

Welcome to
Year 2!

Who are the teaching team?

2HA – Miss Andrews and Miss Bassett



2DM – Miss Milne and Mrs Heslop



Daily routines – a typical day in our classrooms

	8:30 - 8:55	8:55 - 9:15	9:15-9:45	9:45-10:05	10:05 to 10:15	10:15 - 11:10	11:10 - 12:00	12:00 - 1:00	1:00 - 1:20	1:20- 3:00	14:30 - 15:00	15:00 - 15:20
Mon	Handwriting/Arithmetic	WS CW	Phonics	Reading	Break	Writing	Maths	Lunch	MM	Science/ Handwriting/Arithmetic	Class novel	
Tues		Class CW	Phonics	Reading		Writing	Maths		PE/Maths Mastery & Handwriting/TTRS (HA PPA)		Class novel	
Wed		Sing CW	Phonics	Reading		Writing	Maths		MM	History/Geography & Handwriting/TTRS	Class novel	
Thurs		PN CW	Phonics	Reading		Writing	Maths		PE/Beliefs & Values & TTRS (DM PPA)		Class novel	
Fri		Joy	Phonics	Reading		Writing	Maths		MM	PSHE	Music/Computing	

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					
	Online safety Computer Systems 1: Using computers 5		Programming 1: Makecode 5		Creating Media: Digital designers 6	
Music	Call and Response (Theme: Animals) 5	Christmas Performance		Instrument (Theme: Musical storytelling) 5	5	Pitch (Theme: Musical Me)

PSHE	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
PE	Ball skills: Feet 1 Dance: Explorers	Gymnastics: Linking Dance: The Sweet Factory	Gymnastics: Pathways Health and Wellbeing	Ball Skills: Hands 1 Locomotion: Dodging	Ball Skills: Hands 2 Locomotion jumping	Forest schools Attacking v Defence - Games for Understanding

PE Routines



- Children can come dressed in their PE kits on PE days on **Tuesday and Thursday**.
- 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.



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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 **14th June 2027.**

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

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

https://drive.google.com/file/d/1fMzSPjv1_N86pcuS-hGr8JLfM0sebF6a/view?usp=sharing

When will we get books home?



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What can you do to help at home?

Here are some ideas (not exhaustive) of what parents/carers can do when they read to and with children:

- Talk about the book and encourage your children to retell the main parts of the story.
- Talk about the characters, plots and settings of stories and link these to the illustrations provided.
- Discuss what was learnt from informational texts e.g. “What did you find out about spiders?”
- Compare the people and events in the texts with those in their own lives.
- Select several words from the text (that their children would know) and ask them to put the word in a sentence - this is a powerful vocabulary building activity.

Course for Parents/Carers



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The Sounds-Write free course for parents and carers will help you get your child off to a good start!

The course will show you how to:

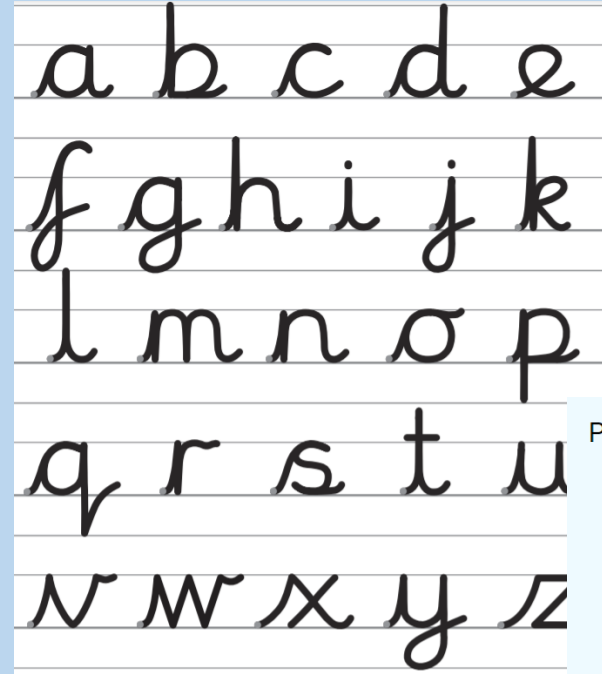
- help your child take their first steps in reading and spelling
- understand how to help your child build, write and read simple cvc (consonant, vowel, consonant) words
- understand how to correct your child when they make a mistake in their reading or writing simple words
- have a basic understanding of how phonics works

<https://sounds-write.co.uk/support-for-parents-and-carers/>



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:



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.

PSHE Curriculum



We will be talking about body parts as part of our PSHE and this does include male and female genitalia.

Home Learning



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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

	What this may look like	Skills being developed	Immediate adult response	Teach • Repair • Review
Valued Behaviour - Notice and reinforce	engaging positively in learning; following established routines; showing kindness and consideration; caring for the environment and resources; persevering when learning is difficult; helping others appropriately; showing increasing independence and responsibility; repairing relationships and learning from mistakes.	independence; responsibility; self-regulation; empathy; perseverance; collaboration; respectful communication; intrinsic motivation.	specific verbal or non-verbal recognition; positive feedback linked to the behaviour demonstrated; positive communication with home where appropriate; school certificates, postcards or celebrations where appropriate; recognition adapted to the individual child.	Continue to model, teach and reinforce valued behaviour through the universal behaviour curriculum and everyday relationships.

	What this may look like	Skills being developed	Immediate adult response	Teach • Repair • Review
Level 1 Reminder and Redirect	Occasional low-level behaviour such as: • chatting rather than working; • calling out or talking over others; • becoming distracted from learning; • not following a familiar routine; • moving around when expected to remain in the learning space; • inappropriate use of resources; • minor disagreement or difficulty sharing.	• listening and responding; • attention and engagement; • waiting and turn-taking; • following routines; • impulse control; • recognising expectations.	• non-verbal reminder or proximity; • positively restate the expected behaviour; • brief verbal reminder; • refocus attention; • notice and reinforce the valued behaviour when demonstrated.	Usually resolved through normal classroom practice. Where necessary: • briefly model or rehearse the expected behaviour; • provide a visual or verbal reminder; • adjust seating, resources or adult support.

	What this may look like	Skills being developed	Immediate adult response	Teach • Repair • Review
Level 2 Support and Refocus	• repeated Level 1 behaviours; • difficulty responding to an initial reminder; • active distraction of others; • repeated misuse of resources; • increasing frustration; • minor conflict requiring adult support.	• recognising early signs of frustration; • asking for help; • accepting boundaries; • using an agreed calming strategy; • problem-solving; • returning attention to learning; • Respectful disagreement	• calm, clear and concise instruction; • check-in: "Are you okay?" / "What do you need?"; • limited choice within appropriate boundaries; • redirection; • additional adult support; • temporary change of position or learning space where helpful; • reduced language or additional processing time where appropriate.	• model and practise the expected behaviour; • explicitly teach the identified skill; • recognise successful regulation and re-engagement; • consider whether an adjustment would help prevent recurrence • adjust seating, resources or adult support.

Behaviour policy

	What this may look like	Skills being developed	Immediate adult response	Teach • Repair • Review
Level 3 Regulate and Reset	- repeated difficulty following expectations despite support; - escalating frustration or dysregulation; - inability to engage successfully with learning at that moment; - behaviour beginning to have a significant impact on others; - repeated interpersonal conflict.	- recognising physical and emotional signs of dysregulation; - selecting and using an appropriate regulation strategy; - accepting disappointment or “no”; - returning safely to learning; - managing frustration; - expressing needs appropriately.	- reduce unnecessary language and demands; - support co-regulation; - provide appropriate time and space to regulate; - access an agreed calm or supportive space where appropriate; - temporarily work in another suitable space where this supports regulation, learning or safety; - enable a positive return to learning when ready.	When the child is regulated: identify what happened; rehearse the skill or strategy needed next time; complete missed learning where this is appropriate; recognise successful re-entry and restart; consider whether this is an isolated incident or an emerging pattern. A reset is intended to support successful regulation and return to learning. It is not a punishment or automatic fixed period of time.

	What this may look like	Skills being developed	Immediate adult response	Teach • Repair • Review
Level 4 Reflect, Teach and Repair	Behaviour which is more significant in its impact, for example: - persistent disruption; - repeated refusal of reasonable adult direction; - deliberately hurtful or unkind behaviour; - inappropriate or offensive language; - physical behaviour that causes harm but does not meet the definition of dangerous behaviour; - significant damage or misuse of resources; - repeated difficulty following expectations despite previous support.	Depending on the incident, this may include: - managing frustration and disappointment; - impulse control; - respectful communication; - understanding the impact of behaviour; - managing disagreement; - problem-solving; - identifying emotional triggers; - taking responsibility; - repairing relationships.	- calmly stop or contain the behaviour; - ensure the immediate wellbeing of those affected; - provide regulation support where required; - use an appropriate educational and/or protective consequence; - seek additional adult support where necessary; - communicate with parents/carers where the incident is significant.	When appropriate: - supported reflection; - reteaching and practising an alternative response; - restoring or putting right damage caused; - gather appropriate pupil voice; - completing missed learning; - restorative conversation where all involved are ready and it is safe to do so; - genuine apology where appropriate; - teacher communication with parents/carers; - parent view recorded - recording on CPOMS with actions Children will not be forced to forgive, accept an apology or participate in restorative work where this would be inappropriate or unsafe.

	What this may look like	Skills being developed	Immediate adult response	Teach • Repair • Review
Level 6 Individualised Support and Planning	Where behaviour is persistent, complex or having a substantial impact despite targeted intervention, the child may require an individualised plan. This is not a punishment or behaviour “stage”. It represents a greater level of analysis, provision and support.	These will be individual to the child and may include: - recognising and communicating emotional triggers; - selecting regulation strategies independently; - returning to learning following dysregulation; - managing peer conflict; - accepting feedback and boundaries; - developing flexible thinking; - repairing relationships; - taking increasing responsibility for behaviour.	Adults will follow the child’s agreed individual plan, including identified: - regulation strategies; - communication approaches; - reasonable adjustments; - protective consequences; - educational consequences; - risk-reduction measures; - agreed responses to escalation.	Planning may include: - an individual behaviour/support plan; - Predict, Prevent and Progress planning; - risk assessment; - anxiety analysis; - SEND or pastoral intervention; - intensive regulation teaching; - personalised educational and protective consequences; - regular parent/carer meetings; - scheduled review of progress; - involvement of external or multi-agency professionals where appropriate. The aim of individualised planning is to increase the child’s successful participation, regulation and independence and, where possible, gradually reduce additional restrictions and support.



SEN – IEPs and Provisions

September 2025

SEN - IEPs and Provisions

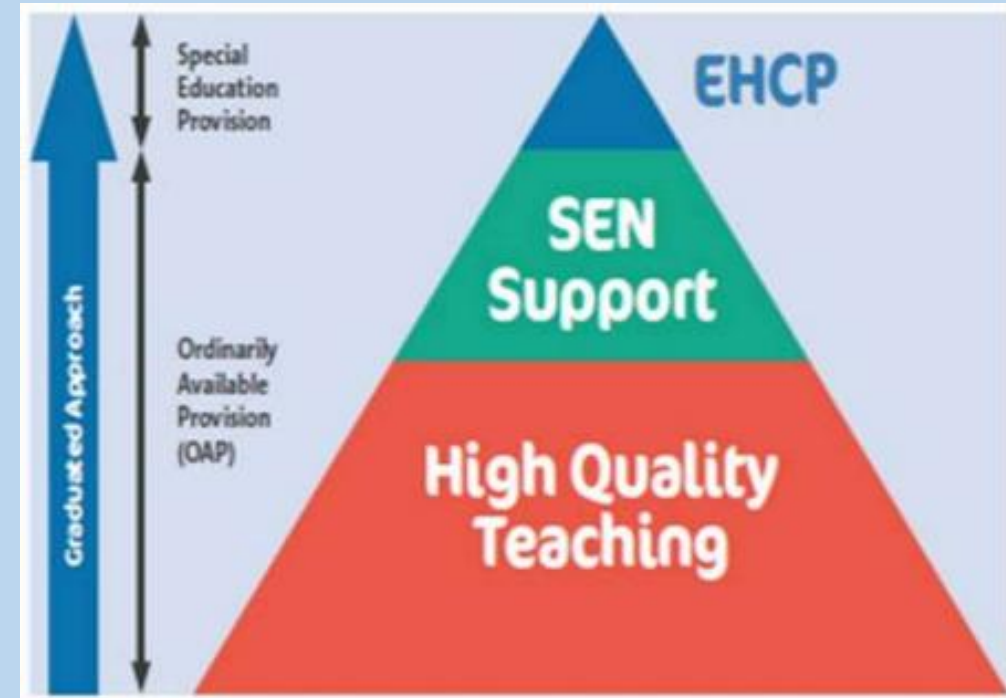
What to do if you have concerns about your child or they are struggling in school.

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
Teacher
meeting

IEP/
Intervention

Meeting with
SENDCO

External
Support and
Referrals

Advice
informs new
IEPs

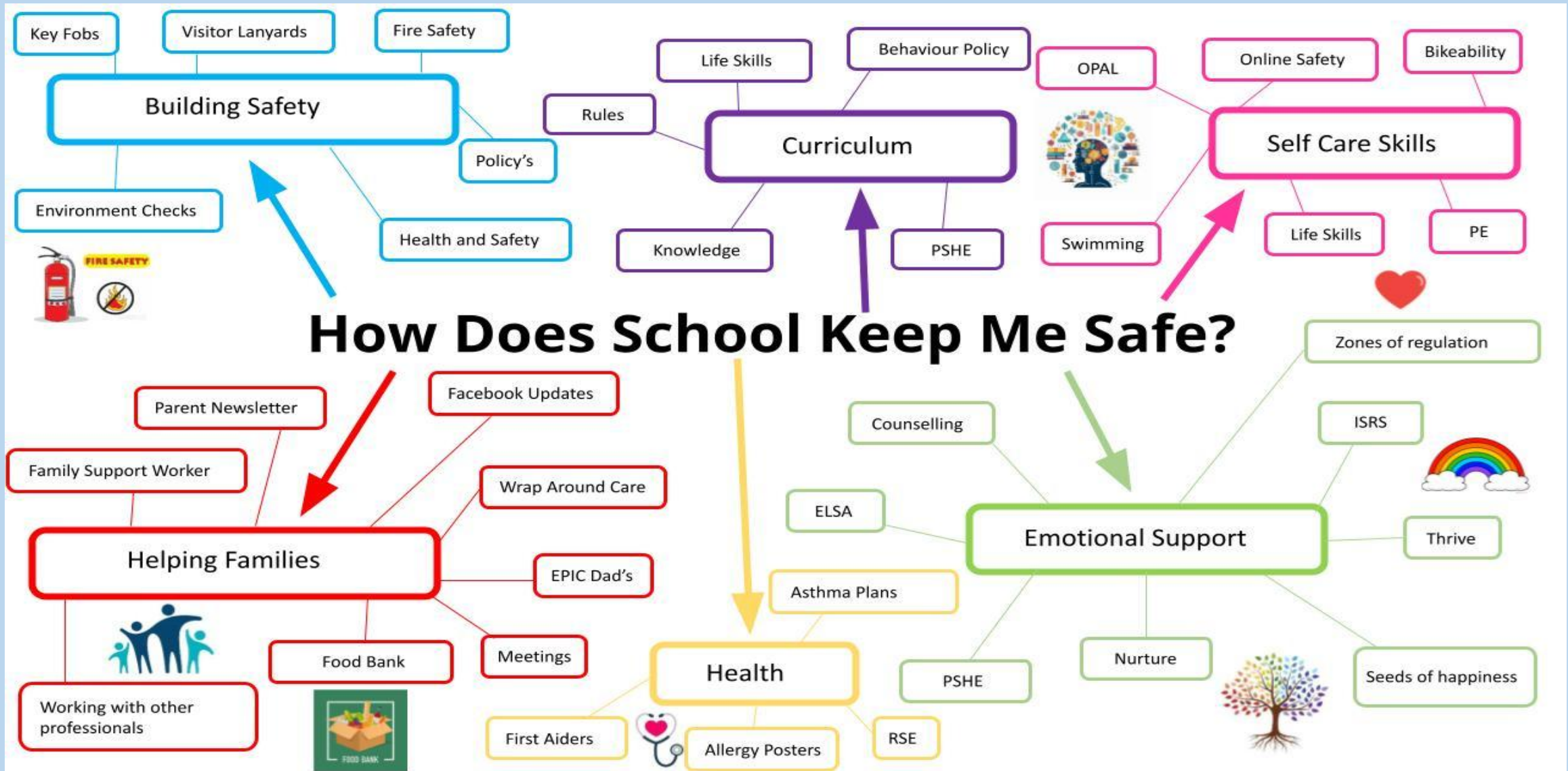
EHCP
Application
(if appropriate)

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.