

Welcome to Year 2



Mental Health & Wellbeing

Mental health and wellbeing is at the foundation of all that we do. Prioritising mental health and wellbeing lays the foundations for future relationships, better health, positive engagement and successful learning.



By giving each child a clear career trajectory, supported by our strategic partners, we lift their aspirations, give them a sense of belonging and help them to become learners for life. They gain a better understanding of the purpose of education and develop into high achieving individuals who are able to better support and contribute to the mental health and wellbeing of their own children or other young people in the future.

We maintain high expectations of our children and we aim for every child to make excellent progress at every stage. A stronger foundation of mental health and wellbeing will enable more children who are less academically driven to engage with their learning and to achieve their potential in school and beyond.

THE CURRICULUM



Phonics

Reading

Writing

Maths

Science

History

Geography

Art

Design and Technology

PE

RE

Music

Computing

RSHE



OUR VALUES

Respect

Curiosity

Perseverance

Kindness

Teamwork

Challenge

Daily Routine

8:30 - 8:50 “Soft Start” - Early Morning Work

8:50 - 9:00 Register

9:00 - 9:20 Morning Meeting

9:20 Maths

10:05 Phonics

10:25 Fuit/ Story

10:40 Playtime

11:00 English

12:00 Lunchtime

1:00 Quiet time/ Assembly/ Guided Reading

1:30 Foundation Subjects

3:00 Home time

Inquiry

Drama

Teamwork

Curiosity

Meaningful Context

Links with previous learning

Clear Purpose

Reason for Learning





Inquiry

Autumn term -Geography

Spring term -Science

Summer term -History

Progression of knowledge and skills from Y1

Current Inquiry is about Kenya - contrasting with UK, animals, weather, continents and oceans, drought,

read!

Anytime.
Anywhere.
Anyhow.

Reading



Reading is the most important thing you can do to support your child.

Little and often is best -10 minutes each day minimum.

We do check the reading records - please record when you read so we can track who is reading at home.

At WWL, this is a really strong expectation so we are preparing your child for this transition.

We're working on fluency, expression and pace. For this reason, reading often is key.

Children who need it will be given extra support in smaller groups.

Spelling



Spelling is key! The emphasis shifts from sounding out towards correct and accurate spelling. It would really help for you to practise the “tricky” words at home.

We will send the words they need to know home. Please work on a few at a time. Some children are lucky and pick up spelling easily whereas others need repeated and regular practice.

Spelling is a vital part of the assessments that we make about your child’s writing.

Writing



Writing is based on a familiar text. In each lesson, children work on three sentence. Children enhance modelled sentences using newly learnt vocabulary and ideas that they've collected

They finish a unit by doing an independent write.

Children follow the structure of the story or non-fiction text so they don't have to think too much about what the story is about, they just have to change one aspect.

Child friendly version of maths vision

At Lodge Lane, we are all mathematicians

We do maths in lots of different ways

We look for patterns

We solve problems

We challenge ourselves

We enjoy maths

We take risks

We explore mistakes

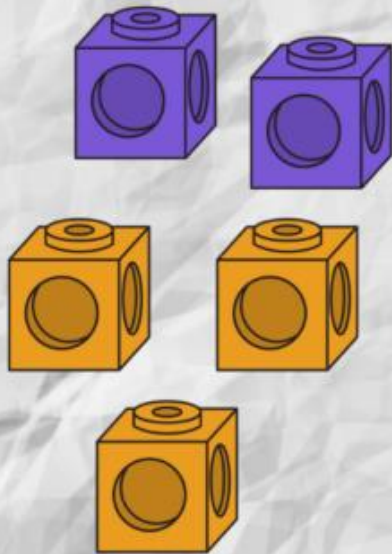
We work as a team

We use maths vocabulary

We look for maths in the world around us

CPA APPROACH TO MATHS

Concrete



Pictorial

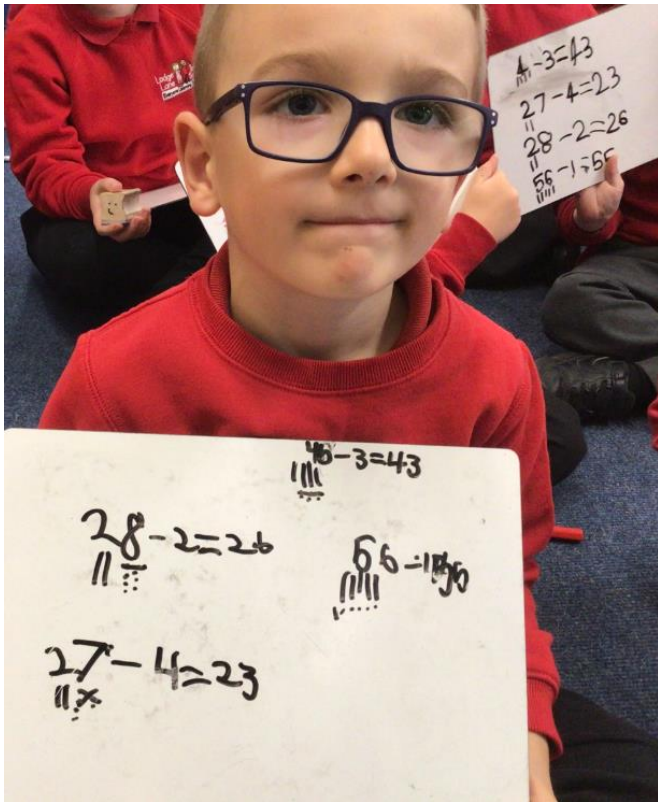


Abstract

$$3 + 2 = 5$$



MathShed





$10 < 26$
 $100 > 99$
 $89 > 27$
 $700 > 200$
 $300 < 400$
 $900 > 800$
 $600 > 500$
 $178 < 199$
 $9000 > 8000$
 $188 < 200$

767
3 45
2 4

Outdoor Learning



PE

- Children will do Real PE, gymnastics, dance and games
- Please make sure children have PE kits on the correct day as well as hair tied back and earrings covered
- We are very lucky to have specialist teachers teaching some aspects of PE



Marking

Feedback is given in the moment in the lesson with opportunities to adapt and improve.

Sometimes you will see corrections, other times the teacher will have followed up verbally or made sure to work with a child in the next lesson.

If you don't see much in the book from the teacher, it doesn't mean it hasn't been looked at!

You may see green pen for editing work.



RSHE

Children will learn about:

Being Me In My World

Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me

This covers friendships, how people are different, coping positively with change, keeping healthy, anti bullying, being unique, different families and body parts.

Emotion Coaching Style



Step 1: Recognise the child's feelings and empathise with them

Step 2: Validate the feelings and label them

Step 3: Set limits on behaviour (if needed)

Step 4: Problem solve with the child (when calm)

'Flipping Your Lid'!



My calm,
thinking brain

(Amygdala)



My animal part
looks after my big
feelings



When my feelings get too big ...

...my animal part thinks it is in
danger and makes my body...



Flight



Fight



Freeze



That is called **'flipping my lid'!**

When that happens grown-ups can help me calm

Assessment

End of year 'grades' based on teacher assessment

Framework to work towards

SATs tests are optional so we have elected not to do them. Children still need to reach the standard though.

There are three possible outcomes to our assessments:

Working towards the expected level

Working at the expected level

Working at greater depth within the expected level

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

On Monday, we had a very good day. We went to the fair in the park. I won a huge, pink teddy.

On Wednesday, we went to the circus in a big tent. It was so lovely! We saw acrobats swinging high above our heads.

On Friday, JJ said, "Let's do something for Mum. She has been working all week."

"Can we do a picture in the garden?" I asked.



Draw **three** lines to show what Jasmine and JJ did on each day.

Monday

did something for Mum

Wednesday

went to the fair

Friday

went to the circus

Liam's jobs change throughout the seasons.

Liam's jobs change throughout the year. Spring is the time to care for the lawn and old flower beds. Flowers are planted in spring ready for summer. From spring until autumn, the grass needs to be cut once a week.

During summer, Liam's main job is keeping the displays looking their best. Flower beds are watered every day and weeded. As the flowers fade, Liam cuts away the old parts.

In autumn, Liam plants bulbs ready for spring. He collects fallen leaves and gives the lawn some well-needed treatment.

In winter, he digs over the empty flower beds to keep the soil in good condition. He also creates new beds. The winter frost helps to break up the soil.

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 $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{3}{4}$, $\frac{3}{3}$, 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.

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

1

$$\boxed{} + 9 = 13$$



1 mark

2

$$17 - 6 = \boxed{}$$



1 mark

17

$$\boxed{} \div 5 = 8$$



1 mark

18

$$\frac{1}{4} \text{ of } 24 = \boxed{}$$



1 mark

7. Here are 41 balls: 24 rugby balls and 17 footballs.



Complete the addition and subtraction calculations below.

$$\square + \square = 41$$

$$\square - \square = 17$$

20. Write a digit in each box to make this subtraction correct.

$$7 \square - \square = 65$$



1 mark

21. Janice brings 15 packets of plain crisps and 17 packets of flavoured crisps for a party. If there are 27 children in the class and each child has one pack each, how many packs will be left over?

Show your workings.



2 marks

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.

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~ ^{snack}. Next we went into the woods. Vicki gave us a mira
It was very scary because it was like you were walking in the sky!
Then we had to guide our friends to a tree
After that we had a sticky prowl party
mine was disgusting. Finally it was lunch time!
After lunch we were pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time.

The trip was great! my favorite part of the day was identifying the trees.

Parental Involvement



Reading!

Curriculum Newsletters - this gives information about what we're doing and how to support further at home

Open Afternoons - opportunities to see your child's work

Parents' Evenings

Winter Fair at the end of November
Christmas Carol Singing

Open door - always ask if you're not sure/ are worried / need help. It's what we're here for and we'd rather know early.