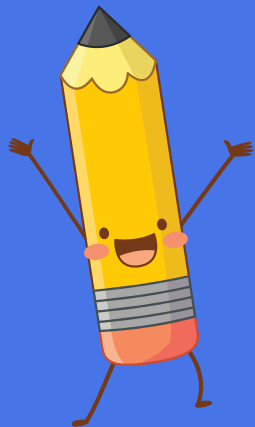


Year 1/2

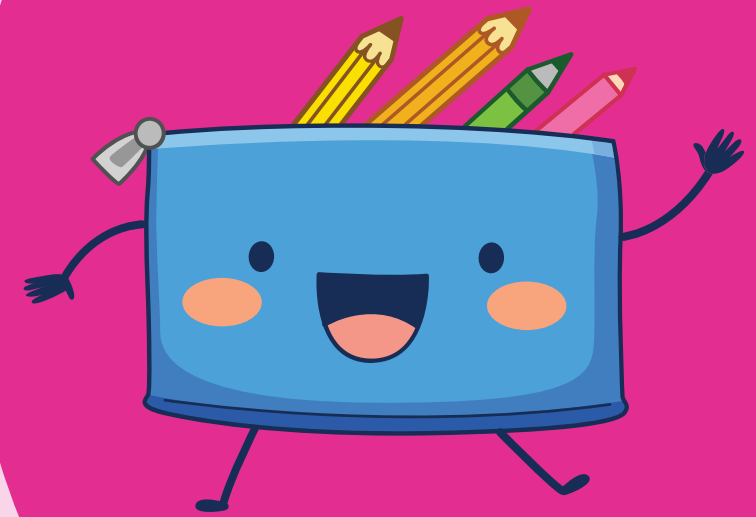
Meet the Teacher

Tuesday 16th September 2025



Welcome Parents!

- This afternoon we hope to:
 - Help you understand the work your child will be doing throughout the school year.
 - Explain our expectations of your child.
 - Share information about how you can support your child's learning.



Meet the team

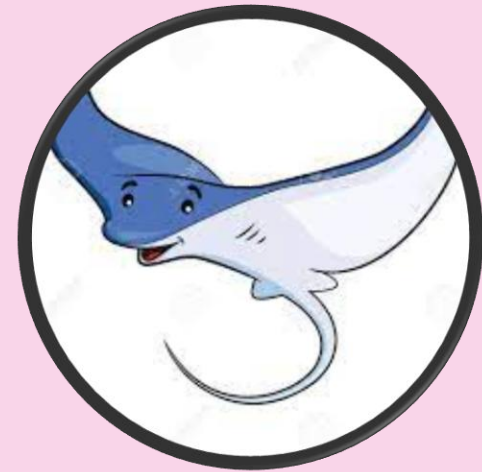


Miss Harris



Mrs Cooper and Mrs Mills

Mrs Harvey Ms G

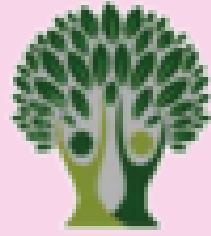


Miss Harty

Miss Gledhill and Mrs Walker

Miss Mac and Miss Trodd

Mrs Hilton and Miss McGuinness



Thrive

Resilient, reflective + healthy



Create

Imaginative, practical + curious



Achieve

Aspirational, determined + successful

and be the **best that** we can be ...



Our Timetable

- Phonics, English and Maths are taught in year groups.
- All other lessons are taught in classes.
- PE days are on Tuesday and Wednesday.
- Friday is Curriculum Day.

Year 1/2 Timetable 2025/26

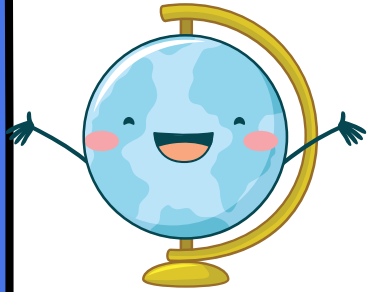
	8.35-9.00	9.00 – 9.55	9.55 – 10.35	10.35 – 10.50	10.50 - 11.05	11.05 - 12.10	12.15 - 13.15	13.15 – 15.00	15.00-15.15		
M	Register Journals	English	Phonics	MHWB Assembly	BREAK	Maths	LUNCH	MiniMaths	Art/DT	Story	
T	Register Journals	English	Phonics	Assembly		Maths		MiniMaths	Computing PE My Happy Mind	Computing PE My Happy Mind	Story
W	Register Journals	English	Phonics	Assembly		Maths		MiniMaths	RE Music PE	RE Music PE	Story
Th	Register Journals	English	Phonics	Singing Assembly		Maths		MiniMaths	Handwriting	PSHE	Story
F	Register Journals	Curriculum Day	Phonics	Celebration Assembly		Curriculum Day		Curriculum Day	Golden time	Story	



TOPICS

As part of our Curriculum days, we will be covering the following topics in History, Geography and Science:

- Geography – Hot and cold countries, the UK, Beaches
- History – Toys, Great Fire of London, Florence Nightingale
- Science – Animals and humans, Plants
- We are currently planning trips to compliment these topics.



National Curriculum

- We assess all children in Year 1 and Year 2 using the National Curriculum (which is different from EYFS).
- Children will be assessed in all subjects by their class teachers. This will be discussed with you at parents evening.
- Children will also take part in a phonics screening test in Year 1 (and those Year 2 children that need to retake this). There will be more information about this.

Maths

Number – number and place value

Pupils should be taught to:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words

Number – addition and subtraction

Pupils should be taught to:

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$

Number – multiplication and division

Pupils should be taught to:

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Number – fractions

Pupils should be taught to:

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Measurement

Pupils should be taught to:

- compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 - mass/weight [for example, heavy/light, heavier than, lighter than]
 - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
 - time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Geometry – properties of shapes

Pupils should be taught to:

- recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Geometry – position and direction

Pupils should be taught to:

- describe position, direction and movement, including whole, half, quarter and three-quarter turns

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Behaviour

- Compliments are used to reward positive behaviour.
- Consequences are used when children's behaviour doesn't meet our agreed expectations.
- We have a set of whole school expectations.
- Over the next few weeks we will work together to write a Class Charter to agree our class expectations.



Compliments



Compliments (coloured transparent counters) are given to a child when they are given a compliment by an adult. For example:

- Well done for listening so carefully on the carpet.
- Thank you for your help to tidy that area.
- What beautiful handwriting!
- Well done for being a great friend.

...the list is endless!

Your child will then put their compliment into the class jar.

When the jar is full, the class will receive a class reward.

Recognising positive behaviour encourages others to also do the right thing 😊























Consequences

We have a very clear list of behaviours that are not acceptable, such as:

- Being unkind to others
- Leaving the learning area without permission
- Damaging things on purpose

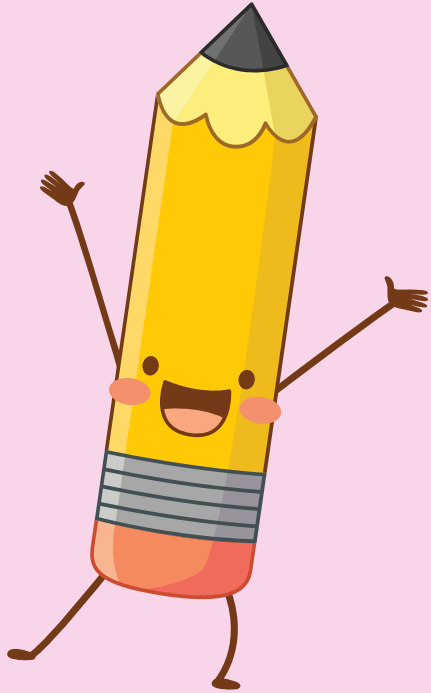
Children will have follow up time with an adult if they show any of the unacceptable behaviours.

Consequences - 2025

<p>Wandering around the room </p> <p>Not following instructions </p> <p>Talking when others are speaking </p> <p>Running inside </p> <p>Disrespecting property</p>	<p>Swearing </p> <p>Being found in the wrong area </p> <p>Leaving learning area without permission</p> <p>Inappropriate actions (silliness)</p> <p>Stopping other's learning</p> <p>Being unkind to others </p>	<p>Being unsafe </p> <p>Fighting </p> <p>Hurting others </p> <p>Damaging things on purpose </p> <p>Refusing to follow instructions </p> <p>Being disrespectful to adults</p>
<p>Follow-up time at break/lunch (5 mins) </p>	<p>Follow-up time at break/lunch (10 mins) </p>	<p>Follow-up time at break/lunch (15 mins) </p>
<p>Fix the problem </p>	<p>Fix the problem </p> <p>Message to parents </p> <p>Time in another classroom </p>	<p>Fix the problem </p> <p>Phone call/meeting with parents </p> <p>Coaching time with SLT </p>

Consequences will be decided at the follow-up meeting - timings are approximate.

Reading and Homework



Children having phonics lessons

- Children will come home with a new reading book on a Friday. They will come home with a book which follows our ELS phonics scheme.

Children having guided reading lessons

- Children will come home with a colour banded reading book on a Friday. Ask your child questions about what they have read to check for understanding.
- Children will choose a new book from the same colour band when they have finished reading it (longer books may take more than 1 week to read).
- After half term, children will also be bringing home spellings to practice with a look cover, write, check grid and write each of their spelling words into a sentence.

All children

- Please read with your child 3 times a week and record in our yellow reading records.
- All reading packs need to be in school every Thursday so that the yellow reading records can be checked by their teacher.

Uniform

- Navy/Black/Grey Trousers, Shorts, Skirts or Pinafores (not sportswear or leggings)
- White Polo Top/Shirt
- Navy Jumper/Sweatshirt/Cardigan
- Blue and white gingham summer dresses
- White/Grey/Black Socks
- Black School Shoes (closed toe) or Black Trainers (these must be all black including soles and have no other colours on them)



PE kit expectations

- Morelands or plain red t-shirt
- Black or navy shorts
- Trainers
- Tracksuits can be worn in cold weather
- No watches/jewellery
- Hair must be tied back
- Earrings to be removed before school

PE kits need to be in school on a Monday and can go home on a Friday

A few last reminders ...



- Please ensure your child has a:
 - Coat
 - Water bottle
 - Jumper/cardigan(all named please)

On the door, at the beginning and end of the day, teachers will only be able to respond to short enquiries or messages. If you require a longer conversation please email your child's class teacher or phone the office to make an appointment.

Class emails

- You can contact any of the Year 1/2 team using the following emails:
 - seahorses@morelands.hants.sch.uk (Mrs Mills and Mrs Baker)
 - turtles@morelands.hants.sch.uk (Miss Harris)
 - stingrays@morelands.hants.sch.uk (Miss Harty)
- Emails are not checked during the school day. We try and check the accounts as often as possible but you may not get a reply that day.
- If you have an urgent issue and require a quick response then please email the school office
 - adminoffice@morelands.hants.sch.uk

Any Questions?

