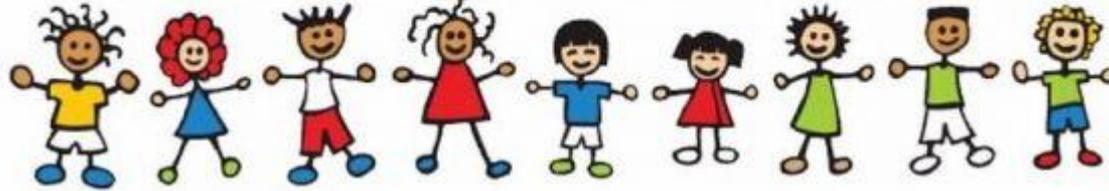


# Welcome to Year 2



# Teaching & Learning Year 2

# YEAR 2 TEAM



Class: Quince  
Teacher: Mrs. Elliott



Class: Cherry  
Teacher: Miss. Pettitt



Class: Damson  
Teacher: Mrs. Ireland



All classes have settled well into their new classrooms and routines and have begun to consolidate their good relationships with their teachers.



# DROP OFF & COLLECTION



## In the morning: 8.30am - 8.45am

Year two should be dropped off to classrooms via the KS1 Trim Trail.

Please do not go past the door, for safeguarding and congestion reasons.

## At the end of the day: 3.20pm

- ▶ Please pick your child up from the Year two classroom, via KS1 Trim Trail.
- ▶ Please wait by the trim trail to avoid any congestion. Please be reminded that younger children should not be using the trim trail at this time for health and safety reasons.
- ▶ Children will be dismissed one by one when the teacher sees a known adult picking them up.
- ▶ Feel free to have a brief chat with your class teacher, but please wait until all the children have been dismissed.
- ▶ If you are not picking up your child, then please let the teacher know beforehand, or email the office before 12pm to inform us. Please note, your child will not be released to another adult unless we have had prior notice.
- ▶ If this is a regular arrangement, please send an email at the beginning of term to confirm.

# EVERY DAY COUNTS!



1 to 2 days a week absence from school doesn't seem much but.....

If your child misses...	That equals...	Which is...	...and over 13 years of schooling that is...
1 day per fortnight	20 days per year	4 weeks per year	Nearly <u>1 ½ years</u>
1 day per week	40 days per year	8 weeks per year	Over <u>2 ½ years</u>
2 days a week	80 days per year	16 weeks per year	Over <u>5 years</u>
3 days a week	120 days per year	24 weeks per year	Nearly <u>8 years</u>

Please support your child in getting to school promptly and as always, we are here to help too!

Just let us know if you need us! 😊

How about 10 minutes late a day? Surely that won't affect my child?

He/she is only missing just.....	That equals....	Which is.....	...and over 13 years of schooling that's.....
10 mins per day	50 mins per week	Nearly 1 ½ weeks per year	Nearly <u>½ a year</u>
20 mins per day	1 hr 40 mins per week	Over 2 ½ weeks per year	Nearly <u>1 year</u>
30 mins per day	Half a day per week	4 weeks per year	Nearly <u>1 ½ years</u>
1 hour per day	1 day per week	8 weeks a year	Over <u>2 ½ years</u>

**ATTEND TODAY**  
ACHIEVE TOMORROW



# OUR SCHOOL VALUES



Our core values are:



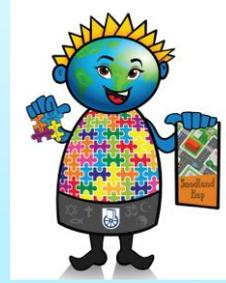
Respect



Resilience



Responsibility



Community



Compassion



Excellence

When your child models these values in school, they will either be awarded with:

- A core value sticker
- A core value certificate – two children will be awarded a certificate from each class, every week.
- Mr Lang will issue a Headteacher Value postcard twice a half term.

# School Celebrations and Rewards



- ▶ **Pupil Achievement Award** – a special assembly for children across the whole school, held half termly.
- ▶ **School Value Certificates** – awarded by any adults for showing our school values.
- ▶ **Class Dojos** – individual children are rewarded dojos for academic achievement and good behaviour. The house that receives the most dojos at the end of the term will receive a rewards i.e. a film afternoon with popcorn!
- ▶ **Ping Pong Jars rewards**– the class is rewarded with a ping pong ball good behaviour. When the jar is full, the class will receive golden time of their choosing.

# Reading Expectations

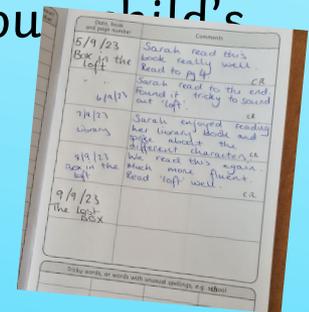


## How often should your child be reading at home?

In Year 2, children are expected to read daily for **10 minutes**. We are realistic and know that this is the ideal. Please try to listen to your child read aloud as often as you can, as reading aloud fluently, with expression and an appreciation of an audience, are skills we develop in school.

## Reading Records

- ❑ Reading records should be brought into school daily. These books will be monitored on a weekly basis, to ensure they are being kept up-to-date and that the expectations are being followed.
- ❑ Every time your child reads, you should write down the date and the pages they have read.
- ❑ Please use the space provided to add a comment on your child's reading.



# HOW TO COMPLETE A READING RECORD



- ❑ Children are expected to record at least **five entries** a week in their reading diaries. These should be dated and page numbers recorded.
- ❑ Ideally parents/carers should comment daily. However, signing the reading diary is sufficient.

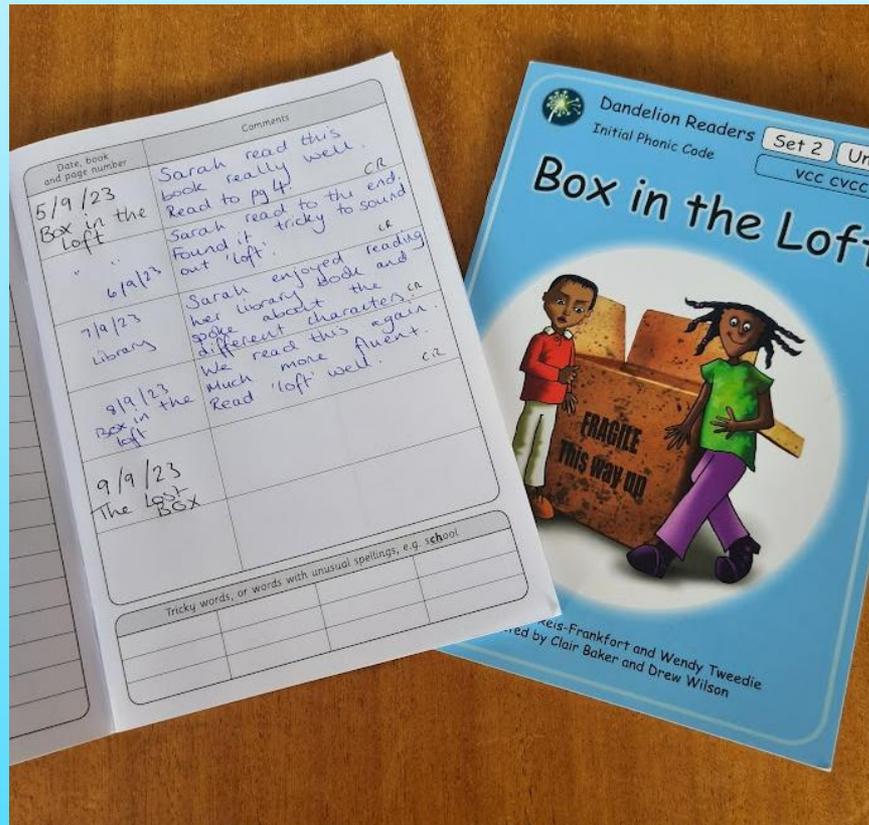
Date, book and page number	Comments
5/9/23 Box in the loft	Sarah read this book really well. Read to pg 4. CR
" " 6/9/23	Sarah read to the end. Found it tricky to sound out 'loft'. CR
7/9/23 Library	Sarah enjoyed reading her library book and spoke about the different characters. CR
8/9/23 Box in the loft	We read this again. Much more fluent. Read 'loft' well. CR
9/9/23 The Lost Box	

Tricky words, or words with unusual spellings, e.g. school



# Reading Records

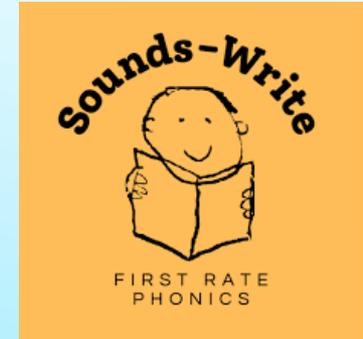
- Complete the reading record each time you read.
- These will be checked by the class teacher or LSA daily.



# Phonics



- Phonics 'Sounds Write' Scheme
- Weekly spellings
- Phonics Screening Check, for those that did not pass in Year 1 – WC 9th June 2025





# Children will continue to learn the Sounds Write Extended code this year.

ai 	ay 	ea 	a-e 	e 	ea 	ee 	y 	e-e 	o 	oa 	ow 	oe 	o-e 	
er 	ir 	or 	ur 	e 	ea 	ai 	ou 	ow 	i 	ie 	y 	i-e 	igh 	
oo 	ew 	ue 	u-e 	o 	Extended Code				oo 	u 	ou 	u 	ou 	o 
s 	ss 	st 	c 	ce 	se 	sc 	l 	ll 	al 	el 	il 	le 	ol 	
or 	aw 	a 	ar 	au 	al 	air 	are 	ear 	ere 	eir 	ayer 	ayor 		
ue 	ew 	u 	u-e 	oi 	oy 	ar 	a 	al 	au 	o 	a 			



# Number

Children (by the end of the academic year) are expected to know:

- How to count in 2s, 3s, 5s and 10s.
- How to compare and order numbers from 0-100, using more than, less than and equal to.
- How to solve addition and subtraction problems.
- How to recall and use multiplication and division facts for the 2s, 5s and 10s.
- How to recognise, find, name and write fractions  $\frac{1}{3}$   $\frac{1}{4}$   $\frac{2}{4}$   $\frac{3}{4}$

▶ <https://www.topmarks.co.uk/maths-games/hit-the-button>





# NUMBER FORMATION

 Around and around  
And around we go...  
When we get home we have a zero.



 Number 1 is like a stick.  
A straight line that is very quick.



 Around and back on the railroad track.  
Two, two, Two, two!



 Around a tree,  
Around a tree.  
That's the way to make a three!



 Down and over,  
Down once more.  
That's the way to make a four!



 Straight line down,  
Then around.  
Hat on top  
And five's a clown!



 Make a curve.  
Then make a loop.  
There are no tricks to make a six!



 Across the sky  
And down from heaven.  
That's the way to make a seven!

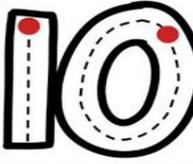


 Make an S  
And do not wait.  
Go back up  
And that's an eight!



 A loop and a line,  
That makes a nine!

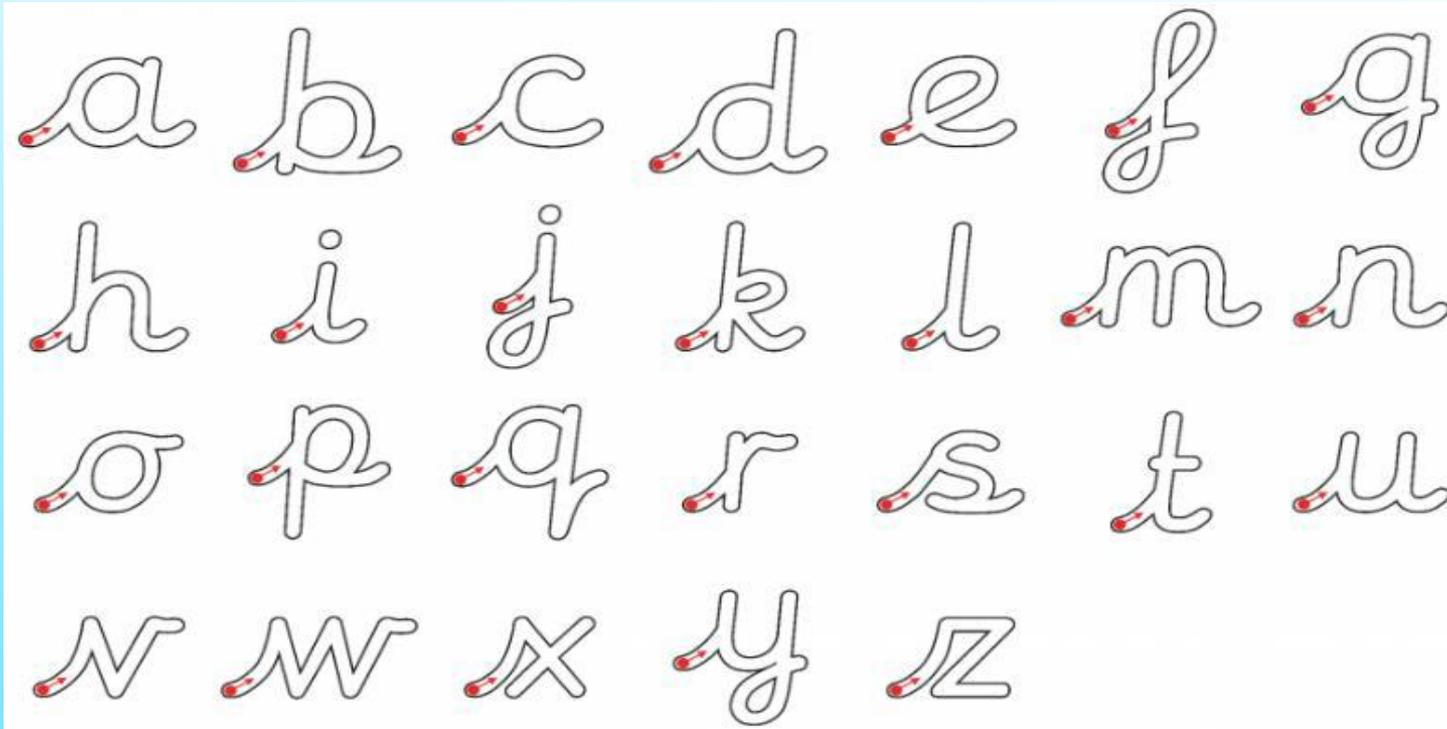


 Straight line down,  
Then around  
with a grin.  
That's the way  
To make a ten!



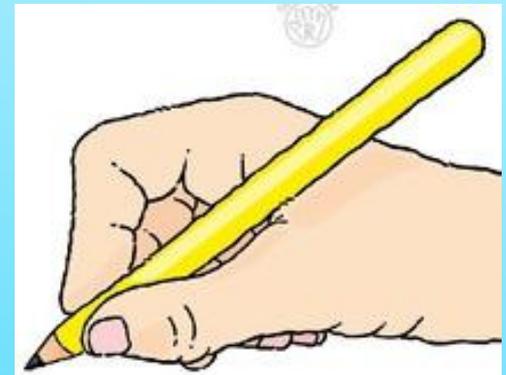
*Please reinforce and continue the school approach in homework and in any work completed at home.*

# LETTER FORMATION



**We will begin to teach the children cursive handwriting.**

*Please encourage your child to hold a pencil/pen correctly at home.*



# Homework



All children have a homework folder. Once a fortnight (**starting on Wednesday 10th September**) the children will bring their folders home with a new piece of homework.

There are four short activities on the sheet. The first two will be linked to reading, writing and math. The other two will be from other areas of the curriculum, e.g. history, geography and RE.

These activities will be based on learning that has either taken place during the week or builds on previous learning to help aid children's retention of key knowledge across the curriculum.

The children will have **2 weeks** to complete the homework. Homework should be returned in the folders for the class teacher or LSA to check.

Year 2 Home Learning

Reading	Maths (consolidate)
<b>Reading Comprehension</b> Complete "Common Toad" comprehension on the back of this sheet. <b>Common Toad Comprehension</b> Common toads are a type of amphibian found in the UK. They eat large beetles, worms and snails. They catch their prey using their sticky tongue. 1. What types of animal are toads? Tick one. <input type="checkbox"/> fish <input type="checkbox"/> reptile <input type="checkbox"/> amphibian	<b>To recall tens to 100</b> 5 tens = 50 6 tens = <input type="text"/> 7 tens = 70 8 tens = <input type="text"/> 9 tens = <input type="text"/>
<b>Science</b> <b>Living things</b> Can you name the seven characteristics that tell us if something is alive? M <input type="text"/> R <input type="text"/> S <input type="text"/> G <input type="text"/> R <input type="text"/> E <input type="text"/> N <input type="text"/>	<b>History</b> <b>The Great Fire</b> Read the questions and circle the correct answer.  1. Where did The Great Fire happen? Snowdon    London    Larkfield 2. What year did the Great Fire start? 2024    1966    1666

Parent Comment



- We have provided **phonics based and high frequency words**. Your child will need to read and spell these words by the end of the academic year.



- ❑ Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice.
- ❑ As a school we encourage the children to use TT Rockstars at home 2-3 times a week.
- ❑ Usernames and passwords **are already with your child.**
- ❑ Please let us know if you don't have access to the Internet.



❑ 1 indoor and 1 outdoor session a week:

Outdoor PE takes place on: **Tuesday afternoon (Cherry/Quince)**

**Wednesday (Damson)**

Swimming takes place on: **Friday afternoon (Cherry/Quince)**

**Thursday afternoon (Damson)**

▶ Earrings must be taken out before your child comes to school or they must be able to do it themselves. Ears cannot be taped.

▶ Long hair must be tied back.

*Please provide a navy coloured tracksuit for the colder weather when we do outdoor P.E. and ensure that all clothes are named.*



## PE & SPORT:

- Navy blue shorts
- T-shirt (colour of house – red, green, yellow or blue)
- Black plimsolls / Trainers
- Plain trainers for outside only and trim trail
- Swimming trunks/shorts or swimming costume (not bikini), swimming hats
- Navy blue tracksuit



\*Children should wear their PE kits into school on the days they have PE.

# Other Information



## Encourage Independence

- ❑ Please support your child in remembering everything they need for the school day e.g. reading books and record, water bottle etc.

## Celebration Assembly

- ❑ If your child has achieved an award or certificate outside of school, we would like to celebrate this in our weekly Celebration Assembly! Please ensure that the certificate/trophy etc. is brought into school by Thursday so that it may be added to the PowerPoint that will be shared.

## Reading

- ❑ In **Year 2** there is a greater focus on fluency.

## Naming

- ❑ **All** items of uniform, including shoes and coats, must be labelled with your child's name.

# An Engaging Curriculum



<p><b>English</b></p> <p><u>Vlad and the Great Fire of London – Write a short narrative with a focus of sentence structure.</u></p> <p>Children will:</p> <ul style="list-style-type: none"><li>• Explore the structure of a short narrative, including nouns and verbs.</li><li>• Understand that a short narrative can be written in the past tense.</li><li>• Discuss the purpose and impact of the conjunction 'and'.</li><li>• Plan and write their own short narrative.</li></ul>	<p><b>P.S.H.E</b></p> <p><u>What makes a good friend?</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"><li>• How people behave when they are being friendly and what makes a good friend.</li><li>• How to resolve arguments that can occur in friendships.</li></ul>	<p><b>Mathematics</b></p> <p><u>Number &amp; Place Value</u></p> <p>Children will:</p> <ul style="list-style-type: none"><li>• Understand the value of each digit in a 2-digit number.</li><li>• Compare and order numbers to 100 using &lt;, &gt; and = signs.</li><li>• Identify more than/less than a given number and read/write numbers to 100 in words.</li></ul> <p><u>Calculations</u></p> <ul style="list-style-type: none"><li>• Learn addition and subtraction facts to 20 enabling them to use related facts to 100.</li><li>• Develop methods to add and subtract mentally, using concrete objects and pictorial representation.</li></ul>
<p><b>R.E</b></p> <p><u>Who is a Muslim and what they believe?</u></p> <p>Children will:</p> <ul style="list-style-type: none"><li>• Find out what it is like to be a Muslim and their daily rituals.</li><li>• Explore why Muhammed and the Qur'an are so important.</li><li>• Research what Ramadan and Eid-Al-Fitr are.</li><li>• Find out what the Hajj is and why it is a special place.</li></ul>	<p><b>P.E</b></p> <p>Children will:</p> <ul style="list-style-type: none"><li>• Travel with equipment at different speeds and change direction.</li><li>• Control when dribbling with stick and ball.</li><li>• Improve their knowledge of basic attacking and defending tactics.</li></ul>	<p><b>History</b></p> <p><u>Why did The Great Fire of 1666 spread so easily?</u></p> <p>Children will:</p> <ul style="list-style-type: none"><li>• Learn about the main events of the Great Fire of London.</li><li>• Sequence key events chronologically.</li><li>• Learn about eyewitness accounts of the Great Fire.</li><li>• Learn about the causes and consequences of the Great Fire of London.</li></ul>
<p><b>Science</b></p> <p><u>Living Things and Their Habitats</u></p> <p>Children will:</p> <ul style="list-style-type: none"><li>• Compare things that are living, dead and never been alive.</li><li>• Explore the seven processes of living things.</li><li>• Explore and identify habitats.</li><li>• Identify and name a variety of plants and animals in their habitats, including microhabitats.</li></ul>	<p><b>Year 2 Autumn 1 2024 Curriculum Coverage</b></p> 	<p><b>Art</b></p> <p><u>Figurative</u></p> <p>Children will:</p> <ul style="list-style-type: none"><li>• Understand that faces adhere to rules of proportion and sketch a face using sketching pencils.</li><li>• Use cubism to create a cubist portrait, using geometric shapes.</li><li>• Evaluate their final piece of artwork and reflect on what went well and what changes would further develop their outcome.</li></ul>
<p><b>Computing</b></p> <p>Children will:</p> <ul style="list-style-type: none"><li>• Learn about Online Safety – searching and sharing.</li><li>• Learn how to make pictures using 2Paint a Picture – part of Purple Mash.</li></ul>		

Curriculum Coverage Sheets will be sent out to parents every half term to summarise the key knowledge and skills that are being taught during this time.

# School Visits



We provide children with ongoing enrichment opportunities through trips and visitors, which relate to the topics that they learn throughout the year.

We are currently in the process of confirming these trips and visitors. A letter will be coming out to you shortly to confirm which trips will be taking place and the cost.

# WINTER UNIFORM



- Grey skirt, grey pinafore dress and grey trousers
- Grey or white socks and grey tights
- Plain white shirt
- Navy blue jumper (preferably with the school logo)
- School tie (not required in Nursery)
- **Black shoes**



# SUMMER UNIFORM



- Grey skirt, grey pinafore dress, grey trousers or grey shorts
- Navy blue and white checked dress
- Grey or white socks and grey tights
- Plain white shirt
- Navy blue jumper with logo or without
- School tie (not required in Nursery)
- **Black shoes**



# WINTER OR SUMMER?



- Children can choose to wear summer or winter uniform up until the October half term. After this point, children will switch to their autumn uniform.
- Please be aware that if there is a significant change in the weather before half term, in the interest of the children, we may need to move to the winter uniform at an earlier point in the term.

# YOUR IMPACT ON YOUR CHILD'S LEARNING



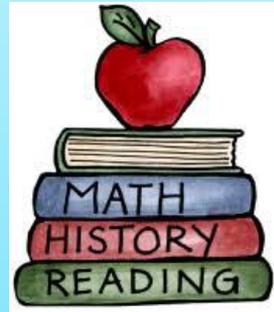
We recognise the important role you play in not only supporting the school but providing learning experiences at home;

- Discussion about texts** – comprehension
- Outings and trips** – building cultural capital
- Building character** – resilience, excellence
- Establishing effective routines** – timetabling home learning

# Help at home...



- ❑ Reading regularly and share books with your child – including asking questions.
- ❑ Phonic sounds and High Frequency Words.
- ❑ Practise spellings (and meanings) in context.
- ❑ Practising cursive script.
- ❑ Recalling number bonds to 10 and 20, doubles and halves.



# Thank you for coming to meet us today.



Teaching & Learning Presentations  
for Parents - September 2025

