

Welcome to Year 2



Mrs Powell



Mrs O'Dea



Ms Muzeja



Miss Rhodes

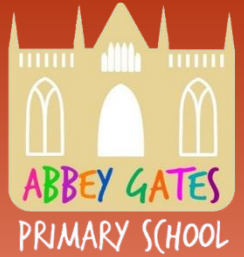


Mr Martin



Mrs Goss

Welcome to Year 2



Department
for Education

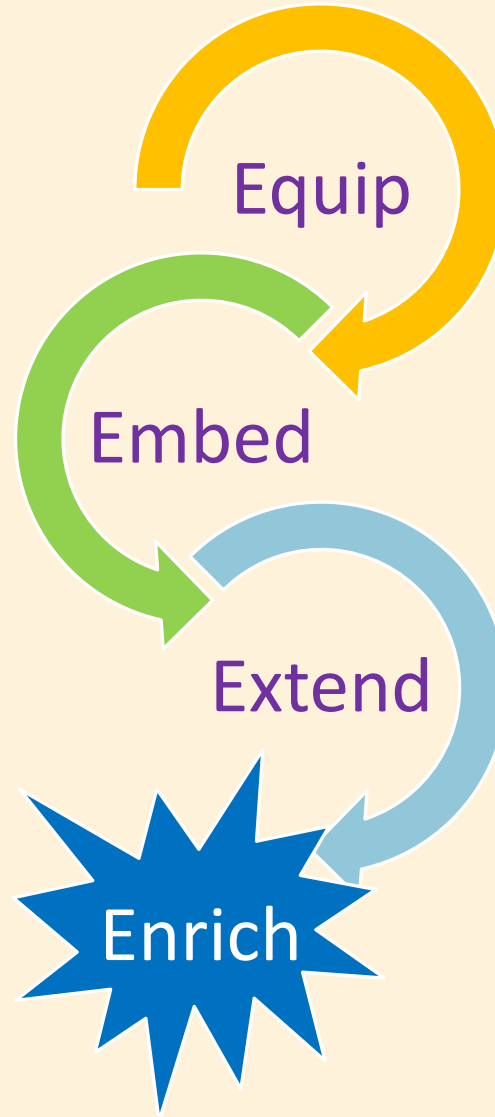
5Cs - Care Compassion Courtesy Cooperation Confidence

Our Vision for Excellence

Equipping all pupils with key skills and knowledge. Providing precision intervention through early identification of learning needs, **supporting and challenging all**.

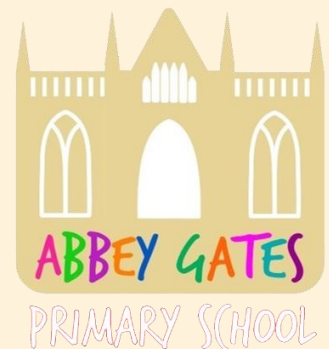
Embedding skills and knowledge, through the implementation of a sequentially designed broad and balanced curriculum that excites, engages, and challenges all pupils through high quality teaching and learning provision.

Extending pupils' thinking through challenge, depth and breadth for all. Aiming High from pupils' starting points and maximizing learning opportunities.



Enriching throughout by providing a wealth of opportunities to inspire aspirations both academically and in personal development.

'Learning Together and Making a Difference'



3 Projects for 3 terms



Discover



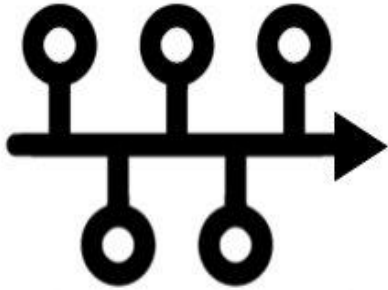
Explore



Create

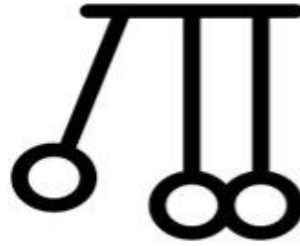


Concepts in history



Constructing and Sequencing the Past

To understand 'then', 'now', 'past', 'present', 'future'. Use simple timelines to sequence events.



Cause and effect

To understand that actions have an effect and our own actions can shape the future.



Interpretation

To be able to form your own opinion based on the information you have.



Change and Development

To recognise how we have changed and the impact this has had. To understand how childhood has different to that of the previous generation.



Significance

To recognise people who are important to you and that 1 person can have an impact on the future.



Historical Enquiry

To ask questions about the past to gain information.

A broader education



**Should we be
forgiven for the
mistakes we make?**



PROJECT PLACEMAT - DISCOVER -YEAR 2 - AUTUMN SHOULD WE BE FORGIVEN FOR THE MISTAKES WE MAKE?

Sticky Knowledge

HISTORY

Events Beyond Living Memory - The Great Fire of London

- The Great Fire of London started on 2nd September 1666 and lasted for 5 days.
- The fire began in Thomas Farriner's bakery on Pudding Lane in the middle of the night.
- Houses in London were mainly built from wood which is flammable, especially when it is very dry. The houses were also very close together, so fire could easily spread.
- The houses were pulled down using fire hooks and people used leather buckets to try and put out the fire.
- Samuel Pepys wrote a diary about what happened. He went to see the Lord Mayor to ask him to do something to help.
- People escaped on the River Thames on boats. St. Paul's Cathedral was destroyed by the fire.
- The fire changed the way cities were built. Much of London was rebuilt using brick and stone. Fire safety and city planning improved after the fire.

Local History - significant historical events, people and places in their own locality

- Newstead Abbey is a big, old house near Nottingham.
- The famous poet Lord Byron lived at Newstead Abbey in the 1800s.
- Lord Byron had a daughter called Ada Lovelace.
- Ada Lovelace was a mathematician and one of the first computer programmers.
- Ada wrote the first set of instructions (an algorithm) for how a computer could work - even before computers existed.
- Ada showed that women can be amazing at maths, science, and technology.
- She helped to start the idea of coding and computing that we still use today.

Important Ideas

- Bravery
- Forgiveness
- Compassion
- Kindness
- Honesty
- Anger
- Grief
- Strength
- Helpfulness
- Homelessness

Crucial Connections

<https://www.fireoflondon.org.uk/>

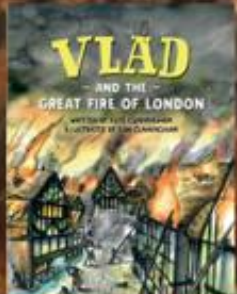
[BBC Teach](#)

[BBC Teach - School Radio](#)

[Newsround - What was the Great Fire of London?](#)

[3D animation of historic London](#)

Reading Recommendations:



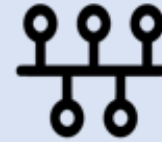
Possibilities

Archaeologist, librarian, museum education officer, museum/gallery curator, archivist, heritage manager, historic buildings inspector, academic researcher, tour guide

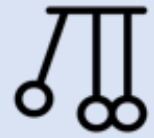
Subject Specific Vocabulary

chronological order	The time order in which events happen.	significant	Being important or causing something important.
era/period	A period of time beginning with some special date or event.	research	A way of looking for new information, new understanding, and new facts.
evidence	Something that gives proof or a reason to believe.	investigate	To try to find out the facts about something in order to learn how it happened, who did it, etc.
historians	A person who specializes in the study of history.	letters	a form of written communication between two people.
impact	To have a strong effect on somebody or something.	memorial	A ceremony, custom, building, or statue to remember person or event from the past.
artefact	A man-made object, such as pieces of art or tools, that is of particular cultural, historical or archaeological interest.	websites	A website is a set of webpages that are joined together A webpage is a document from the internet which can be seen with a web browser.
opinion	A view or judgement formed or made about something or someone that isn't necessarily based on something that is factual. An opinion is a personal judgement, thought, or belief.	newspapers	A publication printed on paper and issued regularly, usually once a day or once a week. It gives information and opinions written by journalists about current events and news.

Concepts



Constructing and Sequencing the Past
(Chronology)



Cause and effect



Interpretation



Change and Development



Significance



Historical Enquiry

The Spoken Word



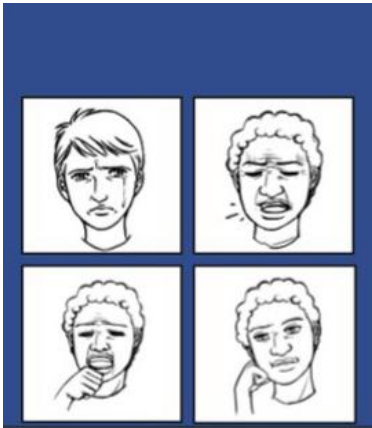
Outdoor Play And Learning



Any small world toys you don't use at home anymore

Zones of Regulation

We are a 'No Outsiders' school



BLUE ZONE

Sad
Sick
Tired
Bored
Moving Slowly



GREEN ZONE

Happy
Calm
Feeling Okay
Focused
Ready to Learn



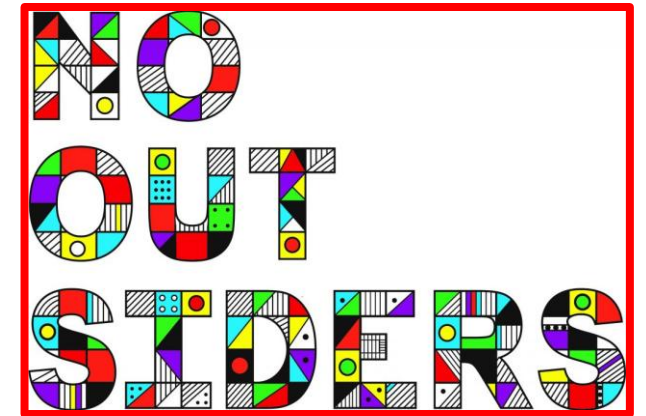
YELLOW ZONE

Frustrated
Worried
Silly/Wiggly
Excited
Loss of Some Control



RED ZONE

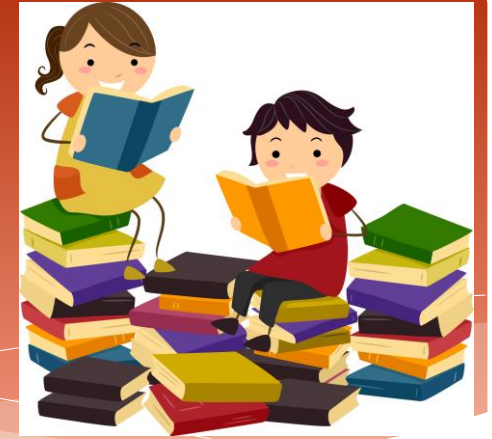
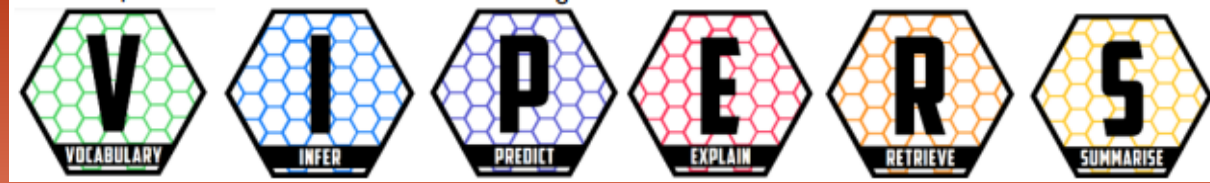
Mad/Angry
Terrified
Yelling/Hitting
Elated
Out of Control



How can you support at home?



Reading



Throughout Year 2, children will continue to develop their decoding and fluency skills that they have gained through learning phonics. However, there is now an added emphasis on comprehension too!

In Year 2 there will be a balance of 1:1 reading along with whole-class reading lessons in which we focus on the VIPERS.

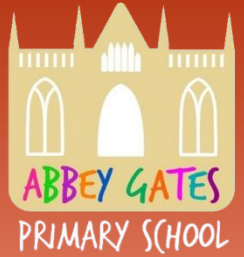
The children will read with an adult once a week at school. Following this, they will receive new books to read at home. These books are linked to our school's phonics scheme. The aim is that children read these books with increasing fluency and at least 90% accuracy.

Please help us by sharing books with your child, encouraging them to read regularly at home **at least three times a week**, encouraging them to re-read sentences to check for understanding and comprehension.

As we move towards KS2, some children may start to move towards our **Accelerated Reader** scheme.

- Following an initial assessment, children have a ZPD code, which gives them access to a wide range of books pitched at their current reading level.
- When they have finished a book, children complete an online quiz on **Star Reader**.

Aim High Project Homework



- * Working in partnership with home and school



- * Child led to support engagement and enjoyment

- * To be displayed to give a sense of pride

- * Selected from a wide variety of subject areas

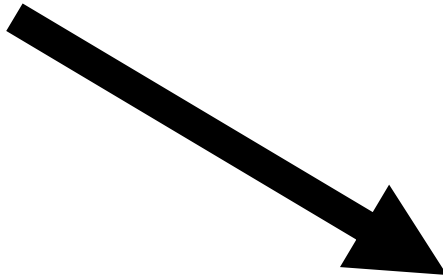
e.g IT, Art, Writing, Design and Technology, Drama, Dance, Oracy



Keeping it fun



Number bonds / fluency




Times Tables / Division



Computing / Range of educational resources

Homework. It's a sticky question !



If you dig up buried treasure, is it yours?



Do video games play their players?




Could you have a sport where everyone was on the same side?




What would your rules for grown-ups be?



In what ways are children better than adults?



When does enhancing a photo become a lie?



If you laugh when you are trying not to, is it you doing the laughing?



What make the strongest reasons: facts, feelings or beliefs?



If you could make one new law, what would it be?

Class Page Weblinks



Abbey Gates Primary School

Learning Together & Making a Difference

[HOME](#) [▼ KEY INFORMATION](#) [▼ COMMUNITY](#) [▼ LEARNING](#) [▼ NEWS & EVENTS](#) [▼ PARENTS & CARERS](#)

[HOME](#) >> [LEARNING](#) >> [CLASS PAGES](#) >> [YEAR 2](#) >> [LEARNING LINKS](#)



Learning Links

Maths

- [Times Table Rock Stars](#)
- [Numbots](#)
- [White Rose - Home Learning Videos](#)
- [Top Marks Maths Games](#)
- [ICT Games - Maths](#)
- [1 minute maths app \(White Rose\)](#)
- [BBC Bitesize Maths](#)

Reading

- [Storyline Online](#)
- [Oxford Owl - Free ebook Library](#)
- [How to help with reading at home \(Oxford Owl\)](#)

Writing and Spelling

- [Y2 National Curriculum spelling list](#)
- [How to help with spelling at home \(Oxford Owl\)](#)
- [ICT Games - Spelling and Writing](#)
- [BBC Bitesize English](#)

Other

- [BBC Bitesize](#)
- [Purple Mash](#)
- [National Geographic Kids](#)
- [Classics for Kids - Music](#)
- [Hour of Code - Computing](#)
- [British Museum - History](#)
- [Globe - Geography](#)
- [Speech and Language](#)
- [Words for Life](#)

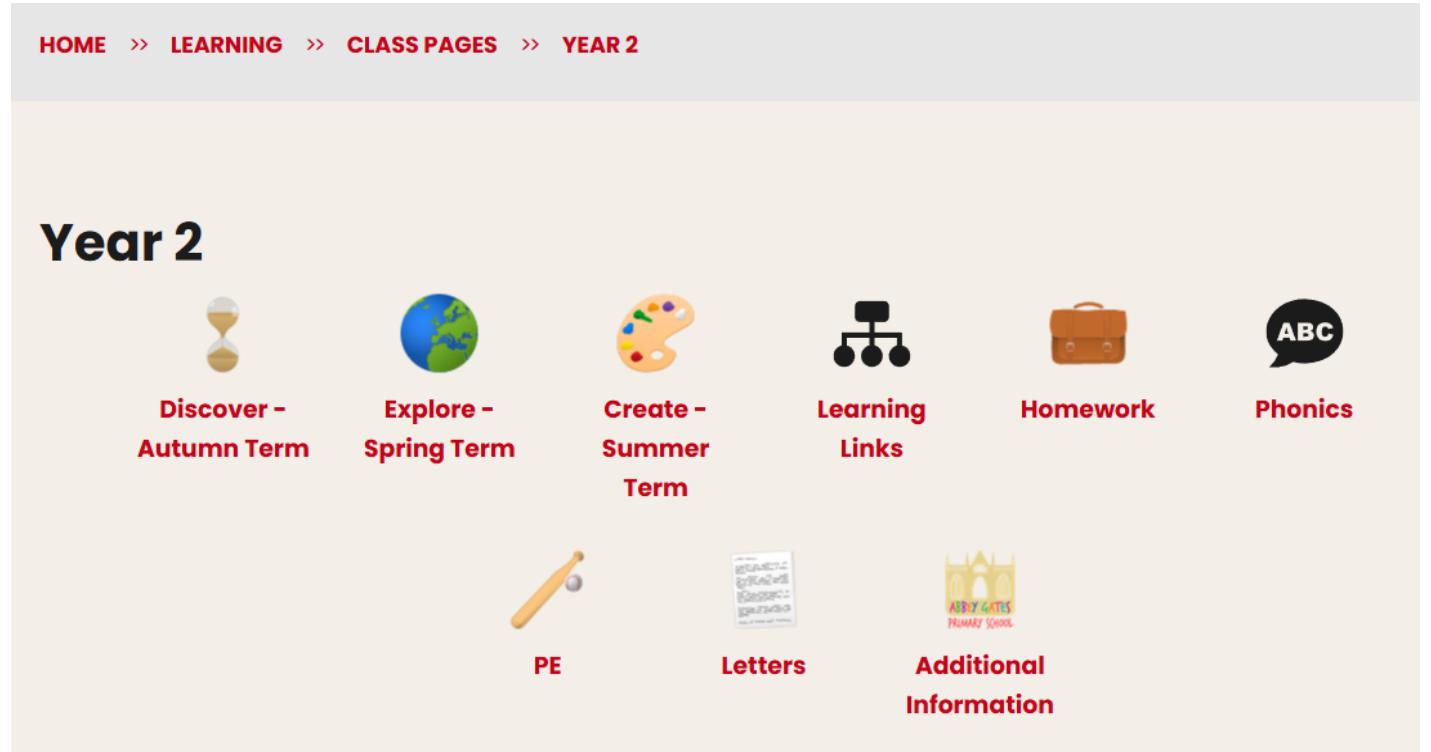
Class Pages

[Click here](#) to access our Class Pages.

This is a 'go to' page for all sorts of information.










You will find:

- * Homework
- * Key Spellings
- * Learning links
- * PE information
- * Project information
- * Newsletters
- * Gallery pictures of what we've been learning.



HOME >> LEARNING >> CLASS PAGES >> YEAR 2

Year 2

-  Discover - Autumn Term
-  Explore - Spring Term
-  Create - Summer Term
-  Learning Links
-  Homework
-  Phonics
-  PE
-  Letters
-  Additional Information


Targeted extras




Based on our assessment for learning, we may set small extra tasks for your child following a discussion with you to help embed basic skills and knowledge in their memories, ensuring they are able to *keep up* not *catch up*.



Keep an eye on our facebook page to see what we are getting up to!



Abbey Gates Primary School and Nursery
66 likes • 97 followers



Attendance Matters!

- Every day in school counts!
- Regular attendance builds confidence, friendships and learning.
- Even small amounts of missed education can add up and make it harder for children to keep up and feel connected.





Clubs and Enrichment

At Abbey Gates we aim to offer a wide range of clubs and enrichment opportunities. Some examples of these are listed below. We are continually reviewing these clubs and try to plan them based on our children's interests. Look out for letters with more information about how to sign up!



Peripatetic Music Lessons and Orchestra (KS2)



Choir (KS2)



Recorder Group (Y2+)



Eco-Committee



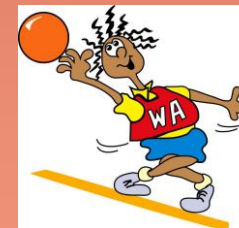
Pupil Parliament



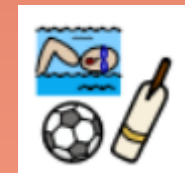
Clay Creators



Dance



Netball (KS2)



Inter-school sports matches (KS2)



Visits and Visitors

What are your strongest memories from school? For most of us, it's the excitement of school visits or a visitor who came into school to bring learning to life! Whether it's a day out or a residential, educational trips give children the chance to experience life outside the school gates!

From visiting museums, theatres, religious centres and historical sites to going on residential, school visits encourage young people to learn and socialise with peers in a completely different way to within the classroom and are often the experiences they remember most.

WHY WE GO ON SCHOOL VISITS

- Brings subjects to life
- Boosts self-confidence
- Increases motivation
- Broadens children's horizons

WHY WE BRING VISITORS INTO SCHOOL

- Engages children - it's exciting!
- Visitor will be an "expert" in their field
- Visitors may bring in relevant resources or artefacts to support the children's learning
- Most visitors are cost effective

We're here to help

Working in partnership

- * Teacher
- * FS/KS1 Lead – Mrs Bowell, KS2 Lead – Mr Rich
- * Care and Connect team – [Click here](#) for more information.
- * SENCO – Mrs Durham
- * SEBCO – Miss Taylor
- * OPAL Leads – Mr Rich / Mr Harrison
- * Designated Safeguarding Leads – Mrs Quant-Epps, Miss Taylor & Mrs Bowell

Mrs Quant-Epps/SLT – on the gate every day / call to catch up / make an appointment via the office.

Can you help?



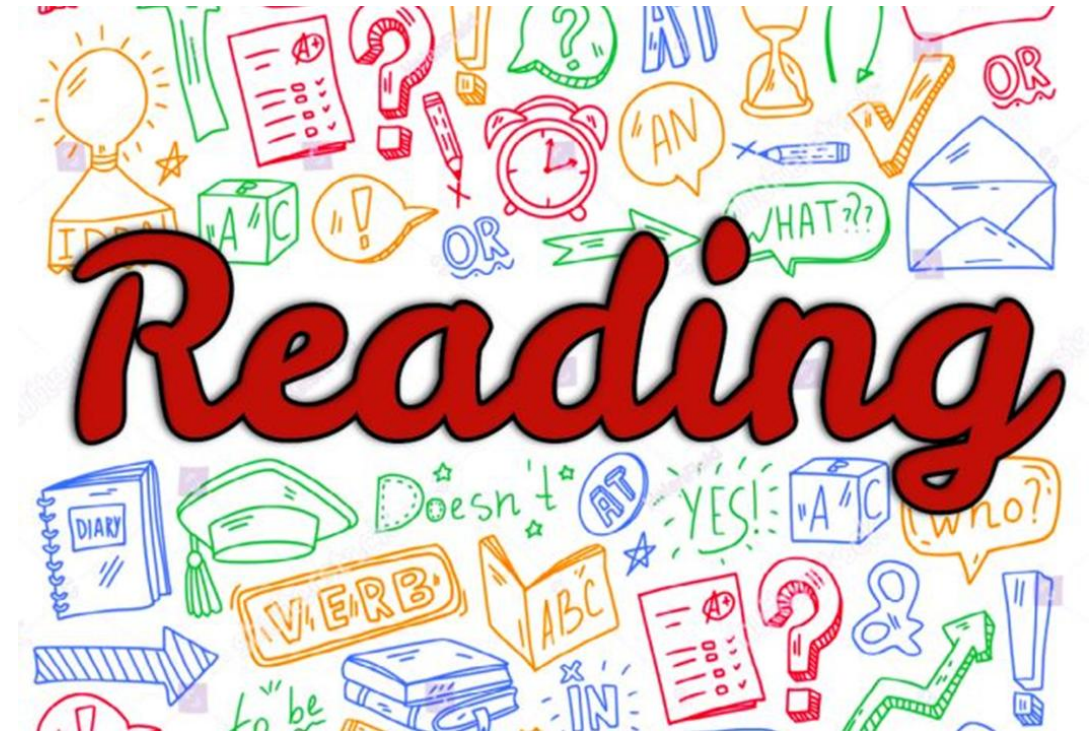
Do you have any skills or talents linked to the things we are learning?

Can you help?

Are you able to offer your time to hear readers?

Would you be available to accompany us on our library visits?

If so, please let us know!



Any questions?



ANY
QUESTIONS?

