



Houghton Conquest
Lower School
Growing together

Parent Handbook 2019/20

Doves Class



Dear Parents/Carers,

I hope you find this booklet useful and it helps you to support your child's learning in Doves class.

During the year there may be times when you have questions about your child's learning or there may be things you need to inform school about that may affect your child's learning.

You can contact me by informing the school office, writing a little note in the home school communication book or a telephone call. You can also ask for an appointment if more time is needed and I will get back to you with a convenient time. Urgent messages could be delivered to the member of staff on gate duty.

There will be consultation evenings in the Autumn and Spring terms which will provide opportunities to discuss your child's progress and see their work. The dates are as follows:

Autumn Term:

- Tuesday 15th October 2019 from 3.40pm
- Thursday 17th October 2019 from 5.00pm

Booking information will be available via the office closer to the dates.

Thank you for your support.

Miss Mitchell

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Learning at Home in Year One

We expect children in Year One to be completing no more than one hour of homework each week. Children in Doves Class are expected to complete the following Learning at Home on a weekly basis:

- Reading at home: 3 times a week (5 minutes each time)
- Home Spelling book: 3 times a week (5 minutes each time)
- Key words: 3 times a week over two weeks (5 minutes each time)
- Maths Whizz: 3 progressions each week
- Learning Log activities (optional)

Reading

Doves should read at home three times a week for five minutes each time; please make a short note in your child's reading record to show they have read. Reading books will be changed when your child has completed their book. Reading records will be checked every day and stamps will be awarded to those children who have read three or more times at home that week. Once six stamps are earned, the child will receive a Reading Reward for their efforts; these are given out during our Celebration Assembly.

Please ask your child questions about their reading to help their progression. Suggested questions are included in this booklet and in your child's reading record.

Home Spellings

Your child will bring home a 'Home Spellings' book which is to be completed three times per week. A list of spellings can be found at the beginning of each main page and should be practised three times during the week with the date at the top of the column. Please fold the pages to help your child follow our Look, Cover, Write, Check strategy (See spelling book for information on this strategy). Please ensure your child brings their Home Spelling book into school each day as I will be checking them at random intervals.

Spellings will be set on a Monday and will be collected in on a Friday.

Key Words

Key words will be sent home in a plastic wallet; please can you show your child the words and ask them to repeat what they see. This is a short activity and is aimed to build fluency in your child's ability to recall these common words. These words will be tested in school on a bi-weekly basis and updated on the following Monday.

Home Maths learning

Please log into Maths Whizz each week and allow your child to spend time making three progressions by clicking on the start tutor button. Maths Whizz is a personalised maths tool and will adapt to your child's needs and ability. It is a vibrant, interactive programme that captivates children's attention and provides them with strategic building blocks to aid their learning. Please do take time to log on yourselves to track your child's progress and leave messages of encouragement for your child!

Key words



By the end of year 2 children should be able to read and spell...

first	good	home	house	because	ball	bed	not
girl	took	came	about	saw	call	but	got
sister	would	name	out	your	called	dig	did
over	should	made	our	door	school	must	very
water	could	make	now	more	last	just	will
people	put	take	how	or	laugh	much	from
back	push	time	down	live	half	has	his
had	pull	can't	off	love	after	as	him
have	another	want	if	do	next	an	ran
their	brother	don't	boy	new	night	man	many
than	these	jump	where	little	her	once	too
them	with	may	there	old	so	again	two
then	three	that	here	seen	some	help	
when	by	what	were	been	one	who	

We start the process of learning these key words in year 1. We have divided the words into blocks that are sent home with the child. Each week the child will be tested on their ability to read the key words. If they read all of the words correctly, they will receive the next block of words.

Help your child with **spelling**

Different media

Provide different media for children to write and make marks with e.g. paint and paintbrushes, chunky markers on large paper, chalk on the pavement or patio, dry-wipe markers on the mirror or using fingers in shaving foam, or custard. You could also encourage children to explore making marks on a computer or tablet device.

Flashcards

Have flashcards, letter tiles or similar items around for children to use to spell out words.

Make a copy

Children could copy out the spelling list in alphabetical order or from shortest to longest.

Grab a dictionary

Have a dictionary to hand for looking up unfamiliar words

Narrow it down

Narrow down long lists and focus on 4 to 5 at a time.

Get moving

Use physical activity - for each letter of the word get children to do a star jump, walk up or down a step, touch their toes etc.

Games

Make the list into a game - try playing hangman, making word searches or coming up with crosswords.

Shout out

Encourage your child to spell words out loud on long car journeys or when walking to school.

Encourage your child to read.

Good readers are often good spellers!

Learning Logs

Learning Logs are one of the ways we promote learning at Home. We hope that your child will enjoy completing the activities and that they encourage you to work with them to complete the tasks.

How they work

Learning Logs are sent home every term.

Inside will be a number of **optional activities**, which you may wish to complete to support your child's learning at home. Complete the activity or activities you prefer - the choice is yours!

How can I do my work?

- ✓ Writing
- ✓ Drawing
- ✓ Diagrams
- ✓ Photographs
- ✓ Anyway you see fit - the more creative the better!



Learning Log Guidelines



When are they due?

Learning Logs are handed out during the term of each new topic in Doves and should normally be returned by the date set on the activity sheet.

Presenting my learning

- ✓ A double page should be used
- ✓ Please only use grey pencil for writing
- ✓ Coloured pencils for colouring - not felt tip pens
- ✓ Use rulers to draw lines


"Tell me and I forget. Teach me and I remember.



Involve me and I learn.



- Benjamin Franklin

**WORK HARD & BE
PROUD OF WHAT
YOU ACHIEVE**

Our Reading Scheme Explained

Our reading books are arranged into colour coded boxes which link to the National Curriculum.

Our scheme does not use the level or stage used by book publishers. Most publishers organise their reading schemes according to their own levelling system so a 'Stage 2' book from one publisher is often not at the same level as a 'Stage 2' book from a different publisher.

Our books are colour-coded according to the level of the vocabulary used in EACH book and therefore books apparently in the same publisher level could be colour coded differently. This also lessens the impact of text size and the number of pictures in a book. Larger text and many pictures do not necessarily mean the book is only suitable for younger children - this is a common misconception.

Each class has its own selection of books from which the children can make their choice. Children move onto a different level according to the development of many skills, not just being able to read all the words. There are some reading questions in this booklet to help you discuss stories and books.

If your child brings home a book which they have read previously, use the opportunity to talk about it - why have they chosen it again, can they remember what happened? Remember, we all like to re-read a good book!

Please encourage your child to read lots of different books at home. The children need to discuss many different stories and texts so I would not recommend buying reading scheme books for home.

Doves should read a minimum of three times a week for about five minutes each time, making a short note in your child's reading record each time. Stamps/ticks will be awarded to those children who have read three or more times a week, checked every Friday. When the children have gained six stamps/ticks they will receive a Reading Reward for their efforts; these are given out during our Celebration Assembly.

Our Reading Scheme Colours

All children are different but as a general guide these are where your child is expected to be.

White	Reception				
Navy		Year 1			
Pink					
Brown			Year 2		
Green					
Olive			Year 3		
Orange					
Black				Year 4	
Cream					
Maroon					
Sky					



Reading Strategies

I use the pictures to help me.



"C-A-R-P-E-T"
"CAR - PET"
"CARPET"

I sound out/blend words I don't know.

I look for smaller words inside words.



"tEACHer"



"en - joy - able"
"Enjoyable"

I can break words down into syllables.

I use punctuation to help me make sense of what I am reading.



I go back and read a word or sentence again if I don't understand it.

I read on to see if I can work out the meaning of a word I don't know.



I listen to what I am reading to see if it makes sense.

Help your child with

reading

I spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

Ask questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Create

Use reading to inspire drawings or new stories.

Be seen

Make sure you are seen reading. Keep books and magazines at easy reach.

Get out

Go to your public library regularly. Find the books you loved as a kid to read together.

Go online

Look online & in app stores for appropriate word & spelling games.

Make space

Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels... anything that is close to hand!

How can I help my child with reading?

As a parent you are probably helping your child with reading much more than you may realise. If your home contains books, magazines and catalogues that your child sees *you* reading (you are modeling skills they need to learn), you read to your child and talk together about familiar stories, also, if you use printed materials to find things out, then your child already has a head start in this area.

- Remember that talking about reading is very important, so if your child is sometimes reluctant to read aloud, discussing a book will also help to develop reading skills.
- Concentrate on enjoyment and grasping the meaning rather than absolute accuracy.
- Keep reading time relaxed, comfortable and pleasurable, in a quiet corner, with the television turned off.
- Talk about the cover and read the title before rushing your child into the text, asking questions such as: what do you think it will be about; what sort of book is it; have you read one like this before?
- Look through the book, noticing interesting pictures and words, then read the opening together.
- Don't correct too quickly. If your child makes an error suggest having another go, searching the pictures for a clue, sounding out the first letter or reading on before you 'tell' the problem word. Try some of the reading strategies.
- If your child is really struggling, take over the reading yourself so that it remains a fun activity and let the teacher know.
- When your child brings home a book that has been read before ask for a summary before reading it again, then discuss the book at a deeper level than last time.
- As your child progresses, talk about authors, characters and plots or what new information has been learnt.
- Join your local library and use it regularly. Watch out for storytelling events, summer reads and reviews of new titles.

Reading Questions

To help your child develop comprehension skills

Knowledge

Where is the story set?
When did the story take place?
Who are the main characters?
What does the character look like?
Where does the character live?



Comprehension

What is happening?
What happened at the end of the story?
Who is telling the story?
Which parts of the story do you like best?
Which parts describe the setting?
What problem does the character have?

Analysis

How do you feel about...?
Why did the author choose these words?
How has the author shown the character is afraid?

Application

Can you think of another story with a similar theme? With the same issues?
Can you think of another story character that acted this way?
What I did would you borrow from this story if you were to write your own

Evaluation

What makes a successful story?
Which one is better? Why?
Could the story be improved? How?
Who would enjoy reading this story?



Being critical

What is your opinion about...?
What evidence do you have to back up your opinion?
Have the views in the text affected your opinion?
What would the main characters think about...?



Handwriting

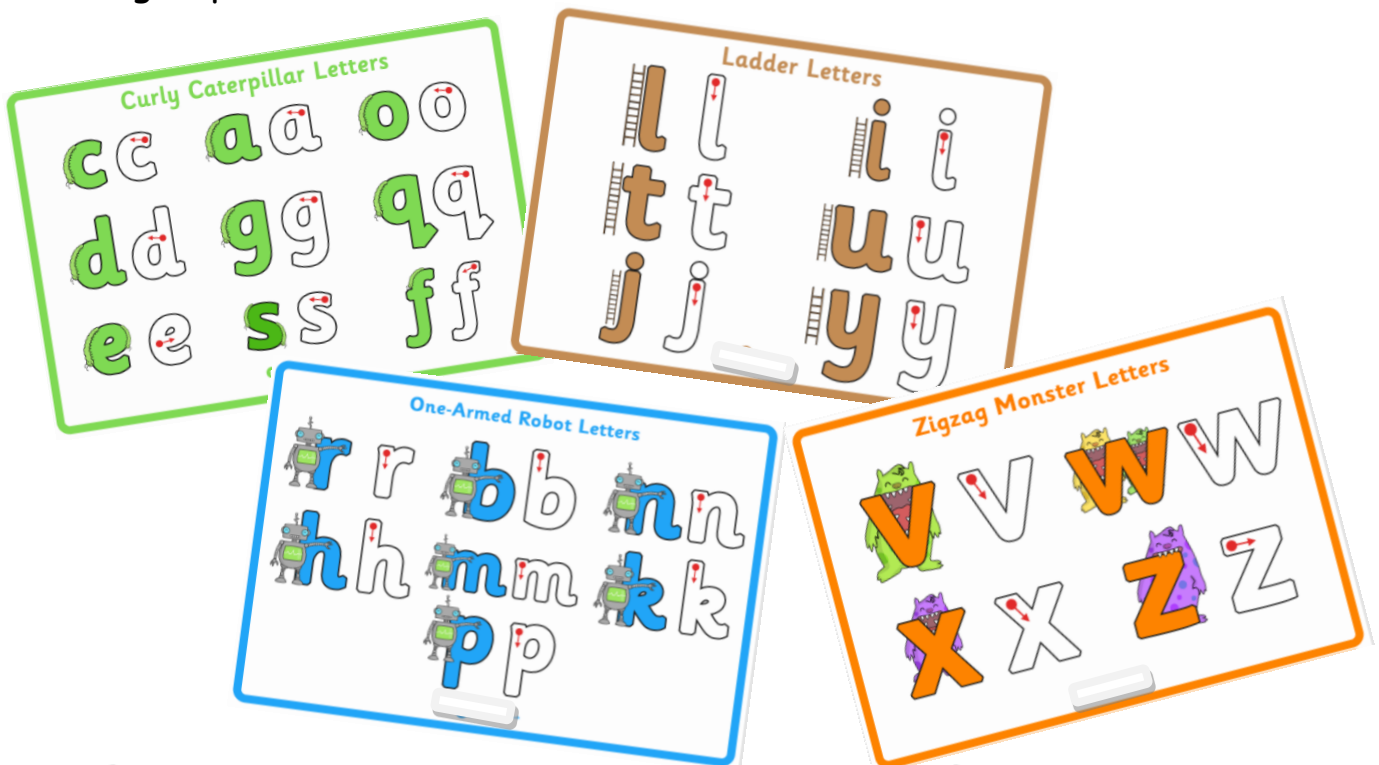
We use the Cambridge Penpals scheme for handwriting. Letter formation should be becoming familiar and secure. A reminder of letter formation:

In year 2 the children will continue to learn different joins.

- Diagonal joins - *am, un, lp*
- Horizontal joins - *op, wi, ot, wh, oo, wa*
- Joins from *q*, joins to and from *r*, joins to and from *s* and joins from *f*.

Some letters are not joined: *b, g, j, p, y, x* and *z*.

To support and encourage the correct letter formation we categorise letters into four groups:



The quick brown fox jumps over the lazy dog.

Here are some useful websites that may help your child with handwriting:

- http://www.ictgames.com/sky_writing.html
- <http://www.doorwayonline.org.uk/literacy/letterformation/>

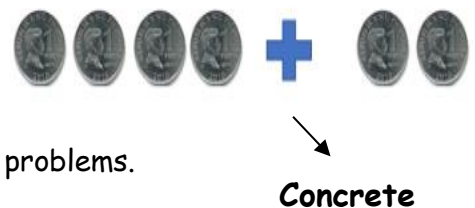
Maths Mastery

At Houghton Conquest Lower School, Maths Mastery has been developed to ensure that every child can achieve excellence in mathematics. It provides pupils with a deep understanding of the subject through concrete, pictorial and abstract approaches. This ensures pupils fully understand what they are learning.

Maths Mastery places emphasis on the cumulative mastery of essential knowledge and skills in mathematics. It embeds a deeper understanding of maths by utilising concrete, pictorial, and abstract approaches so that pupils understand what they are doing more, rather than learning to repeat routines pupils are given the opportunity to fully reason as well as develop fluency.

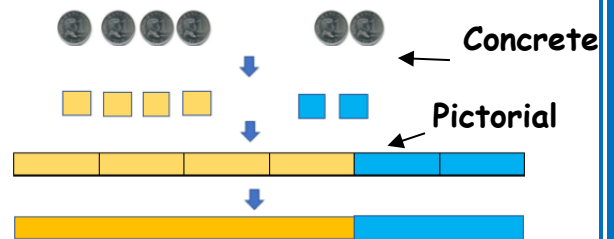
Concrete

Concrete is the '**doing**' stage where they use concrete objects as the model. This approach brings a mathematical concept into reality by allowing children to experience and use some physical resources to reason and solve problems.



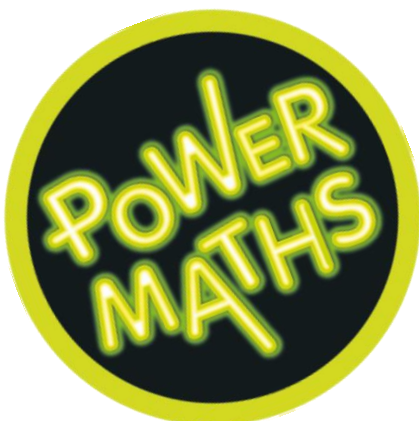
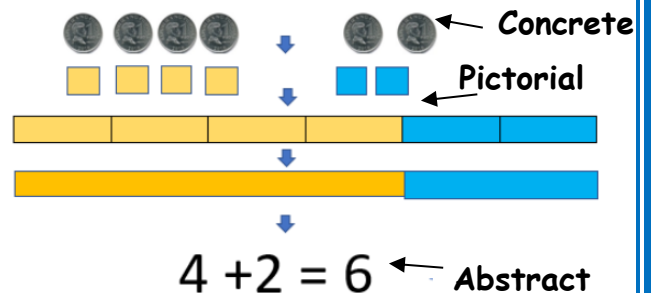
Pictorial:

The pictorial is the '**seeing**' stage where the children see the representations of the objects using varied templates, such as a part whole model or a bar model. It encourages children to see a mental connection between the physical objects and abstract concepts by looking at the pictures, circles, or any model that represents the objects. Building or drawing a model makes it easier for children to visualise the problem.



Abstract:

The abstract is the '**symbolic**' stage, where children can use abstract symbols to model problems. Once a child already has a solid understanding of '*Concrete*' and '*Pictorial*' then we can introduce the '*Abstract*'. In this stage, problems are represented using the symbolic concepts, such as numbers and mathematical symbols, for example the four basic arithmetic operations (+, -, x, /).



Literacy:

Fiction: Traditional stories - Tiger child, How the rabbit stole the fire. Creating our own stories using prompts.

Non-Fiction: Non-chronological Report - Information texts - fire safety then and now / Arctic animals

Poetry: Poems using the senses. Autumn acrostic Poems

Science:

Marvellous Materials (Physics)

Can we compare and contrast building materials available today and 450 years ago? What are the properties of the different materials?

Autumn

Seasonal changes, Fixing a torn umbrella investigation, Ice observation, Frozen exploration, Puddle observations

Wonderful Weather

What do we know about weather? Weather watching, Shadow fun, Setting up a weather station: Measuring rainfall.

Maths:

Count forwards and backwards, Read and write numbers to 20. Identify one more and one less. Work with number lines. Use the language of: equal to, more than, less than (fewer), most (least). Number bonds and related subtraction facts within 10. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to 10, including zero. Recognise and name 2D and 3D shapes.

DT:

Can we explore the stability of Tudor homes by making our own? Can we create a model Tudor street to explore the effects of it burning down? Can we bake bread like the baker of Pudding Lane? How can we use clay to create a polar animal?

PSHE:

Classroom rules and responsibilities
Feelings and emotions

Healthy relationships and teamwork

Fire and Ice



Music:

The Great Fire of London

Children will take part in singing, saying chants and rhymes and simple use of instruments.

Ocarina

Children will learn to play short tunes on

Computing:

We are treasure hunters

Using algorithms to control a programmable toy and debug programs

We are celebrating

Creating a digital greetings card using Word

History:

Can we investigate the great fire of London? What caused the fire? Why did it spread so fast?

Which explorers have visited the North / South Poles?

Can we research a famous explorer?

RE:

How do we show we care for others?

Find out what religions say about caring for people. Identify ways in which people demonstrate that they care for others. Reflect on opportunities we have to show we care for others

Who is a Christian and what do they believe?

Make links between what Jesus taught and what Christians believe. Talk about why God and Jesus are important for Christian people

The Christmas Story

Art and Design:

Can we use colour mixing to make a fiery landscape? Can we make our own piece of abstract art using collage techniques?

How can we mix cold colours? How have artists experimented with techniques for ice landscape painting?

What are different materials like? Can we create an ice landscape scene using different techniques to represent different parts of a cold scene?

Geography:

How can we use an atlas and map to locate the seven continents of the world? Can we locate the Arctic and Antarctic? How can we use an atlas and map to locate the five oceans of the world? Who lives in the Arctic and Antarctic? How do they survive? Compare Inuit people to us. What are the main dangers from the weather?

Literacy:

Fiction

- short and extended stories

Drama

- Rumble in the jungle drama performance

Non-fiction

- biographical writing about Roald Dahl

Poetry

- Rhyming texts - *Monkey Puzzle* by Julia Donaldson

Science:

Ourselves:

How do we change over time?

Can we find any patterns in our bodies?

What can we hear?

How can we sort things using our senses?

Let's Build (Physics)

What materials can we find?

Matching materials

Magnets and metal

Sorting objects

Maths:

Addition and subtraction (within 20)

Place value (within 50)

Multiples of 2, 5 and 10

Measurement - length and height

Measurement - weight and volume

DT:

Explore and try African tie dye techniques.

PSHE:

- Rights and responsibilities

- Taking care of the environment

- Money matters



PE:

Gymnastics

Stretching and curling, Rocking and rolling

Games

Improving throwing and catching skills through small group games

Dance: Handa's Surprise

History:

Explore how people change as they get older - what are the differences between us and our grandparents?

History:

Investigating a significant figure.

What did they do?

Why are they significant?

RE:

Who is a Muslim and what do they believe?

Why is the Qur'an important to Muslims?

What do Muslims believe about God?

What matters most to me?

What are my big questions about God?

What makes some places special?

Why are religious places special? What happens in these places? Where is special for me? Why is that place special for me?

Art and Design:

Combine water colours and charcoal to create a monkey portrait.

Use pointillism to create animal patterns.

Create African masks using pen techniques.

Explore pastels to create drawings of African fruits.

Paint an elephant in the style of Daudi Tingatinga.

Make and paint tribal jewellery.

Pop art portraits

Geography:

Locate Africa on a world map.

Use photographs to find out about a foreign country. Investigate the physical features of the UK and compare them to Africa. Design a safari park map with a key.

Research the similarities and differences between the life of a child in Kenya and our lives. Explore some of the problems that children face in going to school in parts of Kenya. Use aerial photographs to compare the physical and human features of Africa and the UK.

Literacy:

Fiction: Traditional stories and fairytales - *Jack and the bean stalk, dear zoo.*

Non-fiction: Non-chronological reports (animal fact file), Letter writing

Poetry: Patterns on the page - shape poems

Key skills

How words can combine to create sentences, Using capital letters and full stops, Using finger spaces between words, Beginning to join letters in handwriting

Science:

Animals:

identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

identify and name a variety of common animals that are carnivores, herbivores and omnivores

What's Growing in Our Gardens?

Going and growing outside Planting potatoes All about seeds What lives in the garden? What is inside a flower?

What is inside a tree? Mini beasts

Maths:

Addition and subtraction

Multiplication and division

Fractions

Position and direction

Place value (within 100)

Money

Time

Consolidation work

DT:

Design and make a pet pillow, sew fabrics using running stitch, evaluate our designs

Music:

Hey You!

Learn about the differences between pulse, rhythm and pitch

Learn how to rap

Listen and appraise hip hop songs

Compose own songs



PSHE:

- Rights and responsibilities

- Taking care of the environment

- Money matters

Computing:

We are painters

Create an eBook using paint programs

We are storytellers

Create a talking book that we can share with others

PE:

Sportshall Athletics: Running, throwing and jumping skills

Dance: Handa's Surprise / Minibeasts

Games: Bat and ball skills

RE:

What makes some places special?

Why are religious places special?

What happens in these places?

Where is special for me?

Why is that place special for me?

What can we learn from sacred books and stories?

Understand why religions regard writings as special.

Art and Design:

Explore how to mix paint to create different greens for leaves

Observational drawings of natural objects

Create a picture using natural materials

Explore the work of Andy Goldsworthy and make 3D natural sculptures

Use pastels to draw wildflowers on the style of Claude Monet

Explore the work of William Morris and design our own wallpaper

Geography:

Use geographical vocabulary to talk about places we visited on our holidays

Locate places on a map of the UK,

including countries and capital cities

Create fact books about animals that live in the woods

Find out about similarities and differences between the town and wood land

Doves Timetable Autumn - Miss Mitchell

		8:50 9:00	9:30	10:00	10:30 10:45 11:00	12:00:15 1.30	2:05 2.15	3:00 3:15			
Monday	Register (Complete morning challenge)	Phonics	Literacy Miss Mitchell		Assembly	Break	Mathematics Miss Mitchell	Handwriting	Creative Curriculum Miss Mitchell	Computing Miss Mitchell	Story time
Tuesday		Phonics	Literacy Miss Mitchell				Mathematics Miss Mitchell	Handwriting	Creative Curriculum Miss Mitchell	Science Miss Mitchell	Story time
Wednesday		Phonics	Literacy Miss Mitchell				Mathematics Miss Mitchell	Handwriting	PSHE Miss Mitchell	PE/Forest School Miss Mitchell / Miss Regan	Story time
Thursday		Phonics	Cooking Miss Thompson				Cooking Miss Thompson	Handwriting	Literacy Mrs Kane	Mathematics Mrs Kane	Story time
Friday		Phonics	Literacy Miss Mitchell				Mathematics Mrs Mitchell	Handwriting	PE 1:15-2:00pm Miss Mitchell	Library/(Alternate PSHE & Music) Golden Time Mrs Kane	Story time
		LUNCH									

Notes:

Notes: