













"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..."


Dr. Seuss

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



“Education is
the key to
unlocking the
world,
a passport to
freedom.”

-Oprah Winfrey

Welcome to Year 2: Unicorns Class

Miss Morrison - Class teacher
Mrs Phillips - 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 Thursday.



*"And a strange sight it was, this tiny ant, having
reason sitting there with his feet swollen near
touching the floor, totally absorbed in
the wonderful adventures..."*

The Curriculum Overview for Autumn

<p>English</p> <p>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.</p> 	<p>Mathematics</p> <p>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 alongside these concepts.</p> 	<p>Science</p> <p>As Scientists, we will be investigating the topic of How can you become an Olympian? We will be identifying the stages of animal life cycles and carrying out tests to record growth. We will describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> 	<p>Computing</p> <p>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.</p> 
<p>RE</p> <p>As good citizens we will focus on Identifying examples of light as a symbol within Christian art. We will know that some Christians wear the cross/ crucifix to remind them of the Trinity and understand the importance of Easter to Christians.</p> 	<p>D.T</p> <p>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.</p> 		<p>PE</p> <p>As Athletes we will be taking part in invasion games during our lessons this term. We will be particularly looking at kicking and dribbling.</p> 
<p>Music</p> <p>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> 	<p>P.S.H.C.E.</p> <p>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.</p> 	<p>Support at Home</p> <p>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.</p> 	

The Curriculum for this term

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



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Curriculum – Reading -Phonics

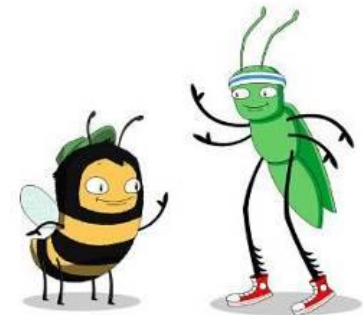
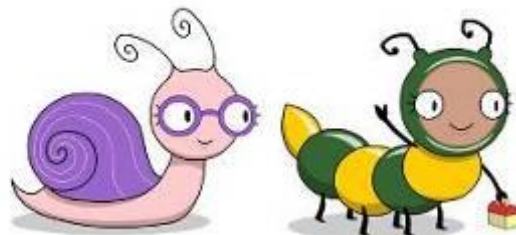


Phonics is taught daily in Year two using the Bug Club scheme.

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



"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."





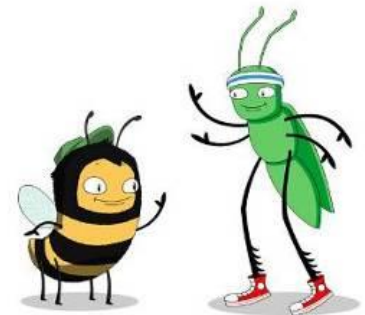
Curriculum - Reading

Send in your child's reading folder on Mondays. The reading folder will be kept and sent home on Tuesdays with two new books for the week from the Bug Club reading scheme. Children will be able to select a book from the library to go home, read and enjoy with an adult.

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



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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, 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 weekly.

Children have been given 2 books to read per week.




*"And a strange sight it was, his tiny dark, holed
person sitting there with his feet motionless near
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? <table border="1" data-bbox="1149 939 1284 1025"> <thead> <tr> <th colspan="3">Favorite Parts</th> </tr> <tr> <th>Part</th> <th>July</th> <th>August</th> </tr> </thead> <tbody> <tr> <td>Fire</td> <td>10</td> <td>15</td> </tr> <tr> <td>London</td> <td>5</td> <td>8</td> </tr> <tr> <td>TV</td> <td>1</td> <td>2</td> </tr> </tbody> </table>	Favorite Parts			Part	July	August	Fire	10	15	London	5	8	TV	1	2	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? 
Favorite Parts																			
Part	July	August																	
Fire	10	15																	
London	5	8																	
TV	1	2																	
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 lists will be given out termly. Children will receive their first list after half term.

Year 2 Autumn 1 Term spellings.



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



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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



"What a strange sight to see! What long dark hair!
purple shoes! Green skirt! Oh how beautiful!
Reading the story actually happened in
the summer of 1988!"

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.



The Curriculum for the Year with Big Question

Where would you rather live Farnborough Village/Beckenham or London?

Autumn Term:?

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.



*"And a stronger right to see the big dark forest
you're going down with the first modern man
breaking the floor, really, climbing to
the summit of adventure..."*

The Curriculum for the Year

Autumn Term 2: Who is Sir Ludwig Guttmann?

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 stronger right to see the big dark lanes
you're going down with for first modern war
breaking the lines, really, children in
the universal adventures."*

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 stronger right to see the big dark forest
you're going down with the first machine man
breaking the floor, really, really in
the winter of adventure."*


Trip and Events

- To support our topics
- We are planning a trip to the London for the London Eye Cruise.
- Thursday 19th September
- Macmillan Coffee Morning
- Friday 27th 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.	

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Writing Targets	Effort
Handwriting – I can write lower-case and <u>upper case</u> 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 tops, capital letters, exclamation marks, questions marks, commas in lists, apostrophes for contractions and apostrophes for singular noun possession.	
I can write statements, questions, <u>exclamations</u> 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.	

↑

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

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**.

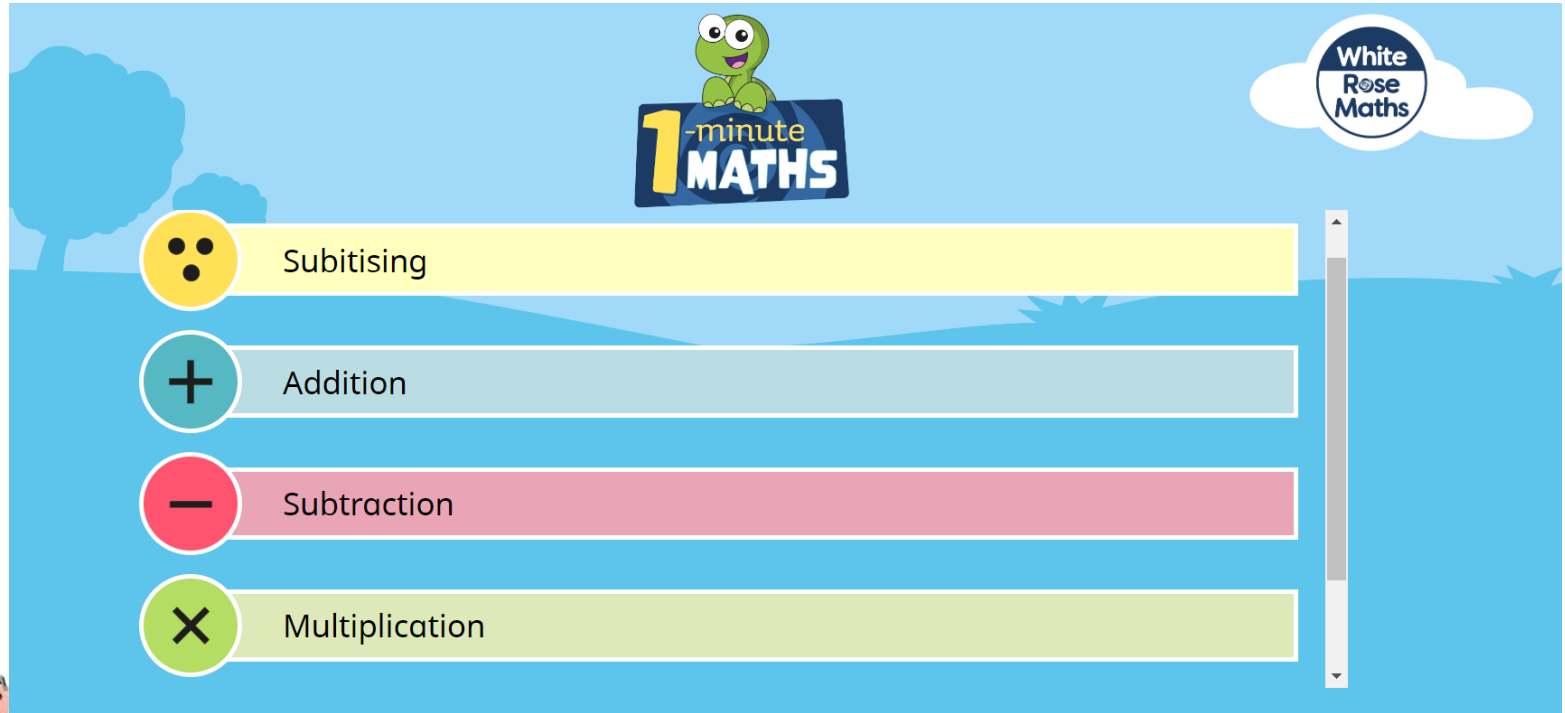
The children are awarded house points by the teachers for their behaviour, attitude to learning and school as well as their work. We celebrate their achievements every week in our Friday assembly.



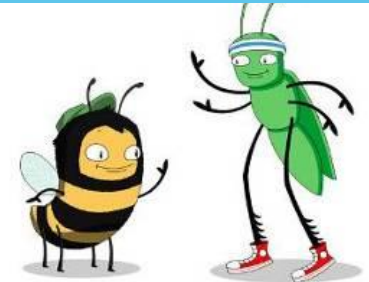
"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."



One way to support your children is by using



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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.

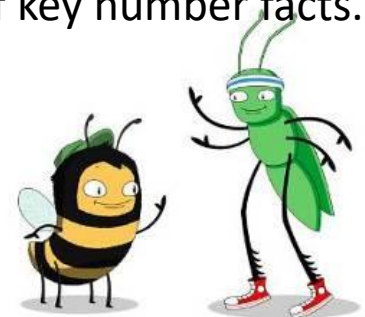
The app can be downloaded through the Apple Store, Google Play or Amazon Kindle app stores and is currently free of charge.

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.

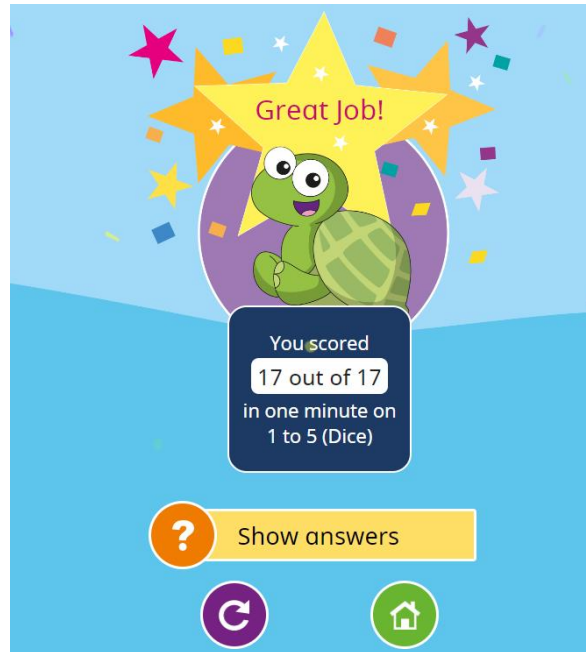


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Select practice activities.



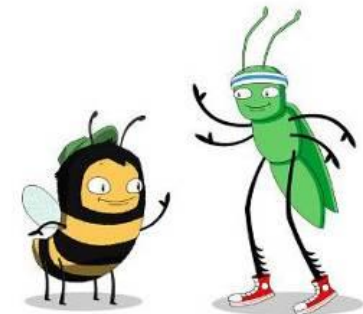
Quickfire questions

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.



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Supporting at Home



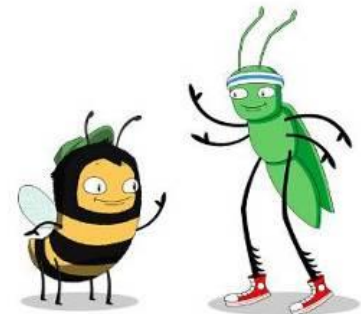
Another way to support your children is by using



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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Supporting at Home



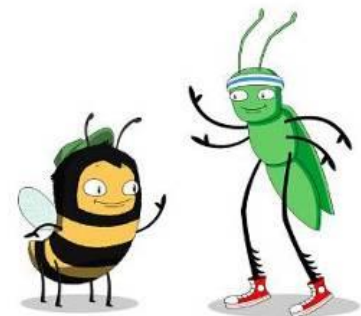
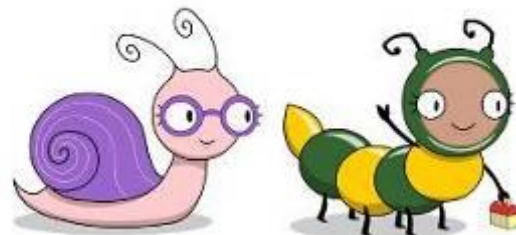
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For your child to be fully motivated and for them to get the best out of the practice, they need your help - your praise, reminders and support will help your child feel confident and motivated.



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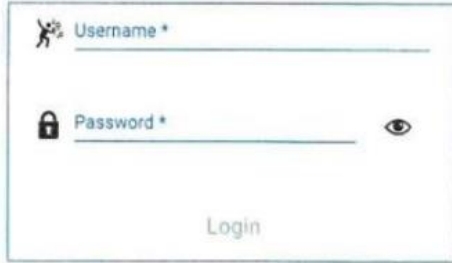


Supporting at Home



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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Supporting at Home



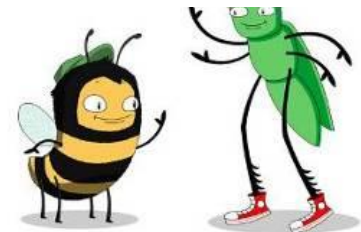
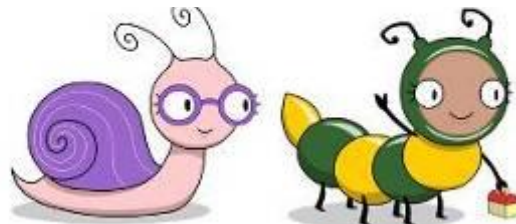
Rock Status

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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Supporting at Home

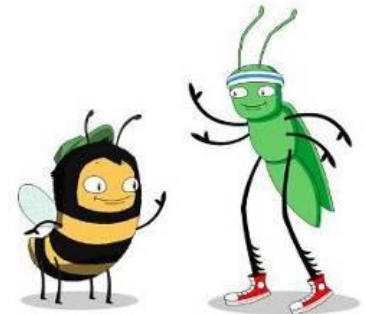


Single Player

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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Supporting at Home



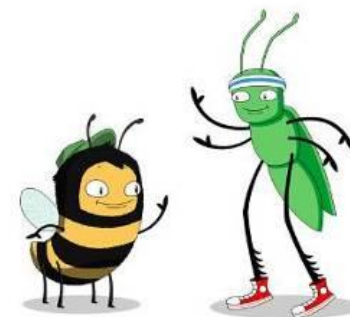
Studio - the questions in the Studio can be anything from 2x2 up to 12x12. TT Rock Stars calculates each the mean speed from their last 10 games in the Studio and translates into a Rock Status:

- 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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Supporting at Home

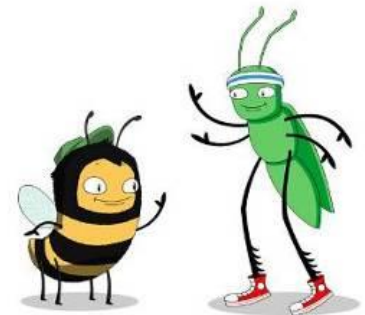
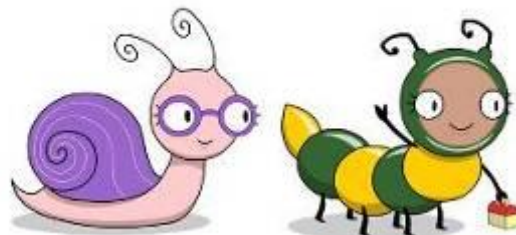


Multiplayer

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.



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