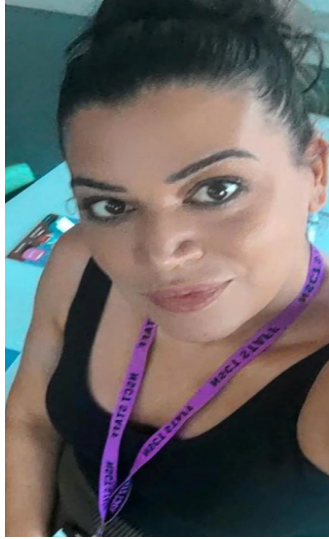


# Year 2

## Meet The Team

2B



**Mr Delfini**–  
Class Teacher

**Miss Besler**  
**Ms Naz**  
Teaching Assistant

# The Team

2O



**Miss Bosati**  
Class Teacher

**Mrs Fiore** –  
Teaching Assistant

Woodpecker Hall  
ACADEMY

2E



**Ms Goulbourne** Class  
Teacher

**Ms Woolmer** Teaching  
Assistant

## Average day at Woodpecker Hall

8.50- Registration

9.00- 9:30 Guided Reading

9:30- 10:30 Maths

10:30 – 10:45 Break Time

10:45 – 11:00 Spellings/Handwriting

11:00 – 12:00 English

12:00 – 13:00 Lunch

13:00 – 15:00 Learning Journey

15:00 – 15:10 Story

15:10 – Home time



Assemblies on Monday and Wednesday.

# School Uniform

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

School jumpers MUST have school logo.



White **shirt** (long or short sleeved)

School tie

V-neck purple jumper or cardigan (school logo)

Grey skirt (girls)

Grey trousers (boys)

Grey Shorts (boys)

Grey pinafore (girls)

White socks

White, grey or black tights/socks

Grey trousers

Purple gingham dress (Summer)

Black shoes



PE days:

# PE KIT

CLASS	INDOOR	OUTDOOR
2O	MONDAY	WEDNESDAY
2B	MONDAY	WEDNESDAY
2E	FRIDAY	MONDAY

- Navy blue shorts or joggers.
- White t-shirt
- Navy hoodie/jumper.
- Trainers



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

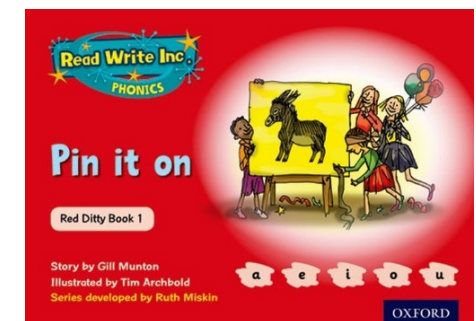
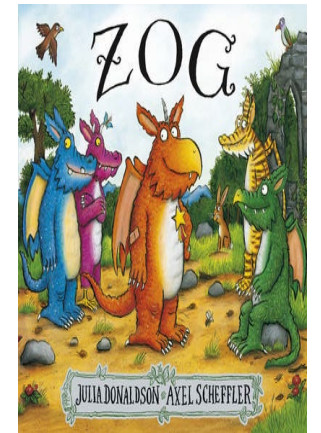
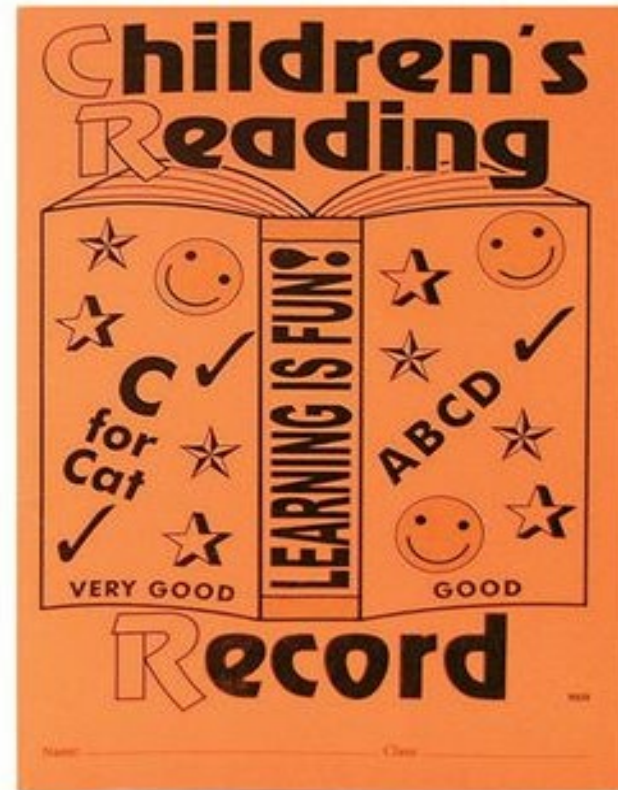


# READING

## 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)



# LEARNING WEB

## Half termly overview

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

If you would like to volunteer on our trips this year, please can you let your child's class teacher know.

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				
Teaching and Learning Principles and Curriculum Driver				
<b>Equality of Opportunity</b> Raising pupil aspiration through inspiration, <u>giggling</u> and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	<b>Enquiry Based Learning</b> Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	<b>Inspire awe and wonder</b> Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	<b>Force for Positive Change</b> Who or what has been a force for positive change? How can we be a force for positive change?	
Trip to our local area following a map - locating human and physical features of the school and the local area.	Hunting for physical and human features in school and the local area Identifying habitats of different animals	International day – sharing individual cultures/dress/ <u>dance</u>  Missing Everywhere Bear we <u>have</u> to find	Exploring how humans have damaged the local environment	

<b>YEAR 2</b> <b>Title: Who are we?</b>	<b>Key Curriculum Areas: Science and Geography</b>	<b>Maths</b> <b>Place value</b> Recognising numbers to 50 Identify tens and ones in a 2-digit number Compare and order numbers <b>Addition</b> Number bonds to 20 Add 2 digits and 1 digit numbers Add 2 digits and tens <b>Subtraction</b> Numbers bonds to 20 Subtract 2 digits and 1 digit numbers Subtract 2 digits and tens <b>Geometry</b> Properties of 2D shapes	<b>English</b> <b>Narrative - Character description</b> Description of the Everywhere Bear from the book 'Everywhere Bear' By Julia Donaldson. Focus on adjectives, nouns, <u>verbs</u> and conjunctions (and, but, because) <b>Poetry – acrostic poem</b> Acrostic poem on individual children. Focus on expanded noun phrases, and structure of an acrostic poem. <b>Spelling – Red words</b> set 1, 2, 3 and 4 <b>Handwriting – Continuous cursive</b> handwriting <b>Guided reading – daily sessions</b> focusing on reading <u>skills</u>
<b>Big Bang</b> -All about me passport	<b>Learning Journey – Science</b> -To understand if an object is dead, <u>alive</u> or never alive -To understand why <u>animals</u> live in the habitats they do -To understand simple food chains and how these are affected due to different conditions	<b>Music</b> -To listen with intent and sing a new song -To refine singing -To play the glockenspiel	<b>PSHE</b> -Dreams and fears for the year -To understand the learning charter -To understand rights and responsibilities -To understand rewards and consequences <b>P4C - respect</b> -Discussion based around accepting others for who they are
<b>School Trips/Special Events</b> -Trip to Durants Park to investigate physical and human features (4/10/22)	<b>Learning Journey - Geography</b> -To investigate place by locating the four countries of the UK on a map/globe -To identify physical and human features in our school and local area -To identify physical and human processes such as pollution -To communicate geographically	<b>PE - Outdoor – Athletics</b> -To develop <u>agility</u> , <u>balance</u> and coordination in athletics <b>PE – indoor - Dance</b> Communicate moods, feelings and <u>ideas</u>	
<b>Celebration</b> Picnic with the Everywhere Bear.	<b>Art – Weaving</b> -To take inspiration from others -To develop ideas to create a weaving design -To master techniques (warps/wefts)		
<b>Computing –NOCE</b> Creating media – Digital Photography Programming A – Robot Algorithms Data and information – pictograms			

# HOME LEARNING

## Expectations:

- ✓ Google classroom
- ✓ 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.



Google Classroom

**If you don't have access to the internet or a device for your child to do the homework, please speak to the office.**



# NO SATS

The children will no longer be sitting SATS in  
Year 2.

It is no longer statutory.

We will continue with our in-school  
assessments to ensure children are on track  
and making expected progress.



- To pay for a school trip, a club or school meals, this can be done through Arbor.
- Please can you download the app as the school will be sending messages through this.

# RESOURCES

## Year 1 and 2 Common Exception Words

### Year 1

the they one  
a be once  
do he ask  
to me friend  
today she school  
of we put  
said no push  
says go pull  
are so full  
were by house  
was my our  
is here  
his there  
has where  
I love  
you come

### Year 2

door gold plant clothes  
floor hold path busy  
poor told bath people  
because every hour water  
find great move again  
kind break prove half  
mind steak improve money  
behind pretty sure Mr  
child beautiful sugar Mrs  
children after eye parents  
wild fast could Christmas  
climb last should everybody  
most past would even  
only father who  
both class whole  
old grass any

## Times Tables!

**2**

$1 \times 2 = 2$   
 $2 \times 2 = 4$   
 $3 \times 2 = 6$   
 $4 \times 2 = 8$   
 $5 \times 2 = 10$   
 $6 \times 2 = 12$   
 $7 \times 2 = 14$   
 $8 \times 2 = 16$   
 $9 \times 2 = 18$   
 $10 \times 2 = 20$

**5**

$1 \times 5 = 5$   
 $2 \times 5 = 10$   
 $3 \times 5 = 15$   
 $4 \times 5 = 20$   
 $5 \times 5 = 25$   
 $6 \times 5 = 30$   
 $7 \times 5 = 35$   
 $8 \times 5 = 40$   
 $9 \times 5 = 45$   
 $10 \times 5 = 50$

**10**

$1 \times 10 = 10$   
 $2 \times 10 = 20$   
 $3 \times 10 = 30$   
 $4 \times 10 = 40$   
 $5 \times 10 = 50$   
 $6 \times 10 = 60$   
 $7 \times 10 = 70$   
 $8 \times 10 = 80$   
 $9 \times 10 = 90$   
 $10 \times 10 = 100$