

Welcome to

Breakfast with your child

Friday 11th February 2022





The School day in Willow Class



08:40	Children arrive and get ready for the day then practice a number bonds within 20
09:00	Children register and choose lunch
09:05	Collective worship
09:20	Spellings
09:40	Guided Reading
10:15	Break time
10:30	Maths – Main concept
11:05	English
11:45	Lunchtime – Children eat in the hall
12:15	Lunchtime – Outdoor play time
12:45	Afternoon register and handwriting
13:00	Maths – mastering number
13:15	Topic lesson 1
14:00	Topic lesson 2
14:45	Afternoon play
15:00	Story and get ready for home time
15:10	Home time



Years 2 Curriculum



Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Values	Love		Hope		Courage	
Learning Behaviours	Ready	Responsibility	Reflective	Resilient	Resourceful	Moving On
Topic Name	Artists Impressions of me	Dragonology	Magnificent Monarchs	Land Ahoy!	The Secret Garden	Down the Rabbit Hole
Text Drivers	The Day the Crayons Quit	There was an old dragon that swallowed a knight. The Egg.	Pick Your Queen Romeo and Juliet The Queen's books The Royal Rabbits Oliver Twist	The Night Pirates. Pirate Princess. Peter Pan.	The Secret Garden. It starts with a seed.	Alices's Adventures in Wonderland.
English	Letters Story Writing	Recount Character Description Poetry Non fiction	Story Writing Biography Non fiction	Adventure story Letter writing Poetry	Non Fiction Instructions Fairy tales (GR Focus) Imitate and Innovate own fairy tale	Dialogue Letter writing Diary Poetry
Maths	Place Value Addition Subtraction 2D & 3D shapes linked to art	Multiplication Division Fractions Statistics	Time Adding Subtracting Length Money	Capacity Money Weight Volume	Statistics bird data Review of all 4 operations Review of shape	Directions Prepositions Transition into KS2
Science	Animals incl. humans	Living Things & habitats		Materials	Plants	Forces
History	Focus artists and their lives. Florence Nightingale & Mary Seacole.	Local Study Southampton walls. Bargate. Portchester Castle and locations of other castles around the country.	Queens throughout history, beyond living memory. Lives of significant individuals: Queen Victoria, Queen Elizabeth II, Queen Elizabeth 1		Nursling then compared to Nursling now. Significant historical events, people and places in our own locality.	
Geography	Map work to identify countries of where famous artists lived.	4 UK countries and capital cities.	India & Empire	World Maps, atlases, globes to identify UK and other countries, continents and oceans.		Aerial photos, map work. Plot the journey of the rabbit.
DT	<u>Materials</u> Make a photo frame	<u>Food</u> Make a Christmas cake. <u>Materials</u> Design, build and evaluate own castle.	<u>Materials</u> Make a medieval crown.	<u>Materials</u> Build a boat	<u>Food</u> Bird seed cakes for pond area	<u>Textiles</u> Design, make and evaluate the Mad Hatter's Hat. <u>Food</u> Scones for the tea party



Years 2 Curriculum



ART	<u>Drawing, Painting</u> <u>Multi-media</u> Self Portraits <u>Great Artists</u> Kahlo, Anholt, Van Gough, Matisse, Picasso.	<u>Sketching</u> Portchester Castle	<u>Collage</u> Monarch picture	<u>Painting</u> Watercolour picture	<u>Sculpture</u> Andy Goldsworthy natural sculpture	<u>Painting</u> Jabberwock
Music	Dragons Dynamics and Tempo	Christmas is Coming Pitch and Duration	The Old Castle Timbre	Jolly Rogers Structure and Timbre	Wispny Willow Pitch	Can I be helpful too? Duration and Texture
Computing	Presentations Interactive Images	Programming Knock Knock Jokes	Programming Scratch Jnr 8 th February '22 Safer Internet Day	Data Handling Digital Venn Diagrams	Photography Simple Photoshop	Video Creation
RE	Creation	Incarnation Candlelight at Advent & Hanukkah Christmas The Nativity Journey	God: Parables – what do Christians believe?	Palm Sunday and Passover Easter	Forgiveness and Peace	Specialness, special books.
PE	Dance Games	Gymnastics Games	Dance Games	Gymnastics OAA	Athletics Short Tennis	Athletics Striking and Fielding
PSHE / SMSC	Heartsmart Introduction	Heartsmart Don't forget to let love in	Heartsmart Too much selfie isn't healthy 1 st – 7 th February '22 Children's Mental Health Week	Heartsmart Don't rub it in, rub it out.	Heartsmart Fake is a mistake.	Heartsmart No way through isn't true.
British Values	Class Charter Go Givers The Rule of Law & working together.	Go Givers Save our Jack 5 th November 2021 Bonfire Night 11 th November 2021 Remembrance Day	1 st March '22 Pancake Day 23 rd April '22 St George's Day	27 th March Mother's Day	Eid Go Givers Chicken Soup	Exploring Individual Liberty 19 th June '22 Father's Day
Cross Phase event	10 – 17 th October '21 Interfaith week of prayer for world peace.	4 th November '21 Diwali - Hinduism	1 st February '21 Chinese New Year 15 th February '22 Nirvana Day - Buddhism		2 nd May '22 Eid al Fitr - Islam	21 st June '22 Humanist Day
Global Neighbours	Harvest	Christmas	Lent	Divine Poetry Competition World Water Day - 22nd March	Christian Aid Week	Refugee week or Nelson Mandela day
Themed Day / Week	6 th – 10 th September 2021 For the Love Of Nursling Week	13 th December 2021 For the Love of Christmas Day	17 th February 2022 For the Hope of the World Day	3 rd March 2022 World Book Day 8 th April 2022 Hope at Easter Day	26 th May 2022 For the Courage of our Queen Day.	6 th July For the Courage of moving on Day.
Visits / Visitors	Southampton Art Gallery	Portchester Castle	Victorian Day	Action Stations – Portsmouth historic dockyard.	Furzey Gardens	Alice's Adventure Wonderland.



Characteristics of Effective Learning



I can learn in different ways.

I can use my imagination.

I take risks.

I ask good questions.

I am a resourceful learner



I stick at things even when they are tricky.

I can work towards my targets.

I love a challenge!

I know mistakes help me learn.

I am a resilient learner



I can think about what I do and what I have done.

I read my feedback and try to improve my learning.

I learn from my mistakes.

I make connections between my learning in and outside of school.

I am a reflective learner



I want to learn new things.

I listen carefully.

I make the most of my time.

I ask questions to help me learn more.

I am ready to learn



I want a challenge

I know where to go for help.

I know what to do if I find something tricky.

I ask questions to help me understand more

I am responsible for my learning.



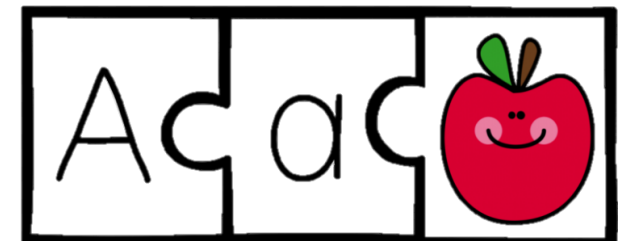
Are you a great learner like Cyril Squirrel?



Phonics



- We continue the teaching of phonics from where children left Year 1.
- Phonics is taught daily and forms part of our spelling program.
- Phonics is the processes of reading and writing through segmenting and blending.
- We learn the phonemes (the sounds that are made) and the graphemes (the way the sounds are written).
- We have words which can be segmented and words which can not. These are known as Tricky words.

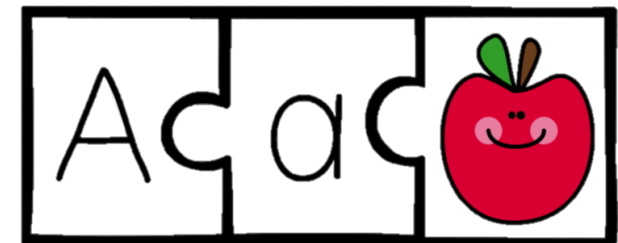




Spellings



- As phonics phases out, we move onto spelling.
- We have a different set of spellings that are groups together and include homophones (words that sound the same but spelled differently and differently) and poly-syllabic words (words with more than 1 syllable).
- At the end of each week we will check to see what words the children have remember and record this.
- On the follow slide is examples of how we teach spellings.
- There is a handout with all the spellings the children will learn by the end of Year 2.



Spellings

Top Ten ways to learn a spelling

- 1 Break it into sounds eg

- 2 Break it into syllables eg

- 3 Break it into root words and affixes eg

- 4 Use a mnemonic eg
 **NECESSARY**
one collar
two sleeves
- 5 Use your knowledge of word roots eg
 **MUSIC**
MUSICAL
MUSICIAN

- 6 Use word families eg
 **WOULD**
SHOULD
COULD
- 7 See words within words eg
a friend to the end
a rat in separate
 **SEPARATE**
- 8 Use spelling rules eg
 **CRY, CRIES**
- 9 By sight - learn the shape of the word eg
 **Help**
Look, Cover, Remember, Write, Check
- 10 By movement - get used to writing the word with your finger, a pen, in the air.. eg
 **write**

🦊 SPaG (Spelling Punctuation and Grammar) 🦊

- Children are taught the correct terminology. There is a glossary on the website with a list of terms.
- The children will need to show understanding of these through their writing.
- We teach these through our topics in writing sessions.





English



- In school, the English curriculum has been broken down into 7 sections:
 1. Spoken Language
 2. Word Reading
 3. Comprehension
 4. Spelling
 5. Handwriting and Presentation
 6. Composition
 7. Vocabulary, grammar & punctuation





Reading



- Reading is a fundamental skill, where the foundations of which are set in year 1 and developed further in Year 2.
- We use the knowledge from our phonics and spelling teaching to help us to identify sounds and blend them together and read whole words to develop fluency.
- Each child will work at their own pace when reading with staff supporting them throughout the week
- We will send home a new book every week which is targeted to help your children with a specific reading skill (strand, next slide).
- Over the week we then encourage children to keep reading the book to gain confidence.





Reading Strands



1. Word reading
 - What word is that? How do you read the contraction I'm?
2. Engagement with a range of text
 - Have you done/seen that before? What do you think that word means?
3. Literal understanding and retrieval
 - Can you tell me what has happened? Can you find ...?
4. Inferential understanding
 - What do you think is going to happen next? How do you think they are feeling in that picture?
5. Author's intent
 - Can you find the words that rhyme? Are there any phrases that are predictable?





Reading



- At Nursling, we expect reading to happen 5 times a week for 5 minutes. We record when the children read. Please make sure to sign in the communication books.
- This makes 25 minutes a week, over the year this is equal to 1300 minutes or 21 hours 40 minutes extra. Children who read more make more progress across the board.
- Please strike a balance between the children reading and you reading to them at bedtime.
- Please encourage you children to answer comprehension questions about what they read.





Comprehension



- How is...feeling? How do you know? What clues can you find?
- Why is/has.... Happened? How do you know?
- Can you find...? (specific retrieval, adjectives, feeling words)
- What tells us how... is feeling?
- Can you summarise what has happened?
- What is going to happen next? Why do you think that? What clues?

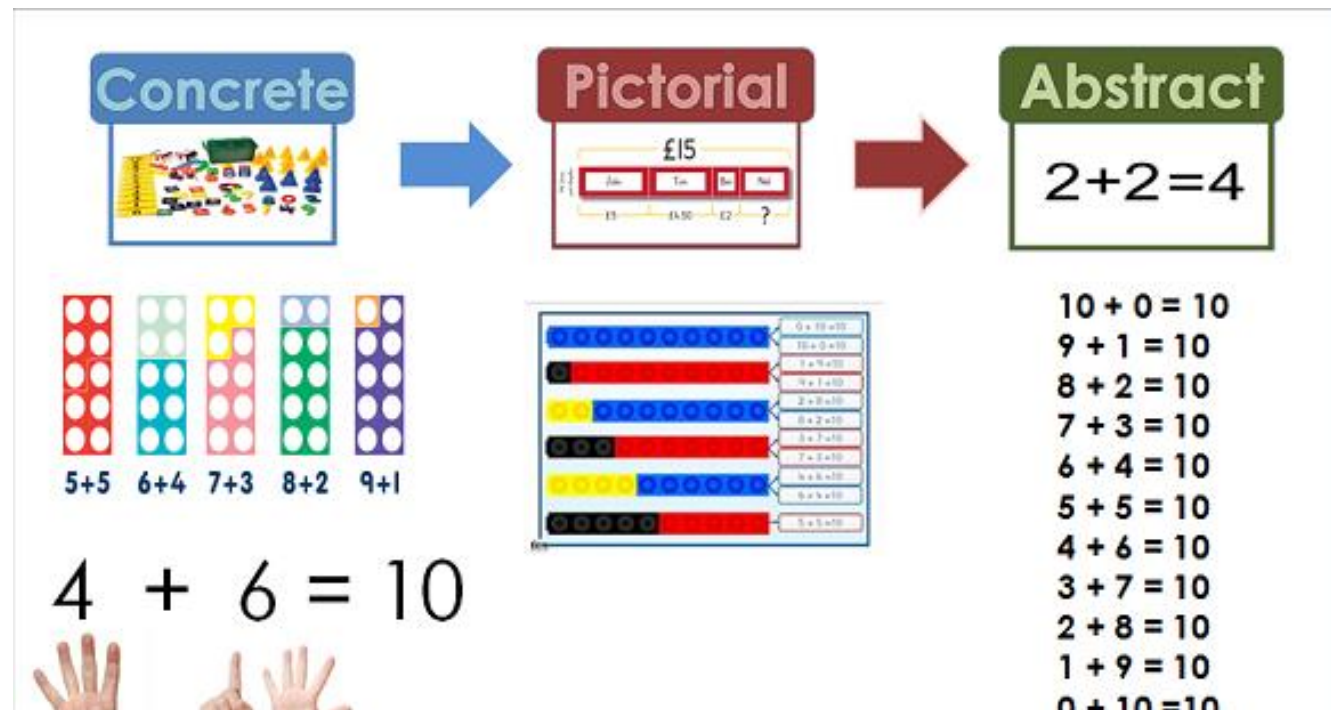




Maths – Main concept



- At Nursling we use a CPA approach.
- We begin with the use of concrete apparatus.
- Then look at this in a pictorial way.
- Before looking at the abstract written form.

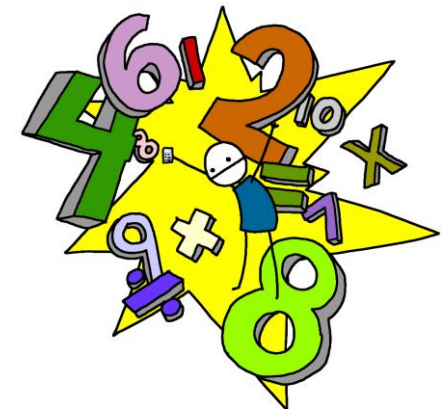




Maths – Mastering number



- Alongside our main concept as a school we have joined the mastering number programme.
- This is to develop children's understanding of number to help manipulate numbers to further learning.
 1. Subtitising - when you are able to look at a group of objects and realise how many there are without counting.
 2. Cardinality, ordinality and counting - the number of elements in a set or other grouping, as a property of that grouping/ a number indicating the position of something in a series or order/ reaching a total
 3. Composition - how numbers are made
 4. Comparison
 5. Addition and subtraction, number facts

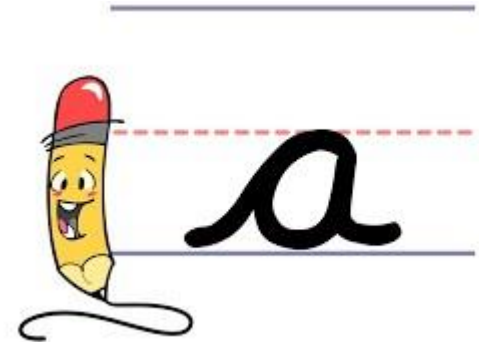




Handwriting



- The beginning of our handwriting.
- We unpick how letters are formed and then move on to support our writing throughout the rest of the school.
- We begin with hand warm up videos, make sure we are sitting correctly and then practice in our handwriting books.





PE



- Our PE lessons are Monday after lunch and Thursday after break thing.
- Children are responsible for their own clothes, they get themselves changed and ready before ensuring they pack away the rest of their clothes.
- On Monday, PE is done by Superstar Sports and the children do gymnastics or dance.
- On Thursdays, the class teacher does PE and we focus on games, skills and teamwork.





Homework



- Homework will be set on a Friday on Google Classroom.
- There will be information there about what we have been learning over the week.
- Homework can then either be submitted back on Google Classroom or handed in when coming to school.





Communication

You will be communicated if:

- Your child requires first aid i.e. head injury (The office will email you)
- If your child ends the day on Parental Contact- for deliberate aggressive behaviour or being rude to adults/ peers
- Your child is ill when they are in school
- If your child needs extra support at home



Communication Journals

Communication Journals are for you to:

- To record daily reading at home- Reading needs to be taking place each day
- To write a message for the teacher i.e. to inform us of a change of collection, if your child has had a bad night

For the teachers to:

- Record when your child has been read with
- To inform you of targets your child needs to work on



SATs



In May, we will undertake our Key Stage 1 SATs

- We do them in a way that is low stress
- We do not call them SATs, we call them grown-up jobs
- The children will get rewarded for their efforts
- SATs are a tool designed to inform teachers where the children are and where gaps are. We use them to direct our teaching to give children best opportunities as they move in KS2.
- They are broken down into 2 maths (Arithmetic and Reasoning), 2 reading (Short and Extended Reading), 2 SPaG (Spelling and Grammar)



SATs – Maths Arithmetic



2

$$99 + 1 = \boxed{}$$



1 mark

5

$$\boxed{} = 15 - 2$$



1 mark

14

$$\frac{1}{2} \text{ of } 14 = \boxed{}$$



1 mark

7

$$6 \times 2 = \boxed{}$$



1 mark

10

$$84 + 12 = \boxed{}$$



1 mark

23

$$\boxed{} - 12 = 36$$



1 mark



SATs – Maths Reasoning

The strawberry weighs **24** grams.



The strawberry and tomato together weigh **69** grams.



What does the tomato weigh?

g

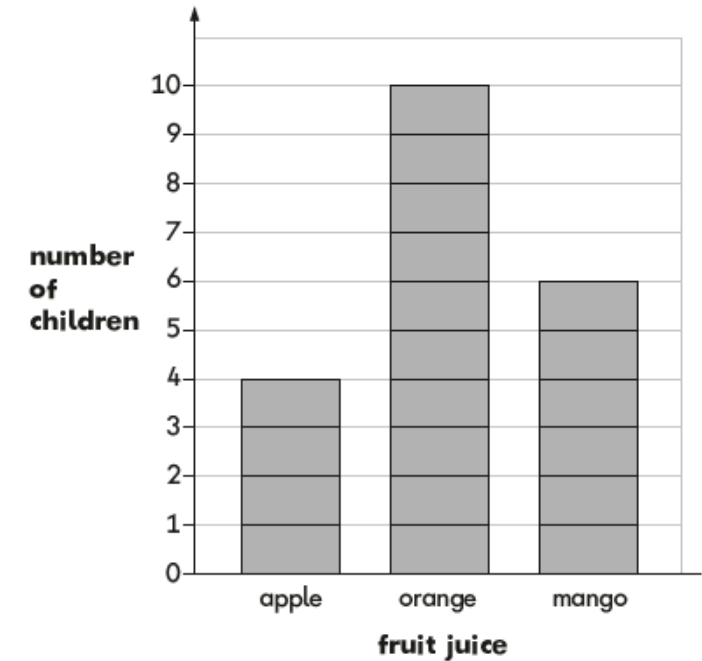
Write these numbers in order, starting with the smallest.

73 37 76 36 63

smallest				largest

20 children choose their favourite fruit juice.

The chart shows the results.



How many **more** children choose orange than apple?

children



SATs – English Reading 1



There's an Octopus Under my Bed!

Molly didn't like tidying up.

On Monday, Molly was playing in her room when her mother said, "Molly, tidy up!"

But she was too busy being a princess. Then Molly went for tea, and she still hadn't tidied up.



a When did the story start?

Tick **one**.

Monday

☐

Wednesday

☐

Tuesday

☐

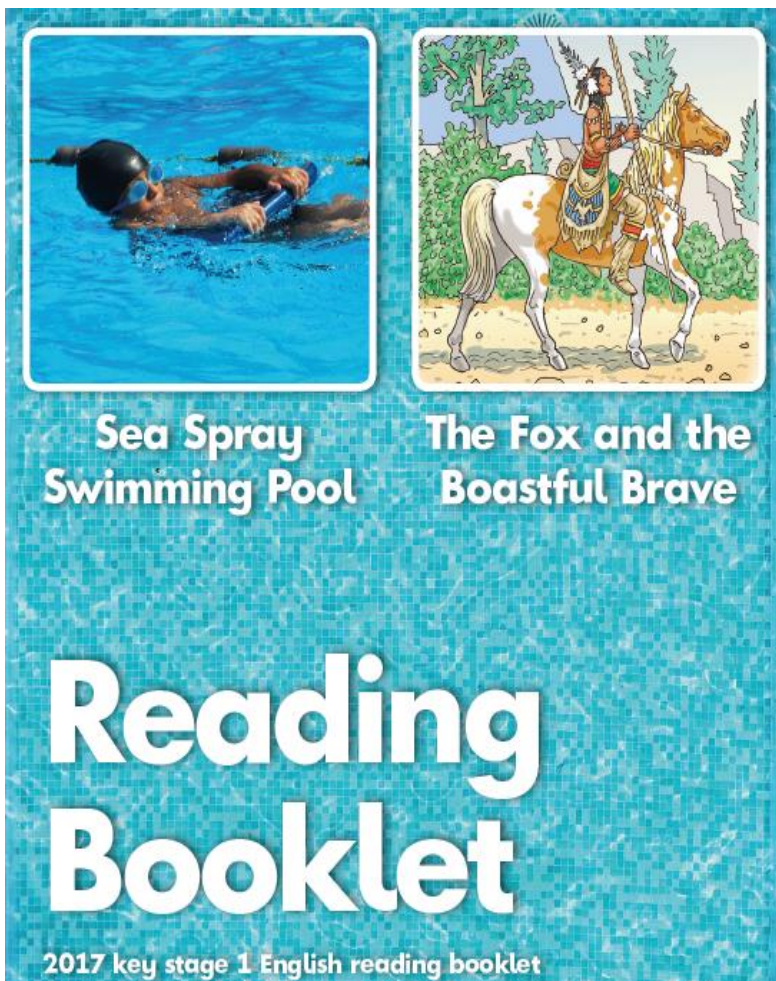
Thursday

☐

b Where was Molly playing?



SATs – English Reading 2



Sea Spray Swimming Pool

The Fox and the Boastful Brave

Reading Booklet

2017 key stage 1 English reading booklet

Questions 1–6 are about
Sea Spray Swimming Pool (pages 4–5)

- 1 Who might be interested in reading this poster?

(page 4)

- 2 When are the swimming lessons?

(page 4)

- 6 Put ticks in the table to show which sentences are **true** and which are **false**.

Sentence	True	False
The lessons are only for good swimmers.		
A six-year-old could take part in the lessons.		
Children can sign up on their own.		
There is a party at the end of the course.		

- 4 Find and **copy two** things children have to take when they go to the lessons.

1. _____
2. _____

(page 5)

- 5 'golden' rules

This means the rules are...

Tick **one**.

very expensive
to follow.

☐

only for good
swimmers.

☐

very important.

☐

completely useless.

☐



SATs – SPaG – Spelling



1. Sharks live in the _____.
2. Amy explored the _____ with a torch.
3. The _____ made a nest.
4. That joke was really _____.
5. Protect your _____ from the sun.
6. The leaves _____ from the trees.
7. We learnt about the _____ river in the country.
8. The shop was _____.

The teach reads the spellings
in a sentence and the children
write the correct spelling



SATs – SPaG Grammar



a Circle the **full stop** below.

The classroom display is great.

b Tick the correct option to complete the sentence below.

_____ going to Jasvir's party.

Tick **one**.

Were' ☐

W'ere ☐

Wer'e ☐

We're ☐

3 What type of word is underlined in the sentence below?

We saw the boat move across the pond.

Tick **one**.

a verb ☐

a noun ☐

an adjective ☐

an adverb ☐

7 Tick the **two** nouns in the sentence below.

We played with our cat in the garden.

☐

☐

☐

☐

Tick the name of the punctuation mark that should complete each sentence.

Sentence	Full stop	Question mark
When will we get to London	<input type="checkbox"/>	<input type="checkbox"/>
When should I start cooking the dinner	<input type="checkbox"/>	<input type="checkbox"/>
When the bell rings, it will be lunchtime	<input type="checkbox"/>	<input type="checkbox"/>

Write a **command** a teacher could say at the end of playtime.

Remember to use correct punctuation.



Health and Well-being



- As you saw from the first slide, our day is full on and getting a class of children through each day is busy and time consuming so you will not be informed of your child's every move in school. What we ask is that you trust us to ensure we do everything in our power to ensure your child is happy and safe and learning in school.
- What your children achieve each day is incredible!
- Teachers have 10 days to respond to parent queries.