

COLLIS
Primary School

Class Curriculum meeting

Collis Primary School
Class Curriculum meetings



Autumn 2026

Outline of the morning

Introductions

Update from Head Teacher

CSA

The Year Team

Back to the classrooms

10 minutes with teachers

Senior Leadership Team

Lead Assistant Heads



Sophie Macartney



Melissa Humphries

Assistant Heads



Amy Patten



Tom Dawson

Special educational needs

Susie Lord is our Special Educational Needs Coordinator (SENCo).

If you have any concerns, please first speak to your class teacher.



senco@collis.richmond.sch.uk

Who do I contact if I have an issue?

Class Teacher

Year Group Leader

SENCO – Susie Lord

Senior Leadership Team

Head Teacher - Kevin Hogston

Parent Focus Group (PFG)

Parent council that meets half-termly

Influences and shapes school policy

New members warmly welcomed application

letter coming soon

WhatsApp

If you have a school concern –
please talk to the school



Children should not have an account (min. age 13 Years)

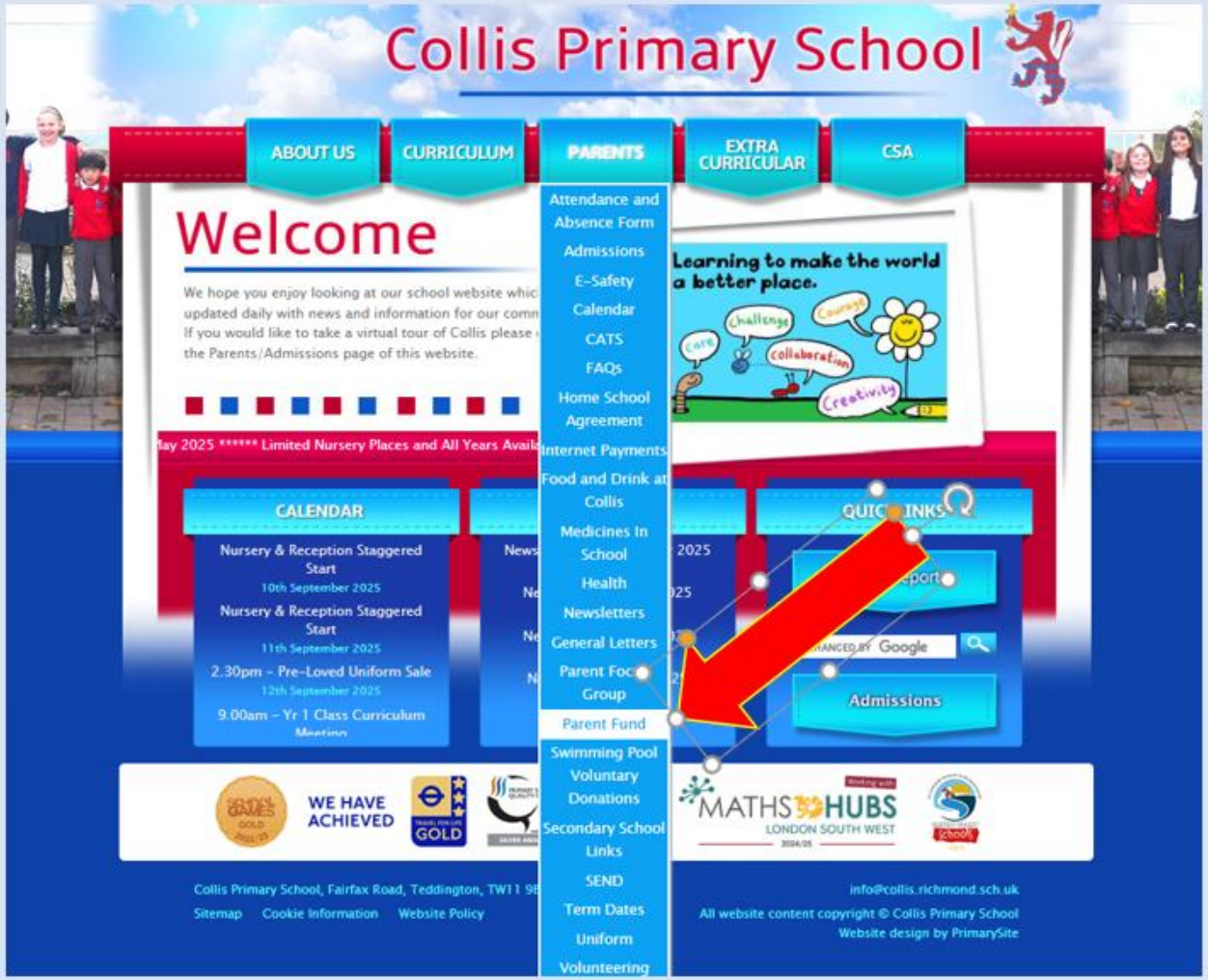
COLLIS
Primary School

THINK BEFORE YOU PARK

BE CONSIDERATE TO OUR NEIGHBOURS
YOU COULD ENDANGER A CHILD'S LIFE



Collis Parent Fund



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COLLIS SCHOOL ASSOCIATION

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collis.school.association@gmail.com

COLLIS SCHOOL ASSOCIATION

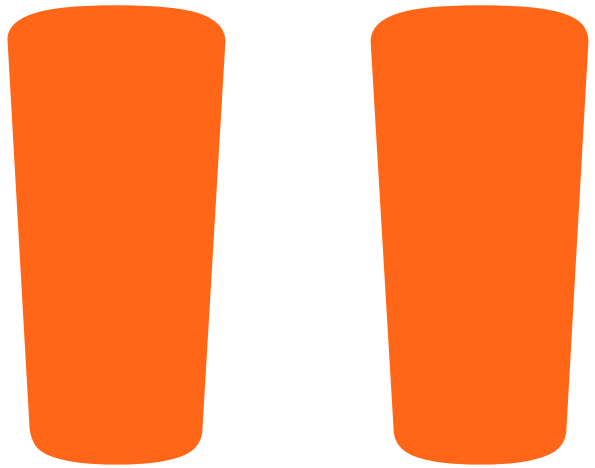
Welcome Curriculum Meetings 2026/27

We need less....

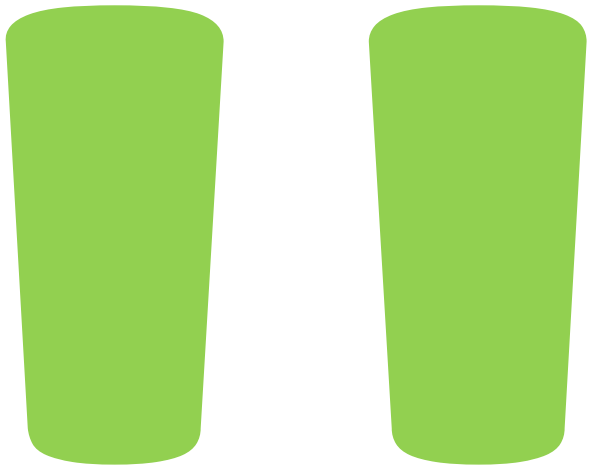
commitment

Say that again!

Apparently, people don't like PTA'S



"I just don't have the time or interest in everything they organise."



"They constantly send messages, asking for something."

"If I say yes once, I'm worried I'll never escape."

But we don't have time

- [ ] Book dentist appt.
- [ ] Finish presentation
- [ ] Return amazon package
- [ ] Pay school trip
- [ ] Prep for team meeting
- [ ] ~~Free time~~

Got some spare time?

You could do one shift behind the bar at Fireworks, you could help set up at the Christmas Fair, maybe you've got a useful contact. That's it!

This is why ....



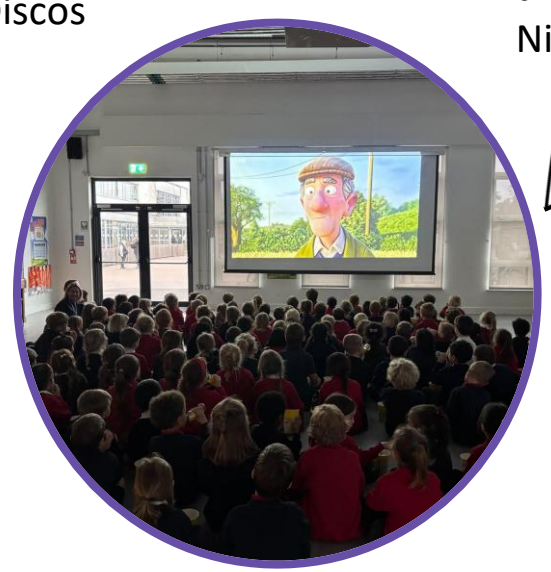
Fireworks



Junior Discos



Xmas Fair



Infant Film Night



Easter Event

Summer Fair



And this is why ....

COLLIS SCHOOL ASSOCIATION







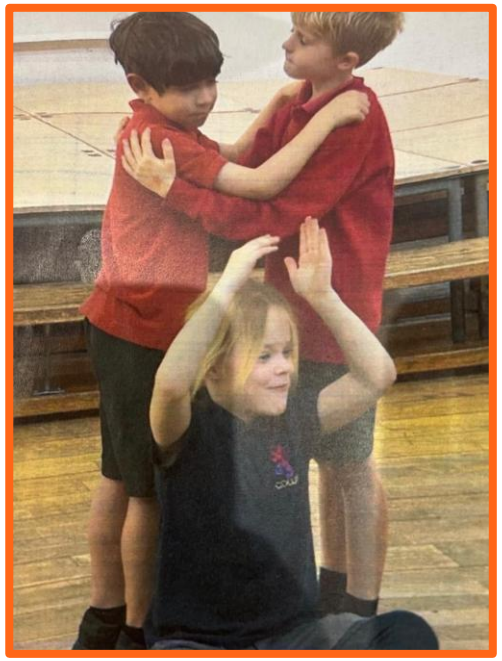






More importantly….
what did we spend the funds on





LAST YEAR

- Y2 Florence Nightingale Museum outing
- Y1, 2 and 6 Workshops
- Air conditioning trail
- Sports equipment
- Opal equipment
- New classroom chairs



THIS YEAR

- OPAL shading/chill-out areas
- Classroom makeovers
- Nursery shading project
- Additional air conditioning units
- Theme day workshops and experiences across all year groups





Events coming up

We hope to see you there!

- **Reception Playdate**
  Friday 25 September (3.15pm-4.30pm @ Collis)
- **Nursery Playdate**
  Friday 2 October (3.25pm-4.30pm @ Collis)
- **CSA Welcome Meeting & AGM**
  Friday 16 October (8pm @ The Lion Teddington)
- **Fireworks Night**
  Saturday 7 November (4.3pm - 7pm @ Collis)
- **Christmas Fair**
  Saturday 5 December (12pm - 3pm @ Collis)


Learning to make the world a better place.
Care
challenge
collaboration
Courage
Creativity
:)

COLLIS
Primary School


Having fun in the sand pit


The Meadow


New born chicks!

Year 2 Curriculum Meeting

September 2026

The Year 2 Team

Class Teachers



Ms Brookes



Mrs Bourached



Ms Fraser



Miss Murray

Teaching Assistants



Mrs James



Miss Smith

Support Staff



Miss Redman



Miss Lawrence

Year 2 Link Governor



Amy Vogel

Year 2 Aims and Expectations

- Year 2 encourages growing independence and organisation in all areas of our school life.
- We support the children to develop a greater awareness of their responsibilities and what making 'good' choices looks like.
- We talk about challenging ourselves to be the best learner that we can be and how that makes us feel.
- Teamwork is key whether it's learning how to work effectively as part of a pair, small group, class, year group or school. Teamwork also means supportive communication between the teacher, the child and the child's carers.
- Our aim is that the children are ready in all aspects; socially, emotionally and academically, to embrace the challenges of moving into Year 3.

Behaviour



- Our top priority is to keep children safe.
- We have high expectations for behavior.
- Our school priorities have inclusion, equality, equity and diversity at the heart of all that we do.
- Children are taught to respect each other and their differences are celebrated.
- Any type of discrimination is not tolerated.
- We uphold fair and consistent systems for sanctions.

Behaviour

Our Rewards

- Whole class rewards –regular and targeted
- Fair and consistent
- Knowledge and Good Sports Cup
- Verbal and written feedback
- Smiles and Praise

Our Sanctions

- Green Card – 'Think about it'
- Yellow Card – 'Time out'
- Advice from staff
- Nonverbal gestures
- Clear policy linked to the 4Bs

Reflection

- Using zones of regulation to support behaviour
- Restorative conversations
- Time to reflect on what happened and next steps
- Use of de-escalation strategies



Treasure Time!

Each class works as a team to achieve different targets that usually relate to effort and behaviour (Collis 4Bs and 5Cs).

When a target is met they earn a jewel, and 20 jewels earns them Treasure Time (topic themed craft/art activities, construction, free choice, film, football cards etc).

In year 2, this usually works out as two treasure times per half term.



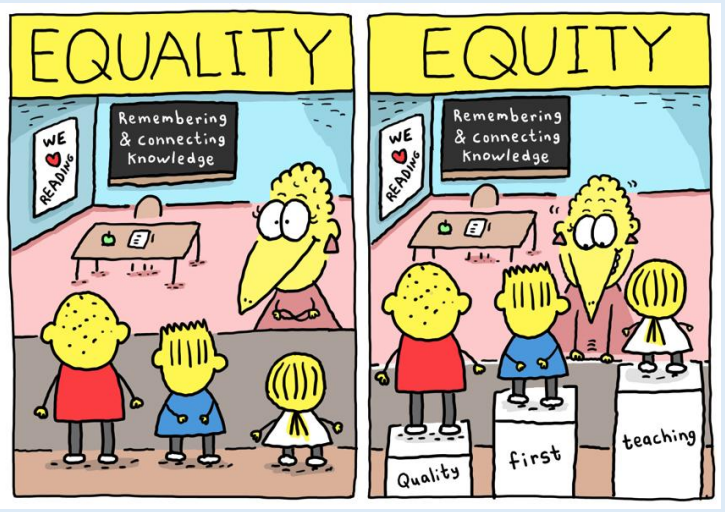




- We are a TELLING school
- We have zero tolerance to bullying which is addressed immediately
- Outdoor Play and Learning (OPAL) is important to us
- Our policy is backed up by research
- We believe that if you behave well you learn well
- We treat everyone equally
- We carefully report, monitor the pupil's behaviour and act where necessary
- We encourage Positive Behaviour







Organisation and Communication

- Children are allowed to come into class from 8:40 and register is at 8:50.
- The school day ends at 3:15. Please collect your children from outside the classroom door.
- If you have messages for class teachers, please email to the school office **info@collis.richmond.sch.uk**, *including going home arrangements.*
- Children should bring in a named water bottle every day.
- Children should have a **named** waterproof jacket in school every day.
- Children should leave their **named** wellies/outdoor shoes in school.
- Children should **not** bring toys/games, stickers, trading cards or gadgets into school.

Break and Lunch Time

- Morning break 10:30am – 10:50am

Children will be offered fruit/vegetables as a snack in the morning

- Lunch 12.00 – 1.00pm
- Afternoon break 2:00 – 2:15pm





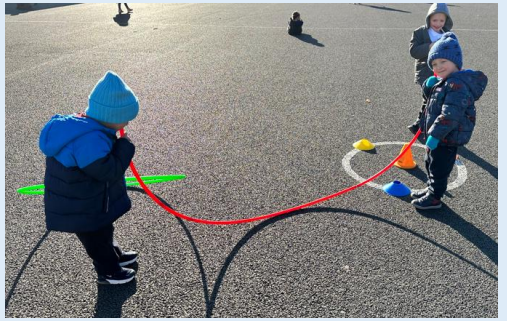








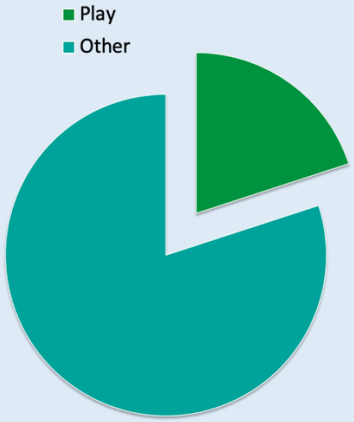












P.E

- Please make sure your child wears their **named** PE kit to school on:

Ladybirds – Wednesday for outdoor PE, Friday for indoor PE.

Glow worms – Wednesday for outdoor PE, Friday for indoor PE.

Dragonflies – Wednesday for indoor PE, Friday for outdoor PE.

Swimming will start again in the Summer Term.

- **Indoor**: red t-shirt, Collis navy shorts.
- **Outdoor**: long sleeved top, plain NAVY tracksuit bottoms/leggings, trainers, socks.



Curriculum

- Please see the website for the **Year 2** Long Term plan, Curriculum learning journeys and subject Knowledge Mats.
- https://www.collis.richmond.sch.uk/
- The curriculum learning journey and subject knowledge mats can be used to help your child with pre-learning and home learning.



Curriculum

Y2 Autumn 1 2026 Ladybirds

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00	Response to marking	Number facts	Mastering number 3	Home learning	Spelling
9.00-10.00	Mastering number 1 Maths 1	Mastering number 2 Maths 2	English 3	Mastering number 4 Maths 3	Maths 4
10.00-10.30	Singing Assembly 10.00 – 10.30	Phonics/spelling 1	Assembly 10.10 – 10.30	Phonics /spelling 2	Whole School Assembly 10.00 – 10.30
10.30-10.50	BREAK				
10.50 - 12.00	English 1 Story	English 2 Story	Computing YGL Karen Story	English 4 Story	Indoor PE Extra PPA Andy Story
12:00-1:200	LUNCH				
1:00-2:00	History	Science	Outdoor PE PPA Will	PSHE Handwriting	RE Handwriting
2:00-2:15	Break				
2:15-3:10	Well-being room Library	Science Guided reading 1	Art PPA Yasmin	Guided reading 2 Recorders	Phonics/spelling 3 Guided reading 3
3:15	HOME TIME				

This is an example timetable for Year 2. At Collis we really value our broad curriculum offer.

Visit the school website: https://www.collis.richmond.sch.uk/year-2/

Year 2 Learning Journey

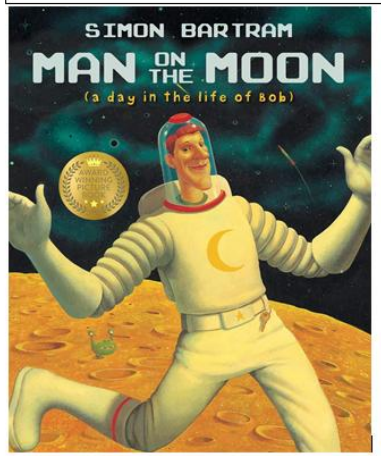
Learning Journey — Year 2 – Autumn 1

Areas of learning

Our first half term's topic is Explorers. The children will investigate Ibn Battuta and understand that his discoveries happened long ago in the past. They will also learn about the first moon landing and the significance of Neil Armstrong. In DT, the children will be exploring and then making a healthy snack drink. During our science lessons, the children will be learning about everyday common materials and using properties to describe them. They will consider the uses of different materials, where they come from and carry out exciting investigations.



COLLIS Primary School





5Cs focus	
Care	We will think about making our classroom a safe, happy and inspiring place to learn.
Challenge	We will rise to the challenge of being in Year 2 and becoming more independent.

ENGLISH – Text: The Man on the Moon

Reading
- Read accurately most words of two or more syllables.
- Read most words containing common suffixes.
- Read most common exception words.
- Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding.
- Sound out most unfamiliar words accurately, without undue hesitation.
- In a book that they can already read fluently, the pupil can:
  - check it makes sense to them, correcting any inaccurate reading.
  - answer questions and make some inferences.
  - explain what has happened so far in what they have read.

Grammar
- To identify and use full stops, finger spaces and capital letters.
- To use an adjective to describe a noun.
- To edit writing, focusing on capital letters, full stops and spellings.
- To know how to link ideas in a sentence using 'and, because'.

Spelling
- Recap sounds learned in Year One.
- Explore different ways of spelling words with long vowel sounds.

Writing
- Write sentences that are sequenced to form a short narrative (real or fictional).
- Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required.
- Use co-ordination (e.g. and /because).
- Segment words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others.
- Correctly spell all Year One harder to read and spell words and start to spell Year Two harder to read and spell words.
- Use noun phrases (describe a noun with an adjective) eg. colourful doll.

Handwriting
- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Form lower-case letters of the correct size relative to one another.
- Learn and start to apply joins between two letters.
- Form capital letters are the correct size in relation to the lower-case letters.
- Use the right sized space between words.

MATHS

Numbers 10 to 100
- Explain that one ten is equivalent to ten ones.
- Represent multiples of ten using their numerals, names and in an expression or an equation.
- Estimate the position of multiples of ten on a 0-100 number line.
- Explain what happens when you add and subtract ten to a multiple of ten.
- Add and subtract multiples of ten.

Calculations within 20
- Add three addends.
- Use a 'First… Then… Now" story to add 3 addends.
- Explain that addends can be added in any order.
- Add 3 addends efficiently by finding two addends that total 10.
- Add two numbers that bridge through 10.
- Subtract two numbers that bridge through 10.

SCIENCE – Why are some materials more suited to make an umbrella than others?

- To ask simple questions.
- To recognise that questions can be answered in different ways.
- Asking simple questions and recognising that they can be answered in different ways.
- To observe closely.
- To use simple measurements and equipment.
- To gather and record simple data.
- To use observations and own ideas to suggest answers to questions.
- To identify and classify.
- To record and communicate findings in variety of ways (pictures and simple sentences).
- To know how materials can be changed by squashing, bending, twisting and stretching.
- To know why a material might or might not be used for a specific job.
- To name and know where at least 3 materials come from (eg wool from a sheet etc).
- To name and know at least 3 different materials that are used for a particular purpose giving 1 reason linked to their property eg. glass is used for windows because it is transparent, fabric is used for clothes because it is flexible, metal is used for cutlery because it does not bend.
- To find out about people who have developed useful new materials, for example John Dunlop.

HISTORY – What skills and equipment do you need to be an explorer?

- To know that these events that happened long ago, even before my grandparents were born.
- To understand that Neil Armstrong and Ibn Battuta are both famous explorers from the past.
- To know that Neil Armstrong is famous for being the first astronaut to land on the moon in 1966. Newspapers, videos and photographs prove that the moon landing did occur.
- To learn that Ibn Battuta lived about 700 years ago. He wanted to know what life was like in different places so explored the Middle East, North Africa, India and China.
- Neil Armstrong travelled by rocket and Ibn Battuta travelled by donkey, camel and by boat.
- To be able to communicate ideas about Neil Armstrong and Ibn Battuta in speaking, writing, drawing, role-play, storytelling or using ICT.
- To know where dinosaurs, Queen Victoria, Ibn Battuta and the moon landing fit into a chronological framework.
- To understand and use the words past and present when telling others about an event.
- To ask and answer questions about explorers in the past.

Art – Explore and draw - Lascaux Cave Artists

Practical – (line) Lines can be used to fill shapes, to make outlines and to add detail or pattern.
Theoretical – Artists explore the world around them to help them find inspiration.
Disciplinary – Where do artists find inspiration?

1. To know that artists can find inspiration for artwork from their environment.
2. To know how to draw outlines and shapes more accurately
3. To be able to use a range of materials to explore mark making and shading
4. To understand how to draw outlines and shade more accurately from observation
5. To use a range of materials to demonstrate control over the types of marks made
6. To analyse and evaluate your own and others' work

COMPUTING – What is a computer?

- To be able to recognise and name the parts of a computer.
- To know the difference between a desktop and laptop computer- a desktop computer stays in one place. A laptop computer is easy to carry and move.
- To understand how technology is controlled.
- To know that people control technology.
- To know that computers often work together.
- To be able to recognise different forms of technology.
- To be able to use inputs and outputs in a design for an invention.
- To understand the role of computers.
- To know that computers often work together.
- To know that information put online can last for a long time and could be seen by anyone.

PSHE – new beginnings — How can we be a positive member of our school community?

- To identify some of my hopes and fears for this year.
- To understand the rights and responsibilities for being a member of my class and school and the importance of making contributions.
- To be able to listen to other people and contribute my own ideas about rewards and consequences.
- To understand how following a class Learning Charter will help me and others learn.
- To recognise the choices I make and understand the consequences.
- To recognise some of the different ways we get money and understand how I can keep it safe

Outdoor PE – Fundamentals

- To develop balance, stability and landing safely.

Balancing: understand that squeezing my muscles helps me to balance.
- To explore how the body moves differently when running at different speeds.

Running: know that putting weight into the front of my feet helps me to stop in a balanced position.
- To develop changing direction and dodging.
- To develop and explore jumping, hopping and skipping actions.

Jumping: know that swinging my arms forwards will help me to jump further.
- To develop co-ordination and combining jumps.

Hopping: know that if I look straight ahead it will stop me falling over when I land.
- To develop combination jumping and skipping in an individual rope.

- Work in pairs
- Accept others' ideas
- Give and receive basic feedback
- Keep simple rules
- Explore how to deal with different feelings (winning and losing)

Indoor PE – Teambuilding

- To follow instructions and work with others.
- To co-operate and communicate in a small group to solve challenges.
- To create a plan with a group to solve the challenges.
- To communicate effectively and develop trust.
- To use teamwork skills to work as a group to solve problems.
- To work with a group to copy and create a basic map.

I can say when I was successful at solving challenges.
I can share my ideas and help to solve tasks.
I can work co-operatively with a partner and a small group.

- trust, honesty and fair play, acceptance

Year 2 Knowledge Mats

Year 2: Who are explorers and where did some explorers travel to in different periods of time?

Explorers Subject Specific Vocabulary	
astronaut	An astronaut is someone who has been trained to travel in space.
explorer	An explorer is somebody who travels to new places to find out more information.
Ibn Battuta	Ibn Battuta was born in the 1300s in Morocco. He travelled throughout the Islamic world, recording his discoveries.
legacy	The significant things from past generations that influence future generations.
moon	The moon is a planet in our solar system; Neil Armstrong, an astronaut, was the first person to visit the moon in 1966.
Neil Armstrong	Neil Armstrong was an astronaut and the first person to land on the moon.
space	'Space' is everything outside of the earth's area – it includes other planets and the solar system.
source	We use sources like newspapers, videos, photos, diary entries, books and stories to find out about what happened in the past.

Ibn Battuta



Neil Armstrong



Sticky Knowledge
Neil Armstrong is famous for being the first astronaut to land on the moon in 1969.
Newspapers, videos and photographs prove that the moon landing did occur.
Ibn Battuta lived about 700 years ago and wanted to learn what life was like in different places.
Ibn Battuta is famous for exploring many different places Middle East, North Africa, India and China.
Neil Armstrong travelled by rocket and Ibn Battuta travelled by donkey, camel, horse and boat.

Year 2: Why are some materials more suitable for making an umbrella than others?

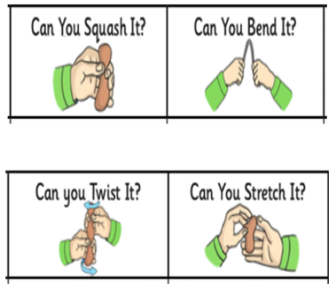
Subject Specific Vocabulary	
properties	The features of materials - is it smooth or rough? Hard or soft? Is it flexible or rigid?
bend	Bending is changing the shape and direction of something.
twist	To twist something you move one part clockwise and the other part anticlockwise.
stretch	Stretching is to change shape by pulling it to make it longer or wider.
squashing	Squashing is pushing things closely together.
flexible	A material that is flexible can be stretched and bent.

Interesting Books



Why was choosing and using the right materials important for Neil Armstrong's journey to the Moon in Apollo 11?

Investigating materials



Sticky Knowledge
Glass is used for windows because it is transparent.
Fabric is used for clothes because it is flexible.
Metal is used for cutlery because it does not bend (rigid).



Glass is transparent and hard.

A metal fork is rigid.



Wood can be used to make many different objects.

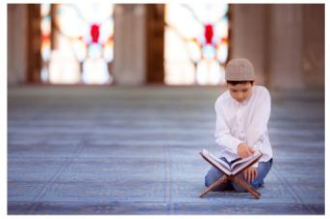


Rubber is flexible.

Year 2: Islam – Why is The Qur'an important to Muslims?

RE (Islam) Subject Specific Vocabulary	
Allah	This is what Muslims call their God.
Qur'an	A sacred holy book for the Islamic religion that has the word of God in it.
religion	A group of faiths or beliefs.
Arabic	A language spoken mostly in North Africa and the Middle East. The Qur'an is written in Arabic.
Muslim	A follower of the Islamic religion
sacred	Something that is believed to be holy and has a special connection with God.

Images







العربية



Sticky knowledge
To know that Muslims call God Allah.
To know that Islam is the religion of Muslims.
To know that The Qur'an is written in Arabic.
To know a story from The Qur'an and the teaching that it gives to Muslims.

Exciting books



Visit the school website: https://www.collis.richmond.sch.uk/year-2/

Trips, Visits and Assemblies

- This year we have lots of exciting opportunities to extend our learning outside of school.

Autumn	Spring	Summer
Neil Armstrong workshop tbc *World continents and oceans workshop* *Year 2 Christmas Show!* 	*Around the UK with Barnaby Bear workshop*  *Great Fire of London workshop*	*Visit to Florence Nightingale Museum, London (May)*   *Scooter training (early July)* *Bushy Park (June)*

<u>Reminder:</u> We really value our parent volunteers! If you would like to accompany us on a visit, please check with Glynis in the School Office to ensure that your DBS Check is up to date.

Birthday Assemblies and Recorders

- Birthday assemblies are a very special part of Year 2 as each class takes a turn to lead the assembly.
- If your child has a speaking role, they will take their lines home to practise with you and you are then welcome to come to the assembly to watch them.
- Parents of children who have a birthday that is being celebrated in the assembly are also encouraged to attend. The first birthday assembly will be held on **Wednesday 14th October at 9am** to celebrate children with a birthday in September or October.
- All children will be taught how to play the recorder. Please ensure they have a named descant recorder in school on **Thursdays.** They can take their recorder home to practise but it's easier to keep them at school.

Christmas Show

- We are looking forward to presenting a Christmas show with the children. More details will follow nearer the time.

Home Learning

- Home learning will be sent out in the children's home learning book every Thursday. It will also be available on Google Classroom. **Please make sure their home learning book is in their bag every Thursday** as they will stick in the following week's learning (maths and spelling).
- Weekly home learning will include Reading, Spelling and Maths.
- Home learning should not take longer than 30 minutes.
- DfE have suggested 'Good homework policies avoid excessive time requirements- focusing on quality rather than quantity and making sure that there is a clear purpose to any homework set.'
- We focus on the quality of questions in the homework rather than giving an unnecessary amount.

Google Classroom

We will post the new **Acceptable Use Agreement** on Google Classroom this week. This is an agreement between the school, your child and you.

Please read this through with your child, agree to the statements and share it back to your class teacher.

For more information on Online Safety please look at this page on our school website.

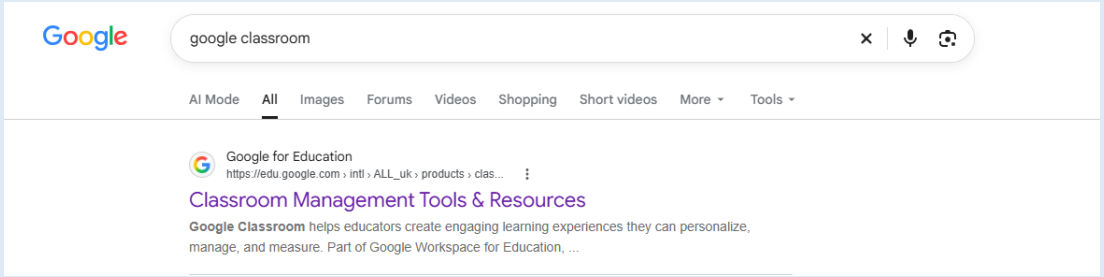
https://www.collis.richmond.sch.uk/e-safety/



Google Classroom

How to get on Google Classroom:

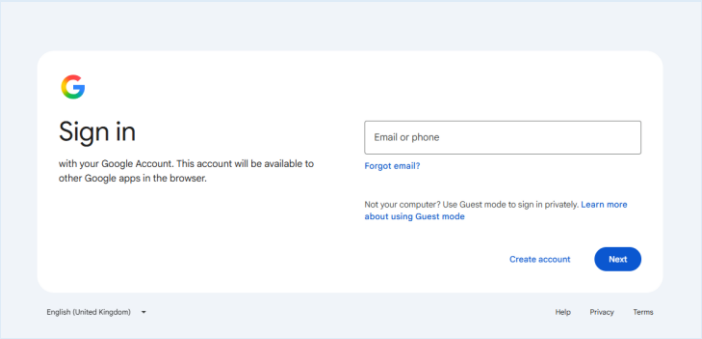
1. Type it in and click the first link.



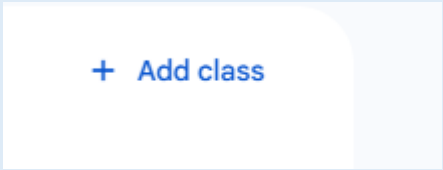
2. Click sign into classroom.



3. Sign in with your log in (same as Year 1)



4. Click add / join class



Class codes- please take note

Glow worms 26-27

Class code

iplrcx2n

Ladybirds 26-27

Class code

lszc2hqa

Dragonflies 26-27

Class code

vxtw73gg

Home learning - Maths

Key skills – number facts

- Ways to make 10, 20 and using this knowledge to inform ways to make 100.
- Counting up and back confidently in multiples of 2, 5 and 10 up to 100 and over.
- Confident use of all 4 operations: addition, subtractions, multiplication and division.
- Doubling and halving and relating this to multiplying and dividing by 2.

Games

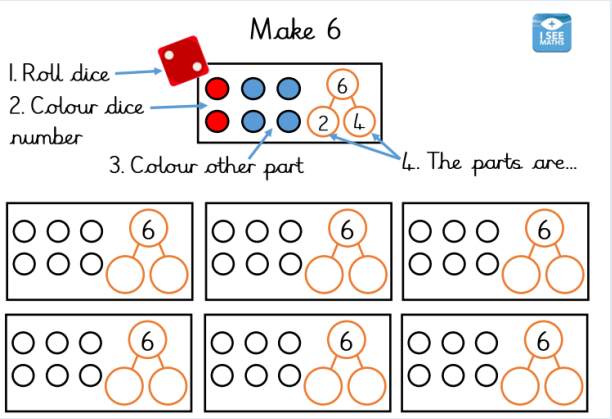
https://www.topmarks.co.uk/Search.aspx?Subject=16&AgeGroup=2
https://www.bbc.co.uk/bitesize/subjects/zqpqfdm
https://uk.ixl.com/maths/year-2/games
https://mathsframe.co.uk/en/resources/category/22/most-popular

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Maths in practise

- **Money** £ p
- **Time** o'clock/half past/quarter past/quarter to
- **Measuring** mm/cm/m, g/kg/ml/l

Please see the school website for more ideas and support with maths:
https://www.collis.richmond.sch.uk/maths/

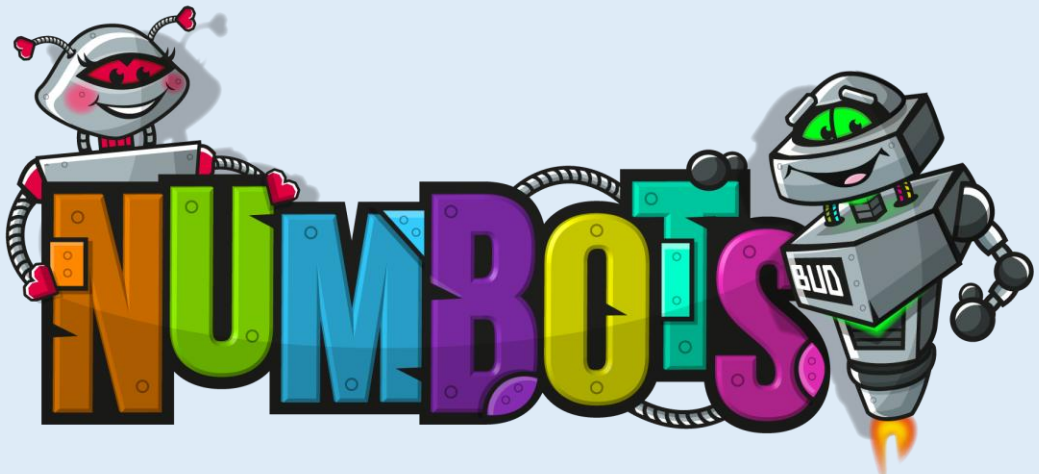


Home learning - Maths

Numbots supports efficient mental calculation strategies to add and subtract, so that they can leave counting on their fingers behind!

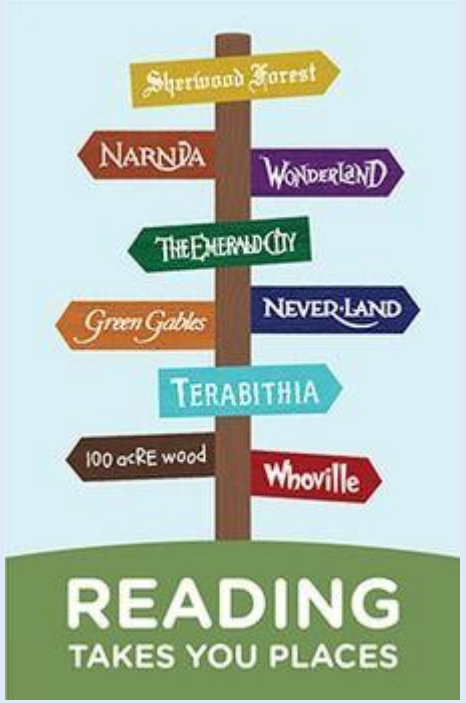
One of the main aims of the KS1 maths curriculum is for children to have instant recall of key addition and subtraction number facts.

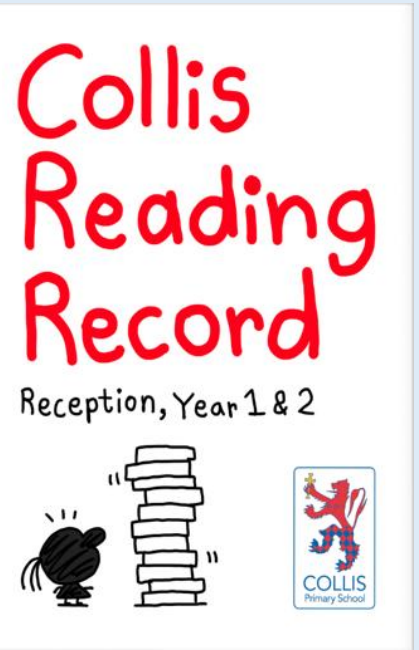
Children's log in details are the same as they were for Year 1, and this log in will be the same for Times Tables Rock Stars which they will start to use later on in Year 2.



Year 2 Home learning - Reading

- The Infant Library is open! Each class aims to visit the library once a week for the children to choose one book.
- Most children will change their books independently. Each decodable book should be read twice before changing; once for sounding out, once for confidence, fluency and comprehension. Children will be reminded to change their books but please prompt your child as well.
- Please make sure your child's reading books and reading diaries are in school every day. **Every child has taken home their reading diary and their first book.**
- Children will read at school with an adult on a regular basis, either individually or in a group at least once a fortnight.
- Please listen to your child read aloud as often as possible, ideally every day, and sign their reading diary. Teachers will check children's reading diaries regularly.



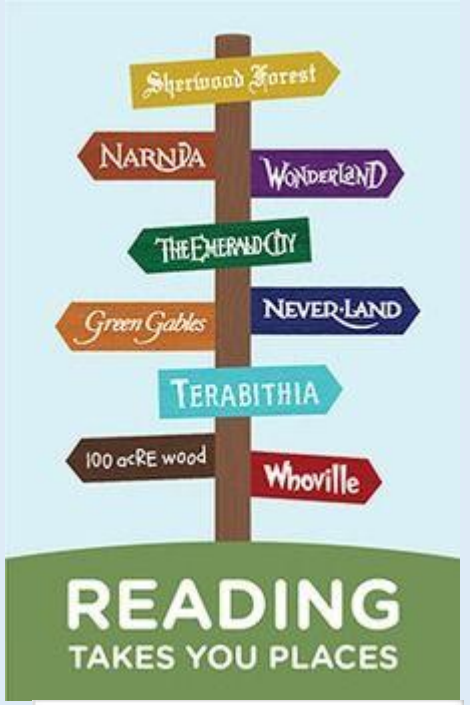


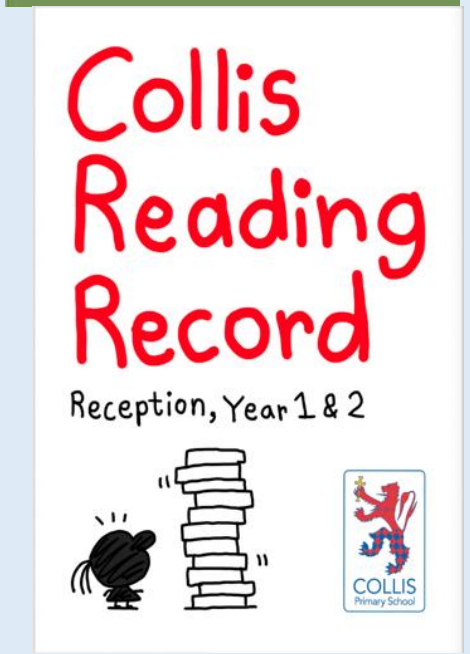
Year 2 Home learning - Reading

Comprehension - When reading with your child, stop three quarters of the way before the end to recap meaning and highlight new vocabulary. Write new vocabulary in the reading diary.

Books not screens - We remember significantly more information by reading books than by reading on a screen/device.

Subtitles - When watching TV put on the subtitles. Studies have shown that watching your favourite TV show with the subtitles on can double your chance of becoming a good reader!





Year 2 Home learning - Spelling

Year 2 will continue to use the ELS phonics and spelling system.

Each Thursday we will send home 5 or 10 words. Please support your child to practise them so they feel really confident. We will also practise them during our spelling lessons ready for an informal quiz on the following Thursday.

We recap Year 1 words and sounds during the first half term, before moving onto new words.



Home Learning - Handwriting

- We are recapping the formation of each letter, ensuring we are using the correct pencil grip (tripod grip) and sitting position.
- We are starting to introduce simple 2 letter joins with the aim of children using cursive (joined) handwriting by the end of Year 2.
- If your child is keen to join their handwriting at home, please ensure that they only use the joins that we've taught them.
- The home learning sheet that goes home every Thursday will explain the joins that we've taught so far, and the focus for the upcoming week.
- If you have any queries, please talk to your class teacher.



Important Reminders

Uniform

- Uniform **must** have name labels or names written with pen
- Hair must be tied up – discreet Collis coloured hair accessories
- **No jewellery or wristbands** and no painted nails
- Black school shoes (no laces or buckles unless your child is confident to do them up independently). **Only trainers on PE days**
- No smart watches are allowed but all other watches are encouraged particularly analogue
- Outdoor shoes/wellies to be kept in school for wet days/playing on the field

Medicine

- Prescription medicine only.
- Medicine handed in to school must be accompanied by a medical form.
- All medicines must be given to the class teacher.

Food

- Please do not bring any food containing nuts.
- Please do not bring in cake or sweets for birthdays.

How can you help your child in Year 2

- Reinforce School Behaviour policy at home - 4 Bs.
- Make sure your child is at school on time.
- Regular practice of number facts: number bonds, times tables and related division facts .
- Be positive about mistakes – how can we learn from them?
- Try to read daily with your child at home and record it in the reading diary. Also read to them every day if possible.
- The diary and book should be kept in their book bag.
- Keep yourself 'up to speed' with e-safety.
- Support with learning the weekly spellings and home learning on Google Classroom.
- Use the knowledge mats to prompt conversations etc.
- Make sure **ALL** items of clothing are clearly labelled.
- Our Year 2 website page is very useful for general information.
- If you have any change of circumstances, please let us know.
- We are always here to listen and to help.



