

# WELCOME

to Meet the

# YEAR TWO

team

# The Team

2O



**Ms Abdi** –  
Class Teacher & Year  
Lead

**Ms Woolmer** –  
Teaching Assistant

2B



**Miss Savage** – Class  
Teacher

**Ms Kane** –  
Teaching Assistant

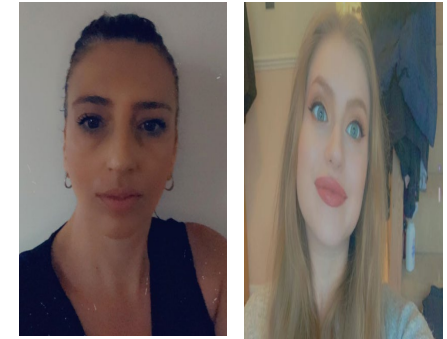
2E



**Miss Abrokwa** – Class  
Teacher

**Mrs Besler** – Teaching  
Assistant

2M



**Ms Mehmet** –  
Class Teacher

**Miss Venis** –  
Teaching Assistant

# School Uniform

January 5<sup>th</sup> 2022 new uniform is compulsory.

Children must come to school dressed in their full uniform on all days other than PE days.

School jumpers MUST have school logo.

Girls



Boys



# PE KIT

## PE days:

2 Oak – Monday (indoor) &  
Wednesday (outdoor)  
2 Blossom – Wednesday (outdoor) &  
Friday (indoor)  
2 Elm – Tuesday(outdoor) &  
Thursday (indoor)  
2 Maple – Tuesday (outdoor) &  
Wednesday (indoor)

Children must come to school  
dressed in their PE kits on their PE  
days.



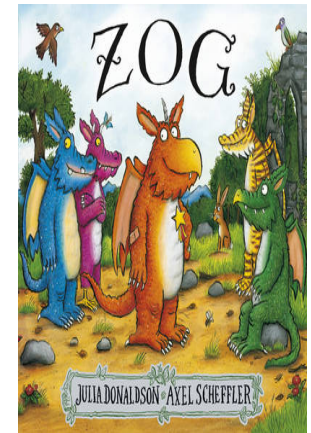
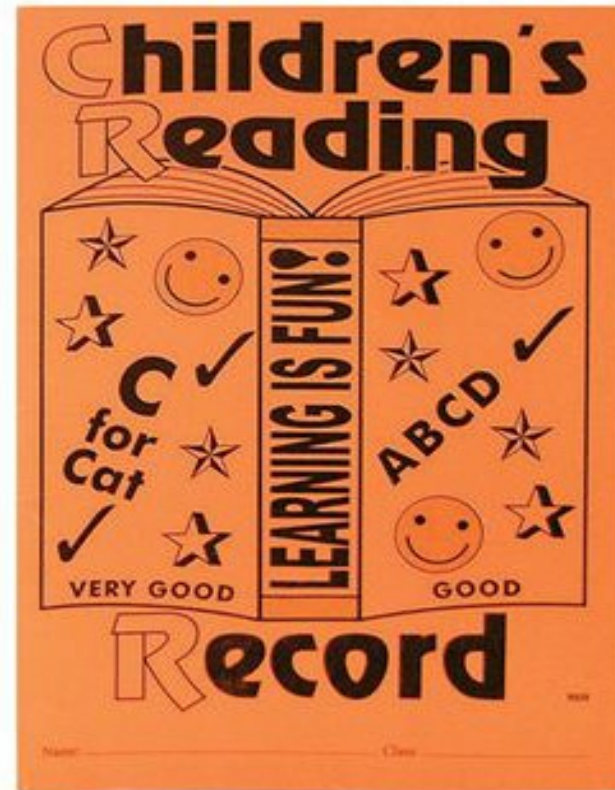


# READING

## Reading expectations:

Children must have their orange book in their bag every day & it **MUST** be signed daily.

- ✓ Reading Record
- ✓ Home Reading Book
- ✓ School Library Book
- ✓ Phonics book (some children)



£5 charge for lost or damaged books.

# PHONICS SCREENING

Expectations:

December phonics screening  
Phonics pack  
Focus on set 3 and additional sounds

Speed Sounds Set 2



Speed Sounds Set 3



# HOME LEARNING

## Expectations:

- ✓ DB Primary
- ✓ Set on Fridays
- ✓ Due on Tuesdays
- ✓ Either Maths or English per week
- ✓ A choice out of 3 learning journey projects to be completed by the end of the half term.

In the unfortunate event of isolation:

Home learning will be set on DB Primary or a paper pack will be sent home. Children are expected to complete work if they are well enough to do so.

# LEARNING WEB

## Half termly overview

Outlines what the children will be learning during the half term.

This half term's celebrations/trips:

- Cultural day
- Durant's Park
- Bug Hotel Gallery

Medium Term Planning		Learning Journey Map		Term: Autumn 1	Weeks: 7
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture		Curriculum Principles			
<b>Equality of Opportunity</b> Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience - Walk around the school and local area using the school map. - Designing and creating a feature for the bug hotel.	<b>Enquiry Based Learning</b> Creative thinkers; Real life challenge; Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills - Hunting for human and physical features. - Identify different habitats suited to different kind of animals. - Sorting animals into carnivore, omnivore and herbivore.	<b>Inspire awe and wonder</b> Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc. - Cultural day- sharing their customs, dress, dance and food. - Bug hotel gallery - Missing Everywhere bear and stolen pages form the book.	<b>Sustainability</b> Emotional intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy - Creating a bug hotels using recycled objects. - Exploring how human beings have caused damage to our local environment.		
<b>YEAR 2</b> <b>Title: Who are we?</b> <b>Big Bang:</b> Cultural day Dress, food, dance <b>School Trip/Special Events</b> - Durants park- Date- TBC <b>Celebration</b> - Children's bug hotel gallery <b>Computing – DB Primary</b> -Use technology safely and respectfully. -To understand what algorithms are. -To debug a simple program. <b>PSHE</b> -Health and well-being. - Living in the Wider World -How to treat others with respect.	<b>Key Curriculum Areas:</b> Science, Geography and ART <b>Science-</b> Living things -Classification - Sorting animals and things into dead, living and never alive. -Habitats- what makes a good habitat for an animal? -Food chains- carnivores, herbivores and omnivores. <b>Geography-</b> Where we live. - Within our school and local area. Using a map and following simple directions. -Human and physical features- homes, roads, trees, plants and ponds. -Environmental damage and how it can be prevented. <b>ART – Weaving</b> - To understand the technique of weaving. - To use sustainable materials to create a weaving pattern. - To create plan and design a feature using weaving.	<b>Maths</b> <b>Place value</b> -1 more and 1 less, comparing numbers using more than and less than. -Reading and writing numbers. -Recognise the place value of two digit numbers. -Partitioning 2 digit numbers into 10s and 1s. -Ordering numbers biggest to smallest, smallest to biggest. <b>Addition-</b> Addition facts to 20. Adding 2 digits by 1 digit. Solve problems using additions facts. <b>Subtraction -</b> Recall and use subtraction facts to 20 and use related facts to 100. <b>Geometry -</b> To name 2D and 3D shapes and identify their properties. <b>PE indoor – Dance</b> - To be able to use simple movement patterns exploring different movements. <b>PE outdoor – Games</b> - Developing awareness of speed & distance / learning to run in a coordinated & fluent way.	<b>English</b> <b>Non-Fiction</b> <b>Welcome to our world by Moira Butterfield and Harriet Lynas.</b> - Non- chronological report. - Heading, Sub-heading, images, text, information. - Write using first person in past tense. - Use compound sentences with conjunctions. <b>'The Everywhere Bear' by Julia Donaldson</b> - Narrative writing within a setting, character description, build-up, dilemma and resolution. -Adjectives, nouns and verbs. - Conjunctions- 'and' 'but' and 'because'. <b>Spelling-</b> See Autumn 1 Spelling list. <b>Handwriting:</b> continuous cursive handwriting. <b>Guided Reading:</b> daily sessions teaching reading skills <b>Cross Curricular Links</b> Who are we? Cultural day <b>Music – TBC</b>		



# QUESTIONS

