

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 6.1.25

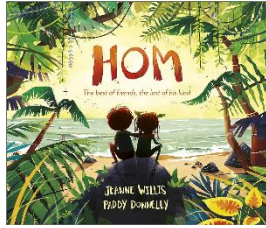
Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>LI: We are learning to make predictions.</u>	<u>LI: We are learning to identify and describe a character's feelings</u>	<u>LI: We are learning to identify and describe a character's thoughts.</u>	<u>LI: We are learning to make comparisons.</u>	<u>LI: We are learning to make comparisons.</u>
Speaking and Listening Focus	We are learning to ask lots of questions to find out specific information including how and why.	We are learning to take turns to talk, listen and respond in two-way conversations and groups	We are learning to use conjunctions to link their ideas together.	We are learning to use an imaginative range of descriptive words	We are learning to use language to communicate a wider range of concepts such as ask, negotiate, give opinions and discuss feelings and ideas
Key vocabulary and Key Blooms higher order thinking questions	Key Vocabulary Predict Think Know Similar Setting Characters Key questions Where could the story be set? Who is in the story? Have you read a similar story? What does the back and front cover tell you about the story?	Key Vocabulary Because Confused Nervous Worried Anxious Upset Lonely Key questions How did Hom feel? Why? How did the boy feel why? How did they feel on page ____? What other character do you know who feels ___?	Key Vocabulary I wonder... What if... Should I... Thinking Thoughts Key questions What are their thoughts why? How have their thoughts changed? Art their thoughts positive or negative?	Key Vocabulary like unlike however whereas but so both different similar Key questions How are the similar? Why? What does the story tell us about them? What other characters do you know that are similar? How are they different?	Key Vocabulary like unlike however whereas but so both different similar Key questions How are the similar? Why? What does the story tell us about them? What other characters do you know that are similar? How are they different?

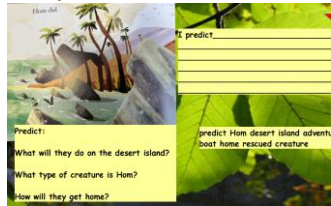
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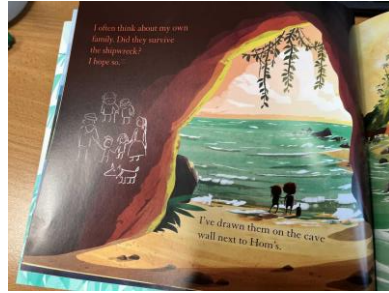
Activities



Look at the front cover.
Where could the story be set?
Who is in the story?
Have you read a similar story?



Read up to page 5 – what will Hom do next?



look at pages in the book. How do the characters feel?



Can the children explain why using because?

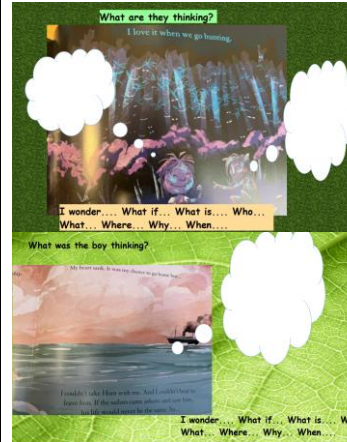


Look at pages in the story

What are the characters thinking?

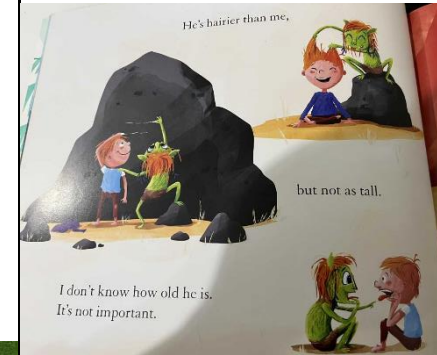
Use sentence stems to help with writing

I wonder... What if... Should I

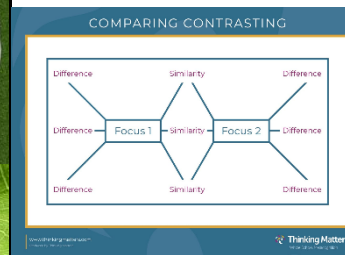


What does the story tell you about the characters?

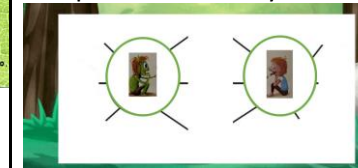
How are they similar and different?



Use the comparing frame to



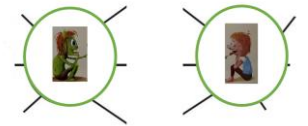
compare the two boys.



Look at images of the boys

Write comparative sentences to describe hem using the word bank to help.

like unlike however whereas but so both different similar



Additional Literacy Learning

Lesson 1

Lesson 2


Lesson 3

Lesson 4

Lesson 5

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Phonics	Review	Review	Review	Review	Review
	<p><u>GPC Review</u> Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Fluency Reading</u> Words: fiction spider mention Encourage fluent independent reading.</p> <p>Teach</p> <p><u>Teach Spelling Rule: Consonant Suffixes</u></p> <p>Use PPT to teach the rule when adding consonant suffixes -ment, -ful, -less, -ness -ly.</p> <p>If a suffix starts with a consonant it can be added to the root word with no change.</p> <p>Exception: if a word ends in a 'y' you change the 'y' to 'i' and add the suffix.</p> <p><u>Blending to Read</u> Blend to read words using</p>	<p><u>GPC Review</u> Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Quick Write</u> Words: find nation Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach</p> <p><u>Recap Spelling Rule: Consonant Suffixes</u></p> <p>Use PPT to recap the rule when adding consonant suffixes -ment, -ful, -less, -ness -ly.</p> <p>Focus on the suffixes -ful and -less and how these create opposites when added to a root word.</p> <p>Adding the suffix 'ful' to words creates an adjective that shows something is 'full of' or has 'lots of'. Adding the suffix 'less' to words creates an adjective</p>	<p><u>GPC Review</u> Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Fluency Reading</u> Words: tiger information behind Encourage fluent independent reading.</p> <p>Teach</p> <p><u>Teach Contractions</u> Use PPT teach contractions using the words: are, is, will, not, have. In a contraction the apostrophe replaces a letter or letters when combining two words to make one word.</p> <p><u>Blending to Read</u> are – we are=we're you are=you're they are=they're is – he is=he's she is=she's it is=it's that is=that's will – I will=I'll you will=you'll he will=he'll we will=we'll not – was not=wasn't is</p>	<p><u>GPC Review</u> Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Fluency Reading</u> Words: motion child Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach</p> <p><u>Recap Contractions</u> Recap PPT teach contractions using the words: are, is, will, not, have. In a contraction the apostrophe replaces a letter or letters when combining two words to make one word.</p> <p><u>Segmenting to Spell</u> Show two words on PPT. Children to rewrite the word with the contractions. Record in exercise books or on whiteboards. Show correct contraction on next slide for children to check against and make corrections.</p>	<p><u>GPC Review</u> Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Fluency Reading</u> Words: mention quiet commotion Encourage fluent independent reading.</p> <p>Teach</p> <p><u>Teaching Blending to Read</u> Encourage children to read the words using most appropriate method. Repeat. Can the children build up level of fluency on next read? Words: thankful can't slowly they're assessment she's sadness he'll easily you've careless wasn't thankful we've</p> <p><u>Reading Questions</u> Will an injection be painful or painless? Does a train move slowly</p>

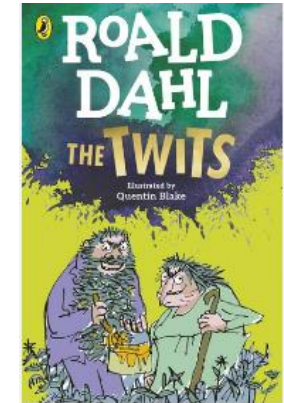
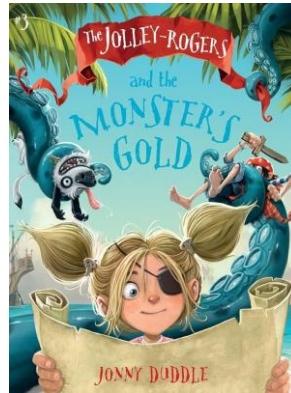
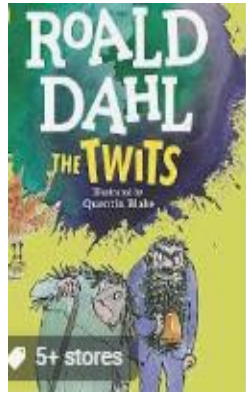
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	<p>scaffolded-whisper-independent.</p> <p><u>Adding Consonant Suffixes</u> Add the correct suffix to these root words. Choose from -ly -ful -ness -ment -less. Some words may have more than one answer.</p> <table border="1"> <tr><td>slow</td><td></td></tr> <tr><td>care</td><td></td></tr> <tr><td>pain</td><td></td></tr> <tr><td>cord</td><td></td></tr> <tr><td>stress</td><td></td></tr> <tr><td>use</td><td></td></tr> <tr><td>spot</td><td></td></tr> <tr><td>power</td><td></td></tr> <tr><td>swift</td><td></td></tr> <tr><td>thick</td><td></td></tr> <tr><td>fear</td><td></td></tr> <tr><td>selfish</td><td></td></tr> <tr><td>cheap</td><td></td></tr> <tr><td>attach</td><td></td></tr> </table>	slow		care		pain		cord		stress		use		spot		power		swift		thick		fear		selfish		cheap		attach		<p>that shows there is less of, or a lack of, something.</p> <p><u>Blending to Read</u> Blend to read words using scaffolded-whisper-independent.</p> <p>Words: thank/thankful/thankless help/helpful/helpless pain/painful/painless</p> <p>Share meanings of words as you go through each set.</p> <p><u>Adding Consonant Suffixes</u> -ful and -less</p> <p>Read the sentences and chose the correct adjective.</p> <p>Kim did not like the pear. She thought it was _____ <small>careful/careless</small></p> <p>Jack helps his mum with the cleaning. He is very _____ <small>helpful/helpless</small></p> <p>Vai was not frightened of spiders. He was _____ <small>fearful/fearless</small></p> <p>Mum thanked me for my help. She was _____ <small>thankful/thankless</small></p>	<p>not=isn't has not=hasn't does not=doesn't Exceptions: do not=don't can not=can't Have – I have=I've you have=you've we have=we've they have=they've</p> <p><u>Matching Contractions</u> Can you match the words below to their contractions?</p> <table border="0"> <tr> <td>did not</td> <td>I've</td> </tr> <tr> <td>we will</td> <td>couldn't</td> </tr> <tr> <td>I will</td> <td>they've</td> </tr> <tr> <td>we are</td> <td>there's</td> </tr> <tr> <td>he is</td> <td>he's</td> </tr> <tr> <td>they have</td> <td>we'll</td> </tr> <tr> <td>could not</td> <td>they're</td> </tr> <tr> <td>they are</td> <td>I'll</td> </tr> </table>	did not	I've	we will	couldn't	I will	they've	we are	there's	he is	he's	they have	we'll	could not	they're	they are	I'll	<p>Contractions: we are=we're she is = she's he will=he'll was not=wasn't we have=we've it is=it's we will=we'll they have=they've</p> <p><u>Matching Contractions</u> Read the sentences carefully and underline the words that need an apostrophe. Write the contraction on the line underneath.</p> <p>They will be coming over for lunch at three o'clock. _____</p> <p>It is raining outside today, so put your coat on. _____</p> <p>My friend did not come to school today. _____</p> <p>I have always liked reading non-fiction books. _____</p> <p>We are going to visit France in August. _____</p> <p>The baby would not stop crying. _____</p> <p>We have all worked really hard today in school. _____</p>	<p>or quickly? Should you cross a road carefully?</p> <p>Practise & Apply <u>Spelling Review</u> Choose a selection of decodable words and HFWs/CEWs from this week's learning or use words selected from spelling log 2b.</p> <p>Choose one of the following activities to review spellings using this week's spelling rules.</p> <ol style="list-style-type: none"> 1. Create flashcards using colour coding. 2. Write colour-coded words in exercise book.
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care																																																	
pain																																																	
cord																																																	
stress																																																	
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we are	there's																																																
he is	he's																																																
they have	we'll																																																
could not	they're																																																
they are	I'll																																																
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Aspen</p>	<p>Chestnut</p>	<p>Sycamore</p>																																														

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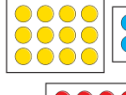
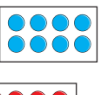
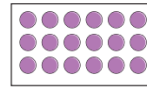
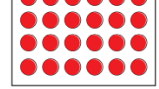
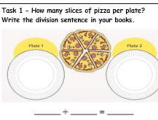
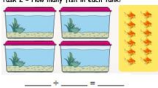
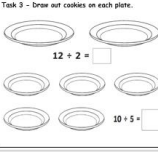
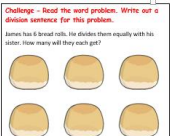


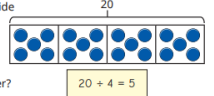

Year Group: Year 2 Week beginning: 6.1.25



Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to use the multiplication symbol to write addition and multiplication sentences.</u>	<u>LI: We are learning to use arrays to work out multiplications.</u>	<u>LI: We are learning how to use the divide symbol.</u>	<u>LI: We are learning to divide using grouping.</u>	<u>LI: We are learning to divide using sharing in equal groups.</u>
Key vocabulary and key questions	<p>Key Vocabulary multiplication addition lots of groups equal to</p> <p>Key Questions What can you see in the picture? How many equal groups are there?</p>	<p>Key Vocabulary multiplication arrays rows columns equal to</p> <p>Key Questions How can you organise the counters to help you find the total? How many rows are there?</p>	<p>Key Vocabulary divide symbol lots of groups equal to</p> <p>Key Questions What is the division symbol? What does it look like? Why do we use it? How do we apply it correctly</p>	<p>Key Vocabulary divide grouping lots of equal to picture altogether</p> <p>Key Questions How many do you have altogether? How many are you going to put into each group?</p>	<p>Key Vocabulary divide grouping sharing lots of equal to altogether</p> <p>Key Questions How many do you have altogether? How many groups are you going to share them between?</p>

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	<p>How many are in each group? What does the symbol mean?</p>	<p>How many columns are there? What multiplication can you see in the array? What two multiplication sentences can you see?</p>	<p>to write our number sentences?</p>	<p>How many groups do you have? What does each number represent? How can you use a number line to show equal groups?</p>	<p>How many does each group have? What does this symbol (\div) represent? What does each number represent? Can you draw a picture to represent this calculation?</p>
<p>Activities</p>	<p>Today, children will develop their understanding of the multiplication symbol in calculations. This step mainly uses pictures to support understanding and the language of “lots of” and “groups of”. Children identify the multiplication number sentences and draw pictures that represent them or express them as word problems.</p> <p>Complete the sentences to match the picture.</p>  <p>_____ lots of 3 = 12 _____ \times _____ = 12</p> <p>Complete the sentences to match the pictures.</p>  <p>_____ lots of _____ = _____ _____ \times _____ = _____</p>  <p>_____ lots of _____ = _____ _____ \times _____ = _____</p>	<p>Today children will use arrays for the first time. During the lesson, we will discuss why an array is a useful and efficient tool to calculate a multiplication and encourage children to draw arrays to represent the multiplication. Children will use arrays to answer multiplication sentences using arrays for support.</p>  <p>Look at the two groups of counters. What is the same? What is different? Which group of counters is easier to count? Why?</p>  <p>Complete the sentences to match the picture. _____ = _____ _____ = _____ There are _____ water bottles. Can you see a different repeated addition and multiplication in the picture?</p> <p>Write two addition sentences and two multiplication sentences for each array.</p>     	<p>In today’s lesson, children will be introduced to the division symbol. They will learn how to apply the symbol correctly to number sentences. We will go through a range of division questions using pictures and work out the answers.</p>  <p>Task 1 - How many slices of pizza per plate? Write the division sentence in your book.</p>  <p>Task 2 - How many rain in each tank?</p>  <p>Task 3 - Draw out cookies on each plate. $12 \div 2 = \square$ $10 \div 5 = \square$</p>  <p>Challenge - Read the word problem. Write out a division sentence for this problem. James has 8 small rolls. He divides them equally with his sister. How many will they each get?</p>	<p>Children will use their knowledge of equal groups to support them in developing their understanding of division. Children put objects into groups of a certain amount rather than sharing into equal groups. They will write out the division sentences into their books.</p> <ul style="list-style-type: none"> Take 15 counters. <ul style="list-style-type: none"> Put them into groups of 3 Complete the sentences. There are 15 counters. The counters are in groups of _____ There are _____ groups. There are 20 buckets. <ul style="list-style-type: none"> Circle groups of 5 How many groups did you circle? Complete the number sentence. $20 \div 5 = \square$ Does it matter how you circle the groups of 5? <p>Write a division and a multiplication to match the picture.</p>  <p>What do you notice?</p>	<p>In this step, children explore division through sharing. Children should firstly explore this using concrete resources and physically sharing between groups. When dividing larger numbers, children could use base 10 and this may be a useful opportunity to recap place value and exchange.</p> <p>Kay has 12 cherries.</p>  <p>She shares them equally between 3 plates. Show how Kay shares the cherries. How many cherries are on each plate?</p> <p>Ben uses a bar model to divide 20 into 4 equal groups.</p>  <p>How does Ben's bar model show the question? How does it show the answer? $20 \div 4 = 5$</p> <p>Mo is working out $40 \div 5$</p>  <p>I cannot use base 10 to work out $40 \div 5$, because I cannot share 4 tens into 5 equal groups.</p> <p>Do you agree with Mo? Why?</p>

Music - Sing Up

Grandma's Rap

LI: We are learning to repeat actions to a song.

This unit explores beat and rhythm work using crotchets and quavers. We will begin by introducing the song – mark the pulse, learn the actions, and recap Hi lo chicka lo from Term 1. We will practise this song.

Learn the actions to Grandma rap

- Which words need actions?
- Can you perform them all together?
- Make sure everyone is doing the same thing at the same time.



Word bank:
Grandma, sick, doctor, walking stick, up, down, back, front, side, never, college, dollar, wriggle.

We will then go onto 'Grandma rap'. We will identify the different beats and rhythm we can hear. Finally, we will begin to learn the actions to the song.

RE - Horizons

Christianity

LI: We are learning to identify and explore where I belong.

Within this lesson, children will explore and discuss what it means to belong and identify which groups or clubs they belong to. Children will discuss what this means to them, how it makes them feel, and make comparisons and links to each other.


W.C. Monday 6th January 2025

LI: We are learning to identify what we already know about Christianity and what we would like to find out.

Independent Class Teacher Teaching Assistant Supply: HLTA

What do you already know about Christianity?

Christianity



What question would you like to ask about Christianity?

PE - Getset4PE

Dance lesson 1

LI: We are learning to remember, repeat and link actions to tell the story of my dance.

Objectives -

Social: To watch other people quietly, showing respect.

Emotional: To explore a task independently before asking for help.

Thinking: To provide feedback using keywords.

Getting the nectar:

- Tell pupils that bees collect something called nectar from flowers to make honey. They do this by climbing onto the flower and sucking it up.
- 1 Give each pupil a hoop (flower). Pupils explore balances and shapes using different body parts. They may want to balance with the hoop on their foot or arm or they could balance inside the hoop. Practise holding each balance or shape for 8 counts.
 - 2 Squeeze your muscles to help you to hold your shape or balance. Use different levels and shapes.
 - 3 Play the music, pupils to change their balance or shape every 8 counts.



Yoga Lesson 1

LI: We are learning to copy and repeat yoga poses

Objectives

Social: To be respectful of other people's learning and not distract them.

Emotional: To be confident to share my ideas.

Thinking: To suggest ideas for poses.

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WU: Monday 10th January 2021
 U: We are learning to identify and explain where I belong.

What different groups/ places do you belong to?

Year 2

I belong to school family Class Wellington

They will then complete their sheet to communicate their discussions.

Ocean poses:

Yoga is formed by shapes and movements known as poses. Poses are linked together to make a sequence of actions also known as a flow. Q: In what other activities do you link actions to make a sequence of movements? (Gymnastics and dance.)

Use the video 'Jump into the Ocean' to teach pupils the ocean inspired poses. Pause the video on each pose to check pupil's technique.

- Dolphin**
Put both feet together, stretch arms up as tall as possible, push your bottom backwards like sitting on a chair.
- Seal**
Lie on stomach, push up on hands as far as feels comfortable, curving the back.
- Turtle**
Curl up with stomach resting on knees. Stretch forwards with arms as far as you can.
- Starfish**
Stretch out as wide as possible.
Make this easier by placing both feet on the floor.
- Jellyfish**
Balance on one leg. Lean forwards as far as possible and stretch one leg backwards.
Make this harder by leaning further forwards to create a straight line.
- Boat**
Balance on your bottom, lifting hands and feet off the floor.
Make this easier by placing hands on the floor.

Test pupils knowledge of the poses by calling them out and asking them to replicate them. Can they hold each pose for two breaths in and two breaths out?

Play the video with pupils copying and holding the poses as they are shown.

Use your strength to move slowly from one pose to the next, this will give you balance and control.

Art - Kapow

PSHE - Jigsaw

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LI: We are learning to use our hands as tools to shape clay.

In this lesson, we will be beginning our new Topic using clay.

At the beginning of the lesson, we will see what different shapes we can make with the clay by rolling it and squeezing it with our hands. We will use different objects to create patterns on the clay.

Once we are familiar with the clay, the children will pick an item or animal they would like to model the clay into.



Clay play

Shaping clay using our hands



Dreams and goals

LI: We are learning to choose a realistic goal and think about how to achieve it.

W/C: Monday 6 th January 2025				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
LI: We are learning to identify what we know and want to find out about dreams and goals.							
Independent	Class Teacher	Teaching Assistant	Supply	HLTA			

What do you know about Dreams and Goals?

Dreams and Goals

I think... I believe... I am sure...

What questions do you have about dreams and goals?

In this lesson, we will be thinking about what it means to be successful. We will look at images of children doing activities and discussing what the successes might be and how the children might feel. We will discuss how we can be successful and how it might make us feel.

W/C: Monday 6 th January 2025				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
LI: We are learning to understand identify a realistic goal and think about how to achieve it.							
Puzzle: Dreams & Goals - Piece 1 2 3 4 5 6							
Independent	Class Teacher	Teaching Assistant	Supply	HLTA			

I have been successful at

This made me feel...

Do you see success in this picture?

Why or why not?

If yes, how do you think the people in the picture feel about their success? Put those pictures in the chest

Did you know that feeling proud of success is a positive feeling!



Reflection - colour in the part that best reflects your understanding today.

I can choose a realistic goal and think about how to achieve it

I can tell you things I have achieved and say how that makes me feel

Science - Cornerstones

LI: We are learning to identify what we already know about materials.

This term, we are beginning the new topic 'Materials'. We will be beginning by discussing what we already know and showing this on a defining frame.

W.C. Monday 6th January 2025
 LE: We are learning to identify what we already know about uses of materials.
 Independent Class Teacher Teaching Assistant Supply H.T.A.

What do you know about materials?

Uses of Materials

I think... I believe... I am sure...

What questions would you like to ask about how we use materials?

LI: We are learning to identify everyday materials around us.

We will then go around the classroom to see if we can identify the different materials that items around the room are made from.

We will analyse what these materials are used for and why we think these items would be made out of these materials.

Topic (History) – Wellington Curriculum

Movers & Shakers
LI: We are learning to investigate significant explorers and their impact.

W.C. Monday 6th January 2025
 LE: We are learning to identify what we already know about historically significant people and what we want to find out.
 Independent Class Teacher Teaching Assistant Supply H.T.A.

What do you already know about historically significant people?

Movers and Shakers

I think... I believe... I am sure...

What question would you like to ask about a historically significant person?

Within this lesson, children will use historical models to make judgements about significance and describe the impact of a significant historical individual.

Can you name any of these significant explorers?

Vasco da Gama was the first European to find an ocean trading route to India.

Computing – Barefoot and Teach Computing

Programming
LI: We are learning to give instructions.

In this topic, we will be learning how to programme robots.

The children will begin by working in partners. They will take it in turns- one will pretend to be the robot and then the other. They will give each other simple instructions (backwards one step etc.)

We will then attempt to make the robot follow simple commands, such as 'go'.

Giving a set of instructions

You need to direct the robot around, but this time, you need to give them two or three instructions at a time.

Say "Go" to tell the robot to run the instructions.

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 6.1.25

Key Vocabulary

natural
rock, stone, water, sand, soil, water and clay

human-made
brick, glass, plastic and concrete

LT: We are learning to identify everyday materials around us.

Can you sort these everyday objects by the material they are made from?
What material labels do we need?

Material			
Objects			

WC: Monday 6th January 2025

LT: We are learning to identify everyday materials around us.

Independent	Class Teacher	Teaching Assistant	Supply	HLTA
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Write the names of five different materials in the top row of the table. In the second row, record the names of objects you observe that are made from those materials.

Material					
Objects					

What was the most / least used material?

Why do you think it was the most / least used?

Christopher Columbus was the first European to discover the Americas.

Captain James Cook drew detailed maps of New Zealand and discovered Australia.

Road Amundsen led the first expedition to reach the South Pole.

Neil Armstrong was the first man to walk on the Moon.

Children will then play the Greatest Explorer Quiz ion teams against other teams to become The Greatest Explorer Champions within their class.

LT: We are learning to investigate significant explorers and their impact.

In teams of 10, you will need to read about the explorer and know their facts.

You will then work in teams to answer the questions about them using the fact sheets.

You will need to work as a team to become the Mantle of the Expert!



ARE YOU READY?

You have 20 minutes.

Significant explorers

- Which explorer is credited with the first voyage? _____
- What did Christopher Columbus discover? _____
- What was the impact of Captain James Cook's voyage to the Pacific Ocean? _____
- Which explorer used dogs and sledges during his journey? _____
- In which decade did Marco Polo return to Italy? _____
- How did Neil Armstrong explore space? _____
- What did you see when the satellite explorer is launched? _____
- How many photographs did the satellite explorer send back to Earth? _____
- What difference is there between when the satellite explorer was sent and when the satellite explorer was used? _____
- What do you think makes a satellite special? _____




Robots follow instructions

Robots have a computer inside. Robots do what we want because they follow instructions. They do not make any choices themselves.

How can you give a robot instructions?

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 6.1.25

Homework		
Homework is set on a Thursday and due back on a Monday either in books or on line.		
Reading and spelling.	Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
<p>Reading Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every Monday. Your teacher will check, mark and sign your work once a week. Try and login to Bug Club and Reading Eggs.</p> 	<p>Spellings Please make sure your child's spelling book is in their book bag on these days as this is their spelling test day. Remember to write your spelling sentences in your purple reading task book.</p> 	<div style="text-align: center;">  </div> <p>Doodle Maths – Log on to your account at least three times this week. We will be checking to see who has accessed their account the most!! Work to reach your target – are you in the green zone yet?</p> <p>Please remember to wear the correct full uniform. Children should be wearing a white shirt with the school tie, grey trousers and black school shoes. Jumpers and cardigans must be burgundy with the school logo. Girls wear simple stud earrings, no necklaces or big bows to be worn.</p> <p>Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.</p> <p>Please remember to bring book bags every day!</p> <p>Reading Café dates for specific classes- please see the classroom door.</p>