

Characteristics of Effective Learning

This term we will focus on showing our 'Motivated Magpie' learning behaviours. Children will be congratulated for being focused and actively engaged in their learning and school-life and, for persevering. We will support children to identify what they have done well and celebrate their outcomes.



Phonics

Phonics teaches children to match letters (graphemes) to sounds (phonemes) and blend them to read, then segment them to spell. We are very excited to be implementing our new Little Wandle Phonics scheme this term. Daily, pacey lessons: review known sounds, teach a new GPC (grapheme-phoneme correspondence) or tricky word, practise together, then apply in reading and writing. We teach phonics in progressive phases (based on their complexity and frequency of use), children review and revise all taught GPCs and words, all the graphemes are practised in words, sentences and fully decodable books.

Key terms we use with children

- Blend: say the sounds and push them together to read (c-a-t → cat).
- Segment: break a word into sounds to spell (ship → sh-i-p).
- Digraph/trigraph: two or three letters making one sound (sh, ai, igh).
- Tricky words: common words that aren't fully decodable yet (e.g., the, said); we teach what's "tricky" about them and what can be sounded.

Handwriting and spelling

- We teach letter formation alongside phonics using formation phrases and correct starting points.
- For spelling, children say the word, segment the sounds, choose the graphemes, write, and check.

How you can help at home

- Use pure sounds (no "uh" on the end): s, a, t, p... not suh, ah, tuh.
- Quick daily practice: spot digraphs (sh, ch, th), play "sound-hunt" around the house and practise Little Wandle tricky words from the current phase.

When stuck: point to the word, child sounds and blends; only tell after they try.

Year 2 Autumn 1: Review Phase 5

Set 1 - bright, show, straight, alone, please, great, family, time

Set 2 - useful, share, world, mouth, circle, true, about, where

Set 3 - before, chance, station, usual, explosion, talk, pitch, delicious

Set 4 - badge, listen, castle, instead, colour, young, charge, mother

Set 5 - cities, sorry, reply, please, water, bread, basic, action

Geography

As geographers, we will explore similarities and differences of the human and physical geography of a small area of the United Kingdom (London), and a small area in a contrasting non-European country (Nairobi in Kenya). We will justify our statements, explaining how we know.

Art and Design As artists, children will use a range of marks to represent mood and movement. They will start to explore shape and texture through expressive mark making in response to a piece of music and descriptive language. Children will use a picture book or piece of art as a starting point for their own artwork. Then, we will apply these skills using traditional painting tools as well as their own, to manipulate paint and create further artwork. We will critique the works of Wassily Kandinsky and work in his style.

PE

In this Fundamentals unit, the children will practise balancing, running, changing direction, jumping, hopping and skipping working with a range of different equipment, and applying the skills in a range of activities, always working safely, taking turns and sharing ideas. Children will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. In this Ball Skills unit, children will build and refine core skills: throwing, catching, rolling, striking targets, dribbling with both hands and feet, and kicking. They will apply these skills with increasing control and accuracy, strengthening co-ordination and balance, and choosing the right technique for different situations. Through purposeful team games, they will explore and evaluate simple attacking and defending tactics, learning to make decisions, adapt play, and collaborate effectively. Children in Year 2 will have PE on Tuesday and Friday. On these days children will need to come to school wearing their PE kit: plain t-shirt their house colour/house colour trim, plain navy shorts or jogging bottoms, uniform sweater/cardigan and trainers.

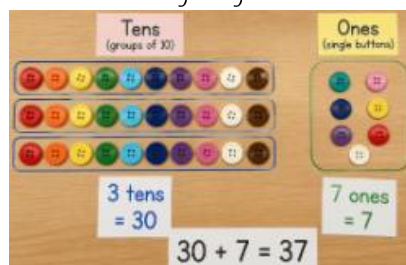
RE

We follow the Birmingham SACRE scheme which covers a variety of religious faiths and non-religious worldviews including: Baha'I, Buddhism, Christianity, Islam, Hinduism, Sikhism, Jainism, Judaism and Rastafarianism. The syllabus also explores non-religious worldviews (e.g. Humanism). The approach is inclusive, ensuring that all children's beliefs are respected and valued. We aim for every child to gain an understanding of the major world faiths by the end of their primary school career. This half-term, we will develop an understanding of different faiths and reflect on how religious teachings can inspire people to live responsibly, respectfully and compassionately. We will learn about the importance of rules, laws and beliefs in shaping behaviour and helping people make positive choices.

Maths

As mathematicians, we will be strengthening our understanding of number and place value to 100. We will count, read, write, compare and order numbers, using place value charts to identify tens and ones. We will partition numbers in different ways, write numbers in words and expanded form, and represent them on number lines. We will also count in 2s, 3s, 5s and 10s and develop addition and subtraction skills using number bonds, fact families and efficient calculation strategies.

Grab a random handful of beads, counters, buttons or pasta.
Group them in 10s then count them carefully.
How many do you have?



Whisper count whilst walking:
1 step whisper, 2 step loud, 3 step whisper, 4 step loud...

Jump (2 feet to 2 feet) and count in 2s as you do.
Pair socks and count the number of socks you have paired in 2s.

Hop and count in 5s (there are 5 toes on your foot)



Apply knowledge of the number system to solve and explain problems

A number bond diagram showing the number 17 at the top, branching down to 10 and 7. Below the 10 is a speech bubble saying 'In words, this is ten-seven.' To the right, a girl's speech bubble says 'The digits of each number add up to 5. None of the digits are zero.' Above her is a note: 'Jo writes a list of four 2-digit numbers.' Below the diagram, text asks: 'Do you agree with Mo? What are Jo's numbers? Write the numbers in order, from smallest to greatest. How did you do it?'

Do you agree with Mo?

What are Jo's numbers?

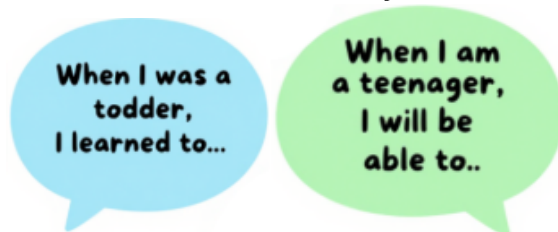
Write the numbers in order, from smallest to greatest.

How did you do it?

Science

As scientists, we will be noticing that animals, including humans, have offspring which grow into adults. We will find out about, and describe, the basic needs of animals, including humans, for survival (water, food and air). We will describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Look at family photos. Talk about how people change as they grow from babies to children then adults. Ask your child to identify things they can do now that they couldn't do as a baby.



At mealtimes, ask your child to categorise foods into groups: Fruit and Vegetables, Proteins, Dairy and Carbohydrates. Talk about why it is important to eat a balanced variety of foods.



Challenge your child to keep a simple tick chart of their healthy habits for a week. Include: washing hands thoroughly before meals and after using the toilet and brushing teeth twice a day. Discuss why good hygiene helps keep us healthy and prevents germs from spreading.



PSHE

During Autumn 1, we focus on how we can nurture and develop positive and healthy relationships with the very important people in our lives. We will explore who these special people may be and how they can be different for everyone. We will define what makes someone a good friend and consider how to cooperate successfully with a range of others to achieve a task. We will develop strategies for resolving issues as they arise and getting help when we need it. The children will grow their emotional awareness, enabling them to develop strategies to regulate emotions.

Computing

Children will begin to think critically as they develop skills to use technology safely and responsibly, protecting personal information and passwords and treating others kindly online. They will explore what online bullying is, how it can affect people and how to get help when needed. Children will investigate how internet-connected devices can be used.

'Tricky Words'

'Tricky words' are words that cannot easily be decoded ('sounded out' and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among the most common words in English. Tricky words taught in Reception that remain tricky in Year 1 are revisited. Children need to be able to read and write these words automatically.

people, eye, whole, their, through, thought, sure, once, because, pretty, friend

Writing

Our ambitious and challenging Writing curriculum is built upon carefully selected, accessible text types, to reduce cognitive load and enable children to develop high-level writing skills with confidence and success. We will be exploring a range of texts to practise our retell skills – Greatest Animal Stories, The Three Little Pigs, The Queen's Hat and Paddington. Within these retells, we will incorporate a range of time words to start sentences, expanded noun phrases and the conjunctions 'because', 'that' and 'and'. We will grow our punctuation toolkit using exclamation and question marks when needed and capital letters for proper nouns. We will begin to join letters.

Oracy

Oracy underpins the development of reading and writing. Model using full sentences when talking to your child; encourage them to do the same and to listen carefully to others. Encourage your child to explain their thinking using words such as 'because', 'so', and 'therefore'. Ask open-ended questions such as, "Can you compare it to something else?", "What might happen next, and why?" and "Do you agree or disagree? Why?" to help them extend their responses. Encourage them to support their ideas with reasons and evidence.



Bronze Reading Challenge

Every child can work towards achieving a Bronze Award, by first reading five additional, stage-appropriate books by 22.10.26. Try the books listed on 'Books for Topics' (follow the QR code) or ask us for recommendations. Books available in school and at local libraries. Let's read for pleasure!

Reading

As part of our Little Wandle provision, every child will have two reading books: a **Reading Practice (Scheme) Book** and a **Sharing Book**.

- The decodable, **Practice Book** will be matched exactly to your child's current phonics level.
- Our curriculum includes three reading sessions a week, each targeting one focus at a time: decoding (sounding out and blending), prosody (reading with expression), and comprehension (understanding).
- Your child will bring home the same scheme book that they have read in school, to read again, with confidence.

This book is carefully matched to your child's current reading level. Please don't worry that it's too easy – your child needs to develop fluency and confidence. Listen to them read and celebrate success! If they can't read a word, read it to them. After they have finished, talk about the book.

To encourage your child to become a lifelong reader, it is important that they read for pleasure. The additional **Sharing Book** is one they have chosen for you to enjoy together. Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. Enjoy!

Music

As musicians, the children will explore beat, improvise simple rhythms and play melodies as they sing, listen and perform. They will learn how music can be created using echoes and call-and-response patterns, using tuned and untuned percussion instruments. They will develop their singing using clear diction and good vocal control.

Our Expectations

At Harborne Primary School, our motto is **“Happy Pupils Succeed”**, because every child is known, nurtured, challenged and inspired to become the very best version of themselves. We are an inclusive community where everyone is encouraged to demonstrate empathy, respect, responsibility and a willingness to contribute positively to society. Within our calm and supportive environment, every individual is valued and pupils learn to work collaboratively, think creatively and adapt confidently to an ever-changing world. Alongside academic achievement, we place equal importance on developing the personal qualities, attitudes and wider skills that enable children to flourish both in school and beyond. As we begin the Autumn Term, we will focus on demonstrating excellent manners, positive interpersonal skills and a genuine interest in everyone’s experiences, talents and qualities. By working together as a school community, we can ensure that all children feel happy, confident and ready to succeed.

Homework

Within this booklet, we have listed a range of activities to support your child’s learning beyond the school day and to enrich their learning experiences. The suggested tasks have been carefully designed to reinforce and strengthen learning that takes place in school, using minimal equipment. Please do not hesitate to ask, if you need to borrow any resources to complete any of the activities at home. Learning is most effective when it happens little and often. We therefore encourage regular engagement with the activities throughout the half-term. We expect every child to complete the homework activities included in this booklet during the Autumn 1 half-term. Please support your child to read every day and complete one or two of the English, Maths and Science activities each week. Your child can tick off each activity as it is completed and bring evidence of their work into school every Friday, to share and celebrate. Thank you for your continued support in helping your child to develop confidence, independence and a love of learning.

- Daily reading practice
- Bronze Reading Challenge: Read 5 additional books in Autumn 1
- 3/4 times weekly spelling practice of tricky words
- 3/4 times weekly Maths skills practice
- Fortnightly Science activity



Harborne Primary School

Our curriculum is carefully designed to broaden horizons, raise aspirations and help children understand the possibilities available to them. We want every pupil to leave Harborne Primary School with strong academic foundations, positive character traits and an unwavering belief that anything is possible. By celebrating achievement in all its forms and nurturing every aspect of a child’s development, we prepare our pupils not only for the next stage of education but for a successful, fulfilling and purposeful future.

At Harborne Primary School, “Happy Pupils Succeed” because they are known, nurtured, challenged and inspired to become the very best version of themselves.

**Your child’s learning in Year 2, Autumn 1
and how you can support their progress**