

Welcome to Year 2 2021-2022



Aims of meeting

- * To be introduced to your child's new teacher and the Year 2 team.
- * To discuss expectations.
- * To discuss what children will be learning in Year 2.
- * To answer any questions you may have.



Meet The Teachers...

- * **2E: Mr Thomas**
- * **2F: Mr Ali**
- * **2G: Ms Donnellan**
- * **2H: Dr Davda-Year Group Leader**

- * **Miss Brackett-Thomas (Phase leader)**



Mission Statement

Mission Statement

- * Accelerated Learning
- * Reach highest goals possible
- * Aiming for a better future
- * Respecting each other
- * Working Together



Expectations/Outcomes

- To work in close partnership with parents to ensure the best outcomes for pupils in Year 2.
- Prepare children for end of KS1 statutory tests.
- Phonics Screening.
- Prepare children for transition to KS2.





Timings and reminders...

- * Children should be in the playground before 8.45am
- * The bell goes at **8.45 am for children to line up.**
Children **MUST** be picked up **on time – 3.15pm outside the classroom.**
- * Children should be collected by an adult – please let the teacher know if someone else is picking up your child. If you need an older sibling to collect your child then you must seek permission from the office.
- * Teachers are **available at the end of the day** if you need to discuss anything or arrange another time to meet.






Uniform

Sweat shirt	Burgundy Barham Sweatshirt <u>Round-neck</u> with stitched school logo	
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Shirt	White polo shirt top (Nursery, Reception, Years 1,2,3,4)	
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Mid-grey trousers or shorts, Pinafore or skirt		
		

Socks or tights	Grey, black or white <i>only</i> (NB – if children wear <i>cycling shorts</i> under summer dresses or under skirts/pinafores these shorts should not appear below the hem. Black/White leggings are <u>not</u> school uniform.)		
Shoes	Black velcro-fastening trainers (Nurs, Rec Y1 ONLY)	Black, low-heeled, sensible shoes (not long boots or trainers) (Years 2,3,4,5,6)	

PE Pale blue aertex top/polo shirt (available with school logo) Navy/black gym shorts (jogging bottoms optional for outdoors). Black plimsolls outdoors, bare feet indoors	Hijab/Niqab PLAIN Black, White, Grey or Burgundy
All items of clothing and personal belongings should be clearly marked with child's name to reduce the risk of loss.	
	

NO jewellery/nail varnish



Homework

- Your child will bring homework home in a folder on Friday. Homework should be completed and handed in by Tuesday at the latest.
- Book bags should be brought to school on **Tuesday**.
- Spellings will be given out each Friday and the children will be tested each week. Please practise your spellings with your child each week.



Assessment

- * When supporting your child in their learning, we will continue to use 'bands' to assess their learning. Ideally, by each point of the year, children should be working at the following age related expectations:
 - * Band 2 Beginning- Autumn
 - * Band 2 Working within- Spring
 - * Band 2 Secure- Summer
- * However, some children may still be working on the Band 1 curriculum, so we would therefore continue to plan and assess accordingly.
- * Assessment at the end of KS1 is in the process of being reviewed therefore, we will inform you about the end of year assessments later on in the year.



Target Tracker Statements

YEAR 2 TARGETS CAN BE FOUND ON THE SCHOOL WEBSITE.

PLEASE PRINT THESE OUT AND WORK WITH YOUR CHILDREN ON THESE TARGETS.



Maths

Addition & Subtraction

I can solve problems with addition and subtraction, including those involving numbers, quantities and measures by using objects or pictures. ☐

I can answer simple addition and subtraction questions in my head as well as by writing them down. ☐

I can recall all number bonds to 10, use these to work out bonds to 20, and link other related facts ☐

I can use addition and subtraction facts to 20 quickly and work out similar facts to 100. ☐

I can add and subtract a two digit number and a one digit number mentally and when using objects, number lines and pictures. ☐

I can add and subtract a two digit number and tens mentally and when using objects, number lines and pictures. ☐

I can add and subtract 2 two digit numbers mentally and when using objects, number lines and pictures. ☐

I can add and subtract 3 one digit numbers mentally and when using objects, number lines and pictures. ☐

I can show that adding 2 numbers can be done in any order but subtraction cannot. ☐

I can show that subtraction is the opposite of addition and use this to check my work. ☐

I can remember doubles and halves up to 20. ☐

I can use estimation to check that my answers to a calculation make sense. ☐

I can solve missing number problems using addition and subtraction. ☐

Number & Place Value

I can count forward and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any number. ☐

I can find the place value of each digit of a number with tens and units. ☐

I can find and show numbers using different equipment such as number lines and number squares. ☐

I can compare and order numbers from 0 to 100 using $<$, $>$ and $=$. ☐

I can read and write numbers to 100 in numbers. ☐

I can read and write numbers to 100 in words. ☐

I can use place value and number facts to answer questions. ☐

I can partition two-digit numbers into different combinations of tens and ones using apparatus. ☐

I can use reasoning within addition. ☐

I can recall the multiples of 10 below and above any 2 digit number. ☐

Fractions

I can find, name and write fractions of a length, shape, set of objects or amount, including $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$. ☐

I can write simple fractions facts such as $\frac{1}{2}$ of 6 = 3 and $\frac{2}{4} = \frac{1}{2}$. ☐

Multiplication & Division

I can remember and use multiplication and division facts for the 2, 5 and 10 times tables and recognise odd and even numbers. ☐

I can answer multiplication and division problems within the tables using \times , \div and $=$. ☐

I can show that multiplying 2 numbers can be done in any order but division cannot. ☐

I can answer questions involving multiplication and division mentally and with objects. ☐

I can answer questions involving multiplication and division using arrays and repeated addition. ☐

I can use multiplication facts for 2, 5 and 10 to make deductions outside known multiplication facts ☐

I can solve multiplication and division word problems with more than one step ☐

I can rewrite addition statements as simplified multiplication statements ☐



Maths

Measurement

I can choose the right units to measure length, height, mass, temperature or capacity. I can read to the nearest unit and do this on rulers or scales. ☐

I can compare amounts using these signs: $>$, $<$ or $=$. ☐

I can use the £ sign and p sign. I can use notes and coins to make a particular amount. ☐

I can find different ways for coins to add up to an amount. ☐

I can add and subtract money and give change. ☐

I can put different events in order and compare them. ☐

I can tell the time to 5 minutes. I can tell when it is quarter past or quarter to an hour. I can draw these on a clock. ☐

I can tell you how many minutes are in an hour and how many hours are in a day. ☐

I can read scales in divisions of ones, twos, fives and tens. ☐

I can read scales where not all numbers on the scale are given and work out points in between ☐

I can read the time on a clock to the nearest quarter of an hour. ☐

Properties of Shape

I can notice and explain the properties of 2-D shapes e.g. the number of sides and line symmetry. ☐

I can notice and explain the properties of 3-D shapes e.g. the number of edges, vertices and faces. ☐

I can name some 2-D and 3-D shapes in pictures or in a group and know some of their properties ☐

I can spot 2-D shapes on the surface of 3-D shapes such as 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. ☐

Position & Direction

I can order mathematical objects in patterns and sequences. ☐

I can use mathematical vocabulary to describe position, direction and movement. This could include movement in a straight line. ☐

Statistics

I can read and draw 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 grouped data. ☐



Reading and Spoken Language

Word Reading

- I can use the sounds I know to decode words automatically and my reading is fluent. ☐
- I can read and blend all sounds I have been taught.* ☐
- I can recognise alternative sounds for letters or groups of letters.* ☐
- I can read words of two or more syllables that contain sounds I have been taught. ☐
- I can read words containing common suffixes. ☐
- I can read further common exception words and see where the sounds do not match. ☐
- I can read most words quickly and accurately without needing to sound and blend words I have seen before.* ☐
- I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses.* ☐
- I can re-read books, sounding out new words correctly to improve my speed and confidence.* ☐

Comprehension

- I can enjoy and understand books by listening to, and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.* ☐
- I can enjoy reading and discussing the order of events in books and how items of information are related.* ☐
- I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.* ☐
- I can enjoy reading by recognising repeated themes and ideas in stories and poems. ☐
- I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know. ☐
- I can talk about my favourite words and phrases. ☐
- I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer. ☐
- I can use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading. ☐
- I can spot if a word has been read wrongly by following the sense of the text.* ☐
- I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions. ☐
- I can say how the characters might feel in a story I am reading on my own on the basis of what is said and done. ☐
- I can ask and answer questions about the books or stories I am reading and make links.* ☐
- I can say what might happen next in a story based on what has happened so far.* ☐
- I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.* ☐
- I can explain what I think about books, poems and other material that I have read or heard. ☐
- I can explain what has happened so far in what I have read ☐

Spoken Language

- I can listen to, talk about and have an opinion on a wide range of poetry, stories and non-fiction. ☐
- I can discuss the order of events in books and how items of information are related ☐
- I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with a voice that makes the meaning clear. ☐
- I can discuss my favourite words and phrases. ☐
- I can answer and ask questions. ☐
- I can join in a talk about books, poems and other works that are read to me and those that I can read, taking turns and listening to what others say ☐
- I can explain and discuss my understanding of books, poems and other material ☐
- I can improve my writing by planning or saying out loud what I am going to write about ☐



Literacy

Spelling

I can break down spoken words into their sounds and write them mostly correctly, and make good attempts at spelling words I do not know

I can learn new spellings by using words I already know how to spell.

I can spell many common exception words.

I can spell most common exception words.

I can spell some words which have been shortened.

I can spell most words which have been shortened.

I can spell words which use an apostrophe to show possession e.g. the girl's book.

I can spell words that sound the same but are spelt differently e.g. buy, bye, by.

I can add the endings -ment, -ness, -ful, -less, -ly to spell some longer words.

I can add the endings -ment, -ness, -ful, -less, -ly to spell most longer words.

I can use simple spelling rules.

I can write the correct spellings and punctuation in simple sentences I hear my teacher say.

Handwriting

I can write lower-case letters that are all the same size in some of my writing.

I can write lower-case letters that are all the same size in most of my writing.

I can use the diagonal and horizontal strokes I need to join letters in some of my writing.

I can use the diagonal and horizontal strokes I need to join letters

I know which letters, when they are next to one another, are best left unjoined.

I can write capital letters and numbers the right way up, and the correct size relative to each other and lower case letters.

I can use spacing between words that fits with the size of the letters.

Composition

I can write about things I have done and things that others have done.

I can write a long piece of text about a real event in one go.

I can write poetry.

I can write for different purposes, writing long and short pieces of work.

I can write for different purposes, using ideas and language from things I have read

I can plan my writing by writing down my ideas or talking about them.

I can plan my writing by writing down ideas and/or key words and new vocabulary.

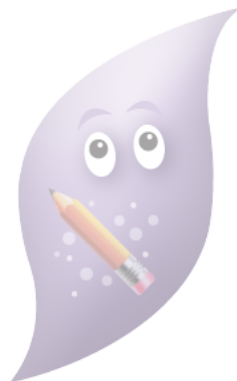
I can plan my writing by writing down my ideas or talking about them for each sentence.

I can change my writing and make corrections after I have spoken to a teacher or another child about it.

I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.

I can proof read my work, checking for spelling, punctuation and grammar errors, and sometimes choosing better words

I can read my work aloud with confidence using the tone of my voice to make the meaning clear.



Vocabulary, Grammar & Punctuation

I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman.

I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.

I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.

I can use these words in my writing: when, if, that, because, or, but

I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.

I can tell if a sentence is a question, command, exclamation or a statement.

I can use the correct tense in my writing.

I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting.

I can use capital letters and full stops to show where sentences start and end and sometimes use question marks

I can use question marks and exclamation marks appropriately

I can use commas when I am writing a list.

I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat.

I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present), apostrophe and comma.



Year 2 Writing Checklist

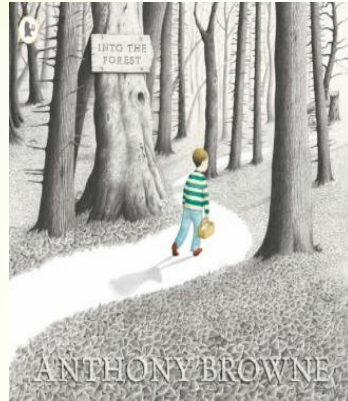
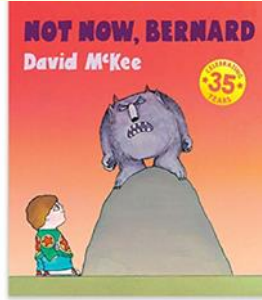
Use full stops correctly	
Use capital letters correctly	
Use ? and !	
Use or/and/ but	
Use when/if/that/because	
Correct tense	
Use phonics in my spelling	
Spell common exception words	
Handwriting is legible enough space	
Proof-read and edit work	
Use , and :	
Possessive apostrophe	
Apostrophes for contraction	
Use adverbs -ly	
Use suffixes -ment -ness -ful -less	
Use joining correctly in handwriting	

This is a checklist of what the children are expected to do in their writing. It would be helpful if over the summer you used this to practise writing sentences, short stories, paragraphs etc. in order to prepare them for the new year.

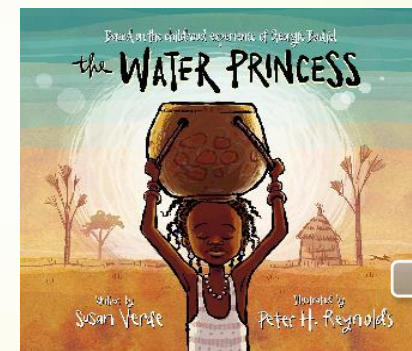
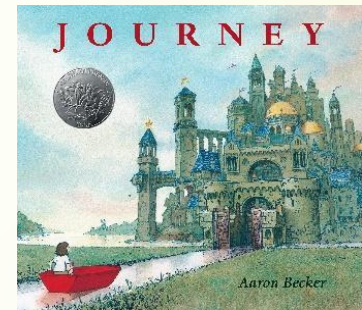
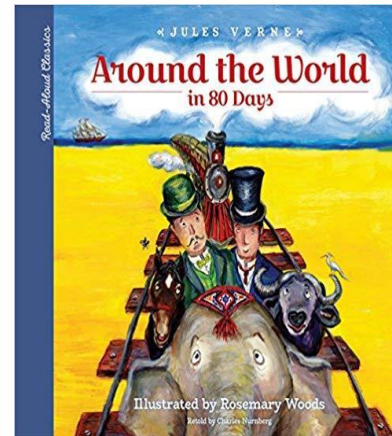
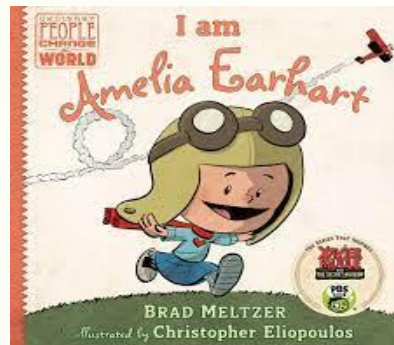
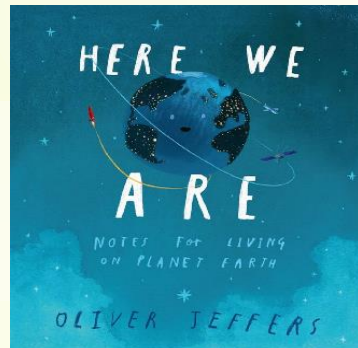
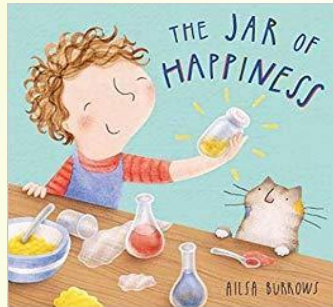
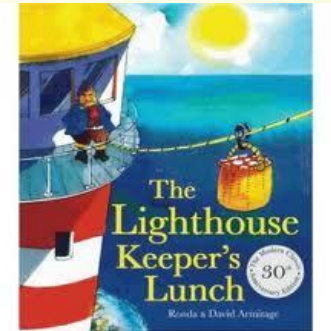
Visit [Letterjoin website](http://Letterjoin.com)



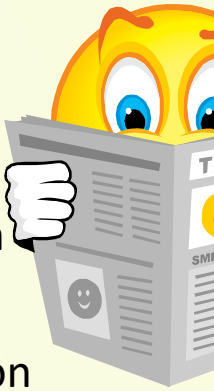
Examples of Y2 Core Texts



Into the Forest



Reading comprehension



Children are expected to answer questions on a variety of reading materials such as poems, diaries, stories etc.

By the end of the year, they should be confident reading a lengthy piece of text on their own.

It is really important that you read with your children **everyday**, even if it is just for 5 minutes. This will help to build stamina for reading, develop their understanding and improve their fluency.

The children will build a love for reading if they see you joining in too.

















50 Recommended Reads for...

Year 2











(ages 6-7)

Which ones have you read?




	<input type="checkbox"/> Traction Man is Here Mini Grey <i>Picturebook story</i>		<input type="checkbox"/> Marge in Charge Isla Fisher & Eglantine Ceulemans <i>Chapter book</i>
	<input type="checkbox"/> Billy and the Beast Nadia Shireen <i>Picturebook story</i>		<input type="checkbox"/> Spyder Matt Carr <i>Picturebook story</i>
	<input type="checkbox"/> The Big Book of the Blue Yuval Zommer <i>Non-fiction</i>		<input type="checkbox"/> The Bear and the Piano David Litchfield <i>Picturebook story</i>
	<input type="checkbox"/> The Couch Potato Jory John & Pete Oswald <i>Picturebook story</i>		<input type="checkbox"/> An Emotional Menagerie The School of Life <i>Poetry book</i>
	<input type="checkbox"/> Claude at the Circus Alex T. Smith <i>Colour-illustrated chapter book</i>		<input type="checkbox"/> Martin's Mice Dick King Smith <i>Chapter book</i>
	<input type="checkbox"/> Can I Build Another Me? Shinsuke Yoshitake <i>Picturebook story</i>		<input type="checkbox"/> Fred: Wizard in Training Simon Philip & Sheena Dempsey <i>Chapter book</i>
	<input type="checkbox"/> Investigators John Patrick Green <i>Comic-style chapter book/Graphic novel</i>		<input type="checkbox"/> The Invisible Tom Pervical <i>Picturebook story</i>
	<input type="checkbox"/> The Secret Sky Garden Linda Sarah & Fiona Lumbers <i>Picturebook story</i>		<input type="checkbox"/> Book of the Brain Betina Ip & Mia Nilsson <i>Non-fiction</i>









	<input type="checkbox"/> Poems Aloud Joseph Coelho & Daniel Gray-Barnett <i>Poetry book</i>		<input type="checkbox"/> Flat Stanley Jeff Brown & Rob Biddulph <i>Chapter book</i>
	<input type="checkbox"/> Mr Big Ed Vere <i>Picturebook story</i>		<input type="checkbox"/> Perfectly Peculiar Pets Elli Woollard & Anja Boretzki <i>Poetry book</i>
	<input type="checkbox"/> Captain Flinn and the Pirate Dinosaurs Giles Andreae & Russell Ayto <i>Picturebook story</i>		<input type="checkbox"/> The Three Little Wolves And The Big Bad Pig Eugene Trivizas & Helen Oxenbury <i>Picturebook story</i>
	<input type="checkbox"/> Hello World: Animals Nicola Edwards & L'Atelier Cartographik <i>Non-fiction – lift-the-flap</i>		<input type="checkbox"/> Sometimes: A Book of Feelings Stephanie Stansbie & Elisa Paganelli <i>Picturebook poem</i>
	<input type="checkbox"/> The Naughtiest Unicorn Pip Bird & David O'Connell <i>Colour-illustrated chapter book</i>		<input type="checkbox"/> Inside the Villains Clotilde Perrin <i>Picture book – interactive/lift-the-flap</i>



	<input type="checkbox"/> The Rainbow Bear Michael Morpurgo & Michael Foreman <i>Picturebook story</i>		<input type="checkbox"/> The Secret of Black Rock Joe Todd-Stanton <i>Picturebook story</i>
	<input type="checkbox"/> Oliver and the Seawigs Philip Reeve & Sarah McIntyre <i>Chapter book</i>		<input type="checkbox"/> Under Your Feet RHS & DK <i>Non-Fiction</i>
	<input type="checkbox"/> Anna Hibiscus Atinuke & Lauren Tobia <i>Chapter book</i>		<input type="checkbox"/> George's Marvellous Medicine Roald Dahl & Quentin Blake <i>Chapter book</i>
	<input type="checkbox"/> Unlocked Delaram Ghanimifard & Tiny Owl <i>Picturebook anthology</i>		<input type="checkbox"/> The Jasmine Sneeze Nadine Kaadan <i>Picturebook story</i>
	<input type="checkbox"/> Beegu Alexis Deacon <i>Picturebook story</i>		<input type="checkbox"/> Gregory Cool Caroline Binch <i>Picturebook story</i>
	<input type="checkbox"/> Bloom Anne Booth & Robyn Owen Wilson <i>Picturebook story</i>		<input type="checkbox"/> A Planet Full of Plastic Neal Layton <i>Non-fiction</i>
	<input type="checkbox"/> The Bee Book Charlotte Milner <i>Non-fiction</i>		<input type="checkbox"/> Leaf Sandra Dieckmann <i>Picturebook story</i>
	<input type="checkbox"/> The Proudest Blue Ibtihaj Muhammad, S.K. Ali & Hatem Aly <i>Picturebook story</i>		<input type="checkbox"/> The Enchanted Wood Enid Blyton <i>Chapter book</i>



	<input type="checkbox"/> The Story of the London Underground David Long & Sarah McMenemy <i>Picturebook story</i>		<input type="checkbox"/> The King Who Banned the Dark Emily Haworth-Booth <i>Picturebook story</i>
	<input type="checkbox"/> Into the Forest Anthony Browne <i>Picturebook story</i>		<input type="checkbox"/> Milo Imagines the World Matt de la Pena & Christian Robinson <i>Picturebook story</i>
	<input type="checkbox"/> Midnight Feasts A.F. Harrold & Katy Riddell <i>Poetry book</i>		<input type="checkbox"/> Counting on Katherine Helaine Becker & Dow Phumiruka <i>Non-fiction - biography</i>



Phonics

- *Please help your child to continue to learn and to practise the sounds that they have learnt in phonics.
 - *They should know the sounds that letters in the alphabet make. They should also be able to say the letters in the alphabet.
 - *Encourage your child to segment (sound out) and blend (put the sounds back together) the words that they read. Example- sh-i-p: ship.
 - *There are some useful websites that you can use to support your child in their phonics knowledge.
 - *You tube: Mr Thorne does Phonics (Phases 2- 5) shows how to pronounce sounds.
- [Phonicsplay.co.uk](https://www.phonicsplay.co.uk). There are some games that you can play for free on this site.
- Children must also know their key words- First 100, next 200.
- *They should also use phonics to attempt to read and spell unfamiliar words.



An example of Year 2 arithmetic


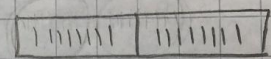
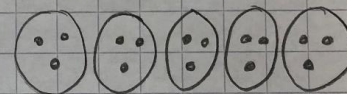
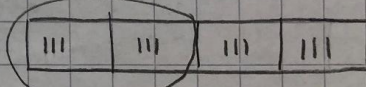

Year 2 Arithmetic Test 2			testbase
1	$21 + 4 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
2	$6 + 3 + 3 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
3	$60 + 20 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
4	$13 - 7 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
5	$2 + 9 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
6	$4 \times 2 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
7	$86 - 30 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

Year 2 Arithmetic Test 2			testbase
8	$\frac{1}{2}$ of 6 =	<input type="text"/>	<input type="checkbox"/> 1 mark
9	$70 \div 10 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
10	$65 + 29 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
11	$26 - 15 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
12	$8 + 7 + 5 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
13	$7 \times 4 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
14	$60 \div 5 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
15	$\frac{1}{3}$ of 18 =	<input type="text"/>	<input type="checkbox"/> 1 mark

Arithmetic usually consists of mixed sums involving the 4 operations. The children are encouraged to use a mixture of mental calculation and drawings to help solve the problems. When practising, remember to start off slowly with a few sums and then gradually build up to trickier ones.



An example of Year 2 arithmetic and the methods we teach the children, to solve these problems...

<p>1. $4 + 3 = 7$ (big number in your head Count on with your fingers)</p>	<p>7. $18 - 9 =$ (18 in your head, 9 fingers Count backwards)</p>
<p>2. $3 + 6 + 9 =$  $9 + 9 = 18$</p>	<p>8. $\frac{1}{2}$ of $16 = 8$  8 8</p>
<p>3. $60 - 50 =$ (mental) $6 - 5 = 1$ So... $60 - 50 = 10$</p>	<p>9. $5 \times 3 = 15$  3 3 3 3 3</p>
<p>4. $68 + 8 =$ (big number in your head count on with fingers)</p>	<p>10. $\frac{2}{4}$ of $12 = 6$  3 3 3 3 </p>
<p>5. $24 - 13 =$ $\begin{array}{r} 24 \\ - 13 \\ \hline 11 \end{array}$ ($4 - 3 = 1$) ($20 - 10 = 10$)</p>	<p>11. $90 \div 10 =$ (mental count in 10's using your fingers)</p>
<p>6. $75 + 14 =$ $\begin{array}{r} 75 \\ + 14 \\ \hline 89 \end{array}$ ($5 + 4 = 9$) ($70 + 10 = 80$)</p>	



Summer Holiday Suggestions

- Keep a diary (check use of capital letters, full stops, phase 5 sounds, grammar etc).
- Encourage your child to read everyday – visit the library on Ealing Road or our on-line Barham Library.
- Involve your child in real life applications of maths such as shopping, cooking and measuring.
- Swimming at Vale Farm- free for children during the school holidays.
- Help your child to practise their 2, 3, 5 and 10 times tables every day as they will need these next year.
- Also help your child to consolidate their number bond knowledge and to use this knowledge to find corresponding subtraction facts e.g. $2+8=10$, $10-8=2$



Any problems...



- * Please **talk to your class teacher first**.
- * If you are still concerned, talk to the Phase Leader (**Miss Brackett Thomas**) or make an appointment to talk to the class teacher and Phase Leader together.
- * Whenever possible speak to the class teacher **at the end of the** day rather than in the morning.



Questions

**Thank you for watching this
presentation.**

Please feel free to contact us to ask any
questions.

