

WELCOME TO CLASS 2!



# STAFF

Jenny Foster teaches **Monday-Friday**.

Matt Tanner will teach the children for PE on **Wednesdays**.

Sophie Drew and Annie Smith support us daily in class.

# THE SCHOOL DAY

The school day will start at **9:00am** and finish at **3:30pm**. Children should be dropped off at the gate nearest the school house opposite the car park at 8:45am. They will then have 15 minutes play in the playground before registration at 9:00am. They should be picked up from the playground. Please support us in socially distancing from other parents. Children should be dropped off swiftly at the allocated time to ensure a prompt start to the day.



# WHAT SHOULD THE CHILDREN BRING TO SCHOOL EACH DAY?

- Water bottle
- A waterproof coat
- Bookbag
- Healthy snack (optional) Children also have the option of fruit at break time, as well as milk (but this needs to be paid for). We will let you know if your child no longer would like their milk so you can cancel the payments.
- Yellow reading diaries (Mrs Drew will change books on **Thursdays**. We will aim to check these daily for any communication from home.)
- Children should wear wild woodland clothing on **Tuesdays** and PE kit on **Wednesdays**.

All clearly name labelled please!

# HOME LEARNING



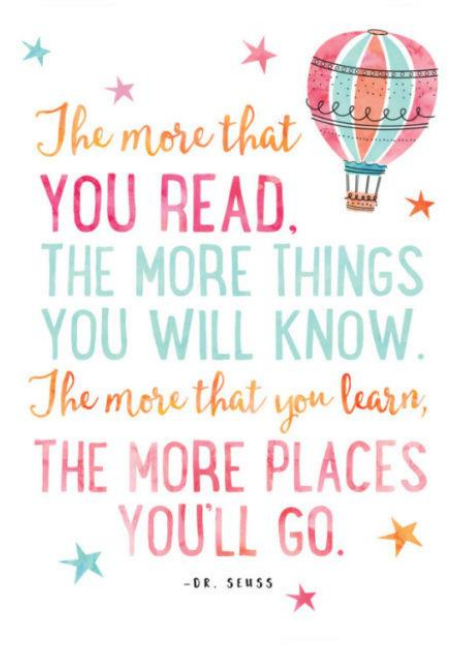
- Year 2 spellings will be sent home on a **Monday** and tested on **Friday** of the same week. This will be 10 words that link with the rule learnt in spelling and grammar sessions that week. Year 1 key words will be sent home on a **Friday** and tested the following **Friday**. It would be great if you could find a little time to practice these with your child.
- Reading with your child at home (please see following slides)
- Home learning will be communicated via Teams as a post and linked with our learning in school. This will be set on a **Wednesday** and due the following **Wednesday**.
- **YEAR 2'S ONLY** – The Year 2 children will also be able to practice their times tables in school as well as at home using a fun platform called Times Tables Rock Stars. You will receive a letter on how to set this up soon.
- Please let us know if your child does not have access to any devices so that we can make alternative arrangements.

# WHY IS READING SO IMPORTANT?

After the children's absence from school, reading has never been more important than it is now as part of the curriculum recovery.

Reading is not simply the ability to read words from a page but the understanding and comprehension of what has been read whether explicitly stated or inferred. To understand a book, at times a child needs to become a detective searching for clues and interpreting these. Children need to learn how to read strategically building upon a range of skills; word recognition, skimming, scanning, re-reading, summarising, asking questions – to name a few.

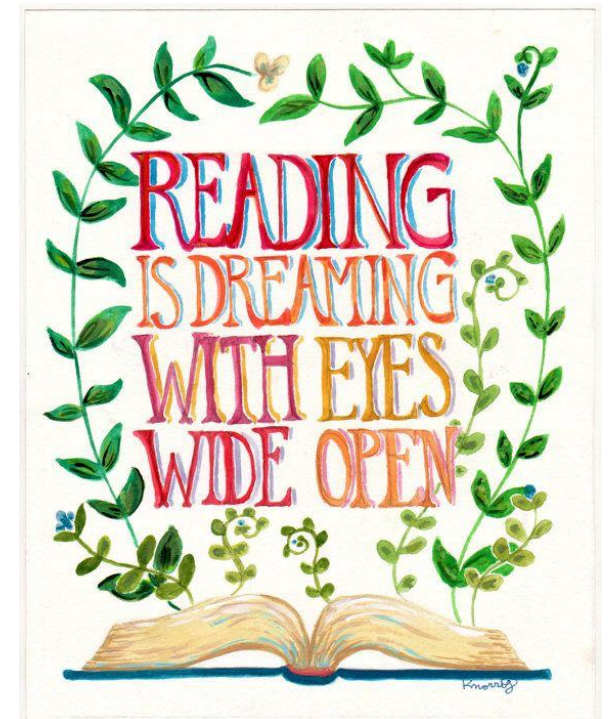
Reading not only opens up a world of enjoyment of reading for pleasure but is also a vital tool to access information across the curriculum and beyond. The more you read, the more you know, the more you want to know, and the wider and richer your vocabulary becomes.





# OPPORTUNITIES TO READ IN CLASS 2

- Reading for pleasure during early morning work – to start our day off calmly.
- During English sequences when learning the text
- Daily group guided reading sessions
- Reading on a 1:1 basis
- Accelerated Reader
- Sharing our love of reading through story time





# SUPPORTING YOUR CHILD AT HOME WITH READING

To support the development of reading and vocabulary at home you can listen to your child read regularly, discuss books they have read, share books with them – a bedtime story is an ideal opportunity.

**Before looking at a book, try asking questions such as**

What do you think this book is about?

What do you think will happen?

Tell me about what has happened so far?

**After reading, ask**

What happened in the book?

What do you think will happen next?

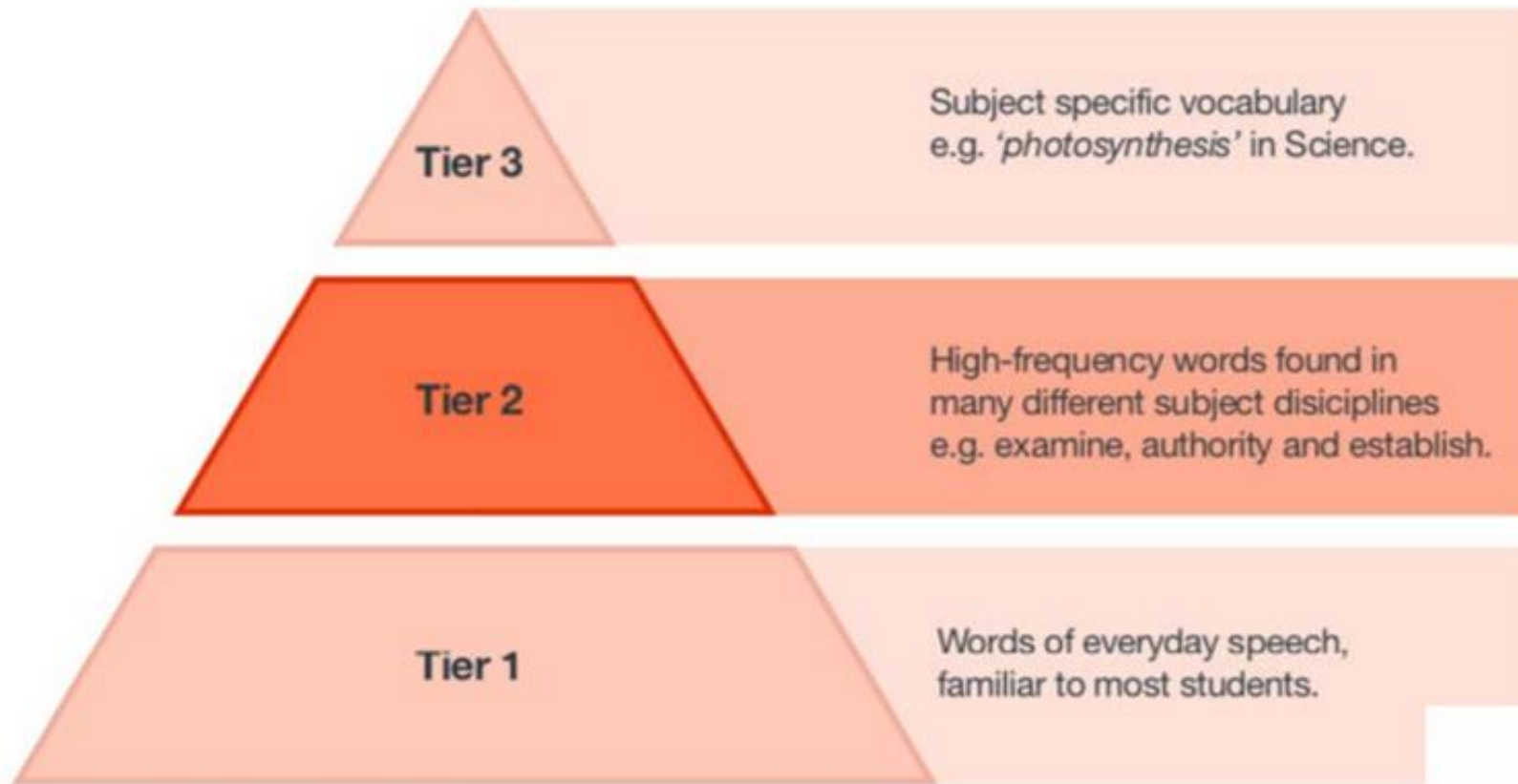
Tell me some facts you have found out. What was your favourite?

**During reading**

If your child encounters new vocabulary, ask them what they think it might mean. If it doesn't disrupt the flow of reading, look it up together in a dictionary. Or, ask them to jot the word down to look up later. If they discover a word they really like, challenge them to use it in a sentence at home or in some writing.



# VOCABULARY DEVELOPMENT AT LANDSCOPE



# HOW WILL WE DEVELOP VOCABULARY? TALK ROLES

Listening – Teacher/adult as a role model

Speaking – developing talk roles.

Reading – encountering new words, explaining the meaning in context.

Writing – using a rich and varied vocabulary, words acquired through reading, finding and using synonyms in the dictionary

## **Instigator**



The person who starts the discussion...

*could say:*

- 'From my point of view...'
- 'My view is...however...'
- 'Due to the fact that...'

## **Builder**



Develops, adds and builds on to an idea...

*could say:*

- 'I wholeheartedly agree...however...'
- 'I wondered why...'
- 'I noticed a connection between...'

Challenger – disagrees with or presents alternative argument

Clarifier – makes things clearer/simplifies ideas by asking ?

Prober – digs deeper into an argument/ seeks justification

Summariser – presents reflections/provides conclusion

# RE (FAB) AT LANDSCOPE

FaB explores big questions about life, to find out what people believe and what difference this makes to how they live.

FaB helps us to make sense of religion and belief, reflecting on our own ideas and ways of living.



# HOW WILL WE USE TECHNOLOGY TO ENHANCE OUR LEARNING?

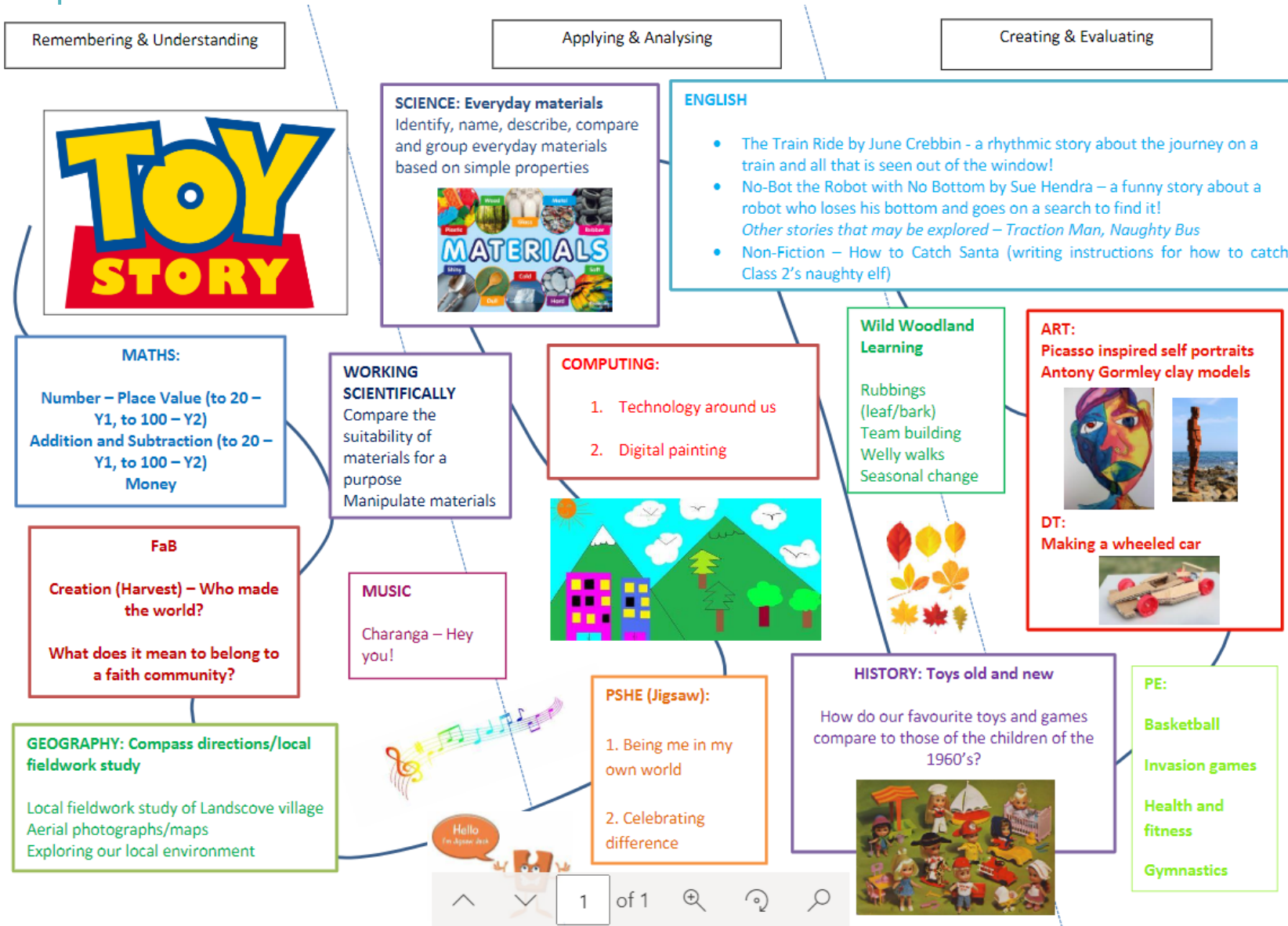
- We will be using technology to enhance our learning in school. This may be in the form of interactive games to support phonics or maths within lessons or watching clips in English and topic to enhance our vocabulary and learn new concepts. Some of us will also use the class computers/laptops to quiz on our reading books.
- Please see a list on the class page of most of the websites that we use regularly in school.



# SHOW AND TELL

- Show and Tell will take place each Wednesday on a group rotation basis.
- We encourage the children to share something that is either linked to our current topic or something they are proud of/have achieved. This way the session is beneficial to all.
- Please post a picture of your child with their show and tell on Teams **by Wednesday morning**.
- There will be a sticker in the front of children's reading diaries to let you know which group they are in and a timetable uploaded to Teams every 4 weeks with each groups show and tell date.

# AUTUMN TOPIC – ‘TOYS’



Please refer to our class page on the website for more key information – such as our two year rolling programme.



# THE BEST WAY TO CONTACT THE CLASS 2 TEAM

- Please do not hesitate to get in touch with us with any queries during the year via the methods below:
- Message in the reading diary (these will be checked daily by a member of the class 2 team)
- Speak to a member of staff at the end of the day at pick up (please wait until all children have been dismissed)
- Message on Teams via the general page
- Email via Amanda in the office ([adminlandscove@thelink.academy](mailto:adminlandscove@thelink.academy)). All emails will be forwarded on and responded to as soon as possible. Please refrain from emailing staff directly.

ANY QUESTIONS?

