

MEET THE TEACHER

WELCOME TO YEAR 2



INTRODUCTIONS

MRS OWEN



MRS KELLET



MRS
KILGALLEN



CURRICULUM

Autumn term:

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

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: Botanical Gardens



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:



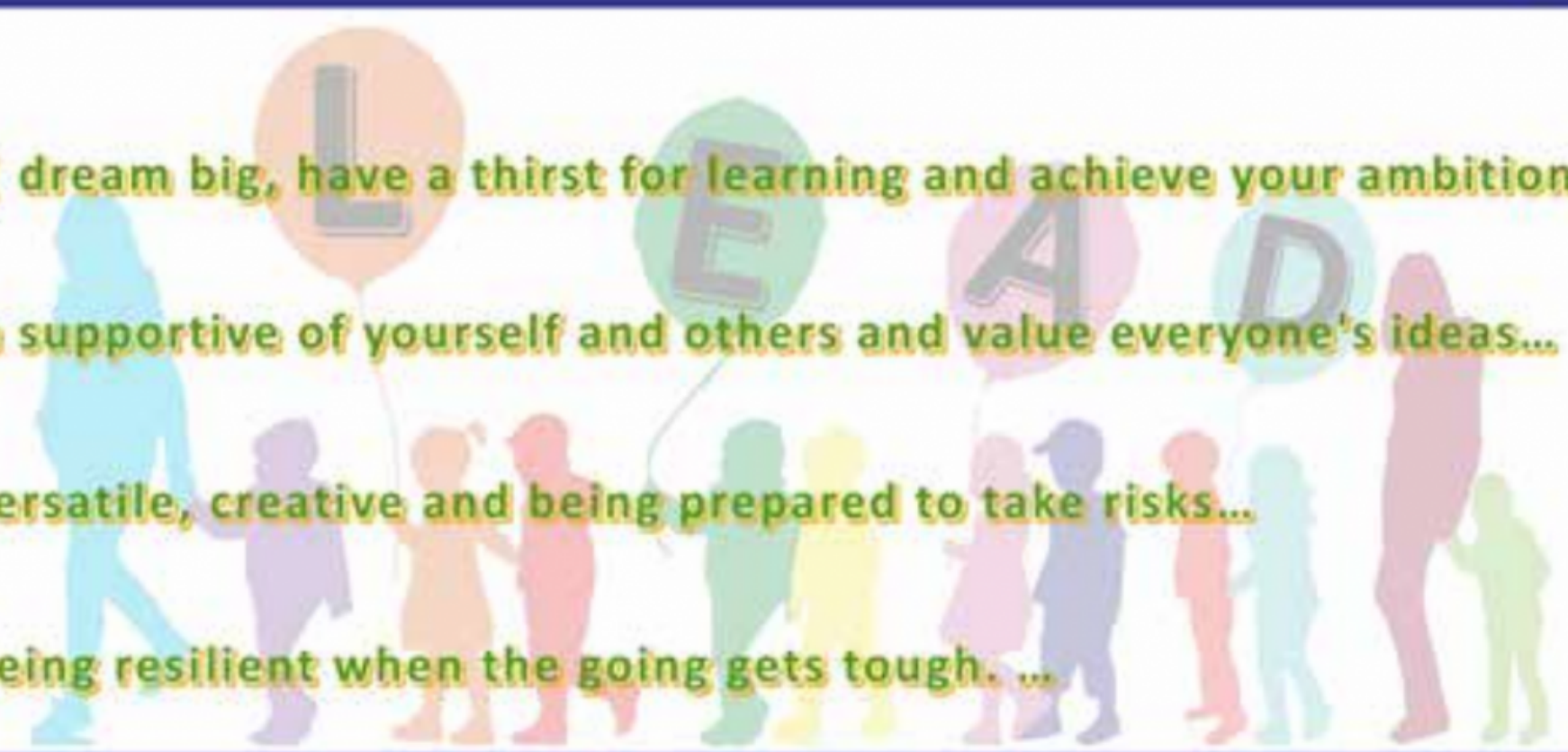
Fulfen Primary School
Leading the way to a brighter future 

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. ...



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...

☐ Showing a Love of Learning	☐ Showing Determination
☐ Being Encouraging	☐ Being Ready
☐ Being Adaptable	☐ Being Respectful
	☐ 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...

 **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...

CLASS FRIDGE



In both Year 2 classes we have a class fridge. This is for anything the children have done outside school, like learning, achievements, certificates or drawings they want to share. We value this by putting a the actual piece or a photocopy on the class fridge. The class fridge is cleared at the end of each term.

TIMETABLE

Year 20

	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	Spelling Practice	Maths	English	Phonics	RFP	Spelling test and teach new spellings	PE	Assembly
Tues	Arithmetic	Maths	English	Phonics	RFP	English		Singing Assembly
Wed	RFP	Art	Art	Phonics	RFP	Maths	PSHE	Assembly
Thurs	Arithmetic	Maths	English	Phonics	RFP	Science		Assembly
Fri	Arithmetic	Maths	Values Assembly	Grammar	RFP	History		

Year 2K

	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	Spelling Practice	Maths	English	Phonics	RFP	Spelling Test and teach new spellings PSHE		Assembly
Tues	Arithmetic	Maths	English	Phonics	RFP	English		Singing Assembly
Wed	RFP	PE/PPA	PE/PPA	Phonics	RFP	Maths	History	Assembly
Thurs	Arithmetic	Maths	English	Phonics	RFP	Science		Assembly
Fri	Arithmetic	Maths	Values Assembly	Grammar	RFP	RE		



ENGLISH



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

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.	
I can draw on my reading to inform vocabulary and grammar.	
I can make simple additions and proof-read my work.	
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.	
I can use commas, apostrophes, question marks, capital letters and exclamation marks mostly correctly.	
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.	
I can spell most of the Year 2 common exception words correctly.	
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.	
Making my own purposeful, powerful choices	



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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.	
I can read out loud, changing my tone and intonation based on my understanding of the book.	
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.	
I can compare the book with other books that I have read, showing similarities and differences.	
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.	
I can make inferences of characters' feelings and use evidence from the text to justify my opinion.	
I can use my understanding of other books and what I have read so far to make predictions about the book.	
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.	
I can discuss with others how the book links to other books I have read.	
I can summarise my understanding of the text (characters' feelings and sequencing etc.) to others.	

ENGLISH

- **Handwriting**- this is taught throughout our curriculum. Whole-school awards can be achieved when handwriting is applied consistently over time in a range of subjects.
- **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.
- **Reading**- In Year 2, we aim to hear children read either once a week or every other week, depending on their ability. We encourage 20 minutes of reading each night. We also have reading for pleasure after lunch, when we share our class novel. Phonics is taught every day until Christmas, then we move on to whole class guided reading lessons.

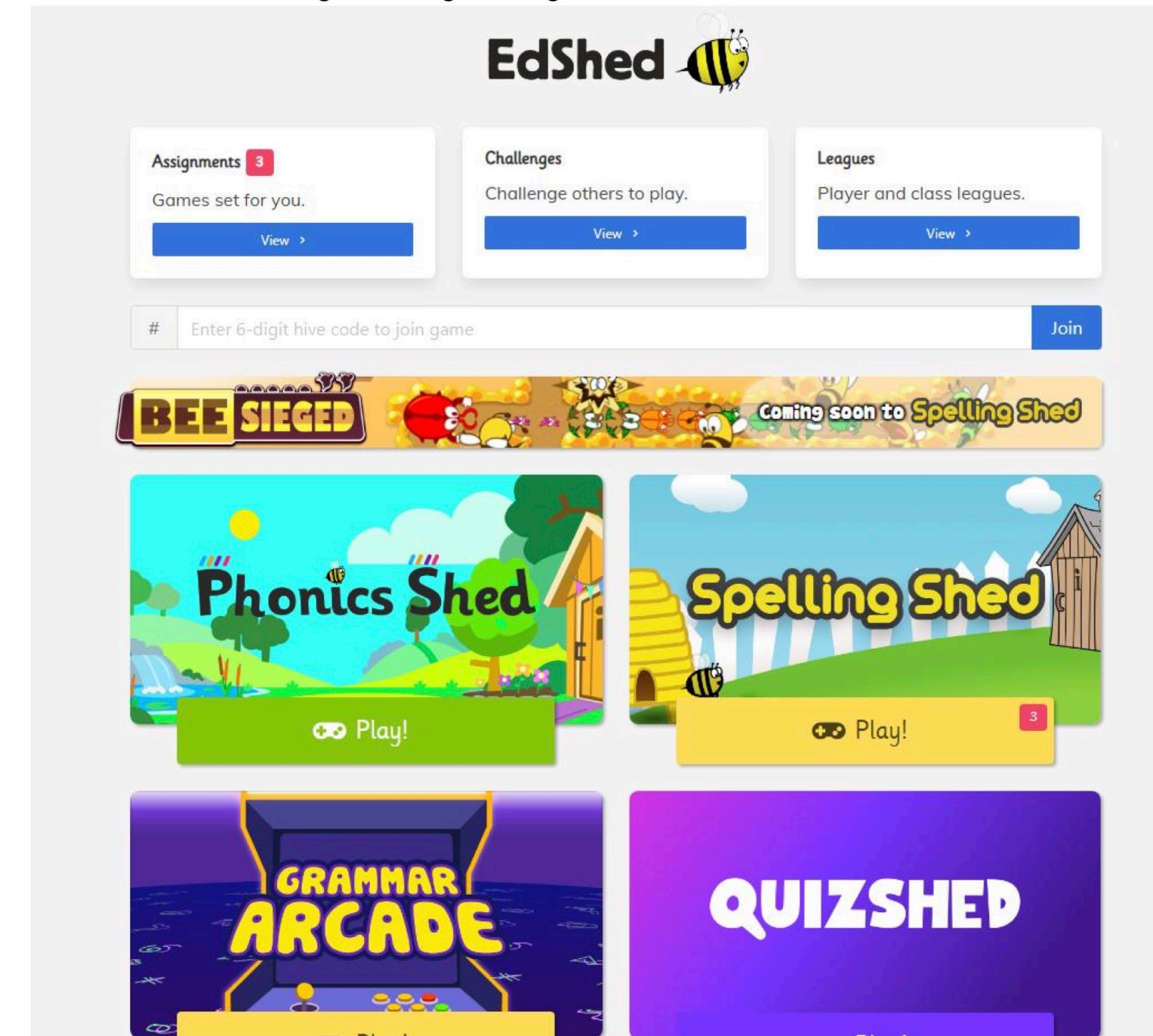


SPELLINGS

- The spellings check up will take place every **Monday** on previous week's spellings this will be done using a **Hive Game** on the app, where the children receive instant feedback. You will also be able to see their results by checking their profile on Spelling Shed. New spellings for the following week will also be **introduced on a Monday**.
- The children will be set a weekly **assignment** on Spelling Shed. This means they will need to practise these spellings six times during the week to unlock the rest of the games and areas.
- Once unlocked, children will still be able to practise this week's spellings (which we strongly encourage), as well as accessing other spellings and games.



When you log in, you will see this screen:



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.

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
- Practise handwriting
- Spelling Shed- Learn their spellings and apply these in their writing. The children will be tested every 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.



BEHAVIOUR

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Positive behaviour will be rewarded with recognition and rewards for effort.

Our positive recognition includes:

- Class Dojo (pupils collect positive points)
- Termly rewards linked to class dojo points

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

This could include, losing a Dojo point.



REWARD DAYS

As part of our termly Reward Day, pupils will have the opportunity to choose from a range of activities designed to suit a variety of interests. As some activities have limited spaces, children will choose their activity in order of the number of Class Dojo points they have earned during the term, with the child who has earned the most points choosing first, followed by the next highest and so on. This means that those who have consistently demonstrated positive behaviour, effort and our school's values will have the first choice of activities.

Please note that individual point totals will not be shared with pupils during the term; the final totals will be used at the end of the term to determine the order in which children select their Reward Day activity.





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	Milk	Crumpet	Yoghurt	Fruit	S Milkshake	C Milkshake
£0.30	£0.30	£0.40	£0.40	£0.40	£0.70	£0.70

Breakfast bap on Tuesdays only (8op).



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?

