

YEAR 2 2026-7



CURRICULUM INFORMATION MEETING

What will be covered?

- The Year 2 Team
- Curriculum
- Celebration
- Home Learning
- Communication

The Year 2 Team



Mrs Hyams

Vole Class and
Year 2 Lead



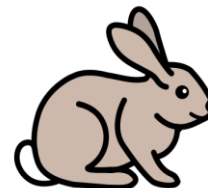
Miss Wilson

Squirrel Class



Miss Cunningham

Rabbit Class



The Year 2 Team



Mrs Rosling

3 days



Mrs Robinson

4 days



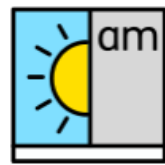
Mrs Alexander

4 days

PTFA

Suzy Neal – Chair of the PTFA

A Typical Day



AM

Register

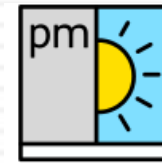
Assembly

English

Break

Phonics

Maths



PM

Lunch

Register

Science/Computing

Art/Life Learning/RE

History/ Geography

Uniform

Please ensure your child is wearing the correct uniform that follows the school policy and that all items are **labelled**. Children in Year 2 should still bring a book bag to school and only have one key-ring on them.

Standard analogue watches are permitted from Year 2 upwards. No smartwatches or digital watches are permitted at school.

One small, plain, stud earring in each earlobe is permitted. Children will need to be able to remove these themselves for all P.E. sessions. However, if you wish your child to continue wearing their earrings during PE then you will need to complete a disclaimer form.



PE

On Wednesday children will have PE sessions. Children will be expected come into school wearing their PE kits and will remain in their kits all day.

Please ensure all PE kits are in in line with the school's uniform policy.



PE Uniform

White polo / t-shirt



Navy shorts cycling short / royal blue shorts



Navy leggings / royal blue jogging bottoms



Royal blue sweatshirt / St Martin's hoodie



Plain white socks



Trainers / Plimsolls



Library

Children will visit the library **every FRIDAY afternoon** and be able to choose two books, one to take home and one to remain in their desk trays.

Please ensure library books are in book bags every Friday so your child can return and take a new book out.



Forest School

Each Year 2 class will have 1 hour weekly sessions led by **Miss Thomas**. Children will need to wear wellies, all in one rain suit these should be placed ideally in a blue drawstring bag and will remain in school.

Friday- Squirrel and Rabbit Class

Tuesday- Vole Class





Curriculum Enrichment

We are passionate about bring the curriculum to life for our children and have some wonderful events to look forward to this year.

Including;

- Trip to the British Wildlife Centre
- Dress up and theme days- Continents Day, Africa Day, At the Seaside Day
- Time Day, World Book Day
- Illustrator- Alex Brychta visit
- Partnership with Year 5



Celebrating Great Learning

Each week we will choose a Values Award winner a Star of the Week and Superstar of the Week who can choose a prize e.g. bring in a teddy for the day, hot chocolate, non- uniform day.

At the end of each term, class teacher will also award a Book Prize for one individual who has shown great progress, improvement or consistency that term.



Open Mornings and Afternoon

Open mornings/afternoons enable parents and carers to come into school and look through your child's books.

They are scheduled every term, on different days and times to enable parents and carers to make necessary provisions and attend.

Parent consultations will also take place before half term.



Learning Diary

The Learning Diary is a way of communicating between home and school. Every Friday we will place weekly learning sticker with important notices for the upcoming week.

In the diaries, we will also record when the children have read at school and you should record when you have read with your child at home. Children will read with an adult each week.

There is also a wealth of useful information, phonics support, term dates and a e-safety contract.

Please ensure that the learning diary is inside your child's bookbag daily, along with your child's school reading book.



Home Learning

Ways you can support your child's learning at home:

- Reading at home at least four times a week
- Complete weekly home learning task in 'Home Learning Books' due every Wednesday. **books are not to be decorated**
- Weekly spelling test practice (children will be tested)
- Holiday homework packs
- Focus common exception words and topic word of the week
- Numbots and Spelling Shed Games

Reading at home

Please do remember each school-book should be read **three** times once to develop **decoding** skill, the second time to build up **fluency** and reading with expression, last for **comprehension**.

Comprehension needs to be a priority as children become increasing confident readers.

Example questions;

What does the word ... mean?, Can you think of another word for?

What did the Tim say to Gran? How many flights to New York are there?

Why was mum upset when she saw the children's bedroom?

Can you tell me...? How do you know...?

What will happen when...?

Reading at home

As your children become increasingly confident reading. It is important they practice and develop secure skills reading with expression and understand the impact of punctuation.

In addition, support your child's understanding of different texts, styles and genres. How often are they reading or exposed to poetry, non-fiction and playscripts?

GPS and Handwriting

Children will have weekly GPS (Grammar, Punctuation and Spelling) sessions with targeted spelling and daily phonics sessions. Children who **did not** pass the phonics check will continue to receive additional weekly phonics interventions and will be re-tested each half term and resit the Phonics check in June.

In Year 2, our emphasis is on joined up writing. The children will have weekly handwriting lessons and will have pre-cursive and cursive letter practise as part of their home learning.

End of Year Expectations and Assessment

2019 KS1	Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
Purpose, range	write sentences that are sequenced to form a short narrative (real or fictional)	write simple, coherent narratives about personal experiences and those of others (real or fictional)	write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
Editing		write about real events, recording these simply and clearly	make simple additions, revisions and proof-reading corrections to their own writing
Punctuation	demarcate some sentences with capital letters and full stops	demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	use the punctuation taught at key stage 1 mostly correctly*
Grammar		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	
Spelling	segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others	segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	
	some common exception words*	spell many common exception words*	spell most common exception words*
			add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
Handwriting	form lower-case letters in the correct direction, starting and finishing in the right place		
	form lower-case letters of the correct size relative to one another in some of their writing		
		form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
	use spacing between words.	use spacing between words that reflects the size of the letters.	use the diagonal and horizontal strokes needed to join some letters.

	Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
Accuracy	Pupil can: read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)* read many common exception words.*	Pupil can: read accurately most words of two or more syllables read most words containing common suffixes* read most common exception words*	<i>If considering GDS teachers must be confident that pupils have met all the standards for working at the expected standard in addition to the statements below.</i>
Fluency	In a book closely matched to the GPCs as above, pupil can: read aloud many words quickly and accurately without overt sounding and blending sound out many unfamiliar words accurately	In age-appropriate¹ books, pupil can: read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words ² sound out most unfamiliar words accurately, without undue hesitation	
Understanding	In a familiar book that is read to them, the pupil can: answer questions in discussion with the teacher and make simple inferences	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	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

	Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
	The pupil can:		
Number and place value	read and write numbers in numerals up to 100 partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources ¹ to support them	partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus	
Calculation	add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus recall at least four of the six number bonds for 10 and reason about associated facts count in twos, fives and tens from 0 and use this to solve problems	add and subtract any two two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus 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 recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary	solve unfamiliar word problems that involve more than one step use reasoning about numbers and relationships to solve more complex problems and explain their thinking recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
Fractions		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	
Money	know the value of different coins	use different coins to make the same amount	
Time		read the time on a clock to the nearest 15 minutes	read the time on a clock to the nearest 5 minutes
Reading scales		read scales* in divisions of ones, twos, fives and tens	read scales* where not all numbers on the scale are given and estimate points in between
Geometry	name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties	name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.	describe similarities and differences of 2-D and 3-D shapes, using their properties

Communication

Please do keep up to date with key year group and school events and information via the weekly newsletter. As well as lots of useful information on the school's website.

We have the year group email address year2@stmartinsepsom.school

If you are reporting a child absence that should be emailed to the school office email address

office@stmartinsepsom.school

Thank You

We hope you have found this information helpful we look forward to an exciting year.

If you have any further questions please do not hesitate to ask.