



MEET THE TEACHER

Year 2

Wednesday 9th September



The Year 2 Team

2G Class teachers: Ms Isabel Peters

2B Class teacher: Ms Leah Drewett

KS1 Additional Adults: Mr John Norwood, Ms Maria Iannella,
Ms Susan Dorrell, Ms Arefa Aboobaker, Ms Lily Azavedo

SaLT Teaching Assistant: Ms Khalida Begum

SEND: Ms Flora Steafel

Spanish Teacher: Ms Marie Nkhan

Music Teacher: Mr Tom Hewins

PE Coach: BADU sports coaches (Naim Koliqi, Kevin
Badu-Siaw and Jayden Marshall)

Excellence for All – Our Values



collaboration

creativity

focus

kindness

responsibility

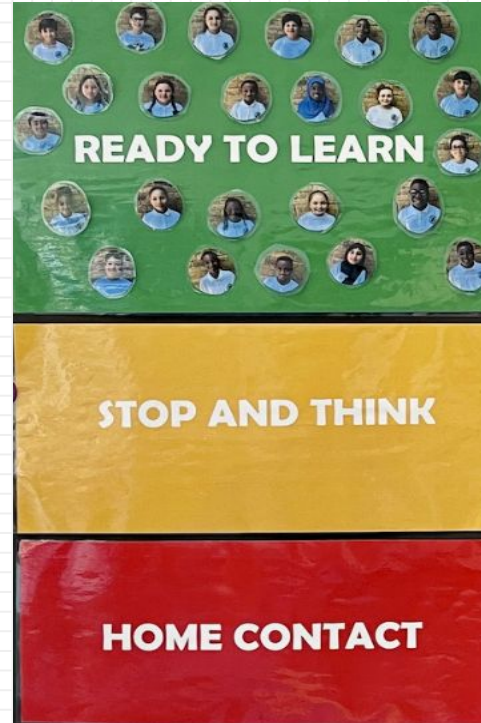


Excellence for All

Green-ready for learning.

Orange -Stop and think. Children are given the opportunity to reflect on their choices and get ready for learning again.

Red – Parent contact. Consequence if undesirable behaviour persists or if a child's actions are considered extreme.



School Uniform

- navy crewneck sweatshirt or cardigan with logo
- light blue polo shirt with logo
- black school trousers, knee-length skirt or shorts, pinafore or blue check dress
- plain black, white or grey socks or tights
- plain black shoes

PE Uniform

- light blue polo shirt with logo
- plain black PE shorts or tracksuit bottoms
- plain black, white or grey socks
- plain black (or white) plimsolls or plain trainers
- **See timetables for PE days**



**Simple ear studs and religious items are the only jewellery permitted.
Please leave all other jewellery at home.**

Pre-loved uniform is available through the school office and at PSA events.

Timetables

2G - Isabel Peters													
Day	9.00am - 9.30am	9.30am - 10.00am	10.00am - 10.20am	10.20am - 10.35am	10.40am - 11.00am	11.00am - 12.00pm	12.00pm - 1.00pm	1.00pm - 2.10pm		2.10pm - 2.20pm	2.20pm - 3.00pm	3.00pm - 3.30pm	
Monday	RWI		Assembly/ Story Time	B r e a k	MM	Maths	Lunch	Science		B r e a k	PE		
Tuesday	RWI		Singing Assembly		MM	Maths		HW	Spanish		Music	SC	
Wednesday	RWI		Assembly/ Story Time		MM	Maths		Humanities			HW	PSHE/RE	
Thursday	RWI				HW	Writing		Humanities			HW	Art/DT	
Friday	Writing		SC		BS	Maths		PE			Computing		

p

2B - Leah Drewett														
Day	9.00am - 9.30am	9.30am - 10.00am	10.00am - 10.20am	10.20am - 10.35am	10.40am - 11.00am	11.00am - 12.00pm	12.00pm - 1.00pm	1.00pm - 2.10pm		2.10pm - 2.20pm	2.20pm - 3.00pm	3.00pm - 3.30pm		
Monday	RWI		Assembly/ Story Time	B r e a k	MM	Maths	Lunch	Humanities		HW	B r e a k	Science		
Tuesday	RWI		Singing Assembly		MM	Maths		PE				Spanish	Music	
Wednesday	RWI		Assembly/ Story Time		MM	Maths		HW	PSHE/RE			PSHE/RE	SC	
Thursday	RWI				HW	Writing		Art/DT		Humanities				
Friday	Writing		SC		BS	Maths		Computing		PE				

English

New Wave - Year 2 - Reading Pathway

Books to Read for Pleasure		
The Classic 	The Future Classic 	The Non-Fiction One 
The Poetry Collection 	The Graphic Novel 	The Funny One 

Books to Write From			
			
			
			

Children will continue with RWI until they finish the programme.

Year 2 will be writing: a selection of stories inspired by their 'books to write from', instructions, fact files, non-chronological reports, recounts including diary entries, postcards and letters, simple news reports, poetry and adverts.

television
treasure
usual
division
measure
vision
illusion
leisure

new wave
federation

Year 2 Spellings Autumn Term 1

Test w/c 07.09.26	Test w/c 14.09.26	Test w/c 21.09.26	Test w/c 28.09.26	Test w/c 05.10.26	Test w/c 12.10.26	Test w/c 19.10.26
ge and dge at the end of words - dge after short vowel sounds	g for the 'j' sound before e, i and y	soft c ('c' makes a 's' sound) before e, i and y	kn and gn at beginning of words	wr in words	words ending in le	words ending in el, used after m, n, r, s, v, w and more often than not, after s
huge village charge badge bridge fudge	giant gem energy jacket join adjust	city fancy mice icy races pencil	knit knife kneel knock gnat gnaw	wrong wrist wrote wreck wrinkle wriggle	simple middle table apple little people	camel jewel angel tunnel label cancel
door floor	poor because	find kind	mind behind	child children	wild climb	most only

Maths

- I do - We do - You -do
- lots of mathematical talk and use of concrete manipulatives
- topics include: position and direction, number and place value 0-100, addition and subtraction facts, properties of shape, multiplication and division (groups of, sharing), fractions, time, graphs

Definition	Example
A word or set of numbers that describes where something is located in relation to other objects or its surroundings.	 above right between to front of
position	
The position of the apple is above the cardboard box.	 big, small, round, cube
Non Example	

I do

We can describe position more accurately by using more than one word.

The sock is **below** the apple, to the **right** of the bus and to the **left** of the carrot.

left right
 above between below

We do

Where is the **rainbow**?

The rainbow is...

left right
 above between below

You do

Where is the **fork**?

The fork is...

left right
 above between below

Challenge 1

Find the shortest route for the butterfly to visit the plants in this order.

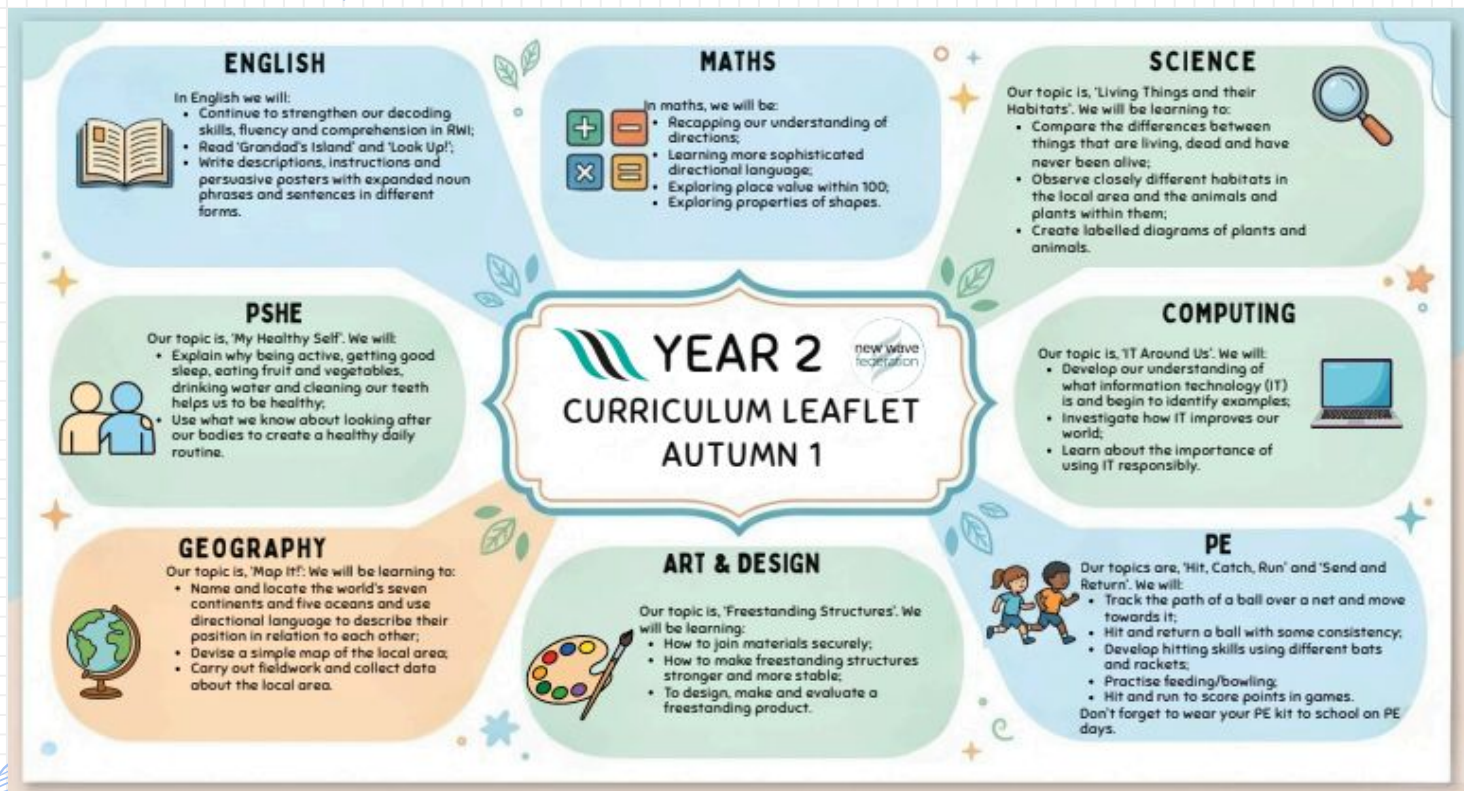
Draw the routes on the grid and write instructions to match.

Year 2 Wider Curriculum Map

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
History/ Geography	Geography: Map It! 	History: Hackney's History 	Geography: London & Alexandria 	History: Marvellous Medics 	Geography: Weather 	History: The Victorians 	
Design Technology /Art and Design	DT: Freestanding Structures 	Art: Explore & Draw 	DT: Wheels & Axles 	Art: Expressive Painting 	DT: Templates & Joining - Sewing 	Art: Be an Architect 	
Computing	IT Around Us 	Digital Photography 	Robot Algorithms 	Pictograms 	Digital Music 	Programming Quizzes 	
PE: Coach	Send & Return Yr1 unit 1 	Attack Defend Shoot Unit 1 	Gymnastics Unit 1 	Fitness Unit 2 	Run Jump Throw Unit 2 	Hit Catch Run unit 2 	
PE: Teacher	Hit Catch Run Unit 1 	Run, Jump Throw Unit 1 	PE Fitness Unit 1 	Dance 	Attack Defend Shoot Unit 2 	Send & Return Unit 2 	
RE/ PSHE	PSHE: My Healthy Self 	RE: Islamic Beliefs 	PSHE: Connecting With Others	RE: Jewish Beliefs 	PSHE: Citizenship	RE: Sacred Books 	PSHE: Growing Up & Staying Safe 
Science	Living Things & Their Habitats 		Uses of Everyday Materials 	Growing Plants 		Animals Including Humans 	

Half Termly Curriculum Information



Knowledge Organisers

Knowledge Organiser Booklet Year 2 Autumn 1

Map It - Year 2 - Autumn 1					
Tier 2 Vocabulary		Key Vocabulary			
collect	record	continent	ocean	map	symbol
To bring or gather together.	To keep information by writing or typing it.	A very large area of land that is made up of several countries.	A very large area of sea.	A diagram that shows where places are located.	An image used to represent something on a map.
In Year 1, you collected information on people's favourite place in the local area.	In Year 1, you recorded your results in a pictogram.	We live in the continent of Europe.	There are five oceans .	I used the map to help me find my way to the shop.	The key showed me what each symbol means on the map.
We can collect information about traffic near our school.	We will record the findings from our traffic survey.	There are seven continents .	The five oceans are all connected.	The map showed me what was in the local area.	I used the symbols to help me locate the swimming pool.
I collected all the books.	I kept a record of all the books I read.				
How this connects with previous learning		How this connects with future learning			
In Year 1, you learned that we live in Hackney which is in England. You learned that England is in the United Kingdom.	In Year 1, you learned about the physical and human geography of the local area.	In Year 1, you learned about the world surrounding the United Kingdom.		In Spring 1, you will compare Hackney with a small area of Egypt in the continent of Africa.	In Summer 2, you will learn about the climate in different continents.

Living Things and Their Habitats - Year 2 - Unit 1					
Scientific Enquiry					
Subject Specific Vocabulary					
identifying & classifying	living things	habitat	microhabitat	shelter	food chain
Identifying means knowing what something is and naming it. We will identify and name a variety of plants and animals in each habitat or microhabitat. Classifying means grouping things together if they have something in common. We will classify things that are living, dead and have never been alive.	All objects are either living, dead or have never been alive. Living things are plants (including those in a habitat to which they are suited).	A habitat is a place where a plant or animal makes its home. Animals and plants live in a habitat to which they are suited.	Microhabitats are small parts of a habitat that have their own conditions like temperature which suit its plants and animals.	A shelter is a place or structure giving protection against weather or danger.	All plants and animals need food to live. Plants make their own food. Animals cannot make their own food. They eat plants and/or other animals.
researching We will find out about habitats outside our local area by researching using secondary sources such as non-fiction books.	  				
Working Scientifically Asking scientific questions Planning an enquiry Observing closely Measuring (taking measurements) Gathering and recording results Presenting results Interpreting results	Dead things include dead animals and plants and parts of plants and animals that are no longer attached such as leaves, twigs, shells, fur, hair and feathers. Objects made of rock and metal have never been alive.	A habitat provides the basic needs of the animals and plants – shelter, food and water. Examples of habitats are: woodland, urban, desert, rainforest, ocean, polar, pond.	A rockpool in a coastal habitat is a microhabitat .	The vole is sheltering inside the log.	This food chain shows grass is eaten by a rabbit and the rabbit is eaten by a fox.

Things you learnt in previous topics		How this connects with future learning	
In Year 1, you identified and named plants and trees in your local area and learnt what the main parts of common flowering plants, including trees were: stem, petal, branch, leaf. You also learnt about different animal types: fish, amphibians, reptiles, birds and mammals and described and compared their structures. You identified and named some common animals within each group. You learnt the words carnivore, herbivore and omnivore and could name animals in each group. You observed, recorded and discussed changes across the four seasons: autumn, spring, summer, winter.		Later this year, you will observe and describe how seeds and bubs grow into mature plants. You will find out about and describe how plants need water, light and a suitable temperature to grow and stay healthy.	In Year 4, you will learn that living things can be grouped in different ways. You will use and create classification keys. You will recognise that environments can change and that this can sometimes pose dangers to living things. You will construct and interpret a variety of food chains, identifying producers, predators and prey.

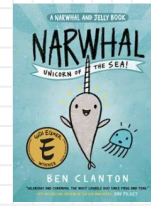
Freestanding Structures - Year 2 - Autumn 1					
DT Themes		Key Vocabulary			
structure	fix	product	freestanding	surface	base
Something that is made up of a number of parts connected together in an ordered way.	To attach firmly.	Something that is made by humans or machines.	An object that stands up on its own.	The outside of an object.	The lowest surface of an object.
A house is a structure that people live in.	It is important to fix materials together so that the structure doesn't fall apart.	All structures are a type of product .	A freestanding object isn't attached to anything else.	The surface of an object can be flat or curved.	The base of the climbing frame touches the ground.
We can build a simple structure by stacking blocks on top of each other.	We will explore a range of techniques to fix materials together.	A finished product is the final outcome.	We will use a variety of materials to make freestanding structures.	A slide has a smooth surface.	A wide base helps keep a structure stable.
Structures can be built for a range of purposes.	Masking tape and glue are two ways we can fix materials together.	Every product has a specific purpose.			
How this connects with previous learning		How this connects with future learning			
In Reception you planned and created a model.	In Year 1, you made a poster using slides and levers, fixing materials together.	In Autumn 1, you designed, made and evaluated a toy vehicle.		In Summer 1, you will fix sew fabric together, ensuring it is attached firmly.	In Year 3, you will make a frame structure from wood.

Computing - Year 2 - Autumn 1					
Tier 2 Vocabulary		Key Vocabulary			
analyse	computer	technology	device	tablet	digital
To study closely	Electronic equipment that holds information	A collection of tools used to help people	A piece of equipment that has a purpose	A handheld computer	Information that is stored on a computer
In computing, we can analyse equipment to find out how it works.	A computer can hold things like words, numbers, pictures, movies and sounds.	Laptops, iPads and televisions are all types of technology .	An electronic device can be used to store the things that we create.	A tablet also holds information and we use it by touching the screen.	Digital technology helps us to communicate, learn and play.
I can analyse a text I am reading to find out what it is telling me.	We will use a computer to create, write and open a file.	We will explore different types of technology and say how they help us.	A device like a computer or an iPad will help us to create our work.	We can also use a tablet to create, write and open files.	We will create and save our learning digitally on to a computer.
We will analyse different objects and say if they are technology or not.					

How this connects with previous learning		How this connects with future learning			
In Reception, you explored different types of technology, such as iPads and Bee-Bots.	In Year 1, you explored how technology helps us in different ways.	In Year 1, you used technology to create digital writing and painting.	Later in Year 2, you will use technology to create digital photographs and music.	Later in Year 2, you will use devices to program quizzes.	In Year 3, you will use a range of devices to create programs.

Home learning in KS1

- Reading **(15 mins daily)**. Your child will bring home their RWI book, a linked book bag book and a chosen 'reading for pleasure' book for you to read to them/to read together then just 'reading for pleasure' books
- Maths practice weekly including learning key facts
- Weekly spellings
- Geography, history or science projects to be completed each half term
- The maths home learning google site can be accessed via the school website and MCAS.



new wave federation		Year 2 Spellings Autumn Term 1			
Test wk: 07.09.26	Test wk: 14.09.26	Test wk: 21.09.26	Test wk: 28.09.26	Test wk: 05.10.26	Test wk: 12.10.26
at end of the week at end of the week at end of the week at end of the week at end of the week at end of the week	at end of the week at end of the week at end of the week at end of the week at end of the week at end of the week	at end of the week at end of the week at end of the week at end of the week at end of the week at end of the week	at end of the week at end of the week at end of the week at end of the week at end of the week at end of the week	at end of the week at end of the week at end of the week at end of the week at end of the week at end of the week	at end of the week at end of the week at end of the week at end of the week at end of the week at end of the week
huge	giant	city	knit	wrong	simple
village	gem	fancy	knife	wrist	middle
change	energy	rice	knelt	wrote	table
badge	jacket	icy	knock	wreck	apple
bridge	join	icy	gnat	wrinkle	little
fudge	adjust	find	gnaw	verrill	people
door	poor	kind	child	wild	most
floor	because	kind	behind	children	climb
					only

Start and End of Day Reminders

- the school day begins at 8:55am
- there are two bells in the morning – one at 8.53am where children get ready to learn in their lines and one at 8.55am where children go into their classrooms to complete their morning review tasks whilst the register is taken
- please be punctual to avoid missing the start of lessons, late marks and unauthorised absences
- children should be collected from their classroom at 3.30pm, the KS1 playground from after school clubs and the reception area from Our Space (if someone different is collecting your child, please let the office and/or teacher know)

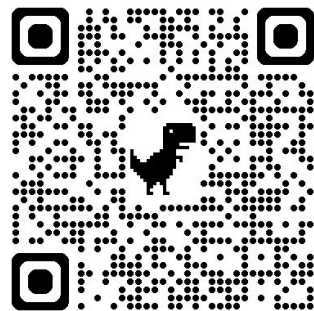


Absence Reminders

- if your child is unwell, please ring (or email gboffice@newwavefederation.co.uk) on the first morning of absence by 9am
- holiday during term time will not be authorised
- schools are required to inform parents when attendance goes below 95% and does not improve and will monitor this
- attendance below 90% is classified as persistent and is reported to the school's Education Welfare Office
- Pam Sealy is Grazebrook's Attendance Officer

Communication Reminders

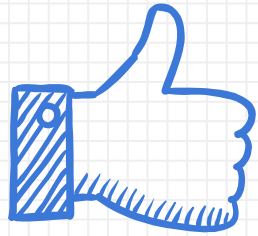
- staff names, the timetable, curriculum leaflets, knowledge organisers, spelling lists, maths home learning and core books can be found under the [Year 2 tab](#) of the KS1 & KS2 section of the website
- you can make appointments to see the class teacher or other members of staff via the school office (we can usually offer times before and after school)
- e-mails with messages for class teachers or school leaders should be sent to gboffice@newwavefederation.co.uk for the attention of the member of staff you wish to contact



Admin

- please make sure the school has up to date contact details and three contact numbers for emergencies
- all clubs and wraparound care can be booked and paid for through My Child At School (MCAS)
- ensure the school has any medication your child needs and you have completed a medicine form (unprescribed medicine cannot be administered by staff)
- we are a nut and sesame free school
- **ensure your child's clothes and property are named**
- **ensure your child brings in (and takes home) daily a named water bottle**





THANK YOU
ANY
QUESTIONS?