



Welcome to Year 2 August 2023

Aims:

- Share our expectations
- Share format for learning
- Answer any questions you may have



Here are the Year 2 team:

Welcome to Year 2

Your Team:



Ms Maharjan



Ms Yates



Mr Alcock



Ms Shrestha



Ms Vaidya

Primary ALN Lead - Jessica Dennison



Please feel free to contact your teacher with any queries:

Alex Yates ayates@tbs.edu.np

Sona Maharjan smaharjan@tbs.edu.np

Assistant Head for Years 1 and 2:

Alex Yates ayates@tbs.edu.np

You will receive these emails on our curriculum overview



Weekly Overview - a typical week in Year 2Y

	8:00 - 8:05	8:05-8:45	8:45-9:40	BREAK	10:00-10:50	10:50-11:45	LUNCH	12:40-1:35	1:35-2:30
MONDAY		Phonics/ GR	Maths		English	IPC		Library	Music
TUESDAY		Word Work	Forest School					ICT	IPC
WEDNESDAY		Phonics/ GR	Science		Maths	PE		French	PSHE
THURSDAY		Phonics/ GR	Maths PLT		Maths PLT	English		PAWs	Nepali
FRIDAY		Phonics/ GR	Mental Maths/ IPC		English	English		PE	Assembly



Weekly Overview - a typical week in Year 2M

	8:00 - 8:05	8:05-8:45	8:45-9:40	BREAK	10:00-10:50	10:50-11:45	LUNCH	12:40-1:35	1:35-2:30
MONDAY		Hw/Spellings	Maths		English	IPC		Music	Library
		Phonics/GR							
TUESDAY		Hw/Spellings	Forest School					IPC	ICT-AAI
		Word Work							
WEDNESDAY		Hw/Spellings	Maths		English	PE		PSHE	French
		Phonics/ GR							
THURSDAY		Hw/Spellings	Maths		English	Science-AAI		PAWS	Nepali
		Phonics/ GR							
FRIDAY		Hw/Spellings	Mental Maths		English	IPC		PE	Assembly
		Phonics/ GR	Maths						

Home-School Communication

Please be sure the school has your current email address.

SeeSaw and GMail- Families will receive a year group email with logins for students and families.



Please use email for individual updates and messages to the class teacher.



Weekly Newsletter & weekly updates on the Year group Website- learning for upcoming week

We will do our best to respond in a timely manner, in most cases within 24 hours.



Home Expectations

At TBS we expect children to take ownership of their learning by empowering themselves through healthy reading habits.

Children are expected to complete the follow each day:

Reading with an adult: 20 mins per day
Revise spellings daily

Students will all have reading logs and are encouraged to read up to 30 minutes a day and log it into their journals. Children are asked to bring the journals back to school with them every day.

Curriculum Overviews



Welcome to Year 2

Your Team:



Ms Maharjan



Ms Yates



Mr Alcock



Ms Shrestha



Ms Vaidya

We have an exciting year ahead, packed with fun and learning. Here is a brief overview of the key learning points in the Year 2 curriculum.

Please note that these are targets for the end of the academic year; we will be working towards them in gradual steps across each term.

Mathematics

Below are our key foci for Year 2.
The full curriculum can be found [here](#).

Number and Place Value

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- compare and order numbers from 0 up to 100; use <, > and = signs
- use place value and number facts to solve problems

Addition and Subtraction

- solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

Multiplication and Division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Fractions

- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity

Measurement

- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

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

English

Below are our key foci for Year 2.
The full curriculum can be found [here](#).

Reading

Word reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes (written letters) taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Reading comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

You will each receive a curriculum overview for the year, with breakdowns of what is covered in each subject throughout the course of Year 2.

IPC

Term 1



Brainwave: The Brain



We Are What We Eat

Term 2



Live And Let Live



Let's Celebrate

Term 3



Who Am I?



A Day in the Life

Term 4



Time Travellers





PSHE, Nepali and ICT

PSHE

Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
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Nepali

In Yr2, Nepali is divided into 2 groups native and non- native. In both groups they learn about upcoming festivals, Nepali cultures and traditions, Nepali script and numbers etc. In native they learn to read, write and speak in Nepali and in non-native languages, we focus on speaking in Nepali only and they write in romanized Nepali.

Teach Computing following NC

Key stage 1

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.



Some exciting things to look forward to this year

Swimming - Please can you make sure they have the appropriate equipment and only miss swimming if they absolutely have to, so that they make the most of this learning opportunity.

Forest schools - Our forest school day is Tuesday. Children need to come to school in suitable clothes and shoes (wellies in Monsoon) for outdoor and adventurous learning.

Expedition (Camp TBS)- A sleepover in school in the second half of the year with day trips out to prepare children for further adventures as they move up through the school.

Winter concert will be at the end of Term 2. KS1 will be putting together an amazing play for this - not be missed. (Date TBC)

Community festival After the success of last year we will once again be putting on a music and dance festival with our partner sch later in the year. (Date TBC)



Key points to note

- Children arrive to school at 8am for registration.
- Pickup time is 2.30pm unless your child has a club.
- Children need to bring a hat, sun cream, mosquito repellent, water bottle, spare mask, snack, lunch (if packed lunch) and reading book to school each day.
- On Mondays, please can they ensure they bring any library books that need returning
- PE Kit is needed on Wednesday and Friday.

Key points to note

Birthday invites - if the whole class is being invited, the teacher can share the invites, if it is selected children, the parents should contact them directly.

Swimming kit:(TBC)

Swimming costume, towel, bag to put wet clothes in, goggles, sliders to wear around the pool, hairbrush (if needed)

Forest School Kit: (Tuesdays)

Snack, water bottle, spare clothes,
Weather dependent - wellies, spare shoes and waterproofs
Mosquito repellent, sun cream and hat

No Crocs





Seesaw

Seesaw

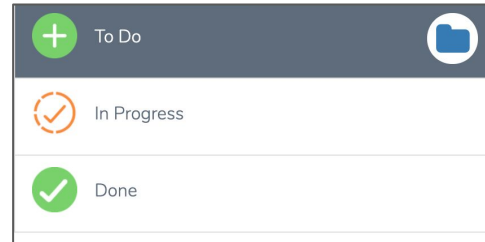
Seesaw will be used to share work from class and to support learning within the classroom.

Feedback

There are two ways your child will be able to access any work they have done on Seesaw (which I am sure they are familiar with):

Completed work returned with a comment (found in 'Done')

Incomplete work sent back with an instruction (found in 'In Progress')



Some wonderful learning so far...





Any questions?