



Welcome to Southville Primary School

Welcome

Purpose of the meeting:

- An opportunity to meet you early on in the term before Parents' Evening (give you the chance to put names to faces)
- Share with you information about our expectations and how you can help your child
- Introduce staff who will be working as part of our team to make sure that your child makes as much progress as possible

Southville Primary School Values



CONNECTION



COURAGE



IMAGINATION



CARE

Southville Primary School Values



CONNECTION

FIND THE MEETING POINT - BE MINDFUL

UNDERSTAND YOUR STORY - BE A GLOBAL CITIZEN

Southville Primary School Values



COURAGE

DO THE RIGHT THING – EMBRACE YOUR EMOTIONS
LEAN INTO THE UNKNOWN – KNOW YOUR SUPERPOWERS

Southville Primary School Values



IMAGINATION

THINK FREELY - CREATE SOLUTIONS

BE PLAYFUL – KEEP SEARCHING FOR WONDERLAND

Southville Primary School Values



CARE

BE KIND - LOOK AFTER YOUR WORLD

AIM HIGH – EMPOWER OTHERS

Key staff in year 2



MR PEARCE
Fox Teacher
Key stage 1 Lead



MISS GRIFFITHS
Falcon Teacher



MS CHARNOCK
Flamingo Teacher
SENCo Support



MRS FISHER
Emotional Literacy
Support Assistant



MR BEN
KS1 LSA



MISS CUADRADO
PPA cover



MISS HOLDEN
PPA cover



MR SUANES
PPA cover



MISS ASH
Reading Support
Assistant

Key staff within the School



MR BOWMAN
Head Teacher



MR COMMANDER
Deputy Head Teacher



MR POTTER
Deputy Head Teacher



MR PEARCE
Key stage 1



MRS MOODY
Special Needs Coordinator
and Inclusion Lead



MRS MATHIAS
Family Liaison



MRS CHARNOCK
KS1 and SENCo Support



MRS FLAECHER
School Business Manager



MRS STENNER
Kitchen Manager

What does my child need?

Please send children to school with a **water bottle** everyday. Fruit is provided at playtime although children are welcome to bring in a **healthy snack** of their own.

- **Please do not send in nuts or sesame seeds (this includes hummus)**

Children must also bring in their **reading record** and their **reading book(s)** daily.

We are asking that children ***do not bring in toys or pencil cases***, so please ask them to leave these at home.

	8.45-9.00	9.00 - 10:00	10:00 - 10:15	10.15-10.30	10.30-11:00	11:00 - 12:00		12:00 - 1.15	1.20- 2.15	2:15 - 2:30	2.30 - 3:15	3.15-3.30
Mon	Reg	Maths	Ass emb ly	Play	Phonics/ spelling	Immersive	(Alba)	Lunch	Reading (Alba)	Play	PE (Alba)	Story
Tues	Reg	Maths		Play	Phonics/ spelling	Immersive	Y2 PPA Handwriting	Lunch	Y2 PPA carousel Music, Computing, PE x3			Story
Weds	Reg	Maths		Play	Phonics/ spelling	Immersive	Singing Assembly	Lunch	Chess/ free choice learning	Play	Chess/ free choice learning	Story
Thurs	Reg	Maths		Play	Phonics/ spelling	Immersive		Lunch	Reading	Play	Free choice learning	Story
Fri	Reg	Maths	Ass emb ly	Play	Phonics/ spelling	Immersive		Lunch	Reading	Play	Free choice learning	Story

Our regular PE days are **Mondays** and **Tuesdays**, but please note that sometimes we might need to change our PE timetable to accommodate Bristol Sports lessons.

Homework

- Homework is set termly and will be shared on Google Classroom. Children will hand in their homework each week by Wednesday.
- We want children to enjoy sharing their learning with you and show you all the skills they are developing.
- We will look at what the children have done in class if they want it to be shared.



Reading

- Children will change their books on a specific day each week. This will be written on your child's reading record.
- They will also have a reading group. Children move to work with others across the year group who are reading at a similar level, and may therefore not be taught by their class teacher for these sessions.

How to help your child with reading

- This is one of the most important things that you can do to help your child make maximum progress.
- Combine listening to your child read with reading to them so that they hear your changing tone of voice and understand the pace of reading aloud.
- As well as children's school reading book (changed once a week), read whatever your child is interested in – magazines, websites, blogs, etc.
- Discuss the stories or facts you read about using a range of questions – often a question or target will be written in your child's reading record to work on at home. Please discuss this with your child as this will relate to a specific reading objective
- Sign your child's Home-Learning Diary regularly and please make sure that they bring it with their reading book every day. Children should be reading at least 5 times a week at home.



Spelling



- Children will have a list of spellings to learn each week.
- All the spellings for the term have been sent home and they are also on Google Classroom.
- We will be teaching and practising spellings in class. Please practise these spellings at home each week.
- We will have a spelling 'quiz' at the end of term to see how well the children have retained the spellings.



Our curriculum

Term 1 - An Island Home

Term 2 - Fire, Fire!

Term 3 - Power of Pictures

Term 4 - Amazon Adventures

Term 5 - Food Heroes

Term 6 - Terrific Trees



Writing in year 2

5 star sentences

1

Finger Spaces



2

Capital Letters



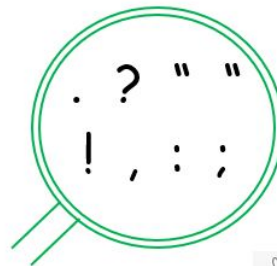
3

Handwriting



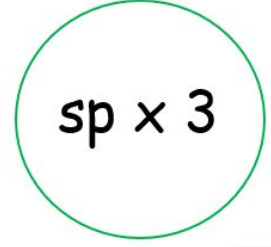
4

Punctuation



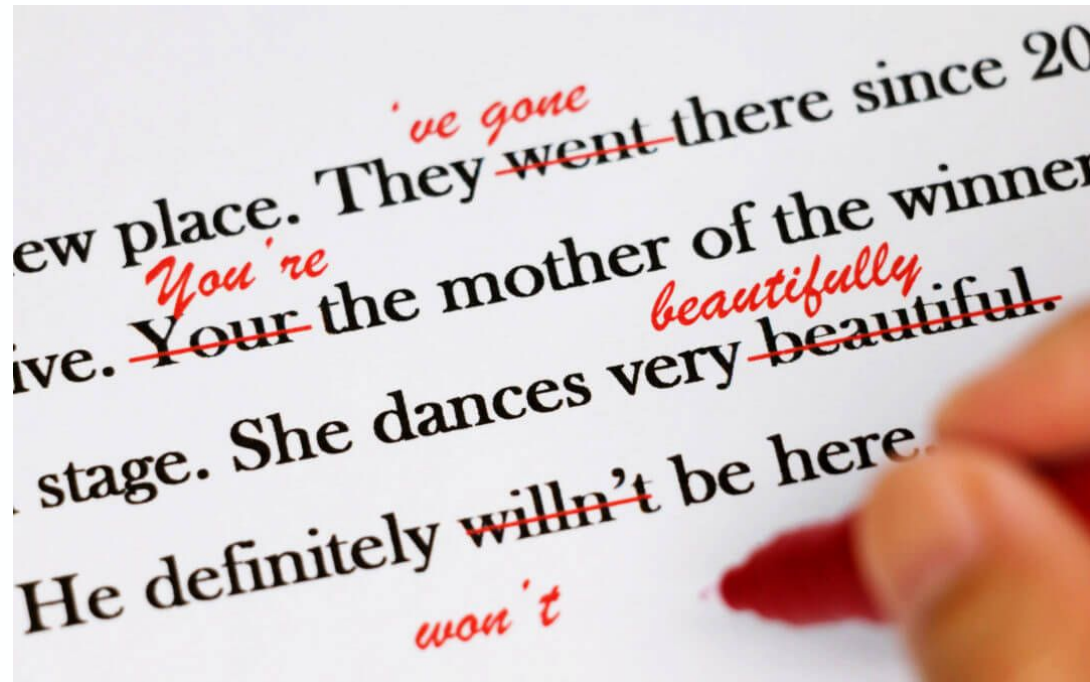
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Spelling



Feedback and Marking Policy

Child will be taking more accountability for their own learning: marking, reviewing, evaluating and editing their work using red pen following feedback during the lesson.



'Red pen editing is GOOD! It shows us you are learning!'

New Feedback Policy: meaningful, manageable and motivating



The approach puts a big emphasis on face-to-face conversations between the teacher and your child (connection!) which enables them to **understand** the feedback they have been given and make progress **in the moment**.

We will...

- Work hard to create a **classroom culture** where feedback is valued and there is a common understanding that getting things wrong is fine as it helps us to learn ('Growth Mindsets').
- **Use the 3 Fs:** Feed-up, Feedback, Feed-forward. We have a 'toolbox' of strategies for each of them.
- Provide '**in the moment**' feedback: every lesson we work hard to find 'teachable moments', common misconceptions and examples of good work to feedback to the class verbally during the lesson.
- Provide specific, **individual feedback** to your child based on 'Success Criteria': teaching with a 'pen in hand'.
- **What you won't see:** written teacher comments or 'next steps' at the bottom of your child's work (we've weighed up the 'opportunity /cost').
- This **doesn't** mean we aren't looking at and appreciating your child's work! We will be working very hard to use all of the assessment and information gathered from observations, conversations and work in books **to adapt the next lesson** (considering what we teach, how we teach it and the level of support we provide)
- We will be **celebrating your child's achievements** verbally in the lesson. We will also be giving children mini Southville stars in books when they have tried particularly hard or have produced a particularly impressive piece of work (based on their own personal bests!)

Uniform

Southville Primary School Uniform

Classroom wear

- Plain or with school badge red school sweatshirts or cardigans
- Plain or with school badge white or red polo shirts
- Dark grey or black trousers, skirts or pinafore dresses
- Dark grey or black shorts may be worn
- Plain grey, black or red tights
- Plain white, grey or black socks
- Black flat shoes or sandals (with a fastening around the heel)
- Red gingham dresses may be worn in summer

PE kit

- Daps, plimsolls or trainers (age-appropriate fastening help ensure that children are as independent as possible when changing for PE lesson)
- Black shorts and white or house colour t-shirt
- Black track pants and a warm red or house colour top for outdoor PE in the winter

Uniform



Key reminders:

- Hoods up / hats on in classrooms
- Black shoes and/or black trainers
- Still not changing in school for PE:
 - no football shirts
 - phasing out house-coloured t-shirts (ok for this year)
 - can just wear the same black trainers if that is easier
- No jewellery (watches and stud earrings ok)



Attendance

- Punctuality and attendance are vital – 5 minutes late each morning is 25 minutes per week, 950 minutes per year! That's almost 16 lessons of lost learning time.
- Attendance is monitored by the senior team and the Family Liaison Officer. If your child is persistently absent, the team will book a meeting with you to set targets for improving attendance.
- If you need any support with anything that is affecting your child's attendance, please get in touch with Mrs Matthias, our Family Liaison Officer.

Relationships and Behaviour Policy



Behaviour Expectations



Care

BE KIND - LOOK AFTER YOUR WORLD

AIM HIGH – EMPOWER OTHERS

Our whole school expectations for behaviour are

Be Kind, Aim High and Behave Safely.

Unsafe behaviour will immediately be addressed by
Mr Bowman, Mr Potter or Mr Commander.



Zones of Regulation

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

The IEP cycle

What is an IEP?

An Individual Education Plan (IEP) is a document that is developed by the class teacher to ensure a child's learning needs are being met. When a child's learning progress slows, we recognise this could be attributed to different factors. Some of these may be linked to neurodiversity or other reasons. These may include:

- Speech or Language impairment
- Visual impairment
- Hearing impairment
- Learning disability
- Emotional challenge
- Cognitive challenge
- Social, Emotional and Mental health challenges (ADHD)
- Communication and Interaction (Autism)

Where a class teacher identifies a child needs support in their learning, an IEP will be written. This IEP will be shared with the parents in a meeting during terms 1, 3 and 5.

Thank you!

Any questions?



CONNECTION



COURAGE



IMAGINATION



CARE

Maths in year 2

Number – number and place value

Statutory requirements

Pupils should be taught to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

Number – multiplication and division

Statutory requirements

Pupils should be taught to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Number – addition and subtraction

Statutory requirements

Pupils should be taught to:

- solve problems with addition and subtraction:
 - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and ones
 - a two-digit number and tens
 - two two-digit numbers
 - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Number – fractions

Statutory requirements

Pupils should be taught to:

- 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
- write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Maths in year 2



Measurement

Statutory requirements

Pupils should be taught to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

Geometry – properties of shapes

Statutory requirements

Pupils should be taught to:

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry – position and direction

Statutory requirements

Pupils should be taught to:

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Statistics

Statutory requirements

Pupils should be taught to:

- 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
- ask and answer questions about totalling and comparing categorical data.

Writing in year 2

Writing – composition

Statutory requirements

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – transcription

Statutory requirements

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Writing in year 2

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in English Appendix 2
 - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2: Detail of content to be introduced (statutory requirement)

Word	<p>Formation of nouns using suffixes such as <i>–ness</i>, <i>–er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>–ful</i>, <i>–less</i></p> <p>(A fuller list of suffixes can be found on page 57 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>–er</i>, <i>–est</i> in adjectives and the use of <i>–ly</i> in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>