

welcome to year 2



Working in Maple Class this year is Jess, supported by Maria and Wal. On Monday and our class is covered by Reuben (our sports coach) and Edita. On Wednesday our class is covered by Reuben and Joy.

year 2 curriculum

Habitats

Curriculum overview for Year Two – Autumn (1) 26/27

Literacy The texts we will use this half term are <i>Lost and Found</i> by Oliver Jeffers, <i>The Journey Home</i> by Fiona Provan-Coomes and <i>Waters by Emily Gravett</i> . We will write stories inspired by our key texts and we will also produce some non-fiction writing about animals in their habitats. We will be revising some of the year one grammar and the non-negotiables we use every time we write. We will also introduce expanded noun phrases and commas in a list. In <i>Phoenix</i> , we will be revising place 5 sounds as well as the tricky words we learnt in Year 1.	Key Experiences Lego Habitat Workshop – 7 th October Guiding Questions: How important are habitats to an animal? How do we know something is alive? Why do different animals live in different habitats? What do different habitats look like? How do animals survive in their environment?	Maths This half term in maths we will focus on place value and number. We will learn to count forwards and backwards within 100, and use practical resources to understand how numbers are made up of tens and ones. We will represent numbers using place value charts and number lines, and compare and order numbers using the symbols $<$, $=$ and $>$. We will also count in steps of 2, 5, 10 and 3. Later in the term, we will move on to Addition and Subtraction, where we will explore fact families, number bonds and related facts. We will begin to add and subtract two-digit numbers using place value and number facts, including adding and subtracting tens and ones.
Computing We will use Scratch to create (and debug) simple programs. We will learn about algorithms and how they are implemented in programs in digital devices. You can access Scratch at home for free! https://scratch.mit.edu/	Habitats Main foundation subject link: Science <i>See Knowledge Organiser for more details</i>	PSHE & Circle Time We will introduce the worry line – a line in the classroom where children can place a (written) worry. We will go back over our school rules – to be ready, be respectful and to be safe. We will explore the topic of PE and My Relationships, discussing families, friendships as well as an introduction to manners and courtesy.
Art We start the half term with an art project about our class tree. We then move into introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	Geography We will work on fieldwork skills including using world maps, atlases and globes to identify the United Kingdom and its countries and its surrounding seas. We will also be revising the 7 continents and 5 oceans.	Music Our artist this half term is Anastasia Barker. We will explore her music through our daily Active Listening lessons.
Other information: Please bring books bags in on Monday for changing books. Children need to bring in a named water bottle every day. New reading diaries will be sent home and make sure you will find information about your child's reading level. Our PE day is Monday - please make sure your child is wearing suitable clothing and shoes for outdoor play and PE every day.		

Key Questions

How important are habitats to an animal?
 How do we know something is alive? Why do different animals live in different habitats? What do different habitats look like? How do animals survive in their environment?

A habitat is a home environment for plants and animals and other organisms.	A habitat is made up of four requirements for survival: food, water, shelter and space.	A micro-habitat is a small home environment for plants, animals and insects.	A micro-habitat might be a pond, a tree, under a stone or a pile of logs.
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Important Vocabulary:

Coastal – There are lots of different types of coastal habitats including shallow sea water, beaches, rock pools and dunes.
Desert – Deserts are places that don't get much rain and are very dry. They can be hot or cold.
Grassland – You won't find lots of trees in grasslands. They get more rain than deserts but not as much as woodlands.
Jungle – You usually find jungle in warm, wet places near the Earth's equator, called tropical climates.
Polar – Polar habitats are located at the very top and very bottom of the Earth. They are cold, windy and have a lot of snow and ice.
Woodland – Woodlands are places where there are many trees. They can be hot or cold. There are many different types of woodlands.
Habitat – A habitat is the environment where different animals and plants live. It provides everything they need to survive.



You should have already received a copy of our current Knowledge Organiser (KO) and Curriculum Overview (CO) via parentmail. Keep your KO/CO safe so you can ask your children about what they've been learning.

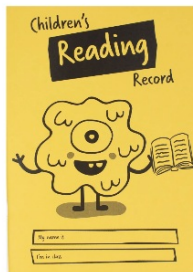
our week

We have literacy, phonics, handwriting, reading and maths lessons on most days. Alongside this, you can see on our CO the foundation subjects that will be taught.

*This half term, our PE days are Monday and Wednesday.
Trainers must be worn on PE days.*

Please make sure your child is dressed in suitable play and weather appropriate clothing every day.

reading



Adults or Children should be recording in their diaries at least three times a week but they should be reading every day. Diaries will be checked by a school adult once a week.

We strongly encourage you to read with your children a few times in the week as they will most certainly still enjoy and benefit from it.

Book title and page number	Comments
Animal Wizard 30-40	Luan goes and moves to a new house and her dad meets someone new. Lily must find a new place to live.
Animal Wizard 40-54	Luan goes and meets her nan with her dad to stay there for a couple of months because they just came to London. She goes upstairs and sees a old piece of her nan.
Animal Wizard 54-71	Her nan tells her to come down stairs to meet new guest to meet for dinner. She hates it. Meanwhile, Luan she asks James to go and have a girl called Jasmine and Tom is staying over at Jasmine's until Tuesday because his parents have a wedding and they were to play and do a church of a tree.
An other called pebble 36-50	called pebble. The James Kieron. Over the summer holidays, he to work at a rescue centre for pet and human love pet as much as her mom but she's really nervous because her mom did her. Several days, it's not.
Animal Wizard	

Date	Book title and page number	Comments
Weekend 9th-10th	Fairy Tales by Terry Jones Pg 44-67	I really liked the part where the wizard cursed the tiger.
Monday 11/9	Fairy Tales by Terry Jones Pg 67-90	I am looking forward to see what happens to the little girl.
Tuesday 12/9	Fairy Tales by Terry Jones Pg 90-113	I enjoyed hearing that the girl turned into the sun and the birds singing.
Wednesday 13/9	Fairy Tales by Terry Jones Pg 113 - The End	I am glad I finished this book and am looking forward to the next.
Thursday 14/9	Tom Gates Every Creature and Family Pg 1-25	I am looking forward to see what happens.

Date	Book title and page number	Comments
Weekend 9th-10th	Saba Page 37-46	he scored as a LB after his
Monday 11/9	Saba Page 46-60	he's playing international football now
Tuesday 12/9	Saba Page 60-87 29 pages	he learns his midair
Wednesday 13/9	Saba Page 87-95	Arson on the way for a cup of
Thursday 14/9	Saba Page 95-96	Arson

home learning

Spelling homework is posted on Seesaw every Friday, to be completed by the following Friday. We would like children to complete their spellings work by hand, and then upload a photo of this work.

There will be a spelling quiz in school every Friday.

The Seesaw logo, featuring the word "Seesaw" in a bold, purple, sans-serif font. The letter 'S' is stylized with a circular loop at the top.

home learning

Red Vowels

a b c d e f g h i j k l m n o p q r s t u v w x y z
example

Triangle Words

e
ex
exa
exam
examp
exampl
example

Rainbow Writing



example

Code Words

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13
n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

5 24 1 13 16 12 5

Speed Writing!

How many times can you write ____ in 30 seconds?

example example example example example example
example example example example example example

handwriting

In year 2, we are revising and consolidating the letter families learnt in Year 1 and will be introducing joins this year. We continue to focus on spacing, sizing and position of our letters and introduce new joins as the year progresses.

Shape Reception & KS1	Space KS1	Sitting KS1	Size KS1	Stringing KS1 and KS2	Slant KS2	Speed Y5+	Style Y5+
Once a child is ready to write, the first important task is to learn how to form the letters correctly – best taught as a motor skill – and in families. Children learn best by watching the letters being made and hearing a simple patter and then having a go themselves in developmentally appropriate ways then using pencils. 	Children need to understand that spaces need to be left between words so they can be easily read – about the size of 1 or 2 letter 'o's. Lolly sticks make good spacers for beginner writers.	Once children are secure in forming letters correctly, they need to know where to position them in relation to the base line...	...and also, to their relative sizes: Small, tall letters with ascenders, tailed with descenders. A visual image helps children understand the 3 levels, <u>e.g.</u> sky/grass/ground: 	Children should be taught a joined style as soon as they can form letters securely with the correct orientation: diagonal 'up the hill' joins and horizontal 'washing line' joins. Children should understand which letters, when adjacent to each other, are best left <u>unjoined</u>. 	A slightly forward slant is a natural movement for right-handers and helps to improve fluency and speed.	Increasing speed changes writing: it can improve rhythm and fluency but can cause illegibility if allowed out of control. It will help students if they are encouraged to gradually build up the speed of legible writing by repeating words, then phrases, sentences & paragraphs in short regular periods of practice.	Students should be encouraged to develop a style of writing that works for them: changes to their writing style that could increase speed and/or fluency, e.g., adding loops to increase speed and flow. Be aware that different qualities and speeds of writing are required for different tasks: notes, exams, labelling diagrams, e-mail addresses etc.

class culture

We work very hard to establish a strong class culture so that children arrive at school happy and excited to learn. We always bring everything back to our three school rules - to be ready, to be respectful and to be safe. Weekly PSHE lessons support our class culture, as well as daily routines like the use of a recognition board, visual timetables and movement breaks.



school trips

Like last year, we will use a system where there is a single contribution (£30) and just one form that gives consent for all trips.

There will still be letters that give trip specific information e.g. lunch requirements/clothing requirements.

Our first experience is a Lego Habitat Workshop on 7th October.

end of day

It can be very busy at the end of the day so please support us by waiting until the whole class is ready before trying to collect your child. We want home time to be as safe as possible so please let us know of any changes to who is collecting your child by calling/emailing the office in plenty of time.



reminders

- *name on belongings*
- *water bottles every day*
- *weather and play appropriate clothing*
- *trainers on PE days Mondays and Wednesdays*
- *reading diaries brought in every Monday*
- *Seesaw work due by Friday morning*

SLT

- *safeguarding*
- *attendance and punctuality*
- *smartphone free school*
- *school streets*
- *admin@ashmead.lewisham.sch.uk*

