

# Welcome to the Year 2 Parent Workshop.

Please grab a chair and take a seat.



# Agenda

- Meet the Team!
- Routines & Timetables
- Class Charter
- Enquiry questions
- What will your child learn this year?
- How you can support your child at home
- Housekeeping



# Meet the Year 2 team



Berna Aksu  
*Class Teacher*



Claire Cox and Tracey Sealey  
*Learning Support Assistants*



# What is a day like for your child?

	Monday <b>BA break duty</b>	Tuesday	Wednesday	Thursday	Friday <b>PPA</b>
<b>8.40 – 8.50</b> Gates open/register	Morning activities	Morning activities	Morning activities	Morning activities	Morning activities
<b>9.00:10:30am</b>	9:00am – 9:30am Guided reading	9:00 – 9:30am Guided reading	9:00 – 9:30am Guided reading	9:00 – 9:30am Handwriting + number sense	9:00 – 10:00am Maths ( <b>Lily teaching</b> )
	9:30am – 10:30am English	9:30am – 10:30am English	9:30am – 10:30am English	9:30am – 10:30am English	9:30am – 10:30am Picture news + music ( <b>Lily teaching</b> )
<b>10:30-10:45:am</b>	<b>B R E A K T I M E</b>				
<b>10:45am – 12:pm</b>	10:45 – 11:05am Phonics	10:45 – 11:30am PE	10:45 – 11:05am Phonics	10:45 – 11:05am Phonics	10:45 – 11:05am Phonics ( <b>Lily teaching</b> )
	11:05am – 12:00pm Maths + number sense	11:30am – 12:00pm Phonics	11:05am – 12:00pm Maths + number sense	11:05am – 12:00pm Maths + number sense	11:05am – 12:00pm Science ( <b>Lily teaching</b> )
<b>12:pm -1:00:pm</b>	<b>L U N C H T I M E</b>				
<b>1:00 – 2:0pm</b>	1:00 – 2:00pm Computing	1:00 – 2:00pm Maths + number sense	1:00 – 1:30pm Learn Together	1:00 – 1:30pm Handwriting + Music	2:00 – 2:45pm English - spelling quiz
<b>2:00 – 2:15pm</b>	<b>A F T E R N O O N P L A Y</b>				
<b>2:00 – 3:00pm</b>	2:00 – 2:50pm Art	2:00 – 2:50pm Geography	2:15 – 2:50pm Library	1:30 – 2:30pm Discovery Time	2:00 – 2:45pm PE – Bristol sport
					2:45 – 3:05pm Picture news
<b>2:50 – 3:10pm</b>	Celebration assembly	Learn Together assembly	Singing Assembly	No assembly – reading for pleasure	Values assembly
<b>3.20pm</b>	Home Time				

# Class Charter



As Rights Holders we will...

- Listen respectfully when others share their opinion.
- Celebrate our friends' expression of their views.

• As Duty Bearers adults will...

- Give us time and opportunity to find out things and express ourselves
- Listen to our thoughts, feelings and opinions
- Support us to listen to and respect each other's thoughts and opinions



As Rights Holders we will...

- Listen to adults when they are helping us learn.
- Support each other but don't give the answer.
- Listen to each other.
- Share good examples and ideas.
- 

As Duty Bearers adults will...

- Challenge us.
- Support us when we need help with our learning.
- Teach us new things.

Teach us a variety of subjects.

# Class Charter



As Rights Holders we will...

- Make sure we have clean food and drink.
- Teach us how to be tidy.
- Make sure our classroom is clean.

As Duty Bearers adults will...

- Tuck chairs in.
- Tidy up after ourselves.
- Pick up litter.



As Rights Holders we will...

- Alert a duty bearer if someone is hurt.
- Help people who are upset or hurt.
- Be kind and play safe games.
- Apologise and be responsible for our actions.

As Duty Bearers adults will...

- Teach us how to be safe.
- Supervise us in the classroom and playground.
- Look after us if we are hurt.
- Keep the school safe and secure.



As Rights Holders we will...

- Include everybody and make them feel welcome.
- Support and stick up for each other.
- Alert a duty bearer if someone feels like an outsider.

As Duty Bearers adults will...

- Make sure everybody is included.
- Help children with problems with games and inclusion outside.

# Our Enquiry Questions (Working titles)

## Term 1

- I wonder how learning about different belief systems can help us respect and appreciate each other? ***Learn Together***
- How can we keep ourselves healthy, and what do we need to survive? ***science***

## Term 2

- How can we design buildings and spaces that meet our needs? ***Art and Design***
- How do living things find what they need to stay safe and healthy in their habitats? ***Science***

## Term 3

- How can we use sustainable materials to design and build homes that help animals live? ***DT & Science***



## Term 4

- How can we work together to keep ourselves and our planet safe? ***Learn Together & Science***

## Term 5

- How do living things grow and change over time? ***Learn Together & Science***

## Term 6

- I wonder, what is lifelike on another continent? ***Learn Together***
- I wonder how plants grow and change over time? ***science***



# Reading

- Daily phonics (Little Wandle) – Term 1 & 2 (Spelling shed - Term 3 onwards, four times a week)
- Guided reading (Mon, Tues, Wednesday)
- Daily VIPERS lessons (after Christmas)– Comprehension focus, using skills of vocabulary, inference, prediction, explaining and summarising/Sequencing.
- Individual reading: one colour banded book to read at home at least four times a week. Please keep banded book in your child's bag.
- Reading Record: you or your child can fill this in, but it must be initialled by an adult. Date, pages read, optional comments
- Weekly library visits: The class will visit the library once a week (Wednesdays) and take out a Reading for Pleasure book to share at home.

# English

- Each term we focus on a core text of high quality to engage the children and base our learning on writing fiction and nonfiction texts.
- Spelling, punctuation and grammar lessons are taught in English

**Handwriting:** (Frequency for year group) Letterjoin home access.

**Spelling:** Word lists on our class page & in Spelling Journal book which should be brought into school each day. Spelling Shed log-in with spelling activities for home-use. Taught 4 x a week in school.



# Maths

Everyone can do maths: everyone can!



Schools & teachers ✓

Parents & pupils ✓

## Parents resources

[View all our resources](#)

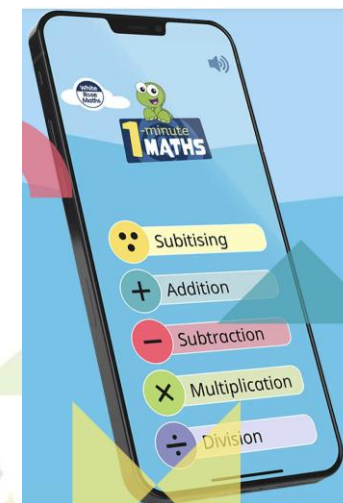
[Advice & guidance](#)

[Maths with Michael](#)

[Parent resources](#)

[FAQs](#)

[www.whiterosemaths.com](http://www.whiterosemaths.com)



Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Number

Place value

Free trial

[VIEW](#)

Number

Addition and subtraction

[VIEW](#)

Geometry

Shape

[VIEW](#)

Measurement

Money

[VIEW](#)

Number

Multiplication and division

[VIEW](#)

Measurement

Length and height

[VIEW](#)

Measurement

Mass, capacity and temperature

[VIEW](#)

Number

Fractions

[VIEW](#)

Measurement

Time

[VIEW](#)

Statistics

[VIEW](#)

Geometry

Position and direction

[VIEW](#)

Consolidation

Autumn term

Spring term

Summer term



# Learn Together

Links to: Science

Exploring the Natural World

Y2

The pupils will be enabled to:

- Investigate the life cycle of an animal of their choice.
- Discuss and debate why it is that some animals resonate with us more than others and the implications for species considered 'cute' and 'not cute'.
- Demonstrate an understanding of how we should care for the natural world, such as planting flowers that attract pollinators and / or investigating the importance of native trees.
- Explore the concept of interdependence by examining food chains and / or eco-systems.

Links to: Oracy

Communication and the Democratic Process

Y2

The pupils will be enabled to:

- Explore how respect can be demonstrated through words and gestures e.g. saying sorry and thank you, smiling, waving, moving aside where appropriate etc.
- Engage in role plays and written activities that involve respectful communication e.g. inviting someone to join a game, expressing gratitude etc.
- Identify and explore different forms of communication e.g. verbal, non-verbal, written, digital, through music, visual arts etc.
- Discuss the importance of voicing opinions and views respectfully.
- Use the language of dialogue e.g. I agree / disagree with ... because ...
- Experience regular opportunities to express opinions and preferences which are acted upon where appropriate.
- Demonstrate an understanding of the role of democratic bodies within the school e.g. the Student Council

We Can Make a Difference

Y2

The pupils will be enabled to:

- Identify an area of their classroom which could be improved in some way.
- Engage in discussion on how this area could be improved.
- Identify the desired outcome(s) of this intervention.
- Plan and engage in activities to undertake this intervention.
- Engage in subsequent discussion on the success of the intervention or if further action is needed.

Examples include:

- changing layout of classroom library
- moving library
- changing formation of desks
- planting seeds to brighten up windowsill
- reorganising recycling bins.

Links to: Geography: Place Knowledge

We Are All Different

Y2

The pupils will be enabled to:

- Identify examples of difference within the class e.g. siblings / no siblings, pets / no pets etc.
- Identify examples of shared similarities within the class e.g. interests, number of siblings, etc.
- Explore why difference is a positive attribute.
- Demonstrate an understanding of equity i.e. everyone deserves to be given what they need to succeed which may vary due to individual circumstances.

Links to: Art, Music, Drama

Values

Y2

The pupils will be enabled to:

- Identify when and how values are expressed in the classroom and school such as empathy, peace and patience.
- Identify a selection of values in stories, scenarios and in their lived experiences.
- Engage in creative work around these values such as creative writing, music and visual arts.
- Contribute to the development of a classroom charter.

Philosophy for / with Children

Y2

The pupils will be enabled to:

- Identify the benefits of reflection and wondering.
- Develop and apply critical thinking skills.
- Use and experience the language of dialogue e.g. agree / disagree, maybe / I wonder if ?
- Give reasons for their opinions / perspectives.

Philosophy for / with Children has been included as a theme to ensure it is taught at least once per stage. However, it is recommended that Philosophy for / with Children is taught at every class level.

Please consult the Support Materials for further guidance.

# Learn Together

## Follow individual school-based progression for Religion/s taught dependent on local demographic. Learning Outcomes

Growing and Changing	Y2
<p>The pupils will be enabled to:</p> <p><u>Communicate (children reflect on own experiences of concept)</u></p> <ul style="list-style-type: none"> <li>Identify how much they have grown since birth.</li> <li>Discuss how their likes / dislikes have changed over the years.</li> <li>discuss how their family circumstances have changed e.g. new sibling(s), new home, new pet.</li> </ul> <p><u>Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)</u></p> <ul style="list-style-type: none"> <li>Identify any changes that have occurred within the school community.</li> <li>Discuss how change can affect feelings e.g. excitement, insecurity, apprehension, anticipation, happiness.</li> </ul> <p><u>Enquire (children speculate and ask questions about concept)</u></p> <ul style="list-style-type: none"> <li>Identify any changes within local community over the past number of years e.g. new supermarket, road etc.</li> <li>Discuss whether change is always positive.</li> <li>Discuss whether it's possible to prevent change and whether change is always commensurate with progress.</li> </ul> <p><u>Contextualise (children create connections between concept and belief system)</u></p> <ul style="list-style-type: none"> <li>Identify any changes that occur within the practice of one belief system e.g. receiving communion, wearing a headscarf, fasting for Ramadan etc.</li> <li>Examine changes which have occurred within one belief system e.g., change of leader or place of worship.</li> </ul> <p><u>Reflect (children reflect on value and importance of concept)</u></p> <p>Within (belief system / from viewpoint of member of belief system)</p> <ul style="list-style-type: none"> <li>Discuss the benefits of change for members of the belief system e.g. more responsibility.</li> </ul> <p>Without (from children's perspective)</p> <ul style="list-style-type: none"> <li>Engage in debate and discussion on the types of changes that occur as we grow and the importance of such changes for members of the belief system e.g. rites of passage.</li> </ul>	

The following themes will adopt a conceptual enquiry approach focusing on one belief system: Sikhism, Buddhism, Hinduism, Atheism / Agnosticism / Humanism, Christianity, Islam or Judaism. There are eight themes that relate to Belief Systems from Junior Infants to Second Class. Each theme must be allocated to one of the seven belief systems and all seven must be taught from Junior Infants to Second Class.

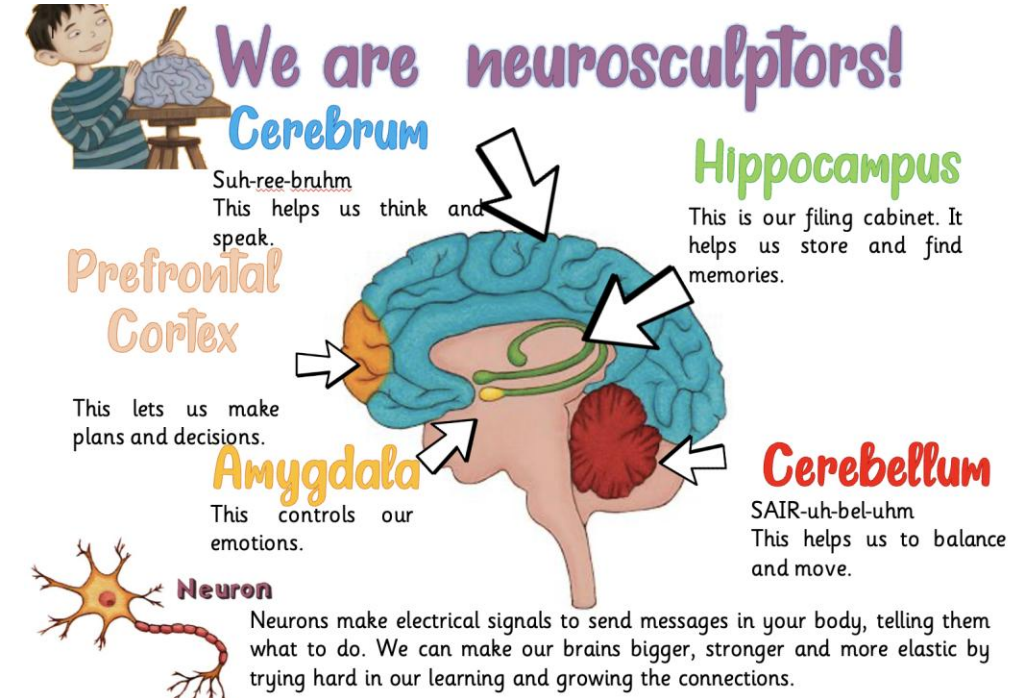
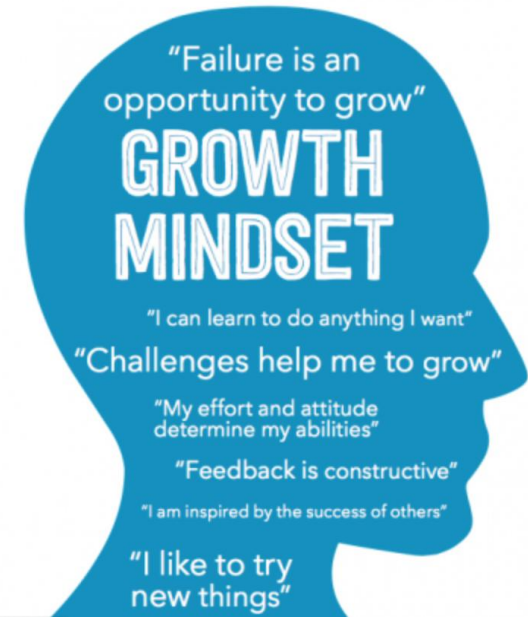
There are five stages in the conceptual enquiry approach. Learning outcomes are presented under each stage. Please note that under the 'contextualise' stage of the conceptual enquiry approach, visits to places of worship, presentations from members of belief communities, exploration of celebrations etc. are encouraged.

Celebrating	Y2
<p>The pupils will be enabled to:</p> <p><u>Communicate (children reflect on own experiences of concept)</u></p> <ul style="list-style-type: none"> <li>Identify celebrations that are meaningful to them such as birthdays, or family occasions.</li> </ul> <p><u>Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)</u></p> <ul style="list-style-type: none"> <li>Identify the reasons behind these celebrations and the feelings these celebrations may evoke such as happiness, joy, excitement, a sense of anticipation.</li> <li>Identify common elements of celebrations, such as food, music, games, special clothes.</li> </ul> <p><u>Enquire (children speculate and ask questions about concept)</u></p> <ul style="list-style-type: none"> <li>Articulate reasons why celebrations are important and meaningful and why celebrating regularly or all the time would have its disadvantages.</li> </ul> <p><u>Contextualise (children create connections between concept and belief system)</u></p> <ul style="list-style-type: none"> <li>Identify a celebration from one belief system and explore how it is celebrated.</li> </ul> <p><u>Reflect (children reflect on value and importance of concept)</u></p> <p>Within (belief system / from viewpoint of member of belief system)</p> <ul style="list-style-type: none"> <li>Engage in debate and discussion on the importance of above celebration(s) to many members of the belief system</li> </ul> <p>Without (from children's perspective)</p> <ul style="list-style-type: none"> <li>Engage in debate and discussion on the implications of not having or marking celebration(s).</li> </ul>	

# How to Support at Home

- Reading daily if possible with your child and encouraging book talk and enjoyment of reading.
- Spelling practice and activities using Spelling Shed.
- Talk to them about their day. Create link with school + home.
- Model and encourage growth mindset.

Encourage a growth mindset.  
I can't do this YET.  
I am going to keep trying.  
Good learners don't always 'get' things straight away. Good learners are those that don't give up.



# Medium Term Planners & Newsletter updates

Through an enquiry approach, our curriculum is responsive. We nurture, develop and build on children's interests and passions; make links to their local environment so that learning is relevant, lifelong and builds the broad skills and knowledge for the world ahead. With an ethical focus in which children learn about rights, through rights and for rights, our children have the confidence to question the world around them, allowing them to be active participants to shape their community. Our children are stewards of the environment, developing strong core moral values which celebrates openness, diversity, and equity.

This document provides an overview of the planned sequence of learning for a term. Actual teaching and timings may differ as teachers adapt teaching and learning opportunities as they teach to ensure teaching is responsive to children's needs.

Subject/Area/Focus	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Key Events/ Assessments	INSET: Monday				National Poetry Day Bath Literature Festival	Learning Plan Meetings	World Food Day Learning Plan Meetings	Parent Evenings
School Values	September: Responsibility, October: Respect							
Unicef Rights Respecting Schools – Main Focus <a href="#">Click here for more information</a>	Article 12: You have the right to give your opinion, and for adults to listen and take it seriously. Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you. Article 24: You have the right to a clean and safe environment.							
Main Enquiry Questions	I wonder how learning about different belief systems can help us respect and appreciate each other? <b>(Learn Together)</b> <i>How can we keep ourselves healthy, and what do we need to survive?</i> <b>(science)</b>							
Learn Together, including RE	We will be exploring our responsibility to each other, our classroom, peers in school and the wider community. We will be creating our class charter and focussing on listening to each other and respecting each other's views.	Explore what it zones of regulations are and we can use zones of regulations to regulate our emotions and overcome difficult situations.	Exploring what celebration means to us and focussing on listening to each other and respecting each other's views.	Identify the reasons behind celebrations and identify common elements of celebrations.	Discussing the disadvantages and advantages of celebrations. This will provide an opportunity to reflect on the diverse ways people celebrate	We'll explore how Sikhism is celebrated, delving into its unique traditions and practices. We'll also compare these with our own celebrations to see the similarities and differences in how we honour important moments.  Reflection: engaging in a class debate and discussion on the importance of celebration.		
PSHE								
Focus Text	<b>The Robot and The Bluebird by David Lucas</b>				<b>Powerless (a short Literacy Shed film)</b>			
Phase and key objectives	Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text Speaking and listening	Phase 2: Writer talk Analysing author's style Identifying organisational features	Phase 3: Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing Drafting		Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text Speaking and listening	Phase 2: Writer talk Analysing author's style Identifying organisational features	Phase 3: Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing Drafting	

## Term 1 Newsletter (Wildcats Class)

Dear families,

I hope you have had a lovely summer and the children are enjoying their first week in Year 2. I have been so impressed with how helpful, polite and kind they are and how well they have listened and got into routine over the last few days. I look forward to getting to know you all as families over the coming months. This newsletter aims to provide you with an overview of the main learning planned for this term, alongside other useful information. As it is the start of the year, it is a bit of a long one! As always, if you have any questions, concerns or worries, do come and talk to me. I am available at the end of the school day, if it is quick, or please email me via [info@somerdalet.org.uk](mailto:info@somerdalet.org.uk).

### The Year Two team:

Berna Aksu	Lily King
Class Teacher	(PPA) cover teacher
Tracey Sealy LSA	Friday AM
Claire Cox LSA	

### Enquiry Questions this term:

I wonder how learning about different belief systems can help us respect and appreciate each other?  
**(Learn Together)**  
*How can we keep ourselves healthy, and what do we need to survive?*  
**(science)**

### Rights Respecting Schools

This term we will focus in particular at these three rights:

Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.  
Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.  
Article 24: You have the right to a clean and safe environment.

### Teaching and Learning This Term

Our medium term overview is now available on the class page of our website.  
[Please click here to view the overview for this term \(Y2\)](#)

# Housekeeping

- Bring books, reading records & bookbags in every day.
- PE days (Tuesdays and Fridays )- suitable clothing!
- Change to pick-ups let us know by calling or emailing [info@somerdaleet.org.uk](mailto:info@somerdaleet.org.uk) before 2pm if possible.
- **Family Helpers warmly welcomed!**
- Chat to me at the door, or email [info@somerdaleet.org.uk](mailto:info@somerdaleet.org.uk)
- Any questions?

