

Welcome to
Year 2!

Who are the teaching team?

2HA – Miss Andrews and Miss Bassett



2VB - Mrs Birch and Mrs Heslop



Miss Hamilton on Fridays



Mrs Poolton - SALT Specialist

Daily routines – a typical day in our classrooms



KSI	<u>8.45</u> = 9.00	9.00 - 9.10	9.15 - 9.45	9.45 - 10.40	10.40- 10.55	10.55- 12.00	12.00 - 13.00	13.00 - 13.30			15.00 15.10	15.10- 15.20
Monday	Register/morning work	Collective Worship	Phonics	Writing	Break	Maths	Lunch	Guided Reading	PE	Beliefs and Values	<u>Maths mastery</u>	Class novel
Tuesday			Phonics	Writing		Maths		Guided Reading	Geography	Handwriting	<u>Maths mastery</u>	Class novel
Wednesday			Phonics	Writing		Maths		<u>Guided Reading</u>	<u>PE</u>	<u>Handwriting</u>	<u>Maths mastery</u>	Class novel
Thursday			Phonics	Writing		Maths		Guided Reading	Science	Handwriting	<u>Maths mastery</u>	Class novel
Friday			Phonics	Writing		Maths		Guided Reading	Music	PSHE	<u>Maths mastery</u>	Class novel

- Art/ DT 1 day at end of each half term
- Computing 1 day per term

Curriculum



St Mary's Church of England Academy

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	- Poems (developing vocabulary) - Autobiography (recount) - Character description/simple narrative retelling - Letters		- Character description/simple narrative retelling - Non-chronological report - Stories from other cultures - Character description		- Poetry on a theme - Character description/simple narrative retelling - Instructions - Stories from other cultures - Formal invitation	
Maths	Place Value Addition and Subtraction Shape		Money Multiplication and Division Length and Height Mass, capacity and temperature		Fractions Time Statistics Position and direction Consolidation	
Science	Material: Use of Everyday Materials 6	Making Connections 6	Plants: Plant Growth 6	Animals: Life cycles + Health 6	Living Thing: Habitats 6	Living Things: Microhabitats 6
B+V	Why do Jewish families talk about repentance at New Year? 5	Why was Jesus given the name Saviour? 5	How do some Muslims show Allah is compassionate? 5	Why do Christians trust Jesus and follow him? 5	Why is the Torah such a joy for the Jewish community? 5	What did Jesus teach about God in his parables? 5
History		How did we learn to fly? (Outreach from AFB - free)		How was school different in the past? 6		What is a Monarch? (Experience day in school) 6
Geography	Would you prefer to live in a hot or cold place? 6		Why is our world wonderful? 6		What is it like to live near the coast? (seaside trip) 6	

Art	Craft + Design: Map it Out 5		Painting + Mixed Media: Life in Colour 5		Sculpture and 3D: Clay Houses 5	
DT		Mechanisms: Fairground Wheel 4		Mechanisms: Making a moving monster 4		Structures: Baby Bear's Chair 4
Computing	Online Safety - 5					
	Computer Systems 1: What is a Computer? 5	Computer Systems 2: Word Processing 5	Programming 1: Algorithms + Debugging 5	Programming 2: Scratch Jr 5	Creating Media: Stop Motion 6	Data Handling: International Space Station 5
Music	Call and Response (Theme: Animals) 5	instrument (Theme: Musical storytelling) 5	Sining (Theme: On this island) 5	Contrasting Dynamics (Theme: Space) 5	Structure (Theme: Myths and legends) 5	Pitch (Theme: Musical Me) 5
PSHE	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me

PE Routines



- Children can come dressed in their PE kits on PE days on Monday and Wednesday.
- All jewellery, including earrings and FitBits, **must** be removed for PE.
- Long hair **must** be tied back.
- School shoes **must be changed** for PE shoes.
- Information about PE kit can be found on our website.

Non-negotiable leaflet

Government mandated year group expectations.
A guide for parents to know what we are working towards
for the end of this year.



Awarded for commitment to
high-quality phonics practice

Reading

Set a time for our children to read a chosen reading book to themselves.
Aim to hear every child read weekly.

Support with home reading book being sent home closely linked to the
phonic ability of your child.

Support early reading through phonics

<https://www.smpsac.org/phonics>

Accelerated Reader / Phonics

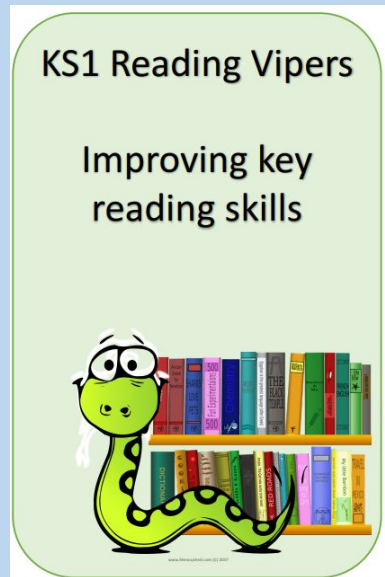
To track children we use the Accelerated reader software.

It enables us to see how many books a child has read.

It enables us to check that they are understanding a book.

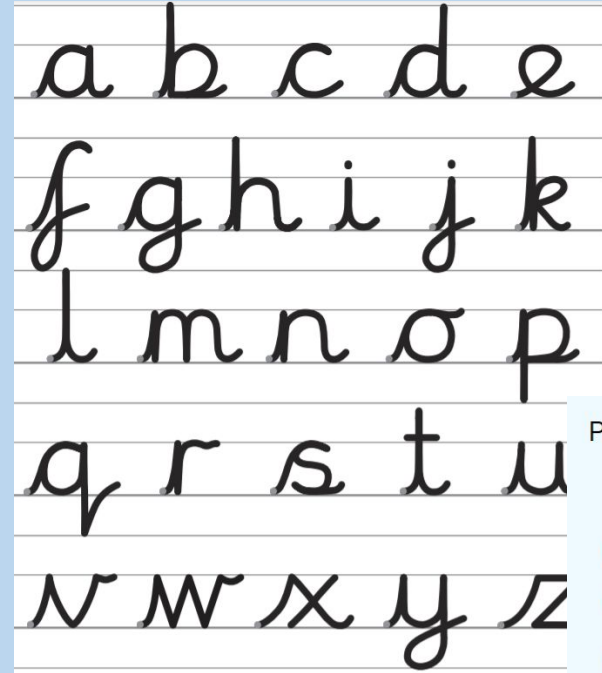
It allows us to assess the level of book that would be a 'best fit' for them.

<https://www.smpsac.org/reading>



Handwriting

- As a school we have adopted a cursive handwriting style.
- In year 2, children cannot be awarded the 'expected' level of attainment unless they are using some of the diagonal strokes and starting to join some letters and words.



Pupils log-in details

Desktop log-in

Login Desktop Tablet

Username:

wk0264

Password:

home

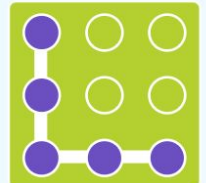
Tablet log-in

Login Desktop Tablet

Username:

wk0264

Swipecode:





Silver School
Awarded
in 2025

Awarded for commitment to
high-quality phonics practice

Phonics and Spellings

St Mary's teaches phonics through Sounds Write.

We use Sounds Write to enhance the learning of phonics.

In year 2 we review sounds previously taught in Year 1 and move onto spelling patterns. Those who did not pass the screening in Year 1 will resit it the week of **8th June 2026.**

Guidance and support on our phonics is located on our website under Curriculum - phonics.

<https://www.smpsac.org/phonics>

SATS and Assessment

Year 2 SATS are no longer a mandatory assessment. Therefore, we no longer complete these in St Mary's.

The children are routinely assessed throughout the year at the end of Autumn 2, Spring 2 and Summer 2.

Your children will likely come home and share they they have completed tests. We try to make them as relaxed as possible.

Results are shared with you during the interim and annual reports.

Lockdown Procedures and Fire Drill

- This is not intended to alarm children
- It is a legal requirement
- It is part of our wider safety measures, such as a fire drill, which we do not prepare the children for.

Online Safety

- Online Safety Rules: These have been constructed together. They focus on using IT equipment safely and responsibly.
- Introduce National Online Safety:

There is lots of useful videos and training on how to manage your children's safety online at:

<https://beta.nationalcollege.com/library?sortBy=relevance&phase=15&q=online+safety+for+parents&amount=24>

Home Learning

Year 2						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading Spelling Shed (5 mins) Numbots (5 mins)	Reading Spelling Shed (5 mins) Numbots (5 mins)	Reading Spelling Shed (5 mins) Numbots (5 mins)	Reading Spelling Shed (5 mins) Numbots (5 mins)	Reading Spelling Shed (5 mins) Numbots (5 mins)		

Login cards have been sent home but if you have any issues please contact us.



Behaviour policy

- A consistent, supportive and fair behaviour policy is embedded, to ensure that our children feel safe and are able to learn, whilst also being supported to make the right choices.
- In our recent Ofsted inspection, inspectors were very impressed at the behaviour that they saw around school, both in lessons and at unstructured times such as playtime and lunchtime. They recognised the impact that our behaviour policy and initiatives such as Opal play has had on our school improvement.
- This policy is available to view on our website.
- Parents are informed at an earlier stage when a child's behaviour begins to cause concern. We have found that early parental engagement and working together has been enormously beneficial in bringing children back on track and helping them to feel happier at school.

Behaviour policy

CONSISTENT BEHAVIOUR STRATEGIES

Ready Respectful Safe Parent and Child agreement referred to.

Behaviour	What this looks like	Our response
Excellent behaviour	- Helping other pupils - Caring for the environment without being asked. - Going above and beyond in learning - Hyper-engaged.	- Positive notes home. - Phone calls home. - Class rewards.
Good Behaviour	Generally following the school/ class rules.	
Low level behaviour stage 1	Off task/low level behaviour such as: - Chatting instead of working/listening - Drawing instead of listening - Getting out of the chair without permission - Not sharing resources. - Misusing resources e.g. drawing with wb pens - Shouting out - Distracting others	<u>Non-verbal</u> reminder (e.g. hand signal or head shake) - Verbal reminder
Low level behaviour stage 2 (less acceptable)	Continued stage 1 behaviours Or - Throwing rubber/equipment/ items across the classroom - Actively disrupting the class e.g. elbows, rough movement	- Warning stage + verbal reminder - Adult help to resolve issues - Move to another space in the class if appropriate - Redirection - Informed of the consequences of the next stage
Low level to mid-level stage 3	Continued stage 2 behaviours - Answering back - Being rude - Ignoring adult	- Five minutes time-out in another classroom to reset - Positive re-start expected on return to class - Parents informed on Arbor
Mid-level behaviour stage 4.	Continued stage 3 behaviours Or - Defiance - Unkind hands or feet - Actively being unkind to upset others - Inappropriate language	15 minutes time-out in another classroom - Restorative conversation on return - Miss next break to complete a <u>Reflection Sheet</u> and any missed work - Parents informed on Arbor
Challenging Behaviour stage 5	Continued stage 4 behaviours (during the same day or repeated incidents in one week)	- Spend the rest of the session (until the next session) in another class if this is on the same day. - Miss next break to complete reflection sheet and missed work

	Or More challenging behaviour that is antisocial and causing considerable impact on others	- ABC behaviour incident log started (look for patterns and speak to SENDCO about adjustments if necessary) add to Provision Map - Parents informed on Arbor
Challenging Behaviour stage 6	Continued stage 5 behaviours (during the same day or two incidents in one week) Or Challenging behaviour that is antisocial and causing considerable impact on the learning of others such as: - Storming out of class, slamming doors etc - Running away from adults - Bullying - Disrespecting the school environment intentionally in anger e.g. throwing books from bookshelves	- DSL, SENDCO, Deputy Principal, or <u>Principal support</u> if required - Pupil stays out of their class for the remainder of the morning or afternoon. - Parent informed on Arbor - Parent meeting organised - Report card started for 2 weeks - also continue to use the behaviour policy. Add to Provision Map - ABC behaviour incident log started if not already (look for patterns and speak to SENDCO / DSL about adjustments if necessary) - Principal, Deputy Principal, SENDCO or Safeguarding Lead to observe in class. - Possible removal of school privileges (trips / tournaments / activities / <u>residential</u>) whilst on report card <u>Two-week</u> review - report card may continue if improvements are seen.
Challenging Behaviour stage 7 Dangerous behaviour	Or - Not responding to SLT at stage 6 e.g. running away/ignoring/ refusing to move/ non-cooperation <u>Continued challenging</u> behaviour following the 'report and monitoring' period or no improvement. Or - Physically assaulting and hurting adults or children - Dangerous behaviour - Unacceptable behaviour	- Fixed term suspension - Setting suitability discussed - Off Site Direction/ AP

Key points to note:

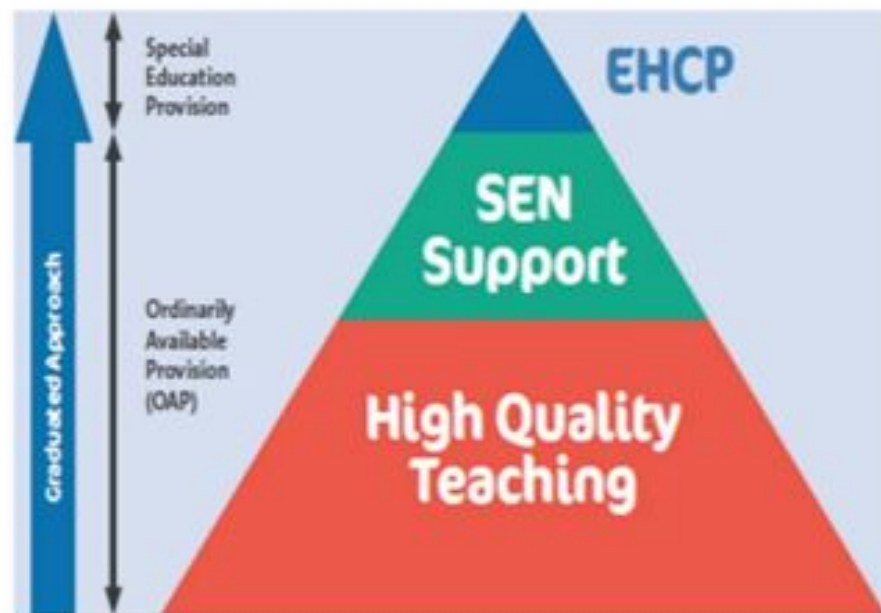
- Our first strategy is always to use positive praise, reminders, redirection and positive behaviour management strategies.
- Non verbal and verbal reminders are given when children are not following the school and classroom rules.
- (stage 2) A warning is given when reminders have not resulted in improvement.
- (Stage 3) If there is still no improvement, pupils are asked to complete 5 minutes of reflection time in another class in order to reset. They are received positively when they return.
- (Stage 4) Continued disruptions or more challenging behaviour (mid-level behaviour) results in a 15 minute time-out in another class. Pupils will then be asked to complete a reflection sheet at break time and discuss the issues with their teacher. They may also be asked to complete any missed work. Parents will be informed of this time out either via email, telephone or a quick chat after school.
- (Stage 5) Repeated stage 4 behaviour in one week. Pupil spends the rest of the session (morning or afternoon) in another class to avoid further disruption and escalation. Parents will receive a standard letter to inform them of this.
- (Stage 6) More challenging behaviour such as running out of class or continued stage 2-5 behaviour despite will result in SLT involvement. A meeting will be arranged with parents via a letter. Privileges are removed for a four week monitoring period.
- (Stage 7) Pupil not responding to stage 6 or dangerous behaviour can result in a fixed term exclusion.



SEN – IEPs and Provisions

September 2025

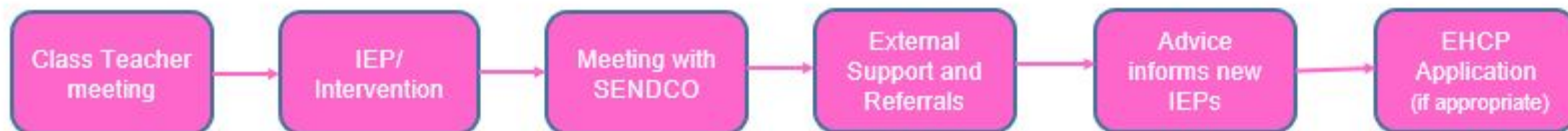
What to do if you have concerns about your child or they are struggling in school.



Support always begins with the class teacher. Discuss your concerns and they will work with you to put some **ordinarily available provisions** in place. This may be short term interventions or it may be longer term **SEN Support** which needs an **IEP**.

If this support is not effective, a meeting with the **SENDCO** can take place to discuss external support and referrals. This may then result in an EHCP application.

The Graduated Response **must** happen before an EHCP will be considered.

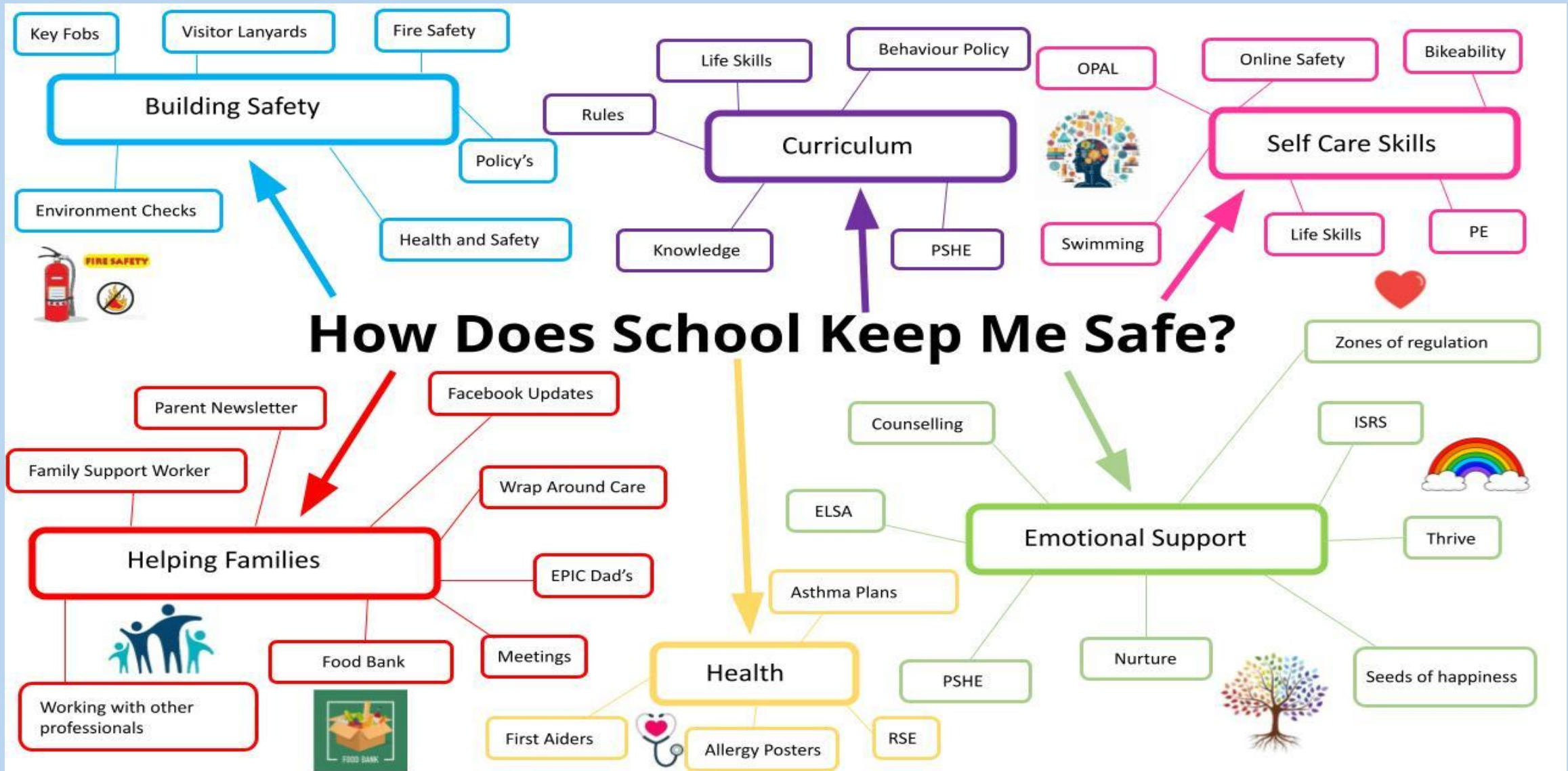


Class trips

In Summer term we will visit the seaside to link with our Geography.

As a Church of England school we will visit the church to link into our Christian events and also our Beliefs and Values. We will advise you ahead of time to ensure children are dressed appropriately.

Safeguarding



Any Questions?

If you would like to speak to one of us, please get in touch so that we can arrange a suitable time.