



Curriculum Parent Presentation

Year 2

Mrs Begum and Miss Hodgkins



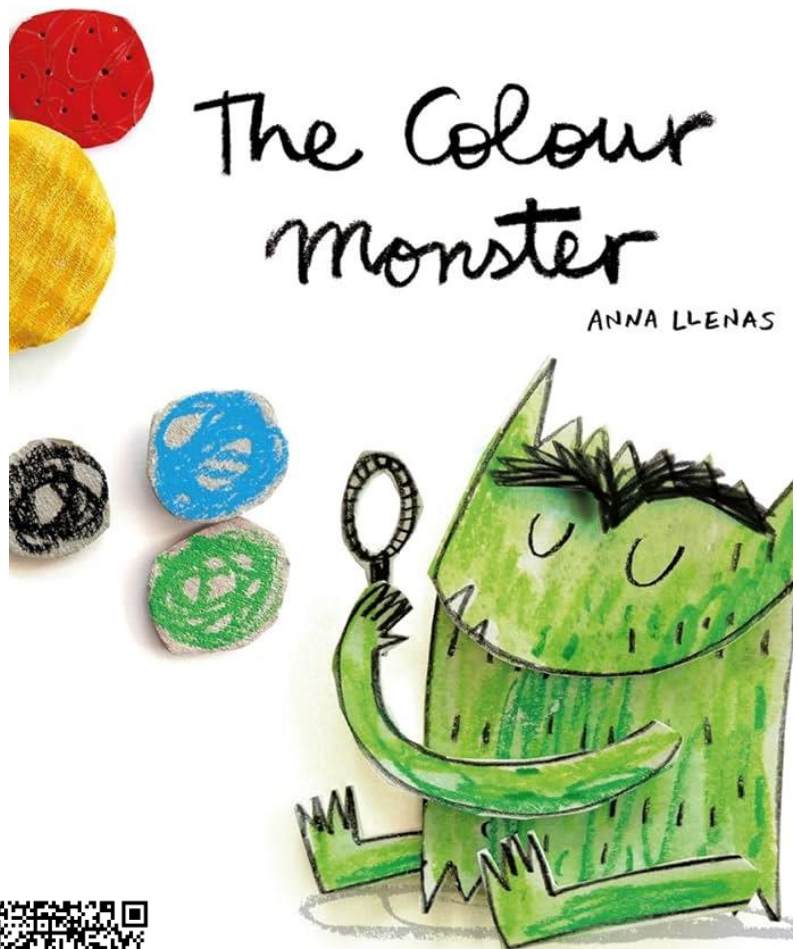
Typical Day

- ▶ 8:50am Wellbeing Check in (Colour Monsters) and Register
- ▶ 9:00 am English
- ▶ 10:00 am RWI
- ▶ 10:30 am Breaktime
- ▶ 10:50 am Maths (White Rose)
- ▶ 11:45 am Story/News time
- ▶ 12:00 pm Lunch
- ▶ 1:00pm Register
- ▶ 1:10pm Non-core subject (History/Geography, Science, RE or Art/DT)
- ▶ 2:00 pm Non-core subject (PE, Music or Jigsaw)
- ▶ 2:40pm Assembly (Every Monday and Wednesday)
- ▶ 3:00pm Story time
- ▶ 3.10 pm Home time

Year 2 timetable

Year 2 – 08.09.25

Day	8.40-8.50	9.00-10	10-10:30	10.30-10.45	10.50-11.45	11.45-12.00	12.00-1.00	1.00-1.15	1.15-2.00	2.00-2.40	2.40-3.10
Monday	R e g i s t e r / C h e c k i n	English	RWI	B R E A K	Maths	S t o r y	L U N C H T I M E	RWI speedy sounds	PE - Fundamentals (outside)	RE Who should we follow?	Assembly
Tuesday		English	RWI		Maths			RWI speedy sounds	Music Dynamics, timbre, tempo and motifs	Art Explore and draw	Tigers library
Wednesday		English	RWI		Maths			RWI speedy sounds	PE- Gymnastics (Indoors)	History Explorers	Assembly
Thursday		English	RWI		Maths			RWI speedy sounds	Science Animals including humans	PSHE (Jigsaw) Being me in my world	Lions library
Friday		Star of the week assembly 9:10am I	RWI		English			RWI speedy sounds	Maths	Spellings Enrichment	Story time



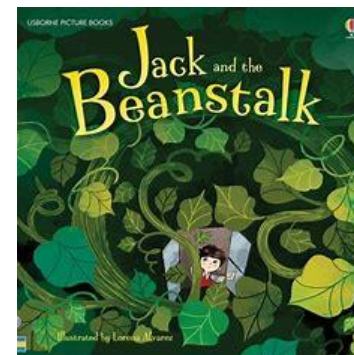
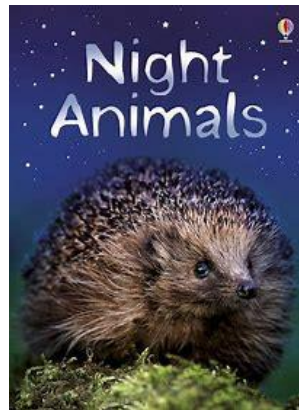
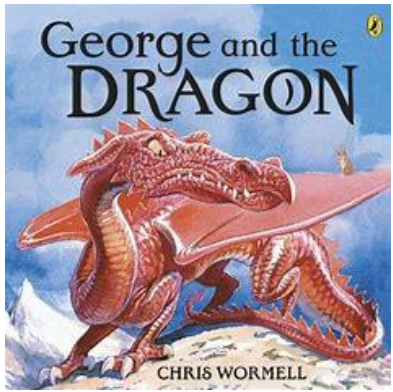
Colour Monsters

- ▶ At Ashbrook School, our children's wellbeing is our number one priority. To help the children develop an understanding of their emotions we use a key text 'The Colour Monster'.
- ▶ During their time at Ashbrook children become familiar with the language used to describe a range of feelings that we all experience. We support children by validating their feelings.
- ▶ How do we use 'colour monsters' to support children?
- ▶ The children learn about the feelings associated with the different colour monsters and then add their named stick into the corresponding jars in class. Staff will support children if they are feeling sad, worried, angry or upset.
- ▶ Understanding children are their emotions is key to their success in school. Sometimes we support beyond the colour monsters through early help and other nurture arrangements in school.

Curriculum Overview

Our curriculum has been created to continue building on children's prior knowledge. We offer an inspiring curriculum which aims to provide learning through creative and enrichment opportunities. This approach allows children to open their minds to a broader perspective, to develop resilience, communication skills and independence as learners.

In English, inspire days such as the breakfast banquet, walk to the local park and dress up days were created to offer children the opportunity to engage through experiential first hand learning.



National curriculum in England: English programmes of study

Writing - composition

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
 - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proofreading 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 - vocabulary, grammar and punctuation

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

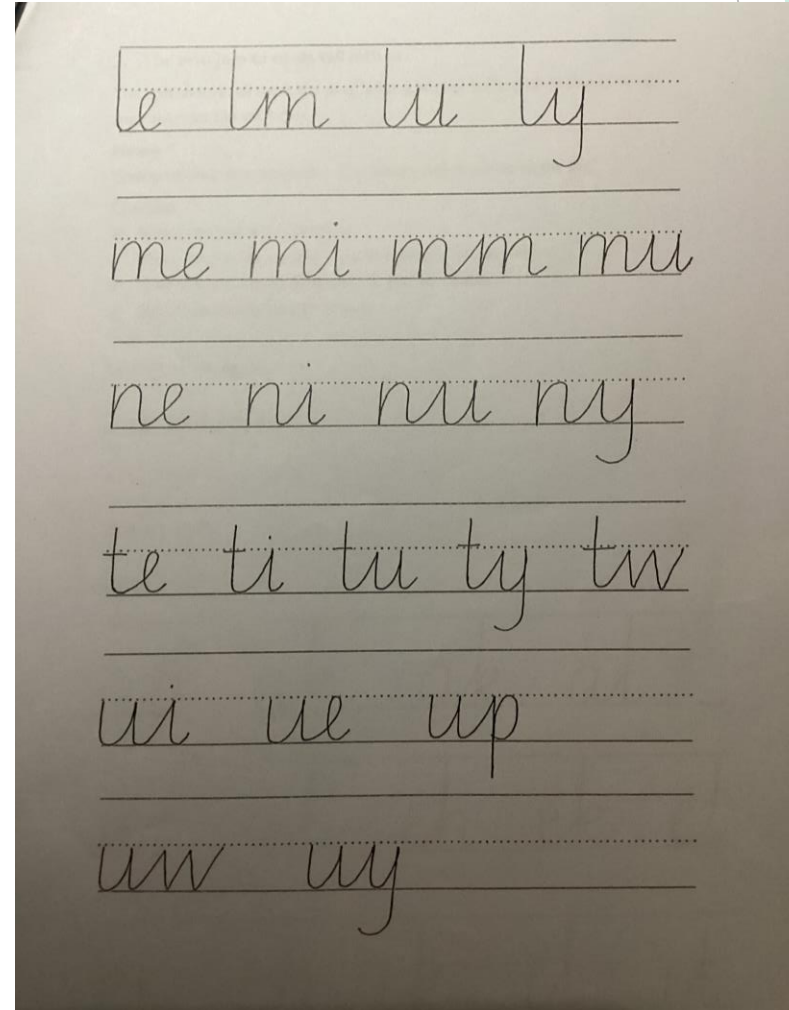
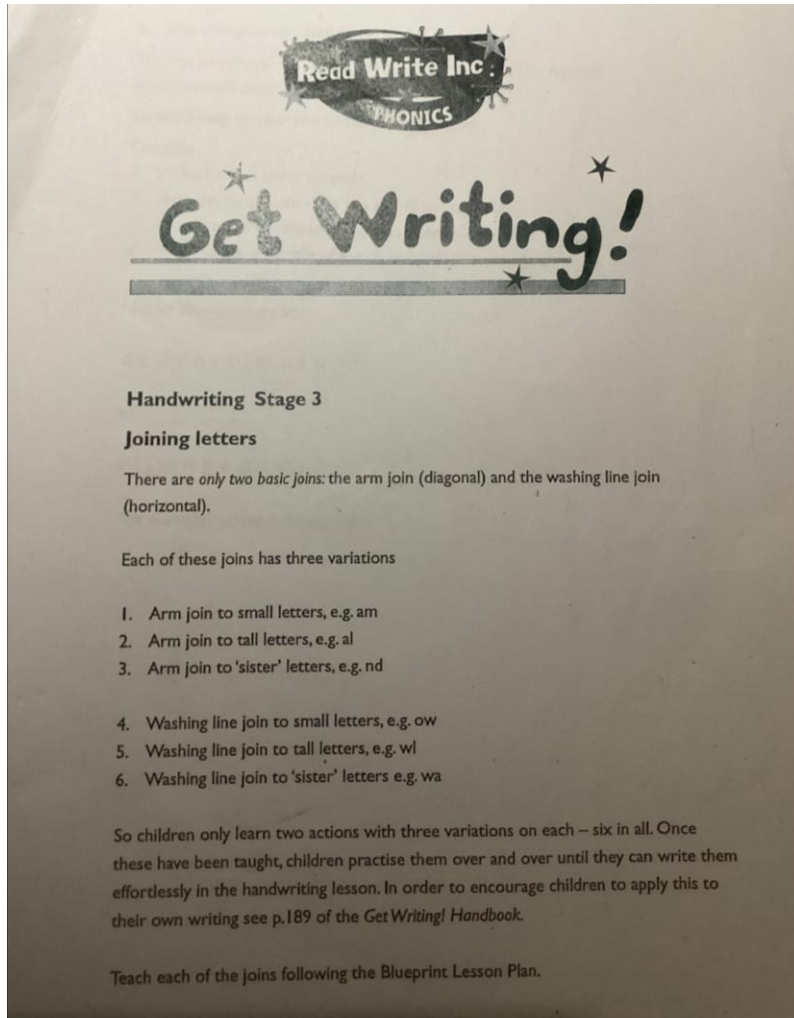
Year 2

Common Exception Words

Year 2					
floor	most			sure	pretty
poor	only			sugar	grass
door	both			break	pass
because	old	everybody	improve	steak	class
mind	cold	parents	prove	great	fast
kind	clothes	who	move	told	last
behind	water	Christmas	every	gold	past
find	again	beautiful	climb	hold	father
after	busy	whole	eye	even	pass
wild	money	plant	should	half	could
child	Mr	path	many	people	would
children	Mrs	bath		hour	any

Handwriting

Cursive handwriting



Phonics

Read Write Inc. Phonics Desktop Speed Sounds Chart

Speed Sounds Set 1

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

Speed Sounds Set 2

ay may I play?	ee what can you see?	igh fly high	ow blow the snow	oo poos at the zoo
oo look at a book	ar start the car	or shut the door	air that's not fair	ir whirl and twirl
		ou shout it out	oy toy for a boy	

Speed Sounds Set 3

ea cup of tea	oi spoil the boy			
ā-e make a cake	ī-e nice smile	ō-e phone home	ū-e huge brute	aw yawn at dawn
are care and share	ur nurse with a purse	er a better letter	ow brown cow	ai snail in the rain
oa goat in a boat	ew chew the stew	ire fire, fire!	ear hear with your ear	ure sure it's pure

Complex Speed Sounds

Consonant sounds

f ff ph	l ll le	m mm mb	n nn kn	r rr wr	s ss se c ce	v ve	z zz s se	sh ti ci	th	ng nk
---------------	---------------	---------------	---------------	---------------	--------------------------	---------	--------------------	----------------	----	----------

b bb	c ck ch	d dd	g gg	h	j g ge dge	p pp	qu	t tt	w wh	x	y	ch tch
---------	---------------	---------	---------	---	---------------------	---------	----	---------	---------	---	---	-----------

Vowel sounds

a	e ea	i	o	u	ay ā-e ai	ee y ea e	igh ī-e ie i y	ow ō-e oa o
---	---------	---	---	---	-----------------	--------------------	----------------------------	----------------------

oo ū-e ue ew	oo	ar	or oor ore aw au	air are	ir ur er	ou ow	oy oi	ire	ear	ure
-----------------------	----	----	------------------------------	------------	----------------	----------	----------	-----	-----	-----

Curriculum Overview

In maths, we use the White Rose scheme which adopts the maths mastery approach for all children to achieve by developing critical thinking to deepen their understanding of mathematical concepts rather than being able to memorise ways of solving equations.

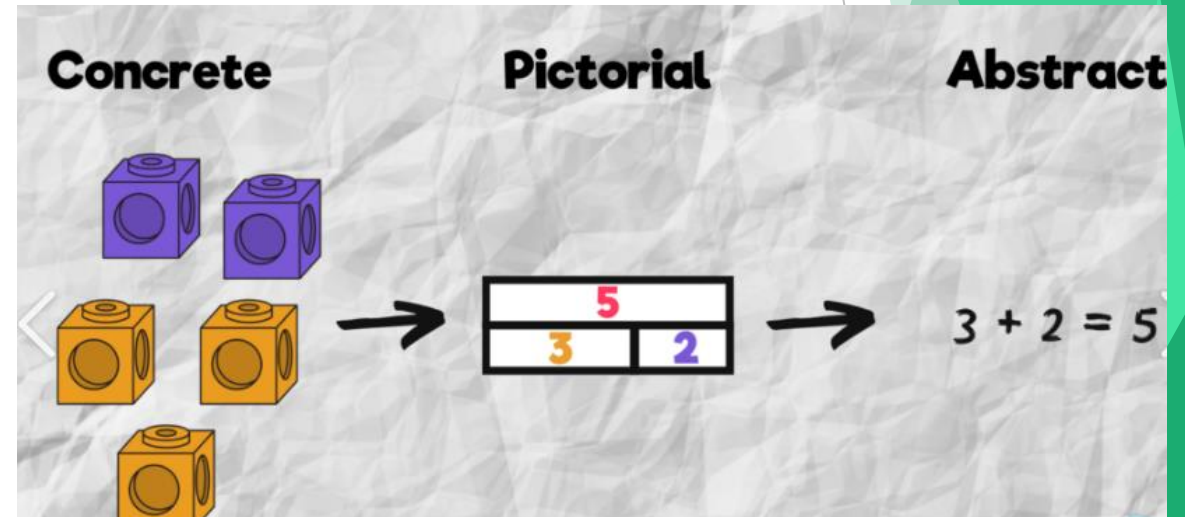
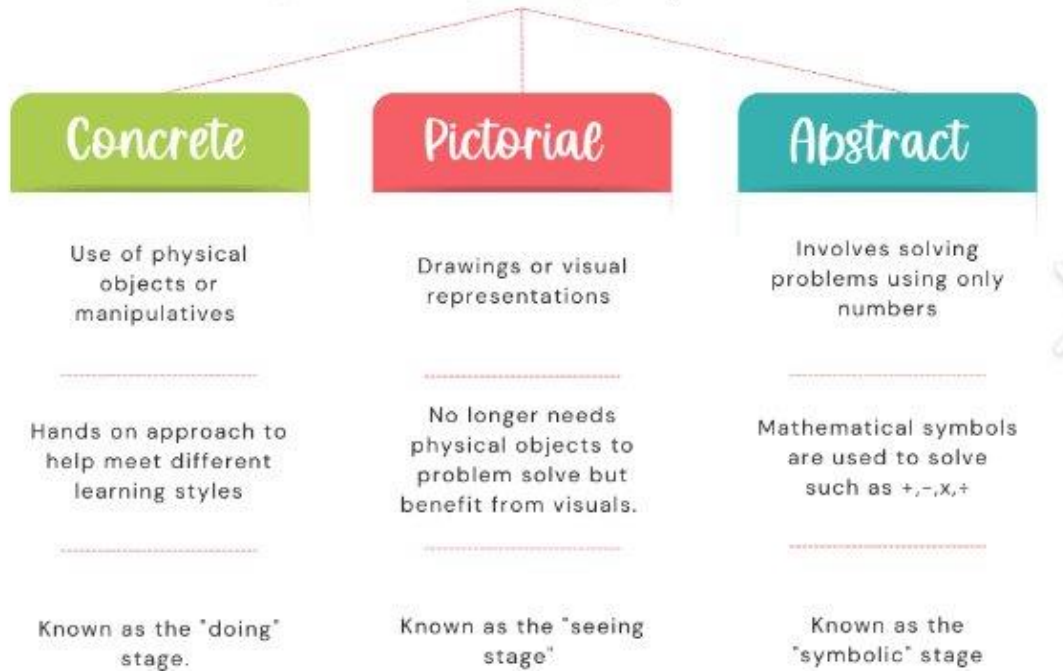
Children are given time in smaller steps to really understand concepts at a deeper level rather than surface level learning a set of rules. The steps support children to learn at their own pace which leads to greater progress as children become secure in their understanding which increases motivation and high levels of engagement.

Children do not move through the stages until they have mastered the first step and feel secure in their understanding of a mathematical concept.

Curriculum Overview

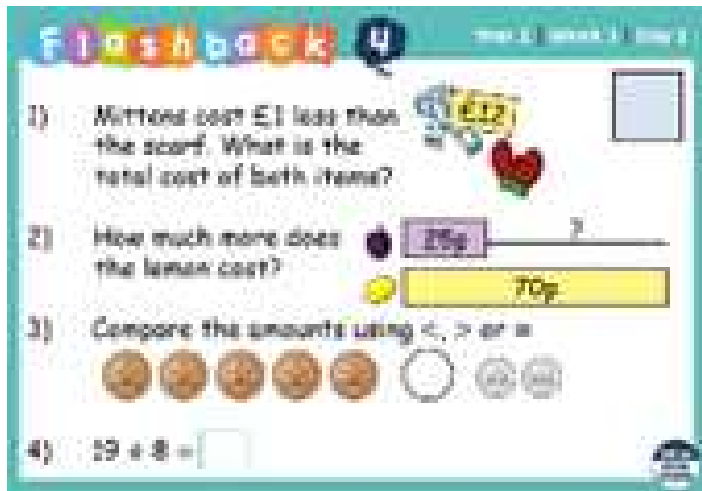
The CPA Approach FOR TEACHING MATH

Concrete Pictorial Abstract



Curriculum Overview

Lessons always start with a Flashback which is a recap on prior learning which children complete independently.



Concrete part of the lesson will involve the introduction of a concept with resources provided to secure their understanding.



Pictorial part of the lesson continues to enable children to develop the new knowledge through representations.

Complete the sentences for each set of pictures:



There are ____ equal groups.
There are ____ in each group.
There are ____ groups of ____
There are ____ altogether.

Abstract

When children complete the independent part of the lesson which allows children to practice using concrete resources to complete pictorial representations. They move onto problem solving and reasoning questions to continue to deepen their knowledge. The children to answer and write their answers in full sentences explaining their reasons

Reasoning

Tammy is writing a number sentence to describe the image below.



Is she correct? Prove it.

Problem solving

At a party, there are 4 cans of cola left.



Mick describes a possible calculation using a story,

I think there were 8 cans and 4 have been drunk.



How many other calculations and stories can you find?

Non-core curriculum

Science lessons take place every week

History/Geography half termly - once a week

Art/DT alternate termly - once a week

RE/Music lessons once a week

Jigsaw - PSHE lessons once a week

PE - two lessons every week

Computing - once a week

Science programmes
of study: key stages
1 and 2
National curriculum in England



Kapow
Primary™



iPads

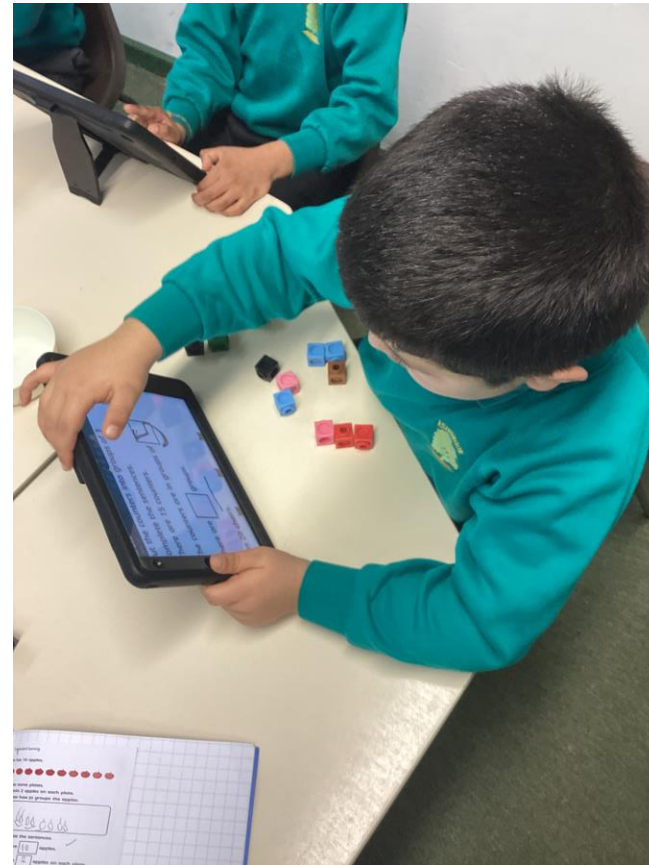
Children will be using the 1:1 devices across the curriculum to access their learning.



Children are still using paper and pen to develop key skills in core subjects, with the devices becoming an additional tool to enhance and increase the quality of learning. The use of the devices has had a positive impact on children's learning experience to better equip them for the modern technology world.

Further information about the 1:1 devices will be communicated over the week with an information day taking place on presentation taking place on Tuesday 30th September at 2:15pm.

The iPads is a learning tool which will be used alongside everyday resources that the children will need to become confident learners.



Class Dojo Awards
































At Ashbrook, we use **Class Dojo** as a fun and effective way to promote positive behaviour, build a strong classroom community.

What is Class Dojo?

Class Dojo is a digital platform that allows teachers to award points to students for demonstrating positive behaviours such as:

- Showing kindness and respect
- Staying on task
- Helping others
- Participating actively
- Demonstrating the school values

 437 Whole Class	 16 Ayan	 14 Billie	 16 Callum	 16 Deo	 16 Emilya	 16 Fatimah	 16 Freya	 17 Grace	 23 Harley
 21 Hollie	 15 Irsa	 9 Israel	 16 Joshua	 16 Mila	 12 Naeto	 21 Naila	 13 Nela	 21 Ojas	 29 Rayan
 25 Reuben	 5 Rory	 21 Sabiha	 19 Sarv	 25 Smaragda	 8 Thor	 15 Willow	 12 Yi Kai	 12 Yusuf	

How Do Rewards Work?

Students earn Dojo points throughout the week. These points can be exchanged for rewards that motivate and celebrate their efforts. Rewards may include:

- Extra playtime
- Choosing a class activity
- Stickers or certificates
- Special responsibilities (e.g., line leader, classroom helper)
- Positive notes home

Our Goal

We aim to create a positive learning environment where every child feels recognised and encouraged. Class Dojo rewards help us reinforce good choices and build confidence in a fun and meaningful way.

Our Values and Aims

School Values

- ▶ Caring
- ▶ Co-operation
- ▶ Responsibility
- ▶ Respect
- ▶ Patience
- ▶ Perseverance

Curriculum Aims

- ▶ Successful learners
- ▶ Effective contributors
- ▶ Responsible citizens
- ▶ Confident individuals

Rewards & Celebrations

- ▶ Assembly time is used to explore our values and learning aims. We celebrate the children's achievements in demonstrating the values on a daily basis with our stars in the jar and class rewards. These are revisited through our 'School Awards' presented every Friday and at the end of each half term.
- ▶ All children are allocated a house when they join the Ashbrook family. The children work towards a collective reward celebrated at the end of each half term. The stars are earned when children display our key values.



School Council

Play Rangers



Eco Rangers



Youth Parliament

Librarians



House Captains



Digital Leaders...coming soon



Home Learning

Homework is sent home every Friday to be completed by the following Wednesday.

Homework is a recap on learning that has taken place over the week covering English and maths.

Spelling has been adapted for children to practice learning common exception words and key vocabulary which they have learnt across the curriculum that week.

Learning with parents





The digital reading log

How it works

1.

Click on the link in the email/text from Learning with Parents

Go to site



2.

Read together with your child

3.

Take a photo or record an audio clip to show your teacher how it went



@learnwparents



@LearningwithParents



www.learningwithparents.com

How to support your child at home

- Attendance
- Punctual arrival
- Daily reading practice
- Support spelling practice and Homework

Reading



Are you a reading
star?

Reward	Points
Bronze	5 
Silver	15 
Gold	25 
Platinum	40 
Diamond	60 

5 reads/
1 filled page/
signed in reading record = 1 x



Attendance - things to note



Gates

8.30 - Gates open

8.40 - Gates close (arrival after 8.40 will result in an L Code - late mark)

9am - Registers close (arrival after 9am will result in a U Code - unauthorised absence)

Punctuality

If your child regularly arrives late you will receive a phone call from someone in the attendance team to check in and see if there are any ways we can support you.

Your Child's attendance is reviewed on a regular basis

Below 96%

If your child's attendance falls below 96%, you will receive a leaflet of signposted support to improve attendance.

Below 90%

If your child's attendance falls below 90%, they are considered to be a persistent absentee and you will receive a letter to inform you attendance needs to improve.

Below 88%

If your child's attendance falls below 88% we will start our tiered approach to improve attendance with an attendance plan. You will then be required to provide proof for ALL absences including illness.

Below 50%

If your child's attendance falls below 50% they are considered to be Severely absent. At this point a referral will be submitted to the Multi Agency Safeguarding Hub and the council will become involved in managing their attendance.

Illness

Children are fine to come to school with mild coughs and colds. We can administer Calpol if needed during the day.

If your child is too unwell to attend, please inform school every day by 8.30. This should be done via your MCAS account or telephone message.

IF YOU DO NOT CONTACT US A HOME WELFARE VISIT WILL BE CARRIED OUT

From the third day of illness, a member of the pastoral or attendance team may do a home welfare visit to check in with you and your child.

For 5 or more days of illness medical evidence must be provided or the absence may not be authorised.

Planned Absence

Please notify school of any planned absence via the leave of absence form on our Website, proof will be required.

Term time holidays can not be authorised and you may receive a fixed penalty notice (Fine) from MK Council

PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE IS CHANGING

1

FIRST OFFENCE

The first time a Penalty Notice is issued for Term Time Leave or irregular Attendance the amount will be:

£160 per parent, per child if paid within 28 days
Reduced to £80 per parent, per child if paid within 21 days.

2

SECOND OFFENCE (WITHIN 3 YEARS)

The second time a Penalty Notice is issued for Term Time Leave or irregular Attendance the amount will be:

£160 per parent, per child to be paid within 28 days. No reduced rate will be offered.

The following changes will come into force for Penalty Notice Fines issued after **19th August 2024**.

3

THIRD OFFENCE AND ANY FURTHER OFFENCES (WITHIN 3 YEARS)

The third time an offence is committed for Term Time Leave or irregular Attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Magistrates' fines can be up to £2500 per parent, per child. Cases found guilty in Magistrates' Court can show on a Parents future DBS certificate, due to failure to safeguard a child's education.

10 SESSIONS (5 DAYS) OF UNAUTHORISED ABSENCE IN A 10-WEEK PERIOD

Penalty Notice Fines will be considered when there has been 10 sessions of unauthorised absence in a 10-week period.

Parking and safety



Communications

- We have an open-door policy, please approach any member of the staff if you have an urgent query or concern
- School website
- MCAS is used to inform parents of special dates, events and reminders
- Curriculum overview of learning which is included in the SWAY newsletter weekly
- Regular coffee mornings
- First aid



Partnership: Home and School

- We have an open-door policy, please approach any member of the staff if you have a query or concern.
- Regular coffee mornings/afternoons for our school community.
- What's App groups and chat - consider the impact on other parents and school. Positive partnership is key.
- PTA and parent support (grounds, building, donations, Friday tuck shop).

How to keep in touch

Our SWAY newsletter is not to be missed! Which is full photos and videos bringing you an update on what exciting learning opportunities the children have participated in over the half term.



Our Facebook page has the latest update on what is happening in our school community

<https://www.facebook.com/AshbrookSchoolMK>

Our website has all the upcoming dates of events that will be taking place over each half term.

[Ashbrook School](#)





Questions

We welcome any questions you may have?