

*Welcome to Year 2*  
*Meet the Teachers*  
*September 2023*



MARISH PRIMARY SCHOOL



# Year 2 Staff

## Class Teachers

- Mrs Ommer – 2O
- Miss Winslade – 2W
- Mrs Hothi – 2H

## Support staff

- Miss Neville
- Miss Davies
- Mrs Akmal
- Miss Kirkham





**Mrs Ommer - Year Lead**



**Ms Winslade**



**Ms Hothi - AHT**



**Ms Quadir - DHT**



**Ms Ashraf**



**Miss Kirkham**



**Miss Akmal**



**Miss Davies**



**Miss Neville**







MARISH PRIMARY SCHOOL

# Important Information



# Timings



8.15 Doors open and soft start begins

8.30 Doors will close (If you arrive after this time you will have to sign your child in at reception)

3.00 End of the day (Doors close at 3.10)

(If you have arranged for someone else to collect your child, please make sure you let the office know. We will only be allowed to dismiss a child once the message has come through the office)

## What your child should bring to school?

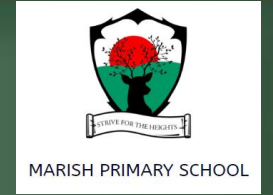
Make sure your child brings the following to school everyday:

- Reading book and reading record.
- Clearly named and labelled water bottle.
- Any homework which has been completed.
- Coat/Jacket which is appropriate for the weather.



Also we had a lot of lost property left over at the end of last year so please can you make sure that your child's uniform is labelled with their name clearly.

# Timetable - Mornings



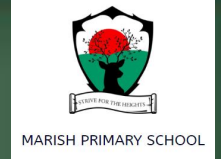
Numeracy – focusing on developing a strong foundation with number processes and arithmetic

Guided reading – focused reading sessions where we focus on developing reading skills such as retrieval, inference, pace and comprehension skills.

Literacy – we will be trying hard this year to reignite the love of writing, by exploring stimulating power of reading texts. We will be focusing on embedding basic writing skills and encouraging children to be creative in their writing.



# Timetable - Afternoons



History – this term we are studying the history of Slough. The children will have the opportunity to visit the Slough Museum at the Curve and learn more about the town they live in.

ICT – E safety, network and animation will be factors of this term. The importance of E-safety for students, understanding how to respond to potential threats.

Science – the children will explore a variety of everyday materials and identify their properties. They will also identify and compare the suitability of different materials.

Other subjects include; Music, PSHE, PE, DT, R time



## PE Days

2O – Tuesday and Wednesday

2H – Monday and Wednesday

2W – Wednesday and Friday



Children need to come to school in their PE kits only on these days. The correct PE kit includes black jogging bottoms/shorts, plain red t shirt, black trainers and a plain/black red jumper (could be school jumper). They should not wear PE kits on days they do not have PE. On PE days please make sure children are not wearing watches or jewellery and earrings are removed for safety reasons.

# Packed Lunches



Marish Academy Trust is a healthy school and promotes a healthy lifestyle.

Please try to minimize the amount of treats that are placed within lunch boxes.

Excessive amounts of chocolate/treats will be removed and placed within your child's book bag.

There are posters near the year 2 doors as ideas for what things you could put in a healthy lunch box.





MARISH PRIMARY SCHOOL

# Behaviour and Expectations



## Behaviour Regulation at Marish

- Marish Academy Trust is committed to the social, emotional and mental well-being of its staff, children, parents and carers. We use an approach to support children to regulate their behaviour both in and outside of the classroom.
- In line with our values, vision and ethos, we foster a culture of inclusion, support, forgiveness and restoration, with the aim of enabling all children to flourish.
- We implement a whole school approach built on evidence-based principles shown to work in helping children regulate their behaviour. We want all of our children to be able to manage their emotions and behaviour and to be resilient in the face of new experiences, challenges and conflict by the time they leave us in Year 6.



*Positive relationships create positive experiences*

*Positive experiences create positive feelings.*

*Positive feelings create positive behaviour.*



## Our Diamond Rules:

1. Follow instructions straight away, with thought and care.
2. Care for everyone and everything.
3. Show respect and good manners at all times.





# Rewards

50 stamps



One Stationary  
Gift from the class  
teacher.

100 stamps



Treasure box prize  
from the class  
treasure box.

150 stamps



A free book which  
can be kept as a  
gift.

As well as these rewards the children also receive bouncy balls as a class when the children have achieved something collectively such as sensible transitions, good learning and respectful behaviour. Attendance awards are also handed out every month for the children who have been in school.

# Class Rewards



As well as individual rewards, the children in the class can collectively earn bouncy balls.

We have two jars in each classroom and if the children earn a bouncy ball it goes from the in 'Out' jar into the 'In' jar.

Once the jar has been filled the children can earn golden time and if they manage to do this thrice they are rewarded with a class voucher to buy anything for the class.

# STEP

# 1

## Behaviours

Wandering around the classroom/school

Calling out / interrupting the class

Ignoring instructions

Making Silly noises

Talking when asked to be silent

Pushing in the line

Running in the corridor

Being noisy around the school between lessons



# STEP

# 2

## Behaviours (escalating/repeating step 1)

Wandering around the classroom/school

Calling out / interrupting the class

Ignoring instructions

Making Silly noises

Talking when asked to be silent

Pushing in the line

Running in the corridor

Being noisy around the school between lessons

# STEP

# 3

## Behaviours

Repeated step 1 behaviour

Refusal to do anything including classwork

Throwing objects in temper (i.e. Pens, pencils, books..)

Physically or verbally hurting someone

Being rude / disrespectful to an adult Swearing

Lying

Damaging classroom property (graffiting, books, tables, breaking stationary, etching)

Poor conduct whilst wearing school uniform (i.e. On a school trip)

# STEP

# 4

## Behaviours

Repeated step 3 behaviours

Leaving the classroom or teachers supervision without permission

Extreme rudeness

Intentional spitting at another person

Extreme physical or verbal abuse towards another person

Throwing dangerous objects

Stealing

Encouraging physical aggression in others



# STEP

# 5

## Behaviours

- Repeated step 4 behaviours
- Serious challenge to authority
- Dangerous acts of vandalism
- Bullying (persistent targeted physical and verbal acts)
- Comments that are racist, homophobic or related to physical disabilities
- Physical abuse to a member of staff
- Leaving school site without permission
- Extreme behaviour that is violent or dangerous
- Use of mobile phone within school hours/on school premises (including trips)

# End of Year Expectations



# Numeracy – By the end of the year children should be able to:

## Working at the expected standard

1.	The pupil can read scales in divisions of ones, twos, fives and tens.
2.	The pupil can partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.
3.	The pupil can add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$ ; $72 - 17$ ).
4.	The pupil can recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$ , then $17 + 3 = 20$ ; if $7 - 3 = 4$ , then $17 - 3 = 14$ ; leading to if $14 + 3 = 17$ , then $3 + 14 = 17$ , $17 - 14 = 3$ and $17 - 3 = 14$ ).
5.	The pupil can recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.
6.	The pupil can identify $\frac{1}{4}$ , $\frac{1}{3}$ , $\frac{1}{2}$ , $\frac{2}{4}$ , $\frac{3}{4}$ , of a number or shape, and know that all parts must be equal parts of the whole.
7.	The pupil can use different coins to make the same amount.
8.	The pupil can read the time on a clock to the nearest 15 minutes.
9.	The pupil can name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.



# Literacy – By the end of the year children should be able to:

## Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Yesterday we went to bishops Wood  
to look for mini-beavers. First we  
had a <sup>Snack</sup>~~snack~~. Next we went into  
the woods. Vicki gave us a mira  
It was very scary **because** it was  
like you were walking in the sky!  
Then we had to guide our friends to a tree  
After that we had a sticky position party  
mine was disgusting. Finally it was lunch time!  
After lunch we were pond dipping our group  
found a newt. Last of all we sorted out  
animals. Finally it was home time.  
The trip was **great!** my favorite part of the  
day was identifying the trees.

Capital letters and full stops

Conjunctions  
(because, but, so, and, if  
when)

Exclamations mark,  
question mark

Common Exception Words

Handwriting- Correct size,  
and orientation



# Greater Depth-

Once upon a time there was a badger who always <sup>was</sup> hungry, because he worked day and night picking up rubbish in the active, adventurous park.

One early morning a boy came into the park with a ham sandwich. The starving, tremendously hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth.

"Mmm," he thought, "This is what I call an outstanding sandwich!" A boy came near the sandpit to take a big, humungous bite. There was a girl nearby on a ~~see~~ dark, red slide when, oh no, the girl bumped into the boy and his delicious scrumptious sandwich fell in the sandpit!! "Oh we can't eat it now," muttered the girl, "It's disgusting." The boy felt sad and so did that black and white badger.



# Guided reading – By the end of the year children should be able to:

## Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words.\*

In age-appropriate<sup>1</sup> books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words<sup>2</sup>
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

# Guided reading – By the end of the year children should be able to:

## Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly<sup>^</sup>
- spell most common exception words<sup>\*</sup>
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)<sup>\*</sup>
- use the diagonal and horizontal strokes needed to join some letters.

Common exception words- By the end of the year children should be able to read and spell these words.

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



# Homework



Your child will receive comprehension, SPAG, maths and spelling homework on a Thursday and this will be due back on the following Monday.

During holidays your child will receive project homework to complete which will be showcased in class.

As well as this reading at home is important. We kindly request that you hear your children read at least three times a week and sign their reading record.

*Are there any questions?*

*Thank you for coming to meet us!*

