



Y2 WELCOME MEETING

TEACHING TEAM

Mrs J Bowns – Class Teacher

Support Staff

Miss A Ahmed

Miss S Frost

Miss S Bi

UNIFORM AND PE KIT

Uniform

- Black shoes (no trainers)
- Black trousers / Black skirt and tights
- White or green polo shirt
- Green school jumper.

PE Kit

White t-shirt

Black shorts

Black joggers and jumper (for outside)

Trainers

‘belonging’

part of a team, feel safe, welcome and heard.

Uniform:

- Our uniform comprises of a jade green sweatshirt or cardigan, a white polo shirt and either black or grey trousers or a skirt.
- **For safety reasons we ask that children wear sensible shoes.**



PE Kit:

- A plain jade green or white t-shirt – No football shirts
- Black joggers, shorts, or leggings
- Suitable sports trainers
- A school jumper (please note, hoodies are not permitted)



This is to ensure that all children feel included and equal, without the pressure of wearing expensive or branded clothing.

Update:

Please note that school uniform does not need to be branded. It just needs to be the Coleridge colours.



ATTENDANCE TARGET 97%



Did you know?

- 96% attendance is 8 days absence per year from school and the equivalent to 11 weeks missed over 7 primary years.
- 95% attendance is 10 days absence per year and works out to 70 days or 14 weeks missed primary education.
- 90% Attendance is 19 days absence per year, that's 3/4 of a school year over primary education.

‘spotlight attendance’

PUNCTUALITY



- Arriving 5 minutes late every day - believe it or not - adds up to 3 days lost each year!
- 15 minutes late every day is the same as being absent for 2 weeks a year.
- Being late 30 minutes every day means the same as being absent for 19 days a year



At Coleridge we are:

*Ambitious, motivated and enthusiastic
about learning.*

*Respectful towards others, our learning and
the environment.*

Caring, kind and helpful.

*Confident to take risks and persevere with
our learning.*

*Creative and independent in all activities.
Honest, trustworthy and always show
integrity.*

5 Star Learner



Type of learner

Description of
each type of
learner

How does it feel
for the children?

Score

5	An active learner	Meets all the expectation all of the time	I'm doing great. I make good progress.
4	A willing learner	Meets all the expectations most of the time	I'm doing ok.
3	A compliant learner	Occasionally needs reminding about some expectations	I'm starting to have some problems.
2	A reluctant learner	Often needs reminding about expectations	I'm starting to lose it.
1	A negative learner	Frequently needs reminding about the expectations and can occasionally disrupt the learning of others	I get cross. I ignore instructions. I'm not handling things well.
0	A disruptive learner	Frequently disrupts the learning of others	I lose control.

READING AT HOME!

READING OUTSIDE OF SCHOOL IS VERY IMPORTANT! WE EXPECT CHILDREN TO READ 5 TIMES A WEEK (OR MORE IF THEY WANT TO!) AND RECORD THEIR READS IN THEIR READING DIARY.

WE FOLLOW THE READ WRITE INC
PHONICS PROGRAMME FOR READING.



BY THE END OF YEAR 2

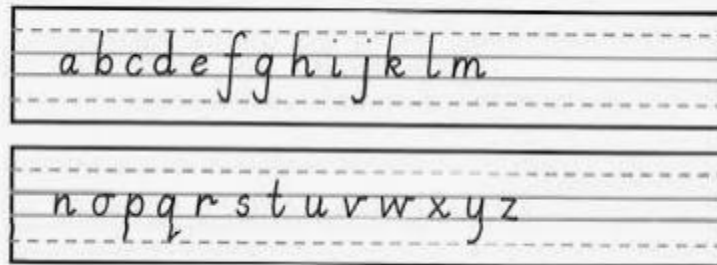
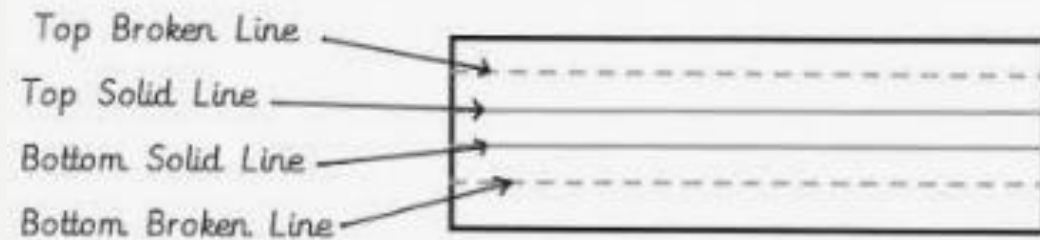
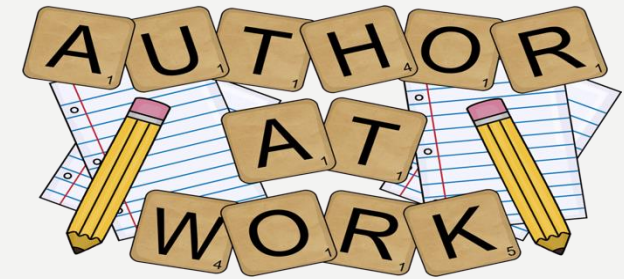
Reading

- Read a range of key words and decode using appropriate strategies e.g. blending.
- Listen to, discuss and express views about a wide range of texts.
- Discuss the sequence of events in books and how items of information are related.
- Discuss the meanings of new words and their favourite words and phrases
- Learn poems by heart and recite using intonation
- Make inferences based on what is being said or done
- Ask and answer questions about a text and make predictions

WRITING



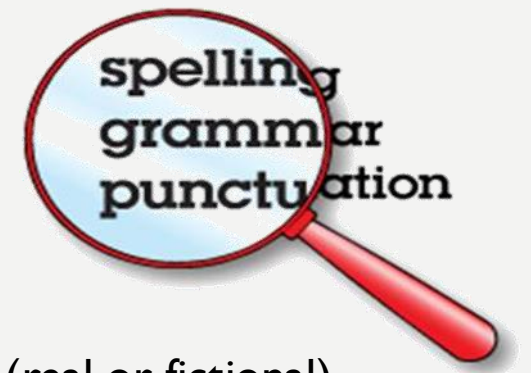
- Spelling – KSI spelling rules and patterns.
- Handwriting – a standard for ARE
- EGPS – grammar glossary



verb
adverb
noun
pronoun
adjective
vowel
consonant

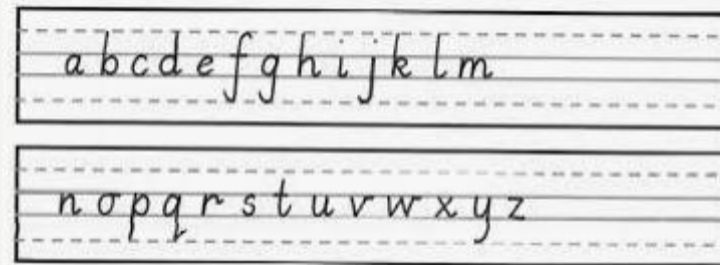
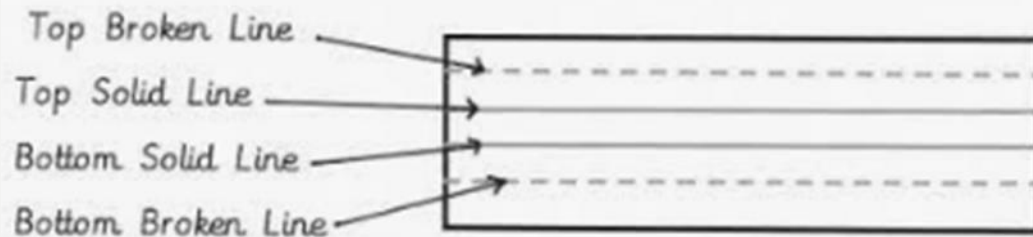


BY THE END OF YEAR 2



Working at the expected standard The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional).
- write about real events, recording these simply and clearly.
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.
- use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words.
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- use spacing between words that reflects the size of the letters.



MATHS



- Times tables – 2, 5, 10, (secure)
3 x tables (summer term)
- Basic skills – (4 operations)
- Reasoning skills – use of question stems.
- Problem solving – applying in a different context.

BY THE END OF YEAR 2

Mathematics Year 2 End of Year Expectations

Number & Place Value

Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward

Recognise the place value of each digit in a two-digit number (10s, 1s)

Identify, represent and estimate numbers using different representations, including the number line
Compare and order numbers from 0 up to 100; use <, > and = signs

Read and write numbers to at least 100 in numerals and in words

Use place value and number facts to solve problems.

Measurement

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

Compare and order lengths, mass, volume/capacity and record the results using >, < and =

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

Find different combinations of coins that equal the same amounts of money

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Compare and sequence intervals of time

Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

Know the number of minutes in an hour and the number of hours in a day

Statistics

Interpret and construct simple pictograms, tally charts, block diagrams and tables

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
Ask and answer questions about totalling and comparing categorical data.

Fractions

Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
Write simple fractions, for example $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Calculation

Solve problems with addition and subtraction:

using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

a two-digit number and 1s

a two-digit number and 10s

2 two-digit numbers

adding 3 one-digit numbers

Show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Multiplication & Division

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs

Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Properties of Shapes

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

Position and Direction

Identify 2-D shapes on the surface of 3-D shapes

Compare and sort common 2-D and 3-D shapes and everyday objects.

Order and arrange combinations of mathematical objects in patterns and sequences

Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Y2 Timetable- Autumn 1																
	8.40am-9am	9am-10am		10am- 10.45am	10.45am-11am	11am-11.55am	11.50am-12.40pm	12.40pm-12.55pm	12.55pm-1.10pm	1.10pm-2.10pm		2.10pm-2.25pm	2.25pm-2.40pm	2.40pm-3pm	3pm-3.10pm	
Monday	Tough ten and mash up	RWI- JB, AA, SF		English- JB AA- Small group input SF- SEND intervention	Playtime	Maths- JB SF- Support AA- SEND intervention	Lunch	Additional RWI lesson Set 3- JB Set 2- SF AA- SEND interventions	Handwriting JB- Stage 2 SF- Stage 1 AA- SEND interventions	Science- JB AA- RWI 1:1 SF- SEND intervention		Playtime	Mastering Number- JB SF- RWI 1:1 AA- SEND intervention	Attendance assembly AA- SEND intervention	Voting for storytime- JB AA and SF supporting	
Tuesday	Tough ten and mash up	RWI- JB, AA, SF		English- JB AA- Small group input SF- SEND intervention	Playtime	Maths- JB SF- Support AA- SEND intervention	Lunch	Additional RWI lesson Set 3- JB Set 2- SF AA- SEND interventions	Handwriting JB- Stage 2 SF- Stage 1 AA- SEND interventions	History/ geography- JB AA- RWI 1:1 SF- SEND intervention		Playtime	Mastering Number- JB SF- RWI 1:1 AA- SEND intervention	Music- JB SF- support AA- SEND intervention	Voting for storytime- JB AA and SF supporting	
Wednesday	Tough ten and mash up	RWI- JB, AA, SF		English- JB AA- Small group input SF- SEND intervention	Playtime	Maths- JB SF- Support AA- SEND intervention	Lunch	Additional RWI lesson Set 3- JB Set 2- SF AA- SEND interventions	Handwriting JB- Stage 2 SF- Stage 1 AA- SEND interventions	Art- JB AA- Support SF- SEND intervention		Playtime	Mastering Number- JB SF- RWI 1:1 AA- SEND intervention	Diversity/ Singing Assembly AA- SEND intervention	Voting for storytime- JB AA and SF supporting	
Thursday	Tough ten and mash up	RWI- JB, AA, SF		English- JB AA- Small group input SF- SEND intervention	Playtime	PE	Lunch	Additional RWI lesson Set 3- JB Set 2- SF AA- SEND interventions	Handwriting JB- Stage 2 SF- Stage 1 AA- SEND interventions	Maths input- JB AA- RWI 1:1 SF- SEND intervention		Playtime	Mastering Number- JB SF- RWI 1:1 AA- SEND intervention	RE- JB SF- support AA- SEND intervention	Voting for storytime- JB AA and SF supporting	
Friday	Tough ten and mash up	Celebration Assembly (8.50am-9.20am)	RWI- JB, AA, SF	English- JB AA- Small group input SF- SEND intervention	Playtime	Maths- JB SF- Support AA- SEND intervention	Lunch	Additional RWI lesson Set 3- JB Set 2- SF AA- SEND interventions	Handwriting JB- Stage 2 SF- Stage 1 AA- SEND interventions	ICT Input- JB (1.10pm-1.50pm) AA- RWI 1:1 SF- SEND intervention		PSHE- JB (1.50pm-2.15pm) AA- RWI 1:1 SF- SEND intervention		Playtime	Careers Club (2.30pm-3pm)- JB, AA SF- SEND Interventions	Voting for storytime- JB AA and SF supporting

OPTIONAL SATS – NON STATUTORY

- Key Stage 1 tests are designed to test pupils' knowledge and understanding of specific elements of the National Curriculum program of study. The tests provide a snapshot of pupils' attainment at the end of Key Stage 1.

- What SATS test will pupils sit?

Reading

English punctuation, grammar and spelling

Mathematics

When are the tests?

- Administered during **June** and marked internally.
- Phonics re-screening is in **June**
- Internal Assessment Statements - Used to make a teacher assessment judgement:
 - Working towards the expected standard
 - Working at the expected standard
 - Working at greater depth within the expected standard

Judgements will be based on a broad range of evidence:

- – Pupil books – Observations – Guided Reading Observations – Reading (1—1 with teacher) – Performance in formal tests – Writing from across the curriculum
- Moderation of judgements together with other schools. (Internally and externally)

E-SAFETY TIPS



- 1. Think before you share

Your child learned about how quickly things can be shared online and why it's important to only share things they'd be happy for everyone to see.

- 2. Protect your stuff

Your child learned what tools are available to keep their stuff safe online – passwords, privacy settings and more – and why they are so important.

- 3. Check it's for real

Your child learned that not everything you see online is true and heard some tips for spotting online scams. We told your child that if they're not sure about something, they should always check with you.

- 4. Respect each other

Your child heard about how important it is to treat other people the way they want to be treated online. They learned how to report bad behaviour and abuse.

More information, in other languages can be found at:

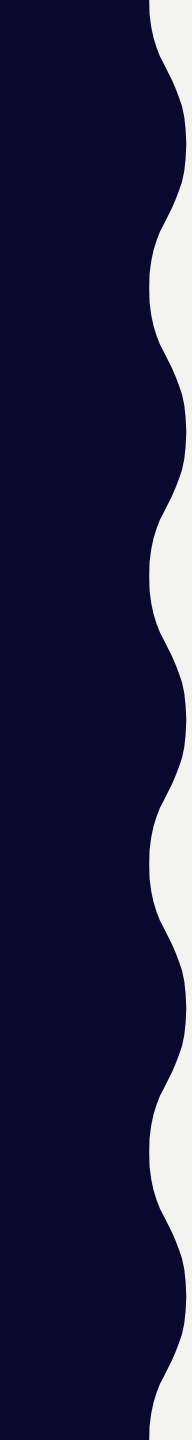
<http://www.childnet.com/resources/supporting-young-people-online>

STAY IN TOUCH – DOWNLOAD OUR APP



- Arbor App or Website
- Information can be found on the school website.
- Up-to-date calendar of events
- Newsletters
- Home learning
- Follow @Coleridge School on Twitter.
- Open door policy





ANY QUESTIONS?