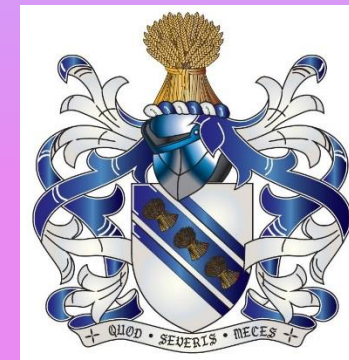
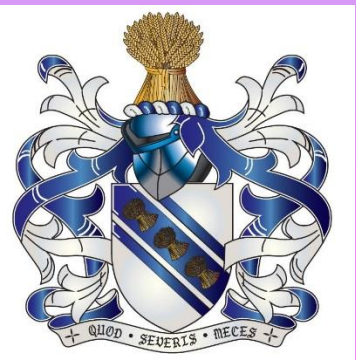


Class 2

2024-2025



Staffing

Teacher

Mrs Newton — full time (PPA Thursday afternoon)







Teaching Assistant

Mrs Duck — full time

Class 2 curriculum

At The Bliss Charity School we believe that children learn best when lessons are fun, enjoyable and relevant. Our curriculum aims to deliver the national curriculum in an engaging way, giving our pupils a broad and balanced range of enriching learning experiences as they progress through the school.

Our curriculum, with subject-specific content and objectives from the national curriculum, is threaded together into termly topics. Most subjects are now taught discretely, however links are made when relevant. For instance, our English lessons are usually linked to a history or geography topic.

Class 2	<i>Dungeons and Dragons</i>	<i>Toys from the Past</i>	<i>Space</i>	<i>Amazing Animals</i>	<i>Chocolate Explorers</i>	<i>Around the World in 35 Days!</i>
						

Timetable

MON	REGISTER & MORNING WORK	Assembly 9 – 9.15 Maths	BREAK	Phonics English	LUNCH BREAK	REGISTER	Science Art
TUES		Assembly 9 – 9.15 Maths		Phonics English			PE Music
WEDS		Picture News 9 – 9.15 Maths		Phonics English			Computing History
THURS		Class Assembly Maths		Phonics English			PPA (PE and PSHE)
FRI		Assembly 9 – 9.15 Maths		Phonics English			R.E RAIC

Morning Work

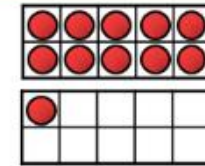
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ƴ so so so so so
ƴ no no no no no
ƴ or or or or or

$2 + 4 =$	$6 - 2 =$
$8 + 3 =$	$9 - 5 =$
$6 + 2 =$	$8 - 4 =$
$8 + 5 =$	$14 - 6 =$
$9 + 4 + 3 =$	$13 - 2 - 3 =$
$11 + 2 + 5 =$	$11 - 3 - 5 =$
$15 + 6 + 3 =$	$16 - 4 - 3 =$
$15 + _ = 19$	$11 - _ = 11$
$11 + _ = 16$	$12 - _ = 8$
$_ + 2 = 12$	$_ - 5 = 9$
$8 \times 2 =$	$2 \times 10 =$
$4 \times 2 =$	$3 \times 10 =$
$2 \times 2 =$	$8 \times 10 =$

Maths

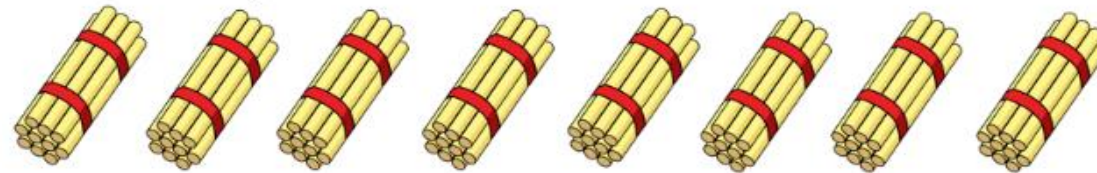
Flashback 4

Year 2 | Week 2 | Day 3



1) $34 = 30 + \square$

2) How many straws?



3) What is the total value of the coins?



4) $8 + 1 = \square$

Concrete Resource Time

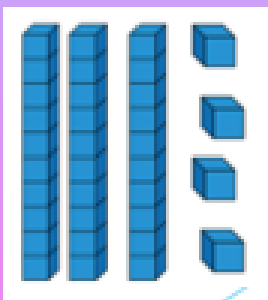
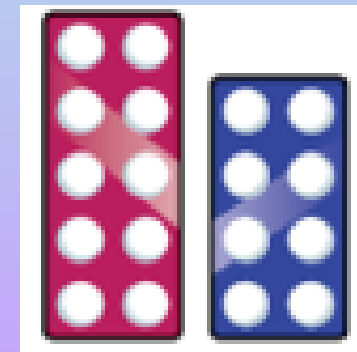


Can you use the practical resources to complete the missing number sentences below?

$$40 + \underline{\quad} = 100$$

$$90 + \underline{\quad} = 100$$

$$100 = 50 + \underline{\quad}$$



Our Mathematical Journey



Previous learning

Flexibly partition numbers to 100.

Today's learning

Write numbers to 100 in expanded form.

Future learning

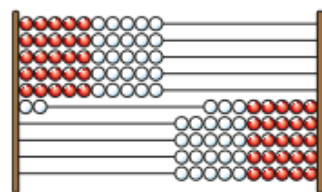
10s on the number line to 100.

STEM Sentence

Write numbers to 100 in expanded form

- 1 Complete the number sentences to partition the numbers.

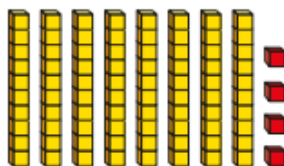
a)



$$52 = 5 \text{ tens} + \boxed{} \text{ ones}$$

$$52 = 50 + \boxed{}$$

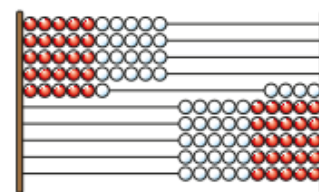
b)



$$84 = \boxed{} \text{ tens} + 4 \text{ ones}$$

$$84 = \boxed{} + 4$$

c)

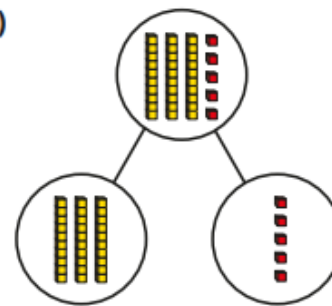


$$\boxed{} \text{ tens} + \boxed{} \text{ ones} = 46$$

$$\boxed{} + \boxed{} = 46$$

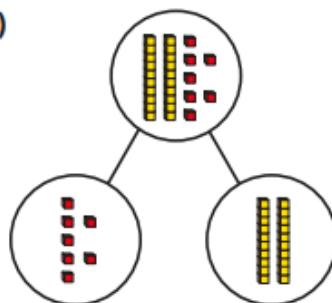
- 2 Complete the sentences to match the part-whole models.

a)



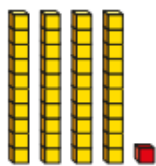
$$35 = 30 + \boxed{}$$

b)



$$27 = \boxed{} + \boxed{}$$

- 3 Complete the number sentences.
Use base 10 to help you.



$$41 = 40 + \square$$

$$41 = \square + 21$$

$$41 = 30 + \square$$

$$41 = \square + 31$$

What do you notice?

- 4 Ron is thinking of a number.



Ron

My number is
equal to 4 ones
and 3 tens.

Ron's number
is 34



Tiny

Do you agree with Tiny? _____

Talk about it with a partner.

- 5 The children each think of a number.



Max

My number
is sixty-two.



Kim

My number is
equal to $50 + 12$



Mo

My number
is equal to 2 ones
and 6 tens.



Sam

My number
is equal to $6 + 20$

- a) What number are they each thinking of?

Max

Mo

Kim

Sam

- b) Whose number is the odd one out?

Talk about it with a partner.

Read Write Inc.
Phonics

Years R-2

Handwriting

At The Bliss Charity School we use the Kinetic Letters handwriting scheme.

Kinetic Letters is a holistic approach to handwriting: it combines physical, body-strengthening exercises and motor skills preparation with dynamic movements for learning letter shapes and sensory experiences for memory and recall.

For young children, it is good fun too, as they learn letter formation stories for 'brave' monkey and 'scared' monkey to help them recognise where to begin each letter.

Kinetic Letters

Helping your child at home with writing

Making bodies stronger

Lie on tummy on the floor to read, write, play on electronic games, watch TV

Sit on the floor to play

Chair push-ups, pull-ups on monkey bars, the plank

Using scissors, knives and forks, playing clapping games

Using playdough and plasticine — rolling, pinching, squeezing using different parts of the hand

Holding the pencil

Practice picking it up

Learn and practice the Pencil Checks

Use optimal sizes and shapes of writing tools (small diameter with triangular cross sections)

Learning the letters and their families

Lower-case letters

Jumper Family	h n m b r p
Abacadabra Family	c a o d s q g
Window Cleaner Family	l i u
Fisher Family	y j f g
Squirtier	e
Slider family	k v w x z

Upper-case letters

Straight lined group	I L E F H T
Curved line group	C O S G Q
Lines with Curves group	D P B R J U
Sliding lines group	A M N K W V Z X Y

Using the tree

When practising writing, use a writing line and the tree symbol to give a guide for both where the letters start and their proportions.



www.kineticletters.com

©Kinetic Letters 2015

For more information, please see the Kinetic Letters page on our website:
<https://www.bliss.northants.sch.uk/index.php/pupils/kinetic-letters>

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



I Do, We Do and then You Do

The red dragon flapped his huge, crimson wings and flew away.

Homework

Spellings – tested every Friday

My Maths – set every Friday

Times Tables – tested every Friday

Reading – please aim to read 5 times a week with your child.

Class 2's Spelling List

Every day in Class 2 we will have a 'Word of the Day', which we will practise throughout the day. These words will be taken from the Key Stage 1 word bank. As well as practising these words in school, the list will also be sent home at the beginning of each half term. The children will then take part in a quiz on a Friday and their score will be sent home with them.

If you have any questions, please come in and see Mrs Duck or myself at the end of the school day.

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
one	six	eleven	sixteen	thirty	eighty
two	seven	twelve	seventeen	forty	ninety
three	eight	thirteen	eighteen	fifty	hundred
four	nine	fourteen	nineteen	sixty	zero
five	ten	fifteen	twenty	seventy	number
Test date: 20.9.24	Test date: 27.9.24	Test date: 4.10.24	Test date: 11.10.24	Test date: 18.10.24	Test date: 25.10.24



MyMaths

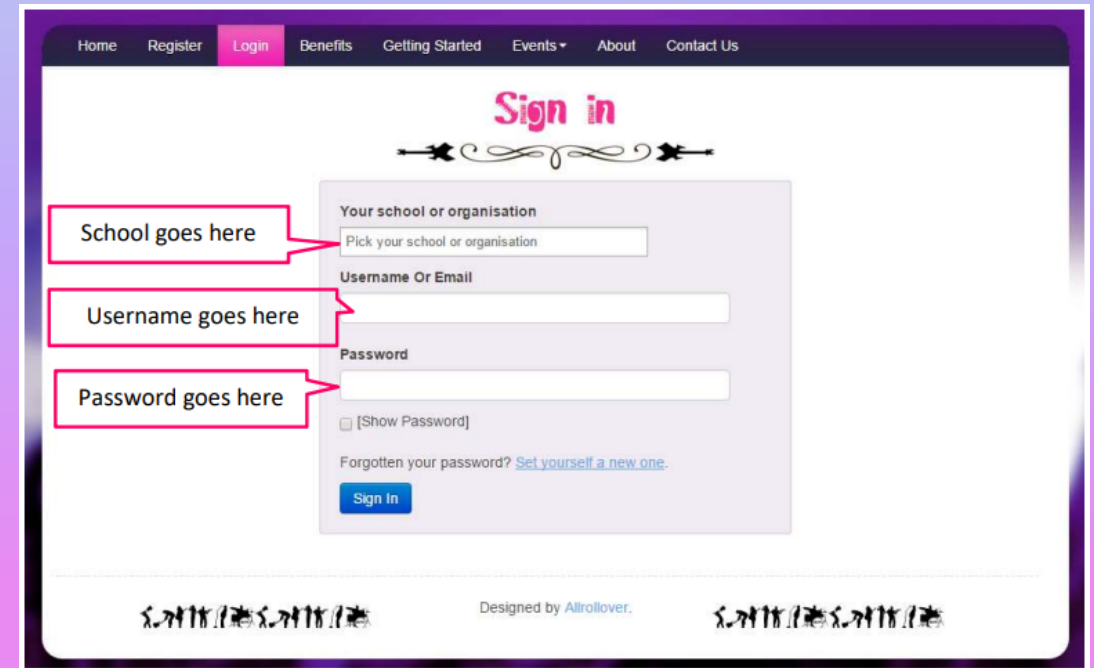
TT Rock Stars

To support your child's with learning their times tables we use the award-winning maths learning platform – Times Tables Rock Stars.

Times Tables Rock Stars is a maths programme that takes all the worry out of learning times tables and has a proven track record of boosting children's fluency and recall in multiplication and division.

Once your child has been their login details, you can access the learning platform by downloading the app or by using the following link:
<https://play.ttrockstars.com/auth/school/student.play.ttrockstars.com>

When you first use the platform, your child will be able to get into role by choosing a rock star name.



TT Rock Stars

Once logged in, your child will need to select the single player option. They will then have access to five different time tables games: jamming, gig, garage, studio and soundcheck mode.

Whilst playing, your child will be able to earn coins to spend on cool rock star costumes and instruments.

Your child will be set times table homework to complete each week. Their homework can be accessed through the 'garage' game.



Reading Records

- Every child has received a new reading record.
- The new records contain lots of information pages for pupils and parents/carers, including:
 - *A guide to reading with your child*
 - *Questions to ask your child when reading together*
 - *Vocabulary building*
 - *Reading rewards*
 - *Behaviour and anti-bullying guidance*
 - *House points*
 - *School uniform*
 - *Multiplication tables*
 - *Kinetic letters*
 - *Packed lunch guidance*
- Please ensure your child looks after their reading record and it with them in school every day.
- A replacement reading record will cost £3.00.

Reading Records

- The last page of the record is for the children to stick in special bronze, silver and gold stickers!



My reading rewards for reading five times or more each week at home

Going for Bronze!									
1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You have achieved your bronze sticker!

Going for Silver!									
11	12	13	14	15	16	17	18	19	20
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You have achieved your silver sticker!

Going for Gold!									
21	22	23	24	25	26	27	28	29	30
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You have achieved your gold sticker!

Going for the special 40 week prize!									
31	32	33	34	35	36	37	38	39	40
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reading at home

- Children should read independently/to an adult for 10 minutes every day
- Children should be encouraged to fill out their own reading record and take ownership of it. Reading records will be taken in and checked on a Tuesday.
- Children need to read five times or more each week. When they achieve this over 10 weeks, they will receive a bronze certificate; over 20 weeks, a silver certificate; over 30 weeks, a gold certificate; and over 40 weeks, a trophy certificate and individual prize.

My Reading this week		
Week Beginning: _____		
	Book & Author	Pages read
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
My comments		
Adult's comments		
Teacher's comments		

Communication

Awards and certificates – school awards will be celebrated during the whole school assembly. Extra- curricular awards will be celebrated during the class assembly every Wednesday.

Scores from spellings and times tables will be sent home every Friday.

Behaviour and anti-bullying

Pupil conduct and behaviour at The Bliss Charity School is very good and the children all get along really well with each other the vast majority of the time.

However, there will be occasions when pupils 'fall out' and someone becomes upset.

When this happens, it is important for both children and parents/carers to respond in the correct way so that any issues are resolved as quickly as possible.

Children ...
<ul style="list-style-type: none">Follow the school's 'RESPECT Rules' at all times and use the skills and attitudes from our metacognition programme to help you get along with others. Remember to treat classmates and other pupils how you would like to be treated yourself.Remember that 'falling out' is part-and-parcel of growing up. While no-one likes being upset, you and the person/people who has upset you are probably still friends really and this disagreement will more than likely just be a temporary one. Try not to overreact as it may ruin your friendship.Be open and honest about anything you may have done (there usually are two sides to every story).Recognise the difference between someone being nasty to you once and bullying. Think about our anti-bullying assemblies and remember our STOP message: <u>S</u>everal <u>T</u>imes <u>O</u>n <u>P</u>urpose.Trust the adults in school to deal with your concerns – things can always be sorted out once adults in school know what is going on. Again, remember our STOP message: <u>S</u>tart <u>T</u>elling <u>O</u>ther <u>P</u>eople.

<ul style="list-style-type: none">Don't wait to tell someone! Tell someone in school <u>the moment</u> it happens – don't wait until you go home as this just slows things down. If you tell an adult in school immediately, they can investigate it properly while other children are still around and things may have been seen/heard – and remembered – by others.Be brave enough to deal with situations on your own. Can you use any of our metacognition skills and attitudes? For instance, resilience and empathy may be needed if someone is just being 'a bit irritating', whereas risk-taking, self-management and communication are needed to report more serious concerns to an adult in school yourself.

Parents/Carers ...
<ul style="list-style-type: none">Remember that 'falling out' is part-and-parcel of growing up. While it is not nice to see your child upset, it is important not to overreact or have a 'knee-jerk' response. The best thing to do is to share the information your child has reported to you the next day with the class teacher. Class teachers are the best people to talk about behaviour issues. If the situation does not get resolved satisfactorily, a senior leader can be involved alongside the class teacher.Be open to the possibility that your child may have done something too (there usually are two sides to every story) and that you may not have all the facts. Children can misunderstand situations and sometimes only report things from 'their point of view'.Recognise the difference between an isolated incident of spitefulness and bullying (see below). At Bliss, bullying is defined as '<i>deliberately hurtful behaviour repeated over a period of time, where it is difficult for those being bullied to defend themselves</i>'. Thankfully, genuine cases of bullying at our school are very, very rare. Applying our STOP message (see below) helps both children and adults see what bullying is and what bullying is not.Trust that the adults in school have the ability – and the experience – to deal appropriately with misbehaviour. School staff will always try to resolve incidents they become aware of and, if the incident is deemed serious enough to include home, a phone-call will be made to discuss the issue with the parents/carers of all involved.Encourage your child to report any concerns they have directly and immediately to adults in school – children need to report any issues they have 'in the moment' and not wait until they get home. It is much more difficult for school staff to deal with things 'after the event'.Empower your child to deal with situations independently through the development of our metacognition skills and attitudes. For instance, resilience and empathy may be needed if someone is just being 'a bit irritating', whereas risk-taking, self-management and communication are needed to report more serious concerns to an adult in school themselves.
<p>For more information, please download copies of our Behaviour Policy and our Anti-Bullying Policy on our school website: www.bliss.northants.sch.uk/index.php/information/behaviour</p>

House points



- House points are awarded for a variety of things, including anything that matches our RESPECT rules.
- Weekly totals are given in assembly and a trophy is awarded to the winning house each term with a chance to win the house shield at the end of the year.
- Every point counts!

Lunchbox guidance



At The Bliss Charity School we support healthy eating and good hydration. Both help children to concentrate, learn and to develop lifelong healthy habits.

Our information sheet in the reading record gives guidance on packing up a school lunch for your child.

“Brilliant Lunchbox Basics” tells you what to include daily in your child’s lunchbox and “Lunchbox Limits” tells you the foods we are asking not to be provided.

Our aim is for every child to have a healthy lunch at school, but ultimately we hope the children will learn how to select healthy foods for themselves.

Brilliant Lunchbox Basics – Include daily

Starchy food – This could be bread of any type used in sandwiches or rolls or it could be pasta, couscous or rice used in a lunchbox salad or other main dish. Try wholemeal when possible.

Protein – Add a protein food as a filling for sandwiches or ingredient in a lunchbox salad or other main dish. Examples are chicken, turkey, ham, tuna, salmon, egg, Quorn or houmous. Cheese is a good sandwich filling but perhaps not every day – using these other protein foods helps deliver a wider range of nutrients.

Vegetables – Aim for 1-2 vegetables in the lunchbox each day. Include cucumber, tomatoes, carrot, sweet peppers, celery, salad or sweetcorn.



Brilliant Lunchbox Basics – Include daily

Fruit – Include 1-2 portions of fruit. Popular choices are apple, banana, orange, grapes, kiwi, pear and berries. Try dried fruit like raisins and apricots or fruit bars containing 100% dried fruit.

Dairy/dairy alternatives – Try one option from this group in the lunchbox each day. This could be cheese (including processed cheese), yogurt, dairy free yogurt or dessert.

Drinks – Pack a drink of water. Add flavour with a slice of lemon, orange or lime. Try and move away from squashes to plain water; start this by making squashes very dilute.

Providing these lunchbox basics should provide a filling lunch but if your child has a big appetite, you could include some fruit or malt loaf, cereal bars, scones, teacakes, flapjacks, plain pancakes or fruit cake.



Lunchbox Limits – Please do not provide

Whilst we recognise that all food groups can be enjoyed in a balanced diet, we suggest that these foods are not provided in a school lunch box. We wish to help children develop lifelong healthy habits and so want to help children move away from these unhealthy choices:

Sweets including sweets from fruit concentrate (fruit strings/ fruit winders).

Chocolate including chocolate bars and chocolate spread.

Crisps, sweetened popcorn or sweetened rice snacks.

Fizzy drinks, juice drinks or sports drinks.

Nuts or peanut butter (due to the risk to those with allergies).



Key Dates:

Walk Out Wednesday -
16.10.24 at 2.50pm

School Trip - 17.10.24