



Welcome To Year 2



Planting Dreams. Nurturing Hearts. Growing Minds.



Meet The Team



Hedgehogs

Class Teacher – Mrs Collis

PPA Cover – Mrs Ashworth (Weds PM)

Classroom Support

Mrs Watkins – Monday AM, Tuesday PM, Wednesday

Mrs Hall – Tuesday AM

Miss Pillinger – Thursday AM, Friday PM



Meet The Team



Otters



Class Teacher – Mrs McClive & Mrs Weaver

Mrs McClive – Monday, Tuesday & Alternating Wednesdays

Mrs Weaver – Alternating Wednesdays, Thursdays & Friday

Classroom Support

Mrs Watkins – Monday PM & Tuesday AM

Miss Pillinger – Wednesday AM, Thursday PM & Friday AM

Mrs Hall – Thursday AM

1:1 Support – Mrs Kemp & Mrs Elford



Our Routines and Organisation



Weekly Routines

PE – Tuesday and Thursday

Forest School – Friday (Term 1 Otters, Term 2 Hedgehogs)

Book return day & Spellings – Wednesday

Poetry Journal return day - Monday

Each day children should bring in a named water bottle. It is also really helpful if reading records can be in bags everyday.



Our Routines and Organisation



Weekly Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 9	Morning Job	Morning Job	Morning Job	Morning Job	Morning Job
9 – 9:30	Phonics	Phonics	Phonics	Phonics	Phonics
9:30 – 10:20	English	English	Guided Reading & Reading Response	English	English
10:20 – 10:35	Morning Break	Morning Break	Morning Break	Morning Break	Morning Break
10:40 – 10:55	Fruit & Class Novel	Assembly Fruit & Class Novel	Fruit & Class Novel	Assembly Fruit & Class Novel	Fruit & Class Novel
10:55-11:55	Maths Mastery	Maths Mastery	Maths Mastery	Maths Mastery	Maths Mastery
12:00-13:00	Lunchtime	Lunchtime	Lunchtime	Lunchtime	Lunchtime
13:00 – 13:40	Independent reading	Independent reading & Maths Fluency	Independent reading & Maths Fluency	Independent reading & Maths Fluency	Independent reading & Maths Fluency
13:40 – 14:25	Computing	PE	Art	PE	Handwriting Foundation Subject
14:25-15:10	Foundation Subject	Handwriting	PSHE	Foundation Subject	Assembly (2:40)
15:10-15:15	Going home routine	Going home routine	Going home routine	Going home routine	Going home routine
15:15	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss

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Uniform



We want every child in our family of schools to feel proud wearing their school uniform.

At the Whiteoak Academies, we feel that wearing a school uniform helps our children to develop a clear sense of identity and belonging and reflects the high standards we are striving to achieve for each and every individual. If you experience any difficulties providing this, please do contact the school office who will discuss this in the strictest confidence.

Please ensure that all items of clothing are clearly labelled with your child's name. This helps them to identify their own belongings and take responsibility for finding them if they become lost. It also helps us to help them with this!

More detail can be found here:

<https://www.hannahmoreandgrove.co.uk/page/?title=School+Uniform&pid=165>



Keeping in Touch

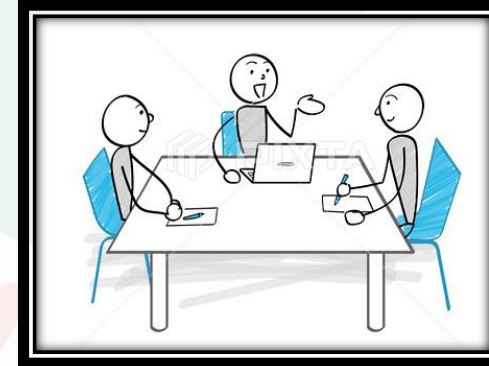
It is really important to us to have open lines of communication so that we can work successfully in partnership with parents and families.



Key information and reminders for our class and year group can be shared quickly and easily on Dojo. It is also useful for non-urgent questions and messages. Teachers will aim to read and respond within the hours of 8.30am-4.00pm on working days. On occasion this may take up to 72 hours.



For more urgent enquiries and messages, please do phone the school office where the team will be happy to help.



Where concerns or questions require a more detailed conversation, teachers and families are asked to arrange a phone call or meeting at a mutually convenient time in school.



Our Curriculum



Year 2 Long-Term Plan 23/24

Subject	Autumn	Spring	Summer
English	Pip and Egg Billy and the Beast Jim and the Beanstalk The Polar Express Instructions/Poetry/Narrative Character description/Instructions/Non-chronological report	Meerkat Mail Catch It A Cloudy Lesson Rosie Revere Engineer Instructions/Recount/Poetry Narrative	The Day the Crayons Quit Someone Swallowed Stanley Diary entry/Poetry/Non-chorological report/Letter/Narrative
Maths	Place Value/Addition/Subtraction/Money/Multiplication	Division/Statistics/Shape/Fractions	Measurement/Geometry/Problem Solving/Consolidation
Science	Animals including humans	Uses of everyday materials	Plants, living things and Habitats
History	'Why Remember the 5 th November?'	'Why are the people of Bristol proud of Brunel?'	How did nursing improve in the 1800s?
Geography	'Does the world need ice?'	'How can humans survive in hot deserts?'	Bangladesh – 'Are all schools the same as mine?'
Computing	IT around us / Digital photography Online Safety Online Relationships	Robot algorithms / Pictograms Privacy and Security Self-Image and Identity	Making music / Introduction to quizzes Managing Online Information Online Reputation
Religious Education	Christianity – Why do Christians believe God gave Jesus to the world?	Christianity - Is it possible to be kind to everyone all of the time? Islam – Does going to a mosque give Muslims a sense of belonging?	Islam - Does completing the Hajj make a person a better Muslim?
Art	Drawing - Line	Painting & Mixed Media	3D Sculpture
Design & Technology	Textiles – Winter Decoration	Wheeled vehicles	Food Technology - Pizza

The full long-term plan can be found on the on the year 2 page on the school website.

English Key Texts

- The Big Book of Belonging
- Billy and the Beast
- Antarctica
- Jim and the Bean Stalk
- The Polar Express
- Gunpowder Plot

English Writing Opportunities

- Character descriptions
- Recount
- Non-chronological reports
- Explanation text
- Narrative
- Instructions

Design & Technology

- Winter Decorations

Art & Design

- Portraits
- Drawing - Line

PE

- Forest School
- Fundamentals
- Balls skills – sending and receiving

Computing

- IT around us
- Digital photography

Science

- Animals including humans



Year 2 Autumn Term Overview

Core Values

- Friendship (Term 1)
- Belonging (Term 2)

History

- Guy Fawkes – Why ‘remember the 5th November?’

Geography

- Polar Regions – Does the world need ice?

Music

- Hand feet, heart.
- Christmas songs

Religious Education

- Christianity – Why do Christians believe God gave Jesus to the world?

Maths

Number & Place Value

- Recognise the value of digits in 2-digit numbers
- Partition 2-digit numbers
- Compare any two 2-digit number using $<$, $>$ and $=$
- Order 2-digit numbers
- Find 10 more and less than a given number

Properties of shapes

- Identify and describe properties of 2-D shapes
- Identify and describe properties of 3-D shapes

Addition & Subtraction

- Recall and use addition and subtraction facts to 10.
- Know that addition is commutative.
- Add two 2-digit numbers
- Subtract two 2-digit numbers

Multiplication & Division

- Understand how multiplication and division can be represented.
- Know that multiplication is commutative.
- Know how to use multiplication and division facts for 2, 5 and 10 multiplication tables.

PSHE

- Being me in my world.
- Celebrating Difference

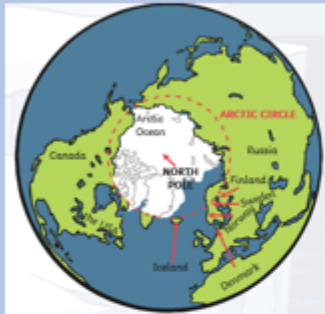
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The purpose of a knowledge organiser is to provide the children with easy access to the key knowledge relating to a particular unit of learning. When used well, they support children to build a secure understanding and strong recall of this knowledge.

Does the world need ice?



Where?



The **Arctic** is at the top of the earth. It consists of the Arctic ocean and parts of 8 countries.



Antarctica is at the bottom of the earth. It is a continent.

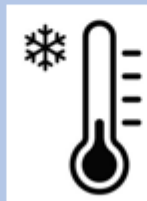
Human Geography



There are 4 million people living in the **Arctic**.

There are no people living permanently in **Antarctica**.

Physical Geography




The average temperature in the **Arctic** is 0°C in the Summer and - 40°C in the winter.

The average temperature in **Antarctica** is - 28°C in the summer and - 60°C in the winter.

Key Vocabulary


North Pole Is at the very top of the earth, located in the Arctic.

South Pole Is at the very bottom of the earth, located in Antarctica.

Equator  An imaginary line around the centre of the Earth.

Climate The weather conditions in an area over a long period.

Adaption Becoming better suited to an environment.

Global Warming  The gradual increase of the earth's temperature.

For each new Science topic, children will have a science glossary.

This helps them to make links with previous learning – reminding them of vocabulary and content already studied.

It also introduces and explains the new vocabulary that will be key to their understanding of the concepts and processes under study.

Animals Including Humans
Year 2 – Autumn 1

Glossary

Talk like a scientist

Words you already know

Fish Amphibians Reptiles Birds Mammals Diet

Herbivore Omnivore Carnivore

Offspring	The child of an animal	
Young	Offspring that has not reached adulthood	
Adult	A fully grown animal or human	
Survive	To continue to live in spite of danger or hardship	
Air	The invisible gas around the world. A mixture of oxygen and nitrogen	
Food	Something that people and animals eat to keep them alive	
Exercise	A physical activity to keep your body fit	
Hygiene	How we keep ourselves and the world around us clean	





Homework



Homework in Year 2

Our school Homework Policy can be found under [Curriculum Policies](#)

In Year 2, pupils are encouraged to engage with up to 1 hour and 30 minutes homework a week.

This should consist of:

- Home reading, ideally a short burst daily but a minimum of 4 reads per week. This should be recorded by an adult in the home reading record.
- Maths - Numbots
- Weekly spellings
- Retrieval practice – Various activities will be set by the teacher to help the children to consolidate the learning they are doing in class. This will include the use of the Knowledge Organisers and Science Glossaries.



The Importance of Reading



“Reading for pleasure is the single biggest factor in success later in life, outside of an education. Study after study has shown that those children who read for pleasure are often the ones who are most likely to fulfil their ambitions. If your child reads, they will succeed – it’s that simple.” Bali Rai, author



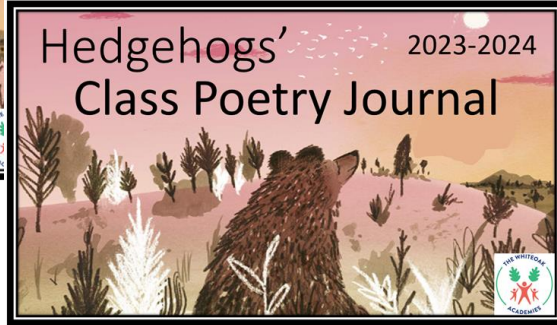
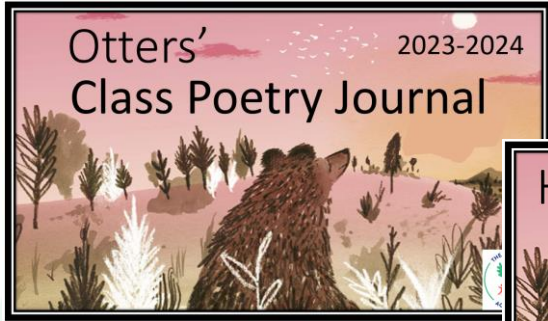
We ask that all children, regardless of age or ability, read aloud to an adult and share ideas about a text at least 4 times each week.

Please also continue to read to your child – even when they can read well themselves. This time together, sharing a story or non-fiction text, is a really powerful way of connecting, developing vocabulary and deepening their understanding of not only the book but the world around them.

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Otters' Class Poetry Journal

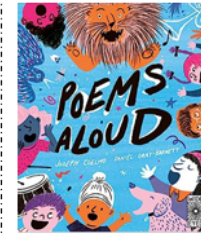


Our class poetry journal will come home with a different class member each week. Please enjoy sharing the poetry anthology and support children as they respond to their favourite poem in the journal.

Otters' Class Poetry Journal

'Poetry provides the gateway for so many young readers and writers in their journey towards becoming literate; delighting, supporting and engaging children as they build a love of literature.' (CLPE, 2020)

Welcome to our class Poetry Journal. Every week, one child from our class will bring home this journal inside a special bag. It will stay with you for a week. The bag also contains the poetry anthology that the Year 2 team have chosen especially for you to enjoy and the set of art materials listed here. Please help us to keep everything inside the bag so that it is ready for the next class member to enjoy with their family.



24 coloured pencils



Watercolour palette



25 oil pastels

Home activities

Please take time to read the poems in the anthology to and with your child. Let them choose the ones that most appeal to them and re-read them several times together. There may be opportunities to join in or add actions ☺

One of the joys of poetry is that you don't have to read a complete collection. You can dip in and out, share a poem and let it linger, talk about a poem, perform it and let it inspire a response.

Each child will have a page in this poetry journal. This is a page where you can capture together your child's response to their favourite poem from the book - it doesn't matter if this is the same one as another child has chosen before.

Children might decide to:

- Write out their favourite line or verse and illustrate it by drawing and colouring pictures around it.
- Make a collage using magazine paper to capture an image or feeling that the poem creates.
- Capture the individual words that they loved the sound/feel of.
- Stick in photos if the poem inspired them to take a walk in nature, or produce a piece of music or stage a poetry performance to family members.
- Write about how the poem reminded them of a personal experience or made them feel.
- Make up a new verse of poetry or a whole new poem to share.

Please don't feel any pressure to try to replicate or match what has been produced by other families. Make the page your own and remember that the most important outcome is that you have spent time together exploring and enjoying poetry ❤️



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Love Reading 4 Kids



**Reading books changes lives.
Now buying them can change lives too.**

Buy from our bookstore, get 10% off RRP's and 25% of the cover price will be given to a school of your choice to buy more books.

<https://www.lovereadings4kids.co.uk/school/37091>

Using the above link, you can access our school's LoveReading page. Here you will find lists of recommended texts for each Year group. These contain some of our Reading Spine books and other titles we know the children will love!

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