



Year 2 Introduction Meeting

September 2023

Aims - To Introduce & Discuss

- ▶ Our team
- ▶ The Year 2 curriculum
- ▶ Assessment
- ▶ Workload and expectations
- ▶ Homework
- ▶ Behaviour
- ▶ Uniform
- ▶ Accelerated Reader
- ▶ Handwriting

Our Team

Yellow Class

Mrs Mugford

Mrs Vella

Mrs Cousins

Turquoise Class

Mrs Lee

Mrs Bright

Mrs Cooper

Year 2 Curriculum

- ▶ End of KS1 - summarises and completes 'infants'
- ▶ English - English, guided reading, spelling, handwriting, GPS
- ▶ Phonics - statutory phonics resit for those who didn't pass in Y1
- ▶ Maths - basic skills leading to focus on problem solving and mastery
- ▶ PE - two lessons each week
- ▶ Other subjects Science, RE, PSHE, computing, humanities, music, art and DT
- ▶ 2023-2024 topics include:
 - ▶ Rule Britannia - history based - Great Fire of London, London now and then, notable Monarchs
 - ▶ Explorers- geography/history based, technological developments over time
 - ▶ What a Wonderful World - science/geography based - the environment, plants and growing

RSE/PSHE

- ▶ RSE- Relationships and sex education in primary schools is now a statutory subject, alongside Health Education. Schools are also advised to provide a relevant, appropriate sex Education curriculum in the UK as part of their whole school PSHE (Personal, Social and Health Education) curriculum.
- ▶ In Primary schools, the government wants the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.
- ▶ In school we use The Medway scheme and an overview can be found on the school website
- ▶ In Year 2 we focus on healthy relationships with peers and adults including online relationships. Children are exposed to vocabulary naming the external genitalia.

Assessment

- ▶ End of KS1 SATs have been removed-still following TAF
- ▶ Teacher assessment - awaiting Government guidance
- ▶ Throughout the year - GAPS/PIRA/PUMA
- ▶ Daily assessment which informs planning

Assessment - Reading

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

* Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

¹ Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. The sources for the reading test are listed in the copyright acknowledgements in published key stage 1 test materials.

² Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.

Assessment - Writing

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form 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.

Assessment - Maths

Working at the expected standard

The pupil can:

- read scales^{*} in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

¹ For example, base 10 apparatus.

² Key number bonds to 10 are: $0+10$, $1 + 9$, $2 + 8$, $3 + 7$, $4 + 6$, $5 + 5$.

* The scale can be in the form of a number line or a practical measuring situation.

Workload & expectations

- ▶ Develop independence - expected to work mostly independently
- ▶ Build on basic skills and begin to apply skills taught
- ▶ Workload is much heavier than Y1 - 'a day in the life'
- ▶ Communication
 - ▶ Text system
 - ▶ Door - quick conversations please!
 - ▶ Appointments
 - ▶ No emails

Homework

- ▶ Children to read 20 mins daily - or as much as possible!
- ▶ Times Table Rockstars (later in the year)
- ▶ Please write in reading diaries every time you hear your child read.
- ▶ Environmental homework is always more valuable to children as they can see how learning works in the 'real world' E.g. Reading door numbers, playing games, writing shopping lists and birthday cards etc.

Behaviour

- ▶ Children are expected to behave in accordance with the school behaviour policy.
- ▶ Rewards for good behaviour can include; house points, praise in front of their peers, reporting to senior staff,
- ▶ Sanctions for unkind/bad behaviour include; name going onto the warning board, missing playtime, informing senior staff and parents being informed.
- ▶ Incomplete work - sometimes we will keep children in during playtime to complete their work for extra 1:1/small group support.

Action	Consequence
Good sitting and listening	House points
Showing respect to all adults	Star of the day
Treating school property with respect	Individual praise
Being polite to visitors	Text sent to parents
Following school rules and class charters	Star of the Week
Being a good role model	
Being kind and a good friend to others	
Not completing school work in the lesson	Complete homework in class during break/lunchtime
Disrespecting a member of staff	Removal of football/astro ticket and stand next to an adult on the playground for 5 mins
Rough play	Stand next to an adult on the playground for 15 mins
	Stand next to an adult on the playground for the whole lunchtime
Throwing food	Isolated lunch
Throwing objects in anger/destruction of school property	Time with a member of the Senior Management Team.
Using offensive language	parents to be informed (text or phone call)
Hitting/punching/kicking/	
spitting/biting	
Throwing objects to intentionally cause harm	Internal exclusion
Physically harming a member of staff	External exclusion

Uniform

- ▶ School uniform only - black shoes (no trainers)
- ▶ Earrings - studs only please!
- ▶ P.E days - no earrings. We can no longer tape ears and therefore your child will not be able to do P.E unless they can remove them.
- ▶ P.E - House colour t-shirt (one colour), black shorts or jogging bottoms, black hoodie or house colour sweatshirt only.

Accelerated Reader

- ▶ Staggered introduction to AR during Autumn Term with all children being put on by January
- ▶ Purpose of scheme
- ▶ Quizzing at home-independently
- ▶ Writing in their diaries - please record the score of the quizzes
- ▶ Letters to follow
- ▶ All links to AR bookfinder and quizzes can be found on your letters, and also below for your reference
- ▶ Log ins are recorded on children's letters.
- ▶ AR Bookfinder: <https://www.arbookfind.co.uk/default.aspx>
- ▶ Quiz access: <https://ukhosted84.renlearn.co.uk/2231238>
- ▶ We recommend saving these to your favourites for easy access.
- ▶ Children should learn their log in details and access AR independently.
- ▶ All quizzes should be taken without the text or without adult support

Letter-join

We use the letter-join programme to teach handwriting from EYFS to Year 4.

Children are able to access this at home via a desktop or tablet at <https://www.letterjoin.co.uk/log-in.html> using the appropriate login.

Children can click on their class name to practice specific handwriting skills related to their year group or 'free play' for a range of skills.

Desktop log-in

Login Desktop Tablet

Username:

wk8545

Password:

home

Tablet log-in

Login Desktop Tablet

Username:

wk8545

Swipecode:



Any Questions?

The background features a series of overlapping, semi-transparent geometric shapes, primarily triangles, in shades of blue, yellow, and green. These shapes are arranged in a way that creates a sense of depth and movement, with some shapes appearing to be in front of others. The overall aesthetic is clean and modern.