

Year Two

Welcome Meeting

2020-21



Transition to Year Two this year...

- This half term we will help the children to feel settled and practise their new daily routines.
- The children will be supported to maintain and improve their hygienic practices and routines throughout the school in regard to COVID-19
- Our main focus will be for all children to feel happy and safe to be back at school
- We will be teaching them some simple, age appropriate strategies to support their mental health and well-being and this will be called 'Our Daily Pause'. This will include taking part in Circle Time and various breathing exercises.
- The children will also begin using a new 'Visual Diary' where they can express their thoughts and feelings.



Our 'Catch Up' Curriculum

- This year we have adapted our Curriculum in order to fill any gaps in learning from the school closure period (due to Covid '19). This term we will include any objectives which the children need to further develop from the Summer term.
- Your child will have taken part in some assessments during their first 2 weeks back at school and we will work on any areas which they have not fully retained from last year.
- Children who are in need of extra support will receive extra 'Catch Up' sessions.
- This year we have a new teacher named Mr Elsdon who will be working with children across Year Two.
- Mr Elsdon's groups will take place as well as our usual classroom interventions and additional learning support with Mrs Clarkson, Mrs Newell and Mrs Parry to ensure that every child makes the progress they need this year.

Self Isolating

- This year may involve periods of self-isolation for individual pupils as well as larger 'bubble' groups due to Covid '19
- You will receive an email explaining our Remote Learning procedures for this year separately. Remote Learning will begin if:
 1. Your child is self-isolating because a family member is showing symptoms of Covid-19 and are awaiting the results of the test, or they have received a positive result;
 2. You have been notified by test and trace that you have been in contact with someone who has tested positive for C-19 and are required to self-isolate;
 3. You have returned from a country abroad that is not on the Governments 'exempt' list and therefore your family are required to quarantine;
 4. A positive case within the school means that either your child's bubble, or the school needs to close.

Remote Learning...

- If your child is well and not displaying symptoms, they will be provided with work to be completed at home that is of equivalent length to the core teaching they would receive in school.
- All children have access to 'Google classroom' to access work and to submit their follow up work online. Children may also be directed to other online resources.
- In the event that the school, or 'bubble' closes, filmed lessons by school staff will also be posted on Google classroom. We understand that internet access and devices may be shared across a family group; for this reason, there will be no 'live' daily lessons. Instead, these will be pre-recorded and the link provided so that the work can be accessed / submitted throughout the day.

*** Home learning will not be provided if your child is unwell with symptoms for C-19 or other ailments. ***

In the event that your child's class teacher is self-isolating at home, they will remotely teach the whole class, in the classroom, via the interactive whiteboard using Microsoft Teams.

E-safety

- We continue to educate all pupils on the importance of staying safe when using the internet. To enhance this, please think about some of the following ideas at home: Maintain open discussions with your child and encourage them to talk to you about their internet use: for example who they're talking to, services they're using, and any issues they may be experiencing.
- Give your child strategies to deal with any online content that they are not comfortable with – such as turning off the screen, telling an adult they trust and using online reporting facilities.
- Consider using filtering software to block unwanted content. In addition to filtering, remember that discussion with your child, and involvement in their internet use, are both effective ways to educate them about the internet.
- Familiarise yourself with the privacy settings and reporting features available on popular sites, services and apps.
- Familiarise yourself with the age ratings for games and apps and ensure that any apps your child uses are age appropriate.
- Encourage your child to use nicknames (where possible) instead of their full name online, to protect their personal information, and create strong passwords for every account.
 - Please visit: <https://www.childnet.com/parents-and-carers> for more information and support

All Different, All Equal, All Achieving

At Park Hill Infant School we continue to teach your children about what it means to be strong, positive and productive members of society.

We have always taught our pupils about equality and this remains an important part of our curriculum.

We consistently work together to support and meet the needs; of children of all genders, of children with special educational needs, of children who are more able, of children with disabilities, of children from all socio-economic backgrounds, of children from all ethnic groups, of children from all religions and of children with a diverse range of linguistic backgrounds.

'Super-skills for Learning'

Children have been learning the 'Super-skills' for learning since Reception and they have become a part of our daily learning discussions.

Our Super skills are:

Confident Risk-Taker Persevere

Resourceful Communicate Curious Collaborate

Creative Reflective Make Connections

School Values

Last year we introduced our school values and we will continue to incorporate them into our daily and school lives.

These will shape our classroom and school expectations.



Growth Mindset

What Can I Say To Myself?

<u>Instead of...</u>	<u>Try thinking...</u>
• I'm not good at this.	• What am I missing?
• I'm awesome at this.	• I'm on the right track.
• I give up.	• I'll use some of the strategies we've learned.
• This is too hard.	• This may take some time and effort.
• I can't make this any better.	• I can always improve, so I'll keep trying.
• I just can't do math.	• I'm going to train my brain in Math.
• I made a mistake.	• Mistakes help me to learn better.
• She's so smart. I will never be that smart.	• I'm going to figure out how she does it so I can try it!
• It's good enough.	• Is it really my best work?
• Plan A didn't work.	• Good thing the alphabet has 26 more letters!

- At Park Hill Infants we have been deepening our understanding of how learning works and how we learn best to improve our ability and achieve our goals.
- We use the term “having a ‘Growth Mindset’” when discussing this with the children. This week your child’s home learning will include an activity based around positivity in learning.
- We encourage you to use these types of responses when working with your child as research shows great improvement in self-confidence and motivation when using a ‘Growth Mindset’.

Phonics Assessment

- The Year 1 Phonics Assessment that was due to take place in June 2020 will now take place after the October half term in Year 2.
- The format remains the same and children will read from a set of chosen words that include real and 'alien' words.

in
at
beg
sum

ot	
vap	
osk	
ect	

SATs

- *May 2021*
- *Your child's attainment will be decided through Teacher Assessment alongside the SATs assessments in Reading and Maths*
- *Your child's attainment will be assessed against the Year 2 age related expectations*
- *A high percentage of children achieve above or significantly above age related expectations.*

SAT's - in Key Stage 1

- SAT's are National 'Standard Assessment Tests', which all Year 2 children are required to take in May of each academic year.
- There are tests for Reading and Maths.
- The results of these tests, help to inform a teacher assessment in Reading and Maths. A teacher assessment is also made for writing. These results are reported to the local authority and are then used to compare our school nationally.
- These results are passed on to the Junior School (or the school your child attends in Year Three) during the transition process.
- Low key approach - so that children are not unsettled by the thought of "tests" at this young age.

Maths Learning

- *Practical based learning*
- *Teaching of transferable skills not just remembering isolated facts*
- *Problem solving; trial and error, reasoning*
- *Understanding why and how results occur*

*Important number skills
and examples of Maths
at the end of year 2...*

Place Value and partitioning

Age related expectation

61	59
$60 + 1 = 61$	$50 + 9 = 59$
$50 + 11 = 61$	$40 + 19 = 59$
$40 + 21 = 61$	$30 + 29 = 59$
$30 + 31 = 61$	$20 + 39 = 59$
$20 + 41 = 61$	$10 + 49 = 59$
$10 + 51 = 61$	
	52
	$50 + 2 = 52$

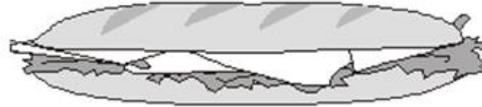
Number bonds

*Age related
expectation*

Lee buys two of these things to eat.

He spends £1 altogether.

Tick (✓) the two things he buys.



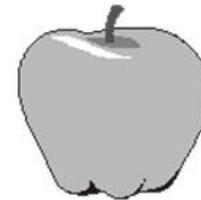
70p



40p



50p



30p

Commutative law

Age related expectation

Look at the numbers in this addition.

9	+	5	=	14
---	---	---	---	----

Use the same numbers to make these correct.

	-		=	9
--	---	--	---	---

	-	9	=	
--	---	---	---	--

Reasoning

Age related expectation

Addition and Subtraction

If I know....? What else do I know....?

For example;

If I know $3 + 7 = 10$

I also know...

$$30 + 70 = 100 \quad 13 + 7 = 20 \quad 10 - 3 = 7 \quad 100 - 30 = 70$$

If you know $6 + 4 = 10$

I also know... $4 + 6 = 10$ $60 + 40 = 100$ $10 - 6 = 4$
 $100 - 60 = 40$

If I know that $10 - 2 = 8$

I also know... $100 - 80 = 20$ $1000 - 800 = 200$
 $20 + 80 = 100$ $110 - 2 = 108$

If I know that $20 - 14 = 6$

Balancing number sentences (equations)

Greater Depth for KS1

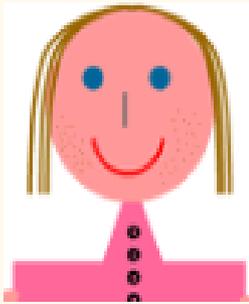
31

Complete the number sentence below.

$$3 \times 8 = 2 \times \square$$

Possibility and Trial and Improvement

The Brown Family



Sally Brown has an equal number of brothers and sisters.

Mark Brown, her older brother, has twice as many sisters as brothers.

How many children are there in the Brown family?

Greater Depth for KS1

Eggs in Baskets



There are three baskets, a brown one, a red one and a pink one, holding a total of ten eggs.

The Brown basket has one more egg in it than the Red basket.

The Red basket has three eggs less than the Pink basket.

How many eggs are in each basket?

Systematic Problem Solving

Greater Depth for KS1

What is the number?

- The number has three digits.
- The ones digit is 82 less than 91.
- The hundreds digit is an odd number which is bigger than 1 but smaller than 4.
- The tens digit is the same as $6 + 3$.



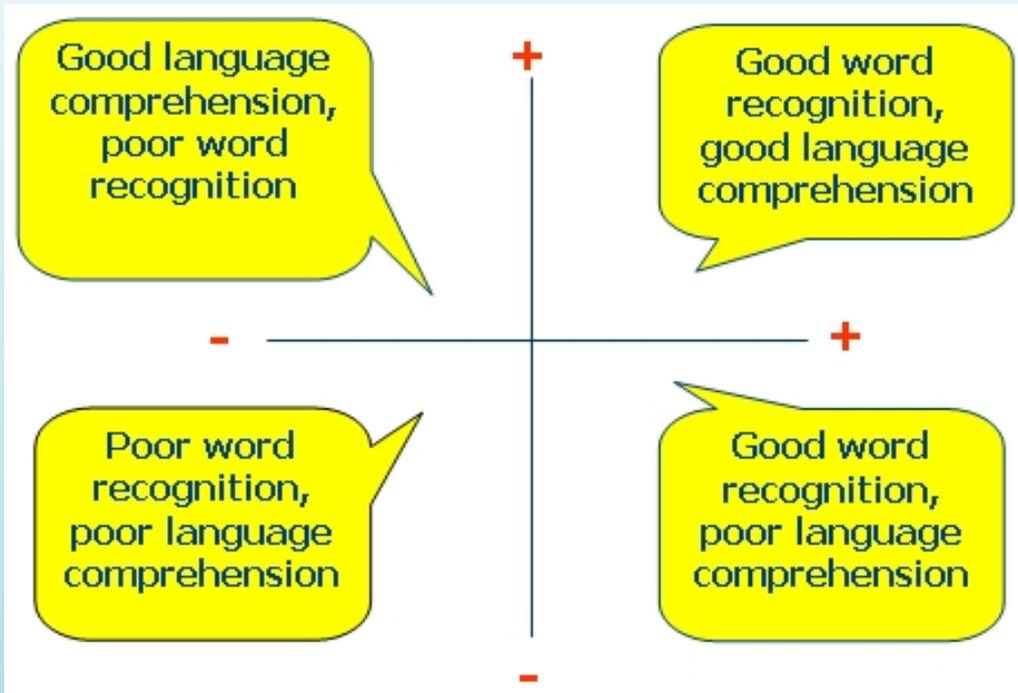
English Learning

- *The importance of Phonics*
- *Reading – skills and age related expectation*
- *Spelling practice*
- *Writing expectations*
- *Examples of work*

Phonics – Key Stage 1

- Children are taught phonics from when they start in Reception – we base our phonics teaching on letters and Sounds.
- In Year 2 we use a wide range of teaching methods to revise the phonics they have learnt and focus on Phase Six phonics (alternative sounds/patterns).
- As the Year 1 phonics check did not take place in June 2020, children will complete the National Phonics Screening Check in Year 2.
- The benchmark score for this test is usually to successfully read 32 of the 40 words. Any child who does not reach the benchmark in the Autumn Term will be signposted to intervention groups to support them further before they take the test again in June 2021.

Reading



<https://www.youtube.com/watch?v=-v3XOsTF33Y>

(Child reading at the Age related Expected Standard)

- In Year Two we aim for all children to be choosing their own reading book by the end of the Spring term.
- Reading for pleasure is key in order for your child to engage with texts and achieve the expected standard for KS1.
- It is advised that a fluency rate of around 90 words per minute is equal to the expectation.
- It is important to ask open questions and have discussions about events and characters in fiction books.

Spelling

- ❖ Children should know letters primarily by their sound. In Year 2 we revise and focus on a range of alternative pronunciations, spelling patterns, tricky words and adding suffixes.
(e.g. -ing, -ness, -ed, -ful)
- ❖ Some of these spelling patterns will form part of the children's weekly spelling practice.
- ❖ We expect all children to practise the differentiated spellings, completing each section carefully. They should be handed in every Wednesday and they will have a weekly 'Spell Check' on these words.
- ❖ Children are then given the opportunity to put these spellings into their writing. There is a topic based writing challenge at the end of their weekly home learning, to write about a particular theme or genre using the words and skills which they have learnt that week.

age related
expectation

My favorite book from Julia Donaldson is The Gruffalo's child because the description is very good. Also the characters are good because there are two good Gruffalo's and one small mouse. My favourite part is when the child tiptoes out in the cold forest and was brave.

The Gruffalo has shiny, sharp, white claws and has purple spikes. It has eyes like fire, has sharp teeth and has a green, gross spout on his nose. The mouse is so strong and it has a scaly tail. His eyes are like pools of fire and also his whiskers are stronger than wire.

The story is about when the adult Gruffalo told his child that no Gruffalo should ever set foot in the deep dark wood. But one cold night the child tiptoes out in the snow.

age related
expectation

Endangered lions

Lions have lots of problems.

Appearance

Lions have big furry manes but male lions have even bigger furry manes. They have lots of fur all around them and they have black hair underneath their tummies.

All lions have long swishy tails and they have black hair at the end of their tail.



Habitat

Lions live in Africa and in Africa they live in lots of grasslands. The grasslands are very hot because it is near the Equator and it is in Africa.

He is happy because no one is killing him.

Why is it Endangered

Lions are in Endangered because ~~because~~ people ~~are~~ keep on killing their habitats and killing them.

Diet

Lions eat other animals so that means they are a carnivore. Lions favorite food is medium sized animals.

How we can help them

We can help them

Greater Depth for Key Stage One

really cold. Finally she arrived up to the top of the massive beanstalk.

Slowly, Poppy lifted her head and then she saw a humungous castle. Poppy was so amazed she couldn't say anything. When she could speak she crawled to the castle and knocked quickly but nobody answered.

Creep... creep... creep. Trembling, Poppy heard a booming voice. "FEE FI FO FUM!" roared the voice. "I SMELL THE BLOOD OF AN ENGLISH MAN!" As fast as Poppy's legs could take her, she ran to an oven to hide and she was safe. Luckily the person went to sleep. Slowly Poppy sneaked out of the oven and realized that the person was an enormous giant! Then Poppy saw some golden flowers on the table. Really quickly, Poppy grabbed the golden flowers as fast before you could say jump.

Carefully Poppy crawled back to the massive beanstalk and

Home-school Learning

Reading Books:

- Children take home two reading books per week. Please note: the children will not be bringing home their Reading Diary at present
- Focus on both fluency of reading and comprehension. Ask lots of questions, make predictions - based on what is read/seen.

Home - school learning folders:

- Children will receive their new spellings to learn on Fridays. These will be inside their home learning folder. They will then have a 'Spell Check' test the following Thursday.
- Children should hand in their home learning folder on Wednesdays so that their new spellings / learning challenges can be put in ready to take home on Friday.

IMPORTANT - The highlighted words are the words that the child got incorrect in the test.

Home-school Learning

Maths Challenge:

- There are weekly maths challenges available on the school website. This is an optional task which your child can attempt at home and bring into school to get a sticker from Mrs Parry!
- Maths will also be incorporated from time to time into the weekly Home Learning Challenge.
- Your child will also have access to Mathletics

Cross Curricular Project:

- Each half term we will be giving the children an extra special Topic based learning challenge/project. This will become your child's 'presentation' which they will have the opportunity to share with their class when they return to school.

PE

- Children will be taking part in as much outdoor PE as possible in order to have additional space when exercising. All children will be expected to take part wearing the correct kit, please ensure that they have tracksuit bottoms etc to stay warm.
- Some PE 'fitness' sessions will be of a higher intensity and your child will be expected to take part in all activities to the best of their ability!
- PE kits need to remain in school and will only be sent home by the teacher as and when required – usually at the end of a half term.
- Please ensure all kit is labelled clearly with your child's name.

Class Mascot

- At the moment, we will not be sending home the class mascot but we hope to continue it in the near future
- Just as in Year 1 each class has its own mascot.
- Each child will be given the mascot to take home for a few days along with a notebook. The CHILD is expected to write some adventures and information about what they got up to with the mascot. You can also add photos and pictures if you want!

Useful websites...

www.nrich.maths.org

(Maths problem solving investigations)

www.bbc.co.uk/learningzone

(Research topics and play games across the curriculum)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/792059/Information_for_parents_-_2019_national_curriculum_tests_at_the_end_of_key_stages_1_and_2.pdf

(DfE website with updates about any KS1 assessment and national curriculum)

www.ictgames.com

(Maths and Literacy games)

www.bbc.co.uk/schools/parents/schooleducation/

(information for parents)

www.jollylearning.co.uk

(information about phonics and how to say the sounds)