



# Year 2 Parent & Carer Meeting

## 11th September 2025



**Aletheia**  
Academies Trust

Vision: Learning for Life

Values: Compassion – Integrity – Thankfulness – Respect – Resilience

Drivers: Curiosity – Aspiration – Diversity – Independence

# A warm welcome to Year 2.

## Here is our team.



Miss Long

Miss Warner

Mrs Moore



Mrs Lalami

We will be at the door in the morning and after school for any brief messages or short informal chats. Please book an appointment with us if you wish to speak for longer. We look forward to meeting you all.





# Our Daily Timetable

## Year 2 (Ladybirds) Timetable Term 1

| Day                              | 08:50<br>-<br>09:00                 | 09:00<br>-<br>09:15 | 09:15<br>-<br>09:35 | 09:35<br>-<br>10:35 | 10:35<br>-<br>10:50 | 10:50 –<br>11:50 | 11:50<br>-<br>12:10 | 12:15<br>-<br>13:15 | 13:15<br>-<br>13:30               | 1:30<br>-<br>14:15 | 14:15<br>-<br>15:00            | 15:00<br>-<br>15:20              |
|----------------------------------|-------------------------------------|---------------------|---------------------|---------------------|---------------------|------------------|---------------------|---------------------|-----------------------------------|--------------------|--------------------------------|----------------------------------|
| Monday<br>KINDNESS<br>AWARDS     | Registration and early morning work | Assembly            | Little Wandle       | English             | Break time          | Maths            | Guided Reading      | Lunch               | Registration and Mastering Number | PSHE               | Indoor PE                      | Class story/get ready to go home |
| Tuesday                          |                                     |                     |                     | English             |                     | Maths            |                     |                     |                                   | Geography/History  |                                |                                  |
| Wednesday<br>SINGING<br>ASSEMBLY |                                     |                     |                     | English             |                     | Maths            |                     |                     |                                   | Music/ RE          | Computing                      |                                  |
| Thursday<br>BIG DEBATE<br>CLUB   |                                     |                     |                     | English             |                     | Maths            |                     |                     |                                   | Science            | Forest School                  |                                  |
| Friday<br>AWARDS<br>ASSEMBLY     |                                     |                     |                     | English             |                     | Maths            |                     |                     |                                   | Art / DT           | Enrichment Time<br>14:30-15:00 |                                  |

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# Our Daily Timetable



## Year 2 (Leopards) Timetable Term 1

| Day                              | 08:50<br>-                          | 09:00<br>- | 09:15<br>-    | 09:35<br>- | 10:35<br>- | 10:50<br>- | 11:50<br>-     | 12:15<br>- | 13:15<br>-                        | 1:30<br>-           | 14:15<br>-                     | 15:05<br>-                       |
|----------------------------------|-------------------------------------|------------|---------------|------------|------------|------------|----------------|------------|-----------------------------------|---------------------|--------------------------------|----------------------------------|
|                                  | 09:00                               | 09:15      | 09:35         | 10:35      | 10:50      | 11:50      | 12:10          | 13:15      |                                   | 14:15               | 15:05                          | 15:20                            |
| Monday<br>KINDNESS<br>AWARDS     | Registration and early morning work | Assembly   | Little Wandle | English    | Break time | Maths      | Guided Reading | Lunch      | Registration and Mastering Number | Indoor PE           | PSHE                           | Class story/get ready to go home |
| Tuesday                          |                                     |            |               | English    |            | Maths      |                |            |                                   | Geography / History |                                |                                  |
| Wednesday<br>SINGING<br>ASSEMBLY |                                     |            |               | English    |            | Maths      |                |            |                                   | Computing           | Music/RE                       |                                  |
| Thursday<br>BIG DEBATE<br>CLUB   |                                     |            |               | English    |            | Maths      |                |            |                                   | Forest School       | Science                        |                                  |
| Friday<br>AWARDS<br>ASSEMBLY     |                                     |            |               | English    |            | Maths      |                |            |                                   | Art / DT            | Enrichment Time<br>14:30-15:00 |                                  |

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# Golden Rules



**We expect all children to follow our Golden Rules.**

**All children can earn Dojo points.**

**The child in each class who has the most Dojos at the end of the week will be awarded 'Star of the Week' plus a prize.**

**There are many other ways in which positive behaviour is consistently recognised and rewarded, as per our Behaviour for Learning Policy, which can be found on our website.**



# Our Curriculum

**At Halling Primary School, we use Chris Quigley's essentials curriculum and milestones for the basis of our teaching. Your child is in Milestone 1. This means over the 2 years, they will learn the same topics but learning about them on a deeper level in the second year. We have based our curriculum design on evidence from cognitive science with the three main principles: learning is most effective with spaced repetition; interleaving helps children to discriminate between topics and aids long-term retention. Lastly, retrieval of previously learned content is frequent and regular which increases storage and retrieval strength.**



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# Positive Recognition Boards

**Positive Recognition Boards support Halling's positive behaviour for learning.**

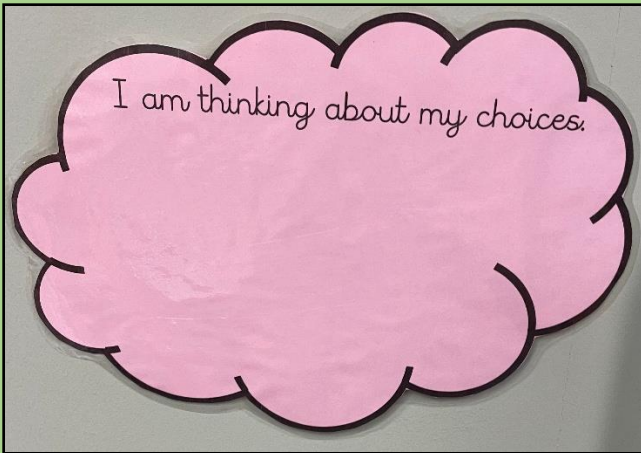
**A Positive Recognition Board is at the front of every classroom which:**

- **Is positioned so all children can see it**
- **Shows a record of what the class have collectively achieved**
- **Celebrates collective teamwork and can be referred to if behaviour should slip**
- **Shows the collective aim/reward for when the class marble jar is full**





# Positive Recognition Boards



**Pink think clouds are also displayed alongside our behaviour ladder. Children may be 'moved' onto the cloud as a reminder to think about the choices they are making and how this may be impacting themselves and/or others. The aim is for a child to be swiftly 'moved' back onto the Positive Recognition Board following a period of reflection.**





# Overviews

Here is what we will be learning in our milestone.

## Geography

| Week | Terms 1 & 2                                     | Terms 3 & 4        | Terms 5 & 6                        |
|------|---|--------------------|------------------------------------|
| 1    | Continents and Oceans<br>Inc. mapping the world | The United Kingdom | The Capitals of the United Kingdom |
| 3    |   |                    | Australia                          |
| 5    |   |                    |                                    |
| 7    | The Capitals of the United Kingdom              |                    |                                    |
| 9    |   |                    |                                    |
| 11   |   | The United Kingdom |                                    |



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# History

| Week | Terms 1 & 2  | Terms 3 & 4   | Terms 5 & 6   |
|------|--|---|---|
| 2    | <b>Significant Events</b><br>(The Gun Powder Plot) | <b>Significant Events</b><br>(The Plague)               | <b>Significant Figures -</b><br><b>Activists</b><br>(Rosa Parks – Year 1)<br>(Emily Davison – Year 2)         |
| 4    |  |   |   |
| 6    |  |   |   |
| 8    | <b>Significant Events</b><br>(The First World War) | <b>Significant Events</b><br>(The Great Fire of London) | <b>Significant Events</b><br>(Neil Armstrong – Year 1)<br>(The Moon Landing – Year 2)                         |
| 10   |  |   |   |
| 12   |  |   | <b>Significant Figures -</b><br><b>Monarchs</b><br>(Queen Elizabeth II – Year 1)<br>(Queen Victoria – Year 2) |



# Overviews

Here is what we will be learning in our science, also based on White Rose.

|             | Week 1  | Week 2 | Week 3   | Week 4                | Week 5   | Week 6  | Week 7  | Week 8   | Week 9   | Week 10   | Week 11                  | Week 12                  |
|-------------|---|--------|--|-----------------------|--|---|---|--|--|---|--------------------------|--------------------------|
| Autumn term | <div>Biology</div> <div>Animals' needs for survival</div> <div>VIEW</div> |        |  | <div>Free trial</div> | <div>Biology</div> <div>Humans</div> <div>VIEW</div> |   | <div>Chemistry</div> <div>Materials</div> <div>VIEW</div> |  |  | <div>Sustainability</div> <div>Plastic</div> <div>VIEW</div>  |                          |                          |
| Spring term | <div>Biology</div> <div>Plants (light and dark)</div> <div>VIEW</div>     |        | <div>Biology</div> <div>Living things and their habitats</div> <div>VIEW</div> |                       |  |   |   |  | <div>Biology</div> <div>Plants (Light a...</div> <div>VIEW</div> |   | <div>Consolidation</div> |                          |
| Summer term | <div>Biology</div> <div>Plants (bulbs and seeds)</div> <div>VIEW</div>    |        | <div>Biology</div> <div>Growing up</div> <div>VIEW</div>                       |                       |  | <div>Biology</div> <div>Bulbs and seeds</div> <div>VIEW</div> |   | <div>Biology</div> <div>Growing up</div> <div>VIEW</div> |  | <div>Sustainability</div> <div>Wildlife</div> <div>VIEW</div> |                          | <div>Consolidation</div> |



# Maths

For maths, we will base our teaching from White Rose. Below is the overview of what your child will be learning throughout the year.

|             | Week 1   | Week 2 | Week 3   | Week 4   | Week 5  | Week 6 | Week 7  | Week 8 | Week 9   | Week 10 | Week 11                  | Week 12 |
|-------------|--|--------|--|--|---|--------|---|--------|--|---------|--------------------------|---------|
| Autumn term | <div>Number</div> <div>Place value</div> <div>VIEW</div> |        |  |  | <div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div> |        |   |        | <div>Geometry</div> <div>Shape</div> <div>VIEW</div>                             |         |                          |         |
| Spring term | <div>Measurement</div> <div>Money</div> <div>VIEW</div>  |        | <div>Number</div> <div>Multiplication and division</div> <div>VIEW</div> |  |   |        | <div>Measurement</div> <div>Length and height</div> <div>VIEW</div> |        | <div>Measurement</div> <div>Mass, capacity and temperature</div> <div>VIEW</div> |         |                          |         |
| Summer term | <div>Number</div> <div>Fractions</div> <div>VIEW</div>   |        |  | <div>Measurement</div> <div>Time</div> <div>VIEW</div> |   |        | <div>Statistics</div> <div>VIEW</div>                               |        | <div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>            |         | <div>Consolidation</div> |         |

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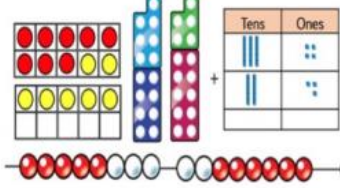
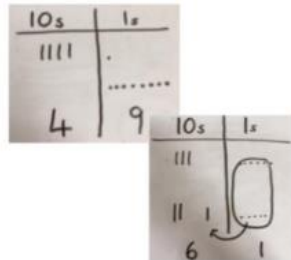
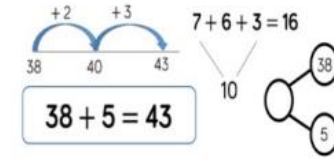
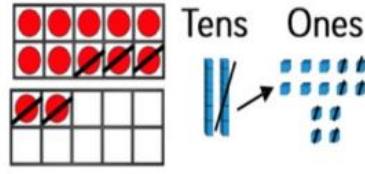
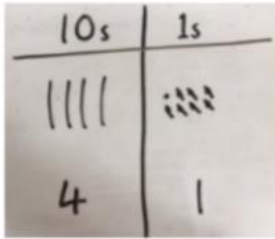
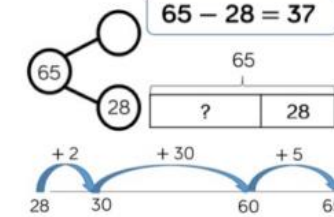
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# Maths



Here is the method we use to teach the 4 operations – addition, subtraction, multiplication and division. If you would like us to go through this in more detail to help your child at home, please ask.

|                    | Concrete   | Pictorial   | Abstract   |
|--------------------|--|---|--|
| <b>Addition</b>    | <p>Children to use tens frames, numicon, base 10 and bead strings. When crossing 10, children need to use number bond knowledge. Children need to understand ten ones equals one ten.</p>  | <p>Children to draw base 10 to help them represent addition number sentences.</p>  | <p>Children to draw blank number lines, use 100 squares, part, part whole and bar models. Emphasis should be on making 10. Only greater depth children to be shown written column method, if ready.</p>         |
| <b>Subtraction</b> | <p>Children to use tens frames, numicon, base 10 and bead strings to physically take the number away. Children may need to exchange a ten for ten ones.</p>                              | <p>Children to draw base 10 to help them subtract.</p>                           | <p>Children can draw numbers to subtract amount or find the difference. Children can also use part, part wholes and bar models. Only greater depth children to be shown written column method, if ready.</p>  |



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# English



**We teach the correct use of punctuation in all forms of writing. Cursive handwriting will be encouraged once the correct lead ins and letter sizes have been secured.**

**We will send out lists of the vocabulary we will be using in SPaG lessons.**

**Phonics will be taught at the start of the year leading into Little Wandle spelling lessons.**

**A list of common exception words will also be in your welcome pack.**

**We will teach reading through Little Wandle lessons and guided reading. We use VIPERS skills in guided reading to help children understand a text.**

**V –vocabulary, I – inference, P –prediction, E –explain, R- retrieve, S- sequence**

**You can use these skills when questioning your child about a book. A list of questions are included in your pack.**



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# **Trips**

**We will be organising trips in the year for your child to enjoy their learning in a different environment. We will inform you of any trips by letter, watch this space!**



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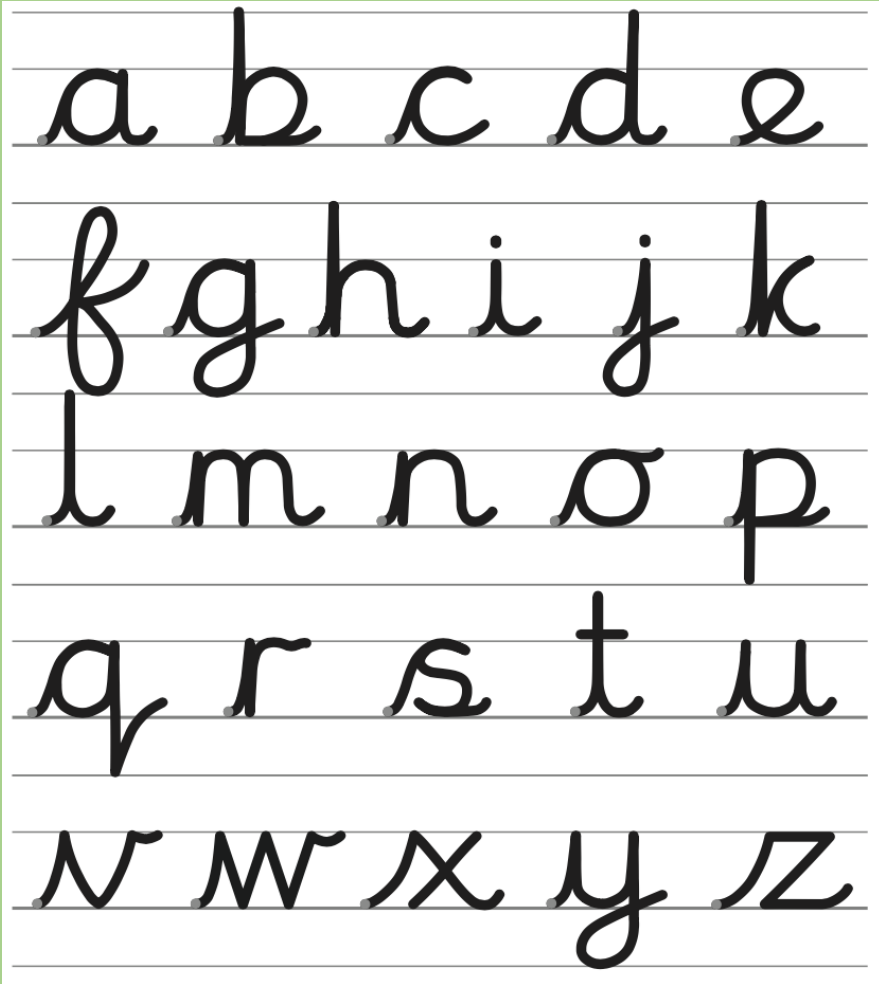
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# Handwriting

We use Letter-join to teach the children's cursive handwriting. Here is what our alphabet looks like.



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# Homework

**Children will receive homework every Friday. This will consist of a list of spellings for the children to practise and some space for the children to apply their spellings into a sentence. Maths homework will be based around arithmetic and the 4 operations ( + - x ÷ ) or follow the topic we are learning about from White Rose. Homework will need to be returned by Wednesday. Children will be tested on previously taught spellings on Friday. In addition to this, you could use SpellingShed, TTRS or Numbots for some extra practise.**

**Your child's log-in should be in their contact book.**





# Reading/Contact Books

**Your child will have a levelled reading book and a reading for pleasure book. The levelled book should allow your child to read 90% of the book fluently. This allows the child to understand the book and answer comprehension questions. The reading for pleasure book could be a chance for your child to enjoy reading or being read to. It will be one of their choice. Please use the child's contact book to record when your child has read and sign to say when a book has been finished. We expect children to read or be read to everyday.**

**We will be checking the children's contact books daily. This is also a place to add messages for us if you have not been able to catch us at the door in the morning.**



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# Uniform



| Item   | Optional or Required | How to Acquire   |
|--|----------------------|--|
| <b>EYFS (Year R) and KS1 (Year 1 and Year 2) Uniform:</b>                    |                      |  |
| Green school sweatshirt, jumper or school cardigan with optional school logo | Required             | <ul style="list-style-type: none"> <li>Branded sweatshirt, jumper and cardigan available from school supplier (School Trends)</li> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul> |
| White polo shirt with optional school logo (EYFS and KS1)                    | Required             | <ul style="list-style-type: none"> <li>Branded polo shirt available from school supplier (School Trends)</li> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>                      |
| Grey school trousers school shorts, school skirt or pinafore dress           | Required             | <ul style="list-style-type: none"> <li>Available from school supplier (School Trends)</li> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>   |
| Green and white check gingham dress (Summer)                                 | Optional             | <ul style="list-style-type: none"> <li>Available from school supplier (School Trends)</li> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>   |
| Plain socks (grey/black/white) or plain tights (grey)                        | Required             | <ul style="list-style-type: none"> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>   |
| Plain black school shoes   | Required             | <ul style="list-style-type: none"> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>   |
| Green school reversible fleece/jacket with optional school logo              | Optional             | <ul style="list-style-type: none"> <li>Branded fleece/jacket available from school supplier (School Trends)</li> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from most regular retailers</li> </ul>                  |

**Please ensure all your child's uniform is labelled in case it goes missing. There is a lost property in the main office if you are missing a piece of uniform.**

# PE



**Your child will have indoor PE on Mondays and outdoor Forest School on Thursdays. Please send your child into school in their PE kit. All PE kit should also be named. If your child has earrings in, they will not be able to join in with PE so please remove them on those days.**

## PE & Sports Kit (Years R to 6):

|  |                   |  |
|--|-------------------|--|
| Plain white or coloured PE crew neck/polo style t-shirt. Houses as follows:<br>Lambarde (Red)<br>Gundulph (Green)<br>Harris (Yellow)<br>Scholey (Blue) | White is Required | <ul style="list-style-type: none"> <li>Branded crew/polo neck t-shirt available from school supplier (School Trends)</li> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from most regular retailers</li> </ul> |
| Plain black shorts   | Required          | <ul style="list-style-type: none"> <li>Available from school supplier (School Trends)</li> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>                                 |
| White or black sports socks  | Required          | <ul style="list-style-type: none"> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>   |
| Plain black plimsolls/trainers   | Required          | <ul style="list-style-type: none"> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>   |
| Plain grey or black tracksuit (Outdoor PE)   | Required          | <ul style="list-style-type: none"> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>   |



# EYFS/KS1 and KS2 Snacks

**Children in EYFS and KS1 have access to a free fruit snack every day.**





# Clubs

**You child will have the opportunity to participate in many different lunchtime and afterschool clubs. Please keep an eye out for letters around information clubs which will be offered this term.**



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# Arbor

**From this academic year, we will continue with the use of Arbor for your point of contact with school in regard to booking and getting permissions.**

**We will be asking the children what they want for their hot dinners with their morning register.**



# “It's good to talk!”




- Bubble Time
  - Think Boxes
  - Rainbow Lanyards
- In school, if your child experiences a worry or difficulty, staff are on hand to listen. If they wish to let us know they can talk to us, move their peg on the bubble board or post a message in the box. Each class also has emotional toolkits for the times when a pupil finds it hard to express how they feel verbally.




**Vocabulary Questions with Victor**

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...




**Retrieval Questions with Rex**

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me **three** facts you have learned from the text.
- Find the part where...



**Summarising Questions with Suki**

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or fewer?




**What to Do If You Are Stuck**

- Can you break it up?
- Which sounds do you know?
- Do you know a word that looks like it?
- Have a good guess.


**Inference Questions with Iggy**

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?



**Prediction Questions with Pip**

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might.... say about that?



**If you are not sure, say:**

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?

**Remember**

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Just 5 minutes every day makes a huge difference.
- Model good reading.

**Year 1 and 2 Common Exception Words Mat**

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

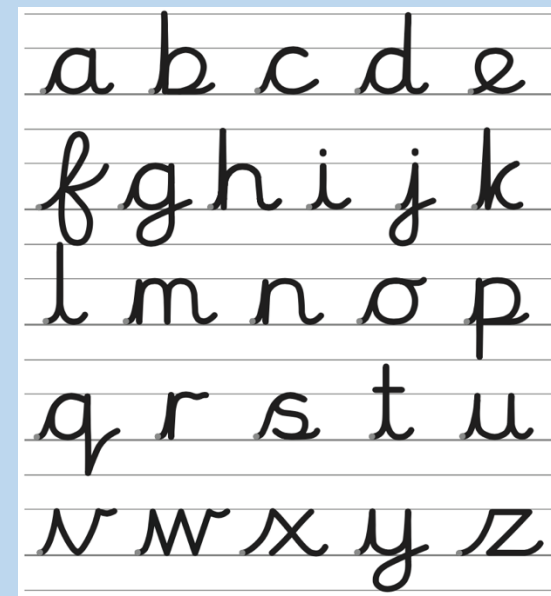
|   |  |   |  |   |  |  |   |                                 |
|---|--|---|--|---|--|--|---|---------------------------------|
| <b>Aa</b><br>a<br>after<br>again<br>any<br>are<br>ask | <b>Bb</b><br>bath<br>be<br>beautiful<br>because<br>behind<br>both<br>break<br>busy<br>by | <b>Cc</b><br>child<br>children<br>Christmas<br>class<br>climb<br>clothes<br>cold<br>come<br>could | <b>Dd</b><br>do<br>door                              | <b>Ee</b><br>even<br>every<br>everybody<br>eye  | <b>Ff</b><br>fast<br>father<br>find<br>floor<br>friend<br>full                               | <b>Gg</b><br>go<br>gold<br>grass<br>great                | <b>Hh</b><br>half<br>has<br>he<br>here<br>his<br>hold<br>hour<br>house            | <b>Ii</b><br>I<br>improve<br>is |
| <b>Kk</b><br>kind                                     | <b>Mm</b><br>many<br>me<br>mind<br>money<br>most<br>move<br>Mr<br>Mrs<br>my              | <b>Nn</b><br>no   | <b>Oo</b><br>of<br>old<br>once<br>one<br>only<br>our | <b>Pp</b><br>parents<br>pass<br>past<br>path<br>people<br>plant<br>poor<br>pretty<br>prove<br>pull<br>push<br>put | <b>Ss</b><br>said<br>says<br>school<br>she<br>should<br>so<br>some<br>steak<br>sugar<br>sure | <b>Tt</b><br>the<br>there<br>they<br>to<br>today<br>told | <b>Ww</b><br>was<br>water<br>we<br>were<br>where<br>who<br>whole<br>wild<br>would | <b>Yy</b><br>you<br>your        |
| <b>Ll</b><br>last<br>love                             |  |   |  |   |  |  |   |                                 |

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VIPERS questions





# Adverbs



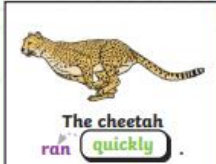
An **adverb** is a describing word that describes a verb or adjective.



This adverb describes how Daniel coloured in his picture.



This adverb describes how she ate.



This adverb describes how the cheetah ran.

# Adjectives

An **adjective** is a word that describes a noun or a pronoun.



# Nouns



A **noun** is a naming word. It can name a person, place, animal, thing or idea.



# Proper Nouns



A **proper noun** names a specific place, object or person. They should always start with a capital letter. Months of the year, days of the week, some religious events and brand names are also considered proper nouns.



# Verbs

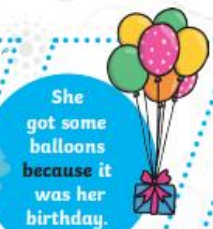


A **verb** is an action word. It describes what someone or something is doing. The action can be physical or mental.





# Conjunctions


A **conjunction** links words, phrases and clauses together in a sentence.

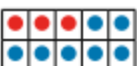






$0+10=10$  

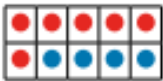
$1+9=10$  

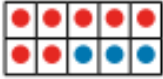
$2+8=10$  


$3+7=10$  

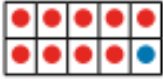
$4+6=10$  

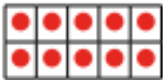
$5+5=10$  

$6+4=10$  


$7+3=10$  

$8+2=10$  

$9+1=10$  

$10+0=10$  

## Rainbow of 20



0 1 2 3 4 5 6 7 8 9 10 20 11 12 13 14 15 16 17 18 19 20

$0 + 20 = 20$

$1 + 19 = 20$

$2 + 18 = 20$

$3 + 17 = 20$

$4 + 16 = 20$

$5 + 15 = 20$

$6 + 14 = 20$

$7 + 13 = 20$

$8 + 12 = 20$

$9 + 11 = 20$

$10 + 10 = 20$

$10 + 10 = 20$

$11 + 9 = 20$

$12 + 8 = 20$

$13 + 7 = 20$

$14 + 6 = 20$

$15 + 5 = 20$

$16 + 4 = 20$

$17 + 3 = 20$

$18 + 2 = 20$

$19 + 1 = 20$

$20 + 0 = 20$

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

## 10

$1 \times 10 = 10$

$2 \times 10 = 20$

$3 \times 10 = 30$

$4 \times 10 = 40$

$5 \times 10 = 50$

$6 \times 10 = 60$

$7 \times 10 = 70$

$8 \times 10 = 80$

$9 \times 10 = 90$

$10 \times 10 = 100$

$11 \times 10 = 110$

$12 \times 10 = 120$

