

# Welcome to Year 2!



# Year 2 Team



Mr Miriam  
Leopard Class  
Teacher



Mrs Stahlecker  
Monkey Class  
Teacher  
Year 2 Lead



Mrs King  
Monkey Class  
Teacher



Mrs Fagan  
Bear Class Teacher



Mrs Stubbs  
Teaching Assistant



Mrs Hurley  
Teaching Assistant



Mrs Lupton  
Teaching Assistant

# The School Day

- ★ Arrive: 08.30 – enter via the doors by the Mead mosaic.
- ★ Home time is at: 3.05pm – pick up from the coloured circles in the playground.  
If you are late picking up your child will be taken to the office,  
please let us know if there are any delays.
- ★ Please ensure that reading books and yellow reading record 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.

# PE Days

- \* Bear Class: Tuesday and Wednesday
- \* Leopard Class: Wednesday and Thursday
- \* Monkey Class: Wednesday and Friday
- \* Children to wear PE kit to school on their PE days.  
Please no laces unless children can tie them independently
- \* Please ensure that your child can remove their earrings themselves on PE days

# 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.

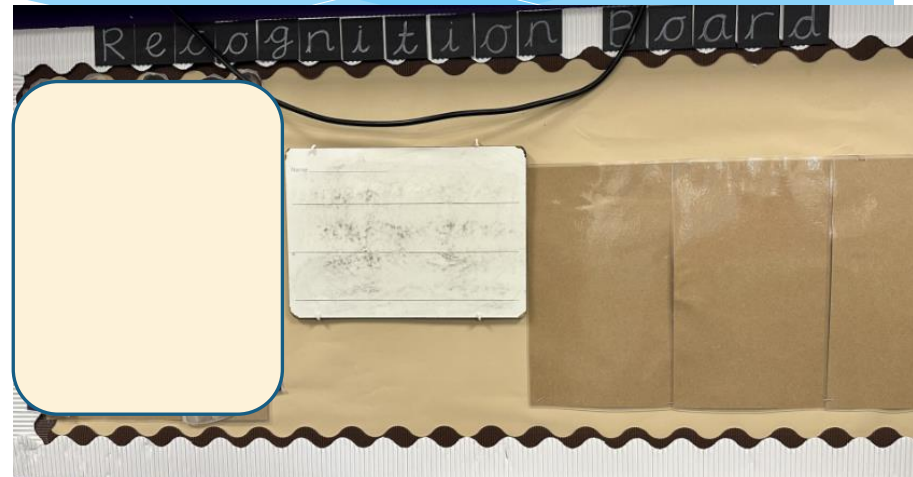
The learning behaviours teach the children to understand what good learning is and enable them to apply that to their own learning.

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.

# Recognition Board

- We have a class focus linked to one of our three school rules: Ready, Respect and Safe.
- Children's names are moved onto the recognition board.
- A focus could last a morning, day, week etc.
- We break down the rules to teach the children the specific skills e.g. when learning I am ready, we will start with how to sit on the carpet during learning time (eyes looking, ears listening, sitting on our spots etc.).
- The children will be able to tell you when they have been on the recognition board.



# Lining up

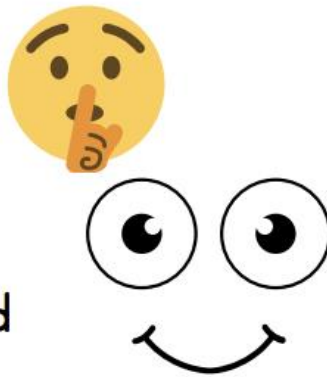
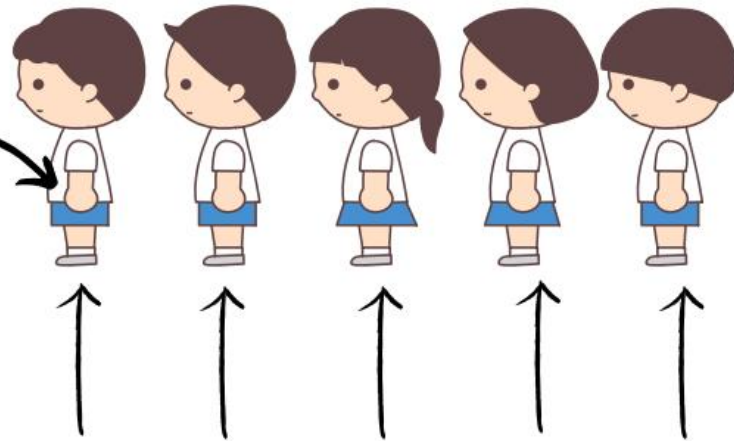
S Standing still

H Hands by your side

I In your space

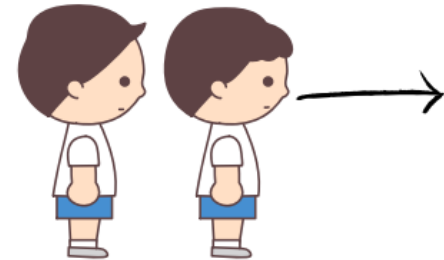
N No talking

E Eyes forward



# Wonderful Walking

- 1** Walk in silence
- 2** We use soldier arms
- 3** We walk sensibly
- 4** We face the direction we are walking



Show me 5



- 1** Eyes looking 
- 2** Ears listening 
- 3** Body still 
- 4** Voice is off 
- 5** You are ready 

# We take part



No hands up, we are ready to answer



We listen to the adult

We listen to each other



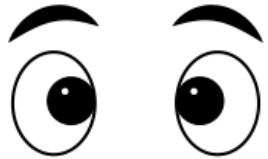
If we need the toilet we  
can use this sign

# Happy Hello, Great Goodbye



We say good morning

We say goodbye or good afternoon



We look at the person when we speak

We smile



# Wellbeing at The Mead



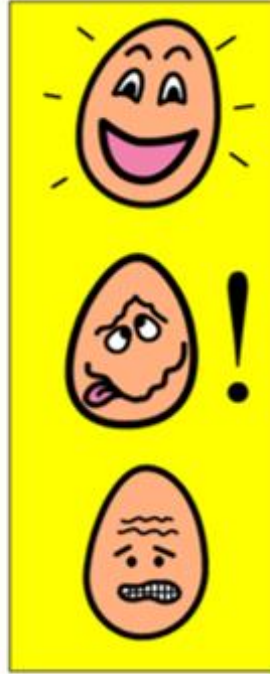



# Zones of Regulation

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 frustrated. 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

			
<p><b>Blue Zone</b></p> <p>sad      tired sick      moving tired      slowly</p>	<p><b>Green Zone</b></p> <p>happy calm feeling ok 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>

# 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 it is practical.
- 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.

# The Curriculum

★ **Reading/SPAG**

★ **Maths** - White Rose

★ **Writing**

★ **Science** - kapow

★ **Geography**

★ **PSHCE** - SCARF

★ **History**

★ **Computing** – Purple Mash

★ **Music** - Kapow

★ **Art/D&T** - Kapow

★ **RE**

★ **PE** – ‘Get Set’ scheme

★ **Yoga**

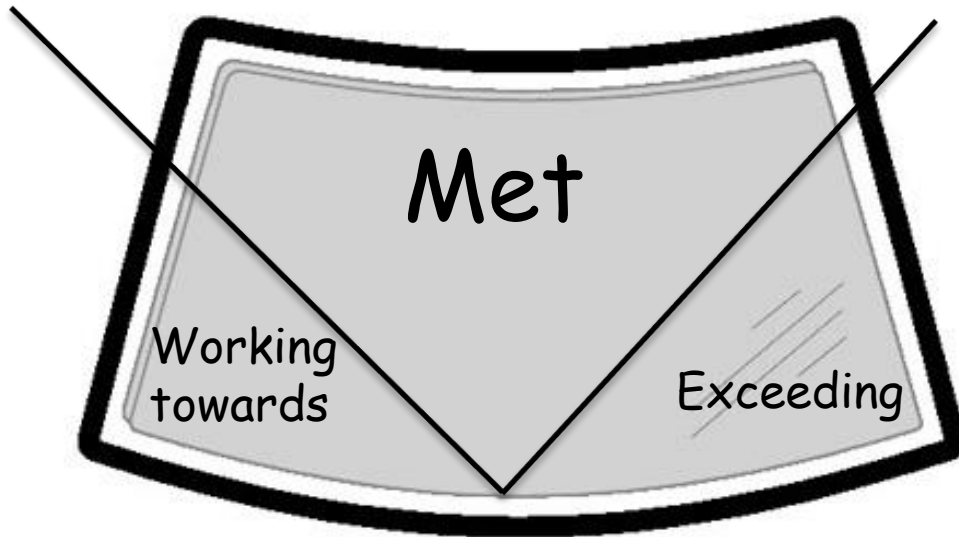
# Topics



The topics we cover this year are:

- Pole to pole
- To Boldly Go
- Journeys – the explorer Ibn Battuta
- Africa
- Remember me – important figures in history such as the suffragettes
- Growing

# 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.
- Remember your child can change their book, independently, **as often as they need to.**
- After individual reads the teacher will leave a comment in their reading record book.
- Please listen to your child read every day and write a short comment in the reading record book after you have done so.
- We also visit the library once a week. Library books need to be returned for a new book to be issued. Please ensure your child's library book is in their book bag for their library days.

# 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' (the old stage 6/7 books).
- After that your child will become a 'fledgling' (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 use a 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 minutes, 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**



# VIPERS

## Reading Vipers

**V**ocabulary

**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**equence or Summarise



# Fluency

Each week we have a focus fluency text that we read as a whole class. We begin with adult modelling and then move on to echo or choral reading. The children will practise paired reading and then end with a performance.

*Fluency means reading smoothly, easily and with expression. It's like telling a story without stumbling over words.*

*We focus on pace, volume, punctuation, rhythm*

# 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 use the 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.



# BE AN ATTENDANCE HERO



**Here**

**Everyday**

**Ready**

**On time**



# Any questions?



If you have any questions please Email the class teacher.

The Email addresses are listed below:

Leopards

[leopards@mead.surrey.sch.uk](mailto:leopards@mead.surrey.sch.uk)

Monkeys

[monkeys@mead.surrey.sch.uk](mailto:monkeys@mead.surrey.sch.uk)

Bears

[bears@mead.surrey.sch.uk](mailto:bears@mead.surrey.sch.uk)