



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."



The **MORE** that you
READ, the more things
you will **KNOW**.
The **MORE** that you
Learn, the more places
you'll **GO**.

Welcome to Year 2: Unicorns Class

Miss Morrison - Class teacher

Mrs McDonald - Teacher Assistant



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures ..."

Uniform Standards

ALL items of clothing must be **clearly** named, **coats**, **jumpers**, **cardigans**, **hats** and **gloves** included.

Red P.E. kit, **green P.E. kit**, **plimsolls**, **spare socks**, **water bottles**, **school bags**, **lunch boxes**, **snack boxes**!

Please ensure children's hair is tied back.

Water bottles will be sent home daily to be cleaned and refilled with water only.



Name, name, name everything!



PE



Children come to school dressed in PE kits on Mondays and Thursdays.



"And a strange sight it was, this tiny dark-haired person sitting there with her feet scrunge near touching the floor, totally absorbed in the wonderful adventures..."

Timetable

Day	8.40	8.45 – 9.00	9.00 - 9.30	9.30 – 10. 30	10.30 to 11.00	11.00 to 12.00 11.10 -12.00	12.00 to 12.45	13.00 - 13:30	13:30 - 14:30	14.30 – 14.45	14.50 15.00
Monday	R E G	EMW - Maths	Assembly Phonics	Maths	B	English	L	Handwriting Guided Reading	Daily Mile	Y2 – Unicorns Skills Academy	Break Games/Story/Hom
Tuesday	I S	EMW – Handwriting/ spellings	Phonics and Language	Daily Mile French Music	R	English	U	Maths	Topic	R	Games/Story/ Home time
Wednesday	T R A	EMW - Maths	PSHE	Daily Mile	Maths	E	English	N	Guided Reading	Science	E Games/Story/ Home time
Thursday	T I	EMW - Handwriting/	Assembly Phonics	Daily Mile	Maths	A	English	C	Guided Reading	PE	A Games/Story/ Home time
Friday	O N	Spellings Practice	Spelling Test	Daily Mile	Maths	K	ICT - IPADS	H	Guided Reading	R.E	DT/Art Break Games/Story/



The Curriculum Overview for Autumn

English

As readers and writers we will be exploring different types of texts including settings, recounts instruction writing and character studies. We will also be focusing on our knowledge of grammar and punctuation.



Mathematics

As Mathematicians we will be building on our knowledge of calculating using all four operations- addition, subtraction, multiplication and division. We will also be securing number facts and understanding shape. Reasoning will also be covered along concepts.



Science

As Scientists, we will be investigating how living things live in habitats to which they are suited and how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.



Computing

In Computing this term we will be learning how to be responsible online and how important e-safety is. We will also be looking at technology around us.



RE

As good citizens we will focus on two different topics this term: 'The life and teachings of Jesus' where we will focus on why the bible is a special book for Christians, and Hinduism where we will discuss how the story of Diwali teaches about good and evil.



D.T

As designers we will design and create a moving Ferris wheel. They will learn how different components fit together so that the wheel rotates and the structure stands freely.



PE

As Athletes we will be taking part in dance and games sessions during our lessons this term. We will be particularly looking at sequencing movements.



Music

As Musicians we will be focusing on musicianship and singing. We will be experimenting selecting and combining sounds using percussion instruments to show how call and response works with instruments. We will also be learning to sing songs

with a focus on pitch.



P.S.H.C.E.

As members of our community we will discuss how we can help to make our class a good place to learn. We will also discuss how we can all help to make the class a safe and fair place.



Support at Home

Reading will be a focus in Year 2 with a particular emphasis on accuracy and fluency. Board games and counting games are also a fun way to support your child at home.



The Curriculum for this term

- PE on Mondays is taken by an external specialist sports teacher.
- Music is taught by an external specialist.
- French is taught by an external specialist.



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Curriculum – Reading -Phonics

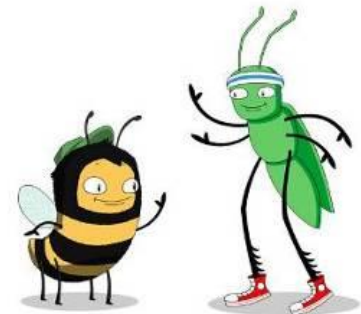
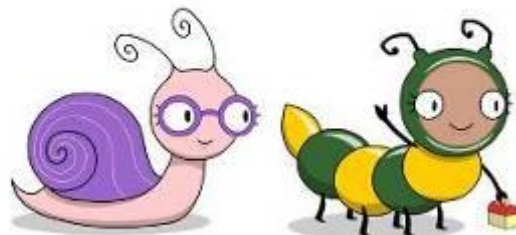


Phonics is taught daily in Year two using the Bug Club scheme.

We use our phonics not only for reading but also for aiding the development of independent writing.



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Curriculum - Reading

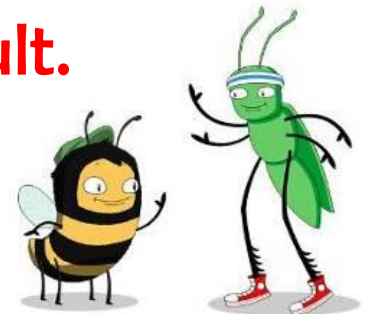
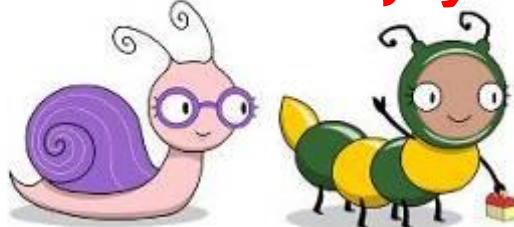
Send in your child's reading folder on Mondays.
The reading folder will be kept and sent home on Tuesdays with three new books for the week from the Bug Club reading scheme.

Please write the title and a brief comment about your child's reading in the reading log.

One picture book is selected by your child to go home to read and enjoy with an adult.



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Year 2 Homework

Homework is designed to support and consolidate the learning in class with a focus on basic skills. Tasks may sometimes be repetitive or timed and this is to increase pace and embed learning.

We will be setting homework online, this will start from next week. A homework grid system sets out the work that children can do. Children select one task per week which should take

20 minutes to complete, reasonably independently.

Math homework will be set on My Maths. Your login details are the same as when the children were in year 1.

Children have been given 4 books to read per week. They still have access to Bug Club online. This is a useful resource to practice their comprehension skills.



*"And a strange sight it was, like tiny dark, hooded
persons sitting there with long feet and long nose
touching the floor, totally absorbed in
the wonderful adventures."*



Bug Club

Year 2 Homework

	Bloom's Taxonomy - levels of thinking			
	Knowing What do I know and understand?	Understanding Can I apply and show what I know?	Creating What can I create?	Evaluating Can I evaluate and make judgements?
Verbal I enjoy reading, writing and speaking 	Write some sentences explaining to people about the dangers of fire and how to be safe around it. 	Learn a London poem off by heart and perform it to your class. 	Sing nursery rhymes about London Eg. London's Burning. London Bridge is falling down. Create another verse to either nursery rhyme. 	Write a diary entry about the Great Fire of London. 
Creative I enjoy painting, drawing, making and listening to music 	Design a poster advertising London landmarks. 	Create a photo collage of The River Thames. 	Make a 3D London landmark model. 	Paint a scene of the Great Fire of London. 
With my family I enjoy working with others 	Research and try out a baking recipe. 	Make a modern day fire engine. 	Create a tally chart. How many of your friends and family can tell you something about the Great Fire of London? 	Play a game such as 'Tic Tac Toe' (noughts and crosses) which was played in the time of the Great Fire of London. Can you find other games that were played? How many are still played now? 
On my own I enjoy working by myself 	Design a new landmark for London. 	Design the front of a postcard from London. 	Make a new shop sign for the bakery on Pudding Lane. Explain why you have chosen your sign. 	Design a new English coin to commemorate the 355 th anniversary of The Great Fire of London 



Spelling Test lists will be posted on Monday ready for our test on a Friday. They will also start next week.

Year 2 Autumn 1 Term spellings.



<p>Week 1</p> <p>The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words</p>	<p>Week 2</p> <p>The sounds /r/ spelt 'wr' at the beginning of words</p>	<p>Week 3</p> <p>The sound /s/ spelt 'c' before e, i and y</p>	<p>Week 4</p> <p>The sound /j/ spelt with '-dge' and '-ge' at the end of words</p>	<p>Week 5</p> <p>The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u</p>	<p>Week 6</p> <p>Common Exception Words Year 2 List</p>
<p>knock</p> <p>know</p> <p>knee</p> <p>knitting</p> <p>knife</p> <p>gnat</p> <p>gnaw</p> <p>gnash</p> <p>gnome</p> <p>gnarled</p>	<p>write</p> <p>written</p> <p>wrote</p> <p>wrong</p> <p>wrap</p> <p>wrist</p> <p>wreck</p> <p>wrestle</p> <p>wriggle</p> <p>wren</p>	<p>race</p> <p>ice</p> <p>cell</p> <p>city</p> <p>fancy</p> <p>face</p> <p>space</p> <p>bicycle</p> <p>circle</p> <p>spicy</p>	<p>badge</p> <p>edge</p> <p>bridge</p> <p>dodge</p> <p>fudge</p> <p>age</p> <p>huge</p> <p>change</p> <p>charge</p> <p>village</p>	<p>badge</p> <p>edge</p> <p>bridge</p> <p>dodge</p> <p>fudge</p> <p>age</p> <p>huge</p> <p>change</p> <p>charge</p> <p>village</p>	<p>door*</p> <p>floor*</p> <p>again*</p> <p>wild*</p> <p>children*</p> <p>climb*</p> <p>parents*</p> <p>most*</p> <p>only*</p> <p>both*</p>



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Google Classroom



Sign in - Google Accounts - Google Classroom

www.classroom.google.com ▼

Sign in - Google Accounts - Google Classroom

Log on to google classroom
Sign in with your child's log in details.
Each child will receive a Google Classroom login.



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Google Classroom



Google Classroom

Classroom helps classes communicate, save time, and stay organized.
Learn more

1) Go to <https://edu.google.com/intl/en-GB/products/classroom/>



2) Login using your own username and password
[Username format: xxxxxxx@nestschools.org]



Enter your username then select 'Next'

On the next screen, enter your password then select 'Next'



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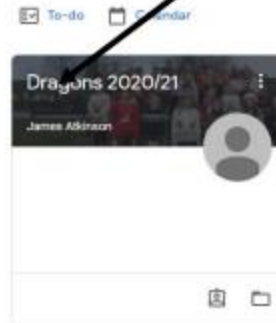
Google Classroom



Google Classroom

Classroom helps classes communicate, save time, and stay organized.
[Learn more](#)

3) Click on the class name



4) The 'Stream' page will show any announcements or messages, most recent first.

'Meet link' will take you to Google Meet where you can access the live lessons

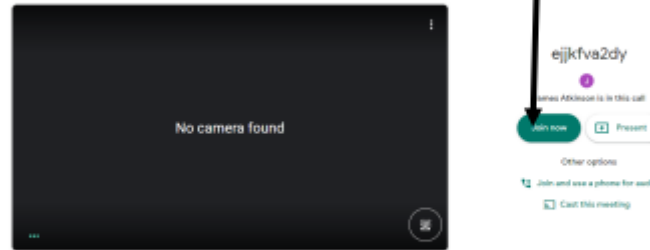


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Google Classroom

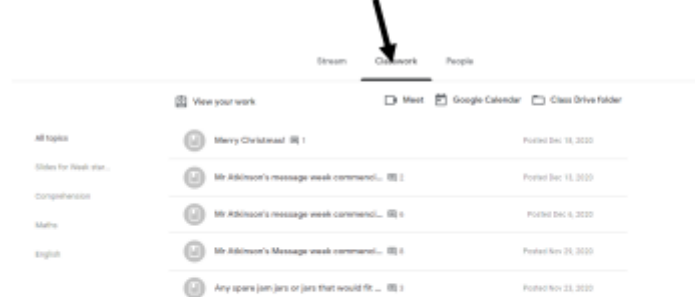


5) When in Google Meet, make sure your volume is turned up, microphone is on and camera is on. When ready, click 'Join now'.



[Please note: if the teacher has not started a meeting, the link will not work and take you to a screen saying you cannot start your own meeting]

6) To access additional resources for lessons and to submit work, click 'Classwork'.



Lessons will be listed in the Classwork section. To submit your work, go to the lesson and submit your work as you would your homework.

Click on classwork to find homework/spellings.

Once the homework is complete, upload it to google classroom. Use the tab labelled 'your work' and select how you want to upload the piece of work. This will alert your teacher that you have completed it and they will mark and respond to your work.



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English Curriculum – this half term

English writing is based on Talk for Writing

Recount writing – Willy Wonka and the Chocolate Factory

Settings writing – The Snow Queen



Math Curriculum – this half term

Maths

Place value includes ordering and comparing numbers. Addition and Subtraction of 2 digit and single digit numbers, finding missing numbers and counting in groups of 2s, 5s and 10s.



"What a strange sight to see, when they first found
people sitting down with the first numbers were
reading the first really strange in
the world's history."

The Curriculum for the Year with Big Question

Autumn Term: How did 1666 change London?

We will study the geography of Farnborough Village. Then compare this to the area surrounding the River Thames using aerial photographs and maps to recognise landmarks and basic human and physical features. We will then go back in time and discover what happened on September 1666 when the Great Fire of London occurred and how did London change because of this event?



*"And a strange sight it was, the big dark house
giving out with the first smoke, now
breaking the flow, totally absorbed in
the wonderful adventure."*

The Curriculum for the Year

Spring Term: Greenland v Madagascar – which island is the easier to live on

The children will learn about different countries as they travel around the world and discover many wonderful and exciting places. In particular the islands of Madagascar and Greenland. As they visit the various countries, they will link the countries with their continents. identify seasonal and daily weather patterns in the United Kingdom and compare them to the contrasting climates of Madagascar and Greenland.



v



*"And a strange sight it was, the long dark forest
growing close with the first shadows near
breaking the flow, totally absorbed in
the wonderful adventure."*

The Curriculum for the Year

Summer Term: What do I have in common with Ellie Simmonds and Ade Adepitan?

The children will learn about the Paralympics and its origins. They will look at significant figures and events that have made an impact on our society today.



*"And a strange sight it was, the long dark lanes
giving place with the first modern men
breaking the flow, actually starting to
be useful, at last."*


Trip and Events

- To support our topics
- 'How did 1666 Change London'
- We are planning a trip to the London for the London Eye Cruise.
- Friday 23rd September
- Macmillan Coffee Morning
- Friday 30th September



Target Sheets



	FARNBOROUGH PRIMARY SCHOOL	Year 2 Autumn Term
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Reading Targets	Effort
Word Reading – I can use my knowledge of phonic rules to spell and pronounce words so that I can read fluently.	2
I can read words with multiple syllables containing graphemes I have been taught, especially graphemes which represent more than one sound.	
I can read an increasing number of words that are common exceptions to spelling rules, and I can identify unusual relationships between letters and sounds.	
I can read most words with speed and accuracy, without needing to blend the sounds of familiar words aloud.	
I can read book aloud when the words follow phonic rules I have been taught, and I can sound out unfamiliar words correctly and quickly.	
I can read and spell all of the words from the year one and two spelling list in my writing.	
Comprehension – I can listen to, discuss and express views on a range of contemporary and classic poetry, fiction and non-fiction that is above the level that I can read.	
I have read and can retell an increasing number of stories, fairy stories and traditional tales.	
I can discuss word meanings, linking words I already know to new words.	
I can check that a text makes sense as I read, and correct my errors in reading.	
I can infer meanings from what characters say and do.	
I can ask questions about the books I have read and heard.	
I can predict what might happen next in a story based on what I have already read and heard.	
I can take part in discussions about books that I have read and those that have been read to me, and listen to other people's opinions about them.	

Maths Targets	Effort
Number and Calculations – I can recognise the place value of each digit in a two-digit number.	1
I can read and write numbers up to at least 100 in numerals and words.	
I can count forwards and backwards in steps of 2, 3, 5 and 10.	
I can find, show and estimate numbers on a number line.	
I can use partitioning to show numbers in different ways.	
I can compare and order numbers from 0 to 100.	
I can use the greater than, less than and equals (=) signs to compare and order numbers.	
I can solve problems and reason using the things that I have learnt about numbers.	
I can solve addition and subtraction problems that involve numbers, quantities and measures.	
I can solve addition and subtraction problems using objects, pictures and mental maths.	
I know the number bonds up to 100 and can use number facts to answer questions.	
I can add and subtract a two-digit number and ones.	
I can add and subtract a two-digit number and tens.	
I can add and subtract two, two-digit numbers.	
I know that subtraction of one number from another must be done in order, but addition can be done in any order.	
I know that adding and subtracting are opposites and can use this to check my answers and solve missing number problems.	
I know the 2, 5 and 10 times tables and know their division facts.	
I can recognise odd and even numbers.	
I know that dividing one number by another must be done in order, but multiplication can be done in any order.	
I can solve multiplication and division problems including problems in contexts, using different methods.	
I can write and use mathematical statements using the multiplication (x), division (÷) and equals (=) sign.	

Please note that for all mathematical objectives, children must also be able to use and apply these concepts in reasoning and problem solving tasks before they are deemed to have achieved the target.

Report Information for Parents and Carers of children in Years 1 to 6

Writing Targets	Effort
Handwriting – I can write lower-case and upper case letters of the correct size compared to one another.	2
I can use diagonal and horizontal strokes to join adjacent letters, and I understand when this is appropriate.	
Composition – I can write fictional and true stories about my own and others' experiences.	
I can write about real events and poetry.	
I can plan and explain out loud what I going to write.	
I can note down ideas, vocabulary and phrases to use in my own writing.	
I can evaluate my writing with my teacher and other children.	
I can check a piece of writing for spelling, grammar and punctuation errors.	
I can read what I have written out loud, using intonation to make my meaning clear.	
Grammar – I can use new and familiar punctuation marks correctly, including full stops, capital letters, exclamation marks, questions marks, commas in lists, apostrophes for contractions and apostrophes for singular noun possession.	
I can write statements, questions, exclamations and commands using the correct punctuation.	
I can use expanded noun phrases for descriptions to be specific.	
I can use the present and past tense correctly and consistently.	
I can use subordinating and co-ordinating conjunctions correctly in sentences.	
I can use the grammar rules I have been taught in my writing.	
I understand some of the features of written Standard English.	
Spoken Language – I can speak clearly and fluently, increasingly using Standard English.	

This target sheet covers targets for the entire year.

Houses and House Points

The Houses and House Point system is continued from last year

Each child is slotted into a house and they remain in the same house during their life at Farnborough.

The houses are named after famous Olympians, they are called Farah, Simmonds, Redgrave and Ennis-Hill.

The children are awarded house points by the teachers for their behaviour, attitude to learning and school as well as their work. We celebrate their achievements every week in our Friday assembly.



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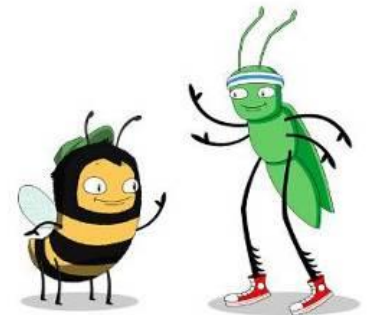
Reading workshops

You are invited to a workshop. This will explain how using Bug Club can support children's phonics and reading.

The workshop will be held in October.

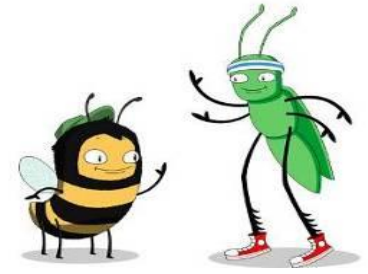


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Reading



Bug Club online

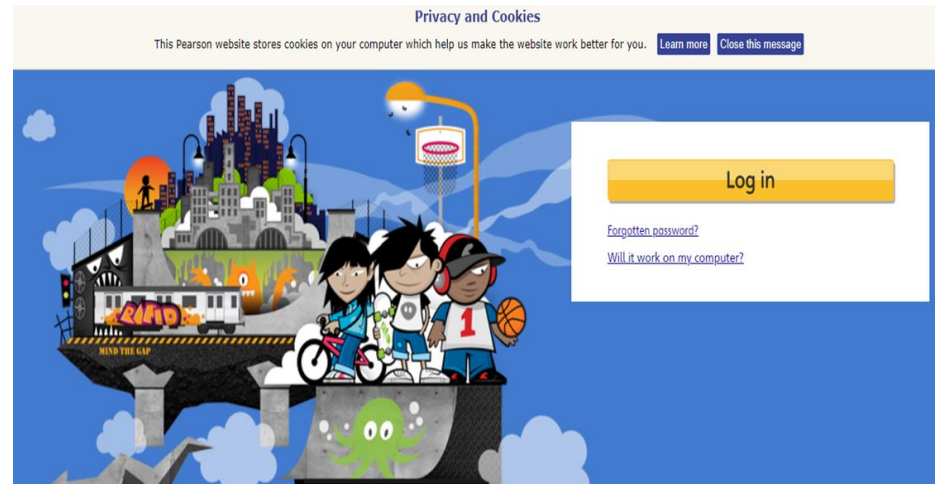
To log on go to:

Type in bug club and the address below will appear.

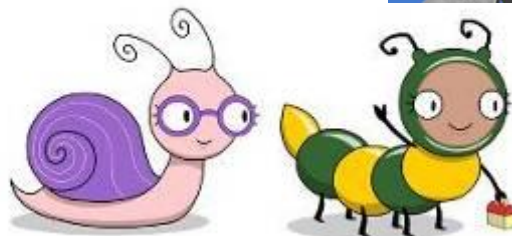
ActiveLearn: Login

<https://www.activelearnprimary.co.uk>

A digital learning space for your pupils and a toolkit for you, so that you can search, plan, allocate and assess all in one place.



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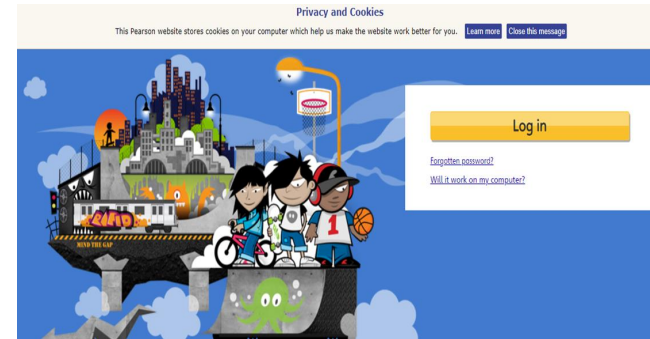




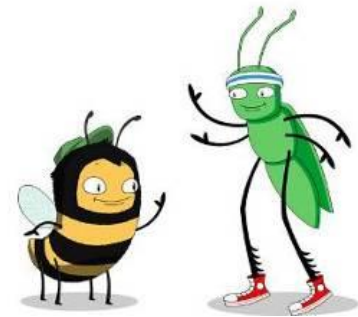
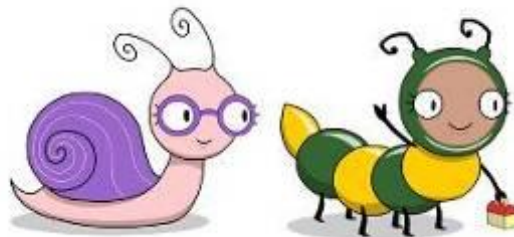
Reading

Bug Club online

Type in your child's login details



Once in your child's account, go to 'my stuff' where your child's books are displayed. Select a book to read. The book does not have to be completed in one go.



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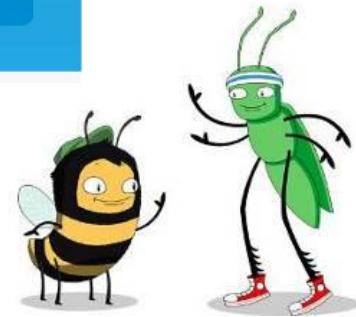
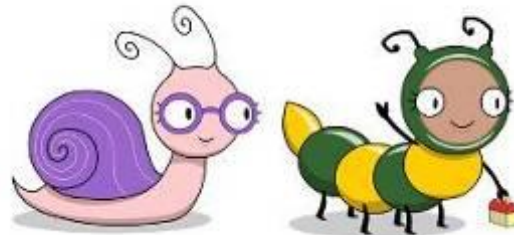


Reading

Bug Club online

The screenshot shows the 'My Stuff' section of the Bug Club online interface. At the top, there is a navigation bar with links: 'My Home', 'My Stuff' (highlighted with a red circle and the number 5), 'My Library', 'My Rewards', 'Log Out', and 'Grown-ups'. A 'Close' button is also present. Below the navigation bar, the main content area is blue and displays '5 items'. A small icon with a red circle and the number 5 and the word 'Independent' is shown. The items are displayed in a grid of five cards, each with a book cover, title, author, a green 'New' button, and a yellow circle with a number:

Book Title	Author	Level
At the Toy Shop	Written by Nicky Bagnall	3
Sid and the Scarecrow Dare	Written by Nicky Bagnall	3
The Trout Fishing Song	Written by Nicky Bagnall	3
Wallace and Gromit and the Snowman-o-tron	Written by Nicky Bagnall	21
Super Gloop!	Written by Nicky Bagnall	18



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Reading

Bug Club online

Complete the bugs when you come across them.

Before and during reading

1 Say the sounds and look at the new spellings

/ow/	ou	/oi/	oy
------	----	------	----

2 Blend the sounds

toy	our	en/joy
loud	sounds	
de/stroy	cow/boy	
fair/ground	coun/ter	

3 Read the tricky words

diff/er/ent
man/y

Point out the tricky bit of the word (i.e. the 'ai' sounds in 'many') and then blend the rest.

Comprehension

Ask the children to read the title. What do they expect this book to be about? Point out that this is an information book. What kinds of information might they expect to be inside? Have the children ever been to a toy shop themselves? Open the book to look at the contents page. What does this tell us?

Vocabulary check

Check that the children understand the meaning of following words: destroy, outfit, big wheel.

Reading the book

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- Ensure that children read the headings.
- Point out any places where there are speech bubbles on the page. How might the toys speak? Encourage the children to read the text as expressively as they can.
- Stop on page 14 and point out the speech punctuation. What does this show us? Encourage the children to think about who is saying the words as they read.

Blending more than one syllable? Do one syllable at a time, e.g. cow/boy

At the Toy shop

Contents

Our toy shop	page 2
Looking inside	page 4
Loud sounds	page 6
Different dolls	page 8
Counting	page 10
Harry Hound	page 12
Home time	page 14

Written by
Vicky Shipton



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- Stop on page 14 and point out the speech punctuation. What does this show us? Encourage the children to think about who is saying the words as they read.

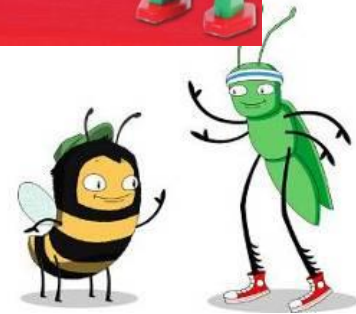
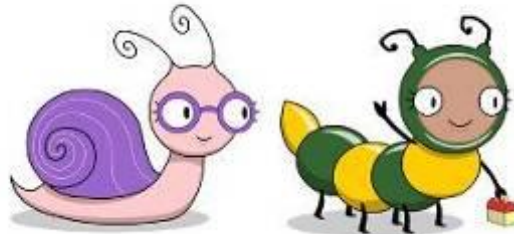
Blending more than one syllable? Do one syllable at a time, e.g. cow/boy

At the Toy shop

Contents

Our toy shop	page 2
Looking inside	page 4
Loud sounds	page 6
Different dolls	page 8
Counting	page 10
Harry Hound	page 12
Home time	page 14

Written by
Vicky Shipton

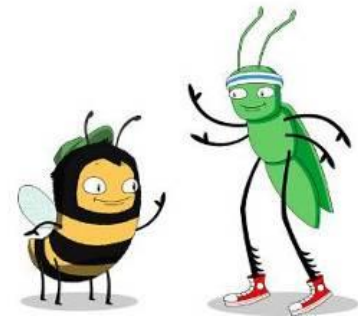
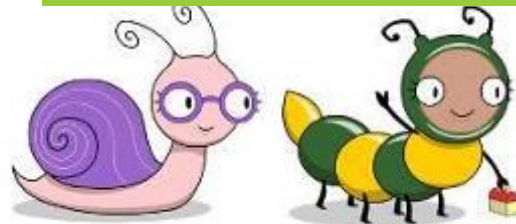
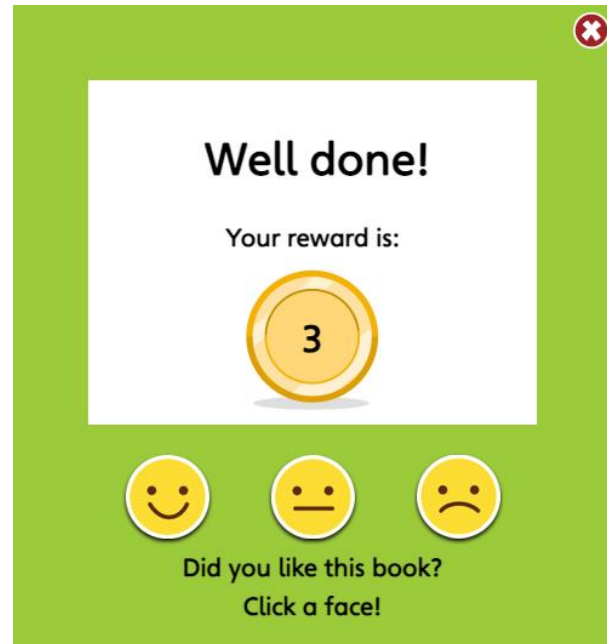


"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."



Reading

Bug Club online – always rate the book at the end so the book goes to ‘my library’ and a new One appears in ‘my stuff’.

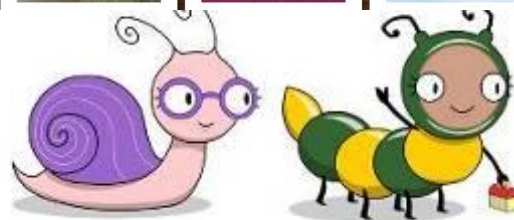
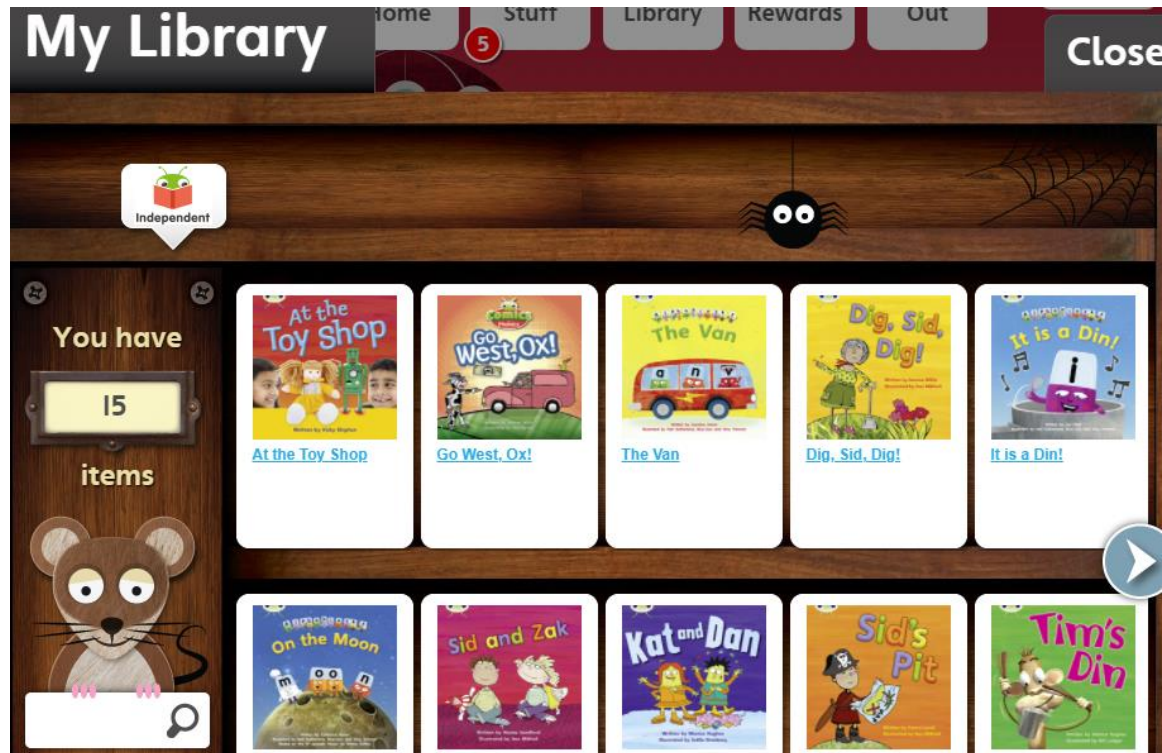


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Reading

Bug Club online



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."

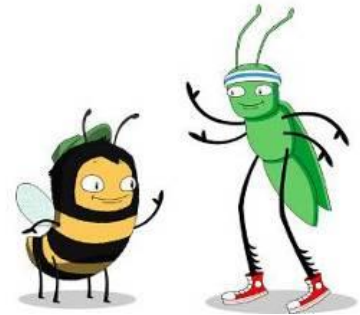
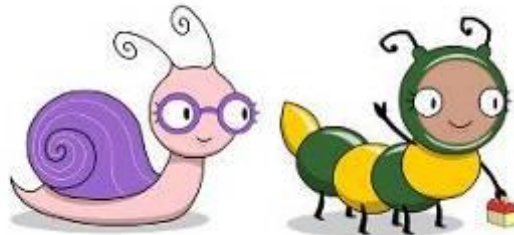


Reading

Bug Club online

When your child has finished a book, the book will move to 'my library' as long as all bug questions and the ratings emoji are answered.

Once the book is in 'my library', the class teacher can see the book is completed. The class teacher can see how many books have been read and how many are available in 'my stuff'. A new set of books can be allocated by the class teacher when needed.



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Math workshop

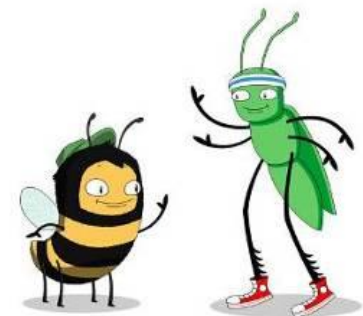
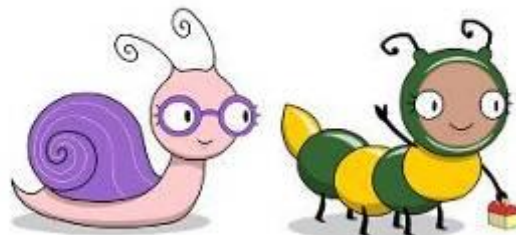


You are invited to a Math workshop for EYFS, Year 1 and Year 2 pupils, which will cover how Math is taught at Farnborough and how parents can support their children with the learning at home.

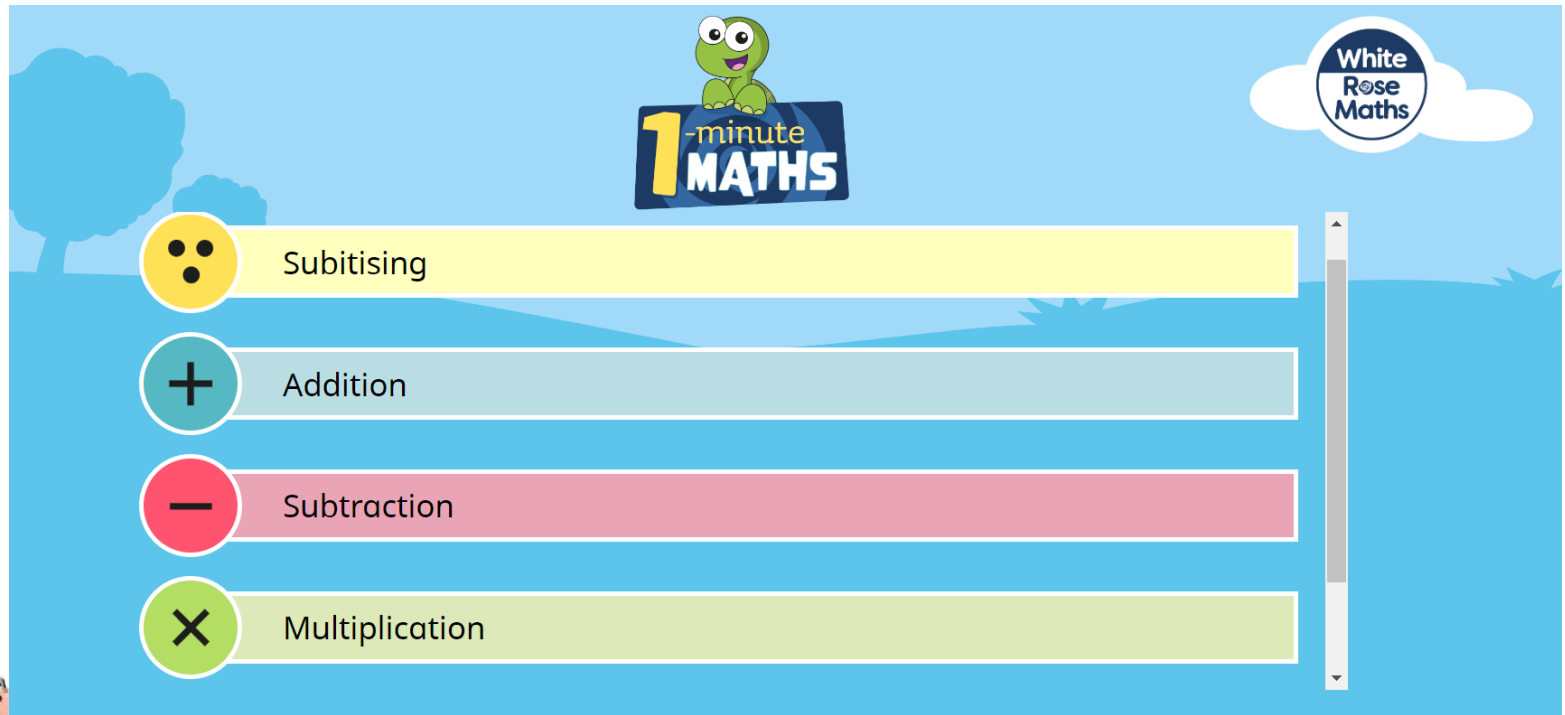
This will be held on the 12th October.



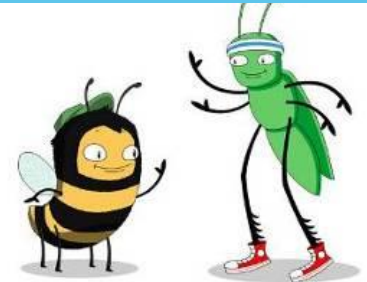
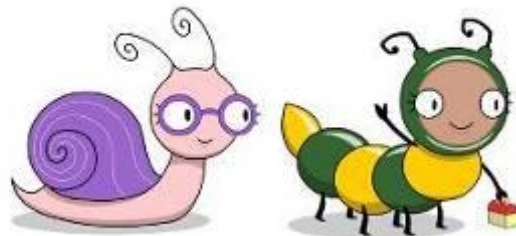
"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures."



One way to support your children is by using



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures."



EYFS & KS1 Maths App

We are excited to share a new, exciting app suitable for children in EYFS and Key Stage One to help them develop their mental arithmetic skills. White Rose Maths is used by many schools to support the planning and activities in class, and now they have developed 1 Minute Maths for children to use in school and at home.

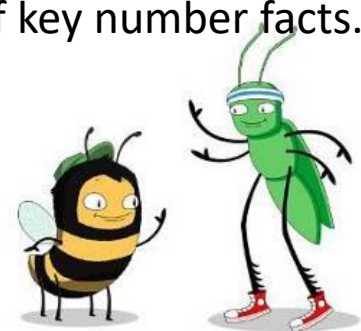
The app can be downloaded through the Apple Store, Google Play or Amazon Kindle app stores and is currently free of charge.

Once in the app, children can select from subitising (recognising amounts without needing to count them), adding, subtracting and multiplying.

Within each section, children can select practice activities that they have been learning in class and use the quick-fire questions to help improve their recall of key number facts.

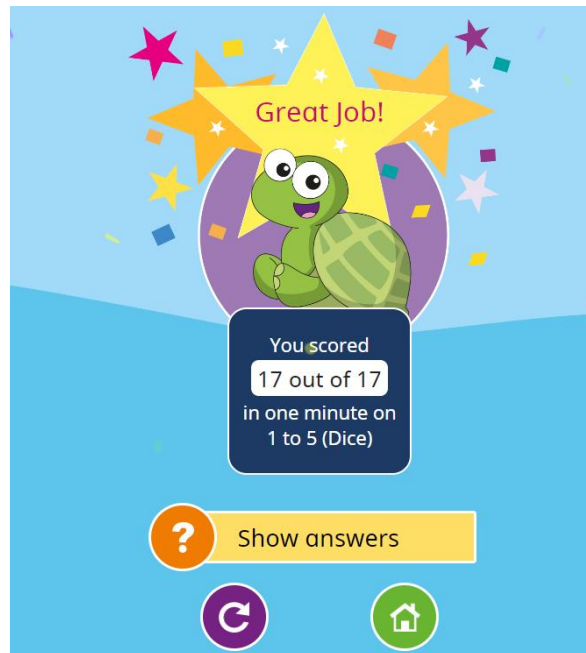


"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures."





Select practice activities.



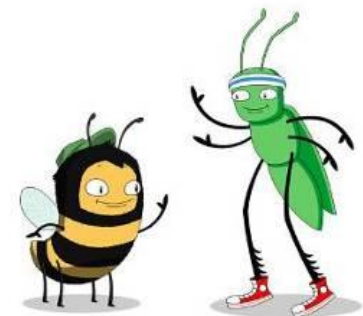
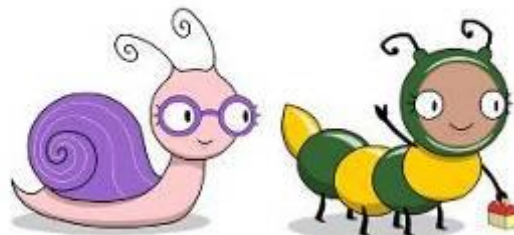
Question	Answer	Your Answer	Correct
1 to 5 (Dice)	4	4	✓
1 to 5 (Dice)	3	3	✓
1 to 5 (Dice)	2	2	✓
1 to 5 (Dice)	3	3	✓
1 to 5 (Dice)	1	1	✓
1 to 5 (Dice)	2	2	✓
1 to 5 (Dice)	4	4	✓
1 to 5 (Dice)	3	3	✓
1 to 5 (Dice)	4	4	✓

Rapid recall of facts.

Quickfire questions



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Math workshop



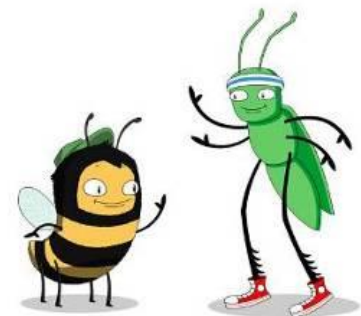
Another way to support your children is by using



When it comes to times tables, speed AND accuracy are important — the more facts your child remembers, the easier it is for them to do harder calculations. Times Table Rock Stars is a fun and challenging programme designed to help students master the times tables. World Famous musicians need to practice and so do children with their tables!



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Math workshop



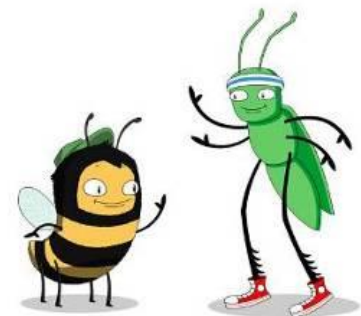
Another way to support your children is by using



For your child to be fully motivated and for them to get the best out of the practice, they need your help - your praise, reminders and support will help your child feel confident and motivated.



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Math workshop

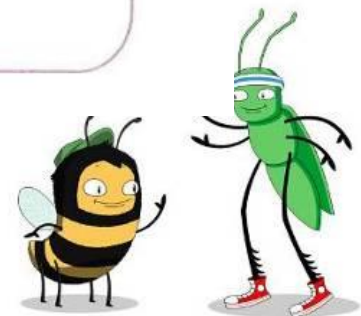


Logging in to Times Table Rockstars

- 1 Type **play.ttrockstars.com** into your browser's address bar.
- 2 Click Login! > School > Student
- 3 Enter the School Name.

- 4 Enter your child's username and password.




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Math workshop



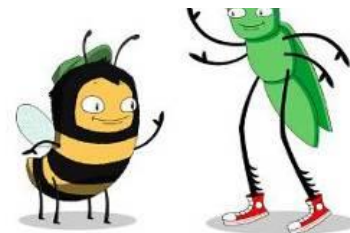
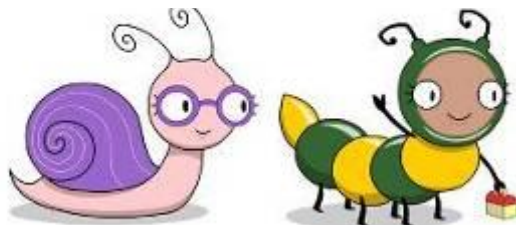
Rock Status

It's helpful to understand that the quicker your child can answer a times tables question, the higher their Rock Status. Use this list as a guide to help your child work out their Rock Status:

- ≤ 1 sec/question = Rock God
- ≤ 2 secs/question = Rock Legend
- ≤ 3 secs/question = Rock Star
- ≤ 4 sec question = Headliner
- ≤ 5 secs/ question = Support Act
- ≤ 6 secs/ question = Breakthrough Artist
- ≤ 7 secs/ question = Unsigned Act
- ≤ 8 secs/ question = Gigger
- ≤ 9 secs/ question = Busker
- ≤ 10 secs/ question = Garage Rocker
- > 10 secs/ question = Wannabe



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Math workshop

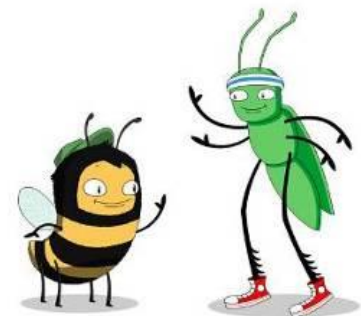
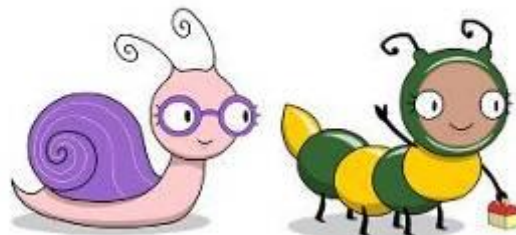


Single Player

Garage - the questions will only come from the times tables the teacher has set for the week. As pupils start to answer questions, TT Rock Stars works out which facts they take longer on and will give them more of these questions to answer. The Garage is best for getting quicker at a few facts. Players get 10 coins per question.



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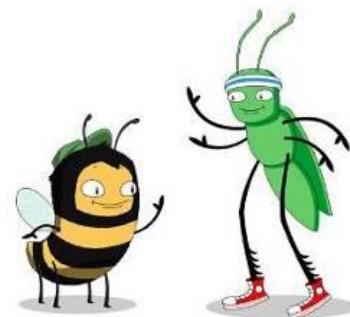
Math workshop



Studio - the questions in the Studio can be anything from 2×2 up to 12×12 .
TT Rock Stars calculates each the mean speed from their last 10 games in the Studio and translates into a Rock Status:
Under 1 second per question to become a Rock God
Under 2 seconds per question to become a Rock Legend
Under 3 seconds per question to become a Rock Star
Over 3 seconds is a Busker
They earn 1 coin per question and the Studio is the place for them to set their best time across all the tables.



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Math workshop

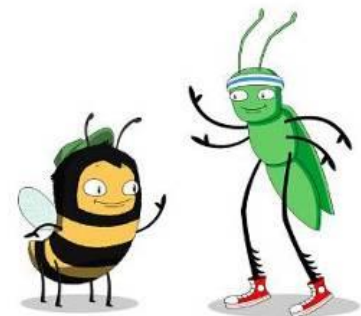
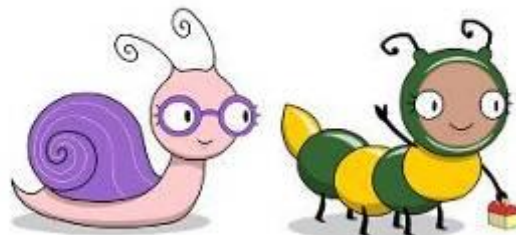


Multiplayer

Rock Arena - The Arena allows players to compete against all other members of their Band (their Bandmates would need to join the same game in order to compete together). A new Arena game starts every 15 seconds and once the clock starts they race to answer more questions than the others. In the Arena, questions will only come from the times tables the teacher has set for the week, similar to the Garage. They earn 1 coin per correct answer.



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Thank you!

I am looking forward to a fantastic year
with your children!

Thank you for listening.



*"And a strange sight it was, this tiny dark haired
person sitting there with her feet nowhere near
touching the floor, totally absorbed in
the wonderful adventures ..."*