

# Welcome!

To Year 2

**Willow Class**

Miss Betsy Caudle

**Beech Class**

Miss Emily Hutt  
Ms Laura Street

**Supporting adults**

Mrs Emma Francis, Mrs Kate Parry, Ms Becky Johnson,  
Mrs Georgina Davies

Be happy Be kind  
Be responsible





# Arriving at School

Year 2 pupils are asked to enter through their own classroom doors. We open the doors at 8:40.

Pupils should be encouraged to be independent and to put their own belongings away such as their:

- lunch box
- book bag
- coat
- water bottles



# Mornings

**Registration** is at 8.55am, but we have noticed that children who arrive in plenty of time to reconnect with school and have time for the morning activity are far more settled, calm and ready to learn.



Please let the office know if your child is ill so that we can mark the correct code in the register.

# Breaktimes

Morning break is at 10:25 for 15 minutes. Pupils also have a healthy snack provided by the school during break time. **Please provide fresh water everyday in a named water bottle.**

**Lunch** is at 12 noon. Free school lunches continue as before. Please ensure that you have booked lunches online by the previous **Thursday** so the kitchen can provide the correct number of meals.

Parents providing a packed lunch are asked to remember that we are a **Healthy School** and a **nut free school** and we ask that the lunch reflects this.



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# Home time

**We end the day** at 3.15pm. Miss Caudle's class parents to wait in the Year 1 area for children and Miss Hutt will dismiss from the classroom door onto the car park. Teachers or TAs will see children out and will only let them go if we see a wave from the adult collecting.

Please check book bags regularly as newsletters or other correspondence could be lurking inside!

**We cannot let children go with anyone apart from the adult we are expecting, unless you have telephoned the school office or informed a class adult at the beginning of the day.**

# Breakfast and Afterschool Club

Teachers are given a weekly list of children who are attending Breakfast and After School Club.

Please let us know if your child is booked into After School but your plans change.



# PPA

PPA stands for planning, preparation and assessment time. Teachers are allocated non-contact time for these tasks weekly. The classes are covered by other teachers.

These adults are Mrs Sam Campbell and Mrs Katy Bateman.



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# P.E



**Children will need to continue to come into school IN their kits.  
Our days for Term 1 are: Wednesday and Thursday.**

**Pupils need a white t-shirt and blue/black shorts (jogging bottoms in winter).**

**Please note: All clothing and equipment must be named!**



# Phonics and Spellings

## What we cover:

- Continue with phonics as with Year 1.
- Focusing on Year 2 spelling rules and patterns.
- Enabling exploration and rich discussion surrounding letter patterns.
- Weekly spelling rule will be launched at the beginning of each week
- Spelling rule will be revisited everyday throughout the week in a variety of lessons

In line with statutory Government assessment, we will complete a phonic check by the end of Term 5 (June 2023).

## How can you help?

- Familiarise yourselves and your children with the words from the Y1/2 spelling list
- Discuss these words and their definition with your children
- Draw attention to these words when reading with or to your child
- Model how these words can be used in sentences



# Reading



Children will always be able to have a library book. It is a book that a child can share with an adult. Library time will be on a Friday BUT books can be changed at any time.

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# How can you help?

**To encourage independence,** we ask Year 2 pupils to come into the cloakroom and classroom on their own to put their belongings away. Adults are encouraged to leave their children at the outside door.

**Phonics and Spellings:** Phonics and spellings is crucial in Year 2. We will send home a list of the Year 1 and 2 tricky words. Please support your child in learning how to read and spell them throughout the year.

**Number Facts, Fluency and Times Tables:** It is essential that children can recall all the addition and subtraction facts to and within 20 as well as know their 2, 5 and 10 times tables by the end of Year 2.

**Engagement with your child's learning is crucial for good progress!**



# Homework



Each child will receive a Homework book. This will travel between school and home and be used to make jottings and stick in any work completed.

We will ask for children to return homework once a week. A Maths fluency task will be assigned every week alternate every week. Curriculum-based activities will also be provided.

Homework will be handed out on a **Tuesday** and will need to be in for the following **Monday**.

**Engagement with your child's learning is crucial for good progress!**




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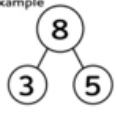

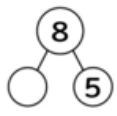
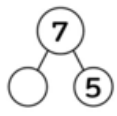
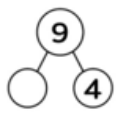
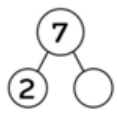
**KLP: 5 and a bit**

Complete the fact family equations.

Example

	$5 + 3 = 8$	$8 - 3 = 5$
	$3 + 5 = 8$	$8 - 5 = 3$
	$\square + \square = \square$	$\square - \square = \square$
	$\square + \square = \square$	$\square - \square = \square$
	$\square + \square = \square$	$\square - \square = \square$
	$\square + \square = \square$	$\square - \square = \square$

Example

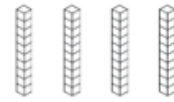
	
$8 = 3 + 5$	$\square = 5 + 2$
	
$8 = \square + 5$	$7 = \square + 5$
	
$9 - 4 = \square$	$7 - 2 = \square$

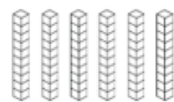
$1 + 5 = \square$	$3 + 5 = \square$	$3 + 5 = \square$
$4 + \square = 9$	$5 + 4 = \square$	$\square - 3 = 5$
$7 - 5 = \square$	$6 - \square = 1$	$7 - 2 = \square$
$5 + 2 = \square$	$9 - 4 = \square$	$5 + 2 = \square$

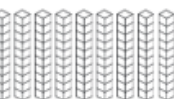
Can you write all the fact families for the part-whole models?

$5 \times 10 = \square$	$60 \div 10 = \square$	$\square \times 10 = 60$
$6 \times 10 = \square$	$80 \div 10 = \square$	$70 \div \square = 10$
$10 \times 4 = \square$	$\square = 70 \div 10$	$50 = \square \times 10$
$\square = 9 \times 10$	$\square = 40 \div 10$	$40 \div \square = 4$
$10 \times 12 = \square$	$120 \div 10 = \square$	$\square \times 10 = 120$
$\square = 0 \times 10$	$40 \div 10 = \square$	$\square \div 10 = 2$
$10 \times 11 = \square$	$\square = 0 \div 10$	$9 = \square \div 10$

How many stacks are there? There are 10 cubes per stack.

a)   $\square \times \square = \square$

b)   $\square \times \square = \square$

c)   $\square \times \square = \square$



What multiplication and division number sentences can you make from this array? How many can you write?

Identify the value of the star and the heart. Write the values in the box below.

$80 = \heartsuit \times \star$   
 $\star + \star + \star = 30$

$\star = \square$        $\heartsuit = \square$

Write the addition sentence as a multiplication sentence:

$10 + 10 + 10 + 5 + 5 =$

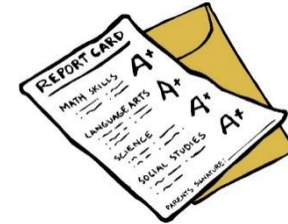
# Parents Evenings and Reports

We have 3 assessment points throughout the year:

- Term 2
- Term 4
- Term 6

There will be 2 opportunities to discuss your child's progress in Term 2 and Term 4.

A written report will be given out in July.



Please feel free to come in and see us at other times if you need to discuss your child with us.

# Behaviour and Incentives



In Year 2, we celebrate good behaviour by:

- Merits (pom poms/marbles)
- Star of the Day
- Star of the Week



# End of Year Assessments

**What are SATs?**

**What is teacher assessment?**

**What is the framework?**



# Our Curriculum:



Year 2 - Term 1

## Curriculum Overview

### English

The term will begin with a focus on narrative based on a story shared with the whole school in assembly. This year, our whole school story is *Amazing Grace* by Mary Hoffman. The children will then complete a narrative unit on 'Elliot Midnight Suphero'. They will be given opportunities to perform, and retell as well as write a variety of text types including: letters to inform and a narrative to entertain.

### Maths

In Maths we will start the term by deepening our understanding of place value and properties of number to 100. Fluency sessions will include counting forwards and backwards to 100, counting in 2s, 5s, 10s and 3s and being able to recall addition and subtraction facts within and to 20. Towards the end of term, children will explore methods to add and subtract 2 digit numbers.

### Science

Our Science lessons will focus on healthy eating where children will analyse the 'eat well' plate, explore the different food groups and discuss why it is important to have a balanced diet. We will also focus on forces including the key words: push, pull, stretch, fall and twist. This physics based unit will include a variety of experiments to deepen children's understanding and knowledge.

### RE

This term's big question is: *Who do we follow?*. We will be given the opportunity to reflect on who we follow and explore the traits of a good leader. The children will be shown the stories of Moses and Joshua and use the learning from this to reflect on the common characteristics of effective leaders.

### Computing

Our computing sessions will focus on personal information and why it should be kept safe. Children will have the opportunity to explore and recognise different feelings that they might encounter when online. Children will then explore digital photography and identify which device can be used to take photographs. They will then use skills learnt to take and edit photographs on an app.

### History

In History this term we will be exploring the pioneer Florence Nightingale and discuss the work done completed during her stay at the Scutari hospital during the Crimean war. The children will then compare the impact of her work on hospital conditions before and after. They will finally explore the similarities and differences between nurses in the Victorian times and today.

### PSHE

Our PSHE focus this term is 'Being Me in My World'. Children will explore how to help others feel welcome, how to make the school community a better place, think about others' feelings and apply this to working with others. Children will then reflect on their learning by creating their own learning charter.

### PE

In PE this term, children will have opportunities for teambuilding games and take part in small competitive activities. They will explore the skills needed to take part as a team, as well as use tactics to be successful against another team. Children will also practice their agility, balance and coordination within ~~multiskills~~ sessions using different sized balls.

### Design & Technology

The children will design, make and evaluate a vegetable salad. During this unit, children will investigate and examine a range of vegetables by giving them the opportunity to hand, taste and smell different types of vegetables. Children will also learn the skills of basic food hygiene and how to use simple utensils.

Be happy  
Be kind  
Be responsible



As a **UNICEF Rights Respecting School** our curriculum and values are underpinned by our commitment to The UN Convention of the Rights of the Child.

This last year, School Council chose the following 6 rights to focus on:

- The right to be treated fairly
- The right to be listened to
- The right to be included in clubs and other groups
- The right to a healthy body, mind and environment
- The right to a meaningful education
- The right to rest and play

In the coming year they will chose 6 more rights to positively contribute to our work on personal development and well-being across the school.

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# Thank you for listening!

Please feel free to come and chat to us if you have any queries or concerns.

We're always around before and after school and are happy to help.

# ATTENDANCE

## WHY IS IT IMPORTANT?

### ABSENCE FROM SCHOOL

Children are required by law to attend school 190 days per year. The Government states that every pupil's attendance should be at least 95%.


How do YOU measure up?

Attendance	Days Absent	Weeks Absent	Lessons Missed
95%	9 Days	2 Weeks	50 Lessons
90%	19 Days	4 Weeks	100 Lessons
85%	29 Days	6 Weeks	150 Lessons
80%	38 Days	8 Weeks	200 Lessons
75%	48 Days	10 Weeks	250 Lessons
70%	57 Days	11.5 Weeks	290 Lessons
65%	67 Days	13.5 Weeks	340 Lessons

**89% & Below**  
Drastic effect on academic achievement

**95%-90%**  
Cause for concern

**100%-96%**  
Excellent



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