



Meet The Teacher Evening



Welcome to Avon :))

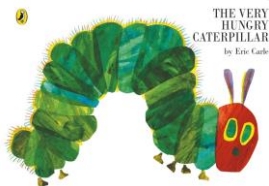
Class teacher:
Ms Perry

Teaching assistants:
Mrs Lee (HLTA)
Ms Battersby



From Coln to Avon

- Two year groups
- Timetable
- Y1 gradually move away from "Independent Learning" (which supports the curriculum)
- Table spaces
- Trays
- Books
- Classroom and outdoor classroom
- Big toilets!
- Story time – this happens at least twice a day



What does a normal day look like?

8.40 - The children come into school and put their bags, lunchboxes and water bottles away. They give any letters to the teacher and they sit in their table spaces to do a morning task or read their home reading books

8.50 - Register and dinner choices

9 - Phonics (Year 1 and 2 separately)

9.25 - English

10.25 - Break time

10.40 - Story time

10.50 - Maths (Maths and Mastering number, carousel)

12 - Lunch time

1 - Assembly

1.15 - Afternoon lessons (could be science, geography, history, art, PSHE, DT, PE, RE, computing or music!)

3.10 - Story time

3.20 - Home time (Avon Class leave from the main hall doors)

English

In English, we start our learning with Place Value, Punctuation and Grammar (PVPG) lessons, supporting the children to develop their understanding of nouns, verbs, clauses and sentence formation.

We will then begin to explore texts linked to our wider curriculum, such as The Big Journey by Michael Rosen to supplement our learning in Science about Animals including humans. We will focus on our sentence building and writing skills, including writing to entertain and to inform.

Maths

We continue to follow the National Curriculum

Year 1	Year 2
Number & Place Value up to 20	Number & Place Value
Geometry: properties of shapes (including 3D shapes later in term)	Geometry: properties of shapes (including 3D shapes)
Addition and subtraction: 1-11	Addition and subtraction: Addition
Number & Place Value to 100	Addition and subtraction: subtraction

Science**Seasonal Changes**

- How does the weather change in each season? How do animals keep warm in winter?

Living Things and their Habitats

- What is a life cycle? How does a baby animal change into an adult?

Trips and visitors

12.10.26: Cheltenham Literature Festival

TBC: Edward Wilson Museum Trip

Reading

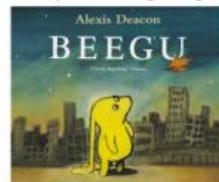
Reading is the **KEY** to learning.

This term, we will begin the year by accessing highly enjoyable texts such as Rabbit & Bear: Rabbit's Bad Habits by JJJulian Gough and im Field and Beegu by Alexis Deacon.

Sammy Feels Shy by Tom Percival will support our emotional literacy, linking to our PSHE topic My healthy self.

To celebrate and raise awareness for Black History Month in October, we will read texts such as Little Leaders Bold Women in Black History.

As part of our discussion on the environment, we will read How to Help a Hedgehog and Protect a Polar Bear. The children will be encouraged to consider positive ways they can help others and the planet.

**History and Geography**

In Geography, we will learn about hot and cold places around the world. We will recap our existing knowledge of the world's seven continents and five oceans. We will look at how maps can help us learn about places. Children will be supported to learn about what climate change is and how it can affect cold places.

To supplement our Topic, in History we will focus on the famous explorer from Cheltenham, Edward Wilson and his famous expedition to Antarctica.

We will also learn...

DT: Cooking and nutrition: design, make and evaluate healthy food recipes using parts of plants - smoothies

Music: Singing expressively and creatively (linked to the Nativity)

Computing: Digital Citizenship: How do you stay safe when visiting a website or app? Digital Art

PE: Forest School, Fundamentals, Dance and Ball Skills

Art: How can I draw a picture of a person?

PSHE: My healthy self: How can we look after our emotions? Citizenship: How can I help others and the environment?

RE: What is the good news Christians believe Jesus brings? Part 1 and 2

Spanish: Learn basic greetings and to say goodbye, alphabet, animals and colours

Key questions for our learning journey

What are the
hot and cold
places in the
world?

What are the
seven
continents and
five oceans?

Who was
Edward
Wilson?

How do maps
help us learn
about places?

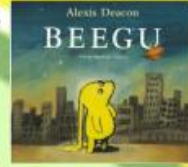
What is climate
change and
how does it
affect cold
places?



Avon Reading River- Autumn



Beegu by Alexis Deacon will support our continuous exploration of the importance of kindness and helping others.



Reading for pleasure and sharing time, as always, remains a key focus this year in Avon class. The children will enjoy laughing together about Rabbit & Bear in *Rabbit's Bad Habits*.

Linking with our science learning about Animals including humans, we will enjoy the highly entertaining and classic *Owl Babies*.



As a class, we will delve into the non-fiction text *The Frozen Worlds*. This links to our Learning Journey this term about hot and cold climates, and the famous explorer Edward Wilson.



As part of our sentence composition, we will enjoy *The Big Journey* by Michael Rosen. This text also links to our Science topic on Animals including humans.

As part of Black History Month, we will share the inspiring stories about *Bold Women in Black History* in this book.



Sammy Feels Shy will support the children's understanding of our PSHE topic My healthy self: How can we look after our emotions? This will also inspire our writing to inform.



Written by Ella Bailey as part of the *One Day on our Blue Planet* series, the children will immerse themselves in this picture book about an adventurous Adélie penguin chick as she sets out into the vast Antarctic ocean. This links to our Learning Journey this term about hot and cold climates, and the famous explorer Edward Wilson.

As part of our discussion on the environment and climate change, we will support our learning with *How to Help a Hedgehog and Protect a Polar Bear*. The children will be encouraged to consider positive ways they can help others and the planet.



Oliver Jeffers' *Lost and Found* will further support our learning about Antarctica and the oceans of the world.



These books inspire our writing.

Please see our two-year rolling programme for our upcoming topics this year



We are on Cycle B

Year 1/2 Cycle B		
Autumn	Spring	Summer
Seasonal changes Y1 Animals including humans Y1/2	Seasonal changes Y1 Materials Y1/2	Seasonal changes Y1 (links with geography) Plants Y1 and 2
Edward Wilson	Comparing the significant individuals of Rosa Parks & Emily Davison Christopher Columbus & <u>Tim</u> Peake	The changing use of trains and the impact on national and local life
Hot and cold places around the world Climate change- the effect of global warming on cold places	Geographical links to the significant individuals studied.	The Seaside Weather and seasonal changes
Structures: smoothie carton Cooking & Nutrition: smoothies Ainsley Harriot	Textiles: a puppet of a significant individual	Mechanical systems: fairground wheel
Singing expressively and creatively (Nativity)	Charanga – Hey You (Glockenspiels)	Charanga – Hands, Feet, Heart (Glockenspiels)



Homework Information

Reading

Please hear your child read every day if possible, but at least three times a week for at least 10 minutes. Please sign their Reading Record and make any notes.

It is important to read with your child in a quiet place and if possible, take time to talk about the book.

Encourage your child to use phoneme fingers if they are decoding and blending a word aloud.

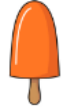
Include any reading for pleasure that is not your child's Phonics book in their reading record.

Reading and Phonics

Coming soon to
your reading
records...

- Sound mats and any GPC gaps
- Pure sounds

Phase 2

Ss 	Aa 	Tt 	Pp 	li 	Nn 
Mm 	Dd 	Gg 	Oo 	Cc 	Kk 
ck 	Ee 	Uu 	Rr 	Hh 	Bb 
Ff 	ff 	Ll 	ll 	ss 	

Reading and Phonics

Coming soon to
your reading
records...

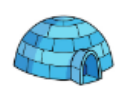
- Sound mats and any GPC gaps
- Pure sounds

Phase 3

Jj 	Vv 	Ww 	Xx 	Yy 	Zz 
zz 	qu 	ch 	sh 	th 	th 
ng 	ai 	ee 	igh 	oa 	oo 
oo 	ar 	or 	ur 	ow 	oi 
ear 	air 	ure 	er 		

Reading and Phonics



 a	 e ea	 i y	 o a	 u o	 ai ay a-e ey a ei eigh	 ee ea e-e ey e y ie	 igh ie i-e i y	 oa oe o-e ow o	 oo ue ew u-e ou
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 (y)oo ue ew u-e u	 oo u oul	 ar a al	 or aw au al our augh oor ore	 air are ear ere	 ur ir er ear or	 ow ou	 oi oy	 ear ere eer	 ure	 er u
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Reading and Phonics



										
f ff ph	l ll le	m mm mb	n nn gn kn	r rr wr	s ss se c ce	v ve	z zz s se	sh ch ti ci s/ss	th	ng

												
b bb	c k ck ch	d dd	g gg	h	j g ge dge	p pp	qu	t tt	w wh	x	y	ch tch t



Homework Information

Spelling

Year 1 – Spellings are covered in Phonics.

Year 2 - We are continuing to use Emile to help set spelling homework (more information on next slide).

Spelling homework is sent home on one sheet (see next slide). We will put your child's login details in their reading record shortly. You can also practise manually (also recommended!)

Children will have the opportunity to use their knowledge in class with the use of Emile.



Avon Autumn 1 Overview & Word Lists



W/C 14.9.26	W/C 21.9.26	W/C 28.9.26 Battle week	W/C 05.10.26	W/C 12.10.26 Battle week
The /n/ sound spelt <u>kn</u> and <u>gn</u> at the beginning of words.	The /r/ sound spelt <u>wr</u> at the beginning of words.	The /s/ sound spelt <u>c</u> before <u>e</u> , <u>i</u> and <u>y</u> .	The /j/ sound spelt <u>j</u> or <u>g</u> .	The /j/ sound spelt <u>ge</u> and <u>dge</u> .
knock know knee knew knife knight knit gnat gnaw sign gnome design	write written wrote wrong wrap wrestle wrist wrinkle wreath wreck wry writer	race ice cell city fancy face price nice mice icy dance space	gem giant magic giraffe energy jacket jar jog join adjust jail	badge edge bridge dodge fudge age huge change charge bulge village strange
Task Codes: Learn: SY2T1AW1L <u>Pract</u> : SY2T1AW1P Snake: SY2T1AW1S Frog: SY2T1AW1F Anag: SY2T1AW1A Sail: SY2T1AW1Sa Feast: SY2T1AW1Fe	Task Codes: Learn: SY2T1AW2L <u>Pract</u> : SY2T1AW2P Snake: SY2T1AW2S Frog: SY2T1AW2F Anag: SY2T1AW2A Sail: SY2T1AW2Sa Feast: SY2T1AW2Fe	Task Codes: Learn: SY2T1AW3L <u>Pract</u> : SY2T1AW3P Snake: SY2T1AW3S Frog: SY2T1AW3F Anag: SY2T1AW3A Sail: SY2T1AW3Sa Feast: SY2T1AW3Fe	Task Codes: Learn: SY2T1AW4L <u>Pract</u> : SY2T1AW4P Snake: SY2T1AW4S Frog: SY2T1AW4F Anag: SY2T1AW4A Sail: SY2T1AW4Sa Feast: SY2T1AW4Fe	Task Codes: Learn: SY2T1AW5L <u>Pract</u> : SY2T1AW5P Snake: SY2T1AW5S Frog: SY2T1AW5F Anag: SY2T1AW5A Sail: SY2T1AW5Sa Feast: SY2T1AW5Fe

Please could you practise these throughout the week. You can do this either through logging online to Emile or practising them in any other way that you would like. If you log onto Emile for the spellings, you just need to copy the correct code in to practise that. This could be done via the app or on through an internet browser. We would suggest that as the first activity of each week you undertake the 'Learn' game. Following this choose whichever task you prefer.



What is Emile?

Developed with Manchester Metropolitan University's Faculty of Education to get students answering questions – fluency & recall.



We work with
Innovate UK

Spelling homework is set weekly in line with your child's class spellings. Ideally, we are looking at the children practising at home using Emile for 10-30 minutes throughout the week. *Of course, there will also be paper copies of all spellings if you prefer your child to not use a screen.*

You can download Emile and use it on any Windows, Android, Linux or IOS device. Alternatively, you can access the program through a browser. A link for this will be on our website.

Download the Learn with Emile Student App

Please note that the app requires a username & password.

Windows 8, 8.1, 10 & 11.	Windows 7 (MSI).	Android & Chromebooks.	iPhones & iPads.
 Get it from Microsoft	 Windows 7	 GET IT ON Google Play	 Available on the App Store
Click here	Click here	Click here	Click here

If you are a pupil, to get a username and password please ask your teacher.

If you are a teacher with a subscription to create a set of usernames and passwords for your pupils please go to the [teacher page](#).

If you are a teacher without a subscription, please complete our [demo request form](#).

Use of Emile resources is subject to our [Terms & Conditions](#).





Homework Information

Maths

Your child will be provided with a booklet of activity sheets at the start of each term.

There will be one sheet per week, which will provide an opportunity to reinforce and practice content covered in lessons. The sheets will be split into three parts a), b) and c). These parts get progressively in-depth in line with curriculum expectations. Your child can choose to complete one part or challenge themselves to complete all three.

The children can write on the sheets. Please can your child aim to complete their homework on a weekly basis, working in a way that is best for them.

At the end of the term, the children can bring in their workbook to celebrate their hard work with their teachers.

Forest School & PE Schedule



PE	Thursday – Autumn 2 Friday (Sports Coach Mr Bull) – Autumn 1 and 2
Forest School	Thursday (FSLI) – Autumn 1

Behaviour Policy

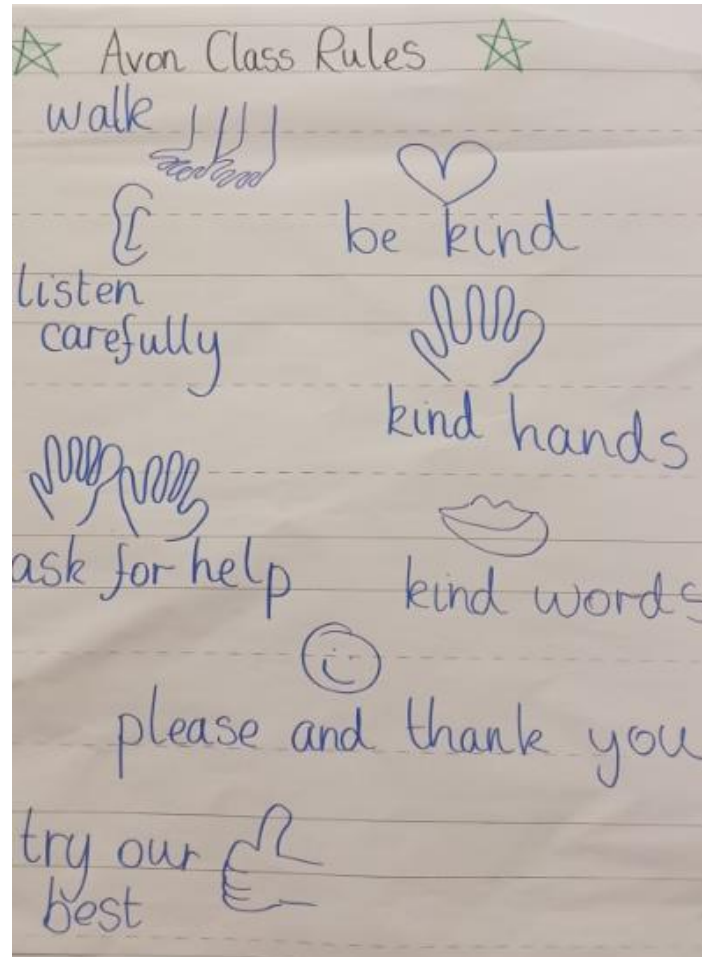


We aim to develop self-esteem and an awareness of the needs and attitudes of others in all members of our school community. We want our pupils to become co-operative and willing members of society, fostering positive social attitudes and being responsible members of, and positive contributors to, the world in which we live.

We want Isbourne Valley School to:

- be a school in which children feel safe and happy so that they can achieve their potential;
- deliver an education which equips its pupils for life;
- provide an environment conducive to learning and social interaction;
- be a school where behaviour is acceptable and meets our expectations;
- deal with poor behaviour in a consistent and fair way;

Behaviour



Positive praise
Effective relationships
Team work
Learning behaviours 'I can do it'
Frequent PSHE lessons
Communication
Listening games
Having fun!



Peaceful Problem Solving

READY

All 'sides' need to be calm because it is never any good to try to make up if you are angry

STEADY

Take it in turns to say what you are feeling and why

Take it in turns to say what you would like to happen

Listen well –don't interrupt

GO

Pick a solution with which everyone is happy

STEADY

Use these prompts to help you

I felt ...*say how you felt*

When ...*say what happened*

Because ...*say why it upsets you*

I would like ...*say what you want to happen or to change*

1 2 3 4 in Avon



Non-verbal cue



Verbal cue



Verbal reminder
(conversation to help
refocus on expected
behaviours at
breaktime)



Verbal reminder
(breaktime discussion
and completing any
learning missed)

Communication

- ▶ Give a message to the teacher on the gate at drop off
- ▶ Speak to us at pick up
- ▶ Call the office to ask for a return phone call or meeting to be arranged
- ▶ Email the office



Any Questions?