

Broomhill First School/



Key Stage 1



The Finches



Welcome Booklet



Welcome to Year 2



Finches Class

Year 2 Staff

Mrs. Katie Palmer - Year 1 & 2 Teacher

Miss Stacey Wilson & Mrs. Lorraine Hall - Teaching Assistants

Dropping off/ Collecting



Finches (Year 1 and Year 2) - Until further notice, drop off is between 8.50am and 8.55am in the main playground following the footsteps around to the drop off point. A member of staff will be there to welcome your child. Please make sure your child is in the school yard on time.

3.10pm- Collect from the main yard, children are permitted to leave only when their adult is seen. If anyone else is to collect your child or you are running late please let either the office or their teacher know.

Families with more than one child - Your children should be dropped off and collected at the same time and at the same entrance to make it easier for you. Please use the time slots for your older child and the entrance for your younger child.

Snack

Your child will be provided with 1 piece of fruit each day to eat after morning playtime.



Drinks

It is really important that your child brings in a named water bottle daily, but please ensure they are filled with **water only**.

A daily carton of milk for snack time can also be ordered through the School Office.



Lunches

Children in Reception, Year 1 and Year 2 are entitled to receive Universal Free School Meals regardless of individual financial circumstances. However, if you are entitled to income related free school meals please apply now as greater benefits will be received for your child, yourself and our school. Please contact the school office or the Free School Meals Team at Northumberland County Council on 01670 623592 or email childrensservices@northumberland.gov.uk.

This is available to pupils in receipt of, or whose parents are in receipt of, **one** or more of the following benefits:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- Income Support
- Income-based Job Seekers Allowance
- Income related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit (provided you are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run on - paid for four weeks after you stop qualifying for Working Tax Credit

Medical matters

All medicines should be handed over to a member of school staff and a medication form (available from the school office) must be completed.

- Children with asthma will be helped to take their inhaler.
- Any sickness, diarrhoea, must be followed by **48 hours** absence.
- Any absence requires a note or telephone call explaining why.
- Head lice are common! Please check regularly and treat as recommended.

Coronavirus Symptoms Please do not send your child to school if they are showing any symptoms of coronavirus (high temperature and/or new continuous cough and/or a loss, or change to, your normal sense of smell or taste). Please inform the school as soon as possible and also follow the most up-to-date government instructions, particularly with regards to self-isolation and testing. If a child develops symptoms compatible with coronavirus whilst at school we will isolate the child with an appropriate adult. The adult will wear PPE. Parents will be called to collect their child and testing guidelines must be followed, with the school being informed of the test results as soon as possible.

P.E.

Your child will take part in PE lessons twice a week **Tuesday** and **Thursday**.

The children need to come to school wearing their PE uniform on these days.

Children should wear a plain white t-shirt/school white t-shirt with plain navy, royal blue or black shorts/joggers/leggings and their school jumper/cardigan.

They also need trainers which they can fasten themselves.



Hair and Jewellery

Where possible long hair should be tied back during school time and must be tied back for PE lessons. No jewellery other than a watch and/or stud earrings can be worn. If your child wears stud earrings please remove them on PE days. If this is not possible then please contact us to discuss alternative arrangements.

Any other jewellery worn will be taken in by class teachers and returned directly to parents.

Library Visit

Your child will visit the school library once per week on a Friday. Children can borrow one book per week, please ensure that your child returns their library book on the following Friday so that they can borrow books regularly.



Book bags

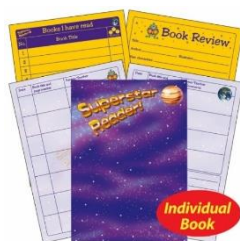
All children should bring in a book bag to school **every day** as they will use their bags to store letters, reading books and their reading record diary.



Home Learning

The most important homework you can do with your child is help with reading their home reading books. Your child would benefit greatly from reading aloud to an adult on a daily basis. Little and often is the best way in supporting reading progress.

Please continue to use our reading diaries and every time you hear your child read (even if it's the same book again) please sign it and/or write a positive comment.



If your child has a book with the L & S sticker at the top they are books targeted specifically at the phonics level your child is working on and they should be able to sound out all the words in them (if they struggle please send Mrs. Palmer a message on Class Dojo or in their reading diaries).

Each L & S book needs to be **read at least twice or more** to help the children improve their fluency and practise specific sounds.

Please encourage your child to put their reading books in the red tray in the classroom everyday so they can be checked and changed if necessary.

We will send home individualised flashcards for the tricky words and sounds that your child needs to learn to read and spell each half term. You can then practise reading and spelling these at home with your child.

Other homework

Every half term I send home a newsletter which has suggested topic related activities for you to do at home.

For maths, please see the key skills mentioned later in this booklet for ideas of things you can practice with your child. The most useful mathematical activities to do at home do not involve a worksheet, instead do practical activities, such as when shopping involve your child with writing lists and recognising and counting out money, when cooking ask your child to read the scales or measurements on jugs, telling the time using digital and analogue clocks or practising times tables.

I will send home the occasional times table activity to do at home, but practising counting in 2s, 5s and 10s then, when confident, learning the 2, 5 and 10 x table to begin with is really helpful in Year 2.

Please use Class Dojo to send Mrs. Palmer a message if you have any questions or would like to discuss homework.

Mathematics



It's worth looking through these key maths skills with your child to check for any gaps they have in their understanding and practising these at home.

Year 1

Count on and back in ones to and from 100 and from any single-digit or 2-digit number.
Count on and back in tens from any 1-digit or 2-digit number, e.g. 23, 33, 43, 53... Continue to just over 100.
Recognise numbers to 100.
Know number bonds to 10, e.g. $5 + 5$, $6 + 4$, etc. Also know what is left if objects are taken from 10, e.g. 10 fingers, fold down 4, leaves 6 standing.
Begin to be aware of unit patterns, e.g. $2 + 4 = 6$, $12 + 4 = 16$, $22 + 4 = 26$, etc.
Recognise the + and - and = signs, and use these to read and write simple additions and subtractions.
Add small numbers by counting on and subtract small numbers by counting back.
Recognise doubles to double 6 and find related halves.
Recognise the difference between 2-D and 3-D shapes; identify and describe common 2-D and 3-D shapes.
Recognise and compare objects according to height or length, weight or capacity, using appropriate mathematical language, e.g. the tree is taller than the bush, the bag is heavier than the shoes, the teapot holds more than the jug.
Tell the time to the half hour on analogue and digital clocks.

Year 2

Compare two 2-digit numbers using crocodile signs, e.g. $56 > 39$ (more than) and 45
Understand that each 2-digit number is a multiple of ten and some ones, e.g. 54 is 50 and 4 more.
Know securely number pairs for all the numbers up to and including 12, e.g. pairs which make 8 ($4 + 4$, $5 + 3$, $6 + 2$, $7 + 1$, $8 + 0$) and bonds to 10 ($1 + 9$, $2 + 8$, $3 + 7$, $4 + 6$, $5 + 5$).
Recognise that addition and subtraction are inverse operations and understand that $10 - 4 = 6$ as well as $6 + 4 = 10$.
Count in steps of 2, 5, and 10 from 0.
Count in halves e.g. $\frac{1}{2}$, 1, $1\frac{1}{2}$, 2, $2\frac{1}{2}$, 3...
Know different unit patterns when not crossing a ten, e.g. $4 + 3 = 7$, $14 + 3 = 17$, $24 + 3 = 27$, etc.
Begin to recognise unit patterns when crossing a ten, e.g. $5 + 6 = 11$, $15 + 6 = 21$, $25 + 6 = 31$, etc.
Add two single digit numbers ($8 + 7$) by counting up; add two 2-digit numbers which total less than 100 by counting on in tens and ones, e.g. $54 + 37$ as $54 + 30 + 7$.
Count back in ones or tens to take away, e.g. $27 - 3 =$ or $54 - 20 =$.
Begin to count up to find a difference between two numbers with a small gap ($42 - 38$).
Know the 2x, 5x and 10x tables (begin to learn 3 and 4 x tables when very secure with 2x, 5x and 10x) and begin to say how many 10s are in 40 or how many 5s are in 30; use x sign correctly and begin to use \div sign.
Understand the concept of one half, one quarter and three quarters as numbers ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$) and as operators ($\frac{1}{2}$ of 6 is 3) in a practical context, e.g. on a fraction strip or with smarties on a cake.
Compare and order objects according to their lengths, weights and capacities using suitable units.
Identify and describe, with reference to relevant properties, 4 or more common 2-D and 3-D shapes.
Tell the time on digital and analogue clocks to the nearest quarter of an hour.

Phonics

In Year 2 we consolidate the learning the children did in Year 1 with a greater emphasis on spelling and grammar.

Phase Five (Year 1-2) children learn new ways of representing the sounds and practise blending for reading and segmenting for spelling.

Phase Six (Year 2-3) During this phase, children become fluent readers and increasingly accurate spellers.

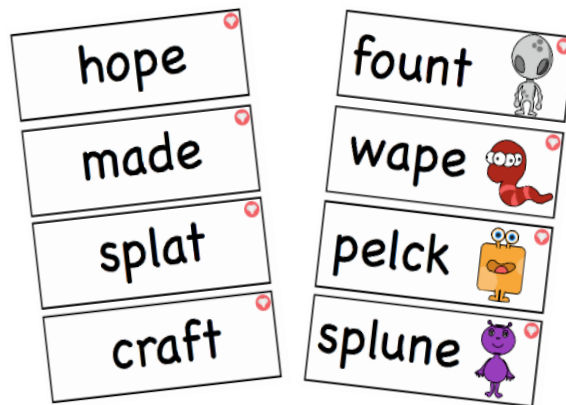
The Year 1 Phonics Screening Check

Due to the school closure the Year 2 children did not complete their Phonics Screening Check and so they will be completing it at the end of the Autumn term.

The Year 1 phonics screening check is a compulsory short assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard.

The check involves pupils reading 40 words- 20 real words and 20 nonsense words. There are lots of examples of these on our website if you'd like to practise these at home:

https://191-northumberland.eschools.co.uk/website/finches_-_year_12/100621



Assessment and Reporting

The children's progress is closely monitored on a half termly basis and in Year 2 the children will take part in statutory national testing during May 2022. These are short tests in maths and reading which we use to support our teacher judgements.

We will report the teacher assessment judgements to you by the end of the summer term. You'll receive judgements for your child in English reading, English writing, maths and science. The teacher assessment judgements will help us to identify if your child needs further support to reach their full potential.

Teacher assessment judgements

For English reading, English writing and maths, each judgement reports if a pupil is:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard.

For science, the judgement will only report if a pupil is working at the expected standard.

Do not worry if your child is not working at the expected standard. It is important to remember that these results will help us to identify where your child may need extra help. If you have any questions about your child's results and what support they might need, you should contact the school.

Reporting to parents

We hold formal parents' meetings in the autumn and spring terms and during the summer term you will receive a written report on your child. However, you are always welcome to discuss your child's progress at any time during the year by contacting Mrs. Palmer on Class Dojo.

Contacting us

Sadly, but unavoidably at this time due to restrictions still in place in schools, we are unable to operate our 'open door' policy. Parents should not enter the school building unless permission is given by a member of staff. Please send items, such as dinner money/breakfast club booking forms, into school with your child. Book bags will be checked on a daily basis. If you do need to drop anything off during the school day or collect your child for an appointment, etc. then please ring the office beforehand and we will make arrangements with you with regards to this. One of your main points of contact with us is therefore by telephone. Please be aware that we only have one telephone line so please leave a message if your call is unanswered and we will get back to you. You can also use email (admin@broomhill.northumberland.sch.uk), Class Dojo and Facebook to get in touch. Mrs. Palmer will be welcoming children into school each morning so any brief messages/queries can be shared at this point and you will also be able to speak to teachers at the end of the day in the playground once the rest of their class have been collected.

Further questions

If you have any questions about your child's transition into Year 2 please do not hesitate to contact us.

Parental involvement

Broomhill Friends of the School is a group of parents who help to organise fundraising events and fun activities for the children. If you have any time to spare for the Friends please get involved by contacting Mr. Smith or any of the Friends Committee members.

