Hellingly CP School

Comets Curriculum Meeting

Meet the Year 2 Team

Miss Snow

Teacher

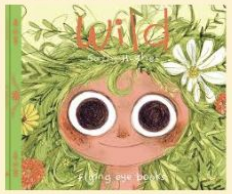
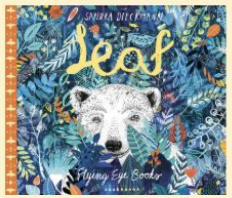
Ms Sebestyen

Support staff

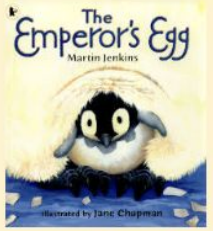
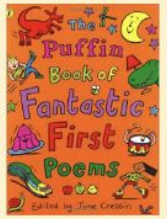
Mrs Welling

Support staff

Terms 1 and 2

Term and focus	Term 1 Science
Topic Vehicle	**Predation** Science - food chains
Enquiry Question	**Who eats who?**
Visit or experience	
School Values	**Respect**
Power of Reading Core Text	Fiction picture book: **Wild - Emily Hughes**  **Leaf** 

Writing opportunities	**FICTION** Retell an adventure story Narrative: Write a simple dilemma story
Punctuation and Grammar	Demarcating most sentences correctly. Using consistent tense. Use of simple conjunctions.
Phonics and Spelling	**Phase 5 Review** Alternative spellings for the following phonemes: /ai/ /ee/ /igh/ /oa/ /oo/ /air/ /ur/ /ow/ /or/ /zh/ /ch/ /sh/ /j/ /e/ /u/ /s/ /i/ /o/ /u/ /oo/ Alternative phonemes for the following graphemes: y ie ea a

Term2 Geography
Survival & Adaptation in environments Adaptations Different locations around the world - hot and cold.
Could you survive anywhere in the world?
Perseverance
Non fiction picture book: **The Emperor's Egg.** **Other supplementary texts -** Non fiction (information picture book) **: Ice Bear Nicola Davies**  Poetry: **The Puffin Book of Fantastic First Poems** 

POETRY
Animals based poems and rhymes

NON FICTION
Explanation - animal adaptations

Using adjectives.
Question marks.
Using simple conjunctions.
Time conjunctions.

Terms 3 and 4

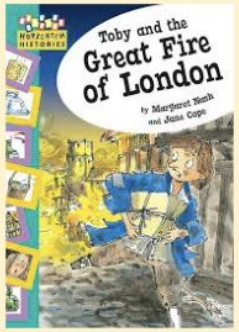
Term 3
History

National historical event
The Fire of London
How do we know about important events in the past?

Can disasters have a positive impact?

Respect
Achievement

Fiction (historical fiction)**: Toby and the fire of London**



Other supplementary texts -
Non fiction (recount): **Samuel Pepys diary.**

NON FICTION
Recount: Diary entry in style of Samuel Pepys

Report: Newspaper report about fire at Hellingly.

Correct tense including past and present.
Using capital letters, full stops and question marks.
Compound words.
Suffixes -er, -est, -ly.

Term 4
History

Local historical event
Uses of castles.

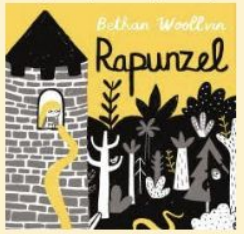
Defence and Attack.

Is a castle a safe place to live?

Bodiam castle

Perseverance
Achievement

Fiction (fairy tale)**: Rapunzel**



Other supplementary texts -
Non fiction: So you want to build a castle?
Non fiction - Look inside a castle
Non fiction -How to attack a castle (and how to defend it)

FICTION - fairy tale.
Castle based fairy tale.

NON FICTION -
Information text on Castles

Using commas.
Using verbs with correct tense.
Using capital letters, full stops and question marks.

Terms 5 and 6

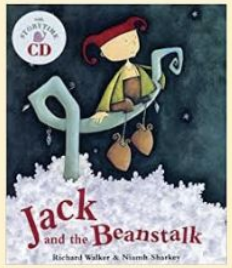
Term 5
Science

Plants
Growing
Conditions for germination
Caring for our environment

How would you grow the tallest beanstalk?

Perseverance

Fiction (fairy tale): **Jack and the Beanstalk**



Other supplementary texts - The Little Gardener Emily Hughes (PoR text)
The World Came to my Place Today Jo Readman (PoR text)

FICTION
Fantasy story - what is at the top of your beanstalk?

NON FICTION
Instructions for caring for a plant

Using commas.
Using verbs with correct tense.

Term 6
Geography

Studying a non European country
Comparisons - similarities / differences

How different are faraway countries?

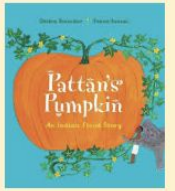
Respect

FICTION
Myth in a different setting.

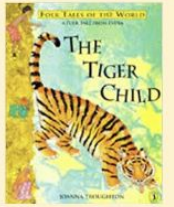
NON FICTION
Non chronological report about India

Using commas.
Using verbs with correct tense.

Fiction (traditional tale from another culture): **Pattan's Pumpkin**



Fiction (traditional tale from another culture): **The Tiger Child**



Other supplementary texts - Necklace of Raindrops

Timetable

- Important to be in on time as learning starts at 8.45!

8.45 - Gates open	8.45 - 8.55	8.55 - 9.00	9 - 10	10 -10.15	10.15 - 10.30	10.30 - 11	11 -12	12 - 12.55	12.55 - 1	1 - 1.30		1.20 - 3		3.05 - 3.15
Monday	Morning Work	REGISTRATION	MATHS	Whole School Assembly (MM)	PLAYTIME	PHONICS /SP	ENGLISH	LUNCH	REGISTRATION	Guided reading	Maths mastery	COMPUTING 1.30 - 2.15	ENQUIRY	READ ALOUD CLASS BOOK
Tuesday			MATHS	KS1& 2 Assembly (MT)S		PHONICS /SP	ENGLISH			Guided reading	Maths mastery	MUSIC 1.15 - 2.00	PE 2.00 - 3.00	
Wednesday			MATHS	KS1& 2 Assembly (Teacher Rota)		PHONICS /SP	ENGLISH			Handwriting PPA		PE 1.15 - 2.15 PPA	RE 2.15 - 3.05 PPA	
Thursday			MATHS	Singing Assembly		PHONICS /SP	ENGLISH			Guided reading		RSHE 1.20 - 2.00	ENQUIRY	
Friday			MATHS	Whole School Assembly (MM)		PHONICS /SP	ENGLISH			Maths mastery	Hand-writing	ENQUIRY		

Writing

- Power of Reading is used as the basis of our English teaching and the texts selected are linked to our termly enquiry questions.

- We follow a writing process of immersion and comprehension, followed by key skill teaching of vocabulary, grammar and punctuation expectations which are linked to our text outcome and finally, the opportunity to independently apply this to create our own piece.

Writing

Writing expectations in Year 2 can be summarised by our 'key performance indicators.'

To independently…..

- ★ *Use capital letters and full stops to demarcate sentences correctly and sometimes question marks.*
- ★ *Break down words into their sounds and write them mostly correctly, making good attempts to spell words I do not know.*
- ★ *Write letters the correct way around and relative size to one another.*
- ★ *Use simple conjunctions in my writing (because, but, so, when, if).*
- ★ *Use the correct tense in my writing.*

story.

Frst Kind Jelly lived with hiss mum,dad and Younger Sister named Ruby. One dark evening when Jelly has sound a sleep his cupboard gell on him How unlucky Ha was! Ulckily he was not injured but his body had changed According to the doctor, he was now only 1 cm thick.

Just then, Jelly realised he could do wonderful new things.

Soon his kind friends invited him for a visit but instead of going on a plane him selp like a envelope Suddenly mean Ruby started to get Jealous of young Jelly. So one day brave Jelly tried to cheer him up by letting him use hiwas as a frisbee nasty Ruby didn't like him Showing off!

Just then, fearless Jelly got caught in a Bush So unkindly home Ruby just kept him there and ate lunch Some lunch

Help me now thin James shouted, Jellye but Ruby just ignored him. Just then, he saw his Sad neighbour ~~how~~ who worked at the Art Mousin. to help his neighbour he pretended to be in painting of a cowboy. It worked and the ~~Thefs~~ Thieves were capted. he got his picture in the paper. Finlly Ruby pumped Jelly up with a Ballon pump! His family celbrated by having a nice coke a cola.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those o or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops 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 / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, many of these words correctly and making phonically-plausible attempts at
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship 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 readi the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own
- use the punctuation taught at key stage 1 mostly correctly*
- spell most

Reading

- ‘Book bag books’ are designed for the children to read independently as they are matched to their phonic knowledge. These will be sent home on a Thursday and collected back in the following monday.

- Reading for pleasure books are for children to share - these may be richer texts but the children may not be able to read them independently. Reading for pleasure books can be read to the children. These will be changed weekly.

- Reading at school is three times week while still completing LW phonics. Once a week focussing on a comprehension skill, once a week focussing on decoding skills and one focusing on reading aloud.

Reading

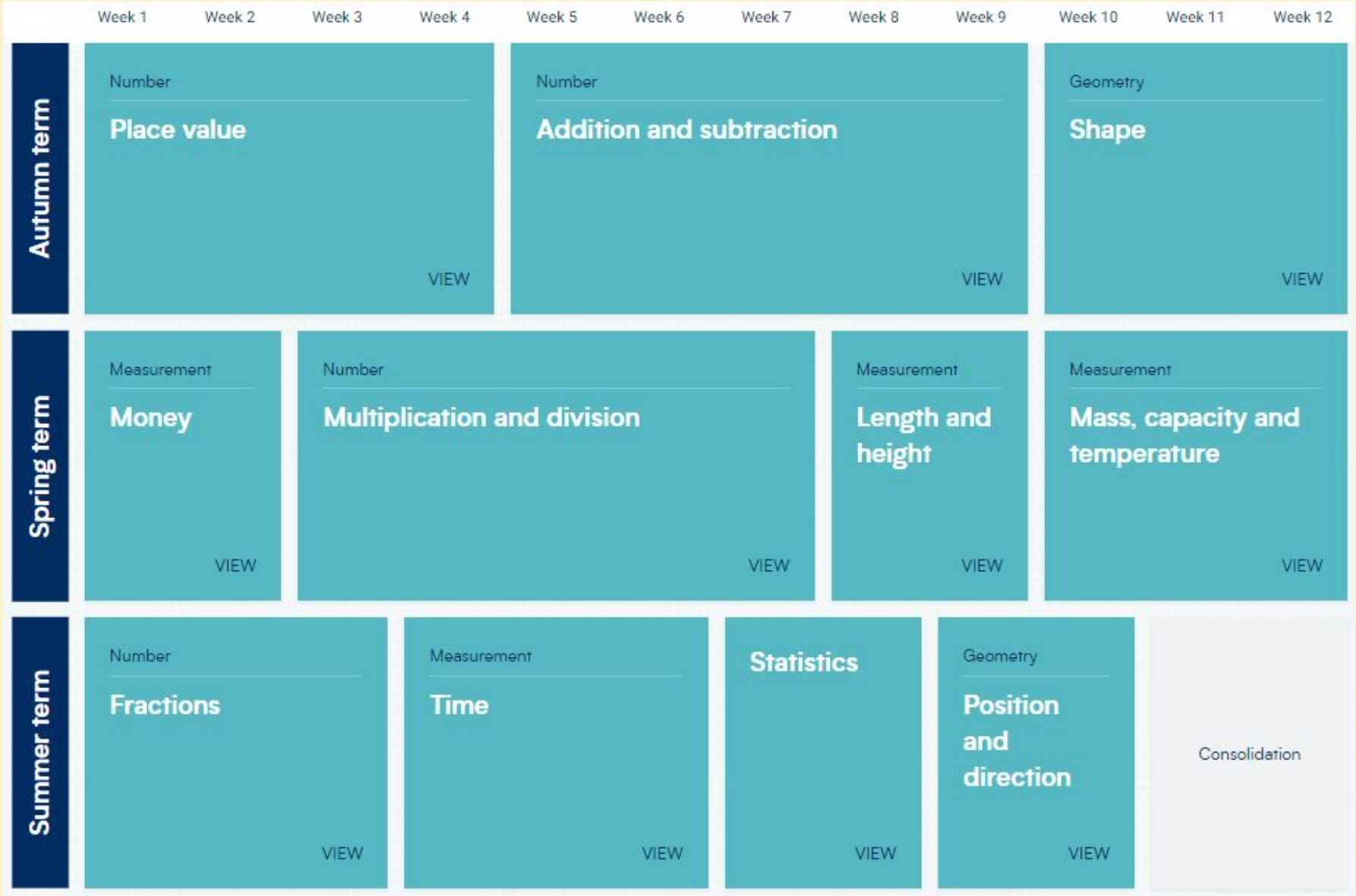
- To be signed by the adult who has listened to the child read at home.
- The Reading Records will be signed by an adult in school at least once a week.
- Extra support materials are in the record that can be used at home, such as sound charts which are found in the centre.
- Please ensure your child brings in their reading record daily.
- Re-reading a book is to be encouraged, as it creates opportunities to improve fluency and expression.
- Gentle reminder we do charge for any books that go missing. We rely on our school resources returning as they are parts of sets and we have invested a lot of money into these resources.

Reading

READING WITH YOUR CHILD FOR 5-20 MINUTES A DAY IS THE MOST IMPORTANT THING YOU CAN DO TO SUPPORT THEIR ACADEMIC DEVELOPMENT.

Maths

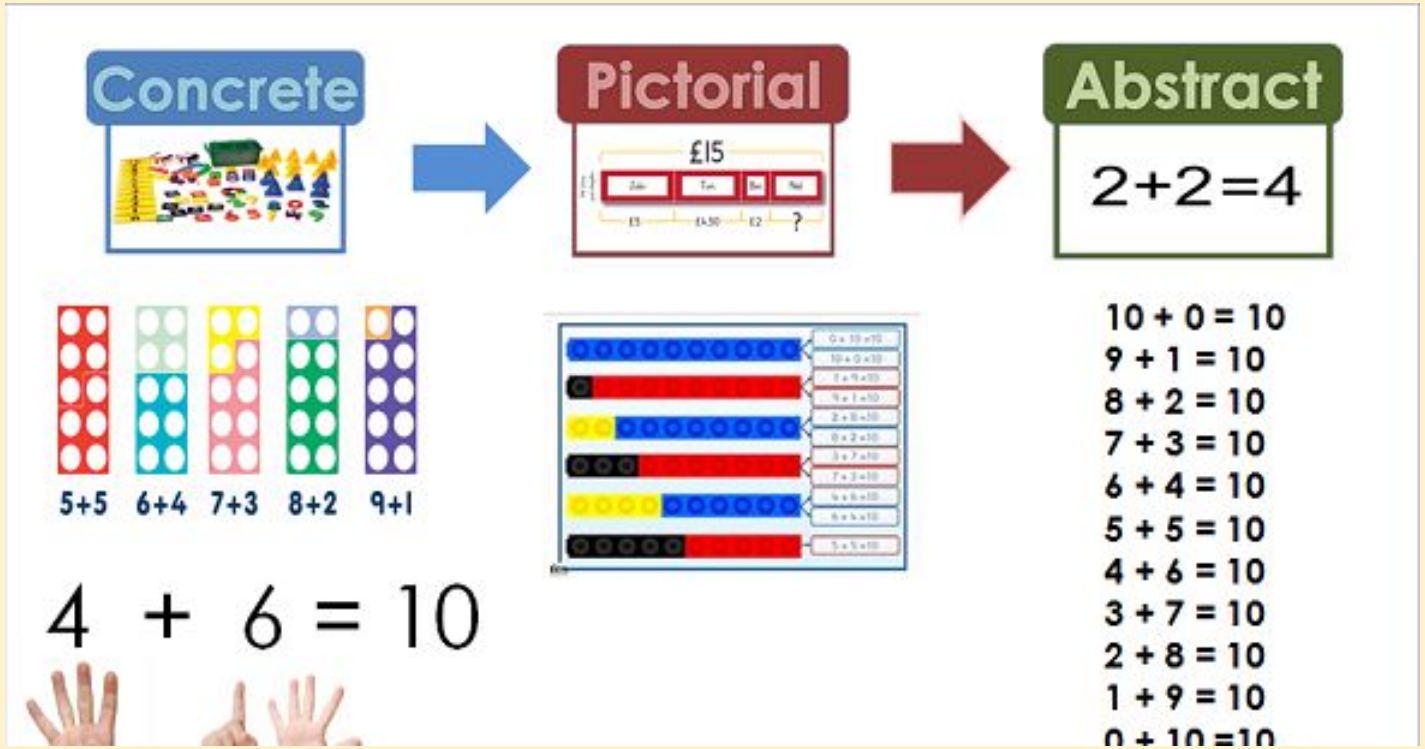
- We use White Rose Maths to underpin our Mathematics teaching.



Maths

We use a Concrete, Pictorial, Abstract approach

Using and manipulating equipment and resources to understand new concepts.



Drawing pictures to demonstrate our understanding and solve problems.

Using numbers and symbols to show our understandi ng of problems and processes.

Maths

Resources to help support your child's learning:

Number lines and hundred squares are available on the class webpage.

As part of their home learning, the children are expected to use Numbots to help improve their number knowledge and quick recall of number facts.

The log in cards for Numbots will be on the first page of your child's reading record.

When Numbots is completed, children can move onto Times Table Rockstars.

If you would like, I am happy to provide you with some extra worksheets to complete at home.

Phonics/Spellings

- Spellings will be on the school website on the class webpage and will uploaded each week from term 3/4 onwards.
- Spellings begin in term 3/4. Spellings books will come home then.
- Currently we are revisiting ‘phase 5’. Here the children learn to ‘grow the code’. This means we are looking at different ways to write sounds and the different sounds that graphemes can make.
- Year 2 phonics teaching is at the core of our curriculum
- In additional to daily phonics sessions, the children are given the opportunity to apply their skills within Guided Reading, Writing and the Wider Curriculum.

PE

- PE days are **<u>Tuesdays and Wednesdays.</u>**
- Children are asked to come into school in their P.E kits
- School PE Kit only – no logos
- No hoodies
- We ask that P.E kits are clearly labelled
- **On P.E days we ask that earrings are taken out before coming to school or covered up with a plaster by yourself.**

Please can long hair be tied back in a bobble.

We use Kapow for PSHE

In year 2, children will learn:

- **My healthy self:** How can we look after our bodies?
- **Connecting with others:** How can I build safe, kind and caring relationship with others?
- **The online world:** How can we stay safe online?
- **Citizenship:** How do people belong to a community and earn money?
- **Growing up:** How can we look after and respect our bodies as we grow up?
- **Staying safe:** How can I make safe choices in different places?

How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 6-7 will:

- Learn about 'boys' and girls' bodies.
- Scientific names for body parts.
- Understand that private parts are private.

All lessons are taught using the correct, scientific terminology, child-friendly language and diagrams.

Online Safety

Safeguarding

Safeguarding and Child Protection

Mrs Carolyn Andrews

Designated Safeguarding Lead

Mr Jon Goulding

Designated Safeguarding Deputy

Mrs Michelle McKay

Designated Safeguarding Deputy

Mr Trent

We are all responsible for Safeguarding in our School

Attendance

Our whole class attendance last year was:

94%

Mr Trent leads Attendance and is happy to discuss any concerns you may have.

He will also reach out to you if your child's attendance is falling. We always aim to work together to improve attendance.

KS1 SATs

- KS1 SATs are optional for schools and are used to support teacher assessment of children's learning.
- They provide a helpful benchmark and allow us to identify each child's strengths and areas for development.
- The results are just one part of our overall teacher assessment and do not define your child's ability.
- We will share more information later in the school year.
- There is nothing to panic about! The assessments are a normal part of the school year and we will support the children throughout.

Pupils will also be given the opportunity to retake their phonics screening test if needed.

Whole School Assemblies

Monday – Mrs Andrews: Values and Safeguarding
Tuesday - Mr Trent or Mrs McKay: Current Affairs or Religious Festivals
Wednesday - Singing: Mrs D-H or Mrs Evans
Thursday – Classteacher: Subject Leadership/ Special Days
Friday – Values Award: Mrs McKay or Mrs Andrews

Class Celebration Afternoon:

Wednesday 7th June at 2:30pm

Communication

- Arbor
- Leave message with office – will be in touch after school hours
- Class Newsletter Termly - full of info!
- Whole school Newsletter – full of info!
- Facebook
- Website – whole school and class page

Approx costings for the Year

£3 cooking (info to follow)

£3 Maths Problem Solving Day (info to follow)

Tuesday 2nd March trip to Bodiam Castle. Approx £17, subject to change.

Parent Pay

- Lunches
- Trips
- We are a cashless School

Additional info for Comets

Harvest festival - 7th October at 9:15am in the School hall

Parents evening -
13th and 15th October

Nativity -
10th December at 2pm
11th December at 9:30am

Thank you