

Year 2 – Beech Class



Meet the Teachers
2023-24

The Year 2 Team

Teachers:

Miss Pearce - Monday and Tuesday

Miss Hurd - Wednesday, Thursday and Friday

Mrs Simpson (Executive Headteacher) will cover Miss Hurd's leadership time every other Wednesday morning.

Teaching Assistants:

Mrs Oakey - Monday-Friday mornings

Mrs Lee (1:1) - Every morning

Miss Cratchley (1:1) - Every afternoon

Agency 1:1 whilst we recruit - Every day

Weekly Timetable

Year 2 Timetable 2023-24

| | 8:45-8:55 | 9:05-9:45am | 9:50-10:30am | 10:30 - 10:45am | 10:50 - 11:05am | 11:05 - 12:15pm | 12:15-1:15 | 1:15- 1:25pm | 1.25-2:20 pm | 2:20-3:20 pm | 3.20-3:30pm |
|--|--------------------------|---|--------------------------------------|-----------------|-----------------|--------------------|------------|---|---|---|-----------------------------------|
| Monday Miss Pearce | Register and Flashback 4 | Phonics Wake & Shake | English, inspired by core text | Break | Assembly | Big Maths Maths | LUNCH | Register Times Tables/ Term 1 consolidate Learn Its and Number Bonds | Computing | PE | Story Time |
| Tuesday Miss Pearce | | Phonics Wake & Shake | English, inspired by core text | Break | Assembly | Big Maths Maths | | | Science | 2:20-3pm PSHE: Jigsaw 3-3:15pm Handwriting | Story Time |
| Wednesday Miss Hurd Mrs Simpson every other Wed AM | | Phonics Wake & Shake | English, inspired by core text | Break | Assembly | Big Maths Maths | | | 1:15-2:25 PE coaches Mr Brown Miss Hurd PPA time | 2:25-2:40pm Thrive Mr Chappell Miss Hurd PPA time | 2:40-3:30pm RE |
| Thursday Miss Hurd | | Phonics Wake & Shake | English, inspired by core text | Break | Assembly | Big Maths Maths | | | Topic: History/Geography | 2:20-3pm Music 3-3:15pm Handwriting | Story Time |
| Friday Miss Hurd | | Phonics & change books Wake & Shake | English, inspired by core text | Break | Learn Its | Maths | | | Topic: Art/DT | 2:30pm Share home learning | 2:50pm Celebration Assembly |

Connected Curriculum Theme: Identity and Diversity

Global Theme Progression: Similarities and differences between peoples in local setting and also in wider contexts. What contributes to self-identity and belonging.

Global Theme Attitudes: Sense of identity and self-esteem

Topic: Homelessness (see our class page on the school website for a summary)

Trip: St Fagan’s National Museum of History on Wednesday 8th November 2023

Our Big Question: How can we help a person or animal who doesn’t have a home?


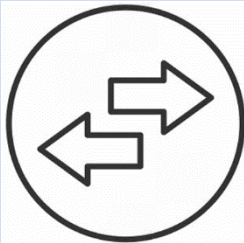
Term 1 Learning Questions:

Who am I? What does home mean to me? What do I need to survive? What is the human life cycle? How we change as we grow? What significant events have happened in my life? Can I order these events on a timeline? What does it mean to be part of a community? What are homes like in our community? How ha homes changed over time? How can we make a difference to help people without homes?

Term 2 Maxi Product Outcome:

To create a poster using media skills to encourage peers within school to donate a shoebox (Samaritan’s Purse Collection Week 13-20th November) and raise money at the KS1 nativity performance.



| Some Facts (Knowledge & Understanding) | | Skills | | Vocabulary Dozen | | | |
|---|--|---|--|-----------------------|---|---------------------|--|
| All animals, including humans, are born, they get older and bigger and some will go on to have children. In the end, all animals die. We call this a life cycle. Animals are small when they start life. Over time they grow bigger and their bodies change. When they are grown up, they might reproduce and have young animals of their own. These children will get older and may eventually also have children too, and so the life cycle keeps going! All animals have three basic needs for survival which are air, water and food. | | Empathy - Children will be able to talk about identity and diversity using an awareness of and concern for people’s feelings. They will be able to demonstrate an interest in and concern for others outside their immediate circle and in a context different to their own. | | Identity | the set of qualities and beliefs that make one person or group different from others | Diversity | Diversity means differences. People may be different in many ways, including race or ethnicity, age, disabilities, language, culture, appearance, or religion. |
| To grow into a healthy adult, we must eat a balanced diet and exercise. Being active and exercising keeps our body and minds healthy. | |  | | Hygiene | the practice of keeping clean to stay healthy and prevent disease | Community | A community is a group of people living in a particular area. |
| To stop germs from spreading, it is important to be hygienic. Microorganisms are tiny living things that we cannot see without the help of a special piece of equipment called a microscope. There are different types of microorganisms and many of them are actually useful to us. Germs are normally what we call the microorganisms that can make us sick. | | Managing change - Children will be able to describe feelings about changes in own life and locality. | | Life cycle | a series of stages a living thing goes through during its life | Neighbourhood | a district or community within a town or city |
| When you are active, you should find your breathing gets faster and you feel warmer. Your heart rate will also increase. The number of times your heart beats in a minute is called your pulse. | |  | | Life processes | series of actions that are essential to determine if an animal is alive, such as movement, respiration, sensitivity, growth, reproduction, excretion and nutrition or MRS GREN. | Significant event | A big moment or event in your life, such as starting school |
| | | | | Habitat/ microhabitat | a place that an animal lives/ a small specialised habitat within a larger habitat | Chronological order | The arrangement of things following one after another in time. |
| | | | | Observe/ observation | the method of watching, listening, asking questions, documenting, and analysing | Route | a road or course of travel from one place to another |

| Subject | Term 1 Learning | | | |
|---|---|---|--|---|
| Core Text & Writing | <p>Narrative: In Every House on Every Street by Jess Hitchman</p>  <p>Outcome: Short burst description. What does home mean to me?</p> | <p>Narrative: Lost and Found by Oliver Jeffers.</p>  <p>Outcome: Write an innovated journey tale to entertain.</p> | Write to inform: Informative leaflet on 'Our neighbourhood' | Write to entertain: Seasonal poetry (autumn/harvest) |
| Reading Skills | <p>-Make predictions and provide evidence: I predict that... I think this because...</p> <p>-Read fluently (sounding out unfamiliar words) with attention to punctuation</p> <p>-Extract meaning in discussion and draw simple inferences</p> <p>-Discuss vocabulary</p> | | | |
| Mathematics | <p>Number: Place Value, Addition and Subtraction</p> <p>10 times tables: Develop fluent step counting and conceptual understanding of what multiplication and division facts represent and how times tables are structured.</p> <p>Learn Its aim by the end of Term 2: Step 7</p> | | | |
| Geography | Locational knowledge and using maps | | | |
| History | Significant events in own life (chronology skills) | | | |
| Computing | Online safety | | | |
| Physical Education (Monday and Wednesday) | <p>Bristol Sport: Gymnastics</p> <p>Miss Pearce: Dodgeball</p> | | | |
| Art/DT | <p>Who am I? Self-portraits inspired by Pablo Picasso (artist study)</p> <p>Printing inspired by Ben Nicholson, Claude Flight and Paul Klee (artist study)</p> | | | |
| Jigsaw | Being me in my world | | | |
| Religious Education | What is the good news Jesus brings? (Gospel) | | | |
| Music | Hands, Feet, Heart by Joanna Mangona - A song that celebrates South African music | | | |
| Science | Living things and habitats | | | |



Home Learning

(Green A4+ books to be in school every Friday)

Main Course

Big Maths Learn Its and Times Tables

A few juicy mathematical facts for you to learn off by heart: rapid, very rapid recall! These progress systematically and need quick reactions and no fingers! Not forgetting to make the most of **FunKey Maths Times Tables Cards**, **Times Tables Rock Stars** and **Numbots** to try and beat your personal best!

Reading

A true sharing treat! Children and families can read and discuss books together after school, before school, in the car, in fact this treat can be enjoyed anytime and almost anywhere. Read the RWI storybook, RWI Book bag book or your reading for pleasure book with a friend or family member.

| | YR children can: | Y1 children can: | Y2 children can: |
|--------------------|---|--|--|
| End of Autumn 1 | Read single-letter Set 1 sounds | Read Purple Storybooks; read some Set 2 sounds | Read Blue Storybooks with increasing fluency and comprehension |
| End of Autumn term | Read all Set 1 sounds; blend sounds into words orally | Read Pink Storybooks; read all Set 2 sounds | Read Grey Storybooks |
| End of Spring 1 | Blend sounds to read words; read short Ditty stories | Read Orange Storybooks; read some Set 3 sounds | Read Grey Storybooks with fluency and comprehension |
| End of Spring term | Read Red Storybooks | Read Yellow Storybooks | Access RWI Comprehension and Spelling programmes |
| End of Summer 1 | Read Green Storybooks; read some Set 2 sounds | Read Yellow Storybooks; read all of Set 3 sounds | Access RWI Comprehension and Spelling programmes |
| End of Summer term | Read Green or Purple Storybooks | Read Blue Storybooks | Access RWI Comprehension and Spelling programmes |

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|-------------------------|
| Ditty photocopy masters |
| Red ditty books |
| Green story books |
| Purple story books |
| Pink story books |
| Orange story books |
| Yellow story books |
| Blue story books |
| Grey story books |

Times Tables Progression

| KS1 | |
|--------|---|
| Year 1 | <p>Term 1 and 2: Prioritise Big Maths Counting and Learn Its, aiming to secure number bonds to 10 and reasoning about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$). Revisit step counting in 10s (10 more/10 less) in order to consolidate counting in 1s to 100 forwards and backwards to understand the structure of the next multiple of 10 (link to 1 more/1 less and dual counting).</p> <p>Term 3: Introduce all four strands of Big Maths.</p> <p>Term 4: Step count in 5s (link to 5p coins and show repeated addition on a number line)</p> <p>Term 5: Step count in 2s (link to 2p coins and show repeated addition on a number line)</p> <p>Times tables on TTRS should be set as follows, but only after the initial teaching phase has been completed. It is important for this strategy to keep the cohort together in their times tables learning.</p> <p>Term 6: 10 times table, building on step counting to recall facts (link to 10p coins and show repeated addition on a number line)</p> |
| Year 2 | <p>Term 1: Prioritise Big Maths, aiming to close any gaps with additive facts, particularly number bonds and double facts by revisiting Step 6 Learn Its (end of Year 1 expectation) which is $6+6$, $7+7$, $8+8$, $9+9$. Keep 10 times table ticking over through TTRS and a weekly FunKey Maths game.</p> <p>The focus of times tables teaching and learning in Year 2 is on developing fluent step counting and conceptual understanding of what multiplication and division facts represent and how times tables are structured. Times tables on TTRS should be set as follows, but only after the initial teaching phase has been completed. It is important for this strategy to keep the cohort together in their times tables learning.</p> <p>Term 2: 10 times table (link to prior learning in Year 1)</p> <p>Term 3: 5 times table (recognise relationship with 10 times table)</p> <p>Term 4: 2 times table (link to doubling and halving)</p> <p>Term 5: 3 times table (begin with step counting in 3s, rather than during the Term 1 Place Value block of learning)</p> <p>Term 6: Consolidation of 2, 3, 5 and 10 times tables</p> |
| KS2 | |
| Year 3 | <p>Term 1: Prioritise Big Maths, aiming to close any gaps with KS1 additive facts by revisiting Step 9 Learn Its (end of Year 2 expectation) which is $5+9$, $6+9$, $7+9$, $5+7$, $5+8$, $6+8$ before progressing onto times tables in Big Maths Learn Its. During times tables practise, consolidate 2s, 5s and 10s.</p> |

Home Learning

(Books to be in school every Friday)

Side Orders

These optional extras will add a bit of variety to the main menu!

English – Write a postcard from a penguin. Use our story 'Lost and Found' to give you some ideas. You can use a real postcard or make your own. Who would he/she write to?



Vocabulary – Can you create vocabulary mind maps for some of our vocabulary dozen words? For example, write the meaning in your own words, write the word in a sentence, find other words with the same meaning and draw a picture that reminds you of the word. You could use these words to play charades at home!

History and ICT – Create a timeline to show significant events in your own life. You could try to type it up on a computer and add photos.

Geography – Show where you have lived on a map of South Gloucestershire/ the UK/ the World.

Science – Keep a tally chart of all the wildlife you see in your local area/ your garden. Take some pictures or draw what you observe. Write a caption or brief description.

SATS - Optional from 2024

Contributes to Teacher Assessment

During the Summer Term.

English:

- Reading Paper 1
- Reading Paper 2
- Optional: SPaG - Spelling, Grammar and Punctuation

Maths:

- Paper 1 Arithmetic
- Paper 2 Reasoning

They will be kept very low key and called 'quizzes' instead.
SATS will be used as another form of teacher assessment.

- Pre-key Stage 1 Standards
- Working Towards
- Working at Expected Level
- Working at Greater Depth

National curriculum assessments

Key stage 1

Teacher assessment frameworks at the end of key stage 1

For use from the 2018/19
academic year onwards

www.gov.uk > ... > School curriculum ▾

[Teacher assessment frameworks at the end of key stage 1 ...](#)

14 Sep 2017 - For teachers to make statutory teacher assessment judgements for pupils at the end of KS1.

Example: End of KS1 Writing Framework

Standard 4

Composition

The pupil can:

- make up their own sentences and say them aloud, after discussion with the teacher
- write down one of the sentences that they have rehearsed.

Transcription

The pupil can:

- form most lower-case letters correctly
- identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes
- spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)
- spell a few common exception words (e.g. I, the, he, said, of).

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.

Exemplification materials: Kim - Working at the expected standard

[https://www.gov.uk/government/publications/teac...](https://www.gov.uk/government/publications/teacher-assessment-exemplification-ks1-mathematics)

Teacher assessment exemplification: KS1 mathematics

10 Dec 2018 — Examples of pupils' work to demonstrate **teacher assessment** (TA) judgements in **mathematics** at the **end of key stage 1**.

[https://www.gov.uk/government/publications/201...](https://www.gov.uk/government/publications/teacher-assessment-exemplification-ks1-english-writing)

Teacher assessment exemplification: KS1 English writing

19 Oct 2017 — Examples of pupils' work to support **teachers' assessment** of English **writing** at the **end of key stage 1**.

[https://www.gov.uk/guidance/teacher-assessment-ex...](https://www.gov.uk/guidance/teacher-assessment-exemplification-ks1-english-reading)

Teacher assessment exemplification: KS1 English reading

11 Dec 2018 — Examples of pupils' work to demonstrate **teacher assessment** (TA) judgements in English **reading** at the **end of key stage 1** in 2019.

Piece G: Recount

Key

This piece was in response to a school visit to a local outdoor centre. The class had discussed the events of the day before writing about them.

[C] composition
[GP] grammar and punctuation
[T] transcription

This recount of a real event, a school visit, is clear and simple and fulfils its recording purpose effectively. It combines an account of the day's activities with the pupil's responses and a summary comment on the day. This also functions as a 'simple, coherent narrative about personal experiences'.

The pupil chooses the past tense (both the simple past and the past progressive), maintaining this consistently throughout. All the past tense verbs are correct.

Many of the sentences open with adverbials (*Yesterday, First, Next, Then, After that, Finally, After lunch, Last of all*). These contribute to the coherence of this report and guide the reader through it.

[C]

Yesterday we went to bishops Wood to look for mini-beastes. Firist we had a ~~snack~~ snack. Next we went into the woods. Vicki gave us a mira. It was verry scarry because it was like you were walking in the sky! Then we had to gide our friends to a tree. After that we had a sincky pocniton parrty mine was discusting. Finaly it was lunch time! After lunch we went pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time.

The trip was great! my favrite part of the day was idenafing the trees.

The pupil uses the subordinating conjunction 'because' to explain why using the mirror in the woods was *very scary*. Almost all the other sentences consist of single clauses, i.e. with no co-ordination or subordination; they simply relate the events of the day, using adverbials to provide cohesion.

[GP] [C]

Most of the sentences are correctly demarcated with capital letters and full stops or, in 3 sentences, with an exclamation mark.

[GP]

Many words are spelled correctly: *yesterday, bishops, first, snack, walking, sky, lunch, found, group, newt, animals, sorted and great*.

The pupil can segment spoken words into phonemes and represent these by graphemes, as shown in the phonically-plausible spellings of *mini-beastes, mira, verry, scarry, parrty, gide and discusting*. The spelling of *favrite* probably reflects the pupil's pronunciation. The attempts at spelling 'identifying', 'disgusting' and 'stinky potion' suggest that the pupil tends to falter when identifying individual phonemes in longer or less familiar words and simply has a stab at them instead.

Some suffixes are used correctly: -s, -ed and -ing. The -ly suffix has not yet been mastered fully, as shown in *finaly*.

The few common exception words used in this piece are correct (*the, we, was, because, friend/s*).

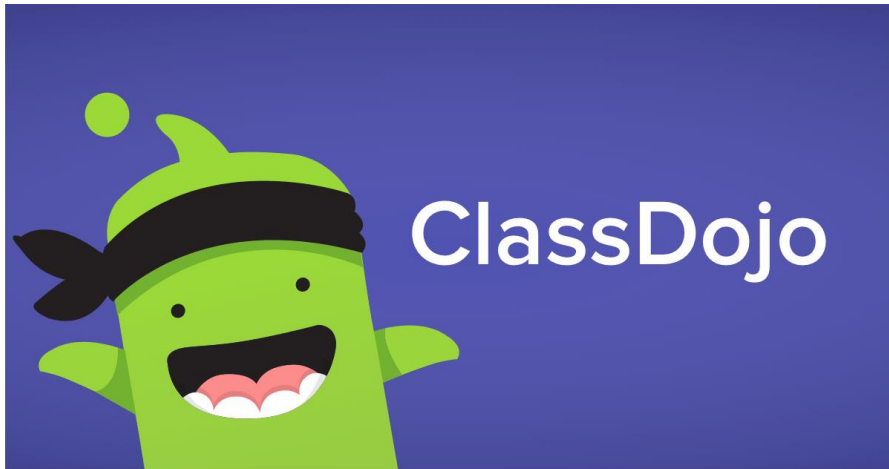
[T]

Capitals are clearly distinguished from lower-case letters. The lower-case letters are mostly of the correct size, orientation and relationship to one another and to the capital letters. The word 'was' is particularly well formed.

The spacing between words reflects the size of the letters very well.

Diagonal and horizontal joins needed to join letters are clear in this piece, although joining 'e' to a preceding 'w' or a 'v' (as in *went* and *very*) creates an unusual form which should be corrected. The pupil rightly chooses not to join lower-case letters to capitals.

[T]



Miss Hurd
Year 2 2023-24

Sep 8

Good afternoon,

A couple of updates regarding Home Learning...

Reading:

All of the children have handed in their 'reading for pleasure' book ahead of taking home their RWI Phonics books next week.

Orange group will change their book after every three reads. Yellow, Blue and Grey groups will change their book after every five reads. The children will only be able to change their book if they return their current book.

In the meantime, please enjoy reading for pleasure at home or accessing texts via Oxford Owl.

Our Class Story on Class Dojo will be used to communicate key messages, home learning and to showcase learning or highlights.

You can contact us via Class Dojo message and we will respond in due course, on our working days.

For organisational or urgent messages, such as absence or school pick up, please contact the office who will inform us.

We have an open door policy and we are able to have informal conversations at the end of the day. However, if you would like a longer or private conversation, please contact us to arrange this. This has greater impact than an ongoing conversation via Class Dojo.

Parents Evening will be coming up at the start of Term 2.



You are welcome to visit us in the classroom after school tomorrow if any thoughts or questions come to mind after this meeting.

Thank you so much for joining us this afternoon.