

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The central area is white, providing a clear space for the text.

# Meet the teacher - Hedgehogs class 2025

## *What does it look like?*

Exploring/investigating indoors and outdoors

- A love for reading/creative writing
- Exciting learning opportunities
- High expectations
- Challenge risk-taking environment

# Structure of the school day

Below is a rough timetable of the day:

	08:40	09:00	09:15	09:35	10:30	10:45	11:10	12:00	13:00	13:25	14:00	14:30	15:00
Monday	Doors open - Fluent in five	Daily Mile	Arithmetic	Maths	Break	Spellings	English	Lunch	Assembly	History/geog	PE	Ted time	Tidy up/story
Tuesday	Doors open - Fluent in five	Daily Mile	Spellings	Maths	Break	Handwriting	English	Lunch	Guided reading	Computing	RE	Ted time	Tidy up/story
Wednesday	Doors open - Fluent in five	Singing	Arithmetic	Maths	Break	Spellings	English	Lunch	Guided reading	Music	Times tables	Ted time	Tidy up/story
Thursday	Doors open - Fluent in five	Daily Mile	Spellings	Maths	Break	Handwriting	English	Lunch	Guided reading	DT/Art	PE	Ted time	Tidy up/story
Friday	Doors open - Fluent in five	Assembly	Arithmetic	Maths	Break	Times tables	English	Lunch	Guided reading	Science	PSHE	Ted time	Tidy up/story

# Writing journeys (Autumn 1+2):

Autumn 1 Author Study	Autumn 2
Learning Journey 1 Graeme Baker-Smith	Learning Journey 1
 <p>Non fiction - info about animal</p>	 <p>Narrative - the missing pages</p>
Learning Journey 2	Learning Journey 2
 <p>Interview of Barnabus creature</p>	 <p>Description</p>

- Non fiction description
- Interview
- Narratives
- With a focus on:
- Conjunctions
- Compound sentences
- Noun phrases/expanded noun phrases
- Varied punctuation

# Reading

- Rapid catch up (Little Wandle) for those still needing phonics practice.
- End of year 3 they should be Fluency 8.
- End of year 2 - Fluency 4.

## Guided reading

- Class read
- Helps with comprehension - retrieval, inferences, predictions, summarising, explaining the meaning of words. Application tasks will be differentiated based on year groups/ability.



# Spelling

As phonics is embedded, we move onto spelling in Year 2

Children practise spelling homophones (words that sound the same but spelled differently) and poly-syllabic words (words with more than 1 syllable).

There is constant assessment and recording of the children's spelling.

Practice at home would be greatly beneficial.



Children gain certificates as they move up the levels!

# Handwriting

We unpick how letters are formed and teach pre-cursive leading into cursive.

We begin with hand warm up videos, make sure we are sitting correctly and then practice in our handwriting books.

To achieve expected standard in Year 2 there is an expectation of correct letter formation and size.

To achieve expected standard in Year 3 there is an expectation of correct letter formation and size with appropriate letter joining.

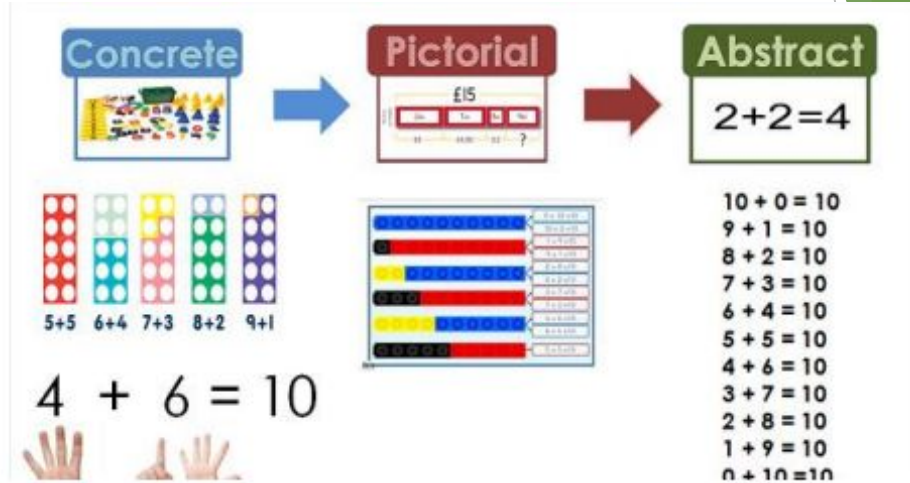
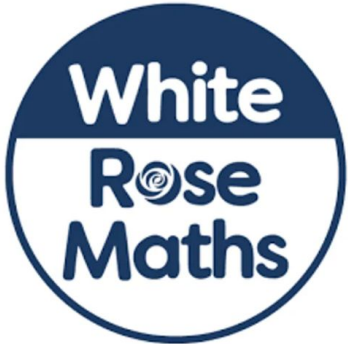
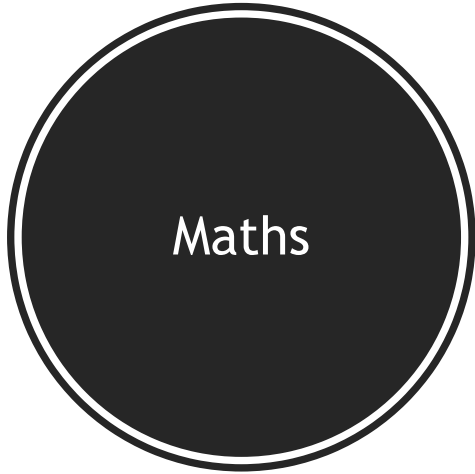
Below are examples which show the standard of handwriting expected by the end of Year 2:

King Kong vs the giant  
Once upon a time there lived a giant and a big girl called King Kong. One day the giant went out for a walk. Suddenly he saw a big shadow. It was King Kong but the giant didn't care. So he went back home. The next day the giant went out again. There was no shadow. So he went to King Kong's house. There was nobody there. So he went back home. Just then he heard a sound. He went upstairs. King Kong heard the giant and

he is kind because he let the  
ice in to play.  
I think that he is smart because  
he wears a spotty bow tie.  
He wags like music because  
there is a radio on the shelf.  
He is clever because he reads books.

Below is an example which shows the standard of handwriting expected by the end of Year 3:

The first thing we saw was golden, boiling sand, writhing, rattling snakes and dark, glowy scorpions. When we had got on the lorry, many came it felt very bumpy. All around us was spiky, green cacti that was neverending. On the journey I felt very nervous. We found an eerie, dark cave we could stay in and get some shelter. and we felt really thirsty dehydrated and tired. The next morning after a good sleep,



Revisiting/seeking out prior knowledge - fluent in 5  
'I do, we do, you do'

# Project

AUTUMN	SPRING	SUMMER
		
Have we lost our imagination? <b>Expression, Interpretation, creativity</b>	How are we influenced by the past? <b>Respect, Empire, Impact</b>	What if the river runs dry? <b>Connections, responsibility, perspective</b>

Art

History

Geography

History

DT

Geography

# Ted Learning

- Provision approach for focused retrieval application and introduction to new learning, that aligns with our project based approach and curriculum.
- Similar to CP and play plan but the learning is much more structured and tailored to the children's learning needs.

# How can you help?

- Practise reading - filling in reading diary/banded books but also reading for enjoyment!
- Practise spelling the Year 2 and 3 common exception words- make it fun/ a game
- Maths 'varied fluency sheets' - great for using to retrieve knowledge on maths topics
- TTRockstars (Y3) and numbots (Y2).
- BBC bitesize or similar websites.

