

Review of the Curriculum - Yellow

Family and community

Working with parents - parent events used to share the expectations in year 2 as well as support them in how to work with their children at home.

Parents use email to contact me about concerns, followed up quickly with talking in person.

This year they have spent time also emailing me to share learning from home and links to items linked with out learning, showing they are aware of what is happening in the classroom.



Yellow Class 19.1.18

Dear Parents,

Yesterday's engaging night was a great success and we were blessed with perfect weather. The children loved looking properly at the night sky and learning to feel out more about what can be seen. They also enjoyed playing with the torches, going on a dark walk around the school and of course the hot chocolate!

Thank you to those who were able to make the parent event last week. I hope you found it useful to get an idea of what spelling we teach, how we teach it and some of the ways you can support your child with spelling at home. Over the coming months I may send home some lists of spellings. These are for your information and can be used as a focus to any extra practice you and your child might want to do, or as something you could look out for together when you read. They aren't for spelling tests and shouldn't ever distract from the content of any writing the child does. Spelling is important, but it forms only one part of writing. We don't want to inadvertently put any children off enjoying writing!

In maths we have been learning about multiplication and division. To get a clear understanding of what they are (rather than rote learning facts) we have used lots of visual representations. One of these is an array. For example, below is an array for 15:

There are 3 rows of 5 cows, or 5 columns of 3 cows.

= An addition calculation could be $5 + 5 + 5 = 15$ or $3 + 3 + 3 = 9$ or $3 + 3 = 6$.

- We are using the term 'lots of' or 'groups of'. So 3 lots of 5 is 15 or $3 \times 5 = 15$ or 5 lots of 3 is 15 or $5 \times 3 = 15$.

- It also shows on the opposite, if we took a 'whole amount' of 15 cows and divided them into 3 equal parts/groups, we'd have 5 in each part/group $15 \div 3 = 5$. If we divided them into 5 equal parts/groups, we'd have 3 in each part/group $15 \div 5 = 3$.

The other way we have been showing multiplication and division is with a bar model:

15		
5	5	5

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The end of the day allows relaxed time to talk to parents and I arrange meetings with parents I want to see.

I feel the regular sharing of the work we do has made parents feel able to come to me to ask further questions. I've had several meetings with parents and offered informal after school sessions as and when they are needed to share current methods of calculation in maths.

Members of the community come in to read with the children each week. Volunteer parents come in to support reading and spelling every day.

More recently, children have come up with ideas for how to support the Bring over Brenda campaign.



Sharing key breakthrough moments. Using photos with a quick email to those parents who aren't able to see me in person as often.

Regular emails to parents with out latest learning and ideas for how they can be supported at home.

Embracing the unexpected

Empowerment

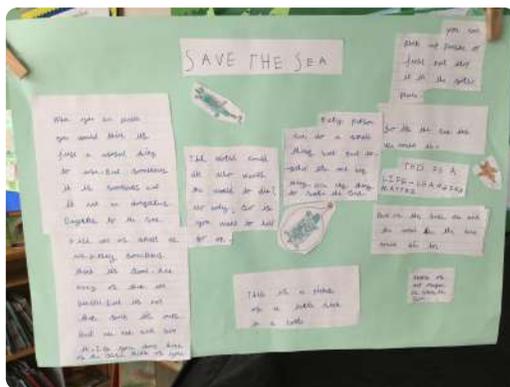
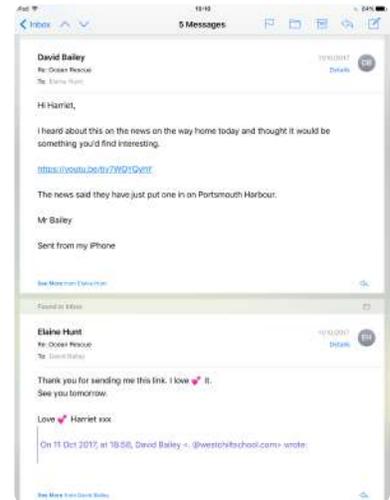
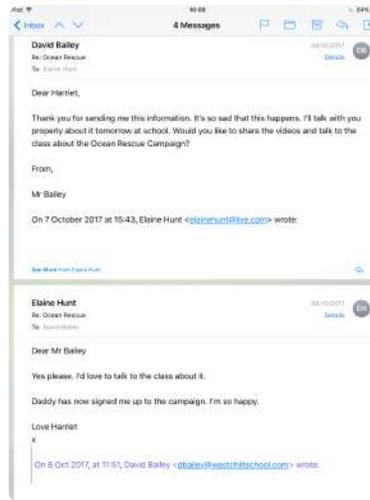
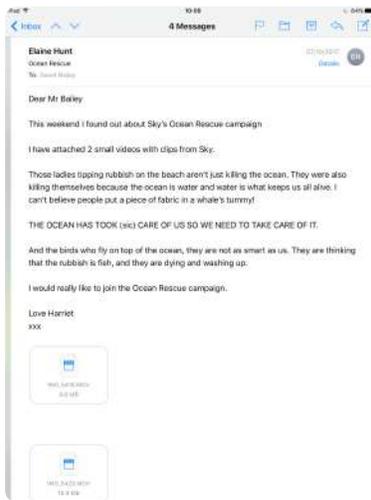


Having no fixed timetable allows the freedom to follow the children's interests and adapt to opportunities that present themselves.

Samuel spotted a collection of old plugs and wanted to know how they worked, other children agreed. I changed the original science unit on materials to include use of the old plugs.



In the Autumn term Harriet emailed me a video clip which she wanted to share in class. It was of the dangers of plastic to sea life. What followed was a very passionate and tearful, speech from Harriet to the class on the subject.



This led to a change of plan and following the well timed series 'Blue Planet 2' we learnt about sea life and went into more depth about plastic pollution.

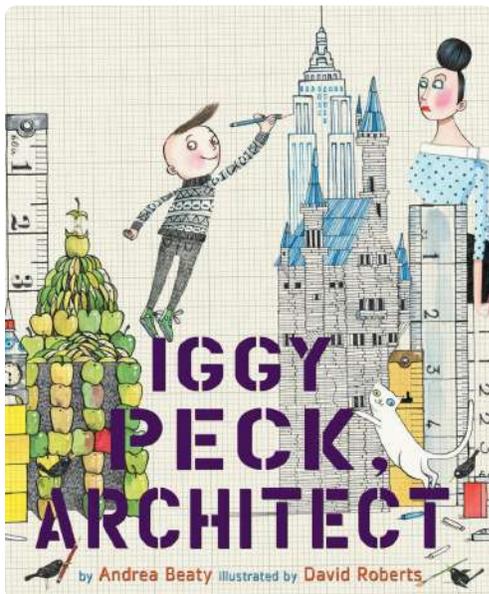
Time and Choice

Giving work a purpose and definite audience, particularly in writing ensures that time is given for them to complete it. Children who want time to embed skills have some free time during the week as well as time first thing in the morning. Lots of children have brought in work from home which is shared and celebrated.

Work is built up gradually and not rushed to ensure a depth of understanding on a learning point and allowing the children to gain more confidence before moving on. Work on the mastery curriculum in particular has shown an improvement in the security of the children's mathematical ability.



Working with purple class exploring creativity with 'It's not a box'. A morning given to this activity to ensure the experience was full and not rushed.



Lots of work spent in the Autumn term on encouraging the celebration of mistakes and allowing time to reflect on them and have another chance to improve rather than moving on.

Resilience

There has been a lot of discussion and learning about managing their own time and making choices over what they spend their time doing.



There is time in the school day for children to follow their own interests and consolidate or build upon the recent learning in the class. Niamh and Leia presenting the news of the first women to land on mars following our learning



Time allowed to prepare all the ingredients for pizza making.



Making a wormery.



Drama workshop.



Using drama to understand experiences.



Cooking for the sleepover.



Visiting the science centre.

First hand experience

Learning through first hand experience is interwoven throughout the curriculum. Some is linked with national curriculum objectives and some is for development on a personal level. We value experiences from all the children as well as events the whole class are part of.

Empowerment



Children speak about experiences outside of school and bring them to their friends.



PSE Skills and Providing a Script

Yellow class have spent a lot of the year learning how to work as a class community. This includes learning how to speak to each other to solve disagreements as well as what listening actually means. A lot of time has been spent on learning how we can learn from each other socially and academically.

Resilience



Working together.



Exploring feelings through drama.



Learning from older children.



Helping younger children.



Children's choice to help out with the younger children.

