

Welcome to Year 2

Our Year 2 team

Mrs Dixon

Mrs Wilson

Mrs Blackwell

Mr Cullinane

What you need to know:

Drop off time – 8:45am

Break time – 10:50-11:05am

Lunchtime – 12:00-1:00pm

Hometime – 3:15pm

PE times:

Week A – Wednesday afternoon

Week B – Tuesday afternoon

Please come into school in PE kit on PE days.

Teachers:

Mrs Dixon

(Monday/Tuesday)

Mrs Wilson

(Wednesday morning
/Thursday/Friday)

Teaching assistants:

Mrs Blackwell

(mornings)

Mr Cullinane

(afternoons)

YEAR 2 – 2023-4

	Monday Mrs Dixon	Tuesday Mrs Dixon	Wednesday Mrs Wilson	Thursday Mrs Wilson	Friday Mrs Wilson
8:45-9:00 15 mins	Registration / EML				
9:00-9:30 30 mins	Collective Worship CK	Collective Worship CP	Collective Worship NR/HP/Rev J	Picture News Worship JB WT	Celebration Worship
9:30-10:30 60 mins	Spelling English	English	English	Music	English
10:30-10:45 15 mins	1 Phonics (KS2 break)	2 Phonics (KS2 break)	1 Number Sense	4 Phonics (KS2 break)	5 Phonics (KS2 break)
10:45-11:00 15 mins	KS1 BREAK				
11:00-12:00 60 mins (10:45-12:15 KS2)	Maths	Maths	Maths	Maths	Maths
12:00-1:00 60 mins (12:15-1:15 KS2)	LUNCH				
1:00-1:15 15 mins	KS1 Reading = PPG + Precision Teaching BA with Y5 + Y6		Week A = PE Onside Week B = ART Mrs Dixon	KS1 Reading = PPG + Precision Teaching BA with Y5 + Y6	
1:15 – 2:15 60 mins	1:00-2:00 = 60 mins Computing	3 Phonics		2 Number Sense	3 Number Sense
	2:00 -2:30- = 30mins PSHE	R.E./D.T.		English	History/Science/Geog
2:15-2:55 45 mins	2:30 -3;00 = 30 mins Guided Reading Change Books	Week A = R.E./D.T. Week B = PE		History/Science/Geog	
2:55-3:00	Collect Home Time Things				
3:00-3:15 15 mins	Drawing Club	Drawing Club	Drawing Club	Drawing Club	Drawing Club

Topics in Year 2 Autumn term:

Maths – *Place Value, Addition/Subtraction, Shape*

English – *Recount, Description, Persuasive Letter, Narrative retelling*

Geography – *Let's Explore the World*

History – *Significant People*

Science – *Human Survival and Habitats*

Computing – *Manipulating text and images*

DT – *Remarkable Recipes*

Art – *Printing and clay*

Music – *Rhythm*

PSHE – *Happy and health relationships*

PE – *Hockey (onside) and Ball skills (class PE)*

		Autumn			Spring			Summer			
English Texts (Power of Reading CLPE)	The Magic Finger by Roald Dahl 	I Want My Hat Back by Jon Klassen 	Diary of a Killer Cat by Anne Fine 	The Secret Sky Garden by Linda Sarah 	The Bee Who Spoke by Al MacCuish 	The Last Wolf by Mini Grey 					
English writing genres	Recount Descriptions and Labelling Persuasive letter Narrative retelling	Narrative – sequencing Playscript Newspaper report Instructions – DT link	Descriptions – settings Narrative – theatre link Diary Recount	Recount Narrative Explanation – Science link Poetry	Narrative Recount Explanation – PSHE link	Non-chronological report Persuasive Narrative					
Maths (White Rose)	<u>Place Value</u>	<u>Addition and Subtraction</u>	<u>Shape</u>	<u>Money</u>	<u>Multiplication and Division</u>	<u>Length and Height</u>	<u>Mass, Capacity and temperature</u>	<u>Fractions</u>	<u>Time</u>	<u>Statistics</u>	<u>Position and Direction</u>
History (Curriculum Maestro)	<u>Significant people</u> Local heroes; Ranking and interpreting; Using sources This knowledge-rich main 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.						<u>Magnificent monarchs</u> The Royal Family; Palaces; Timelines; Chronology; Power and rule; Using sources This knowledge-rich main 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.				
Geography (Curriculum Maestro)	<u>Let's explore the world</u> Atlases and maps; Countries of the UK; The world; Comparing locations; Hot and cold places; Fieldwork; This essential skills and knowledge companion mini project teaches children about atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions.			<u>Coastline</u> Map and atlas skills; Coastal features; Erosion; Physical and human features; Seaside towns; Coastal dangers; RNLI This knowledge-rich main 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							
Science (Curriculum Maestro)	<u>Human Survival</u> This project teaches children about the basic needs of humans for survival, including the importance of exercise, nutrition and good hygiene. They learn how human offspring grow and change over time into adulthood.	<u>Habitats</u> 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.	<u>Uses of materials</u> 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.	<u>Plant Survival</u> 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.	<u>Animal Survival</u> 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, air and shelter.						
RE	<u>Who made the world? (CREATION)</u>	<u>Why does Christmas matter? (INCARNATION)</u>	<u>Who is a Muslim and what do they believe?</u>			<u>What is the Good News that Jesus brings? (GOSPEL)</u>					

Art and Design						
Computing	Manipulating text & images Type longer pieces of text using the keyboard; align text; select font, size and colour; use shape tools to draw; use solid, pattern & gradient fills; change the width of a brush, spray or line.	Creating pictures Use different digital programmes to communicate ideas through pictures and compare their work to traditional paintings. Manipulate tools to match the purpose, i.e. consider the order each tool needs to be used to create the wanted effect.	Handling data Use a branching database.	Learning to code Understand what algorithms are, and that programs work by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.	Understanding ways of using the Internet Begin to use search engines to find out answers to questions.	Knowing how to keep safe online Identify what is appropriate and inappropriate behaviour on the internet; seek help from an adult when they see something that is unexpected or worrying; demonstrate how to safely open and close applications & log on/log off from websites.
Design Technology (Curriculum Maestro)	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	Unit 1: Ourselves Exploring Sounds Unit 2: Toys Beat	Unit 3: Our land Exploring Sounds Singing – Christmas Nativity	Unit 5: Animals Pitch Unit 6: Number Beat	Unit 7: Storytime Exploring Sounds Unit 8: Seasons Pitch	Unit 9: Weather Exploring Sounds Unit 10: Pattern Beat	Unit 11: Water Pitch Unit 12: Travel Performance
	County Music Upbeat - Violins					
PE	Onside: Hockey • Use space • Run, stop, change direction • Dribble a ball using equipment • Pass a ball to a partner • Track a ball and move to stop it • Use simple tactics • <i>Work in a team to play games</i> • <i>Select appropriate skills for situation</i> • <i>Make sensible decisions when presented with a challenge</i> Class PE: Balance skills (Under the sea theme) To develop balance, agility and co-ordination when balancing on different parts of the body, when rolling and jumping. • To roll in different ways while showing control. • To jump safely in a variety of ways, including on and off apparatus. To create matching balances with a	Onside: Net/wall - rollerball/endzone/dodgeball • Use space to gain advantage • Roll accurately towards a target • Throw to a teammate • Catch a ball thrown to them • Throwing techniques • Use game tactics • <i>Work in a team</i> • <i>Provide encouragement to others</i> • <i>Make sensible decisions in games</i> • <i>Apply appropriate skills in games</i> Class PE: Dance (Plants theme) To develop balance, agility and co-ordination by combine a selection of movements to create a dance sequence. • To work with a partner to create a matching dance sequence. To use different movements and body shapes to represent a plant growing. To create movements to represent different types of seeds. To work with a partner to create a dance based on plants.	Onside: Gymnastics • Perform balances on different parts of the body showing some control and balance • Take weight on different body parts on the floor and on apparatus • Show an increasing awareness of the need for extension and flexibility in simple poses and actions • Remember and repeat a series of simple linked actions showing some control and knowledge of technique • Plan a simple series of actions and execute these with some control and knowledge of technique • <i>Collaborate with a partner, share ideas and listen to each other</i> • <i>Explore skills independently before seeking support</i> • <i>Provide feedback using some appropriate vocabulary</i> Class PE: Yoga	Onside: Handball • Use space • Run, stop, change direction • Catch a ball thrown by a partner with a bounce and without • Pass a ball to a partner • Use simple tactics • <i>Work in a team to play games</i> • <i>Select appropriate skills for situation</i> • <i>Make sensible decisions when presented with a challenge</i> Class PE: Circuit Training • To develop balance and co-ordination by controlling changes of direction and in the context of jumping. • To perform movements with control and accuracy • To combine more than one skill to complete an activity.	Onside: Cricket • Run, stop, change direction • Throw/bowl at stationary target • Bowling technique, one bounce to target • Track a ball and move to stop it • Strike a ball into space with a bat • Simple game tactics • <i>Work in a team to play games</i> • <i>Make simple decisions when faced with a challenge</i> • <i>Begin to select and apply appropriate skills</i> Class PE: Sports Day – Athletics •	Onside: Athletics • Jog, sprint, understand differences • Running technique • Jumping technique, understand differences in jumping for height and distance • Underarm, overarm throwing technique • <i>Take turns</i> • <i>Encourage others</i> • <i>Feedback using appropriate vocabulary</i> • <i>Contribute / demonstrate</i> Class PE: Ball Skills



Uniform reminder:

- Please make sure you have named all of your child's uniform. If an older sibling, or family friend have passed their uniform on, please make sure the right name is in it!
- Long hair should be tied back for school, and no jewellery is allowed apart from stud earrings, or for religious reasons.
- Children need to come into school in PE kit on PE days – **Week A Wednesday; Week B Tuesday.** Black or

How can parents support at home?



Homework will be set on a Friday. Homework will alternate English and Maths each week Occasionally there might be a topic based homework.

Please listen to your child read at least 4x per week and discuss what has been read. Record this in their reading diary each time. Each Monday reading diaries are checked and books changed.

Spellings will be sent home on Monday and tested the following Monday.

How can parents support at home?

English

Read aloud a variety of fiction and non-fiction books.

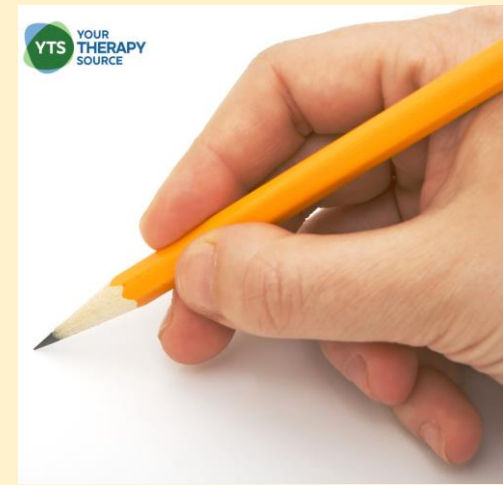
Answer questions about what has been read.

Support a correct pencil hold and make sure all letters are correctly formed.

Know how to spell all the Year 1 common exception words and once these are secure work on the Year 2 common exception words.

Use phonics to sound out unfamiliar words.

We would welcome parent volunteers to read with children in school, particularly on Monday afternoons at 2.30pm.



How can parents support at home?

Maths

Practice counting to 100 (forwards and backwards)

Number bonds to 10 ($3+7 = 10$), then 20 ($3+17=20$), then 100 ($30+70=100$)

Counting in 2s, 5s and 10s

Tell the time (o'clock and half past), then ($1/4$ past and $1/4$ to)

Know the value of different coins

Later in the year we will be doing times tables and using times table rockstars

Keeping safe online

Monitor online use (not giving out personal information, being respectful to others & thinking carefully before posting messages / photos)



Age Restrictions for Social Media Platforms

What is the minimum age for account holders on these social media sites and apps?





We will continue to use Marvellous Me to **share what has been learned** in school, and your **child's individual achievements**.

Children often help us with what to write so that you hear the 'child's voice' when sharing our learning.

Emotional well-being at BT:

Blue Zone

Sad

Sick

Tired



Green Zone

Happy

Calm

Ready to learn



Yellow Zone

Worried

Annoyed

Silly / wiggly



Red Zone

Angry

Terrified

Unsafe





Comic Strips

We use a comic strip approach when there has been an incident between pupils that has resulted in someone being upset, or making a wrong choice.

By discussing the incidents and unpicking where things could have been done or said differently to have a more positive outcome, the children learn how to manage in a similar situation in the future.

If parents are interested in finding out more about the comic strip approach we will offer a meeting later in the year to share more about it.



Protective behaviours:

The children all learn about Protective Behaviours each year.

They create a network of people who they can trust to listen to them if they have worries or concerns about things, or need support in any way.

They write them on their network hand to remind them to use their trusted adults.

Parents' evening / Learning Celebration:

- We look forward to celebrating your child's progress and achievements this year. Please bring children along to the learning celebration as the learning journey involves the children, parents and school together.
- Learning celebrations will be happening in the autumn term:

Thursday 19th October

Tuesday 24th October

- If you have any concerns about your child or their learning, please don't wait until the learning celebration, please catch us at the end of the day or email admin3141@welearn365.com to arrange a meeting.

Letting us know...

If you aren't able to speak to the teacher at drop off please email admin3141@welearn365.com or give school a ring and the office staff will get a message to the teachers.

School vision and IDEALS...



At Bishop's Tachbrook CE Primary School, **everything we do, we do with love**, always staying true to our IDEALS:

We **inquire** about our wonderful world to **discover** and develop the gifts God has given us.

We **encourage** each other and build each other up to **achieve** our full potential.

We stay true to what is right: **loving** our neighbour as ourselves and walking out into the world **shining** as a light for other people, knowing that God gives us the strength to make all things possible and create a positive difference in our community.

Any Questions?