



**Welcome to Year 2
(Kingfishers)
Curriculum Meeting
2025**



Staff

Mrs Russell – Monday, Tuesday, Thursday and Friday

Mrs Stevens, Mrs Farren, Mrs Adil and Mrs Freedman will all be supporting the class and will work within the class throughout the week.

Mrs Dalglish teaches the class during my PPA time on Monday afternoon.

Mrs Ekoku (am) and Mrs Jewitt (pm) teach the class on a Wednesday

Mrs Pascal – SENDCo (an 'inclusion' role and might be in touch with parents even if a child does not have 'SEN'. She provides wellbeing support and behaviour support)

Therapists/external support where necessary.



School Values and Rules

Aim High, Achieve More



- I am safe
- I use kind words and actions
- I try my best
- I look after my school and environment



School Rules and Behaviour

- *Behaviour is learning and can impact learning*
 - *Zones of Regulation*
- *We support children being able to understand positive/negative behaviour*
 - *Recognising and celebrating*
 - *Making correct choices*
 - *Restorative approach*
 - *Removal of responsibilities*
 - *Formal steps to support improvement*
- *Every child is at different stages and every child needs different types of support*



Behaviour & Learning

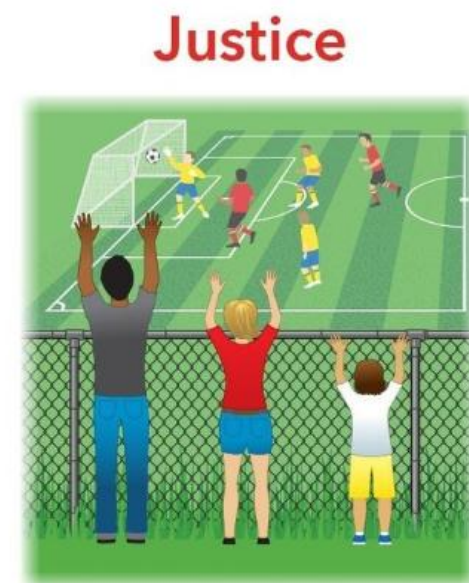
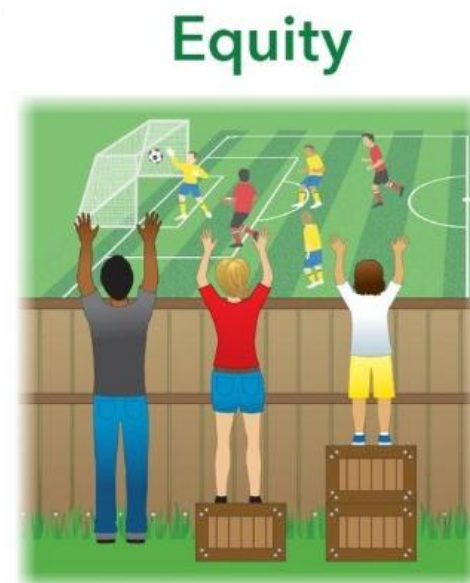
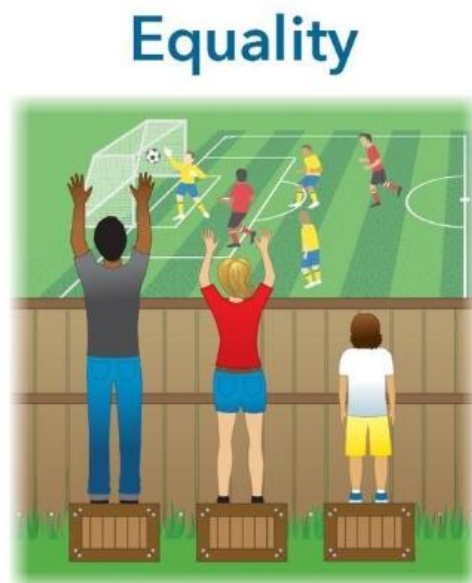
What does the child need?

- Every child at different stages and every child needing different types of support

- **Equality** – assuming that everyone benefits from the same support

- **Equity** – everyone gets the support they need

- **Justice** – the cause(s) of the inequity was addressed – systemic barrier has been removed



- I use kind words and actions
 - I try my best
- I look after my school and environment

Aim High, Achieve More



Learning – Whole School Focus

- Sense of belonging (Equity, Diversity, Inclusion) Rachel Macfarlane
- Positive behaviour for learning
- High Quality Teaching
 - For all - using strategies that specifically help some, will not hinder others.
- Less time out of lessons (dumping knowledge at the door)
- Maximising pupil progress – high expectations for all
- Maths – recall
- Spelling



Attendance

- The school gates open at 8.30am
- The school day starts at 8.40am
- If children arrive after 8.40am, they are marked as late
- Being late can cause children to feel anxious if they are coming into the classroom when everyone is settled and starting their work
- Being late or missing school regularly, can affect progress in learning, friendships and social interactions
- The school will be in touch if lateness or absence causes concern so that help and support can be put in place

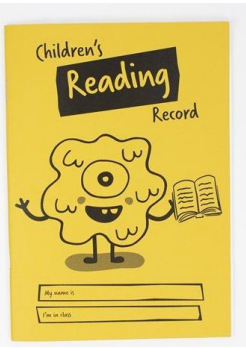


Attendance

- Research from the DfE found that pupils who performed better at the end of primary (Y6 SATs) and secondary school missed fewer days than those who didn't perform as well.
- When pupil attendance falls below 90% (equivalent of missing one day a week), the school will be in touch with families about support or referrals to improve the attendance.
- Holidays during term time are not authorised and penalty notice fines may be issued via the local authority.
- If your child is too unwell to attend school, please inform the office by 9.30am at the latest, providing details of illness.



Reading and Phonics



- During Year 2 your child should move off the Phonics Bug phonics reading scheme onto "free choice" levelled library books.
- Children change their books independently in the library from their assigned level.
- Children working on Bug Club books will have their books changed for them
- We will aim to hear your child read at least 2-3 times a week. This may be 1:1, in a small group (guided) or in a whole class reading lesson.
- **It is important that you hear your child read in addition to this** – we ask for as close to daily as possible - approximately 15 minutes which can include a discussion about the book.



CUSP Spelling for Y1_(summer term) - 6

- **Taught in 2-week blocks.** Each block includes the study of key spelling concepts. (We call them concepts and not rules because there are simply too many exceptions to any pattern for it to be a rule)
- The curriculum is **not built around the rote memorisation** of spelling 'rules'; focus is building on what pupils have learnt through Phonics lessons and teaching them to seek patterns and reason about how to spell new or unfamiliar words.
- No weekly spelling tests, or word lists to learn
- Weekly tasks will be sent home - linked to the learning completed in class.
- Spelling and dictation test at the end of each term.





English

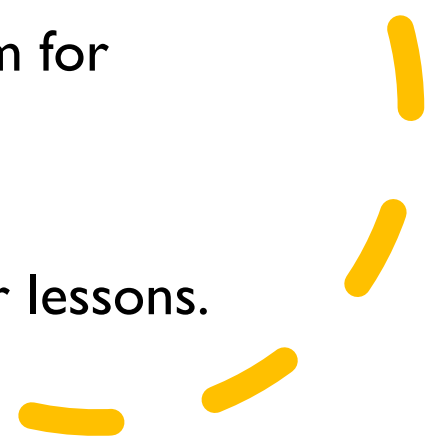


As in Year 1, we will be using a mixture of story and picture books to inspire our writing, following the Talk4Writing approach.

"If you can't say it, you can't write it"

Please support your children to speak in full sentences, model and praise them for expanding their vocabulary and being descriptive.

Grammar will be taught through the writing approach, and individual grammar lessons.



By the end of Year 2, children should be able to:

- Write for different purposes (stories, recounts, letters, instructions)
- **Use full stops, capital letters, question marks, exclamation marks correctly**
- Apply **expanded noun phrases** (e.g., *the tall, dark tree*)
- Use **conjunctions** (e.g., *and, but, because, when*) to extend sentences
- Spell many common exception words correctly (high-frequency words that do not follow typical phonetic spelling rules and must be learned as sight words, rather than by sounding them out)
- **Use present and past tense consistently**
- Begin to plan, draft, edit, and improve their writing
- Write in **joined handwriting** (where appropriate)

Write a sentence that uses each of the words.

where

push

full

put

they

was



Maths

- **Counting and understanding number** – mental and written, place value and ordering, number sequences, number facts - **using number bonds**
- **Calculating** – addition, subtraction, multiplication and division – **plenty of different vocabulary**
- **Understanding shape** – 2D & 3D, fractions of shapes
- **Measuring**- length, mass, capacity, time – **practical practise please!**
- **Data handling** - organising and using data, bar charts and pictograms
- **Using and applying numbers** – making decisions
 - reasoning about numbers or shapes
 - ‘real life’ money or measurement problems
- **Problem solving and investigations** – *key to consolidating understanding of mathematical concepts*

By the end of Year 2, children should be able to:

- **Number & Place Value**
- Count in steps of 2, 3, 5, and 10
- Understand place value of tens and ones up to 100
- **Addition & Subtraction**
- Solve problems using number bonds to 20 and beyond
- Add and subtract two-digit numbers
- **Multiplication & Division**
- Recall and use the **2, 5, and 10 times tables**
- Understand division as sharing and grouping
- **Fractions**
- Recognise, find, name, and write $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{3}{4}$
- **Measurement**
- Use standard units for length, weight, capacity, money, and time
- Tell the time to the nearest 5 minutes
- **Geometry**
- Recognise and describe 2D and 3D shapes
- Use mathematical language to describe position, direction, and movement



The Wider Curriculum



AUTUMN

- The Great Fire of London History
- Materials - science
- Theatre exchange

SPRING

- Dinosaurs History/English
- Exploring the World – continents and oceans Geography
- Maidstone museum

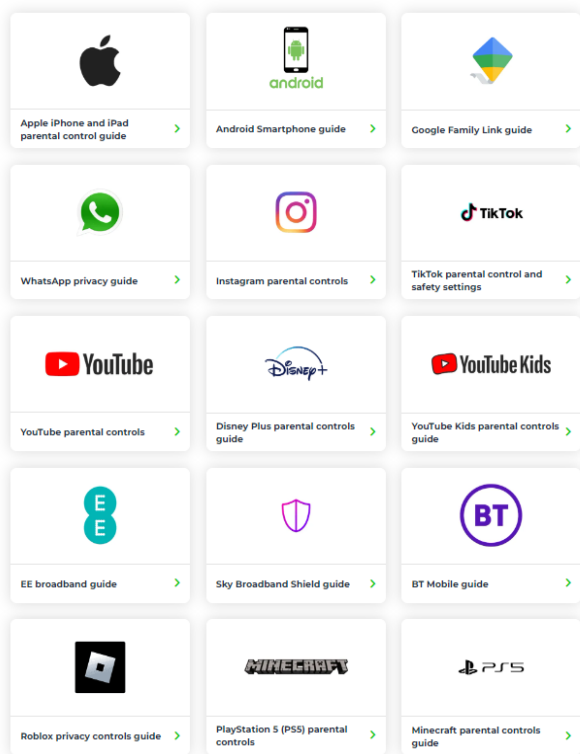
SUMMER

- St Lucia Geography
- Australia Geography/Literacy
- Plants and Animals Science
including habitats and adaptations

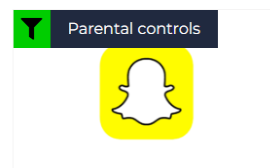


Online Safety

- Acceptable Use Agreements – follow these rules
- Links with Behaviour Policy (online/in real life) - consequences
- Age restrictions and parental controls



[Parent Control Guides](#)

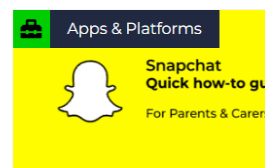


Parental controls

Internet Matters. Snapchat tips and advice to keep children safe while using the platform. Social media.

[READ MORE](#)

[Snapchat guide for parents \(13+\)](#)



Apps & Platforms

How to stay safe on Snapchat: Parent guide | Internet Matters. Learn more about the platform, how it works, and more to help keeps teens safe on Snapchat.

[READ MORE](#)

WhatsApp safety guide for parents

internet matters.org

13+ WhatsApp's minimum age in the UK

58% Kids aged 3-17 who use WhatsApp

37% Kids under 13 who use WhatsApp

5 tips to keep kids safe on WhatsApp

- 1 Review privacy settings** WhatsApp has a range of privacy and security settings to keep users safe. Customise groups, app access, live location and more.
- 2 Customise contacts** Show your child how to report and block unwanted contacts. Then, work with them to add their friends and family. Review and talk about their contacts regularly.
- 3 Talk about personal information** Make sure your child understands what personal information is. Talk about the importance of keeping that information private on WhatsApp.
- 4 Show them where to get support** If something goes wrong or they see something worrying on WhatsApp, make sure they know to come to you, and talk about other sources of support.
- 5 Check in regularly** Once you've done all of the above, check in with them regularly to review settings and how they use WhatsApp.

internet matters.org

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Internet.Matters.Ltd

[WhatsApp Guide for parents 13+](#)



Online Safety



The internet is amazing. Children can play, learn, create and connect - opening up a whole world of exciting possibilities. But with the digital world changing all the time, how can you make sure your child is staying safe?

- Set up parental controls & timers – research has shown that screen time an hour before bed can affect sleep quality.
- Share aware – make sure your children know about personal data.
- Social Media, Apps and Games – check them!
- [Keeping children safe online | NSPCC](#)
- [Information, Advice and Support to Keep Children Safe Online \(internetmatters.org\)](#)
- [CEOP Education \(thinkuknow.co.uk\)](#) Games – TAG



Homework



- Reading
- Maths & English – set every **Thursday** and due in on a **Tuesday**
- Time spent on home learning – 30 mins for both tasks.
- Learning tables: 2x 5x 10x and beyond!

During the Spring term, the children will carry out an independent research project (dinosaurs) – more details later.

Please contact me if homework is a struggle and we can work together to find a solution.



Year 2 assessments



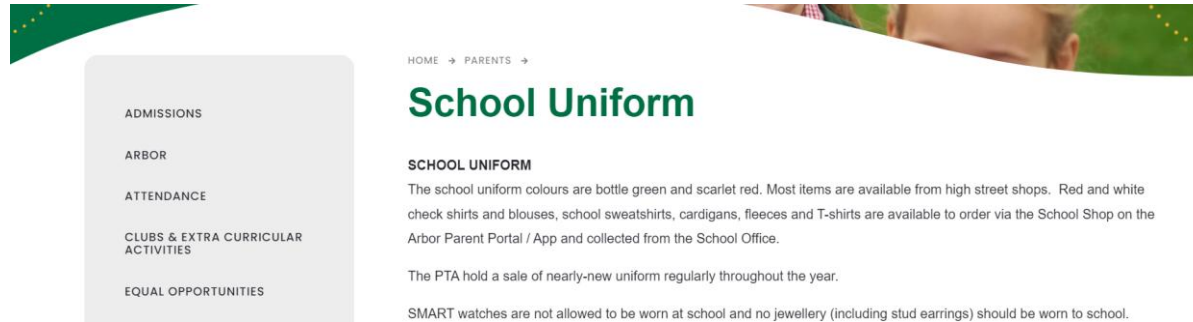
Whilst there are no government reported SATS for year 2 we will still carry out teacher assessments and we will still use these resources in school.

Children who did not meet Phonics Screening Check threshold in Year 1 (pass mark = 32) will sit the test in June 2026.



Uniform and PE Kit

- The full uniform list is on the school website:



- Black shoes/trainers on non-PE days
- No jewellery, including stud earrings
- Wrist watches only, no SMART watches

Our PE days are Tuesday and Thursday

PE Uniform:

- Plain red t-shirt or school red t-shirt with school logo
- Black shorts (not branded)
- White socks
- Trainers
- Plain black hoody



Keeping you updated

- Sneak Peeks
- Termly Open Mornings (advertised in the newsletter and on Sneak Peeks)
- Class Learning Assemblies
- Parents' Evenings (Autumn, Spring)
- Email, website, instagram





Keep in touch!

Safeguarding – get in touch with any changes of pick up/important family updates

Try the website for information first (if what you're looking for is not on the website, let us know. Other people may be looking for it too)

Speak to staff with any questions, comments or celebrations

year2@tatsfieldtlt.co.uk