



# Helping your child at home

A guide for parents

Year 2

Al Ameen Primary School



### In the name of Allah, The Beneficent, The Merciful

Our vision is to develop confident well-mannered children who use their full potential and achieve their best. Children at our school will acquire the skills and knowledge required for them to live in modern Britain. Subsequently, they will become courteous, law abiding, proud and active citizens of a harmonious multi cultured society, drawing guidance from the Quran and the life of the Prophet (peace be upon him).

Assalamu Alaikum wa Rahmatullah

Thank you for taking time out to look through this guide for parents. This guide includes a wealth of information and we have put this together with the aim of keeping you informed of what we are teaching your children in school and how you can further support their learning at home.

Please note that we hold regular parent workshops which are very useful and give you practical strategies for helping your child.

We hope this guide is useful. If there is something you're not sure about, please do not hesitate to speak to us.

The following are covered in this guide:

- Curriculum content - As outlined in the government's Programmes of Study (core subjects)
- Curriculum content - As outlined in the government's Programmes of Study (foundation subjects)
- Curriculum maps (these are maps of the topics we will be teaching throughout the year)
- Helping your child read (a guide for parents)
- Recommended reading list – This is a list of age appropriate books we expect children to have read for each year group
- Phonics (a guide for parents)
- Key Stage 1 SATS guide and how you can help your child
- Helping your child with spelling (a guide for parents)
- Helping your child with writing (a guide for parents)
- Helping your child with maths (a guide for parents)
- Helping your child in the foundation subjects (a guide for parents)
- Knowledge organisers – These are a snapshot of what children have learnt for that particular topic. Currently, we have these for Science and Humanities.
- Staying healthy
- Tips for packed lunches
- Recommended websites
- School subscriptions – This is a list of subscriptions we use to aid the children's learning

All curriculum booklets and additional content can be found on our website: [www.alameen.bham.sch.uk](http://www.alameen.bham.sch.uk)

## Curriculum Content

English	
In year 2, children will continue to work on the phonics they started in Year 1, aiming to read words by sight without having to sound them out. They will learn further spelling patterns and rules, and begin to apply those in their writing. They will look at the possessive apostrophe, homophones, and near-homophones and suffixes.	
Word Reading	<b>Children will learn to:</b>
	1 continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
	2 read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
	3 read accurately words of two or more syllables that contain the same graphemes as above
	4 read words containing common suffixes
	5 read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
	6 read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
	7 read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
	8 re-read these books to build up their fluency and confidence in word reading
Reading - Comprehension	<b>Children will be taught to:</b>
	1 develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>○ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>○ discussing the sequence of events in books and how items of information are related</li> <li>○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>○ being introduced to non-fiction books that are structured in different ways</li> <li>○ recognising simple recurring literary language in stories and poetry</li> <li>○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>○ discussing their favourite words and phrases</li> <li>○ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>
	2 understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>○ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>○ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>○ making inferences on the basis of what is being said and done</li> <li>○ answering and asking questions</li> <li>○ predicting what might happen on the basis of what has been read so far</li> </ul>
	3 participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	4 explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Spelling	
Writing - Transcription	<b>Children will be taught to:</b>
	1 spell by: <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> </ul>
	2 add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
	3 apply spelling rules and guidance, as listed in English Appendix 1
	4 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
	<b>Handwriting</b>
	1 form lower-case letters of the correct size relative to one another
	2 start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
	3 write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
	4 use spacing between words that reflects the size of the letters.

English	
Writing - Composition	<b>Children will learn to:</b>
	1 develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul>
	2 consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul>
	3 make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>
	4 read aloud what they have written with appropriate intonation to make the meaning clear.
Writing – VGP*	<b>Children will be taught to:</b>
	1 develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>
	2 learn how to use: <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2 in English Appendix 2</li> <li>some features of written Standard English</li> </ul>
	3 use and understand the grammatical terminology in English Appendix 2 in discussing their writing.



Year 2 Common Exception Words		
after	eye	only
again	fast	parents
any	father	pass
bath	find	past
beautiful	floor	path
because	gold	people
behind	grass	plant
both	great	poor
break	half	pretty
busy	hold	prove
child	hour	should
children	improve	steak
Christmas	kind	sugar
class	last	sure
climb	many	told
clothes	mind	water
cold	money	who
could	most	whole
door	move	wild
even	Mr	would
every	Mrs	
everybody	old	

Mathematics		
<p>The principal focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting, and place value. This should involve working with numerals, words, and the four operations, including with practical resources (for example, concrete objects and measuring tools).</p> <p>At this stage, pupils should develop their ability to recognise, describe, draw, compare, and sort different shapes and use the related vocabulary. They will use a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time, and money.</p>		
Number & Place Value	<b>Children will be taught to:</b>	
	1	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
	2	recognise the place value of each digit in a two-digit number (tens, ones)
	3	identify, represent and estimate numbers using different representations, including the number line
	4	compare and order numbers from 0 up to 100; use and = signs
	5	read and write numbers to at least 100 in numerals and in words
	6	use place value and number facts to solve problems.
Addition & Subtraction	<b>Children will be taught to:</b>	
	1	solve problems with addition and subtraction: <ul style="list-style-type: none"> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> </ul>
	2	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
	3	add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>a two-digit number and ones</li> <li>a two-digit number and tens</li> <li>two two-digit numbers</li> <li>adding three one-digit numbers</li> </ul>
		show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
		recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

<b>Multiplication &amp; Division</b>	<b>Children will be taught to:</b>	
	1	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
		calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs
		show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
		solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
<b>Fractions</b>	<b>Children will be taught to:</b>	
	1	recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
	2	write simple fractions for example, $\frac{2}{6} = \frac{1}{3}$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ .
<b>Measurement</b>	<b>Children will be taught to:</b>	
	1	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
	2	compare and order lengths, mass, volume/capacity and record the results using $>$ , $<$ and $=$
	3	recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
	4	find different combinations of coins that equal the same amounts of money
	5	solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
	6	compare and sequence intervals of time
	7	tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
	8	know the number of minutes in an hour and the number of hours in a day.
<b>Geometry</b>	<b>Properties of shapes</b>	
	<b>Children will be taught to:</b>	
	1	identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
	2	identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
	3	identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
	4	compare and sort common 2-D and 3-D shapes and everyday objects.
	<b>Position and direction</b>	
	<b>Children will be taught to:</b>	
	1	order and arrange combinations of mathematical objects in patterns and sequences
	2	use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).

## Science

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

<b>Living Things &amp; their Habitats</b>	<b>Children will be taught to:</b>	
	1	explore and compare the differences between things that are living, dead, and things that have never been alive
	2	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
	3	identify and name a variety of plants and animals in their habitats, including microhabitats
	4	describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
<b>Plants</b>	<b>Children will be taught to:</b>	
	1	observe and describe how seeds and bulbs grow into mature plants
	2	find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
<b>Animals Inc Humans</b>	<b>Children will be taught to:</b>	
	1	notice that animals, including humans, have offspring which grow into adults
	2	find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
	3	describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<b>Uses of Everyday Materials</b>	<b>Children will be taught to:</b>	
	1	identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
	2	find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

### History at Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

#### Children will be taught about:

1	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
2	events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
3	the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
4	significant historical events, people and places in their own locality.

### Geography at Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

#### Children will be taught to:

##### Locational Knowledge

1	name and locate the world's seven continents and five oceans
2	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

##### Place knowledge

1	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
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##### Human and physical geography

1	identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles				
2	use basic geographical vocabulary to refer to: <table border="1"> <tr> <td>a</td><td>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</td></tr> <tr> <td>b</td><td>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</td></tr> </table>	a	key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	b	key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
a	key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather				
b	key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop				

##### Geographical skills and fieldwork

1	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
2	use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
3	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
4	use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

### PE at Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

#### Children will be taught about:

- |   |   |
|---|---|
| 1 | master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities |
| 2 | participate in team games, developing simple tactics for attacking and defending  |
| 3 | perform dances using simple movement patterns.  |

### Art at Key Stage 1

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

#### Children will be taught:

- |   |  |
|---|--|
| 1 | to use a range of materials creatively to design and make products   |
| 2 | to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination   |
| 3 | to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  |
| 4 | about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |

### Computing at Key Stage 1

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

#### Children will be taught to:

- |   |   |
|---|---|
| 1 | understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  |
| 2 | create and debug simple programs  |
| 3 | use logical reasoning to predict the behaviour of simple programs   |
| 4 | use technology purposefully to create, organise, store, manipulate and retrieve digital content   |
| 5 | recognise common uses of information technology beyond school   |
| 6 | use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies |



## Key Stage 1 Full Curriculum Map

Stage Year	Term	History/ Geography	Art/ D & T	Science	Computing	PE	PSHE	Islamic	English	Maths
Year 1	1a	Our School	Nature Sculptures	Plants	Computer Skills	Gymnastics: Animals	Who am I? Communities	5 Pillars: Prayer	<b>Vehicle Text:</b> Major Glad, Major Dizzy <b>Narrative:</b> Discovery Narrative <b>Recount:</b> Messages	Number to 10 Part-whole within 10 Addition and subtraction within 10 Addition and subtraction within 10 2D and 3D shapes Numbers to 20
	1b	Wonderful Weather	Moving Picture Traditional Tales	Seasonal Changes: Autumn & Winter	Word processing	Dance/ Movement: Seasons	Choices Feelings	Etiquettes: Character development	<b>Vehicle Text:</b> Rapunzel <b>Narrative:</b> A traditional tale <b>Instructions:</b> How to catch a witch	
	2a	Our Country	Landscapes and Cityscapes	Everyday Materials	Online Safety	Gymnastics: Traditional Tales	Health & hygiene	World Religions: Celebrations	<b>Vehicle Text:</b> Hermelin <b>Narrative:</b> A detective story <b>Recount:</b> Letters	Addition within 20 Subtraction within 20 Numbers to 50 Introducing length and height Introducing weight and volume
	2b	Nurturing Nurses	Fabric Bunting	Scientists & Inventors	Painting	Throwing & Catching	Feeling and relationships	Seerah: Pre-hijrah	<b>Vehicle Text:</b> Where the Wild Things Are <b>Narrative:</b> A portal story <b>Information:</b> Wild things	
	3a	The Great Fire of London	LS Lowry	Animals including Humans	Programming with Scratch Junior	Multi Skills: Sports Day	Rights, respect and responsibilities Right and wrong	Prophets: Adam, Idrees and Uzair	<b>Vehicle Text:</b> The secret of Black Rock <b>Narrative:</b> A return story <b>Recount:</b> Postcards	Multiplication Division Halves and quarters Position and direction Numbers to 100 Time Money
	3b	Travel and Transport	Dips and Dippers	Seasonal Changes: Spring & Summer	Programming Toys	Invasion Games: At the Fair	Rules	Campaigns	<b>Vehicle Text:</b> The Last Wolf <b>Narrative:</b> A hunting story <b>Instructions:</b> Recipes	
Year 2	1a	Wonderful World	Miro	Everyday Materials- Materials Matter	Using the Internet	Gymnastics: Landscapes & Cityscapes	Who am I? Communities	5 Pillars: Prayer	<b>Vehicle Text:</b> A river <b>Narrative:</b> Circular Narrative <b>Recount:</b> Letter	Numbers to 100 Addition and subtraction Money Multiplication and division
	1b	The Gunpowder Plot	Colour Chaos	Scientists and Inventors	Presentation Skills	Circuit Training	Choices Feelings	Etiquettes: Character development	<b>Vehicle Text:</b> The night gardener <b>Narrative:</b> Setting Narrative <b>Recount:</b> Diary	
	2a	Sensational Safari	Let's Sculpt	Animals including humans	Online Safety	Gymnastics: Under the Sea	Health & hygiene	W Religions: Places of worship	<b>Vehicle Text:</b> The Bog baby <b>Narrative:</b> Finding Narrative <b>Instructions:</b> How to build a habitat	Multiplication and division Statistics Length and height Properties of shapes fractions
	2b	Significant Explorers	Our Fabric Faces	Living things and their Habitats- Habitats	Computer Art	Running and Jumping	Feeling and relationships	Seerah: Pre-hijrah	<b>Vehicle Text:</b> Grandads Island <b>Narrative:</b> Jungle animals <b>Information:</b> Jungle Animals	
	3a	Beside the Seaside	Pirate Paddy's Packed Lunch Problems	Plants	Programming Turtle Logo and Scratch	Multiskills: Sports Day	Rights, respect and responsibilities Right and wrong	Prophets: Nuh, Hud, Saalih and Lut	<b>Vehicle Text:</b> The king who banned the dark <b>Narrative:</b> Mistake Narrative <b>Information:</b> How to be a Regal Leader	Position and direction Problem solving and efficient methods Time Weight, volume and temperature
	3b	Kings and Queens	Sensational Salads	The Environment	Using and Applying	Invasion Games	Rules	Campaigns	<b>Vehicle Text:</b> Rosie Revere <b>Narrative:</b> Invention Narrative <b>Explanation:</b> How to machine works	

## First Aid

**Year 1 =** What is First Aid and Calling 999

**Year 2 =** Coping Skills and Calling 999

## Help your child with Reading

### I SPY

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a...? How many ... can you see?

### Ask Questions

Ask questions about the story as you read it, e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

### Make it Fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

### Create

Use reading to inspire drawings or new stories.

### Be Seen

Make sure you are seen reading. Keep books magazines at easy reach.

### Get Out

Go to your public library regularly. Find the books you loved as a kid to read together.

### Go Online

Look online & in app stores for appropriate word & spelling games.

### Make Space

Have a special place or a certain time when you read together.

## Read everything out loud

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...  
anything that is close to hand!

All children will take two books home to read each week. One will be based on their book band as illustrated in this chart. The other will be a book they have chosen from the school library.

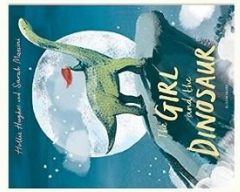
Children also take home reading logs and are expected to read every day for 10 – 15 minutes to a parent or older sibling. We request parents to make a note in their child's reading log after listening to them read.

Children will also have guided reading sessions as they progress through their grasp of phonics and will listen to their teacher read to them during storytime.

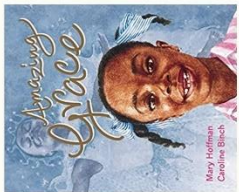
We have developed recommended reading lists for all children in our school and the list for year 2 is included below. Please work with your child and aim for them to complete reading all of the books in this list by the end of year 2.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
		1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	2	Red
		3	Yellow
		4	Light blue
		5	Green
Year 1 / Primary 2	5-6 years old	6	Orange
		7	Turquoise
		8	Purple
		9	Gold
Year 2 / Primary 3	6-7 years old	10	White
		11	Lime
		12	Lime +
		8	Brown
Year 3 / Primary 4	7-8 years old	9	Brown
		10	Brown
		11	Brown
		12	Brown
Year 4 / Primary 5	8-9 years old	13	Grey
		14	Grey
		15	Dark blue
		16	Dark blue
Year 5 / Primary 6	9-10 years old	17	Dark red
		18	Dark red
		19	Dark red
		20	Dark red
Year 6 / Primary 7	10-11 years old	19	Dark red
		20	Dark red

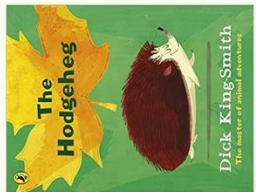




**The Girl and the Dinosaur**  
by Hollie Hughes  
In a town by the seaside, Marianne is alone, and digging for dinosaur bones to build a special sort of companion.



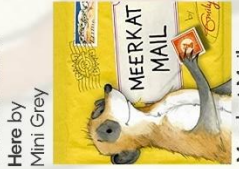
**Amazing Grace**  
by Mary Hoffman  
When Grace's school decides to perform Peter Pan, Grace wants to play Peter, but her classmates say that Peter was a boy, and wasn't black...



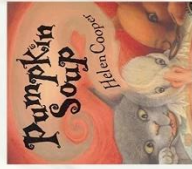
**The Hodgeheg**  
by Dick King Smith  
When Grace's school decides to perform Peter Pan, Grace wants to play Peter, but her classmates say that Peter was a boy, and wasn't black...



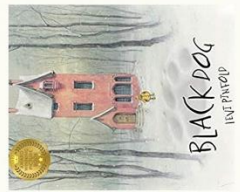
**Traction Man is Here**  
by Mini Grey  
Dr Xargle's Book of Earthlets



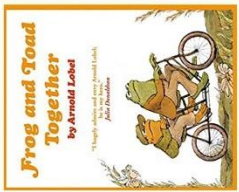
**Meerkat Mail**  
by Emily Gravett  
Not Now, Bernard



**Pumpkin Soup**  
by Helen Cooper  
Tuesday



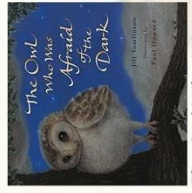
**Black Dog**  
by Levi Pinfold  
Only Small, the youngest of the Hopes, has the courage to face the Black Dog that appears outside the family's home...



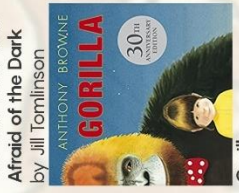
**Frog and Toad Together**  
by Arnold Lobel  
Once upon a time there were two good friends, a frog and a toad...



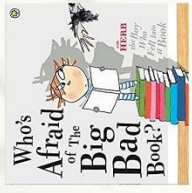
**Fantastic Mr Fox**  
by Roald Dahl  
Mr Fox is so clever that every evening he creeps down into the valley and helps himself to food from their farms - and those GHASTLY farmers can't catch him!



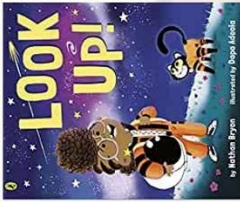
**The Owl Who Was Afraid of the Dark**  
by Jill Tomlinson  
Tibble and Grandpa



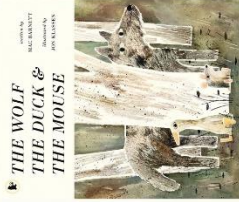
**Gorilla**  
by Anthony Browne  
It's a No-Money Day



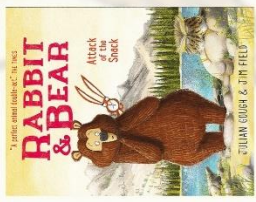
**Who's Afraid of the Big Bad Book?**  
by Lauren Child  
The Misadventures of Frederick



**Look Up!**  
by Nathan Bryon  
I Meet hilarious, science-mad chatterbox, Rocket - she's going to be the greatest astronaut, star-catcher, space-traveller that has ever lived!



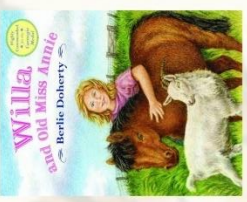
**The Wolf, the Duck and the Mouse**  
by Mac Barnett  
When a woeful mouse is swallowed up by a wolf, he quickly learns he is not alone



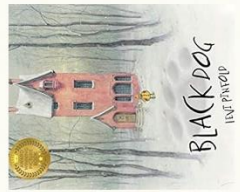
**Attack of the Snack**  
by Julian Gough & Jim Field  
SPLASH! A Mysterious Thing lands in Rabbit and Bear's peaceful summer lake. Is it exciting or terrifying? Is it a tiny, fluffy owl or a huge, hungry monster? And has Rabbit finally met a creature with worse habits than himself? Rabbit's SURE he can solve this mystery. But when he accidentally turns the Best Day Ever into the Worst Day Ever, he needs Bear's help...



**Flat Stanley**  
by Jeff Brown  
Stanley Lambchop was just an ordinary boy - until a noticeboard fell on him. Now he's flat as a pancake!



**Willa and Old Miss Annie**  
by Berlie Doherty  
Willa and Old Miss Annie When she moves with her parents to a new home far away, Willa is convinced that she'll never have friends again until she meets Old Miss Annie who introduces her to a lonely goat, a forgotten pony, and an orphaned fox.



**Black Dog**  
by Levi Pinfold  
Only Small, the youngest of the Hopes, has the courage to face the Black Dog that appears outside the family's home...



**Here We Are**  
by Oliver Jeffers  
Our world can be a bewildering place, especially if you've only just got here. Your head will be filled with questions, so let's explore what makes our planet and how we live on it.



## Phonics

If you have a child in the early years or the first two years of primary school, there is a good chance you will have come across the word **Phonics**. Phonics is a method of learning to read words and is taught from early years at our school.

Your child will first learn a small group of sounds associated with written letters. For example, they will learn that 'm' makes an mmm sound, 'a' makes an ahh sound, and 't' makes a ttt sound.

Then, they will be taught to blend these sounds together to read whole words. For example, m-a-t makes 'mat'. Your child will then learn more sounds and will start blending them too. The order in which the sounds are taught varies depending on the scheme your school uses, so it's worth checking with your child's teacher.

At Al Ameen, we use the Read Write Inc Phonics Scheme. *Read Write Inc.* is a literacy programme developed by Ruth Miskin and is taught in over 5000 schools in the United Kingdom. Children in the early years and key stage 1 have daily phonics lessons and are assessed regularly to help them develop their reading skills.

With *Read Write Inc. Phonics*, your child will be at one of the following stages:

Learning Set 1 Speed Sounds	These are the Set 1 Speed Sounds written with one letter	m a s d t i n p g o c k u b f e l h r j v y w z x		
	These are the sounds written with two letters (your child will call these 'special friends')	sh th ch qu ng nk ck		
	Check if your child can read these sounds. Make sure they say sounds like 'mmm', not letter names like 'em'.			
Learning to blend with Set 1 Speed Sounds	Your child is learning to read words containing Set 1 Speed Sounds by sound blending. For example:	m-a-t <i>mat</i> c-a-t <i>cat</i> g-o-t <i>got</i> f-i-sh <i>fish</i>		s-p-o-t <i>spot</i> b-e-s-t <i>best</i> s-p-l-a-sh <i>splash</i> .
Learning Set 2 Speed Sounds	These are the Set 2 Speed Sounds:	ay ee igh ow (as in <i>blow</i> ) oo (as in <i>zoo</i> ) oo (as in <i>look</i> ) ar or air ir ou (as in <i>out</i> ) oy		
Learning Set 3 Speed Sounds	These are Set 3 Speed Sounds:	ea (as in <i>tea</i> ) oi (as in <i>spoil</i> ) a-e (as in <i>cake</i> ) i-e (as in <i>smile</i> ) o-e (as in <i>home</i> ) u-e (as in <i>huge</i> )	aw (as in <i>yawn</i> ) are (as in <i>care</i> ) ur (as in <i>nurse</i> ) er (as in <i>letter</i> ) ow (as in <i>brown</i> ) ai (as in <i>snail</i> )	oa (as in <i>goat</i> ) ew (as in <i>chew</i> ) ire (as in <i>fire</i> ) ear (as in <i>hear</i> ) ure (as in <i>pure</i> )
If your child has learnt all three sets of Speed Sounds, they need to practise them and read books with words made up of those sounds.				

The following link provides support for parents in helping their child with phonics using the Read Write Inc scheme. Additionally, there are worksheets and activity sheets which you can use to help your child:  
<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

## SATs at Key Stage 1

As of 2014, the 'old' national curriculum levels (e.g. level 3, 4, 5) were abolished as set out in government guidelines. The 2014 curriculum is more rigorous and sets noticeably higher expectations than previous curricula, which is why all schools have had to work hard to meet and adapt to it since its introduction.

When children take their SATS tests, they are given a raw score which is the marks awarded for the questions they have answered. This 'raw score' is then converted into a 'scaled score'. Scaled scores range between 80 – 120 with 100 representing the 'national standard'.

- a child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test;
- If a child's score is close to 120, they are working beyond (or above) the expected national standard.
- a child's score is close to 80, they are judged to have not yet met the national standard and performed below the expectation for their age.

The marking guidance provided by the government for key stage 1 SATS tests includes conversion tables which teachers use to convert a child's raw score into a scaled score.

A child who achieves the 'national standard' (a scaled score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.

In your child's end of year report, you will be told the following:

- Your child's scaled score for each subject
- Whether or not your child has met the expectations
- If your child is working at 'greater depth'

At the end of Year 2, children will take assessments in:

- Reading
- Maths
- Grammar, Punctuation and Spelling (optional)

All assessment are due to take place in May this academic year.

## The Reading Test

The Reading Test consists of two separate papers:

- **Paper 1** – consists of a combined reading prompt and answer booklet. The paper includes a list of useful words and some practice questions for teachers to use to introduce the contexts and question types to pupils. The test takes approximately 30 minutes to complete, but is not strictly timed.
- **Paper 2** – consists of an answer booklet and a separate reading booklet. There are no practice questions on this paper. Teachers can use their discretion to stop the test early if a pupil is struggling. The test takes approximately 40 minutes to complete, but is not strictly timed.
- The texts will cover a range of poetry, fiction and non-fiction.

Questions are designed to assess the comprehension and understanding of a child's reading.

There are a variety of question types:

### Multiple Choice

**1** When Bella was learning to fly, she...

Tick **one**.

was lazy.	<input type="checkbox"/>	did not try hard.	<input type="checkbox"/>
did not give up.	<input type="checkbox"/>	found it easy.	<input type="checkbox"/>

1 mark

### Ranking/ Ordering

**7** Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.	<input type="checkbox"/>
Fishermen came to rescue William.	<input type="checkbox"/>
The boat hit some rocks.	<input type="checkbox"/>
William went to sea on his boat.	1

1 mark



## Matching/ Labelling

Here is some more information about Africa.  
Match each sentence to the correct heading in the booklet.  
The first one has been done for you.

Creation stories describe how and why the world was made.	<b>Introduction</b>
Africa has deserts, forests and mountain areas.	<b>Clothes</b>
Traditional African clothes are made from local materials.	<b>Music and Dance</b>
Some African people play 'talking drums'.	<b>Story Time</b>

## Short Answer Questions

- 4 What job did Tony Ross want to do before he became a writer and illustrator?

1 mark

## Find and Copy Questions

- 16 Look at the paragraph beginning *The greedy man began to climb the vine...*

Find and copy one word that means the same as *sparkle*.

1 mark

## Open- Ended Questions

- 6 At the end of the story, Bella was happy. Why?

1 mark

## The Spelling, Punctuation and Grammar Test

This year, the Spelling, Punctuation and Grammar test will be optional for all Year 2 classes.

The test consists of two separate papers:

- Paper 1: Spelling** - pupils to spell 20 missing words within a test booklet. The test is expected to take approximately 15 minutes to complete, but is not strictly timed.
- Paper 2: Grammar, Punctuation and Vocabulary** - a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary. Pupils will have approximately 20 minutes to complete the questions in the test paper, but it is not strictly timed.

## Sample Questions

- 7 Why do the underlined words start with a **capital letter**?

On Saturday morning, Sarah and her family went on holiday to Scotland.

1 mark

- 8 Circle the **two** nouns in the sentence below.

You have left your pencil on the bench over there.

1 mark

- 19 Tick to show whether each sentence is written in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Aziz gave out the paint pots.		
Aziz spills water on the table.		
Aziz needed some glue.		

1 mark

Spelling Paper

1. I need to \_\_\_\_\_ my holiday suitcase.

2. The \_\_\_\_\_ is dark at night.

3. The snail hid inside its \_\_\_\_\_.

4. My friend has a new \_\_\_\_\_ sister.
- 

Within the assessment, the spelling words are read out to the children to fill into the gaps within the sentences. In this example, the missing spelling words are: **pack, sky, shell** and **baby**.

Mathematics

Children will sit two tests: **Paper 1 and Paper 2:**

- Paper 1: Arithmetic** - lasts approximately 20 minutes (but this is not strictly timed). It covers calculation methods for all operations.
- Paper 2: Reasoning** - lasts for approximately 35 minutes, which includes time for five aural questions. Pupils will still require calculation skills and questions will be varied including multiple choice, matching, true/false, completing a chart or table or drawing a shape. Some questions will also require children to show or explain their working out.

Sample Questions

Maths Paper 1: Arithmetic

15

$3 \times 3 =$

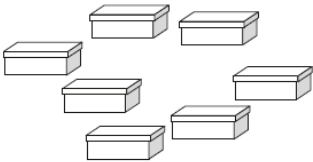
16

$12 \div 2 =$

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Maths Paper 2: Reasoning

7



Sita puts 2 shoes in each of these boxes.

How many shoes are there altogether?

shoes

8

Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

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## **How to help your child**

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!

## **How to help your child with Reading**

- Listening to your child read can take many forms.
- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.

## **How to help your child with Writing**

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

## **How to help your child with Maths**

- Play times tables games.
- Play mental maths games, including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.



# PUNCTUATION, VOCABULARY & GRAMMAR

## YEAR 2 KNOWLEDGE ORGANISER



### Year 2 Overview



- By the end of Year 2, you should be able to tell the difference between statements, questions and exclamations, and use punctuation to show this.
- You should also be able to use commas correctly in lists and apostrophes for contraction and possession.
- You should be able to use a range of suffixes and understand how they affect words.
- To connect your ideas, you should develop a range of conjunctions, e.g. and, but, or, when, if, that, because.
- You should be able to write longer pieces with more detail (expanded noun phrases) and in the same tense.

### Punctuation

#### Statements, Questions and Exclamations

- Full stops, question marks and exclamation marks (you learnt about them in Year 1) can be used to show whether a sentence is a statement, question, or exclamation.
- Statements tell the reader a fact or idea about a single topic. They end in a full stop.
- Questions are sentences that ask something. They end in a question mark.
- Exclamations show emotions like surprise or anger. They end in an exclamation mark.

#### Commas

- Commas are punctuation marks that can separate items in a list.

-For example:

'The dragon had long, sharp claws' or 'Tom bought some milk, bread and sugar.'



#### Apostrophes

- Apostrophes are punctuation marks that look like a floating comma.

-Apostrophes can be used for two reasons:

1. Apostrophes are used in contractions, to show missing letters when two words have been put together, e.g. 'have not' – haven't.
2. Apostrophes can also show when something belongs to someone, e.g. 'It is Sarah's pencil case' or 'it was Ben's idea.'



### Vocabulary and Grammar



**-Suffixes -ness and -er:** The suffix -ness can turn adjectives into nouns, e.g. 'sad' – sadness' and 'cold' – coldness.'

-The suffix -er can be added to verbs and nouns to create other nouns, e.g. 'play' – player' and 'bank' – banker.'

-When the adjective ends in a 'y', this should be replaced by an 'i' when adding -ness or -er (e.g. happy – happiness).



**-Suffixes -ful and -less:** The suffixes -ful and -less can be added to other words to create adjectives. Examples include 'help' – helpful', 'joy' – joyful' and 'home' – homeless.'

**-Compound Words:** Nouns can be created by putting words together. e.g. post + man = postman, class + room = classroom.



**-Suffixes -er and -est:** Adding '-er' to adjectives makes comparatives (comparing things) e.g. happy – happier.

-Adding '-est' to adjectives makes superlatives (the 'most' of something) e.g. happy – happiest.

**-Adverbs:** Adding 'ly' to adjectives can make adverbs – words that add extra information to verbs and nouns. e.g. 'quiet' to 'quietly' and 'fierce' to 'fiercely.'



**-Conjunctions:** The conjunctions 'and', 'or' & 'but' join equal parts of a sentence, e.g. 'I can have an apple or a banana.'

- 'When', 'if', 'that' and 'because' add a part to a sentence that doesn't make sense alone, e.g. 'I will go if you do too.'

**- Expanded Noun Phrases:** Use adjectives to describe nouns, for example 'the loud dog' or 'the tasty grapes.'



**Past and Present Tense:** Stay in the correct tense: past (e.g. went, played) or present (e.g. go, play). By adding 'ing' to the verb you can show it is still happening (e.g. going, playing).

### Key Terminology

Noun	Noun Phrase	Statement	Question	Exclamation	Command	Prefix/Suffix	Compound	Adjective	Adverb	Comma	Verb	Tense	Apostrophe
------	-------------	-----------	----------	-------------	---------	---------------	----------	-----------	--------	-------	------	-------	------------

## **Help your child with Spelling**

At Al Ameen, we use the Read Write Inc scheme to develop children's spelling skills.

### **Spelling Games to play at home**

#### **Encourage your child to 'have a go' at spelling a new word**

Making a first attempt is good for confidence, and it can reinforce spelling patterns and help identify problem areas.

#### **Make sure they remember to use their phonics as they try to spell a word**

Encouraging children to break the word they want to spell into its individual sounds and then try to match those sounds to the letters of the alphabet is really important. The chances are these have been painstakingly taught at school in KS1, and for older children it's about making sure they keep this skill fresh.

Reminding children to segment 'catch' into its three sounds – 'c' 'a' 'tch' – sounds like such a basic way of supporting spelling, but practising it is so important.

#### **Ask them to write down the words that they need to remember how to spell**

The physical act of writing the words by hand helps to anchor the spelling in children's memories and encourages them to think about the letters that represent the sounds in the word. You just don't get the same benefits if children type the words into a PC or tablet.

#### **Hidden words is a game that you can prepare yourself**

Write the words on your child's spelling list, hidden in a series of letters. Now that they are hidden, ask your child to find them. For example:

sfhplayknc – play      |      qrubitpdh – bit      |      nvzbikejfa – bike

Your child could circle the hidden words with coloured pens. To raise the challenge, you could set a time limit on the game. For example, how many words can you find in one minute?

#### **Making silly sentences can be great fun**

Challenge your child to write a silly sentence, including as many of the words on their spelling list as possible. For example, your child may have to learn 'room, took, hoop, foot, book'. They could make up a silly sentence such as 'The boy took his book across the room but got his foot caught in a hoop'. Again they could draw illustrations to go with the sentences.

#### **Remind them to read through their writing and check for spelling errors**

They need to develop a feel for whether a word looks right. They could underline words they are not sure of and then you could both check with a dictionary.

#### **'Over-pronunciation' is a great spelling strategy**

So for 'Wednesday' encourage children to say 'Wed-nes-day' as they write. There are lots of words which feature sounds that aren't always pronounced clearly (such as words ending in -ed), so asking children to over-pronounce these when spelling can also be useful (for example, teaching children to say 'hopped' or 'skipped' instead of 'jump't' can be a huge help).

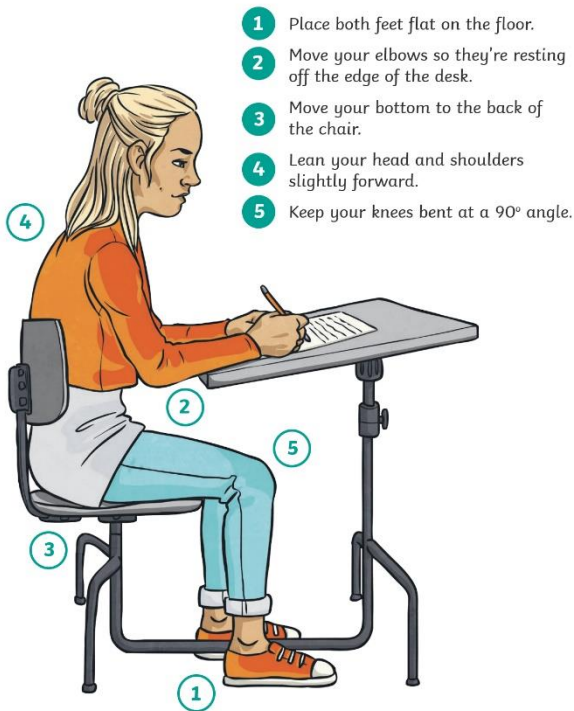
#### **Few resources are more motivating than a highlighter pen for primary-aged children**

You can focus children's attention on the tricky bits in a word by asking them to highlight them. For example, show them that receive has 'ei' in the middle and ask them to write the word, and then highlight or underline this part to help them remember.

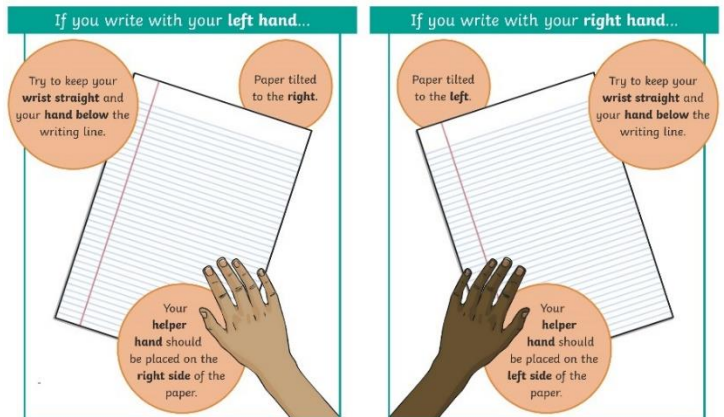
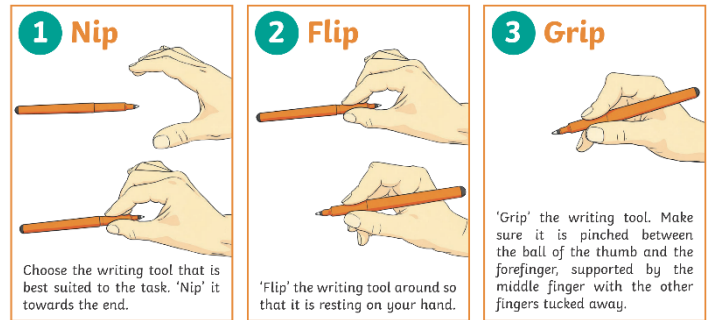


## Help your child with Writing

### Let's Look Ready to Write



### How to Grip a Writing Tool



Writing is a key skill that is used in all areas of the curriculum and the breadth of our curriculum ensures that pupils make links across all areas and subjects, writing a range of genres using subject-specific vocabulary to enhance their writing and engage their reader. Through cross-curricular writing, the skills taught in English lessons are transferred into other subjects, showing consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

Writing is taught in daily English lessons through units that are planned around high-quality texts. We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Through differentiated quality first teaching, all pupils receive the support they need in order to make good progress, to be confident and to be able to enjoy writing. Those working above age related expectations are given opportunities to extend their writing in a variety of ways, such as being given a choice of tasks in order to write effectively for a range of audiences and purposes, having a deeper understanding of the impact their writing has on the reader, selecting the appropriate form and drawing independently on what they have read as models for their own writing; showing greater control in their writing, exercising an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this; and to use the range of punctuation taught at Key Stage Two correctly and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

Children are given adequate time to plan and edit their work. Teachers use high quality texts, full of rich vocabulary, to immerse the children in their learning and their writing builds on the knowledge that they have of the world around them. Teachers plan real life reasons for writing; tasks are meaningful and the children write for purpose, carefully considering the audience of and the purpose for their writing. Grammar is taught through the language used by the author in the class text. Class teachers model high quality writing, editing and proofreading, and use whole class writing to support all pupils. Teachers demonstrate the high expectations they have of all pupils. They recognise that good writing stems from reading and they place a high value on books and reading, regularly demonstrating the link between reading and writing. Children working above age-related expectations are able to draw independently on their own reading as a model for their writing.

Writing is celebrated throughout the school and we have whole-school writing events, including participation in school and nationwide competitions.

## Help your child with Maths

The principal focus of maths teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting, and place value. This should involve working with numerals, words, and the four operations, including with practical resources (for example, concrete objects and measuring tools).

At this stage, pupils should develop their ability to recognise, describe, draw, compare, and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time, and money.

By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency. Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at Key Stage 1.

### Year 2 Maths activity games

#### Boards games to help with maths skills:

Snakes and Ladders  
Ludo

Connect 4  
Bingo

#### Number facts

You need a 1–6 dice.

- Take turns. Roll the dice. See how quickly you can say the number to add to the number on the dice to make 10
- If you are right, you score a point.
- The first to get 10 points wins. You can extend this activity by making the two numbers add up to 20, or 50.

#### Speedy pairs to 10

Make a set of 12 cards showing the numbers 0 to 10, but with two 5s. If you wish, you could use playing cards.

- Shuffle the cards and give them to your child.
- Time how long it takes to find all the pairs to 10.

Repeat later in the week. See if your child can beat his / her time.

#### Guess my shape

- Think of a 2-D shape (triangle, circle, rectangle, square, pentagon or hexagon). Ask your child to ask questions to try and guess what it is.
- You can only answer Yes or No. For example, your child could ask: Does it have 3 sides? or: Are its sides straight?
- See if he can guess your shape using fewer than five questions.
- Now ask them to choose a shape so you can ask questions.

#### Straight lines

Choose 4 toys and lay them on the table in order of length. Use a ruler to measure each toy to the nearest cm.

#### Circle trios

Draw four circles each on your piece of paper. Write four numbers between 3 and 18, one in each circle.

- Take turns to roll a dice three times and add the three numbers.
- If the total is one of the numbers in your circles then you may cross it out.
- The first to cross out all four circles wins.

## Shopping maths

After you have been shopping, choose 6 different items each costing less than £1. Make a price label for each one, e.g. 39p, 78p. Shuffle the labels. Then ask your child to do one or more of these.

- Place the labels in order, starting with the lowest.
- Say which price is an odd number and which is an even number.
- Add 9p to each price in their head.
- Take 20p from each price in their head.
- Say which coins to use to pay exactly for each item.
- Choose any two of the items, and find their total cost.
- Work out the change from £1 for each item.

## KEY STAGE 1

Children develop the core ideas that underpin all calculation. They begin by connecting calculation with counting on and counting back, but they should learn that understanding wholes and parts will enable them to calculate efficiently and accurately, and with greater flexibility. They learn how to use an understanding of 10s and 1s to develop their calculation strategies, especially in addition and subtraction.

**Key language:** whole, part, ones, ten, tens, number bond, add, addition, plus, total, altogether, subtract, subtraction, find the difference, take away, minus, less, more, group, share, equal, equals, is equal to, groups, equal groups, times, multiply, multiplied by, divide, share, shared equally, times-table

**Addition and subtraction:** Children first learn to connect addition and subtraction with counting, but they soon develop two very important skills: an understanding of parts and wholes, and an understanding of unitising 10s, to develop efficient and effective calculation strategies based on known number bonds and an increasing awareness of place value. Addition and subtraction are taught in a way that is interlinked to highlight the link between the two operations.

A key idea is that children will select methods and approaches based on their number sense. For example, in Year 1, when faced with  $15 - 3$  and  $15 - 13$ , they will adapt their ways of approaching the calculation appropriately. The teaching should always emphasise the importance of mathematical thinking to ensure accuracy and flexibility of approach, and the importance of using known number facts to harness their recall of bonds within 20 to support both addition and subtraction methods.

In Year 2, they will start to see calculations presented in a column format, although this is not expected to be formalised until KS2. We show the column method in Year 2 as an option; teachers may not wish to include it until Year 3.

**Multiplication and division:** Children develop an awareness of equal groups and link this with counting in equal steps, starting with 2s, 5s and 10s. In Year 2, they learn to connect the language of equal groups with the mathematical symbols for multiplication and division. They learn how multiplication and division can be related to repeated addition and repeated subtraction to find the answer to the calculation.

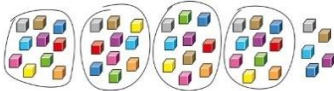

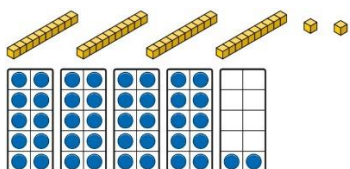

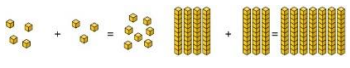
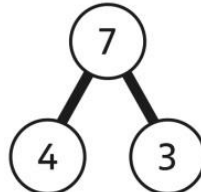


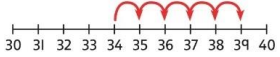
In this key stage, it is vital that children explore and experience a variety of strong images and manipulative representations of equal groups, including concrete experiences as well as abstract calculations.

Children begin to recall some key multiplication facts, including doubles, and an understanding of the 2, 5 and 10 times-tables and how they are related to counting.

**Fractions:** In Year 1, children encounter halves and quarters, and link this with their understanding of sharing. They experience key spatial representations of these fractions, and learn to recognise examples and non-examples, based on their awareness of equal parts of a whole.

In Year 2, they develop an awareness of unit fractions and experience non-unit fractions, and they learn to write them and read them in the common format of numerator and denominator.

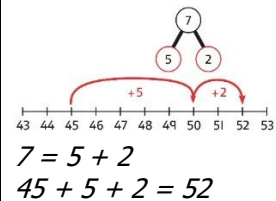
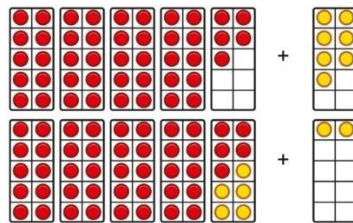
# Year 2

	Concrete	Pictorial	Abstract																				
Year 2 Addition																							
Understanding 10s and 1s	<p>Group objects into 10s and 1s.</p>  <p>Bundle straws to understand unitising of 10s.</p> 	<p>Understand 10s and 1s equipment, and link with visual representations on ten frames.</p> 	<p>Represent numbers on a place value grid, using equipment or numerals.</p> <table border="1" data-bbox="1114 400 1378 591"><thead><tr><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td></td><td></td></tr><tr><td>3</td><td>2</td></tr></tbody></table> <table border="1" data-bbox="1114 591 1378 669"><thead><tr><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td>4</td><td>3</td></tr></tbody></table>	Tens	Ones			3	2	Tens	Ones	4	3										
Tens	Ones																						
3	2																						
Tens	Ones																						
4	3																						
Adding 10s	<p>Use known bonds and unitising to add 10s.</p>  <p><i>I know that <math>4 + 3 = 7</math>. So, I know that 4 tens add 3 tens is 7 tens.</i></p>	<p>Use known bonds and unitising to add 10s.</p>  <p><i>I know that <math>4 + 3 = 7</math>. So, I know that 4 tens add 3 tens is 7 tens.</i></p>	<p>Use known bonds and unitising to add 10s.</p>  <p><math>4 + 3 = \square</math></p> <p><math>4 + 3 = 7</math> <math>4 \text{ tens} + 3 \text{ tens} = 7 \text{ tens}</math> <math>40 + 30 = 70</math></p>																				
Adding a 1-digit number to a 2-digit number not bridging a 10	<p>Add the 1s to find the total. Use known bonds within 10.</p>  <p><i>41 is 4 tens and 1 one. 41 add 6 ones is 4 tens and 7 ones.</i></p> <p>This can also be done in a place value grid.</p> <table border="1" data-bbox="298 1655 564 1924"><thead><tr><th>T</th><th>O</th></tr></thead><tbody><tr><td></td><td></td></tr><tr><td></td><td></td></tr></tbody></table>	T	O					<p>Add the 1s.</p>  <p><i>34 is 3 tens and 4 ones. 4 ones and 5 ones are 9 ones. The total is 3 tens and 9 ones.</i></p> <table border="1" data-bbox="676 1532 963 1823"><thead><tr><th>T</th><th>O</th></tr></thead><tbody><tr><td></td><td></td></tr><tr><td></td><td></td></tr></tbody></table>	T	O					<p>Add the 1s.</p> <p>Understand the link between counting on and using known number facts. Children should be encouraged to use known number bonds to improve efficiency and accuracy.</p>  <p>This can be represented horizontally or vertically.</p> <p><math>34 + 5 = 39</math></p> <p>or</p> <table border="1" data-bbox="1114 1778 1283 2002"><thead><tr><th>T</th><th>O</th></tr></thead><tbody><tr><td>3</td><td>4</td></tr><tr><td>+</td><td>5</td></tr><tr><td></td><td>9</td></tr></tbody></table>	T	O	3	4	+	5		9
T	O																						
T	O																						
T	O																						
3	4																						
+	5																						
	9																						
Adding a 1-digit	Complete a 10 using number bonds.	Complete a 10 using number bonds.	Complete a 10 using number bonds.																				

**number to a 2-digit number bridging 10**

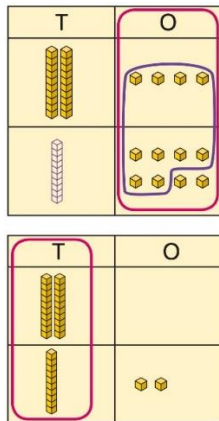


*There are 4 tens and 5 ones. I need to add 7. I will use 5 to complete a 10, then add 2 more.*

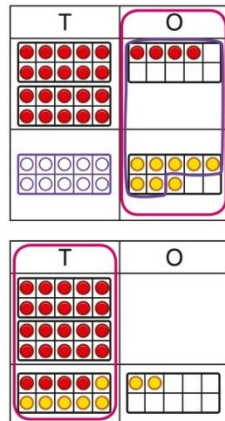


**Adding a 1-digit number to a 2-digit number using exchange**

Exchange 10 ones for 1 ten.



Exchange 10 ones for 1 ten.



Exchange 10 ones for 1 ten.



**Adding a multiple of 10 to a 2-digit number**

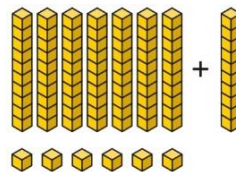
Add the 10s and then recombine.



*27 is 2 tens and 7 ones. 50 is 5 tens.*

*There are 7 tens in total and 7 ones. So, 27 + 50 is 7 tens and 7 ones.*

Add the 10s and then recombine.



*66 is 6 tens and 6 ones. 66 + 10 = 76*

A 100 square can support this understanding.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Add the 10s and then recombine.

$$37 + 20 = ?$$

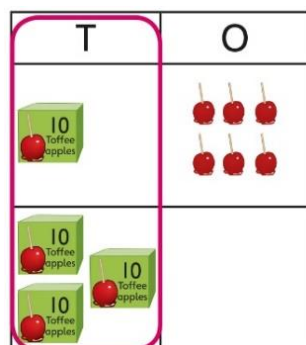
$$30 + 20 = 50$$

$$50 + 7 = 57$$

$$37 + 20 = 57$$

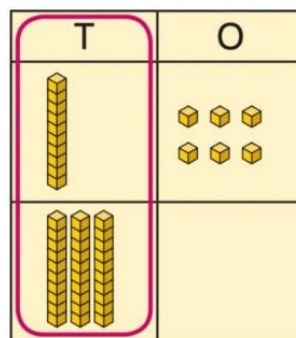
**Adding a multiple of 10 to a 2-digit number using columns**

Add the 10s using a place value grid to support.



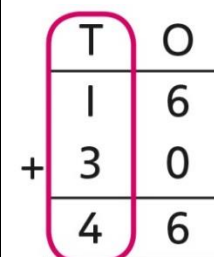
*16 is 1 ten and 6 ones.*

Add the 10s using a place value grid to support.




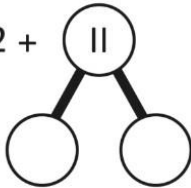
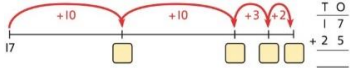
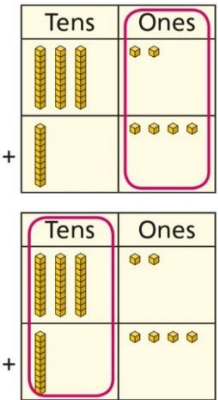

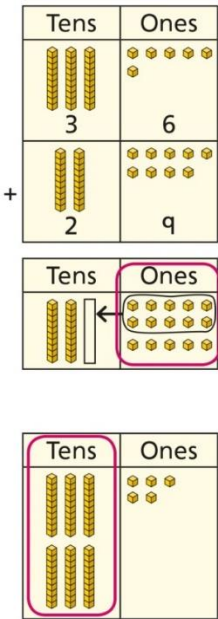
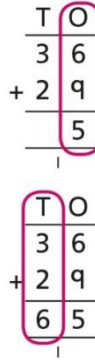
*16 is 1 ten and 6 ones.*

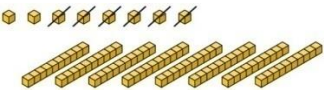
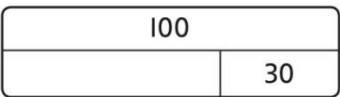
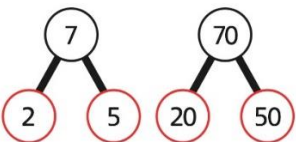
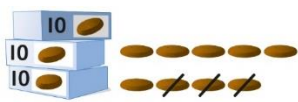
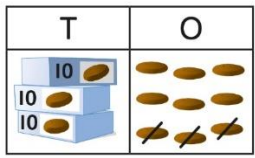
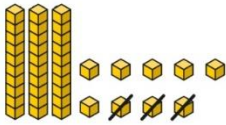
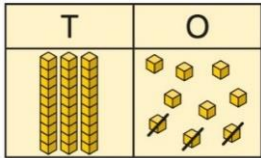
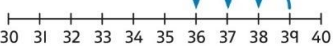
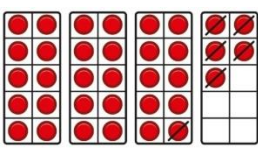
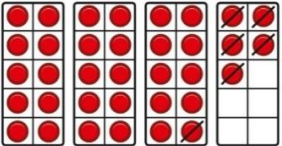
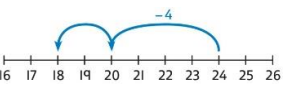
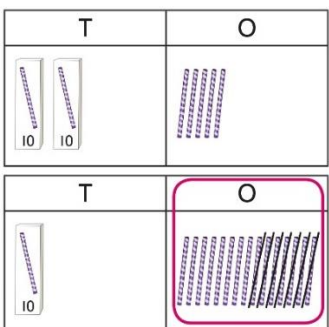
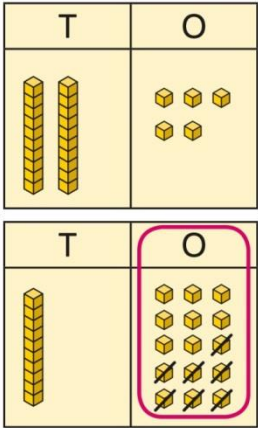
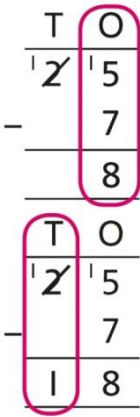
Add the 10s represented vertically. Children must understand how the method relates to unitising of 10s and place value.





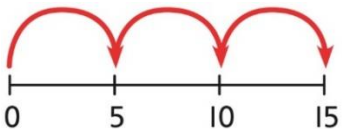

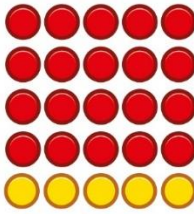
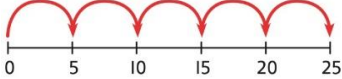

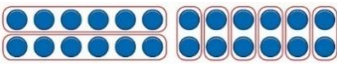


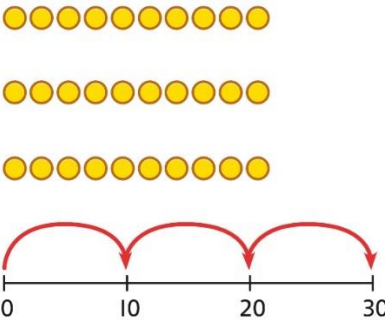
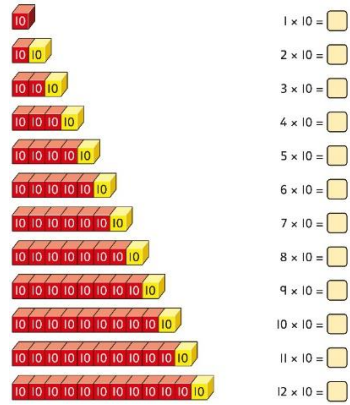
$$1 + 3 = 4$$



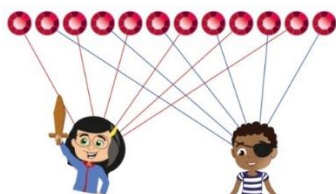
	<p>30 is 3 tens. There are 4 tens and 6 ones in total.</p>	<p>30 is 3 tens. There are 4 tens and 6 ones in total.</p>	<p>1 ten + 3 tens = 4 tens <math>16 + 30 = 46</math></p>
<p><b>Adding two 2-digit numbers</b></p>	<p>Add the 10s and 1s separately.</p>  <p><math>5 + 3 = 8</math> There are 8 ones in total.</p> <p><math>3 + 2 = 5</math> There are 5 tens in total.</p> <p><math>35 + 23 = 58</math></p>	<p>Add the 10s and 1s separately. Use a part-whole model to support.</p>  <p><math>32 + 11 = 43</math></p> <p><math>11 = 10 + 1</math> <math>32 + 10 = 42</math> <math>42 + 1 = 43</math></p>	<p>Add the 10s and the 1s separately, bridging 10s where required. A number line can support the calculations.</p>  <p><math>17 + 25 = 42</math></p>
<p><b>Adding two 2-digit numbers using a place value grid</b></p>	<p>Add the 1s. Then add the 10s.</p> 		<p>Add the 1s. Then add the 10s.</p> 
<p><b>Adding two 2-digit numbers with exchange</b></p>	<p>Add the 1s. Exchange 10 ones for a ten. Then add the 10s.</p> 		<p>Add the 1s. Exchange 10 ones for a ten. Then add the 10s.</p> 

<b>Subtracting multiples of 10</b>	<p>Use known number bonds and unitising to subtract multiples of 10.</p>  <p><i>8 subtract 6 is 2. So, 8 tens subtract 6 tens is 2 tens.</i></p>	<p>Use known number bonds and unitising to subtract multiples of 10.</p>  <p><i>10 - 3 = 7 So, 10 tens subtract 3 tens is 7 tens.</i></p>	<p>Use known number bonds and unitising to subtract multiples of 10.</p>  <p><i>7 tens subtract 5 tens is 2 tens. 70 - 50 = 20</i></p>
<b>Subtracting a single-digit number</b>	<p>Subtract the 1s. This may be done in or out of a place value grid.</p>  	<p>Subtract the 1s. This may be done in or out of a place value grid.</p>  	<p>Subtract the 1s. Understand the link between counting back and subtracting the 1s using known bonds.</p>  $\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 9 \\ - \quad 3 \\ \hline 3 \quad 6 \end{array}$ <p><i>9 - 3 = 6 39 - 3 = 36</i></p>
<b>Subtracting a single-digit number bridging 10</b>	<p>Bridge 10 by using known bonds.</p>  <p><i>35 - 6 I took away 5 counters, then 1 more.</i></p>	<p>Bridge 10 by using known bonds.</p>  <p><i>35 - 6 First, I will subtract 5, then 1.</i></p>	<p>Bridge 10 by using known bonds.</p>  <p><i>24 - 6 = ? 24 - 4 - 2 = ?</i></p>
<b>Subtracting a single-digit number using exchange</b>	<p>Exchange 1 ten for 10 ones. This may be done in or out of a place value grid.</p> 	<p>Exchange 1 ten for 10 ones.</p> 	<p>Exchange 1 ten for 10 ones.</p>  <p><i>25 - 7 = 18</i></p>
<b>Subtracting a 2-digit number</b>	<p>Subtract by taking away.</p>	<p>Subtract the 10s and the 1s. This can be represented on a 100 square.</p>	<p>Subtract the 10s and the 1s. This can be represented on a number line.</p>



	 <p>3 groups of 5 chairs 15 chairs altogether</p>	 <p>3 groups of 5 15 in total</p>	 <p><math>5 + 5 + 5 = 15</math> <math>3 \times 5 = 15</math></p>
<b>Using arrays to represent multiplication and support understanding</b>	<p>Understand the relationship between arrays, multiplication and repeated addition.</p>  <p>4 groups of 5</p>	<p>Understand the relationship between arrays, multiplication and repeated addition.</p>  <p>4 groups of 5 ... 5 groups of 5</p>	<p>Understand the relationship between arrays, multiplication and repeated addition.</p>  <p><math>5 \times 5 = 25</math></p>
<b>Understanding commutativity</b>	<p>Use arrays to visualise commutativity.</p>  <p>I can see 6 groups of 3. I can see 3 groups of 6.</p>	<p>Form arrays using counters to visualise commutativity. Rotate the array to show that orientation does not change the multiplication.</p>  <p>This is 2 groups of 6 and also 6 groups of 2.</p>	<p>Use arrays to visualise commutativity.</p>  <p><math>4 + 4 + 4 + 4 + 4 = 20</math> <math>5 + 5 + 5 + 5 = 20</math> <math>4 \times 5 = 20</math> and <math>5 \times 4 = 20</math></p>
<b>Learning <math>\times 2</math>, <math>\times 5</math> and <math>\times 10</math> table facts</b>	<p>Develop an understanding of how to unitise groups of 2, 5 and 10 and learn corresponding times-table facts.</p>  <p>3 groups of 10 ... 10, 20, 30 <math>3 \times 10 = 30</math></p>	<p>Understand how to relate counting in unitised groups and repeated addition with knowing key times-table facts.</p>  <p><math>10 + 10 + 10 = 30</math> <math>3 \times 10 = 30</math></p>	<p>Understand how the times-tables increase and contain patterns.</p>  <p><math>5 \times 10 = 50</math> <math>6 \times 10 = 60</math></p>
<b>Year 2 Division</b>			
<b>Sharing equally</b>	<p>Start with a whole and share into equal parts, one at a time.</p>	<p>Represent the objects shared into equal parts using a bar model.</p>	<p>Use a bar model to support understanding of the division.</p>





12 shared equally between 2.  
They get 6 each.

Start to understand how this also relates to grouping. To share equally between 3 people, take a group of 3 and give 1 to each person. Keep going until all the objects have been shared

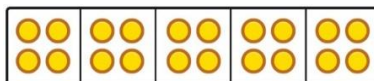


15

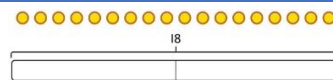


They get 5  each.

15 shared equally between 3.  
They get 5 each.



20 shared into 5 equal parts.  
There are 4 in each part.



$$18 \div 2 = 9$$

### Grouping equally

Understand how to make equal groups from a whole.



8 divided into 4 equal groups.  
There are 2 in each group.

Understand the relationship between grouping and the division statements.

$$12 \div 3 = 4$$



$$12 \div 4 = 3$$



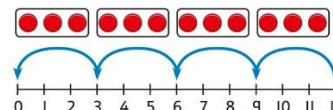
$$12 \div 6 = 2$$



$$12 \div 2 = 6$$



Understand how to relate division by grouping to repeated subtraction.



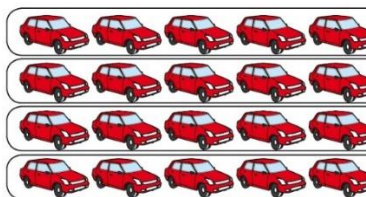
There are 4 groups now.

12 divided into groups of 3.  
 $12 \div 3 = 4$

There are 4 groups.

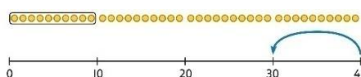
### Using known times-tables to solve divisions

Understand the relationship between multiplication facts and division.



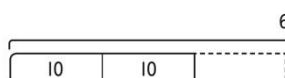
4 groups of 5 cars is 20 cars in total.  
20 divided by 4 is 5.

Link equal grouping with repeated subtraction and known times-table facts to support division.



40 divided by 4 is 10.

Use a bar model to support understanding of the link between times-table knowledge and division.



Relate times-table knowledge directly to division.

$$\begin{aligned} 1 \times 10 &= 10 \\ 2 \times 10 &= 20 \\ 3 \times 10 &= 30 \\ 4 \times 10 &= 40 \\ 5 \times 10 &= 50 \\ 6 \times 10 &= 60 \\ 7 \times 10 &= 70 \\ 8 \times 10 &= 80 \end{aligned}$$

I used the 10 times-table to help me.  
 $3 \times 10 = 30$ .

I know that 3 groups of 10 makes 30, so I know that 30 divided by 10 is 3.

$$3 \times 10 = 30 \quad \text{so} \quad 30 \div 10 = 3$$



## Helping your child with Science and the Foundation Subjects

Your child will study science and a number of foundation subjects throughout the year. Foundation subjects differ to the core subjects of: English, Maths and Science which are explored in further detail.








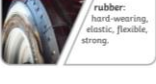



Even though foundation subjects are not explored as thoroughly, they are still important because they introduce pupils to a wide variety of skills and knowledge. Foundation subjects also give a taster to students on what they enjoy and excel at doing to give them a clear idea on what to progress further in their education.

Below are some Knowledge Organisers which will help you understand what we will be covering in the subjects mentioned above. A Knowledge Organiser (KO) sets out in detail what we want children to know by the end of the topic. We expect the majority of children to be able to recall all of the information on the KO by the end of the unit of work. During their topic the children will take part in regular quizzes, that help stretch their long-term memory and develop their recall of key information.

We ask that parents read through these Knowledge Organisers at home with their children. It is also useful for children to go back to previous Knowledge Organisers and revise these so that the information from previous learning is not forgotten.















We are developing knowledge organisers across the curriculum but for now, can share the following in science and humanities

### Science: Term 1a

Uses of Everyday Materials		Year 2	Uses of Everyday Materials	Year 2
<b>Key Vocabulary</b> <b>materials</b> Materials are what objects are made from. <b>suitability</b> Suitability means having the properties which are right for a specific purpose. <b>properties</b> This is what a material is like and how it behaves (soft, stretchy, waterproof).		<b>Key Knowledge</b> <b>Properties of Materials</b>        	<b>Key Knowledge</b> <b>John McAdam</b> John McAdam was a Scottish engineer who experimented with using new materials to build roads, inventing a new process called 'macadamisation'. <b>John Dunlop</b> John Dunlop was a Scottish inventor who invented the air-filled rubber tyre. It was originally invented in 1887 to use with bicycles, and then became very useful when automobiles were developed. <b>Charles Macintosh</b> Charles Macintosh was a Scottish inventor and chemist who invented waterproof fabrics in 1818. The Mackintosh raincoat was introduced in 1824. <b>Macadamisation</b> Macadamisation was the name given to John McAdam's construction process of building roads. The name tarmac means a road made like this using tar.	<b>People who developed new materials:</b>   



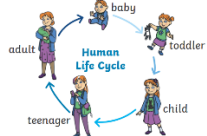


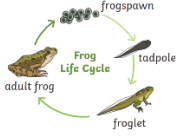

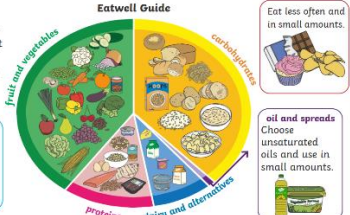


To look at all the planning resources linked to the Uses of Everyday Materials unit, [click here](#).

### Science: Term 1b




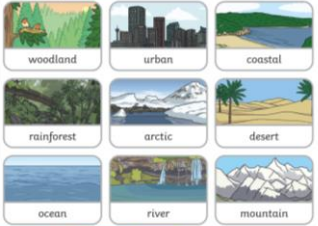

Scientists and Inventors		Year 2	Scientists and Inventors	Year 2
<b>Key People</b> <b>Tim Smit</b> Tim Smit had the idea to build the Eden Project. <b>Nicholas Grimshaw</b> Nicholas Grimshaw designed the biomes for the Eden Project. <b>Jane Colden</b> Jane Colden was a botanist. She is thought to be America's first woman botanist. <b>Elizabeth Garrett Anderson</b> Elizabeth was the first woman to qualify as a doctor. She qualified in 1865. <b>Louis Pasteur</b> Louis Pasteur discovered that germs are living things that can be spread by touch or through the air. <b>Charles Macintosh</b> Charles Macintosh invented the first waterproof fabric. <b>Rachel Carson</b> Rachel Carson was a scientist who studied ocean habitats. She discovered that pollution from farms was affecting the oceans and the animals in them. <b>James Blyth</b> James Blyth invented the wind turbine in 1887. He used it to power the lights in his holiday home.		       	<b>Key Vocabulary</b> <b>biome</b> A biome is an area with similar weather, rainfall, temperature, plants and animals. <b>Eden Project</b> The Eden Project has specially built 'biome' structures. These house lots of different plants. <b>botanist</b> Botanists study plants. <b>doctor</b> Doctors treat people who are ill. They use science to work out what is wrong with someone and how to treat it. <b>germs</b> Germs are tiny living things that can cause diseases. <b>turbine</b> A turbine turns wind into electricity. <b>waterproof</b> If a fabric is waterproof, water can not soak through it.	     

To look at all the planning resources linked to the Scientists and Inventors unit, [click here](#).

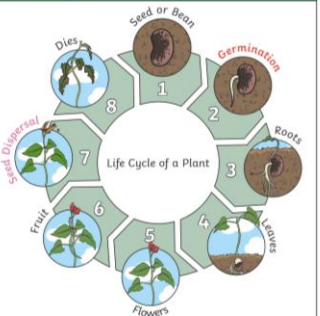
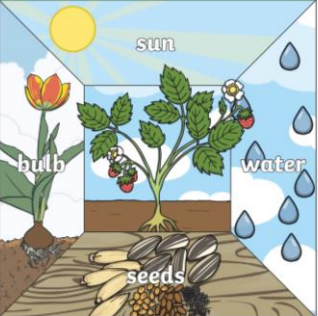
## Science: Term 2a

Animals Including Humans		Year 2		Animals Including Humans		Year 2	
<b>Key Vocabulary</b> <b>adult</b> A fully grown animal or plant. <b>develop</b> To grow bigger and become stronger. <b>life cycle</b> The changes living things go through to become an adult. <b>offspring</b> The child of an animal. <b>young</b> Offspring that has not reached adulthood. <b>live young</b> Offspring that has not hatched from an egg.	Some animals give birth to <b>live young</b> .  Some animals lay eggs which the <b>young</b> hatch from.  Both of these types of <b>young</b> then <b>develop</b> into <b>adults</b> . 	Some <b>offspring</b> look like their <b>adult</b> when they are born.  Some <b>offspring</b> do not look like their <b>adult</b> when they are born.  	<b>Key Vocabulary</b> <b>diet</b> The food and water that an animal needs. <b>disease</b> Illness or sickness. <b>exercise</b> A physical activity to keep your body fit. <b>germs</b> Tiny living things that can cause disease. <b>hygiene</b> How we keep ourselves and the world around us clean so we can stay healthy and stop germs spreading. <b>nutrition</b> Food needed to live. <b>pulse</b> The beating of the heart that can be felt in your neck and wrist.	To stay alive, all animals have three basic needs for survival: air, water, food  To grow into a healthy adult, we must eat the right types of food in the right amount and <b>exercise</b> .  Being active and <b>exercising</b> keeps our bodies and minds healthy.  To stop germs from spreading, it is important to be <b>hygienic</b> . 			

## Science: Term 2b

Living Things and Their Habitats		Year 2		Living Things and Their Habitats		Year 2	
<b>Key Vocabulary</b> <b>life processes</b> These are the things that all <b>living</b> things do. They move, breathe, sense, grow, make babies, get rid of waste and get their energy from food. <b>living</b> Things that are <b>living</b> have all the <b>life processes</b> . <b>dead</b> Things that are <b>dead</b> were once <b>living</b> . They did have all the <b>life processes</b> but don't now. <b>never living</b> Things made out of metal, plastic or rock were <b>never living</b> . They never had the <b>life processes</b> . <b>food chain</b> A <b>food chain</b> shows how each animal gets its food. <b>Food chains</b> are one of the ways that <b>living things</b> <b>depend</b> on each other to stay alive. <b>food sources</b> This is the place a <b>living thing's</b> food comes from.	<b>Key Knowledge</b>  <b>Food chains.</b> The arrows mean 'is eaten by'.  	<b>Key Vocabulary</b> <b>habitat</b> A <b>habitat</b> is the natural place something lives. A <b>habitat</b> provides <b>living</b> things with everything they need to <b>survive</b> such as food, shelter and water. <b>microhabitat</b> A <b>microhabitat</b> is a very small <b>habitat</b> in places like under a rock, under leaves or on a branch. <b>Microhabitats</b> live in <b>microhabitats</b> . The <b>microhabitats</b> have everything they need to <b>survive</b> . <b>depend</b> Many <b>living</b> things in a <b>habitat</b> <b>depend</b> on each other. This means they need each other for different things. <b>survive</b> This means to stay alive.	<b>Key Knowledge</b> <b>Examples of habitats:</b>  <b>Examples of microhabitats:</b> 				

## Science: Term 3a

Plants		Year 2		Plants		Year 2	
<b>Key Vocabulary</b> <b>germination</b> When the conditions are right, the seed soaks up <b>water</b> and swells, and the tiny new plant bursts out of its shell. This is called <b>germination</b> . <b>sprout</b> When a plant <b>sprouts</b> , it grows new <b>shoots</b> . <b>shoot</b> A <b>shoot</b> grows upwards from the seed or plant to find <b>sunlight</b> . <b>seed dispersal</b> <b>Seed dispersal</b> is when the seeds move away from the parent plant. They can be moved by the wind or animals.	<b>Key Knowledge</b> 	<b>Key Vocabulary</b> <b>What do plants need to grow well?</b> <b>sunlight</b> All plants need light from the sun to grow well. Some plants need lots of <b>sunlight</b> . Some plants only need a little <b>sunlight</b> . <b>water</b> All plants need <b>water</b> to grow. Without <b>water</b> , seeds and bulbs will not <b>germinate</b> . <b>temperature</b> <b>Temperature</b> is how warm or cold something is somewhere. Some plants like cooler <b>temperatures</b> and some like warmer <b>temperatures</b> . <b>nutrition</b> Food or nourishment. Plants make their own food in their leaves using <b>sunlight</b> .	<b>Key Knowledge</b> 				

## Science: Term 3b

The Environment		KS1		The Environment		KS1	
<b>Key Vocabulary</b> <b>environment</b> Our planet provides everything that we and all living things need. We call it our <b>environment</b> . <b>climate</b> <b>Climate</b> is the average weather conditions over many years (usually around 30 years). The earth's <b>climate</b> is just right, meaning that things can live on the planet. <b>climate change</b> <b>Climate change</b> is a change in the overall weather and temperature on Earth. (Not the day-to-day weather). The Earth is getting warmer due to some of the things humans are doing. This means it will be more difficult for living things to survive. <b>atmosphere</b> The layer of gas surrounding the Earth. <b>greenhouse gas</b> <b>Greenhouse gases</b> are special types of gas in the <b>atmosphere</b> . They let sunlight through but stop heat from escaping, like a greenhouse, so the Earth warms up.	<b>Key Knowledge</b> <b>Effects of climate change:</b> 	<b>Key Vocabulary</b> <b>energy</b> Energy makes everything work. <b>power</b> Electricity, gas and oil are all sources of <b>power</b> . They give us <b>energy</b> to make things work. <b>non-renewable</b> <b>Non-renewable power</b> sources such as coal, oil and gas can't be replaced once they have been used. Scientists think these are running out. <b>renewable</b> <b>Renewable power</b> sources can be replaced. This means they will never run out. <b>Solar power</b> , wind <b>power</b> , geothermal <b>power</b> , biomass and wave <b>power</b> are all <b>renewable power</b> sources. <b>endangered</b> Being <b>endangered</b> means that scientists think that a type of animal or plant is at risk of becoming <b>extinct</b> . <b>extinct</b> <b>Extinct</b> means that there are none of that type of animal or plant left alive.	<b>Key Knowledge</b> <b>Renewable power sources</b> 				



# Humanities: Term 1a

What a Wonderful World			Year 2
Key Vocabulary		Continents	World Oceans
<b>continent</b>	A very large area of land that includes all the islands with it.	There are seven <b>continents</b> : Africa, Antarctica, Asia, <b>Australasia</b> , Europe, North America and South America. Some <b>continents</b> have many countries, others do not.	There are five <b>oceans</b> in the world: the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean and the Southern Ocean.
<b>ocean</b>	A large area of sea.		
<b>population</b>	The number of people that live in a particular place.		
<b>landmark</b>	A well-known building or place.		
<b>Australasia</b>	The continent of Australasia is often referred to as just Australia. It has about 28 countries and island groups.	Europe is the second smallest <b>continent</b> . It has around 44 countries, including England. About 740 million people live in Europe. It is the third largest <b>continent</b> in terms of population.	Europe has many famous <b>landmarks</b> , including Stonehenge in England, the Matterhorn in Switzerland and the Eiffel Tower in France. <b>Landmarks</b> in other <b>continents</b> include the Yangtze River in China (which is in Asia) and the Great Barrier Reef located off the coast of Australia.
<b>desert</b>	A large area of land that has very little rainfall and where not much grows.		Half the world's <b>population</b> live in Asia. The largest <b>desert</b> in the world (the Sahara) is in Africa. North America is twice the size of Europe. Over half of Australia is <b>desert</b> or receives little rain. The Amazon <b>rainforest</b> is in South America. Antarctica is known as the 'frozen continent'.
<b>rainforest</b>	A large area of land with lots of tall trees and plenty of rainfall.		

# Humanities: Term 1b

The Gunpowder Plot			KS1
Key Events and Facts		Timeline of Events	
<b>What was the Gunpowder Plot?</b>	The Gunpowder Plot was a plot to kill King James I and his government by blowing up the Houses of Parliament.	<b>24th March 1603</b> King James I becomes King of England.	<b>May 1604</b> The group begin to plot against King James I.
<b>Who was involved in the plot?</b>	Robert Catesby, Guy Fawkes, Thomas Percy, and five of their friends were involved.	<b>13th April 1570</b> Guy Fawkes is born.	<b>5th November 1605</b> Guy Fawkes is found in the cellar with 36 barrels of gunpowder by the king's guards.
<b>Why were they plotting?</b>	Under the rule of James I, Catholics were treated unfairly. The plotters were all Catholic and wanted King James removed from the throne.	<b>March 1605</b> The plotters rent a cellar under the Houses of Parliament.	<b>31st January 1606</b> Guy Fawkes is executed.
<b>How was the plot stopped?</b>	A letter was sent to Lord Montague, who was due to go to the Houses of Parliament, warning him of the plot. He told the king, who sent guards to search the cellars. They found Guy Fawkes and gunpowder.	<b>26th October 1605</b> Lord Montague, who is a Catholic, receives an unsigned letter that warns him not to go to the opening of Parliament on the 5 <sup>th</sup> November.	
<b>Why do we celebrate Bonfire Night?</b>	King James I ordered that people should celebrate his survival on the 5th November. To this day, people still light bonfires and burn 'guys' (puppets made of straw, named after Guy Fawkes) to celebrate.		
Key Vocabulary		Key Knowledge	
<b>The Gunpowder Plot</b>	A plot to blow up the Houses of Parliament to kill King James I and his government.	<b>Robert Winter</b> - cousin of Robert Catesby	<b>John Wright</b> - friend of Robert Catesby
<b>Catholics</b>	Members of the Catholic church.	<b>Guy Fawkes</b> - gunpowder expert	<b>Thomas Winter</b> - cousin of Robert Catesby
<b>Protestants</b>	Christians who are not Catholic.	<b>Christopher Wright</b> - friend of Robert Catesby	<b>Robert Catesby</b> - the ringleader
<b>Houses of Parliament</b>	The building in London where the government works.	<b>Thomas Bates</b> - servant of Robert Catesby	<b>Thomas Percy</b> - one of the King's bodyguards
<b>Gunpowder</b>	An explosive powder that was used in guns.		

# Humanities: Term 2a

Sensational Safari			Year 2
Key Vocabulary		Where is Kenya?	National Parks and Reserves
<b>endangered</b>	A species of animal or plant that is at risk of becoming extinct (no longer existing).	Located in east Africa. Population of around 44 million. The capital city is Nairobi. Mombasa, situated on the coast, is one of Kenya's largest cities. The Tana river is the longest river in Kenya. Mount Kenya is the highest mountain (5200m). Kenya's coastline is on the Indian Ocean. Swahili and English are the official languages.	There are over 50 <b>national parks</b> and <b>game reserves</b> . They include different types of wildlife and <b>habitats</b> , including wetlands, grasslands, forest and <b>savannah</b> . The Maasai Mara National Reserve is one of the most popular reserves for <b>tourists</b> to visit. Millions of <b>tourists</b> visit the famous reserve to go on safari, explore the landscape and to see the amazing wildlife, including the 'Big Five'. Each year visitors come to watch the huge <b>migration</b> of wildebeest. Some animals in Kenya are <b>endangered</b> and are protected within the parks and reserves.
<b>game reserve</b>	A protected area of land where humans are allowed to live and carry out some different activities.		
<b>habitat</b>	The natural home of a plant or animal.		
<b>migration</b>	When animals move from one area to another, often to find food, water or shelter.		
<b>national park</b>	A protected area of land where only tourism and research is allowed. No humans live there.		
<b>rural</b>	Areas away from towns or cities, also known as the countryside.		
<b>savannah</b>	Tropical grasslands with shrubs and trees but not much rainfall.		
<b>tourists</b>	People who travel for fun.		
Weather and Climate		The Maasai Tribe	
Kenya lies on the equator. Hot, dry deserts in the north. The highlands are cool.		Maasai people traditionally live in mud huts made from mud, sticks, grass and cow dung. Many Maasai are farmers and own large herds of cows, goats and sheep. The Maasai people love music and dance. They often sing and the men perform a special jumping dance.	Traditional mud hut.
Climate is hot, sunny and dry for most of the year. Hot and humid in the west. Mount Kenya is high enough to be covered in snow all year round.		<b>School Life in Kenya</b> Most children in Kenya go to school, but not all of them. Some children, especially in <b>rural</b> areas, are too busy helping their families by working on the farm, cooking or fetching water. At school, some children may be different ages but in the same year group.	Maasai Tribe.
The Big Five - the largest and most dangerous African animals			
		African lion	African elephant
		Cape buffalo	African leopard
		White/black rhinoceros	

# Humanities: Term 2b

Significant Explorers			KS1
Key Questions		Key Vocabulary	
Who was Ibn Battuta?	Ibn Battuta was born in 1304. He was a great <b>explorer</b> who spent nearly 30 years travelling. It is thought he travelled over 78,000 miles visiting the same as 44 modern countries. In 1354, he told a writer what happened on his journeys and these stories were written up in the <b>Rihla</b> .	<b>commemorate</b>	To celebrate and remember a person or event.
Was Matthew Henson the first human to set foot on the North Pole?	It is not certain whether Matthew Henson and the other <b>explorers</b> with him were the first to reach the North Pole in April 1909. Even so, Matthew Henson should be remembered as a skilled <b>polar explorer</b> . For years, he did not receive the same recognition as his White co- <b>explorer</b> due to racism.	<b>explorer</b>	An <b>explorer</b> is someone who goes on an <b>exploration</b> .
Who helped Neil Armstrong to be the first person to walk on the Moon?	When Neil Armstrong took those first steps on the Moon in July 1969, he was joined by Buzz Aldrin. Another astronaut, Michael Collins, stayed in the main spacecraft during the Moon landing. The astronauts were helped by many other people down on Earth.	<b>exploration</b>	A journey where <b>explorers</b> travel to unfamiliar places.
Why is Felicity Aston in the Guinness World Records?	Felicity Aston's <b>polar exploration</b> is part of <b>recent</b> history. In 2012, Felicity became the first person to ever travel alone across Antarctica, just using her own power and walking with skis.	<b>polar</b>	Used when talking about anything to do with the North Pole or the South Pole.
Why are some people in history considered to be significant?	There are lots of reasons why someone might be considered to be important in history. It might be that their actions changed things for people or that they achieved something great.	<b>recent</b>	In the past but not long ago.
How are significant explorers remembered?	<b>Significant</b> people, including <b>explorers</b> , are remembered in lots of different ways. Some <b>explorers</b> have places named after them. Some have their pictures on stamps or there might be statues to <b>commemorate</b> them.	<b>Rihla</b>	The shortened name of the book where Ibn Battuta's travels were written down. The word 'Rihla' means 'journey' in Arabic.
		<b>significant</b>	Important and worth knowing about.
		<b>voyage</b>	A long journey, especially by ship. The word <b>voyage</b> can also be used to describe journeys in space.
		Timeline	
		1304	Ibn Battuta was born.
		1354	The <b>Rihla</b> was written. This tells people studying history lots about Ibn Battuta and life at that time.
		1909	Matthew Henson and his team reached what they believed to be the North Pole.
		1969	Neil Armstrong became the first human to set foot on the Moon.
		2012	Felicity Aston walked alone across Antarctica. She became the first woman to achieve this and the first human to do this using just her own power.
		<b>Ibn Battuta</b> <b>Matthew Henson</b> <b>Neil Armstrong</b> <b>Felicity Aston</b>	


Humanities: Term 3a


Beside the Seaside

Year 2

Key Vocabulary	
local area	Nearby.
national	Within the same country.
resort	A popular place for holidays.
tourist	Someone who travels or visits a place for pleasure.
feature	An interesting or important part.
physical feature	A feature that has been formed by nature.
human feature	A feature that has been made or changed by humans.
pier	A structure built out into the water for people to walk on.
promenade	A public place for walking for pleasure.

Continents	
	People visit lots of different places. They might visit a <b>local area</b> , travel a bit further and go on a <b>national</b> trip, or take a longer holiday somewhere else in the world. Many <b>tourists</b> like to visit a seaside <b>resort</b> .

Physical Features of the Seaside	
	A seaside resort has many <b>physical features</b> . <b>Features</b> such as the beach, the sea, cliffs and caves have been made naturally. This means they were made by nature.

Human Features of the Seaside	
	<b>Human features</b> found at the seaside might include the <b>pier</b> , the <b>promenade</b> , a lighthouse and a fairground. These <b>features</b> are all man-made.

There is always plenty to do at the seaside, like building sandcastles, paddling in the sea and donkey rides.



Beside the Seaside

Year 2

Key Vocabulary	
United Kingdom (UK)	England, Scotland, Wales and Northern Ireland.
Victorian	When Queen Victoria ruled (from 1837-1901).
sea bathing	Swimming in the sea.
attractions	Things to see and do.
bay	Part of the coast where the land curves in and is surrounded by the sea on three sides.
harbour	A place where ships or boats moor (tie-up).
climate	Weather.

Seaside Holidays in the Past

There are lots of seaside resorts in the **United Kingdom** that have been popular for many years. In **Victorian** times, people would travel to the seaside to enjoy activities, such as a puppet show, walk along the **promenade** or to go **sea bathing**. The **Victorians** believed that the sea air was good for you and that **sea bathing** would make you healthy.




Seaside Towns

Seaside towns have plenty of **attractions** for **tourists**. The **bay** and beaches are some of the **physical features** that visitors can enjoy. The **harbour** is used for boat trips, fishing and seal spotting tours.

Seaside towns have plenty of restaurants and cafes for **tourists** to visit. There are also huts selling snacks, such as ice-creams, drinks and fish and chips.

The **UK** is made up of the large island of Great Britain, Northern Ireland and many smaller islands.

In the past, beaches were much cleaner because there was less litter.



Humanities: Term 3b

Kings and Queens

KS1

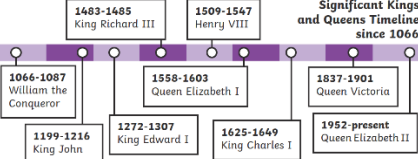
Key Facts	
Why was William I known as William the Conqueror?	William I came from France. He killed King Harold in 1066 and took over England, becoming known as 'William the Conqueror'.
Why was King Edward I known as 'Longshanks'?	King Edward I was given the nickname 'Longshanks' because he was very tall. He was also called the 'Hammer of the Scots' as he spent years fighting wars with Scotland.
What is Henry VIII known for?	Henry was desperate for a son, so when his wife Katherine of Aragon gave birth to a baby girl, he divorced her. In doing so, he split England from the Catholic Church and created the Church of England. Henry had a total of six wives. He divorced two and beheaded two!
Who is the longest reigning monarch?	In 2015, Queen Elizabeth II became the longest reigning monarch with 65 years on the throne. Before this, Queen Victoria had been the longest reigning monarch.
What is Richard III remembered for?	Richard III is often remembered for being a cruel and unkind king. Some people think he killed his nephews to become king. He is also famous because nobody knew where he was buried until his skeleton was discovered in a car park in 2012.
Who was Elizabeth I?	Elizabeth I was the daughter of Henry VIII. She never married, although she said she was married to her country.

Kings and Queens

KS1


Key Vocabulary	
monarch	A monarch is a king or queen, an emperor or a sultan.
Parliament	This is where politicians meet to decide laws.
succession	This is the order in which a monarch's family will take over the throne.

Significant Kings and Queens Timeline since 1066



1066-1087 William the Conqueror  
1199-1216 King John  
1272-1307 King Edward I  
1483-1485 King Richard III  
1509-1547 Henry VIII  
1558-1603 Queen Elizabeth I  
1625-1649 King Charles I  
1837-1901 Queen Victoria  
1952-present Queen Elizabeth II

Key People





## Staying Fit and Healthy

We encourage our pupils to develop healthy habits and stay fit. Here are some tips





## Hummus and Salad Wrap



### Ingredients

- 2 tbsp reduced-fat hummus
- 1 large wholemeal wrap
- 1 small carrot, grated
- a couple of leaves of lettuce, shredded

### Method

1. With a knife, spread the hummus evenly over the wrap.
2. Sprinkle the grated carrot and shredded lettuce on top as well.
3. Fold the bottom and top of the wrap in and roll up the wrap. Cut it in half and store it in an airtight container.

Serve with healthy snacks like a handful of cherry tomatoes and Greek yoghurt with mixed berries.

Always remember to include a drink with your child's lunch.

## Salmon Bagel



### Ingredients

- 1 wholemeal bagel
- half a large can of pink salmon
- 1 level tbsp mayonnaise
- 4 slices of cucumber
- A couple of leaves of lettuce, shredded



Serve with healthy snacks like a handful of grapes and a plain rice cake.

Always remember to include a drink with your child's lunch.

### Method

1. In a large saucepan, add in the quinoa, vegetable stock and carrots.
2. Bring to the boil, and then reduce down to a simmer and cover. Keep cooking until the quinoa has absorbed all of the liquid, which should take about 20 minutes.
3. Whilst this is cooking, mix all of the dressing ingredients together. Season with salt and pepper to taste.

### Dressing

- 200ml olive oil
- 1 tbsp balsamic vinegar
- 2 tbsp lemon juice
- 1 clove garlic, crushed
- 1 tsp honey
- ½ tsp dried oregano

- 270g quinoa, uncooked
- 2 carrots, peeled and diced
- 150g spinach
- 1 can cannellini beans, drained and rinsed
- 170g feta, crumbled
- 700ml vegetable stock

## Spinach, Feta and Beans Quinoa



### Ingredients

## Tuna and Bean salad



Photo by nhs (CC 3.0.)

### Ingredients

- 3 tsp olive oil
- ½ lemon, juiced
- Pinch of mixed herbs
- Pinch of mustard powder
- Pinch black pepper
- 1/2 bell pepper, chopped
- 2 spring onions, sliced
- 3cm cucumber, chopped
- 1 heaped tbsp mixed beans, drained
- ½ can of tuna, drained

### Method

1. In a bowl, combine the oil, lemon juice, mixed herbs, mustard powder and black pepper.
2. Add in the pepper, onions, cucumber, beans and tuna. Mix together well.
3. Serve with a slice of wholemeal bread with a low-fat spread.
4. Include some healthy snacks such as a satsuma and a slice of malt loaf, as well as a drink.



We know it's easy to run out of ideas for a healthy packed lunch, so we've put some not so difficult ideas together for you



## School Packed Lunches

### Mozzarella, Pesto and Tomato Paninis



#### Ingredients

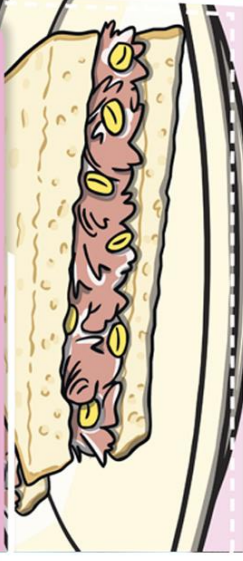
- 2 paninis
- 250g mozzarella cheese, sliced
- 1 tomato, sliced
- 2 tbsp pesto
- 2 tbsp basil leaves
- butter

#### Method

1. Slice the paninis in halves. Lightly butter on both sides.
2. Spread the pesto onto one half of each panini.
3. On the pesto covered side, place the mozzarella, tomato and basil. Then sandwich together with the other halves.
4. Cook the paninis in a grill or panini press for a few minutes. Alternatively, heat a frying pan and once hot fry the paninis on each side for a couple of minutes until the cheese has melted and the bread is crispy.



## Tuna Mayo Sandwich



#### Ingredients

- ½ can of tuna, drained
- 1 tbsp mayonnaise
- 1 tbsp sweetcorn
- a handful of lettuce, chopped
- 2 slices of half-and-half bread
- 1 carrot cut into sticks
- 3cm portion of cucumber cut into sticks
- 60g mixed berries

#### Method

1. In a bowl, mix the tuna, mayonnaise and sweet corn together.
2. Season with black pepper.
3. Spoon the mixture onto a slice of bread and form a sandwich with the other slice.
4. Top with some chopped lettuce.
5. Serve with carrot sticks, cucumber sticks and mixed berries.



## School Packed Lunches

### Spicy Chicken Salad Wrap



#### Ingredients

- 1 tbsp Greek yoghurt
- ¼ tsp curry powder
- chilli powder, to taste
- 85g cook chicken breast, cut into small pieces
- 1 large wholemeal wrap
- a couple of leaves of lettuce, shredded
- 3 slices of cucumber, chopped into small pieces
- 1 slice of pepper, chopped into small pieces

#### Method

1. In a bowl, mix together the yoghurt, curry powder and chilli powder.
2. Throw in the chicken pieces and cover well.
3. In the wrap, spread the chicken mixture. Top with lettuce, cucumber and pepper.
4. Fold the bottom and top of the wrap in and roll up the wrap. Cut it in half and store it in an airtight container.

Serve with healthy snacks like some peach and strawberry slices and a fruit cake.

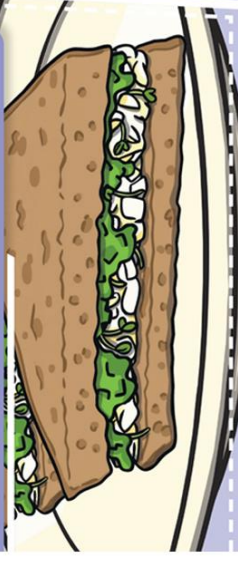
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## School Packed Lunches

### Egg Mayonnaise Sandwich



#### Ingredients

- 1 egg
- 1 tbsp mayonnaise
- 1 large wholemeal roll or 2 wholemeal slices
- a couple of leaves of lettuce, shredded

#### Method

1. Boil a small saucepan of water. Place the egg in the water and cook for 10 minutes.
2. Now, move the egg into cold water and wait for it to cool.
3. Remove all of the shell from the egg.
4. In a bowl, mash the egg with the mayonnaise. Season with pepper.
5. Fill the roll or bread slices with the egg and mayonnaise mixture. Top with the lettuce.

Serve with healthy snacks like some cherry tomatoes and strawberry slices and a fruit snack pot.

Always remember to include a drink with your child's lunch.





## Hummus, Pitta and Veg Sticks



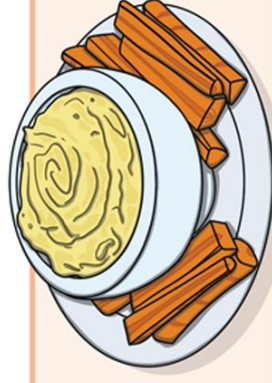
### Ingredients

- 2 tbsp tinned chickpeas
- 1 clove of garlic, peeled
- ½ lemon, juiced
- 1 large wholemeal pitta bread, sliced into strips
- 1 tbsp low-fat Greek-style yoghurt
- 1 small carrot, cut into sticks
- 1 tsp olive oil
- ¼ tsp paprika
- 1 stick of celery, cut into sticks

### Method

1. In a large bowl, combine the chickpeas, lemon juice, yoghurt, olive oil, paprika, cumin and garlic.
2. With a hand blender, mix together the ingredients until you've formed a smooth paste. Mix this the night before and store it in the fridge, this will save you time in the morning and allows the hummus to develop.
3. Store the pitta, carrot and celery in the fridge overnight as well.

Serve with a banana and yoghurt.



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## Chicken Pitta Pockets



### Ingredients

- ½ avocado, peeled and sliced
- 1 chicken breast
- 40g watercress
- ¼ tsp balsamic vinegar
- ½ tsp olive oil
- 1 plum tomato, thinly sliced
- 2 pittas

#### Marinade

- 1 ½ tbsp olive oil
- 2 tsp balsamic vinegar
- 1 tsp soy sauce
- 1 tsp oregano

### Method

1. In a bowl, mix all of the marinade ingredients.
2. Score the chicken breasts a few times with a knife and place the chicken into the marinade bowl. Rub the marinade into the chicken and leave for at least half an hour.
3. Drain and keep the marinade.
4. Heat a frying pan and add a tiny amount of oil. Season the chicken with salt and pepper and cook for 8 to 10 minutes, making sure to flip halfway through. Ensure the chicken is cooked all the way through.
5. Take the chicken out of the pan and slice it into strips.
6. Slice the pittas in half and brush with the rest of the marinade.
7. Throw the watercress, balsamic vinegar and olive oil together into a bowl.
8. Add in the chicken, avocado, tomato and watercress into the pittas.

## Easy Quesadilla



### Ingredients

- 2 tortilla wraps
- a handful of grated cheese
- slice of ham, shredded
- a handful of chargrilled peppers from a jar
- additional vegetables, optional

Why not try adding in some other vegetables, such as some fried onion, fried mushrooms, tomatoes, sweetcorn, spinach or kidney beans to add to the quesadilla?

Serve with healthy snacks, like a handful of cherry tomatoes and a box of raisins.

### Method

1. Heat a large frying pan over a stove.
2. Without any oil, add in one of the wraps.
3. Sprinkle in the cheese, ham and peppers onto the wrap.
4. Add the other wrap over the top and press down.
5. Keep cooking until the cheese has melted, and then flip over to brown the other wrap.
6. Remove from the pan and cut into wedges, place in an airtight container and store in the fridge overnight.

## Cheesy Coleslaw Pitta



### Ingredients

- 1 tsp mayonnaise
- 1 tbsp low-fat Greek-style yoghurt
- 1 thin slice of white cabbage, shredded (to give a handful)
- 1 small carrot, grated
- 2 spring onions or a slice of onion, chopped
- 20g reduced-fat cheddar cheese, finely chopped or grated
- 1 large wholemeal pitta bread

### Method

1. In a small bowl, mix the mayonnaise and yoghurt.
2. Add in the cabbage, carrot, onion and cheese.
3. Slice open a pitta bread and spoon filling into the pocket.

Coleslaw keeps well in the fridge, so why not prepare the coleslaw the night before to save you time in the morning.

Serve with healthy snacks, like a handful of cherry tomatoes and a box of raisins.



## Oat and Raisin Cookies



### Ingredients

- 85g butter
- 75g soft brown sugar
- 1 tsp vanilla extract
- 75g porridge oats
- 75g raisins
- 40g sunflower seeds
- 50g plain flour
- 1 egg, beaten
- ¼ tsp bicarbonate of soda
- ½ tsp salt

## Veggie Pasties



### Ingredients

- 1 tbs olive oil
- 1 onion
- 4 potatoes
- 200ml hot vegetable stock
- 150g frozen peas
- 150g cheddar cheese, grated
- 500g shortcrust pastry
- 1 egg, beaten

### Method

1. Preheat the oven to 180°C.
2. Beat together the butter and sugar. This is best done with a stand mixer but can also be done with an electric hand mixer or with a spoon.
3. Once the butter and sugar are well combined, add in the remaining ingredients until well mixed.
4. Spoon the mixture into small balls, and place them onto a non-stick baking tray. Flatten them down to compact them.
5. Place in the oven and bake for 12 to 14 minutes until golden brown.
6. Remove from the oven and transfer to a wire rack to cool. They will be quite soft when first out of the oven, but will harden as they cool.

## Muffin Pizzas



### Ingredients

- 4 English muffins
- 80ml tomato sauce
- slices of pepperoni, cut into quarters
- 1 ball mozzarella, cut into small cubes
- 2 handfuls of grated cheese

### Method

1. Heat the girl to a high temperature.
2. Slice the muffins in half.
3. Spread the tomato sauce evenly onto the muffins.
4. Top with mozzarella, pepperoni slices and cheddar.
5. Grill for 2 - 3 minutes until the cheese has melted and browning.

Serve with healthy snacks like a few vegetable sticks and a piece of flapjack.

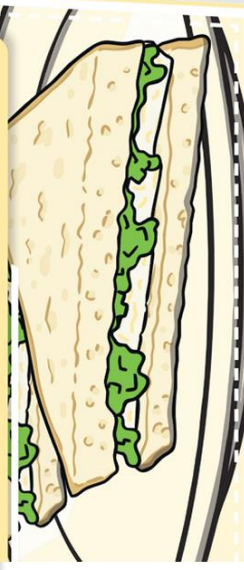
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### Method

1. Preheat the oven to 200°C.
2. Peel and dice the potatoes into small cubes that are about 1cm. Finely chop the onion as well.
3. In a large non-stick pan, heat the olive oil. Once the oil is hot, fry the onions for about 5 minutes.
4. Throw in the potatoes as well and keep stirring. Heat on medium heat for a couple of minutes.
5. Pour in the hot vegetable stock. Cover the pan with a lid and cook on low heat for about 15 minutes.
6. Add in the frozen peas and continue cooking for another 5 minutes.
7. Remove the pan from the heat and stir in the grated cheese.
8. Roll out the shortcrust pastry, using flour so it doesn't stick to the work surface. Use a small plate as a template to cut out 6 circles from the pastry.
9. Evenly spoon the filling into each circle of pastry. Fold the circles in half across the filling and crimp (compress) the edges with a fork. Score the tops of the pasties with small lines to allow heat to escape when cooking.
10. Brush the pasties with the beaten egg, before cooking them in the oven for 20 minutes, or until they're golden brown.

## Soft Cheese Salad Sandwich



### Ingredients

- 2 slices of wholemeal bread
- 2 tbsp soft cheese
- 3cm piece of cucumber, finely chopped
- 2/3 celery stick, finely chopped
- a couple of leaves of lettuce, shredded

### Method

1. Spread the soft cheese on both slices of bread.
2. Add all of the vegetables onto the cheese of my side.
3. Season with pepper or paprika if you like.
4. Finish the sandwich simply by combining the two pieces together.

Serve with healthy snacks like an apple and a fruit cake.  
Always remember to include a drink with your child's lunch.





# Healthy Lunchboxes

## A Guide for Parents

NHS guidelines suggest that a balanced lunchbox will contain something from each of the following groups:

- a starchy food such as bread, pasta or rice
- a protein source such as meat, fish, egg or beans
- a source of calcium such as yoghurt, cheese or milk
- fresh vegetables or salad
- fruit (including fresh fruit juice and dried fruit)

Make fruit fun and easy to eat by chopping it into small pieces and including a spoon. You can stop fruit such as apples and bananas from going brown by tossing them in a little water mixed with lemon juice and storing in an airtight container. You can use cookie cutters on fruit that can be cut into larger slices, such as melon or pineapple.

Try not to include foods high in fat and sugar on a daily basis. Make healthy swaps, such as crunchy carrot sticks instead of crisps, or a fruity yoghurt instead of a cake.

Don't forget your leftovers. If you've had a pasta meal, for example, the leftovers can quickly be turned into a nutritious pasta salad with the addition of a few chopped fresh vegetables. Leftovers from the Sunday roast also make fantastic sandwich fillings.

Chiller packs are readily available at the supermarket – pop a couple in the freezer so you always have one ready to slip into the lunchbox to keep things cool and fresh. Alternatively, you could freeze juice boxes and pop one of those in the box – by lunchtime it will have defrosted, all the while keeping the lunch fresh.

Reduce your use of single-use plastics by avoiding plastic spoons and drinks with straws, and using foil instead of plastic wrap. There are lots of reusable plastic food containers available now and it's also more cost-effective to buy larger pots of foods such as yoghurt and decant a portion into a reusable container.

Get your kids involved in making packed lunches – even the youngest can have a go at buttering a piece of bread and adding a filling. Set up a production line and you'll be surprised how quickly the lunches get done!

Plan a week's lunches in advance – try using this handy [Weekly Lunchbox Planner](#).

You can make sandwiches more interesting by using different types of breads – try tortilla wraps, chapattis, pitta or bread flavoured with herbs, seeds or cheese. It's also fun to use cookie cutters to cut sandwiches into different shapes.






If your child is bored of sandwiches, try making a colourful pasta or rice salad, or send them with a dip such as hummus and a handful of breadsticks and veggie sticks.



Don't be tempted to include too much in your child's lunchbox, especially for younger children. Think about what you would serve them for a normal lunch at home. Often, children struggle to eat large amounts and they are always keen to finish quickly so that they can go outside to play with their friends!

# Weekly Lunchbox Planning Record

## Week beginning

	Monday	Tuesday	Wednesday	Thursday	Friday	Shopping List
Sandwich/Salad 						
Dairy 						
Fruit/Veggies 						
Snack/Treat 						
Notes/Comments 						

## Recommended Websites to Support Learning

<https://www.oxfordowl.co.uk/>

<https://www.bbc.co.uk/bitesize>

<https://www.nationalgeographic.org/>

<https://www.dkfindout.com/uk/>

<https://www.booktrust.org.uk/>

<https://www.phonicsplay.co.uk/>

<https://ed.ted.com/>

<https://www.youtube.com/c/RuthMiskinTrainingEdu>

## Government approved Educational Apps

Following a competition to find the best educational apps for parents to engage young children in learning at home, a panel of experts has approved 6 with a focus on early literacy, language and communication. These apps cover activities ranging from interactive story books, handwriting exercises using Artificial Intelligence, and educational video games.

The 6 apps - published on the [Hungry Little Minds website](#) – are part of the government's drive to help parents make informed decisions about the use of technology in creating positive learning environments at home.

The 6 apps published on the Hungry Little Minds website include:

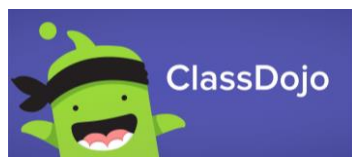
- Lingumi (For children aged 2-5): Sets of learning games, speech recognition games and video-based games to help with a child's grammar and getting them speaking their first words early on.
- Kaligo (For children aged 3-5): The first digital handwriting exercise book using a stylus and tablet, built using AI and co-created with teachers, occupational therapists and neuroscientists.
- Phonics Hero (For school-aged children): Over 850 fun, varied and motivating games take a child step-by-step through the 44 sounds, the reading and spelling of words, and how to conquer sentences.
- Teach Your Monster to Read (For school-aged children): Covers the first two years of learning to read, from matching letters and sounds to enjoying little books, designed in collaboration with leading academics.
- Navigo Game (For school-aged children): Focuses on developing skills that underpin reading, including phonics, letters and sounds, designed by UCL Institute of Education and Fish in a Bottle.
- Fonetti (For school-aged children): The world's first 'Listening Bookshop' interacting with children by giving visual cues in real-time as they read aloud and highlighting where the most support is needed.



## School Subscriptions

We have a number of subscriptions we use for school use and for which parents and children have access. These are listed below including some brief guidelines on how to use them.

### Classdojo = All Year Groups



ClassDojo is a school communication platform that teachers, pupils, and families use every day to build close-knit communities by sharing what's being learned in the classroom home through photos, videos, and messages.

To login to Classdojo, visit [www.classdojo.com](http://www.classdojo.com) and sign in as a parent. If you are new to the school, you will need to be 'connected' to your child's class. We will provide instructions on how this is done.

### Read, Write, Inc = Years 2, 3, 4, 5 and 6



Using a proven approach underpinned by phonics, fast-paced lessons and an online subscription, Read Write Inc. Spelling prepares children for the higher demands of the statutory spelling assessments in England. To access your learning platform, please visit:

<https://www.oxfordowl.co.uk/login?active-tab=students>

Ensure you have selected the 'Student' tab

### Active Learn = All Year Groups



Your child's teacher will often set work on Active Learn for Maths.

**Visit:** [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk) and log in with the details provided by your teacher.

### Century = Years 3, 4, 5 and 6



Century is for children in years 3 – 6. Homework is set on Century for English, Maths and Science. Additionally, children can use Century to continue learning as the software uses artificial intelligence to allocate work according to the child's abilities.

**Visit:** [app.century.tech/login](http://app.century.tech/login) and user your username and password to login

### School Jam = Reception, Year 1 and 2



Maths Homework and tasks are allocated on School Jam for child in years 1 and 2. School Jam is accessed as a mobile app

School Jam on the App Store (Apple devices):

<https://apps.apple.com/gb/app/school-jam/id1447069305>

School Jam on the Play Store (Android devices):

[https://play.google.com/store/apps/details?id=com.pearson.android.parentalengagement&hl=en\\_GB&gl=US](https://play.google.com/store/apps/details?id=com.pearson.android.parentalengagement&hl=en_GB&gl=US)

### Pickatale = All Year Groups



We use Pickatale to further re-enforce reading. This is open to all year groups.

Download the app and use your username and password to login

**Apple Users:**

<https://apps.apple.com/gb/app/pickatale-school/id1533803381>

**Android Users:**

[https://play.google.com/store/apps/details?id=com.Pickatale.PFS&hl=en\\_GB&gl=US](https://play.google.com/store/apps/details?id=com.Pickatale.PFS&hl=en_GB&gl=US)