



Welcome to Key Stage One

Expectations Information



Key Stage One (KS1)

KS1 is year 1 and year 2.

At Standhill, we have three key stage one classes, with an equal mix of year 1s and 2s in each class.

Staff



Class 2 - Mr Worrall, Mrs Street, Miss Chehab, Mrs Kopustiene

Class 3 - Mrs Wardell, Mrs Bakewell, Miss Sculley, Mrs Smith

Class 4 - Mrs Brennan, Miss Glover, Mrs Bakewell, Mrs Clarke, Miss Wollacott, Mrs Smith, Mrs Kopustiene

Other adults:

Mrs Thompson (Music on Wednesday)

Mrs Shelley (PE on Wednesday)



Child of the Day

Each day a different child will be the 'Child of the Day.' They will be the teacher's special helper for the day. They have responsibilities such as taking the register and any messages to the office, helping to tidy up at playtime and can sit on a chair during carpet time and lead the line.



How do we learn?

- Carpet sessions
- Adult Focus Tasks and Continuous Provision
- Phonics
- Guided Reading



LEARNING MATS

We have created learning mats that outline our learning for the half term. They also introduce the home learning challenge. Learning mats are on the school website for your perusal.

LEARNING MATS

Here is the learning mat for this half term.



TOPIC LEARNING MAT

Year 1/2 Autumn 1 2025

THE BIG QUESTION:
How do you know times have changed?

Exciting Texts:
The Great Fire of London &
Samuel Pepys.

FIRE! FIRE!

We will be learning about:
The Great Fire of London

Home Challenge: Create a poster to advertise Standhill's Great Fire of London movie.

Key Vocabulary

Recount, past, history, timeline, Samuel Pepys, Pudding Lane, bakery, river, September 1666, materials, properties, suitability, countries, capital cities, E-safety, personal information, rights and responsibilities.

Sticky Knowledge

History: The Great Fire of London began on 2nd September 1666. Recall the people and events.

Geography: Name and locate the four countries and capital cities of the United Kingdom.

Science: Names of a variety of everyday materials and their properties.

Art/DT: How to join materials.

Skills to practise

- * Recall events in order.
- * Naming and locating the four countries and capital cities of the UK.
- * Naming everyday materials and identifying their properties.
- * Joining materials e.g. felt to card, cardboard tubes to boxes.
- * Spatial awareness.
- * Re-telling Bible stories.

MATHS

Year 1 calculations expectations...

NUMBER AND PLACE VALUE	ADDITION AND SUBTRACTION	MULTIPLICATION AND DIVISION	FRACTIONS
<ul style="list-style-type: none"> count to and across 100 forwards, beginning with 0 or 1, or from any given number read and write numbers from 0 to 100 in numerals Given a number, I can identify one more and one less identify and represent numbers using objects/pictures and number lines use apparatus to understand place value e.g. 33q77 use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in words count in multiples of 2's, 5's and 10's 	<ul style="list-style-type: none"> read, write and interpret mathematical sentences involving addition (+), subtraction (-) and equals (=) sign Use number bonds and related number facts to 20 e.g. $17 = \square - 9$. add one-digit numbers to a 2 digit number, using practical resources/pictures subtract one-digit numbers from a 2 digit, using practical resources/pictures add tens numbers to a two digit number, using practical resources/pictures subtract tens numbers from a two digit number, using practical resources/pictures represent and use number bonds within 20 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations 	<ul style="list-style-type: none"> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects with the support of the teacher. solve one-step problems involving multiplication, using a diagram of an array e.g. rows of chairs recall multiplication facts for 10 x multiplication table recall facts for the 2 x multiplication table recall facts for the 5 x multiplication table 	<ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object/shape recognise, find and name a half as one of two equal parts of a quantity recognise, find and name a quarter as one of two equal parts of an object/shape recognise, find and name a quarter as one of two equal parts of a quantity recall doubles and halves to 20 e.g. double 4 is 8 half of 18 is 9

Year 2 calculations expectations...

NUMBER AND PLACE VALUE	ADDITION AND SUBTRACTION	MULTIPLICATION AND DIVISION	FRACTIONS
<ul style="list-style-type: none"> count in steps of 2, 3, 5, 10 from 0 and from any number, forward and backward recognise the place value of each digit in a two-digit number (tens, ones) partition 2 digit numbers into different combinations identify, represent and estimate numbers using different representations, including the number line read and write numbers to at least 100 in numerals and words compare and order numbers to 100 using $>$, $<$ and $=$ signs use place value and number facts to solve problems. 	<ul style="list-style-type: none"> solve problems with addition and subtraction: use concrete objects and pictorial representations, including those involving numbers, quantities and measures applying knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems e.g. $\square - 14 = 28$ can use estimation to check answers 	<ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

WRITING

Year 1 writing expectations...



Working towards the Expected Standard:	
To use their own simple story ideas or retell a familiar story using short, simplistic sentences.	
To reread their writing to check that it makes sense.	
To use adjectives that have been modelled.	
To use simple sentence structures (which may often be repetitive).	
Has an awareness of:	Capital letters for names, places, the days of the week and personal pronouns 'I'.
	Finger spaces
	Full stops to end sentences.
To spell some words containing previously taught phonemes and GPCs accurately.	
To spell some Y1 common exception words accurately.	
To write lower case letters in the correct direction, starting and finishing in the right place.	

Working at the Expected Standard:	
To write sentences in order to create short narratives and non-fiction texts.	
To use some features of different text types (although these may not be consistent).	
To reread their writing to check that it makes sense and make suggested changes.	
To use adjectives to describe.	
Has an awareness and is beginning to use:	Capital letters for names, places, the days of the week and personal pronouns 'I'.
	Full stops to end some sentences
	Question marks
	Exclamation marks
To spell most words containing previously taught phonemes and GPCs accurately.	
To spell most Y1 common exception words and days of the week accurately.	
To use -s and -es to form regular plurals correctly.	
To use the prefix 'un'.	
To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).	
To write lower case and capital letters in the correct place direction, starting and finishing in the right place.	
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	

WRITING



Year 1 writing expectations...

Working at Greater Depth within the expected standard:	
To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.	
To use a number of features of different text types and make appropriate topic/subject matter vocabulary.	
To reread their writing to check that it makes sense and independently make changes.	
To use adjectives to describe (sometimes ambitious beyond the year beyond).	
To use simple sentences and compound sentence structures.	
To use the joining word (conjunction) 'and' to link ideas and sentences.	
Are able to regularly use:	Capital letters for names, places, the days of the week and personal pronouns 'I'.
	Full stops to end some sentences
	Fingers spaces.
	Question marks
	Exclamation marks
To spell all words containing previously taught phonemes and GPCs accurately.	
To spell all Y1 common exception words and days of the week accurately.	
To use -s, -es to form regular plural correctly.	
To use the prefix -un.	
To add the suffixes -ing, -ed, -er, -est to root words.	
To spell simple compound words.	
To write lower case and capital letters in the correct direction starting and finishing in the right place with a good level of consistency.	



Year 2 writing expectations...

Working Towards the Expected Standard:
Pupil(s) can write sentences to form a short narrative about their own and others' experiences (real and fictional), after discussion with the teacher:
demarcating some sentences with capital letters and full stops.
segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others.
spelling some common exception words*
forming lower-case letters in the correct direction, starting and finishing in the right place
forming lower-case letters of the correct size relative to one another in some of the writing

Working at the Expected Standard:	
Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:	
writing about real events, recording these simply and clearly	
demarcating most sentences with:	capital letters and full stops
and with use of:	question marks.
using present and past tense mostly correctly and consistently	
using co-ordination (or / and / but)	
using some subordination (when / if / that / because)	
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	
spelling many KS1 common exception words*	
writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
using spacing between words that reflects the size of the letters	



Year 2 writing expectations...

Working at Greater Depth within the Expected standard:	
Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher:	
making simple additions, revisions and proof-reading corrections to their own writing	
using the full range of punctuation taught at key stage 1 mostly correctly including^:	commas to separate items in a list
	apostrophes to mark singular possession in nouns and contractions
spelling most common exception words*	
adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly	
using the diagonal and horizontal strokes needed to join letters in most of their writing	

READING



We are aiming for your child to be able to:

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read most common exception words.

In age-appropriate books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read



Reading books sent home -

- ▶ Your child will bring home a colour banded book matching their reading level. The children have the opportunity to change their book most days in school.
- ▶ Your child participates in weekly guided reading sessions. The teacher will stamp their reading diary to say they have had a guided reading session.

Reading diaries and bookmarks -

- ▶ Please write in your child's reading diary to let us know when they have read.
- ▶ Each child will be given a bookmark. Stickers will be given every time your child has read 3 times at home and this is signed in their book.
- ▶ We ask children to keep their 'Be Proud' stickers on the back of their bookmark.



Common Exception Words -

These are words the children will need to read on sight rather than sounding out (blending). Once your child can read them all, they should learn to spell them. The Common Exception Words can be found on the school website and are also listed in the middle of your child's reading diary.

Active Learn -

Please encourage your child to read on Active Learn every week. Your child's log in details will be added to their reading diary before half term.

Reading Pups -

Each class has a 'Reading Pup'. The 'Child of the Day' takes it home that night and brings it back the next day. This is an opportunity for each child to snuggle up and share a book with the reading pup!



Assessments

- ▶ The children are assessed at regular intervals in reading, writing, phonics and maths. Together with observations made as part of daily lessons, the teachers make informed judgements on whether your child is working at age-related expectations or not. This is then used to inform planning, groupings and identify interventions required to support your child.
- ▶ All year 1 children will undertake a phonics screening check in the summer term, together with any year 2's who did not pass the screening in year 1.
- ▶ SATs are no longer statutory. As the summer term approaches, we will make a decision on the best way to assess the children.



PE

- Two sessions per week. One led by Next Level Sport. The second session will be led by either the class teacher, Naomi (YogaBeamz) or Next Level Sport.
- Provide plasters to cover earrings
- Please label P.E kit!
- Warm clothes as the weather gets colder.

Please, please, please:



- ▶ Ensure children's clothing and belongings are clearly labelled.
- ▶ Ensure your child has a labelled water bottle each day.
- ▶ Ensure we are kept up to date with pick up information and we have details of at least two contacts.

Remember!



Any problems however small, please get in touch. You can use the class email to contact us or arrange a suitable time for us to talk.

Class 2 - class2@standhill.notts.sch.uk

Class 3 - class3@standhill.notts.sch.uk

Class 4 - class4@standhill.notts.sch.uk

Also keep checking in on the school website for photos, learning updates and challenges.