

# Welcome to Year Two!



## Yew Class

Mrs Howe and Mr Cook

[jhowe@woodlands.kent.sch.uk](mailto:jhowe@woodlands.kent.sch.uk)

[dcook@woodlands.kent.sch.uk](mailto:dcook@woodlands.kent.sch.uk)



## Poplar Class

Miss Gould

[ggould@woodlands.kent.sch.uk](mailto:ggould@woodlands.kent.sch.uk)



## Juniper Class

Miss Castle

[jcastle@woodlands.kent.sch.uk](mailto:jcastle@woodlands.kent.sch.uk)



## Across the year group

Mrs Broad, Ms Glasscoe, Mrs Luff, Mrs Mayhook, Mrs Puttock



# Meet the Team



# Working together

Children flourish when the adults around them work together.

Please consider:

- Comments made in front of children about staff or 'the school'
- Over-sharing of conversations had between adults
- Derogatory comments made on social media – Whatsapp and open pages such as Tonbridge Mums

Please come and speak to us in private.



# Working together

## Who do I go to?

- The Class Teacher should be your first person to discuss any concerns, queries or matters pertaining to your child
- The Year Group Lead can be brought in if it is felt any issue is not being dealt with effectively by the class teacher
- After these have been explored, members of the Senior Leadership Team can be contacted for support:
  - Mrs Tarrant-Blick: Inclusion/SEND/Safeguarding
  - Mrs Adams: Behaviour incidents/Attendance
- After these have been explored, or if it is related to academic progress, Mr Burns, deputy headteacher, can be contacted.
- If there still remains concerns, issues or matters to discuss, Mrs Lonie, headteacher, can be contacted.





# Working together

## SEND

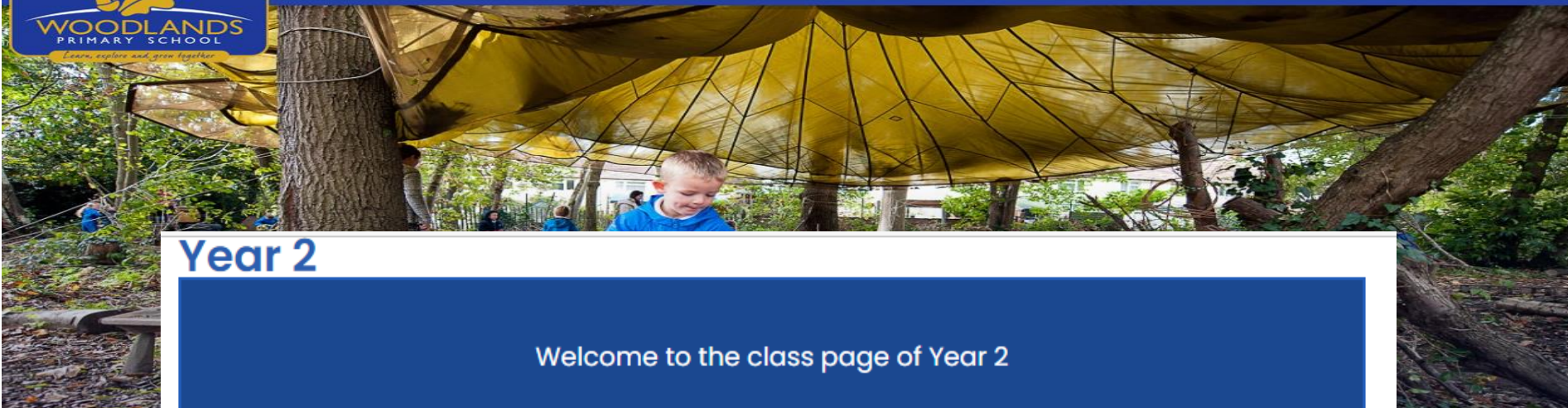
We are living in a time of great changes in society. One is an increase of children being identified as having SEND nationally and specifically in Kent.

- Most children with SENDs can have their needs met in a mainstream school, without an EHCP.
- EHCPs do not provide a miracle key to specialist provision.
- The professionals in school have a huge amount of experience, knowledge and ability to compare needs to those of others.

Please come and speak to us in private.

# Communications

- ▶ Homework Diary
- ▶ Weekly Newsletter
- ▶ Parentmail - letters
- ▶ Email or phone (after school)
- ▶ Class noticeboard
- ▶ Website/Sharepoint



## Year 2

Welcome to the class page of Year 2

2 Juniper, 2 Poplar and 2 Yew

**A warm welcome to Year Two – we look forward to getting to know you and your child better during the year. Please keep an eye on this page and classroom noticeboards for information.**

**2 Juniper** are taught by Miss J Castle ([jcastle@woodlands.kent.sch.uk](mailto:jcastle@woodlands.kent.sch.uk)).

**2 Poplar** are taught by Miss G Gould ([ggould@woodlands.kent.sch.uk](mailto:ggould@woodlands.kent.sch.uk)).

**2 Yew** are taught by Mrs J Howe ([jhowe@woodlands.kent.sch.uk](mailto:jhowe@woodlands.kent.sch.uk)) and Mr D Cook ([dcook@woodlands.kent.sch.uk](mailto:dcook@woodlands.kent.sch.uk)). Mrs Howe will usually be in class on Monday and Tuesday and Mr Cook will usually be in class on Wednesday, Thursday and Friday.

Mrs C Broad, Ms C Glasscoe, Mrs D Luff, Mrs K Mayhook and Mrs S Puttock will be supporting teaching and learning throughout the year group.

**Welcome to a  
day at  
Woodlands**



# Attendance

- ▶ Please let the school office know immediately when your child is absent and give a reason.
- ▶ If your child is away for more than 2 days or is absent on Friday and still absent the following Monday, please ring to update the school or email your class teacher (unfortunately we cannot accept messages via other children or parents).
- ▶ Repeated short absences will mean your child will miss vital elements of the curriculum and though we endeavour to 'catch-up', it is never the same.



*Early Morning Activity*

# Our day starts with an Early Morning Activity

Find as many ways as you can to make 12

1.  $26 + \square = 38$

2.  $17 + \square = 52$

3.  $7 \times \square = 28$

7.  $\square + 10 = 24$

8.  $\square + 6 = 6$

9.  $44 - \square = 18$

$$4 + 7 =$$

$$8 + 7 =$$

$$5 + 8 =$$

$$9 + 3 =$$

$$7 + 8 =$$

$$9 + 5 =$$

$$7 + 9 =$$

$$6 + 7 =$$

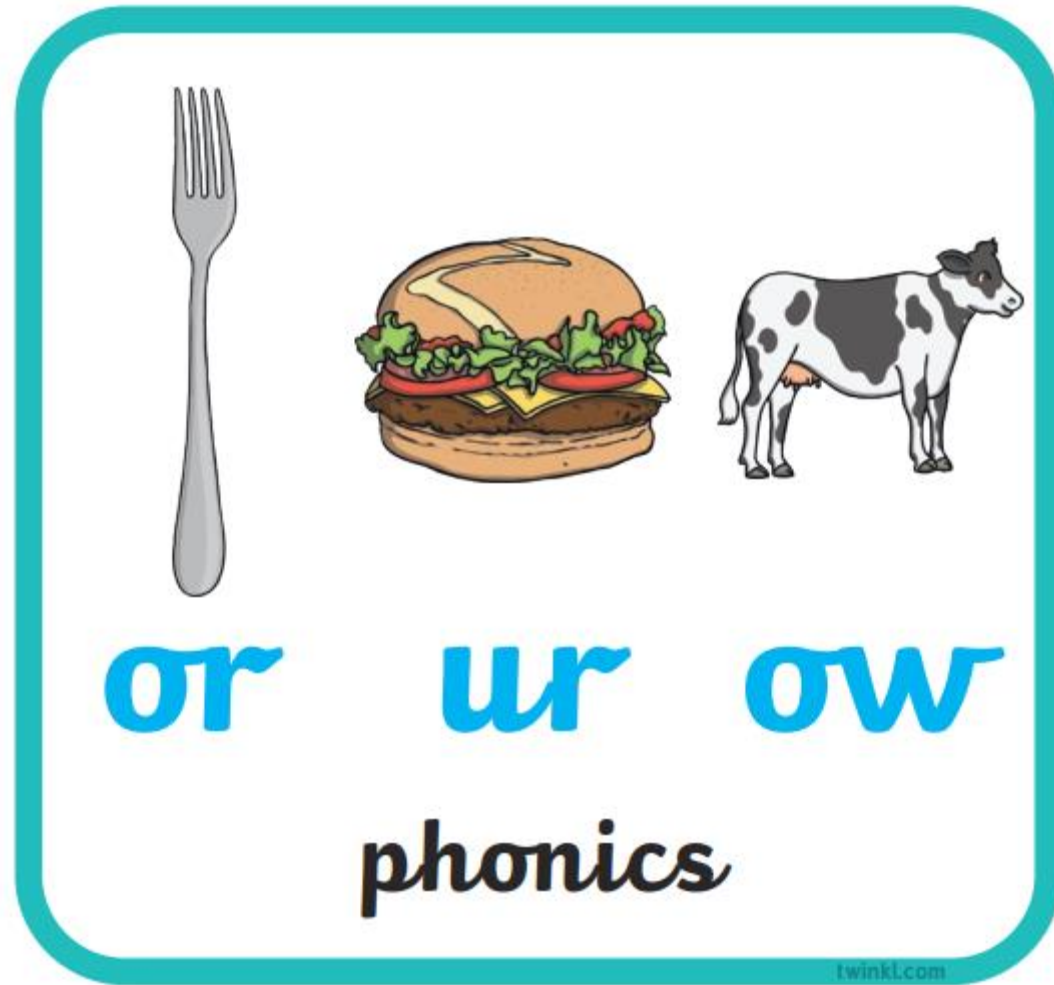
$$4 + 9 =$$

$$9 + 7 =$$

$$5 + 6 =$$

$$3 + 8 =$$

Write the alphabet in order.





# What is phonics?

Phonics gives children the key to unlocking the alphabetic code for their reading and spelling. This is why teaching phonics for reading and spelling is such a high priority in the National Curriculum. Once a child can read, it unlocks many other opportunities for them in the future.

In England, the national curriculum requires maintained schools to teach reading using systematic phonics.

Phonics should be taught from week 1 of Reception and this continues until children have finished the scheme. In Year 2, children are all at different stages in their phonics journeys and therefore are grouped by ability.

Teachers should give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.

The sequence of reading books should show progression in phonics knowledge that is matched closely to the school's phonics programme.

Children should read aloud, accurately, books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Therefore, please trust that we have given your child the correct level book. This is all based on an assessment your child will undertake at the end of every term with their teacher.



Pure Sounds ([ruthmiskin.com](http://ruthmiskin.com)) – say the sounds with us 😊

GG

## Sound pronunciation guide

## Complex Speed Sounds Chart

### Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
			gn		c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

### Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a — e	y	i — e	o — e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u — e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

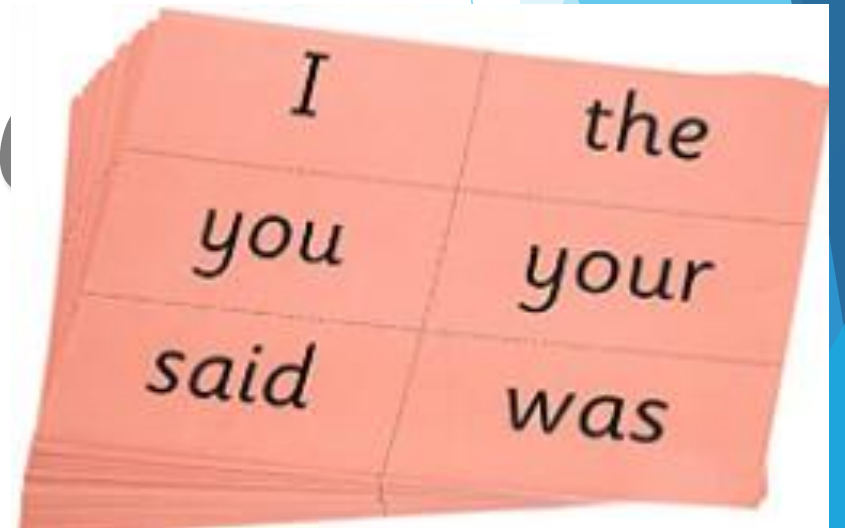


Fred talk and  
Fred fingers



Red words

*'you can't Fred  
red!'*



Alien words, also known as nonsense words, allow us to assess whether children can decode the word and blend the sounds opposed to sight reading words.

shin

pab



buzz

vas



harp

yon



third

ilt



# How can I help at home?

- Use pure sounds, not letter names
- Use Fred Talk to read and spell words
- Listen to your child read their Read Aloud every day
- Read stories to your child every day
- Practise weekly spellings

# Spelling



The National Curriculum states that “pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.” We know that spelling can be tricky for many of our children!

At Woodlands this year, we will be using **Spelling Shed** to support us in delivering engaging, progressive and effective spelling lessons that meet the aim stated above.

Spelling Shed is also accessible from home and is designed for your child to practise spellings independently.



# Spelling homework

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**\*Your child will be given login details to take home\***



## How to use Spelling Shed at home:

- Access Spelling Shed by clicking [EdShed](#) or by scanning the QR code on your child's login details.
- Click 'School username' and enter the login details.
- Click 'Assignments' and follow the on-screen instructions.
- Once completed, your child's class teacher will automatically receive feedback.
- Assignments will be set on a Friday based on the spellings or rule your child is learning in school. They need to be completed by the following Friday when your child will be tested.
- In addition to assignments set by the teacher, your child can practise their spellings with a range of activities and games, as well as grammar, punctuation and maths. Please encourage practice for at least 10 minutes a day, 5 times a week.

Your child will also bring home a login for 'Sir Linkalot' to access further games and resources. This is particularly good for tricky red words and National Curriculum orange words. You can download the app for free or click here: <https://www.sirlinkalot.org/>



**English**

**Grammar**

**Punctuation**

**Modelled writing**

**Innovative writing**

**Spelling is critical**



**Talk for Writing**

## **To be an expected writer at the end of Y2, children must be able to:**

- Use accurate spelling, especially common exception words
- Use a possessive apostrophe 'the cat's paw'
- Adding suffixes (-ment, -ness, -ful, -less, -ly)
- Use capital letters and full stops accurately
- Write in full sentences that make perfect sense
- Use accurate finger spaces and neat handwriting, ensuring all letters are formed correctly
- Write about personal experiences and those of others (real or fictional)
- Write poetry
- Write for different purposes
- Plan writing/sharing ideas
- Read their writing back and correct any mistakes
- Understand and use commands, statements, questions & exclamations
- Understand and use nouns, verbs and adjectives
- Use past and present tense correctly
- Use subordination (when, if, that, because)
- Use coordination (or, and, but)



playtime





**snack time**



## Snack time



**Only water in  
water bottles.**

**School provided  
fruit or veg as a snack.**



**No cakes/sweets or chocolates can be brought  
into school to celebrate birthdays due to allergies  
and our healthy food status.**

*flexible*

*Word of the  
Day*

Word of the Day

**Flexible**

## Word of the Day

# Flexible

Meaning - able to bend without breaking

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# **Flexible**

Meaning - able to bend without breaking

Example - The shoes were flexible because they had bendy soles

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Example - The shoes were flexible because they had bendy soles

Synonyms - bendy, supple



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Meaning - able to bend without breaking

Example - The shoes were flexible because they had bendy soles

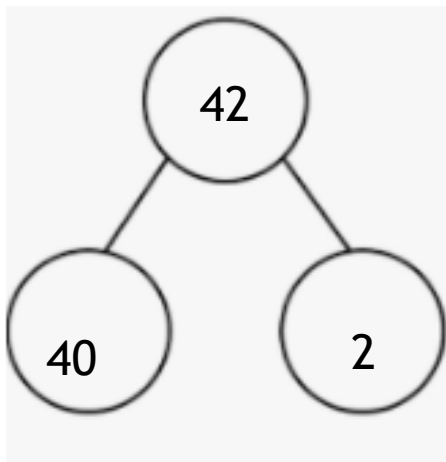
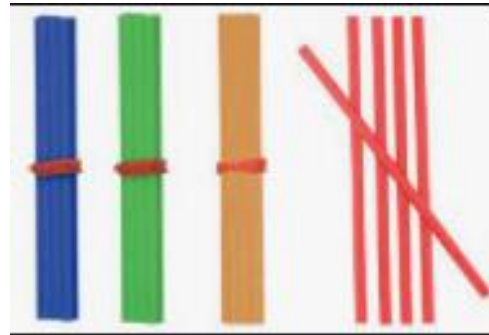
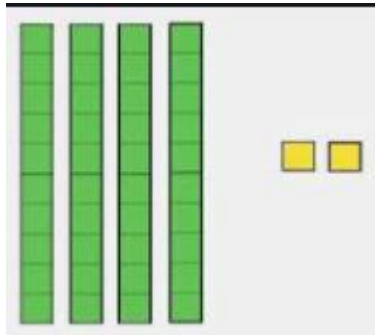
Synonyms - bendy, supple

Antonyms - fixed, rigid



maths

# Concrete → Pictorial → Abstract → Explain



$$\begin{aligned}12 + 25 &= 37 \\37 &= 12 + 25 \\37 - 12 &= 25\end{aligned}$$

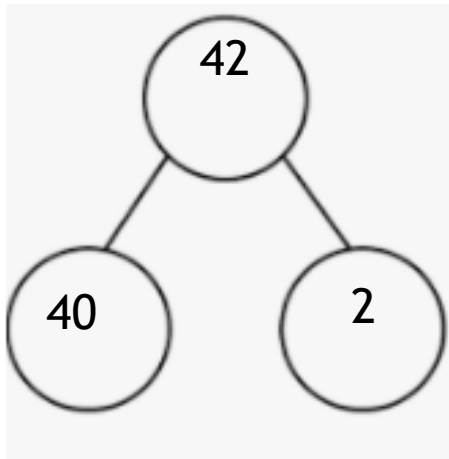
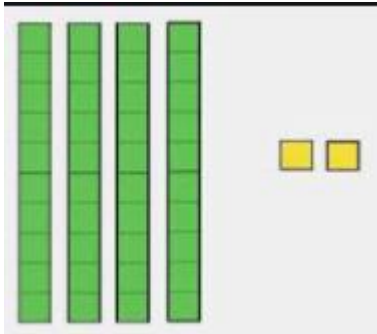
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# Key Learning of Number

By the end of the year...

- ▶ Know the value of a two digit number, e.g. 23 is 2 tens and 3 ones.
- ▶ Count to 100 and back
- ▶ Add two digit numbers
- ▶ Subtract from a two digit number
- ▶ Count in 2s, 5s and 10s

# Ways to Help at Home



# Help on the Website

## Helping at Home

If you would like to support your child with written methods at home, please use the links to the help sheets below:



Addition Help Sheet



Division Help Sheet



Multiplication Help Sheet

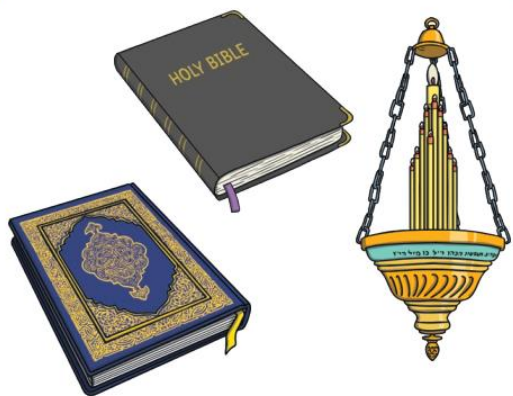


Subtraction Help Sheet



Practise writing numbers... the right way!

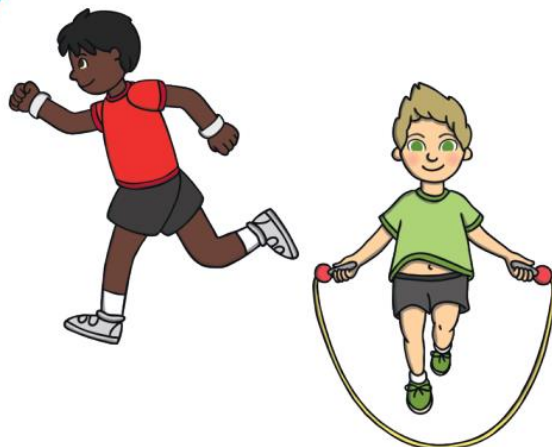




**RE**



**music**

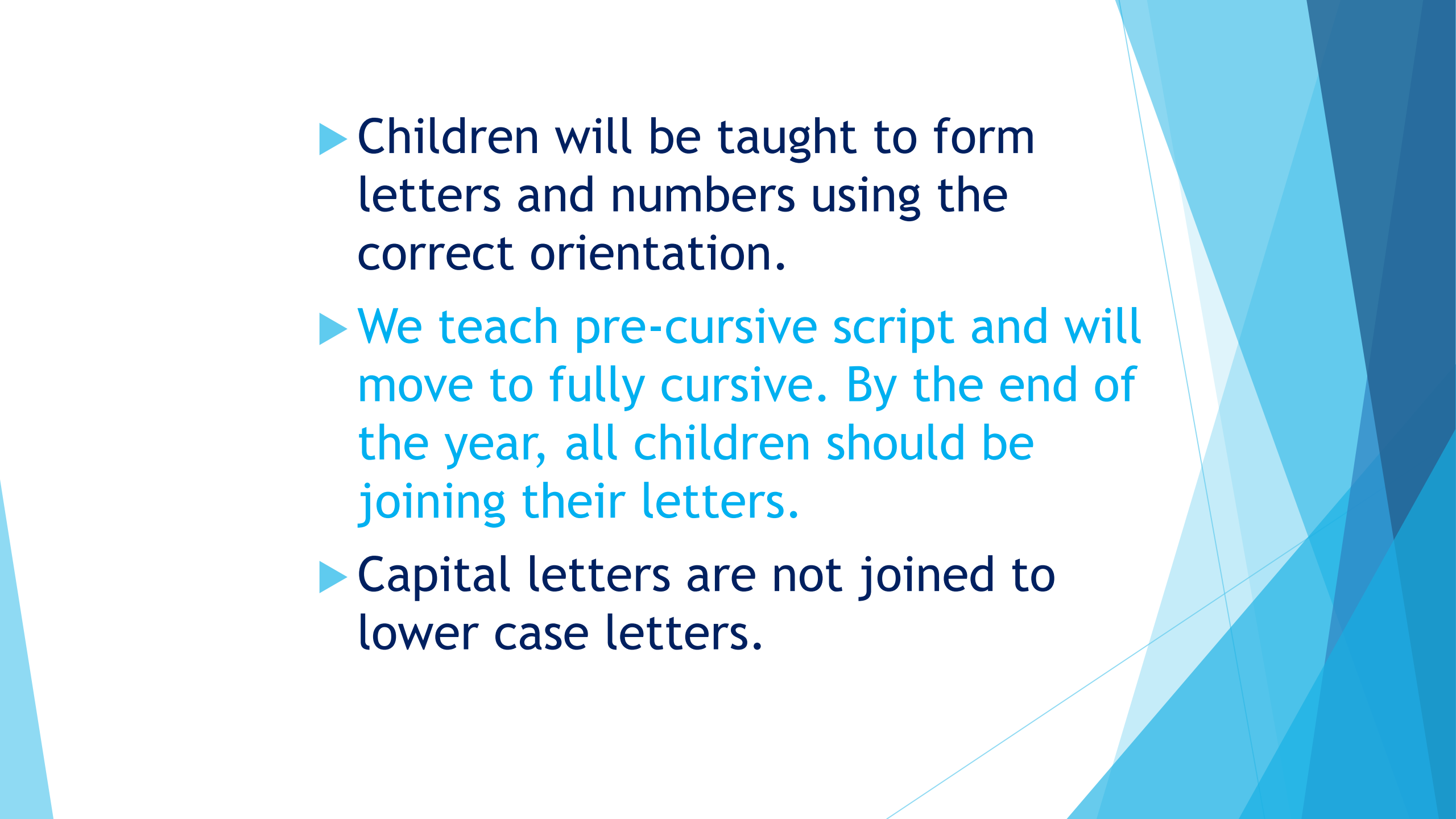


**PE**



*lunchtime*



- 
- The background of the slide features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes create a dynamic, modern look on the right side of the slide.
- ▶ Children will be taught to form letters and numbers using the correct orientation.
  - ▶ We teach pre-cursive script and will move to fully cursive. By the end of the year, all children should be joining their letters.
  - ▶ Capital letters are not joined to lower case letters.

# The Alphabet



Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

queen

Oo Pp Qq Rr Ss Tt Uu

fox

Vv Ww Xx Yy Zz

Moon Landings

Moon Landings

Moon Landings

Print

Pre cursive

Cursive



everyone reading in class



# Reading at school

- ▶ Developing a love of reading for pleasure
- ▶ Discussing texts and stories
- ▶ Acting, freeze-framing, hot-seating, vocab discussions, predictions, choral reading, ENJOYING! 😊
- ▶ The importance of comprehension - answering questions
- ▶ A variety of texts and media across the year
- ▶ Regularly read with an adult at school/phonics assessment

# Homework Diary and Reading Record

Week beginning: \_\_\_\_\_

Day	Book & Page Numbers	Comments/Signature
Monday	Sam's Bag Read to p9	Predicted what may happen next
Tuesday	Sam's Bag Finished	Discussed meaning of upset
Wednesday		
Thursday		
Friday		
Saturday/ Sunday		

Spellings/Phonics Sounds:

Words of the Week:

Messages/Comments:

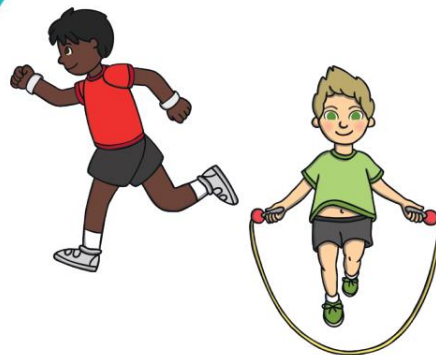
Frequent reading with  
a short, useful  
comment or a signature



design and technology



Forest School



PE



ICT



art



geography

# Foundation Subjects



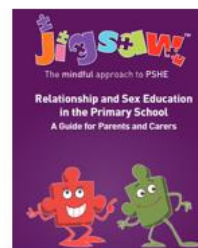
science



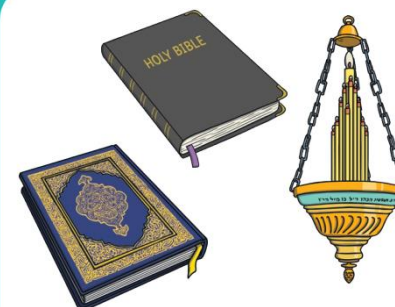
history



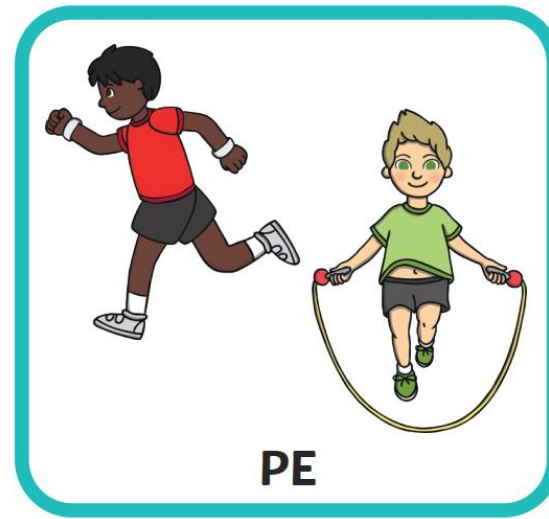
music



jigsaw



RE



- ▶ It is an important curriculum subject
- ▶ Children need to wear kit on PE days
- ▶ Remember long hair needs to be tied up and earrings removed regardless of gender
- ▶ In Winter, please provide a track-suit and a hat 😊 – unless the rain is torrential or playground too icy we WILL be outside!



**Not yet – we will let you know the days nearer the time. We are hoping for the Summer term.**



**design and technology**

**Mechanisms, Cooking and  
nutrition, Parachutes,  
Structures and Textiles**

**Aboriginal art,  
Camouflage art and  
seaside creations**



**art**



Man on  
the Moon  
The Great  
Fire of  
London  
The  
Seaside



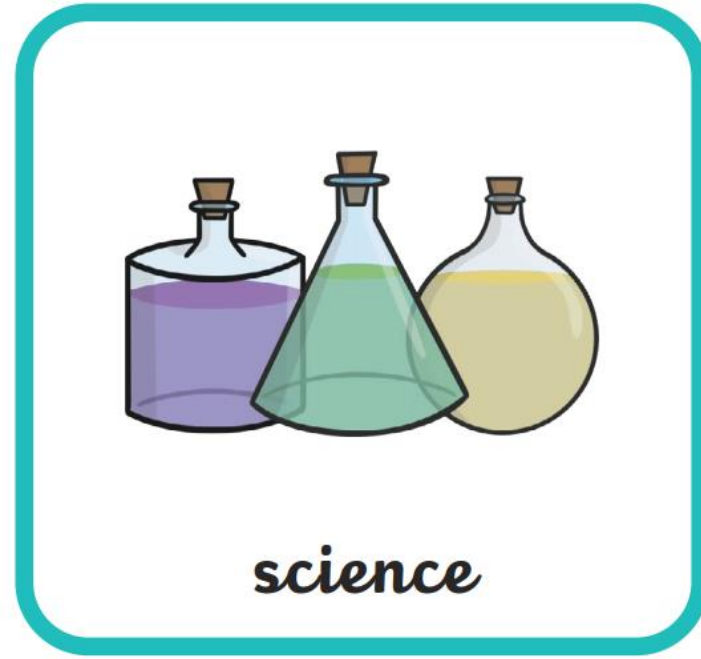
history



geography

Polar  
Regions  
The  
Seaside





**Materials**

**Animals, including humans**

**Plants**

**Living things and their habitats**



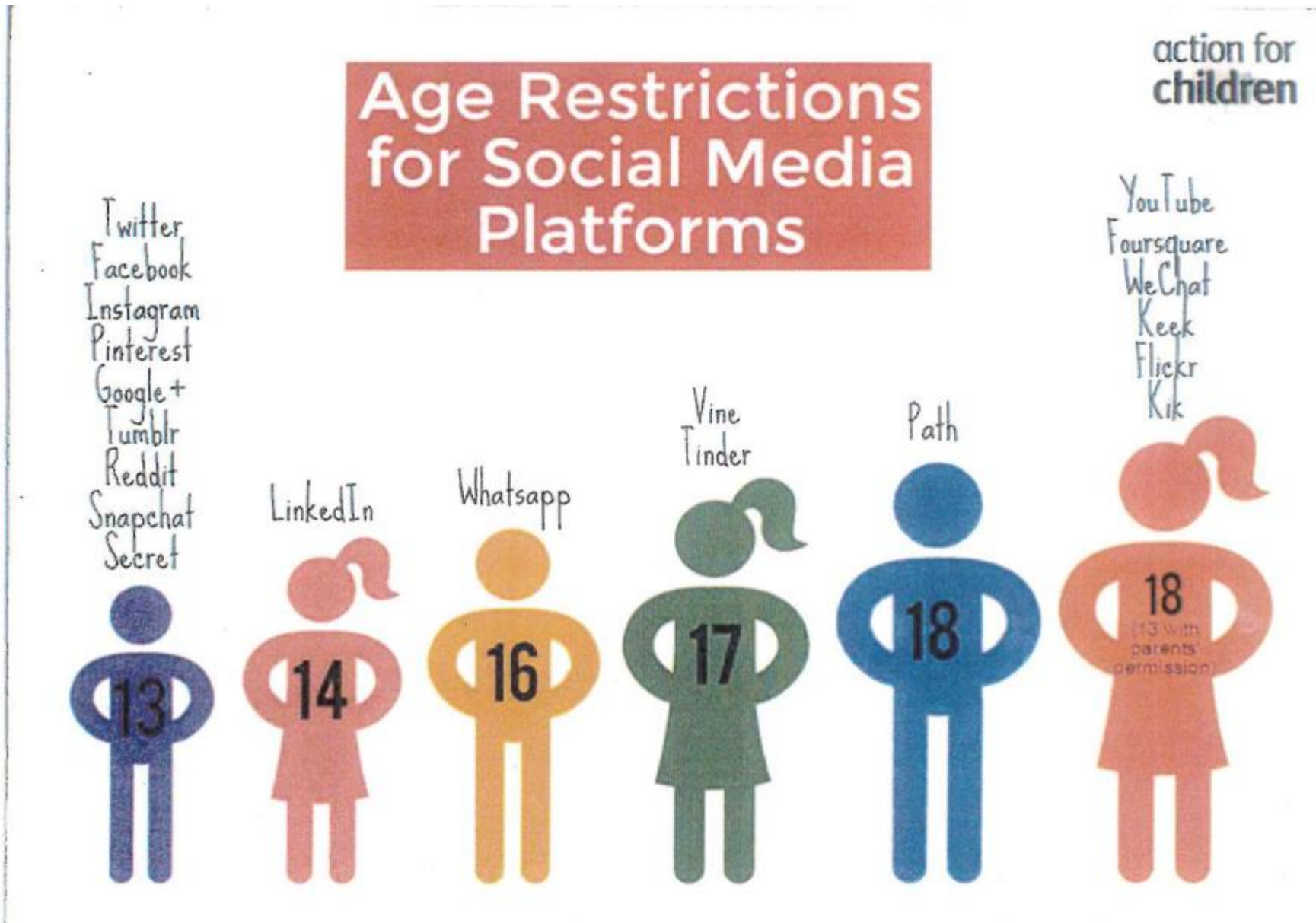
**ICT**

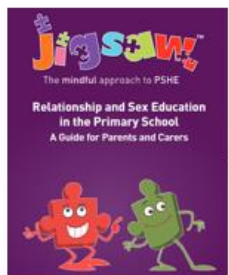
- ▶ **We are astronauts**
- ▶ **We are safe researchers**
- ▶ **We are photographers**
- ▶ **We are zoologists**

# Social Media and Internet Safety

- ▶ We are very aware of the issues surrounding social media and internet safety – children will learn (at an age appropriate level) how to keep themselves safe on line.
- ▶ Please monitor the time and access that your children have from home.
- ▶ Cyber bullying is insidious and probably more common than any of us imagine.
- ▶ This may surprise you ...

# Internet Safety





jigsaw

# Relationships and Sex Education

**Term 1 - Being Me**

**Term 2 - Celebrating Difference**

**Term 3 - Dreams and Goals**

**Term 4 - Healthy Me**

**Term 5 - Celebrating Difference**

**Term 6 - Changing Me**

Department  
for Education

## Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies,  
proprietors, head teachers, principals, senior  
leadership teams, teachers

#### 4. Boys' and Girls' Bodies

I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private

# Homework

- ▶ The majority of homework at Woodlands will concentrate on the following key areas:

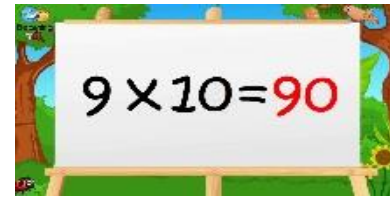
Reading



Spelling



Times Tables



- ▶ **Spelling test on a Friday morning** - no need to return the sheet.
- ▶ Maths to reinforce the learning that we have done in class.  
**Please return to school by Tuesday morning.**
- ▶ Speaking and Listening once a term on a topic related subject. **Please have ready on the Monday of your child's colour group's week.**



<u>Look/Cover/Write/Check</u>	
Name:	Date:

<u>Look and Read</u>	<u>Write and Check</u> (1)	<u>Write and Check</u> (2)	<u>Write and Check</u> (3)
<i>floor</i>			
<i>door</i>			
<i>poor</i>			
<i>because</i>			
<i>find</i>			
<i>kind</i>			
<i>mind</i>			
<i>behind</i>			

*Now ask someone to test you*

# Pupil Premium

- ▶ If your child has ever had Free School Meals the school qualifies for a £1300 Pupil Premium grant to assist their learning and development.
- ▶ If, as a parent, you are in the armed forces there is also a grant to the school in support of your child.
- ▶ If your child is adopted, they also qualify for pupil premium.
- ▶ If your child qualifies as being in the care of the local authority - the school will also be entitled to a amount to enrich your child's education.
- ▶ In negotiation with the school we invite parents to suggest ways in which £100 of this amount could be used to benefit your child's learning (please talk to your child's class teacher about this in the first instance).
- ▶ Please speak to the office or Inclusion Team if you feel your child should qualify for any of these grants - they are an enormous help in ensuring the school can best help your child.

Any Questions ?