

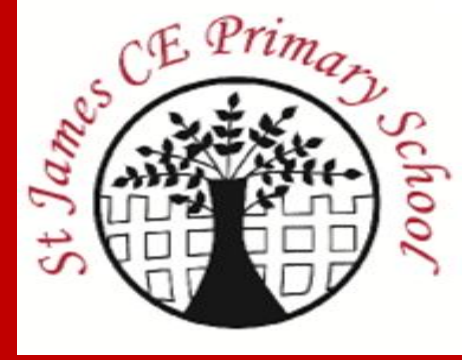


St James CE Primary School

Year 2

Let us Love
Let us Thrive

Welcome to Year 2



Mr Mowen (2M)

Mr Jarrett (2J)

Miss Chatwin

Mrs Kaur

Mrs Munir

Mrs Hey
HLTA

Mr Stokes
Sports
Coach/HLTA

Phase leader: Mr Mowen

Assistant Headteacher: Mrs Zmitrowicz and Miss Manning

Deputy Headteacher: Mrs Dearn

Headteacher: Mr Heather

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Our School Vision and Values

Children are at the centre of everything that we do.

This is underpinned by our vision of

'Let us love...Let us thrive'

and core values of love, friendship, respect, endurance, honesty, peace.





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Primary School

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Our Expectations

Everyone in our school has the right to be safe, to be treated with respect and to learn. To achieve this, everyone should meet our expectations:

**Be
kind**



**Be
polite**



Listen



**Try
your
best**



**Follow
instructions**



**Respect
everything**



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Lines of Communication

Class
Teacher

Phase
Leader

Deputy
Head

Head
Teacher

You can leave messages for your child's class teacher by calling the office on 0121 552 5491, emailing contact.us@stjamespri.uk or messaging on the Arbor App. We aim to respond to communications within 5 working days.

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School Website



The school website is up-to-date with all of the information that you need:

- School diary (found on the school's home page or under the parent information tab)
- Year group information (found under the year groups tab)
- Uniform expectations
- School policies
- Curriculum information
- Our Christian vision and values
- SEND information

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School Website



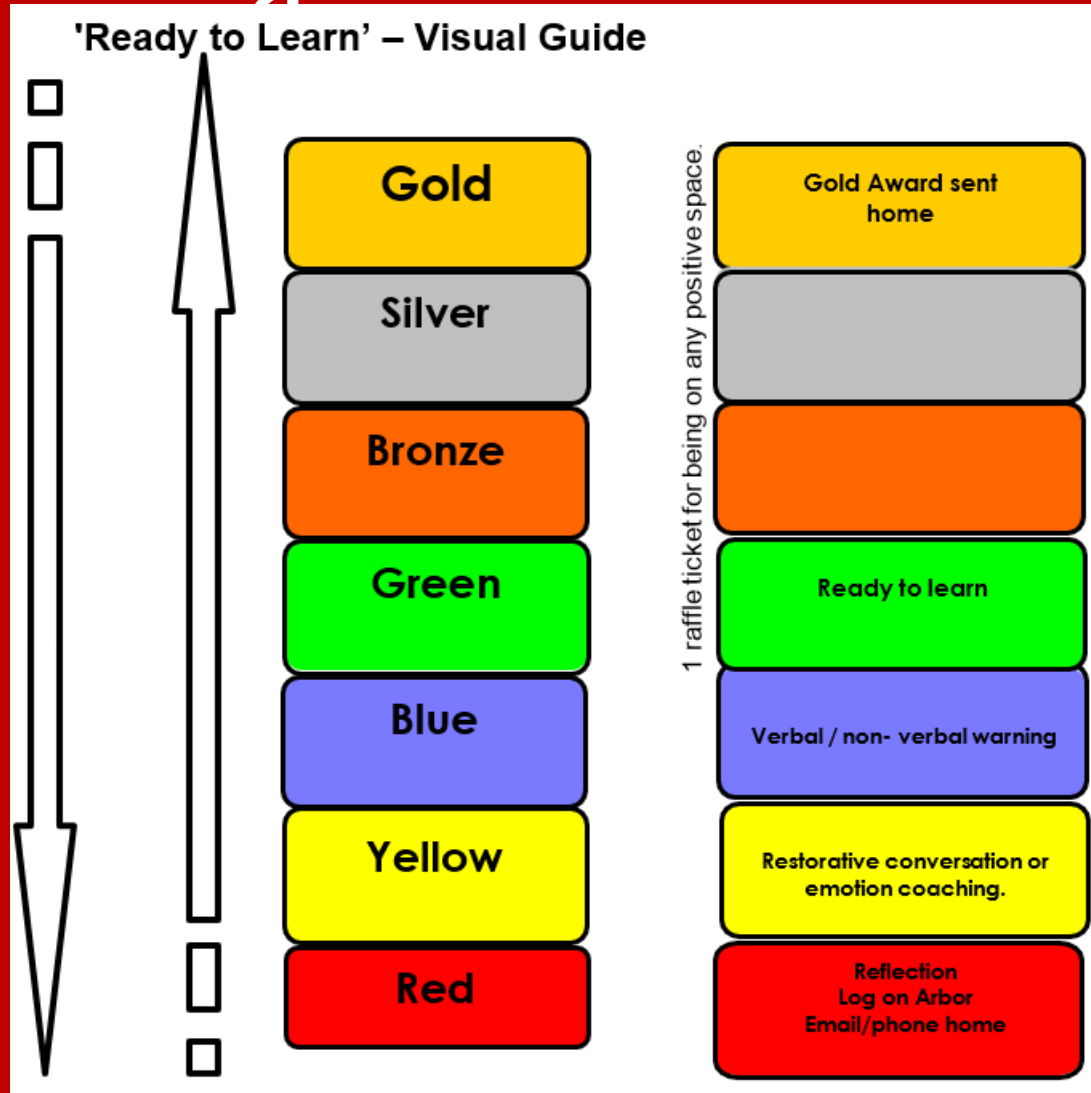
An email will be sent regarding important information linked to your child and then this information will be shared on our school website.

It is imperative that you keep up to date with the school website and continue to check your emails (including your junk and spam folders).

Note: you will not receive multiple emails reminding you of upcoming events or deadlines.

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Ready to Learn Behaviour System



Between each stage, children are given opportunities to change their behaviour. A range of positive behaviour management strategies, including warnings or reminders will be given before a consequence.

Children will be given the opportunity to move from the negative consequence stage back to the positive – back to green and above.

If your child receives reflection time, you will be notified via email and can speak to staff at the end of the school day.

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Uniform



Winter Uniform

White polo t-shirt or shirt with collar (short or long sleeves)

Burgundy St James crew neck sweatshirt/sweatshirt cardigan with logo - (OPTIONAL)

Plain burgundy sweatshirt or cardigan

Dark grey trousers (not leggings)

Dark grey pinafore dress or skirt

Grey, black or white short/long socks or grey or black tights

Black, flat sensible shoes (low heeled and to be plain with no logos)

Black boots (sensible, flat) – (OPTIONAL)

Dark red zip-up fleece with logo (for outdoors only) - (OPTIONAL)

P. E. Kit

Plain white T shirt

Black shorts

Black plimsols for indoor PE

Trainers for outdoor PE

Black jogging bottoms and a plain sweatshirt for cold weather and outdoor PE

Summer Uniform

White polo t-shirt or shirt with collar (short or long sleeves)

Burgundy St James crew neck sweatshirt/sweatshirt cardigan with logo - (OPTIONAL)

Plain burgundy sweatshirt or cardigan

Dark grey trousers (not leggings)

Dark grey pinafore dress or skirt

Red gingham dress (any style)

Grey, black or white short socks or long socks

Black, flat sensible shoes (low heeled and to be plain with no logos)

Sturdy sandals in a dark colour – (OPTIONAL)

Accessories

No makeup

No nail decoration

Plain hair bobbles or small red bow (no overly large multi-coloured bows)

Jewellery

Small, flat studs (not hoops)

No rings or necklaces

To maintain a positive learning environment in school, and in keeping with our uniform policy, we will be requesting that only the items listed above will be accepted as school uniform and PE kits.

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Homework - Year 2

- Reading daily.
- TTRockstars 3 times a week
- Children may be given a specific activity linked to an area of the curriculum.
- School value creative project

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Our Daily Routine

Turn	8.40 - 8.50	8.55 - 9.15		10:00 - 10:15		12:00 - 1:00		3:05 - 3.20	
Monday	Silent Reading / Letter-join / One-minute Maths (KSI)	Collective Worship	Phonics / Spelling	Break	Maths (45 mins) Unit 1, Lesson 2	English (1 hour) Opinions	WRM 1 min and Problem Solving Maths Science - Animals Needs for survival Lesson 2 - Birds Work through PPT. Birds have feathers, wings and a beak. Some fly and some cannot. FLOORBOOK LESSON. Chdn to build bird feeders	Music (30 mins) Hands, Feet, Heart Lesson 2	Class Story
Tuesday		Collective Worship	Phonics / Spelling	Break	English (1 hour) Textmap	Letter-join (30 mins)	WRM 1 min Task and 5 in 5 Art Lesson 2 - Comparing the work of two artists Make comparisons between two pieces by Picasso and Holbein. Express style, likes and dislikes. Use a view finder to recreate a section of a piece of artist work.		Class Story
Wednesday			Phonics / Spelling	Break	Maths (45 mins) Unit 1, Lesson 3	English (1 hour) Vocab	WRM 1 min Task and 5 in 5 Art Lesson 3 - use tone to show light and shade Chdn to follow step by step process to draw an eye and add detail using tone and shade.	Key Stage Collective Worship	Class Story
Thursday		Class Worship	Phonics / Spelling	Break	Maths (45 mins) Unit 1, Lesson 4	Letter-join (30 mins)	WRM 1 min Task and 5 in 5 PSHE - learn about the different ways that people meet and make friends	PE	Class Story
Friday		Celebration Assembly /	Phonics / Spelling	Break	Maths (45 mins) Unit 1, Lesson 5	English (1 hour) Toolkit	WRM 1 min and 5 in 5 RE - Unit 1.12 What is the 'good news' Christians say Jesus brings?	Computing - Unit 2.2 Online Safety Lesson 2	Class Story

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TTRockstars

- TTRockstars sessions in school and at home
- Improved knowledge of times tables, helps with every day mathematics lessons.



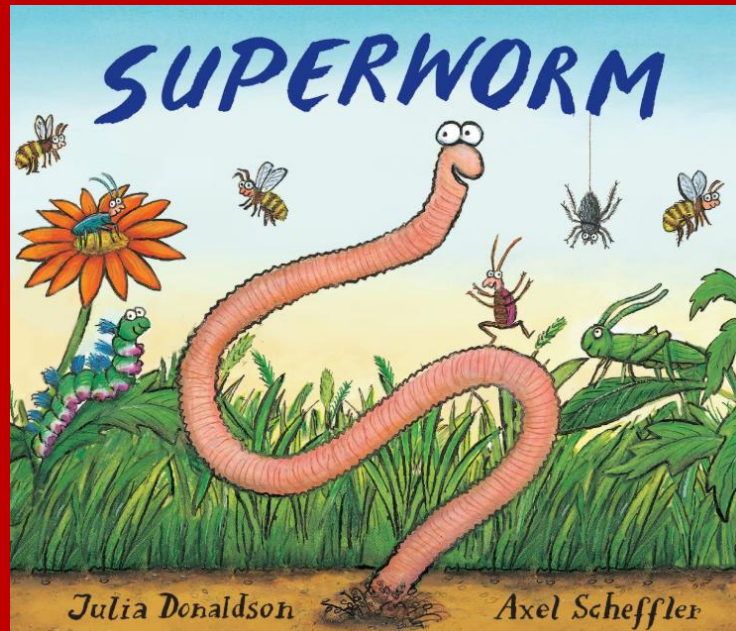
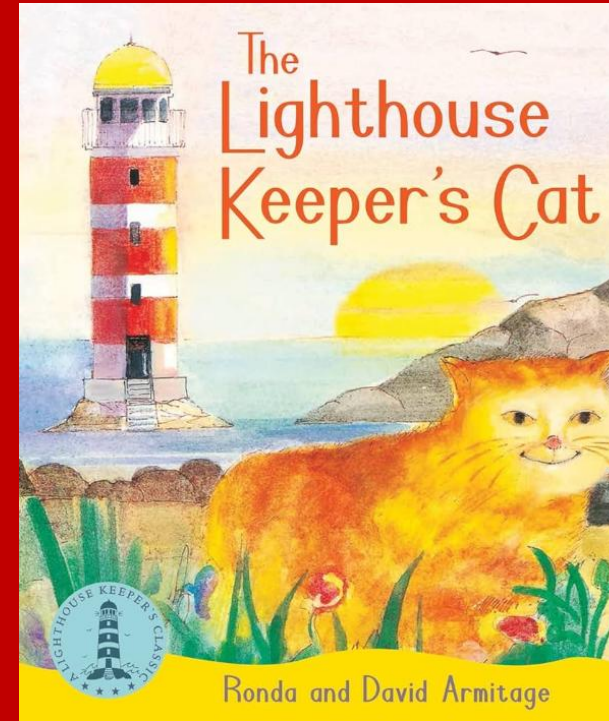
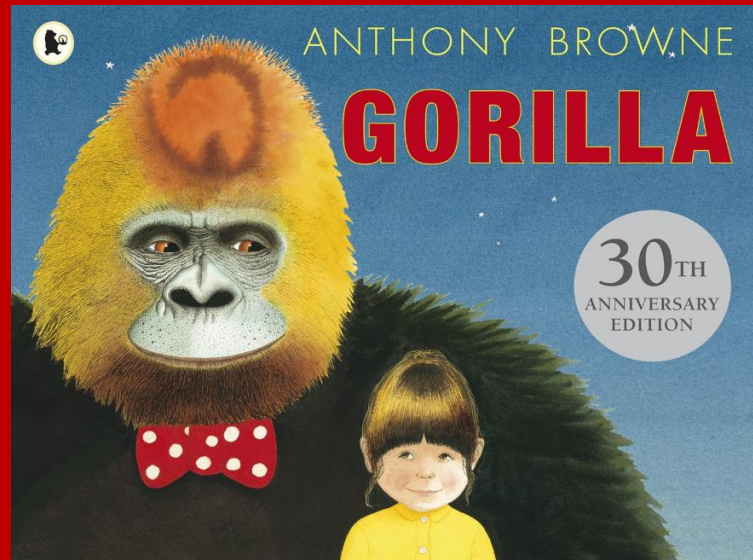
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Spellings

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door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Reading

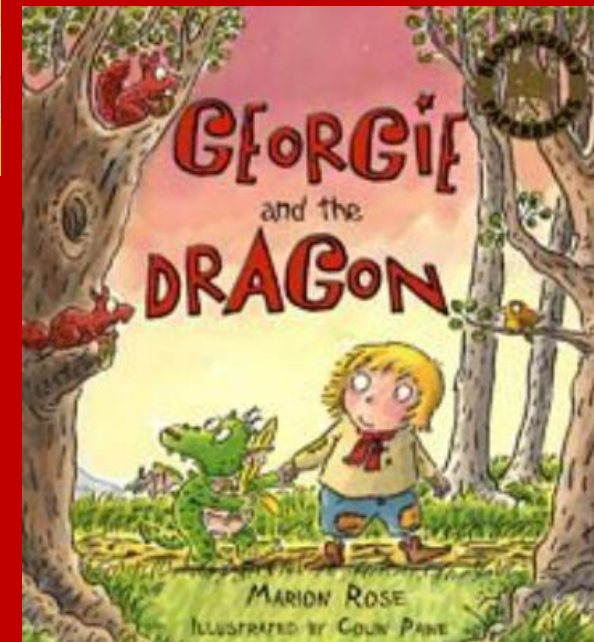


- Share home reading book expectations

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Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Working at the expected standard

Pupil can, after discussion with the teacher:

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-ordinating conjunctions to join clauses (e.g. or, and, but).

Use some subordinating conjunctions to join clauses (e.g. when, if, that, because).

Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.

Spell many common exception words (see supporting word list).

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.

Maths

Number - number and place value

Pupils should be taught to:

- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- recognise the place value of each digit in a two-digit number (10s, 1s)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

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Maths

Number - addition and subtraction

Pupils should be taught to:

- solve problems with addition and subtraction:
 - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and 1s
 - a two-digit number and 10s
 - 2 two-digit numbers
 - adding 3 one-digit numbers
- show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

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Maths

Number - multiplication and division

Pupils should be taught to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

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Maths

Number - fractions

Pupils should be taught to:

- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

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Maths

Measurement

Pupils should be taught to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day

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Maths

Geometry - properties of shapes

Pupils should be taught to:

- identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects

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Maths

Geometry - position and direction

Pupils should be taught to:

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

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Maths

Statistics

Pupils should be taught to:

- interpret and construct simple pictograms, tally charts, block diagrams and tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask-and-answer questions about totalling and comparing categorical data

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Year overview

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Year 2		Autumn	Spring	Summer
Reading	Word reading	Phonics Programme – Read, Write, Inc		
	Comprehension	Texts include: poetry (contemporary and classic), traditional stories, fairy stories, nonfiction texts (NC p 28)		
Writing	Transcription	Phonics/ spelling programme (NC appendix 1)		
	Composition	Writing: Narratives about personal experiences and those of others (real and fictional); about real events; poetry and for different purposes (NC p 31)		
	VGP	NC appendix 2		
Speaking and Listening		12 statutory statements (NC p17)		
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
Science		What is in your habitat? Materials: Good choices	Materials: Shaping up The apprentice gardener	Growing up Take care
History		Gunpowder, Treason and Plot	Explorers	Women who changed the world
Geography		Buildings around Birmingham	Our place in the world	International study – India
Art and Design		<u>Portraits (Artists – Picasso)</u> Drawing – portraits Proportion and placement	<u>Seascapes</u> Painting – seascapes Explore oil paints Capture movement Brush strokes	<u>Sculpture (Artist - Willow pattern)</u> Clay sculpture – Simple tile/ plate Pressed patterns
DT		Structures - Freestanding structures (Bridges)	Mechanisms - Sliders and levers	Textiles - Templates and joining techniques
Computing		Unit 2.7 making music Unit 2.2 online safety Unit 2.5 Effective searching Unit 2.4 Questioning	Unit 2.6 creating pictures Unit 2.8 presenting ideas	Unit 2.1 coding Unit 2.3 spreadsheets
PE		Activity Skills Gymnastics	Dance Tennis	Cricket Athletics
Music		Hands, Feet and Heart	I Wanna Play in a Band	Friendship Song
RE		Charanga Musical School Programme (supported by Sandwell Music and Arts Service)		
		What is the good news Christians say Jesus brings? Who celebrates what? How and where? Celebrations that matter in Sandwell: Christian, Muslim, Sikh (Plus Nativity practice)	Beginning to Learn Sikhs: The Gurdwara- why is there a kitchen? Beginning to learn Islam: What can we learn from Muslims in Sandwell?	Holy Places: where and how do Christians, Sikhs and Muslims worship? How and why are some books holy? What can we learn from sacred books and stories?
		Why does Easter matter to Christians?		
		Statutory subject in all year groups. Curriculum based on Sandwell Agreed Syllabus and Understanding Christianly resources.		

Phonics Screening Check



- The purpose of the phonics screening check is to confirm that all children have learned phonic decoding to an age appropriate standard.

What is Phonics?

- Phonics is an effective way of teaching children to read. By ensuring high quality phonics teaching, we want to improve literacy levels and give all children a solid base to build on as they progress through school.
- Through phonics, children are taught how to:
 - recognise the sounds that each individual letter makes
 - identify the sounds that different combinations of letters make, such as 'sh' or 'oo'
 - blend these sounds together from left to right to make a word
- Children can then use this knowledge to 'decode' new words that they hear or see. This is the first important step in learning to read.
- The check will take place between Monday 8th and Friday 12th June.

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Additional Information

- PE day - Thursday
- Mr Mowen - Management time - Monday AM until February half term then Monday PM (Covered by Mrs Hey)
- Mr Jarrett - ECT time - Tuesday PM (Covered by Mr Stokes)
- Forest school - added to the school diary/website when dates are booked
- Celebration Assembly will be on a Friday morning at 9am (invited in by email).
- Love Assembly in February

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Thank you for attending today!

Questions?



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