units are matched to our school values (friendship, respect, truthfulness, compassion, perseverance and courage) to support and further embed our school's ethos.

The six half-termly themed units are repeated in every school year to develop and build on children's learning in a spiral approach.



## Opal- Outdoor Play and Learning

Programme to help schools improve children's play experiences.

We are introducing:

- More space to play- playing across our whole school site.
- More stuff to play with (loose parts in particular)
- A risk benefit approach so that children are safe to take the risk they need.
- Training for all the staff to support us in being better at enabling children's play.



## Opal- Outdoor Play and Learning

### Why are we doing this?

- To enable children to have more fun!
- To support the wellbeing and mental health of all our pupils.
- To promote the personal development of all our children.
- To allow pupils to take risks, be creative, expressive and use their imagination through play.
- To allow time for children to socialise, work cooperatively together, improve resilience, stamina and confidence.



# Marking Policy

- Not met objective - Need more help
- Almost - a bit more before taking next step
- Met objective - ready for the next step
- Exceeded objective.

Children will be grouped each day according to how they progressed the previous day. There are no set groups for any subject. This means all children will have support and a suitable task to help them to make progress and consolidate their understanding.

A child may exceed in some areas of maths and struggle in others; being in a fixed group would not be helpful.

## • Writing:




The children will receive more feedback, and children encouraged to proof read and edit their own work (purple pen.)

Green for meeting or exceeding objective

Pink for spelling errors

Yellow for grammar/punctuation errors

# Homework Expectations

<p><b>MATHS</b></p> <p>Greater and less than number make!</p> <p>Have fun making two digit numbers. You could write them on card, you could chalk them on the patio in your garden, you could make them out of sticks or paint them on stones. How many tens in each number and how many ones? Could you use the greater and less than symbols &gt; &lt; to compare your two digit numbers?</p> <p>63 &gt; 36 36 &gt; 63</p> <p>Remember what we say about Charlie Croc eating the bigger number!</p>	<p><b>MATHS</b></p> <p>Make your very own wonderful number line from 0 all the way to 50.</p>  <p>Take turns picking a number and writing down what is one more than your chosen number? what is one less? What is ten more? What is ten less? For a further challenge can you highlight the multiples of ten on your number line (these are the numbers that are in the ten times table?)</p>	<p><b>MATHS</b></p> <p>Create your very own number fact families.</p> <p>Fact families are three numbers that you can create two additions and two subtractions from. Here is an example...</p>  <p>So for the first house 9, 2 and 7. This would be 2 + 7 = 9      9 - 7 = 2 7 + 2 = 9      9 - 2 = 7</p>
<p><b>ENGLISH</b></p> <p>Spend a few minutes looking up at the sky above (remember to protect your eyes and to not look directly at the sun if you do this during the day.) Draw and write sentences about what you can see. What does the sky above you look like?</p> <p>Describe any white, fluffy clouds that you might see. I wonder if you are lucky enough to notice a curly, crescent moon or any bright, shiny stars?</p>	<p><b>ENGLISH</b></p> <p>Make your very own cardboard toilet roll rocket and write a set of instructions telling us how you made it.</p>	<p><b>ENGLISH</b></p> <p>Retell our class story 'Look Up!' so far to someone at home. What do you think of our main character Rocket? Do you think her brother Jamal will ever stop looking down? What is a meteor shower? Would you like to watch one? How is Rocket feeling about it? This is a chat homework to talk through the story so far.</p>
<p><b>PHONICS</b></p> <p>Write a word for each phoneme</p> 	<p><b>SCIENCE</b></p> <p>Investigate your birthdate. What else happened on this day?</p> <p>We are learning about how much we have grown. Enjoy looking back on old photos of yourselves, what can you do now that you</p>	<p><b>TOPIC</b></p> <p>What have you learnt about the astronaut Mae Jemison?</p> <p>Write down three interesting facts about her.</p>

The homework can be found on Google Classroom. The activities can be completed as and when across the half term period.

Spellings will need to be practised weekly for their test on Fridays, the spelling list will also be on Google Classroom.

Children will also be required to read everyday and complete their reading records.



# Rewards

As a school we use 'It's Good to Be Green' and Class Dojo. We reward children if they have demonstrated acts of our school values, such as:

- Friendship
- Respect
- Courage
- Truthfulness
- Perseverance
- Compassion







# Keeping in Contact

- Phone

Contact the school office - We'll get back to you as soon as we can.

- Email

The school office will forward emails to us and we will get back to you as quickly as we can.

Follow us on Twitter

@GaytonPrimary

