

Welcome to Class 2 !

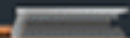
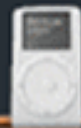
Mrs Staff

Ms Simmonds, Miss Wastie

and Ms Read (Mon-Wed)

will be working in Class 2

**(Mrs Norton will continue to lead PE, usually on
Monday and Thursday afternoons)**





Summercourt Academy KS1

Class: 2 Yr: 1/2

Mon	8:45-9:00	9.00-9.20	9.20-10:15	Break	10:30-10.50	10:50-11.55	Lunch	13:00-14:00	14:00-14:45	14:45-15:00	15:00-15:15-	
	Register Handwriting Spell it out	Y2 - Spelling (investigation)	Y2- SPAG & Writing		Maths (Fluency)	Maths		PE	Music	Class Assembly	Class Novel	
Tues	8:45-9:00	9.00-9.20	9.20-10:15	Break	10:30-10.50	10:50-11.55	Lunch	13:00-14:00	Run a mile	14:00-14:45	14:45-15:00	15:00-15:15-
	Register Handwriting Spell it out	Y2 - Spelling Spell it out (challenge!)	Y2- SPAG & Writing		Maths (Fluency)	Maths		Project		Project	HoS Assembly	Class Novel
Wed	8:45-9:00	9.00-9.20	9.20-10:15	Break	10:30-10.50	10:50-11.55	Lunch	13:00-14:00	Run a mile	14:00-14:45	14:45-15:00	15:00-15:15-
	Register Handwriting Spell it out	DERIC	Y2- SPAG & Writing		Maths (Fluency)	Maths		Project		Project	Singing Assembly	Class Novel
Thurs	8:45-9:00	9.00-9.20	9.20-10:15	Break	10:30-10.50	10:50-11.55	Lunch	13:00-14:00	Run a mile	14:00-14:45	14:45-15:00	15:00-15:15-
	Register Handwriting Spell it out	DERIC	Y2- SPAG & Writing		Maths (Fluency)	Maths		PE		JIGSAW	Class Assembly	Class Novel
Fri	8:45-9:00	9.00-9.20	9.20-10:15	Break	10:30-10.50	10:50-11.55	Lunch	13:00-14:00	Run a mile	14:00-15:00		15:00-15:15-
	Register Handwriting Spell it out	Comprehen sion	Y2- SPAG & Writing		Maths (Arithmetic test)	Maths		IT		Art/DT	Class Novel	

This is a working document and it is subject to change.
Our cleaning routine is not included in this timetable.

Lunches, Snacks and Water

- Children can choose from the School Lunch Menu or bring a Homemade Healthy Packed Lunch.
- Lunch time arrangement: Eat lunch first (about 30 minutes), play when they have finished.
- Free fruit is provided for KS1. Cool milk can be ordered in advance with the office.
- Healthy tuck can be brought in, from home, as a snack for break times. (NO NUTS)
- Children need to bring in their water bottle everyday.

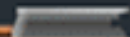
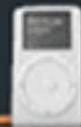
Homework

Reading (**daily**) – practice both fluency and comprehension

Maths (weekly) – Mastering Number at home (more on this at the Mastering Number workshop)

Spelling homework: More on this in a bit.

Additional homework may occasionally be set if children need further practice with a particular skills or work in class.



Maths

Apart from homework, activities to practice Maths at home:

- For fluency: Practice regularly with your child:
 - counting (forwards and especially backwards) in 1s, 2s, 5s, 10s
 - number facts within 20 (see table on the next slide)
- Play board games (any games with dice)
- Counting money with different coins
- Telling the time
 - o'clock, half past (Y1),
 - quarter past, quarter to and in 5-minute intervals (Y2)
- Sharing food into equal parts (division and fraction: halves, quarters, thirds)
- Cooking, measuring, reading measurements

Learning number facts

Reception

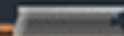
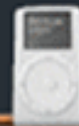
Year 1

Year 2

+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

Reading at school

- Phonics: R.W.I programme
- High quality texts used in English lessons and across the curriculum
- Accelerated Reader (after graduated from RWI)
- DERIC X 2 weekly
- 1:1 reading with an adult when possible
- Phonics interventions
- Class novel

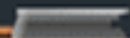
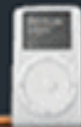


Homework - Reading

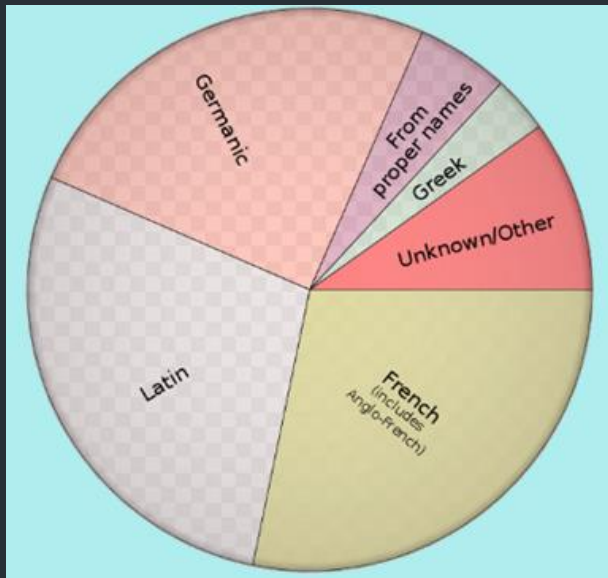
- Children have been given a **Home reading** folder each, which may include their RWI books or an AR book, and a Recommended book – please ensure this folder are in school everyday. (Appropriate bag)
- Your child will learn HOW to read during Phonics and Guided reading sessions in class.
- These skills will then be practiced at home - little and often, (10 mins daily is a good aim). We want children to enjoy reading and sharing books with you!
- **Reading Record** – Please sign your child's record daily to celebrate the reading that it taking place at home. Please indicate which page is next or if the book is finished so we can remind them to change their book; You may want to note any success and/or difficulties.

Homework - Reading

- We check the children's reading records daily. If you have any questions or comments regarding homework please do record them here and we will get back to you as quickly as possible.
- We will tick/answer your comment in pink pen to show that we have seen it.
- When they have finished an AR book, children will take a quiz to check their understanding.
- Changing of books: children can change their books any day, once they have finished reading their book.



Spelling



- Lots of children (and adults!) find spelling tricky because English is a real melting pot of languages.
- Modern English is based on a least forty sounds but the alphabet has only twenty-six letters.
- A lot of the English language is no longer phonetic in spelling. This means that in many cases that which is written is not what is said. Pronunciations have significantly changed over the centuries, while spellings have not kept up or have not changed at all.
- The spelling of knight, for example, reflects the way that it was spoken centuries ago when there were almost no "silent letters."

Spelling

question:

1. their our know rules

eye sea what yew did they're

my eyes are burning

know know know, its eye sea **watt** yew did their, knot what. Due
it write

eye wood dew it write butt eye dew knot wont two

- Heard looks like Beard but sounds like Bird
- Dead looks like Bead but sounds like Bed
- Meat looks like Great but sounds like Sweet
- Moth looks like Mother but sounds like Cloth
- Dear looks like Pear but sounds like Beer

Spelling – How do we teach it?

Spelling:



Learning common letter strings

- | | | |
|-----------|---------|---------|
| 1. foot | boot | root |
| 2. enough | through | tough |
| 3. love | glove | move |
| 4. match | watch | catch |
| 5. moth | broth | both |
| 6. one | bone | cone |
| 7. crow | now | flow |
| 8. height | eight | weight |
| 9. bought | thought | drought |

Absorbing spelling through reading



Consciously learning specific spellings



Spelling – How do we teach it?

G	R	O	U	P	I	N	G	S
Good Endings/ Suffixes	Recognising Punctuation	Organising Sounds	Understanding Plurals	Prefixes	Irregular/ Exception Words	New Meaning/ Homophone	Group/Year Specific	Syllables
I	M	P	R	O	V	I	N	G
Interrogate and Check	Memorise Rules/ Exceptions	Pronunciation	Rely on Phonics	Order of Letters	Verification	Inspecting a Dictionary	Navigating a Thesaurus	Guesses
A	C	Q	U	I	R	I	N	G
Analogies	Check Etymology	Quiz Yourself	Understanding Patterns	Use Personal Spelling	Recognising Parts	Illustrative	Noticing Families and Roots	Get Speed Writer!





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Spelling

Statutory Spellings:



Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

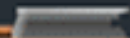
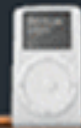
door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would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



Children are expected to be able to confidently spell all of these words by the end of year 2!
This list is included inside your child's reading record.

Homework – Spelling

- Excitingly, this year we are changing the way in which we teach spelling.
- We will be following the award winning spelling scheme “The Spelling Book” by Jane Considine.
- The scheme involves a shift away from the testing of spelling and dedicates more time to teaching and learning.
- This involves a focus on etymology, prefixes and suffixes, patterns, phonics, homophones and more!



Homework – Spelling

- These changes mean that we will no longer be providing weekly list of spellings.
- Instead, fortnightly, we will share a list of 15 words which we will be exploring in class.

Class _____ optional Spelling Homework: 13th September – 27th September

These are our focus words for the next 2 weeks. We will be investigating the underlined phonemes.

- Can you read all 15 words?
- Do you know the definitions of all 15 words?
- What sound does the underlined phoneme make?
- Can you think of any other words that have the same phoneme spelt in the same way?
- How many of these words can you spell? Try to practise any that you find tricky.

Homework – Spelling

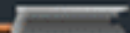
1	always	If a pupil can spell 'always', then they know that <a> can spell the sound /ʊə/ in the following words: <u>al</u> ready, <u>al</u> mighty, <u>al</u> ternative, <u>w</u> alk, <u>t</u> alk.
2	apple	If a pupil can spell 'apple', then they know that <le> can spell the sound // in the following words: trouble <u>e</u> , rubble <u>e</u> , bubble <u>e</u> , simple <u>e</u> , middle <u>e</u> .
3	badge	If a pupil can spell 'badge', then they know that <dge> can spell the sound /dʒ/ in the following words: <u>n</u> udge, <u>b</u> ridge, <u>l</u> odge, <u>h</u> edge, <u>p</u> ledge.
4	ball	If a pupil can spell 'ball', then they know that <a> can spell /ɔ:/ in the following words: <u>f</u> all, <u>s</u> mall, <u>c</u> all, <u>i</u> nst <u>a</u> ll, <u>l</u> aunch.
5	because	If a pupil can spell 'because', then they know that <s> can spell the sound /z/ in the following words: <u>h</u> ens, <u>p</u> ens, <u>w</u> ise, <u>t</u> hos <u>e</u> , <u>d</u> iagnos <u>e</u> .
6	behind	If a pupil can spell 'behind', then they know that <i> can spell the sound /aɪ/ in the following words: <u>i</u> tem, <u>i</u> dea, <u>s</u> il <u>e</u> nt, <u>i</u> vy, <u>c</u> ris <u>i</u> s.

- Children will not be completing traditional spelling tests. More of a spelling check and discussion.
- We will no longer be sending home a spelling score.

Rewards and Sanctions

We believe in praising
positive behaviour and hard work!

- Summercourt expectations (Be safe, be respectful and be ready)
- Summercourt tokens
- Stickers
- Achievers' assembly and certificates
- Phone calls and chats with parents



Curriculum



Autumn Term
Class 2



Enquiry Question: What makes me ME?

Identity

Key concepts

Acceptance

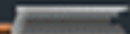
Belonging

Curriculum – Discover

Welcome to an amazing Autumn Term at Summernote Academy packed full of inspiring learning opportunities. During this project, we will discover who we are and where we come from. We will embrace our similarities and differences. As we recognise our uniqueness, we will learn to accept ourselves and one another!

General Reminders

- Ensure your child has correct Uniform and PE kit
- (PE is on a Monday and Friday afternoon)
- (Uniform guidance are on school website)
- Names in all clothes and belongings
- No personal pencil cases and toys
- Medical needs up to date – please ask me for a form if you need one.



Thank you for your support!

Any questions?