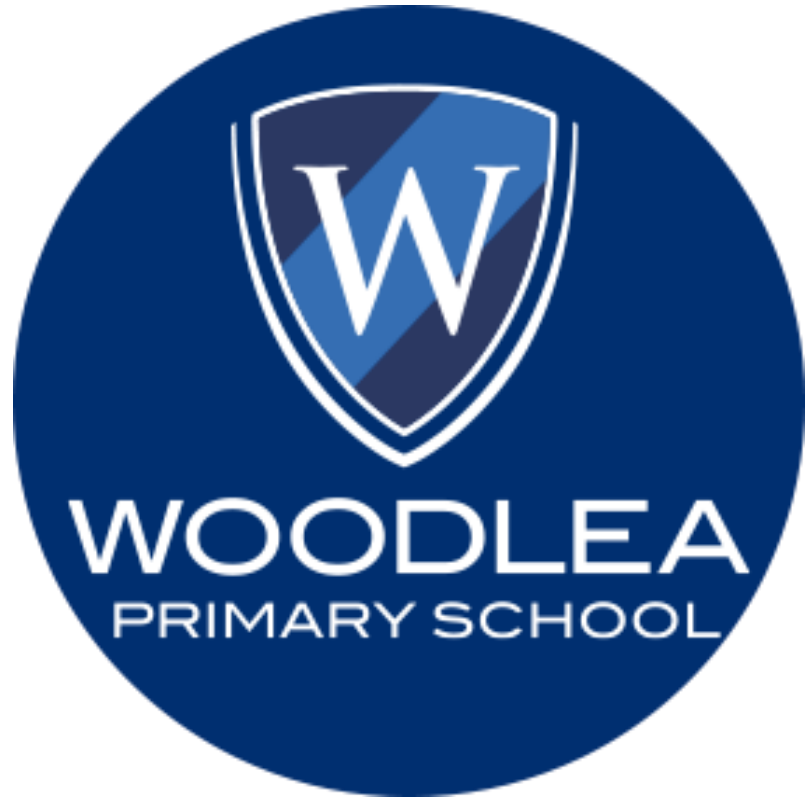


# Meet the Teacher



**September 2024**

**Welcome back!**

We are very excited to be welcoming your children into Year 2 and are looking forward to a great year ahead.



# The Year 2 Team

Mrs Menham



Monday/Thursday/Friday

Mrs Hill



Tuesday/Wednesday

Teaching Assistant: Miss Wasserfall

Learning Assistant: Mrs Caviglia



# School Day

- ▶ Timings
  - ▶ **Start Time: 8:45** the children will be met in the playground by their teacher.
  - ▶ **Finish Time: 3:15** in the playground.
- ▶ If someone different is picking your child up or you are running late, please let the office know via email or the phone and they will pass the message on to us.
- ▶ We are still putting in place the good practice we started during the pandemic. We encourage the children to maintain good personal hygiene e.g. sneezing into their elbow, washing hands regularly.
- ▶ If your child is unwell and not fit to come to school, please let the office know as soon as possible.
- ▶ **Punctuality** – In the morning, gates open at 8:35am and close at 8:50am

# Absence and Lateness procedures

- ▶ Parents are asked to inform the school of all absence on **each day** of absence by personal contact, letter, email or telephone.
- ▶ Notification of the nature of the illness and the expected length of absence is also expected.
- ▶ For medical or other appointments during the school day notification is required **in advance**, where possible these should be arranged out of school hours. Appointment cards/emails/texts must be shown to the school.
- ▶ The office will make contact with the parent/carer of any child who is not in school for whom we have not received an absence message for by 9.15am.

## Lateness:

- Children who arrive late (after 8:50 but before 9:10) must report to the office.
- If they arrive after 9:10 they should be **accompanied by an adult to the office** where they will be signed in.

# Absence and Lateness

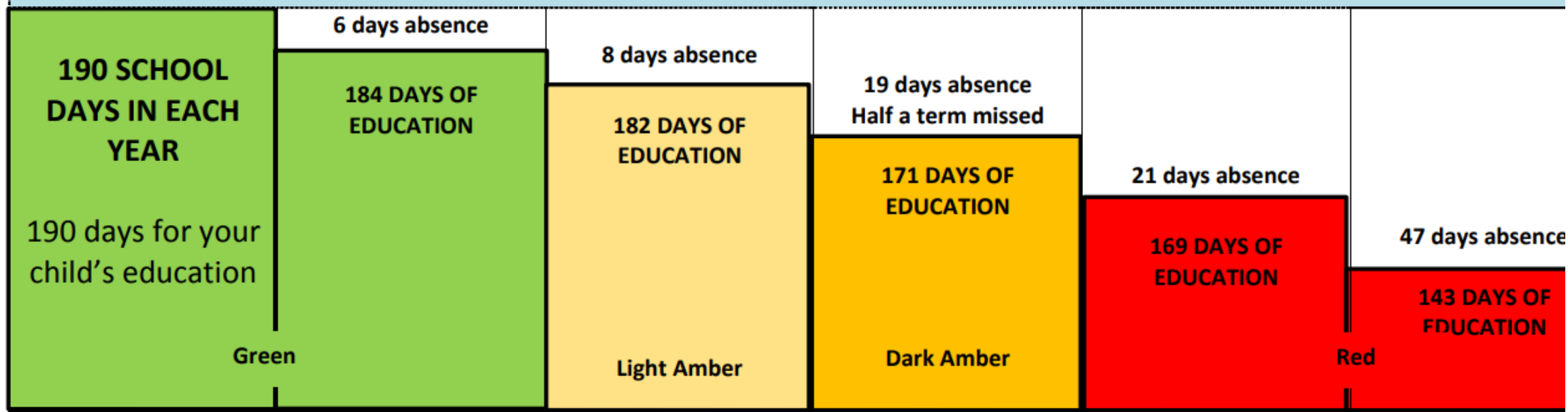
We understand that illness does occur, and events happen where you might run late, however the research is clear about the importance of attending school and being on time.

The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.

175 non-school days a year



175 days to spend on family time, visits, holidays, shopping, household jobs and other appointments



**190 SCHOOL DAYS IN EACH YEAR**

190 days for your child's education

Green

6 days absence

184 DAYS OF EDUCATION

8 days absence

182 DAYS OF EDUCATION

Light Amber

19 days absence  
Half a term missed

171 DAYS OF EDUCATION

Dark Amber

21 days absence

169 DAYS OF EDUCATION

Red

47 days absence

143 DAYS OF EDUCATION

100% → 97%  
(Expected)

96% → 94%      93% → 90%  
(Monitoring)

89% → 75%  
(School Action)

**Good - not a drop of learning lost**  
**Best chance of success**  
**Gives your child a flying start**

**School to monitor**  
**Negative effect on attainment**  
**Progress weakened due to gaps**

**Serious concern – Persistent absence**  
**Not fair on your child**  
**Court Action**

## EYFS/Key Stage 1 Timetable - Year 2

	8:45	9.00	9.30	10.30	10.40	11.00	12.00	1.00-1:30	1:30-2:30	2.30 - 3:15	
Monday	Register	M/N Reading/ Phonics	English	Whole-School Assembly	B	Maths	L	Phonics	Science	P	
Tuesday	Register	M/N Reading/ Phonics	Maths	KS1 Assembly	R	English	U	Phonics/ Guided Reading	Art/DT	Music	
Wednesday	Register	M/N Reading/ Phonics	English	Whole-School Assembly	E	Maths	N	Phonics	RE	YR 2 Outdoor PE	
Thursday	Register	M/N Reading/ Phonics	Maths	KS1 Assembly	A	English	C	Phonics	History/Geography	Outdoor/ICT	
Friday	Register	M/N Reading/ Phonics	English	Whole-School Assembly	K	Maths	H	Phonics/ Guided Reading	Y2 Indoor P.E		

# Autumn 1 – Year 2 2024

<p><b>In English can we ...</b>          Use adjectives to describe a setting and a character?          Use commas in lists, full stops and capital letters?          Use headings and sub-headings to help me organise my writing?          Use time words to write a recount?          Begin to plan ideas for writing?          Record ideas sentence-by-sentence?          Read our writing to check that it makes sense?          Use Phonics to help read and spell unfamiliar words?          Read &amp; re-read phonic-appropriate books?          Read and spell common exception words?          Discuss &amp; express views about the fiction, non-fiction books that we read?          Become familiar with &amp; retell stories using actions?          Ask &amp; answer questions about books we read?          Begin to make inferences?          Form all or letters correctly?</p>	<p><b>In Science can we...</b>  <b>Keep a polar bear as a pet?</b>          Compare the differences between things that are living, dead, and things that have never been alive?          Identify habitats in our playground and by looking at them, understand what they provide?          Find out what animals from the Arctic and Antarctic need to survive?          Explain how these animals are adapted to their habitats?          Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food?          Beginning to look at global warming and how it affects polar habitats.</p>	<p><b>Hooks for learning:</b>  <b>Could you live in the Arctic or Antarctic?</b>  <b>Letter from a polar bear.</b>          Look at YouTube clips of Antarctic and clips from Frozen.</p>	<p><b>In Computing can we ...</b>          Say what information technology is and where we have seen it at home and in the world around us?          Explain how information technology improves our world?          Demonstrate the safe use of information technology?</p>
<p><b>In Maths can we ...</b>  <b>PLACE VALUE</b>          Count objects in groups of 2,5, and 10?          Recognise tens and ones and use a place value chart?          Partition a two digit number into tens and ones in different ways?          Read and write numbers to 100 in words and numerals?          Compare and order objects and numbers?          Estimate numbers on a number line?  <b>Addition and Subtraction</b>          Learn our bonds to 10 and 100 (tens)?          Find fact families of numbers within 20 and know some of the addition and subtraction facts? Add by making 10?          Add three 1 digit numbers?          Add and subtract across a ten?          Quickly find ten more and ten less?          Add or subtract 2 two digit numbers?</p>	<p><b>In Geography can we ...</b>  <b>Find out if we could live in the Arctic or Antarctic?</b>          Locate the Arctic or Antarctic on globes and maps?          Look at what oceans/countries /continents surround them both?          Learn about the weather and the seasons in the Polar Regions and compare to the UK?          Look at the human and physical features of the Arctic and Antarctic and then compare them?          Begin to consider how Polar Regions are changing? (Global Warming).</p>	<p><b>In P.E can we...</b>  <b>Real PE Unit 1 – Personal</b>          Run, jump and balance?          Throw and catch different sized balls?          Play as part of a team and remember rules of a game?          Work safely on my own when practising skills?          Try again if we can't do something first time?  <b>Football</b> – control a ball with our feet, dribbling and kicking to a target?          Pass the ball with accuracy and control?</p>	<p><b>In Art can we...</b>  <b>Explain what a print is?</b>          Make prints using natural objects?          Understand the difference between intaglio and relief printing and explore making our own using these techniques?          Remember 3 facts about Kenajuk Ashevak and make an Inuit print in her style?          Review, evaluate and present our work?</p>
		<p><b>Our Home Learning:</b>          Read with an adult for a sustained period of time?          Talk about the books we have read and ask and answer questions about the characters and setting?          Identify full stops and capital letters in our story and respond to them appropriately?</p>	<p><b>In Music can we... (Charanga Scheme MMC)</b>          Understand the terms pulse, rhythm and pitch? Can we maintain simple beat and repeat a rhythm?          Can we describe and recognise changes in pitch?          Can we listen to, learn and perform songs using appropriate dynamics? Can we use simple percussion instruments to maintain a pulse or repeat a rhythmic phrase?</p>

# Curriculum & Enrichment Activities

Woodlea Curriculum – Year Group Overview – Year 2 2024							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Science</b>	Living things and Habitats	Living things and Habitats	Animals including humans	Plants	Materials		
<b>History</b>		Explorers		The Great Fire of London	Homes in the past		
<b>Geography</b>	Could we live in the Arctic?		London				
<b>Art &amp; Design</b>	Inuit art and printing		Monet- London scenes		Still Life - Cezanne		
<b>Design &amp; Technology</b>		Templates and joining techniques- Puppets		Wheels and axles- Fire engines			
<b>Ready for Life</b>	Zones of Regulation	First Aid	Finance	Community	Outdoor learning		Cooking
<b>RE</b>	What is God like for Christians?	Why is Giving important to Christians?	Why do Christians call Jesus Saviour?	Who is Allah and how do Muslims worship him?	What is important to Muslims?		Why should we look after our World?
<b>PSHE</b>	Me and my relationships	Valuing Differences	Keeping myself safe	Rights and responsibilities	Being my Best	Growing and changing	
<b>P.E</b>	Personal	Social (Gym)	Cognitive	Creative	Physical (dance)	Health and Fitness	
<b>Sport</b>	Touch Rugby	Football	Badminton	Volleyball	Cricket	Sprinting/r elays	
<b>Computing</b>	Information technology around us	Digital Photography	Robot algorithms	Pictograms	Making Music	Programmi ng quizzes	
<b>Music</b>	Pulse, pitch and rhythm	Playing in an Orchestra	Inventing a musical story	Recognising different sounds	Exploring improvisation	Our big Concert	

**Trips** Usually in the Summer Term but we may possibly be able to do one in the Spring

# Equipment

Each child will need a named school bag for their reading book, spelling book and home-school reading diary.

They will also need a named water bottle. If possible can water bottles please have a 'sip lid' so that children do not need to take the lids off completely . All other equipment is provided by school.

All children will also need an art apron which will be kept in the classroom. This does not have to be a bought one, it can be an old shirt, T-shirt etc.

**No-one will be stopped from participating in the lessons if they don't have an overall, but we can't promise they'll stay clean!**



Thank you for  
your  
co-operation!

# PE & Outdoors clothing



Days : Wednesdays and Fridays

Please can you ensure that children have a sweatshirt / jogging bottoms as the weather gets colder as these lessons will be outside whenever possible.

Children **MUST** have indoor and outdoor shoes on PE days....they cannot wear their outdoor trainers inside the building.

No jewellery to be worn in school at all – including earrings.

**Please make sure that all items of clothing are clearly named.**

# Home Learning

- ▶ daily reading
- ▶ regular spellings
- ▶ phonics
- ▶ number bond practise
- ▶ later in the year times tables practise.
- ▶ Please use Numbots for number practise and later in the year TT Rockstars for tables.
- ▶ There may also be occasional topic-based activities to complete.

# Reading

Individual reading is the main homework and as such, the expectation is for **each child to read with an adult every day.**

Your child will have the opportunity to **change their reading book every morning** when they come into class. Obviously as they start reading chapter books and longer stories, they will need to keep the books for longer. Please let us know if they are not changing their book regularly - sometimes reluctant readers may try to bring the same one home on multiple days!

**On Fridays, your child will bring home the group reading book** that they have been working on that week. It is really important that these **books are returned on Monday morning** as another group will then be reading them.

**Please could you record all the reading completed at home in the Home/School Reading Diary which will be checked by the teacher each Friday.**

Over the first few weeks, as we assess the children's reading and comprehension skills their book standard may be quite fluid. At the end of the Key Stage, their assessment is based on their comprehension skills so if your child has not changed it may be that they are reading the text beautifully but are unable to answer questions/discuss the content. We really try not to focus on the 'levels' too much and instead ask children to focus on their own progress as it can get a bit competitive.

# Spellings

During the first few weeks of term, children will be assessed on the Key Stage 1 high frequency words, and this will be used to give them individual spellings to learn each week.

They will be given up to 10 words and we would ask that you help them practise them for a few minutes each day.

They will then need to bring their spelling book in **every Monday**, when they will be individually assessed on their words. ***They will be asked to spell the words out loud.*** Any they don't yet know will be given again the following week and new ones will also be added.

If you notice a word reappearing that they previously got right, it will be because they are misspelling it in their writing.

It is also a good idea to keep going back over previous weeks' spellings to ensure they are embedded. If you would like advice on different ways to learn spellings, please ask.

***Please try to make sure the spelling books come in every Monday morning as we have specific time allocated to assess the children individually.***

# Questions and Queries

In Year 2 we have an 'open door'.

Please be assured that we will answer any questions or concerns you have regarding your child's school life as swiftly as possible.

Happy children learn best and as parents ourselves, we are very aware that any issue, however small it may seem, is best dealt with quickly so please do pop in to speak to us or get in touch via the office [info@woodlea.surrey.sch.uk](mailto:info@woodlea.surrey.sch.uk). if you have any concerns.

# Our School Values

Resilience

Respect

Caring

Curiosity

Any Questions?