

**Year Two
Welcome
Meeting**

2025/2026

Welcome from all of us!

Mrs Clarkson

CLASS 7 TEACHER
YEAR TWO LEADER
CURRICULUM LEADER /
KS1 LEADER AND AHT



Miss. Hulet

CLASS 7 TEACHER
YEAR TWO LEADER
INCLUSION LEADER AND
AHT



Miss Sockalingham

CLASS 8 TEACHER
Science Leader



Mr. Blackburn

CLASS 9 TEACHER
History and Geography
Leader



Ms Bailey

CLASS 7 LEARNING
SUPPORT ASSISTANT



Mrs Passos

CLASS 8 LEARNING
SUPPORT ASSISTANT



Miss McCormack

CLASS 9 LEARNING
SUPPORT ASSISTANT



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.

Online-safety



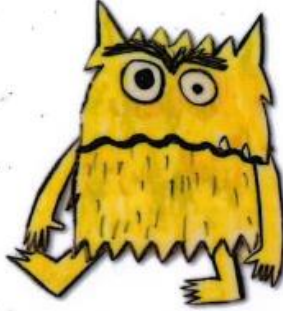

- We continue to educate all pupils on the importance of staying safe when using the internet. To enhance this, please think about some of the following ideas at home:
- Maintain open discussions with your child and **encourage them to talk to you about their internet use**: for example who they're talking 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

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

Children are encouraged to develop a growth mindset attitude towards their own learning. Children will learn:

Talents can be developed and great abilities can be built over time

To view mistakes as an opportunity to develop

To be resilient (they never give up)

To believe that effort creates success

To think about how they learn

Growth Mindset

10 Growth Mindset Statements

FIXED MINDSET

GROWTH MINDSET

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.

The Year Two Curriculum

Routines

Please drop your child on time at the door to your classroom

Please ensure your child has been to bed at an appropriate time, has eaten breakfast and is ready to learn.

Children have activities to complete first thing each day; finishing off, well being journal tasks, whiteboard challenges etc so it is important they are straight in and do not waste time.

Water bottles, go at the back of the room, book bags in colour group trays, coats and cardigans etc on pegs. Please ensure EVERYTHING is labelled

Register: 9.20, assembly also begins at 9.20.

Play times: 10.30-10.45 or 10.50-11.05

Lunch times begin at 12.15- classes have different time slots

Home time: 3.30 Please collect promptly! Dismissal: child **MUST** say goodbye to school staff so that we know they have been collected safely.

Check book bags in the evening for letters etc and support your child to give slips etc back when you have filled things in.

Reading Book and Diary should **STAY** in the child's book bag. Please put it straight back in once it has been read at home.

Routines and independence

Milk - sign up for the free milk at Cool Milk website.

Fruit - all children are still given some fruit as a snack each day.

Water - available throughout the day - children can fill up water bottle if needed.

Books - Writing books, Maths book, Spelling/Phonics book, Handwriting Book, well being journals, Sketch Books.

Writing target - stuck into writing book.

and Reading target - stuck on the back of the reading diary.

Toilets; one at a time, closed door, hand washing etc very important.

We encourage children to go to the toilet and drink water etc at break times and to limit carpet disruption as far as possible.

Support children to do their own shoes, jumpers, buttons etc.

Tidying up and taking care of belongings - key skill to practise at home.

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 & 3rd 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 take part in some informal assessments during their first 2 weeks back at school so that we can identify and begin to work on any areas which they have not fully met or retained from Year One.
- 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 2014 National Curriculum across the full 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 ascertained through Teacher Assessment against the National Curriculum Year 2 age related expectations.**
- **A high percentage of children at our school achieve above, or significantly above the age related expectations.**
- **Teachers will ensure that you and your child are aware of their next targets and will be able to update you throughout the year.**

Phonics

- Children are taught phonics following the
- ‘Little Wandle Letters and Sounds Revised’ Synthetic, Systematic Phonics Programme
- In Year Two we will do a review of Phase 5 Phonics from Year One before moving onto spelling units in January.
- There will be a focus on spelling patterns including prefixes and suffixes.































Phonics

- Children who did not meet the benchmark for the Phonics Screening Check last year will re-take this assessment in Summer term and will receive in-class support to achieve this.
- Children who need further additional support (according to their most up to date Phonics assessments) will begin a 'Rapid Catch Up' Phonics intervention across the Year Group covering the appropriate Phonic Phase.
- For specific children who need additional support with blending we will also deliver a daily SEND phonics intervention covering Phase 2 and 3.

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	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo 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

- 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 reading from the Fluency texts 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:

- Learning how to spell common words and use them in their writing (These will be sent home as weekly home learning)
- Understanding different word classes: noun, verb, adjective
- 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.

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, unusual spelling patterns and adding suffixes.
 - (e.g. -ing, -ness, -ed, -ful)
- These weekly 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 weekly spellings at home.
- Please hand the Home Learning Folder in **every Thursday**
- If your child finds spelling practise at home particularly difficult, please speak to your child's class teacher for support. A 'Little and often' approach will keep learning fresh for them.

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.
- 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 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 (SEE Reading Diary)

Home School Learning

Year Two Home Learning WEEK 1 SUMMER 1

Spelling patterns we have been learning about this week include:

- When c comes before i or y, it says /s/
- When c comes before e, it says /s/.
- Prickly spellings: beautiful laugh
- Homophones: here and hear

Please practise spelling the words on the lines below:

here	hear	beautiful	laugh	city
ice	circle	dance	bicycle	space

Homophones are words which are spelled differently, have different meanings and yet sound the same.

Please write sentences using the words 'here' and 'hear' in the correct way:

hear

Meaning: the ability to recognise sounds using our ears. Listening to something or paying attention to something.

Example sentences for 'hear':

1. They could **hear** the volcano as it erupted.
2. She could **hear** the thunder coming from far away.

here

Meaning: 'here' can be an adverb, noun or an adjective. It is used to give a specific location/place.

Examples sentences for 'here':

1. I have lived **here** for four years.
2. Please come **here** and line up.

Home School Learning

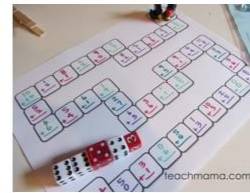
Year Two Home Learning Challenge

This Easter holiday we would like you to get creative and design and make a children's board game with a Maths theme. You can choose any aspect of Maths such as; using money, telling the time, times tables, fractions or maybe halving and doubling.

If you wish to use the board game template we have provided then please do, however we are looking for exciting and original ideas and so you are welcome to make something different. You need to write down the rules, and make sure it is well presented. You could: use a computer, paint pictures for your game, create quiz cards, make dice or make it 3D if you like.

Make sure you try playing your game so that you know that it works well, ready for us to play together in Class. If you have extra parts (dice, spinners, counters etc please put them in a bag or a box with your game so that they don't get lost!)

We can't wait to see and play your games! Have a lovely break,
from the Year Two team! 😊



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 about some 'adventures' and information about what the they got up to with the mascot. You can also add photos and draw pictures if you want!



P.E. Indoors and Outdoors



Class 7: MONDAYS AND FRIDAYS

Class 8: WEDNESDAYS AND FRIDAYS

Class 9: WEDNESDAYS AND FRIDAYS

P.E. Indoors and Outdoors

- Children now wear P.E. kits to school on their PE day



- 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!
- If your child has a club where they need kit, you will need to bring PE kit for them on that day
- If you feel your child may need a spare change of clothes for accidents etc we can keep a bag of spare uniform on their peg

Parental Involvement

- Thrilling Thursdays (Starts -Thursday, September 18th)
- Family Curriculum Workshops
- Parents Evenings - Next half term
- Head Teacher Award Assemblies - by invitation only
- Information workshops - Calculation workshop Friday 14th November
- Open Classroom - October
- Christmas Performances

Curriculum Events this term:

- 'Intergalactic day' Space Dress Up Day
- Space VR Day 2nd October
- African Drumming workshops October
- Hello Yellow Day
- Harvest Celebration
- Diwali day 20th October
- Natural History Museum Trips
- Odd Socks Day and Anti-Bullying Week
- Remembrance Day and a trip to the War Memorial
- Christmas Performances

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/

(information about schools and learning)

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