

Year 2

Parents' Information
Term 1 2021



Welcome to the Team



- Mrs Spencer - Senior Leadership Team Member/KS1 Leader/Class Teacher
- Miss Burt - English Co-Ordinator/Class Teacher
- Mr Eyre, Mrs Meier, Miss Bell, Miss Harris, Mrs Holopainen - Year 2 Teaching Assistants

Daily Timings



- **8:35am** - Children arrive in class and prepare for the day
 - **11am** - Fruit and playtime
 - **12:20pm** - Lunchtime
 - **3:10pm** - Home time
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- Morning sessions focus on core subjects whilst afternoon sessions focus on other areas of the curriculum e.g. art, humanities, PE and music.

How to Get into the Back to School Routine



- Children should arrive at school with a coat, a water bottle and their reading book/reading diary.
- Please label your child's drinks bottle and ALL clothing very clearly.
- Please ensure your child has their reading book and reading diary **EVERY** day.

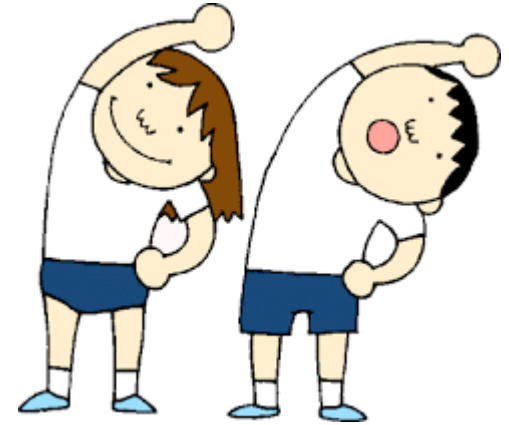
Uniform



Children are asked to wear a school uniform. The school uniform is:

- Bottle green sweatshirt, sweater or cardigan
- White shirt, blouse or polo shirt
- Grey or black trousers, shorts, pinafores or skirts
- Green striped or checked dresses for girls in summer
- Plain black school shoes (not trainers or boots)
- No jewellery other than stud earrings should be worn to school
- Long hair should be tied back with a plain hairband.

PE Uniform



Your child will need:

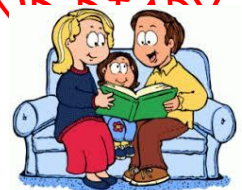
- Shorts (dark green, black or navy)
- T-shirt (white, school PE t-shirt or house colour)
- School PE training top (optional)
- Plimsolls or trainers for outdoor use
- Tracksuit, jogging bottoms and sweatshirt for cold weather.

Your child should wear their PE uniform to school on PE days which are Thursday and Fridays.

How can you help with learning?

Reading

- Please read with your child for 10 minutes a day.
- Encourage them to decode and read as many unfamiliar words as possible.
- Ask questions about the book, to check they are understanding and to encourage thinking.
- Children encouraged to read other books at home and you as parents read to them too.
- Please jot down a quick note in their Reading Record each time they read at home.
- Children can change books after reading the books twice.
- **YOUR CHILD WILL NEED TO BRING THEIR READING BOOK AND STAY TO SCHOOL EACH DAY.**



How can you help with learning?

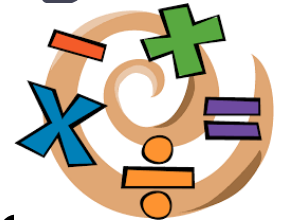
Spellings



Please ensure that your child practises their spellings each week. These can be found termly on Purple Mash, together with a spelling quiz each week.

How can you help with learning?

Maths



Ensure that your child learns the 2, 5 and 10x tables - old style! We will be providing logins for times tables Rockstars.

Please also practise counting games, play with real money and give your child plenty of opportunity to use maths skills in real life situations e.g. cooking.

KS1 SATs >

- A letter will be sent to all parents regarding the requirements for the teaching of reading, writing, spelling, grammar and punctuation, and maths.
- Please read the information and contact us with any questions that you may have.
- **WE ESPECIALLY ASK THAT YOU DO NOT ORGANISE ANY FAMILY HOLIDAYS IN APRIL/MAY!!**

Phonics

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- Due to covid, children in year 2 have not completed their statutory phonics screening check when they were in year 1.
- During the second autumn term, we will be carrying out the phonics screening check with year 2. Any children that do not pass the phonics check will be able to retake in June.

Lastly... It's about fun too!

We plan to organise various experiential experiences such as:

- Local area walkabout (Thame)
- Visits from experts based on topics
- In-school flight day
- 'Cook-a-Meal' Day
- Australian Day
- Relationships with buddies
- Whole school events - sporting, focus weeks such as Arts Week and Science Week.
- Celebrating special events e.g. charities and national events etc.



If you need to contact us...



We are really happy to assist with any queries or concerns.

Please speak to your class teacher/KS1 lead (Mrs Spencer). You can also contact the office. If further assistance is required please contact Mrs Craig (Deputy Head teacher) and then Mr Hankey (Headteacher) if required.



John Hampden Primary School
Curriculum Map

Year 2 Long Term Overview

Autumn Term		Spring Term		Summer Term	
PSHE Theme		PSHE Theme		PSHE Theme	
BEING ME IN MY WORLD	CELEBRATING DIFFERENCE	DREAMS & GOALS	HEALTHY ME	RELATIONSHIPS	CHANGING ME
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fire Fire!	Dare To Be Different	Make A Difference	Chef Academy	Nurturing Nature	Awesome Australia
<p>Core Text:</p> <p>Great Fire of London</p> <p>Toby and the Great Fire of London.</p> <p>Vlad and the Great Fire of London.</p>	<p>Core Text:</p> <p>Amelia Earhart</p> <p>Fly High!</p> <p>Nobody Owns the Sky</p>	<p>Core Text:</p> <p>The Secret Sky Garden</p> <p>The Tin Forest</p>	<p>Core Text:</p> <p>Lunch at 10 Pomegranate Street</p> <p>Chef Academy</p> <p>Nadiya's Bake Me A Story</p>	<p>Core Text:</p> <p>The Beatrix Potter Collection</p> <p>(Peter Rabbit/Jemima Puddle duck)</p>	<p>Core Text:</p> <p>Introducing Australia</p> <p>A is for Australian Animals</p> <p>The Lost Girl</p> <p>Possum Magic</p>
<p>Shared Text:</p> <p>No Dragons for Tea</p> <p>Jean E. Pindziwoj</p>	<p>Shared Text:</p> <p>CHRISTMASAURUS</p> <p>Tom Fletcher</p>	<p>Shared Text:</p> <p>Lob</p> <p>Linda Newbery</p>	<p>Shared Text:</p> <p>James and the Giant Peach</p> <p>Roald Dahl</p>	<p>Shared Text:</p> <p>Charlotte's Web</p> <p>E.B White</p>	<p>Shared Text:</p> <p>A Year Full of Stories</p> <p>Angela McAllister and Christopher Corr</p>

<p>PSHE Outcomes: Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p>	<p>PSHE Outcomes: Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p>	<p>PSHE Outcomes: Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing Success</p>	<p>PSHE Outcomes: Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p>PSHE Outcomes: Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>	<p>PSHE Outcomes: Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>
Topic overview:					
<p>Writing Opportunities: Sentence writing from a picture stimulus Newspaper report Rhyming Poetry</p>	<p>Writing Opportunities: Diary entry for Bessie Coleman (as a child and as an adult) Fact file about Amelia Earhart</p>	<p>Writing Opportunities: Setting description Character description Narrative</p>	<p>Writing Opportunities: Instruction text for a recipe Narrative based on a fairy tale with food focus Poetry</p>	<p>Writing Opportunities: Non-fiction recount about a farm trip Peter Rabbit Story from Mr McGregor's point of view Book review</p>	<p>Writing Opportunities: Non-chronological report about Australia Explanation text Poetry</p>
<p>Art/DT: Experiment with basic tools on rigid and flexible materials to create a Tudor house</p>	<p>Art/DT: Christmas card and calendar design. Join fabrics by sewing and apply decorations to a Christmas tree decoration</p>	<p>Art/DT: Create a forest scene using different techniques like printing, relief, press and fabric printing and rubbings.</p>	<p>Art/DT: Understand where food comes from. Use the basic principles of a healthy and varied diet to prepare dishes and a three course meal.</p>	<p>Art/DT: Use a variety of water colour painting techniques to produce flora and fauna artwork based on Tracy Hall's works</p>	<p>Art/DT: Use a variety of techniques to create a collage of a rainforest scene. Use Aboriginal skills and techniques to create artwork based on the geography of Australia</p>
<p>Experiential Learning: Create a representation of Pudding Lane</p>	<p>Experiential Learning: Visit from a pilot Flight Day</p>	<p>Experiential Learning: Forest School Experience in our grounds</p>	<p>Experiential Learning: Visit from a chef Trip to Thame Market</p>	<p>Experiential Learning: Green Dragon Rare Breeds</p>	<p>Experiential Learning: Sports Day Australian Day with BBQ! Fire Brigade Visit</p>
<p>RE: What did Jesus teach? Science: Materials Describe the simple physical properties of a variety of everyday materials. Compare their suitability for particular uses in everyday life. Explore how shapes of solid objects can be changed. Group materials into groups for different purposes. Explain how materials can be changed by bending, twisting and</p>	<p>RE: Why did God give Jesus to the world? PE: Dynamic balance to agility: jumping and landing, static balance seated/ Invasion ICT/Computing: Effective searching Music: Group compositions with tuned and untuned percussion instruments exploring dynamic/tempo/ style contrasts History: Compare and</p>	<p>RE: How special is the relationship Jews have with God? PE: Dynamic balance on a line. Static balance stance/ Yoga ICT/Computing: On-line safety Music: Arts Week theme; Science: Living things and their habitats. Know the difference between things that are living, dead, and things that have never been</p>	<p>RE: Is it true that Jesus came back to life again? PE: Coordination ball skills/Counter balance with a partner/ Dance ICT/Computing: Spreadsheets and Questions Music: Healthy eating songs: creating ostinatos to these using fruit and vegetable maracas History/Geography: Local Area of Thame – significant place and events (How has</p>	<p>RE: How important is it for Jewish people to do what God has asked them to do? Science: Plants Use the local environment to observe how different plants grow. Observe and describe how seeds and bulbs grow into mature plants, changing over time. Investigate and describe the impact of removing light, soil or water from a growing or germinating plant. To</p>	<p>RE: What is the best way for a Jew to show commitment to God? Science: Animals including humans Describe the basic needs for animals to be able to survive (food, water, air). Explain that animals grow and reproduce. Understand why off-spring grow into adults by describing the life cycle of some living things. Describe why it is important for humans to exercise and</p>

<p>stretching. Identify man-made and natural materials. PE: Coordination footwork, static balance one leg/ Ball skills ICT/Computing: Making Music History: A significant event beyond living history – The Great Fire of London. Looking at the events that took place and people's different viewpoints.</p>	<p>contrast the lives two aviatrixes: Bessie Coleman and Amelia Earhart. Explore how two women were nationally and internationally significant in helping to defeat gender and racial prejudice to further women's rights in a world dominated by men</p>	<p>alive. Match living things to habitats which they are suited to. Describe how habitats provide the basic needs of things living there. Describe how plants and animals are suited to their habitat. Identify and name plants/animals in their habitats, including micro-habitats. Describe how some animals get their food using basic food chains</p>	<p>Thame Market changed since your grandparents may have visited it?</p>	<p>explain how plants grow and reproduce in different ways. Make links between what plants need to survive and their habitat. PE: Coordination: sending and receiving/Agility: reaction/response/ Gymnastics ICT/Computing: Coding – moving and turning Music: Exploring and creating musical sounds and writing simple graphic scores. Learning about rhythms and writing verses for Thame Market – Stall calls Geography: Use geographical skills and mapping skills to understand the role of farms in our local community. Through fieldwork and investigation identify the reason for why Thame High Street is designed with a farmers' market in mind.</p>	<p>eat the right amounts of different types of food. Understand the term 'hygiene' and what this means. RE: How important is it for Jewish people to do what God asks them to do? PE: Agility: ball chasing /Static balance floor work. Athletics ICT/Computing: Presenting ideas Music: Learning songs about plants growing; composing music showing different types of weather needed for seeds to grow – connect to Australia. Geography: understand the similarities and differences of human and physical geography by studying Australia. Compare Sydney with our local area Thame.</p>
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