

Welcome to Year 2

Y2 Woodpecker: Mr Pearce (Year Group Leader)

Y2 Kingfisher: Miss Watkins

Y2 Robin: Mr Shaw and Mrs Nutley

Teaching Assistants:

Mrs Keller, Mrs Mole and Mrs Beresford-Ward



School Senior Leadership Team



Mrs Louise Wood
Headteacher



Mrs Kate Duncan
Deputy Headteacher
Assessment Leader



Mrs Michelle Rondeau
Assistant Headteacher
& Inclusion Leader

Mrs Janine Covey
Assistant Headteacher
& Trust EYFS Leader



Miss Rebecca Cheetham
Assistant Headteacher
& Maths Leader

Miss Marianne Wilson
Assistant Headteacher,
Trust English Leader
& Teaching and Learning Leader



Other Adults

Mrs Cutts-Munro – Art

Ms Wallis – PE

Mrs Pericleous – Music



The Curriculum at Barrow Hedges

We aim to deliver a diverse and creative curriculum with exciting themes that the children will be fully engaged with. We will be adding curriculum overviews to the school website where you can see a break down of everything that your child will learn each half term.

For further information please visit the school website:

<http://www.barrowhedges.com/>

Barrow Hedges Primary School

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Curriculum

Barrow Hedges Curriculum

At Barrow Hedges we used the topic titles and some of the materials from 'The Cornerstones Curriculum' when introducing the curriculum changes in 2014. Since then we have developed our creative and thematic approach to learning further; mapping key skills to the Primary National Curriculum to ensure comprehensive coverage of national expectations.

English

Mathematics

Science Overview: Year 5 Autumn 1

- Unit 1: New Beginnings**
 - To know and understand the different types of rocks and how they are formed.
 - To know the characteristics of different types of rocks.
 - To know the different types of fossils and how they are formed.
- Unit 2: The Earth's Surface**
 - To know the different types of landforms and how they are formed.
 - To know the different types of weather and how they are formed.
 - To know the different types of climate and how they are formed.
- Unit 3: The Earth's Interior**
 - To know the different types of rocks and how they are formed.
 - To know the different types of fossils and how they are formed.
 - To know the different types of landforms and how they are formed.

History Overview: Year 5 Autumn 1

- Unit 1: The Roman Empire**
 - To know the different types of Roman buildings and how they are formed.
 - To know the different types of Roman artefacts and how they are formed.
 - To know the different types of Roman coins and how they are formed.
- Unit 2: The Middle Ages**
 - To know the different types of medieval buildings and how they are formed.
 - To know the different types of medieval artefacts and how they are formed.
 - To know the different types of medieval coins and how they are formed.
- Unit 3: The Tudor Period**
 - To know the different types of Tudor buildings and how they are formed.
 - To know the different types of Tudor artefacts and how they are formed.
 - To know the different types of Tudor coins and how they are formed.

Geography Overview: Year 5 Autumn 1

- Unit 1: The Earth's Surface**
 - To know the different types of landforms and how they are formed.
 - To know the different types of weather and how they are formed.
 - To know the different types of climate and how they are formed.
- Unit 2: The Earth's Interior**
 - To know the different types of rocks and how they are formed.
 - To know the different types of fossils and how they are formed.
 - To know the different types of landforms and how they are formed.
- Unit 3: The Earth's Atmosphere**
 - To know the different types of weather and how they are formed.
 - To know the different types of climate and how they are formed.
 - To know the different types of landforms and how they are formed.

Art Overview: Year 5 Autumn 1

- Unit 1: The Roman Empire**
 - To know the different types of Roman buildings and how they are formed.
 - To know the different types of Roman artefacts and how they are formed.
 - To know the different types of Roman coins and how they are formed.
- Unit 2: The Middle Ages**
 - To know the different types of medieval buildings and how they are formed.
 - To know the different types of medieval artefacts and how they are formed.
 - To know the different types of medieval coins and how they are formed.
- Unit 3: The Tudor Period**
 - To know the different types of Tudor buildings and how they are formed.
 - To know the different types of Tudor artefacts and how they are formed.
 - To know the different types of Tudor coins and how they are formed.

Believe to Achieve



Year 2 Curriculum

Term	Theme	Trip/Visitors
Autumn 1	Street Detectives	60s Interview
Autumn 2	Towers, Tunnels and Turrets	Tower of London
Spring 1	Land Ahoy!	Nautical Day (Dress up day)
Spring 2	Muck, Mess and Mixtures	Messy Day (Old clothes)
Summer 1	Wriggle and Crawl	Hobble Down Farm
Summer 2	The Scented Garden	Kew Gardens



English Assessment

To help inform our teacher assessment of whether your child is on track to meet the expected standard for the end of year we carry out ongoing assessments of the children's reading and writing throughout the year.

Primarily, your child's books form a portfolio of writing which showcases their ability to meet the Year Group expectations, both independently and with help from their teacher. This is the main body of evidence used to assess children's attainment and progress in writing throughout the year.

Children have Guided Reading sessions every day and their responses to class discussions and independent work during these sessions inform the teachers assessments. In addition to this teachers will listen to children read on a 1:1 basis to assess their fluency. Children also carry out more formal reading assessments throughout the year.

Year 2 English Checklist

- 1. CL and FS ! ?
- 2. Commas for lists
- 3. Apostrophes for contractions
- 4. Apostrophes for possession (singular) [e.g the girl's book]
- 5. Write statements, questions, exclamations and commands
- 6. Expanded noun phrases [e.g the blue butterfly]
- 7. Present and past tense used correctly
- 8. Co-ordinating conjunctions [and, or, but]
- 9. Subordinating conjunctions [when, if, that, because]
- 10. Use suffixes to turn adjectives into adverbs
- 11. Spell common exception words



Handwriting

The school has a cursive handwriting policy.

If you would like to see what these letters look like please check our website for further information.



Arithmetic

In Year 2, we have introduced weekly arithmetic tests, which are similar in style to the SATs arithmetic test paper.

The children will complete these every Friday, and will bring them home, along with their spelling test.

Although your child's teacher will go through the answers with the class, please look at the test with your child at home. This will give you an idea of what the maths expectations are and will enable you to support your child.

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1 mark



Homework - set on Microsoft Teams

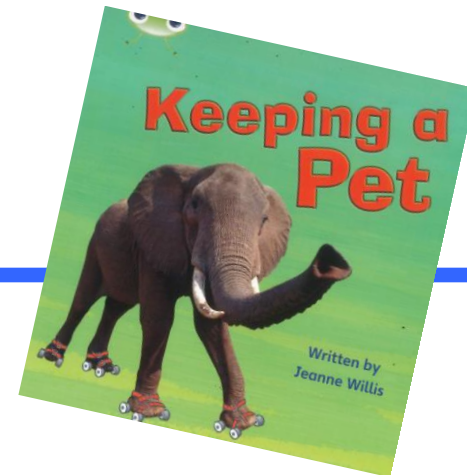
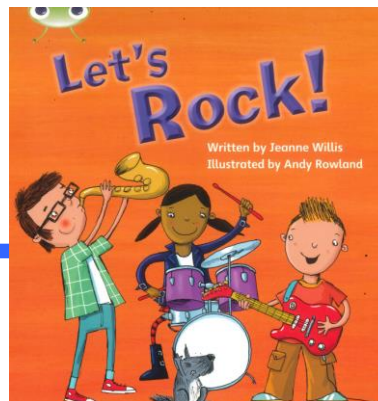
1. Daily reading.
Book change twice a week (Monday and Thursday).
2. Weekly Spelling Tests.
Children will be tested on Fridays.
3. Weekly maths and English homework (this will start for Year 1 in Autumn 2).
Homework is set on a Friday with a deadline of the following Friday.

New Decodable Book Scheme for Early Readers

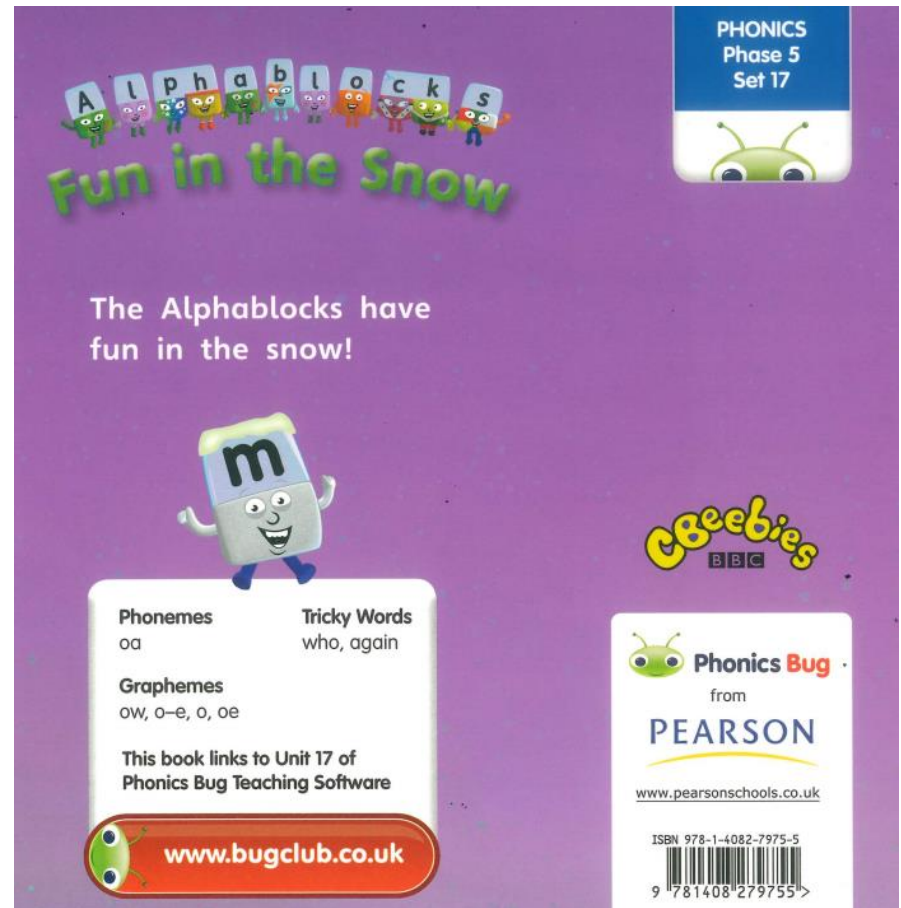
As a school we have followed the Oxford Reading Tree book banded scheme for many years. This scheme has been successful in many ways; however, we are constantly reflecting on our practice and striving for change for the better; so, we have made the decision to modify our book scheme for children in the early stages of reading.

The National Curriculum states that pupils should be taught to: *'read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.'* For this reason, we have invested in exciting new books that have been carefully structured in cumulative steps for children learning to read, so that they can decode every word as their knowledge of the alphabetic code increases.

After extensive research into which book schemes would work best in our school, we chose the Phonics Bug decodable book scheme. These books are fully decodable, with fiction and non-fiction titles from Phases 2 to 5 including stories from the hugely popular CBeebies Alphablocks characters ensure children read from books with the sounds they know as they are learning to read. Each phase is broken down into individual sets of phonemes and graphemes that exactly match the order that we teach phonics in school. For this reason, teachers will be able to match the books to the phonics being taught so that reading at home consolidates the excellent teaching in school. The books will still be set by teachers, using their assessments and in accordance with your child's learning and so not every child within a class will be given the same book.



This book is for children working within Phase 5 and, as you can see, the text will include words containing the 'oa' phoneme (sound) spelt in a variety of ways, for example 'ow' (snow), 'o-e' (frozen), 'oe' (toe), 'o' (so) and 'oa' (toast). It will also contain the 'tricky words' (words that cannot be sounded out easily) 'who' and 'again'. You can support your child at home by looking at this before you begin reading and asking them how many words they can remember containing these phonemes. You can then collect the words that you find whilst reading. This discussion will consolidate learning in school and will greatly improve your child's reading and spelling.



Before and during reading

1 Say the sounds and look at the new spellings



2 Blend the sounds

For longer words, blend one syllable at a time, e.g. toast/y

t-oa-s-t-y, toasty

s-o, so

s-n-ow, snow

n-o-s-e, nose

t-oe-s, toes

3 Read the tricky words

who again

Point out the tricky bit of the word
(e.g. the 'ai' in 'again' sounds /e/) and then blend the rest.



Meet the Alphablocks

We are the Alphablocks. We each have our own special sound. When we get together, word magic happens! When we make a word, we say our sounds in turn and then blend them together.



Talk together

Ask the children to read the title.
Do they like playing in the snow?
What do they like best about snow?
Are there any problems with snow?

Vocabulary check

On page 16, check that the children know what a stove is, and that some people use stoves like the one in the picture for keeping warm.

While you read

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On pages 2-3, what do the children think the Alphablocks will do to make it cooler?
- Encourage the children to read the speech bubbles on pages 2-3 with lots of expression.
- On pages 6-7, what do the children think the Alphablocks could do to keep warm? Turn the page to see if they were right!
- On page 16, can the children see any possible problems with the snowman being near the stove?

As the books are matched to the phonics that your child has been taught and their developing phonetic knowledge, in every book cover there is guidance to support you with this at home. Always spend time looking through this page as it will refresh their memories give them the tools to be successful when reading. It will also allow you to be confident in what your child knows, or should know, and less likely to over scaffold or intervene when reading. Instead, you can ask questions such as "Can you remember the sound we're thinking about in this book?", "What sound do these letters make when they come together?" or "Let's use our sounds to break up this word."

As the books are revision for the children, this should mean there are less unfamiliar words. Therefore, you should have more time to enjoy the books and develop your child's fluency and comprehension skills. It is always beneficial to read the book more than once. During the first reading, your child can concentrate on decoding the words within the text; whilst during second or even third reading, you can encourage your child to think about the way they are reading aloud and model this to them. You can also discuss expression and the way that you read punctuation within a sentence, e.g., pausing after full stops and commas or changing your voice when you see an exclamation or question mark. At the back of every book, there are comprehension questions and extension activities for you to work through that will extend you child even further.

Once your child is secure in all areas of phonics, including alternative spellings and phoneme families, your child's teacher will move them onto books that will extend them further with both their fluency of reading and their comprehension.

After reading

Story comprehension

- Ask the children to retell the story in their own words, taking turns to tell their partner the main points of the story.
- What things do the Alphablocks do when they are having fun in the snow?
- Do the children think it was a good idea to make the stove?
- Can the children think of any other ways the Alphablocks could have kept warm in the snow?

Picture detective

Ask the children to find objects in the pictures that contain the:

/oa/ sound (snow, snowman, nose, toes, snowballs, stove, etc.)

Don't necessarily do all of these activities – just those that your children need.

Follow up

Speedy reading

Return to the words on the front inside cover (section 2) and check children can sound out and blend these words confidently. Ask them to practise reading them until they can read them quickly. Do the same for the tricky words (section 3).

Segmenting for spelling

Practise this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.

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Believe to Achieve

Our 4 Core Values

Care

Honesty

Respect

Responsibility

Our School Motto

Believe to Achieve!

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The behaviour sheet works in the same way as the cloud system: children will receive a warning and if behaviour persists, the 5, 10 and 15 minute sanctions will be implemented during break times.

Behaviour

Barrow Hedges Primary School
Class Behaviour Record Sheet – to be kept on a clipboard

Class _____



Date	First name warning	Behaviour Code	Miss 5 mins play	Miss 10 mins play	Exclude for 15 mins	Put on 369 sheet
Please ensure: 1. The child knows why they are on sheet 2. Detention is given 3. Missed 15 mins work is made up 4. Sheet is highlighted to show time spent					369 sheet box to be ticked if 15 mins is ticked	
					If this is the first time for a child – inform parents	

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Behaviour - 3,6,9 explained

Where a child has built up 15 minutes, a 3, 6, 9 sheet will be started. In this case, children will complete their 15 minutes outside of the school office under SLT supervision and parents will be informed. If 3 of these are given in a single half term, parents will be called to discuss behaviour and how to move forward.

BARROW HEDGES PRIMARY SCHOOL - BEHAVIOUR MANAGEMENT – 3,6,9 SHEET

Name _____

Class _____

	Date	Behaviour	Consequences/Action
1			
Parents informed on		(date)	(initial)
2			
Parents informed on		(date)	(initial)
3			
Year Group Leader informed			
Parents informed and meeting arranged with parents and Year Group Leader; Notes written up			

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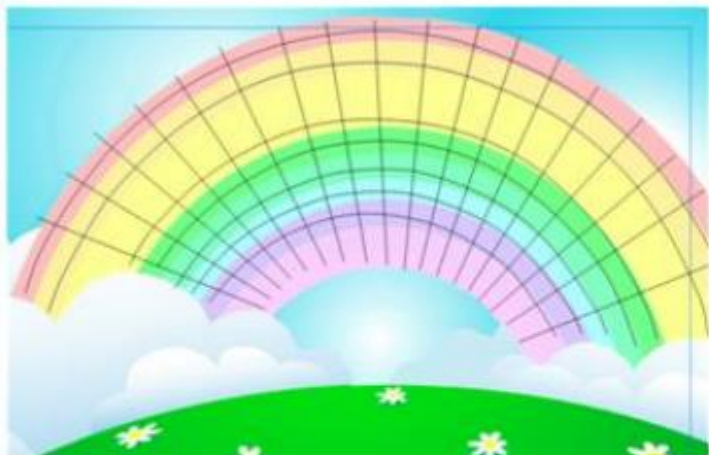


Year Group Leader informed Parents informed and meeting arranged with parents and Year Group Leader; Notes written up			
4			
Parents informed on		(date)	(initial)
5			
Parents informed on		(date)	(initial)
6			
Deputy Head <u>and</u> Year Group Leader informed Parents informed and meeting arranged with parents and Deputy Head (and YGL); Notes written up			
7			
Parents informed on		(date)	(initial)
8			
Parents informed on		(date)	(initial)
9			
Letter to parents from Headteacher – meeting arranged; Notes written up			

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Key Stage 1 Reward System

A template for a rainbow chart. It features a rainbow arching over two white clouds. Below the clouds is a grid for tracking points. The grid has 20 columns, numbered 1 to 20, and 10 rows. The first column is labeled 'Name'. The grid cells are colored in a repeating pattern of yellow, grey, and white.

Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20



Children will be rewarded with rainbow points for their work as well as positive behaviour, and work toward securing bronze, silver and gold awards.

Barney Award – Friday's Celebration Assembly



Led by Mrs Wood, Miss Cheetham or Mrs Rondeau

This assembly is held on a Friday.
This is a chance to hear about
which children has demonstrated
our 'Building Learning Power'
traits amongst other things.



Ron Resilience



Connie Collaboration



Rosie Reflectiveness



Ravi Resourcefulness

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In the Dining Hall

In the dining hall/classroom we must:

Line up in an ***orderly*** fashion.

Say please and thank you and use ***good manners***.

Stay in our seats for the whole time we are eating.

Talk calmly to others, never shouting.

Be gentle and not hurt others.

Be kind and helpful and not hurt anyone's feelings.

Work together to solve problems, ***using words to express and explain, rather than actions***.

Clear away our own plates, cutlery and ***any waste***, including from our lunchboxes.

Walk sensibly and never run.

Return our lunchboxes to the lunchbox trolley carefully and neatly.

On the Playground

In the playground we must:

Learn and know the rules for how to use our playground and follow them.

Be gentle and not hurt others.

Be kind and helpful and not hurt anyone's feelings.

Play together and ***look after each other.***

Work together to solve problems, using words to express and explain rather than actions.

Take care of our ***equipment*** and use it properly.

Leave dirt and rocks on the ground.

Ask to use, and behave sensibly in, the toilets(this is not a place to play or chat)

Tidy up after ourselves.

Stop playing when the bell goes, stand still and listen quietly.

Tell an adult if you are feeling sad and/or lonely.

Tell an adult if someone is not following the rules.

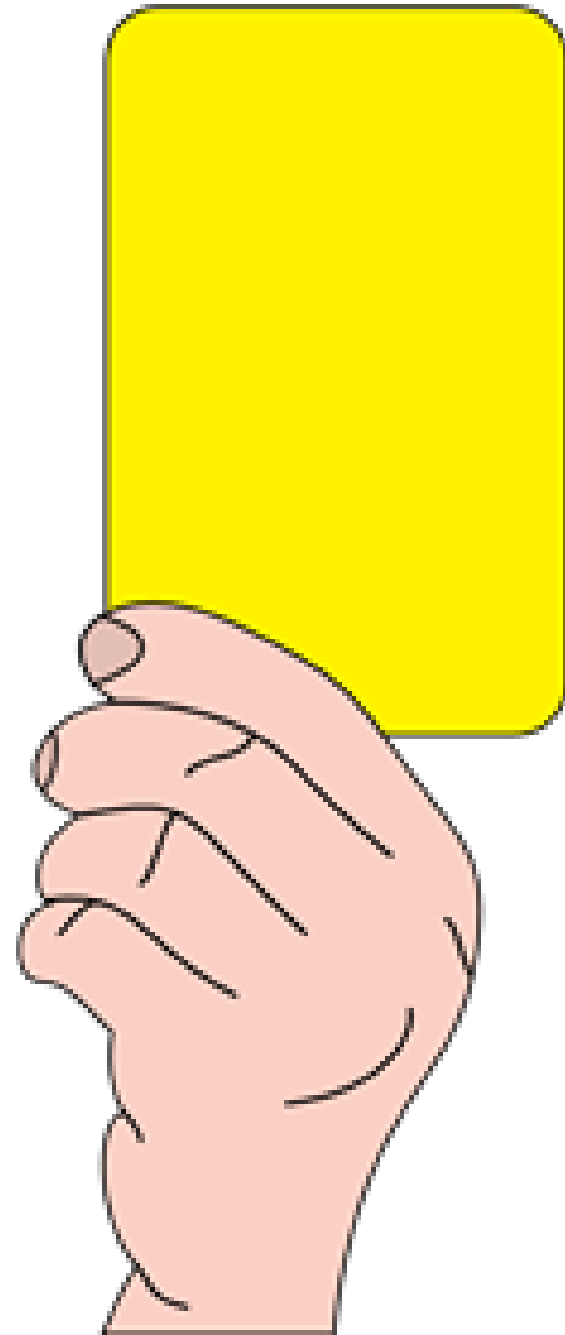
Consequences: Yellow Card

If you do not follow the lunch time rules, you may get a yellow card. This means you will have a 5 minute (KS1) or 10 minute (KS2) time out.

In this time you need to calm down and think about what you did wrong.

Examples of behaviour that may result in a Yellow Card:

- disrupting other children's play on purpose
- Showing disrespect towards a Midday Assistant – this includes verbal (e.g. answering back) and non-verbal behaviours (e.g. rolling of eyes)
- Not doing as you've been asked (e.g. lining up quietly)
- Throwing food on the floor and/or being silly with food
- Shouting and messing around in the dining hall, including being out of your seat
- Pushing in the line
- Entering the school building without asking
- Being silly and/or staying too long in the toilets
- Unkind behaviour
- Rough behaviour



Consequences: Red Card

If you do not follow the rules and your behaviour is **more serious**, a Teaching Assistant or Midday Supervisor can issue a Red Card. If you get a red card you will be sent directly to the main office and a member of the senior leadership team will speak with you before deciding what to do next.

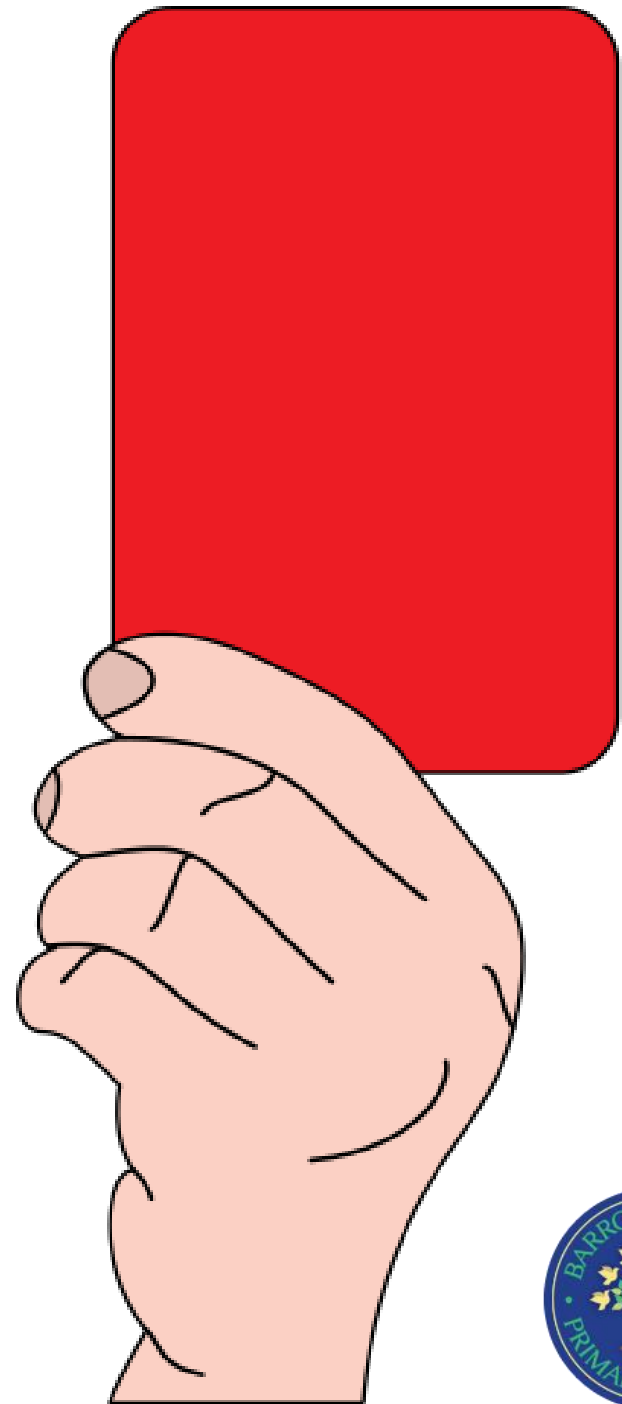
If you get a Red Card children will be removed from lunch play for a total of 30 minutes (KS1) or 60 minutes (KS2).

This 'detention' may be spread over two breaks.

There are some types of behaviour that will result in the immediate issuing of a red card. Examples include:

- Physically hurting someone on purpose (punching/kicking)
- Threatening/aggressive behaviour
- Racism
- Being rude to a midday assistant (saying 'No!' If you are asked to do something)
- Swearing
- Breaking or damaging equipment on purpose
- Stealing

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The Midday Supervisors/ Teaching Assistants will make decisions about giving yellow and red cards in a fair way to make sure all children have happy play times. As with all adults in school, children must treat our Midday Supervisors with respect.

At the end of each lunchtime, an adult will collect in the Yellow and Red Cards and let class teachers know. A record will be kept of this information. Parents will be informed if there is a serious incident.

As cards can be issued by any Midday Assistant/ Teaching Assistant, you could be given more than one Yellow Card in one lunchtime. If this happens, you will be kept in for a further 20 minutes the following day.

PE Kits

As a school, we have decided to continue to ask children to come to school in their PE kits on PE days. This decision has been made due to many factors, including increased learning time, less time spent finding lost items of clothing and ease for parents.

We do ask that parents ensure that children adhere to our school PE uniform policy on these days and ensure that full school uniform is worn during the other days of the week.

Children that are not wearing full school uniform on these days will be picked up on and, in repeat cases, parents will be contacted by school.

Reminders of Whole School Policies

- Please ensure that children adhere to our uniform guidelines and are well presented and should not wear earrings.
- Water - not squash or flavoured water.
- A piece of fruit/vegetable for break time (not cereal bars)
- Remember we are a nut-free school; we encourage healthy choices for packed lunches.
- Only foam balls are allowed on the playground at lunchtime only.
- No birthday sweets.
- Staff do not hand out party invitations – please do this yourselves. Thank you.

Communication

If you have any questions or concerns during the year please do come and speak to us – we will be on the playground at the end of the school day.

If you need to contact us by e-mail, please use the Barrow Hedges e-mail address: office@barrowhedges.com . Please write the Class Teacher's name as the subject header. Please note you won't get an immediate response; during the day the focus is on teaching and sometimes teachers won't look at their emails until the end of the school day. Alternatively, please do send a note in the morning in the Home School Book with your child if it to alert the teacher's attention to something and doesn't require a response.

Please only contact teachers via the school and not through social media such as Facebook.

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Drop off and Pick up arrangements

We will be returning to our usual pick and drop off routines, unless the government guidelines change.

In the morning, please drop your children off at either Radcliffe Gardens or Harbury Road gate and they will come straight into their classrooms where their teachers will greet them. The gates will open at 8.40am and be closed at 8.55am. The register will be taken at 8.55am so any child arriving after this time will need to come in via the school office and will be marked late.

The gates will open again at 3.05pm and children will be dismissed from the playground at 3.10pm. Year 1 parents, please stand outside the Year 1 fenced area where the teacher can see you from their back door. Year 2 parents, please stand next to the Reception building outside Robin class, behind the white line.



Primary Assessments in KS1

Date	Activity
May 2022	Key stage 1 test period
Week commencing Monday 6 June 2022	Phonics screening check week

Year 2 will make up for missing their phonics screening in Year 1 (2021) by sitting the screening in Autumn term. Any children that do not make the expectation will be tested again in June with Year 1.



We look forward to working with you this year.

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