

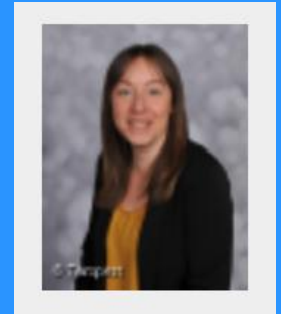
# Welcome



Year 2 Meet The Teacher  
Wednesday 17<sup>th</sup> September 2025

# Meet the Team

Class Teacher: Miss Moss  
Class Teacher: Mrs Barnett  
(Wednesday)



Teaching Assistants: Mrs Harrop & Miss Brown  
Every Day  
(PPA) –Thursday afternoons  
PE / Hearts & Minds

# Daily Routine

8:45	School starts for Year 2
9:00 – 9:30	Phonics
9:30 – 10:30	English
10:30 – 10:45	Assembly
10:45 – 11:00	PLAYTIME
11:00 – 11:55	Maths
11:55 – 12:55	LUNCHTIME (lunch first, then play)
12:55 – 1:25	Reading time
1:25 – 3:00	Other curriculum subjects
3:00 – 3:15	Storytime

# Year Two

In Year 2 we will follow the National Curriculum

We will keep you updated on what we are learning on the Year 2 class page on our school website

<http://www.rodeheath.cheshire.sch.uk/>

Here you will find our Weekly Learning Journey and our Topic web.

Plus any messages and important dates.



## Year 2 Curriculum Map

Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Troll Swap To write a story based upon the model text using the pupils' ideas for characters. (Fiction – Story with a character focus)	The Owl Who was Afraid of the Dark. To write a fact sheet about owls using information gathered from the text. (Non-chronological report)	The Dragon Machine. To write a story based upon the model text using own ideas for a change of character and machine. (Fiction – story with adventure focus)	Major Glad, Major Dizzy. To write a recount of historical events from the text from Major Glad's point of view. (Recount – Diary writing)	The Last Wolf. To write a letter in role persuading characters to save the trees. (Letter)	Grandad's Secret Giant To write own version of the story with a focus on morals and acceptance of others. (Fiction – Story with a moral focus)
Maths	<b><u>Number and Place Value:</u></b> Numbers to 100 <b><u>Calculations</u></b> Addition & Subtraction	<b><u>Calculations</u></b> Multiplication of 2, 5 and 10  Multiplication & Division of 2, 5 & 10 <b><u>Measurement</u></b> Length and Mass	<b><u>Measurement</u></b> Mass and Temperature  <b><u>Statistics</u></b> Pictograms Money	<b><u>Geometry</u></b> Properties of Shapes: 2D & 3D  <b><u>Fractions</u></b>	<b><u>Fractions</u></b>  <b><u>Measurement</u></b> Time and Volume	<b><u>Measurement</u></b> Time and Volume  <b><u>Revision &amp; Revisit Topics</u></b>
Science	Materials Identify / compare a variety of everyday materials	Materials Find out how the shapes of solid objects made from some materials can be changed	Animals & their habitats living, dead & never been alive habitats & micro-habitats food chains	Plants Describe how plants need water, light and a suitable temp to grow & stay healthy	Plants observe and describe how seeds and bulbs grow Animals including humans animals & offspring	Animals including humans Basic needs of animals Inc. humans importance of exercise & hygiene
History	Why were Christopher Columbus and Neil Armstrong important explorers? The lives of significant individuals in the past who have contributed to national achievements.		What is a Monarch? To know what a Monarch is and how they become King or Queen?		What was it like to go on holiday in the Victorian times? Changes within living memory Llandudno – how family holidays have changed engineering – Victorians – the tram	
Geography	Would you prefer to live in a hot or cold place? Climate zones, hot and cold places. Four compass points, names and location of the seven continents.		Why is our world wonderful? Features and major characteristics of the UK and other places in the world. Name and locate the oceans. Natural habitats in their locality and using fieldwork.		What is it like to live by the coast? Using atlases to name and locate continents and oceans and revisiting countries, cities and surrounding seas. Physical features of the coast.	

Computing	Digital Literacy / Comp Science What is information technology? Where have we seen information in the school?		Programming (Information Technology, Digital Literacy & Computer Science) Recap what an algorithm is.		Physical Computing (Information Technology, Digital Literacy & Computer Science) Build a duck Lego We: Do Projects –	
	Where have we seen information technology in the world? How does IT improve our world? Data & information - Pictograms Online-Safety – e-AWARE Passwords Friends		Scratch JR – recap & creating programs. Learning sequences of commands and their outcomes. Using a design, changing a design. Designing & creating a program and evaluating it.  Online-Safety – e-AWARE Time Online Positive Communication		Milo the Science Rover Milo's Motion Sensor Milo's Tilt Sensor Collaborating  Online-Safety – e-AWARE Private Information Digital Footprints	
Religion & Worldviews	Why do we give thanks?	What do candles mean to people?	How do we know some people have a special connection to God?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
Art & Design	Journeys Yayoi Kusama Discreet Drawing, 3D- sculpture (clay)		Our Amazing World Van Gogh Linked to topic Drawing, Painting		The Seaside Janet Bell – seascape artist Linked to topic Painting / Collage / Textiles	
Design Technology	Textiles – Making a Pouch / Puppet Joining two pieces of fabric together using sewing skills.	Mechanisms – Fairground Wheel To build a stable structure with a rotating wheel.	Cooking and Nutrition – a balanced diet To slice food safely. Design and make a wrap using healthy ingredients.		Structures – constructing a castle Design and construct a castle using 3D shapes from nets.	
PE	Multi - skills  Dodgeball	Football  Handball	Football  Gym	Multi-Skills  Gym	Athletics  Cricket	Athletics  Cricket
Music	Call and response (Theme: Animals)	Instruments (Theme: Musical storytelling)	Singing (Theme: On this island)	Contrasting dynamics (Theme: Space)	Structure (Theme: Myths & Legends)	Pitch (Theme: Musical Me)
Hearts and Minds	No By Stander Pledge School Council School Values Meet your Brain Different Families Online Safety - friends	Can I join your club? Meet your brain School Values Talk Pants are Private Celebrate How to have self-confidence	Stranger Danger Celebrate Online Safety – Time Online The Great Big Book of Families Appreciate	Appreciate Road Safety Online Safety – Positive Communication What makes a good friend? Christopher Winter relate	Relate Online Safety – Private Information To communicate in different ways Engage	Christopher Winter Engage To know I belong Road Safety Online Safety – Digital Footprints

Continuing the Learning Journey at home...

Week beginning: Monday 15th September 2025

English:

- Phonics - Phase 5b Alternative Pronunciation /a/
- Troll Swap - Writing a description using noun phrases and conjunctions

Maths:

- Place Value

Science:

- Everyday Materials

History / Geography:

- History - How have explorers changed the world?

DT / Art:

- Art - Yayoi Kusama

#### Religion & Worldviews:

- Why do we need to give thanks?

#### Computing:

- What is information technology?

#### Hearts & Minds:

- School Values - Fairness

#### Music:

- West African Call and Response

#### PE:

- Multi-skills with NAR Sports Coaches (Wednesdays) - outdoors - weather depending.
- Ball Skills with NAR Sports Coaches (Thursdays) - outdoors - weather depending

Please send your child to school in their PE kit on these days. Their coloured 'house' t-shirt, school or plain jogging/tracksuit bottoms or shorts, trainers or pumps and a Rode Heath hoodie or plain hoodie / zip-up jacket. You may wish to send an extra water bottle on these days.



### Homework:

Please listen to your child read and help them to fill in their reading diaries.

Phonics and maths homework will be sent home on Friday 19th September and is due in by the following Wednesday at the latest please.

Every Friday we will send phonics homework which will consolidate the learning from that week. Maths will be on a two week cycle.

Week 1 maths will be written maths, sent in the orange maths books and Week 2 will be to use Numbots.

Log in details for Numbots is stuck inside your child's reading diary and they can use this at home anytime they wish.

### Weekly Reminders:

- Please sign all of the relevant pages in your child's reading diary
- Please ensure book bags, books and reading diaries are in school daily.
- Please send your child with a snack for morning break. Please no sweets, lollies or nuts including nutella based products.
- Please ensure your child has a water bottle in school everyday but please avoid putting this in bags as we've had some soggy books lately.
- Please read our class curriculum map in our files below to find out about our learning over the year.
- Please help your child to use our new maths program Numbots - log ins are stuck in your child's reading diary.
- If your child has a Nesy login and letter, please help them to use this program at home.

In order to find year group expectations for maths, please click [here](#), scroll down and click on the overview.

For year group expectations for English, please click [here](#), scroll down and click on the overview.

The expectations for science and the foundation subjects can be found by selecting the relevant heading from [here](#).

#### Key Dates:

Wednesday 17th September - Year 2 Meet the Teacher Evening 5.30pm via Teams

Please email our admin staff for urgent messages or pass these to a member of the KS1 team on the door.

Alternatively, you can write a note in your child's reading diary but please remember these will be checked on a **weekly** basis and therefore more important messages should be sent to our admin team who will forward these on.

Thank you for your continued support.

Kind regards,

Miss Moss

# Rode Heath Primary: Year 2

## Files to Download

Year 2 Curriculum Map

Rode Heath Phonics - A Guide for Parents

60 Daily tasks to help with your wellbeing

Recommended Reads Y2

High Frequency Words Year 2

Y2 Common Exception Words Spelling List

Grammar Glossary Year 2

# Themes for Year 2

Autumn – Troll Swap & The Owl who was Afraid of the Dark.

- Journeys / Significant journeys & individuals  
Christopher Columbus and Neil Armstrong

Spring – The Dragon Machine & Major Glad, Major Dizzy

- What is a Monarch?

Summer – The Last Wolf & Grandad's Secret Giant

- Seaside Towns – Llandudno and our residential

# Reading





# Reading in Year 2

- Minimum of 4 times a week at home.
- Children will continue to take responsibility for changing their own books!
- The children need to re-read books at least twice to build up their fluency and confidence in word reading and to have a good understanding of that they have read.
- Guided reading session at least once a week - they will complete a comprehension task based on this.
- Some pupils may move onto Renaissance Reading during year 2 but only once they have worked through the coloured reading band scheme.



# What you can do to help.

The role of parents/ carers is vital in supporting your child to read.

- Listen to your child read daily if possible.
- Try not to worry about what colour reading band your child is on, every child moves at a different pace.
- Please write in their reading record and inform us of how your child has read.
- Read to your child and record this too!
- Encourage your child to explain in their own words their understanding of what they have read.
- Discuss word meanings and predict what might happen next.
- Talk about the characters in the book and what they are like.
- Example questions you may ask are in the back of reading diaries.

# My Reading Strategies

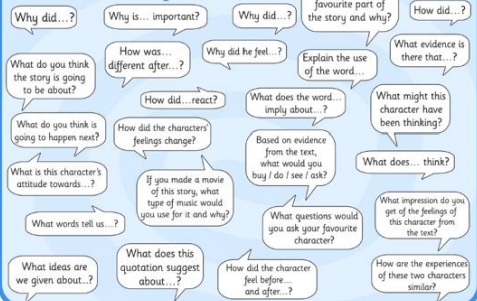


A copy of these questions can now be found in your child's reading record.

## AF2 Guided Reading Questions



## AF3 Guided Reading Questions



## AF4 Guided Reading Questions



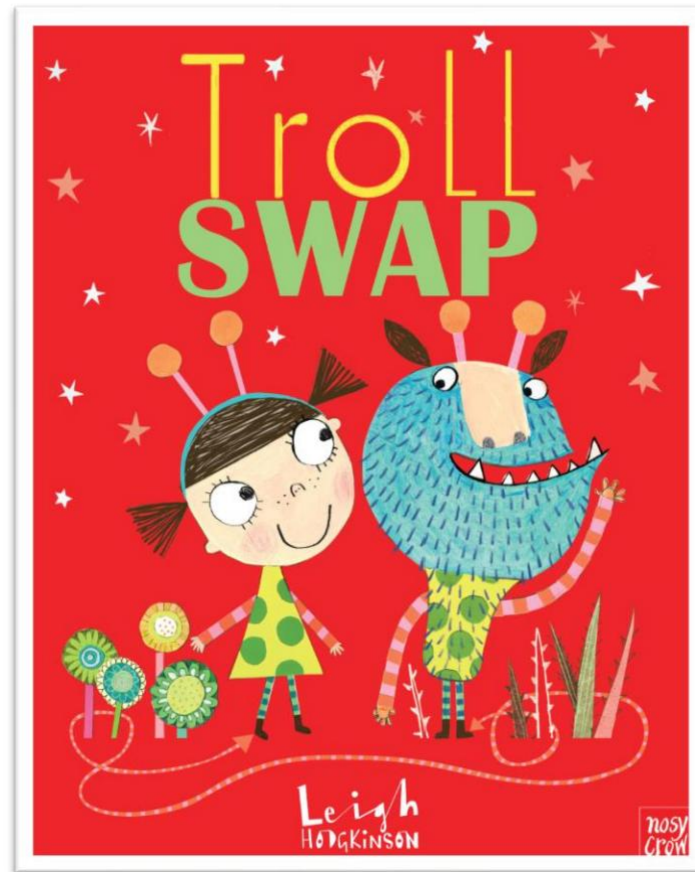
# Writing





# *Troll Swap*

*by Leigh Hodgkinson*



*Year 2 Pathways to Write: Autumn 1*

# English Writing Expectations

NC Focus	Year 1	Year 2	Year 3 and 4	Year 5 and 6
<b>Writing composition</b>	<p><u>Write sentences:</u> Say out loud what is going to be written about</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p> <p>Re-read and check sense</p> <p>Discuss what has been written with the teacher or other pupils</p> <p>Read writing aloud clearly enough to be heard by peers and the teacher</p>	<p><u>Develop positive attitudes towards and stamina for writing:</u> Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p> <p>Plan or say out loud what is going to be written about</p> <p>Write down ideas, key words, new vocabulary</p> <p>Encapsulate what is to be written, sentence by sentence</p> <p><u>Make simple additions, revisions and corrections:</u> Evaluate writing with the teacher and other pupils</p> <p>Re-read to check sense</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Read aloud with intonation</p>	<p><u>Plan writing:</u> Plan writing by discussing the structure, vocab and grammar of similar writing</p> <p>Discuss and record ideas</p> <p><u>Draft and write:</u> Compose and rehearse sentences orally</p> <p>Build a varied and rich vocabulary</p> <p>Build an increasing range of sentence structures</p> <p>In narratives, create settings, characters and plot</p> <p>In non-narrative use simple organisational devices such as heading, sub-headings</p> <p><u>Evaluate and edit:</u> Assess the effectiveness of own and others' writing</p> <p>Propose changes to grammar and vocabulary to improve consistency</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p><u>Plan writing:</u> Identify the audience for and purpose of writing</p> <p>Note and develop initial ideas, drawing on reading and research</p> <p><u>Draft and write:</u> Enhance meaning through selecting appropriate grammar and vocabulary</p> <p>Describe settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Précis longer passages</p> <p>Use a wide range of devices to build cohesion</p> <p>Use organisational and presentational devices</p> <p><u>Evaluate and edit:</u> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use consistent and correct tense</p> <p>Subject and verb agreement when using singular and plurals</p> <p>Distinguish between the language of speech and writing</p> <p>Choose the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p>



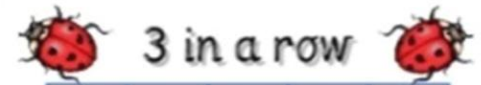
## What you can do to help.

If your child wants to write, try to help them form their letters correctly.

- If your child brings home a 'cursive writing mat' encourage and support them
- Phonetically plausible spellings are fine for year 2 – try not to correct too many
- Remember 'Think it, say it, write it!'
- Accurate spelling of HFWs and common exception words. (Website).

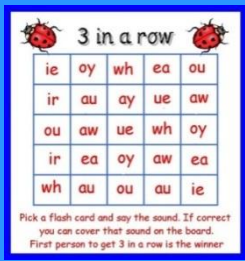


# Phonics & Spellings



ie	oy	wh	ea	ou
ir	au	ay	ue	aw
ou	aw	ue	wh	oy
ir	ea	oy	aw	ea
wh	au	ou	au	ie

Pick a flash card and say the sound. If correct  
you can cover that sound on the board.  
First person to get 3 in a row is the winner

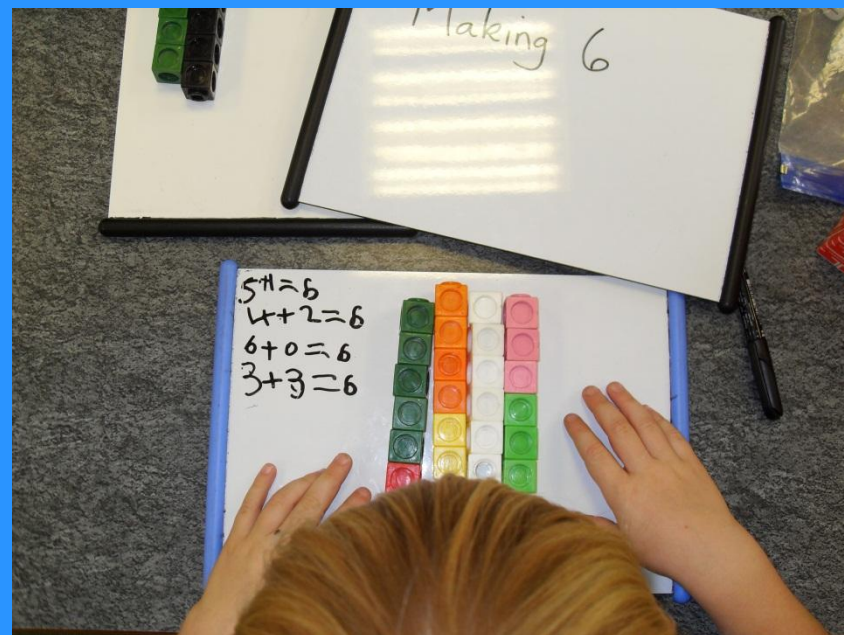


# Phonics

- Every morning your child will take part in a phonics session.
- The focus in Year 2 is alternative spellings for the same sound, e.g.. rain, play, make.
- Other spellings are taught through our phonics sessions and English lessons.
- Children are grouped according to their phonics ability, this may mean being taught in a different group from their peers and can change as we assess.
- Homework will be set weekly by the class teacher.
- Homework will be sent weekly on a Friday.



# Maths

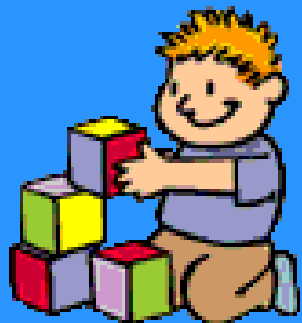


# Maths Year 2

- Daily following our Maths No Problem scheme of work
- Lots of opportunities for practical maths which will help to enhance understanding
- Starting our lessons with a real life problem (Explore) to see why and when they may need to use these maths strategies
- Focus on developing mental maths skills through Mastering Number such as number bonds, quick addition & subtraction methods and the multiplication of 2s 5s and 10s.
- Children will use Numbots in school and can use this as often as they like at home.
- Weekly homework cycle







# Some maths objectives for Year 2

- Count in steps of 2, 3 and 5 from 0, and in tens from any number, forwards and backwards.
- Read and write numbers to at least 100 in numerals and words
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables
- Know number bonds to 10 (e.g.  $8+2$ ) and 20 (eg.  $14 + 6$ )
- Recall and use addition and subtraction facts to 20 and derive and use related facts to 100.



# What you can do to help.



- Please spend some time visiting the website using the curriculum links & class page.
- Watch the maths videos on the Year 2 class page which show the strategies we use in school.
- Help your child form their numbers correctly.
- Help your child understand what each digit in a two digit number represents.
- Help with quick recall including number bonds to 10 so  $7+3=10$ , to help with higher number bonds:  $70 + 30 = 100$ ,  $17+3=20$ ,  $97 + 3 = 100$
- Doubles and near doubles. Double  $8 = 16$  so  $7 + 8$  is 15.
- Help with times tables, 2, 5 and 10.



# PE Year 2

- Wednesdays (Multi-skills) & Thursdays (Dodgeball)
- We ask that children come to school dressed in their PE kits and remain in these for the whole day. Their coloured house T-shirt, joggers or tracksuit bottoms, jacket and trainers.
- No jewellery. Long hair tied back. No skorts for gym. (Spring Term)
- An extra drinks bottle can be sent in on these days.
- Daily mile track is used most days.



# Homework



## Maths

Set each Friday to be completed by the following Wednesday – alternate weeks between written/practical activities or Numbots.

## Phonics

Set each Friday to be completed by the following Wednesday

Reading minimum of 4 times a week and to be recorded in their reading diaries.

Please feel free to feedback on how your child coped with the activities set.



# Year 2 Residential Visit

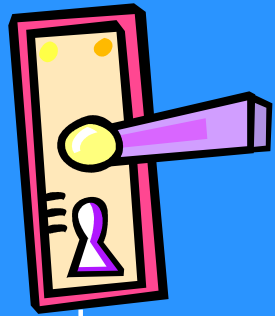


- The year 2 residential visit to Llandudno has been booked for Wednesday 10<sup>th</sup> & Thursday 11<sup>th</sup> June.
- This trip is the perfect length for those children who have never been away from home before, and gives pupils a taste of residential visits before key stage 2.
- Nearer the time there will be a meeting for parents.
- Once costings have been finalised, details will be sent to parents so that they may pay online, in instalments should they wish to.

# Other messages...

- Healthy snacks – not nuts we have children with severe allergies incl. Nutella based products.
- Signing reading diaries and filling in consent forms for photography, behaviour & online safety
- Arriving on time with all belongings
- Very quick messages in the morning at the door such as inhalers or pick ups, other messages after school please or via email
- Medicines/inhalers sent in with permission slips asap.

# Finally.....



Keep up to date with what's going on by using the school calendar and Year 2 class page

Please help us to get the best out of your children by:

- ensuring children have enough sleep
- ensuring children arrive to school on time
  - talk to them about their day

If you have any concerns or questions please do contact us.  
Please use the school admin email for important messages.

Thank You Miss Moss