

Welcome to Beech class



Miss Stone



Miss Davies
Class Teacher



Mr Gunn – Tues wk 1

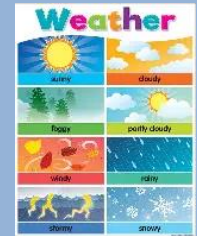


Mrs Croxford – Fri wk 2

What your child needs every day

- Their book bag - **1 small flat key ring only**

- A coat to match the weather



- Reading books and reading records **every day**



- Water bottle – only **water** please
- Long hair to be tied back every day - hair bands to match school colours.

- PE kit - including tracksuit bottoms for cold weather and plimsolls/trainers (**that they can do up**)
- Earrings on PE days to be removed – Monday, **Tuesday** and **Friday**.
- **Labels on everything please – bottles, PE kit items, bags, etc.**



Library



- Our library days are **Tuesdays** and **Fridays**.
- Children can choose one book per week for you to enjoy together at home.
- Please ensure your child keeps their library books safe and returns them the following week in order to take home new books.



Please keep water bottles out of book bags.
We need to keep our books clean and dry
for the children.

Change of pick up arrangements

Please email the school office if pick up arrangements change or your child has a hospital appointment.

Alternatively send a note in with your child (in their hand, not their bag).



Our Character Rules

Goldie

I will remember my Marvellous Manners

- I will listen to adults and other children
- I will speak in a polite tone
- I will be ready to learn and allow others to learn
- I will knock before entering a room



Holly

I will have a go

- I will try new things
- I will have a go at tasks set by my teacher
- I will try my best



Solo

I will try it on my own

- I will try to do tasks by myself before asking for help
- I will look after my own things
- I will try to find a way to solve a problem myself
- I will say 'stop it, I don't like it' if a friend does something I don't like



Ivy

I will challenge myself

- I will not give up when something is difficult
- I will act on advice to improve my work
- I will keep trying



Laurie

I will be proud of achievements

- I will show others that I am proud when they achieve something
- I will take pride in all that I do



Casey

I will be caring

- I will be a good friend to others
- I will look after our school
- I will use kind hands and words
- I will offer to help



School Termly focus...

- Autumn 1 – Goldie
- Autumn 2 – Holly
- Spring 1 – Solo
- Spring 2 – Ivy
- Summer 1 – Laurie
- Summer 2 – Casey



Goldie
Respect for all

Positive Reinforcement



Every Monday, two children from each class, who have shown behaviour linked with the current 'focus' character, will be awarded a 'leaf' by Miss Weston during assembly and will have 'tea' with her later in the week.



Each week a child will be chosen at random to be star of the week. All week any of the children can write or draw anything positive about the 'Star of the Week'.



The children can individually or as a class earn marbles for making positive choices in their learning and behaviours. Once the marble jar is full the class vote for their reward e.g. bring a teddy to school, extra playtime etc.



Each week one class wins the Class of the Week trophy.

- All children will start each session with their name in the circle.
- If a child does not meet expectations, they will be given a verbal warning. If they continue, their name will be moved out of the circle. This is accompanied with an explanation and reminders of how they can get their name back into the circle.
- If their behaviour does not improve then they may have a consequence e.g. move to a different table to work, time out in a different class or missing a couple of minutes of a break.
- All children will be placed back in the centre at the beginning of each session.



Topics

*Autumn Term – Panic in Pudding Lane
Remember Remember*

*Spring Term - Amazing Africa
Healthy Me*

*Summer Term – Let's Invent
Great Outdoors*



Visits

**Church*

**Pizza Express*

**Local fieldwork*

**African workshop*

**Windsor Environmental Centre*

**National Archives Workshop*





Soundswrite is our phonics scheme

- Starts with what children learn naturally – the sounds of their own language.
- Teaches them how those sounds are represented in writing.

Students are taught **four key concepts**:

1. Letters are symbols that represent sounds
2. Sounds can be spelled using 1, 2, 3 or 4 letters (dog, street, night, dough)
3. The same sound can be spelled in different ways (rain, brake, stay, gate)
4. The same spelling can represent different sounds (head, seat, brake)

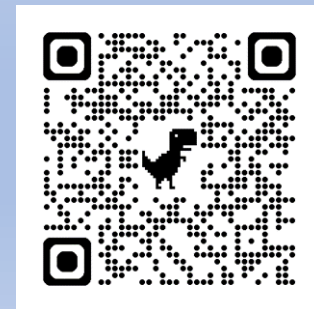
Students are taught to master **three key skills**:

1. Segmenting - the ability to pull apart the individual sounds in words
2. Blending - the ability to push sounds together to build words
3. Phoneme manipulation - the ability to insert sounds into and delete sounds out of words. This skill is necessary to test out alternatives for spellings that represent more than one sound.

Sounds-Write



- Read the phonics book at least 3 times. Repetition helps confidence and fluency.
- PLEASE sign the reading record book **every time** you read together.
- [Alex saying the sounds Sounds-Write Initial Code – YouTube](#)
- We encourage ALL parents/carers to access the online course
- [Free Early Childhood Education Tutorial - Help your child to read and write | Udemy](#)
- Ipad app



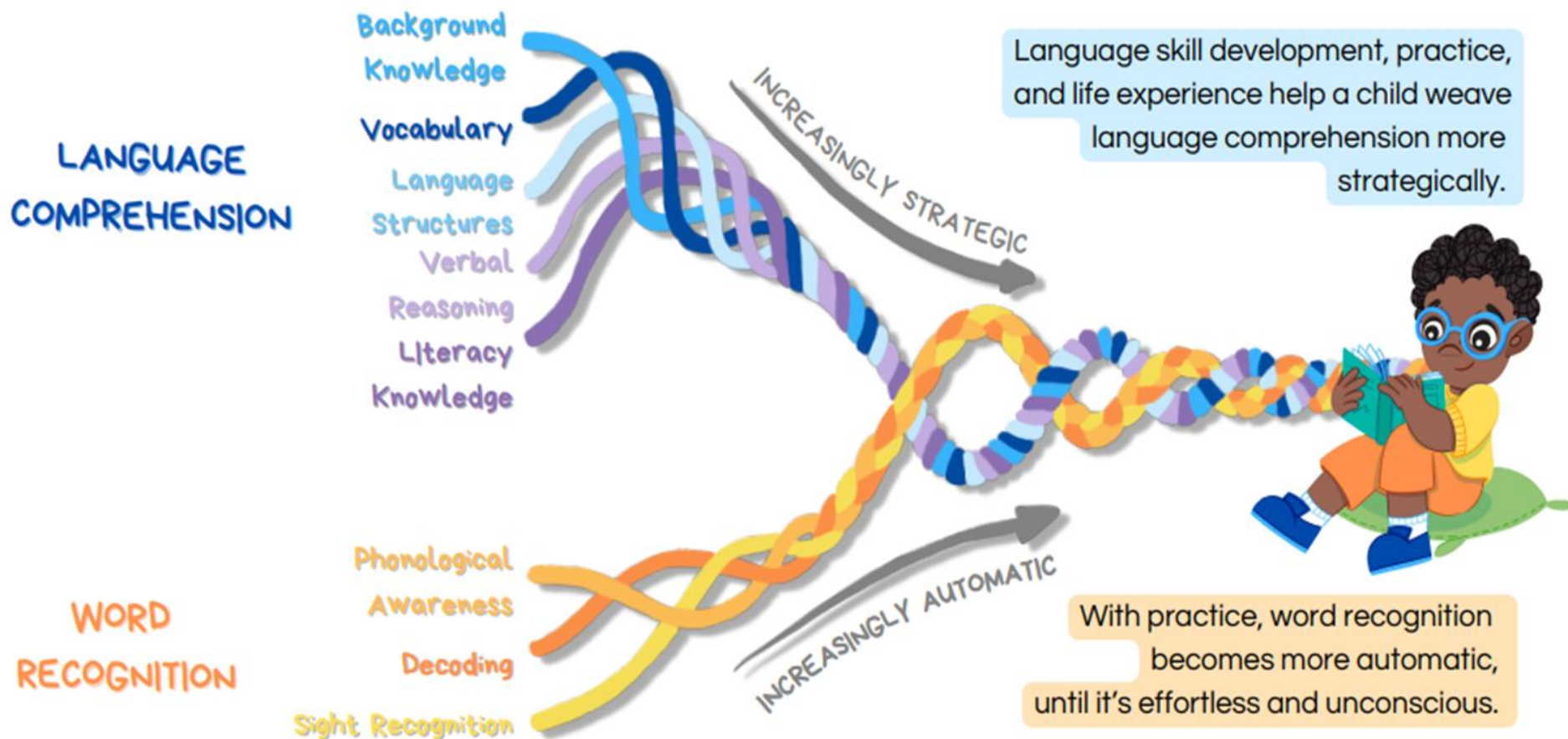
Reading



- Books are changed weekly on a **Monday**. Children will receive at least one phonic decodable book and can choose up to two books from the colour band boxes.
- **PLEASE** write when your child has read their book and where appropriate write a comment as these are useful for our teacher assessment.
- 4 or 5 short sessions of 3 or 4 pages are better than one long 'got to read the whole book' session
- We do a mixture of whole class, group and 1:1 reading. Reading also occurs every day naturally throughout the curriculum.

Band	Colour	School / Year Group Expectation
11	Lime	End of Year 2
10	White	
9	Gold	
8	Purple	
7	Turquoise	
6	Orange	End of Year 1
5	Green	
4	Blue	
3	Yellow	End of Reception
2	Red	
1B	Pink (dark)	
1A	Pink (light)	

SCARBOROUGH'S READING ROPE



Sounds-Write
FIRST RATE PHONICS

The Million word gap

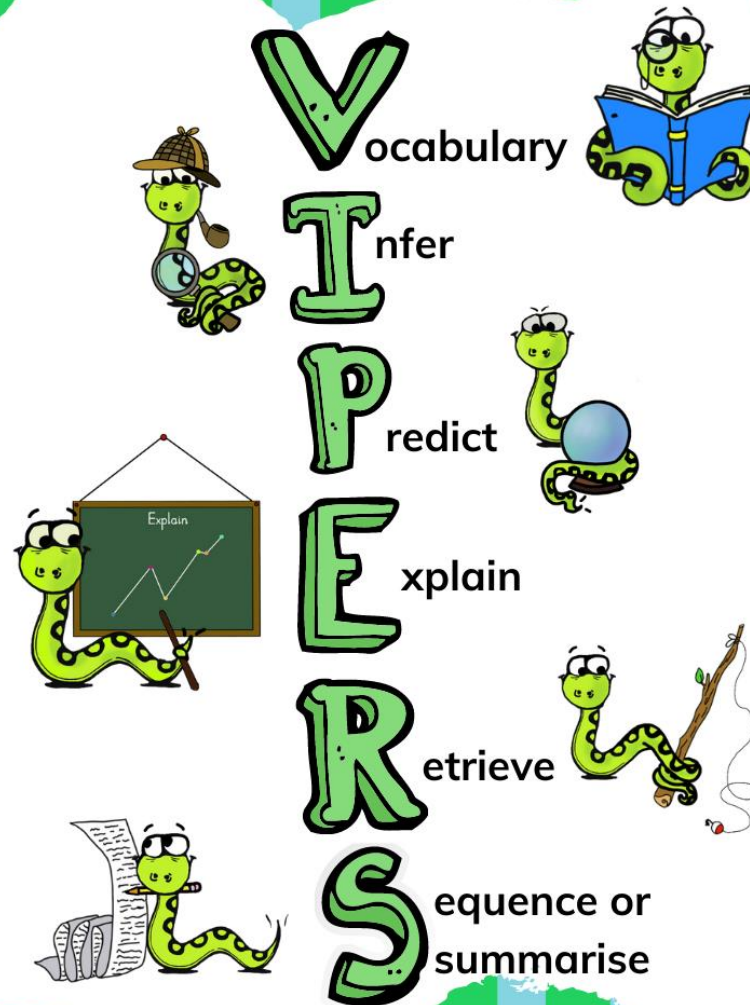
The number of words children will have heard by the age of 5.

Science Daily 2019 quoted in The Reading Framework DfE July 2023

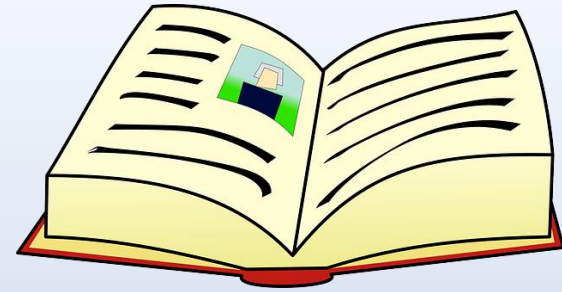


Never read to	4,662
1-2 times per week	63,570
3-5 times per week	169,520
Daily	296,600
5 books a day	1,483,300

Reading Comprehension



Dates



- Reading Guardian training
Tuesday 30th September 2.40 **or**
Wednesday 1st October 8.40
- Y1 Parent workshop
 - Thursday 23rd October 1.30pm
- Reading for Pleasure Booknic –
 - Tuesday 23rd Sept 3.30pm



End of Year 2 Writing Expectations



- *Independent and coherent across a range of pieces*
- *Build writing stamina*
- *Range of punctuation used correctly*
- *Use of conjunctions: and, or, because, but, that, when and if*
- *Handwriting – mostly joined*
- *Spelling of most everyday exception words*
- *Language – use ambitious words*

[*Click here for our Handwriting posters*](#)

An example of a child working at the 'expected' level in Spring Term of Year 2.

Hot Task

The Secret of the sun

Once there was a girl called Rose. She has
caramel brown eyes that sparkle in the sun. Her
hair is sepia brown that waves down on the
ground and her skin is coral peach. She is also
cheerful. She lives in a scorching desert with
five other mud huts. In the village it was
raining for weeks and weeks it never stopped
raining and the sand was getting darker. The
mud house were getting holes in them as well
Note a single speck was dry and dusty. well
Everyone was heartbroken.

One night Rose heard her Mum say if there's
too much rain all houses will disappear and

Please encourage your child to use the correct pencil grip. It will make writing a much more comfortable experience in the long run. It is hard to remedy as they get older.



‘Pinch and rest’

Handwriting



Developmental levels of pencil hold



1 Whole-hand grasp: using a fisted hand.

- Around 1-2 years.
- Use of upper body muscles.
- Movement comes mainly from the shoulder with the arm moving as a unit.



2 Beginning to use the fingers: no longer using whole-hand grasp.

- Around 2-3 years.
- Use of forearm.
- Movement is still quite stiff but there may be some wrist movement.



a



b

3 Holds pencil between thumb and two fingers: no longer using whole-hand grasp.

- Around 3-4 years.
- Both of these grips are the crude beginnings of the tripod grip. The hand tends to move as a unit, with limited wrist movement.

Children at this stage need more experiences that will strengthen their muscles (cutting, working with dough etc.) to increase readiness for a precision pen hold.



4 Moving towards the tripod grip.

- Around 4-6 years.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Finger movements and wrist now in play.
- Moving to a comfortable and efficient tripod grip: a precise three-way or tripod use of thumb, index and middle fingers.

Spellings



- *Spellings – we will be looking at a set of every day words each week which the children will work on in class. Where possible, these link to phonics.*
- *Children will complete a spelling challenge the last week of the half term – applying them in sentences.*
- *To be working at expected at the end of the year they must be able to spell **most** of the Year 2 every day words.*

Every Day 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	

Maths



- *We use a maths mastery approach.*
- *A mathematical concept or skill has been mastered when a child can show it in different ways, use mathematical language to explain their ideas and independently apply the concept to new problems in unfamiliar situations.*
- *The emphasis is on keeping the class together until specific concepts or skills are mastered and then moving on together.*

Think of three levels of learning:

Shallow learning: surface, temporary, often lost

Deep learning: it sticks and can be recalled and used

Deepest learning: it can be transferred and applied in different contexts



- 3 The tally chart shows the number of pencils, rubbers and rulers there are in a tub.

Item	Tally
pencil	
rubber	
ruler	

- a) Mo draws a pictogram to show the items.

Item	Number of items
pencil	○○○○
rubber	○○○○○○○○○○
ruler	□□□□□□

What mistakes has Mo made?

How could Mo improve his pictogram?

- b) Use the tally chart to complete the pictogram.

Key

○ = 1 item

Item	Number of items
pencil	□□□□
rubber	□□□□□□□□
ruler	□□□□□□

Mo could improve his pictogram by using the same shape for each item.

- 3 The children of Class 1 chose their favourite colour out of yellow, green, blue and purple. The pictogram shows their answers.

Key

☞ = 1 child

Colour	Number of children
yellow	☞☞☞☞☞☞☞☞
green	☞
blue	☞☞
purple	☞☞☞☞☞☞☞☞

- a) How many children chose yellow?
- b) How many more children chose purple than blue?
- c) How many children are there in Class 1?

12

5

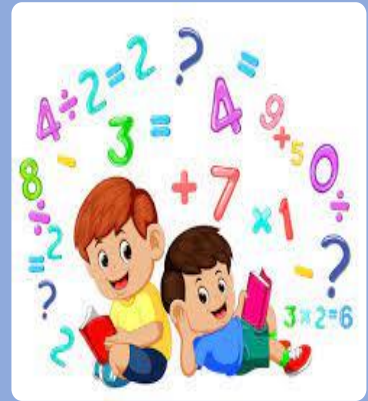
21

How did you work out your answers?

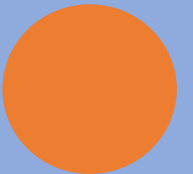
$$12 + 1 + 2 + 6 = 21$$

For yellow and purple crossed them out, for green and blue just saw how many there were.

Maths



- www.topmarks.co.uk
- www.snappymaths.com
- <https://whiteroseeducation.com/parent-pupil-resources>
- White Rose – 1 minute Maths App
- www.ictgames.com



Maths Fluency Facts



Year 2
Autumn 1

Strategy

Ten and a Bit

Ten and A Bit



The numbers 11 – 20 are made up of 'Ten and a Bit'.
Recognising and understanding the 'Ten and a Bit' structure of these numbers enables addition and subtraction facts involving their constituent parts (e.g. $3 + 10 = 13$, $17 - 7 = 10$, $12 - 10 = 2$).

Facts to learn:

$$\begin{aligned} 10 + 1 &= 11 \\ 10 + 2 &= 12 \\ 10 + 3 &= 13 \\ 10 + 4 &= 14 \\ 10 + 5 &= 15 \\ 10 + 6 &= 16 \\ 10 + 7 &= 17 \\ 10 + 8 &= 18 \\ 10 + 9 &= 19 \end{aligned}$$

Facts to learn:

$$\begin{aligned} 11 - 1 &= 10 \\ 12 - 2 &= 10 \\ 13 - 3 &= 10 \\ 14 - 4 &= 10 \\ 15 - 5 &= 10 \\ 16 - 6 &= 10 \\ 17 - 7 &= 10 \\ 18 - 8 &= 10 \\ 19 - 9 &= 10 \end{aligned}$$

It is important for children to look at these in order to learn the pattern and make connections. They should also be able to know them out of sequence and they will be tested on them in a random order.

Note – variation

$$17 = 10 + 7$$

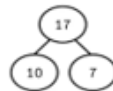
$$17 = \blacksquare + 7$$

Key Vocabulary

part whole partition

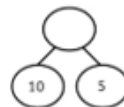
add plus total of altogether subtract less than minus

Q4. Look at the image. Which addition does it represent?



- ☒ $17 = 10 + 7$
☒ $7 + 10 = 17$
☐ $17 + 10 = 7$

Q5. What is the missing whole in this image?



- ☒ 15

Q6. How many pencils are shown here?



- ☒ 14, fourteen

Maths Fluency Facts

+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

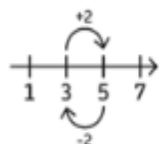
-	0	1	2	3	4	5	6	7	8	9	10
0	0-0										
1	1-0	1-1									
2	2-0	2-1	2-2								
3	3-0	3-1	3-2	3-3							
4	4-0	4-1	4-2	4-3	4-4						
5	5-0	5-1	5-2	5-3	5-4	5-5					
6	6-0	6-1	6-2	6-3	6-4	6-5	6-6				
7	7-0	7-1	7-2	7-3	7-4	7-5	7-6	7-7			
8	8-0	8-1	8-2	8-3	8-4	8-5	8-6	8-7	8-8		
9	9-0	9-1	9-2	9-3	9-4	9-5	9-6	9-7	9-8	9-9	
10	10-0	10-1	10-2	10-3	10-4	10-5	10-6	10-7	10-8	10-9	10-10
11		11-1	11-2	11-3	11-4	11-5	11-6	11-7	11-8	11-9	11-10
12			12-2	12-3	12-4	12-5	12-6	12-7	12-8	12-9	12-10
13				13-3	13-4	13-5	13-6	13-7	13-8	13-9	13-10
14					14-4	14-5	14-6	14-7	14-8	14-9	14-10
15						15-5	15-6	15-7	15-8	15-9	15-10
16							16-6	16-7	16-8	16-9	16-10
17								17-7	17-8	17-9	17-10
18									18-8	18-9	18-10
19										19-9	19-10
20											20-10

One More, One Less



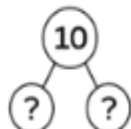
When we add one, we get the next counting number. When we subtract one, we get the previous counting number (e.g. $5 - 1 = 4$).

Two More, Two Less: Think Odds and Evens



If we add two to a number, we go from odd to next odd or even to next even. If we subtract two from a number, we go from odd to previous odd or even to previous even.

Number 10 Fact Families



Go beyond just recalling the pairs of numbers that add to 10. Make sure that we can also spot additions and subtractions which we can use number bonds to 10 to solve.

Five and A Bit



The numbers 6, 7, 8 and 9 are made up of 'five and a bit'. This can be shown on hands, and supports decomposition of these numbers into their five and a bit parts (e.g. $5 + 3 = 8$, $9 - 5 = 4$).

Know about 0

0

When we add 0 to or subtract 0 from another number, the total remains the same. If we subtract a number from itself, the difference is 0.

Doubles and Near Doubles



Memorise doubles of numbers to 10, using a visual approach. Then use these known double facts to calculate near doubles and hidden doubles. Once we know $6 + 6 = 12$ then $6 + 7$ and $5 + 7$ is easy.

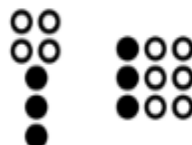
Number Neighbours: Spot the Difference



Adjacent numbers have a difference of 1. Adjacent odds and evens have a difference of 2.

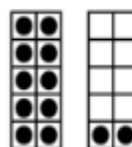
Spot number neighbours (adjacent, odds or evens) to solve subtractions of adjacent numbers (e.g. $5 - 4 = 1$), of adjacent odds (e.g. $9 - 7 = 2$) or adjacent evens (e.g. $6 - 4 = 2$).

7 Tree and 9 Square



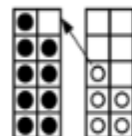
Use these visual images to remember addition and subtractions fact families that children can find tricky. For example, visualising the 7 tree helps remember that $7 - 3 = 4$. Visualising the 9 square helps remember that $3 + 6 = 9$.

Ten and A Bit



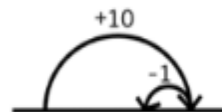
The numbers 11 – 20 are made up of 'Ten and a Bit'. Recognising and understanding the 'Ten and a Bit' structure of these numbers enables addition and subtraction facts involving their constituent parts (e.g. $3 + 10 = 13$, $17 - 7 = 10$, $12 - 10 = 2$).

Make Ten and Then...



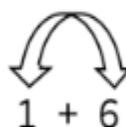
Additions which cross the 10 boundary can be calculated by 'Making Ten' first, and then adding on the remaining amount (e.g. $8 + 6$ can be calculated by thinking ' $8 + 2 = 10$ and 4 more makes 14'). The same strategy can be applied to subtractions through 10.

Adjust It



Any addition and subtraction can be calculated by adjusting from a fact you know already, (e.g. $6 + 9$ is one less than $6 + 10$).

Swap It



When the order of two numbers being added (addends) is exchanged the total remains the same. E.g. $1 + 8 = 8 + 1$. Sometimes reversing the order of the two addends makes addition easier to think about conceptually.

Maths Expectations in Year 2

By the end of year 2 children should:

- Recall and use the multiplication and division facts for 2x 5x 10x tables*
- Recall and use number bonds to and within 20*
- Read and write numbers to 100 in numerals and words*
- Count in steps of 2, 3, 5 from zero*
- Count in 10s from any number forwards and backwards*



Home Learning



Children in Year 2 are expected to:

- read at least four times a week
- Spellits – set of 15 spellings (half termly)
- Key Instant Recall Maths Facts (half termly)
- Home Learning grid
- Written reading comprehension from Spring Term

Victor's Vocabulary

<u>Topic</u>		<u>Maths</u>		
United Kingdom	Thomas Farriner	value	greater than	minus
London	Tower of London	digit	less than	subtract
city	St Pauls Cathedral	ones	add	difference
capital city	Samuel Pepys	tens	sum	take
town	Pudding Lane	hundreds	plus	away
village	bakery	partition	total	calculate
county	firebreak		altogether	inverse
significant	evidence			
<u>Useful</u>		<u>Challenge</u>		
describe		<ul style="list-style-type: none">- Can you write a sentence that includes one of these words?- Can you include one of these words when having a conversation with your grown up at home?- Can you find a synonym for (a word that means the same as) hot?- Can you create your own word mat with pictures?		
differences				
impact				
explain				
report				
past				
history				



Home learning – Year 2 – Panic in Pudding Lane

Numeracy

- Find examples of 2-digit numbers at home and when out and about. Think about how the number is made up; partition it into tens and ones.
- Count up and down in 2s, 5s and 10s from any number. e.g. 3, 8, 13....
- Ask members of your family for a 2-digit number and then order them from smallest to greatest and greatest to smallest.
- Cut up a 100 square to make a jigsaw (can you put it back together).
- Print out and play the place value path game.
- Can you work out how many fingers there are in Beech or Elm class or what about both classes together?

English

- Write a simple fact file for one of the U.K. countries.
- Write a letter to Thomas Farriner telling him how to stop the fire from happening again!
- How did the people of London try and stop the fire? Write a list of ways.
- Write a list of instructions on how to bake bread.
- Be like Samuel Pepys who kept a diary during the GFOL. Can you write a diary entry about your day or week?

Goldie's Challenges

This term the school characters focus is Goldie.

Goldie asks you to show respect, use your manners and kind words and hands to everyone.

- Can you create your own Goldie's Rules poster?
- Can you write a short poem about Goldie?

Cross Curricular

- Look at a map of the United Kingdom, which places have you visited; think about whether they are a village, town or city.
- Research and try out a recipe, tradition or custom from one of the four U.K. countries
- Paint a scene or make a collage of the Great Fire of London. What colours are you going to use for the fire and the houses?
- Design a new bakery or shop sign for Thomas Farriner.
- Look at photos of London in 1666 and the present day. What is the same? What is different?



Casey's Crew

- Children in Year 2 can apply to be a member of Casey's crew to help look after others on the playground during lunchtimes and playtimes.
- Children complete application form
- Training and regular check ins
- Applications will come home tomorrow (19th September), if your child is interested, please take time to talk about making a commitment and taking a real pride in completing their application.
- Return applications by Friday 26th September.



School Council



- Year 2 invited to join the School Council.
- 2 pupils chosen from Elm and Beech.
- Prepare a short speech explaining why they would like to be a representative and what qualities they have.
- Class vote
- Speeches - week beginning 29th September.

Working Together

My door is always open. Please come and talk to me at the end of the day. Mondays, Wednesdays or Fridays are usually better days.

School website

School emails

Home Learning sheets

Parents' evening

Newsletters

Celebrations of Learning



School arrangements for birthdays.



Please no sweets or cakes. Instead
your child can wear non-school
uniform on their birthday.