

Welcome to  
**Year 2**



Your teachers this year  
will be

Mrs Brown – 2B

Miss Gannon – 2G

# Recovery Curriculum

- ▶ The Recovery Curriculum is a term that references adaptations made to the current National Curriculum provision to ensure children are supported both emotionally and academically following their return to school.
- ▶ The curriculum will initially look at ways to support any children who may be anxious and/or who have found the lockdown experience/ frightening/ worrying.
- ▶ We will be using the 'Zones of Regulation' throughout the school to help children manage their feelings following the time they have had out of school.
- ▶ Those children who made progress during this lockdown period will have their needs addressed as we would have in pre-pandemic times.
- ▶ Key areas of learning in Maths, English and Science from the previous academic year will be revisited as appropriate.
- ▶ Designated year groups may select specific focus areas for their classes based on cohort needs.

# Recovery Curriculum: Fine Motor Skills Y2

- ▶ As part of our 'Recovery Curriculum', this term we will be dedicating specific time to strengthening our fingers and developing our fine motor skills so that we can become better writers.
- ▶ At home you can also work on this by encouraging cutting using scissors, playing with playdough/plasticine, placing clothes pegs on the rim of a box, picking coins up with different fingers, etc

# Recovery Curriculum: Auditory Processing Y2

- ▶ Auditory processing are the skills used to listen and process what has been said.
- ▶ There are four **auditory processing skills** that people may struggle with:
  - ▶ **Auditory discrimination:** noticing, comparing, and distinguishing between separate sounds
  - ▶ **Auditory figure-ground discrimination:** focusing on the important sounds in a noisy setting
  - ▶ **Auditory memory:** recalling what you've heard, either immediately or in the future
  - ▶ **Auditory sequencing:** understanding and recalling the order of sounds and words
- ▶ As it has been a long time since most children have been to school, Y1 will be including auditory processing sessions and activities in class which will benefit all children.

# Thinking Maps – Visual tools

David Hyerle

In 2018-19 we introduced Thinking Maps at St Edmund's.

Thinking Maps are tools that help organise our thinking.

The eight maps each support a different type of thinking (cognitive process).

## HYERLE'S THINKING MAPS

**Circle Map** -  
(with frame of reference)  
for defining context



**Tree Map** -  
for  
classifying/grouping



**Bubble Map** -  
for describing  
with adjectives



**Double Bubble Map** -  
for comparing and  
contrasting.

**Flow Map** -  
for sequencing  
and ordering.



**Multi-Flow Map** -  
for analyzing  
causes  
and effects.

**Brace Map** -  
for identifying part/whole  
relationships



**Bridge Map** -  
for seeing  
analogies.





# Habits of Mind

We will continue our work at St Edmund's introducing children to the 'Habits of Mind', created by Arthur L. Costa and Bena Kallick. These 'Habits of Mind' are identified as a set of sixteen problem solving, life related skills, important for effective learning. Those highlighted in red are focus areas for the coming year.

1. *Persisting*
2. *Managing Impulsivity*
3. *Listening with Understanding and Empathy*
4. *Thinking Flexibly.*
5. *Thinking about Thinking (Metacognition)*
6. *Striving for Accuracy*
7. *Questioning and Posing Problems*
8. *Applying Past Knowledge to New Situations*
9. *Thinking and Communicating with Clarity and Precision*
10. *Gathering Data through All Senses*
11. *Creating, Imagining, Innovating*
12. *Responding with Wonderment and Awe*
13. *Taking Responsible Risks*
14. *Finding Humour*
15. *Thinking Interdependently*
16. *Remaining Open to Continuous Learning*

# Zones of Regulation

- ▶ The 'Zones of Regulation' teach children emotional vocabulary and understanding as well as how to self-regulate their emotions.
- ▶ If children are able to identify how they are feeling, they can then begin to understand and develop how to respond to situations in a socially acceptable way.
- ▶ We will be using this in class and explaining to children about the full range of emotions and how they can move through many of them on a daily basis.

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>



# Reading

- ▶ The more your child is read to and has the opportunity to read independently, the more it will help them in their whole educational journey.
- ▶ Reading Scheme books sent home will contain the same graphemes and phonemes (letters and sounds) that your child will be/have covered in school - this way your child is using their reading scheme book to practise their phonics.
- ▶ For now read, read, read and continue to do so all the way through primary school.

# Ways we read at school

- ▶ Children are practising their reading skills through EVERY curriculum area, not just the dedicated reading time. It would not be time effective to record in your child's journal every time they practise their reading skills.
- ▶ However, we do have set reading times where reading skills are practised using the following formats...
- ▶ **Shared Reading** - this is a whole class activity. The text is chosen to support the learning of all pupils for excitement, engagement and progress year on year. The teacher models how to read, taking into account punctuation, expression and fluency. They think aloud to model thought processes for the children to see and use. This reading material could be on the board, in books, display or placed under the visualiser when reading a story for **THE WHOLE CLASS TO SEE!**

- ▶ **Guided Reading** - (At the moment this strategy will not be used as it does not allow for social distancing) the teacher works with a small group of children, who share the same reading level and work on similar next steps. For example, sounding and blending, reading with expression etc. The text is discussed for understanding and any new vocabulary.
- ▶ **Reading for Pleasure** - enjoying a story, (not a class text or reading scheme books) for example, sharing a newspaper article, a poem, story or a prayer with the whole class!
- ▶ **Individual reading 1:1 with an adult.** This is when we will write a comment in your child's Home/School Journal - therefore please ensure your child's Journal and reading books are always in their bag.

# Writing

During the course of a week children will have opportunity to

- ▶ Practise handwriting formation – cursive handwriting is developed in Y2.
- ▶ Independent writing in a range of genre
- ▶ Use of
  - ▶ Phonics to support spelling
  - ▶ Early grammar
  - ▶ Speaking and listening /drama activities
  - ▶ Tenses

How you can help at Home?

- ▶ Speak to your child often, encourage them to build on their vocabulary and explain their thoughts and ideas
- ▶ Read to your child – a great way to introduce new vocabulary, to discuss ideas, see how punctuation is applied and the spelling of words

# Mathematics

- ▶ We will work with numbers 0 to 100 initially.
- ▶ Concentrate on the four operations
- ▶ Introduce multiplication and division facts for 2,5,and 10 only
- ▶ Work through shape, space and measures

## How can you help?

- ▶ Ensure your child knows their number bonds particularly following the lock down period.
- ▶ Play games such as dominoes or darts, cooking, etc. are excellent to support general number work.
- ▶ Support your child with the use of an analogue clock - this is really important as often these questions are a focus in KS1 assessment tasks.

# Y2 Homework

- ▶ This year homework will be on a Week A /Week B basis.
- ▶ Each week homework will be given out on a Monday and returned the following Monday.

# Week A – What does this look like?

**Reading** each evening for 10 mins. Reading scheme books are given out on a Tuesday, to be read on a Tuesday, Wednesday and Thursday night. Children can read their own home books on a Friday, Saturday, Sunday and Monday.

School reading books **MUST** come to school every day but will be collected for quarantining on a Friday. **If your child does not bring them back on a FRIDAY they will not be given a new set of books.** This will make them sad. At a certain 'level' children will only receive one book per week because they are considerably longer(Covid-19).

**Spelling** - 10 spellings to be learnt every week. Spelling test is on Monday and new words are given out on Monday also.

**English** - 1 activity per week. Children will be given an English homework book to record their work. We would like your child to pick an activity from the 'English Ideas' homework grid to put in their book. Additionally, you can use Education City to complete further English activities if you feel there is a need.

**Maths** - 1 activity per week. Children will be given a Maths homework book. We would like your child to pick an activity from the 'Maths Ideas' homework grid to put in their book. As with English, you can use Education City to complete further activities if you feel there is a need. Ids and passwords will be in the Home/School journal.

# Week B - What does it look like?

**Reading** each evening for 10 mins. Reading scheme books are given out on a Tuesday, to be read on a Tuesday, Wednesday and Thursday night. Children can read their own home books on a Friday, Saturday, Sunday and Monday.

School reading books **MUST** come to school every day but will be collected for quarantining on a Friday. **If your child does not bring them back on a FRIDAY they will not be given a new set of books.** This will make them sad. At a certain 'level' children will only receive one book per week because they are considerably longer (Covid-19).

**Spelling** - 10 spellings to be learnt every week. Spelling test is on Monday and new words are given out on Monday also.

**English** Each child will be given a special CGP book of their own and told which page(s) to complete.

**Maths** Each child will be given a special CGP book of their own and told which page(s) to complete.



# PE

- ▶ This term Year 2 will have PE on a Monday (Autumn term), Wednesday and Friday.
- ▶ The PE kit has caused huge debate and much deliberation!
- ▶ This slide overrides previous communication and is to support all families and conversations on the gate - thank you to those parents who shared their confusion.
- ▶ Children are to come to school wearing their PE kit with their trainers.
- ▶ They must have a spare pair of shoes in their bag if the weather is bad or the field is muddy.

# E-Safety, Social Networking – Acceptable Use & On-line Safety

- ▶ The school has an ‘Acceptable use policy’ for the Internet and Social Networking. The aim is to keep all members of the school community safe – including children, staff and parents.
- ▶ We urge you to take note of the terms of the policy and do your best to support us in it (the link is available on the website)
- ▶ Parents may take photographs or videos at most school events. However, you **must ensure** that if you include children other than your own, it is solely for your personal use and will not be published on the internet - including social networking sites.
- ▶ Please make sure any school class WhatsApp group is used appropriately – thank you.
- ▶ Please continue to monitor your child’s screen time and check they are not accessing materials that are inappropriate for their age. Too many children are accessing apps/games/social media and messaging services that are for age 12+
- ▶ Parents must parent their children’s after school use of devices. This is a safeguarding matter.

# Miscellaneous

- ▶ Please label all items of uniform so items can be returned easily.
- ▶ Communication – we are here to help – no question is too small. If you are worried about anything please let us know. Please ring or email the school office to request a meeting or a telephone call.
- ▶ Key dates can be found on the website and on the School Communicator.
- ▶ If your child is being collected from school by someone else, inform the teacher or the school office.

*We look forward to  
working with you and  
your child and getting to  
know you all better.*

*Y2 Team*