Ellison Primary Academy

WELCOME TO KS1

Please find within this presentation information that we feel is important for you.

WELCOME

2D and 2S

The Delightful Doves and Stunning Stingrays

Teachers – Miss Dudley and Mr Sterio

PLEASE CHANGE AS NEEDED

WELCOME

PE day - Thursday

Computer suite - Tuesday

Library - Tuesday

ENGLISH

English lessons involve immersion in a class text. Through this text, children will take part in reading activities, drama and discussion exercises, sentence level work and various writing projects.

Our focus texts this year are:

Autumn	Spring	Summer
The Disgusting Sandwich The Christmas Story	Alice in Wonderland Macbeth (RSC unit) Three little pigs	The Enormous Crocodile

ELLISON SENTENCE MENU



In our writing lessons and across the wider curriculum, we use the Ellison Sentence Menu as one of the ways in which we develop sentence structure.

The focus sentences for our year group are:

7. 2A sentence

8. BOYS (But Or Yet So) sentence

9. What + ! Sentence

You can view the Ellison Sentence menu here.

PHONICS AND SPELLING YEAR 2

- At Ellison, we use the **'Rocket Phonics'** phonics scheme to support our Phonics learning – children started this is year 1.
- In Year 2, children will revisit and consolidate their learning and challenge themselves with new ambitious vocabulary.
- The focus is on using the knowledge that they have developed in their spelling and understanding which alternative grapheme to use.
- They will also explore new Year 2 spelling rules in a structured and progressive way.
- The parent guide is available on our website.

READING – TURQUOISE OR ABOVE

- Children will take home a home reading book of a level suitable for them (this could be a banded book from our reading scheme or a challenge book that has been age assessed). Children will also take a library book of their choice to support their love of reading.
- The expectation is all children will read at least 4 times a week.
- Children should read their scheme book at least once a week but the other times can come from any other appropriate book.
- Staff will check the reading diaries every day to monitor what they are reading and how frequently.

- Every Monday, the diaries will be checked by the teacher and if they have read at least four times that week their name will be entered into a prize draw to win a prize book.

READING – LILAC -ORANGE

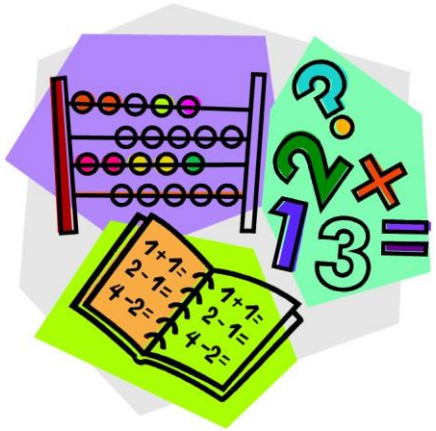
- Children will take home a home reading book of a level suitable for them. This is based on their phonics knowledge and is carefully matched to the sounds they know.
- The expectation is all children will read this book at least 4 times a week.
- Staff will check the reading diaries every day to monitor what they are reading and how frequently.
- Every Friday, the diaries will be checked by the teacher and if they have read at least four times that week their name will be entered into a prize draw to win a prize book.
- Children will also bring home a library book of their choice. This is to shared together or read a bedtime story. Reading from this book does not need to be recorded in the reading diary but you can list books you share on the front page.

READING AT LEAST 4 TIMES A WEEK

Book Band	Number of times recommended to read the book	What reading counts in the expected 4 times?
Lilac wordless	3 times	All recorded reading must come from the phonics book. 
Lilac+, pink, red, , blue	3 times	
green or orange	2 times	
Turquoise, purple, gold, white, lime, brown, grey, dark blue, dark red, challenge	1 time – however, children are still encouraged to repeat sections if they are not reading fluently or with expression	Children should read their scheme book at least once a week but free choice reading also counts towards our reading challenge.

MATHS

Throughout the year, we will cover a range of units, for example:



- Number and Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions
- Geometry (Shape)
- Times tables – Counting in 2s, 5s and 10s
- Measure

THE CPA APPROACH TO MATHS



- The CPA approach helps pupils to develop a deep understanding of maths as part of their learning.
- It involves moving from concrete materials, to pictorial representations, to abstract symbols and problems.

CPA IS FOR EVERYONE!



- The CPA approach is valuable for children of all abilities and ages to deepen and clarify mathematical thinking.
- Children are given the opportunity to explore new concepts, discover new ideas, spot patterns, solve problems and use reasoning.
- Learners are more secure in their understanding, as they have to prove that they have fully grasped an idea in a variety of ways.
- A broader provision within the relevant year group embeds skills, rather than rushing children through the curriculum.
- CPA is proven to give children a firm foundation for future learning.

HOW ARE THE FOUR OPERATIONS TAUGHT IN YEAR 2?

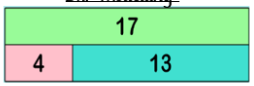
Addition Year 2

Pictorial
Number Line
29 + 24 =

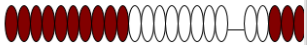


29 + 24 = 53

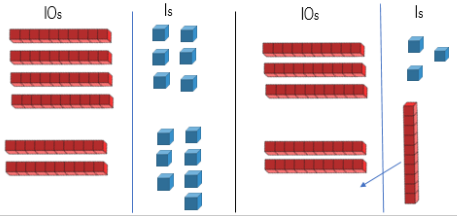
Pictorial
Bar Modelling



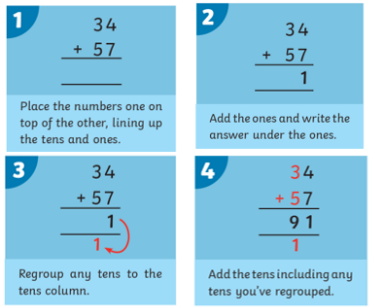
Concrete
Number track / Number line
18 + 5 = 23



Concrete
Partition and recombine
46 + 27 = 60 + 13 =73

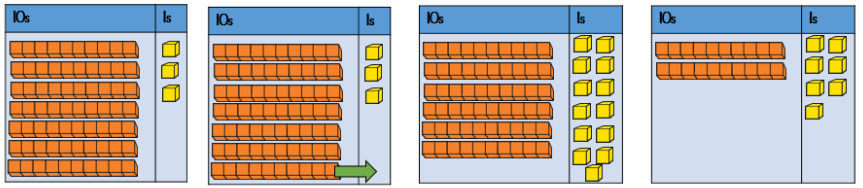


Abstract
Column Method



Subtraction Year 2

Pictorial/ Concrete
Place value counters
73 – 46 =



Pictorial
Bar Modelling
100 – 50 =

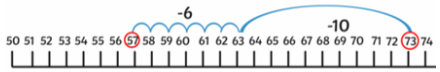


Concrete
Number Track
23 – 5 =



23 – 5 = 18

Pictorial
Number Line
73 – 16 =



Multiplication Year 2

Concrete
Numicon

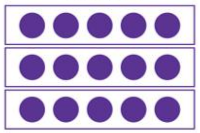


2 X 5 = 10

Concrete
Unifix cubes
2 X 5 = 10



Pictorial
Array
3 X 5 = 15



Concrete
Number track
5 X 5 = 25



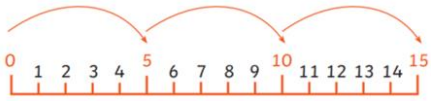
Repeated addition → 5 + 5 + 5 + 5 + 5 = 25

Concrete
Equal groups



3 X 5 = 15

Pictorial
Number Line
3 X 5 = 15

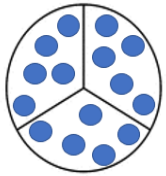


Division Year 2

Concrete
Sharing

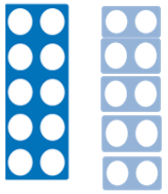


15 ÷ 3 = 5 in each group (sharing)

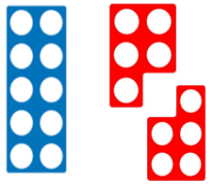


Link to fractions

Concrete
Numicon

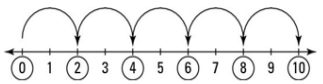


10 ÷ 2 = 5

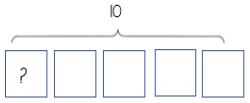


10 ÷ 5 = 2

Pictorial
Number Line
How many 2s?



Pictorial
Bar Modelling



10 ÷ 5 = ?

5 x ? = 10

ASSESSMENT

At Ellison Primary Academy we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

At Ellison we use two forms of assessment:

- Formative assessment takes place on a daily basis and it creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.
- Summative assessment informs teacher assessment as well as child's attainment and progress. These are undertaken through formal testing within the classroom.

NATIONAL ASSESSMENTS

- In the Summer term, **Year 2** children will take their Phonics screening assessment if they were not able to complete it in the summer term on Year 1.
- In the summer term (2022), all KS1 children take part in a national assessment.
  - **Year 1**: Phonics Screening (if required)
  - **Year 2**: SATs tests (Reading, Maths, English Grammar, Punctuation and Spelling) Writing is teacher assessed.
- Further information regarding these assessments will be provided to the relevant year group during the year.

CONCEPT BASED CURRICULUM

- We have worked hard to ensure our curriculum is designed to be relevant and meaningful for all our children, while at the same time both stimulating and challenging them.
- Our curriculum focuses upon concepts. For example, in history we study; Wolstanton: How has life changed for children at Ellison over the past 125 years?, however we will do this through concepts such as, continuity and change and chronology.

CONCEPT BASED CURRICULUM

- Please click here to be directed to our Curriculum web pages.

Homework Year 2

- Homework this term will consist of:
  - Reading at least 4 times a week
  - Half termly Homework Menu with a choice of learning activities
  - Weekly focussed English and Maths learning
  - Spelling Shed
  - TTRockstars

P.E KITS

- Children are expected to bring in a full P.E kit to leave in school during each term. This will then be sent home each half term to be washed.
- There are spare kits available within school and each classroom.
- Teacher will explain the days of the week your child will be taking part in P.E during the academic year to ensure this kit is in school and that jewellery such as earrings are removed before coming to school.
- Children wearing earrings will be unable to take part in the physical activities during P.E lessons as staff are not permitted to remove them. Children will instead take part in the lesson in a non-physical capacity.

P.E ACROSS THE SCHOOL

- Children in each class will receive at least one lesson of Physical Education per week, which will last for at least one hour.
- Children will also take part in physical activity during the school day through activities such as active break and lunchtimes, brain breaks and the daily mile.
- During the academic year, each year will group will also receive additional P.E lessons provided by Time4Sport. These sessions focus upon healthy living and fitness (All year groups) and Outdoor Adventurous Activities (Key Stage 2 only).

THE P.E CURRICULUM

Ellison Primary Academy
P.E Curriculum Overview 2022-2023

The Physical Education Curriculum has been designed to using 'Physical, Social, Emotional and Thinking' concepts to provide children with a deeper understanding of what they have learnt during Physical Education lessons and allow children to connect their learning, through the concepts, across all areas of the Physical Education curriculum and the curriculum as a whole. The curriculum has been designed to allow children to participate in a variety of games and sports during lessons as well as extra-curricular clubs and events, whilst each year will study dance, gymnastics and athletics at the same time of year, with the intention of children being able to perform their routines, sequences and skills during gymnastics and dance performances and during sports days. This means that children's learning during P.E lessons becomes purposeful. The curriculum is subject to change during the academic year due to CPD and external providers' needs.

P.E IN YEAR 2

Year 2	Team-Building Games	Gymnastics	Ball Skills	Dance	Target Games	Athletics
Key Concepts Physical Social Emotional Thinking	Travelling Jumping Balance Communication Fair Play Tactics/ Decision Making	Travelling Shape Balance Jumping Rolling Sharing/ Taking turns Independence Confidence Performance Feedback	Passing Kicking Throwing Catching Dribbling Collaboration/ Co-operation Communication Help/Support Leadership Fair Play Perseverance/ Determination Tactics/ Decision Making Creativity	Travelling Balance Co-ordination Dynamics Respect Confidence Feedback Creativity	Throwing Kicking Striking Communication Collaboration/ Co-operation Help/Support Fair Play Managing Emotions Tactics/ Decision-Making	Running Jumping Throwing Working Safely Collaboration/ Co-operation. Independence Perseverance/ Determination Creativity Feedback

SPORTING CLUBS

Ellison Sporting Clubs Timetable 2022 – 2023

Ellison Primary School are proud to offer a range of sporting clubs across the school year. This is a provisional timetable for the clubs that may be on offer during the 2022-2023 academic year and is subject to change. This schedule is to act as a guideline for potential clubs and letters will be sent out to relevant year groups to confirm the clubs on offer for that term. This schedule has been devised to provide each year group with the opportunity to attend a range of sporting clubs during the year. It has also been devised to align with the sporting event timetable, with the view to attending a number of sporting events and tournaments throughout the year.

Clubs have a limited number of spaces and will be made available on a first come first serve basis. Clubs provided by external providers such as Time4Sport and Stoke City Community Trust will incur a small cost to pay for these external providers. Pupils who receive 'Free School Meals' will be able to attend these clubs free of charge. Additional clubs may also be provided during the academic year should various opportunities arise. Clubs provided by external providers have a maximum capacity of 16 places per club.

Clubs with Mr Hulme and Mr Lambert will usually take place on Thursdays.

Time4Sport clubs will take place Tuesdays.

Stoke City Community Trust run clubs will take place on Wednesdays.

The sporting clubs offered so far have been very popular, so much so that we have had to add an additional club run by Mr Lambert and Mr Hulme to meet the demands. We anticipate these clubs will be in high demand during the year and so please do not pay on ParentPay until your place at the club has been confirmed.

SPORTING CLUBS

Autumn 1:

Mr Lambert and Mr Hulme (Tuesday)	Mr. Lambert and Mr Hulme (Thursday)	Time4Sport (Tuesday)	Stoke City Community Trust (Wednesday)
Fundamental Movements – Year 2	Cross Country Club Years 4, 5 and 6	OAA Club – Year 3	Fundamental Movements – Year 1

Autumn 2:

Mr. Lambert and Mr Hulme (Thursdays)	Time4Sport	Stoke City Community Trust	Mrs Rohrmann
Mr Lambert – football club with Year 6 Mr Hulme – netball club – offered to Year 6 then to Year 5 if spaces.	Alternative Sports club – offered to Year 4 first then Year 3 if spaces.	Gymnastics Club – offered to Year 3 first then Year 4 if spaces.	Yoga Club – Year 1

HAPPY LEARNERS MAKE GREAT PROGRESS!



We ensure that various activities throughout the school day focus on promoting the children's wellbeing and allowing them to reflect on their learning, relationships and feelings. We use 'The Sandwell Project' to focus on 'Healthy Mind, Happy Me' and 'Jigsaw' for P.S.H.E. for classroom based learning and 'Zumos' for support at home.

PSHE and SRE

Sandwell and Jigsaw

There are 6 modules that the children will focus on (All about me, Friendships, Resilience and Coping, Belonging, Being the Best Me I Can Be and My Wider World) which will be returned to throughout their time at Ellison. The P.S.H.E. curriculum focuses on RSE, Health and Relationships Education, Resilience and Mindfulness.

Zumos

Zumos is a website that will give the children a strong set of confidence, resilience and well- being skills. There is a library of vocal recordings that children can access that can support your child with mindfulness and visualisations. There is also a 'Worry box' where a pupil can send a message to their teacher who will respond the next day.

RSE IN YEAR 2

"All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals."

"At our school, we follow the DfE recommendation to have a sex education programme in place. This is tailored to the age, and physical and emotional maturity of pupils, and ensures that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle."

"Primary sex education will focus on: How a baby is conceived and born."

"The sex education programme is taught within the Change Me Puzzle (unit of the Jigsaw resources) which takes place in Summer 2."

RSE is statutory in all primary schools. Some of the sessions will held separately for boys and girls. Please speak to your class teacher if you have any questions.

The unit includes:

Year 2: why some types of touches feel okay and others don't and ways that boys and girls are different.

THINKING MOVES



Thinking Moves is an approach to develop metacognition (understanding how people think and learn).

It uses 26 different moves to explore the different ways we think.

The A-Z of thinking moves uses each letter of the alphabet to help the children to remember each move e.g. C= connect, E= explain.

The whole school has just started to explore this approach but the children are finding the moves memorable and easy to follow.

There will be certificates sent home for any children who can recall all of the 26 moves.

SUPPORTING BEHAVIOUR THROUGH RESTORATIVE PRACTICE

- The Restorative Practice approach to behaviour ensures consistent and fair approach across the whole school built on values which separate the person from the behaviour. It promotes accountability and seeks to repair any harm caused in a situation.
- Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved.
- Questions could include: What was going through your mind when it happened? What were you thinking about? How do you feel since it has happened? Who has been affected by your actions? What needs to happen to put things right? Is there anything you would like to say?

Special Educational Needs and Disabilities

We are constantly monitoring and assessing the learning and progress of each child. Every lesson is carefully adapted to ensure all children can access the correct level of challenge for them.

For some children, additional support may be required and we endeavour to make all reasonable adjustments necessary. This could be:

- where the child sits in relation to the teacher;
- access to coloured overlays;
- work printed on specific colours;
- slightly adapted work books;
- access to additional resources;
- use of Now and Next boards.
- use of social stories.

If we feel that a child is still not making the expected progress, we speak to the Special Educational Needs Co-ordinator (SENco), Mrs M. Adams

Special Educational Needs and Disabilities

Mrs. Adams will observe the child and offer advice. This is then monitored and if we feel further support is required, we can invite specialist services in to offer guidance and support. This is part of 'The Graduated Response'. Permission will be sought before this happens.

We would then follow advice given and monitor progress. Should we feel further support is required, we could ask for an Educational Health Care Needs Assessment to be undertaken. The evidence is reviewed by The Local Authority and a decision is made as to whether or not to grant an Educational Health Care Plan (EHCP). This process takes 20 weeks from the date of submission.

If you feel your child may require support, please speak to me in the first instance. If you think there is still an issue, you may contact Mrs Adams.

There are various SEND policies available to read on the school website.

SNACK

- The free fruit scheme continues to take place for all KS1 children.
- All children have the opportunity to buy toast or crumpets too.
- If you send your child in with snack; please ensure this is healthy, for example; fresh fruit, carrots or dried fruit.





LUNCH

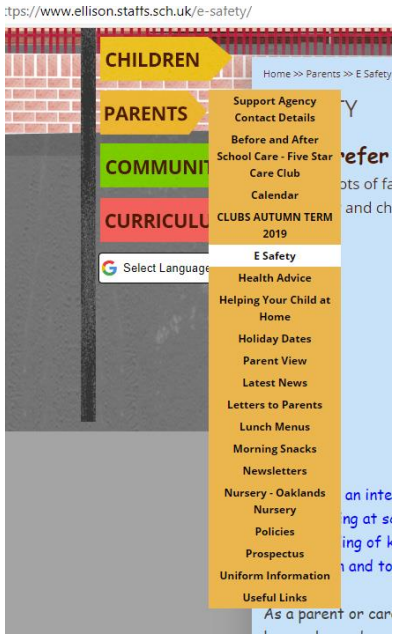


- School meals are eaten in the hall, children are offered either a packed lunch or home cooked meal; such as a roast dinner or lasagne, fruit or pudding and salad bar.
- All KS1 children are entitled to a free school meal.
- Please ensure home packed lunches are healthy and free from nuts.

ONLINE SAFETY

- Online safety is an integral part of children's education in today's digital world and is embedded in their learning at school. We also want to help our parents and children improve their own understanding of keeping safe online, so we have developed this page to offer updated E-safety information, guides and top tips:

https://www.ellison.staffs.sch.uk/e-safety/



Keeping Safe Online Documents

- AppSafety-1.pdf
- Catch22 leaflet Online Parental monitoring.pdf
- CSE_stayingsafeonline_Feb18_2.pdf
- Family-agreement-advice Childnet.pdf
- ShareWithCare.pdf
- StayingSafeOnline.pdf

Online Safety Guides

- Netflix guide.pdf
- Zoom Online Safety Guide
- TikTok-Online-Safety-Guide-March-2019-1.pdf
- Houseparty Online Safety Guide
- YouTube-Kids-Guide.pdf
- Steam Online Safety Guide
- 10 Top Tips For Remote Learning For Parents

ONLINE SAFETY

Top Tips

1. Prioritise safety

Teach your child not to give out personal information and what to do if they see something they are uncomfortable with; we highly recommend that you are in the same room as your child whilst they are online.

2. Set parental controls

Agree with your child which websites and games they can use, and remember to check the minimum age.

3. Be interested and open

Talk to your child about their favourite websites and let them know that they can tell you about anything that happens on the internet.

4. Set boundaries and time limits on the use of the internet, tablets and gaming.

ONLINE SAFETY

Top Tips

- Some devices have built-in controls which can be activated, or you can manage your child's device from yours, so that you can see which apps have been downloaded;
- Google Family Link is a free android app for under 13s, which can be controlled by the parent's iPhone or Android phone.
- IPhone's iOS 12 and above offers controls at the operating system level.
- Net-aware.org.uk lets you check out any app before its downloaded and you can see independent reviews of the risks of any app.

PARENTAL ENGAGEMENT

Research proves that parental engagement has a significant and positive effect on children's learning. It is our priority to ensure that we offer a wide variety of opportunities in school to welcome our parents and carers into our school. Parental engagement also includes supporting learning at home, school-home and home-school communication, decision-making (e.g. being a parent governor) and collaborating with the community.



CONTACTING SCHOOL

- If you have any questions or concerns, your first point of contact is me, your child's class teacher.
- Please speak to me before or after school. Contact the school office if you would prefer a telephone conversation.
- Please do not use the class email for general information or to advise your child is off sick. Please use the office email for this (office@ellison.staffs.sch.uk).
- Following this, if we are unable to resolve matters, you can make an appointment with a member of SLT.
- If you have further queries, appointments can be made with Mrs. Gibson or Mrs. Pateman.