

KS1 UPDATE

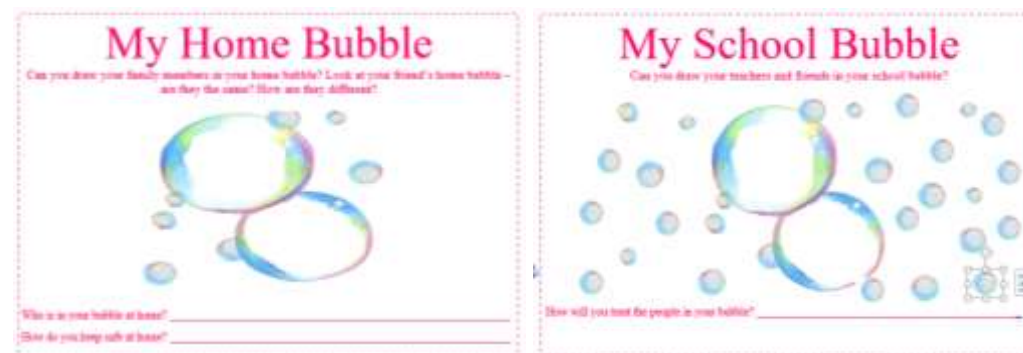
Return of Children in Year 1 (07.09.20 – 19.09.20)

Transition from Year 1 to Year 2 usually takes part in Term 6, when children are given the opportunity to meet their new teacher and complete activities ready for the start of the new academic year. Following the school closure, due to COVID-19 this transition was unable to take place.

As a school, we acknowledged that many children would have had different experiences during this time and with this in mind we made a decision to re-engage our children, by giving them the opportunity to spend time with their original teacher. We felt that this would be the most effective way of re-introducing them into the school environment. The first two weeks were planned so that we could begin to restore mental health and rebuild the resilience of our children, to enable them to become engaged learners once again. We welcomed back half of the cohort on Monday 7th September and the remaining half on Tuesday 8th September. On Wednesday 9th September all children returned to school.

During the school day over two weeks, the children had plenty of opportunities to rebuild relationships with their friends through whole class and small group discussions. **PSHE** revolved around the value of friendship, conflict resolution and worries. This was facilitated through circle time, 1:1 conversations, social stories, meditation and worry/chatter boxes. We also focused regularly throughout the day about the importance of handwashing and lessons about COVID-19 facilitated through stories and pictures. We also had a virtual meeting with a GP, who was able to answer lots of questions about COVID-19, using child friendly responses.

To help children understand the importance of safe bubbles at school and to promote the positive introduction of these bubbles, children were given an activity to help them remember who is in their bubble and the importance of staying in the bubble. Children were able to draw, write and talk about their own thoughts about how their world has changed due to COVID-19 and it was an opportunity to help them understand what is going on and share their feelings about it.



Following a message on Seesaw we were inundated with positive feedback from our Year 1 parents about our transition process. Below are some examples of the feedback we received:

I most definitely think it was a good idea to have their old teacher. I think it would have been a lot for the children to have been out of school for so long. My kids were very apprehensive about returning to school and it definitely helped.

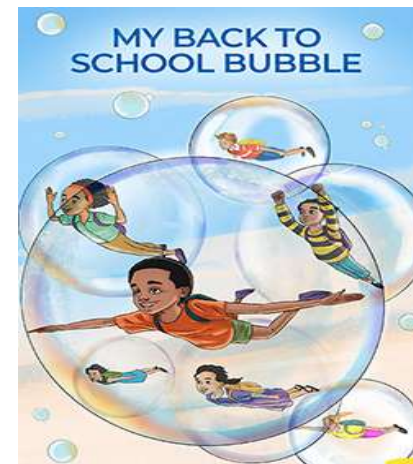
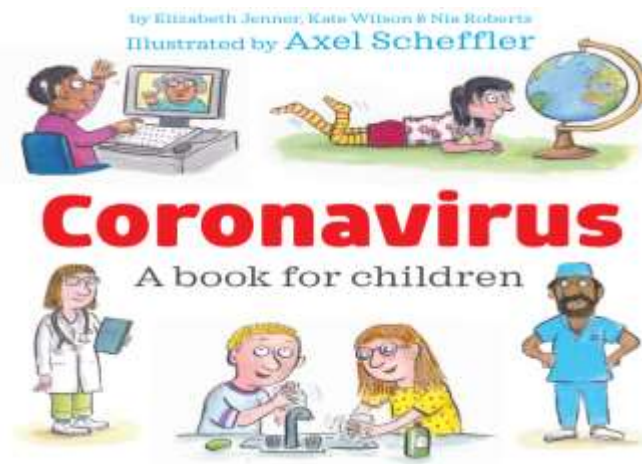
You guys have been great throughout this whole madness. I can see that you guys are doing everything you can to keep the kids safe and working with them to ensure that they understand what is happening and can talk about anything that is troubling them. I think it was nice that children got to see their old teachers and spend some time with them.

It's a very effective and wonderful way how you all are managing the children nowadays. The children came back to school after a long time. It would have been shocking for them to start with a new teacher all on a sudden.

Example of *Brain break* and *Chatter boxes* in Year 1



Example of digital books used in Year 1



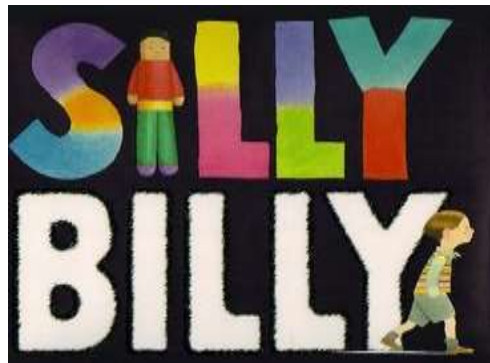
New Year 1 Children (From 21.09.20 onwards)

Children are always very excited about making the move from Reception to Year 1 and transition is so important to get right, not only for the wellbeing of our children but for their learning to thrive. However, this year we knew that our transition would and could not be the same as in previous years and transition would look very different. To support our cohort of children three Reception teachers moved up into Year 1 and this included the Year Group Leader - this will help support other members of our team not only with planning but their knowledge of the children. During the first two weeks back to school the new Year 1 teachers made regular visits to Reception to read stories and begin to form relationships with the children. When chatting to the children to get their ideas

about their expectations about Year 1, children talked about it being 'hard work' and 'lots of tables and chairs'. Whilst we want our children to be challenged as they move into Year 1, we also wanted them to look forward to it, so we needed to ensure that the transition was as smooth as possible. As a team we were committed to ensuring that we communicated with parents and to reassure them about the positive changes for them and their child. As we could not invite parents into school, videos of the new layout of the class were taken, as well as a welcome video from the new teacher and TA and a welcome message from the Assistant Headteacher link. These were uploaded to Seesaw and letters were also sent home.

Our next challenge was posed by the move from a play-based approach to a more formal and structured curriculum in Key Stage 1, following the new DfE guidance for the layout of the classroom setting. We know that children entering Year 1 need a familiar environment, resources and routines, however, this year we had to think differently. We welcomed new children in to Year 1, where they were met by their new teacher and TA in the playground and taken to their new class. The first week was spent introducing children to the new expectations of their new year group in terms of online safety, safe handwashing and everyday structures and rules. Daily activities also include practising motor skills with *Dough-disco* and *Mindfulness* and *Meditation* activities to enable children to be calm and to focus children during the day. Outdoor play was also extended during the first week, to help children transition from the EYFS curriculum outdoor to shorter playtimes.

As part of our transition we planned activities around the book '*Silly Billy*' by Anthony Browne. The book is extremely accessible for all children and allowed us to explore themes of *friendship*, *loneliness*, *independence* and *imagination*. The children really enjoyed the story and were given lots of opportunities to develop their speaking and listening skills. The children were encouraged to use sentence starters to support their talk around the story. We made our own worry dolls to help us deal with our emotions and worries.



Phonics

During the first few weeks of this term whole class phonics teaching is taking place, including modelling handwriting and preparing children to start the Read Write Inc. (RWI) phonics scheme. During week beginning 5th October teachers will be completing a baseline assessment, before grouping children according to their phonics knowledge. Children will then be split into phonics groups for twenty minutes every morning and taught according to their ability.

Handwriting

Teachers are modelling correct letter formation and the children are then practising forming letters correctly. Each day we work on the capital and lower case of each letter as we work through the alphabet. Children are also focusing on correctly forming *ascenders* and *descenders*.

Maths

Our focus at the moment is to settle children and ensure they are well prepared for our maths journey. As a result, our maths lessons are only 30 minutes in length and we are using the Reception target tracker statements (40-60 months) to plan independent learning activities. We began with sorting objects where

children sorted a range of objects by colour, number and size. They then discussed other ways of sorting. Adults were able to target certain children through key questions as we worked in small groups. When the children were secure in their knowledge of sorting objects, we moved on to counting objects. We used the Maths No Problem CPA model, starting with concrete objects such as cubes, counters and ten frames. A baseline assessment will take place during week beginning 19th October to assess children's number skills, knowledge and understanding. This will enable us to plan when we can move to year 1 objectives.



English:

This term our narrative text is '*Supertato*' by Sue Hendra. The children have begun to make predictions and are exploring emotions using speech bubbles. Children will be re-writing the story at the end of the unit, before which they will supported through a number of tasks to prepare them for this.



Topic: Real-Life Superheroes

Intent:	Implementation:	Engage:
<p>What did we plan/select to teach in the learning journey? (Coverage)</p> <p>The topic of Real-Life Superheroes is the first topic we are starting in Year 1. This year we took a different approach. Previously the topic has</p>	<p>How was the learning delivered? (Activities/Resources)</p>	<p>The engage week of teaching was delivered during week beginning 29th September 2020. We began the unit of work with a focus on real-life heroes within the community such as Police Officers, Doctors and Nurses. This formed part of the</p>


<p>focused around 'Superheroes' such as Marvel characters. However, following the pandemic, we felt we should have more of a strong focus on heroes within the community.</p> <p>The sequence of lessons has been planned to continue throughout Term 1 and 2. We planned to spend the first week of Term 1 'hooking' the children in and immersing them within the topic.</p>		<p>memorable experience. This was an activity which allowed us to see how much the children already knew about the topic. They asked questions and shared their current knowledge which gave us the opportunity to adapt our planning for each class.</p>
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R.E.

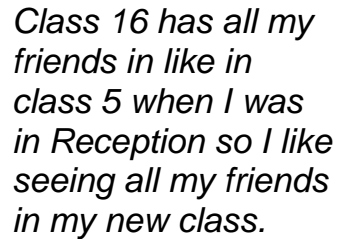
Children are beginning to draw on their understanding of belonging and how their behaviour can affect this.

P.E.

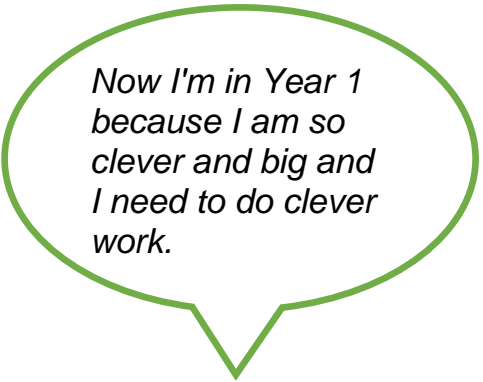
Children have begun to develop their gross motor skills and are enjoying learning with Coach Rich.

<p>As athletes:</p> <p>We will be developing our gross motor skills by focusing on key movements such as running, jumping, jogging, skipping and hopping. We will also work on teamwork, coordination, balance and agility through team games.</p>	<p>As mathematicians:</p> <p>We will be counting forwards and backwards and recording digits up to 10. We are going to be using concrete resources such as cubes, counters and drawings to represent numbers in more than one way.</p>	<p>As writers:</p> <p>We will be focusing on a narrative text 'Supertato' by Sue Hendra and Paul Linnet. We will be 'hot seating' the characters and completing a range of narrative work focusing on the characters and re-telling the main events.</p>	<p>As musicians:</p> <p>We will experiment with our body parts to create imaginative sound effects for action sequences.</p>
<p>As artists:</p> <p>We will be exploring portraits by a variety of artists. We will investigate drawing media and the marks they make, which will enable us to record our own self portrait as a sketch and portrait sculpture.</p>	<p>Learning in Year 1, Term 1</p> <p>Our topic this term is Real-Life Superheroes</p> 		<p>As computer technicians:</p> <p>We are going to learn about how to be safe when we are using the internet. To help improve our keyboard and mouse skills we will learn to use our own login names and passwords when using computers.</p>
<p>As historians:</p> <p>We will be listening to the story of the historical 'superhero' Florence Nightingale. We will use artefacts and photographs to find out what she did to make things better for other people. In Black History we will explore the life of Mary Seacole.</p>	<p>As scientists:</p> <p>In Science we will label basic parts of the human body, including those related to the senses. We will be investigating our amazing senses and learning about how they help us in everyday life.</p>	<p>In RE:</p> <p>We will be exploring the concept of belonging and living well with family and friends. Children will relate their experiences of home and school life and make comparisons with their friends and those around them.</p>	<p>As designers:</p> <p>We will be learning about the healthy 'superfoods' we will need to eat to grow strong and stay fit and well. We will create our own healthy dish.</p>

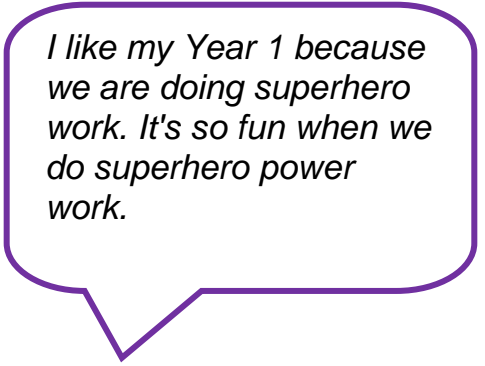
Feedback from children in Year 1 about their learning:



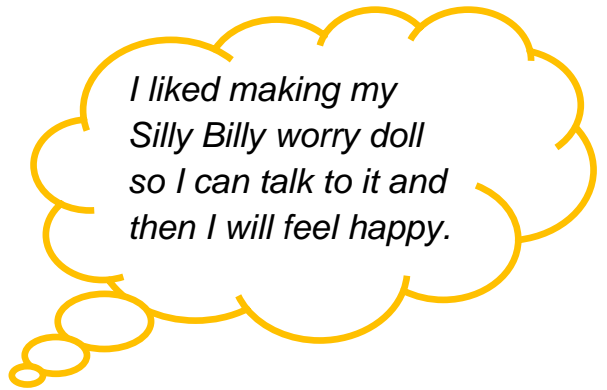
Class 16 has all my friends in like in class 5 when I was in Reception so I like seeing all my friends in my new class.



Now I'm in Year 1 because I am so clever and big and I need to do clever work.



I like my Year 1 because we are doing superhero work. It's so fun when we do superhero power work.



I liked making my Silly Billy worry doll so I can talk to it and then I will feel happy.

Transition of Altmore Year 2 children to Year 3 at Lathom Junior School:

Year 2 children transitioning to Year 3 is an important part of our work in Term 6. As a school we recognise that not only are children transitioning from one Key Stage to the next, but in our school context they are also making a physical move from one school to another. This can be a very daunting time for some children in Year 2 and therefore, as a school across two sites, we spend a good part of Term 6 working on this transition for the children. Doing this transition in the summer term, gives children the best starting point at the beginning of the new academic year in Year 3. **Due to COVID-19 and a national lockdown, the children in Year 2 did not have the opportunity to have this transition unfortunately.**

A decision was made at the end of the academic year 2019 – 2020 that all children in Altmore would return to their original class from before lockdown, to spend time with their class teacher and TA. We believed as a staff body that if children were returning to school with a negative 'lockdown' experience or potentially had anxiety about returning back to school after so long, that they would benefit from returning to school to their original class teacher with whom they have spent time building a relationship with. We also believed that children would benefit from returning to their original classroom where they identified the surroundings and would feel safe.

With this in mind, teachers in Year 2 welcomed back:

- 15 children on Monday 7th September 2020
- 15 children on Tuesday 8th September 2020
- The whole class on Wednesday 9th October 2020 up until Friday 11th October 2020

We took our own class photo as we didn't have one due to lockdown. Children got one to take home as a special keepsake and it was loaded on to Seesaw as well.

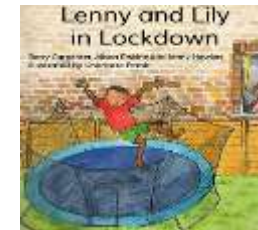


Parent quotes on the picture on Seesaw:

"Aww such a lovely photo. It has been such a great pleasure for us to have such amazing teachers to support our children through these tough times. It's such a shame we've got to say goodbye like this but I wish you all the best. Thank you for everything."

"Thank you so much for all your hardwork and support. You are the best teacher and we will miss you a lot."

On children's return to school they had the opportunity to spend time with their class teachers talking about and sharing their lockdown experiences. Teachers planned specific lessons to teach children about the COVID-19, how germs spread and how we need to follow the important public health messages at all times to keep themselves and others safe. Children enjoyed a range of different COVID-19 stories, many of which were picture books that they could relate their lockdown experiences to.



In addition to learning about COVID19, teachers spent a lot of time talking to their classes about 'bubbles' and how they keep us safe during this time. Children thoroughly enjoyed blowing bubbles in their classroom and were able to talk about who was in their bubble at home. Children looked at their friend's home bubbles and discussed how different children had different bubbles depending on the size of their family. Children then did some work on their class bubbles by identifying all their children in their class who formed part of their safe bubble at school and then identified different qualities we could have in our class with our bubble, e.g. treating people kindly, listening to other etc. Children also got into a routine of washing their hands at specific times throughout the day.



During these three days (Monday 7th October – Wednesday 9th October) Year 3 teachers from Lathom came down to Altmere and spent time in the Year 2 class that they would be receiving. During this time, Year 3 teachers were getting to know and observing the children in their new class. On Thursday 10th October 2020, Year 2 children started their new learning journey at Lathom Junior School as Year 3 children. Year 2 teachers spent Thursday 10th October 2020 and Friday 11th October 2020 at Lathom Junior School supporting the children's transition and setting in process.

Parent feedback was very positive regarding bringing Year 2 children back to their original class, many parents expressed their relief (and thanks) regarding this. As a school we have to acknowledge that not only are the children often anxious about the transition from one school to another but so are the parents.

Parents commented:

"I believe spending time with the old teacher was a really good way to support the children through transition. After being away from the school environment for so long it was nice and calm for the children to be eased in and made to feel comfortable rather than sudden dramatic changes."

"I personally felt that it was a brilliant decision as Zakkaria was really anxious and nervous coming back to school due to being away for so long. Spending the 2 weeks with Sabina and Bina helped as they are the teachers he knew well last. This gave him a very positive experience in transitioning to his new class."

"It has been great for my children to have been able to get back into school, they are absolutely loving it. Having to meet their old teachers and getting introduced to new ones has been absolutely amazing. Thank you for all your efforts and hard work. Keep it up!"

"I think it was really great for my son. He missed everybody from the school, so it was a great relief when he saw everybody again. He wasn't "scared" about the new teachers and the new year. It was a great opportunity to catch up all the school things with the usual teachers."

"I think that it was a great transition for the kids. I really appreciate the school being patient and caring towards the kids, especially after having been practically on lock down since March."

New Children to Year 2 for Academic Year 2020-2021:

On Monday 14th October – Friday 18th October 2020 Year 2 teachers spent some time with their new class while they were still with their Year 1 teacher and in their Year 1 classroom. This was a good time for teachers to observe the new children they would receive the following week and to become familiar with their new class. Teachers also used this opportunity to begin to complete baseline assessments.

On Monday 21st October 2020 the new Year 2 team welcomed a new cohort of children into Year 2. Children were excited about coming to Year 2 and have responded well to the new arrangements and measures put in place when arriving and leaving school each day. Children have settled in really well and are well engaged and eager to start learning.

As part of the transition to Year 2, teachers planned a unit of work around a text called '*The Colour Monster*' which is a book all about feelings - *One day, Colour Monster wakes up feeling very confused. His emotions are all over the place; he feels angry, happy, calm, sad and scared all at once! To help him, a little girl shows him what each feeling means through colour. A gentle exploration of feelings for young and old alike.*

Children responded well to this text and felt comfortable and at ease talking about how they felt. Each morning, children had the opportunity to write about how they felt that day and put their feeling into the necessary colour cup (see picture below.) They were able to talk about and identify when they were feeling a different emotion to the day before and why that might be. This supported teachers in identifying children who might need to talk about their feelings more – in a 1:1 context. Children were able to write about what their favourite colour emotion was and why as well as making their own Colour monster using a range of art resources.



Children in Class 11 said:

- "I feel happy today because the sun is shining"
- "I am happy because I'm doing work"
- "I am feeling good because school is fun"



Using the text, '*The Colour Monster*' each Year 2 class teacher used a colour from the story to create a corridor display. Children could walk through the corridors of the Year 2 building and talk about/identify what emotion they were feeling that day. Children also helped recreate illustrations from the book by making similar objects and artwork for some 'Golden Time' type activities, to use on the display boards. During the week, the children also completed a range of small writing activities each day, for example, writing in speech bubbles about what activities make them feel calm or happy. They also wrote about their

own favourite colour and chose an emotion to link to this. These short writing exercises were a great way of allowing teachers to see children's handwriting and to model simple sentence writing using a capital letter, finger spaces and a full stop.

Our wonderful 'Colour Monster' corridor displays:



Linked to the text 'The Colour monster' we also had an art focus where we learnt about a well-known American artist – Jackson Pollock. We used the 'Tate Kids' (<https://www.tate.org.uk/kids/explore/who-is/who-jackson-pollock>) website to support our planning of this. Children explored a range of ways to compose their art piece and use different techniques such as fork printing, straw blowing outside, paint throwing, pouring and flicking and using a pipette to apply the paint. Children had a fantastic time experimenting with the paint and tools in different ways and using colours of their choice.



Baseline Assessments:

In Year 2 we have completed a range of baseline assessments to determine where the gaps are within children's learning. This is to inform our future planning and ensuring we cover the Year 1 curriculum before moving on to the Year 2 curriculum. These baseline assessments have also supported Year 2 teachers in completing an action plan that they will bring with them to their first PPM meeting this academic year where they will be able to talk about the extra intervention/enrichment they have provided for children in their class.

In Year 2 each class has carried out the following assessments:

- Year 1 common exception words (reading and writing)
- Year 2 common exception words (reading and writing)
- Maths oral counting assessment (counting in ones to 50 as well as counting in multiples of two, five and ten.)
- Phonics assessment
- A cold writing task to determine what children are able to achieve independent in writing

Catching-up and Keeping-up:

As the Government have announced that children in Year 2 will have to sit the statutory phonic screen assessment in the Autumn term, key staff will be working with specific groups of children 2-3 days a week, catching-up on missed phonic opportunities and supporting specific children in 'catching-up' to have the best opportunity at passing the phonic screening. The children have been selected to form part focus groups identified from the above mentioned phonic assessment.

Future Planning and Teaching in Year 2:

In Year 2, we have adapted our planning to allow children to settle into their new classes and to feel safe and secure as well as having the opportunity to get to know and trust the adults in their room. We have adapted our timetables to allow children to have the opportunity to have Phonics twice a day. Each morning, children across the year group attend a phonics session in their appropriate group (according to their baseline assessment) and work on sounds they need to learn to further develop their reading ability. Every afternoon each class has an additional phonics session to consolidate the complex speed-sound chart and blending of words by identifying the special friend first.

In English we are focusing on non-fiction texts linked to 'Castles.' We will be beginning the unit of work by creating whole class glossaries where children will match a child friendly definition to a picture and word. This will be displayed in classes throughout the term for children to use when needed. Children will also be reading and researching a range of facts related to castles and use their knowledge to sort fact and fiction statements. They will also use the

information they have found out to produce their own information texts. We will also be linking the English work to our '*Towers, Tunnels and Turrets*' topic work and as part of the '*tunnels*' focus, children will be researching information about Isambard Kingdom Brunel and the Thames Tunnel to write their own non-fiction report. This will be a useful way to focus on simple sentence structure and punctuation and the recapping and accurate use of the past tense.

In Maths we have started lessons, following the Year 1 Maths curriculum, where they are consolidating their knowledge of numbers to 20. These lessons have involved counting, partitioning numbers and finding one more or one less of a number. We will begin following the *Maths No Problem* scheme for Year 2 towards the end of this term which will progress to numbers to 100.

In Topic we have started our Cornerstones unit '*Towers, Tunnels and Turrets.*' To begin the topic, we planned a 'memorable experience day' where children came to school dressed up as someone who worked or lived in a castle. The children used the whole day learning about castles and their features. They thoroughly enjoyed taking part in this and it really engaged them into their learning of a new topic area.



Children commented:

- *"I'm dressed as a chef and I have to cook for people in the castle."*
- *"I am a queen and my job is to help people and make rules."*
- *"My job is to be a nurse for all of the sick people living in the castle."*
- *"I am a knight, a knight in shining armour. I protect the queen and the castle too."*

Our topic is taught in three stages – the **engage** stage, the **develop** stage and the **innovate** stage. During the engage stage, children will be learning about the key features of a castle and conducting an experiment to test the stability and suitability of castles built from different materials. The develop stage is where teachers plan to teach all the skills and knowledge that children will need to know in order to be able to access and complete the innovate stage of their learning, independently. During this stage, children will be learning about towers, tunnels and bridges with a focus on Isambard Kingdom Brunel. The children will also have the opportunity to classify different types of bridges and locate towers around the world using a map. The innovate stage is where the children will have to design and build their own fortress for '*The Three Little Pigs*' in small groups.

New Starters and Attendance:

In Year 2 we have had 7 new children start at the time of writing this report, with 12 spaces still available in the cohort. Not all children have returned to school

as yet, for various reasons, but as a school we continue to monitor this and make daily phone calls to see where children are.

Home Learning:

Home learning will be assigned to children every Friday using our online learning platform Seesaw. Year 2 home learning will be planned around highlighted area/gaps identified from our baseline assessments completed at the beginning of Term 1. In addition to this, all children have now received their login details for different online resources we have.

Bug Club

This allows children to access reading online at home within their book band set by their class teacher. Children have the opportunity to read 5 books at a time and have to complete comprehension questions as they work their way through the book. New books will not be assigned to children until they have completed all the comprehension questions linked to each book.



Bug Club

Times Table Rockstars

Children can practise their times tables and battle against their peers. Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so.

