

Year Two

Welcome

Meeting

2024/2025

# All Different, All Equal, All Achieving

- At Park Hill Infant School we continue to teach the children about what it means to be strong, positive and productive members of society.
- We have always taught our pupils about equality and this remains an important part of our curriculum.
- We consistently work together to support and meet the needs; of children of all genders, of children with special educational needs, of children who are more able, of children with disabilities, of children from all socio-economic backgrounds, of children from all ethnic groups, of children from all religions and of children with a diverse range of linguistic backgrounds.

# Welcome from all of us!

**Miss Sockalingham**

CLASS 8 TEACHER  
SCIENCE LEAD



**Mr. Blackburn**

CLASS 9 TEACHER



**Mrs. Rammohan**

CLASS 7 TEACHER  
PSHE LEAD



**Miss. Hulet**

CLASS 7 TEACHER  
YEAR TWO LEAD  
INCLUSION LEADER/AHT



**Miss Smith**

CLASS 8 LEARNING  
SUPPORT ASSISTANT



**Miss McCormack**

CLASS 9 LEARNING  
SUPPORT ASSISTANT



**Ms Bailey**

CLASS 7 LEARNING  
SUPPORT ASSISTANT

# Online-safety



- We continue to educate all pupils on the importance of staying safe when using the internet. To enhance this, please think about some of the following ideas at home:
- Maintain open discussions with your child and **encourage them to talk to you about their internet use**: for example who they're talking to, services they're using, and any issues they may be experiencing.
- Give your child strategies to deal with any online content that they are not comfortable with - such as **turning off the screen, telling an adult they trust and using online reporting facilities**.
- Consider using filtering software to block unwanted content. In addition to filtering, remember that discussion with your child, and involvement in their internet use, are both effective ways to educate them about the internet.
- Familiarise yourself with the privacy settings and reporting features available on popular sites, services and apps.
- **Familiarise yourself with the age ratings for games and apps** and ensure that any apps your child uses are age appropriate.
  - Please visit: <https://www.childnet.com/parents-and-carers> for more information and support





# On-going initiatives within our school...

- Continuing to embed our School Values: **Positivity, Respect, Honesty, Kindness and Courage**
- Continuing to utilise our Super Skills for Learning: **Curiosity, Confidence, Creativity, Communicating, making Connections, Collaborating, Risk-taking, Reflecting, Persevering, and being Resourceful**
- **Zones of Regulation**
- **Growth Mindset**

# Zones of Regulation



Which Zone are you in?

Blue zone	Green zone	Yellow zone	Red zone
			
low	happy	wobbly	angry
Running Slow sad bored tired sick	Good to Go calm focused positive ready to learn	Caution silly frustrated worried excited	STOP scared mean aggressive out of control

# 10 Growth Mindset Statements



What can I say to myself?

INSTEAD OF:

I'm not good at this.

I'm awesome at this.

I give up.

This is too hard.

I can't make this any better.

I just can't do Math.

I made a mistake.

She's so smart. I will never be that smart.

It's good enough.

Plan "A" didn't work.

TRY THINKING:

1 What am I missing?

2 I'm on the right track.

3 I'll use some of the strategies we've learned.

4 This may take some time and effort.

5 I can always improve so I'll keep trying.

6 I'm going to train my brain in Math.

7 Mistakes help me to learn better.

8 I'm going to figure out how she does it.

9 Is it really my best work?

10 Good thing the alphabet has 25 more letters!



We talk to the children about using a 'Growth Mindset' when tackling new learning and challenges. This improves their resilience and confidence when learning independently.

# The Year Two Curriculum



## English

This half term the children will be learning to:

### Writing and Grammar

- Use ? ! to punctuate sentences
- Identify and form different types of sentences: statement, question, exclamation, command
- *Extend sentences by adding a range of conjunctions*
- *Use -ing, -ed, -er and -est where there is no change to the root word (help; helper; helped etc)*
- *Add prefixes and suffixes (-s, -es) as plural markers for nouns & 3<sup>rd</sup> person singular marker for verbs*
- Adapt their writing style for a range of purposes, including; writing about personal experiences, creating their own poems, forming non-chronological reports and writing letters
- Sequence events to form short narratives

### Handwriting

Following the 'Nelson Handwriting Scheme' the children will learn to join the letters: ki, hi, ry, ly, ro, ri, ig, ive

### Reading

- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Make predictions on the basis of what is being said and done in a story.

### Phonics

The children will continue to follow 'Little Wandle for Letters and Sounds' synthetic Phonics programme. This will be taught in daily Phonics sessions and 'Book Club' sessions.

This half term we will help the children to feel settled and to practise their new daily routines. Our main focus will be for all children to feel happy and safe to be back at school, and to teach them simple, age appropriate strategies to support their mental health and well-being. Our topic this half term is 'Out of this World', where we will be establishing how to use our School Values and 'Super-Skills' to become outstanding learners in Year Two and exploring themes including; Our Solar System, Space travel, the future and life beyond Earth, scientific technology and discoveries, and the world around us.



## Science

The science focus for this half term is Living Things. The children will be learning to observe, gather and record data, identify and classify, perform simple tests and to ask and answer questions. Through using these skills children will be learning:

- To consider the differences between living things
- To understand their own bodies and compare characteristics
- To understand the differences between mammals, including humans
- To identify different plants and what they need to survive and grow
- To understand what it means to be healthy
- To know what our senses are and how we use them
- To understand the importance of senses for different animals

Year Two / Autumn One  
"Out of This World"



## Maths

Children will be learning to:

Recognise the place value of each digit in a two-digit number (10s and 1s)

Identify, represent and estimate numbers using different representations

Compare and order numbers from 0 up to 100; use  $<$   $>$  - signs

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

Compare and sort common 2-D and 3-D shapes and everyday objects

Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

- A two-digit number and 1s
- A two-digit number and 10s
- 2 two-digit numbers
- Adding 3 one-digit numbers

# Our Curriculum

- Your child will have taken part in some informal assessments during their first 2 weeks back at school and we will work on any areas which they have not fully retained from last year.
- Children who are in need of extra support will receive extra support in class as well as in interventions with teaching staff to ensure that every child makes the progress they need this year.
- In Year Two we cover all areas of the National Curriculum in a range of lessons:

*English (Phonics, Writing, Drama, Book Club/Reading),*

*Maths, Science, Computing, Geography, History, PSHE, RE, Art and Design, Design Technology and Music.*

# Assessment

- **Your child's attainment will be decided through Teacher Assessment against the National Curriculum Year 2 age related expectations.**
- **A high percentage of children achieve above or significantly above age related expectations.**
- **We will ensure that you are aware of your child's next targets and where they are performing on a regular basis.**































# Phonics

- Children are taught phonics from when they start in Reception – We follow ‘Little Wandle Letters and Sounds Revised’
- In year Two we are beginning the new Year Two continuation of the Little Wandle Letters and Sounds Programme.
- We will review prior learning from Phase 5 and then focus on spelling patterns, prefixes and suffixes.
- Children who need additional support according to their most up to date assessments will receive daily Catch Up intervention.
- Children who did not meet the benchmark for the Phonics Screening Check last year will re-take this year and will be supported to achieve this.

# Phonics














Grow the code grapheme mat

Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat

Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 ue u-e ew ou ui	yoo ue u u-e ew	 ou u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

\*Depending on regional accent

# Reading

## Taught during....

- Book Club Reading Practice sessions
- Daily English sessions

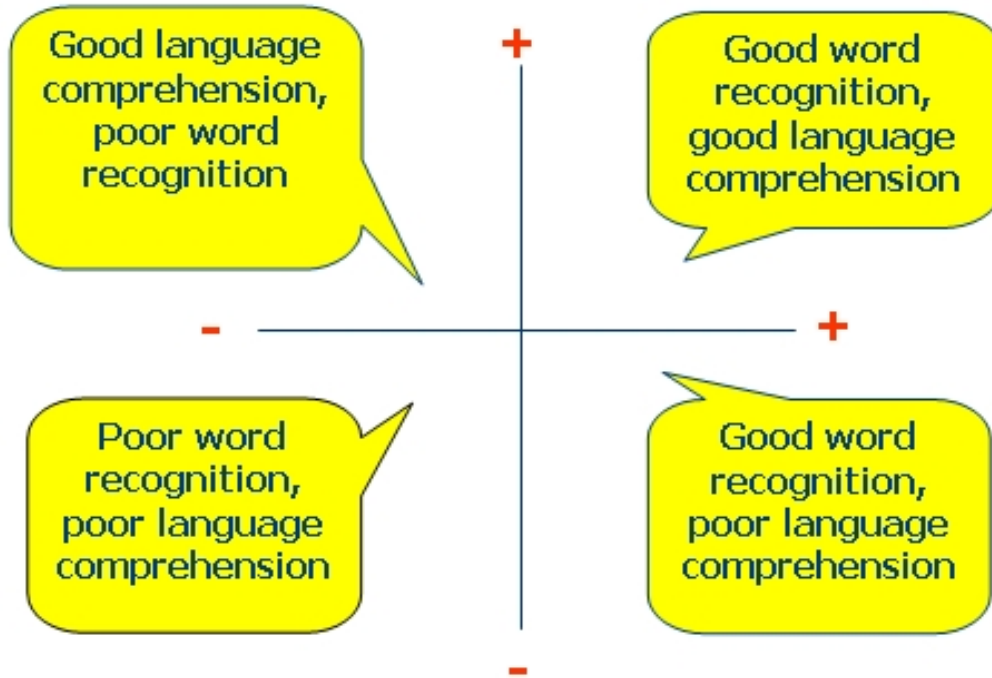
<https://www.youtube.com/watch?v=-v3XOsTF33Y>

(Child reading at the Age related Expected Standard)

## Key areas to focus on at home...

- Use of phonics to sound out unknown words (Please use the 'Grow the Code' Phonic sound mats attached)
- Sight vocabulary of common words
- Taking account of punctuation, for example pausing at full stops
- Discussion of a book to increase your child's comprehension
- Use of expression and using different voices!
- **READING FOR PLEASURE!**

# Reading



- In Year Two we aim for all children to have completed the decodable reading books and to be choosing their own reading book as soon as possible.
- Reading for pleasure is key in order for your child to engage with texts and to achieve the expected standard for KS1.
- It is advised that a fluency rate of around 90 words per minute is equal to the Year 2 expectation.
- It is important to ask open questions and have discussions about events and characters in fiction books.

# Writing

Taught during daily English sessions and weekly handwriting sessions.

## Key areas to focus on at home...

- Learning how to spell common words and use them in their writing (These will be sent home as weekly home learning)
- Using clearly formed letter formation and handwriting
- Using capital letters and full stops in the correct places -
- Extending sentences with conjunctions such as: and, because, also, if, but, so
- Writing for a purpose (fiction/non-fiction) across genres
- Sequencing sentences in order, sequencing events



# Writing

This is an example of a piece of independent writing, where we expect the majority of children to be at the end of Year Two.

My favorite book from Julia Donaldson is The Gruffalo's child because the description is very good. Also the characters are good because there are two good Gruffalo's and one small mouse. My favourite part is when the child tiptoes out in the cold forest and was brave.

The Gruffalo has shiny, sharp, white claws and has purple spikes. It has eyes like fire, has sharp teeth and has a green, gross sprout on his nose. The mouse is so strong and it has a scaly tail. His eyes are like pools of fire and also his whiskers are stronger than wire.

The story is about when the adult Gruffalo told his child that no Gruffalo should ever set foot in the deep dark wood. But one cold night the child tiptoes out in the snow.

# Writing

- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly
- Use capital letters and full stops, and use question marks mostly correctly
- Use present and past tense mostly correctly and consistently
- Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- Spell many common words correctly and make phonically-plausible attempts at others
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters

# Handwriting

Lower case letters: abcdefghijklmnopqrstuvwxyz

Capitals: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers: 0 1 2 3 4 5 6 7 8 9

The Four Joins:

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

# Spelling

- Children should know letters primarily by their sound. In Year 2 we revise and focus on a range of alternative pronunciations, spelling patterns, tricky words and adding suffixes.
  - (e.g. -ing, -ness, -ed, -ful)
- Some of these spelling patterns will form part of the children's weekly spelling practice. You will receive a spelling list each Friday for your child to practise.
- We hope for all children to practise the differentiated spellings, completing each section carefully. They should be handed in every Thursday and they will have a weekly 'Spell Check' on Thursdays to see if they have retained these words.
- Children are then given the opportunity to put these spellings into their writing. There is a topic based writing challenge at the end of their weekly home learning, to write about a particular theme or genre using the words and skills which they have learnt that week.
- Accurate spelling is practised so that the **children can apply it in their independent writing**... Please **do not** become too preoccupied with their weekly spelling score! However, we will highlight the words your child was unable to spell so that you can revise them at home. If your child finds spelling practice particularly difficult at home, please speak to your child's class teacher for support. We do not want them to become anxious or worried about the weekly 'test'.

# P.E. Indoors and Outdoors

- Children must have P.E. kits at school



- Please ensure everything is labelled and in an appropriate bag with name on as well
- In colder weather the children will need warmer layers for outdoor PE
- Some PE 'fitness' sessions will be of a higher intensity and your child will be expected to take part in all activities to the best of their ability!
- Please keep it at school as we may have external workshops that take place (we will send it home when it needs a wash or before any whole school events i.e Sports Day).

# Home School Learning

- Children will receive 2 reading books per week. One is decodable and levelled to the child's current attainment and one is free choice.
- Children will receive a new spelling list to learn on Fridays. These will be inside their home learning folder. They will then have a 'Spell Check' test the following Thursday.
- Children should hand in their home learning folder every Thursday so that their new spellings / learning challenges can be put in ready to take home on Friday.
- We will then **highlight** the words which your child was unable to spell independently during the 'spelling check'.
- We may also send home Topic-Based projects each half term. This may be in the form of a 'presentation' which they can share in class.
- Maths - KIRFs are sent home half termly. Please practise these quick recall facts with your child.

In addition to this there may be tasks set using the Online Learning platforms Mathletics and Purple Mash, please hold on to all passwords you are given!

# Class Mascot

- Each child will be given the mascot to take home for a few days along with a notebook. The CHILD is expected to write some adventures and information about what they got up to with the mascot. You can also add photos and draw pictures if you want!

# Parental Involvement

- Thrilling Thursdays (Starts -Thursday, September 19th)
- Family Curriculum Workshops
- Head Teacher Award Assemblies - by invitation only
- Information workshops - such as this!
- Open Classroom



# Helpful websites...

Little Wandle Letters and Sounds Phonics Programme.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Mathletics

<http://www.mathletics.co.uk/>

Purple Mash

<http://www.purplemash.co.uk>

[http://www.bbc.co.uk/schools/parents/school\\_education/](http://www.bbc.co.uk/schools/parents/school_education/)  
(information about schools and learning)

<http://www.bbc.co.uk/learningzone/clips/>