



# Welcome To Year 2

WEDNESDAY 9<sup>TH</sup> SEPTEMBER 2020

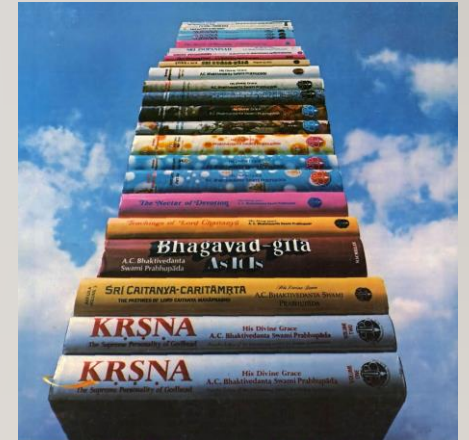


**TEACHERS:**

**Mr Hirani (2PP) and Mr Allaway (2FF)**

**Learning Support Assistants:**

**Mrs Halai, Mrs Bahl, Mrs Trivedi and Mrs Thakkar**





# Our School Values

**We prepare pupils for their respective life journeys by promoting Educational Excellence, Character Formation and Spiritual Insight.**

**Our six core values are:**

- **Empathy**
- **Self-Discipline**
- **Respect**
- **Integrity**
- **Courage**
- **Gratitude**

**We focus on one value each half term and teach the pupils through various ways including class discussions and school assemblies.**





# British Values

We teach these fundamental values along side our Avanti values and link them into different parts of school curriculum and school day.





# Behaviour

At AHPS, we have a set of Golden Standards:

1. Be kind, helpful and gentle: think of others
2. Be respectful: listen and act respectfully, use good manners
3. Be honest and responsible: think before you act; tell the truth
4. Be Safe: care for people and property
5. Be courageous: Learn Brilliantly!





# Our Expectations

- Own responsibility to take care of their own belongings, letters, diaries, changing of reading books, homework books, etc
- Behaviour expectations according to 'Good to be Green' standards
- 5B's for developing independence:

**Brain**

**Book**

**Board**

**Buddy (Friend)**

**Boss (Teacher)**





# Recovery Curriculum

We will be spending the first four weeks (at least) of this term working on a 'Recovery Curriculum'. There are five main aspects to the recovery curriculum:

- Restoring Relationships
- Community
- Resilience
- Metacognition
- Place

Due to the corona virus pandemic, we have had to make some changes to the curriculum to create time to cover the most important missed content whilst continuing to deliver an ambitious and inclusive curriculum.



# Recovery Curriculum

**During the first half of the Autumn term, we will focus on the teaching of core subjects, i.e. Maths, Reading, Writing and Science.**

**Alongside focused teaching of basic skills, we will deliver PSHE and PE provision that focuses on children's physical, emotional and mental well-being and supports pupils to reintegrate back into school life.**

**We will continue to use cross-curricular links effectively to ensure that children are accessing a broad and balanced curriculum under the current circumstances.**

**Yoga, Sanskrit and PRE lessons will continue to be taught by specialist teachers.**





# Recovery Curriculum

Towards the end of the second half-term, we will begin to re-introduce foundation subject such as Art and DT, Humanities (History and Geography) and Computing.

The Department for Education's statutory guidance is asking schools to aim to return to the school's normal curriculum in all subjects by summer term 2021.

Curriculum planning will be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment. This will take place at the beginning of September 2020.

*Please keep in mind that our curriculum is subject to change based on the needs of our pupils, throughout this academic year.*





## Website Links

We will endeavour to update you regularly via the year 2 section of our school website. These are some of the key links that will help you:

<https://avanti.org.uk/avantihouse-primary/year-2/>

<https://avanti.org.uk/avantihouse-primary/phonics/>

<https://avanti.org.uk/avantihouse-primary/reading/>

<https://avanti.org.uk/avantihouse-primary/ks1-maths/>

There is a lot of information to support our children throughout the academic year.

# KS1 SATS / Assessment For Learning

- Summative tests are expected to take place in May 2021 but **we assess all year round on a daily basis** – it is not the case that everything rests on the May tests – please remember that and **focus on daily learning**. We are always assessing to inform our planning for the children's next steps/targets.
- Please visit: <https://avanti.org.uk/avantihouse-primary/ks1-sats/> for more information (based on last year) as well as past papers – we will have another parent meeting at some point in the academic year, depending on the latest government guidance.
- We will not give out weekly class timetables because, due to the events during the week or through **assessment for learning**, we will need to adapt the times and days of subjects according to the pupils' needs.

# Spoken Language

Spoken language underpins the development of reading and writing. The quality and variety of language that pupils **hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.**

Please take the time to discuss everyday life with your child and take them to different places locally and around London. These exciting adventures will be a basis of wonderful experiences and discussions.

Also, ensure you spend time discussing different ideas when thinking of exciting sentences for the weekly spelling homework. **The importance of the past and present tense is vital to discuss and understand as well.**



# Phonics / Spellings

Phonics has been the basis of the children's reading and writing since Nursery. We will continue to revise it (please practise at home too) and then move onto more complex spellings the children need to know in year 2 such as:

- suffixes (e.g. using the suffixes: **ly**, **ing**, **ed**, **er** and **ness**)
- alternative pronunciations (e.g. cow, show),
- alternative spellings (e.g. bare, bear), homophones (e.g. see, sea)
- contractions (e.g. it's, can't)
- the possessive apostrophe (e.g. Meera's, Phil's)

Our website section: <https://avanti.org.uk/avantihouse-primary/phonics/> has more information to support your child with phonics.


*\* The latest government guidance has asked schools to complete a phonics screening check for each child so we will complete this as well – more information to follow.*



<https://avanti.org.uk/avantihouse-primary/wp-content/uploads/sites/9/2019/12/Y2-Writing-Mat.pdf>

# Common Exception Words

| Year 1 |       |        |       | Year 2    |           |         |         |        |
|--------|-------|--------|-------|-----------|-----------|---------|---------|--------|
| a      | his   | push   | was   | after     | class     | floor   | most    | pretty |
| are    | house | put    | we    | again     | climb     | gold    | move    | prove  |
| ask    | I     | said   | were  | any       | clothes   | grass   | Mr      | should |
| be     | is    | says   | where | bath      | cold      | great   | Mrs     | steak  |
| by     | love  | school | you   | beautiful | could     | half    | old     | sugar  |
| come   | me    | she    | your  | because   | door      | hold    | only    | sure   |
| do     | my    | so     |       | behind    | even      | hour    | parents | told   |
| friend | no    | some   |       | both      | every     | improve | pass    | water  |
| full   | of    | the    |       | break     | everybody | kind    | past    | who    |
| go     | once  | there  |       | busy      | eye       | last    | path    | whole  |
| has    | one   | they   |       | child     | fast      | many    | people  | wild   |
| he     | our   | to     |       | children  | father    | mind    | plant   | would  |
| here   | pull  | today  |       | Christmas | find      | money   | poor    |        |

| Punctuation Power!  |  |
|---|--|
|  | Correctly sized spaces                                       |
| <b>A</b>  | Capital letters to begin a sentence and for names and places |
| <b>.</b>  | A full stop at the end of a sentence                         |
| <b>!</b>  | Exclamation marks for exclamations or surprise               |
| <b>?</b>  | Question marks for questions                                 |

| Sneaky Suffixes                                     |           |
|---|-----------|
| glue on the end of a word:                          |           |
| <b>-ment</b>  | amazement |
| <b>-ness</b>  | happiness |
| <b>-ful</b>   | playful   |
| <b>-less</b>  | hopeless  |
| <b>-ly</b>  | angrily   |
| Sometimes suffixes change the end of the root word. |           |

| Super Spellings... I need to know many of these: |        |        |           |
|--|--------|--------|-----------|
| poor   | cold   | again  | move      |
| find   | gold   | grass  | prove     |
| mind   | hold   | pass   | half      |
| floor  | told   | plant  | parents   |
| eye  | every  | path   | money     |
| kind   | great  | door   | improve   |
| who  | break  | both   | sugar     |
| whole  | steak  | most   | could     |
| any  | Mrs    | even   | would     |
| child  | after  | climb  | beautiful |
| wild   | fast   | busy   | because   |
| Mr   | last   | people | should    |
| only   | past   | pretty | behind    |
| old  | father | sure   | Christmas |
| many   | class  | bath   | everybody |
| clothes  | water  | hour   | children  |

| Some have capital letters.            |                |            |          |
|---------------------------------------|----------------|------------|----------|
| Use apostrophes to show contractions. |                |            |          |
| hasn't                                | it's           | she'll     | I've     |
| (has not)                             | (it is/it has) | (she will) | (I have) |

## Writing Mat Expected Year 2

| Smashing Sentences |  |
|--------------------|--|
| <b>Statement</b>   | I am seven.                            |
| <b>Question</b>    | How old are you?                       |
| <b>Exclamation</b> | What a nice surprise it is to see you! |
| <b>Command</b>     | Come to my party.                      |

| Terrific Tenses |   |
|-----------------|---|
| <b>Present</b>  | The girl plays drums / The girl is playing the drums. |
| <b>Past</b>     | The girl played the drums.                            |

| Jolly Joining Words  |
|--|
| <b>Co-ordination</b><br>and but so   |
| <b>Subordination</b><br>if that because when<br>George can play outside <b>when</b> he has had his dinner.<br>The horse would win the race if it kept running.<br>The frog made a loud croaking sound <b>that</b> made me jump.<br>The greenhouse window got smashed <b>because</b> Zara hit it with her football. |

| Describe  |
|---|
| Use noun phrases to add more detail.<br>the cold, deep sea<br>a tall, leafless tree<br>a creaky, wooden box |

# Spelling, Grammar and Punctuation (SPAG)

*A huge emphasis on SPAG to ensure that the pupils can develop key aspects of their English.*

The main Grammar objectives in year 2 are:

- Formation of nouns using suffixes (e.g. adding 'ness' to make 'kindness')
- Formation of adjectives using suffixes (e.g. adding 'ful' to make 'helpful')
- Formation of adverbs from adjectives using 'ly' (e.g. quickly)
- Formation of compound words (e.g. whiteboard, cupboard)
- Subordinating (when, if, that, because) and Coordinating Conjunctions (and, or, but)
- Expanded noun phrases (the red dress, kind man)
- Types of sentences – statement, command, question or exclamation
- Correct choice and consistent use of present tense and past tense
- Use of commas and apostrophes in addition to year 1 punctuation like capital letters, full stops, question marks and exclamation marks





# Reading

We will have Guided Reading sessions, where pupils read with the teacher/LSA in small groups, according to their ability. This gives the teacher or LSA opportunities to teach pupils to develop:

- Sequencing
- Predicting
- Inference
- Retrieval
- Vocabulary

*\* An adult will read at least once a week with your child and assess their word decoding and comprehension. Please do read Bug Club reading books, remembering that the understanding of the text is as important as reading fluency.*



# Writing

**Writing (including handwriting) is one of the main aspects we will want to develop for all the pupils in the school, with parental support. We want to build a strong foundation for our children by:**

- **Recapping on Year 1 writing strategies and building on year 2 expectations**

**Here are some guidelines to how you can help your child:**

- **Talk with your child and discuss what they want to write about**
- **Discuss the features they might want to use to make their writing interesting, e.g. adjectives, similes, speech and sub-headings**
- **Help your child to plan out their work by bullet pointing what they want to say in each of the different paragraphs/ sections**
- **Encourage your child to use the phonics that they know to help them write unfamiliar words**
- **Ensure tense is accurate and consistent in a piece of writing**
- **Check for spelling errors of common words**
- **Perform their own compositions and edit their work regularly**

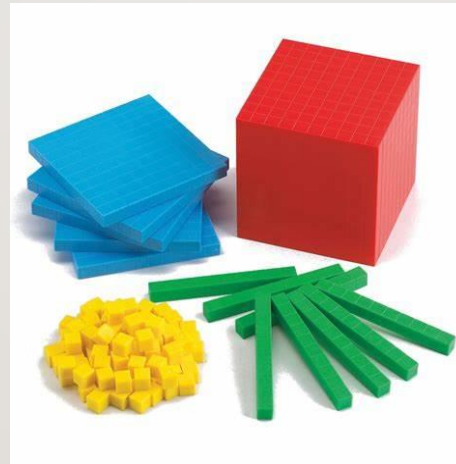


# Mathematics

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

The areas of learning:

- Number and Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions
- Measurements
- Properties of Shapes
- Position and Direction
- Statistics



Mastery is very important to understand. Pupils need to use the number skills to be able to share their reasoning, problem solving as well as using and applying their mathematical skills.





# Home Learning – Reading

- We expect children to read every night. It is vital that we embed in them a **pleasure for reading which is a life skill and which will be extremely useful in their future education**, as expected by the National Curriculum. ***WE WILL ASSESS THE CHILDREN SO BOOK BANDS MAY CHANGE – REMEMBER COMPREHENSION AS EQUALLY IMPORTANT AS THE WORD DECODING!!***
- Every child will get the opportunity to choose a book to read at school, from the school library fortnightly. We let them choose their book to help nurture the children's excitement for reading. *Books will be changed during our allocated library slot only due to time constraints.*
- Bug Club - There will be online activities that your child can complete. We will monitor the children's progress through the Bug Club online reading scheme and give them comprehension questions/tests based on those books to really check their comprehension. Children will NOT always move up a book band but sometimes revisit to develop fluency, as well as to develop a better understanding.
- ***Assessments are more paper/test-based for reading comprehension in year 2.***



## PE & Yoga

Yoga takes place on **Wednesday** for both Year 2 classes and **PE** takes place on **Friday** for 2PP and **Monday** for 2FF.

PE uniform is blue shorts, white T-shirt, black plimsols, trainers, navy blue jogging bottoms and a warm top.

Children will continue to arrive at school wearing their PE kit on the days that Yoga and PE are scheduled; children can then remain in their PE kit for the rest of the day.



# Naming Personal Belongings / Snacks

Please ensure ALL your child's belongings are labelled with their names and class – so much learning time is wasted when items are not labelled, and pupils are too young to remember everything.

Label:

- All items of their school uniform (including school shoes)
- All items of their PE kits (including plimsols or trainers\*)
- Water Bottles
- If your child is wearing trainers, please teach them child to tie up their laces.

*The school will continue to provide a mid-morning snack but the children are still allowed to bring their own if they wish – only fruits or vegetables. Please name the snack container as well. Thank you.*





# Google Classroom / E-Safety

The safety of all our children is a priority and paramount to us. Whilst the latest online platforms such as Google Classroom have enhanced teaching and learning, it is imperative that you ensure you are monitoring and supporting your child, whilst they are using the platform – this is your parental responsibility.

We have regular e-Safety lessons and discussions in our classes to explain the importance and safe use of the internet and associated technology.

Below is a link to some e-Safety resources:

<https://avanti.org.uk/avantihouse-primary/workshop-resources/>

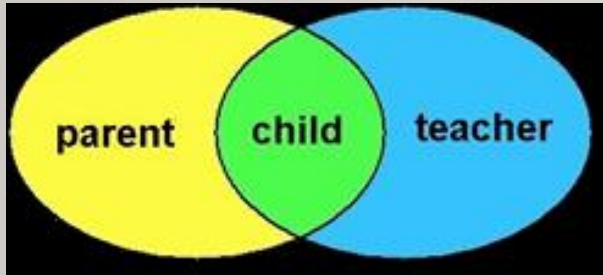


# Homework

We will upload homework on Google Classroom this academic year. It will be uploaded by the end of the school day on Friday and expected back on Wednesday by 3pm. This gives us time to acknowledge the homework handed in.

We will upload homework on the website at the moment (Sept 2020) – we will move to Google Classroom when it is ready – we will inform you when it is ready. Thank you for your patience.

Please note that we will not be engaging in any conversations on Google Classroom as we are in class with the children on a daily basis and we will explain the homework to them and there will be clear instructions on the homework as well.



# COMMUNICATION

We believe that parent-teacher communication is necessary for maximum school success. Please do not hesitate to communicate any issues or problems that may be affecting your child in class **through emails to the office only.**

Please bear in mind that we are teaching in class for most of the day, so it may take a few days to resolve some issues so please bear with us.

Thank you for your support, understanding and co-operation.

Hare Krishna.