

# St. John Vianney Catholic Primary School

## Year 1 and Year 2 Meeting for Parents

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# Welcome

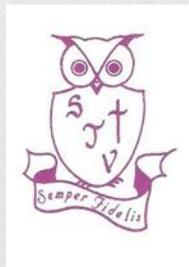
Monday 11<sup>th</sup> September 2023



# Introduction

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**The purpose of our meeting this evening is to inform you of routines, standards and expectations relating to Year 1 and Year 2 children.**



# Meet the Year 1 Team



Mrs Turner



Mrs Ryan



Miss Carr



# Meet the Year 2 Team



Mrs Evans

Mrs Halls



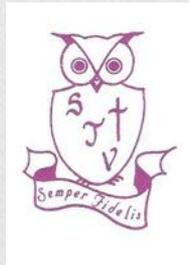
Mrs Littlewood



# Year 1 and Year 2

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- **Home/School Agreement**
- **Building Fund**
- **Issues/worries/concerns**



# P.E. and Forest Schools

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## Year 1

Forest Schools – Tuesday and Thursday  
P.E. – Wednesday

## Year 2

Forest Schools – Friday  
P.E. – Wednesday  
+ Tuesday (for the next 4 weeks)



### Forest Schools Kit:

- P.E. kit to be worn into school on your child's Forest School Day
- Skins under P.E. kit when the weather is colder
- Waterproof and wellies to be brought in a bag

**Please note: Children will go out in all weather.**



# Religious Education

- At St John Vianney, Christ is at the centre of all we do. Our one school rule, 'Love one another as I have loved you.' is carried in our heads and our hearts.
- The children pray throughout the day and have opportunities to lead prayers regularly. Please encourage your child to pray at home in the morning, before and after lunch and at bedtime. Help them to pray for those less fortunate than themselves.
- We attend Mass in school at least every three weeks. Please attend at the weekend with your child whenever you can.
- Your child will bring home a Prayer Bag during the year. Please use the resources within it to pray as a family and record your prayer experience with your child in the book provided.

LOVE ONE ANOTHER  
AS I HAVE LOVED YOU



# Phonics

We follow a scheme called: **Floppy's Phonics**

Floppy's Phonics is a rigorous, systematic synthetic phonics teaching programme for early reading and writing success.

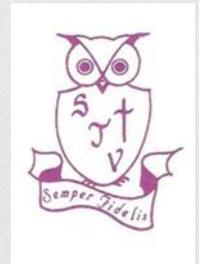
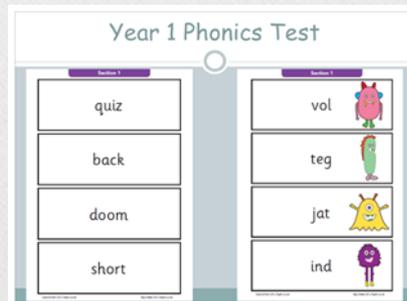
Sounds are matched to the children's reading stage and support them with early spelling and writing.

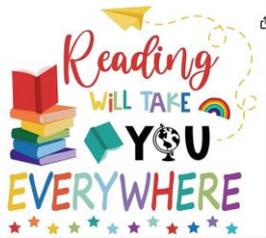


# Synthetic Phonics

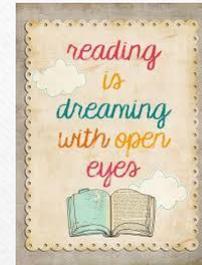
The technical name has nothing to do with being artificial! The **'synthetic'** name comes from the synthesising or blending of sounds to make a word and enable children to read.

The English language has 26 letters but 44 unique sounds, each with lots of different ways to spell them. A synthetic phonics approach will teach these 44 sounds from the simple to the more complicated logic.



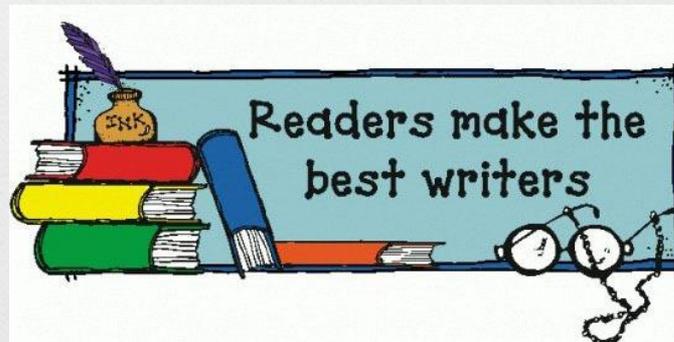
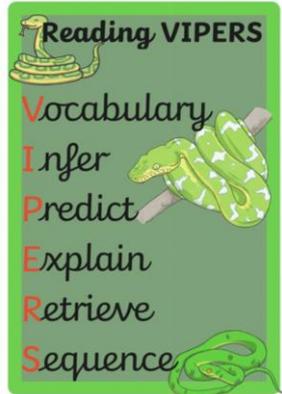


# Reading



Please read daily with your child and return their book to school each day. Staff will read with the children twice per week. In addition, reading is a focus through our English lessons and phonics sessions.

We use **VIPERS** to practise a range of reading skills.

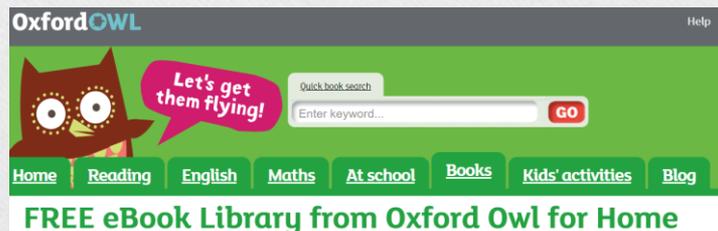


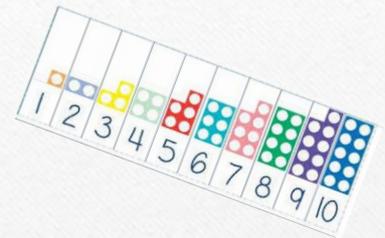


# Reading for Pleasure

Encourage your child to read a broad range of books. This will:

- develop and extend their knowledge and vocabulary;
- grow their love of reading;
- help them to find out about the world;
- give the children a sense of freedom and empower them.





# Mathematics

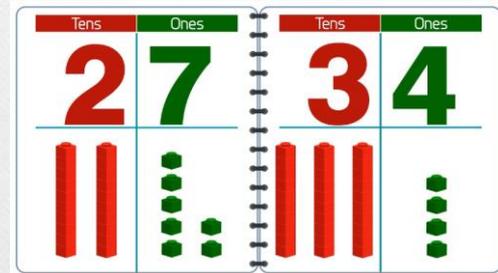
We follow a Mastery approach to Mathematics at SJV.

Children have opportunities to :

- handle materials and equipment;
- see representations and images to help them to visualise the Maths;
- calculate using the abstract form.

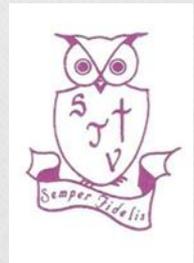
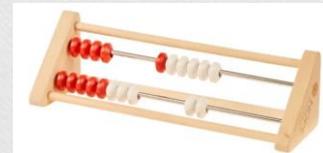


The children are developing fluency, reasoning and problems solving skills through our Mathematics lessons.



We would be so grateful if you could help your child to learn key Mathematics facts through regular practice.

Please encourage your child to count forwards and backwards from a range of numbers. Use Numbots to help your child to subitise and learn their number bonds and TTRockstars to learn multiplication facts by heart.





# Homework

- Homework tasks involve practice or application of strategies and learning which has already taken place during the school week.
- Children will receive homework each week, to include:
  - Reading – Please read with your child daily.
  - Spelling – Please see your child’s Spelling Shed weekly homework practice.
  - Mathematics – Please log in to Numbots and (For Y2) TTRockstars;
  - Year 2 children will receive Seesaw homework on Wednesday, to be completed by the following Monday. Our spelling lesson takes place on Friday and the children will then practise the spellings on Spelling Shed, ready for their Spelling Test the following Friday.
- Seesaw tasks will be set for Year 1 children on a regular basis.



# Homework

- At times, the children may have some additional homework. These additional tasks link with our class topics with a task choices, linked to the arts. These will have a longer timescale for completion.

**Take Home Task – Year 1 Toys**

Our take home tasks this term are focusing on the arts.

Please complete at least one of the following take home tasks and bring this into school before 24<sup>th</sup> November.

Remember it's okay to work with your family members to create your take home task.

<b>As Performers</b> Create your own Toy dance or perform an Toy poem.  You could be the teddy bear miming showing, a doll having, a soldier marching think about sequencing the movements.  You could record this and email it into school to share with your class, or you could rehearse at home and then perform it to your class.	<b>As Creative Writers</b> Write a poem that could be about: • Your favourite toy • A lolly bear • Doll or Trash  Think about how you might present your poem to make it look attractive.  OR  Write and decorate a description of what your toy looks like and feels like. Think about your senses to help you.
<b>As Artists</b> Make a peg doll toy or a spoon character to be a friend of the bear. Be as creative as you wish with a range of materials!  OR  Take photos of your toy museum. Create a photo collage with all of your unipal Research photography art and see how creative you can be with the photos you take.	<b>As Musicians</b> Create a piece of music that shows how your toy might move.  Find objects that make sounds to represent, marching, walking, dancing or even racing.  OR  You could record this and email it into school to share with your class, or you could rehearse at home and then perform it to your class.

**Take Home Task – Year 2 Coventry**

Our take home tasks this term are focusing on the arts.

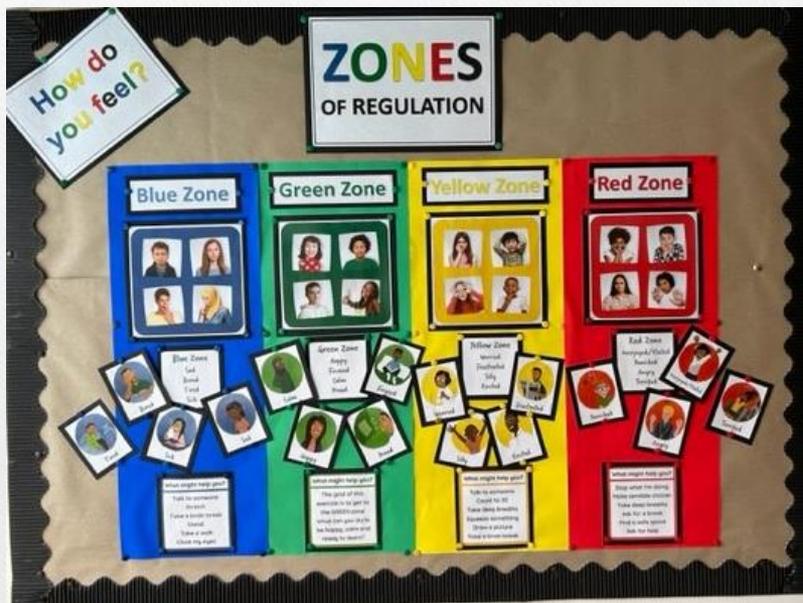
Please complete at least one of the following take home tasks and bring this into school before 24<sup>th</sup> November.

Remember it's okay to work with your family members to create your take home task.

<b>As Performers</b> Create your own dance that celebrates Peace and reconciliation or the end of World War 11.  You could record this and email it into school to share with your class, or you could rehearse at home and then perform it to your class.	<b>As Creative Writers</b> Write a poem that could be about: • Coventry • BBC • Coventry Cathedral, peace and reconciliation  Think about how you might present your poem to make it look attractive.  OR  Write and decorate a description of what your Coventry Cathedral Landmarks looks like and feels like. Think about your senses to help you.
<b>As Artists</b> Make a collage or 3D building of a landmark in Coventry. You could recreate the lapidary in the Cathedral or Baptistry window using collage materials or organ pipe.  OR  Take photos of landmarks in Coventry. Create a photo collage with all of your unipal Research photography art and see how creative you can be with the photos you take.	<b>As Musicians</b> Create a rap or song about famous people from Coventry Lady Godiva or Sir John White to name 2.  You could record this and email it into school to share with your class, or you could rehearse at home and then perform it to your class.



# Zones of Regulation



Zones of Regulation is an approach used to support the development of self-regulation in children. All the different ways children feel and the states of alertness they experience are categorized into four coloured zones. Children who are well regulated are able to be in the appropriate zone at the appropriate time.



# Zones of Regulation

			
<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> overjoyed/Elated Panicked Angry Terrified

## What might help you?

Talk to someone  
Stretch  
Take a brain break  
Stand  
Take a walk  
Close my eyes

## What might help you?

The goal of this exercise is to get to the GREEN zone.  
What can you do to be happy, calm and ready to learn?

## What might help you?

Talk to someone  
Count to 20  
Take deep breaths  
Squeeze something  
Draw a picture  
Take a brain break

## What might help you?

Stop what I'm doing  
Make sensible choices  
Take deep breaths  
Ask for a break  
Find a safe space  
Ask for help



# Online Safety

**Digital Resilience Toolkit**  
*Advice for parents of 6–10 year olds*  
 Help children become more digitally savvy and get the best out of their online world

internet matters.org

**What are they doing online?**

- 44% of six-year-olds are going online in their bedrooms\*
- 28% of 10-year-olds have a social media profile†
- 8 in 10 aged 5 to 15 regularly use YouTube to watch short clips or programmes‡

**What challenges can they face?**

It's the first time they are using technology, many independently. For children between 6 and 10, they are going online to play games or watch videos. This activity can quickly become very addictive.

As children get closer to 9 and 10, they are starting to engage online and socialise through games or through social media and they may come across potential risks when talking to others online such as cyberbullying.

\* Internet Matters, 20 research, 2016  
 † Ofcom Children's and Parents' Media Use and Attitudes, 2012  
 ‡ Ofcom Children's and Parents' Media Use and Attitudes, 2012

**How do I get them prepared to deal with these challenges?**

- 1. Managing time online**
  - For very young children playing a fun game is like scratching an itch and it becomes very addictive.
  - Set screen-time limits for their devices to create a norm and set a good balance on and offline.
  - Explain why you're putting time-limits in place so they can understand the positive benefits for them.
- 2. Use parental controls to create a safer space for kids to explore online**
  - Set parental and privacy settings on apps, sites and devices they use and adjust them as they grow.
  - Use a child-friendly search engine as the homepage and a family login for sites such as YouTube, which are popular with children at this age or use YouTube Kids.
  - This means they can explore in a safe space and build independence online.
- 3. Participation**
  - Get involved and show an interest in what they're doing online.
  - Play games with your child and find fun ways to interact to ensure they're using their time online in a productive way.
- 4. Being a good digital citizen**
  - Talk to them about the importance of being a good digital citizen as soon as you can.
  - Talk to your child about what they value in real friendships.
  - Discuss kindness and how important it is to be kind online.
  - Talk to them about steps they can take if something goes wrong or they feel someone has been treated unfairly.
  - Remind them that they can talk to an adult if they are concerned.
- 5. Be assertive - set digital boundaries**
  - At this age, children don't have the ability to self-regulate and need firm boundaries such as time limits.
  - Don't be afraid of being unpopular by saying 'no' when they are eager to get online if it is not appropriate - you are in control.

Even with the right controls and settings, there's still a small chance children can stumble across something they shouldn't.

**"What happens if things go wrong?"**

- Try and understand what they've seen or come across whether it's a comment on a video or a game.
- Find out how they came across it and discuss how it made them feel.
- Don't overreact - show your support and talk it through.
- Depending on the situation seek advice from specialist organisation or your GP to give them the best chance to recover and regain their confidence.

*Seemper Fidelis*

# What you can do to help

## English

1. Reading – 10 minutes every day is ideal with some opportunities to talk about what they have read.
2. Practise phonic sounds, key words or spellings with your child.
3. Read a range of texts – fiction, non-fiction, poetry.
4. Read outside of the school reading scheme – join the local library – it's free!
5. Look at print in the environment – shopping is ideal for this!
6. Read the book more than once – discussing the events, grammatical features, language etc.
7. Oral reports about days at school, trips, evenings out etc. – encourage your child to talk about their day.



# What you can do to help

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## Maths

1. Help your child to practise their number skills and number formation.
2. Use food technology to practise estimating, weighing, measuring – look at packets and tins, baking cakes, measuring the ingredients etc.
3. Money – allow your child to exchange it when shopping; add up simple amounts and find change.
4. Practise addition, subtraction, simple multiplication and division facts as set by your class teacher.
5. Encourage reading of numbers.
6. Find double and half of numbers.



# Thank you!

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- Thank for attending this evening.
- Please do not hesitate to speak to us, should you have any concerns or worries.
- We look forward to seeing you and your child at our Parent Consultation Evenings on .

