

# MEET THE TEACHER

## WELCOME TO YEAR 2!

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# INTRODUCTIONS

MRS L  
KENNEDY



MRS E MARTIN



MISS L BARNETT

MISS K  
GREEN



MISS L  
MACDONALD



MISS K  
WALTERS



MISS L  
MYATT





# OUR VALUES

At Fulfen, we encourage the following values with our children. Through everything we do in school, we aim to create a culture of:



**Fulfen Primary School**  
*Leading the way to a brighter future* 

**L**ove of learning dream big, have a thirst for learning and achieve your ambitions...  
**E**ncouraging to be supportive of yourself and others and value everyone's ideas...  
**A**daptable being versatile, creative and being prepared to take risks...  
**D**etermination being resilient when the going gets tough. ...





# MEET THE TEACHER

- What are the expectations in Year 2 ?





# CURRICULUM

## **Autumn term:**

History & Geography : Rosa Parks, The Gunpowder Plot, The UK

Potential wider curriculum experiences: UK workshop

## **Spring term:**

History & Geography: Samuel Pepys & The Great Fire of London,  
Australia

Potential wider curriculum experiences: Trip to the Botanical Gardens

## **Summer term:**

History & Geography: Local History- Dr Johnson, A Local Study

Potential wider curriculum experiences: Trip to Lichfield





# TIMETABLE

	8:40-9:00	9:00-9:45	9:45-10:15	10:15-10:30	10:30-11:15	11:15-12:00	12:00-13:00	13:00-13:20	13:20-14:10	14:10-15:00	15:00-15:25
Monday	Morning Job	Spelling	Handwriting	Break Time	English	Maths	Lunchtime	Mastering Number	2K - DT 2M - PE		Singing Assembly
Tuesday		Phonics	Guided Reading		English	Music		PPA 2K PE (with Mr B) 2M Art			
Wednesday		Phonics	Guided Reading		English	Maths		NCETM Mastering Number	Science		
Thursday		Phonics	Guided Reading		English	Maths			History		
Friday		Phonics	RSE		Values Assembly	Maths			Spelling Test 11:45	Computing	







Word Reading	Y2
I can use my phonic knowledge and skills to decode words until I do this automatically and my reading is fluent.	
I can read accurately by blending sounds, especially looking for different sounds for graphemes.	
I can read words with 2 or more syllables.	
I can read words with common suffixes.	
I can read common exception words.	
I can read words quickly and accurately without sounding out and blending out loud.	
I can read aloud books at a suitable challenge for me sounding out unfamiliar words automatically and without hesitation.	
I can re-read books to build up my fluency and confidence.	
<b>I can read out loud, changing my tone and intonation based on my understanding of the book.</b>	
Reading for Pleasure.	
I listen to, discuss and express views about a range of poetry, stories and non-fiction at a level beyond what I can read alone.	
I can discuss the sequence of events in a story.	
I can retell a range of stories, fairy stories and traditional tales.	
I understand that non-fiction books are structured in different ways.	
I can recognise simple repeated language in stories and poetry.	
I can discuss and find the meanings of new words.	
I can discuss my favourite words and phrases.	
I know several poems off by heart and can recite them to an audience.	
<b>I can compare the book with other books that I have read, showing similarities and differences.</b>	
Comprehension	
I can use what I already know or background information and vocabulary given by the teacher to understand a text.	
I can check the text makes sense as I read and correct inaccurate reading.	
I can make inferences based on what is said and done.	
I can answer and ask questions about books I can read fluently and accurately.	
I can make predictions based on what I have read so far.	
<b>I can make inferences of characters' feelings and use evidence from the text to justify my opinion.</b>	
<b>I can use my understanding of other books and what I have read so far to make predictions about the book.</b>	
Summarising	
I can join in discussions about books and poems that I have read, and that have been read to me. I listen to what other children say.	
I can explain and discuss my understanding of books I have read, and that have been read to me.	
<b>I can discuss with others how the book links to other books I have read.</b>	
<b>I can summarise my understanding of the text (characters' feelings and sequencing etc.) to others.</b>	



Thinking about my composition	Y2
I can write narratives about personal experiences and those of others.—real or fictional.	
I can write about real events, recording these simply and clearly.	
<b>I can draw on my reading to inform vocabulary and grammar.</b>	
<b>I can make simple additions and proof-read my work.</b>	
Thinking about my grammar, punctuation and grammar.	
I have used capital letters, full stops and questions correctly most of the time.	
I have used commas in a list most of the time.	
I can write a compound sentence using or, but or and.	
I can use a subordinate conjunction to link clauses—because, when, if, that.	
<b>I can use commas, apostrophes, question marks, capital letters and exclamation marks mostly correctly.</b>	
Thinking about my spelling	
I can spell many of the Year 2 common exception words.	
I can use my knowledge of phonemes and graphemes to spell many words correctly and make phonetically plausible attempts at others.	
<b>I can spell most of the Year 2 common exception words correctly.</b>	
Thinking about my handwriting	
I have the correct sized space between words.	
I can form capital letters, lower-case letters and digits of the correct size, orientation and relationship to each other.	
I can have lead ins and outs to my letters and join some letters.	
<b>Making my own purposeful, powerful choices</b>	



# ENGLISH

- Spelling - at Fulfen we investigate, explore and apply the Year 2 patterns. These patterns will then be constantly referred to in lessons. The children have their Super Spellings in addition to this and will take their spelling book home to practise each week. Children will all be given the same set of spellings to learn (unless your teacher states otherwise) and will be tested every Friday.
- Grammar - there are stand alone grammar lessons each week where we teach grammar and key vocabulary pertinent to the year group. These are then applied through each English unit and as many other lessons as possible.





# SPELLING BOOKS

## SET ONE contractions



Hi, I'm Alice the Apostrophe.  
I have a very special job—I  
show when letters have gone  
missing out of a word..  
Let me show you why and  
how...

### did not

Ava **did not** want to eat her vegetables!

This would be the longest possible version of this sentence.  
However, sometimes, we will shorten the sentence by putting two  
words together and making one whole, shorter word.



### did + not = didn't


Ava **didn't** want to eat her vegetables!

An apostrophe needs to go where the missing letter (o) was. This shows  
where the letter used to be and allows the reader knows what the word  
means.

Rule One

If you put two words together in order to make  
one shorter word, then you must put an apostrophe  
where the missing letter is.

Date Issued:	 home	
it's		
aren't		
didn't		
hadn't		
wasn't		
weren't		

Date Issued:	 home	
were		
they're		
wouldn't		
couldn't		
shouldn't		



Be careful not to get 'were' mixed  
up with 'we're' and 'they're' mixed up  
with 'there' and 'their'.  
If you mean 'we are', then it's 'we're'  
with an apostrophe and if you mean  
'they are' then it's 'they're'!



Your child will be  
given one set to learn  
at a time. The set will  
have the date written  
on it. Once your  
child has learnt it and  
home and can  
confidently spell it,  
you can tick the  
home column. The  
quiz column is for us  
to check in school.



# ENGLISH

- Handwriting - this is taught through our scheme 'Letter-join'. Whole-school awards can be achieved when handwriting is applied consistently over time.
- Reading - in Year 2 we are beginning to follow whole class reading guided reading lessons, where the children focus on key domains, linked to the national curriculum. The children will also have many opportunities outside of this to practise their decoding and comprehension skills. Children should be reading for 20 minutes daily, at home and this should be documented in their reading record. A colour coded book will be sent home, along with a reading for pleasure book from our class collection. During Year 2, children will move beyond the coloured book bands and will be classed as 'free readers'.





# GREATER DEPTH - READING

## What does this look like?

Why do you think Bella gave the big yellow teddy to the little girl?



I think Bella gave the little girl the big yellow teddy because she liked it.

I think Bella gave the little girl the big yellow teddy so she would give Dogger back.

I think Bella gave the teddy to the girl because she wanted her to have it and not Dogger.

I think Bella gave the big teddy to the little girl because she wanted her to change it for Dogger. Dogger was Dave's most best toy and he couldn't go to sleep. I think the girl liked the teddy because it was big and new and Dogger wasn't.

I think Bella gave the big yellow teddy to the little girl because she wanted to get Dogger back for Dave. She saw the girl looking at the teddy so she knew that she liked it because it was new and big and had a lovely blue ribbon on it. Dogger was an old toy and he didn't look nice like the big teddy, but Dave really, really loved Dogger and he was really, really special for him. More than a new one. Bella was really kind to give the teddy away. She wanted Dave to be happy again. I would feel sad if I lost my favourite toy.





# GREATER DEPTH - WRITING

- In Writing, children need to use all of the Year 2 standards effectively; creating specific effects for the reader.
- They will be able to write coherently for different purposes, drawing on their reading for pleasure to inform their independent vocabulary and grammar choices within their writing.
- They will be able to make additions, revisions and proof-reading corrections to their own writing.





# MATHS

Power Maths is a whole-class mastery programme created in partnership with White Rose Maths. We use resources from both Power Maths and White Rose to ensure that your child is provided with a tailored approach in their maths lessons.

These resources are used to provide high quality lessons where all pupils are challenged, encouraging passion for maths and an understanding of real world maths.

There are 3 stages to each section of Power Maths:

- Discover. This is a focused, whole class teaching section. If needed, resources or pre-teaching is given to support or develop the children as appropriate. It includes a practical, real life problem.
- Share. The children follow an interactive section, exploring the different methods that can be used to solve a problem. The session develops gradually, from teacher-led, to small group/paired work, to independent work. The openness of the challenge questions helps to check depth of understanding.
- Practise. The children then access practice questions, following small steps of progression to deepen learning. If children are struggling, the class teacher or TA can immediately be there to support them. They develop real understanding because they are able to think about the problem in different ways. There are also opportunities to reflect on their learning and challenge any misconceptions.







TT Rockstars is a fun engaging way for children to learn and build speed with their times tables.

Practising regularly in school and at home will really benefit them.

The program responds to how well your child is doing and adds further challenges the more they improve their rapid recall skills.

By the end of Year 4, children should be fluent in all multiplication tables and related division facts.





NumBots compliments what your child is learning in school and focusses on securing any gaps in their knowledge, before moving them onto the next challenge. This self paced journey improves children's confidence and means they are fully prepared to tackle each new topic.

We recommend playing for at least 3 minutes a day, 4 or 5 days a week. NumBots is available to play via the NumBots website or mobile app, so your child will be able to learn maths at home or on-the-go, whenever suits your family.





# HOMework

The children are expected to:

- Use TT Rock Stars to practise their times tables;
- Practise the Letter-join handwriting;
- Learn their Super Spellings and apply these in their writing. The children will be tested at least once per week;
- Read their school reading book (we recommend 20 minutes a night) and complete the quizzes in school (this will be introduced this year). Children should keep their records up-to-date and bring them to school every day.





# STATUTORY ASSESSMENTS

## END OF KS1 SATS

- It is no longer a statutory requirement for Year 2 pupils to sit SATs tests. We will continue to complete assessment papers each term to monitor pupil's progress and inform you of this during parent's evenings.







PE



PE will be on a **Monday for 2M and Tuesday for 2K**

Children's PE kit, in particular footwear, must be suitable for physical activity so please do not send children with impractical 'fashion' trainer-style footwear.

Indoor:

- white t-shirt with Fulfen Logo
- black shorts

Outdoor:

- school hoodies
- navy tracksuit bottoms may be worn in cold weather. – trainers

**PE kits should be worn to school on their PE days.**

In extremely cold weather (and with staff permission), children may bring additional layers, for example under layers, a woolly hat and gloves. The member of staff will give further details about this and may need to ask the children to remove items e.g. gloves if they are deemed to be unsafe for an activity.





# SCHOOL UNIFORM

School uniform consists of the following (and should all be labelled):

- white polo shirt or white shirt
- dark blue jumper/cardigan with school logo
- charcoal/grey/black trousers (smart shorts may be worn in warmer weather)
- charcoal/grey/black skirt (blue & white checked dress may be worn in warmer weather)
- grey/white socks
- sensible black school shoes (not boots, footwear with heels, open-toe footwear or trainers)





# JEWELLERY & HAIR

- Jewellery should not be worn or brought into school.
- If children have pierced ears, **one** pair of discreet studs may be worn.
- Earrings must be removed for PE lessons for health and safety reasons. If your child is unable to remove the earrings themselves, they should not wear earrings on their PE days.
- No other body piercings are permitted.
- Long hair must be tied back for PE lessons and when taking part in sports.
- Nail varnish or make up should not be worn.





# MEDICATIONS

Please ensure that any medications that your children requires, temporarily or on a long term basis, must be sent in to school via the school office.

These must be clearly labelled with your child's full name and year group/class





# SNACKS

- Toast 30p
- Yoghurt 40p
- Crumpet 40p
- Fruit 40p
- Milkshake 70p
- Milk 30p
- Bacon Roll 80p (Tuesdays only)





# SEESAW

- The 'parent sign in' is for parents on their own personal devices to view their child's digital learning journal and receive messages from the class teacher.
- The children's home learning code is so they can access their account at home (to respond to activities and post in their journal). KS1 children can use this on a home device (e.g. laptop or tablet) if responding to any homework teachers may choose to set during the year.



3MB - J Malcolm

**Connect to Seesaw to receive important updates from your child and J Malcolm in 3MB.**

Your child will post to Seesaw to share their learning with you.

Teachers will also send you messages and reminders.

Seesaw is private. You'll only see posts created by your child or their teacher.



From Your Smartphone	From Your Computer
1. Download the free Seesaw Family app for iOS or Android	1. In a web browser, go to: <a href="https://app.seesaw.me/s/211-065-116">https://app.seesaw.me/s/211-065-116</a>
2. Choose "Create Family Account"	2. Choose your child from the list
3. Scan this QR code using Seesaw's built-in QR code scanner	3. Create your account
4. Create your account	4. Once you're approved by J Malcolm, you'll get access to Seesaw

**Already Have an Account?**  
If you've used Seesaw before or have more than one child using Seesaw, follow these steps:

1. Sign in to your account in Seesaw Family app or on the web at <https://app.seesaw.me>
2. Click on your profile icon, click "+Add Child's Journal" button, then scan the QR code above



WE ARE HERE IF YOU HAVE ANY FURTHER QUESTIONS. THANK YOU FOR COMING, WE WILL KEEP YOU UPDATED AS WE MOVE THROUGH THE YEAR.

