



**Year 2**

**Coral Class**

**Mr Toby**



**Class Information Booklet**

**(2017-2018)**

# Hello and welcome to Year 2!



I am really pleased to be able to welcome you and your children to Year 2 - Coral Class!

I hope you have all had a wonderful summer, and that you are excited for the new school year! I have been really looking forward to stepping into Year 2 to work with so many children and families that I know so well.






I have been planning and preparing a hat-full of fantastic learning for your children!

Throughout the year, I hope you will feel welcome to ask about anything you'd like to know or, maybe, even join us in class! This booklet allows me the opportunity to give some important information about our curriculum and routines. Please take the time to read about the content and expectations of our Coral Class.

I have also included some introductory information regarding our curriculum topics for the year. I look forward to an inspiring, fun-filled and challenging year of learning together.

*Mr. Toby*

## STRUCTURE of the DAY:

-  School day begins at 8.15am. (students may come into school from 8.00am. but must remain in the walkway and be supervised by a parent until they have access to their class at 8.10am.). Learning activities and circle times will begin at 8.15am. so please make every effort to arrive on time. **Children will be marked late in the register if they arrive after 8:15a.m.**
-  Morning break is from 9.55 to 10.25am. For a snack, we encourage the students to bring fresh fruit as it helps give energy and focus for the rest of the morning. I encourage all children to bring plenty of water to drink throughout the day. Being well hydrated is an essential ingredient for having a healthy and happy mind!
-  Lunchtime is from 12.30 to 1.15pm. A varied and healthy menu of cooked lunch is offered or students may bring their own packed lunch. Please try to keep lunch healthy and nutritious. Again, water comes with our highest recommendation!
-  School day ends at 3.00pm. (unless clubs are being attended). Students should be collected on time – after 15 minutes, a 'late fee' may be charged as teachers have other responsibilities from 3.15pm.
-  Should anyone other than a parent be collecting your child at the end of the morning, please make sure you let us know in advance. We will not allow a child to leave school with anyone other than a parent unless we have the necessary permission.

## UNIFORM:

Provo Primary School uniform is a turquoise T-shirt (available from the Office), khaki shorts, trousers, skirts or skirt and 'suitable' shoes. Shoes should enclose the whole foot so that recess activities are safe – 'flip-flops', heeled sandals etc. are not suitable. Socks should be white. Hats are a necessity on our island – we have hats as part of our uniform.

No jewellery should be worn – although watches and small stud ear-rings are permitted. Nail varnish should be removed before coming to school. Long hair should be tied back off the face, to ensure safety in science, PE and other curriculum areas.

## P.E. Kit:






Our PE kit is a white, Provo Primary School T-shirt, navy shorts and trainers/sneakers. A hat is needed for outdoor PE.

In Year 2 we have 2 PE sessions each week. Our PE days are Monday and Thursday afternoons. On these days, children should come to school in school uniform and bring their PE kit to change into after lunch. Sensible shoes are also a must! No flip flops or crocs please. Girls should tie back long hair. Extra water is needed on these days. **Extra water** is needed on these days and a hat is needed for outdoor PE.

When swimming, a one-piece swimsuit should be worn, although UV shirts can be worn on top. Children will need their own towel.

## GENERAL EXPECTATIONS:

Respect, kindness and positive behaviour and attitude towards school life and those around us are the normal expectations at Provo Primary School. In order that everyone knows what is expected of them and others around them, we have golden rules, which are:

-  Care for myself and others
-  Be honest
-  Work hard
-  Listen
-  Look after property



Our school logo is a flamingo. It is made from a handprint. The fingers and thumb help us to remember our five golden rules.

## WEEKLY TIMETABLE:

	8.10	8:55-9:55		10.30 – 11.30	11.30 – 12.30		1:15 – 3:00	
<b>M</b>	Morning Activities	PE	Morning Break	Reading Book Swap	Phonics	Numeracy	Literacy	Music
<b>T</b>	Morning Activities	Topic (Social Studies, Art, Design, Science, RE)		Literacy	Numeracy	Topic (Social Studies, Art, Design, Science, RE)		
<b>W</b>	Morning Activities	PE		Reading Book Swap	Phonics	Numeracy	Literacy	Topic (Social Studies, Art, Design, Science, RE)
<b>TH</b>	Morning Activities	Topic (Social Studies, Art, Design, Science, RE)		Literacy	Numeracy	Miss Yorka Art / Design & Spanish		
<b>F</b>	Morning Activities	Literacy		Reading Book Swap	Phonics	Science	Star of the Week Assembly	Fun Friday

## SPECIALIST / SUPPORT TEACHERS:

This year we are lucky enough to have Mrs. Yorka working in Coral class. Mrs Yorka will be teaching Spanish through a variety of exciting games and activities so make sure you ask your children what new vocabulary they have learnt each week. In addition, we will have Ms. Arlene, Mrs. Claire and Mrs. B. (volunteer) joining us for extra support in reading and other areas of the curriculum.

## CURRICULUM:

**Literacy:** In Literacy, we group children within each class and use resources specific to the level of each student. Literacy units will always be taught in line with the Topic / Theme being taught in class. By embedding our literacy work in larger topics, children's writing becomes more purposeful, informed and imaginative. Students are able to draw on knowledge and experiences gained across the curriculum to add detail to their work. We will be covering the following units of work during the year:

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>• <b>Narrative:</b> Stories in familiar settings Stories by the same author</li> <li>• <b>Non- Fiction:</b> Postcards &amp; Letters Information Texts</li> <li>• <b>Poetry:</b> Songs and repetitive poems Senses</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative:</b> Traditional tales from a variety of cultures Stories involving fantasy</li> <li>• <b>Non-Fiction:</b> Recount Instructions</li> <li>• <b>Poetry:</b> Traditional Poetry for young children Humorous Poems</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative:</b> Quest and Adventure stories Traditional Tales</li> <li>• <b>Non-Fiction:</b> Information Texts Recounts</li> <li>• <b>Poetry</b> Really looking! Favourite poems</li> </ul>

## **NUMERACY:**

In Numeracy lessons, children are also grouped with others of similar ability. This allows the teacher to provide appropriate levels of challenge to all students while encouraging partner discussions and group work. Sometimes the school will take the decision to group children across classes, in order to better meet the needs of all students. If this is the case with your child's class, we will inform you of our plans in advance. We cover a variety of topics falling under the main Primary Strategy headings of using and applying Numeracy skills, counting and understanding number, knowing and using number facts, calculating, understanding shape, measuring and handling data. Topics are approached more than once over the year in order to gradually consolidate and make progress.

### Year 2 Numeracy Objectives:

- Count in steps of 2s, 3s and 5s, and steps of 10
- Recognise place value in two-digit numbers
- Compare and order numbers up to 100 using  $<$ ,  $>$  and  $=$
- Recall and use number addition/subtraction facts to 20, and derive related facts
- Add and subtract mentally and with objects one- and two-digit numbers
- Understand and use the inverse relationship between addition and subtraction
- Know  $2\times$ ,  $5\times$  and  $10\times$  tables, including recognising odd & even numbers
- Calculate mathematical statements using  $\times$  and  $\div$  symbols
- Recognise, find, name and write  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  of size, shape or quantity
- Write simple fraction facts, e.g.  $\frac{1}{2}$  of 6 = 3
- Combine amounts of money to make a value, including using  $\pounds$  and p symbols
- Tell the time to the nearest 5 minutes, including drawing clocks
- Describe properties of 2-D shapes, including number of sides and symmetry
- Describe properties of 3-D shapes, including number of edges, vertices and faces
- Interpret and construct simple tables, tally charts and pictograms

### **Other curriculum areas/topic work:**


In Coral Class, we will be approaching our topics through a 'creative curriculum'. By centring learning on one topic area, children are able to apply their newly acquired skills in a meaningful and purposeful way across the curriculum. Topic 'subjects' include Science, Social Studies, Art & DT, Computing, Music and Personal, Social, Health and Economic Education(P.S.H.E.)/MindUP.

Every child is different and as I get to know your child better, I hope to incorporate their passions, likes and dislikes in to our curriculum, so there may be some changes as the year goes on, but I will let you know in our termly newsletter or via the classroom noticeboard.

## FIELD TRIPS:

I will advise you of upcoming field trips throughout the year. However, if after seeing this year's topics, you have any ideas, connections or thoughts about field trips that might compliment them, I welcome your input!

## ASSESSMENT - MARKING & FEEDBACK:

 Our 'Marking and Feedback' policy based on 'success and improvement'. It is designed to clearly show how children have achieved against the learning objective and to identify ways in which they can improve.

 Ways in which teachers mark are standardised across the school.

Here is an outline of the main points of our policy:

At Provo Primary School, we believe that students should receive quality feedback on their work. This may be given in a variety of ways including marking, rewards, oral and body language (smiles, thumbs up, eye contact etc). Research shows that oral feedback is the most natural and effective for children. Feedback, in whatever form is powerful and must focus on success **and** improvement.

### Marking Numeracy:

The purpose of marking is primarily diagnostic. It will communicate whether the child is successful and should act as a motivator. Comments made should encourage the child to feel safe when tackling problems and will encourage further development.

- ✓ correct answer in Numeracy
- incorrect answer in Numeracy
- Ⓢ incorrect work now corrected

### Indicating effort:

😊 good

😐 reasonable

😞 disappointing

In addition, in Y2, you will see letters after a completed task, which help me to review, assess, support and inform my future planning.

**VF** **V**erbal **F**eedback was give directly and the opportunity to discuss understanding with an adult.

**S** **S**upport (either one to one or small group) was given to complete the task

**I** The task was completed **I**ndependently.

The children will be observed throughout the day in all areas of their learning. As individuals, students are encouraged to achieve their full potential. However, we realise that all students have different strengths and weaknesses, so their rate of progress is judged accordingly.

As part of the plenary at the end of lessons or when completing units of work, children will be encouraged to self-assess using a range of written or visual means.

We will also be using a variety of self and peer assessments allowing the children to take more ownership of their learning.

Numeracy, Reading and/or Writing are assessed regularly in class. The results of some of these assessments will be included in these written reports, discussed at Parent-Teacher Consultations and used to create individual targets for your child.

In Year 2 the children will be tested at the end of May in the core subjects of English and Maths using the British National Curriculum Standardised Assessment Tests (SATs). These assessments reflect the curriculum taught at our school.

Parent-teacher Consultation Meetings are held each term. Parents are invited to come to the school and confer with their child's teacher at a scheduled time. A parent or teacher may also request a conference at any time during the school year.

Written reports are produced and sent home in January and June.

## **HOMEWORK:**

Homework contributes toward building responsibility, self-discipline and lifelong learning habits. It is our intention to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Homework will provide students with the opportunity to apply information they have learned, complete unfinished class assignments, and develop their ability to work independently. Homework is modified to suit the individual needs of each student.

### **Homework can have several purposes:**

- **practice** exercises to reinforce or embed learning in class
- **preview** assignments to prepare for subsequent lessons
- **extension** activities to transfer learned skills or concepts to new situations
- **creative** activities to integrate many skills toward the production of a response or product














In Year 2 children will be given weekly, homework, which is designed to consolidate their learning. It will be based on objectives or topics we have covered in class. Please monitor how your child approaches the tasks and how easy or hard they find it to complete. In addition, your child will be able to scan books out of the school library. It is important you take some quiet time with your child to listen to them read and complete the home reading diary.

If you have any queries, questions or concerns about how your child is managing the home readers or tasks set, please just pop in and see me.

### **AFTER-SCHOOL CLUBS:**



After school clubs are offered to all age groups. The focus of our clubs ranges widely, covering such areas as Sports, Art, Computers, Drama and Music. We also offer a Homework Club. After-school tutoring is also available, enquire for pricing at the office and speak with the teacher you would wish to tutor your child to discuss timings.

### **HOW YOU CAN HELP?**

-  Talk to your child positively about their day.
-  Encourage your child to read regularly and complete reading logs or reading diaries.
-  Discuss homework with your child and encourage them to do their best and provide a suitable space and time for homework to be completed.
-  Encourage and help with the regular practice of spellings and times tables.
-  Read and respond to assessment information and reports shared with you about your child's progress.
-  Monitor healthy eating at home and at school.
-  Provide enough water for daily needs, at least two bottles a day and more on P.E. days.
-  Remind your child to bring their PE kit to change in to on P.E. days (Monday and Thursday)
-  Label all clothes and equipment including lunch boxes.
-  Please send a letter / note regarding any absence from school.
-  Check email regularly for updates on school information and events.
-  Make sure that your child gets adequate rest.
-  If you would like to help in our class – either regularly or for specific events – this would be gratefully received, so please let me know. I will let you know of any specific projects that we may be working on.



## COMMUNICATION:

-  Each term I will send home a newsletter detailing the work being covered in that time. If you see a topic that you or a member of your family has a particular interest/vocation/expertise in and might be able to share and be of value to our class, please let me know. We are a three way partnership, 'school, parent, child' so the more we work together the better everyone's experience at Provo Primary will be.
-  As I have said, I have an open door policy; if you have any questions, problems, concerns, please come and speak to me. The end of the day is easiest for me and if it requires longer, I am happy to make an appointment to meet with you at a mutually convenient time.

**AND FINALLY. . .** I look forward to an exciting year ahead.

*Mr Toby*