

Barnfields Primary School

Year 2



SCHOOL VISION:

At Barnfields, **academic excellence** runs alongside **sporting and artistic excellence**. The whole child is nurtured as **positive wellbeing** is encouraged and supported, enabling them to make **outstanding progress** across the curriculum.

This learning is underpinned by **strong values** that encourage and guide the children through the rest of their academic journey and as **citizens of the future**.



Meet the Teachers



Ms. Taylor
Class Teacher



Miss Moorcroft
Class Teacher



Mrs. Harrison
Teaching Assistant



Mrs. Stephens
Teaching Assistant

The School Day

- Gates will open at **8:40am** and close at **8:50am** for all children.
- Registers will be completed between **8:50am** and **9am**.
- Reception and Yr1 will enter during the side gate next to the school office.
- Yr2-Yr6 will enter through the main school gate behind the Co-Op.
- Learning will begin promptly when registration closes.
- Children are encouraged to be increasingly independent. They will be dropped off at the school gates in the morning, with the exception of Reception and Yr1.
- Children will be dismissed at the end of the day (same as the morning gate) at the following times:
 - **Reception: 3:10pm**
 - **Yr1 – Yr3: 3:15pm**
 - **Yr4, Yr5, Yr6: 3:20pm**



The Importance of Attendance

Regular school attendance is the key to enabling children and young people to maximise the educational opportunities available to them and become emotionally resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community. Promoting excellent attendance is the responsibility of the whole school community.

Attendance during the school year	Number of days absent	Number of weeks absent	Number of lessons missed
90%	19 days	4 weeks	95
80%	38 days	8 weeks	190
70%	57 days	11.5 weeks	285

96% - 100%
WELL DONE - THIS IS EXCELLENT!

YELLOW GROUP
90% - 95.9%
LOW ATTENDANCE

RED GROUP
Less than 90% PERSISTENT ABSENCE PUPIL



Expectations at Barnfields

- Barnfields' Values of *Respect*, *Reflection*, *Resilience*, *Responsibility* and *Positivity* are at the heart of all of the children's actions.
- Every child looks smart in the correct school uniform and is proud to respect the Barnfields Badge.
- Excellent behaviour at all times will be the responsibility of the child; they will be asked to reflect on their choices and consequences may be incurred.
- There will be mutual respect from all members of our school community at all times.



School Uniform

All pupils are expected to wear the uniform in full to school every day.

At Barnfields, children wear white collared shirts (long or short-sleeved), together with our **school tie**. A **red school cardigan** or V-necked jumper with the **school logo** must also be worn. This is accompanied by a **grey/red tartan skirt/pinafore dress** or black trousers (no leggings, jeans or combat style). **Black tights and black, white or grey socks** with sensible **black shoes or plain black boots** (no trainers or pumps) for the winter months must also be worn.

We encourage everyone to wear our main school uniform all year round. However, in the summer, children are able to wear black or grey shorts, or a red and white checked summer dress with white socks.

Please note that our PTFA, for a small donation, sell good quality second hand uniform.

Please keep hair accessories simple and jewellery to a minimum.



PE Kit

PE kits are an essential part of physical education. They ensure children remain safe whilst being active and are key for personal hygiene. Children will be expected to wear a **red t-shirt with logo, black shorts or skirt and black or white socks**. A Barnfields hoody is optional. We encourage children to wear **inexpensive trainers; we do not stipulate a colour**. Additional warm clothing e.g. tracksuit can also be worn when necessary.

‘Let’s Dance’ is not part of the Barnfields PE Kit and should only be worn for after school clubs only.



Barnfields' Behaviour Policy: Principles



READY

Learning Behaviour

READY TO LISTEN,
READY TO LEARN

Listen to others
when they talk
to us

Stop when the
whistle is blown

Line up quietly and
sensibly when asked

Wait for an adult
instruction



RESPECTFUL

Attitude to Others

RESPECTFUL ATTITUDE,
RESPECTFUL WORDS

Demonstrate our STEPS
to good manners

Smile, be positive
and have a go!

Look after the equipment
on the playground

Treat others as we would
want to be treated

Be tolerant to others
and their opinions



SAFE

Behaviour

SAFE CHOICES,
SAFE ACTIONS

Use kind hands,
feet and words

Act in a calm and
considerate manner

Make good choices

Use equipment
correctly

Play games that are
appropriate for the
school playground



Barnfields' Behaviour Policy: Rewards



Daily: Verbal praise, celebration of work in class, stickers, sent to partner year group teacher/Phase Leader, raffle ticket reward (drawn at end of week)

Weekly: Phase Leader sticker, email to parents, Hot Chocolate Friday with Phase Leader, raffle ticket draw, Celebration Assembly (Well Done)

Half-termly: Postcards home from Headteacher, Reward Afternoon, a golden band to wear, Acorn Award Assembly

Termly: Squirrel Award Assembly, Reward Day




Barnfields' Behaviour Policy: STEPS to Good Manners

We believe it is important that children learn through example so we actively teach the STEPS to good manners:

- Smile
- Thank you
- Excuse me
- Please
- Sorry



Lunch at Barnfields

Menu available Wc 25/04 - 09/05 - 23/05 13/06 - 27/06 - 11/07		Barnfields Primary				
Week 1 Menu starts Monday 25th April	Monday	Tuesday	Wednesday	Thursday	Friday	Coming Soon Foodie Theme Days
Main Course	Assorted Pizza Slices (V)	NEW Piri Piri Chicken	Spaghetti Beef Bolognese with Garlic Bread	Roast Turkey with Stuffing & Gravy	Battered Fish Fillet	Daily Mixed Salad Fresh Bread Deli Sandwiches Yoghurts Fresh Fruit Cheese & Biscuits
Veggie Main	Veggie Nuggets (V)	NEW Piri Piri Quorn Fillets (V)	Veggie Spaghetti Bolognese with Garlic Bread (V)	Roasted Quorn Fillet with Stuffing & Gravy (V)	Omelette (V)	
Vegetables	Peas Sweetcorn Spicy Wedges	Potato Bravas Sweetcorn	Mixed Vegetables	Roasted Potatoes Seasonal Vegetables	Chipped Potatoes Garden Peas Baked Beans	Speak to our AMAZING staff about our fantastic NEW dishes.
Lighter Bites	Italian Herb Pasta Pots with Garlic Bread	Selection of Deli Sandwiches & Wraps	Jacket Potatoes with Various Fillings	Tomato Pasta with Garlic Bread	Selection of Deli Sandwiches & Wraps	
Desserts	Selection of Chef's Desserts	Selection of Chef's Desserts	Selection of Chef's Desserts	Selection of Chef's Desserts	Selection of Chef's Desserts	Dietary & Allergies Please speak to a member of the catering staff if you have any special dietary or allergy requirements.
Mid-Morning Break 10:20am until 11:00am	Toast Waffles Cheese on Toast Milkshakes Juice	Toast Waffles Cheese on Toast Milkshakes Juice	Toast Waffles Cheese on Toast Milkshakes Juice	Toast Waffles Cheese on Toast Milkshakes Juice	Toast Waffles Cheese on Toast Milkshakes Juice	
	Here at Barnfields Primary, where possible, our menu items are homemade from locally sourced, sustainable ingredients.					

Universal infant free school meals (UFSM) provides funding for all government funded schools to offer free school meals to pupils in reception, year 1, and year 2.

Please ensure it is ONLY water in children's bottles in school.



Curriculum Intention

- Our curriculum is underpinned by six key drivers: *ambition, values, retrieval, knowledge, relevance* and *enquiry*. These determine the direction and development in the work that we do.
- We deliver a **knowledge-engaged curriculum** (we recognise that knowledge and skills are the two core components to learning).
- Our curriculum encompasses the statutory requirements of the National Curriculum.
- We offer a **broad and balanced curriculum** that values the discipline and importance of each subject (e.g. *true to discipline*).
- **Coherently planned and ambitious lesson sequences** ensure progression of knowledge and skills within the year and throughout the years.
- We understand that children learn and progress at different rates. We ensure that the curriculum is taught at the appropriate level and challenge for the stage of the child's development.

Curriculum Overviews

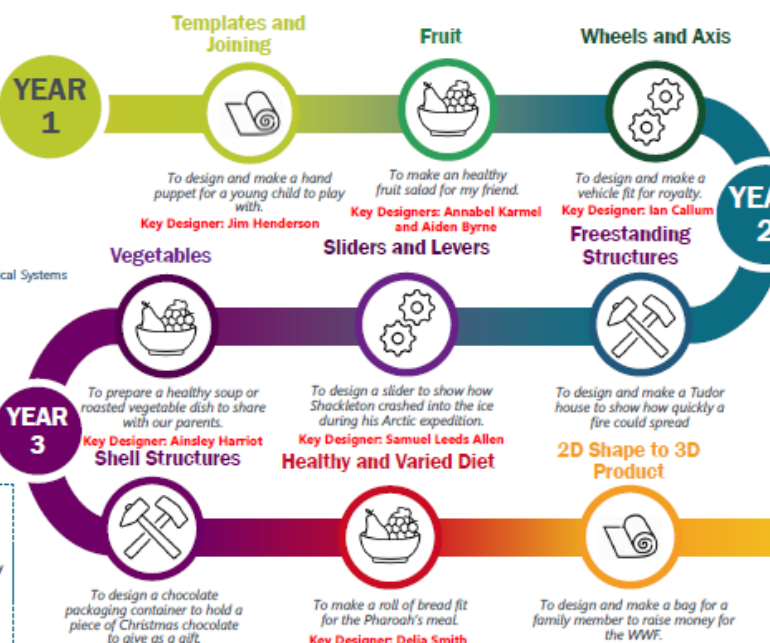
ACADEMIC YEAR	AUTUMN		SPRING		SUMMER	
School Value	Term 1 Resilience	Term 2 Respect	Term 3 Positivity	Term 4 Responsibility	Term 5 Reflection	Term 6 All 5 Values
Topic	The Tudors	The Great Fire of London	The Awesome Arctic		Walk on the Wildside	
Visits/Visitors	Visit from Ancient High House	KS1 Christmas Nativity			West Midlands Safari Park	
Learning Celebrations	Tudor Fair	KS1 Christmas Nativity	Environment Posters		A Nature Learning Walk	
Local Links	Ancient High House					Wildwood Nature Reserve
Texts used in Fiction in Poetry NF: Non-Fiction V: Video	Smelly Louie by Catherine Raynor (F)	Samuel Pepys Diary (NF) Excitable Edgar (V) Raven Boy by Pipa Goodheart (F)	Rainbow Bear, Michael Morpurgo (F) Ice Trap, William Grill (NF) Snowflake Mistake, Lou Trevelan (F) Poles Apart, Jessica Willis The Crow's Tale – Naomi Howarth The Penguin Who Wanted to Find Out, Jill Thomlinson (F)	Saving Species, Jess French (NF) Diary of a Wombat – Jackie French Paper Caper, Oliver Jeffers (F) The Promise, Nicola Davies (F) Greta and the Giants, Zoe Tucker (NF elements) I am the seed that grew into a tree, Fiona Waters (P)		
Trailer: Traditional Tale Bold: Classic texts						
Reading	The class text will be used to support the development of reading comprehension, along with the use of other supporting texts. Word Reading: Pupils should be taught to: <ul style="list-style-type: none">continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading fluent.read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.read accurately words of two or more syllables that contain the same graphemes as aboveread words containing common suffixesread further common exception words, noting unusual correspondences between spelling and sound and where these occur in the wordread most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered					

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Commun

Design Technology Curriculum Overview



- Skills:**
- Developing, planning and communicating ideas.
 - Working with tools, equipment, materials and components to make quality products.
 - Evaluating processes and products.
 - Food and nutrition.
 - Technical knowledge



English Expectations: Reading

We expect children to read for **at least 15 minutes** every night.

This is a book of their choice but should be **suited to their reading** ability (90% accuracy when reading). The book can be one **borrowed from school or one from home**. From September children will have this book matched more consistently to their phonetic ability to help with this.

Ideally, they will **read aloud** to an adult to allow for opportunities to check their fluency and also discuss the content and meaning of what they have read.

In Year 2, reading has a **whole class approach** and is taught for **half an hour four times per week**. This chosen text is used to develop children's fluency and comprehension.



English Expectations: Writing

In Year 2, we continue to deliver our writing lessons through our Bespoke Writing Curriculum.

At the start of the writing process, pupils are exposed to many **samples of the writing genre** being studied.

As the writing process continues, we **model writing and undertake shared and guided writing** to develop the children's knowledge and skills in readiness for the **independent writing** they then complete.

Once the children have completed their writing we will **model how to compose, edit and revise their writing**. Your child will be taught to self-evaluate their writing and **check their work independently** for sense, accuracy and meaning.

Spelling, vocabulary, grammar and punctuation are taught in the context of pupils' own writing, as well as through discrete lessons.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.



Expectations: Mathematics

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value</div> <div>FREE TRIAL</div> <div>VIEW</div>				<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>				<div>Geometry</div> <div>Shape</div> <div>VIEW</div>			
Spring term	<div>Measurement</div> <div>Money</div> <div>VIEW</div>	<div>Number</div> <div>Multiplication and division</div> <div>VIEW</div>				<div>Measurement</div> <div>Length and height</div> <div>VIEW</div>	<div>Measurement</div> <div>Mass, capacity and temperature</div> <div>VIEW</div>					
Summer term	<div>Number</div> <div>Fractions</div> <div>VIEW</div>		<div>Measurement</div> <div>Time</div> <div>VIEW</div>			<div>Statistics</div> <div>VIEW</div>		<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>		<div>Consolidation</div>		

Reporting to Parents

As in previous years, a report will be sent out to parents at the end of each term, enabling you to track your child's attainment and progress throughout the year.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expected	1S+	2B	2B+	2W	2W+	2S
Exceeding	2B	2B+	2W	2W+	2S	2S+

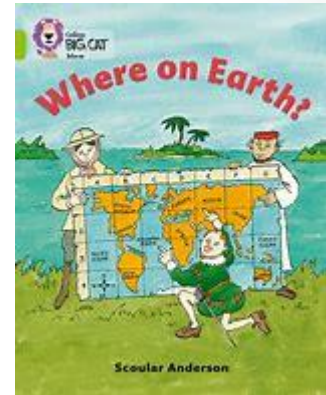
Progress	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Expected	1 step	2 steps	3 steps	4 steps	5 steps	6 steps

Parental Support

At home, you can help your child by:

Reading

Reading with your child for 15 minutes a day is the most important way you can impact your child's education.



Practising multiplication tables

We provide the children with Times Tables Rock Stars, which is a brilliant site for learning and consolidating their tables! By the end of Year 2 they need to know their 2x, 5x and 10x tables. We also have the White Rose APP as well as other great web-sites like Hit the Button!



Practising the Statutory Year 2 spellings

Please refer to the handout to see the Year 2 spelling list. Alongside this, working on handwriting is also really beneficial.

We will also set weekly homework. This is optional and will be an add on to any in class work. We don't need to have this handed back into school.

Year 1 and 2 Common Exception Words

Year 1

the
a
do
to
today
of
said
says
are
were
is
his
has
I
you
your

they
be
he
me
she
we
no
go
so
by
my
here
there
where
love
come
some

one
once
ask
friend
school
put
push
pull
full
house
our

Year 2

door
floor
poor
because
find
kind
mind
behind
children
wild
climb
most
only
both
old
cold

gold
hold
told
every
great
break
steak
pretty
beautiful
after
fast
last
past
father
class
grass
pass

plant
path
bath
hour
move
prove
improve
sure
sugar
eye
could
should
would
who
whole
any
many

clothes
busy
people
water
again
half
money
Mr
Mrs
parents
Christmas
everybody
even





SATS

SATs in KS1 are no longer compulsory. We will still be using assessments to support our judgements (just like the rest of the school) but these won't be reported in the same way.

Nativity

Confirmation of this date will be sent out in the new school year but we are initially looking at the week of the 11 December.

Trips

We are currently planning two trips in the year. One in the autumn term to the Ancient High House and one in the summer term to the Emma Bridgewater Factory. Dates TBC.

Keeping in Touch

Email: office@barnfields.staffs.sch.uk

Mr Ball: headteacher@barnfields.staffs.sch.uk

Mr Locke: tom.locke@barnfields.staffs.sch.uk

Mrs Davies (SENCO): senco_BP@barnfields.staffs.sch.uk



We also publish Barnfields' Bulletin every two weeks which contains important information, such as any upcoming events.

We also have a very active Twitter account.

Follow us [@BarnfieldsPS](https://twitter.com/BarnfieldsPS)

