



Bordesley Green
Primary School



We care, we create, we
champion.



Individually we succeed,
together we excel.



Bordesley Green
Primary School

Assistant Head
Teacher



Your Child's Team

The Year 2 Team

Miss Dunn (2D)



Miss Shahnawaz (2D)



Miss McLeod (2M)





Miss Afshan (2A)





Parents



We want to support you as parents too. We recognise that some families have faced many added challenges due to the pandemic. Thank you for supporting your children in the best way that you can with home learning-the children have benefitted from this greatly. If you would like to talk someone about any worries you may have, or need more information on services that can support you in these difficult times, please see our Parent Ambassador, or email:

thehub@bordsgrn.bham.sch.uk





Our School Values



Resilience

Empathy

Self-control

Perseverance


Equality

Courage


Teamwork



RESPECT



One child per class who has shown our school values in their good behaviour will be picked each week to receive an award from Mr Holmes





Our School Rules

All children have the right to develop their potential and be safe and so must take on the responsibility of following our school rules.

We will:

Use kind hands, feet and words to everyone

Be honest

Respect our equipment, school and grounds

Listen carefully and follow instructions

Work hard and help others to work hard too

Demonstrate self-control

Show empathy towards others



Our Positive Behaviour System

In keeping with our school motto, "Being Great Produces Stars", children are rewarded with stars for following the school rules and for demonstrating positive learning behaviour in school.

In every classroom, we have a "Good to be Green" display, on which every child has a card and an aim to keep it showing "Good to be Green" at all times. This represents meeting behavioural expectations. At the end of each day, is awarded to every child who has maintained green throughout the day





Consequences



Staff will use the following process when dealing with inappropriate behaviours:

1. A verbal reminder of appropriate behaviour is given.
2. A blue card is given: children will miss 5 minutes of their playtime.
3. A yellow card is given: children spend 15 minutes in Time Out. (Children can work towards moving back to a green card from both a yellow and blue, by improving their behaviour choices and hence earn back their breaktime.)






4. Children can move onto a red card if their behaviour does not improve. A red card may be given straight away for the following incidents: violent behaviour, stealing, bullying, racism, deliberately damaging school property and equipment and persistent refusal to follow instructions given by an adult.

5. A red card will result in children missing 30 minutes of their lunch time in Time Out.

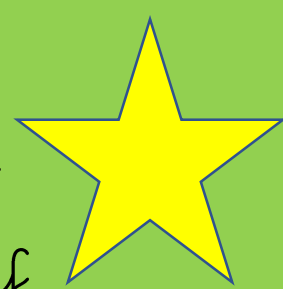

6. Parents will be spoken to by the class teacher regarding their child's behaviour after their first red card.

7. Further red cards will lead to more formal meetings between parents and class teacher, followed by members of the Leadership Team meeting with parents. Parents can also discuss their child's behaviour with the class teacher.


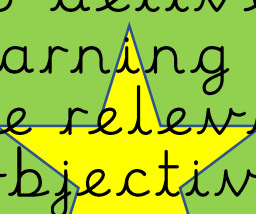





Our Curriculum: broad, balanced and full of cultural legacy



At Bordesley Green Primary, we recognise that every child is on their own learning journey and we will strive to ensure that the children are supported to do the very best they can. As part of our recovery curriculum, we are looking forward to immersing the children in a broad and balanced curriculum that reflects their cultural heritage.



We will continue to deliver creative, engaging topics so that the learning is fun and purposeful. We will also weave relevant English or Maths objectives.



Year 2 Topics



UK to Mexico



The Victorians

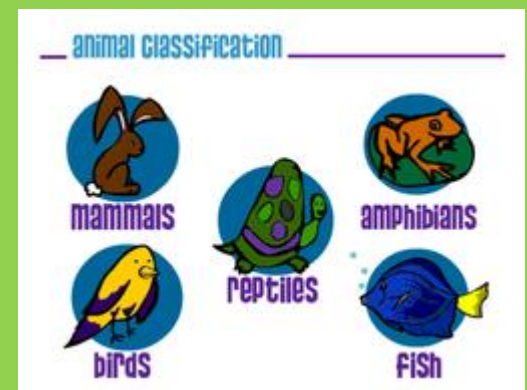
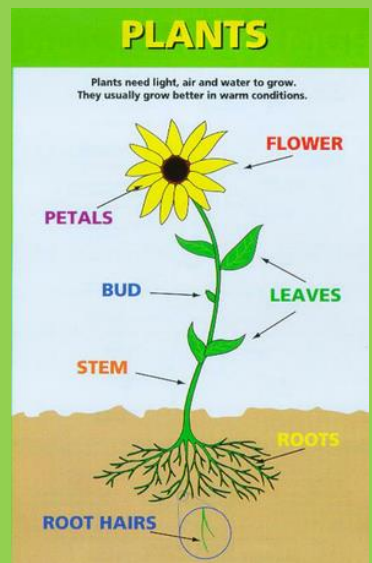


Changes - plants

Animal Magic



Changes - people / materials







Writing





Developing literacy skills

In English, the children will continue to work on the phonics they started in Year 1, aiming to read words by sight without having to sound them out. They will learn further spelling patterns and rules, and begin to apply those in their writing. There will be a more detailed focus on handwriting, with children encouraged to form their letters correctly, learn which letters are to be joined and make letters a consistent size. Children will learn to write for a range of purposes including stories, poetry and real events.



Grammar

Grammar is a hot topic in Year 2 and children this age are expected to understand the following terms, to be able to spot them in their reading and apply them in their writing: Noun, adjective, adverb, suffix, subordination, noun phrase, past tense, present tense, statement, question, exclamation, command, capital letter, full stop, question mark, exclamation mark, compound sentence, and expanded noun phrase.





Reading





In Year 2, your child will be building up a range of reading skills. They should have strong phonics knowledge and growing comprehension skills, which will help them read more broadly, confidently, and fluently.

Shared Reading at Bordesley Green


Day 1: Vocabulary lesson ,day 2: Thinking out loud ,day 3: Teaching Reading domain, day 4: Continue with specific skill and day 5: Range of comprehension questions in class.

Guided reading at Bordesley Green Primary school




During the week of Guided Reading, each group must have the opportunity to work with the teacher.. All children will have a pre-reading-activity, focus read with teacher, a record and retrieve skills activity and Reading for Pleasure. This is the time to apply and develop their independent reading skills.

As mentioned above , year 2 have Reading Content Domains. These are based on the national curriculum and is used to make sure pupils understand the information they've been taught and read. We have listed year 2's below.

- 1a draw on knowledge of vocabulary to understand texts .
 - 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
 - 1c identify and explain the sequence of events in texts.
 - 1d make inferences from the text.
 - 1e predict what might happen on the basis of what has been read so far.
- 




Maths



Mathematics in Year 2 focuses on the 2, 5, and 10 times tables, and they will learn multiplication and division facts for these tables. Children in Year 2 will also learn to add and subtract with two-digit and one-digit numbers.


In fractions, they will find $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$ of a shape or a quantity of objects. They will study measures, including weight, capacity, and length, and they will learn to tell the time to five minutes. They will also study properties of 2D and 3D shapes, as well as a range of data-handling methods such as bar charts and pictograms. By the end of Year 2, pupils will be expected to know the number bonds to 20 and be precise in using place value. The new curriculum 'mastery' style of teaching concentrates on breadth of knowledge, and children will be encouraged to use their understanding of the new concepts to solve challenges, which will deepen their understanding.






Tests and Assessments

Teachers assess children all the time. Listening to their answers, observing them in lessons and marking their independent work all gives us valuable information about the things they can do and what they need to work on next.





However, we do also use more formal testing at times to help build this picture of their achievement:




- At the end of Year 1 (June), children sit the Phonics Check and those that don't achieve the standard or miss the check may repeat it in Year 2.
- We also do tests termly in school to check children's learning and to help fill gaps.





Working in Partnership- Homework



Subject	Day Given Out	Length of Time to Complete	Day to Return
Spelling Homework	Friday	1 week	Spelling Test on Friday
Reading	Weekly	Daily 5/10 mins	Daily
English/Maths	Half Term	Holiday	Half term holiday



Ongoing work: Checking the topics online and developing learning.





Key Days in Year 2



Spelling Test - Friday pm

PE Days - 2D Monday, Wednesday
2M Tuesday, Wednesday
2A Monday, Tuesday





Useful Websites

<https://home.oxfordowl.co.uk/at-school/year-2-at-primary-school/>

<https://www.bbc.co.uk/bitesize/primary>

<https://www.bbc.co.uk/bitesize/collections/primary-games/1>



Attendance and punctuality

Please make sure your child is in school as much as possible.

If they miss time off school, it does have an impact on their learning.

Mr Miller will be meeting with some parents and children to set targets for this year.

If you are worried about your child's health, please speak to us.

4 days
Absence

7 days
Absence

10 days
Absence

15 days
Absence

16 days
Absence

19 days
Absence

Pupil's attendance is at risk of becoming a concern.

Class teacher will discuss attendance with parents.

Early intervention considered where there is a history of low attendance or a recognisable pattern of absence.

Concerning levels of child absence.

Stage 1 letter sent out when attendance drops to 96%.

Phone call or conversation with parents if there is no improvement.

Possible early help support offered.

The child is at high risk of Persistent absence

Stage 2 letter sent out requesting parents attend an informal meeting with a senior member of the attendance team to discuss concerns.

Where absence to date has been authorised a medical evidence letter will be issued.

Early Help support reviewed or offered.

The child is at serious risk of Persistent absence.

FAST Track proceeding start.

Stage 3 (SARM) letter sent to parents.

Attendance leader formal meeting with parents (SARM).

Review early help and previously agreed actions.

Agreed attendance plan put in place.

The child is at serious risk of Persistent absence.

Formal warning notice sent to both parents following an additional unauthorised absence.

Pupil's attendance monitored on a daily basis.

Continued internal programmes of support

A multidisciplinary approach to be considered and offered.

The child is now considered a Persistently Absent child.

Persistent Absence is when a pupil enrolment's overall absence equates to 10 per cent or more of their possible sessions.

Over an academic year this equates to 19 days.

At this stage the child will be PA for the remainder of the school year.

If criteria has been met a referral to the Birmingham Attendance Legal Intervention Team will be made which could result in a penalty notice being issued and/or court proceedings being taken.

Safeguarding referrals at this stage can be made.

The child and family will continue to be supported.



SchoolPing is the **free app** that we use to communicate with all parents.

Please make sure you have downloaded it and can receive messages and have **notifications** turned on.



Thank you so much



We hope this information has been useful and please don't hesitate to ask any questions.

Parents have always been a valuable part of our Bordesley Green Primary Community.

You have always been generous with your time and efforts in supporting the children.

