

Mawsley C.P School
Phase 2 Information Evening
October 2020



Questions

- ▶ If you have any questions during the presentation, please feel free to email Cheryl on:

Cheryl.buckle@Mawsley.org.uk

- ▶ We will collate the responses and publish them with the answers via email.
- ▶ Please email all questions by Friday 9th October.

Meet the Team



Mrs Buckle



Mrs Wateridge



Miss Toms



Mrs Burlin



Mrs Brown



Mrs McNamara



Mrs Cope



Mrs Denney



Miss Ashall



Miss Mendes

A successful return

- ▶ We are enjoying celebration assemblies in class, as well as class circle times. This provides opportunities to discuss class concerns, share news and celebrate successes.
- ▶ In our brain boost sessions, we are discussing the Lockdown experience.
- ▶ PSHE is focussing on mental health strategies and protective behaviours.
- ▶ All children have completed a wellbeing survey. We are supporting individuals where this is needed and holding class discussing or lessons where concerns arose from the majority.
- ▶ We are teaching core skills in a catch up session three times a week. We have adapted our timetable so that Science and topic lessons will be taught next term.
- ▶ Thank you for sending your child into school every Thursday in their PE kit! This has really sped up our teaching of PE and means that the children have more time for their lesson.
- ▶ The children have enjoyed getting to know their class assigned lunchtime supervisor! They have adapted well to eating in their classrooms at lunchtime.
- ▶ Thank you for supporting your children to line up in the morning!

What impact did lockdown have?

- ▶ Informal assessments have been carried out in Reading, Writing and Maths. This has given us a clear picture of where the children are right now. This has been cross referenced with where the children ended their previous year group and has enabled us to plan specific support for their needs.
- ▶ Catch up lessons have been devised to work on general themes in each class.
- ▶ Booster sessions have been designed to target particular skill areas and some children have been selected to attend an after school booster group.
- ▶ We have noticed that the phase have come back with a real love of maths! Thank you for everything you did with home learning.
- ▶ During our brain boost sessions, all children have commented on a positive experience during lockdown.

Homework

- ▶ Homework has been personalised for our phase so may look different to another year group.

	TASK	Suggested frequency
Reading	Please read a range of texts e.g. magazines, school reading books, library book etc. Reading Records will be checked weekly as children are working towards earning a reading medal for reading 100 times. Please date and sign to say they have read. Reading records will be checked on the following days: Class 4 – Wednesday Class 5 – Wednesday Class 6 - Tuesday	Every night
	Reading Eggs: <ul style="list-style-type: none"> • Complete the two assignments set (Reading Eggs and Reading Eggspress). We will check these every Monday and reward children with Learning Points who are completing them each week. • 20 minutes on Fast Phonics • 15 free play on Reading Eggs 	Weekly
Spelling	Common exception words and high frequency words will be sent home for the children to practise. We will send home a grid with the spellings for each week for the rest of the term. Please feel free to use your red homework books to record your work. A spelling test will take place each Friday and at the end of term including a selection of words taught this half term.	Three times per week
Maths	Mymaths – one task will be set every week	Once per week

Phase 2 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45-9.00	Morning Task				
9.00-9.45	Circle time	T4W	T4W	T4W	Catch up
9.45-10.00	Break	Break	Break	Break	Break
10:00 - 11.00	Maths	Maths	Maths	Maths	Maths
11.00 - 12.00	English (Phonics/Reading & SPAG)				
12.00 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1.00 -1.30	Whole class story and vocabulary	Whole class story and vocabulary			
1.30-3.00	RE & Library	Computing	Catch Up	PE	1.30 Celebration Circle 1:45 PSHE 2:15 Brainboost
3.00-3.15	Reward Time				

Remote Learning

- ▶ If your child needs to self isolate, you can access the website immediately to source work to complete at home. You could also utilise these materials if your child feels they need reinforcement of a lesson that they have had at school.
- ▶ On the school website there will be a password protected Remote Learning Section.
- ▶ On here, there will be a detailed timetable for each year group for each week. This timetable will outline the lessons that are being covered in school and links to resources.

Mixed Aged Teaching

- ▶ At Mawsley, learning is flexibly organised in the whole class, and includes teacher-led groups, individuals within groups, collaborative groups and independent learning.
- ▶ The children have settled really well into these routines.
- ▶ We are carefully planning for the children to ensure they complete the programmes of study for the year group they are in.
- ▶ As we are in a phase bubble, we have been able to stream the children for their reading lessons across the phase each morning so the children can have access to systematic and precise teaching for their reading stage.

Mixed Aged Teaching- Maths



Kat



Em



Josh

- 1 a) Who has the **most** ★ ?
- b) Order the children from the one who has the **least** ★ to the one who has the most.

Year 1

Discover



- 1 Dan, Eva and Felix are using cubes to measure the height of their sunflowers.
 - a) Whose ☉ is whose?
 - b) Write the heights of the ☉ in order, shortest to tallest.

Year 2

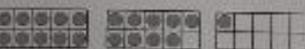
Mixed Aged Teaching-Maths

Ordering objects and numbers

1 Circle the greatest.

a)  d) 

b)  e) 5 8 3

c)  f) 6 0 10

Year 1

2 Circle the least.

a)  d) 6 8 0

b)  e) four eight three

c)  f) 

Ordering numbers

1 Circle the smallest number.

a)

9	0
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5	1
---	---

8	1
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b)

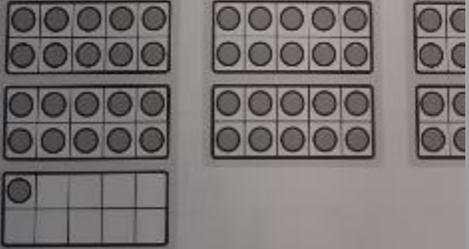
Tens	Ones
2	9

Tens	Ones
3	5

Tens	Ones
7	9

2 Circle the greatest number.

a) 

b) 

Year 2

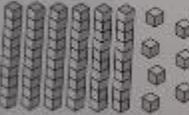
3 Abbie is 88  tall. Maya is 95  tall. Anna is 91  tall. Write the name for each girl.



shortest tallest

80 88 90 91 95 100

4 Order these numbers.



least 76 70 6 greatest

< <

5 Put these numbers in order.

a) 55, 45, 75 b) 55, 54, 57

< < < <

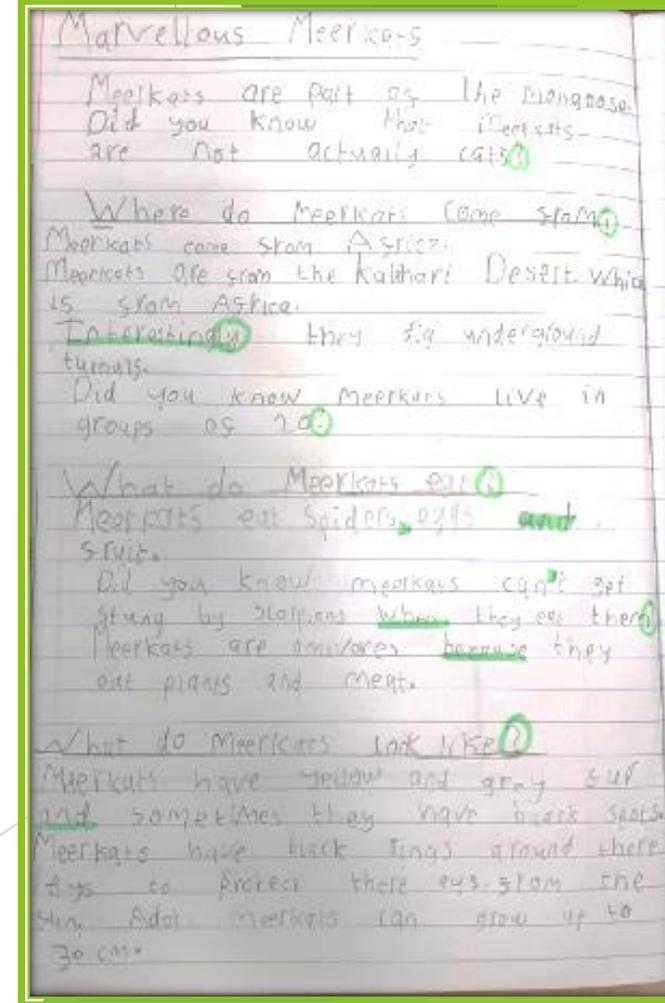
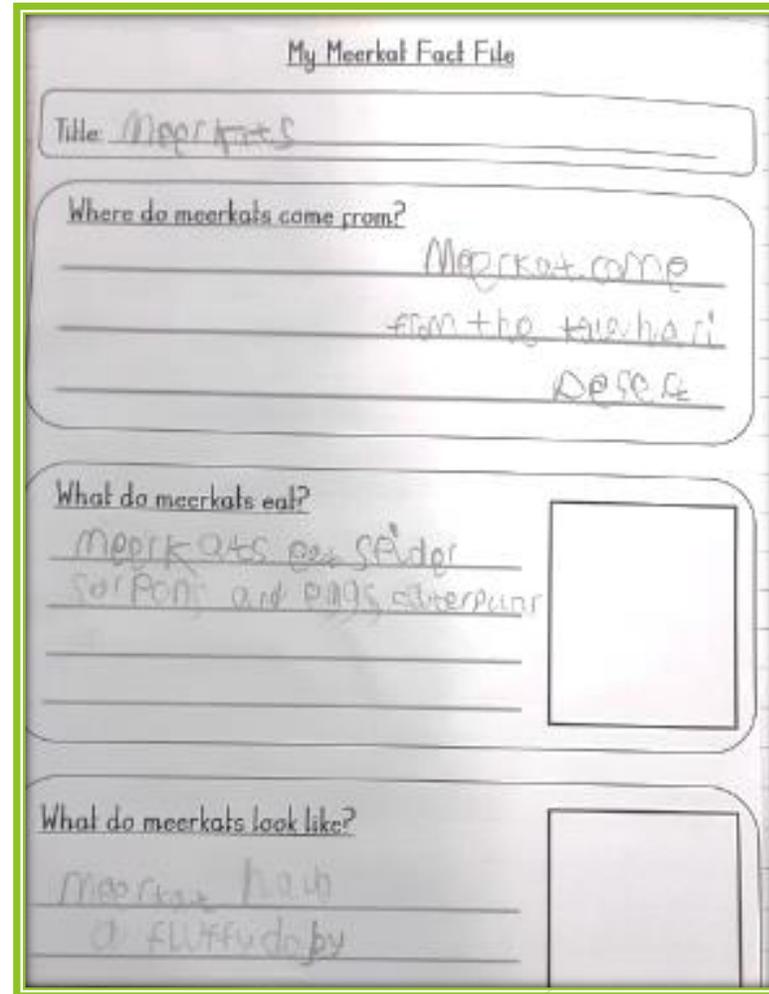
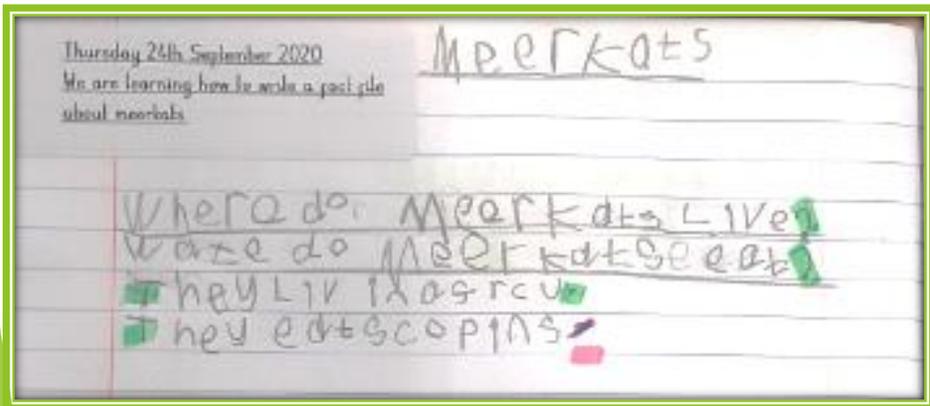
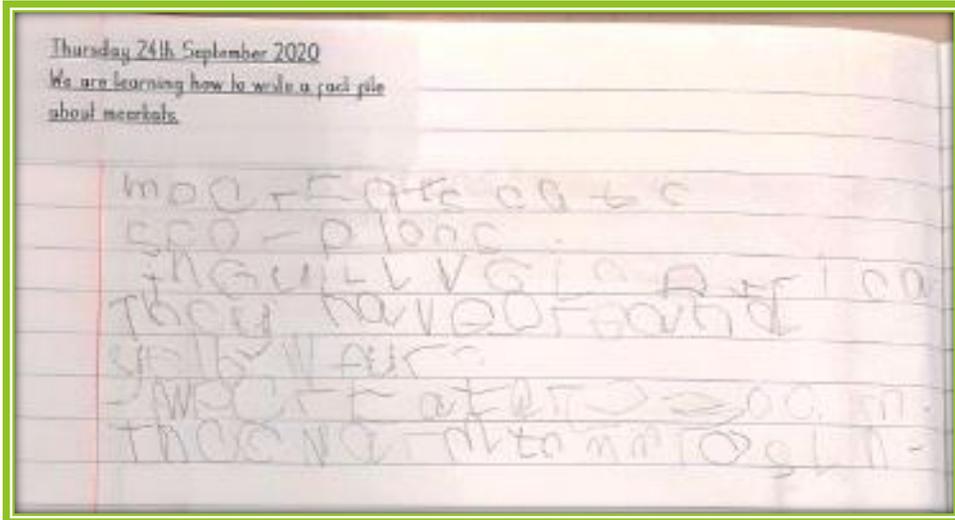
Mixed Aged Teaching- Maths

Example maths planning

Objectives		Power Up	Discover/Share/Think		Practice		Reflect
Year One	Year Two		Year One (red)	Year Two (blue)	Year One	Year Two	
<u>We are learning about ordering numbers</u>		PowerPoint - Flashback 4	Whole class PowerPoint				Ordinal number song
<u>We are learning about the number line</u>	<u>We are learning to count in 2s, 5s and 10s</u>	PowerPoint - Flashback 4	TA White Rose tutorial	Teacher - text book lesson in shared area	White Rose Practice	p30 and 31	Discuss solving missing numbers on a number line problem
<u>We are learning about the part whole model</u>	<u>We are learning to count in 3s</u>	Count by 3s song	Red extra power up Missing numbers on a number line	Teacher - Discover and Think PowerPoint	p44 & 45	P33,34,35	True or false
			Teacher - Discover and Think PowerPoint with part-whole laminates				

Mixed Aged Teaching- English

Same lesson, different outcomes



End of Year Expectations for Year 1 for New National Curriculum – EXPECTED (At National Standard)

Year 1 Maths			
Year 1 Number and Place Value			
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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 2s, 5s and 10s. Given a number, identify 1 more and 1 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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 0. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity. Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.

Year 1 Geometry and Measures	
Measures	Geometry – Properties of Shapes
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> 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) Measure and begin to record the following: <ul style="list-style-type: none"> 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes (for example, rectangles (including squares), circles and triangles) 3-D shapes (for example, cuboids (including cubes), pyramids and spheres).

End of Year Expectations for Year 2 for New National Curriculum – EXPECTED (At National Standard)

Year 2 Maths			
Year 2 Number and Place Value			
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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 $<$, $>$ and $=$ signs. Read and write numbers to at least 100 in numerals and in words. Use place value and number facts to solve problems. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> 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. Add 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Recognise, find, name and write fractions $1/2$, $1/3$, $1/4$, $2/4$, $3/4$ of a length, shape, set of objects or quantity. Write simple fractions for example, $1/2$ of $6 = 3$ and recognise the equivalence of $2/4$ and $1/2$.
Year 2 Geometry and Measures			
Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$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 $>$, $<$ 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. Compare and sort common 2-D and 3-D shapes and everyday objects. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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 anticlockwise). 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.

Available on the School Website

Curriculum coverage: Our topics for the year

- ▶ History: Schools through the decades
- ▶ History: Mary Seacole
- ▶ Geography: 7 continents
- ▶ Geography: Study of Jamaica
- ▶ Science: Materials
- ▶ Science: Animals and habitats
- ▶ Science: Plants
- ▶ RE: Harvest
- ▶ RE: Sukkot
- ▶ RE: Christmas story
- ▶ RE: Easter story

What can you do at home to support your child this year?

- ▶ Please remember to bring everything your child needs for their day, including a water bottle, a lunchbox and their reading books.
- ▶ Please make sure your child brings a fleece, jumper or cardigan into school, as classrooms are well ventilated.
- ▶ The weather is getting chillier. Please remember to send your child into school with a coat.
- ▶ It may be helpful to set a homework schedule so that your child knows which days they need to complete each activity. Little and often works best!
- ▶ Thank you for your support in changing your child's reading book at the end of the day. If you feel like your child's reading has progressed well and you feel as though they could move up a stage, please let the class teacher know so that their reading can be assessed.

Statutory Assessments

- ▶ Phonics assessments will take place for Year 2 in December. Your child will take a past test with a familiar adult. The pass mark is 32 out of 40. If your child does not reach the expected standard, they will resit the test in June alongside the Year 1 children.
- ▶ Year 1 children will take their phonics test in June 2021. If your child does not reach the expected standard, they will resit the test the following June.
- ▶ Here is a video which explains the phonics screening test in more detail:

<https://www.youtube.com/watch?v=LbKGLJPp6ww&safe=true>

- At the moment, the government require children to sit the end of Key Stage 1 Statutory Assessment Tests in the month of May (SATs). The guidance for teachers is not normally released until the end of October.
- We will arrange a specific meeting for Year 2 parents later in the year to explain what this will look like.

Parents' Evenings

- ▶ Dates to be confirmed
- ▶ More information will be sent regarding how to book your virtual appointment



Contact

- ▶ **Class 4 Teacher email:** cheryl.buckle@mawsley.org.uk
- ▶ **Class 5 Teacher email:** stef.wateridge@mawsley.org.uk
- ▶ **Class 6 Teacher email:** ellie.toms@mawsley.org.uk

- ▶ Please be assured that if we have any concerns we will make contact to discuss these with you.