

# Welcome to Year 2

Miss Hayward and Mrs Smith



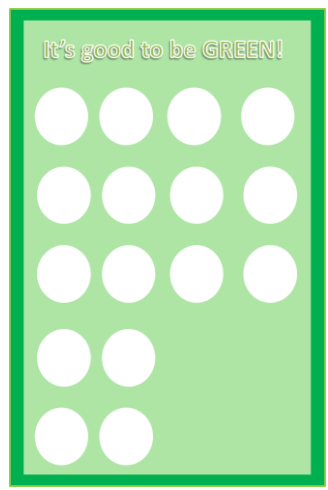
Beech  
Class

**If I make the choice to ...**

- ☑ Be honest
- ☑ Speak politely to all adults
  - ☑ Look after property
  - ☑ Listen carefully
- ☑ Be kind and behave in a friendly way
- ☑ Work to the best of my ability

**WELL DONE!**

- ☑ I will receive positive praise
- ☑ I might share my learning with a member of SLT
- ☑ I might have my behaviour recognised in Celebration Assembly
- ☑ I might receive a privilege



**If I make the choice to...**

- Leave my seat unnecessarily...
  - Call out...
  - Distract others...
- Not listen to my teacher, TA or other children...
  - Argue with other children...
  - Be unkind to others...

**I will receive an 'in class consequence':**

- I might be given a gentle reminder about Green Behaviours
- I might be told to change my seat or table
- I might have a 5 minute time out in class
  - I might spend 5 minutes of my playtime with my teacher completing missed learning

**If I make the choice to...**

- Continue to show disruptive behaviour after an 'in class consequence'...
- Refuse to follow the instructions of an adult...
  - Throw, misuse or break equipment...
- Be rude to an adult or answer back...

**I will receive an 'out of class consequence' and my parents will be informed by my teacher:**

- I might be sent to a member of SLT for 15 minutes to continue with learning
- I might lose half of my lunchtime with a member of SLT

**If I make the choice to...**

- Continue to show disruptive behaviour after an 'out of class consequence' ...
- Intentionally fight with or injure another pupil...
  - Refuse a member of SLT ...
- Deliberately damage school property
- Endanger myself or others with my behaviour...
- Swear or use racist or abusive language
  - Speak aggressively to staff...
- Physically hurt a member of staff...
- Leave school premises without permission...

**I will be sent to the Headteacher or Deputy Headteacher and they will inform my parents...**

- I might lose all of my lunchtime with Deputy or Headteacher
  - I might lose a privilege
- I might be internally isolated in the Headteacher's office for a morning or afternoon
- I might be internally isolated in the Headteacher's office for a whole day
- I might be excluded from school for a fixed period

Our pupil reward system remains the same! The children return to school on green each day and can also go 'above and beyond' and earn a gold sticker!

In Year 2, Pupils also have the opportunity to earn golden time which is on Friday afternoon.

# School Uniform

- In Beech Class, PE is currently on a **Tuesday and Friday**: Children are asked to come into school wearing full PE kit on these days.
  - PE kit is a white top, black shorts or trousers and a black jacket.
  - Children are asked to come into school wearing full PE kit on these days.
- Children are not permitted to wear jewellery, make up or nail varnish; this includes non-school uniform days.
  - If any child comes into class with either they will be asked to remove it.
- Pupils must wear black school shoes with the exception of PE days.
- Hair accessories should be green, white or black.
- If your child has pierced ears they may wear one pair of small, plain studs.
  - If they are unable to remove their earrings, please sign a PE consent form at the office.
- Watches can be worn but pupils may be asked to remove these if they are causing a distraction. Smart watches should not be able to receive messages.
- **Please** name all uniform and kit.

# Term 1 Timetable:

	8.35 – 9.00	9.00- 9.45	9.45-10.30	10.30 - 10.45	10.45- 11.15	11.15 - 12.00	12.00 -1.00	1.00-2.00	2.00- 2.15	2.15-3.20		
Monday	Early Morning Work	Phonics groups and RWI spelling	English	Break	Class Novel and Handwriting	Maths	Lunch	Maths fluency	Enquiry	Break	Enquiry	Spelling
Tuesday			English			Maths			PSHE		PE	
Wednesday			English			Maths			Music (PPA)		Enquiry or Science	
Thursday			Maths			Art (PPA)			Computing		Science	
Friday			English			Maths			PE		Golden Time	

# English in Year 2

Daily English and Maths lessons

Daily Phonics/Spelling lessons

## Key Focuses:

- Children will be assessed for phonics groups at the start of term. If they are secure with their sounds for phonics, they will complete a mixture of reading and spelling tasks.
- We use a scheme which applies the sounds learned in phonics to spelling rules.
- Pupils will be encouraged to write for a range of purposes and audiences and they will use similar writing as models for their own.
- Where possible, writing will be linked to enquiry work and will be based on a text, picture book or short film.
- Children will continue to be taught to edit their work and propose changes to vocabulary, grammar and punctuation to enhance their writing.
- We will continue to have regular story time, and there will be some whole class reading sessions, where the whole class are exposed to high level texts and questions across the VIPER skills.
- Handwriting will be taught to ensure pupils are writing legibly and fluently.



# English in Year 2

## Key Authors, Texts and Film Clips:

	English Focus	Class Text
Term 1	Adventures in flight	Emma Jane's Aeroplane A cloudy lesson (film clip)
Term 2	Hibernation Traditional Tales	Winter's Sleep Little Red Riding Hood
Term 3	Monarchs and castles	George and the Dragon
Term 4	Great Fire of London	The Great Fire of London (this is a non-fiction text)
Term 5	Animals and survival	The Owl who was afraid of the dark
Term 6	Comparing and understanding lifestyles	Paddington Bear

# GPS in Year 2

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i> (A fuller list of <b>suffixes</b> can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
<b>Terminology for pupils</b>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

# Maths in Year 2

## Pupils are expected to –

- Read and write numbers to 100, understanding their place value
  - This includes counting in steps of 2, 3, 5 and 10, and estimate numbers on a number line
- Add and subtract using 1- and 2-digit numbers: mentally, practically and in written form.
  - Children should continue to practise number bonds to 10, 20 and 100
- Learn multiplication and division facts for 2, 5 and 10 times table.
- Recognise, find, name and write  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or a quantity.
- Use coins to make amounts of money
- Tell the time to the nearest 5 minutes
- Identify, name and describe properties of 2D and 3D shapes
- Interpret and construct simple graphs, and ask and answer questions about their data

Maths lesson will not have set table groups as the focus is on moving children on through the lesson. They could be working independently, working in pairs, in teacher-led groups or in a 1:1 capacity.



# Enquiry in Year 2

	Subject	Focus
Term 1	RE History Science WSE- English	Who is a Muslim and what do they believe? Transport Living things and their habitats
Term 2	RE Geography Science	Who is Jewish and what do they believe? Continents and Oceans <b>Fieldwork</b> Living things and their habitats
Term 3	WSE- STEM Geography Science	Castles Materials
Term 4	History Science RE	The Great Fire of London Plants How and why do we celebrate special and sacred times?
Term 5 <b>Forest School</b>	History Science RE	The Great Fire of London (continued) Living thing and their habitats, and animals including humans What can we learn from sacred texts?
Term 6	Geography Science WSE-Sports Week RE	Human and Physical geography of the UK and Peru Animals including humans How should we care for others and the world, and why does it matter?

# Home Learning

Develop a love of reading (CURIOSITY)	Weekly Class Homework Tasks (COLLABORATION)	Ongoing Independent Tasks (INNOVATION)	Timestables Expectation for Year Group (INDEPENDENCE)
Daily Reading –10mins x 5 <ul style="list-style-type: none"><li>• Book Band Reading</li><li>• Library Books</li></ul>	Spelling words	IXL maths TTRockstars Ongoing research	Practice 2, 5 and 10 times tables. We learn our 3s in Term 6.

## Reading prize:

Every time your child reads, and has their record signed, they will be entered into the prize pot for the 'special reading treat'. This involves them bringing home a library book of their choice, and they will have a hot chocolate sachet to enjoy while reading their special book. The more times your child reads, the more likely it is that they win.


# Assessment

- Regular arithmetic quizzes
- Termly spelling quiz
- If following the spelling programme:- weekly speed spell
- Children will take part in short quizzes and exercises to measure their understanding of skills previously learnt to determine starting points.
- Short quizzes and exercises will also be used to assess pupils understanding of learning throughout the year.
- KS1 SATS will now not be taken.

## If you have any concerns...

- Come and talk to us straight away. There will be staff on the gates at the beginning and end of school everyday.
- If your issue is urgent, please make a telephone appointment to speak to me or another member of the Senior Leadership Team.
- Please also feel free to speak to Mrs. Baksh (SENDCo) or Mrs. Palmer (FLO), who are available throughout the day.
- Any messages given at the gates will be passed to teachers during registration.





We think for ourselves

We share our ideas and support our peers

Thank you for your time.

Any questions? Please make an appointment:

0300 065 8430

<http://www.senacre-wood.kent.sch.uk/>

We reflect on our learning

at Senacre  
Wood...

We create and innovate