



Meet The Teacher

Year 1

Welcome to John Keble school

Session will start at 3:30pm

Meet The Classroom Team



2 Ash class teacher: *Ms Agyeman*



2 Yew class teacher: *Mrs Connors & Mr Kelly*



2 Ash classroom assistant: *Mrs Chatterjee*



2 Yew classroom assistant: *Ms Imaan Abdur-Rahman*

2 Yew learning support: *Ms Amira*

Our specialist subject teachers are:



P.E. teacher: *Mrs. Brown*



Music teacher: *Mr Kelly*



Other adults your children will know:



Headteacher: *Mrs. Allard*



Deputy Headteacher: *Mr. Martin*



Assistant Headteacher: *Ms. Auty*



Assistant Headteacher: *Ms. Poland*



The School Day



The school gates open at **8:30** am-**8:40** am for children to come into school, and settle before lessons begin promptly at **8:45** am.

Children arriving after 8:40am must go through the front office to ensure they are registered.

Break Time: **10:30**

Lunchtime: **11:30 - 12:30**

Afternoon Break Time: **approximately**



The School Day



The school day ends at **3:15** pm.

If you are unavoidably detained and are unable to collect your child from the playground before the gates close at 3:25pm, please call the office on: **0208 985 5072**

Uncollected children will be placed in the front office and allocated an emergency, chargeable space in our After School Care Club (£6).



	8:45	9:00	9:15	9:30	9:45	10:00	10:15	10:30	10:45	11:00	11:15	11:30	11:45	12:00	12:15	12:30	12:45	13:00	13:15	13:30	13:45	14:00	14:15	14:30	14:45	15:00		
Monday	Songs of Praise			Reading			Break	Writing					Lunchtime				Story	Mathematics				Break	Science					
Tuesday	Reading			Reading			Break	Worship	Writing					Lunchtime				Story	Mathematics				Break	Humanities				
Wednesday	Physical Education			Music			Break	Writing					Lunchtime				Story	Mathematics			Reading			Break	Mass (14:40)			
Thursday	Physical Education			Reading			Break	Worship	Writing					Lunchtime				Mathematics				Break	Art / Design Technology					
Friday	Writing			Reading			Break	Spelling	Computing					Lunchtime				Story	Mathematics				PSHE			Worship		



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Thursday	Reading			Physical Education			Break	Worship	Writing					Lunchtime				Mathematics			Break	Art / Design Technology					
Friday	Writing			Reading			Break	Spelling	Computing				Lunchtime				Story	Mathematics				PSHE			Worship		

The School Day

Children are encouraged to visit the bathroom during break and lunchtimes but we understand that they may need to go at other times too.



Children are allowed to visit the bathroom one at a time if they ask; however they may be asked to wait a minute so that the teacher can finish an important teaching point.

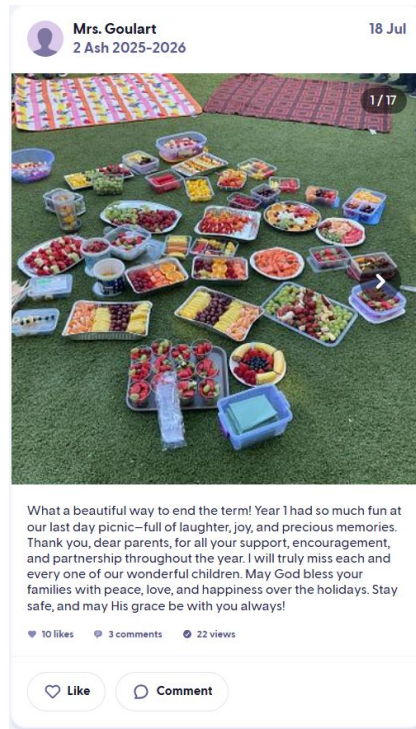
If the frequency of toilet visits is a concern, the teacher will contact you.

Communication



ClassDojo

Class Dojo is the quickest method of communication between teacher and families. Please speak to the class teacher today, if you are not currently set up.



Hi Mr Martin, we have our first PTFA coffee morning tomorrow and I was wondering if it would be possible to send a message to all the parents via Dojo to let them know?



We have a flyer too if you could send that too

Of course, no problem.



Communication



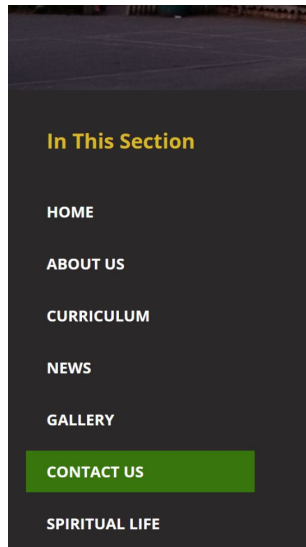
We are concerned for the environment and so paper letters are only used for permission slips etc. Please ensure the office has your most up-to-date email address and telephone number so that newsletters and important messages reach you.



Communication

To book appointments, report absences or general enquiries, the school office can be contacted using the www.johnkeble.com website or by calling

0208 985 5072



Contact Us

Reporting a child's absence?



Child Absence

Looking for term dates?



Term Dates

General Enquiries



Contact Us

Concerned about a child's wellbeing?



Notify Us

Communication



The office is open from 8:00am until 4:00pm



Dee

Attendance



Habiba

Finance



Syed

ICT
Technician



Lizzie

Office Manager



Payments to the school are made via the Arbor app or in person at the school office.

Equipment and Uniform

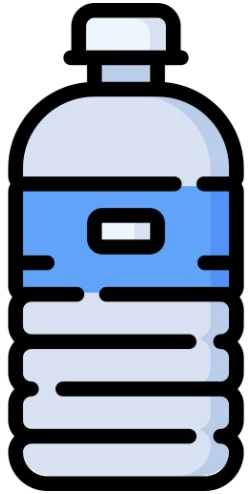


Please label all items of school uniform so that they can be returned to the correct child when lost.

Lost Property fills up very quickly!
It can be located by the playground doors next to the Main Hall.
It is cleared every term.

Children may arrive to school in their P.E. kits on their timetabled P.E. day.

Equipment and Uniform



Water bottles must not be made of glass.

Fully sealable.

Contain only still water.

Please do not freeze the water as the condensation on the outside of the bottles ruins school work, soaks books in bags and leaves puddles on tables.

Fountains are installed in the playground.

Equipment and Uniform



Children may only wear studded earrings to school.



Only silent, digital or analogue watches are permitted, provided they do not have photographic capability or internet access.

Equipment and Uniform



Smart devices (*phones, glasses, watches with internet/ photographic capability*) are not allowed on the school premises.



A child in possession of an unauthorised device will have it taken away and a parent will have to collect it.



Equipment and Uniform

Children do not need to (and are encouraged not to) bring their own stationery equipment.

Large pencil cases clutter tables. Children are provided with all the equipment they will need.

The school cannot accept responsibility for personal items of stationery that go missing.



Equipment and Uniform



Children will receive two reading books which are changed weekly. One book is their “bedtime story book” which is their own personal choice. The other is a book chosen at their current reading level by the teacher.

Children are provided with a sealable bag to protect their reading books from rain and spillages.

Equipment and Uniform



Children are provided with a sealable bag to protect their reading books from rain and spillages.

Lost/Damaged books must be paid for. The cost of replacement is £5 per book

As these books are linked closely to our reading scheme, losing a phonics book impacts other children's education.

Birthdays



We will always acknowledge and celebrate a child's birthday - we know how special the day is.

Please understand that, due to risk of allergies and also to support with the financial difficulties that many of our families face, we do not permit party bags, treats or cakes to be handed out on the school premises.

Please arrange this privately outside of the school gates.



Medication



If your child requires medication at school, please speak to the office.

Children must not bring medication into school - this includes homeopathic remedies.



Your child's education

Believing in the worth of every individual, we are a nurturing, Christian sanctuary of learning, where all can flourish. We aspire for everyone to achieve heights of success, to deepen courage and to experience breadth of creativity, knowing the joy of God's love.

Every child's learning needs are unique to them. We are an inclusive school and will nurture and support all our children whatever their need.

Please raise any learning or behavioural concerns with the class teacher initially who may refer you to our SENDCo or Senior Leadership Team if they are unable to help.



Expectations



All children learn new skills at different speeds and so we adapt our activities and our teaching to ensure that all children can achieve heights of success regardless of their starting point.

If you are concerned about the rate of learning for your child (whether you feel it is too fast or too slow) it is important that you speak with the teacher. It is not uncommon for children to present differently at school and at home.

Your child's education

The content of your child's lessons can be found online at www.johnkeble.com.



RECEPTION

YEAR 1

YEAR 2

YEAR 3

YEAR 4

YEAR 5

YEAR 6 (PRE-SECONDARY)

What will my child learn about in Year 3?

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
INTENT	Our ambitious, knowledge-rich curriculum has been sequenced to equip our pupils with the knowledge and skills to ensure they are happy, healthy global citizens ready to take their place in modern Britain. The broad and balanced curriculum is creative, coherent and inclusive and, together with our Christian values (Koinonia, Compassion, Hope, Wisdom, Trust and Worth), enables the pupils to be self-motivated, independent learners.					
	Destination Reader Skills	Destination Reader Skills	Destination Reader Skills	Destination Reader Skills	Destination Reader Skills	Destination Reader Skills
	The Iron Man Narrative: Approach Threat Narrative Purpose: To narrate Explanation: How to capture the Iron Man Purpose: To explain	Egyptology Narrative: Egyptian Mystery Narrative Purpose: To narrate Information: Secret Diary Purpose: To recount	Fox Narrative: Fable Narrative Purpose: To narrate Information: Foxes Purpose: To inform	Rhythm of the Rain Narrative: Setting Narrative Purpose: To narrate Recount: River Information Leaflet Purpose: To inform	Jemmy Button Narrative: Return Narrative Purpose: To narrate Information: Letters Purpose: To recount	Into the Forest Narrative: Lost Narrative Purpose: To narrate Recount: Newspaper Report Purpose: To recount
	Maths	Maths	Maths	Maths	Maths	Maths
	Number: Place value within 1000	Number: Addition and subtraction 1	Number: Multiplication and division 3	Measurement: Length and perimeter	Number: Fractions	Measurement: Money
	Number: Addition and subtraction 2	Number: Multiplication and division 1	Measurement: Mass	Measurement: Capacity	Measurement: Time	Geometry: Angles and properties of shape
	Science	Science	Science	Science	Science	Science
	Rocks Christianity: What is the Bible's big story?	Rocks / Forces Christianity: Why is Remembrance Important? How does the season of Advent and the feast of the Epiphany point toward the true meaning of Christmas?	Forces / Light World faith: Judaism What does it mean to be a Jew?	Animals including Humans Christianity: How do Christians believe following Jesus' new commandments and his 2 greatest commandments make a difference? Who is the most important person in the Easter story?	Plants World faith: Buddhism What is Buddhism?	Plants Christianity: Who is Jesus (I am ... statements)
	History	History	History	History	History	History
	Ancient Egypt	Cradles of Civilisation	Indus Valley Civilisation	Persia and Greece	Ancient Greece	Alexander The Great
	Geography	Geography	Geography	Geography	Geography	Geography
	Rivers UK Overview	Mountain ranges & famous mountains.	Settlements & cities	Agriculture	Volcanoes	Climate and Biomes
	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
	Identity and community Linked to Christian value of Koinonia	Identity and community Linked to Christian value of Koinonia	Choices Linked to Christian value of Wisdom	Choices Linked to Christian value of Wisdom	Health and Prevention Linked to Christian value of Worth	Health and Prevention Linked to Christian value of Worth
	PE	PE	PE	PE	PE	PE
	Outdoor Adventure Game Sense - Invasion	Dance Basketball	Gymnastics Tag Rugby	Hockey Athletics - Throwing and Jumping	Tennis Athletics - Running	Cricket Athletics
	Art	Art	Art	Art	Art	Art
	Cloth, Thread, Paint	Drawing	Structures: food containers	Cooking	Working in Three Dimensions	Textiles: money containers
	Design & Technology	Design & Technology	Design & Technology	Design & Technology	Design & Technology	Design & Technology
	Connecting Computers	Stop-frame Animation	Sequencing Sounds	Branching Databases	Desktop Publishing	Events and Actions in Programs
	Music	Music	Music	Music	Music	Music
	Notation & composition through playing and performing, creating and composing	Notation & composition through playing and performing, creating and composing	Learning an instrument through playing and performing, responding and reviewing.	Learning an instrument through playing and performing, responding and reviewing.	Further developing our instrument playing skills by using response and review	Further developing our instrument playing skills by using response and review
	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
	Phonetics / I am learning Spanish	Animals	Instruments	I know how	Fruits or vegetables	Ice-cream

Curriculum Map - 2023 - 2024



In writing, children in Year 2 are expected to:

- Write sentences that use **and**, **but**, or to join clauses.
- Write sentences that use **when**, **if**, **that**, **because** to join clauses.

*Jack's mother told him to sell the cow **because they needed money**.*

*Jack got magic beans from an old man **but his mum was angry**.*

- Use noun phrases to add description.

*Jack saw an **enormous, sleeping giant**.*

- Use commas in lists.
- Use apostrophes to show where letters are missing.

*The giant **wasn't** aware that Jack was there.*

- Use apostrophes to show possession.

*The **giant's** castle was enormous!*

- Use phonics to help them spell.

They are also expected to spell the following [common exception words](#)

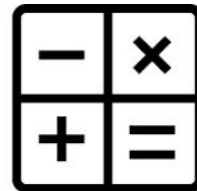


When handwriting, children in Year 2 are expected to:

- Sit correctly at a table.
- Hold a pencil with the correct “tripod” grip.
- form lower-case letters of the correct size relative to one another.
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- When they are ready, they will begin to learn some basic joins.

 Ss	 Aa	 Tt	 Pp	 Ii	 Nn	 Mm
Under the snake's chin, slide down and round its tail.	Around the astronaut's helmet and down into space.	From the tiger's nose to its tail, then follow the stripe across the tiger.	Down the penguin's back, up and around its head.	Down the iguana's body, then draw a dot (on the leaf) at the top.	Down the stick, up and over the net.	Down, up and over the mouse's ears, then add a flick on the nose.
 Dd	 Gg	 Oo	 Cc	 Kk	 Ee	 Uu
Round the duck's body, up to its head and down to its feet.	Round the goat's face, up to his ear; down and curl under his chin.	All around the octopus	Curl around the cat.	Down the kite, up and round, down to the corner.	Around the elephant's eye and down its trunk.	Down and around the umbrella, stop at the top and down to the bottom and flick.
 Rr	 Hh	 Bb	 Ff	 Ll	 Jj	 Vv
From the cloud to the ground, up the arch and over the rainbow.	Down, up and over the helicopter.	Down bear's back, up and round his big tummy.	Down the flamingo's neck, all the way to its foot, then across its wings.	All the way down the lollipop.	All the way down the jellyfish. Dot on its head.	Down to the bottom of the volcano and back up to the top.
 Ww	 Xx	 Yy	 Zz	 Qq		
From the top of the wave to the bottom, up the wave, down the wave, then up again.	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.	Down and round the yo-yo, then follow the string round.	Zip across, zag down and across the zebra.	Round the queen's face, up to her crown, down her robe with a flick at the end. Quick, it's the queen!		

In mathematics, children in Year 2 are expected to:



- Add and subtract with two-digit numbers, recognising the place value of each digit (tens, ones).
- Read, write and compare numbers up to 100, including on number lines and using the symbols $<$ $=$ $>$
- Recall their 2, 5, and 10 times tables.
- Recognise and represent the fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{3}{4}$ in images.
- Read the time to the nearest 5 minutes and draw times on clock faces.
- Find different combinations of coins that equal the same amount of money and recognise the symbols £ and p
- Choose the appropriate standard units of measure to estimate and measure length (m/cm), mass (g/kg), temperature ($^{\circ}\text{C}$) and capacity (l/ml).
- Identify the number of sides, symmetry and corners in 2D shapes.
- Identify the number of edges, faces and vertices in 3D shapes.
- Understand a quarter turn, half turn and three-quarter turn.
- Read and understand simple pictograms, tally charts and tables.

Home learning

Opportunities to continue learning at home will be provided each week.

Tasks set will reflect the learning that has taken place that week in the classroom. Children are encouraged to complete these tasks at home, and may need your support to do so.

These tasks are handed out on a Friday and returned the following Wednesday. Further tasks are set on:



School Trips

We are always happy to accept parent volunteers for school trips; however sometimes the venues limit our numbers and it may not always be possible to take all of you with us.

Priority may also be given to parents whose child has additional needs to support.

Please see the relevant trip letters for details about volunteer.



Class Celebration

The children will celebrate their learning with you at a class assembly on:

2 Ash Friday 21st June @ 9.00am

2 Yew Friday 28th June @ 9.00am

The children are always thrilled to see their family attend.



Parents Day

We will be happy to discuss your child's academic progress and targets in detail:

Tuesday 1st December 2026

Thursday 3rd December 2026

Tuesday 13th April 2027

Thursday 15th April 2027

Tuesday 13th July 2027

Wednesday 14th July 2027

Appointment slots will be confirmed through the Arbor app nearer the time.



After-School Universe



Our after-school provision is run by the school. It runs each evening until 5:45pm. There are two sessions.

Session 1: 3:15pm - 4:25pm Cost: £6

Session 2: 4:25pm - 5:45pm Cost: £10

To book Session 2, your child will also need to be booked into Session 1.

A meal is included for all children booked into Session 2.

Places are allocated on a first come, first served basis. Children are collected from the John Keble hall via the Tesco gate.

Clubs

The school runs a number of after-school clubs which change termly.

After-school club cost: £6 per day.

Bookings can be made on a daily basis via the school office or on the Arbor app.

Places are limited, and are allocated on a first come, first served basis. Please remember that these get booked up quickly.

Children are collected from the John Keble hall via the Tesco gate.



Breakfast Club

Our Breakfast Club is open from 8am. Children are provided with breakfast and a chance to play with games before school starts.

There is no charge for Breakfast Club

Bookings can be made on a daily basis via the school office or on the Arbor app.



A final plea: digital safety

Be aware what your child is doing – supervise access to their devices.

Please be mindful of the games your children are playing and whether they are using the games to communicate with other people.

We can help with setting locks, restrictions and privacy settings. We can also provide advice on which applications are suitable for primary-age children.

