Home Learning

Parent Workshop



School and Home Together





A broad and balanced curriculum....



Curriculum Overview for Year 1

English Art & Design (KS1) Computing (KS1) Reading Writing Grammar · Understand use of algorithms · Use a range of materials •Match graphemes for all phonemes •Name letters of the alphabet •Leave spaces between words Read accurately by blending Spell very common 'exception' •Begin to use basic Write & test simple programs · Use drawing, painting and sculpture sounds words punctuation: . ?! Develop techniques of colour, pattern, texture, Use logical reasoning to make •Read words with very common Spell days of the week •Use capital letters for line, shape, form and space predictions suffixes Use very common prefixes & proper nouns. Learn about range of artists, craftsmen and •Use common plural & verb suffixes Organise, store, retrieve & manipulate data Read contractions & understand suffixes designers purpose Form lower case letters correctly Speaking & Listening Communicate online safely and respectfully Read phonics books aloud Form capital letters & digits Listen & respond appropriately Recognise uses of IT outside of school •Link reading to own experiences Compose sentences orally before Ask relevant questions Join in with predictable phrases writing •Maintain attention & participate Design & Technology (KS1) Geography (Y1) •Read own writing to peers or Discuss significance of title & events teachers • Design purposeful, functional & appealing Make simple predictions Name & locate products the four countries and capital cities of the • Generate, model & communicate ideas **Mathematics** United Kingdom using atlases & globes • Use range of tools & materials to Number/Calculation **Geometry & Measures** • identify seasonal / daily weather patterns in complete practical tasks the UK and the location of hot and cold areas Count to / across 100 Use common vocabulary for Describe position & movement, •Count in 1s, 2s, 5s and 10s comparison, e.g. heavier, taller, including half and quarter turns of the world • Evaluate existing products & own ideas • Use basic geographical vocabulary to refer to •Identify 'one more' and 'one less' full, longest, quickest **Fractions** Build and improve structure & mechanisms local & familiar features Begin to measure length, Read & write numbers to 20 •Recognise & use ½ & ¼ • Use four compass directions & simple vocab capacity, weight •Use language, e.g. 'more than', Understand where food comes from 'most' Recognise coins & notes Modern (Languages Music (KS1) •Use +, - and = symbols Use time & ordering vocabulary •Tell the time to hour/half-hour •Know number bonds to 20 · Sing songs •add and subtract one-digit and Use language of days, weeks, months & years two-digit numbers to 20, including • Play tuned & untuned instruments musically •Recognise & name common 2-d zero •Solve one-step problems, including and 3-d shapes Listen & understand live and recorded •Order & arrange objects Not required at KS1 simple arrays Science History (KS1) • Make and combine sounds musically **Biology Key Concepts** •Identify basic plants Changes in living memory (linked to aspects of •Identify basic plant parts (roots, leaves, flowers, etc.) national life where appropriate) **Physical** Education (KS1) Religious Education Identify & compare common animals **Key Individuals** Identify & name basic body parts Lives of significant historical figures, Master basic Chemistry including comparison of those from movement, e.g. running, jumping, throwing, •Distinguish between objects & materials different periods catching, balance, agility and co-ordination •Identify & name common materials •Significant local people Continue to follow locally- Describe simple properties of some materials Participate in team games agreed syllabus for RE Compare & classify materials **Key Events** · Perform dances using simple movement e.g. Bonfire night **Physics** Events of local importance Observe weather associated with changes of season Swimming proficiency at 25m (KS1 or KS2)

Curriculum Overview for Year 2

English Art & Design (KS1) Computing (KS1) Reading Writing Grammar • Use a range of materials • Understand use of algorithms Develop phonics until decoding •Spell by segmenting into phonemes •Use .!?, and ' •Learn to spell common 'exception' •Use simple conjunctions secure Use drawing, painting and sculpture Write & test simple programs Read common suffixes •Begin to expand Develop techniques of colour, pattern, texture, • Use logical reasoning to make •Read & re-read phonic-appropriate •Spell using common suffixes, etc. noun phrases line, shape, form and space predictions books Use appropriate size letters & •Use some features of Learn about range of artists, craftsmen and •Read common 'exception' words standard English spaces Organise, store, retrieve & manipulate data •Discuss & express views about Develop positive attitude & Speaking & Listening designers Communicate online safely and respectfully fiction, non-fiction & poetry stamina for writing Articulate & Justify answers Recognise uses of IT outside of school Become familiar with & retell Begin to plan ideas for writing •Initiate & respond to comments stories •Record ideas sentence-by-sentence •Use spoken language to develop Design & Technology (KS1) Geography (Y2) Ask & answer questions; make Make simple additions & changes understanding predictions after proof-reading • Design purposeful, functional & appealing Begin to make inferences Name & locate products world's continents and oceans • Generate, model & communicate ideas **Mathematics** • Compare local area to a non-European country • Use range of tools & materials to Use basic vocabulary to describe a less familiar Number/Calculation Geometry & Measures Fractions complete practical tasks •Know 2, 5, 10x tables •Know and use standard measures •Find and write simple fractions • Use aerial images and other models to create • Evaluate existing products & own ideas •Begin to use place value (T/U) •Read scales to nearest whole unit •Understand equivalence of e.g. simple plans and maps, using symbols •Count in 2s, 3s, 5s & 10s •Use symbols for £ and p and 2/4 = 1/2 Build and improve structure & mechanisms • Use simple fieldwork and observational skills to •Identify, represent & estimate add/subtract simple sums of less Data study the immediate environment •Interpret simple tables & Understand where food comes from numbers than £1 or in pounds •Tell time to the nearest 5 minutes pictograms •Compare / order numbers, inc. <> Modern Music (KS1) Languages •Identify & sort 2-d & 3-d shapes •Ask & answer comparison Write numbers to 100 •Identify 2-d shapes on 3-d questions Sing songs Know number facts to 20 (+ related surfaces Ask & answer questions · Play tuned & untuned instruments musically about totalling to 100) •Order and arrange mathematical •Use x and ÷ symbols obiects Listen & understand live and •Use terminology of position & Recognise commutative property recorded music movement Not required at KS1 of multiplication Make and combine sounds musically Science History (KS1) Biology **Key Concepts** Differentiate living, Changes in living memory (linked to aspects of dead and non-living national life where appropriate) **Physical** Education (KS1) Education Religious •Growing plants (water, light, warmth) Key Individuals ·Basic needs of animals & offspring •Simple food chains & habitats Lives of significant historical figures, Master basic including comparison of those from movement, e.g. running, jumping, throwing, different periods Chemistry catching, balance, agility and co-ordination •Identify and compare uses of different materials •Significant local people Continue to follow locally-Participate in team games •Compare how things move on different surfaces agreed syllabus for RE **Kev Events** · Perform dances using simple movement •e.g. Bonfire night •Events of local importance • Swimming proficiency at 25m (KS1 or KS2)

Our curriculum design



Values in Action







St chad's Cole Mursery and infant School Values in Action 2015-20					
Autumn 1			Autumn 2		
PERSEVERANCE			SERVICE		
World Faith	Collective Worship	School Events	World Faith	Collective Worship	School Events
Celebrations	Links		Celebrations	Links	
Diwali (27 th)	Black History Week Not giving up / hopes and aspirations	Harvest (22 nd) Love your Library!	St. Nicholas (16 th) Christmas	Remembrance Upbeat Communities	Ethical Christmas Toilet Twinning Xmas Shoe Boxes/ Jumper Day
Moon Zoom! N/A		Towers, Tunnels and Turrets		Warwick Castle	
LOVE Ambassado	ors: Visit the Council House	e / Supporting with	LOVE Ambassadors: Remembrance Service Chad Par		rice Chad Park / St
mirrors of dreams (school display)		Augustine's Parish			

Spring 1		Spring 2			
TRUST		THANKFULNESS			
World Faith	Collective Worship	School Events	World Faith	Collective Worship	School Events
Celebrations	Links		Celebrations	Links	
Our World Week (places of worship)	Trust Trays Lion and Mouse (Aesop's fable)	E-safety Week	Ash Wednesday Easter	Counting our blessings (linked to the environment)	World Book Day Sing Up! Let's Rock
Wriggle and Crawl N/A		N/A	Scented Garden		Calke Abbey
			LOVE Ambassadors: St Chad's Rocks campaign		

Summer 1 / Early Summer 2		Summer 2			
JUSTICE		TRUTHFULNESS			
World Faith	Collective Worship	School Events	World Faith	Collective Worship	School Events
Celebrations	Links		Celebrations	Links	
Eid celebrations	Christian Aid: The World in our Hands	N/A	N/A	Christian Aid: The World in our Hands	World Environment Fortnight Health and Fitness
Rio de Vida! N/A		N/A	Rio de Vida! Transition		Cleethorpes
LOVE Ambassadors: Leading a campaign					

21st October, 2019 Ref: 0812



PERSEVERANCE CHALLENGE! (Home Learning Task)

Dear Parent/Carer,

This half term, we have been exploring the value 'perseverance' during our Collective Worships. We have been learning to overcome a personal challenge that we find difficult by having self-belief, a 'can do attitude' and not giving up!

During our Collective Worship, I have shared my own 'perseverance' diary - trying to get better at cooking and learning to knit. I have also shared challenges that my own 7-year-old daughter has recently overcome, including using a pair of Heelys.







In school, we have made perseverance mirrors to help children have, a high self-regard when they look at themselves.

In order to support the children's understanding of perseverance in the context of everyday challenges. I am encouraging children to try an activity that they have previously found difficult e.g. be learning to ride a bike, trying a new sport or hobby, learning a new skill, trying a new food item....



Children are invited to complete the activity sheet overleaf, detailing their perseverance! I am very keen to do a display in school showcasing the children's confidence and perseverance. Parents are encouraged to print our photographs, if possible. If not, then please ask your child to draw their perseverance challenge.

I look forward to discussing with your child their activities and their perseverance and 'can do' attitude.

Yours faithfully, K Leach Head of School

LOVE God LOVE Neighbour LOVE Self





ST. CHAD'S CofE NURSERY & INFANT SCHOOL Gordon Road, Derby DE23 6WR Tele: 01332 345997 E-mail: admin@stchads.derby.sch.uk Executive Headteacher: Mr J Gallimore Head of School: Ms. K Leach





Perseverance Challenge!

I have persevered with



LOVE God LOVE Neighbour LOVE Self





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Theme Work



Life Skills





The Right to be a Child











Activity

		/	Date
1.	Visit a farm		
2.	Paint a self portrait		
3.	Plant some bulbs and watch them grow		
4.	Go on an autumn walk		
5.	Make leaf rubbings		
6.	Make a sandwich		
7.	Taste a new fruit		
8.	Visit a place of worship		
9.	Fly a kite		
10.	Make a paper boat and see if it floats		
11.	Perform a song		
12.	Re-tell a story to an audience		
13.	Post a letter		
14.	Meet a friend's pet		
15.	Search for butterflies outdoors		
16.	Take a photograph		
17.	Make a treasure map		

Home Learning across a half term

Home Learning

lease choose and complete one activity each week. <u>You can complete the activities in any ord</u> Imber to record your work in your Home Learning book and hand into your teacher Wedneso Esible, ask somebody to take a photograph of you doing some of your Home Learning activ

down numbers 0 to 100. Il of your digits the correct Can you gind any numbers in the environment?





ollect and decorate a bebox to help with our stmas Shoebox Appeal.



Draw a picture of Rapunzel. If you were Rapunzel, how would you feel once you escaped from the tall, dark tower?

Write a letter to somebody (maybe Santa!) and post it





Design and make a cost Can you make a cast has towers and turn Bring your castle i



Design and make Remembrance poppy wreath and bring it school.







MEMBER: read your school book 3 times a week and ask a grown-up to sign reading record.





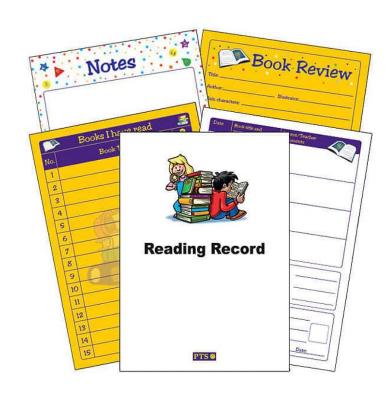
The home is the child's first school, the parent is the child's first teacher, and reading is the child's first subject.

Barbara Bush



Supporting your child's reading....





Hear your child read at home at least 3 times a week.





https://www.phonicsplay.co.uk /

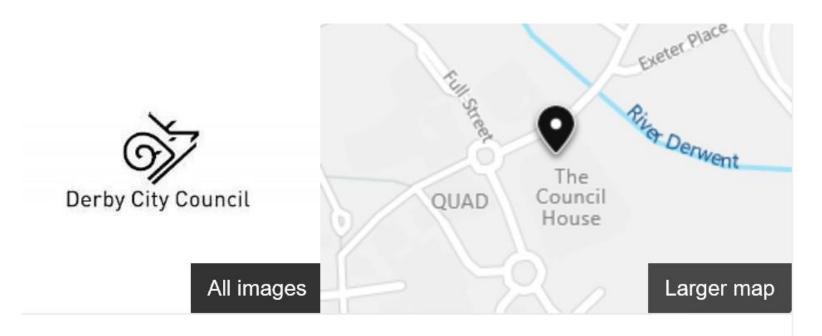
Use tablet devices in a positive way.





Read to and with your child.

Reading is not the sole responsibility of school.....



Riverside Library



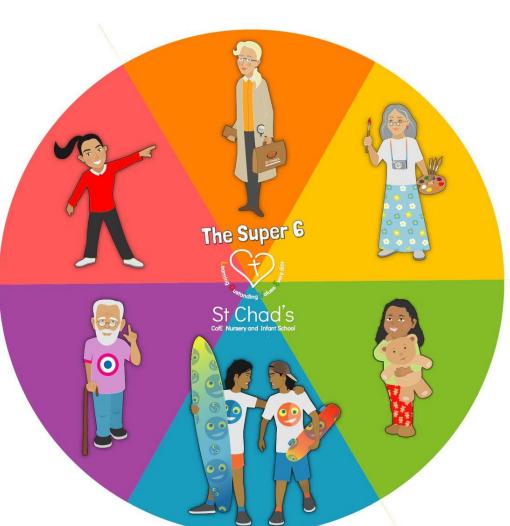
Address: Council House Corporation Street, Derby DE1 2FS

Phone: 01332 641702



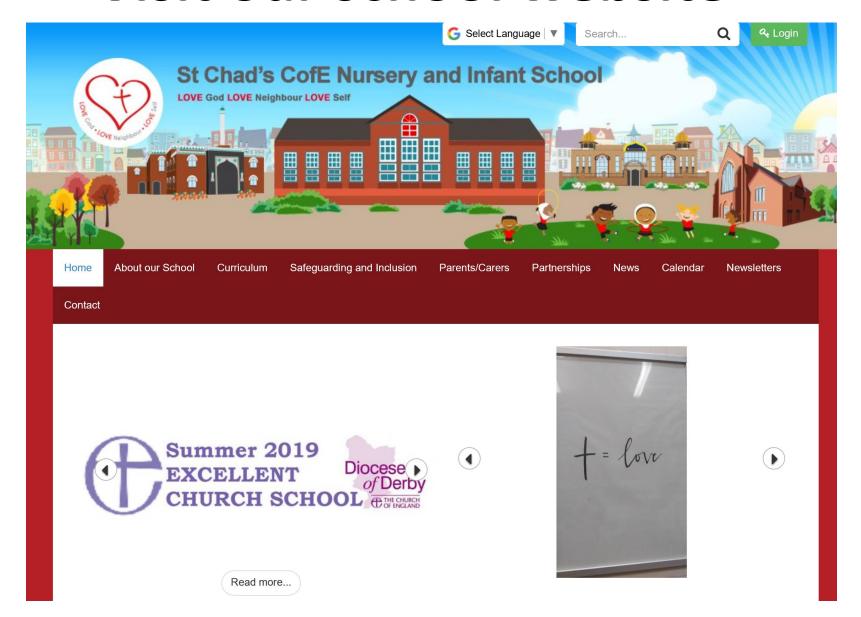








Visit our school website



Target support



AFTER SCHOOL CLUB

Working party input?





