

At Knights Enham Schools we provide...

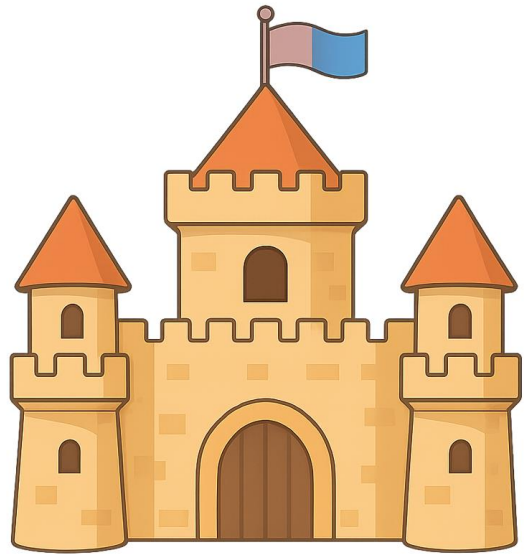
Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

'Together We Achieve'

Key Stage One at Knights Enham Schools



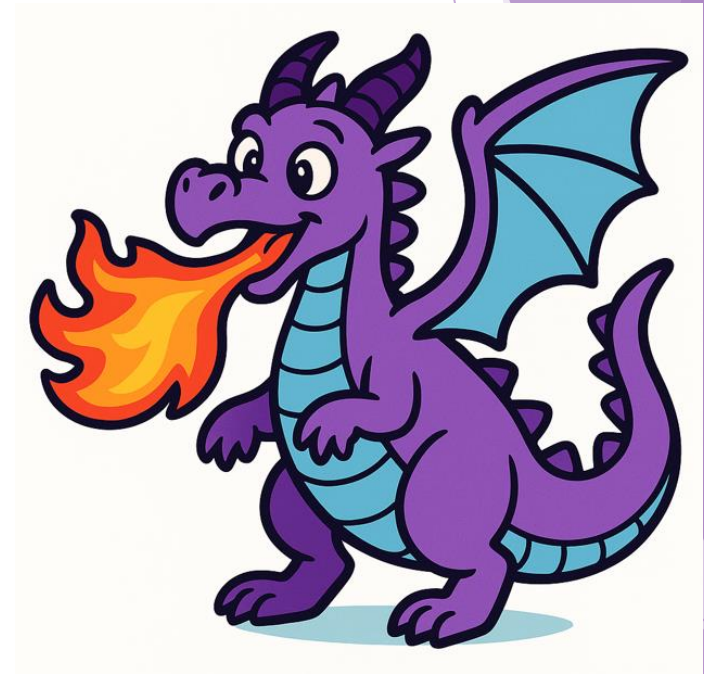
Three classes



Castles Class



Knights Class



Dragons Class

Castles Class

Mrs White

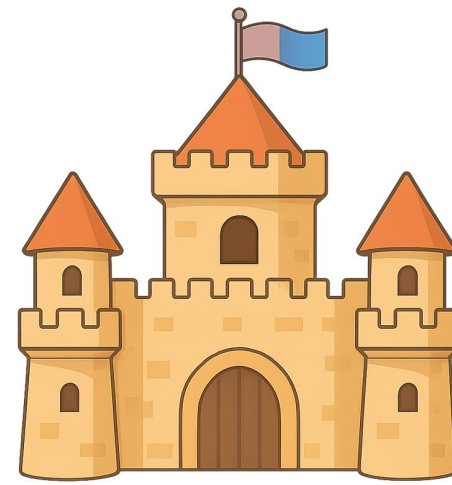


(Monday / Tuesday/
Wednesday)

Mrs Rolfe



(Thursday /
Friday)



Mrs Emans



Mrs Davies



Dragons Class



Mrs O'Leary



Mrs Lankshear



Mrs Smith



Knights Class

Mrs MacGinnis



(Monday - Thursday)

Miss Martin



(Friday)

Ms Hier



Phonics and Guided Reading

Children are taught according to their current phonic knowledge and understanding. Each group has a supporting adult alongside the class teacher.

Group 1 Mrs MacGinnis	Group 2 Mrs O'Leary	Group 3 Mrs White / Mrs Rolfe
Year 2 spelling rules - recap of alternative sounds Year 1.	Phase 5 sounds	Phase 3 sounds

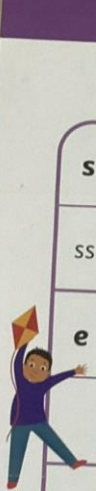
Children read a phonically matched book in school for a week and bring it home the following week to share with you.

Children also bring home a 'fun read' book.

Children will also start to bring home a school library book.

Phases 2-4

s	a	t	p	i	n	m	d	g	o	k
ss		tt	pp		nn	mm	dd	gg		c ck
e	u	r	h	b	f	l	j	v	w	x
		rr		bb	ff	ll				
y	z	qu	ch	sh	th	ng	nk	ai	ee	igh
	zz									
oa	ar	ur	oo	oo	or	ow	oi	ear	air	ure
ow										
er										



Phase 5+

s	a	t	p	i	n	m	d	g	o	k
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e	u	r	h	b	f	l	j	v	w	x
ea ie	o ou oo	rr wr	wh	bb	ff ph gh	ll le	g ge dge	ve	wh u	
y	z	qu	ch	sh	th	ng	nk	ai	ee	igh
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oa	ar	ur	oo	(y)oo	oo	or	ow	oi	ear	air
ow oe o-e o ou ough eau	a al ear	ir or ear our re	ue ew u-e o ou ui oe	ue ew u-e u eau	u	aw au al augh ar oar oor ore	ou ough	oy	eer ere	are ere ear ar
ure	er	zh								
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Week: oy

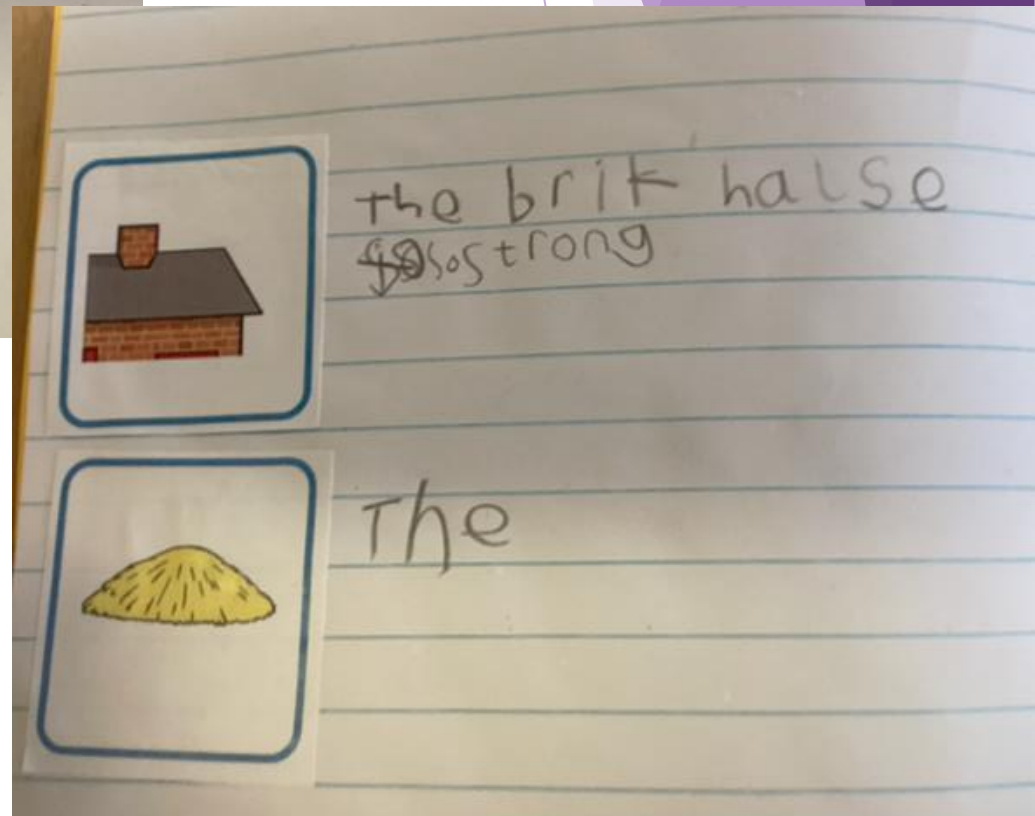
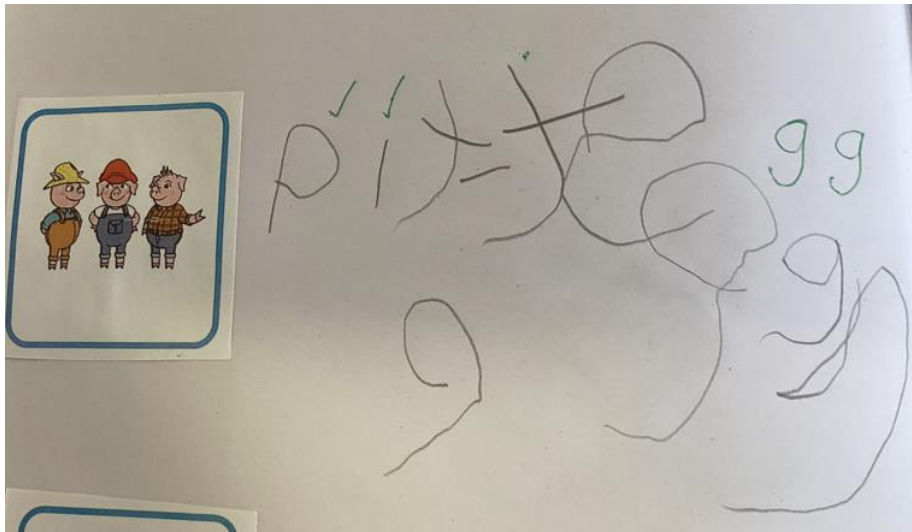
Week: e-ter



English

English is taught as a class. The planning ensures that all levels of need are supported and extended.

Session 3 - I can label pictures	Children to have whiteboards & pens ready on the carpet. Have 8-10 images on the IWB of which most are from the story. Look as a class, which of the images are relevant to the story. Introduce the word mat using the key vocabulary for the text.		PKS: Supported Task: Choose a picture and write the initial & dominant sounds, e.g. 'p-t' for pot. When finished, name writing practise. Independent task: Ordering laminated pictures from the story or matching word cards to pictures.	
	Phonics sound mats must be available on all tables.			
		PKS/Year 1 objective input		Year 2 objective input
	I do	Model choosing a picture and use the ELS spelling sequence to sound and spell the words modelling handwriting. Model with 'pig' and 'brick'		Model writing the sentence, 'He is a quick wolf' using the ELS spelling sequence to spell 'quick' & discuss the spelling for 'wolf'.
We do	Repeat the spelling sequence using 'huff' - children to write the word on their boards. Adults to ensure letters are formed correctly and remodel if needed.	Repeat with 'He is a hungry wolf' = children to write 'hungry' on their whiteboards. Adults to ensure letters are formed correctly and remodel if needed.		
You do	Challenge the children to repeat with 'puff'. Adult to then model correctly and encourage children to check theirs match the model.	Challenge the children to repeat with 'A big pink pig'. Adult to then model correctly and encourage children to check theirs match the model.		
			Year 1 objectives: Choose a picture and write an appropriate label, e.g. 'pot'. Extension: challenge children to extended to phrases, e.g. a big pot, scary wolf (have access to the word mats)	
			Year 2 objectives: Choose a picture and write a phrase or sentence to match the picture. Have the word mats available for children to use. Extension: Children to create sentences using 'and' to extend them (either to add extra detail or join two clauses).	





The wolf ~~blow~~ The house.



The wolf went down the chimney and The wolf ~~was~~ ^{out}.



The wolf blowed the stick house down.



The wolf is hungry and is going after ^{the} pigs.



^{first} The third little pig ~~but~~ built a house ^{of} straw.

Maths

Maths is mostly taught by year group. Some children may work in a group that is more matched to their current level of learning.

Mrs White / Mrs Rolfe	Mrs O'Leary	Mrs MacGinnis
Year 2	Year 1	Working towards Year 1

Within each maths session is Maths Burst - where we focus on children's key arithmetic skills.

Curriculum – Subject learning

- ▶ Split into two cycles – Year A and Year B.
- ▶ Topics are spread over the two cycles for complete coverage of the curriculum.
- ▶ This year we are following Cycle A.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science Cycle A	Seasonal Changes	Living things and their habitats	Animals including humans	Plants	Living things and their habitats	Use of everyday materials
Science Cycle B	Seasonal Changes	Materials	Plants	Seasonal Changes	Animals including humans	Seasonal changes
Geography Cycle A	King Arthur's Way	Antarctica		Rainforests / Continents		Oceans of the World
Geography Cycle B	Our School			UK Four Countries Capital Cities and being an Island	Kenya (The Savannah)	
History Cycle A		Scott of the Antarctic	Childhood Then and Now		Local History - Titanic	Ellen McArthur
History Cycle B		Toys - past and present	Neil Armstrong Mae Jamison			Great Fire of London

Science

Living Things and their Habitats

Explore and compare the differences between things that are living, dead and things that have never been alive.

Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other.

RE - Bread as a Symbol

We are learning about the symbol of the Harvest loaf and why it is used as a symbol at the festival of Harvest in the Christian church.

We will be designing our own symbol linked to our individual interests and then baking and making our own loaves in the shape of our symbols.

PE - Please check website for updated PE days for each class.

In session 1 we will be doing gymnastics, learning to copy and explore gymnastic routines. In session 2 we will be learning how to improve our fitness and health. On their PE days, children will come to school in their Knights Enham P.E kit.

PSHE

Me and My Relationships

We are using the SCARF programme to learn about classroom rules, listening to others, our feelings and being a good friend.

ENGLISH



We will be using these short texts to work on our reading and writing skills. We are starting with a character description and then we will write a fact file about ourselves. We will be developing our knowledge to make these interesting and informative. After that, we will be looking at instructions, following and giving and we will write instructions.

During the term we will be using additional texts both fiction, non-fiction and poetry to support our developing skills and knowledge.

Most importantly however, we are developing a love of reading! Please do ask the children what they have been reading.

Getting to know me...

Key Stage One Autumn 1



MATHS

Children will be developing their maths skills with particular focus on the following areas.

- Number and Place Value
- Addition and Subtraction
- Measure

All children have been put into groups that match their current area of understanding and learning. This may be following the Year 1 learning curriculum, the Year 2 learning curriculum, a balanced mix of both, or concentrating on basic maths skills such as number recognition and counting 1 more or 1 less. All children in Year 1 and Year 2 will be challenged at their level and will be learning in the same maths area at the same time. All of our teachers will work closely together to ensure that they meet the children's needs within their group.

We look forward to showing you how this will work at our Parents Evenings and meetings following.

Art / DT

We will be learning about Henry Moore and still life art. We will be learning to use a pencil to make line, shape and tone.

Music

We are beginning our new programme on Kapow, the theme is 'Call and Response' (Animals).

Geography

We will be looking at England and Andover on a map, using simple mapwork skills and using simple fieldwork and observational skills.

PE

Two sessions a week.

- Gymnastics
- Health and Fitness

Dragons	Knights	Castles
Wednesday	Monday	Monday
Friday	Wednesday	Thursday

Children come to school in their PE kit for the day. Uniform is not needed.

A Typical Day

Time	
8:45	Greet children / registration
9:05	Whole School Assembly
9:30	Phonics
10:10	English
11:00	Break (including snack)
11:20	Maths and Maths Burst
12:20	Lunch
1:05	Phonics and Guided Reading
1:50	Science
2:25	PE
3:05	Class story and tidy up
3:15	Home Time

Snack

A range of fruit and vegetables are provided for the children to eat each day.

All children eat in the hall and a paediatric first aider is present in the hall.



Lunch



Our new lunch provider is ABM.

If your child has any allergies, please see the school office who will help direct you to the forms needed to be completed for individual lunch menus.
(Only medically diagnosed conditions can be catered for).

Children are offered 3 choices.

A salad bar choice of two salad options available every day.

MONDAY

MAIN MEAL



Sausages served with Mashed Potato and Seasonal Vegetables

VEGETARIAN



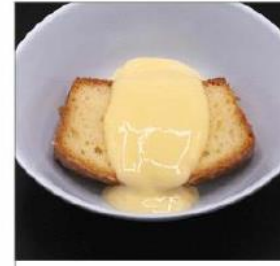
Vegetarian Sausage served with Mashed Potato and Seasonal Vegetables

JACKET POTATO / PASTA



Pasta with Tomato and Basil Sauce

DESSERT



Lemon Sponge served with Custard

TUESDAY



Homemade Beef Lasagne served with Diced Potatoes and Mixed Garden Salad



Vegetarian Lasagne served with Diced Potatoes and Mixed Garden Salad



Jacket Potato with a choice of Tuna Mayonnaise Cheddar Cheese or Baked Beans filling

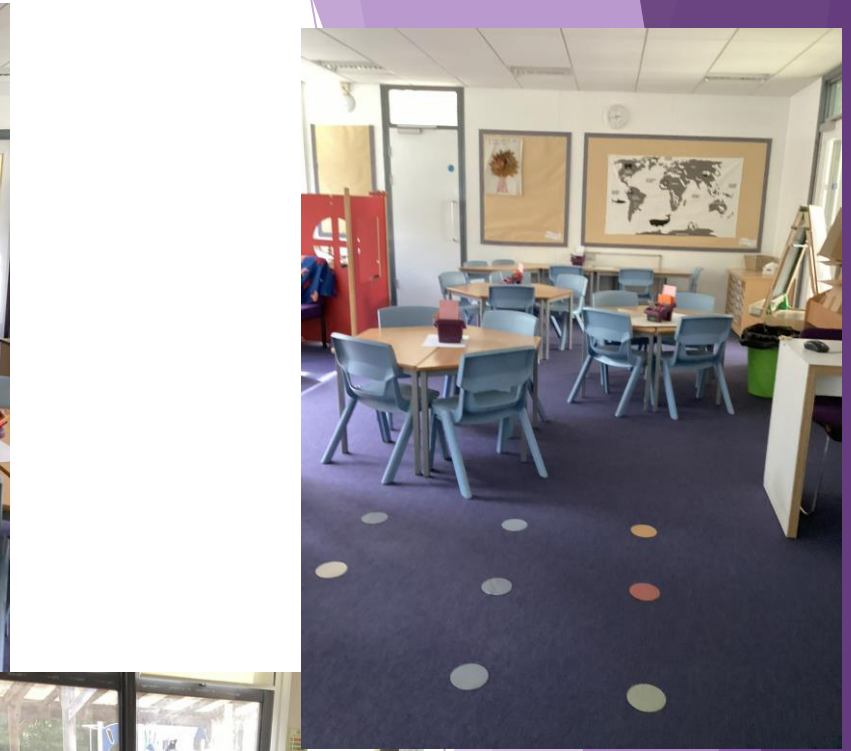
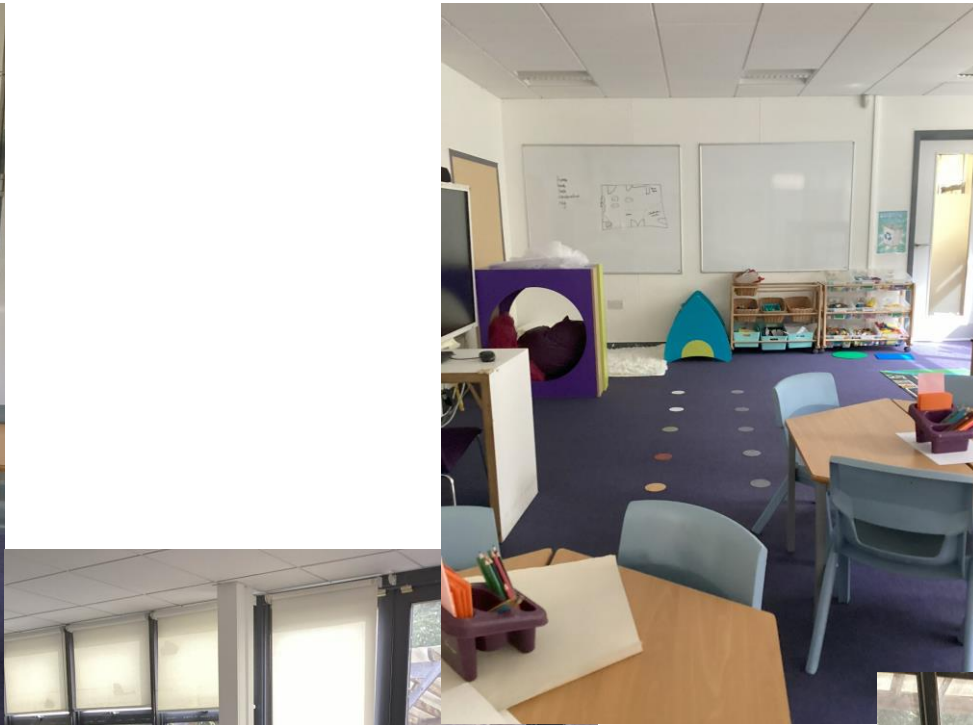


Shortbread Finger with Fruit Wedges

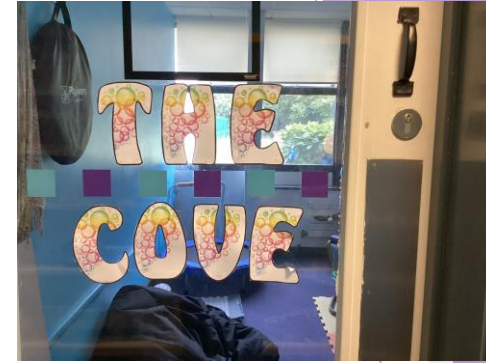
The Fort



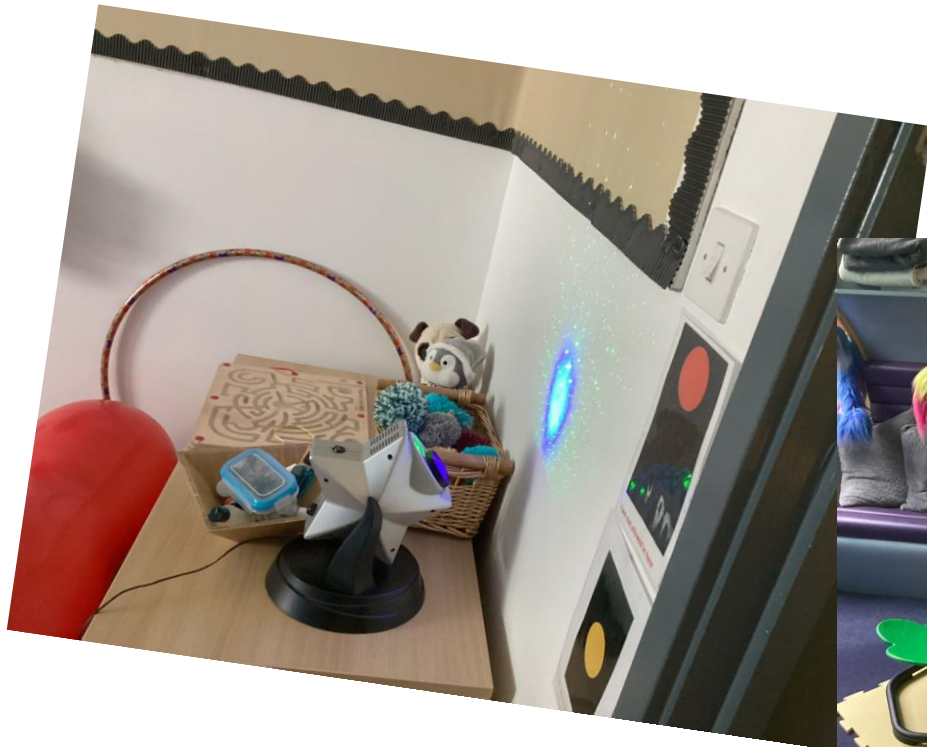
- Some children have not meet the Early Learning Goals targets and still need to develop their social and communication skills to achieve a good level of development.
- We now have a dedicated room to support the development of these skills.
- It is accessed every afternoon except Tuesdays.
- Children receive their topic learning in the room before having the chance to 'Discover'.
- The room is supervised by a teacher each day.
- Staff have a list of focus tasks for each child that attends the room. This is discussed in our planning time so that it is specific to each child.



The Cove



In addition to the Fort, we also have The Cove. A dedicated sensory space for children to use.



Pastoral and Welfare Team



Miss Field SENCO



Emma (Mrs Stott)
Welfare Manager



Lesley (Ms Hardy)
Welfare Officer



Mrs Pope
ELSA



Miss White
TALA



Mrs Smith
TALA



Miss Ward
Inclusion Lead

Thank you for coming

