

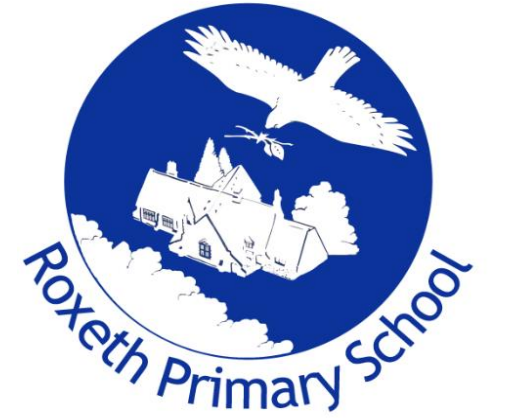


Curriculum Information Afternoon

YEAR 2

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Timetable



•PE:

- Monday (outdoor)
- Tuesday (indoor)

•Home Learning:

- Sent out: Thursday
- Return by: Following Tuesday

•Library Books:

- 2DS: Monday
- 2M: Tuesday

•Reading Books:

- Changed Thursday
- Please ensure reading records are signed with a comment and ready on these days
- Please return books by the following Tuesday

Home Learning Support



- English and Maths tasks will be provided in your child's home learning book weekly. Occasionally, an alternative subject, such as history, may be offered.
- Home learning is designed to consolidate the teaching in class, giving children the chance to reinforce and practise what they have already learned.
- Supporting your child with their home learning is important. Research shows that parental involvement can boost children's understanding, motivation, and confidence, helping them develop both academic skills and positive learning habits. Even brief discussions or guidance can make a big difference to their progress.

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Reading



EYFS and KS1

Your child will receive an **independent reading book** every Thursday. Please take at least 10 minutes each day to read to your child and fill in the reading record.

For phonics, we follow the Little Wandle Letters and Sounds Programme.

Your child will also receive a **Little Wandle phonics eBook which will be set every Thursday.**

From next week each Thursday your child will receive a set of spellings in their Home Learning folders which they will have to learn for a test for the following Friday.

Your class teacher will hand out the e-Collins logins to you by end of next week. Your child will have read this book at school with their teacher, this is their time to celebrate words/phrases they have learnt during the week.

Every week on a Monday (2DS) and Tuesday (2M) your child will have the opportunity to visit the **school library** to choose a book for reading for pleasure. This may be a book that you can share together at home or give your child the opportunity to read independently in the evening.



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Writing



For our writing curriculum, we follow **Literacy Tree – Writing Roots** which is a book-based programme.

We will read and focus on a book between 2-5 weeks covering writing, comprehension, spelling, vocabulary and assessment. Our first book we are focusing on is *The Journey Home*.

Reading Comprehension

For our reading curriculum, we follow **Literacy Tree**.

We will read as a whole class and focus on a book between 2-5 weeks covering writing comprehension tasks, exploring new vocabulary and phrases. We will read a range of genres including novels, poetry and non-fiction.



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English - Writing



How will your children's learning change for writing in Year 2?

Greater expectation for using:

- Time conjunctions e.g. First, next, then, after that, finally etc.
- Punctuation e.g. Full stops, capital letters, question marks, exclamation marks, commas, inverted commas
- Adjectives (e.g. red, big, beautiful) and adverbs (e.g. slowly, quietly)
- Using commands (e.g. Get the book), exclamatory sentences (e.g. What a big, green tree it is!), questions (e.g. What time is it?) and statements (e.g. This is a cat.)
- Expanded noun phrases (e.g. The big, blue butterfly)
- Greater emphasis on grammar and spellings
- Past and present tense correctly.

Please note that we will revisit Year 1 English before beginning Year 2 English topics.

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Spellings/Writing

Practice spellings with different letter patterns and high frequency words after half term.

Encourage children to do as much writing as possible at home, e.g. keeping a diary, writing a recount about somewhere they have been or writing a story.

Reminding children to always write in full sentences and with capital letters and full stops.

Helping children to think about words to describe actions, feelings, sounds, sights or smells to make their writing more interesting.

Reading will also help your child learn to spell high frequency and tricky words.

Maths



How will your child's learning change for Maths in Year 2?

- There will be more problem solving, where children will be expected to show their working out.
- Simple division and multiplication (children will be expected to know their 2 times, 3 times, 5 times and 10 times tables by the end of the year.)
- Drawing their own number lines to show their working out
- Emphasis on mental maths, fractions and rotational turns
- For detailed guidance on methods and expectations, please refer to the Maths Calculation Policy on the school website.

Please note that we will revisit Year 1 Maths before beginning Year 2 Maths

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Numbots and/or TTRS

- KS1 use Numbots to build number sense, addition and subtraction fluency.
- Just 10 minutes a day makes a big difference!
- Research shows children who practise 3+ times a week are, on average, 20% faster at recalling key facts.
- Regular use builds fluency, confidence and long-term recall in maths.
- Logins can be found in your child's Home Learning Book and Reading Record by the end of next week.

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School uniform



School uniform:

At Roxeth Primary School, we uphold a smart and consistent dress code.

- **For boys**, this includes grey or black trousers, a white polo shirt, plain black or grey socks, a formal Roxeth sweatshirt, black school shoes (not trainers), and a Roxeth sun cap is available.
- **For girls**, the uniform comprises a grey pinafore or skirt, grey or black trousers (no leggings), a white polo shirt (short or long sleeves), a formal Roxeth sweatshirt, a sun hat, black shoes (no trainers or boots), a plain black, blue, or white hijab, hair accessories in school colours and a Roxeth sun cap is available.

PE Kit



Children are required to have a complete PE kit. Please ensure all items, including school jumpers, are clearly labelled. If any items are missing, a letter will be sent home to remind parents and carers. **On their allocated PE days, children should come to school dressed in their PE kit.**

Roxeth Primary School PE Kit:

- Plain blue/black shorts/jogging bottoms
- Plain white T-shirt
- Trainers

*Please note that the uniform does not need to be branded with the Roxeth logo.

All jewellery to be removed on the day and hair must be tied back.

Behaviour for learning expectations



- Good learning and behaviour for learning will be rewarded with:
 - House Points
 - Record of Achievements
 - Head Teacher and Rights Respecting awards on Friday assemblies.
- Gold stars in Key Stage 1

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Behaviour for learning expectations



Behaviour - Roxeth's steps

Step	Behaviour	Consequences
0	Positive behaviour	Dojos, Certificates, Stickers
1	Fidgeting, chatting, unkind words, not working, ignoring	Teacher warning, make a good choice
2	Repeated step 1, ignoring class, rudeness, inappropriate actions and words	Think Sheet, lose golden time, lose time from play/lunch
3	Repeated step 2, disruption to class, threatening, bad words, hurting others	lose time from play/lunch, meet parents, phonecall home
4	Continued: Hurting others, severe disruption, stealing, bullying, damage, having inappropriate items	exclusion from events, suspension from class, possible school exclusion

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What is a Special Educational Need?



- These range from child to child.
- Some children may find some aspects of learning challenging, this does not necessarily mean they have a Special Educational Need – everyone is different!
- Types of Special Educational Needs and Disabilities, where a child's educational progress is adversely affected, come under 4 umbrella terms:
 - Cognition and Learning (Understanding and applying learning)
 - Communication and Interaction (Speech and Language, interacting with others)
 - Social, Emotional and Mental Health (Emotional wellbeing, challenges with social interaction)
 - Physical and Sensory (Physical impairments, and sensory linked behaviours)

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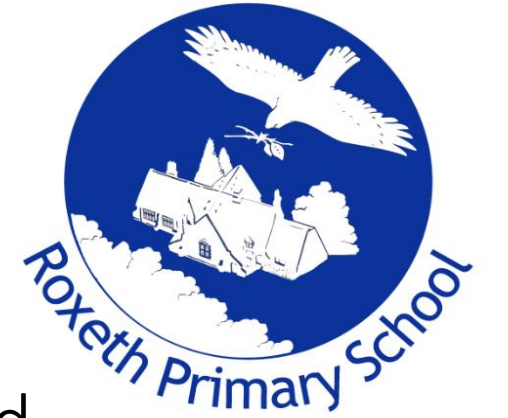
What do I do if I am worried my child has difficulties with their learning, or a Special Educational Need/Disability?



- First port of call is to speak to your child's teacher. They will provide feedback about your child's learning and development, and share any concerns. Where concerns are shared, they will begin an Assess-Plan-Do-Review process, where they will assess your child's challenges, plan how to address these, implement strategies, and review progress.
- If needed, they will raise a concern with the SENDCO – Mrs Ojo.
- If concerns persist after in-class strategies have been applied, the SENDCO will begin an Assess-Plan-Do-Review cycle and provide further advice/take further actions with external agencies.
- Roxeth works closely with Speech and Language therapists, The Autism Advisory Service, Educational Psychologists, and many other agencies.
- If there is something you wish to speak directly to the SENDCO about, please book an appointment to see Mrs Ojo at the office.

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Children on the SEND register



- Where we feel your child may have a learning need, we will inform you that we have placed your child on our SEND register. This allows us to create targeted support plans for your child.
- **For those who are already on the SEND register:**
 - We aim to have Support Planning Meetings in person with parents/carers, where targets will be provided and information/understanding about your child will be shared between both yourselves, and the teacher.
 - We understand that as parents/carers, YOU know your child best, and we value any input you can provide for us to better help them.

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Where to find information - SEND



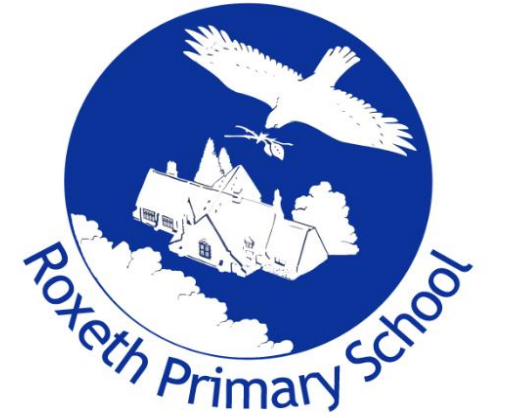
- Our school website has the SEND Information pack and SEND policy available.

www.roxethschoolharrow.org

- You can access information about Harrow's Local offer, which provides information and advice on the website:

www.harrowlocaloffer.co.uk

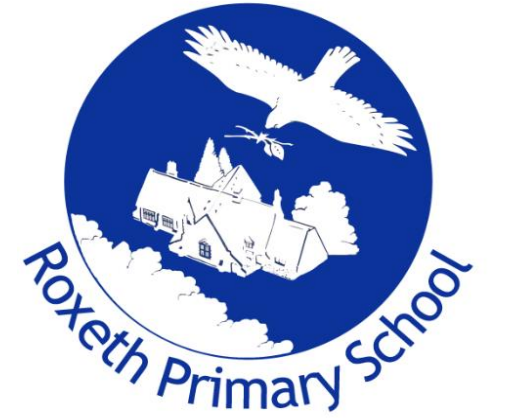
Curriculum map – Year 2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art (Kapow)	Drawing: understanding tone and texture		Sculpture and 3D: Clay houses		Painting and mixed media: Life in colour	
DT (Kapow)		Cooking and nutrition: Balanced diet		Structures: Baby Bear's chair		Mechanisms: Making a moving monster
Computing (Purple Mash)	Creating Pictures	Effective searching/Online Safety	Coding	Music Making/Creating Pictures	Presenting ideas	Questioning/Spreadsheets
Geography (Kapow)	Would you prefer to live in a hot or cold place?		Why is our world wonderful?		What is it like to live by the coast?	
History (Kapow)		How was school different in the past?		How did we learn to fly?		What is a monarch?
Music (Get Set)	Folk songs	Jupiter	Great Fire of London	Toys	Four seasons	Oceans
Indoor PE (Get Set)	Fundamentals	Core strength & stretching	Fitness	Dance	Gymnastics	Team Building
Outdoor PE (Get Set)	Ball Skills	Sending & receiving	Invasion	Target Games	Athletics	Striking & Fielding
PSHE/RHE (Kapow)	Setting ground rules Families and relationships	Families and relationships Health and well being	Health and well being Safety and the changing body	Safety and the changing body Citizenship	Citizenship	Economic Well being Transition Lesson
RE (Kapow)	Why do we need to give thanks?	What do candles mean to people?	How do we know some people have a special connection to God?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
Science (Kapow)	Living things and their habitats: Habitats	Living things and their habitats: Microhabitats	Materials: Uses of everyday materials	Animals Including Humans: Life Cycles and Health	Plants: Plant Growth	Making connections: Plant based materials

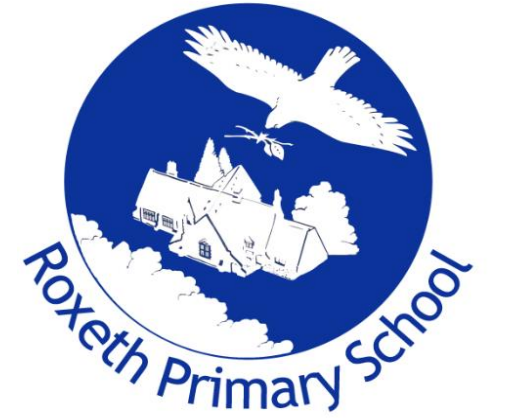
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RCC – Roxeth Community Club



- RCC is Roxeth's PTA.
 - The RCC raise money for the school through fun events the whole community can enjoy.
 - Every parent, carer, guardian and staff member is already part of RCC.
 - Parents can get involved as much or as little as they like — from helping for an hour at an event to joining the organising team.
 - This year, RCC is especially looking for a **Vice Chair**, regular team members and event volunteers.
 - Every bit of help makes a big difference for the children at Roxeth.
- ✦ Sign up tonight and be part of making a difference! ✦ <https://www.roxethschoolharrow.org/rsa-parent-partnership>

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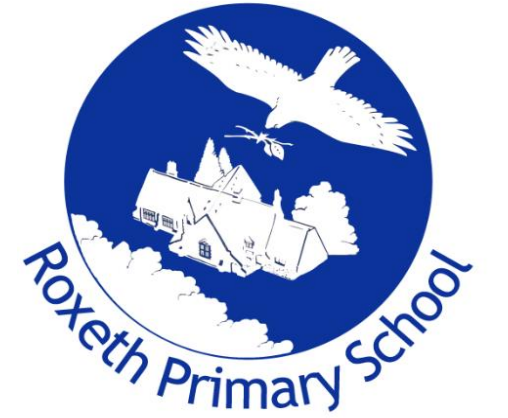


Trips

A range of trips will be planned for this year:

- Autumn - A trip to a place of worship (TBC)
- Spring - Visit to the Science Museum (TBC) as part of our Science topics
- Summer – A special end of year – Windsor Castle (TBC) as part of our History topic.

As much notice as possible will be given regarding trips and payment.



KS1 SATS

KS1 SATS are no longer compulsory. At Roxeth we will be continuing to carry out KS1 SATS tests at the end of Year 2 for internal use only. Tests will comprise of:

Comprehension Tests

Paper 1 – Children read a paragraph at a time and then answer questions.

Paper 2 – Children read a whole booklet and then answer questions.

Maths Tests

Paper 1 – Arithmetic paper focusing on mental maths e.g. $14 + 10 =$

Paper 2 – Reasoning paper where children have to use mathematical skills in a problem solving situation.

School website



- We will now show you where to find the key information on our school website for Year .

<https://www.roxethschoolharrow.org/our-year-groups/year-2>

Thank you for meeting with us
today!

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