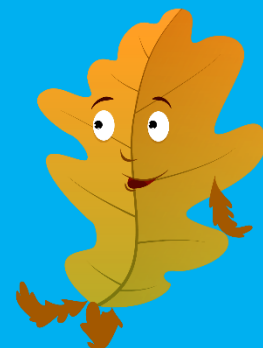


Welcome to Year 2

2023-24





Welcome to Elm class



Mrs Shrieve
Class Teacher



Miss Leatherbarrow
Class Teacher

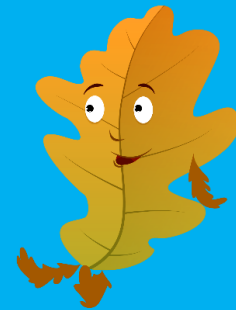


Mrs Peters
HLTA and PPA
Cover



Miss James
SEN Support

Miss Leatherbarrow: Monday and Tuesday
Mrs Shrieve: Wednesday - Friday



Welcome to Beech class



Mrs Penman
PPA cover



Miss Davies
Class Teacher



Mrs Williams
TA



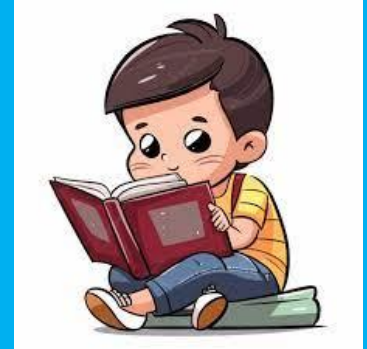
Mr Smith
SEN Support



Ms. Pearce
SEN Support

What your child needs every day

- *Their book bag*
- *Reading books and reading records*
- *Water bottles (no juice)*
- *PE kit – with tracksuit bottoms for when the weather gets colder*
- *Plimsolls/trainers (that they can do up)*
- *Appropriate coat to match the weather*



Key Information

- *P.E* – takes places on **Thursday** and **Friday**
- *Uniform* – Please name everything.
- Please check your child's book bag for any letters, also check your *WEDUC* account.
- *Fruit*

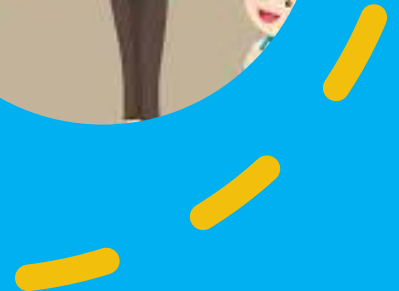


Where can you find information?

Our door is always open. Please come and talk to us at the end of the day.



School website
School emails
Home Learning sheets
Parents' evening
Newsletters
Celebrations of Learning



School Character termly focus

- *Autumn 1 – Goldie*
- *Autumn 2 – Holly*
- *Spring 1 – Solo*
- *Spring 2 – Ivy*
- *Summer 1 – Laurie*
- *Summer 2 – Casey*



Goldie
Respect for all

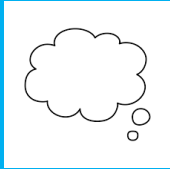
<http://oaklandsinfants.org/visions-and-values/>

Goldie's Rules



- Remember your manners
- Listen to others
- Use kind words and hands
- Look after our school
- Try your best
- Allow yourself and others to learn



- All children will start each session with their name on Goldie.
- Thought Bubble 
- If their behaviour does not improve then they **may** have a consequence e.g. move to a different table to work, time out in a different class, miss a couple of minutes of a break.
- All children will be placed back on Goldie at the beginning of each session.





Rewards



- Lots of praise.
- The class can individually or as a group earn marbles for making good choices in their learning and behaviours. Once the marble jar is full the class vote for their reward e.g. bring a teddy to school, class disco etc.
- Star of the week
- Class trophy



Library



- *Our library day is Wednesday for Elm*
- *Friday for Beech.*
- *Children can choose up to two books for you to enjoy together at home.*
- *Please ensure your child keeps their library books safe and returns them the following week in order to take home new books.*

Topics

Autumn Term – *Panic in Pudding Lane*
Remember Remember

Spring Term - *Amazing Africa*
Healthy Me

Summer Term – *Let's Invent*
Great Outdoors

Visits

- *Church
- *Pizza Express
- *Local fieldwork
- *African workshop
- *Kew Gardens



Sounds-Write



- *Sounds Write is our phonics scheme.*
- *Reading books.*
- *Volunteer readers training Thursday 28th September*
- *Parent workshop Thursday 19th October*
- *Reading for Pleasure morning Tuesday 3rd October*
- *[Alex saying the sounds Sounds-Write Initial Code - YouTube](#)*

Sounds-Write

1. Letters are symbols that represent sounds.

2. A sound may be spelled by 1, 2, 3 or 4 letters.

dog street night dough

3. The same sound can be spelled in more than one way.

rain break gate stay

4. Many spellings can represent more than one sound.

head seat break

- Children will learn the skills of blending to read and segmenting to spell.
- They will also learn to manipulate sounds

(swap one sound for another in a word e.g. 'o' for hot or 'o' for son)



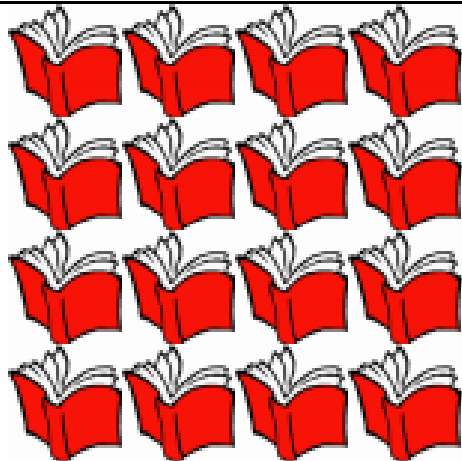


One sound different spellings

Reading



- Books are changed weekly on a **Monday**. Children will receive one phonic decodable book and can choose up to two books from the colour band boxes.
- **PLEASE** write when your child has read their book and where appropriate write a comment as these are useful for our teacher assessment.
- 4 or 5 short sessions of 3 or 4 pages are better than one long 'got to read the whole book' session
- We do a mixture of whole class, group and 1:1 reading. Reading also occurs every day naturally throughout the curriculum.

Why read 20 minutes at home?

Child A Reads	Child B Reads	Child C Reads
20 minutes a day	5 minutes a day	1 minute a day
3600 minutes per school year	900 minutes per school year	180 minutes per school year
1,000,000 words per year	282,000 words per year	8000 words per year
		

If a child starts reading for 20 minutes a day per night in Reception, by the end of Year 6 Child A will have read for the equivalent of 60 school days, Child B will have read for 12 days and Child C will have read for 3.

Want to be a better reader? Simply read!

10 Minutes reading to someone
 10 minutes sharing or being read to
 = 20 minutes

Reading at home



- **Reading** - its not just about reading the words but also about getting meaning from the text.
- **Book introduction** – discuss the title, cover and characters, make predictions, and think about other stories that may be similar.
- **Reading** –use their phonic knowledge, (Say the Sound, Read the Word) as well as a range of other strategies.
- **Questioning** – ask a range of questions.

Pawsome Gang

We use the Pawsome Gang to support asking and answering a variety of question types.



[Click here for Pawsome Gang question prompts](#)

Reading Assessment

- *Teacher Assessment Framework*
- *Fluency, comprehension (literal and inferential), prediction and recall.*
- *Verbal and written responses to questions in whole class, group and individual reading sessions.*





End of Year 2 Writing Expectations




- Independent and coherent
- Range of punctuation used correctly
- Use of conjunctions: *and, or, because, but, that, when and if*
- Handwriting – mostly joined
- A range of genres
- Spelling of most everyday exception words
- Language – use ambitious words

[Click here for our Handwriting posters](#)

Handwriting




Developmental levels of pencil hold





1 Whole-hand grasp: using a fist.

- Around 1–2 years.
- Use of upper body muscles.
- Movement comes mainly from the shoulder with the arm moving as a unit.



2 Beginning to use the fingers: no longer using whole-hand grasp.


- Around 2–3 years.
- Use of forearm.
- Movement is still quite stiff but there may be some wrist movement.



3 Holds pencil between thumb and two fingers: no longer using whole-hand grasp.

- Around 3–4 years.
- Both of these grips are the crude beginnings of the tripod grip. The hand tends to move as a unit, with limited wrist movement.

Children at this stage need more experiences that will strengthen their muscles (cutting, working with dough etc.) to increase readiness for a precision pen hold.




4 Moving towards the tripod grip.

- Around 4–6 years.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Finger movements and wrist now in play.
- Moving to a comfortable and efficient tripod grip: a precise three-way or tripod use of thumb, index and middle fingers.

PENPALS for
Handwriting

Supported by the
National Handwriting Association
Promoting good practice



Hot Task

The Secret of the sun

Once there was a girl called Rose. She has caramel brown eyes that sparkle in the sun. Her hair is sepia brown that waves down on the ground and her skin is coral peach. She is also cheerful. She lives in a scorching desert with five other mud huts. In the village it was raining for weeks and weeks it never stopped raining and the sand was getting darker. The mud house were getting holes in them as well. Note a single speck was dry and dusty everyone was heartbroken.

One night Rose heard her mum say if there's too much rain are houses will disappear and

the villages will get ill. The next day Rose set off to see her grandfather. To see if she can help to get the sun back. Her grandfather said yes. To start of you need to find the deepest hole you can find and go in it. Then tell the sky the happiest things you know then the sun will come. The next day Rose did what her grandfather told her to do. She found the deepest hole she could find and then told the sky the happiest things she know. Then a lid went on the top of the hole. Then a flash of lightning comes then the lid come off.

Then Rose looked up the sun was shining. Then she went to see the villages dancing with joy. Her mum gave her a hug and her grandfather gave her a wink. What a super story!



Spellings



- *Spellings – we will be looking at a set of every day words each week which the children will work on in class.*
- *Children will be tested last week of the half term – applying them in sentences.*
- *We will be starting with the Year 1 list this half term.*
- *To be working at expected at the end of the year they must be able to spell **most** of the Year 2 every day words.*

Every Day Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	

Maths



- *We use a maths mastery approach.*
- *A mathematical concept or skill has been mastered when a child can show it in different ways, use mathematical language to explain their ideas and independently apply the concept to new problems in unfamiliar situations.*
- *The emphasis is on keeping the class together until specific concepts or skills are mastered and then moving on together.*

Think of three levels of learning:

Shallow learning: surface, temporary, often lost

Deep learning: it sticks and can be recalled and used

Deepest learning: it can be transferred and applied in different contexts



- 3 The tally chart shows the number of pencils, rubbers and rulers there are in a tub.

Item	Tally
pencil	
rubber	
ruler	

- a) Mo draws a pictogram to show the items.

Item	Number of items
pencil	○○○○
rubber	○○○○○○○○○○
ruler	□□□□□□

What mistakes has Mo made?

How could Mo improve his pictogram?

- b) Use the tally chart to complete the pictogram.

Key

○ = 1 item

Item	Number of items
pencil	□□□□
rubber	□□□□□□□□
ruler	□□□□□□

Mo could improve his pictogram by using the same shape for each item.

- 3 The children of Class 1 chose their favourite colour out of yellow, green, blue and purple. The pictogram shows their answers.

Key

☞ = 1 child

Colour	Number of children
yellow	☞☞☞☞☞☞☞☞
green	☞
blue	☞☞
purple	☞☞☞☞☞☞☞☞

- a) How many children chose yellow?
- b) How many more children chose purple than blue?
- c) How many children are there in Class 1?

12

5

21

How did you work out your answers?

$$12 + 1 + 2 + 6 = 21$$

For yellow and purple crossed them out, for green and blue just saw how many there were.

Maths



www.ncetm.org.uk/teaching-for-mastery
www.whiterosemaths.com



Maths Expectations in Year 2

By the end of year 2 children should:

- Recall and use the multiplication and division facts for 2x 5x 10x tables*
- Recall and use number bonds to and within 20*
- Read and write numbers to 100 in numerals and words*
- Count in steps of 2, 3, 5 from zero*
- Count in 10s from any number forwards and backwards*



Home Learning



Children in Year 2 are expected to:

- read at least four times a week
- Spellits – set of 15 spellings (half termly)
- Home Learning grid

Victor's Vocabulary

<u>Topic</u>		<u>Maths</u>		
United Kingdom	Thomas Farriner	value	greater than	minus
London	Tower of London	digit	less than	subtract
city	St Pauls Cathedral	ones	add	difference
capital city	Samuel Pepys	tens	sum	take
town	Pudding Lane	hundreds	plus	away
village	bakery	partition	total	calculate
county	firebreak		altogether	inverse
significant	evidence			
<u>Useful</u>		<u>Challenge</u>		
describe		<ul style="list-style-type: none">- Can you write a sentence that includes one of these words?- Can you include one of these words when having a conversation with your grown up at home?- Can you find a synonym for (a word that means the same as) hot?- Can you create your own word mat with pictures?		
differences				
impact				
explain				
report				
past				
history				



Home learning – Year 2 – Panic in Pudding Lane



Numeracy

- Find examples of 2-digit numbers at home and when out and about. Think about how the number is made up; partition it into tens and ones.
- Count up and down in 2s, 5s and 10s from any number. e.g. 3, 8, 13....
- Ask members of your family for a 2-digit number and then order them from smallest to greatest and greatest to smallest.
- Cut up a 100 square to make a jigsaw (can you put it back together).
- Print out and play the place value path game.
- Can you work out how many fingers there are in Beech or Elm class or what about both classes together?



Goldie's Challenges

This term the school characters focus is Goldie.

Goldie asks you to show respect, use your manners and kind words and hands to everyone.

- Can you create your own Goldie's Rules poster?
- Can you write a short poem about Goldie?



English

- Write a simple fact file for one of the U.K. countries.
- Write a letter to Thomas Farriner telling him how to stop the fire from happening again!
- How did the people of London try and stop the fire? Write a list of ways.
- Write a list of instructions on how to bake bread.
- Be like Samuel Pepys who kept a diary during the G.F.O.L. Can you write a diary entry about your day or week?

Cross Curricular

- Look at a map of the United Kingdom, which places have you visited; think about whether they are a village, town or city.
- Research and try out a recipe, tradition or custom from one of the four U.K. countries
- Paint a scene or make a collage of the Great Fire of London. What colours are you going to use for the fire and the houses?
- Design a new bakery or shop sign for Thomas Farriner.
- Look at photos of London in 1666 and the present day. What is the same? What is different?





Casey's Crew

- Children in Year 2 can apply to be a member of Casey's crew to help look after others on the playground during lunchtimes and playtimes.
- Children complete application form
- Training and regular check ins
- Applications coming out in next few weeks, if your child is interested, please take time to talk about making a commitment and taking a real pride in completing their application.



Any questions...?