

Wheatfields Infants' and Nursery School



**Your child's learning
in Year 2**

Year 2 Staff Team

Beech	Maple	PPA cover
Mrs Bushi	Miss Morgan	Mrs Nicholas (Maple)
Mrs Smith Mrs Evans	Mrs Adams (am)	Mrs Taylor (Beech)

Behaviour for Learning



Our behaviour management is based on the **Unconditional Positive Regard** approach. This approach ensures that staff are trained to support children whose emotional wellbeing is affecting their engagement with education. This approach means we believe that every child deserves unconditional positive regard. A child will thrive when they know that adults are there to support them, not only through the positive times, but also in their more difficult moments.

3 Guiding Principles



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Our Three Guiding Principles

Being
Ready

Being
Respectful



Being
Safe

We aim to teach the children to have the self-awareness to make the right choices and to understand that inappropriate behaviour has consequences. This may be an educational consequence e.g. clearing up the mess they've made, apologising etc. or a protective consequence e.g. playing alongside an adult who will model safe behaviour.

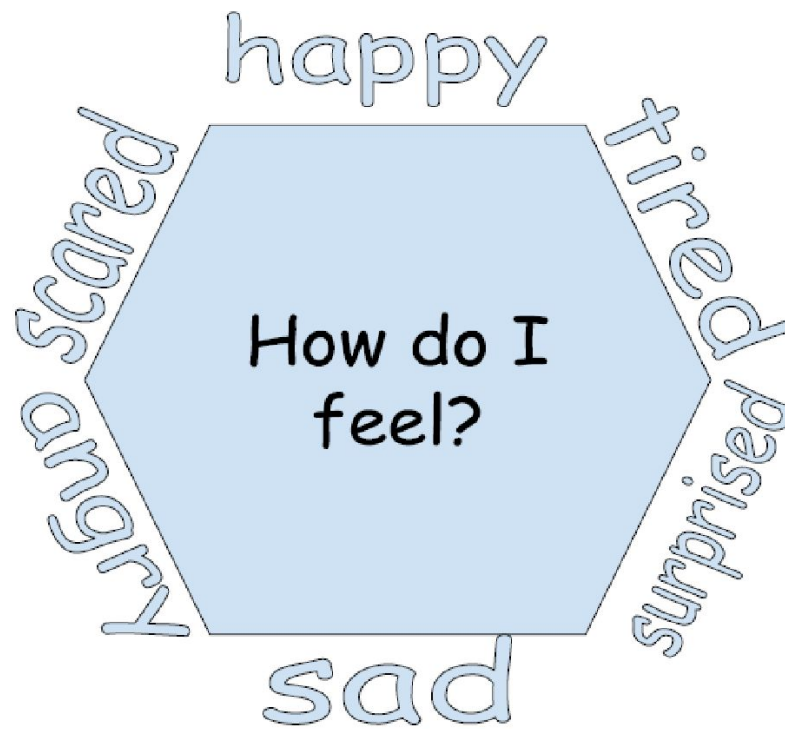
Our Guiding Principles are a positive reminder of our expectations.

BLP - Building Learning Power



Doris Dog - Resourceful - Questioning, Making Links, Imagining, Reasoning, Capitalising
Rufus Rabbit - Reciprocal - Collaboration, Listening and Empathy, Imitation, Independence
Krishna Cat - Reflective - Planning, Revising, Distilling
Tallulah Ted - Resilient - Perseverance, Absorption, Noticing, Managing distractions
Ore Owl - Being Ready, Being Respectful, Being Safe

Emotion word of the week



Wellbeing and Learning Support



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Mrs Chalk is our **Mental Health** Lead across school

Overseeing Emotion Explorer groups for Year 2

Ensuring **equal opportunities** for all our children and families



Mrs Chalk

If you would like wellbeing support for your child or your family, please contact Mrs Chalk on: **chalke@wheatfieldsinfants.aetrust.uk**

PSHE- Personal, Social, Health and Economic



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- PSHE- fortnightly as a whole class. Jigsaw programme: 6 half termly topics: Me in My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships, Changing Me.
- Our Guiding Principles, Emotion Word of the Week, Pants NSPCC Rule, Learning Heroes.
- Forest School - fortnightly as a whole class. Building friendships, games, risk taking, fires, climbing trees, using tools e.g. saws, hammers, peelers.
- Visit and trips - different classrooms, knowing way around school e.g. library, Miss Cockburn. assemblies, local community, school trips, visitors in school.



Our Online Safety Rules



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To keep myself safe

- I will always check with a grown up before I use an electronic resource
- I will remember to only use my own login information
- I will log out of a school computer if I need to leave the computer or when I have finished
- I will ask a grown up if I don't know what to do
- I won't share my password or QR code
- I will listen to the teacher and only go on websites or apps I have been told to use
- I will keep personal information to myself online e.g. address, school name etc
- I won't click on something if I don't know what it means
- I can close the Chromebook or turn the screen off if I see something I don't like
- I will tell a trusted adult straight away if:
 - there is anything that I see or hear that I don't like
 - someone is unkind or makes me unhappy online
 - if someone I don't know tries to talk to me online
 - if something pops up on the screen



To keep others safe

- I will only take photos of people if they have said it is ok
- I won't put photos or videos of other children online even if they say it is ok
- I won't watch other people putting their password in.



To use technology respectfully

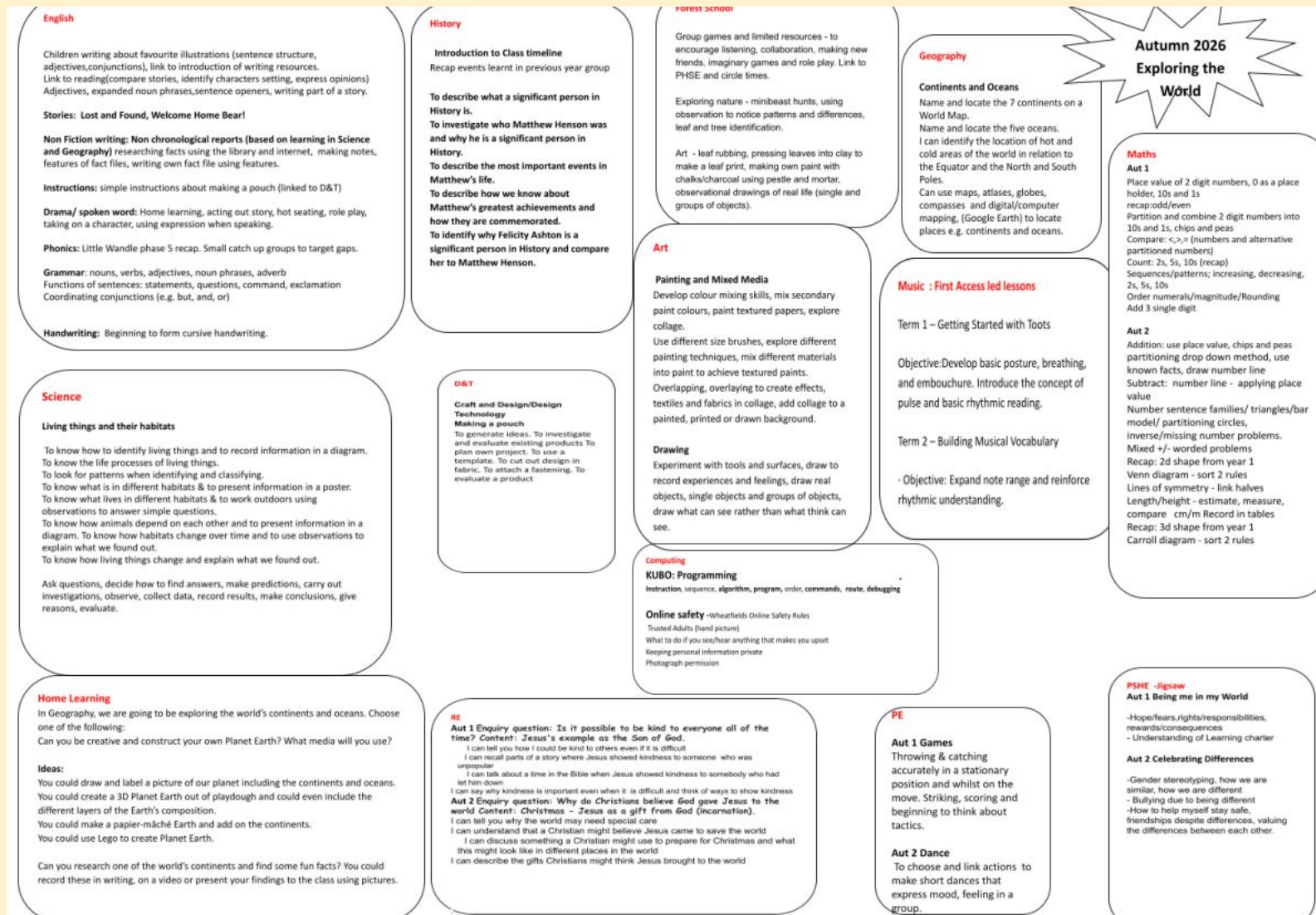
- I will be kind to others and only say nice things to them
- I will look after the technology in school
- I will let an adult know if something is broken or not working
- I won't have any drinks near a computer

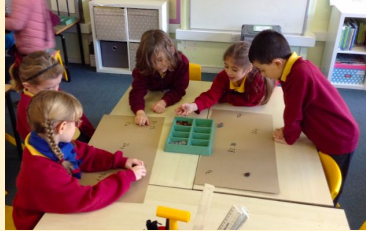
I know these rules are made to keep me safe and I will follow them. I will always ask an adult if I am not sure.

Our curriculum

- Broad themes for each term: Exploring the World; Carnival Time; Looking Back, Moving Forward
- Overviews on website
- Always flexibility to go with interests of own class when planning but ensure that same skills are covered in each Year 2 class
- Timetable flexible to suit needs of children at that time

Curriculum overview





Maths



- Focus on **Maths Mastery**
- Number e.g. place value, number bonds, fractions, 4 operations ,inverse
- Shape, space and measure- weight, length, capacity
- Teach variety of strategies, ask children to apply them in solving problems including worded problems (curriculum meeting to follow)
- Use practical resources- Rekenreks, Diennes (chips and peas),
- Value making mistakes - it's how we learn
- Open ended questioning and tasks which all children can access, builds problem solving and reasoning skills
- Number Fluency 4 x a week following the Mastering Number program from the National Centre for the Excellence of Teaching Mathematics.



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Phonics and Grammar

- Little Wandle Letters and Sounds Revised: a complete systematic, synthetic programme. Government Validated scheme.
- 25 minute lessons, taught daily. Build on phonics learnt in Year 1. Most children will be revising Phase 5 sounds before moving onto to cover spelling and grammatical rules in the Year 2 National Curriculum
- Small phonics groups each day for those children who require further learning of Phase 3 and Phase 5 sounds.
- Grow the Code Grapheme Chart

Grow the code grapheme chart										Phase 2, 3 and 4				
s ss ce se st	t tt	p pp	n nn kn gn	m mm mb	d dd	g gg	c ck cc ch	r rr wr	h	b bb	f ff ph	l ll le al	j jj dge ge	v vv ve
w wh	x	y	z zz s ze	qu	ch tch ture	sh sh t ssi ci	th	ng ng	nk nk	a	e ea	i i y	o o a	u u o-e ou
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Reading



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Reading Practice - daily in class. Children read with the teacher each week, answer questions about the book, complete activities related to the book e.g how do you think the main character is feeling? Also phonics or grammar task based on previous week's learning.

Children reading Little Wandle. 3 Sessions - decoding, prosody (fluency) and written comprehension questions. Reading at 90% fluency
Children take home LW phonics book that they are reading in class to practise fluency for that week.

Children who have completed LW move to a colour banded book from turquoise to be taken home. Change as needed.

Developing a love of reading



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- Opportunities for daily stories
- Class book corners with a range of reading material
- Accessing different styles of text in different contexts eg reading digital texts, non-fiction.
- Fortnightly library visit to choose two books (fiction and nonfiction) to take home and share with you.



Writing



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- Oral storytelling - story voices, role play, story setting, class story map, explaining and using new vocabulary. Great emphasis on talking before writing.
- Planning writing - in partners, groups, individually. Use of word mats, dictionaries, thesaurus. Use of exciting adjectives and ambitious vocabulary.
- Writing - having a go! Sentence structure - finger spaces, full stops, capital letters, conjunctions, adjectives, time words. Accuracy of spelling becoming more of an emphasis as year progresses.
- Editing and Evaluating their work using green pen.
- Y2 Stories this year: including: *Ocean Meets Sky*, *Lost and Found*, *Welcome Home Bear!*
- Y2 Non-Fiction Text Types: Fact Files, Instructions, Poetry, Letter Writing, Non-chronological Reports and Recounts.
- Handwriting - Twice weekly sessions beginning cursive formation with focus on letter formation. Joined up handwriting will be taught once the children can consistently form their letters correctly. Feedback during written tasks picking up on formation of letters taught.

Other Curriculum Areas



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- **History** - Class timeline. Explorers: Matthew Henson and Felicity Ashton; Story of St Albans; Titanic
- **RE** - 6 half termly topics based around enquiry questions: Is it possible to be kind to everyone all the time? Why do Christians believe God gave Jesus to the world? Who is God to the Jews? How important is it to Christians that Jesus came back to life after his crucifixion? Does visiting the synagogue help Jewish children feel closer to God? (trip to local synagogue) Who is God to the Sanatanis?
- **Music** - Weekly toots sessions with specialist teacher from First Access



Other Curriculum Areas



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Science - 6 half termly topics: Animals and Survival, Materials and their Properties, Habitats, Protecting the Environment and Plants and Growth.

Computing - Robot Algorithms (KUBOs, IT in the world beyond, Using IT to organise and present Data

Geography - Continents and Oceans, Climates, Contrasting Cities and Fairtrade and Maps, Fieldwork and Sustainability.

Other Curriculum Areas



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D&T - 4 topics: Textiles (pouches), Structures (cathedrals), Food, Cooking and Nutrition. Lots of opportunities to apply skills during Forest School.

Art - 4 topics: Drawing and Mark Making, Painting and Mixed Media, Sculpture and 3D, Craft and Design.

PE - Ball Skills and Games, Dance, Gymnastics and Athletics

Sports Day in Summer Term



How do I know how my child is doing?

- Ongoing formative assessment by teachers to plan next steps in the children's learning.
- Half termly Pupil Progress and Attainment meetings between year group teachers. Your child's teacher will discuss any actions arising from these meetings where necessary.
- Two face to face parent consultation meetings.
- Annual written report.
- We have an open door policy so if you have any concerns/ questions please speak to your child's teacher.

How can you help?



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- **Read regularly**-collect exciting vocabulary, notice punctuation, express opinions and compare texts.
- **Home Learning** books can be used by children too!
- **Practise counting** forwards and backwards to 100, in 2s, 5s and 10s and then 3s. Addition and subtraction facts to 10. Play board games.
- **Handwriting:** remind your child to form their letters correctly e.g. n
- **Talk** about things which interest your child, encourage writing if they enjoy it (use word mats)
- **Independent dressing** including shoe laces if at all possible.
- Make sure children have **Forest school and PE kit.**
Name everything!
- *Read the weekly email with details about current learning.*

Thank you!

- For all your support.
- Lots of information on the website, curriculum meetings and individual consultations coming soon.
- Teachers always happy to answer questions- pop in after school, leave a message in home learning book or e-mail.
- Parent Consultations w/c 12th October
- Maths Curriculum Information Evening: 10th November