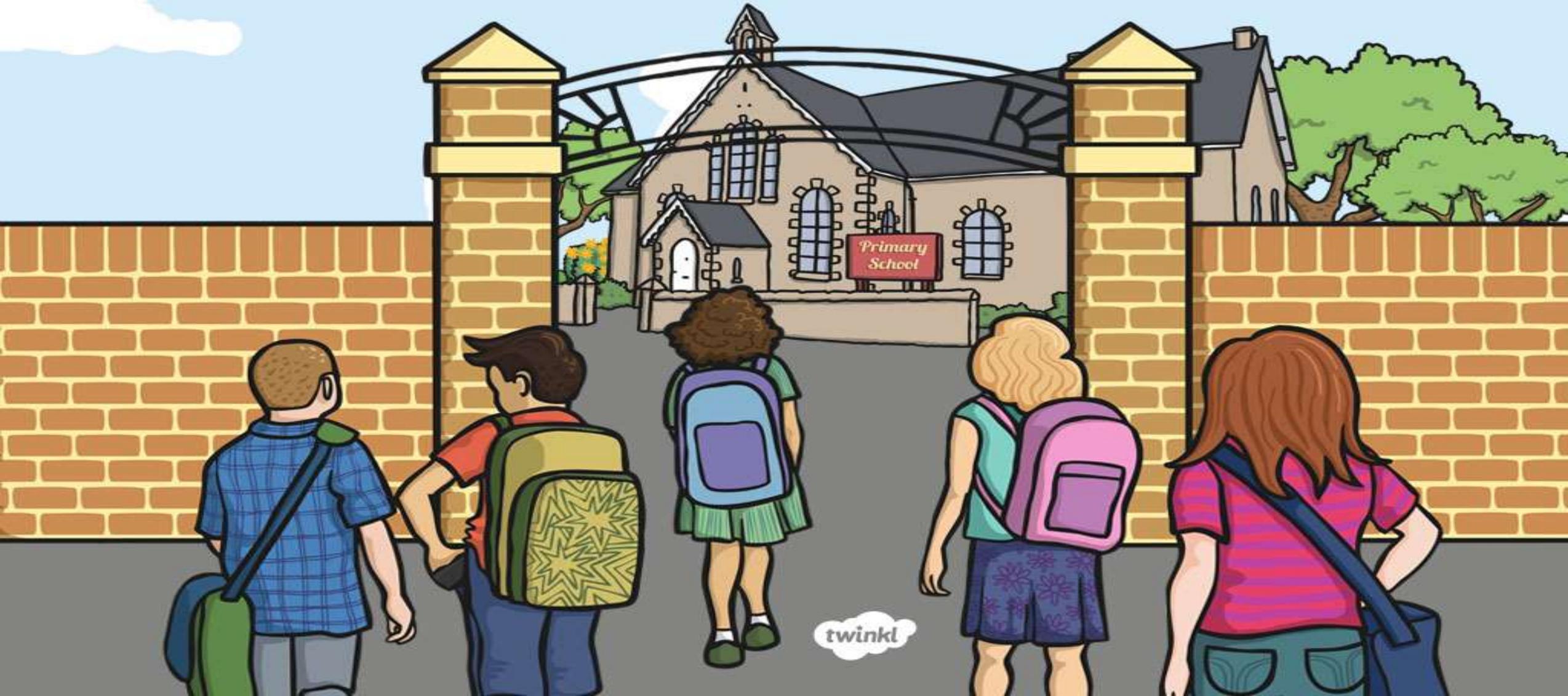


Children are like snowflakes... Each one is unique. Each one special. Each one a gift from Heaven.”
– Unknown author

Back to School



Welcome to Year Two

Our Team

Class Teacher: Mrs Brooks

Trainee Teacher: Mr Bowen

TA: Miss Murray, Mrs Fowler (Friday afternoons)

HLTA: Mrs Lane (Wednesday afternoons and alternate Wednesday mornings).

Welcome! A little bit about me.....

- I have been teaching for 15 years. Before teaching at Nutfield Church School, I taught German and French at secondary level.
- My specialisms are Languages, RE and mentoring. At Nutfield Church school, I have been both a mentor and an assessor for three NQTs. This year I am mentoring a trainee teacher.
- I have several 'hats.'
- I am a parent. I have two children at Nutfield Church School. Annabelle in Year 3 and William in Year 5.
- I am a governor, formally representing St. Peter and St Pauls in Nutfield, now representing the staff.

A little bit about Mr Bowen.....

- After 3 years of being a teaching assistant at Nutfield Church Primary I have gained experience in both key stage 1 and 2 as well as being responsible other roles in the school.
- I applied to the Surrey South Farnham Scitt teacher training course and was successful in my application. The Journey begins (and I can't wait).
- Being born and raised in this village and being an alumni myself of our school, I am keen to show the same passion and dedication to teaching that my teachers gave to me.
- I am passionate about my sports and I look forward to sharing my enthusiasm with the children. In the past I have run the after school football club and co-lead the athletics club.
- I am an avid cricket player and am a member of the local cricket team in South Nutfield.

Housekeeping

P.E: We have P.E twice a week. **On Tuesday with myself / Mr Bowen and Mr Smith on Wednesday afternoon.**

It is very important your child has a full P.E. kit in school with them . P.E is compulsory and if a child doesn't have the correct kit, it means they will have to borrow kit from another child in the school. This is not ideal.

In addition to plimsolls, shorts and the yellow t-shirt, please could children also have a tracksuit and trainers in their P.E. bags.

Earrings must be removed before the PE lesson. Teachers cannot remove earrings.

Fruit

Children in KS1 do get given fruit at snack time. However, the fruit varies from day to day and is not always to everyone's liking (tomatoes). I would, therefore suggest bringing your own fruit for snack, to avoid hunger.

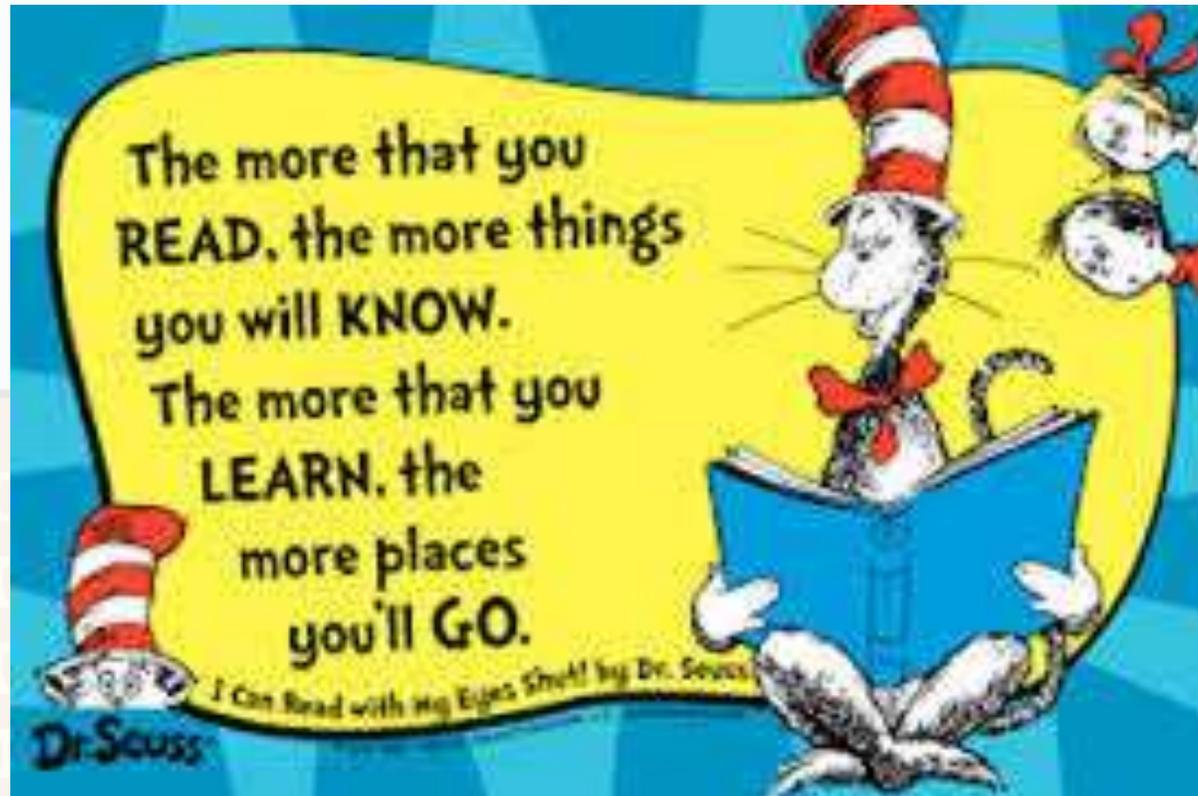
Water

Please ensure pupils have a named water bottle with them. The water fountain in the classroom does not work.

Pencil Cases



Reading

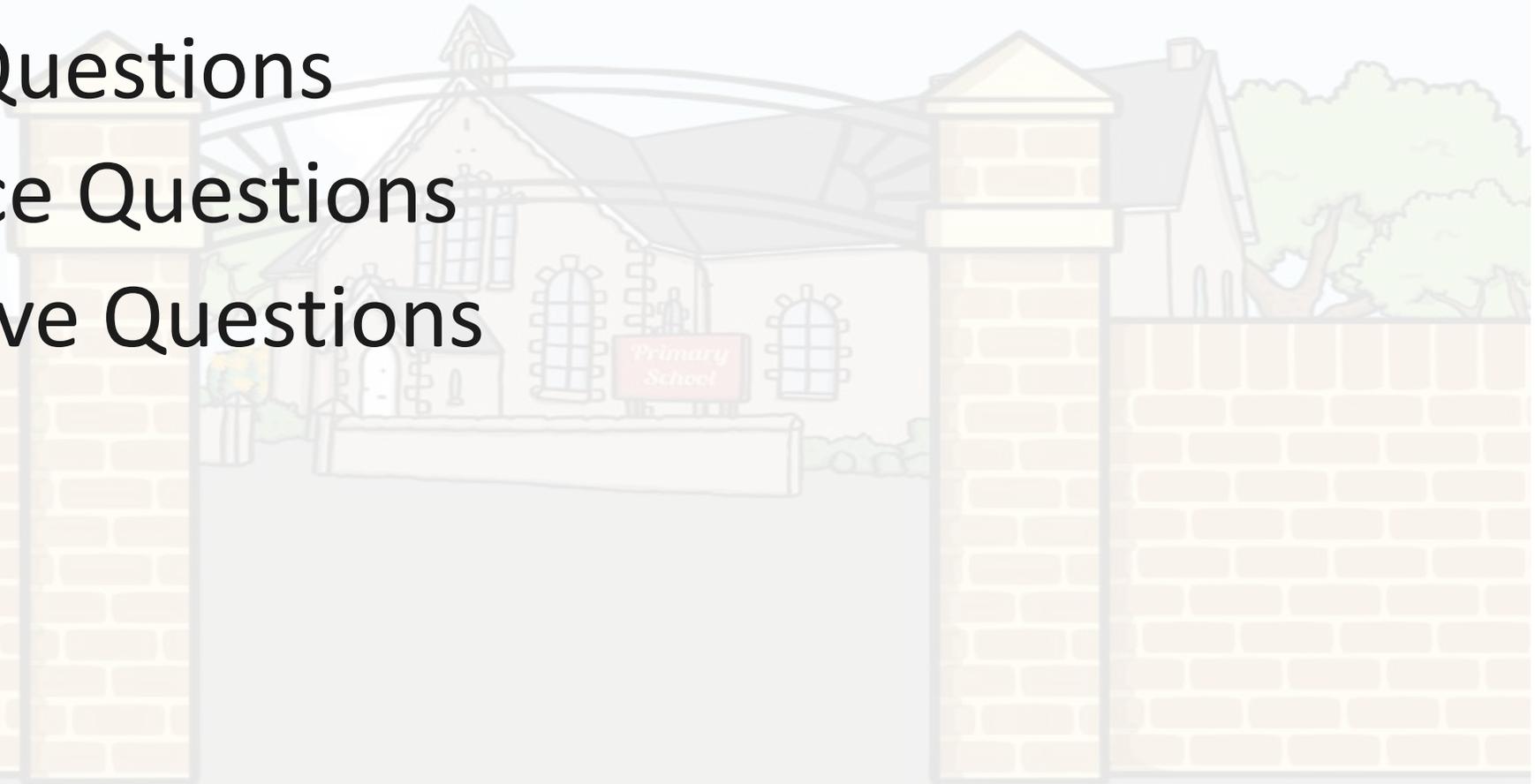


Reading

- Please read with your child every night and record this in their reading record.
- Reading records will be checked daily and books changed if needed.
- We will listen to the children read a minimum of twice a week. This will usually take place during Guided Reading sessions.
- Once a child becomes a 'free reader' they may bring in suitable books in from home, or choose from the selection we have in the classroom.

How can I help my child with their reading?

- Literal Questions
- Inference Questions
- Evaluative Questions



Literal Questions

These are simple questions where children are asked a fact from within the story (i.e., the information is literally within the text). For example: “What was the pirate’s name?” “Can you remember who was on the boat?” “What happened after they got off the boat?”

Inference Questions

Inference questions need children to look beyond the text and give information that was not specifically provided, but which was implied (i.e., children need to 'read between the lines'). For example, "What do you think happened next?" "Why do you think he did that?" "How do you think the pirate felt when he was left behind?"



Evaluative Questions

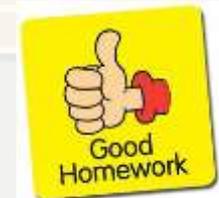
Finally, evaluative questions require children to read behind and beyond the lines. For example “Do you think he should have done that?” “Do you think the Pirates were very different from each other?”

Take time to think about the questions and discussions that you have with your child as you read with them, but most importantly, enjoy sharing these stories together.



Homework

- Homework will consist of a Maths task, spellings and a reading comprehension task. These will be linked to the week's learning.
- Homework is set on **Friday** and due back by the following **Wednesday**. We will not be able to mark homework if it comes back later than Wednesday.
- There will be a spelling test every Friday.
- Encourage your child to be responsible for remembering to complete and return their homework on time.
- Supporting your child is a fantastic way of understanding your child's ability, strengthening relationships and boosting your child's confidence.
- Have a clear, quiet space for completing homework.
- Let me know how your child found the task by leaving some comments. Always speak to a member of the year two team if you have any questions about the homework.



ASSESSMENT

- Teachers are assessing all of the time less formally through observations and focus group teaching.
- Marking, peer and self assessment are also ways of measuring your child's understanding.
- Formal assessments of learning are carried out each term.
- SATS assessments will take place in the summer term (May). Children are assessed in Reading, Writing, EGPS, Maths (reasoning and arithmetic) and Science.
- Marking is shared with children to ensure they are aware of their next steps.
- I am always willing to support parents with ideas from home.

Groupings

- Children have Guided Reading, Maths and English every morning .
- Children are grouped for Guided Reading, Maths and English.
- Initially groups are based on data from the previous year.
- There are three groups: Children working towards the expected standard, children working at the expected standard and children working at greater depth within the expected standard. Independent classwork is differentiated to support the needs and ability of your child.
- Groups are flexible – they are reviewed and monitored regularly.
- Children are aware of areas they are working on in addition to next steps.

A typical day

9.00 – 9.25: Guided Reading. Carousel of five activities which the children rotate around during the week.

9.25 – 9.45: Collective Worship.

9.45 – 10.45: English: Our current text is Jim and the Beanstalk. On Fridays I will focus on reading comprehension and grammar activities with the children.

10.45 – 11.00: Break

11.00 – 12.00: Maths. The children start their maths lesson with mental arithmetic practise.

12.00 – 1.00: Lunch

1.00 – 1.30: Mental Maths activity and an EGPS activity.

1.30 – 3.00: Monday – RE, Tuesday: PE / Computing / PSHE, Wednesday: PE / Music / French. Thursday: Science. Friday: KUW + Art

3.00: Story / Show and Tell / prayers.

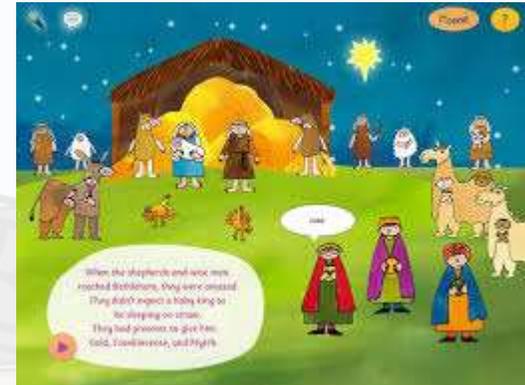
Enrichment

It is our aim to make learning fun for your children.

We want to create a buzz for learning.

We will create this through theme days, trips and exciting lessons.

Please help us to nurture this excitement.



Autumn term – Arctic Adventures. Magical Maths Day at Gatton Park. Nativity. Sparkfish: Christmas Journey

Spring term – The Great Fire of London. Drama workshop. Recreating the Great Fire of London with the help of the local fire brigade.

Summer term – Castles. Trip to a local castle (Hever).



A plea.....

Shoe boxes for our Arctic dioramas

Junk modelling: We will be making Sukkots for our Judaism unit in RE.

Junk modelling (in particular margarine tubs – we will be making and testing Inuit boats)



Topic for this term: Arctic Adventures

As Geographers we will be.....

exploring the Arctic Circle

exploring the climate in the Arctic

exploring the Arctic's physical features

exploring the animals living in the Arctic

creating igloos.



As Historians we will be.....

understanding the traditional Inuit way of life and the changes over time

Finding out about famous Arctic explorers.

Art and DT

Here are some of the Art and DT projects we will be undertaking during the Autumn term. The majority of Art will be linked to our KUW topic, Arctic adventures.

- Using pastels to create a scene depicting the Aurora Borealis
- Arctic dioramas
- Designing and creating Inuit style boats
- Exploring Inuit prints and sculptures.

Music and Dance

Dance: We will be looking at the key features of traditional Inuit dance and creating our own Inuit style dances.

Music: We use a programme called 'Charanga.' This allows children to explore music through voice, recorders and percussion instruments. In Autumn 2 we will start to learn the songs for the KS1 Nativity.



RE

Judaism - Why are they having a Jewish party ?

- Rosh Hashanah.
- Re-telling the story of the Israelites travelling through the desert, following Moses through the medium of role play, hot seating and drama.
- Building a sukkah using junk modelling.
- Hanukkah .

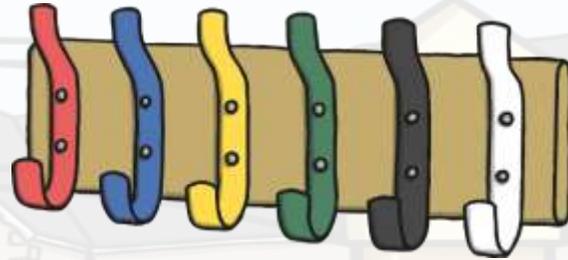
Science

Living Things and Their Habitats

- Explore and compare the differences between things that are living, dead and things that have never been alive.
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including micro-habitats.
- Describe how animals obtain their food from plants and animals, using the idea of a simple food chain, and identify and names different sources of food.

New Can Be...

Exciting



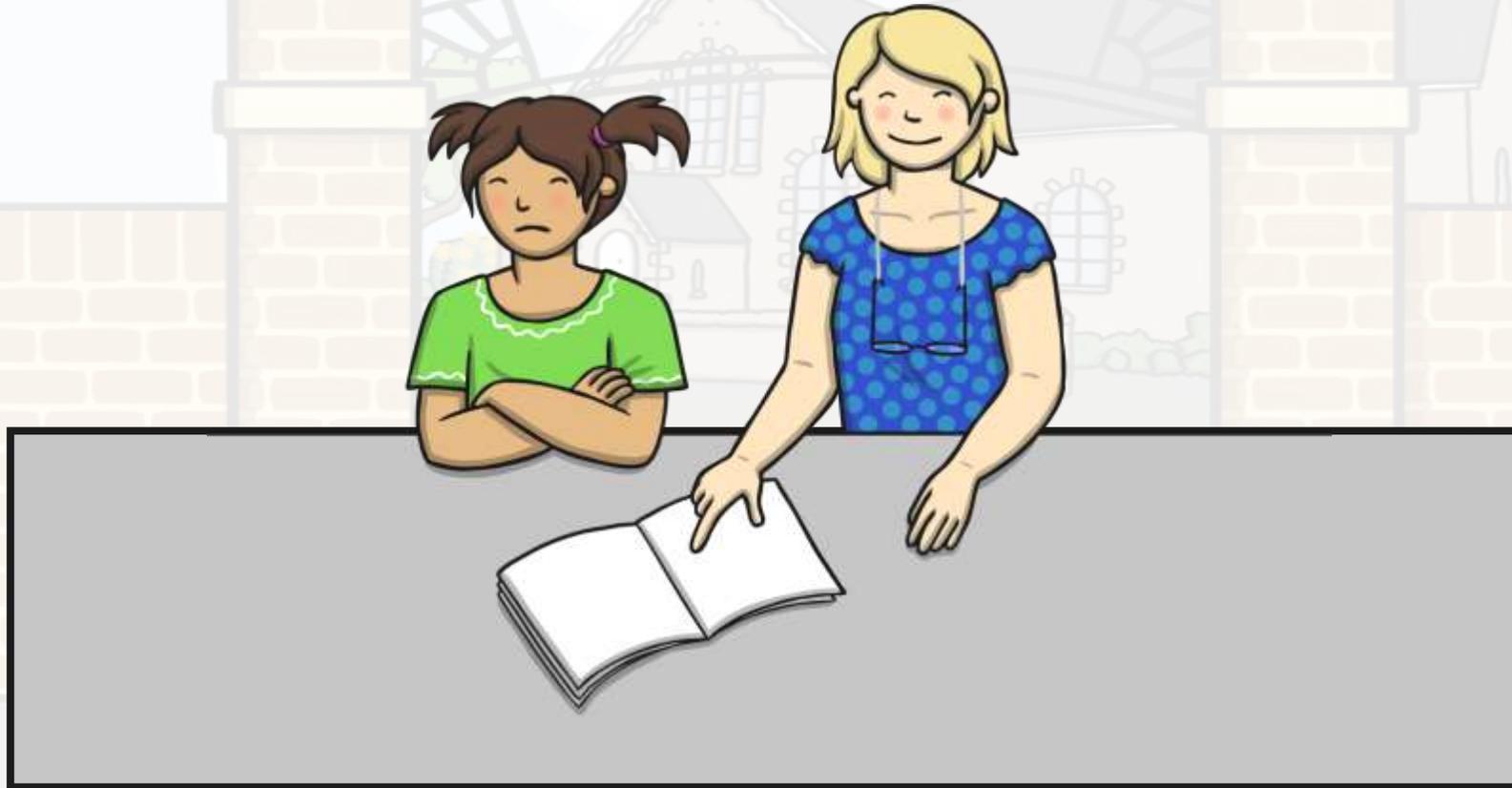
Worrying



Fun



New Things, Sometimes, Just Don't Feel Right!



Look at These!



**These were
once new!**

So in the Year Ahead...

Work hard

try your best

and wear out your shoes!



Any Questions ?



twinkl

