

# HALLAM FIELDS PRIMARY SCHOOL

## WELCOME TO YEAR 2



**HALLAM FIELDS**  
**PRIMARY**

Class Teacher: Miss Jarvis  
Head teacher: Mrs Sultana  
Executive Head: Ms Williams

# Year 2 Team



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## **Hedgehog Class**

Miss Jarvis

**LSA:**

Ms Sorrell



# Drop off and Pick up



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The start of the day is **8.40am.**

Register and lessons start at **8.55am.**

The end of the day is **3.20pm.**

# Attendance



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- Good attendance is vital. If the children are late in the morning they will miss the morning starters.
- The Head teacher of a school is no longer allowed to authorise absences of any kind except in absolutely exceptional circumstances.
- Where a child has been absent for a significant time, either through lots of occasional days or one long absence, parents are asked to talk to our Attendance Officer to see what can be put in place to prevent further absences / lates.
- **Attendance below 97%** will trigger a letter home- unless there is a genuine medical reason and it has been authorised by the Head teacher.



# Expectations



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- As the weather gets colder- please make sure your child has appropriate footwear and a waterproof coat!
  - Wear PE Kit on PE days – **Tuesday** and **Friday**
  - Black shorts / black jogging bottoms, green t-shirt, a black/red jumper and suitable trainers. Plain clothing, no brands.
  - Please no jewellery for PE. Earrings to be taped on a PE day or taken out.
  - Water bottles everyday.
  - Reading book and reading diary everyday.
  - If your child is prone to toileting accidents, please feel free to keep a change of clothes on their peg.
  - We only have the pegs at the back of the classroom so, please, only bring essentials in to school.
- \*\* All uniform and belongings must be named – clothing, coats, bags, water bottles... \*\***

# YEAR 2 CURRICULUM



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# Our Topics this year



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**AUTUMN TERM: Castles, Knights and Dragons**

**SPRING TERM: Protecting Planet Earth**

**SUMMER TERM: The Great Fire of London**

Please feel free to bring in any books and resources. However, please ensure they are named!

# Our curriculum builds character



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**6Rs**    Respect  
          Reflection  
          Resilience  
          Responsibility  
          Resourcefulness  
          Reciprocity



**Creative Curriculum**

**Skills Attitudes**



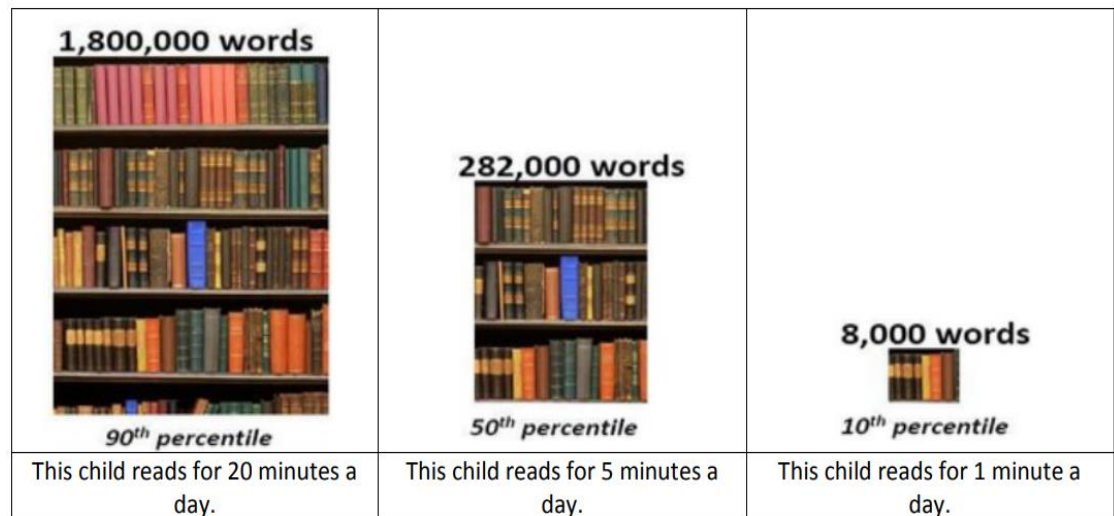
# Reading



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- Reading to and with your child every evening for at least ten minutes can make a dramatic difference to a child's achievement within school.
- A report from the Oxford University Press highlighted the importance of parents reading with their children. 'Children who read outside of class are 13 times more likely to read **above** the expected level for their age'.

**Why should  
you read with  
your child?**

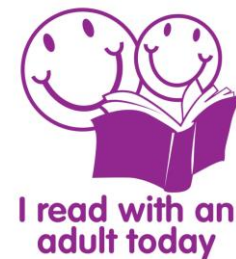


# Reading Expectations



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- Every children should read for only 10 minutes each day.
- Please record these in their reading record.
- Reading records will need to be brought to school every day- an adult will be checking to see if your child has read.
- When an adult has read with your child in school there will be this stamp in their reading record.



- Reading champion- This is now running every half term. Children who read a minimum of 3 times during the week will get 3 beehive points!



# What can you do to support?



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- Read every night for up to twenty minutes.
- Read to your child. This will help them to understand how to use expression to bring stories to life and develop their own voice as readers.
- Listen to your child read. This helps them to develop their fluency.
- After listening to them, or reading to them, ask them some questions. The discussion you have will be very valuable to their reading development.
- Talk about the meanings of new words.
- Read the same book again and again if you have to!



# Writing: Working Towards



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## Fantastic Phonics

**Say** the word aloud.

**Split** it into its separate phonemes.

**Write** the graphemes (try to spell them correctly).

cat	c - a - t
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beard	b - ear - d
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## Punctuation Power!



Spaces between words

<b>A</b>	Capital letters at the beginning of a sentence
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<b>A</b>	Capital letters for names and places
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<b>I</b>	Capital letter for the personal pronoun 'I'
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.	A full stop at the end of a sentence
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## Writing Mat Working towards Year 2

**Super Spellings...** I need to know **some** of these:

poor	cold	again	move
find	gold	grass	prove
mind	hold	pass	half
floor	told	plant	parents
eye	every	path	money
kind	great	door	improve
who	break	both	sugar
whole	steak	most	could
any	Mrs	even	would
child	after	climb	beautiful
wild	fast	busy	because
Mr	last	people	should
only	past	pretty	behind
old	father	sure	Christmas
many	class	bath	everybody
clothes	water	hour	children

**Some have capital letters.**

## Lovely Letters

bd

Form your letters in the correct direction.

a

Start and finish each letter in the right place.

**Andrew**

Make sure your letters are the correct size compared to the rest of your writing.

## Describe

Use noun phrases to add more detail.

the cold sea	a tall tree
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a wooden box	a tiny kitten
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a bright light	a kind teacher
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**Write longer sentences using 'and', 'or' and 'but'.**

The horse likes eating grass **and** he loves to roll in the hay.

Do you enjoy football **or** do you like rugby?


The little red hen asked for help **but** they were all too busy.

# Writing: Expected



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## Writing Mat Expected Year 2

Punctuation Power!	
	Correctly sized spaces
<b>A</b>	Capital letters to begin a sentence and for names and places
.	A full stop at the end of a sentence
!	Exclamation marks for exclamations or surprise
?	Question marks for questions

Sneaky Suffixes	
glue on the end of a word:	
-ment	amazement
-ness	happiness
-ful	playful
-less	hopeless
-ly	angrily
Sometimes suffixes change the end of the root word.	

Super Spellings... I need to know many of these:			
poor	cold	again	move
find	gold	grass	prove
mind	hold	pass	half
floor	told	plant	parents
eye	every	path	money
kind	great	door	improve
who	break	both	sugar
whole	steak	most	could
any	Mrs	even	would
child	after	climb	beautiful
wild	fast	busy	because
Mr	last	people	should
only	past	pretty	behind
old	father	sure	Christmas
many	class	bath	everybody
clothes	water	hour	children
<b>Some have capital letters.</b>			

Use apostrophes to show contractions.			
<b>hasn't</b>	<b>it's</b>	<b>she'll</b>	<b>I've</b>
(has not)	(it is/it has)	(she will)	(I have)

Smashing Sentences	
<b>Statement</b>	I am seven.
<b>Question</b>	How old are you?
<b>Exclamation</b>	What a nice surprise it is to see you!
<b>Command</b>	Come to my party.

Terrific Tenses	
<b>Present</b>	The girl plays drums / The girl is playing the drums.
<b>Past</b>	The girl played the drums.

Jolly Joining Words	
<b>Co-ordination</b>	
and but so	
<b>Subordination</b>	
if that because when	
George can play outside <b>when</b> he has had his dinner.	
The horse would win the race <b>if</b> it kept running.	
The frog made a loud croaking sound <b>that</b> made me jump.	
The greenhouse window got smashed <b>because</b> Zara hit it with her football.	

Describe
Use noun phrases to add more detail.
the cold, deep sea
a tall, leafless tree
a creaky, wooden box

# Writing: Greater Depth



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Punctuation Power!	
<b>A</b>	Capital letters to begin a sentence and for names and places
.	A full stop at the end of a sentence
!	Exclamation marks for exclamations or surprise
?	Question marks for questions
<b>Tom's</b>	Apostrophes for showing something belongs to someone
<b>'</b> <b>can't</b>	Apostrophes in contracted words
<b>,</b> <b>one,</b> <b>two</b>	Commas to separate items in a list



## Writing Mat Greater Depth Year 2

Super Spellings... I need to know...

most of these common exception words:				most contractions:	
poor	cold	again	move	I'll	couldn't
find	gold	grass	prove	it'll	wouldn't
mind	hold	pass	half	she'll	it's
floor	told	plant	parents	he'll	she's
eye	every	path	money	we'll	he's
kind	great	door	improve	I'd	we've
who	break	both	sugar	she'd	hasn't
whole	steak	most	could	he'd	won't
any	Mrs	even	would	we'd	can't
child	after	climb	beautiful	I've	don't
wild	fast	busy	because		
Mr	last	people	should		
only	past	pretty	behind		
old	father	sure	Christmas		
many	class	bath	everybody		
clothes	water	hour	children		

### Amazing Adverbs

Use adverbs to describe how something happened:

The cunning fox smiled **slyly**.

The red sports car zoomed past **quickly**.

A tall giraffe chewed the leaves **hungrily**.

### Sneaky Suffixes

glue on the end of a word:

**-ment**                      amazement

**-ness**                        happiness

**-ful**                          playful

**-less**                        hopeless

**-ly**                            angrily

Sometimes suffixes change the end of the root word.

### Jolly Joining Words

#### Co-ordination

and                                      but                                      so

#### Subordination

if                                      that                                      because                                      when

George can play outside **when** he has had his dinner.

The horse would win the race **if** it kept running.

The frog made a loud croaking sound **that** made me jump.

The greenhouse window got smashed **because** Zara hit it with her football.

### Describe

Use noun phrases to add more detail.

the cold, deep sea

a tall, leafless tree

a creaky, wooden box

# Common Exception Words



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## Year 1 and 2 Common Exception Words

### Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

### Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

# Maths



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- We are following the maths mastery curriculum which encourages fluency, reasoning and problem solving. We will introduce concepts by using concrete objects, then build on this concrete approach by using pictorial representations and finally move on to the abstract.
- We will develop the use of maths vocabulary and we encourage children to answer questions in full sentences. We encourage the children to explain how they have come to a particular answer using precise mathematical vocabulary.

It would be great if you could work on some of these skills at home:

- Number bonds to 10 and 20
- 2, 5 and 10 times tables
- Understanding the place value of two-digit numbers up to 100.



# Reminders



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- Messages regarding appointments, collections and medicines must be given at the office. They will then be passed onto the teaching staff.
- For longer discussions, please arrange a time for after school at the office.
- Please ensure your details are up to date, let the office know of any changes.
- Please fill in the form of who is authorised to collect your child.

# Thank you



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Thank you for attending the Year 2 welcome meeting, all information and resources will be available on the school website.

Please take a Common Exception Word sheet as you leave.