

Welcome to year 2



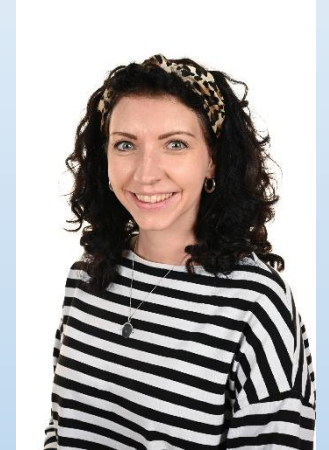
Mrs Walford
Class Teacher



Mrs Pierre
Class
Teaching
Assistant



Mrs
Daffada
Teaching
Assistant



Mrs Mackie on
Tuesday
mornings

Meet the team

Home school communication

- Messages can be sent to the class teacher through the school office admin@sacredheart312.herts.sch.uk or write in your child's homework diary (these are checked on a Monday and Friday)
- Please inform office if your child will be collected by someone other than their parent or someone on their collection list.
- If you have any concerns about your child's learning then please don't hesitate to contact Miss Jepson to arrange a meeting or phone call.

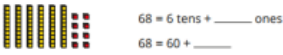
Weekly Sign Post

Each week an overview of all the learning objectives for the week, for each subject, will be uploaded onto the school's website.

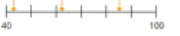
Please read the sign posts and talk to your child about their learning that week.

<https://www.sacredheart312.herts.sch.uk/signposts-1>

English
Write for different purposes.
Use relevant strategies to build vocabulary.
Plan or say out loud what they are going to write about.
Write for different purposes. (plan extended write)


Maths
Flexibly partition numbers to 100.
Write numbers to 100 in expanded form.
10s on the number line to 100.
10s and 1s on the number line to 100.
Estimate numbers on a number line.

Complete the number lines.

• Draw arrows to estimate where the numbers belong on the number line.

• Estimate the numbers the arrows are pointing to.

• What numbers are the arrows pointing to?


RE
To retell the story of Noah, focussing on God's promise and the rainbow.
To explain and describe the

Geography
Where are the coldest places on Earth?

Art
To develop tonal shading skills using control and pressure.

Music
To copy a short sound pattern.

**Autumn 1
Week 3**

Science
I can identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock

PE
Ball skills and dance.

PSHE
I understand the rights and responsibilities as a member of my class and school, and the importance of making contributions.

Key dates:
PE for this week will be on a Wednesday.

Daily Timetable

The timetable varies day by day, but this is an example of a typical day in Year 2! As you can see, we are very busy, so far the children have coped very well



8:40-9:00	Registration and Early morning work
9:00-9:15	Assembly
9:15-9:45	Spelling
9:45-10:30	English
10:30-10:45	Break
10:45-11:30	Maths
11:30-12:00	Guided reading
12:00-1:15	Lunch
1:15-1:20	Registration and Meditation
1:20-2:15	RE / Foundation Subject / Science
2:15-3:05	RE / Foundation Subject / Science
3:05-3:15	Class book and getting ready for Home time

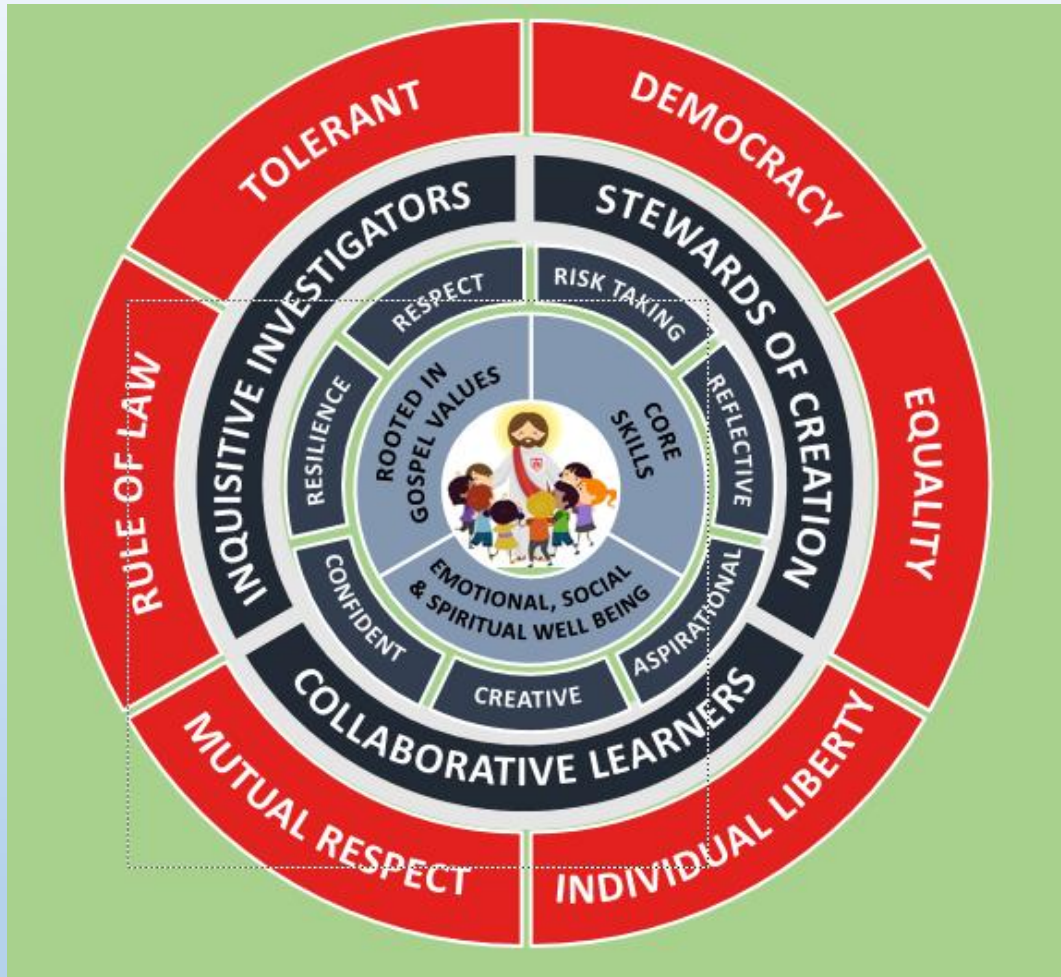
PE will be on a **Tuesday and Thursday**. Please make sure your child comes to school in their PE kit on these days.

If there is ever a change to the days it will be communicated in your children's reading/homework record.

Behaviour Agreement



Year 2 Curriculum



The Curriculum Wheel

- Christ is the centre of all we do.
- British values rooted in gospel values.
- We actively teach these strands through our lesson planning and refer to it during lessons.
- For example during a problem solving task in maths we also learned about resilience and risk taking.

Maths

- The Autumn term will be spent securing learning goals from the Summer of year 1 alongside the new year 2 goals. Maths is taught through the scheme WhiteRose which focuses on applying mathematical skills through problem solving.

Autumn first half term

- In Autumn one we will be **securing counting forwards and backwards from any number up to 100**. Lots of children find it challenging to count back crossing the tens for example 42, 41, 40, 39, 38.
- We will then move on to **partitioning two digit numbers into their tens and ones** as well as flexible partitioning. For example: $43 = 4\text{tens and } 3\text{ones}$ or $43 = 40 + 3$ or $43 = 30 + 13$
- We encourage children to use a range of **manipulative such as base ten** to show their understanding.
- Website for home: <https://mathsbot.com/manipulativeMenu>
- They will be assessed through differentiated questioning, challenges and quizzes.



Maths fluency

Maths fluency means being able to **recall and use number facts quickly and confidently**, without always needing to work them out from the beginning.

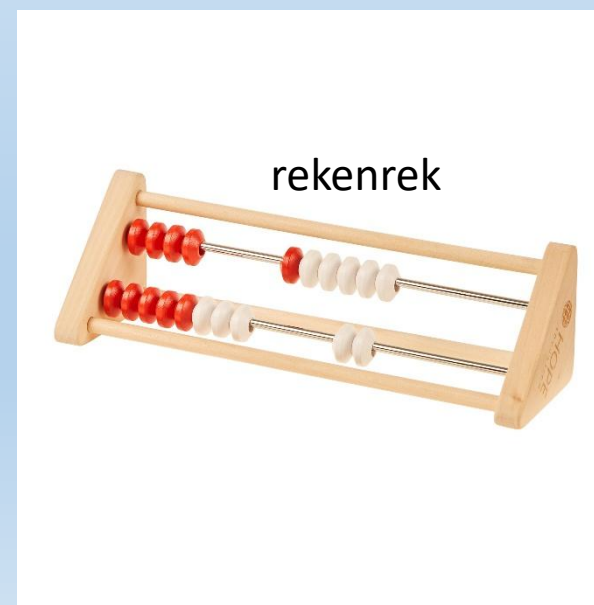
In Year 2, we spend time developing children's fluency with numbers to help them build a strong understanding of maths. This might include knowing number bonds, recognising tens and ones, counting forwards and backwards, recalling doubles and halves, and becoming confident with addition and subtraction facts.

For example, if a child knows that $7 + 3 = 10$ straight away, they can use this knowledge to help them solve $27 + 3 = 30$.

How can you help at home?

Short, regular practice is much more useful than long sessions. You could practise:

- Counting forwards and backwards.
- Number bonds to 10 and 20.
- Doubles and halves.
- Adding and subtracting 1 and 10.
- Spotting tens and ones in two-digit numbers.



Maths end of year expectation

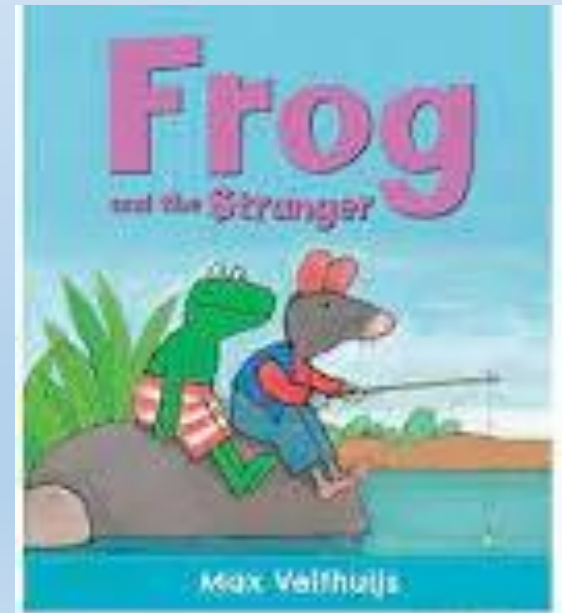
The pupil can:

- 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 (e.g. $48 + 35$; $72 - 17$)
- **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 (e.g. 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
- **use different coins to make the same amount**
- **read the time on a clock to the nearest 15 minutes**
- **name and describe properties of 2-D and 3-D shapes**, including number of sides, vertices, edges, faces and lines of symmetry

More can be found at: <https://www.gov.uk/government/publications/teacher-assessment-exemplification-ks1-mathematics>

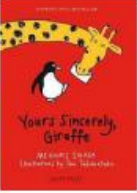
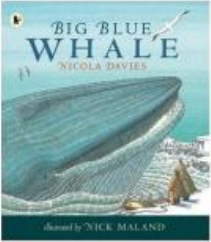
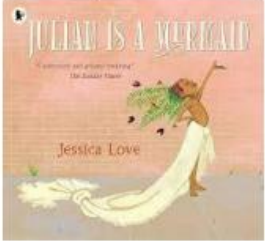
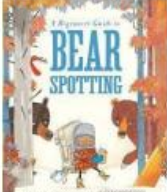
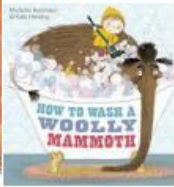
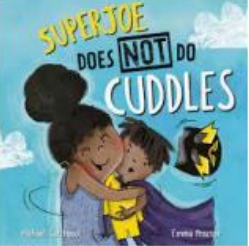
English

- Herts writing scheme
- Autumn 1 will focus on instructions and narrative



English

This could be subject to change depending on Herts planning.

English	Main focus Narrative: Frog and the Stranger by Max Velthuis  Main focus Instructions: How to Make Friends with a Ghost by Rebecca Green 	Main Focus Narrative: Last Stop on Market Street by Matt De La Pena  Main Focus Letters, postcards, emails: Dragon Post by Emma Yarlett and Yours Sincerely, Giraffe by Megumi Iwasa and Jun Takabatake   Main Focus List Poems: The Puffin Book of Fantastic First Poems 	Main Focus Narrative: Rapunzel by Bethan Woollvin  Main Focus Non-Chronological Report: 'Big Blue Whale' by Nicola Davies 	Main Focus Narrative (based on real experiences): Julian is a Mermaid by Jessica Love  (supplementary text: Manolo and the Unicorn by Jackie Azua Kramer) 	Main Focus Simile Poems: The Puffin Book of Fantastic First Poems  Main Focus Instructions: A Beginner's Guide to Bear Spotting & How to Wash a Woolly Mammoth (both written by Michelle Robinson)  	Main Focus Narrative: The Lost Homework by Richard O'Neill  Main focus Narrative: Super Joe Does Not do Cuddles by Michael Catchpool 
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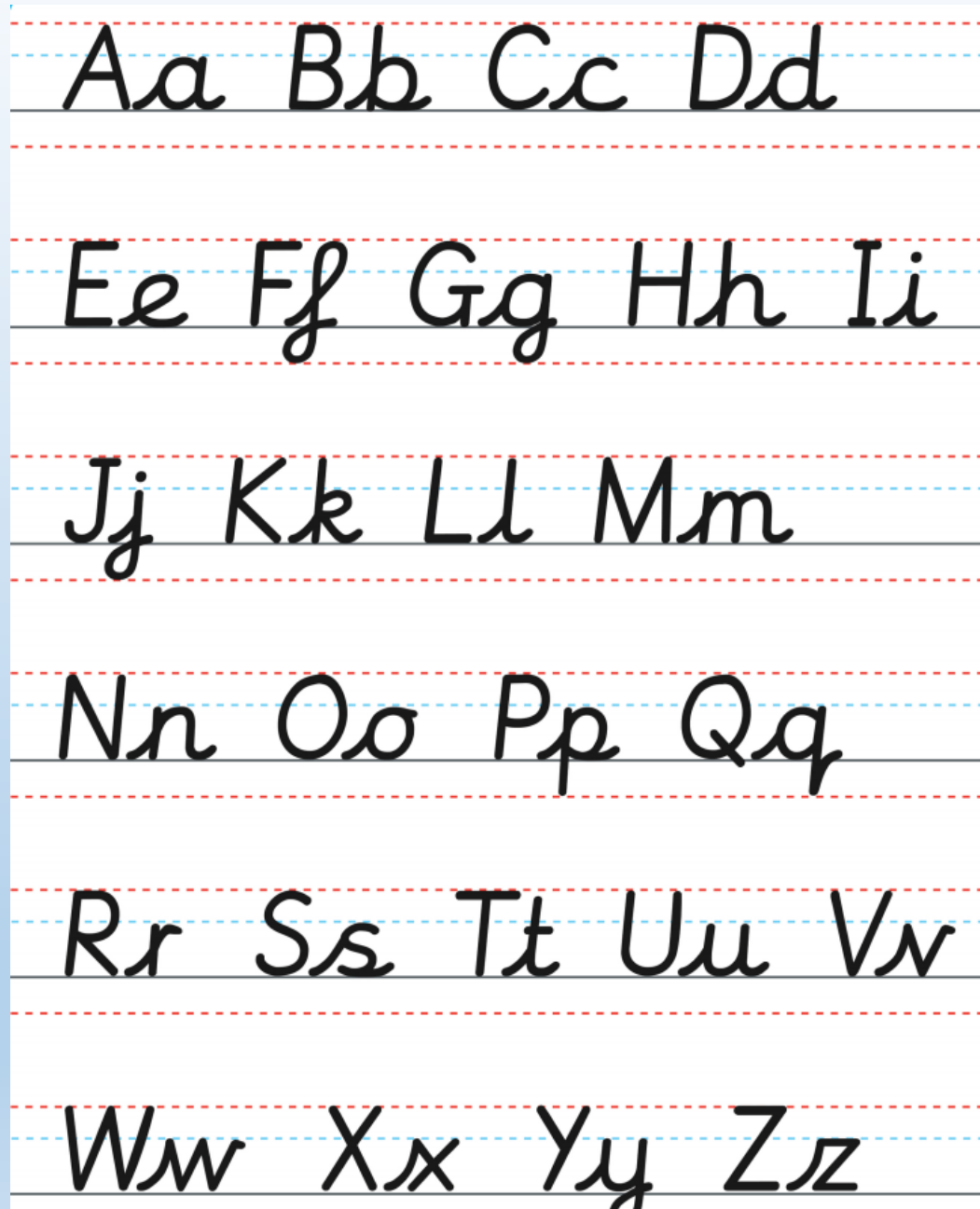
We will be writing narratives, recounts, non-chronological reports, instructions, poetry and letters.

Writing end of year expectation

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 (e.g. or / and / but) and some subordination (e.g. 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.

More can be found at: <https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1/non-statutory-teacher-assessment-frameworks-at-the-end-of-key-stage-1>



Linking to the end of year expectation, children will be practicing their cursive writing.

Once they are confident they will begin to join up their letters.

I will only encourage your child to use this writing when they are ready, however all children will practice in their handwriting books.

Reading

- Children should be reading every night.
- Please record a comment in your child's homework book and bring these to school each day.
- Reading records will be checked every week, children will be able to change their books on a Monday and a Friday.
- Children will not be able to change their book without evidence that their book has been read in their reading record.
- If you have a folder, please bring in a folder for your child to put their homework book and reading book.

Year 2 reading challenge

- Children have made their own reading car for our reading road
- If your child reads any book (that is not their school book). Please record this in their reading record **in a different colour pen**.
- Once the book is finished they will move up the reading road.
- During Friday's reading record check, if your child has read a different book we will move them up the reading road.
- Please ensure this is clearly shown in their reading record
e.g. write in different colour pen or state HOME BOOK



Spellings

Every Friday your child will be given spellings which will be tested on the following Friday.

These will be on the school's website as well as stuck into your children's homework book.

Please also find tricky words (words which can not be sounded out) on the school's website which you can practice at home with your child.

W/C 14 th September 2026		
Reading	Please record your child's reading in their reading record. If your child reads a book from home or another book that is not their school reading book, please record this in a different coloured pen or make it clear that it is an additional book.	
Spellings	knock know knee knew knit gnat gnaw sign knife knight	Test: 18.9.26
Spelling rule	When a word starts with the /n/ sound, it can sometimes be spelled with <u>kn</u> or <u>gn</u> .	
Mathletics	Set on website. Your login details are the same as last year.	
<u>Notes for parents</u>	PE this week will be on Wednesday. Please ensure your child comes to school in their PE kit on this day. Signpost for next week learning can be found on school's website.	

Common exception words/tricky words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

RE

Autumn 1

- Creation and Covenant
- Children will learn about the story of Noah, mainly focusing on God's promise, or covenant, with Noah and with all creatures that 'nothing of flesh shall be swept away again by the water of the flood' (Gen 9:15), a promise symbolised by the rainbow.
- To plan class prayer and worship.



*Class Saint
Mother Teresa*

Re Overview

Branch One: Creation and covenant (Noah) In this branch, pupils will learn about the story of Noah, mainly focusing on God's promise, or covenant, with Noah and with all creatures that 'nothing of flesh shall be swept away again by the waters of the flood' (Gen 9:15), a promise symbolised by the rainbow.	Branch Two: Prophecy and promise (John the Baptist) Learning about the infancy of Jesus in year two of the model curriculum builds upon prior knowledge. It allows teachers and pupils to make connections with the whole infancy narrative of St Luke and introduces John the Baptist. St Luke's gospel begins in the temple in Jerusalem with Zechariah, who finds it difficult to accept the Angel Gabriel's message and cannot speak consequently.	Branch Three: Galilee to Jerusalem (Jesus' baptism) In this branch, pupils will deepen their knowledge from Year One about who Jesus is and understand how he teaches about the nature of God through parables and miracles. Parables are a literary form where a comparison is made to tell a more profound truth. Jesus uses them to teach about the nature of God.	Branch Four: Desert to garden (Holy Week) In this branch, pupils in Year Two will revisit scripture from the previous year to consolidate learning about the events of Holy Week. They will make links between the forgiveness Jesus shows at his Crucifixion and the ministry of Jesus studied in the previous branch. They will also explore how Lent is a time of reconciliation and forgiveness for Christians because they want to restore their relationship with God to be ready to celebrate the Resurrection.	Branch Five: To the ends of the Earth (The Ascension) St Augustine describes the Holy Spirit as the 'quiet guest of our soul'. As pupils revisit the accounts of Ascension and Pentecost, the focus of learning is on how people are changed by the Holy Spirit. Welcoming the Holy Spirit into our hearts invites a conversion of the heart by receiving the gifts of the Holy Spirit and allowing these to bear fruit in our lives (CCC 1830-1832).	Branch Six: Dialogue and encounter (Good Samaritan) In the dialogue dimension of this branch, pupils will begin by studying the parable of the Good Samaritan which Jesus told in answer to the question, 'Who is my neighbour?'. In his encyclical 'Fratelli Tutti' Pope Francis explains what the word neighbour meant in the time of Jesus. 'In the society of Jesus' time, [neighbour] usually meant those nearest us.

Yearly overview

In year 2 we cover a variety of different topics and subjects, meeting the national curriculum standards.

These include:

- Materials
- Habitats (Trip to Waltham Abbey Gardens in Spring term)
- Hot and cold climates
- Coast line (Trip to Walton-on-the-Naze in Summer term)
- What school was like in the past
- Designing structures
- And many more!

To find the yearly overview please follow this link:

<https://www.sacredheart312.herts.sch.uk/curriculum-overview-letters-and-curriculum-evening>

PE

This year children will come to school in their PE kits on PE days.

Currently our PE days are Tuesday and Thursday.

Changes will be communicated in your children's homework/reading record.

Homework Tasks

Children will also be sent weekly spellings and Mathletics. Spellings will be tested the following Friday.

In the summer term, I will also be sending home timetables practice for your child.

<https://www.sacredheart312.herts.sch.uk/homework-2/>

Notes

- Please can you ensure you write in your child's reading record each time you read with them. We will only change your child's book if they have finished it.
- Please ensure your child has a small bag with no keyrings attached. Our lockers are small trays and need to hold your child's bag and coat.
- Please ensure all items of clothing are named. This will ensure we are able to return any lost items.

We are really looking forward to working with you and your child over this next academic year. Do you have any questions?