



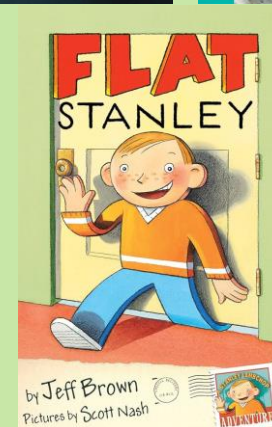
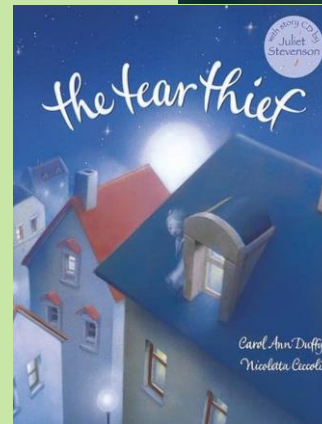
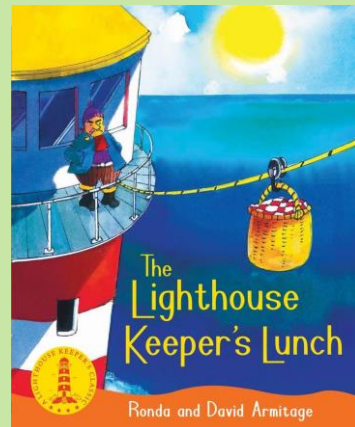
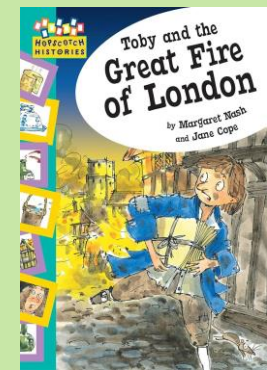
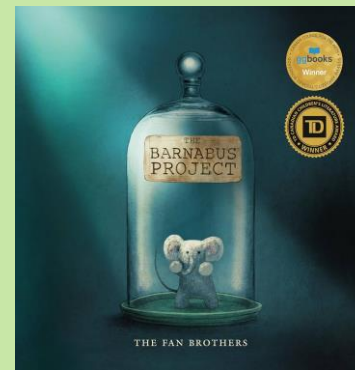
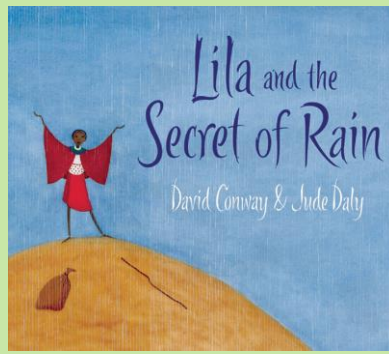
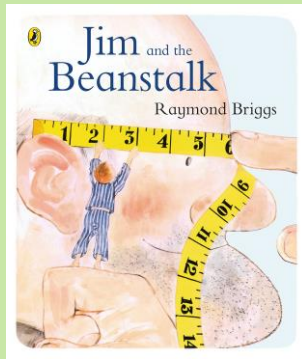
Welcome to the Year 2 Curriculum Information Evening

Mrs Bickmore, Mrs Baxter and Mrs Featherstone (2B)

Mrs Dolan and Mrs Heasman (2D)

English

Some of the texts we look forward to reading throughout the year!



- Children will develop fluency and comprehension using a range of texts, including fiction, non-fiction, and poetry.
- Writing focuses on letter formation, sentence structure, grammar, punctuation and spelling with opportunities to write for different purposes and audiences.
- Text types will include: narrative story telling, setting and character descriptions, diaries, letters, instructions, information texts, newspaper reports and persuasion.



Phonics

- Taught daily for 20 minutes.
- Children will be given specific phonics and common exception words to practise at home. Please check your child's reading folder for these.
- Please practise these with your children as much as possible and encourage them to look out for sounds in their story books.

Recap of Level 5

ay pray	oy boy	ie tie	ea leaf	a_e cake	i_e slide	o_e bone	u_e cube
u_e flute	e_e trapeze	ou mouth	a acorn	e equal	i lion	o hotel	u unicorn
ch chef	ch Christmas	ir girl	ue statue	ue glue	ew screw	ew stew	y sunny
aw saw	au autumn	ow window	oe toe	wh wheel	c city	g gem	ph dolphin
ea bread	ie shield	tch witch	are bare	ear pear	ore core		

Level 6

y fly	dge bridge	ge fringe	gn gnome	kn knife
wr wrist	le table	eer deer	ture picture	mb thumb
al walk	a walnut	o glove	ey monkey	war warm
wor world	s treasure	wa watch	qua squash	tion station

Fine Motor Skills and Handwriting in Year 2



In Year 2, children will develop their fine motor skills through a range of activities.

We will also teach and support your children 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 (finger spaces) between words that reflects the size of the letters

Children will begin to join their handwriting in Year 2. Joins will be separated into four groups according to how they join to other letters.

The quick brown fox
jumps over the lazy
dog.

a b c d e f g h i j k l m n o p q r s t u v w x y z



Common Exception Words

- Common exception words are words that do not follow the common phonetic spelling rules that children learn in Year 1 and Year 2.
- Children will learn to read and spell these words throughout the year.

Year 2 Common Exception Words

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

Reading Diaries



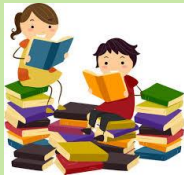
- Reading diaries must be in school every day (they will come home with the children on Monday). Please use them to record any messages to your child's teacher and to inform us as to which books your child has been reading
- Any notes can also be written in there that you would like us to know about your child, you can also send an email or phone the school office
- If you would prefer to catch us in the morning, or afterschool, please wait until the majority of children have gone or are in school before doing so.

We would like to take a moment to highlight the importance of daily reading in supporting your child's learning and development. Evidence shows that just 10–15 minutes of reading each day can make a significant difference in building vocabulary, improving comprehension and improve academic outcomes in all areas whilst fostering a lifelong love of books.

To help track this progress, we kindly ask that you **record your child's reading in their reading diary each day**. This helps us monitor their reading habits and allows us to celebrate their efforts and achievements in school.

As an added incentive, **children who have recorded their reading consistently throughout the term will be celebrated in our end-of-term assembly**. We're excited to recognise and reward their dedication to reading!

Thank you for your continued support in encouraging your child's reading journey.



Reading books



- Children will receive two reading books each week, one book will be a phonics reading book, the other will be a reading for pleasure book of their choice.
- Year 2 will change their books on a Monday. The phonic book which will be sent home with your child will be specific to their level of phonics and they will be fully decodable. Children are free to choose their own books, therefore they may choose the same book more than once – this is ok, repetition builds fluency.
- Books will not be sent home until children have been taught an appropriate amount of phonics for the children to be able to recognise some sounds. We will update you on this within the next few weeks.
- If books are not changed on the given day due to absence/bank holiday, they will be changed at the next best available time.
- You are welcome to log on to Oxford Owl online to access more reading material.
- Oxford Owl –
- Username – stmfcs
- Password – Thomas22



Reading Books

- What are decodable books?
- Decodable books are books a child can read independently once they have been taught the phonics at that level.
- Why should my child read decodable books?
- Decodable books consolidate the phonics taught in your child's classroom. With step-by-step progression, the child succeeds at each level while learning the phonics needed to become a fluent reader. This approach develops confident readers with reliable reading strategies. Your child should know around 80% of the sounds within the phonic reading books which are sent home.



Why only 1 or 2 books a week?

- The more a child reads, the larger their vocabulary becomes. When a child reads or hears the same book multiple times, they become familiar and comfortable with a greater number of words. Hearing favourite stories read aloud helps children become aware of the pattern and rhythm of text. Language is more than just words — it's how words sound and connect to each other. Parents can model the rhythms of reading for children who are just learning how language works. Fluency is the ability to read text “accurately, quickly, and with expression.” Repetitive reading allows a child to read without stumbling or stopping, and reading time becomes more pleasant for everyone. Once a child masters one book, it makes moving on to another more appealing. Reading comprehension is the ability to understand all the components of a story — from plot to character development to symbolism. Comprehension is “the essence” of reading. Each time your child reads or hears a book read to them, they learn more about the story itself. Each pass through the text or illustrations allows them to dive deeper into the story's meaning, preparing them for more complex narratives later on. With fluency and comprehension comes greater reading confidence. Children who can follow a story and don't stumble over words are more self-assured about their abilities and more likely to enjoy reading.

Reading



- Reading impacts all areas of the curriculum. Engaging your child with reading activities is of utmost importance if they are to succeed. Talk to your child about what interests them. Allow them access to a wide range of texts.
- Spend at least ten minutes daily sharing or reading with them, visit libraries, look at stories online, download free apps for iPads/ iPods if available and talk about what you have read too!

Here are some ideas of reading materials which you may wish to obtain:

- First News (available via newsagents)
- Newsround online/BBC stories
- Audio books
- Holiday brochures
- Cookery books
- Instruction books (e.g. How to make...)
- Fiction stories
- Non-fiction
- Ipad/ipod free books
- Kindle free books

Accelerated Reader



- **What is Accelerated Reader?**

- Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and gives pupils a reading level (ZPD number). Pupils take computerised quizzes on the books and will aim for a quiz target of at least 85%.

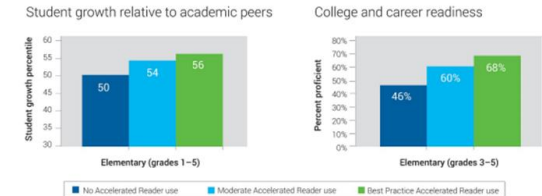
- **Why use Accelerated Reader?**

- A study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.
- In primary school, research has shown that pupils using Accelerated Reader make significantly more progress.

- **How does Accelerated Reader work?**

1. Pupils will be assessed at the beginning of the year on their reading understanding **and** fluency. This will give them a ZPD number.
2. Pupils will pick a book to take home based on their ZPD number.
Please continue to read with your child as normal and fill in their reading log.
3. When they finish the book, pupils will take a short quiz in school. Your child's teacher will monitor your child's quiz performance and adjust their ZPD number if necessary.

Figure 3. Elementary students who used Accelerated Reader grew more



Maths – White Rose



Autumn term	<div>Number</div> <div>Place value</div> <div>VIEW</div>	<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>	<div>Geometry</div> <div>Shape</div> <div>VIEW</div>
	<div>Measurement</div> <div>Money</div> <div>VIEW</div>	<div>Number</div> <div>Multiplication and division</div> <div>VIEW</div>	<div>Measurement</div> <div>Length and height</div> <div>VIEW</div>
	<div>Measurement</div> <div>Mass, capacity and temperature</div> <div>VIEW</div>		
Spring term			
Summer term	<div>Number</div> <div>Fractions</div>	<div>Measurement</div> <div>Time</div>	<div>Statistics</div>
			<div>Geometry</div> <div>Position and direction</div>
			<div>Consolidation</div>

What is MyMaths?

MyMaths is a whole-school interactive resource for use both in the classroom and at home. It is used to increase mathematical fluency and consolidate learning. Predominantly, we will be using MyMaths as an online homework platform.



Online Homework Time 1

Q1 Q1 – Setting the time
Set the time shown next to each clock by dragging the H and M labels.

fourteen minutes to nine ✓

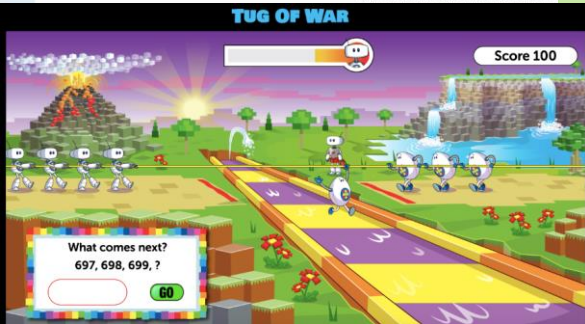
eighteen minutes past eleven ✓

eleven minutes past two ✓

seven minutes past three ✓

Total 4/4

You have scored 4 out of 4 for this question. [4]



Online Homework Bar multiplication

Q1 Q1 – Bar models for groups and items
Match the bar models to the statements.

Q2

No calc

Total 0/15

2 groups with 8 items in each group

3 groups with 4 items in each group

8 groups with 2 items in each group

You have scored $\frac{3}{3}$ so far. Continue [3]

Why use MyMaths?

MyMaths offers interactive lessons and homework tasks, all of which are matched to the National Curriculum. Children's answers are marked at the click of a button, providing immediate feedback. If children choose to, they can try homework tasks again. In fact, the resource provides limitless practice. In addition, MyMaths has a wide variety of games designed to motivate pupils to consolidate their maths skills whilst enhancing their enjoyment of the subject.



Number bonds and times tables weekly challenge

Number fluency is fundamental to being a successful mathematician which is why the children take part in weekly maths challenges.

Progression has been carefully mapped across the school in line with the national curriculum to give the children a secure recall of key number facts relevant for their year group:

- Year 1 - represent and use number bonds and related subtraction facts within 20 and counting in twos, fives and tens from different multiples
- Year 2 - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables

This weekly maths challenge will happen on a Thursday.



Number bonds and times tables weekly challenge

Y1- 3mins 10 questions 12 questions 15 questions 18 questions	Y2- 3mins 18 questions, building to 20 questions	Y3- 3mins 20 questions building to 25 questions	Y4- 3 mins 25 questions building to 30 questions	Y5- 3 mins 30 questions building to 35 questions	Y6 – 3 mins 30 questions
Bonds to 5	Bonds to 10	Bonds to 10	X2	Bonds to 100	Bonds to 100
Bonds to 6	Bonds to 20	Bonds to 20	X5	X2, x5, x10	X2, x5, x10
Bonds to 7	Bonds to 100 (multiples of 10)	Bonds to 100 (multiples of 10)	X2, x5, x10	Divide by 2,5,10	X2, x4, x8
Bonds to 8	X2 in order	Bonds to 100 (multiples of 5)	X3	X2, x4, x8	X3, x6, x12
Bonds to 9	X2 mixed up	X2	X4	Divide by 2,4,8	X7, x9, x11
Bonds to 10	X2 division	X10	X8	X3, x6, x12	Multiplication all
Mixed addition bonds to 10	X10 in order	X5	X2, x4, x8	Divide by 3,6,12	Division all
Bonds to 20	X10 mixed up	x2, x5, x10	X6 in order	X7, x9, x11	Missing numbers x
Bonds to 11	X10 division	+2, +5, +10	X6 mixed	Divide by 7,9,11	Missing numbers +
Bonds to 12	X5 in order	X3 in order	X3, x6	Multiplication all	Missing numbers x, +
Bonds to 13	X5 mixed up	X3 mixed	X9 in order	Division all	X100, x1000
Bonds to 14	X5 division	+3	X9 mixed	Missing numbers x	Decimals x100, x1000
Bonds to 15	2s and 10s x	X4 in order	X11 in order	Missing numbers +	+10, +100, ÷ 1000
Bonds to 16	2s and 10s +	X4 mixed	X11 mixed	Missing numbers x and +	Squares, cubes
Bonds to 17	2s and 5s x	+4	X7 in order	X100	Decimals (0 with 1 0.0) x any table
Bonds to 18	2s and 5s +	X8 in order	X7 mixed	X1000	Decimals (0 with 1 0.0) ÷ any table
Bonds to 19	2s, 5s and 10s x	X8 mixed	X12 in order	Decimals x100	1 digit numbers 1 0.0 x any table
Mixed addition bonds to 20	2s, 5s and 10s +	+8	X12 mixed	Whole numbers/ decimals	1 digit with 1 0.0 ÷ any table



Assessments

The reception baseline assessment (RBA) will replace statutory end of KS1 assessments.

However, children will be tested in Reading, Grammar, Punctuation and Spelling and Maths as part of the end of Key Stage assessments within the school. This will enable us to track progress across the school and form part of our whole teacher assessment.

RE

- Theme this term: Chosen People
- The Way, the Truth, the Life
- Lord's Prayer
- Hail Mary
- Mass – see newsletter for updates



- Year 2 Celebration of the Word will take place on Wednesday 11th February 2026 9:15 – 9:45 in the school hall.



YEARLY CURRICULUM MAP - YEAR 2

	CORE TEXTS	ENGLISH	MATHS	SCIENCE	ART AND DT	COMPUTING	RE	PSHE	Geography	History	P.E	MUSIC	MFL
TERM 1	Jack and the Beanstalk Jim and the Beanstalk Lila and the Secret of Rain	Narrative Retelling Diary Setting description	Place value Addition and subtraction	Uses of everyday materials	DT - Cooking and nutrition: Balanced diet	Coding	The Chosen People	Let the Children Come, God Loves You	Exploring our local area. Field studies, maps and compass points.		Gym, Fundamentals	Pitch - musical me	At the farm
TERM 2	The Barnabus Project	Character description Narrative retelling Non-chronological report	Addition and subtraction Shape	Uses of everyday materials	ART - Focus: Drawing Artists: Giuseppe Arcimboldo, Cezanne	Online Safety	The Mystery of God	Let the Children Come, God Loves You,	Comparing contrasting regions - polar and equator.	Remembrance	Gym, Invasion Games	Contrasting dynamics - Space	Autumn Walk and Harvest
TERM 3	Toby and the Great Fire of London	Setting description Newspaper report Letter	Money Multiplication and division	Living things and their habitats	DT - Mechanisms: Making a moving monster	Questioning	The Good News	I am Unique, Girls and Boys	London - our capital city.	Great Fire of London.	Gym, Fitness	Structure - Myths and Legends	Birthday Party
TERM 4	The Lighthouse Keeper's Lunch	Narrative retelling Instructions Diary	Length and height Mass, capacity and temperature	Plants	ART - Focus: Painting Artist: Monet	Effective Searching Creating Pictures	The Mass	Feelings, Likes and Dislikes Feelings Inside Out Super Susie Gets Angry	Contrasting Location - London and Chatham	Famous people in history: Samuel Pepys and Charles II.	Dance, Ball Skills	Call and response - Animals	Me and my puppy
TERM 5	The Tear Thief	Character description Instructions Persuasion	Fractions Time	Animals including humans	DT - Textiles: Pouches	Making Music	Eastertide	The Cycle of Life Beginnings and Endings Change is All Around Real Life Online	The world's oceans and continents.	The sinking of the Titanic - disasters in history.	Yoga, Net and Wall Games	Orchestral Instruments Musical Storytelling	Over the rainbow
TERM 6	Flat Stanley	Letter Narrative Diary	Statistics Position and direction	Animals including humans	Art - Focus: Sculpture/3D Form (Texture) Artist: Jane Perkins	Presenting Ideas	First Christians	Three in One Who is my Neighbour? The Communities we Live In Needs and Wants	The United Kingdom - capital cities, seaside comparison and fieldwork.	Famous People in history: Ruth Becker - Titanic Survivor.	Target Games, Athletics	Singing - On this Island	Pirate personalities

PE



PE will take place on Thursday and Friday.

Please note in Term 2 and 6, PE will be on a Tuesday and Thursday.

PE Kit

- School logo t-shirt according to house colour
- Plain navy blue or black shorts
- Plain navy blue or black tracksuit, or navy/black leggings – no named brands, no hoods
- Trainers or plimsolls
- On PE days children are required to come to school in their PE kit (unless notified otherwise)

What is Purple Mash?



'Purple Mash is the digital vault of resources, games, tools and activities that's easily searchable by whichever area of the curriculum you're learning. It is fully mapped to the National Curriculum.'

Why use Purple Mash?

We use Purple Mash as a school to teach our Computing curriculum. Alongside this, we use Purple Mash for other areas of the curriculum such as English, reading, maths, times tables, music, art, humanities, spellings etc.

Occasionally, homework will be set on Purple Mash. Your child's log in is in the inside cover of their diary. Purple Mash can be used at home to extend children's learning, particularly in spellings, reading and times tables as answers to games/quizzes are marked at the click of a button providing immediate feedback.





Outdoor Learning

OPAL

At St Thomas More, we have adopted the OPAL Primary Programme (Outside Play and Learning) to promote freedom for children to explore play in their own imaginative ways, using found and gathered resources in the natural outdoor environment during lunch times. Our grounds are fantastic but have been significantly underused during the winter /spring months due to the wet field area. As a result, we have decided to open up specific areas of the grounds during the winter months as long as children have the correct outdoor wear.

Please ensure that your child has a pair of wellington boots in school, which can be kept here permanently. Suitable coats/ rainsuits are also recommended as the weather changes.

If you have any old wellies you would be willing to donate, we would be grateful for them too.

Mrs Baxter and the Play Team are looking forward to :

- Children accessing more areas of the school grounds during the winter/spring months
- Children exploring, building dens, running, hiding, having fun and getting dirty
- Children involved in activities other than those with a sports focus
- Children taking responsibility for themselves, their games, each other, the environment and their resources

If you would like more information on OPAL, please visit their website at <http://outdoorplayandlearning.org.uk>

Muddy Puddles

We also follow The Muddy Puddle Approach, which is a type of outdoor learning that allows the children to be outside whilst still embedding and learning academic curriculum linked subjects. So, rather than only doing number work in books we will also take the learning outside.

For example, we could make number ladders from sticks and jump up the ladders counting in 10's!

The Muddy Puddle Teacher ideas are all really fun and make the children feel as if they are playing whilst learning at the same time.

You can find out more and get free resources for home at:

www.themuddypuddleteacher.co.uk





Homework

Homework will be sent home weekly via Dojo:

- 10 minutes daily reading
- 10 minutes number bonds/times tables practice
- Phonics and spellings practice
- Maths task (usually set on MyMaths or Purple Mash)
- Short writing task

We will provide small 'jotter' books that children can use to practise spellings, working out or drawings for maths, record their writing task etc.



Winter Uniform (can be worn all year round)

- White blouse or shirt to be worn with a school tie.
- Navy blue school cardigan or school jumper with school crest
- Navy blue skirt or pinafore dress
- White, grey or navy socks or navy blue tights
- Grey trousers

Summer Uniform (can be worn in Terms 1, 5 and 6 only)

- Navy blue and white checked (gingham) dress
- Grey shorts
- White school polo necked shirt with school crest
- White, navy or grey socks

Footwear with school uniform

- It is essential to wear sensible footwear – no slip on shoes, no open toes, no heels
- Black or navy hard soled shoes – no trainers
- Wellington boots are required in school for OPAL/outdoor play



Winter uniform



Summer uniform



Jewellery

For safety reasons jewellery of any kind, particularly earrings or studs, must not be worn in school. If your child has recently had their ears pierced and have been advised to leave them in for approximately 6 weeks, the earrings must be taped over for health and safety reasons. This is to minimise the risk of injury during activities such as PE and playtime.

Hair

To maintain a smart appearance, all hair that is longer than collar length **MUST** be tied up. Extremes of fashion such as shaved patterns/lines or parting, colours, very short hair on one side with longer on the other etc are not allowed.



Communication with your child's teacher:

Reading Diary/Contact Book: If you would like to pass on a message to your child's class teacher or request a phone call, please use the reading diary provided by the school. Teachers check these regularly and will respond as needed or contact you at their earliest convenience.

Email: For longer or more detailed communications, email is preferred. Please send emails to the school office and they will ensure it is forwarded to the teacher. Please allow up to 48 hours for a response, as teachers may be busy with classroom responsibilities. Please use the parent email parents@st-thomasmore.medway.sch.uk

Appointment: For more in-depth discussions, you can schedule an appointment with the teacher. To do this, please contact teacher to arrange a convenient time.

Parents Evening: These are scheduled two times a year. We encourage you to attend these meetings to discuss your child's progress and attainment. We ask that if you have concerns about your child, that you contact the teacher, rather than wait for parents evening, so it can be dealt with swiftly.

ClassDojo: ClassDojo will **NOT** be used to message teachers directly. Teachers will continue to post homework and inform parents of upcoming events. Teachers will only respond to queries made in the comment box on relevant posts.

Open Door Policy: We will continue to have an open door policy at the end of the school day. Please feel free to communicate with your child's teacher face-to-face so that issues can be resolved quickly.



Behaviour

Children are expected and encouraged to follow the school's Golden Rules:

1. Follow instructions. Listen to all adults working in the school.
2. Be gentle, kind and polite. Keep hands, feet and unkind words to yourself.
3. Value people's belongings. Respect the school and other people's property.
4. Be honest. Tell the truth.

A restorative justice approach is followed that encourages children to take responsibility for their behaviour by thinking through causes and consequences. It involves helping a child think through their behaviour, its consequences and what they can do to make it better.

We will celebrate good behaviour through positive praise, house points, notes in diaries and telephone calls home.

Thank you for your continued support!

