

Meet the Teacher

Year 2

Teachers - Mr. Scott & Mr. Celentano
Support Staff- Ms. Nur

Our class timetable is...

	8.40 - 9.00	9.00 - 9.30	9.30 - 09.45	09.45-10.00	10.00 - 10.30	10.30 - 10.45	10.45 - 11.00	10.45 - 11.45	11.45 - 12.45	12.45 - 14.00	14.00 - 15.00	15.00 - 15.15
Mon	Handwriting/ Creative writing	Phonics	GPS	Worship	Reading	Break	Number bonds / X tables and Fluent in 5	Maths	Lunch	Topic & active break	Topic	Story Reading / newsround
Tues	Handwriting/ Creative writing	Phonics	GPS	Church Worship	Reading		Number bonds / X tables and Fluent in 5	Maths		Topic & active break	Topic	Story Reading / newsround
Weds	Handwriting/ Creative writing	Phonics	GPS	Worship	Reading		Number bonds / X tables and Fluent in 5	Maths		Topic & active break	PE	Story Reading / newsround
Thur	Handwriting/ Creative writing	Phonics	GPS	Worship	Reading		Number bonds / X tables and Fluent in 5	Maths		Music & active break	Topic	Story Reading / newsround
Fri	Handwriting/ Creative writing	Golden Assembly (until 09.30)	Religion				Number bonds / X tables and Fluent in 5	Maths		Topic & active break	PSE	Story Reading / newsround

Things to know

Homework is set on Friday in folders for consolidation of work during the week, there will be some reading and questions, maths and handwriting.

Please make sure your child is using TTRS children who use these are shown to have higher grades.

Spelling test is on Friday.

Reading **every** night - children are responsible for telling us to change books.

PE day is Wednesday (but can be subject to change), please ensure children come into school wearing PE kit on this day.

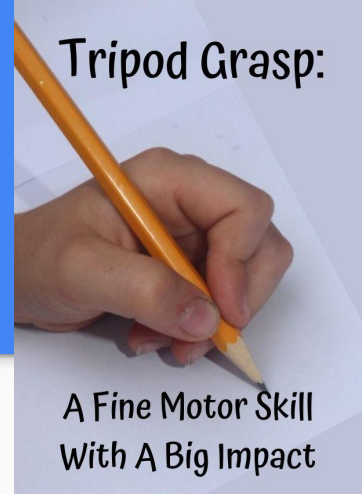
Standards - non negotiables

Handwriting- please ensure your child is practicing their handwriting joins with the correct tripod grip. This contributes to your child passing tests.

Presentation- e.g. using a ruler, dates LQs underlined and margins.

Times tables/number bonds- They need this knowledge to access division, fractions etc.

Word lists- They need to know all of these words by the end of year 2.



Our year overview - English

The children will have handwriting practice every morning and opportunities to apply skills learnt in their topic work.

In writing I can:

Segment spoken words into phonemes and represent these by graphemes, spelling some correctly

Spell many common exception words

Form lower-case letters in the correct direction, starting and finishing in the right place

Form lower-case letters of the correct size relative to one another in some of my writing using spacing between words.

Demarcate most of my sentences with capital letters and full stops and with some use of question marks and exclamation marks.

Use sentences with different forms including statements, questions, exclamations & commands

Use some expanded noun phrases to describe and specify

Use present and past tense mostly correctly and consistently

Use co-ordination (or / and / but) and some subordination (when / if / that / because)

Segment spoken words into phonemes and represent these using the correct graphemes

Spell many common exception words

Spell some words with contracted forms using the apostrophe in the correct place

Add suffixes to spell some words correctly in my writing e.g. -ment, -ness, -ful, -less, -ly*

Use the diagonal and horizontal strokes needed to join letters in some of their writing

Write capital letters and digits of the correct size, orientation and relationship to each other

Use spacing between words that reflects the size of the letters.

Use the full range of punctuation taught at key stage 1 mostly correctly

Spell most common exception words

Spell most words with contracted forms using apostrophes to mark singular possession in nouns and contractions

Use commas to separate items in a list

Add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly*

Use the diagonal and horizontal strokes needed to join letters in most of my writing.

Clearly articulate what I have learned.

Apply what I have learned to peer teach and explain my learning.

Fluency Reading

We will be encouraging the children to apply their blending skills to increase their reading fluency, as well as the use of their voice for different characters and responding to punctuation

In reading I can:

Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes
Read accurately some words of two or more syllables that contain these graphemes
Read many common exception words.
Read aloud many words quickly and accurately without overt sounding and blending
Sound out many unfamiliar words accurately.
Answer questions and make inferences on the basis of what is being said and done in a familiar book.
Read accurately most words of two or more syllables
Read most words containing common suffixes
Read most common exception words
Read words accurately and fluently without overt sounding and blending
Sound out most unfamiliar words accurately and quickly
In a book that I can already read accurately and fluently I can check it makes sense to me
Answer questions and make some inferences on the basis of what is being said and done.
Read accurately and confidently words of 2 or more syllables
Talk about favourite authors or genre of books
Can predict what happens next in familiar stories
Tell someone what I like and dislike about a story I have read or a story read to me
Read a number of signs/labels in the environment using my phonic knowledge when doing so
Be aware of mistakes I make in my reading because it does not make sense
Re-read a passage to help my comprehension of it
Confident to read aloud in front of others
Show awareness of how non-fiction texts are organised
Use illustrations as an important feature to help my reading
Clearly talk about what I have learned.
Apply what has been learned to peer teach and explain my learning.

Maths No Problem

	Autumn Term	Spring Term	Summer Term
Week 1	Number and Place Value: Numbers to 10 Lesson breakdown	Measurement: Mass and Temperature Lesson breakdown	Fractions: Fractions Lesson breakdown
Week 2			
Week 3		Statistics: Pictograms Lesson breakdown	
Week 4	Calculations: Addition and Subtraction Lesson breakdown	Mid-Year (A) Tests and Remediation	Assessment
Week 5		Calculations: More Word Problems Lesson Breakdown	
Week 6	Calculations: Multiplication of 2, 5 and 10 Lesson breakdown	Measurement: Money Lesson Breakdown	Measurement: Time and Volume Lesson breakdown
Week 7			
Week 8	Calculations: Multiplication and Division of 2, 5 and 10 Lesson breakdown	Geometry – Properties of Shapes: 2D Shapes Lesson breakdown	
Week 9			Revision and End-of-Year (B) Tests
Week 10	Measurement: Length Lesson breakdown	Geometry – Properties of Shapes: 3D Shapes Lesson breakdown	
Week 11			Review and Revisit Topics
Week 12	Measurement: Mass Lesson breakdown	Fractions: Fractions Lesson breakdown	

Our year overview maths

Group 3-D shapes by similar properties

Recognise that fractions are made up of equal parts of a whole.

Recognise, find, name and write $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$

Recognise and write mixed numbers.

To be able to tell time to five minutes using 'quarter past'.

To be able to sequence daily events by time

To be able to draw hands on an analogue clock to show the correct time.

To be able to compare time in hours and minutes.

To be able to compare and order volume and record the results using $>$, $<$ and $=$

To be able to measure volume in litres and determine whether an amount is more than, less than or equal to a litre.

To be able to measure and compare volume in millilitres

Choose my own techniques to tackle and solve problems of greater complexity

Present my work in a clear and organised way, choosing appropriate methods of recording

Explain my work clearly and accurately using mathematical language

Use reasoning to make predictions, proving my ideas and generalisations

Ask questions and form ideas for my own investigations

Recognise how to use my maths skills in a variety of contexts

Count numbers up to 100 using concrete objects: counting in ones and tens, forwards and backwards

Know the place value of each digit in a 2-digit number

Compare numbers from 0 to 100 using $<$, $>$ and $=$ signs

Understand the place value of each digit in 2-digit numbers using number bonds

Count in steps of 2 and 10 from any number, forwards and backwards

Count in steps of 3 and 5 from any number, forwards and backwards

Add a 2-digit number and ones, without renaming

Add 1-digit numbers to a 2-digit number resulting in renaming of one

Subtract ones from a 2-digit number without renaming.

Subtract a 2-digit number from another 2-digit number with renaming

Add three single-digit numbers

Apply knowledge of addition and subtraction to solve problems.

Understand that multiplication is the same as repeated addition of equal groups.

Understand and learn the 2 times table.

Understand and learn the 5 times table.

Understand and learn the 10 times table.

Use knowledge of the 2, 5 and 10 times tables to explore commutative law and solve word problems.

Understand that grouping is a way of dividing and use the division ($\div$) and equals ($=$) signs.

Understand that sharing is a way of dividing and the relationship between division and multiplication.

Use division facts for the 2 times table and relate them to multiplication facts

Use division facts for the 5 times table and relate them to multiplication facts

Use division facts for the 10 times table and relate them to multiplication facts

Identify a family of multiplication and division facts

Recognise and understand odd and even numbers.

Measure length in metres and centimeters.

Compare and order lengths using $>$, $<$ and $=$.

Solve word problems involving addition and subtraction of lengths and heights

Measure mass accurately in kilograms and grams and use weighing scales.

Compare the mass of three objects and use the appropriate vocabulary

Accurately read temperature in Celsius.

Read and interpret a picture graph with confidence.

Solve two-step word problems involving addition and subtraction of whole numbers within 100.

Solve multi-step word problems with increasing complexity

Identify pounds (£) and pence (p) and their respective symbols.

Count money using a combination of notes and coins and use the symbols for pounds (£) and pence (p).

Find different combinations of coins that equal the same amount of money.

Exchange a coin with other coins of different denominations.

Solve word problems involving calculating change from an amount of money

Identify the number of sides on basic 2-D shapes.

Identify and count the vertices in regular polygons.

Identify lines of symmetry in 2-D shapes and figures.

Sort 2-D shapes based on their properties.

Create and describe the terms of a pattern.

Describe direction and movement using vocabulary, such as 'left', 'right', 'up' and 'down'.

Describe rotation and direction using vocabulary, ' $\frac{1}{4}$ ', ' $\frac{1}{2}$ ' and ' $\frac{3}{4}$ turn', 'clockwise' and 'anti-clockwise'.

Recognise 2-D shapes by identifying their properties

Our awesome curriculum for the year...

<https://www.st-lukes.newham.sch.uk/Learning/Key-Stage-1-2/>



Science

Learning at St Luke's Primary and Nursery



[curriculum intent statement](#)



[St Lukes KS1 2 Curriculum Map](#)



This terms learning

AUTUMN 1 - We are Superheroes	
<u>Animals including humans</u>	- Notice that animals, including humans, have offspring which grow into adults - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - They should also be introduced to the processes of reproduction and growth in animals. - The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. - The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. - Working scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival.
<u>Computing systems and networks – IT around us</u>	- To recognise the uses and features of information technology - To identify the uses of information technology in the school - To identify information technology beyond school - To explain how information technology helps us - To explain how to use information technology safely - To recognise that choices are made when using information technology
<u>Comparing two individuals who contributed to national/international achievements (British History)</u>	- Place period on class timeline. - To be able to describe who Florence Nightingale was and achievements - How has she impacted the UK and the world. - To be able to describe who Mary Seacole was and achievements - Using sources compare the two individuals and describe the differences and possible reasons for this.
<u>Mapping Journeys</u>	- Use maps to chart the Journeys of Florence Nightingale and Mary Seacole - Name and locate the continents and oceans travelled through. - Use and construct basic symbols in a key.

<u>Textiles- class patchwork quilt: templates and joining techniques</u>	- Design.org patch with design criteria. - Explore how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. - Understand how simple 3-D textiles are made, using a template to cut - Making - Select and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.
	- Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. - Evaluate against design criteria.
<u>Creation - Who made the world?</u>	- Understanding Christianity unit https://www.understandingchristianity.org.uk/wp-content/uploads/2021/10/KS1_1_2_Creation_unit_WEB.pdf
<u>BIG 5 Starter Week</u> <u>Autumn 1</u> <u>PEACE</u> <u>Health & Wellbeing</u> <u>Self-Regulation</u>	P1 Patience P2 Perseverance P3 Happiness P4 Understanding Self BIG 5 Reflect & Extra
<u>Music</u>	
<u>Health and wellbeing: agility, balance and coordination</u>	- I can understand the importance of being agile and can move around in different ways at speed. - I can understand the importance of balance when playing sport and can move with balance and control. - I can understand the importance of good hand/eye and foot/eye coordination when playing a variety of sports. - I can perform a range of activities, showing good agility, and remain motivated to try my hardest.
<u>LITERACY</u> <u>Reciprocal reading</u> <u>Traction man</u> <u>Supertato</u>	<u>GPS Skills to cover:</u> Capitals for sentence starts and proper nouns To use ! ? , and capitals To use 'and' to join sentences To use commas to separate items in a list To use expanded noun phrases to add detail <u>Writing opportunities:</u> Snowballing Questions to ask superhero and hotseat + Replies Speech bubbles to record hotseat Letter to superhero Note taking Non chronological report Use image to list nouns and turn into expanded noun phrases

Interventions

Each day there will be an allocated time for struggling learners to go over concepts and consolidate their learning.

Positive Behaviour Management

Structure, understanding and encouragement

Calm structured rooms Ground Rules

Class Dojo, we aim for positive reinforcement of learning behaviours.



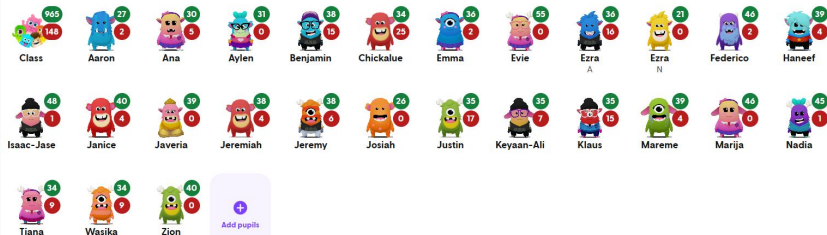
Year 2 - Mr. Scott's Class

Classroom Class Story Chats Calendar Dojo Islands

Invite families Options

Pupils Groups

Points



Behaviour Policy



1



1st Warning

2



2nd Warning

3



Time out in class

4



Time out in partner class

5



Headteacher's office

Online safety

We will start the Year with Online safety lessons.

You can also explore this website with them to learn more...

https://beinternetawesome.withgoogle.com/en_us/interland

Please be aware the only way to ensure your child is safe when online is when you are online with them!

Online safety

At St Luke's, we aim to provide our pupils with strategies on how best to stay safe online. Keeping our pupils safe online is of the utmost importance to us and so we are committed to having an ongoing dialogue of the issues that pupils face when using the internet, as this is unavoidable in our world today.

So below are a list of useful websites, advice and resources that you may find helpful when navigating the issue of online safety with your child.

Thinkuknow <http://www.thinkuknow.co.uk>

National Online Safety <https://nationalonlinesafety.com/resources/platform-guides/>

NSPCC <http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

Childnet <http://www.childnet.com/parents-and-carers>

CEOP <http://ceop.police.uk/safety-centre/>

BBC <https://www.bbc.com/ownit>

SafetoNet <https://safetonet.com/>

Also, keep an eye out for updates on issues arising and other concerns on popular game apps and websites on School Ping. Some of you might be aware that through the last year a few caution leaflets and news feeds have been shared on School Ping to alert parent on some of these dangers.

Safeguarding at St. Luke's - if you have any concerns see one of our team below



Safeguarding Team & who to report to if you have concerns:-

Designated Safeguarding Lead – John Armitage HT



**Deputy Safeguarding Officer – Helen Tarbuck
Assistant/Head**



**Family Support Officer – Debbie Phillip – Attendance &
Missing in Education**



Learning Mentor & Pastoral Lead – Sarah Martin



ELSA & EYFS Pastoral lead – Sajida Rahman



**Plus our CAMHS Nurse Veronica Riviera-Gould &
student Natalia Grieve**



Message from John Armitage HT

At St. Luke's we see parents as a very important partner in helping your child to achieve the best they possibly can whilst feeling emotionally cared for and secure and we hope that all of this information is answering a lot of your questions, but if you have anything about the school as a whole (please email your teacher if it is something about their class) then please email me on:

ht@st-lukes.newham.sch.uk

Thank you!

All children will receive logins for TTRS and Google Classroom - in their homework books on the front page.

Any questions?

Class email is - Y2@st-lukes.newham.sch.uk