

WELCOME TO YEAR 2



Introduction to the Year 2 Team

We would like to welcome you and your child to Year 2. In Year 2, our teachers are:

Mrs Webb - Year Leader and 2W class teacher

Miss Ali – 2A Class teacher

Miss Rhodes – 2R Class teacher

Miss Hercules – 2H Class teachers

Teaching Assistants

Mrs Hogg, Mrs Horrix

Student Teacher

Miss Bevan – 2W



Our Expectations

Claycots School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline and self-regulation. It echoes our core values with a heavy emphasis on the principles of Ready, Respectful and Safe developed by the behaviour expert Paul Dix.

A community that is:

Ready to learn; Respectful of themselves and others; Safe in school We are committed to a partnership approach to promoting positive behaviour and interventions that support staff and learners.



At Claycots, we are...

- ▶ **Ready**
- ▶ **Respectful**
- ▶ **Safe**



Ready Respectful Safe

Children will:

- Work to the best of their abilities and allow others to do the same by being focused and engaged in their learning
- Treat all staff and pupils with respect and show good manners • Follow instructions of school staff
- Take care of property and the school environment
- Ensure that interactions with staff and their peers are positive

Parents will:

- Support their child in adhering to the principles of Ready, Respectful, Safe
- Ensure that the agreement made in the Home-School Agreement is upheld
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure that their child has good attendance (97% or above) and is in school on time
- Inform staff of any medical or other needs that may hinder their child's attendance
- Ensure that their child attends school in full uniform



Rewards

- ▶ In each Year 2 classroom, there is a **recognition board** that we all want the children to progress on. We focus on three targets, these will change throughout the year.
- ▶ Each week one child from each class has the potential to earn a **Headteacher Award** for being Ready, Respectful and Safe. Alongside this, one child from the year group has the chance to earn a **Kindness Award** each week.
- ▶ **Postcards, phone calls and text messages** will be sent home to celebrate your child's success.
- ▶ **House points** are given to children who show that they are following the school rules, working hard, challenging themselves, showing resilience or compassion.



House Teams

BRAY LAKE



DORNEY LAKE



JUBILEE RIVER



RIVER THAMES



- If you are unsure of your child's house, the class teacher can find out for you.

School Uniform

- ▶ Plain white cotton shirt (with a turn down collar)
 - ▶ School tie
 - ▶ A V-Neck school jumper or school cardigan (both with the Claycots logo)
 - ▶ Black or grey skirt/trousers
 - ▶ White or grey socks or grey tights
 - ▶ Flat black school shoes must be worn
- NOT TRAINERS**



P.E. Kit

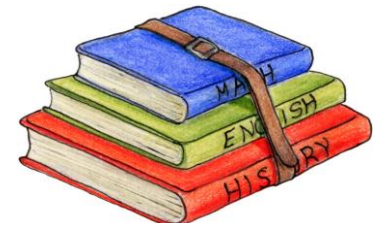
P.E. lessons for Year 2 are on Wednesday afternoons. Children should come to school in P.E. kit on this day.

They do not need to bring in additional school uniform.

- ▶ House team coloured T-shirts (with logo) - Bray (red), Dorney (blue), Thames (yellow) and Jubilee (green)
- ▶ Bottle green or black jogging bottoms especially during the colder months
- ▶ Bottle green or black shorts
- ▶ Black plimsolls or non marking trainers



What does the curriculum look like?



Year	Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	Theme	Fire	Dragons	Space	Brazil	Growth	The Seaside
	Text	The Tiger Child	George and The Dragon	Bob's Best Ever Friend	The Great Kapok Tree	The Secret Spy Garden	?
	Cultural Capital		Creative partner Dragons dance workshop and performance to parents – 1 day creative	Creative partner Act on Info Drama workshop Neil Armstrong/ Tim Peake	Tim Pugh Environmental Artist	Kew Gardens visit	
	Science	Materials <i>(Identifying & Classifying)</i>	Healthy Eating <i>(Pattern seeking)</i>	Animals including humans <i>(Observing over time & Research)</i>	Plants <i>(Fair testing)</i>	Scientist Study - Jane Goodall	Living things- characteristics/growth/ habitats <i>(Observing over time)</i>
	Geography		Continents and Oceans/mountain ranges		Brazil location Rainforest Amazon River	Map skills	
	History	Great Fire of London Black History Month: Mae Jemison		Space History – Neil Armstrong/ Herschel/ Famous Space Voyages (creative partner)			Victorian Seaside Grace Darling
	DT		Design, make and evaluate moving dragons			Design, make and evaluate stable structures How would a chair hold the weight of the giant?	Cooking focus – Making a healthy picnic (invite parents, fundraiser)
	Art & Design	Silhouettes through fire (brushwork and colour mixing)		Papier mache planets, painted using different techniques	Andy Goldsworthy using natural materials to create large artwork/sculpture (creative partner)		
	Computing	Espresso Coding	Espresso Coding	Internet Safety and Uses (in classroom)	Digital Content: Fact file on Brazil	Free choice	2 Simple

What does the curriculum look like?



RE	<p>Theme: What did Jesus teach?</p> <p>Key Question: Is it possible to be kind to everyone all of the time?</p> <p>Religion: Christianity</p>	<p>Theme: Christmas - Jesus as gift from God</p> <p>Concept: Incarnation</p> <p>Key Question: Why do Christians believe God gave Jesus to the world?</p> <p>Religion: Christianity</p>	<p>Theme: Prayer at home</p> <p>Key Question: Does praying at regular intervals help a Muslim in his/her everyday life?</p> <p>Religion: Islam</p>	<p>Theme: Easter - Resurrection</p> <p>Concept: Salvation</p> <p>Key Question: How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p>Religion: Christianity</p>	<p>Theme: Community and Belonging</p> <p>Key Question: Does going to a Mosque give Muslims a sense of belonging?</p> <p>Religion: Islam</p>	<p>Theme: Hajj</p> <p>Key Question: Does completing Hajj make a person a better Muslim?</p> <p>Religion: Islam</p>
PSHE & RHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
British Values/ SMSC	Democracy Rule of Law Individual Liberty Tolerance/ Respect (Black History Month)	Tolerance / Respect – living things. Freedom – Jesus’ death. Rule of Law – Jesus’ death.	Tolerance – other faiths. Respect – The planet. Liberty – can we do what we want to Earth?	Rule of Law / Democracy – Jesus’ death. Tolerance / Respect – Rainforest. Law – protect environment.	Tolerance / Respect – community / religion. Democracy / Rule of Law – Success at any cost?	Individual Liberty – choosing / following a religion. Tolerance of one faith or others.

What does a Year 2 day look like?

Year 2 Autumn 1 Week 1	8:30-9:00	9:00-9:30	9:30-10:30	10:30-10:45	10:45-11:45	11:45-12:00	12:00-12:45	12:45-13:15	13:15-13:45	13:45-14:00	14:00-14:45	14:45-15:05	15:05-15:15
Monday	Morning Work / Handwriting	Assembly - Zoom	Literacy	F	Maths	Handwriting	L	Guided Reading	Shared Reading	B	Creative Curriculum	Phonics	Story / Reflection on day
Tuesday	Morning Work / Handwriting	Phonics	Literacy	R	Maths Numbers	Handwriting	U	Shared Reading	Guided Reading	R	Science	Phonics	Story / Reflection on day
Wednesday	Morning Work / Handwriting	Phonics	Literacy SPANISH	Maths	U	Handwriting	N	Guided Reading	Mindfulness	P.E 1:30 - 3:30			
Thursday	Morning Work / Handwriting	Phonics	Literacy	I	Maths	Handwriting	C	Guided Reading	PSHE/RE	A	Creative Curriculum	Phonics	Story / Reflection on day
Friday	Morning Work / Handwriting	Phonics	Literacy	T	Maths	Handwriting	H	Shared Reading	Guided Reading	K	Music/ICT	Phonics	Story / Reflection on day

**How do we
assess your
child's
learning?**



Assessment in Year 2 (SATs)

- ▶ Assessment is ongoing everyday (AFL)
- ▶ Teachers will plan your child's next step based on the progress they show and will challenge.
- ▶ Assessment week is once a term.
- ▶ Assessment week allows the teacher to assess the child's progress during that term in reading, writing, Phonics, SPAG and maths.
- ▶ **Year 2 will complete phonics screening in November.**
- ▶ **Year 2 will complete SAT's in May 2021.**

- ▶ SATS are one form of assessment in Year 2 however they are not the only form of assessment.
- ▶ We will be running SATS workshops and support sessions as the year goes on and we ask if you have any concerns to speak to your child's teacher.



Reading









Reading is one of the most important skills you can help your child develop. Some of the ways in which you can support them include:

- ▶ Listening to your child read regularly.
- ▶ Reading to your child. In Year 2, children still enjoy being read to and this is a great opportunity to model good reading.
- ▶ Ask your child questions about what they have read, they need to develop an understanding of the text to support their comprehension skills.
- ▶ Write a note when you have heard your child read in their homework diary.



Homework

- ▶ Homework will be given out half termly and will consist of an 8 box grid in which pupils are to complete tasks to support their in class learning.
- ▶ The box will include a range of skills that we see as vital for pupils to develop in discovery phase.
- ▶ Homework is returned in the second of the last week of each half term to allow teachers to view it and reward house points for learning.
- ▶ Presentation expectation – we expect homework to be presented to the same standard as school work.

<p>Discovery - Use a computer, iPad and/or books to find and record some facts about the Great Fire of London. Write at least five sentences.</p> 	<p>Investigate - Explore your home and the world around you and write/draw 3 items for each material: metal, wood, plastic, glass and fabric.</p> 	<p>Create - Create a picture of your family. Use as many of your spelling or common exception words to describe or write a fact about each person in the picture.</p> 	<p>Build - Create a Tudor and Stuart house from The Great Fire of London out of recycled materials and decorate it. You can use cereal boxes, egg cartons etc.</p> 
<p>Visit - Your local shop or library. Take out a new book or buy something using the correct amount of money. Draw the coins you used to buy your item or write about the new book you have chosen.</p> 	<p>Predict - Read a story or log onto Bug Club to read. Look at the front cover and make a prediction- (a good guess) about what the story is about. Then read for at least 10 minutes to see if your prediction was right.</p> 	<p>Share - Share your favourite story with someone in your family. Explain why it is your favourite story. You could draw a picture of a character or write a sentence about why it is your favourite. Can you use the word because in your answer?</p> 	<p>Revise - Using objects in your house revise your 2x timetables; group the objects you have picked into twos to help you count in 2's.</p> <p>Challenge is to try your 10x tables</p> 

Homework

- ▶ Spelling will be sent out with homework. These are sight words that the children must learn to read and write.
- ▶ Please do not use phonics for these words, they are to be learnt and not phonetically plausible.
- ▶ You can stick them around your house to help the children.

<p>Spelling week 1</p> <ol style="list-style-type: none">1. <i>that</i>2. <i>with</i>3. <i>all</i>4. <i>we</i>5. <i>can</i>6. <i>are</i>7. <i>up</i>8. <i>had</i>9. <i>my</i>10. <i>her</i>	<p>Spelling week 2</p> <ol style="list-style-type: none">1. <i>what</i>2. <i>there</i>3. <i>out</i>4. <i>this</i>5. <i>have</i>6. <i>went</i>7. <i>be</i>8. <i>like</i>9. <i>some</i>10. <i>so</i>	<p>Spelling week 3</p> <ol style="list-style-type: none">1. <i>not</i>2. <i>then</i>3. <i>were</i>4. <i>go</i>5. <i>little</i>6. <i>as</i>7. <i>no</i>8. <i>mum</i>9. <i>one</i>10. <i>them</i>
<p>Spelling week 4</p> <ol style="list-style-type: none">1. <i>do</i>2. <i>me</i>3. <i>down</i>4. <i>dad</i>5. <i>big</i>6. <i>when</i>7. <i>it's</i>8. <i>see</i>9. <i>looked</i>10. <i>very</i>	<p>Spelling week 5</p> <ol style="list-style-type: none">1. <i>look</i>2. <i>don't</i>3. <i>come</i>4. <i>will</i>5. <i>into</i>6. <i>back</i>7. <i>from</i>8. <i>children</i>9. <i>him</i>10. <i>mr</i>	<p>Spelling week 6</p> <ol style="list-style-type: none">1. <i>get</i>2. <i>just</i>3. <i>now</i>4. <i>came</i>5. <i>oh</i>6. <i>about</i>7. <i>got</i>8. <i>their</i>9. <i>people</i>10. <i>your</i>

Homework

In addition to the half termly homework, children have access to weekly Maths and English homework via:

- ▶ Athletics
- ▶ Times Table Rock Stars
- ▶ Bug Club
- ▶ Spelling Shed

If you are unsure of your child's login details, please contact your class teacher.



Year Group reminders

Water bottle

- ▶ We ask that your child has a sports cap water bottle in school everyday. This must **only be filled with water and not juice/squash/fizzy drinks. We encourage children to make healthy lifestyle choices.**

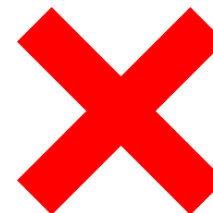


Healthy packed lunches

- ▶ We promote healthy eating and would like to encourage you to do the same. Please ensure your child has a healthy packed lunch if they are not having school dinners.



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If your child is unwell

As we move further into the Autumn Term children will be developing colds, coughs and other illnesses, common in the winter months. The symptoms associated with many of these common illnesses may be similar to those associated with coronavirus and you may be concerned about differentiating between these and coronavirus.

If your child is unwell, the school cannot advise you on whether or not they should stay at home. Instead, you need to make the decision based on the symptoms they are displaying.

At school, we are encouraging children to reduce their risk of spreading colds by following Catch it, Bin it, Kill it, and washing their hands regularly throughout the day. Clearly any absence from school has an impact on children's education and we want to minimise this where possible.



A COVID symptom guide

Signs and Symptoms	Cold	Flu (Influenza)	COVID-19 (Wuhan Coronavirus)
Fever	Mild if present	Often	Often
Fatigue, Tiredness	Occasional, mild	Common	Occasional
Sneezing	Common	Infrequent	Infrequent
Body Aches	Common	Common	Occasional
Headache	Very infrequent	Common	Occasional
Sore Throat	Common	Occasional	Occasional
Stuffy or Runny Nose	Common	Occasional	Infrequent
Diarrhoea	No	Occasional	Infrequent
Watery eyes	Common	Common	Infrequent
Cough	Mild	Dry cough	A dry cough, often severe
Shortness of Breath	No	Rare	With mild/moderate infection
Difficulty Breathing* (*Needs oxygen or ventilator)	No	In severe infections*	Common in severe infections*

Working Together ...

If you have any concerns, we want to work with you to offer reassurance. If you would like to speak to us, please phone the school office to arrange a phone call.

In the first instance, you should always speak to your class teacher

1. Class Teacher
2. Year Leader-Mrs Webb



