



# Year 2 Parent/Carer Meeting

Miss Lowrie

Miss Jago

# Year 2 Timetable

- ▶ Monday - Miss Lowrie
- ▶ Tuesday - Miss Lowrie
- ▶ Wednesday - Miss Lowrie
- ▶ Thursday - Miss Jago
- ▶ Friday - Miss Jago



# Thornhill Primary School

## Long Term Planning

# Year 2

|                       | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|-----------------------|---|--|--|--|---|--|
| <b>Maths</b>          | To cover: Number: place value, addition, subtraction, multiplication and division, fractions. Measurement. Geometry: properties of shapes, position and direction. Statistics |  |  |  |   |  |
| <b>English</b>        | To cover: Reading/ comprehension, Spelling, Grammar, Punctuation, Vocabulary, Writing, Speaking and Listening.  |  |  |  |   |  |
| <b>Science</b>        | <b>Animals including humans</b><br>Growing Up, survival needs, keeping healthy- exercise, food, hygiene   | <b>Uses of everyday materials</b>  | <b>Uses of everyday materials</b>  | <b>Living things and their habitats</b><br><br><b>Begin planting</b> | <b>Plants</b>   | <b>Plants</b>  |
| <b>History</b>        | <b>Gunpowder plot</b>   | <b>Toys in the past</b><br><b>Christmas in the past</b>                                      | <b>Famous explorers</b><br>-Ibn Battuta<br>-Christopher Columbus<br>-Robert Falcon Scott | <b>Nelson Mandela</b>  | <b>History of transport</b>                                   | <b>Grace Darling</b>   |
| <b>Geography</b>      | <b>Fieldwork</b><br>Human and physical features of school   | <b>The United Kingdom</b><br>Capital cities, seas (map skills, human & physical, locational) | <b>Oceans and continents</b>   | <b>Place knowledge</b><br>Africa (focus on South Africa)             | <b>Weather and climate</b><br>Hot and cold areas of the world | <b>Place knowledge</b><br>Farne Islands                                |
| <b>D + T</b>          | <b>Puppets- sewing</b>  | <b>Baking Christmas cake</b>   | <b>Weaving a basket</b>  | <b>South African jewellery</b>                                       | <b>Moving vehicles</b>  | <b>Animal habitats</b>   |
| <b>R.E</b>            | <b>Christianity</b><br>Revise Year 1, Stories of Jesus, Care of Christians  | <b>Christianity</b><br>Leaders of the church, Sunday worship                                 | <b>Christianity</b><br>Baptism, Durham Cathedral, St Cuthbert                            | <b>Islam</b><br>Allah, Mohammed, Qur'an, Id-ul-fitr                  | <b>Islam</b><br>Salah, Mosque, belonging, way of life         | <b>Judaism</b><br>Revise Year 1, creation, ten commandments, synagogue |
| <b>Art and Design</b> | <b>Mark making/drawing</b><br>Pencil work and observational drawings  | <b>Mark making and working with colour</b><br>Lowry and his Matchstick men                   | <b>Textiles/ collage</b><br>Max Ernst  | <b>Printing and colour</b><br>(Kandinsky, Malevich, Matisse)         | <b>Sculpture</b><br>Model boats                               | <b>Working with colour</b><br>Shared painting                          |

|                             |  |   |  |   |   |   |
|-----------------------------|--|---|--|---|---|---|
| <b>Computing</b>            | <b>IT-</b> Basic computing skills (turning on and off, logging on and off, opening programmes, saving and printing work). Information poster- WORD |   | <b>IT-</b> Typing and formatting text, adding images. J2E data handling, puppet pals<br><b>Digital literacy-</b> Hectors World, CEOP |   | <b>IT-</b> combining simple text and graphics. Powerpoint, imovie, photo story<br><b>Digital literacy-</b> safe search engines e.g. swiggle, safesearchkids |   |
|                             | <b>Digital literacy-</b> Going places safely, personal information usernames<br><b>Computer science-</b> Beebots- directions and instructions      |   | <b>Computer science-</b> block programming to complete a simple program (Scratch junior). Probots                                    |   | <b>Computer science-</b> Beebots- programming to achieve a goal   |   |
| <b>Personal development</b> | <b>SEAL (cycle 1)</b> New beginnings<br><br><b>Personal awareness (cycle 2)</b> Keeping safe- drugs, smoking, road safety, stranger danger         | <b>SEAL (cycle 1)</b> Getting on and falling out<br><br><b>Personal awareness (cycle 2)</b> Anti-bullying | <b>SEAL (cycle 1)</b> Going for goals<br><br><b>Personal awareness (cycle 2)</b> Caring for the environment                          | <b>SEAL (cycle 1)</b> Good to me<br><br><b>Personal awareness (cycle 2)</b> Charity | <b>SEAL (cycle 1)</b> Relationships<br><br><b>Personal awareness (cycle 2)</b> Financial education  | <b>SEAL (cycle 1)</b> Changes<br><br><b>Personal awareness (cycle 2)</b> My healthy body, diet, exercise, emotional wellbeing |
| <b>PE</b>                   | <b>Fundamental movement skills</b>   | <b>Handball</b><br><b>Dodgeball</b>   | <b>Basketball</b><br><b>Gymnastics</b>   | <b>Dance</b><br><b>Football</b>   | <b>Athletics</b><br><b>Cricket</b>  | <b>Dance</b><br><b>Tennis</b>   |
|                             | <b>Forest schools session each half term</b>   |   |  |   |   |   |
| <b>Music</b>                | To be taught by specialist teacher<br><b>Recorders/ singing</b>  |   |  |   |   |   |

# Year Two Topics

- ▶ Year Two long term plan can be found on the school website
- ▶ Favourites include:

The Gunpowder Plot- History

Making puppets- D&T

Sculpture making- Art

Programming - Dash





# Forest school

- ▶ Shelter building, map skills, tying knots, using tools, using fire for cooking.
- ▶ Full day every term - AM will be led by the class teacher and PM will be led by Mr Ayres
- ▶ Further information can be found on the school website:  
<https://www.thornhill.durham.sch.uk/pupils/forest-school/>

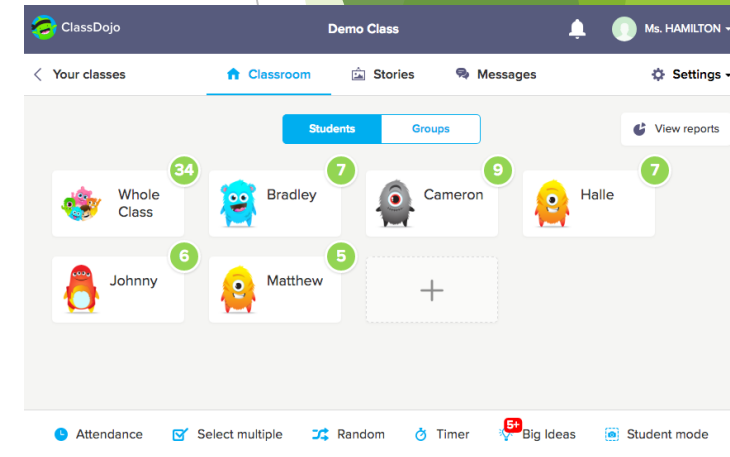


# The school day

- ▶ All children have a snack on a morning. Children on the milk list will have their milk during morning snack time.
- ▶ Assembly each day.
- ▶ Maths, English, guided reading and PE on a morning.
- ▶ Mental maths and foundation lessons on an afternoon.
- ▶ 15 minute break and extra learning time every afternoon.
- ▶ All children in KS1 are offered a piece of fruit on an afternoon.
- ▶ Stories and poems throughout the day.
- ▶ Music lesson with Mrs Coulls on a Friday.

# Rewards

- ▶ Class Dojo  
Prizes each half term for top three
- ▶ Merit marks - Bronze, Silver, Gold, Platinum, Diamond and Solar awards
- ▶ Spellings and Maths Facts prizes for 100% at the end of each full term and at the end of the year
- ▶ Golden Days at the end of each half term
- ▶ PE stars
- ▶ 100% attendance award





# Golden time

- ▶ Good behaviour during the week leads to children earning their golden time for the week.
- ▶ If the children earn their golden time each week, this will lead to a golden day at the end of the half term.
- ▶ If children are unable to follow the classroom/school rules it could result in a lost playtime, which means they do not earn their golden time for the week.
- ▶ Children are still able to earn enough golden time with future good behaviour.
- ▶ More information can be found within our behaviour policy:  
<https://www.thornhill.durham.sch.uk/key-information/school-policies/>

The logo for 'Golden Time' is located in the bottom right corner. It features the words 'Golden' and 'Time' in a stylized, ornate font. 'Golden' is in a light yellow/gold color with a white outline, and 'Time' is in a darker gold color with a white outline. The letters are intertwined with decorative flourishes. The background of the logo area is a green geometric pattern.

# Attendance

- ▶ 96% or above is classed as good attendance.
- ▶ Please organise family holidays for outside school term time.
- ▶ Any holidays during term time please complete the holiday request form on the school website.  
<https://www.thornhill.durham.sch.uk/parents/attendance/>

## Application for Leave of Absence during Term Time



| A. Pupil Details  |  |            |  |
|-------------------|--|------------|--|
| Name:             |  | DOB:       |  |
| Address:          |  |            |  |
| Class/Form:       |  |            |  |
| Siblings Name(s): |  | School(s): |  |

| B. Leave of Absence Request Details  |  |              |  |
|--|--|--------------|--|
| Start of requested leave:  |  | End date:    |  |
| Return to school date:   |  | No. of days: |  |
| What are the exceptional circumstances for your leave of absence request that you wish the school to consider? |  |              |  |
|  |  |              |  |
| Name of Parent/Carer/Step Parent (FULL Name):  |  |              |  |
| Signature:   |  | Date:        |  |
| Name of Parent/Carer/Step Parent (FULL Name):  |  |              |  |
| Signature:   |  | Date:        |  |

| C. For School Use   |     |       |  |
|---|-----|-------|--|
| Previous LOA this academic year:                                |     |       |  |
| Does the LOA request coincide with test/examination periods:    |     |       |  |
| Is LOA approved:  | YES | NO    |  |
| If YES – No. of days to be authorised for this LOA application: |     |       |  |
| Signature of Head Teacher/Designated member of Staff:           |     | Date: |  |
| Register Code to be used for this LOA:                          |     |       |  |

# Reading

- ▶ Daily reading at home - 20 minutes at least 5 times a week - merit mark awarded for 5 sessions of reading.
- ▶ Please record reading in your child's planner.
- ▶ Please sign your child's planner at the end of the week.
- ▶ Reading books will be changed by an adult during the week.
- ▶ Children will be heard reading individually and as part of a group during the week.
- ▶ Children will take part in a guided reading session (Monday-Thursday)- a small adult led group that focuses on developing children's reading skills.



The **MORE** that you  
**READ**, the more things  
you will **KNOW**.  
The **MORE** that you  
**LEARN**, the more places  
you'll **GO**.

# KS1 Comprehension Questions

Page 7

## Key Stage One Reading Comprehension Questions

Check comprehension of the text by asking questions. Choose two or three from the list below.

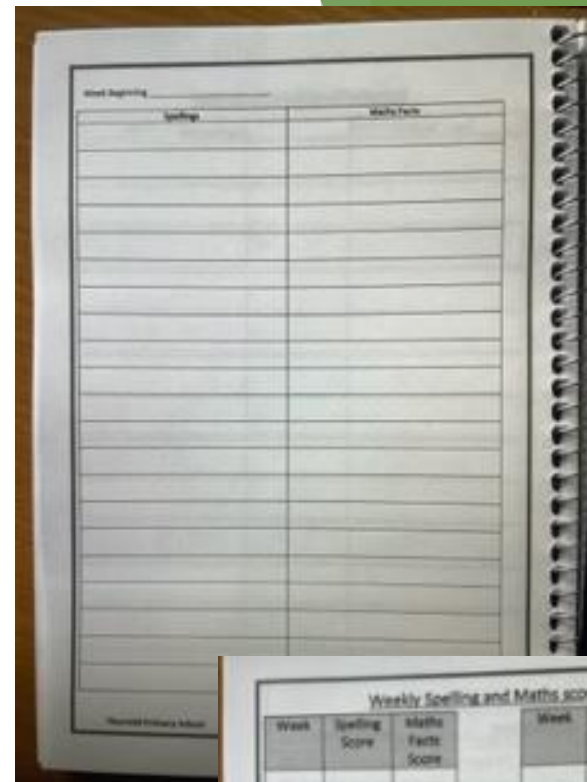
- Can you tell me what happened at the beginning/ middle/ end of the story?
- Who is the most important character in the book? What are they like? Do you like that character? Why?
- Where is the story set? Is it like anywhere you have ever been? Can you find any words in the text which describe this place?
- At intervals through the book ask what has happened so far? What might happen next?
- At the end of the book ask if they enjoyed the book. Can they find some interesting words in the book?
- Did the story end as expected? How else could it have ended?
- Encourage your child to find words and phrases in the text to support their answers.

Looking at the language in the text

- Can you find a question mark/ exclamation mark/ speech marks?
- Can you find 3 verbs/ nouns/ compound words/ joining words?

# Spellings and maths facts

- ▶ Children receive spellings and maths facts.
- ▶ 12 spellings and 12 maths facts each week.
- ▶ They will need to be learnt for the test on a Monday.
- ▶ 3 new spellings will be given to the children each day. (Tues-Fri).
- ▶ All maths facts will be given to the children on a Tuesday.
- ▶ They are recorded towards the back of your child's planner.
- ▶ Scores will be recorded on page 12 of their planner- please initial the score once you have seen it.
- ▶ Prizes awarded for 100% at the end of a term and at the end of the year.

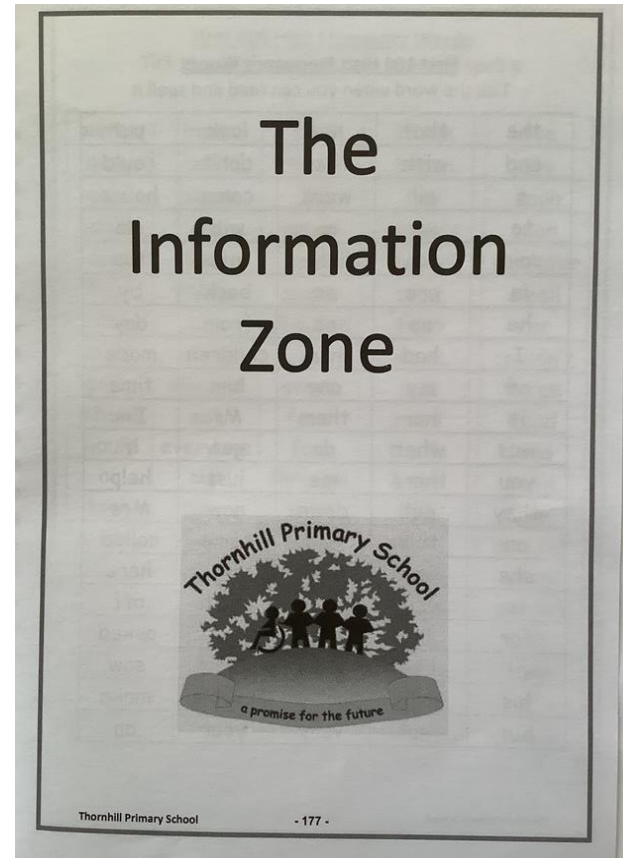






# SATS Preparation

- Daily reading
- Learn weekly spellings and maths facts
- Information Zone in the back of the planner (page 177)



**First 100 High Frequency Words**  
Tick the word when you can read and spell it

|      |       |        |          |        |
|------|-------|--------|----------|--------|
| the  | that  | not    | look     | put    |
| and  | with  | then   | don't    | could  |
| a    | all   | were   | come     | house  |
| to   | we    | go     | will     | old    |
| said | can   | little | into     | too    |
| in   | are   | as     | back     | by     |
| he   | up    | no     | from     | day    |
| I    | had   | mum    | children | made   |
| of   | my    | one    | him      | time   |
| it   | her   | them   | Mr       | I'm    |
| was  | what  | do     | get      | if     |
| you  | there | me     | just     | help   |
| they | out   | down   | now      | Mrs    |
| on   | this  | dad    | came     | called |
| she  | have  | big    | oh       | here   |
| is   | went  | when   | about    | off    |
| for  | be    | it's   | got      | asked  |
| at   | like  | see    | their    | saw    |
| his  | some  | looked | people   | make   |
| but  | so    | very   | your     | an     |

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**100 Square**

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 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 |

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# Contact Information

- ▶ Thank you for your continued support.
- ▶ Teacher email address:  
[alowrie.teacher@thornhill.durham.sch.uk](mailto:alowrie.teacher@thornhill.durham.sch.uk)