

HARLESTON SANCROFT
ACADEMY

Key Stage 1 Transition Meeting

12th June 2023

Key Stage 1 Team



Class Teacher
Miss V Scofield



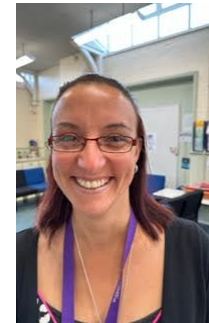
Class Teachers
Mrs L Tooke and Mrs E Pritchard



Class Teacher
Miss A Oslavio



Teaching Assistants
Mrs Black
Mrs Green



What is the same?	What is different?
<ul style="list-style-type: none"> ● Outside space ● Access to continuous provision ● Power Maths ● PE ● Phonics ● Curriculum is planned to meet the needs of the children ● Daily structure is planned to meet the needs of the children 	<ul style="list-style-type: none"> ● Formalised learning in larger groups/whole class groups ● Longer whole class engagement ● Break times ● No key worker ● Timings of the day ● National Curriculum



Example of the Structure of the KS1 day

Time	What	Additional Information
8:30	Gates open to the playground	
8:40 - 8:50	Classroom doors open Registration	
8:50 -10am	Maths	
10.am-10.15am	Collective Worship	
10:15 - 10:30	Break	
10:30 -12:00	Phonics/Guided Reading/English/Spelling	
12:00 -12:50	Lunch	
12:50 -13:00	Registration	
13:00 -15:00	Foundation Subjects	
15:00 -15:15	Story and End of day	

Please note the difference in timings at the end of the day from the reception time.



Uniform

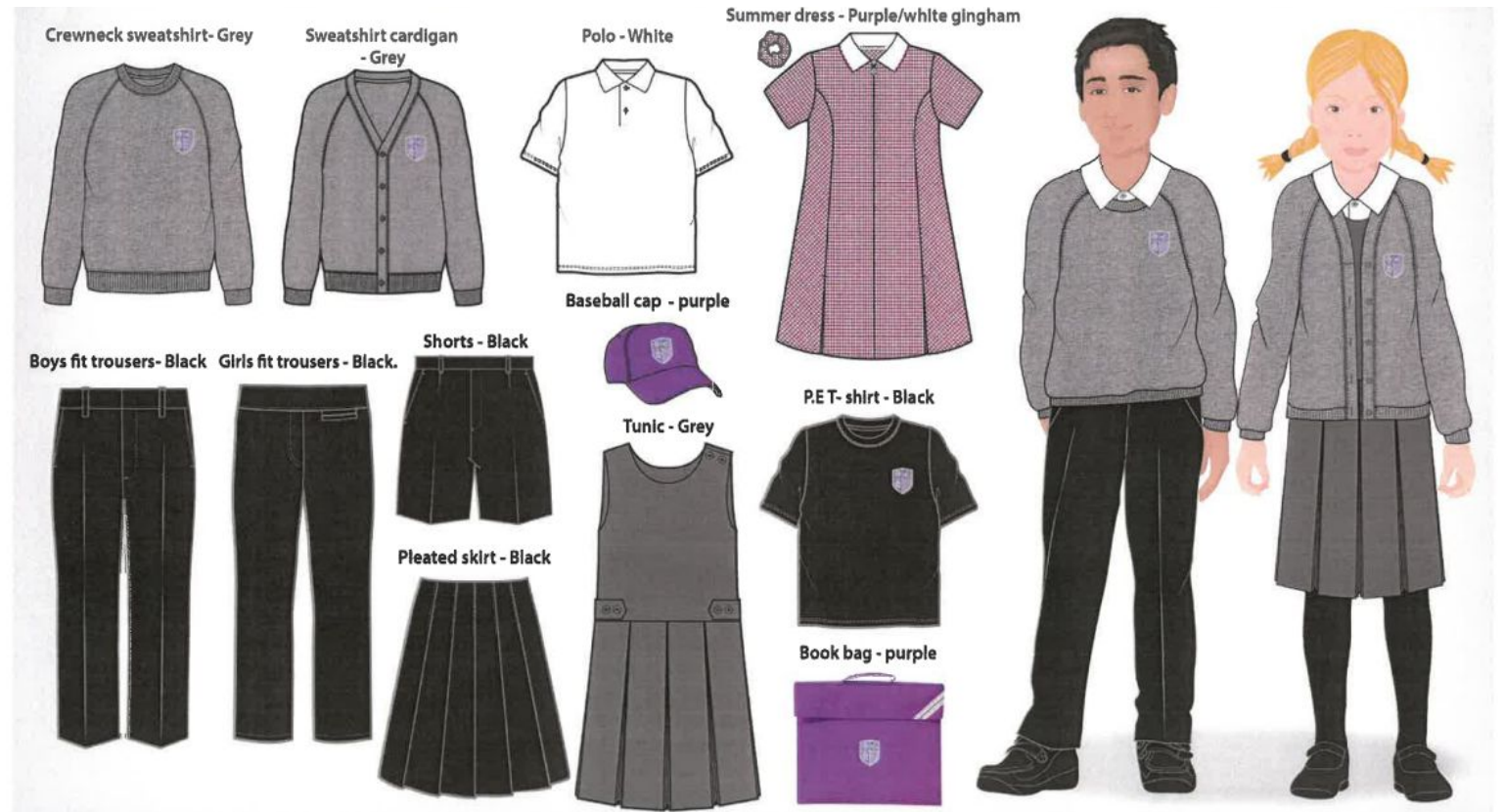
New school uniform consists of;

- Grey cardigan/jumper - logo
- White polo shirt
- Black shorts/trousers/skirt
- Grey Tunic
- Purple gingham summer dress

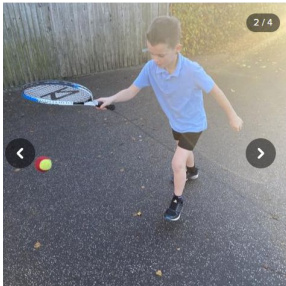
PE kits

- Black T-shirt - logo
- Black shorts/leggings/Skorts

Please note that this is only compulsory for children in the new Reception intake this year. If you are buying new, we recommend you purchase the new uniform. But children can continue to wear their blue uniforms this year.



Subjects



<u>Core Subjects</u>	<u>Foundation Subjects</u>
Reading Writing Maths Science R.S (Religious Studies)	Art & Design Computing Design and Technology History Geography Life Skills (Personal, Social Health & Economics and RSE) P.E Music



Phonics

- Little Wandle Letters and Sounds Revised
- Daily phonics lessons
- Matched decodable books that will be changed weekly
- Teaching of sounds split into phases
- Support through intervention if needed
- Phonics Screening Check in June 2024
- Parent website
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

We're teaching every child to read with Little Wandle Letters and Sounds Revised
 A complete SSP validated by the Department for Education



Grow the code grapheme mat Phase 2, 3 and 5

S	t	p	n	m	d	g	c	r	h
s	tt	pp	nn	mm	dd	gg	ck	rr	
ss			kn	mb			ck	wr	
c			gn				cc	ch	
se									
ce									
st									
sc									
b	f	l	j	v	w	x	y	z	qu
bb	ff	ll	jj	vv	wh			zz	
	ph	le	dge	ve				s	
		al	ge					se	
								ze	
ch	sh	th	ng	nk	a	e	i	o	u
tch	ch					ea	y	a	o-e
ture	ti								ou
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	ci								

Grow the code grapheme mat Phase 2, 3 and 5

ai	ee	igh	oa	oo	yoo	oo	ar
ay	ea	ie	o	ue	ue	u*	a*
a	e	i	o-e	u-e	u	ou	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	ie	y	oe	ou	ew		
aigh	y		ow	ui			
ey	ey						
ea							
or	ur	ow	oi	ear	air	zh	
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
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*depending on regional accent

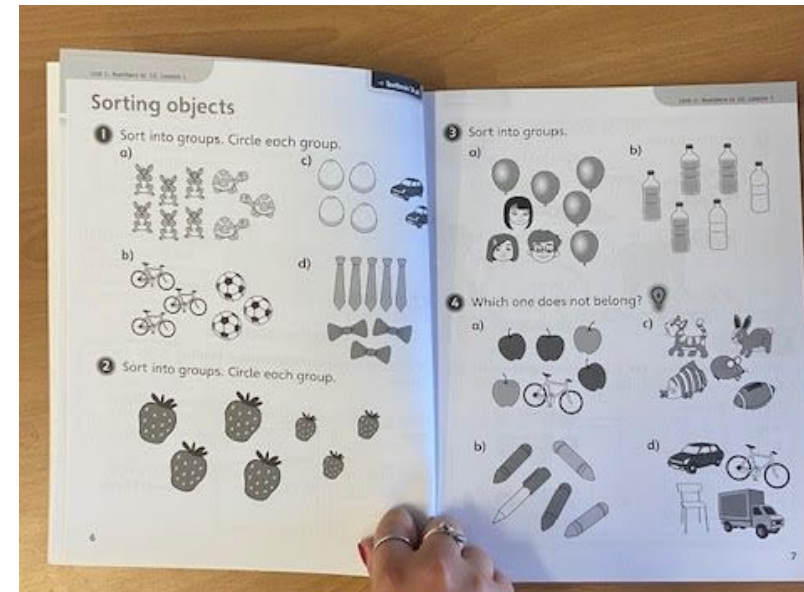
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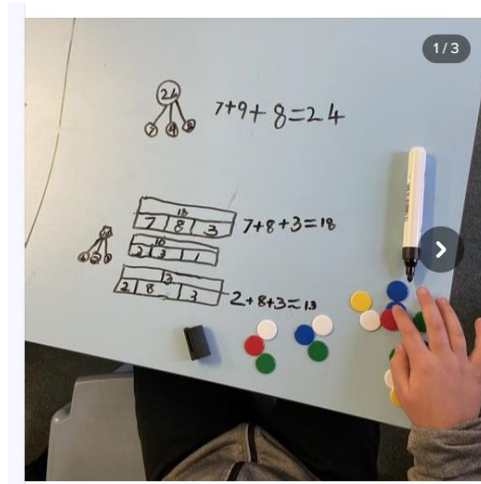
Maths

- Power maths
- A mastery approach
- Use of manipulatives (concrete resources)
- A scaffolded approach leading into independent work



Resources used include;

- Base 10 (rods and dienes)
- Ten frames
- Tens and ones counters
- Numicon
- Bead strings
- Counters, cubes, objects

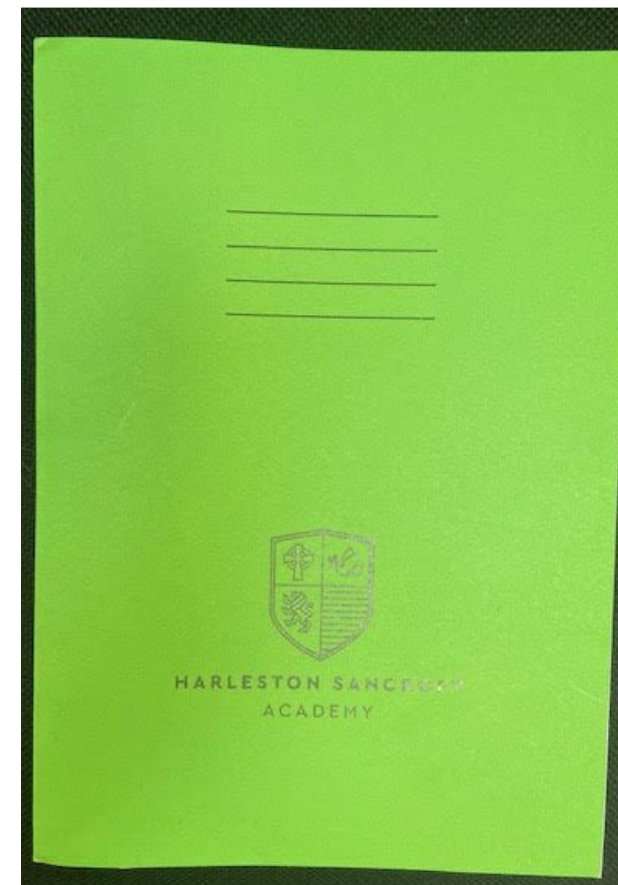


Writing

Cursive Lower Case Letters



- English is based around stories/books
- Individual personalised targets
- Handwriting - pre-cursive is learnt in Y1
- Grammar and punctuation
- Approached through a variety of stories and high quality texts



Reading

The single most important thing you can do for your child's education is to read with your child.

- 3x per week
- Learning Objectives in reading records
- Focus on the challenge in the reading record
- Comment in the book - adults only
- Teacher lead whole class reading sessions
- Teacher lead small group guided reading



KS1 Curriculum in a mixed-age classroom

- The National Curriculum is framed as 'by the end of KS1'
- It is down to schools to set out each year groups curriculum to meet this expectation.
- We will be operating a 2 year, rolling programme to cover the curriculum
- In class, teachers will be differentiating the expectations to ensure children are accessing the curriculum at an appropriate level



Skills Map – Art & Design						
KS1						
<ul style="list-style-type: none">• Use a range of materials creatively to design and make products.• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>						
Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1		Art: Drawing, Painting & Collage - Fire Pictures Artist Study: A range of Fire of London Art.	Art: Painting and Printing Artist Study: Lichtenstein Pop Art	Art: Painting & Printing 3D Minibeasts Artist Study: Stephanie Kilgast (Happy Bugs)		
Cycle 2			Art: Drawing & Painting - Animal Patterns Artist Study: 'Animals in Art' Tate https://www.tate.org.uk/art/teaching-resource/animals-art		Art: 3D - Dragon Sculptures Artist Study: Matthew Reeve	Art: Collage - Seaside Art Artist Study: Angelika Heckhausen
Drawing		Painting		Printing		
<ul style="list-style-type: none">• Develop observational skills to look closely and reflect surface texture & pattern through mark-making.		<ul style="list-style-type: none">• Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.		<ul style="list-style-type: none">• Create patterns and pictures by printing from objects using more than one colour (link to Klee).• Develop impressed images with some added pencil or decorative detail.• Relief printing – string, card.		
3D		Collage		Evaluating		
<ul style="list-style-type: none">• Develop understanding of 3D forms to construct and model simple forms using a range of materials.• Begin to collaborate.		<ul style="list-style-type: none">• Modify chosen collage materials in a range of ways e.g. by cutting, tearing or re-sizing.• Make choices about which materials to use for collage based on colour, texture, shape and pattern.			<ul style="list-style-type: none">• Describe and compare features of their own and other's artwork.	
				Greater Depth	<ul style="list-style-type: none">• <i>Can they make links between their own artwork and other artists'?</i>• <i>Can they comment how an artist/designer has used colour, pattern and shape?</i>• <i>Can they plan their art using a range of techniques e.g. sketches, discussion?</i>	

- National Curriculum objectives are the same
- Theme through which they are taught is the same
- Expectations for each age range are different

Example of planning for a foundation subject

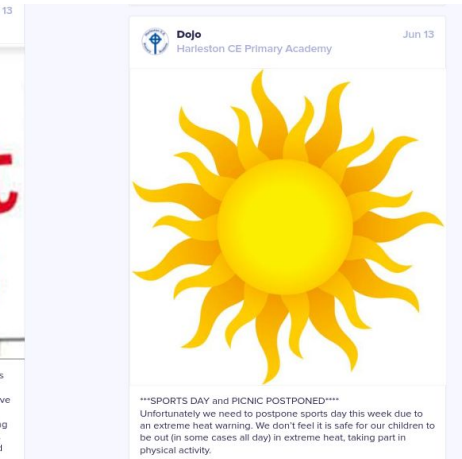
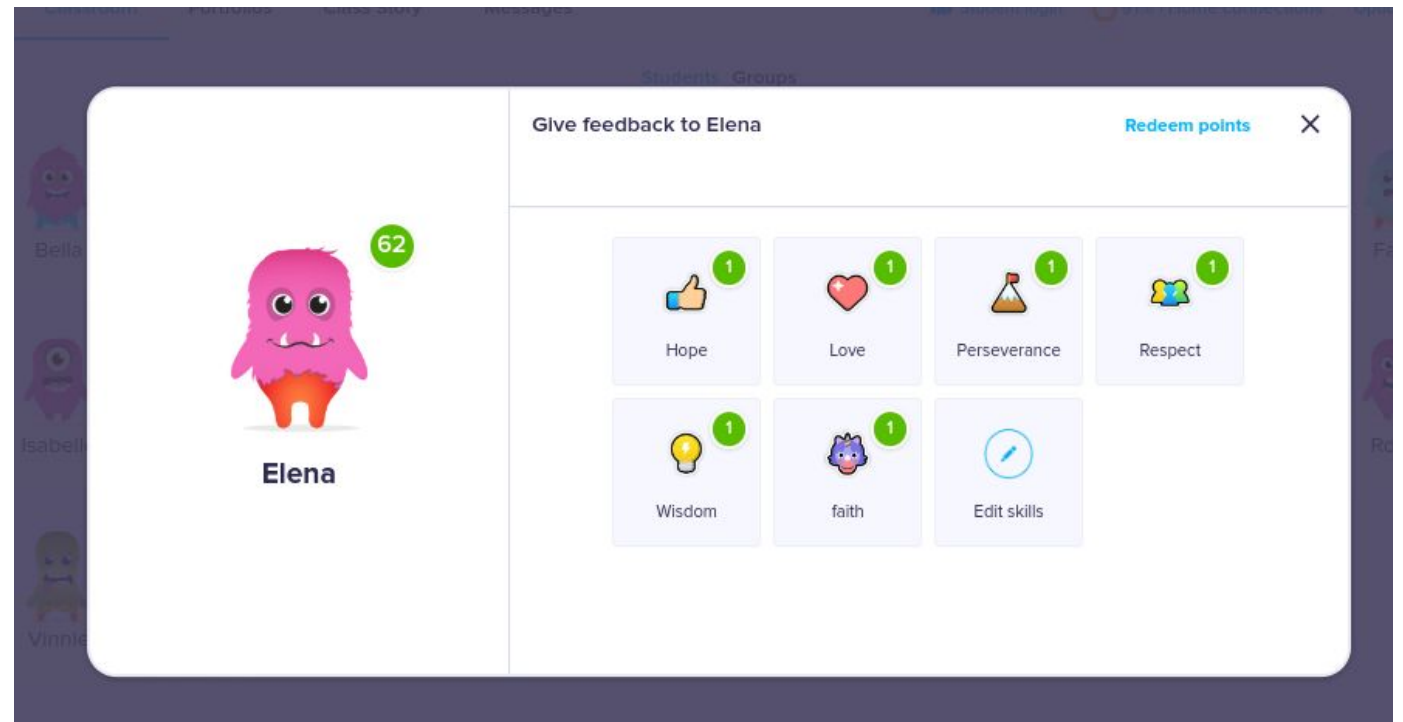
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Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1		Art: Drawing, Painting & Collage - Fire Pictures Artist Study: A range of Fire of London Art.	Art: Painting and Printing Artist Study: Lichtenstein Pop Art	Art: Painting & Printing 3D Minibeasts Artist Study: Stephanie Kilgast (Happy Bugs)		
Cycle 2			Art: Drawing & Painting - Animal Patterns Artist Study: 'Animals in Art' Tate https://www.tate.org.uk/art/teaching-resource/animals-art		Art: 3D - Dragon Sculptures Artist Study: Matthew Reeve	Art: Collage - Seaside Art Artist Study: Angelika Heckhausen
Drawing			Painting		Printing	
<ul style="list-style-type: none">• Begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.			<ul style="list-style-type: none">• Begin to develop more control when painting, applying knowledge of different hues and how different media behave e.g. <i>adding water to thin paint</i>.		<ul style="list-style-type: none">• Create order, symmetry, irregularity.• Extend repeating patterns – overlapping, using two contrasting colours etc.	
3D			Collage		Evaluating	Greater Depth
<ul style="list-style-type: none">• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.• Develop basic skills for shaping and joining clay, including exploring surface texture.			<ul style="list-style-type: none">• Experiment with overlapping and overlaying materials to create interesting effects.			
					<ul style="list-style-type: none">• <i>Can they make comparisons between their own artwork and other artists'?</i>• <i>Can they articulate what they are trying to express in their own artwork?</i>• <i>Can they transfer skills into a different medium e.g. using drawing skills when painting?</i>	



Dojos

You will need to sign up to class dojo to see your class page and the whole school story.

- Learning updates including photos
- Important information and reminders
- You will need a code which your class teacher will give you
- Weekly whole school newsletter
- You do not need to subscribe or pay



FAQ's

- **When will my child meet their new teacher?** Your child will meet their new teacher on Meet the Teacher day which is 18th July.
- **Will we still have Tapestry?** No. Tapestry will finish at the end of Reception, class dojo is a closed platform that will be used to share learning and messages. It is important that you sign up before September.
- **My child has speech and language support in Reception, will this continue?** Yes.
- **Do I need to buy the new uniform for September?** There is a phased transition between the current uniform and the new (Harleston Sancroft Academy) uniform. Either can be worn in September.
- **Will parents get to meet their child's teacher?** You are welcome to meet new teachers after school on the Meet the Teacher day

If you have any further questions please do not hesitate to get in touch with the school office in the first instance.

