



Mrs Webb and Miss Robinson

Attendance Matters

190 = 0 Days Lost
100%
No Lessons Missed
Well Done

180 = 10 Days Lost
95%
50 Lessons Missed

171 = 19 Days Lost
90%
95 Lessons Missed

152 = 38 Days Lost
80%
190 Lessons Missed

133 = 57 Days Lost
70%
285 Lessons Missed

114 = 76 Days Lost
60%
380 Lessons Missed



STAFFING ARRANGEMENTS FOR DONALDSON CLASS

Teacher: Miss Robinson

Teaching Assistant: Miss Banna

Mrs Burnett and Mrs Davies(support across the year group)

STAFFING ARRANGEMENTS FOR SOUNDAR CLASS

Teachers: Mrs Webb

Teaching Assistant: Miss Pemberton

Additional Support: Miss Allen, Miss Mortimer
and Miss Callis

Mrs Burnett and Mrs Davies(support across the
year group)

STAFF WHO WILL ALSO BE WORKING WITH YOUR CHILD:

Mrs Khangura (Headteacher and Assembly)

Mrs Barr (Deputy Headteacher and assembly)

Mr Newlands (PE)

SCHOOL UNIFORM EXPECTATIONS

All children should be wearing black school shoes, not boots.

Black school trousers not jogging bottoms or leggings.

Please **label all clothing especially jumpers clearly** and re-label after they've been through the wash.

PE KIT

- Children must have a white T shirt, black shorts and plimsolls/trainers. During the Autumn term children must have trainers and a tracksuit. All P.E kit should be named with your child's name.
- PE may be taking place outside, it is important that suitable kit is provided.
- Soundar PE is on Tuesday afternoon and Thursday morning.
- Donaldson PE is on Tuesday afternoon and Monday morning.
- Please Bring PE kits back into school for the following Monday lesson.

SNACKS/DRINKS

- We have clean drinking cups in the classroom. Your child can also bring a labelled water bottle with **water only.**
- Fruit snacks are provided by the school but your child can bring in a snack of fruit or vegetables only.

SCHOOL GRID LUNCHES

Please pre-order your child's lunch using the School Grid system.

You should have received an email about how to do this and it will tell you what the lunch options are.

You can set this up weeks in advance.

If lunches are pre-ordered, please share with your child what you have ordered as we can't check once you have booked.

TIMETABLE

Times	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 - 9.05	Registration	Registration	Registration	Registration	Registration
	Early Morning Work - Arithmetic	Early Morning Work - Arithmetic	Early Morning Work - Arithmetic	Early Morning Work - Arithmetic	Early Morning Work - Arithmetic
9.05 - 9.30	Phonics	Phonics	Phonics	Phonics	Phonics
9.30 - 10.20	English	English	English	English/PE	Maths
10.20 - 10.30	Snack and story	Snack and story	Snack and story	Snack and story	Snack and Newsround
10.30 - 10.50	Break	Break	Break	Break	Break
11 - 11.40	Maths Donaldson - PE	Maths	Maths	English/PE	Music assembly Maths mastery
11.45 - 12.45	Lunch	Lunch	Lunch	Lunch	Lunch
12.45 - 1.00	Maths mastery	Maths mastery	Maths mastery	Maths mastery	Guided reading 1.20 -2.10 Computing/ RE rotation 2.10-3.00 Computing/ RE rotation
12.55 - 2pm	1.00-1.20 Guided reading	Rotation PE/ Music/ handwriting	1.00-1.30 Guided reading	1-2 Geography / History	
	1.20-2.10 PSHE	Assembly 2-2.30 pm	1.30 - 2.40 Science	Assembly 2-2.30 pm	
	2pm - 3pm	2.10-3.00 Art		Daily mile	
		Music/ Handwriting/PE	Handwriting		
3.05 - 3.15	Story time and home time	Story and home time	Story and home time	Story time and home time	Story and home time

PROCEDURES/ DAYS FOR YOU TO NOTE

Soundar PE days: Thursday and Tuesday

Donaldson PE days: Monday and Tuesday

Homework: Handed out on Friday, due in the following Thursday. This will consist of maths and spelling. Spelling testing will be on a Thursday morning.

Reading: Your child should read every night, reading records will be checked every Tuesday and books will be changed as needed. **Please sign your child's reading record.**

MATHS HOMEWORK

Maths homework consists of maths challenges.

Please complete homework neatly in pencil. Speak to us if your child is finding the work too tricky.

Homework is due in the following Thursday.

YEAR 2 TOPICS



- Poles Apart
- Fire Fire
- Sew it

YEAR 2 TOPICS



- What a wonderful world
- Magical mapping
- Let's go to China

READING BOOKS

Your child will take part in Reading Sessions daily. (Guided reading or 1:1 reading)

They will read with a teacher or TA in those sessions.

Each child should have one scheme book.



READING CERTIFICATES

- Children will be awarded a certificate for every 20 reads.
- We will only count one read per day even if more are recorded.
- Certificates will be awarded in assembly on Tuesdays.
- There will also be a weekly Star Reader award.

COMPUTER PROGRAMS YOU CAN USE

We will be sending home login details to Google Classroom, Purple Mash and eventually Times Table Rockstars (Summer term).

These will be stuck into your child's reading records.

These programs will be used in class and can be used for activities at home.

GOOGLE CLASSROOM

Once we have updated logins, your child will have instructions with how to get on to Google Classroom in the front of their reading record.

It will be very useful for you to access Google Classroom to access home learning activities. We will have homework activities on occasion.

ENGLISH CURRICULUM- WRITING

- Write simple narratives about personal experiences.
- 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 coordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.
- 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 CURRICULUM- READING

The pupil can:

- Read accurately most words of two or more syllables
- Read most words containing common suffixes, -ed -ing
- Read most common exception words (bath, even, hold, half, child)

In age-appropriate 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 words
- 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.

MATHS CURRICULUM PART 1

- counting in jumps of ones, twos, fives and tens and read scales in divisions
- 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
- 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 $10 - 3 = 7$, then $20 - 3 = 17$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)

MATHS CURRICULUM PART 2

- Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity ($3 \times 2 = 2 \times 3$).
- Identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, 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 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?



If They Can't Read a Word, Say:

- Can you break it up?
- Which sounds do you know?
- Do you know a word that looks like it?
- Have a good guess.

Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?



Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might.... say about that?



If They Are Not Sure, Say:

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?

Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Model good reading.
- Just five minutes every day makes a huge difference.

BEHAVIOUR/ ACHIEVEMENT REWARDS

- House points given for good behaviour, kindness, achievements and extra homework
- Behaviour faces.
- Times tables certificates (Summer term)
- Star of the Week - goes to movie lunch club on Friday with a friend.

SCHOOL TRIPS!

Shepreth Wildlife Park – Friday 16th October.

Letters to follow asap.

Payment and permission slips are all through SchoolComms so please make sure you look out for that.

PARENT REPS

We would like a parent from each class to volunteer to be a parent rep.

This is just someone to help us improve communication between parents and school.

HOW TO CONTACT US WITH ANY QUESTIONS

year2@leys.herts.sch.uk

THANK YOU FOR COMING

ANY QUESTIONS?