



Parent Information Evening

Year 2

Welcome to Class 2



Miss Taylor

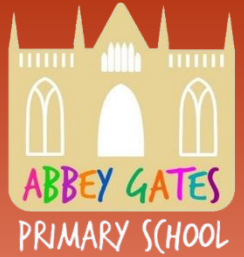


Miss Muzeja



Mr Martin

Welcome to Class 2



Department
for Education

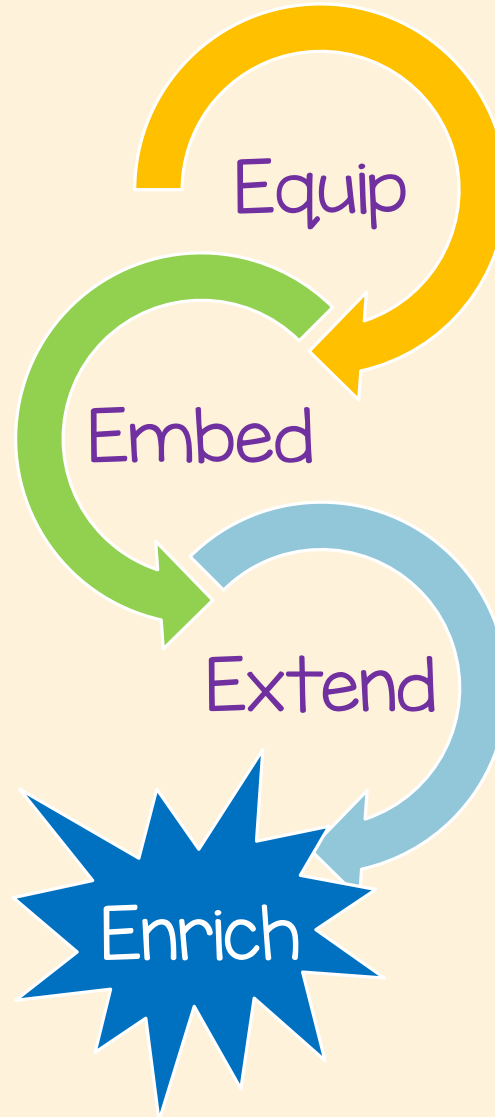
5Cs - Care Compassion Courtesy Cooperation Confidence

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**.

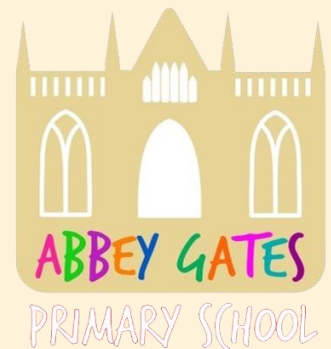
Embedding skills and knowledge, through the implementation of a sequentially designed broad and balanced curriculum that excites, engages, and challenges all pupils through high quality teaching and learning provision.

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



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



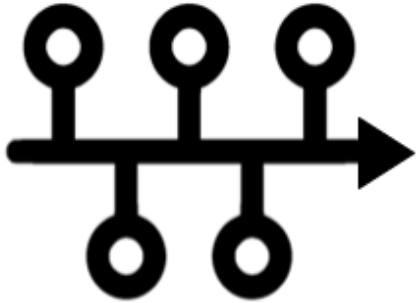
Explore



Create

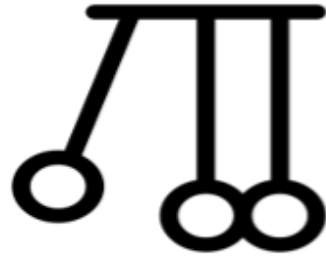


Concepts in history



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



The
BIG
question

PROJECT PLACEMAT - DISCOVER -YEAR 2 - AUTUMN

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 20th 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/>

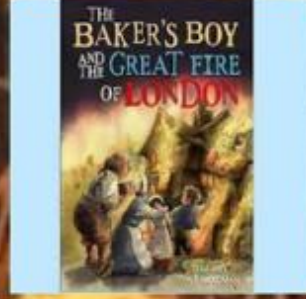
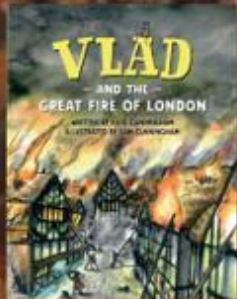
[BBC Teach](#)

[BBC Teach - School Radio](#)

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

[3D animation of historic London](#)

Reading Recommendations:



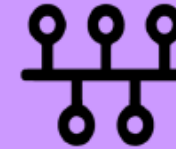
Archaeologist, librarian, museum education officer, museum/gallery curator, archivist, heritage manager, historic buildings inspector, academic researcher, tour guide

Possibilities

Subject Specific Vocabulary

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.	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.
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.	memorial	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

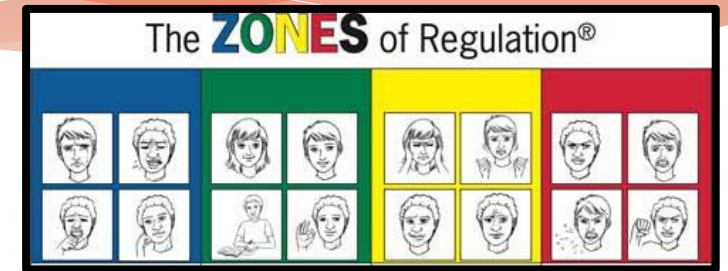


Relationships and Behaviour

The Zones of Regulation



Find out about our approach to Relationships and Behaviour by watching the videos on the [school website](#). Our approach is based around our school ethos of teaching children how to 'Aim High and Be Kind'.



- * One of the ways in which we support and educate children is by teaching them about the [Zones of Regulation](#). Children come to school to learn and part of this includes learning how to regulate their own emotions and how to recognise emotions in others.
- * By learning about the different coloured 'zones' this provides children with the language to talk about and understand emotions.
- * All children across school also take part in [Take Five](#) practices daily - one of many skills that can be used to support self-regulation.



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)



Cook Stars



Eco-Committee



Recorder Group (Y2+)



Pupil Parliament



Clay Creators



Dance



Cheerleading



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

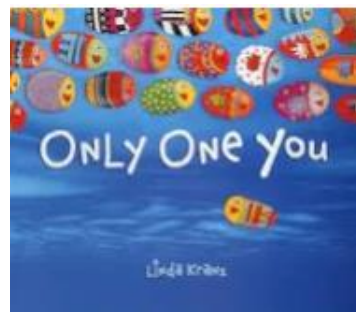
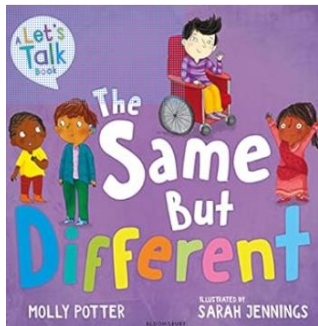
Diversity, Equity, Inclusion and Belonging



This year, building on our AREP work (Anti-Racism Education Programme), we will continue to teach our children about the importance of celebrating and promoting diversity, equity, inclusion and belonging.

At our school, we pride ourselves on being a welcoming and inclusive school. Diversity means acknowledging that there are differences between people that should be recognised, respected and celebrated.

We promote respect of each other's differences and identities. We celebrate and raise awareness of diversity in the school and in the wider community and believe that teaching children about diversity prepares them for life in modern Britain.



We use a range of picture books across our curriculum to support us with this!

Twitter - @abbeygatesuk



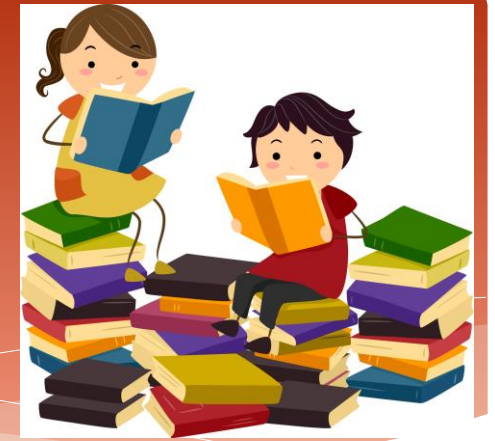
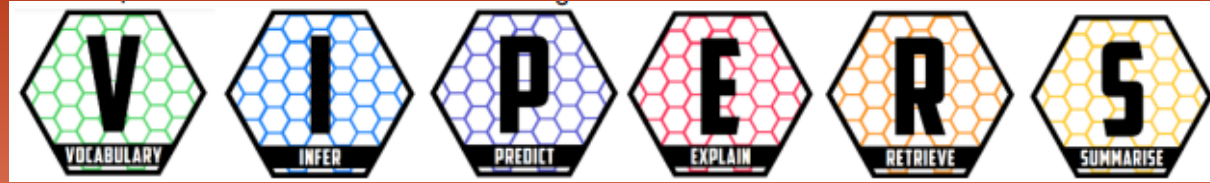
Respect Myself
Respect Others
Respect Abbey Gates



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.

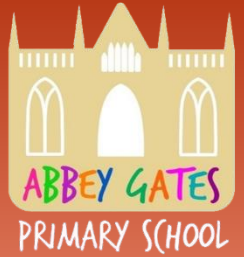
Children will have the opportunity to change books weekly but we encourage them to change books whenever they need to.

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.

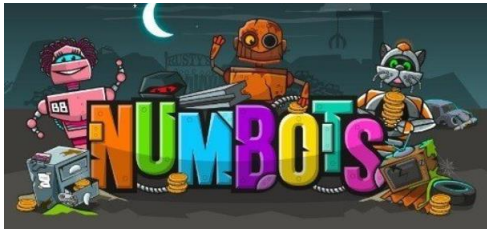
As we move towards KS2, some children may start to move towards our **Accelerated Reader** scheme.

- 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**.

Keeping it fun



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

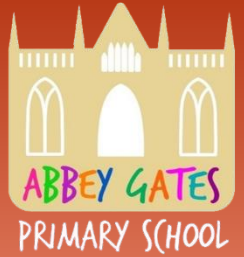


* Numbots

* Times Table Rock Stars

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

Aim High Project Homework



- * Working in partnership with home and school



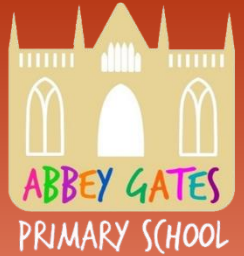
- * Child led to support engagement and enjoyment

- * 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?

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*.



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.



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

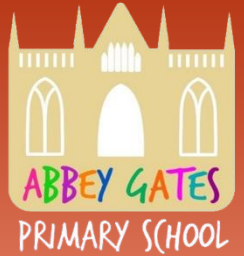
- [Storyline Online](#)
- [Oxford Owl - Free ebook Library](#)
- [How to help with reading at home \(Oxford Owl\)](#)

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](#)



Expectations

- * Reading - at least 3x per week
- * Practising handwriting and spellings
- * Sticky Questions - please discuss these at home
- * Numbots and TT Rock Stars
- * Academic expectations - please take a copy of our end of Year 2 information leaflets.
- * Behaviour for learning - zones of regulation
- * 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 Rich
- * Designated Safeguarding Leads - Mrs Quant-Epps, Miss Taylor & Mrs Bowell

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

Any questions?



ANY
QUESTIONS?

