

Welcome to Squirrels



Who's who?



Miss Hicks



Miss Pace



Miss Siveter

Topics:

Autumn 1: Great Fire of London

Autumn 2: Technology from the past

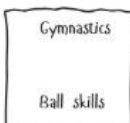
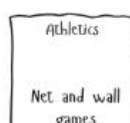
Spring 1: Mexico

Spring 2: Explorers

Summer 1: Plants

Summer 2: Mini beasts

OUR Y2 CURRICULUM: SQUIRRELS

	Science	History	Geography	Art	DT	Computing	Music	PE	PSHCE	RE
AUTUMN 1	 What are different objects made from?	 The great fire of London			 Frame structures	 Internet safety	 Great Fire of London	 How can I move my body? Target Games: Throwing	 Zones of Regulation	 What does the bible say about God's promise?
AUTUMN 2	 What are different objects made from?	 How has technology changed?		 Clay sculptures		 Information technology around us	 Christmas Nativity	 Fitness Invasion games	 Online safety	 How do festivals celebrate nature?
SPRING 1	 Why do we need to be healthy?		 Similarities and differences: Woodgate and Tulum, Mexico		 Bag a Breakfast	 Digital photography	 Hands, feet, heart	 Dance Sending and receiving	 Staying safe	 Hindus: What do Hindu stories teach about life and the world?
SPRING 2	 Why do we need to be healthy?	 Where have humans explored?			 Moving Easter cards	 Digital music	 The Recorder	 Gymnastics Ball skills	 Being healthy	 RULES Choices: Do we need rules to live by?
SUMMER 1	 How do seeds and bulbs grow into healthy plants?		 What is weather and climate?	 How can colours work together?		 Programming quizzes	 Friendship song	 Forest school Striking & fielding	 Responsibilities	 How do different people explain how the world started?
SUMMER 2	 How do living things thrive and survive?	 Local history	 Map skills	 What is pattern?		 Robot algorithms	 Zootime & Reggae	 Athletics Net and wall games	 Feelings and change	 Is it possible to speak to God?

Weekly Timetable

	8.45	9.00	9.15	10.00	10.45	11.00	12.00	1.00	1.15	2.10	2.45	3.15
M	Hand-writing and spelling	Register Story	English	Phonics	BREAK	Maths	LUNCH	Mastering Number	PE	PSHE	Sarah Assembly	HOMETIME
T			English	Phonics		Maths		Mastering Number	Topic	Music	Singing Assembly	
W			English	Phonics		Maths		Mastering Number	RE	TT Rockstars	Jenny Assembly	
T			English	Phonics		Maths		Guided Reading	PE	Science	Reading Assembly	
F			English	Phonics		Maths		Guided Reading	Computing	Library/ Choosing time	2.30 Celebration Assembly	

Reading

Please read with your child as many times a week as you can.

Children will bring home 2 phonics books and 1 library book.

Please record in reading records. These get checked weekly.



Working at the expected standard

The pupil can:

- accurately read most words of 2 or more syllables
- read most words containing common suffixes*
- read most common exception words*

In age-appropriate** books, the pupil can:

- read most words accurately without overt sounding and blending, and with sufficient fluency to allow them to focus on their understanding rather than on decoding individual words***
- sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

Maths: Fluency



What facts do they need to be able to recall?

- Counting forwards and backwards.
- Number bonds
 - Addition and subtraction facts.
 - One/two/ten more/less than a number.
- Doubles and halves
- Near doubles (eg. $4+5 =$ using knowledge of $4+4$)
- Skip counting (2s, 10s, 5s, 3s)
- Times tables (2, 5, 10 – Year 2 only)

Welcome to Our Fact Family House

5	+	2	=	7
2	+	5	=	7
7	-	5	=	2
7	-	2	=	5



Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus – for example: $48 + 35$, $72 - 17$
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships – for example: if $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry

I will run a parent workshop next half term about how to support your child in maths. More information after half term.

Section 1 Find the missing numbers: $25 + \square = 100$ $\square + 52 = 100$	Section 3 I have 42 sweets and I share them between my 2 friends. How many will they each have?  	Section 5 What time is the clock showing?  	Section 7 Write down 2 facts about triangles.
Section 2 What's my number?  I have 2 digits. I am even. My tens digit is half of 16. My ones digit is between 3 and 6. 	Section 4 Make £2.30 using the fewest number of coins. 	Section 6 Write these numbers in words: 251 310 446	Section 8 I have 12 shoes. I want to put each pair into its own box. How many boxes will I need? 

Handwriting

- Is taught every day for early morning work.
- Accurate letter formation
- Pencil grip
- Handwriting lessons will focus on presentation
- Handwriting interventions with begin
- Funky fingers for those children with poor fine motor skills.
- Moving towards cursive (joined up) writing

Year 1 and 2 Common Exception 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	
your	some	

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	
cold	pass	many	

- Linked to phonics scheme
- Common Exception Words

Not formally tested, but will be expected to use in class

Year 2

Working at the expected standard

The pupil can, after discussion with the teacher,

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form 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.

Yesterday we went to bishops Wood
to look for mini-beasts. First we
had a ~~snack~~^{snack}. Next we went into
the woods. Vicki gave us a mira
It was very scary because it was
like you were walking in the sky!
Then we had to guide our friends to a tree
After that we had a sticky position party
mine was disgusting. Finally it was lunch time!
After lunch we were pond dipping our group
found a newt. Last of all we sorted out
animals. Finally it was home time.

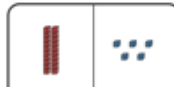
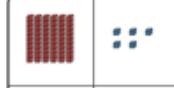
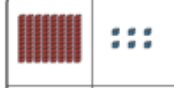
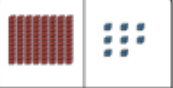
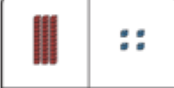
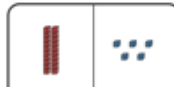
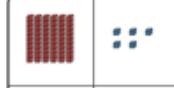
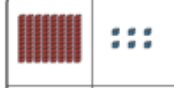
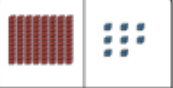
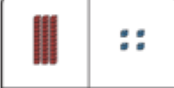
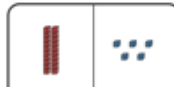
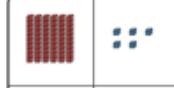
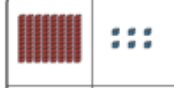
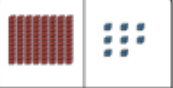
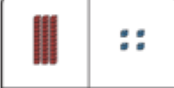
The trip was great! my favourite part of the
day was identifying the trees.

Homework

To be handed out on
Thursday.

To be handed in on a
Tuesday.

3 pieces of homework = 1
raffle ticket

HOMEWORK for Squirrels Date set: 11.9.25 Date due: 16.9.25																									
 Welcome to Squirrels Class! Please find in all your log ins to various online platforms in this homework book. Any problems, please let me know. In Year 2, homework will be given out on a Thursday and should be returned on a Tuesday. If children complete all 3 pieces of homework, they will be given 1 raffle ticket, and will be entered into a weekly class raffle. This was a highlight for Squirrels class last year! Please can all homework be completed in this homework book. Please continue to read with your child as many times a week as you can and record it in their reading journal. Just like last year, please make sure your child brings in their reading book and journal every day for phonics. Thank you for all your support in advance ☺																									
Spellings 	Practise the following Year 1 common exception word spellings. You might want to write them in different colours like a rainbow. do, said, you, some, was, today																								
Maths	What number has been made? <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>tens ones</td> <td>tens ones</td> <td>tens ones</td> <td>tens ones</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>tens ones</td> <td>tens ones</td> <td>tens ones</td> <td>tens ones</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>					tens ones	tens ones	tens ones	tens ones									tens ones	tens ones	tens ones	tens ones				
																									
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Topic	Can you write down one fact you know about the Great Fire of London. You may need to research a fact. 																								

Education Endowment Fund statistics:

Homework has a positive impact on average (+ 5 months)

Parental engagement has a positive impact on average of 4 months' additional progress.

When a parents works 1:1 with a child at home, children typically make a greater impact (+5 months).

Lower attaining pupils appear to benefit in particular.

At School, the children need to bring...

- Water Bottles
 - Reading Records and reading books daily
 - Wear PE kit [Monday/Thursday]
 - Coats
 - Hats
 - Welly boots
 - Water proofs for OPAL
- NAME EVERYTHING!

