

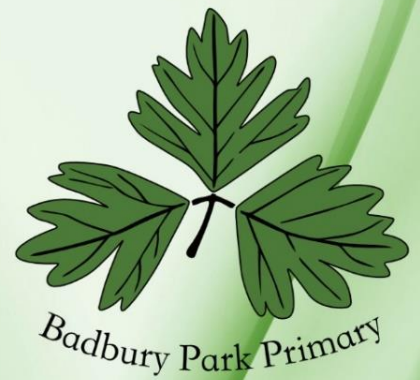


Welcome

Year 2
Badbury Park Primary
School



The Blue Kite
Academy Trust





Yew Tree Class (Year 2)

Teachers –
Mrs. Mason (Mon/Tue/Wed)
Mrs. Saunders (Thur/Fri)



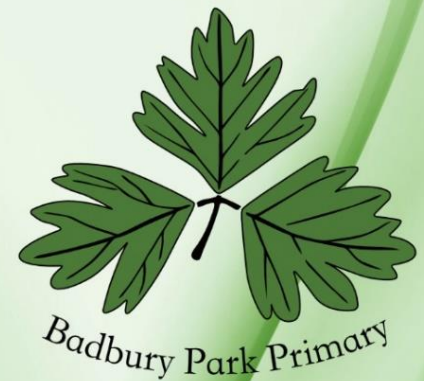
TAs – Miss Hatton/Mrs. Turay



Elm Tree Class (Year 2)

Teacher-
Mrs. Moore

TAs – Miss Hatton/Mrs. Turay



What uniform does your child need in Year 2?

School uniform:

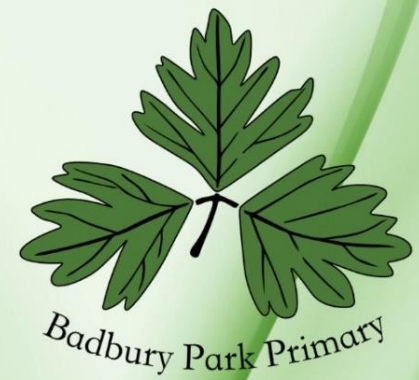
- Grey school jumper/cardigan
- White polo t-shirt
- Black trousers/skirt
- Black shoes/trainers

PE kit:

- Green t-shirt
- Black joggers/shorts
- Daps/trainers
- Jewellery must be removed
or covered



Please name everything!



What else does your child need in Year 2?

- Water bottle (with only water)
- Wellies and waterproofs
- Bookbag or folder containing your child's reading book and record (please bring this in every day)
- Spelling folder (every Friday)



Please name everything!



PE

- At least 1 session a week,
usually 2 sessions

This term- Tue & Wed (Elm)
Wed & Fri (Yew)

Please help to support your child's independence by giving them opportunities to dress themselves at home- this will help with a quick change for PE in school.

All uniform will stay in school. PE kits will go home at the end of every term.

Please name everything!



Our Vision

We want happy, engaged learners within a beautiful, authentic learning space that is calm and consistent. We use natural, versatile, open ended resources that are carefully chosen to provoke creativity, wonder and concentration both inside and outside. We want an environment where children are confident to risk take and problem solve whilst learning both knowledge and skills and where the natural world takes centre stage.

Nurturing and enrichment

We are aware that children will continue to need lots of nurture and wellbeing work and we have planned our curriculum around this. Interventions to help any children will be put in place once we get to know your children. Wellbeing and feeling safe and secure are our primary goals because without that, the learning won't take place.



Our School Day

8:30 door opens

8:45 Register

8:45 English

9:45: Phonics

10:15 Playtime

10:30 Maths

11.30 Reading Application

12:00 Lunch

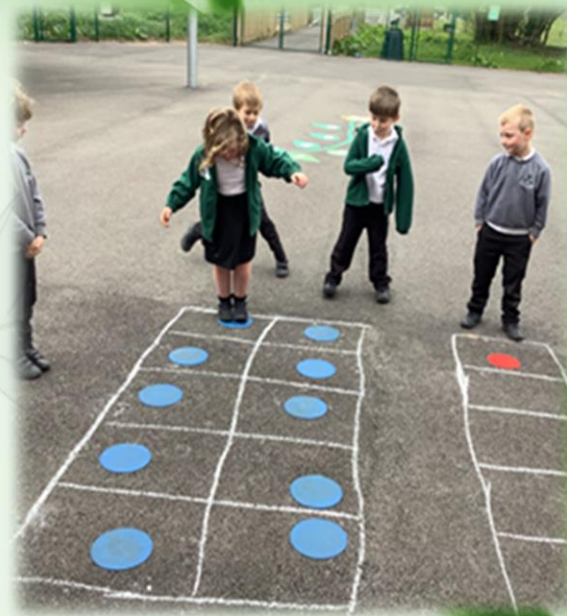
1:00 Maths meeting

1:20 Whole class learning time (Foundation subjects)

2.45 Assembly

3:00 Story time and book talk

3:15 Home time



KS1 Term 1 and 2
Autumn Term Yew and Elm

Thanks for everything!



English

We will be...

- Learning about poems and practising for our annual poetry slam!
- We will be looking at non-fiction writing and setting description.

We are reading...



Maths

Place value

Addition and subtraction

Shape, space and measure

Science

Animals including humans

- Life cycles
- Forest School
- Healthy living

PE

- Develop balance, agility and co-ordination while mastering skills such as running, jumping, throwing and catching.

Computing

Internet safety
IT all around us.

ESR

Thanks for everything!
• Being thankful for the world.

Forest School

Linked to science this term

Music

Year 2- African drumming

Let your spirit fly

- Learning the song
- Playing the song
- Clapping rhythms
- Call and response
- Improvisation

PSHE/RE

- Families and friendships
- Safe relationships
- Respecting ourselves and others
- Who is a Muslim and what do they believe?

Humanities

History:
Learning about the Great Fire of London.
Geography:
Continents and Oceans.

Art/DT

Art

- Batik art (creating flames)

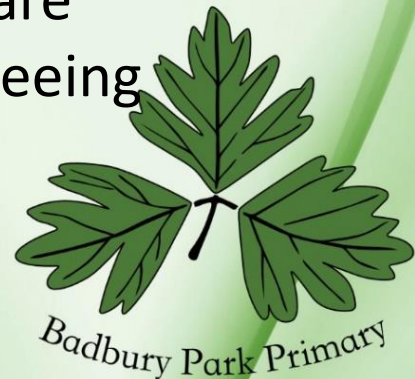
DT

- Baking bread

About Year 2...

In Year 2, children will continue to follow the National Curriculum in all areas and will develop knowledge and skills that builds on from their learning in Year 1. There will be a continued focus on independent learning alongside whole class and small group teacher led sessions.

We will be following the Government's framework to assess children at the end of Key Stage 1. In the next few slides you will see examples of work that are at ARE (Age related expectations). Please remember that this is what we are striving for by the end of the year- you might not be seeing this right now!

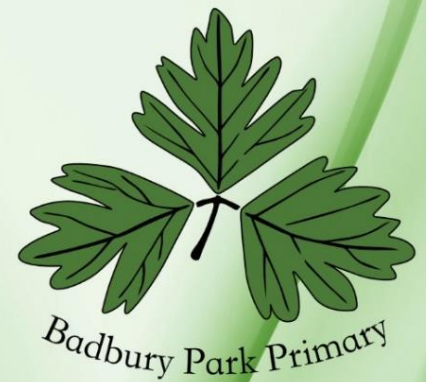


Example of ARE writing

Piece G: Recount

Yesterday we went to bishops Wood to look for mini-beastes. First we had a ~~snack~~^{Snack}. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree. After that we had a sicky porcupine party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time.

The trip was great! my favrite part of the day was idenafing the trees.



Writing in Year 2

Spelling - see [English appendix 1](#)

Pupils should be taught to:

- spell by:
 - segmenting spoken words into phonemes and representing these by graphemes: spelling many correctly
 - learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
- add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly
- apply spelling rules and guidance, as listed in [English appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

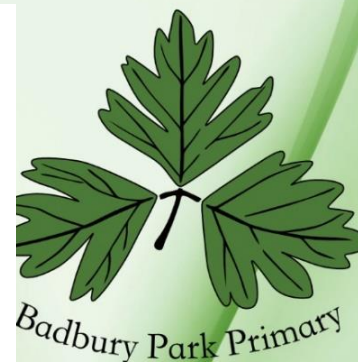
Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear

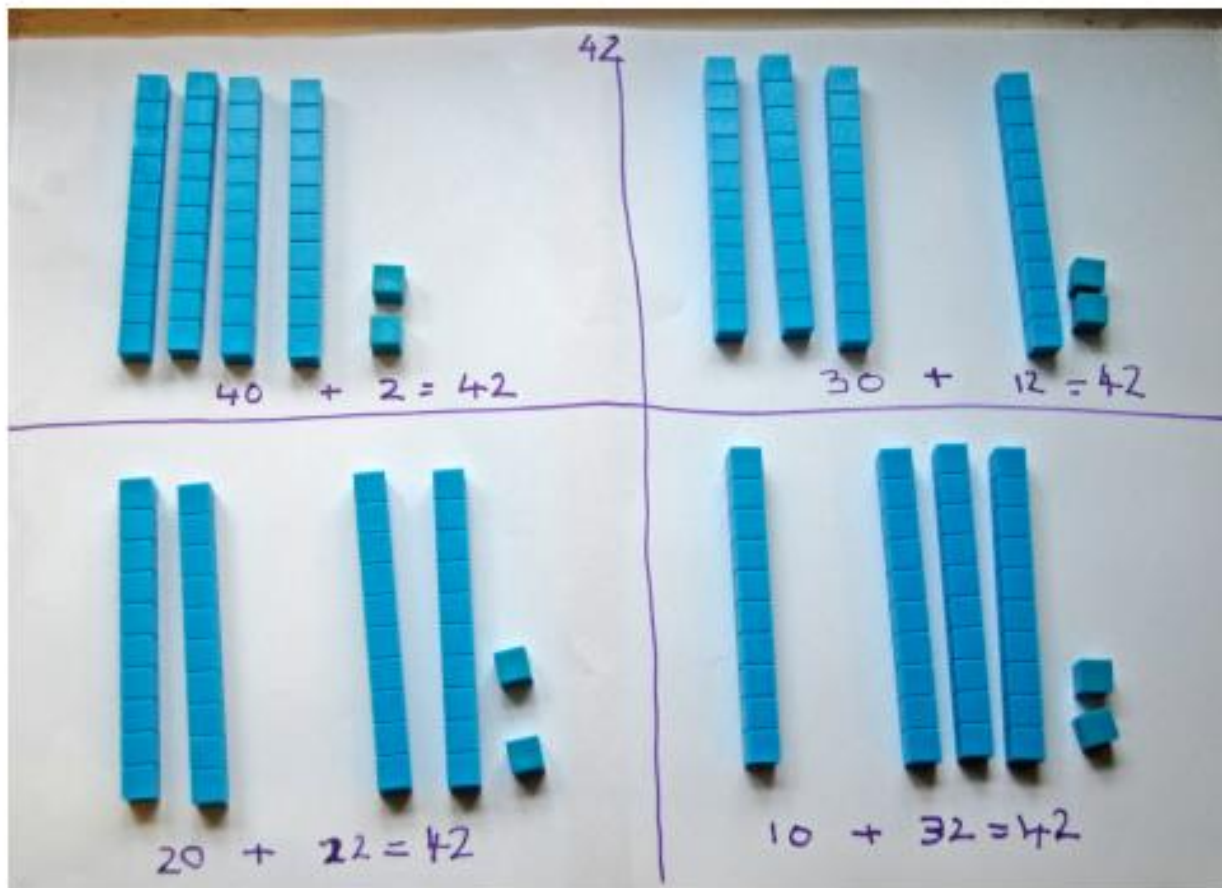
Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters



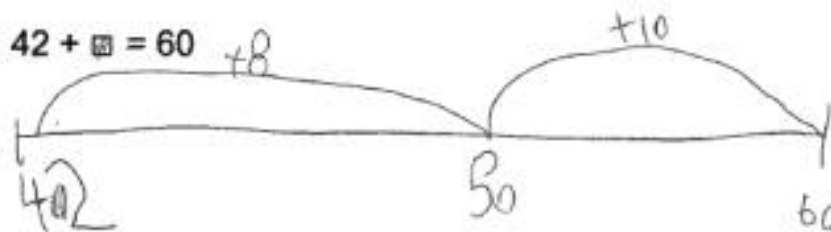
Example of ARE Maths



The pupil said, "42 is the same as 40 and 2," and showed this with the base ten equipment. She then said, "I can also show 42 as 30 and 12, 20 and 22, and 10 and 32." She demonstrated this with the equipment.

Example of ARE Maths

"42 add 8 would equal 50, then add the 10 would equal 60, so it is 18."

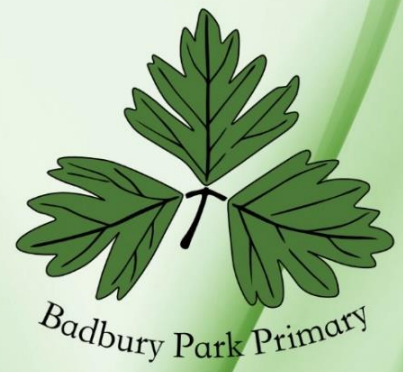


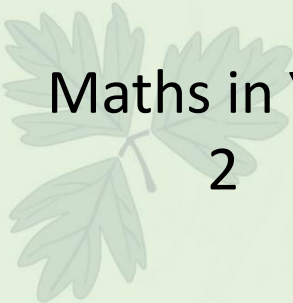
$$72 - 38 = 34$$

$$72 - 30 = 42$$

$$42 - 8 = 34$$

"I know 72 take away 30 is 42. 42 take away 8 equals 34."





Maths in Year 2

Number - number and place value

Pupils should be taught to:

- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- recognise the place value of each digit in a two-digit number (10s, 1s)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

Number - multiplication and division

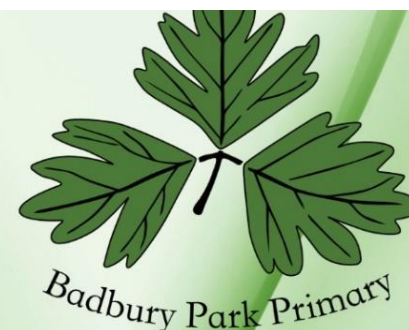
Pupils should be taught to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Number - addition and subtraction

Pupils should be taught to:

- solve problems with addition and subtraction:
 - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and 1s
 - a two-digit number and 10s
 - 2 two-digit numbers
 - adding 3 one-digit numbers
- show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems





Continued...

Number - fractions

Pupils should be taught to:

- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Measurement

Pupils should be taught to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day



Geometry - properties of shapes

Pupils should be taught to:

- identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects





Continued...

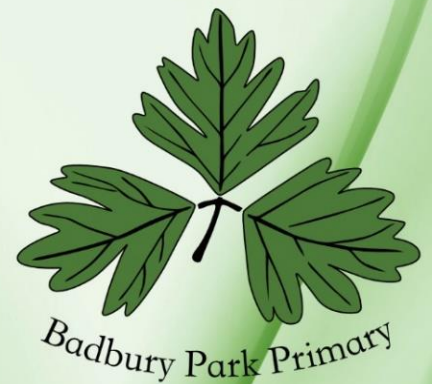
Pupils should be taught to:

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Statistics

Pupils should be taught to:

- interpret and construct simple pictograms, tally charts, block diagrams and tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask-and-answer questions about totalling and comparing categorical data



Example of ARE Reading.

Government guidance is that a child working at age related expectations should be reading purple or gold books by the end of Year 2.

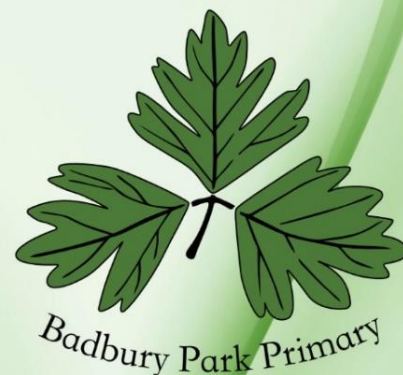
Pink
Red
Yellow
Blue
Green
Orange
Turquoise
Purple
Gold
White
Lime



Reading at home is one of the best ways to support your child's learning. At Badbury Park we strive for five.

An important skill for Year 2 is to re-read books. The first time we read to decode, the second time, we read for meaning.

Please look after books!





Reading in Year 2

Reading - word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

Reading - comprehension

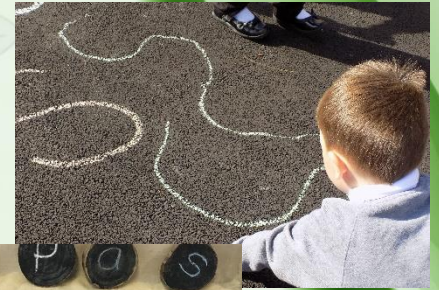
Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

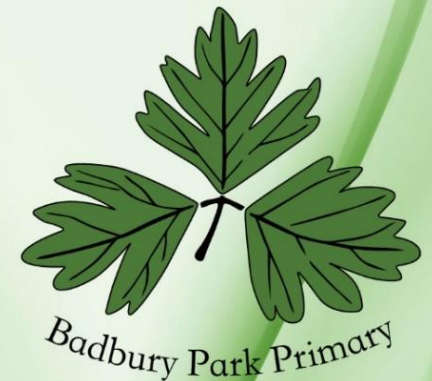
Phonics



We follow the Story Time Phonics scheme underpinned by Twinkl Phonics and use the structure of Letters and Sounds to facilitate the learning. In Year 2 we will rapidly move through recapping all of the sounds learned so far at the beginning of every phonics session and during small group work. Segmenting and blending will still be a focus so that children begin to do this rapidly and automatically to aid with fluent reading. We will also cover the Year 2 spelling curriculum in our phonics lessons for those children who are ready.



In phonics we will be streaming so that those children who still need to revisit some sounds in more depth will have an opportunity to do so during their phonics lesson.



Times tables

Your children will be learning the 2, 5 and 10 times tables.



2 times tables

<https://www.youtube.com/watch?v=9C4EN7mFHck>

5 times tables

<https://www.youtube.com/watch?v=sSmhdRB3v0A&list=PLU00esrkogUnKq4UhdHQrpA4aDWQ0YItQ&index=19>

10 times tables

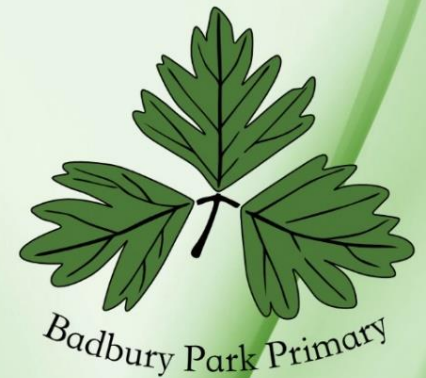
<https://www.youtube.com/watch?v=mWgo3dVTCl4>



The National Curriculum

We provide a broad and balanced curriculum which includes teaching:

- English- grammar, spellings (including phonics), handwriting, reading and writing
- Maths
- Science
- Design Technology
- Art
- Music
- RE
- PE
- PSHE
- History and Geography
- Education for social responsibility (ESR)
- Forest School



Assessments, parents evenings and learning journeys

- Phonics Screening Check in the Summer Term **(for those who need to retake)**
- End of KS1 Assessments (SATs are no longer statutory)
- Parents evenings twice a year.
- Open house three times a year.
- Report cards (PUCS)
- End of year report assessed against the expectations for Year 2

We will also complete ongoing assessments to inform our planning. This may include things like live marking, show of whiteboards, questions and quizzes.



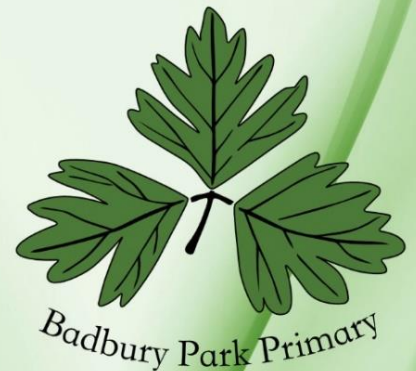
“How was your day?” “Fine!”

- Please remember that your child is at the beginning of their journey in education, you are in it for the long haul but it is important to listen to children and start a dialogue about their days away from you.
- If we listen to the small stuff now, which to them can often feel like big stuff, when they are older children and it really is big stuff, they have built up a trusting relationship with you and will be in the habit of telling you things that are important to them.

Ideas of questions to ask your children...

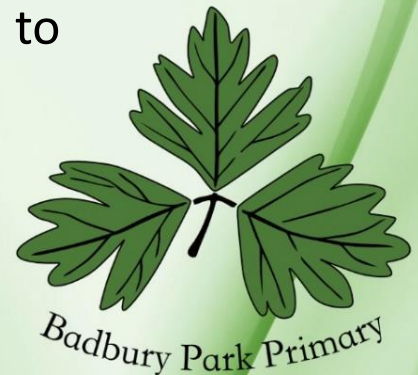
- What did your friend tell you that you did not know before?
- Who did you sit next to at lunch?
- Who was the first person you smiled at?
- Who made you laugh?
- What was your favourite moment from today?
- What did you find easy and what did you find hard?

Also be ready to share some of your day too.



If things aren't going so well.....

- Please do come and talk to us.
In the morning, it can be busy, but if it is urgent, please let us or the office know. You can make an appointment through the office if you need more time to discuss an issue. They have access to our diaries and also can pass a message on.
- Please speak to your child's class teacher first, as we work with your child everyday. If the class teacher is not available please speak to Mrs Debono as the KS1 lead.
- If you continue to have concerns you can then, after speaking to the class teacher and Mrs Debono, speak to Mrs Dance. We have a formal complaints policy on our website.
- Please email, telephone or tell us if there is anything we need to know about your child or any change of circumstances.



Other notices:

First aid:

- We will notify you of a head injury or if we feel your child needs to be collected, as stated in our policy.
- You will receive notification to your mobile phone if first aid has been given to your child.
- If no first aid was given to a child you will not receive a notification.

Communication:

- All important information is in the newsletter. Please make sure you read this as it will inform you of important dates that you need to be aware of.



Please email us questions...

We would like all of our parents to know that we are always here and ready to support you, so please ask if you aren't sure or something isn't quite working.

We are here to help!

If you have any questions, please email them into admin.



Safeguarding

We aim to promote wellbeing and maintain a safe, secure and caring environment where everyone is treated with respect.

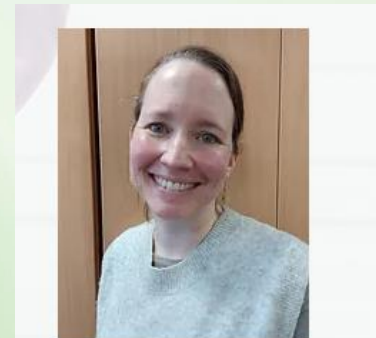
If you have any concerns about a child, please report it to **Mrs L Dance** as the designated safeguarding lead. You can also report your concerns to **Mrs Christmas, Mrs Debono or Mrs Tkocz** if Mrs Dance is not available.



Mrs Louise Dance



Mrs Eleanor Christmas



Mrs Michelle Tkocz
Sudbury Park Primary