

# Welcome to Year 2.

We are Emily Murphy, Sophie van Gerwen and Rachael Grinyer.

TAs are Bryony Ares, Nina Pugh and Anna Harvey

# Here are many of the areas we will cover this year: SvG

- Revision from Year 1 core subjects
- Phonics-all letter blends
- Grammar-alphabetical order, speech marks, question marks, exclamation marks, commas in lists, adverbs, verb tenses, dictionary use, conjunctions, plurals, prefixes, apostrophes and prepositions.
- Extended writing-characters, settings, descriptions, planning stories, letter writing, non-fiction writing, poetry.
- Number bonds, addition, subtraction, division, multiplication, number bonds, estimating, measuring, weighing, time, clockwise, anticlockwise, simple angles, shape, data handling. We are following a Maths scheme which is in line with the new Maths Curriculum.
- Science-Habitats, Materials, Forces, Ready, Steady Grow and a CREST challenge.

# Here are more of the areas we will cover this year: SvG

- Topic- Space, The Great Fire of London, Christmas, Ancient Greece, Brunel, Explorers linked to Geography mapping work and the Local Environment.
- ICT-using a variety of different computer programs, using the keyboard, learning to navigate the Internet (at a basic and safe level) copying and pasting, saving and printing. We will also spend time learning coding.
- In RE – thinking about special days such as birthdays, Harvest, Christmas which are familiar to the children. Finding out about special days for Jewish people such as Shabbat and Yom Kippur.
- Design and Technology- Tudor houses, Joining and Winding up mechanisms and puppets. Plus a range of art with Miss Hucks and in class.
- PD-a wide range of personal, social and health activities. Paragon Wheel.

# Homework! EM

- No more than 10 minutes per week.
- One week Maths and next English.
- Activities usually support what is going on in class.
- Talk to your child about it but allow them to complete it independently.
- Let us know how much support you have given.
- Hand in homework books on Fridays.

# Reading RG

requires two skills

## 1. Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.

## 2. Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

*'The hearing of reading is not the teaching of reading'*

### Reading at School

- We seek opportunities to promote reading
- Children are listened to regularly during individual and guided reading sessions and age specific skills are taught
- We monitor Reading Records/Pupil Planners and record our own comments too
- A class reading book is read to the children
- Children have library sessions
- Staff are enthusiastic!

### Reading at Home

- Discuss texts and books, make reading a part of your daily conversation
- Share books together, read to your child
- Listen to your child read aloud every day.
- Use the 'Paragon Reading Bookmark' to help promote discussion when your child reads to you
- When your child has read to you, please write in their Reading Journal/Pupil Planner.

# Choose suitable reading material.

There were some apparent exceptions to the general correlation observed between adenosine-receptor binding and stimulation. One of these was a compound called 3-isobutyl-1-methylxanthine (IBMX), which bound very well but actually depressed mouse locomotion. Snyder et al suggests that this is not a major stumbling block to their hypothesis. The problem is that the compound has mixed effects in the brain, a not unusual occurrence with psychoactive drugs. Even caffeine, which is generally known only for its stimulatory effects, displays this property, depressing mouse locomotion at very low concentrations and stimulating it at higher ones.

# Spellings RG

- To ease the burden of homework we are sending the spellings home on Fridays.
- The best way to learn spellings is Look, Say, Cover, Write, Check. This method is reinforced at school and they can learn their words independently.
- Tests will be on Fridays.
- The list supports the sound of the week. Please encourage your child to look for other words with this sound in books at home.
- Key words are frequently used words.
- Children should practise their spellings in a cursive script (details to follow).

# Ways to help learn spellings:

- Magnetic letters
- Drawing in sand
- Make a word out of play-dough/pastry
- Chanting in the car/whilst walking
- Think of a mnemonic to remember the order of the letters
- Download the free App- 'Spelling Notebook' on your phone!

# Handwriting

- Cursive style
- Each letter starts on the line
- All letters join.

# Targets EM

- Each child will have a set of 'I Can' statements in the front cover of their Maths, English and Science books which are ticked when achieved.

# Behaviour management! EM

- Rainbow system
- All children start each lesson on 'sky'.
- We move children up to 'sun' and then to 'rainbow' for good behaviour.
- They move down to 'storm' for bad behaviour.
- If on 'storm', the child will sit out during break-time and/or the parents will be informed.

# Rewards!

- Stickers!
- Given for good work, thoughtful behaviour, following the target of the week.
- The children collect their own stickers, count them and happily tell us when they need a certificate!
- 20 stickers per certificate. Certificates are celebrated during whole school assemblies.
- Pompoms are given for good team work. Children work towards a class treat.

# Independence. SvG

- Year 2 is an important year for developing independence. Please leave your child at the door.
- Throughout the year you will notice this and should encourage it.
- The more independent a child is in Year 2 the easier the transition into Year 3.
- Help your child to learn to organise their **belongings**, their **thinking** and their **learning**.

# Things to remember every day

## EM

- Snack: This should be healthy- fruit, bread based snack or muesli bar - no crisps or chocolate biscuits, nut free. Please could this be in a small, named box not a large lunch bag. Space is limited.
- Water bottle
- Reading book
- Outdoor coat- we will be outside in all weather.
- Wellies should be in school at all times.
- No toys please!

# Concerns RG

- Please come to us with any concerns you have and we can discuss them at a mutually convenient time.