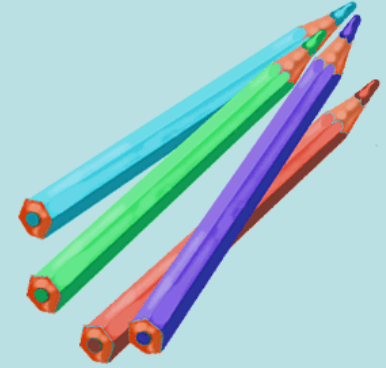
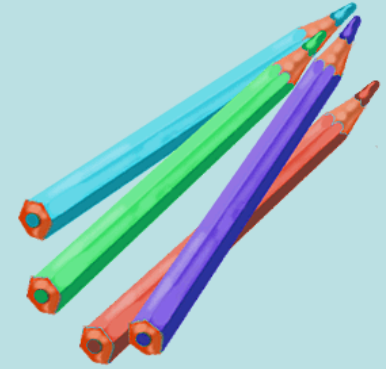




# Year 2 at Westfield Primary School



**Welcome**  
**to**  
**Year 2**  
Miss Aylward  
Mrs Ayles



**'Ready, Safe, Respectful'**

# The school day



Day	Monday <u>Miss Aylward and Mrs Ayles</u>	Tuesday <u>Miss Aylward and Mrs Ayles</u>	Wednesday <u>Miss Aylward and Mrs Ayles</u>	Thursday <u>Miss Aylward and Mrs Ayles</u>	Friday <u>Miss Aylward and Mrs Ayles</u>
0835 – 0900	Morning Activities / Registration	Morning Activities / Registration	Morning Activities / Registration	Morning Activities / Registration	Morning Activities / Registration / Assembly
0900 – 0920	Reading activities	Reading activities	Reading activities	Reading activities	Assembly
0920 – 0955	<u>Maths – Input &amp; Explore</u>	<u>Maths – Input &amp; Explore</u>	<u>Maths – Input &amp; Explore</u>	<u>Maths – Input &amp; Explore</u>	<u>Maths – Input &amp; Explore</u>
0955 – 1015	BREAK	BREAK	BREAK	BREAK	BREAK
10.20-10.35	Assembly	Assembly	Assembly	Assembly	Assembly
1035 – 1050	<u>Maths - Activity</u>	<u>Maths - Activity</u>	<u>Maths - Activity</u>	<u>Maths - Activity</u>	<u>Maths - Activity</u>
1050 – 1140	English	English	English	English	English
1140 – 1150	Handwriting	Spelling/Phonics	Spelling/Phonics	Spelling/Phonics	Spelling/Phonics
1200 – 1300	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1300 – 1400	PE	Science	Music	RE	Topic
1400 – 14.45				PSHE	
1445 – 1500	Art	<u>Maths wizards</u>	PE	SKIIP 2B FIT	Times tables
1500 – 1510	Daily mile	Daily mile	Daily mile	Daily mile	Daily mile

# Curriculum map

	Foundation and Global warming					
<b>English: Reading</b>	Class read Book Box theme Traditional tales	Class read Book Box theme Reports <del>eg</del> magazines and newspapers	Class read Book Box theme Stories from other cultures	Class read Book box theme Non fiction	Class read Book corner theme Poems	Class read Book corner theme Humorous stories
<b>English: Writing</b>	Core text : <del>Kassim</del> and the hungry fox Writing Outcome: Fiction Narrative  <u>Non fiction</u> : instructions, Recount	Core text –Hansel and <del>Gretel</del> Writing outcome: Narrative Non – fiction – diary account, Non chronological report	Core text: The magic paintbrush Writing outcomes Fiction narrative  <u>Non fiction</u> : postcards	Core text: The story of Pirate Tom Writing outcomes Fiction – Narrative  <u>Non fiction</u> : recount	SATS Revision  Poetry	Core Text: Billy Goats Gruff Writing outcomes: Fiction: Narrative  <u>Non fiction</u> : Letter, Explanation
<b>English: S&amp;L</b>	Performance poetry (1 week) The Magic Box Class Assembly	News reports	Nature documentaries-	Role Play	-Nature documentaries	Summer Play
<b>Maths</b>	Fluency to twenty, Place value and Regrouping, Counting on and back, Representing, ordering and comparing numbers and measures, Estimation	Addition and Subtraction to twenty, Finding complements of 10 and 100, Adding and Subtracting Mentally 1 and 2 digit numbers, Finding the unknown, Money: Making combinations and finding change, Comparisons, Measures	Statistics, Addition and Subtraction written, Commutativity, Problem solving, Time, Doubling and halving with numbers and money,	Times tables (2s, 5s, 10s and counting in 3s) Multiplication as repeated addition, Multiplication as groups, Problem solving with Multiplication, Division: sharing, grouping, problem solving including remainders	Fractions: Halves, quarters, thirds of amounts and shapes, Equivalence, Time, Problem Solving with Multiplication, Division and Fractions, Multiplication and Division – Equality and Balance	Geometry, 2D and 3D shape names and properties, Symmetry, Mental Calculation Review, Geometry: Sequencing, Rotation and Right angles, Place Value and Written Calculation Review
<b>Science</b>	Uses of everyday materials (suitability and simple changes)	Our changing world	Plants ( <i>investigate, observe and describe needs of a plant</i> )	Animals including humans	Living things and their habitats	

# Curriculum map

Science	Uses of everyday materials (suitability and simple changes)	Our changing world	Plants ( <i>investigate, observe and describe needs of a plant</i> )	Animals including humans	Living things and their habitats	
Computing	Digital Citizenship and E-safety: How do we behave safely and respectfully on line?					
	Organise, store, retrieve and manipulate data Log on and select a program independently		Algorithms		Digital Photography	
History	History Makers			Why did Charles go to prison?	Explorers	
Geography		Where I live	Kampong Ayer			Why do we like to be beside the sea so much?
Art	Artist Alma Thomas Painting		Artist Andy Warhol Print: TEXTILES		Artist Pablo Picasso Sculptures	
DT		DT: Stable Structures		Design and make a healthy toasty (to be baked at forest school?)		Design an object with a moving part.
RE	Christianity and Islam					
	Identity and Belonging	Signs and Symbols	Sources of Wisdom		Ultimate Questions	
PE	Ball Skills and Gymnastics		Dance		Gymnastics and Athletics	
Music	Classical: In the hall of the mountain king by Edvard Grieg					
	South African: Hands, Feet, Heart	Matown: Ho Ho Ho	Rock: I wanna play in a band	Reggae: Zootime	Friendship Song	Western Classical: Reflect, Rewind, Replay
PSHCE	<b>New Beginnings</b> Friendship, responsibility, respect, honesty	<b>Getting on and falling out</b> Cooperation, peace, courage, understanding, forgiveness, appreciation	<b>Going for goals</b> Determination, perseverance, resilience	<b>Good to be me</b> Happiness, love, freedom	<b>Relationships</b> Caring, thoughtfulness, trust, humility	<b>Changes</b> Hope, tolerance

# Handwriting

We teach cursive, or 'joined-up' style for handwriting throughout the school. We believe this raises standards in writing which will impact throughout the whole school, developing confidence, accuracy and fluency and improved presentation.



## The cursive handwriting style helps:

- to minimise confusion for the child as every letter starts on the line with a 'lead in' stroke and leads out with a 'flick out'
- as letters naturally flow into each other, this helps children to join their handwriting;
- form spacing between words as the child develops whole word awareness;
- to develop a child's visual memory; Spelling
- all children's writing skills regardless of academic ability







## How can you support your child at home?

- Encourage them to become more independent at home.
- Reading- Please try to listen to them for 10 -15 minutes each day- discussing the story with them.
- Homework - consolidation of week's work - English or Maths activity. Spellings.

Please sit with them and support them with this,  
without doing it all for them!

# How can you support your child at home?



Spellingframe



# Common barriers in year 2

- Phonics and Spelling
- Vocabulary
- Handwriting
- Times tables
- Comprehension

## How to support?

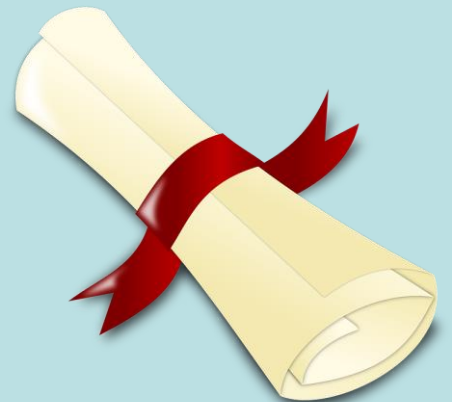
- Reading
- Looking for patterns in spelling, activities and practice
- Cursive writing
- Practise of times tables (2s, 5s and 10s) - SONG!

# Independence

- In Year 2-Children are now developing greater independence.
- In the mornings they need to organise themselves quickly ready to start learning. The first lesson starts at 9.00! Being here as early as possible helps! 😊
- Each day they need to have at school their coat, snack, reading book, reading record book and reading books and water bottle.
- Homework will be uploaded on Friday and should be completed by the following Wednesday. (Online)
- P.E. days are Monday and Wednesday.
- Please ensure all uniform, footwear, drink bottles and P.E. kit are clearly labelled.

# Other Information

- Reading Books / Records- Every day - Change independently when all read (shown in records)
- Rewards - certificates (Values, reading, Maths)
- Parent packs and logins
- Shoelaces
- Communication - boxes outside the drop off areas.

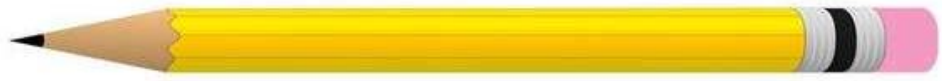


# Communication



- Sometimes you may need to pass on some information to us or have questions. We are always happy to talk to you, but mornings are very busy!
- There is a box outside the drop off point where notes can be left and I will ensure I respond where necessary.
- If you would prefer to have a longer discussion we can arrange an appointment for another time so we can give you the time that you need.

THE POWER OF  
YET!



I can't do this ..... YET  
I'm not good at this ..... YET  
I don't understand this ... YET  
It doesn't work ..... YET  
This doesn't make sense ... YET



Your children have already shown they are rising to the new challenges and expectations of year 2. We hope this continues as the year progresses.

Thank you for your time.

Please communicate with us if you ever have any queries or concerns.

School and home is a partnership and we all want the best for your child.

Any questions?