

New to Year 2

Malvern Way Infant and Nursery School



A caring learning community

Meet the Team

- * Year 2 Leader, Heron Class Teacher – Mr Reid
- * Owl Class Teacher – Miss Hammond
- * Robin Class Teachers – Mrs Sahin/Mrs Coyne
- * Key Stage 1 Leader – Mrs Ineson
- * Teaching Assistants – Mrs Harrington, Mrs Newberry and Mrs Long
- * PPA Team – Mrs Stephen, Mrs Ilahi and Mrs Sahin

Transition from Year 1

- * Children find this very smooth.
- * Transition theme – “When I Grow Up”.
- * Handover meetings between teachers.
- * Children have spent time in their new classes:
 - * Buddy transition session.
 - * Transition morning in their new classes.
- * Teaching assistants also work on transition and spend time discussing the learning of children they are receiving.

An example of a Year 2 day:

- * 8.50am Guided Reading
- * 9.30am Teaching of Maths/English/PE etc
- * 10.30am Playtime
- * 10.45am Phonics/spelling
- * 11.00 Fruit and Drink, Story and Poetry
- * 11.15 Teaching of Maths/English/PE etc
- * 12.15- 1.20pm Lunch time
- * 1.30 Teaching of Creative theme, history/geography/art etc
- * 2.30 Assembly

Year 2 Expectations

- * Phonics moves into Spelling
- * Apply these in reading and writing.
- * English: nouns, verbs, adjectives, adverbs, conjunctions and contractions.
- * Maths: fluency and reasoning and application of skills learned.
- * Magic Maths – mental fluency with number facts. All numbers to 20, 2, 5 and 10 times tables.

Year 2 Expectations

Example of writing:

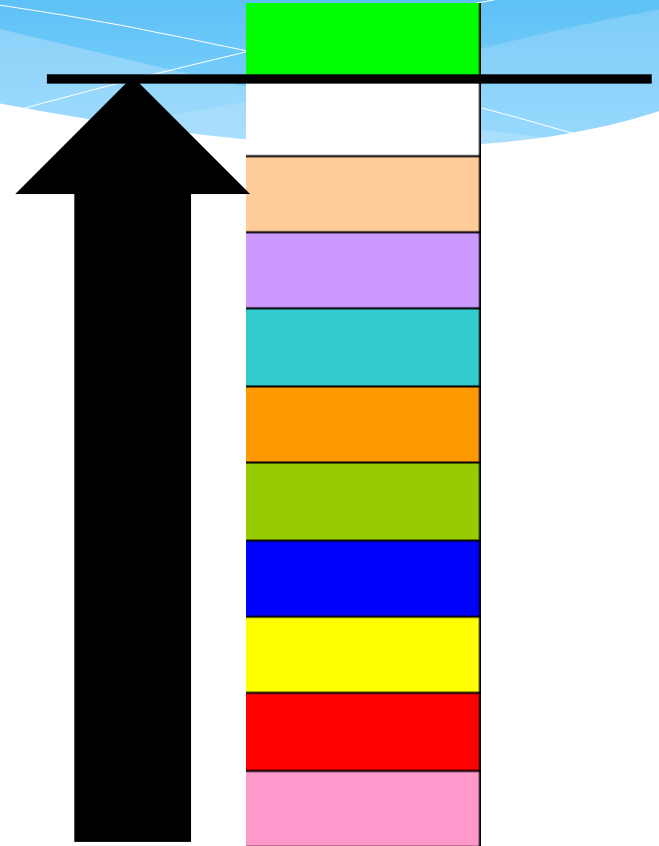
2.6.18
I am learning to
write a story

Toki

One upon a time deep
in a South American rainforest
there lived a boy called Toki. Toki
lived with his tribe and leader. Every
day the leader of Toki's tribe would
send ~~3~~^{in the three} people out to kill an animal
and make the animal into a hat. One
day Toki was chosen to go and kill
an animal and make a hat. Toki was
ashamed to find he had only a
tree frog in his sack. Toki threw the frog
~~in~~ onto his head. ~~suddenly~~^{Suddenly} a
monkey snatched the frog off Toki's
head! When monkey was dancing on
the ~~#~~ tree ~~Snap!~~ A toucan
grabbed the monkey. Toki was nervous
Toki felt like he was being watched.
What was going on he thought?

Home Learning in Year 2

- * Reading – see guide
- * Keywords
- * Maths Games
- * Home Learning on weekly email
- * Curriculum News
- * Espresso



Home Learning in Year 2

* Espresso

Username: Student

Password: 16203



* My Maths

Username: mins

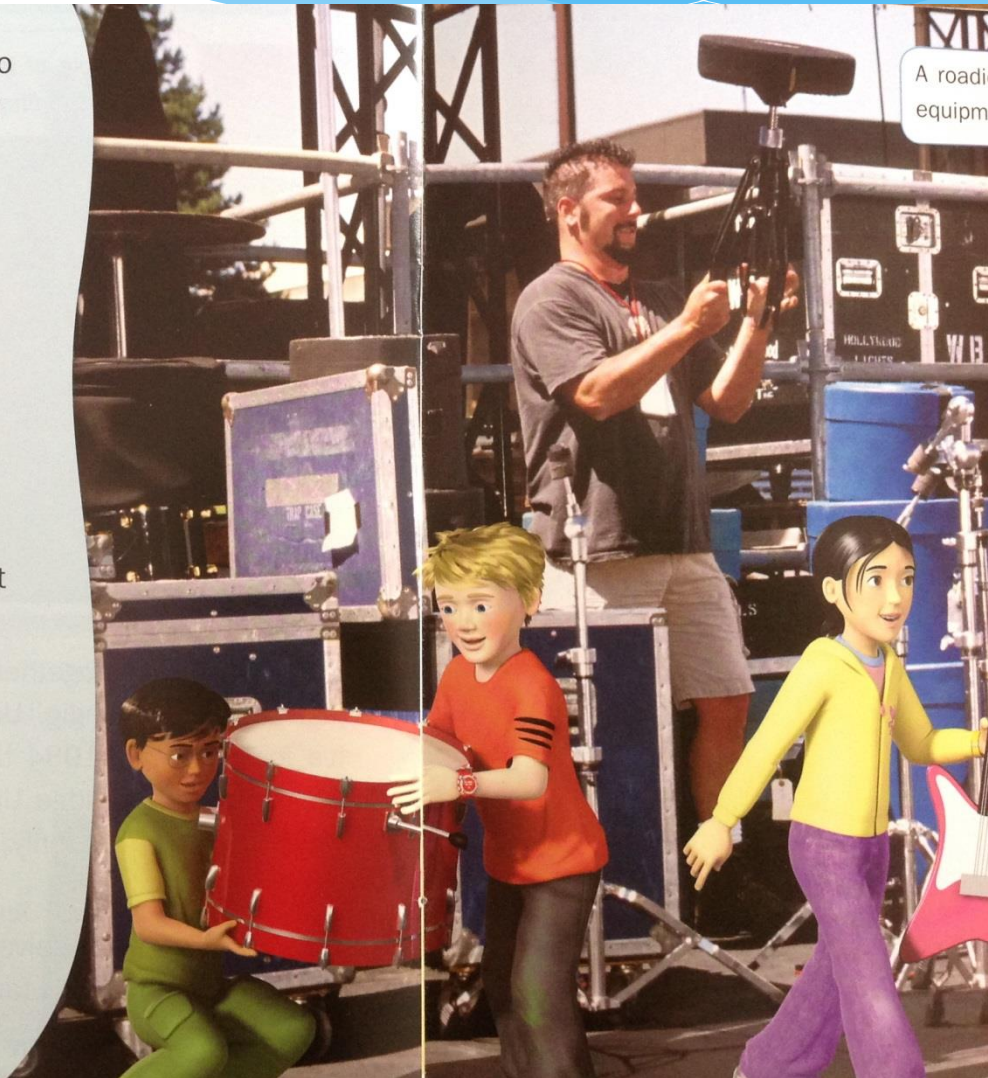
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White Band

There are lots of people who help out a band. They are a really important part of the team. These might include:

- a record company that produces the music
- a manager who sorts out the money
- a person who books the gigs
- a sound engineer who makes sure all the equipment works and that the band sounds the way it's supposed to
- roadies who transport and set up all the stage equipment
- wardrobe, hair and make-up artists who help the band look good on stage
- a **choreographer** who might help teach the band to dance.



Home Learning in Year 2

- * Retrieval question

- Who produces the music?

- * Inference question

- Why does the cat walk quickly through the kitchen?
- How do you know she is feeling cold?

- * Empathy question

- How do you think the girl feels on her first ever trip?
Why do you think that?

Daily Reading at Home

- * Daily reading is the most important thing that you can do at home to support your child.
- * The children need encouragement and enthusiasm from you as well as an expectation that it will happen every day.
- * 15 minutes daily can have big impact on a child's progress, confidence and enjoyment of reading.
- * Develop good reading habits – let your child see you engrossed in a good book or a newspaper and also read books to them.

What you need in Year 2

- * A Malvern Way Book Bag – they fit in trays, no key rings please
- * A Malvern Way Water Bottle and colour team lid
- * PE kit – with trainers please
- * Painting Apron
- * Wellies
- * Coat
- * Sun Hat
- * **Everything** must be named

Good to Be Green

- * Behaviour Policy is linked to Golden Time
- * Same as in Year 1
- * Making responsible choices

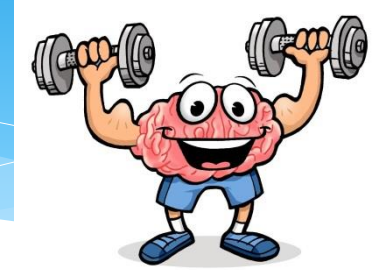
6Cs Behaviour for Learning



- * All fully embedded from Year 1
- * Challenge Cheetah
- * Choosy Chimp
- * Curious Cat
- * Concentration Crocodile
- * Collaboration Cockatoo
- * Confident Caterpillar



Building Learning Powers



- * Encouraging children to have a go
- * We give descriptive praise rather than evaluative praise
- * We talk about exercising your brain
- * The more effort you put into your learning, the stronger your brain gets
- * We explain how learning something new can be tricky but the more you practise the stronger the connections become in your brain
- * “I can’t do it... yet”

Growth Mindset

Fixed

Mindset

Growth

Mindset

Carol Dweck

Intelligence is static.
Leads to a desire to LOOK SMART and therefore a tendency to:

- ✓ AVOID CHALLENGES
- ✓ GIVE UP EASILY DUE TO OBSTACLES
- ✓ SEE EFFORT AS FRUITLESS
- ✓ IGNORE USEFUL FEEDBACK
- ✓ BE THREATENED BY OTHERS' SUCCESS

Intelligence can be developed
Leads to a desire to LEARN and therefore a tendency to:

- ✓ EMBRACE CHALLENGES
- ✓ PERSIST DESPITE OBSTACLES
- ✓ SEE EFFORT AS PATH TO MASTERY
- ✓ LEARN FROM CRITICISM
- ✓ BE INSPIRED BY OTHERS' SUCCESS

@langwitches

DEVELOPING A GROWTH MINDSET

INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

Assessment at the end of Year 2

- * Age Related expectations
- * National Curriculum Tests:
 - Reading – Comprehension
 - Maths – Reasoning
 - Maths – Arithmetic
- * Teacher assessments

Assessment at the end of Year 2

* Maths questions:

Arithmetic

* $\frac{3}{4}$ of 40 =

Reasoning

Amy makes **20** cakes.

She shares the cakes between **5** plates.

Tick the calculation that shows how many cakes are on each plate.



Tick **one**.

$20 + 5 = 25$

$20 - 5 = 15$

$20 \div 5 = 4$

$20 \times 5 = 100$

Transition to Little Green Junior School

- * We work very closely with Little Green Junior School
- * Moderation of learning
- * Observations of teaching
- * Consistency in practice
- * Transition theme from end of Year 2 to Year 3
- * Visits to Little Green in July
- * Watching performances
- * Handover meetings to discuss children
- * Handover meetings between Head teachers and inclusion leaders

Focus for the summer

- * Focus for the summer in your child's report.
- * Library reading challenge.
- * Maths – research has shown that if a child does not practise any maths over the 6 week holiday their understanding will have gone back by 2 whole years!
- * Games – dice games, board games, card games, espresso games, my maths

E-safety

- * E-safety is crucial for the safeguarding of all our children
- * You have all signed a ICT Acceptable Use agreement which states that photographs of school events are not to be put on social media.

Any Questions

- * Your class teacher is your first point of contact for any concerns or questions.