Penrose Learning Trust

Welcome to Years 1 and 2

Autumn Term 2026

Claydon Primary School

A caring community providing a valuable foundation in learning for life

Everyone is encouraged to……

Be the Best You Can Be!

The Year 1 and 2 Team

Miss Manser
Key stage 1 Phase lead

Miss Munro
Class Teacher

Miss Delves
Class Teacher

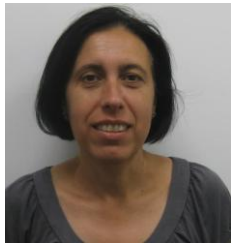
Mr Shore
Class Teacher

Miss Martin
Class Teacher

Miss Mallet
Class Teacher

Mrs Brinkley
Learning Support Assistant

Ms Chippington
Learning Support Assistant



Mrs Martinez
Learning Support Assistant

Ms S Correia
Learning Support Assistant

Mrs Burton
Learning Support Assistant

Mrs Garrard
Year 2 Teacher

Mrs Linton-Hodges
Year 2 Teacher

School Staff

Headteacher – Mrs D O'Connor

Deputy Headteacher – Mrs V Morris

Assistant Headteacher – Mrs H Brown

Key Stage Phase Leader – Miss B Manser

SENDCo – Mrs Leaver

Family Wellbeing Lead - Ms E Sefton

Curriculum Drivers

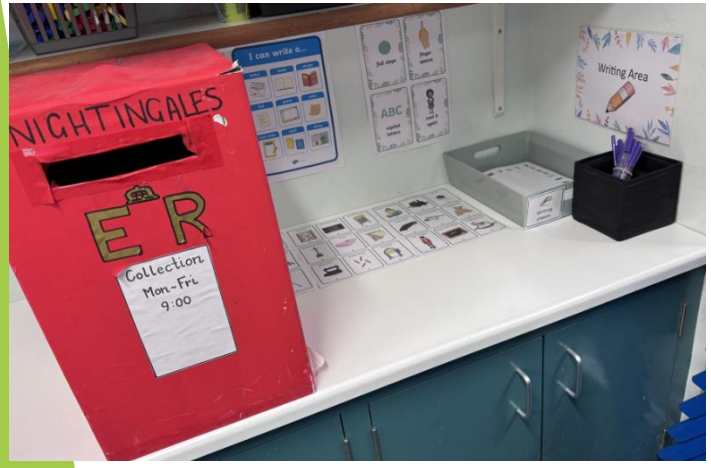
Our Curriculum Drivers are:

- Health and Happiness,
- Equality and Diversity,
- Language and Communication,
- Challenge For All,
- Broad Experiences and Possibilities
- Mastering Key Skills

Thinking Hard. Learning Deeply. Building Strong Foundations. Thriving Together

At Claydon Primary School, we build **strong foundations** for learning, **character, community, collaboration and culture.** Through an ambitious, high-quality education and evidence informed practice, we develop the knowledge, skills, behaviours and attitudes that enable **every child to flourish.** We nurture resilient, confident and responsible learners who embrace challenge, contribute positively to society and become the **very best they can be**.

What does learning look like in KS1?



Attendance and Punctuality

Missing six days every term of every year means you would miss a whole school year by the time you leave High School.

Children who are fit and well should be in school.

Regular attendance is essential for your child to make good progress in both their learning and in the development of their social skills.

Start Time: 8:40 Kingfishers, Woodpeckers, Cuckoos 8:50 Turtledoves & Nightingales

Please arrive at school no earlier than five minutes before your child's start time.

The school office must be informed by email or phone call of any absences, no later than9am on the first day of absence; and every subsequent day your child is unwell. Please do not message your child's teacher regarding this. If we do not here from you we will follow our safeguarding procedures, which may result in a home visit.

Attendance Policy

All parents are encouraged to read the trusts attendance policy so you are aware of what will be recorded as an authorised and unauthorised absence.

- Term time holidays will only be authorised in the most exceptional circumstances.
- Medical evidence can be requested for all future absences where a pupils where attendance has fallen below 90%. Where evidence is requested and cannot be provided, the absence will not be authorised.
- Where parents are reporting illness in the days leading up to, or after, a school holiday - medical evidence can be requested or the absence may not be authorised.
- If attendance becomes a cause for concern you will be contacted by the attendance team and offered further support.

Behaviour Policy

Celebrating Success

- Identify and celebrate role models of behaviour
- Verbal praise, team points and over and above postcards
- Star of the day celebrating character, resilience and hard work
- Visiting SLT
- Noticing and acknowledging effort
- Celebrating all achievements and improvements
- Learner of the week
- Penrose Trust Awards

Behaviour Policy

The Zones of Regulation and Self-Regulation:

The zones of regulation are a research-based framework to promote positive behaviour. They help children to regulate their feelings in order to control overwhelming emotions that prevent them from learning, and achieving their best. When used effectively children feel empowered and in control of their emotions. The Zones of Regulation are particularly effective for children with SEND and SEMH needs. In order for a child to be ready for learning, they need to be able to self-regulate. For most children they are able to regulate with ease. For other children they will need 'tools' to help them self-regulate. The Zones of Regulation helps children to identify their feelings through the use of colours:

- blue - sad, sick, tired
- green, happy calm, ok
- yellow - frustrated, worried excited
- red - mad, angry, out of control

With adult support children will learn to use their 'tools' to self-regulate. The zones of regulation are an intrinsic part of our behaviour policy.

Behaviour Policy

Steps	Actions
1) Redirect	Gentle encouragement, a 'nudge' in the right direction, small act of kindness.
2) Remind	A reminder of the three rules. Delivered **privately** wherever possible. Repeat reminders if necessary. *Refer to Zones of Regulation. Is self-regulation required?*
3) Last Chance	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. *Note down initials
4) Reflection Time	Give the child a chance to reflect away from others. Select strategies from Zones of Regulation and have two minutes outside the classroom. Speak to the child privately and give them a final opportunity to engage. On the playground: Give the child a chance to reflect away from others. Select strategies from Zones of Regulation and have two minutes at designated point of playground. Speak to the child privately and give them a final opportunity to engage.
5) Time Out	At this point the child will receive a time out in another room in the phase for 10 minutes. All Time Out's must be recorded on behaviour tracking sheet and Arbor. On the playground: The child will receive a time out and will be sent to a designated area of the playground for 3 minutes. All Time Out's must be recorded on behaviour tracking sheet and Arbor.
6) Repair	A restorative conversation ***should*** take place before the next lesson begins.

School Uniform

We expect all children to wear clearly named school uniform every day:

- Green school sweatshirt or cardigan (or blue in Year 6)
- Grey (or black) skirt / tailored shorts / trousers / pinafore dress
- White polo shirt, cotton shirt or blouse
- Plain black shoes (no heels, no trainers, no logos) We request that fashion boots are not worn.

  However flat ankle boots worn discreetly under trousers are acceptable.
- White, grey or black socks
- A green & white summer dress may be worn in warmer weather
- For health and safety reasons, **Children must not wear any jewellery, earrings (apart from studs), nail polish or smart watches.**
- Hair must be of a natural colour and long hair must be tied back – hijabs / headscarves & hair accessories should be green (or blue in Year 6), white or black
- **PE kit:** black shorts (**appropriate length**) and white/team colour t-shirts, (Anderson will wear red, Seacole blue, Curie yellow and Jenner green), for indoors. **No football kits.**

  For outdoors; trainers or sports plimsolls and a black or navy tracksuit for when the weather is cold

Other Equipment

Children should bring as little to school as possible so as to minimise the transfer of germs from home to school; as well as safeguarding against treasured items getting lost.

Please ensure your child:

· Has a named drinking bottle (filled with water, not juice);

· Arrives at school dressed in their PE kit on PE days;

· Does not bring any toys.

· Named coats

· Welly boots

· Reading books (including library books) and reading logs

· Spelling books and reading records on a on a **Friday and returned at the end of the day.**

Our day

The key times in our day: :

- Start time 8:40 or 8:50
- Break 10:30 -10:45
- Lunch 12:35-1:25
- Break 2:30-2:45
- End time 3:10 or 3:20

Our day - Extra information

Morning Work

Morning work is our time to practise key skills such as fine and gross motor skills, spelling, letter formation, Math and English skills It provides a focused time where children can build their confidence in areas they may struggle with. Engagement with these tasks can lead to huge progress! Therefore, it is important to arrive promptly in the morning so they can get the support and practice they need.

Messages

Because of the important nature of morning work, we need to start the day as soon as possible. Therefore, if an urgent message needs to be passed to the teacher, please email/phone the office prior to the start of the day and your child's teacher will get back to you as needed.

Very quick messages can be passed on first thing but teachers cannot be kept from classes for more in depth conversations. They will be available after school to discuss concerns either in person or over the phone.

Curriculum overview

Our themes this year will be:

- Claydon Detectives - Our Community
- Let's go exploring: Africa & Antarctica
- Castle on the Hill

The subjects we cover are: English, Maths, Science, History, Geography, Art, Design Technology, Music, Computing, RE, PE and PSHE (LIFE)

Curriculum Learning Poster

Claydon Detectives

How have schools changed over time?

As writers we will: begin by using the books 'The Gingerbread Man' and 'Peter Rabbit' to inspire us in creating our own stories using story language. We will then focus on Non fiction information texts, identifying features to use in our own writing about schools in the past. We will then read and perform patterned poetry. You can help us at home by: Practising our weekly spellings (using Ed Shed online login details in reading logs) and encouraging us to use correct letter formation.

As readers we will:

We will share a story daily to instill a love of reading while also having 3 shared reading sessions where we will build and develop comprehension skills. Little and often is definitely the way to go. We expect the children to read 5 times a week. Your child should reread their book several times as this aids fluency and allows them to practice expression. Library books and reading books on Bug Club can also be recorded as reading.

As Musicians we will: be developing our understanding of pulse, rhythm and pitch by singing songs and playing different instruments. We will learn how to compose rhythm and pitch patterns and how to record them in different ways .

As Computer Programmers we will: develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.

Theme title: Claydon Detectives—Our community

INTENT: To develop the children's knowledge and understanding of their immediate environment. To familiarise them with our Claydon Values, particularly those of Community and Character.

Key Vocabulary : Victorian, Queen Victoria, past, present, century, decade, change, pulse, rhythm, pitch, plants, seeds, bulbs, Christian, Judaism, observe, predict, record, seasons, stem, root, leaf, seed, flower, coniferous, deciduous, life-cycle.

As Scientists we will: be exploring our local environments and identifying different plants and trees We will be using many different sources to research and help us to identify . We will also be looking at our own biological growth and how this differs to other animals and plants. We will be labelling, identifying and exploring our changes and growth . We will also explore seasonal changes.

As Geographers and Historians we will:

Study our school grounds, looking at how the land is used. We will identify the human physical features and learn to read and create simple maps. We shall also learn how to use simple compass points and apply this knowledge while creating and using our maps. We will tudy changes within our living memory and beyond. This will involve learning specifically about schools and how they have changed through the years, all the way back to the Victorian era. Linked to this, we will learn about Queen Victoria and the significance of her reign.

As Theologians we will:

focus on two religions, Christianity and Judaism. During the term we will look at stories and celebrations and consider how these compare with what the children do themselves.

As Mathematicians in Year 1 we will: start with a place value unit looking at partitioning numbers to 10 and learning about the part-whole model. We then move on to adding and subtracting numbers to 10. We explore 2D & 3D shapes and finally finish the term with learning all about numbers to 20.

Year 2 we will: start with a reminder of numbers to 100 looking at groups of 10 and extra ones before learning how to add and subtract 2 digit numbers using the column method. We then do a unit on money before moving onto multiplication and division looking at the 2, 5 and 10 times tables.

As Artists we will:

Be gaining inspiration from Beatrix Potter to create our own Peter Rabbit designs. We will be using watercolours and practicing different line techniques to create depth in our paintings.

As Designers we will:

Be designing, making and evaluating a chair for the Three Bears. Using our understanding of the story book and materials to make suitable chairs.

As Global Citizens (PSHCE and RSE) we will: Be looking at the themes of rules and responsibilities. We will also be exploring diversity and communities, focussing on our identities and understanding what 'my community means'.

As Sports People we will: be creating sequences in gymnastics consisting of jumps, rolls and turns. In dance we will sequence moves and gestures, investigating speed and levels inspired by space. In outdoor PE we will be developing our throwing, catching and running skills

Timetable for the Week

	8.40 or 8.50 TARGETED FUNKY FINGERS 9:10	9:05-10:25		10.30 - 10:45	10:50-12:00 Writing transcription	12:00-12:30	12:35 1:25	1:25 – or 3.20	
Monday	Funky Fingers focus	**English composition 9:25-10:25**		**Break**	**Year 2 Maths**	**Yr 2 - Fluency for reading. 12:00-12:25**	**Lunch**	**Life/ PE?**	**Assembly 2:40**
Tuesday	Funky Fingers focus	**Handwriting 9:10**	**English 9:30**	**Break**	**Year 2 Maths 10:50-11:55**	**Spellings 12:00-12:25**	**Lunch**	**Humanities**	
Wednesday	Funky Fingers focus	**Handwriting 9:10**	**English 9:30**	**Break**	**Year 2 Maths**	**Maths skills 12:00-12:30**	**Lunch**	**Science**	**Singing ASSEMBLY 2.45 - 3.00**
Thursday	Funky Fingers focus	**Handwriting 9:10**	**English 9:30**	**Break**	**Maths**	**Reading PPA Cover from 12pm 12:00- 12:30pm**	**Lunch**	**Music**	**PE**
Friday	Funky Fingers focus	**Assembly - Celebration 9:05**	**English composition 9:30-10:25**	**Break**	**Yr 2- Spelling test & handwriting till 11:20**	**Year 2 Maths**	**Lunch**	**Library**	**Computing ITFC ECT release time**

What is the same, what's different?

- Playtimes on the field (weather permitting)
- Lunchtime in the hall – phased lunches to support a purposeful experience
- Separated Maths and phonics groups back with Reception classes to ensure learning can be fully broken down to ensure strong foundations at the correct pace
- Practical, hands-on learning opportunities and learning through experiences
- Daily phonics lessons
- Weekly spelling tests focusing on Year group words

Reading/Phonics

How reading is taught in our year group:

Year 1- daily phonics lesson following EL&S
https://www.claydonprimary.net/Year-1/

Year 2 shared reading to embed fluency, vocabulary and key comprehension skills

Evidence from DfE reading framework 2025

Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

> Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.[17]

Extensive international research shows that being a frequent reader is associated with a range of academic, social and emotional benefits. Far more than pleasure is at stake.

Reading – what we need from you

- To value reading by protecting reading time-making space and setting high expectations
- Ensure your child reads at home five times a week for 15-20 minutes. This will support fluency and comprehension skills
- Show an interest in what your child is reading by asking questions
- Visiting a library
- Encouraging resilience
- Talking about books-recommending, sharing, swapping and creating a culture of positivity around reading
- All reading is good reading-foster a passion
- Record reads in your child's diary -this is to support with accountability and taking responsibility

Reading – how you can help

What can parents do to help with reading?

Listen to your children read at home five times a week.

Record when you have listened to them read in their diary.

Share their library book with them and ask questions on their bookmark.

Practise key words which are sent home and are in their reading diaries.

Visit the library

Show them that adults read too!

Writing

How writing and spelling are taught in our year group:

Writing is taught in year 1/2 mixed classes.

- Super start – Trip to Antarctica, London adventure...
- Strong foundations
- Units of English based on high quality text.
- Active, role play
- Year group handwriting lessons.

Spellings are taught in separate year group classes. Children will be given 6 spellings to learn at home and tested on these on a Friday. Please ensure their spelling book is in school each Friday. This will then increase to 10 in the future.

Writing - How writing and spelling are taught in our year group:

Using a high quality text daily english lessons are planned as followed:

Immerse - the lessons designed to get them excited about the book and genre. When they are immersed in the genre and the text, they are keen to move onto the next part of learning.

Imitate - the lessons where the children explore using the techniques of a writer, as they have seen in the WAGOLLs and their class text (grammar lessons)

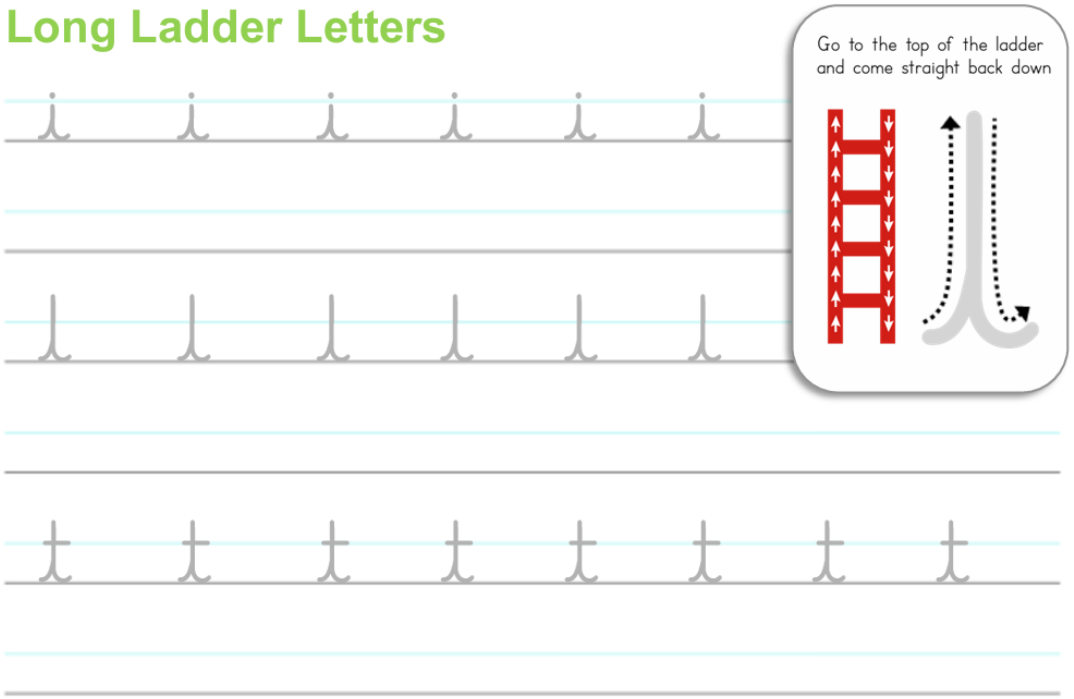
Innovate - the lessons where the children get to create a piece of writing where they have the support of the teacher for the structure and planning, and where the writing is modelled, but they use their own ideas on the theme as part of the process (modelled writing).

Invent - the lessons where the children will plan and write their own piece of writing, bringing together all their learning from this unit.

Weekly spelling lessons, opportunities to practise these during early morning work and a weekly spelling test

Handwriting – Letter Join

Long Ladder Letters



Year 1
Writing Checklist

I've thought and said what I want to write.

I have used the sounds that I can hear.

I have left spaces between words.

said I have spelt the Year 1 words correctly.

I have sat all the letters on the line.

I keep reading back to check for sense.

● I have used full stops at the end of sentences.

A I have used capital letters at the beginning of sentences.

Year 2

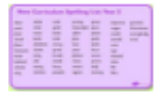
Every time I write checklist

I have used capital letters at the beginning of sentences and names.

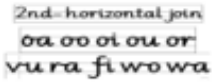
● I have used full stops at the end of sentences.

? I have used a question mark at the end of a question.

! I have used an exclamation mark to show surprise.



I have spelt the year 2 words correctly.



I have joined my letters.

I have used conjunctions.

I have used sentence starters.

I have used adjectives to describe nouns.

I proofread and make simple changes.

DFE's The Writing Framework

Spelling, along with handwriting, is part of transcription. The goal is to make sure pupils can spell accurately, so that it becomes automatic.

Pupils who spell well are more confident about using advanced vocabulary than poorer spellers. This is because the latter feel they need to use words they can spell correctly. Further, spelling difficulties increase the cognitive load. Pupils who struggle with spelling write less, do so less fluently and produce lower-quality writing.

Spelling can be challenging, in part because of the complex nature of the English alphabetic code, that is, the way in which sounds (phonemes) in English correspond to the letter or combination of letters (graphemes) that symbolise them. As described in Section 3 of the reading framework[49], in English, 26 alphabet letters must do duty, singly or in combination, to represent the 44 or so sounds of the language, and they do so inconsistently.

Writing - what we need from you.

What parents can do to help with writing / spelling?

Encourage children to write about things they enjoy including a range of genres such as diaries, stories, letters etc.

Encourage children to proofread and edit writing tasks at home

Practise weekly spelling lists sent home. If your child cannot spell CEW correctly in their writing, they will not be at the expected standard.

Practise Year ½ spellings list

Encourage children to put spellings into a sentence orally and then written.

Year 1 Common Exception Words

the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

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Year 2 Common Exception Words

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

twinkl www.twinkl.co.uk

Maths

How maths is taught in our year group:

- Daily lessons - in maths groups
- Pre-unit checks
- Fluency and retrieval sessions
- Concrete/Pictorial representations
- Mastery-developing fluency
- Use of the WhiteRose maths scheme
- Whole class problem solving
- Reasoning
- Challenge for all learners

To find out more about our maths intent and implementation please see the website

Maths – how you can help

What parents can do to help with Maths:

- Regular access to Numbots
- Identifying maths in the home and community e.g. numbers, measure, counting
- Regularly practise Times tables later in the year for year 2s
- Support children with homework when given
- Understanding of methods used to teach the four operations.

Assessment

Teachers make assessments of children's learning regularly.

Assessments are made by:

- Observing and talking to children;
- Looking at their work;
- Administering written or verbal tests.

Year 1 Phonics Screening Test

Year 2 SATs are no longer compulsory however we will be doing them this year

- Why and how are they done?

Statutory assessment

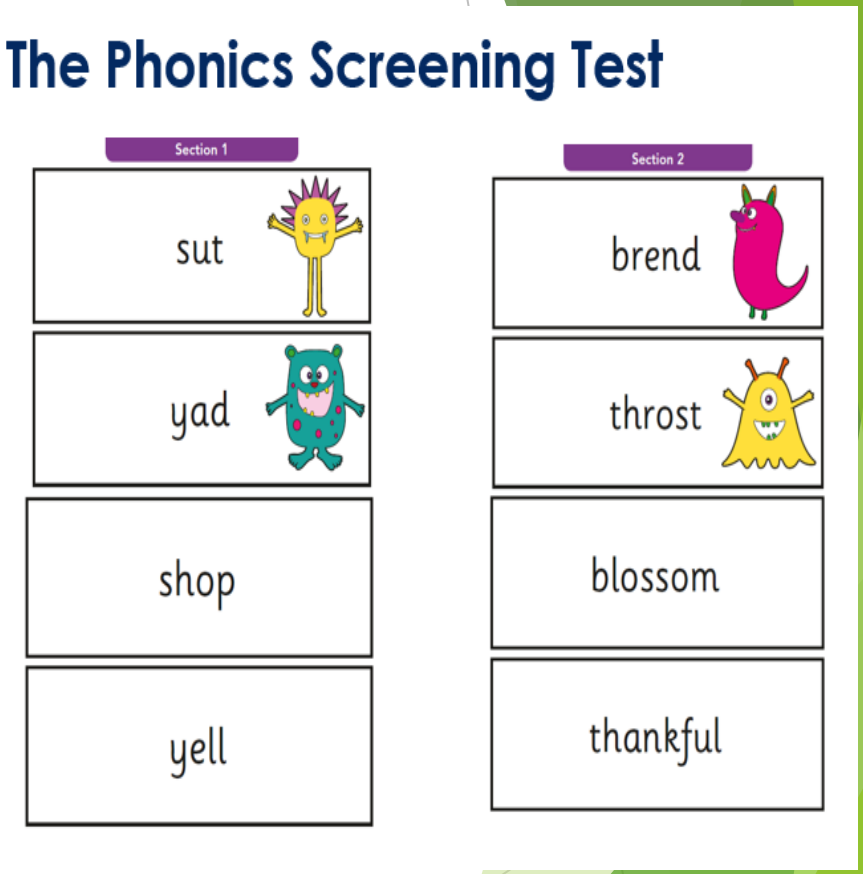
Phonics Screening Check

This will take place in June for Year 1

Children will read 40 words- some real and some nonsense e.g. **shop** (real word) and **throst** (nonsense or alien word)

What can you do to help?

Please read with your child everyday



Home learning

Our routines and expectations for homework:

- Home learning will mostly be delivered using Class Dojo.
- Reading- 5 times a week. Oxford Owl for online books.
- Children will get one/two reading books and a library book each week.
- Maths- practise key skills using Numbots and homework as and when.
- Spellings- learn **statutory** spellings each week (5 for the first half-term for year 1's),

SEND Support

A child has a <u>significantly greater difficulty in learning</u> than their peers, or a <u>disability</u> that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision'
SEND Code of Practice - 2015

If all ordinarily available support is in place, both at school and home, and a child is not making expected levels of progress, or the gap is widening with their peers, SEND Support may be required.

Expectations for this include; good attendance, regular reading at home, spelling practice, use of Maths platforms.

Keeping children safe online

From understanding apps to setting parental controls, we've got information and resources to help you understand online safety and talk about it with children and young people.

Please click on the link below:
Keeping Children Safe Online | NSPCC

Supporting your child with new social media changes

Talking to children about AI

Children, phones and online safety

Contacting us

Class Dojo – not monitored during the day and response times may vary depending on other commitments (clubs, meetings, courses etc)

You can message your class teacher on Dojo:

- to share concerns related to your child (with a brief summary)
  - clarification (trips, homework, events etc)
  - Requests for phone calls home (with a brief summary)
  - Sharing achievements and positive news

For general enquiries about absence, lost property and general school enquiries or immediate help and support– ring the school on 01473 830439 or email office@clayonprimary.net

To report an absence – ring the school on 01473 830439 and choose option 1