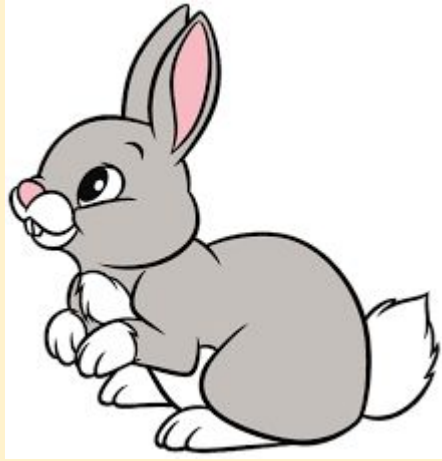


# Year 2

## 2025-26



# The Year 2 Team

**2H (Hedgehogs):**

Miss Legge

**2R (Rabbits):**

Mrs Green

# Other Adults

Mrs Colton Mrs Emery Mrs Keynes



Miss Snape Miss Merrison



Mrs Stevens



Mrs Johnson



Mrs Scotney



# School Values

Respectful

Engaged

Ready

# Our Exciting Topics

## Autumn Term

We are Colourful



London, our capital city!

## Spring Term

What a Wonderful World

Heroes - past and present



## Summer Term

Once Upon a Time

Beside the Seaside



Each class will also have three, two hour OA sessions.

# Learn to Read



Reading books will be changed every **Monday and Thursday**.  
(Please make sure the children have their reading book with them on these days so we can change their books).

Phonics books: Children will receive a new book on each of these days if they have read their current **book 3 times**.

Coloured Books: In Year 2 children start to move away from the phonics books onto the school's coloured books. These are closely linked to their reading age.

Within each colour there are lots of different types of books. Books may look and feel different but be reassured they are appropriate for that reading age.

# Curriculum: Reading expectations

## **Working at the expected standard**

The pupil can:

- accurately read most words of 2 or more syllables
- read most words containing common suffixes\*
- read most common exception words\*

In age-appropriate\*\* books, the pupil can:

- read most words accurately without overt sounding and blending, and with sufficient fluency to allow them to focus on their understanding rather than on decoding individual words\*\*\*
- sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

# Curriculum: Writing expectations

## **Working at the expected standard**

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (such as or/and/but) and some subordination (such as when/if/that/because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others
- spell many common exception words\*
- 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

# Curriculum: Maths expectations

## Working at the expected standard

The pupil can:

- read scales\* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus – for example:  $48 + 35$ ,  $72 - 17$
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships – for example: if  $7 + 3 = 10$ , then  $17 + 3 = 20$ ; if  $7 - 3 = 4$ , then  $17 - 3 = 14$ ; leading to if  $14 + 3 = 17$ , then  $3 + 14 = 17$ ,  $17 - 14 = 3$  and  $17 - 3 = 14$
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry

\*The scale can be in the form of a number line or a practical measuring situation.

# Year 2 Assessments

As Year 2 is the end of Key Stage One, we will be making end of Key Stage judgements.

Any children who will need to retake the Year 1 Phonic Assessment will retake during Summer 1.

# Homework

Spellings will be sent out on a Friday via google classroom, and the children will be tested via a dictated sentence on a Wednesday.

Maths - online activity set on a Friday and due on a Wednesday - from Oct half term onwards.

Reading - please continue to read every day.

Phonic Books 3x

Coloured book banded books 1x

# Rewards



We use class dojo to reward children for their work, effort and behaviour.

These rewards reflect our Merley school values.

Oak Leaves, Headteachers Awards and Star Learner Awards are also given

Respectful

Engaged

Ready



Engaged



Ready



Respectful

# Behaviour Incidents

Respectful

Engaged

Ready

Code 1 - Un-Social Behaviour Low level disruption in class or on the playground	Code 2 - Un-Social Behaviour Disruption of lesson / playtime activities	Code 3 - Anti-Social Behaviour Prevention of other children learning / playing in peace
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## Reminder

Not following instructions  
A lack of work in lessons  
Not listening to others  
Unacceptable standard of work

Moved to a separate space for 5 minutes

Persistent disruption of learning  
Absconding from the classroom  
Not respecting the classroom environment and resources  
Physically hurting another child

Moved to another classroom for 5 minutes  
Time with SLT to reflect on behaviour at playtime/ lunchtime.

# Communication

<b>Morning drop off</b>	Pass quick messages to school staff.
<b>End of day pick -up</b> , once all pupils have been safely dismissed	Arrange meetings. Ask questions. Pass on more detailed information.
<b>Parent Mail</b>	Communicate pupil absence.
<b>E-mail to the school office</b>  office@merleyfirstschool.org	Inform teachers and staff of non-urgent matters. Ask questions. Schedule meetings with staff. Advise staff of regular or one-off pupil collection arrangements.
<b>Telephone</b>  01202 888455	Communicate urgent information.  Request for a member of staff to contact you.

# Attendance



Attendance is monitored by the school and BCP (data shared daily)

The national expectation is that children's attendance will be 95% or above (in Initio we are ambitious for all and the expectation is 96%)

The threshold at which penalties must be considered is any 10 sessions of unauthorised absence in a rolling period of 10 school weeks (2 sessions = 1 day)

8:45-8:55 register open and children expected to arrive

8:55-9:15 late

After 9:15 unauthorised absence recorded (this counts towards the 10 sessions)

Overall attendance level	Number of days lost each year	Impact on child's education
97%+	5 days or less	These children have every chance to make really strong progress at school.
95%	10 days	These children benefit from strong overall attendance and are well placed to make good progress at school. We aim for every child to have at 96% attendance overall.
90%	19 days	Children in this group are missing a month of school per year; it will be difficult for them to achieve their best
85%	29 days	Children in this group are missing six weeks of school per year; there is a real risk that this lower attendance will hinder children's progress. Absence below 90% is considered to be persistent absenteeism.
80%	38 days	Children in this group are missing a year of school over five years of education. They are not benefitting from their right to be educated. Parents / carers of young people in this group could be issued with a penalty notice.



# Uniform

	Acceptable
Trousers or shorts	Grey tailored school trousers School conventional material Trousers full length
Jumper or school sweatshirt or school cardigan	Royal blue with school logo
Polo shirt	Plain white
Skirts	Grey knee length skirts
Pinafore	Grey knee length dress
Summer dress	Blue and white striped or checked dress – knee length
Socks and tights	Plain grey, black or white socks  Plain grey, black or white opaque or knitted tights
Shoes	Traditional black and low heeled <u>school</u> shoes  Velcro, laces, buckle or slip on only

	Acceptable	Not Acceptable
PE T-shirt	Blue with school logo	No brand names or logos
PE Jumper	Same as school jumper or Navy or black – for use in cold weather	No brand names or logos Fleece
Shorts	Navy or black or white	No brand names or logos Fashion sports wear
Trainers	Non-marking Supportive footwear Lace or Velcro fastening	Plimsolls
Tracksuit trousers	Navy or black – for use in cold weather	No brand names or logos



# Pupil Premium Funding

Improving Educational Outcomes  
for all.



Are you in receipt of one of the following  
benefits?

Income Support

Income Based Job Seekers Allowance.

Income related Employment and Support  
Allowance

Universal Credit



If you are, you can apply for Pupil Premium funding for  
the school.



We can then help you by providing:

\*50% off the cost of school trips

\* reduced fee for Early Bird Club

\*free attendance at one other extra-curricular activity  
(eg after school clubs)

\*one free school sweatshirt or cardigan per year

\*free milk

\*50% off music tuition