



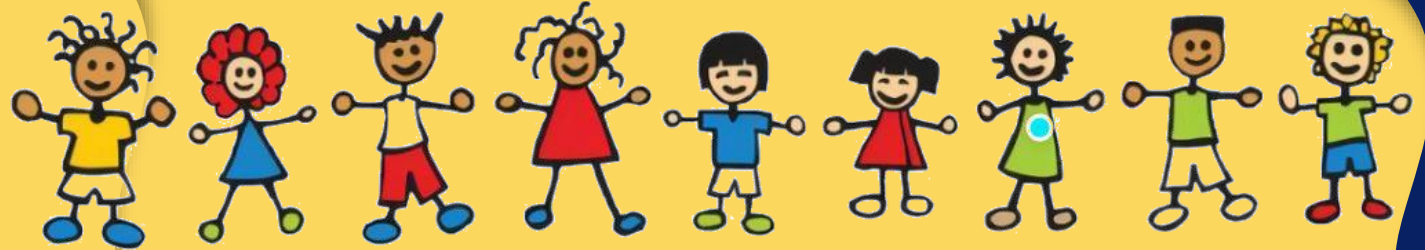
Welcome
to...



...putting children at the heart of all we think, say and do.

Our Team...

Welcome to Year 2



2NK
Miss Kauser
Class Teacher

2A
Miss Arif
(YGL)

25K
Miss
Kauser
Class Teacher

Pupil Support
Assistants:

Mrs Bibi
Mrs Ali
Mrs Abir

Pastoral Support

Mr Clayton



Our Curriculum



Reading, Writing and Maths



Assessment and Intervention



Other areas of learning





01

We have a broad curriculum which covers all areas of learning. Please use the parents' overview to talk to your child about what they will be learning this term.

MATHS

Measurement

Children will learn:

- O'clock and half past
- Quarter past and Quarter to
- Tell the time past the hour
- Tell the time to the hour
- Tell the time to 5 minutes
- Understand minutes in an hour
- Understand hours in a day

Position and direction

Children will learn:

- Use language of position
- Describe movement
- Describe turns
- Shape patterns with turns

RE:

Being honest, open and truthful

Being attentive to the sacred as well as the precious

PSHE:

PSHE: Importance of Sleep; Keeping Healthy; Growing; Keeping Safe in the Environment

Children will learn:

- Why sleep is important
- Why medicines can keep people healthy and manage allergies
- The importance of eating healthily
- How to look after their teeth
- How to manage their feelings and ask for help when needed
- About risks and hazards at home and how to deal with emergencies

TERMLY EVENTS:

Trip to Coventry Transport Museum -

Wednesday 21st May 2025

HISTORY

Consolidation on transport

Educational visit to Coventry Transport Museum

MUSIC: Friendship song / Exploring improvisation

Children will learn:

- Listen and appraise music
- Practise playing the instrument and then perform their song!

ART:

This term in Art, we are looking at sculpture.

Children will be:

- developing pattern making techniques.
- exploring carving as a form of 3D art.
- designing a relief tile using different decoration techniques
- comparing the work of artists such as Janice Walford and Chris Gryder
- making a relief tile.
- evaluating their relief tile

COMPUTING: Making Music / Introduction to quizzes

Children will learn:

- Use a computer to create music
- Listen to a variety of music and consider how it makes them think and feel
- Create music digitally and non-digitally
- Look for patterns and purposefully create music
- Begin to understand what the term data means
- Learn how data can be collected in the form of a tally chart
- Learn the term 'attribute and use this to organise data
- Form pictograms and block diagrams and use these to answer data questions

SCIENCE:

Bulbs and seeds / Animals and their needs

Children will learn:

- Understand that plants need water, warmth and light to grow
- Understand that the roots of a plant grow first, followed by a shoot and then leaves
- Know that plants change through the seasons with some plant dying and others becoming dormant
- Know that animals grow from juveniles into mature adults
- Know that mammals give birth to live young but other animals lay eggs
- Know that many immature animals, including humans, need care in order to mature, but others grow up independent of their parents
- Know that a good diet, hygiene and exercise are important for maintaining food health

GEOGRAPHY:

Fieldwork

Children will learn:

- Follow a simple map
- Look at old local maps of the area and compare with modern day to see how the area has changed over time.

ENGLISH

READING:

Children will learn to:

- Sound out most unfamiliar words accurately, without undue hesitation
- Understand the use of alphabetically ordered texts
- Re-read books to build up their fluency and confidence in word reading
- Explain and discuss their understanding
- Continue to build up a repertoire of poems learnt by heart
- Answer questions and make some inferences
- Check that it makes sense to them, correcting any inaccurate reading
- Explain what has happened so far in what they have read

WRITING:

Children will learn to:

- Add suffixes to spell longer words (e.g. *ness/ less/ ly*)
- Add suffixes *-ed, -er, -est, -ing*
- Use some of the strokes needed to join letters
- Consider what they are going to write before beginning
- Make simple additions, revisions and corrections to their writing
- Read aloud what they have written to make the meaning clear
- Use taught punctuation correctly (FS / CL / ! / ? / Comma for list / Apostrophe for Contraction and Singular Possession)

PE: Run, jump throw

Children will learn:

- Develop power, agility and coordination over a range of activities
- Throw and handle a variety of objects including quoits, beanbags, hoops and balls
- Negotiate obstacles showing increased control of body and limbs
- Improve running and jumping movements; working for sustained periods of time.
- Experience and improve jumping for distance and height
- Reflect on activity and connect with a healthy lifestyle

Y2: SUMMER KNOWLEDGE AND SKILLS

DT:

Food Technology

This term children will be looking at making a healthy plate of food.

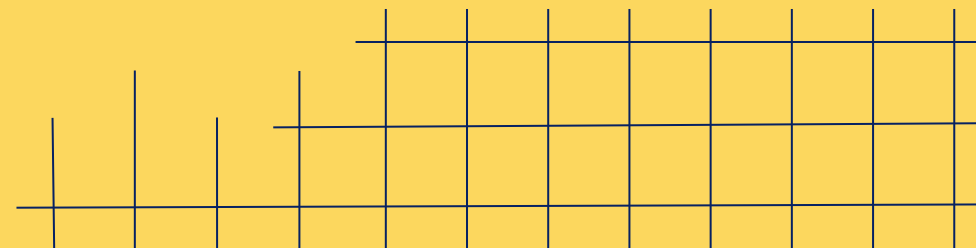
Children will learn:

- Generate initial ideas and simple design criteria through talking and using own experiences.
- Develop and communicate ideas through drawings and mock-ups
- Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.
- Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.
- Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.
- Explore and evaluate a range of products (wheels and axles, fruit and vegetables)
- Evaluate their ideas throughout and their products against original criteria.
- Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.
- Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of *The eat well plate*.
- Know and use technical and sensory vocabulary relevant to the project.

Oracy



Speaking in full sentences about their work and things that they like to tell each other.





02

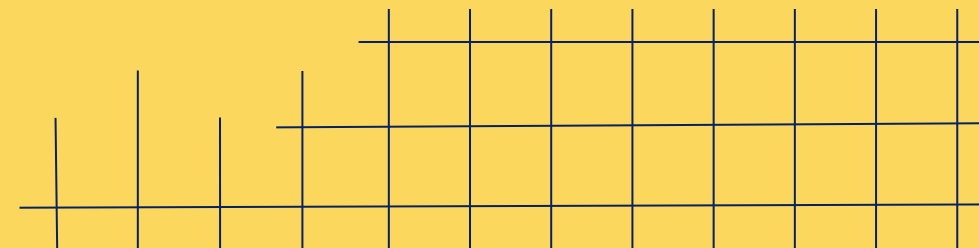
Reading, writing and
maths

Reading – whole class



Focus on:

- Reading fluency
- Comprehension
- Word meaning
- Inference
- Deduction

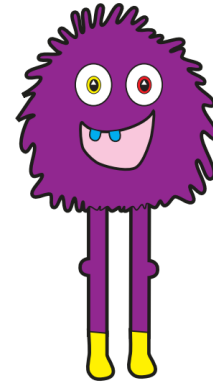


Phonics

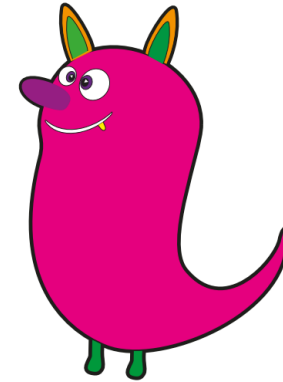
WB 8th June, 2026

- Alien Words

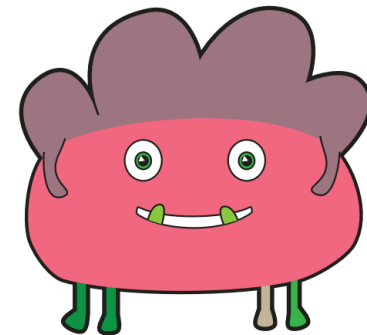
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chesh



whike



Phonics

WB 8th June, 2026

- Decodable Words

tuft

dreams

whirling

Writing

ENGLISH

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Maths

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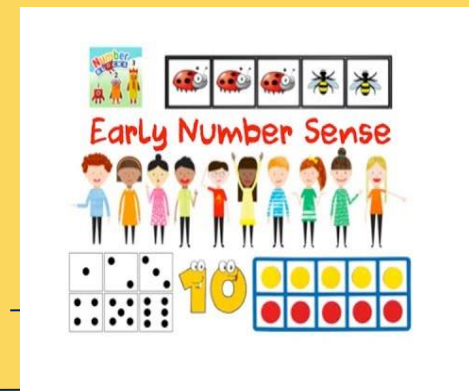
Focus on:

- **Telling the time –**

-How many minutes past the hour?

-How many minutes to the hour?

O' clock, half past, quarter past, quarter to



PSHE

NSPCC

Let's talk PANTS with Pantosaurus! | NSPCC

What are the PANTS rules?



Privates are private



Always remember your body
belongs to you



No means no



Talk about secrets that upset you



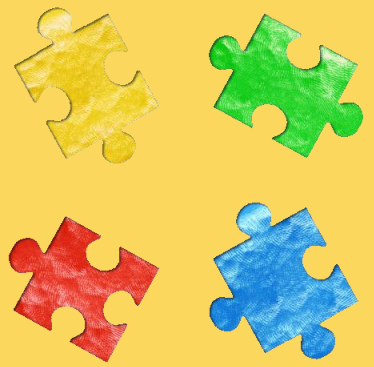
Speak up, someone can help





03

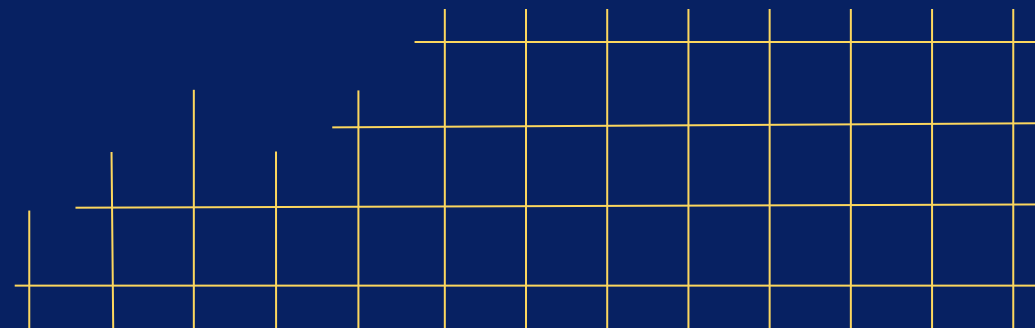
Assessments and
Interventions

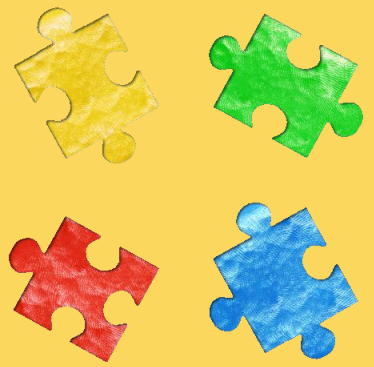


Assessments

Your child will be assessed every term in Reading, Writing and Maths. These assessment will inform next steps and provide targets for you to work with at home.

We will also assess key pieces of work at the end of units in other broader curriculum areas.



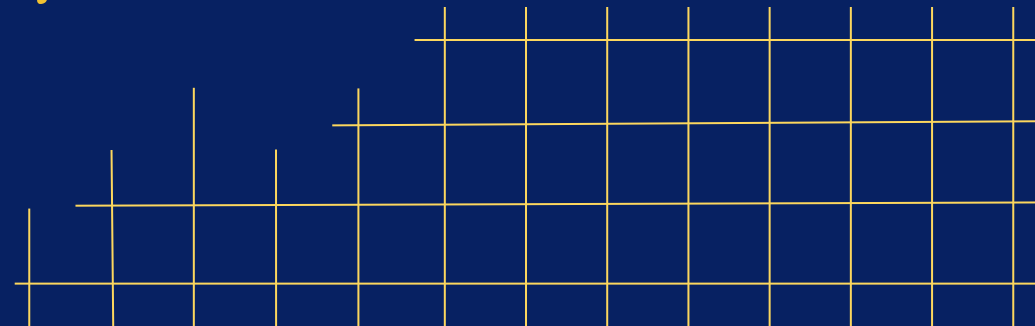


Additional Support

Children who need extra support will have an additional intervention session to help them catch up on the day's learning.

These groups are constantly reviewed according to the need of the children and ongoing assessment.

Details on how you can support your child at home are on the school's website.



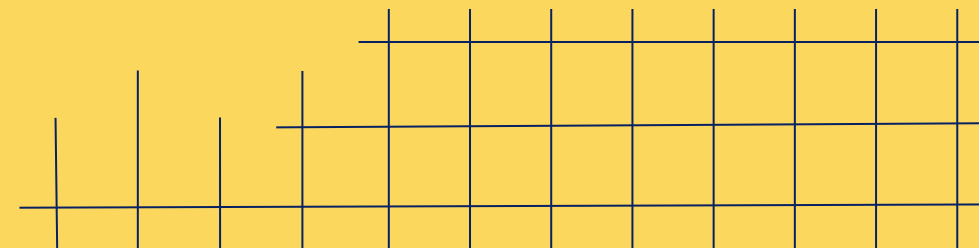
A vibrant, top-down view of school supplies on a yellow background. In the center is a white spiral-bound notebook with light blue horizontal lines. The number '04' is written in large, bold, dark blue font at the top of the page. Below it, the text 'Other areas of learning' is written in a black, cursive-style font. Surrounding the notebook are various colorful items: a green triangular ruler, a red pencil, a yellow pencil, a blue pencil, a purple pencil, a green pencil, and a yellow pencil; a grey calculator with blue buttons; a blue pair of scissors; a red protractor; a yellow highlighter; and several pink and purple paper clips. The background also features a grid pattern in the bottom right corner and dark blue abstract shapes on the left and right sides.

04

Other areas of learning

Break time:

- Healthy snacks for snack times - no chocolate, crisps, biscuits etc. Should be fruit or veg only.
- Children should only be drinking water.



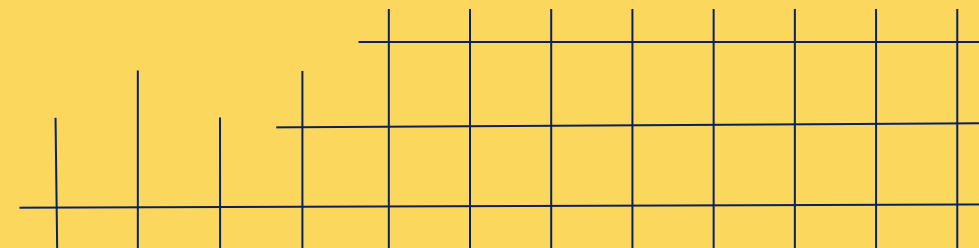


It is important that the children bring in their PE kit:

2NK – Thursday/ Wednesday

2SK – Monday/Thursday

2A – Tuesdays/ Thursday





When it is your child's PE day, they can come to school wearing their PE kit.

PE uniform for all children (Reception to Year 6);

- White t-shirt (not the polo shirt worn daily)
- Black shorts or jogging bottoms
- Black sweatshirt – no hoods
- Black pumps or plain black trainers.



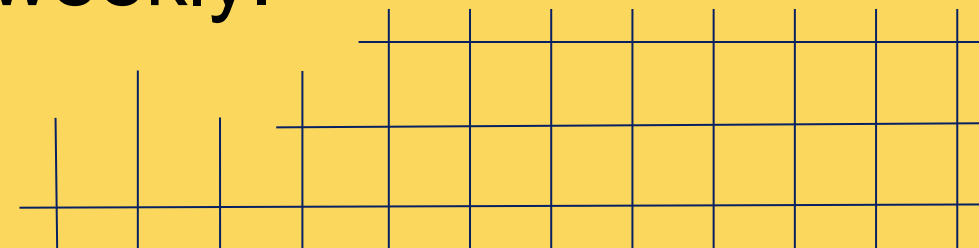
Homework

Children are expected to read at home 5 times a week. Diaries will be checked x2 weekly.

Children will bring home a library book.

Children will bring home every Friday spellings homework. Please practise these with your children ready for the spelling test on the following Friday.

TTRS – competition will be set up weekly.

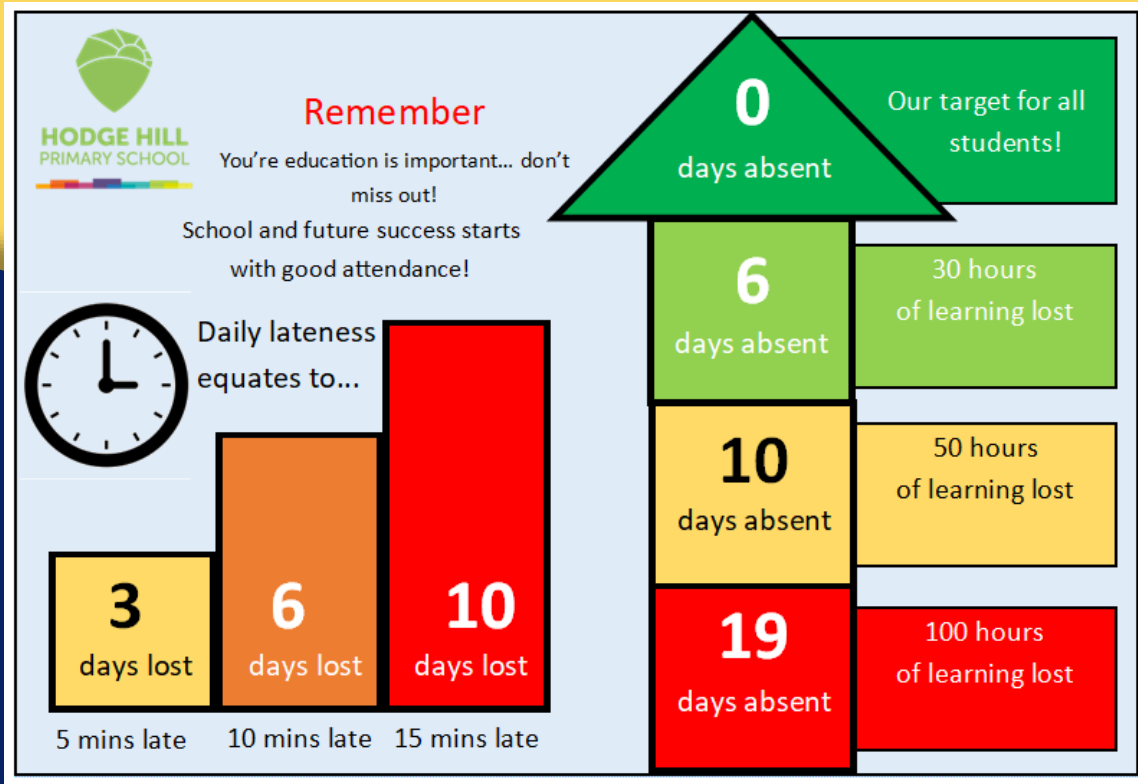


Attendance

- Being in school every day that it is open, is important to your child's achievement, wellbeing, and their wider development. Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results. Regular attendance at school also teaches and embeds good routines which are easily transferred into the working life as young people leave education and enter the world of work.

Attendance

Parents or carers of a child have a legal responsibility to ensure their child receives a suitable education. This is usually achieved through regular attendance at school.

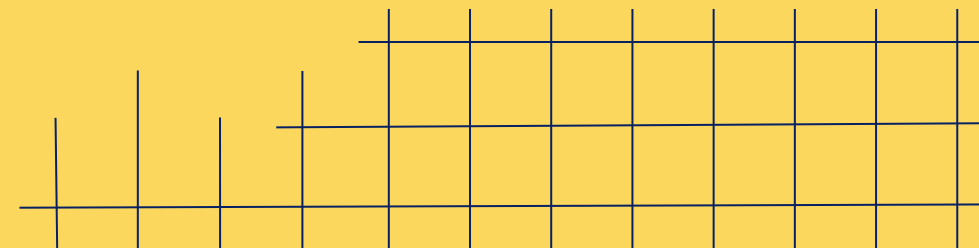


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Regular attendance:

Teaches and embeds good routines which are easily transferred into the working life as young people leave education and enter the world of work.



All of this meeting's information and more can be found on the Y2 Year Group Page on the school's website

The screenshot shows the top section of the school's website. It features a navigation menu with six items: 'About Us', 'Key Information', 'News and Events', 'Year Group Pages', 'Parents', and 'Children'. Below the menu is a large banner image of a young girl in a school uniform looking at a globe. The banner includes a '2005' award badge and the school's name 'HODGE HILL'. To the left of the banner is a vertical sidebar with icons for home, trophies, documents, and social media. Below the banner, the school's contact information is listed: 'Hodge Hill Primary School, Twycross Grove, Hodge Hill, Birmingham, West Midlands, B36 8LD, enquiry@hodgehill.createpartnership.org.uk, 0121 464 2189'. There are also logos for 'create partnership trust' and 'EnergyKidz'. A 'SAFE 2015 GOLD AWARD' badge is displayed with a 'Read More' button. A blue house icon is visible on the right side of the page.

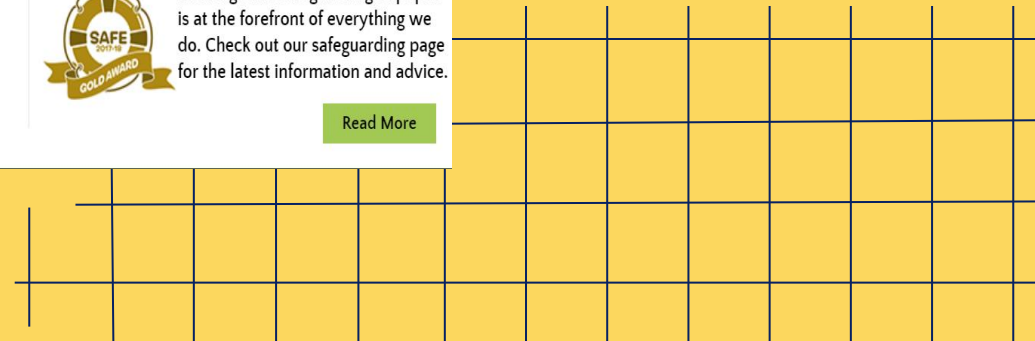
About Us Key Information News and Events Year Group Pages Parents Children

HODGE HILL

Hodge Hill Primary School
Twycross Grove, Hodge Hill, Birmingham,
West Midlands, B36 8LD
enquiry@hodgehill.createpartnership.org.uk
0121 464 2189

At Hodge Hill safeguarding of pupils is at the forefront of everything we do. Check out our safeguarding page for the latest information and advice.

[Read More](#)



Thank you for
listening, any
questions?

