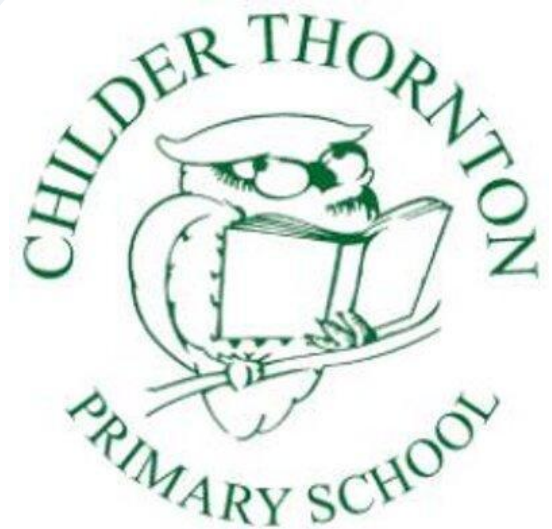


Welcome to Willow Class

25-26





Staffing

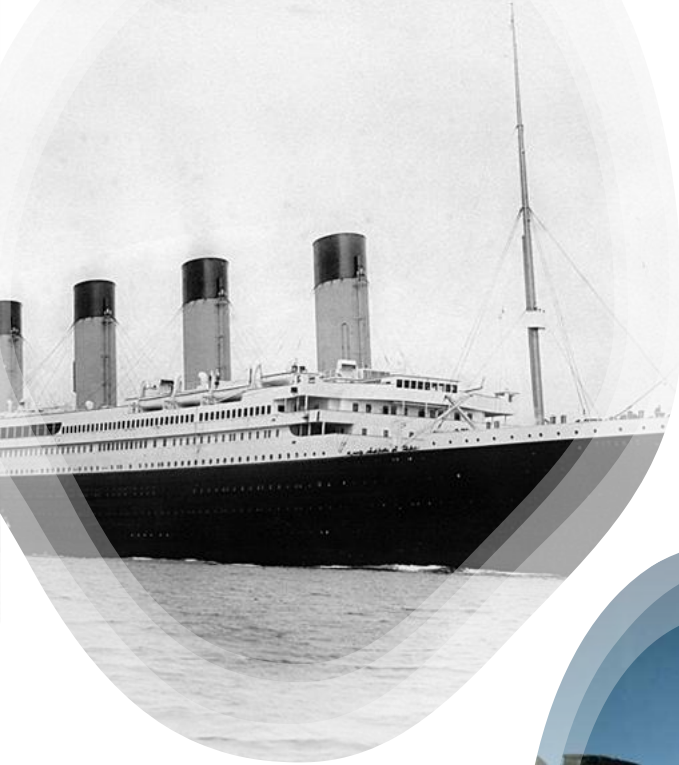
- Miss Swindells-
Monday-Friday
- Mr Grooms – Thursday
afternoon (PE)
- Teaching Assistants –
Miss Formston & Miss
Barr
- Forest school – Mr
Grooms, dates TBC



Our Team Willow Values

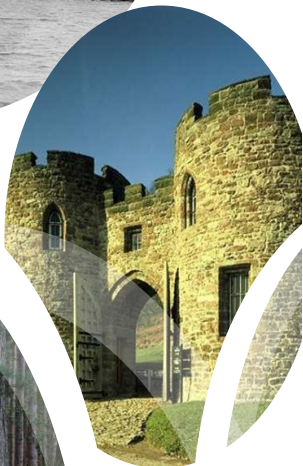
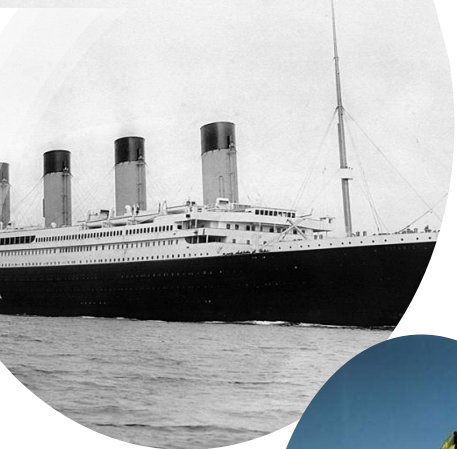
- Ready, respectful, safe
- Kindness
- Team Stop
- I have noticed...
- Wordle
- Certificates
- Phone calls
- Emails home

Our Curriculum

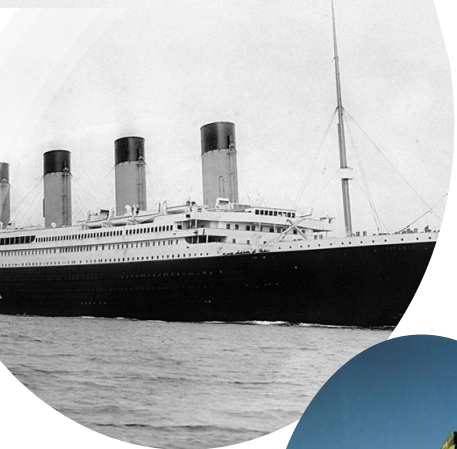


- Our school values: curiosity, creativity, broadmindedness, responsibility, enjoying life, sense of belonging, kindness
- Whole school curriculum: Our Wonderful World
- Autumn: 'Towering Tails'- Castles
- Spring: 'We're going on a journey'- Titanic
- Summer: 'Into the forest'- Delamere

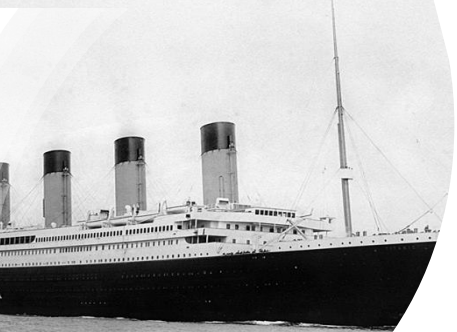
We try to link all areas of learning to our topic where possible, including English, history, geography, science, art, DT, music and computing.



Year 2						
	Autumn		Spring		Summer	
	1	2	1	2	1	2
Theme	'Towering Tails'		'We're Going on a Journey'		'Into the Forest'	
English	<p>Troll Swap Leigh Hodgkinson</p> <p><u>Outcome</u> Fiction: story with focus on characters</p> <p><u>Mastery Keys</u></p> <ul style="list-style-type: none"> Plan or say out loud what is going to be written about Use punctuation correctly - full stops, capital letters Use expanded noun phrases to describe and specify Use coordination (and) Introduce subordination (because) 	<p>Dragon Machine Helen Ward</p> <p><u>Outcome</u> Fiction: story with adventure focus</p> <p>Extension: How to care for a dragon</p> <p><u>Mastery Keys</u></p> <ul style="list-style-type: none"> Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <u>because</u>, introduce when) Use present and past tenses correctly and consistently (some progressive) Use punctuation correctly 	<p>The Owl who was afraid of the dark Jill Tomlinson</p> <p><u>Outcome</u> Non-chronological report: report about owls</p> <p><u>Mastery Keys</u></p> <ul style="list-style-type: none"> Use co-ordination (but, or) Add <u>-ly</u> to turn adjectives into adverbs Write for different purposes Use commas to separate items in a list 	<p>My Name is not refugee Kate Milner</p> <p><u>Outcome</u> Recount: diary entry from point of view of a refugee child.</p> <p><u>Mastery Keys</u></p> <ul style="list-style-type: none"> Use the progressive form verbs in the present and past tense Use subordination (apply because, when; introduce (so) that) Use present and past tenses correctly and consistently Use punctuation correctly - apostrophes for contracted forms 	<p>Tidy Emily Gravett</p> <p><u>Outcome</u> Series of letters</p> <p><u>Mastery Keys</u></p> <ul style="list-style-type: none"> Use subordination (because, when, if, that) Add <u>-er</u> and <u>-est</u> to of adjectives Use homophones and near homophones Use punctuation correctly Introduce apostrophe for 	<p>The Last Wolf Mini Grey</p> <p><u>Outcome</u> Narrative using structure of The Last Wolf</p> <p>Non-chronological report <p><u>Mastery Keys</u></p> <ul style="list-style-type: none"> Use punctuation correctly - full stops, capital letters Use expanded noun phrases to describe and specify Use coordination (and) Introduce subordination (because) </p>



		- exclamation marks, question marks				
Maths (NC)	Number and Place Value Addition and Subtraction Geometry- properties of shape		Measurement- money Multiplication and Division Measurement- Length and Height Measurement-Mass, Capacity and Temperature Statistics		Number- fractions Geometry- Position and Direction Measurement- Time Addition and Subtraction- efficient methods	
Science	Uses of everyday materials Famous Scientist- Stephanie Kwolek	Use of everyday materials	Animals including humans	Living things and their habitats	Plants Famous Scientist- Jane Colden	Plants
Geography (CT)					Place knowledge- Delamere	
History (CT)	Castles		Titanic			
Art	Yayoi Kusama		Earth Art		Henri Rousseau	
D&T		Moving Vehicles (Mechanical Systems)		Glove Puppets (Textiles)		Perfect Pizzas (Cooking and Nutrition)
ICT	Computing systems and networks- IT around us	Creating media- digital photography	Programming a robot- algorithms	Data and information- pictograms	Creating media- digital music	Programming B- programming quizzes
RE	What do Jewish people believe about God?	How do Jewish people live their faith through practices and celebrations?	Why is the Bible a special book for Christians?	Who was Jesus, why did he teach through stories and why is he important to Christians today?	What do Humanists think a good life is about?	Free Choice Unit



Music	Call and Response (Animals)	Instruments (Musical Storytelling)	Singing (On this Island)	Contrasting Dynamics (Space)	Structure (Myths and Legends)	Pitch (Musical Mæ)
PE	Tag Rugby Basketball/Netball Multi skills Handball		Gymnastics Dance Football Dodgeball		Athletics Tennis Cricket OAA	
No Outsiders	The Great Big Book of Families by M Hoffman	The First Sludge by Jeanne Willis	The Odd Egg by Emily Gravett	What the Jackdaw Saw by Julia Donaldson	Blown Away by Rob Biddulph	
PSHE	Intro- Get Heartsmart Don't forget to let love in		Too much selfie isn't healthy Don't hold on to what is wrong		Fake is a mistake 'No way through' isn't true RSE	
Rights Respecting	Article 24 Article 3 Article 16 Article 31 Article 21		Article 7 Article 8 Article 9 Article 19 Article 22 Article 31		Article 24 Article 28	

Trips & Visits

- Beeston Castle- 8th October
- Spring term- Titanic Workshop
- Summer Term- Residential



HeartSmart

Children will learn:

- Co-operative skills – sharing, turn taking, being helpful, politeness, showing respect
- Self-worth – learn to love and value yourself
- Empathy – the importance of other people
- Forgiveness – coping with negative emotions
- Identity – being proud of who you are
- Perseverance – keep trying when things get difficult



Read Write Inc.

- Daily lessons in small groups
- Assessed half termly
- Two reading books will be sent home weekly on Fridays with reading diary
- Please return **both reading books and the reading diary** every Friday
- **Homework – read at least 5 times a week**, a mixture of both books. One book is for fluency and an unseen book. Please record each time you read in the diary
- Re-reading the same book helps children to become confident readers. Each time they re-read, they build their fluency/speed and comprehension.
- They love reading and want to read because they can read all of the words in the Storybook.
- Share other books for pleasure daily



Read Write Inc.

Three things to do

- Ask your child to read the sounds and words before they read the story. They will enjoy teaching you to read these words too.
- When your child reads the story, encourage them to read the word in Fred Talk if they hesitate or read it incorrectly. Praise them when they succeed.
- Read back each sentence or page to keep the plot moving - your child's energy is going into reading the words not the story.

Three things *not* to do

- Don't read the story to them first.
- Don't ask your child to guess a word by looking the pictures.
- And, importantly, please try not to become irritable if your child ever struggles! Keep smiling!

Pin it on

Introduction
In this story, some children are playing a game called 'Pin the tail on the donkey'. They are blindfolded, and need to attach the tail to the right place. Let's see how they do!

pin it on

not on its leg



"Snatchosaurus is a very dangerous dinosaur," she said.
"So it's obvious! We need to find an even more dangerous dinosaur to catch him!"

"But where can we find a dinosaur like that?" asked Stegosaurus, cautiously.

"We will make one!" came the reply.

So they got out their scissors, and their pencils, and their paper, and their card, and their paints, and their sticky tape ... and they made ... a Catchasnatchosaurus!
And the famous Snatchosaurus was never seen again!

Read Write Inc. Spelling



Children have daily lessons,
learning different spelling rules.

Children will have a log book that
they will take to and from school.
This needs to be taken to school
every day.

If these are lost, then there will
be a small cost to replace them.

Words in the 'speed spell' box are
words that were spelt incorrectly
from last week's learning.

Words in the 'log and learn' box
are words that your child find
tricky.

All of these words are to be
practised further at home.



Book 3 • Unit 3

Adding the suffix -ous



Speed spell
Write today's corrected **Speed spell** words here.

★ ★

Words to log and learn
Write your new words to practise here. Circle the part of each word that is hard to remember.

★ ★

Tip: If a root word ends with an e, we usually **drop** the e before adding **-ous** to turn a noun into an adjective.
fam~~e~~ + **ous** = famous

New Curriculum Spelling Lists Years 1 and 2

the
a
do
to
today
of
said
says
your
they
be
he
me
she
we
no

come
some
one
once
ask
friend
school
put
are
were
was
is
his
has
I
you

go
so
by
my
here
there
where
love
push
pull
full
house
our
door
poor
find

mind
floor
because
kind
behind
whole
any
child
wild
most
both
children
climb
only
old
many

clothes
cold
gold
hold
told
every
great
break
steak
busy
people
pretty
beautiful
after
fast
last

past
father
class
water
again
grass
pass
plant
path
bath
hour
move
prove
half
money
improve

sugar
could
would
sure
eye
should
who
Mr
Mrs
parents
Christmas
everybody
even



Numbots

- 15 minutes a week minimum.
- We track on activity log.
- Focus on securing early number facts in a fun and accessible way. Children work through 'stories' and 'challenges'
- Subitising small numbers ;
- Adding and subtracting 1 & 2 within 20 ; Adding and subtracting within 10 ; Adding and subtracting within 20 ; Addition and subtraction involving simple two-digit numbers ;
- Addition and subtraction involving harder two-digit numbers
- [Parent Video](#)
- [Parent Sheet](#)
- [Help guide](#)



Time played so far this week	Time played last week (-1)	Time played week -2	Time played week -3	Time played week -4	Average of last 4 weeks
24m 3s	18m 13s	13m 45s	19m 15s	28m 32s	19m 56s
29m 3s	41m 52s	0s	4m 13s	0s	11m 31s
0s	0s	33m 32s	0s	0s	8m 23s
13m 52s	0s	0s	22m 45s	0s	5m 41s

Seesaw

We still use Seesaw in Year 2.

Seesaw can be downloaded as an app or you can view it at <https://web.seesaw.me/>

Codes are in reading logs.

The app is called 'seesaw' and looks like this:



What do children need to bring?

- Uniform all named please, including coats and hats
- Water bottle – water only, no juice please, named
- Bookbag – named, please bring everyday
- No jewellery, make-up, nail varnish
- Long hair must be tied back with a plain bobble or hair band
- Packed lunches – named, healthy choices or free school meals, no items with nuts



What do children need to bring- PE?



- PE kit on **Thursdays**
- A plain **white** round-necked T-shirt
- **Black** shorts
- **Black** tracksuit bottoms
- Trainers are needed for outdoor PE (spare socks are needed if your child wears tights to school)
- Gymnastic and dance lessons do not require footwear
- **Please make sure these are all named and the PE bag is named.**



Table Partners

Swapped every week on a Friday afternoon for the following week

Teaches children the importance of communicating cooperatively with a variety of children

These are not set in stone and are flexible e.g. if there are any clashes of personality

Snack

Children do not need to bring in a snack from home, as we have free fruit provided for Key Stage 1 children.



Home-School Communication

- Brief chats at the beginning and end of the day
- Email
- Phone calls
- Seesaw
- Newsletter
- Instagram
- Parents' Evening – Autumn and Spring term
- Report in summer term
- School website – Willow class page



Home-School Communication

If a different adult is collecting your child, for example a grandparent or another parent from the school, please let us know in advance either by calling the office or speaking to one of us in the morning.





Any
questions?