



Welcome to Year 2!

Ash Class



Our staff

Teacher

- Miss Morrow

Teaching Assistants

- Miss Hudson
- Mrs Nalder (Tuesday, Wednesday and Thursday)

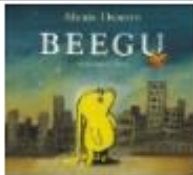


Routine

- Doors open at 8:45am.
- Doors close at 8:55am - after this time please go in through the office.
- If there is any change regarding pick up (e.g. different adult collecting/going to a friend's house for tea,) please send an email to office@cvps.rklt.co.uk so that we have written confirmation of the arrangements.
- Pick up time is 3:25pm from the classroom
- Children will be offered a piece of fruit at breaktime, but can also bring healthy snacks from home if they wish (e.g. fruit/ breadsticks etc). Snacks are taken outside at breaktime so please send a snack that is easy to eat outside.
- Water bottles from home
- PE days – **Thursday**
- Forest School - **Tuesday**

What are your children learning?

- Please also follow Coppice Valley on Facebook / Instagram to see what we are getting up to in class!

Autumn 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Phonics	Reviewing Phase 5 sounds <i>/ee/ y funny</i> <i>/igh/ y fly</i>	Reviewing Phase 5 sounds <i>/e/ gg head</i> <i>/oa/ ow snow</i> <i>/ow/ oy cloud</i> <i>/oa/ toe shoulder</i> <i>/oo/ yoo/ soup fruit</i>	Reviewing Phase 5 sounds <i>/ee/ ey donkey</i> <i>/z/ se cheese</i> <i>/s/se mouse/ce fence</i> <i>/j/ g giant</i> <i>/s/ c ice</i>	Reviewing Phase 5 sounds <i>/t/ ph phone</i> <i>/u/ some mother young</i>	Reviewing Phase 5 sounds	Reviewing Phase 5 sounds	Reviewing Phase 5 sounds
	Keywords	Who	Any Whole Again	Work Through Friend Where Different	Two thought			
	Class Read							
	Writing	Baseline – getting to know me						

Maths	Objectives	Number Place Value	Number Place Value	Number Place Value	Number Place Value	Number Addition and Subtraction	Number Addition and Subtraction	Number Addition and Subtraction
Science – Animals inc Humans								
History								
Geography	How can I represent geographical features of my local area on a map?							
	To use atlases and globes to locate continents and oceans.	To explain how the equator and poles affect climate.	To identify the countries, capital cities and surrounding seas in the UK.	To describe key human and physical features of my local area - fieldwork	To create a map of my school using symbols and a key.	To create a map of my local area using aerial photographs.		
Art	How can colour, line and texture help us to express ourselves in art? - To explore the work of Basquiat and Raulet, noticing how they use colour, line and texture. - To experiment in sketchbooks with marks, colours and layering. - To investigate tools for making thick, thin and varied lines. - To explore how adding black changes the tone of colours. - To create patterns inspired by Raulet and to explore textured paint. - To design and create a mixed-media artwork combining colour, line, tone, pattern and texture.							
DT								
RE	Who is Jewish and what do they believe?							
Music	Call and response (animals)							
Computing	Computing systems and networks – information technology around us							
PE	Forest School PE – footwork/one leg balance							
PHSE	My Healthy Self							
Coppice 50	To learn a meditation technique							



English

- Children have around an hour and twenty minutes daily for English lessons.
- This includes phonics, writing, grammar and handwriting lessons.
- Reading – taught within daily phonics lessons and weekly reading groups. We also enjoy reading for pleasure time within each school day, either in whole class shared stories, or independently enjoying a book.
- Writing – based on high quality picture books. We teach grammar through different short burst writing activities, then build up to a final writing piece that links to the text.
- Handwriting – taught discretely at the start of writing lessons, focusing on letter formation taught in families of letters.

History and Geography

- Au1 Geography – local area and mapwork
- Au2 Geography – Tulum, Mexico
- Sp1 History – The Great Fire of London
- Sp2 Geography – Weather
- Su1 History – Harrogate over the past 100 years
- Su2 History – Florence Nightingale and Edith Cavell



Science

- Au1 and Au2 – Animals including humans
- Sp1 – Materials
- Sp2 – Plants
- Su1 and Su2 – Living things and their habitats



Maths

- We have a daily maths lesson, following White Rose Maths.
- I will always make sure that concrete resources are available to use for all children, helping them to understand concepts fully.
- Lessons will be a mix of practical work, guided activities and independent work.

Maths Fluency -

- Being fluent in these key maths skills will help children to tackle different problems with confidence -
- Counting forwards and backwards in 2s, 5s and 10s
- Recall addition facts up to 20
- Recognise the tens and ones in any 2-digit number



Assessments

Ongoing teacher assessments are made daily within each lesson, as to whether children are ready to progress, or need more support in an area of the curriculum.

Keep-Up/Catch-Up groups will be used to support children where needed.

Towards the end of Year 2, we will start to complete assessment booklets in reading, SPaG and maths.



Purposeful Marking

- Feedback given during session and verbally
- Acknowledgement of where children have met the learning objective
- Focus on next steps and misconceptions

Behaviour steps



BEHAVIOUR STEPS

1

Reminder about Expectations

My Class, My Rules (Script 1)

2

Warning with a consequences reminder

(Script 2)

3

Move seats &/or miss some playtime to finish work/reflect

Consequence reminder

Follow up conversation after lesson

(Script 3 & 4)

Parents informed by phone call or chat at end of the day*.

4

Move out of classroom &/or miss playtime to finish work/reflect

Consequence reminder

Follow up conversation after lesson

(Script 3 & 4)

5

Deputy Head or Headteacher conversation and consequences

(Script 5)

*Some pupils may have behaviour logbooks. Staff will use their professional judgement in some circumstances, as to whether a call/chat is required.

Homework



- Reading – we would ask that children read at home daily. Please sign the reading record and write down which pages have been read by your child. There is no requirement for you to write any notes about their reading.
- TT Rockstars/Numbots – logins will be sent home so that children can practise their key maths skills.
- Handwriting – activities to practise the letter formation that has been taught in school that week.
- Reading scrapbook – this will go home with a different child each week for them to create a book review on their favourite book or most recent read.



Why read for 20 mins a day?

Supports progress and attainment

- Reading 20 minutes a day exposes children to 1.8 millions words per school year and supports children's attainment across the curriculum.

Supports wellbeing

- Reading stimulates the development of imagination
- Reading fiction stimulates creativity
- Support development of empathy
- Supports relaxation at bedtime.



Reading – how you can support at home

- Children have a reading book matched to their current reading level and a library book/ reading for pleasure book which they will bring home
- Please support your child to read at home daily – aim for 15 mins
- Record when your child has read at home in their reading record
- Children should bring their reading record and reading book(s) to school with them each day



Trips/Visitors

- Autumn Term

- geography fieldwork for mapwork
- Southlands Care Home visit
- York Synagogue visitor

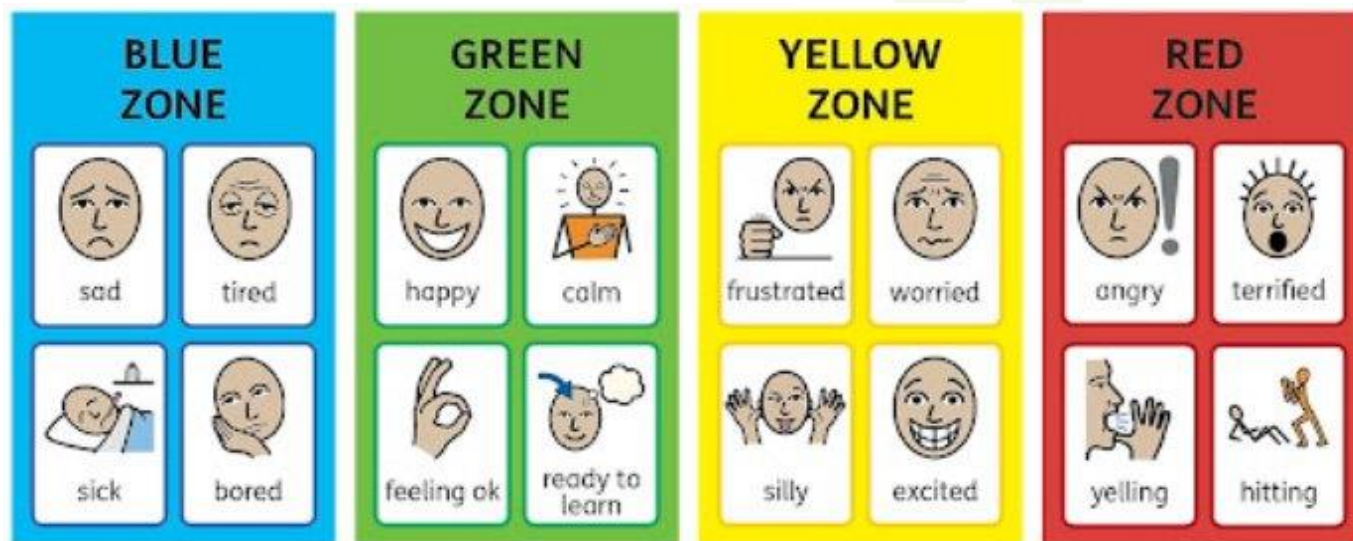
- Spring Term

- school sleepover (Friday 26th Feb-Saturday 27th Feb)

- Summer Term

- visit to Harlow Carr Gardens, linked to science (Tuesday 25th May)
- geography fieldwork linked to weather

Zones of Regulation



The Zones of Regulation is an approach designed to teach self-regulation and emotional control.

It sorts feelings and states of alertness into four coloured zones: Blue, Green, Yellow, and Red.

All feelings and zones are okay, but we want to teach children the tools to be able to recognise how they are feeling, and regulate themselves back to the green zone, so that they are happy, calm and ready to learn.



One mindful minute...



9.9.26

Ready to be Mindful
Mindfulness Activity

Choose a mindfulness activity to stick into your journal and complete.



Ready to be Learn
Reading

Choose a book to read at your table space.



BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
sad	happy	frustrated	angry
tired	calm	worried	terrified
sick	bored	silly	yelling
feeling ok	ready to learn	excited	hitting

I am brave and strong.

www.coppicevalley.com

Each morning, the children will have a choice of different mindful and calming activities when they arrive at school.

For example, writing in their journal, colouring or reading a book.

This will give everybody time to regulate themselves and hopefully feel calm and ready for the day ahead.



Pupil Premium

- **What is Pupil Premium?**

- The 'pupil premium' is extra money for schools to help disadvantaged pupils of all abilities achieve their full potential.
- The amount of funding schools receive is decided by how many disadvantaged pupils they have.
- So...the more families who are identified as pupil premium, the more funding we will get.

- **Benefits to you...**

- Pupil premium pupils receive free school meals in KS2, as well as KS1
- Although all pupils in KS1 receive free school meals, the additional money to school enable extra resources.

- **Do I qualify?**

- **The office will send out more information and we are pleased to help you complete an application form.**

- Families who receive certain benefits may be eligible for free school meals. Your child is eligible for free school meals if you're in receipt of one of the following benefits:
 - - Universal Credit (with an annual net earned income of no more than £7,400)
 - - Income Support
 - - Income-based Jobseeker's Allowance
 - - Income-related Employment and Support Allowance
 - - Support under Part 6 of the Immigration and Asylum Act 1999
 - - The guarantee element of Pension Credit
 - - Working Tax Credit run-on (paid for the four weeks after you stop qualifying for Working Tax Credit)
 - - Child Tax Credit (with no Working Tax Credit) with an annual income of no more than £16,190



Keep in touch!

- Please keep us informed on anything that may have an influence on your child.
- If we can help with anything, just ask! - sleep difficulties, routine suggestions, bereavement, mental health, etc.

ash@cvps.rklt.co.uk