



Welcome to Year 2

The Year 2 Team

2D: Mrs Davies/Mrs Crook (after half term Mrs Biagioni will take over from Mrs Crook)

2P:Mrs Pell

2M:Miss Mills

2B:Miss Bentley



Learning

Through our curriculum we will provide opportunities for all children to excel. We recognise that all children will achieve different levels of academic excellence, and we celebrate **all successes**, no matter how big or small, to ensure each child feels recognised and valued. Our aim is to develop resilient learners who have transferable skills essential for life-long learning.

Curriculum overview

Year 2 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Fire Fire!	Winter Explorers	Sky Riders		Journey Through Asia	
English Texts	The Secret Sky Garden The True Story of the Three Little Pigs	The Great Kapok Tree Polar Bears Once Upon a Snowstorm	Taking Flight The Dreamer	Ignis	The Tiger Child Little People Big Dreams: Florence Nightingale	Meerkat Mail
Maths Focus	Place Value Addition & Subtraction	Addition and Subtraction Shape	Money Multiplication and Division	Fractions Length and Height Mass, Capacity and Temperature	Fractions Time Recapping Arithmetic Skills	Statistics Position and Direction Consolidation
Science	Uses of Everyday Materials	Animals Including Humans	Plants		Living Things and their Habitats	
History	The Great Fire of London		The History of Flight: The Wright Brothers Amelia Earheart Amy Johnson		Nurses: Florence Nightingale Mary Seacole	
Geography		The UK and Maps – Compass Points		Hot and Cold Places – Equator, North and South Poles		Kampong Ayer – Contrasting Localities
DT		Food Technology: Christmas Wrap		Sewing: Finger Puppets	Using Wheels and Axles: Jungle Jeeps	Structure and Joins: Straw Playgrounds
Art	GFOL Collage Observational Drawing Exploring Colour	Portrait Art Contrasting Colours Christmas Art	Texture and Pattern Drawing and Sculpture		Texture: Exploring and reconstructing natural textures	Texture: Creating Repeating Patterns
Computing	Online safety Computer Systems and Networks: Information Technology around us	Online Safety Creating Media Digital photography	Online Safety Robot Algorithms Internet Safety Week	Online Safety Data and Information: Pictograms	Online Safety Creating Media: Digital music	Online Safety Programming B: Programming quizzes
Physical Education	Fundamentals Yoga	Sending and Receiving Fitness	Target Games Dance	Ball Skills Gymnastics	Invasion Games Athletics	Net and Wall Games Team Building
Music	Exploring Duration	Exploring Duration	Exploring Pitch	Exploring sounds, beat, pitch and metre.	Exploring tempo, timbre and dynamics.	Exploring tempo, timbre and dynamics.
PSHE	Safety First	Zones of Regulation Thinking Positively Being Mindful	New Years Resolutions Respect and Good Manners	Zones of Regulation, Respecting Rights, Citizenship.	'One World' – Exploring their family, home and school life and around the world.	'Growing Up' - Children will learn about their own and others' bodies, gender stereotypes and different types of families. Road, water and home safety.
RE	Hinduism	Hinduism	Sikhism, Judaism, Islam and humanism	Special Books	Sacred Buildings	What makes a building special?

Autumn 1 overview

Maths: Skills and Knowledge

Number and Place Value – Hundreds, Tens and Ones; partitioning and recombining; ordering and comparing numbers and objects, counting in 2s, 5s, and 10s, reading numbers in numerals and words

Addition and Subtraction – adding and subtracting tens and ones; number bonds to 100; fact families and related number facts, adding 2-digit and 1-digit numbers - crossing ten, adding three 1-digit numbers

Understanding the world around us:

Understanding the World Around us
History: The Great Fire of London

Timelines, chronology, primary and secondary sources, asking and answering questions about the past.

RE:
Hinduism – core beliefs, celebrations and festivals

PSHE- Safety First:
Staying safe
Staying safe around strangers
People who can help us

Zones of Regulation

Creativity and PE:

Creativity and Design

Art:
Exploring colour
Collage
Drawing

Music:
Exploring Duration

PE:
Yoga
Fundamentals

English: Skills and Knowledge

Phonics – learning the 'Extended Code' from **Sounds Write** phonic programme

Reading Comprehension – retrieving facts from a text

Handwriting – cursive script using **Letter Join** programme

Writing - Story writing, letter writing and setting descriptions. Planning and editing processes.

Grammar and Punctuation – sentence punctuation including question marks and exclamation marks

Spelling – Spelling the words of the week and learning new patterns

Oracy activities: drama, oral re-telling

Year 2
Autumn Term
2024-25
Fire Fire!

Vocabulary:

Maths: hundreds, tens, ones, zero, place value, greater than, less than, order, partition, digit

English: capital letter, full stop, question mark, exclamation mark sentence, nouns, adjectives

Foundation Subjects and Science: Great Fire of London, Samuel Pepys, Pudding Lane, primary source, secondary source, evidence, artefact, timeline, chronology rigid, flexible, absorbent, waterproof, stiff, opaque, transparent, translucent, stretchy

Computing and Science; skills and knowledge

Computing:

Online safety
Computing language and vocab

Science: Uses of Everyday Materials

Identify and compare everyday materials and their properties
Investigate how solid objects can be manipulated and changed
Explore the everyday uses of common materials

Reading & Phonics

We are currently listening to and assessing your child's reading, and in the second week of term we will begin sending home a reading book and a new Home/School Diary. We would like the children to read with you five times a week and each time we would like you to record this in their home school diary. The children will read with an adult in school once a week, when their book will also be changed.

Phonics is way of teaching children to read and write and is taught daily in class. Children are taught the three essential skills of segmenting, blending and phoneme manipulation necessary for reading and spelling.

At HSN we currently use **Soundwrite** phonics programme from EYFS to Year 2 and beyond. Children are taught how to:

- Recognise the sounds that each individual letter makes
- Identify the sounds that different combinations of letters make e.g. sh
- Blend these sounds together from left to right to make a word

Year 2 Autumn 1

Key Year 2 Information

Our Topic this half term is Fire Fire!

Welcome back! We are so excited to get started with all of the amazing learning this half term.

Key Information:

Please send your child to school with their book bag **every day** so they can change their book regularly.

Please supply your child with a bottle of **water**, clearly labelled with their name.

Please fill bottles with water rather than any other type of drink. Any messages for the day, e.g. a change in collection or a playdate, should be given to the school office or a member of staff at the drop off zone

PE:

The children will be taking part in outdoor PE lessons twice a week.

The children in all year groups should come to school in their PE kit on the days they have PE. PE Kit only should be worn on these days – please see uniform guidance on the website if you are unsure of what child should wear.

PE sessions will begin from 9th September in Year 2. Class PE days are as follows:

Class 2B: Tuesday and Friday **Class 2D: Monday and Friday**

Class 2P: Tuesday and Friday **Class 2M: Monday and Friday**

Reading:

We believe reading is a life enhancing skill that is the entitlement of every child. We offer a balanced and creative, yet systematic, approach to the teaching of reading throughout the school; one which provides children with a teaching and application of phonics, alongside a focus on exploring comprehension, meaning and reading for enjoyment. We encourage children to love books, to love reading, to love finding out information and to love sharing stories together. The children will be bringing reading books home from the week beginning 9th September. These books will be changed once a week by the class teacher.

Reading Buddy

Each class is very excited to welcome a new member into your child's class. Each class now has their very own 'Reading Buddy' who will be coming home with a child every Friday (chosen in alphabetical order), starting from Friday 6th September. The reading buddy will have a special book to share with your child. We would like you to read the story and then complete a book review ready to share this with the class the following week.

Home Learning

We are going to continue to use our home learning platform regularly to support children's learning at home. More details to follow, please look out for the communication on this in the next few weeks.

Useful websites to support your child's learning

<https://mathszone.co.uk/>

<https://numbots.com/>

<https://www.oxfordreadingbuddy.com/uk>

Vocabulary:

We will be continuing our focus on children's vocabulary and introducing EOV (Expanding Our Vocabulary!) into each classroom. This will involve gathering 3 new words each week from our class text in each year group and displaying these in each classroom, teaching the spelling and explicit meaning, using them in different contexts and encouraging children to use these words in their own vocabulary.



Learning

Core subjects: Maths, English, Science and phonics

Foundation subjects: History, Geography, Art, Design technology, Music, Computing, RE, PE (indoor and outdoor) and PSHE

We also teach handwriting three times per week

Writing



How writing and spelling are taught in our year group:

- Daily English lessons to develop skills in grammar and composition
- These are often linked to the class text
- Daily phonics lessons
- Regular writing tasks designed to practise the skills learned in the English sessions
- Daily handwriting lessons that focus on letter formation, pencil grip and muscle strength

What parents can do to help with writing / spelling:

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

- Support with learning spellings – sent home at the start of each half term
- Practise handwriting
- Ask your child to check any writing activities for correct use of capital letters, full stops, questions marks and exclamation marks
- Ask your child to write for a purpose at home e.g write a shopping list, write a letter to someone
- Practise the 200 common exception words for Year 2 over the course of the year

How maths is taught in our year group:



- Maths is taught daily
- Children will use lots of manipulatives and resources to support their understanding
- Children will explore mathematics through a variety of fluency, problem solving and reasoning challenges
- Children are encouraged to explain how they got to their answer when solving trickier problems
- Key aspects of year two: place value, number bonds, counting in 2's, 5's and 10's and the four operations (+, -, X and ÷)

What can parents do to help with maths?

- Practise key skills with your child such as; counting in 2's, 5's and 10's, number bonds to 20 and 100 and the four operations (adding, subtracting, multiplying and dividing)
- Read our updates in 'The Buzz' for key learning
- Begin to ask 'How do you know?'
- Use the following websites for maths learning at home:
- **<https://mathszone.co.uk/>**
- **<https://numbots.com/>**
- **<https://www.oxfordreadingbuddy.com/uk>**

Reading

How reading is taught in our year group:

- Individual reading once a week
- Class story-time every day
- Phonics – taught daily
- Guided Reading
- Decodable reading book and ‘borrow a book’ one a week
- Regular teacher assessment – we are aiming for 95% fluency



Week beginning:

Reading Record

Please read with your child 5 days out of 7 in the week

1	Book
	Parent comment
	Pages/Signature
2	Book
	Parent comment
	Pages/Signature
3	Book
	Parent comment
	Pages/Signature
4	Book
	Parent comment
	Pages/Signature
5	Book
	Parent comment
	Pages/Signature

Phonics /
Spellings

My Words

Maths	EYFS	Recognise <input type="checkbox"/>	0 - 5 <input type="checkbox"/>	
		Order <input type="checkbox"/>	0 - 10 <input type="checkbox"/>	
		Count <input type="checkbox"/>	0 - 20 <input type="checkbox"/>	
	KS1	Number Bonds <input type="checkbox"/>	10 <input type="checkbox"/>	20 <input type="checkbox"/>
		Multiplication Tables <input type="checkbox"/>	2 <input type="checkbox"/>	5 <input type="checkbox"/>
			3 <input type="checkbox"/>	4 <input type="checkbox"/>
			10 <input type="checkbox"/>	

Home / School Messages

What can parents do to help with reading?

- Listen to your child read regularly
- Read to your child regularly
- Discuss what they have read and check understanding
- Check they understand the meaning of new words they might not have come across before
- Ask your child to predict what might happen next in a story
- Practise reading the common exception words for Year 2
- Go to the library and encourage your child to read a variety of texts
- Oxford Buddy – new logins will be allocated before half term in home/school diaries. 6 books will be allocated before each half term.

Home learning site




- Information regarding the forthcoming week's core learning, class text and latest home learning activities will be uploaded onto the school website at the beginning of each week. You can access this via the **Home Support** icon on the HISN homepage.



Class Pet Diaries


- Each class has 1 class pet (teddy)
- Every week 1 child from each class will take a pet and the diary home
- Please read the story with your child and the class teddy and fill in a book review
- Your child can write a couple of sentences about their favourite part of the story or draw pictures. It is about the enjoyment of reading

Name: _____ Book title: _____



Tell us what you thought of our book choice...

Draw a picture of your favourite part of the book. Can you write about your picture or ask a grown up to help?



Colour in the stars to show how much you enjoyed your book.
1 star means not very much.
5 stars means you loved it!

What was your favourite part of the story?

By the end of Year 2 in reading:

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

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read

By the end of Year 2 in writing:

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

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at KS1 mostly correctly*
- spell most common exception words*
- add suffixes to spell most words correctly in their writing – for example: –ment, –ness, –ful, –less, –ly*
- use the diagonal and horizontal strokes needed to join some letters

By the end of Year 2 in maths:

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

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given, and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking – for example: $29 + 17 = 15 + 4 + \square$ or ‘Together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?’
- solve unfamiliar word problems that involve more than one step – for example: ‘Which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?’
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2D and 3D shapes, using their properties – for example: that two different 2D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions

By the end of Year 2 in Science:

Working at the expected standard – working scientifically

The pupil can, using appropriate scientific language from the national curriculum:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions:
 - observing changes over time
 - noticing patterns
 - grouping and classifying things
 - carrying out simple comparative tests
 - finding things out using secondary sources of information communicate their ideas, what they do and what they find out in a variety of ways
- communicate their ideas, what they do and what they find out in a variety of ways

Working at the expected standard – science content

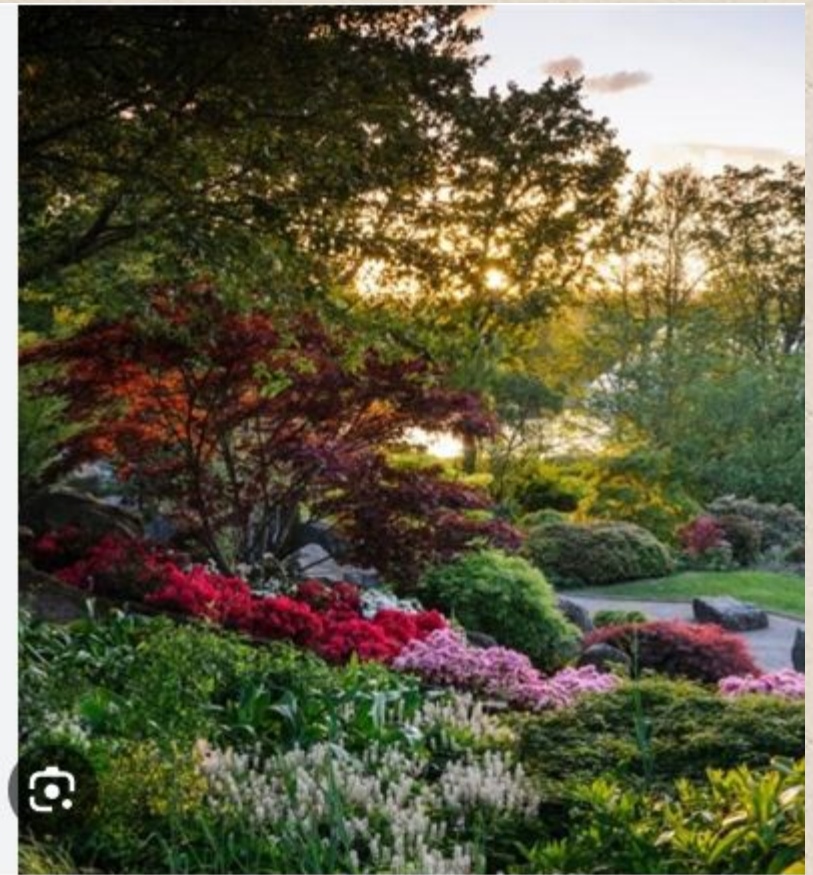
The pupil can:

- name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2]
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2]
- describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2]
- identify whether things are alive, dead or have never lived [year 2]
- describe and compare the observable features of animals from a range of groups [year 1]
- group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2]
- describe seasonal changes [year 1]
- name different plants and animals and describe how they are suited to different habitats [year 2]
- distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses [year 2]

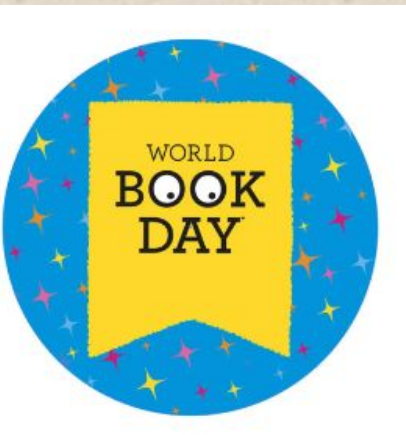
Enrichment



- Trips
- Workshops
- Visitors



RHS Garden Wisley - Visit Surrey





Volunteers

- We rely on volunteers for school trips as well as activities in school
- There is a volunteer meeting taking place on 25th September 2024 9am – 10am. This meeting is for new and existing volunteers

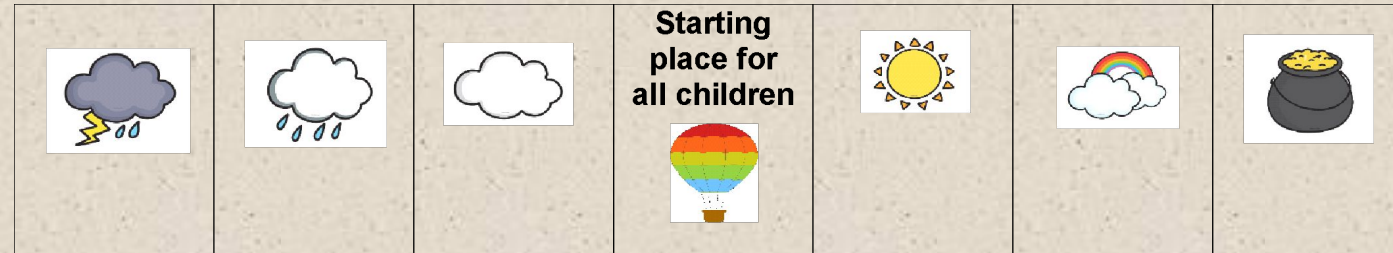




Positive Behaviour

EJ

Chart:



Our Bee Rules

At Hampton Infant School and Nursery we have 5 golden rules. These rules help us to have a happy and successful school. They are:



Be kind to others



Be a good listener



Be respectful towards yourself, others and the school environment



Be hard working and challenge yourself



Be responsible

Be the best you can be!

THE ZONES OF REGULATION®

In light of the Care Quality Commission's (CQC) review of children and young people's mental health services, Ofsted has said it will "consider how inspection can take into account the impact that school life and the curriculum have on pupils' mental health and well-being" as it develops the new framework for release in September 2019.

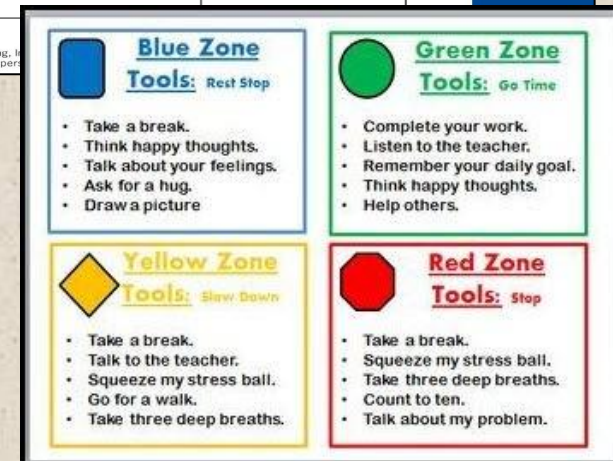
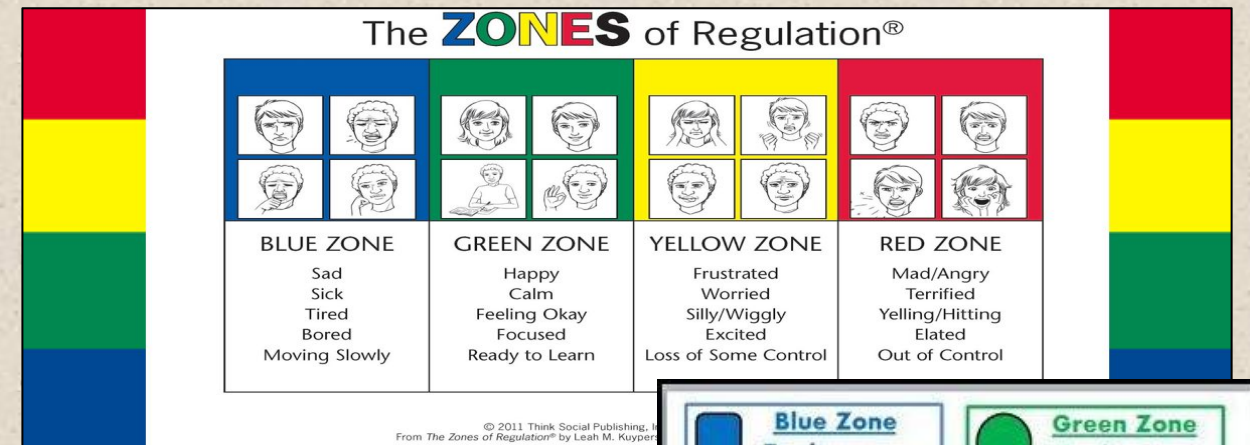
As an outstanding school, we are keen to ensure that we are always introducing innovative strategies to support our children ready for these new expectations .

-Allows the child to identify different emotions, exploring that it's ok to feel different emotions but you need to know what to do next.

-Identify strategies they can use to try and get themselves back to the 'green zone'.

In school: PHSE focus, whole-class lessons, each classroom will have a display with class teachers making referencing to it.

<http://www.zonesofregulation.com/learn-more-about-the-zones.html>





General Information

School Day:

Soft start.

Please arrive promptly to ensure a calm start to the day for your child:
8.40-8.55

End of day – 3.00pm

Open door policy – our focus in the morning is the children so brief messages are fine. If you require a longer meeting please make an appointment for after school.

Children must **NOT** use the climbing frame before or after school.

Please let us know if the collection arrangements for your child are different and this includes if they are going home with a friend.



Communication

- If you need to contact your child's class teacher please send an email to: office.hisn@hpp.school marked for the teacher's attention.
- Non urgent messages for the teacher can be written into the home/school book.
- 'The Buzz' is issued weekly with updates and photographs. This will then be uploaded onto the website
- Please email the office to let us know if the collection arrangements have changed – this includes if they are going home with a friend.
- If you need to see your child's class teacher please arrange to do this after school.

Supporting your child at home

Reading

We expect children to read with you at home 5 times a week. Please complete the reading record in the home school book.

Oxford Buddy – new logins allocated before half term in home- school books.

Spellings

This will begin after half term. Children will receive a new set of spellings at the start of every half term. Spelling tests take place every Thursday.

Maths Skills

Activities relating to concepts taught in the forthcoming week/half term will be uploaded onto the school website at the beginning of each week/half term. These are there should you wish to support your child further at home, but are not compulsory and do not need to be brought into school, although if your child would like to share any pieces of work with their peers and class teacher, we will of course be happy to do this in class.

Week beginning:	Words:
30/10/23	<ul style="list-style-type: none">• <i>because</i>• <i>child</i>• <i>children</i> <ul style="list-style-type: none">• <i>Christmas</i>• <i>said</i>• <i>says</i>
06/11/23	<ul style="list-style-type: none">• <i>wild</i>• <i>climb</i>• <i>behind</i> <ul style="list-style-type: none">• <i>even</i>• <i>are</i>• <i>were</i>
13/11/23	<ul style="list-style-type: none">• <i>hold</i>• <i>told</i>• <i>every</i> <ul style="list-style-type: none">• <i>everybody</i>• <i>was</i>• <i>you</i>
20/11/23	<ul style="list-style-type: none">• <i>old</i>• <i>cold</i>• <i>gold</i> <ul style="list-style-type: none">• <i>your</i>• <i>they</i>• <i>she</i>

Home Learning Websites



Phonics
Jump into a phonics challenge!
Click on activity and see how many words you can remember.



Reading
Remember your daily reading challenge!
Make sure you read every day with an adult. You can read to them or they can read to you - or both!



Maths
Can you be a maths master?
Click on the link and pick a challenge - see how well you do!

Uniform

At HISN we have high expectations for our appearance and take pride in our school uniform. We believe it builds a sense of belonging to our school and we are extremely proud of the image portrayed by children wearing our school uniform in the local community.

Children are not allowed to wear jewellery such as necklaces or bracelets (unless required for medical or religious reasons) but can wear a single pair of simple stud earrings which must be removed at home before PE/Games lessons.

Long hair should be tied back at all times whilst at school and for PE/Games.

- Headbands must be plain and simple without excessive decoration.
- Bows worn in the hair should be small and either green, red or black.
- Religious headdress for religious observance including Hijab, Patka and Kippah should be either green, red or black.
- Nail varnish and temporary tattoos are not permitted in school.
- Black shoes should be worn during the school day.
- Open toed shoes/sandals are NOT acceptable due to health and safety considerations.



Uniform

The children are required to wear the following uniform:

Uniform	Where to buy
Long grey trousers (short grey trousers in Summer) Grey or black jogging bottoms for nursery children	School Days/High Street Stores
Grey skirt or pinafore	School Days/High Street Stores
School polo shirt or plain Red polo shirt	School Days/High Street Stores
School Jade cardigan or sweatshirt	School Days
Green and white checked summer dress	School Days/High Street stores



Socks - grey or white	High Street stores
Grey or red tights	High Street stores
HISN reversible jackets can be worn instead of coats (Please note this is optional)	School Days
School cap to be worn in the Summer (this is optional) Other plain caps without logos are permitted (red, green, white or black)	School Days/High Street stores
Black shoes	High Street stores
HISN Book bag	School Days

PE kit

PE/Games Kit

All children wear their PE kits to school on their PE day.

Uniform	Where to buy
Black shorts	School Days/High Street stores
School Jade cardigan or sweatshirt	School Days/High Street stores
Red school t-shirt or plain Red t-shirt	School Days/High Street stores
Black jogging bottoms	School Days/High Street stores
Trainers	High Street stores

All school uniform must be named



Dates

Parent volunteer meeting

9am - 10am 25th September 2024

Individual photos

2nd October 2024

Phonics information meeting

24th October 2024

Harvest Festival donations

16th October 2024

Half term

Monday 28th October - 1st November

Drama workshop – Outer space theme

5th or 6th November

Parent Consultation evenings:

Monday 11th November 2024

Wednesday 13th November 2024

Christmas shows:

2B and 2D – 9.15am

2P and 2M - 10.30am