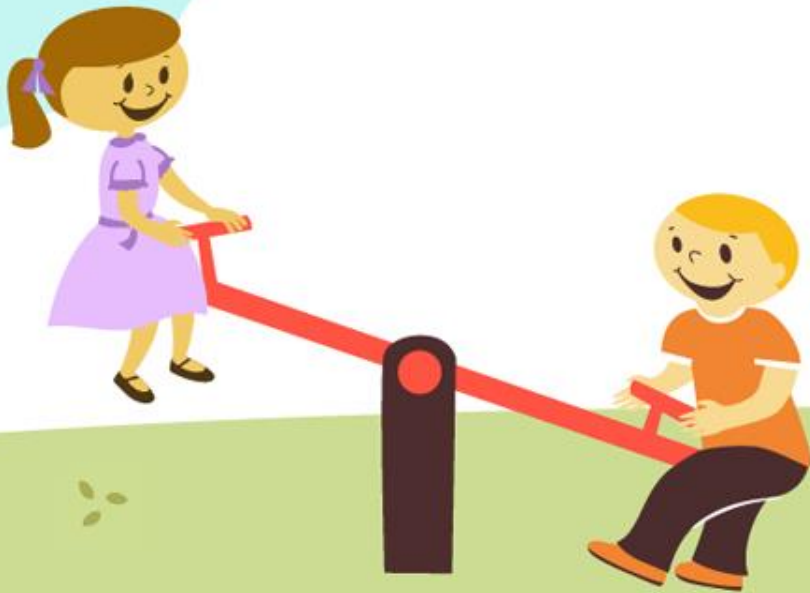


Welcome to Year 2/3



A little bit about us...

Class teacher - Overall responsibility for the class

Miss Roper

Additional Adults

Mrs Yates – Will cover the class when the Class teacher has planning or management time

Teaching Assistants

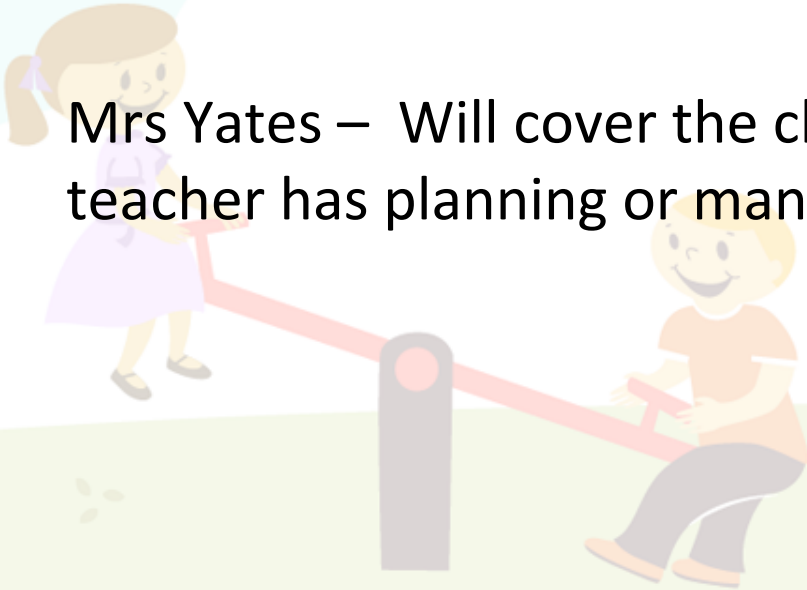
Additional adults will also support learning in our classroom regularly.

Miss Kearley

Miss Hutchins

Mrs Cox

Mrs Ware



Year 2/3's learning this year

Year 2/3 Long Term Plan						
Literacy	Term 1		Term 2		Term 3	
Writing Units	<u>The Colour Monster</u> P1: Descriptive Language & Character Description P2: Narrative Features, using conjunctions & building similes P3: Narrative with description and conjunction focus	<u>George's Marvellous Medicine</u> P1: Character Description P2: Recount Features, using speech & alliteration P3: Recipes & Witness Statements (recount) P4: Narrative Revisit	<u>The Stone Age Boy</u> P1: Making Predictions P2: Diary Entry Features, using repetition & expanded noun phrases P3: Diary Entries P4: Witness Statement Revisit (Recount)	<u>The Magic Paintbrush</u> P1: Predictions and Retelling P2: Rhyme, Character Description & Narrative Features P3: Narrative with a focus on 'mood'	<u>Tales of Ancient Egypt</u> P1: Biography of Queen Cleopatra P2: Cleopatra's Death Newspaper Report (Recount) P3: Explanation/Information Text P4: Narrative	<u>Pugs of the Frozen North</u> P1: Character Description/Development P2: Diary Entries & Sequencing P3: Narrative POV P4: Newspaper Report (Recount)
Shared Reading Themes	Roald Dahl Disability World Black History	Halloween Remembrance Awesome Men Favourite Authors Time Travel Christmas	New Year Destination... Best Books of 2021 Awesome Series Modern Classics	Book Series Best Books of 2022 Awesome Women British Science Week Disability Human Body	Books about Cats Books into Movies British History Wild Animal Week Managing Emotions Super Series	Environment Seaside and Islands Refugees Adventure Global Destinations British Destinations Space Exploration
Class Novel	George's Marvellous Medicine – Roald Dahl The Colour Monster – Anna Llenas My Heart is a Poem – Various Poets Perfectly Peculiar Pets – Poems by Elli Woollard		The Truth Pixie The Stone Age Boy – Satoshi Kitamura Cave Baby – Julia Donaldson UG – Raymond Briggs The Magic Paintbrush - Julia Donaldson Weslandia! – Paul Fleischman		Pugs of the Frozen North – Phillip Reeve & Sarah McIntyre The Egyptian Cinderella – Shirley Climo The Long-Lost Secret Diary of the World's Worst Egyptian Tomb Hunter – Tim Collins Jelly Boot, Smelly Boots – Poems by Michael Rosen	
Maths						
Term 1 White Rose	Number - Place Value Y2: within 100 Y3: within 1000		Addition and Subtraction Y2: within 100 including money Y3: within 1000 including money			Y2 and Y3: Multiplication
Term 2 White Rose	Y2 & Y3: Division	Y2 & Y3: Statistics	Y2 & Y3: Length and Height	Y2: Shape, Position and Direction	Y2: Fractions and Consolidation	
				Y3: Shape and Perimeter	Y3: Fractions	
Term 3 White Rose	Y2 & Y3: Time	Y2 & Y3: Problem Solving and Efficient Methods		Y2: Mass, Capacity and Temperature	Y2 & Y3: Maths Investigations and Consolidation	
			Y3: Mass and Capacity			



Year 2/3's learning this year

Topic	Term 1 Healthy Humans			Term 2 Stone Age to Iron Age			Term 3 Ancient Egypt		
Main Topic Focus - Cross-curricular links should be explored through all topics									
History	Hospitals and Healthcare Significant People: Florence Nightingale & Edith Cavell			Stone Age to Iron Age			Ancient Egypt		
Geography				The United Kingdom			Rivers including Fieldwork		
Science Y2	Animals including Humans (Y2)	Animals including Humans (Y2)	Animals and Humans (Y3)	Materials		Plants		Plants	
Science Y3		Animals and Humans (Y3)	Rocks			Forces and Magnets			
Music Charanga	Pulse, Rhythm and Pitch Writing Music Down	Christmas Performance Playing in an Orchestra	Compose using your imagination	Recognising Different Sounds		Exploring Improvisation		Opening Night	
Computing	Digital Literacy Purple Mash: Touch Typing (Y3) Teach Computing: IT Around Us (Y2) Purple Mash: Effective Searching (Y2)	Computer Science Teach Computing: Programming A (Y2) Programmable Toys (Beebots and Codapillar) Y2: Algorithms, Y3: Sequencing	Information Technology Purple Mash: Questioning (2Question)	Information Technology Purple Mash: Spreadsheets (Y2/Y3)		Computer Science Teach Computing: Programming B		Information Technology Purple Mash: Presenting (Y2: Quizzes, Y3: Google Slides/PowerPoint)	
PSHE	Relationships			Living the Wider World			Health and Wellbeing		
	What is the same and different about us?	What does it mean to belong?	Is it ok to keep a secret?	What does it mean to belong to a community?	Is the Internet a good thing?	Why do we need money?	How can we keep ourselves healthy?	What changes as we grow older?	How can we keep ourselves safe?
E-safety, Anti-bullying and Restorative approaches are embedded within the curriculum as well as being focus lessons/topics throughout the year.									
PE (PE Passport)	Dance: Animal Dance Games – Striking and Field Games 2	Gym – Fundamental Movement Skills 2 Games - Net and Ball Games 2	Gym – Fundamental Movement Skills 3 Games – Invasion Games 2	Yoga Gym – Pathways		Gym – Balancing Games – Athletics		Gym: Stretching, Curling & Arching Games – Target Games	
	Dance: Animal Dance Games – Cricket	Gym – Linking Movements Together Games - Netball	Gym: Symmetry & Asymmetry Games: Tag Rugby	Health Related Fitness Games: Athletics		Swimming Gym: Receiving Body Weight		Swimming Dance – Egyptian Dance	
Art	Explore and Draw		Gestural Drawing with Charcoal		Cloth Thread Paint				
D/T	Preparing Fruit and Vegetables		Freestanding Structures		Sliders, Levers and Linkages				
RE (Stockport SOW)	Living: What does it mean to be a Christian today? (LKS2) Believing: Revisit KS1: Who is a Christian and what do they believe?	Expressing: How and why do we celebrate special and sacred times? (KS1)	Living: What does it mean to belong to a faith community? (KS1)	Living: What does it mean to be Muslim today? (LKS2) Believing: Revisit KS1: Who is a Muslim and what do they believe?		Believing: What can we learn about scared books? (KS1)		Living: How should we care for the world and others and why does it matter? (KS1)	
Enrichment	Visitors: People in Healthcare Advent Visit to Church			Visit to a Mosque or Visitor of Faith		River Trip			
Class Assembly/ Performances	Year 1, 2 & 3 Christmas Nativity		Class Assembly		Class Museum Event				



History

How did Florence Nightingale and Edith Cavell help to improve hospitals?

How can we find out about the past?
Who was Florence Nightingale and why was she important?
Who was Edith Cavell and why was she important?
When did Florence and Edith become significant?
Why did Florence and Edith act the way they did?
How did Florence and Edith change our hospitals?

Learning about the lives of significant people who have contributed to national and international achievements.

Science

Why do we need to keep healthy?

do humans need to survive?
Do we need exercise?
What is a healthy diet?

Why do we need to have good hygiene?
How can we feel better when we are ill?

How do the systems inside our body work to make a healthy human?

How does our skeleton help us?
Do our bones effect what we can do?
What do our muscles do?
Do all animals have the same skeleton?
What types of nutrients do we need?

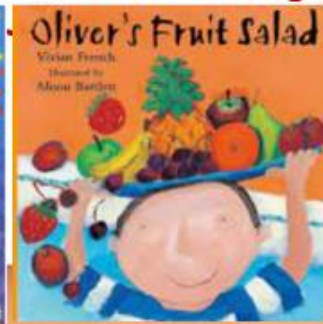
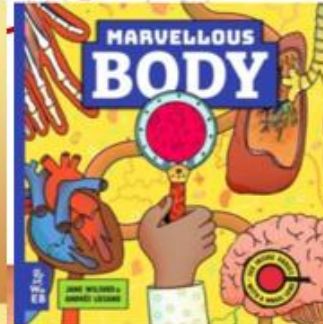
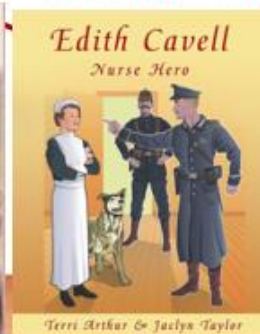
Learning about how lifestyle can help our body to stay healthy.

Design Technology

What sort of fruit product shall I make?
Who will it be for?
Will my product appeal to my intended user?

How do you prepare fruits and vegetables to eat?
How do we prepare food safely?
How will different food processes create different effects?
What order will I work in?
How will I present my fruit product?
Do I need to adjust or change anything?

Designing, preparing and evaluating a fruit snack safely.



Geography

What are the countries of the UK and the regions of England?

What are the key geographical features of the UK?

How can I use maps to understand a place?

How can I use maps to learn more about the UK?

Understanding the key geographical characteristics of the United Kingdom. Using maps and atlases to explore the UK..

PSHE

How does a sense of belonging help to keep humans healthy?

When is it important to talk to a trusted adult to keep myself and others safe and healthy?

Exploring the role of families and friendships for having a healthy mental health. Exploring when we may need to talk to trusted adults about secrets.

Art & Design

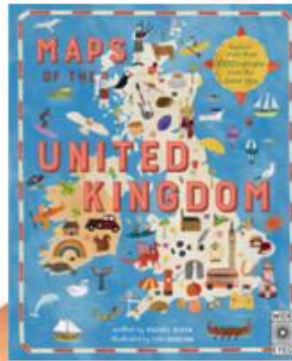
How might creative exploration help keep humans healthy?

What is an artist?

What might an artist explore and collect for their artwork?

What might we explore and collect to use in our artwork?

Learning about and becoming artists who explore and collect to create artwork. Developing our observational drawing skills.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place value Money Addition and Subtraction	Addition and Subtraction Multiplication	Division <u>Statistics</u> <u>Length and Height</u>	Y2: Shape, Position and Direction Y3: Shape and Perimeter <u>Fractions</u>	Time <u>Problem Solving and Efficient Methods</u>	Y2: Mass, Capacity and Temperature Y3: Mass and Capacity <u>Maths Investigations</u>
English	<p>The Colour Monster Narrative</p> <p>George's Marvellous Medicine Recount (Witness Statements) Instructions (Recipes)</p>		<p>The Stone Age Boy Recount: <u>Diary Entries</u></p> <p>The Magic Paintbrush Narrative with a focus on mood</p>		<p>Tales of Ancient Egypt Recount: Newspaper Report <u>Explanation/Information Text</u></p> <p>Pugs of the Frozen North Narrative</p>	
Science	<p><u>Animals including Humans (Y2/3)</u> Why do we need to keep healthy? What do humans need to survive? Do we need exercise? What is a healthy diet? <u>Why</u> do we need to have good hygiene? How can we feel better when we are ill?</p>	<p><u>Animals including Humans</u> How do animal's bodies change as they grow? (Y2) What are offspring? How do animals change as they grow into adults? Do we all grow the same? How do the systems inside our body work to make a human healthy? (Y3) How does our skeleton help us? Do our bones effect what we can do? What do our muscles do? Do all animals have the same skeleton? What types of nutrients do we need?</p>	<p><u>Animals, including humans</u> How do the systems inside our body work to make a human healthy? (Y2) How does our skeleton help us? Do our bones effect what we can do? What do our muscles do? Do all animals have the same skeleton? What types of nutrients do we need? <u>Rocks (Y3)</u> How can we classify rocks? What are rocks and how are they formed? Which rocks make up the Earth? What are soils? How are fossils formed?</p>	<p><u>Materials (Y2/3)</u> How are materials chosen in design? What are materials? What are things made from? How can we change materials? <u>Which</u> materials reflect or block light? <u>Which</u> material would be best to protect Humpty Dumpty? <u>Which</u> materials would be best to keep food/people warm in Bronze Age times? <u>Which</u> materials would be best for our freestanding structures?</p>	<p><u>Plants (Y2)</u> How do seeds and bulbs grow into healthy plants? <u>Which</u> plants can we eat? Are all seeds the same? What do plants need? How do plants grow and change? <u>Forces and Magnets (Y3)</u> How do magnets work? What is a force? Do objects move the same on different surfaces? How do magnetic forces work? Which materials are magnetic? Do magnets attract each other? Are all magnets the same strength?</p>	<p><u>Plants (Y2/3)</u> How does each part of a plant fulfil its function? What do plants need? Do the different parts of a plant have a function? What are roots? How do plants transport water? How do plants reproduce? How are seeds dispersed?</p>

Music

Autumn 1: How does music help us to make friends?

Pulse, Rhythm and Pitch

Autumn 2: How does music teach us about the past?

Playing in an Orchestra: Playing together



High Lane Primary School
Creating the future, today.

PE

Cricket and Dance

How can we create paired motifs using actions, levels and travelling in unison?
How do I bowl, field and bat effectively?

Netball and Gymnastics

How can I use pass, travel and shoot effectively?
How can I travel forwards and backwards? How can I use jumps and rolls safely in sequences?

Computing

Autumn 1: Creating 3D Media

What is IT? What IT do we use in school? How do we use IT safely?
How can we use a search engine effectively?

Autumn 2: Programming

How can we programme a robot?

Autumn 2023-2024

PE days: Tuesday and Thursday

**Homework: Given on a Tuesday,
handed in on Monday**

Spellings test: Friday

Library: Tuesday

PSHE

Relationships

How are we the same and different?
What does it mean to belong?
Is it ok to keep a secret?

RE

Autumn 1: Believing/Living

Who is a Christian and what do they believe? What does it mean to be a Christian today?

Autumn 2: Expressing

How and why do we celebrate special and sacred times?

Spanish (Year 3 only)

How do you greet others in Spanish?
How can I tell others my name and age in Spanish?
How do we say animal names in Spanish?
What adjectives can we say in Spanish to describe animals?
How does the Spanish language use adjectives differently to English?

What will a typical week in Year 2/3 look like?

YEAR 2/3 TIMETABLE AUTUMN 1 2023

	9:00-9:30	9:30 - 10:30		10:30 - 12:00		1:00 – 2:15		2:30 – 3:15
Monday	Whole School Assembly	MATHS SYG: Mrs Ware	10:30 – 10:45 - Break Time	Phonics Y1/2/3 ENGLISH (SHARED READING) SYG: Mrs Cox	12:00 – 1:00- Lunchtime	Class Novel TR: SCIENCE AH: COMUTING	2:15 – 2:30 – Reception and KS1 Break Time (Y3 SPANISH MON, TUES, FRI)	TR: SCIENCE AH: COMUTING
Tuesday PPA AM (RY)	Singing Assembly	DANCE/GYM Mrs Yates: PPA Library (10:15)		Times Tables MATHS Mrs Yates: PPA		Phonics Y1/2/3 ENGLISH SYG: Mrs Cox		MATHS SYG: Mrs Cox
Wednesday DHT PM (RY)	Whole School Assembly	MATHS SYG: Mrs Ware		Phonics Y1/2/3 ENGLISH SYG: Mrs Cox		Class Novel TOPIC (HISTORY) Mrs Yates: DHT Time		RE/MUSIC Mrs Yates: DHT Time
Thursday	Whole School Assembly	OUTDOOR GAMES (CRICKET COACH)		Phonics Y1/2/3 ENGLISH		Class Novel MATHS		PSHE
Friday	Good Work Assembly	MATHS		Phonics Y1/2/3 ENGLISH		TOPIC (HISTORY)		ART/DT



Daily Routines/Timetables

P.E.

Children will have PE lessons twice a week. Our PE days are on: Tuesday and Thursday
Your child will need to come into school in their school PE kits on these days

Homework and Reading

Library: Tuesday

Reading Records: Bring **every** day

Ed Shed: Set on a Friday to revisit the week's spelling and maths fluency learning.

Guitar (Y3-6), Ukulele (Y1-Y6) and Woodwind (Y3-6) (Stockport Music Service)

Woodwind (Flute, Saxophone, Clarinet) Lessons: Tuesdays

Ukulele/Guitar Lessons: Fridays

Find out more about their lessons here: <https://www.stockportmusicservice.org.uk/lessons-instrument-hire/lessons-in-school>

Clubs

Clubs start week beginning 2nd October. You can sign up to clubs termly.

Homework

Over the past few years, we have spent a lot of time designing our homework policy to ensure appropriate tasks and amount of homework is set for each age group.

Daily Reading - It is important for your child to read aloud daily to an adult. This can be a book from school or a book from home. Please complete the reading record with your child. *Where your child has two 'colour banded books' the decodable book will be written in your child's diary.*

Spellings - Spellings will be sent home via Class Dojo and set electronically on Spelling Shed. They can be practiced on the Spelling Shed website or on separate pieces of paper.

Ed Shed Activities - Online activities for Maths will be set each week. On some occasions, grammar tasks may also be set. Information will always be shared via ClassDojo. Please let me know if your child cannot access these at home.

Please note...

Additional homework may start to be set via Class Dojo or Google Classrooms to support other areas of learning. A message will be sent via ClassDojo to confirm this as and when appropriate.

Please watch out for logins at the beginning of the year.

The National Curriculum

The Broad and Balanced Curriculum

At High Lane Primary School, we strongly believe that interest and engagement encourages enthusiasm for learning. Our curriculum has been designed to captivate our children's curiosity. Our year group topics allow our children to develop key skills in a meaningful context. Children develop knowledge and skills in all subjects of the National Curriculum: English, Maths, Science, Computing, PSHE, PE, History, Geography, RE, Art and Design & Technology, Music and Spanish.

How can you help?

- Engage your child in family visits that support school topics and interests of your child

Encourage your child to:

- ask questions and reflect on how things in our world work
- listen to different types of music or learn/practise playing an instrument
- join sports or creative arts clubs in or outside of school
- make and design things at home
- 'show off' their learning at home
- talk about the places you are travelling to – where they are and what they are like

The National Curriculum

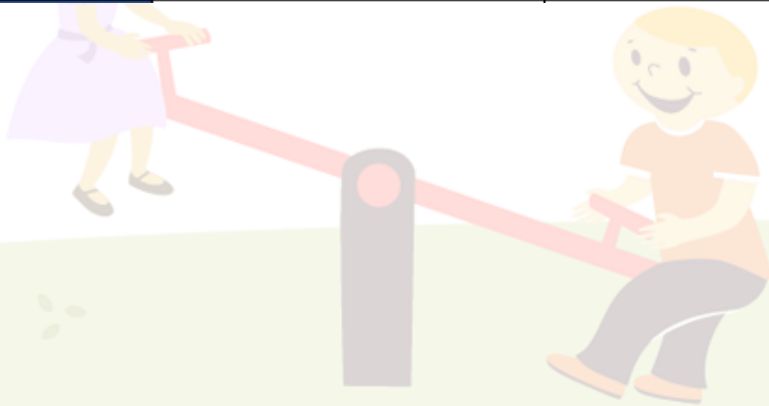
Wellbeing and Lifelong Learning

At High Lane, we believe that supporting children to build the skills they need for coping with life positively is incredibly important.

Through their PSHE curriculum in Year 2/3 the children will learn:

PSHE	Relationships			Living the Wider World			Health and Wellbeing		
	What is the same and different about us?	What does it mean to belong?	Is it ok to keep a secret?	What does it mean to belong to a community?	Is the Internet a good thing?	Why do we need money?	How can we keep ourselves healthy?	What changes as we grow older?	How can we keep ourselves safe?

E-safety, Anti-bullying and Restorative approaches are embedded within the curriculum as well as being focus lessons/topics throughout the year.



The National Curriculum

Wellbeing and Lifelong Learning

How can you help?

- Encourage your child to show you information from school
- Encourage your child to get their clothes, coat and snack ready the night before, ensuring they have everything they need for the next school day
- Promote table manners, using a knife and fork correctly and positive social skills at home

How can the children help?

- Demonstrate greater independence
- To sit sensibly, have respect for others
- To follow the teacher's instructions
- To try their best to wash their hands properly
- To give homework to the teacher on time
- To listen and be respectful with support workers in class
- Maintain a growth mindset – **'I can do it!' 'A mistake is a learning step!'**

The National Curriculum

Understanding your child's learning in English

English: Reading

- Reading for pleasure
- Whole class reading lessons using 'high quality' texts
- Phonics: ability to read (decoding: blending and segmenting)
- Developing understanding about texts: VIPERS
- Reading to and with an adult each week.

English: Writing

- Understanding the purposes for writing
- High quality models for writing
- Strong emphasis on handwriting, spelling, punctuation and grammar (SPaG)
- Drafting, evaluating and editing their own work with growing independence
- Spoken English: developing children's ability to communicate and perform

Reading

Reading is one of the most important parts of your child's development!

- It is important for your child to read aloud daily to an adult. This can be a book from school or a book from home.
- Please complete the reading record with your child wherever possible. This helps us to understand the range of books your child is reading.
- Reading Owls Website can be used for additional electronic books.
- Wherever possible, read with your child and develop their love of reading through visiting the library or book shops

Useful websites:

<http://www.lovereadng4kids.co.uk>

<http://www.readingzone.com/>

<https://www.waterstones.com/campaign/books-of-the-month>

Percentile Rank	Minutes of Reading Per Day	Baseline - Words Read Per Year	Plus 10 Minutes - Words Read Per Year	Percentage Increase In Word Exposure
98	65	4,358,000	5,028,462	15%
90	21.1	1,823,000	2,686,981	47%
80	14.2	1,146,000	1,953,042	70%
70	9.6	622,000	1,269,917	104%
60	6.5	432,000	1,096,615	154%
50	4.6	282,000	895,043	217%
40	3.2	200,000	825,000	313%
30	1.8	106,000	694,889	556%
20	0.7	21,000	321,000	1429%
10	0.1	8,000	Based on reading level, ~300,000 words	
2	0	0		

Distribution of time spent reading books outside of school, with estimated words read per year and projection of increased words per year if each child's average daily time spent reading were increased by ten minutes. Adapted from Adams (2006), with baseline data from Anderson, Wilson and Fielding (1988).

The National Curriculum

Practical ways to support your child's learning in English

Reading

- Talk about words – can your children define a word without using the word they are defining?
- Can your child predict what might happen?
- Can your child summarise what happened on a page, in a chapter, in a whole text?
- Can your child use a thesaurus and dictionary accurately and quickly?

Spelling and Grammar

- Can your child spot different word classes: noun, adjectives, verbs, adverbs?
- Can your child use the right vowel diagraphs? (ai, ay, ey, a-e etc)
- Can your child spell homophones correctly? (right/write, for/four, their/there/they're)

Writing

- When writing can they write in paragraphs and check their spelling and punctuation?

End of Year Writing Checklists

Year 2 Writing Checklist

Working at the Expected Standard:

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:		
writing about real events, recording these simply and clearly		
demarcating most sentences with:	capital letters and full stops	
and with use of:	question marks.	
using present and past tense mostly correctly and consistently		
using co-ordination (or / and / but)		
using some subordination (when / if / that / because)		
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others		
spelling many KS1 common exception words*		
writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		
using spacing between words that reflects the size of the letters		

Year 3 Writing Checklist

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:		
To begin to use ideas from own reading and modelled examples to plan their writing.		
To demonstrate an increasing understanding of purpose and audience.		
To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).		
To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.		
To make deliberate ambitious word choices to add detail.		
To begin to create settings, characters and plot in narratives.		
To begin to organise their writing into paragraphs around a theme.		
To maintain the correct tense (including present perfect tense) throughout a piece of writing.		
To use the full range of punctuation from previous year groups.		
To use inverted commas in direct speech.		
To use subordinate clauses.		
To begin to use conjunctions, adverbs and prepositions to show time, place and cause.		
To use 'a' or 'an' correctly most of the time.		
To spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.		
To spell many words with suffixes correctly, e.g. usually, poisonous, adoration.		
To begin to spell homophones correctly, e.g. which and witch.		
To spell some of the Year 3 and 4 statutory spelling words correctly.		
To use a neat, joined handwriting style with increasing accuracy.		

The National Curriculum

Phonics and Early Reading

Phonics is taught daily in EYFS and KS1 – this links into spelling into Y2 and KS2. Year 3 spend their first term revisiting phonics (Phase 5 and 6) before moving onto a spelling curriculum. A new phoneme/ grapheme is taught each day with regular assessment and recap lesson. Lessons include reading and spelling words containing the new phoneme or grapheme.

Reading books

- Phonetically decodable book: This book includes graphemes that have previously been taught and that children should be able to read successfully and confidently. *Your child's decodable book title will be written in your child's reading record.*
- Shared read book: This is a non decodable book that links to the colour band your child may be on. It will contain a mix of grapheme taught and tricky words containing graphemes not yet taught (therefore is not yet decodable). Your child may be able to read some words, but may need more support reading others. Sometimes the shared read book is sent home as a 'challenge'. This may be for children to practice fluency and expression or with more challenging vocabulary they can find the meaning of with your support.
- Library book: These are books for you to enjoy together and promote a love of reading.

Come along to watch a phonics lesson on either Thursday 5th October, Monday 9th October or Tuesday 10th October. Followed by our Phonics and Early Reading meeting on 18th October to find out more about supporting early reading.

The National Curriculum

Reading beyond phonics...

Once children are confident in their phonics, children continue to develop their knowledge of words, language and text through whole class reading sessions and spelling sessions. We continue to use 'sound buttons' and 'syllable clapping' to support children in breaking down unfamiliar words. We focus heavily on synonyms (words with similar meanings) to support children in making connections between new vocabulary and familiar vocabulary.

Once children are secure in their phonics, they will be moved onto colour banded books which will contain words/language children may be unfamiliar with. *You child's colour banded book title will be written into your child's reading record. They will also bring home a library book.*

It is important they continue to read to an adult to discuss how to 'break down' tricky words including breaking words into syllables or trying multiple way of saying the sounds associated with a particular spelling. They will also need an adult to discuss the meaning of words so that they can begin to make connections with previously learnt vocabulary.

Once children have developed familiarity with more complex words and vocabulary including the ability to answer a range of questions (VIPERS) about these levels of texts, children will move through the book bands until they become 'free readers'.

Free readers choose library books initially alongside their teacher for their home reading.

There will be videos that will be uploaded to our school website later on in the year which model how to support your child's vocabulary development and understanding when reading.

End of Year Reading Checklists

Year 2 Reading Checklist

Name/Group: _____

Date: _____

Working at the Expected Standard:

The pupil(s) can:

read accurately most words of two or more syllables.

read most words containing common suffixes.*

read most common exception words.*

read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.

sound out most unfamiliar words accurately, without undue hesitation.

check a familiar text, which they can read accurately and fluently, makes sense to them.

answer questions and make some inferences on the basis of what is being said and done in a familiar text.

Y3/Y4 Reading Checklist

Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:

to use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).

to apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1*) to begin to read aloud.

to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1*) to begin to read aloud.

to begin to read further Y3/Y4 exception words (as listed in Appendix 1*).

to develop a positive attitude to reading and understanding of what they read by:

- beginning to use appropriate intonation and volume when reading aloud;
- recognising and discussing the different features of a variety of texts;
- discussing authors' choice of words and phrases for effect.

to understand what they read, in books they can read independently, by:

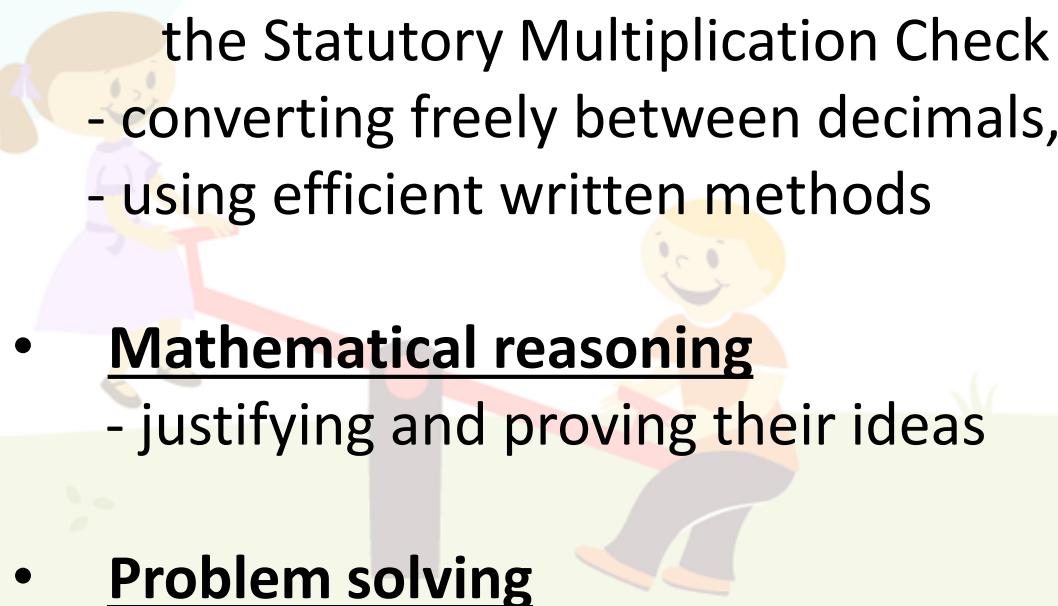
- asking and answering questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives;
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

to retrieve and record information from non-fiction.

The National Curriculum

Understanding your child's learning in Maths

Maths

- **Developing mathematical fluency**
 - automatic recall of addition and subtraction facts
 - automatic recall of multiplication and division facts - up to 12×12 by Year 4 tested in the Statutory Multiplication Check (MTC)
 - converting freely between decimals, fractions and percentages
 - using efficient written methods
 - **Mathematical reasoning**
 - justifying and proving their ideas
 - **Problem solving**
 - applying to a range of problems and persevering in seeking solutions
- 

Year 2 Maths Assessment Checklist

Number and Place Value

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

Addition and Subtraction

I can solve problems with addition and subtraction:

- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying my increasing knowledge of mental and written methods
- I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

I can 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

Addition and Subtraction continued

- I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Multiplication and Division

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

Fractions

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

Geometry - Properties of Shape continued

- I can identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid].
- I can compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry – Position and Direction

- I can order and arrange combinations of mathematical objects in patterns and sequences.
- I can 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

- I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- I can ask and answer questions about totalling and comparing categorical data.

Measurement

- I can 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.
- I can compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ signs.
- I can recognise and use symbols for pounds (£) and pence (p) and combine amounts to make a particular value.
- I can find different combinations of coins that equal the same amounts of money.
- I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
- I can compare and sequence intervals of time.
- I can 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.
- I can say the number of minutes in an hour and the number of hours in a day.

Geometry - Properties of Shape

- I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.



Year 3 Maths Assessment Checklist

Number and Place Value

- I can count from 0 in multiples of 4, 8, 50 and 100.
- I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- I can compare and order numbers up to 1000.
- I can identify, represent and estimate numbers using different representations.
- I can read and write numbers up to 1000 in numerals and in words.
- I can solve number problems and practical problems involving these ideas.

Addition and Subtraction

- I can add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
- I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- I can estimate the answer to a calculation and use inverse operations to check answers.
- I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Multiplication and Division

- I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- I can write and calculate mathematical statements for multiplication and division using the multiplication tables that I know, including for two-digit numbers times one digit numbers, using mental and progressing to formal written methods.

Measurement (continued)

- I can estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
- I know the number of seconds in a minute and the number of days in each month, year and leap year.
- I can compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry – Properties of Shapes

- I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
- I can recognise angles as a property of shape or a description of a turn.
- I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
- I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

- I can interpret and present data using bar charts, pictograms and tables.
- I can solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Multiplication and Division (continued)

- I can solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Fractions

- I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- I can recognise and show, using diagrams, equivalent fractions with small denominators.
- I can add and subtract fractions with the same denominator within one whole.
- I can compare and order unit fractions, and fractions with the same denominators.
- I can solve problems that involve all of the above.

Measurement

- I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- I can measure the perimeter of simple 2-D shapes.
- I can add and subtract amounts of money to give change, using both £ and p in practical contexts.
- I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.

The National Curriculum

Practical ways to support your child's learning in Maths

- Practise addition and subtraction facts as often as possible.
- Practise times tables 2, 3, 4, 5, 8 and 10 in as many ways as you can.
- Use maths practically in the home.
- Practise telling the time with analogue **and** digital clocks.
- Let them weigh ingredients for cooking.
- Let them help measure up for a new carpet.
- Go to the shops and buy something with real money.
- Count the change they find around the house.

Come along to our Maths mornings in Spring term to learn more about how to support your child in Maths.

Assessment at High Lane

At High Lane, our priority is happy, healthy children who reach their full potential. We spend lots of time getting to know your children to better understand their strengths and areas where they may need more practice and support.

We have worked hard as a school to develop a recovery curriculum to support the needs of our children. We feel confident in our curriculum as our practice is already to ensure we understand any gaps in learning and plan for learning that is personalised to meet your child's needs.

To help us to assess your child's understanding and progress we use:

- On-going assessment of work in books and discussions and interactions in class
- Recordings of independent application of knowledge and skills in a range of activities
- Assessments at the beginning and end of units to show progress
- End of term/year tests

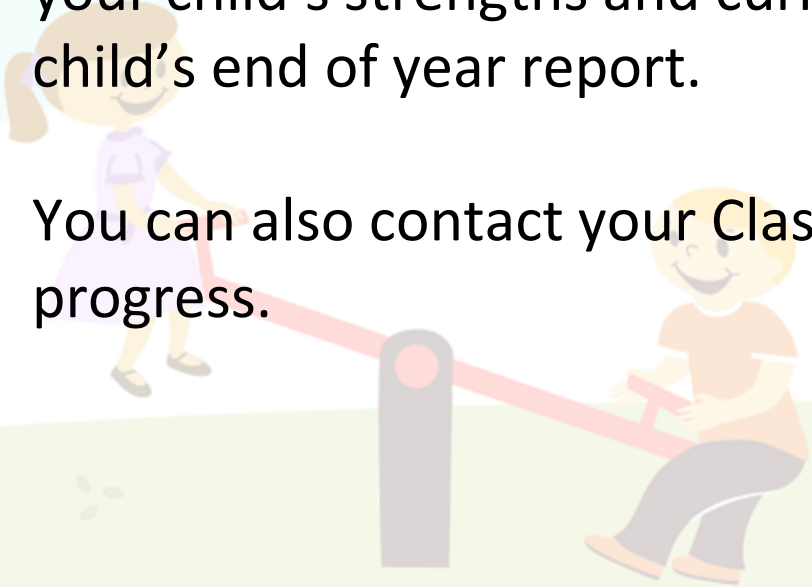
Assessment at High Lane

Reporting your child's attainment and progress

We make judgements as to whether your child is working at 'age-related expectations' throughout the year.

We will talk to you about your child's progress at two parents' evening throughout the year, where you will also receive a copy of your child's interim review report that outlines your child's strengths and current areas of focus. Additionally, you will also receive your child's end of year report.

You can also contact your Class teacher at any time in the year to discuss your child's progress.

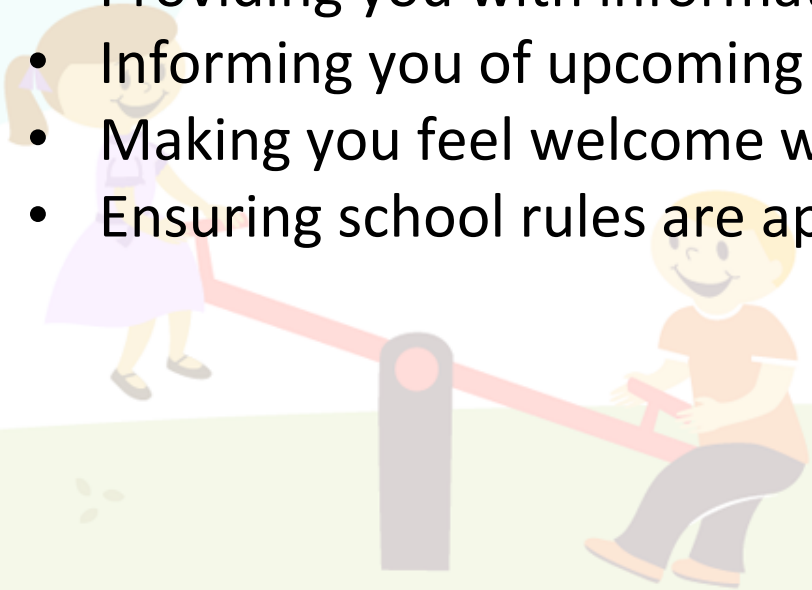


Home/School Partnership

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How **we** can help:

- Making sure your child is safe, happy, cared for and learning well whilst at school
- Keeping communication channels open
- Providing you with information like this
- Informing you of upcoming events
- Making you feel welcome when you visit
- Ensuring school rules are applied consistently



How we communicate with you

Class Dojo

Whole School Story: Termly dates, correspondence and reminders

Class Story: Information about learning including photographs, trips and homework

Parent Mail and Parent Pay

Formal letters

Payment for school dinners, trips/school events and clubs

School Website

Our School: Our school values and important school policy information

Learning: Curriculum pages give you an understanding of what we think is important

Classes: Class pages give you a yearly overview of what your child is learning and termly key questions

Parents: Useful information for parents including reminders about Parent Pay, uniform and online safety

Holiday Dates

E-Safety

School Platforms

Purple Mash, Ed Shed, Google Suite, Class Dojo

There are systems in place to monitor activity on all of our platforms whether children access these platforms at school or at home. Children should never share their own login information with others or use anyone else's login information to access these platforms. All children learn how to and are expected to use our platforms responsibly.

Age Ratings and Restrictions

It is important to educate your children about age ratings and restrictions on apps and media. We are seeing increased cases of children accessing content not designed for their age group. This can often lead to irresponsible use of apps or children not being able to regulate their emotional responses to what they have seen.

School Website

Parents: Useful information for parents including guides about screen time and app specific information including age ratings and guidance

Home/School Partnership

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How **you** can help:

- Read the 'Information for Parents' Booklet
- Ensure your child has all the equipment/uniform they need - including in date inhalers/medication
- Reinforce school rules when on school grounds (keeping your child with you, responsible parking)
- Ensuring child's reading and homework books are in school on the correct days
- Keep communication channels open - Check Class Dojo and Parent Mail regularly!
- Attending meetings like this
- Support school fundraising where possible
- Read with your child – develop their love of reading through visiting the library or book shops
- Help your child learn how to tell the time both from analogue and digital clocks
- Practise key skills with your child at home – for example, number bonds and/or multiplication and division facts

What to do if you have a question or concern

- **First** – Please make an appointment to speak to see me. **Contact me through Class Dojo or phone the school office so we can arrange a time that is best to talk over the phone.** I will be able to take action to address it or suggest who can help.
- **Second** – If you feel that you need to take your concern further, you can make an appointment with Mrs Humphries.

If something happens at home that you feel we need to know about (e.g. family bereavement):

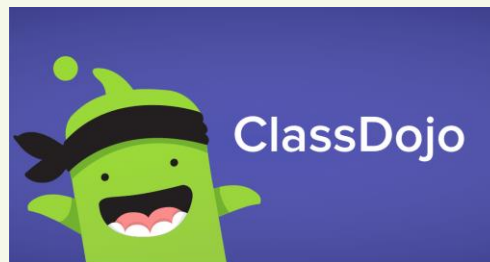
- Please let us know as soon as possible if you are able. This information will be handled sensitively and confidentially - it will only be shared on a 'need to know basis'.
- Please contact the school office straight away if there are changes to contact details or your child's medical information

Class Dojo

Class Dojo allows families to become part of our school community and is a great communication tool between home and school.

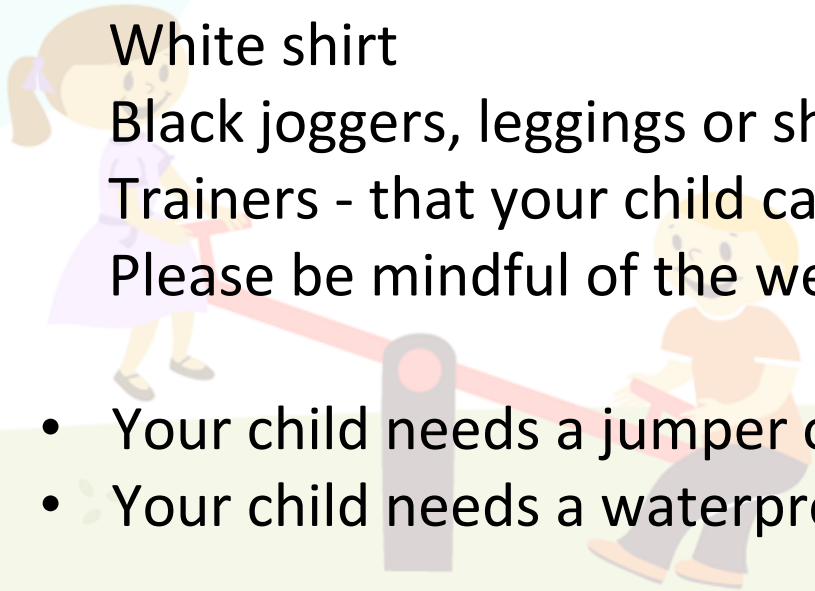
So that everybody can really make the most of Class Dojo, please remember these important points:

- Please ensure that any comments made are positive and linked to your child's learning or wellbeing.
- Teachers will try to respond to you within 3 working days. During the evenings and weekends, teachers may set their Dojo to 'quiet time' so do not expect a response during these times.
- **Do not** share photographs from Class Dojo on social media, when other children other than your own are in the photograph.
- Please **do not** use Class Dojo to inform teachers of absences or appointments.
If in doubt of who to contact, please refer to the **Information for parents** leaflet sent home at the beginning of the year.



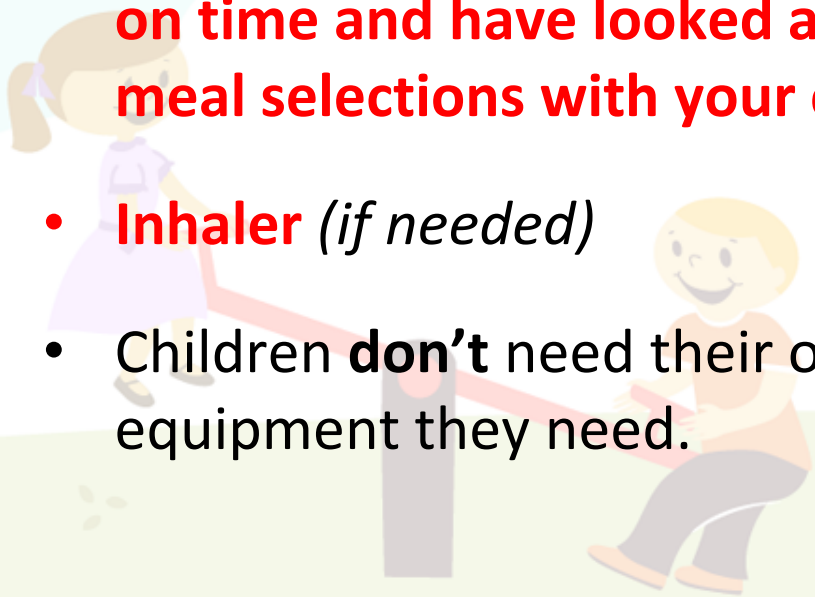
What does your child need to have in school?

- **School Uniform:** Your child should wear school uniform on all days except PE days
- On PE days, your child must wear **school PE kit:**
 - Red school jumper
 - White shirt
 - Black joggers, leggings or shorts
 - Trainers - that your child can fasten themselvesPlease be mindful of the weather as we move into winter
- Your child needs a jumper or cardigan **every day**
- Your child needs a waterproof coat **every day**



What does your child need to have in school?

- A healthy **nut-free** snack in their coat pocket.
- A lunchbox if your child has packed lunches.
- **If your child has a school dinner, please ensure you have made the menu selections on time and have looked at the menu with your child. We recommend making the meal selections with your child where possible.**
- **Inhaler** (*if needed*)
- Children **don't** need their own stationery, we have provided your child with all the equipment they need.



Water Bottles

Children need to bring a clean water bottle to school everyday.

- Only water should be put in the water bottles
- Only 0.5l water bottles with wide necks should be sent into school
 - this it to ensure your child is confident filling their water bottle if

necessary



Special Educational Needs and Disabilities

Children and young people with SEND have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. Around one in five children has SEND at some point during their school years. Some children have SEND right through their time in school.

There are four broad areas of need within SEND:

Communication and interaction

Cognition and learning

Social and emotional mental health (SEMH)

Sensory and physical

The school SENDCo is **Miss Lloyd**.

Our Stockport Neighbourhood Inclusion teacher is **Sam Pountain**. She works closely with our team and may support pupils with SEND and/or their families.

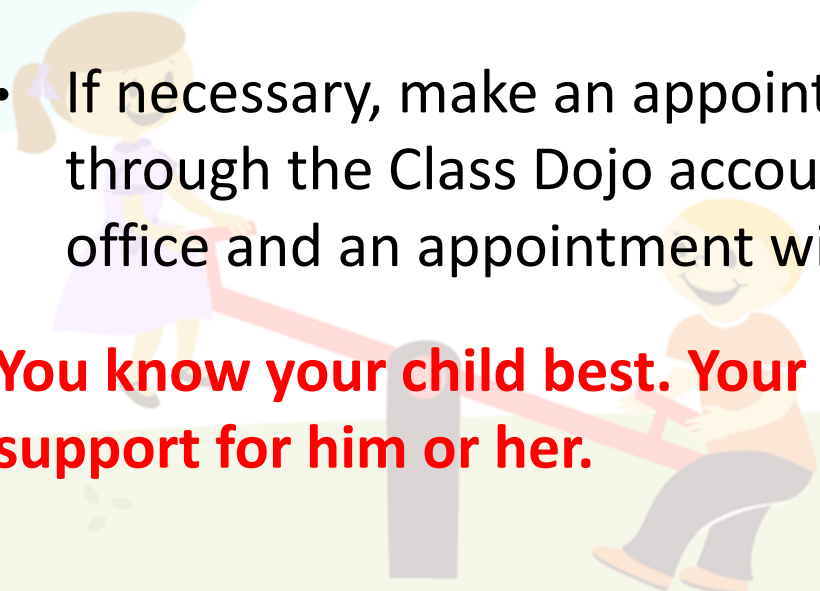


What to do if you think your child may have SEND?

Don't worry! There is a lot we can all do to make sure they are happy and learn well at school. Our team are passionate and skilled in supporting **all** children.

- Speak to your child's class teacher. They will make a note of your concerns and work **with you** to monitor your child's progress. They will work in partnership with our SENDCo to ensure your child is supported.
- If necessary, make an appointment to see our SENDCo. Miss Lloyd is contactable directly through the Class Dojo account for all year groups. Alternatively, you can contact the office and an appointment will be made.

You know your child best. Your opinions are invaluable in helping us to find the right support for him or her.



What will we do if we think your child may have SEND?

- We will talk with you about your child's progress and support we feel they may benefit from. We may also ask you if you would like to share any background information from your child's early childhood that you feel is relevant to us understanding and supporting your child's needs.
- We may carry out additional assessments to help us personalise his/her learning.
- **Together**, we will create a SEND Support Plan that details your child's strengths, and the support they require in order to work towards their full potential academically, emotionally and/or socially.
- They may be offered time in one of our intervention groups. These are usually led by our team of trained and experienced teaching assistants. **Please note**, not all children receiving support via intervention groups have SEND support. We use interventions to support children of **all** abilities.
- We may ask for additional input from external experts. You will always be asked for your permission before this happens and we will discuss with you their input.

You can find out more about the school's approach to SEND from:

- The school's website

<http://www.hIGHLANE.STOCKPORT.SCH.UK>

- Stockport's Local Offer Website – a 'one stop shop' for all things SEND.

<https://stockport.fsd.org.uk>

Or search 'Stockport SEND'



Thank you for your time.

Please do not hesitate to contact me via Class Dojo with any questions you may have.

