

MEET THE TEACHER

WELCOME TO YEAR 2



INTRODUCTIONS

MRS OWEN



MISS PREECE



MRS
KILGALLEN



MRS BEAMAN



MISS LYNDON



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 

Love of learning dream big, have a thirst for learning and achieve your ambitions...

Encouraging to be supportive of yourself and others and value everyone's ideas...

Adaptable being versatile, creative and being prepared to take risks...

Determination being resilient when the going gets tough. ...



CURRICULUM

Autumn term:

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

Trip: Pantomime

Spring term:

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

Potential wider curriculum experiences: The Great Fire of London
workshop

Summer term:

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

Potential wider curriculum experiences: Trip to Lichfield



CELEBRATIONS



FULFEN
Primary School
Leading the way to a brighter future

Today I made a difference and got recognised.

Name Class

has been awarded this for...

<input type="checkbox"/> Showing a Love of Learning	<input type="checkbox"/> Showing Determination
<input type="checkbox"/> Being Encouraging	<input type="checkbox"/> Being Ready
<input type="checkbox"/> Being Adaptable	<input type="checkbox"/> Being Respectful
	<input type="checkbox"/> Being Safe

Awarded by Date

Love of Learning
- dream big, have a thirst for learning and achieve your ambitions...


Encouraging
- to be supportive of yourself and others and value everyone's ideas...

Adaptable
- being versatile, creative and being prepared to take risks...

Determination
- being resilient when the going gets tough...



Celebration postcards are given out at any point in the week.



FULFEN
Primary School

_____ is _____

Star of the Week!

signed: _____ date: _____

Love of Learning...
- dream big, have a thirst for learning and achieve your ambitions...

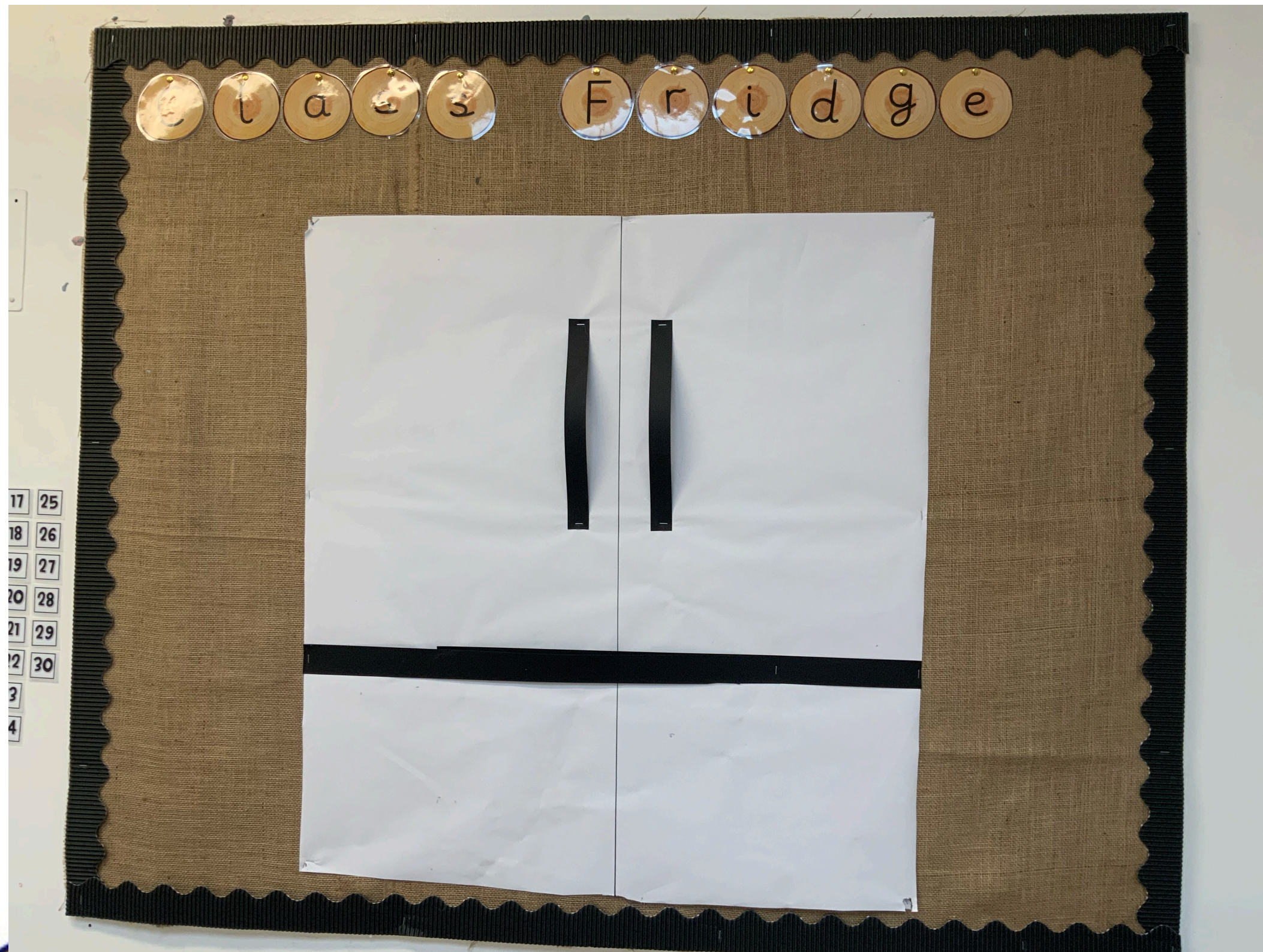
Encouraging...
- to be supportive of yourself and others and value everyone's ideas...

Adaptable...
- being versatile, creative and being prepared to take risks...

Determination...
- being resilient when the going gets tough...

Two Star of the Week certificates are awarded every Friday during our 'Values' assembly.

CELEBRATIONS



Children can bring in any work they've done at home e.g handwriting, writing, maths...etc or photos of any out of school achievements. These will then be put up on the "class fridge".

TIMETABLE

Year 2O

	8:45-9:15	9:15-10:15		10:30-11:30	11:30-12:00		1:00-1:15	1:15-2:00	2:00-2:45	2:45-3:00
Mon	Arithmetic	PPA/ PE		PPA/ PE	Phonics		RFP	English (+Spelling test)		Assembly
Tues	Arithmetic	Maths		English + Grammar	Phonics		RFP	Music / Computing		Singing Assembly
Wed	Handwriting	Maths		English + Grammar	Phonics		RFP	History		Assembly
Thurs	iPads	Maths		English + Grammar	Phonics		RFP	Science		Assembly
Fri	Arithmetic	Maths		Values Assembly	Grammar		RFP	RE / PSHE		

Year 2P

	8:45-9:00	9:00-9:45	10:00-10:15		10:30-11:30	11:30-12:00		1:00-1:15	1:15-2:00	2:00-2:45	2:45-3:00
Mon	Arithmetic	RE			Grammar	Spelling Test		RFP	PE		Assembly
Tues	Arithmetic	Maths			English + Grammar	Phonics		RFP	Music / Computing		Singing Assembly
Wed	Handwriting	Maths			English + Grammar	Phonics		RFP	History / Geography		Class Assembly
Thurs	iPads	Maths			English + Grammar	Phonics		RFP	PSHE		Class Assembly
Fri	Arithmetic	Maths			Values Assembly	English		RFP	Spelling Test	Science	



ENGLISH

End of Y2 objectives



Word Reading	Y6
I can read fluently and effortlessly a wide range of age appropriate texts and work out the meaning of unknown words and words from the Year 5/6 spelling pattern list.	
Reading for Pleasure.	
I frequently choose to read for enjoyment both fiction and non-fiction, confidently discussing what they have read.	
I read a books that are structured in different ways and read for a range of purposes.	
I read a range of books, including myths, legends, traditional stories, modern fiction, British fiction and fiction from other cultures and traditions.	
I can recommend authors and genres to others based on my own experiences and preferences, giving reasons for my choice.	
I can identify themes and conventions in and across a wide range of writing.	
I can make comparisons within and across books.	
I can learn a wide range of poetry off by heart.	
I can adapt and demonstrate the appropriate intonation, tone and volume when reading aloud, to suit the audience.	
I can identify a wide range of themes and conventions across writing and discuss these confidently and independently.	
I can independently notice links between similar texts and be able to compare and discuss them.	
Comprehension	
I can explore the meaning of words, drawing on contextual evidence and being able to explain how language, structure and presentation can contribute to the meaning of the text.	
I can ask questions about a text.	
I can make inferences from a wide range of texts inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.	
I can make predictions based on details stated and implied, justifying the prediction using evidence from the text.	
I can summarise the main ideas drawn from more than one paragraph, confidently identifying the key details that support the main text.	
I can identify how language, structure and presentation contribute to meaning.	
I can offer an alternative prediction to my own and explain why others might think this.	
I can explore how the author uses language in more than one layer of meaning and explain how this impacts the reader.	
Summarising	
I can discuss and evaluate the authors' use of language, including figurative language, considering the impact on the reader.	
I can independently distinguish between statements of fact and opinion.	
I can retrieve, record and present information from non-fiction texts.	
I can take part in discussions about books that I have read and that have been read to me, building on others' ideas and challenging views courteously.	
I can evaluate my understanding of what I have read , including through formal presentations and debates, maintaining a focus on the topic using notes where necessary.	
I can provide some reasoned justifications for my views.	
I can independently locate relevant information in a text and summarise main ideas.	



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Love of Learning... Encouraging... Achieving... Determination...

Thinking about composition		Y6
I can write for a range of purposes and audiences, selecting language that shows a good awareness of the reader - for example using the first person in a diary or direct address in instructions.		
<i>I can independently on what I have read as models for my own writing—literary language, characterisation, structure.</i>		
<i>I can distinguish between the language of speech and writing and choose the correct register.</i>		
<i>I have assured control over the level of formality of my writing— particularly thinking about grammar and vocabulary.</i>		
In narratives describe:	• the setting	
	• atmosphere	
	• characters	
I have used dialogue effectively and made sure that it:	• is necessary	
	• conveys character	
	• advances the action	
Thinking about punctuation		
I have shown mostly the correct use of:	• inverted commas	
	• commas for clarity	
	• punctuation for parenthesis	
	• semi-colons between independent clauses	
	• dashes between independent clauses	
	• colon to introduce a list	
	• punctuation used appropriately in all lists	
	• colons between independent clauses	
	• hyphens for clarity	
	<i>I can use punctuation correctly and use it precisely, to enhance meaning and avoid ambiguity.</i>	
Thinking about grammar		
I can use the correct tense consistently throughout my writing		
I have linked sentences within and across paragraphs—conjunctions, adverbials of time and place, pronouns, synonyms)		
I choose the vocabulary and grammatical structures that reflect what the writing requires mostly correctly— passive voice, contracted forms in dialogue, modal verbs.		
<i>I have an assured and conscious control over levels of formality, particularly through the manipulating grammar and vocabulary.</i>		
Thinking about my spelling		
I have spelt most of the words from the Year 5/6 spelling list correctly.		
I have used a dictionary to check unfamiliar or ambitious vocabulary.		
Thinking about my presentation		
My writing is consistently joined and neat at speed.		
Making my own purposeful, powerful choices		

ENGLISH

- Grammar - there is one stand alone grammar lesson each week where we teach grammar and key vocabulary pertinent to the year group. At the beginning of each English lesson we will explore grammar skills. These are then applied through each English unit and as many other lessons as possible.



SPELLINGS

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	QUIZ!
it's		
aren't		
didn't		
hadn't		
wasn't		
weren't		

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



Be careful not to get 'we're' mixed
up with 'were' 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 on it.
Once your child has
learnt it at home and can
confidently spelling it,
you can tick in the home
column.
The quiz column is for
us to test the children in
school.



- 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 weekly spellings which are in their spelling booklets.

ENGLISH

- Handwriting - this is taught at the beginning of every writing lesson. 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 or from home. During Year 2, children will move beyond the coloured book bands and will then be classed as 'free readers'.



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.



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.





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.



HOMework

The children are expected to:

- Use Numbots to practise their number skills;
- TTRS- times-tables
- Learn their Super Spellings and apply these in their writing. The children will be tested at least once per week (Monday);
- Read their school reading book (we recommend 20 minutes a night). 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 both classes.**

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:

- Navy polo 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
-
- 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: https://app.seesaw.me/s/211-065-116
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

ANY QUESTIONS?

