



Welcome to Year 2

Year 2

Class teachers

2C

Miss Capozzi

2G

Miss Gorton

Specialist Teachers

PE

Mrs Prior

Art/computing

Miss Dockerty

Music

Miss Marsden

Routines

- ▶ Lunch time is from 12:15 to 01:05.
- ▶ Please ensure you inform the class teacher/ office if your child is being collected by someone else. We are unable to release your child to another adult without this communication.
- ▶ The children need a water bottle, lunch (unless having school dinner), reading book and spelling book every day.
- ▶ Prescribed medicines to be taken to the office.

- ▶ For HT1, PE will be on Tuesday and Thursday for week 1.
- ▶ In weeks 2-7 children will also have swimming on Tuesday and Thursday. Children should wear their PE kit to school on these days.



**Excellence:
everyone, everywhere, every day**

Our school values: RESPECT

Our core values of RESPECT underpin everything we do.



What does this look like in Year 2?

Celebrating our values

- Each Monday, we celebrate children who have shown the RESPECT values from each class.
- Each week we have a different RESPECT focus
- If your child has won an award, you will be invited in (in person or via teams) to celebrate with them during this assembly

RESILIENCE
R

EMPATHY
E

SELF-AWARENESS
S

POSITIVITY
P

EXCELLENCE
E

COMMUNICATION
C

TEAMWORK
T

Ashdene

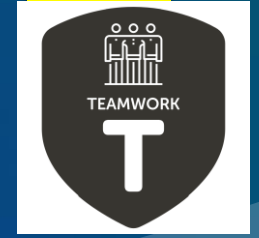
This certificate is awarded to

In recognition of

Signed

Date

Attendance



Children to enter through the playground doors between 8:45 and 8:55am.

If children are late, they should enter through the school office, with an adult to sign them in.

Children will be dismissed at 3:20pm from the classroom door onto the playground.

- Regular and punctual attendance in school is essential
- When a child misses school, this disrupts their learning
- Last year, at the end of Year 2, of those with attendance of 95% and higher, 84% achieved the expected standard in reading and writing.
- Of those with less than 95% attendance, only 69% achieved the expected standard in reading and writing. That is a difference of 15%.

Attendance

All children should be aiming to achieve a minimum of 97% attendance, apart from those with chronic health issues.

Excellent attendance at school is important to allow children to fulfil their potential. Days off school soon add up and frequent late arrival impacts important learning at the start of the day. It can be hard for children to catch up on vital information missed, which can significantly impede their academic progress and overall well-being.

Every Minute Counts

Lateness = Lost Learning (Figures below are calculated over a school year)	
5 minutes late each day	3 days lost!
10 minutes late each day	6.5 days lost!
15 minutes late each day	10 days lost!
20 minutes late each day	13 days lost!
30 minutes late each day	19 days lost!

Days off school add up to lost learning

175 NON SCHOOL DAYS IN A YEAR
175 days to spend on family time, visits, holidays, shopping, household jobs and other appointments

190 DAYS FOR YOUR CHILD'S EDUCATION EACH YEAR	10 DAYS ABSENCE 180 DAYS OF EDUCATION	19 DAYS ABSENCE 171 DAYS OF EDUCATION	29 DAYS ABSENCE (A TERM MISSED) 161 DAYS OF EDUCATION	38 DAYS ABSENCE 152 DAYS OF EDUCATION	47 DAYS ABSENCE 143 DAYS OF EDUCATION
100%	95%	90%	85%	80%	75%
Good Best chance of success. Gets your child off to a flying start		Worrying Less chance of success Makes it harder to make progress		Serious Concern Not fair on your child	

Attendance percentage

2023-2024	92.7%
This time last year	92.3%

Absences

- 10 authorised absences
- 14 unauthorised absences
- 12 days missed
- 3 sessions late before register closed
- 5 periods of absence due to illness
- 9 broken weeks

Absence patterns

- Absence before or after school holiday

WRITING	Above 90% Att	Below 90% Att
% GDS	41%	14%
% EXS+	95%	71%

GPS	Above 90% Att	Below 90% Att
% HS	79%	50%
% AS	98%	66%
Av. Scaled Score	114	106

READING	Above 90% Att	Below 90% Att
% HS	63%	33%
% AS+	95%	83%
Av. Scaled Score	111	109

MATHS	Above 90% Att	Below 90% Att
% HS	54%	33%
% AS	100%	66%
Av. Scaled Score	111	107

Working together to improve school attendance

Statutory guidance for maintained
schools, academies, independent
schools and local authorities

PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE ARE CHANGING !

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force on 19 August 2024.]

Penalty Notices will be issued for

Term time leave: Penalty Notice fines will be issued for term time leave of 5 or more consecutive days.

10 Sessions of Unauthorised absence in a rolling 10 week period: A Penalty Notices may be considered when there have been 10 sessions of unauthorised absences in a 10 week period.

However, we retain the discretion to issue a Penalty Notice before the threshold is met. For example, where parents are deliberately avoiding the national threshold by taking several term time holidays below the above thresholds.

Per Parent/Per Child

Penalty Notice fines will continue to be issued per parent per child. For example: 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.

First Offence

The first time a Penalty Notice is issued for term time leave or irregular school attendance the fine will be charged at:

£160 per parent, per child if paid within 28 days of the issue, reducing to £80 per parent, per child if paid within 21 days.

(Unpaid penalty notices may result in a parental prosecution)

Second Offence

Where it is deemed appropriate to issue a second penalty notice to the same parent for the same pupil within 3 years of the first penalty notice, for either term time leave or irregular attendance the second penalty notice will be charged at:

£160 if paid within 28 days. (Unpaid penalty notices may result in a parental prosecution)

Third Offence

On the third time that an offence is committed within 3 years of the first penalty notice for either a term time leave or irregular attendance a penalty notice will not be issued. The case may proceed to Parental Prosecution under the Single Justice Procedure. If found guilty of the offence of 'Failure to send a child to school' the Magistrates can impose a fine up to £1000 or legal proceedings under Section 444 (1a) can include a fine of up to £2500.

Uniform



- Our school uniform is now supplied by Express Uniform. The school uniform policy can be found on the school website along with a link to our online shop. This academic year, pupils can wear the royal blue or new navy blue jumpers/cardigans
- High expectations of presentation for all pupils
- Children should come to school in their PE kit on allocated PE days (and swimming HT1). This must be our new PE kit (navy)
- Please see the uniform policy for details on what is the Ashdene PE kit: **wearing own sports clothes is not acceptable.**

- If your child cannot meet uniform expectations (i.e. they have grown out of their school shoes) please inform your class teacher by email, including when this will be resolved
- If children are wearing incorrect uniform or P.E kit, parents will be contacted. Children can be sent home.
- If families are struggling with the purchase of uniform, please contact school.

Expectations, rewards and behaviour

- ▶ Expectations of pupils are the same in all classes – this is known to the children and there are reminders around classrooms
- ▶ Celebration assembly for exceptional work and/or attitudes



Expectations, rewards and behaviour

Walking in the corridors



**Silence unless
talking to an adult.**



Walk on the left.



Walk in single file.



Ready for learning



Arrive on time.



Wear the correct uniform.



Have the correct equipment.



Silence in the corridors.



Put your things away quickly.



Greet your teacher at the door.



Greet your classmates.






























Start your task.



Expectations, rewards and behaviour

- ▶ Merits awarded for demonstrations of the RESPECT values
- ▶ Merit shop at the end of each half term
- ▶ Consequences – known by the children
- ▶ Focus on reflection, restoration and resolution

 3267 Whole Class	 151 Alia	 46 Amber	 167 Amy	 145 Austin	 168 Ava G	 134 Ava H	 40 Beau	 152 Connie
 101 Elliott	 48 Emily	 139 Felix	 117 George	 95 Georgia	 80 Herbie	 150 Isabella	 126 Isla	 124 James
 143 Jasmine	 47 Jeremy	 125 Katie	 34 Leo A	 130 Leo G	 32 Lilia	 146 Max	 169 Maxim	 41 Oliver

Excellence at Ashdene



If you show the RESPECT characteristics, you will earn merits that you can spend at the merit shop each term.

W

If you are not ready, respectful or responsible, an adult will give you a warning.

C1

If you continue to not be ready, respectful and responsible, you will have a C1 consequence.

C1 = Missing 10 minutes of playtime.

C2

If you do not correct your behaviour or refuse to follow instructions, you will have a C2.

C2 = Missing 10 minutes of playtime and spending 10 minutes in another classroom.

C3

If you playfight, cause damage to property, cause unintentional harm due to poor choices, show disrespect to others or use threatening words or behaviour, you will have a C3.

C3 = Missing 30 minutes of lunchtime. Your parents will be contacted.

C4

If you cause intentional harm, deliberately damage property, swear, use racist or homophobic language, bully another person or force someone to do something they don't want to do, you will have a C4.


C4 = Missing lunchtime and working outside the headteacher office for the afternoon. Your parents will be contacted.







ZONES of regulation

Zones of regulation aims to:

- ▶ Increase their emotional vocabulary so they can explain how they are feeling
- ▶ Recognise when other people are in different zones, thus further developing empathy
- ▶ Understand their emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which zone they are in
- ▶ Further develop problem-solving skills and resilience
- ▶ Identify a range of strategies that will support them



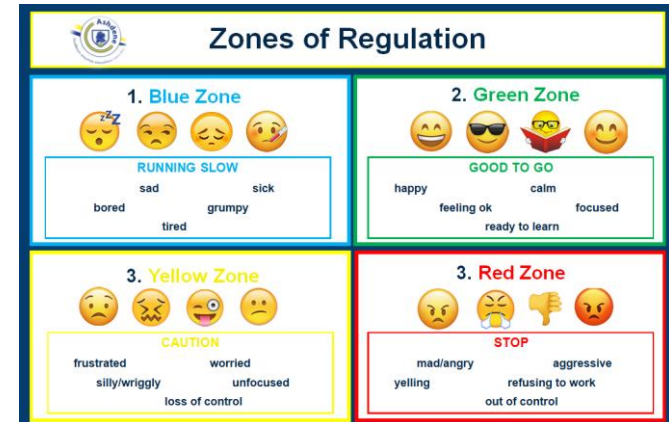
Zones of Regulation

<h3>1. Blue Zone</h3>  <p>RUNNING SLOW</p> <p>bored sad grumpy sick tired</p>	<h3>2. Green Zone</h3>  <p>GOOD TO GO</p> <p>happy feeling ok calm focused ready to learn</p>
<h3>3. Yellow Zone</h3>  <p>CAUTION</p> <p>frustrated worried silly/wiggly unfocused loss of control</p>	<h3>3. Red Zone</h3>  <p>STOP</p> <p>mad/angry aggressive yelling refusing to work out of control</p>

ZONES of regulation

Children will learn and use zones...

- ▶ Some discrete teaching lessons and through our PSHE curriculum
- ▶ Using the Zones language with all school staff and pupils
- ▶ In the classroom by referring to the posters
- ▶ Using their personalised scaling thermometer to identify what zone they are in and whether they need to talk about it with someone or implement strategies to help them (it is not a requirement for all children to use these, rather a suggestion if we notice they may be finding it difficult to self-regulate)
- ▶ Some children might prefer not to use the 'Zones language' and may label the emotions directly. This is fine and encouraged!



Behaviours		Strategies	
What could it look/sound like in this zone?		What might help when I am in this zone?	
I feel out of control I hurt others I damage property	I stomp my feet I cry I scream or shout	Red	Close my eyes and count Take deep breaths Ask to take a short walk
I am starting to loose control I squirm or fidget on my seat I roll my eyes or frown	I cross my arms I am distracted I am worrying about things		Stop and take a step back Ask for help Ask for a quick break
I am ready to learn I see and hear clearly I am calm	I am focused I smile and respond politely I am content	Green	Enjoy my time in school Read and work hard Help a friend
I slouch and sigh I yawn and rub my eyes I move slowly	My face is sad I cry I am not very well	Blue	Get a drink of water Write, talk or draw how I feel Focus on the positives

Curriculum



Year 2 Curriculum HT1






PSHE
Being me in my world


Commando Joe
Mission focus: Positivity, communication and teamwork.

Personal Development
Wider Curriculum Clubs Available
Sports club, archery, music, yoga, games club, Comrades JA, Dodgeball, cookery, Clay Creation, 1000.

Trips and Visits
Great Fire of London workshop as a part of our History topic.
Little Champions



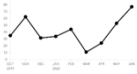

No Outsiders
Blown Away: To be able to work with everyone in my class.

<h3>English</h3> <p>Inspirational Text</p>  <p>Genres: Narrative Letter Recount Non-chronological report</p> <p>Class Story</p>  <p>The poem Year 2 are studying and learning to recite this half term is 'Now we are six.'</p>	<h3>Maths</h3> <p>Week 1-3 To know and Use Number: - Count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. - Identify, represent and estimate numbers using different representations, including the number line. - Compare and order numbers from 0 up to 100: use >, <, = signs - Count in steps 2,3 and 5 from 0, and in tens from any number, forward and backward. Week 4-7 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 related facts up to 100.</p> <h4>Mental Maths</h4>  <p>to 10</p>  <p>to 20</p> 	<h3>Science</h3> <p>The Year 2 science topic this half term is 'Animals Including Humans'. Children will learn that they need to eat the right amount of different types of food, exercise and have good hygiene to keep their body healthy.</p> <p>BSA articles: 42, 24 and 27</p>	<h3>Phonics</h3> <p>Phase 5 assessments</p> <p>Irregular/ high frequency words Phase 5 Alternates C(e) c(i) c(y) sc/sh se g (e) g(i) g (y) dge -el -al -le -ing -ed s</p>	<h3>History</h3> <p>Year 2 will be completing a study of the Great Fire of London. The children will explore the cause of the fire and the impact on lives today.</p> <p>BSA articles: 1, 2, 42 and 27</p>	<p>Is it possible to be kind to everyone all the time?</p> <p style="text-align: center; font-size: 2em;">RE</p>	<h3>Computing</h3> <p>Year 2 will be learning about and exploring the difference uses of ICT in our lives. They will also learn to how to resize images in Word documents.</p>	<h3>PE</h3> <p>The children will be taught by a swimming coach during their weekly swimming sessions. The children will also be taught Dance by the Sport coaches.</p>
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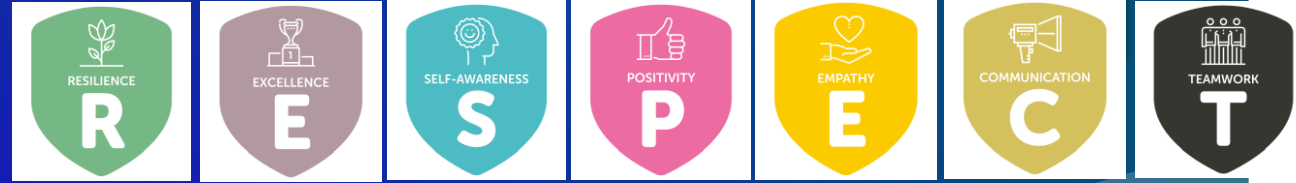


Shared with parents each half term to give you an overview of your child's learning

Knowledge Jigsaw Year 2 Science HT1

<p>What we already know</p> <p>Name a variety of common animals, such as fish, amphibians, mammals, birds and reptiles.</p> <p>Identify the differences between animal groups, such as the difference between the structure of a fish and the structure of a bird.</p> <p>Know the difference between animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of common animals.</p>	<p>Identify and classify animals</p> <ul style="list-style-type: none"> - Human, dog and cats offspring look like their parents. - Frog offspring doesn't look like its parent. - Animals like birds and snakes lay eggs which hatch into live young. 	<p>All living things reproduce and have offspring</p> <ul style="list-style-type: none"> - Some animals give birth to live young and they look like them when they are born e.g. cats, dog, and humans. - Some animals have offspring that doesn't look like them e.g. fish, frogs. - Some animals lay eggs which hatch into live young e.g. birds, snakes. 
<p>To survive, animals (including humans) need water, food and air.</p> <p>Basic needs of an animal are:</p> <ul style="list-style-type: none"> - Food - Water - Shelter - Oxygen - Warmth <p>If any animal does not have any of these then they will not survive or reproduce.</p>	<p>Analysing Data</p> <ul style="list-style-type: none"> - A line graph shows us changes over time - Questions help us to find out more - Collecting data and inputting them onto a graph helps us to spot patterns. 	<p>Offspring and growing up</p> <p>Offspring must receive the basic needs of an animal to grow into an adult. When they are fully grown, they can also reproduce.</p> <ul style="list-style-type: none"> - Egg > chick > chicken - Spawn > tadpole > frog - Eggs > larva > pupa > ladybird - Baby > toddler > child > teenager > adult 

Personal Development



Within the curriculum

Specific to Year 2

Year 2 Curriculum HT1

Personal Development
Wider Curriculum Clubs Available
Sports club, archery, chess, pop, games club, Commando Jr, Judo, Ludo, Clay Crosser, etc.

No Outsiders
Blown Away:
To be able to work with everyone in my class.

English
Inspirational Text
Genres: Narrative, Letter, Recount
Non-chronological report
Class Story
The poem Year 2 are studying and learning to recite this half term is 'Now we are six.'

Maths
Week 3-5
To know and Use Number:
- Count, read and write numbers to 100 in numerals, count in multiples of two, five and ten.
- Identify, represent and estimate numbers using different representations, including the number line.
- Compare and order numbers from 0 up to 100, use $=$, $>$ signs.
- Count in steps 2, 3 and 5 from 0, and in tens from any number, forward and backward.
Weeks 6-7
Addition and Subtraction:
- Using concrete objects and pictorial representations, including those involving money, quantities and measures.
- Recall and use addition and subtraction facts to 20 fluently and derive related facts up to 100.

Science
The Year 2 science topic this half term is 'Animals Including Humans'. Children will learn that they need to eat the right amount of different types of food, exercise and have good hygiene to keep their body healthy.
Key words: 42, 24 and 27

History
Year 2 will be completing a study of the Great Fire of London. The children will explore the cause of the fire and the impact on lives today.
Key words: 1, 2, 42 and 27

Computing
Year 2 will be learning about and exploring the difference uses of ICT in our lives. They will also learn how to resize images in Word documents.

PE
The children will be taught by a swimming coach during their weekly swimming sessions. The children will also be taught Dance by the Sport coaches.

RE
Is it possible to be kind to everyone all the time?

- Weekly 'Vote for schools' and 'Picture News' assemblies
- Pupil voice voting
- RESPECT sessions
- Music performance for families
- Weekly PSHE lessons
- Half-termly No Outsiders lessons

- HT1- Great Fire of London Workshop
- HT1- Fire safety workshop
- HT2-Panto
- HT3/HT4-Residential, RNLI workshop
- HT5-Styal Mill
- HT6- Whole School trip Chester Zoo, Temp visit

Homework



Online homework tasks are set each Friday

Maths	English
MyMaths.com (weekly) TT Rockstars	SPaG.com (fortnightly) Practise spellings Read for at least 20 minutes each day

- Online homework (Maths and SPaG) will be checked by teachers weekly
- Teachers will regularly check in with reading progress
- Spelling test each Friday
- We expect parents to support us and ensure homework is completed. If children are not completing their homework tasks, including spelling and reading, parents will be contacted

Spelling



- ▶ We have updated our spelling curriculum this year and will be teaching spelling using resources from 'Spelling Shed'.
- ▶ Children can access the site to play games which will help them practise their taught spellings
- ▶ Login info will be sent home at the beginning of next week alongside some 'how to' guides
- ▶ Please bear with us as it is new! Any questions once we are started, feel free to contact us and we will do our best to resolve them

How to help at home



How to help at home documents are available on class page of school website.

Repeated practice of fundamentals (i.e. x tables and reading) helps secure depth of understanding.

Year 2 Expectations

- Children should know their 2, 5 and 10 tables and be able to recall them at speed
- Read for 30 minutes each day (at least 20 at home)
- Re-read books, practising reading fluently, aloud
- Spellings are practised regularly
- Homework is completed, with care and focus, on-time

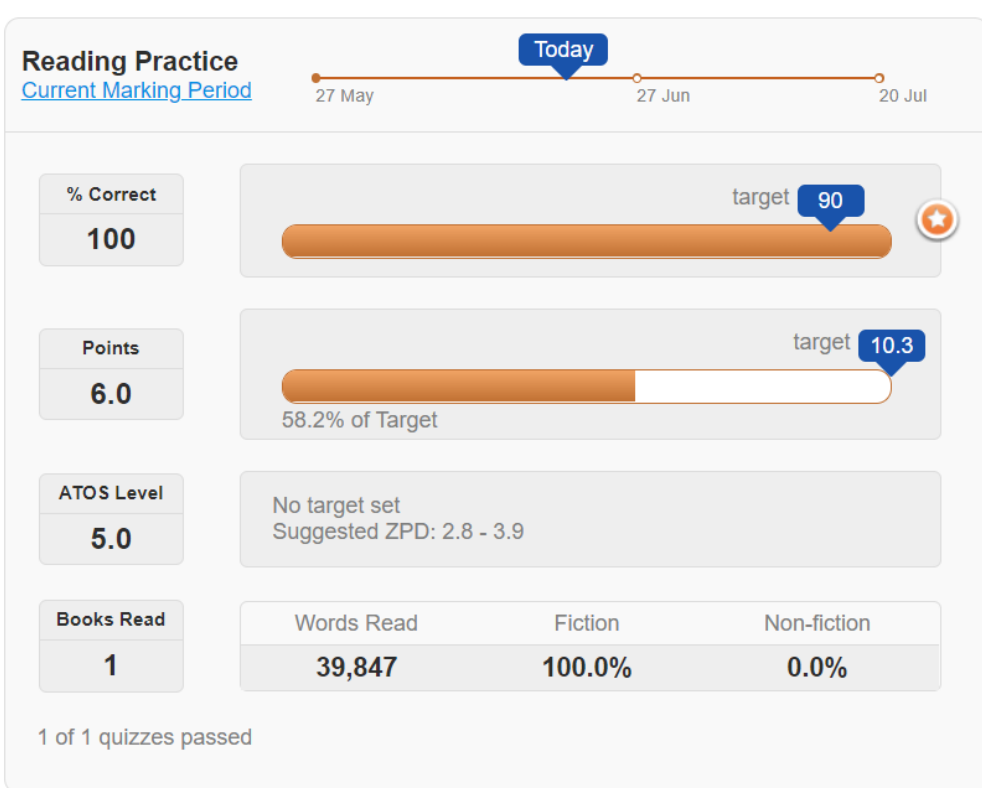
Year 2: How to help at home

Maths			
Children need to have a clear and deep understanding of number and place value to ensure they can build on this in all other areas of maths. Therefore, it is important children have a deep understanding of place value, number patterns and ordering numbers. This will support them in their understanding of addition and subtraction as well as many other areas of maths.			
TT Rockstars Encourage your child to play as it develops fluency and speed with multiplication and division.		Telling the time Practice using the analogue clock to tell the time to the nearest 5 minutes. Discuss how much time has passed or how long something has taken.	
Shark numbers https://www.ictgames.com/sharkNumbers/mobile/ Children have to match visual representations to figures in a quick paced game to escape from a shark!		Money Work out how much items will cost in total and how much change they will be given. This can be done in the shops or through role play.	
Fact family Give children an addition question. Can they use it to make a fact family? For example; $13 + 6 = 19$ $6 + 13 = 19$ $19 - 6 = 13$ $19 - 13 = 6$	Shapes Test your child's knowledge of 2D and 3D shapes by describing properties, finding them around the house and drawing them.	Cards Playing with a friend, turn two cards over each to create two, two-digit numbers. Race to add the numbers.	Counting coins Provide a mixture of 10p and 1p coins. Roll a dice to create a two digit number. Race to make the number.
Position, direction and movement Set up an obstacle course and direct your child through it with their eyes covered. Use the following language - left, right, forwards, backwards, clockwise, anti-clockwise, quarter turn, full turn, and half turn.		Marble drop Choose to count from 2, 3, 5 or 10. Drop marbles into a jar and your child must count out the total.	
Other online games/websites https://www.topmarks.co.uk/learning-to-count/place-value-basketball https://www.topmarks.co.uk/place-value/place-value-charts https://www.ictgames.com/mobilePage/partPartWhole/index.html - provides different objects to show addition/subtraction and place value.			

Reading

- ▶ We want all children to be **fluent readers and develop a love for reading**.
- ▶ Fluency is reading with pace, expression, intonation and reading for meaning.
- ▶ Children are exposed to reading every day in school.
- ▶ They should all have a reading book which they bring in each day and take home each evening.
- ▶ All children are expected to read for at least **20 minutes at home**, every day
- ▶ (add details of digital reading)

Reading



- ▶ Children are set a personal points target
- ▶ Calculated by an algorithm which calculates points based on reading ability, length of the half term and reading for 30mins each day
- ▶ **Every child should reach their personal target each half term**



Parent engagement

What	Why	When
Curriculum overviews and knowledge jigsaws shared half termly	You know what your children are learning	Half termly
Weekly school newsletter	Information about events, important information, personal development of our pupils and photos of what each year group have been up to	Weekly
Interim reports and books shared	Sent home prior to parents' evenings so you are informed about your child's academic progress An opportunity to talk through learning with your child and celebrate the pride they have in their work	Twice a year
Parents' evenings	An opportunity to discuss progress and personal development	October and March
Parent lunches	An opportunity to join your child's year group for lunch and engage in discussion	February
Parent Open Sessions	An opportunity to walk around school and see learning in action. Each session will have a different subject focus.	Throughout the year
Invitations to celebration assemblies	An opportunity to celebrate with your child when they receive an award	Individual invites will be sent to families of weekly winners

Year 2 Key Dates

Whole-school dates		Year group specific dates	
Swimming lessons	Week 2-7 On a Tuesday and Thursday.	Planned Trips and Visits	<ul style="list-style-type: none"> HT1- Great Fire of London Workshop HT1- Fire safety workshop HT2-Panto HT3/HT4-Residential, RNLI workshop HT5-Styal Mill HT6- Whole School trip Chester Zoo, Temp visit
Parents' evenings	16/17 th October 19/20 th March	Music performances	17 th June 2025
Individual photos	11 th November	Parent lunch	13 th February 2025
Christmas performance	17 th December- our performance		
Christmas Panto	16 th December- Panto		
Sports Day	22 nd May		

Communication

You can communicate with your child's class teacher through the class email accounts. These are not checked whilst teaching.

For any urgent messages, please call or email the office.

2c@ashdeneschool.net

2g@ashdeneschool.net

Our Amazing PTA



Our amazing PTA work tirelessly to both put on incredible events for our children and to raise money for the school. Without them, we wouldn't have the immersive room, the new lockers for Key Stage 2 or the ice cream van to celebrate the end of last year.

The PTA are always looking for help no matter how big or small. If you would like to offer your support let the PTA know as anything you can offer is greatly appreciated!

September - Movie Night
October - Sweetie comes
November - Disco
November - Xmas Fair
February - Movie night
March - Wonka bars in line with World Book Day
May - Summer Disco
June - Summer fair