



Welcome to Year 2

# Year 2

## Class teachers

**2C**

Miss Capozzi

**2G**

Miss Gorton

## Specialist Teachers

**PE**

Mrs Prior/sports coaches

**Art**

Mrs Speedie

**Music**

Miss Marsden

# Key change: Learning Blocks

- ▶ From September, learning will be organised into six equal '*learning blocks*', each lasting six weeks, instead of following the traditional half-term structure.
- ▶ This change is being made because half terms vary in length, which can make it difficult to ensure all topics are given enough time for children to fully embed their learning.
- ▶ As a result, topics may now change part-way through a half term rather than at the end of it, as was previously the case. Please note that PE days may also change mid-way through a half term, although we will do our best to minimise this disruption.

# Routines

- ▶ Lunch time is from 12:15 to 01:05.
- ▶ Please ensure you inform the class teacher/ office if your child is being collected by someone else. We are unable to release your child to another adult without this communication.
- ▶ The children need a water bottle, lunch (unless having school dinner), reading book and spelling book every day.
- ▶ Prescribed medicines to be taken to the office.
- ▶ For Block A, PE will be on Wednesday and Thursday. Children should wear their PE kit to school on these days.

# Communication

You can communicate with your child's class teacher through the class email accounts. These are not checked whilst teaching.

For any urgent messages, please call or email the office.

2g@ashdeneschool.net

2c@ashdeneschool.net

# Communication

- ▶ Your child's class teacher is your first port of call – please direct all enquires to them. If needed, they can then consult with other member of staff within school.
- ▶ Communication policy is on the website.
- ▶ Ensure all communication is respectful.

# Communication

## **Subject: Absolutely unacceptable behaviour!!!**

Dear [Teacher],

I am disgusted to hear what happened to my child today. I cannot believe you have allowed other children to treat my child in this way. It is totally unacceptable that [Child's Name] was left upset because you clearly did nothing to stop this. I have heard everything from my child and it is obvious you have failed to protect them.

You need to sort out these children who are being mean and putting my child through this, and make sure this NEVER happens again. I want to know exactly what you are going to do about this immediately because I will not stand for my child being bullied and ignored.

I don't see why my child should have to put up with this behaviour — clearly your staff are not dealing with things properly. I expect a reply today telling me what punishment these other children are getting.

Very unhappy,  
[Parent Name]

## **Subject: Concern About Friendship Incident**

Dear [Teacher],

I hope you are well. I am writing because [Child's Name] came home today feeling quite upset about an incident with some other children. From what [he/she/they] told me, there seems to have been a disagreement, and [Child's Name] was left feeling hurt.

I understand there are often different sides to these situations, and I would really appreciate it if you could help me understand what happened from the school's perspective. I am keen to support [Child's Name] in managing friendships and resolving any difficulties in a positive way.

Please could you let me know when would be a good time to discuss this further, or if you have any information you can share in the meantime?

Thank you so much for your help.

Kind regards,  
[Parent Name]

# Communication

## **Subject: Another week with no certificate — outrageous**

I cannot believe you haven't given [Child's Name] a certificate AGAIN. Clearly you have favourites and don't care about children like mine. I'm sick of this unfair treatment. It's disgraceful and I expect this to be sorted out immediately.

[Parent Name]

## **Subject: Question about reward certificates**

Dear [Teacher],

I hope you are well. [Child's Name] was a bit disappointed not to receive a certificate recently, and I wondered how the awards are decided each week.

I completely understand there are many children to consider, but I'd appreciate any feedback on how [Child's Name] is doing and what [he/she/they] might focus on to work towards earning a certificate in the future.

Many thanks for your time and support.

Kind regards,

[Parent Name]





**Excellence:**  
**everyone, everywhere, every day**

# Our school values: RESPECT









Our core values of RESPECT underpin everything we do.



What does this look like in Year 2?

# Celebrating our values

- Each Monday, we celebrate children who have shown the RESPECT values from each class.
- Each week we have a different RESPECT focus
- If your child has won an award, you will be invited in (in person or via teams) to celebrate with them during this assembly

 RESILIENCE <b>R</b>	 EMPATHY <b>E</b>	 SELF-AWARENESS <b>S</b>	 POSITIVITY <b>P</b>	 EXCELLENCE <b>E</b>	 COMMUNICATION <b>C</b>	 TEAMWORK <b>T</b>
						
This certificate is awarded to						
<input type="text"/>						
In recognition of						
<input type="text"/>						
Signed			Date			
<input type="text"/>			<input type="text"/>			

# Attendance



Children to enter through the classroom door between 8:45 and 8:55am.

If children are late, they should enter through the school office, with an adult to sign them in. If our child arrives after 9am they will receive a late mark. If your child arrives after 9:20, this will be recorded as an unauthorised absence.

The afternoon register will be completed by 3:15pm.

Children will be dismissed at 3:30pm from the classroom door onto the playground.

- Regular and punctual attendance in school is essential
- When a child misses school, this disrupts their learning
- If children are missing school due to unauthorised absences, the learning lost cannot be caught up

# Attendance

All children should be aiming to achieve a minimum of 97% attendance, apart from those with chronic health issues.

Excellent attendance at school is important to allow children to fulfil their potential!

## Every Minute Counts

Lateness = Lost Learning (Figures below are calculated over a school year)	
5 minutes late each day	3 days lost!
10 minutes late each day	6.5 days lost!
15 minutes late each day	10 days lost!
20 minutes late each day	13 days lost!
30 minutes late each day	19 days lost!

OFFICIAL  
UNCLASSIFIED

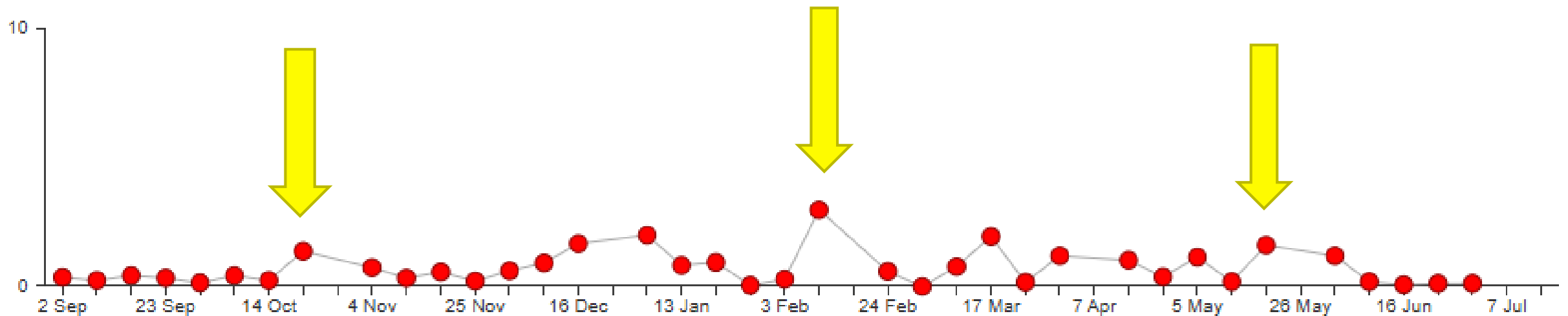
## Days off school add up to lost learning

175 NON SCHOOL DAYS IN A YEAR 175 days to spend on family time, visits, holidays, shopping, household jobs and other appointments					
190 DAYS FOR YOUR CHILD'S EDUCATION EACH YEAR	10 DAYS ABSENCE 180 DAYS OF EDUCATION	19 DAYS ABSENCE 171 DAYS OF EDUCATION	29 DAYS ABSENCE (A TERM MISSED) 161 DAYS OF EDUCATION	38 DAYS ABSENCE 152 DAYS OF EDUCATION	47 DAYS ABSENCE 143 DAYS OF EDUCATION
100%	95%	90%	85%	80%	75%
<b>Good</b> Best chance of success. Gets your child off to a flying start		<b>Worrying</b> Less chance of success Makes it harder to make progress		<b>Serious Concern</b> Not fair on your child	

# ► Unauthorised absences!

*Holidays during term time...*

Weekly Absences



READING	↑ 90% att <small>90%</small>	↓ 90% att <small>90%</small>
% EXC	47%	33%
% WA ↑	94%	66%
% WT	6%	33%



Attendance impacts attainment!

Writing	↑ 90% att <small>90%</small>	↓ 90% att <small>90%</small>
% EXC	26%	0%
% WA ↑	89%	66%
% WT	11%	33%

Maths	↑ 90% att <small>90%</small>	↓ 90% att <small>90%</small>
% EXC	47%	33%
% WA ↑	97%	66%
% WT	3%	33%

Beyond the academic realm, poor attendance also has detrimental effects on students' social and emotional development. School is a place for interaction with peers, fostering social skills, teamwork, and an environment that provides emotional wellbeing support.

# Working together to improve school attendance

Statutory guidance for maintained  
schools, academies, independent  
schools and local authorities

## PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE ARE CHANGING !

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force on 19 August 2024.

### Penalty Notices will be issued for

**Term time leave:** Penalty Notice fines will be issued for term time leave of 5 or more consecutive days.

**10 Sessions of Unauthorised absence in a rolling 10 week period:** A Penalty Notices may be considered when there have been 10 sessions of unauthorised absences in a 10 week period.

However, we retain the discretion to issue a Penalty Notice before the threshold is met. For example, where parents are deliberately avoiding the national threshold by taking several term time holidays below the above thresholds.

### Per Parent/Per Child

Penalty Notice fines will continue to be issued per parent per child. For example: 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.

### First Offence

The first time a Penalty Notice is issued for term time leave or irregular school attendance the fine will be charged at:

£160 per parent, per child if paid within 28 days of the issue, reducing to £80 per parent, per child if paid within 21 days.

(Unpaid penalty notices may result in a parental prosecution)

### Second Offence

Where it is deemed appropriate to issue a second penalty notice to the same parent for the same pupil within 3 years of the first penalty notice, for either term time leave or irregular attendance the second penalty notice will be charged at:

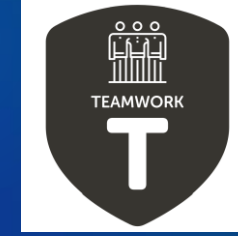
£160 if paid within 28 days. (Unpaid penalty notices may result in a parental prosecution)

### Third Offence

On the third time that an offence is committed within 3 years of the first penalty notice for either a term time leave or irregular attendance a penalty notice will not be issued. The case may proceed to Parental Prosecution under the Single Justice Procedure. If found guilty of the offence of 'Failure to send a child to school' the Magistrates can impose a fine up to £1000 or legal proceedings under Section 444 (1a) can include a fine of up to £2500.



# Uniform



- The transition year for new school uniform is now over. All children must be wearing a navy blue jumper/cardigan
- Our school uniform is supplied by Express Uniform. The school uniform policy can be found on the school website along with a link to our online shop. High expectations of presentation for all pupils
- Children should come to school in their PE kit on allocated PE days.
- Please see the uniform policy for details on what is the Ashdene PE kit: **wearing own sports clothes is not acceptable.**

- If your child cannot meet uniform expectations (i.e. they have grown out of their school shoes) please inform your class teacher by email, including when this will be resolved
- If children are wearing incorrect uniform or P.E kit, parents will be contacted. Children can be sent home.
- If families are struggling with the purchase of uniform, please contact school.

# Expectations, rewards and behaviour

- ▶ Expectations of pupils are the same in all classes – this is known to the children and there are reminders around classrooms
- ▶ Celebration assembly for exceptional work and/or attitudes



# Expectations, rewards and behaviour

## Walking in the corridors



**Silence unless  
talking to an adult.**



**Walk on the left.**



**Walk in single file.**



## Ready for Learning



### Direct Teaching

**Face forwards, hands together**

**Always sit up straight**



**Never interrupt**

**Track the speaker**

### Independent Practice

**Equipment ready**

**Work at an appropriate volume as set out by  
the teacher.**

**Stay focused – do not distract others.**






























**Hands up if you need to talk to an adult in  
the room.**



# Expectations, rewards and behaviour

- ▶ Merits awarded for demonstrations of the RESPECT values
- ▶ Merit shop at the end of each half term
- ▶ Consequences – known by the children
- ▶ Focus on reflection, restoration and resolution

 3267 Whole Class	 151 Alia	 46 Amber	 167 Amy	 145 Austin	 168 Ava G	 134 Ava H	 40 Beau	 152 Connie
 101 Elliott	 48 Emily	 139 Felix	 117 George	 95 Georgia	 80 Herbie	 150 Isabella	 126 Isla	 124 James
 143 Jasmine	 47 Jeremy	 125 Katie	 34 Leo A	 130 Leo G	 32 Lilia	 146 Max	 169 Maxim	 41 Oliver

## Excellence at Ashdene



If you show the RESPECT characteristics, you will earn merits that you can spend at the merit shop each term.



If you are not ready, respectful or responsible, an adult will give you a warning.



If you continue to not be ready, respectful and responsible, you will have a C1 consequence.

*C1 = Missing 10 minutes of playtime.*



If you do not correct your behaviour or refuse to follow instructions, you will have a C2.

*C2 = Missing 10 minutes of playtime and spending 10 minutes in another classroom.*



If you playfight, cause damage to property, cause unintentional harm due to poor choices, show disrespect to others or use threatening words or behaviour, you will have a C3.

*C3 = Missing 30 minutes of lunchtime. Your parents will be contacted.*



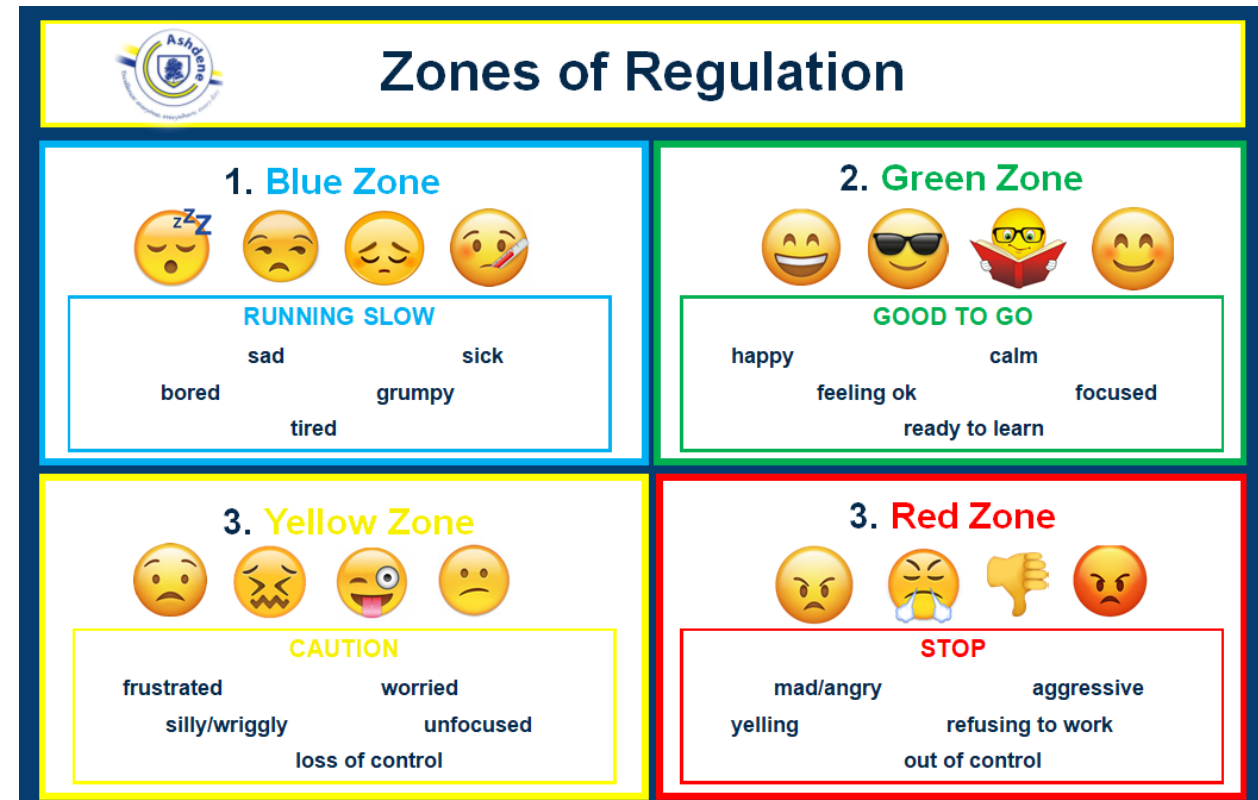
If you cause intentional harm, deliberately damage property, swear, use racist or homophobic language, bully another person or force someone to do something they don't want to do, you will have a C4.

*C4 = Missing lunchtime and working outside the headteacher office for the afternoon. Your parents will be contacted.*



# ZONES of regulation

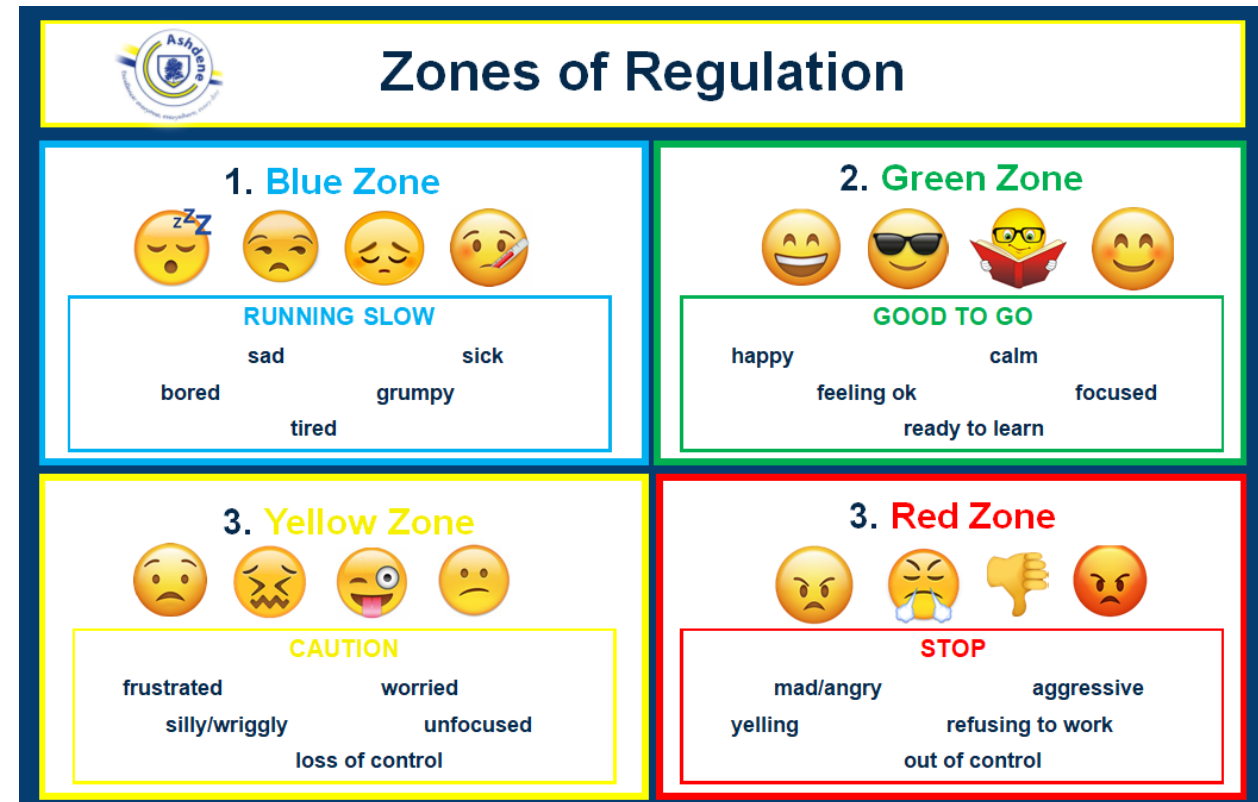
- ▶ Zones of Regulation is an internationally renowned curriculum aimed to develop the children's self-regulation and emotional control
- ▶ From time to time, all of us (including adults!) find it hard to manage strong feelings such as worry, anger, restlessness and this stops us from getting on with our day effectively.
- ▶ Using the 4 zones, we will teach and support the children to develop self-regulation strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn



# ZONES of regulation

Zones of regulation aims to:

- ▶ Increase their emotional vocabulary so they can explain how they are feeling
- ▶ Recognise when other people are in different zones, thus further developing empathy
- ▶ Understand their emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which zone they are in
- ▶ Further develop problem-solving skills and resilience
- ▶ Identify a range of strategies that will support them

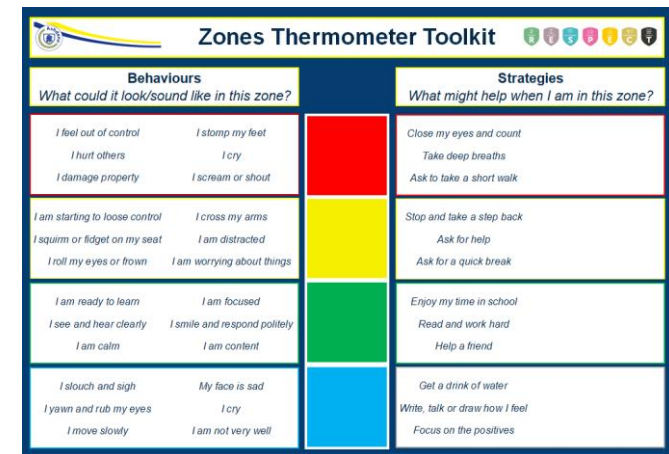
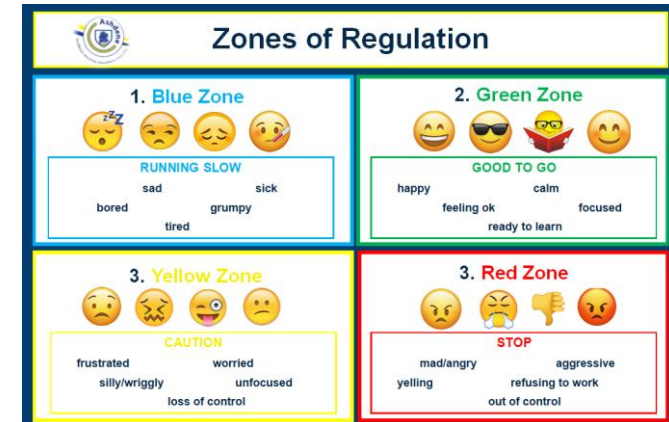




# ZONES of regulation


Children will learn and use zones...


- ▶ Some discrete teaching lessons and through our PSHE curriculum
- ▶ Using the Zones language with all school staff and pupils
- ▶ In the classroom by referring to the posters
- ▶ Using their personalised scaling thermometer to identify what zone they are in and whether they need to talk about it with someone or implement strategies to help them (it is not a requirement for all children to use these, rather a suggestion if we notice they may be finding it difficult to self-regulate)
- ▶ Some children might prefer not to use the 'Zones language' and may label the emotions directly. This is fine and encouraged!



# Curriculum



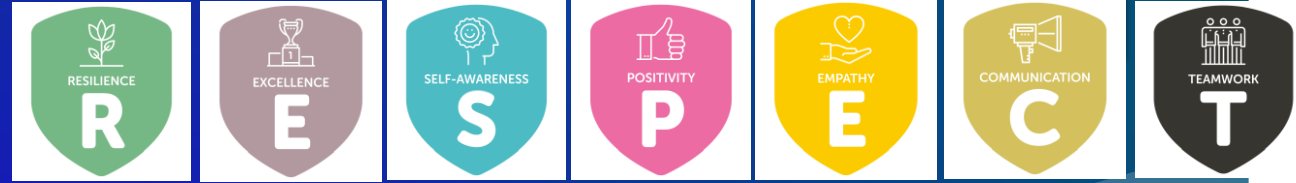
<h1 style="text-align: center;">Knowledge Jigsaw</h1> <h2 style="text-align: center;">Year 6 History HT1</h2>		
<h3 style="text-align: center;">What we already know</h3> <p>Order and date key events in British History:</p> <p>Romans left – 410AD</p> <p>Anglo-Saxons – 410 – 1066</p> <p>Great Fire of London – 1666</p> <p>The Industrial revolution happened when people stopped being farmers and started to work in factories.</p>	<h3 style="text-align: center;">Why was The Victorian Era so important?</h3> <p>The Victorian era refers to the period of time that Queen Victoria reigned over Britain.</p> <p>At the start of her reign, the British people were against the monarchy and they wanted to be a republican country.</p> <p>During her reign there were huge changes in transport, factories, education and medical care.</p> <p>This time period saw the expansion of the British Empire and over 400 million people call her Queen around globe.</p>	<h3 style="text-align: center;">Who was Queen Victoria?</h3> <p>Queen Victoria was born in 1819 and died in 1901.</p> <p>She reigned from 1837 to 1901, spending 63 years, so she was the longest reigning monarch of the time.</p> <p>She became queen when she was 18, then married Prince Albert when she was 20; going on to have 9 children together.</p> <p>In 1861, when the Queen was 42, Prince Albert died of Typhoid. From then on she only wore black.</p> <p>She died aged 81 years old.</p> 
<h3 style="text-align: center;">What was happening locally throughout The Victorian Era?</h3> <p>Manchester was the world's first industrial city.</p> <p>With its towering mills, bustling warehouses and crowded streets came new ways to live, work and think, which transformed lives in Manchester and across the world.</p> <p>Manchester's population increased as people moved to the city for work opportunities.</p> <p>At the time, there was huge disparity between how the rich and poor people lived.</p>	<h3 style="text-align: center;">How did industry Develop in Manchester?</h3> <p>Manchester was recognised for its manufacturing and trading of cotton.</p> <p>Industrialisation polluted the city and caused major health problems for the city's workers and residents.</p> <p>Sir Edwin Chadwick investigated the living conditions of the poor finding a direct link between living conditions, disease and life expectancy.</p>	<h3 style="text-align: center;">How did transport Develop?</h3> <p>Horses were crucial transport during the Victorian era, pulling carts to transport goods, but during the industrial revolution, they were gradually replaced.</p> <p>The Liverpool and Manchester Railway was the world's first steam powered, inter-urban railway designed to transport passengers and goods.</p>



- Shared with parents at the start of each learning block to give you an overview of your child's learning
- As we are always striving to improve our curriculum, changes have been made this year to streamline the content we wish for children to know and remember – there will be less on the 'knowledge jigsaws'
- What is listed on the 'knowledge jigsaws' is the key learning for each step of a topic
- Our curriculum is still challenging and lessons remain knowledge and discussion rich
- These changes are in-line with recommendations from the DFE Curriculum and Assessment Review, published May 2025.

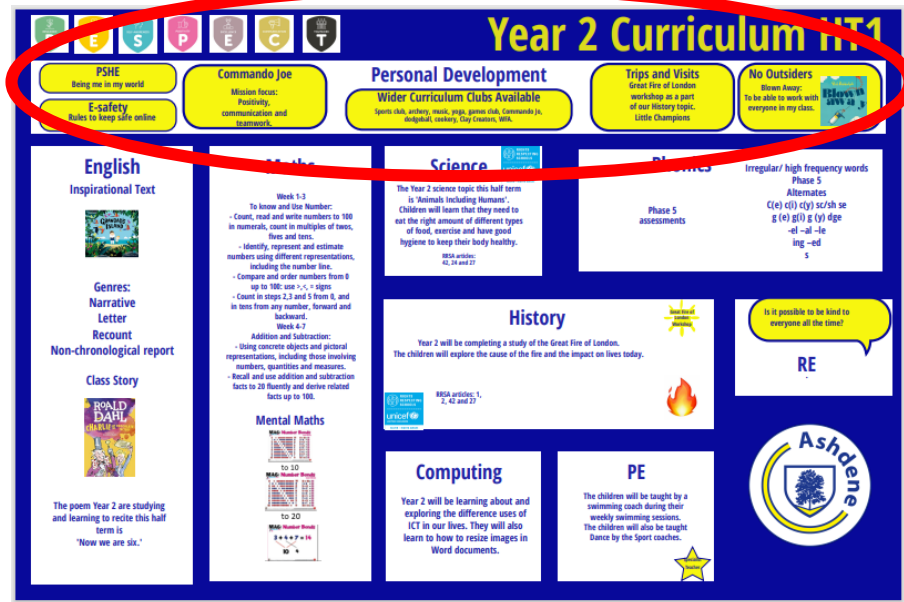


# Personal Development



## Within the curriculum

## Specific to Year 2



- Weekly 'Vote for schools' and 'Picture News' assemblies
- Pupil voice voting
- RESPECT sessions
- Music performance for families
- Weekly PSHE lessons
- No Outsiders lessons
- Opportunities for roles within Pupil Leadership teams
- Safety workshops
- Fire visit
- History workshop 17/09/2025
- Residential 28/04/2026-29/04/2026
- History Styal Mill 22/04/2026
- Sporting events

# Homework



Online homework tasks are set each Friday

Maths	English
MyMaths.com (weekly) TT Rockstars	SPaG.com (fortnightly) Practise spellings Read for at least 20 minutes each day

- Online homework (Maths and SPaG) will be checked by teachers weekly
- Teachers will regularly check in with reading progress
- Spelling test each Friday
- We expect parents to support us and ensure homework is completed. If children are not completing their homework tasks, including spelling and reading, parents will be contacted

# Logins



- ▶ Logins remain the same each year.
- ▶ All children will bring home their logins for these platforms in week 1.

# How to help at home



How to help at home documents are available on class page of school website.

Repeated practice of fundamentals (i.e. x tables and reading) helps secure depth of understanding.

## Year 2 Expectations

- Children should know their 2 5 and 10 time tables and be able to recall them at speed
- Read for 30 minutes each day (at least 20 at home)
- Re-read books, practising reading fluently, aloud
- Spellings are practised regularly
- Homework is completed, with care and focus, on-time

### Year 2: How to help at home

Maths			
Children need to have a clear and deep understanding of number and place value to ensure they can build on this in all other areas of maths. Therefore, it is important children have a deep understanding of place value, number patterns and ordering numbers. This will support them in their understanding of addition and subtraction as well as many other areas of maths.			
<b>TT Rockstars</b> Encourage your child to play as it develops fluency and speed with multiplication and division.		<b>Telling the time</b> Practice using the analogue clock to tell the time to the nearest 5 minutes. Discuss how much time has passed or how long something has taken.	
<b>Shark numbers</b> <a href="https://www.ictgames.com/sharkNumbers/mobile/">https://www.ictgames.com/sharkNumbers/mobile/</a> Children have to match visual representations to figures in a quick paced game to escape from a shark!		<b>Money</b> Work out how much items will cost in total and how much change they will be given. This can be done in the shops or through role play.	
<b>Fact family</b> Give children an addition question. Can they use it to make a fact family? For example; $13 + 6 = 19$ $6 + 13 = 19$ $19 - 6 = 13$ $19 - 13 = 6$	<b>Shapes</b> Test your child's knowledge of 2D and 3D shapes by describing properties, finding them around the house and drawing them.	<b>Cards</b> Playing with a friend, turn two cards over each to create two, two-digit numbers. Race to add the numbers.	<b>Counting coins</b> Provide a mixture of 10p and 1p coins. Roll a dice to create a two digit number. Race to make the number.
<b>Position, direction and movement</b> Set up an obstacle course and direct your child through it with their eyes covered. Use the following language - left, right, forwards, backwards, clockwise, anti-clockwise, quarter turn, full turn, and half turn.		<b>Marble drop</b> Choose to count from 2, 3, 5 or 10. Drop marbles into a jar and your child must count out the total.	
<b>Other online games/websites</b> <a href="https://www.topmarks.co.uk/learning-to-count/place-value-basketball">https://www.topmarks.co.uk/learning-to-count/place-value-basketball</a> <a href="https://www.topmarks.co.uk/place-value/place-value-charts">https://www.topmarks.co.uk/place-value/place-value-charts</a> <a href="https://www.ictgames.com/mobilePage/partPartWhole/index.html">https://www.ictgames.com/mobilePage/partPartWhole/index.html</a> - provides different objects to show addition/subtraction and place value.			

# Reading

- ▶ We want all children to be **fluent readers and develop a love for reading**.
- ▶ Fluency is reading with pace, expression, intonation and reading for meaning.
- ▶ Children are exposed to reading every day in school.
- ▶ They should all have a reading book which they bring in each day and take home each evening.
- ▶ All children are expected to read for at least **20 minutes at home**, every day
- ▶ (add details of digital reading)

# Reading



## Reading Practice [Current Marking Period](#)



% Correct

100

target 90

Points

6.0

target 10.3

58.2% of Target

ATOS Level

5.0

No target set  
Suggested ZPD: 2.8 - 3.9

Books Read

1

Words Read

39,847

Fiction

100.0%

Non-fiction

0.0%

1 of 1 quizzes passed

- ▶ Children are set a personal points target
- ▶ Calculated by an algorithm which calculates points based on reading ability, length of the half term and reading for 30mins each day
- ▶ **Every child should reach their personal target each half term**

# Parent engagement

What	Why	When
Curriculum overviews and knowledge jigsaws shared for each learning block	You know what your children are learning	At the end of each learning block
Weekly school newsletter	Information about events, important information, personal development of our pupils and photos of what each year group have been up to	Weekly
Interim reports and books shared	Sent home prior to parents' evenings so you are informed about your child's academic progress An opportunity to talk through learning with your child and celebrate the pride they have in their work	17 <sup>th</sup> October 27 <sup>th</sup> February
Parents' evenings	An opportunity to discuss progress and personal development	22 <sup>nd</sup> -23 <sup>rd</sup> October 4 <sup>th</sup> -5 <sup>th</sup> March
Parent lunches	An opportunity to join your child's year group for lunch and engage in discussion	Thursday 25 <sup>th</sup> September
Parent Open Sessions	An opportunity to walk around school and see learning in action. Each session will have a different subject focus.	Throughout the year
Invitations to celebration assemblies	An opportunity to celebrate with your child when they receive an award	Individual invites will be sent to families of weekly winners
Support with visits out	To support the school with safeguarding and enjoy new experiences together	Throughout the year

# Year 2 Key Dates

Whole-school dates		Year group specific dates	
Parents' evenings	22 <sup>nd</sup> -23 <sup>rd</sup> October 2025 4 <sup>th</sup> -5 <sup>th</sup> March 2026	Planned Trips and Visits	GFOI workshop- 17/09/2025
Individual photos	Monday 10 <sup>th</sup> November 2025		Residential- 28/04- 29/04/2026
KS1 Panto – Lowry	Wednesday 17 <sup>th</sup> December 2025		Styal Mill- 22/04/2026  (Water safety, Fire Safety, Temp gardening opportunity)
Christmas performance	Tuesday 16 <sup>th</sup> December 2025	Music performances	Wednesday 8th July 2026
Sports Day	Friday 15 <sup>th</sup> May 2026	Parent lunch	05/02/2026
Swimming lessons	May 2026 – details closer to the time		