Year 2 Parent & Carer Meeting

14th September 2026

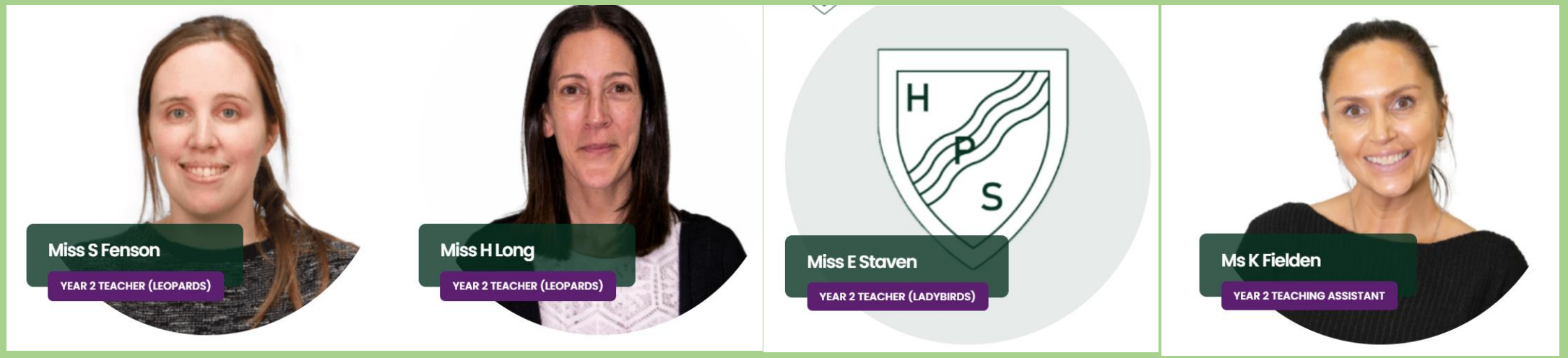
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Vision: Learning for Life

Values: Compassion – Integrity – Thankfulness – Respect – Resilience

Drivers: Curiosity – Aspiration – Diversity – Independence

A warm welcome to Year 2.
Here is our team.



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.

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Our Daily Timetable

Year 2 Timetable Term 1

Day	08:50 – 09:00	09:00 – 09:20	09:20 – 09:40	09:40 – 09:55	09:55 – 10:05	10:05 – 10:35	10:35 – 10:50	10:50 – 11:45	11:45 – 12:15	12:15 – 13:15	13:15 – 13:20	13:20 – 13:35	13:35 – 14:20	14:20 – 15:05	15:05 – 15:20
Monday KINDNESS AWARDS	Registration & early morning work (handwriting consolidation)	Assembly	Little Wandle Spelling	Handwriting	Grammar/Spelling	English	Break time	Maths	Guided Reading (Little Wandle)	Lunch	Registration & Quick Maths	Mastering Number	Science		Class story/get ready to go home
Tuesday In Class Assembly								Maths					PSHE	Forest School	
Wednesday Assembly								Maths					Computing	Music/RE	
Thursday In Class Assembly								Maths					Geography /History	Indoor / Outdoor PE	
Friday Awards assembly								Maths					Art/DT	Enrichment Time 14:30-15:00	

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Golden Rules

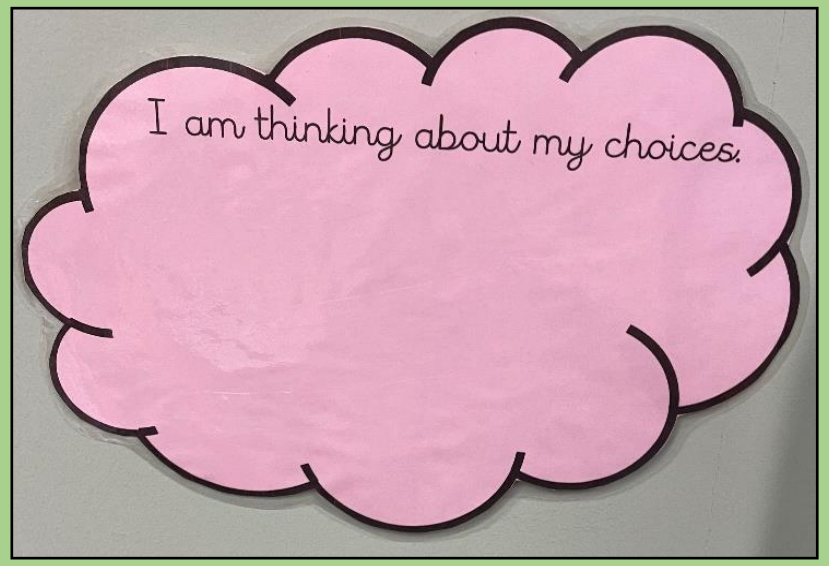


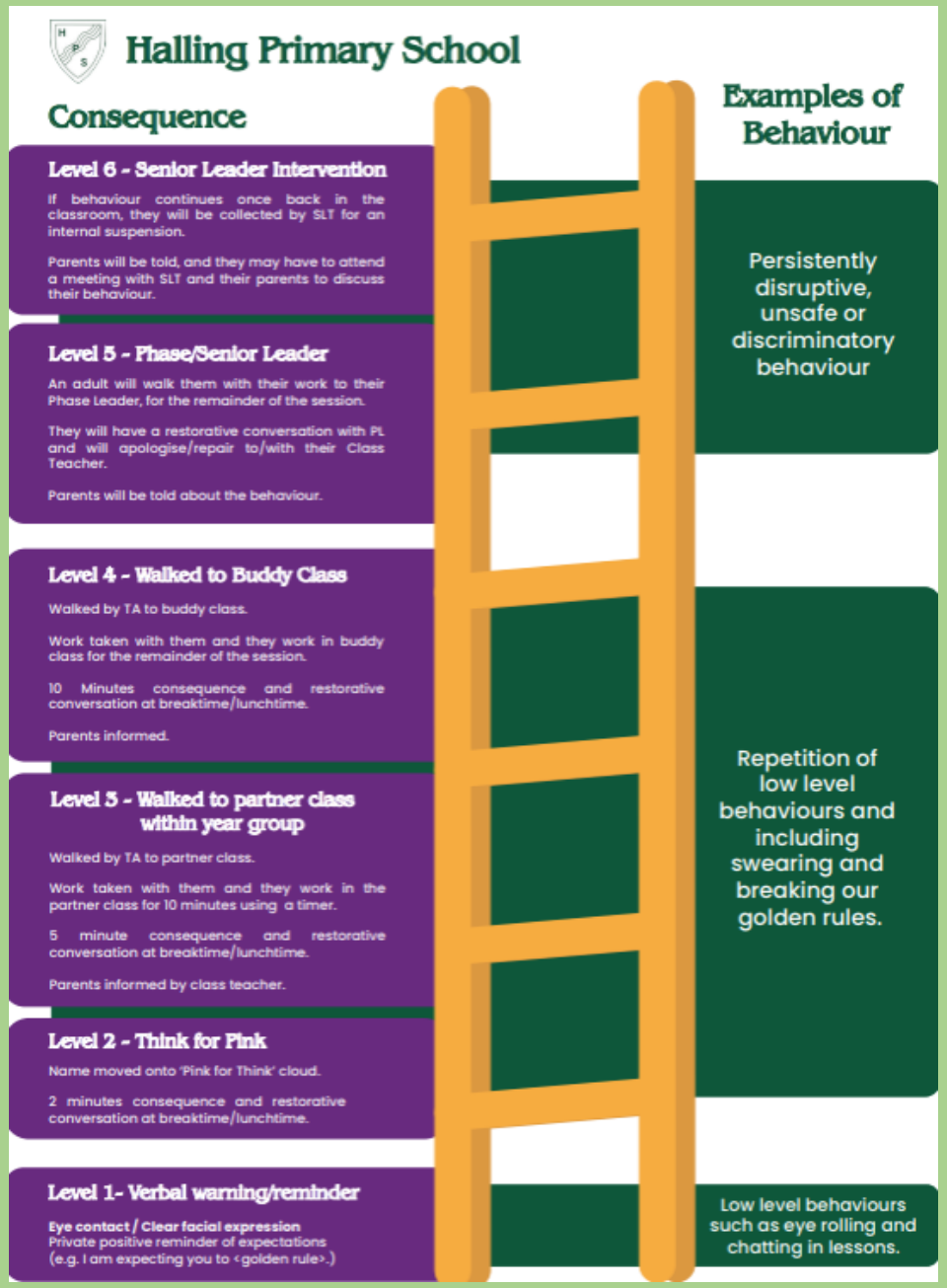
Here are the golden rules which we expect all children to follow at all times while at school. When displaying the golden rules, children will have the opportunity to win Dojo points. The child who has the most Dojos at the end of the week will be 'Star of the week' and win a small prize. There are many other ways in which positive behaviour is recognised and rewarded at Halling, including weekly certificates, Reward Time and Positive Recognition Boards (as per our Behaviour Policy).

Positive Recognition Boards

- **Pink think clouds are also displayed alongside our Positive Recognition Boards**

- **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/children to be swiftly 'moved' back onto the Positive Recognition Board following a period of reflection.**





Halling's Behaviour Ladder

As you will know, from March 2025, our Behaviour for Learning Policy was updated and shared with all stakeholders-including parents/carers and pupils.

The Behaviour Policy includes the Behaviour Ladder which is shown to the left. We will continue with this, this academic year.

Our Curriculum

At Halling Primary School, we have a fantastic, personalised curriculum. In some subjects, 'milestone organisation' form opportunities for learning and assessment. Your child is in milestone 1. This means over the 2 years, in some subjects, they will learn the same topics but knowledge and skills will build 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;**
- **Retrieval of previously learned content is frequent and regular which increases storage and retrieval strength.**

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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 Inc. mapping the world	The United Kingdom	The Capitals of the United Kingdom
3			Australia
5			
7	Climate and Weather	The Capitals of the United Kingdom	
9			
11	The United Kingdom		

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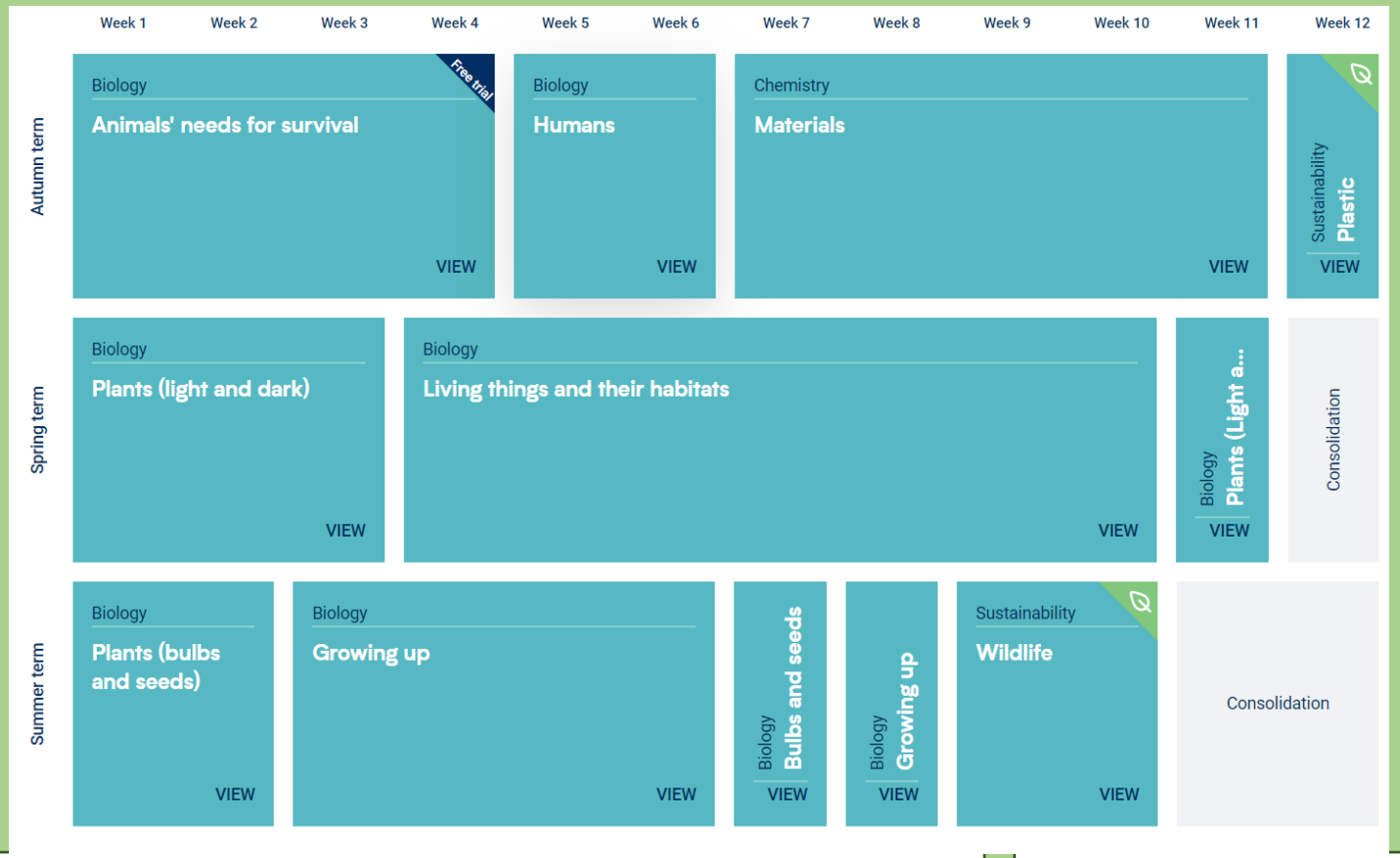
History

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

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Overviews

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



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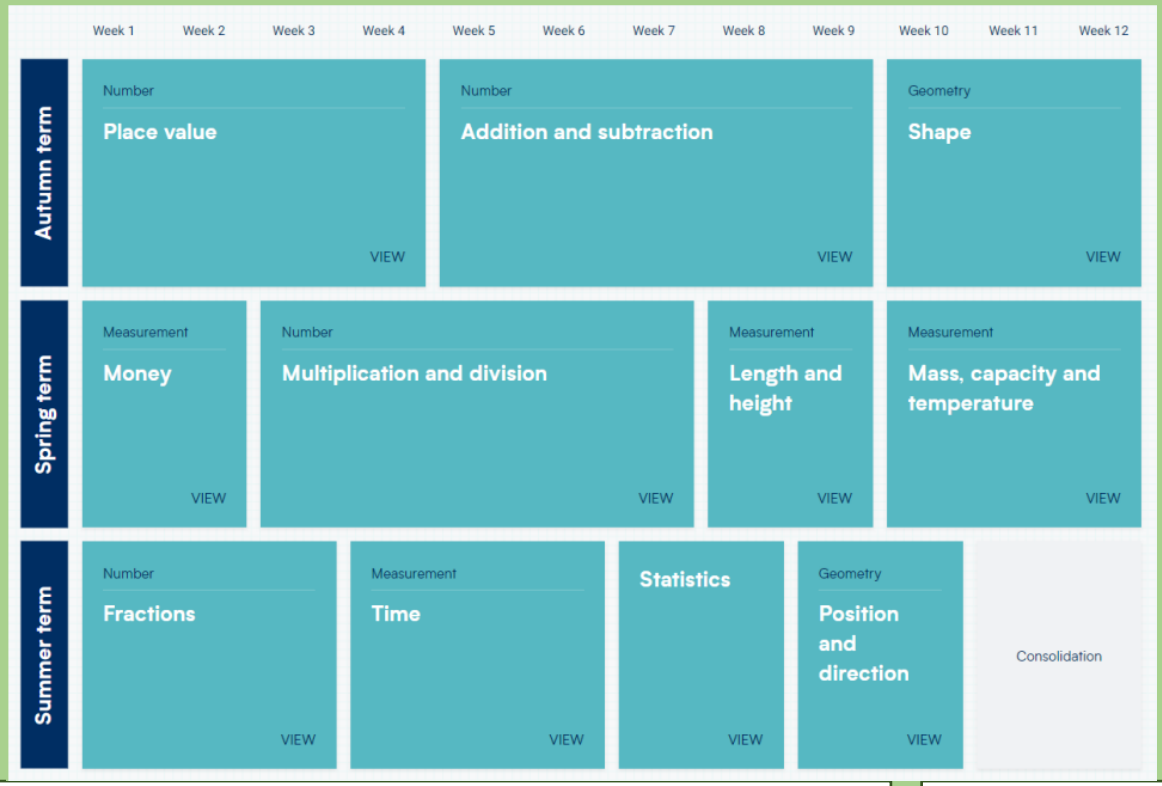
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Maths

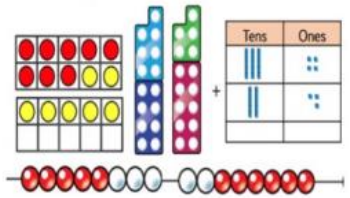
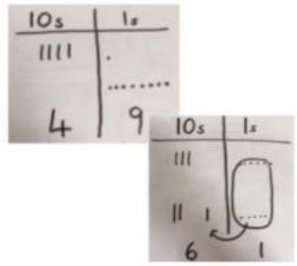
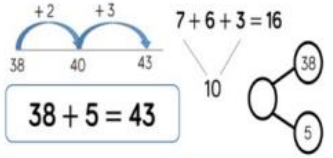
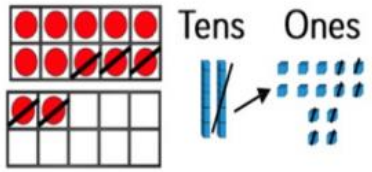
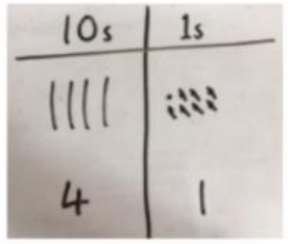
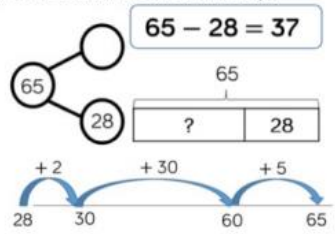
For maths, we will base our teaching from White Rose. Below is the overview of what your child will be learning throughout the year.



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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
Addition	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. 	Children to draw base 10 to help them represent addition number sentences. 	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. 
Subtraction	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. 	Children to draw base 10 to help them subtract. 	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. 

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English

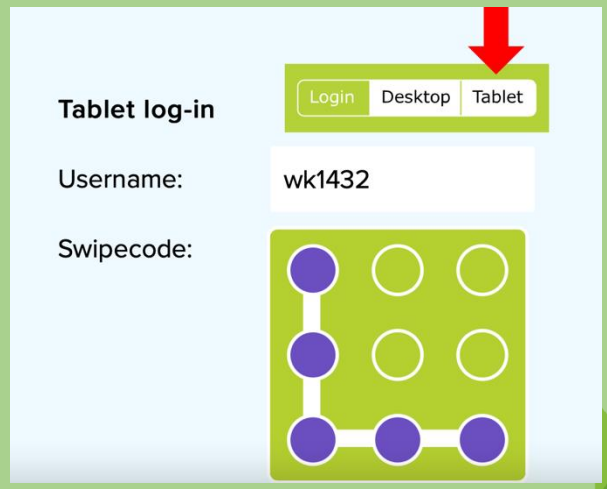
Non-negotiables in English include using basic punctuation such as full stops and capital letters and neat handwriting (cursive when possible). When completing homework or encouraging writing at home, please support the school with ensuring your child is using the basics within their writing.

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Handwriting

We use Letter-join to teach the children's cursive handwriting. Here is what our alphabet looks like and log-in you can use at home.





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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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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 soon.

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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 and needs changing. We expect children to read or be read to everyday. Longer books do not need to be read in one night. Shorter texts should be read 3 times to build confidence, stamina and fluency.

If appropriate, your child may bring home an additional Little Wandle book on a Friday. This is the book that they have been exploring during the week. This book must be returned on Monday.

We will be checking the children's contact books daily.

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Uniform

Item	Optional or Required	How to Acquire
EYFS (Year R) and KS1 (Year 1 and Year 2) Uniform:		
Green school sweatshirt, jumper or school cardigan with optional school logo	Required	• Branded sweatshirt, jumper and cardigan available from school supplier (School Trends) • Second hand via PTA (Uniformerly) • Can also be bought from all regular retailers
White polo shirt with optional school logo (EYFS and KS1)	Required	• Branded polo shirt available from school supplier (School Trends) • Second hand via PTA (Uniformerly) • Can also be bought from all regular retailers
Grey school trousers school shorts, school skirt or pinafore dress	Required	• Available from school supplier (School Trends) • Second hand via PTA (Uniformerly) • Can also be bought from all regular retailers
Green and white check gingham dress (Summer)	Optional	• Available from school supplier (School Trends) • Second hand via PTA (Uniformerly) • Can also be bought from all regular retailers
Plain socks (grey/black/white) or plain tights (grey)	Required	• Second hand via PTA (Uniformerly) • Can also be bought from all regular retailers
Plain black school shoes	Required	• Second hand via PTA (Uniformerly) • Can also be bought from all regular retailers
Green school reversible fleece/jacket with optional school logo	Optional	• Branded fleece/jacket available from school supplier (School Trends) • Second hand via PTA (Uniformerly) • Can also be bought from most regular retailers

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.

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PE

Your child/ren will have PE on Thursday and Forest School on Tuesday. Please send your child/ren into school in their PE kit. All PE kit should also be named. If your child/ren have their ears pierced, please ensure these are removed on PE days. If your child/ren has earrings in, they will not be able to join in with PE.

PE & Sports Kit (Years R to 6):		
Plain white or coloured PE crew neck/polo style t-shirt. Houses as follows: Lambarde (Red) Gundulph (Green) Harris (Yellow) Scholey (Blue)	White is Required	• Branded crew/polo neck t-shirt available from school supplier (School Trends) • Second hand via PTA (Uniformerly) • Can also be bought from most regular retailers
Plain black shorts	Required	• Available from school supplier (School Trends) • Second hand via PTA (Uniformerly) • Can also be bought from all regular retailers
White or black sports socks	Required	• Second hand via PTA (Uniformerly) • Can also be bought from all regular retailers
Plain black plimsolls/trainers	Required	• Second hand via PTA (Uniformerly) • Can also be bought from all regular retailers
Plain grey or black tracksuit (Outdoor PE)	Required	• Second hand via PTA (Uniformerly) • Can also be bought from all regular retailers

Please pay close attention to the PE kit expectations. Children whom are not wearing a plain white or plain house coloured PE top and/or plain grey or black shorts/trousers will be reminded of the expectations or their parents/carers if more age-appropriate.

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EYFS/KS1 and KS2 Snacks

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



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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.

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“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...



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...?



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...



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?



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?



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?

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.

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

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii
a after again any are ask	bath be beautiful because behind both break busy by	child children Christmas class climb clothes cold come could	do door	even every everybody eye	fast father find floor friend full	go gold grass great	half has he here his hold hour house	I improve is

Kk	Ll	Mm	Nn	Oo	Pp	Ss	Tt	Ww	Yy
kind	last love	many me mind money most move Mr Mrs my	no	of old once one only our	parents pass past path people plant poor pretty prove pull push put	said says school she should so some steak sugar sure	the there they to today told	was water we were where who whole wild would	you your

ar or ur ow oi ear air ure er

ai ee igh oa oo

ch sh th ng qu

ss ff ll zz



Adverbs

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

Daniel coloured carefully in his picture.

This adverb describes how Daniel coloured in his picture.

She ate her dessert slowly.

This adverb describes how she ate.

The cheetah ran quickly.

This adverb describes how the cheetah ran.

Adjectives

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

Fierce dinosaur

Delicious cupcake

Beautiful butterfly

Powerful witch

Nouns

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

Adam

London

school

giraffe

ball

excitement

bravery

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.

Adam

London

France

Easter

Thursday

January

Taj Mahal

Verbs

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

ride

think

jump

laugh

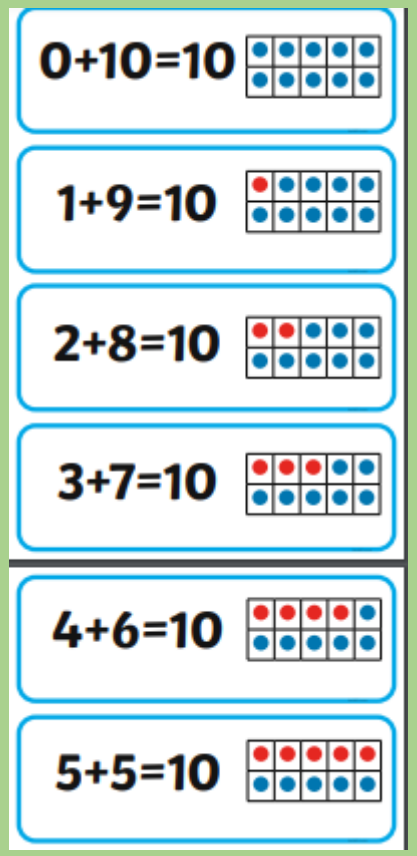
Conjunctions

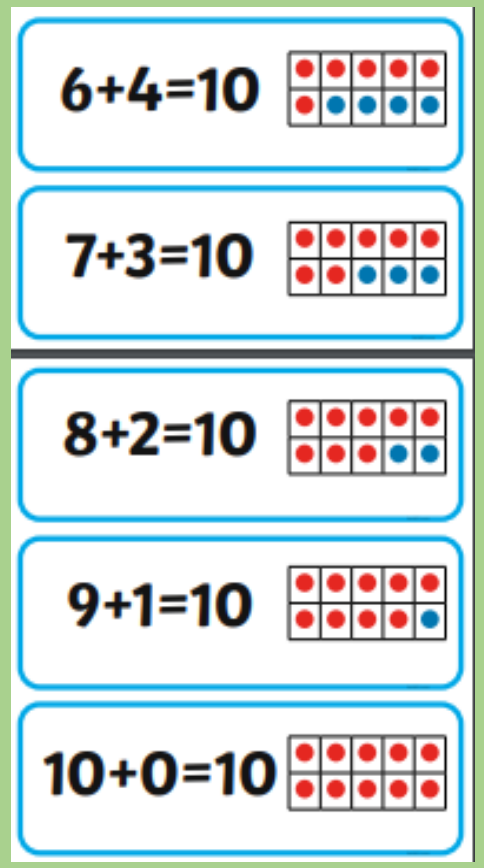
A conjunction links words, phrases and clauses together in a sentence.

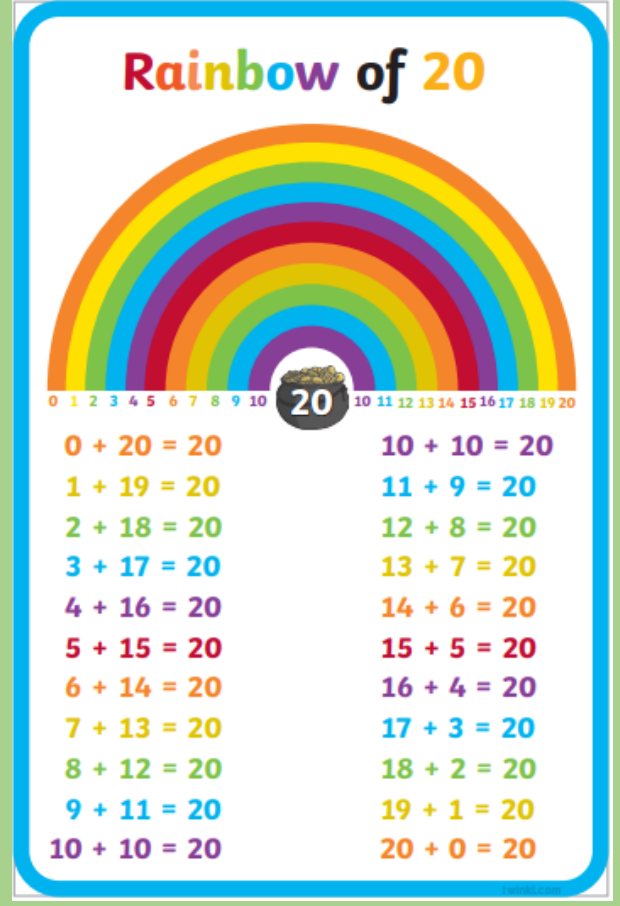
He went swimming after school.

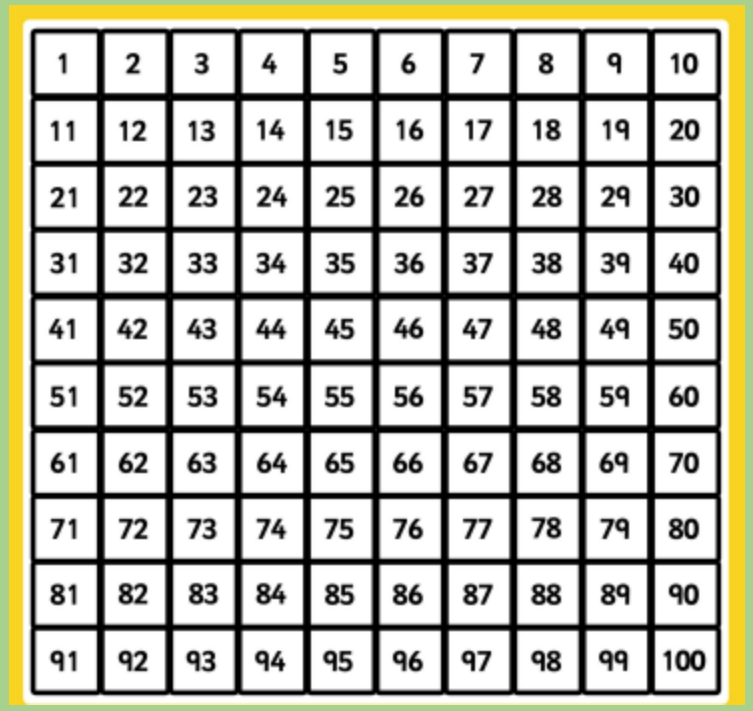
She got some balloons because it was her birthday.

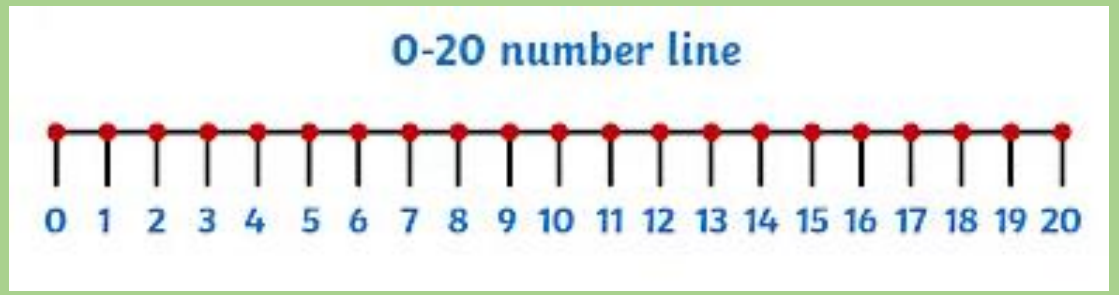
She had a burger and a milkshake for dinner.

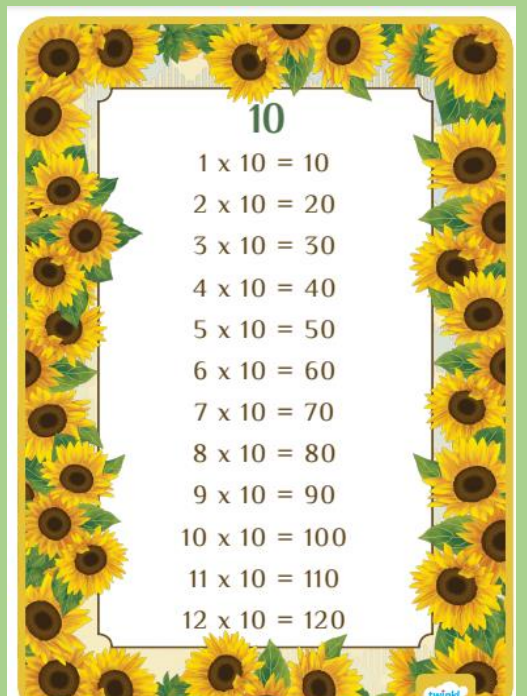

0+10=10
1+9=10
2+8=10
3+7=10
4+6=10
5+5=10


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 10 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


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


10
1 x 10 = 10
2 x 10 = 20
3 x 10 = 30
4 x 10 = 40
5 x 10 = 50
6 x 10 = 60
7 x 10 = 70
8 x 10 = 80
9 x 10 = 90
10 x 10 = 100
11 x 10 = 110
12 x 10 = 120