



Bottesford Schools Federation

Parent Key Stage One (Year 1 & 2)

Open afternoon

September 2026

Executive Headteacher: Miss Rachel Busby

Deputy Headteacher: Miss Zoe Labourne

Behaviour Lead: Mr Ian Snowden



Aim of today

- To celebrate the federations progress
- To find out about the year ahead
- To find out what your child will be learning this year
- To find out how you can support your child at home
- Chance to meet and chat with your child's class teacher & support staff
- To see your child's classroom
- To take part in class activities
- To answer any of your questions

Federation Values





Respect

We foster a culture where respect is fundamental. Pupils and staff treat each other with kindness and empathy, valuing differences and celebrating diversity.



Integrity

Honesty and fairness guide all our actions. We encourage pupils to be truthful and trustworthy, taking responsibility for their choices



Strive

We foster a resilient mindset where pupils strive to do their best, embrace challenges, and learn from mistakes - setting high expectations, persevering with determination, and celebrating all progress and achievements.



Empower

We empower our pupils to
become confident,
independent learners who
take responsibility for their
education.



Federation Successes

- Staff collaboration
- One governing body
- Older pupils supporting younger pupils
- Share site and environments
- Improved communication
- Successful transition Year 2-3
- Aligned curriculums



Federation Developments

- Handwriting
- Spellings
- Reading
- Curriculum
- Tapestry
- Website (www.bottesfordschools.co.uk)
- Behaviour



Behaviour Developments

Mr Snowden - Behaviour Lead

- RISE assemblies
- House points/teams
- Consistent behaviour policy
- OPAL playgrounds (Outdoor play & learning)

OPAL (Outdoor Play & Learning)



OPAL (Outdoor Play & Learning)

Upcycled Loose Parts



Baking Pans



Cake Moulds



Ice Cube Trays



Kitchen Tools



Measuring Spoons



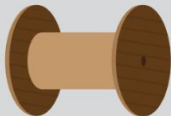
Pots & Pans



Strainers



Baskets



Cable Spools



Cardboard Items



Cones



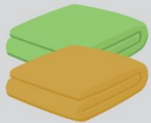
Containers



Corrugated Pipes



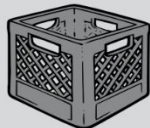
Dress-Up Items



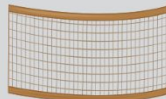
Fabric



Funnels



Milk Crates



Nets



Old Electronics



Pool Noodles



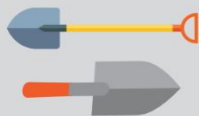
PVC Pipes



Rolling Carriers



Ropes



Shovels & Spades



Sinks & Tubs



Tarps



Tires & Wheels



Wooden Planks



Pupil Leadership Teams

- PALs
- Thomson Garden Team
- Events Team
- Sports Leaders (yr2, yr5, yr6)
- OPAL leaders
- Assembly team
- Reading Rangers
- Librarians
- RISE team



Pupil Leadership Teams

- Well being leaders
- Premises team
- Cultural team
- Digital leaders
- Staying safe team
- Lunchtime team
- Art Ambassadors
- Humanities team
- Maths Ambassadors
- Forest School Leaders
- Community Champions

Mental Health & Wellbeing

SMILERS

7 steps to wellbeing

Socialise: Get together with others



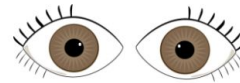
Move: Be active



Interest: Have a hobby, keep learning, do something creative



Look: Take notice of the world around you



Eat well: Eat a balanced diet



Rest: Relax, sleep well



Support: Give help to others





Mental Health & Wellbeing

Tuesday, October 13th, 2026

IN 3 WEEKS

12:00 PM

BOOK

FREE Monthly Live with Anisa with Anisa Lewis

2026 Autumn Programme: October: Walking on Eggshells November: I Wish They Could See What Everyone Else Sees December: Can We Just Enjoy Christmas This Year? These free live online sessions take place monthly. If you can't join live, p ...

[SHOW ALL](#)

Tuesday, November 10th, 2026

IN 7 WEEKS

12:00 PM

BOOK

FREE Monthly Live with Anisa with Anisa Lewis

2026 Autumn Programme: October: Walking on Eggshells November: I Wish They Could See What Everyone Else Sees December: Can We Just Enjoy Christmas This Year? These free live online sessions take place monthly. If you can't join live, p ...

[SHOW ALL](#)

Tuesday, December 1st, 2026

IN 10 WEEKS

12:00 PM

BOOK

FREE Monthly Live with Anisa with Anisa Lewis

2026 Autumn Programme: October: Walking on Eggshells November: I Wish They Could See What Everyone Else Sees December: Can We Just Enjoy Christmas This Year? These free live online sessions take place monthly. If you can't join live, p ...

SHOW ALL

PSHE



Personal, social, health and economic education

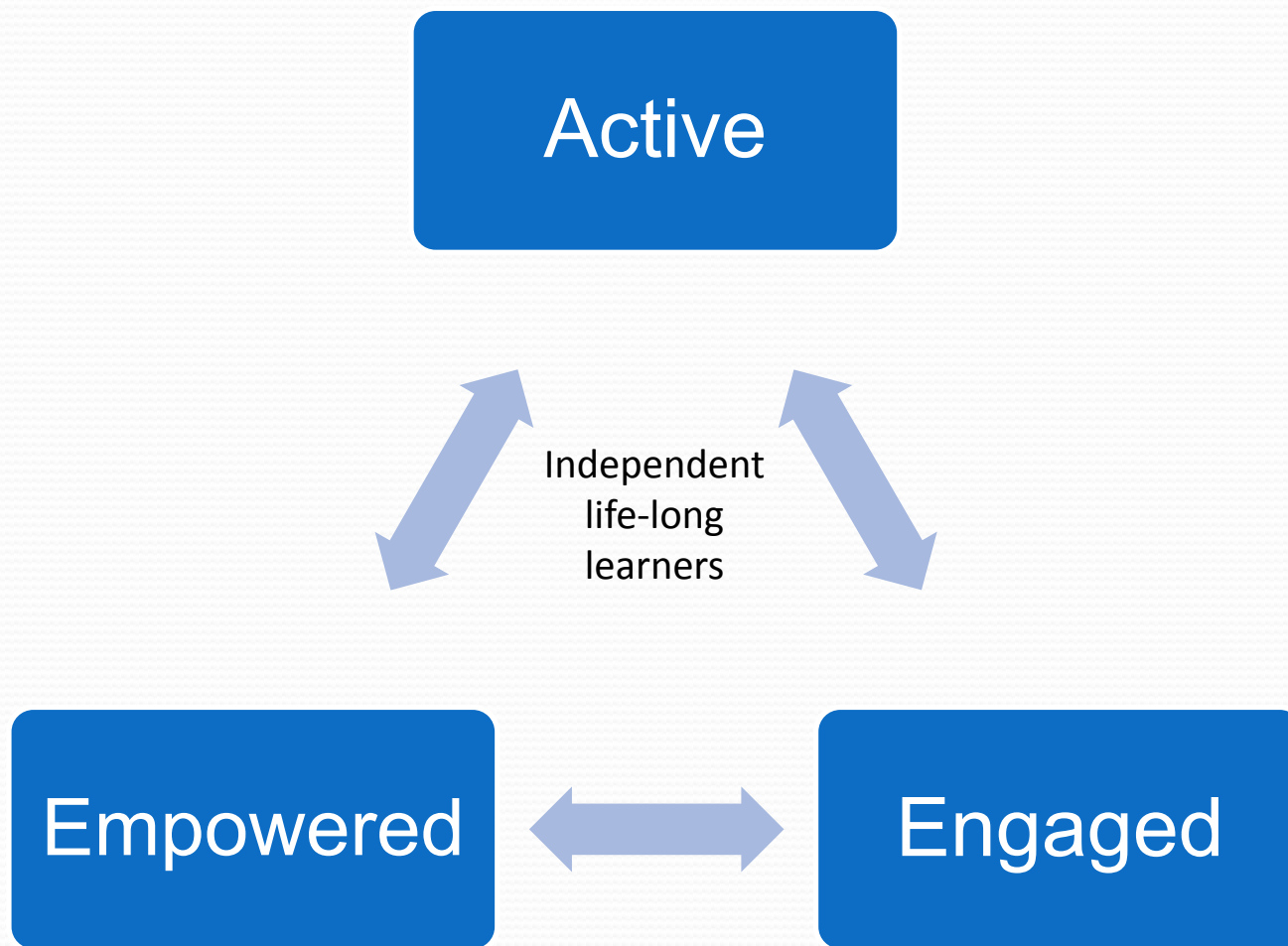
‘PSHE helps children and young people to be safe, healthy and prepared for life's opportunities.’ PSHE Association

- Jigsaw PSHE lessons weekly
- Weekly assemblies
- School Values
- Relationships and Health Education (statutory from 2020)
- Growing up safe

For more information please visit:

<https://www.bottesfordinfants.co.uk/page/?title=PSHE&pid=86>

Vision



How children learn...

By having serious FUN!



Curriculum 2026-27

- Autumn – Heroes & Villains
- Spring – Journeys
- Summer – There's no place like home

Year 1 - Autumn Term



Year 1 - Autumn term

What are we learning...



ENGLISH

In English we will be focusing on a new text every 2 weeks. Through this text we will develop our skills and knowledge of sequencing, describing characters and settings, comprehension and basic writing skills.

MATHS

In Maths concepts visited will include counting, ordering, sequencing, 2D shape, days of the week, length, addition, subtraction, capacity and place value.

SCIENCE

In Science, the children will be naming, exploring, describing, sorting and comparing materials.

HISTORY/GEOGRAPHY

In History, the children will be learning about Guy Fawkes and the Gunpowder Plot. Geography will focus on the UK and its features.

MUSIC

Menu Song - the children will learn and perform this song in groups. Colonel Hathi's March - children will use tuned and untuned percussion instruments to compose their own marches.

ART

In Art, the children will learn drawing skills. Our focus artist will be Roy Lichtenstein.

COMPUTING

In Computing, children will develop their understanding of using technology safely, word processing and digital photography.

RE

In RE, the children will be focusing on the religion of Islam. They will be learning about Muslim key beliefs, prayer rituals. They will also visit a mosque to experience a Muslim place of worship.

DT

This half term, the children will be exploring Mechanisms (levers and sliders). They will design, make and evaluate moving pictures.

PSHE

The children will be focusing on the Jigsaw units of 'Being me in my world' and 'Celebrating Difference'.

PE

Fundamentals, Ball skills, Athletics, Sending and Receiving



MESSAGES

• PE Days

Yellow - Tuesday, Wednesday

Green - Tuesday, Friday

Blue - Tuesday, Wednesday

Children are to come to school in their PE kits on PE days.

• Library day

Yellow - Wednesdays

Green - Thursdays

Blue - Mondays

We will only be able to issue a new book when the previous one is returned.

- Each day, children must bring: a water bottle (water only, not juice), their reading book and reading diary and a coat.
- Children are allowed to wear stud earrings but these must either be removed, or covered with tape, during PE lessons (this is following health & safety guidelines).
- All other jewellery is not permitted.

Year 2 - Autumn Term



Year 2 - Autumn term 1

What are we learning...



ENGLISH

In English, the children will be looking at character profiles, shape poetry and letter writing. There will be ongoing SPaG skills taught.

MATHS

In Maths the children will be developing their understanding of number and place value, addition and subtraction, multiplication and division and properties of shapes.

SCIENCE

In Science, the children will be exploring the uses of everyday materials. They will be asking and investigating scientific questions and learning about significant real life Scientists.

HISTORY/GEOGRAPHY

In History, the children will be learning about The Gunpowder Plot. In Geography the children will be learning about London landmarks, UK countries and capital cities of the UK.

MUSIC

The children will be exploring rhythms, creating call and response music and playing melodies on tuned percussion.

ART

In Art, the children will be developing their drawing skills and studying the works of Rembrandt.

COMPUTING

In Computing, children will be exploring what Information Technology is, develop their word processing skills and E-Safety will be taught throughout.

RE

In RE, the children will be looking at the key beliefs in Islam and the Christian festivals of Harvest and Christmas.

DT

The children will be exploring and using mechanisms to design, make and evaluate their own moving vehicle.

PSHE

The children will be exploring 'Being Me' in my world and celebrating difference.

PE
Ball skills
Athletics



MESSAGES

- Our PE days are: Violet Class - Wednesday and Friday. Indigo Class - Monday and Thursday.
- Each day, children must bring: a water bottle (water only, not juice); their reading book and reading diary and a raincoat.
- Children are allowed to wear stud earrings but these must either be removed, or covered with tape, during PE lessons (this is following health & safety guidelines).
- All other jewellery is not permitted.
- Homework - Homework books will be handed out every Friday to be returned by the following Wednesday to their class teacher.

Importance of reading

“Over the last two decades, there has been a deepening recognition of the fundamental importance of improving reading standards on a child’s future academic achievement, wellbeing and success in life.

The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread. Fluency of reading is also a key indicator for future success in further education, higher education and employment”.



“Reading for pleasure in early childhood can help youngsters perform better at school and boost their mental health as they enter teenage years, a study suggests. The study of more than 10,000 children found that those who started reading for fun at a young age performed better at cognitive tests and showed improved ‘brain structure’ in adolescence.”

Reading for pleasure in childhood boosts brain health in teenage years - study

The Independent June 2023



Library

- ❖ Visit the library every week



Read Write Inc. (phonics)



Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds – stretchy

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					



b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	<u>e-e</u>	<u>i-e</u>	<u>o-e</u>
					ai	y	ie	oa
						ea	i	o
						e	y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

RWI assessments

- We assess the children every half-term so we can ensure the children are in the correct groups and being taught to **their** next steps.
- Children just see this as a special 'job' with Miss Labourne or Miss Busby.
- Children can sometimes stay in the same group for more than one cycle.
- Children tend to stay in the same group as a result of their fluency; we often call this 'speedy reading' in school.
- Three parts to the assessment – sound knowledge, word reading (able to sound out or 'fred talk' the words) and speedy reading (sight reading)

Some examples:

Purple Real Words

kiss	quick	grin	splash
✓	✓	✓	✓

Purple Nonsense Words

crell	penk	zeng	frud
✓	✓	✗	✓

Pink Real Words

sight	zoom	throw	took
✗	✓	✗	✓

Pink Nonsense Words

skay	spoom	dight	fleep
✓	✓	✓	✓

Purple Speedy Reading

with	off	thin	will	his	them	that	have
✓	✗	✗	✗	✓	✗	✗	✗

Some examples:

Yellow Nonsense Words

pellin	spust	shorg	plarp
✓	✓	✓	✓

Blue Real Words

soil	inside	throne	rule
✓	✓	✓	✓

Blue Nonsense Words

fleach	grafe	stime	doke
✓	✓	✓	✓

Grey Real Words

drawn	stare	surf	flower	crowd	coast	threw	retire	spear	secure
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Grey Nonsense Words

zewn	strabe	choag	zaip	kear
✓	✓	✗	✓	✓

Blue Fluency

Then Mum dumps the baby on my knee, so she can wash up the lunch dishes. The next thing is, it's sick on the sheep bib, or it wees on my best combats! I ask Mum, do we have to keep it?

My sister Sheena (she's sixteen) is just a creep. She gives the baby a big sloppy kiss, then mops it up with a flannel, and puts it in its buggy.

We set off along Fleetwood Street. Sheena wheels the buggy.

#47/82 ✗

60-70 words per minute for Blue group

70-80 words per minute for Grey group

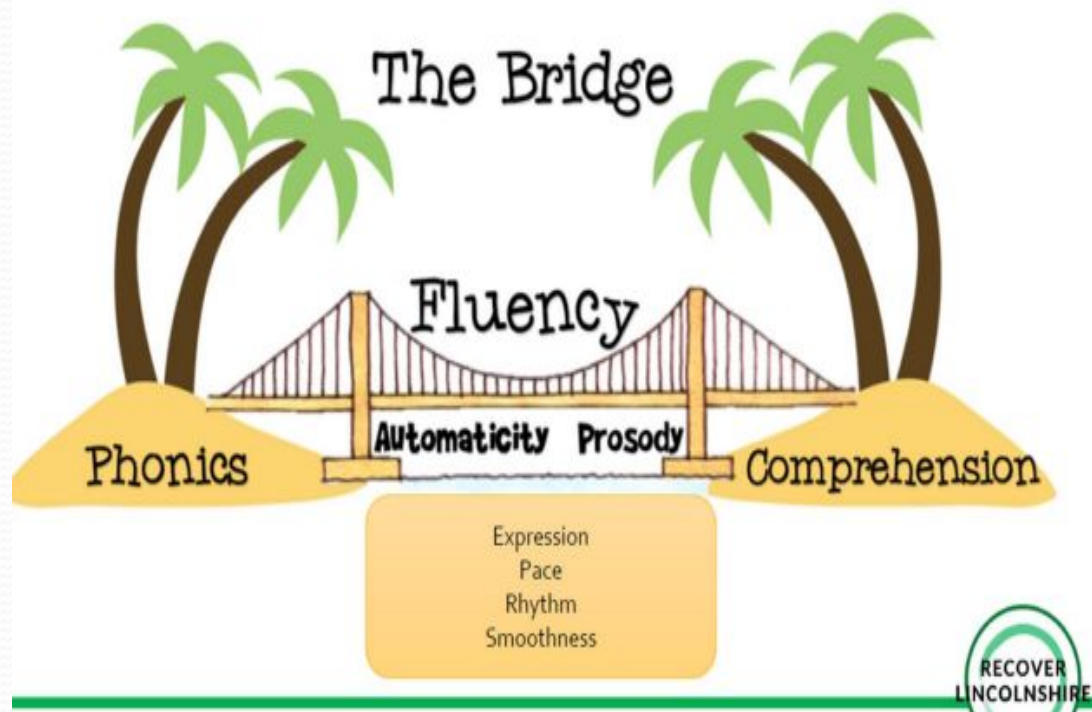
80-90 words per minute for Comprehension
(the passage is progressively trickier for each group also)

How can you help at home?

- Read each book three times - each time your child should become more fluent and read it 'speedier' with less fred talk
- Focus on the speedy words on the final page of the book
- Encourage children to 'fred in their head' rather than fred talk out loud
- Encourage children to remember words they might have already seen/fred talked in the book

What if my child is off the RWI programme?

- Focus on fluency and comprehension
 - Children will bring home longer books with a black sticker



What should I do if my child won't read at home?



- Don't panic!
- Try not to turn it into a battle
- Talk to your child's teacher
- Keep reading to your child

Strategies that might help

- They could read to their pets, sibling or teddies
- Choral reading - reading together at the same time
- Echo reading - my turn, your turn
- Partner reading - my page, your page





Handwriting

- Good handwriting increases children's motivation: their belief in themselves as writers is predicated on this, particularly in their first years at school.
- Writing involves many processes, so having fluent handwriting is one less thing to think about.
- Children often judge a piece of legible, well-formed writing as better than one that isn't.

Handwriting - steps

Reception

- Physical preparation for handwriting
- Focuses on gross and fine motor skills
- Uses warm-up exercises, skywriting, pattern-making, and tracing

Year 1

- Securing correct letter formation
- Teaches lowercase letters using a Sassoon primary font that includes an exit flick
- Introduces letters within unjoined words and numbers 0–100

Year 2

- Beginning to join
- Introduces the four basic handwriting joins: diagonal to ascender, diagonal with no ascender, horizontal to ascender, and horizontal with no ascender

Curly caterpillar letter family



c a d o s

g q e f

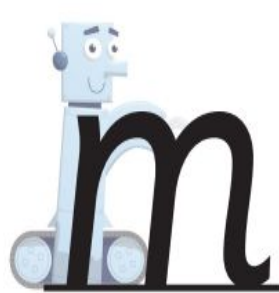


Long-legged giraffe letter family





One-armed robot letter family





Zig-zag monster letter family





Phonic Screening Check

- YEAR 1
- w/c 14th June 2027
- 40 words - all decodable
- 20 real words/20 pseudo words
- Range from cvc (dit) words to three syllable words (alphabet)
- Children will do the check one to one with a teacher

Practice sheet: Real words

in

at

beg

sum

Practice sheet: Pseudo words

ot



vap



osk



ect



Section 2

brend



throst



stret



spraw



Page 15 of 100

Section 2

label

vanish

blossom

thankful

Page 16 of 100



Learn 'its'

Year 1

Autumn	1+9, 2+8, 3+7, 4+6, 5+5
Spring	4+2, 5+2, 6+2, 7+2, 9+2, 4+3, 5+3, 6+3
Summer	6+6, 7+7, 8+8, 9+9

Year 2

Autumn	3+8, 3+9, 4+7, 4+8, 4+9
Spring	5+4, 5+6, 6+7, 8+7, 8+9
Summer	5+7, 5+8, 6+8, 5+9, 6+9, 7+9



Maths

Maths online games and videos

[Hit the Button - Quick fire maths practise for 6-11 year olds - Topmarks](#)

[Most Popular Free Maths Games](#)

[KS1 Maths - BBC Bitesize](#)

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/maths>

[Crickweb | KS1 Numeracy](#)

[ICT Games](#)

SATs

- School to carry out these optional assessments 2027 onwards

- Assessed as:

Working towards the standard (WTS)

Expected standard (EXS)

Working at greater depth standard (GDS)

Carried out in June 2027

SATs

- Maths

Paper 1 - arithmetic

Paper 2 - reasoning

- Reading

Paper 1 - Reading & answer booklet

Paper 2 - Reading booklet

- Writing

Fiction

Non-fiction



SATs - Arithmetic

$$79-6=$$

$$11 \times 2 =$$

$$24 \text{ divided by } 2 =$$

$$45-13=$$

$$14+77=$$

$$11+?=77$$

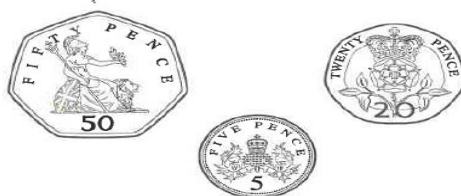
$$\frac{1}{4} \text{ of } 28 =$$

$$41-15=$$

$$67-58=$$

SATs - Reasoning

23 This is Ben's money.



This is Sita's money.



How much **more** money does Ben have than Sita?

p

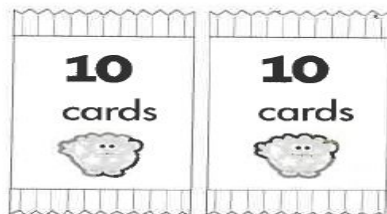


1 mark

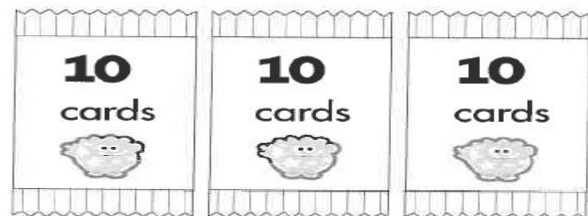
Maths- reasoning

18

Ben has **26** cards.



Sita has **32** cards.



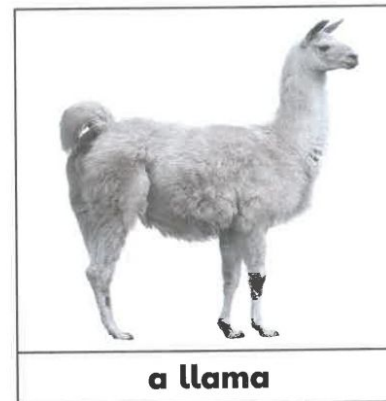
How many cards do Ben and Sita have **altogether**?

cards

1 mark

What is wool?

Some animals have feathers, some have shells, some have hair and some have scales. Wool is a type of animal hair. Most of the wool we use comes from sheep. Wool can also come from goats and more unusual animals, such as camels or llamas.



1

What is wool?

Tick **one**.

a type of feather

☐

a type of shell

☐

a type of scale

☐

a type of hair

☐

1 mark

2

Which animal does most of our wool come from?



1 mark

How do you get wool from sheep?

Once a year, in spring, when a sheep's winter coat is very long, its wool is cut off.

A shearer, who is like a hairdresser for sheep, comes to the farm to give the sheep a haircut. This is called 'shearing' and it gets the sheep ready for the warmer weather. Shearing does not hurt the animals. In fact, it keeps them cooler.



a sheep before shearing



a sheep after shearing



3 Who cuts the sheep's wool?



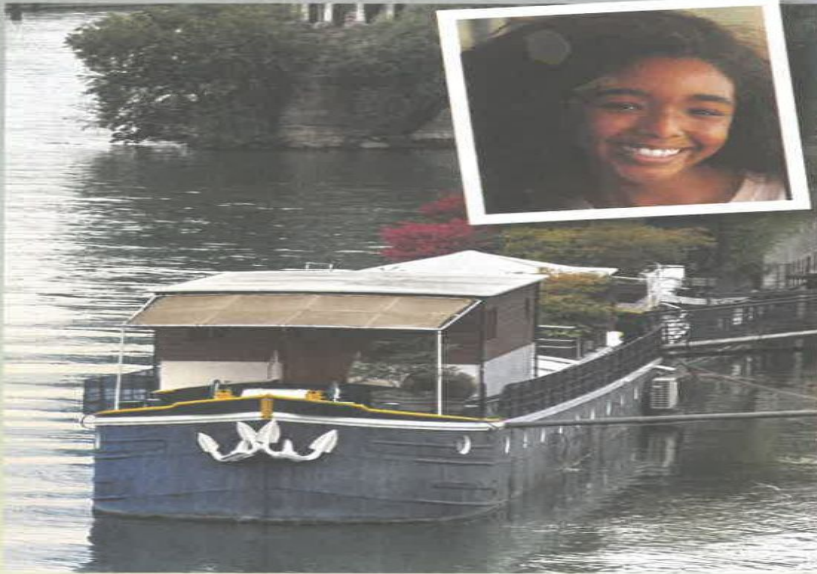
1 mark

4 How does removing their coats get sheep ready for the warmer weather?



1 mark

All over the world, people live in different kinds of houses. Houses can be made from lots of materials and be found in all sorts of unexpected places!



My name is Sara and I live on a houseboat in a country called France. Living on a boat means that my house can move and my family can travel to lots of interesting places.

My boat has everything you need, just like a house on land! We even have a special machine that gives us electricity but it can sometimes run out. I have to be careful about how much time I spend having a shower or watching television because they both use electricity.

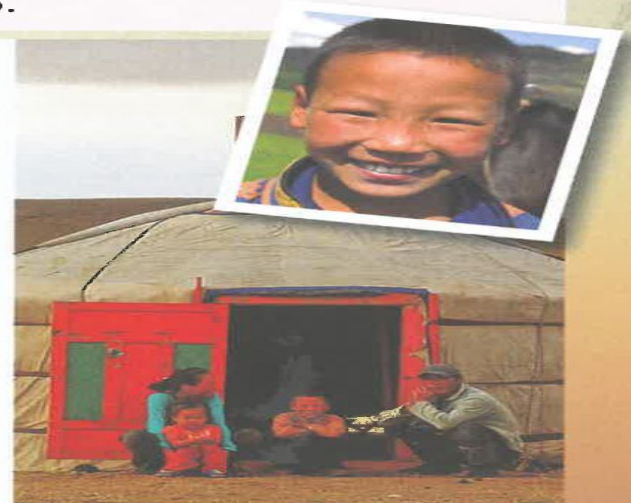
My favourite part of living on a houseboat is that I am able to see lots of different wildlife. Watching a family of otters while eating breakfast is not something everyone is lucky enough to do.

My name is Bora and I live in a country called Mongolia in a house called a ger.

A ger is a round tent that can be moved from place to place. We keep animals that need to move to different places to eat. Because we have to go with the animals, our house has to be able to move too. Our ger is made of wooden poles in a special pattern called a lattice.

Gers have one room and a hole in the middle of the roof. This lets in fresh air and sunlight. Gers are covered with special fabric to help keep out the wind and rain.

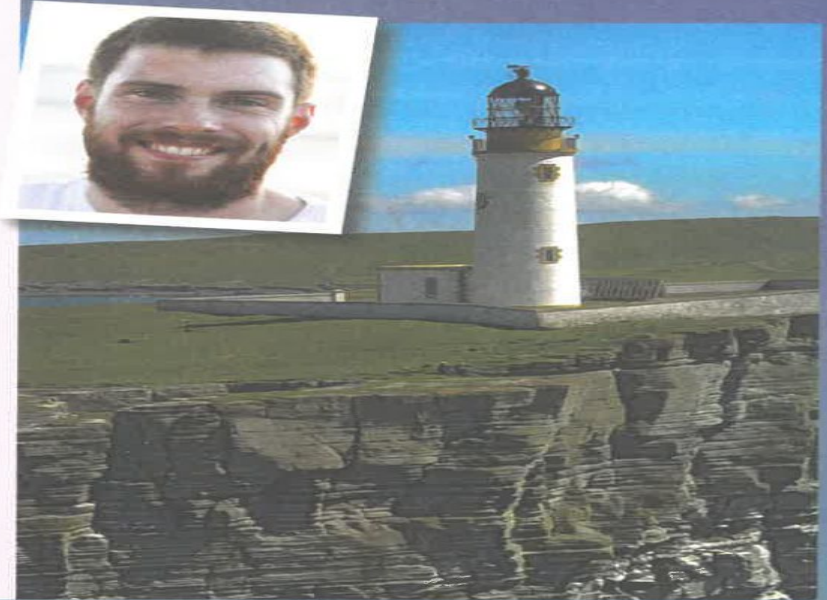
Some gers, like mine, have solar panels, which turn sunlight into electricity. This means we can charge our phones wherever we go!



My name is Tom and I live in a lighthouse in Scotland. My house is built high up on a cliff at the edge of the sea.

Living by the water in a tall lighthouse gives me the chance to see some amazing views. On sunny days, I will climb to the top of the lighthouse to look out across the sea. There are nearly 100 steps in total so it is harder than it sounds. Sometimes, the weather is not good and I can't see much from my lighthouse.

During heavy storms, it can be hard for me to get out and about, so I always have to have lots of food and water ready in case I can't get to the shops for weeks! Luckily, there is plenty of room in a lighthouse to store all those extra supplies.



My name is Ella and I live in an underground house in a country called Australia. A large part of this country is desert and it is very hot in the summer.

One way to stop yourself sweating in the heat is to live below ground where it is much cooler. Special air tunnels called shafts let in fresh air from outside. This keeps the underground rooms cool.

Even though my house is underground, it has everything that an above-ground house has. My house has electricity, water, a telephone and even the internet. The only thing it doesn't have is windows! Tunnels connect all the houses so you can easily visit your neighbours.

The best part about living underground is that you are not disturbed by any outside noise, so you will definitely have a good night's sleep!

Year 1 - end of year

Number & place value

- I can count to and across 100, forwards and from any given number
- I can count, read and write numbers to 100 in numerals
- I can use the words equal to, more than, less than, most, least in the correct way
- I can identify odd and even numbers up to 20
- I can put in order a set of numbers from 1 to 100
- I can read and write numbers from 1 to 20 in numerals and words
- I can count on and back in multiples of 2, 5 and 10s
- I can recall number doubles up to $10+10$
- I can recall halves of even numbers up to 20
- I can identify number patterns on number lines and 100 squares
- I can identify 1 or 10 more/1 or 10 less
- I can recognise and create repeating patterns with numbers
- I know how to use apparatus to identify and represent numbers

Year 1 - end of year

Number: Addition and subtraction

- I can read, write and understand the mathematical signs +add,-subtract, = equals/is the same as
- I can use number bonds within 20
- I can use related subtraction facts for number bonds to 20
- I can add one-digit numbers to 20
- I can add two-digit numbers to 20
- I can subtract one-digit numbers from 20
- I can subtract two-digit numbers from 20
- I can solve one step addition problems,using objects or pictures to help me
- I can solve one step subtraction problems,using objects or pictures to help me

Year 1 - end of year

Number: Multiplication and division

- I can write multiplication and division number sentences with the correct use of x, divide and =
- I can use my knowledge of 2x, 5x and 10x multiplication tables and division facts
- I can solve 1 step multiplication problems by using objects, pictures and arrays and with the help of my teacher
- I can solve 1 step division problems by using objects, pictures and arrays and with the help of my teacher
- **Number: Fractions**
- I understand that a fraction can be described as part of a whole
- I can recognise, find and name a half as one of two equal parts of an object or shape
- I can recognise, find and name a half as one of two equal parts of an amount
- I can recognise, find and name a quarter as one of 4 equal parts of an object or shape
- I can recognise, find and name a quarter as one of 4 equal parts of an amount

Year 2 - end of year

- I can count in steps of 2,3, and 5 from 0, and in 10s from any number (forwards and backwards)
- I can recognise what each digit stands for in a 2 digit number (tens, ones)
- I can split up 2 digit numbers into different combinations of tens and ones eg, 34 (10 and 24, 30 and 4)
- I can compare and order numbers from 1 to 100 using $>$ more than, $<$ less than and $=$ sign
- I can read and write numbers in numerals and words from 0 to 100
- I can identify odd and even numbers up to 100
- I can recall number doubles up to $50+50$
- I can recall halves of numbers up to 100
- I can show my understanding of numbers by using different apparatus confidently to identify, show and estimate numbers

Year 2 - end of year

Number: Addition and subtraction

- I can recall all number bonds to 10 and use these to work out number bonds to 20 (eg if $7 + 3 = 10$, then $17 + 3 = 20$, if $7 - 3 = 4$ then $17 - 3 = 14$)
- I can show that the adding of 2 numbers can be done in any order and that with subtraction it cannot
- I can add and subtract any 2 two-digit numbers using a strategy that works and I can explain my method.
- I can solve one step addition and subtraction word problems using my knowledge of addition and subtraction facts to 20 and related facts up to 100

Year 2 - end of year

Number: Multiplication and division

- I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.
- I know that multiplication can be done in any order and that division of one number by another cannot
- I can solve problems using multiplication and division, using arrays, repeated addition, mental methods and multiplication and division facts.

Year 2 - end of year

Number: Fractions

- I can identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or amount.
- I can write simple fractions such as $\frac{1}{2}$ of 6 = 3
- I understand what an equivalent fraction is, such as $\frac{1}{2}$ = $\frac{2}{4}$

E-safety

Child friendly search engines:

- www.safesearchkids.com
- www.swiggle.org.uk

Kids websites:

- YouTube kids
- BBC iPlayer Kids

E-safety tips for parents

- Do you filter inappropriate materials on devices?
 - Enable a filtering system
 - Set up parental controls
-
- Is your child exposed to video games PEGI 12/16/18 (GTA V, Grand Theft Auto V, Call of Duty, Fortnite)?

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety

www.common sense media.org

Top Tips for SETTING BOUNDARIES AROUND GAMING

If your child loves video games, then you'll probably be aware that how long they spend gaming – and what they're actually playing – can occasionally become a source of concern or conflict. The UK's trade body for interactive entertainment, UKIE, has recently launched a campaign to promote safer and more responsible gaming among young people – with parents and carers helping by setting sensible and fair boundaries. Our guide has tips on key areas where you could agree some healthy ground rules for your child's gaming activity.

PROMOTE SAFER GAME CHOICES

Deciding which online games are OK – and which should be avoided – is tricky. Some titles allow children to cooperate or compete with strangers, which creates potential risks. Watching your child play online for a while could provide rare insight into a particular game, while the parental controls on most consoles allow you to limit who can chat to your child or send them friend requests. Remind your child of the hazards around strangers online when you discuss this boundary with them.

ENCOURAGE REGULAR BREAKS

Help your child understand the need to take regular breaks, playing in shorter bursts rather than marathon sessions. Bear in mind that some games (such as role-playing games) require time investment from the player, while others (online team games, for example) can't be stopped or paused at a moment's notice. A quick break every hour or so is good practice, and you could suggest some things to do in these breaks, such as having a drink of water or getting some fresh air.

AGREE SPENDING LIMITS

There's no doubt that gaming can be expensive, and younger players often don't realise how much paying for digital items and subscriptions can add up to. Many young gamers love to buy new skins or upgrades for their character, so you could settle on a fixed amount that your child is allowed to spend on in-game items each week or month. This sort of boundary will not only help your child to manage their expectations but will also make you more aware of the price of these items.

DISCUSS AGE RATINGS

Children often ignore the age ratings on games – or are unaware they even exist. If you're happy with your child playing a particular game even though it's rated above their age, then establish that as a boundary: emphasise that you've made an exception, and talk about what age ratings mean and why they're important. You could add context to this boundary by browsing games' boxes together while shopping, discussing why some games might have earned certain age ratings.

18
CENSORED

FACTOR IN FRIENDS

If your child is a keen video gamer, the chances are that they'll have other gamers among their social circle, too. When friends visit, do they instantly dash to their console or computer? You could put boundaries in place before their guests arrive by agreeing on a length of gaming time. Bear in mind, though, that they may try to extend this once they're together. Try coming up with activities or challenges for them during screen breaks – if they join in, they earn a little extra time on their game.

ENJOY GAMING TOGETHER

Setting time aside to play video games together can be an enjoyable bonding exercise. Undeniably, some young gamers may be less enthusiastic about a parent or carer joining in, but it can be a productive way of encouraging them to share their hobby with you. Setting goals or tasks might be useful: if they love Minecraft, choose something to build together; if Fortnite's their favourite, ask to try out some of the fun game modes, like Prop Hunt, which don't require high skill levels.

TALK ABOUT EMOTIONS

Help your child to monitor their emotions as they play. Discuss what is (and isn't) an acceptable level of competitiveness to show while gaming. Are they allowed to trash talk other players, for example? Can they notice when they get angry if they lose? Do they think these emotions are healthy? Some games can provoke anger, but others can bring joy, humour and the thrill of overcoming a challenge. Try to steer your child towards games that tend to produce these more positive feelings.

BE PREPARED FOR TROLLS

A frequent problem when gaming online is other players who are deliberately troublesome. Make sure your child knows how to report and block someone who makes their experience a negative one. Between you, decide if or how they should deal with these online trolls. Talk about where your child's boundaries are in terms of what they think is acceptable: what behaviour by other users is merely frustrating, and what crosses the line to become upsetting or abusive.

Meet Our Expert

Daniel Upscombe is a writer specialising in technology, video gaming, virtual reality and Web3. He has also written 15 guidebooks for children, covering games such as Fortnite, Apex Legends, Valorant, Roblox and Minecraft. With works published by the likes of McEwan, Katana, Pocket Gamer and VOXX, he has reviewed more than 50 games and products over the past year.



Homework

Why?

- An essential part of good education
- Develop the skill of independent learning
- Enable pupils to make maximum progress
- Promote cooperation between home & school
- Provide educational experiences not possible in school
- Consolidate and reinforce learning in school
- Practice skills taught in school
- Develop good work habits for the future
- Keep parents informed about their child's learning





Communication

- Tapestry
- Office email/telephone call
office@bottesfordinfants.co.uk 01724862483
- ParentPay
- Arbor
- Website
- Parents evening/afternoon 19th & 20th October



Parent SEND drop in

- Does your child have any needs that you would like to discuss with our SENCO -Please drop in for a cuppa before home time if you want a chat or have a concern....
- Monday 16th Nov 14:45 onwards (library)



Thank you for coming!

Time in classroom until 15:10

**Thank you for your continued
support!**