



**Grange Park**  
Primary School



# Welcome to Year 2

## Information for parents: September 2024

# **Additional staff in the year group**

**Support staff: Ozge**

**Year group Achievement Leader: Ian**



# Playtime and Lunchtime

**Playtime** snacks are an important part of our school day, and we greatly appreciate your cooperation in helping us maintain a nut-free and health-conscious environment.

- Our school is nut-free. This means that we do not allow any snacks that contain nuts or nut products due to potential allergies among our children.
- We encourage our children to make healthy snack choices. Children are only allowed to bring in **fruit or vegetables** for a snack at play time, which have been washed beforehand. This is the same for afterschool snack (before the start of enrichment clubs).

We encourage all parents to make choices for their child's lunch together with them via the Pantry website, this way we avoid disappointment when they reach the hatch. If lunch hasn't been ordered in advance of the day, **your child will get a jacket potato.**

You may want to send a packed lunch with your child - please ensure this is also a healthy lunch. Items such as crisps and chocolates, while tasty, are high in sugar, unhealthy fats, and lead to energy spikes and crashes, which are not conducive to productive learning and play.

# Donation of a book for birthdays

Just a reminder that you are welcome to donate a book to the class rather than sending sweets on your child's birthday. The children across the school really enjoy reading these books. Teachers also put a sticker in the book to show who it's from.





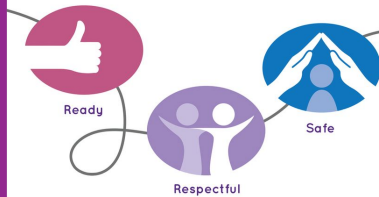
# Behaviour for learning

- We have high expectations of children's behaviour in the classroom, when moving around the school and at play and lunchtimes.
- We recognise and celebrate positive behaviours wherever they are seen, using them as a model to inspire and share with others.
- Your support is invaluable in ensuring that children know and understand what is expected of them when in school, and that they accept their role in poor choices that have been made. We also will not necessarily feel that our choices need to be explained in detail as they are consistent and fair according to our behaviour for learning guidelines (found on the school website).
- We will also not discuss other children with yourselves as this does not safeguard those children.

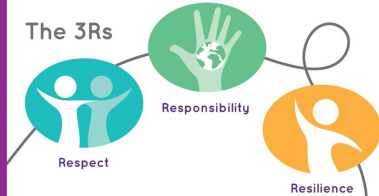
## The Grange Park Way Behaviour Pathway



## The Grange Park Way The Big3



## The 3Rs



# Autumn 1 learning

- As teachers we understand that learning is most successful when the children have had the opportunity to make connections with learning they have done in the past and will be doing in the future. Learning also should be organised and meaningful.

## Year 2 Autumn 1: Maybe it's because I'm a Londoner

Curriculum connections



2

### English

**Writing:** Imitate, innovate and write a story based on The Lonely Beast visiting London.  
Use effective adjectives which link to the five senses.  
Use knowledge about London to create an information text on significant landmarks.  
Develop writing in a cursive script.  
**Reading:** Develop fluency when reading.  
Use expression to engage an audience.  
Answer retrieval questions from a text.  
Choose books for pleasure to read with friends and family.



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### Maths

Focus on place value of numbers by recognising tens and ones.  
Count objects to 100 by making 10s.  
Partition numbers to 100.  
Write numbers to 100 in words and expanded form.  
Estimate numbers on a number line.  
Compare and order objects and numbers.  
Count on in 2s, 5s, 3s and 10s  
Recall number bonds to 10.  
Identify related facts and fact families.  
Add and subtracts 1s.  
Add by making 10.  
Add three 1-digit numbers.

2

### Geography

**Maybe it's because I'm a Londoner**  
Know what landmarks are and know why they are important.  
Use aerial photographs and plan perspectives to recognise landmarks and basic and human physical features.  
Use vocabulary such as landmarks, eastings, northings, grid references, harbour, tourism, urban and city.  
Explore maps of London.  
Use Google Earth to look at aerial views of London.  
Know what a simple map needs to include in order to design their own map of Central London.  
Compare London with Sydney, Australia.

2

### Art

**Maybe it's because I'm a Londoner: Collage of London cityscape**  
Think carefully about how to create a composition.  
Draw from real life and experiment using a wide range of mark making techniques.  
Use vocabulary such as horizontal, vertical, cross hatching, texture, size, material, cityscape, detail, foreground, scale, gradient, proportion and background.  
Understand how shapes and pattern create details in a building.  
Evaluate and analyse creative works using the language of art, craft and design.  
Develop a wide range of art and design techniques in colour, pattern, texture and line.



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Grange Park Primary School Year 2 Autumn 1 Geography		
Maybe it is because I'm a Londoner		
Physical Features	Key Places	Key Vocabulary
<b>River Thames</b> 346 km long. It has its source near the village of Kemble in the Cotswolds, flows through Oxford, Reading and Windsor before reaching London, and eventually flows into the North Sea.	<b>London</b> The capital and largest city of England and the United Kingdom. The city stands on the River Thames. <b>England</b> England is a country in the United Kingdom. It is bordered by Wales and Scotland. <b>Big Ben</b> The great clock tower of the Houses of Parliament in London. <b>The Palace of Westminster</b> Known as the Houses of Parliament. It houses the UK parliament. <b>London Eye</b> The London Eye is a large metal ferris wheel. It is also known as the Millenium Wheel and is the largest observation wheel in the world.	<b>landmark</b> An important building that is easy to spot. <b>eastings</b> The vertical lines on a grid reference. The numbers get bigger in an easterly direction. <b>northings</b> The horizontal lines on a grid reference. The numbers get bigger in a northern direction. <b>grid references</b> A grid of squares helps the map-reader to find a place. <b>harbour</b> A sheltered place on the coast surrounded by land or walls. It is a place where ships can be safely left. <b>tourism</b> Travelling for pleasure and to see places of interest; it brings money into the country. <b>urban</b> To do with a city. <b>city</b> A large town.
Human Features	Summary	
<b>shop</b> A place where you can buy things. <b>road</b> A wide path that vehicles can use. <b>house</b> A building that people live in. <b>transport</b> A way of carrying people or things from one place to another. <b>bridge</b> A structure carrying a road across a river. <b>factory</b> A building where things are made. <b>train station</b> A place where a train can stop and pick up passengers or goods.	<p>There are many significant landmarks in London. They are important as they help people to find where they are in a place. Landmarks in London encourage people from around the world to visit the city and so bring money into the country.</p> <p>Sydney is one of Australia's largest cities. It has a magnificent harbour. Like London, Sydney is an urban area. It shares many similarities with London. However, Sydney has a seashore.</p> <p>A simple map should include a title, a key, map symbols, colours to show different things and compass rose.</p>	



# Our topics for this year

<b>Year 2</b> History/ Geography	<b>Maybe it's because I'm a Londoner:</b> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Communicate information gathered through fieldwork	<b>Fire! Fire!:</b> Sequence and retell events related to the Great Fire of London and how fire fighting has changed throughout history. Consider other related events beyond living memory including the gunpowder plot	<b>Look After Me:</b> Hospitals and nursing before and after Florence Nightingale and other significant medical individuals (Elizabeth Garrett Anderson and Mary Seacole)	<b>Oh I Do Like To Be Beside The Seaside:</b> Name and locate the world's seven continents and five oceans. Map and fieldwork of a coastal location	<b>Mad for Madagascar:</b> Understand geographical similarities and differences between a small area of the UK (Grange Park) and a small settlement not far from the Antananarivo focusing on both human and physical geography
<b>Year 2</b> Art/D&T	<b>Draw/Paint/Collage:</b> Can buildings speak? London landmarks	<b>Food:</b> Design, make and evaluate a range of bread types. Learn kneading skills	<b>Wheels and Axles:</b> Design, make and evaluate an ambulance which can move	<b>Draw/Paint:</b> Self and family portraits inspired by trips to the beach	<b>Paint/Collage:</b> Own compositions inspired by artist Henri Rousseau

# The curriculum

We ensure our pupils experience a broad and balanced curriculum and have a long-term memory of an ambitious body of knowledge.

Our coherently planned curriculum uses the National Curriculum as the basis for subject content and expectations. It is planned and sequenced, so that new knowledge and skills build on what has been taught before, towards clearly defined **end points**. It informs what pupils need to know and be able to do to reach those points.

**These endpoints can be found on our website in the curriculum tab.**

[English - Grange Park Primary School](#)

[Mathematics - Grange Park Primary School](#)

# Grange Park Super 6



## Super Six



'Super Six' relates to the explicit teaching and learning strategies used within our teaching on a daily basis.

This poster needs to be the background on the children's Chromebook.

Please ensure this remains.

# How to support at home

## Reading

By the end of the Y2 children need to be able to:

- 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 lots of sounding and blending
- Sound out most unfamiliar words without hesitation
- Check that the book makes sense to them correcting inaccurate reading
- Answer questions and make some inferences about what they have read
- Explain what has happened so far in what they have read

# How to support at home

## Writing

By the end of the Y2 children need to be able to:

- Write simple narratives about their experiences
- Write simple narratives about the experiences of others
- Write clearly about real events
- Use capital letters and full stops and question marks correctly most of the time
- Use present and past tense correctly
- Use **or / and / but / when / if / that / because / so** in a sentence
- Make phonetically-plausible attempts at spelling words
- Spell many common exception words
- Form letters and digits the correct size
- Use spacing between words

# How to support at home

## Maths

By the end of the Y2 children need to be able to:

- Read scales in ones, twos, fives and tens
- Partition any two-digit numbers into different combinations
- Add and subtract any 2 two-digit numbers
- Recall all number bonds to and within 20
- Recall multiplication and division facts for 2, 5 and 10
- identify  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ , of a shape and number and know that all the parts must be equal
- Use different coins to make the same amount of money
- Read the time on a clock to the nearest 5 minutes
- Name and describe the properties of 2D and 3D shapes, including sides, vertices, edges, faces and lines of symmetry

# How to support at home Science

By the end of the Y2 children need to be able to:

- Name and locate parts of the human body and describe the importance of exercise, a balanced diet and hygiene
- Describe the basic needs of animals for survival and the main changes of young animals
- Describe the basic needs of plants and the main changes as seeds/bulbs grow into mature plants
- Identify whether things are alive, dead or have never lived
- Describe how animals get their food and use simple food chains
- Describe seasonal changes
- Name different plants and animals and describe how they are suited to their habitat
- Compare the suitability of different materials for different uses

# Home School Diary and Reading Record (purple books)

- Home School Diaries are used in KS1. These contain support materials for maths, RWI, spelling lists, handwriting, recommended reads and question stems to support reading at home
- They also contain all digital logins for the children
- These books need to be in school each day and shown at the door.
- This is where parents should record their child's daily reading, note new and tricky words they have read, and where you will find our school word of the week to practise and use in everyday conversation.

Week Commencing Date: \_\_\_\_\_

READING LOG		
Book and Date	Comments	Sign

WORD OF THE WEEK

WORDS I HAVE FOUND TRICKY FROM MY READING BOOK

NEW WORDS FROM MY READING BOOK




# Home School Diary and Reading Record (purple books)

- Children will be sent home with a RWI (or banded book once they complete RWI) and one reading for pleasure book. These might not be changed in the same way as Year 1 - some children will take responsibility for changing their own books.
- The children need to have their Reading Diaries ready to show their teacher at the door as they come in. This is important as the teacher needs to monitor their home reading and check whether parents have left any messages inside. Reading daily plays the greatest role in children's reading progress.
- Year 2 guided reading using Ruth Miskin books progressing to whole class reading
- You will see your child's reading progress as they move through the different book bands
- By the end of Year 2, your child should be able to read white banded chapter books.
- Friday class visits the Reading Hub. How children will change books
- Children can send in a birthday book to help us to celebrate their special days. We have labels to put inside the book naming the child who donated it. Please speak to us if you want some ideas about which books to buy
- For additional information on reading at Grange Park, along with further recommended reads, please visit our [website](#)


# Home School Diary and Reading Record (purple books)

- At Grange Park we take handwriting and presentation very seriously.
- We use the Nelson Handwriting scheme and you can find some guidance for this in the children's Home School Diary.




### Getting ready to write

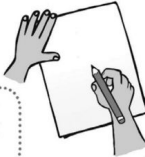
Are you sitting comfortably with both feet on the floor?




Are you holding your pencil correctly?



Is your paper at the correct angle?



## Handwriting Checklist

- ? Are you forming your letters correctly?
  - ? Are any letters too tall or too short?
  - ? Are any descenders too long or too curly?
  - ? Is there a space between your letters?
  - ? Is there a space between your words?
  - ? Are you making the four joins correctly?
    - Diagonal joins to letters without ascenders  
*ai, ar, un*
    - Diagonal joins to letters with ascenders  
*ab, ul, it*
    - Horizontal joins to letters without ascenders  
*ou, vi, wi*
    - Horizontal joins to letters with ascenders  
*ol, wh, ot*
- 



# Special events, trips, residential and visitors

- Trips and workshops: London Eye, Great Fire of London workshop, Florence Nightingale workshop, National Gallery, Baptist church, trip to Trent Park and the seaside
- Remember to look at the News Roundup for dates of all forthcoming events

Parents, please be reminded that while our trips do ask for voluntary contributions, please do contribute as much as you can as trips, workshops and visitors will have to be cancelled if we don't get enough contributions



# Class assemblies and concerts

- Class assemblies take place in the round hall on a Friday:
  - Kingfisher - 24 January
  - Woodpecker - 7 February
  - Puffin - 21 March
  - Robin - 27 June
- Christmas concert dates:
  - Tuesday 17 December 2:30pm
  - Wednesday 18 December 9:15pm

# The playgrounds

You may have noticed that over the Summer term (last year) we slowly introduced 'loose parts' to the playgrounds. This allows children to manipulate and change their environment, bringing opportunities for creative and imaginative play. This will continue to be developed over the course of this year so please look out for requests for donations.

We are also lucky enough to have fixed equipment throughout our playgrounds for children to climb and enjoy when supervised.

All of these enhancements do have strict risk assessments in our school so we ask for you please not to allow your children to play on/with the equipment before or after school.



# IT at Grange Park

- As you are aware, children from year 1 - year 6 have a Chromebook at Grange Park
- At school we teach online safety discreetly and through parts of the curriculum, we monitor use and ensure that the equipment is for the sole use of your child. Children are given adequate time off the chromebooks.
- Must be brought to school daily, fully charged
- Ensure it is treated with care
- Ensure use is monitored at home - the chromebooks are for educational purposes only, and to be used by your child only



# Chromebook Agreement

We would like to remind you of the Chromebook Agreement that you would have signed prior to your child receiving their chromebook. Unfortunately sometimes accidental damage does happen, in this instance we ask for 50% of what the trust paid for the chromebook, which is currently £85, lost chargers are £24.70 and lost cases are £6.50. You will always receive an email to let you know that this payment will be added to your basket. If you have any questions or queries relating to this, you can always speak with the class teacher or our school office team.

Please help your children to look after their chromebooks at home by transporting them to and from school in the cases provided and avoid eating and drinking whilst using them.



# IT safety

Parents, please ensure you are also monitoring your child's IT use on their other personal devices.

## Age Restrictions for Social Media Platforms

What is the minimum age for account holders on these social media sites and apps?

### Under 13



### 13+



### 16+



### 18+ or 13 with parent's permission



### 17+







# Voluntary contributions

We are grateful that volunteers, fundraisers and voluntary donations help provide some of our valuable learning experiences. However, **our school budget is increasingly stretched, as funding for schools is significantly lower** than previous years.

Any parent wishing to make either a **one off donation, a termly or monthly donation** can do so through **Arbor**. There is no fixed amount, any amount is **sincerely appreciated**.

Additionally, if parents are aware of any organisations or companies interested in sponsoring the school, please feel free to reach out and inform us if you have any leads or contacts.

# Forest School at Grange Park

Each year group (Nursery - Y6) has been timetabled over the course of the year. You will be provided with more information prior to your child taking part in Forest School.



# Home Learning







- This consolidates your child's learning and is very important
- Home Learning expectations are also set out very clearly for parents on the website: [Home learning guidance](#)
- A home learning timetable is uploaded to the children's Google classroom every week to ensure they are able to navigate with ease



## Home Learning Guidance: Year 2

- All home learning is set on a Friday and due back the following Friday morning (at the latest)
- Home learning is set out on a weekly timetable that includes useful links in order for children and adults to access it easily. These timetables also include additional subscriptions and optional home learning.
- When home learning is submitted on the Google Classroom there will be an acknowledgement by the teacher.

	Reading	Writing	Maths	Humanities	Additional
<b>Year 2</b>	<p>1 reading for pleasure book sent home. Read to the child by their parent/s.</p> <p>1 Read, Write, Inc book/banded book when they are ready. Read daily, reading record signed 3 times a week.</p> <p>Bug club (additional reading material: optional).</p>	<p>Fortnightly English set on the Google Classroom. This is a range of punctuation, grammar and writing activities.</p> <p>Text maps are sent home for the children to practise. (Optional)</p> <p>Word of the week (2 words sent home to be used and practised).</p> <p>Spelling shed (spellings set weekly, daily practise expected)</p>	<p>Fortnightly maths set and submitted on Mymaths.</p> <p>Times Table Rock Stars: practise at least 3 times per week.</p>	<p>Humanities project set on the Google Classroom.</p>	<p>Weekly knowledge organiser shared with the children and adults.</p> <p>Optional pre learning set weekly for English or maths or both.</p> <p>Computing: 3 weekly cycle : Howdou, touch typing, esafety.</p> <p>Throughout the year, Growth Mindset and Acts of Kindness home learning can be set.</p>

Pre learning	SpellingShed	Maths	Computing	TTRS	English
<p>If you feel you benefit from <b>overlearning</b> or <b>pre learning</b> content and new vocabulary, click here to go through our topics for next week.</p> <p><a href="#">Pre learning link</a></p> 	<p>Practice your spellings on Spelling Shed at <b>least 3 times a week</b>. You will be tested on Friday.</p> <p><a href="#">EdShed link</a></p> 	<p>Recap your learning on mixed and improper fractions on Mymaths. Remember to <b>complete the lesson BEFORE</b> answering questions.</p> <p><a href="#">MvMaths link</a></p> 	<p>Complete the HowDoU assignments. Upload evidence of your badge.</p> 	<p>Practice your timetables on TTRS at <b>least 3 times a week</b>. There is a school competition where the best class gains a prize. Will it be us?</p> <p><a href="#">TTRS</a></p> 	<p>Rehearse your text map at <b>least 3 times</b>. Upload a video or audio clip of your performance.</p>  <p>Read for <b>15 minutes every day</b> and record this in your reading record.</p> <p><b>Our 'Word of the Week' is:</b> Ancestor Putrid</p>
<p><b>Humanities project: Early Islamic Civilisation</b> Research a key figure from the Islamic Golden Age and present your findings as a poster, model, video, animation, powerpoint or painting. More information and ideas can be found <a href="#">here</a>. The deadline for this half term's project is DATE.</p>					
<p><b>Knowledge organisers for this half term:</b> Link here. Please use these to support your home learning.</p>					
<p><b>Additional subscription sites (optional home learning):</b> <a href="#">Numbots link</a>, <a href="#">Bug club link</a></p>					

# Statutory assessments

## Phonics check

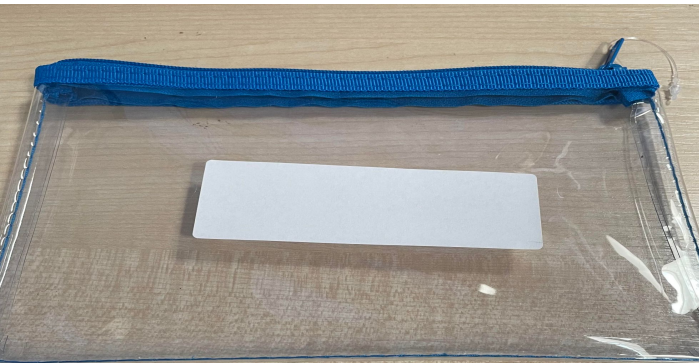
- Children who did not pass their phonics check in Year 1 will be tested again this year.



# Resources

Children from Year 1 - Year 6 have been asked to bring their own pencil case and stationary to school. This enables children to take care and have a sense of responsibility for their belongings.

- 1 x Clear pencil case (20cm X 12cm) e.g. [Clear Pencil Case](#)
- 1 x A glue stick e.g. [Pritt Glue Stick Amazon link](#)
- 3 X HB pencils ([Staedtler Noris/Yellow and Black HB](#)) e.g. [HB Pencils](#)
- 1 x Purple pen (ball point) [Purple Pens](#)
- 3 x Whiteboard pens [Whiteboard Pens](#).
- 1 x Black handwriting pen (Y4-Y6 only) [Handwriting Pens](#)
- 1 x Sharpener [Pencil Sharpener](#)
- 1 x Rubber [Rubber](#)
- 6x Colouring Pencils [colouring pencils](#)
- Box of tissues for the classroom [Tissues](#)



# School uniform - on the website:

## Grange Park Primary School Uniform

It is very important that ALL children come in the correct school uniform and footwear, including PE kits, parents will be notified if the children are not in correct uniform.

### Girls

- Purple sweatshirt/cardigan (with logo)
- White or grey polo shirt (with logo)
- Grey pinafore/skirt/trousers (no leggings please)
- Purple and white gingham summer dress
- Grey summer shorts
- Black shoes (strong and flat heeled) or plain black trainers (no logos or colour on trainers)
- White socks
- Grey/black tights

### Boys

- Purple sweatshirt (with logo)
- White or grey polo shirt (with logo)
- Grey trousers
- Grey summer shorts
- Black shoes (strong and flat heeled) or Plain black trainers (no logos or colour on trainers)
- Grey/black socks

### Other

- Purple fleece and/or reversible coat (with logo)
- Purple woolly hat and baseball cap (with logo)
- Purple/white/black/grey hair ribbons/bobbles/hairbands and hijabs
- Wellingtons/boots in wet or snowy weather (to be removed when children enter the school building)
- Purple PE bag (with logo)
- Purple book bag (with logo)
- Purple rucksack - small and large available (with logo)

Please ensure that all items of uniform, PE kit and other belongings are clearly labelled with your child's name.

For health and safety reasons no jewellery should be worn with the exception of religious items, stud earrings and watches. Make-up and nail polish are not permitted.

# School uniform - on the website: Grange Park Primary School Uniform



Our PE days are on a Monday, Wednesday (Kingfisher, Puffin and Robin) and Thursday (Woodpecker)

Children should wear their branded PE kit on the days they have PE.

Children must remove all earrings and watches before PE and games lessons.

## PE Kit

- Black shorts
- White OR purple PE T-shirt (with logo)
- Black plimsolls or plain black trainers (not studded please and separate to the shoes worn during the day)
- Grey winter sweatshirt (with logo)
- Grey winter joggers (with logo)
- Leggings and other colour joggers/sweatshirts are not permitted
- Light mac in sac (with logo)

# Communication

If you need to communicate something that is **not urgent**:

- Write a note in the Home School Reading Book and ask your child to give it straight to the teacher
- Leave a message with the school office to be passed on, telephone or send an email to [office@grangeparkprimary.org](mailto:office@grangeparkprimary.org)
- Speak to us informally after school once the class has been safely dismissed

**For urgent matters**, please telephone or email the school office to make an appointment at a mutually convenient time (staff members can not come out of class to meet).

There are many staff members you can speak to:

- 1) Teacher/support staff
- 2) Achievement leader: more serious concerns that cannot be resolved by speaking to the teacher
- 3) Assistant/Deputy Headteacher: concerns that cannot be resolved through the teacher or achievement leader



# Arbor

- Arbor is our primary communication platform for connecting with parents. Through Arbor, we send out letters, reminders, and facilitate the booking of enrichment clubs and Learning Conversation appointments.
- We hope that all parents have signed up for Arbor. The parent app can be downloaded from the Play Store for Android phones or the Apple Store for iPhones.
- If you have any questions or haven't received an email with your login details (please check your spam folder), contact the school office.
- Please note: you will no longer receive any communication via ParentMail.



# Parent Workshops

We also communicate with parents through parent workshops. Look out for these in the Autumn 1 term:

Date	Workshop
Wednesday 18 September 9:15am	English conversation classes start - Round Hall
Thursday 19 September - 5pm	Secondary transfer Meeting - Round Hall
Friday 27 September - 3:30pm	Secondary transfer application support - Round Hall
Friday 4 October - 3:30pm	Home learning surgery - Round Hall
Thursday 10 October - 9am	Y1 Phonics - Round Hall



# GPPSA

- Our Parents Association, the GPPSA brings the school community together to raise funds for various school projects - currently we are saving to build a small farm as part of our outdoor education experiences
- There will be an AGM soon in Round Hall - All welcome!
- New faces and fresh ideas are always well received and everyone is given a warm welcome
- Meetings are held approximately 2 a half term just before pick up on a Friday at school
- Who are the parent reps for these classes?

# Thank you!

We are excited to work alongside you to support your child's learning and growth. Your support and partnership are invaluable to us. Should you have any questions or concerns throughout the year, please do not hesitate to reach out.

Here's to a fantastic year of learning, discovery, and success!

