

Welcome to  
**YEAR 2**





*Your teachers this year  
will be*

*Mrs Preston – 2P*

*Miss May – 2M*

# Communication

- ▶ *Please write a note in your child's home/school journal. (Please ask your child to tell us it is there to ensure the message is passed on)*
- ▶ *You can arrange a private meeting through the office or e-mail [info@st-edmunds.richmond.sch.uk](mailto:info@st-edmunds.richmond.sch.uk)*
- ▶ *If you need to get in contact more urgently, please call the office. They will always pass on any communications and we can do our best to address any concerns.*
- ▶ *Please DO NOT WAIT until parents evening if you have any worries 😊*
- ▶ *The St Edmund's App includes: newsletter communication, calendar of events, reporting absence, PA information, questionnaires and much more*
- ▶ *Please ensure you have updated the App to your year group channel to make sure you receive the correct information.*

# Curriculum at St Edmund's

- ▶ *The National Curriculum comprises core and foundation subjects that the children learn throughout the course of the academic year, ranging from maths and English through to music, art and French.*
- ▶ *We also teach the Thinking Skills Curriculum and Zones of Regulation Curriculum (see separate slides)*
- ▶ *We are here to support all of the children and understand that they learn and grow at different times and that's what makes our classes so wonderful.*
- ▶ *It is really important to have your support and we appreciate everything you can do. We have a ratio of 1:30 and if you can give your child some 1:1 support each day it will be invaluable – thank you*
- ▶ *Children in Year 2 complete standard assessment tasks in the summer term. Your child will have opportunity to practise tasks all year round and won't be aware that they are doing tests as it will be part of their usual routine. A meeting later on in the year (beginning of the Spring Term) will help to explain what happens more fully.*

# Teaching Reading – Every day. Every lesson. At school and at home.

*Children are practising their reading skills through EVERY curriculum area, not just the dedicated reading time. We do have set reading times where reading skills are taught and practised using the following methods...*

- ▶ *Daily Shared Reading in RWI and other subjects* – 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. Teachers 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!**
- ▶ *Daily Paired Guided Reading* – Our children are active readers. Children take ownership of their reading and develop their reading skills by working in pairs during their RWI sessions. Under the teacher's guidance, children practise sounding and blending, reading with expression etc. We have seen the greatest progress in fluent reading by children supporting each other. As a whole class, the text is discussed for understanding and any new vocabulary. This is the **MAIN** way in which we hear children read in KS1.
- ▶ *Reading for Pleasure* – enjoying a story, for example, sharing a newspaper article, a poem, story or a prayer with the whole class! Your child will have the opportunity to choose from a selection of books each Friday to take two or three home of their choice for the week. These books will be called their 'Reading for Pleasure' books. Please ensure these books are kept in their bags.
- ▶ *Individual reading 1:1 with a parent helper, TA or teacher* - 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 – thank you.

# Reading at Home – YOUR CHILD NEEDS YOU!

- ▶ *Researchers in the US who looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:*
- ▶ *The number of words children would have heard by the time they were **5 years old**:*
  - ▶ *If they were never read to, 4,662 words;*
  - ▶ *If they read 1-2 times per week, 63,570 words;*
  - ▶ *If they read 3-5 times per week, 169,520 words;*
  - ▶ *If they read daily, 269,660;*
  - ▶ *If they read five books a day, 1,483,300 words.*
- ▶ *Please read with your children every day, particularly as we can't! It is really important for children to develop their comprehension skills and have opportunities to read aloud.*
- ▶ *Children should be encouraged to read and re-read any and all texts as this aids their fluency and confidence.*

# Read, Write Ink (RWI)

RWI	Ditties	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comprehension
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- ▶ *At St Edmund's we follow the Read, Write, Inc phonics programme.*
- ▶ *In KS1, there are 5 phonics groups. Your child will be assessed at the beginning of each term to decide which group best reflects their ability. Your child's RWI teacher may not be their class teacher, but we meet up on a weekly basis to discuss the children's progress in each group.*
- ▶ *Depending on where they are in the programme, depends on whether they will be working on the same book for 3 days or 5 days. Children on the 3 day programme will have their RWI reading book changed twice a week. Those on the 5 day programme will get a new reading book on a Monday, which will need to be returned on a Friday.*
- ▶ *The children who make the most progress are supported at home to read the books they are learning in class on the Oxford Owl website. The quiz checks your child's comprehension and is extremely useful to see what they understand.*
- ▶ *It is very important that these books are also kept in your child's bag everyday.*
- ▶ *Phonics is taught every morning. In their phonics lesson they will learn new sounds everyday and new words every week. The phonics teacher will be listening to your children read EVERY DAY.*

# Teaching Writing

*During the course of a week children will have opportunity to:*

- ▶ *Independently write in a range of genres*
- ▶ *Learn, use and practise their...*
  - ▶ *Phonics skills to support early spelling*
  - ▶ *Early grammar and comprehension skills*
  - ▶ *Speaking and listening and drama activities*
- ▶ *Practise their handwriting formation –we are to introduce joined-up writing in the summer term as appropriate and when children are ready.*

*We support the children with different scaffolds to encourage their writing and organise their thoughts and we do this through the Thinking Skills Curriculum which we run alongside the National Curriculum.*



# Teaching Number and Maths

- ▶ *We will focus on counting in 1s to 100 from any given number, forwards and backwards.*
- ▶ *As the year progresses we will move onto counting in 2s, 3s, 5s from 0 and 10s from any number.*
- ▶ *We will help children learn their number bonds to 10 ( $3+7 = 10$ ) ( $7+3=10$ ) and then up to 20 ( $13+7 = 20$ ), then up to 100 and beyond. We will teach the children about inverse operations, similarities, differences, addition, subtraction, equal etc.*
- ▶ *By the end of Year 2 children will be expected to know their multiplication tables 2,5,10 which will be a follow on from counting in those sets of numbers earlier in the year.*
- ▶ *General everyday counting will support early maths but most importantly conversation around maths will let the children see that they are indeed mathematicians.*
- ▶ *Children with a secure understanding of number and place value will have a good foundation to build upon.*

# Curriculum map overview (website)

## **Music**

Play tuned and un-tuned instruments musically. Listen & understand live and recorded music.



## **RE (see RE newsletter)**

Themes: Families, (Domestic Church)  
Belonging, (Baptism)  
Waiting (Advent)  
Other Faith Study: Judaism



## **French**

Animals and pets, numbers 11-20, give someone's name and describing them.

## **Science**

**A1: Animals Including Humans:**  
Understand that animals, including humans, have offspring which grow. Describe the basic needs of animals, including humans for survival.

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### **A2: Materials**

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

## **English (Read Write Inc.) – covering all National Curriculum areas.**

### **Orange – Grey reading level:**

The children write every day, rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know. They read stories that includes the key words and sounds they have learnt and go on to complete comprehension-style questions. The children learn to edit grammatical errors and practise building their own sentences before completing a written task.

### **Spelling, Comprehension and Language group:**

#### **Spelling:**

- engaging spelling activities for 15 minutes per day.

#### **Comprehension and Language:**

- Uses the key teaching strategies in Read Write Inc. Phonics to maintain momentum and pupil progress for 45 minutes per day.
- Develops children's reading fluency and comprehension of fiction and non-fiction texts.
- Improves children's writing by developing their vocabulary, grammar and spelling.

### **Writing genres covered in Y2:**

- Report, storytelling, instructional, poetry and recount.

Year 2 Curriculum Map - Autumn Term  
Mrs Preston and Miss May

## **Maths**

### **Place Value**

Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward. Recognise the place value of each digit in a two-digit number (tens, ones). Identify, represent and estimate numbers using different representations, including the number line.

### **Addition and Subtraction**

Solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods

Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If  $7 + 3 = 10$ , then  $17 + 3 = 20$ ; if  $7 - 3 = 4$ , then  $17 - 3 = 14$ ; leading to if  $14 + 3 = 17$ , then  $3 + 14 = 17$ ,  $17 - 14 = 3$  and  $17 - 3 = 14$ )

### **Money**

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

## **PE**

Gymnastics  
Games

## **Art/DT**

### **Drawing: Telling a story**

Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.

## **Computing**

Topic 1: Computing systems and networks

Topic 2: Algorithms and debugging

## **Geography**

Understand and compare similarities and differences between the UK and another non-European Country. Name and locate the 7 continents and 5 oceans in the UK and the 4 capital cities of the UK and surrounding seas

## **History**

Study changes beyond living memory that are significant nationally or globally. Lives of significant individuals, including: Guy Fawkes, Florence Nightingale and Mary Seacole.

# Helping Your Child at Home

## Fine Motor Skills

- ▶ For children in Year 2, it is really important to continue to help them strengthen their fingers and develop fine motor control. This will help the children to become more adept at handwriting.
- ▶ Handwriting needs to be supervised and written in pencil, if it is to make a difference. *Handwriting and presentation can affect your child's progress and overall writing level.*

## Daily Reading

- ▶ The more your child is read to and has the opportunity to read independently, the more this will help them in their 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.


## Early Maths Skills

- ▶ Games such as dominoes, snakes and ladders, Ludo as well as cooking, etc. are excellent to support general number work.
- ▶ Talk about stories to support mathematical understanding e.g the size of the three bear's chairs, beds etc all help to support

# Homework in Year 2

- ▶ *Homework will be set on Google Classroom on Thursdays and should be returned the following Tuesday for marking.*
- ▶ *Homework will consist of Maths and English tasks in CGP books, handwriting and daily reading.*
- ▶ *Spellings are linked to handwriting. This will be in the same format as last year.*
- ▶ *Children are expected to read every evening. This will be their RWI book or their 'Reading for Pleasure' book. Books will be changed depending on the program they are on.*
- ▶ *Reading diaries will be checked so please record what your child is reading each evening.*
- ▶ *RE home work will be set once every half term.*

# Zones of Regulation



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

- ▶ The 'Zones of Regulation' teach children emotional vocabulary and understanding as well as self regulation.
- ▶ 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 continue to incorporate these into our class routines and encourage you to talk about these at home too.
- ▶ All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone based on the environment and its demands and the people around them.
- ▶ <https://www.youtube.com/watch?v=b1cnNsTPRaA> – useful video to help understand the zones.

# Thinking Maps – Visual tools

## David Hyerle

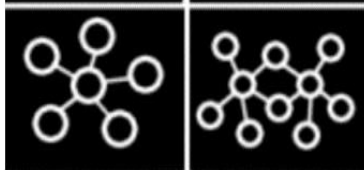
Thinking  
School

### HYERLE'S THINKING MAPS

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



**Bubble Map** -  
for describing  
with adjectives



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



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



**Tree Map** -  
for  
classifying/grouping



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



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



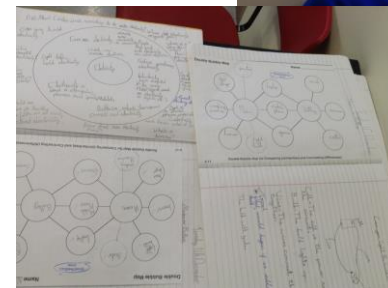
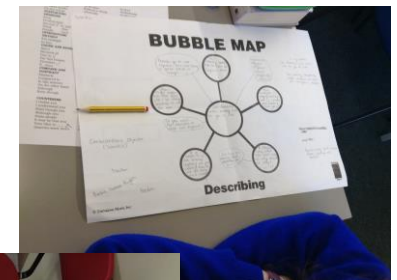
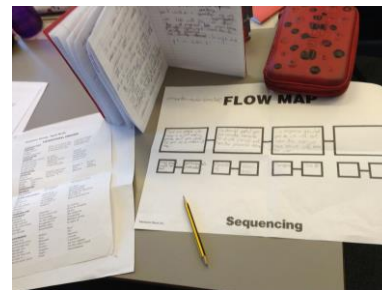
**Bridge Map** -  
for seeing  
analogies.



*Thinking Maps are tools that help organise our thinking.*

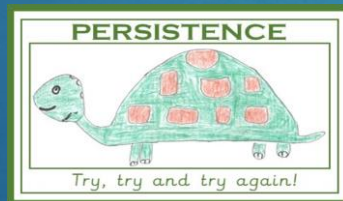
*The eight maps each support a different type of thinking (cognitive process).*

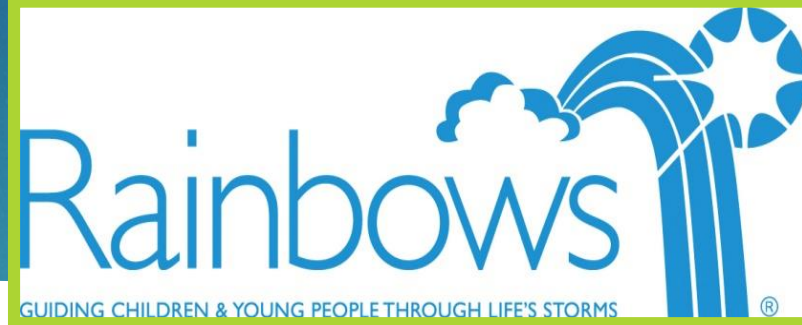
*Children are introduced to each map over their time at St Edmund's.*



We introduce the children to different Habits of Mind (Dispositions and Attitudes) throughout the year.  
Examples include...

- Persisting
- Managing Impulsivity
- Listening with Understanding and Empathy
- Thinking Flexibly
- Striving for Accuracy
- Questioning and Posing Problems
- Creating, Imagining, Innovating
- Taking Responsible Risks





- ▶ *We are pleased to announce that we will have weekly adult led peer support groups for any of our children who may have experienced a painful loss for example parental break-up or bereavement.*
- ▶ *This will be run by three of our staff who have been trained by the Rainbows Charity through the Catholic Children's Society.*
- ▶ *Groups will be facilitated by the staff members who will be supervised by the Rainbows charity.*
- ▶ *Please contact Mrs Bainbridge at the following email address [rainbows@st-edmunds.richmond.sch.uk](mailto:rainbows@st-edmunds.richmond.sch.uk)*



# General Reminders

## School Meals

- *If your child has school meals, please remember that these need to be ordered online (details on app and website)*
- *Children will only be given the meal that has been ordered*
- *We are a nut free school – so no peanut butter sandwiches*

## Class Based Information

- *Children must bring a labelled water bottle to school*
- *If your child is being collected from school by someone else, please remember to inform the teacher or the school office.*

## PE

- *PE will be on a Tuesday and Wednesday*
- *Children come to school wearing their PE kit with their trainers.*
- *Please label all clothing, in fact everything that moves!*

# Diary Timetable



Year 2 Home Work Timetable and PE Kit days					
	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Morning</u>		Your child will need to wear their PE kit to school on this day.	Your child will need to wear their PE kit to school on this day.		
			Year 2 PE		
<u>12.00</u>	<u>Lunch</u>				
<u>Afternoon</u>		Year 2 PE			
<u>Reading</u>	RWI book bag books given out depending on <u>3 or 5 day</u> program				'Reading for pleasure' books returned and changed.
<u>Homework</u>		All homework <b>due in</b> for marking.		Handwriting, Maths and English homework set.	



# *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.*
- ▶ *Class WhatsApp groups should be 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.*



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

*Please remember to bring any concerns to us sooner rather than later and please do not feel the need to wait until more formal times like parents evenings.*

*Thank you,*

*Miss May and Mrs Preston*