

WELCOME TO THE YEAR 2 PARENTS MEETING

Ms Doherty, Mr Harlock

STAFFING ARRANGEMENTS FOR DONALDSON CLASS

Teacher: Mr Harlock

Teaching Assistants: Mrs Leadbetter
(M, T, Th, F)

Mrs House (W)

Mrs Bains- time shared between both classes.

STAFFING ARRANGEMENTS FOR SOUNDAR CLASS

Teacher: Miss Doherty

Teaching Assistant: Mrs Kirby

Mrs Bains- time shared between both classes.

STAFF WHO WILL BE WORKING WITH YOUR CHILD:

Mrs Chapman

Mrs Gajic

Mr Byford (PE)

Mr Newlands (PE)

Mrs Gwinnett (Music)

Mrs Khangura (Headteacher and Assembly)

SCHOOL UNIFORM EXPECTATIONS

All children should be wearing black school shoes, not boots.

Black school trousers not jogging bottoms or leggings.

Please **label all clothing especially jumpers clearly** and re-label after they've been through the wash.

PE KIT

- Children must have a white T shirt, black shorts, plimsolls for the hall. During the autumn term children must have trainers and a tracksuit. All P.E kit should be named with your child's full name.
- PE may will be taking place outside, it is important that suitable kit is provided.

SNACKS/DRINKS

-We have clean drinking cups in the classroom. Your child can also bring a labelled water bottle with **water only.**

-Fruit snacks are provided by the school but your child can bring in a snack of fruit or vegetables only.

SCHOOLS GRID LUNCHES

Please pre-order your child's lunch using the School Grid system.

You should have received an email about how to do this and it will tell you what the lunch options are.

You can set this up weeks in advance.

TIMETABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.50-9:00	Registration	Registration	Registration	Registration	Registration
9.00-9.25	Phonics	Phonics	Phonics	Phonics	Phonics
9.30-10.30	Whole Class Reading PSHE	English	English	English	English
10.30-10.50	Break	Break	Break	Break	Break
10.50-11.00	Storytime	Singing Assembly	Storytime	Storytime	Storytime
11.00-12.00	Maths	Maths	Maths	Maths	Maths
12-1	Lunch	English	Lunch	Lunch	Lunch
1.00-1.20	Music/ Computing	1-1.30 Assembly	Art / RE / PE	1-1.30 Whole Class Reading	1-2 PE
1.20-2.15		1.30-2 Whole class Reading		1.30-3pm Science	2-2.30pm Whole Class Reading
2.15-3.15	Music/ Computing	History/Geography			University Challenge 2.30-3.10

PROCEDURES/ DAYS FOR YOU TO NOTE

Soundar PE days: Wednesday and Friday

Donaldson PE days: Wednesday and Friday

Homework: Handed out on Friday, due in the following Thursday

Spelling: Handed out on Friday, test following Thursday

Reading: Your child should read every night, reading records will be checked regularly. If there are issues, we will speak to you.

MATHS HOMEWORK

Maths homework consists of a daily maths challenge.

You don't have to stick strictly to the assigned days, do what works for your family, as long as it is handed in completed on Thursday.

Please complete homework neatly in pencil. Speak to us if your child is finding the work too tricky.

READING BOOKS

Your child will take part in Reading Sessions daily.

They will read with a teacher or TA in those session. Your child will be given 2 days when they can change their reading book. You will be informed of your child's days soon.

Each child should have one scheme book and one library book. The library book can be changed once a week.

COMPUTER PROGRAMS YOU CAN USE

We will be sending home log in details to Google Classroom Purple Mash and Reading Eggs.

These will be stuck into your child's reading records.

These programs will be used in class and can be used for activities at home.

GOOGLE CLASSROOM

Your child will have instructions with how to get on to Google Classroom in the front of their homework book.

It will be very useful for you to access Google Classroom to access home learning activities and communicate with us. We will have homework activities on there every other week

READING CERTIFICATES

- Children will be awarded a certificate for every 20 reads.
- We will only count one read per day even if more are recorded.
- Certificates will be awarded in assembly on Tuesdays.

MATHS CURRICULUM PART 1

read scales in divisions of ones, twos, fives and tens

- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)

MATHS CURRICULUM PART 2

- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

ENGLISH CURRICULUM- WRITING

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- spell many common exception words* • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

ENGLISH CURRICULUM- READING

The pupil can: • read accurately most words of two or more syllables

- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate books, the pupil can: • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words

- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can: • check it makes sense to them, correcting any inaccurate reading

- answer questions and make some inferences
- explain what has happened so far in what they have read.

BEHAVIOUR/ ACHIEVEMENT REWARDS

- House points given for good behaviour achievements
-
- Spelling Certificates for full marks 3 weeks in a row.
- Star of the Week - goes to fun lunch club on Friday

KSI SATS

SATs testing takes place in May over 2 weeks. Children are generally unaware that they are formal tests.

The children receive experience of SATs style questions throughout the year to help prepare them for the real thing.

The SATs are broken into English and Maths.

These are then further split into:

English:

Writing = No test.

Spelling and grammar

Reading comprehension

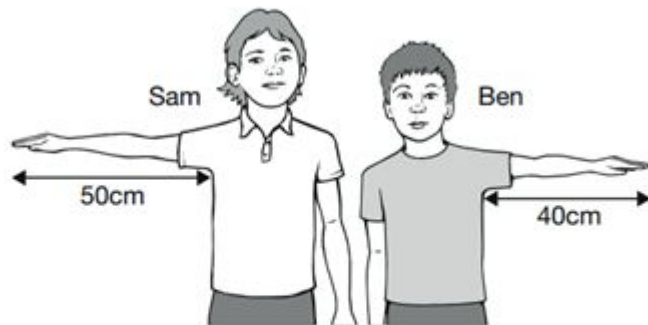
(Paper 1 and Paper 2)

Maths:

Paper 1-Arithmetic

Paper 2 Reasoning

5



22 Amy plants **4** rows of carrots.

There are **3** carrots in each row.

A rabbit eats **2** of the carrots.



How many carrots are left?

Show
your
working



15 A shop sells these sweets.



2p



5p

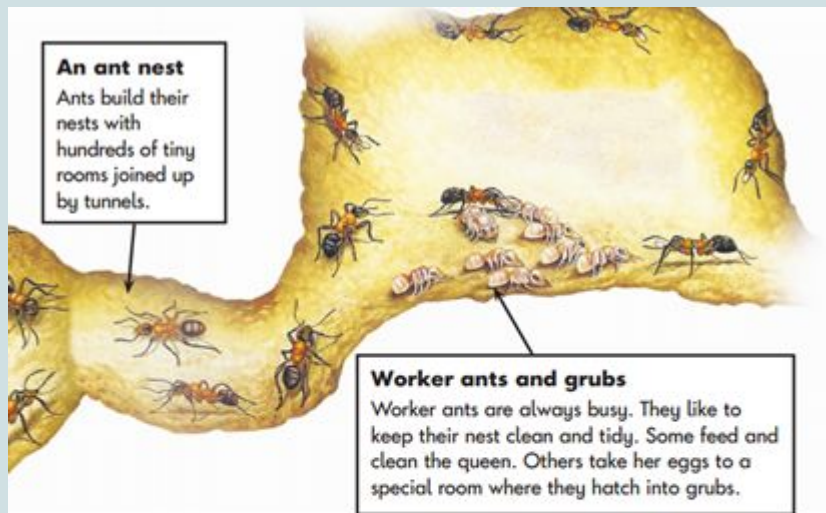


10p

Abdul spends exactly **20p** on sweets.

Tick (✓) the bag of sweets he buys.





An ant nest

Ants build their nests with hundreds of tiny rooms joined up by tunnels.

Worker ants and grubs

Worker ants are always busy. They like to keep their nest clean and tidy. Some feed and clean the queen. Others take her eggs to a special room where they hatch into grubs.

3 What joins the rooms in an ant nest together?



4 Give **two** jobs that the worker ants do.

1. _____

So Monster was not very happy when a little boat came drifting towards them. But it cheered Frog up.

"This must be our lucky day," he said. "Come on, Monster."

"I've never been in a boat," said Monster.

The two friends climbed in and Frog pulled hard on the oars.



6 Why did Frog say, "This must be our lucky day"?

Tick **one**.

Monster liked boats.

A boat drifted towards them.

They were by the sea.

It was a sunny day.



7 Why was Monster worried?



"We have come further than any of you," creaked the floorboards. "Long before this house was built we were part of a great ship with cream sails and a black flag."

We lived on tar and salt and loved every pitching, rolling minute of the wind in the rigging and the swish of the sea. Oh, to feel the wind again!"

"You will!" cried the old wooden window as it flew open.

The night wind whirled madly into the room.

The boy sat up, his eyes wild with excitement. The door danced on its hinges, the pencil rolled off the table and dropped into the pool of moonlight and the paper flew out of the window.



Why did Jack write to his Grandfather?

Give **2** reasons.

1 _____

2 _____

(questions about the whole story)

When does this story begin?

in the future

a year ago

many years ago

now

Why is the pencil important in this story?

It helps the boy to write.

It tells the stories.

It is the only one left.

It is under the floor.

SCHOOL TRIPS!

Whipsnade Zoo coming up soon!

Payment and permission slips are all through SchoolComms so please make sure you have sorted that.

PARENT REPS

We would like a parent from each class to volunteer to be a parent rep.

This is just someone to help us improve communication between parents and school.

HOW TO CONTACT US WITH ANY QUESTIONS

year2@leys.herts.sch.uk