

# FORRIANO

## PRIMARY SCHOOL



Class teachers: Serena Esiri Bloom, Golda Quaicoe

Support Staff: Trish Hutchinson-Jones, Elle Dinner, Husna Begum, Summaya Hussain

# Welcome to Year 2's

## Meet the Team Meeting

# Here to Help – Senior Leadership



## Executive Headteacher

Helen Bruckdorfer

## Head of School

Holly Churchill



Matthew Western  
Leader of Learning



Hannah Blausten  
Leader of Learning



Laura Lien  
Director of Inclusion



Hannah Long  
SENCO



Rose O'Brien



Justin Bioletti



Sorrel  
Evangelou



# Here to Help – Admin Team



Maria Lewis: School Business Manager

Rina Kastrati: Pupil Data Officer

Ioanna Chrysafis: Finance Officer and Head of School Support

Ashleigh Jones: Child and Family Support Worker



# Inclusion/SEN Team



Laura Lien is our Director of Inclusion across the federation and Hannah Long is the SENCo at Torriano. Natalie Reilly supports as Deputy SENCo.

We welcome Finn Keatinge as our inclusion support assistant, Ryan Carroll as our SEN assistant and Rachel Clancy from Brecknock as our LRB assistant.

You will know Catriona Hale as our Pastoral Care Lead and Bernadette Biggs is our Community Liaison Officer

# Inclusion



## SEND Information Report

1 What school leaders and governors do to make sure that all children feel welcome, included and achieve their potential?

2 How do we develop the skills, knowledge and expertise of Torriano staff?

# Medical Needs



## Medical Needs Policy

Torriano Primary School

### [SEND Information Report - Torriano Primary School](#)

Information about the support we offer children with additional needs can be found in our school Local Offer on the school website.

Our medical needs policy is available on the school website. If your child requires any medicines in school, you can find further information there.

# Safeguarding

Please see the school website for our full safeguarding policy

## Designated Safeguarding Leads



**Designated Safeguarding Lead**

Laura Lien - Director of Inclusion  
Contact: 02074240202



**Deputy Safeguarding Lead**

Helen Bruckdorfer – Executive Head Teacher  
Contact: 02074240202



**Deputy Safeguarding Lead**

Catriona Hale - Pastoral Care Leader  
Contact: 02074240202



**Deputy Safeguarding Lead**

Natalie Reilly – Deputy SENCO  
Contact: 02074240202

**Nominated governor for safeguarding:**

Name: Alex Gardiner and Paul Smith  
Contact details: 02074240202

**Local Authority Designated Officer (LADO):**

Name: Sonia Forbes  
Contact details: 020 7974 4556

**Camden MASH**

Contact details: 020 7974 3317 (9am to 5pm)  
Out of Hours Contact Details: 02079744444

**Islington MASH**

Contact details: 02075277400 (9am to 5pm)  
Out of Hours Contact Details: 02072260992



# Together, our Future Starts Here



We will further develop our oracy and STEAM curriculum in our ambition to offer a horizon broadening, inclusive and creative curriculum.

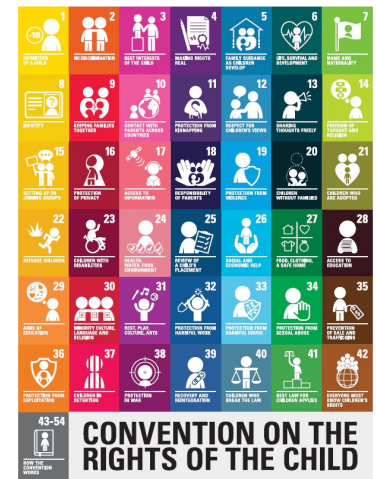
We are going to continue with our whole school theme 'Together, Our Future Starts Here' which highlights how we will be working collaboratively across the Brecknock and Torriano partnership.

Our ambition is to increase our capacity to achieve SDG 17, Partnership for the Goals.





KS1



Torriano Primary is proud to be a Gold Rights Respecting school.

Who do I want to be? TORRIANO

<p>Caring</p>	<p>Respectful</p>	<p>Curious</p>	<p>Honest</p>	<p>Informed</p>	<p>Active</p>
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# Behaviour Policy



1 2 3 Magic



# HORRIANO

## Attendance



8:50am: School gates open

8:55am: School bell and school starts

9am: Lessons start in class



Ted and Earl will be on the lookout for excellent attendance and prompt school arrival this term. Look out golden attendance tokens on the gate!

All children are expected to attend school every day unless they are unwell. Please notify school if your child is absent for any reason. Last year, our attendance was significantly below our 95% attendance target. We encourage you to monitor your child's attendance using Arbor to ensure their attendance remains excellent. Please ensure you download the Arbor App to access your child's profile and complete payments.

Whenever possible, medical appointments should be made outside of the school day.

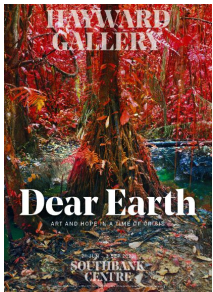
# CAMDEN DARWIN200



# STEAM

SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATHEMATICS

*Dear ...*



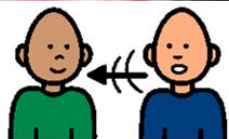
Inspired by the recent Dear Earth exhibition at the Hayward Gallery, each year group's STEAM this year will be entitled with the salutation, 'Dear...' followed by their STEAM focus.

After the success of the transport STEAM units last year, our 23/24 STEAM theme is Dear Earth. We will be forming exciting employer partnerships to make our learning relevant and meaningful.





# Oracy



#GetTalkingInClass

## Skills



Physical



Linguistic



Cognitive



Social and  
Emotional

The right to be heard



Ask me what this means...

**HORRIANO**  
PRIMARY SCHOOL



Agree



Disagree



# Vocabulary





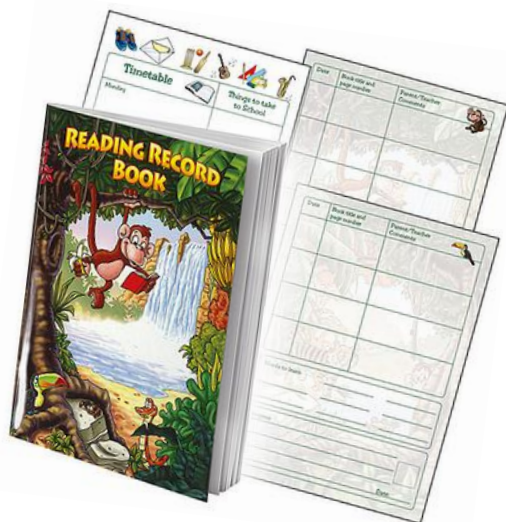
# Every Child A Reader




- Your child can swap their reading for pleasure book as regularly as they like.
- Access to books in class book corners and central libraries.
- Children read in English, Guided Reading and independent reading time.
- Class readers (story time) are timetabled daily.
- Children should read at home for at least 10 mins.
- We encourage parents to read to and with children at home as often as possible.



# Monkey Books



 What comment shall I write? 	
Lucy Literal Comments	Inspector Inference Comments
<ul style="list-style-type: none"> <li>Who are the main characters in the book?</li> </ul> <p><i>The main characters in the book are ...</i></p> <ul style="list-style-type: none"> <li>What did the characters say?</li> </ul>	<ul style="list-style-type: none"> <li>How do you think the character is feeling?</li> </ul> <p><i>I think they are feeling ... because ...</i></p> <ul style="list-style-type: none"> <li>What do you think the character is thinking/planning?</li> </ul> <p><i>I think they are planning...</i></p>



- Children to write a short entry daily after reading.
- Parents also encouraged to communicate about home reading through monkey books.
- Prompts available to support
- Checked in school on a Monday and Thursday
- Please keep in school bags every day



## OUR ROAD TO READING FOR PLEASURE

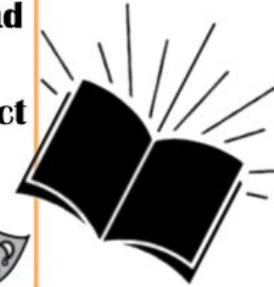
WORLD  
**BOOK  
DAY**

1 MARCH 2023

**How many words  
can you read in  
a minute?**



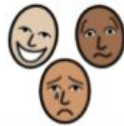
**Charades! Read  
for 5-10  
minutes and act  
out what  
happened.**



**How many pages  
can you read in  
5/10 minutes?**



**Read aloud to  
someone with  
expression.**



**Summarise what  
you've read so  
far in 10 words.**



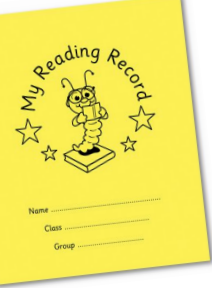
**Share 2 truths  
and a lie about  
your book. Who  
can find the lie?**



**Book swap!  
Read your  
partner's book  
for 10 minutes  
then give  
feedback.**



**Compare a  
character or  
theme to another  
book you've read.**



If children are reluctant to read or complete reading records at home, making a game out of it or switching up the routine can be an effective strategy.

Try these activities at home!

# Maths

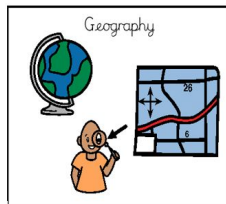
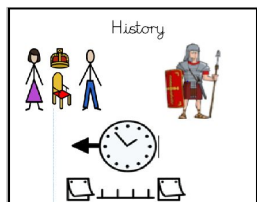
- Mastery-style teaching with a continued focus on fluency and reasoning.
- Use of oracy and sentence stems to aid children in framing their reasoning responses.
- Daily opportunities for arithmetic practice.
- Either Doodle Maths or Numbots available to all children for at home fluency practice.
- MOTs (Master of Times Tables) awarded in assemblies to children who have shown dedication to meeting year group x table expectations.



Mathematicians  
learn together



Mathematicians  
explore



# History and Geography

This term our focus will be the Great Fire of London.

We will learn about and describe the events of 1666 and where they fit within a timeline (chronology).

We will discuss the life of significant person - Samuel Pepys - and study the differences between historical London and today in order to explore what impact the Great Fire had.





# Trips or Events



## Great Fire of London Workshop



**LONDON**  
**METROPOLITAN**  
**ARCHIVES**

# Physical Education and Daily Mile

- P.E. twice a week - Tuesday and Friday
- Daily mile timetabled each day.
- P.E. kit not required at the moment so please have appropriate footwear on all days.



Carmen (Sports Coach)  
Abdi (Assistant Sports Coach)



# Knowledge Mats



## HISTORY KNOWLEDGE

### PREHISTORIC BRITAIN

Prehistory is any time that happened before humans had writing.

The first people in Britain lived about 15,000 years ago and historians split into 'ages' to find out what was different about them.

Stone Age	Bronze Age	Iron Age
		
When the first humans began to live in Europe. They used stones as tools.	In this era, metals were used to make hunting tools. Humans also began to farm land.	Humans used iron to make tools and farmed land instead of hunting. They lived in communities.

Cheddar Man



STONEHENGE

Stonehenge is a prehistoric monument in England. It is made up of a ring of standing stones. It might have been used as a meeting place or for religious ceremonies.



SKARA BRAE

Skara Brae is a Neolithic settlement built out of stone in Scotland. It has helped historians find out more about how Stone Age people lived.



## KEY LEARNING

### Stone Age:

- Early Stone Age Man was a hunter-gatherer, travelling around following food sources, using flint tools to hunt animals.
- Cheddar Man was a Mesolithic skeleton discovered in 1903 and is the oldest complete skeleton found in Britain.

### Bronze Age:

- The Bronze Age started when the Beaker People arrived from Europe with new ways of making metal. Tools were made from bronze - copper and tin were poured into casts.
- Bronze Age people lived in settlement of round houses. Houses were made of mud or dry stone.
- Making tools from bronze meant people more effectively.
- Settlements traded resources like copper and tin.
- Burials were important to Bronze Age people. They were buried in stone circles where burials took place.

### Iron Age:

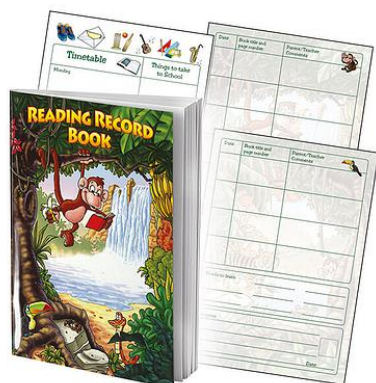
- Tools were made from iron. Iron was harder than bronze and iron was hammered into shape.
- Settlements became larger because people needed to farm and defend themselves. People used iron as a symbol of power and a way of defending themselves. This collection of tribes was called the Iron Age.
- There were lots of battles between tribes for more land and power and between kingdoms.
- At the end of the Iron Age, coins were used as currency.
- The Iron Age ended when the Romans arrived.

Palaeolithic	Old or 'ancient' Stone Age.
Mesolithic	Middle Stone Age
Neolithic	New Stone Age
ancient	—belonging to the distant past
Archaeologist	- someone who studies the past by exploring old remains
Artefact	- an object from the past that shows evidence of what life was like
Era	- a period of time in history. An era often begins or ends with an important event.
Extinct	—no longer has any living members, either in the world or in a particular place
Flint	- a piece of stone used in fire-starting and as a tool
Foundry	—A place of work where metal castings are made.
Forage	To look around for things to eat.
Handaxe	A sharp tool that you can hold in your hand. It was used for hunting and building





# Home Learning



**Home Learning** Year 3

We are scheduling a new homework format. This about outlines the home learning to be completed for this half term. We have incorporated a hybrid of online and paper activities wherever possible, we will be adding copies of paper based activities into their home learning books. If you are happy to just access these online then let a member of the team know.

The home learning book can be used in conjunction to help with the learning you should share at home- phonics practice, drawing, research, handwriting practice or anything they want to share!

**Weekly recap**  
Each week, children will be assigned a recap sheet from a book that we have completed in class. These will be added into the home learning book and shared on the google classroom.

**Maths Planning questions**  
Use the maths activities in your book to practice your fluency of addition and subtraction within 100.  
Use your child's USO login to access many games and activities on Google.

**Phonics**  
Use the table provided on a separate sheet to follow what sounds have been taught or reviewed this half term. You are free to practice, write or play games with these sounds.

**Monkey game**  
Follow the QR code for this half term's connection game! Children can use this to track their learning throughout the unit.  
<https://forms.gle/rvLxer1147dRupY8>  
Have a go at the migration game from last half term too!  
<https://forms.gle/fk-w3p-CyghnKwG5s>

**Weekly Quiz**  
Each week, children will be assigned new questions on work covered in class. Take the quiz as many times as you like, we will share efforts in class.

**Daily reading**  
Your child should read with you every night, recording the reading session into their 'monkey book', also reading record, when possible.  
We also have access to the 'Collins e-books' online platform, which means the books your child reads in week 10 class. Your child has their login for this inside their

Link and QR code to Collins e-books website for online reading  
<https://apps.collinsoupango.com/app/login/service> <https://3d/collinsoupango.co>

monkey book

Week 1	Example words
ay	play, spray, lay, crayon, day, stray
a-e	made, same, game, snake, amaze, lake
ea	bead, sea, read, heap, treat, least
e	lever, being, secret, me, we, she

## Tricky Words

eye	sure	pure
said	were	people

## Alien Words

vol	quass	sloom
labe	jair	joil

## Sentence



I have seen a green snake in the forest.









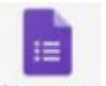





KS1



Home learning  
is practice! It  
reviews  
learning from  
school.

Who do I want to be?  <small>House 100%</small>		Home Learning 
<u>Autumn 1 Home Learning</u>		
<h1>INFORMATION</h1>		
 	<u>Weekly recap</u> <h2>LESSON SHEET</h2> 	
 <u>Maths fluency practice</u> <h3>1/2 TERM MATHS</h3>	<u>Phonics</u>  <h3>1/2 TERM PHONICS</h3> 	
<u>Monarchy quiz</u> <h3>1/2 TERM QUIZ</h3>  Google Forms		<u>Weekly Quiz</u> <h3>WEEKLY QUIZ</h3> 
<u>Daily reading</u> <h1>READING</h1>		

# Home Learning Books



# Google Forms



Weekly

### Week 1

**Learn to write**

ay	play, say, stay, today, away, clay
ie	meat, sea, jeans, cream, machine
ee	beach, sea, cream, jeans, team, green
ea	break, beach, cream, jeans, sea, team

**Tricky Words**

eye	sea	team
eat	team	people

**After Words**

ed	action	class
like	up	all

**Homework**

We have a picnic at the beach.

### Week 2

**Learn to write**

ie	team, sea, cream, clay, team
ee	meat, sea, jeans, cream, machine
ea	break, beach, cream, jeans, sea, team

**Tricky Words**

eye	sea	team
eat	team	people

**After Words**

ed	action	class
like	up	all

**Homework**

We have a picnic at the beach.




### Week 3

**Learn to write**

ay	play, say, stay, today, away, clay
ie	meat, sea, jeans, cream, machine
ee	beach, sea, cream, jeans, team, green
ea	break, beach, cream, jeans, sea, team

**Tricky Words**

eye	sea	team
eat	team	people

**After Words**

ed	action	class
like	up	all

**Homework**

We have a picnic at the beach.

### Week 4

**Learn to write**

ay	play, say, stay, today, away, clay
ie	meat, sea, jeans, cream, machine
ee	beach, sea, cream, jeans, team, green
ea	break, beach, cream, jeans, sea, team

**Tricky Words**

eye	sea	team
eat	team	people

**After Words**

ed	action	class
like	up	all

**Homework**

We have a picnic at the beach.

Complete the following calculations:

Addition and subtraction facts within 20

$3 + 4 = \underline{\quad}$	$\underline{\quad} + 1 = 9$	$\underline{\quad} - 1 = 4$
$3 + 2 = \underline{\quad}$	$\underline{\quad} + 4 = 5$	$\underline{\quad} - 3 = 3$
$2 + 7 = \underline{\quad}$	$\underline{\quad} + 3 = 7$	$\underline{\quad} - 6 = 1$
$2 + 4 = \underline{\quad}$	$\underline{\quad} + 4 = 6$	$\underline{\quad} - 1 = 8$
$4 + 4 = \underline{\quad}$	$\underline{\quad} + 6 = 8$	$\underline{\quad} - 5 = 3$
$7 - 2 = \underline{\quad}$	$1 + \underline{\quad} = 5$	$6 - \underline{\quad} = 5$
$6 - 3 = \underline{\quad}$	$2 + \underline{\quad} = 8$	$5 - \underline{\quad} = 3$
$9 - 3 = \underline{\quad}$	$4 + \underline{\quad} = 9$	$7 - \underline{\quad} = 4$
$8 - 5 = \underline{\quad}$	$3 + \underline{\quad} = 6$	$8 - \underline{\quad} = 3$
$5 - 4 = \underline{\quad}$	$2 + \underline{\quad} = 7$	$9 - \underline{\quad} = 5$

3D or 2D drawing the process of construction.  
 Drawing 28 May 2020

What the king has used to build his construction

	hammer	hook
	tile	
	one construction	
	brick	
	equipment and	
	equipment	
	capricious, paper	
	success, job, stop.	

Equipment list

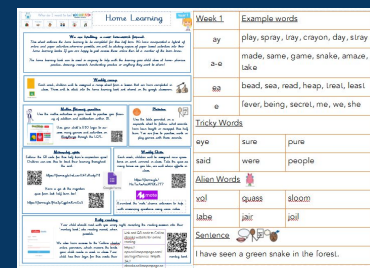
hammer
brick
hook
equipment and

How to put up the construction

1. First clip the wire onto the hook.
2. Next climb on the ladder.
3. Then swing the wire into place.
4. After that another wire, the ladder.
5. Finally switch on the wire.



# Home Learning

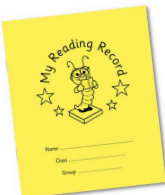


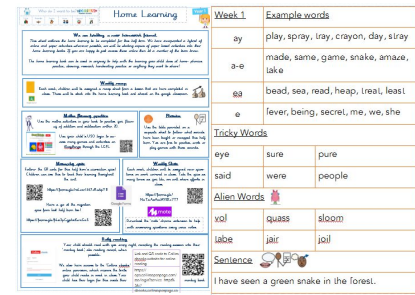
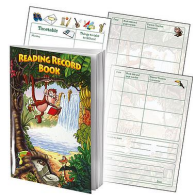
Home Learning	
<b>My Writing</b> Write a story about a character who is brave and kind. Use the words in the box to help you. (The words are: brave, kind, strong, smart, happy, sad, angry, shy, nervous, excited, surprised, scared, tired, hungry, thirsty, hot, cold, wet, dry, clean, dirty, new, old, big, small, tall, short, fat, thin, young, old, happy, sad, angry, shy, nervous, excited, surprised, scared, tired, hungry, thirsty, hot, cold, wet, dry, clean, dirty, new, old, big, small, tall, short, fat, thin, young, old.)	<b>Example words</b> play, spray, tray, crayon, day, stray
<b>Read and Write</b> Read the words and write them in the box. (The words are: play, spray, tray, crayon, day, stray.)	<b>Tricky Words</b> eye, sure, pure said, were, people Alan Words vol, quass, sloom labe, jail, joll Sentence I have seen a green snake in the forest.

- Hybrid model: weekly and termly tasks uploaded on Google Classroom for Y2-Y6, but can be sent home in homework books too.
- Login information provided in school
- Home Learning uploaded on Google Classroom on Wednesdays and is due the following Monday.
- Half termly and weekly activities
- Daily reading - reading record books
- Download Google Classroom and Mote extension.
- Spelling quiz book to stay in school - spelling practice can be carried out in home learning book/online.



Google Classroom





# Home Learning

- Feedback - teachers will review home learning.
- Work will be acknowledged e.g. values stickers, class discussion, comments
- Quizzes will be reviewed in class.
- Parents/carers workshop to be announced.

*If you have any concerns regarding online access, then please speak to your child's class teacher.*

Questions?