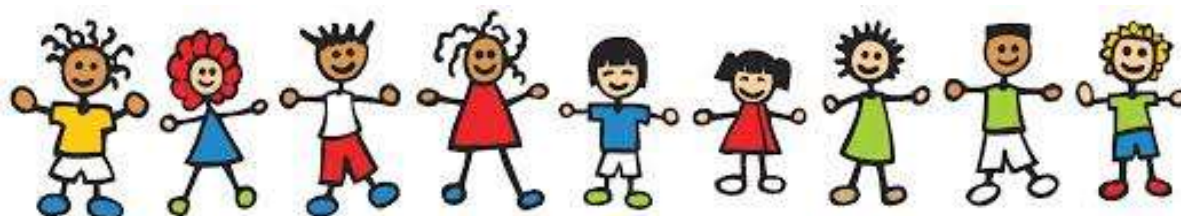


Year 2 Parent Handbook 2019-2020



Welcome to the new school year!

Introduction

Within this booklet we have put together an overview of the curriculum for your child this year and also some general information and reminders that we hope you will find useful. The booklets are specific to each year group so if you have more than one child please do read each booklet.

Working Together

Your support is important to enable your child to do as well as they can and we value a close working relationship with parents and carers. We aim for children to leave our school having achieved their best, by developing their skills and talents through a range of learning activities and experiences. The school teaches a broad and balanced curriculum that includes the National Curriculum, which is enriched through additional events and activities. We do expect children to fully participate in events and educational visits. If there is a concern or difficulty in your child participating please speak to Mrs Finch in confidence.

Your child will be given homework activities which are detailed in this booklet. Please do support your child in completing these. It is important that homework is done so that your child can participate confidently during follow-up activities in school.

Your child's teacher will be the key point of contact for you and it is most helpful if you let the teacher know about any matters that may affect your child, so that we can support them in school. You may sometimes have questions or concerns and your child's teacher will be happy to discuss these with you. Brief updates, for example about end of day collection, can be easily exchanged at the classroom door as your child arrives for school. However, it is best to arrange a meeting for the end of the day if you wish to have a more lengthy conversation.

Most matters will be appropriately discussed and resolved with the teacher. However, you may feel a matter is more appropriately discussed with a more senior member of staff, in which case you may wish to arrange a conversation with either Mrs Ross (Deputy Headteacher) or Mrs Finch (Headteacher). Any conversations or meetings can be arranged either directly with the class teacher or via the school office.

Attendance

We value children's good attendance and children receive bronze, silver and gold certificates for 100% attendance each term. There is a strong link between children's good progress in school and their good attendance. We are a local authority school and governed by their policies. It is not permitted to take children out of school for a holiday during term time. Exceptions are made for families in the armed forces if a parent is due to go/returning from a tour of duty. If you do feel there is an exceptional reason for your child to be absent from school, the request should be made in writing at least two weeks prior to the event, marked clearly 'Request for Authorised Absence', and handed into the school office. Any requests will be considered and authorised at the Headteacher's discretion in accordance with the Local Authority and National guidelines.

Welcome to Year 2

Key Stage/Year Group Leader – Mrs Hall and Mrs Houghton

Oak Class – Mrs Hall

Maple Class – Miss Hass

Willow Class – Mrs Edwards



We are a Values School!

Shefford Lower is a values school. Below are the values for each month. Although we have two values to focus on each month, the other values are still used, modelled and lived every day in school.

Children are rewarded with a stamp on their individual values leaf when they have demonstrated one of the school's values. Special Milestone Leaves are awarded to the children in assembly when they have achieved certain numbers of stamps.

Start	End	Values 2019 – 2020
Sept 4 th	Sept 27 th	<p><u>Unity & Belonging</u> <i>Starting in our new classes with a sense of togetherness and belonging. Belonging and working together in our school, as a new class, in our house groups. Developing our community by building each other up and including everyone in our groups so that they feel a sense of belonging.</i></p>
Sept 30 th	Oct 18 th	<p><u>Respect & Responsibility</u> <i>Respect for everyone and everything. Taking on responsibility, owning our mistakes or our errors of judgement and resolving to learn from these experiences.</i></p>
Oct 29 th	Nov 22 nd	<p><u>Tolerance & Friendship</u> <i>This is also Anti-bullying month. Tolerance is understanding.</i></p>
Nov 25 th	Dec 20 th	<p><u>Peace & Understanding</u> <i>Following on from tolerance, what is peace, and how can we bring peace about – conciliation, finding resolutions, solving problems together. Understanding the other perspective, understanding what other's need.</i></p>
Jan 6 th	Jan 24 th	<p><u>Excellence & Quality</u> <i>Not accepting less than our best, but striving for excellence. Practising to develop quality. Rehearsing and trying to that we achieve what we believe is possible.</i></p>
Jan 27 th	Feb 14 th	<p><u>Love & Kindness</u> <i>What is love (non-romantic kind) and how it is shown through acts of kindness, and being thoughtful to others</i></p>
Feb 24 th	Mar 13 th	<p><u>Courage & Determination</u> <i>Courage when you least feel like trying. Not giving up. Knowing it is worth it, if not immediately, then in the long-run. Courage when you are a lone voice in a crowd, when peer pressure is high etc</i></p>
Mar 16 th	Apr 3 rd	<p><u>Trust & Honesty</u> <i>True to self, being trustworthy, what we look for in others we place our trust, differentiating between lying and holding back full truth as equally dishonest.</i></p>
Apr 21 st	May 8 th	<p><u>Cooperation & Sharing</u> <i>Team work, playing a part whether large or small, encouraging each other to be included and feel valued, sharing games, sharing equipment, sharing feelings, sharing friends. Understanding what might make others reluctant to share or cooperate and helping each other overcome these barriers.</i></p>
May 11 th	May 22 nd	<p><u>Thoughtfulness & Patience</u> <i>Being considerate of others and waiting your turn. Supporting one, another.</i></p>
Jun 1 st	June 26 th	<p><u>Simplicity & Freedom</u> <i>Enjoying the simple things...around this time of year the flowers and trees are blossoming and we are outside more. We can also talk about various religions that appreciate and encourage mindfulness.</i></p>
June 29 th	July 17 th	<p><u>Happiness and Hope</u> <i>Lots to look forward to, transition, summer and moving-on to new year groups.</i></p>

Some useful websites:

Oxford Owl – Phonics:

<http://www.oxfordowl.co.uk/home/reading-site/expert-help/phonics-made-easy>

Virtual Learning Environment: <https://bedfordshire.itslearning.com>

Shefford Lower School Website: <http://www.sheffordlowerschool.co.uk/>

Times Tables Rockstars: we will inform you of the website when we give the logins out.

Important Information

Logins will be put in the back of the children’s reading records when they are given out.

English

Autumn Term 2017	Spring Term 2018	Summer Term 2018
<p>Topic: UK and Beyond</p> <p>Texts will link to the topic and children’s interests.</p>	<p>Topic: Time Travellers</p> <p>Texts will link to the topic and children’s interests.</p>	<p>Topic: Seaside</p> <p>Texts will link to the topic and children’s interests.</p>
<p>Spellings will include:</p> <p>The ‘j’ sound spelt as –ge and –dge The ‘s’ sound spelt c before e, l and y The ‘n’ sound spelt ‘kn’ and ‘gn’ at the beginning of words The ‘r’ sound spelt ‘wr’ at the beginning of words</p> <p>The ‘l’ sound or schwa spelt –le at the end of words The ‘l’ sound or schwa spelt –el at the end of words The ‘l’ sound or schwa spelt –al at the end of words</p> <p>Words ending –il The ‘igh’ sound spelt –y at the end of words</p> <p>Adding –es to nouns/verbs ending in consonant + y Adding –ed, -ing, -er and –est to root words ending in consonant + y Adding the endings –ing, -ed, -er, -est and –ly to words ending in vowel + consonant + e Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The ‘aw’ sound spelt before l and ll The ‘u’ sound spelt o The ‘ee’ sound spelt ‘ey’ The ‘o’ sound spelt ‘a’ after w and qu The ‘ur’ sound spelt ‘or’ after w The ‘aw’ sound spelt ‘ar’ after w The ‘zh’ sound spelt ‘s’</p> <p>The suffixes –ment, -ness, -ful and –less Contractions The possessive apostrophe (singular nouns) Words ending in –tion Homophones and near-homophones</p>		<p>Examples:</p> <p>badge, fudge, huge, village race, prince, city, fancy knot, knife, gnat, gnaw wrong, wrap, wreck</p> <p>handle, tickle, middle squirrel, tinsel, towel hospital, animal, tropical</p> <p>pencil, fossil, nostril reply, July, try</p> <p>replies, babies, carries copied, happier, happiest, cried hiking, hiked, nicer, nicest, shiny</p> <p>humming, tapper, fattest, runny</p> <p>ball, call, walk, talk mother, nothing, Monday donkey, chimney, honey wander, quantity, squash work, worm, world war, warm, towards television, treasure, usual</p> <p>enjoyment, sadness, joyful can’t, couldn’t, who’s Megan’s, the girl’s, the child’s fiction, national, station here/hear, see/sea, quite/quiet</p>

Glossary of terms

Consonant	A consonant is any letter of the alphabet except for a, e, i, o and u; y is sometimes a consonant e.g. yesterday; sometimes a vowel e.g. worrying.
Contraction	A contraction is the shortened form of a word e.g. cannot = can't.
Homophone	Two words are homophones if they have the same pronunciation.
Noun	A noun is word that is the name of a person, place or thing and is used as the subject or object of a verb.
Possessive apostrophe	Nouns are usually made possessive by adding an apostrophe and 's' e.g. Mark's house.
Singular noun	The singular form of a word is the form that is used when referring to one person or thing.
Suffix	A suffix an ending, something added to the end of one word to turn it into another word e.g. sad <u>ness</u> , joy <u>ful</u> .
Syllable	A syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word; for example, there are two syllables in <i>water</i> and three in <i>inferno</i> .
Verb	A verb is word or phrase telling of action or experience e.g. reply, push.
Vowel	a, e, i, o, u (and sometimes y) are vowels.

Mathematics

The national curriculum is designed to ensure all pupils become **fluent** in the fundamentals of mathematics, **solve problems** and **reason** mathematically.

Fluency in mathematics is related to children being able to learn and remember key mathematical facts e.g. the number bonds to 20 ($11+9=20$, $12+8=20$, $13+7=20$).

Problem Solving is the ability to apply mathematics to a variety of problems e.g. word problems, investigations.

Reasoning is to use what is known about mathematics to tackle a problem and make connections between their learning e.g. *Are all numbers in the 5 times table even? No!*

See Calculation Policy (Appendix)

Glossary of terms

Addition	The process of calculating the total of two or more numbers or amounts.
Division	Division is splitting into equal parts or groups.
Fraction	Part of a whole.
Geometry	The area of mathematics that deals with shapes and space.
Measure	To find a number that shows the size of something. Usually the number is in reference to some standard measurement, such as a metre or kilogram.
Multiplication	The basic idea of multiplication is repeated addition. For example: $5 \times 3 = 5 + 5 + 5 = 15$
Number	A number is a count or measurement.
Place Value	The value of where the digit is in the number, such as units, tens, hundreds, etc.
Subtraction	Taking one number away from another.

Topic

Autumn Term 2017	Spring Term 2018	Summer Term 2018
<p>UK and Beyond</p>  <p>History and Geography United Kingdom and Beyond – map skills, Naming the 7 continents and 5 oceans, observing physical and human features, facts about UK and a contrasting country (South Africa).</p> <p>Science Habitats, native animals and plants, life cycles and food chains.</p> <p>Forest School Linked to Science, Math, Art this term.</p> <p>Art Earth art – this will link with nature and the environment.</p> <p>Food Technology Food linked to Topic and Science.</p>	<p>Time Travellers</p> <p>History and Geography Inventors, the lives of significant individuals and how they have influenced our lives; as well as, Grace Darling , the Titanic and the Great Fire of London.</p> <p>Visit to St Albans Cathedral</p> <p>Titanic Day</p> <p>Science Materials and their properties.</p> <p>DT Inventions and inventors. Egg STEM challenge (Egg Day)</p> <p>Art Sculptures linked to inventions and based on the children’s ideas and investigations.</p> 	<p>Seaside</p> <p>History and Geography Comparing our local environment to the seaside, with links to the seaside in Victorian times.</p> <p>Science Exercise and healthy eating, plants and lifecycles.</p> <p>Textiles Puppets</p> <p>Music Investigating rhythm, composition and playing instruments in a group.</p> <p>ART Sketching unit</p> 

Computing

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.



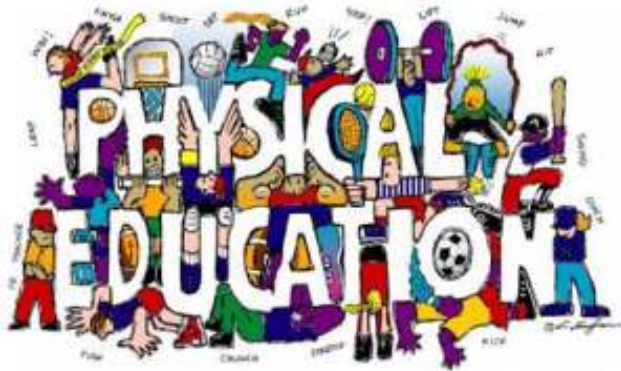
Glossary of key terms

Algorithm	An unambiguous procedure or precise step-by-step guide to solve a problem or achieve a particular objective.
Debug	To detect and correct the errors in a computer program.
Input	Data provided to a computer system, such as via a keyboard, mouse, microphone, camera or physical sensors.
Internet	The global collection of computer networks and their connections, all using shared protocols (TCP/IP) to communicate.
Output	The information produced by a computer system for its user, typically on a screen, through speakers or on a printer, but possibly through the control of motors in physical systems.
Program	A stored set of instructions encoded in a language understood by the computer that does some form of computation, processing input and/or stored data to generate output.
Sequence	To place programming instructions in order, with each executed one after the other.
Simulation	Using a computer to model the state and behaviour of real-world (or imaginary) systems, including physical and social systems; an integral part of most computer games.
Variables	A way in which computer programs can store, retrieve or change simple data, such as a score, the time left, or the user's name.
World Wide Web	A service provided by computers connected to the internet (web servers), in which pages of hypertext (web pages) are transmitted to users; the pages typically include links to other web pages and may be generated by programs automatically.

ESafety: Throughout all of the units children will be taught how to keep safe when using any computer, tablet or website. This will include the safe use of photographs, usernames and email. Children will be encouraged to use tablets and computers in the presence of their parents and will follow up any concerns regarding children's use of Facebook, Twitter, etc. Social Media sites are not considered appropriate for children of lower school age.

PE

PE will be on the following days:



Oak Class – Tuesday & Thursday

Maple Class – Tuesday & Friday

Willow Class – Monday & Wednesday

PE Kit must be in a drawstring bag therefore **no rucksacks allowed**. These will be stored on pegs. **PLEASE NAME EVERYTHING.**

In Year 2 some children may be invited to partake in inter/intra school competitions, including a range of festivals such as Sports hall Athletics and Multi-skills arranged by the Redbourne Sports Partnership.

Children are selected to participate in sports festivals based upon their effort, learning behaviours and ability in that area of PE. The school will endeavour to provide an opportunity for as many children as possible to attend these events throughout their time at the school.

Daily Mile – we will be encouraging pupils to do a 15minute (1 mile) run 3 times a week.

If your child has any **sporting achievements** outside of school, please do let your teacher know so that they can be mentioned in our PE assemblies on a Friday.

Forest School

Year 2 - Autumn term only

Monday – Maple

Tuesday – Oak

Wednesday - Willow



Each class will be given the opportunity to be taught Forest School with Mr Tilbury for one term.

Children will come to school in their forest school clothes and bring their uniform to change into after.

Forest School will take place outside whatever the weather, so please make sure that your children are appropriately dressed and bear in mind that they will get dirty so only provide old clothes.

We will be going to Chicksands Woods more regularly.

Library

Children will be able to visit the library to borrow a book to take home. If children wish to keep the book for a second week, they still must bring it to the lesson so they can sign it out again. These sessions are as follows:

Willow – Wednesday

Oak – Thursday

Maple – Wednesday.



Music



In Year 2 this year the children will have an opportunity to work with our music specialist teacher, Mrs Rayner, and learn to play the ocarina. Mrs Rayner will also provide a beginners recorder club for any children wishing to learn to play the recorder.

General Information

School Book bags can be bought from reception. Children are expected to bring a book bag to school rather than other types of bags as they will need to fit into their class tray.

Snacks: In Key Stage 1 children will be provided with a fruit or vegetable snack. However if they wish, they may bring their own snacks in for morning playtime; these need to be raw or dried fruit and vegetables. We would also encourage your child to bring in their own named water bottle to ensure they get enough fluids during the school day.



Reading: We expect the children to read to an adult at home **at least three times a week**, as part of their weekly homework. Children who read each night will receive a House Point the following day and if they read all week they will also receive a Merit (2 House Points).



Spellings: Spellings are given weekly and spelling activity sheets should be kept in their red folder. Pupils will be given the spelling homework on a **Friday** and they will be expected to return their spelling folder the following **Thursday**. Pupils will be tested on these words on a **Thursday** and a new set of words will be given out on **Friday**.

MyMaths: MyMaths homework is set every other Friday (the same day as the Learning Log). The children will have two weeks to complete the activities.





Learning Logs: Children in Year 2 will be issued with a Learning Log activity **every two weeks**. Children will receive a new learning activity every other week on a **Friday**, with the work being handed in on a **Wednesday** (a week and a half later).