



# Elm Class

Class teachers: Mrs Cooke

Teaching Assistants: Miss Lambert

PPA Cover: Mrs Byrne (RE)

SENCo/ Leadership Time: Dan (PE Specialist)

# Learning Environment

Elm Class consists of 18 lovely children who are taught by Mrs Cooke and 2 lovely Teaching Assistants.

Mrs Cooke is also a member of SLT and also the SENCo which means when Mrs Cooke is busy doing jobs across school (such as PPA or SENCo/ Leadership Time), Mrs Byrne teaches the children on a Wednesday afternoon. Then all day Thursday is covered by Miss Lambert & 2 Teaching Assistants and Dan the PE specialist.

In Year 2, we make learning exciting, active and fun. We follow a structured lesson approach to learning to prepare us for the transition to the Juniors. However, we still recognise the importance of play based learning. Therefore we also have continuous provision areas within the classroom. Each week, the children have 6 challenges to complete within their “busy” time (Phonics, Maths, Writing, Creative, Fine Motor and Construction. This is often within a lesson and sometimes when they have finished their work.

In the Autumn term, particularly in afternoons, Theme lessons run over 2 days. All children take part in the input and then some groups complete their work whilst other groups have busy time and then we switch the following day. As the year progresses and as we prepare for year 3, continuous provision decreases.

# Helping Hands

Anyone who knows a teacher will know we are avid collectors! We continually collect things that we know will come in useful for an activity to do with the children or resources which the children will love in continuous provision. We are always in need of the following things and we would be ever so grateful if you could help us in any way throughout the year. 😊

- Specialist visitors who can help us learn more about our topics
- Natural materials (conkers, acorns, pine cones)
- Wooden pallets, tyres, crates, cable reels (preferably treated wood)
- Recycling materials (useful boxes, cardboard, plastic bottles, tubs, fabrics, egg boxes, yoghurt pots, jars etc for junk modelling)
- Small world figures ( animals, play people, vehicles)
- Construction (old lego, meccano, k-nex or polydron)



# Curriculum

The Medium Term Plan is a resource for you to see what your child will be learning in each subject each half term. These can be found on the school website under the “curriculum” tab 😊

The medium term plans cover the skills and objectives that must be taught. These skills are then differentiated according to the children’s abilities. Children are taught to their ability, not their year group to ensure that all children make progress.



# Reading

Children are encouraged to read as much as possible, in school and at home.

In school reading is fundamental during all phonic lessons, English lessons and during shared reading.

Children will also take part in Guided Reading sessions weekly with Elm class teachers.

Planners will be checked every day and we will be changing the children's reading books on a Monday and Thursday providing the book has been completed and this has been recorded in the planner.

Children will have three days to explore and read a given book and they will be expected to read the text multiple times to develop confidence, gain fluency and develop their language understanding and comprehension skills.

# Home Reading Cycle

When reading with your children at home, following this structure will help ensure both decoding (reading) and comprehension are being developed 😊

| Day       | Skill Focus   | Key Questions  |
|-----------|---|--|
| Day One   | <ul style="list-style-type: none"><li>• Make predictions</li><li>• Describe characters and settings</li><li>• Identify tricky words and learnt phonemes (sounds)</li></ul> <p>Read the book, or chosen pages, with your child to explore characters and build the confidence for decoding the next day.</p>   | <ul style="list-style-type: none"><li>• What can you see on the front cover?</li><li>• Can you spot any tricky words or sounds?</li><li>• What could happen in this book?</li><li>• Is it a fiction or non-fiction? How do you know?</li></ul>                             |
| Day Two   | <ul style="list-style-type: none"><li>• Decoding to read – segmenting and blending.</li></ul> <p>Ask your child to read the book to you, support then to decode when/if required.</p>   | <ul style="list-style-type: none"><li>• Can you spot any sounds that you know before we read?</li><li>• Can you add sound buttons to the words that you don't know?</li></ul>  |
| Day Three | <ul style="list-style-type: none"><li>• Reading Fluency – practise reading so that children can read the majority of the book without having to stop often to sound out.</li><li>• Comprehension – understanding what they have read.</li></ul> <p>Ask your child to read the book to you again, practising their 'speedy reading' (reading without having to spot and segment words). Encourage your child to add expression to demonstrate their understanding.</p> | <ul style="list-style-type: none"><li>• Can you practise your speedy reading? Let's read the words that we know without saying each sound first.</li><li>• How did Chip feel? How do you know?</li><li>• Why/What/When/How questions to establish understanding.</li></ul> |



# PE

We will have 2 hours of PE on a Tuesday afternoon with Dan (PE specialist).

The children can come into school wearing full PE kits.

Please can you ensure all PE kit items are named and labelled especially shoes and hoodies. Thank you! 😊



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Elm Class Timetable (Y2) 2025/26

Aut 1 Timetable

Mrs Cooke

|      | 8:40- 9:15          | 9:15- 9:45                  |   | 9:45- 10:45                         | 10:45- 11:00 | 11:00-12:00             | 12.00 -1.00 | 1.00-3.00              |           |
|------|---------------------|-----------------------------|---|-------------------------------------|--------------|-------------------------|-------------|------------------------|-----------|
| Mon  | ASSEMBLY            | PHONICS                     | B | MATHS                               | B            | ENGLISH                 | L           | HISTORY/ GEOGRAPHY     |           |
| Tues | ASSEMBLY            | HANDWRITING<br>MISS LAMBERT | U | MATHS<br>ARITHMETIC<br>MISS LAMBERT | R            | READING<br>MISS LAMBERT | U           | PE<br>DAN              | PE<br>DAN |
| Wed  | PHONICS             |                             | S | MATHS                               | E            | ENGLISH                 | N           | RE<br>MRS BYRNE        |           |
| Thur | SINGING<br>ASSEMBLY | PHONICS                     |   | MATHS                               |              | ENGLISH                 |             | SCIENCE                |           |
| Fri  | ASSEMBLY            | PHONICS                     | Y | MATHS                               | K            | ENGLISH                 | H           | SPELLING &<br>HOMEWORK | DT        |





# School Planner

The school planners are a communication tool between home and school. The children hand them in daily.

Staff will record messages in the planner on the “school” side. You are welcomed to write and record any reading and comments on the “home” side. These will be checked regularly.

Children should aim to be reading at home for at least 5 minutes every night.

Please remember to record when the children have finished their reading book as this helps us know when to change them



# Reading

Children are encouraged to read as much as possible, in school and at home. Try to read with your child for **5 minutes every night**- it makes a huge difference!

Children take part in Guided Reading (1x weekly) with the Class Teacher or Teaching Assistant. We give the children 2 reading books as we expect them to finish 2 within the week. We do not expect both to be read at each point of changing books.

## **Reading Books**

We will now be changing the children's reading books on a **Monday** and **Thursday**. The children are encouraged to bring planners and reading books in every day.

Moving book band levels- this is matched to the children's confidence in previously taught phonics and spelling rules. These are reviewed regularly.



# Phonics

The children will have daily phonics/ spelling lesson. In the Autumn term, we will be revising Phase 5 with a particular focus on spelling and selecting the correct grapheme as well as revising blending to read words containing phase 5. Once the children are confident, we will begin Year 2 spelling rules for the rest of the year. This is to ensure the children are fully secure before any new learning.

Any children that didn't pass their phonics screening will be tested again on reading 40 real and nonsense words from phase 5) in **June 2026**.

glips



floost



splam



strobe



stair

haunt

lied

wove

This tests transferable and independent reading skills and equips the children with strategies to decode unfamiliar words and overcome barriers to learning.



# Spelling Homework

Is given out on a Friday and handed in on the following Wednesday and follows a cycle linked to coverage in school.

**Week 1:** Investigation of the spelling rule (paper based activity)

**Week 2:** Spelling words ready to learn for their spelling test the following Friday. The paper version of the sheet can be completed in their spelling books or alternatively, the children can access their Spelling shed (Ed shed QR code in the back of their planner) to play interactive games on a computer tablet or phone to revise the words for their spelling test. Visit: [www.edshed.com](http://www.edshed.com) to log in.

**Spelling (ED shed) will be checked on spelling test week.**



# Homework

This year, the whole school has changed our homework system. The children have one project to complete & hand in by the end of the half term. The project homework is optional.

The children can complete this in their book. However if it was a presentation or video that needed to be emailed, this could be sent to:

[enquiries@coupegreen.lancs.sch.uk](mailto:enquiries@coupegreen.lancs.sch.uk)

The children can then focus more on Reading daily, completing spellings weekly & also logging on to practise arithmetic fluency on NumBots for at least 10 minutes a week.



## MATHS HOMEWORK = NUMBOTS ( COMPLETED ON IPAD/ COMPUTER)

Homework has been significantly decreased from the previous years so that it gives busy families more time to focus on the important basic skills.

Although the project homework is optional, the completion of reading, spellings and Numbots is compulsory.

In the back of the your child's planners, you will find a TTRS (Numbots) login. This log in accesses Times Table Rockstars for KS2 but the same log in allows access to log in to NumBots (KS1).

Visit <https://play.numbots.com> to log in and get started.

For further parental support, watch the video below to learn more:

[\(8\) A Parents/Carers introduction to NumBots – YouTube](#)

The school office will follow with some further parent letters to support you at home.



## PARENT GUIDE

### ABOUT NUMBOTS

**What is NumBots?**

NumBots is an online maths learning platform that helps children learn how to add and subtract, improving their fluency and recall in basic mental maths, and equipping them with maths confidence.

**Why is NumBots important?**

Basic number skills are the essential building blocks for higher-level maths concepts. NumBots covers number recognition, number bonds, and addition and subtraction of double digit numbers; gradually helping your child to build a solid conceptual understanding of number sense.

**How often should my child play?**

We recommend a little and often approach; 3 minutes practice a day, 4 times a week is a good target.

### LOGGING IN

**What is my child's username and password?**

Your child's teacher will provide a unique username and password (or picture pin). Please encourage your child not to share their password with others.

**How does my child log in?**

Log in to NumBots on a browser at [play.numbots.com](https://play.numbots.com) and select Schools > Pupils > enter the school name or postcode. Select the correct school and then enter their username and password/pin details.

**Is there an App?**

Yes, there is an app for Amazon, Android and Apple devices. Please go to the relevant app store to download the app for free.

### HOW THE GAME WORKS

**Who is Rusty?**

Rusty is the central character of NumBots who needs help in his quest to find new parts to upgrade himself to a shiny diamond bot. Children progress through the game, unlocking levels and upgrading Rusty as they go.

**How does my child accessorise their Bot Avatar?**

When your child first logs in they will be able to choose a Bot Name and Bot Avatar. Coins earned by answering maths questions correctly can be spent in the Custom Shack on new parts to personalise their own robot.

**What is Story Mode?**

Story Mode consists of 18 stages, each containing numerous levels which players must pass to unlock the next, focusing on conceptual understanding of core maths. Using a variety of visual representations, Story Mode introduces different calculation strategies in a carefully sequenced order.

**What is Challenge Mode?**

Challenge Mode consists of rapid responses to essential maths facts against the clock. Each of the 30 challenges focuses on a key skill or objective, and each game lasts 1 minute. Unlike Story Mode, all of the challenges are available to play as soon as Challenge Mode is unlocked.

**NUMBOTS**  
numbots.com

## LEARNERS WITH DIFFERENT NEEDS

**The questions are too hard**

Encourage your child to be resilient and try each question a number of times. They are not expected to pass the level first time! They can also press the "I" icon for further instructions if they are stuck. If they are still struggling, please speak to your child's teacher.

**My child is unable to pass a level**

To earn the 2 or 3 stars required to pass a level, children must be both accurate and timely with their answers. If your child is getting 0 or 1 stars, they need to answer more quickly. This is deliberate, as it ensures that they have the number fluency required to move on to the next level. If your child cannot progress any further, we suggest going back to previous levels where they scored 2 stars and trying to score 3 stars on them all. Once completed with 3 stars, they should be fluent enough to pass the current level they're stuck on. If your child still needs more time to answer the questions, speak to their teacher about relaxing the time constraints in the accessibility settings.

**My child gets anxious playing in Challenge Mode**

The timer can be hidden in Challenge Mode via the settings. Press ⚙️ and ensure the "Show Timer" toggle is switched off.

**My child has visual impairments; what settings are available?**

Head to settings (press ⚙️) where the colour scheme can be changed to high contrast colour settings, which also helps to reduce the visual stimuli and declutter the screen. Children can also press the speaker icon next to each question for it to be read out loud.

### TROUBLESHOOTING

**My child's coins have suddenly dropped**

Another child may have logged in as your child. Please reassure your child that this can be rectified. Contact their teacher who can set a new password, refund any coins and talk to the class about online safety.

**My child has forgotten their login details**

Please contact your child's teacher for a reminder, as the NumBots team are unable to provide login details to parents for data protection reasons.

**My child finds it too easy**

We encourage all pupils to start at the very beginning of Story Mode, even those with strong maths skills, as they can progress through the early levels quickly which will help reaffirm the basics and make connections with the more difficult questions. You can speak to their teacher who can skip the first topics if needed.

**How can I tell if my child has completed their Activity Goal set by the teacher?**

When logged in, your child will be able to see how many minutes they have left remaining to reach their weekly goal in Game Data on the Game Modes screen. Once they have achieved their weekly Activity Goal, an animation of an arrow hitting a target will appear on their screen.

**Is NumBots safe?**

Yes. There are no adverts, no in-app purchases nor any chat functions. See more in our Privacy Notice (<https://numbots.com/privacy-notice/>).

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numbots.com

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# Wellbeing

In Elm Class, we are lucky to have such nurturing staff who the children know they can come to if they are worried, sad or upset in any way. We have a calm corner for those who may need additional space to have a break, talk to a grown up or to regulate their emotions using the mindfulness resources if they feel they need it.

If you are ever concerned about your child in school or at home, please talk to a staff member who will be there to listen, offer guidance or support. Staff can then ensure we keep an eye on the children and have regular check- ins to ensure all the children are safe and happy as can be.

Throughout the course of the day, we have dedicated mindfulness breaks- this can be colouring, yoga, singing, dancing or even meditation. The children recognise the importance of mindfulness and the impact it can have on their day.



# Meetings

Every class teacher has an open door policy which means parents can pass on messages or speak to staff at the beginning and end of each school day. If the discussion may take longer than 5 minutes, a teacher will be more than happy to arrange an appointment after school. This ensures that dedicated time can be given to parents and ensures routines can continue for the children in class.

Each year, we have an initial meeting at the start of the academic year which is a chance to meet the teacher and ask any questions. In the Autumn and Spring term, there will be a formal parent's evening where you can find out about your children's achievements and progress. This is followed by an end of year written report in the Summer term.

If your child has an SEND support plan, you will have more regular meetings to review progress against their SMART targets and discuss the impact of interventions.



# Awards

Each Friday, we have a Good News assembly where each class chooses 2 children for the Good News certificate. They get a special sticker and celebration in assembly. We also choose a reader of the week.

In this assembly, any extra- curricular or out of school achievements or awards (medals, certificates, rosettes, badges or trophies) can be shared in this assembly too.

Each half term, parents will be invited to an assembly if their child has been chosen for the special “Golden Merit” award. In this assembly, the children are presented with special badges which they can wear with pride. We also choose a reader of the half term who is then awarded a special “bookworm” badge.

# Catch up Learning

We regularly assess children's progress throughout the academic year at 10, 20 and 30 weeks.

We have regular pupil progress meetings with SLT and those identified as falling behind Age Related Expectation or those not having made enough progress will then be placed in intervention groups.

Some of these can be SEND children with SMART targets. Others can be those who need a little more support to boost progress.

Intervention groups can also be groups of pupils who may need an additional boost in a specific skill or subject. If your child is having any interventions, a teacher will let you know their targets.



# SATs

In May 2026, although now non- statutory, the children will have their SATs tests. These occur in Year 2 (at the end of KS1) and in Year 6 (at the end of KS2).

SATs are important but our main focus in Year 2 is that the children are happy, healthy, safe, enjoying learning and making good progress. We ensure there is no pressure placed on SATs for Year 2 and we build up to preparing for these in a balanced, fun and practical way in our usual lessons. Throughout every school year at week 10, 20 and 30, children complete “quizzes” (tests) which support Teacher Assessment. Therefore special “quizzes” (SATs) are nothing unusual in Year 2 and Year 6.

SATs in Year 2 are now optional. However, at Coupe Green, we still choose to complete them as we feel they are an important assessment tool and each year group is used to completing assessments in week 10, 20 and 30. These are conducted in the classroom. Some in class, some in small groups and for some, with a 1:1.



# Handwriting

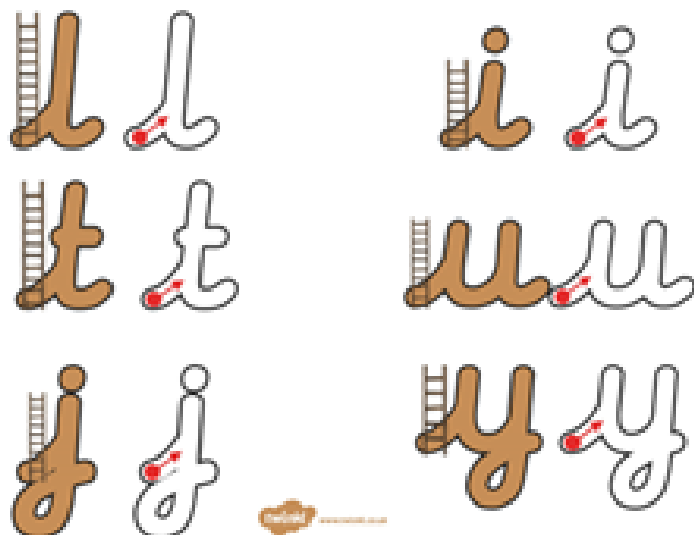
Handwriting is taught / modelled daily in English/ phonics with one discrete teach a week and regular opportunities to practise.

Learn to form letter families first, then vowel digraphs as we learn them. We follow a cursive progression using a scheme called “Letter Join”.

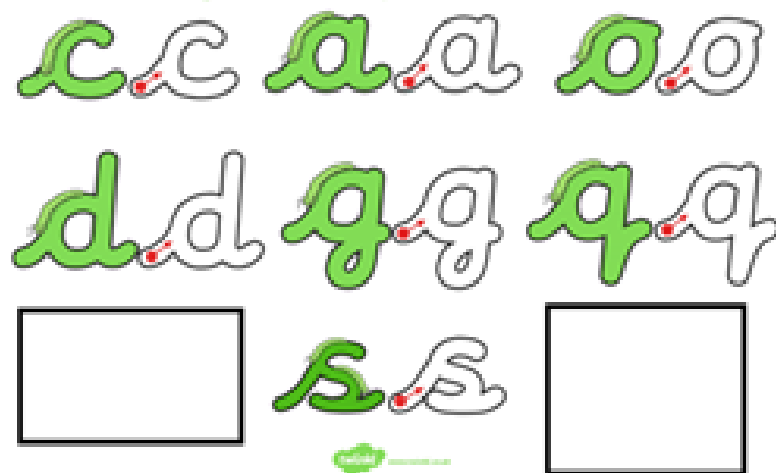
It is very important that children develop a strong tripod grip when writing to form letters accurately.

Support at home: Practice writing and mark making as much as possible, writing shopping lists, labels, diaries etc. Encourage children to pinch the pencil firmly.

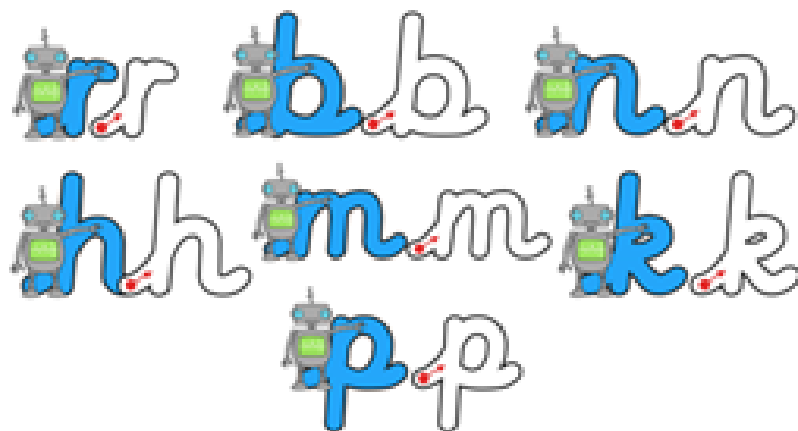
## Ladder Letters



## Curly Caterpillar Letters



## One-Armed Robot Letters



## Zigzag Monster Letters



Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv Ww

Xx Yy Zz



# Things to help at home



- Number bonds to 10 and 20,
- Count in 2s, 5s, 3s (x tables)
- Finding 1 more/less, 10 more/less
- Counting on and back from a given number
- Doubles and Halves
- Telling the time
- Reading as much as you can at home
- Letter and number formation
- Writing opportunities
- Learning the 2, 5 and 10 times table.
- Practising common exception words

By the end of Year 1, children should be confidently able to recognise, read and spell these words automatically. Any support with these words would be greatly appreciated. 😊

## Phase 2 to 5 Tricky Words

### Phase 2

I  
no  
the  
to  
go  
into

### Phase 3

he  
she  
we  
me  
be  
you  
are  
her  
was  
all  
they  
my

### Phase 4

said  
have  
like  
so  
do  
some  
come  
little  
one  
were  
there  
what  
when  
out

### Phase 5

oh  
Mrs  
people  
their  
called  
Mr  
looked  
asked  
could

The children need to be able to read and spell these words by the end of the year 1 and 2.  
If you could practise these at home, that would be amazing ☺

## Year 1 and 2 Common Exception Words

### Year 1

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

### Year 2

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

# Parent Pop In



At this parent pop in meeting, there were lots of resources for you to take home. However, the office will email these electronically so you always have them to hand! 😊 Keep an eye on your emails.

- Tricky word mats
- Common exception words
- Phonics sound mats to support spelling
- Reading comprehension questions to ask children when home reading.
- handwriting support
- Maths number formation
- Number bond and x table resources



# Thank you!

Web links to useful websites to support homework:

<https://www.topmarks.co.uk/>

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

<https://www.bbc.co.uk/bitesize/levels/z3g4d2p>

<https://www.ducksters.com/>