

Welcome to Year 2 at Castle Bromwich Infant and Nursery School



Information for families

Castle Bromwich Infant School

106 Green Lane

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Introduction

This *Welcome Booklet* has been designed to support you and your child as they make their transition from year 1 to year 2.

We understand that moving to a new year group is a big step in your child's life and here at CBINS we aim to make the process as simple and as smooth as possible for children, parents and practitioners.

Year 2 is an important stage in your child's school experience as it comes at the end of their Key Stage 1 journey. It is also when they will complete their Key Stage 1 (KS1) end-of-year attainment tests, known as *SATS*.

Year 2 is a time where you will no doubt see your child mature, develop confidence and resilience. They will be encouraged to work increasingly independently in school, in a range of different contexts directed by the adult, in preparation for their transition to Key Stage 2.

In year 2, there is a lot to learn and we are committed to working closely with families to support all children's academic progress, but we also want to make sure children enjoy their learning and get the most of out of their experience with us, whilst maturing and growing into the unique individuals they are. We have developed an engaging and coherently planned curriculum, aligned to the National Curriculum expectations, that will offer children in year 2 the right level of challenge and which will equip them with the knowledge, skills and cultural capital they need to thrive and succeed.

The Year 2 Team

The adults in Year 2 will plan and work together as a team to support all children's learning and development.

The key people in Year 2 are:

Kingfisher Class: Teacher - Mrs Rumney , TA - Mrs Jarvis



Swallows Class: Teacher - Mr Mullen, TA - Mrs Woodall



Owls Class: Teacher - Miss Hemmings, TA - Mrs King



Robins Class: Teacher -Miss Barber, TA -Mrs El-Toudmeri



On occasions, there will also be additional learning support assistants across the year group, working with identified children in small groups or 1:1.

In Year 2 we encourage children to challenge themselves to achieve their best, demonstrate 'a can do' attitude and a positive disposition towards their learning. Children will learn and experience lots of new things this year, whilst having time to rehearse and apply previously taught skills and knowledge. We are very excited for what the year ahead will bring.

The children might have walked passed some of the year 2 classrooms and have spoken to some of the adults in the team. The year 2 team are all very much looking forward to seeing them in September!

Curriculum

The year 2 Curriculum consists of the following subjects:

English (reading and writing)	Writing underpins our teaching and learning at CBINS. We aim to ensure all children become writers through developing children's ability to use and manipulate a range of writing tools. Through their continued experiences, children develop their proficiency to make meaningful marks, write letters and sounds which develops into sentences and extended pieces of writing. Alongside this, we immerse all our children in a language rich environment to encourage communication and develop vocabulary. We strongly feel that if children are writing purposefully for an audience, this will motivate them to communicate their thoughts and ideas through writing and see it as a crucial life skill. Reading lies at the heart of the curriculum at CBINS and provides the foundation for a lifetime of learning. We aim to ensure all children become readers and foster a love and enjoyment of reading through listening to and interacting with a variety of literature, genres and authors. Children learn to hear and say sounds, segment and blend with developing fluency, as well as sharing and talking about their reading experiences and understanding new vocabulary. We aim for children to be absorbed in as many opportunities to enjoy and celebrate reading, as we believe reading is key for academic success.
Maths	Maths is central to our teaching and learning at CBINS. We aim to ensure all our pupils can: become fluent in the fundamentals of mathematics, reason mathematically and solve problems by applying their mathematics. Our maths curriculum is mapped to ensure there is clear progression that builds on prior learning and is flexible to enable children to master concepts.
Science	Our Science curriculum is designed to give children the foundations for understanding the world. We encourage our children to become scientists by developing their scientific knowledge and conceptual understanding, allowing them to make observations and investigate scientific lines of enquiry in the world around us. We feel it is crucial for children to develop a spirit of curiosity in order to understand the importance of science today and for the world's future.
Religious Education	Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in developing an individual's knowledge and understanding of the religions and beliefs which form part of society. Religious education provokes challenging questions about the meaning and purpose of life, beliefs about God, oneself and the issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of principal religions, other religious traditions and worldwide views. RE also contributes to pupils' personal development and well-being. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross culturally.
Computing	Our computing curriculum is designed to ensure all pupils are prepared for a rapidly changing world through the use of technology at CBINS. Our computing curriculum is mapped to ensure there is clear progression that builds on prior learning and is

	flexible to enable children to master concepts. Our high-quality computing curriculum is designed to enable them to use computational thinking and creativity to further understand our world. At the core of our computing curriculum is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, we intend for our children to use information technology to create programs, systems and a range of content. We aim to ensure that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. We will continue to value and embrace national online safety events, to promote online safety within school and the community.
PE	Our PE curriculum is designed to inspire all children to develop a love of sport and become physically confident, in order to support a healthy and active lifestyle. We encourage our children to become athletes by mastering basic movement skills, performing them with developing competency, control and co-ordination, alongside a recognition of the importance of a healthy and active life. We feel it crucial for children to develop team working and leadership skills in a range of increasingly challenging situations.
History	Our History curriculum is designed to enable all pupils to talk about and gain a coherent knowledge and understanding of the past. It will inspire pupils' curiosity to know more about their own and their family's past, Britain's past and that of the wider world. We encourage our children to become historians by asking and answering questions using historical vocabulary, identify similarities and differences between ways of life in different periods and learn how we find out about the past. We feel it is crucial for children to lead their own learning through perceptive questions and foster enquiry-lead learning experiences.
Geography	Our Geography curriculum is designed to widen the children's knowledge and understanding of the world around them. We encourage our children to become geographers by inspiring curiosity and fascination about different people, places and cultures alongside our earth's processes. We feel it is crucial for our children to discover and appreciate their immediate environment and the wider world, observing changes that might occur, in order for them to begin their journey to becoming global citizens.
Design and Technology	Our Design and Technology curriculum is designed to enable all children to design and make purposeful products drawing on a range of different skills and knowledge. We encourage our children to become creators by developing their creative, technical and practical expertise in order to build and apply their repertoire of knowledge and understanding to design, make and evaluate products. We feel it is crucial for children to be resourceful, innovate and enterprising in order to contribute to our increasingly technological world.
Art and Design	Our Art and Design curriculum is designed to inspire all children to express their ideas creatively. We encourage our children to become artists by experimenting and exploring with a range of different materials and techniques. This underpins originality and invention in their own works of art, craft and design. Central to this is

	learning about great artists, craft makers and designers enabling our children to evaluate and analyse creative works. We feel it crucial for children to participate and develop a passion for art and design, to develop their cultural capacity and unlock children's wider potential.
Music	Our Music curriculum is designed to enable and inspire all children to develop a love for music and increase their self-confidence, creativity and sense of achievement. We encourage our children to become musicians by learning to sing and use their voices, play musical instruments, create and compose music, listen to and evaluate a wide range of music and explore the inter-related dimensions of music. We feel it is crucial for children to participate in a subject that can give so much enjoyment and confidence, stimulate so much creativity and connect so many in one universal language.
PSHE	Our PSHE curriculum is designed to enable all children to be independent, to value and respect themselves and others, to build healthy relationships, and prepare them for life. We encourage our children to think for themselves and ask questions in order to grow their confidence and allow them to apply their learning to everyday life situations. We feel it is crucial for children to be independent, empathetic and be able to work as part of a team in order to contribute to society and use their knowledge and skills to make safe and informed decisions. Central to this is being able to keep themselves safe and healthy.

We believe it is important that your child engages in a broad range of experiences in all of these subjects throughout their time in year 2. Children will be taught the appropriate knowledge, skills and understanding for each subject. Many of these subjects will be experienced through cross-curricular topic work and practical activities, others will be taught as individual lessons such as phonics (linking sounds to letters) and PE. Topics and themes will be launched by inviting children to take part in a number of 'wow' days that may include visits out or visitors to school or themed events.

Reading Books

In Year 2 your child will bring home a reading book and a reading diary, as they did in Year 1. To support their reading development, help your child to practise their reading at home and sign their reading diary. Your child will need to bring their reading book to school every day as their book will be changed on a regular basis.

A recent worldwide research project found that: Active parental involvement at the beginning of school was a significant trigger for developing children's reading skills that would carry through until they were teenagers. What was important was that parents read books regularly with their children - such as several times a week - and that they talked about what they were reading together

Phonics

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to recognise the sounds that each individual letter makes; identify the sounds that different combinations of letters make - such as 'sh' or 'oo'; and blend these sounds together from left to right to make a word. Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read. Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7. At CBINS we teach phonics daily, children will be taught in specific phase groups according to their reading levels. As the children make progress they will move through all of the phases. In year 2, we expect pupils to have completed phases 2-5 by the end of year 1, so in year 2 we can build on them and focus on teaching spelling rules, providing opportunities for pupils to confidently apply their year 1 phonics knowledge. You can ask your child's class teacher what phase your child is working at to support them at home. You can google videos looking at sounds within that phases to watch with your child at home and help them to move through the phases confidently.

Talk for Writing

Talk for Writing is an engaging teaching framework developed to teach writing creatively in an engaging way that motivates children. It enables children to imitate the language they need for a particular text orally, before reading and analysing it, then writing their own version. They learn the features of texts and how to apply them in their writing.

Talk for Writing encourages the children to talk about their ideas and the key features of different genres. The children learn texts using visual text maps as a prompt and then practise the texts by incorporating drama and games. They then innovate examples and plan their own ideas for later independent writing. In year 2, children need to learn and apply key skills to their writing such as: using the correct tense, grammar, punctuation, accurately spell year 1 and year 2 spelling words, develop and apply key and new vocabulary and form letters correctly aiming to join them by the end of the year.

Maths No Problem

As part of our maths teaching we plan for and support the class to move through content at the same pace to keep most children working together at the same level.

We teach following the 2014 national curriculum for maths and use elements of a scheme of work called *Maths No Problem* at the core of our maths teaching, but build on this to meet the needs of our pupils.

We do not differentiate by content, but through challenge, and putting in place structures to support children to access their learning.

We vary the question style presented to pupils in order to expose them to different ways of applying the skills they have learnt.

We focus on concrete resources, then move to pictorial and abstract, (CPA). The CPA method involves using actual objects for children to add, subtract, multiply or divide. They then progress to using pictorial representations of the object, and ultimately, abstract symbols. Children often find maths difficult because it is abstract.

SATS

In the summer term of Year 2, your child will be taking their end of KS1 assessments, SATs. The outcomes of these assessments will be passed onto their next school and shared with the Local Authority. Your child will be assessed in reading, writing, and maths. At the end of the year you will receive an annual school report that indicates the outcome of these assessments combined with teacher judgements.

You can find out more information about SATs here:

<https://home.oxfordowl.co.uk/at-school/primary-school-assessment-tests/ks1-sats/>

You can also search online for past SATs papers, for you to see what your child will be assessed against and what you can practise with them at home. It is good for your child to practise taking tests, to get used to answering different types of questions.

At the start of Year 2 it is helpful if your child is able to:

- Form all letters correctly using cursive script. Letters need to be sitting on the line.
- Use their phonics skills to read and spell words.
- Use capital letters, full stops and finger spaces accurately.
- Know their number bonds to 10 off by heart.
- Count on or back from any number up to 100.
- Write numbers up to 100 ensuring all numbers are formed correctly.
- Be able to add and subtract numbers within 50.
- Be familiar with the 2, 5 and 10 times tables.
- Can read and spell the year 1 high frequency words.

Please help support your child to practise these skills at home.

Working Together

We continue to believe that our partnerships with parents and carers are vital in supporting and extending the children's learning and development. We promote a welcoming atmosphere with approachable staff to allow effective communication. We invite you to review your child's learning and progress at points in the year, usually in the autumn and summer terms.

We also invite you to attend fun and informal workshops to find out more about your child's learning and development throughout Year 2. More information regarding these workshops will be shared nearer the time.

ClassDojo is a school communication platform that we use at CBINS. Teachers, students, and families use it regularly to build close-knit communities by sharing what's being learned in the classroom or home through photos, videos, and messages. The main vehicle for communication with school leaders is via the office email address:

office@cbins.solihull.sch.uk or by calling 0121 7473369

How you can help support your child at home with their learning.

- We know reading every day will help your child to be a fluent reader, spell more accurately, broaden their vocabulary, improve their general knowledge and help them to learn about the world around them. Because of the benefits of reading regularly, we ask that you hear your child read most days and leave a comment in their reading diary. Children earn dojo points and reading awards such as reading champions for their reading.
- Talk with your child — talking and having discussions with your child will help them to develop their vocabulary, talk in the correct tense, learn new words and communicate their ideas. We often encourage children to orally rehearse their sentences before they write them.
- Ask your child questions about what they have read to check their understanding of the text.
- Help your child with learning their weekly spellings which they are tested on at the end of the week, normally a Friday.
- Children in year 2 also need to be able to read and spell high frequency words that accompany this handout, so please help support them with this.
- Encourage them to complete projects at home on things they are interested in.
- Learning each day builds on prior learning, so it is of paramount importance that your child attends school every day and is on time, so they can make the most of their learning time.
- Read the curriculum overviews and topic fact sheets sent home each half term, so you know the main areas of learning being covered. You can then explore these topics with your child at home, so they further their knowledge and understanding

and can bring this with them to their lessons. It will help your child to see that together you are interested in their learning.

Websites for online learning at home:

Maths:

<https://www.sumdog.com/en/>

<https://www.bbc.co.uk/bitesize/subjects/zjxhfg8>

<https://www.mathplayground.com/math-games.html>

<https://www.arcademics.com/>

<https://www.timestables.com/speed-test/>

https://www.mathplayground.com/spaceracer_multiplication.html

<https://www.ictgames.com/mobilePage/index.html>

<https://mathsframe.co.uk/en/resources/category/22/most-popular>

<https://home.oxfordowl.co.uk/kids-activities/fun-maths-games-and-activities/>

English:

<https://www.bbc.co.uk/bitesize/subjects/zgkw2hv>

<https://learnenglishkids.britishcouncil.org/fun-games>

<https://www.phonicsplay.co.uk/>

<https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling>

<http://www.letters-and-sounds.com/>

<https://home.oxfordowl.co.uk>

<https://www.educationquizzes.com/ks1/english-spelling/>

Please ensure your child has the following items in school daily:

- A book bag of a sensible size. They do not need a rucksack. This should contain their reading books, diary and any homework they have completed.
- A named water bottle.
- Please ensure your child's school uniform is named.
- A named coat that they can zip up independently.
- A PE kit, which they wear on their PE days.
- A smile and motivation to learn

Snack

Fruit and water will be available for your children in school.

Uniform

We ask that boys wear:

Grey or black trousers (or shorts in summer)

Red sweatshirt or jumper

white polo shirt or white shirt

Black school shoes

We ask that girls wear:

Grey or black trousers, skirt or pinafore

red jumper, sweatshirt or cardigan

white polo shirt or white blouse

Red check summer dress

Black school shoes (please ensure that girls wear sensible, flat shoes so that they are safe on the playground)

All children will need a PE kit which consists of a white or red t-shirt, black shorts and black plimsolls. Black joggers for colder weather.

For safety, please ensure that children do not wear jewellery in school. If earrings are worn please make sure they are small studs. Please ensure all items of clothing are clearly labelled.

Positive Behaviour

At Castle Bromwich Infant & Nursery School we promote positive behaviour with clear expectations and agreed rules that we all follow. We have high expectations of all our pupils' behaviour and of their attitudes to working hard at school.

We have 5 simple and clear school rules which each class follows.

1. Be polite

- We have the right - to be respected
- We are responsible - for our manners and we treat others politely, listening to what others have to say and doing what the person in charge asks us to do without arguing

2. Be kind

- We have the right - to have our views respected, and to have our best interests considered at all times
- We are responsible - for how we treat others and remember that kindness is a way of showing respect

3. Work hard

- We have the right - to learn and to teach
- We are responsible - for our learning so we work hard and we do not disrupt others from teaching or learning

4. Play sensibly

- We have the right - to feel safe
- We are all responsible - for our own actions so we do not hurt anyone with our hands, feet or words.

5. Look after our school

- We have the right - to be in a safe learning environment
- We are responsible - for our attitudes so we treat others and our environment how we would like to be treated ourselves.

Each class uses a 'rocket system', which is a visual reminder of our school rules, behaviour expectations, rewards and consequences.

'Reach for the Stars'

If I get the most dojo points in my class this week, I will be 'Star of the week' and have my name displayed on the star in class.



Making the right choices.

My Teacher will warn me if I make the wrong choice.

2nd warning.

Orange slip and time out of class.

I will have to finish my work in my own time.

If I get 2 Orange slips in a week, my Teacher will speak to my adult.

If I do something seriously wrong, I will get a Red slip and have to go to the Headteacher or Deputy.

I will have to finish my work in my own time.

My Teacher will speak to my adult at the end of the day.

Finally, thank you for your support. It is important for teachers and parents to work closely together to ensure each child gets the most out of their education. We are looking forward to working with you and your child next year and making their final year at CBINS successful and enjoyable by working in partnership with you.

The Year 2 Team!

Contact Information

If you should need to discuss any issue relating to your child's education, well-being or behaviour please arrange a meeting with your child's class teacher in the first instance.

If you would like to discuss issues regarding your child's special educational needs or health needs please contact our SEND/Inclusion manager, Mrs S Currigan.

Should you need pastoral support such as help with supporting your child's routines at home, or if you have any other personal worries contact our Child & Families support worker, Mrs L Dickenson.

You can also contact the school office on 0121 747 3369 for any communications or email them on office@cbins.solihull.sch.uk

Please refrain from using Dojo to inform school of child absences, this should be done via the school office.

Thank you.