

# Year 1 and 2 Curriculum Information



# Our Shared Vision



**Striving for excellence in everything we do**

High Quality  
Education for  
ALL

Effective  
home/school  
and community  
partnerships



# Our Shared Vision



***A special place where*** children know how to keep themselves safe and healthy. They love learning and become:

Effective  
communicators



Responsible  
and caring  
citizens



Active  
contributors



Successful and  
independent  
learners



Confident and  
ambitious  
individuals



# Meet the Team

## KS1 Leadership



Mrs Stock  
EYFS and Year 1  
Deputy Head



Mrs Stonier  
Year 2 Deputy  
Head



Mrs Lawrence  
Writing QED lead

# Meet the Team

## Year 1



Mrs Ali  
Class Teacher



Mrs Lawrence  
Class teacher



Mrs Dean  
Class teacher and  
EYFS Lead

Mrs Hughes  
NNEB



Mrs Thorpe LSA



Mrs Ashman  
NNEB



Ms Welch-Nurettin  
HLTA / PPA Cover  
Teacher



# Meet the Team

## Year 2



Miss Habtes  
Class teacher



Mrs Doogan  
Class teacher

Mrs Agathangelou  
HLTA  
LSA and PPA Cover Teacher



8.45 – 8.50 a.m. Parents supervise children in the playground. Children enter school building via year 1 and year 2 door.

- The children will calmly enter the class room.
- Complete daily handwriting / spelling / sentence practice.

3.15

Please line up on painted lines in the playground at collection time as it makes it much easier and safer to release the children.

Please ensure your child has all their reading books with them every day.

Assemblies

- Debate assemblies
- Friday assemblies
- Singing assemblies



# Transition – year 1

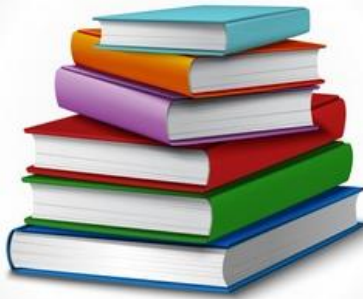
In the first term in year 1, the children have a transition period. This is normally for one term until Christmas but we base this on the children's needs. During this time they adjust from Reception and have opportunities for free-flow play (with activities set up to promote learning) as well as whole class teaching sessions, table –top activities and small group teaching sessions with the teacher and LSA.



# Learning Partners

- We are continuing to use Learning Partners in all subjects.
- The children will move seats each week and will be expected to work with their partner in lessons.
- Research shows that children learn better if they have lots of opportunities to work through their ideas with a partner.





## English Lessons

Following a transition period, there are three writing sessions a week plus a spelling lesson, grammar lesson, 5 phonics sessions, 4 reading sessions and also handwriting sessions.

# Breaktime



At breaktime all children have access to a healthy fruit or vegetable snack and milk is available to buy.

Children have the playground to run around in and a climbing frame which is used on a rota.

Supervising adults are on duty to deal with any issues or problems .

## Maths lessons

We follow the Ark Mastery Scheme at Becontree and each fortnight usually as a different focus e.g. number, measure, shape etc.

They will have 5 sessions a week plus 2 maths meetings.



## Lunch time

Pre-book your child's school dinner on **School Grid**. Please also discuss the menu choices with your child. This is bookable for several weeks at a time.

An MDA ( Midday assistants) is allocated to each year group. Children are told to speak to that specific MDA if they have an issue or problem. There is always a senior member of staff on duty as well.



## Afternoon lessons include

- Music
- Foundation ( Science, Geography , History, Art, D and T )
- RE
- PSHE
- PE (wear kit to school - white t-shirt, black shorts/ black jogging bottoms, plimsolls/trainers. No earrings on PE days)
- Vocabulary
- ICT



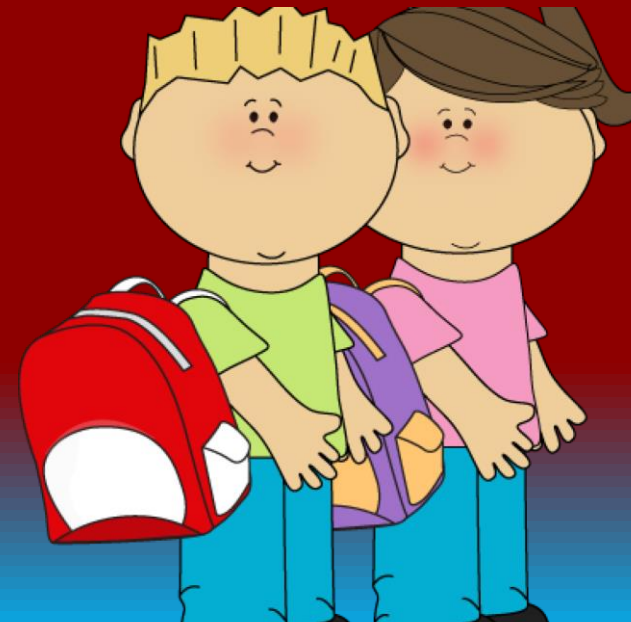
# The Curriculum

Information about the curriculum can be found on the school **website**.

This includes:

- Our **Long Term** planning overview for the year
- **Medium Term** planning overviews added at the start of every half term
- **Curriculum Information letter for parents** added at the start of every half term
- **Subject Specific** information
- **Schemes of Work** for every subject

<https://www.becontreeprimaryschool.com/curriculum/>



# Assessment

Throughout the year, the children's progress will be assessed. This will be either through teacher assessment or more formal written assessments.

Teachers will use the assessments to help plan effective lessons.

# Phonics Check

At the end of year 1, the children will complete the Government set Phonics Check.

It is nothing to worry about and a familiar adult will complete the check. The children read a set of real and alien words to check how they use their phonic knowledge to read words.

We practise our phonics daily and fully prepare the children before the assessment.

We will send more information nearer the time.

Some children in year 2 will reset this test if they do not pass in year 1.



## Cultural Capital opportunities

| Year 1                                                                                   | Year 2                         |
|------------------------------------------------------------------------------------------|--------------------------------|
| Attend a pantomime performance                                                           | Attend a pantomime performance |
| Visit to a church                                                                        | Visit a Gurdwara               |
| Have a community police visit                                                            | Visit to The Tower of London   |
| Visit The Young V & A Museum                                                             | Road Safety Workshop           |
| Visit The Discover Centre Stratford<br>(due to not being able to go in<br>reception)     | CMS Music Performance          |
| Trip to Call of the Wild Zoo                                                             | Eastbrookend Country Park      |
| When planning trips, we aim to keep the maximum parent contribution to £25 for the year. |                                |

# Behaviour and learning strategies used in school

We believe that ALL children have learning, well-being and safeguarding needs; these principles underpin our exemplary inclusive practices throughout the school.



Children engage positively with their learning and with one another, because all staff have high expectations of them and have developed encouraging respectful relationships with them. In order to ensure that we continue to promote positive relationships in line with our vision and values, we have made some changes to our systems and practices for Behaviour and Learning, for example, how we promote positive behaviours and learning expectations, how we reward children and what consequences children have when things go wrong.

# Behaviour and Learning Expectations

Rec-Yr1

***I look after my friends and adults by:***

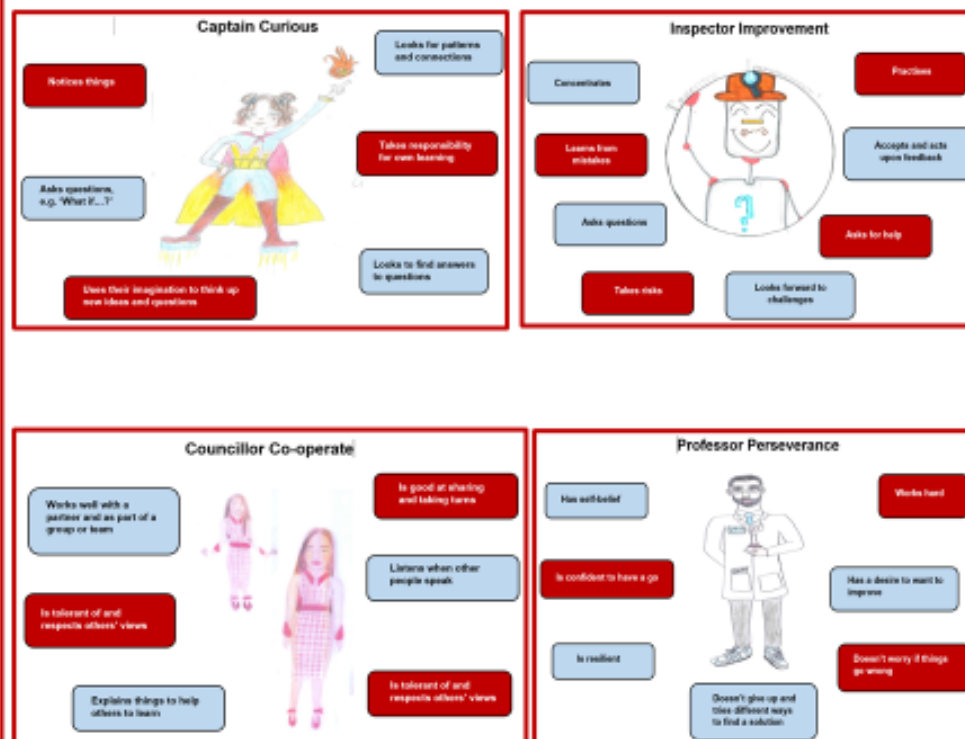
- Having kind hands and feet 
- Using kind words and actions 
- Being helpful 
- Looking and listening when someone is talking 

- Walking quietly around the school as other children are learning 

***I look after our school by:***

- Using the equipment in the classroom and outside area correctly 

**I have a positive attitude to learning just like:**



# Behaviour and Learning Expectations

Yr2-6

I have a **positive attitude** and I demonstrate the **5Rs**. This helps me and others learn and feel safe. I am:

## Respectful

- I show respect to: myself, other children, adults, including visitors and school and other people's property.
- I am accepting of other people's thoughts, beliefs and opinions.
- I am mindful of others' feelings and show respect through my actions and what I say
- I am empathetic towards others
- I follow instructions from adults straight away.
- I listen to others when they talk and I take turns to speak.

## Ready

- I arrive on time.
- I have all the equipment needed for each lesson.
- I concentrate on learning.
- I am prepared to contribute to lessons and look and listen when someone is talking.

## Responsible

- I ask for help when I need it.
- I always engage in my learning in a positive way.
- I walk quietly and sensibly around the building.
- I make positive choices about how I conduct myself in the classroom, playground and around the school.

## Reflective

- I accept and act upon the feedback given, in the classroom, playground and around the school.
- I think about what I did well and how I can improve.

## Resilient

- I never 'give up' even if I find something difficult.
- I know that mistakes help me to learn.
- I have confidence in my abilities

# Restorative Conversations (Repair)

We know that sometimes children can make 'wrong choices'. We will work with children to get them to understand the impact that their behaviour can have on themselves and others.

When things go wrong 'restorative conversations' will be held with adults in the school. These conversations aim to help children to reflect on what happened and help them learn to accept responsibility for what happened and how to make things right again.

There is a 5 stage tiered approach to consequences that are put in place in order for children to be given an opportunity to turn their behaviour around. Parents will always be informed if we have a significant concern about a child's behaviour.



# Stages of restorative practice

## What will happen?

|                    |                                                                                                                                                                                    |                                                                                                                                                                            |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Reminder        | A young child with brown hair is holding a blue rectangular sign with white text that reads "DON'T FORGET!".                                                                       | I will speak to you about making good choices and will tell you how I want you to behave.                                                                                  |
| 2. Caution         | A yellow equilateral triangle with a black border and a black exclamation mark in the center.                                                                                      | I will tell you that your <u>behaviour</u> is not correct and will tell you what will happen if it does not get better.                                                    |
| 3. Last Chance     | A yellow megaphone with a red banner across it that says "LAST CHANCE" in white capital letters.                                                                                   | I will speak to you about your <u>behaviour</u> and will remind you that it needs to change.                                                                               |
| 4. Reflection Time | A red alarm clock with a black base. Below the clock, the words "TIME FOR REFLECTION" are written in red, stylized capital letters.                                                | I will ask you to go to Mrs <u>Ziane's</u> , Mrs Stock's or Mrs <u>Stonier's</u> office for a short amount of time so that you can think about the wrong choices you made. |
| 5. Repair          | A small, grey, stylized cartoon character wearing a red cap and holding a wrench. Below the character, the words "FIX IT" are written in bold, orange, sans-serif capital letters. | I will talk to you about the <u>behaviour</u> I have seen and how we are going to make things better.                                                                      |

# Recognition Boards



Each class has a target that they are working on. Targets are taken from the Behaviour and Learning Expectations or link directly to our school vision and values.

- At the start, the class recognition board is blank,
- When a child meets the target, their name or photo is added to the board.
- The aim is to get everyone's name/photo on the board.
- Once a name has been added, it cannot be removed.

These targets are changed frequently.

# Over and Above Award



Changes to Friday Reward  
Assembly- going Over and Above  
Awards

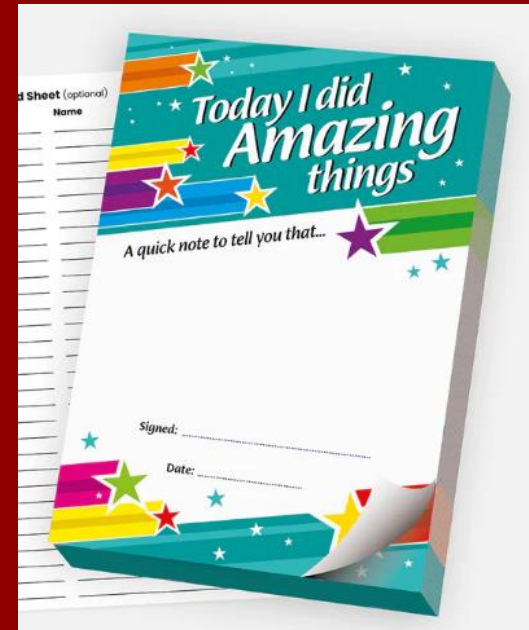
Teacher will write down on the  
PowerPoint what the child has  
achieved this for.



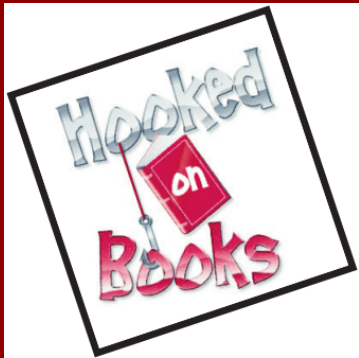
Those who receive an award will be  
invited to a 'Recognition Lunch Time'  
with a member of SLT in the Sunshine  
Hall.

# Notes Home

For children who follow the Behaviour and Learning Expectations, notes home will be sent to parents to share with them all the good things you have achieved that week in class.



# Friday Reward Assembly



We will still be nominating children for Hooked on Books, Star Writer and Master of Maths awards.



# Home Learning Expectations

See the Home Learning Strategy saved on the school website.

Children are expected to read daily for around 10-15 minutes.

In KS1, children have access to the following online platforms:

- [www.timestablesrockstars.co.uk](http://www.timestablesrockstars.co.uk) year 2 (Access 2-3 times a week)
- [www.spellingshed.co.uk](http://www.spellingshed.co.uk) (Access 2-3 times a week)
- <https://numbots.com/> - Years 1 & 2



# ***Online Home Learning***

Your child will bring their log in details home.

Please inform teachers if your child does not know their log in details or is having trouble logging on.

On **the curriculum letter** emailed out to parents, there are additional suggested activities to do at home.



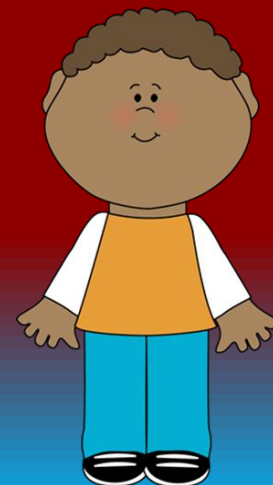
# What else do we provide for Home Learning?

Home learning activity books (CGP) will be available for parents to purchase for more practice materials to use at home.

<https://www.becontreeprimaryschool.com/supporting-learning-at-home/>

Year group curriculum information on the website related to schemes of work and planning.

<https://www.becontreeprimaryschool.com/curriculum/>



# Attendance

Our target for attendance is **97% or above** (this is no more than 6 days of absence over the whole academic year).

If your child is absent due to illness/sickness we ask that you phone the school by 9:15 a.m. to leave a message. When your child returns to school, after a period of illness, you may be requested to provide medical evidence for the absence.

At the end of every term, we will send you a letter which outlines your child's attendance figure (as a percentage). The attendance is RAYG rated as follows:

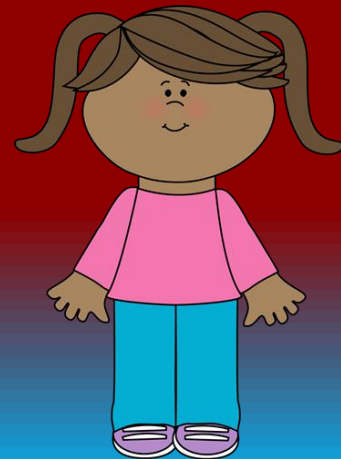
**Gold: 100%** (exemplary attendance)

**Green: 97%- 99.9%** (excellent attendance)

**Amber: 96.9%-95%** (good attendance)

**Yellow: 94.9%-90.1%** (poor attendance)

**Red: 90% or below** (cause for concern)



# School Uniform

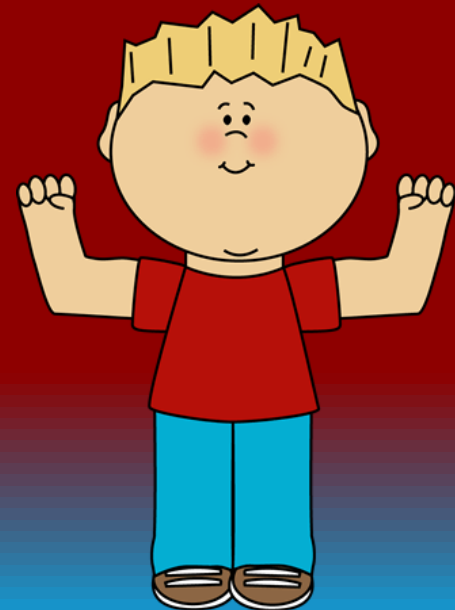
- We will always be encouraging children to wear the correct school uniform.
- More information regarding the uniform can be found on the school website.
- Please speak to the class teacher if you have any issues with school uniform.



# Parent Information

Meetings with the class teachers – please arrange a meeting with the class teacher when needed via the office email or speak to them at the end of the school day

- Parent/Teacher Consultation Meetings – end of term 1A
- End of Year Reports – July 2026
- SEND Passports
- Attendance Information
- Curriculum Information on the Website
- Half termly Newsletters
- Events Overview on the website
- Parent Workshops and meetings
- Open Days



We hope you will enjoy working alongside the  
Becontree team this year.

Please speak to any member of the team for  
further guidance.

