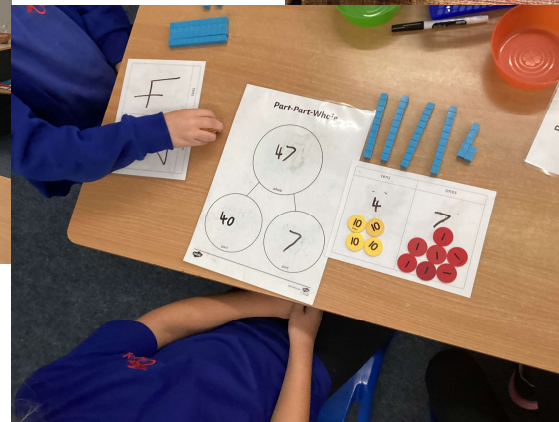




How to help your
child in Year 2





Meet the Team

Mrs Harrison
Class Teacher
(Monday – Thursday)

Mrs Leake
Class Teacher
(Friday)

Teaching Assistants
Mrs Jenson-Ashford (Mon, Tues, Thurs, Fri)
Mrs S Davies (Mon-Friday)
Miss G Martin (Weds and Friday)

Mrs Leake



Start & Finish Times



| CLASS | START TIME | FINISH TIME |
|--------|---|-------------|
| Year 2 | 8.40am (Gates Open) 8:50am Registration | 3.20pm |



How is Year 2 different from Year 1?

- When the children start in Year 2 they will find it very similar to their Year 1 experience. During the year, the teaching styles will subtly change and expectations will gradually increase to prepare them for KS2.
- The curriculum **builds upon and extends knowledge, skills and understanding** from Year 1.
- More **independent** approach to their work/**organising** themselves and their belongings.
- Year 2 are responsible for the **acting** for the Key Stage 1 Christmas Production.



A typical morning in Year 2

Registration (8:50)

Little Wandle Reading session

English

Playtime & Snack - toast or a piece of
fruit/vegetable from school or home (10:30am -15
mins)

Phonics

Maths

Lunchtime (1hr)

Friday - Whole Class Guided Reading



A typical afternoon in Year 2

Mastering Number

Geography/History/ Science/ Art/DT/ Computing/PE

Playtime (15 mins)

Key Stage/Class Assembly/Singing Assembly/Open The Book

Whole School Assembly (Monday & Friday)

End of Day Story

Home time 3:20pm





Little Wandle Phonics

Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



Teaching order











Phase 2 grapheme information sheet

Autumn 1

| Grapheme and mnemonic | Picture card | Pronunciation phrase | Formation phrase |
|---|---|--|---|
| s s  |  | Show your teeth and let the s hiss out ssssss ssssss | Under the snake's chin, slide down and round its tail. |
| a a  |  | Open your mouth wide and make the 'a' sound at the back of your mouth a a a | Around the astronaut's helmet, and down into space. |
| t t  |  | Open your lips, put the tip of your tongue behind your teeth and press t t t | From the tiger's nose to its tail, then follow the stripe across the tiger. |
| p p  |  | Bring your lips together and push them open and say p p p | Down the penguin's back, up and round its head. |
| i i  |  | pull your lips back and make the 'i' sound at the back of your mouth i i i | Down the iguana's body, then draw a dot (on the leaf) at the top. |
| n n  |  | Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn | Down the stick, up and over the net. |

Phase 2 grapheme information sheet

Autumn 2

| Grapheme and mnemonic | Picture card | Pronunciation phrase | Formation phrase |
|---|---|--|---|
| j j  |  | Pucker your lips and show your teeth use your tongue as you say j j j | All the way down the jellyfish. Dot on its head. |
| v v  |  | Put your teeth against your bottom lip and make a buzzing vvv vvv | Down to the bottom of the volcano, and back up to the top. |
| w w  |  | Pucker your lips and keep them small as you say w w w | From the top of the wave to the bottom, up the wave, down the wave, then up again. |
| x x  |  | Mouth open then push the es/x sound through as you close your mouth es es es (x x x) | Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box. |
| y y  |  | Smile, tongue to the top of your mouth, say y y y | Down and round the yo-yo, then follow the string around. |

A reading practice book

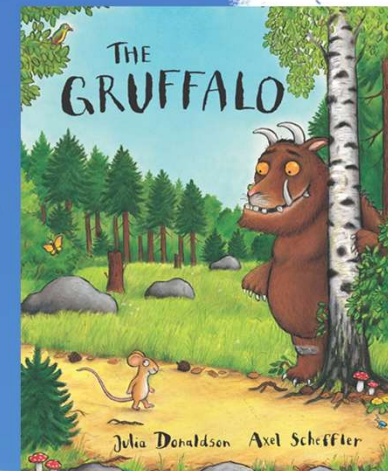
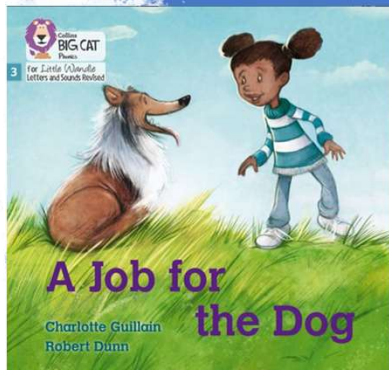
Reading a book at the right level

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



Books going home





Read to your child

The shared book is for YOU to read:

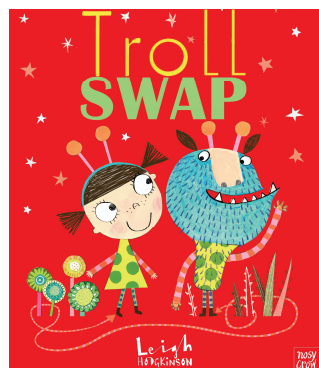
- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.





Oldfield





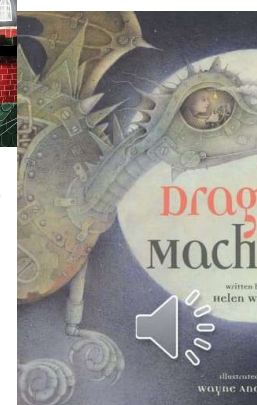
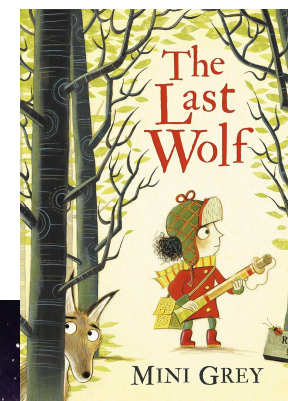
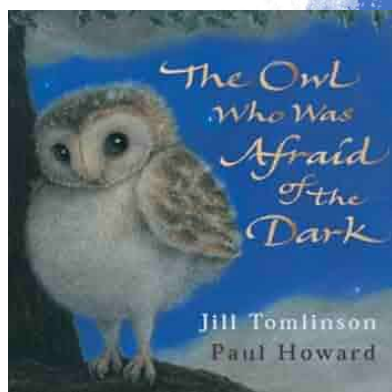
English

We follow Pathways to Write and use high quality texts.

We read a new book each half term.

There is lots of discussion and exploration of the text and throughout the half term, the children practise several Mastery Keys through lots of short writing activities.

These lessons and activities build up to a longer final write at the end of the half term where we can see if the children can apply these Mastery Keys independently.



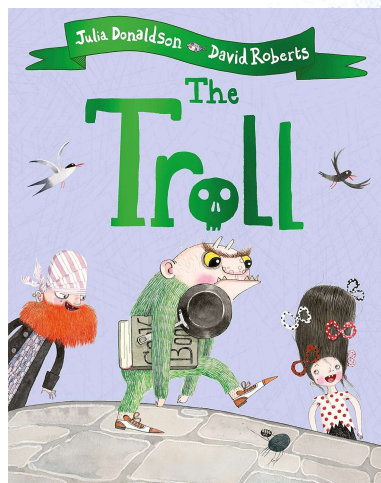


Whole Class Reading

We read and discuss another high quality text that links with our text in English.

Core skills - prediction, vocabulary development and retrieval

Mastery skills - 2-3 objectives are focused on for pupils to master over the course of the half-term



Maths



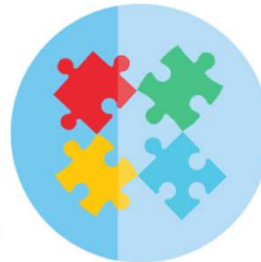
We follow the Maths No Problem scheme of work to teach mathematics.



Inclusive activities

Tasks and activities are designed to be accessible for all pupils while still containing challenging components for advanced learners.

MATHS 
NO PROBLEM!



Problem solving

Maths lessons and activities, based on Richard Skemp's work, teach problem-solving approaches to encourage higher-level thinking.



The CPA approach

Pupils learn new concepts initially using concrete items such as counters, then progress to pictorial representations before finally using abstract symbols, such as the equals sign.



Maths



Primary Maths Series — Year 2 at a glance

| | Autumn Term | Spring Term | Summer Term |
|---------|--|--|--|
| Week 1 | Number and Place Value: Numbers to 10 Lesson breakdown | Measurement: Mass and Temperature Lesson breakdown | Fractions: Fractions Lesson breakdown |
| Week 2 | | | |
| Week 3 | Calculations: Addition and Subtraction Lesson breakdown | Statistics: Pictograms Lesson breakdown | Assessment |
| Week 4 | | Mid-Year (A) Tests and Remediation | |
| Week 5 | | Calculations: More Word Problems Lesson Breakdown | |
| Week 6 | Calculations: Multiplication of 2, 5 and 10 Lesson breakdown | Measurement: Money Lesson Breakdown | Measurement: Time and Volume Lesson breakdown |
| Week 7 | | | |
| Week 8 | Calculations: Multiplication and Division of 2, 5 and 10 Lesson breakdown | Geometry – Properties of Shapes: 2D Shapes Lesson breakdown | |
| Week 9 | | | Revision and End-of-Year (B) Tests |
| Week 10 | Measurement: Length Lesson breakdown | Geometry – Properties of Shapes: 3D Shapes Lesson breakdown | |
| Week 11 | | | Review and Revisit Topics |
| Week 12 | Measurement: Mass Lesson breakdown | Fractions: Fractions Lesson breakdown | |



Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz



Handwriting

In Year 2 we will continue to focus on how to form letters correctly. It is important that the children are starting and ending individual letters in the correct place.

We will also do our best to support children with the correct pencil grip.

This will build a solid foundation for Year 3 where the children will learn how to join their letters.



Spelling



- This Year we will be following the Little Wandle Programme for Year 2. This provides a seamless link from the core Little Wandle Letters and Sounds programme, to learning spelling in Year 2 and above.



NO OUTSIDERS

'All different, All welcome'

Science, RE & the Wider Curriculum

Science; RE; Geography/History; Art/D&T; Computing; Music; PE & Forest School; My Happy Mind & The Zones of Regulation; No Outsiders

Each half term we will update the Year 2 Class Page on the Oldfield website.



| Zones of Regulation | | | |
|---|---|---|---|
| Blue | Green | Yellow | Red |
| | | | |
| Bored Lonely Sad Tired Unwell | Calm Content Focused Happy Ready to learn | Anxious Confused Excited Frustrated Worried | Angry Aggressive Terrified I need time and space |



PE and Forest Schools

PE This half term will be on Wednesday (House of Dance) and Friday (gymnastics).

- Children should come into school on their PE days wearing their PE Kit.
- Children MUST NOT wear their school shoes for PE, they must have separate trainers.
- Earrings are not permitted on PE days. Please remove them or cover with tape.
- Please try to remember to tie long hair back.

Forest School: Please ensure that your child has appropriate clothing...long sleeves, layers, waterproofs, wellies/outdoor shoes, indoor shoes and hair tied back.



Homework

Homework is one task linked to our learning in school that week - either English, Maths or from the Wider Curriculum. It should take your child about 20 minutes and should be able to be completed with some adult support. When your child is completing their homework, please encourage them to present their work neatly.

Homework will be set on a Friday and is due on the following Wednesday.





Reading

Reading remains the priority

Please ensure your child reads at **least three times a week for a minimum of 10 minutes.**

This should be their **banded reading book** from school as they are carefully structured to **support reading development.**

Please **sign and date their reading record** after each reading session (a comment is optional).

We will check reading records each week.

It is so important our children are confident readers by the time they leave Oldfield.





Each term, we order books for our reading corner from the Education Library which the children help to choose.

Reading

Reading remains the priority

We also encourage all the children to choose books to **read for pleasure**. Click on the **Reading tab on our Class Page** for lots of book ideas or come and chat to us for some book recommendations. There is the Great Boughton Library on our doorstep and lots of books in our reading corner which the children are always welcome to take home.

Feel free to record these in their reading record too.



Examples of calculations in Year 2

$$13 + 1 =$$

$$15 - 3 =$$

$$23 + 20 =$$

$$35 - 30 =$$

$$15 + 17 =$$

$$24 - 16 =$$

$$35 + 19 =$$

$$33 - 27 =$$

$$7 + 6 + 5 =$$

School Uniform

- Please support us by sending your children in the correct school uniform including PE kit. This is outlined on the school website.
- **Please label ALL uniform including PE kit and coats.**
- No jewellery other than stud earrings and a smart and sensible wrist watch.
- Please make sure your child has a waterproof coat each day as we go outside during playtimes in most weather conditions.



End of Day

- The school day ends at 3.20pm.
- The children will line up in the cloakroom until their name is called once we have identified the person picking up.
- If you want to speak to a member of staff, please wait until all the children have been collected.



Personal belongings

All children should bring the following EVERY DAY:

- COAT
- Water bottle
- Packed lunch (if applicable)
- Book bag with reading record and book
- Sun cream, sun/winter hat (when necessary)

PLEASE ENSURE ALL ITEMS ARE
CLEARLY NAMED

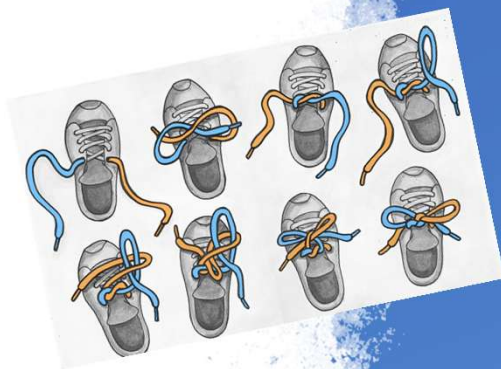


Skills to work on at home

At the end of KS1 we begin to promote independence.

It would be helpful for pupils to begin to learn how to:

- Tie their shoe laces
- Draw straight lines using a ruler
- Cut out neatly with scissors
- Tell the time on a digital and analogue clock



A few reminders...

- Please remember to update your information at the office and let us know if there is any change as to who is picking you child/children up.
- Update permission for photographs to be used on our website/media.
- No toys allowed in school.



Contacting us...

The Year 2 team are always available to speak with you before or after school or alternatively please e-mail us.

sarah.harrison@oldfield.cheshire.sch.uk
Jenny.leake@oldfied.cheshire.sch.uk

Please check the website regularly as we try to update the class page as often as we can.

www.oldfield.cheshire.sch.uk





Can you help
with reading?





Thank you for listening

We really look forward to teaching Year 2.

Please feel free to email us if you have any questions.





The ZONES of Regulation

| | | | |
|---|--|---|---|
|  |  |  |  |
| <p>Blue Zone</p> <p>Sad Bored Tired Sick</p> | <p>Green Zone</p> <p>Happy Focused Calm Proud</p> | <p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p> | <p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p> |