Contents:
1. Welcome letter from the Year 2 Team
2. School Aims
3. Teaching and Learning
4. End of Year Expectations
5. Curriculum
6. Timetable
7. Behaviour
8. Healthy Children
Dear Parents,

Welcome to Year 2.

We hope you had a lovely summer and we are looking forward to a really exciting year! We have some super topics planned and we cannot wait to get started.

Year 2 is a really important year as the children will be assessed at the end of the year and they will undertake their end of key stage assessments (SATs).

If you are available to help in class please let us know and we can arrange for your induction and DBS check to be completed. We would really appreciate regular help in the afternoons so it would be fantastic if you could spare an afternoon a week.

We value your support so please continue to listen to your child read each day and help them to learn their multiplication facts.

It is essential that you write your child’s name on all of their uniform and belongings as this means that lost items can quickly be reunited with their owners.

Thank-you

Year 2 team
The Staff in Year 2:

<table>
<thead>
<tr>
<th>Adult</th>
<th>Role</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Harvey</td>
<td>Year lead and class teacher</td>
<td>Saturn</td>
</tr>
<tr>
<td>Mrs Batten</td>
<td>Class teacher</td>
<td>Mercury</td>
</tr>
<tr>
<td>Mrs Sleight</td>
<td>Class teacher</td>
<td>Jupiter</td>
</tr>
<tr>
<td>Mrs Hatt</td>
<td>Class teacher</td>
<td>Neptune</td>
</tr>
<tr>
<td>Mrs Buckham</td>
<td>Class teacher</td>
<td>Neptune</td>
</tr>
<tr>
<td></td>
<td>PPA Teacher</td>
<td>Jupiter</td>
</tr>
<tr>
<td>Mrs Billett</td>
<td>PPA teacher</td>
<td>Saturn</td>
</tr>
<tr>
<td>Mrs Taylor</td>
<td>LSA</td>
<td>Saturn</td>
</tr>
<tr>
<td>Mrs Cole</td>
<td>LSA</td>
<td>Mercury</td>
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<tr>
<td>Mrs Whittington</td>
<td>LSA</td>
<td>Jupiter</td>
</tr>
<tr>
<td>Mrs Milner</td>
<td>LSA</td>
<td>Neptune</td>
</tr>
<tr>
<td>Mrs Maroni</td>
<td>SSA</td>
<td>Neptune</td>
</tr>
<tr>
<td>Mrs Edwards</td>
<td>SSA</td>
<td>Neptune</td>
</tr>
</tbody>
</table>
Our Vision
West Park CE Primary School aims to provide each pupil with the opportunity to become a successful life-long learner by nurturing their creativity, supporting and challenging them to work independently and with others. Following our Christian foundation we will enable each pupil to develop a sense of their own spirituality. We achieve this through working closely with our school family of staff, parents and our wider community.

Our Values
Teamwork
Faith
Independence
Creativity

Our Aims

To:

- ensure our school environment is safe, stimulating and stable;
- provide exciting and inspiring learning experiences that give every child the opportunity to become enthusiastic, resilient, adaptable learners who actively participate in all aspects of school life;
- enable pupils to develop lively and enquiring minds, the ability to question and argue rationally and the skill of becoming independent and creative learners;
- provide a sense of community and citizenship, establishing skills to make and maintain positive relationships with others, working in a team both in and beyond our school;
- assist in the acquisition of knowledge, skills and attitudes that will enable all children irrespective of their ability, to achieve their full potential in subsequent phases of Education and adult life;
- enable everyone to develop a sense of their own identity and have respect and understanding of their own and other cultures, beliefs and religions.
Teaching and Learning

CORE VALUES

Our Teaching and Learning Policy is based around our school’s four Core Values: Faith, Creativity, Independence and Teamwork.

Through each of these values we have identified a number of skills or characteristics that are vital for our teachers to foster through their teaching and our children to develop and implement through their work and achievements.

In addition, under each value’s core vocabulary we have stated how the children will demonstrate this value and how adults in the school will facilitate and develop these skills and characteristics within the children through careful planning and delivery as well as modelling these values them.
What will the children do?

- believe in themselves and develop a growth mind-set - an ‘I CAN’ attitude
- ask ‘Big Questions’ and seek the answers
- care for others in our school and the world in which we live
- have a respect and tolerance for their peers and for the adults they work with

What will the staff do?

- model self-belief and growth mind-set
- allow children time to reflect on their beliefs and those of others
- make time for and plan in opportunities to value and care for others and the world around us
- uphold the school’s faith and model the faith of the church

What will the children do?

- explore and investigate, trying new and different things out
- use their imaginations and come up with their own ideas
- take risks and assess their success
- feel confident to express their opinions and views and make their own choices

What will the staff do?

- provide open ended opportunities which encourage choice, investigation and challenge the children’s thinking
- be enthusiastic showing a passion for learning
- be flexible in their approach and planning
- ensure the children have time to develop their ideas
INDEPENDENCE

What will the children do?
- make decisions and find solutions for themselves
- set their own challenges at a high level of expectation, persevering when they encounter failure or difficulty
- know that errors are good and that they learn from them
- know their next steps in learning and take responsibility for their own learning journey

What will the staff do?
- inspire pupils to take responsibility for their learning
- be flexible in their planning and delivery to take account of the needs of the learners
- allow for reflection opportunities encouraging the children to discuss their learning
- provide opportunities for children that require perseverance and resilience

TEAMWORK

What will the children do?
- communicate with each other effectively
- be able to identify their own and other people’s strengths
- be prepared to discuss issues to reach compromise
- celebrate shared successes and support each other through errors or failures

What will the staff do?
- model effective communication with their pupils and colleagues
- foster positive relationships
- encourage and facilitate collaboration through planned activities and tasks
- show trust in the children’s ideas and actions
Interim teacher assessment framework at the end of key stage 1 - reading

**Working towards the expected standard**

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words*.

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

**Working at the expected standard**

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*.

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

**Working at greater depth within the expected standard**

The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done
- predict what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.
**Reading**

Reading is incredibly important for your child. Not only is it a skill which will be needed throughout their lives, it is also proven to enhance writing.

It is expected that your child reads 5 times per week for at least 5 minutes each time and that this is recorded in their planner. Books will be changed in school when necessary. If your child is reading from scheme books then they will be given two books from the levelled books and two free choice books. Your child will choose their own free choice books. If they choose books with tricky words then please share these books with your child and encourage them to read parts of the book. Supporting your child with their reading and reading with your child everyday can have a huge impact on their progress.

Reading is taught in class as part of a shared reading lesson. During these lessons children discuss the texts that they have shared. Your child will learn comprehension skills. Please ask your child questions about what they have read when you are completing your reading at home. In Year 1 your child was given reading questions as part of their homework task. Once your child has settled into Year 2 these questions will once again be sent home.

Your child will be taught phonics each day. Please encourage your child to sound out unfamiliar words.

Please speak to your child’s teacher if you are able to regularly come into school for an afternoon each week to listen to readers.

Thank you for your support with your child’s reading.
Spelling

## Spelling – work for year 2

### Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

### New work for year 2

<table>
<thead>
<tr>
<th>Statutory requirements</th>
<th>Rules and guidance (non-statutory)</th>
<th>Example words (non-statutory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</td>
<td>The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/ or /ə/ sounds (sometimes called ‘short vowels’). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</td>
<td>badge, edge, bridge, dodge, fudge</td>
</tr>
<tr>
<td>The /s/ sound spelt c before e, i and y</td>
<td></td>
<td>age, huge, change, charge, bulge, village</td>
</tr>
<tr>
<td>The /ŋ/ sound spelt kn and (less often) gn at the beginning of words</td>
<td>The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago.</td>
<td>gem, giant, magic, giraffe, energy</td>
</tr>
<tr>
<td>The /r/ sound spelt wr at the beginning of words</td>
<td>This spelling probably also reflects an old pronunciation.</td>
<td>jacket, jar, jog, jum, adjust</td>
</tr>
<tr>
<td>The /l/ or /ɔ/ sound spelt –le at the end of words</td>
<td>The –le spelling is the most common spelling for this sound at the end of words.</td>
<td>table, apple, bottle, little, middle</td>
</tr>
<tr>
<td>Statutory requirements</td>
<td>Rules and guidance (non-statutory)</td>
<td>Example words (non-statutory)</td>
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<tr>
<td>------------------------</td>
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<td>-------------------------------</td>
</tr>
<tr>
<td>The /l/ or /f/ sound spelt –el at the end of words</td>
<td>The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s.</td>
<td>camel, tunnel, squirrel, travel, towel, tinsel</td>
</tr>
<tr>
<td>The /l/ or /f/ sound spelt –al at the end of words</td>
<td>Not many nouns end in –al, but many adjectives do.</td>
<td>metal, pedal, capital, hospital, animal</td>
</tr>
<tr>
<td>Words ending –ll</td>
<td>There are not many of these words.</td>
<td>pencil, fossil, nostril</td>
</tr>
<tr>
<td>The /a/ sound spelt –y at the end of words</td>
<td>This is by far the most common spelling for this sound at the end of words.</td>
<td>cry, fly, dry, try, reply, July</td>
</tr>
<tr>
<td>Adding –es to nouns and verbs ending in –y</td>
<td>The y is changed to i before –es is added.</td>
<td>flies, tries, replies, copies, babies, carries</td>
</tr>
<tr>
<td>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</td>
<td>The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxing.</td>
<td>copied, copier, happier, happiest, cried, replied ...but copying, crying, replying</td>
</tr>
<tr>
<td>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</td>
<td>The e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. <strong>Exception: being.</strong></td>
<td>hiking, hiked, hiker, nicer, nicest, shiny</td>
</tr>
<tr>
<td>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</td>
<td>The last consonant letter of the root word is doubled to keep the /æ/ /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). <strong>Exception: The letter ’x’ is never doubled:</strong> mixing, mixed, boxer, sixes.</td>
<td>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</td>
</tr>
<tr>
<td>The /ɔ:/ sound spelt a before l and ll</td>
<td>The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll.</td>
<td>all, ball, call, walk, talk, always</td>
</tr>
<tr>
<td>The /ʌ/ sound spelt o</td>
<td></td>
<td>other, mother, brother, nothing, Monday</td>
</tr>
<tr>
<td>Statutory requirements</td>
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<td>------------------------</td>
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</tr>
<tr>
<td>The /iː/ sound spelt –ey</td>
<td>The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.).</td>
<td>key, donkey, monkey, chimney, valley</td>
</tr>
<tr>
<td>The /oː/ sound spelt a after w and qu</td>
<td>a is the most common spelling for the /oː/ (‘hot’) sound after w and qu.</td>
<td>want, watch, wander, quantity, squash</td>
</tr>
<tr>
<td>The /sː/ sound spelt or after w</td>
<td>There are not many of these words.</td>
<td>word, work, worm, world, worth</td>
</tr>
<tr>
<td>The /ɔː/ sound spelt ar after w</td>
<td>There are not many of these words.</td>
<td>war, warm, towards</td>
</tr>
<tr>
<td>The /ʒ/ sound spelt s</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| The suffixes –ment, –ness, –ful, –less and –ly | If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. **Exceptions:**
(1) argument
(2) root words ending in –y with a consonant before it but only if the root word has more than one syllable. | enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, plentiful, penniless, happily |
<p>| Contractions | In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can’t – cannot). It’s means it is (e.g. It’s raining) or sometimes it has (e.g. It’s been raining), but it’s is never used for the possessive. | can’t, didn’t, hasn’t, couldn’t, it’s, I’ll |
| The possessive apostrophe (singular nouns) | | Megan’s, Ravi’s, the girl’s, the child’s, the man’s |
| Words ending in –tion | | station, fiction, motion, national, section |</p>
<table>
<thead>
<tr>
<th>Statutory requirements</th>
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<th>Example words (non-statutory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homophones and near-homophones</td>
<td>It is important to know the difference in meaning between homophones.</td>
<td>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</td>
</tr>
<tr>
<td>Common exception words</td>
<td>Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat. Great, break and steak are the only common words where the /æt/ sound is spelt ea.</td>
<td>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. <strong>Note:</strong> ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.</td>
</tr>
</tbody>
</table>
### Grammar

#### Year 2: Detail of content to be introduced (statutory requirement)

| Word | Formation of **nouns** using **suffixes** such as -ness, -er and by compounding [for example, whiteboard, superman].
|      | Formation of **adjectives** using **suffixes** such as -ful, -less. (A fuller list of **suffixes** can be found in the year 2 spelling section in English Appendix 1.)
|      | Use of the **suffixes** -er, -est in **adjectives** and the use of -ly in **adverbs** in Standard English to turn adjectives into **adverbs**.
| Sentence | **Subordination** (using *when*, *if*, *that*, *because*) and **co-ordination** (using *or*, *and*, *but*).
|          | Expanded **noun phrases** for description and specification [for example, the blue butterfly, plain flour, the man in the moon].
|          | **How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command**.

| Text | Correct choice and consistent use of **present tense** and **past tense** throughout writing.
|      | Use of the **progressive form** of **verbs** in the **present** and **past tense** to mark actions in progress [for example, she is drumming, he was shouting].
| Punctuation | Use of **capital letters**, **full stops**, **question marks** and **exclamation marks** to demarcate **sentences**.
|          | Commas to separate items in a list.
|          | **Apostrophes** to mark where letters are missing in spelling and to mark **singular possession** in nouns [for example, the girl’s name].
| Terminology for pupils | **nouns**, **noun phrase**
|                      | **statement**, **question**, **exclamation**, **command**
|                      | **compound**, **suffix**
|                      | **adjective**, **adverb**, **verb**
|                      | **tense** (past, present)
|                      | **apostrophe**, **comma**
## Interim teacher assessment framework at the end of key stage 1 - writing

### Working towards the expected standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

### Working at the expected standard

The pupil can write a narrative about their own and others’ experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly*
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

### Working at greater depth within the expected standard

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words*
- spelling most words with contracted forms*
- adding suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly*
- using the diagonal and horizontal strokes needed to join letters in most of their writing,
Interim teacher assessment framework at the end of key stage 1 - mathematics

Working towards the expected standard

- The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them:
  (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as $35 < 53$ and $42 > 36$).
- The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems
  (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).
- The pupil can read and write numbers correctly in numerals up to 100
  (e.g. can write the numbers 14 and 41 correctly).
- The pupil can use number bonds and related subtraction facts within 20
  (e.g. $18 = 9 + ?; 15 = 6 + ?$).
- The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5; 46 + 20$), they can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can recall doubles and halves to 20
  (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9).
- The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.

Working at the expected standard

- The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus
  (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
- The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can use estimation to check that their answers to a calculation are reasonable
  (e.g. knowing that $48 + 35$ will be less than 100).
- The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$).
- The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems
  (e.g. $\Delta - 14 = 28$).
- The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary
  (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$;
  sharing 40 cherries between 10 people and writing $40 \div 10 = 4$;
  stating the total value of six 5p coins).
- The pupil can identify $\frac{1}{3}, \frac{1}{4}, \frac{1}{2}, \frac{2}{4}, \frac{3}{4}$ and knows that all parts must be equal parts of the whole.
• The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).
• The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
• The pupil can read the time on the clock to the nearest 15 minutes.
• The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

**Working at greater depth within the expected standard**

• The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).
• The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18 × 5 cannot be 92 as it is not a multiple of 5).
• The pupil can work out mental calculations where regrouping is required (e.g. 52 – 27; 91 – 73).
• The pupil can solve more complex missing number problems (e.g. 14 + □ – 3 = 17; 14 + △ = 15 + 27).
• The pupil can determine remainders given known facts (e.g. given 15 ÷ 5 = 3 and has a remainder of 0, pupil recognises that 16 ÷ 5 will have a remainder of 1; knowing that 2 × 7 = 14 and 2 × 8 = 16, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).
• The pupil can solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?).
• The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. 10 + 10 + 10 + 5 + 5 = 3 × 10 + 2 × 5 = 4 × 10).
• The pupil can find and compare fractions of amounts (e.g. 3/4 of £20 = £5 and 1/2 of £8 = £4 so 3/4 of £20 is greater than 1/2 of £8).
• The pupil can read the time on the clock to the nearest 5 minutes.
• The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
• The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).
## Interim teacher assessment framework at the end of key stage 1 - science

<table>
<thead>
<tr>
<th>Working at the expected standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first statements relate to working scientifically, which must be taught through, and clearly related to, the teaching of substantive science content in the programme of study. The pupil can:</td>
</tr>
<tr>
<td>- ask their own questions about what they notice</td>
</tr>
<tr>
<td>- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including:</td>
</tr>
<tr>
<td>- observing changes over time</td>
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<tr>
<td>- noticing similarities, differences and patterns</td>
</tr>
<tr>
<td>- grouping and classifying things</td>
</tr>
<tr>
<td>- carrying out simple comparative tests</td>
</tr>
<tr>
<td>- finding things out using secondary sources of information</td>
</tr>
<tr>
<td>- use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.</td>
</tr>
<tr>
<td>The remaining statements relate to the science content. The pupil can:</td>
</tr>
<tr>
<td>- name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans</td>
</tr>
<tr>
<td>- describe the basic needs of animals for survival and the main changes as young animals grow into adults</td>
</tr>
<tr>
<td>- describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants</td>
</tr>
<tr>
<td>- identify whether things are alive, dead or have never lived</td>
</tr>
<tr>
<td>- describe and compare the observable features of animals from a range of groups</td>
</tr>
<tr>
<td>- group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships</td>
</tr>
<tr>
<td>- describe seasonal changes</td>
</tr>
<tr>
<td>- name different plants and animals and describe how they are suited to different habitats</td>
</tr>
<tr>
<td>- use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.</td>
</tr>
</tbody>
</table>
Curriculum

<table>
<thead>
<tr>
<th>Autumn 1</th>
<th>Around the UK</th>
<th>Autumn 2</th>
<th>Flickering Flames</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 1</td>
<td>Awesome Antarctica</td>
<td>Spring 2</td>
<td>Into Africa</td>
</tr>
<tr>
<td>Summer 1</td>
<td>Food glorious food!</td>
<td>Summer 2</td>
<td>Commotion in the Ocean.</td>
</tr>
</tbody>
</table>

Each half term we will send a detailed outline of the half term which will show both the teaching focus and the expected outcomes.

Occasionally children will be asked to bring in topic related items.

**Timetable**—As a school we keep the timetable flexible to ensure we meet the needs of our pupils. The timetable for each class will be slightly different and it may change during the year, however the timings of the day will stay the same.

<table>
<thead>
<tr>
<th>Class</th>
<th>PE Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturn</td>
<td>Monday/Friday</td>
</tr>
<tr>
<td>Jupiter</td>
<td>Thursday/Friday</td>
</tr>
<tr>
<td>Mercury</td>
<td>Tuesday/Thursday</td>
</tr>
<tr>
<td>Neptune</td>
<td>Wednesday/Thursday</td>
</tr>
</tbody>
</table>

Please make sure your child has the correct equipment each day. This includes: Water bottle, Homework diary, PE Kit can be brought in at the start of the half-term and left in school. Please send jogging bottoms and a sweatshirt in the colder months so your child is warm enough outside.

**Homework**

Your child is expected to spend 5 minutes 5 times per week reading, 5 minutes 5 times per week on their spellings and 5 minutes 5 times per week on their maths. Spellings and maths tasks will be stuck in their planner each week.
Behaviour

School Rules
We are polite
We are honest
We listen to others
We take care of our school
We do our best
We are leaders and good role models

Our behaviour policy and practice is based on the concept of catching the children being good, making good choices and rewarding them as quickly as possible.

Rewards
All staff in school will use the following rewards for those who follow the school rules.

Praise:
Compliment individual children.
Publicly celebrate good behaviour and attitudes, with special stickers, house points or class awards, an extra five minutes play time for the class, being given jobs of special responsibility.

Positive communication with Parents:
Children will be rewarded for good behaviour by receiving one of the following:
• a note in their diary or behaviour record
• a conversation at the end of the day
• a phone call home

Positive visit to see another member of staff:
Children will be sent to another teacher, Year leader, Deputy Headteacher or Headteacher, at an appropriate time in recognition of good behaviour for personal praise.

Invitation to tea with Senior Leadership Team
Each term we have a tea-party to reward those who behave well without being asked to. Each teacher chooses one pupil per term.

Sanctions:
To discourage undesirable behaviour the following sequence of consequences will be used:
1. Child’s name is given a verbal warning
2. Child’s name written on the board.
3. One mark and child misses 5 minutes of playtime
4. Two marks and child misses 10 minutes of play
5. Three marks misses all of play, is sent to the year leader to complete work
6. Child spends time with a member of SLT completing their work
   These incidents of missing playtime, working with SLT will be recorded on the internal behaviour log.
The above sequence of consequences will come into effect only after the following strategies have been ineffective in changing a child’s behaviour i.e.

- Comment on something good a child has done
- Employ ‘Tactical Ignoring’, ignore the ‘target pupil’ but praise the nearby pupil, if the ‘target pupil’ changes their behaviour, praise them, move the pupils near the disruptive pupil, thank them.

- Move closer to the child at their level
- Restate the expected good behaviour in a calm and controlled way
- Distract the child

**Communication**

The school will work together with the home to promote good behaviour.

- Parents will be informed at every opportunity of their child’s good behaviour, e.g. positive contact, notes / phone calls home.
- Parents will be involved at an early stage if there is concern about their child’s behaviour.
- The school will at all times, adopt an encouraging and supportive style with parents.

These strategies support the vast majority of children to achieve and maintain good behaviour. There are further steps in place for children who find this more challenging. These will be shared with parents if necessary. Full details are available in the behaviour policy on our school website.

**Healthy Children**

Please provide your child with a water bottle so they can drink water in the classroom, squash and fruit juice are not permitted in class but can be included in their lunchbox. We have free fruit and vegetables for the children to have for a snack. If you would like to provide your own snack it must be a healthy snack, it should not be sweets, chocolate or biscuits.

At lunchtime the children can either have a hot lunch or bring in a packed lunch. Hot lunches are currently funded and are free for children in Reception to Year 2.