

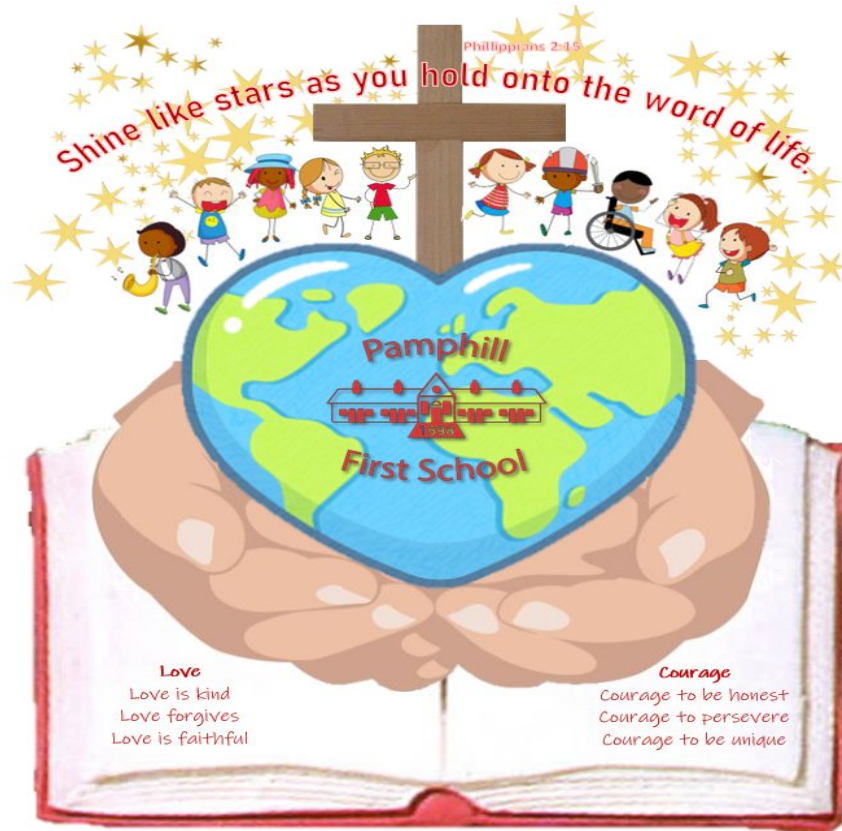
Stags Class



Who's who?

Class Teacher Mrs Pinto
Teaching Assistant Mrs Hurley

Our Vision and Values



Pamphill First School's vision, values and learning behaviours



1

Ambition



1

Honesty



1

Individual



1

Listening



1

Loving



1

Motivation



1

Participation





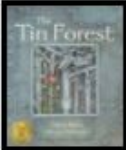




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Perseverance



Our Awesome Topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Beginning of Britain		Where We Live		Our Awesome Earth	
Topic Title	Stones and Bones	The Brilliant Bronze Age!	Rocks, Relics and Rumbles	Nurturing Nature	Majestic Mountains	Mighty Metals
Topic Theme (Topic driven by)	The Stone Age (Animals)	Bronze/Iron Age Light (Science & link to Diwali)	(Rocks & Fossils)	(Plants)	(Mountains & Deserts)	(Forces & Magnets) (France - Comparison with UK)
Hook/Special events/trips (Suggested)	Stonehenge What is the secret of the standing stones?	Badbury Rings Paul Nolan Author Visit (Bronze Age Workshop) Hindu visitor Iron Age Matt	The Etches Collection	Local area Compton Acres Kingston Lacy		French-themed Day Winchester Science Centre?
Class texts Fiction Bold text = key texts Non-bold = optional/recommended	<p>Stone Age Boy</p>  <p>Stig of the Dump</p> 	<p>The Boy with the Bronze Axe (chapter extracts)</p> 	<p>The Iron Man</p>  <p>Pebble in My Pocket</p>	<p>The Tin Forest</p>  <p>Tree Lady</p> 	<p>Mountains of the World: 1</p>  <p>Himalayan Mountains: Simon Chapman</p> 	<p>The Pied Piper of Hamelin by Michael Morpurgo (folktale)</p> 

Weekly Timetable

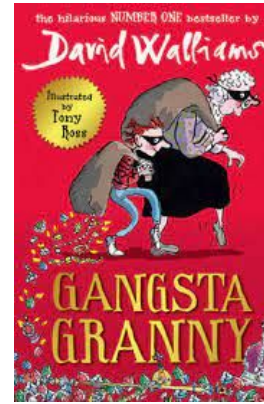
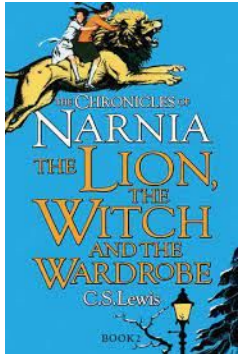
KS2 Timetable **The Stone Age**

Autumn 1	Monday 25th	Tuesday 26th	Wednesday 27th	Thursday 28th	Friday 29th
8.45-9.15	Registration/Fluency Assembly 9.10-9.30	Registration/ reading/ timestables	Registration/ reading/ timestables	Registration/ reading/ timestables	Registration/ reading/ timestables
9.15-10.15	Maths	Maths	Maths	Maths	Maths
10.15-10.30		Playtime	Playtime	Playtime	
10.30-11.00	WCR /key vocabulary	SPAG	SPAG	SPAG	SPAG
11.00-12.00	English	English	English	English	English
12.00-1.00	Lunchtime	Lunchtime	Lunchtime	12-12.30 Lunchtime	Lunchtime
1-1.10	Reading- picture book	Reading- newspaper	Reading- Stone Age NF book	Forest School 12.30-1.30	Reading- Izzy's book from home
1.10-1.30	Spellings	WCR RIC question	WCR RIC question	↓	Spellings
1.30-2.00	RE/PSHE	History	French	Reading- poem Handwriting 1.30-2	Computing
2.00-2.40	PE 2-15	Geography	PE	Science 2-2.40	Art
2.40-3.00	↓	Collective Worship	Collective Worship	Singing Assembly	Celebration Assembly



- Routines
- **Sundog times tables** and activities linked to learning in class weekly.
- **Times tables** - weekly quiz.
- **Writing, spelling rules**- out on Wednesdays, return to school on Mondays.
- **Reading** - daily reading at least 10 minutes, (three reads of school reading book.)
- Two books per week (Monday and Wednesday book change).
- Book and reading recording in every day.
- One library book per week.

Promoting a love of reading



- Reading together
- Quiet time
- Listening to stories
- Classics
- Friends/family
- Dressing up as book characters
- Local library
- Re-reading favourites

Name of child:

Date of assessment and colour of highlighting:

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Book Stages

Children will be regularly assessed on their phonic knowledge, ability to blend sounds together to read words as well as reading common exception words

(not decodable). They will be given phonics

books that match their understanding.

Once they are applying this confidently in their reading,

they will then move onto ‘colour books’ and then free

readers.

<i>Phase 2</i>		
Set 1	s a t p	sat tap sap pat
Set 2	i n m d	pan pin sit tip pit
Set 3	g o c k	got pod cat can kit
Set 4	ck e u r	run sick deck red den
Set 5	h b f ff l ll ss	hit hiss huff bill fun but
<i>Phase 2</i>	Common exception words	the, to, I, no, go, into
<i>Phase 3</i>		
Set 6	j v w x	jam van wet box
Set 7	y z zz qu	yet zip fuzz quit
Set 8	ch sh th ng	chip shop thing that
Set 9	ai ee igh oa	rain sheep high boat
Set 10	oo ar or ur	book toot farm fork hurt
Set 11	ow oi ear air	cow coin dear hair
Set 12	ure er	pure corner
<i>Phase 3</i>	Common exception words	me we be he she was you they all are her my
<i>Phase 4</i>	cvcc & cvcc words with P2 GPCs cvcc & cvcc words with P3 GPCs polysyllabic words	spot trip glass track swim bend last trip went damp green train smart growl spoil chest tenth best paint boost handstand shampoo starlight floating lunchbox pondweed
<i>Phase 4</i>	Common exception words	said have like so do some come were there little one when out what
<i>Phase 5a</i>	ay ou ie ea oy ir ue aw wh ph ew oe au ey /zh/ a_e_e_e_i_e_o_e_u_e	day cloud tie treat enjoy girl blue rescue lawn when dolphin blew nephew goes launch donkey division make these shine explode flute cube

Approach to teaching reading

VIPERS
questions

Whole
Class
Reading

Daily shared
reading

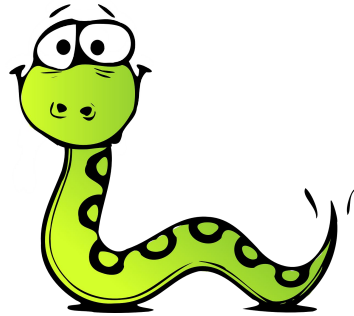
Celebrating
a story

Vocabulary
Grammatical Language
Spelling
Genre

Discussion
(whole
class/paired)

Answering
questions
verbally then
written.

Vocabulary



Find and explain the
meaning of words in
context.

VIPERS
Reading Skills

Infer



Make and justify
inferences using
evidence from the text.

Predict



Predict what might happen,
using clues from what
you've already read.

Explain



- Explain the themes and patterns you discover throughout the text.
 - Explain why the author has made a specific choice.
 - Explain how the information contributes to the meaning of the text.
-

Retrieve



Retrieve and record information and identify key details from fiction and non-fiction.

Summarise



Summarise the main ideas
from more than one
paragraph.

Reading to writing.


Making sense of a story through discussion and questions.

Learning new vocabulary.

Teacher modelling reading and writing.

Understand what needs to be written.

Writing can then begin.

Learning Objective: To make predictions about a text.	Date: September 2023
Book: <i>Stig of the dump</i> by Clive King	Genre: Fiction
	<p>Predict: Look at the front cover...</p> <ol style="list-style-type: none">1. What does the title tell us the story may be about?2. What does the picture tell us about what might happen? <p>Write your prediction in your book, giving as much detail as possible.</p> <p>Remember, there is no right or wrong answer!</p>

Thank you for coming.

We will be sharing these slides with you. Please talk to your child about what you have seen and heard tonight.

