

Welcome to Willow Class

6th September



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Agenda:

- Curriculum
- Timetable
- Expectations (Uniform / Behaviour)
- Other



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Curriculum

RISE Autumn:

- School locality (Geography)
- Seasonal changes (Science)
- Colour (Art)
- Walter Tull (History)
- Senses (Science)
- Remembrance (History)
- Life in the UK (Geography)
- Changes in Recent Memory (History)



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Curriculum

EYFS Autumn 1:

- Me and My World
 - Me and My Relationships
 - Our Local Area
 - Growing and Changing
 - Family and Family Trees
- Using the texts
 - Elmer, The Little Red Hen, Goldilocks and We're Going on a Bear Hunt



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Curriculum

EYFS Autumn 2:

- Down in the Woods
 - Our School
 - Autumn and Seasonal Changes
 - Light- Festivals- Diwali and Bonfire Night
 - Nativity
- Using the texts
 - Owl Babies, Pumpkin Soup, It Was a Cold Dark Night,



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Writing

- Character descriptions
- Poems developing vocabulary
- Simple retelling of a narrative
- Formal invitations
- Stories from other cultures



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Writing

Learning Sequence: Y2 Character descriptions (Block A)

Part: 1/2		Focus: explicit teaching of the grammatical structures and text conventions required				
Connect	Explain	Example	Attempt	Apply / Challenge	What success looks like	LEARN
1. Select precise adjectives to use in expanded noun phrases						
Adjectives	Explain what a character is. Explain an expanded noun phrase.	Introduce pupils to the model text and ensure they can read and understand the tier 2 and 3 vocabulary. Share examples of description from the first few sentences of the model text. Point out the difference between an adjective and an expanded noun phrase. Discuss how they create a clear picture of the character in our head.	As a class, highlight further examples of adjectives and expanded noun phrases. Choose an animal to create a character. Collecting suggestions from pupils, list adjectives to describe this character. Model refining the choice of adjectives until you have an expanded noun phrase that creates the desired image and impact.	Apply Pupils then pick their own animal to create a character and list adjectives and expanded noun phrases to describe it. Challenge Teach different approaches to expanded noun phrases, e.g. a green grasshopper, a green, gigantic grasshopper or a green, gigantic grasshopper with evil eyes. Have pupils try to create examples of their own.	Can select precise adjectives to use in expanded noun phrases	Accessibility Use <i>Widget</i> for dual coding of vocabulary. Efficiency Deploy word banks.

Knowledge Organiser Character descriptions (Year 2)

Select precise adjectives to use in expanded noun phrases

An expanded noun phrase is a simple noun phrase expanded with at least one adjective used for description and specification, e.g. *light brown, ruffled hair*.

Adjectives

Adjectives describe the noun or pronoun, e.g. *heavy and tall*.

Use adverbs

Use adverbs to add detail. Adverbs describe how, when or where something happened, e.g. *Joyfully jumping into swimming pools was a particular favourite of his*.

Describe actions, appearances and feelings

Describe what a character does, what they look like and how they feel, e.g. *He was one of the most caring, kind and companionable children you could ever hope to meet*.

Extend sentences using conjunctions

A conjunction is a word used to connect two clauses (parts) in a sentence, e.g. *His eyes were small but full of wonder. He also had a great sense of adventure and would willingly explore new places*.



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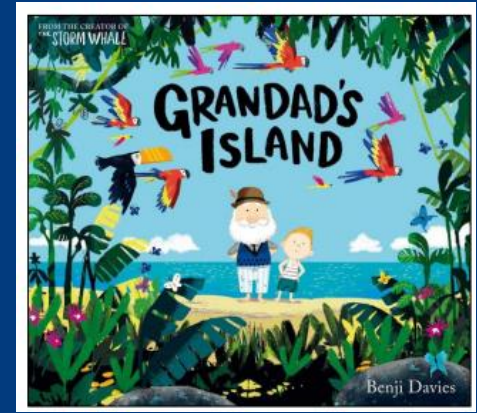
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Reading

CUSP Curriculum:

- Grandad's Island
- The goose that Laid the golden Eggs
- Mrs Noah's Pockets
- Paddington
- The Christmas Pine



Week 1	Week 2
Focus on the core text for prediction and retrieval	Focus on the directions for inference and the core text for a personal response
Focus on the narrative for retrieval	



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Timetable

Day	9:00-9:30	9:30-10:30	10:30-10:45	10:45-11:00	11:00-11:45	11:50-12:55	1:00-13:15	13:15-2:45	2:45-3:10	
Monday	Phonics	KS1 English (CUSP Reading or Writing) Handwriting	KS1 Cont provision Snack		KS1 Maths	Lunch	KS1 Spelling Reading	KS1 RISE Geography	Assembly	
		R PD Cont Provision	R Maths	R Cont provision			R EAD (music)		R UW (RE) R cont provision	Story
Tuesday	Phonics	KS1 English (CUSP Reading or Writing) Handwriting	KS1 Cont provision Snack		KS1 Maths	Lunch	PSHE 12:55 - 13:25	KS1 PE	KS1 Music	Assembly
		R PD Cont Provision	R Maths	R Cont provision				R PD (PE) R Cont provision	Story	
Wednesday	Phonics	KS1 English (CUSP Reading or Writing) Handwriting	KS1 Cont provision Snack		KS1 Maths	Lunch	KS1 Spelling Reading	KS1 RISE Geography	KS1 Computing	Assembly
		R PD Cont Provision	R Maths	R Cont provision			R songs rhymes	R UW (geography) R Cont provision	Story	
Thursday	Phonics	KS1 English (CUSP Reading or Writing) Handwriting	KS1 Cont provision Snack		KS1 Maths	Lunch	PSHE 12:55 - 13:25	KS1 P.E	KS1 RE	Assembly
		R PD Cont Provision	R Maths	R Cont provision				R EAD R Cont Provision	Story	
Friday	Phonics	KS1 English (CUSP Reading or Writing)	KS1 Cont provision Snack		KS1 Maths	Lunch	KS1 Spelling Reading	KS1 RISE Geog	KS1 RISE Geography	Assembly
		R PD Cont Provision	R Maths	R Cont provision			R songs rhymes	R PD (fine motor) R Cont Provision	Story	



Expectations

- Children need to be in the building by 8:55am
- Lessons start promptly at 9am
- This ensures that no time is wasted during morning lessons and no content is missed by children



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Expectations

- Be Safe, Be Ready, Be Respectful
- Kindness, Respect, Resilience, Teamwork, Honesty, Independence
- House Points
- Marble jar
- Stickers/stamps
- Headteacher rewards/excellent work



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Expectations - uniform

Uniform:

- Black trousers/shorts/skirt
- Plain white/red polo shirt (or branded)
- Plain red jumper/cardigan (or branded)
- Plain black shoes/trainers (no white logos, open toes, high-heeled shoes/boots)



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Expectations - uniform

PE kit:

- Black school PE top (with logo) or plain red or white t-shirt
- Plain black shorts/leggings/tracksuit bottoms
- Plain red/black jumper
- Plain black trainers for outdoor, plimsolls for indoor
- No earrings/jewellery
- Hair tied back



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