



# Parent Information Evening

## Year 2

# Welcome to Class 2



Miss Taylor



Mrs Slater-Davison

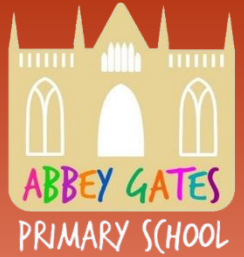


Mr Martin



Mrs Smith

# Welcome to Class 2



Department  
for Education

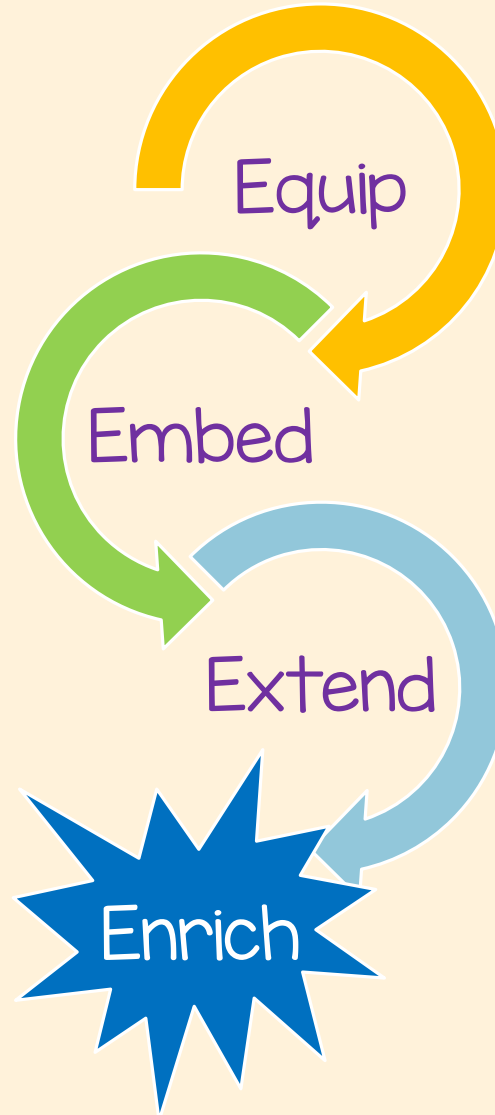
5Cs - Care Compassion Courtesy Cooperation Confidence

# Our Vision for Excellence

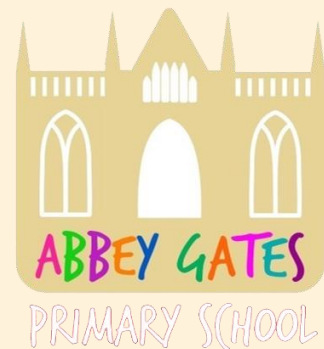
**Equipping** all pupils with key skills and knowledge. Providing precision intervention through early identification of learning needs, **supporting and challenging all**.

**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.



*'Learning Together and Making a Difference'*



# 3 Projects for 3 terms



Discover



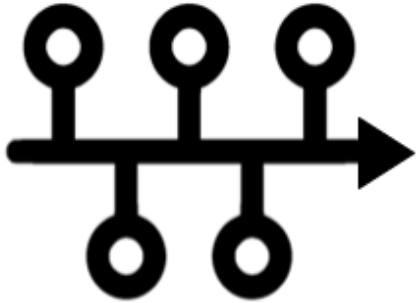
Explore



Create

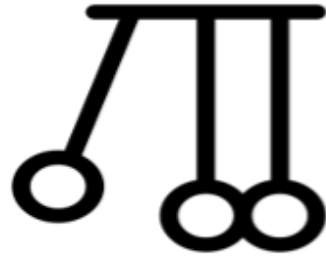


# Concepts in history



## 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



*The*  
**BIG**  
*question*

# PROJECT PLACEMAT - DISCOVER -YEAR 2 - SPRING

## SHOULD WE BE FORGIVEN FOR THE MISTAKES WE MAKE?

### HISTORY

#### Events Beyond Living Memory - The Great Fire of London

- The Fire of London started on 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane in the middle of the night.
- The fire lasted for 5 days.
- 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 is destroyed by the fire.
- The houses were pulled down using fire hooks and people used leather buckets to try and put out the fire.
- 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.

#### Events Within Living Memory - Significant People of the 20<sup>th</sup> Century

- Children should learn about significant people in the last 100 years.
- They should be able to recount key information about the individual, why they are significant and their impact on the world. These people should cover a broad range of diverse people and cultures.

#### Local History - What significant people come from Nottingham?

- Children should be able to talk about a local important people and the importance of them in the community.

### Sticky Knowledge

### Important Ideas

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

### Crucial Connections

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

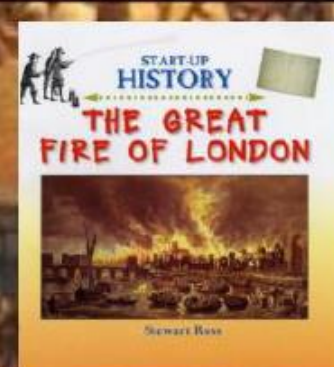
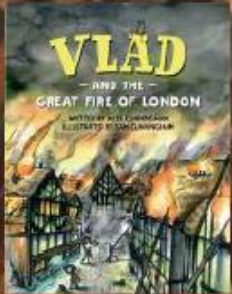
BBC Teach

BBC Teach - School Radio

Newsround - What was the Great Fire of London?

3D animation of historic London

### Reading Recommendations:



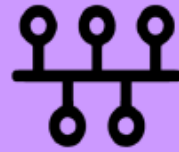
Archaeologist, librarian, museum education officer, museum/gallery curator, archivist, heritage manager, historic buildings inspector, academic researcher, tour guide

Possibilities


## Subject Specific Vocabulary

<b>chronological order</b>	The time order in which events happen.	<b>significant</b>	Being important or causing something important.
<b>era/period</b>	A period of time beginning with some special date or event.	<b>research</b>	A way of looking for new information, new understanding, and new facts.
<b>evidence</b>	Something that gives proof or a reason to believe.	<b>investigate</b>	To try to find out the facts about something in order to learn how it happened, who did it, etc.
<b>historians</b>	A person who specializes in the study of history.	<b>letters</b>	a form of written communication between two people.
<b>impact</b>	To have a strong effect on somebody or something.	<b>newspapers</b>	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.
<b>artefact</b>	A man-made object, such as pieces of art or tools, that is of particular cultural, historical or archaeological interest.	<b>websites</b>	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.
<b>opinion</b>	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.	<b>memorial</b>	A ceremony, custom, building, or statue to remember person or event from the past.


Concepts




Constructing and Sequencing the Past (Chronology)



Cause and effect



Interpretation



Change and Development



Significance



Historical Enquiry

# The Spoken Word



# Outdoor Play And Learning OPAL



# Relationships and Behaviour

- \* Videos coming out soon
- \* Zones of Regulation
- \* All Behaviour has Consequences ABC

The **ZONES** of Regulation®



# Class Pages

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

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

You will find:

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



# Twitter - @abbeygatesuk



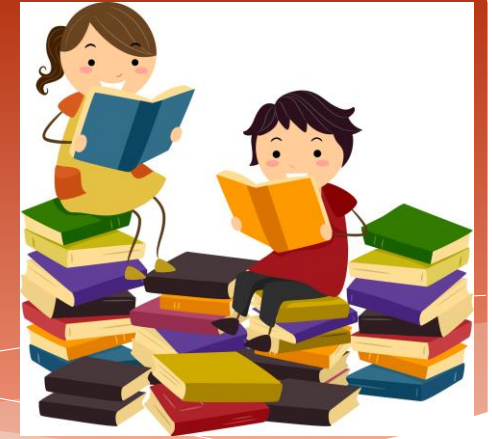
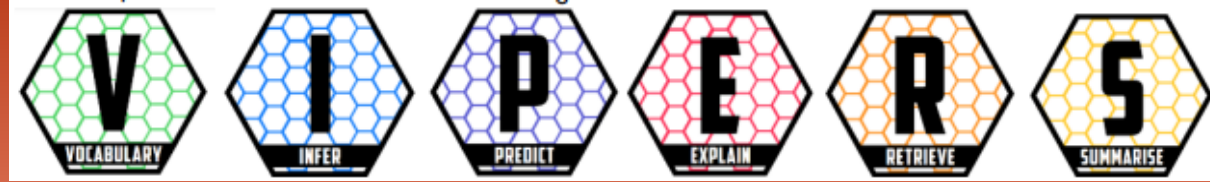
Respect Myself  
Respect Others  
Respect Abbey Gates



# 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.

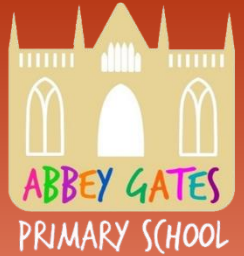
Children will have the opportunity to change books weekly but we encourage them to change books whenever they need to.

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**.

# Pick and Mix Homework

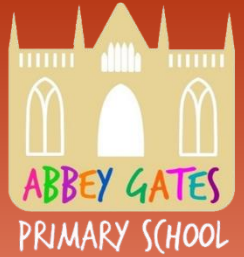


This “Pick and Mix” homework is for the whole half term:

- Try to complete the activities that are in a coloured grey box at least once a week
- Bring any completed activities you wish to share by **the end of the term**

Reading	Maths	Writing	Sticky Question
You must read at least 3 times a week at home. Please record this in your reading diary	Download and try out the White Rose 1 minute maths app. <a href="https://whiterosemaths.com/1-minute-maths">https://whiterosemaths.com/1-minute-maths</a>	Write a Fact-file about a minibeast of your choice. You could present this on paper, on the computer or even as a film for us to watch in class.	Discuss your weekly sticky question.
History	Writing / History	Maths	Science
Create a poster with your ten favourite 'Great Fire of London' facts and present it to the class.	Keep a diary in role as either Samuel Pepys or Thomas Farriner from the Great Fire of London.  Add to the diary over time as we learn more!	Log onto <a href="#">Numbots</a> at least once a week.  Watch out for TT rock stars - coming soon!	Make a bug hotel and place it in your garden.  Draw and name some of the minibeasts that you find in your hotel.
Spelling	Music	Computing	RSHE
Pick 5 words each week to work on from the <a href="#">Y1 or Y2 spelling list</a> (available on the class page on our school website!)  Practise spelling them as words and in a sentence.	Keep the pulse by playing along with this body percussion video. There are lots more online to choose from too!  <a href="#">Walking on Sunshine</a>	Make a poster sharing your top tips on how to stay safe online	Colour your heart! Draw a big heart and choose a colour to fill it which represents how you are feeling today. You might use one colour or a combination. Talk your heart through with an adult.

# Keeping it fun



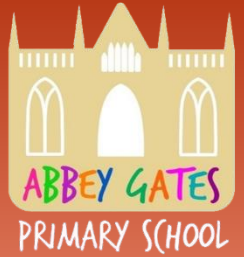
Please read regularly with your child - evidence shows that spending time reading with your child boosts their life chances.



\* Numbots

\* 'Aim High' creative homework - a menu written by the children

# Aim High Project Homework



- \* Working in partnership with home and school



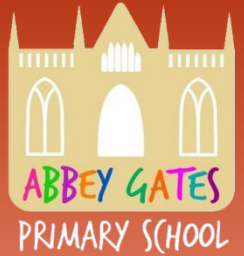
- \* Child led to support engagement and enjoyment

- \* 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



# Homework. It's a sticky question !



**If you dig up buried treasure, is it yours?**



**Do video games play their players?**




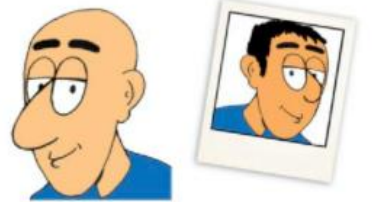
**Could you have a sport where everyone was on the same side?**




**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



## 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

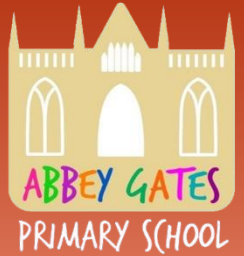
- [Storyline Online](#)
- [Oxford Owl - Free ebook Library](#)
- [How to help with reading at home \(Oxford Owl\)](#)

### 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](#)



# 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*.



# Expectations

- \* Reading.
- \* Practising spellings - tricky words.
- \* Academic expectations - please take a copy of our end of Year 2 information leaflets.
- \* Behaviour for learning - Zones of Regulation - please take a copy of our Parent Information leaflet.
- \* Attendance Matters - please ensure your child is in school and ready to learn every day unless there are exceptional circumstances.

# We're here to help Working in partnership

- \* Teacher
- \* STEP team - [Click here](#) for more information.
- \* SENCO - Mrs Durham
- \* SEBCO - Miss Taylor
- \* OPAL Lead - Mr Summers
- \* Designated Safeguarding Leads - Mrs Quant-Epps, Mr Summers & Miss Taylor

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

Any questions?



ANY  
QUESTIONS?

