



**Year 1**



**Sketchley Hill**  
Primary School

**Year 2**

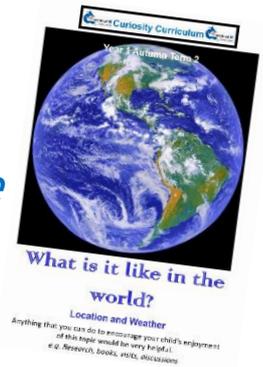
# Aims

- During this unprecedented time seeing everyone in school at our usual workshops has been had to be cancelled. However, your child's education is still in full swing and we hope that this PowerPoint helps to inform you of what/how your child is being taught during their day at school.
- If you have any questions, please book time with your child's class teacher to talk through concerns.

# CURIOSITY CURRICULUM

*Over the last four years at Sketchley, we have worked hard to develop the whole school curriculum we have been teaching to your children. The transition from the Creative Curriculum to a Curiosity Curriculum has been a huge success with children and parents/carers alike all praising the learning experiences that have taken place. We have seen an improvement in engagement of pupils in the lessons they have experienced, exciting trips and visitors, fabulous creative work produced by the children, both at school and at home, but most of all, a tremendous increase of fun and excitement from everyone involved. We can't thank parents and carers enough who have supported us over the last few years.*

*Please find information about our Curiosity Curriculum on our website where it details a clear intent of what we want to achieve at Sketchley. Don't forget to keep an eye on Twitter too (the link can also be found on our school website) displaying photos and videos of the fun and exciting lessons your children will be enjoying.*



# Online Safety

Online Safety is an important part of keeping children safe at Sketchley Hill Primary School.

We have extensive measures in place in school, which are monitored, to help safeguard pupils from potential dangers or unsuitable material.

Online Safety is taught to all pupils explaining and demonstrating how to stay safe and behave appropriately online.

We can only be successful in keeping children safe online if we work with parents and carers to ensure the Online Safety message is consistent. Please continue to speak to your child about how they can keep safe and behave appropriately online.

Mr Cader

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

## WHAT TRUSTED ADULTS NEED TO KNOW ABOUT: SOCIAL MEDIA & MENTAL HEALTH

Social Media is often scrutinised as having a negative impact on children's mental health. Children and young people are now growing up in a technology dominated world, and social media plays a major role in their social lives. This balanced guide focuses on both the positive and negative impacts that social media can bring to young people and their mental health.

### POSITIVE IMPACTS

#### EASY ACCESS TO SUPPORT AND HELP

Due to delays in young people getting help for their mental health, such as experiencing low mood, or suffering from anxiety, they may sometimes reach out to access support from others online. Sharing problems or issues with friends, peers and broader social networks can be met with positive reactions, with nearly 7 in 10 teens reporting to receive support on social media during tough or challenging times. Where there are moderated communities which offer support and guidance, children can be provided with a great source of support.

#### SUSTAINING FRIENDSHIPS AND MAKING CONNECTIONS

There is evidence to suggest that strong adolescent friendships can be enhanced by social media interaction, allowing children to create stronger bonds with people they already know. Online relationships can actually make children more relationship-oriented, thoughtful, and empathetic, by sharing comments on pictures, videos and posts. It can create long-term friendships as they can continually keep in touch, even with a distance between them.

#### A SENSE OF BELONGING

Support can be found in various places online: sometimes this is known as 'finding your tribe'. Online platforms and groups can provide a wonderful sense of belonging for children. They can find peers with similar interests and circumstances which can sometimes be difficult to find in real life. As a result, this can create stronger connections and help to build confidence.

### NEGATIVE IMPACTS

#### SELF-ESTEEM & BODY IMAGE

There are 10 million new photographs uploaded to Facebook alone every hour, providing an almost endless potential for young people to be drawn into appearance-based comparisons whilst online. No one is the same as how they portray themselves online as we tend to only show the best part of ourselves. The pressure to fit in and conform to trends, which can become a driving force for children to replicate what they see from friends, celebrities and sponsored adverts. This pressure may contribute to anxiety, low mood and a feeling of inadequacy. As a result, it can lead to a feeling of low satisfaction with their own lives.

#### FAKE NEWS

#### HARMFUL ADVICE

The online world provides the opportunity for anybody to upload and share photoshopped pictures, edited videos, fake news and even unvetted advice. Children may stumble upon this, which could potentially encourage them to make wrong decisions and not get the help that they need. It's important that you teach your child to differentiate between what is true and useful information and what is fake.

#### ADDITION AND COMPULSIVE CHECKING

Social media addiction is thought to affect around 5% of teenagers. The Office for National Statistics found that children who spend more than 3 hours a day on social media are more than twice as likely to report poor mental health. Furthermore, compulsive checking due to 'Fear of Missing Out' has been linked to poor and disturbed sleep, as well as difficulty to relax during evenings. One in five young people say they wake up during the night to check messages on social media, leading them to be three times as more likely to feel constantly tired at school than their classmates who don't use social media during the night.

#### CYBERBULLYING

One recent large-scale UK study showed that cyberbullying is one of the biggest challenges for young people. Other studies suggest that cyberbullying has a bigger effect on wellbeing and mental health than other types of bullying. 7 in 10 young people have experienced cyberbullying, with 37% of young people saying they experience cyberbullying on a high-frequency basis. Young people are twice as likely to be bullied on Facebook than on any other social network.

### HELPFUL APPS:

- Hub of Hope - [http://hubofhope.co.uk/](http://http://hubofhope.co.uk/)
- MindShift
- Smiling Mind

### SOURCES OF HELP:

- Childline, 0800 1111 or visit their website
- Bullying UK, 0800 8002222
- Young Minds Parents line, 0800 802 5544

**National Online Safety**  
#WakeUpWednesday

Meet our expert  
This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department of Education, advising them on their mental health green paper.

[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) Twitter - @natonlinesafety Facebook - /NationalOnlineSafety

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# Phonics

In Years 1 and 2 we are teaching phonics. We follow the Read, Write Inc phonics scheme.

<https://www.youtube.com/watch?v=sjIPILhk7bQ>

The link shows you more about how and why we have chosen this scheme and how it supports your child's learning.

As we have been teaching using this system for some years now, we have made some changes which we believe are beneficial to the children.

Although your children are able to read the Read, Write Inc phonics books in small groups in school, they bring home a banded book which should incorporate many sounds and further develop their vocabulary.

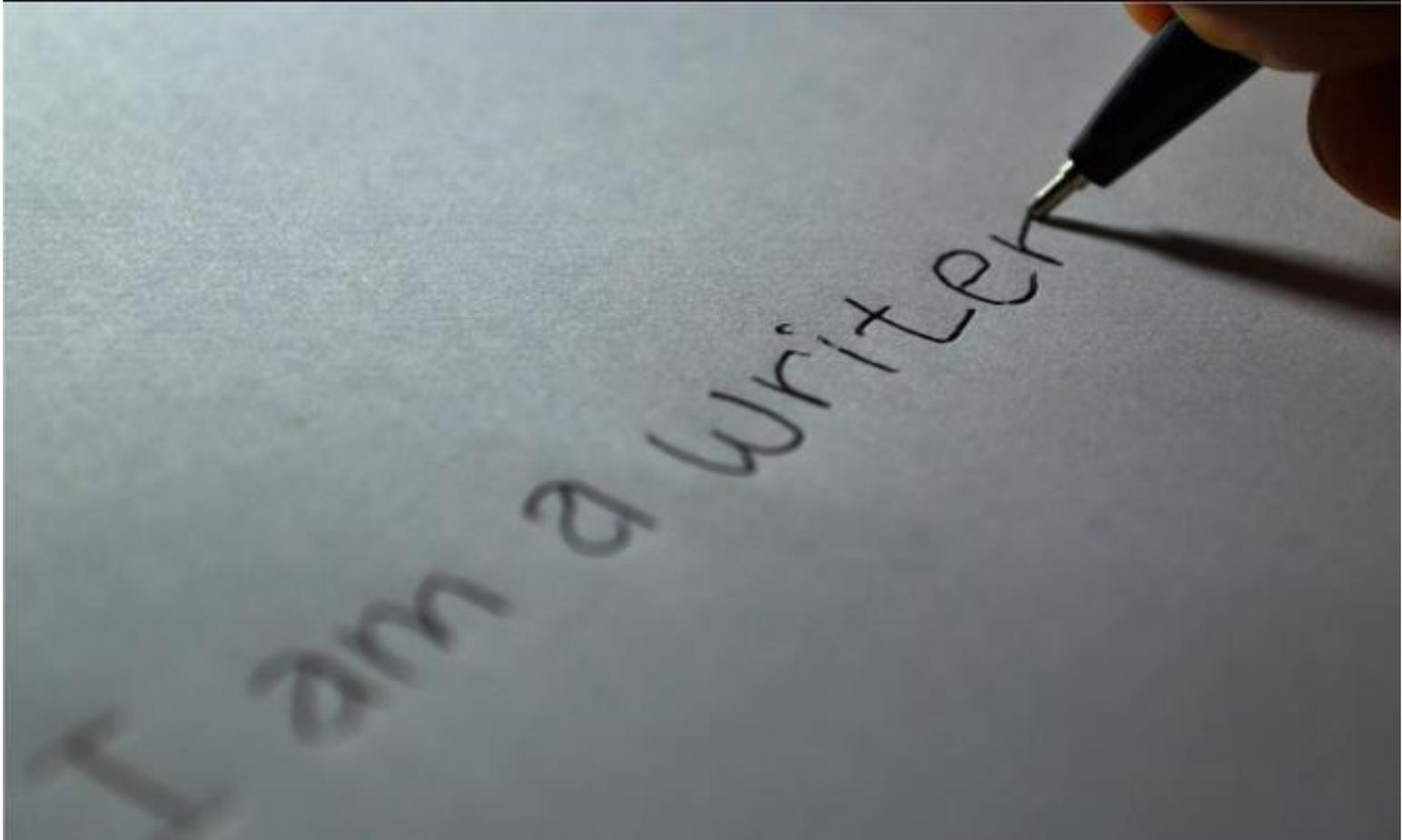
# Spelling

- Children in Year 2 have their own spellings that they have to learn.
- These are called Common Exception Words and we learn these alongside the phonics sounds.

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

*Most of the Common Exception words are red words, which mean they cannot be sounded out and do not follow the sound patterns of phonics. Instead we make up little ditties or rhymes to help us remember: most children would know how to spell **because** – big elephants can always upset small elephants*

# Writing

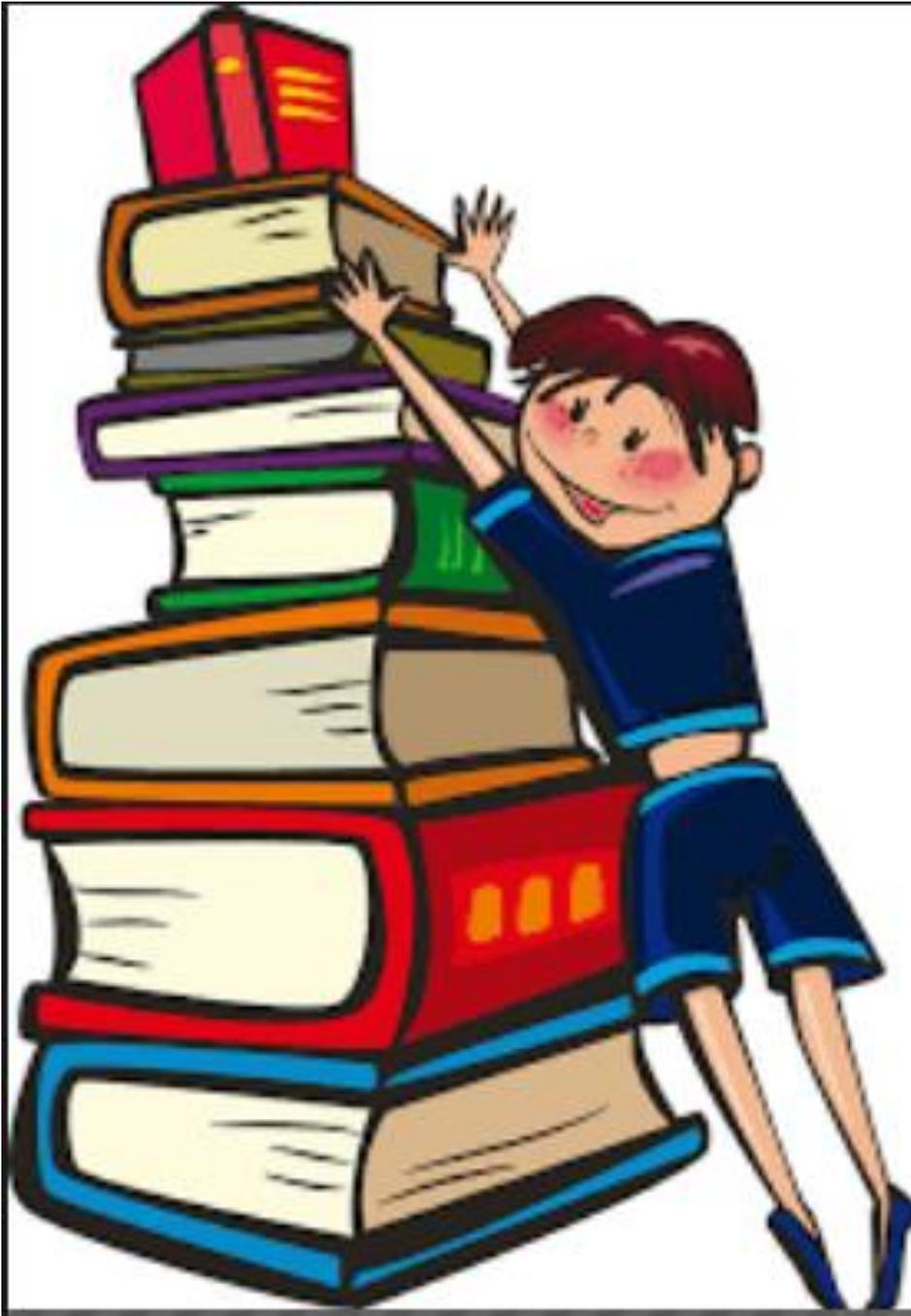


Children in Years 1 and 2 are starting to write sentences independently and we encourage them to have a go at all words and spellings and thinking about how they can form unusual words linked to their phonics sounds.

For those children in Year 1 we would expect them to write simple sentences and encourage correct punctuation such as a capital letter at the start of the sentence and a full stop at the end. Within these sentences we begin to build the vocabulary and word choices without making the sentences too long – or allowing them to ramble.

Once in Year 2 we begin to extend sentences (which we hope are now punctuated correctly ) using mechanisms such as including adjectives and conjunctions. Again choosing vocabulary for effect is still a huge aspect of their learning.

Children in both Years 1 and 2 are exposed to a wide variety of writing styles, whether fiction or non-fiction.



Reading

# Book band books – home reading

- Children in Years 1 and 2 are given reading books which are banded. This means that the content and the vocabulary is suitable for the words and sounds that your child knows.
- We ask that you use these books to hear your child read, at least five times a week for approx. 5-10 mins at a time.
- Other books can support your child as well.

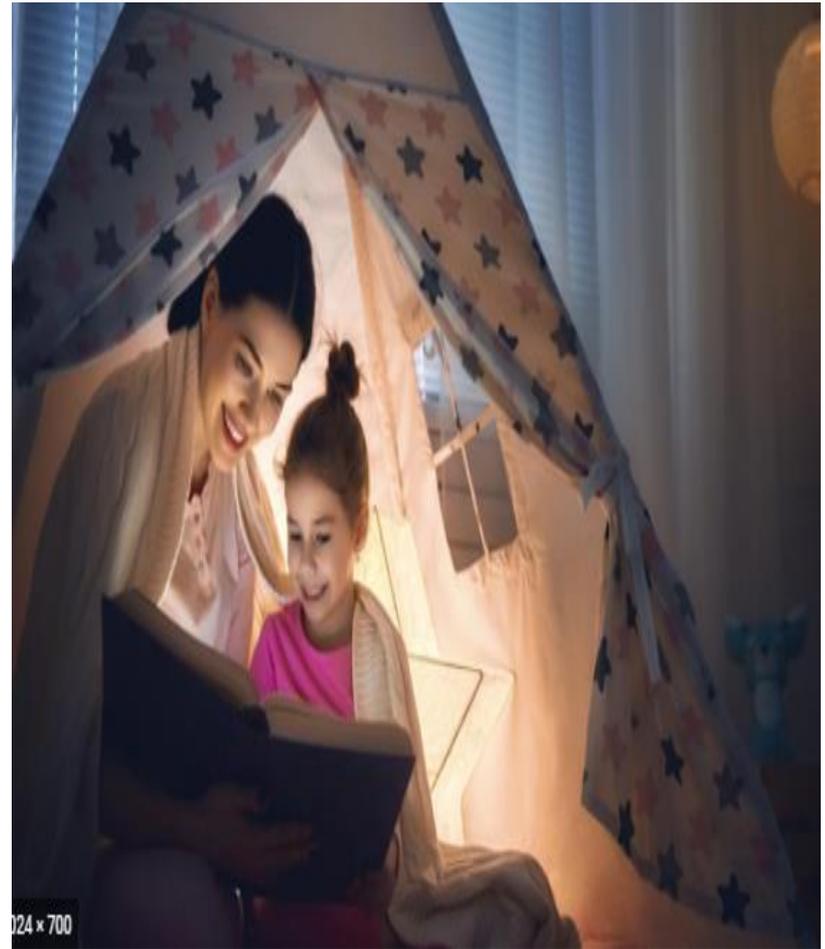
# Reading in school

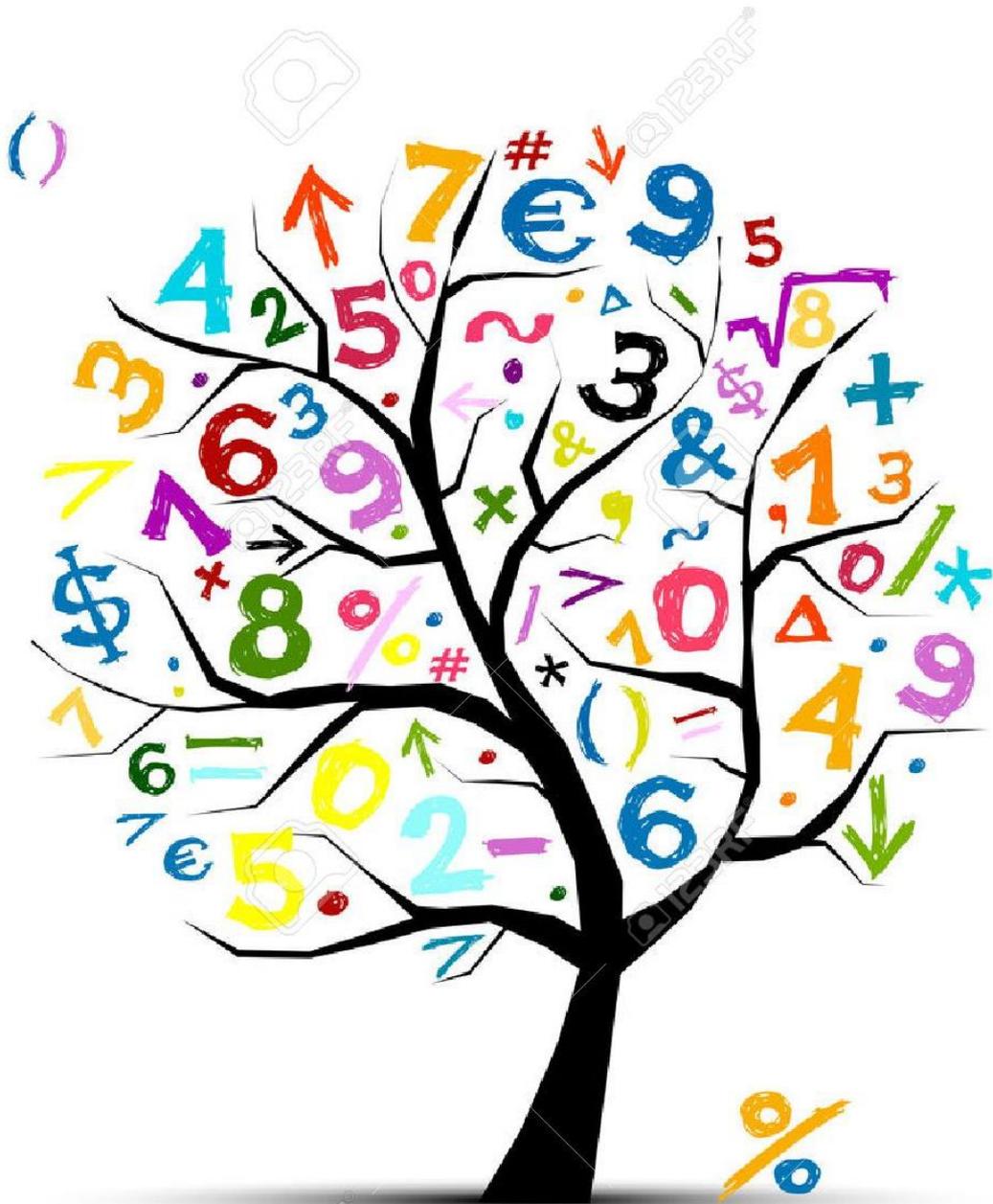
- When reading in school much of the focus is on the understanding of the text.
- We teach whole class reading – focussing on retrieval, inference, sequencing and deduction skills.
- Children are read to daily on a book which is above the reading level of the children to enhance their love of stories and introduce new vocabulary.
- Children also access books through Sketchley's Curiosity Curriculum which is heavily supported by topic stories and fact books.

# Reading Plea

**Most children love stories.** They love hearing stories and sharing with others the stories that they are hearing – whether that be a parent, grandparent or sibling. Having a special time when your child knows that they will have a reading time is really important – not only for your child, but also to the adult who is sharing that with them.

**Please read to your children,** even if they can read to themselves. Sharing a book is special and should never be underestimated or forgotten in the day.



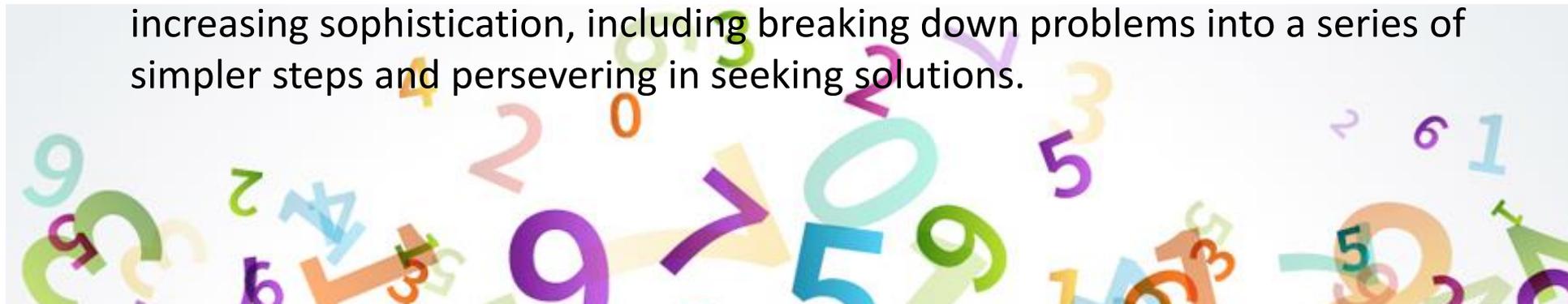


Maths

# The Maths Curriculum

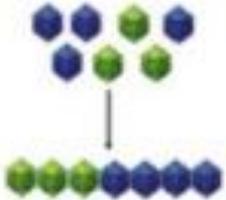
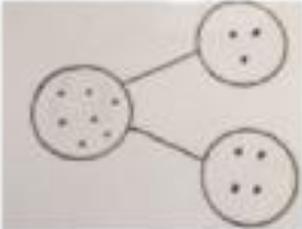
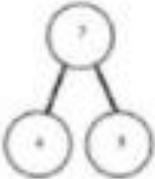
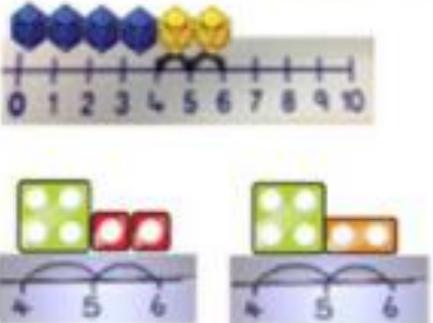
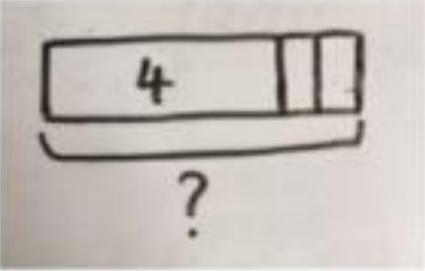
Children should:

- Become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **Reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations and developing an argument, justification or proof using mathematical language.
- **Solve problems** by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.



To develop number sense we explore maths using concrete resources following to pictorial representations leading to abstract.

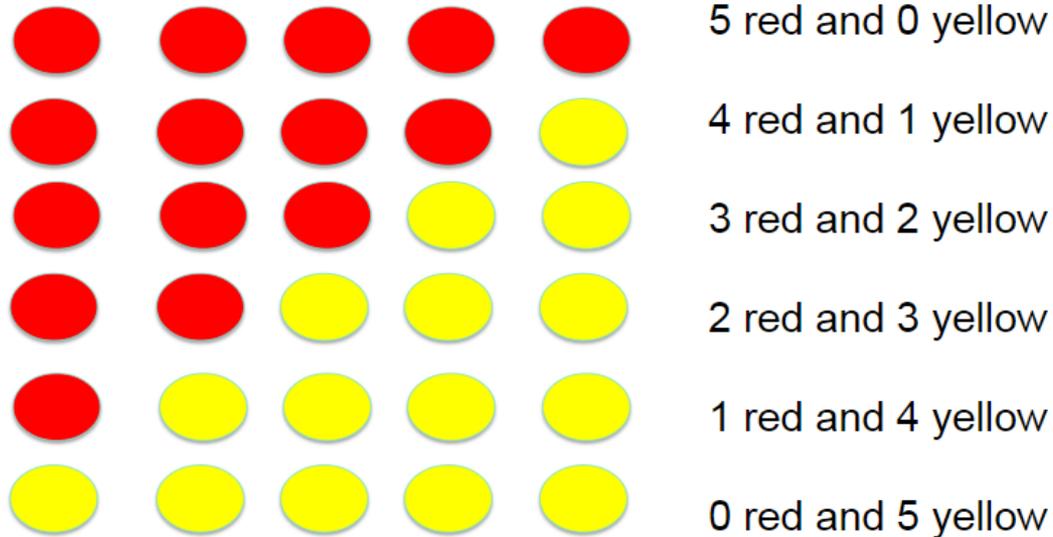
# Concrete Pictorial Abstract

| Concrete   | Pictorial  | Abstract  |
|--|--|---|
| <p>Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars).</p>  | <p>Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.</p>  | <p><math>4 + 3 = 7</math><br/>Four is a part, 3 is a part and the whole is seven.</p>    |
| <p>Counting on using numberlines using cubes or Numicon.</p>   | <p>A bar model which encourages the children to count on, rather than count all.</p>                              | <p>The abstract numberline:<br/>What is 2 more than 4?<br/>What is the sum of 2 and 4?<br/>What is the total of 4 and 2?<br/><math>4 + 2</math></p>  |

# Fluency

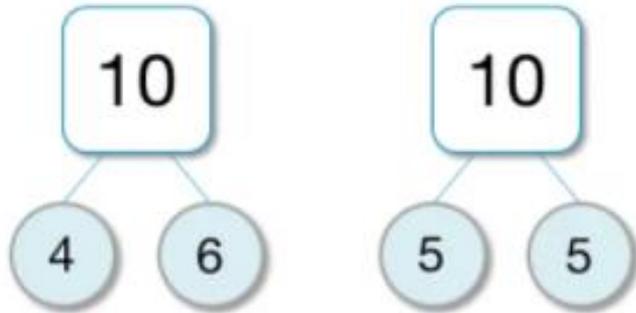
- It is important that children recognise number bonds, different pairs of numbers with the same total and that they are fluent in this.

How many ways to make 5?

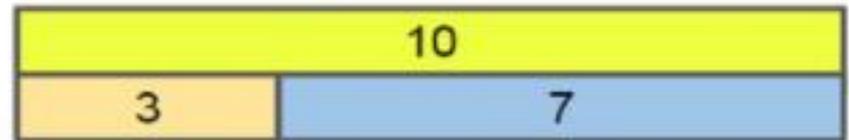
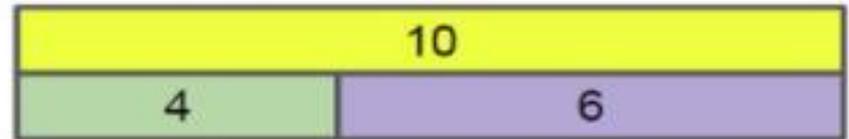
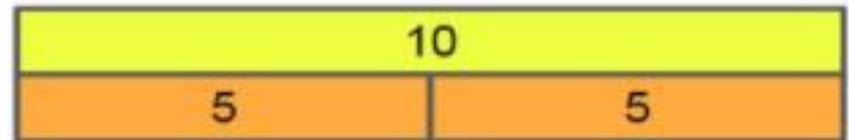
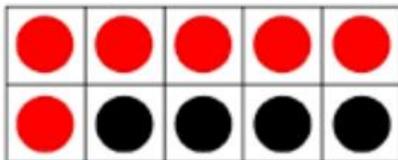
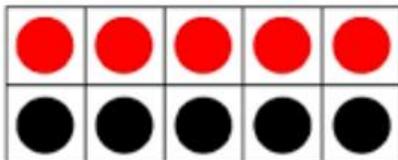
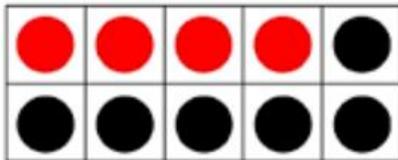


- Children need to be secure on bonds to 10 by the end of Year 1 and bonds to 20 by the end of year 2.

# Bonds to 10 & 20



We use these different ways to represent number facts.

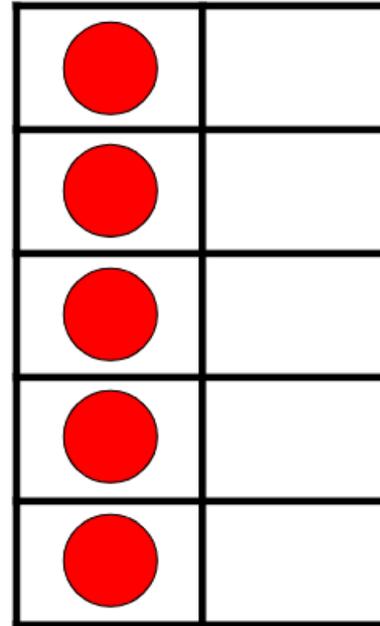
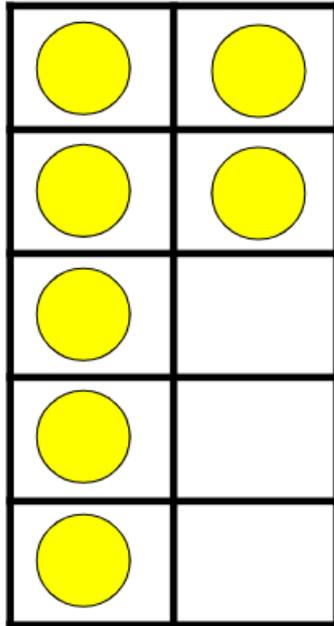


- Once children are secure on number bonds they are then able to apply this to derived number facts.

Using known facts.



What facts do you need to solve  $7 + 5$ ?



Children should become more familiar with the 100 square and use it to answer questions such as:

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

- What is 1 more than/ 1 less than 26
- 10 more than/10 less than 32
- Find a number greater than 48
- Find a number less than 62
- Is 53 odd or even?

We use the **Power Maths** scheme. **Power Maths** is a growth mindset approach to **maths** and focuses on helping all children to build a deep understanding of **maths** concepts.



For the four operations, addition, subtraction, multiplication and division, we follow the Power Maths calculation policy.

<https://www.pearsonschooolsandfcolleges.co.uk/Primary/Mathematics/CompleteSchemes/Power-Maths/power-maths-calculation-policy.aspx>

# Practise the basics

During Key Stage 1, there is a big focus on developing basic number skills. That means securing a good understanding of place value, and recognising number bonds to 20.



During their time in key stage 1, children receive a login for MyMaths and Times Table Rock Stars to practise maths skills.



MyMaths.co.uk

## MATHS HOMEWORK LOG ON SUPPORT!

We have invested in what we believe will be a valuable Maths resource, MyMaths.co.uk.

It is highly recommended by many local schools including 'Hasting High School'. All Maths homework at Hastings is set using this resource and it seems appropriate that we prepare our children as early as possible.

It allows children the chance to revisit through the weekly Maths topic before having a go at some questions based on it. It is tailored to meet the needs of all children ranging from Level 1 - 6. Your child's teacher will set work on MyMaths when it is appropriate to do so, if no specific task has been set then please have a go at the weekly focus or something that your child finds tricky. The teacher will also check the Level appropriateness of the particular topic and set your child's homework accordingly (sometimes this may be the Level above or below depending on the task).

We hope that the children will enjoy using this resource at home and that you enjoy working with your child on it too.

Thank you for your continued support at home.

J Tarrant  
Maths Subject Leader

Below are some instructions on how to log in. Whilst it is flash based, and therefore will not work natively on Apple machines, we have found an app that is FREE to download called Puffin Academy that allows you to use it on iPads etc.



Go to <http://www.mymaths.co.uk> (please add to favourites)

There is a link on our website to this.

Username: sketchieyhill  
Password: sketchieyhill



This is now Sketchiey's homepage.

Every child has an individual log on (so we can set & track work).  
Username: 3 numbers  
Password: 3 letters



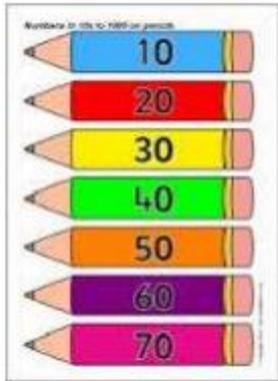
If a task has been set, it will appear and children can revisit a 'teach' (optional) before answering the questions. You can have as many goes as you would like, however these goes are recorded and your teacher will get a list of results for their class.



**HAVE FUN !**

Remember: if no task has been set then please use this as a resource to help with any topics that they struggle with, at their level !

# Keep Counting!



Ideas for home

## Number line ideas

1. Draw a line. Mark 0 and 10 (or any number range needed). Roll a dice. Decide where that number would go and write it in. Repeat. You can also start on any number and include whatever your child needs.
2. Start by asking for a 2 digit number. Place it at the start of the line. Now ask for a higher 2 digit number and place at the end of the line. Now keep asking for numbers in between.



<https://nrich.maths.org/8371>

