



*Welcome to Year Two
at Ad Astra Infant
School*



Our Vision



'Children First'

Our vision is to promote a **love of learning** in order to maximise the life chances of every child in our Trust. Through **nurturing, high expectations** and **skilled teaching**, we will have a lasting and positive impact on our local and wider community.

Our Values



Our Trust will promote the following two sets of values:

British Values

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance

TEACH Values

- Trust
- Excellence
- Aspiration
- Collaboration
- Honesty

Meet the Teachers



Miss Davies
Mrs Walters



Mr Doman



Miss Phillips



Meet the Teaching Assistants



Mrs Campbell-Bell



Mrs Box



Mrs Luffman

Special Educational Needs



- ✓ If your child needs additional support in school, then the class teacher will contact you to discuss this.
- ✓ Your child may receive 'school support' and be put on the Special Educational Needs register.
- ✓ Additional targets will then be set which will be shared with you during a separate meeting. These targets will be reviewed once a term.
- ✓ Your child may then use an IEP goals card in their lessons, with their targets on, collecting stickers when they are successful in making progress towards their target.



Mrs Chandler
(Inclusion Leader)

Pastoral Care



✓ Our TEACH Trust schools are not just about academic achievements, but the safety and development of the whole child too.

✓ We recognise that, for *all our children* to achieve their full potential, we also need to take care of their emotional well-being.

✓ All staff in all the TEACH Trust schools work together to support the children to achieve their very best educationally, socially, physically and emotionally.



Mrs Penfold
(Pastoral Care Worker)

Attendance



Being in school is vital for so many reasons:

- Achievement
- Wellbeing
- Wider development

Primary school children in KS2 who did not achieve EXS for reading, writing and maths missed on average 4 more days per school year than those whose performance exceeded the expected standard (2019).



What have we put into place to help the children settle into Year 2?



- ✓ Adapted timetable for the first week back to include Growth Mindset activities and circle time.
- ✓ Opportunities for teachers to get to know the children.
- ✓ Same class systems as in Year 1, which are designed to encourage independence.
- ✓ During the next few weeks, there will be opportunities for teachers to carry out baseline assessments, e.g. BB checks to inform our teaching and learning.
- ✓ Welcome to base meeting, including an opportunity to meet and see the class teacher(s) and classroom.

Uniform



		
Trousers	Grey, black or charcoal tailored trousers. School conventional material. Full length	Jeans, corduroy, leggings, Lycra, skinny trousers
Jumper/ cardigan	Green with school logo	Other jumpers, hoodies, sweatshirts etc.
Skirts/ pinafore	Grey, black or charcoal knee length skirt/ dress	Fashion skirts or dresses, shorter than the knee
Socks and tights	Plain grey, black or white	Fashion tights, coloured or patterned socks/ tights, bare feet
Polo shirt	Plain white or with school logo	Coloured polo shirts, shirts with motifs
Shoes	Traditional flat black shoes. Velcro, laces, buckles or slip-ons.	Trainers, boots, high heels, wedges, open toed sandals, sling backs.

Uniform



Uniform



Home and school links



We really value your support

- United with a common purpose – Children First
- Please volunteer to help on school trips if you are available
- Become a parent helper/reading volunteer (please see recent letter and join us for our parent volunteer workshop at 2:15 on 17th September in the school hall)
- Join and/or support our PTA

Home and school links



We want to support you too:

- *School run training sessions, e.g. maths workshop*
- *Parents consultation evenings (twice a year)*
- *School website*
- *Social Media*
- *Pastoral Care Worker – Mrs Penfold*

Integrated, progressive curriculum



We ensure that learning is purposeful, relevant and related to what the children already know, as well as preparing them for what they will learn in the future.

- ✓ We have 'Sparkly Starters' and 'Fab Finishes'.
- ✓ Objectives from different subjects are linked to our overarching topics.
- ✓ Subjects are mapped out progressively across EYFS, KS1 and KS2.
- ✓ Literacy is also linked to topics and our focus authors.
- ✓ Our curriculum is covered in interesting, memorable ways, e.g. trips, visitors, artefacts etc.
- ✓ We carefully consider 'ways in' to ensure that the learning is accessible to everyone.

Year 2 Topics



Autumn Term

Art Attack
(2 weeks)

Globetrotters
(5 weeks)

Dazzling Dahl
(6 weeks)

Sleigh Bells
Ring!
(1 week)

Spring Term

Who's Afraid of the Big

Bad Wolf?
(7 weeks)

Fire, Fire!
(6 weeks)

Curriculum letters and
key knowledge fact
sheets are shared for
each topic.

Summer Term

Superheroes to the

Rescue!
(6 weeks)

Where the Wild Things
Are
(6 weeks)

There are lots of
transition activities in this
topic.

PSHE – Trick Box

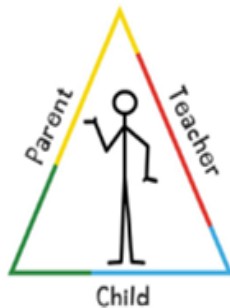
TRICK BOX[®]

Creating Happy Life Habits
and managing the tricky bits!



Join us in supporting your child to build their confidence and communication skills, manage emotions and find solutions to challenges.

The Trick Box programme develops personal skills in 4 key areas through positive habit formation. Confidence, calm, communication and creativity.



Together we will practise and model the tricks taught through the PSHE curriculum, encouraging your child to use their new found skills.

The following pages will indicate what tricks are taught each academic year along with the tricks that are continuously practised to ensure embedded learning.



PSHE -Trick Box

YEAR 2

Autumn



Magic Circle

Use past experiences to build confidence.

Support your child to think of a past experience when they have felt good/confident – make a magic circle with your thumb and middle finger – squeeze and think of how good you felt at that time.

When you need a boost of confidence use your magic finger to re-create/build your strong and confident feelings.

I have magic powers – I can boost my confidence!

Spring



Big No

Set personal boundaries.

Boundaries help us feel secure and build our self-esteem. Children must be able to say no when they feel like they are being asked to do something that is unsafe or unkind.

Demonstrate to your child when to say no and show them how to say no with confidence. Use good eye contact and stand tall.

I can say no with confidence.

Summer



Big Yes

Say yes to new experiences.

Saying yes to new things can be fun and exciting but also a little scary. Support your child to listen to their instincts and make their own decisions.

When a new thing is good for us we can use our trick box skills to help build the confidence to say yes.

**I can say yes and I can say no!
It is my choice.**

RECAP



General timetable



- ✓ Drop off window – children are responsible for putting their own belongings away; handing in their reading record and changing their BB book on a Monday and Friday.
- ✓ We have daily, writing, reading, mathematics and phonics sessions.
- ✓ Most children are taught by their class teacher all day with the exception of phonics, which is taught in set groups.
- ✓ Daily reading includes our focus authors; library sessions and our STAR time challenge.
- ✓ Regular handwriting sessions teaching and practising cursive script which is a school focus.
- ✓ Foundation subjects (art, DT, geography and history) are taught progressively and are contextualised within topics.
- ✓ Some subjects are usually stand alone: computing, science, religion and worldviews and PSHE sessions, which are taught on alternate weeks.
- ✓ Daily assemblies (as a class, year group or whole school).

Indoor PE and Outdoor Games



Meerkats – Monday and Tuesday

Zebras – Monday and Tuesday



Giraffes – Monday and Tuesday

- PE kits should remain in school please and will be sent home at the end of each half term to be washed.
- Please ensure all items are named.
- No earrings on PE days please – children will either need to learn to take them out themselves or have them removed before school on these days.
- Consider appropriate clothing and footwear for all weathers and see uniform policy for more guidance. Having a suitable PE kit should be considered as part of preparing your child's uniform, and is essential for good safety.
- Please ensure long hair is always tied back.

Handwriting

- A school focus – cursive script.



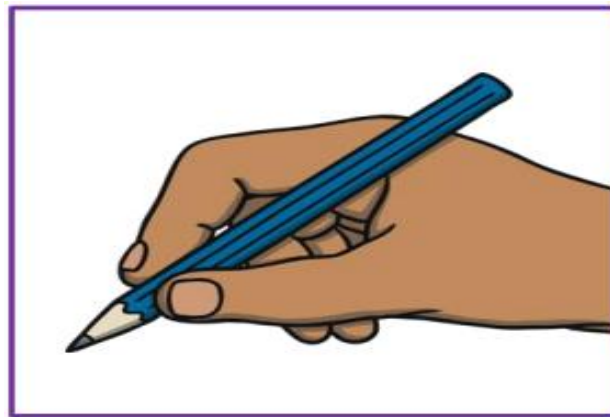
- Correct formation of all letters is required to be assessed as meeting the Year 2 expectations.
- All letters must be consistently correctly formed, sized and spaced before learning to join.
- 3 discrete handwriting sessions a week are taught alongside a focus on this in Literacy sessions.
- We celebrate handwriting with each class by having a handwriter of the week where a certificate and sticker are given out.



Handwriting

Tripod pencil grip

- This is the best grip to ensure fluency and speed.



Homework and supporting your child

Daily (at least three times a week)

- Reading BB book and recording this in the reading record.

Weekly

- Spellings (weekly)
- Numeracy and Literacy - linked to the learning in class.

Home Learning

- Information text, story, creative activity or research linked to the topic.
- Children can choose what to do and how to present it.
- It will be displayed and shared with the class.

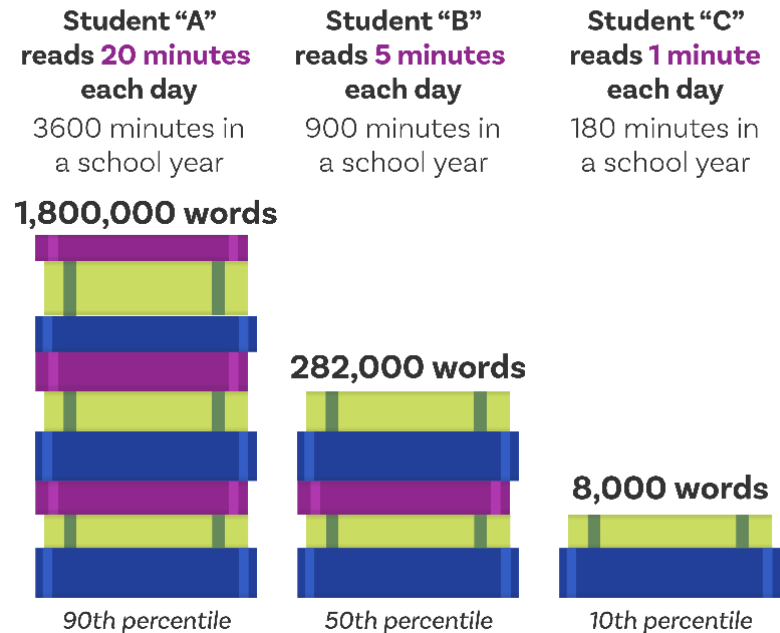
Most importantly, **HAVE FUN** with it!

The importance of Reading



- ✓ Reading is key to all learning
- ✓ 'The best writers are always readers' (Pie Corbett)
- ✓ School policy - minimum of 3 home reads a week

Why Can't I Skip My 20 Minutes of Reading Tonight?

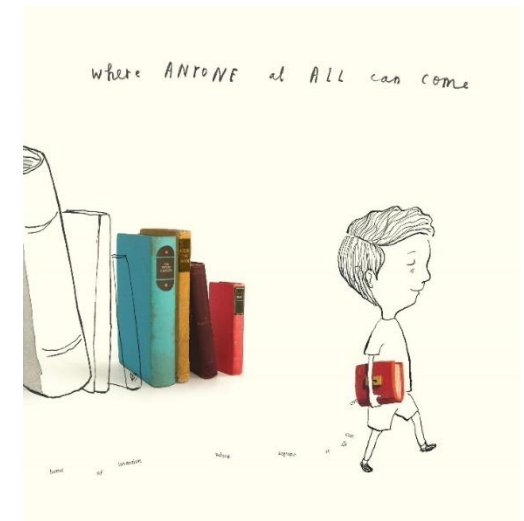


How do we support your child's reading?

- ✓ Reading with adults in school (initially twice a week in school).
- ✓ Guided Reading/whole class sessions with a comprehension focus.
- ✓ Focus on phonics - sounding out and blending – and fluency.
- ✓ All 1:1 reading has a focus on helping children to use their phonics and to not rely on the pictures.

How can you support your child's reading?


- ✓ We encourage reading for enjoyment, which means a child can read a book a few times if they particularly love it.
- ✓ Regular use of library and taking books home to share and enjoy.
- ✓ Celebrating reading successes, e.g. Star Time competition and stickers for number of reads each week.







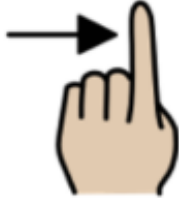
You can find this in the back of the reading records:


Strategies to help with reading

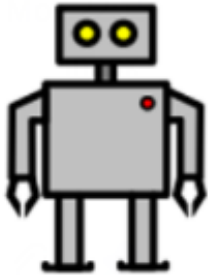




Hold the book the correct way.



Turn the pages right to left.


Use your pointing finger.


Sound out words carefully.


Use robot arms to help you blend.


Look for the graphemes you know.


Break up longer words - covering with your hand.

Fantastic events that we will enjoy in Year 2

- A walk around the local area
- A trip to Poole Quay
- Great Fire of London dress up and drama day
- Bread making
- Performance by a storyteller
- Puppet sewing
- Dazzling Dahl dress up day
- Trip to Moors Valley
- Leavers assembly/performance

...and many more!



Whole school dressing up



Julia
Donaldson
Character Day
– Autumn 1

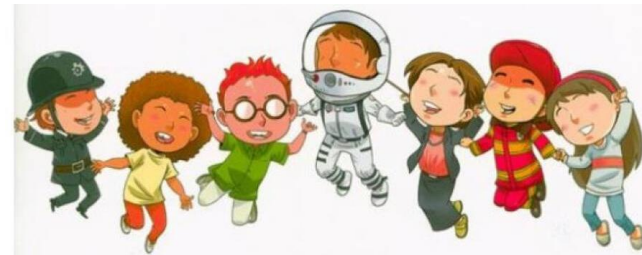


Children In
Need –
Autumn 2



World Book Day
– Spring 1

Christmas
Jumper Day –
Autumn 2



When I grow up day
– Summer 2

Dressing up in Year Two



Dazzling Dahl
Dress Up Day
– Autumn 2



Great Fire of London Drama
Day – Spring 2



Superheroes!
– Summer 1

We love Maths!

We aim to create confident mathematicians with fluency and reasoning skills.

- *Practise*: number bonds to 10, 20 and 100, doubling and halving numbers to 10 and 20, times tables, adding and subtracting, mental maths skills, telling the time, basic 2D/3D shapes and TT Rockstars
- *Play games*: Snakes and Ladders, Bingo, Dominoes, Monopoly
- *Real-life*: money, shopping, cooking, time, counting
- There will be a parent maths workshop later in the year.



Growth Mindset

What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Our Expectations



- ✓ 'Reach for the stars' behaviour reward system.
- ✓ Move up to the rainbow/shooting star by displaying RR behaviour, following our Class Charter, high quality learning, effort, positive values etc.
- ✓ Move down to the cloud if displaying unacceptable behaviour or not following our Class Charter. This will result in missing some of Sparkle Time on a Friday.
- ✓ Stickers – celebrate success and ensure that positives are regularly noted, e.g. Rights Respecting role models.
- ✓ School certificates and shout outs.

We are Gold!

RR accreditation – Gold Level

RR continues to underpin our day-to-day interactions and teaching, as well as behaviour management strategies and approaches. Children are taught about their rights from EYs and they are a cornerstone of our school philosophy.

We have also been awarded Gold Level in the All Together Anti-Bullying Programme.



Class Charters

We have the *right* to ...

- ✓ Play and learn
- ✓ Share our views
- ✓ Be safe
- ✓ Respect and dignity

Plus lots more that the children suggest,
related to other UNICEF articles.



Reminders...



- Please be aware that we have children in the school with nut allergies. We are a 'nut aware' school. Please avoid including any products with nuts in packed lunches etc.
- Please be advised that there is a new sign on the climbing equipment on the playground. Please can children not use this before and after school, for their safety.
- If your child cycles or scoots to school then they must wear a helmet – safety is of the utmost importance to us all. Please make sure they always dismount when on the school site too.
- Please ensure children are provided with a water bottle each day, and also bring in their reading records.



*Parent Teachers
Association (PTA)*

'Friends of Ad Astra'

PTA Events



Thank you for coming.

*Please do visit your
child's teacher in their
new classroom.*

