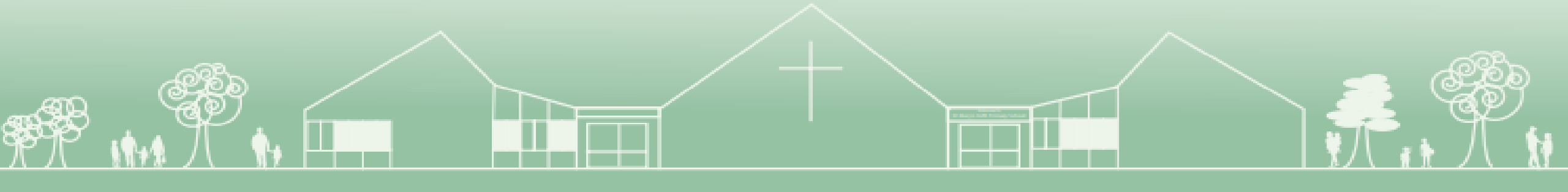
Year 2
Meet the Teacher
Information Session

2026 - 2027



Welcome to Year 2



Class Teacher: Mrs Lee

Other adults supporting Year 2:
Mrs Merrell
Mrs Maxwell (teaching Friday)
Ms Morris
Mrs. Bennett: Wednesday: Computing, Spanish, PE
Jay's Mum - Parent Rep

Curriculum

Weekly Timetable

Weekly Timetable for Year 2, Autumn 1, Week 3 (14.9.26)

	8:40-8:50	9:00	9:30 -10:15	10:15 – 10:30	10.30 – 10:55	11:00 – 11.40	11:45 – 12:40	12:45 – 1:15	1.15 – 2.00	2:00 – 2:55	
M	Early morning work	**CW**	**English** P2 – exclamation marks Feel-it word	**B R E A K**	**Maths fluency**	**Maths** Partition tens and ones in PV chart Feel-it word	**U N C H**	**Phonics**	**RE** Step 2 To explore the story of Jonah	**Music, Step 2** Telling a musical story Recap terms on LJ board	**Reading**
T		**Phonics**	**English** P2 – exclamation marks			**Maths** Partition tens and ones in PPW		**CW**	**Geography** Step 2 Oceans	**PSHCE** Step 1-2 - feelings	
W		**Phonics**	**English** P3 - !			**Maths** Write numbers to 100 in words		**CW**	**Computing**	**Spanish** **PE**	
T		**Phonics**	**English** P3 - !			**Maths** Flexibly partition		**CW**	**PE, Step 2** To be able to move in response to a stimulus to create movements that look like a river moving	**Art/DT** Step 1	
F		**Phonics**	**Maths** Flexibly partition			**Spelling** **Handwriting** Library ?		**CW**	**Science** Step 2		

PE days are Wednesday and Thursday

Half Termly

The curriculum will focus on one of the six values.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Friendship	Compassion	Trust	Forgiveness	Courage	Perseverance

A No Outsiders lesson, focusing on diversity and inclusion. (Not necessarily in this order)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can I Join your Club? By John Kelly & Steph Laberis	How to be a Lion by Ed Vere	The Great Big Book of Families by Mary Hoffman & Ros Asquith	Amazing by Steve Antony	What the Jackdaw Saw by Julia Donaldson and Nick Sharratt	All are Welcome by Alexandra Penfold & Suzanne Kaufman
LI: To welcome different people	LI: To have self-confidence	LI: To understand what diversity is	LI: To think about what makes a good friend	LI: To communicate in different ways	LI: To know I belong
S.C: I know we are all different/I can name ways we are different/I have friends who are different/I don't leave people out	S.C:I know we are all different/I know sometimes it's hard to be different/I know what self-confidence means/I know how to help someone feel confident	S.C: I understand what diversity means/I know how my school is diverse	S.C: I know what a friend is/I know how to be a good friend	S.C: I know there are different ways to communicate/I can learn to use sign language	S.C: I know who I am/I know there are special things about me/I know I am different/"I know I belong
					

Termly

A trip, visitor or theme day

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pirate Day!	**Golden Hinde**	**Visit to the synagogue**	**Rickmansworth Geography field trip**	**TBC**	**Hampton Court Palace**

A reflection on the Year 2 key question:

Where are we in time and place?

Half Term Overview

YEAR 2 - AUTUMN 1
WHERE ARE WE IN PLACE AND TIME?

Maths

Place Value

- Numbers to 20
- Count objects to 100 by making 10s
- Recognise tens and ones
- Use a place value chart
- Partition numbers to 100
- Write numbers to 100 in words
- Flexibly partition numbers to 100
- Write numbers to 100 in expanded form
- 10s and 1s on the number line to 100
- Estimate numbers on a number line
- Compare objects and numbers
- Order objects and numbers
- Count in 2s, 5s, 10s and 3s

Addition & Subtraction

- Bonds to 10
- Fact families - addition and subtraction bonds within 20
- Related facts
- Bonds to 100 (tens)
- Add and subtract 1s
- Add by making 10
- Add three 1-digit numbers
- Add to the next 10
- Add across a 10
- Subtract across 10
- Subtract from a 10

RE

Christianity: What do Christians believe God is like?

- Describe the key points of the story of Jonah
- Give a clear, simple account of what the story of Jonah means to Christians
- Understand how the story of Jonah might guide Christians' beliefs about God and why Christians sing in worship
- Express what they have learnt from the story about God
- Think, talk and ask questions about whether they ca learn anything from the story for themselves.

Art

Flora and Fauna

- Explore the artwork of Jan van Kessel
- Make drawings of minibeasts from print and film, paying close attention to the various body parts.
- Experiment with mark making to create close up images of minibeasts
- Design and create a collage minibeast
- Create a collaborative artwork using a range of media based on local flora and fauna.

PSHE

Me and my Relationships

- To understand how my actions can shine a light in the classroom.
- To understand how to deal with feelings; to know who I can talk to if I need help
- To know that friendship is a special type of relationship
- To understand the difference between bullying and teasing and practise ways of dealing with bullying
- To recognise that there are different types of bullying and unkind behaviour; to know that BOTH are unacceptable ways to behave

Music

Musical Story Telling

- Understand the terms 'tempo' and dynamics' and to begin to hear these within music
- Copy a short rhythm
- Learn a traditional song from Ghana.
- Create rhythms based on call and response
- Add volume (dynamics) to a set of rhythms

Science

Properties of materials

- Identify materials and their uses
- Understand how to select the right materials to build a bridge
- explore and test the stretchiness of materials
- Understand materials can change their shape by twisting, bending, squashing or stretching
- shine a light on Charles Macintosh and explore how materials are suitable for different purpose
- Discover which materials change shape when making a road with John McAdam

Computing

Computing Systems and Networks

- What is information technology?
- IT in the home
- IT around us
- Using IT safely
- Making responsible choices with IT

Sport

Dance

Move in response to music and create a sequence of movements for a dance performance.

Health and Wellbeing

Develop different ways of moving at speed and balancing with a partner to understand when agility is needed in sport. Create circuits to develop balance and agility.

English

Texts

Blue Balloons and Rabbit Ears
Inside the Villains



Class Reader

Pirate Stories

Phonics / Spellings

Common Exception words
Phase 5 phonics

Handwriting

letter formation, correct orientation and size

Grammar & Writing

Poetry: free verse

vocabulary building
adjectives, commas

Narrative: characterisation

character description
appearances and actions
adjectives, commas in lists

Geography

Pirates

- Find out what life was like for a pirate and explore the lives of some famous pirates.
- Explore maps and globes to identify the equator and the five oceans of the world.
- Explore maps and globes to identify the seven continents
- Recognise the points of a compass and use these to find countries and continents on a map.
- Design a treasure map and use compass points to locate treasure in the school grounds.
- Write a set of instructions for a treasure map using positional language.

Half Term Overview

YEAR 2 - AUTUMN 2
WHERE ARE WE IN PLACE AND TIME?

Maths

Addition & Subtraction

- Subtract a 1-digit number from a 2-digit number (across a 10)
- 10 more, 10 less
- Add and subtract 10s
- Add two 2-digit numbers (not across a 10)
- Add two 2-digit numbers (across a 10)
- Subtract two 2-digit numbers (not across a 10)
- Subtract two 2-digit numbers (across a 10)
- Mixed addition and subtraction
- Compare number sentences
- Missing number problems

Shape

- Recognise 2-D and 3-D shapes
- Count sides on 2-D shapes
- Count vertices on 2-D shapes
- Draw 2-D shapes
- Lines of symmetry on shapes
- Use lines of symmetry to complete shapes
- Sort 2-D shapes
- Count faces on 3-D shapes
- Count edges on 3-D shapes
- Count vertices on 3-D shapes
- Sort 3-D shapes
- Make patterns with 2-D and 3-D shapes

DT

Moving Monsters

- Explore and make linkages, identifying the movement each mechanism makes.
- Sort mechanical and non-mechanical toys. Explore pivots, levers and linkages.
- Select design criteria and use these to design a moving monster.
- Select materials to construct a linkage and create a
- monster head to attach to this, to make a moving creature.
- Evaluate mechanism using design criteria

Science

Habitats around the world

- Learn about habitats
- Appreciate that environments are constantly changing
- Explore the rainforest and its problems
- Describe life in the ocean
- Discover the Arctic and Antarctic habitat
- Create a model of a habitat

English

Texts

The Big Book of the Blue
Emperor of the Ice
Nelly the Choc Ice

Phonics / Spellings

Common Exception words
Phase 5 phonics

Handwriting

letter formation, correct orientation and size

Grammar & Writing

Non-chronological report on an animal
Formation of nouns
using suffixes –ness and –er
Formation of adjectives
using
suffixes –ful and less
2A sentences

Oracy

Nativity Performance

RE

Why does Christmas matter to Christians?

- Tell the story of the birth of Jesus and begin to explore the idea of 'incarnation': Jesus is God on earth.
- Understand that Christians believe 'baby' Jesus was a King.
- Give an example of how Christians use the nativity story at home or in church: the crib scene and carols
- Decide what they might learn from the story, eg, being kind and generous.

PSHE

Valuing Difference

- To know ways in which we are similar and different to others; to know and use words that show respect for others
- To recognise and explain how a person's behaviour can affect other people
- Shining a light on 'The Blanket Bears' story
- To explain how it feels to be part of a group and how it feels to be
- left out of a group; to suggest a plan or action for someone who is feeling left out
- To know and describe acts of kindness and unkindness; be able to suggest kind words and actions they can do to others

Computing

Digital Photography

- To recognise what devices can be used to take photographs; talk about how to take a photograph.
- Explain the process of taking a good photograph; to be able to take photos in both landscape and portrait format; to explain why a photo looks better in portrait or landscape format.
- Identify what is wrong with a photograph; to be able to discuss how to take a good photograph.
- Explore the effect that light has on a photo; to be able to explain why a picture may be unclear.
- Shining a light on Ami Vitale
- Apply a range of photography skills to capture a photo and recognise which photos have been changed and identify which photos are real.

History

Explorers

- To answer the question – What do explorers do?
- Investigate the life of Christopher Columbus and discover what life was like as an explorer over 500 years ago.
- Investigate the life of Dame Ellen MacArthur and
- discover what life is like for an explorer today.
- Make comparisons between historic and modern
- explorers and identify similarities and differences between them.
- Education visit to the Golden Hinde

Spanish

- Practise our pronunciation when counting from 1-10 in Spanish.
- Practise counting from 1-10 in Spanish by singing a range of different songs.
- Play a game of bingo to practise our numbers 1-10
- Count objects in Spanish.
- Order numbers 1-10 in Spanish.
- Shining a light on: Spanish Christmas traditions. To create a Spanish Christmas card.

Music

Nativity

Songs for the performance
Christmas carols

Sport

Ball Skills

Ball control, dribbling, passing and receiving.
Small game practice

Gymnastics

Rolls, balances, vault and ropes

What is the Changemaker Project?

The Changemaker Project is a whole-school initiative that brings our vision and values to life by encouraging every child to take action in their community, show leadership and shine their light. It's about building character, deepening empathy and inspiring hope.

Each half term, we focus on one of our **six core Christian values**:

- **Friendship**
- **Compassion**
- **Trust**
- **Forgiveness**
- **Courage**
- **Perseverance**

Children choose one activity to complete for each value which they will work on at home. These will be shared at school and children will receive a sticker when each value activity is completed. When they have received all six values stickers they will achieve their Changemaker badge. These values help children become confident, ethical agents for change in their communities and in the world around them.

KS1 Changemaker

The Changemaker Project - Working Together with Families

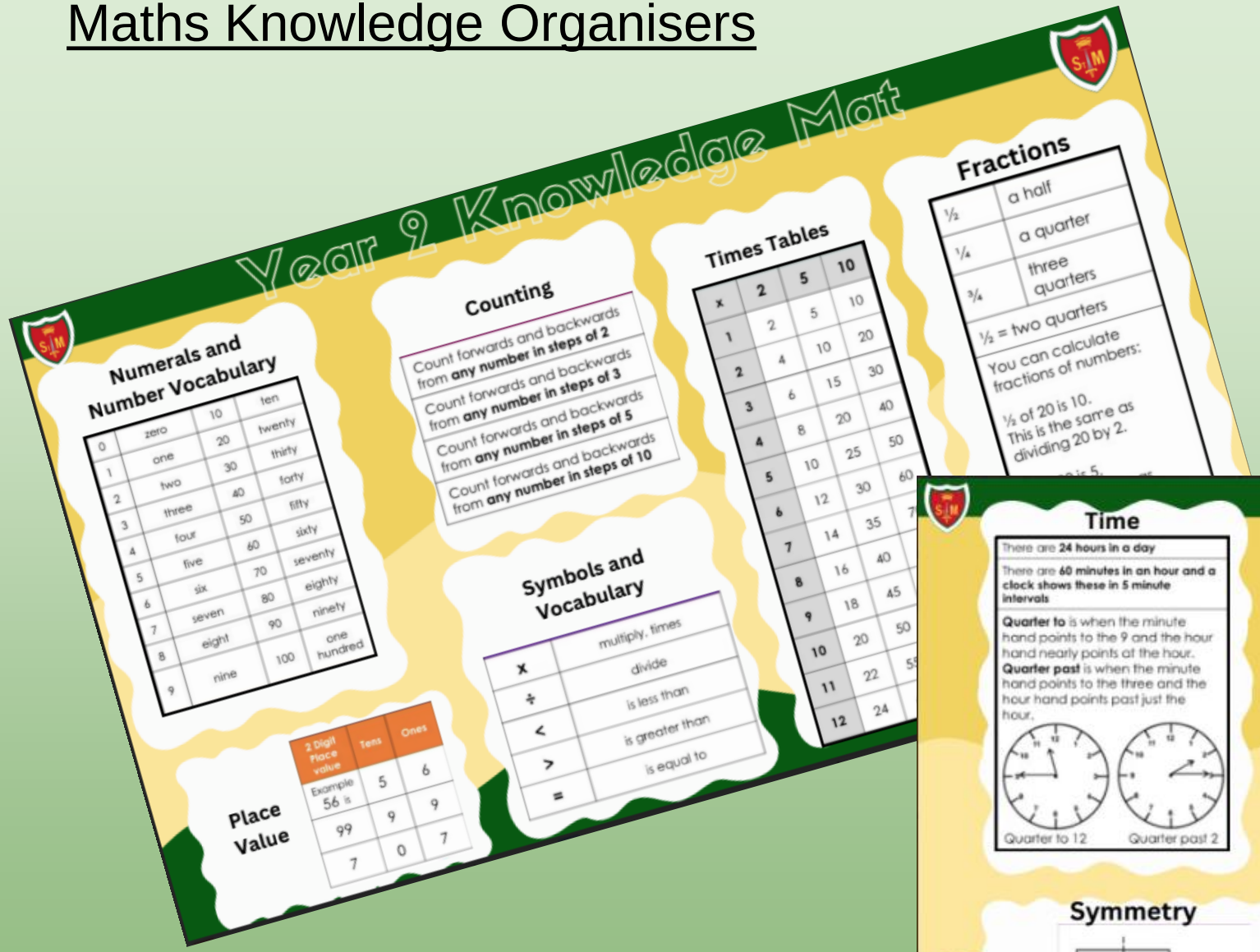
We know that children thrive when school and home work together.

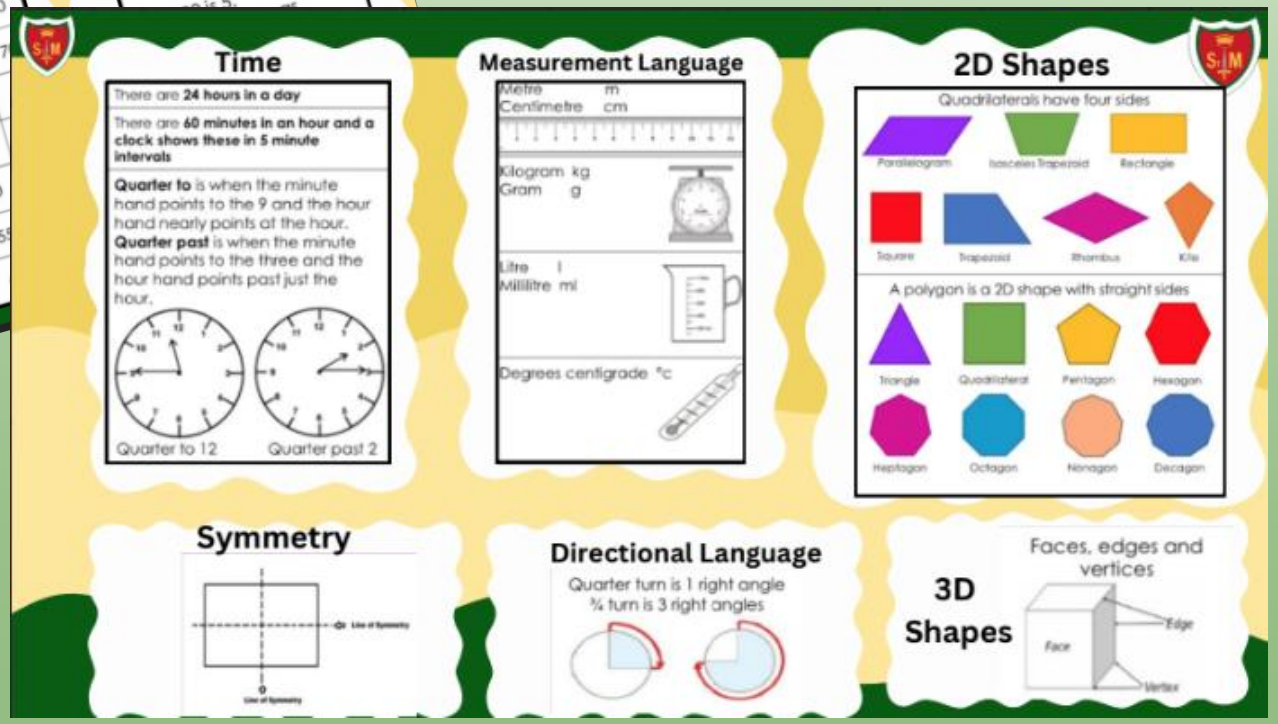
You can support your child by:

- Talking to them about the action they've chosen
- Helping them find opportunities to live it out
- Encouraging them when things get challenging
- Celebrating their small steps and successes

Together, we are helping our pupils see that being a **Changemaker** doesn't require a big stage or a loud voice, just the desire and the commitment to let their light shine bright!

Maths Knowledge Organisers





Feedback and marking



Whole class verbal feedback is given throughout lessons to address misconceptions, clarify understanding and extend learning.

Feedback sheets are given at the start of longer writing activities to check key vocabulary is spelt correctly and to develop writing based on the toolkit.

In foundation subjects we have quizzes at the start of each lesson to assess prior learning and key vocabulary.

Verbal feedback is given individually during lessons. VF will be recorded in children's books to show this.

Incorrect spellings will be marked for children to identify and correct. A maximum of 3 in a piece of work.

Code of Conduct

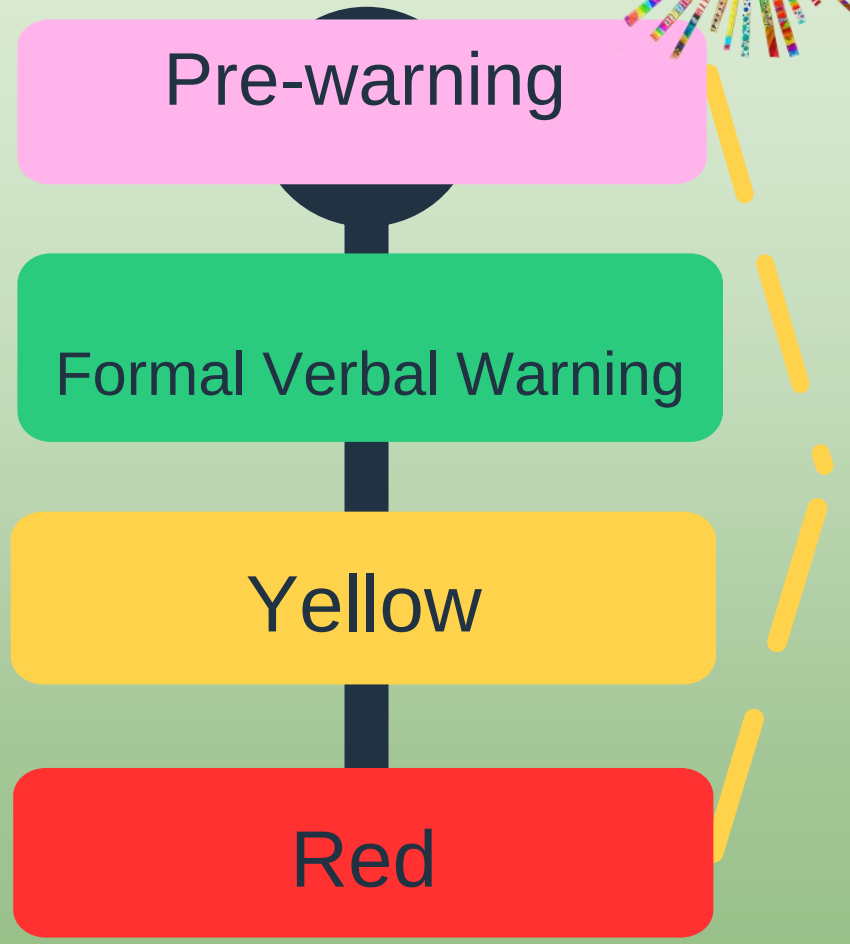
Respectful
Ready
Reflective

Behaviour

At St Mary's we focus on positive reinforcement, praise and the opportunity to reflect when mistakes are made.

To enable children to reflect on their learning behaviour during lessons and social behaviour in the playground, we use a four step system of pre-warning, verbal warning, yellow card and red card to address poor behaviour.

To positively reinforce our code of conduct, we use a House point system whereby children collect points for the House they are in (St George, St Andrew, St Patrick or St David) when displaying respectful, ready and reflective behaviour.



Celebrating the class





Each week in Celebration Assembly we celebrate the progress in learning of one of the class. They receive a certificate and have hot chocolate with Mrs Maxwell the following week.

Children who have worked consistently hard across the week and/or followed the Code of Conduct consistently: respectful, ready and reflective, will meet with Mrs Maxwell and receive an Above and Beyond sticker.

The four houses compete for the house cup. House points are calculated weekly and the totals announced in assembly. Points are awarded:

4 points: Winning house
3 points: 2nd
2 points: 3rd
1 points: 4th





St. Mary's C of E (VA) Primary School

Certificate of recognition for progress in learning

Awarded to Abigail in Year 2 for her imaginative, well designed artwork. Abigail has demonstrated her creative talent this week in a range of activities, including printing, claywork and typography. Her African, patterned animal head was particularly well designed and painted. Well done Abigail!

Signed by Class Teacher_____ Date_____

Signed by Headteacher_____ Date_____

Aspiring, Nurturing, Flourishing;
Together shining a light

Home Learning

Reading
Doodle Learning

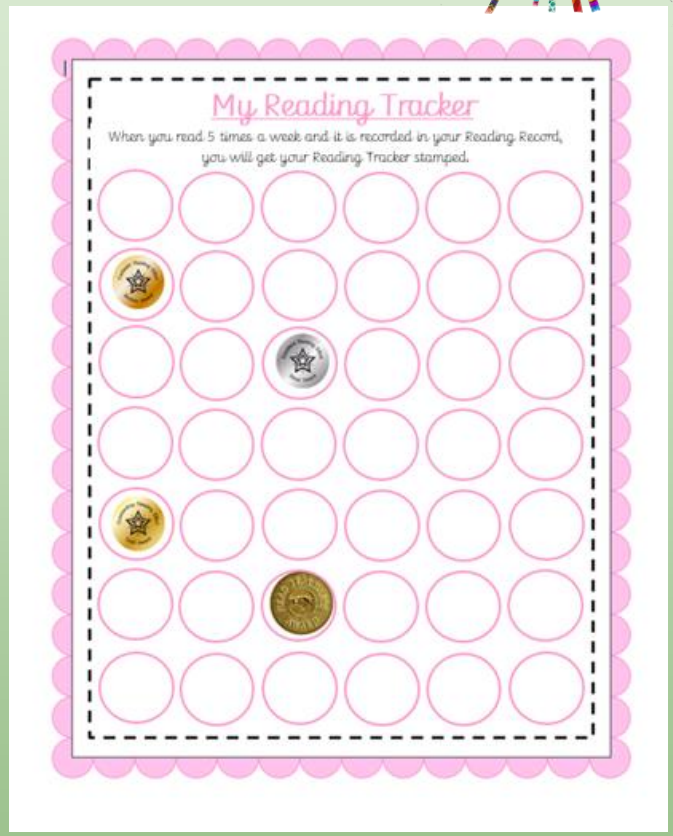


If you would like to find out more, please use this link - https://doodlelearning.com/on-demand-parent-webinars

Spelling
Spelling has changed across the school. NO more spelling tests but 3 CEW each week to focus on for the whole class.

Reading

Although learning *how* to read is crucial, we know it is also crucial that children read for pleasure. We want to foster a life-long love of reading. Studies have shown that those who read for pleasure have higher academic outcomes, higher levels of self-esteem and a greater ability to cope with difficult situations (*reading agency).*



At school, children will…

- participate in whole class and/or group daily reading activities.
- Read and study whole class texts
- End each day with a class story or novel.
- Work in environments that inspire reading and place value on books and reading.
- Visit our fabulous library

At home, children will…

- **Read aloud 5 days** out of 7 to an adult in order for them to develop their fluency, expression and pace.
- Be read to. There is research to support the that reading to your child has huge value in terms of their academic ability.
- Experience reading magazines, newspapers, leaflets, menus, timetables, holiday brochures, listening to audio books and visiting the library all of which can have a positive impact on their future success. Technology can inspire children also.

KS1 Reading

Book Band	ULS Phase	Ways to help your child	How often should we read?
Lilac **Reception**	Phase 1	Look through the book and talk about the pictures. You could read the book for the first time and encourage your child to then retell the story in their own words.	Ideally read the book three times – for decoding, fluency and expression
Pink **Reception**	Phase 2	Encourage your child to look through the pictures in the book and describe what is happening. Ask your child to sound out the words and blend them together. Point out tricky words that cannot be sounded out. Support where necessary.	Ideally read the book three times – for decoding, fluency and expression
Red **Reception**	Phase 3		Ideally read the book three times – for decoding, fluency and expression
Yellow **Reception**	Phase 4		Ideally read the book three times – for decoding, fluency and expression
Blue **Year 1**	Phase 4	Continue to look through the book to find out what it is about. Your child will now be reading with more fluency and need to sound out words less frequently. Encourage them to use all their reading strategies. Focus on asking them to add expression and ask questions to check if they understand the story.	Ideally read the book three times – for decoding, fluency and expression
Green **Year 1**	5a		Ideally read the book three times – for decoding, fluency and expression
Orange **Year 1**	5b		Ideally read the book three times – for decoding, fluency and expression
Turquoise **Year 2**	5c	Continue to look through the book to find out what it is about. Your child will read with fluency, expression and understanding. Encourage your child to check their reading to ensure it makes sense. Ask how and why questions, talk about what is being learned or what is happening.	Read book once
Purple **Year 2**			Read book once
Gold **Year 2**		Ask your child to read the blurb on the back of the book. Encourage your child to check their reading to ensure it makes sense. Ask how and why questions, talk about what is being learned or what is happening.	Change when finished (aim for two a week)
White **Year 2**			Change when finished (aim for two a week)
Lime **Year 2**			Change when finished (aim for two a week)

Year Two Reading Passport

1.	The Naughtiest Unicorn	Pip Bird & David O'Connell	
2.	An Alien in the Jam Factory	Chrissie Sains & Jenny Taylor	
3.	Daisy and the trouble with London	Kes Gray	
4.	Einstein the Penguin	Iona Rangeley & David Tazzyman	
5.	Marge in Charge	Isla Fisher & Eglantine Ceulemans	
6.	Claude at the Circus	Alex T. Smith	
7.	Marv and the Mega Robot	Alex Falase-Koya & Paula Bowles	
8.	Nellie Choc-Ice, Penguin Explorer	Jeremy Strong & Jamie Smith	
9.	Blanksy the Street Cat	Gavin Puckett & Allen Fatimaharan	
10.	Croaky: Search for the Sasquatch	Matty Long	



Reading is dreaming with open eyes



11.	Izzy the Inventor and the Unexpected Unicorn	Zanna Davidson & Elissa Elwick	
12.	The Enchanted Woord	Enid Blyton	
13.	Flat Stanley	Jeff Brown & Rob Biddulph	
14.	A Ticket to Kalamazoo! Zippy poems to read out loud	James Carter & Neal Layton	
15.	Counting on Katherine	Helaine Becker & Dow Phumiruk	
16.	Wheels: The Big Book of Fun Vehicles	Tom Schamp	
17.	We All Celebrate	Chitra Soundar & Jenny Bloomfield	
18.	An Emotional Menagerie	The School of Life	
19.	Milo's Monster	Tom Percival	
20.	George's Marvellous Medicine	Roald Dahl	

After Lime level, we have a 'Passport' of exciting books which have been chosen to embed language and knowledge. These are linked to curriculum areas and will be of great interest for children to read.

Classroom Equipment

KS1

Named water bottle
Children's clothing to be named please!

Snacks and Lunches

Children are able to bring in their own snack for morning break. This should be: a piece of fruit, vegetable or cheese.

Packed lunches and snacks should follow the school's healthy eating guidelines. Food will be closely monitored and returned home if it is not suitable. We are are a nut free school and have a number of children with serious allergies, we appreciate your support in ensuring all food and snacks are nut free.

Uniform and PE kit



School Jumper



School Polo Shirt



Grey Skirt or Grey Pinafore



Grey Trousers



Tie



White shirt

For PE



PE Top



Black PE Shorts / Skort



School PE Jumper



School Tracksuit Bottoms*

Earrings

Children should not wear earrings to school on PE days. They will be asked to take them out by Mrs Bennett.

Parent Communication

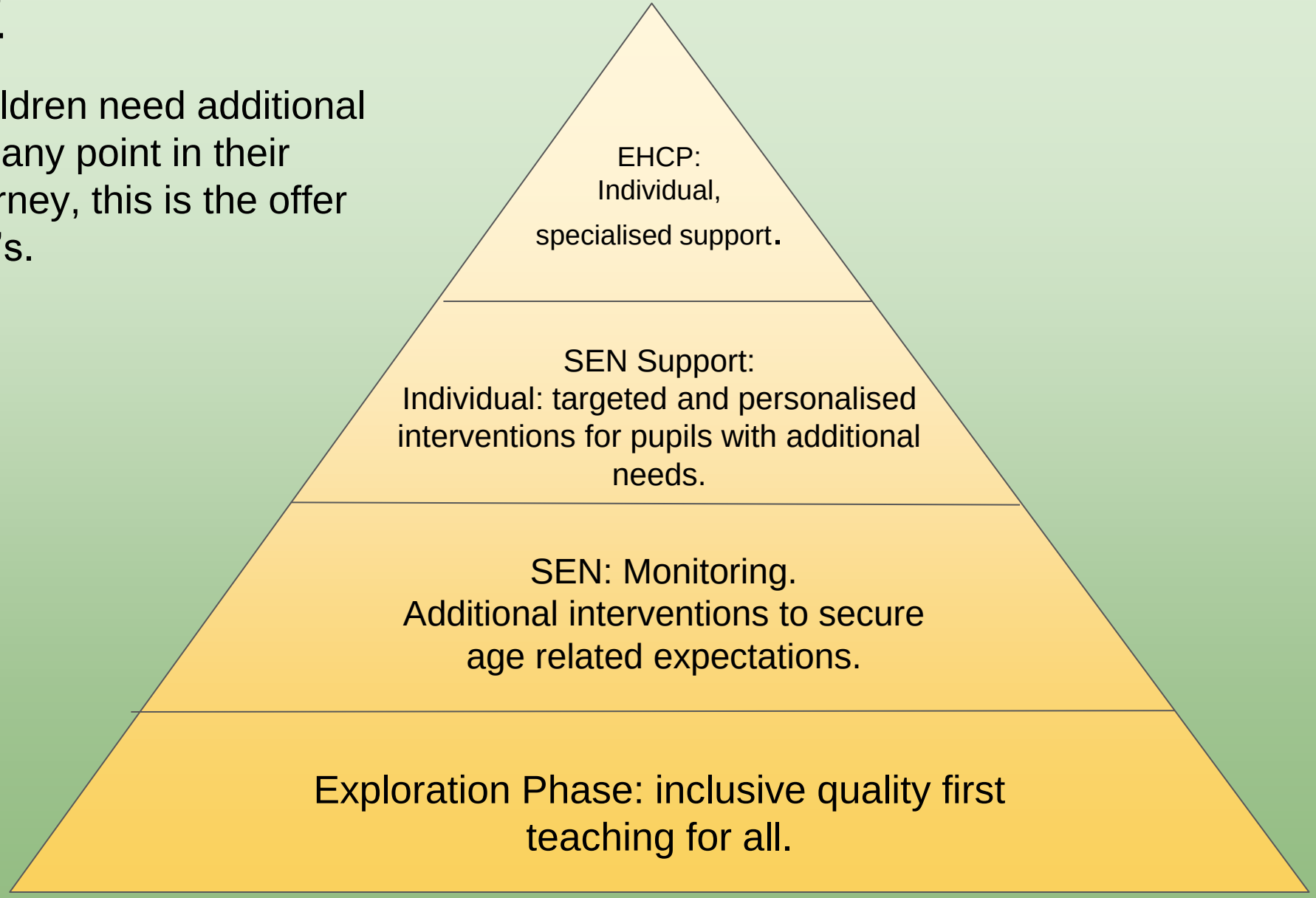
The Year 2 class Page/blog will be posted each Friday evening on the school website.

It will give an overview of the week, outline the learning for the following week and give details of events, special days and additional resources children will need. It is essential that this is checked each week so that children are fully equipped for the week ahead.
(Curriculum - Class Blog)

Documentation such as the Yearly Overview, Spelling lists and Book lists will also be included.

SEND

Should children need additional support at any point in their school journey, this is the offer at St Mary's.



Exploration Phase: inclusive quality first teaching for all.	SEN Monitoring: Additional interventions to secure age related expectations.	SEN Support: Individual: targeted and personalised interventions for pupils with additional needs.	EHCP: Individual, specialised support.



- When the monitoring phase has been implemented and assessment has taken place we can see if the interventions have been successful.
- If success has been achieved then the child returns to the exploration phase of inclusive quality first teaching for all.
- If showing small or no progress after interventions have taken place, then the child moves into the SEN Support phase. More in depth assessments will be completed in line with areas of concern. This will then lead to pupil passports with more bespoke targets for the individual pupil.

Communication

General queries or forgotten equipment / packed lunch etc - admin@stmarys698.herts.sch.uk or call the office

Academic or related to the class - Class teacher - in person after school or email to admin@ or call the office and leave a message for the class teacher to call back

Concerns outside of class teacher responsibility or after speaking with your class teacher - Headteacher

Safeguarding - Headteacher

head@stmarys698.herts.sch.uk

Thank you for coming.
Please do ask any questions you may have.

