

Welcome to Year 2!

Who are the teaching
team?

2HA – Miss Andrews and Miss Bassett

2RL – Miss Lawrence and Mrs Heslop

Daily routines – a typical day in our classrooms

	8:30 - 8:50	8:50 - 9:15	9.20 - 9.50	9.50 - 10.45	10.45 - 11:00	11:00 - 11:55	.50 - 11:55	11:55 - 13:00	13.00 - 13.30	13.30 - 14.30	14:30 - 15:00	15.00 - 15.20
Monday	Registration and morning work	WS CW	Phonics	English	Break	Maths - Step 5	Class Reflection	Lunch	Guided Reading	Geography - Lesson 4	Maths Mastery - Week 1	Class Novel
Tuesday		Class CW	Phonics	English -		Maths - Step 6			Guided Reading	Beliefs and Values	Maths Mastery - Week 1	
Wednesday		Singing CW (9:20)	Phonics	English - handwriting		Maths - Step 7			Guided Reading	Geography - Lesson 5	Maths Mastery - Week 1	
Thursday		Picture news	Phonics	English -		Maths - Step 8			Guided Reading	Music	PE	
Friday		Celebration	Phonics	PE		Maths - Step 5			Guided Reading	Geography -Lesson 6	PSHE - Being Me - Lesson 2	

Curriculum



St Mary's Church of England Academy

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<ul style="list-style-type: none"> Poems (developing vocabulary) Autobiography (recount) Character description/simple narrative retelling Letters 		<ul style="list-style-type: none"> Character description/simple narrative retelling Non-chronological report Stories from other cultures Character description 		<ul style="list-style-type: none"> Poetry on a theme Character description/simple narrative retelling Instructions Stories from other cultures Formal invitation 	
Maths	Place Value Addition and Subtraction Shape		Money Multiplication and Division Length and Height Mass, capacity and temperature		Fractions Time Statistics Position and direction Consolidation	
Science	Material: Use of Everyday Materials 6	Making Connections 6	Plants: Plant Growth 6	Animals: Life cycles + Health 6	Living Thing: Habitats 6	Living Things: Microhabitats 6
B+V	Why do Jewish families talk about repentance at New Year? 5	Why was Jesus given the name Saviour? 5	How do some Muslims show Allah is compassionate? 5	Why do Christians trust Jesus and follow him? 5	Why is the Torah such a joy for the Jewish community? 5	What did Jesus teach about God in his parables? 5
History		How did we learn to fly? (Outreach from AFB - free)		How was school different in the past? 6		What is a Monarch? (Experience day in school) 6
Geography	Would you prefer to live in a hot or cold place? 6		Why is our world wonderful? 6		What is it like to live near the coast? (seaside trip) 6	

Art	Craft + Design: Map it Out 5		Painting + Mixed Media: Life in Colour 5		Sculpture and 3D: Clay Houses 5	
DT		Mechanisms: Fairground Wheel 4		Mechanisms: Making a moving monster 4		Structures: Baby Bear's Chair 4
Computing	Online Safety - 5					
	Computer Systems 1: What is a Computer? 5	Computer Systems 2: Word Processing 5	Programming 1: Algorithms + Debugging 5	Programming 2: Scratch Jr 5	Creating Media: Stop Motion 6	Data Handling: International Space Station 5
Music	Call and Response (Theme: Animals) 5	instrument (Theme: Musical storytelling) 5	Sining (Theme: On this island) 5	Contrasting Dynamics (Theme: Space) 5	Structure (Theme: Myths and legends) 5	Pitch (Theme: Musical Me) 5
PSHE	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me

PE Routines



- Children can come dressed in their PE kits on PE days on Wednesday and Thursdays.
- All jewellery, including earrings and FitBits, **must** be removed for PE.
- Long hair **must** be tied back.
- School shoes **must be changed** for PE shoes.
- Information about PE kit can be found on our website.

Non-negotiable leaflet

Government mandated year group expectations.
A guide for parents to know what we are working towards
for the end of this year.

Reading

Set a time for our children to read a chosen reading book to themselves.
Aim to hear every child read weekly.

Support with home reading book being sent home closely linked to the phonic ability of your child.

Support early reading through phonics

<https://www.smpsac.org/phonics-1/>

Accelerated Reader / Phonics

To track children we use the Accelerated reader software.

It enables us to see how many books a child has read.

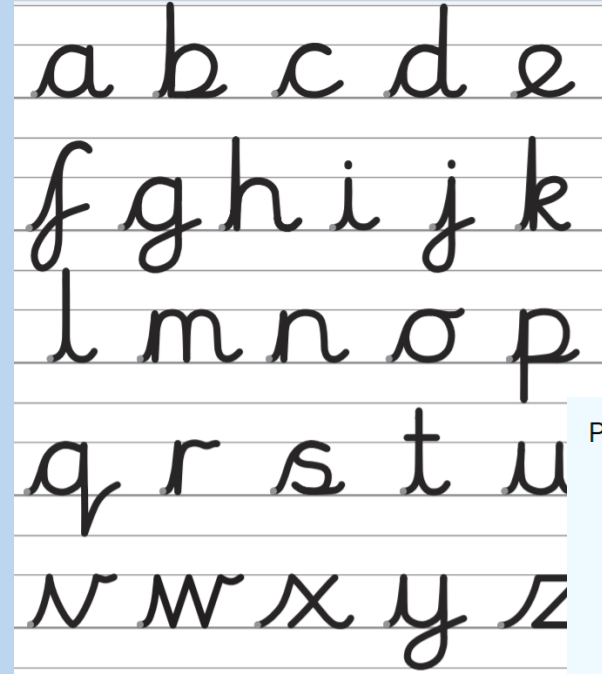
It enables us to check that they are understanding a book.

It allows us to assess the level of book that would be a 'best fit' for them.

<https://www.smpsac.org/reading-1/>

Handwriting

- As a school we have adopted a cursive handwriting style.
- In year 2, children cannot be awarded the 'expected' level of attainment unless they are using some of the diagonal strokes and starting to join some letters and words.



Pupils log-in details

Desktop log-in

Login Desktop Tablet

Username:

wk0264

Password:

home

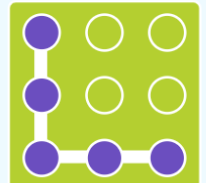
Tablet log-in

Login Desktop Tablet

Username:

wk0264

Swipecode:



Phonics and Spellings

St Mary's teaches phonics through Sounds Write.

We use Sounds Write to enhance the learning of phonics.

In year 2 we review sounds previously taught in Year 1 and move onto spelling patterns. Those who did not pass the screening in Year 1 will resit it in **9th June 2025.**

Guidance and support on our phonics is located on our website under Curriculum - phonics.

SATS

Year 2 SATS are no longer a mandatory assessment. However, we do opt to complete this in **May/June** to be able to support us in making judgements on where the children are at in their learning.

We make these as relaxed as possible and we do not refer to them as SATs.

At this stage children are use to completing similar assessment papers.

Lockdown procedures

- This is not intended to alarm children
- It is a legal requirement
- It is part of our wider safety measures, such as a fire drill, which we do not prepare the children for.

Online Safety

- Online Safety Rules: These have been constructed together. They focus on using IT equipment safely and responsibly.
- Introduce National Online Safety:

There is lots of useful videos and training on how to manage your children's safety online at:

<https://beta.nationalcollege.com/library?sortBy=relevance&phase=15&q=online+safety+for+parents&amount=24>

Home Learning

Year 2						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading Spelling Shed (5 mins) Numbots (5 mins)	Reading Spelling Shed (5 mins) Numbots (5 mins)	Reading Spelling Shed (5 mins) Numbots (5 mins)	Reading Spelling Shed (5 mins) Numbots (5 mins)	Reading Spelling Shed (5 mins) Numbots (5 mins)		

Login cards have been sent home but if you have any issues please contact us.

Behaviour policy

- Last year, we introduced a new, consistent, supportive and fair behaviour policy to ensure that our children feel safe and are able to learn, whilst also being supported to make the right choices.
- In our recent Ofsted inspection, inspectors were very impressed at the behaviour that they saw around school, both in lessons and at unstructured times such as playtime and lunchtime. They recognised the impact that our behaviour policy and initiatives such as Opal play has had on our school improvement.
- This policy is available to view on our website.
- Parents are informed at an earlier stage when a child's behaviour begins to cause concern. We have found that early parental engagement and working together has been enormously beneficial in bringing children back on track and helping them to feel happier at school.

Behaviour policy

Behaviour	What this looks like	Our response
Excellent behaviour	<ul style="list-style-type: none"> Helping other pupils Caring for the environment without being asked. Going above and beyond in learning Hyper-engaged. 	<ul style="list-style-type: none"> Positive notes home. Phone calls home. Class rewards.
Good Behaviour	<ul style="list-style-type: none"> Generally following the school/ class rules. 	
Low level behaviour stage 1	<ul style="list-style-type: none"> Chatting instead of working Talking instead of listening to the teacher Shouting out Drawing instead of listening Getting out of the chair without permission Not sharing resources. Tipping chair 	<ul style="list-style-type: none"> <u>Non-verbal</u> reminder (e.g. hand signal or head shake) Verbal reminder
Low level behaviour stage 2 (less acceptable)	Continued stage 1 behaviours Or <ul style="list-style-type: none"> Throwing rubber/equipment Misusing resources Actively distracting 	<ul style="list-style-type: none"> Warning stage + verbal reminder Adult help to resolve issues. Move to another space in the class if appropriate Redirection Informed of the consequences of the next stage
Low level to mid level stage 3	Continued stage 1 or 2 behaviours	<ul style="list-style-type: none"> Five minutes time-out in another classroom to reset. Positive re-start expected on return to class
Mid level behaviour stage 4.	Continued stage 1 or 2 behaviours despite <u>five minute</u> time-out Or <ul style="list-style-type: none"> Answering back Being rude Ignoring adult Defiance Other active disruption Hurting others Actively being unkind to upset others Inappropriate language 	<ul style="list-style-type: none"> 15 minutes time-out in another classroom Restorative conversation on return Miss next break to complete a <u>Reflection Sheet</u> and any missed work Parents by email (use letter template) or phone call Reflection Sheets put in folder
Challenging Behaviour stage 5	Continued stage 1, 2 or 4 behaviours despite <ul style="list-style-type: none"> Warning (stage 1) 	<ul style="list-style-type: none"> Spend the rest of the session (until the next session) in another class if this is on the same day.

	<ul style="list-style-type: none"> <u>Five minute</u> time-out (stage 2) 15 minutes time out (Stage 3) Restorative conversation and missed break (stage 4) (during the same day or two incidents in one week) Or More challenging behaviour that is antisocial and causing considerable impact on the learning of others	<ul style="list-style-type: none"> Missed break to complete reflection sheet and missed work Behaviour incident log started (look for patterns) Adjustments made as appropriate Parent informed about behaviour log using letter 2
Challenging Behaviour stage 6	Continued stage 1, 2, 4 or 5 behaviours despite <ul style="list-style-type: none"> Warning (stage 1) <u>Five minute</u> time-out (stage 2) 15 minutes time out (Stage 3) Restorative conversation and missed break (stage 4) Session spent in another class (stage 5) (during the same day or two incidents in one week) Or <ul style="list-style-type: none"> Leaving the classroom without permission Storming out and slamming doors Running away from adults Bullying Throwing book/ item in anger Disrespecting the school environment intentionally in anger Shouting at the adult Abusive behaviour to adults or children Challenging behaviour that is antisocial and causing considerable impact on the learning of others.	<ul style="list-style-type: none"> SLT support if required Child stays with SLT for remainder of the morning or afternoon working quietly alone. Parent meeting with Assistant Principal and teacher Report card started for 4 weeks. Reasonable adjustments & provisions made Assistant principal to observe in class. All incidents to be put onto <u>CPOMS</u> for four 'report and monitoring' weeks Removal of school privileges (trips / tournaments / activities / <u>residential</u>) whilst on report card End of <u>four week</u> review with parents, teacher and Assistant Principal If further incidents occur within the 4 week 'report and monitoring' period, Headteacher to internally exclude for remainder of the day and the following day.
Challenging Behaviour stage 7 Dangerous behaviour	<ul style="list-style-type: none"> Not responding to SLT at stage 6 Continued stage 6 challenging behaviour following the four week 'report and monitoring' period or no improvement at end of four-week period. Or <ul style="list-style-type: none"> Dangerous behaviour 	<ul style="list-style-type: none"> Fixed term suspension. Intervention (time limited with objectives and regular reviews/ meetings with parents) Setting suitability discussed. Off Site Direction/ AP

Key points to note:

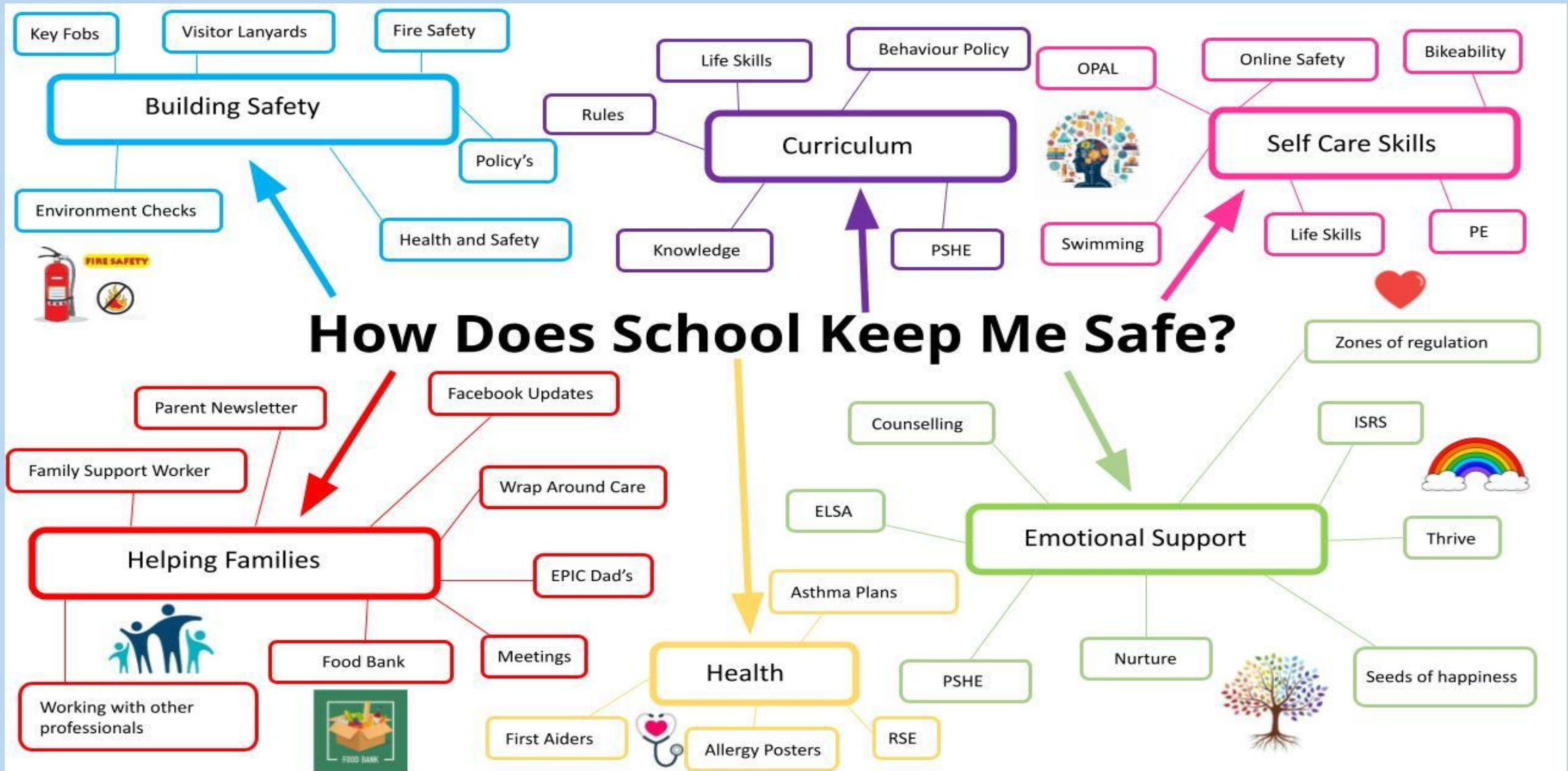
- Our first strategy is always to use positive praise, reminders, redirection and positive behaviour management strategies.
- Non verbal and verbal reminders are given when children are not following the school and classroom rules.
- (stage 2) A warning is given when reminders have not resulted in improvement.
- (Stage 3) If there is still no improvement, pupils are asked to complete 5 minutes of reflection time in another class in order to reset. They are received positively when they return.
- (Stage 4) Continued disruptions or more challenging behaviour (mid-level behaviour) results in a 15 minute time-out in another class. Pupils will then be asked to complete a reflection sheet at break time and discuss the issues with their teacher. They may also be asked to complete any missed work. Parents will be informed of this time out either via email, telephone or a quick chat after school.
- (Stage 5) Repeated stage 4 behaviour in one week. Pupil spends the rest of the session (morning or afternoon) in another class to avoid further disruption and escalation. Parents will receive a standard letter to inform them of this.
- (Stage 6) More challenging behaviour such as running out of class or continued stage 2-5 behaviour despite will result in SLT involvement. A meeting will be arranged with parents via a letter. Privileges are removed for a four week monitoring period.
- (Stage 7) Pupil not responding to stage 6 or dangerous behaviour can result in a fixed term exclusion.

Class trips

In Summer term we will visit the seaside to link with our Geography.

As a Church of England school we will visit the church to link into our Christian events and also our Beliefs and Values. We will advise you ahead of time to ensure children are dressed appropriately.

Safeguarding



Assessment and reporting arrangements

The logo for 'gaps' features the word in a stylized font. The 'g' and 'p' are green, while the 'a' and 's' are black. The 'a' and 'p' have horizontal bars underneath them.The logo for 'new pira primary' features the word 'new' in small blue letters above 'pira' in large orange and blue letters, with 'primary' in blue below it.The logo for 'White Rose EDUCATION' features the words 'White Rose' in blue above 'EDUCATION' in large blue letters, with a red and white molecular structure icon to the right.

Practice sheet: real words

in

at

beg

sum

Assessment papers are completed termly to help inform teacher judgements and next steps.

The phonics screening is undertaken in June 2025.

Non statutory assessments of SATS will be completed in Summer Term.

Any Questions?

If you would like to speak to one of us, please get in touch so that we can arrange a suitable time.