

Class Handbook 2021-2022



Year 2
Miss Dodd

Year 2

General Information

Punctuality

Please ensure that your child is at their allocated gate on time each morning.

Year 2 – Standish Street – 8.45am

Morning registration is completed 20 minutes after your child's allocated time. After this time, children may be recorded as late receiving an 'unauthorised absence'. Please note that lessons start straight away in the morning and therefore your child will be missing valuable learning time if they arrive after the time stated.

Attendance

Please ensure that your child achieves a good attendance record (our school target is 97% ... this still would mean 4 weeks of missed school!) Try to avoid holidays within school time as this may affect your child's progress. Due to a recent change in the law, it is no longer possible for the Headteacher to authorise holidays during term time.

Uniform

Please make every effort to ensure that your child is wearing the correct uniform. Children should wear completely black shoes – not trainers.

Please note that children should not wear any form of jewellery and hairstyles and accessories must conform with school policy (e.g. no earrings, no 'extremes' of hairstyles, green/black/white hair bows and bands).

School Bags

We ask that your child only brings their school book bag to school each day. Due to space restrictions in our cloakrooms no large rucksacks will be permitted in school.

Rainbow Folders and Home/School Diaries

Please ensure that your child packs their Rainbow Folder and their Home/School Diary in their bag each day. These are an essential form of communication and also key to our approach to learning and independent study (see Home Study section below).

PE Kit

PE kits should be kept at home and pupils should wear their PE kit to school on their allocated day.

Year 2 PE Day – Monday and Thursday

School PE kit consists of both an indoor and outdoor kit:

Indoor: a white top; black shorts and black plimsolls.

Outdoor: a white top (the same top may be used for both), a black tracksuit and trainers.

Pupils should wear outdoor kit to school unless it is warm weather, in this case indoor kit can be worn.

PE sessions will take place on a weekly basis. Children who do not wear a P.E. kit to school may not be able to take part in P.E. sessions – which is an important part of our school curriculum.

Reading

Our approach to reading consists of daily whole class reading lessons, phonics lessons and some group reading sessions. In addition to this, we listen to children read whenever possible; have various interventions running throughout the year and have a text based English curriculum which means classes are sharing and enjoying books each and every day. Although we read whenever possible in school, it is still extremely important for parents to listen to their child read too– and to sign/ add comment to their Home/School diary.

We use a reward system called ‘Karate Readers’ to encourage children to read at home. Those reading at home 3 times per week for 3 weeks will receive a new coloured bookmark in the style of karate belts. A text message will also be sent home for all children reading 3 times per week as a thank you for supporting your child’s reading. Those children reading 4 times or more a week for 10 consecutive weeks will receive a prize.

In addition to this booklet you have been provided with a ‘Books to read before leaving Year 1 and 2’ document. This is a comprehensive list of excellent age appropriate books ... perfect to assist you in promoting reading at home and ideas for presents too!

Home Study

Home study is valued at Parish Church of England Primary School by both staff and parents and is a statutory part of the curriculum. Through home study opportunities, we are further developing the effective partnership between school and home. Our approach to home study focusses primarily on the development of essential knowledge linked to our curriculum coverage. It is expected that all pupils within

school complete home study tasks that are creative and knowledge-centred, as opposed to traditional 'pencil and paper' activities.

Possible Home Study Tasks

Pupils are expected to complete home study tasks every week. Across the school, home study works in exactly the same way. (More information about some of the tasks listed can be found below this table).

	Possible Home Study Tasks
PHASE 2 (Year 2, Year 3).	<ul style="list-style-type: none">• Reading• Spellings• Phonics Activities• Times Table Rock Stars• Athletics• Activities related to knowledge organisers – vital vocabulary, mini quizzes, revision etc.• General Knowledge Builders (e.g. learn a poem or revise for a general knowledge quiz based on reference materials in Rainbow Folders or Home/School Diaries)• Independent Study based on reference materials in Home/School Diary or Rainbow Folder• Projects related to topics

Spelling

Rainbow Folders and Home/School diaries contain National Curriculum 'Common Exception Words' and 'Word Lists' alongside other helpful spelling aids. Children may choose to practise these as part of their independent home study whenever they wish and in whatever way they choose.

Focused spelling lists (linked to the weekly direct teaching of spelling) are given out to each year group on a Friday (this may differ in Phase 1 and 2 when children's spellings are linked to Read, Write, Inc.). Children may practice the spellings in any way that suits them and are not required to hand any written work back to the teacher. Teachers will also upload the spelling lists to SpellingFrame, an online site in which children can play games with their spelling words (links to individual class lists on SpellingFrame can be found on class pages on our school website). Spellings are tested on a Thursday across the school.

Maths

Pupils are required to practice their times tables at home. In support of this, pupils have been given a 'Times Tables Rockstars' password and we expect them to access this resource regularly. Within our Home/School Diaries and Rainbow Folders, there are also many other mathematical resources which provide children with many opportunities for independent home study. Class pages on our school website also provide additional links to useful Maths resources.

What is a Knowledge Organiser?

A knowledge organiser is a document (one page of A4) that contains key facts and information that children need to have a basic knowledge and understanding of a topic.

Our knowledge organisers will include the essential facts about the topic, laid out in easy-to-digest chunks; key vocabulary or technical terms and their meanings (we call this vital vocabulary); images such as maps or diagrams; and famous quotations, if relevant.

What a knowledge organiser includes will depend on the subject. For example, a 'World War Two' knowledge organiser and a 'Rivers' knowledge organiser would both include maps, but the former would also include a timeline, and the latter would need diagrams.

We all want children to gain specific knowledge in each curriculum subject that builds up over time. Independent study based on the content of the knowledge organiser has been proven to make learning 'sticky' and deepens knowledge accrued over time.

Supporting Independent Study

Parents and children will be provided with a Phase appropriate 'Phase Study Buddy' in order to ensure that support and ideas are given in relation to how to 'get the most' out of the materials within the Rainbow Folders and Home/School Diaries.

Projects

At times, teachers will ask for children to complete projects based on topics. These projects are intended to nurture curiosity and provide an opportunity to build upon knowledge and skills. More information will be provided by class teachers; however, projects usually take the form of model making, crafts, fact files or PowerPoint presentations.

Areas of Study

English will be taught through the study of a selection of high-quality texts/multimedia that will serve as an inspiration for a wide variety of written tasks.

We will have 3 author focuses across the year. These will be namely:

Autumn – Emily Gravett

Spring – Roald Dahl

Summer – Oliver Jeffers

English Targets for Year 2

SPOKEN LANGUAGE	
<p>Speaking</p> <p>speak with clarity and use appropriate intonation when reading and reciting texts</p> <p>tell real and imagined stories using the conventions of familiar story language</p> <p>explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication and articulate answers</p> <p>participate in discussions and performances</p>	<p>Listening</p> <p>listen to others in class, ask relevant questions and follow instructions</p> <p>listen to talk by an adult, remember some specific points and identify what they have learned</p> <p>ask relevant questions to clarify</p>
READING	
<p>Word reading</p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same GPCs already learnt</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read books to build up their fluency and confidence in word reading</p>	<p>Comprehension</p> <p>discuss the sequence of events in books (fiction and poetry)</p> <p>discuss how items of information are related (non fiction)</p> <p>become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>consider the different ways non-fiction books are structured</p> <p>recognise simple recurring literary language in stories and poetry</p> <p>discuss favourite words and phrases from reading</p> <p>continue to build up a repertoire of poems learnt by heart</p> <p>develop an appreciation of learnt poetry</p> <p>recite poetry using appropriate intonation to make the meaning clear</p> <p>check that the text makes sense as it is read and correct inaccurate reading</p> <p>make simple inferences on the basis of what is being said and done</p> <p>answer and ask questions about a text</p> <p>predict what might happen next using what has been read so far to support ideas</p> <p>participate in discussion about books, poems and other works that are read to them as well as read independently</p> <p>take turns and listen to what others say about books</p> <p>explain and discuss an understanding of books, poems and other material (both those that they listen to and those that they read for themselves)</p>

WRITING	
<p>Transcription Spelling spell by segmenting spoken words into phonemes</p> <p>represent these phonemes by graphemes</p> <p>learn new ways of spelling phonemes for which one or more spellings are already known</p> <p>learn some words with each spelling, including a few common homophones</p> <p>spell common exception words</p> <p>spell more words with contracted forms</p> <p>distinguish between homophones and near-homophones</p> <p>add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly (nouns and adjectives)</p> <p>turn adjectives into adverbs using suffixes –ly, –est, –er</p> <p>apply spelling rules and guidelines in writing</p> <p>write from memory simple sentences dictated by the teacher that include words and punctuation taught so far</p>	<p>Handwriting form lower-case letters of the correct size relative to one another</p> <p>start to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined (break letters)</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters</p>
<p>Composition write narratives about personal experiences and those of others (real and fictional)</p> <p>write about real events</p> <p>write poetry</p> <p>write for different purposes</p> <p>develop writing stamina</p> <p>consider what they are going to write before beginning</p> <p>plan or say out loud what is going to be written about</p> <p>write down ideas and/or key words, including new vocabulary to support writing</p> <p>encapsulate what they want to say, sentence by sentence</p> <p>make simple additions, revisions and corrections to writing</p> <p>evaluate writing with the teacher and other pupils</p> <p>use present tense and past tense consistently throughout writing</p> <p>re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently (including verbs in the continuous form)</p> <p>proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</p> <p>read aloud what has written with appropriate intonation to make the meaning clear</p>	<p>Vocabulary, grammar and punctuation use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contractions</p> <p>use a variety of sentences with different forms: statement, question, exclamation, command</p> <p>use expanded noun phrases to describe and specify, e.g. the blue butterfly</p> <p>use the present and past tenses correctly</p> <p>join sentences using or, and, but (coordination)</p> <p>use commas to separate items in a list</p> <p>use apostrophes to mark where letters are missing</p> <p>use apostrophes to mark singular possession</p> <p>use subordination in sentences using when, if, that, or because</p> <p>use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p> <p>learn the grammatical terms: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma</p> <p>Know how nouns can be formed using suffixes such as –ness, –er</p> <p>Understand how compound words are made [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Add the suffixes –er, –est to make adjectives (comparative and superlative)</p> <p>Add the suffix –ly to turn adjectives into adverbs</p> <p>Understand present tense and past tense and use consistently in own writing</p>

Mathematics Targets for Year 2

Below are the National Curriculum Objectives for Maths in Year 2.

We use Singapore Maths as our approach to the teaching of Mathematics and we use this mastery approach to enable us to deliver the following key objectives:

Number - number and place value

- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- recognise the place value of each digit in a two-digit number (10s, 1s)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

Number - addition and subtraction

- solve problems with addition and subtraction:
 - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and 1s
 - a two-digit number and 10s
 - 2 two-digit numbers
 - adding 3 one-digit numbers
- show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Number - multiplication and division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Number - fractions

- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Measurement

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day

Geometry - properties of shapes

- identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line

- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects

Geometry - position and direction

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and tables
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- Ask-and-answer questions about totalling and comparing categorical data

Our Wider Curriculum Focus

We will be covering many exciting and interesting topics this year through our studies. An overview of all topics covered across the curriculum will be provided to you in addition to this booklet. Please encourage and support your child in taking an active interest in the topics to be covered across the year.

‘Wow’ Experiences and ‘Pots of Gold’

As key component in our Rainbow Curriculum is ‘nurturing curiosity’ and an appreciation for our culture and heritage. With this in mind we start all of our topics with a wow experience and in addition to this, Parish has its own ‘Pots of Gold’ experiences for each year group. This is our commitment to ensuring our children are given the opportunity to experience first-hand the wonder of God’s beautiful world and to appreciate the incredible accomplishments of human society.

Some of our Wows	The World of Glass visit* Growing beanstalks.
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Our 'Pots of Gold'	Visit different churches across St Helens Beach Life – Southport Beach Trip
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Other exciting things about being in Year 2.

- Independent Learning!
- Finishing Phonics and reading fluency. 😊
- The start of Parish Rainbow Leaders.
- A visit to the beach!
- The class assembly.
- The Nativity at Christmas.