



Cowes  
Primary  
School



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School

Information  
Pack

YEAR 2  
Mr Smith &  
Miss Sztypuljak

Pico Class

2023/24

**Cowes Primary work together as a community to release our children's potential, underpinned by our three values:**

*"Right to Learn, right to be safe, right to be respected"*

**Our destination-**

**We will rise to all challenges and new experiences, growing into independent, valued learners in a fun, safe and welcoming environment.**

*Stephanie Praetig*  
Headteacher

A right to  
Learn

A right to be  
Safe

A right to be  
Respected

## Uniform

### Girls

Red logo sweatshirt/cardigan  
White logo polo shirt  
Black skirt/pinafore  
Black trousers  
Black or white socks/tights  
Smart black shoes  
(closed toe shoes only)

Hair must be tied back at all times, please avoid large hair accessories for safety reasons as they can get caught on things. No leggings.

### Boys

Red logo sweatshirt  
White logo polo shirt  
Black shorts  
Black trousers  
Plain grey/black socks  
Smart black shoes

### PE kit

Cowes Primary red logo PE top, black shorts, black plimsolls (indoor PE), trainers (outdoor games).



EARRINGS—STUDS ONLY may be worn to school but must be taken out before PE, or at home on the day, whenever possible. If children are unable to take their earrings out they will be given tape to cover the earrings and will be unable to participate in all/aspects of the lesson



**Pico**— PE Tuesday am. Games Wednesday pm.

## Topics

### Autumn Term - The Great Fire of London

We will take our children back to 1666 and the era of the Stuarts as they find about about the Great Fire of London and the effect it had on the people of the time.

They will find out when, where, how and why the Great Fire happened, and explore how we know about it through the diary of Samuel Pepys and other sources. We will be designing and making our own fire engines and also baking some delicious bread.



### Spring Term - Walk On The Wildside

The children will be basing their work on the famous children's book 'Where the Wild Things Are' by Maurice Sendak. They will be creating their own 'Wild Thing' and writing an adventure story. Geography work will focus on islands and we will be comparing the Isle of Wight to St Lucia, using map symbols, creating our own maps and understanding more about our locality. In Computing we will produce an animal fact file poster and turn ourselves into Wild Things. In Art and Design we will be researching the sculptor, Andy Goldsworthy and producing some work inspired by him. In Design & Technology, we will be designing and making "Wild Thing Pizzas". Our topic ends with the 'Wild Rumpus' celebration.

## Summer Term - Intrepid Explorers

Our topic for this term is based all around 'explorers'. We will meet Christopher Columbus and Neil Armstrong, investigating why they are remembered today, what they achieved and how they are similar to or different from each other. We will then be learning about the seas, oceans and continents of the world and identifying the seas, countries and capital cities that make up the United Kingdom, as well as developing other geographical skills. Some beautiful 'Stormy Sea' collages will be created in this topic too, taking our inspiration from J.W.M Turner. We will also be designing and making a model 'all terrain vehicle' suitable for use on the beach. We will also be creating our own non fiction books all about the ocean and it's ecosystems and animals.



## **Homework**



This year children will be given a short spelling and maths activity to be practised at home. These will be in an online format. More specific information will be given when necessary. In addition to daily reading, we feel this is an appropriate weekly amount of homework. However, there will be one topic focused project to complete each term. More information about these projects will be given at the start of each topic. The children have their own reading record/planner. This can also be used as a home/school communication book.



## **Reading**

Reading is one of the most important skills your child will learn. Please try and read with your child everyday. Good reading skills lead to good writing skills and boosts confidence. You don't have to stick to the school reading scheme, any reading is good: newspapers, magazines, comics, shopping lists etc.

If you are able to visit our class on either a regular or occasional basis to listen to children read, please speak to your child's teacher. The children benefit hugely from regular practise and one-to-one discussions about the text and we are always grateful for any time you can spare.

## Assemblies

Monday - Whole School	Headteacher's assembly (Attendance Cup, House Team Points, Headteacher Awards).
Tuesday - Class	Class Assemblies to include reflection time
Wednesday - Whole School	Singing Assembly
Thursday - Class	Class Assemblies to include reflection time
Friday - Class	Class Assemblies to include reflection time

## Crew Club

Breakfast and after school clubs are available for childcare.  
Information available from the office.




## Administration of medicines

Due to strict guidelines only prescribed medicines can be administered in school by staff. A 'Request for Prescribed Medication to be Administered in School' form will need to be completed by parents/carers and agreed by the Headteacher. If your child requires long term medicine a healthcare plan will need to be set up and parents will be advised accordingly.

Non prescribed medicines should not be brought into school, although individual cases may be discussed with the Headteacher.

## Labelling of clothes

Please ensure that all clothing is clearly labelled with your child's name. When children get changed for PE it is a huge help to the staff if we can sort out all the clothes by reading the name labels in each one. It also helps to prevent clothes getting lost!

A light blue speech bubble with a white outline and a drop shadow, containing the text "Name that kit please!".

Name that kit  
please!

## Adventure Playground

In order to ensure the safety of all the children, they are not allowed on any part of the equipment before school starts or at the end of the day. Children are only allowed on the adventure playground when supervised by a member of staff.

Please could we also ask that you do not allow your children to play with any of the outdoor equipment or areas within the Early Years and Key Stage 1 playground before or after school. These areas are normally set up ready for either the start of the day or in preparation for the next. Thank you.

## **Milk**

If you would like your child to have milk in school, you will need to register your child by either completing the Cool Milk form (which has already been sent home) and posting it to 'Freepost Cool Milk' or by going to [www.coolmilk.com](http://www.coolmilk.com) or by calling 0844 845 2913.

## **Head lice**

Please check your child's head regularly for lice and eggs. If everyone does this on a regular basis we can hopefully stop the cycle of it going through the class and it avoids you having to collect and treat your child.

## **Library**

Each class will aim to visit the school library at least once a fortnight. Children will be allowed to withdraw one book to read either at school or at home. Our day for the library will be Friday.

## **Toys in School**

Toys are not to be brought into school. Please make sure your child doesn't bring them to the classroom - we'd hate for toys to get lost or broken.

## **Quest**

Quest runs on a Thursday afternoon. Pupils will take part in a variety of activities that will be rotated each half term. If your child is allocated a sporting activity, please make sure their PE kit is in school.

## **Clubs**

Children will have an opportunity to put their name down for a club. You will be informed if they have a space. Some clubs are very popular and so they may have to wait for a turn. Please be patient.

## **Drop ins**

Staff are always on the playground before and after school if you need to speak to them. Our 'Drop In' session after school is on a Thursday or alternatively please feel free to contact the school office to make an appointment.



## Maths

*The National Curriculum for mathematics aims to ensure that all pupils:*

- *become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately*
- *reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language*
- *can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.*

The principle focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools].

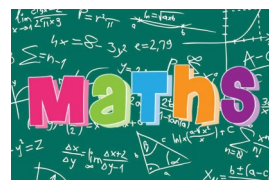
At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of Key Stage 1, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practise at this early stage will aid fluency.

Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at Key Stage 1.

### **The Programmes of Study cover the following maths aspects:**

- Number – number and place value
- Number – addition and subtraction
- Number – multiplication and division
- Number – fractions
- Measurement
- Geometry – properties of shapes
- Geometry – position and direction
- Statistics - displaying data in a variety of ways



These aspects are taught throughout the year in maths lessons and are also linked to the class topics wherever possible in order to provide relevance and context.

## Literacy

At Cowes Primary School Literacy is taught in mixed ability classes. The objectives are taken from the New Curriculum and tasks relating to these are set according to the ability of the children.

### Foundation Stage (Reception)

Daily phonics in small groups (Little Wandle).  
English whole class work based around a story.  
Daily activities set up in Reading and Writing areas.  
Adult led small group activities.  
Opportunities for writing in all areas especially within the role play area and outdoors.

### Reading

Phonics- "Little Wandle" (Reception, Year 1, Year 2, Year 3 and intervention groups across the school).  
Shared Reading (whole class reading).  
Guided Reading (small groups).  
Individual reading (with parents and additional support in school for those who need it).  
Reading for pleasure (individual reading of books of own choice).  
Reading Comprehension.  
Reading across the curriculum/for a real purpose.



### Writing

Phonics- "Little Wandle" (Reception, Year 1, Year 2, Year 3 and intervention groups across the school).  
Shared/modelled writing.  
Guided Writing (in smaller groups).  
Individual writing.  
Discrete handwriting lessons.  
Writing across the curriculum/for a real purpose.  
Spelling taught discretely with weekly spelling tests.  
Simple aspects of grammar taught within English lessons in Key Stage 1 and weekly 1 hour grammar lessons in Upper Key Stage 2.



### Communication

Speaking and Listening is promoted at Cowes Primary School throughout the curriculum.  
Talk partners.  
Reading aloud to the class or an audience.  
Drama activities.  
Self and peer assessment.  
Debates and discussions within the class.  
Performing to the class.  
Class assemblies and performances in all year groups.  
Use of digital media to record and appraise performances.





## Year 2 RE Long Term Plan

We now use the Hampshire Agreed Syllabus for Religious Education (RE) providing pupils the opportunity to explore 'concepts' through their own experiences and how this fits into a religious context.

RE lessons provide pupils with opportunities to:

- Develop curiosity about their feelings
- Develop curiosity about people, places and events
- Ask questions (simple and profound)
- Explore through sense experiences
- Develop greater awareness of feelings about what is special and precious
- Become aware that certain people, objects, places, clothing and time have special importance
- Encounter stories which engage the imagination, provide insights into feelings and relationships and develop empathy
- Explore some of the symbols used in religious and everyday life
- Learn to explore similarities and differences between themselves and others.
- Accept and value themselves and celebrate the common bond between all people.

Year	Autumn	Spring	Summer
2	<p><b>Concept:</b> Special Places Hindu Mandir</p> <p><b>Concept:</b> Waiting Advent</p>	<p><b>Concept:</b> Remembering Holi</p> <p><b>Concept:</b> Love as sad and happy The Easter Story</p>	<p><b>Concept:</b> Specialness Food</p> <p><b>Concept:</b> God Across religions</p>

Develop a familiarity with a wide range of religious material.



## Personal, Social & Health Education (PSHE) at Cowes Primary School

### What is PSHE?

Personal, Social, Health Education (PSHE) is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain.

It includes the statutory subjects Relationships Education and Health Education, as well as age appropriate Sex Education.

PSHE also links to:

British Values  
 Citizenship  
 Science  
 Physical Education (PE)  
 Religious Education (RE)



It aims enable all young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

Pupils’ personal development helps them to learn and to achieve. These three aims reinforce each other and emphasis on them is essential if standards of attainment are to be raised for all students. Partnerships and work with outside agencies, such as school nurses, is important to achieve this.

Due to the impact of the Covid-19 pandemic on education, delivery of the PSHE curriculum will be flexible in order to take account of the needs of the children, but

Living in the Wider World			Relationships			Health and Wellbeing		
Rules, rights and responsibilities	Caring for the environment	Money	Healthy relationships	Feelings and emotions	Valuing difference	Healthy lifestyles	Keeping safe	Growing and changing