

# Welcome to Penguin Class Year 2





# Who is in our classroom?



**Miss Burley**  
Teacher



**Miss Potter**  
(Fridays)



**Miss Pound**  
Teaching  
Assistant/LSA



**Mrs Lowe**  
Teaching  
assistant/LSA



# Timetable



8:55 Reg.	9.00 – 10.00		10.00- 10.15	10.15-10.45		10.45 – 11.45		11.45- 1.00	1.00 - 1.05 Reg	1.05 – 2.00		2.00-2.50		2.55 - 3.15	
Monday	Flue ncy	Maths	B	English		English	Phonics	L	Handwriting	Science		Art/D&T			Celebration assembly
Tuesday	Spellings		English	R	Flue ncy	Maths	Maths	Phonics	U	Handwriting	Art/ D&T	History/ Geograph y	History/Geography		KS1 assembly
Wednesday	Flue ncy	Maths	E	English		English	Phonics	N	Handwriting	Library CL cover	Music CL cover	PSHE CL cover			Values assembly
Thursday	Flue ncy	Maths	A	English		English	Phonics	C	Handwriting	RE LD to cover PPA		PE LD to cover PPA			Festivals assembly
Friday	PE LP		K	English JH			Maths JH	H	Handwriting	Phonics LP	Computing KM				Singing assembly



# PENGUIN CLASS TIMETABLE

PE - THURSDAYS AND FRIDAYS

LIBRARY - WEDNESDAYS

SPELLING TEST - TUESDAYS

BOOK CHANGE- FRIDAYS



# KS1 Routines

The gates will open at 8.45 and the registration starts at 9. Please enter the school through along the path, following the to the playground. A member of staff will be at the gate to welcome the children and to send them straight to their classrooms. Please exit through the main gate and through the car park.

We will promote good hand hygiene throughout the day and the children will be encouraged to wash their hands on arrival at school, after outside breaks and of course before lunch and snack times. When possible we will keep the doors/ windows open and ensure the classrooms are well ventilated.

Our school day ends at 3.20pm. Please collect your children from their classrooms. The end of the day is a good time to pass on any quick messages or to ask questions from your child's class teacher. However, for longer chats please book a time by emailing or ringing the school office.

Our morning timetable covers Phonics, English and Maths (with a break in between) and we break up for lunch at 11.45. School meals and packed lunches will be available for all KS1 children or if preferred the children can bring their packed lunches from home. The children are provided with a piece of fruit at break time. The children must bring a named drinks bottle to school on a daily basis (filled with water only). Please do not put water bottles in school bags, as we have had many reading books damaged because of leakages. We encourage the children to have regular drink breaks throughout the day.

Our afternoon sessions commence at 1pm and in the afternoons we get busy with History/Geography, Art/D&T, Science, Computing, RE, PSHE, Music and PE. For the Year 1 children the afternoons will be slightly less formal and some of the learning will occur through play. All the Key Stage 1 teachers will give their classes an afternoon break, should the children need it!

This year Mrs Beazley and Miss Potter will be teaching forest school for term/class. Penguin Class is due to have their turn in the Summer term.



# Home reading and spellings

Please read with your child as often as possible, ideally on a daily basis. Short regular sessions are better than reading the book in one go!

Please sign the reading record with the date and the page numbers as well as any relevant comments. Books will be changed on Fridays.

Spellings will get tested weekly. Please ensure your child's spellings are in their book bag every Tuesday. Your child may initially come home with words that they have already had for spellings. This is because they have not retained these and they were incorrect after our first baseline spelling test of the year. Please be rest assured that they will progress on to the relevant year's spellings once they have re-visited those from the previous year.





The following units of learning will be taught throughout the year.

Maths is a progressive subject; it will build upon previously taught units of work whilst extending and deepening the children's understanding.

English also builds upon previous learning while at the same addressing the specific Year 2 objectives.

On the following slide, you will see the breakdown of the rest of the curriculum taught in KS1.

English	Maths
Autumn 1	Autumn 1
Fiction-Stories in Familiar Settings: The Tiger Who Came to Tea by Judith Kerr Fiction-Traditional Stories: The Three Little Pigs (Year 1) The True Story of the Three Little Pigs (Year 2)	Place Value
Autumn 2	Autumn 2
Poetry: Songs and Repetitive Poems Non-Fiction: Paddington Bear's London Fiction: The Jolly Christmas Poem by Janet and Allan Ahlberg	Addition and Subtraction within 10 Shape
Spring 1	Spring 1
Fiction: Leaf by Sandra Dieckmann Non-Fiction: Samuel Pepys' Diaries and non-fiction based on his life.	Place Value Addition and Subtraction
Spring 2	Spring 2
Fiction: Traditional Stories: The Gigantic Turnip by Aleksis Tolstoy Poetry: Humorous Poems	Place Value Length and Height Mass and volume
Summer 1	Summer 1
Fiction: Traditional tales: Little Red by Lynn Roberts Fiction: That Rabbit Belongs to Emily Brown by Cressida Cowell	Multiplication and Division Fractions
Summer 2	Summer 2
Fiction: The Storm Whale by Benji Davis Poetry: Poems by A.A Milne	Position and direction Time Money Place value consolidation

KS1 Units of work	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography	What were schools like in the past? (History)	Where am I? (Geography)	How did we learn to fly? (History)	Would you prefer to live in a hot or cold place? (Geography)	The Great Fire of London (History)	What is it like to live by the coast? (Geography)
Science	Animals including humans: Pets	Seasonal Changes	Everyday Materials - Brilliant Builders II	Materials - observing change	Plants	Living Things and their Habitats - habitats and homes
PSHE	Me and my relationships Valuing Difference Year 2 units		Keeping Myself Safe Rights and responsibilities Year 2 units		Being my best Growing and changing Year 2 units	
RE	Unit 1.1 What do Christians believe God is like? Unit 1.8 What can we learn from sacred books		Unit 1.9 How do we show we care to others? Unit 1.10 How do we show we care for the Earth?		Unit 1.12 What is the good news that Jesus brings? Unit 1.11 Who is an inspiring person? What stories inspire Christian and Jewish people?	
Computing	Purple Mash LTP Online Safety & Exploring Purple Mash 1.1 Maze Explorers 1.5 Questioning 2.4		Purple Mash LTP Online safety 2.2 Animated Story Books 1.6 Making Music 2.7		Purple Mash LTP Spreadsheets 2.3 Pictograms 1.3 Presenting Ideas 2.8	
Art/DT	Craft and design: Map it out (Art)	Structures: Baby bear's chair (DT)	Mechanisms: making a moving monster (DT)	Painting and mixed media: Life in colour (Art)	Cooking and Nutrition: Fruit and vegetables (DT)	Sculpture and 3d: Clay houses (Art)
PE	Netball/Football/ Indoor Athletics		Gymnastics/Tennis/Dance		Cricket/Rounders/Athletics	
Music	Hands, Feet, Heart  Ho Ho Ho  Charanga 2		I <del>Wanna</del> Play in A Band  Zoo-time  Charanga 2		Friendship Song  Reflect, Rewind & Replay  Charanga 2	



# End of KS1 Expectations Reading



## Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes\*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)\*
- read many common exception words.\*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

## Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words.\*

In age-appropriate<sup>1</sup> books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words<sup>2</sup>
- 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.

## Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.



# End of Year KS1 Expectations Writing

## Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

## Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words\*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)\*
- use the diagonal and horizontal strokes needed to join some letters.

## 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.



# End of Year KS1 Expectations Maths



## Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources<sup>1</sup> to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g.  $23 + 5$ ;  $46 + 20$ ;  $16 - 5$ ;  $88 - 30$ )
- recall at least four of the six<sup>2</sup> number bonds for 10 and reason about associated facts (e.g.  $6 + 4 = 10$ , therefore  $4 + 6 = 10$  and  $10 - 6 = 4$ )
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

## 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 (e.g.  $48 + 35$ ;  $72 - 17$ )
- 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 (e.g. 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 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

## Working at greater depth

The pupil can:

- read scales\* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g.  $29 + 17 = 15 + 4 + \square$ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

# End of Year KS1 Expectations Science



## Working at the expected standard

### Working scientifically

The pupil can, using appropriate scientific language from the national curriculum:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions:
  - observing changes over time
  - noticing patterns
  - grouping and classifying things
  - carrying out simple comparative tests
  - finding things out using secondary sources of information
- communicate their ideas, what they do and what they find out in a variety of ways.

### Science content

The pupil can:

- name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2]
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2]
- describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2]
- identify whether things are alive, dead or have never lived [year 2]
- describe and compare the observable features of animals from a range of groups [year 1]
- group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2]
- describe seasonal changes [year 1]
- name different plants and animals and describe how they are suited to different habitats [year 2]
- distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses [year 2].



We look forward to welcoming your child into Penguin Class.

If you have any further questions please feel free to contact the school office or Miss Burley.