

Meet the teacher Year 2

Autumn 2024

Introduction

- Mrs. Ubor (class teacher, maths lead)
- Miss Rathour (teaching assistant)




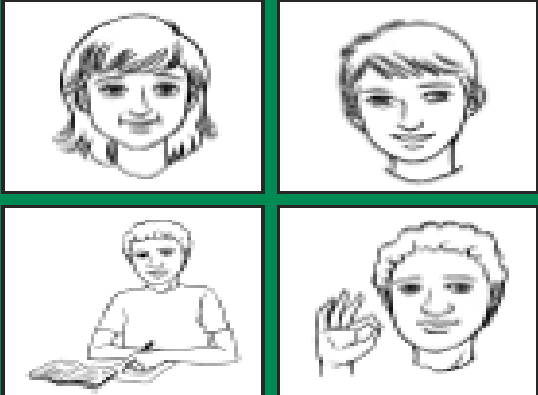
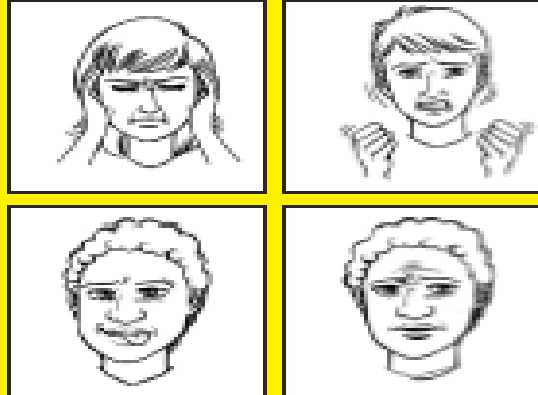
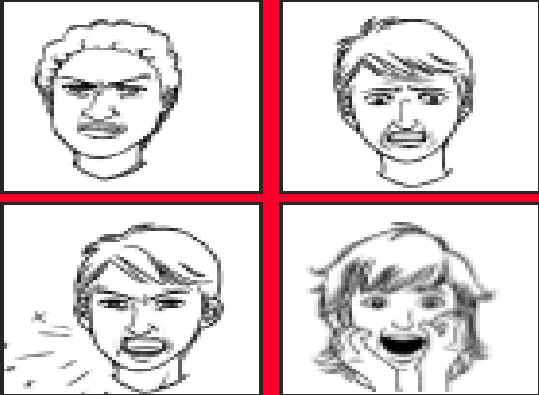
Key dates

- PE days: Wednesday (outdoor) and Thursday (indoors)
- Homework days: Friday and due Tuesday
- Changing reading/library book days: once a week
- Music lessons and Spanish lessons on Wednesdays – delivered by specialist teachers
- Parent consultation day: 17th October 13.30-6.30pm
- Albany Park- 19th September
- Whipsnade Zoo- 8th October

Our school values are...

KIND,
RESPECTFUL, RESILIENT
and **BRAVE**

The **ZONES** of Regulation®

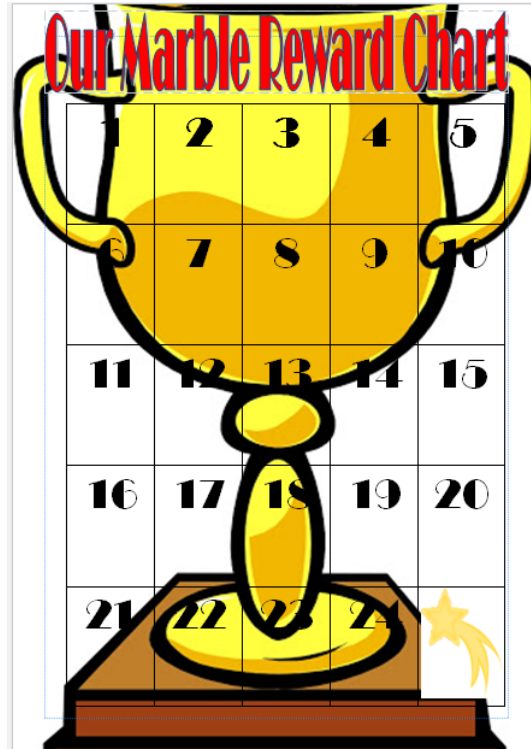
			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Behaviour

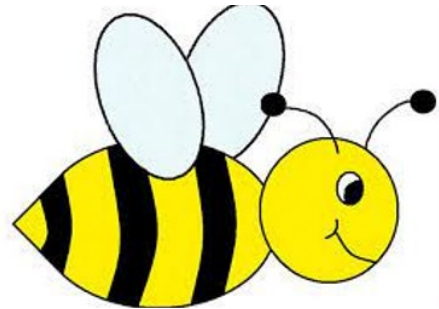
Yellow Behaviours (CLEAR VERBAL WARNINGS)	Red behaviours (Red Lunch)	Serious red behaviours (Strikes)
<ul style="list-style-type: none"> • Teasing/name-calling • Pushing/pushing in line • Talking when teacher/adult is talking • Staying in playground after the break/lunchtime is over • Interrupting or calling out • Attention-seeking/clowning around • Distracting others • Avoiding work/wasting time • Careless with school equipment • Running inside/rolling around • Arguing with other pupils • Being uncooperative • Spoiling other pupils' games • Play fighting • Inappropriate cheekiness • Eating in class • Lying 	<ul style="list-style-type: none"> • Persistent <u>Level 1</u> behaviour • Persistent hindering of other children's learning • Arguing back or rudeness to staff • Spitting (on the floor) • Biting, hitting, kicking • Defacement e.g. scribbling on desk or others' work • Frequent disruption of lessons • Graffiti/vandalism to property • Fighting – squabbles • Cussing and/or swearing • Using <u>swear</u> words in a violent or intimidating way • Inciting trouble 	<ul style="list-style-type: none"> • Persistent Level 2 behaviour • Any perception of abuse, discrimination or prejudice-based bullying because of sex, race, disability, religion or belief, sexual orientation or gender reassignment in line with the Equality Act 2010 • Purposeful, unsafe behaviour online e.g. texting offensive messages to other pupils on mobile phones/through online gaming • Vandalism – deliberate damage to school property • Biting and breaking of skin • Vicious kicking • Dangerous defiance – refusal to follow instructions • Putting themselves or others at risk of harm • Stealing • Extortion/bullying • Spitting at others • Fighting – thuggery • Verbal/physical abuse of staff • Causing bodily harm • Persistent hitting • Spreading dangerous rumours

Consequences step by Step:

- **First** verbal warning
 - **Second** warning = CT will write your name on board. Time out in classroom if needed (5min)
 - **Third** warning = Restorative conversation with class teacher.
 - **Fourth** warning = 15min time out in a partner classroom. Reflection sheet completed. **Parents informed**
 - **Fifth** warning = If a child continues to exhibit the same behaviours sent to Mr Currie, Mr Venn or Mrs Powrie .
Consequences are based upon an individual child's needs. **PSLT to inform parents.**
-
- If a child receives three reflection sheets from their class teacher during one half term, they are sent to Mr Currie, Mr Venn or Mrs Powrie where they will have a behaviour reflection conversation. **Parents informed.**



We have a two strike rule



Behaviour

- Marble reward system

Children get a marble at the end of the day for displaying positive learning behaviours. When there are 25 marbles in the jar, children get a reward of their choice (decided by rolling a dice)

HT and SLT can give extra marbles for displaying school values.

- School values, respect, kindness, resilience, bravery.

Behaviour

'Speak out'



- **Step 1**

If someone makes you unhappy at school through their behaviour or what they say to

you, say **"Stop it, I don't like that."** Speak Out

- **Step 2**

If the behaviour continues, try again and say **"Stop it, I don't like that."** Speak Out

- **Step 3**

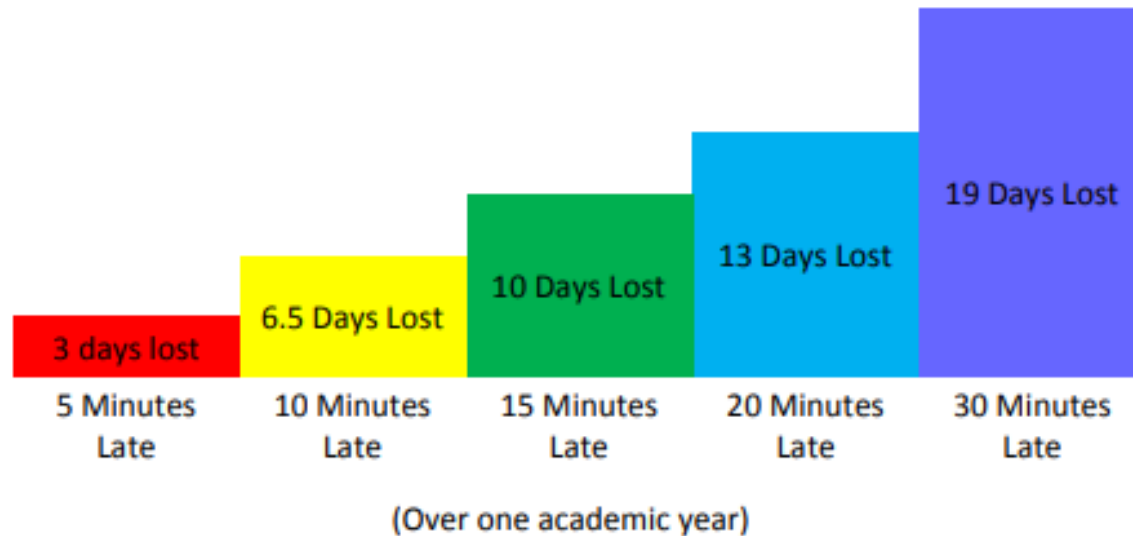
If the behaviour which is making you feel unhappy still continues, find an adult and tell them. Speak Out

Attendance

- At a minimum we expect children to be in school for **96%** of the time. This can still equate to 8 days of learning missed.
- If your child's attendance drops down to below 90%, this means almost 4 weeks of lost learning!
- Attendance is tracked weekly and celebrated in our assembly on Mondays.
- Parents/carers will be contacted and invited for a meeting with attendance lead (Mr Venn) if your child's attendance is declining to explore why.

Punctuality

- Every minute counts!
- If a child is late every day, their learning as well as the other children in the classroom is disrupted. Below is a graph how being late to school every day adds up to lost learning time.



Uniform expectations

- Dark grey tailored trousers, skirt or pinafore
- Dark grey tailored knee length shorts in the summer (optional)
- Red and white checked dress in the summer (optional)
- White shirt **(not polo shirt)**
- Grey sweatshirt with the academy logo
- Grey cardigans with the academy logo (optional)/could be plain grey
- Socks and tights need to be plain black, grey or white
- EHA tie
- **Please label every item of uniform with your child's name and class**

**Children should always be smart:
School jumper (worn or held, not tied
around the waist)**

White shirt (not polo)– always tucked in

Footwear:

- Plain black school shoes
- Plain black flat boots (winter)
- Black shoes should be flat. They should not have any flashing lights as they are distracting for all children. Children that are not in the correct footwear will be asked to change into plimsolls for the rest of the school day.

**Please speak to us if you require help
with uniform.**



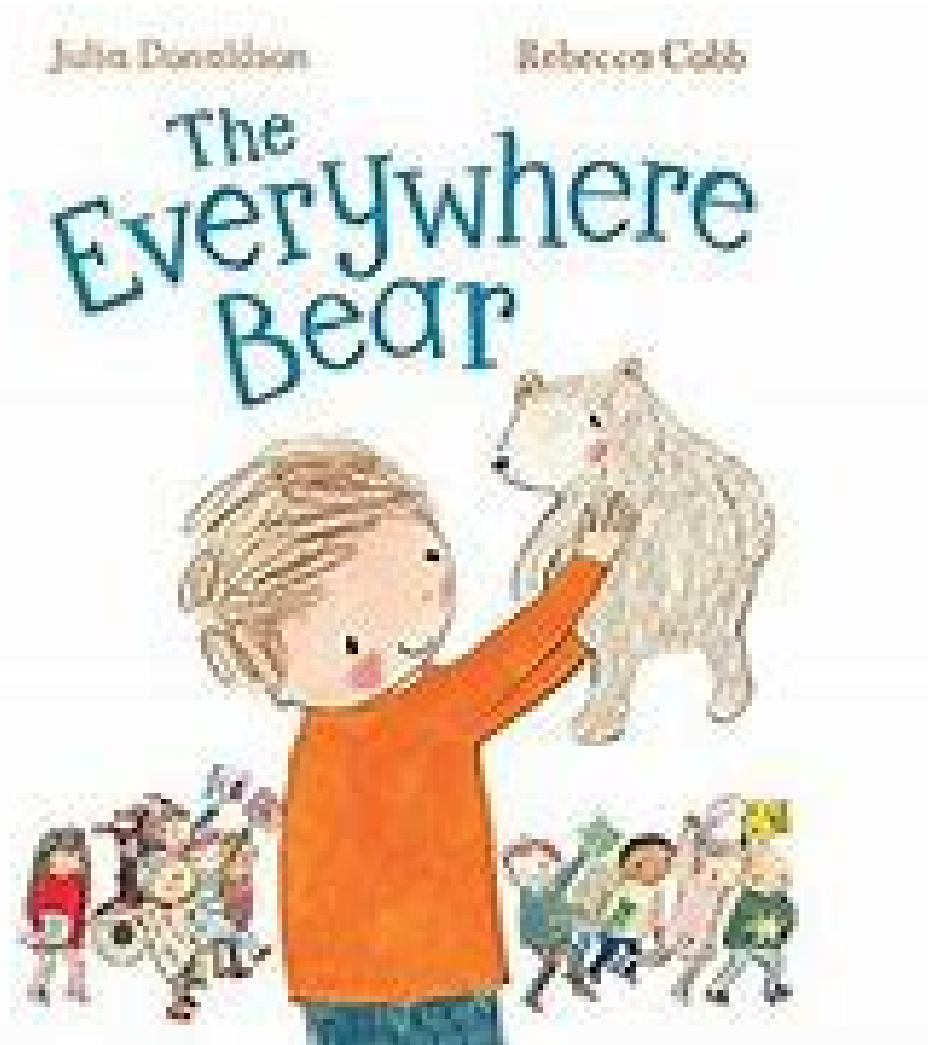
PE kits

- White T-shirt (one given by EHA)
- Black Enfield Height PE sweatshirt
- Plain black shorts or black jogging bottoms
- Black plimsolls (indoor) Black trainers (outdoor)

Other uniform requirements

- All headwear must be plain black, burgundy or white in colour
- Plain gold or silver stud earrings are permitted but never on PE days. Watches are allowed; they need to have plain straps, preferably in black. Expensive jewellery is discouraged
- All children require an academy book bag bearing the school logo, which can be obtained from our main uniform provider
- Our main uniform provider for Enfield Heights Academy is Smiths Schoolwear– available to purchase online and be delivered either to your home or to school

English



Character description

- Using capital letters and full stops.
- Using conjunctions (or, and, but, when, if, that).
- Using expanded noun phrases.
- Spelling common exception words.

Home Reading

Children to bring home **two books**: a **banded book** and a **book for pleasure**.

Banded books -matched to their attainment reading level. They will work through a series of banded books and work their way through the year groups banded colours. Throughout the year, the child will be monitored and assessed as to when they can move up to the next level by the class teacher.

Reading for pleasure – This is a book they have chosen to read for their enjoyment. This could range from a comic, magazine, fiction etc.

Reading book bands		
Colour Band	Year group	RWI colours
Mauve	Reception	Red Entry 1-5
Pink	Reception	Red Entry 6-10
Red	Reception & Year 1	Green Purple
Yellow	Year 1	Pink
Dark Blue	Year 1	Orange
Dark Green	Year 1	Yellow
Orange	Year 1	Blue
Turquoise	Year 1&2	Grey
Purple	Year 2	
Gold	Year 2	
White	Year 2	
Lime	Year 2&3	

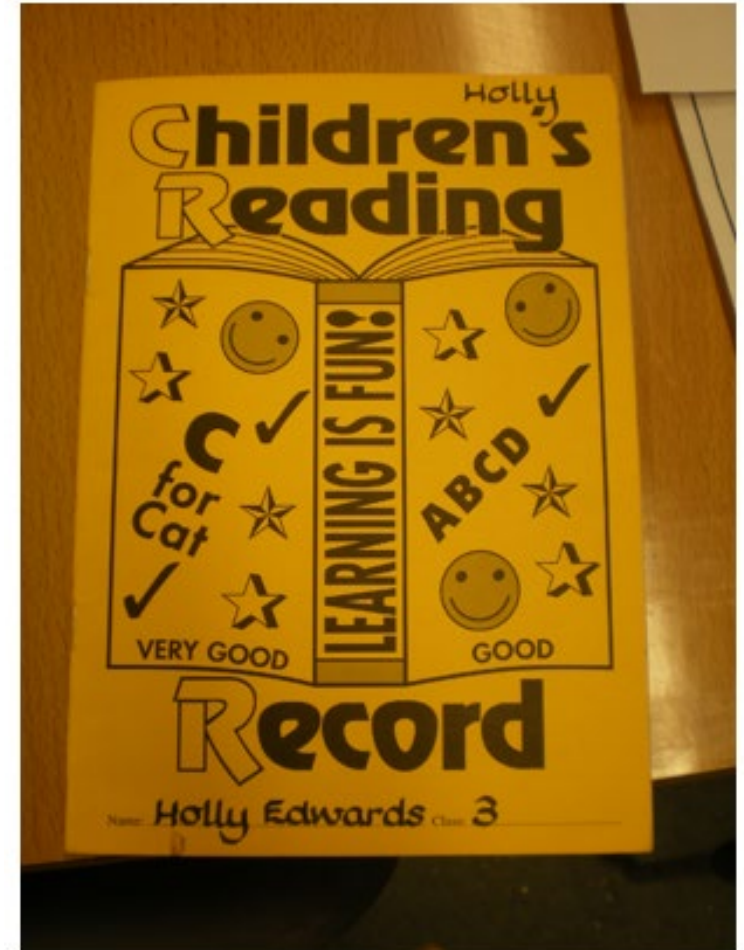
Brown	Year 3	
Light Purple	Year 3&4	
Grey	Year 4	
Light Blue	Year 4&5	
Maroon	Year 5	
Black	Year 5&6	
Fuchsia	Year 6	
Cream	Year 6	
Silver	Year 6	

Your role

Recording in reading record books

Frequency of reading expectations

- 20-30mins daily
- Adults needs to sign once a week and child can complete comments for rest of week.



Prompt for your questioning

- Each reading record will have your child's colour band on the **left-hand side of the yellow reading record**. It will also display all the varying reading skills they are assessed on the left inside cover of the reading record book.

Reading targets – Year 5		
<p>Reading with greater fluency and being able to decode a range of unfamiliar words are key skills in reading. Furthermore, children need to demonstrate a deeper understanding of what they have read. This will allow them to fully master the skills of reading. At Cuckoo Hall, we assess children using six assessment foci derived from the National Curriculum. Below are a range of questions linked to each assessment focus which you could ask your child when listening to them read daily.</p>		
<p>Assessment Focus 1: Word Reading Use a range of strategies, including accurate decoding of text, to read for meaning.</p>		<p>At what pace should this story be read? Are you reading at the appropriate speed? Are there any uncommon prefixes in this passage?</p>
<p>Assessment Focus 2: Inferential Understanding Understand, describe, reflect or retrieve information, events or ideas from texts and use quotation and reference to text.</p>		<p>Can you skim the page to locate...? How would you summarise the key events in this chapter?</p>
<p>Assessment Focus 3: Inference and Deduction Deduce, infer or interpret information, events or ideas from texts.</p>		<p>What evidence do you have to show how the character is feeling or the reasons behind their actions? E.g. Throwing pots and pans around the room showed he was angry. Is this statement fact or opinion? How do you know?</p>
<p>Assessment Focus 4: Structure & Language for Effect Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level for effect. Explore and comment on writers' use of language, including grammatical and literary features at word and sentence level for effect and meaning.</p>	<p>THE END</p>	<p>How have paragraphs been used to develop the plot? E.g. building up to the climax. How has the author used language to create different moods in the text? E.g. He begins with a description of a forest to create suspense and tension.</p>
<p>Assessment Focus 5: Language & Theme Identify and comment on the writer's purpose and viewpoint and the overall effect of the text on the reader (bias/ideology of the text, polemical, persuasive, arguments raised in the text). Relate texts to their social, cultural and historical contexts and literary traditions, important ideas, underlying themes (the central ideas running through the text).</p>		<p>Can you identify the main theme of this narrative? What evidence is there to support your opinion? Can you think of another text that you have read that has a similar event or viewpoint? What makes it similar? How have the two authors portrayed the event or viewpoint?</p>
<p>Assessment Focus 6: Attitudes, Engagement and Understanding Develop a positive attitude and love for reading within a wide range of texts, e.g. stories, poems and non-fiction. Discuss, debate, perform and present texts which they have read. Can knowledge across the curriculum, e.g. increase vocabulary, develop imagination and use in their own writing.</p>		<p>Would you recommend this book to someone else in Year 5? Why or why not? Can you recite your favourite section of the poem off by heart?</p>

Times table information

Year group	Multiplication expectations	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.						
Year 1	Count in 2, 5, 10	Experience of counting in 2, 5, 10's			Intro 2x	Intro 5x	Intro 10x
Year 2	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forwards and backwards.	1x 2x	2x 5x Related word problems	10x Intro 3x Related word / reasoning problems	3x Related word/ reasoning problems	Recap all Related word/reasoning problems	Recap all Related word/reasoning problems
Year 3	Count from 0 in multiples of 4, 8, 50 and 100	2x 4x	4x 8x	3x	4x 8x	3x 6x	6x 12x
Year 4	Count in multiples of 6, 7, 9, 25 and 1,000	6x 12x	7x	9x 11x	4x 8x	7x 9x	12x
Year 5	To multiply and divide fluently	Recap 6x 12x	Squared Cubed	Recap 7x 9x	Recap 4x 8x	Recap 3x 6x	Squared Cubed
Year 6	To multiply and divide fluently	Recap 7x 9x & division facts	Recap 3x 6x Cubed & division facts	Recap 2x 4x 8x Squared & division facts	Recap 12x Squared & Cubed & division facts	Gap analysis	See year 7 expectations

Times tables

- Practise times tables at home by old fashioned chanting
- Ask your child times tables questions out of order – such as 11 x 12, then 5x6
- Use Apps and games to help build up speed
- <https://www.timestables.co.uk/speed-test/>
- <https://mathsframe.co.uk/>
- <http://www.timestables.me.uk/>
- Times Tables Rock Stars

Curriculum

Medium Term Planning		Learning Journey Map		Term: Autumn 1	Weeks: 7
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture					
Teaching and Learning Principles and Curriculum Driver					
Equality of Opportunity Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	Enquiry Based Learning Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	Inspire awe and wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	Force for Positive Change Who or what has been a force for positive change? How can we be a force for positive change?		
Trip to our local area following a map - locating human and physical features of the school and the local area.	Hunting for physical and human features in school and the local area Identifying habitats of different animals	Missing Everywhere Bear Exploring a variety of habitats	Exploring how humans have damaged the local environment		

YEAR 2 Title: Who are we?		Key Curriculum Areas: Science and Geography		Maths Place value Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a two-digit number (tens, ones) Addition Number bonds to 20 Add 2 digits and 1 digit numbers Add 2 digits and tens Multiplication Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a two-digit number (tens,		English Narrative - Character description Description of the Everywhere Bear from the book 'Everywhere Bear' By Julia Donaldson. Recount - To write a recount of a day in their lives Grammar focus: Capital letters, full stops, compound sentences and expanded noun phrases. Spelling - Red words set 1, 2, 3 and 4 Handwriting - Continuous cursive handwriting Guided reading - daily sessions focusing on reading skills such as predicting, inferring and retrieval.	
Big Bang -Children to bring in a photo of themselves/family to share with the class.		Learning Journey - Science -To understand if an object is dead, alive or never alive -To understand why <u>animals</u> live in the habitats they do -To understand simple food chains and how these are affected due to different conditions		Music -To listen with intent and sing a new song -To refine singing -To play the glockenspiel		PSHE -Dreams and fears for the year -To understand the learning charter -To understand rights and responsibilities -To understand rewards and consequences P4C - respect -Discussion based around accepting others for who they are	
School Trips/Special Events -Trip to the local park to identify human and physical features and to follow a map. -Meet the teacher - 8 th September 9am		Learning Journey - Geography -To investigate place by locating the four countries of the UK on a map/globe -To identify physical and human features in our school and local area -To identify physical and human processes such as pollution -To communicate geographically		PE - Outdoor - Athletics -To develop agility, <u>balance</u> and coordination in athletics PE - indoor - Dance Communicate moods, <u>feelings</u> and ideas			
Celebration -Sharing maps created in Geography and trying to follow it to move around the school.		Art - Weaving -To take inspiration from others -To develop ideas to create a weaving design -To master techniques (warps/wefts)					
Computing To recognise the uses and features of information technology To identify the uses of information technology in the school							

Please check our website:

<https://www.enfieldheighthsacademy.org.uk/>

Assessment

- Teacher Assessment Profile (TAF)
- We will assess every half term and communicate with parents/carers regarding progress

Trips

- Albany Park
- Whipsnade Zoo
- The Tower of London
- Victorian Workshop
- Music Workshop
- Guest speaker
- National History Museum

Home learning

- Daily reading
- Daily Times tables (TT Rockstars)
- Weekly Spellings
- Weekly English (Comprehension for Guided Reading – read text and familiarise)
- Half Termly Project linked to Learning Journey (not every half term).

Concerns/Communication/Pathway

- Pass any information that could be relevant for the day (office/member of staff at the gate, teacher)
- Address class team first; request appointment
- Speak to Mrs Salik (Year 1,2, 3 Teaching and Learning Lead) or Mr Currie (Year 4,5,6 Teaching and Learning Lead)
- Request a meeting with DHT Mr Venn (contact office)
- If you are still concerned and situation has not been resolved, request an appointment with HT Mrs Powrie
- SEN concerns-Mrs Pavli

How to help your child at home

- Discuss current events
- Involve them- reading the recipe, weighing the ingredients, adding up the shopping
- Singing songs
- Download the Arbor app
- Writing birthday cards/thank you notes

Communication via Arbor

- Ask office for questions

Thank you

Any Questions?

