



The Leader in Me

At Queen Edith we follow the Leader in Me, based on Stephen Covey's 'Seven Habits of Effective People.' We will continue to share these habits with the children and incorporate them into our curriculum.

Our aim is to develop skills that will promote learning for life and develop leaders of the future

7 Habits



Habit 1: Be Proactive

I am responsible for my own learning and actions.

-Have a 'can do' attitude and try our best in everything we do.
-Stop, think and make good choices.

-Take responsibility for our actions and outcomes.

Habit 2: Begin with the End in Mind

I plan ahead and set goals. I understand the importance of learning for life.

-Set a goal.
-Make a plan on how to achieve that goal.
-Persevere if things get tough.



Habit 3: Put First things First

I focus and concentrate on work first and then on play.

-Do the important things first.
-Stay focused and concentrate.
-Manage challenges and distractions along the way.



Habit 7: Sharpen the Saw

I know how to look after myself and be the best that I can be.

-Take care of ourselves, look after our heart, body, mind and spirit.
-Balance time between school, out of school activities, family and friends.
-Enjoy learning new skills and seek ways to become a better person.



Habit 4: Think Win-Win - I am positive, resilient and work with others to solve problems creatively.

-Look for solutions to problems.
-Try to make sure everyone can be successful.
-Be kind and respectful, use courage and consideration when communicating and working together.

Habit 5: Seek First to Understand, Then to be Understood - I listen first and then talk. I respect myself and others and celebrate my global community.

-Share own ideas and opinions.
-Listen to other people's ideas and opinions without interrupting.
-Try to understand the views and opinions of others even though they may be different to our own.



Habit 6: Synergize - I work and learn with others and take pride in my achievements and environment.

-Communicate and listen carefully to others.
-Value other people's strengths and talents and learn from them.
-Know that we can get more done and create better ideas and solutions when working as a team.

Behaviour Expectations

In Year 2, we follow the school's behavior curriculum and encourage good behaviour in many ways...

* Children will be rewarded with individual 'house point' tokens for demonstrating use of the '7 Habits' in and around school. Good effort and positive behaviour will also be rewarded with house points. House points are counted at the end of each half term.

* Each week one child from each class is selected to receive a special certificate: One in our 'Celebration Assembly' on a Friday and one in the Head teachers 'Star of the Week' assembly on Monday. Our certificates celebrate demonstration of the '7 Habits' and the school's behavior curriculum.

* The whole class work together to receive class sunshines. The class are rewarded for their efforts with activity time.

Your child will belong to one of our four houses. Siblings are placed in the same house and during the year a range of mixed year group house activities will take place.

Pegasus House

Phoenix House

Centaur House

Griffin House



Home Learning

Home learning comprises of three weekly tasks:

Reading - we expect all children to read at home or be read to at least 5x each week. When you have read with your child, please comment and sign their Home-School Diary. Reading plays such an important part in our curriculum; it is essential that children develop a love of reading and enjoy reading a wide range of texts.

Spelling - spellings are set every Friday for a test the following Friday. These are stuck into the reading records. You can practise at home using the look, cover, say, write and check method or a method from our 'Spelling WIGs Menu' (See attached). The spellings will include all of the words / spelling patterns that the children should know by the end of Year 2.

Number Facts - to link into our 'Teaching for Mastery' approach, children will be asked to practise weekly number facts. This could link to counting, ways to make a specific number or learning number bonds to 10, 20 and 100. Multiplication and division facts for the 2, 5 and 10x tables will be included in the weekly tests. Please see our 'No Nonsense Number Fact' booklet which identifies the key facts children will be focusing on each half term. The booklet can be found on our school website. These will be broken down into smaller steps each week, which will be stuck in the reading record.

Toys

We ask that the children **do not** bring in any toys from home unless specifically invited to as part of our school topic work.



Parent Helpers

If you can spare any time and would like to join us in school to help in any way, please let us know. It would be lovely if you could come and listen to readers or volunteer to help with trips.

We would also like to know if you have any expertise that relates to any of our topics e.g. a doctor could come and share their knowledge during our 'Body' topic.

If you think you would like to help at any point you will need to complete some simple paperwork at the office to ensure that statutory safety standards are met. Please ask at the school office about this check.

Birthdays

In the interests of promoting healthy lifestyles, we would recommend that you donate either a pre-loved or new book for the class to enjoy. Please pass donations of books onto the school office so that a special birthday sticker can be put inside of the front cover. This will be a lasting reminder of who donated the book on their special day.

Thank you for taking the time to read this booklet. We hope it may have answered some of the questions you may have about Year 2. Please do not hesitate to contact us if you have any further queries and questions.



Welcome to Year 2 at Queen Edith Primary School

Welcome to Year 2!

We are looking forward to getting to know both you and your children this year and hope that Year 2 will be filled with lots of stimulating and interesting learning opportunities. This year, Sunflower Class will be taught by Miss Ougana and Dandelion Class will be taught by Mrs Garley and Mrs Tolfree. PPA will be on Thursdays. Both classes will be taught by Miss Li and Mr Laker, who teaches PE.

Throughout the year, we will share information and photographs of our learning on our school website. You will also find information and updates about whole school events too. Come and have a look: www.queenedithschool.org.uk

Our School Day

A member of staff is available on the KS1 playground daily from 8.45am. Children should be ready to line up in the playground, by the main door, when the whistle is blown at 8.55am. Please be aware that lateness is officially noted in the register. If your child arrives after 8.55am, you will need to take them to, and sign them in at the school office.

Our school day ends at 3.30pm. Please wait in the car park area by the small hall. The main school gates are closed at this time so vehicles will not be moving around. The class teachers will bring the classes to the small hall and hand the children over to the adult collecting them from the set of double doors. We ask that parents stand back from the door area so that children and staff can clearly see the adults collecting. When your child sees the person picking them up, the teacher will tick them off so they can go to them. For their safety, it is important that the teacher knows that your child has seen you. For this reason, we ask that you wait until all the children have been released to their adults before approaching the teacher, if you have a query or question. Thank you for your cooperation and patience with this.

If someone else is coming to collect your child, please ensure that your child's class teacher has been notified by sending a message via the school office. Please also contact the school office if your child is going to be absent from school.

Physical Education (PE) Lessons

Children will need to come to school wearing their PE kit on the day that their class is having PE. **Both classes have PE on a Monday and Thursday.** Their PE kit should be black shorts and a white t-shirt on warm days and tracksuit bottoms with a t-shirt/long sleeved top and jumper or sweatshirt on colder days. Long hair should be tied back and earrings should be removed.

Year 2 Topics 2024- 2025

Autumn 1: The High Street

Autumn 2: Once upon a time...

Spring 1: Fire and Ice

Spring 2: The Body

Summer 1: Nature Detectives

Summer 2: Up and away

Attendance Information

Here at Queen Edith, school attendance is very important. The head teacher's permission must be sought if you wish to take your child out of school during term time. This is done by completing a form, available from the school office. Each application will be looked at on an individual basis. We are unable to authorise holidays in term time, however, the head teacher is able to authorise absences for exceptional circumstances. A penalty notice may be issued for 3 consecutive unauthorised absences where the absences are neither exceptional or unavoidable.

What does my child need in Year 2?

Children are expected to wear school uniform at all times. **Please ensure that all items of clothing and shoes are clearly named.**



Please ensure that your child is fully equipped with appropriate clothing for all weathers. This will include a coat for rainy or drizzly days, a hat and gloves during colder times and a sun hat during warmer weather. Children should bring a jumper or fleece everyday as we will continue to keep classrooms well ventilated.



During warmer weather, children must have their shoulders covered. Sandals must fasten securely over a

child's foot and around the ankle. Flip flops or Crocs are not suitable footwear.



Your child will need a named water bottle in school. These should be brought to school and taken home again everyday. Children are encouraged to refill their water bottles during the day from the water cooler in the corridor if necessary.



Your child's school shoes should be clean and comfortable. The children will wear these shoes outside for playtimes and the daily mile and therefore they should be supportive for running around. Children in Year 2 are no longer required to have indoor shoes.

In Year 2, children will be provided with a piece of fruit or vegetable as a snack at morning break time.



What will my child learn in Year 2?

By the end of Year 2, your child should be able to...

Reading

- Read accurately most words of two or more syllables
- Read most words containing common suffixes
- Read most common exception words
- Read words accurately and fluently without sounding and blending e.g. at over 90 words per minute in age appropriate texts
- Sound out most unfamiliar words accurately, without undue hesitation
- Check a familiar text, which they can read accurately and fluently, makes sense to them
- Answer questions and makes some inferences on the basis of what is being said and done in a familiar text

Writing

- Write about real events, recording these simply and clearly
- Demarcate most sentences with capital letters and full stops
- Use question marks appropriately
- Use present and past tense mostly correctly and consistently
- Use coordination - and / or / but
- Use some subordination - when, if, that, because
- Segment spoken words into phonemes and represent these by graphemes, spell many of these words correctly and make phonically plausible attempts at others
- Spell many KS1 common exception words
- Write capital letters and digits of correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters

Mathematics

Number - Number and Place Value

- Count in steps of 2, 3 and 5 from) and in tens from any number, forward and backward
- Recognise the place value of each digit in a two-digit number (tens, ones)
- Identify, represent and estimate numbers using different representations, including the number line
- Compare and order numbers from 0 up to 100, use $\leq$, $\geq$ and $=$ signs
- Read and write numbers to at least 100 in numerals and words
- Use place value and number facts to solve problems

Number - Addition and Subtraction

- Use concrete objects and pictorial representations, including those involving numbers, quantities and measures
- Apply 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 ones, a two-digit number and tens, two two-digit numbers and adding three one-digit numbers
- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- Recognise and use the inverse relation ship between addition and subtraction and use this to check calculations and solve missing number problems

Number - Multiplication and 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 two numbers can be done in any order (commutative) and division of one 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

Number - 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 $\frac{2}{3}$ and $\frac{1}{2}$

Mathematics

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 $\geq$, $\leq$ 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

Geometry - Properties of Shape

- Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line
- Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces
- Identify 2D shapes on the surface of 3D shapes (e.g. a circle on a cylinder and a triangle on a pyramid)
- Compare and sort common 2D and 3D shapes and everyday objects

Geometry - Position and Direction

- 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)

Geometry - Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and simple 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 totaling and comparing categorical data



Reading in Year 2

Reading is an integral part of our learning in Year 2. We aim to develop a love of reading and will enjoy many times together during each week sharing a wide range of stories, poems and non-fiction texts. **Please ensure that your child has their book bag containing their reading book and home-school diary in school every day.**

Throughout the week children in Year 2 will take part in whole class guided reading and may also read individually with an adult. We encourage the children to read and discuss their book at home at least 5 times a week. Reading every day at home would be even better! Frequent, short sessions of 10 minutes are most beneficial. If your child is keen, do read for longer! Every read at home helps your child's class to move towards the next country on our KS1 'Around the World Reading Race'. This is an exciting competition to see which class does the most reading during the year, with certificates given along the way.

We appreciate the comments that you make in the Home-School Diaries as this keeps us informed about how reading is going at home. When your child has finished reading a book, please indicate this so that we know they are ready to change it. We will aim to change children's reading books will be changed on a Monday, Wednesday and Friday; however, please enjoy re-reading the book if it has not been changed. You can always discuss the text using a range of different questions to help aid their comprehension.

The school reading scheme and book banding system provides the back bone for reading in school but it is important that your child reads and experiences other books as well. Please encourage them to make choices about what they would like to read at home and visit the local library with them. Reading to your child also develops their imagination and vocabulary, and helps them to hear what fluent reading sounds like, so please do this as often as you can! Audiobooks can also be useful (and enjoyable!) for the same reasons.

Maths Mastery

Our aim at the Queens' Federation is for all children to enjoy mathematics and have a secure and deep understanding of fundamental mathematical concepts and procedures.

Children are taught to be **fluent** in the fundamentals of mathematics, **reason** mathematically using mathematical language and apply their knowledge and understanding to **problem solving** tasks. In order to achieve these aims for all pupils, we have begun to embed a 'Teaching for Mastery' approach in Mathematics.

'Teaching for Mastery' ...

Is **achievable for all - high expectations and a positive 'can do' attitude help children develop resilience in the face of a challenge*

Promotes **deep and sustainable learning - lessons are designed with careful small steps*

Builds on **prior knowledge - pupils' learning of concepts is seen as a continuum across the school*

Provides children with opportunities to **reason about a concept and make connections - pupils are encouraged to make connections and spot patterns between different concepts (e.g. the link between division and fractions) and use precise mathematical language*

Promotes **conceptual and procedural fluency - maths moves from one context to another (using objects, pictorial representations, calculations and word problems). There are high expectations for pupils to learn key number facts, times tables and develop a true sense of number.*

****Problem solving is central** - this develops pupils' understanding of why something works so that they have a true appreciation of what they are doing rather than just learning to repeat routines without grasping what is happening*

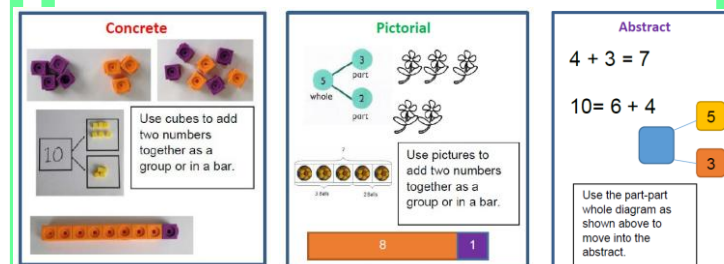
Provides **challenge through greater depth - rather than accelerated content, teachers set tasks to deepen knowledge and improve reasoning skills within the*

Teaching for Mastery has a CPA approach at its core.

Concrete - providing children with objects and resources to manipulate in order to demonstrate their mathematical thinking

Pictorial - providing opportunities for children to represent their mathematical thinking through diagrams, images, drawings or models

Abstract - providing opportunities for children to become more familiar with formal mathematical representations including signs, symbols and digits.



For example...
when teaching addition...

Reasoning: Talking and thinking like a mathematician...

Mathematical language often uses common words in a new context e.g. table or right. It is crucial that children have a secure grasp of mathematical vocabulary. You can help at home by encouraging your child to explain how they have solved a problem and work with them to test, prove and explain patterns.

In school we use a variety of questions and prompts to boost children's mathematical thinking. Children answer questions in complete sentences using accurate mathematical vocabulary. Reasoning about and discussing maths problems in a way that

I already know that ... so ...

The pattern I noticed was ...

This is true here because ...