



Welcome to Year 2



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Team Pearl

Class Teacher: Mrs Angus

**Higher Level Teaching Assistant:
Mrs Lawrence**

Team Onyx

Class Teacher: Mrs Parsons

Teaching Assistant: Mrs Brown

Phase Leader: Mrs Angus



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The Galley Hill Vision

Our vision is to develop resilient learners who:
are curious about the world around them.



have high aspirations for themselves and the wider world.



persevere to achieve their goals .



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Galley Hill Expectations



Be
Respectful

Be
Safe



Be
Your Best!



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Rewards



The whole class can earn bees:

- ✓ Everyone ready to learn
- ✓ All lined up to Galley Hill Walk
- ✓ Model Galley Hill walking
- ✓ Sensible sitting Assembly
- ✓ Positively noticed by other adults

Pupils can earn house points or stickers for:

- ✓ Demonstrating School Values
- ✓ Polite manners
- ✓ Linking learning to threads
- ✓ Reasoning
- ✓ Fab or accurate vocabulary
- ✓ Great effort



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School Uniform

White Polo Shirt or Shirt/Blouse
Blue/White Gingham Dress (Summer)
Royal Blue Fleece/Sweatshirt or Cardigan
Charcoal Grey/Black Skirt/Pinafore Dress
Charcoal Grey/Black Trousers or Tailored
Shorts
Grey/Black or White Socks,
Grey/Black/Navy Blue Tights
Black Shoes/Black Trainers



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Jewellery

**One pair of small plain stud earrings.
Surgical/micropore tape should be used
to cover any earrings during PE.**

Hair

**Any pupils with long hair has it tied back.
Hair accessories should be discrete.**

**Extreme hairstyles, hair colour, any nail
varnish or tattoos are not acceptable
within the school.**



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Physical Education

**Our Autumn P.E. days are:
Monday & Tuesday**

**Children come to school dressed in
their PE kits on their PE days.**

P.E. Kit (Please ensure this is always in school in a named bag)

**Royal Blue T-shirt (preferably with school
logo)**

Black Shorts

**Black/Navy tracksuit for Autumn/Spring
Term**

Trainers for use on the field or playground



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Platinum Award

As an OPAL Platinum School children use the outside even in wet weather.

They require a raincoat (and trousers if they wish). To play on the field they require welly boots.

We have a wide range of resources outside for your child to play with but are always looking for donations to add to our OPAL fun.



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Curriculum Overview

The main topics we will be covering this year are:

Autumn: Royalty & Coronations, Nepal and Animals

Spring: Leaders of Change, The World and Materials

Summer: Frogmore Paper Mill, Hot and Cold Places and Living Things and their Habitats



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School Trips

Children will be taking part in:

- Windsor Castle (date TBC)
- Frogmore Paper Mill (Either an in school workshop or visiting the Mill TBC)

If you wish to pay for these trips over the whole year on arbor you are able to make frequent payments to them over the whole year vs paying in a quick deadline when letters come out.



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Writing

Year 2

Working at the expected standard

The pupil can, after discussion with the teacher,

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

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Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} was really dark in the attic and there were really deep holes in the floor. Just then some thing caught his eye. ^{It} was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took took~~ took them all down stairs. & First he opened the silver one which had wires in it. ^{Soon} he had opened all of them.

Fred put all the parts together. it made a computer. Suddenly he ^{Spotted} ~~noticed~~ a white box ^{with} 3 pins. It was a plug Fred plugged in the plug. The computer said DELL. Whatever does that mean? Thought Fred. He made jumpers, bread and butter he had finish writing ^{every thing} down that the machine went boom. Fred was sad. ^{So} he went to the garage got some tools and put it back together. From that day on Fred used his machine every day ^{to keep} ~~to keep~~ his school jumper.

Examples of year 2 writing at the expected standard



Missing one dragon

Last seen flying out of forest school on Monday night. He has a silver tummy, blue body and black feet. It will breath fire at you and eat you up! If seen then please report on 06 30 66 1300 999 013. If seen and not reported you will be locked in jail for three years! You will be rewarded £900 or 309306 bucks if you report. Whatever you do do not shoot it! Its claws are silver so it is easy to be seen. [REDACTED] class 3 year 2.



Maths

Number and Place Value

- ☐ I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.
- ☐ I can recognise the place value of each digit in a two-digit number (tens, ones).
- ☐ I can identify, represent and estimate numbers using different representations, including the number line.
- ☐ I can compare and order numbers from 0 up to 100, using <, > and = signs.
- ☐ I can read and write numbers to at least 100 in numerals and in words.
- ☐ I can use place value and number facts to solve problems.

Addition and Subtraction

I can solve problems with addition and subtraction:

- ☐ using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- ☐ applying my increasing knowledge of mental and written methods
- ☐ I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

- ☐ a two-digit number and ones
- ☐ a two-digit number and tens
- ☐ two two-digit numbers
- ☐ adding three one-digit numbers

Addition and Subtraction continued

- ☐ I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- ☐ I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Multiplication and Division

- ☐ I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- ☐ I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs.
- ☐ I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- ☐ I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Fractions

- ☐ I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- ☐ I can write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Measurement

- ☐ I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
- ☐ I can compare and order lengths, mass, volume/capacity and record the results using >, < and = signs.
- ☐ I can recognise and use symbols for pounds (£) and pence (p) and combine amounts to make a particular value.
- ☐ I can find different combinations of coins that equal the same amounts of money.
- ☐ I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
- ☐ I can compare and sequence intervals of time.
- ☐ I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- ☐ I can say the number of minutes in an hour and the number of hours in a day.

Geometry - Properties of Shape

- ☐ I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- ☐ I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.



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Reading

Year 2

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation

In a book they can already read fluently, the pupil can:

- check that it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

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Statutory Assessment

In year 2 children who did not meet the expected standard for the Phonics Screener assessment in year 1 will be retested, last academic year we had a practise test in the Autumn Term and then children took the formal assessment in June – We believe the same dates will apply this year.

If they do not meet the expected standard again, they will not need to retake in Year 3.

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Reading

Read with them as regularly as possible (at a minimum we would suggest 4 x a week).

When your child needs a new book they should put their wallet containing their reading record and finished book into the reading box.

Reading records should be handed in on Thursday, they will be checked to see how often your child has read. Either you or your child should complete the record every time they read; if your child fills their record in please sign it to say you agree.



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The Importance of Reading

From babies to children in their early years and all the way through to early teens, reading brings wide-ranging benefits that can have a lifelong positive impact on children's lives.

If a child is never read to they will have heard approximately 4,662 words by the time they are 5 years old.

If a child is read to or reads 1-2 times per week, they will have heard approximately 63,570 words by the time they are 5 years old.

If a child is read to or reads 3-4 times per week, they will have heard approximately 169,525 words by the time they are 5 years old.

If a child is read to or reads daily, they will have heard approximately 296,660 words by the time they are 5 years old.

Reading for pleasure unlocks academic success across the curriculum. A child who is read to at age 1-2 scores higher in reading, spelling, grammar, and numeracy skills at age 8-11. Reading for pleasure at the ages of 10 and 16 has a substantial effect on a child's cognitive scores in vocabulary, spelling, and mathematics at age 16



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Homework

The children in Year 2 will receive the following homework:

- Reading 4 x each week
- Maths – The children will receive times tables homework linked to the year 2 targets of 2, 5 and 10 times tables.

Times tables rockstars is an optional extra. You will find their TTRS login in their reading records. There will be a new times tables weekly reward in celebration assembly for children who are trying their best with their times tables.

- Phonics – Supersonic Phonic Friends Newsletter to practice sounds taught that week
- It will be set on a Friday and should be returned the following Thursday.
- Every child in the school will receive a homework certificate. When they complete their homework each week, they will receive a sticker! They will also earn 1 sticker for every day that they have read. When the certificate is full, they will receive a homework badge!

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What to bring to school?

Your child must bring:

- **Named water bottle.**
- **A reading book and reading record in the named plastic wallet provided.**
- **Children should be provided with weather specific items when appropriate such as sun hats or gloves.**
- **Named P.E. kits should be left on their peg and will be sent home at the end of a half term to be washed,**

The children should NOT bring any pencil cases, games, toys, trading cards etc from home. The school will not take responsibility for any items brought into school.



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Timetable

Arrive between 8:40am and 8:45am
After that time, they will be late
and will need to enter through
the school office.

Our school day ends at 3:15pm.

If someone else will be collecting your child, please
either let the class teacher or office know by 3pm.

An overview of our timetable will be on the website
shortly.

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Eating and Drinking

In Year 2, the children are provided with free fruit from school to eat at break time. They can bring in their own healthy snack if they wish which should be a whole / pieces of fruit, vegetables or bread sticks.

Please ensure they have a named water bottle in school everyday. This may contain water, flavoured water or squash.

If your child is going to be late for school but will need school dinner, please let the school office know by 9:30am.



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Attendance

To meet government expectations must attend 177 out of 190 days.

Concerns for any pupil whose attendance drops below 90%.

If your child is genuinely too ill for school, please email admin@galleyhill.herts.sch.uk or call and leave a message on our 24 hour answerphone as soon as possible. For safeguarding reasons, we will chase any absence we do not have a reason for.

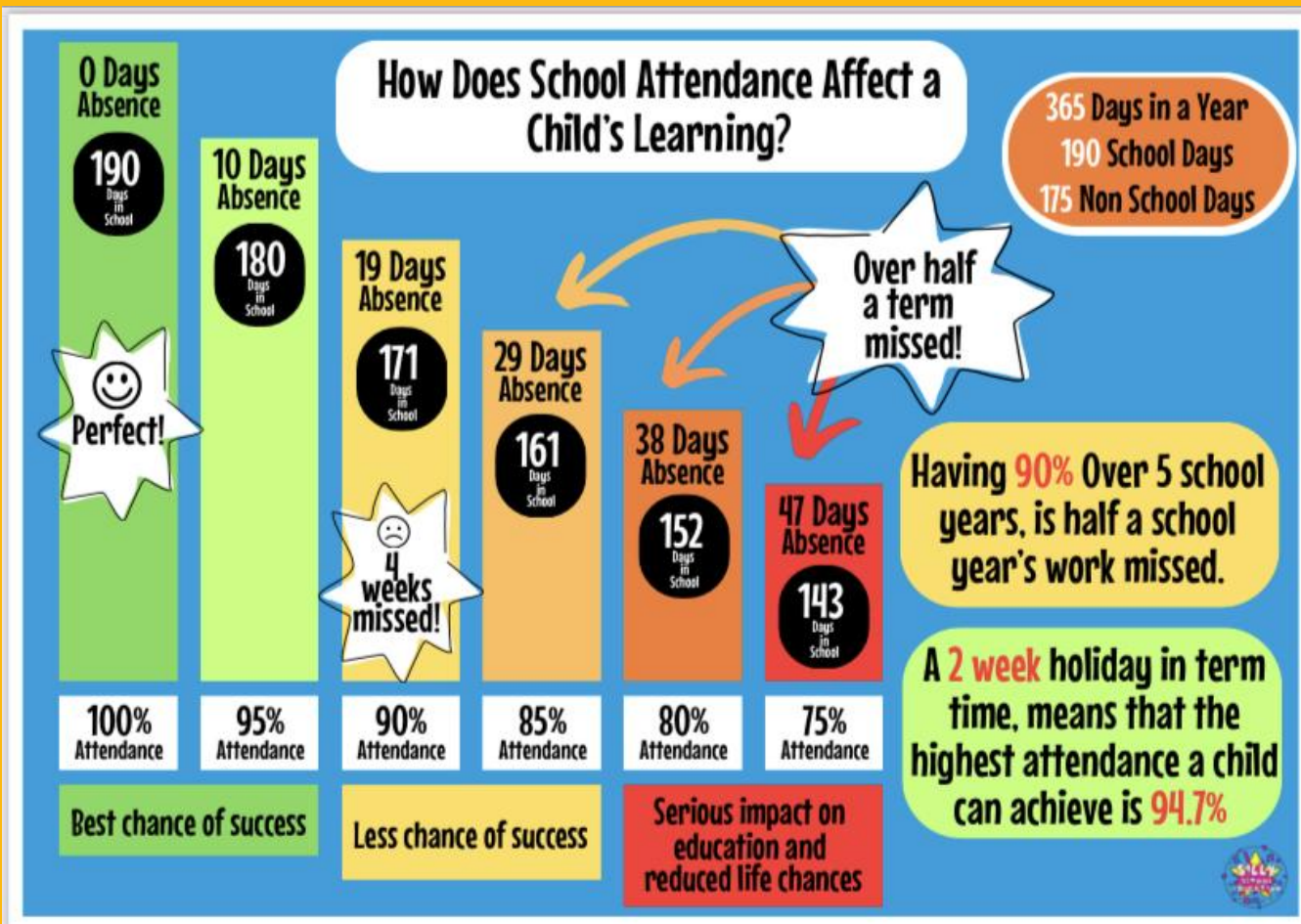
We can only authorise term time holiday in very exceptional circumstances. Please see our absence policy on our website.



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Arbor



Download app from play store or app store.

Used to make payments for meals, trips and clubs.

Can pre-pay for trips if it suits.

All communications will come via Arbor also.

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**Thank you for taking
the time to join us for
this welcome meeting.**

**If you have any further
questions, then please
do come and speak to
us now.**



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