

# Welcome to Year 2



Mrs Withers



Miss Edwards



Mrs Broadbent

# School Values/Learning Behaviours

- Each of our year groups are ambassadors for our chosen Christian values

- Friendship – EYFS  
Generosity – Y1  
Courage Y2  
Thankfulness – Y3  
Trust – Y4  
Forgiveness – Y5  
Justice – Y6

We teach skills that are needed to learn well. These are our Keys To Success

Whole School

*Resilience*

*Persistence*

*Organisation*

*Getting Along*

*Confidence*

*PLUS.....*

*EYFS- Independence*

*Y1 – Concentration*

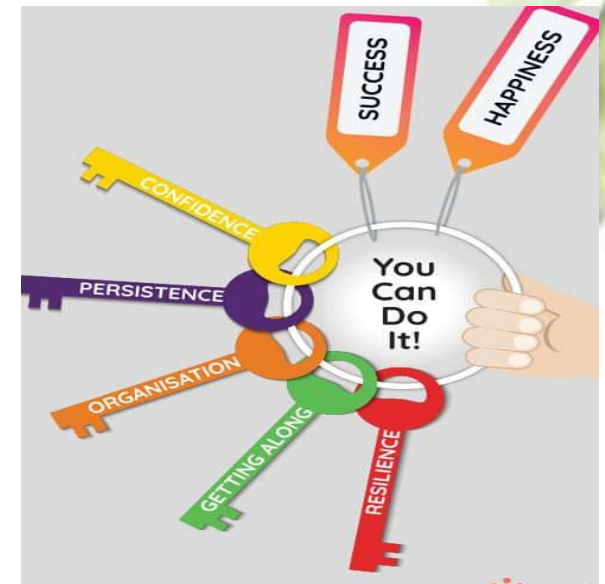
*Y2- Making connections and asking Questions*

*Y3- Curiosity*

*Y4- Managing Impulsivity*

*Y5- Self-esteem*

*Y6- Self-efficacy*





# Year Group Organisation

- The Year 2 classrooms are situated between the small playground and the large hall. Due to our location in the central school building we have no doors directly to the classroom. There will be a member of Year 2 staff present on the door before school and after school, should you need to speak to us.
- Drop off for both Year 2 classes is opposite the mobile building.
- Pick up for 2AW will be in the same place and for 2RE it will be the old office entrance (by the small hall)
- Alternate Mondays and Tuesday are the Year 2 PE days. They will need their PE kits for this. Mondays will alternate with forest school.

# Curriculum Overview

- The children will have daily Writing (Writing for Pleasure) lessons, Maths, Phonics, VIPERS (Reading) lessons.
- Throughout the year our topics will cover a wide range of curriculum areas




Autumn – Significant People – History, Science, Art, DT

Spring – History of Flight – History, Art, Geography, DT, Science

Summer – Animal Conservation – Science, Geography

- Alongside this they will also have regular RE, PSHE, Music and Computing lessons.

# Autumn Overview

How have people from the past changed the world? YEAR 2 AUTUMN TERM			English	Maths
  			<b>Haiku</b> Grammar Focus – capitalisation, commas, full stops, question marks, exclamation marks Adjectives, Expanded noun phrases  <b>Chapter Book Series</b> Focus – stop or pause, full stop or comma. Prepositional phrases, adverbs	<ul style="list-style-type: none"> <li>Place Value within 100</li> <li>Addition and subtraction</li> <li>Properties of Shape</li> </ul>
Science			Reading	History
<b>Living things and their habitats</b> Explore and comparing the differences between things that are living, dead and things never alive. Identify and name a variety of plants and animals in their habitats including microhabitats Describing how animals obtain their food from plants and other animals. Naming difference sources of food for animals. Knowing about and explaining a simple food chain.  <b>Living things and their habitats – habitats around the world</b> Know that most living things live in habitats to what they are most suited and plants depend on each other Know that habitats provide basic needs of different kinds of animals and plants.			Key Texts: <b>Queen Victoria's Bathing Machine</b> <b>Little People, Big Dreams Rosa Parks</b> <b>Little People, Big Dreams Emmeline Pankhursts</b> <b>Malala: My story of standing up for girls' rights.</b>  Focus skills of retrieval, infer and sequencing questions	Know that periods in time have similarities and differences to the present time  Make connections between their lives and past  Know that key sources can be effectively used in the past  Know that some events and people in the past are seen as significant because they result in change
<b>Investigations:</b> <b>Where do worms live?</b> <ul style="list-style-type: none"> <li>Use observations and ideas to suggest answers</li> </ul> Perform simple tests		<b>Which stuff is stickier?</b> <ul style="list-style-type: none"> <li>Perform simple tests</li> <li>Use observations and ideas to suggest answers.</li> </ul>	Geography	Music
			<b>Human and physical geography</b>  Explain some of the advantages and disadvantages of living in a city of village.	Pitch and Voice
Computing			Design Technology	PHSE /Jigsaw
<b>Information technology around us</b>  Identifying IT and how it is used to improve our school and beyond  <b>Digital Photography</b>  Capturing and changing digital photographs for different purposes			<b>Food: Understanding where food comes from</b>  Vegetable soup – plant to plate sourcing from local farm	<b>Being Me</b> A focus on all the things that make us unique and special.  <b>Celebrating Difference</b> A focus on how we are all different.
Art and Design		PE	SMSC and Values	RE



<p><b>Stick Transformation Project</b> Explore how you can transform a familiar object into new and fun forms. <b>Outcome:</b> Treehouse made from sticks.</p> <p><b>Explore and Draw</b> Introducing the idea that artists can be collectors and explorers as they develop drawing and composition skills using things in nature. <b>Outcome:</b> Wax resistant leaves</p> <p><b>Key Artist:</b> Chris Kenny</p>	<p>Unit 1 Personal Co-ordination Footwork Static Balance One Leg</p> <p>Unit 2 Social Dynamic Balance to Agility: Jumping and Landing Static Balance Seated</p> <p>Games - Attacking and Defending Invasion Games</p>	<p><b>SMSC</b></p> <p>Rights and responsibilities Equality</p> <p>Should all people be treated equally? Is our world inclusive?</p> <p><b>Values</b> 3C – Compassion and Creativity</p>	<p>Who is a Muslim and what do they believe?</p> <p>What do Christians believe God is like?</p> <p><b>Festival Dates:</b> Remembrance Day, Christingle,</p>

# English



- In the Autumn Term, we will be focusing on establishing the fundamental skills needed to be successful writers. In a creative manner, the children will write for different purposes whilst deepening their understanding of grammar and sentence structure.
- The children will have the opportunity to write Haiku poems and create their own chapter books.
- In addition to this, the children will have daily Phonics and/or Spelling sessions, which will support their knowledge of sounds as well as segmenting and blending.



# Reading

At Sherrier, the expectation is that all children will read at home at least three times every week. On each occasion, the parent must:

- Record the date and name of the text
- Note down how much text has been read
- Comment on the reading taking place
- Initial the comment
- Log the running total of reading nights

In school, there will be continuous monitoring of how often each child has read at home and awards (certificates and stickers) will be handed out to those children reaching set milestones. Children will also receive their 'star' on the whole class reading chart displayed within each classroom. Please can you ensure that your child has their reading book/ reading log with them in school on a daily basis. Thank you!



# Homework

Our homework expectations are as follows:

- Read a minimum of 3x week and record in reading records.
- Complete the X Factor sheet (1x week)
- Spelling sheet (1x week)
- Homework will be sent home on a Wednesday and is due back by the following Tuesday.

# Class Dojo



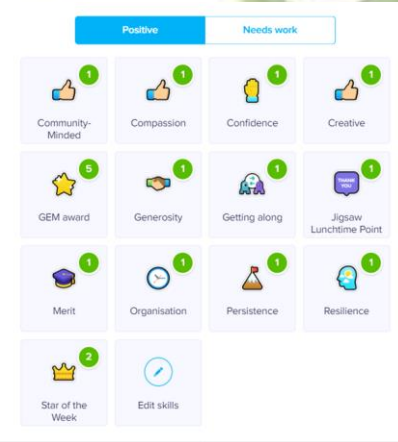
- Class Dojo has improved the way we communicate and update you on the activities your child is doing in school. It is also used to notify you of important events and dinner menu changes.

Using the message feature:

- Teachers will be unable to reply during teaching hours (8.30am-3.30pm).  
Our messaging hours are from 8:00am-8:30am and from 3.30pm – 5.30pm
- If you have an urgent message (particularly going home messages) please contact the school office

# Rewards and Sanctions

- Merits – given to children for their own learning, recorded on Dojo under merit section. Every 20 gets a certificate.
- GEM Award- going the extra mile – a special visit to Miss Beckett to get a certificate and a prize!
- Star of the Week- every Friday a member of each class will be awarded Star of the Week certificate and receive this in a special assembly.
- Jigsaw Lunchtime Award- Given by staff and added to Dojo





# Getting in touch with us

- Please come and talk to us on the door if there is a message you need to pass on. If you need to discuss something of a more confidential nature, we can arrange an appropriate time for you to come into school or for a phone call.
- You can contact us via the class Dojo pages. However...
- Please be aware the we are unable to reply to Dojo messages sent during the school day 8.30am – 3.30pm as these are out teaching hours.
- If your contact is of a more urgent nature (Particularly going home messages) please contact the school office on Dojo or 01455 552791  
[office@sherrier.embracemat.org](mailto:office@sherrier.embracemat.org)
- If you would like pastoral support for your child please see Mrs Karen Lill outside on the playground or contact the office for her to get in contact with you