



Welcome to Year 2

2B – Bethan Risby

2O – Rochelle Felstead

2P – Jessica Razimbaud (Year Team leader)

2R – Toshiko Lisle

TAs:

All day- Adriana Idrobo, Josephine Kessey and Terna Jibo.

Afternoons only- Marie Charalambous, DD Braman (Mon-Tues), and Shana Yardim (Wed-Fri).

Also working with Year 2 every second week will be Sarah Crawford (Art), Jason Bichri (computing) and Mario Vitrano (PE).

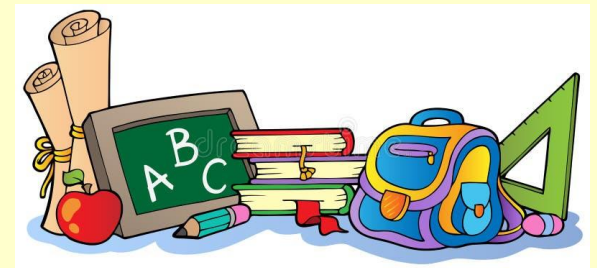
Structure of the day

External doors open at **8:45am**. Children should be in school by **8.50**, when we start the register.

Doors close promptly at **8.50am**. If you arrive late, please take your child to the office.

If your child is absent due to illness, please let the office know **before 8.50am**. You can email (admin@coleridgeprimary.net), leave a message on the school answering machine, or report the absence on ParentHub.

At **3:20pm**, children will be escorted out on to the playgrounds. Once outside, the class teacher will send your child to you. We appreciate your patience during this time.



Attendance & Punctuality

Daily attendance at school is vital for your child to achieve their full potential.

Missed days of school, and lateness, can really add up over the course of year and negatively impact your child's learning. →

Children can still attend school with minor coughs & colds. The **NHS** have a website page called '**Is my child too ill for school**' which outlines if you should send your child to school or not.



The Importance of Being on Time

- Arriving on time helps your child start the day calmly and confidently.
- Even being just a few minutes late can feel unsettling for a child, as they may walk into a lesson already in progress.
- They risk missing the very start of the lesson, when key instructions or introductions are given.
- Late arrivals disrupt the whole class. The teacher often has to stop & repeat instructions, which takes valuable learning time away from every child.
- A smooth, punctual start ensures the best learning experience for all children.

A typical day

	Monday
8.50 - 10.00	Maths/English
10.00 - 10.30	Break
10.35 - 10.50	Fruit Time
10.50 - 11.10	Spellings
11.10 - 12.10	Maths/English
12.10 - 1.10	Lunch
1.10 - 1.40	Handwriting
1.40 - 2.20	History/Geography
2.20 - 2.50	Guided Reading
2.50 - 3.20	Assembly

Maths and English in the mornings

In addition to English and maths, we also teach...

- History/Geography x1/week
- Science x1/week
- Guided Reading (either small groups or whole class)
- Spellings daily
- Handwriting x3/week
- PE x2/week
- PSHE once every second week
- Religion and Worldviews once every second week
- Computing once every second week
- Music once every second week
- Art once every second week
- D&T on specific days each term

Curriculum coverage

History & Geography	Living things and their habitats	Everyday materials	Plants		Animals, including humans		Science
	Our local area: Crouch End <i>Geography</i>	The Stone Age <i>History</i>	China <i>Geography</i>	The Shang Dynasty <i>History</i>	Weather around the World <i>Geography</i>	The Victorians <i>History</i>	

We alternate history and geography topics every half-term.

You will find curriculum maps for all subjects, including English and Maths, on the school website.



Weekly Overviews

- The **weekly overview** details the objectives that are being covered in English and maths, as well as any other subjects that are being taught that week. It will be posted on ParentHub at the end of each week for the following week.
- There will also be details of any dates for your diaries or reminders for parents.
- We will also send out the **spellings** we are learning each week on ParentHub, as well as the maths practise sheet.



How we teach...

Reading



- The children will take part in a **guided reading session** once a week.
- In guided reading sessions, the class teacher reads with a small group of children of a similar ability. The children take turns to read aloud, allowing them to continue developing their decoding skills. They will also discuss the text, answer questions and participate in group discussion, helping to develop their comprehension skills.
- Group guided reading sessions take place in a quiet area and provide a positive, focused and enriching reading experience for children. They last for **20 – 25mins**.
- Some weeks, we will do **whole class guided reading** sessions.
- Children who did not meet the expected standard for reading at the end of Year 1 (book **band 5D** or lower), will also take part in additional phonics and high-frequency word activities.
- Children need to be reading a **band 9 or 10** level book at the end of Year 2 to be at the expected standard.

How we teach...



Reading

- Children should bring their school reading book and reading diary into school when it is their reading day. Up to **Band 6**, we send 2 books home. From **Band 7** onwards, we send 1 book home.
- **Reading diaries:** These are for you to sign and date when you have read with your child at home. Also included in these diaries are reading activities, reading challenges and the list of words that children should be able to read and spell by the end of Year 2.
- The class teacher will take a look at the diary each week and will note which books are being sent home. They may add a comment if they feel it is necessary.
- In addition to their school reading book/s, the children will be able to choose a book of their choice from the school library once a week. They may need to read this book with a grown-up. Each class has a different library day:
2B: Thursday **2O:** Tuesday **2P :** Friday **2R :** Monday



Reading at Home



We encourage as much reading to take place at home as possible.

We would advise listening to your child read aloud for at least 10 minutes every day.

It is also really useful to still read stories to your child, so that they can see the words as they listen to you, as well as develop a love of stories.



Spellings



- Each week, children will be given 6 spellings to learn that follow a particular spelling rule.
- Over the course of each week, we practise spelling this spelling rule and we do an informal spelling test at the end of the week where we include the words they have been learning at home.
- As with reading, children's spelling can be dramatically improved with regular practice at home.
- Every Friday, we will send home a spelling activity sheet for your child to complete over the week to help them learn the spelling rule and their spellings.

 Friday 12th September

Look, cover, write, check	1 st try	2 nd try	3 rd try
said			
saw			
where			
you			
with			
then			

Write each of your spelling words in a sentence below. Remember to start your sentence with a capital letter and finish with a full stop or question mark.

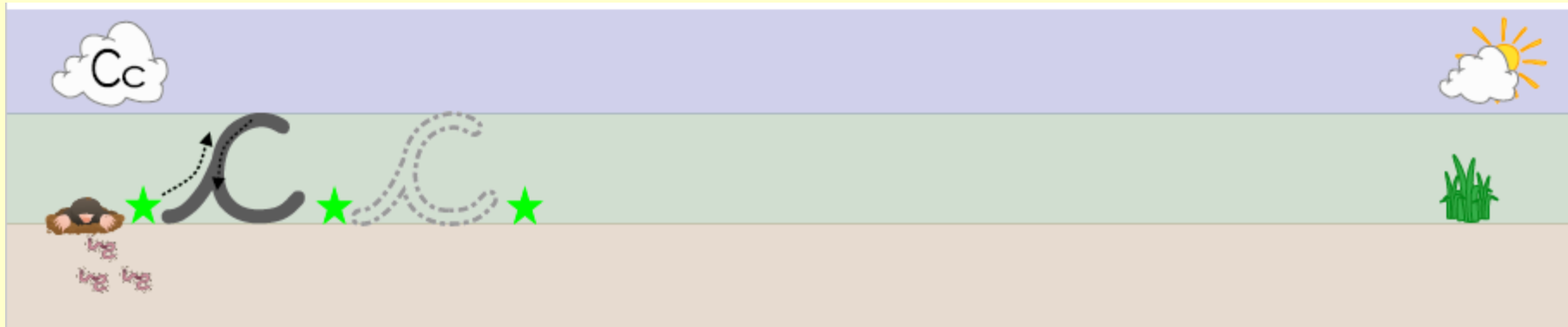
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

How we teach...

Handwriting

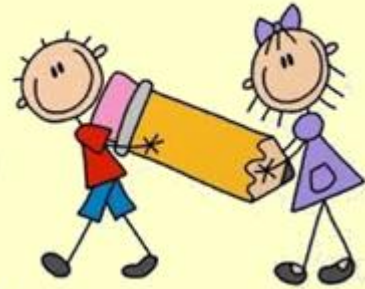


- Children will learn to write using a cursive script. Each week we learn 2-3 different letters or groups of letters. These will be on the weekly overview.
- We are learning to use lead-in and lead-out strokes.
- As the year progresses, we will encourage children to start joining up in all written activities. However, they will not be expected to use a cursive style until they are ready to do so.
- Using a cursive script has a number of benefits, such as increased writing speed, building fine motor control, improve writing fluency, and strengthening cognitive and memory skills, improving whole-word motor memory.





Writing



- Children take part in regular writing activities.
- We teach both **fiction** and **non-fiction** writing throughout the year, as well as **poetry**.
- In each writing unit, we teach specific **grammar** and **punctuation** objectives.
- We teach a **sentence-level curriculum**, allowing the children to focus on writing one sentence at a time, before building up to a longer piece of writing at the end of a unit of work.
- Please see the weekly overviews for detail on the genre of writing that we are covering and the grammar and punctuation objectives.



Maths



- At Coleridge we teach a **maths mastery** curriculum.
- The children are taught through whole class, highly interactive lessons enabling them to master the concepts needed for the next step.
- We want to ensure children develop a deep understanding of the Maths, and have firm foundations in place as they move through the school.

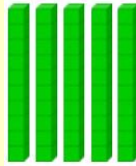
Year 2 Maths Curriculum Map												
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Autumn	Place Value			Addition and Subtraction						Money		
Spring	Multiplication and Division					Statistics		Fractions			Position and Direction	
Summer	Shape				Length and Height		Time			Mass, Capacity and Temperature		



Maths



- Lessons typically follow a 'ping-pong' structure in which there are various short activities for the children to complete as the teacher questions, explains and demonstrates the relevant concepts.
- Many of these activities will include the use of manipulatives such as Numicon, Base Ten, counters, multilink, number lines...
- Children are taught as a whole class, and all children are given access to the same learning and tasks.
- Support is provided for any child who is finding the maths difficult. This support might be in the form of adult help, manipulatives, or an easier version of the same task.

Tens	Ones
	

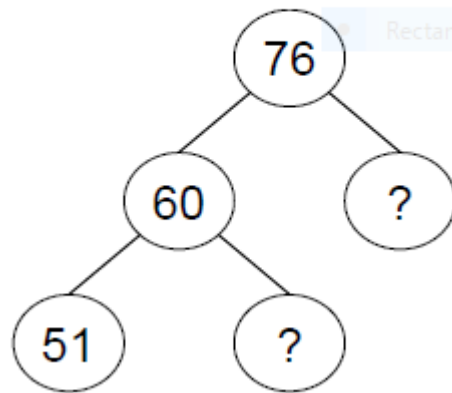


Maths

Reasoning and making connections

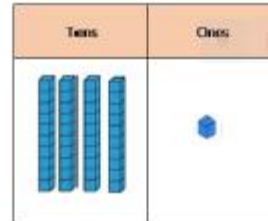


Complete the extended part whole model:

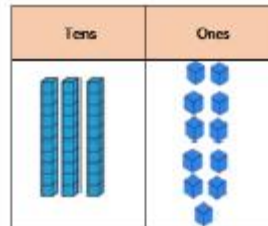


Are these two place value charts of equal value?

A



B



What is the same?

What is different?

True or false?

$$3 + 1 < 4$$

$$3 = 3$$

$$5 > 4 + 2$$

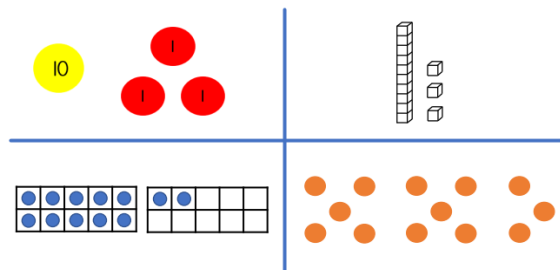
True or false?

$$24 > 14 + 10$$

$$22 = 12 + 10$$

$$20 + 6 > 24$$

Odd one out



Joel thinks that:



$$40 + 2 = 402$$

Explain the mistake he has made.

Can you show the correct answer using concrete resources?

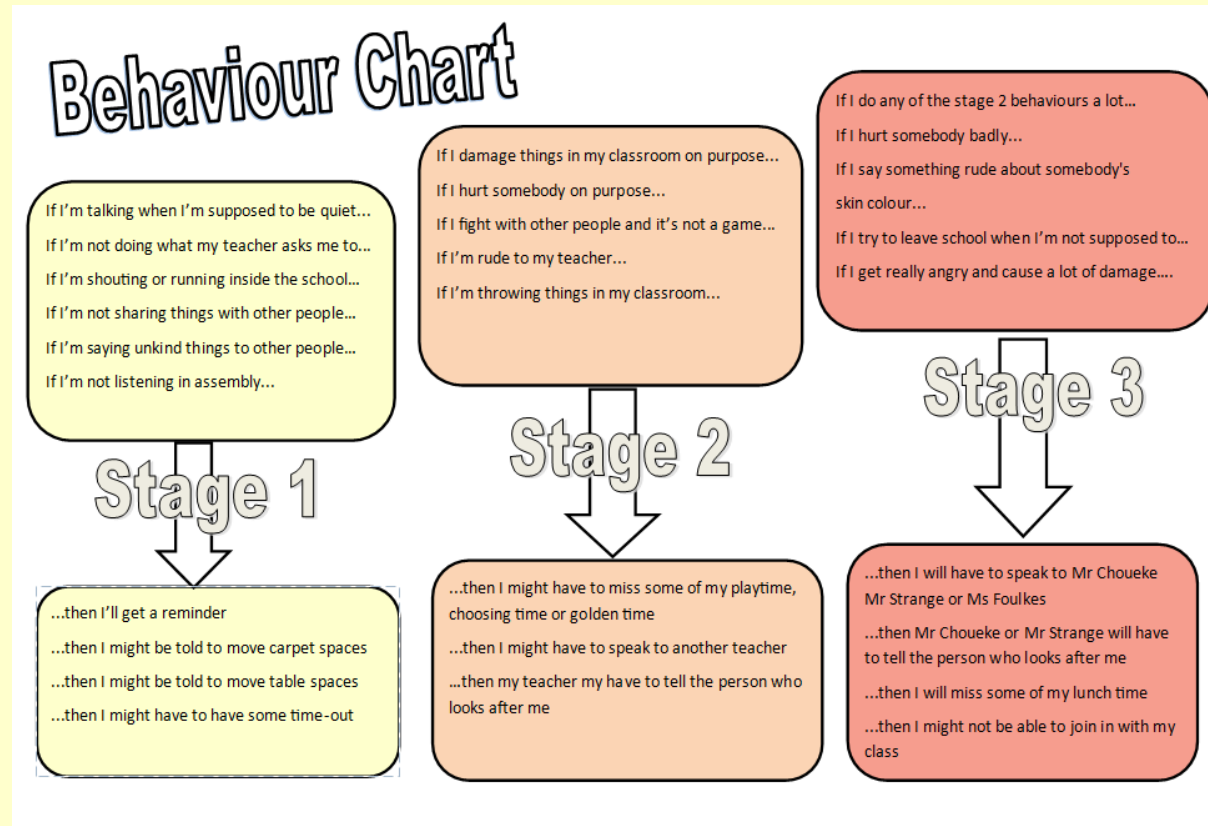
Assessment

- We assess the children's understanding in every lesson using a range of different strategies – questioning, discussions, observations, marking work etc.
- End of Year Assessments- These will help inform whether your child meets the expected level for the end of Year 2, alongside our own teacher judgements, prior knowledge and daily observations of the children.
- At the end of the year you will be informed whether your child is working **towards**, **within** or above (**greater depth**) the national average in each subject.



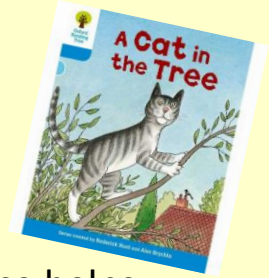
Behaviour

- Golden Books
- Marbles (x6/day for Golden Time on Friday afternoon)
- Reminders
- Lots of praise!
- Some classes also use 'Superstars', 'Special Helpers' or 'Secret Sunshines'.



Home Learning

At Coleridge, we do not expect children of any age to complete lengthy Home Learning tasks or produce large amounts of written work.



Instead, we encourage **short, simple activities that practise key skills**. Regular practice helps children become more fluent and automatic in the basics, reducing the cognitive effort needed when they encounter more complex learning in school. For example, secure knowledge of times tables makes learning short division much easier, and being able to spell common words allows children to use more of their brain power on constructing sentences and expressing their ideas.

Short, regular Home Learning sessions also help children develop **positive learning habits, routines and independence** - skills that become increasingly important as they get older.

List 1	w/b 13.11.23
Spellings - adverbs	
1. happily	
2. angrily	
3. lazily	
4. easily	
5. busily	
6. greedily	
7. messily	
8. wearily	
9. cheekily	
10. clumsily	

If your child finds their Home Learning easy, that is often a positive sign. These activities are designed to rehearse and secure key skills, rather than provide the challenge and stretch of classroom learning. The aim is for children to become quick, confident and automatic in the things they have already been taught.

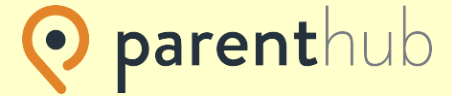
Year 2: What is expected?

-  **1:1 reading**
-  **Spellings**
-  **Maths fluency activities**



We also provide **optional** Home Learning activity sheets linked to our learning each half term.

Communication



ParentHub

We really encourage all parents to get the **ParentHub** App. This is the school's main method of communication. Having the App is the best & easiest way of knowing what is going on in your child's year group.

Parent WhatsApp Groups

- We know parent WhatsApp groups can be useful for sharing reminders and supporting one another.
- However, if you have any concerns about your child or school matters, please contact the school directly rather than raising them in group chats.
- This helps prevent misunderstandings and ensures issues are addressed quickly and accurately.



Other information

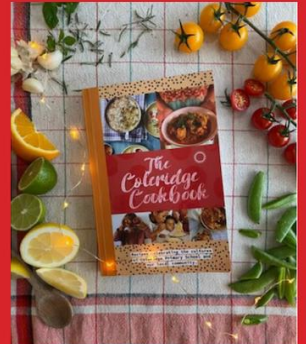
- **Problems or concerns:** As a staff, we are always open to speaking to parents to discuss any issues. Please email the office if you need to speak to your child's teacher (admin@coleridgeprimary.net), including the teacher's name so that the office know who to forward the message onto.
- Please ensure your child wears trainers and appropriate clothing on their PE days.
- Please ensure that your child has a water bottle in school (labelled if possible).
- Lost property – it is helpful if your child's clothes are labelled with their name so that they can be returned to them if misplaced.
- Shoelaces – if your child is wearing shoes with laces, please help them learn how to tie them up!
- Menus are on the website if you would like to look at these ahead of time with your child.



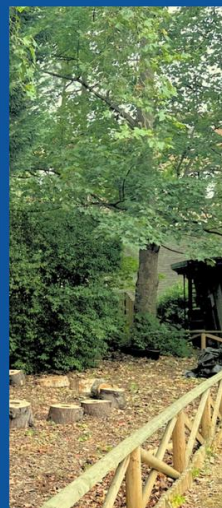


Coleridge Families is our parent/carer and staff association.

- ♥ It is a registered charity, organising events and activities
- ♥ It raises funds and provides opportunities for our community to come together and connect
- ♥ You're automatically a member, at no cost
- ♥ New ideas and help volunteering are welcome
- ♥ Reps will share event info



After



Save the dates for our next events!



Email the Chair with any questions and ideas:

ColeridgeFamilies@gmail.com