

# Year 2

*Growing and Learning  
Together*



# Meet the Staff

## Murphy Class



**Mrs Campbell**



**Miss Breda**

## Mckee Class



**Miss James**



**Mrs Bromley**

## PPA cover (Thursdays)

- Coach Richard (Sports specialist)
- Mrs Burcombe (Music specialist)



# Daily Routines

- Year 2 begin their day at **8.45am**. Please ensure that your child enters through the double gates.
- End of day – **2.45pm**. Please collect promptly from the drop off area by the double gates.
- Break Time – **10.30am – 10.45 am**. Children have free fruit in class.
- Lunch Time – **12.00pm – 12.45pm**

**Please ensure all children have a NAMED water bottle in school.**

## **PE days**

- Thursdays-Coach Richard (Mckee Class) After Half Term-Murphy Class
- Tuesdays – with Miss James and Mrs Campbell



# Uniform

All our children are expected to wear the school uniform, as listed below:

- Navy blue sweatshirt or cardigan, with school logo
- Light blue polo shirt, with school logo
- Grey trousers or knee-length shorts (not sports shorts)
- Navy blue skirt
- Navy blue pinafore dress
- Navy blue gingham summer dress
- Black, grey or white plain socks
- Navy tights, woollen style only
- Sensible, supportive black shoes (not trainers)

## PE kit:

- Navy blue sweatshirt or cardigan, with school logo
- Light blue polo shirt, with school logo
- Plain **navy** blue jogging bottoms or sports shorts (not grey and **no leggings**)
- Trainers (dark and as plain as possible, no fluorescent colours)

Jewellery is not part of the school uniform and we strongly discourage the wearing of jewellery, including earrings, ear studs and any kind of nail accessory. Children may wear a simple wrist-watch, but not a smart watch (eg. Apple Watch), Fitbit or other similar devices. Discrete headbands and hair accessories are acceptable, in the school colour of blue.

**PLEASE ENSURE ALL UNIFORM IS NAMED**



# Aims of the National Curriculum in English

The aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



# Aims of the National Curriculum in Mathematics

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.



# How do we teach Maths?

Introduce new concept using concrete manipulatives



Continue working on new concept using pictures



Continue working on new concept using abstract



Arithmetic work linked to concept



Reasoning, problem solving and investigations linked to concept

We work out how long each individual child will need at each stage. Children may go through all three stages in one lesson.



# Maths This Term

We will be focusing on :

**Place value** – Can we read and write numbers up to 50? Do we know what the value of each digit is? Do we know what ‘greater than’ and ‘less than’ mean?

**Addition and subtraction** – Can we add and subtract within 50?

**Reasoning problems** – Can the children explain their answers in words. Proving/disproving statements linked to place value and addition/subtraction. Providing examples for ‘True or False’ statements.

**Rapid Recall**- Once a week, the children will complete a 3-minute quick worksheet on number facts. If they get all answers correct, then they will move up to the next level. If there are any errors, parents will need to practise at home and then the child will repeat the same worksheet until all answers are correct. All sheets will be sent home (for you to keep and/or practise).



# English This Term

## English

We are finding out about our class authors **David Mckee and Jill Murphy** and will be writing facts about them.

We will be using their books as a basis for our English, focusing on using punctuation, conjunctions and using phonetically plausible spellings in their writing. We will also be focusing on adjectives and using new vocabulary in our writing.

We will also be focusing on the children being able to read their own writing to ensure that it makes sense and they will edit their writing to improve the overall quality of it.



# Reading

- All children must read every day for at least **10 minutes**.
- The children will be given 3 books on a Monday. Please return them on Friday.
- Instead of completing a reading diary like previous years, an electronic version is set up on Google Classroom.
- You (or your child) should be filling this in on a daily basis with a comment about their reading.
- At the weekend, please share a book from home with your child, focus on asking questions about the text.



# RED TED

Red Ted means, 'Read Every Day, Talk Every Day.

Once children fill out their electronic reading diary, with a parent signature, and reach 15, a prize will be awarded.

| Entry number | Prize  |
|--------------|--|
| 15 entries   | A bronze certificate   |
| 30 entries   | A Monks Orchard book mark  |
| 45 entries   | A silver certificate   |
| 60 entries   | A RED TED pencil   |
| 75 entries   | A gold certificate   |
| 90 entries   | A Red Ted teddy bear and an invitation to a Teddy Bear's picnic on the field |





# Topics Covered in Year 2

| <u>Curriculum</u>   | <u>Science</u>   | RE  | Computing   |
|---|--|---|---|
| <ul style="list-style-type: none"><li>• Class authors- David Mckee and Jill Murphy</li><li>• My habitat</li></ul> | <ul style="list-style-type: none"><li>• Living things and their habitats</li><li>• Adaptation</li><li>• Food chains</li><li>• Plants</li><li>• Animals including Humans</li><li>• Uses of Everyday Materials</li><br/><li>• We will also be working scientifically by doing experiments.</li></ul> | <ul style="list-style-type: none"><li>• Christianity</li><li>• Hinduism</li><li>• Islam</li></ul> | <ul style="list-style-type: none"><li>• Digital Citizenship</li><li>• Code-tastic</li><li>• Identify errors in logarithms</li><li>• Digital Citizens</li><li>• Device –Free Moments</li><li>• That’s Private</li><li>• Digital Trails</li><li>• Let’s Give credit</li><li>• Photo Editors</li><li>• Young Authors</li><li>• You’ve Got mail</li></ul> |



# Behaviour Expectations

We are extremely pleased with Year 2's behaviour and how well they have settled in. They have shown great resilience.

We will be following the whole school, 'Green Card' behaviour system.

## Green Card

Great! You are on track. Dojo awarded at the end of the lesson.

## Yellow Card

Oh no! You are not making the right choices. This is a warning card.

## Red Card

You have continued to make the wrong choices. Time out on the reflection table is needed.

**Children will have the opportunity to get back onto green when on a yellow card, if they make the right choices.**



# Class Dojo's

- Due to GDPR guidelines, we can only set your child up on Dojo's with your written permission.
- Children brought home a letter at the beginning of term.
- Once we have written permission – we will set up the Dojo system for this year.
- Dojo's will track homework, reading records and good work and behaviour.
- Class Dojo is the best way for us to communicate with you at the moment so please make sure you are signed up.
- Please let us know if you are having any trouble with this and we can support.



# Homework Expectations

All children will have a login to access **Google Classroom** Please get in touch with your child's class teacher if you do not have one.

- Homework and spellings will be set on a Friday via Google Classroom.
- Homework should be completed by the following Wednesday.
- Every week we will send home your child's Rapid Recall sheets that they have completed in class. Please work on the errors that your child has made (but this is for you to keep at home).
- Children will occasionally have a project or homework linked to their topic (we will keep you updated on when this will begin).



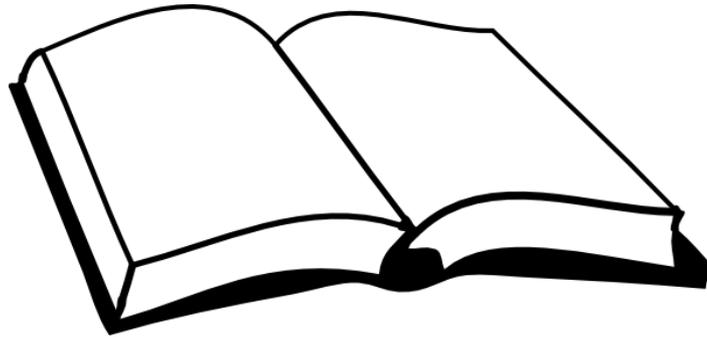
# Spellings

- Children will be given spellings to learn over the week.
- These are taken from the statutory Year 2 word list and also from the high frequency words for year 2. Sometimes we will send home words that they find tricky to spell in class.
- They are expected to write each spelling out 5 times and practise them. They will include these words in sentences in weekly spellings test.
- **Spelling Test: Fridays**



# Assessment

- **Reading** – a combination of teacher assessment, through shared reading and testing.
- **Writing** – through teacher assessment, in line with the national curriculum. This will be a combination of unaided writing and writing that has had adult support.
- **Maths** – through teacher assessment and testing.



# How can you help your child?

- Read with your child. Try to ask questions like ‘How do you know?’ ‘What do you think?’ to encourage them to look for evidence in the text or make predictions
- Whilst at home, you could practise speaking in full sentences. You could even extend their vocabulary by asking them to add more detail by using adjectives! This will have a huge impact on their writing.
- You could help your child learn their number bonds to 20 (eg.  $19+1=20$ ,  $16+4=20$ ,  $12+8=20$  and so on)
- Use [www.topmarks.co.uk](http://www.topmarks.co.uk) for good maths games.



# Digital Citizenship (E-Safety)

- Please do monitor your child's use of the Internet— are they using sites that are not really age appropriate?
- Do you know what they are watching and who they are 'talking' to?
- We will be covering E-Safety (now called Digital Citizenship) in Computing.



**We look forward to  
working with you this  
year.**

