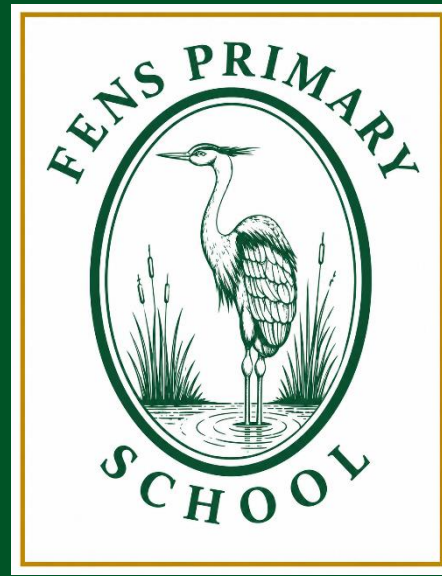




Curriculum Information For Parents

Year 1 & Year 2

September 2026



Ethos, Principles & Character Values

Ethos

One Community, Growing and Learning Together

Principles

Maintaining a **safe, protective** and **inclusive** environment that **empowers** all of our young people to thrive

Excellent **Character Education** with **wider personal** development **valued highly**

Commitment to high standards of **learning for all** **school stakeholders**

Building a **broad** and **progressive** curriculum, cultivated alongside **strong learning** in core subjects

Championing a culture of evidence-informed **effective teaching**, ensuring **long-term retention** of learning

Relationships built on **positive behaviours** through the development of **self-regulation** and **reflection**

Character Values

Resilience

Empathy

Self-Awareness

Positivity

Excellence

Communication

Teamwork

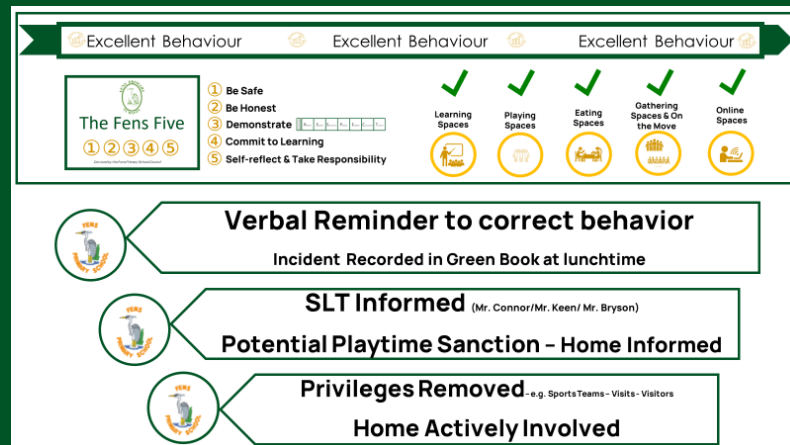


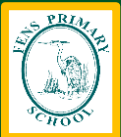
- ① Be Safe
- ② Be Honest
- ③ Demonstrate
- ④ Commit to Learning
- ⑤ Self-reflect & Take Responsibility



The Fens Five Behaviour Principles

At Fens, we have five simple principles which help everyone understand what excellent behaviour looks like. Developed with our School Council, the Fens Five encourage children to be safe, be honest, demonstrate our RESPECT values, commit to their learning, and take responsibility for their choices. These principles are used consistently across school to recognise positive behaviour and support children when expectations are not met. That feels parent-friendly and positive without simply repeating everything they can already see on the slide.





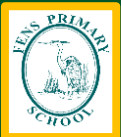
Why is reading for pleasure so important?

Reading for pleasure has many non-literacy benefits and can increase empathy, improve relationships with others, reduce the symptoms of depression and improve wellbeing throughout life (The Reading Agency 2015).

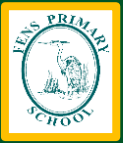
Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).

Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).

Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).



Research Shows	What We Do at Fens
Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).	Classrooms have an excellent selection of books, fiction and non-fiction, for the children to access. As a school we promote '20 Books to Read in ..'.
An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and PhythianSence, 2008)	We have a lending library in each class for children to choose a book to share with an adult at home for pleasure. Book audits ensure a wide selection for choice.
Literacy-targeted rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity (Clark and Rumbold, 2006).	Reading certificates and stickers are used as rewards. Half termly reading raffle in class with books as prizes. Merit winners have a choice of book as a prize. Reading leaders in school.
Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006).	We value strong home-school relationships. Parent information event to share importance of reading at home. Hartlepool library services (free service) and class lending library.
Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families (Cremin et al, 2009).	Teachers read to the class, sharing a range of stories and talking about own reading to act as reading role models.



One Community, Growing and Learning Together

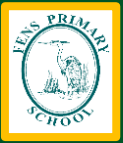
How can you support your child with reading at home in Year 1 and Year 2?

Reading materials closely linked to development in Phonics

Reading should consist of short sessions of approximately 5-10 minutes using the reading scheme book which has been matched to your child's reading ability

Children should read their reading scheme book at home preferably 5 times a week, with a minimum of 3 times. Regular practice is key to progress

Children will be given a yellow home/school reading record. Please write a comment on the right hand page of the home/school reading record and write your name or initials.



One Community, Growing and Learning Together

How can you support your child with **writing** at home in Year 1 and Year 2?

Practise Handwriting at home (Letter Join passwords in Home/School reading record)

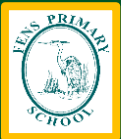


Support children in learning spellings
(Spelling tests will take place on a Friday in Year 1 and Year 2)

Talk to your children about their work

Make writing an enjoyable experience – praise and support





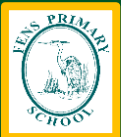
One Community, Growing and Learning Together

How can you support your child with Maths at home in Year 1 and Year 2?

In Year 1 children will learn...	In Year 2 children will learn...
To read, write, compare, order and solve problems with numbers to 100.	To continue to read, write, compare, order and solve problems with numbers to 100. To partition two digit numbers.
To count in 2s, 5s and 10s.	The 2, 3, 5 and 10 times tables.



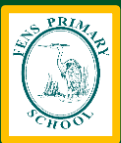
Year 1 children can develop their recall and fluency in mental addition and subtraction. Year 2 children can practise their times tables, aiming to improve their Times Table Rock Star scores. Logins are stuck in their Reading Records. Children can also practise the written methods for addition, subtraction and multiplication.



The importance of Attendance

Days off school add up to lost learning.			
175 days a year are non-school days. That's 175 days to spend on family time, holidays, days out and non- urgent appointments.			
0 days absent	8 days absent	15 days absent	19+ Days absent
100%	96%	92%	Below 90%
Excellent Attendance	Satisfactory Attendance	Requires Improvement	Persistent absentee
Best chance of success	Harder to make progress	Less chance of success	Serious Impact on education

Did you know? A two week holiday in term time means that the highest attendance you can achieve is 94.7%



One Community, Growing and Learning Together

How will we communicate our curriculum?

Curriculum Newsletters

Knowledge Organisers

A planned, progressive and broad curriculum

Year 6 Curriculum Newsletter - Autumn Term 1

Welcome to the 2022/2023 academic year and the first step on your child's Year 6 journey. We have lots of exciting curriculum learning planned for this half-term and greatly value your support as a parent/ carer. We would like to share our curriculum coverage for this half-term.

English – Pupils will be writing non-chronological reports, stories, and looking at biographical writing. Please support us with reading, by regularly listening to your child read aloud at home.

Maths – Our mathematicians will continue to develop their fluency and reasoning skills through solving problems using all four operations. Please support us at home by ensuring your child completes their maths homework.

Science – The Year 6 scientists will develop their knowledge about the history of classification through learning about Karl Linnaeus, known as the Father of Taxonomy. They will classify living things through working scientifically.

RE – Year 6 will be developing their understanding of how people use rituals in their lives.

PE – Pupils will be developing their teamwork skills and their understanding of tactics in games.

Geography – Children will learn about the physical and human features of the local environment through their study of Spalding villages.

History – As historians, pupils will learn about life in the Anglo-Saxon period of British history and link this to how Spalding village has changed over time.

Art and Design – Our artists will be learning about the British Artist, Stephen Wiltshire. They will develop skills of sketching, printing and painting.

Computing – Pupils learn about the World Wide Web and the internet as well as learning about accurate and safe searching. They will also learn about how to cultivate positive and safe online relationships.

PSHE & Relationships – Children will consider and discuss the values in their lives as they learn about cultivating relationships.

Reminders

- Year 6 children benefit greatly from reading every day at home, especially with an adult to hear and question them. Children will receive Reading Raffle stamps for every adult signature in their Home/School Reading Record.
- Homework and spellings will be available on [eschools](#). Homework can be completed on [eschools](#), by uploading a photograph or on paper and sent back into school. Teachers will check off on [eschools](#) when homework is handed in.
- Homework to be handed in on a Wednesday and spelling tests will take place each Friday.
- PE will take place on Wednesday and Friday of each week – please can children have their PE kits in school.

Our Commando Joe Character Values

R **E** **S** **P** **E** **C** **T**

Fens Primary School Knowledge Organiser

History | **The Stone Age** | **Year 3** | **Term: 1**

Important Facts

- The Stone Age h
- This time is calle
- They lived in cav
- They gathered f
- People started f
- Once farming stc
- Settlements wer
- diseases spread i
- 2700 years ago f
- Iron Age people

Key Dates

- 800,000 BC earliest
- 400,000 BC earliest
- 10,000 BC end of the
- 3000 BC Stonehenge
- 3000 BC Skara Brae

Skara

Stonehenge is a preli
ing stone around 13 f

Science Focus: Forces and Magnets | **Year 3** | **Term: 1**

Contact Forces

What is a force?	A force is either: A push or A pull
Forces can make things...	Speed up Slow down Change shape Change direction
A force that speeds something up	The child is pushing the car to speed it up.
A force that slows something down	The girl is pulling the dog to slow it down.
A force that changes the shape of something	The can is being squeezed so it becomes smaller
A force that changes the direction of something	When the ball is hit with the racket, it will change direction.

Changing the movement of an object requires a force to be acting on it

Forces can push, pull or twist objects, making them change their motion or shape. The movement of objects is changed if the forces acting on them are not in balance.

Objects can affect other objects at a distance

Magnets affect magnetic objects at a distance as they have a 'field of influence'. This is called a magnetic field.

Diagrams and Symbols

Magnets only attract certain types of metals, other materials such as glass, plastic and wood aren't attracted.

Metals such as iron, nickel and cobalt are attracted to magnets.

Most metals however are not attracted to magnets; these include copper, silver, gold, magnesium, platinum, aluminium and more.

Magnetic Forces

Why is magnetism different?

Magnetic forces are do not need contact.

Magnets have a North Pole and a South Pole

Attract:

Repel:

North and South attract. But North and North or South and South will repel.

Types of magnets

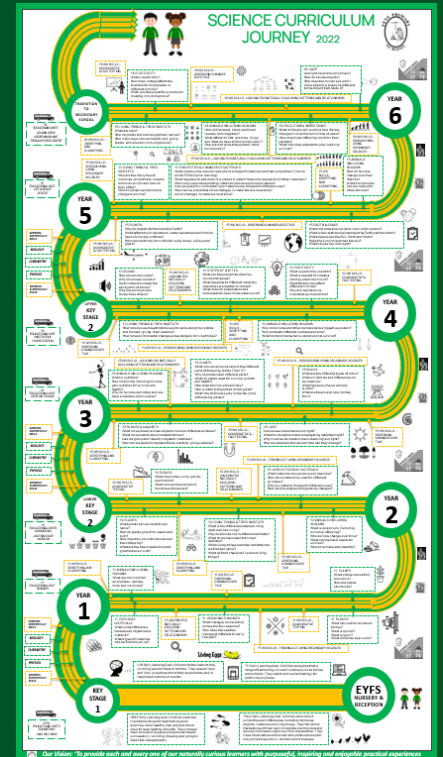
Bar
Ring
Button
Horseshoe

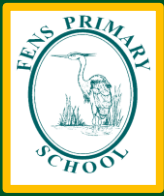
What? (Key Vocabulary)

Spelling	Definition/Sentence
Squeezed	Firmly press (usually with the finger)
Contact	Physically touching something
Magnetic	Can be attracted to a magnet
Attract	To come together
Repel	To force away/apart

Working as a Scientist

- Explore the uses of magnets in everyday objects
- Group everyday objects into magnetic and nonmagnetic by testing with magnets
- Design a mechanism that requires a magnet to enable it to work





Commando Joe's RESPECT programme supports children's character and wider personal development. Through a range of practical 'missions', children develop resilience, empathy, self-awareness, positivity, excellence, communication and teamwork.

Character Values

Resilience

Empathy

Self-Awareness

Positivity

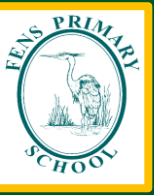
Excellence

Communication

Teamwork



Enrichment, Personal Development and Well-being in Y1 & Y2



We enhance the curriculum with visits from:

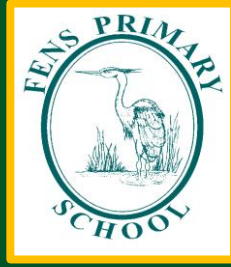
- Sports coaches (yoga, balance bikes, tag rugby, athletics, sports skills)
- School nurse
- Outdoor Learning/Forest School
- Ogden Trust (Science)
- Animal Encounters
- Professor Brainstorm
- Divali workshop
- Science club
- Gardening club



Christmas Performances

Whole school ARTs, SCIENCE, MATHS & WRITING WEEKs – Fantastic Community Events





One Community, Growing and Learning Together

Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.

Education Endowment Foundation