



Kestrel Class

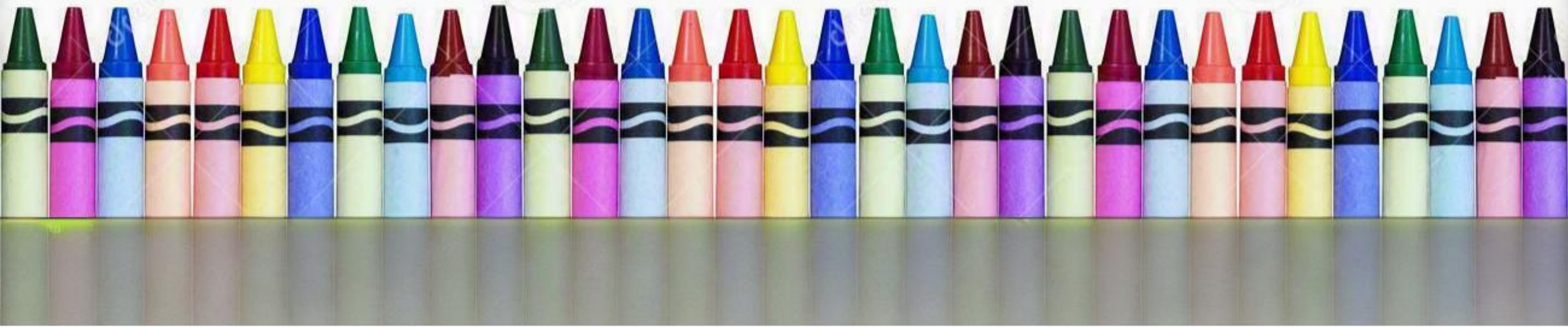


Today

- An example of the daily timetable
- Topic webs
- An overview of Phonics, Reading, Maths and English
- Things to look forward to this year!
- Any questions

Who are we?

- Miss Tizard – Class teacher
- Mrs. Fleming and Mrs. Pearson – Wonderful teaching assistants.
- Mrs. Bradshaw – PPA cover (every other Monday) - SENDCO



Daily Timetable

Autumn Timetable 2026

	Monday		Tuesday	Wednesday	Thursday	Friday
8.45-9.00	Morning activities		Morning activities	Morning activities	Morning activities	Morning activities
9.00-9.25	Phonics/Spelling & Dictation		Phonics/ Spelling & Dictation	Phonics/ Spelling & Dictation	Phonics/ Spelling & Dictation	Phonic/ Spelling and Dictation
9:25 – 9:35	Handwriting	Science	Handwriting	Handwriting	Handwriting	Handwriting
9.35-10:20	Writing	PPA	Writing	Writing	Writing	Writing
10:20 – 10:35						
10:35 – 10:50						
10:50 – 11:45	Writing	Science	Maths	Maths	Maths	Maths
11:45 – 12:15	Reading	PPA	Reading	Reading	Reading	Reading
12:15 – 1:00						
1:00- 1:15						
1:15 – 3:00	Maths	Music PPA	R.E.	P.E.	History/Geography	P.E.
	Oracy		PSHE	CP	CP	CP
	Break		Break	Break	Break	Break
3.00-3.15	Class Story		Class story	Class Story	Class Story	Class Story



Geography – What is it like to live here?

- Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.
- Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.
- Recognise four features in the school grounds using a map.
- Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.
- Draw a design to improve three areas of the playground using the results from the survey.



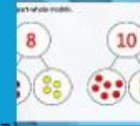
Science – Animals including humans (sensitive bodies)

- Draw and label human body parts.
- Identify the body parts associated with each sense.
- Compare and group body parts.
- Begin to recognise patterns in data and use these to answer questions.
- Record data in a table.
- Measure using non-standard units



Maths Year 1:

- Place value (within 10)
- Count forwards and backwards from any number
- Find more and less
- Compare and order numbers
- Addition and subtraction (within 10)
- Use part whole models
- Number bonds to 10
- Fact families – write number sentences.



Maths Year 2:

- Place value up to 100
- Count in 2s, 5s, 3s and 10s
- Estimate, order and compare numbers to 100
- Write numbers to 100 in words
- Addition and subtraction bonds within 20
- Bonds to 100
- Add three 1-digit numbers
- add by making 10



Autumn 1

What is it like to live here?

Kestrel Class

Computing – Digital imagery

- Plan a pictorial story using photographic images in sequence.
- Explain how to take clear photos.
- Take photos using a device.
- Edit photos by cropping, filtering and resizing.
- Search for and import images from the internet.
- Explain what to do if something makes them uncomfortable online.
- Organise images on the page, orientating where necessary.



English texts:

The House that once was by Julie Fogliano
When I am by myself (Poetry)
Here we are by Oliver Jeffers
Chocolate Cake by Michael Rosen (Poetry)



P.E. – Tag Rugby and Gymnastics

PSHE – connecting with others How can I help myself and others feel happy and safe?

R.E. – Who is Jewish and how do they live?

Music – keeping the pulse



Art – Clay houses

- Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.
- Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.
- Roll a smooth tile surface.
- Join clay shapes and make marks in the tile surface to create a pattern.
- Draw a house design and plan how to create the key features in clay.
- Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.



Phonics/Spelling

- Taught daily.
- In Year 1 We use Little Wandle
<https://www.littlewandlelettersandsounds.org.uk/>
 Parents section has some videos of how we teach.
- Phonics Screening Check in June for Year 1
- Year 2 Begin to put phonic skills to use in spelling sessions.
- Centre of reading diaries has the sounds and the common exception words. Year 2 also has homophones



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ture	ti								ou
	ssi								
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- Group reading 3 x a week.
- Individual readers.
- Expectations for the end of the year
- Year 1 – read with fluency
- Year 2 – read longer books using comprehension skills.
- Children are encouraged to become more independent in changing their own books. Reading records will be checked every Monday and Friday but are needed in school every day!





Please hear your child read as regularly as possible and make a quick comment in the Reading Diary.

Benefits

Increased reading
skill

Improvement in
other academic
areas

Increased self-
esteem





We follow a scheme called White Rose , focuses on skills and then problem solving.
Lots of practical equipment is used.

Some key end of year expectations

Year 1 - read and write numbers to 100, count in 2s ,5s and 10s. Know number bonds to 10

Year 2 - Know 2, 5 and 10 times table, know number bonds to 10 and 20, add and subtract mentally





We follow the write stuff for our English structure. I do, we do, you do!

Strong focus on vocabulary,

Children are now expected to write by themselves, with support if necessary.

Children encouraged to have a go at spelling words independently in Year 1 and then to begin using phonic skills. In Year 2 children are encouraged to use knowledge of spelling rules.



Things to look forward to this year!



Nativity



What can you see at the coast?



Sports day

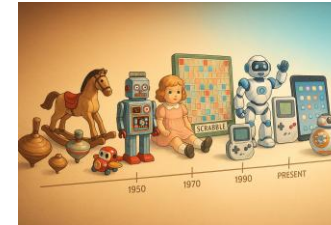
Puppets



Smoothies



How did we learn how to fly?



How have toys changed over time?



Panto!



Recorders



End of year production



Christmas craft and book looks!



Any questions?

