

# Welcome to Meet The Teacher 2025-26

Class: Maathai



# Welcome to Attenborough class

- Class Teacher: Mrs Zvimba
- Teaching Assistant: Miss Dotel
- PE day: Friday - afternoon
- Forest School day: Thursday – morning (fortnightly)



## The Power of ME Curriculum Goals

OPINION  
**ME**

To form own opinions whilst respecting others.

ADVENTURE  
**ME**

To challenge themselves and achieve something they didn't think was possible by facing fears.

SAFE  
**ME**

Take steps to keep themselves safe both in the real and digital world

PERFORMER  
**ME**

To develop presence, confidence and the ability to use voice to speak to audience

MONEY  
**ME**

To develop an appreciation for the value of money and the ability to work within a budget

CARING  
**ME**

To show empathy and kindness to everyone and all living things.

DIGITAL  
**ME**

To use technology with expertise and creativity to demonstrate ideas.

GIVING BACK  
**ME**

To be part of the community and value the importance of giving back and connection.

DIFFERENT  
**ME**

To celebrate and value difference

INSPIRED  
**ME**

To have high aspirations for themselves for the future and value the journey of success.

RESPONSIBLE  
**ME**

To be responsible for themselves and their actions

# Who can help?

Always contact class teacher as first point of contact



Mrs Evans –  
Family  
engagement  
and wellbeing  
leader.



Mrs  
Milbank –  
New  
deputy  
SENCO



Mrs Rowell  
– Phase  
leader

Mrs McQuaid  
– Assistant  
Headteacher  
SEN needs.



Mrs Shields  
– Provides  
the  
strategic  
leadership  
to the  
school.



Mrs Hunter –  
Deputy  
Headteacher

# Communication

We believe that a genuine partnership between parents and the school is central to pupils achieving their best. We encourage dialogue with parents to ensure we collaborate effectively for the benefit of the children

We believe, in the first instance communication is better face to face wherever possible but we know that this is not always possible.

# Year group email:

## [year2@barnehurstfederation.co.uk](mailto:year2@barnehurstfederation.co.uk)

- Emails from parents to the class teacher should be primarily used for information sharing – parent emails to school work best when they are brief and informative.
- Emails should not be used to replace meetings or telephone calls where these are the more appropriate
- Please keep your e-mails succinct and to the point: less than 8 lines is appreciated. Please do not send long, highly detailed e-mails relating to a concern - simply send an e-mail requesting a face-to-face meeting outlining the reason for the meeting.
- If you are making a complaint, please do so through the [admin@barnehurstfederation.co.uk](mailto:admin@barnehurstfederation.co.uk) not through year group emails
- Teachers are not expected to read parent emails between 8:40 and 15:45 when they are teaching or at weekends and holidays
- If parents need to convey urgent information, they should always email or telephone the school office in the first instance (copying the year group)
- If parents do raise a concern, an initial response or acknowledgment should usually be provided to parents within 48 hours (Monday to Friday).
- Emails should always be respectful and constructive as the tone and intent of email can easily be misunderstood
- Teachers will forward parent emails to a member of the leadership team for support where the email does not meet the guidelines set out or where the issues raised are complicated and require leadership involvement.



# Attendance Matters



- Regular attendance helps children learn new skills, build confidence, and stay connected with friends.
- Excellent attendance and punctuality have a positive impact on academic achievement.
- Missing school means missing vital learning opportunities and can lead to underachievement and isolation.

- Children should be in school at all times.
- We do understand that 100% is not always possible due to a child being unwell.
- If you are not sure if your child is well enough for school, speak to us or check this website [Is my child too ill for school? - NHS](#)
- Please call before 9am if your child will not be at school because of illness



Did you know:

- 90% Attendance equates to half a day week missed from school
- This equates to 4 weeks of school missed over a year

<b>Attendance during one school year</b>	<b>Equals days absent</b>	<b>Which is approximately weeks absent</b>	<b>Which means this number of lessons missed</b>
<b>95%</b>	<b>9 days</b>	<b>2 weeks</b>	<b>50 lessons</b>
<b>90%</b>	<b>19 days</b>	<b>4 weeks</b>	<b>100 lessons</b>
<b>85%</b>	<b>29 days</b>	<b>6 weeks</b>	<b>150 lessons</b>
<b>80%</b>	<b>38 days</b>	<b>8 weeks</b>	<b>200 lessons</b>
<b>75%</b>	<b>48 days</b>	<b>10 weeks</b>	<b>250 lessons</b>
<b>70%</b>	<b>57 days</b>	<b>11.5 weeks</b>	<b>290 lessons</b>

# Ways to encourage good attendance

- Phone school as soon as possible to tell us why your child is absent.
- Only grant days at home for genuine illness - if you give in to pleading now you will have bigger problems in the future!
- Arrange for a friend/family member to take your child to school if you are unable to do it yourself (or use The Base wraparound care)
- Avoid taking holidays in term time. They will not be authorised.
- Establish a good bedtime routine. If your child gets a good nights sleep it will make mornings less of a struggle!
- Make sure your child gets up in plenty of time to get ready for school. Rushing around makes children anxious



**Taking your child out of school  
for medical appointments  
disrupts their learning.**

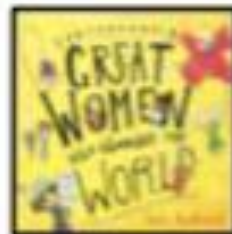
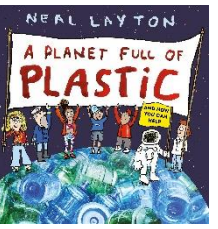
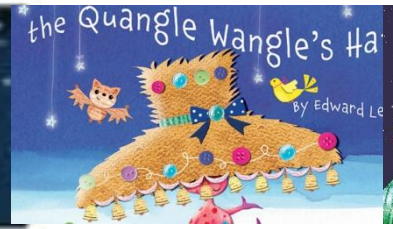
Try to book appointments for after  
school or during school holidays.

# What are we learning in English?

Year 2														
Autumn														
1 (-2)	2	3	4	5	6	7	Half term	1	2	3	4	5	6	7 (+3)
Flexible block (3 weeks Suggested use of CUSP Sentence composition suite)	Character descriptions 2 weeks		Poems developing vocabulary 1 week	Simple retelling of a narrative 3 weeks					Formal invitations 2 weeks	Stories from other cultures 3 weeks			Poetry on a theme (humorous) 1 week	
Spring														
1 (-3)	2	3	4	5	6	Half term	1(-1)	2	3	4	5	6 (-1)		
Flexible block	Non-chronological reports 3 weeks			Formal invitations 2 weeks				Stories from other cultures 3 weeks			Recount from personal experience 2 weeks		Flexible Block	
Summer														
1	2	3	4 (1BH)	5	6	Half term	1	2	3	4	5	6	7	
Non-chronological reports 3 weeks			Simple retelling of a narrative 3 weeks					Flexible block	Recount from personal experience 2 weeks	Poems developing vocabulary 1 week	Character descriptions 2 weeks		Poetry on a theme (humorous / poems about change) 1 week	

Transcription	VGPS	Composition
<ul style="list-style-type: none"> <li>- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>- use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>- use present and past tense mostly correctly and consistently</li> <li>- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> <li>- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>- spell many common exception words</li> </ul>	<ul style="list-style-type: none"> <li>- write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>- write about real events, recording these simply and clearly</li> </ul>

- Punctuation - ./?/!
- Subordinating conjunctions – if, that , because
- Coordinating conjunctions – or, but, and
- Year 2 common exception words
- Expanded noun phrases
- Adverbs
- Adjectives



# What are we learning in Maths?

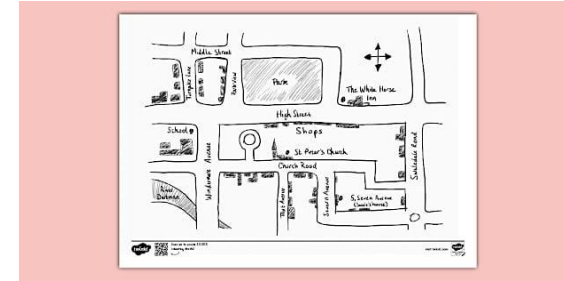
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<p>Number</p> <h2>Place value</h2> <p>FREE TRIAL</p> <p>VIEW</p>				<p>Number</p> <h2>Addition and subtraction</h2> <p>VIEW</p>				<p>Geometry</p> <h2>Shape</h2> <p>VIEW</p>			
Spring	<p>Measurement</p> <h2>Money</h2> <p>VIEW</p>		<p>Number</p> <h2>Multiplication and division</h2> <p>VIEW</p>				<p>Measurement</p> <h2>Length and height</h2> <p>VIEW</p>		<p>Measurement</p> <h2>Mass, capacity and temperature</h2> <p>VIEW</p>			
Summer	<p>Number</p> <h2>Fractions</h2> <p>VIEW</p>			<p>Measurement</p> <h2>Time</h2> <p>VIEW</p>		<h2>Statistics</h2> <p>VIEW</p>		<p>Geometry</p> <h2>Position and direction</h2> <p>VIEW</p>		<p>Consolidation</p>		

# Statutory Assessments

- Year 2 phonics re-take
- No SATS in Year 2

# What other things are we learning?

- **Science-** In Year 2 we will take part in a range of experiments and investigations based on the unit of 'Everyday Materials' and growing our own sunflower under the correct conditions later in the summer term. Later on in the year we will also be making links between forest school and the science unit 'Animals including humans', for example looking at minibeasts



**Geography-** We will continue to learn about the world around us; starting with focusing on our local area of Barnehurst with the children creating their own sketch map route to get from school to Bursted Woods. They will also be learning about Fair Trade and will have the chance to campaign for fair wages in class. In the summer term, we have the chance to learn about coasts which will take us to an exciting trip to the beach to look at human/physical geography and features of a coast.

# What other things are we learning?

**History-** We will step back in time and look at a range of historical figures who have changed the world. These include a range of important women in history like Florence Nightingale, Mary Seacole, Emmeline Pankhurst and Rosa Parks. We also have the chance to explore the royal family and the process of the King's coronation with another exciting trip to the Tower of London to deepen the children's



**Art** In our Art lessons we will be focusing on portraits, landscapes and the use of polka dots and floral designs. The children will have the opportunity to create art with a variety of media including paint, oil pastels, clay and charcoal whilst exploring artists like Thomas Gainsborough, Alma Thomas and Yayoi Kusama



**DT** – In DT we will make our own windmills, our own bread and puppets. These will give the children a chance to focus on their hand eye coordination and hone their creative skills further.

# Trips and visits

	Autumn Term		Spring Term		Summer Term	
	3/9 – 24/10 (No trips 29/9 – 3/10) <b>3 days + 7wks</b>	4/11 – 19/12 (No trips 18 <sup>th</sup> and 20 <sup>th</sup> Nov) <b>7 wks</b>	6/1 – 13/2 <b>4 days + 5 wks</b>	24/2 – 27/3 (No trips 10 <sup>th</sup> <u>or</u> 12 <sup>th</sup> March) <b>4 days + 4 wks</b>	13/4 – 22/5 ( <u>no</u> trips 11-14 May) <b>6wks - 1BH</b>	1/6 – 20/7 ( <u>no</u> trips in last week of year) <b>7 wks</b>
Year 2	<b>Local walk mapping</b> (Geography field work) Class teachers confirm date	<b>National Portrait Gallery Workshop</b> <b>10.11.25</b>  <b>Pantomime at Greenwich Theatre 03.12.25</b>		<b>St Alfeges church</b>	<b>The Tower of London</b>	<b>The Seaside</b>



# Trips and visits



Autumn 1 – walk to Bursted Wood. This is linked to our Geography unit on guiding a person through a local walk taking the safest route.



Autumn 2 – National Portrait Gallery. Linked to our Art unit looking at Thomas Gainsborough and portraits. Children will also have a chance to look at some of his art.



Spring 2 – St Alfege Church. Linked to our RE unit about looking at a place of worship. Children are able to explore different parts of the church guided by a priest.



Summer 1 – Tower of London. Linked to our History unit that focusses on King Charles' coronation and the royal family. Children have the opportunity to see the crown jewels and explore the other parts.



Autumn 2 – Pantomime at Greenwich Theatre.

Summer 2 – Westgate on Sea. Linked our Geography topic on coasts. Children will explore human and physical Geography and the features of a coast.



# Volunteers on trips

- 1. Email Year group email by deadline**
- 2. Historical Involvement review**
- 3. Random Selection**
- 4. Final Selection and Briefing**

## **Adaptations to trips**

# Reading records

## Progress Tracker

Reading colour bands	Date
Lilac	
Pink	
Red	
Yellow	
Blue	
Green	
Orange	
Turquoise	
Purple	
Gold	
White/Silver	
Lime	
Brown/Ruby	
Grey	
Dark Blue	
Dark Red	



Title / Author:

Title	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Pages read						

Reading strategies / support

At home reading comments for the week

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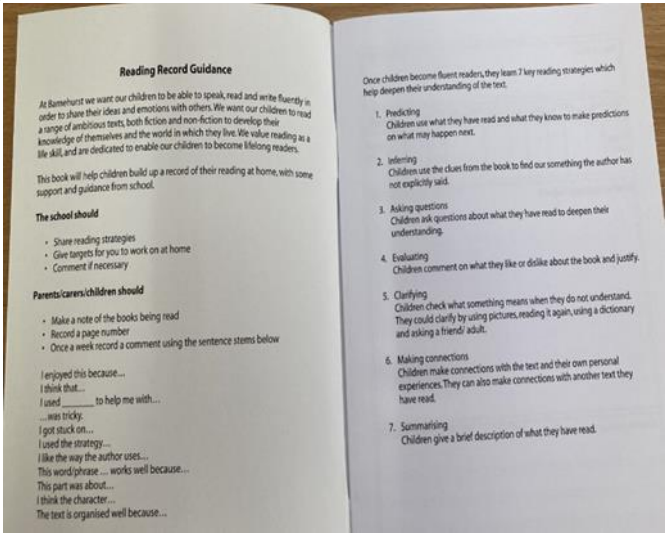
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Page numbers  
**DAILY**

Teachers add a  
weekly reading  
prompt

**EYFS/KS1: parents complete once a week**  
**KS2: children complete once a week, parents sign**

**Front: Reading info**  
**Back: logins and passwords**



Please use one page a week. New reading records are available on Arbor.

Teachers will acknowledge once a week.

# Spelling homework / Library

- Issued on a Friday
- Returned by the following Wednesday
- Opportunity to practise what is learnt in class

**Home learning**

**cious** is often used for the /ʃəs/ sound if the root word ends in **ce**  
**tious** is usually used if the root word would take the **-tion** suffix in its noun form.

Circle the correct ending for each word.

nutri cious tious	pre cious tious	infec cious tious
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Complete each word by adding **cious** or **tious**. Write the whole word.

gra__	ambi__	nutri__	mali__
_____	_____	_____	_____
repeti__	spa__	cons__	ficti__
_____	_____	_____	_____

Complete each sentence with a word that contains the /ʃəs/ sound.  
Use the clue in *italics* to help you.

1. The grapes were absolutely \_\_\_\_\_ (*very tasty*).
2. I am always \_\_\_\_\_ (*careful*) when I cross the road.
3. The new house feels very \_\_\_\_\_ (*lots of space*).
4. I was worried that her cold might be \_\_\_\_\_ (*catching*).

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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**Home learning**

Year 5/6 Statutory Word List: Set 1

Add the missing letters and then write the whole word.

equipment e\_\_\_\_ment \_\_\_\_\_ vehicle ve\_\_\_\_le \_\_\_\_\_  
immediately i\_\_ed\_\_\_\_ly \_\_\_\_\_ rhythm r\_\_\_\_m \_\_\_\_\_


The underlined words have been misspelt. Write the correct word.

1. I love taking part in sports, espeshully cricket. \_\_\_\_\_
2. We were detirmind to help as many people as we could. \_\_\_\_\_
3. I struggled with the pronunseashun of some new words. \_\_\_\_\_

Write a sentence which uses each of the words.

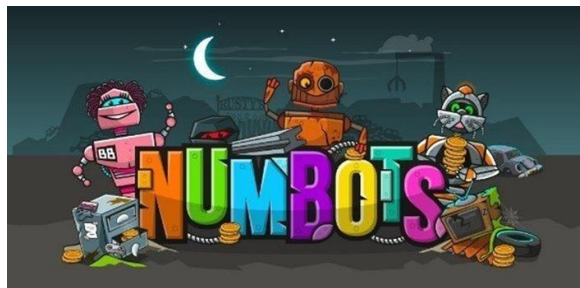
attached \_\_\_\_\_  
marvellous \_\_\_\_\_  
rhyme \_\_\_\_\_  
explanation \_\_\_\_\_  
government \_\_\_\_\_  
disastrous \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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- Each class to visit the library twice a half term with their teacher.
- Once the new librarians are appointed will be open before school / lunchtime.

# Year 2 Maths Learning at home



## Year 2

Numbots focuses on number sense leading to mental addition and subtraction. It also supports in mastering children's number bonds. These are vital skills, which we need our children to be confident in, fluent with, so time spent on these activities will be invaluable, and your child will enjoy them. In order to get the best out of NumBots children should regularly play for short intervals and the recommended time is 5 minutes a day 4-5 times a week.



Year 2  
Times Table Rockstars is the 'sister' app of Numbots and is used to support in learning multiplication and division facts whilst developing fluency and confidence. Regularly play for short intervals and the recommended time is 5 minutes a day 4-5 times a week.

Children need to know their 2, 5 and 10 x table.



We are using *Sumdog*, a fun and interactive app that helps children practise their maths skills through games and challenges. The activities are tailored to each child's ability, so they are always working at the right level to build confidence and make steady progress.

Homework will be set on Sumdog every **Friday**, clearly labelled with the dates (e.g. **HOMEWORK 19.09–26.09**) and will be due the following Friday. This allows children to complete the tasks at a time that works best for them during the week.

# How can I help my child at home?

- Read Read Read!
- Ask more in depth questions when reading – predictions, inference, retrieval
- Complete the weekly spelling sheets that are sent home on a Friday.
- TTRS and Numbots
- Sumdog
- Ask about their day or what they're getting up to at school