

Year 2

Forest Gate Academy Parent Forum

September 2023

Who are we?

Miss Stead – Year 2 Class Teachers

Miss Bowers – Year 2 Teaching
Assistants

Attendance

Our attendance goal this year is 97%

Doors open at 8.35 am. School starts at 8:45 and lessons begin immediately! Children have basic skills tasks ready on their tables as soon as they arrive. No time is lost! They complete these tasks whilst the registers take place. If children arrive after this time they will be recorded as late and will need to enter school via the main school entrance. They will have already missed at least **1** opportunity for learning!

As soon as registers close, we start our 1st response phone calls to locate any missing children.

Attendance Officer: Mr Wilmott

Uniform

We are really proud of our school uniform and our high standards. This is often commented on during trips out of school and when we have visitors to the site.

The school uniform is compulsory for all children from Nursery to Y6. To identify the school as a community the school sweatshirt, with unique logo, is available from the Petites Modes website (www.petitesmodessale.com) or their shop on Tatton Road in Sale. All other uniform items can also be purchased here.

All children must wear the correct uniform and P.E. kit. The uniform is listed below:

Girls' Uniform

Grey pinafore dress/skirt, grey trousers, white polo shirt and school badged sweatshirt/cardigan. A pink and white check summer dress is permitted in the summer months only.

Black school shoes **must** be worn by all pupils.

Make up or nail varnish are not permitted in school.

Jewellery is not permitted in school; if you intend to have your child's ears pierced this **must** be done at the beginning of the summer break, this will allow time for the healing process so they can be removed once returning to school.

Boys' Uniform

Grey trousers, white polo shirt and school badged sweatshirt. Black school shoes **must** be worn by all pupils.

Hair





Extreme hair fashions, including dyed and 'striped' hair / patterned and extensions are not permitted. Hair should be no shorter than a No.3. Long hair should be tied back with a plain bobble.




PLEASE clearly name all items of clothing brought into school as this helps greatly when trying to identify "LOST PROPERTY."

Whole school: White T-Shirt, Burgundy PE shorts.

For outdoor games all children should have suitable footwear, i.e. pumps or trainers (NOT their ordinary school shoes.)

Behaviour

Reward/Consequence	Stage	Examples of Behaviour
<p>3 dojos and a postcard home.</p> <p>My name will go in the Golden book – if I am in the Pot of Gold three times or more in a term, I will be invited to an exclusive special reward event.</p>	<p>Pot of Gold</p> 	<p>I am consistently showing positive behaviour for learning.</p> <p>I follow the class/school rules all the time, have exemplary manners and am a good role model for my peers.</p> <p>I display all of the school values.</p> <p>I always demonstrate exemplary effort in my learning.</p>
<p>2 dojos and a sticker.</p>	<p>Rainbow reward 2</p> 	<p>I am working well independently and with others.</p> <p>I am kind and considerate to others.</p> <p>I follow the class/school rules all the time, have good manners.</p> <p>I am working extremely hard.</p>
<p>1 dojo.</p>	<p>Rainbow reward 1</p> 	<p>I have a positive attitude and I am motivated and ready to learn. I am listening to the teacher and following instructions. I am working well with my peers.</p>
	<p>Sunshine</p> 	<p>All children start the day here.</p>

Reward/Consequence	Stage	Examples of Behaviour
<p>I will get a verbal warning and be reminded of the rules.</p>	<p>Chance</p> 	<p>I am stopping my peers from learning effectively.</p> <p>I am not listening.</p> <p>I am not working hard/ I am not playing nicely.</p>
<p>I will miss 5 minutes of my playtime.</p> <p>EYFS – I will spend 3-5 minutes on the thinking chair.</p>	<p>Choice</p> 	<p>I have not followed instructions.</p> <p>I am being disruptive in class.</p> <p>I have not told the truth.</p> <p>I have been rude to an adult.</p>
<p>My name will be recorded on CPOMS.</p> <p>I will miss 15 minutes of my playtime or lunchtime.</p> <p>If it is past lunchtime then I will be removed from my classroom and sent to a different class.</p> <p>EYFS – I will spend 10 minutes on the thinking chair.</p> <p>My teacher will inform my parents/carers.</p>	<p>Consequence</p> 	<p>I have refused to follow instructions from an adult.</p> <p>I have used bad/inappropriate language.</p> <p>I have made consistently poor choices.</p> <p>I have been continuously disruptive.</p> <p>I have hurt someone on purpose.</p>

Curriculum



THE DEAN TRUST
Forest Gate Academy

Year 2 Autumn



English

Writing

I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
I can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
I can write for different purposes.
I can plan or say out loud what I am going to write about.
I can write down ideas and/or key words, including new vocabulary.
I can write about real events.
I can form lower-case letters of the correct size relative to one another.
I can use spacing between words that reflects the size of the letters.
I can use sentences with different forms: statement, question, exclamation, command
expanded noun phrases to describe and specify [for example, the blue butterfly]
I can use some features of written Standard English.

Reading

I can discuss my favourite words and phrases.
I can discuss the sequence of events in books and how items of information are related.
I can retell a wide range of stories, fairy stories and traditional tales.
I understand books that I can already read fluently and those that are read to me.
I can draw on what I already know (vocab and background information) to understand a book's meaning.

Word Reading

I can blend sounds in words that contain the graphemes we have learnt.
I can read accurately words of two or more syllables that contain the same GPCs.
I can read words with common suffixes.
I can recognise and read alternative sounds for graphemes.

Speaking and Listening

I can ask questions to get more information and clarify meaning.
I can listen and respond appropriately to adults and my peers
I can give well-structured descriptions, explanations and narrative for different purposes.
I can take turns when talking in pairs or a small group.
I am aware that formal and informal situations require different language (beginning).

Maths

I can read and write all numbers to at least 100 in numerals and words.
I can recognise odd and even numbers to 100.
I can count in steps of 2, 3 and 5 from 0.
I can recognise and define the place value of each digit in a 2-digit number.
I can compare and order numbers from 0 to 100 using the < > and + signs.
I can recall and use multiplication and division facts for the 2, 5 and 10x tables.
I can add and subtract a 2-digit number and ones.
I can add and subtract a 2-digit number and tens.
I can add and subtract two 2-digit numbers.
I can add three 1-digit numbers.
I can solve problems involving addition and subtraction.
I can use place value and number facts to solve problems.
I can solve addition and subtraction problems applying my increasing knowledge of mental and written methods.
I can recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.
I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equal signs.
I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
I can recognise and can use the symbol £ and p when solving problems involving addition and subtraction of money.
I can find different combinations of coins that equal the same amounts of money.
I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
I can ask and answer questions about totalling and comparing categorical data.

Spelling

I understand that the /s/ sound is spelt c before e, i and y.
I can spell the /l/ or /el/ sound spelt -le at the end of words
I can spell the /l/ or /al/ sound spelt -el at the end of words
I can spell the /l/ or /el/ sound spelt -al at the end of words

Curriculum



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Art

I can use charcoal, pencil and pastel to create art.
I can mix paint to create all the secondary colours.
I can create brown with paint.
I can create tints with paint by adding white.
I can create tones with paint.
I can make a clay object.
I can create a piece of art in response to the work of another artist.

Music

I can perform simple patterns and accompaniments keeping a steady pulse.
I can play simple rhythmic patterns on an instrument.
I can choose sounds, which create an effect.
I can order sounds to create a beginning, middle and an end.
I can listen out for particular things when listening to music.

PSHE

I can respect the differences and similarities between people.
I can identify how special people can care for one another.
I know about people who look after them and their family and work.
I know who to go to if I am worried and how to attract their attention.
I can recognise that behaviour can affect other people.
I can recognise different forms of teasing and bullying and understand that these are wrong and unacceptable.
I can listen to other people and play and work cooperatively using strategies to resolve simple arguments through negotiation.
I know that people have responsibilities to protect people and living things.
I know how to protect other people's bodies and feelings.
I understand about strategies to resist teasing or bullying if I experience or witness it.
I understand the rules for keeping safe online.
I know that I have responsibility for keeping myself and others safe when online – e.g. when to say 'yes', 'no', 'I'll ask' and 'I'll wait'.
I know what is meant by privacy.
I understand my right to keep things private.
I understand the importance of respecting other's privacy.
I can recognise that I share responsibility for keeping myself and others safe.
I know when to say 'yes', 'no', 'I'll ask' and 'I'll wait'.
I understand how to maintain a health if I sedate.
I can develop a vocabulary to describe good and not so good feelings to others.
I can develop simple strategies for managing my feelings.
I understand the benefits of reducing the amount of time I spend online. And electronic devices.
I can make real and informed choices that improve my physical and emotional health.
I can communicate about health if I sedate to the people who look after me.
I understand what foods and drinks can contribute to poor dental health.
I can plan a health by meal.
I understand how household products, including medicines can be harmful if not used properly.
I know the importance of and how to maintain personal hygiene.
I know the importance of good quality sleep.
I know the importance of oral hygiene.
I understand the responsibility I have for others health.
I know what to do in an emergency (calls on mobile)

A United Kingdom Geography

History

I can sequence a set of objects in chronological order and give reasons for their order.
I can understand and explain why the fire broke out.
I can explain the main events of the great fire of London.
I can explain the results of the great fire of London.
I can explain what makes cities safe from great fires today.
I can recognise what a diary is.
I can understand what an eye witness account and explain why they may vary (Samuel Pepys) is and recognise how useful it is to us for finding out about what happened in the past.
I can research about a famous event that happened in Britain using different sources.
I can give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times.
I can understand and explain how London was rebuilt after the fire.

I can find where I live on a map of the United Kingdom.
I can say how people may spoil the area.
I can say how people try to make the area better.
I can explain what makes a locality special.
I can say what I like and do not like about my locality and another locality like the seaside.
I can find out about a locality by asking some relevant questions to someone else.
I can devise a simple map of our school grounds with a key, showing human and physical features.
I can describe some human features of my locality, such as the jobs people do.
I can describe some physical features of their own locality.

Design Technology

I can think of an idea and plan what to do next.
I can choose tools and materials and explain why I have chosen them.
I can explain why I have chosen specific textiles.

Year 2 Autumn

Curriculum



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Computing

I know how to refine searches using the Search tool.
I know how to share work electronically using the display boards.
I can use digital technology to share work on Purple Mash to communicate and connect with others locally.
I have some knowledge and understanding about sharing more globally on the Internet.
I know about Email as a communication tool using 2Respond simulations.
I understand how we talk to others when they aren't there in front of us.
I can open and send simple online communications in the form of email.
I can understand that information put online leaves a digital footprint or trail.
I am beginning to think critically about the information I leave online.
I can identify the steps that can be taken to keep personal data and hardware secure.

RE

I can tell you when I have been kind to others even when it was difficult.
I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.
I can say if I think Christians should be kind and give a reason.
I can say how I could help solve a problem by showing love.
I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.
I can tell you why Christians think God gave Jesus to the world.

MFL

I can join in with songs and rhymes.
I can respond to a simple command.
I can answer with a single word.
I can write single words correctly.
I can label a picture.
I can copy a simple word or phrase.

Science

I can ask simple questions and recognise they can be answered in different ways.
I can observe closely, using simple equipment.
I can identify and classify.
I can perform simple tests.
I can use observations and ideas to suggest answers to questions.
I can gather and record data to help answer questions.
I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.
I can suggest why a material might or might not be used for a specific job.
I can explore how shapes can be changed by squashing, bending, twisting and stretching.

PE

I can describe how to exercise safely.
I can describe how my body feels during different activities.
I can explain what happens to my heart when I exercise.
I can explain what my body needs to be healthy.
I can throw a ball underarm to hit a target.
I can hold a Rounders bat correctly.
I can hit a ball with a Rounders bat.
I can hit a ball at a given target with a Rounders bat.

Year 2 Autumn

Timetable

START 8.45am	Period 1 45 minutes		Period 2 60 minutes	Break 10.30 – 10.45	Period 3 60 minutes	Period 4 30 minutes		Lunch 12.15 – 1.00	Period 5 60 minutes	Period 6 60 minutes	Assembly	End of Day 3.15
	8:45-9:00	9:00-9:30	9:30-10:30		10.45-11.45	11.45-12.00	12.00-12.15		1.00-2.00	2.00 – 3.00	2.55-3.10	
Monday	Spelling	Guided Reading	PE		Maths	Basic skills	Novel time		English	History		
Tuesday	Spelling	Guided Reading	English		Maths	Basic skills	Novel time		Geography	PSHE	KS1 Assembly	
Wednesday	Spelling	Guided Reading	English		Maths	Basic skills	Novel time		DT	RE	Open the book	
Thursday	Spelling	Guided Reading	English		Maths	Music			PE	Computing	Music	
Friday	Spelling	Guided Reading	English		Maths	MFL			Science		Celebration assembly	

Basic Skills

- *Each day.*
- *Children take part in a range of activities such as handwriting, spelling, punctuation, grammar, times tables and maths facts, Spanish and 5 a day fitness.*

Guided Reading

What is Whole Class Guided Reading (WCGR)?

“It is like teaching any other lesson. All children work together as opposed to in ability groups of 5-8. With WCGR, I teach one or two reading objectives at a time and differentiate with the aim of all children meeting the same goal. With this approach, children are exposed to a range of high quality texts and their vocabulary is also deepening. They also get to hear their peers model reading skills and construct higher level responses.

Iqbal, F (2018)

Guided Reading

Whole-class guided reading means that children are reading a text 5 days a week...



Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
<p>Find and explain the meaning of words in context.</p>	<p>Make and justify inferences using evidence from the text.</p>	<p>Predict what will happen based from the details given or implied.</p>	<p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p>	<p>Retrieve and record information and identify key details from fiction and non-fiction.</p>	<p>Summarise the main ideas from more than one paragraph.</p>
<p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that...? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p>Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... .. • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	<p>Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? • What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does..... do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

KS2 Example Timetable

Monday – 25 mins	Tuesday – 25 mins	Wednesday – 25 mins	Thursday – 25 mins	Friday – 25 mins
Whole Class Guided Reading – Class Novel/Chosen Text	Whole Class Guided Reading – Class Novel/Chosen Text	Whole Class Guided Reading – Class Novel/Chosen Text	Whole Class Guided Reading – Extract/Subject Specific	Whole Class Guided Reading – Extract/Subject Specific
Clear focus on reading domains throughout each GR lesson.	2B- Retrieve and record	2D – Inference	Domain mixture – Mixture of domain style questions to cover all areas.	Domain mixture – Mixture of domain style questions to cover all areas.
2A – Vocabulary session	Read through text – listening clearly to pupils, respond and recall.	Read through text – listening clearly to pupils, respond and recall		
Read through text – listening clearly to pupils, respond and recall.	linked activity	linked activity	After using this structure- mix up the domains alongside 2A, 2B and 2D	After using this structure- mix up the domains alongside 2A, 2B and 2D
Skim and Scan Challenge – can be differentiated. All recorded in GR books and peer assessed throughout.	Teacher models how to answer these questions	Teacher models how to answer these questions – inference card		
Vocab linked activity				
After using this structure- mix up the domains alongside 2A, 2B and 2D	After using this structure- mix up the domains alongside 2A, 2B and 2D	After using this structure- mix up the domains alongside 2A, 2B and 2D		

What are Vipers?

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for

Vocabulary

Inference

Prediction


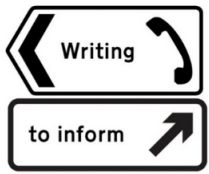


Explanation

Retrieval

Sequence or Summarise

Writing

At Forest Gate Academy we have a **‘Writing for Purpose’** approach. Rather than trying to teach children ten or more different genres or text types (which can actually be used for a variety of purposes), our approach focusses on what those different types have in common: the purpose for writing.

<p>The four purposes being taught across KS1 and KS2 are:</p>	<p>Writing to Entertain</p> 	<p>Writing to Inform</p> 	<p>Writing to Persuade</p> 	<p>Writing to Discuss</p> 
<p><u>Years 1 and 2</u> <u>(KS1)</u></p>	<p>Story Description Poetry</p>	<p>Recount Letter instruction</p>		
<p><u>Year 3 and 4</u> <u>(LKS2)</u></p>	<p>Narrative Description Poetry</p>	<p>Explanation Recount Biography Newspaper</p>	<p>Advert Letter Poster</p>	
<p><u>Year 5 and 6</u> <u>(UKS2)</u></p>	<p>Narrative Description Poetry</p>	<p>Reports Biography Newspaper Essay</p>	<p>Advertising Speech Campaign</p>	<p>Argument Newspaper review</p>

Writing

Writing Assessment sheets are used in each year group as a way of assessing genres of writing.

Year 1 Writing Criteria

Genre/ Date							
Working towards the standard							
Pupil(s) are beginning to meet the following aims with support							
Transcription & Composition	To compose a sentence orally before writing it.						
	To use their own simple story ideas to retell a familiar story using short, simplistic sentences						
	To use simple sentence structures (which may often be repetitive)						
	To segment the sounds in simple words and blend them together.						
Has an awareness of	Finger spaces						
	Full stops to end sentences						
Working at the Expected Standard							
After discussion with the teacher, the pupil can:							
Transcription	To form lower case letters in the correct direction, starting and finishing in the right place.						
	To make phonetically plausible attempts at recording unknown words						
	To spell many Y1 common exception words correctly						
	To use -s and -es to form regular plurals correctly						
	To add the suffixes -ing, -ed, -er, and -est to root words (with no change to the root word)						
To use the prefix 'un'							
To write sentences in order to create short narratives and non-fiction texts							
To leave spaces between words							
Composition	To begin to punctuate sentences using	capital letters for the beginning of sentences and names of people, places, the days of the week and the personal pronoun 'I'					
		full stops					
		question marks					
	exclamation marks						
To use the joining word 'and' to link ideas and sentences							
To reread their writing to check it makes sense							

Writing Criteria

Name:	EYFS	Autumn	Spring	Summer	EOY1	EOY1 target

Year 1: detail of content to be introduced (statutory)	
Word	Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing, untie the boat]
Sentence	How words can combine to make sentences Joining words and joining clauses using and
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 1 and 2 Spelling List						
the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	love	put	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	
Below	WT1	WT2	WT3	IL	IL+	IL++
						AE

+

Transcription & Composition

Transcription

Composition

Transcription and Composition

Handwriting & SPaG

What is SPAG? (Spelling, Punctuation and Grammar)

Spellings will be taught for the following weeks spelling test- spelling rules.

Punctuation revisited, what it is, when to use it. . ? ! “ ” , ‘

Grammar- Nouns, Pronouns, Adjectives, Adverbs, Verbs, Homophones, Sentences- Statements, Exclamations, Commands, Questions.

English lessons, Guided Reading, Basic Skills, Foundation writing, English working walls used to inspire, guide and remind children what has been covered in the week.

How we approach teaching handwriting

Pre Cursive to joined

Pencil grips, left handed tips, modelled, basic skills.

Handwriting lessons

Home Reading

- *Reading daily has high impact on achievement.*
- *Reading impacts on all subjects not just English*
- *Children who read regularly have a more developed/wider vocabulary than others*
- *Direct correlation between regular reading and higher achievement*

Expectations of parents:

- *Best practice – read every day (10-15mins is fine), sign reading diaries at least 3x a week*
- *Books changed **Monday and Friday***

Regular reading with your child at home impacts a child's success at school greatly!



Child A

Reads 20 minutes per day.

3,600 minutes per year.

1,800,000 words per school year!



Scores in the 90th percentile.



Child B

Reads 5 minutes per day.

900 minutes per year.

282,000 words per school year.



Scores in the 50th percentile.



Child C

Reads 1 minutes per day.

180 minutes per year.

8,000 words per school year.



Scores in the 10th percentile.

The gap between these children will only widen over time unless Child B and C begin to read more regularly.

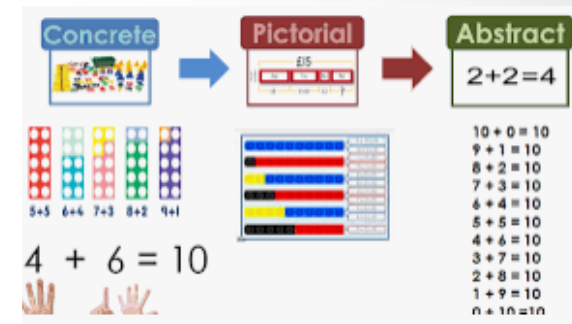
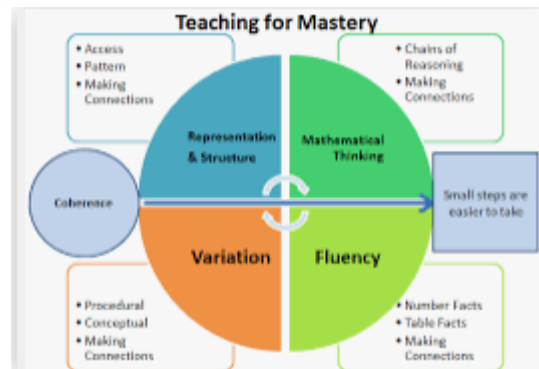
- Important to model to children about good reading aloud.
- 'Try that word again' - phonics strategies.
- Modelling self correction when you're reading the class reader and drawing attention to the fact you have done so.
- Modelling a word that doesn't make sense can change the meaning of a sentence completely - did that word make sense in that sentence? Why? Try reading the word again or thinking about what word it could be contextually.

Maths

Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives.

Through our mathematics lessons at **Forest Gate Academy** it is our aim to develop:

- Enjoyment and enthusiasm for mathematics and an awareness of the fascination of mathematics.
- Confidence and fluency in mathematical knowledge, concepts and skills.
- An ability to use and apply mathematics across the curriculum and in real life.
- An ability to solve problems, reason mathematically and to explain relationships using mathematical language.



Maths

The school uses a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily mathematics lesson where children are given opportunities for:

- Practical activities and mathematical games
- Problem solving
- Open and closed tasks
- Individual, group and whole class discussions and activities
- A range of methods of calculating
- Using a wide range of support resources to embed learning
- Using and applying their learning in everyday situations.

We make Maths fun and engaging through our 5 part lessons, encouraging opportunities to talk to each other about Maths and relate to real life.

Maths games to play at home

Help with learning tables – Times Table

RockStars

Variety of KS1 and KS2 games – Purple Mash & M
Maths



Topics in Year 2

Autumn

- Great Fire of London
- A Kingdom United
- Animals Including Humans
- Christianity

Spring

- Christopher Columbus and Neil Armstrong
- Passport to the World (Hot & Cold)
- Living Things & Their Habitats
- Plants
- Islam/ Christianity

Summer

- Rose Parks and Emily Davison
- The Seaside (Blackpool)
- Everyday materials
- Islam

Enrichment

We are committed to 'hands on' learning, offering experiences and enriching the curriculum

- *Clubs*
- *Trips*
- *Visitors*
- *School partners – Kickstart, Moss Lane Rovers, Sale Sharks etc.*
- *Other experiences*

HomeworkHow you can help your child

- *Children should have the right equipment to complete their homework e.g. a pencil, a good workspace – e.g. sat at a table in a quiet area and a good routine – e.g. complete when they get in rather than leave it.*
- *New homework will be sent home on a Monday and should be returned by Friday.*
- *Homework will consist of:*
 1. *Reading book*
 2. *Spellings*
 3. *Timetable or number facts.*

Coming Events

Date	Event
Tuesday 5 th September	Return to school
Wednesday 13 th September	Class Photographs
Wednesday 13 th September	Parent Forum 3.15pm-3.30pm
Thursday 14 th September	Y4 Viking Workshop at PCA
Monday 18 th September – Wednesday 20 th September	Y5&Y6 Robinwood Residential
Friday 22 nd September	Y6 Spy Academy Broadoak
Tuesday 26 th September	Y6 Victorian Workshop at PCA
Wednesday 27 th September	Y1 Phonics Workshop 2-3pm
Friday 29 th September	MacMillan Coffee Afternoon 2.30pm
Friday 29 th September	FGA Trip around the world
Tuesday 3 rd October	EYFS Rhyme challenge and Phonic workshop 9am
Tuesday 10 th October	Y4 Multiplication Check Workshop 9am
Thursday 12 th October	Y2 Science with Cabbage
Friday 13 th October	EYFS & KS1 Harvest assembly 9am
Monday 16 th October	Whole School Parents Evening 3.20-6pm.
Friday 20 th October	Open morning for parents - 9am-10am
Friday 20 th October	School finishes for half term
Monday 30 th October	Return to School
Friday 3 rd November	Day of the Dead (fancy dress whole school)
Thursday 9 th November	Nursery and Reception Senses and Textures workshop
Friday 10 th November	Y3&Y5 Forces workshop
Monday 13 th – Friday 17 th November	Anti-Bullying Week
Friday 17 th November	Children in Need
Monday 20 th – Friday 24 th November	Road Safety Week
Tuesday 21 st November	EYFS Phonics stay and play
Thursday 14 th December	Y1 Norton Priory Trip
Friday 15 th December	Christmas Jumper Day & Christmas Dinner Day
Monday 18 th December	EYFS Nativity
Tuesday 19 th December	Christmas Pantomime
Wednesday 20 th December	KS1 Christmas Performance
Thursday 21 st December	Christmas Fair
Friday 22 nd December	KS2 Carol Concert
Friday 22 nd December	Finish for Christmas

Concerns....We're here to help!

Come and speak to the teacher. We will always help where we can and look into your concerns.

Before / after school is usually the best time although sometimes we may have to arrange an appointment time due to staff meetings, clubs and training sessions.

Useful contacts:

Miss Layton (Special Needs)

Mrs Marsh (Safeguarding)

If you're not sure who is best to deal with your concern then please see the main office staff and they will point you in the right direction. Most issues will be dealt with by the class teacher.

THANK YOU!

Any questions?