



# WELCOME TO YEAR 2

Information PowerPoint  
Autumn 2025

# Meet the Year 2 Team



**Miss Biles**  
Class Teacher



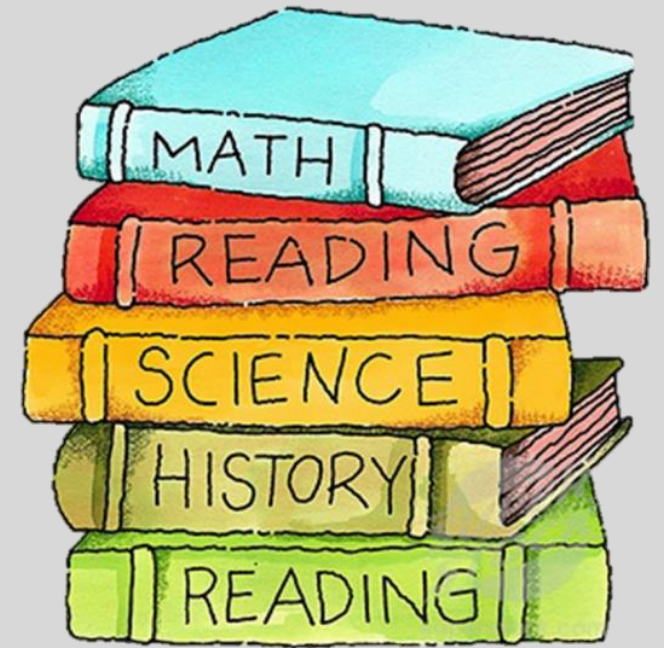
**Mr Gray**  
Teaching Assistant

# Our Classroom

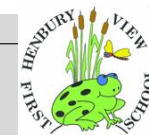


# Year 2 Timetable

| Time          | Activity                               |
|---------------|----------------------------------------|
| 8:40-8:50am   | Morning Activity                       |
| 8:50am        | Registration                           |
| 9:00-9:40am   | Phonics/spelling/reading               |
| 9:40-10:30am  | English or Maths                       |
| 10:30-10:45am | Assembly                               |
| 10:45-11am    | Playtime (followed by story and snack) |
| 11-12noon     | English or Maths                       |
| 12-1pm        | Lunchtime                              |
| 1-1:25pm      | Reading/Handwriting/quick maths        |
| 1:25-2:55pm   | Foundation Subjects                    |
| 3:20pm        | Home                                   |



## Year 2 Curriculum Map



### Year 2 Curriculum Map

|                              | Autumn 1                       | Autumn 2                              | Spring 1                         | Spring 2                  | Summer 1                   | Summer 2                                               |
|------------------------------|--------------------------------|---------------------------------------|----------------------------------|---------------------------|----------------------------|--------------------------------------------------------|
| <b>Science</b>               | Uses of Everyday Materials     | Animals, including humans             | Living things and their habitats |                           | Animals, including humans  | Plants                                                 |
| <b>History</b>               | Great Fire of London           | Florence Nightingale and Mary Seacole |                                  |                           | Pirates- Harry Paye        |                                                        |
| <b>Geography</b>             |                                |                                       | The UK                           | Maps of the World         |                            | The seaside and Poole Harbour: Comparison to Cape Town |
| <b>Art and Design</b>        |                                | Drawing- Picasso                      |                                  | Painting- Paul Klee       |                            | Sculpture- O'Keeffe                                    |
| <b>Design and Technology</b> | Mechanisms- wheels and axles   |                                       | Food                             |                           | Textiles                   |                                                        |
| <b>PE</b>                    | Fundamentals Gymnastics        | Dance Ball Skills                     | Invasion Sending and Receiving   | Net and Wall Fitness      | Target Games Team Building | Athletics Striking and Fielding                        |
| <b>PSHE</b>                  | Being Me in My World           | Celebrating Difference                | Dreams and Goals                 | Healthy Me                | Relationships              | Changing Me                                            |
| <b>Safety</b>                | Fire Safety                    | Body Safety                           | Road Safety                      | Stranger Danger           | Rail Safety                | Water and Beach Safety                                 |
| <b>RE</b>                    | Community and Belonging- Islam | Incarnation- Christianity             | Gospel- Christianity             | Salvation- Christianity   | Creation- Christianity     | Hajj- Islam                                            |
| <b>Computing</b>             |                                | Computer Systems and Networks         | Data Handling                    | Programming 1             |                            | Programming 2                                          |
| <b>Music</b>                 | Exploring Simple Patterns      | Focus on Dynamics and Tempo           | Exploring Feelings through music | Inventing a Musical Story | Music that makes you dance | Exploring Improvisation                                |

# Home Learning

You will receive a curriculum leaflet and home learning sheet with ideas of learning the children could do at home. Please only use this as a guide as I know the children will have lots of other imaginative ideas!

We love seeing all of the home learning the children get up to and the children really enjoy sharing their experiences with their peers. If you would prefer not to send learning into school, please email me a picture of the learning or places you have been and we can continue to share what the children have been up to.

## Home Learning Ideas

Autumn 1



For our first History learning journey, we will be travelling back in time to 1666 to experience the Great Fire of London. In DT we will be learning about wheels and axles, in order to become the designers and builders of a new fire engine. Home Learning is encouraged so that your child can share with you some of the knowledge and skills learnt in school as well as allow them to learn more and follow their own areas of interest. It can also help your child to become more involved in the learning and become more independent with their thinking. If you would like some ideas please use the list below, but these are merely suggestions, and it would be great to see what the children think of themselves.

We can't wait to see what the children produce this half term...

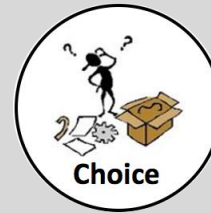
### Home Learning Ideas

- Make a moving car using junk modelling materials. What shapes will you need for different parts of the car? Which materials will work best?
- Design a new fire engine. Become a designer for a new fire engine. Draw a picture and label the important parts.
- Make a model of a Tudor house from 1666. Investigate how the homes were designed and made. What are the similarities and differences to modern houses?
- Write a fact-file on the Great Fire of London. Remember to include pictures and exciting facts.
- Many artists painted the Great Fire of London. Create your own artwork of the Great Fire. Which part of London will you paint? You could paint Pudding Lane, the River Thames, St Paul's Cathedral or other places that the fire spread to.
- Write an information leaflet on fire safety. How can you prevent a fire? What should you do if there is a fire?

# English- Reading

The children will read as a class at least three times a week. As the children's word reading becomes more fluent, the focus becomes more on their understanding of what they have read.

| <b>Vocabulary</b><br>Find and explain the meaning of words in context<br>                                                                                                                                                                                                                                                                            | <b>Infer</b><br>Make and justify inferences using evidence from the text<br>                                                                                                                                                                                                                                                                                            | <b>Predict</b><br>Predict will happen based on the details given and implied<br>                                                                                                                                                                                                                                                                                                     | <b>Explain</b><br>Explain how content is related and contributes to meaning as a whole<br>Explain how meaning is advanced through language choice<br>Explain themes/patterns<br>                                                                                                                                                                                                                                                                                                                      | <b>Retrieve</b><br>Retrieve and record information and identify key details from fiction and non-fiction<br>                                                                                                                                                                                                                                                                                          | <b>Summarise</b><br>Summarise the main ideas from more than one paragraph<br>                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>What do the words ..... and ..... suggest about the character, mood and setting?</li> <li>What word tells you that .....?</li> <li>Which key word tells you about the character/setting/mood?</li> <li>Find one word in the text that means?</li> <li>Find and highlight the word that is closest in meaning to.....?</li> <li>Find a word or phrase which shows/suggests that.....</li> </ul> | <ul style="list-style-type: none"> <li>Find and copy a group of words that show that.....</li> <li>How do these words make the reader feel?</li> <li>How does this paragraph suggest this?</li> <li>How do the descriptions of ..... show that they are .....?</li> <li>How can you tell that...?</li> <li>What impression do you get of ..... from these paragraphs?</li> <li>What voice might these characters use?</li> <li>What was .....</li> </ul> | <ul style="list-style-type: none"> <li>From the cover what do you think this book is going to be about?</li> <li>What is happening now? What happened before this?</li> <li>What do you think is going to happen after?</li> <li>What does this paragraph suggest will happen next?</li> <li>What makes you think this?</li> <li>Do you think the choice of setting will influence how the plot develops?</li> <li>Do you think ....will happen? Yes, no or</li> </ul> | <ul style="list-style-type: none"> <li>Why is the text arranged in this way?</li> <li>What structures has the author used?</li> <li>What is the purpose of this text feature?</li> <li>Is the use of ..... effective?</li> <li>The mood of the character changes throughout the text. Find and copy the phrases that show this.</li> <li>What is the author's point of view?</li> <li>What affect does .... have on the audience?</li> <li>How does the author engage the reader here?</li> <li>Which words and phrases did ..... effectively?</li> <li>Which section was the</li> </ul> | <ul style="list-style-type: none"> <li>How would you describe this story/text?</li> <li>What genre is it? How do you know?</li> <li>How did.....?</li> <li>How often.....?</li> <li>Who had.....?</li> <li>Who is...?</li> <li>Who did...?</li> <li>What happened to...?</li> <li>What does ..... do?</li> <li>How..... is .....?</li> <li>What can you learn from ..... in this section?</li> <li>Give one example of....</li> <li>The story is told from whose perspective?</li> </ul> | <ul style="list-style-type: none"> <li>Can you number these events 1-5 in the order that they happened in the story?</li> <li>What happened after.....?</li> <li>What was the first thing that happened in the story?</li> <li>In what order do these chapter headings come in the story?</li> <li>Can you summarise in a sentence the opening/middle/end of the story?</li> </ul> |





# Books Going Home

## Learn to Read Book

Your child will read this confidently and it matches the phonics they have been learning in school that week

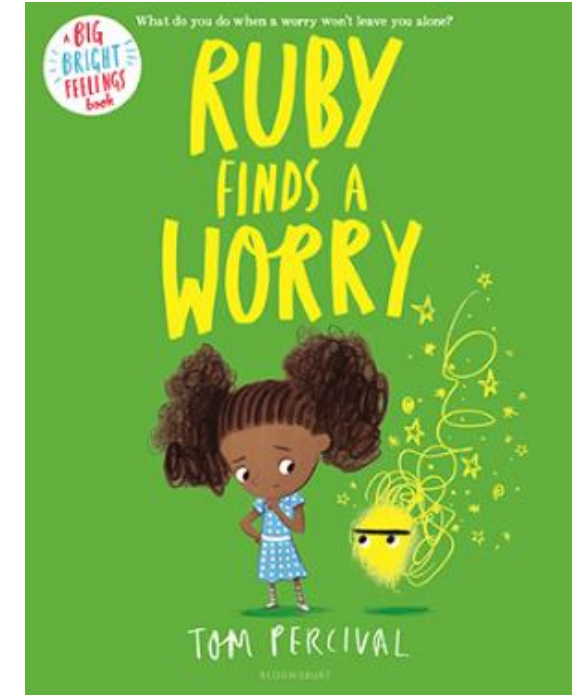
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## Book Bag Book

Matches your child's current phonics learning and knowledge of red words but gives your child the opportunity to read these in a book they haven't seen before.



When children have completed **Read, Write Inc.**, they will bring home a Learn to Read book that is colour banded White or Lime. We do also have banded books right the way through KS2 now so it may be that they may also begin reading some of the Brown books too.



## Love to Read Book

A book chosen by your child from the library to share together at home.

# Reading Records

You don't need to write too much!

## Examples:

- \*A signature and tick three times stating you have simply read the book is great!
- "X read most green words independently but struggled with sh sound so we worked on this together."
- "X read all of the speedy green words in under 1 minute. We played games to beat her time."
- "After the third read, X was confident on all sounds apart from nk."

## Learn to Read Books

These are the books we would love to see recorded in your reading record **at least x3 per week**.

You can of course log other reads from your own selection and library books too!

Reading with your child is one of the most important things you can do to help at home. We will keep a weekly check of who is reading at least x3 times per week, please do let us know if you want any further support. We are always happy to help!



# Learn to read books



## Story Green Words



Ask children to read the words first in Fred Talk and then say the word.



Dizzy Duck Crow cheep pond row  
bank splash twig tow

Ask children to say the syllables and then read the whole word.

duckling willow cannot

Ask children to read the root first and then the whole word with the suffix.

follow → followed stay → stayed

cheep → cheeped

Encourage your child to use the phrase 'Fred talk, read the word' when they are practising key story green words that will appear in the book.

It is useful to go through these words before reading the book.

## Speedy Green Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.



|        |        |      |       |
|--------|--------|------|-------|
| yellow | know   | show | jump  |
| slow   | yellow | know | show  |
| jump   | sat    | swim | stay  |
| tree   | then   | help | throw |

These words will be at the back of the book. Encourage your child to read these speedily. Keep revising and practising the words that your child is less confident with over the week.

# Free Oxford eBook Library

The screenshot displays the Oxford Owl website interface. At the top, the 'OxfordOWL' logo is on the left, and 'Help', 'Join us', and 'Log in' links are on the right. Below the logo is a green banner featuring a cartoon owl and a speech bubble that says 'Let's get them flying!'. A search bar with the placeholder 'Enter keyword...' and a 'Quick book search' link is positioned to the right of the owl. Below the banner is a navigation bar with green buttons for 'Home', 'Reading', 'English', 'Maths', 'At school', and 'Books'. To the right of the navigation bar are filters: 'Show all eBooks', 'Covers' (with a grid icon), 'Detail' (with a list icon), and three dropdown menus for 'All Ages', 'Levels', and 'Book type'. Below these filters is a grid of 18 eBook covers arranged in three rows of six. Each cover has a small orange circle with a white 'e' in the bottom right corner. The covers include titles like 'MARV', 'Winnie & Wilbur STAY AT HOME', 'Gone to School', 'Dad's Birthday', 'Kitty', 'Noah's Ark', 'The Trunk and the Skunk', 'Friendship', 'Dolphin Rescue', 'The Frog Prince', 'Winnie & Wilbur AT THE SEASIDE', 'INCREDIBLE ANIMALS', 'Pippi LONGSTOCKING', 'Terror of the Seas', 'Tidy Up, Winnie!', 'ALL ABOARD THE COLOURS TRAIN', 'Disgusting Donzil', and 'Goodnight, Sleep Tight'.

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Series

MARV

Winnie & Wilbur STAY AT HOME

Gone to School

Dad's Birthday

Kitty

Noah's Ark

The Trunk and the Skunk

Friendship

Dolphin Rescue

The Frog Prince

Winnie & Wilbur AT THE SEASIDE

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Tidy Up, Winnie!

ALL ABOARD THE COLOURS TRAIN

Disgusting Donzil

Goodnight, Sleep Tight

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## Henbury View First School Spelling Logbook



Dear Parents,

Each week your child will receive a sheet that details the focus sound/s or spelling rule that has been focused on that week in school. Please use the variety of games and activities below to help your child practise these important spellings.

- **Review** – begin spelling sessions reviewing words or rules from previous weeks. Mark together, highlighting parts that may be incorrect. Can you come up with your own rule or rhyme to help you remember the tricky part together?
- **Say** the focus words in funny voices changing the parts that are tricky to remember
- **Look, say, cover, write and check** – mark together
- **Dictation** – Say the focus word within a sentence your child writes down, focus marking on the target word
- **Four in a row game** – a mini spelling quiz of 4 words targeting the focus sound or rule. Mark together and see if they can get four in a row!
- **Mark it** – You write down the spelling correctly or incorrectly then ask your child to mark it for you. Did they spot your mistakes?

We love to see your work, please use this book to record any spelling home learning.

# Log Books

## Red Words

| Red Ditty Level |        |         |        |         |       |        |         |        |  |
|-----------------|--------|---------|--------|---------|-------|--------|---------|--------|--|
| put             | the    | I       | no     | of      | my    | for    | he      |        |  |
| Green Level     |        |         |        |         |       |        |         |        |  |
| your            | said   | you     | be     | are     |       |        |         |        |  |
| Purple Level    |        |         |        |         |       |        |         |        |  |
| to              | me     | go      | baby   | put(s)  | your  |        |         |        |  |
| Pink Level      |        |         |        |         |       |        |         |        |  |
| I've            | like   | all     | we     | want    | her   | call   | she     | I'm    |  |
| something       | into   | so      |        |         |       |        |         |        |  |
| Orange Level    |        |         |        |         |       |        |         |        |  |
| what            | do     | today   | they   | old     | I'll  | was    |         |        |  |
| Yellow Level    |        |         |        |         |       |        |         |        |  |
| some            | saw    | watch   | school | small   | their | who    | tall    | one    |  |
| I've            | baby   | fall    | any    | where   | were  | wall   | there   |        |  |
| Blue Level      |        |         |        |         |       |        |         |        |  |
| does            | other  | two     | could  | ball    | would | water  | wash    | anyone |  |
| over            | wasn't | through | once   | brother | whole | people |         |        |  |
| Grey Level      |        |         |        |         |       |        |         |        |  |
| should          | were   | there   | call   | want    | come  | one    | through | many   |  |
| could           | are    | other   | was    | two     | who   | you    | said    | your   |  |
| what            | school | mother  | to     | the     |       |        |         |        |  |
| water           | great  | brother | above  | who     |       |        |         |        |  |
| what            | small  | any     | here   | so      |       |        |         |        |  |



## Henbury View First School Spelling Logbook



Another important element to our spelling work is learning to read and spell common exception or red words. These words may not follow the focus sound and spelling rules we have been working on and we need to work hard to remember them. You can use all of the same strategies on the previous sheet to help you rehearse these words.

**Top tip:** Circle the part of the word that doesn't sound right, discuss how and why it is different and come up with strategies together to remember it. Mnemonics is a great strategy for words like these.

e.g. Said – silly ants in dresses

# Please remember to bring book bags into school every day with these key items in



There are routines and systems in place that ensures your child will receive all of the books they need as well as new log book slips for the week.

It is difficult for us to manage this if book bags are not in school every day with all of these items.

# Top Tips for reading at home

- Ask your child to read the title
- Look at the picture on the cover
- Talk about what the book might be about based on the image and title

- *I think this book could be about.....because.....*
- *On the cover I can see.....and this makes me think....*
- *The title says.....so I think.....*



## Ask Questions

Ask questions about the story as you read it  
e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

# Top Tips for reading at home

## I Spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?



## Make it Fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

## Be Seen

Make sure you are seen reading. Keep books magazines at easy reach.

## Make Space

Have a special place or a certain time when you read together.





Year 2  
Recommended Reads



Please can an adult tick and initial when the book has been read

# Reading Awards

Please do not feel you need to buy the books on this list, you can borrow many of these from school using our class book swap.

We will check the lists once a term to see who needs to be celebrated with a certificate in assembly. Please bring in your ticked sheets on these dates:

**Monday 15<sup>th</sup> December 2025**

**Monday 23<sup>rd</sup> March 2025**

**Monday 13<sup>th</sup> July 2026**  
(We will remind you of these!)

| Book title | What did you think of the book? Least? Did you like it? Does it remind you of any other books you've read? | Date and parent signature |
|------------|------------------------------------------------------------------------------------------------------------|---------------------------|
|            |                                                                                                            |                           |
|            |                                                                                                            |                           |
|            |                                                                                                            |                           |
|            |                                                                                                            |                           |
|            |                                                                                                            |                           |
|            |                                                                                                            |                           |
|            |                                                                                                            |                           |
|            |                                                                                                            |                           |

**Bronze Reader**

★ Well done ★  
for reading 6+ books

\_\_\_\_\_

Date \_\_\_\_\_ Signed \_\_\_\_\_

**Silver Reader**

★ Well done ★  
for reading 12+ books

\_\_\_\_\_

Date \_\_\_\_\_ Signed \_\_\_\_\_

**Gold Reader**

★ Well done ★  
for reading 18+ books

\_\_\_\_\_

Date \_\_\_\_\_ Signed \_\_\_\_\_

# English- Writing

Over the year, we will ensure that the children can experience and write both fiction and non-fiction, and different writing styles within these (e.g. letter writing, instructions, recounts, etc.). Our work during our reading sessions will support the writing, both through looking at structure and vocabulary. The children will have a clear purpose and audience for each piece of writing.

For writing, we follow the Reading into Writing process. This ensures that children are fully immersed in the genre and have the opportunity to pick apart excellent examples of the genre before writing their own pieces. The children create a toolkit of the skills they need which acts as a success criteria for their own writing.

Punctuation and grammar skills will continue to be taught throughout the year. We will start by revisiting and securing the independent application of the skills from Year 1 before moving on to the Year 2 curriculum. Here are the Year 2 punctuation and grammar objectives that we will focus on this year:

When reading at home, please pick out these skills and if the children choose to write, please edit with the children to include these accurately.

| Transcription                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KPI                                                                                                                                                            |
| Form capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters                                    |
| Use spacing between words that reflects the size of the letters                                                                                                |
| Segment spoken words in phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others |
| Spell many common exception words<br>(Evidence of using red word mat to spell words that correlate to the group colour they are on.)                           |
| Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)                                                              |
| Use the diagonal and horizontal strokes needed to join some letters                                                                                            |

| Composition                                                                                           |
|-------------------------------------------------------------------------------------------------------|
| Write simple, coherent narratives about personal experiences and those of others (real and fictional) |
| Use past and present tense correctly and consistently                                                 |

| Grammar and Punctuation                                                                                             |
|---------------------------------------------------------------------------------------------------------------------|
| Demarcate most sentences in their writing with capital letters and full stops, and use question marks when required |
| Use co-ordination (e.g. and, or, but)                                                                               |
| Use subordination (e.g. when, if, that, because) to join clauses                                                    |

# English- Spelling Logs

## Spelling Logs

The words sent home in the spelling logs give the children a chance to practice the phoneme or spelling rule that we have been focusing on during the week in our phonics sessions. Please ensure the spelling logs come into school on a **Friday** in the bookbags so the new spellings can be stuck in. Please don't feel like you must practice the words in the book- if the children would prefer to practice them in a different way then that is fine. We would just ask that you comment in the spelling log so we can see what they have done



### Henbury View First School

#### Spelling Logbook

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- **Mark it** – You write down the spelling correctly or incorrectly then ask your child to mark it for you. Did they spot your mistakes?

We love to see your work, please use this book to record any spelling home learning



### Henbury View First School

#### Spelling Logbook

Another important element to our spelling work is learning to read and spell common exception or red words. These words may not follow the focus sound and spelling rules we have been working on and we need to work hard to remember them. You can use all of the same strategies on the previous sheet to help you rehearse these words.

**Top tip:** Circle the part of the word that doesn't sound right, discuss how and why it is different and come up with strategies together to remember it. Mnemonics is a great strategy for words like these.

e.g. Said – silly ants in dresses

# English- Spelling

## Red words

Red Words, also known as common exception words, are words that the children cannot phonetically spell. There is a copy of these words stuck in the spelling log and the reading record. The children are given time weekly to practice these words at school and please practice them at home as well in whichever way you would like to

### Red Words

| Red Ditty Level |        |         |        |         |        |         |         |        |
|-----------------|--------|---------|--------|---------|--------|---------|---------|--------|
| put             | the    | I       | no     | of      | my     | for     | he      |        |
| Green Level     |        |         |        |         |        |         |         |        |
| your            | said   | you     | be     | are     |        |         |         |        |
| Purple Level    |        |         |        |         |        |         |         |        |
| to              | me     | go      | baby   | put(s)  | your   |         |         |        |
| Pink Level      |        |         |        |         |        |         |         |        |
| I've            | like   | all     | we     | want    | her    | call    | she     | I'm    |
| something       | into   | so      |        |         |        |         |         |        |
| Orange Level    |        |         |        |         |        |         |         |        |
| what            | do     | today   | they   | old     | I'll   | was     |         |        |
| Yellow Level    |        |         |        |         |        |         |         |        |
| some            | saw    | watch   | school | small   | their  | who     | tall    | one    |
| I've            | baby   | fall    | any    | where   | were   | wall    | there   |        |
| Blue Level      |        |         |        |         |        |         |         |        |
| does            | other  | two     | could  | ball    | would  | water   | wash    | anyone |
| over            | wasn't | through | once   | brother | whole  | people  |         |        |
| Grey Level      |        |         |        |         |        |         |         |        |
| should          | were   | there   | call   | want    | come   | one     | through | many   |
| could           | are    | other   | was    | two     | who    | you     | said    | your   |
| what            | school | mother  | to     | they    | father | watch   | anyone  | whole  |
| water           | great  | brother | above  | where   | here   | someone | another | walk   |
| what            | small  | any     | here   | son     | would  |         |         |        |

# Handwriting

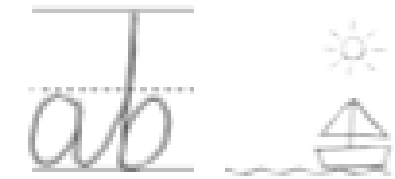
We are starting a new handwriting programme this year; RWI Handwriting. The children will learn 2 basic joins in Year 2; the **arm join** and the **washing line join**.

<https://www.henburyview.dorset.sch.uk/page/?title=Writing&pid=93&action=saved>

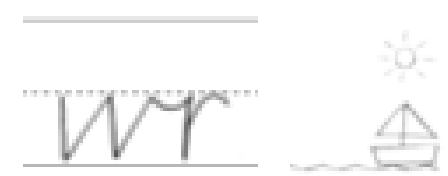
arm to boat



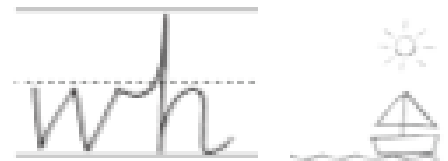
arm to sun



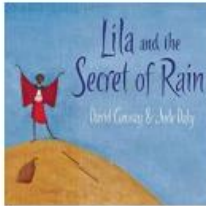
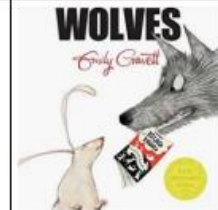
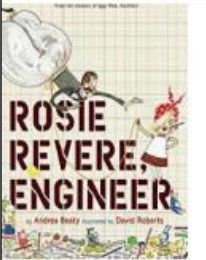
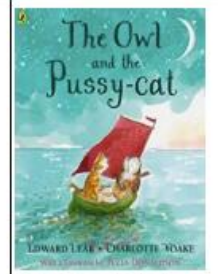
washing line to boat



washing line to sun



# English writing LTP

| Year 2                                                                              |                                                                                                                                                                                                                                    |                                                                                       |                                                                                                                                                                                                                                            |                                                                                       |                                                                                                                                                                           |                                                                                       |                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1                                                                            |                                                                                                                                                                                                                                    |                                                                                       |                                                                                                                                                                                                                                            | Autumn 2                                                                              |                                                                                                                                                                           |                                                                                       |                                                                                                                                                                                                                       |
|    | <b>Fiction:</b><br><b>Linked texts:</b><br>The Proudest Blue<br>Malalas Magic Pencil<br>We are Water Protectors<br>Secret Sky Garden<br><br><b>Concepts:</b><br>Diversity/cultures represented (inc BV), <b>Strong Female Lead</b> |    | <b>Non-Fiction:</b><br>Diary recount<br><b>Linked texts:</b><br>Fire Cat<br>Toby and the Great Fire of London<br><br><b>Concepts:</b><br>Diversity/cultures represented (inc BV), <b>Historical</b>                                        |    | <b>Fiction:</b><br><b>Non-Fiction:</b><br>Instructions<br><b>Linked texts:</b><br>Magic Mayhem by Enid Blyton<br><br><b>Concept:</b><br><b>Literary heritage/classics</b> |    | <b>Poetry:</b><br><b>Linked texts:</b><br>Poems Aloud: An anthology of poems to read out aloud<br><br><b>Concepts:</b><br>Diversity/cultures represented (inc BV), <b>Poetry</b>                                      |
| Spring 1                                                                            |                                                                                                                                                                                                                                    |                                                                                       |                                                                                                                                                                                                                                            | Spring 2                                                                              |                                                                                                                                                                           |                                                                                       |                                                                                                                                                                                                                       |
|    | <b>Fiction:</b><br><b>Linked texts:</b><br>The Dark Owl who was afraid of the dark<br>Bear Under the Stairs<br><br><b>Concept:</b><br><b>Best-selling authors</b>                                                                  |    | <b>Non-Fiction:</b><br><b>Linked texts:</b><br>Katie in London<br>Paddington at the Palace<br>Kid's Travel Guide to London<br>Bucks The Palace Cat<br><br><b>Concepts:</b><br><b>Geographical, Diversity/cultures represented (inc BV)</b> |    | <b>Fiction:</b><br><b>Linked texts:</b><br>Beware of the Bears<br>#Goldilocks<br><br><b>Concept:</b><br><b>Traditional Tales</b>                                          |    | <b>Non-Fiction:</b><br><b>Linked texts:</b><br>Walk with a Wolf<br>Little Red Riding Hood<br>Into the Forest<br>Red Riding Hood was Rotten<br><br><b>Concepts:</b><br><b>Traditional Tales, Best-selling authors,</b> |
| Summer 1                                                                            |                                                                                                                                                                                                                                    |                                                                                       |                                                                                                                                                                                                                                            | Summer 2                                                                              |                                                                                                                                                                           |                                                                                       |                                                                                                                                                                                                                       |
|  | <b>Fiction:</b><br><b>Linked texts:</b><br>The Barnabus Project<br>The Night Gardener<br>An Anthology of Aquatic Life<br><br><b>Concept:</b><br><b>Powerful PB</b>                                                                 |  | <b>Non-Fiction:</b><br><b>Linked texts:</b><br>The Building Boy<br>There's a Tiger in the Garden<br>The Day the Crayons Quit<br>We're going to Find a Monster<br><br><b>Concept:</b> <b>Strong Female Lead</b>                             |  | <b>Fiction:</b><br><b>Linked texts:</b><br>The Dragonsitter<br>The Night Dragon<br><br><b>Concept:</b><br><b>Fantasy</b>                                                  |  | <b>Poetry:</b><br><b>Linked texts:</b><br>The Further Adventures of the Owl and the Pussy Cat<br><br><b>Concept:</b><br><b>Poetry</b>                                                                                 |

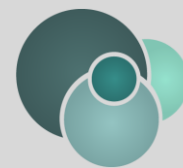
# Maths

In Maths, we follow this daily lesson structure:



This allows children to constantly consolidate their number facts, which supports them when approaching new concepts and more complex problems.

We will primarily use NCETM as our guide for teaching the main activities. This also provides us with high-quality pictorial representations of the mathematical concepts we are teaching (for Place Value, Addition and Subtraction, Multiplication and Division and Fractions). For other areas of the curriculum and to supplement our learning, we will use White Rose resources (for measures, statistics, geometry).



**NCETM**  
NATIONAL CENTRE FOR EXCELLENCE  
IN THE TEACHING OF MATHEMATICS



# Maths

We will continue to use concrete resources and pictorial representations to help our learning journey, ensuring the children develop conceptual understanding of the concepts that we look at. The children will be given time to ‘experience’ the maths by using hands on thinking before moving through the learning journey. At all stages the children will be given opportunities to problem solve and make connections between different areas of maths. Maths can often be very abstract, so we aim to ensure that the children notice the real world applications of maths and see the worth in what they are learning about.



# Maths – problem solving

A new addition to our maths curriculum this year will be dedicated time to teaching problem solving skills and strategies.



**Problem solving and reasoning are not just tasks to complete, it's a way of working and thinking mathematically:**

- Being able to draw on a range of strategies
- Being systematic and methodical
- Knowing how to approach a problem and having the confidence to try
- Perseverance and patience
- Grappling – being flexible with their approach
- Applying a range of knowledge and knowing what knowledge could apply
- Justifying and discussing their ideas

## Strategies

- **Trial and Improvement (Aut 1)**
- Working systematically
- Working backwards
- Visualising and manipulating
- Reasoning and convincing
- Conjecturing and generalizing
- Pattern spotting

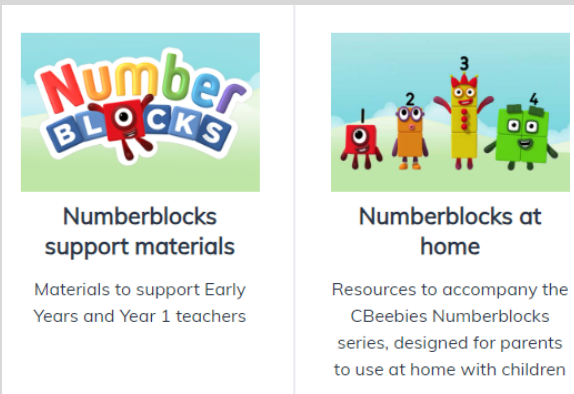


# Maths – mastering number

In Year 1 and Year 2, we will also be using the Mastering Number programme to supplement our learning.

This programme aims to to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.

The programme utilises Number Blocks as a high-quality support for learning mathematics.



# Maths- Times Tables

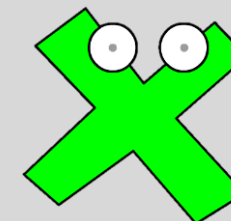
Times tables are used in lots of areas of mathematics, for example fractions, area, perimeter, money as well as multiplication and division calculations. Fluency and quick recall are also essential for multi-step problem solving and real word applications.

We are going to teach times tables for 1 lesson per week as well as during daily starters. This lesson will involve a chance for children to be tested on their steps, independent practice of their next step and teacher led teaching of the times table.

## Maths Rockstars

- Children assessed at the start of each year to gain a baseline
- Have a step at a time to achieve- to move up, they must be able to **recall previous 2 steps and complete new step within 5 minutes**
- Children to have pupil log in book bags to show progress
- Please ensure Maths Rockstars logs are in bookbags on a

**FRIDAY**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

| Step 12       |               | Step 13         |                 | Step 14       |               |
|---------------|---------------|-----------------|-----------------|---------------|---------------|
| $18 \div 2 =$ | $16 \div 2 =$ | $12 \times 3 =$ | $6 \times 3 =$  | $3 \div 3 =$  | $33 \div 3 =$ |
| $= 10 \div$   |               |                 |                 |               |               |
| 2             | $4 \div 2 =$  | $= 3 \times 4$  | $9 \times 3 =$  | $= 24 \div 3$ | $18 \div 3 =$ |
|               | $= 2 \div$    | $2 \times 3 =$  | $8 \times 3 =$  | $12 \div 3 =$ | $27 \div 3 =$ |
| $14 \div 2 =$ | 2             |                 |                 | $6 \div 3 =$  | $15 \div 3 =$ |
|               | $= 8 \div$    | $= 3 \times 1$  | $5 \times 3 =$  |               |               |
| $6 \div 2 =$  | 2             |                 |                 | $21 \div 3 =$ | $= 9 \div 3$  |
| $= 22 \div$   | $24 \div 2 =$ | $3 \times 7 =$  | $3 \times 3 =$  |               |               |
| 2             |               | $10 \times 3 =$ | $= 11 \times 3$ | $30 \div 3 =$ | $= 36 \div 3$ |
| $12 \div 2 =$ | $20 \div 2 =$ |                 |                 |               |               |



SCORE: \_\_\_\_\_

Challenge 14

# Maths - Yearly Overview

## Year 2

| Autumn 1                                                                                                                                                                                                                               | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Year 1 recap</u></p> <p><u>Number, Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>Revise: Composition of numbers 20-100 (1.9)</li> <li>Addition and subtraction mentally: Bridging 10 (1.11)</li> </ul> | <p><u>Number, Addition and Subtraction</u></p> <p>Addition and subtraction:</p> <ul style="list-style-type: none"> <li>Subtraction as difference (1.12)</li> <li>2-digit and 1-digit numbers (mentally) (1.13)</li> <li>2-digit and multiples of 10 (1.14)</li> </ul> <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> <li>Structures of multiplication meaning equal groups (2.2)</li> <li>2 x tables and commutativity (2.3)</li> <li>10 and 5 x tables (2.4)</li> </ul> | <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> <li>Commutativity of multiplication and division, including relationship between doubling and halving (2.5)</li> <li>Division structures of quotitive (grouping) and partitive (sharing) (2.6)</li> </ul> <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>Addition of two 2-digit numbers (formal method) (1.15)</li> <li>Subtraction of two 2-digit numbers (1.16)</li> </ul> <p><u>Measures</u></p> <p>Money:</p> <ul style="list-style-type: none"> <li>Recognise and use symbols for pounds and pence, combine amounts to make a particular value Find different combinations of coins to make the same amount</li> <li>Solve simple problems in a practical context, including addition, subtraction of money and giving change</li> </ul> | <p><u>Geometry</u></p> <ul style="list-style-type: none"> <li>Identify and describe the properties of 2D shapes, including number of sides and line symmetry in vertical line</li> <li>Identify and describe 3D shapes, including edges, vertices, and faces</li> <li>Identify 2D shapes on 3D shapes Compare and sort 2D and 3D shapes</li> <li>Order and arrange combinations of mathematical objects in patterns and sequences</li> </ul> <p><u>Number, Addition and Subtraction</u></p> <p>Counting in 3s</p> <p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>Name and describe the fractions one-half and one-quarter (revisit) and one-third in relation to length, shapes and space</li> <li>Read and write the fraction notation for <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math> (3.1, 3.2)</li> <li>Find <math>\frac{1}{3}</math> and <math>\frac{1}{4}</math> of a number</li> <li>Find <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of an object, shapes, set of objects, length or quantity</li> <li>Recognise equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul> | <p><u>Measurement</u></p> <ul style="list-style-type: none"> <li>Compare and sequence intervals of time</li> <li>Tell the time to hour, half hour, 15 minutes, 5 minutes, including using language quarter past and quarter to, including drawing hands on a clock face</li> <li>Know the number of minutes in an hour, hours in a day, days in a week, including names days in order</li> <li>Choose and use appropriate standard units to estimate and measure length/ height (cm, m), mass (kg, gm), capacity (ml, L), to the nearest appropriate unit, using rulers, scales, containers, measuring vessels</li> <li>Compare and order different measurements using , =</li> </ul> | <p><u>Measures</u></p> <p>Choose and use appropriate units of measurement (temperature), including use of thermometers</p> <p><u>Geometry</u></p> <p>Use mathematical vocabulary to describe position, direction, and movement, including understanding relationship between a straight line and right angles and quarter, half, and 3-quarter turns (both clockwise and anti-clockwise)</p> <p><u>Statistics</u></p> <ul style="list-style-type: none"> <li>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>Ask and answer simple questions involving the above</li> <li>Ask and answer questions involving the above</li> </ul> |

# PE

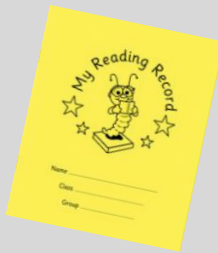
- Our PE sessions are scheduled for **Tuesday** and **Friday**. Tuesday's session will be an indoor lesson and on Friday we will be outside (weather dependent!)
- Please ensure that PE kits come into school on a Monday and we will send them home on a Friday to be washed. Please also check that all PE kit is clearly named and that the children have some warmer clothes (e.g. joggers, PE jumper) for when the weather starts to get colder



# Things to Remember

## Bookbags and Reading Records

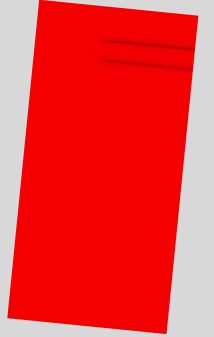
Please ensure bookbags come into school **everyday**. This is so we can record any reading we do or give out any letters. In KS1, the children will take home 3 books. One to support their phonics learning, one to read as a shared reader and one as a personal choice from the library. We will be checking reading records every **Friday** to acknowledge any comments you have made



Please remember to put names on any uniform, PE kit or personal belongings.

## Spelling Logs

Please ensure spelling logs come into school in the bookbag on a **Friday** so the new spellings can be stuck in



## Home Learning

We love sharing home learning at school so please bring this in whenever you wish

## PE Kits

PE kits need to come in on a **Monday** and will be sent home every **Friday**



## Snack

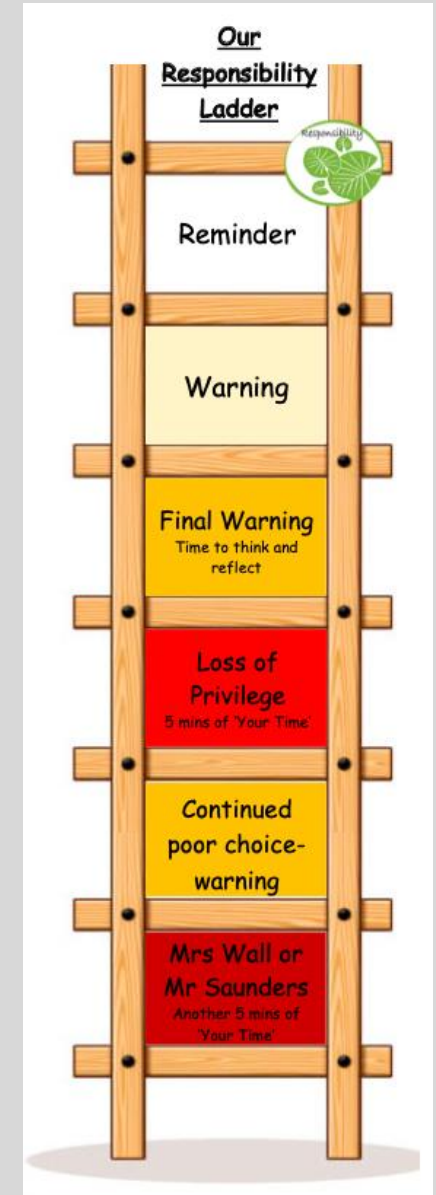
In KS1, the children are provided fruit at breaktime. If you wish to, you may send your child to school with a snack. We ask if this could still be a healthy choice e.g. fruit or plain biscuits.



# Responsibility Ladder and 'Your Time'

We continue to use our responsibility ladder as part of our behaviour policy. This ensures that there is consistency across classrooms and members of staff. Rewards and praise are used across the school to celebrate successes and positive behaviour and learning choices (e.g. team points, stickers, etc.)

'Your Time' is a 30-minute session on a Friday afternoon, where children get to choose an activity that they would like to do. This allows them to be individuals, work with staff and children from across the school and follow areas of interest. Each child starts each week with 30-minutes of 'Your Time', and minutes are deducted for negative behaviour choices (see ladder). This ensures that children that always make the correct choices, whether that be inside or outside of the classroom, are celebrated and rewarded for their behaviour.





This year we are going to introduce the children to The Zones of Regulation. This is a research based approach to helping children identify and regulate their own emotions and their behaviour responses to these. For example:

“It’s OK to feel cross with your friend, but it’s not OK to shout at them. What can you do instead when you feel cross?”

*“We believe that regulation is essential for leading a healthy and meaningful life. At The Zones of Regulation, we empower learners of all ages to understand the full range of their feelings, as well as explore tools and strategies to support their well-being.”*  
- Zones of Regulation Inc.





We will begin by teaching the children what regulation is. As the year goes on, children will learn to identify which 'zone' they are in at different points during the day. They will then learn different strategies that they can use to regulate their emotions, so that they are able to cope with how they are feeling in a healthy way.

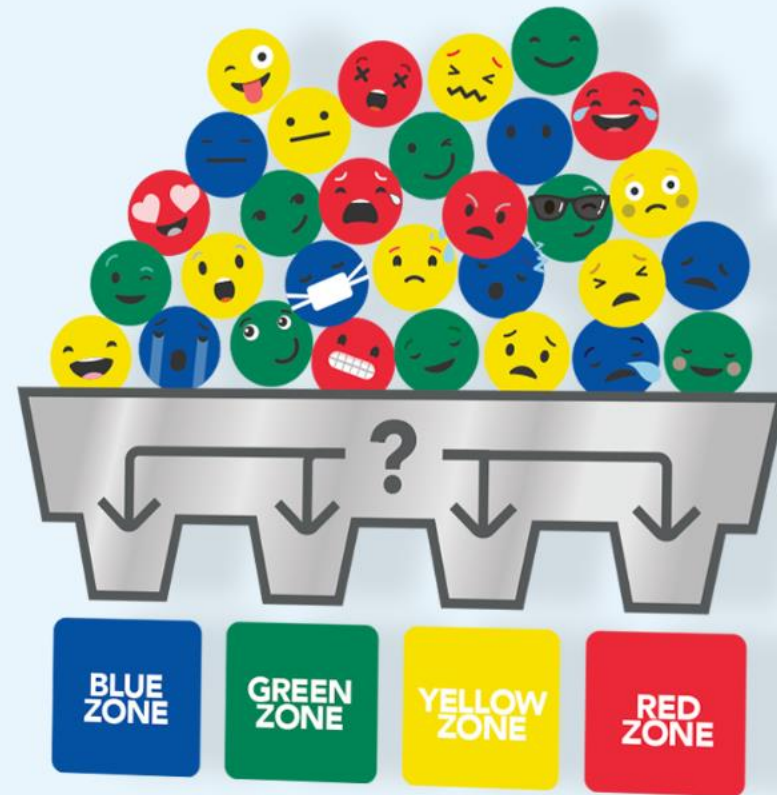


## Why Teach Self-Regulation?

Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognize when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.

## Sorting Our Emotions Into Four Zones

Feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique within our brains and bodies. To make them easier to talk about, think about, and regulate, The Zones of Regulation organizes our feelings, states of alertness, and energy levels into four colored Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. We learn to regulate our Zones to meet our goals and task demands, as well as support our overall well-being.



# All the Zones are Okay

A core belief of The Zones of Regulation is that all the Zones are okay. We routinely experience several of the Zones across a day. It's critically important that we don't convey the message that the Green Zone is the only acceptable Zone to be in. Acknowledge, accept, and support these feelings, never make anyone feel like the Green Zone is the norm.



# Home/school bridge

Look out for the Zones of Regulation 'bridge' information that will come out with bulletins.

This will inform you about which concepts we are currently learning as a whole school and how you can support and consolidate this learning at home.

## Concept 1 - What is Regulation?



### WHAT ARE WE LEARNING?

In this concept we learned what **regulation** is and how it helps us. Regulation means being able to adjust or control something so it works well.

- We discussed different things we can regulate, such as the speed of a fan or the temperature of water.
- We explored how we can also regulate our body in a variety of ways:

|                                   |                                   |                                      |                                             |                                                         |
|-----------------------------------|-----------------------------------|--------------------------------------|---------------------------------------------|---------------------------------------------------------|
| Eating a snack to regulate hunger | Drinking water to regulate thirst | Taking a nap to regulate being tired | Putting on a jacket to regulate temperature | Using deep breathing to regulate feelings and behaviors |
|-----------------------------------|-----------------------------------|--------------------------------------|---------------------------------------------|---------------------------------------------------------|

Some things in our body are easier to regulate, like temperature or hunger, while others take more time to learn, such as being able to regulate our feelings. In fact, adults continue to develop these skills as we work to manage the stressors in life.



### WHY IS IT IMPORTANT?

Regulation is an important skill that helps us manage life's ups and downs. It supports our ability to work, to interact with others, and to feel more comfortable throughout our day. To put it another way, regulation supports our well-being.



### ASK AND SHARE

To help with learning, discuss these questions together.

- What are some things we can regulate, adjust, or manage?
- What is a way you can regulate your body? How does that affect how you feel?



### BRIDGE ACTIVITY: REGULATION CHARADES

Take turns pretending to regulate different things around your space or within your body, then guess what action is being acted out. Make your guess using the sentence below:

**I think you are regulating \_\_\_\_\_ by \_\_\_\_\_.**  
(Example: I think you are regulating the lights by using the dimmer switch.)



THE ZONES OF REGULATION

© 2024 Zones of Regulation



ZONES BRIDGE

# Self-Regulation

## 5-4-3-2-1 GROUNDING TECHNIQUE

- 5 THINGS YOU CAN SEE
- 4 THINGS YOU CAN TOUCH
- 3 THINGS YOU CAN HEAR
- 2 THINGS YOU CAN SMELL
- 1 THING YOU CAN TASTE

## GROWTH MINDSET

- M** I'm motivated to learn
- I** I can achieve anything
- N** I notice and celebrate small wins
- D** I discover how I can do better
- S** I'll practice self-reflection
- E** I'll put in my best effort
- T** I trust my abilities

## STAR BREATHING



## SIZE OF THE PROBLEM

-  **Emergency**  
I AM IN DANGER OR HURT.  
I NEED IMMEDIATE HELP.
-  **Huge Problem**  
I AM ANGRY.  
I FEEL OVERWHELMED.
-  **Medium Problem**  
SOMETHING IS BOTHERING ME.  
I FEEL ANXIOUS.
-  **Small Problem**  
I CAN SOLVE THE PROBLEM ON MY OWN.
-  **Little Problem**  
I CAN SOLVE THE PROBLEM QUICKLY.

## BREATHING EXERCISES



**BEE BREATHING**  
Take a deep breath and exhale through your nose while humming like a bee.



**CANDLE BREATHING**  
Take a deep breath and blow out the candle on the cupcake.



**DRAGON BREATHING**  
Take a deep breath and roar like a dragon to breathe out fire.



**BUBBLE BREATHING**  
Take a deep breath and blow slowly and calmly through the bubble wand to make bubbles.

# Contact us...

We are really looking forward to an exciting year ahead. We hope you have found this information useful. There is also lots of information on the website:

<https://www.henburyview.dorset.sch.uk/page/?title=Year+3&pid=32>

If you have any questions about anything in this PowerPoint, or if you have any questions or queries at any point during the year, please don't hesitate to email us or the school office at:

[office@henburyview.dorset.sch.uk](mailto:office@henburyview.dorset.sch.uk)

[year2@henburyview.dorset.sch.uk](mailto:year2@henburyview.dorset.sch.uk)