

Welcome to Year 2



Staff

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
Miss Harman 2A Class Teacher					
Miss Wallis 2B Class Teacher		Planning, preparation & assessment			
Mrs Fisher PPA Cover Teacher (HLTA)		2B class cover (PPA)			
Miss Hynes 2A TA full-time					
Mrs Foweraker 2B TA part-time		AM only		AM only	
Mrs Earl 2B TA full-time					
Mrs Baldock 2A TA full-time					
Mrs Worthington 2B TA part-time		PM only	Out of class: interventions	PM only	



Home Learning Book

Reading – My5High5 – Please record your child’s reading daily with a tick on their M5H5 bookmarks, please remind your child to bring their home learning book in every day.

Phonics lessons will take place every day, spellings will be tested on Friday. Spellings and scores will be recorded in the home learning book.

We encourage the use of Sumdog (logins can be found in the front of their home learning books) approximately 3 times a week for about 10 mins.

The home learning book is not to be used for messages or other forms of communication, please refer to the usual messaging channels via email to admin or by telephone.



Snacks and lunch

Small snack at 10.00

- One piece of fresh fruit
- A small portion of dried fruit e.g. raisins, apricots, etc
- Vegetables e.g. carrots, peppers, mini tomatoes
- One fruit alternative such as a fruit winder
- A few breadsticks
- Small cheese portion e.g. Babybel

Lunch in Beavan Hall at 12:15

Children are free to choose their seat within their year group table. Packed lunches are seated while the dinners receive their colour-coded lunch band and await to be called to be served.

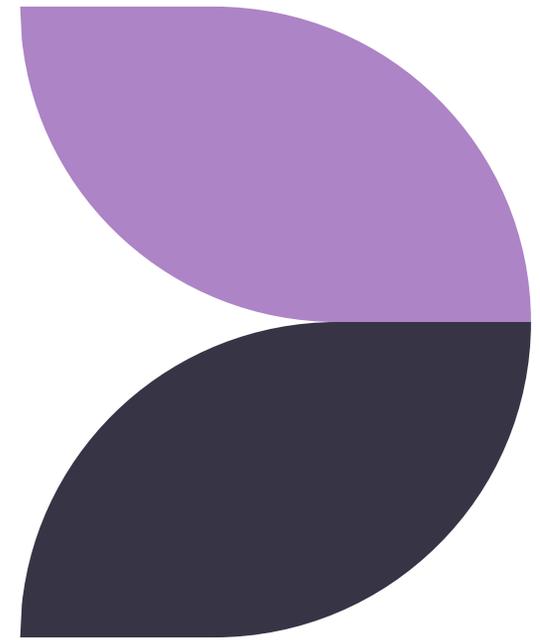


P.E

Days – **Monday & Thursday**

Hair tied back – no earrings

Children will be expected to participate unless school has been notified.



Curriculum

Subject / Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>Lila and the Secret of Rain</p> <p>Writing Outcomes</p> <ul style="list-style-type: none"> interpret and respond to a picture book. narrative setting, <u>plot</u> and characters. broaden understanding and use of well-chosen <u>vocabulary</u>. sequence events to retell a narrative. write simple non-chronological reports. <p>SPAG To introduce the term <i>noun</i> To identify question/exclamation mark To coordinate some sentences using <i>and</i>, <i>or</i>, <i>but</i>. To be familiar with the idea of present tense and past tense verb forms</p>	<p>Leaf</p> <p>Writing Outcomes</p> <ul style="list-style-type: none"> To engage children with a story with which they will empathise. To explore themes and issues and develop and sustain ideas through discussion. To develop creative responses to the text through drama, <u>storytelling</u> and artwork. To write in role <u>in order to</u> explore and develop empathy for characters. To write with confidence for real purposes and audiences <p>SPAG To use a comma to separate items in a list; continue to respond to and reinforce use of start /end of sentence demarcation; apply contractions in writing e.g. <i>can't</i>, <i>didn't</i>.</p>	<p>Halibut Jackson (picture book)</p> <p>Writing Outcomes</p> <ul style="list-style-type: none"> develop creative responses to the text through responding to reading, drama, and artwork. compose a free verse poem. write in role in order to explore and develop empathy for a character. write with confidence for real purposes and audiences. <p>SPAG use and explore suffixes use subordinating conjunctions.</p>	<p>Jack and the Baked Beanstalk</p> <p>Writing Outcomes</p> <ul style="list-style-type: none"> re-tell the story of Jack and the Beanstalk using a story map. compare alternative versions of Jack and the Beanstalk. discuss different characters from each version. share knowledge and opinions of giants find details about settings. <p>SPAG To identify adverbs ending in <i>-ly</i>. To describe how verbs are done; find nouns phrases and verbs in stories and rhymes; evaluate which you like and why; to identify adverbs and put them into descriptive sentences. Recognise the use of apostrophes in contractions and possession.</p>	<p>Princess and the White Bear King</p> <p>Writing Outcomes</p> <ul style="list-style-type: none"> develop creative story ideas using artefacts writing persuasive arguments to develop the use of language. Writing a range of texts to widen the use of vocabulary; including letters, persuasive writing, postcards and posters. Working to stretch our use of drama, spoken language and linking it to our writing through the use of conscience alley. <p>SPAG To change selected words from present tense to past tense within a given sentence introduce and recognise an exclamation mark use prefixes.</p>	<p>Olga da Polga - chapter book</p> <p>Writing Outcomes</p> <ul style="list-style-type: none"> engage confidently with a chapter book and have the opportunity to respond to its characters, plot and themes in a range of ways. identify with and develop connections with key characters in order to deepen reader response and experience the pleasure that can be derived from engaging with a quality text. <p>SPAG To expand range of adverbs to include those with different endings To identify the conjunction in a sentence; and reinforce use of subordinate conjunctions To continue to identify present and past tense verb forms during shared reading and writing</p>
Maths	Place Value Addition and Subtraction	Shape Money Multiplication & division	Multiplication & division Length & height	Mass Capacity Temperature	Fractions Time	Statistics Position & direction
Science	<p>Human Survival</p> <p>This project teaches children about the basic needs of humans for survival, including the importance of exercise, <u>nutrition</u> and good hygiene. They learn how human offspring grow and change over time into adulthood.</p>	<p>Habitats</p> <p>This project teaches children about habitats and what a habitat needs to provide. They explore local habitats to <u>identify</u> and name living things and begin to understand how they depend on one another for food and shelter.</p>	<p>Use of materials</p> <p>This project teaches children about the uses of everyday materials and how materials' properties make them suitable or unsuitable for specific purposes. They begin to explore how materials can be changed.</p>	<p>Plant Survival</p> <p>This project teaches children about the growth of plants from seeds and bulbs. They observe the growth of plants first hand, recording changes over time and identifying what plants need to grow and stay healthy.</p>	<p>Animal Survival</p> <p>This project teaches children about growth in animals by exploring the life cycles of some familiar animals. They build on learning about the survival of humans by identifying the basic needs of animals for survival, including food, water, <u>air</u> and shelter.</p>	
Geography	<p>Let's Explore the World</p> <p>Atlases; Four cardinal compass points; Reading maps & keys; Comparing climates; The Gambia: Case Study; Environmental damage; Environmental damage: The Gambia; Fieldwork: Local litter study; Collecting & presenting <u>data</u></p>		<p>Coastlines</p> <p>This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.</p>			

Curriculum

History	Movers and Shakers This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.				Magnificent Monarchs This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.	
R.E.	How should we care for others and the world, and why does it matter?	How and why do we celebrate special and sacred times (Judaism link)	Who is Muslim/Jewish and what do they believe?	Who is Muslim/Jewish and what do they believe?	How can we learn from sacred books?	
Art and Design	Mix It This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.		Flower Head This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.		Portraits and Poses This project teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits.	
D.T.		Remarkable Recipes This project teaches children about sources of food and tools used for food preparation. They also discover why some foods are cooked and learn to read a simple recipe. The children choose and make a new school meal that fulfils specific design criteria.		Beach hut This project teaches children about making and strengthening structures, including different ways of joining materials.		Cut, Stitch and Join This project teaches children about fabric home products and the significant British brand Cath Kidston. They learn about sewing patterns and using a running stitch and embellishments before making a sewn bag tag.
Music	Hands, Feet, Heart by Joanna Mangona - A song that celebrates South African music	Christmas songs	I Wanna Play In A Band by Joanna Mangona – a Rock song for children Exploring pitch and beat through animals' topic.	Zootime - A Reggae Song for Children by Joanna Mangona Exploring sounds through seasons	Ocarinas Exploring pitch through weather	Exploring performance Ocarinas
P.E.	Dance 1 & hit catch and run1	Hit, catch, run 2 and gymnastics 1	Attack, defend, shoot 2 and dance 2	Attack, defend, shoot and gymnastics 2	Send and return and run, jump throw	OAA Swimming taster session
Computing	We are researchers Researching a topic	We are game testers Exploring how computer games work	E-safety Term We are photographers Taking better photos	We are astronauts Programming on screen	We are detectives Using Excel	We are zoologists Collecting data about bugs
PSHE	Being Me Hopes and fears for the year Rights and responsibilities Rewards and consequences Rewards and consequences Our learning charter Owning our learning charter	Celebrating Difference Boys and girls Why does bullying happen? Standing up for myself and others Gender diversity Celebrating differences and still being friends	Dreams and Goals Goals to success My learning strengths Learning with others A group challenge Continuing our group challenge Celebrating our achievement	Healthy Me Being healthy Being relaxed Medicine safety Healthy eating Happy, healthy me	Relationships Families Keeping safe- exploring physical contact Friends and conflict Secrets Trust and appreciation Celebrating my special relationships	Changing Me Life cycles in nature Growing from young to old The changing me Boys' and girls' bodies Assertiveness Looking ahead

Formal assessment

We use NFER assessment papers to assess the children's ability in reading & Maths in Terms 2, 4 & 6.

Phonics screening check retakes will take place week commencing June 10th 2024.

We also regularly moderate writing against the age-related expected standards.

SATs are no longer statutory for Key Stage 1, but pupils will still be assessed through NFER and teacher assessments.



Celebrations

Class celebration assembly on Fridays

- Star of the Week
- Maths Mammoth Award!
- Sumdog certificates
- My 5 High 5
- Show and Tell



Educational Visit

Samphire Hoe
Term 5



Who to contact

For Miss Harman & Miss Wallis, general enquiries and admissions etc. please email:

admin@headcorn.kent.sch.uk

To contact a member of our Senior Leadership Team or for confidential matters please email:

slt@headcorn.kent.sch.uk

To contact a member of our Inclusion Team please email:

inclusion@headcorn.kent.sch.uk



Thank you

