

Welcome to Year 2

COOMBE HILL INFANTS' SCHOOL

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Year 2 Team

Leopard Class	Miss Bedford with Mrs Davies and Miss Ellie (pm)
Lion Class	Mrs Warland with Mrs Read and Ms Kyah
Tiger Class	Miss Roe with Mrs Bern and Miss Ellie (am)

Learning Support Assistants	Mrs Goddard
Additional Teaching	Mrs Grey
Year Leader	Miss Bedford
Football (play time provision)	Mrs Bern

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Our aims

Over the course of the year children will develop their..

Self regulation strategies
(zones of regulation)

Social skills

resilience

Love of learning




Curiosity

friendships

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Parents are the most
important people in their
child's education.

Please feel free to talk to us as you
drop off and pick up your child. If
more time is needed, we will arrange
a time before or after school.

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Learning in Year 2

Learning in Year 2 includes:

Whole Class learning sessions

Independent tasks/practice

Exploring and learning opportunities

Group guidance and support

Outdoor learning opportunities (class gardens and forest school)

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Roles and responsibilities

Play Rangers

School Councilors

Prefects

Right Respecting Ambassadors

Rainbow Cafe volunteers

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Phonics and reading

Little Wandle Letters & Sounds Revised

Daily phonics lesson & three reading sessions a week

Decodable books

Bedtime books

free choice of books from class library



Reading strands:

- Word reading- Decoding words using phonic knowledge and developing fluency
- Comprehension- Read with prosody, develop vocabulary, check what they read makes sense, explain their understanding of what they have read, make predictions and inferences

Spring term:

- We will begin the Little Wandle spelling programme after we have revised Phase 5 phonics

Please note, some children may be re-reading books they used in year 1 to build automaticity.

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Phonics and reading

READ TOGETHER

- For 10 minutes every day (if possible)
- Hear them read AND read to them
- Chat about the story and the world around you.

IF YOU DO THIS 1 THING YOUR CHILD WILL SUCCEED AT SCHOOL



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English (writing)

CLPE's The Power of Reading programme
Importance of developing spoken language
(role play, drama, performance)

Writing strands:

- Spelling- applying use of phonics and spelling rules once we begin our spelling programme.
- Transcription- pencil grip, letter formation, handwriting (something we will be working on a lot this year).
- Composition- composing a sentence orally, sequencing sentences and re-reading to check writing makes sense.
- Vocabulary- applying new vocabulary in context.
- Grammar- punctuation, prefixes, suffixes.



gemstones

How can you encouraging writing at home?

- Use post it notes, envelopes, shiny pens!
- Write on large paper/ make posters
- Write with chalk
- Write a shopping list for the supermarket
- Keep a diary
- Postcards
- Letters to friends/ family
- Birthday cards
- Simple stories
- Holiday scrapbook
- Book reviews
- Playing bingo with tricky words
- Writing riddles



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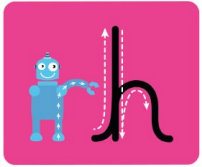


Handwriting

In Year 2, the children will have three handwriting sessions a week. It is vital that children write with their feet on the floor and chair legs on the floor. We have a fun rhyme to hold our pencils: nip, flick, grip.

The handwriting sheets will be sent home each day and you can practise these with them. We are currently teaching the children to lead in their letters to prepare children for joining.

One-armed Robot Letters



b h k m n p r

Letter-join

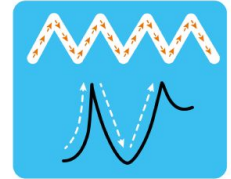
Curly Caterpillar Letters



a d c o f e s g q

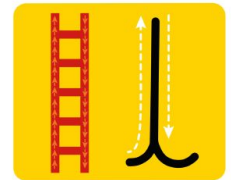
Letter-join

Zig-zag Letters



N W X Z

Long Ladder Letters



i l t u j y

Letter-join

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Maths

At Coombe Hill Infants, we believe using key principles that enable teaching for mastery is the most effective approach in order for our children to become confident and proficient mathematicians.

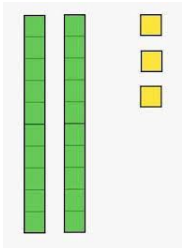
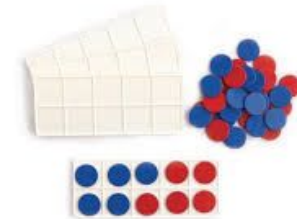
Pupils are taught through whole-class interactive teaching (involving demonstrations, explanations, questioning, discussions and short tasks) where the focus is on all pupils working together on the same lesson content at the same time. This ensures that all can master concepts before moving to the next part of the curriculum sequence, allowing no pupil to be left behind. It also builds a depth of understanding.

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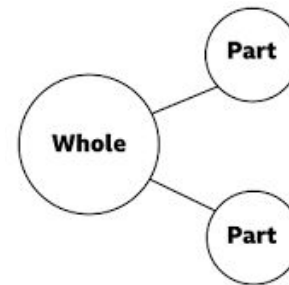
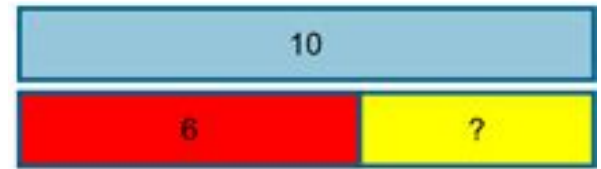


Maths resources and representations



First	Then	Now

$$3 + ? = 5$$



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



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How can I develop mathematical thinking and reasoning skills at home?

Maths, like reading, is part of daily life so integrate maths into daily activities where possible. Cooking, shopping, and playing games to make maths relevant and fun will enable children to build both confidence and understanding. Encourage mathematical talk, praise effort and foster a positive, confident attitude towards the subject, everyone can do maths.

Make maths fun and engaging! A positive outlook on the subject will enable our children to be confident to take risks, explore and have fun in maths. You can play games: Play board games like Snakes and Ladders, Snap, or Dominoes, which involve counting, number recognition, and strategic thinking.

Ask questions to support reasoning -

“What do you notice?” “How do you know?” “Can you prove it to me?”

There is more information in the handout.

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How can I develop mathematical thinking and reasoning skills at home?

Key Instant Recall Facts

This term, your child is working towards acquiring the following knowledge. Please help them at home to ensure that they can recall these facts instantly.

I know all number bonds of 20

Key Vocabulary: add, subtract, plus, take away, makes, equals, is the same as, total, altogether, more, less

$0 + 20 = 20$	$4 + 16 = 20$
$20 - 0 = 20$	$16 + 4 = 20$
$20 - 0 = 20$	$20 - 4 = 16$
$20 - 20 = 0$	$20 - 16 = 4$
$1 + 19 = 20$	$5 + 15 = 20$
$19 + 1 = 20$	$15 + 5 = 20$
$20 - 1 = 19$	$20 - 5 = 15$
$20 - 19 = 1$	$20 - 15 = 5$
$2 + 18 = 20$	$6 + 14 = 20$
$18 + 2 = 20$	$14 + 6 = 20$
$20 - 2 = 18$	$20 - 6 = 14$
$20 - 18 = 2$	$20 - 14 = 6$
$3 + 17 = 20$	$7 + 13 = 20$
$17 + 3 = 20$	$13 + 7 = 20$
$20 - 3 = 17$	$20 - 7 = 13$
$20 - 17 = 3$	$20 - 13 = 7$

$8 + 12 = 20$
 $12 + 8 = 20$
 $20 - 8 = 12$
 $20 - 12 = 8$

$9 + 11 = 20$
 $11 + 9 = 20$
 $20 - 9 = 11$
 $20 - 11 = 9$

$10 + 10 = 20$
 $20 - 10 = 10$

Key Instant Recall Facts:
counting forwards / backwards & one more, one less
rapid recall of bonds making numbers up to 10
doubles up to double 10
near doubles e.g. 7+8
name 2d and 3d shapes

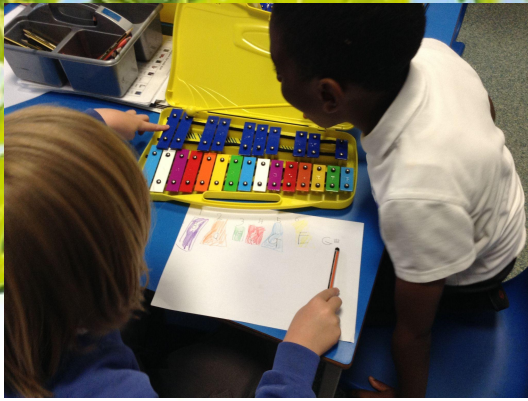
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Wider curriculum

- Science
- History
- Geography
- Art
- DT
- RE
- PE
- Music
- Computing
- PSHE (Jigsaw)



Weekly Homework

Reading & Phonics	Maths	Spelling
<p>Listen to your child read their phonics book and celebrate their success!</p> <p>Read your child's bedtime book to them</p> <p>Read other books from the local library</p> <p>Review the phonic sounds taught each week</p> <p><u>Please return books every Thursday (including reading records & bookmarks)</u></p>	<p>Mathletics tasks assigned every Friday</p> <p>Half termly KIRFs (Key instant recall facts)</p>	<p>Review words taught in phonics each week (including tricky words)</p> <p>Spelling is included in phonics lessons</p>

Communication

- Drop off and pick up
- Can arrange a longer appointment with the class teacher or email the office
- Friday google classroom
- Mrs Cook's Friday newsletter
- Messages in book bags
- Classroom doors/ noticeboards
- Please hand important documents directly to the member of staff at the door
- Two parents evenings (Autumn & Spring term)

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Opportunities to help and be involved.

- Class reps- thank you!
- Cake sales- thank you!
- Trips!
- Come and tell us about your job/ a festival you celebrate/ another country you have connections to
- Are you a carpenter? We are looking for someone to build fences for our outdoor area.
- DBS check

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Any questions?

Please direct these first to
your class teacher.

We will collate a FAQ
document and send it out.

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