



Buckingham Park

Church of England Primary School

Excellence, through God who strengthens us

Welcome to Year 2

A handbook for parents

2016 - 2017

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 the school. 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. 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,



Headteacher

Our School Vision and Mission

'Excellence, through God who strengthens us'. We want to be a school that pursues excellence in everything that we do. We want to fix our minds and our energy on everything which is true, noble, 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 be outstanding and remain outstanding.

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 for.

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.

The school expects every member of the school community to behave in a considerate way towards others.



This special behaviour code is displayed throughout the school and we spend time talking to the children about each aspect. They are also reflected on through our curriculum and through our acts of collective worship.

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.

Important Adults in Year 2

Mrs Chisnall	Class teacher (KS1 Phase Leader)	Mrs Forsyth	Teaching Assistant
Mrs Bailey	Class teacher	Mrs Kennelly	Teaching Assistant
Mrs Humphrey	Class teacher	Mrs Connolly	Teaching Assistant
Miss Walker	Class teacher	Mrs Nicoll	Teaching Assistant
Mrs Campbell	Deputy Headteacher		

Times

We register the children at 08.40am each morning. Any child arriving after this time will be marked late. Children can come into the playground, with his or her parent, from 08.30am, and into the class, with their teacher, shortly after. At the end of the school day, 3.15pm, children are brought onto the playground by their class teacher.

School Meals, Milk and Fruit Snacks

Our school dinners, cooked by Chef Fraser at the Blueprint Hub Kitchen, are a delicious and healthy option for all children (and staff!)

We would encourage all our children to try our hot meals – why not try the meals for a month and enjoy the full range of the menu? 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.

Your child should bring a clear water bottle, with a non-spill cap, which they can use throughout the day.

Equipment

Each day your child will need to bring:

- A named water bottle (clear plastic with a non-spill lid)
- A book bag (we will provide your child with a reading book and reading diary)
- A PE Kit (see next page)
- Spelling book
- Sentence a day book

Helping in class

We are always delighted to have an extra pair of hands! If you would like to help on a regular basis in class, please do speak to a member of staff.

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 (strictly 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
- Navy blue track suit (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, scrunchy or alic band in school colours (jade green or navy blue). Hair should be worn in a style appropriate for the varied activities of the school day and coloured hair should be avoided.

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 9.30 am on the day of the absence and send in written confirmation of the reason for the absence on your child's return. If you arrive late, please escort your child to the main entrance where he or she will be signed in.

The School does not support holiday and extended leave during term time as this disrupts children's education and has an adverse affect 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 informed of any circumstances that might assist us. For example: a change in family circumstance, illness or bereavement. Staff are always available at the end of the school day to discuss any concerns you may have – if they are busy with the class, you can pop into the office and make an appointment.

Parent-teacher interviews 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 interview is available if you wish.

In general, the school will keep you well informed through our newsletters, briefing papers, 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 walking, cycling or scootering route to school. This reduces congestion around the school and improves safety for all.

If you need to drive to school, please consider finding a safe place to park and then complete your journey to school on foot.

Parent Teacher Association (PTA)

We have an association of parents, governors, staff and friends of the school which is a charity that exists to support the school's work. The Association, led by a committee, organises community events, raises additional funds for the school, and provides support in very practical ways.

The Use of Photographs

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

- To record and assess progress
- To celebrate achievement
- For publication in school documents and local press
- For publication 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

We want to make good use of ICT in school across the full range of the curriculum. Increasingly we make use of the internet. We use an internet service provider which specializes in provision for schools and local authorities. This provides a very effective barrier from children accessing inappropriate materials, unregulated chat, un-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.

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.

If you wish to discuss the matter with the headteacher, then please contact the school office to make an appointment to see him. As long as the headteacher is in school, he tries to see people on the same day he is contacted.

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.

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 would 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.

A new primary curriculum has begun in schools from September 2014. Much of the curriculum will remain the same, with similar content, but there are some exciting changes.

English, Maths and Science remain very important and 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, Computing, Design & Technology, Foreign Languages (Year 3 upwards), Geography, History, Music, and Physical Education. For these foundation subjects, the details in the curriculum are significantly briefer: we have much more flexibility regarding what we cover in these subjects.

Much of the publicity about the changes to the curriculum has focussed on 'higher expectations' in various subjects, and it is certainly the case that in some areas the content of the new primary curriculum is significantly more demanding than in the past. For example, in mathematics there is now much greater focus on the skills of arithmetic and also on working with fractions. In science, a new unit of work on evolution is introduced for Year 6; work which would have previously been studied in secondary school. In English lessons there will now be more attention paid to the study of grammar and spelling.

Tests your child will take

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 National Curriculum 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.

High Achievers

If your child is achieving well, we'll look at the following year group's expectations but we'll also 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.

Mathematics in Year 2

Number and Place Value

Place value is central to mathematics. Recognising that the digit '5' in the number 54 has a different value from the number 5 or the '5' in 504 is an important step in mathematical understanding.

- 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, 3s and 5s
- Compare and order numbers up to 100
- Use the < and > symbols to represent the relative size of numbers

Calculations

- Recall number bonds up to 20 fluently
- 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 ÷ 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

Science in Year 2

In the first years of schooling, much of the science curriculum is based around real-life experiences for children. This includes everyday plants and animals, as well as finding out about different materials and the four seasons. 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

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

Habitats are simply the different types of places living things are found. This can range from the vast, such as oceans and rainforests, through to local features such as rock pools, or to the small, such as under a single log.

Plants

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

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

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

English in Year 2

As children move through Key Stage 1, the new curriculum intends that almost 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.

At the end of Year 2, all children will sit the National Curriculum Tests for Key Stage 1. These will include two short reading tests, a grammar and punctuation test, and a spelling test of ten words.

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 some focuses may include:

- Articulate and justify answers and opinions
- Give well-structured explanations and narratives, for example in show-and-tell activities

Reading Skills

- 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

- 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'

The Foundation Subjects in Year 2

At primary school, English, Maths and Science are the core subjects which make up the bulk of the timetable. That said, the other 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. In addition, we teach Religious Education based on a syllabus agreed locally.

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

We have chosen an approach to Art which is based on exploring a range of techniques. In Year 2, children will study the following units of work: Drawing, Painting, Printing, Sculpture, Collage and Textiles, and Digital Media.

Children will explore a range of different techniques and 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. The full detail of skills progression can be viewed in our art policy.

Computing

There are three main strands of the new 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.

The units of work in Year 2 are:

Unit Name	Brief Summary	Aspect of Computing Curriculum
We are astronauts	Programming on screen	Programming
We are games testers	Exploring how computer games work	Computational thinking
We are photographers	Taking, selecting and editing digital images	Creativity
We are researchers	Researching a topic	Computer networks
We are detectives	Communicating clues	Communication/Collaboration
We are zoologists	Recording bug hunt data	Productivity

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 cooking, including children finding out about a healthy diet and preparing simple meals. It also includes the more traditional design elements in which children will design, make and evaluate products while learning to use a range of tools and techniques for construction. There is also some cross-over with Science here as children incorporate levers, pulleys or electrical circuits into their designs for finished products.

Unit 1	Mechanisms (Wheels and axles)
Unit 2	Food (Preparing fruit and vegetables) <i>(including cooking and nutrition requirements for KS1)</i>
Unit 3	Textiles (Templates and joining techniques)

Geography and History

In Geography and history, children will follow these units of work:

<u>London</u> History: Great Fire of London Geography: London	Children will study London. As part of this they will consider geographical aspects such as transport, weather, maps and so on. In History, the children will study the Great Fire of London.
<u>The wider world</u> Geography: Locational knowledge Geography: Kenya	Children will learn about the world and will be able to identify continents, oceans and countries. The focus will be on Kenya, as a contrasting country outside of Europe – with super links to our linked school, Nyandiwa.
Lives of significant individuals in the past	Through studying the about the lives of two contrasting individuals from the past, children will develop an understanding of how life has changed over time.

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 untuned instruments such as tambourines or rainmaker sticks.

In year 2, children follow the following units:

Autumn 1	Hands, Feet, Heart	South African styles	South African music and Freedom Songs. Historical context of musical styles.
Autumn 2	Christmas Performance	General Christmas	Children will learn and practice the songs, actions and acting parts for a 30 minute Christmas performance.
Spring 1	Glockenspiel Stage 1	Learning basic instrumental skills by playing tunes in varying styles	Introduction to the language of music, theory and composition.
Spring 2	I Wanna Play In A Band	Rock	Teamwork, working together. The Beatles. Historical context of musical styles.
Summer 1	Zootime	Reggae	Animals, poetry and the historical context of musical styles.
Summer 2	Reflect, Rewind and Replay	Western Classical music and recap on previous units	Listening to some Western Classical music and place the music from the units we have worked through in their correct time and space. Consolidating the foundations of the language of music.

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.

Generally, children will have two PE lessons each week.

In Year 2, children undertake four gymnastics units, four games units, two dance units, and two athletics units. Detailed unit plans are available to parents on request.

Religious Education

We follow the locally agreed syllabus for RE. Children in Years 1 and 2 learn about, and from, religions. We focus on Christianity and Judaism in these year groups.

In Year 2, we follow the following units of work:

Autumn 1	Who should you follow?	Special People, All about me How do my family and friends influence who I am? Who is special in the religions and what makes them special? How do special people influence the way we behave? How do we show that someone is special to us?
Autumn 2	Should you wear symbols?	Special things, Belonging, Special Occasions What things can show that someone belongs to a religion? How does belonging to a religion make some children feel? How can special things help to show what is important to us? What special things can show that people belong to a group?
Spring 1	Does everyone celebrate the New Year?	Special Occasions, Our world What special times do I celebrate with my family and friends and why? How do special times show what is important to me? How do we celebrate special times? What can we learn from some special occasions in the religions?
Spring 2	Is Easter important for the Church?	Special Occasions, Special People What special times do I celebrate with my family and friends and why? How do special times show what is important to me? How do we celebrate special times? What can we learn from some special occasions in the religions?
Summer 1	Can stories change people?	Special Stories What can we learn from religious stories? Why are stories a good way of teaching us things? How can stories influence how we behave? What stories are special to you, your family and your friends? What makes them special?
Summer 2	How should you spend the weekend?	Special Occasions, Belonging How does belonging to a group influence how we behave? How is your family the same as and different from families around the world? How can our behaviour affect others?

Personal, Social, Health and Citizenship Education (PSHCE)

Our approach to PSHCE is that it is integrated into our everyday teaching. This will sometimes be a special lesson, or it could be a circle time, a discussion or a visit. We cover two broad areas in our PSHCE teaching: 'Personal Understanding and Health', and 'Mutual Understanding in Local and Wider Community'. We also cover Sex and Relationships Education through our PSHCE.

In Year 2, we follow the following units of work:

Personal Understanding and Health Unit 1: Wonderful Me Unit 2: How Do I Feel? Unit 3: Keeping Healthy, Staying Safe	Mutual Understanding in Local and Wider Community Unit 4: Getting Along With Others Unit 5: I am Learning To... Unit 6: Grace and Tracey Unit 7: Where I Live
Additional Units: Buckingham Park Basics ('Our School', behaviour policy, our links with St James and the community) E-Safety, Sex and Relationships Education	

The Foundation Subjects in Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	E-Safety (Continuous Unit – See Separate Policy / Plan)					
	2.1 We are astronauts	2.2 We are games testers	2.3 We are photographers	2.4 We are time researchers	2.5 We are detectives	2.6 We are zoologists
Geography & History	H: Event beyond living memory eg. Great Fire of London G: London – case study of a small area of the UK / inc. UK counties / weather UK		G: Locational knowledge (continents, oceans, countries) G: Link school in Kenya: case study of a small area outside Europe		H: Lives of significant individuals in the past (a pair from different periods) G: Geography link with the history theme	
Physical Education	Gymnastics 1 Gymnastics 2 Games 1 Games 2		Gymnastics 3 Dance 1 Games 3 Athletic Activity 1		Gymnastics 4 Dance 2 Games 4 Athletic Activity 2	
Music	Hands, Feet, Heart	Christmas Performance	Glockenspiel Stage 1	I Wanna Play In A Band	Zootime	Reflect, Rewind and Replay
Art	Drawing	Painting	Printing	Sculpture	Collage and Textiles	Digital Media
Design Technology	Mechanisms Wheels and axles		Food Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)		Textiles Templates and joining techniques	
Religious Education	Who should you follow?	Should you wear symbols?	Does everyone celebrate the New Year?	Is Easter important for the Church?	Can stories change people?	How should you spend the weekend?
PSHCE	Personal Understanding and Health Unit 1: Wonderful Me Unit 2: How Do I Feel? Unit 3: Keeping Healthy, Staying Safe			Mutual Understanding in Local and Wider Community Unit 4: Getting Along With Others Unit 5: I am Learning To... Unit 6: Grace and Tracey Unit 7: Where I Live		
	Additional Units: Buckingham Park Basics ('Our School', behaviour policy, our links with St James and the community) E-Safety Sex and Relationships Education					

Home Learning in Year 2

We set home learning activities because these activities can:

- Support the ‘little and often’ approach that is so key in learning
- Provide opportunities for independent study that extends, enriches or consolidates the work done in the classroom.
- Link learning at school and in the home

We also recognise that children learn in so many other ways – by baking, by playing games, by using the computer, by attending dance, brownies, football or church, by visiting new places, libraries and museums. We want to encourage these types of home learning and we have, therefore, set a level of homework and a time schedule that allows space for these.

Core home learning

At the heart of our home learning approach is the desire to ensure that each child attains the very best in the basic skills of English and mathematics. Home learning supports the learning in class. This is an extremely important part of home learning and some should be undertaken each night. Core activity includes:

- Reading – either aloud with a partner or silently to oneself (both if possible)
- Practising maths skills, such as ‘number bonds’
- From Year 2, learning and practising multiplication tables using the ‘Cracking Times Tables’ scheme
- Word level work – learning letter sounds in Reception through to learning the spelling of high frequency words in Key Stages 1 and 2
- Writing a sentence a day at home in Year 2

Keeping a record

Each child in the school will be given a reading record in which parents should record the daily reading that your child is undertaking. As children get older, they will take more responsibility for completing the record.

What about spelling?

We believe that spelling is best taught alongside reading and writing activities. When Reception children learn to blend their first few sounds, they are already learning spellings. From this point forward, we will continue to teach spelling alongside reading and writing activities in class.

We will ask parents to help us to support learning in class by sending home sets of high frequency words (those most often used). Once children have mastered these, they will move onto learning the spelling of words with a particular sound or spelling pattern. These will be sent home in a series of lists which are also available to view on the school website.

What to expect in Year 2

Our key in Year 2 is to promote the enjoyment of reading and to improve and develop the skills in reading, writing, spelling and mathematics – continuing the good work from Year 1.

Reading

Regular reading with an adult using:

- Books that can be shared and enjoyed together
- Texts that the child can read using his or her phonic knowledge
- High frequency words

Mathematics

Learning and practising number facts – moving on to the ‘Cracking Times Table’ scheme during the year.

Spelling

Children will increasingly be learning to spell the words they can sound out. In order to support this learning, we will send out sets of high frequency words or words that follow a sound or spelling pattern to practise at home. Lists will be sent home and tested each week. The lists are available on the school website.

Writing

Writing a sentence a day at home in Year 2.

Other

In addition, from time to time, children may be asked to undertake an activity at home or ‘gather’ something for use in class. For example, when a class starts a topic on ‘holidays’, a class teacher may ask the children to bring in a photo or a postcard. This is not ‘homework’ as such, but does support the learning in school and in the home.

As we move through the year we may set some additional tasks which will help children as they prepare for statutory assessment (for example, short comprehension activities to accompany regular reading).

Assessment at the End of Year 2

Introduction

2016 saw an overhaul of the national curriculum tests (commonly referred to as SATs) for both Year 2 and Year 6 children to match the newly updated national curriculum.

This section provides information on what to expect and how to support your child in the run-up to the tests.

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 near the end of Year 2, with pupils either 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. Not all children will reach them or complete them – and that's fine; nobody expects a perfect score!

Some of these questions may also require more than one step and so will be worth up to 2 marks.

English tests

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

The Reading test Paper 1 – English Reading (lower demand)

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

Paper 2 – English Reading (higher demand)

In Paper 2, children will read two 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.

The Grammar, Punctuation and Spelling test Paper 1 – 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.

Paper 2 – 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 teachers at Buckingham Park 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'. Scaled scores will normally range between 80 and 130. 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. Higher scores indicate more advanced attainment, with lower scores suggesting that your child may need some additional support to catch up with his or her peers.

Scores will be provided for reading and mathematics, with a single score for grammar, punctuation and spelling. Alongside these scores, your child's school will report on other subjects such as spoken language and science, as well as the more general report comments.

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.

