

# Welcome to Year 2



# Meet the Year 2 Team



Mrs Butler



Mrs Padhi



Mrs Leslie



Mrs Schofield



Mr Edwards



Mrs Weir



Miss Amor

# Learning Behaviours



Teamwork



Perseverance



Independence



Creativity



Curiosity



Reflection

# Values

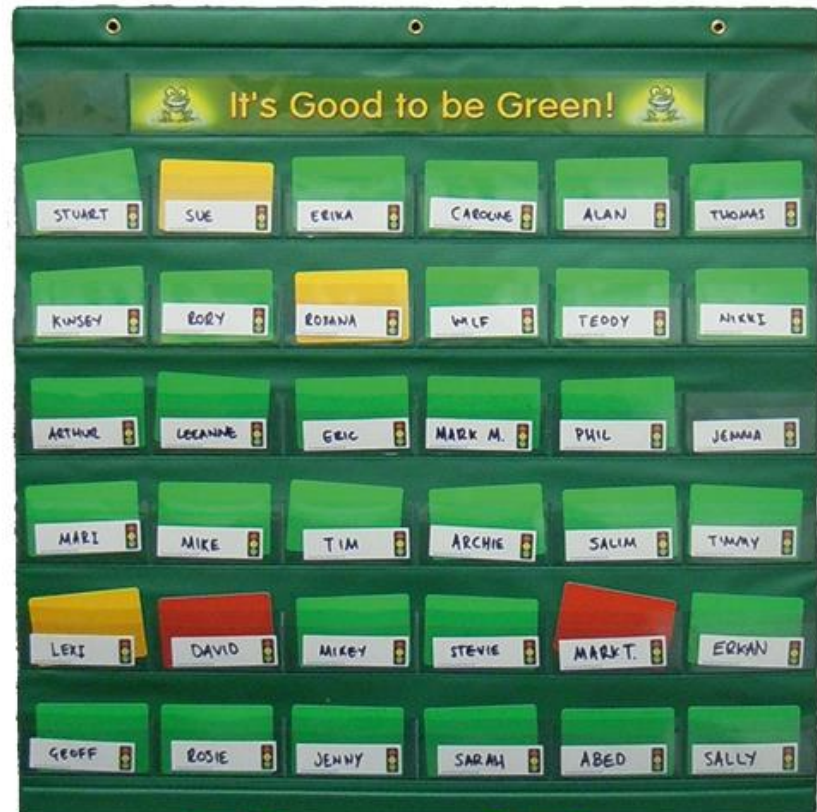
(The things we truly believe in for **everyone** involved with Highwood)

- Celebrating Diversity
- Continual Improvement
- Pride
- Happiness
- Trust
- Respect



# Good to be Green

- Gold card
- Green card
- Yellow card
- Red card
- Reflection form
- Consequences
- Star of the week



# Highwood **VIPs** (**V**alues **I**n **P**ractice)

- Above 97% attendance
- On time for learning
- Green (behaviour)
- Completes homework
- Reads at home
- Tries their best
- Smart appearance



# Timetable

- 8.45am - Doors open
- 8.55 am - Registration
- 9.05 am - Phonics
- 9.35 am - Handwriting and spelling
- 9.45am - English
- 10.30am - Break
- 10.45am - Guided Reading
- 11.05am - Maths
- 12.00pm - Lunch
- 1.05pm - Registration, mental maths and assembly
- 1.30pm - Topic

Year 2W timetable

	8.45-9.05	9.05-9.35	9.35-9.45	9.45-10.30	10.30-10.45	10.45-11.05	11.05-11.55	12-1.05	1.05-1.15	1.15-1.30	1.30-2.15	2.15-3.00	3.00-3.10
Mon	Morning activity	Phonics	Handwriting & spelling	English	BREAK	Guided reading	Maths	LUNCH	Mental Maths	Assembly	Humanities	Humanities	Class Reader
Tues	Morning activity	Phonics	Handwriting & spelling	English		Guided reading	Maths		Mental Maths	Curiosity Burst	Science	Science	Independent Reader
Wed	Morning activity	Phonics	Handwriting & spelling	English		Guided reading	Maths		Mental Maths	Assembly	PE Teacher	ICT/Music	Class Reader
Thurs	Morning activity	Phonics	Handwriting & spelling	English		Guided reading	PE Mr Edwards		Mental Maths	Maths	Maths	Art/RE	Independent Reader
Fri	Morning activity	Phonics	Handwriting & spelling	English		Guided reading	Maths		Register & Times tables	Humanities	PSHE	Celebration Assembly	Class Reader



# Topics for the Year



Autumn

Was The  
Great Fire of  
London a  
total disaster?



Spring

Where in the  
world would  
you like to  
explore?



Summer

What would  
you put in  
your Great  
British  
Banquet?

# Homework









- Reading
  - Listen to your child read every day and record it in their reading records
  - Read lots of stories to your child – fiction and non-fiction
- Number bond cards
  - Practice every day
- Homework grid
  - Complete at least 1 piece of work every two weeks
  - Deadline – Wednesday – Exact deadline on homework grid.

Reading records and number bond cards MUST come to school every day

# Termly Homework Grid







## Was The Great Fire of London a total disaster?

We expect **all pupils** to complete homework and bring the homework into school by the deadline. Thank you.

	Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 7 and 8	Week 9 and 10	Week 11 and 12	Week 13 and 14
Deadline	Wed 25 <sup>th</sup> Sept	Wed 9 <sup>th</sup> Oct	Wed 23 <sup>rd</sup> Oct	Wed 6 <sup>th</sup> Nov	Wed 20 <sup>th</sup> Nov	Wed 4 <sup>th</sup> Dec	Wed 18 <sup>th</sup> Dec
 Teamwork	<p>Talk about fire with an adult. What should you do in case of a fire?</p> 	<p>With an adult take turns to roll a dice. Add what you roll to your total each time. After 10 rolls, see who has the greatest total.</p>	<p>Ask your adult questions about their childhood. What have you learnt about them? Create a poster to show the class.</p>	<p><b>FREE CHOICE!</b> Complete a task of your choice showing this learning behaviour.</p>	<p>Work with an adult to make a model of a campfire. As far as possible, use junk modelling.</p>	<p>Play a game of snakes and ladders with an adult at least 5 times in the 2 weeks. Tell them how many tens and units are in each number that you land on.</p> 	<p>Do some exercise every day and record what you do. You could go for a bike ride, go for a walk or climb up and down the stairs!</p>
 Perseverance	<p>How could you describe the Great Fire of London? Create a word bank of adjectives. Can you put them into sentences?</p>	<p>Find an image of the Great Fire of London and copy it carefully into your homework book. Take your time. Do a little each day. What do you notice?</p>	<p>Use the internet to find a song or poem about the Great Fire of London and learn it.</p> 	<p>Find out about St Paul's Cathedral in London and write some interesting facts about it.</p>	<p><b>FREE CHOICE!</b> Complete a task of your choice showing this learning behaviour.</p>	<p>Practise any spelling family from the sheet using the look, cover, write, check technique.</p>	<p>Draw and label a map of your home. Don't forget to add a colourful map key.</p> 
 Independence	<p>Draw an image of a Tudor house. Find out which materials were used to make them.</p>	<p>Count to 100 every day. Start from a different number each day. Can you count backwards?</p>	<p>What does independence look like? Take some photos to show how you can be independent and what it means to you. Write a sentence about what you are doing in each picture.</p>	<p>Choose 6 words from the tricky word mat to learn how to spell them without any help.</p>	<p>Create a way of remembering your 2, 5 or 10 x tables. You could do a dance, make a poem, etc. We would love you to share it with the class!</p>	<p>Keep a daily diary. Write about and describe your day. What did you see? How are you feeling?</p> 	<p><b>FREE CHOICE!</b> Complete a task of your choice showing this learning behaviour.</p>

# Keeping in touch with progress

- Welcome any time
- Books updated weekly
- **SPLAT** afternoons
- Mid year reports
- End of Year learning review and report
- Parents Evening

 <p>Curiosity</p>	<p>Brooke is a naturally thoughtful and curious pupil. She enjoys learning about our environment and the world we live in and always asks well considered questions. Brooke understands that there are similarities and differences between herself and others and among families, communities and traditions. She confidently asks why things happen or asks for further clarification, especially when tackling mathematical concepts. Brooke has a love of maths and this can be seen in the way she approaches tasks. She especially enjoys solving number problems and during self-chosen time can often be found in the maths area quietly working through mathematical concepts; these include solving adding, subtracting, doubling and halving questions and number sentences.</p>
 <p>Perseverance</p>	<p>Brooke has fantastic perseverance. She tackles old and new concepts with the same determination and hard work. She never wavers on her conviction that she can complete the task. She has worked exceptionally hard this year in all areas of the curriculum but especially in mathematics. At the beginning of the year she needed small amounts of reassurance about whether she was following the mathematical steps correctly. As her confidence has grown she is able to work through complex mathematical number problems and discuss her reasoning afterwards. She enjoys working with the Numicon and always turns to this resource and many others if she comes across a problem she is not sure how to solve.</p>
 <p>Independence</p>	<p>Brooke is very independent. During learning zone she loves independently reading in the book corner or writing in the writing area. She has worked extremely hard in phonics and is able to independently apply her phonic knowledge to her reading and writing. Brooke enjoys writing her own stories and sentences and likes to challenge herself by reading story books. She shows great independence in knowing where all the resources are that she might need to help her. At the beginning of the year Brooke found cursive handwriting a challenge. Every day she would independently decide to practice her letter formation until she remembered how to write each letter. Now she confidently forms every letter in the alphabet and is working on writing each letter with more control.</p>
 <p>Teamwork</p>	<p>Brooke is an excellent team player. She has a lovely friendship group who always work together during learning zone. Like all friends they sometimes differ in their ideas and opinions. Brooke is excellent at compromise and finding a solution to their problems. She will talk to her friends about what options they have and will continue to discuss the conflict until they have agreed a plan of action. Brooke is confident to share her ideas with everyone in the class and listens carefully to other people's ideas. Although she listens to their ideas she does not always take their ideas on board and build on them. For example when Brooke and her partner were set the task to build a pirate ship, they talked to each other and listened and then set off gathering the resources and equipment they needed. However, they ended up working quite independently as they had not managed to combine their ideas into one.</p>
 <p>Creativity</p>	<p>Brooke enjoys being creative. She uses a variety of different media including construction materials, paints, pencils, junk modelling, play dough, clay, music and musical instruments to create pieces of art work, however her clear strength is her imagination and role play. During learning zones she loves to act out her favourite traditional tales with her friends. These include Little Red Riding hood, The Three Little Pigs and The Ginger Bread Man. She takes turns to act out different roles. She changes her voice and uses her body to portray the character and performs the stories to her peers and the adults in the setting. It is a joy to watch and I hope her imagination continues to grow!</p>
 <p>Reflection</p>	<p>Brooke has worked hard to develop her reflective skills. She works really hard on completing the task she has been set or that she sets herself and finds it hard to look at the work subjectively afterwards. With adult support and questioning she is able to think about what she has done well and what she could do better next time. Recently she has started to identify what she has done really well and enjoys sharing her achievements with the class. She thrives on praise and loves being put on the star. However, a key skill for Brooke to develop is to look at her work and identify what she could do a bit better next time. This will mean that she continues to develop her work and is able self-correct her work with less adult intervention.</p>

# Lunch times

- Three choices every day – meat, vegetarian or jacket potato.
- Includes a drink, salad and dessert.
- All of the pupils will need to be able tell an adult what they are having for lunch every morning.
- Packed lunches will be eaten in the Dance/Drama Studio.

# PE kits

PE kits are to be brought into school EVERY Monday and will be sent home on Friday.

Please can we make sure that a winter PE kit is also provided as we will still do PE outside when the weather turns colder and damp.

PE kits to include; the green Highwood PE t-shirt, plain black shorts, jogging bottoms, sweatshirt and 2 pairs of trainers if possible. This is outlined in our school uniform policy.

There are to be NO earrings on PE days.

# Communication

- Every day
- Arrange a meeting
- Share anything with me or other adults you feel is important
- Twitter [@HighwoodPrim2W](https://twitter.com/HighwoodPrim2W)
- School Website
- App

# Useful resources

- Here are some websites which you may find useful
  - <https://www.topmarks.co.uk/>
  - <https://www.phonicsplay.co.uk/>
  - <https://www.purplemash.com/login>
  - <https://code.org/>