



# **Buckingham Park**

Church of England Primary School

Excellence, through God who strengthens us

## **Welcome to Year 2**

A handbook for parents

## A Welcome from the Headteacher

Welcome, or welcome back, to Buckingham Park Church of England Primary School.

This information is intended to help you and your child settle easily into their new school year. We aim to work closely with our families to enable each child to be the very best young person that they can be – developing intellectually, physically, emotionally, socially and spiritually. Our vision, below, encapsulates this in the strapline with the word 'Excellence'. Excellence means being excellent academically, excellent in terms of sports, music, performance and simply, to become the most excellent version of ourselves that we can be. I hope you will find this booklet informative and we look forward to welcoming your child.

If you need any further information, please do not hesitate to contact me or another member of staff.

Best wishes,



Daniel Fell  
Headteacher

## Our School Vision

Our school vision strapline is 'Excellence, through God who strengthens us', which indicates our desire to be a school that pursues excellence in everything that we do. We want to focus our minds and our energy on everything which is true, right, admirable, excellent and praiseworthy. As a school based on Christian values, we trust that God will help and strengthen us as we strive to become, and remain, outstanding.

Our full vision is 'We aim to provide the highest quality all round education, for each and every child, in partnership with parents, and within the context of a Christian community.'

## Our Values

We adopt the following Christian Values as guiding principles:

We are kind, helpful and polite

We do our best

We are honest

We share

We are peacemakers

We forgive others

We take care of everything, and everyone

Whilst these are Christian values, we recognize these as being universal human values that all our families, whether Christian, from another faith background, or from no faith background, will want to support us in growing in our school, in our staff, and in each of the young people we have the privilege to teach and care

## Our Aims

### **To be a learning community where:**

- Each child is significant; noticed, valued, respected and cherished.
- Children are safe, enthusiastic, happy, engaged, courteous, and interdependent.
- As a result of outstanding, motivating and inspirational staff and teaching, each child makes sustained progress.
- The teaching of reading, writing, communication and mathematics is exceptional and each child makes excellent progress.
- Teachers plan challenging and enjoyable tasks based on accurate assessment of pupils' prior skills, knowledge and understanding – supported by an outstanding, creative curriculum.
- Learning across the entire curriculum is highly valued and each subject and area of learning is treated as significant.

### **To be a Christian community where:**

- Christian values are at the heart of school life.
- There is a strong link with the local Church and the wider Christian community.
- Spiritual development, as well as cultural, moral and social development, are integral to the learning experience in the school.
- All children and families - those of the Christian faith, those from other faith backgrounds, and those with no faith background - may understand more about our Christian values and faith whilst being free to make their own choices.

### **To be a local community where:**

- The school is at the heart of the wider community, served by that community, and serving that community.
- The school is fully inclusive, welcoming all sections of the wider community, including those families who do not have a natural connection to the school, so that all will view the school as an active and open part of the wider community.
- Effective partnerships with other community organisations are formed and have a positive impact on the life of the school.
- Everyone is a learner – providing opportunities for life-long learning.

## Promoting Positive Behaviour

Right from the start the children, are encouraged to have a sense of belonging and respect for the school and community. Our behaviour code will help all those involved in school life to work together for the benefit of all.

We believe that it is important that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, built on Christian values, and these are reflected in the way that we promote good behaviour through the school. We want an environment where everyone feels happy, safe and secure.

Our Behaviour Code is at the heart of our expectations of behaviour and our strategies for promoting positive behaviour. They are not a set of 'rules' but a set of values based on Jesus' Sermon on the mount. Our behaviour policy and approaches to promoting positive behaviour are underpinned by the code.

We are kind, helpful and polite  
We do our best  
We are honest  
We share  
We are peacemakers  
We forgive others  
We take care of everything, and everyone

The school rewards good behaviour, because we believe that this will develop an ethos of kindness and co-operation. All our efforts are to promote good behaviour, rather than focus on poor behaviour.

We will not tolerate bullying of any kind and we have a separate Anti-Bullying Policy. Both policies can be found on the school web site.

## Times

Children can come into school from 8.30am until 8.50am. The entrance for Year 2 children is through the blue gates on Culpepper Close and then into the school building via the first set of double doors. Registration takes place at 9.00am each morning. Any child arriving after this time will be marked late.

At the end of the school day, 3.15pm, children are brought out through the library doors to the gates on the reception outside area by their class or PPA teacher.

Break time for Year 2 is 10.00am until 10.30am. This includes 10 minutes of active time where children take part in organized skipping, walking or running activities.

Lunch is 11.45 am until 12.45pm. The children will be out on the playground for the first part of their lunch break and will be taken into the hall to eat their lunch at approximately 12.00pm. When the children have finished their lunch they are able to return to the playground.

## School Meals, Fruit Snacks and Breakfast Club Provision

We serve delicious and healthy hot meals cooked by the team at the AIP (Alliance in Partnership) and delivered to us fresh, hot and ready to serve. Meal times are an enjoyable part of the day with children having a choice of meal from our counter service. In a change from previous years, all parents, whether eligible for free school meals or paid meals, will need to book and reserve their children's meals each week. This must be complete each Wednesday by midnight for the following week.

Further information can be found on our social media posts or via the school office. The current menu for the children at school is available to all parents on Parent Pay. All children in Year 2 are entitled to a free school meal.

At playtime, children are able to have a piece of fruit or vegetable which is provided by the school.

The Buckingham Park School Breakfast Club provides breakfast in a safe, secure and relaxed environment together with a range of activities for the children before school. The children are encouraged to be responsible and grow as individuals with guidance from qualified, experienced school staff. Breakfast Club is not funded by the school. A small charge is made to parents are intended to cover the cost of staffing, food and resources. If you are interested in your child attending please contact the school office.

## Equipment

Each day your child will need to bring:

- A water bottle (**bottles should contain water only juice or flavoured water is not permitted. Drinking water is available in school should bottles need topping up**)
- A book bag or small rucksack
- A PE Kit (see below)
- Reading book and record (these are provided by the school and should be brought into school even if your child is not read)

**All items should be clearly named**

## School Uniform

It is expected that all children will wear full school uniform.

- Traditional, grey school skirt, trousers or shorts
- Navy blue polo shirt with school logo
- Jade green sweatshirt or cardigan with school logo
- Grey socks or tights
- Black school style shoes (no trainers, boots or slip-ons)
- Baseball cap or sun hat (available with school logo)
- Navy blue zipped reversible fleece coat with school logo or a dark coloured school coat
- In the summer term, girls may wear a one piece navy and white gingham dress

P.E. and Games:

- White T-shirt with school logo
- Navy blue shorts
- Traditional black plimsolls or trainers
- Navy blue track suit bottoms, joggers or leggings (optional, but recommended for winter PE lessons)
- Drawstring bag for PE kit (available with school logo)

Jewellery is unsuitable for school wear as it is easily lost or damaged and can cause injury to wearers and others. Earrings, of any kind, should not be worn. No exception will be made for recently pierced ears.

No make-up or nail varnish should be worn.

Long hair should always be tied back neatly with a simple bobble, scrunchie or Alice band in school colours (jade green or navy blue).

A navy or dark blue, plain headscarf (hijab) in the short fitted children's style (with no pins) may be worn.

## Attendance

We expect every child to be punctual, and to attend school every day. If your child is unable to attend school, please telephone before 9.30am on the day of the absence. If you arrive late, your child should be brought to the main entrance where he or she will be signed in and taken to class.

The school does not support holiday and extended leave during term time as this disrupts children's education and has an adverse effect on their progress. Leave of absence will only be granted in exceptional circumstances.

All children are expected to maintain an attendance rate of at least 95% as this is the national average for children of primary school age. As a school we aim to be above average and, therefore, the vast majority of children will have an attendance between 96% and 100%.

Our full Attendance Policy is available to download from the school website.

## Communications

We like to keep you informed about what is happening in school and we hope that you will keep us posted on any information that might assist us to support your children. For example: a change in family circumstance, illness or bereavement. Staff are available to discuss any concerns you may have. In the morning, messages may be passed on to teachers via our communication point or by contacting the school office. If you would like to speak directly to your child's teacher please email the office to make an appointment for a meeting. If you need to speak to teachers urgently they are often available at the end of the school day.

Parent-teacher meetings are held in the Autumn and Spring terms. A written report based upon observations of your child's progress is sent home at the end of the Summer term and a further parent-teacher meeting is available if you wish.

In general, the school will keep you well informed through our newsletters, Weekend Words, information sessions, and website. Please make sure you keep your information up to date in the office, remembering to tell us about any changes to your telephone numbers or email addresses.

## School Travel

Children's safety is our first priority. We would encourage all our pupils to find a safe route to school whether that is by walking, cycling or using a scooter. This reduces congestion around the school and improves safety for all.

If you do need to drive to school, please ensure that you find a safe place to park and then complete your journey to school on foot. Parking is available in Jubilee Square. Please do not park in the school car park, Buckingham Lodge Care Home's car park or in Culpepper Close itself.

## Parent Teacher Association (PTA)

The PTA is an association of parents, governors, staff and friends of the school which exists to support the school's work. Our main role is to raise funds for the children of Buckingham Park. We work closely with the school to decide what the priorities are for fund-raising... and with a growing school there are many! We've helped to buy phonics reading books, an outdoor library, girls and boys football kits, music lessons, African drumming lessons and Pantomime every Christmas. This summer the school play equipment is being replaced with a generous donation from the PTA.

The PTA committee and its volunteers have raised funds by organising School Discos, Film nights, Christmas and Summer Fayres, and not forgetting a very successful Colour Run.

We believe a vital role of a PTA is to help build a community within the school that's more than just dropping off and picking up your children each day; it's also about getting to know each other and enjoying events outside the school day.

If you wish to get involved, make new friends and help create some fun activities for all the children to enjoy please do get in contact with us [pta@buckinghampark.org](mailto:pta@buckinghampark.org)

## The Use of Photographs

We use photographs in school for a number of different purposes:

- To record and assess progress
- To celebrate achievement in our newsletters
- For publication in school documents and local press
- For publication in on the school website (subject to compliance with the school's website policy)

As part of your Admission form, we asked that you give us your consent to photograph your child for these purposes. This saves us from asking you each time we want to publish a photograph in this way.

## Use of email and the internet

Increasingly we make use of the internet, using it across the full range of the curriculum and for programmes such as Emile and Times Tables Rock Stars. We use an internet service provider which specialises in provision for schools and local authorities. This provides a very effective barrier from children accessing inappropriate materials, unregulated chat, non-educational games, email accounts etc.

We also have a code which governs the use of the internet in school which is introduced to the children in ways which are appropriate to their age and understanding.

As part of your Admission form, we asked that you give us your consent for your child to have access to the internet and, in time, be given his or her own email address. Our full policy for Network and Internet Access which includes our website policy is available from the school's website.

## School visits and activities

We value the learning that can take place by children making visits out of school and by having special visitors in to school. Over the coming years, your child will have many opportunities to participate in these types of activities.

We will ask you for your general consent for these types of activities but we will also inform you before each event. Some visits or events may require the payment of a voluntary contribution. If so, this will be clearly explained in a letter with details of how payment should be made.

## What to do if things go wrong

We want do our very best to educate and care for your children properly, but part of our commitment is to work to improve our standards. If you think that we have not met our best standards, or if your child has a problem at school, we want you to tell us so that together we can put it right.

If you have a concern or complaint, please contact your child's own teacher in the first instance. It is usually better to see them at the end of the day than at the beginning. There may be times that an alternative meeting time will need to be arranged.

Each key stage has a Phase Leader who are also able to deal with any questions, queries or complaints.

If you wish to discuss the matter with the deputy headteacher or headteacher, then please contact the school office to make an appointment. Someone will get back to you as soon as possible.

We will agree with you a course of action and aim to solve your complaint to your complete satisfaction as quickly as possible.

If, after further discussion with the staff of the school, you still feel that your complaint has not been dealt with properly, you should contact the Chairman of Governors, whose name and address can be found in the school office. A full copy of the arrangements for the consideration of complaints is available from the school website.

There is further guidance in the Parent and Carers Code of Conduct which can be found at the end of this document.

## **The Curriculum in Year 2**

This guide is intended to help parents understand what will be taught during this school year. Obviously it would be impossible to set out in detail everything your child will learn, but by providing an outline of typical content and some background information about how the curriculum and assessment works, hopefully it will help you support your children in making the most of their education.

English, Maths and Science are considered the core subjects in both primary and secondary education. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's learning week. Alongside these are the familiar foundation subjects: Art and Design, Computing, Design & Technology, Geography, History, Music, and Physical Education. For these foundation subjects, we have much more flexibility regarding what we cover in these subjects and how we plan and teach them.

As a Church of England school we believe that Religious Education plays a central role in a broad and balanced curriculum that we offer enabling our pupils to participate fully in life in modern Britain and the wider world. Whilst a greater emphasis is placed upon the Christian faith in RE, we believe that it is important for young people to learn about a wide range of faiths as well. The Church of England Vision for Education (2016) points out that education should be 'hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings.'

### **High Achievers**

If your child is achieving well, we encourage more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas.

### **Children needing additional support**

If your child is struggling in any area, we will give the additional support needed to ensure he or she makes good progress. If you are concerned about your child's progress just get in touch with us.

# RE

At Buckingham Park we follow the Oxford Diocese Scheme of Work. Each unit has a “Big Question” which has been created to allow children to experience a range of theological, philosophical and social elements. The big questions address syllabus questions and topics.

YEAR 2	Key Questions	Faith(s)/Themes
Unit 1 Autumn 1	<b>Who should you follow?</b>	<b>Christianity/Judaism/Moses/ Old Testament etc.</b>
<u>Important People, All about me</u> Who is important to me and why? Who is special for religious people and what makes them special? How do special people influence the way we behave? What do religions believe about what people are like and what they should be like? What do you think the perfect person would be like? Can we agree?		
Unit 2 Autumn 2	<b>Do religious symbols mean the same to everyone?</b>	<b>Christianity/Judaism/Symbols/Christmas</b>
<u>Special things, Belonging,</u> What things are special in your home, to you your family and friends? What objects are sacred or important in religion and why? What do special things show about what is important to people? How do people show they belong to a religion? Does belonging to groups make a difference to who I am?		
Unit 3 Spring 1	<b>Does everyone celebrate the New Year?</b>	<b>Christianity/Judaism/New Year/ Rosh Hashanah</b>
<u>Special Occasions, Our world</u> What special times do I celebrate with my family and friends and why? How do religious people celebrate their special times? What do these special occasions show about what is important to people? How are you and your family the same as and different from other families in the school and around the world?		
Unit 4 Spring 2	<b>How should the Church celebrate Easter?</b>	<b>Christianity/Easter/Holy Week</b>
<u>Special Occasions, Important People</u> What special times do I celebrate with my family and friends and why? How do religious people celebrate their special times? What do these special occasions show about what is important to people? Who is important to me and why? Who is special for religious people and what makes them special? How do special people influence the way we behave?		
Unit 5 Summer 1	<b>Can stories change people?</b>	<b>Christianity/Judaism/Old Testament stories</b>
<u>Special Stories</u> What stories are special to you, your family and friends? What stories are important to religious people and why? Are all stories true in the same way?		
Unit 6 Summer 2	<b>How should you spend the weekend?</b>	<b>Judaism/Shabbat</b>
<u>Special Occasions, Belonging</u> What special times do I celebrate with my family and friends and why? How do religious people celebrate their special times? What do these special occasions show about what is important to people? What groups do I belong to? How do people show they belong to a religion? Does belonging to groups make a difference to who I am?		

# English

English consists of speaking and listening, reading and writing.

## Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 2 there is a particular focus on being able to articulate and justify answers and opinion and give well-structured explanations and narratives.

## Reading Skills

These include being able to:

- Read words aloud confidently, without obvious blending or rehearsal
- Learn letter patterns so that decoding becomes fluent and secure by the end of Year 2
- Blend letter sounds, including alternative patterns, e.g. recognising 'ue' as the 'oo' sound
- Read aloud words which contain more than one syllable
- Recognise common suffixes, such as -ing and -less
- Read words which don't follow phonetic patterns, such as 'one' and 'who'
- Become familiar with a wide range of fairy stories and traditional tales
- Discuss favourite words and the meaning of new words
- Check that what has been read makes sense, and make corrections where necessary
- Make predictions about what might happen next in a story

## Writing Skills

These include being able to:

- Form letters of the appropriate size, using capital letters where appropriate
- Use appropriate spaces between words when writing
- Begin to use joins between letters where needed
- Spell longer words by breaking them into their sound parts
- Learn to spell some common homophones, recognising the difference between them
- Use the possessive apostrophe in simple phrases, such as 'the boy's football'.
- Write about real events and personal experiences
- Plan out writing in advance, including by writing down key words
- Re-read writing to check that it makes sense and to make corrections, including punctuation
- Use question marks, exclamation marks, apostrophes and commas in lists
- Use the present and past tenses correctly in writing
- Begin to write longer sentences by using conjunctions, such as 'and', 'but', 'if' or 'because'

At Buckingham Park we use The Talk for Writing approach which enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with teachers using shared and guided teaching to develop the ability in children to write creatively and powerfully.

At Buckingham Park we underpin our English work by establishing a core reading spine of quality fiction, poetry and non-fiction that all children experience and draw upon. As children move through Key Stage 1, the curriculum intends that all children will secure the basic skills of decoding so that they can become fluent readers. As their reading confidence grows they can begin to write their own ideas down.

# Mathematics

Buckingham Park Primary School teaches mathematics using a 'mastery' approach. At the heart of our teaching of mathematics is the belief that all children can achieve. We teach structured, whole class interactive sessions using the Power Maths scheme which allows children to build a deep understanding of concepts and develop confidence in their mathematics ability. Each child has access to a range of rich and quality tasks, most of which are set in a real-life context and provide a coherent structure through the curriculum to support children on their journey towards a deeper mathematical understanding.

The key areas of learning in Year 2 are:

## Number and Place Value

- Recognise place value in two-digit numbers, e.g. knowing that the 1 in 17 represents 10
- Read and write numbers up to 100 as words
- Count in 2s, 5s and 10s
- Compare and order numbers up to 100
- Use the < and > symbols to represent the relative size of numbers

## Calculations

- Recall number bonds up to 10 and 20 fluently and extending to 100
- Add and subtract numbers mentally and using objects, including two-digit numbers
- Show that adding two numbers can be done in any order, but subtracting cannot
- Recognise that addition and subtraction are inverse operations
- Learn the multiplication and division facts for the 2x, 5x and 10x tables
- Show that multiplying two numbers can be done in any order, but dividing cannot
- Solve problems using the x and  $\div$  symbols

## Fractions

- Find  $\frac{1}{2}$ ,  $\frac{1}{4}$  and  $\frac{3}{4}$  of an object or set of objects
- Find the answer to simple fraction problems, such as finding  $\frac{1}{2}$  of 6

## Measurements

- Use standard units to measure length (centimetres and metres), mass (grams and kilograms), temperature (degrees Celsius) and capacity (millilitres and litres)
- Use the £ and p symbols for money amounts
- Combine numbers of coins to make a given value, for example to make 62 pence
- Tell the time to the nearest five minutes on an analogue clock
- Know the number of minutes in an hour and hours in a day

## Shape

- Identify the number of sides and a line of symmetry on 2-d shapes
- Identify the number of faces, edges and vertices on 3-d shapes
- Use mathematical language to describe position and direction, including rotations and turns

## Times Tables

During Year 2 the children are also introduced to Times Tables Rock Stars (TTRS). Times tables tests are set 3 times per week with an emphasis on the 2s, 5s and 10s. The children will also be issued with their own login to enable them to access TTRS online and take part in inter school competitions.

## Science

In the first years of schooling, much of the science curriculum is based around real-life experiences for children. This includes everyday plants, living things and their habitats and finding out about different materials. There are likely to be lots of opportunities for exploring scientific ideas both in the classroom and the local surroundings.

### Scientific Investigation

Children are encouraged to carry out their own observations and experiments to further their scientific understanding. In Year 2 this may include learning to:

- Use scientific apparatus to make observations, such as magnifying glasses
- Collect information about what they have seen
- Make links between observations and their scientific understanding

### Everyday Materials

- Identify and compare the uses of different materials including wood, metal, plastic, glass, brick, rock, paper and cardboard
- Find out how some solid objects can be changed by squashing, bending or stretching

### Living Things and their Habitats

- Compare the difference between things which are alive, which are dead, and which have never been alive
- Understand that different animals are suited to different habitats
- Identify some plants and animals in different habitats
- Describe how animals feed on other plants or animals

### Animals including Humans

- Notice that all animals have offspring which grow into adults, including humans
- Know about the basic survival needs of animals, such as food, water and air
- Describe the importance of exercise, healthy diet and hygiene to humans

### Plants

- Describe how seeds or bulbs grow into plants
- Understand that plants need water, light and a suitable temperature to grow

## The Foundation Subjects

The foundation subjects play a key part in providing a broad and balanced curriculum. All eight of these subjects are a compulsory part of the National Curriculum.

Here is a very brief outline of what will be covered in the foundation subjects during primary school. A breakdown of the units of work is included later on in this booklet.

### Art and Design

We have chosen an approach to Art based on exploring a range of techniques using the Kapow Scheme of Work. Children will use a variety of materials, from pencil and paint to charcoal and clay, to create their own art pieces. In addition, children will study the works of some great artists, architects and designers from history. Please see the Yearly Overview below for more information about the areas of learning we cover in Year 2.

## Computing

We use the Rising Stars Switched on Computing programme to teach the three main strands of the Computing curriculum: information technology, digital literacy and computer science.

Information technology is about the use of computers for functional purposes, such as collecting and presenting information, or using search technology. Digital literacy is about the safe and responsible use of technology, including recognising its advantages for collaboration or communication. Finally, computer science will introduce children of all ages to understanding how computers and networks work. It will also give all children the opportunity to learn basic computer programming, from simple floor robots in Years 1 and 2, right up to creating on-screen computer games and programmes by Year 6.

We include regular teaching of e-safety to ensure that children feel confident and safe when using computers and the Internet, and know what to do if they come across something either inappropriate or uncomfortable.

## Design and Technology

This subject includes the traditional design elements in which children will design, make and evaluate products while learning to use a range of tools and techniques for construction. It also includes cooking and preparing simple meals as well as finding out about a healthy diet. As with Art and Design we follow the Kapow scheme of work. Please see the Yearly Overview below for more information about the areas of learning we cover in Year 2.

## Geography and History

Throughout the year, children will learn about a range of historical events as well as study different geographical locations, both local and worldwide. Please see the Yearly Overview below for more information about the areas of learning we cover in Year 2.

## Music

Over the course of primary school, children will listen to and perform a range of music. In the first years of schooling this will often include singing songs and rhymes, and playing instruments. At Buckingham Park we use the Charanga Scheme of Work.

## Physical Education

Physical Education lessons include a range of individual disciplines such as dance, gymnastics and athletics, with team sports and games. Through these sports, children will learn the skills of both cooperation and competition. We use The PE Hub Scheme of Work

Generally, children will have two PE lessons each week, one indoor and one outside weather permitting. Please ensure your child has an appropriate outdoor PE kit for all seasons.

## Personal, Social, Health and Citizenship Education (PSHE)

At Buckingham Park School we teach PSHE through a scheme called Jigsaw.

### What is Jigsaw?

Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all year groups



working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and each year group is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

### **What will Jigsaw teach my child?**

The overview below summarises the content in each of Jigsaw's units of work (Puzzles):

**Being Me In My World** covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others and pupil voice.

**Celebrating Difference** focuses on similarities and differences and teaches children about diversity, such as disability, racism, power, friendships, and conflict. Children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including cyber and homophobic bullying, is an important aspect of this Puzzle.

**Dreams and Goals** aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are and how to overcome challenges using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment and success. They also have the opportunity to share their aspirations, dreams and goals for others in different cultures/countries and their dreams for their community and the world.

**Healthy Me** covers two main areas of health: emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

**Relationships** starts with building a respectful relationship with themselves and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.

**Changing Me** deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in accordance with our SRE policy. Please see the school website for more information.

# The Year 2 Curriculum Overview

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>English Class texts and Writing Progression</b>	Traction Man Narrative structure: Beat the Baddy Poetry: A Few Frightening Things Narrative: Superheroes	Meerkat Mail Fiction Focus: Settings  Non-narrative structure: Information Text	Bob's Best Ever Friend Fiction Focus: Characterisation	The BP Unicorn Non-narrative structure: Information Text	Kassim and the Greedy Dragon Narrative structure: Warning tale  SATs SPaG skills	George and the Dragon Narrative structure: Beat the Baddy  How to Trap a Dragon Non-narrative structure: instructions
<b>Whole Class Reading Texts</b>	Ruby's Worry Fergal is Fuming The Smeds and the Smoos	Izzy Gizmo Fairy Tale Pets Jampires	Woolf That Rabbit Belongs to Emily Brown How to Hide a Lion	Tad The Koala Who Could Worm, Slug, Maggot and Leech	Toby and The Great Fire of London Poppy and the Blooms Sir Scallywag and the Golden Underpants	The Secret Sky Garden Squishy McFluff: The Invisible Cat! The Magic Finger
<b>Maths</b>	Number and place value Number – addition and subtraction	Measurement – money Number – multiplication and division	Number – multiplication and division Statistics Measurement – Length and Height	Geometry – Properties of Shape Number - Fractions	Geometry – Position and Direction Number and place value Number – addition and subtraction	Measurement – Time Measurement – Weight, volume and temperature
<b>Science</b>	<b>Uses of Everyday Materials</b>		<b>Animals including humans</b>	<b>Living things and their habitats</b>	<b>Plants</b>	
	<i>How can I identify a material by its properties?</i>		<i>How do the needs of humans and animals change as they grow up?</i>		<i>Is a plant alive?</i>	
<b>History</b>			<b>Space Explorers</b>	<b>Land Explorers</b>	<b>The Great Fire of London</b>	
			<i>Why is it important to explore?</i>		<i>How did the Great Fire change London?</i>	
<b>Geography</b>	<b>Kenya</b>	<b>The Wider World</b>				<b>London</b>
	<i>How does life in Kenya compare to life in the UK?</i>	<i>Hot or cold? Where in the world would you like to live?</i>				<i>What makes London unique?</i>
<b>Art &amp; Design</b>	<b>Painting and Mixed Media Life in Colour</b>	<b>*Christmas Art</b>	<b>Drawing – Tell a Story</b>	<b>Craft and Design – Map it out</b>	<b>Sculpture and 3D clay houses</b>	
<b>DT</b>	<b>Mechanisms:</b> Making a moving monster	<b>Structures:</b> Baby Bear's Chair (Santa's chair)	<b>*Structures – freestanding</b> Designing and making a space	<b>*Mechanisms – Sliders and Levers:</b> Moving	<b>Food:</b> A balanced diet	<b>Textiles:</b> Pouches

			craft	Pictures		
<b>Computing</b>	We are astronauts	We are game testers	We are photographers	We are safe researchers	We are animators	We are zoologists
<b>PE</b>	<b>Indoor PE</b> Gymnastics/Dance		<b>Indoor PE</b> Gymnastics/Dance		<b>Indoor PE</b> Gymnastics and Dance	
	<b>Outdoor PE</b> Games: PE Hub: Hit Catch Run and Run Jump Throw (Unit 1)		<b>Outdoor PE</b> Games: PE Hub: Hit Catch Run and Run Jump Throw (Unit 2)		<b>Outdoor PE</b> Games: PE Hub: Send and Return and Attack Defend Shoot Athletic Activities: Sports Day	
<b>PSHE</b>	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including SRE)
<b>RE</b>	Who should you follow?	Do religious symbols mean the same to everyone?	Does everyone celebrate the New Year?	Is Easter important for the Church?	Can stories change people?	How should you spend the weekend?
<b>Music</b>	Hands, Feet, Heart	Ho Ho Ho Christmas Performance	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay

## Tests and Statutory Assessment at the End of Year 2

We use tests and other assessments at all stages of our work. For the most part, these are part of our normal classroom routine, and support teachers' assessment. However, at certain stages of schooling there are also national tests which must be taken by all children in state schools. Often informally known as 'SATs', the Statutory Assessment Tests are compulsory for children at the end of Year 2 and Year 6. Children in these year groups will undertake tests in Reading, Mathematics, and Grammar, Punctuation & Spelling. The test results will be reported to schools and parents at the end of the year.

### About the tests

The first thing to say about the Key Stage 1 tests is that we try to make them as much as part of the ordinary cycle of learning and assessment, whilst making sure that the children are adequately prepared to show their skills, understanding and knowledge. We have considerable flexibility in how to implement the tests and much of it will feel like a normal classroom day; teachers will do their best to ensure that children are not at all concerned about the tests. To allow this, the tests do not need to be taken on a specific day, but can be throughout the month of May, with pupils individually, in groups or all together as a class. There are six papers altogether across English and Mathematics.

### Mathematics test

There are two papers in the Mathematics test for Year 2:

#### Paper 1 – Arithmetic

The arithmetic paper will test your child's number and calculation skills. It has 25 questions, some of which will require children to know some basic number facts, such as the number bonds (adding two single-digit numbers) and the 2s, 5s and 10s tables. Towards the end, there are some more challenging calculations such as missing number problems or finding simple fractions of quantities.

#### Paper 2 – Reasoning

The second Mathematics paper requires reasoning – using Maths to solve problems. The first five questions in this paper will be read to your child, before they move on to the rest of the paper. But don't worry – if they

find anything difficult to read, then help will be available. The questions in this paper will often include some background explanation, such as using money to buy fruit or measuring drinks. As with the arithmetic paper, the earlier questions will be more straightforward; questions towards the end will offer more challenge.

### **English tests**

There are three tests for English: two Reading papers and Grammar, Punctuation and Spelling (GPS).

#### **Reading Paper 1 –**

The first paper contains short texts with questions to answer. Many of these will require either single-word answers, drawing lines to match answers or ticking a box.

#### **Reading Paper 2 –**

In Paper 2, children will read different texts and use these to answer questions in a separate booklet. Most children will take this paper, but teachers will not expect all children to complete the whole task. If your child finds reading more of a challenge at this stage, then his/her teacher will stop the test at an appropriate time. The questions in the booklet contain a mix of tick-box and 'circle the correct answer' questions, with some that require a written answer. Some questions require simple retrieval of information from the text; others will ask your child to explain something in more detail.

#### **Spelling, Punctuation and Grammar (SPaG) –**

There are two parts to the Grammar, Punctuation and Spelling test.

#### **Spelling –**

The spelling paper requires children to spell 20 words. Each word is read out as part of a sentence, which is printed in the answer booklet. Your child will be asked to write the missing word into the gap. The words in the test will be based on the familiar phonics patterns taught in Key Stage 1, in increasing difficulty. All words to be spelled are repeated more than once.

#### **Grammar, punctuation and vocabulary –**

The second paper assesses grammar and punctuation. The questions will refer both to children's knowledge of grammatical terms (such as noun and verb) and use of words in the right context. Some questions will also require children to put in the appropriate punctuation marks to sentences, or to change the tense of a sentence.

### **Marking and Results**

All the tests will be marked by class teachers to help them judge the attainment and progress of your child. The results will be reported to you as part of a wider school report at the end of the school year.

Your child's score will be converted to a scaled score to allow it to be compared to others. The scale will be set so that reaching a score of 100 will indicate that your child is working at the expected standard for the end of Key Stage 1.

Scores will be provided for reading and mathematics, with a single score for grammar, punctuation and spelling.

### **How you can help your child prepare for the tests**

We will offer a separate briefing for Year 2 parents in January. The most important thing at this stage is to ensure that your child is in school every day, working hard, and completing home learning tasks (including reading every day). There is no need to do any specific 'test practice' – rather, just enjoy spending time helping your child to learn at home

Buckingham Park Church of England Primary School is proud to be a caring school which aims to create a learning environment in which every individual is safe, happy and successful. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, and within the context of a Christian community. Partnership between parents and carers is crucial in this, in a supportive and appropriate manner. This document outlines the school's expectations of its Parents and Carers.

### Our Values

We adopt the following Christian Values as guiding principles:

- We are kind, helpful and polite
- We do our best
- We are honest
- We share
- We are peacemakers
- We forgive others
- We take care of everything, and everyone

Whilst these are Christian values, we recognise these as being universal human values that all our families, whether Christian, from another faith background, or from no faith background, will want to support us in growing in our school community. We expect all members of our school community to follow these and instil them in their children.

### Our Code of Conduct

We expect all parents, carers and visitors to our school to:

- Respect and demonstrate the caring ethos of the school and its values
- Understand that parents and teachers need to work together for the benefit of the children and set a good example of communication in their speech, conduct and behaviour.
- Respect the professional judgements of staff members
- Approach the correct school staff to help resolve issues of concern directly following the flow chart in this document.
- Not make contact with our staff, children or other members of the community on social media and respect their own private lives.
- Ensure that children have high levels of attendance and are on time for school each day
- Respect that we are a nut free school and ensure nut products are not sent into school with your children.

In order to promote a peaceful and safe school environment, we are unable to tolerate parents, carers or visitors who:

- Disturb school staff including trying to speak to them when they are supervising children
- Breaching school security – including entering the building without using the intercom when another parent/visitor is entering.
- Any behaviour which causes upset, distress or alarm to children, staff or other parents

- Shouting, loud or offensive language, swearing, cursing or displaying temper
- Threatening behaviour towards staff, governors, other parents or children
- Damaging or destroying school property
- Abusive, persistent or threatening e-mails or text/voicemail/phone messages or other written communication
- Defamatory, offensive or derogatory comments regarding the school or any of the pupil/parents/staff on the school site or on any form of social media. Any concerns you have about the school must be made through the appropriate channels by speaking to relevant staff and allowing this to be dealt with fairly, appropriately and effectively.
- The use of physical aggression towards another adult or child. This includes physically punishing your own child on school premises
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Smoking, or consuming alcohol or drugs on school property
- Bringing dogs on to school premises (except trained assistance dogs)

## Communication with school

We are extremely fortunate to have a supportive and friendly parent body who recognise that educating children effectively is a process that involves collaborative work between parents and carers. We value this strong relationship we have with our parents and this helps us to achieve the very best for the children. For these reasons we continually welcome and encourage parents or carers to participate fully in the life of our school.

Parents are expected to follow the below flowchart if there are any issues which need to be resolved.



## Breaches of the code of conduct

If the school suspects, or becomes aware, that a parent has breached the code of conduct, the school will gather information from those involved and speak to the parent about the incident.

Depending on the nature of the incident, the school may then:

- Send a warning letter to the parent
- Invite the parent in to school to meet with a senior member of staff or the headteacher
- Contact the appropriate authorities (in cases of criminal behaviour)
- Seek advice from the local authority's legal team regarding further action (in cases of conduct that may be libellous or slanderous)
- Ban the parent from the school site

The school will always respond to an incident in a proportional way. The final decision for how to respond to breaches of the code of conduct rests with the headteacher. The headteacher will consult the chair of governors before banning a parent from the school site

## Use of Social Media

Social media websites are being used increasingly to fuel campaigns and complaints against schools or to share inappropriate information, e.g. naming children involved in incidences, sharing confidential information regarding an aspect of school life, making allegations or accusations or sharing false news. Social media should not be used as a medium to air any concerns or grievances. Buckingham Park School considers the use of social media websites or Apps in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the Class Teacher, Phase Leader, Leadership Team or the Headteacher, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parent/carer of a child/ren being educated at Buckingham Park School is found to be posting libellous or defamatory comments on Facebook or other social network sites or apps, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report content or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately. In serious cases the school will also consider its legal options or assistance of the police to deal with any such misuse of social networking and other sites.