

Learning Gems

We place learning at the heart of all we do and we aim to develop children as life-long learners. We need to help our children to become better learners at school and at home. With the use of 'Learning Gems' we aim to create a climate in the classroom and in the school that cultivates habits and attitudes that make learning skills obvious. This will enable our children to become resilient, resourceful and reflective learners who are confident to take risks and develop strong positive relationships to support their own learning.

There are six key learning dispositions that help to develop children's learning and practical ability to apply skills across the curriculum. These are as follows:

- **Ruby** (being kind to someone)
- **Diamond** (solving problems)
- **Emerald** (attempting new challenges)
- **Sapphire** (coping with distractions)
- **Topaz** (sharing ideas and valuing yourself and others)
- **Amethyst** (working as part of a group)

Learning Gem	Learning to Learn Skills					
Ruby Being kind to someone	School Rules and Shared Partnership Vision, Mission and Core Values					
Diamond Solving problems	Reflectiveness - Planning Working learning out in advance	Reflectiveness - Revising Monitoring and adapting along the way	Reflectiveness - Distilling Drawing out the lessons from experience	Resourcefulness - Reasoning Thinking rigorously and methodically	Resourcefulness - Capitalising Making good use of resources	
Emerald Attempting new challenges	Resourcefulness - Questioning Getting below the surface; playing with situations		Resourcefulness - Making Links Seeking coherence, relevance and meaning		Resourcefulness - Imagining Using the mind's eye as a learning theatre	
Sapphire Coping with distractions	Resilience - Absorption Flow; the pleasure of being rapt in learning	Resilience - Managing Distractions Recognising and reducing interruptions		Resilience - Noticing Really sensing what's out there		Resilience - Perseverance Stickability; tolerating the feelings of learning
Topaz Sharing ideas and valuing yourself and others	Reflectiveness - Meta-learning Understanding learning and yourself as a learner			Reciprocity - Interdependence Balancing self reliance and sociability		
Amethyst Working as part of a group	Reciprocity - Collaboration The skills of learning with others		Reciprocity - Empathy and Listening Getting inside other's minds		Reciprocity - Imitation Picking up other's habits and values	

Partnership Uniform

Uniform

- Red sweatshirt with a V-neck or red cardigan with a school logo
- White polo shirt
- Grey trousers, short, skirts or pinafores
- Red gingham summer dresses
- Grey tights
- Black or white socks

Shoes

School shoes should be black and fit securely, with a low heel. Trainers or boots will not be allowed.

PE Kit

- White t-shirt
- Black shorts or tracksuit bottoms
- Black plimsolls

Jewellery

For Health and Safety reasons, we do not allow children to wear jewellery in our schools. The exceptions to this rule are earring studs in pierced ears and small objects of religious significance. We ask children to either remove these items during PE and Games or to cover them with a micropore tape to prevent them from causing injury.

Parents' Role

We ask all parents that send their children to our schools to support the 'School Uniform Policy.'

In order to avoid confusion and keep 'Lost Property' to a minimum, all items of clothing, PE kit, bags etc., **must** be clearly named before being brought into school.

The school welcomes children from all backgrounds and faith communities; therefore if there is a reason on religious grounds why parents may want their child to wear clothes that differ from the School Uniform Policy, the school will look sympathetically at the request.

If a child does not wear the correct uniform into school, the child's class teacher may ask the child to remove non-uniform items and discuss the issue with the parents.

Other Equipment needed for School

Wellies and Waterproofs

The children have daily access to outdoor learning and will be using the KS1 outdoor areas in all weathers so suitable waterproof clothing and footwear is a necessity.

Water bottles

We ask that parents provide a named water bottle for their child. Water helps to stimulate the brain for learning and juice and squash are not allowed.

Reading

- Secure with year group phonic expectations.
- Recognise simple recurring literary language.
- Read ahead to help with fluency and expression.
- Comment on plot, setting & characters in familiar & unfamiliar stories.
- Recount main themes and events.
- Comment on structure of the text.
- Use commas, question marks and exclamation marks to vary expression.
- Read aloud with expression and intonation.
- Recognise:
 - commas in lists
 - apostrophe of omission and possession (singular noun)
- Identify past/present tense and why the writer has used a tense.
- Use content and index to locate information.



Writing

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description and specification.
- Write using subordination (when, if, that, because) and co-ordination (or, and, but).
- Correct and consistent use of present tense & past tense.
- Correct use of verb tenses.
- Write with correct and consistent use of:
 - capital letters
 - full stops
 - question marks
 - exclamation marks
- Use commas in a list.
- Use apostrophe to mark omission and singular possession in nouns.
- Write under headings.
- Write lower case letters correct size relative to one another.
- Show evidence of diagonal and horizontal strokes to join handwriting.



Year 2 Recommended Book List

The Pig in the Pond by Martin Waddell

Silly Billy by Pat Hutchins

Mr. Gumpy books by John Burningham

Elmer by David McKee

Frog and Toad Stories by Arnold Lobel

The Three Robbers by Tomi Ungerer

But Martin! by June Counsel

Two Can Toucan by David McKee

SuperDad the Superhero by Shoo Rayner

Winnie the Witch by Paul Korky

Peace at Last by Jill Murphy

All Join In by Quentin Blake

Owl Babies by Martin Waddell

Mr. Archimedes' Bath by Pamela Allen

Willy books by Anthony Browne

Five Minutes' Peace by Jill Murphy

On the Way Home by Jill Murphy

A Piece of Cake by Jill Murphy

Grace and Family by Mary Hoffman

Princess Smartypants by Babette Cole

The Shopping Basket by John Burningham

Camille and the Sunflowers by Lawrence Anholt

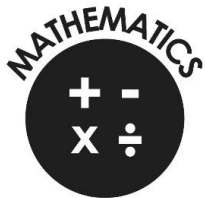
Dogger by Shirley Hughes

Emeka's Gift by Ifeoma Onyefulu

Dave and the Tooth Fairy by Verna Wilkins

Mathematics

- Compare and order numbers up to 100 and use $<$ $>$ $=$.
- Read and write all numbers to 100 in digits & words.
- Say 10 more/less than any number to 100.
- Count in steps of 2, 3 & 5 from zero and in 10s from any number (forwards and backwards).
- Recall and use multiplication & division facts for 2, 5 & 10 tables.
- Recall and use $+/-$ facts to 20.
- Derive and use related facts to 100.
- Recognise place value of any 2-digit number.
- Add & subtract:
 - 2-digit nos & ones
 - 2-digit nos & tens
 - Two 2-digit nos
 - Three 1-digit nos
- Recognise and use inverse $(+/-)$.
- Calculate and write multiplication & division calculations using multiplication tables.
- Recognise, find, name and write $1/3$; $1/4$; $2/4$; $3/4$.
- Write and recognise equivalence of simple fractions.
- Tell time to five minutes, including quarter past/to.



Foundation Subjects

In KS1, the children will have lessons in foundation subjects that include;

- Science
- History
- Geography
- PSHE
- Music
- Computing
- Art
- Design and Technology
- PE
- RE

These subjects introduce the children to a wide variety of skills and knowledge. At times, there will be thematic links between the subjects and where possible, we try to make the learning creative and interactive

Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Animals including humans – our local environment	Uses of everyday materials – Great Fire of London	Uses of everyday materials – important people	Plants – growing and observing plants	Animals including humans - food and exercise	Living things and their habitats – creatures around the world
History	Significant historical places within our locality – the canal and lakes	Events beyond living memory – Great Fire of London	Lives of significant people in the past – Isambard Kingdom Brunel			
Geography	Our local environment – using and creating maps	Great Fire of London – identifying human and physical features of London		Chocolate – find out where chocolate comes from and compare to UK	Creatures around the world – identify places in the UK and animals that are native to the UK	

Homework

Homework will be set on a half-termly basis, with a series of tasks to be completed in this time frame.

In addition to these homework tasks, the children will receive a weekly spellings list and will be expected to read daily at home. They will also need to practise their times tables every week to improve their rapid recall.

Parsons Down Partnership



End of Year Expectations for Year 2

This booklet provides general information for parents and carers as well as including the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.