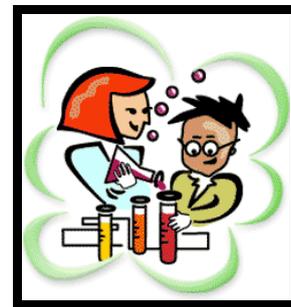
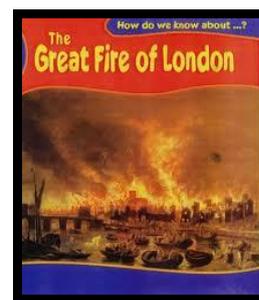
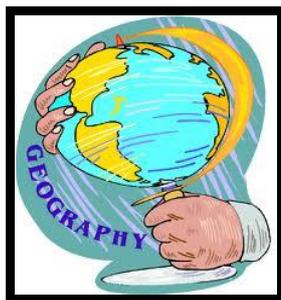


# North Cheshire Jewish Primary School



## Working in Key Stage 1 Year Two





# Year 2

At the end of Key Stage 1, your child may undertake SAT's tests and tasks informally. These are to support and reinforce Teacher Assessment. The results are not reported separately but are used to help the teacher assess your child's work. SAT results are based on your child's achievement during the whole of Year 2 and across all curriculum subjects. The Teacher Assessment is moderated by our local authority. This is to make sure our teachers make consistent assessments of children's work in line with all other schools. The teacher is aware of how your child is performing on a daily basis and this is a secure guide to their attainment.

Towards the end of the summer term, parents whose children are in Year Two (end of Key Stage 1 – age 6/7) will hear about the results of SATs (Statutory Assessment).

Assessment results are reported for three core subject: English, Maths and Science. In English, Teacher Assessment is reported separately for three areas: reading comprehension, writing and speaking and listening. An overall Teacher Assessment level is reported for each subject.

**These are the general expectations by the end of Year 2. However to reflect the wide range of ability, opportunities are there to extend where appropriate.**

## Literacy

- good speaking and listening skills
- experience of many styles of writing: extended narratives using descriptive detail, recounts, instructions, invitations, poems, letters, book reviews and leaflets
- experience of many text styles
- using a dictionary and thesaurus
- improved reading and reading comprehension
- neat joined handwriting
- improved phonological awareness and application of spelling strategies

## Numeracy:

- know and use numbers to 1000 and beyond
- count on and back in 2's, 3's, 4's, 5's and 10's
- understand odd and even numbers
- estimating and rounding
- fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$
- know addition and subtraction facts
- 2x, 5x and 10x tables
- Multiplication and division
- use of standard units of measurements (cm, m, g, kg, ml, l)
- time (starting to tell the time, analogue and digital)

- 2D and 3D shape
- symmetry
- angles and turns
- grid references

Year 2 units of work include:

**Science:**

- Materials
- Forces
- Electricity
- Plant and Animals in their Environment
- Variation and Classification
- Health and Growth

**History:**

- Great Fire of London
- Remembrance Day
- Florence Nightingale and other famous people
- Historic research (famous people)

**Geography:**

- Geographical language and features
- Contrasting environments
- Maps and grid references

The children will also follow the National Curriculum in: ICT, Art, Design Technology, Music, PE and Dance

## **Homework**

Children are expected to read for at least 5 to 10 minutes a day. Children are expected to record the date, title and series of their reading book in their Home/School Reading Record. Weekend homework will be set on a Friday and needs to be handed in by the following Tuesday at the latest. This may include literacy, numeracy, science, history or geography (usually 2 tasks). Homework may be differentiated to meet your child's needs. Occasionally your child may bring home extra homework to reinforce concepts taught in class.

During Year 2 children will bring home a Mental Maths homework book and a Science workbook.

## **Holidays/Attendance**

Attendance in school is a legal requirement and you must make every effort to ensure your child arrives on time. It is not acceptable to take holidays in term time. The education welfare officer checks school attendance regularly and unauthorised time taken is noted and will go on your child's record.

In particular it is essential that Year 2 pupils are not taken out of school during assessments in late April/May (SAT's) or for the Siddur Ceremony in July.

If there are emergencies (other than illness) you need to write in and the Head teacher will consider authorising absence under certain circumstances.

## YEAR 2

**Festivals:** Festivals in Tishri } Introduction of  
Chanuka } concepts eg teshuva,  
religious freedom

**Projects:** *Chumash Readiness:* Selections from the A.J.E. programme

***Abraham's Family Tree:***

Research their own family tree as far back as grandparents; make the connection that we are all one family

**Prayer:** Begin learning about Siddur familiarisation with print; names of 3 daily services, reading familiar prayers, 1<sup>st</sup>. 2 brachot of Amida.

**Festivals:** Tu B'Shvat } revision and

Purim } celebration

Revision of mitzvot about derech erez.

**Prayer:** Using the siddur to locate and begin to read the main daily prayers.

**Festivals:** Lag ba'Omer – School celebration

Yom ha'atzma'ut – School celebration.

Shavuot – 10 Commandments

Focus on 2 and 10

**Sedra of the week:** JSCP programme.

**Projects:** *Looking after the environment.*

*Shabbat:* Torah sources and kiddush

**Siddur :** Preparing for the siddur ceremony.

## **Year 2 Hebrew lessons**

### **Autumn Term**

**Revision of all the work done last term.**

#### **A new project“Days of the week”**

listening, understanding, reading and writing.

Work on all diacritics.

Listening and undertaking more complicated Hebrew instruction with verbs.

Work on the different festivals, looking at objects and pictures and saying a short sentence, also writing and reading it.

Rosh-Hashanah, Yom-Kippur, Sukkot, Simchat-Torah Hanukah.

One page of reading homework to be sent home (every two weeks).

Ongoing Assessments: verbal assessment for speaking/pronunciation and listening by question and answer sessions. Reading assessment in groups and one-to-one.

Assessment of writing from marking books.

Develop your conversation skills.

SEN: Different programme for Israeli children/Hebrew speakers, newcomers to the school with no previous knowledge of Hebrew and low ability groups

Develop your

### **Spring Term**

Revision of all the work done last term, revision of all the letters. The project weather.

Work on diacritics. Listening and undertaking more complicated Hebrew instructions.

Work on the festivals. Looking at objects or pictures and saying a 3-word sentence for them.

New Hebrew vocabulary and songs.

Reading and writing short sentences for the festivals.

Tu-Beshevat, Purim, Pesach.

Conversation skills; able to introduce myself.

Ongoing Assessments: verbal assessment for speaking/pronunciation and listening by question and answer sessions. Reading assessment in groups and one-to-one.

### **Summer Term**

Revision of all the work done last term.

Continue work in the book. The projects single & plural in feminine and masculine and big and small .

Conversation skills; able to ask different questions and answer them.

Work on the festivals; Yom-Hatzmaout Lag-Ba.omer, Shavuot.

# **S.E.A.L.**

## **Social and Emotional Aspects of Learning**

There are five social and emotional aspects of learning:-

1. Self-awareness.
2. Managing feelings.
3. Motivation.
4. Empathy.
5. Social skills.

It is important to develop these aspects of learning in the primary curriculum because:

- They underlie almost every aspect of our lives.
- They enable us to be effective learners.
- They enable us to get on with other people.
- They enable us to be responsible citizens.

How can we achieve this?

- A whole-school approach building on existing PHSE work e.g. Circle-Time, House Systems, School Council.
- Assemblies based on a clear S.E.A.L. theme.
- Age-appropriate themes that can be discussed in Circle-Time and throughout the curriculum.