



Welcome to

Meet the Teacher.....



Year Two

Welcome to Key Stage One



Our department now consists of four classes:

Year One Blue – Mrs Best (Assistant Head - KS1 lead)

Year One Yellow – Miss Yates

Year One Teaching Assistants - Mrs Flaherty and Mrs Heath

Year Two Blue – Mrs Weatherhead (Maths Lead)

Year Two Yellow Miss Stirrup

Year Two Teaching Assistants – Miss O'Rourke and Mrs Eccles



Year 2 Staff




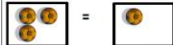





What will my child be learning in Maths in Year 2?



- In maths we develop the children's fluency, reasoning and problem-solving skills in the age appropriate learning objectives. National Curriculum objectives are available on the school website and on our half termly topic webs.
- We use the White Rose Maths schemes of learning to break down the national curriculum learning objectives. Within this there is an emphasis on concrete and visual resources to support the children's mathematical development.
- Calculation Policy – we have been working on the school calculation policy which can be found on the school website under policies. This reinforces the concrete, visual and abstract.



- We make maths fun, practical and meaningful.

| <u>Addition</u> | | <u>Vocabulary</u> NB.Hundreds/Tens/Ones | | number bonds, number line, add, more, plus, make, sum, total, altogether, double, how many more?, column addition, partition, counting on, efficient method, order of operations, increase | |
|--|--|---|--|--|--|
| Objective and Strategies | Concrete | Pictorial | Abstract | | |
| Introduction of the = sign/develop understanding of 'equals'. | Introduce the = sign and start with examples like $5 = 5$ using different objects.  Use a balance to illustrate. | Use the = sign in different places in pictorial problems – sometimes have the total box at the beginning. For example, draw how many more you need to make the sets equal.  | Use the = sign in different places. For example $3 = 2 + 1$ $1 + 2 = 3$ – throughout EY-KS1 and KS2. - missing number problems are introduced in Year 1. For example, $3 + ? = 5$ | | |
| Combining two or more parts to make a 'whole'. Horizontal recording of an addition calculation. | Use different objects – toys/cubes/stones/shells etc. to combine two or more groups and develop the language of addition e.g. how many more? / How many altogether? / What is my total? Place the = sign in different places.  $5 + 1 = 6$ start to relate to the calculation  $3 + 2 = 5$ Missing number problems –  $6 + ? = 10$ Children count out 6 cubes – how many more do I need to have 10 in total? | Word problems e.g. "You have five apples and I have three apples. How many apples altogether?"  $5 + 3 = 8$ Initially, record how many in each set, then complete the calculation. Children/adult draw the apples.  $6 + ? = 10$ Draw 6 circles – how many more do I need to make 10? | Word problems e.g. "You have five apples and I have three apples. How many apples altogether?" Introduce the symbols $3 + 2 =$ Note: children can still draw their own pictures if needed or use fingers – but will count all objects. Matching games / loop games. Missing number problems solved using fingers. | | |

What will my child be learning in Maths in Year 2?



| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--------|---|--------|---|---|---|---|---|--------|--|-----------------------------|--------------------------|-----------------------------------|
| Autumn | <u>Number</u> Place Value | | | <u>Number</u> Addition and Subtraction (Steps 1 -12) | | | <u>Measurement</u> Time | | <u>Geometry:</u> Properties of Shape | | <u>Statistics</u> | |
| Spring | <u>Number</u> Addition and Subtraction (Step 13 – end of block) | | | <u>Measurement</u> Money | | <u>Number</u> Multiplication and Division | | | | | | <u>Number</u> Fractions |
| Summer | <u>Number</u> Fractions (Potentially spend another week on this depending on cohort) | | <u>Geometry:</u> Position and Direction | | <u>Measurement-</u> Length and Height | | <u>Measurement –</u> Capacity, Mass and Temperature | | | <u>Consolidation</u> | | |

Phonics-Little Wandle

SSP (systematic, synthetic phonics programme)

Phonics has been taught in schools for many years now. This year the government announced that all schools must use a DFE-approved scheme. In order to be validated the scheme has to fulfil several criteria including:

- providing training for all staff
- ensuring that the reading scheme consists of decodable books which are fully matched to pupil's phonic knowledge

Our school has chosen

Little Wandle Letters and Sounds Revised as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.

Phonics-Little Wandle

SSP (systematic, synthetic phonics programme)

You can find out more about how we will be teaching phonics development (reading and writing) at an information evening which will be held on :

Wednesday 12th October. More information will be sent out at a later date.

How will my child learn to read in Year Two?



Practice Reading Sessions

In addition, to teaching phonics the scheme allows us to teach early reading through fully decodable books which are carefully matched to the children's phonic development. We will continue to read in class within a group however this will be taught over three sessions rather than two. Over these three sessions the children will read the same book allowing the time to practise and develop fluency in their reading. 'Practise makes permanent' – a mantra developed throughout early reading. Each reading session will have a specific focus.

Session One – time to decode and read the books

Session Two – re-read and develop the children's prosody (ability to read fluently and with expression)

Session Three – re-read and develop comprehension of the text read

Breaking the sessions down like this ensures children's working memory isn't overloaded. In addition, it allows children repetitive practise to apply their letters and sounds learnt in the direct phonic sessions.



How will my child learn to read in Year Two?



Reading Books home

Individual books will continue being sent home as stated in the reading letter.

Online E-Book – this book will be the book your child has read in their reading session in school that week. Over the coming weeks we will be sending out details of how you can access these e-books. The books are fully decodable and matched to your child's phonic development, and will enable you to support them throughout their phonic journey.

Independent Book – this book will be fully decodable and is for you to use to practise your child's fluency. You may feel at times it seems 'easy' for your child but please rest assured that your child needs this time to reinforce and practise their reading with the security of a book they can read fluently.

Sharing Book - these books are made up from our other reading scheme books that are not fully decodable. As part of a validated scheme the books children read need to be fully decodable. This has left many books 'redundant'. However, we will be sending these books home as an additional book you can enjoy with your children; please be aware there will be some words they will need support with. We have placed a sticker on these books so you know which book isn't fully decodable.

Reading happens all the time in a classroom – we ask the children to do shared reading; read labels around the classroom; use reading worksheets or word banks which help when the children are doing their work as well as all the games we play in letters and sounds.



How will my child learn to read in Year 2?



- To help with the children's reading comprehension, we use VIPRS Reading Dogs. The dogs assist children in learning different comprehension style questions. Please ask your children about them as they love to talk about them!

Vocabulary Questions



Look for words with the same meaning

Retrieval Questions



Look for key words or phrases in the question and text.

Inference Questions



Use what you know about the text to explain your understanding.

Sequencing Questions



Read the text carefully to put items into the right order.

Predicting Questions



- Work out what might happen next based on what you have already read and what you know about that type of text.

How will my child learn to write in Year 2?



- Year 2 writing- The children will be encouraged to write independently. They will need to make attempts at spelling unfamiliar words using their phonic knowledge and use resources such as dictionaries, word banks and begin to use a thesaurus to use a wider range of vocabulary.
- In Year 2 there is a greater emphasis on grammar and punctuation and written comprehension to supplement comprehension activities through guided reading.
- We look at different genres of text in both reading and writing – looking at their purposes and format.
- Due to the introduction of our new Phonics programme, our aim is to start teaching new Year 2 spelling rules at the beginning of Spring Term. More information will be provided during Autumn term.



What will my child be learning in other subjects in Year 2?

- In KS1 other Curriculum subjects are taught as discrete subjects through a topic.
- This includes: Geography, History, Science, Computing, MfL, Music, RE, PE, Art and DT.
- Please see the next slide for our Yearly Topic Overview.



Year Two Overview

| YEAR TWO | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------|--|--|---|--|--|--|
| Topic | If You Go Down in the Woods... | Town Detectives | All Aboard | | Around the World in Eighty Days | Health Heroes |
| Maths | Place Value Addition and Subtraction Time Properties of Shape Statistics | | Addition and Subtraction Money Multiplication and Division Fractions | | Fractions Position and Direction Length and Height Capacity, Mass and Temperature | |
| Writing Focus | <i>The True Story of The Three Little Pigs.</i> | <i>The High Street – Poetry - Winter</i> | <i>Titanic – Diary Titanic Story</i> | <i>Titanic – Non Chron Poetry - Spring</i> | <i>Mama Panya's Pancakes Instructions Maasai Mara Information Leaflet</i> | <i>Traction Man</i> |
| Science | Where do animals and plants live? | | Which boat floats the longest? | | Do bigger seeds grow into bigger plants? | Do bananas make us run faster? |
| Computing | How can I use the computer safely? | | | What is an algorithm? | | How can I create a presentation with sound? |
| History | | Why did Emmeline Pankhurst and Rosa Parks shock the world? | What was it like to be on the Titanic as a seven-year-old? | | | How has medicine changed since the Birth of the NHS in 1948? |
| Geography | What is it like to live in a city? | | | What makes the United Kingdom unique? | What is it like for a seven-year-old to live in a Maasai Mara Village? | |
| Art | How can we create different tones of colour? (David Hockney) | | Can I make a sculpture out of any material? (Let's Sculpt) | | How can we create a traditional African print? (African Patterns) | |

| | | | | | | |
|----------------|--|--|--|--|--|--|
| D and T | | How do wheels and axles make a vehicle move smoothly? (Vehicles) | | How can we join fabric together? (Puppets) | | What makes a healthy snack? (Dips and Dippers) |
| Music | Hands Feet Heart | Ho Ho Ho | I Wanna Play In A Band | Zootime | Friendship Song | Reflect, Rewind and Replay |
| RE | Who is a Muslim/Jewish and what do they believe? | | What makes some places sacred? Christianity Judaism Islam | | How should we care for the world and why should it matter? All religions | |
| PE | Gymnastics Tennis | Dodgeball Football | Dance Hockey | Badminton Golf | Cricket Athletics | Rounders Athletics |
| PSHCE | Meet Your Brain | Celebrate | Appreciate | Relate | Engage | |
| MFL | Count to 10 and match the word to the number Name some more colours | | Locate Spain on a map Know the capital of Spain | | Name some foods Recite the days of the week | |

Homework in Year 2

Reading at Home – the children are expected to read daily. This only needs to be ten/fifteen minutes a day but it is important it is regular to build up fluency. Book swaps will be every Friday so please ensure your child brings their book bag to school. Whilst we are still refining the way we teach phonics, sharing books will be sent home which are not fully decodable and your child may need some support.

Spellings – More information to follow.

Maths – We will send home a Knowledge Organiser at the start of each unit to inform you how we teach different strategies. Please familiarise yourself with these strategies to help consolidate your child's learning. In addition to this we will be sending home information about the White Rose app which can be used at home free of charge.

How will my child be assessed in Year 2 ?

The children are continually assessed in a variety of ways throughout the school year to inform our planning and teaching.

- In year 2 we do complete the end of KS1 assessments known as SATs. You will receive more information as the year goes by about these as we receive confirmation of the governments plans this year. They will take place during the month of May; however, the tests are devised to support the ongoing teacher assessment in the form of:
 - End of term checks
 - Spelling tests
 - We hold a meeting in February about end of year 2 assessments.

How will my child be rewarded in Year 2?

- In Year 2 we have a behaviour tower where the children can move up the chart for following the Worthington Way (see next slide).
- We have a whole class rewards system where the children can earn ten marbles/emojis for a class prize of their choice.
- All our children are able to collect house points as part of a whole school reward system. Each term has a new 'focus' and the winning house will receive a treat.
- Each week, Mr Searle will announce a winner from each class for a 'Reach for the Highest' Award in assembly. This will be awarded to children who have stood out for effort and behaviour. The certificates have been designed by one of the children in your child's class!



We Only Reach for The Highest

Worthington Way

We are gentle-we don't hurt others

We are kind and helpful-we don't hurt anybody's feelings

We listen-we don't interrupt

We are honest-we don't cover up the truth

We work hard-we don't waste our time or others'

We look after property-we don't waste or damage things

We expect the children to follow the Worthington Way and continue to use positive praise and encouragement in our behaviour strategies. We have class rewards and use the same approach as Reception with our behaviour ladder.

What do I need to remember for Year 2?

PE – Tuesdays and Thursdays. Please come dressed in full PE Kit. The Daily Mile will be completed on a Monday.

Edmodo – This is no longer an active website but we are in the process of finding an alternative sharing website.

Water – Named

Uniform – Full school uniform on days that PE Kit is not worn.

Hair - Must be tied back.

Contacting us – Please email us directly – This is the quickest and most efficient way for us to communicate with you.

Miss Stirrup

ssstirrup@worthingtonprimary.co.uk

Mrs Weatherhead eweatherhead@worthingtonprimary.co.uk



My Happy Mind



My Happy Mind ~ <https://myhappymind.org/>

Last year we introduced a program to all year groups at school called My Happy Mind which is designed to develop the mental wellbeing of children. It is all based around helping children to understand how their brain works and to support them in building resilient, balanced and happy minds and developing positive skills and habits .

To further embed this learning and ensure that you are able to engage in these topics with your child, my Happy Mind has developed a set of resources for parents. These resources can be accessed online on your computer, or through an app on your phone.