

WELCOME TO CLASS | 2

WHO IS WHO...

Mrs Price - Monday, Tuesday and Wednesday

Mrs Turpin - Thursday and Friday

Mrs Pugh - Everyday

Miss Parry - Monday, Tuesday, Wednesday and Friday

BEHAVIOUR

We have a positive behaviour approach at Much Marcle Primary.

- ❖ House points
- ❖ Informal conversations with parents at the end of the day
- ❖ Praise Postcards
- ❖ Golden Phone Call
- ❖ Head Teacher Award

DAILY ROUTINE

School gate opens at 8:45am



























Whole school Collective Worship Assemblies every morning 9:00-9:20am

Breaktime - 10.30-10.45am

Lunchtime - 11.50-1:10pm

End of school day - 3:20pm

OUR CLASS TIMETABLE

	8.55 - 9.00	9.05-9.20	9.20 - 10.30	10.45-11	11-11.50	11.50- 1.15-	1.15- 1.30	1.30 -2.10		2.20- 3.15
MONDAY	Registration	Whole School Assembly 	Maths 	Handwriting / spelling	English/RWI 	LUNCHTIME	Reading for Pleasure	Topic 	Mile run	Topic 
TUESDAY	Registration	Whole School Assembly 	Maths 	Handwriting / spelling	English/RWI 			Paces 		Music 
WEDNESDAY	Registration	Whole School Assembly 	Maths 	Handwriting / spelling	English/RWI 			Art 		PE 
THURSDAY	Registration	Whole School Assembly 	Maths 	Handwriting / spelling	English/RWI 			Science 		Computing 
FRIDAY	Registration OTB	Whole School Assembly 	Maths 	Handwriting / spelling	English/RWI 			RE 		RSHE 
										Reading Buddies 

ENGLISH

We follow the Read, Write, Inc. Programme.

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

Set 2 Speed Sound Map

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow
oo  poo at the zoo	oo  look at a book	ar  start the car	or  shut the door
air  1,920 x 1,556	ir  whirl and twirl	ou  shout it out	oy  toy to enjoy

Set 3 Speed Sound Map

ea  cup of tea	oi  roll the ball	ā-e  make a cake	i-e  rice and	ō-e  phone home	ū-e huge tree
aw  glad at dawn	are  see and share	ur  nurse with a	er  a letter	ow  blow the snow	ai snail in the rain
oa  spout in a bog	ew  shape the clay	ire  fire, fire!	ear  hear with your ear	ure  see it's pure?	ue come to the rescue!
ie  remind me	au  Paul the penguin	e-e  go Pets and Snails	kn  knock knock	ck  tick tick clock	wh what's what?
ph  take a photo					

READING

We encourage the children to read at home at least three times a week. Children are given the opportunity to change their reading books every Monday and Thursday.

Every Thursday our class have library time. This is when the children choose books from our school library and exchange them with ones already in our books corner.

RWI books are sent home as an extra book after reading three times during phonic lessons.



READING AT HOME

+ Storytimes matter (11 mins)

By reading aloud, Jack's dad has given him knowledge of new places - real and imagined.



YEAR 1 PHONIC SCREENING JUNE 2025

<div>★</div> <div>rude</div>	<div>★</div> <div>yune</div> <div></div>
<div>★</div> <div>flute</div>	<div>prute</div> <div></div>
<div>tunes</div>	<div>uke</div> <div></div>
<div>dune</div>	<div>smule</div> <div></div>

Screening check: answer sheet

First name	
Last name	

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
suf				vise			
yud				meast			
dop				waib			
uct				acma			
mack				brend			
whip				throst			
jail				stret			
chort				sprow			
bleen				few			
deul				frisd			
fusp				busk			
quisk				cubs			
whop				crust			
yall				trule			
pool				strip			
check				scrap			
plug				lobel			
sweep				vanish			
soft				blossom			
yards				thankful			

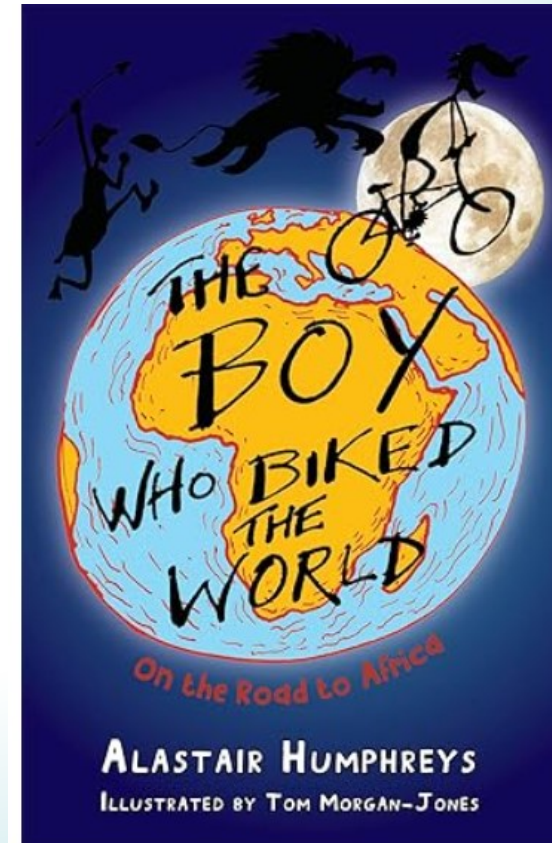
Total correct

READING TO CHILDREN AT SCHOOL

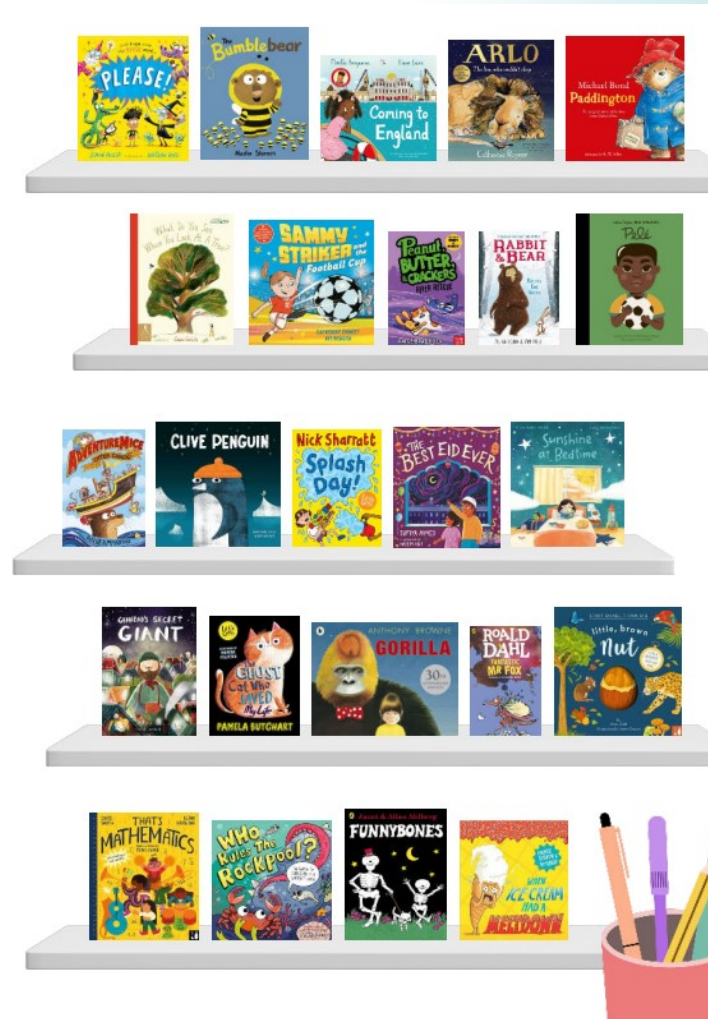
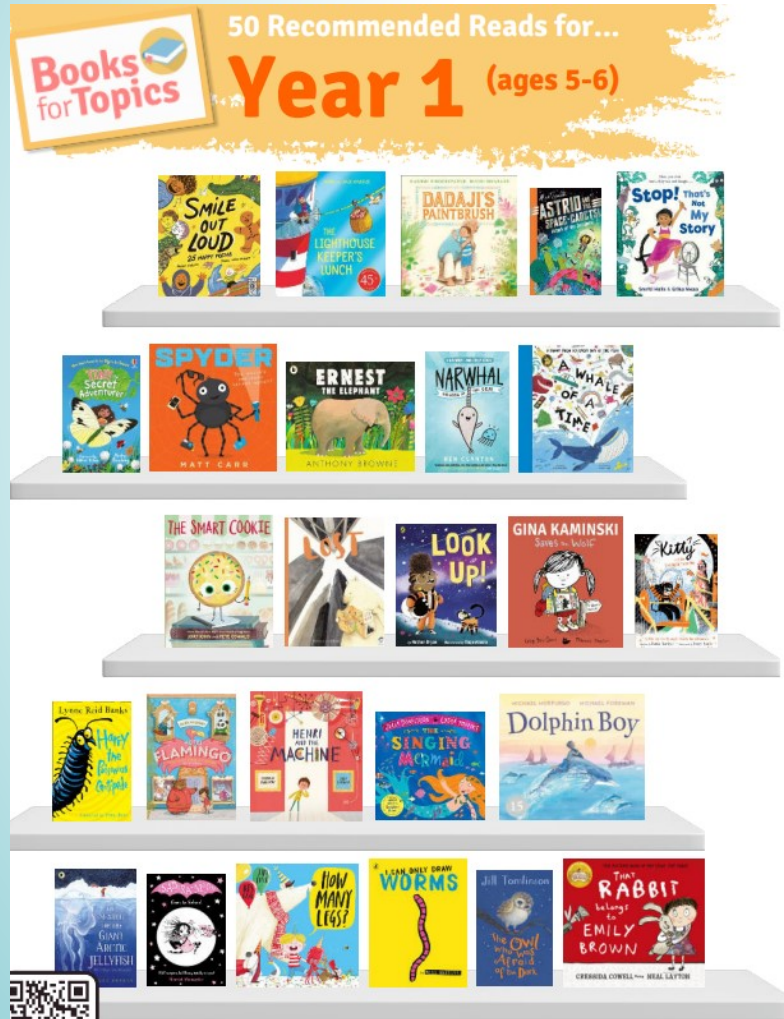
Every day we read after lunch - we call this our reading for pleasure time.

Our reading for pleasure book this term is...

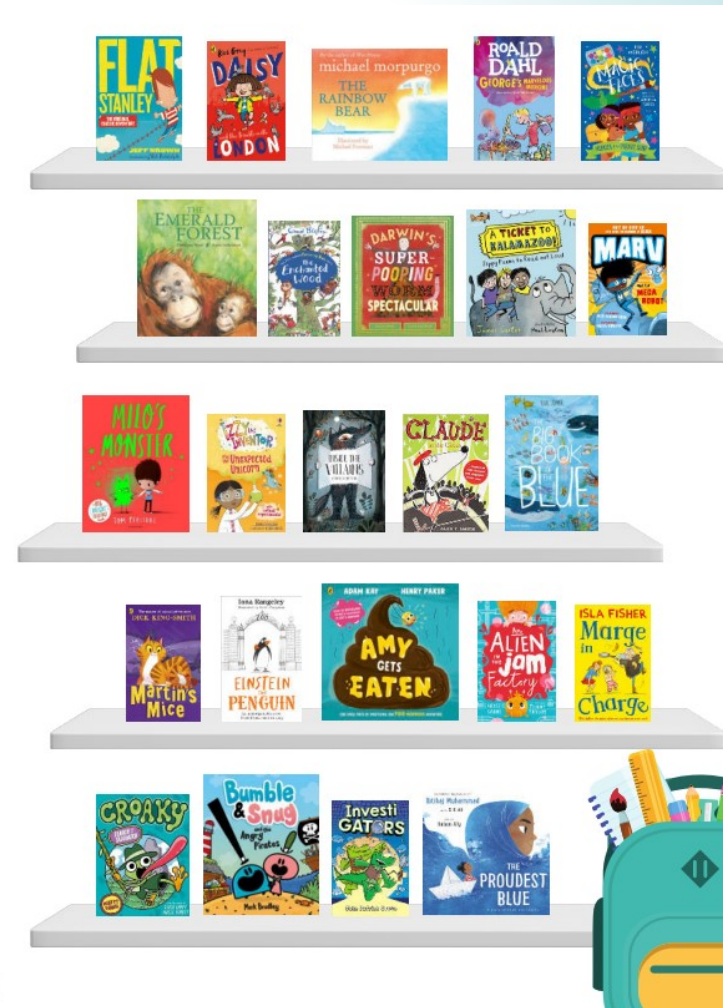
We will do this text to link to our topic but for the rest of the year the book we read is voted for by the children!



RECOMMENDED READING LIST FOR YEAR 1



RECOMMENDED READING LIST FOR YEAR 2



HANDWRITING/SPELLING

We practise handwriting daily in class. Your child may be sent home with extra practise sheets when they need a little more practise.

We practise spellings throughout the week and will be setting children activities to complete on Purple Mash linked to their spellings.

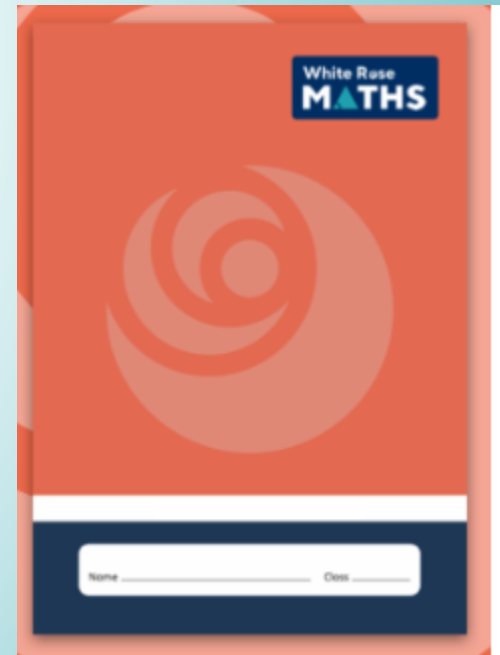
MATHS

We follow White Rose for our maths curriculum. Children have their own workbooks.

As part of every maths lesson children do a 15 minute RAM.

We also Use Purple Mash and TTRS to support children's fluency in maths.

Children can access these at home with their logins.



PE

- We will be continuing with PE on Tuesdays and Wednesdays.
- PE kit should be worn to school on these days.



CURRICULUM MAP



KS1 Curriculum Overview B



Perseverance		Confident Communicators		Healthy Body, Healthy Mind		World Citizens
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	A Contrasting Country – How does life in a Kenyan Village compare to a village in England?		Local Study – What is Hellens Manor and why is it significant?		Food and Weather – Where and how do we get our food?	
Wider Experiences	Wild Place Project		Hellens Manor		Farm- Plant based crops? Milk?	
Science	SB 1a, 1b, 2a, 2b, 2c, 2d <ul style="list-style-type: none"> Identify and name a variety of common animal classifications and their habitats. Describe and compare the structure of a variety of animals. Food chains. 		SC1a- SC2b <ul style="list-style-type: none"> Everyday Materials. Suitability of everyday materials- structures 		SA1a, 1b, 2a, b2 SB2c <ul style="list-style-type: none"> Plants- What they need to grow. The importance of exercise and eating healthy. 	
History	H3 <ul style="list-style-type: none"> Significant Individuals – <u>Nelson Mandela</u> 		H4 <ul style="list-style-type: none"> Significant historical events, people and places. Changes within our school. 		H1 H2 <ul style="list-style-type: none"> Changes within living memory- global warming, rationing, importation 	
Geography	G1, G2, G4, G3, G6 <ul style="list-style-type: none"> Use world maps to locate countries, seven continents and five oceans. Similarities and differences between a village in Kenya and Much Marcle Simple compass directions. Use google earth to see basic human and physical features of Kenya. 		G5, G6, G7, G8, G9 <ul style="list-style-type: none"> Key human features (Similarities and differences) Use maps to show how Hellens has developed over time. Devise a simple map 		G4, G6, G7 <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK and locate hot and cold areas of the world in relation to the Equator. 	

Computing	Online Safety and exploring Purple Mash Using the internet	Coding Exploring technology outside of school	Coding Creating art using technology	Creating spreadsheets	Coding	Coding
RE	1.10 – What does it mean to belong to a faith community?	1.3 – Why does Christmas matter to Christians?	1.6 – Who is a Muslim and how do they live?	1.5 – Why does Easter matter to Christians?	1.8 – What makes some places sacred to believers?	1.2 – Who do Christians say made the world?
DT	D2, D3, D4, D6, D7 <ul style="list-style-type: none"> Design, make and evaluate mud hut structures, exploring as a class how to make strong, stable structures. 		D1, D2, D3, D6, D7, D8 <ul style="list-style-type: none"> Design, make, evaluate own model of Tudor instruments. 		D1, D2, D3, D4, D5, D6, D7 <ul style="list-style-type: none"> Kite Making Designing and making food from different times/ countries. 	
Art	A1-3 <ul style="list-style-type: none"> Developing a wide range of art techniques- Batiks, sand art, portraits 		A2, A3, A4 <ul style="list-style-type: none"> Draw, paint and sculpt different aspects of Hellens 		A1 <ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Learn about works from a range of artists who use food in their work- Arcimboldo 	
Music	M1-4 <ul style="list-style-type: none"> Charanga – Hands feet heart, Rhythm in the way we walk African tribal songs, drumming, call and response. 		M1, M3 <ul style="list-style-type: none"> Charanga – I were play in a band, Round and round Listen to, review and evaluate music across a range of historical periods. 		M1-M4 <ul style="list-style-type: none"> Charanga – Friendship song Learning songs for the End of year performance 	
PE	Throwing and Catching Team Games	African dance using simple movement patterns.	Gymnastics	Forest School	Swimming	Swimming
	Paces - Football	Paces – Netball/ Handball	Paces – Invasion Games	Paces – Net and Wall Games	Paces - Multi Skills/Athletics	Paces - Striking and fielding skills.
RSHE	F1, F2, F3, C1, C4, R1, R2, R6, BS1, BS3, M2, M3, M9 <ul style="list-style-type: none"> Relationships – VIPs – People who are important to us and how we show care to those people. Health and Wellbeing – Think Positive – Understanding our feeling and thinking about how they affect us. 		I4, BS2, BS3, BS6, BS7, BS8, F2, F3, R1 <ul style="list-style-type: none"> Living in the Wider World – One world – Talk about the differences between people around the world and how to look after the world. Health and Wellbeing – Safety first – Identifying dangers in and around the home and how we can stay safe. 		F3, BS3, BS6, BS7, BS8 <ul style="list-style-type: none"> Living in the wider world – Money Matters – Developing an understanding of money and what it means to have it. Health and Wellbeing – Growing up – Changes that happen to our lives as we get older and how our needs change. 	

FOREST SCHOOL

From the 18th September for 4 weeks.

- Warm clothes
- Waterproofs
- Wellies

We will be going after lunch at 1pm and arrive back at 3pm in time for home time.

TOPIC AUTUMN TERM AFRICA

This term we have a geography based topic. Our Topic is Africa.

Our trip will be to the Wild Place Project in Bristol on 15th October



WE USE KNOWLEDGE ORGANISERS

Sensational Safari

Year 2

Key Vocabulary	
endangered	A species of animal or plant that is at risk of becoming extinct (no longer existing).
game reserve	A protected area of land where humans are allowed to live and carry out some different activities.
habitat	The natural home of a plant or animal.
migration	When animals move from one area to another, often to find food, water or shelter.
national park	A protected area of land where only tourism and research is allowed. No humans live there.
rural	Areas away from towns or cities, also known as the countryside.
savannah	Tropical grasslands with shrubs and trees but not much rainfall.
tourists	People who travel for fun.

Where is Kenya?

- 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.



Weather and Climate

Kenya lies on the equator.	Climate is hot, sunny and dry for most of the year.
Hot, dry deserts in the north.	Hot and humid in the west.
The highlands are cool.	Mount Kenya is high enough to be covered in snow all year round.

Sensational Safari

Year 2

National Parks and Reserves

- There are over 50 **national parks** and **game reserves**.
- They include different types of wildlife and **habitats**, including wetlands, grasslands, forest and **savannah**.
- The Maasai Mara National Reserve is one of the most popular reserves for **tourists** to visit.
- Millions of **tourists** 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 **migration** of wildebeest.
- Some animals in Kenya are **endangered** and are protected within the parks and reserves.

The Maasai Tribe

- 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.

School Life in Kenya

- Most children in Kenya go to school, but not all of them.
- Some children, especially in **rural** 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

TOPIC SPRING TERM WHERE WE LIVE

This is a history based topic, Much Marcle - for the children to learn about their school surrounding.

Our trip will be up to Hellens Manor-

Tuesday 21st January



TOPIC SUMMER TERM WHERE DOES OUR FOOD COME FROM?

This is a history and geography based topic. Children will learn about where their food comes from,

Our trip will be to Wicton Farm- Bromyard on 18th June.



OUR SCHOOL VALUES

- ❖ Thankfulness
- ❖ Hope
- ❖ Trust
- ❖ Forgiveness
- ❖ Courage
- ❖ Friendship
- ❖ Responsibility
- ❖ Kindness

Core Values

- ❖ Respect
- ❖ Perseverance
- ❖ Generosity

We learn, celebrate and discuss these day to day, in assembly and as part of our RE lessons.

On Friday we have OTB come into assembly to tell us stories from the Bible.

HOME WORK

We encourage children to read three times a week, practise their spellings at home and look at RWI sounds.

Spelling test happen every Friday and new ones go out that day for the children to practise over the next week. These can be practised on Twinkl where we may set 2Dos.

As we feel children need it, handwriting or extra maths work may be sent home.

We really notice the impact children's attendance has on their attainment as well as children who are supported at home.

ANY QUESTIONS?

Please arrange meeting with us or grab us at the end of a school day to discuss anything.

Can we ask you to keep every item of your child's clearly labelled and if labels come off to re label.

Thank you!