

FILTON AVENUE
PRIMARY SCHOOL

Welcome!

Meet the team

2G Teacher: Mr Mike Gifford

PPA cover: Miss Modupa Kefentse

2P Teacher: Miss Laura Pickard

TA/PPA cover: Miss Francine Francis

2W Teacher: Mrs Hannah Williams

HLTA/PPA cover: Miss Jo Ford

Orchard Teacher: Miss Noelle Dallas

Arriving in school

The school day **starts** at **8.45**. Please aim to have your child outside ready to come through the doors at this time.

The register will be taken at **8.55** and any children arriving after this time will be marked in as late.

If you would like to speak to us, please arrange this either through the office or Class Dojo

The school day

- In Year 2, we like the children to be as independent as possible in order to prepare them for KS2.
- Please encourage your children to come into the school building independently.
- Home time: Please collect your child from the courtyard area.

Timetable Term 1 Week 3

Year 2



	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00	Morning activity				
9:00-9:30	Spelling	Spelling	PE English	Spelling	Spelling test
9:30-10:30	English	English		<i>English</i>	English Feedback session
10:30-10:45	Break time				
10:45-11:00	Maths warmups				
11:00-12:00	<i>Maths</i>	<i>Maths</i>	<i>Maths</i>	<i>Maths</i>	<i>Maths</i>
12:00-1:00	Lunch time				
1:00-1:05	Mindfulness				
1:05 – 1:30	ERIC	ERIC	ERIC	ERIC	Jigsaw/RE
1:30-2:00	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
1:40 – 3:00	Enquiry	Enquiry	Spelling	Enquiry 	Golden time
	Singing assembly 2.45		Values Assembly 2.45		Celebration Assembly 2.45
3:00-3:15	Story, Home Things, Golden Ticket				

- ✓ sandwich, wrap, pasta, crackers
- ✓ carrot, cucumber, tomatoes
- ✓ fresh or dried fruit
- ✓ yogurt
- ✓ biscuit, flapjack, malt loaf



Lunch



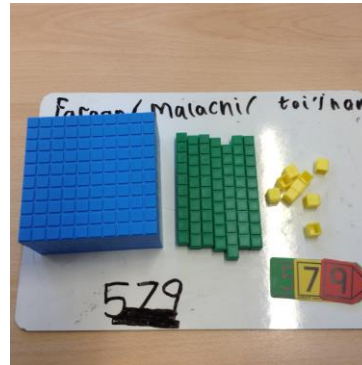
Please limit the treats!

X peanut products

Children also have a free piece of fruit or a vegetable everyday before playtime.

Maths

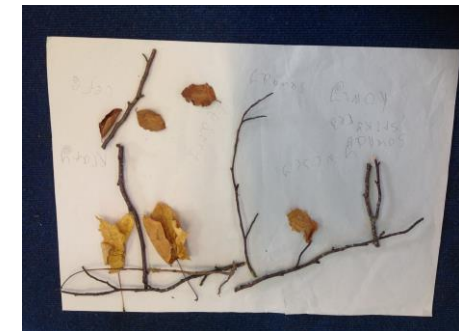
- We are following a scheme of work in Maths, called 'White Rose' which focuses on broadening and deepening the children's understanding of particular units of work.



- There is an expectation that all children will know their 2, 5, 10, and 3 times tables by the end of the school year, so frequent practice recalling times tables from memory would be very helpful.
- Mathletics can be accessed at home to reinforce learning in the classroom.

Spelling and English

- We start most days with 30 minutes of spelling practice. The focus of this will be learning different spelling strategies, rules and tricky words. Children will be encouraged to learn strategies, rather than trying to spell just using their phonetic sounds.
- The children will have a weekly spelling test on a Friday. The new spellings for the following week will also be sent out on Fridays. Children complete start and end of unit spelling tests too.
- Children also have English lessons every day. There is a high focus on spelling, grammar and punctuation in Year 2 assessments. This term, we are focusing on the book 'Emily Brown and the Thing'
- We incorporate drama, art, discussion and practical activities into English to support learning too.



English continued

Some other activities to help your child at home include:

- Taking note of punctuation and grammar when reading with your child. Discuss any unknown punctuation and why it's used.
- Help your child to learn their weekly spellings in readiness for the spelling tests.
- Encourage your child to access Reading Eggs at home. They can read age appropriate books and answer questions independently alongside their home reading books. There are also lots of games to play.
- Practise SATS papers are available online and are really useful to help children prepare for the more formal style questions.

Reading

- We aim to read with your child at least once a week – either individually or in a group guided reading session.
- We encourage the children to read at home at least 3 times a week –but this can also be through accessing Reading Eggs. We will be checking children’s home Reading logs to encourage home reading. Each class will have a different approach to this.
- Your child does not have to read 3 different books a week. If they are reading a longer book, it could be 3 reads of the same one.
- Reading hats:



Marking and feedback

- Our marking policy is based on a feedback star to give children simple next steps.
- Instead of giving children written comments in their books, we will be using their work to carefully inform our next day's 'feedback session'
- Feedback will be verbal and focus on learning from mistakes and editing work in purple pen.
- The following day, the children will look at their 'feedback star' and see what their editing focus is.
- This system should help the children to become more independent and gain a much better understanding of where they went wrong and how to improve it.



Marking and feedback

Tuesday 11th September 2018

Lo - To describe a setting

AS I WALK in to the forest I can see a
Clean stream trickling and emerald
leaves. In the forest I can see rough
prown bark. I can hear ^{the} cool ^{the} breeze
blowing. I can hear ^{the} furry bees buzzing.
There are Ringfishers singing.



Knowledge organisers

Word Types	
Past Tense Verb	walked, shouted, was laughing
Present Tense Verb	walk, is shouting, am laughing
Noun	tree, bus, girl, town, dog, dish, boy.
Proper noun	Filton Avenue, Mary, September, Bristol.
Adjective	beautiful, green, heavy
Adverbs	quickly, carefully, suddenly

Parts of a sentence	
Noun Phrase	The man Three cats
Expanded noun phrase	the friendly boy a scary dragon
Statement	Sam walked down the road.
Question	Who is walking down the road?
Command	Stop walking down the road.
Exclamation	What a nice walk it was!

Punctuation		
.	Full Stop	Ends a sentence The boy ran down the road.
?	Question Mark	At the end of a question Did the boy run down the road?
!	Exclamation Mark	At the end of an exclamation or to show surprise or force Stop! What lovely day we had!
A	Capital Letter	Starts a sentence Proper noun
'	Apostrophe	Used for contractions, to show a letter is missing wouldn't she'll Used to show possession the girl's book
,	Comma	Separate items in a list tea, sugar, coffee and milk

Tricky Words						
after	both	friend	once	some	want	which
again	busy	have	only	sure	was	who
another	come	many	people	these	went	why
any	could	most	said	they	what	were
are	does	off	saw	think	when	with
because	every	one	should	those	where	would

Homophones	
here	hear
one	won
quite	quiet
there	their
they're	
to	two
too	
our	are

Suffixes - ed, er, est
Short vowel before last letter – double it
Ends in a y – change the y to an i
Ends in a silent e – drop the e
Suffix – ing
Short vowel before last letter – double it
Ends in a silent e – drop the e

SATS

- SATS will take place in Term 5 (May 2020)
- The children will sit the following tests:
 - Spelling, punctuation and grammar
 - Reading
 - Maths reasoning
 - Maths arithmetic
- There will be further information on SATS sent to parents later on in the year. All of the past year's papers are available online if you would like to have a look.

P.E



- Every child needs a PE kit in a named bag containing labelled daps or trainers and a PE kit appropriate for the season. Please bring one in if they haven't already got one in school.
- Their P.E kit can stay in school all term.
- Our P.E lessons happen every **Tuesday or Wednesday morning**

Enquiry

- We use an enquiry approach to teach the wider curriculum. Enquiry based learning focuses on 'learning through doing'.
- We begin with an **enquiry question** and **wow day** to inspire learning for the term.
- We aim for the children to build on what they know and deepen their understanding.
- There will be a big focus on discussion, vocabulary and speaking in full sentences linked to our Oracy project.
- There will be many opportunities for practical activities.
- We aim to have a trip or visitor every term.

Enquiry

What could my classroom be made of?



Creative City:
made of?
Year Group: 2

What could my 'classroom' be
Date:

Please note: This planning document is designed to be printed/enlarged to A3

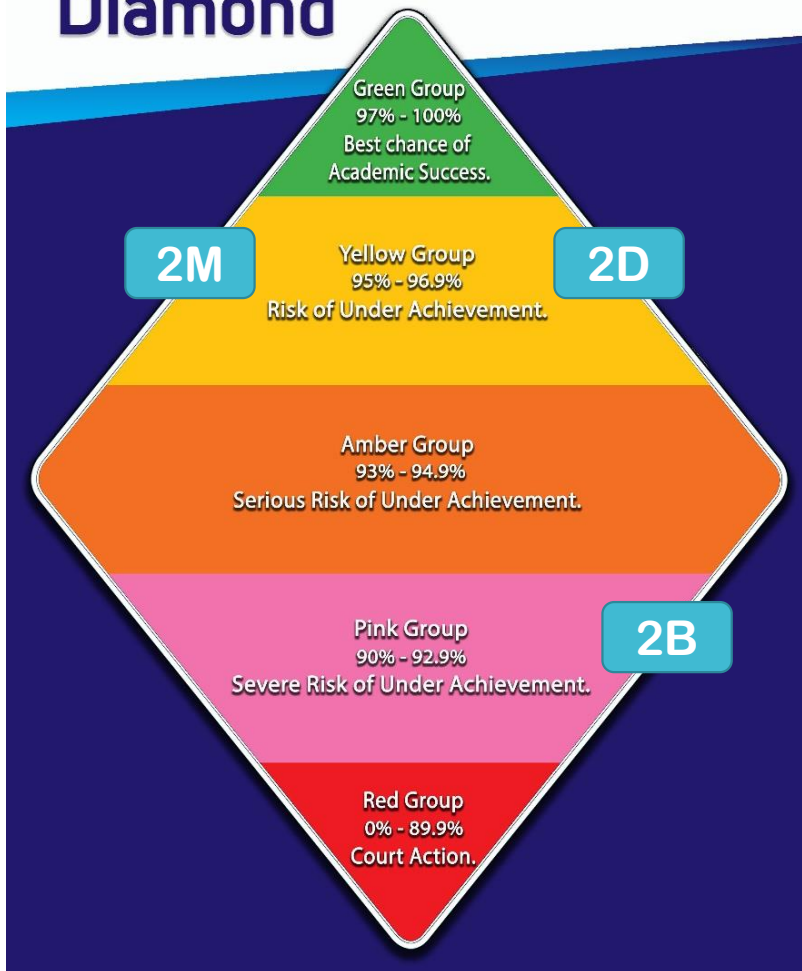
Engineer D&T: Make - select from and use a range of tools and equipment to perform practical tasks [for example cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to characteristics	Historian History skills - develop an awareness of the past, using common words and phrases relating to the passing of time	Speaker P: Start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them. S&E: Confidently deliver short pre-prepared material	Geographer
Artist Art & Design - use a range of materials creatively to design and make products - learn about the work of a range of artists, craft makers and designers, describing the differences between different practices and disciplines, and making links to their own work	Scientist Everyday Materials - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Mathematician Select appropriate tools to measure the classroom/space outside, to use in their designs. Use appropriate standard units to estimate and measure length (m/cm). Solve problems with addition and subtraction involving measurements of the new classroom design.	Philosopher
Musician	Wider learning experiences Visit to local Scrapstore for materials, local buildings e.g. offices, church etc Visit from an architect, a builder	Resources A selection of scrap materials (wood, plastic, metal, glass, brick, rock, paper, cardboard), joining materials (sellotape, string, net, rope, wire),	

Lead State of Being with NC objectives Supporting States of Being with NC skills Opportunities to enhance Not key focus within this enquiry

Attendance matters

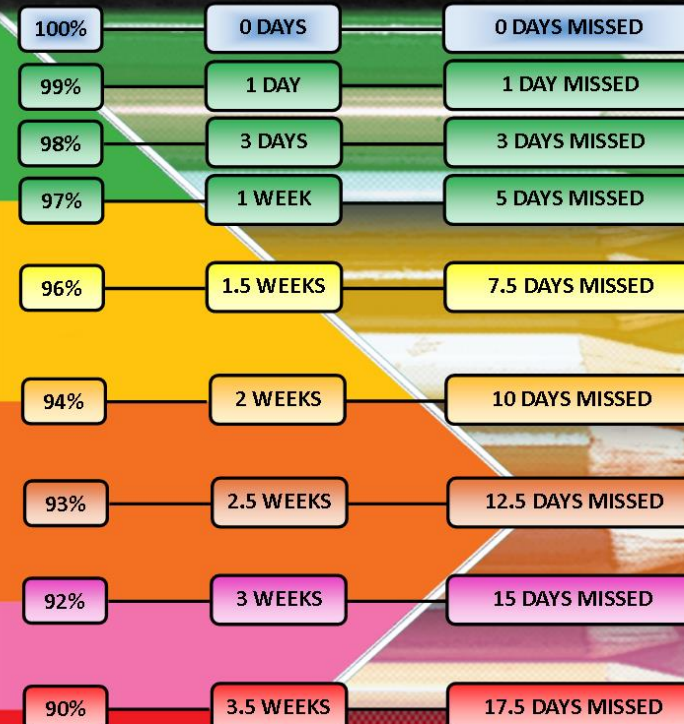
Attendance Diamond

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Attendance Matters

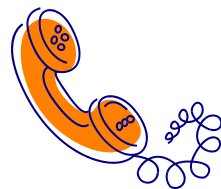
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MAXIMISE YOUR POTENTIAL.
ATTEND SCHOOL EVERY DAY.

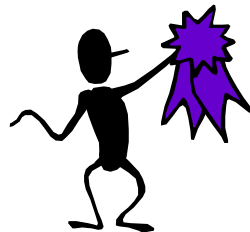
Encouraging good attendance

1. Find out regularly your child's absence. (Ask for half days if easier) and check this matches with your own record.
2. Talk regularly with your child about school and how they feel about it. Children are more likely to attend if they feel supported and anxieties listened to.
3. Phone the school as soon as possible to tell us why your child is absent, and when you expect them to return. Putting the school number in your phone can save you time. Know the school routine for alerting you to absence.
4. Please discuss illness with your child so they only have days off when they are genuinely ill
5. Avoid taking holidays in school time as these will be unauthorised.



Encouraging good attendance

6. Know routines of the school day to avoid issues, e.g. have they got their PE kit?
7. If you have any concerns please ring us – we will check attendance and be discreet.
8. Please reward and praise attendance even small successes, e.g. going in promptly, even when first lesson is their worst!



Attendance rewards

- Display
- Rewards every week for the highest attending classes
- Termly book draw for green band attendance
- Attendance certificates
- £25 termly prize for highest attaining class



Attendance rewards

- **If a school can improve attendance by 1%, they will see a 5-6% improvement in attainment.**
(Department for Education and Skills)
- **Please help us and your child by ensuring their attendance remains above 95%, allowing them to achieve their potential.**
- **Please come and speak to us if you have any concerns.**



Class Dojo and Rainbow

ClassDojo Yellow Class Miss Renes

Your classes Classroom Class Story Messages Settings

Students Groups View reports

Name	Points
Whole Class	372
Alana Caddick	13
Alisha Aden	14
Annie Awaisi	14
Demi-lea Boulton	12
Emma Shell	13
Fizzah Tariq	14
Gabriel Reis	15
Hadiya Mahmoud	12
Hamse Abdillahi	16
Hanim Mauf	13
Harry Rich	13
Joseph White	15
Kacey-M... Berryman...	14
Kai Stevens	16
Kayla Everett	12
Leo Phipps	8
Lilly May Engla...	12
Loa Kjensmo	1
Lolajai Wise	13
Mati Ulatowski	13
Mohamad Sheik Moh...	10
Mustafa Al-Nussairi	11
Nola Evuuarhe	15
Oliver French	9
Rahim Pang	13
Ramtin Pouyanfar	15
Ria Patel	16
Shaqeel Ali	4
Yahye Jama	12
Yumna Abdullahi	14

Attendance



Homework

- Termly spellings
- Weekly spellings
- Reading 3 times per week
- Athletics

Weekly reminders

- Friday– children given new spellings for following week
- P.E kit to stay in school all week (can be taken home over weekend to be washed)
- Wednesday – hand in homework
- Friday – spelling test
- We encourage the children to read at home at least 3 times a week but they can change their books daily if necessary. We encourage the children to change their home reading books independently.

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Thank you!