The Leader in Me

Here at the Queens' Federation, the 'Seven Habits of Effective People' are an integral part of our school curriculum. Our aim is to develop skills that will promote learning for life and develop leaders of the future. All children's academic achievements, self-confidence, resilience and potential will be supported and developed. Through the consistent use of the 7 habits we can inspire children to be the best that they can be - at home, at school and in the wider community.

7 Habits

Habit 1: Be Proactive
I am responsible for my own learning and actions.
-Have a 'can do' attitude and try our best in everything we do.
-Stop, think and make good choices.
-Take responsibility for our actions and outcomes.

Habit 2: Begin with the End in Mind
I aim high and understand the importance of learning for life.
-Set a goal.
-Make a plan on how to achieve that goal.
-Persevere if things get tough.

Habit 3: Put First things First
I persevere and challenge myself to solve problems.
-Do the important things first.
-Stay focused and concentrate.
-Manage challenges and distractions along the way.

Habit 4: Think Win-Win
I am kind and think about the needs of others.
-Look for solutions to problems.
-Try to make sure everyone can be successful.
-Be kind and respectful, use courage and consideration when communicating and working together.

Habit 5: Seek First to Understand, Then to be Understood
I respect myself and others and celebrate my global community.
-Share own ideas and opinions.
-Listen to other people's ideas and opinions without interrupting.
-Try to understand the views and opinions of others even though they may be different to our own.

Habit 6: Synergize
I work and learn with others and take pride in my achievements and environment.
-Communicate and listen carefully to others.
-Value other people's strengths and talents and learn from them.
-Know that we can get more done and create better ideas and solutions when working in a team.

Habit 7: Sharpen the Saw
I strive to be the best that I can be.
-Take care of ourselves, look after our heart, mind, body and spirit.
-Balance time between school, out of school activities, family and friends.
-Enjoy learning new skills and seek ways to become a better person.

Behaviour Expectations

In Year 2 we encourage positive behaviour in many ways…

* Children will be rewarded with individual 'house point' tokens for demonstrating use of the '7 Habits' and our school values in and around school. Good effort and positive behaviour will also be rewarded with house points. House points are counted at the end of each half term. The winning house is awarded a 'non-school uniform day.'

*Each week one child from each class will become our 'Star of the Week.' They will receive a certificate and have special privileges throughout the week.

*The whole class work together to receive 'class animals.' When the class has received 10 animals, the children are rewarded with activity time.

Your child will belong to one of our four houses. Siblings are placed in the same house and during the year a range of mixed year group house activities will take place.

Franklin House
Hawking House
Newton House
Darwin House

Home Learning

This year home learning will comprise of three weekly tasks.

- **Reading** - we expect all children to read at home or be read to at least 5x each week. When you have read with your child, please comment and sign their Reading, Spelling and Homework diary. Reading plays such an important part in our curriculum, it is essential that children develop a love of reading and enjoy reading a wide range of texts.
- **Spelling** - spelling lists will be sent home at the beginning of each half term. The dates on the list identify when the spellings will be reviewed in school. This will be on a Friday. You can practise at home using the look, cover, say, write and check method. The spellings will include all of the words that the children should know by the end of Year 2.
- **Number Facts** - to link into our 'Teaching for Mastery' approach, children will be asked to practise weekly number facts. This could link to counting, ways to make a specific number or learning number bonds to 10, 20 and 100 or multiplication and division facts for the 2, 5 and 10x tables. These may be paper or online activities, such as Times Table Rock Stars. Please see our 'No Nonsense Number Fact' booklet which identifies the key facts children will be focusing on each half term. The booklet can be found on our school website.

Toys

We ask that the children do not bring in any toys from home unless specifically invited to as part of our school topic work.

Birthday Books

At Queen Emma, we celebrate birthdays by inviting children to donate a 'birthday book' to their class. A special sticker will be placed in the inside cover of the book to tell everyone who has donated the book. We celebrate in this way to help us be a 'healthy school.'

Parent Helpers are most welcome!

If you can spare any time and would like to join us in school to help in any way, please let us know. It would be lovely if you could come and listen to readers or volunteer to help with trips. The opportunity for additional reading helps the children to become more confident readers, it really makes a difference!

All volunteers who help in school now require a DBS check to be completed. DBS checks come at a cost to the school and so we would ask that any volunteers are able to support in school at least once every 3 months.

Please ask at the school office about this check.

Attendance Information

Here at Queen Emma, school attendance is very important. The headteacher's permission must be sought if you wish to take your child out of school during term time. This is done by completing a form, available from the school office. Each application will be looked at on an individual basis. We are unable to authorise holidays in term time, however, the headteacher is able to authorise absences for exceptional circumstances. A penalty notice may be issued for 5 consecutive unauthorised absences where the absences are neither exceptional or unavoidable.

Thank you for taking the time to read this booklet. We hope it may have answered some of the questions you may have about Year 2. Please do not hesitate to contact us if you have any further queries and questions.

Queens' Federation
Queen Emma Primary School

Welcome to Year 2 at Queen Emma Primary School

Welcome to Year 2!

We are looking forward to getting to know both you and your children this year and hope that Year 2 will be filled with lots of interesting and exciting learning opportunities. This year Penguin Class (Class 2.1) will be taught by Miss Mertens our KS1 Phase Leader (M, T, W, Th) and Miss Stubbs (F). Polar Bear Class (Class 2.2) will be taught by Mr Scarr.
Throughout the year we will share information and photographs of our learning on our school website. You will also find information and updates about whole school events too. Come and have a look: www.queenemmaschool.org.uk

Our School Day

Our school day begins at 8.45am. Classrooms doors will open at 8.40am and your child may come inside and get ready for their day from this time. Please be aware that lateness is officially noted in the register. If your child arrives after 8.45am, you will need to take them to, and sign them in at the school office.

Our school day ends at 3.15pm. Please wait in the playground by our classroom doors for your child. For their safety, it is important that the teacher knows that your child has seen you. Thank you for your cooperation and patience with this.

If someone else is coming to collect your child, please ensure that your child's class teacher has been notified either by speaking to them directly or by sending a message via the school office. Please also contact the school office if your child is going to be absent from school.

There are lots of opportunities for you to meet with us to discuss your child's progress throughout the year. However, please feel free to come and see us if you have any queries or concerns. You could catch us in the playground after school or make an appointment to see us.

Physical Education (PE) Lessons

On PE days children may come into school dressed in their PE kits. Children need to wear black shorts, a white T-shirt and suitable running shoes. PE will also take place outside during the year so children will also need to wear jogging bottoms and a sweatshirt during the colder months. Long hair should be fastened back and earrings should be removed on PE days. Please ensure all items of PE kit are clearly named.

Penguin Class PE lessons will take place on a Tuesday and Wednesday.
Polar Bear Class PE lessons will take place on Tuesday and Wednesday.

Year 2 Topics 2025 - 2026

Autumn 1: Where in the world do I live?
Autumn 2: History Detectives
Spring 1: Once upon a time...
Spring 2: Fire, Fire!
Summer 1: Oh I do like to be beside the seaside!
Summer 2: Journey to the East

What does my child need in Year 2?

Children are expected to wear school uniform at all times. **Please ensure that all items of clothing and shoes are clearly named.**

Please ensure that your child is fully equipped with appropriate clothing for all weathers. This will include a coat, hat and gloves during colder times and a sun hat during warmer weather.

During warmer weather, children must have their shoulders covered. Sandals must fasten securely over a child's foot and around the ankle. Flip flops or Crocs are not suitable footwear during the summer months.

Your child will need a named water bottle in school. These should be brought to school and taken home again every day. Children are encouraged to refill their water bottles during the day from the water tap in the classroom if necessary.

Children should wear clean, comfortable black shoes. The children will wear these shoes all day, both inside and outside. If the weather is very wet, muddy or snowy, children may wear boots or wellingtons and bring shoes to change into once they come into the classroom. Thank you!

In Year 1 and Year 2 children will be provided with a piece of fruit or vegetable as a snack at morning breaktime.

What will my child learn in Year 2?

By the end of Year 2, your child should be able to…

Reading

- Read accurately most words of two or more syllables
- Read most words containing common suffixes
- Read most common exception words
- Read words accurately and fluently without sounding and blending e.g. at over 90 words per minute in age appropriate texts
- Sound out most unfamiliar words accurately, without undue hesitation
- Check a familiar text, which they can read accurately and fluently, makes sense to them
- Answer questions and makes some inferences on the basis of what is being said and done in a familiar text

Writing

- Write about real events, recording these simply and clearly
- Demarcate most sentences with capital letters and full stops
- Use question marks appropriately
- Use present and past tense mostly correctly and consistently
- Use coordination - and / or / but
- Use some subordination - when, if, that, because
- Segment spoken words into phonemes and represent these by graphemes, spell many of these words correctly and make phonically plausible attempts at others
- Spell many KS1 common exception words
- Write capital letters and digits of correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters

Mathematics
Number - Number and Place Value

- Count in steps of 2, 3 and 5 from) and in tens from any number, forward and backward
- Recognise the place value of each digit in a two-digit number (tens, ones)
- Identify, represent and estimate numbers using different representations, including the number line
- Compare and order numbers from 0 up to 100, use <, > and = signs
- Read and write numbers to at least 100 in numerals and words
- Use place value and number facts to solve problems

Number - Addition and Subtraction

- Use concrete objects and pictorial representations, including those involving numbers, quantities and measures
- Apply increasing knowledge of mental and written methods
- Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100
- Add and subtract numbers using concrete objects, pictorial representations and mentally, including a two-digit number and ones, a two-digit number and tens, two two-digit numbers and adding three one-digit numbers
- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- Recognise and use the inverse relation ship between addition and subtraction and use this to check calculations and solve missing number problems

Number - Multiplication and Division

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts

Number - Fractions

- Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity
- Write simple fractions for example 1/2 of 6 = 3 and recognise the equivalence of 2/3 and 1/2

Mathematics
Measurement

- Choose and use appropriate standard units to estimate and measure length / height in any direction)m.cm); mass (kg/g); temperature (°C); capacity (litres / ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- Compare and order lengths, mass, volume / capacity and record the results using >, < and =
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- Find different combinations of coins that equal the same amounts of money
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- Compare and sequence intervals of time
- Tell and write the time to five minutes, including quarter past / to the hour and draw the hands on a clock face to show these times
- Know the number of minutes in an hour and the number of hours in a day

Geometry - Properties of Shape

- Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line
- Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces
- Identify 2D shapes on the surface of 3D shapes (e.g. a circle on a cylinder and a triangle on a pyramid)
- Compare and sort common 2D and 3D shapes and everyday objects

Geometry - Position and Direction

- Order and arrange combinations of mathematical objects in patterns and sequences
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Geometry - Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- Ask and answer questions about totalling and comparing categorical data

Reading in Year 2

Reading is an integral part of our learning in Year 2. We aim to develop a love of reading and will enjoy many times together during each week sharing a wide range of stories, poems and non-fiction texts. **Please ensure that your child has their book bag containing their reading book and Reading Diary in school every day.**

Throughout the week children in Year 2 will take part in whole class guided reading lessons and may also read individually with an adult. We encourage the children to read at home at least 5 times a week. Reading every day at home would be even better! Frequent, short sessions of 10 minutes are most beneficial. If your child is keen, do read for longer! **Children choose two reading books each week and then change them once a week to allow time to enjoy re-reading the books in order to develop their fluency and comprehension.**

Reading to your child develops their imagination and vocabulary. We appreciate the comments that you make in the reading records as this keeps us informed about how reading is going at home. You could discuss the events and characters in a story, ask your child to retell the story in their own words or make predictions about what may happen next. The children will need to demonstrate that they can apply all of the skills listed on their bookmark before they can move up to the next book band level.

The school reading scheme and book banding system provides the backbone for reading in school but it is important that your child reads and experiences other books as well. Please encourage them to make choices about what they would like to read at home and visit the local library with them.

Maths Mastery

Our aim at the Queens' Federation is for all children to enjoy mathematics and have a secure and deep understanding of fundamental mathematical concepts and procedures.
Children are taught to be **fluent** in the fundamentals of mathematics, **reason** mathematically using mathematical language and apply their knowledge and understanding to **problem solving** tasks. In order to achieve these aims for all pupils, we have begun to embed a 'Teaching for Mastery' approach in Mathematics.

'Teaching for Mastery' …

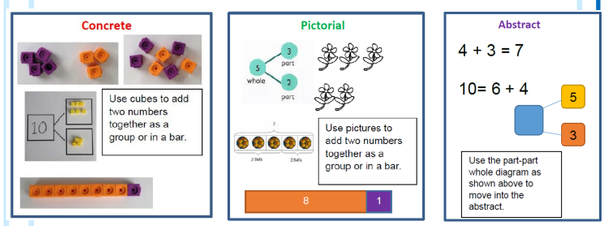
*Is **achievable for all** - *high expectations and a positive 'can do' attitude help children develop resilience in the face of a challenge*
*Promotes **deep and sustainable learning** - *lessons are designed with careful small steps*
*Builds on **prior knowledge** - *pupils' learning of concepts is seen as a continuum across the school*
*Provides children with opportunities to **reason about a concept and make connections** - *pupils are encouraged to make connections and spot patterns between different concepts (e.g the link between division and fractions) and use precise mathematical language*
*Promotes **conceptual and procedural fluency** - *maths moves from one context to another (using objects, pictorial representations, calculations and word problems). There are high expectations for pupils to learn key number facts, times tables and develop a true sense of number.*
***Problem solving is central** - *this develops pupils' understanding of why something works so that they have a true appreciation of what they are doing rather than just learning to repeat routines without grasping what is happening*
*Provides **challenge through greater depth** - *rather than accelerated content, teachers set tasks to deepen knowledge and improve reasoning skills within the objectives of the year group*

Teaching for Mastery has a CPA approach at its core.
Concrete - providing children with objects and resources to manipulate in order to demonstrate their mathematical thinking

Pictorial - providing opportunities for children to represent their mathematical thinking through diagrams, images, drawings or models

Abstract - providing opportunities for children to become more familiar with formal mathematical representations including signs, symbols and digits.

For example… when teaching addition...



Reasoning: Talking and thinking like a mathematician…
Mathematical language often uses common words in a new context e.g. table or right. It is crucial that children have a secure grasp of mathematical vocabulary. You can help at home by encouraging your child to explain how they have solved a problem and work with them to test, prove and explain patterns.
In school we use a variety of questions and prompts to boost children's mathematical thinking. Children answer questions in complete sentences using accurate mathematical vocabulary. Reasoning about and discussing maths problems in a way that others can understand demonstrates a depth of understanding - another fundamental aspect of mastering mathematics.