





Meet the Year 2 Team



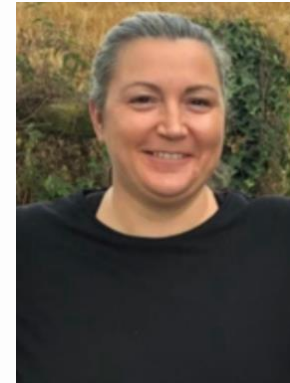
Mrs Geobey
(2G)



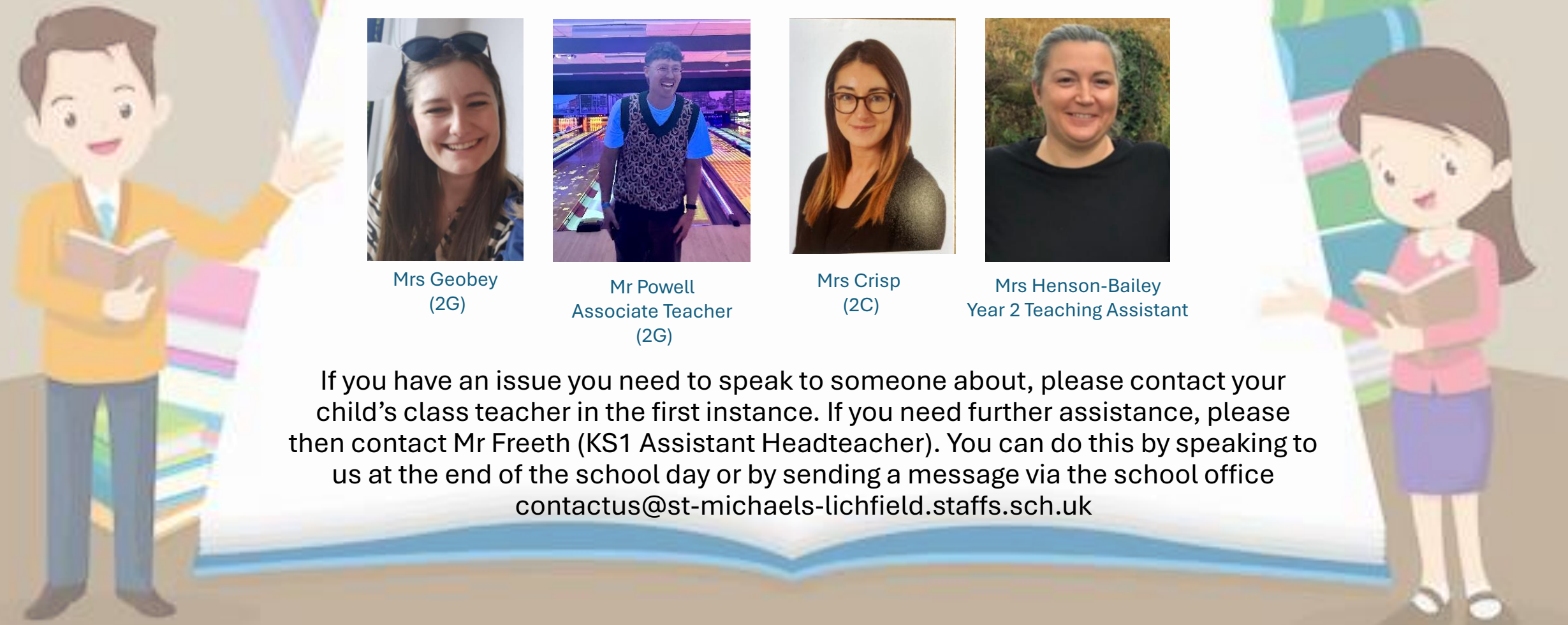
Mr Powell
Associate Teacher
(2G)



Mrs Crisp
(2C)



Mrs Henson-Bailey
Year 2 Teaching Assistant



If you have an issue you need to speak to someone about, please contact your child's class teacher in the first instance. If you need further assistance, please then contact Mr Freeth (KS1 Assistant Headteacher). You can do this by speaking to us at the end of the school day or by sending a message via the school office contactus@st-michaels-lichfield.staffs.sch.uk



Meet the Senior Leadership Team



Executive Headteacher
Mrs Ballinger



Deputy Headteacher
Mrs Hobson



Assistant Headteacher
(KS1)
Mr Freeth



Assistant Headteacher
(KS2)
Miss Lewis



An illustration featuring a large, open book in the center. At the top edge of the book, four children's heads are visible, looking towards the viewer. On the left side, a male teacher in a yellow sweater and blue tie holds a book and points towards the large book. On the right side, a female teacher in a pink top and purple skirt holds a book. To the left of the large book, there are several colorful pencils. To the right, there is a stack of colorful books. The background is a plain, light brown color.

Safeguarding

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. We would expect you to also report to the Headteacher any behaviours of any adults working in the school that may concern you.

If you have a safeguarding concern please call us on [01543 227425](tel:01543227425) or send an email to contactus@st-michaels-lichfield.staffs.sch.uk entitled **SAFEGUARDING CONCERN**. Please do not provide an account of the concern but request that a Safeguarding Lead contacts you and provide us with a phone number for us to do so. The office team will then ensure that a Safeguarding Lead contacts you as soon as they are able to.



Safeguarding Team



Mrs Hobson
Lead DSL/SPOC
Deputy Headteacher



Mrs Ballinger
Deputy DSL/SPOC
Executive Headteacher



Mr Freeth
Deputy DSL
Assistant Headteacher



Miss Lewis
Deputy DSL
Assistant Headteacher



Miss Murray
Deputy DSL
EYFS and Phonics Lead



Mrs Housley
Deputy DSL
Year 6 Teacher



Mr Downie
Deputy DSL
Year 4 Teacher



Weekly timetable

Please see below our weekly timetable. Please note that this may be slightly altered throughout the school year based on reviews of the timetable and special events in school.

	8:40 – 9:00am	9:00 – 10:00am	10:00 – 10:10am		10:25-12:00pm			12:55-3:10pm		
Mon	TT Rockstars/Nu mbots	RWI & Get Write	Storytime	Break at 10:10am – 10:25am	Creative Writing (10:25-11:15)	Geography/History (11:15-12:00)	Lunch at 12:00pm – 12:55pm	Geography/His tory	Maths	Whole school worship (14:45)
Tues	Maths Mixed Practice	RWI & Get Write	Storytime		Creative Writing (10:25-11:15)	RE (11:15-12:00)		Maths	Outdoor games	Book buddies (14.40)
Wed	SPaG	RWI & Get Write	Storytime		Creative Writing (10:25-11:15)	Science (11:15-12:00)		Class Worship	Maths	Indoor Games
Thurs	Spellings	RWI & Get Write	Storytime		Creative Writing (10:25-11:00)	Maths (11:00-12:00)		Forest school	Computing	Prayer & Praise (14.45)
Fri	Mark homework	RWI & Get Write	Storytime		Maths (10:25-11:30)	PSHE (11:30-12:00)		Special Mentions (13:20)	Art/D&T My Happy Mind	

Curriculum overview

Please see below our planned curriculum coverage for the year ahead.

Year 2	Autumn	Spring	Summer				
Class Novel (RFP)	<p>Core - The Great Paper Caper, Oliver Jeffers / Little People: Big Dreams Amelia Earhart, Maria Diamantes, The Bear & the Piano, David Litchfield</p> <p>Curriculum - Mama Panya's Pancakes, Richard Chamberlin / Amazing Africa, Mouni Feddag</p> <p>Class Read - Esiotrot and Fantastic Mr Fox, Roald Dahl</p>	<p>Core - The Owl Who Was Afraid of the Dark, Jill Tomlinson / Titanic: I was there, Margi McAllister</p> <p>Curriculum - Titanic: National Geographic Kids, Melissa Steward</p> <p>Class Read - TBC</p>	<p>Core - TBC</p> <p>Curriculum - TBC</p> <p>Class Read - Superhero Street, Phil Earle</p>	Art	Drawing - Observation of basic shapes and features. Focus on animals.	Clay Pots & collaged forms - creating a pot to grow seeds	Painting application & experimental colour mixing tints and tones-famous faces (linked to explorers & Inventors)
RE	Who made the world? Why does Christmas matter to Christians?	What can we learn from a Mosque? Why does Easter matter to Christians? (Digging Deeper)	What is the Good News that Jesus Brings? and <u>How</u> do people give thanks for a new baby?	D&T	Fairground wheel covering mechanisms – Autumn 2	Balanced diet – Spring 2	Textiles – making pouches and structures – making baby bears chair – summer 2
Science	Living Things and their Habitats	Animals including Humans AND Plants	Forces and Everyday Materials	Computing	Digital Literacy: IT around us/ Digital photography	Digital Literacy: Robot Algorithms/ Pictograms	Digital Literacy: Digital Music/programming quizzes
Geography	Continents of the World – countries and oceans	Study of a non-European country (Kenya)	Hot and cold countries of the world	Music	Entrust to teach composing and improvising as well as aural awareness and theoretical knowledge sections from Entrust provision map	Composing and improvising as well as aural awareness and theoretical knowledge sections from Entrust provision map	Composing and improvising as well as aural awareness and theoretical knowledge sections from Entrust provision map
History	Famous Aviators	Mary Seacole and Florence Nightingale...	Titanic - Captain Smith (Beacon Park)	PE	Movement, Throwing and catching	Dance, Striking and hitting	Gymnastics, Outdoor Adventurous Activities
				PSHE	Being Me in My World and Celebrating Differences	Dreams and Goals and Healthy Me	Relationships and Changing Me



KS1 Habitat Chat

Using their knowledge of habitats from around the world, learners will match the animals at the zoo to their correct habitats, and investigate how different adaptations help animals live where they live. Learners will then discover what happens when animals lose their habitats, and how we can all help by protecting, restoring and creating new homes for wildlife.

Available as a classroom based workshop or as an expedition.

Trips overview

Autumn Term – Twycross Zoo – KS1 Habitats Chat

Spring Term – Visit to the a mosque on the Derby faith Trail

Summer Term – RAF Cosford (Science – Forces and Motion)
Beacon Park to look at the captain Smith statue

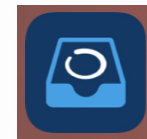
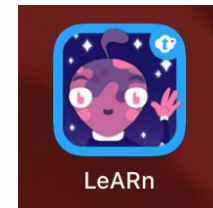
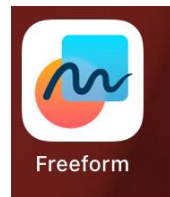




Learning Futures

We are now into the second year of our participation in the Learning Futures initiative. Class teachers plan a hybrid of learning using iPads and working in exercise books, enhancing and transforming the provision for our children at all stages of their education. The icons below illustrate some (but by no means all) of the apps we make use of in school.

If you would like to know more about the Learning Futures initiative, you can visit our school website or contact Miss Lewis.





Accelerated Reader

Accelerated Reader is a computer program that helps teachers manage and monitor children's independent reading practice. Your child picks a book at his/her own level and reads it at his/her own pace. When finished, your child can take a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.)

Accelerated Reader gives both children and teachers feedback based on the quiz results, which the teacher then uses to help your child set targets and direct ongoing reading practice.

An illustration featuring a large, open book in the center. At the top edge of the book, four cartoon children are peeking over. On the left side, a male teacher in a yellow sweater holds a book and points towards the text. On the right side, a female teacher in a pink top and purple skirt holds a book. To the left of the book, there is a stack of colorful pencils. To the right, there is a stack of colorful books. The background is a plain, light brown color.

Accelerated Reader - Steps

1. Teachers determine your child's reading level by conducting a STAR reading test each term. STAR Reading is a computerised reading assessment that uses computer-adaptive technology. Questions continually adjust to your child's responses. If the child's response to a question is correct, the difficulty level of the next question is increased. If the child misses a question, the difficulty level of the next question is reduced. The test uses multiple-choice questions and takes approximately 20 minutes. This, alongside their own teacher assessment, will determine your child's reading level.

2. The STAR reading test will create a ZPD score for each child. In independent literature-based reading, ZPD is the range of books that will challenge a child without causing frustration or loss of motivation. Your child will receive a ZPD range after taking the STAR Reading test, or teachers can use their best professional judgment to determine a ZPD. It is important for children to read with a high degree of comprehension and within their ZPDs.



Accelerated Reader - Steps

3. All books in school are colour coded in relation to their ZPD score or book level (see image aside). Children can select a book from anywhere within their ZPD level. For example, if a child's ZPD score is 2.3-3.5, they may select appropriately-levelled books from the orange, yellow, green and possibly the blue collections. **Please note these book colours do not align with the previous book band colours used in school so do not worry if the colour of the book your child comes home with is different to those previously brought home.**

4. Once your child has read the book with you, they have the option to take a quiz to test themselves on their comprehension. There are over 35,000 Accelerated Reader quizzes available, with more being written every month - every book within the school Accelerated Reader stock is quizzed. The login details to take these quizzes can be found in your child's reading record. Every book that has an Accelerated Reader Reading Practice Quiz is given a points value. Accelerated Reader points are computed based on the difficulty of the book and the length of the book (number of words). Children earn points, or a portion of a book's points, depending on how well they do on the Reading Practice Quiz and each term will have a target to reach.

Accelerated Reader

Accelerated Reader Book Labels Explained

On the inside cover of each book, you will find a label containing lots of useful information. Below is a guide to what this information indicates:

Type in this number on the online platform (login details in the children's reading record) to take the book-related quiz and earn points.

The author of the book

The maximum number of points available when children complete the quiz.

The title of the book

Quiz No 219982
Billionaire Boy

Williams, David
B.L.: 4.1
Points: 4.0

MY

The interest level attached to the book indicates age group appropriateness. Interest level is based on a book's content including theme, characterization, and plot. The interest levels are based on the recommendations of the publisher.

Interest Level	Age (in years)
LY - Lower Years	5-8
MY - Middle Years	9-13
MY+ - Middle Years+	12+
UY - Upper Years	14+

Children can, of course, still enjoy books together with you that sit outside of their ZPD level; however, when practicing their independent reading, it is very important to ensure that their books sit within their ZPD level to aid their progress in comprehension and fluency.

The website below will help you when selecting or purchasing books outside of the school stock, as it can quickly tell you what book level it is along with the quiz number and interest level.

<https://www.arbookfind.co.uk/default.aspx>



Phonics - RWI

Here at St Michael's we follow the Read, Write, Inc. Phonics program.

What is Read Write Inc?

Read Write Inc (RWI) is a complete phonics literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, here at St Michael's we will continue teaching RWI to children beyond the age of 7 if they still need support in their reading.

Read, Write, Inc was developed by Ruth Miskin.

More information about Read, Write, Inc can be found on our school website page at:

<https://st-michaels-lichfield.staffs.sch.uk/curriculum/read-write-inc-phonics/>





Phonics - RWI

RWI Get Writing!

As part of the hour long Read, Write, Inc session for pupils in Year 1 and 2, children will also be developing their writing skills by completing tasks from the Read Write Inc. Phonics Get Writing! Books. These contain a range of writing activities for each of the Core Storybooks and selected Non-fiction books which are connected to what children have been reading.

They include step-by-step guidance to help children move from writing simple sentences to extended texts such as invitations, letters, descriptive texts and non-fiction texts. The books also contain some composition, grammar and spelling activities.



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Home learning

Home learning is set for children on Showbie. This is set fortnightly for KS1. Details of the date home learning is due in will be shared with your child via Showbie also.

Home learning will be class marked on Showbie and feedback will be given to children verbally during the process of marking.

Your child may choose to complete their learning completely on their iPad, or may wish to complete some workings out or jottings on paper. Your child will be sent home with an exercise book for any paper work they wish to complete. Any work completed on paper should be photographed and the photo uploaded to the correct assignment on Showbie to be marked. There is no need for these books to be brought to and from school; all home learning will be submitted and self-marked on Showbie.