

Welcome to Year 2!



Leopard Class



Mrs Kirby
Class Teacher
RE co-ordinator



Mrs Allum
Class Teacher
English co-ordinator



Mrs Hurley
Teaching Assistant

Bear Class



Mrs Stahlecker
Class Teacher
ICT co-ordinator
Year 2 Lead



Mrs King
Class Teacher



Mrs Sheahan
Teaching Assistant

Monkey Class



Mrs Wijsbroek
Class Teacher



Mrs Gazzelloni
Class Teacher
Art Co-ordinator



Mrs Stubbs
Teaching Assistant

The School Day

- ★ Arrive between: 08.50 and 09.00 – enter via the doors by the Mead mosaic
- ★ Home time is at: 3.00pm – pick up from the coloured circles in the playground.
- ★ Please ensure that reading books are kept in your child's book bag every day.
- ★ Please provide your child with a named bottle of **water** every day.
- ★ The children are provided with a piece of fruit every morning.
- ★ Please ensure that all clothing is named.
- ★ Please ensure no earrings are worn to school and long hair is tied up.

PE Days

- * Bear Class: Monday and Thursday
- * Leopard Class: Thursday and Friday
- * Monkey Class: Tuesday and Friday
- * Children to wear PE kit to school on their PE days.
Please no laces unless children can tie them independently.
- * Yoga takes place on a Tuesday. Please ensure that girls wear shorts under their skirts.

Learning Behaviours



Resilient (KS1)

Motivation (EYFS)

Tigger always bounces back and he keeps trying even when it gets difficult. He never gives up.



Responsible (KS1)

Kanga is responsible because she cares for Baby Roo and carries him around in her pouch. Kanga also always listens well so that she knows exactly what to do, to look after Baby Roo.



Resourceful (KS1)

Thinking (EYFS)

Eeyore always thinks carefully and uses a range of resources. To be a resourceful learner you must use your imagination and be creative. Eeyore once had a balloon to mend.



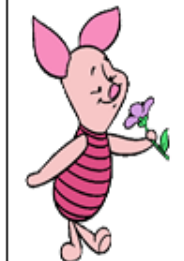
Reflective (KS1)

Wise owl always reflects upon what he does and thinks of ways of improving. He can tell you what he is really good at and what he needs to do to, to become an even wiser owl.



Reasoning (KS1)

Pooh always likes to give reasons for his decisions and explain how he worked something out. He is also really good at asking questions. He once got stuck in a hole and had to choose the best method to get out.



Playing and exploring Engagement (EYFS)

Piglet is Pooh's best friend. He loves to explore and play. He tries to be brave and is always willing to have a go.

The learning behaviours teach the children to understand what good learning is and enable them to apply that to their own learning.

We are using the Winnie the Pooh characters and stories to “hook” each particular learning behaviour onto.

For example “Tigger” shows resilience as a learning behaviour – he always keeps trying, bounces back and never gives up. The children are able to remember this through learning about the character of Tigger with books and toys and apply this to their own learning at school.

Learning Behaviours



In Year 2, we have introduced the character of Christopher Robin, who always shows respect to others and respect for himself and his body. We feel that this will remind our Year 2 children that they are role models for the rest of the children in the school.

Good Choices

Good Choices



I am kind



I listen to everyone



I use good manners



I work hard



I look after our school



I am safe



At the beginning of the year, we remind children of the school's 'Good Choices' and they will see the posters in their classroom and around the school.

The 'Good Choices' are a reminder of how children should behave in school.

If children choose to make a different choice, we ask them 'was that a good choice?' and this gives them the opportunity to reflect on what they have done and think about how they could make a better choice next time.

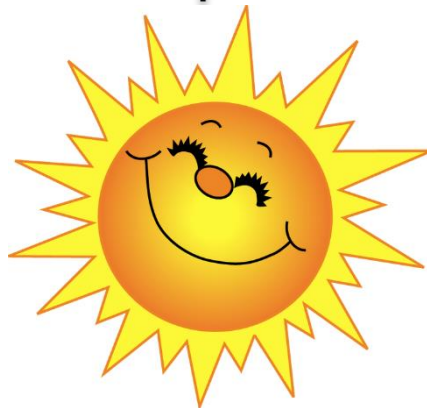
In each class, there is a happy sunshine. Children who have made good choices will put their names on the happy sunshine.

When we do our best
people will say
"Well done!"

Our teacher or
teaching assistant
gives us a stamp on
our work or a sticker.

We may get a
"Gold Award".

We may get an
"Achiever's Award".



Mrs Creasey or Mrs
Bedford will give us a
sticker.

We are put on the
"Happy Sunshine".

In each class, there is a sad cloud.
Children who have chosen not to
make good choices will put their
names on the sad cloud.

The grown up will say
"What better choice could
you have made?" and we
will look at our Good
Choices poster.

If we continue to
make poor choices we
will be put on the sad
cloud.

We will miss our playtime
or another special treat
and Mrs Creasey or Mrs
Bedford may need to
speak to our parents.



We will spend some
time in another
classroom and be
expected to say
"sorry".

If we still continue to not
make good choices we will
have to spend some time
with Mrs Creasey or Mrs
Bedford.

Our teacher or
teaching assistant will
speak to our parents at
the end of the day.

Rewards and Sanctions

- ★ The Happy Sunshine and the Sad Cloud
- ★ Wellbeing time which is earned.
- ★ Stamps on stamp cards/ certificates
- ★ Pebbles in table group pots
- ★ Achievers' certificates
- ★ Gold awards from Mrs Creasey

Wellbeing at The Mead



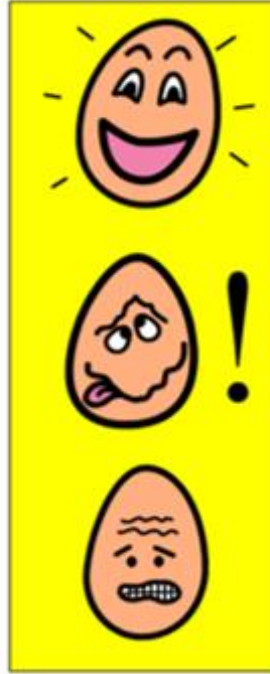



Zones of Regulation

In order to allow ALL children to be able to access and “voice” their needs we teach the children about the “Zones of Regulation”. These are covered in each year group, to ensure that there is a consistent ethos and shared vocabulary throughout the school.

- **Green** – I’m ok and I’m in a good place ready to learn
- **Blue** – I’m a little sad about something, or I am feeling unwell/tired.
- **Yellow** – I am feeling a little over-excited or angry. I am beginning to feel like I might lose control of my emotions.
- **Red** – I am feeling way too over-excited. I am very angry. I am not able to control how I am feeling and I need some help.

The Zones of Regulation

			
Blue Zone sad tired sick moving tired slowly	Green Zone happy calm feeling ok focused ready to learn	Yellow Zone frustrated worried silly/wiggly excited loss of some control	Red Zone mad/angry terrified yelling/hitting elated out of control

Mood Boards

- Every class, from Nursery right through to Year Two, has a Zones of Regulation mood board which features everyone's names.
- These act as a quick indicator of how the children are feeling as they come into class at various points in the day. They are free to move them whenever they feel necessary and an adult will respond as soon as practicable.
- As you can see, these link directly to the Zones of Regulation.




Worry Eaters

- Every class, from Nursery right through to Year Two, also has a worry eater.
- If children have a concern, or worry, whether it be in school or out, they can put it in our class worry eaters.
- The worry eater will eat up the worry and take it away from the child.
- However for some children we know that this is not enough, and the worry eater is checked at least once daily by an adult in the class.
- Anything that is posted is addressed if the worry is named.
- Sometimes the children just need to know that the worry has been acknowledged. For others it may be a starting point to discuss something more.
- Parents will be informed where needed.

Promoting positive mental health

- **Get Active** – plenty of exercise, finding ways to be up and moving whenever we can in class, out at play or in dedicated PE lessons.
- **Connect** – a huge emphasis on working in different groups in class, learning partners, different groupings for different activities, lots of work on their relationships with others in school and out in PSHCE. Valuing diversity and difference.
- **Keep Learning** – ensuring that there is plenty of enquiry based learning in school that captures children's imaginations. Firing up their desire to learn new skills and information through their own ideas.

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- **Take Notice** – lost of observation, learning through doing! Time out in Yoga to focus on their own bodies and how they are feeling. Calming techniques are used throughout the day where necessary, often when making transitions from one activity to another calmer one. Zones of Regulation, mood boards, worry eaters etc.
 - **Be Creative and Play** – through play time activities, games, toys, art, DT, Learning through play and investigation, creating their own games, both inside and out.

All of these five strands can also be used at home.

The Curriculum

- ★ Reading/SPAG
- ★ Maths
- ★ Writing
- ★ Science
- ★ Geography
- ★ PSHCE
- ★ History

- ★ Computing – Purple Mash
- ★ Music - Charanga
- ★ Art/D&T
- ★ RE
- ★ PE – new 'Get Set' scheme
- ★ Yoga

Topics

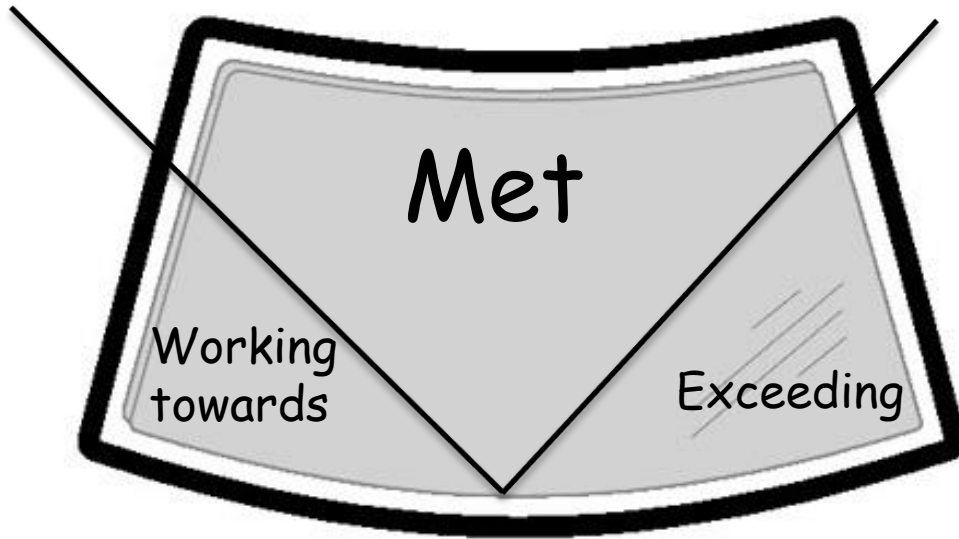


We take a cross-curricular approach to topics and during this term we will be learning all about London. This will include learning where London is in the UK, about the buildings that make London famous, the history of London and the River Thames, creating London themed art and learning about the Great Fire. We are very lucky that we can see the London skyline from our Year 2 classrooms!

We hope to secure a trip on the London Eye as a 'sensational starter' to the topic and we will also be providing enhancement activities and a 'fabulous finish' activity so that you can discover everything that your child has learned.

Other topics this year will include 'Come and Explore with Me' where we will learn about Malawi and the Polar regions and 'Watch me Grow' where we will learn about lifecycles and the natural world.

End of year expectation



We continually assess the children and at the end of the year they will be either:

- Working towards Year 2 expectations
- Met Year 2 expectations
- Exceeding Year 2 expectations

Reading



- At the beginning of each term, children will be individually read with and assessed. Whilst one child is reading with the teacher, the other children silently read a selection of fiction and non-fiction/topic based books at their tables.
- Remember your child can change their book, independently, **as often as they need to.**
- After individual reads the teacher will leave a comment on ‘BoomRead’ which is a digital reading record.
- Please listen to your child read every day and write a short comment on the ‘BoomRead’ app after you have done so.

Reading

- Our reading levels are consistent across the school and begin with phases 1-5 (corresponding to the phonics phases.)
- Once a child moves past phase 5, in Year 2, they will become a 'chick' – this term will encompass the old stage 6/7 books.
- After that your child will become a 'fledgling' – this term will encompass the old stage 8/9 books.
- Following that, your child will become a 'free reader' and will be able to choose any book they wish to read.
- We are always looking for parent volunteers to provide extra reads during the day – please email your class address if you are interested!



Guided/Shared Reading

When your child isn't individually reading, they will be taking place in daily guided reading as a class. We have recently begun using a new scheme called 'Bug Club' by Pearson's.

Bug Club is a robust guided reading programme with over 250 engaging texts, helping children master fluency and deepen comprehension.

During periods of guided reading, your child will be reading for 30 mins every day, discussing texts, answering questions and developing a greater understanding of what they are reading.

This will allow your child to increase their confidence, engage their 'higher order' thinking skills and raise their reading attainment.



Bug Club
Guided



Reading at Home



Please remember that questioning your child is very important as it shows that your child has understood what they are reading. Below is an example of the types of questions you can ask your child:

Questioning:

Describe/ retrieval: What does the Giant look like?

Reflect/ inference: How do you think the Giant felt when he first saw Jack?

Speculate/ predict: What would happen if the Giant lost his voice?



How to challenge your child further...



To help your child have a greater understanding of the text there is lots you can do...

1. In non-fiction texts spend time discussing the theme of the book, the layout as well as the book's structure e.g. contents, index and glossary.
2. When your child has read part of the book ask them a specific question that requires them to retrieve the answer from the text.
3. When a character's feelings become less explicit, ask your child to explain what actions and words in the text have been used to explain the feelings.
4. Ask your child to re-tell the story in order, adding as much detail as possible encouraging them to relate any themes to their own experience.



Phonics



We have recently started using the new Little Wandle revised Letters and Sounds phonics scheme.

The website for the scheme is <https://www.littlewandlelettersandsounds.org.uk/> and if you click onto the 'parents' section of the site you will see some useful resources to help you support your child at home.

Common exception words



Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



This is a list of the Year 2 common exception words (tricky words) that we expect all children to be able to spell properly in Year 2. This is in addition to the Year 1 common exception words.

We teach children that they can use their phonics to decode part of the word but we also point out what the 'tricky' part of the word is.

SATs

We will be having SATs this year, and these take place during the month of May. We will be communicating further details nearer the time but please rest assured that we carry these out in such a way that the children are not aware that they are being 'tested', to protect their wellbeing.

Any questions?



If you have any questions please Email the class teacher.

The Email addresses are listed below:

Leopards

leopards@mead.surrey.sch.uk

Monkeys

monkeys@mead.surrey.sch.uk

Bears

bears@mead.surrey.sch.uk