

Welcome to Year Two!



Miss Welsh – Foxes

Miss Lucas – Squirrels

Miss Bowen - Badgers



What will be staying the same?

- The most important thing to us is that your child feels happy and safe at school
- We will continue to promote our school values and rules and use consistent reward schemes
- We will always strive to make learning fun, engaging and meaningful for the children
- Story and oral language development remain at the heart of our curriculum
- Children will have some time to play through Golden Time on a Friday and at other times
- Children will have plenty of real experiences and time outside for learning and play
- We will continue to use Little Wandle phonics, Jigsaw for PSHE, PenPals handwriting scheme and GetSet4PE
- Teachers will be available to talk through any concerns or questions at the end of the day or if you request a meeting

What will be different?

- Children will begin to be taught whole class and working independently, in small groups, to complete an activity at the same time. The task will be varied for different children to ensure success. All subjects will be taught whole class.

- **What does this look like?** There will be a teacher input on the carpet with class discussions/paired work, followed by independent work at the table and then returning to the carpet for a discussion or follow up.
- Teachers will monitor children during the independent task. They will be assessing the learning continually and offering support where it is required. This could include working with children to move learning on or supporting misconceptions identified.
- Children will be completing more work in books and gradually work for longer periods of time, on a specific task, ready for transition to Year 3 (Key Stage 2)
- Children will become more independent and take on more responsibilities around the classroom and within the school community.

What will learning look like in Year Two?

We take part in a Florence Nightingale drama workshop to learn about the past.







We go on a school trip to Wisley as part of our Science curriculum.







We still take learning outside whenever we can!









As part of our DT learning, we make modern fire engines linked to the Great Fire of London and a new bed for Grandma.







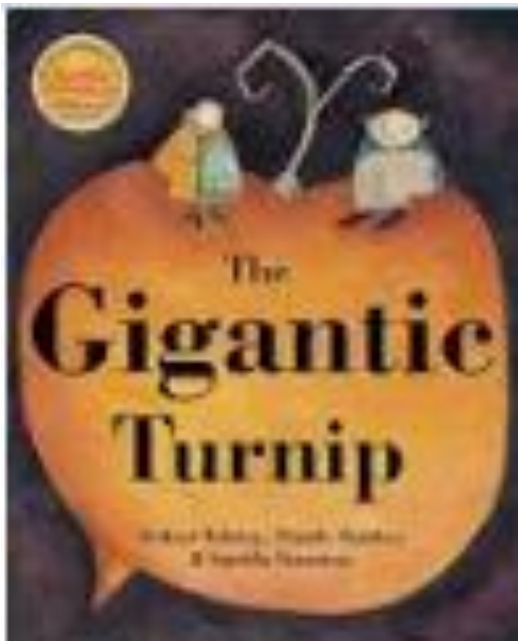


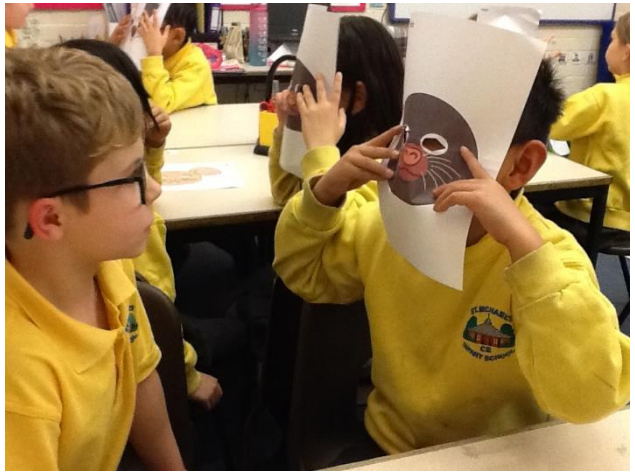


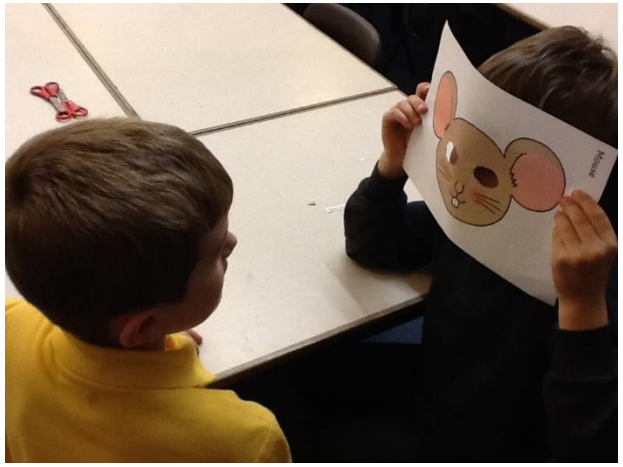
We act out stories that we share in English.



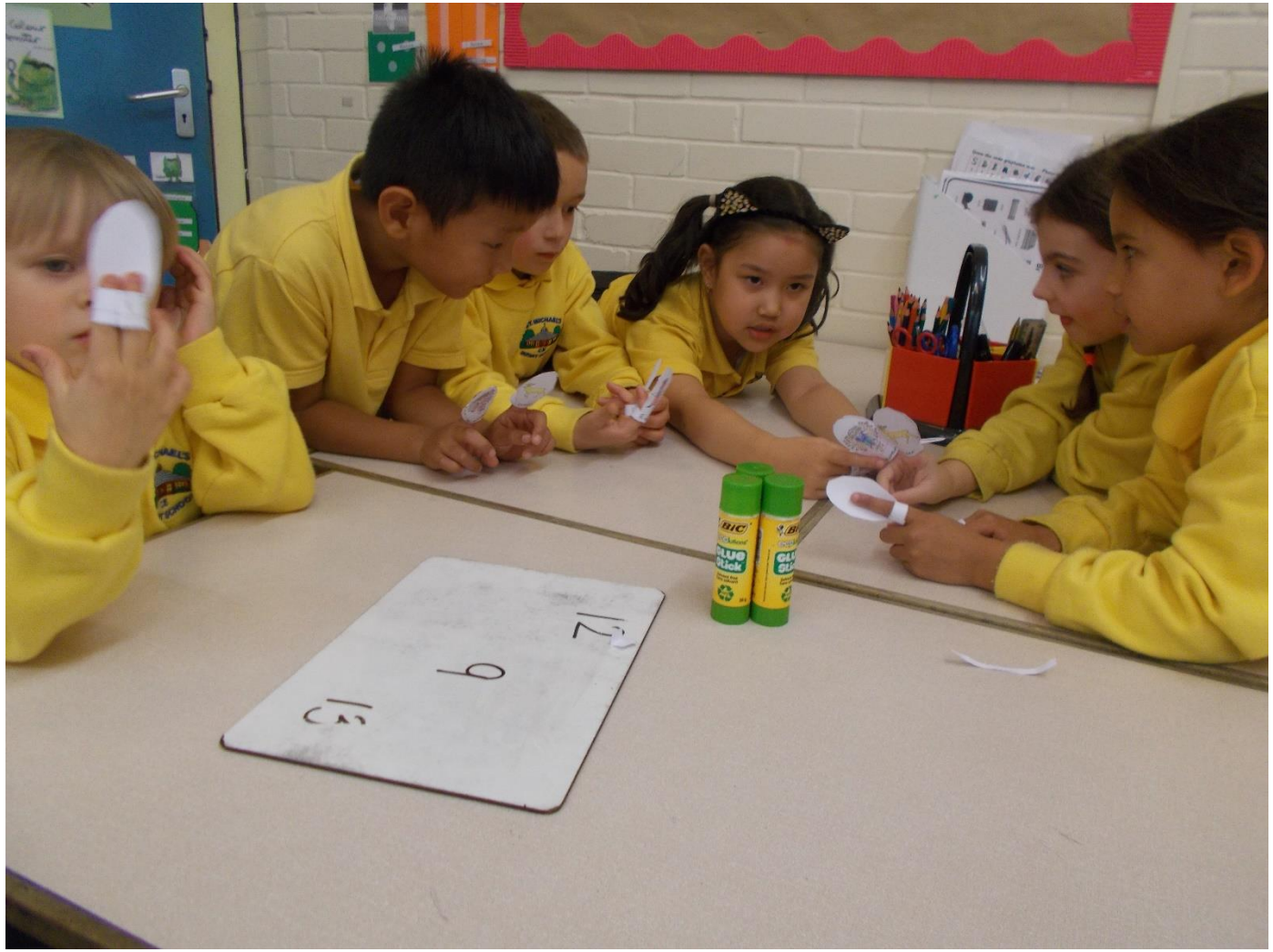


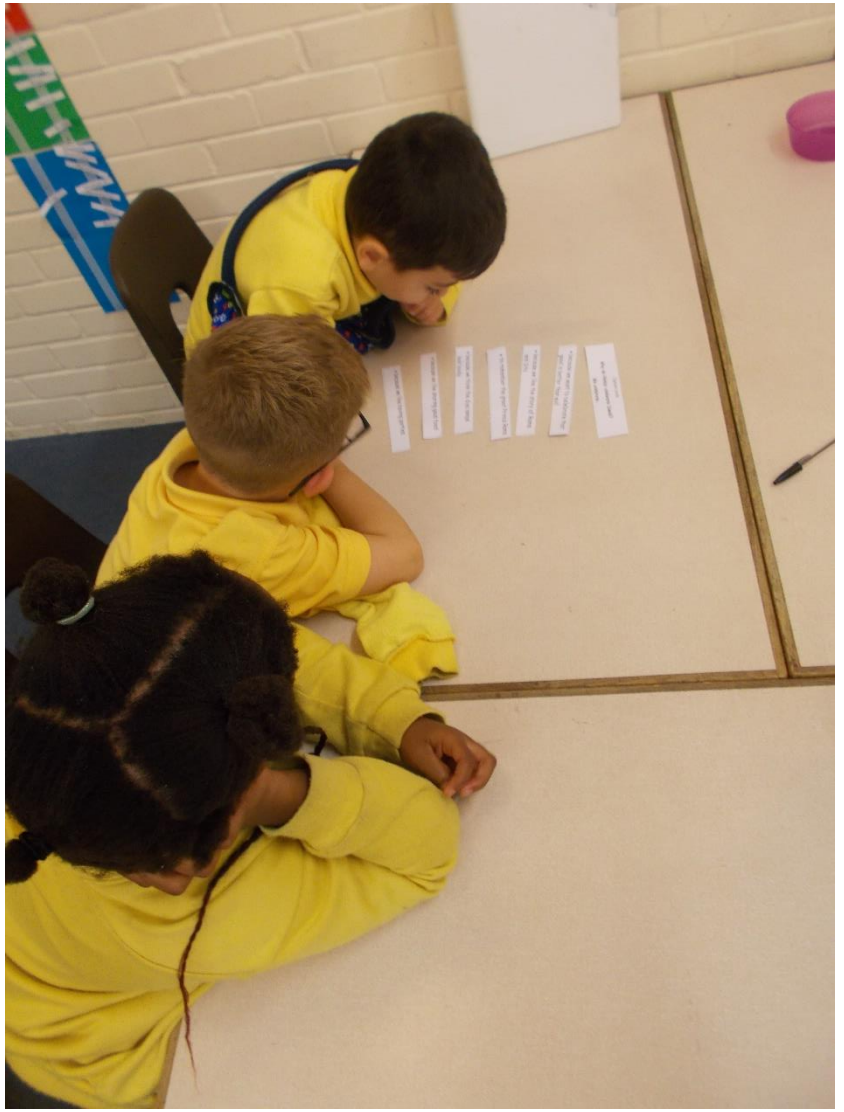




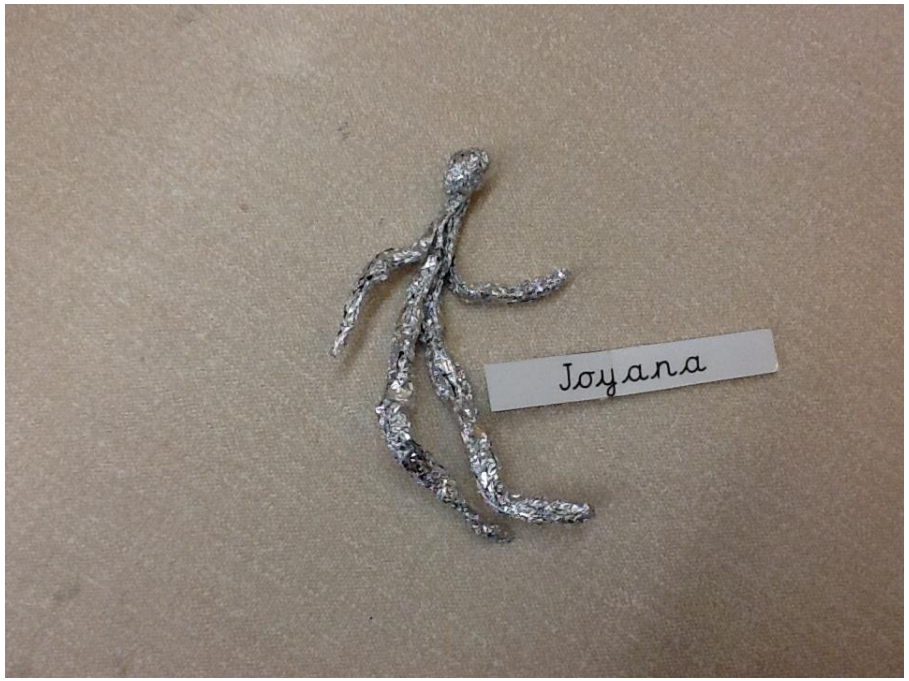


We bring concepts and stories to life in R.E.





We learn about famous artists and explore different ways to make art.







Autumn One in Year 2

St. MICHAEL'S C E (CONTROLLED) INFANT SCHOOL

English

Reading:
Alternative versions of traditional tales

We are reading...








Writing:

Outcome 1 – Character description – Wanted poster for the wolf

Outcome 2 – Innovated story

Maths

- Place Value
- Addition and Subtraction

Representations and models:

Bar Model	Numicon
Bead strings	Ten frames (within 20)
Number lines (labelled and blank)	
Dienes	Part-whole model
Straws	Place value counters

D.T.

Freestanding Structures:

A New Bed for Grandma

- Explore a range of existing beds
- Develop, model and communicate their ideas through talking, mock-ups and drawings
- Select new and reclaimed materials and construction kits to build their beds
- Know how to make freestanding structures stronger, stiffer and more stable
- Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria

Phonics:

Revise Phase 5 from Year 1 Summer term

Art

Painting

Mixing secondary colours, creating tints and shades and investigating how paint can be applied to create an intended effect



Takashi Murakami



Science

Animal Habitats – Dead or Alive

- Explore and compare the differences between things that are living, dead and things that have never been alive
- Identify and name a variety of plants and animals in...familiar habitats, including pond habitats, woodland habitats and habitats within the school grounds.
- Identify that most living things live in habitats to which they are suited and describe how different habitats (woodland, pond and habitats within the school grounds) provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Describe how animals (within familiar habitats) obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
- Construct a simple food chain including a blackbird

P.S.H.E.

Being Me in My World

In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.

R.E.

Good and Evil

Diwali

- At Diwali, Hindus remember the story of Rama and Sita
- Diwali is a celebration of good overcoming evil

Music

Voice

Focusing on Pitch, Structure, Duration and Dynamics

Listening and responding to:
Sibezura Bekhulma by Ladysmith Black Mambazo

Computing

Information technology around us

- Recognise the uses and features of information technology
- Identify information technology in the home
- Identify information technology beyond school
- Explain how information technology benefits us
- Show how to use information technology safely
- Recognise that choices are made when using information technology

P.E.

Fundamentals

- Running: Demonstrate balance when changing direction. Clearly show different speeds when running.
- Balancing: demonstrate balance when performing movements
- Jumping: Demonstrate jumping for distance, height and in different directions.
- Hopping: Demonstrate hopping for distance, height and in different directions.
- Skipping: Explore single and double bounce when jumping in a rope.

Reading

- We will continue with Little Wandle Phonics.
- Children will read three times a week.
- The children have been mixed up – this means some children may bring home reading books they have read before. This should balance out in a few weeks so please bear with us. It is good for children to re-read previous books.
- Library books please share with children.

Some reminders

- Please label all clothing, bags, water bottles etc
- PE Days – Earrings must be removed, hair tied back and yellow/grey school jumpers must be worn. (Foxes Monday, Badgers and Squirrels-Tuesday and **all** classes Thursday)
- Please provide a coat every day.
- Snacks should be fruit or vegetables, if children are bringing their own in from home. Fruit is provided every day in school.
- Please sign your child's reading diary every time they read – please can these be in school.
- Encourage your child to hand in notes/letters as we do not go through book bags.
- Keep an eye out for important messages – Message Monday.
- Please keep in touch and inform teachers if there have been difficulties at home.