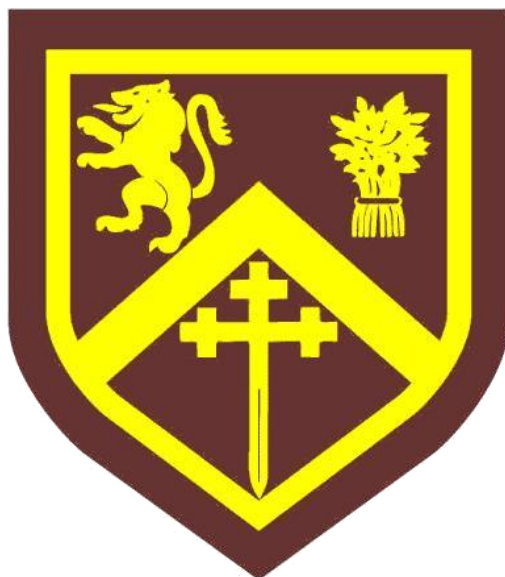


POWNALL GREEN PRIMARY SCHOOL

INFORMATION FOR PARENTS



Love Learning, Love Life!

YEAR 2 CURRICULUM

Year Staff Group Team

Mrs Glazebrook

Mrs Nash

Mr Carroll

Mrs Kirkham

Miss Bennett

Miss Eastwood

Miss Clayton

Mrs O'Brien

Miss Weir



Dear Parents

At Pownall Green we believe in creating the foundations on which children can build their futures. A love for learning starts early and our innovative approach captures this and enables our children to grow into confident, independent, successful and happy individuals.

Our creative curriculum equips children with the knowledge, understanding and basic skills they will need as they continue their learning journey through primary school and beyond. We place great emphasis on the parallel development of children's Personal, Learning and Thinking Skills, firmly believing that these are fundamental in enabling them to achieve success in all aspects of their future lives in our rapidly changing world.

We provide a creative and stimulating learning environment within which we expect our learners to aim for and achieve the highest possible standards in all they do. Ours is a happy, vibrant and successful school community.

The purpose of this booklet is to give you a summary of the curriculum that your child will follow throughout this year as well as outlining some of the day-to-day arrangements for the year group.

Yours sincerely,

Mrs J. Kersh

Headteacher

headteacher@pownallgreen.co.uk

Tel: (0161) 439 1105

DAY-TO- DAY ARRANGEMENTS

The school day

Start of morning session	EYFS and KS1 8:35am – 8:45am KS2 – 8:40am - 8:50am
Morning register closes	EYFS and KS1 8:45am KS2 – 8:50am
Start of afternoon session and close of registration	EYFS - 12:45pm KS1 - 12:50pm KS2 – 1:15pm
End of day	EYFS and KS1 - 3:15pm KS2 – 3:20pm

For this year group:

- **PE days are: Thursday and Wednesday (2P) Thursday and Wednesday (2G)**
- **Library day: Monday (2P) Tuesday (2G)**
- **Outdoor learning days will vary depending on our curriculum throughout the year. Please ensure wellies are in school every day. These are kept in the welly store outside 2P. Top shelf: 2G. Bottom shelf: 2P.**

Attendance

If your child is unwell, the best place for him/her is home. Parents are requested to inform school at the earliest opportunity of the reason for their child's absence via telephone. The benefit of consistent, regular and punctual attendance is a full access to the curriculum and we seek for a partnership with families to promote a positive attitude to this. Parents are requested to avoid term time holidays in order to cause as little disruption as possible to their child's education. Only in exceptional circumstances may permission be granted for absence during term time.

Medicines

If a child requires medication but is well enough to attend school, parents/carers should bring the medicine, clearly labelled with the child's name and class to the school office. Medicines which are to be given three times per day need not be brought to school since they may be administered before school, after school and before bedtime. Medicines to be given four times per day may be brought to school for a midday dose to be administered. Asthma medication should be given to the teacher for safe, accessible storage. The Headteacher and class teacher should always be informed when a child has asthma and/or needs to have an inhaler in school to enable an appropriate level of care.

Mobile Phones

Children who travel unaccompanied to and from school may carry a phone in case of emergency but once in school, these must be turned off and handed to the class teacher for safekeeping. Phones are returned at the end of the day and should not be switched on until they have left the school campus.

Security arrangements

If anyone other than a parent/carer or their regular, known representative is to collect your child from school, you must advise the class teacher in the morning of the day in question, and prior to collection. Children will not be released to anyone else without such notice. If this is to be a regular arrangement, please inform the class teacher so you do not have to inform on each occasion.

Safeguarding

At our school safeguarding encompasses child protection, safer recruitment, as well our approach to the Child-In-Need process. It is also supported by our approach to behaviour management, our response to managing bullying, our response to care and control, our response to children who are absent from school and our health and safety procedures. Throughout our work we have a clear commitment to supporting

families. In line with the duty placed on us by section 175 of the Education Act 2002, we work well in partnership with parents/carers and any other appropriate agencies to promote the welfare of our children.

School Uniform

Everything that is brought in to school including all school uniform MUST BE NAMED	
Standard Uniform	<ul style="list-style-type: none"> • Grey pinafore dress / skirt • <i>Gold embroidered sweatshirt / cardigan</i> • <i>Short sleeved embroidered yellow polo shirt</i> • Grey tights • Grey/white socks • A warm outdoor coat (embroidered fleeces and waterproof coats are available) • Summer dress in yellow/white check • Classic cut grey shorts
Footwear	<ul style="list-style-type: none"> • Flat, black, plain school shoes or ankle boots. Boots must not be 'UGG' style and should not come above the ankle • Trainers should not be worn. • Wellington boots may be worn to school but children must have their school shoes to change in to.
Swimming Kit	<ul style="list-style-type: none"> • Swimming trunks or swimming costume and swimming cap (from Y3 upwards) • Towel • Goggles are not required unless there is a medical need
PE	<ul style="list-style-type: none"> • <i>T shirt in house colour (red, blue, green, yellow), this can be with the school logo or plain (no other logos permitted)</i> • Black shorts / cycling shorts / skorts • Black unbranded tracksuit top and bottoms for outdoor PE • Plimsolls/trainers
Other Options	<ul style="list-style-type: none"> • <i>Brown Book Bag for EYFS/KS1 (optional)</i> • Bags need to be small enough to fit in to their locker.
Jewellery, Hair and Make Up	<ul style="list-style-type: none"> • The wearing of jewellery is not appropriate for school and is not permitted except when it is worn for religious reasons. • If your child has pierced ears then studs may be worn. No other type of earring is acceptable due to health and safety reasons. Children must be able to remove them themselves in order to take part in PE lessons or covered with medical tape. • A watch may be worn. This must not have GPS, camera, messaging or calling capability. Must be removed for PE and Food Technology. • Extreme hairstyles are not appropriate for school. For health and safety reasons and to ensure it does not distract from learning, we advise that long hair be tied back with a bobble. It must be tied back for PE if it is longer than shoulder length and other activities where there is a health and safety element. Any plain clips and hairbands must be discreet and only used to secure hair away from the face. • Children should not wear make-up and should not have their nails painted. They should not wear false nails.
Sun protection	<ul style="list-style-type: none"> • Sun tan lotion to be applied at home (All day recommended). • Children must bring named sun hats in for sunny weather. • Optional named sunglasses. • Named water bottle.
Uniform presentation	<ul style="list-style-type: none"> • Jumpers/cardigans should not be tied around waists.

Home-school communication

Teaching staff are available at the end of the school day for brief conversations (please note teachers have a staff meeting at 3:30pm on Wednesdays and Senior Leaders have a meeting on Tuesdays at 3:30pm). Appointments for longer discussion can be made by mutual agreement.

The weekly newsletter will be sent out on Friday and will be the main method of communication for upcoming events and celebration of school life. Parents evening will take place remotely in the Autumn and Spring term. Termly reports will go out at the end of each term.

The Parents Page on the Website www.pownallgreen.co.uk

Our Parents page on the website also includes copies of the latest letters, notices, PTA information, uniform information as well as copies of all forms for you to print off and complete at home. The parents page also has useful information about how to support your child's learning in key areas.

ENGLISH

Reading

EYFS and Year 1

Children are taught reading skills daily through a range of activities, which include:

- Daily phonics sessions (Essential Letters and Sounds validated scheme)
- Daily story times/ rhyme sessions
- Weekly school library visit in which children will choose a library book to enjoy and read for pleasure
- Children will read a decodable book in class once a week focusing first on decoding, then fluency and finally expression.
- Children will take home 2 decodable books a week to be read multiple times to allow children to develop decoding, fluency and expression. These books are matched to their phonics ability.
- Parent volunteers will hear some children read.
- Please use the home reading record to log all home reading.
- Teachers will assess children's reading once a half term.

Year 2

Children are taught reading skills daily through a range of activities, which include:

- Regular phonics/spelling sessions (Essential Letters and Sounds)
- Weekly guided reading sessions
- Regular story times
- Library visit in which children will choose a library book to enjoy and read for pleasure
- Once children are reading beyond Oxford Reading Tree Level 6, children will move onto more challenging texts and change them independently.
- Parent volunteers will hear some children read.
- Please use the home reading record to log all home reading.
- Teachers will assess children's reading once a half term.

Writing

We aim to create a community of writers who are passionate about their learning. We do this through providing opportunities for children to write in different genres and for a range of audiences and purposes.

Handwriting

At Pownall Green Primary School we have high expectations for the presentation of all work. Across school, handwriting has been impacted by Covid and to address this, from September we will be changing to a continuous cursive handwriting style, using an established scheme called LetterJoin. Across school, children will begin to practise cursive letter formations. There is one pupil log in for all pupils and you can access your specific year group to practise this.

Pupil Log In

www.letterjoin.co.uk

IPad and Tablet Log-in

User name: dw5439
Swipe code: A capital 'L' shape starting at top left.

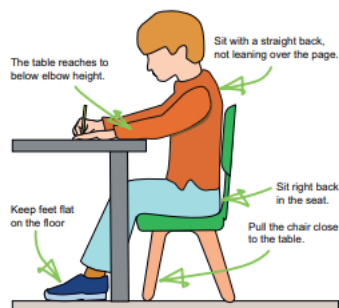
Desktop log-in

User name: dw5439
Account Password: home

Comfortable Sitting Position and Correct Paper Position Letter-join

Right handed children

How to sit correctly to be comfortable for handwriting.

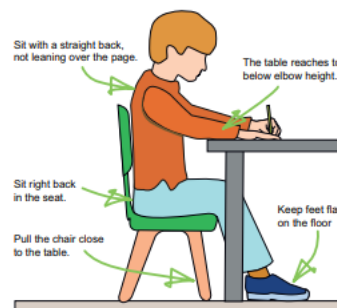


How to hold and position the paper.

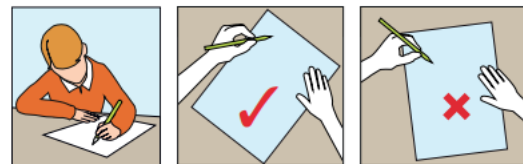


Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.



Spelling

We teach spelling using the Essential Letters and Sounds Spelling Scheme. Children are allocated weekly word lists via Google Classroom as part of their homework to practice spelling patterns. They should practise the word list using the Spelling Shed app. Children will have a formal spelling test on a Friday.

In addition to learning spelling patterns children are expected to learn to spell common exception words (Y1 and Y2) and Statutory word lists (Y3-Y6). Please see below.

Year 1 and 2 Common Exception Words

Year 1

the they one
 a be once
 do he ask
 to me friend
 today she school
 of we put
 said no push
 says go pull
 are so full
 were by house
 was my our
 is here
 his there
 has where
 I love
 you come
 your some

Year 2

door gold plant clothes
 floor hold path busy
 poor told bath people
 because every hour water
 find great move again
 kind break prove half
 mind steak improve money
 behind pretty sure Mr
 child beautiful sugar Mrs
 children after eye parents
 wild fast could Christmas
 climb last should everybody
 most past would even
 only father who
 both class whole
 old grass any
 cold pass many



Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	





Years 5 and 6 Statutory Spellings



Aa

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward

Bb

bargain
bruise

Cc

category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity

Dd

definite
desperate
determined
develop
dictionary
disastrous

Ee

embarrass
environment
equipment
equipped
especially
exaggerate
excellent
existence
explanation

Ff

familiar
foreign
forty
frequently

Gg

government
guarantee

Hh

harass
hindrance

Ii

identity
immediate
immediately
individual
interfere
interrupt

Ll

language
leisure
lightning

Mm

marvellous
mischievous
muscle

Nn

necessary
neighbour
nuisance

Oo

occupy
occur
opportunity

Pp

parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation

Qq

queue

Rr

recognise
recommend
relevant
restaurant
rhyme
rhythm

Ss

sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system

Tt

temperature
thorough
twelfth

Vv

variety
vegetable
vehicle

Yy

yacht

MATHEMATICS

Mathematics is taught through daily dedicated mathematic lessons but is also reinforced in other curriculum areas. The skills of number, shape, space, measure and handling data are all taught and practised throughout the year. The use and application of mathematics is developed at the same time through investigations, puzzles and problem solving.

The key learning objectives for Year 2 are to:-

- Count in steps of 2s, 3s and 5s, and steps of 10
- Recognise place value (tens and units) in two-digit numbers
- Compare and order numbers up to 100 including using $<$, $>$ and $=$
- Recall and use number addition/subtraction facts to 20
- Add and subtract, mentally and with objects, one- and two-digit numbers
- Understand and use the inverse (opposite) relationship between addition and subtraction
- Know $2\times$, $5\times$ and $10\times$ tables, including recognising odd & even numbers
- Calculate mathematical statements using \times and \div symbols
- Recognise, find, name and write $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of a number, shape or quantity
- Write simple fraction facts, e.g. $\frac{1}{2}$ of 6 = 3, $\frac{3}{4}$ of 8 =
- Combine amounts of money to make a value, including using \pounds and p symbols
- Tell the time to 15 minute and 5 minute intervals, including drawing hands on clocks
- Describe properties of 2-D shapes, including number of sides and vertices, and symmetry
- Describe properties of 3-D shapes, including number of edges, vertices and faces

Year 2 Curriculum Overview

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Science	Animals including Humans	Animals including Humans	Uses of Everyday Materials	Uses of Everyday Materials	Living Things and their Habitats	Living Things and their Habitats
	Plants throughout the year					
History		Poppy Day Guy Fawkes		Rosa Parks, Martin Luther King	Local History Places: Bramhall Hall Event: opening of Bramhall train station, People: Fred Perry	
Geography	Characteristics of 4 countries and capital cities of the UK and surrounding seas		Oceans and continents Hot and cold areas of the world. The Equator and the North and South Poles.		Similarities and differences in human and physical geography between Bramhall and the Daintree Rainforest.	
Art		Drawing Lyn Li Firework oil pastels			Painting Kandinsky	Sculpture Clay animals
DT	Food and nutrition Dips and dippers		Design and make a moving picture			Bug hotel
Computing	E-Safety – Class rules/online safety Fix the Factory Poster linked to current topic.		E-Safety – is everyone who they say they are online? Being respectful online Talking Poster Shapes – Sorting, programming		E-Safety – cyber bullying Robots Branching database Green screening report	
PSHE	Emotions in different situations Body language Worry and anger Understanding nutritional content Exercise Keeping our bodies safe – safe and unsafe substances and situations First Aid Keeping safe in the sun		Differences: Boys & Girls Differences: Male and Female Naming the body parts Our role as part of a family Characteristics of a friendship Privacy (consent) Appropriate and inappropriate behaviours – teasing and bullying Understanding diversity		Getting help from the community Expectations when living in the wider world Looking after our environment – energy usage at Pownall Green Looking after our environment – Pownall Green garden and grounds Transition – change and loss Setting goals and recognising what we are good at	
RE	Who is a Muslim and what do they believe?		How and why do we celebrate special and sacred times?		How should we care for others and the world and why does it matter?	
PE	Gym and Games		Games and Dance		Tennis and Games	
Music	Unit 1 Charanga Hands, Feet, Heart		Unit 3 Charanga I Wanna Play In A Band		Unit 5 Charanga Friendship Song	
French	Fruits		Vegetables		Ice-creams	

Personal, Learning and Thinking Skills

Independent enquirers	Creative thinkers	Team workers	Self managers	Effective participators	Reflective learners
<ul style="list-style-type: none"> ☑ Know what you are trying to find out ☑ Find information from a source ☑ Choose which information you are going to use ☑ Record information in sentences 	<ul style="list-style-type: none"> ☑ Ask questions about the world around you ☑ Have ideas about your work ☑ Use your imagination in your work ☑ Explore new things and new ways of doing things ☑ Value unusual and unobvious ideas 	<ul style="list-style-type: none"> ☑ Take turns and share resources ☑ Listen to and share ideas with others ☑ Join in and work hard in your group ☑ Encourage and praise each other ☑ Use voting to help reach an agreement 	<ul style="list-style-type: none"> ☑ Look after your resources ☑ Concentrate on your work ☑ Finish your work ☑ Make good choices about your behaviour ☑ Growth Mindset: understand the power of 'yet'... 'I can't do it YET!' 	<ul style="list-style-type: none"> ☑ Think about how situations affect others in your class ☑ Think about the groups and communities you belong to ☑ Think about other people and what life is like for them ☑ Look after our school 	<ul style="list-style-type: none"> ☑ Talk about what you are learning ☑ Check work for mistakes ☑ Say what you find easy and what you find hard ☑ Talk about your 'next steps'

Feedback

Providing children individual feedback is essential if they are to make good progress. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of learning
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of learning

Feedback closest to the point of teaching and learning is likely to be most effective. We place considerable emphasis on immediate feedback that changes the course of the lesson. Summary feedback may take place at the end of the lesson and may involve children self/peer-assessing and editing in purple pen. Review feedback that takes place after the lesson is given in Dedicated Improvement and Reflection Time (DIRT) and replaces traditional marking. During a DIRT, the teacher leads a guided feedback to which the children respond in purple pen, identifying what has gone well and their own next steps. Children may also make improvements their work and deepen their learning through further challenges.

Achievement and attainment

We have high expectations of your child's educational achievement and personal qualities. The judgements about performance throughout the year are based on teacher assessments, against age-related expectations of the National Curriculum appropriate to the year group your child is in at present. Teacher assessments in all subjects are informed by continuous assessment during the whole year and takes account of evidence from observations, children's work and school based tests and tasks.

Statutory assessments

Below are is a list of statutory assessments that take place in all state schools across the country. These will be discussed further at the curriculum meeting.

- Reception Baseline Assessment
- Year 1 Phonics Check
- Year 2 Phonics Check (for children not meeting the standard in year one)
- Year 4 Multiplication Check
- Year 6 SATs

HOME- SCHOOL PARTNERSHIP

We greatly value a strong home/school partnership at Pownall Green and we would like to take this opportunity to thank you for your continued support. As always, if at any time you would like to discuss your child's progress, please make an appointment to see the relevant class teacher.

How will I know how my child is doing this year?

Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<p>Curriculum Meetings</p> <p>Share what the children are going to learn.</p>	<p>Online Parents Evening</p> <p>How they have settled. Strengths and development points. Parents/carers share relevant information.</p> <p>Open Morning Children will share with parents/carers their learning.</p>	<p>Mid - Year Report</p> <p>Current academic performance</p> <p>Attendance Attitude Targets</p>	<p>Open Morning</p> <p>Children will share with parents/carers their learning.</p>	<p>Face to face Parents Evening</p> <p>How they have progressed. Strengths and development points. Parents/carers share relevant information.</p>	<p>End of year report</p> <p>Achievement in all subjects. Personal and social comments. Targets for the next year.</p> <p>Open Morning Children will share with parents/carers their learning.</p>

Establishing routines for reading, spellings, practising number facts, multiplication tables and homework is advisable and helps your child to learn valuable study skills for life.

Homework

Homework tasks will be listed on Google Classroom each week. Homework is set on a Thursday and needs to be submitted on the following Tuesday.

The following homework will be set:

- Reading (at least 4 times a week) from Reception – Y6
- Spelling practise using Spelling Shed from Y1-Y6
- Maths homework from Y1-Y6
- Occasionally teachers may set additional tasks which will be communicated via Google Classroom

Developing reading at home

Children of all ages, from Reception to Year 6, benefit greatly from reading and discussing books with an adult. Children should read as much as possible and should be encouraged to read a wide range of high-quality literature from a range of authors. Children enjoy being read to, whatever their age, and this helps to develop their vocabulary and their love of books.

Developing spelling at home

Children are allocated weekly word lists via Google Classroom as part of their homework to practice spelling patterns. They should practise the word list using the Spelling Shed app. Children will not have a formal spelling test but the class teacher will be monitoring whether these spellings are applied in their writing. In addition to learning spelling patterns children are expected to learn to spell common exception words (Y1 and Y2) and Statutory word lists (Y3-Y6). Please see above.

Developing maths at home

It is essential that all children regularly practise rapid recall of addition and subtraction facts and multiplication tables in order to keep their skills sharp. Children rarely learn number facts once and for all. Without regular practice at recalling number facts, the once seemingly 'learnt' number facts can quickly fade and recall can become slow and inaccurate. This is often a common barrier to learning in mathematics. It is therefore essential that all children keep practising the rapid recall of such number facts throughout the school from Reception to Year 6.

Involving children in everyday activities that require the real-life application of mathematics can really help children deepen their understanding of mathematical concepts. Activities such as baking, shopping, measuring, planning journeys and holidays can all be meaningful real-life applications of mathematics that you and your child can enjoy together.