

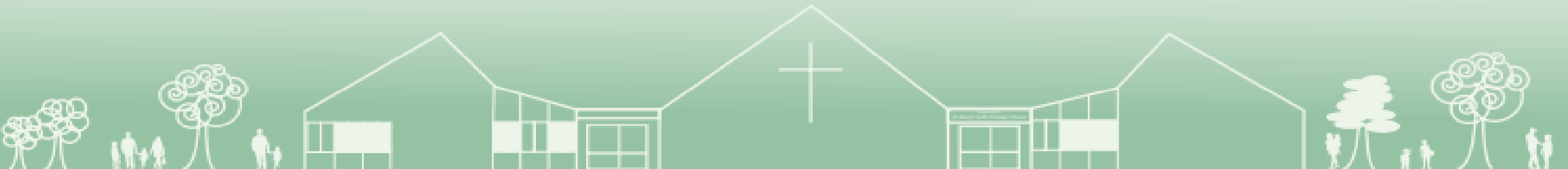


# Year 2

# Meet the Teachers

# Information Session

2025 - 2026



# Welcome to Year 2

Class Teachers: Mrs Lee, Mrs Bartram

**Other adults supporting Year 2:**

Mrs Partlett

Miss Bacchus

Miss Sissons

Mrs. Bennett: Wednesday afternoon: Computing, Spanish, PE

# Curriculum

# Weekly Timetable



	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	
<b>M</b>	Early morning work, handwriting – 1 group. 1 group: change reading books	<b>CW</b>	<b>English</b> To recognise 'but' as a conjunction	<b>B R E A K</b>	<b>Guided reading</b>	<b>Maths fluency</b>	<b>Maths</b> To be able to partition tens and ones on a place value chart	<b>L U N C H</b>	<b>Phonics</b>	<b>PE, Step 2</b>	<b>Music, Step 2</b> MN – session 1	<b>Reading</b>
<b>T</b>		<b>Phonics</b>	<b>RE</b> Step 2 Christian beliefs of the story				<b>Maths</b> To be able to partition 2-digit numbers in a part/whole model		<b>CW</b>	<b>Geography</b> Step 2 To learn the 5 oceans	<b>Library</b> (2:30-2:55) MN session 2	
<b>W</b>		<b>Phonics</b>	<b>English</b> Know what an adjective is; to know what a 2A phrase is				<b>Maths</b> To be able to write numbers to 100 in words		<b>CW</b>	<b>PE</b> Step 2	<b>Computing &amp; Spanish</b> Step 2	
<b>T</b>		<b>Phonics</b>	<b>English</b> Know what an adjective is; to know what a 2A phrase is				<b>Maths</b> To be able to flexibly partition numbers		<b>CW</b>	<b>Science</b> Step 1 MN – session 3/4		
<b>F</b>		<b>Phonics</b>	<b>English</b> To know what an exclamation mark is and begin using in a sentence				<b>Maths</b> To be able to flexibly partition numbers		<b>CW</b>	<b>PSHCE</b> Step 1	<b>Art/DT</b> Step 1	

PE days are Monday and Wednesday









# Half Termly

The curriculum will focus on one of the six values.

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Friendship</b>	<b>Compassion</b>	<b>Trust</b>	<b>Forgiveness</b>	<b>Courage</b>	<b>Perseverance</b>

A No Outsiders lesson, focusing on diversity and inclusion.

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 	Art gallery 	Rickmansworth Geography field trip 	Hampton Court Palace 

A reflection on the Year 2 key question:

Where are we in time and place?

# Half Term Overview

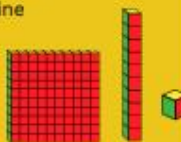
## YEAR 2 - AUTUMN 1 WHERE ARE WE IN PLACE AND TIME?

### 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

100



#### 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

$1+1=$	$0+1=$
$2+3=$	$5-3=$
$4+2=$	$8+2=$

### 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 can 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?

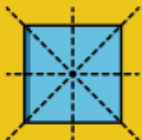
### Maths

#### 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



## Year 2 Knowledge Mat

### Numerals and Number Vocabulary

0	zero	10	ten
1	one	20	twenty
2	two	30	thirty
3	three	40	forty
4	four	50	fifty
5	five	60	sixty
6	six	70	seventy
7	seven	80	eighty
8	eight	90	ninety
9	nine	100	one hundred

### Counting

Count forwards and backwards from **any number in steps of 2**

Count forwards and backwards from **any number in steps of 3**

Count forwards and backwards from **any number in steps of 5**

Count forwards and backwards from **any number in steps of 10**

### Times Tables

x	2	5	10
1	2	5	10
2	4	10	20
3	6	15	30
4	8	20	40
5	10	25	50
6	12	30	60
7	14	35	70
8	16	40	80
9	18	45	90
10	20	50	100
11	22	55	110
12	24	60	120

### Fractions

$\frac{1}{2}$	a half
$\frac{1}{4}$	a quarter
$\frac{3}{4}$	three quarters

$\frac{1}{2} =$  two quarters

You can calculate fractions of numbers:

$\frac{1}{2}$  of 20 is 10.  
This is the same as dividing 20 by 2.

### Place Value

2 Digit Place value	Tens	Ones
Example 56 is	5	6
99	9	9
70	7	0

### Symbols and Vocabulary

x	multiply, times
÷	divide
<	is less than
>	is greater than
=	is equal to

### Time

There are **24 hours in a day**

There are **60 minutes in an hour** and a clock shows these in **5 minute intervals**

**Quarter to** is when the minute hand points to the 9 and the hour hand nearly points at the hour.

**Quarter past** is when the minute hand points to the three and the hour hand points past just the hour.

Quarter to 12      Quarter past 2

### Measurement Language

Metre m  
Centimetre cm

Kilogram kg  
Gram g

litre l  
Millilitre ml

Degrees centigrade °C

### 2D Shapes

Quadrilaterals have four sides

Parallelogram      Isosceles Trapezoid      Rectangle

Square      Trapezoid      Rhombus      Kite

A polygon is a 2D shape with straight sides

Triangle      Quadrilateral      Pentagon      Hexagon  
Heptagon      Octagon      Nonagon      Decagon

### Symmetry

Line of Symmetry

### Directional Language

Quarter turn is 1 right angle  
 $\frac{1}{4}$  turn is 3 right angles

### 3D Shapes

Faces, edges and vertices



# 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

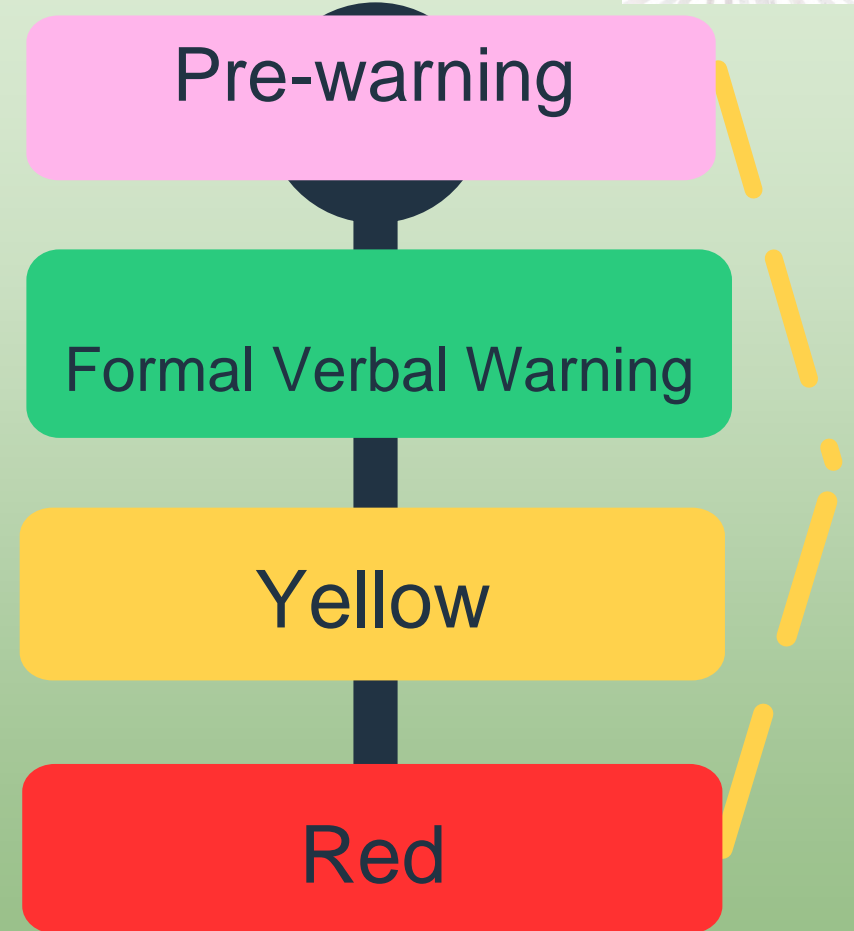
# Behaviour



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.



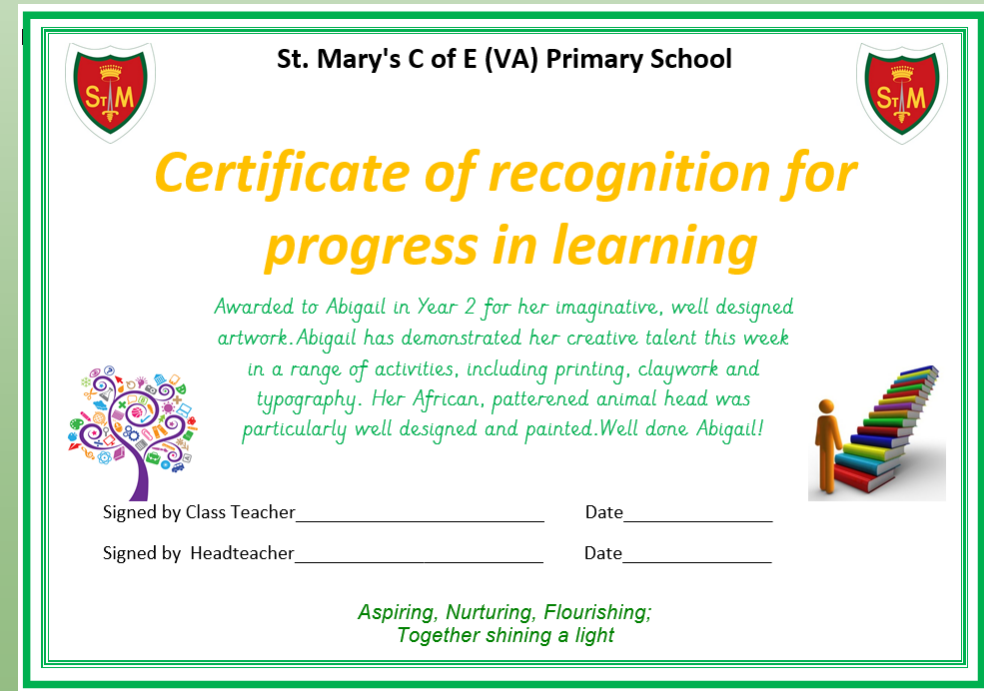
# Celebrating the class

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



# Home Learning

Homework will be set on Friday and checked the following Friday. Children should be in the green section at this time.

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



## **Spelling**

Spelling will continue as it was in Year 1.

We are assessing spelling of Reception and Year 1 CEW and will then send home spelling books with words to learn and sentences to write.

# 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*).

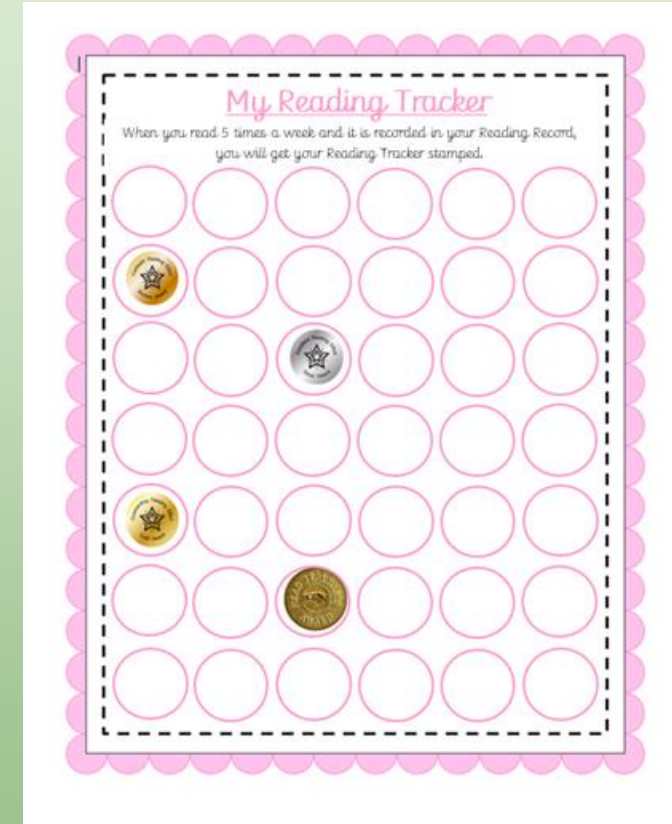


## **At school, children will...**

- 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 <u>Reception</u>	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 <u>Reception</u>	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 <u>Reception</u>	Phase 3		Ideally read the book three times – for decoding, fluency and expression
Yellow <u>Reception</u>	Phase 4		Ideally read the book three times – for decoding, fluency and expression
Blue <u>Year 1</u>	Phase 4	Continue to look through the book to find out what it is <u>about</u> . 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 <u>Year 1</u>	5a		Ideally read the book three times – for decoding, fluency and expression
Orange <u>Year 1</u>	5b		Ideally read the book three times – for decoding, fluency and expression
Turquoise <u>Year 2</u>	5c	Continue to look through the book to find out what it is <u>about</u> . 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 <u>Year 2</u>			Read book once
Gold <u>Year 2</u>		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 <u>Year 2</u>			Change when finished (aim for two a week)
Lime <u>Year 2</u>			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 Wood	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 Phuminuk	
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.



# Reading

Explore it (discussing language/illustrations)

Illustrate it (develop visualisation)

Talk about it (questions/talking points referring back to text)

Imagine it (link to real-life beyond text)

Create it (writing/creative opportunities inspired by text)

<https://www.booksfortopics.com/> Filter by Year Group, subject, topic etc.



Books in every day please!

# HAPPY BIRTHDAY

At St Mary's we love celebrating birthdays!

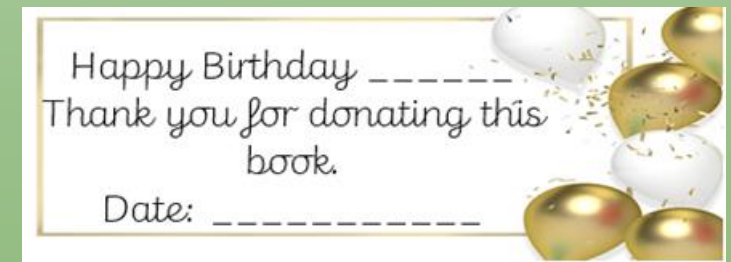
Year Five Reading Passport			
1. Beowulf	Michael Morpurgo		
2. The Girl who Speaks Bear	Sophie Anderson		
3. The Polar Bear Explorer's Club	Alex Bell		
4. A Place Called Perfect	Hilena Duggan		
5. The Night Bus Hero	Giggle O. Ruff		
6. The Indian in the Cupboard	Lynne Reid Banks		
7. Bird Woman in Black History	Vivian Hansen		
8. What Let the Grubs Out?	Mae Evans		
9. The Wolf Wilder	Katherine Rundell		
10. The Cube, the Wolf and the Wilds	Maudie Smith		
11. The Harry Potter Collection	J.K. Rowling		
12. The Boy at the Back of the Class	Giggle O. Ruff		
13. The Girl with Space in Her Heart	Lara Williamson		
14. The Day I was Erased	Lisa Thompson		
15. The Tamar Drake Equation	Christopher Edge		
16. Oranges in Norman's Land	Elizabeth Laird		
17. Time Travelling with a Hamster	Rose Welford		
18. Malindi	J.K. Rowling		
19. Malindi	Thomas Taylor		
20. Clockwork	Philip Pullman		
21. Everest	Alexandra Stewart		
22. The Bacteria Book	Steve Mould		
23. The Green Planet	Laura Stewart-Sharpe		
24. Space Maps	Lara Albanese		
25. Music	Nicholas O'Neill & Susan Hayes		
26. Being Me	L. Bromberg, M. Goodwin & L. Mould		

*Reading gives us a place to go when we have to stay where we are*



We want to give our children the opportunity to celebrate their birthdays but as a healthy school we ask that parents and carers do not send in any food (e.g birthday cakes, sweets or chocolate). Unfortunately, we are no longer able to hand out food at the school gates or at home time.

Instead, if your child would like to bring in something to celebrate, we ask that they bring in a book to add to our growing collection of books listed in our reading passports. The book will be clearly labelled with a birthday sticker and their name. The children will also be presented with their book donation during celebration assembly. The reading passports will be uploaded onto the school website and class page which can act as a suggested book list.



# 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 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 afternoon on the school website.

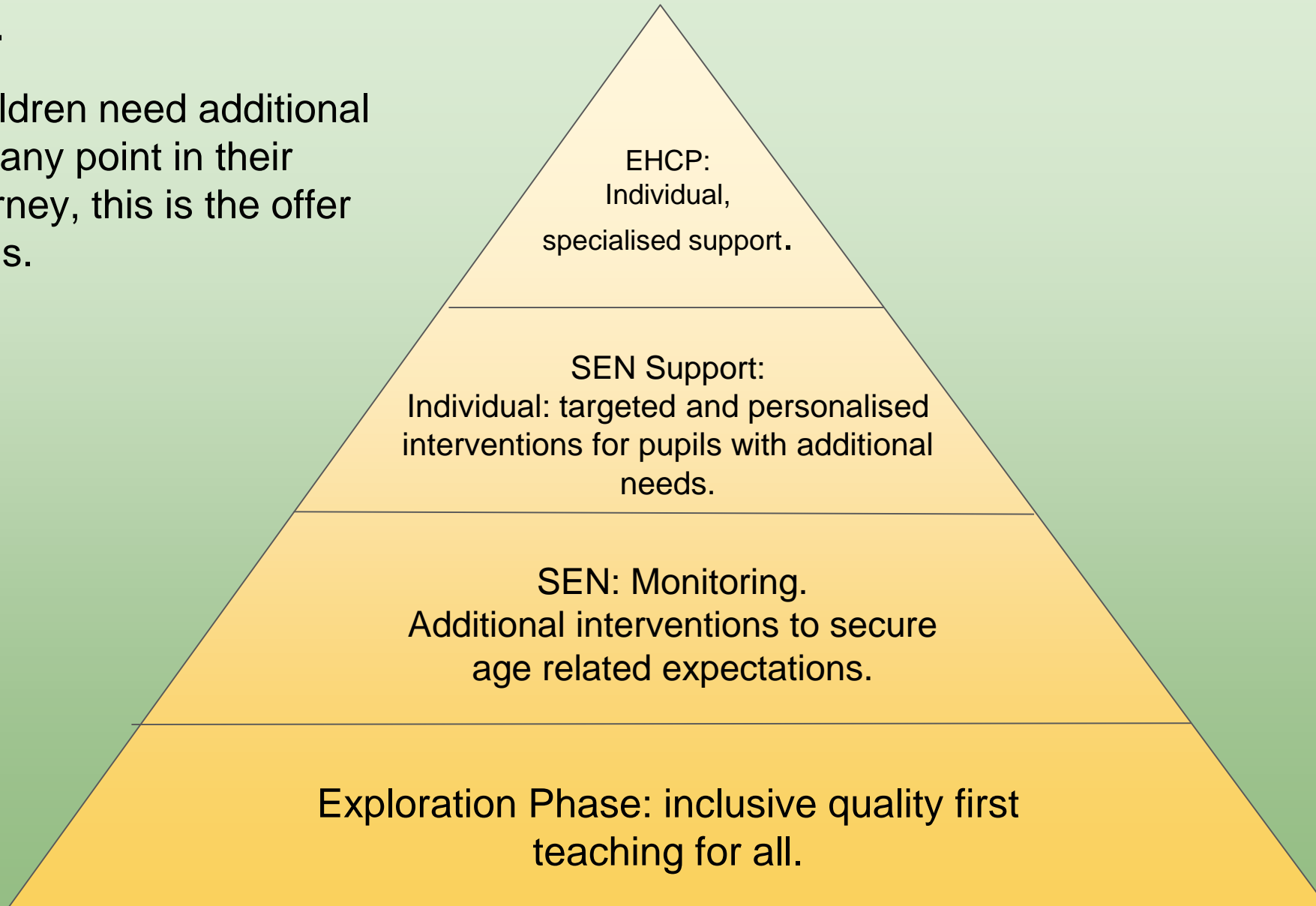
It will give an overview of the week, outline the learning for the following week and give details of events, special days and additional resources children will need. It is essential that this is checked each week so that children are fully equipped for the week ahead.

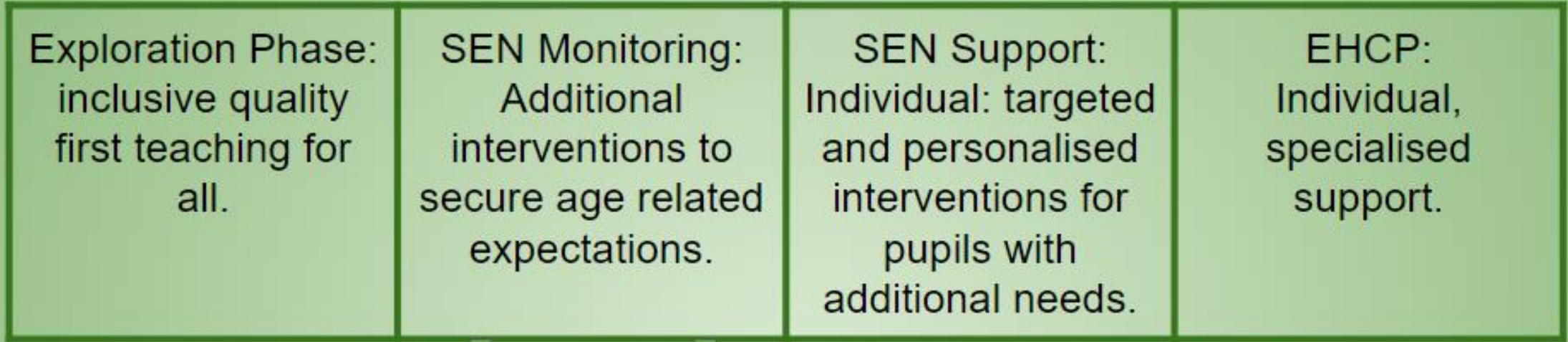
(Curriculum - Class Blog)

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.





- 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](mailto: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](mailto:head@stmarys698.herts.sch.uk)



Thank you for coming.

Please do ask any questions you may have.

