

# 2B



	9.00-9.05	9.05 -10.05 Lesson 1	10.05 – 10.20	10.20 - 10.35	10.35-11.35 Lesson 2	11.35-12.20 Lesson 3	12.05 – 1.15	1.15 -1.45 Lesson 4	1.45-2.15 Lesson 5	2.15 -2.45 Lesson 6	2.45 – 3.15 Lesson 7
<b>Monday</b>	Registration	Maths	Headteacher's Assembly	Morning Break	English	Letters & Sounds	Lunch Hot Dinners 12.05: R&Y1 12.20: Y2 12.30: Y3 12.40: Y4 12.50: Y5 1.00: Y6	Topic	Topic	Topic	Topic
<b>Tuesday</b>		Maths	Singing Assembly		English	PPA Spelling & Handwriting Mrs Neville		PPA RE Mrs Neville	PPA RE Mrs Neville	PPA RE Mrs Neville	
<b>Wednesday</b>		Maths	Gospel Assembly		English	Letters & Sounds		VGP/Letters & Sounds	Guided Reading	Guided Reading	Guided Reading
<b>Thursday</b>		Maths	Celebration Assembly		English	RE		Science	Science	Science	Science
<b>Friday</b>	9.00-9.20 Registration & Class Assembly	9.20-10.20 PE			PE	Music		Maths	Maths	PSHCE	Computing

PPA → Mrs Neville

TA → Mrs Vaughan

# 2H



	9.00-9.05	9.05 -10.05 Lesson 1	10.05 – 10.20	10.20 - 10.35	10.35-11.35 Lesson 2	11.35-12.20 Lesson 3	12.05 – 1.15	1.15 -1.45 Lesson 4	1.45-2.15 Lesson 5	2.15 -2.45 Lesson 6	2.45 – 3.15 Lesson 7
<b>Monday</b>	Registration	Maths	Headteacher's Assembly	Morning Break	English	Letters & Sounds	Lunch Hot Dinners 12.05: R&Y1 12.20: Y2 12.30: Y3 12.40: Y4 12.50: Y5 1.00: Y6	Science	Science	Science	Science
<b>Tuesday</b>		Maths	Singing Assembly		English	Spelling/Handwriting		Topic	Topic	Topic	Topic
<b>Wednesday</b>		Maths	Gospel Assembly		PPA English Mrs Neville	PPA RE Mrs Neville		PPA RE Mrs Neville	PPA RE Mrs Neville	PPA RE Mrs Neville	PPA RE Mrs Neville
<b>Thursday</b>		Maths	Celebration Assembly		English	Letters & Sounds		VGP/ Letters & Sounds	Guided Reading	Guided Reading	Guided Reading
<b>Friday</b>	9.00-9.20 Registration & Class Assembly 9.20-10.20 PE	PE Mrs Neville		PE Mrs Neville	Music Mrs Neville	Maths Mrs Neville	Maths Mrs Neville	PSHCE Mrs Neville	Computing Mrs Neville		

PPA → Mrs Neville

TA → Mrs Slotwinska

# Curriculum Map



Topic	Our School	Celebrations and Festivals - Judaism	India	London	Florence Nightingale	Our Planet
English	Stories with Familiar Settings Instructions Poetry-Patterns on a page (Autumn theme)	Traditional Stories Instructions Comprehension Grammar	Explanation Texts Poetry-Really Looking Comprehension	Newspaper article Stories by the same author (book Reviews and character description Narrative from own point of view Non fiction	Information Texts Extended Stories Dictionary Work	Poetry-Silly Stuff Non-Chronological Reports
Spelling & Handwriting	<b>Spelling:</b> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones; learning to spell common exception words; learning to spell more words with contracted forms; learning the possessive apostrophe (singular) [for example, the girl's book]; distinguishing between homophones and near-homophones; add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly; apply spelling rules and guidance, as listed in the National Curriculum English Appendix 1; write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <b>Handwriting:</b> Pupils should be taught to: form lower-case letters of the correct size relative to one another, start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left <b>unjoined</b> ; write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters; use spacing between words that reflects the size of the letters.					
Phonics	Letters and Sounds Phases 1-6/Support for Spelling					
Vocabulary, Punctuation and Grammar	Pupils should be taught to: develop their understanding of the concepts set out in the National Curriculum English Appendix 2 by: learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). Learn how to use; sentences with different forms: statement, question, exclamation, command; expanded noun phrases to describe and specify [for example, the blue butterfly]; the present and past tenses correctly and consistently including the progressive form; subordination (using when, if, that, or because) and co-ordination (using or, and, or but); the grammar for year 2 in English Appendix 2; some features of written Standard English; use and understand the grammatical terminology in English Appendix 2 in discussing their writing.					
Guided Reading						
Mathematics	<b>Unit 1 &amp; 2</b> Number & Place value Addition & Subtraction Properties of shapes Addition & Subtraction Measurement (length & height)	<b>Unit 3 &amp; 4</b> Number & place value Multiplication & Division Position & Direction Fractions Measurement (time)	<b>Unit 5 &amp; 6</b> Number & place value Addition & subtraction Properties of shapes Multiplication & division Measurement (mass)	<b>Unit 7 &amp; 8</b> Addition & subtraction Measurement (money) Statistics Multiplication and Division Number and Place Fractions Measurement (volume & cap)	<b>Unit 9 &amp; 10</b> Number & place value Addition & subtraction Position & direction Multiplication & division Measurement (temp. temperature)	<b>Unit 11 &amp; 12</b> Addition & subtraction Statistics Properties of shapes Multiplication and division Fractions Measurement (time)
Religious Education	Domestic Church- Beginnings Other Faiths-Judaism	Baptism- Signs and Symbols Advent-Preparing	Local Church-Books Eucharist-Thanksgiving	Lent-Opportunities	Pentecost-Spread the word Other Faiths-Hinduism	Reconciliation-Rules Universal Church-Treasures
Science	The Apprentice Gardener Take Care	Take Care Growing up	Materials Good Choices	Our Changing World	What is your habitat?	Materials Shaping Up
Physical Education	Multi-skills – Dribbling, kicking and hitting Gymnastics - rolls	Multi-skills – throwing and catching Gymnastics - balances	Dodgeball – ball skills and point scoring I move Dance	Multi-skills – Making up group games and inventing rules. I move Dance	Athletics Gymnastics - jumps	Athletics I move Dance
History	History of our school and buildings in our locality	Hanukah	Ghandi	Great Fire of London	Florence Nightingale	Christopher Columbus
Geography	Physical and human features	Geography of the Holy Land	India	Capitals of the UK		Our Planet – Oceans of the world
Art and Design	Design your perfect school		Henna	A London Landscape.	Florence Nightingale- portrait.	Under the Sea Rainbow Fish story
Design and Technology	Design your perfect school	Design and make a Dreidel	Making an Indian Meal	Design and Make a 3D street from 1666.		Fish Puppets Boats that float
Music	Hands, Feet, Heart	Babushka	Glockenspiel Stage 1	I Wanna Play In A Band	Zoo Time	Recorders
PSHCE	Sticks and Stones Bouncing Back	More than one Friend Christmas with the Go-Givers	Bullying: I won't be made to feel bad Saving Energy	Vote for the Go-Givers Africa	It's a Dog's Life Golden Girl: Jessica Ennis	To Give is to Receive The Golden Statue
Computing	We are Painters	We are detectives	We are journalists	We are time travellers	We are astronauts	We are zoologists

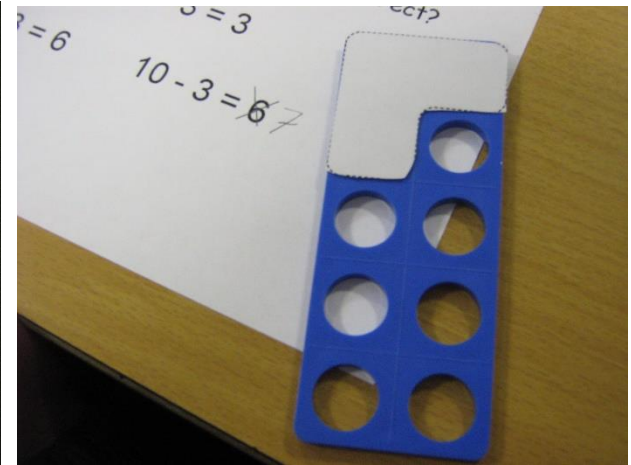
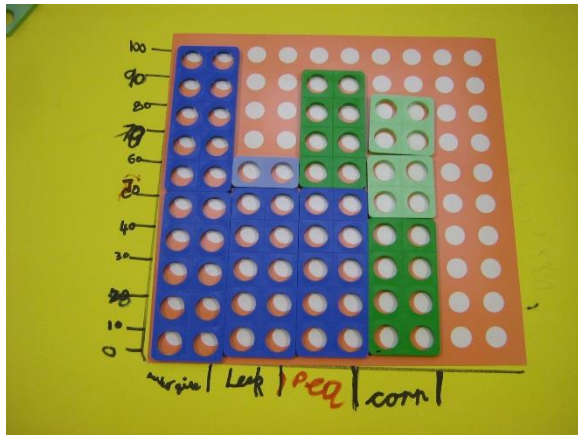
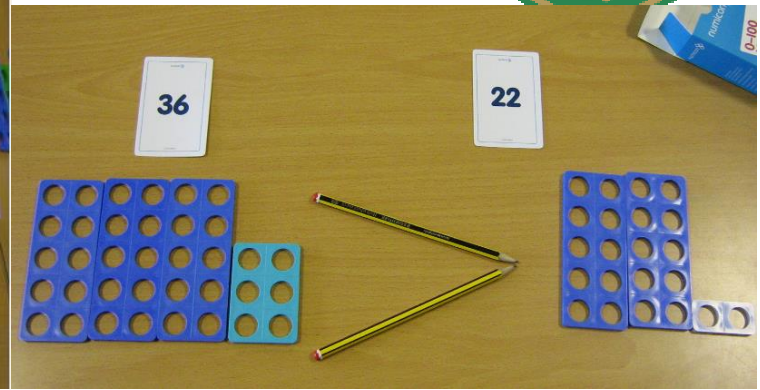
# Year 2



## Learning at School

- *This term we are focussing on the children's spelling of high frequency words, handwriting and also their independence.*
- *We have already had a visitor this term – ‘What are banks?’ workshop delivered by Santander.*
- *Reading and spellings*
- *Times Tables – in order to build the children's confidence, we do not introduce explicit times tables tests until the Spring term.*
- *Expectations of the children's attitudes to learning.*
- *Support and challenge.*
- *Reward Systems – e.g. house points, Dojo points, sunshine*

# Numicon



Concrete, Pictorial, Abstract



# Year 2



## Learning at home

- *Homework expectations: 25 minutes every evening which includes their time reading and practising their spelling words.*
- *RE homework Week 1: Activity linked to new topic; Weeks 2 & 3: Activity linked to Gospel, prayers, saints, liturgical season or the mass; Week 4: a 'Big Question' about based on the next topic.*
- *Handwriting*
- *Homework is completed to the same high standard as classwork*
- *Give it a go!*
- *Extra help – practise with time and money, curriculum map, library*

## Useful websites:

- <http://www.st-michaels.surrey.sch.uk/parents/supporting-your-childs-education>

# Handwriting



1  
2 Please use the handwriting lines like this.  
3  
4

When is it time for Brownies?

Mummy says "I love you".

We were playing hide and seek.

I was seven on my birthday.

I am a child.

# Year 2 prayers



In year 2 we cover the following prayers

- The Sign of the Cross;
- Morning and Night Prayers;
- Grace before and after Meals;
- Act of Sorrow
- Walk With Me

You can access these and any other information about you child's religious life at school on the school website –

<http://www.st-michaels.surrey.sch.uk/curriculum/religious-education>





## What can you do to help support your child/children in Religious Education?

- Read the Background notes provided the week before a new topic starts.
- Complete the activities suggested in the RE curriculum newsletter sent out at the beginning of each term.
- Help with homework-encourage best work
- Pray together
- Read the Wednesday Word, discuss and complete the activities together
- Ask your child what is the Gospel message this week in school
- Experience different liturgy together as well as Sunday Mass
- Learn the prayers allocated for your child's year group
  
- Homework in the RE homework books-4 weekly cycle running parallel with the programme of work covered. Week 1 is linked with the first lesson of the topic, weeks two and three may be prayers or traditions e.g. Stations of the cross, Gospel work and week 4 will be a big question on the next topic to promote thinking and aid discussion on it.

# Reading

- Encourage the children to use their phonics sounds when needed. They can also chunk long words into more manageable sections e.g. playing into play & ing.
  - Predict the story from the cover
  - Discuss the pictures and the information they give
  - Change the ending
  - Relate it to the child's own experiences
  - Look for rhyming words and then add some of your own
  - Discuss what could have happened before the story began
  - Recall the story line
  - Read the story to a younger sibling
  - Discuss what could happen next
  - Write some words/sentences onto paper, cut and match them to the text
  - Act out the speaking parts
  - Play snap with common words from the text
  - Hide parts/or whole words – children need to guess what the word is by looking at the sentence/ initial sound



# Year 1 & 2 Workshop

- Year 1 Phonics Screening
- Year 2 SATs
- Thursday, 2<sup>nd</sup> November, 5pm