

Welcome to Year Two



Year Two team

Teachers

Lions

Mrs Thorne
Miss White



Leopards

Miss Taylor



Tigers

Miss Woodman



Panthers

Mrs Robertshaw



Teaching Assistants/HLTAs and key adults

Mrs Finney
Miss Plunkett

Mrs Bradley
Miss Guppy

Mrs Gailor

Mrs Lewis
Mrs Guite

Miss Davison



Home School Links



We value your support!

- Volunteer to help on school trips
- Become a parent helper/reading volunteer (see Mrs Watson)
- Join the Parent Support Group (see the office/ email: PATCH@teachpoole.com)

We want to support you too!

- Surgeries after school
- Parents consultation evenings (twice a year) Autumn and Summer Term
- School website
- Pastoral Care Worker - Mrs Lippitt

SENCO

At CHIS, our SENCO is: Mrs Hardwicke. However, from October half term, Mrs Hardwicke will be going on maternity leave and so Miss White will be working as our SENCO.

What have we done to help the children settle into Year 2?

- ✓ New timetable for the first week back to include Growth Mindset activities and circle time
- ✓ Opportunities for teachers to get to know the children
- ✓ Same class systems designed to encourage independence as in Year 1



Rights Respecting

- Awarded Gold level
- Children are taught from EYFS about their rights
- Awarded Gold level in the All Together Anti-Bullying Programme – we do a lot in school to support this



Assessment



In every year group, the children are regularly assessed.
This informs the planning of the next step in their learning.

They are being assessed in terms of meeting Age Related Expectations (ARE) and we have regular informal assessment points throughout the year.

Integrated Curriculum



Making learning purposeful and relevant

Working towards an outcome

- ✓ Sparkly Starters, Fab Finishes
- ✓ Link objectives from different subjects
- ✓ English and Maths linked to topic lessons where possible
- ✓ All areas of curriculum covered in an interesting way
- ✓ Each topic focuses on a particular subject – Science, History, Geography

Year 2 Topics



Autumn Term

Art Attack
(1 to 2 weeks)

Globetrotters
(5 weeks)

Dazzling Dahl
(6 weeks)

Sleigh Bells Ring!
(1 weeks)

Spring Term

Who's Afraid of the Big

Bad Wolf?
(7 weeks)

Fire, Fire!
(6 weeks)

Summer Term

Superheroes to the

Rescue!
(6 weeks)

Where the Wild Things
Are
(6 weeks)

Lots of transition
activities in this topic too!

Daily Timetable



- ✓ Mile a Day or handwriting first thing in the morning
- ✓ English and Maths sessions daily
- ✓ Phonics sessions in set groups daily
- ✓ Reading daily (begin with carousel and then progress onto whole class)
- ✓ Handwriting three/four times a week-cursive, all aim to be joiners by the end of the year
- ✓ Cont. to next slide...

Daily Timetable



- ✓ Cont...
- ✓ Science lesson taught once a week
- ✓ Other subjects- Art, DT, History and Geography are taught in detail to ensure in-depth curriculum coverage
- ✓ ICT, Religion and Worldviews, PSHE, library (every other week) PE and Outdoor Games are taught as stand alone lessons, (once a week). In the first term, we will also have Premier Sports to teach the children and for staff CPD
- ✓ At the end of the day, the children will wait in their classrooms for parents/guardians to collect by their classroom door. Each class will be labelled with their class character. Leopards will leave via the base door so adults will need to wait in the Year 2 playground

Art Attack 1 to 2 weeks



Purpose - Creative transition topic

Hook - Producing an 'Art Attack' special hot-air balloon

Outcome – Art Exhibition

English - Poetry and Colours

Maths - Place value

Topic - *Art focus* - To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

PE/Outdoor games –Fitness/fundamentals

Computing – Online Safety

PSHE - 'Being me in my world'

RE- Christianity

Globetrotters - 5 weeks



Purpose - To learn about Poole, other countries, focus: Kenya

Hook - Local walk around Canford Heath and completing the Cockle Trail walk to learn about Poole

Outcome - Write a letter

English - Text-'Lila and the Secret of Rain', focus on diary writing and writing a non-chronological report about Kenya

Topic - *Geography focus* - 7 continents, compare/contrast Kenya with Poole and will look at human and physical features

Science focus - habitats of animals and living/dead things

History focus - lives of significant people - Harry Paye

PE/ Outdoor Games - African dance/fitness and fundamentals

Computing - Coding

Maths - Place value, addition and subtraction

PSHE - 'Being me in my world'

Religion and Worldviews - Christianity

PE and Outdoor Games



PE and Outdoor Games

Lions: Monday and Tuesday

Leopards: Tuesday and Wednesday

Tigers: Monday and Thursday

Panthers: Thursday and Friday

**ALL PE KIT WILL BE TAKEN HOME AT THE END
OF EVERY HALF TERM TO BE WASHED.**

- No earrings on PE/Outdoor Games days – children will either have to learn to take them out themselves or remove at home.
 - All clothes labelled
- Appropriate clothing and footwear for all weathers including tracksuits for the winter
 - Long hair tied back
 - Trainers not plimsolls.

Handwriting



-Whole school focus on cursive handwriting

-Discrete handwriting lessons three/four times a week

-Celebrate handwriting with each class having a handwriter of the week where a certificate and sticker are given out

-Special pencils for outstanding handwriting

Home Learning



✓ Weekly

- Reading (daily)
- Spellings (weekly)
- Maths and English - linked to the learning in class

✓ Home Learning

- Information text, story, creative activity or research linked to the topic
- Children can choose what to do and how to present it
- Displayed and shared with the class

Most importantly, HAVE FUN!

Spelling



Practising spellings will enable children to become more fluent writers

Initially, not all groups will receive spellings. However, as children gain confidence in their set then everyone will be set weekly spellings and a spelling quiz at the end of the week.

Fantastic events we do in Year 2:

- ✓ Walk around the local area/Poole Quay
- ✓ Dazzling Dahl coffee morning
- ✓ Great Fire of London drama day
- ✓ Making bread and Great Fire of London exhibition
- ✓ Storyteller with a music element
- ✓ Trip to Moors Valley
- ✓ Leavers Assembly

...and many more to follow!



Dress up days:



- ✓ Roald Dahl character
- ✓ Sponsored read week- Julia Donaldson Character
- ✓ World Book Day
- ✓ Fire Fire – Great Fire of London
- ✓ Superhero character
- ✓ When I grow up day

How do we support your child's reading?



- ✓ Reading with adults in school (initially twice a week in school)
- ✓ School policy is an expectation that the children read at least 3 times a week at home and will have reading opportunities on a Friday if this is not met
- ✓ Usually a more challenging text will be read in school than the one sent home
- ✓ Guided Reading/whole class sessions with a comprehension focus
- ✓ Focus on phonics - sounding out and blending
- ✓ All 1:1 reading has a focus on helping children to use their phonics and to not rely on the pictures

How do we support your child's reading?



- ✓ We encourage reading for enjoyment, this means a child can read a book a few times if they particularly love it
- ✓ Regular use of library and taking books home
- ✓ Celebrating reading successes – Star Time/stickers for reader of the week (effort and improvement)
- ✓ Children responsible for changing home reading books (Monday and Friday)
- ✓ Some children will have phonic word cards sent home
- ✓ Little reading library in playground

How can you support your child's reading?



Reading is key to all learning

'The best writers are always readers' Pie Corbett

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

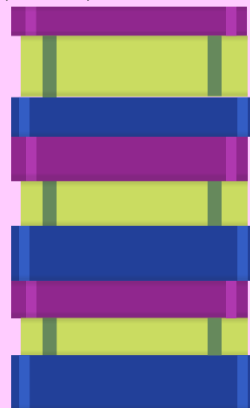
Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

Student "C"
reads **1 minute**
each day

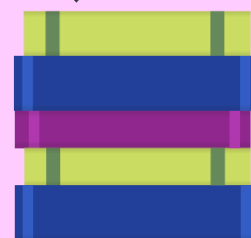
180 minutes in
a school year

1,800,000 words



90th percentile

282,000 words



50th percentile

8,000 words



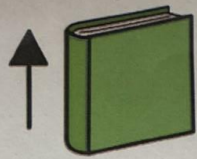
10th percentile

Regular Reading

How can you support your child's reading?



Strategies to help with reading



Hold the book the correct way.



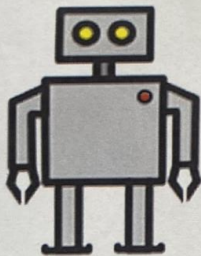
Turn the pages right to left.



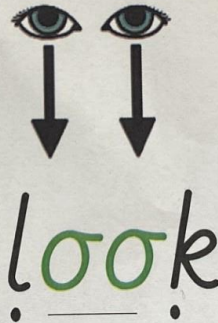
Use your pointing finger.



Sound out words carefully.



Use robot arms to help you blend.



Look for the graphemes you know.



Break up longer words - covering with your hand.

How can you support your child's reading?



We love Maths!



Creating Confident Mathematicians!

- **Practise:** number bonds to 10, 20 and 100, doubling and halving numbers to 10 and 20, times tables, adding and subtracting, mental maths skills, telling the time, basic 2D/3D shapes and TT Rockstars

- **Play games:** Snakes and Ladders, Bingo, Dominoes, Monopoly
- **Real-life:** money, shopping, cooking, time, counting
- **Computer games** – Education City
- Maths workshop later in the year

Our expectations



- ✓ Behaviour Reward system - concentration, effort, quality of work produced
- ✓ Stickers - Rights Respecting role models
- ✓ Rainbow/Sunshine - following Classroom Charter (peg system)
- ✓ Cloud- missing minutes of Sparkle Time/time with a senior leader
- ✓ Extra special reward/postcards sent home for those who are consistently a good role model or who those who have done something extra special. Including Golden Certificates and Purple Certificates (values)

School Charter



We have the right to:

- ✓ Play and learn
- ✓ Share our views
- ✓ Be safe
- ✓ Respect and dignity

Plus lots more that the children will suggest through using our articles linked to our topics

Growth Mindset



What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

School Uniform



Please can we remind you that all children should be wearing the correct school uniform:

- All jumpers and cardigans should have the school logo on
- All children should have sensible shoes not trainers or slip-on shoes
- If any bows are worn to school then they need to be grey, black, white or purple and **small in size**
- Trainers not plimsolls for PE/games
- Long hair tied back

Attendance



- Being in school is important for your child's:
 - Achievement
 - Wellbeing
 - Wider development
-
- Primary school children in KS2 who did not achieve EXS for reading, writing and maths missed on average 4 more days per school year than those whose performance exceeded the expected standard (2019).

Reminders...



Please can we be made aware that we have a child with a severe nut allergy in Year 2 – everyone please be mindful to wash hands thoroughly if handling nuts and to avoid products with nuts in lunchboxes etc.

Reminders...



Please can we ask that if your child does cycle or scoot to school that they wear a helmet – safety is of utmost importance to us all.

Don't forget each day: water bottles and Reading
Records

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Thank you for coming!
Please come and visit us in
your child's new classroom

