

Welcome to Year 2



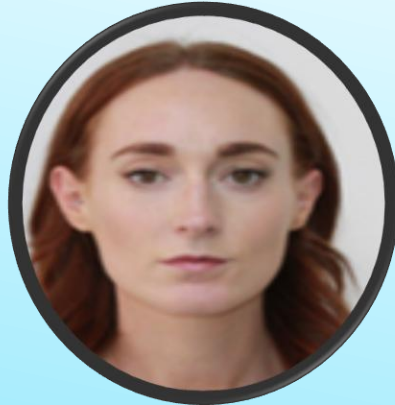
Teaching & Learning Year 2

Year 2 Team



Class: Quince

Teacher: Mrs. Elliott & Miss Wood



Class: Cherry

Teacher: Miss. Pettitt



Mrs Sammells



Mrs Stokes

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



Drop Off & Pick Up



In the morning: 8.30 - 8.45am

Year Two should be dropped off to their classrooms.

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

At the end of the day: 3.20pm

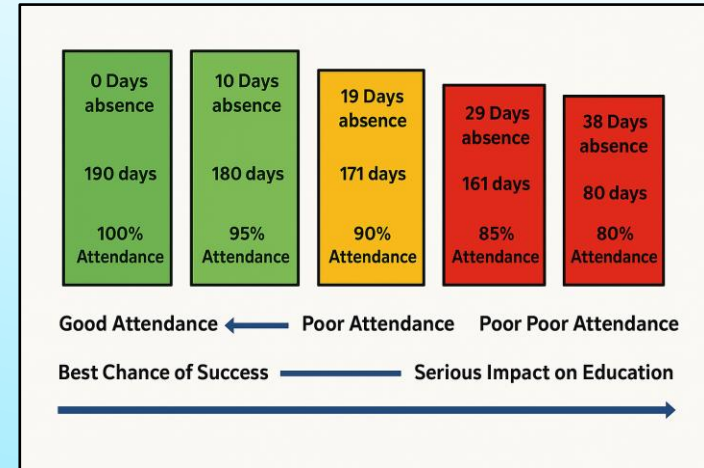
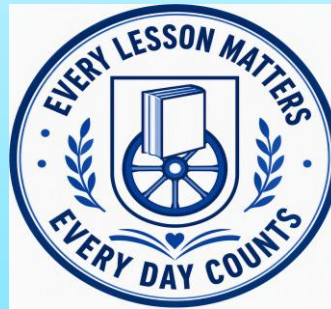
- ▶ Please pick your child up from your child's classroom.
- ▶ Children will be dismissed one by one when the teacher sees a known adult picking them up.
- ▶ Feel free to have a brief chat with your class teacher, but please wait until all the children have been dismissed.
- ▶ If you are not picking 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 and the use of the arranged password.
- ▶ If this is a regular arrangement, please send an email at the beginning of term to confirm.

Every Day Counts!



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

1 to 2 days a week absence doesn't seem much but...			
If your child misses...	That equals...	Which is...	And over 13 years of schooling that is...
1 day every fortnight	20 days	4 weeks	Nearly 1½ years
1 day each week	40 days	8 weeks	Over 2½ years
2 days each week	80 days	16 weeks	Over 5 years
3 days each week	120 days	24 weeks	Nearly 8 years



Being late surely won't affect my child but...			
Lateness	That equals...	Which is...	Over 13 years of schooling that is...
10 mins per day	50 minutes per week	Nearly 1½ weeks per year	Nearly ½ a year
20 mins per day	1 hour 40 mins per week	Over 2½ weeks per year	Nearly 1 year
30 mins per day	Half a day per week	4 weeks per year	Nearly 1½ years
1 hour per day	1 day per week	8 weeks a year	Over 2½ years

8.25am	School gates will open.
8.30am	- Classroom doors will open for all children. - Early morning learning activities begin.
8.45am	- Morning registration. - Classroom doors and gates will close.

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



- ▶ **Termly Achievement Assembly** – A special assembly for children across the whole school, held half termly.
- ▶ **School Value Certificates** - Awarded by adults for showing our school values.
- ▶ **Postcards** – Awarded by adults for showing our school values and sent home by Mr Lang.
- ▶ **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 Jar Rewards** – The class is rewarded with a ping pong ball for good behaviour. When the jar is full, the class will receive golden time of their choosing.



Reading Expectations

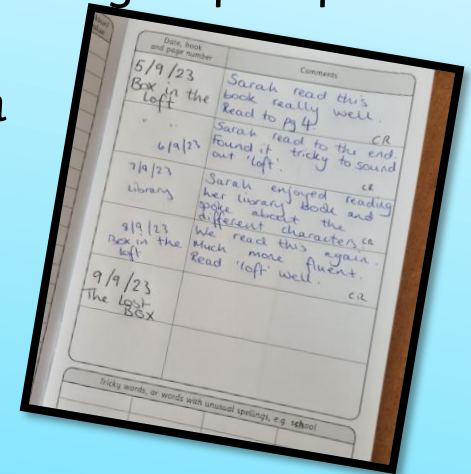


How often should your child be reading at home?

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.



Reading Vending Machine

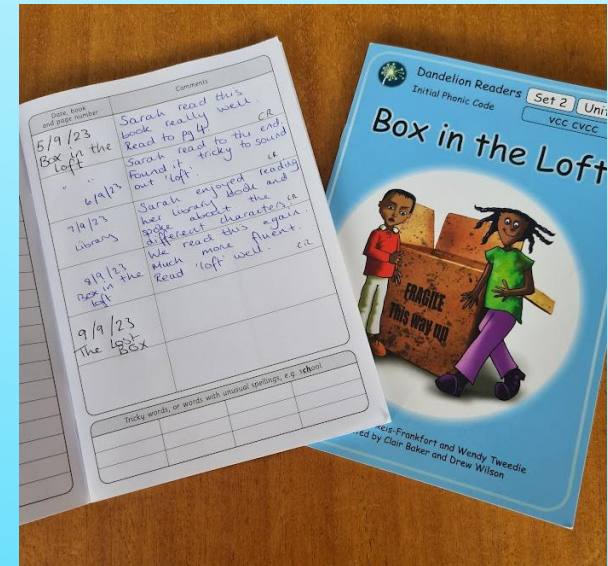
Twice a term, a child from each class will be nominated by the class teacher to enter a raffle for the chance to win a book from the school's reading vending machine. Teachers will pick children who have been working hard on their fluency, understanding, expression and resilience.

Reading Records



- ❑ Complete the reading record each time your child reads.
- ❑ 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.
- ❑ These will be checked by the class teacher or LSA daily.

Five dojo points are given to your child every week, if they have read five times a week.



Phonics Teaching & Learning



- ❑ Phonics 'Sounds Write' Scheme
- ❑ Weekly spellings link to phonic sounds
- ❑ Phonics Screening Check for those children that did not pass the check in Year 1 – June 2027





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>

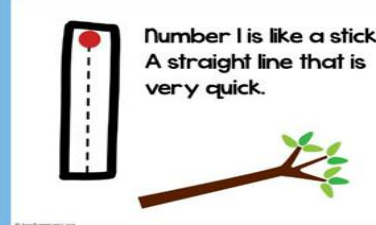




Number Formation



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



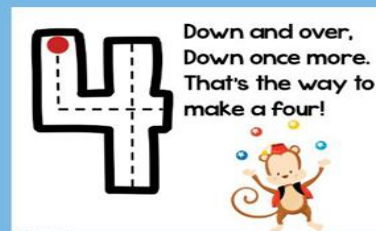
Number 1 is like a stick.
A straight line that is
very quick.



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



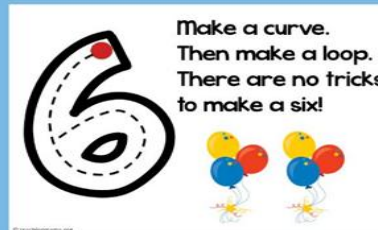
Around a tree,
Around a tree.
That's the way
to make a three!



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



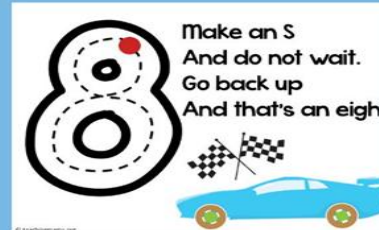
Straight line down,
Then around.
Hat on top
And five's a clown!



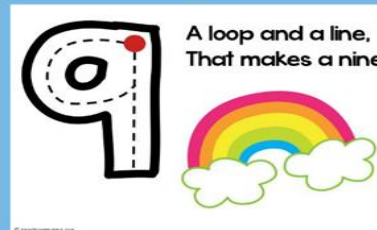
Make a curve.
Then make a loop.
There are no tricks
to make a six!



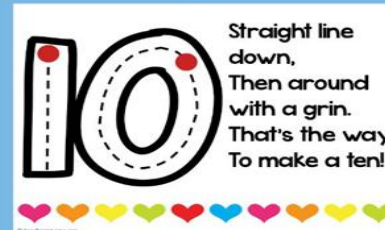
Across the sky
And down from
heaven.
That's the way to
make a seven!



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



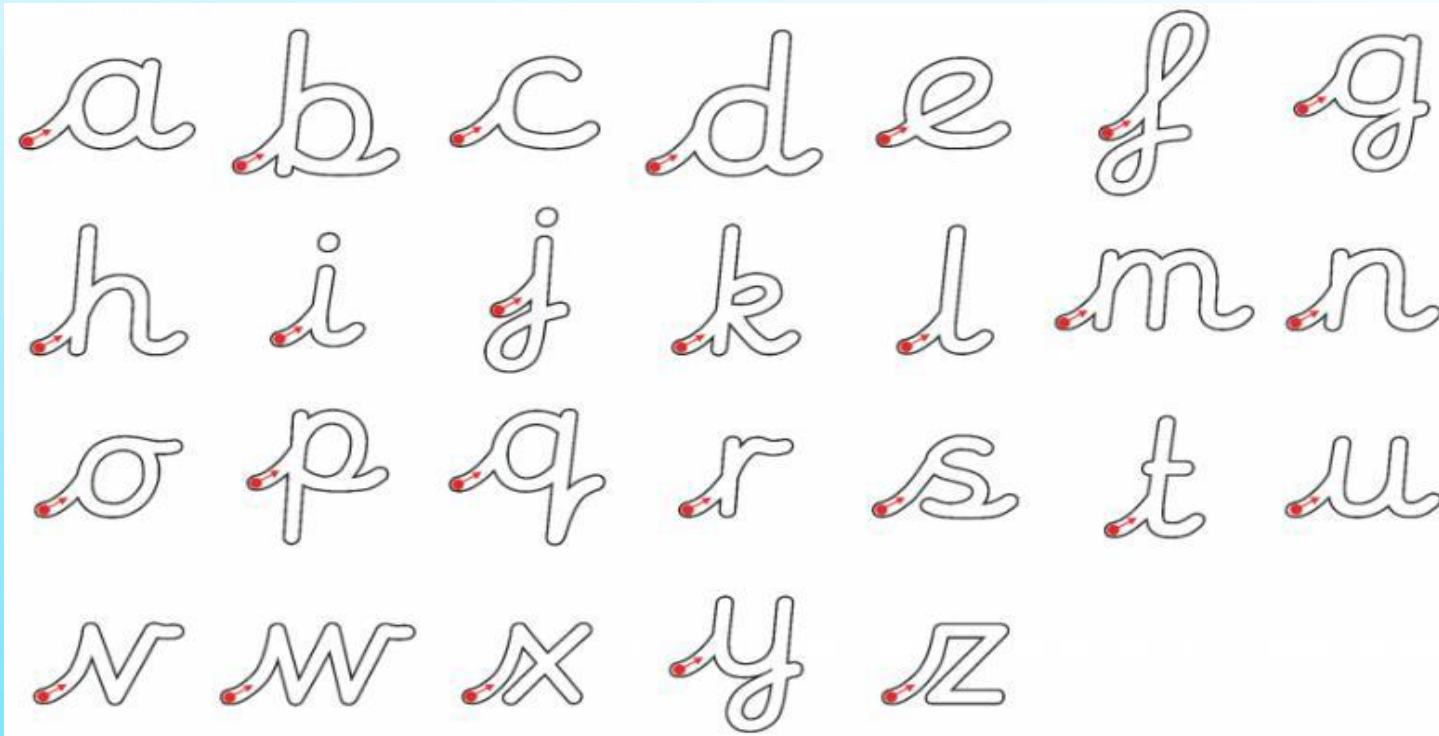
A loop and a line,
That makes a nine!



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



Year 2 Home Learning																					
Reading Reading Comprehension ☐ Complete 'Common Toad' comprehension on the back of this sheet. Common Toad Comprehension Common toads are a type of amphibian found in the UK. They are slow, ugly, warty and poisonous. They catch their prey using their sticky tongues.  1. What type of animal are toads? Tick one. ☐ fish ☐ reptiles ☐ amphibians	Maths (consolidate) To recall tens to 100 ☐ 5 tens = 50 6 tens = 7 tens = 70 8 tens = 9 tens =																				
Science Living Things ☐ Can you name the seven characteristics that tell us if something is alive? <table border="1"><tr><td>M</td><td></td></tr><tr><td>R</td><td></td></tr><tr><td>S</td><td></td></tr><tr><td>G</td><td></td></tr><tr><td>R</td><td></td></tr><tr><td>E</td><td></td></tr><tr><td>N</td><td></td></tr></table>	M		R		S		G		R		E		N		History The Great Fire ☐ Read the questions and circle the correct answer.  1. Where did The Great Fire happen? <table border="1"><tr><td>Snodland</td><td>London</td><td>Larkfield</td></tr></table> 2. What year did the Great Fire start? <table border="1"><tr><td>2024</td><td>1966</td><td>1666</td></tr></table>	Snodland	London	Larkfield	2024	1966	1666
M																					
R																					
S																					
G																					
R																					
E																					
N																					
Snodland	London	Larkfield																			
2024	1966	1666																			
Parent Comment																					



- Homework and spellings will be sent home on a Friday, as a result of listening to Parent voice.
- Each child will be provided with a homework folder. Every fortnight, a new homework task will be placed in the folder and sent home on a Friday.
- The homework sheet will contain four short activities. Two activities will focus on English and Maths, while the remaining two will relate to other curriculum areas, such as History, Geography or RE.
- Activities will either reinforce learning that has taken place in class or revisit previous learning to help strengthen children's retention of key knowledge across the curriculum.
- Children will have two weeks to complete their homework. Completed homework should be returned in the homework folder on the allocated Thursday for the class teacher or LSA to review.

Spellings



- We will provide phonics based and high frequency words for spellings each week.
- Spellings will be sent home on a Friday and then your child will be tested on the focused spellings the following Friday.
- The spellings for the term are also on our school website and they are also emailed home.
- Your child will need to read and spell these words correctly the end of the academic year.



 W2 Name: _____ Class: _____					
<u>Spellings to Learn</u>					
<table border="1"><tr><td>is</td></tr><tr><td>a</td></tr><tr><td>the</td></tr><tr><td>I</td></tr></table>		is	a	the	I
is					
a					
the					
I					
Spelling Shed Website https://www.edshed.com 					

 Spelling Quiz	
1	
2	
3	
4	
Name: _____	





- ❑ 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.

Homework Summary



Homework and spellings will be given out on Fridays,
as a result of listening to Parent Voice.

- ❑ Regular reading to an adult – 10 minutes daily
- ❑ TT Rockstars– Recommended 2-3 times a week
- ❑ Spelling practice - Recommended 3 times a week
- ❑ Homework sheet – Every Fortnight





PE



❑ 1 indoor and 1 outdoor session a week:

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

Tuesday afternoon (Quince)

Swimming takes place on: **Thursday afternoon (Cherry)**

Thursday afternoon (Quince)

- ▶ 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.

PE Uniform



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



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



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.

English <u>Vlad and the Great Fire of London – Write a short narrative with a focus of sentence structure.</u> Children will: • Explore the structure of a short narrative, including nouns and verbs. • Understand that a short narrative can be written in the past tense. • Discuss the purpose and impact of the conjunction 'and'. • Plan and write their own short narrative.	P.S.H.E <u>What makes a good friend?</u> Children will learn: • How people behave when they are being friendly and what makes a good friend. • How to resolve arguments that can occur in friendships.	Mathematics <u>Number & Place Value</u> Children will: • Understand the value of each digit in a 2-digit number. • Compare and order numbers to 100 using <, > and = signs. • Identify more than/less than a given number and read/write numbers to 100 in words. <u>Calculations</u> • Learn addition and subtraction facts to 20 enabling them to use related facts to 100. • Develop methods to add and subtract mentally, using concrete objects and pictorial representation.
R.E <u>Who is a Muslim and what they believe?</u> Children will: • Find out what it is like to be a Muslim and their daily rituals. • Explore why Muhammed and the Qur'an are so important. • Research what Ramadan and Eid-Al-Fitr are. • Find out what the Hajj is and why it is a special place.	P.E Children will: • Travel with equipment at different speeds and change direction. • Control when dribbling with stick and ball. • Improve their knowledge of basic attacking and defending tactics.	History <u>Why did The Great Fire of 1666 spread so easily?</u> Children will: • Learn about the main events of the Great Fire of London. • Sequence key events chronologically. • Learn about eyewitness accounts of the Great Fire. • Learn about the causes and consequences of the Great Fire of London.
Science <u>Living Things and Their Habitats</u> Children will: • Compare things that are living, dead and never been alive. • Explore the seven processes of living things. • Explore and identify habitats. • Identify and name a variety of plants and animals in their habitats, including microhabitats.	Year 2 Autumn 1 2024 Curriculum Coverage	Art <u>Figurative</u> Children will: • Understand that faces adhere to rules of proportion and sketch a face using sketching pencils. • Use cubism to create a cubist portrait, using geometric shapes. • Evaluate their final piece of artwork and reflect on what went well and what changes would further develop their outcome.
		Computing Children will: • Learn about Online Safety – searching and sharing. • Learn how to make pictures using 2Paint a Picture – part of Purple Mash.

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
- Black shoes





Winter or Summer Uniform?

- 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



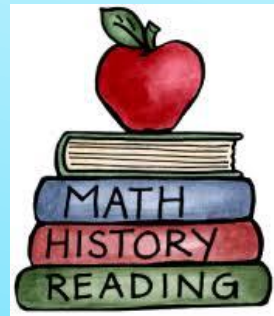
We recognise the important role you play in not only supporting the school but providing learning experiences at home;

- ☐ **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.



Learning Together Workshops



This year, we are excited to offer a range of Learning Together Workshops for parents and carers, providing opportunities to learn alongside your child and gain a greater understanding of how we support learning at St Katherine's.

Our first workshop will focus on **Phonics** and will take place during the **Autumn Term**.

During the session, you will learn about the approaches we use to teach Phonics and discover practical ways to support your child.

You will also have the opportunity to join your child's class and experience a Phonics lesson first hand.



Thank you for coming to meet us today.



Teaching & Learning Presentation
for Parents - September 2026

