

Welcome to Year 2



Infant School

Year 2 Classes



Penguin Class



Mrs Freeman



Owl Class



Miss Taylor
Teacher

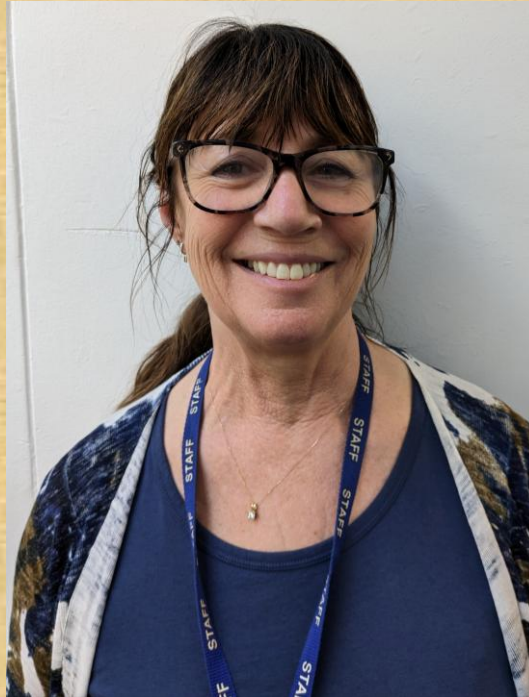


Puffin Class



Mrs Butler
Teacher

Flamingo Class



Mrs Greatrex
Teacher



Learning Support Assistants



Mrs Wilson
HLTA



Mrs Linehan
LSA

Additional Staff



Mrs Walters
SENDCO



Mrs Ruffman
Admin Officer



Mrs Abbotts
SNA



Miss Thornton
Finance Officer



Mr Campbell
Caretaker

Our School Values



Teamwork Tiger

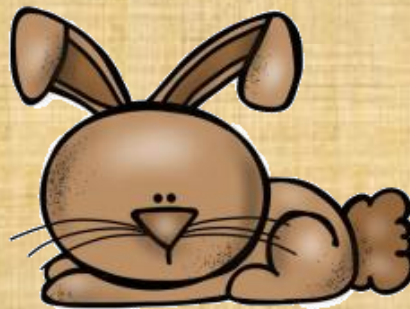
Hook Infant School Values



Kind Koala



Persevering Panda



Respectful Rabbit



Courageous Cat



Attendance

ATTENDANCE MATTERS...WHY IS IT IMPORTANT?

365 days in a
calendar year



0 days
absence

10 days
absence

in-term days in a calendar year

All this time for holidays, shopping,
appointments etc.

Year 2

attendance

97.8%

190

100%
Attendance

Best chance
of success

Days
School

Poor attendance
less chances

152
Days in
School

80%
Attendance

Very poor attendance
serious impact on
education and reduced life
chances

143
Days in
School

75%
Attendance

DID YOU KNOW? A two week holiday in term time means that the highest attendance you can achieve is 94.7%

If your child is unwell

- If your child appears to be only slightly unwell, send them in to school.
- Book appointments outside of school hours. If this is unavoidable, please book for as late in the afternoon as possible.
- If your child becomes reluctant to go to school or you need help, please contact the school immediately; we are more likely to be able to work together to solve any problems if we act early.
- Worried your child is unwell?
- Is my child too ill for school?

Year 2 Daily Routine

- PE twice a week – come to school in PE kit
- Phonics daily
- Reading and writing
- Maths
- Non-core



What your child will need...

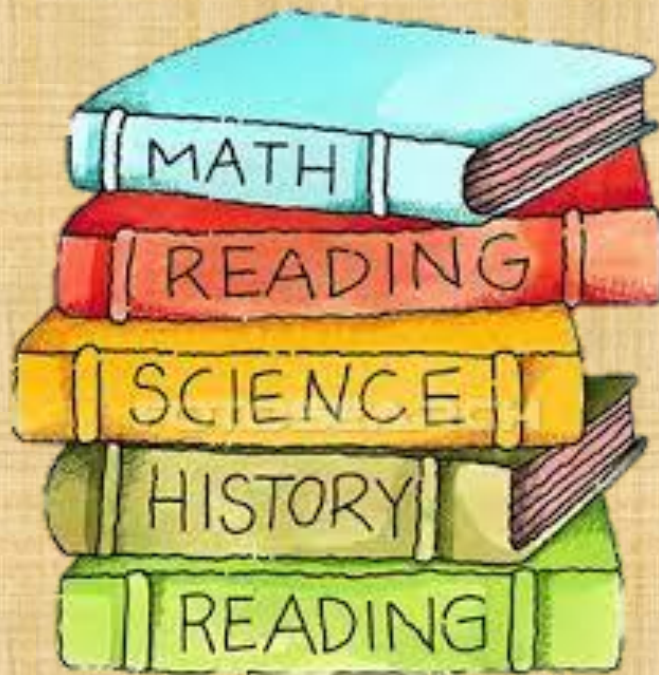


- Book bag – no big keyrings or backpacks please
- You can include a plastic reading folder or a bottle holder to keep reading book clean and dry.
- A plastic, named bottle, containing only water please.
- Coat or sunhat (weather dependent)
- Lunch box
- **Please name EVERYTHING!!**



Books

Just like Year One children will complete their work in exercise books.



Our Curriculum

English Reading - To accurately read words of two or more syllables. - To develop their comprehension and response to texts. - To read words accurately without overt sounding and blending. Writing - To form their letters on the line correctly, starting and finishing at the right place. - To correctly demarcate their sentences with a capital letter and full stop. - To use adjectives to form expanded noun phrases. - To use 'and' and 'because' to extend their sentences. At home you could: - Continue reading with your child on a regular basis. - Ask your child questions on what they have read. - Practise retelling and writing stories split into beginning, middle and end. - Ensure your child is forming their letters correctly when writing.	Maths - To count to and across 100 forwards and backwards. - To partition numbers into tens and units. - To find ten more and ten less of a number. - To use the greater than, less than and equals symbols $<$ $>$ $=$. - To count in steps of 2, 5 and 10. - To find different combinations of coins that make the same amount. - To add and subtract numbers. - To compare and measure different lengths. At home you could: - Partition numbers (e.g. 64. $60 + 4$ or $10 + 50 + 2 + 2$) - Practise recognising odd and even numbers. - Find ten more and ten less of a number. - Continue a number pattern (e.g. 2, 4, 6, 8, ... 5, 10, 15, ... 10, 20, 30 ...) - Practise 2x, 5x and 10x tables. - Order items depending on length, width or size.
Science - To recognise and sort things that are alive, have never been alive and were once alive. - To learn the seven life processes for all living things. - To understand simple food chains. - To name a range of habitats and discuss adaptations some animals have made to live in these places. At home you could: - Identify which plants and animals live in your garden. - Sort items to show they are alive, not alive, were once alive or never alive.	Geography - To recognise key places on a simple map. - To develop an understanding of the local school. - To recognise the difference between physical geographical features. At home you could: - Draw a map of the route you take to school. - List human and physical features in the area around your house.
DT - To explore and use mechanisms (wheels and axles). - To design, build and evaluate. At home you could: - Make a vehicle with moving wheels and axles out of junk.	PSHE - To recognise their own strengths. - To understand why rules are useful. - To explore their identity. - To know how to keep their teeth clean and important. - To recognise what makes a good friend.
Use lego to explore, make and improve simple designs.	At home you could: - Make a list of rules (for example ones that you have at home or road safety rules). - Discuss our school values and ways these can be shown outside of school.
Computing - To type simple sentences confidently using the space bar, enter and caps lock. - To design and make their own maze game. - To fix problems in their work (debug). At home you could: - Research different topics, for example: www.bbc.co.uk/schools/scienceclips - Play some games that require you to use the directional arrows on the keyboard to move.	Music Following the Charanga music scheme: - To explore pitch, pulse and rhythm. - To compose their piece using a song. - To perform their work. At home you could: - Listen to a range of classical, contemporary and popular music. - Clap to the beat of the music. - Ask your child to perform a song or rhyme to you.
RE - To identify and talk about thankfulness. - To recognise how the concept of thankfulness is expressed by Christians at Harvest and Sikhs during Baisakhi. At home you could: - Make a list of what you are thankful for.	PE - To be able to confidently move in different ways. - To be able to balance on different parts of their bodies. - To move with control. At home you could: - Practise balancing and moving with control. - Practise following instructions to complete a route. - Practise throwing and catching a ball.

School Website



LATEST NEWS: We are OUTSTANDING in all five areas from our recent Ofsted



Current Parents ▾

Prospective Parents ▾

Key Documents ▾

Performances

Contact



Current Parents ▾

Prospective Parents ▾

Our School Day

Vision & Values

News

Our Green School

Calendar

Term Dates

Lunchtime and Menus

Support Our School

Governing Body

Curriculum Subjects

Curriculum Statement

SDP overview

Year R

Year 1

Year 2

Welcome to Year 2 and Curriculum Maps



Phonics in Year 2

- Phonics is taught each morning for 20-30 minutes with our Anima scheme.
- Children who did not meet the expected standard in the Year 1 phonics screening will be revisiting the phonic sounds, children who did pass move onto Phase 6.
- Phonics now moves away from learning new sounds and onto spelling rules and adding prefixes and suffixes to words.
- The children will be assessed in the Autumn Term on their phonics and placed appropriately onto the reading scheme.

Reading



- We aim to hear the children in school once a week.
- We encourage children to read at home on a **daily** basis but at **least** 5 times a week.
- Children are taking home 2 books – a phonics reader and a shared reader book.
- Rainbow word book

My Rainbow Word Book



This book includes all of the rainbow words children are expected to be able to read by the end of their time at Hook Infant School. Teachers will check these words with your child while they are reading with them. To help your child with their learning at home please practise reading and recognising these words. Your child will need to continue practising a page until it has been signed off in school.



Our reading scheme

- The reading scheme books are organised into coloured book bands according to their difficulty level and skills required to read them. Language within these boxes is progressive as your child moves through the band.
- Each colour band has a range of genre – fiction, non-fiction and poetry.
- Children move through the reading scheme as they progress through the phonics scheme they are learning in class.
- 3 reads approach – decoding, fluency and comprehension.
- Shared reader books are chosen by the children – aim is to read these together at home. Encourages the pleasure for reading.



Book Changes



Monday and Thursday

Penguin and Flamingo

Tuesday and Friday

Owl and Puffin

HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to
1.8 MILLION
words per year
and scores in
90th PERCENTILE
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to
282,000
words per year
and scores in
50th PERCENTILE
on standardized tests

A student who reads

1:00

minute per day

will be exposed to
8,000
words per year
and scores in
10th PERCENTILE
on standardized tests

Helping your child to read



Checking understanding:

- What has happened in the story so far? Can you retell the story in the correct sequence and in your own words?
- Who are the main characters?
- Where did the character live?
- Why couldn't Cinderella go to the ball?
- What did Cinderella do when her stepmother and sisters left the house to go to the ball?

Helping your child to read – more advanced skills to develop

- How is Cinderella feeling at the beginning of this story? Why do you think she feels this way?
- Can you describe Cinderella?
- How would you feel if you were treated in the same way as Cinderella?
- Predict what you think is going to happen next. Why do you think this?
- Have you read any other stories that have similar characters to this one? If so, which story was it and what happened?



Writing



The writing curriculum is broken into 3 elements;

- Transcription - spelling and handwriting
- Composition- articulating ideas and structuring sentences with fluency
- Vocabulary, grammar and punctuation

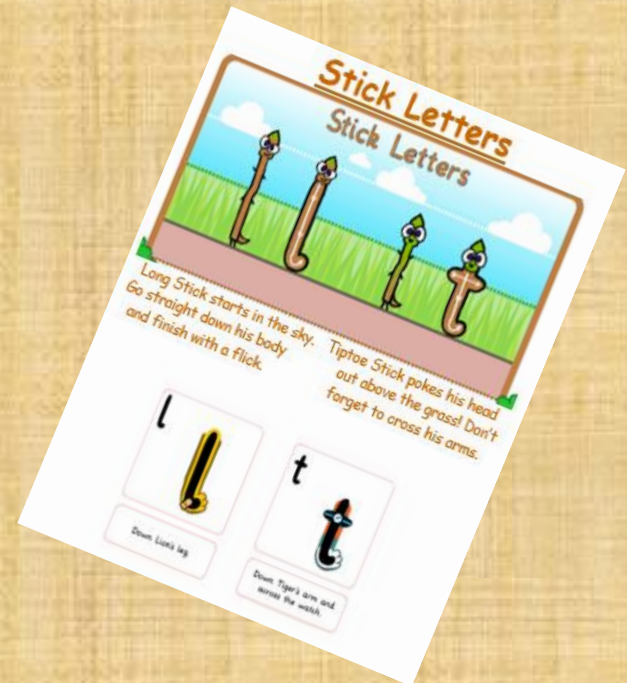
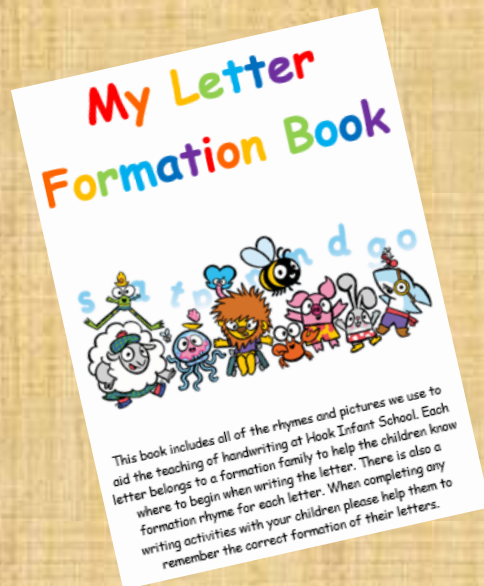
Our writing is based around books and exploring texts linked with our topic each half term. Feel free to explore our topics through additional texts at home too - the more ideas the children have, the more confident they will feel when thinking up their own sentences.



Handwriting

Letters must be formed correctly, with correct sizing and sitting on the line in Autumn term. We then begin to teach joined writing in Spring term.

Impact of handwriting – as handwriting becomes automatic children have more brain capacity available for other aspects of writing.



Library

Children will continue to bring a school library book home each week. This is a book of their own choice.



Penguin –Monday
Puffin – Wednesday
Owl – Thursday
Flamingo - Friday



Maths

- Counting in 1s 2s 3s 5s and 10s
- Addition and subtraction including recalling related facts
- Recognise inverse operations
- Multiplication
- Division through sharing, grouping and multiples
- Write and recognise simple fractions of quantities and shapes
- Tell the time to nearest 15 minutes
- Use coins to make the same amount
- Name and describe 2D and 3D shapes

Maths Rocket Challenges

Challenge 1: When you are out, can you create a tally of how many different coloured cars you see? Can you make a graph when you come home showing how many were red, how many were silver etc?



Challenge 2: Find 8 different leaves outside and order them from smallest to largest. Can you use a ruler and measure them in cm? Is there anything else you can order in terms of length?



Challenge 3: Practise marching up the stairs counting in your 2 times tables. What number did you reach? As you march down the stairs, try counting them backwards. Did you get back to 0?



Challenge 4: Ask a grown up for a food item that can be shared easily, e.g. raisins, orange segments, chocolate buttons, grapes etc. Count out 24 items. Explore how many ways 24 items can be shared into equal groups. You might share them between teddy bears e.g. share 24 between 2 teddy bears, then 3 teddy bears, then 4, and 5 etc. What did you find out?



Year 2 Autumn 1 Maths Rocket Challenges

Please return to school by Friday 3rd November



Challenge 5: Collect 16 sticks from the ground. Collect 10 more sticks. How many have you got altogether? Write a number sentence to record your findings. How has 16 changed when we add 10 more?



Challenge 6: Collect up all the gloves in your house. How many single gloves are there? Match the gloves together. How many pairs of gloves do you have? If you can, record as a bar model/part whole model to show the relationship between halving and doubling.



Challenge 7: Find 20 items. Roll a dice. The number it lands on is the amount of items you take away. How many are left? Record the number sentence. Keep rolling and recording your answer until you get to 0. How many times did you have to roll the dice? What's the smallest amount of rolls you could have completed the game in?



Challenge 8: Find 5 empty containers (e.g. yoghurt pot, ice cream tub, jar). Measure how much water each container holds using millilitres. Can you order them?



Challenge 9: A cooking challenge! Ask a parent to help you find a recipe to make a meal or bake a treat of your choice. Can you help by weighing all the ingredients accurately? What was the biggest number you looked at in the recipe? What was the smallest?



Challenge 10: Ask permission to help your Mum or Dad serve a meal (This might work best with a circle shaped meal e.g. quiche, pizza, pie). Are you able to cut it into equal parts? What fraction did you find?



PE

Penguin and Owl – Monday and Tuesday

Puffin – Monday and Wednesday

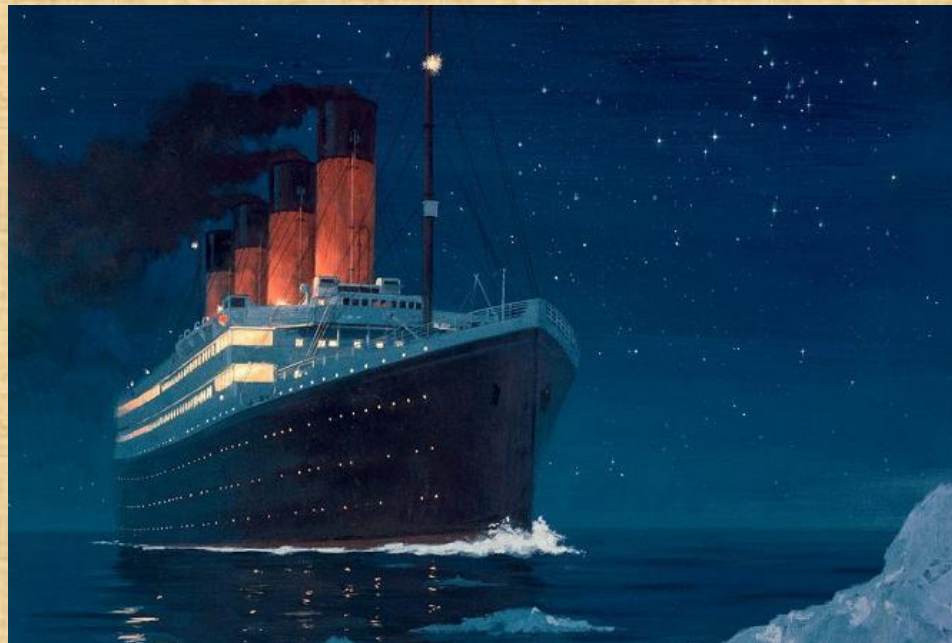
Flamingo - Tuesday and Thursday

Come into school in your PE kit on this day – please make sure earrings are **removed** before school and long hair is tied back.



Educational experiences

Titanic Museum trip
Wednesday 4th November



Keeping Up to Date

- Letters and notices
- Parents Evening October
- Website
- Arbor
- School office
- Hook Infant School facebook
- Instagram @hookinf

We need your help!

If you are able to give some of your time to help us in school it would be greatly appreciated. We look for volunteers to help with reading, games and for walks and trips. A DBS check will need to be obtained from the school office.



Supporting your children and the school

- Read every night
- Talk to your child about their learning
- Volunteer if you can
- Amazon wishlist
- Donate boxes of tissues to your child's class



Every child matters

Children learn at different rates and through different experiences. We are here to ensure the progress of every child whatever their ability.



If you have any queries please make an appointment to see us.

THANK YOU

