

Key Stage One

Year 2

2023 - 24

The Year 2 team...



Mr Moorhouse

Miss Briggs

Miss Towriss

Mrs Kaur

Mrs Deas

Mrs Page

Miss Taylor

Our aim in Year 2 is...



To give every child the very best opportunity to learn in a way that is best suited to them and from their own individual starting point. Through a rich and carefully planned curriculum children will explore, build upon prior knowledge and learn to be independent, inquisitive and resilient learners. Hands on experiences will bring learning to life and spark in all children a desire to achieve and be the best that they can be. Underpinning all learning opportunities will be important social skills. We will nurture and encourage all pupils to be kind, thoughtful and empathetic friends.























Sandwich wrap

- * Standard
- * 1 slice
- * 1 slice
- * 1 slice
- * 1 slice

*** Equipment**

- * Sandwich maker
- * Sandwich press
- * Sandwich press

Logo












Expectations behaviour and attitude



- Year 2 prefects
- Consistent approach, following the school behaviour policy
- Positive praise and rewards
- We aim to foster a 'can do' attitude, which in turn encourages children to be the best that they can possibly be
- We regularly celebrate success

Pre-Stage 1: Reminder of Expectations:

1	 <p>Verbal Warning We will not speak with home</p>	<p>Low-level disruption Swearing on chair, calling out, answering back or disrupting the learning of others Lack of respect for school property</p>
2	 <p>5-minute reflection. We will not speak with home *Y4-6 lose behaviour point</p>	<p>Continuing low-level disruption You have not responded to your verbal warning</p>
3	 <p>*10-minute reflection We might need to speak with home</p>	<p>Inappropriate behaviour or language that was unintended Swearing (with no understanding of meaning), any form of discrimination</p> <p>Low-level physical contact Pushing to get somewhere Irritating physical contact e.g. tapping someone repeatedly</p> <p>Deliberate damage to school property or resources</p>
4	 <p>*Move to another class + 10-minute reflection We will speak with home</p>	<p>If it's your third 10-minute reflection in 1 week</p> <p>Physical contact but you didn't mean to hurt the other person e.g. Pushing to the front and someone falls over</p> <p>Damage to school property or resources that cannot be easily fixed e.g. sawing the table with a ruler, graffiti</p> <p>Refusal to follow an adult's instructions</p>
5	 <p>*Visit to Phase Leader or FLT number NOTE: minimum sanction is missing of next break/lunch We will speak with home</p>	<p>Intentional inappropriate behaviour or use of language Swearing or any form of discrimination</p> <p>Physical violence that intentionally causes harm Punching, kicking, fighting, push and/or pulling with deliberate force</p> <p>Lasting damage to school building, property or resources IT equipment, windows etc</p>
6	 <p>*Visit to Mr Hurst, Mrs Robinson or Miss Grimshaw We will speak with home</p>	<p>After two visits to the Phase Leader in 1 week</p>
7	 <p>*Visit to Headteacher We will speak with home</p>	<p>Further red or amber incidents even after visiting Mr Hurst, Mrs Robinson or Miss Grimshaw</p>

Our new behaviour policy is a more discrete and private arrangement between the child and teaching staff.



Be kind and caring
towards others



Listen carefully and
follow instructions

We reward children's
good behaviour and
now have
'Four Golden Rules'



Be focused and
committed to learning



Be respectful towards
other people and
equipment

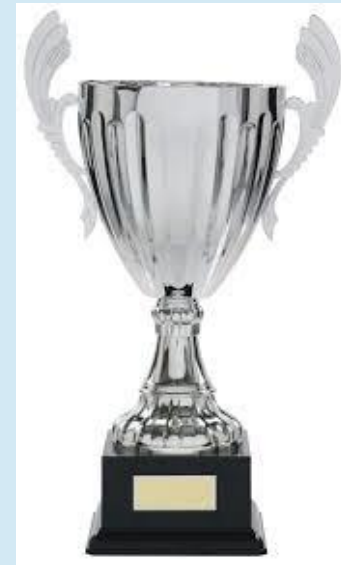


Uniform



- Grey trousers, skirt or dress
- White polo shirt
- Red cardigan or jumper, with the Low Ash logo
- P.E kit must be worn on a Monday and Wednesday. Black shorts, white T-shirt, grey or black tracksuit bottoms and hoody. Outdoor trainers and pumps.

Attendance



Please help by ensuring:

- Your child attends school every day
- Your child is aware of our attendance reward system and is proud of their attendance
- You inform school if your child is sick
- You do not book holidays during term time

A talking classroom



If children are given the opportunity to talk, debate and build upon the thoughts of others then their learning will be embedded.

Please see our display.

We will encourage your children to be confident communicators by:



- Building opportunities to talk into every lesson for **all** children
- Using talk stems to help children structure their speech
- Having clear talk rules in the classroom
- Making sure that 'talk' is just as important as reading and writing
- Within the classroom

Handwriting



We will ensure that most children become cursive writers by the end of Year 2 by:

- Having a handwriting lesson each week
- Writing in English books that have handwriting lines
- Expecting writing to be joined correctly in all books
- Modelling good handwriting within the classroom, especially on displays
- Celebrating a handwriter of the week
- Providing extra opportunities for those children that need to practise joining letters or developing their pencil grip.

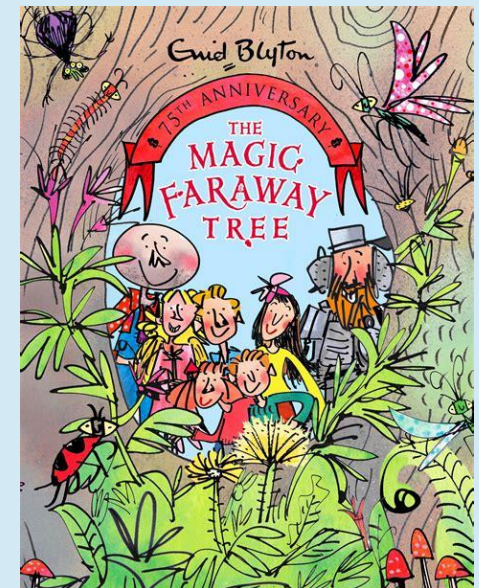
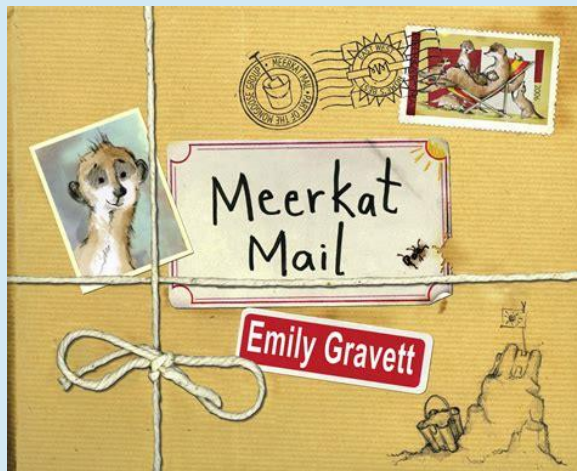
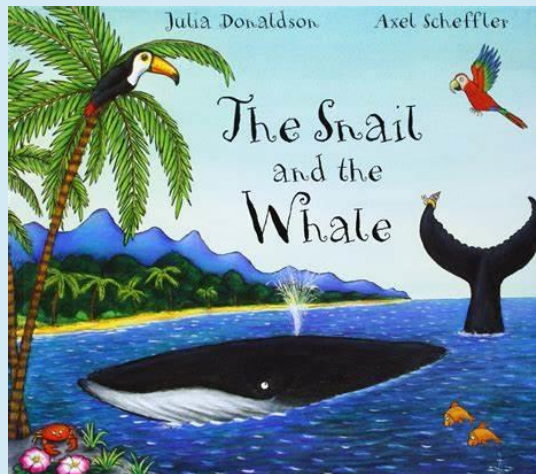
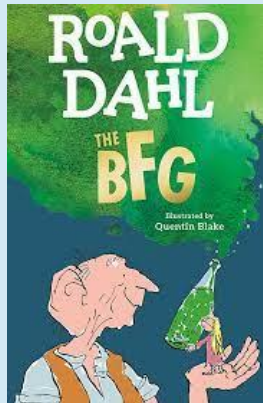


Writing

We would like children to:


















- Write in well punctuated sentences
- Write cohesively
- Use adjectives to add description to their writing
- Use conjunctions to join 2 parts of a sentence
e.g. but, and, because, so, if
- Spell most words accurately
- Read back their own writing
- Correct and improve their own work

English texts



Read Write Inc. Phonics



ea  cup of tea	oi  spoil the boy	
ā-e  make a cake	ī-e  nice smile	ō-e  phone home
	ū-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter
	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!
	ear  hear with your ear	ure  sure it's pure

How your children will learn to be fluent readers and to love books:



- Daily Phonics lessons
- Daily Reading lessons
- Taking home a reading book
- Regular access to the class reading area
- Visiting the KS 1 library on a weekly basis
- Sharing a class text daily
- Rewards from the book vending machine
- Reading opportunities planned in lessons across the curriculum
- Reading to an adult as often as possible

How you can help your child to love books and be a fluent reader...



- Read to them
- Talk about your favourite books
- Reread favourite books
- Visit the library
- Take turns at reading with your child
- Ask them questions about the book
- Encourage your child to retell or act out stories
- Encourage your child to draw pictures or write about favourite stories
- Attend Reading and Phonics information sessions at school

Maths



- Place Value (up to 100)
- Addition and subtraction facts (up to 20)
- Multiplication and Division (including the 2, 5 and 10 times tables)
- Properties of shape – common 2D and 3D shapes.
- Simple Fractions.
- Measurement – Length and Height.
- Position and Direction (Please see our resources)

Geography

Mapping skills in the local area

The British Isles compared with Cape Town

Northern Europe



History



The Gunpowder Plot

The Great Fire of London

Florence Nightingale and Mary Seacole

Science

Observe
over time

Investigate

Uses of everyday materials

Build on
knowledge

Animals including humans

Plan

Plants

Living things and their habitats

Test

Conclude

Cmpare

Enhancing our learning with off site visits



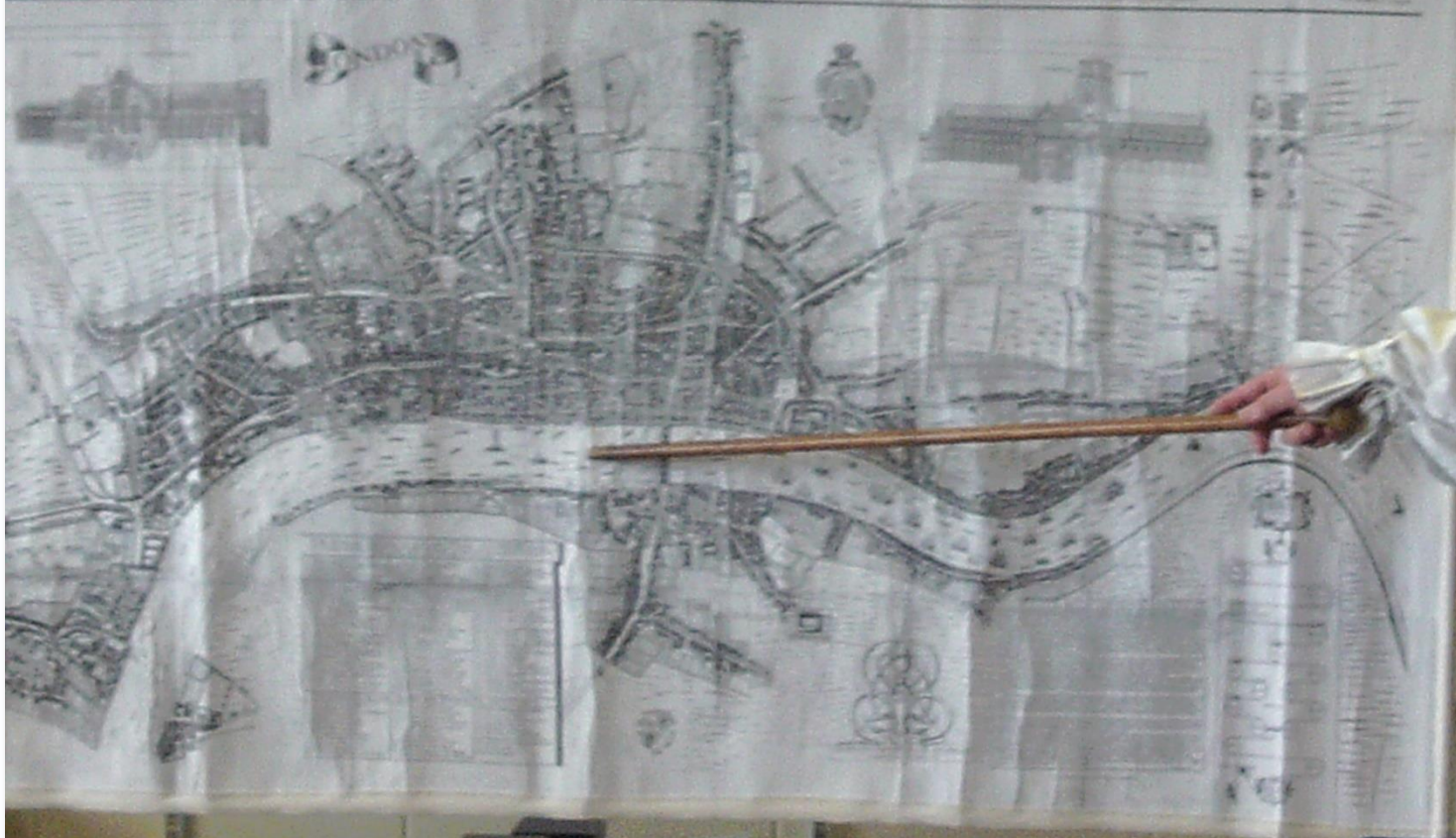
Our word of
the week is

Wednesday, 26th September

26 9.17

CLEVERTON PLUS

ACT DELINEATION OF THE CITIES OF LONDON AND WESTMINSTER AND THE SUBURBS
together wth the Borough of SOUTHWARK And All the Through-fairways Highways Streets Lanes & Common Allys wth in & about
Composed by a Scale and Measurements described by the Survey of the City of London & Westminster













Trips and Visitors this year



Spring 2 – History focus Visit by William Petty to tell us about The Great Fire of London

Spring 2 – Science focus Visit to Harlow Carr Gardens, Harrogate

Summer 1 – Trip to Filey. Geography and English focus

Fantastic Friday

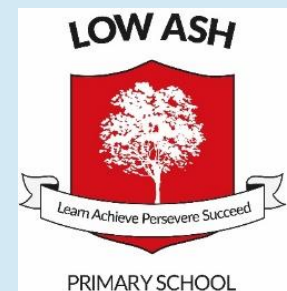


How will your child be assessed in Year 2?

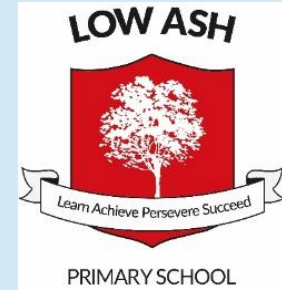


We will assess whether your child is working at, below or above **Age Related Expectations (ARE)** by the end of the year. We will assess this through:

- Well planned and delivered lessons
- Regular feedback
- Weekly maths and spelling tests
- Reading sessions
- Half termly tests
- Teacher Assessment



Homework



Listen to your child read their reading book

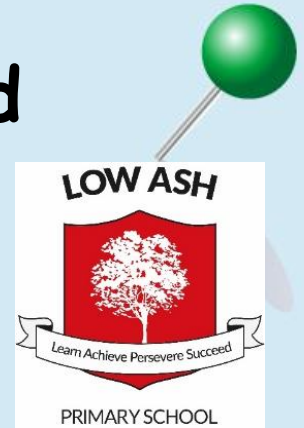
Share your child's library book with them

Share any books that your child enjoys reading at home

Learn weekly spellings. Your child will be tested on these.

Suggested homework.

How you can support and help your child achieve their very best



- Talk to them about their day at school
- Hear your child read
- Support with homework
- Ask them questions about their learning
- Ensure they attend school every day
- Attend parent consultations evenings
- Attend curriculum celebrations e.g. assemblies
- **Be proud of your child's achievements!**