

Parent Information Booklet



**Year 2
2025-2026**

Please keep this booklet to refer to throughout the year.

Parsloes Primary School

WELCOME TO YEAR 2

Dear Parents/Carers,

We would like to welcome you and your child to Year 2 and we look forward to working with you in the coming year. Year 2 is the last year of Key Stage One and we aim to secure your child's skills in reading, writing and mathematics whilst preparing them for the transition to Key Stage Two. As class teachers we want your child to make the best progress that they can, as well as enjoying their time whilst they are here at Parsloes.

If you have any questions about your child's education and progress, please don't hesitate to speak to your child's class teacher. We sincerely hope that your child will have a wonderful time in Year 2 and excel in all that they do.

Kind regards,

Year 2 teachers – Mrs Oslar (Grasshopper) and Miss Siddique (Centipede)

Our Vision

At Parsloes Primary School we believe in an enriched and progressive curriculum that is engaging for all. The children and their learning are at the core of all that we do. Our curriculum is designed to take into consideration our children's varied backgrounds and cultural experiences. We believe our children deserve a curriculum that expands their life chances, enabling social equity and mobility.

Curriculum Intent



Our curriculum is language rich with reading at the heart of it. It is based upon our values and promotes positive emotional and physical health and provides experiences and opportunities that broaden children's cultural capital and supports the mindset that they can achieve anything.

Year 2 - Reminders to Parents

Attendance and Punctuality

There is a soft opening from 8.40am to 8.50am. Your child's regular and prompt attendance at school is crucial to their success, so please ensure they are on time every day. The most intensive lessons begin first thing in the morning. If your child is late, they will miss out on very important learning.

Reading

Children will take a book matched to their reading level home and are encouraged to read daily. Once they complete this book, they will take a quiz on 'Accelerated Reader', where they can demonstrate their understanding of what they have read.

Accompanying this book is a reading record, where you can write comments on their reading progress. Please ensure that you sign your child's reading record at least three times each week. Please take the time to also question your child about the books that they are reading to you.

Uniform

The school has high expectations for school uniform. Full school uniform with the school logo must be worn daily. All children should wear appropriate black shoes for school. Please ensure that your child's name is written clearly on all of their belongings. We recommend that long hair is tied back for safety. Children should not wear jewellery in school, except from small studs if they have their ears pierced.

Water

Your child will need a named water bottle with a covered mouthpiece to access water throughout the day. We cannot provide or share cups in the classroom. Your child will be able to refill their water bottle throughout the day as necessary.

Break times

Each class has access to a range of playground toys to use at break and lunch times. Children are not allowed to bring their own toys into school to play with.

PE

PE kit consists of a white T-Shirt, red shorts, black joggers and a black sweatshirt. Children should not wear earrings to school on their PE days and long hair must be tied back. All PE kit should be labelled.

Centipede – *Monday and Tuesday* Grasshopper – *Monday and Thursday*

Art Shirts

Please can you provide your child with an old shirt to be used during Art lessons.

Library

Your child will visit the school library with their class once a week, where they will have their opportunity to check out a book and take it home to read. Please ensure that your child returns the book the following week. There is a charge of £5 for any lost or damaged books.

Curriculum

Our theme for the first half term is 'What a Wonderful World'. Further updates will follow throughout the year.

Extra-Curricular Clubs

We have a wide range of clubs on offer for our pupils. These take place before and after school. These include Cooking, Art, Wellbeing, Bright Minds (Reception only), and Homework club. We also have a wide range of Sports Clubs including Football, Dance and Multi-sports. Information is sent at the beginning of every academic year via Parent Mail. Please see a member of the school office if you require any further information.

How to support your child in Year 2

- Read with your child every day and ask them questions about the story.
- Help your child to complete their homework.
- Practise number bonds and times tables.
- Practise the spellings which your child will come home from school with, including the Year 2 common exception words list.

- Discuss with your child topics covered in school, using the half termly parent overviews.
- Encourage your child to be independent in their self-care, for example using a knife and fork correctly.
- Encourage conversation through playing games and talking about your day.

PARSLOES PRIMARY SCHOOL UNIFORM

The uniform, including the P.E. Kit, book bags etc. can be purchased from our online uniform supplier which is Premier Schoolwear, www.premierschoolwear.co.uk.

Uniform can be purchased and either delivered or collected from store. If you require any additional information, please speak to the school office.

COMPULSORY UNIFORM

BOYS

Grey tailored trousers
White school polo shirt
Red school sweatshirt (with Parsloes motif)
Plain grey socks
Plain black **shoes (NO Trainers)**
No dyed hair or shaved fashion hairstyles

GIRLS

Grey pleated skirt or grey tailored trousers
White school polo shirt
Red school sweatshirt (with Parsloes motif)
Grey tights
White socks
Plain black **shoes** (flat heel with a back, **NO Trainers**)
Red or white hair accessories
No dyed hair or shaved fashion hairstyles

BAGS

Parsloes Book Bag only

Please do not send your child to school with any other bags, handbags or back packs.

OPTIONAL SUMMER UNIFORM (from April to October)

Children may wear the main uniform all year round, but during the hot weather boys and girls may wear grey tailored shorts with the white school polo shirt.

Girls also may wear a red gingham checked **dress** (not 2 piece suit) with white socks.

PLEASE NOTE:

All cardigans and sweat shirts **must** have the Parsloes Primary School motif. All shoes

should have a back, should be flat heeled and BLACK. Please only have laced shoes if your child can do up their own laces otherwise have ones with velcro. Any clothing underneath the uniform especially in the winter months must not be seen, this includes long sleeve tops and leggings.

Children coming into school with the incorrect uniform will be asked to change.

The only jewellery pupils may wear are **studs** in pierced ears. These need to be removed by the child for all PE lessons (maybe easier to keep earrings out on P.E. days). Watches may only be worn if pupils know how to tell the time. Pupils wearing nail varnish or make up will be asked to remove it.

COMPULSORY P.E KIT

Red shorts (not cycling or Bermuda)

Plain white round necked T-shirt

Black plimsolls

All kits are to be kept in named Parsloes Primary School slipper bags and are hung on the pegs outside your child's classroom.

Plain tracksuit bottoms (black) & a plain (black) sweatshirt (over their white P.E. t-shirt) may be worn during the cold weather for outdoor P.E. (Reception only do indoor P.E.). Long hair must be tied back in accordance with health and safety regulations.

Curriculum Overview – English

<p style="text-align: center;"><u>Autumn 1</u> What a Wonderful World</p> <p>Meerkat Mail Text: 'Meerkat Mail' by Emily Gravett</p> <p>Genre 1: Journey Tale Focus – setting description Grammar Focus – expanded noun phrases Hot Task – Story where Sunny visits a different location</p> <p>Genre 2: Non-chronological report Grammar Focus – using conjunctions to explain or add detail; sentence type - statements Hot Task – Report about an animal</p>	<p style="text-align: center;"><u>Autumn 2</u> London's Burning</p> <p>Katie in London Text: 'Katie in London' by James Mayhew</p> <p>Genre 1: Recount – Diary Entry Focus – showing emotion Grammar Focus – time conjunctions (when..); sentence type – exclamations; tense Hot Task – Recount of trip to London</p> <p>Genre 2: Poetry (List Poem) Grammar Focus - verbs</p>	<p style="text-align: center;"><u>Spring 1</u> Who's Afraid of the Dark?</p> <p>The Owl Who Was Afraid of the Dark Text: 'The Owl Who Was Afraid of the Dark' by Jill Tomlinson</p> <p>Genre 1: Tale of Fear Focus – story structure, passing of time Grammar Focus – Time conjunctions, adjectives of emotion Hot Task – A story about a character overcoming their fears</p> <p>Genre 2: Poetry (Roger Stephens)</p>
<p style="text-align: center;"><u>Spring 2</u> Superhuman!</p> <p>Supertato Text: 'Supertato' by Sue Hendra</p> <p>Genre 1: Overcoming the Monster Focus – action Grammar Focus – adverbs (including ly openers); tense Hot Task – hero & villain story</p>	<p style="text-align: center;"><u>Summer 1</u> Blooming Marvellous</p> <p>The Selfish Giant Text: 'The Selfish Giant' by Oscar Wilde</p> <p>Genre 1: Character description Focus – describing personality Grammar Focus – expanded noun phrases, subordinating conjunctions Hot Task – a description of a character from another story</p> <p>Genre 2: Instructions Grammar Focus – conjunctions; tense; sentence type - commands Hot Task – instructions linked to wider curriculum; either how to grow and look after a plant (Science) or printing (Art)</p>	<p style="text-align: center;"><u>Summer 2</u> Eureka!</p> <p>Traction Man Text: 'Traction Man is Here!' by Mini Grey</p> <p>Genre 1: Non-Chronological Report Grammar Focus – coordinating conjunctions; sentence type – questions Hot Task – a non chron report about a real life hero</p> <p>Genre 2: Poems to Perform Grammar Focus - verbs</p>

Curriculum Overview – Themes

Autumn 1

What a Wonderful World



Autumn 2

London's Burning



Spring 1

Who's Afraid of the Dark



Spring 2

Superhuman



Summer 1

Blooming Marvellous



Summer 2

Eureka!



End of Year Expectations – Writing

By the end of Year 2, a child of expected standard will meet the following criteria:

Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
Develops positive attitudes towards, and stamina for, writing, by writing for different purposes
Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence
Makes simple additions, revisions and corrections to writing by: proof-reading to check for errors in spelling, grammar and punctuation; segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; and learning new ways of spelling phonemes for which one or more spellings are already known; and learn some words with each spelling, including a few common homophones.
Uses the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs
Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but)
Uses the correct choice and consistent use of present tense and past tense throughout a written piece
Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences
Use commas to separate items in a list

End of Year Expectations – Reading

By the end of Year 2, a child of expected standard will meet the following criteria:

Reads accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes

Reads accurately words of two or more syllables that contain the same graphemes as above

Reads most words at an instructional level 93-95 per cent quickly and accurately without overt sounding and blending, when they have been frequently encountered

Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Re-reads these books to build up their fluency and confidence in word reading

Develops pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently; discussing the sequence of events in books and how items of information are related; becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales; retelling a range of stories, fairy stories and traditional tales; and being introduced to non-fiction books that are structured in different ways.

Understand both the books they can already read accurately and fluently and those that they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading; answering questions; and predicting what might happen on the basis of what has been read so far.

Participates in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say

End of Year Expectations – Maths

By the end of Year 2, a child of expected standard will meet the following criteria:

Counts in steps of two, three, and five from 0, and in tens from any number, forward and backward)
Compares and orders numbers from 0 up to 100 Uses < > and = signs correctly
Uses place value and number facts to solve problems
Solves problems with addition and subtraction by: 1. using concrete objects and pictorial representations, including those involving numbers, quantities and measures; and 2. applying an increasing knowledge of mental and written methods.
Recalls and uses addition and subtraction facts to 20 and 100: 1. fluently up to 20.
Recalls and uses multiplication and division facts for the two, five and 10 multiplication tables, including recognising odd and even numbers
Solves problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
Recognises, finds, names and writes fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity
Using a range of measures, a child can recognise, describe, draw, compare and sort different shapes and use the related vocabulary
Solves simple problems in a practical context involving addition and subtraction of money of the same unit including giving change
Compares and sorts common 2-D and 3- D shapes and everyday objects
Uses mathematical vocabulary to describe position, direction and movement including movement in a straight line, and distinguishes between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)
Asks and answers questions about totalling and comparing categorical data