The background features a repeating pattern of Arctic animals including seals, penguins, and birds, along with snowflakes and compasses, set against a light blue background. The entire scene is framed by green geometric shapes on the left and right sides.

**Welcome to
Year 2
Curriculum
Meeting**

The Year 2 Teaching Team

- ▶ Mrs Mcilwraith/ Miss Currington (Seal Class)
- ▶ Mr Munro (Penguin Class)
- ▶ Mrs Jones (TA)
- ▶ Mrs Newman (LSA)
- ▶ Mrs Wade (LSA)
- ▶ Miss Cullern (PPA cover)
- ▶ Mr Barden (PPA cover)

The 6Rs

The 6Rs are represented by 6 different animals each of which stands for different skills and attitudes that we believe will help your child be confident, successful and lifelong learners.

RESILIENCE - Tortoises keep on trying even if they find something tricky

RESPONSIBLE - Dogs show responsibility for their owners

REFLECTIVENESS - Owls know what they have learnt, can check their work and say what they need to get better at

RELATIONSHIPS - Meerkats work together as a team with EVERYBODY

RESOURCEFULNESS - Bees try to solve problems in different ways, using what they know and getting things to help them

RISK-TAKING - Cats always have a go at their learning and are proud of who they are



Behaviour Policy

- **Dragon Tokens**
- **Collecting Seals and Penguins for a class reward!**
- **Head teacher awards**

Our behavior system will now follow aspects of the Therapeutic Thinking model in classrooms, which is about supporting children to regulate their emotions themselves and reflect on their behaviours and emotions. We will not be using the traffic lights to manage behaviours in class, they will be more for helping the children to self-regulate their emotions and will be a good discussion tool for all pupils.

At Leechpool, we firmly believe that

**Positive experiences create positive feelings
Positive feelings create positive behaviour**

We will talk about the **pro-social behaviours** that we actively encourage and plan activities to develop these.

We will use the term **anti-social behaviours** to describe behaviours that we do not wish to see and work with the pupils to identify why they might be displaying some of these behaviours and what support can be put into place to make them more pro-social.

We believe that emotional feedback is the most effective reward - praise, smiles, thumbs up, thank you etc. Tangible rewards (stickers, smiley faces, etc) are not effective in the long term and should only be a short-term prop.

We believe that everyone starts each day on a positive. We also believe that everyone can expect to give and receive praise.

We will use a number of reward systems to develop and sustain this. These are:

Verbal and/or written praise

Showing work and sharing successes and achievements with other teachers and pupils

Notes home

Displaying good work

Stickers - we will limit the amount of stickers we use as we want children to be verbally praised for what they achieve. Any stickers given need to be purposeful and explicitly given.

Extra playtime



We will also continue to use the following to acknowledge the achievements of pupils:

- ▶ **Dragon tokens**—every pupil and member of staff belong to a Dragon Team. Pupils can receive dragon tokens from any member of staff for work or behaviour.
- ▶ **Headteacher Awards**—any member of staff can send a pupil to Mrs Davenport with a gold token— this is for exceptional pieces of work or exceptional behaviour. The children will then get a golden sticker from Mrs Davenport and their name written in the Golden Book which is read out in whole school assemblies on Mondays and Fridays.
- ▶ **Class Rewards**—in every class, pupils can work as a team and earn a token in the shape of their class animal. When the class have earned 20 class tokens, they can have a class reward, decided by themselves.
- ▶ **Class Headteacher Awards**—any member of staff can nominate a whole class for a particular reason such as good behaviour on a school trip, working well as a team, trying hard with a class assembly, etc.
- ▶ **Golden Time**—every class finishes the week with 15 minutes of Golden Time on Friday afternoons. This is time to develop those prosocial behaviours, feelings and teamwork.
- ▶ **Lunchtimes**— At lunchtimes, pupils are praised and given yellow slips for good behaviour and polite manners. Stickers are given for pupils that try new foods or have a clean plate.

Our Learning Journey

Our topics this year are:

Theme(s)	Description
Up, Up and Away	We will be travelling the world and discovering the 7 continents and 5 oceans. Whilst visiting the continents we will focus on animals, plants and habitats across the world.
As Cold as Ice	When we become polar explorers, we will time travel back to when Antarctica was first discovered and find out about important explorer who travelled there.
Burning Hot	When we travel to Africa, we will study the life of Nelson Mandela. We will look at his achievements and the impact this has had on the world.
World War 1	We will be looking at what life was like over 100 years ago during World War 1. We will find out about the life of Lillian Franklin who was nurse from Horsham during World War 1.

Encouraging Independence

We are continuing to build on the children's experiences and learning in both The Foundation Stage and Year 1.

Every morning, your child will be responsible for putting their belongings in the correct place.

During learning activities, your child will continue to be encouraged to independently use the resources that they require.

We will of course support the children as they continue to develop their independence.

At home time, your child is responsible for making sure that they have got all of their items.



Literacy

Our Literacy lessons will build on skills and knowledge learnt in Year 1. They will include a range of activities which focus on:

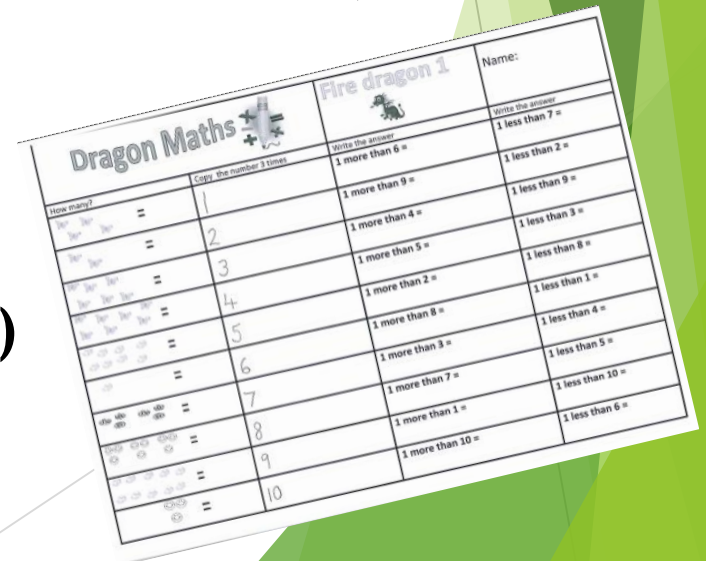
- ▶ Speaking and listening skills / drama
- ▶ Writing (as a class, in groups and on our own)
- ▶ Presentation and handwriting
- ▶ Phonics and decoding
- ▶ Reading and comprehension
- ▶ Spelling and grammar



Maths

Our Maths lessons will follow the White Rose curriculum. They will include a range of activities which focus on:

- ▶ Addition
- ▶ Subtraction
- ▶ Multiplication
- ▶ Division (These can all be found on the website)
- ▶ Shape, measures and data
- ▶ Problem solving
- ▶ Mental maths practice
(Dragon Maths / weekly Arithmetic)



Assessment

- ▶ **Marking - verbal feedback and pupil conferencing**
- ▶ **Pupils' Self Assessment - traffic lights against learning objective and success criteria**
- ▶ **Ongoing teacher assessment**
- ▶ **Half-termly assessments**
- ▶ **SATs Assessment during May**

Homework

- ▶ **Reading books** - When your child has finished a book they have brought home, they can swap it for a new one. Please sign their reading diary to let us know they have read.
- ▶ **Spellings** - Spellings will be set in fortnightly blocks. These can be accessed through Seesaw. We will send out a range of ways you can help your child practise their new spellings. At the end of the fortnight we will test them on a range of the words they have learnt. These will consist of high frequency words and words that include the current spelling patterns.
- ▶ **Maths/ Literacy/ Topic** - One piece a week. Homework will go out on a Friday and is due in on a Wednesday.
- ▶ **All homework will be sent out on Seesaw. If you are unable to access this please contact to your class teacher through the office.**

General Reminders....

- ▶ Please make sure all clothes brought into school are named.
- ▶ PE days are Wednesday and Friday. Please make sure earrings are removed and long hair is tied up.
- ▶ Please ensure your child has their PE kits in school on a Monday. It will be sent home on a Friday.
- ▶ Please ensure your child has their named water bottle every day.
- ▶ Please ensure your child brings in their reading book everyday.
- ▶ Please contact the school office regarding collection if different to normal.
- ▶ Coats - Please bring a coat to school every day.
- ▶ Healthy snacks for break time (fruit, cheese, cereal bars).

And Finally....

Thank you for coming!

Please refer to our [website](#) to see our latest and updated information during coronavirus.