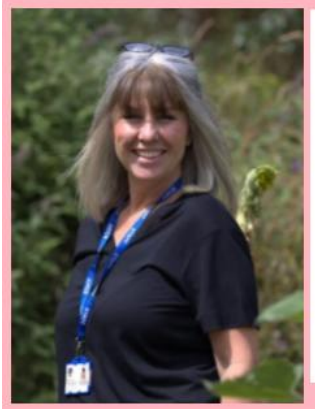
Welcome to Year Two

The Team!

Oak

Miss Andrews - Teacher

Mrs Hart - TA



Pine

Mr Ablett - Teacher

Mrs Munday and Miss Amelia - TAs

Creativity - Excellence - Resilience

Who's Who

<u>Oak</u>

Miss Andrews

Mrs Hart

<u>Pine</u>

Mr Ablett

Mrs Munday

Miss Amelia

Mrs Brookes and Mr Miles (Music)

Stewart and Laura (PE)

Mrs Pearman (Forest School)

Mrs Smith (Art)

Highlights of Year Two

- Baking Cupcakes
- Great Fire of London
- The Nativity
- Castle Trip
- Creepy Crawly Visit
- St Lucia topic (including KIC Theatre)
- Partnership with Bridge Haven Care Home
- Canterbury Mosque Trip

Curriculum

Topics

- Our Local Area
- London
- Perfect Pets
- Kings and Castles
- Caribbean Adventures
- Dragons

Trips and Visitors

- Bridge Church Visit – Term 1
- Stained Glass Window Expert – Term 1
- Bridge Village Walk – Term 1
- Creepy Claws Visit – Term 3
- Mosque Visit - Term 3
- Castle Visit - Term 4
- St Lucia Day – Term 5

Curriculum

- Ongoing informal assessments to analyse needs, identify gaps and accelerate learning.
- In the foundation subjects, i.e. Geography and History, there will be greater emphasis on the enquiry skills.

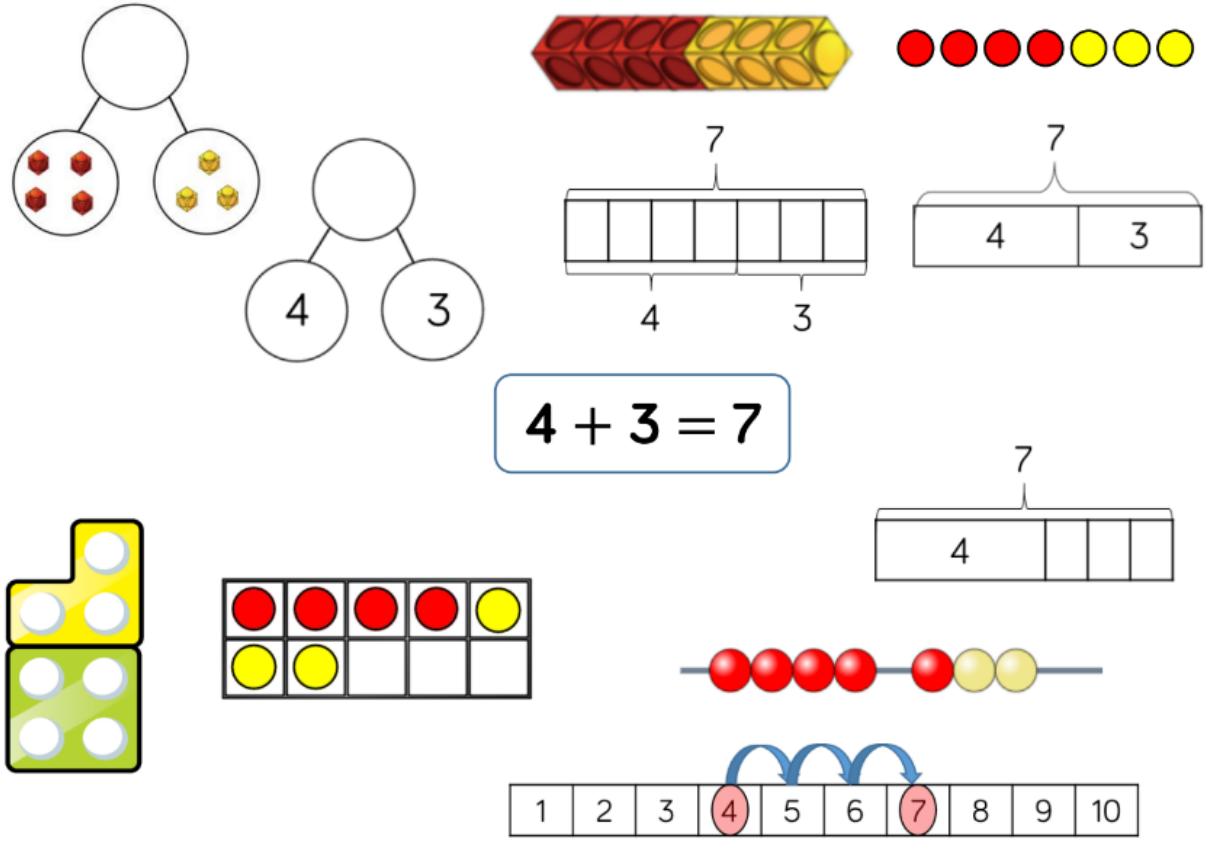
<u>English</u>

- Handwriting
- Reading
- Phonics & Spellings

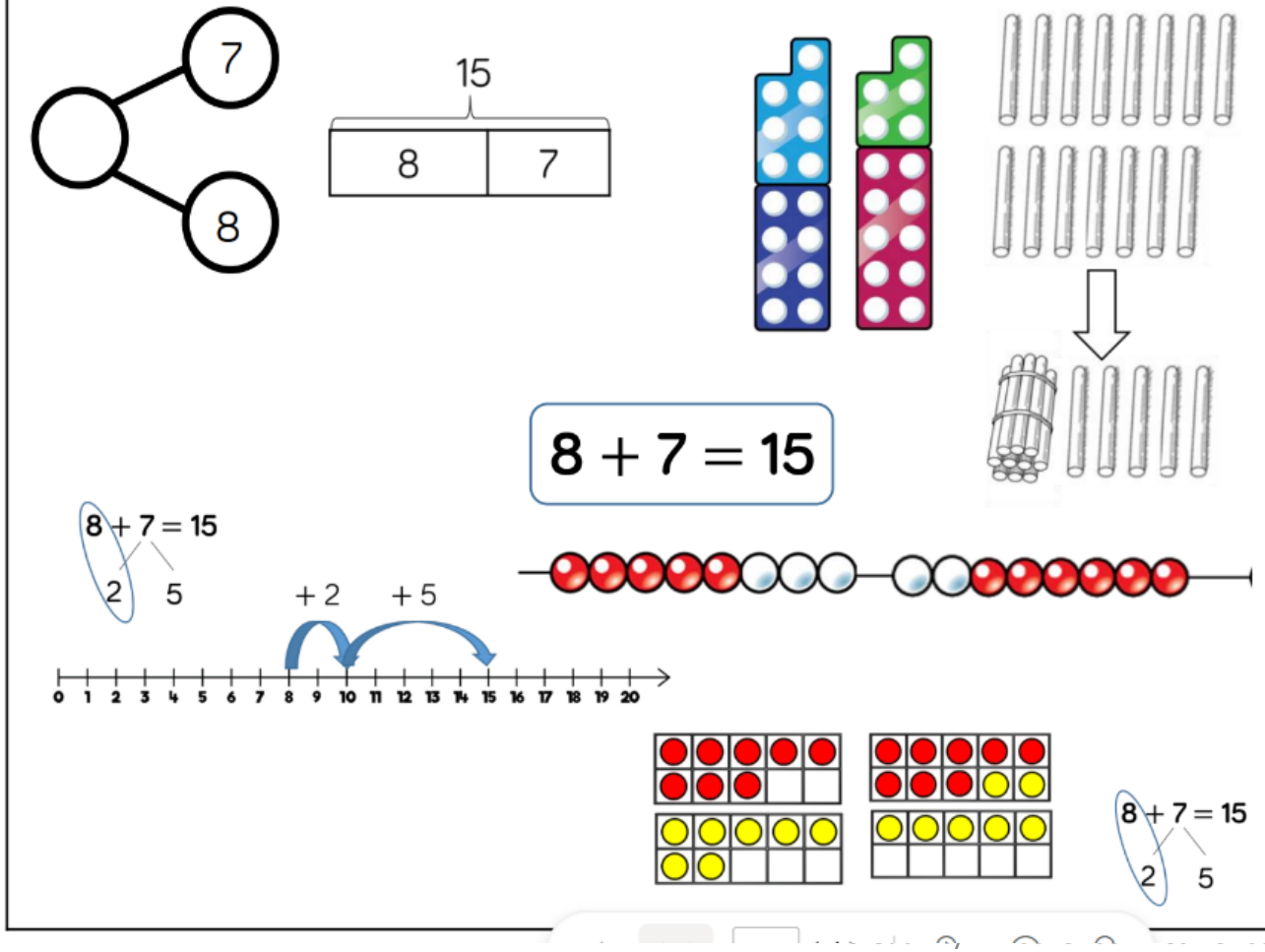
<u>Maths</u>

- Number & Place Value
- Counting in 2s, 5s, 10s and 3s
- Calculations
- Fractions

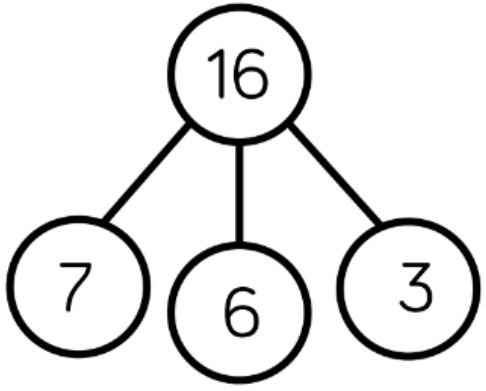
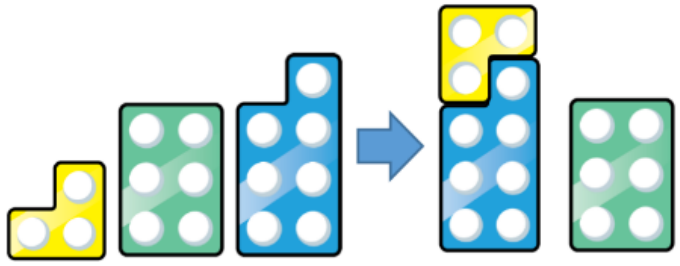
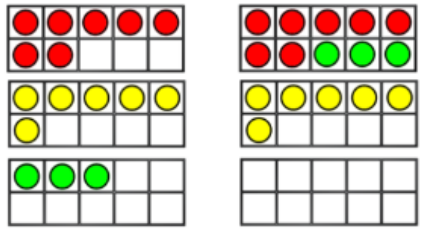
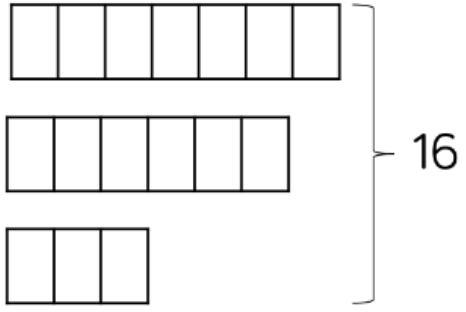
Calculation Policy - Addition and Subtraction

Skill: Add 1-digit numbers within 10	Year: 1
	When adding numbers to 10, children can explore both aggregation and augmentation. The part-whole model, discrete and continuous bar model, number shapes and ten frame support aggregation. The combination bar model, ten frame, bead string and number track all support augmentation.

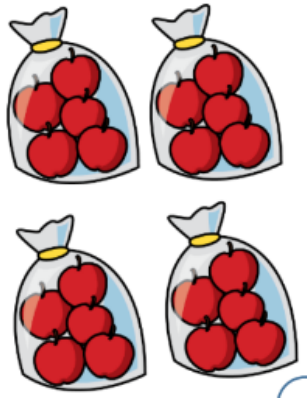
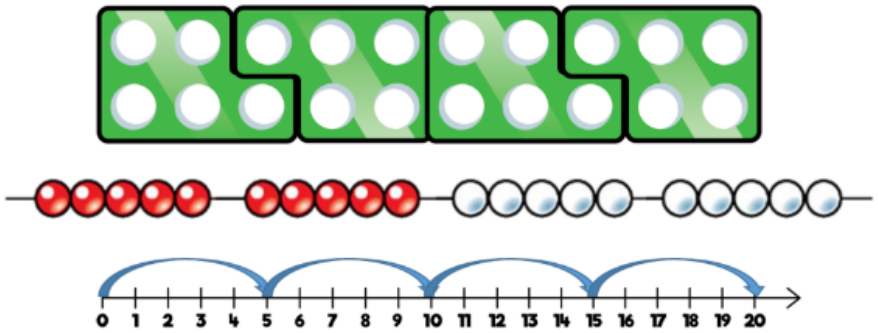
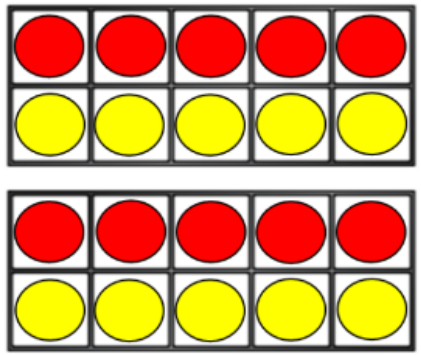
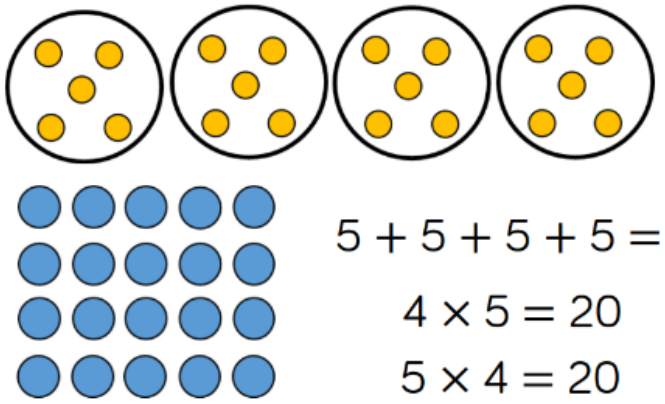
Calculation Policy – Addition and Subtraction

Skill: Add 1 and 2-digit numbers to 20	Year: 1/2
	When adding one-digit numbers that cross 10, it is important to highlight the importance of ten ones equalling one ten. In Year 1, this is only done just by counting on. From Year 2, use different manipulatives can be used to represent this exchange alongside number lines to support children in understanding how to partition their jumps.

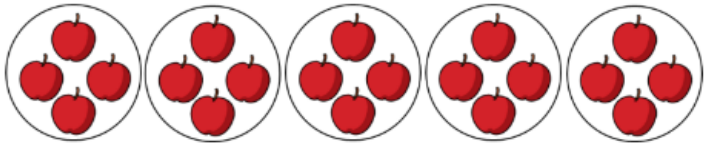
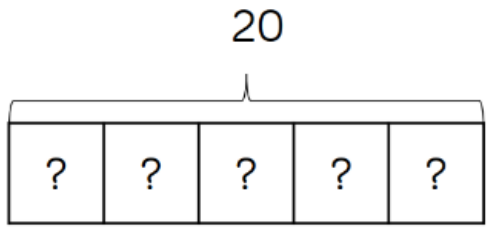
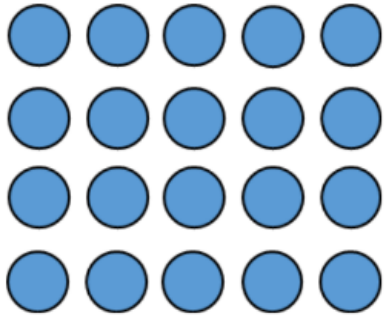
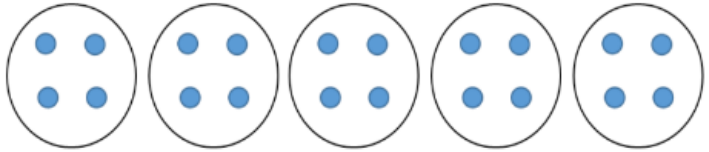
Calculation Policy – Addition and Subtraction

Skill: Add three 1-digit numbers	Year: 2
  $7 + 6 + 3 = 16$  $7 + 6 + 3 = 16$ 10 	When adding three 1-digit numbers, children should be encouraged to look for number bonds to 10 or doubles to add the numbers more efficiently. This supports children in their understanding of commutativity. Manipulatives that highlight number bonds to 10 are effective when adding three 1-digit numbers.

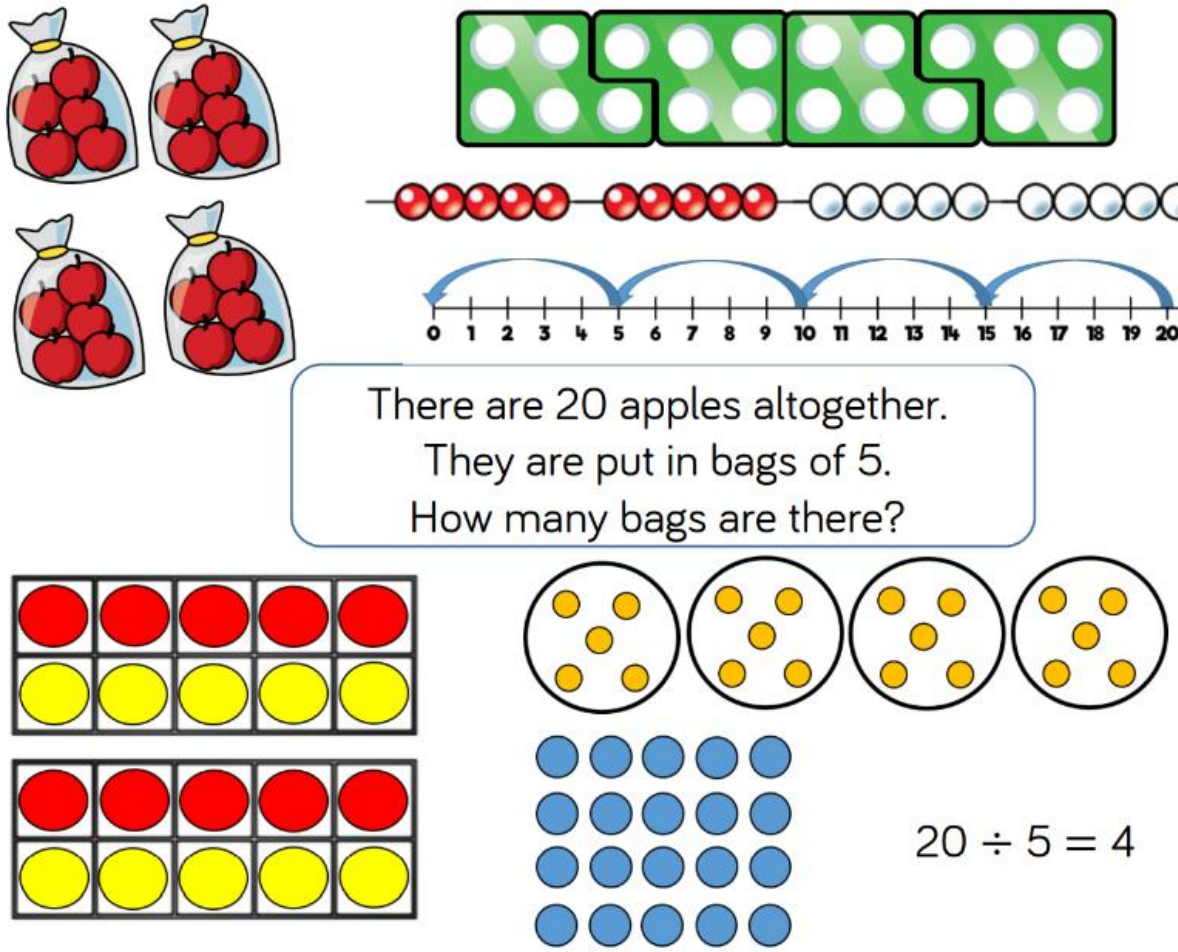
Calculation Policy – Multiplication

Skill: Solve 1-step problems using multiplication	Year: 1/2
  One bag holds 5 apples. How many apples do 4 bags hold?   $5 + 5 + 5 + 5 = 20$ $4 \times 5 = 20$ $5 \times 4 = 20$	Children represent multiplication as repeated addition in many different ways. In Year 1, children use concrete and pictorial representations to solve problems. They are not expected to record multiplication formally. In Year 2, children are introduced to the multiplication symbol.

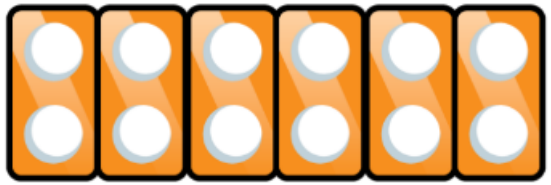
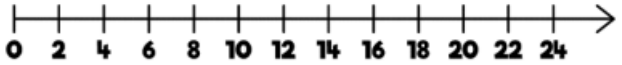
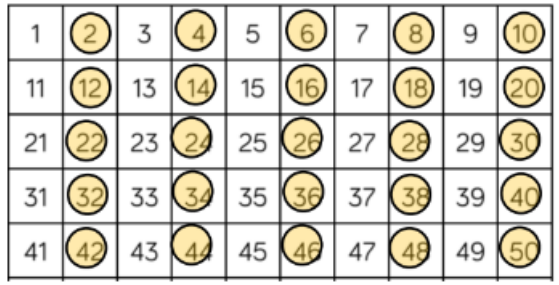
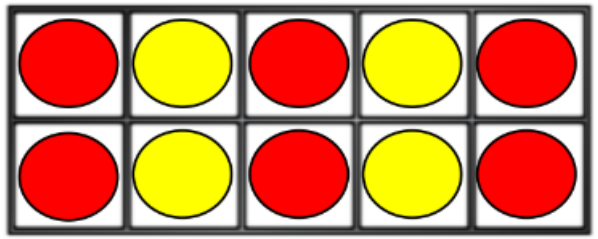
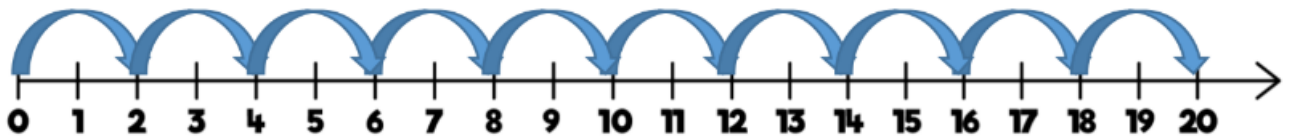
Calculation Policy - Division

Skill: Solve 1-step problems using multiplication (sharing)	Year: 1/2
  There are 20 apples altogether. They are shared equally between 5 bags. How many apples are in each bag?   $20 \div 5 = 4$	Children solve problems by sharing amounts into equal groups. In Year 1, children use concrete and pictorial representations to solve problems. They are not expected to record division formally. In Year 2, children are introduced to the division symbol.

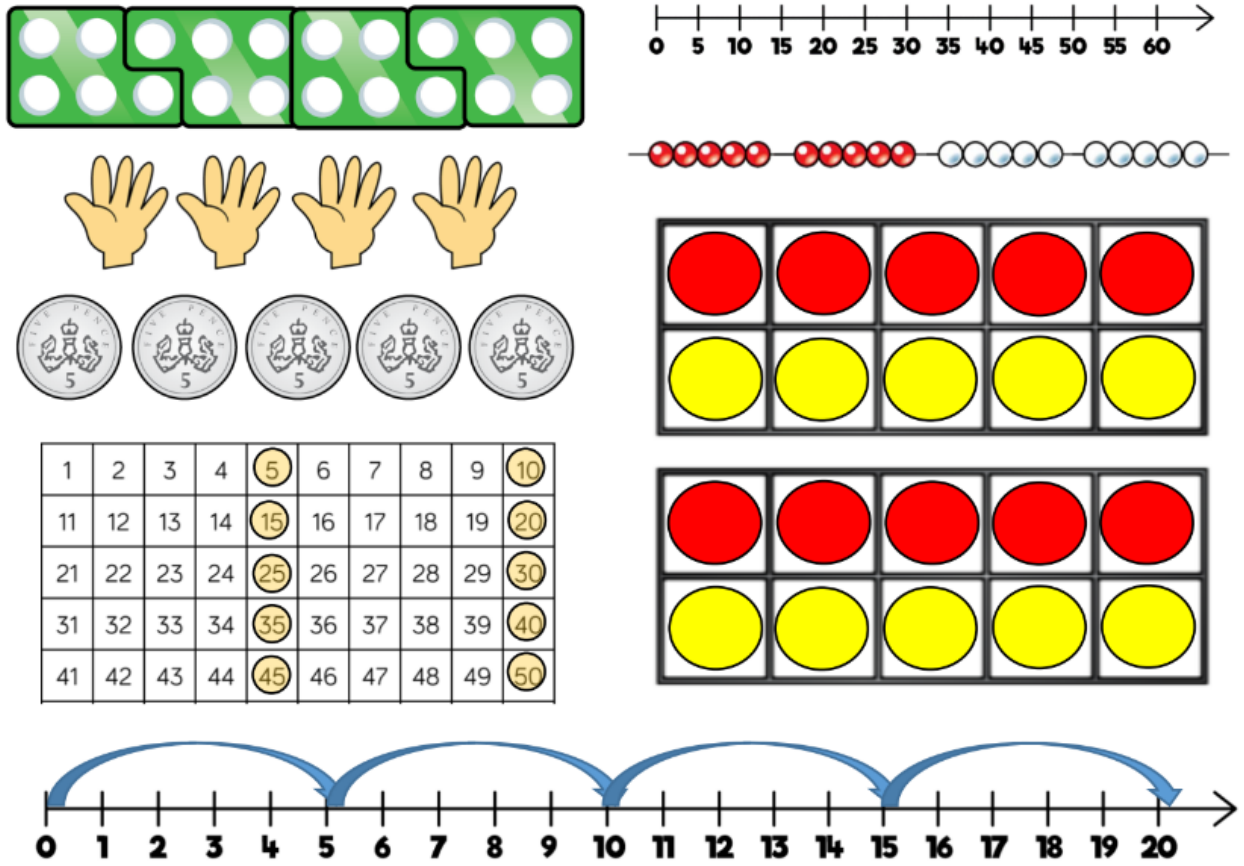
Calculation Policy - Division

Skill: Solve 1-step problems using division (grouping)	Year: 1/2
	Children solve problems by grouping and counting the number of groups. Grouping encourages children to count in multiples and links to repeated subtraction on a number line. They can use concrete representations in fixed groups such as number shapes which helps to show the link between multiplication and division.

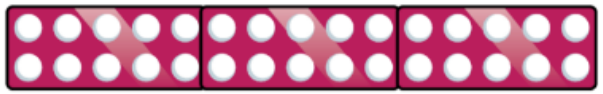
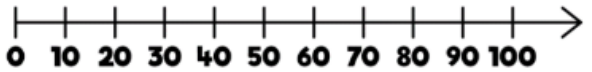
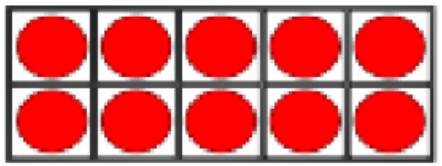
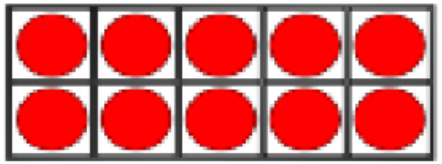
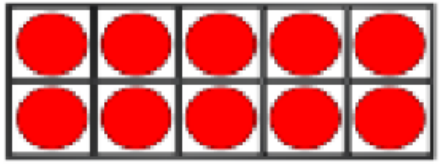
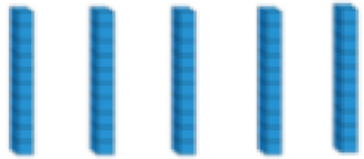
Calculation Policy – 2 Times Table

Skill: 2 times table	Year: 2
       	Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square. Look for patterns in the two times table, using concrete manipulatives to support. Notice how all the numbers are even and there is a pattern in the ones. Use different models to develop fluency.

Calculation Policy – 5 Times Table

Skill: 5 times table	Year: 2
	Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square. Look for patterns in the five times table, using concrete manipulatives to support. Notice the pattern in the ones as well as highlighting the odd, even, odd, even pattern.

Calculation Policy – 10 Times Table

Skill: 10 times table	Year: 2
       	Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square. Look for patterns in the ten times table, using concrete manipulatives to support. Notice the pattern in the digits- the ones are always 0, and the tens increase by 1 ten each time.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Reading

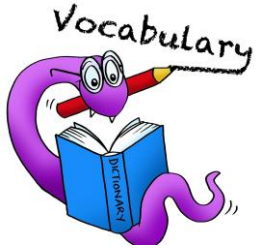
At Bridge and Patrixbourne, children are taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS.

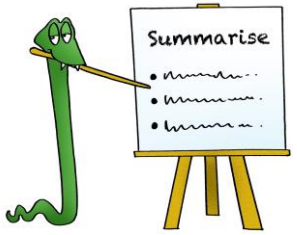
The Reading **VIPERS** are used by both KS1 and KS2 with a little adaption. The main difference being in the **'S'**.

Sequence – KS1
Summarise – KS2

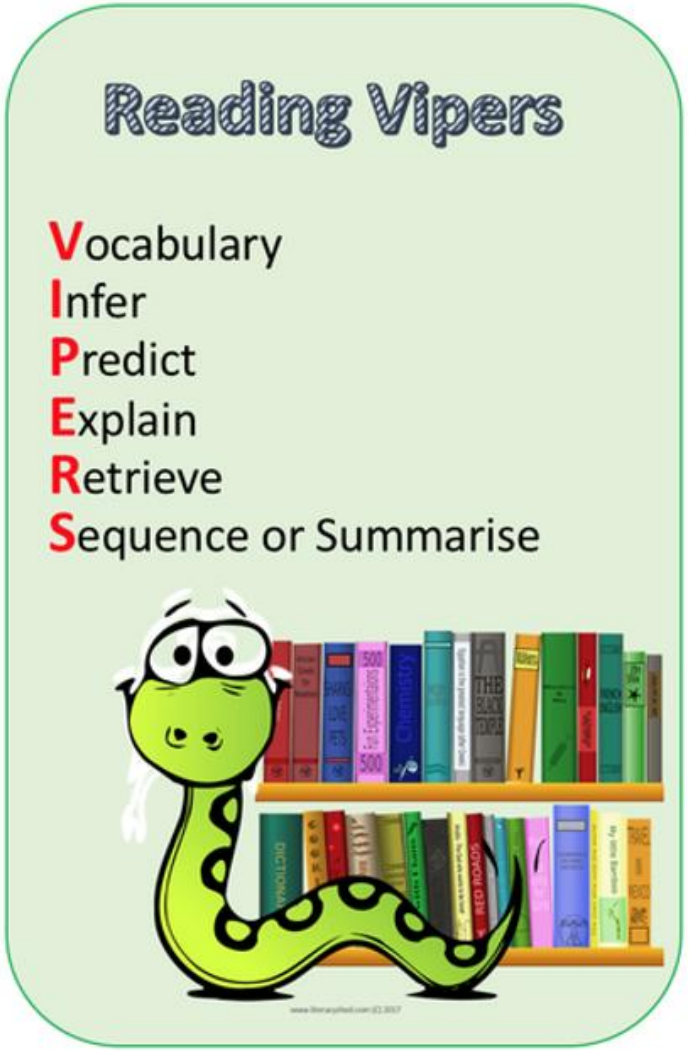
What are Vipers?

VIPERS is an anagram to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.





VIPERS stands for:



These 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc.
VIPERS *is not a reading scheme* but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions and recognise which reading skill they are using. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Whilst EYFS do not use the Vipers in the same way as Ks1 and 2 the children are introduced to some of the language within the classroom setting.

Key Stage 1

In Key Stage One, children's reading skills are taught and practised using the VIPERS during whole class, individual and guided reading sessions.

KS1 Content Domain Reference [VIPER]

1a draw on knowledge of vocabulary to understand texts **[Vocabulary]**
1b identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information **[Retrieve]**
1c identify and explain the sequences of events in texts **[Sequence]**
1d make inferences from the text **[Infer]**
1e predict what might happen on the basis of what has been read so far **[Predict]**

In KS1, 'Explain'; is not one of the content domains, instead adults ask the children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text.

Home-Learning

Reading

Children may read to an adult, with an adult or read to themselves, in the presence of an adult. The story and characters should be talked about and new words discussed. Children need an understanding of the text and should be able to retell the story, make a prediction and answer questions about the book that they have read.

Accelerated Reading

Once the children are ready they are assessed for the accelerated reading scheme which is used by all of the Key Stage Two children. The children are then assigned a range (eg: 2.5-3) from which they can chose their book. Once the child has finished a book they complete a short quiz on the ipad or computer after which they can chose a new book from their range. The children can change their books when they have finished them, they do not have to wait for their book changing day. If you would like to know more there is a page on the school website.

Termly Key Knowledge & Skills

At the beginning of each term, teachers send home an information leaflet detailing key mathematical and grammatical concepts as well as spellings that the parents could use to support their learning at home. These can also be found on the Class Pages of our school website.

Home Learning (Reading & Phonics)

Every child will have three reading books to read at home each week, unless they are an Accelerated Reader (AR)

Books will be changed once a week according to their colour group. We aim for every child to read to an adult at least once a week in school time.

We suggest that once you have read with your child, ask them some questions to help develop their comprehension skills – for example, making a prediction, ask them what words mean, suggest alternative words, how does the character feel.

Home-Learning (Spellings)

English Key Learning Facts

Key aim: To spell Year 1 common exception words

This term's home learning focusses on consolidating your child's understanding and spelling of the year 1 common exception words. Below is a list of the key words children should be able to spell:

come	some	today	said	you	of
are	do	says	were	was	so
his	your	by	we	there	here
where	love	put	school	friend	the
our	pull	full	push	house	ask
once	has				

Suggested Activities

Games - Can your child guess which word you are thinking of, based on your clues? Can they match the word to the picture? Can you guess the word based on their clues?

Use the word - Making meaning helps us all to remember; if writing a sentence down is hard, talk the sentence out loud.

Spot the deliberate mistake - If you write out the words (and make a deliberate mistake) can your child find it (don't forget to tell them, you have made a mistake)?

On the termly newsletter we will include some of the words from the spelling list for Year 2 as well as some of the common exception words. In addition to this we will be sending home a list of 10 spellings that will at some point include these words plus words that support the Year 2 spelling rules , for example prefixes and suffixes.
These will be sent home on a Monday and we will have a light tough spelling quiz on a Friday. Nothing to worry about!
Spelling Shed has been set up to support the weekly spellings that we are sending home.

Logins are found in the front of your child's reading record.

Home-Learning (Maths)

Mathematics Key Learning Facts

Key aim: To recall number bonds to 10 and 20

To support the children with understanding all the different ways of making both 10 and 20 we have been using the language of 'number bonds'. We have also been identifying patterns with our number bonds, for example when we write our number bonds systematically, the first number in the sum goes down each time and the second number goes up (e.g. 19 + 1 + 20, 18 + 2 = 20, 17 + 3 = 20, 16 + 4 = 20)

Here are some examples of questions you might ask your child. The aim is for children to instantly be able to recall the number facts.

10 + 0 = 10	6 + 4 = 10	19 + 1 = 20	15 + 5 = 20
9 + 1 = 10	5 + 5 = 10	18 + 2 = 20	14 + 6 = 20
8 + 2 = 10	4 + 6 = 10	17 + 3 = 20	13 = 7 = 20
7 + 3 = 10	3 + 7 = 10	16 + 4 = 20	12 + 8 = 20

Behaviour & Expectations

Ready, Respectful, Safe

The Restorative Approach

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

Safeguarding

Safeguarding & Welfare Team

James Tibbles
Headteacher

Chelsea Huggett
BASC Manager

Charlotte McLean
Inclusion Lead

Graham Redpath
Phase Lead (EYFS)

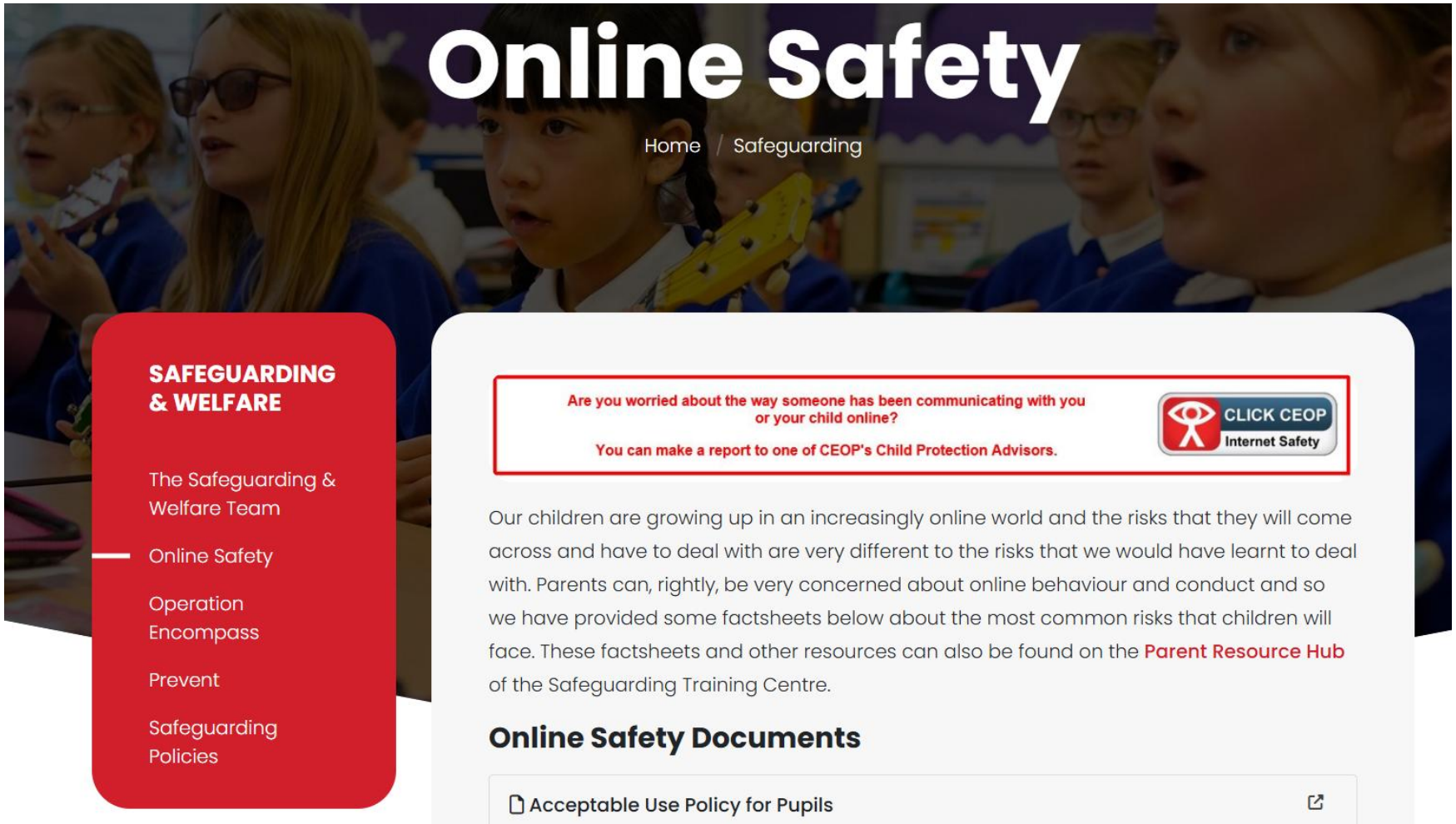
Morny Starling
Admin Officer (Children & Families)

Michael Taylor
Deputy Headteacher

Please speak to any of Safeguarding Team with any concerns.

For more information about ways to stay safe online please look at the school website which includes lots of information and practical advice.

Safeguarding (Online Safety)



School/Parent Partnership

We pride ourselves on our open relationships with parents and together we:

- Respect and support our school's values
- Encourage children to challenge themselves and provide the support and environment to maximize their academic potential
- Encourage our child to take as full and active part in school life as possible
- Support each other, especially regarding attendance, behaviour, online safety and home learning
- Work together to safeguard pupils and support their physical, mental and emotional wellbeing.
- Ensure that any concerns or issues are directly and promptly addressed through direct contact, telephone or email.

Key Information

- PE days – Thursday = Dance and Friday = football skills.
- Reading Books – Children can visit the library every day during break and lunch times.
- Please make sure that your children know what they are having for their lunch – we do check with them in the morning just in case.
- If it's a packed lunch it should be as healthy as possible. Definitely no nuts.
- We do offer a fruit/vegetable snack at break time. However, children may bring in a healthy snack from home if they would like.
- Parent Consultations - TBC
- Harvest Services – Wednesday 21st October
- Nativity at the Church – 8th and 9th December

Any Questions