

# Meet the Teacher

Year 2

**Mrs Akther**

**Mrs Holley; Mrs McCarthy; Ms Akhtar  
Mrs Adams (PE); Mrs Mbick (French);  
Mrs Chaudhry (Music)**

# Class Timetable

## Autumn 1

	8.45-09.00	09.00-09.30	09.30-09.45	09.45-10.15	10.15-10.30	10.30-11.00	11.00-11.45	11.45-12.45	12.45-13.45	13.45-14.45	14.45-15.15	
M	Soft Start Creative Writing	Phonics – Letters & Sounds	Fluency	ASSEMBLY	BREAK	Grammar, Punctuation & Spelling – Application	Maths – No Problem!	LUNCH	Computing	Science	Carpet – Reading	
T	Soft Start Daily Workout	Phonics – Letters & Sounds	Fluency			Grammar, Punctuation & Spelling – Application	Maths – No Problem!		History	Geography	Carpet – Timetables	
W	Reading Buddies Paired Reading	Phonics – Letters & Sounds	Fluency			Grammar, Punctuation & Spelling – Application	Maths – No Problem!		Topic	Creative Design	Carpet – Spelling	
T	Soft Start Daily Workout	Phonics – Letters & Sounds	Fluency			Grammar, Punctuation & Spelling – Application	Maths – No Problem!		PE	French	Music	Carpet – Reading
F	Soft Start Creative Writing	Assembly				Grammar, Punctuation & Spelling – Application	Maths – No Problem!		Citizenship/ RSHE	Religion	Carpet – Reading	

# Class Timetable

## Autumn 2

	6.45-09.00	09.00-09.15	09.15-09.30	09.30-09.45	09.45-10.00	10.00-10.15	10.15 - 10.30	10.30-10.45	11.00-11.45	11.45 - 12.45	12.45-13.45	13.45-14.45	14.45-15.00	15.00-15.15		
Monday	Soft Start Creative Writing	Phonics – Bridge to Spelling	Fluency	Grammar, Punctuation & Spelling – Application		Topic	BREAK	Topic	Maths – No Problem!	LUNCH	Topic		Assembly	Carpet – TTRS		
Tuesday	Daily Workout Creative Writing	Phonics – Bridge to spelling	Fluency	Grammar, Punctuation & Spelling – Application	Church Assembly	Topic		Topic	Maths – No Problem!		Topic	Carpet – Timetables				
Wednesday	Reading Buddies Paired Reading Creative Writing	Phonics – Bridge to Spelling	Fluency	Grammar, Punctuation & Spelling – Application	Singing Assembly	Topic		Topic	Maths – No Problem!		Science	Creative Design	Carpet – Spellings			
Thursday	Daily Workout Creative Writing	Phonics – Bridge to Spelling	Fluency	Grammar, Punctuation & Spelling – Application		Topic		Topic	Maths – No Problem!		Music	French	PE	Assembly	Carpet – Reading	
Friday	Soft Start Creative Writing	Golden Assembly		Phonics – Bridge to spelling	Fluency	Grammar, Punctuation & Spelling – Application		Topic	Maths – No Problem!		Citizenship/ RSHE	Religion	Carpet – Golden Time/Celebration			

# Things To Know

Homework is set on Friday in workbooks and is due back by Thursday.

Please make sure your child is using TTRS children who use these are shown to have higher grades.

Multiplication tests are on Tuesdays (from 24.09.2024) and Spelling tests are on Wednesdays (from 25.09.2024).

Reading every night - children will have books changed weekly.

PE days are Thursday (but can be subject to change), please ensure children come into school wearing PE kit on this day. Any changes will be updated on SchoolPing and Class Dojo.

# Non Negotiables



**Handwriting** – Please ensure your child is practicing their handwriting. This contributes to your child passing tests.

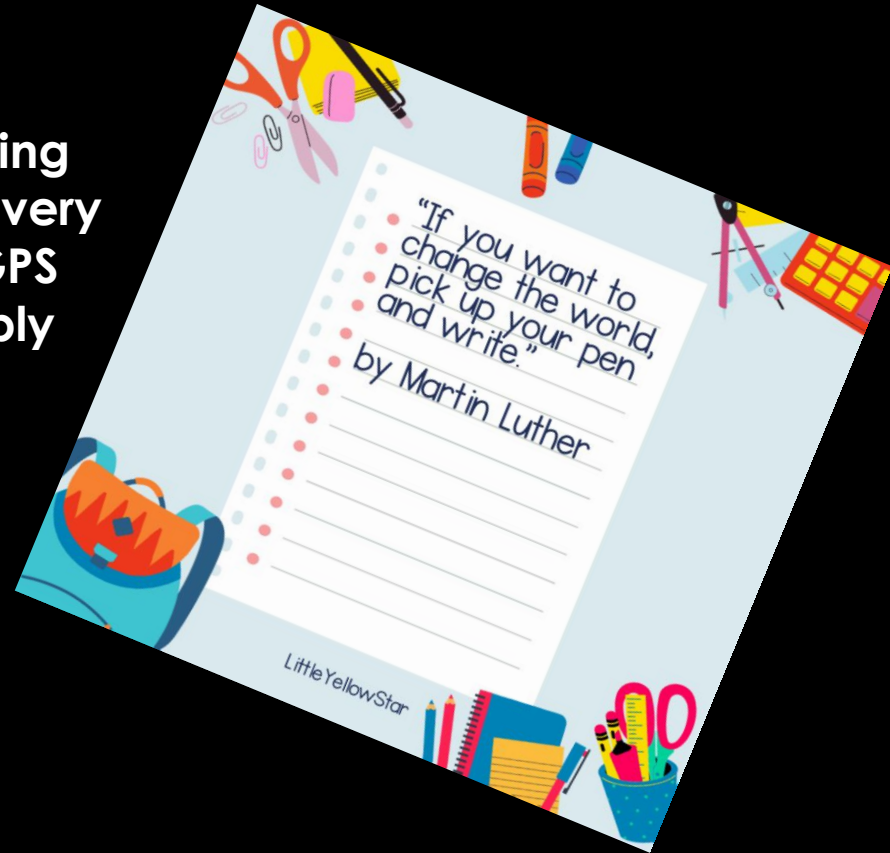
**Presentation** – Presentation is important to help children understand the important in taking pride in their work and support progress e.g. using a ruler, dates. LQs underlined and margins.

**Times tables** – They need this knowledge to access division, fractions etc.

**Word Lists** – They need to know all of these words by the end of year 2.

# Literacy

The children will have handwriting and creative writing practice every morning and will also have a GPS lesson and opportunities to apply skills learnt in their topic work.



# Reciprocal Reading

Reciprocal Reading is different from comprehension as it encourages children to use a range of skills when reading, e.g. inferring, predicting, summarising and identifying themes. It would be great if you could support your child when they are reading at home, by asking them a range of questions.

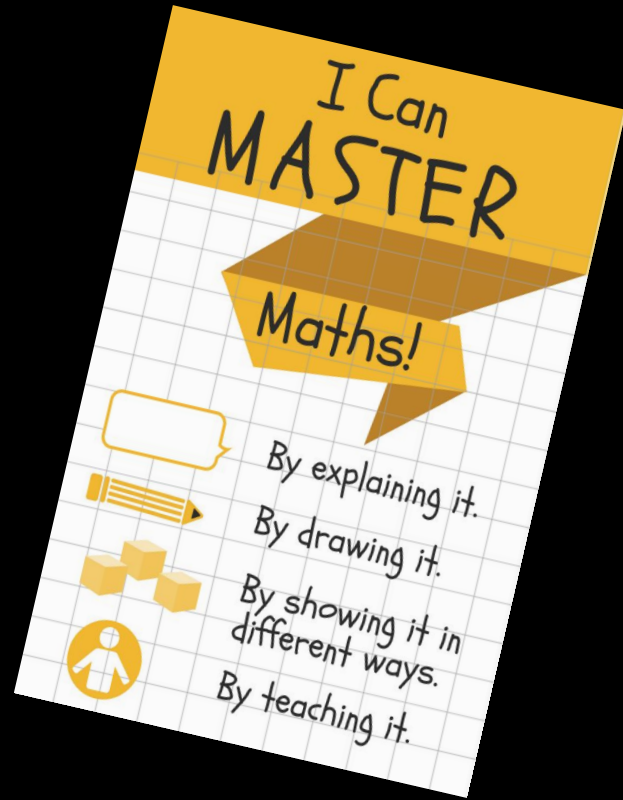


*"You can find magic wherever  
you look. Sit back and relax all  
you need is a book!"  
- Dr. Seuss*

# Maths

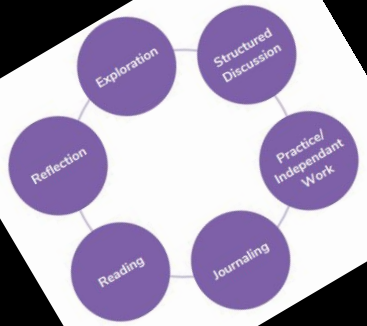
Children will continue to follow the MNP scheme to learn mastery in their number work.

Children will develop more complex ideas of number and will learn how to apply and prove their work.





# Taught Content



1 CHAPTER 1 Numbers to 100	2 CHAPTER 2 Addition and Subtraction	3 CHAPTER 3 Multiplication of 2, 5 and 10
4 CHAPTER 4 Multiplication and Division of 2, 5 and 10	5 CHAPTER 5 Length	6 CHAPTER 6 Mass
7 CHAPTER 7 Temperature	8 CHAPTER 8 Pictograms	
9 CHAPTER 9 More Word Problems	10 CHAPTER 10 Money	11 CHAPTER 11 2D Shapes
12 CHAPTER 12 3D Shapes	13 CHAPTER 13 Fractions	14 CHAPTER 14 Time
15 CHAPTER 15 Volume		



# Curriculum Map (Spring 2 – Summer 2)

Year Two Curriculum Map		Year Two Curriculum Map	
Science	Language Arts	History	Math
SPRING 2 - Our Narratives	SPRING 1 - Our Narrative	SUMMER 1 - Our Narrative	SUMMER 2 - Our Coast
<p><b>Canadian Mainland</b> <b>Year 2 - Our Narrative</b></p> <p>Activities and compare the suitability of a variety of territory that can be used for agriculture, such as the Great Plains, the Prairie Provinces, and the Atlantic coast. Students will compare and contrast the different uses of land in different regions of the country, including the Great Plains, the Prairie Provinces, and the Atlantic coast.</p> <p>Students will explore the historical and modern uses of land in different regions of the country, including the Great Plains, the Prairie Provinces, and the Atlantic coast. They will also explore the different uses of land in different regions of the country, including the Great Plains, the Prairie Provinces, and the Atlantic coast.</p>	<p><b>Reading</b></p> <p>Students will read and discuss the text "The Narrative" by [Author]. They will also read and discuss the text "The Narrative" by [Author].</p> <p><b>Writing</b></p> <p>Students will write a narrative about their own experiences. They will also write a narrative about their own experiences.</p>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of animals in their habitats, including their habitats.</li> <li>• Describe the main parts of an animal's body and their functions.</li> <li>• Explain how animals adapt to their habitats.</li> <li>• Describe the main parts of a plant's body and their functions.</li> <li>• Explain how plants adapt to their habitats.</li> <li>• Describe the main parts of a microorganism's body and their functions.</li> <li>• Explain how microorganisms adapt to their habitats.</li> </ul>	<p><b>Math</b></p> <p>Students will learn about fractions and decimals. They will also learn about fractions and decimals.</p> <p><b>Science</b></p> <p>Students will learn about the solar system. They will also learn about the solar system.</p>
<p><b>Programs in the</b> <b>History</b></p> <p>Students will explore the history of the Canadian Mainland. They will also explore the history of the Canadian Mainland.</p> <p><b>Science</b></p> <p>Students will explore the science of the Canadian Mainland. They will also explore the science of the Canadian Mainland.</p>	<p><b>Creating media -</b> <b>Making music</b></p> <p>Students will create a piece of music. They will also create a piece of music.</p> <p><b>Reading</b></p> <p>Students will read and discuss the text "The Narrative" by [Author]. They will also read and discuss the text "The Narrative" by [Author].</p>	<p><b>Using things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of animals in their habitats, including their habitats.</li> <li>• Describe the main parts of an animal's body and their functions.</li> <li>• Explain how animals adapt to their habitats.</li> <li>• Describe the main parts of a plant's body and their functions.</li> <li>• Explain how plants adapt to their habitats.</li> <li>• Describe the main parts of a microorganism's body and their functions.</li> <li>• Explain how microorganisms adapt to their habitats.</li> </ul>	<p><b>Math</b></p> <p>Students will learn about fractions and decimals. They will also learn about fractions and decimals.</p> <p><b>Science</b></p> <p>Students will learn about the solar system. They will also learn about the solar system.</p>
<p><b>Famous scientists in</b> <b>History</b></p> <p>Students will explore the lives of famous scientists. They will also explore the lives of famous scientists.</p> <p><b>Science</b></p> <p>Students will explore the science of the Canadian Mainland. They will also explore the science of the Canadian Mainland.</p>	<p><b>Famous scientists in</b> <b>History</b></p> <p>Students will explore the lives of famous scientists. They will also explore the lives of famous scientists.</p> <p><b>Science</b></p> <p>Students will explore the science of the Canadian Mainland. They will also explore the science of the Canadian Mainland.</p>	<p><b>Famous scientists in</b> <b>History</b></p> <p>Students will explore the lives of famous scientists. They will also explore the lives of famous scientists.</p> <p><b>Science</b></p> <p>Students will explore the science of the Canadian Mainland. They will also explore the science of the Canadian Mainland.</p>	<p><b>Math</b></p> <p>Students will learn about fractions and decimals. They will also learn about fractions and decimals.</p> <p><b>Science</b></p> <p>Students will learn about the solar system. They will also learn about the solar system.</p>
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# Interventions

Interventions are not just for children who are struggling. Interventions allow for all pupils to be able to reach a common goal with a more adapted and paced speed which allow them to consolidate and develop their learning.

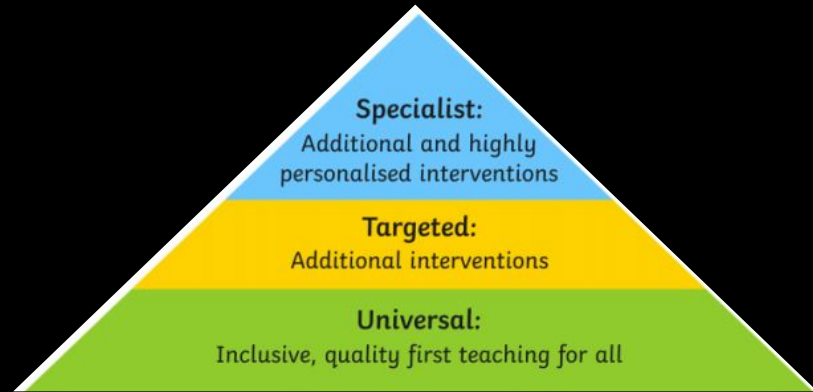
Phonics

Reading

Writing

Maths

Fine Motor



## The Behaviour Chart

Consistent hard work and a clear demonstration of the Christian values of compassion, respect, perseverance, forgiveness and trust. **Silver Sticker**

Working hard and being compassionate, respectful, persevering, forgiving and trustworthy. **Bronze Sticker**

**Where possible each day begins afresh.**

Calling out, getting out of their seat, distracting, not co-operating, etc. **Reflection sheet home**

Repeatedly not following instructions, name calling, rudeness, refusal to work, etc. **Parents contacted/ Alternative Lunch**

Walking out of class, racism, bullying, swearing, stealing etc. **Meeting with Parents/ In School Exclusion/ Fixed Term Exclusion**

# St Luke's Behaviour Policy

## Going for Gold!

## The Class Charter

The class charter is a mutually agreed set of ground rules between the children and adults which is enforced throughout the year. Children have been found more likely to follow the classroom rules when they are part of the rule-making process. This also helps them learn about taking responsibility for their own actions and consequences of poor decision-led action.



# Positive Behaviour Management

Structure, understanding and encouragement are key factors in keeping and maintaining a calm, positive and safe learning environment.

Regular check ins, praise, positive role modelling and empathy help to keep children better regulated and in control of their learning.



**P**ause - take a deep breath

**A**ttune - what is going on

**L**abel - discuss calmly and quietly

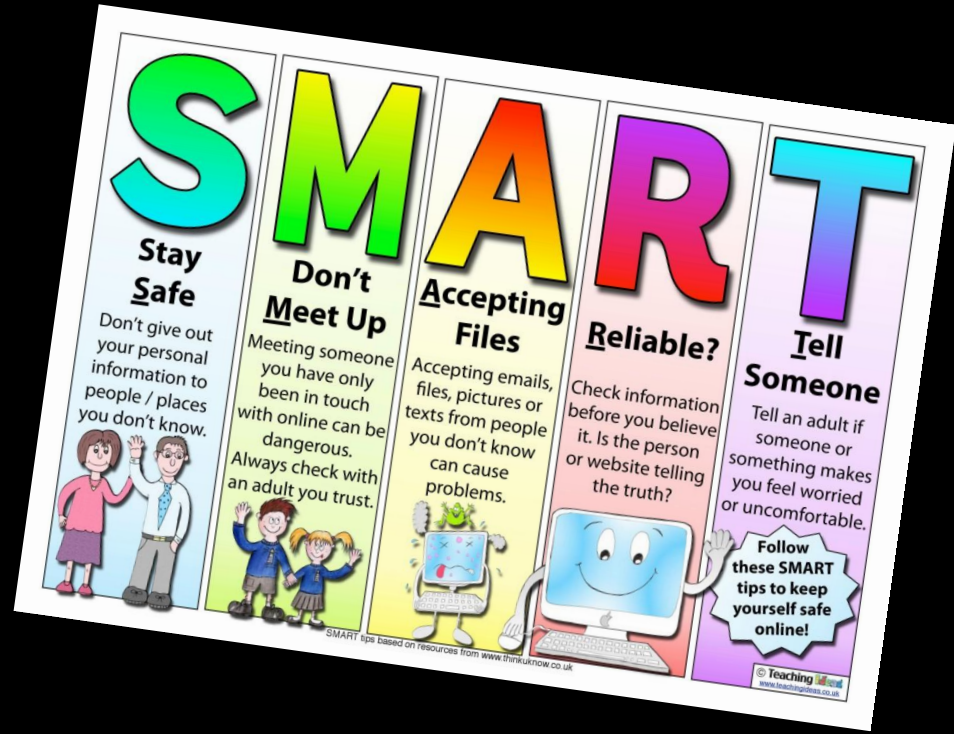
**M**odel - give them strategies

# Online Safety

We will start the Year with Online safety lessons for your children using Google.

<https://beinternetawesome.withgoogle.com/en-us/interland>

Please be aware the only way to ensure your child is safe when online is when you are online with them!



# Safeguarding



## Safeguarding Team & who to report to if you have concerns:-



Designated Safeguarding Lead - Matt Hipperson HT - & Primary rep on the Newham Safeguarding Children's Board (NSCB)



Deputy Safeguarding Officer – Helen Tarbuck Assistant/Head



Family Support Officer – Debbie Phillip – Attendance & Missing in Education



Learning Mentor & Pastoral Lead – Sarah Martin



Plus our CAMHS Nurse Veronica Riviera-Gould





# Mr Hipperson's Message

At St. Luke's we see parents as a very important partner in helping your child to achieve the best they possibly can whilst feeling emotionally cared for and secure and we hope that all of this information is answering a lot of your questions, but if you have anything about the school as a whole (please email your teacher if is something about their class) then please email me on:

[ht@st-lukes.newham.sch.uk](mailto:ht@st-lukes.newham.sch.uk)



# Thank You!



**Please message Mrs Akther on Class Dojo should you have any queries.**

**Admin related queries should be kept to school hours (0830-1530).**

**Any safeguarding, homework or critical queries can be sent out of hours, but please do expect a delay in replies.**