

Welcome to Year 2!

The Year 2 team:

2H - Miss Hancock & Miss Porter

2M – Mrs Maddern/Mrs Monks

& Miss Turner

2B – Miss Barlow & Mrs Rossall



2025-2026

Moving from Year 1 to Year 2

- A smooth transition with many similarities to Year 1.
- The timetable is very similar with the same high expectations.
- Children will have milk each morning and fruit in the morning and afternoon.
- We like to be regimented with our collection regime. We line up at the back of the large playground, close to the nursery, ready for parents to collect at 3.10pm.
- Lunch begins at 12pm.

A typical day in Year 2

Time	Activity
8.50 - 9.00	Morning work, Milk
9.00 - 9.30	Assembly or Guided Reading session
9.30 - 10.30	Maths
10.30 - 10.45	Playtime
10.45 - 11.10	Fruit and Phonics/Spellings
11.10 - 12.00	English
12.00 - 1.00	Lunchtime
1.00 - 1.15	Registration and mindfulness activity
1.15 - 2.50	Science, History, Geography, PE, RE, PSHE, Music, Art and DT
<i>Afternoon session will be broken up with an active or outdoor learning activity</i>	
2.50 - 3.05	Story, listening games and fruit
3.10	Home time

Year 2 Topics

TERM 1 – **History based** – The Great Fire of London.

TERM 2 – **Geography based** – The UK and London

TERM 3 – **History based** – Nurturing Nurses - Florence Nightingale and Mary Seacole.

TERM 4 – **Geography based** - Brazil and the UK

TERM 5 – **Geography based** - Oceans

TERM 6 – **History based** - Captivating Castles and Early Monarchy

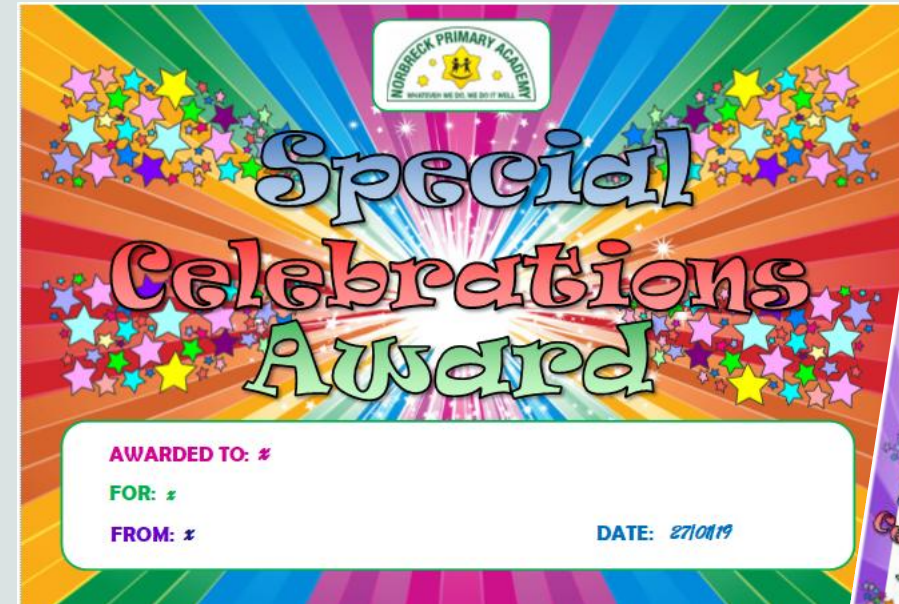
Reading Books

- The general Collins reading book is given out each Friday.
- This is the book which your child will have read up to three times during their Guided Reading sessions.
- It is the aim that when they take the book home to read to you, they can read it independently, with some expression and a good understanding of what the story is about. This book is a way of 'showing off' their reading to you.
- Please return reading these books each Monday.
- Once your child has finished the Collins Scheme, they will become free readers and be able to choose their own book for their level of reading. These reading books can be changed as and when they have read the book.

Sharing Books

- The second book your child will take home is a Sharing Book. These are similar to library books.
- This is a book which they choose themselves. It may be a book that they would struggle to read independently. This is designed to develop a love of reading so that you can read and enjoy the book together.
- It is also very important to read to your child, even if they are fluent readers. It gives them the chance to see how you tackle tricky words, use pace and expression.
- These can be changed as when required.
- Please allow your child to read other books and magazines to develop their love of reading.

Celebrating children's achievements



Seesaw Use

- By the end of this week, you will have received a letter with the web address and QR code that links to your child's online portfolio. If you have any problems connecting, please ask.
- Seesaw operates in the same way as Year 1, where photos of your child are uploaded engaged in various lessons. However, as the year progresses, there will not be as many updates as the children move onto more work in their books.
- Being connected to Seesaw is important as this is the way teachers send messages and reminders to you.
- Each Friday, I will send (on Seesaw) an overview of what your child has been learning in school that week. See next slide.
- If you are struggling to access Seesaw, then you must let us know as we can then arrange for you to receive information in a different way.

Weekly Overviews

The week that was Monday 16th September to Friday 20th September

Maths

This week, we have explored further the topic of place value. Out of a set of random numbers to 100, the children have been finding which number is the most or least. They used the words: more, most, bigger, biggest, greater, greatest, less, least, smaller, smallest, fewer, fewest. Homework: For homework, we would like you to have a go at the 1 and 10 more/less activity which we have added to your Seesaw Activity Tab.

Topic

It has been a very busy week in History. The children wrote a short persuasive letter in the role of Florence Nightingale to someone significant i.e. The Prime Minister and Queen Victoria, asking them to help and support her, in improving the state of the war hospital in Scutari. The children thought carefully about what they would urgently need. Beds, clean sheets, bandages and medicines were the first on everyone's lists!



Florence Nightingale was known as 'The Lady with the Lamp' because she would walk among the beds, checking the wounded soldiers holding a lamp as their only form of light. This week we made a lantern just like Florence Nightingale used.

We listened to a poem all about her by Paul Perro and illustrated the different verses. We have attached the poem on a separate link for you to read together at home.

Science

In Science, we have been learning all about the importance of recycling and have investigated the correct ways to recycle a wide variety of different materials. We have learnt the processes involved in recycling plastic and ordered these steps in our books.

Music

This term is all about recognising that music has a 'pulse' which is a steady beat. It is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch.' As the children listen, sing, play and dance to the music in this unit, they will explore how these elements of music work together. Singing and listening are at the heart of each music lesson.

English

We have been learning all about common and proper nouns.

Recap of prior learning

Common nouns

A common noun refers to a general person, place or thing.

A **child** was riding his **horse**.

From this sentence, we do not know who the **child** is. It is a **general child**.
Child is a common noun.

From this sentence, we do not know which particular **horse** he was riding. It is a **general horse**.
Horse is a common noun.

Common nouns always have lower-case letters, unless they come at the beginning of a sentence.

Recap of prior learning

Proper nouns

A proper noun refers to a specific person, place or thing. It names a noun precisely.

Mikey was riding **Sunny**.

From this sentence, we know who the **child** is: **Mikey**! It is not a general **child**. It is a **specific child**.
Mikey is this **child's** specific name.
Mikey is a proper noun.

From this sentence, we know which **specific horse** was being ridden: **Sunny**! It is not a general **horse**. It is a **specific horse**. **Sunny** is this **horse's** specific name.
Sunny is a proper noun.

Proper nouns always have a capital letter.

Seesaw Noun Sorting Activity

We have created a sorting game with nouns which you will find on the Seesaw activity tab. All you need to do is drag the words to the correct column.

We hope you have a lovely weekend.

The Year 2 Team 😊

Weekly overviews are sent on Seesaw each Friday to give you information on what we have been up to that week.

Homework

Consists of Reading, Fast Facts for Maths and Spellings each week.



Year 2, Term 1

Target: to know all number bonds for 10 and 20

Key vocabulary

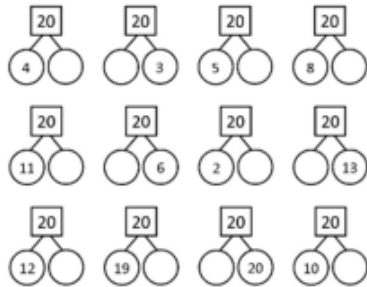
add, take away, less than, how many,
addition, subtraction, fact families,
addend, sum

Key questions

What is $___ + ___$?
What is $___ - ___$?

Examples

$9 + ___ = 10$
 $3 + ___ = 10$
 $2 + ___ = 10$
 $4 + ___ = 10$
 $5 + ___ = 10$
 $8 + ___ = 10$
 $7 + ___ = 10$
 $1 + ___ = 10$
 $6 + ___ = 10$
 $10 + ___ = 10$
 $2 + ___ = 10$
 $5 + ___ = 10$



Top Tips

The secret to success? Practise little and often! Can you learn these on your way to school? On a car journey? Or even at the breakfast table? You don't need to learn them all at once: start with those you are more confident with before tackling the rest.

Use what you already know – Use number bonds to 10 (e.g. $7 + 3 = 10$) to work out related number bonds to 20 (e.g. $17 + 3 = 20$).

Useful websites

<https://www.topmarks.co.uk/maths-games/hit-the-button>

<https://wordwall.net/en-gb/community/number-bonds-to-10-matching-pairs>

A set of key mathematical facts that children are expected to memorise and recall quickly and easily.



Year 2 Term 1 Spelling Overview



Week 1	Words where 'dge' makes a /j/ sound	badge, ridge, edge, smudge, bridge, judge, dodge, wedge, fudge, lodge
Week 2	Words where 'ge' makes a /j/ sound	change, charge, range, orange, hinge, strange, dungeon, sponge, pigeon, fringe
Week 3	Words where 'g' makes a /j/ sound	gem, energy, gym, digit, giant, engine, magic, religion, giraffe, gentle
Week 4	Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'	race, lace, ice, space, cell, circle, city, circus, fancy, rice
Week 5	Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	knock, knight, know, gnome, knee, kneel, knit, gnat, knew, gnaw
Week 6	Challenge words	door, kind, floor, mind, poor, behind, because, child, find, children
Week 7	Words where 'wr' makes a /r/ sound at the beginning of words	write, wrecked, written, wrapped, wrong, wriggle, wrap, wrestle, wren, wrote

Do not download the Spelling Shed app as this will cost you money!

Log in via the web browser as it is free!

Year 2 Assessments

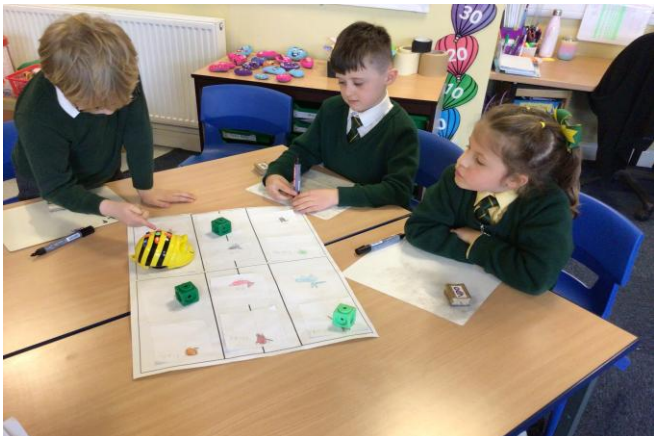
- You will be happy to know that SATs in Year 2 no longer take place.
- Children who didn't pass their Year 1 statutory Phonics Screening test will have the opportunity to pass this in June. These children will be taking additional phonics interventions to help them with this.
- Red Rose Mastery Maths Scheme has termly assessments. These are used purely to support teacher judgements and look for gaps in learning.

PE Kits

- We have 2hrs of PE each week.
- PE this term will be on a Tuesday (dance) and Friday (FMS).
- PE kits need to be in school at the start of each term.
- Kits are taken home to be washed when needed
- As it turns colder a school tracksuit can be worn for outdoor lessons.
- Please ensure that ALL kit and uniform are named.
- Earrings must be either removed or covered for PE.

Additional Info

- Children are encouraged to bring in a water bottle each day. Children are free to access their water whenever they want it, but we encourage them to have a drink especially after every playtime.
- Any changes to the end of the day, for example someone else is picking your child up, please let the office know and they will pass this info onto me.
- Upcoming information, policies and so on, are on our school website
- PTFA AGM meeting at 3.30pm on Tuesday 16th Sept. All are welcome.
- Parents evenings (in school) 21st - 23rd October



Thank you for attending today.

- We are looking forward to working with your children, it is a privilege to be involved in their lives.
- The home-school partnership is so important, together we can help your child reach their full potential.

Year 2 Topics

Term 1	History based	Great Fire of London We will look at the events that took place. We have a visitor from LCC Heritage Learning who brings learning to life with dance, drama and artefacts dating back to 1666.
Term 2	Geography based	The UK and London We will look at the countries in the UK and their capital cities. We will have a focus on London and look at the importance of London as our capital city. Our lessons will focus on a question - such as why are so many important buildings located in London?
Term 3	History based	Nurturing Nurses We will Look at the lives of Florence Nightingale and Mary Seacole. We will look at what makes them significant people by studying how they changed nursing during the Victorian era and how their legacy is remembered today.
Term 4	Geography based	Brazil and the UK As well as comparing different climates, we will go on a field trip around Blackpool looking for physical and human features. We will compare these features to those of a town in Brazil.
Term 5	Geography based	Oceans We will be locating the five oceans of the world and learn more detail about them for example, which is the largest and smallest. They will learn how to use maps and be able to use compass points to describe where each ocean is located. They will look at climate change whilst learning all about the four main habitats in the ocean and how we can play our part in protecting them.
Term 6	History based	Captivating Castles and Early Monarchy We will learn why castles were built, how they have changed over time and how they form a significant part of our history. We will visit Clitheroe Castle. We will also look at early monarchy, with Edward the Confessor and William the conqueror.