



# Welcome to Year 2

	<b>Gnome</b>
Teacher:	<b>Miss Johnson</b>
Support staff:	<b>Clare and Lynn</b>

# Year 2 Timetable

## Year 2 Gnome

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.30 - 8.40	SODA & Registration	SODA & Registration	SODA & Registration	SODA & Registration	SODA & Registration
8.45 – 9.15	Phonics/ Guided Reading	Phonics/ Guided Reading	Phonics/ Guided Reading	Phonics/ Guided Reading	Phonics/ Guided Reading
9.15 – 10.15	Literacy	Literacy	Literacy	Literacy	Literacy
10.15-10.30	BREAK				
10.30 – 11.30	Maths	Maths	Maths	Maths	Maths
11.40-12.15	LUNCH TIME				
12.15-12.30	Maths Meeting	Maths Meeting	Maths Meeting	Maths Meeting	Maths Meeting
12.30-1.15	IPC	IPC	Class Phonics	IPC	PSHE
			1.00-1.15 GD/SEAL Assembly		
1.15-1.30	SOCIAL LEARNING TIME				
1.30-2.30	1.30 – 1.45 Sharing Assembly	IPC	Indoor PE	ICT	Outdoor PE with Hamid
	Class Phonics				

# Curriculum

**Maths Mastery** - We will be continuing to follow the Maths Mastery scheme. The curriculum overview is on the school website. This year we are following an abridged version, which ensures children catch up on what they missed last year.

**Literacy** - We base all of our Literacy around a Core Text which is linked to the IPC project.

## IPC Projects -

Autumn 1: Buildings

Autumn 2: From A to B

Spring 1: Superhumans

Spring 2: Time Travellers

Summer 1: SATS Revision

Summer 2: Flowers and Insects

A letter will be put onto the website at the beginning of each unit with the learning outcomes for the term.

Here is where you can find the overviews for  
Maths and Literacy on our school website.



# Curriculum

**PE:** The children have indoor PE with the class teacher once a week and outdoor PE with Hamid once a week. Indoor PE for Gnome Class is on a Wednesday and Outdoor PE is on a Friday.

**PE Kits:** For indoor PE and outdoor PE: White t-shirt; navy shorts or grey/navy tracksuit bottoms; trainers (no Converse).  
This year, children should come to school in their PE kit on the days they have PE.

**Library:** We cannot currently use the library but library books are being brought to us. Children can change their books on a Friday. Books are then quarantined for 72 hours to allow children to safely share books.



# Oxford Gardens Primary School

## Year 2 Curriculum



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy Core Texts</b>	The True story of the Three Little Pigs & Three Little Wolves and the Big Bad Pig The Present Iggy Peck Architect The Boy Who Could Fly (Films from The Literacy Shed) Red in the city Flat Stanley The way back home, Oliver Jeffers		My Mum is a Supermum Traction man After the fall The Getaway	Toby and the Great Fire of London You wouldn't want to be in the Great Fire of London Mr Majeka	James and Giant Peach, Roald Dahl Wangari's Trees of Peace Ants/Bugs Life/Bee Movie Anansi Spider	
<b>Maths</b>	Numbers within 100, Addition and subtraction of 2 digit numbers, Measures: Length, Graphs, Multiplication (2,5, and 10)		Time, fractions, addition and subtraction 2 digits	Money, Face, shapes and patterns: lines and turns	Numbers within 1000, Measures: Capacity & volume, Mass.	Calculation strategies, multiplication and division (3&4)
<b>IPC</b> Science History Geography Art and D&T	<b>Buildings</b> Focus on Science: everyday materials Focus on Geography: human/physical, geographical skills & features to be covered too Focus on d&T: design, make, technical knowledge	<b>From A to B</b> Focus on Science: everyday materials Focus on Geography: human/physical, geographical skills & features to be covered too Focus on d&T: design, make, technical knowledge	<b>Super Humans</b> Focus on Science: animals, including humans	<b>Time Travellers</b> Focus on History: Great Fire of London Focus on Art: colour, pattern, texture, line, shape, form and space from a range of artists, craft makers and designers	<b>SATS Revision</b>	<b>Flowers and Insects</b> Focus on Science: Plants Living things and their habitats
<b>RE</b>	Religious places of worship.	What makes a place special? (Pilgrimage, religious buildings, secular favourite place.)	Miracles linked to significant religious figures.	Significant religious figures from the past.	How are flowers used in religion? Christianity, Buddhism, Hinduism and Taoism.	
<b>Music</b>	Use voices expressively and creatively by singing songs and speaking chants and rhymes		Listen with concentration and understanding to a range of high-quality live and recorded music		Experiment with, create, select and combine sounds using the inter-related dimensions of music & play tuned and untuned instruments musically	
<b>PE</b>	Hockey - outdoor Dance - indoor	Basketball - outdoor Gym - indoor	Football - outdoor Dance - indoor	Striking & Fielding - outdoor Gym - indoor	Net-wall - outdoor Outdoor and	Athletics- outdoor Multi-skills - indoor
<b>PSHE (Jigsaw scheme)</b>	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me
<b>Computing</b>	<b>Digital Literacy</b> Communication/Emails Do you like my blog? 3BM 2 lessons (blogging) Base image and text posted by pupils on literacy text Emailing Grandma (using 2simple 2email) 3BM 2 lessons (Use through PurpleMash) Lesson based on Katie Morag story, If not reading Katie Morag Lets send a message 3BM (2 lessons) Getting to school safely - graphs 3BM 2 lessons (IT) Link to <a href="#">www</a> skills - local area - where we live and how get to school	<b>Computer science</b> Algorithms I can debug 3BM 5 lessons Use the 3 little pigs' template instead of space template	<b>Digital literacy</b> <del>Digital</del> dilemma 3BM 2 Lessons Find out about... (safe searching) 3BM 2 lessons Research an animal Finding out about us 3BM 3 lessons (DI) Link to topic of humans as collecting data about ourselves	<b>Computer science</b> Programming Demolition robot 3BM 4 lessons Use the theme of the spread of the fire to create a route (or a map) for <del>beetle</del> to follow. Words, words, words - terminology 3BM 1 lesson (CS)	<b>Computer science</b> Simulation/gaming What's wrong with this game? 3BM 2 lessons Links to habitats How does that work? 3BM 2 lessons Link to flowers growth cycle as an algorithm	<b>IT</b> Mini-heroes 3BM 4 lessons Links to insect's topic Say no to graffiti! 3BM 3 lessons Link to improving the environment for insects/ more flowers to improve area

# Curriculum

These can be found on the website



## SATS

The SATS tests will be sat in **May 2021**. More information will be given about this early next year.

## Phonics Screening

Due to lockdown and school closures, the children didn't sit the Phonics screening check in June. This will now take place in **December 2020**.

# Home Learning

All home learning will now be on Seesaw. If your child does not have access to a device, please see their class teacher and we will arrange for home learning to be sent home.

## ii) Key Stage 1:

- 5 x 10 minutes reading each week (Year 1 and 2 change their books every Monday and Thursday)
- Spellings to learn for weekly test and a phonics activity based on these words
- 1 x Home Learning task per week – this will be alternated between literacy and numeracy
- Home learning project – 1 for each IPC unit – these are not compulsory
- Extension tasks – the teachers will show the children in class any activities on Igfl or other websites that can be accessed at home.

## What if my child doesn't complete their homework?

If this is regular they will miss the end of term merit treat as they will not have enough merits.

Here is where you can find the Home Learning Policy on the website:





# Home Learning

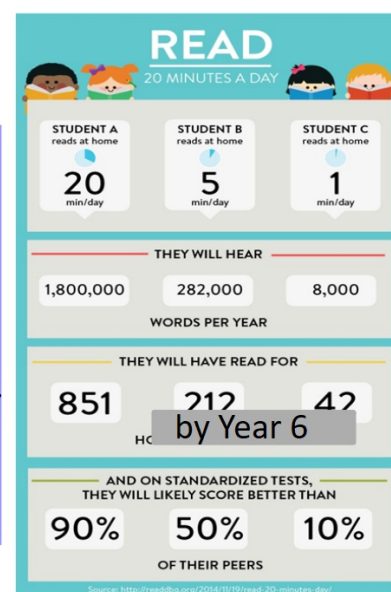
## What is the role of the parent?

- To support the child in completing the homework. The best way to support your child is to ensure they have a suitable place to do their learning, to ensure they don't leave their work until the last minute, to read and discuss books with them, to help practice their spellings and if needed to guide them with their task. This does not mean doing their homework for them! If the work is too hard for them to do independently then the teacher needs to know so they can help your child;
- To ensure the child completes their homework and hands it in on time;
- To provide the appropriate conditions for the child to complete their homework;
- If appropriate, to write a comment to the teacher on the level of support the child has received from home with the task/work;
- To encourage your child to actively seek their homework if they are absent on a Friday.



# Home Learning

- Each child is expected to read every day.
  - EYFS 10 minutes
  - KS1 15 minutes
  - KS2 20 minutes
- This can include a bedtime story or reading a book with several siblings.
- Reading diaries will be checked daily so please ensure that your child brings it in every day.
- Children who read daily do significantly better in every area of their learning.



## How to fill in the reading diaries:

Date	Book and page number	Amount of time spent reading	Signature
5/9/18	Gangsta Granny p10-15	20 mins	Leila Kent
6/9/18	Gangsta Granny p15-17	20 mins	Leila Kent

# Behaviour Policy



Continual demonstration of silver, bronze and green behaviours (3 merits)



Further evidence of all behaviours in green and bronze (2 merits)



Exceptional work, effort, behaviour (1 merit)



All children start each day on green. Children remain on green for following school rules.



Warning - a chance to change behaviour choices.



2nd Warning - a final chance to change behaviour



Red card issued. At the moment, this means the parent will be phoned and the child will have to go home.

# Uniform

Please make sure your child has the correct school uniform:

- Grey trousers, shorts or pinafore dress.
- Blue and white checked summer dress.
- White t-shirt with OGPS tie.
- White polo top with OGPS logo.
- Blue cardigan/jumper with OGPS logo.

No trainers

School uniform to be ordered online

PE Days - At the moment, the children should come to school in their PE kits on the days that they do PE.

# Attendance & Punctuality

Year: 2

Start Time: 8.30am

Home Time: 2.30pm

Gate: Car Park

**Please note:**

- If you are running late to pick up your child it is really important that you let the office know so that we know that you are on your way.
- Please remember that we cannot let children go home with anybody who is not on the school contact list for their own safety.

# Contacts

We need three contacts for each child. This ensures that we will always be able to contact someone when needed.

## Procedure for absences

If your child is not attending school and we have not heard from you by 9.30am then we will start to call **all** the contact numbers that you have provided in order to gain an explanation for the absence. If we still have not been able to ascertain where your child is then we will make a home visit. However if we still haven't been able to get a response then we will report it to the police as your child will then be classed a 'missing child'.

**This procedure is to ensure that we know where your child is and that you are all safe.** Please let us know in good time why your child is absent from school.

## Concerns/Issues

We recognise communication is trickier this year. Please speak to the person on the gate or call the office to ask for the class teacher to phone you.

1) Speak to pastoral teacher or another teacher in the year group.

2) Speak to our learning mentors (Hamid, Robert, Lynn, Terry or Tony) if you are concerned about anything at lunchtime

3) If you are still unhappy speak to one of the Senior Leaders:

Head Teacher - Sarah Cooper

Deputy Head Teachers - Leila Kent & Eileen Keogan

Assistant Head Teachers - Jess Wilson & Lauren Potter

PLEASE DO NOT APPROACH ANOTHER PARENT OR CHILD - IT IS ALWAYS BETTER TO GO VIA THE SCHOOL.



# Governors

## What is a school governor?

School governors are volunteers who, as part of the Governing Body, work with the Headteacher to manage the school. Every school must have a governing body, whose main role is to:

- Ensure clarity of vision, ethos and strategic direction
- Hold the Headteacher and other leaders to account for the educational performance of the school and its pupils, and the performance management of staff
- Oversee the financial performance of the school and make sure its money is well spent

Governors are there to take a strategic overview rather than be involved in the day-to-day running of the school.

Click to find out who are our governors and what they do



# Website

Remember; the website is our main means of communication so please check it regularly.

[calendar](#)

[class news](#)

[school news](#)

[policies](#)

[photos](#)

Follow us on instagram - ogpschool

# Communication

1) Website

2) Email:

All communication will be emailed out, a paper copy is available on request from the office.

We need you to register with **School Gateway** it is extremely easy and you can do this in one of 2 ways:

- 1) Download the school gateway app (it's free)
- 2) Go to [www.schoolgateway.com](http://www.schoolgateway.com)

**Schoolgateway**

Keeping up with what's going on at school is easier than ever

When you visit the School Gateway website or app for the first time, please select '**New User**' and enter your **email address and the mobile telephone number you have registered with the school.**

The system will send a PIN code to your phone; please enter this PIN code and your account will be activated for you. As soon as you've got the system set-up, you'll be able to receive e-mails and texts from the school with no cost to the school, you will also be able to make some payments via the app/website rather than send cash or cheques.

The school **MUST HAVE** your **CURRENT** email address or mobile telephone number, please make sure that we have your most recent details.

## Feedback and Marking

After conducting extensive research and trialling different systems, we introduced a new Feedback and Marking policy last year. This will continue this year, as it was very effective.

The most effective feedback identifies children's misconceptions, gives children an understanding of how to improve their work and then allows them time to make those improvements. The majority of this will be conducted verbally, both to the whole class and in small groups. Children will have a chance at the beginning of each lesson, to make the suggested improvements and use the adults in the room to support them in doing this.

We will still be ticking the SC (and the correct calculations in Maths) and acknowledging work. We will no longer be highlighting children's books. We will teach the children the most effective ways to respond to this feedback.



You can find the policy [here](#). If you have any questions about Feedback and Marking, please see Leila Kent.

**We know this year is different, but we really do want to keep lines of communication as open as possible, so please do speak to us on the gate or call or e-mail the office if you would like the class teachers to call you.**

**We will all get through this together.**