

Welcome to Year 2

Fan Class - Miss Coleman



A large orange circle is positioned on the left side of the slide, partially cut off by the edge.

Year 2 Staff

Fan Class Teacher - Miss Coleman

TA - Mrs Nunn and Mrs McRae

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Y2 timetable

Year 2 Timetable – Autumn 1

Day	8.40 - 9.00	9.00 - 9.30	9.30 - 10.25	10.25 - 10.40	10.45 - 11.45	11.55 - 12.55	1.00 - 1.45	1.45 - 2.45	2.45 - 3.20
Monday	Morning Jobs Assembly Reading	Securing Skills	Maths	Playtime and Snack	Writing	Lunch	Guided Reading	History/Geography	Phonics
Tuesday	Morning Jobs Reading	Phonics	Maths		Writing		Guided Reading	Science	Securing Skills
Wednesday	Morning Jobs Assembly Reading	Securing Skills	Maths		Writing		Guided reading	RE/Computing	
Thursday	Morning Jobs Reading	Phonics	Maths		Writing		Library	PSHE	Securing Skills Arithmetic
Friday	Morning Jobs Assembly Reading	Securing Skills	Maths		Writing		PPA		

Year 2
Topics

Rainforest Rangers

Norman Invasion

Shipwrecked

Year 2 Writing

Some of the things we will be looking at this year include:

Recounts

Narratives

Non-chronological Reports

Diaries and Letters

Instructions

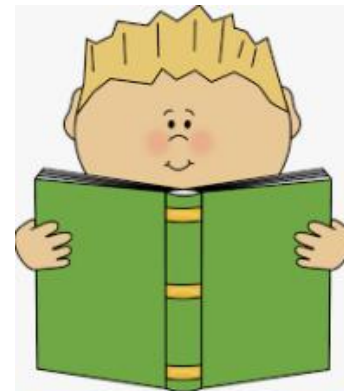


Year 2 Reading

- Individual readers and Guided Reading.
- Individual reading books will be changed on a weekly basis.
- Your child will be sent home with 2 reading books. 1 book to support their developing phonics knowledge and 1 book to support their comprehension.
- Encourage your child to read for at least 10 minutes everyday. This does not always have to be their reading book and can also be recorded on Go Read.

Reading for Pleasure

- We are continuing to develop and encourage reading for pleasure in school .
- It contributes to our world knowledge, imagination and well-being and develops children's literacy.
- It is important that children see teachers and parents as readers as this helps to contribute to their own enjoyment of reading.
- We will visit the Library every week to help encourage this.



Supporting Reading at Home - Year 2

- Here are some more tips to help you enjoy storytime together:
- Ask your child to choose what they'd like to read. They'll feel more interested in the story if they've picked it out themselves. (And don't worry if they keep returning to the same story, either!)
- If you can, turn off the TV, radio and computer. It's easier for both of you to enjoy the story without any other distractions.
- Sit close together. You could encourage your child to hold the book themselves and turn the pages, too.
- Take a look at the pictures. You don't just have to read the words on the page. Maybe there's something funny in the pictures that you can giggle about together, or perhaps your child enjoys guessing what will happen next.
- Ask questions and talk about the book. Picture books can be a great way to talk through your child's fears and worries, or to help them deal with their emotions. Give them space to talk, and ask how they feel about the situations in the story.
- Have fun! There's no right or wrong way to share a story - as long as you and your child are having fun. Don't be afraid to act out situations or use funny voices... your little ones will love it!



Reading VIPERS

Vocabulary Draw upon knowledge of vocabulary in order to understand the text. 	Infer Make inferences from the text. 	Predict Predict what you think will happen based on the information that you have been given. 	Explain Explain your preferences, thoughts and opinions about the text. 	Retrieve Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information. 	Sequence Sequence the key events in the story. 
Example questions • What does the word mean in this sentence? • Find and copy a word, which means • What does this word or phrase tell you about.....? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/ mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this section?	Example questions • Why was..... feeling.....? • Why did happen? • Why did say • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel?	Example questions • Look at the book cover/blurb - what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next?	Example questions • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?	Example questions • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....?	Example questions • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?



Boom Reader

- Online reading record.
- A place where you and your child can log what they have been reading at home.
- Monitored by class teacher at school.
- When your child has read in school it will be added to their online record.
- Really important to keep a track on how often children are reading but also gives you a chance to discuss this with them at home.

Year 2 Maths



Place value
to 100



Addition and
subtraction



Multiplication
and division



Fractions



Measurement



Properties of
shapes



Movement -
Turns

Times Tables

- Children should be practising their times tables 3x a week as part of their weekly Pick 'n' Mix homework to support their progression in maths
- Children need to know the multiplication and the division facts
- By the end of Year 2, all children should know their 2, 3, 5, and 10 times tables
- Children need to be fluent in the times tables, including the division facts, in order to achieve a certificate
- Times table fluency is vital to ensure children can access all areas of the Maths curriculum
- TT Rockstar and Hit the Button are great tools to use at home to practice.



Times Table Certificates Criteria:

Certificate:	Criteria:
Pink	I can count in 10's up to 100. I can double, halve and share numbers to 20.
Red	I can count in 2's, 5's and 10's forwards, backwards and starting from different numbers.
Blue	I can recall and use multiplication and division facts for the 2, 3, 5 and 10 times tables.
Green	I can recall and use multiplication and division facts for the 3, 4 and 8 times tables.
Purple	I can recall and use multiplication and division facts for times tables up to 12 X 12.
Silver	I can multiply and divide whole numbers and decimals by 10, 100 and 1000.
Gold	I can calculate multiplication facts for 2-digit numbers X 1-digit numbers and 3-digit numbers X 1-digit numbers.

Year Group Expectations

Year 1:

By the end of Year 1, all children should be able to count in 2s, 5s and 10s (forwards, backwards and random).

Year 2:

By the end of Year 2, all children should know their 2, 3, 5 and 10 times tables

Year 3:

By the end of Year 3, all children should know their 2, 3, 4, 5, 8, and 10 times tables

Year 4:

By the end of Year 4, all children should know all times tables up to 12×12

Year 5:

Consolidating and embedding in other areas of the curriculum (silver/gold certificate)

Year 6:

Consolidating and embedding in other areas of the curriculum (silver/gold certificate)

Year 2 Science



Animals including
humans



Electricity



Materials



Forces



Plants



Living things and
their habitats

Year 2 PE



The main PE day is Friday afternoon (PE coaches) but PE kit needs to be in school everyday.



PE kits- white t-shirt, black shorts, tracksuit bottoms and a jumper, plimsolls, trainers and socks. Named and in a named bag.



Long hair must be tied up and earrings removed on these days, unless your child can remove them themselves.



Changing independently and looking after belongings.



Balance ability will also take place to develop the skills needed to ride a bike.

PE Policy

Physical Education is highly important for the mental and physical well-being of our children.

Pupils should participate in PE lessons unless there is a suitable reason. School must be notified and provided with information as to why the child is unable to take part. This helps us assess which appropriate role they may take in the lesson. Although the pupil may be unable to participate practically in the lesson, this does not mean that they are unable to be a part of the wider learning experience. This will also ensure that children are better prepared to re-join lessons when able.

Depending on the reason for non-participation the pupils could be asked to:

- Act as a coach/leader for a group.
- Provide peer assessment (being a critical friend).
- Act as an official.
- Create questions to ask the group to assess other pupil's knowledge.
- Complete an activity/task in the corridor set by the teacher,

Children who forget their kit will participate by wearing spare PE kit which has been purchased by the school.

SRE

We aim to promote personal wellbeing and development through the mindful approach of Jigsaw PSHE.

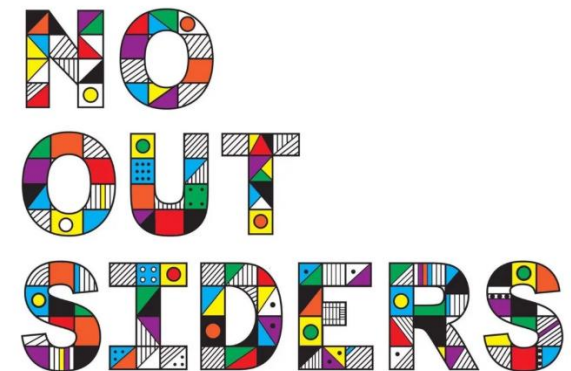
From September 2020 the Department for Education made Relationships Sex Education and Health Education compulsory in all schools.

Rules:

- No personal questions to be asked
- Show respect for the views of others
- Use appropriate language
- Only talk about what has been discussed in class with children of the same age or older.

What we will cover:

- Growing form young to old
- Differences in female and male bodies



Oracy at Wygate Park Academy

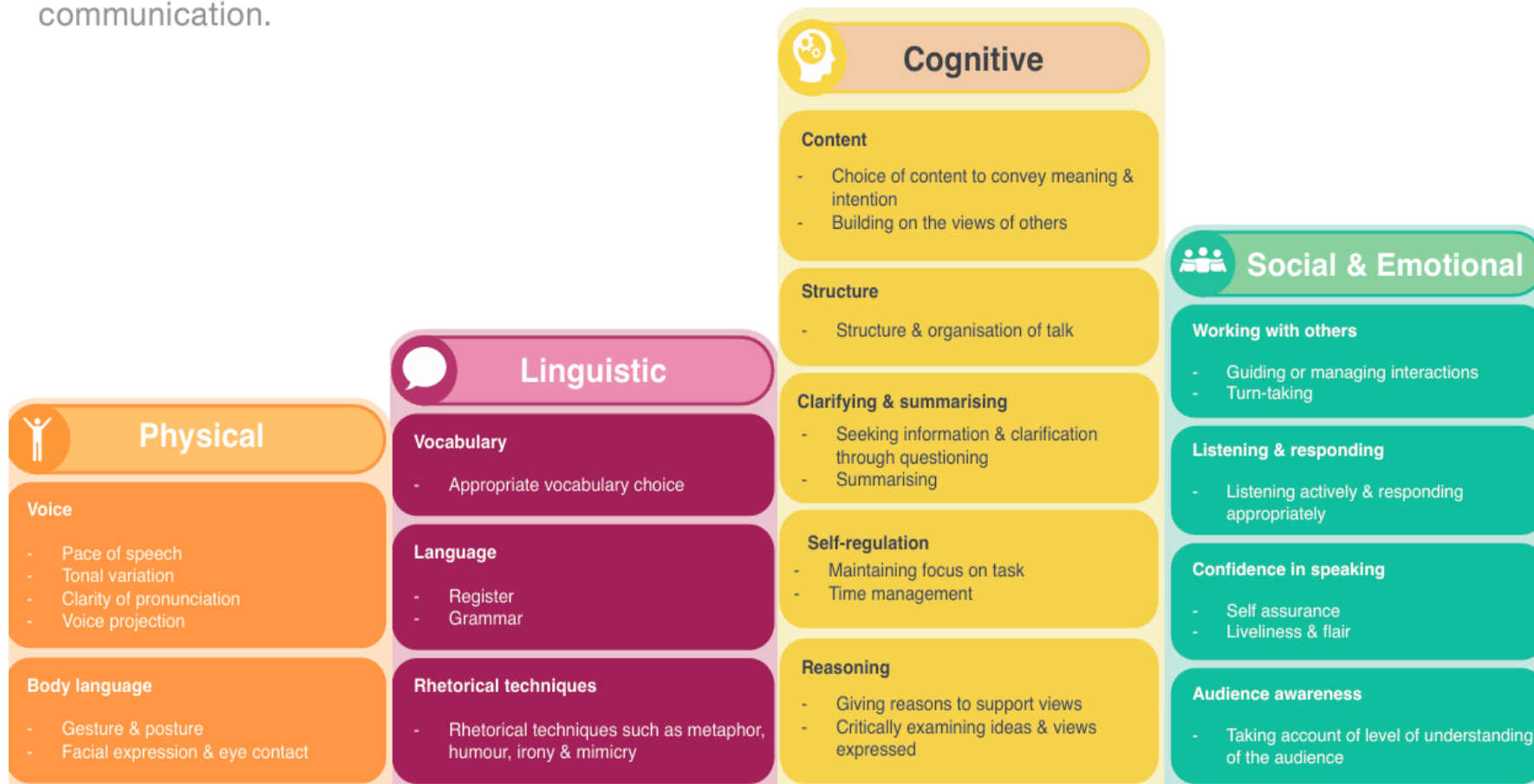
- Oracy is the ability to speak and listen effectively
- It includes expressing and presenting ideas clearly, listening to others and responding thoughtfully

Why is Oracy Important?

- Supports learning across all subjects
- Builds confidence
- Helps children explain their thinking
- Develops social and communication skills

The Oracy Framework

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



We use approaches inspired by Voice 21 to give children regular opportunities to talk, discuss and present their ideas across the curriculum.

Giving Proof Of Listening Means

Listen carefully

Try to summarise what has been said and ask questions.

Face the speaker

Make sure you are looking at the speaker so that they know you are listening.

Body language

Use your body language to show that you are calm and focused.

Groupings

Trio

Pair

Nest

Traverse

Circle

Fishbowl

Discussion Guidelines

We give proof of listening

We respect others' ideas

We build, challenge, summarise, clarify, and probe each other's ideas

We are prepared to change our mind

We invite others into our discussion

We try to reach a shared agreement

Student Talk Tactics

Instigate

Present an idea or open up a new line of inquiry

“ I would like to start by saying ____

“ I think ____

“ We haven't yet talked about ____

Instigate

Probe

Dig deeper, ask for evidence or justification of ideas

“ Why do you think ____?

“ What evidence do you have to support X idea?

“ Could you provide an example?

Probe

Challenge

Disagree or present an alternative argument

“ I disagree because ____

“ To challenge you X, I think ____

“ I understand your point of view, but have you thought about ____?

Challenge

Clarify

Asking questions to make things clearer and check your understanding

“ So are you saying ____?

“ Does that mean ____?

“ Can you clarify what you mean by ____?

Clarify

Summarise

Identify and recap the main ideas

“ So far we have talked about ____

“ The main points raised today were ____

“ Our discussion focused on ____

Summarise

Build

Develop, add to or elaborate on an idea

“ Building on X's idea ____

“ I agree and would like to add ____

“ X's idea made me think ____

Build

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This year each term there will be an oracy-based activity on the pick and mix grid.

- Some examples may include...
- Explain your learning: Teach an adult or sibling something that you have learnt this term
- Debate: Do you agree or disagree with a statement? Why?
- Describe and guess: Describe an object and see if others can guess what you are describing.
- Story retell: Retell your favourite story in your own words
- Opinion talk: What is your favourite and why?

- You can help by:

- Talking regularly with your child (Ask open-ended questions)

- Encouraging full sentence answers

- Modelling good listening and turn-taking

- Building vocabulary in everyday situations

- Encouraging storytelling about their day

- Giving thinking time before they respond

- Praising confidence and effort in speaking

Year 2 - Homework

Reading - 10 minutes per night (at least 3 times per week)

Homework 'Pick and Mix'

Red - To be completed every week - reading, spelling, counting

Yellow - Specific tasks

Green - Extra challenges

Purple - Oracy Task

Homework will be sent home on a Friday and handed in by the following Wednesday.

Pick and Mix

Wygate Park Academy 'Pick and Mix' Homework Year 2 - Autumn Term 1



This 'Pick and Mix' homework is for the whole half term. **Red** Boxes need to be completed regularly each week. **Yellow** Boxes must be done by the specified dates. Challenge yourself to the **green** box activities. The **purple** box is an Oracy task to support children in becoming confident speakers and listeners. These do not have to be done, but if you want to push yourself, that would be super!

Remember - Your Home Learning Journal must be returned to school each Wednesday for Miss Coleman to mark.

Reading

You must read at least 3 times a week at home. Each time ask an adult to write a comment on Go Read. Remember to bring your books into school everyday.

Complete by: 16.9.26 Math Task

Write all the numbers to 20 and then spell the matching word.

1 - one
2 - two
3 - three

Create a rainforest or UK woodland collage. You can use fabric, different types of paper, paint or crayons. Bring your art creation to school to show your friends.

Complete by: 23.9.26 Reading Task

Read your favourite book and draw the front cover. Give the book a rating out of 5 stars. Explain what you liked about the book and why.

Look at the front cover of a book. Predict what will happen then write a story to match the front cover.

Make an information book about a rainforest. Include drawings and diagrams. What fascinating facts can you find out to amaze your family, friends and teacher?

Choose a woodland animal that can be found in the UK and write about it. Where in the UK does it live? What does it eat? How long does it live? Draw a picture and label it.

Spelling

Every Friday you will receive a spelling task to complete. This task will be in line with the spelling rule we will be learning each week.

Oracy Task

Object Detective

Choose an unfamiliar object and describe what you think it is used for.

Complete by: 30.9.26 Writing Task

Write a short piece of writing about yourself so Miss Coleman can get to know you better!

Tell me some fun facts like your favourite food, animal or game. Draw a picture of any pets you may have.

Complete by: 7.10.26 Topic Task (Geography)

Use the map of the world and label all of the different continents of the world.

Find out about deforestation. What are the main reasons for deforestation? What can we do to help? Create a poster.

Complete by: 14.10.26 Science Task

Choose a habitat (dessert, rainforest, savannah etc.). Draw the different animals you may find within this habitat.

Draw and label your own rainforest setting. Which animals will you include? Can you remember and name the layers of the rainforest on your picture?

Number Facts

Practice your multiplication and division facts for the 10 X tables (up to 12 X 10).

e.g. $3 \times 10 = 30$
 $10 \times 3 = 20$
 $30 \div 10 = 3$
 $30 \div 3 = 10$

Please tick and initial the activities your child has completed.

HOME-SCHOOL PARTNERSHIP

What is a home-school agreement?

A simple promise between the school, parents or carers, and pupils about how we will work together.

SCHOOL

The school promises to...

- provide a safe, supportive place to learn
- teach well and keep families informed
- listen and respond when help is needed

FAMILY & PUPIL

Families and pupils promise to...

- attend regularly and arrive ready to learn
- follow school expectations
- communicate, support learning and ask for help

One shared agreement. One clear understanding.



HOME SCHOOL AGREEMENT:



As a school we will:

Provide a safe, happy and inclusive environment where every child is valued, respected and listened to.

Deliver high-quality teaching and an engaging, ambitious curriculum that meets the needs of every child.

Provide appropriate support and reasonable adjustments to help your child achieve their full potential.

Promote high standards of behaviour and address bullying, discrimination and harmful behaviour promptly and fairly.

Support your child's physical health, mental wellbeing, personal development and emotional welfare.

Promote equality and teach children to respect and celebrate the differences between people.

Help your child develop confidence, responsibility and a strong moral compass, with our #REACH values underpinning everything we do.

Keep you informed about your child's progress, achievements, attendance, behaviour and any areas of concern.

Communicate important information about policies, meetings, workshops and events clearly and in a timely manner.

Work in partnership with parents and carers, listening and responding to questions or concerns respectfully and appropriately.

As a parent/carer I will:

Ensure my child attends school regularly and arrives punctually, ready to learn, by 8:50 am and inform the school promptly of any absence and provide an appropriate reason.

Let the school know about any concerns or circumstances that may affect my child's learning, behaviour, attendance or wellbeing.

Work in partnership with the school and attend meetings to discuss my child's progress and support their development.

Support the school's expectations for behaviour and encourage my child to follow its policies and routines.

Encourage and support my child with home learning, reading and other opportunities to practise their learning.

Read messages provided through the school website and MyEd to stay informed about policies, meetings, events and matters concerning my child.

Support the school's values and encourage my child to treat every member of the school community with kindness, inclusion and respect.

Communicate respectfully and constructively with staff, pupils and other members of the school community while respecting their privacy and confidentiality.

Help my child use the internet, mobile phones and other technology safely, responsibly and in accordance with age restrictions and school expectations

As a pupil I will:

Attend school regularly, arrive on time and be ready to learn.

Follow our #REACH values every day: Resilience, Empathy, Ambition, Challenge and Honesty.

Treat everyone with kindness, respect and fairness, following our "No Outsiders" message.

Take responsibility for my choices, actions and behaviour.

Try my best, participate positively and take responsibility for my learning at school and at home.

Listen carefully, follow instructions and avoid disrupting the learning of others.

Reflect on my behaviour and learning, respond positively to feedback and learn from my experiences.

Tell a trusted adult if I feel worried, unhappy or unsafe, or if I am concerned about someone else.

Take care of the school's buildings, equipment, grounds and the belongings of others.

Follow my class charter and represent the school and its values positively, both inside and outside school

SIGNED CHILD: _____

SIGNED PARENT/CARER: _____

SIGNED ON BEHALF OF WYGATE PARK:

Mrs W. Devine/Dr C. Early

YOUR NEXT STEP

Read it. Talk about it. Sign and return it.

Why reading, discussing and signing it matters–

It helps home and school support your child in the same way

These three steps turn a form into a strong partnership.

1

READ

Know what everyone can expect

Check the school's commitments and what is expected from parents, carers and pupils.

2

DISCUSS

Make it meaningful for your child

Talk through the agreement, answer questions and agree how you will support it at home.

3

SIGN & RETURN

Show a shared commitment

Both parent or carer and pupil sign it, then return it promptly to school.

Please return the signed agreement to school by the requested date.

What is an ICT home-school agreement?

A shared promise about how pupils will use devices, school systems and the internet safely and responsibly.

THE SCHOOL

The school promises to...

- provide safe, secure and filtered systems
- teach digital skills and online safety
- protect information and respond to concerns

FAMILY & PUPIL

Families and pupils promise to...

- follow the school's acceptable-use rules
- protect passwords and personal information
- be kind online and report anything worrying

Safe choices online need teamwork at school and at home.

Why reading, discussing and signing it matters

It helps children use technology safely, confidently and responsibly.

1

READ

Everyone knows the rules

Reading it makes acceptable use, privacy and online behaviour clear from the start.

2

DISCUSS

Children make safer choices

Discussing it helps children recognise risks, protect information and report worries.

3

SIGN & RETURN

Home and school work together

Signing shows a shared commitment—and returning it confirms that everyone will play their part.

Clear expectations protect learning, wellbeing and the whole school community.



COMPUTING HOME/SCHOOL AGREEMENT:



As a pupil I will:

Use a suitable online name or avatar instead of my real name whenever appropriate.

Keep personal information, photographs and passwords private.

Only communicate online with people I know and use privacy, reporting and blocking tools when needed.

Remember that anything posted online may become public and can be copied, changed or shared.

Communicate respectfully and behave responsibly when using apps, social media and online games.

Check whether online information is reliable and ask an adult if I am unsure.

Tell a trusted adult immediately if I see or receive anything upsetting, inappropriate or suspicious online.

Use devices for a reasonable amount of time and follow agreed limits.

Respect copyright and obtain permission before using images, information or other people's work.

Use Academy technology for learning, look after equipment, and never access inappropriate content, install unauthorised files, or interfere with another pupil's work or data.

As a parent/carer I will:

Talk regularly with my child about how they use the internet, including the websites, apps and games they access.

Encourage my child to show me their online activities and ask open, supportive questions about their experiences.

Check privacy and security settings with my child and ensure personal information is not shared publicly.

Follow the age restrictions for social media platforms, apps, games and other online services.

Keep internet-enabled devices, including games consoles, in shared family spaces where appropriate.

Agree reasonable boundaries for screen time, mobile-phone use and online activities.

Remind my child never to meet an online contact in person without my knowledge, permission and appropriate adult supervision.

Monitor my child's online communication appropriately and reassure them that they can report anything worrying without fear of being punished.

As a school we will:

Provide pupils with safe, reliable access to school computers and approved online learning tools.

Teach pupils how to use technology responsibly, respectfully and safely.

Use appropriate filtering and monitoring systems to help protect pupils from unsuitable content.

Keep pupils' personal information secure and follow data protection requirements.

Explain clearly how school devices, accounts, email and internet access may be used.

Inform parents about any significant concerns or incidents involving their child's use of technology.

Provide guidance and support to help families encourage safe and balanced technology use at home.

SIGNED CHILD: _____

SIGNED PARENT/CARER: _____

SIGNED ON BEHALF OF WYGATE PARK:

Mrs W. Devine/Dr C. Early



Other Information

- Optional SATs
- Water bottles
- Healthy lunches
- Clubs
- Behaviour Expectations/Carrot Points
- Class trips throughout the year
- Phonics Play/Top marks/TT Rockstars
- Breakfast Club/Afterschool club
- MyEd



Thank you for attending the
Year 2 Curriculum Evening.

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Evening.

If you have any questions, please speak to Miss
Coleman