



# Rosehill Infants and Nursery School

## Welcome Book Parents Year 2



# WELCOME TO YEAR 2



Bemvindo

नी आइयां ॐ

ようこそ

Bienvenue

Velkommen

Καλῶς ἦλθατε

خوش آمدید

Willkommen

स्वागतम

Benvenuto

Croeso

Witamy

שלום

مرحباً

欢迎

Bienvenido

Welkom

Faite

Hoşgeldiniz

خوش آمدید

ДОБРО ПОЖАЛОВАТЬ

به خیر بین

Vitame vás

Welcome



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## INTRODUCTION

We are extremely excited about your child going into Year 2! We are looking forward to inspiring children and helping them to reach their full potential.

We aim to create a caring, happy, friendly and secure atmosphere where your child's learning experiences will be fun, exciting and active.

We seek to provide a rich and varied curriculum matched to the individual needs of each child and we support all children regardless of their gender, race, disabilities or educational needs.

Year 2 is a brilliant and exciting year! Your child will be introduced to new maths concepts, joined handwriting, more detailed language and grammar skills and tricky spelling rules.

We believe that Year 2 is a year of growing independence and your child will build resilience and learn that 'mistakes are expected and respected' whilst enhancing their knowledge and skills.

Within this booklet we have put together an overview of the curriculum for your child this year and also some general information and reminders that we hope you will find useful. The booklets are specific to each year group so if you have more than one child please do read each booklet.

If you have any queries or concerns regarding your child, please do not hesitate to speak to the class teacher or contact us on 01332 229229.



Mrs Kelk  
Head Teacher

Ways you can contact our school:

Telephone	:	01332 229229
Email	:	<a href="mailto:Head@rosehill.derby.sch.uk">Head@rosehill.derby.sch.uk</a>
Website	:	<a href="http://www.rosehillinfants.co.uk">www.rosehillinfants.co.uk</a>

## WHO'S WHO IN YEAR 2?



**Mrs Kelk**  
**Head Teacher**

Mrs Kelk is our Head Teacher and she can be contacted if parents/families have any concerns or issues they need to raise.

**Miss Asia**  
**Year 2 Class Teacher/ Deputy Headteacher**

Miss Asia is our Year 2 class teacher and the Deputy Head teacher. Parents can talk to her directly with any issues or concerns they have.

**Miss Della**  
**Year 2 Teaching Assistant**

Miss Della is the class teaching assistant with Miss Asia. Your child will see Miss Della every day and parents can talk to her directly.



**Mrs Tennant**  
**Inclusion Team**

Mrs Tennant is part of our Inclusion Team and is available to provide support to all our families and children.

**Mrs Shah**  
**Year 2 Class Teacher**

Mrs Shah is our Year 2 class teacher. Parents can talk to her directly with any issues or concerns they have.

**Mrs Asghar**  
**Year 2 Teaching Assistant**

Mrs Asghar is the class teaching assistant with Mrs Shah. Your child will see Mrs Asghar every day and parents can talk to her directly.

You can check the Who's Who? Section of our website for details and photographs of all staff at Rosehill Infants and Nursery School

## WHAT WILL A SCHOOL DAY LOOK LIKE FOR YOUR CHILD?

Each day will be different for your child as we aim to make each day varied and fun filled for them.

Arrival to school: 8.50am

Lunch time: 12.15pm – 1.15pm

Home time: 3.30pm

Day	8.50	9.05-9.30	9.35-10.35		11.00-12.15		1.20 – 1.45	1.45-3.15		3.15-3.25
Monday	Register Key Skills Eng/Maths	PHONICS	ENGLISH 10.15-10.40	Playtime (10.40-10.55)	MATHS 11.20 – 12.15	Lunchtime (12.20-1.20)	Guided Reading – topic related	TOPIC HISTORY/GEOGRAPHY	MUSIC 2.15 – 3.00pm	Story/ interventions 1:1 readers  Assembly
Tuesday	Register Handwriting	PHONICS	ENGLISH		FAST MATHS MATHS		PPA/PREMIER SPORTS	CORE TOPIC COMPUTING	Story/ interventions 1:1 readers	
Wednesday	Register Key Skills Eng/Maths	PHONICS	ENGLISH		FAST MATHS MATHS		Key Skills Eng/Maths/ Guided Reading	SCIENCE	Story/ interventions 1:1 readers	
Thursday	Register Handwriting	PHONICS	ENGLISH		FAST MATHS MATHS		Guided Reading	TOPIC ART AND DESIGN/ DESIGN AND TECHNOLOGY	CORE TOPIC PSHE	Story/ interventions 1:1 readers
Friday	Register Key Skills Eng/Maths	PHONICS	ENGLISH		FAST MATHS MATHS		Guided Reading	CORE TOPIC RE	CORE TOPIC PE	Assembly interventions 1:1 readers  Assembly

Here is our timetable for the upcoming term, so that you know what your child will be up to every day.

*\*Please note: this is time table is subject to change every half term*

## WHAT WILL YOUR CHILD LEARN IN YEAR 2?

### English

#### Reading

- Your child will work on increasing their fluency using their phonics knowledge (knowledge of how sounds relate to letters)

#### Reading Comprehension

Fluency isn't everything! Children must also understand what they are reading and what is being read to them.

- Children in Year 2 will listen to, discuss and give their own thoughts and opinions on a range of books including stories, non-fiction text and a wide range of poetry at a level beyond their own reading ability.
- Whilst reading independently, your child may be asked to check that their reading makes sense, make predictions about the type of book they are reading or the characters within it, answer and ask questions about their reading and make inferences. Inference involves using the clues in the story or picture to make a good guess. It involves figuring something out which isn't fully explained and draws on a child's existing knowledge of the world.
- Your child might also be asked to sequence events within a book and retell traditional and fairy stories with more detail.
- Looking at the structure of different non-fiction texts such as non-chronological reports and instructional texts helps children to use the correct structure in their own writing.
- Reading will help to extend children's vocabulary and your child may be asked to recite poems expressively, off by heart.

If your child is about to begin Year 2, or is currently working in that year, you might be wondering what they will be learning.

This can depend on the school, your child and the time of year, however this document is meant as a general guide, covering the sorts of things that your child might be working on.

#### Writing and Spelling

- Your child's knowledge of graphemes (written form of sounds) will be building and they will be using these to spell words, eg. n-igh-t, b-r-ea-k or ch-a-m-p.
- Trickier words known as homophones may be taught in order for children to be aware that words can sound the same but have different spelling, e.g. knew and new.
- Spelling of trickier contracted words (shortened forms) such as 'we've', 'they'll', 'they've' might be taught with children learning how to use the possessive apostrophe e.g. the boy's bag (the bag belonging to the boy) or Lewis' pencils (if the word ends in an 's', the apostrophe follows it or sometimes an additional 's' is added e.g. Lewis's pencils).
- Suffixes can be a letter or groups of letters added to the end of the word to change its meaning, such as: -ness, -ful, -ment, -ly and -less. • Your child may learn how to add these suffixes to words and understand how adding can change the meaning of a word completely.

### **Handwriting**

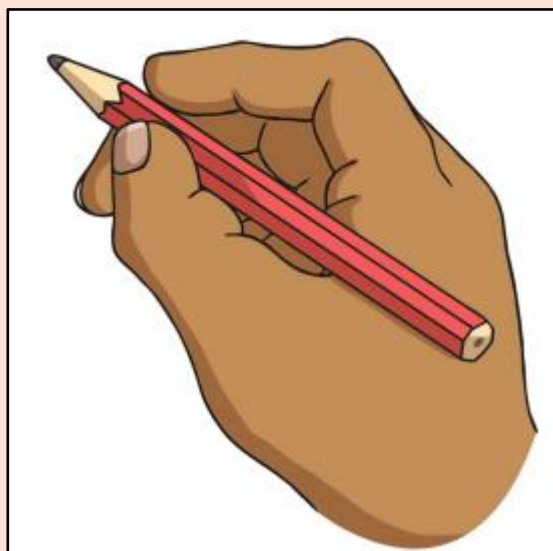
- Falling into bad habits with pencil grips can be a hard thing to correct later on, so it's best to start as we mean to go on and ensure your child is using the 'snappy fingers' pencil grip to ensure comfort and accuracy.
- Children will continue to work on forming lower case letters correctly, making sure they are all of a similar size and spacing between words is good too (this is the same case for capital letters and numbers). Your child may have already started in Year 1, but most children begin being taught how to join up in Year 2.

### **Writing - Composition**

- Children will write a range of stories, non-fiction and poetry throughout the year.
- Generally, Year 2 children are encouraged to sustain writing for longer periods of time in comparison to Year 1.
- Before writing, children are reminded to plan what they will write in their head first so that their writing makes sense.
- Children will be encouraged to use more detailed descriptions in their writing and re-read their own and other's writing, looking for ways to edit and improve it.

### **Writing - Vocabulary, Grammar and Punctuation**

- Your child will begin to learn how two words can be put together to create a new word, e.g. play + ground = playground or foot + ball = football, these are known as compound words.
- In Year 2, children are generally encouraged to use more adverbs (describe the verb), by adding the suffix 'ly' to certain words, e.g. slow-ly, quick-ly, patient-ly.
- They may learn different ways of joining ideas together to make longer, more detailed sentences using words such as when, if, because, or, and, but.
- Your child may work on changing tenses and writing in a specific tense and consistent use of punctuation.



# Maths

## Number - Number and Place Value (Tens and Ones)

- In Year 2, children will be taught how to count in jumps of 2, 3, 5 and 10, forwards or backwards, starting at any number.
- They will also be able to understand that a two digit number is made up of tens and ones (place value).
- From understanding this concept, children will learn to estimate where numbers might appear on a blank number line, compare and order numbers up to 100 using symbols (<, > and =) and use place value to solve problems, for example  $24 > 12$  (24 is greater than 12),  $9 < 78$  (9 is less than 78) or  $19 = 19$  (the same as). An easy way to remember how to use these symbols is to think of the arrow as a crocodile's mouth which always likes to point towards the larger number!
- Children should be able to identify odd and even numbers confidently and read and write numbers to 100 in numerals and in words.



## Number - Addition and Subtraction

- In Year 2, your child will be taught how to solve addition and subtraction problems involving measures (e.g. length, capacity, weight or time), quantities (e.g. money) and numbers both mentally and with written calculations and using pictures or practical equipment to help them.
- In Year 2, most children will work on quick recall of number bonds to 20, and addition and subtraction number bonds to 100, e.g.  $55 + 45 = 100$  /  $100 - 63 = 27$ .
- Using mental maths, pictures or practical equipment, children will practise adding and subtracting a two and one-digit number, a two digit number and multiple of ten, 2 two digit numbers and adding three single digits.
- They will understand that addition can be carried out in any order however this isn't the same for subtraction, for example you can work out  $24 + 6$  /  $6 + 24$  and still get 30 but you can't calculate  $30 - 26 = 4$  /  $26 - 30 = 4$ !
- Children will work on the idea that addition and subtraction are opposites but we can use them to check calculations or solve missing number problems, e.g.  $10 - ? = 7$ ,  $7 + 3 = 10$  therefore the missing number must be 3.

## Number - Multiplication and Division.

- Times tables are a bit like Marmite, children either love or hate learning them! Every child picks up times tables at different rates but by the end of Year 2 the national expectation is that your child will be able to use multiplication and division facts for the 2, 5 and 10 times tables, e.g.  $6 \times 2 = 12$ ,  $12 \div 6 = 2$ , recording calculations correctly.
- Children will learn that multiplication, as addition, can be done in any order however this rule doesn't apply to division. Children will be taught to recognise that multiplying by 2 is the same as doubling and dividing by 2 is halving.
- Finally, children will use their knowledge to solve simple word problems, becoming familiar with different words which mean the same as 'multiply' and 'divide' such as 'lots of' or 'share'.

## Number - Fractions

- In Year 2, your child may be taught to name, write and find  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a shape, length or set, writing and solving calculations such as  $\frac{1}{2}$  of  $8 = 4$ .
- Through working on fractions, they will begin to recognise equivalent fractions, such as  $\frac{2}{4}$  is the same as  $\frac{1}{2}$ .
- Children should be able to order fractions on a number line, understanding that they are part of a whole.

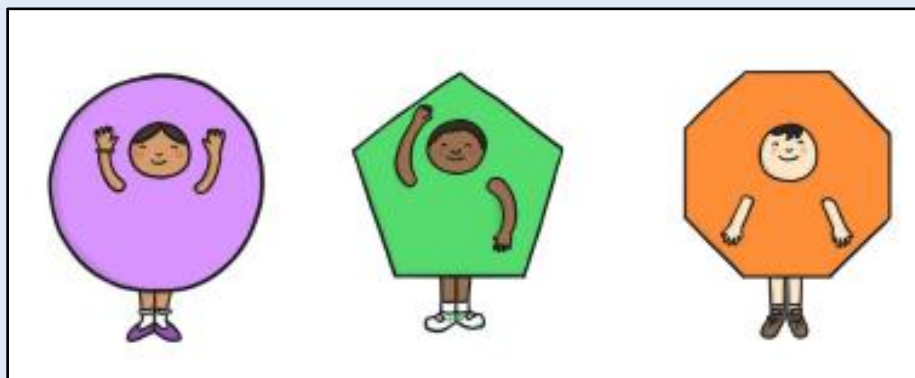
## Measurement

- Your child will learn to choose the correct units to estimate and measure mass (g/kg), temperature ( $^{\circ}\text{C}$ ), height or length in any direction using mm, cm and m and capacity in l or ml.
- From measuring, children will then learn to compare using symbols (<, > and =).
- Time can be tricky, but it will 'click' eventually, just like it did for us grown-ups!
- In Year 2, children may learn to tell the time to the nearest 5 minutes and be able to make these times on a clock face.
- Children will need to be familiar with how many minutes there are in an hour and how many hours in a day.
- Money wise, your child might investigate different combinations of coins or notes to make a given amount, recognising £ and p symbols.
- They will solve money problems, including giving change.



### Geometry - Shape

- Your child may already have a very sound knowledge of shape before entering Year 2 or it may be something they lack confidence with.
- Regardless of ability, children will work on some aspect of shape at some point in Year 2. Your child might learn to describe the number of sides and lines of symmetry for different 2D (flat) shapes and describe the number of vertices (corners), faces and edges for different 3D shapes.
- Your child may then sort 2D and 3D shapes depending on their properties.
- Children in Year 2 might investigate the faces of 3D shapes, stating their 2D shapes, for example, a triangular prism is made up of two 2D triangular faces at either end.



### Geometry - Position and Direction

- Your child may work on learning the link between angles and rotations such as right angle turns and three-quarter turns, both clockwise and anti-clockwise.

### Statistics

- In Year 2, your child is likely to learn how to record, organise and interpret information using tallies, pictograms, block graphs and tables.
- Children will ask and answer questions about their findings.



## Art and Design

Time to get creative! Children will be encouraged to try out new ideas and improve their work. At some point in the year your child may find out about the works of an artist, crafts person or designer.

### Digital Media

- Children are encouraged to be as technologically savvy as possible these days and this even links into art!
- Children may record artistic inspirations using digital cameras and video recordings.
- Using simple graphic packages, children may be taught how to create images by changing line, shape, colour and texture.

### Printing

- Your child may be given the opportunity to do some printing which is great fun!
- They might investigate the effects of printing with a range of different materials such as potatoes, sponges or pine cones, anything that makes an interesting textured pattern.
- Your child may experiment with other printing methods such as using rollers, printing palettes and printing blocks.
- They may go on a pattern walk investigating different patterns around them in their local environment and taking rubbings with wax crayons where possible.
- Children can experiment by combining different colours and learn about different ways printing is used, e.g. wallpaper, wrapping paper, books and fabrics.

### 3D Sculpture

- Children may be exposed to different malleable materials, such as clay, to investigate how they can be joined together and textured.

### Painting

- Your child may be given the opportunity to use a variety of different brush sizes and types in order to see what effects they create. This way children find out for themselves the type of brush they need for a specific purpose.
- Colour matching to a particular object can be a tricky task and your child may get more practise with this. They may also work on a variety of different scales, choosing the appropriate brush type and size.
- Depending on what schools have available to them, your child may learn about different paint types such as powder paint, water colour and acrylic and the effects they can achieve.
- In Year 2, children will be expected to know the primary and secondary colours and may also investigate what happens when different materials are added to paint such as sand, glue or glitter. Finally, they might create pieces of art using different tones of different colours.



**Textiles**

- In Year 2, your child may work on cutting and shaping different types of material with control and accuracy.
- They might learn some basic sewing skills (running stitch, over stitch, cross stitch and/or back stitch) including attaching fabrics, or adding decorations such as beads or buttons.
- Children may compare and contrast fabrics and threads by texture, colour, shape and length, investigating how to change them by knotting, fraying or plaiting for example.
- Children might get the opportunity to investigate dyeing fabrics and weaving using different materials such as twigs, pipe cleaners, ribbon or carrier bags.

**Collage**

- Children can have a great time creating something new from something else! Your child may get the opportunity to use a range of magazines, newspapers, fabric samples, wrapping paper or wall paper, considering colour and textured effects such as overlapping, tearing and crumpling, in order to create a collage on different scales.

**Drawing**

- In Year 2, your child may use all or a selection of the following: pencils, charcoal, crayons, pastels, rubbers, felt tips and chalk in order to investigate their effects on different textured surfaces.
- Children are encouraged to make careful observational drawings and investigate the tone of their lines by creating darker/lighter shades using different materials.

**Evaluating**

- In art and design, your child will be encouraged to evaluate their own and other's work critically, looking for ways to improve it.

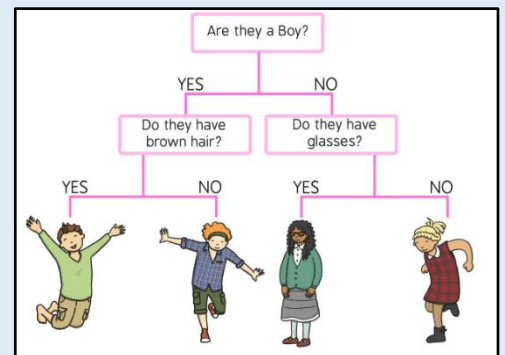
# Computing

## E-Safety

- E-Safety is a very important aspect of computing in which children learn how to keep themselves safe online.
- Children will learn what personal information is and how to keep this information safe.
- Children across the year groups are taught to be respectful to others online but to also be wary of others not being the person they say they are.
- Children are also taught to say something to an adult if they hear or see something that they don't like.
- Children might discuss why we use technology in our lives and how not everything they see on the internet is true.

## Data

- Children might also learn different ways in which they can present their work in an interesting way using a wide range of fonts, colours and sizes.
- Children may also learn to gather data in different ways such as recording using a microphone and taking pictures in order to create and save a chart or graph using the collected data.
- They will be exposed to branching databases and give ideas as to what sort of information would help to answer a question.



## Programming

- Floor robots are a really fun way to introduce programming to young children.
- Children may learn to programme floor robots. Children may give and receive instructions in order to become familiar with the exact sequence of instructions needed to programme a floor robot to do something.
- Children will continue to make predictions about where the floor robot will stop and use other programming software such as Logo or Scratch.
- A set of instructions or rules programmed into a computer is known as an algorithm and your child may be encouraged to use this term when programming.
- In addition to this, the term de-bug might be used when a programming mistake has been identified and is being corrected.

## Design and Technology

Design and Technology is generally defined as three main tasks: designing, making and evaluating.

### Design

- Design and Technology is all about designing products for a specific purpose aimed at a specific audience.
- Children will be encouraged to come up with ideas and create models or plans to explain their ideas.

### Make

- Children will have to select the right materials or ingredients, measuring, marking out, cutting and shaping before joining and assembling different parts together.
- Your child will be encouraged to make sure the product has a high quality finish. Finally, children will learn how to be safe and hygienic around equipment and food.



### Evaluate

- In Year 2, your child children will be encouraged to evaluate their own and other's work.
- Children may be asked to say what they like or dislike about a range of products before designing something similar.
- Once their project is completed, children will have to evaluate their finished product saying what they like, dislike and what could be improved.

### Technical Knowledge

- Children may be given the opportunity to explore how to stiffen, strengthen and make structures more stable.
- Your child might also learn how to use sliders, levers, sliders, axles and wheels.

### Cooking and Nutrition

- The new curriculum has a refreshed emphasis on cooking and nutrition.
- Healthy cooking will be covered at some point in both key stages, therefore at some point in Year 2, your child may experience working with food as part of Design and Technology.
- They may investigate what makes a healthy and balanced diet and use this knowledge to design and make healthy and balanced dishes.
- In Year 2, children may also begin to learn about where food comes from.

## Geography

In Key Stage 1 (Years 1 and 2), there is a renewed emphasis on factual knowledge of continents and oceans, with a specific focus on the UK compared with a non-European place. At some point during Key Stage 1, your child will specifically focus on these areas.

### Location Knowledge

- Children may learn to name, locate the world's seven continents and five oceans.

### Place Knowledge

- Your child might be looking into the similarities and differences between a small area of the UK and a small area in a contrasting non-European country.

### Human and Physical Geography

- Physical geography focuses on features of the land which occur naturally whereas human geography refers to features of the land which are man-made.
- Children may study some of the following aspects of a place.
- Physical features: river, sea, ocean, beach, cliff, forest, hill, mountain, valley and soil.
- Human features: village, town, city, farm, house, factory, harbour and port.

### Geographical Skills and Fieldwork

- Children in Year 2 may use aerial photographs as well as maps to locate physical and human features using knowledge of map symbols.
- Children might begin to create basic maps, constructing a basic symbols key. They will study the geography of their local area, identifying both physical and human features.

## History

Children might learn about events beyond living memory which have a national or global significance as well as lives of significant individuals from history.

## Music

The largest focus in music is singing and playing a range of simple percussion instruments. In some year groups, every child will learn a specific instrument such as the violin or guitar with a specialist teacher. If this isn't the case for your child, the following is a guide to what a Year 2 child may learn in Music.

- Children may experiment using their voices to create different effects, learning to sing in tune and with expression.
- Children might learn about how sounds can be organised, composing pieces which have a beginning, middle and an end.
- During performances, children will try and keep a steady pulse. Finally, they may begin to represent sounds with symbols, understand how music can create different moods and work on editing and improving their work as they go.

## Physical Education

### Games

- Your child may take part in different competitive games, before doing this however they will be taught new skills, actions and ideas to use during their game play.
- They are likely to continue to work on improving co-ordination and controlling their bodies whilst using a range of different equipment and be encouraged to think more tactically.
- Children may begin to recognise the changes occurring with their bodies before, during and after exercise and be discuss these changes.
- Finally, your child may be encouraged to evaluate their own and other's game play, suggesting improvements and positives.

### Dance

- Children may work on exploring, remembering, repeating and linking different movements with co-ordination and control ensuring their dance moves are expressive.
- They might be given the opportunity to compose and perform dance phrases and short dances varying their ideas.
- Children in Year 2 will be encouraged to discuss how they feel before, during and after dance, understanding why warming up and cooling down is important for us.
- Children may watch each other's pieces and evaluate.

### Gymnastics

- Your child may be taught how to lift, move and position the gym equipment safely, otherwise an adult might be given this role.
- With precision and control, children will remember, repeat and link up combinations of gym actions, balances and body shapes, varying their ideas in their sequences.
- They will evaluate each other's work by listening and watching.

### Athletics

- Children are likely to practise control and co-ordination with a range of equipment which might include hurdles, sponge javelins and discus.

## THE CURRICULUM

To see what your child is learning each half term we will send home a knowledge organiser. This will include key vocabulary, books, knowledge and homework/ topic tasks. Please look out for this in your child's book bag.

## CLASS DOJO/HOMEWORK

Our Year 2 uses the Class Dojo application to connect teachers and pupils at home. We use class dojo to keep parents up to date with important information. Parents can also use Class Dojo to message staff (including their child's class teacher) directly.

We think the application is easy to use and there's no better time for you and your child to get up and running with this application and become familiar with it.

You can help your child at home with simple activities such as reading books together, singing counting songs together and arts and craft activities.

Please keep checking your child's Class Dojo account as we plan to use this as a way to send details of activities you can do with your child at home.



You should have received information on how to register and access Class Dojo, but if you haven't or need any assistance please contact Mrs Kelk on either 01332 229229 or email [head@rosehill.derby.sch.uk](mailto:head@rosehill.derby.sch.uk)

## HOW YOU CAN HELP YOUR CHILD AT HOME

### Reading

Your child will be bringing home a school reading book. Reading books will be changed once a week. Please make sure that you write in your child's reading record so that we can see what they have been reading at home. We understand that your lives are busy and that you have lots to do but please try and sign your child's reading record once a week.

It would be highly beneficial for your child to read at least 3 times per week. Please make sure that you write in your child's reading record so that we can see what they have been reading at home. It would be great if you could encourage your child to read a range of different reading types of texts. This could be books, magazines, newspapers, leaflets.

Make sure you let us know in your reading record what you have been reading. It would be brilliant if you could ask your child questions about what they have read and discuss any vocabulary that they may not understand.

### Questions to ask before you read

- Can you look at the pictures and predict what you think will happen in this book?
- What makes you think that?
- What characters do you think might be in our story?
- Do you think there will be a problem in this story? Why or why not?
- Does the topic/story relate to you or your family? How?

### Questions to ask during the reading

- What do you think will happen next?
- What can you tell me about the story so far?
- Can you predict how the story will end?
- Why do you think the character did \_\_\_\_\_?
- What would you have done if you were the character?
- How would you have felt if you were the character? (use different characters)
- As I read \_\_\_\_\_, it made me picture \_\_\_\_\_ in my head. What pictures do you see in your head?
- As you read, what are you wondering about?
- Can you put what you've just read in your own words?

### Questions to ask after reading

- Can you remember the title?
- In your opinion, was it a good title for this book? Why or why not?
- Were your predictions about the story correct?
- If there was a problem, did it get solved?
- What happened because of the problem?
- Why do you think the author wrote this book?
- What is the most important point the author is trying to make in his writing?
- What was your favourite part of the story?
- If you could change one thing in the story, what would it be?
- Can you retell the story in order?
- If you were \_\_\_\_\_, how would you have felt?
- What is the most interesting situation in the story?
- Is there a character in the story like you? How are you alike?
- Why did you like this book?

## Spelling

Your child will be bringing home weekly spellings to practise. We will be learning the different spelling patterns in school. Also, your child should know how to spell all of the Year 1/2 words by the end of the year. We will be starting the year by looking at the year 1 words that the children missed last year. Please look out for your child's learning log where the spellings will be for your children to learn at home. Here are some great ways to help your child to practise their spellings:

Spelling Selection

**Backwards Words**  
Write your words out forwards then backwards.

backwards  
sdrawkcab

Spelling Selection

**Across and Down**  
Write your words across and down, sharing the same first letter.

Example  
x  
a  
m  
p  
l  
e

Spelling Selection

**F Spelling Flowers**  
Draw a big flower. Write each of your spelling words on one of the petals!



Spelling Selection


**Blue Vowels**  
Write out each of your words. Go over the vowels in each word using blue pencil.

**Example of Challenge**

Spelling Selection


**Pyramid Writing**  
Write each of your words like a pyramid:

s  
so  
som  
some




Spelling Selection

**Fancy Letters**  
Write each of your words using fancy writing. Your letters could be curly or dotted... or whatever you decide!




Spelling Selection

**Join the Dots**  
Write each of your words using dots. Then, join the dots with a coloured pencil to make your word.



Spelling Selection

**Air Writing**  
Write your words in the air with your finger. Ask someone to read your words as you write. Or, ask someone to air write the letters you tell them to spell your word.



**Times tables**

By the end of Year 2 your child should be able to recite their 2s, 3s, 5s and 10 times tables. Any time at home practising their times tables will be beneficial.

**Homework:**

Along with the expectation of your child practising their spellings and times tables at home, we will send Maths/ English activities to be completed weekly.

Children will also be given knowledge organisers with suggested topic activities for your child to complete each half term. These activities are highly suggested and will greatly enhance your child's learning experience. At the end of each half term we will ask your child to bring in their project or send in photos through Class Dojo so that we can celebrate the work that they have been doing at home.

## USEFUL INFORMATION

### **Uniform:**

Please make sure that you write your child's name in all of their uniform. This will make it easier to identify if it gets lost.

### **PE and Outdoor Learning:**

Our PE lesson will be on a Tuesday and Friday. Please make sure that you send your child to school wearing their PE kit on the day and remove any jewellery.

### **Allergies:**

Please inform us if your child has any food or other allergies.

### **Health:**

Please inform us about any health issues that your child might have which could affect him/her at school.

### **Attendance:**

Why is attendance important?

We believe that regular attendance can:

- Help children enjoy learning and achieve the best they can.
- Help children to make friends and learn from others.
- Help children to feel they belong.
- Introduce children to good habits for later in life.

What does good attendance look like?

We expect all children to maintain attendance levels of 96% or above. This means:

- Coming to school every day
- Being on time every day.
- Only taking time out for essential appointments.

### **Illness:**

At times your child will be ill and then it is best that they stay at home to recover. If your child has sickness or diarrhoea, please keep him/her at home for at least 48 hours afterwards (2 whole days).

**Remember that the most important thing is for you to have fun with your child, praise their efforts and play and talk to them at every opportunity**