



# Year 1 and 2 Parent Information Meeting

Welcome & Introduction

Miss Lightfoot and Miss Rigg  
P2.

Mrs Smith and Miss Cowan P1.

# Finding out about...

- Our timetable, (playtimes, assemblies).
- BDS Curriculum Drivers
- What are we learning this year
- Marking & Handwriting (RWI Scheme)
- Behaviour Policy
- Interventions and Assessments
- Seesaw and Homework
- Residentials (Hawse End) & Trips
- How you can help at home





**Bridekirk Dovenby CE Primary School**  
**P2 Timetable 2026 – 2027**



|                  | 8:35-8:50 | 8:50-9:50             | 9:50 – 10:10 | 10:10-10:30                     | 10:30-10:45 | 10:45-12:00 | 12:00-13:00 | 13:00 – 14:45     | 14:45-15:10                    |
|------------------|-----------|-----------------------|--------------|---------------------------------|-------------|-------------|-------------|-------------------|--------------------------------|
| <b>MONDAY</b>    |           | Read Write Inc groups |              | Whole School Assembly           | BREAK       | Maths WRM   |             | Science           | Quality text time              |
| <b>TUESDAY</b>   |           | Read Write Inc groups |              | Quality text time               | BREAK       | Maths WRM   |             | P.E               | Teacher Led Collective worship |
| <b>WEDNESDAY</b> |           | Read Write Inc groups |              | Picture News Collective Worship | BREAK       | Maths WRM   |             | PSHE              | Quality text time              |
| <b>THURSDAY</b>  |           | Read Write Inc groups |              | Quality text time               | BREAK       | Maths WRM   |             | Geography/History | Class Assembly Roots & Shoots  |
| <b>FRIDAY</b>    |           | Read Write Inc groups |              | Whole School Assembly           | BREAK       | Maths WRM   |             | R.E               | Quality text time              |
|                  |           |                       |              |                                 |             |             |             | Music             |                                |
|                  |           |                       |              |                                 |             |             |             | Art               |                                |

# Year 1 and Year 2 Timetable

# Playtimes

Breaks are shared with the whole school and children can choose a fruit snack from the fruit bowl. If you choose to send in a snack, please can you make sure it is a healthy snack.

# Assemblies

- Whole School on Monday (collective worship) & Friday (celebration) with Mrs Fish
- Tuesday – Teacher Led Worship
- Class Assembly / Class worship / Picture News – Wednesday
- Key Stage Assembly – Thursday



Following our new healthy eating guidelines please can you ensure your child has a healthy lunch box.

On your child's birthday please refrain from bringing in cakes or sweets. Your child's birthday will be celebrated in the classroom by wearing a birthday hat and sash. They will receive a special certificate to celebrate their important day.



## Our Curriculum Drivers

- What we are learning each half term can be found under *Curriculum* and each class page on the website.

# Autumn One Year 1



## English

Read Write Inc. scheme followed to develop children's comprehension, writing and spoken language. Using a step-by-step approach through whole-class shared reading of complete texts to give children the skills to write ambitiously and accurately. Focus on grammar in context, with a word bank to support and build knowledge. Developing vocabulary using drama and discussion activities.

## Science

Science Animals Including Humans—Growth This unit 'Animals, including humans 1 - Growth' takes children through six lessons where they learn how to notice that animals, including humans, have offspring which grow into adults. They find out about and describe the basic needs of animals, including humans, for survival (water, food and air) and finally they learn how to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

## Art Drawing:

Exploring how artists use tone and texture and applying these techniques in observational drawings. Experimenting with a range of materials to create marks and tones. Using different pressures and control to make different marks. Children will be able to describe the texture of objects, understanding that sketching simple shapes lightly so that changes can be made.

## Music- Rhyming in Time

Children will move in time with the beat/pulse, responding to different tempos (speeds). They will chant, rap and sing using different cues such as starting together. The unit focuses on rhythm, movement, and vocal exploration through the song "Feel the Beat".

## Topic — Geography

Weather and Seasons—Discuss the similarities and differences between the seasons. Identify when the seasons fall within a year. Explore the different types of weather that is encountered within each season. Discuss how the weather in each season can affect different type of jobs.

## Maths Place Value

Sort objects, Count objects from a larger group, Represent objects, Recognise numbers as words, Count on from any number, 1 more, 1 less. Count backwards within 10. Compare groups by matching, compare numbers, order objects and numbers.

Vocabulary

Number line, fewer, more, same, less than, greater than, equal to.

Subtraction on a number line Add or subtract 1 or 2

## RE

How and why do people of faith celebrate and give thanks for the harvest?

Children will develop their understanding that Harvest Festivals are a traditional celebration to give thanks to God for the gifts of the harvest. They will increase their awareness that the food we eat is harvested and distributed all around the world. Understand that in some parts of the world harvest may fail, explore why this is. Discuss what the response of Christians should be to the need of others. The children will also explore the Jewish festival of Sukkot.

## P.E—Ball skills: passing, dribbling, and scoring

This unit will challenge pupils to use their dribbling, passing, and receiving skills to keep possession and score. Pupils will develop their accurate underarm throwing and explore throwing overarm. Pupils will apply these skills in a variety of activities as they develop their motor competence.

## SMSC

### **JIGSAW - Being Me in My World**

Getting to know each other  
Making our community a better place  
Considering everyone's right to learn  
Caring about other people's feeling  
Working well with others / School Golden Rules

## Computing

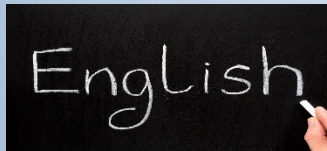
**Technology Around Us.** Recognising technology all around us and beginning to use a keyboard and mouse/trackpad.

**Homework** Weekly homework to be set on Seesaw. Reading nightly.

# Core Subjects



Fluency, Reasoning & Problem Solving using White Rose Maths resources.



Read Write Inc (Spelling, Writing, Reading and Phonics)



Taught in classes on Monday afternoons.

Topics include: Everyday Materials, Seasonal Changes, Animals including Humans, Plants, Food Chains



- RE:**

We follow the Questful scheme for R.E.

Welcome to Questful RE

The Blackburn Diocesan Board of Education Religious Education Syllabus





- Read Write Inc, is a scheme which is now used in school to teach phonics and reading and incorporates writing into lessons too.
- Children learn following a systematic approach, which is designed to keep children learning together.
- Children use the phonic skills as well as learning 'speedy' words to ensure fluency in reading. They will bring home books which have been taught in school as well as a familiar book, a Book Bag book and also a reading for pleasure book.
- We use 'Fred Fingers' to spell words and aim to give children the skills to read and write independently.

# Foundation Subjects

Mostly taught in the afternoons.



PE (iPEP)



Music (Charanga)



Art & DT (Kapow)



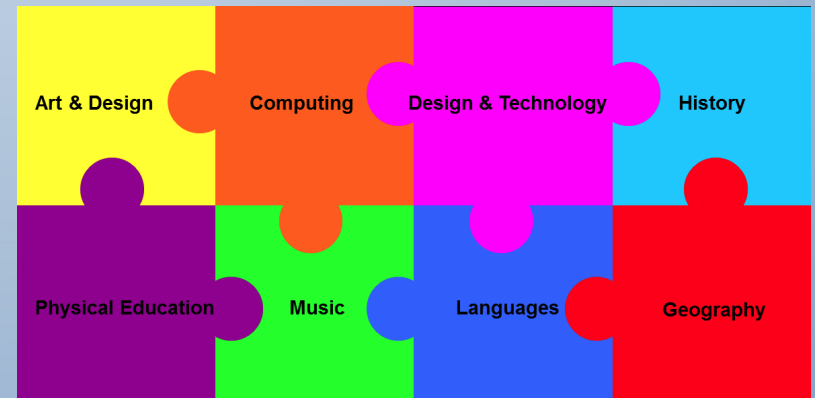
PSHE (Jigsaw)



Computing



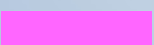
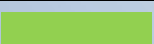
Geography  
and  
History



# Marking Policy



- 1:1 Verbal Feedback in lessons (immediate)
- Whole Class Feedback (summary)
- Marking Code (review)

| Annotation                                                                                                                                                                      | Meaning                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                | Work which demonstrates that a pupil has met an element of success criteria demonstrated a particular skill or achieved the intended outcome                                                                                                                                                                                                                                                      |
|                                                                                                | Work which needs further attention or displays an error or misconception (e.g. letter needing capitalisation; poor word choice; specific error in calculation, etc.)                                                                                                                                                                                                                              |
|                                                                                                | If a child has peer-marked or self-marked their work it will be in green highlighter.                                                                                                                                                                                                                                                                                                             |
|                                                                                                | Incorrect spelling. This will be used selectively when marking work, focussing on spelling patterns which should either have been secured by a pupil, or represent a pupil's next step in spelling development. In KS1 this will be accompanied by the corrected spelling. In KS2, pupils will ordinarily be expected to find the correct spelling using a dictionary (with support where needed) |
| Teachers marking                                                                                                                                                                | All teachers across the school will mark in green pen                                                                                                                                                                                                                                                                                                                                             |
| Children's drafting or editing                                                                                                                                                  | If children are drafting, editing, improving a piece of work it will be done in red pen. Punctuation may also be put in using red pen.                                                                                                                                                                                                                                                            |
| //<br>^                                                                                                                                                                         | New paragraph needed here<br>Missing word                                                                                                                                                                                                                                                                                                                                                         |
| Further symbols/codes may be used in a manner which relates directly to success criteria used in the planning of written work, e.g. TV to indicate use of technical vocabulary. |                                                                                                                                                                                                                                                                                                                                                                                                   |

# Handwriting Focus

## ***Read Write Inc. Handwriting – the four stages***

**Stage 1** begins as soon as most children can read Set 1 sounds. We continue to teach children to form letters correctly.

**Stage 2** begins during Year 1. Children learn the relative size of letters and to form letters that will flow easily into a joined style.

**Stage 3** follows straight on. Children learn how to join letters using two basic joins – the 'bridge' join, the 'hill' join and the two variations on each.

**Stage 4** helps children develop a mature and speedy style.

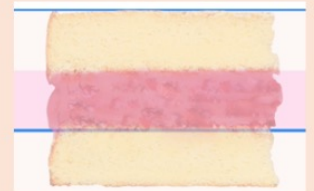
Each stage ensures pupils meet the National Curriculum requirements for handwriting from Reception to Year 4.



Top sponge

Jam

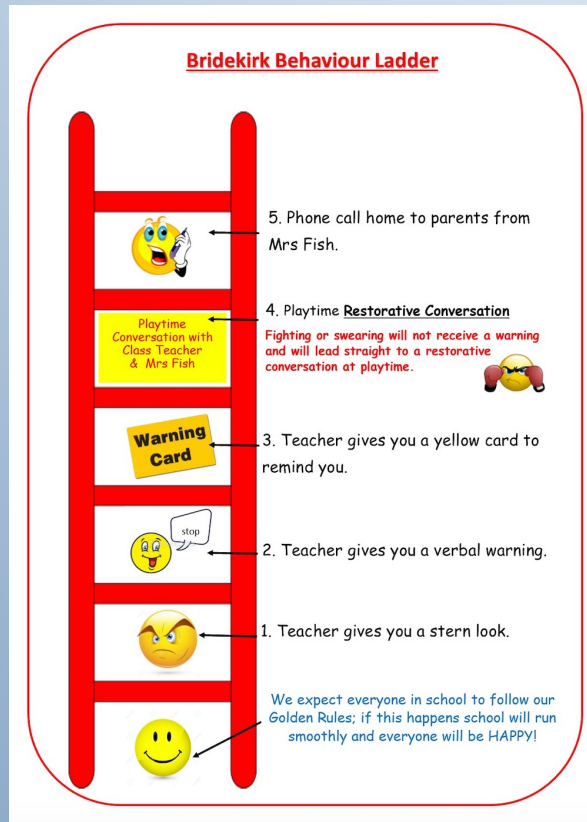
Bottom sponge



| Letter                                                                                   | Name  | Checklist                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a<br>  | Annie | <ul style="list-style-type: none"> <li>✓ start at the bow on the top of her head</li> <li>✓ over the top of her head</li> <li>✓ curve down her face</li> <li>✓ round her chin</li> <li>✓ up to her ear</li> <li>✓ up to her bow</li> <li>✓ straight hair down</li> <li>✓ add a curl (not too curvy)</li> </ul>                         |
| d<br> | Dina  | <ul style="list-style-type: none"> <li>✓ start at her bow on the top of her head</li> <li>✓ over the top of her head</li> <li>✓ curve down her face</li> <li>✓ round her chin</li> <li>✓ up to her ear</li> <li>✓ up to her bow</li> <li>✓ spiky hair – up to the top sponge and down</li> <li>✓ add a curl (not too curvy)</li> </ul> |

# Our Behaviour Policy

- School Behaviour Policy.
- Golden Rules
- Positive reinforcements, praise and reward *stickers and team points*.
- Golden children in assembly each Friday... Jumpers



**Wonderful  
Walking**

**Marvellous**

**Terrific**

**Manners**

**Transitions**



# Interventions

Throughout the school we identify children who we feel would benefit from small group work, extra practice, reinforcement, pre-teaching, specific focused activities, etc. Most children will benefit from one of these groups at some point during their time at Bridekirk School, and need your support at home as well.

# Assessments

Teachers continually assess children so that they are able to plan the next lesson. At the beginning of the year and towards the end of each term a formal assessment is carried out to check progress and attainment. Yr1 Phonics Screening in June.





# Seesaw and Homework

- Seesaw in school is used for homework which will be set each week.
- Y1 and Y2 will be given either a maths or English activity each week.
- Please use the Parent app to message staff directly. Anything urgent after 6pm should be emailed to:  
[admin@bridekirkdovenby.cumbria.sch.uk](mailto:admin@bridekirkdovenby.cumbria.sch.uk)



# Residentials & Trips

Year 2 - Outdoor  
Residential, Hawes End  
Date TBC.

Trips will be organised  
throughout the year and  
linked to Topics.



# How parents can help at home.



- **Please** label all items of clothing.
- Water bottles not put in reading bags.
- P.E kits to be worn on PE days (Tuesdays unless otherwise stated).
- **Reading – Please write in your child's diary.**
- Homework – 1 piece per week
- Sensible bedtimes during the school week.
- Inform school office of holidays absence, lateness etc.
- Inform school office if there is a **change to home time arrangements.**

Thank you