

Year 2 Parent Meeting

17.09.26

Vision and Values

Be a curious, motivated learner.

Be independent and embrace challenges.

Be respectful and responsible citizens of the world.

Be healthy and positive in mind and body.

BE GRANGE FARM.

Respect
Responsibility
Resilience

Senior Leadership Team (SLT)



Mr Walters - Headteacher



Mrs Noone – Deputy Headteacher



Ms Wallis – Inclusion Lead



Mrs Scott – SENDCo



Mrs Solman – Maths Lead

Key School Staff



Mr Walsh
School Business Manager



Mrs Jacques
**Finance and Administrative
Assistant**



Mrs McKelvie
Clerical Assistant



Miss Hobson
Apprentice Clerical Assistant



Mr Ell
Site Services Officer



Mrs Heath
Pastoral Manager

Cover Staff



Mrs Ramzan



Mr Cotton



Mr Bryant

Attendance

- ◆ School gates open at 8:45am and close at 9am in the morning and again at 3:30pm in the afternoon until 3:45pm.
- ◆ If your child is unable to attend school, call the school or email the attendance email address (absence@grangefarm.coventry.sch.uk) for that day.
- ◆ Where school feel we do not have sufficient information, we may contact parents and carers as this is part of our Child Protection and Safeguarding Policy.
- ◆ Where your child has an appointment (i.e. medical, optician), evidence needs to be provided to school.
- ◆ Leave of absence requests will only be agreed for exceptional circumstances. The school is within it's right to fine parents where there is a leave of absence in term time.

Behaviour Expectations and Rewards

- ◇ Building relationships and positive praise is used at the heart of managing behaviour.
- ◇ Important to set high standards of behaviour and have consistency across the school.
- ◇ Emphasis on the school values of respect, responsibility and resilience.
- ◇ Praise based approach with the use of Dojos for rewards.
- ◇ Where children have been given a consequence through our Behaviour Policy, we use reflection and reparation time to educate the children. For yellow and amber behaviour levels, parents will be informed either via MCAS or a conversation with the teacher.
- ◇ Achievement assemblies weekly and termly governor assemblies celebrate those children who have shown our school values or an exceptional effort in their work.

Communication

- ◆ All parents will need to have signed up for our school app – MyChildAtSchool (MCAS).
- ◆ All school communication is sent through this and we suggest parents enable push notifications so they are notified when new information is added.
- ◆ This is also the method we use for such things as (not an exhaustive list): paying for trips, ordering and paying lunches, information about school clubs, receiving school reports.
- ◆ Please ensure that any medical or dietary needs are completed on MCAS and also that you put the name of anyone you wish to collect your child in the 'data collection' section.

Uniform Expectations



- ◆ The school colours are blue and black. Logo items are not essential and items can be purchased from supermarkets. Please ensure ALL uniform is labelled clearly with child's name.
- ◆ Moved towards 'active uniform' to support with OPAL and children enjoying play. There will be no separate PE kit so uniform must be suitable for children to do PE in.
- ◆ We ask that all children bring in a pair of wellies that can be left in school on the racks. All of the information regarding uniform can be found on the school website and within your pack.
- ◆ Years R to 2 must use book bags to bring items into school (your first one is provided and after this they can be purchased from the office) and Key Stage 2 can use rucksacks that fit into the lockers.

Safeguarding and Wellbeing Team



**Mr Walters
Safeguarding
Lead**



**Mrs Noone
Senior Mental Health
Lead**



**Ms Wallis
Mental Health First
Aider**



**Mrs Heath
Mental Health First
Aider**

Safeguarding and Wellbeing Team

- ◆ Safeguarding and the wellbeing of children is the first priority.
- ◆ All staff are safeguarding trained.
- ◆ Although Mr Walters is the Designated Safeguarding Lead, Mrs Noone, Ms Wallis and Mrs Heath have also had the elevated training.
- ◆ There are trained staff in mental health first aid.
- ◆ Support is available for children and families and referrals can be made to outside agencies on your behalf by school.

Lunchtimes

- ◆ Everybody has lunch at the same time (12pm – 1pm).
- ◆ Dinners must be ordered by parents on the MCAS app a week in advance. This ensures we have the correct amount of food ready for children and also that allergies are catered for.
- ◆ Years R, 1, 5 and 6: 12-12:30 dining room, 12:30-1 playtime.
- ◆ Years 2, 3 and 4: 12-12:30 playtime, 12:30-1 dining room.
- ◆ Our older children support younger children during lunchtimes.
- ◆ OPAL based outdoor setting continues to grow and be a highlight of the school as we embrace positive play.

Outdoor Play and Learning (OPAL)

- ◇ A recent change to school over the past 2 years.
- ◇ Play is an important part of a child's personal and social development.
- ◇ OPAL principles are used to provide children with a range of activities, equipment and play opportunities whilst they are outside.

“It is just amazing! I just can't tell you how much better lunchtimes are now!”
– Y6 child

“I used to just stand and talk to my friends. It was pretty boring. Now there is so much to choose from every day.” – Y3 child



Curriculum

- ◆ Children have full access to a broad and balanced curriculum set out in the National Curriculum.
- ◆ Core subjects are taught discretely with a focus on children learning the basics early.
- ◆ Our Cornerstones Curriculum covers the foundation subjects where there are opportunities for children to make meaningful connections across the curriculum.
- ◆ Specialist art and PE teachers enhance the teaching of the curriculum.
- ◆ Termly trips or visitors enrich children's learning.

Extra-Curricular Opportunities

- ◆ We offer a wide range of extra curricular opportunities for children from Reception to Year 6 .
- ◆ These include sporting activities, drama, dance, Punjabi classes, coding, Spanish, art and instrumental music lessons.
- ◆ Letters are sent out through the MyChildAtSchool App for the clubs relevant to your child/ren.
- ◆ There will be a charge per session for those clubs ran by school staff.
- ◆ Other clubs are run by outside companies and arrange their own booking systems.

Year 2 Staff



Miss Ashby



Mrs Bolus



Mrs Chaggar



Ms Chatwin



Timetable – Willow Class

	8:45-9:05	9:05-9:15	9:15-10:15	10:20-10:35	10:35-11:00	11:00-12:00	12:00-1:00	1:00-1:30	1:15-2:15	2:15-3:00	3:00-3:30
Mon	Morning Work		Maths	Playtime	Sh. Reading	English	Lunch	Assembly	ART	PE	Story Time
Tues	Morning Work		Maths	Playtime	Sh. Reading	English	Lunch	Maths Mastery	Creative Curriculum	RE/PSHE	Story Time
Wed	Morning Work		Maths	Playtime	Sh. Reading	English	Lunch	Assembly	Library	Creative Curriculum	Story Time
Thurs	Morning Work		PE	Playtime	Sh. Reading	Computing	Lunch	Maths Mastery	English	Badge test/arithmetic	Story Time
Fri	Morning Work		Maths	Playtime	Sh. Reading	English	Lunch	Assembly	Science	Music	Story Time

Timetable – Cedar Class

	8:45-9:05	9:05-9:15	9:15-10:15	10:20-10:35	10:35-11:00	11:00-12:00	12:00-1:00	1:00-1:30	1:15-2:15	2:15-3:00	3:00-3:30
Mon	Morning Work		English	Playtime	Sh. Reading	Maths	Lunch	Assembly	ART	PE	Story Time
Tues	Morning Work		English	Playtime	Sh. Reading	Maths	Lunch	Maths Mastery	Creative Curriculum	RE/PSHE	Story Time
Wed	Morning Work		English	Playtime	Sh. Reading	Maths	Lunch	Assembly	Maths Mastery	Creative Curriculum	Library
Thurs	Morning Work		PE	Playtime	Sh. Reading	Computing	Lunch	Maths Mastery	English	Badge test/arithmetic	Story Time
Fri	Morning Work		English	Playtime	Sh. Reading	Maths	Lunch	Assembly	Science	Music	Story Time

Reading...

We teach reading through a whole class approach so that all children are exposed to high quality texts and rich vocabulary appropriate for their year group. This begins when the children are in Reception.

In Reception and Year 1, children are taught phonics through the Jolly Phonics Scheme. Our reading curriculum has a focus on developing 'Readers for Life' who read both for pleasure and information.

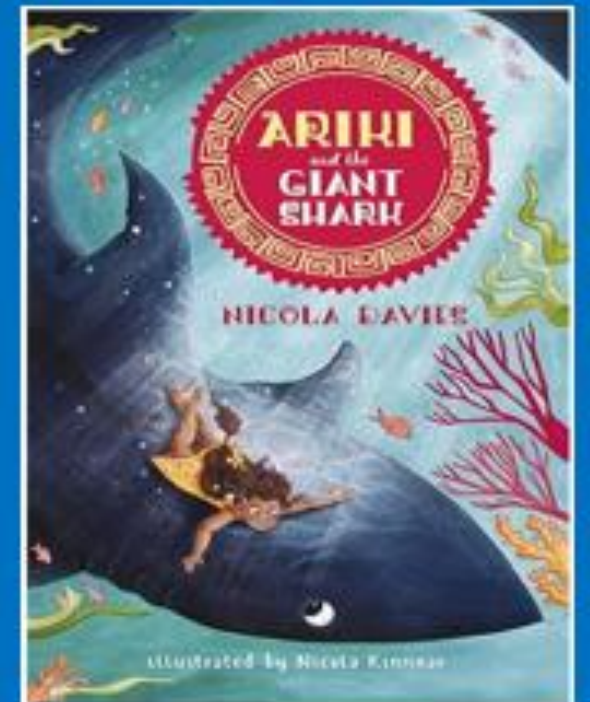
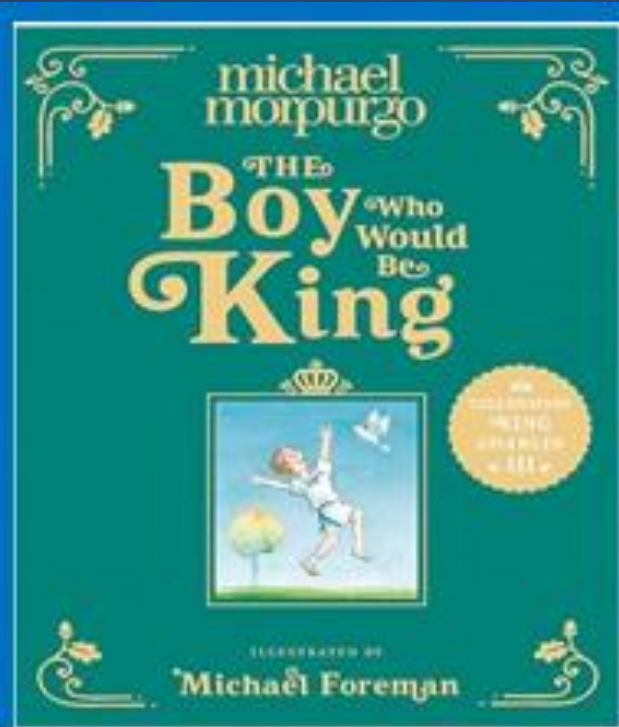
Writing...

When we talk about writing we are talking about much more than just handwriting (although that is important). To write well children need to bring together a wide range of skills – grammar, punctuation, spelling, text structure and organisation, style, purpose, audience, language choice and much more besides (all of this across a wide range of genres – fiction and non-fiction). There is a lot to learn and a lot to remember!

Maths...

Maths is taught using the White Rose Maths approach where the use of concrete, pictorial and abstract resources are used to teach and reinforce key mathematical concepts. The White Rose approach aims to show pupils that everyone can be a successful mathematician and inspire a love for the subject. It focus on developing fluency, reasoning and problem solving skills.

Reading – Key Texts



Reading

- This year, we will be reading texts as a whole class. Pupils will be taught to use strategies such as Choral Reading, Echo Talk, and an ABC approach to classroom discussion.
- Children are exposed to a range of fiction and non-fiction texts.
- Children will also have an enrichment reader which is based around the coloured bands and tailored to their individual ability.
- We aim to read with your child 1:1 every half term.
- Children can change their book whenever they finish it and we encourage children to change these independently.
- Children will also go to the library on a Wednesday afternoon and can choose a book to have for the week. They can only get out a new book once they return the previous one.

Writing

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (such as or/and/but) and some subordination (such as when/if/that/because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others
- spell many common exception words
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Writing

Autumn Term

Composition

- Write with interest and stamina in narrative form about real and fictional events
- Plan and orally rehearse what they are going to write, noting some key words (including new vocabulary) and simple phrases, with adult support
- Compose using ideas that are mainly suitable to the genre
- Make simple vocabulary choices
- Evaluate writing with teacher support, by re-reading to check it makes sense
- Proofread to check for some errors in punctuation, spelling and grammar
- Read aloud what they have written, clearly enough to be heard by the class and the teacher

Vocabulary, Grammar & Punctuation

- Use commas for lists correctly
- Use capital letters, full stops, question marks and exclamation marks, in own writing, when required
- Recognise and understand statements, questions, exclamations and commands as forms of sentences, and begin to use some in own writing
- Use simple past and present tense and begin to explore irregular past tense verb forms
- Use co-ordinating conjunctions to join clauses – and, or, but

Spelling

- Use knowledge of some Yr 2 common exception words*, to spell, mainly accurately
- Spell some homophones and near homophones correctly**
- Add suffixes – ly, -ful and change adjectives into adverbs
- Apply spelling rules learnt this term
- Write from memory simple dictated sentences using words and punctuation taught so far

Handwriting

- Form lower-case letters of the correct size relative to one another with some consistency
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters, with some consistency

*Common Exception words: NC Spelling – Yr 2 (non-statutory guidance): eg

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

**Homophones and near homophones: NC Spelling – Yr 2 – (non-statutory guidance): eg

there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight

Writing

Spring Term

Composition

- Write with interest and stamina – narratives, real events and poetry
- Plan and orally rehearse what they are going to write, noting some key words (including new vocabulary) and simple phrases, with some adult support
- Compose, grouping main ideas together, beginning to encapsulate what they want to say, sentence by sentence
- Make vocabulary choices that are mainly appropriate to the text
- Write with some simple links in ideas across the writing
- Evaluate writing with the teacher, by re-reading to check it makes sense, making very simple changes
- Proofread to check for some errors in spelling, punctuation and grammar
- Read aloud what they have written with some intonation

Vocabulary, Grammar & Punctuation

- Use possessive apostrophes correctly (singular)
- Use apostrophes for contraction correctly
- Use capital letters, full stops, question marks and exclamation marks, mainly correctly, in own writing, when required
- Understand and begin to use statements, questions, exclamations and commands, as forms of sentences
- Use some simple expanded noun phrases to describe and specify
- Use simple present tense and past tense (including irregular verb forms)
- Use subordination – because, when

Spelling

- Use knowledge of at least half of the Year 2 common exception words* accurately
- Spell most homophones and near homophones correctly**
- Apply spelling rules learnt this term
- Write from memory simple dictated sentences using words and punctuation taught so far

Handwriting

- Start to use some of the diagonal and horizontal strokes needed to join letters
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

*Common Exception words: NC Spelling – Yr 2 (non-statutory guidance): eg

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

**Homophones and near homophones: NC Spelling – Yr 2 – (non-statutory guidance):eg

there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight

Writing

Summer Term

Composition

- Write with interest and stamina for a range of purposes and audiences, including the main, simple features of the text type
- Plan and orally rehearse writing – noting ideas, and key words, including new vocabulary, to encapsulate what they want to say, sentence by sentence
- Make vocabulary choices, including vocabulary that has been recently learned and appropriate to the writing
- Write with simple links in meaning across the text
- Evaluate writing independently by re-reading to check it makes sense, (including ensuring verbs that indicate time are used correctly) making changes as needed
- Proofread to check for errors in spelling, punctuation and grammar (eg using end of sentence punctuation correctly)
- Read aloud what they have written with appropriate intonation to make the meaning clear

Vocabulary, Grammar & Punctuation

- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in own writing
- Use commas to separate items in a list, in own writing
- Use apostrophes for singular possession in nouns and for contraction
- Use sentences with different forms: statements, questions, exclamations, and commands
- Use simple expanded noun phrases to describe and specify
- Use subordination – when, if, that, because
- Use co-ordination - or, and, but
- Use present and past tenses correctly and consistently, including the progressive form
- Use some features of Standard English, in Writing

Spelling

- Use knowledge of Year 2 common exception words, mainly accurately*
- Spell homophones and near homophones correctly**
- Add suffixes – ment, -ness, -less, to spell longer words and change adjectives into adverbs
- Spell words that are often misspelt
- Apply spelling rules learnt this term
- Write from memory simple dictated sentences using words and punctuation taught so far

Handwriting

- Form lower case letters of the correct size relative to one another
- Use some of the diagonal and horizontal strokes needed to join letters and understands 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, with some consistency
- Use spacing between words that reflects the size of the letters

*Common Exception words: NC Spelling – Yr 2 (non-statutory guidance): eg

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

**Homophones and near homophones: NC Spelling – Yr 2 – (non-statutory guidance):eg

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Maths Long Term Plan

Autumn term	Number Place value FREE TRIAL VIEW		Number Addition and subtraction VIEW		Geometry Shape VIEW
	Measurement Money VIEW	Number Multiplication and division VIEW		Measurement Length and height VIEW	Measurement Mass, capacity and temperature VIEW
	Number Fractions	Measurement Time	Statistics	Geometry Position and direction	Consolidation

Extra Maths



WEEKLY MENTAL
MATHS SESSION.



WEEKLY TIMED
BADGE TEST.



DAILY MATHS
MASTERY SESSIONS.

Maths

Number – number and place value

Statutory requirements

Pupils should be taught to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

Geometry – properties of shapes

Statutory requirements

Pupils should be taught to:

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

Number – addition and subtraction

Statutory requirements

Pupils should be taught to:

- solve problems with addition and subtraction:
 - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and ones
 - a two-digit number and tens
 - two two-digit numbers
 - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Maths – KIRFs (key instant recall facts)

- ◆ Autumn 1 - Number bonds to 20
- ◆ Autumn 2 – Doubles / halves
- ◆ Spring 1 – 2 times table
- ◆ Spring 2 – 10 times table
- ◆ Summer 1 – 5 times table
- ◆ Summer 2 - Time

Wider Curriculum Topics



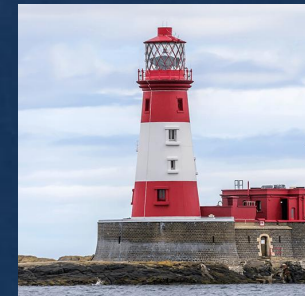
Magnificent Monarchs



Movers and Shakers



Coastline



Trips

- ◆ Autumn - Warwick Castle
- ◆ Spring – Trip to Midland Air Museum
- ◆ Summer – Rutland Water

Assessment

- ◆ Children are assessed at three points during the year at the end of each term.
- ◆ An assessment week takes place where children have an opportunity to experience testing.
- ◆ Formative and summative assessments are used to make an overall judgement of each child.
- ◆ Through daily marking, teaching staff can support children make progress.
- ◆ Spelling tests now take place half termly (with a focus on the rules taught that half term) rather than weekly.

Homework Expectations

- ◇ Reading at least three times a week at home.
- ◇ Spelling activities - words linked to the spelling rule to go home weekly in a spelling book.
- ◇ Maths activities are set through TTRS or Numbots with an expectation of at least 20 minutes per week spent on it. Optional weekly homework sheets will also be sent home for children to embed weeks learning. These will not be marked by teachers.
- ◇ Termly Topic homework with an opportunity to complete activities based on subjects from the wider curriculum.
- ◇ Opportunity to showcase their homework projects to the rest of the class

Useful Web Sites and Apps

- ◇ trockstars.com (Timestable practice)
- ◇ [Mathsbot.com](https://mathsbot.com) – Maths activities
- ◇ [Topmarks.co.uk](https://topmarks.co.uk) – Maths games
- ◇ [Gov.UK](https://gov.uk) – National Curriculum