

Victoria Dock Primary School

A curriculum guide
for parents

Year 2

Working together for your children

Welcome to Year 2

In Year 2 we adopt a creative and enthusiastic approach to our curriculum. We encourage independence and a love of learning.

- The Year 2 teacher this year is Mrs Inchbold.
- Other adults working with your child may include; Mrs Stephens, Mr Walster, Mrs Taylor and P.E. coaches.
- The classroom will be based in the lower school alongside Year 3.

Dismissal

- Dismissal is at 3:10pm and will take place from your child's classroom.
- Named individuals can collect children.
- Please ensure school are made aware of changes to regular parent/carer pick-up.

A typical day in Year Two

Everyday consists of phonics/spelling, English, Maths and reading sessions. All other subjects are taught throughout the week as well as through our core subjects.

P.E. will take place twice a week with an indoor and an outdoor session.

P.E. Kits to be worn on P.E. Days

Indoor: Plain white t.shirt, plain black shorts and sandals. ***These will need to be in a named bag and kept in school for the half-term. Our indoor P.E. session is on a Thursday.***

Outdoor: Jogging bottoms, t.shirt, sweatshirt and trainers. ***These can be brought into school on the day of the outdoor P.E. session and taken home the same day.***

Our outdoor P.E. session is on a Wednesday.

English Writing Curriculum

In Year 2, your child will have opportunities to write in a wider range of styles and for a range of purposes. It is important that your child applies skills learned within writing sessions across the whole curriculum. We begin to develop their understanding of grammar so that they can begin to enhance the meaning of what they are writing and communicate their ideas more accurately.

Children will build upon the key skills taught in Year 1 and begin to develop a stamina for writing by using paragraphs in their work.

At the end of Year 2, teachers will assess their ability to write across a range of forms and subjects. They will also sit an internally marked test to assess their spelling skills and grammatical understanding.

Assessment framework from the Department for Education

states that by the end of Key Stage One children 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-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
 - 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*
 - 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 Reading Curriculum

In Year 2, your child will begin to meet a wider range of texts and be encouraged to use their skills in a broader range of contexts. They should be encouraged to read aloud frequently at home. It is really important for children to be reading at home on a regular basis as this will support the work done by the teachers in school. We actively encourage parents' to take the time to read and share stories with their child.

Assessment framework from the Department for Education

states that by the end of Key Stage One children can:

- read accurately most words of two or more syllables
 - read most words containing common suffixes*
 - read most common exception words.*

In age-appropriate¹ 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 words²
 - 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.

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

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	

Maths Curriculum

In maths children build on the foundations laid in Year 1.

We explore larger two digit numbers in a range of contexts.

We also continue to build strategies to help with the four operations.

We continue to learn our times tables and start looking at patterns that can be found within them.

**Assessment framework from the Department for Education state that
by the end of Key Stage 1 children can:**

- 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 $17 - 3 = 14$)
- 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 $1/4$, $1/3$, $1/2$, $2/4$, $3/4$, 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.

Science Curriculum

Assessment framework from the Department for Education states:

By the end of Key Stage 1 children can:

- name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2]
 - describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2]
- describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2]
 - identify whether things are alive, dead or have never lived [year 2]
 - describe and compare the observable features of animals from a range of groups [year 1]
- group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2]
 - describe seasonal changes [year 1]
 - name different plants and animals and describe how they are suited to different habitats [year 2]
- distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses [year 2].

Exploring Year 2 Topics

Foundation subjects play a key part in providing a broad and balanced curriculum. All eight of these subjects are a compulsory part of the National Curriculum. In addition, all schools are required to include Religious Education in their broader curriculum. In our school, foundation subjects are taught through exciting and engaging topics.

Topic – The Great Fire of London

Year 2 start the year learning all about the Great Fire of London. We will be learning how things have changed between now and then including homes, toys and fire safety. We will also be learning the geography of the UK, locating London on a map and talking about what makes London special. We will be learning about Samuel Pepys as an historical figure and why he played an important part in the fire. Our science will also be linked and we will be looking at materials and their purposes. We will be producing some fire themed art work and making houses in D & T.

Topic – Fables and Fairytales

In the Spring term, we will be diving into the land of make believe! We will be immersing ourselves in fairytales and fables and exploring how these differ from real life. The morals of the fables will become a discussion point for making the right choices. We will be exploring animals and plants and how they grow and change whilst also looking at their habitats. We will also be observing seasonal change as Winter turns to Spring. As geographers, we will be looking at and drawing our own maps and using compass points to find our way around. The settings of the fables and fairytales will become inspiration for our own artwork and we will also evaluate the work of other artists.

Topic – Journeys

In the Summer term we will be looking at Famous Journeys including that made by Florence Nightingale. We will spend some time exploring who she was, where she travelled and the impact she had on modern day medicine. We will be using our journeys as an opportunity to compare and contrast different countries and look at the physical and human features of the different environments. In Science, we will explore the weather and climates in different countries and how these are suitable for different animals. As artists, we will be developing our skills and techniques whilst creating artwork based on the different journeys we have encountered.

Behaviour in Key Stage One

We have high expectations of behaviour at Victoria Dock.

- We have a traffic light system to signal children's behaviour (green—expected behaviour, amber—warning regarding behaviour, red - unacceptable behaviour).
- We expect the majority of children to stay in Green and give regular reminders of what 'Green behaviour' looks like.
- Rewards and praise is offered to those showing green behaviour.
- Visits to the Head Teacher are encouraged for good work and attitudes.
- Good work assembly shows the best of their work and behaviour from the week.
- Children in amber may miss minutes from their break-time. Children in red will miss their break-times for the following day.

Reading in Key Stage One

Reading is a key skill within Key Stage One.

- Children will continue to follow the school colour banded reading scheme.
- The correct colour band is a small sticker with TTS written on.
- Children can change their books regularly but are encouraged to read them thoroughly.
- Please comment in the reading record if your child has read at home (this can include their own books too!)
- Although numbered stages are still on the books, they are out of date and not relevant.
- Teachers will decide to move a child up a band based on their work in class. Reading books taken home are designed for fluency, enjoyment and developing a love of reading.

Handwriting in Key Stage One

Handwriting in Year 2 is also a key skill which holds central focus.

- Handwriting is practised daily.
- Children will learn their letters in letter families through the course of Year 1 and 2.
- Cursive handwriting is expected in Key Stage One and begins its development in Year 1 moving on to joined handwriting in Year 2.
- Extra support is put in place for those finding handwriting a little hard.
- Pencil grips and Stabilo pencils are available for those who are not ready for standard pencils.
- Extra handwriting at home is always beneficial to all pupils.
- Should you require any information about the correct formation of cursive letters, please see your child's class teacher.

Holidays in Term-Time

Outstanding attendance is expected at Victoria Dock Primary School and holidays in school time are discouraged.

Work will not be set for children going on holiday during term time.

Permission for Trips

Letters to inform you of trips will go out in advance. Please ensure prompt return of permission slips and payment (if required) to ensure the children are able to attend.

Pupil Details

Please ensure up to date medical information is shared with the school.

Addresses and telephone numbers should also be kept up to date in the case of an emergency.

Lunch and Breaktimes

- Breaktime is at 10:45 and 14:00 daily unless it is a P.E. day.
- Lunch begins at 12:00 and children are called into lunch by Year group.
- Bands are issued for children having lunches.
- Free lunches and fruit are offered to Key Stage One children.

Key Events in the year

- Christmas Show 2019 will take place in December.
- A class assembly and class workshop will be held so you can celebrate your child's achievements.
- Parent's Evening will be held twice a year with an optional third evening in the summer.
- Year 2 SATs will take place in May 2020.

All events are on the school's website.

School Start and Finish Times

The school doors open at 08:40 daily and children should be in school, in the classroom by 08:50. Children access maths and reading tasks on entering the classroom. If they are late then they miss out on extra provision.

School finishes at 15:10 and children should be picked up on time. Children who are late will be taken to the office.

Safeguarding

Our school recognises our moral and statutory responsibility to safeguard and promote the welfare of pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and will follow our procedures to ensure that children receive effective support, protection and justice.

Victoria Dock Primary - Safeguarding Team	
Designated Safeguarding Lead	Mrs Juggins
Safeguarding Lead Support	Mrs Stephens
E-Safety Lead	Mr Hague
Designated Governor for Child Protection and Safeguarding	Mr Comfort

If you have any safeguarding concerns, please contact the school immediately.

Please see the school's Safeguarding and Child Protection Policy

E-Safety

We take E-Safety very seriously in school. Children are taught from a young age about staying safe online.

- Children are taught about what to look for and what to do if they see something they think they shouldn't.
- Incidents are reported to Mr. M. Hague and investigated. These can also be reported by yourselves through the school office.
- Children can log incidents themselves through an online form.
- E-Safety updates will be sent home should a concern or new 'craze' become relevant and/or a concern for our pupils.
- Sites, where possible, are screened by teachers to reduce the risk of incidents.

Homework

Homework is given in the form of a menu for Key Stage One pupils to reduce pressure on parents. These menu choices will be on your child's class page.

- There will be a variety of homework tasks to suit individuals. Pick and choose as you want.
 - Tasks will be relevant to the topic each term.
 - Homework books will be provided.
 - Homework will be marked on a Thursday and returned by Friday.
- Relevant spellings will be set weekly and sent home to practise.

Any questions...?

- If you have any concerns or questions then please ask your child's class teacher.
- Mrs Inchbold is the Key Stage Lead and can also be contacted via the school office.
- Alternatively you can contact the admin office who will try to help you with your query.
 - Mrs Saunders (Head Teacher) and Mrs Juggins (Deputy Head) are available should you require further assistance.
- Mrs Taylor is our SEN leader and available should you have any concerns regarding progress and attainment.