

YEAR 2

CLASSES 3 & 4





WHO ARE WE?

CLASS 3 – MISS KELLY / MISS HARVEY / MISS VERNON

CLASS 4 – MRS BROWN / MRS OSHUNGBURE

MRS MOHAMMED / MRS SANDERSON





EVERYDAY ESSENTIALS

- ☐ School Day **8.50 – 3.15**
- ☐ Children need to have a water bottle.
- ☐ Correct school uniform clearly **labelled** with your child's name and class.
- ☐ Bookbags and **not backpacks**
- ☐ Black shoes/trainers.
- ☐ Communication with teachers through the school office **not at the classroom door.**



**PE**

CLASS 3	MONDAY	TUESDAY
CLASS 4	TUESDAY	THURSDAY

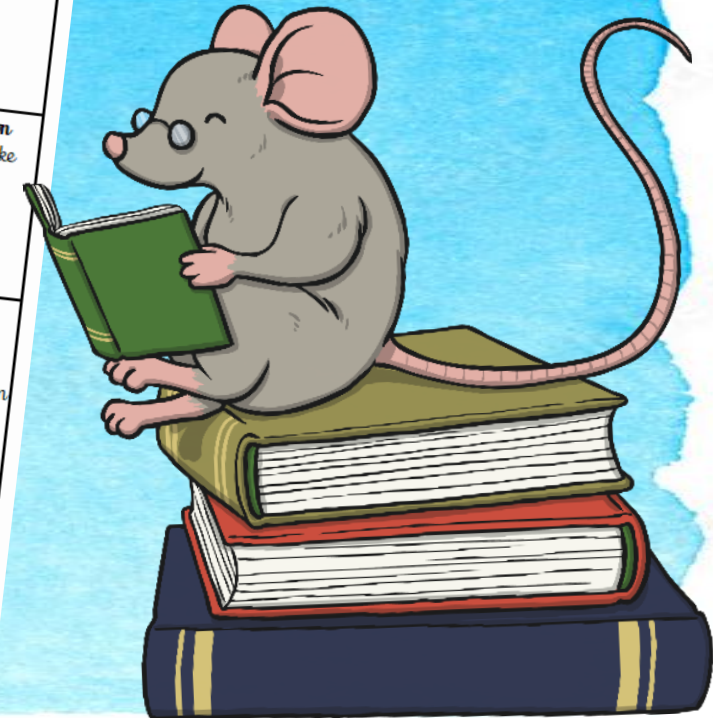
**LIBRARY**

CLASS 3	TUESDAY AFTERNOON
CLASS 4	TUESDAY AFTERNOON

READING IN YEAR 2

- ☐ Children will receive new books every **Tuesday**.
- ☐ Children to return their books alongside reading journal on **Monday**.
- ☐ Please have books in school every day!

Fiction		Non-Fiction	Poetry
A) Retrieval Find words in the text that describe the characters. Can you think of other words that have the same meaning? E.g. sad = upset	B) Retrieval Find words in the text that describe the setting. Can you think of other words that have the same meaning? E.g. scary = frightening	I) Before Reading Can you think of three questions that you would like to find the answers to in the book?	M) Retrieval Can you find any words that rhyme?
C) Prediction Look at the title and the front cover, can you predict what might happen in this book? Why do you think that?	D) Before Reading Read the blurb. Does this make you want to read the book? Explain why.	J) Retrieval I have found three facts. They are...	N) Opinion I like/dislike this poem because...
E) After Reading Find your favourite part of the book. Why is it your favourite?	F) Opinion If I reviewed this book I would say...	K) Layout/Structure Why are the pictures and diagrams useful in a non-fiction text?	P) Opinion From this book, my favourite poem is... Can you explain why?
G) Sequencing Can you explain what happens at the beginning, middle and end of the story?	H) Inferencing The main emotion/emotions in this book are... I know this because...	L) Vocabulary A new word I have learnt is...	P) Retrieval Can you find evidence of an action in your poem? E.g. running, sailing, flying.





ATTENDANCE

Term time holidays will be recorded as unauthorised, and fines may be issued.

EVERY SCHOOL DAY COUNTS

Attendance during the school year	Equates to days absent	Which is approximately
97%	6 Days	1 Week
94%	10 Days	2 Weeks
90%	19 Days	4 Weeks
85%	29 Days	6 Weeks
80%	38 Days	8 Weeks
75%	48 Days	10 Weeks
70%	57 Days	11.5 Weeks
65%	67 Days	13.5 Weeks



Please see new attendance policy on our website .



6RS



RESPECT	✓ I work well with others and treat everybody respectfully. ✓ I am polite and helpful to everyone. ✓ I look after the environment and resources.
RESPONSIBILITY	✓ I can take responsibility for my own learning and behaviour. ✓ I can keep myself safe and health. ✓ I can complete tasks to the best of my ability.
RESILIENCE	✓ I like a challenge. ✓ I am not afraid of finding things hard. ✓ I minimise negative distractions. ✓ I stick at things despite difficulties.
RECIPROCITY	✓ I can work on my own at times and I can work with at others. ✓ I can work as a team and respect and recognise other people's skills. ✓ I can listen and understand how other people might feel and what it would be like to experience that feeling. ✓ I can recognise good role models and learn from them.
RESOURCEFUL	✓ I can be logical and systematic when working. ✓ I make use of a range of learning resources. ✓ I enjoy using my imagination.
REFLECTION	✓ I know what I have done well and what I need to do to improve. ✓ I can transfer learning from one area to another. ✓ I can anticipate problems and ask enquiry questions. ✓ I can talk about how I learn.



CHARACTER STRENGTHS



RESPECT

GRATITUDE Being thankful, even for the little things.
EMPATHY Understanding people's feelings and desiring to help.
LISTENING Paying attention to what someone has to say and acting on it.
TRUST Relying on others and being reliable.

RESPONSIBILITY

DECISIVENESS The ability to make decisions quickly and effectively.
ENTHUSIASM Ready and keen to learn all there is to know, to contribute and enjoy.
KIND/CARING Taking care of yourself and others.
OPEN MINDEDNESS To compromise, try new things or to hear and consider new ideas.

RESOURCEFULNESS

CREATIVITY/IMAGINATION Thinking outside the box.
CURIOSITY Eager to learn something new, not afraid to ask questions.
PROBLEM SOLVING Creating or finding a solution to a problem.
REASONING Think, understand, and form ideas logically and clearly.
UTILISING RESOURCES Utilising available materials to their fullest potential.

RECIPROCITY

COLLABORATION Being an active member of a group that works together towards a goal.
COMMUNICATION Simply the act of transferring information from one place, person, or thing to another.
ENCOURAGING Giving others support and confidence that you believe in them.
IMITATION Using something or someone as a model to learn from.
NEIGHBOURLINESS Being a good citizen and appreciating your local community whilst making it better.
TEAM WORK Working within a group and contributing individual skills.

RESILIENCE

CONCENTRATION The act of focussing your attention. The art of not being distracted.
CONFIDENCE Believing in yourself and your abilities. Not being shy of trying.
COURAGE To not be afraid to do the right thing, even if it is difficult.
PERSEVERANCE Carrying on through difficulties or setbacks.
SELF-CONTROL Managing distraction and choosing your own behaviour.

REFLECTION

EVALUATION Thinking about your efforts and achievements, both positive & negative.
HONESTY Being truthful about your performance and following rules.
SELF-DIRECTION Making your own decisions and being driven by your own goals.

RESILIENCE

CONCENTRATION The act of focussing your attention. The art of not being distracted.

CONFIDENCE Believing in yourself and your abilities. Not being shy of trying.

COURAGE To not be afraid to do the right thing, even if it is difficult.

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CHARACTER STRENGTHS





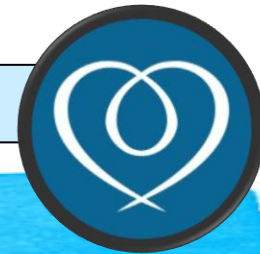
OUR SCHOOL RULES



BE Ready

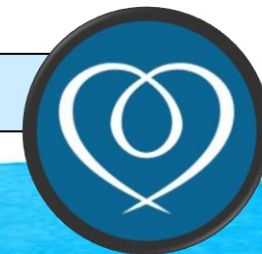
BE Respectful

BE Safe



- ☐ Two parent evenings:
October and February
- ☐ End of year written report
- ☐ Book looks
- ☐ Data snapshots end of each term
- ☐ Stay and parent sessions
- ☐ Whole school events
- ☐ Reading Logs



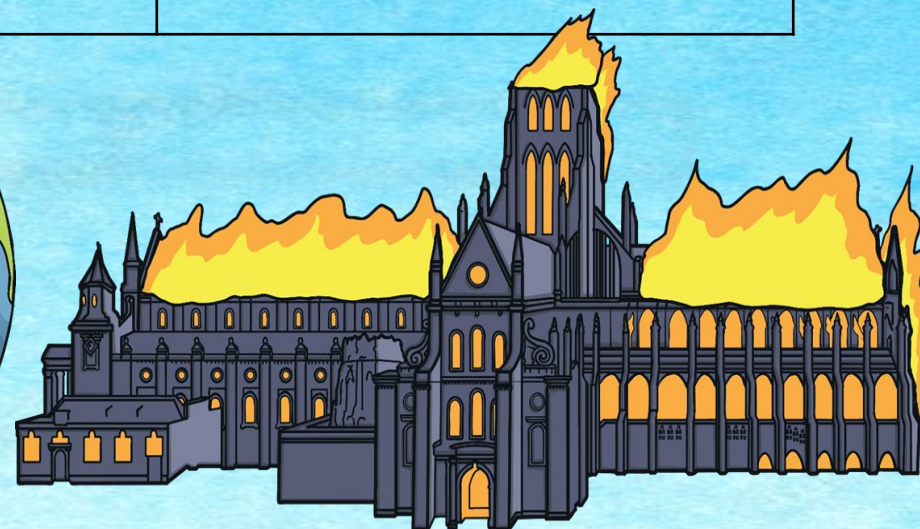
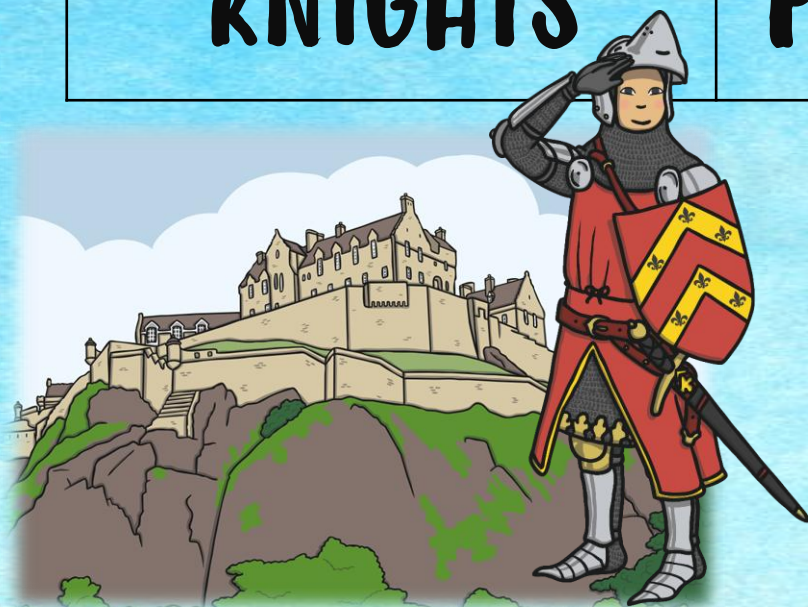


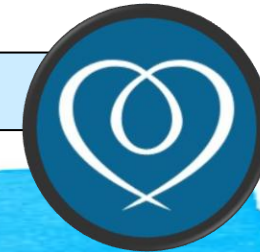
OUR TOPICS FOR THE YEAR

**CASTLES AND
KNIGHTS**

**PROTECTING
PLANET EARTH**

**GREAT FIRE
OF LONDON**





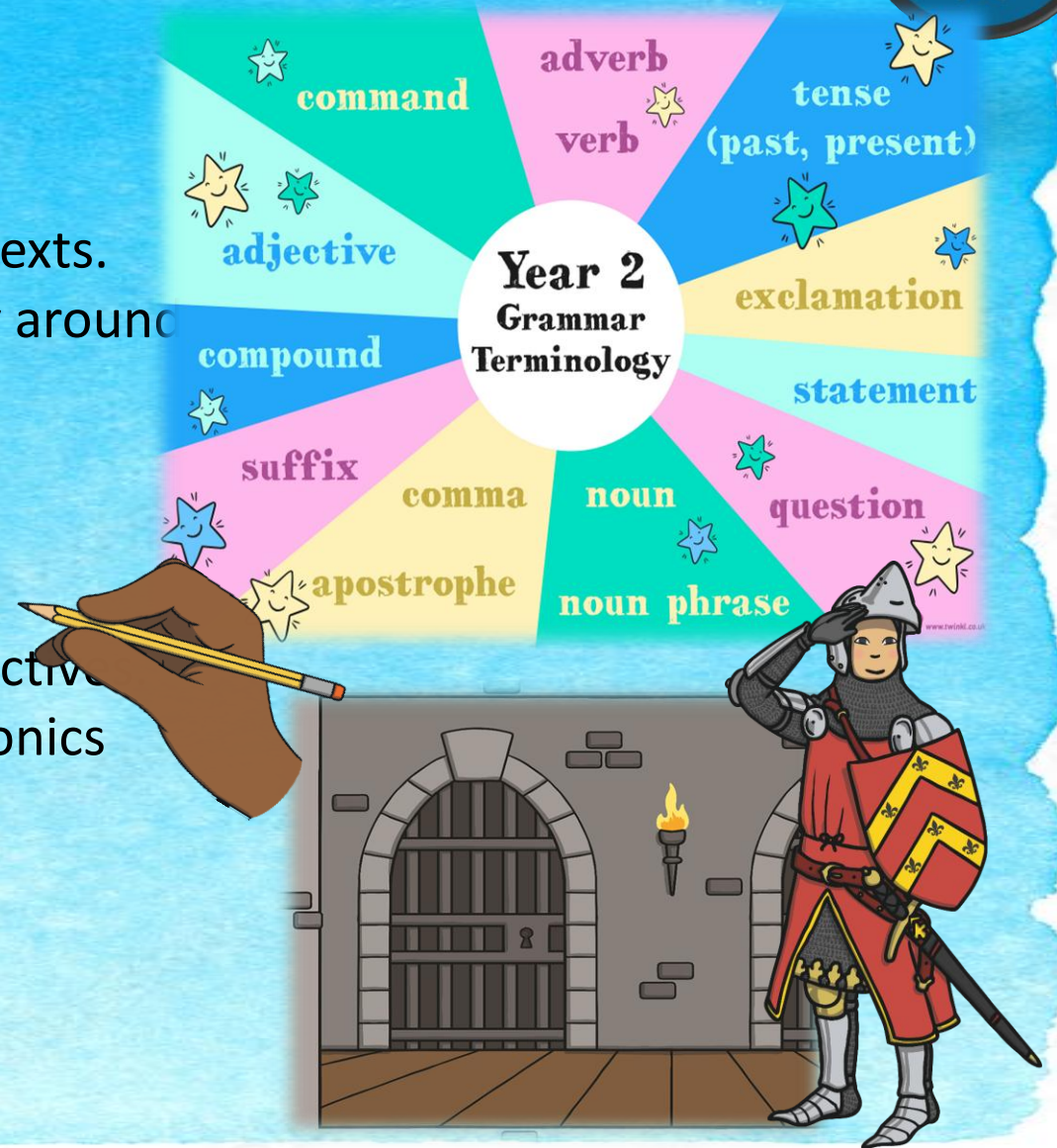
I DO – WE DO – YOU DO

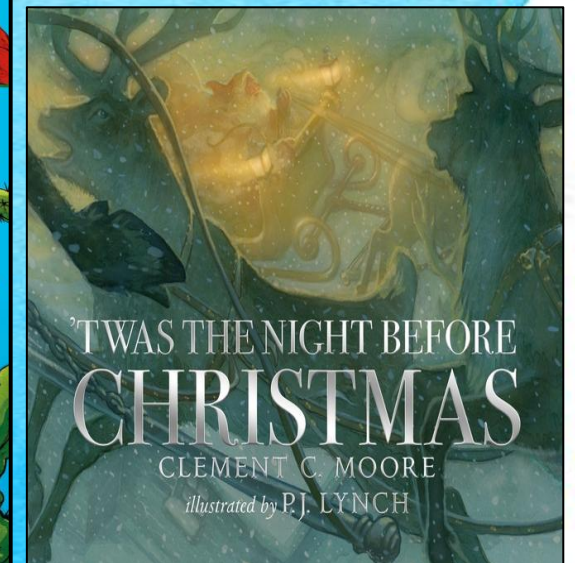
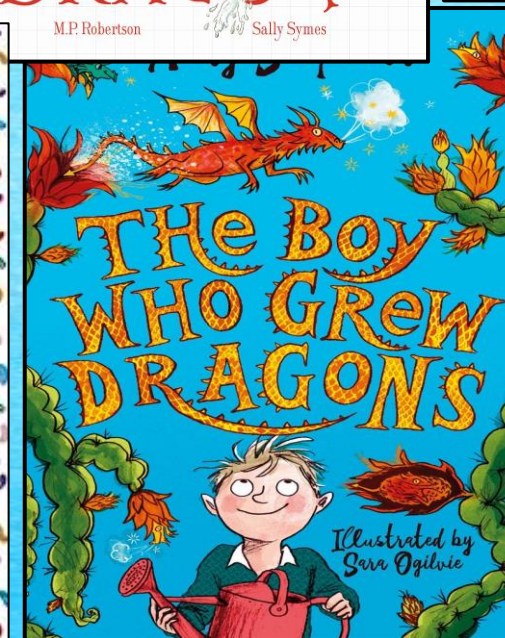
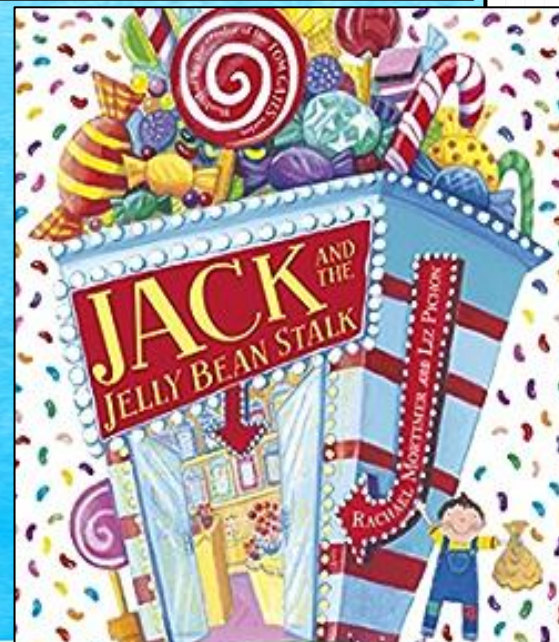
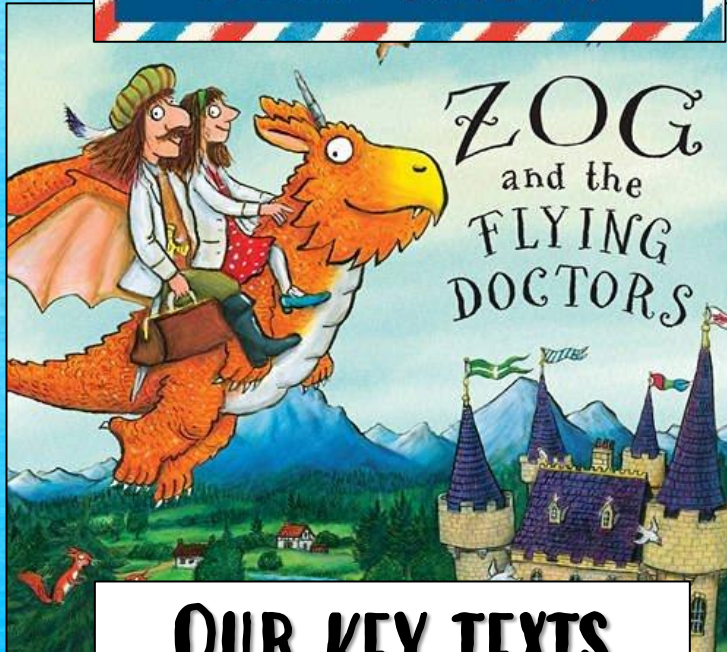
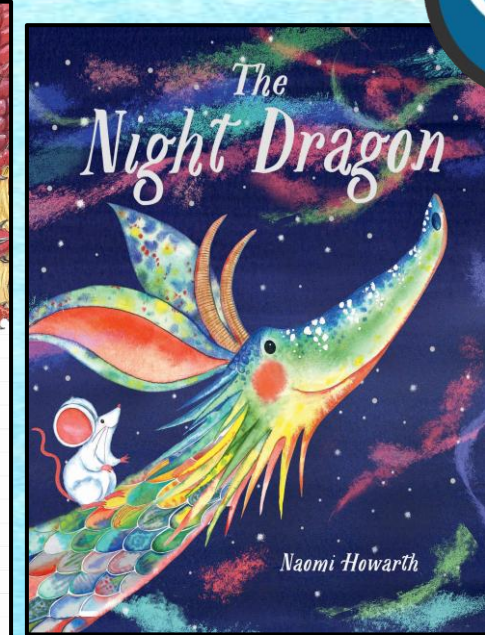
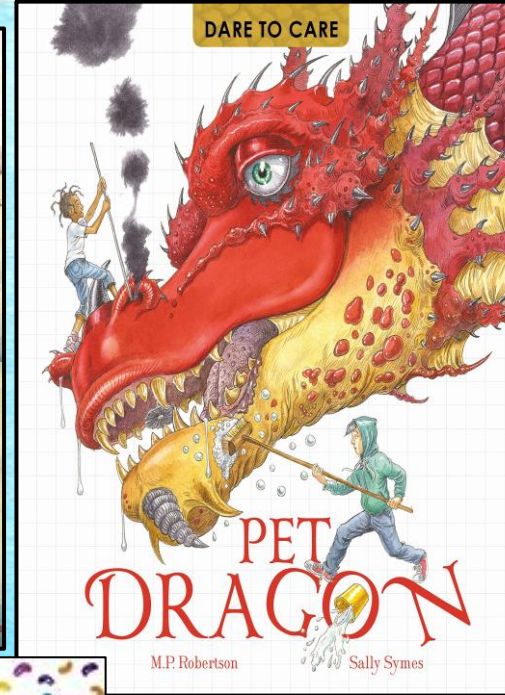
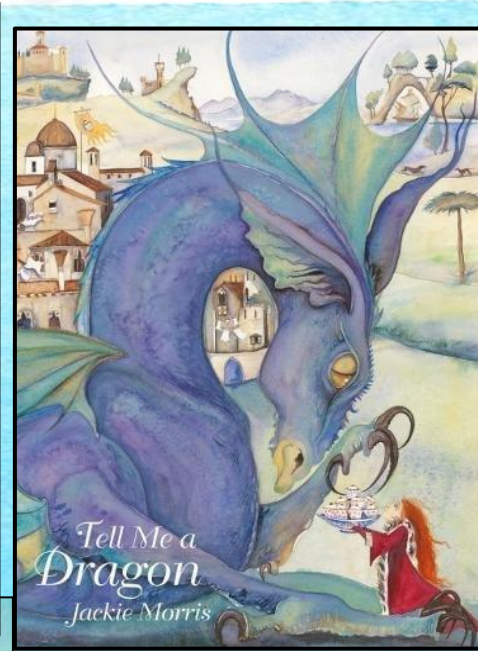
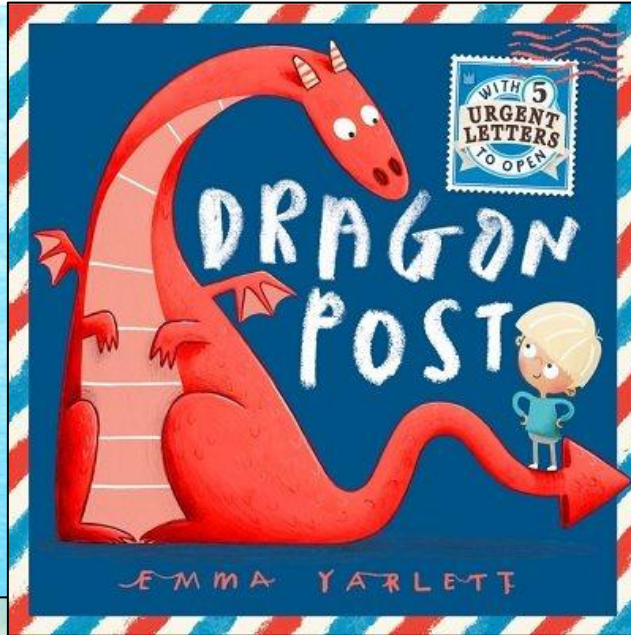




ENGLISH

- ❑ We will continue to teach through high-quality texts.
- ❑ Our independent writing will be based primarily around Castles, Knights and Dragons.
- ❑ We will write for different purposes to inform, entertain, persuade and discuss.
- ❑ Regular opportunities to read and be read to.
- ❑ Children will be taught the Year 2 grammar objectives.
- ❑ Teach the Year 2 spelling rules alongside the phonics.
- ❑ Continue to have a focus on handwriting and presentation of writing.





OUR KEY TEXTS



MATHS

At Brocks Hill we follow the White Rose Maths Scheme. During maths lessons in the Autumn term the children will start off by learning about **place value** within 100. They will look at partitioning numbers to 100, comparing numbers and counting in 3s for the first time. Children will look at number bonds to and within 20, adding and subtracting ten, as well as adding and subtracting with 2 digit numbers. In the Autumn term children will also explore shape and their properties.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number				Number				Geometry			
	Place value				Addition and subtraction				Shape			
	VIEW				VIEW				VIEW			



LEARNING MODE & PERFORMANCE MODE

We can try new things.
We can make mistakes and it's ok.
Learning from mistakes.
We don't have to worry about getting things wrong.
No one will make us feel embarrassed.
We want to get advice and help from our friends and our teachers.
We use a Growth Mindset
We use Resilience, Resourcefulness, Reciprocity and Reflection



We really focus & concentrate.
We block out all distractions.
We get as much correct as we possibly can.
We try not to make mistakes.
We remember all the things we have learned.
We use our learning to help us with our answers.
We use the 6Rs





HOLISTIC CURRICULUM

- ☐ Weekly PSHE lessons
- ☐ Weekly Religious Education lessons
- ☐ PE twice a week at least
- ☐ Character Education
- ☐ Daily Boost
- ☐ Mindful Activities
- ☐ Well-being ambassadors and Play leaders
- ☐ UNICEF Rights respecting school
- ☐ School Games Platinum School
- ☐ A range of after school clubs



Please keep us informed if your child's life circumstances change so that we can support them.

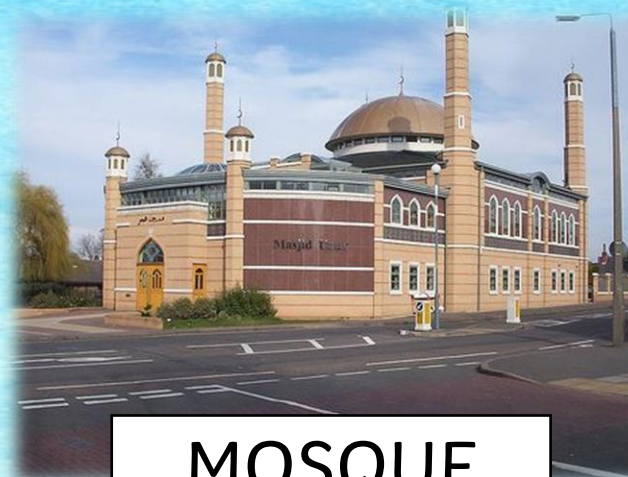


ENRICHMENT & TRIPS

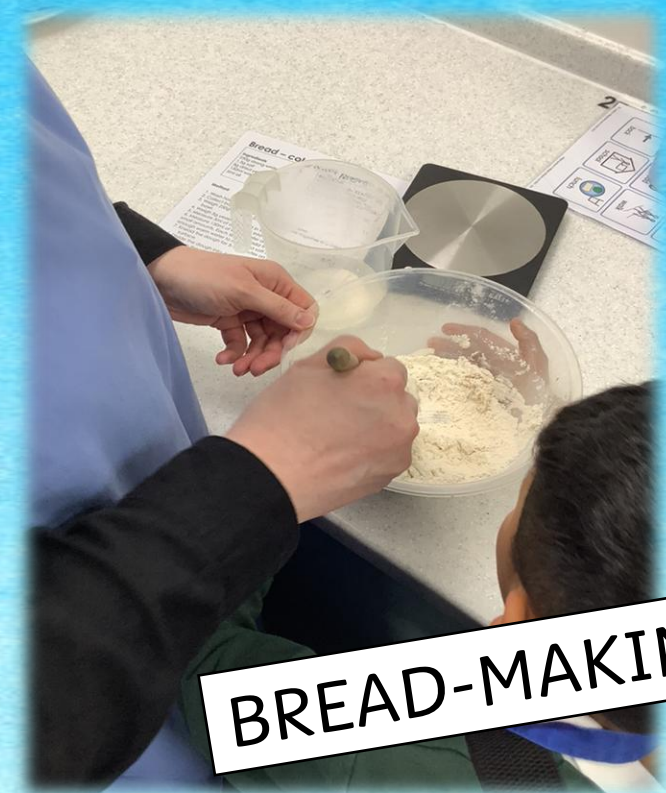
CONCERT



CASTLE



MOSQUE



BREAD-MAKING



HOME LEARNING

OUR EXPECTATIONS

- ☐ Reading – particularly reading for pleasure, sharing books, reading together has the single biggest impact on educational achievement.
- ☐ Weekly spelling test in line with our phonics lessons.
- ☐ Practising phonics sounds from the reading diary and completing the reading grid.
- ☐ Teachers may also direct pupils to additional work to support their work in class if this is felt necessary.
- ☐ Talk to your child about what they are learning in school.
- ☐ Encourage them to develop their own interests.
- ☐ Playing board games that involve counting.
- ☐ Encourage them to be physically active.
- ☐ Reinforce the 6Rs and encourage those effective characteristics for learning.



Regular reading impacts a child's success at school.
If not addressed early the educational gap widens...

Child A



Reads 20 minutes
per day

3,600 minutes
per school year

1,800,000 words
per school year



Scores in the
90th percentile

Child B



Reads 5 minutes
per day

900 minutes
per school year

282,000 words
per school year



Scores in the
50th percentile

Child C



Reads 1 minute
per day

180 minutes
per school year

8,000 words
per school year



Scores in the
10th percentile

Standardised Test Scores

By the end of grade 6, Child A will have read the equivalent of 60 school days, Child B will have read for 12 school days and Child C will have read for 3 days. Nagy and Herman, 1987.



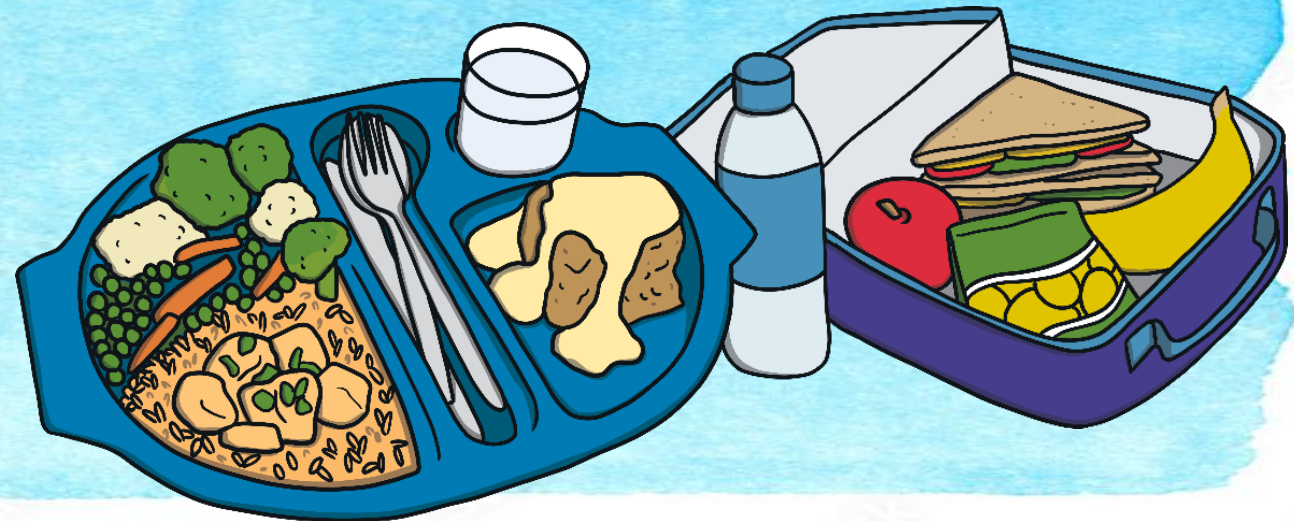
READING IMPACT





LUNCHTIMES

- ❑ Children in KS1 are entitled to universal free school meals
- ❑ Children may bring a healthy packed lunch if they prefer.
- ❑ If a child forgets their packed lunch please bring it to the office before 10am.
- ❑ We do not allow children to bring nuts or products containing nuts to school. This includes chocolate spread. **WE ARE A NUT FREE SCHOOL.**





OTHER REMINDERS

- ☐ All children entitled to free eye tests.
- ☐ Pupil Premium- are you entitled?
- ☐ Contact details: Please ensure your details are up to date, let the office know of any changes. Please fill in the form of who is authorised to collect your child. If it is someone different / won't be you – inform the office.
- ☐ Can be very busy outside Year 2 Classrooms, especially Class 4. Please be mindful of other parents trying to get past.
- ☐ If doors have closed, morning or afternoon, please go to the office.
- ☐ Please refrain from going on the hill, trim-trail, spider and tyres in the morning. No football please.

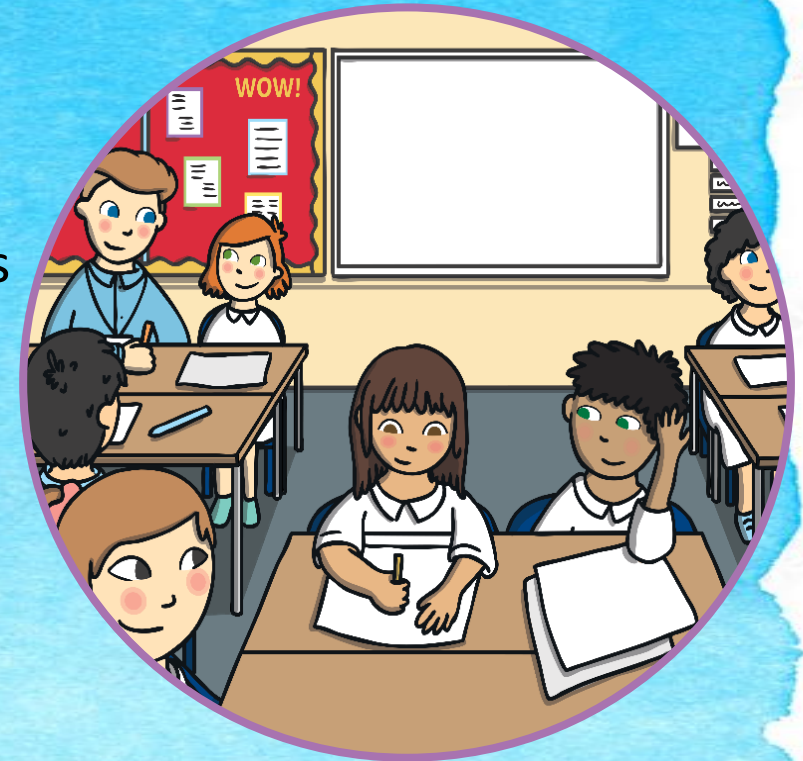
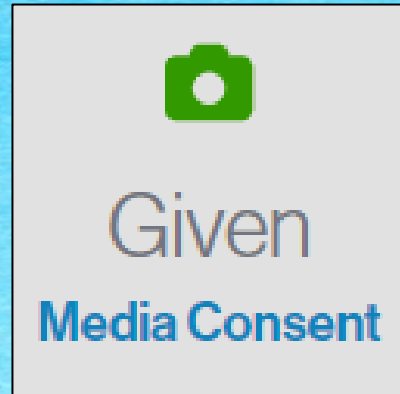




PHOTO PERMISSION

☐ Please update
PHOTO
permission on
BEE-hive.

☐ We like to post
regularly on
TWITTER.



Brocks Hill Primary School · 19/05/2024

This term Year 1 have been learning about plants. Earlier in the term, they planted beans and have been observing and taking care of their plants for the last few weeks.

We cannot believe how tall they have grown. Some reaching over a metre- WOW!
@LHTrustLeics 🌱🌱



🗨️ 2 ❤️ 15 📊 503 📌 📤



Brocks Hill Primary School @BrocksHill · 6d

Key Stage 1 have LOVED Culture Day! It was lovely to hear the children sharing their experiences, views and discussing all the different faiths in our school. We think the children look FANTASTIC! @LHTrustLeics 🙌🙌



🗨️ 4 ❤️ 27 📊 780 📌 📤



Brocks Hill Primary School · 14/02/2024

🌍 Climate Change Heroes 🌍

This week, within our geography lesson, Year 2 LOVED becoming news reporters and discussing 'Climate Change'.

AMAZING to see how much knowledge the children have gained and remembered! 🌍🗣️
@WWF @BBCNews @LHTrustLeics
#protectingplanetearth



🗨️ 4 ❤️ 28 📊 798 📌 📤



CONTACT US

- ☐ If your child is ill please contact school office.
- ☐ If you need to speak to your child's teacher please arrange a meeting with them through the school office.
- ☐ If you have a concern we ask that you always first speak to your child's teacher. We know this normally resolves the situation quickly and smoothly.
- ☐ Messages regarding appointments, collections and medicines must be given at the office. They will then be passed onto the teaching staff.
- ☐ For longer discussions, please arrange a time for after school at the office.





THANK YOU ANY QUESTIONS

