



# Moving Into Year 2

Transition Booklet: Courtwood Primary School

**Courtwood School Values**

Respect

Resilience

Aspiration

Kindness

# About Your Class

Your class Teaching Assistants are  
Mrs Bailey, Miss Cabot and Mrs Adamson .



In Year 2 your teachers will be  
Mrs Sisson (Monday to Thursday) and Mr Howland (Friday)

A message from Mrs Sisson:

Hi everyone, I can't wait to see you all in September. I have heard so many good things about you already. We have got a busy year ahead of us with so many new things to learn. It's going to be FUN! Make sure you bring your learning brains with you when you come back to school and make sure there's room to make them grow even more!

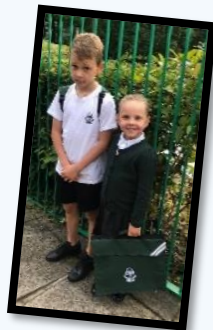




# What you will need ready for Year 2

## School Uniform

Please ensure all items are named.  
Hair accessories must be in uniform colours. Long hair must be tied back.  
No Jewellery.



## PE Kit

Consisting of:

Plain green shorts

White, round neck T-shirt (school logo optional)

Plain black or white trainers

Green school jumper or cardigan

Plain green jogging bottoms (for winter)

No earrings, they must be removed or covered with a plaster. Staff are not allowed to remove earrings.

## Water Bottle

Please provide a plastic water bottle with your child's name on it. We encourage children to have this with them and we can refill it at school. Only water is allowed, no additives please. You may also order cartons of milk for playtime.



## Book Bag

This should be in school each day. Please check it each evening for hard copies of any letters (most will be sent via email.) You could miss valuable information if you don't.



## Yourself!

You are the most important thing to bring to school each day! Being here on time and with a smile on your face, ready to learn, will mean you will make a super start in to Reception.



# The Year 2 Curriculum

## The Courtwood Curriculum Intent and Offer

Pupils learn the knowledge and skills required of them to be academically successful, building on their individual starting points	Pupils value diversity and demonstrate tolerance, compassion and mutual respect to all members of the school and wider community, whilst developing the life-skills needed to unlock their potential	Pupils will develop, practice and apply a range of behaviours which equip them to be successful learners now and in the future	Pupils build their confidence, self-esteem and resilience, developing strategies which enable them to effectively safeguard their well-being	Pupils understand and take responsibility for their influence in living healthy lifestyles, and supporting the planet to be sustainable, both now and in the future	Pupils have an awareness of their own impact on their future and how they can contribute positively to wider society	Pupils access experiences and opportunities which develop aspirations and broaden the horizons of life-long learning
--	--	--	--	---	--	--

## Reading and Phonics

Children will have a daily reading lesson and a daily phonics lesson. We follow the Twinkl phonic scheme. Reading (decoding, fluency and comprehension) is taught linked to writing, and ensures children are able to practice skills regularly.

We strongly encourage children to hear and share stories at home daily and to take the time to discuss the books you are sharing, together.

Remember, the focus is not how quickly your child can move through the book stages, it is how fluent and confident a reader they are becoming, and this includes having discussions to show they fully understand the information they are reading.

## Writing

Our writing lessons follow our reading lessons, so children can apply what they have learnt into their own writing. Children are immersed in a high-quality whole-class text, which is used as a stimulus to create purposeful writing opportunities.

Children are encouraged to explore writer's techniques, use of vocabulary and intent in their own writing, using the books from their reading lessons as models.

We use Twinkl phonic scheme to teach spelling rules and grammatical concepts, in line with the National Curriculum expectations.

## Maths

We follow the White Rose scheme of work, which fully supports all National Curriculum objectives. Mathematical vocabulary, problem-solving and fluency skills, such as number bonds and times tables, are rehearsed regularly to support mastery. Times Table Rockstars is used as an additional tool to support quick recall, with a focus on the 2, 3, 5 and 10 times tables in Year 2. Children develop arithmetic skills and are supported to be able to meet end of year group expectations, through using concrete resources and mental models.

## Pre-Teach

New concepts, vocabulary and methods are taught to children in smaller groups, prior to whole-class teaching, if teachers feel this will encourage independence, over-learning and confidence during class sessions.





# '7 before 7'



- Our '7 Before 7 Reading Challenge' supports children to acquire new knowledge about topics they will learn about in their next class, supporting children to know more and remember more.
- The texts you will be introduced to in Year 2 are:
  - ✓ *Cave Baby* by Julia Donaldson
  - ✓ *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas
  - ✓ *Flat Stanley* by Jeff Brown
  - ✓ *The Twits* by Roald Dahl
  - ✓ *This Little Pebble* by Anna Claybourne
  - ✓ *The Day the Crayons Quit* by Oliver Jeffers
  - ✓ *Tidy* by Emily Gravett

As you share a book together, try to encourage your child to make predictions, making inferences from what they have read. This will enhance their understanding of the text and allow them to reflect on what they are reading.

Here are some examples of questions you could ask your child



## Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?



## Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might.... say about that?



## If They Are Not Sure, Say:

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means...., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?

## Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Model good reading.
- Just five minutes every day makes a huge difference.

# Common Exception Words

- The children will spend time recapping the Year 1 common exception words before moving on to the Year 2 words.
- Children will be expected to be able to read and write these common exceptions words by the end of the year.

## Year 1 and 2 Common Exception Words

### Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

### Year 2

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



# The Year 2 Curriculum

## Art

Children develop drawing skills creating family portraits, printing skills through the topic 'Nature' and extend their understanding of painting and colour with a focus on Japanese art.

## PE

Lessons are planned by SAS sports coaches. One lesson is taught by the coaches and one by the class teacher. Children learn dance, gymnastics and other units designed to develop progression of skills such as 'run-jump-throw.' There will be two theory based lesson every half term.

## History

Children will learn about significant events and individuals such as The Great Fire of London and Christopher Wren. Lessons are planned to develop children's conceptual understanding of ideas such as chronology, cause, change and historical interpretation. Work in English may also be linked to history topics, to develop authentic cross-curricular links and understanding.

## DT

Children will learn how to design, make and evaluate a range of products and develop their understanding of technical language. Cooking and nutrition is also taught.

## Computing

Children begin to learn the basics of computer science and how to become digitally literate. They learn how to use technology safely, respectfully and responsibly.

## PSHE/RSE

Children learn about positive relationships, including with family and friends, and about their physical health and mental wellbeing.

## Science

Children will develop their scientific enquiry skills, alongside learning about plants, materials living things and animals including humans. Scientific vocabulary is developed throughout all lessons and children learn how science is used in everyday life. They also learn about key scientists who have influenced our world.

## RE

Children will learn about a variety of different world views including both religious and non-religious beliefs. They will learn how religion affects society, responds to poverty and has impacted art and architecture.

## Geography

Children will learn about aspects of human and physical geography, as well as experience fieldwork, and develop their place and locational knowledge. They will use simple geographical vocabulary and develop skills such as map reading.

## Music

This is taught by specialist music teachers from the Croydon Music Service. Children will learn to listen to and begin to play basic music, learn simple musical terms and develop an enjoyment of music and performance.

Our wider curriculum is structured to ensure that all children receive a broad and balanced curriculum offer, which supports them to know more and remember more. Topics, lessons and activities are focused to ensure learning is incremental and has clear end points so children can build their learning step-by-step. Content taught is returned to at spaced intervals, allowing children the opportunity to retrieve information, make links to prior learning and strengthen their long-term memory. Knowledge Organisers are used to support key topic learning, with vocabulary development an important part of this.

# The Year 2 Curriculum

As well as the traditional National Curriculum subjects, children at Courtwood will experience:

## Assemblies

Whole school assemblies are held three times a week and support pupil's wider understanding of the world, our school and wider community, as well as expectations of them as Courtwood ambassadors. They are also used as celebrations to reward positive behaviour, effort and attainment.

## Edible Playground

Children are able to learn the basics of planting seeds, caring for their crop and harvesting it, in their class raised bed in our Edible Playground.

Children learn how to safely use simple tools and basic vocabulary related to gardening and outdoors.

## Trips and Visits

Children will take part in a workshop at school, related to history learning about The Great Fire of London. They will take a trip into Croydon to study the local area and they will also visit Gatton Park to complement learning in science.

## Nurture

Any child at Courtwood, who may be in need of some nurture support, will be offered it as part of our on-going inclusive provision. Parents will be consulted with, prior to a child beginning any formal nurture support.

## Clubs

Children can choose from a variety of clubs, which run either before or after school. A timetable is sent home half-termly.



# Celebrating Success

We use our Courtwood Rights and Responsibilities as a way for all the children in the school to understand the school rules. The principle is that children understand that they have a right to certain things, but with that right comes a responsibility to behave in certain ways. Our rights are:

A right to learn  
A right to be safe  
A right to be treated fairly  
A right to be happy  
A right to be listened to

## Courtwood School Values

Respect

Resilience

Aspiration

Kindness

### Merits

5-6 merits are awarded weekly in Friday Merit Assembly to celebrate good work, behaviour, kindness and individual achievements

### Team Points

Children are awarded team points throughout the week by staff to contribute to overall weekly team winners

### Attendance Awards

Awarded termly for attendance of 95% or more

## Celebrating Success

Children at Courtwood are friendly, hardworking, Confident and well-behaved. We celebrate success and like to reward positive behaviour. We use the following to do this:

### Wise Owls

Awarded to 2 children each half term for all round effort, hard work or personal progress

### Golden Book Certificate

Awarded by the Principal or Deputy Headteacher for outstanding work

### Individual Class Reward Systems

Teachers may set up their own behaviour reward system within class to encourage positive learning behaviours



COURTWOOD PRIMARY SCHOOL

Nurturing Knowledge;  
Learning for Life.