

Welcome to Collingwood's Curriculum Information Evening



We would like to.....

- Inform you about how we teach phonics, reading, writing and maths at Collingwood
- Give you ideas for helping your children to learn at home
- Show you the classrooms where your children learn, the type of activities they do and the resources they use

PHONICS

Phonics is taught from Kindergarten to Year Two. In Early Years, we base our learning on the Jolly Phonics scheme which is a multi sensory and interactive way to learn through songs, games, action rhymes, videos and stories.



PHONICS

Phonics gets children reading and writing from an early age by using letter sounds rather than the alphabet.

Children initially learn 42 sounds:

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

PHONICS

Children in Early Years quickly learn to segment and blend using these 42 sounds.

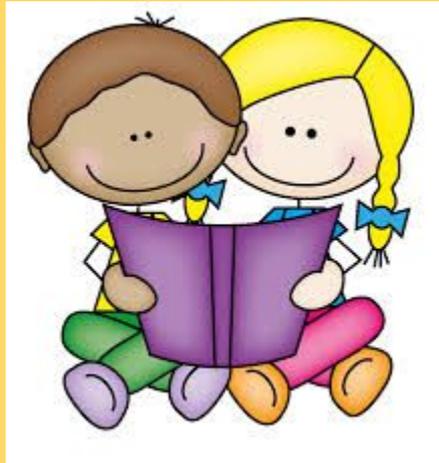
Phonics learning continues in Year One and Year Two, extending these sounds and adding spelling, grammar and punctuation.

You can find out more about phonics and spelling in your child's classroom.



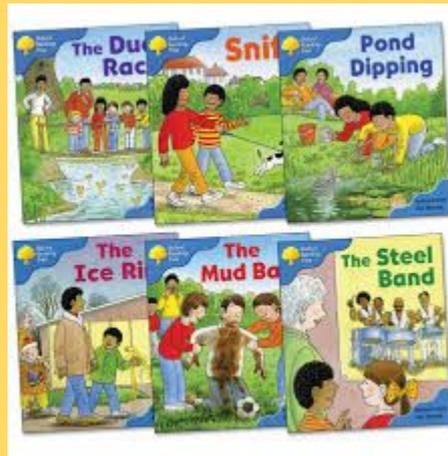
READING

The children are given many opportunities to read every day. This may be in an individual, group or whole class reading session or it may form part of any activity during the day e.g. reading the menu at lunchtime, reading instructions for a task or reading signs and notices around the school.



READING

At Collingwood, the children choose their reading books from a colour banded reading scheme. These books have been carefully written in order to support the process of learning to read and help children make progress as readers. The scheme provide a good choice of stories, non-fiction, poetry and playscripts.



READING

The children also have the opportunity to visit the school library from Year One upwards, and choose a book to bring home.

The book they choose will not necessarily be one that they can manage to read unaided so please do read to them or with them to help them to enjoy it.

READING

Helping your child to read:

Choose a relaxed and quiet time and place

Listen and support by asking questions

Read together - take it in turns to read a page

Join a library

All reading is good reading - menus, comics, cereal packets.....

Be a good role model - let your child see you reading for pleasure



WRITING

Writing skills generally develop slightly later than reading and phonic skills.

As a general rule, a child reaching the end of Early Years would be expected to be holding a pencil with the correct tripod grip, forming letters correctly, using phonics to sound out new words as well as drawing on the bank of learnt high frequency words and be writing for meaning and purpose e.g. menu in the cafe home corner, messages to friends, lists for pretend shopping etc.....



WRITING

As the children move into Key Stage One, we assess writing in a number of ways including ongoing observation and individual marking. Four times a year, we also carry out carefully planned writing assessments which allow us to check that the children are on track with a number of targets set for their particular stage in writing.

These targets cover all areas of writing, including: phonics and spellings, content, punctuation, handwriting, planning and evaluating.

A great website is: www.literacyshed.com

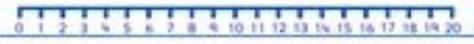
MATHS

In the Early Years, maths is taught almost entirely through practical activities and play. These activities might include: writing telephone numbers in the doctor's surgery role play, setting up play money for a shop, making playdough shapes, number rhymes and games...



MATHS

In Year One, the children continue to use plenty of practical equipment and a greater emphasis is put on recording. The children are introduced to a wide range of strategies for working out e.g. using number lines, recognising and using patterns in the number system e.g. $3+7=10$, $13+7=20$.

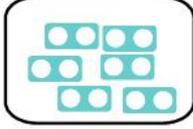
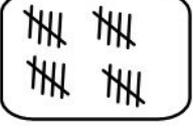
$6 + 5 = 11$	
$9 + 4 =$	
$11 + 5 =$	
$8 + 3 =$	
$2 + 12 =$	
$10 + 7 =$	
$4 + 15 =$	
$16 + 1 =$	

MATHS

By the end Year Two, children are expected to have a secure understanding of number bonds to 20, times tables (initially 2s, 5s and 10s) and the four operations. They will continue to learn with a mix of practical experiences and written methods.

REASONING AND PROBLEM SOLVING.

Draw lines to match the representations.

	Four 5s	
	Three 10s	
	Six 2s	6×2

CHALLENGE: Can you think of any other representations?

MATHS

A great importance is placed on applying the maths that the children are learning and using it to solve problems. What skills might you need to solve this problem?

Fatim picked 15 strawberries. He ate a third of them on the way home. How many did he have left?



MATHS

HELPING AT HOME

Cooking (measuring, weighing, dividing cake mixture, sequencing steps of a recipe)

Shopping (counting items, using money, calculating change)

Numbers in the environment (odds and evens house numbers, numbers on buses, measurements on packets)

Board games

www.mathematicshed.com