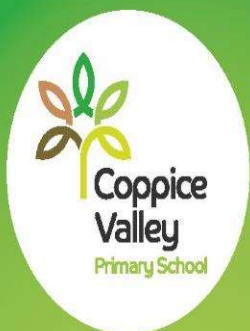




**Welcome to Year 2!**



## Our staff

**Miss Winterburn  
Class Teacher**



**Mrs Nalder (Monday-Thursday)**





# Who will be teaching some foundation subjects?

**Mrs Haddington** – RE

**Miss Baxter** – PE



## Routine

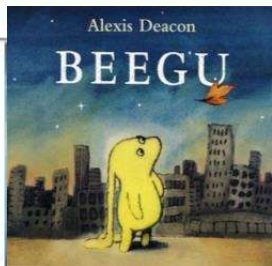
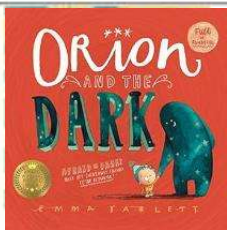




- Doors open at 8:45am
- Doors close at 8:55am - after this time please go in through the office.
- Child protection - please do not come into cloakrooms.
- If there is any change regarding pick up ( e.g. different adult collecting/going to a friend's house for tea,) please send an email to [office@cvps.rklt.co.uk](mailto:office@cvps.rklt.co.uk) so that we have written confirmation of the arrangements.
- Pick up time is 3:25pm from the classroom
- Children can bring healthy snacks from home (e.g. fruit/ breadsticks etc) Snacks are taken outside at breaktime so please send a snack that is easy to eat outside.
- There are snacks available in school at playtime.
- Water bottles from home
- PE days – Tuesday and Thursday



## What are your children learning?

Information about what we are covering this half term and a yearly overview can be found on our class page on the Coppice Valley website. You will also be able to find our Autumn 1 timetable here.

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

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class Read</b>						
<b>English Writing Focus</b>	Informative leaflet Future aspirations, a set of instructions, poems, travel blogs/ vlogs, persuasive speeches, letters	Sequel stories Narrative retellings (including dialogue), thought bubbles, informal letters	Information booklets Persuasive poster, warning posters (instructional writing), speech bubbles, letters of advice, certificates	Own version narratives about bravery Letters of advice, short news reports, writing in role, retellings, information posters		
<b>English Reading Focus</b>	Retrieval Sequence Infer	Retrieval Sequence Infer	Retrieval Sequence Infer	Retrieval Sequence Infer	Retrieval Sequence Infer	Retrieval Sequence Infer
<b>Maths</b>	Place Value Addition and subtraction	Addition and subtraction Shapes	Money Multiplication and division	Multiplication and division Length and height Mass and capacity	Fractions Time	Statistics Position and direction
<b>Science</b>	Use of everyday materials		Plants	Animals including humans	Living things and their habitats	
<b>History/Geography</b>	Geography: My Local Area and Tulum, Mexico	Geography: My Local Area and Tulum, Mexico	History: Great Fire of London	History: Changes in Technology	Geography: Fieldwork: Weather and Climate	History: Hospitals and Healthcare
<b>Music</b>	West Africa call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional Western stories)	Musical me	Dynamics, timbre, tempo and motifs (Theme: Space)	On the island: British songs and sounds	Myths and legends
<b>Art/DT</b>	Art: Drawing: Using different tools to create lines, patterns and imagery.  Artist Study: Jean-Michael Basquiat <u>Jessi Rawlston</u>	DT: Food Technology: Using chopping techniques safely  Creator Study: Alfred L. <u>Craile</u>	DT: Mechanisms: Levers and Linkages  Creator Study: Christopher Latham Sholes	Art: Sculpture: Decorating a clay piece  Artist Study: Maria Andrade	DT: Textiles: Weaving  Creator Study: Victoria Villasana	Art: Painting: Application of Colour  Artist Study: Van Gogh & Wassily Kandinsky
<b>PSHE</b>	Being Me in my world Brave, Kind, Curious – Values in school and society	Family and relationships	Health and wellbeing	Changing Body	Citizenship	Economic Wellbeing
<b>E-Safety</b>	Self-Image & Identity	Online Relationships	Online Reputation	Managing Online Information	Health, Wellbeing & Lifestyle	Privacy and security
<b>PE</b>	Coordination Static balance	Jumping and landed Seated balance	Dynamic balance Stance	Ball skills <u>Counter balance</u>	Sending and receiving Reaction/response	Ball chasing Floor work
<b>RE</b>	Believing - Who is Jewish and what do they believe?		Expressing - How do we celebrate special and sacred times?  Focus on Hindu festivals as introduction to Hinduism (Holi & Navratri – Hindu)		Living - How should we care for the world and why does it matter?	
<b>Coppice 50</b>						



# Phonics

- At Coppice, we currently follow a phonics scheme called Little Wandle. More info for parents can be found directly on their website  
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
- We do phonics daily for at least 20/25 minutes. After 5 weeks this then becomes bridge to spelling.
- Practicing sounding out words and blending back together at home will help with confidence. We will tell you more about how you can support us, to support them.



## Assessments

In terms of assessment, SATs are no longer compulsory in Year 2.

In replacement of SATs we will just complete the NTS assessments as we would normally in autumn and spring term.



## Purposeful marking

Live feedback is given during lessons and verbally

We focus on next steps and misconceptions

Support for understanding is given in a timely manner

Moving away from unnecessary 'ticking'



# 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.



# Behaviour and Expectations

We promote and work every day using our school rules: Aim High, Work Hard and Be Kind.

Your child's positive behaviour, work and attitudes will always be celebrated and praised.

We have our celebration assembly on a Friday, our classroom recognition tree and postcards that go home.

Any poor behaviour in class will be addressed and the school's behaviour policy will be followed. We will talk to you privately if we need to follow up anything with you regarding behaviour.

Our school values are BRAVE, KIND CURIOUS – We have a once a half term values assembly where 2 children are celebrated for upholding our school values – parents are invited to attend, and you will be notified the week before if your child has been selected.



## Homework

- Reading – we would ask that children read at home daily. This year we are introducing reading records. 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.
- Spellings will be sent home this year. We will give you more information about this when we start to send them home.
- 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. Studies show that children who read 20 mins a day are more likely to score in the 90th percentile in standardised tests. Children who read 5 minutes a day are more likely to score in the 50th percentile.

Reading supports development of improved writing skills. It supports development of a wide vocabulary, exposes children to ways of conveying meaning, using figurative language, persuading, informing and engaging readers' emotions

Strong reading skills support children across all areas of the curriculum



# Why read for 20 mins a day?

## Supports wellbeing

### Reading stimulates the development of imagination -

- Recent research indicates creative imaging can 'rewrite' certain memories to be less traumatic, and can even enhance certain physical connections within the body.
- So, imagining playing the piano can support developing neural pathways and improve outcomes. By reading children can develop a strong imagination.

### Reading fiction stimulates creativity -

- Getting lost in a fictional world helps children to expand their own creativity, as they'll experience situations, worlds, characters, thoughts, and feeling that they may not have come across in their own lives just yet.

### Support development of empathy -

- Studies show that reading can help children to develop empathy, by challenging them to consider how other people (the characters) may think or feel.



# Handwriting

- As a school we follow the Letterjoin handwriting scheme.
- This scheme allows children have access to handwriting resources at home if they want to practise.
- See letter for log in details.

EYFS	Year 1	Year 2
a b c d e	a b c d e	a b c d e
f g h i j k	f g h i j k	f g h i j k
l m n o p	l m n o p	l m n o p
q r s t u	q r s t u	q r s t u
v w x y z	v w x y z	v w x y z



# 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



# Coppice Valley PTFA

(Parents, Teachers and Friends Association)

The Coppice Valley PTFA are a group of parents, teachers and friends of the school who come together once or twice a month to discuss ideas for events to help fundraise for the school.

**2023-24 Events:** Bake Sales, Christmas Fair, Olympics Summer Fair, Sponsored Bounce, Dress Down Days and Healthy Snack Stalls.

**So far we have raised money to pay for:** Year 6 end of year gift, coach for the residential, book bags for new starters and the ice cream van.

The PTFA AGM will be held at 6pm Wednesday 9<sup>th</sup> October in Forest classroom. Due to stipulation of the constitution, all 5 main roles have to be up for election this year. If you are interested in running for a role, please write a personal statement of up to 200 words and send to

[office@cvps.rklt.co.uk](mailto:office@cvps.rklt.co.uk)

The roles are Chair, Vice Chair, Secretary, Treasurer and Social Media Administrator. Please submit interest by Wednesday 2<sup>nd</sup> October. Any further matters arising or any other business to be discussed at the AGM, please confirm in writing by Wednesday 2<sup>nd</sup> October. Many thanks, as always new members welcome.

The PTFA



We can't wait for a great year with you in Ash class!

[ash@cvps.rklt.co.uk](mailto:ash@cvps.rklt.co.uk)

Any questions?