Holden Clough Community Primary School

Welcome to Year Two!

Meet the team

All about us!

Mr Leeming





Miss Cull

Holden Clough Community Primary School

The school day - Year 2

Teacher: Mr Leeming **Class: 2DL** **2026-2027**

Monday	Tuesday	Wednesday	Thursday	Friday
Tough Ten	Tough Ten	Tough Ten	Tough Ten	Tough Ten
PE	Music Assembly 9·10-9·30	PSHE Assembly 9·10-9·30	Maths	Maths
Maths	Spanish - Leadership	Maths	Handwriting	Handwriting
Morning Break 10·30-10·45				
Literacy	Music - Leadership	Literacy	Literacy	Literacy
Guided Read	Literacy / Maths	Guided Read	Guided Read	Guided Read
Lunch 12·00 - 1·00				
Handwriting and Spellings 1 Decision	Art - PPA Tanya	PSHE / RE	PE	Homework/iPads Spelling Test New Spellings Lesson
Afternoon Break 2·00-2·15				
Celebration Assembly 2·40-3·00	RE - PPA Tanya	Geography	Science	Computing

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Maths

Holden Clough Key Instant Recall Facts - Year 2

To help to develop the children's fluency, below are the expected key instant recall facts (KIRFS) that children should have mastered by the end of the year. Children should be able to instantly:

Place value	Number bonds	Addition and subtraction
• Count in 10s from any given number, forwards and backwards. • Count in 2s from any given number, forwards and backwards. • Understand the value of Tens & Ones. • Count in 2s from 0 forwards and backwards. • Count in 3s from 0 forwards and backwards. • Count in 5s from 0 forwards and backwards. • Read and write numbers to 100 (numerals and words)	• Know all number bonds within 20 and identify patterns. • Link number bonds to 20 to number bonds to 10. • Understand the = sign in balancing equations. • Use and understand < and > signs. • Understand simple missing number calculations.	• Add multiples of 10, including crossing boundaries. • Subtract multiples of 10, including crossing boundaries. • Know all addition facts for multiples of 10 to 100. • Know all subtraction facts for multiples of 10 to 100.
Multiplication	**Doubling and halving**	**Measurement**
• x2 including division facts. • x5 including division facts. • x10 including division facts. • Recognise odd and even numbers.	• Know the doubles of all numbers to 20. • Know the halves of all even numbers to 20.	• Know how many pennies in a £. • Know the number of minutes in an hour. • Know the number of hours in a day. • Tell the time to quarter to and quarter past.

- 4/5 Maths lessons a week.
- Lessons very practical based.
- 5 arithmetic sessions every week (ToughTen) .

Today's Tough Ten	
1	20 – 6 =
2	7 + 10 =
3	= 1 + 15
4	= 10 – 4
5	20 – 15 =
6	19 – 6 =
7	= 12 – 10
8	11 – 1 =
9	7 + 9 =
10	8 + 9 =

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Writing

- 4/5 English lessons each week.
- Daily handwriting activities and specific handwriting instruction each week.
- Additional writing opportunities throughout the day both independent and guided.

Autumn 1 - Year 2

Dear Earth & Journey Home





Writing outcomes inspired by The Journey Home:

- Sentence punctuation: full stops, question marks, finger spaces.
- Setting description using expanded noun phrases and adjectives.

Narrative:

- Write a New Adventure which focuses on a follow-up story where the animals find a new home or meet new creatures.

Fact file:

- Children to write a fact-file based on an endangered animal mentioned in the text. Base this on the polar bear, orangutan, elephant, or whale.

Writing outcomes inspired by Dear Earth:

Letter:

- Children write a letter to the Author to ask about her job and inform about the litter problem at school/in the local area.

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Phonics

- Children in Year 2 will continue with whole class phonics.

- Those children who did not pass the phonics screening last year will receive X3 weekly interventions starting in Autumn 2.

- Good progress in phonics means the children are on track to become fluent readers who can enjoy reading for pleasure and for learning.

2DL Autumn 1 newsletter

PE days: Monday (games) and Thursday (gymnastics). Please send your child into school in full PE kit on these days.

Book change day: All children's books will be changed every Friday.

Meet the teacher meeting: Tuesday 15th September 3.20pm.

PE

Monday – Fundamental Movement skills
Thursday – Gymnastics





RE

Who is a Muslim and what do they believe?

Questions in this thread: 1.1

Who is a Christian and what do they believe? 1.3 Who is Jewish and what do they believe? L2.1 What do different people believe about God? U2.1 Why do some people believe God exists? 3.1 Do we need to prove God's existence?

Maths:

This half term we will learn how to:

- Recognise numbers to 20
- Count objects to 100 by making 10s
- Recognise 10s and 1s
- Use a place value chart
- Partition numbers to 100
- Write numbers to 100 in words
- Flexibly partition numbers to 100
- Write numbers to 100 in expanded form
- 10s on the number line to 100
- Estimate numbers on a number line
- Order objects
- Counting in 2s, 5s and 10s

PSHE

In Autumn 1, Year 2 pupils learn how to stay safe, healthy and responsible. They explore healthy habits, friendships, bullying, emotions, online safety, British Values, fire safety and the wider world. Through practical activities and discussions, children develop independence, resilience, kindness and the skills needed to make positive choices.

Geography



By the end of the unit, Year 2 pupils will be able to identify the seven continents, the Equator, and the North and South Poles on a world map. They will compare life in the UK and Kenya, describe weather and climate using geographical vocabulary, recognise features of hot and cold places, and locate countries with different climates around the world.

Science

By the end of this unit, Year 2 pupils will understand that living things, including plants and animals, have basic needs and live in habitats that help them survive. They will explore how plants make their own food, learn about producers and consumers, and create simple food chains using arrows. Pupils will also classify things as alive, once alive or never alive, explain their reasoning, and develop their enquiry skills by carrying out simple research to answer scientific questions.



English

Autumn 1 English Overview (Year 2)

Using The Journey Home and Dear Earth as inspiration, pupils will develop their sentence writing, punctuation and descriptive language skills. They will write a narrative about a new adventure, create a fact file about an endangered animal, and compose a letter to an author about environmental issues. Alongside this, children will practice using full stops, question marks, finger spaces, adjectives and expanded noun phrases to make their writing clear and engaging.

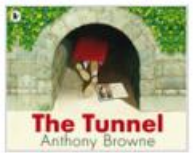
Art

In art we will be looking at the work of LS Lowry. We will be using this to inspire our own landscapes.



Year 2 (ages 6-7)

50 Recommended Reads





































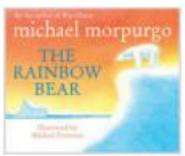




















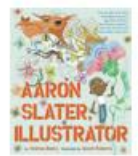










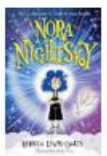













SCAN ME

Or visit www.booksfortopics.com/year-2
to find the online booklist, book pack, reviews and resources

Find booklists by age or topic at booksfortopics.com

Books for Topics

Reading

- The way we carry out our reading sessions is the same as Last year.

- We will be focusing on reading fluency- reading with pace and expression. Building confidence with a text before moving on to a new book.

- However, some children will start to receive banded books to support further progression. They will also be allowed to choose a library book!

- Diaries and reading books to be brought to school every day. Their diaries signed at home each week will win a raffle ticket.

Enjoy	Reading for Pleasure and Enjoyment

- Did you choose this book? Why?
- What did you like about the text? Why? What did you dislike about the text? Why?
- Would you read the book again? Why? Why not?
- Would you recommend the book to your friend? Why? Why not?
- What will you read next?
- What books do you like to read?
- Do you have a favourite book that you like to read?
- Is this a new book that you haven't read before? Do you know anything about it already?
- Do you enjoy reading?
- What do you read at home?
- Who is your favourite author?
- Which books have you enjoyed that we have read together? And why have you enjoyed them?



Decode	Word reading and decoding skills

- What do you do if you are stuck on a word?
- Where do you start reading the word? Where do you look first?
- When you blend those sounds together, what word does it say? Can you tell me the word?
- Are there any clues in the word?
- Does it look like any other words you know?
- Can the pictures help you?
- Do you know what the word means or can you work out what it means (in this sentence)?
- What other word could the author have used that means the same sort of thing?
- Does the sentence make sense with that word?



Different question stems can be found in the children's reading diar





Day	Homework
Monday	Read for 5-10 minutes 📖
Tuesday	Nessy or Numbots
Wednesday	Read for 5-10 minutes 📖
Thursday	Nessy or Numbots
Friday	Read for 5-10 minutes 📖
Saturday	Day off
Sunday	Spelling shed

Homework:

- Read for 5-10 minutes at least 3 times per week (ideally every night!). For the majority of children throughout Y2 the focus of these reading sessions should be fluency.
- Nessy reading and spelling
- Use Numbots regularly to develop a secure sense of number.
- Spelling Shed

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Communication:

Parents/Carers can speak with staff:

- At the beginning or end of the day.
- Via Dojo private message;
- Messages sent to staff after 5:30 PM will not be responded to until the next school day.
- Newsletters will be uploaded onto the school website and onto Dojo.
- Weekly Friday Post on Dojo!

Reports/Parents' evening:

Two reports will be provided throughout the year, to provide you with updates regarding your child's progress. A mid-year report will be sent out in February, and an end of year report will be sent out in July.
Two parents' evenings will happen throughout the year. Information regarding these will be provided via Dojo and email nearer the time.

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Uniform:

Please ensure ALL items of clothing and belongings have your child's name in them- including PE jumpers/ hoodies.

Monday- Indoor PE

Thursday- Indoor PE

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Birthdays

- School policy requests children no longer bring in sweets or cake to celebrate their birthday due to us working towards attaining a healthy school award.
- Instead, we are asking, if possible, to donate a book and we will read the book to the class.
- It will stay in that class library so children can enjoy reading it.
- We will still sing happy birthday to celebrate and children can still wear their own clothes on that day. I have even bought them a hat!

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Other information:

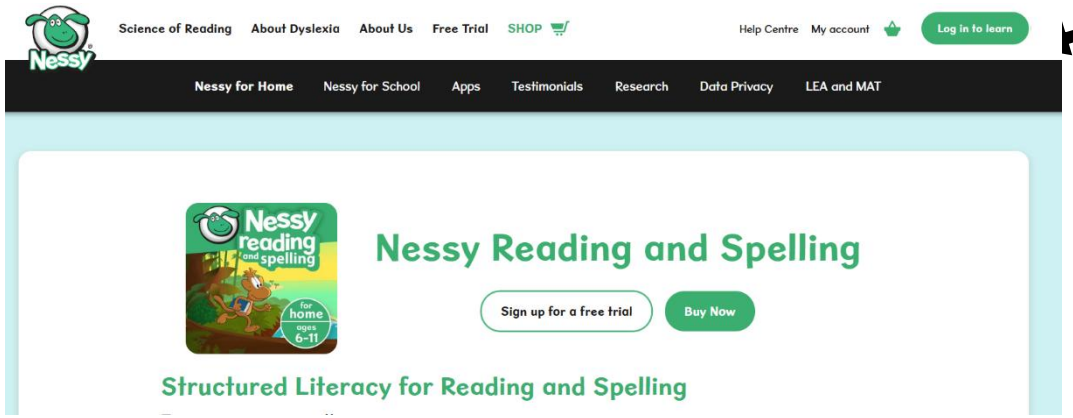
- All children in Early years and KS1 are entitled to a free school meal. Please contact the office for more information regarding school lunches.
- Packed lunches should be as healthy as possible (I know this can be difficult).
- Children in KS1 receive a free snack every day (they can also bring their own).
- Please send in water bottles for the children to use. These should contain **water only** and not juice.
- No toys in school. Teddies are to be agreed with the class teacher, we don't want an army of teddies taking over!
- All medication needs to be handed in to the office – teachers/teaching assistants cannot take any medication from you.

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All logins will be stuck in the front of the reading diaries as soon as they arrive 😊


Any
Questions?



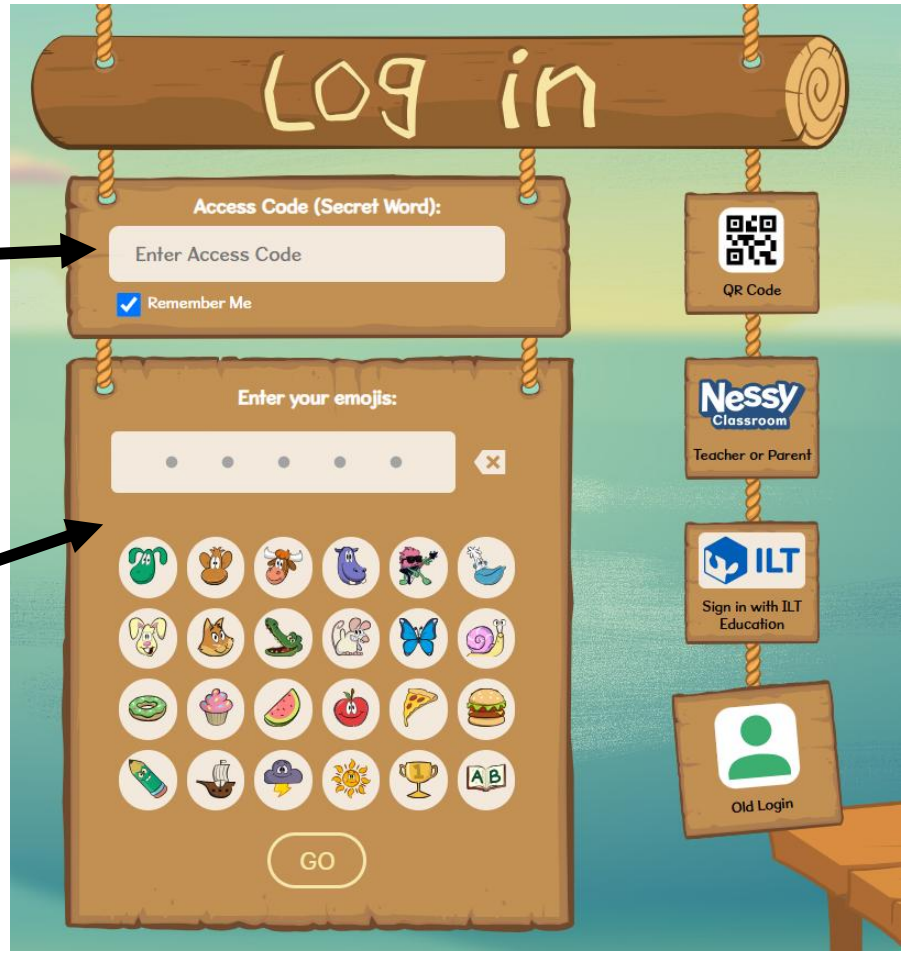
Click 'log in to learn'

Mrs Boyd and Mr Leeming can track progress!

The children will also access this in school.

Enter access code: CRUSHEDZONE

Then enter the child's login picture code



Key stage 1 – year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

Reading – word reading

Statutory requirements

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Statutory requirements

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Statutory requirements

Spelling (see English Appendix 1)

Pupils should be taught to:

- spell by:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
  - learning to spell more words with contracted forms
  - learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly