

Welcome to Year 2!



The Year 2 team

Class Teacher –
Mrs C Fell

Teaching Assistants –
Mrs Stancombe



Creative Curriculum



In Year 2 I have developed an exciting programme of study where we follow a creative approach to teaching.

I have tried to link up our subjects in order to link learning and make it more meaningful.

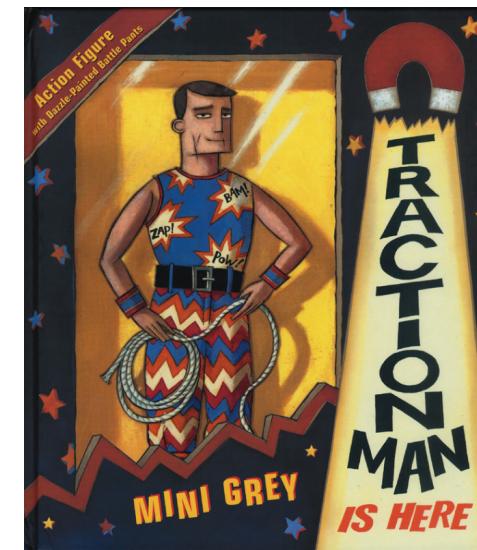
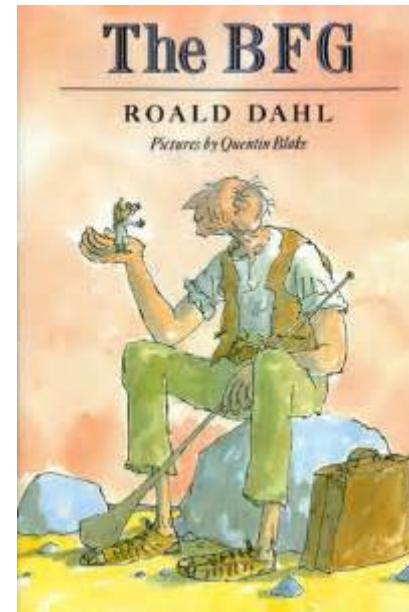
In order to bring learning to life I have also arranged creative and exciting, 'WOW days' to bring the topic to life.



Autumn 1 - Heroes and Villains!

This is a fantastic topic where the children will explore the different types of characters within a range of texts. We will be reading texts such as 'Traction Man' by Mini Grey and 'The BFG' by Roald Dahl.

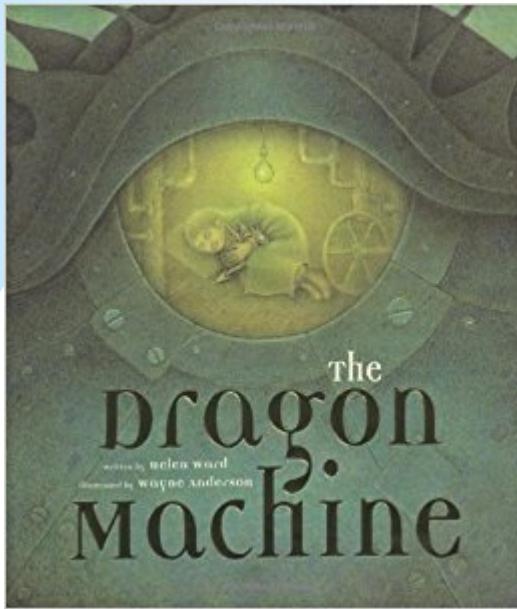
We will be creating our very own superheroes and villains!



Wow day: The Roald Dahl Museum

Autumn 2 - Fire! Fire!

We will be using lots of different texts linked to Dragons in our English lessons. We will also be learning about materials changing state and ‘The Great Fire of London’ in our Topic lessons.



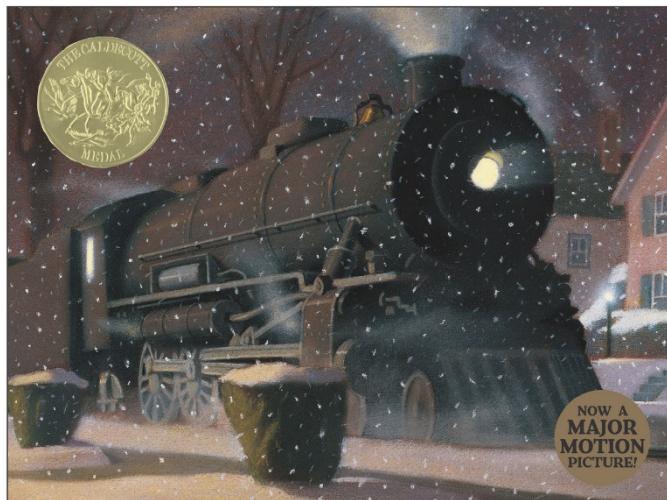
Wow day: Pudding Lane Bakery Sale

Key Stage 1/ EYFS Panto Visit

Spring 1: The Freezer

We will be learning about winter poetry and the life cycle of different animals. We will be reading wintery texts in English including 'The Polar Express'. We will also be learning to read maps during our time at Forest School.

THE POLAR EXPRESS

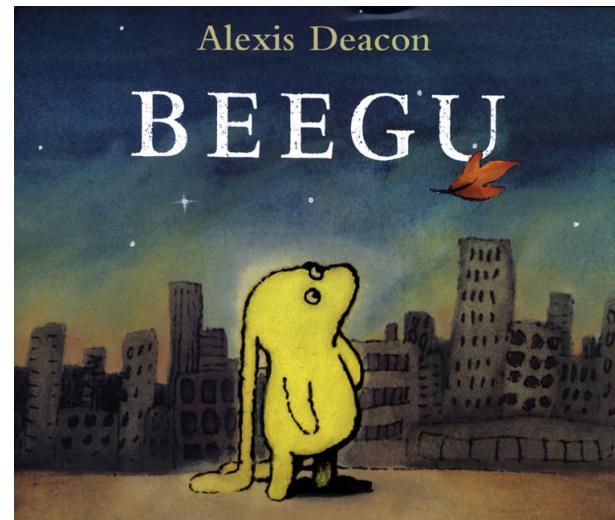


Wow day: Visit to The Story Museum in Oxford

Forest School – Wednesday 10th January

Spring 2: To Infinity and Beyond!

A very exciting topic linked to space. We will be learning about writing information texts about space, as well as letters and newspapers. We will also be learning about the four countries which make up the United Kingdom.

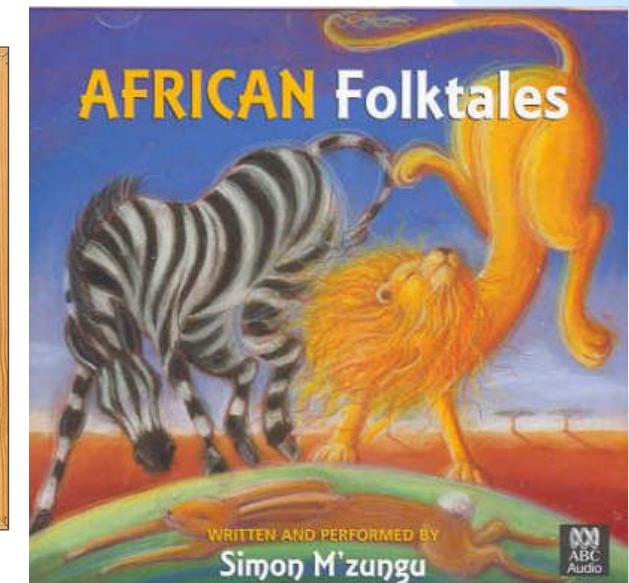
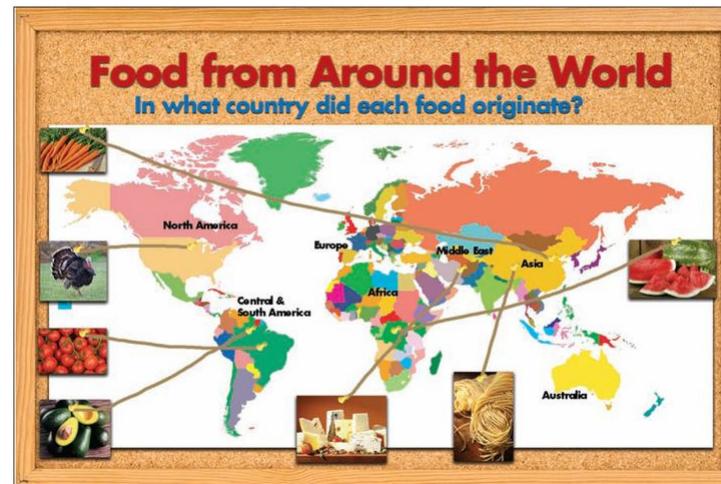
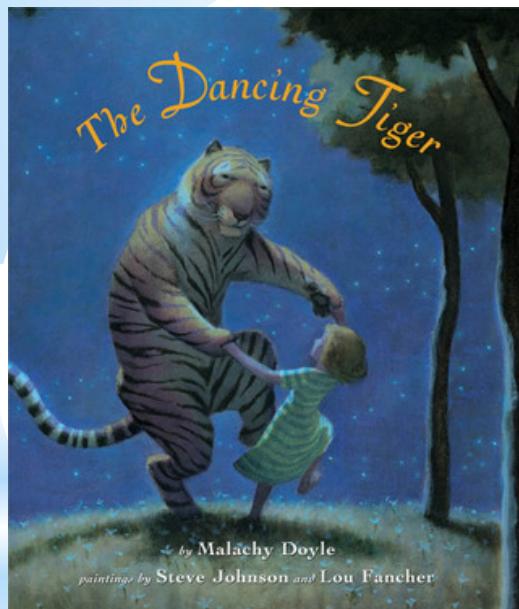


Wow day: Space Day!

Summer 1 -Globe Trotters

We will be learning about texts from other cultures this half term. We will be reading a range of African folktales and the tradition of passing stories on orally.

We will be learning about food from around the world in Topic and using the technique of printing in Art to make patterns.

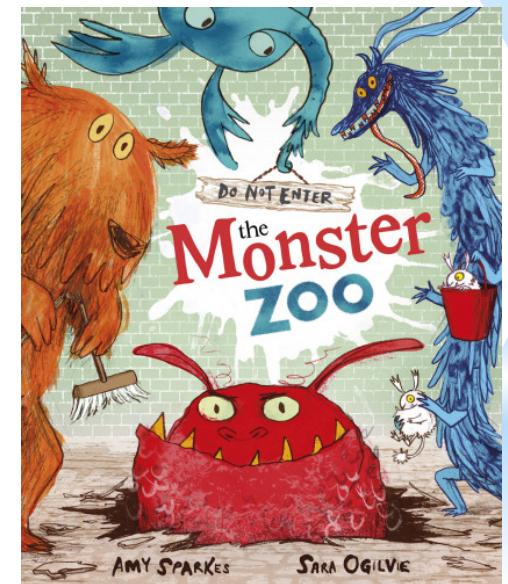
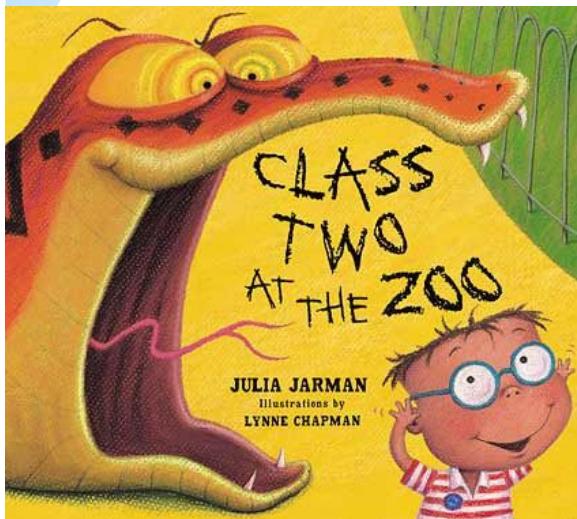


Wow day: Africa Day

Summer 2 - Into the Wild!

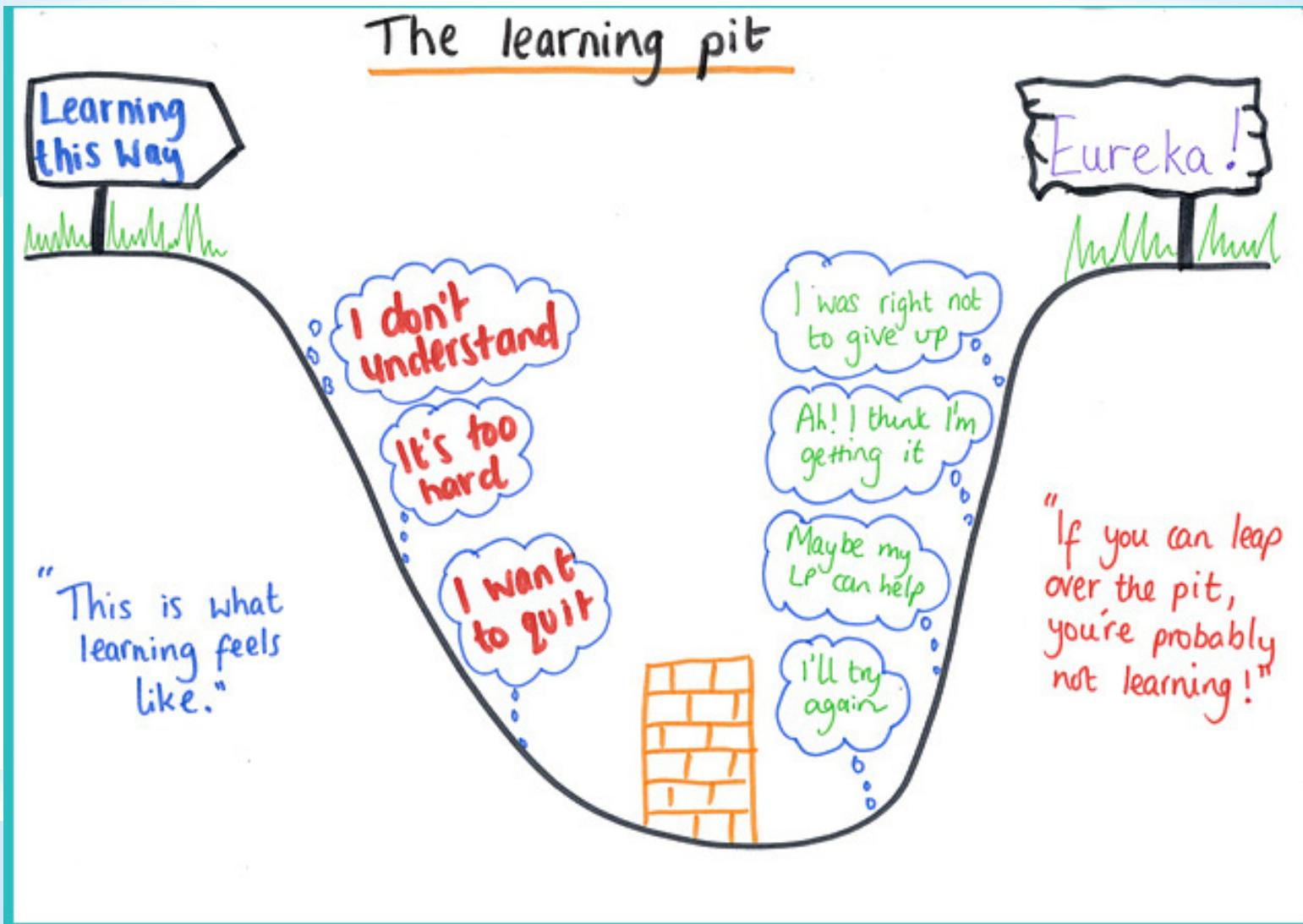
We will be learning all about the rainforests. We will be investigating the habitats of different animals.

We will be making yummy fruit smoothies in our D & T lessons thinking about what fruits we may find in the rainforests.



Wow day: Cotswold Zoo

The Learning Dip





"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged" "I can either do it or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"

Handwriting Letter-join

- We will continue to focus on handwriting this year.
- As a school we have purchased the '**Letter join**' handwriting scheme.
- 'Letter join' meets the requirements for handwriting stated in the new 2014 National Curriculum framework document.
- Please use the website to support your child in forming their letters accurately. A letter will be sent out to all parents following this meeting.
- Cursive writing helps children write quickly.
- Children who write quickly generally get more words on the paper and produce better quality content.
- Cursive writing also helps with spelling as you develop a muscle memory of the movements of each word.'

Behaviour and rewards

In Class 2 I encourage and reward **good choices and effort** through **positive behaviour strategies** e.g.:

- * Pom Pom jar
- * Raffle tickets
- * Wow wall
- * Weekly certificates in assembly

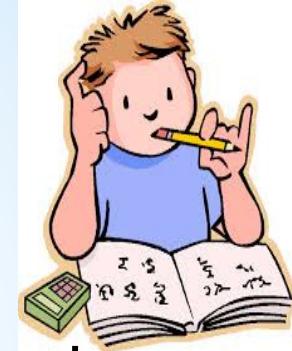


If children need to be reminded about their behaviour they may be given:

- * 1. A verbal warning
- * 2. A second warning
- * 3. 5 minutes 'Playtime payback' in classroom with the teacher.

This is in line with our Behaviour policy at Stone C of E School.

Homework

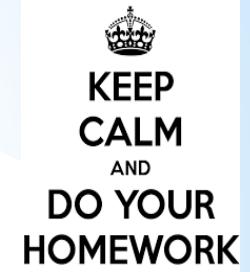


- Homework will be parent mailed out on a **Friday** and will be due back the following **Wednesday**.
- Each week you will be emailed an **information sheet** that will explain what the children will need to do for homework that week.
- The children will have **one homework book**.
- Homework will **follow on** from what we have been learning about in class or revisit areas in order to consolidate learning.

* In Year 2 they will receive an **English/Topic task** and a **Maths task** each week.

Examples of the **English task** could include:

- a written task
- presentation to prepare/poem to learn etc.



* They will also be given a **Maths task** which will relate to what we have been learning about in class **or an online Sumdog task**.

* Please encourage your children to get into a **good routine** to complete their homework as independently as possible and at the same standard as their classwork.

READING
is to the
MIND
what
exercise
is to the **BODY.**

Sir Richard Steele



*Dream Big
READ!

Reading

- * Children in Year 2 are expected to read **at least 3 times a week** to an adult as part of their homework routine.
- * This should be recorded in **Reading Records**.
- * Comprehension is just as important as fluency and we encourage you to ask your children questions about what they are reading.
- * In Year 2 we will listen to your child read aloud either as part of a small group session or in a whole class guided reading session.

Reading at home



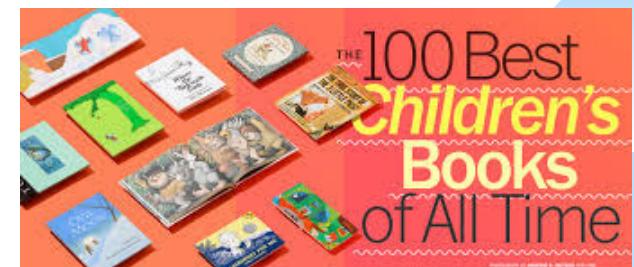
- As a class, we will visit our school **library once a week on a Monday**. In this time, the teacher or teaching assistant will be supporting the children in selecting appropriate books.
- Each week your child will bring home a library book in addition to their book band books.
- Towards the end of Year 2, some children may be ready to become 'Free Readers'.
- Once they have completed the **grey scheme books**, they will be considered 'Free readers' and will be expected to read a book of their own choice at home.

How to help your child choose great literature...

- Visit your local library or bookshop. Talk to the librarians or book sellers about great new books for your child to read.

Here are some super websites to guide you in helping your child to choose great literature:

- www.love4reading.com
- www.whonextguide.co.uk - simply type in your library card number to make use of this site.



Parent volunteers



- We would love your support in **listening to children read** regularly during the school day. Please see the office staff if you are able to support us with this.
- We are hoping to **open the library at lunch times** again this year so that the children can change their books more regularly. If you have an hour to spare, once a week, please see Mrs Stewart or let me know and I will ask her to contact you.



National Curriculum Targets



- In order for your child to understand what their next steps are, they will be given a target sheet which will be stuck into the back of their English/Topic and Maths books.
- Over the next few weeks we will be getting to know your children and setting a target for them to work on. Once they have achieved this target, we will then work on the next target.
- At the October Parents' evening you will receive a copy of their **personal targets** and ways to help your child achieve them.

TARGET:**Writing**

Pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

1. demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
2. using sentences with different forms in their writing (statements, questions, exclamations and commands)
3. using some expanded noun phrases to describe and specify e.g. *the blue butterfly, plain flour, the man in the moon*
4. using present and past tense mostly correctly and consistently
5. using co-ordination (or / and / but) and some subordination (when / if / that / because)
6. segmenting spoken words into phonemes (sounds) and representing these by graphemes (writing), spelling many correctly
7. spelling many common exception words (as above)
8. spelling some words with contracted forms*
9. adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly*

In handwriting

10. using the diagonal and horizontal strokes needed to join letters in some of their writing
11. writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
12. using spacing between words that reflects the size of the letters.

Working at greater depth within the expected standard in writing

The pupil can write for different purposes, after discussion with the teacher:

13. using the full range of punctuation taught at key stage 1 mostly correctly i.e. Separation of words with spaces, capital letters including for names and personal pronoun I, full stops, question marks and exclamation marks, commas to separate items in a list, apostrophes to mark where letters are missing in spelling (e.g. I'll) and to mark singular possession in nouns(e.g. *the girl's name*)
14. spelling most common exception words (as above)
15. spelling most words with contracted forms, e.g. I'm, I'll, we'll, can't, didn't, hasn't, couldn't, it's
16. adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly*
17. using the diagonal and horizontal strokes needed to join letters in most of their writing.

In order to reach the 'Age Related Expectations' at the end of the year your child will need to have achieved all of the key targets.



We will be sending out a copy of the key targets, for Writing, Reading and Maths this year, with all the information covered in this meeting in a Parentmail tomorrow so that you have a clear idea of the expectations for the core subjects and what key objectives your child will need to achieve in order to reach Age Related Expectations.

Any questions?