



Meet the Teacher Year 2

Class Staff

Miss Goodhew (Tues- Fridays) & Mrs Bassarskya (Mondays)

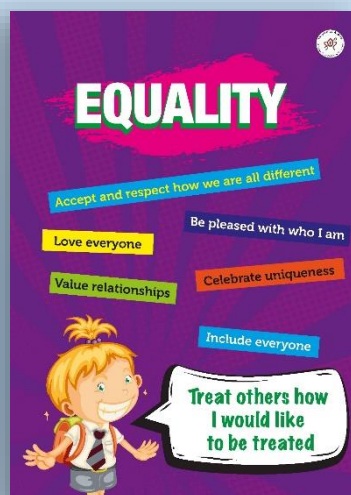
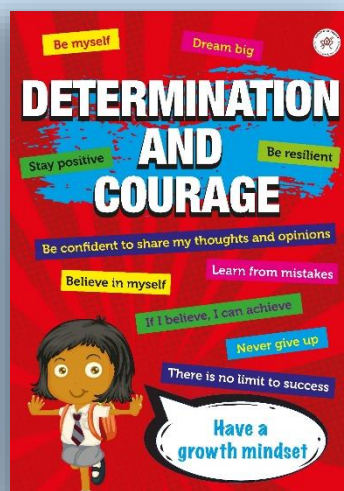
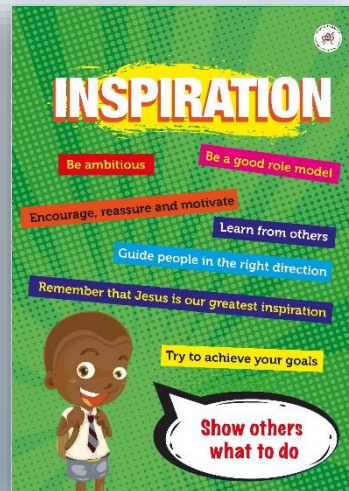
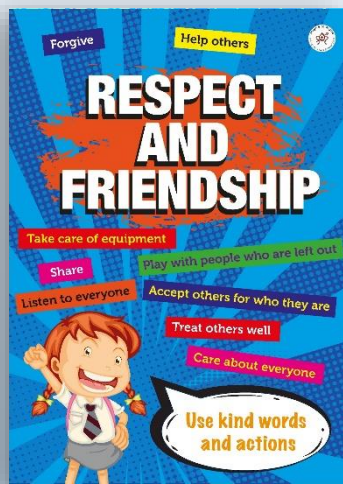
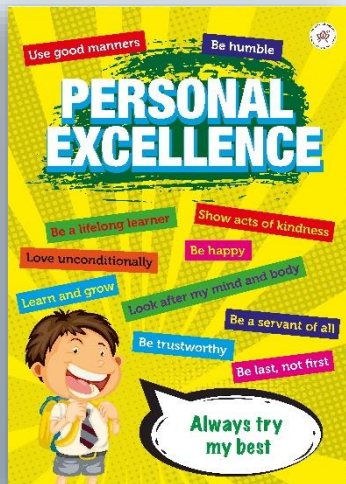
My Teaching Assistant's: Mrs Nguyen, Mrs Smith & Mrs Clack





KS2 Behaviour Expectations

PRIDE Values

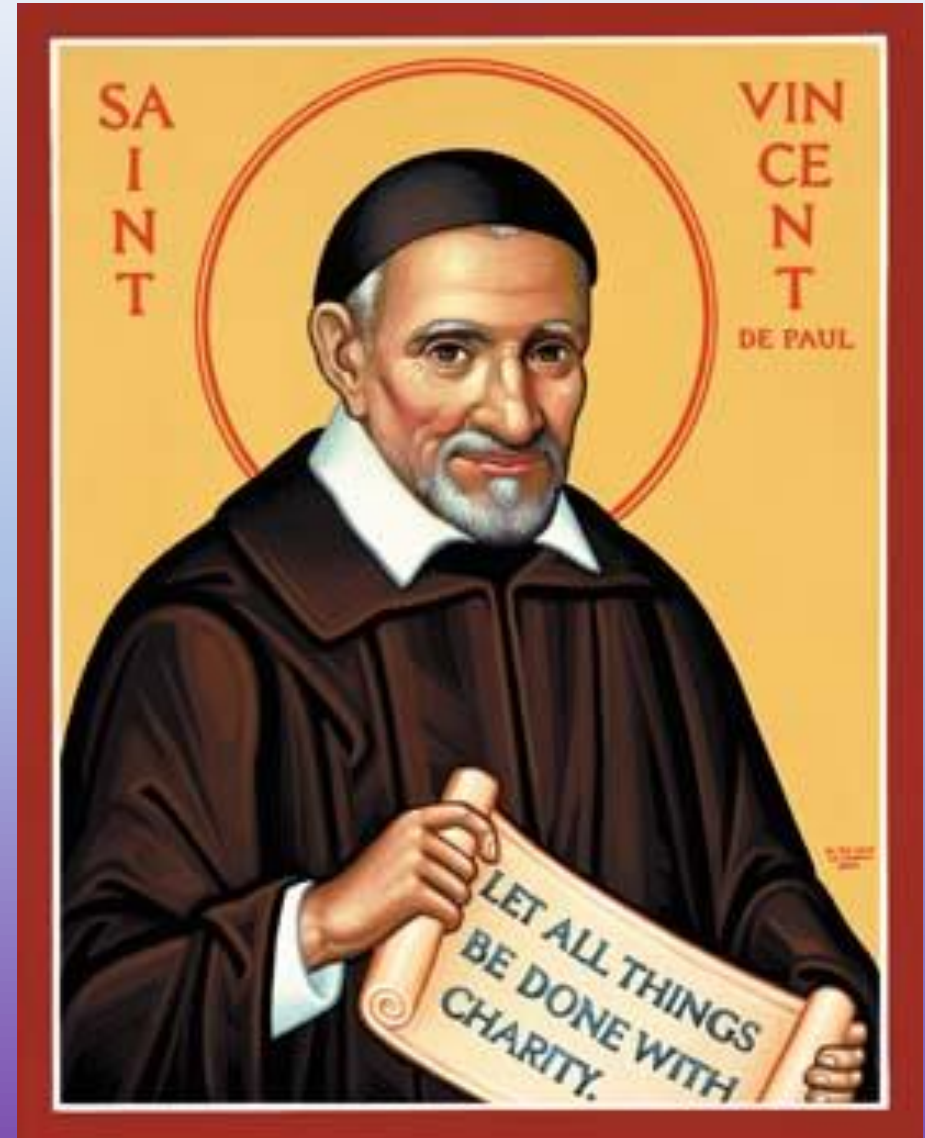


	Behaviour	Management
	Following the Pride Values – well done	
	Behaviour that does not follow the Pride Values, for example • Not being kind or respectful to adults or other children • Not treating others how they would like to be treated themselves	Strategies may include: • Given a reminder of expectations. • Reminded of choices and consequences. • Discussion of next step consequences if the behaviour continues.
	Continuation of inappropriate behaviour that does not follow the Pride Values	Strategies may include: • Giving 'time out' or 'thinking time'. Action • Restorative discussion held with the class teacher • Reflection sheet completed by the adult as a result of the conversation. • Child must follow their plan on how they said they are going to make the situation right, eg write a sorry note.
	Continuation of inappropriate behaviour that does not follow the Pride Values despite intervention during previous steps OR Move to this stage immediately for any of the following: • Fighting, injuring another pupil, physical aggression toward staff. • Verbal/threatening abuse toward an adult/peers • Swearing, racist comments or abusive language. • Complete refusal to cooperate. • Deliberately damaging school property or stealing. • Behaviour likely to endanger themselves or others. • Bullying.	Action • Behaviour incident sheet completed by the adult who witnessed the behaviour. • Restorative discussion with the Deputy Head. • Pupil will have an appropriate period of time out of break/lunch. • Parents/carers will be informed by the class teacher. • Pupils' behaviour will be monitored by Deputy Head teacher, including monitoring the restorative plan they made is followed.

Our Patron Saint

St Vincent de Paul

St Vincent taught us to love our neighbour and dedicated his later life helping the poor and needy. He encouraged those with more to share their wealth.





Independence – How the children develop **independence** as they move through the school

	<u>YR</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Resources	<i>All children carry their own bags and belongings, give money, notes, messages etc.</i> <i>Adults support children with getting the right belongings at the right time</i>	<i>Organise belongings with list</i> <i>Starting to take responsibility for their belongings but parents lead this</i> <i>Visual reminder to change their books</i>	Children remember to change their book with verbal reminder	Organise belongings to bring into classroom without a displayed list e.g. writing pen, books, folders, musical instruments, PE kits etc Personal responsibility for organising things for the day/week e.g. forgotten PE kit - no PE session (parents not bringing in for them) etc.		Children bring in their own pencil cases and stationery and look after their own things. Children organise their own belongings e.g. PE kits, musical instruments, money and find appropriate times to sort these items. If lost, use “old/spare stationery” drawer.	

	<u>YR</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Communication	Follow one step instructions Weekly reception newsletter for reminders, updates etc. behaviour, , medical, concerns discussed First aid incidents reported to parents via Arbor.	Follow 2 step instructions Children communicate with their parents about the events of the day from now on.	Follow 3 step instructions	School stop informing parents of minor first aid issues. Children to inform parents themselves.		Only significant behaviour and medical issues are reported home. Any areas of concern discussed appropriately with parents/carers. Children follow multi-step instructions.	

	<u>YR</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Conflict resolution	Can tell another child that they have wronged them after modeling from an adult.	After modeling from an adult, can tell a child they have wronged them and can ask appropriately for a resolution.	Knows whether they can resolve the problem themselves or when to seek support from an adult if they don't get the desired resolution.	Children are able to ask for help from an adult when they would like support. Begin to identify the difference between big and small problems – which ones do I need to go to an adult about, which can I solve myself, which do I need to ignore?		Children help each other to solve their problems/disagreements in and out of the classroom in a useful and empathetic way. Children are able to ask for help from an adult when they would like support	Children mediate issues for children in their own and other year groups. Help teach younger children strategies for dealing with issues Children are able to ask for help from an adult when they would like support

	<u>YR</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Eating & drinking	Children can use a knife and fork to eat, even if cutting and the correct hold is not always managed. Children can manage to access/open most items in a lunch box. Staff clear their lunch trays.	Children use a knife and fork correctly and with more control. Children can access/open all items in a lunch box. Children clear away their own lunch trays.	Children use a knife and fork effectively and with good control.	Children open their own food and source tools needed to support them with this where necessary. Children clean up their own spillages without direction. Children are aware of their dietary requirements and alert adults to them wherever necessary.			

	<u>YR</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Self-care & hygiene	Can dress and undress, managing all parts of uniform except full ties and top buttons. Can manage toileting and handwashing independently. Can blow own noses if needed.	Can dress and undress independently, including top buttons. May still have an elastic tie.	Can dress and undress independently including ties and shoe laces.	Children wash their hands thoroughly and sanitise regularly and at appropriate times throughout the day without reminders.			

	<u>YR</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Time management	Children start to quicken their pace of eating lunch so that they leave the hall alongside the majority of their peers.		Children start to manage their workload in class and can produce expected amounts of work in a given time.	Children can stick to set time limits and solve problems caused by not meeting important deadlines e.g. finishing a writing piece in their own time.	Children can plan, organise and manage the tasks that need to be completed and change their pace according to time constraints.		
					Children can manage their weekly timetable and commitments, e.g. Tuesday lunchtime leadership meetings, Wednesday lunchtime PE equipment etc.		



Year 2

Animal Needs for Survival

Statutory Requirements:

- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

The requirements of the National Curriculum in this subject.

Working Scientifically:

- Asking simple questions and recognising that they can be answered in different ways
- Gathering and recording data to help in answering questions
- Identifying and classifying
- Gather and record data to help in answering questions
- Using their observations and ideas to suggest answers to questions

What we will be doing in lessons to meet the requirements.

Key Vocabulary:

- | | |
|---------------|---------------|
| • mammal | • amphibian |
| • fur | • webbed feet |
| • carnivore | • frog |
| • herbivore | • toad |
| • omnivore | • newt |
| • bird | • reptile |
| • feathers | • scales |
| • beak | • carnivore |
| • insect | • herbivore |
| • insectivore | • mammal |
| • fish | • adult |
| • scales | • baby |
| • gills | • shelter |
| • fin | |

Introduce key words that we will use throughout our work on this topic.

Key Scientists:



Contemporary:
David Attenborough
(1926 -)
English broadcaster
and naturalist

Highlight inspirational figures in this subject.

Key Learning Steps:

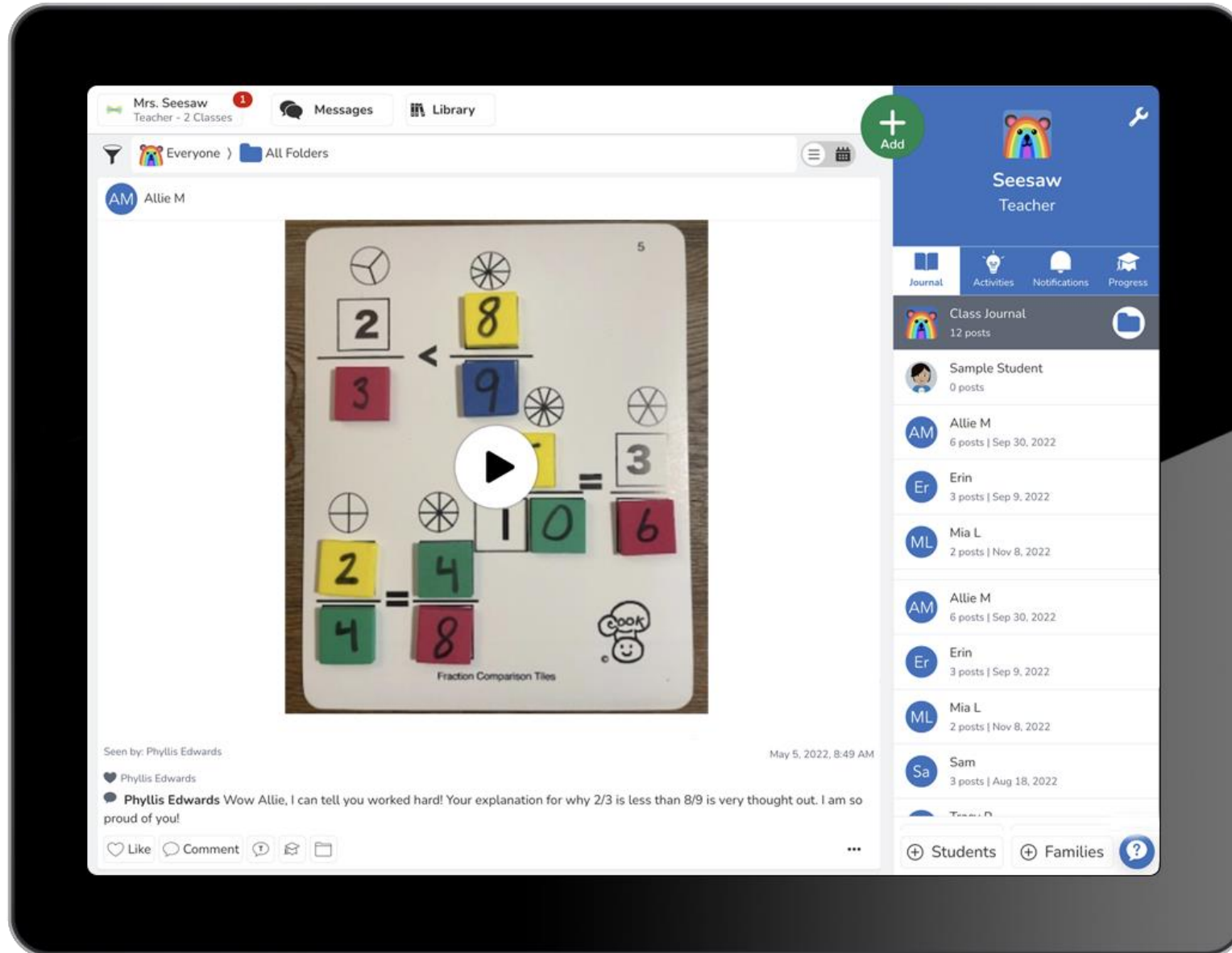
1. Mammals
2. Birds
3. Fish
4. Amphibians
5. Reptiles
6. Humans

The main points that we will learn within this subject.

Our Curriculum

Learning in school is only half of the journey... take a look at our Knowledge and Skills organisers for each subject that we will be learning about so that you can reinforce what is being learnt when children are at home. These are all available on the Year 3 section of the school website.

www.st-anselms.kent.sch.uk



- Online portfolio of work
- Family link to view your child's profile
- Home logins provided for children in case of remote learning needs

Homework

Year 2 Homework Timetable				
Monday	Tuesday	Wednesday	Thursday	Friday
Reading TTRS New spellings <i>Spelling Test the following Monday</i>	Reading TTRS	Reading TTRS	Reading TTRS	Reading TTRS Grammar or Maths To be submitted the following Friday



Reading

We encourage the pupils of Year 2 to read with an adult as often as possible.

Books are ranked by complexity of word level, text level and comprehension. They vary by age and reading stamina within each level.

Children are assessed and given a ZPD – this determines the range of appropriate books from which they should choose.

When they finish a book, there is a quiz that they do in school and they can then change their book.



Communication

All communication to come through the main office – telephone, email

Please only contact Miss Marshall if it is something that you require parent support for





Thank you