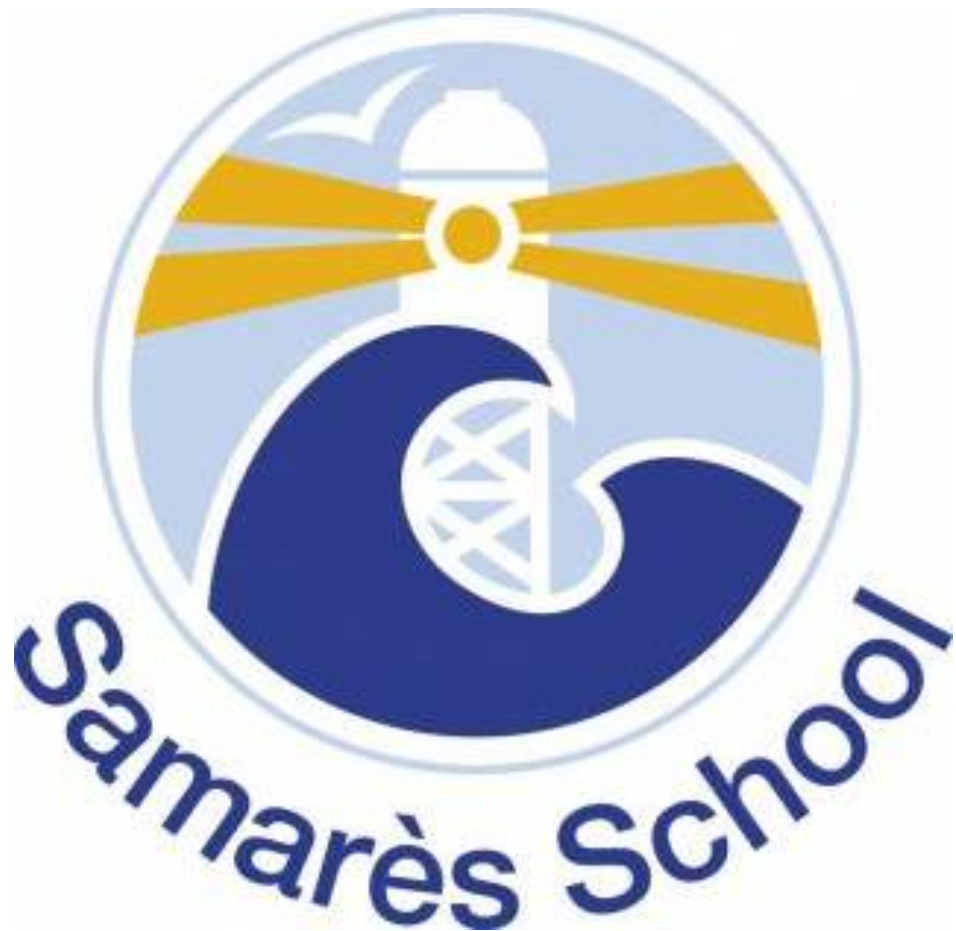




Meet the teacher

Mrs Turner and Mr Hamon-Cole
2T and 2HC



Determination

Collaboration

Respect

Engagement



My Transition Information for Year 2



Mrs Turner is my Class Teacher



Mrs Kehoe will be
supporting in Year 2



Mrs Graham will be
supporting in Year 2



Mrs Wesolowska will be
supporting in Year 2



Mrs Godwin will be
supporting in Year 2



Mrs Lagadu will be
supporting in Year 2



Mrs Greier will be
supporting in Year 2





My Transition Information for Year 2HC



Mr Hamon-Cole is my Class Teacher



Mrs Kehoe will be supporting in Year 2



Mrs Graham will be supporting in Year 2



Mrs Wesolowska will be supporting in Year 2



Mrs Godwin will be supporting in Year 2



Mrs Lagadu will be supporting in Year 2



Mrs Greier will be supporting in Year 2





Organisation

PE days

2T - Thursdays and alternate Wednesday.

2HC - Friday and alternate Wednesday.

Homework

Handwriting homework every Monday for the following Monday (or earlier!)

End of day pick-ups

At the Classroom door



Topics/learning over the year

Autumn Term

Trips/ Visitors	English	Maths	Science	History	Geography	PSHE	RE	DT	Art	PE	Computing	Music
Visitor from Mosque	Narrative Instructions	Number and place value Addition and subtraction	Animals including humans (and Plants)	Great fire of London		Jigsaw - Being me in my world	Who is a Muslim and how they live, Part 1	The types of food my body needs	Composition and Tone Caravaggio- light and shade maquettes Stage set	Throwing/ Catching	IT around us	Different metres, 4- time composition, Untuned percussion Practice for Y2 sing team performance in November
	Recount Character description	Multiplication and division (2,5 and 10)	Animals including humans (and Plants)		Jersey, the United Kingdom, and France	Jigsaw - Celebrating difference	Why Christmas matters to Christians			developing simple tactics for attacking and defending	Digital photography	Singing- Wiggly Nativity Songs Christmas and winter music Sing, play and perform, and compose.



Topics/learning over the year

Spring Term

Trips/ visitors	English	Maths	Science	History	Geography	PSHE	RE	DT	Art	PE	Computing	Music
Visit to Zoo	Persuasive letter Diary	Measurements Length and mass Statistics	Living things and their habitats (and Plants)	Significant Local History Stories From Our Island Elizabeth Castle		Jigsaw - Dreams and goals	Who is a Muslim and how they live?	Moving minibeasts (Mechanical Poster)	Printed Images	Balance, agility, Coordination performance.	Robot algorithms	CNY year/lantern festival Pentatonic Pitch and melody
Church Visit Beach Visit	Poetry Non- chronological report	Measurements Money Geometry: properties of 2D and 3D shapes	Living things and their habitats (and Plants)		Continents and oceans; hills; streams and reservoirs; designing a local case study.	Jigsaw - Healthy me	Why Easter matters to Christians?			agility and co-ordination.	Pictograms	Tempo: Fast and slow; Accelerando; rallentando; Compose tunes of different tempi.



Topics/learning over the year

Summer Term

Trips/ visitors	English	Maths	Science	History	Geography	PSHE	RE	DT	Art	PE	Computing	Music
Artist-Claire Haithwaite Guest	Newspaper Leaflet	Fractions Measurements: time	Uses of everyday materials (and Plants)	Significant Individuals Caxton to Code		Jigsaw - Relationships	The 'good news' that Christians believe Jesus brings.	Making a vehicle	3D Form- Vessels Maquettes Perfume bottle	agility and co-ordination and work as part of a team.	Digital music	Voice and percussion for <u>Summer</u> performance
Gronez	Postcard	Measurements volume Review of 4 number functions	Uses of everyday materials (and Plants)		Measuring weather; planning & carrying out field work; learning about and comparing Jersey, and France; making comparisons between London & Paris.	Jigsaw - Changing me	What makes some places sacred to believers.			team games and skill consolidation.	Programming quizzes	African songs Djembe drumming Djembe story. Dynamics



What they should be able to do by the end of the year - Writing

- Writing
 - ✓ Write simple stories that make sense and stay on topic.
 - ✓ Write about real events clearly and in the correct order.
 - ✓ Write enough detail for the reader to understand their ideas.
- Sentences and Grammar
 - ✓ Start most sentences with a capital letter and end them with the correct punctuation (full stop or question mark).
 - ✓ Use past and present tense correctly most of the time.
 - ✓ Join ideas using words such as **and**, **but**, **or**, **because**, **when**, **if** and **that**.
- Spelling
 - ✓ Break words into sounds and use these sounds to help spell unfamiliar words.
 - ✓ Spell many common Year 1 and Year 2 high-frequency and exception words correctly.
 - ✓ Make sensible attempts at spelling words they are unsure of.
- Handwriting
 - ✓ Form lower-case and capital letters correctly.
 - ✓ Write numbers correctly.
 - ✓ Leave clear spaces between words.
 - ✓ Make letter sizes consistent and easy to read.



What they should be able to do by the end of the year - Writing

- Write simple stories and recounts independently.
- Use basic punctuation correctly most of the time. (full stops)
- Spell many common words accurately.
- Join ideas together in sentences (and, because, but, or, when, that)
- Write neatly enough for others to read easily.



What they should be able to do by the end of the year - Maths

- Read, write and order numbers to 100.
- Add and subtract two-digit numbers.
- Know number bonds to 10 and use them to solve calculations within 20.
- Recall the 2, 5 and 10 times tables and related division facts.
- Find simple fractions of shapes and numbers ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ and $\frac{3}{4}$).
- Recognise coins and make amounts in different ways.
- Tell the time to the nearest 15 minutes.
- Identify and describe common 2D and 3D shapes using their properties.



What they should be able to do by the end of the year - Reading

- Read most age-appropriate books accurately and fluently.
- Use phonics and other reading strategies to work out unfamiliar words.
- Understand what they have read and talk about it confidently.
- Answer questions about a text and explain their ideas.
- Make simple inferences and predictions using clues from the text.
- Check that what they are reading makes sense and self-correct if needed.
- Retell and explain key events in stories and information texts



Assessments

PIRA (reading assessment) - End of each half term.

Maths No Problem assessment - Spring and Summer Term.

Read Write Inc assessment - End of every half term.



Reading



- As parents you play a very important part in helping your child to read. Encouraging children to develop a love of books and an interest in written language helps their literacy now and makes a difference to their whole future.
- The most important thing is that reading should be a positive, enjoyable experience for both the adult and child, not a chore.
- Studies show that reading a variety of literature independently by age 15 is the biggest indicator of future success.



What is RWI?

Read, Write Inc

- A structured phonics programme (Fred the Frog)
- Taught from Nursery to Year 2.
- Nursery - Introduced to letter sounds and recognise the letter by it's shape and the sound it makes.
- Reception - Continuation of the Nursery learning. Children now begin to read the letters, blend the sounds to make words, write each letter accurately. We progress to reading short sentences and phrases.
- Year 1 and 2 - Continuation of Reception learning. Children can now read more complex sounds and words and are able to read books with these sounds in them.

ST



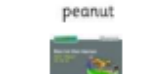
Reception

		In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read 16 or more single-letter sounds speedily
Set 1 Sounds Group B		Read all Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read most Set 1 single-letter sounds speedily Blend sounds into words – either orally or using Speed Sounds Cards
Set 1 Sounds Group C		Review all Set 1 single letter sounds speedily (teach any gaps) Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
Ditties PCM		Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 sounds speedily Read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily including ll, ff, ss, and ck Read Word Time 1.6 and 1.7 words (words with Special Friends; words with double consonants and 4-sound words with Fred Talk) Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily

Year 1

Purple		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Pink		Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words	Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily
Orange		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words, plus previously taught Set 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily

Year 2

Yellow		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read the first six Set 3 sounds (ea, ol, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Read unfamiliar longer words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey		Read unfamiliar longer words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: longer words, Set 2 and 3 words	Read longer words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension

ST



Handwriting

Letter-join

- Handwriting is taught from Nursery to Year 6
- Children start to learn to join their letters in Y2
- You can access online handwriting practice on the Letter-join website

Desktop login

 Login Desktop Tablet

Username:

dw13831

Password:

home

Tablet login

 Login Desktop Tablet

Username:

dw13831

Swipecode:





100 things

Year 2

Grow plants

Take part in a collaborative art project

Make a disgusting sandwich

Visit the beach- rock pooling and looking at
the beach environment.

Visit to a reservoir

Meet a religious leader

Make a clay vessel

Raise money for The Grace Trust (linked to
R.E.)

Take part in keeping myself safe & well
sessions

Learn a poem and perform it





Homework

- Homework is sent out every Monday and collected in the following Monday.
- Homework consists of a **spelling/handwriting** and **maths** task.
- Children should be reading for a minimum of 15 minutes per night.





Homework



Year 2 handwriting homework

Due in Monday 12th October

Name: _____

Curly Caterpillar Letters

a a a d d d

c c c o o o

f f f f f f f

e e e e e e e

s s s s s s s

g g g g q q q



What else you can do to support your child at home

- Read at home as much as possible.
- Talk about books and ask questions.
- Share and talk about experiences with your child.
- Recall the 2, 5 and 10 times tables
- Read numbers to 100.
- Number bonds to 10 and calculations to 20.
- Practice writing.



Uniform

- There is an expectation that all pupils wear school uniform and look smart at all times.
- All logoed items can be bought from Lyndale Sports (www.lyndalesports.com).
- Other generic items can be purchased from a number of high street shops.
- The Friends of Samarès also stock good quality pre-loved uniform which is for sale.



Uniform:

- Navy shorts, trousers, skirt, pinafore or white/blue checked dress.
- School Logo dark blue Sweatshirt
- School Logo light blue Polo Shirt
- Navy or white socks/tights
- Black school shoes (not trainers)



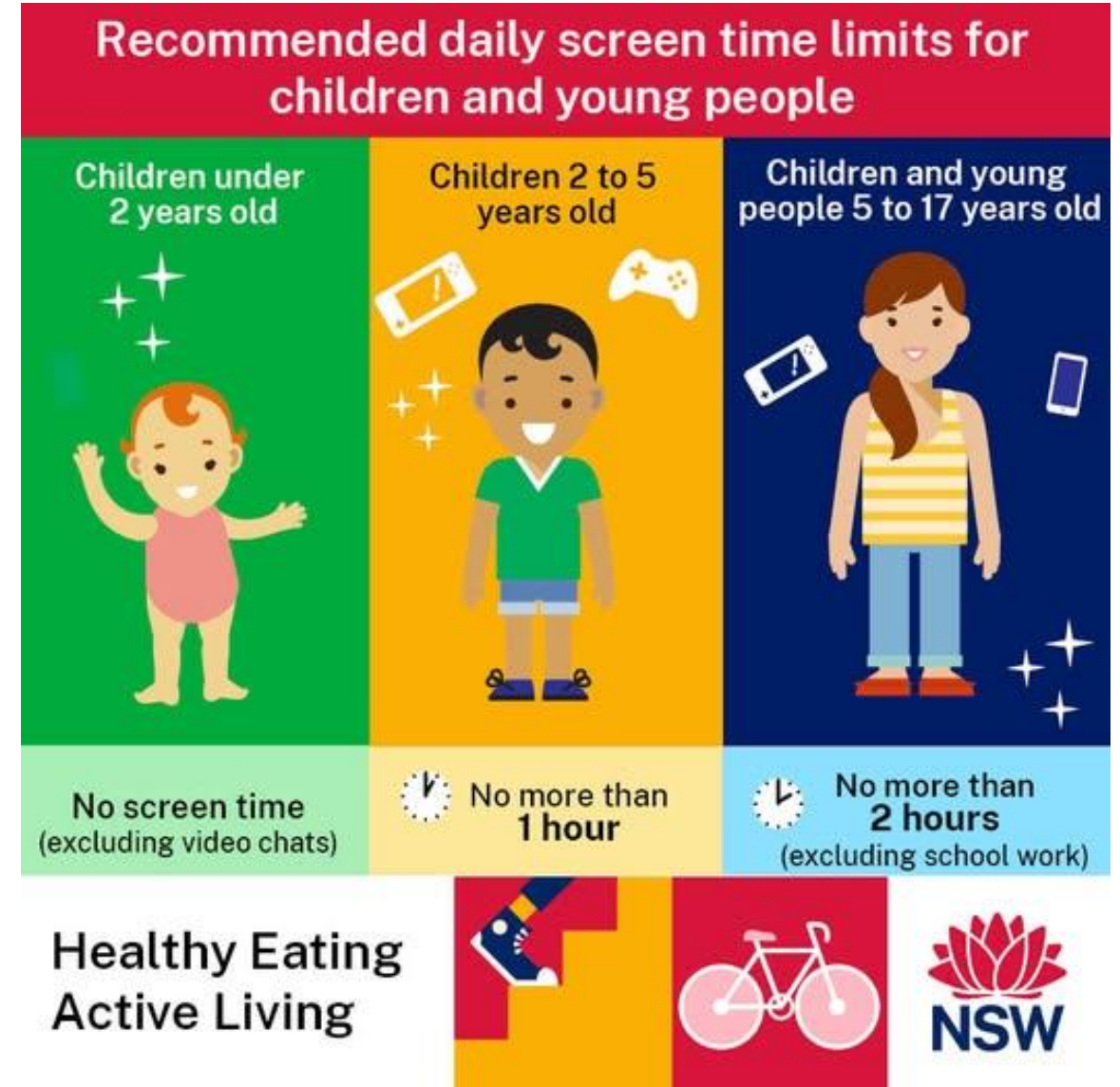
Hair, jewellery and make-up

- Any pupil with hair that is longer than shoulder length should have it tied back accordingly with a blue hair-band. This is for Health and Safety and working reasons.
- The only jewellery permitted is a simple watch. Pupils with pierced ears may wear **plain stud earrings** only. For safety's sake these are removed or covered for P.E.
- Nail varnish and other make-up items are not permitted.



Screen time

- Balance is important: Screens can support learning and creativity when balanced with physical activity, reading, play, sleep and family time.
- Too much recreational screen time has been linked to increased anxiety, lower mood and difficulties with concentration and attention.
- Recreational screen time = games, videos, movies, social media, internet browsing, texting.





Sleep

Good sleep helps children learn!

Better focus

- Improved attention and concentration in class

Calmer behaviour

- More emotional control and positive mood

Stronger learning

- Improved memory, problem-solving and academic progress

How much Sleep?

- Younger primary: 10-12 hours
- Older primary: 9-11 hours works well for most.

Sources

Evidence-based guidance · NHS & American Academy of Sleep Medicine

Simple steps that help

Consistent times

- Same bedtime and wake-up every day (no more than 1 hour difference at weekends).

Calm wind-down

- 30-60 minutes of quiet activities (bath, story, chat) in the same order each night.

Screens off early

- Devices away at least 1 hour before bed. Charge phones outside the bedroom.

Sleep-friendly room

- Dark, quiet and cool. Keep the bed for sleep only.

Be realistic

- Every child is different. Seek support if needed..



Oracy



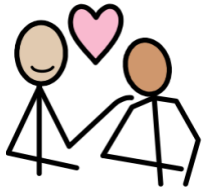
Oracy in Year 2:

This year, your child learned how to...

- express opinions and justify them using clear reasoning.
- use key vocabulary accurately during group presentations.
- perform poetry to younger pupils with confidence.
- speak to unfamiliar adults in real life contexts, such as visitors during school activities.
- take part in collaborative projects such as art and school council elections.



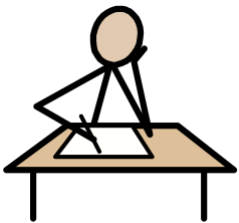
Samarès School Rules



Be Respectful



Be Safe



Be Ready

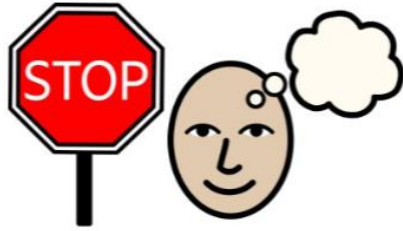
These rules are
for everyone,
children and
adults, so that
our school stays
a positive place



First Warning



Calm reminder of which rule was broken.
Reminder to stop and think



Time to make a good choice.

Second Warning



Another reminder given.



Told what will happen if it continues

Reflection time



Reflection sheet completed

Parents informed

Time in a quiet space or another classroom.



PE expectations

1. Trainers are to be worn on P.E days.
2. Long hair must be tied back.
3. No jewellery is to be worn for P.E (small stud earrings are allowed).
4. Always have a full water bottle for P.E.
5. When entering the hall, we are safe, respectful and ready to learn.
6. We sit and wait on the listening line.





Sports clubs

Behaviour

- All children and staff must be respectful and always show a sportsmanlike manner, both in class and during sports clubs.
- Children must follow teachers' instructions and club rules during all activities.
- In line with the behaviour policy, if a reflection is given in a sports club, parents will be contacted.





Sports clubs

Communication

- All sports club communications will be shared on class charts.
- **Feedback:** parents and children are encouraged to provide feedback or raise concerns respectfully through designated channels. Parents will be asked to provide feedback to Mrs Boyle.
- End of term **parent and pupils voice surveys** are sent to parents via class charts, we encourage you to fill these out, so we can continue to provide and improve sporting opportunities for everyone.





Any questions?

