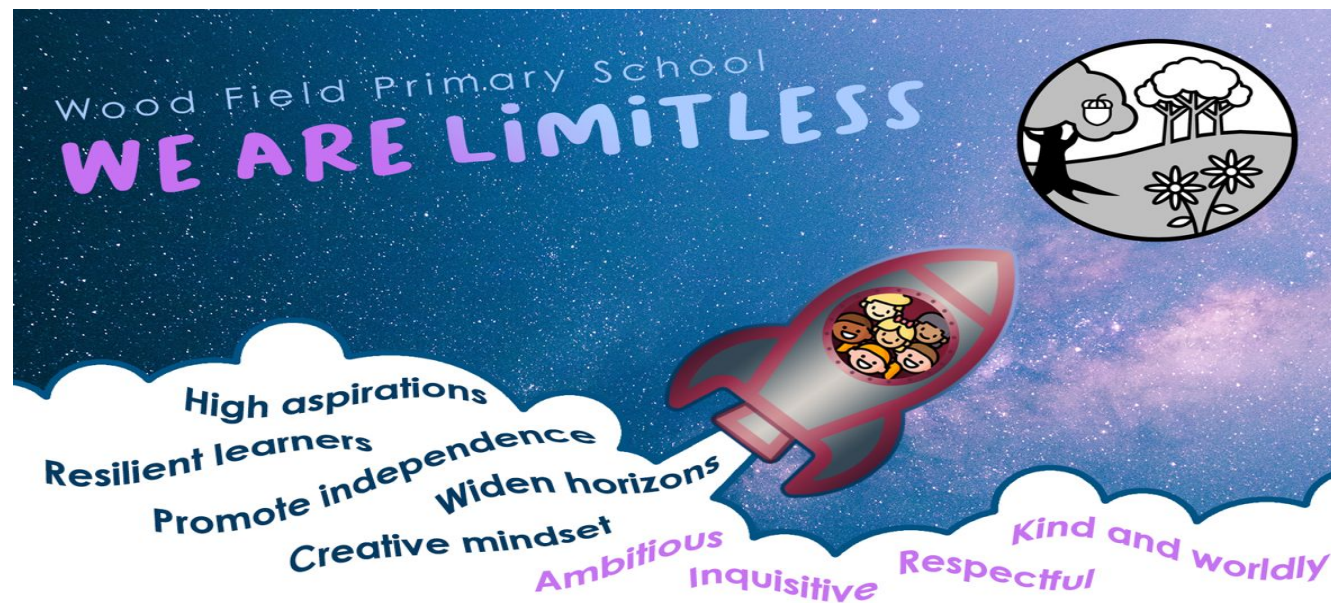




# Welcome to Year 2

A presentation for Wood Field  
parents and carers



# Teachers



Miss Neilson  
2N class teacher



Mrs Ogden  
2OH class teachers  
(Monday, Tuesday & Wednesday)



Miss Hassan  
2OH class teachers  
(Wednesday, Thursday & Friday)



# Class Support

We are introducing a new structure for our Support Staff to provide the best possible targeted support. Rather than being assigned to a single room, our Support Staff will work in specialised teams across the school. This includes a dedicated Phonics Team to boost reading progress, a Core Team to support wider classroom learning, a SEND team to support the provision for our SEND learners and a Social and Emotional team.

# Drop off and pick up

The children can arrive at school from 8.35 am where they will complete welcome work. We encourage children to arrive as early as they can so this learning can be completed and they can settle into their day.

The children will say goodbye in the main playground and enter through the large brown doors.

**Gates close and registers are taken at 8:45 am.**

The school gates will open at 3.10pm for collection.

All year 2 classes will be lined up near the centre of the playground.

Please wait for the class teacher to dismiss the children one by one.

**If you wish to speak to the class teacher, please wait until all the children have been dismissed and they will happily do so at this point.**

# Behaviour expectations



- ▶ Each day, every child will begin on '**Start**' and will progress to the '**Medal**' and receive a sticker for good work and behaviour.
- ▶ For an outstanding day and getting onto the trophy, children will receive a certificate and a praise point.
- ▶ If a child receives a warning, they will move to the '**Whistle**'. This can be rectified by improved behaviour and children can be moved back to '**Start**'.
- ▶ Upon a second warning, children will be moved down to '**Red Flag**'. If appropriate, parents will be informed at this stage.

|          |                                                                                     |
|----------|-------------------------------------------------------------------------------------|
| Trophy   |    |
| Medal    |   |
| Start    |  |
| Whistle  |  |
| Red Flag |  |

Key stage 1 will be using Dojo to record their praise points. This is a fun and interacting way for the children to see their monster gaining points. At the end of each month, we will put the dojo points in bulk onto MCAS.

If your child moves onto the red flag, you will be informed via MCAS in the form of a behaviour point.

# PE days

- ▶ PE lessons will take place on the following days:
- ▶ 2OH– Wednesday & Friday
- ▶ 2N– Tuesday & Thursday

**Please remember that PE kits need to be worn to school on these days.**



# Topics



|               |                                             | Autumn 1                                                                                  | Autumn 2                                                                                                            |  | Spring 1                                                                                                     | Spring 2                                                          |  | Summer 1                                                       | Summer 2                                                                                              |
|---------------|---------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>Year 2</b> | <b>Art &amp; Design / Design Technology</b> | <b>Unit 1: Drawing: Tell a story</b> (4 lessons)<br><b>Unit 2: Map it out</b> (4 lessons) | <b>Unit 1: Mechanisms: Fairground wheel</b> (4 lessons)<br><b>Unit 3: Structures: Baby bear's chair</b> (3 lessons) |  | <b>Unit 3: Painting &amp; MM: Life in colour</b> (5 lessons)                                                 | <b>Unit 2: Cooking and nutrition: A balanced diet</b> (4 lessons) |  | <b>Unit 4: Sculpture &amp; 3D: Clay houses</b> (5 lessons)     | <b>Unit 4: Textiles: Pouches</b> (3 lessons)<br><b>Unit 5: Mechanisms: Moving monster</b> (4 lessons) |
|               | <b>History / Geography</b>                  | <b>How was school different in the past?</b> (6 lessons)                                  | <b>Would you prefer to live in a hot or cold place?</b> (6 lessons)                                                 |  | <b>How did we learn to fly?</b> (6 lessons)                                                                  | <b>Why is our world wonderful?</b> (6 lessons)                    |  | <b>What is a monarch?</b> (6 lessons)                          | <b>What is it like to live by the coast?</b> (6 lessons)                                              |
|               | <b>Science</b>                              | <b>Habitats</b>                                                                           | <b>Microhabitats</b>                                                                                                |  | <b>Uses of everyday materials</b>                                                                            | <b>Lifecycles and health</b>                                      |  | <b>Plant Growth</b>                                            | <b>TBC</b>                                                                                            |
|               | <b>Religion and World Views</b>             | <b>Why do we need to give thanks?</b> (Hindu, Christian, Humanist)                        | <b>What do candles mean to people?</b> (Christian, Hindu, Jewish)                                                   |  | <b>How do we know some people have a special connection to God?</b> (Sikh, Muslim, Christian, Jewish, Hindu) | <b>What is a prophet?</b> (Christian, Muslim, Jewish, Sikh)       |  | <b>How do some people talk to God?</b> (Muslim, Jewish, Hindu) | <b>Where do some people talk to God?</b> (Hindu, Alevi, Muslim, Sikh)                                 |
|               | <b>Music</b>                                | <b>West African call and response song</b> (Theme: Animals)                               | <b>Orchestral instruments</b> (Theme: Traditional stories)                                                          |  | <b>Musical me</b>                                                                                            | <b>Dynamics, timbre, tempo and motifs</b> (Theme: Space)          |  | <b>On this island: British songs and sounds</b>                | <b>Myths and legends</b>                                                                              |
|               | <b>Computing</b>                            | <b>Computing and network systems 1: What is a computer?</b>                               | <b>Programming 1: Algorithms and debugging</b>                                                                      |  | <b>Computing and network systems 2: Word processing</b>                                                      | <b>Programming 2: Scratch Jr</b>                                  |  | <b>Creating media: Stopmotion</b> (3 options)                  | <b>Data Handling: International Space Station</b>                                                     |
|               | <b>PSHCE/RSE</b>                            | Introductory lesson (1 lesson)<br>Family and relationships (6 lessons)                    | Family and relationships (1 lesson) / Health and wellbeing (6 lessons)                                              |  | Health and wellbeing (1 lesson) / Safety and the changing body (4 lessons)                                   | Safety and the changing body (5 lessons) / Citizenship (1 lesson) |  | Citizenship (6 lessons)                                        | Economic wellbeing (5 lessons)<br>Transition (1 lesson)                                               |

## Our first half term:

### History - How was school different in the past?

The children will start the year with an exciting topic focusing on the history of education. They will explore the changes in schools over time, as well as the similarities and differences between our school and schools in the past.

### Art - Drawing to tell a story

The children will be learning to make marks on paper with different media – including charcoal, pencils, crayons etc.



Year 2 - How was school different in the past?

**past**  
← Now  
Events that have already happened.

**present**  
→ Now  
Events that are happening now.

**Timeline of schools in the past**

1900s 1960s 1980s Now

**beyond living memory**  
100 years ago

**source**  
DIARY  
Something that gives us information about the past.

**evidence**  
1918  
The information historians take from sources.

**What is the same?**

1900s Now

**What is different?**

Year 2 - Drawing

**Charcoal**  
A drawing material made from burnt wood

**Cross-hatching**  
Drawing lines crossed over and close together

**Scribbling**  
Drawing lines in a fast and irregular way

**Concertina**  
Folding something backwards and forwards so it becomes smaller but can be stretched out again

**Expression**  
Is the look on a face caused by how someone is feeling

**Stippling**  
Making quick up and down hand movements to make dash and dot marks on paper

**Illustrations**  
Showing a story using pictures

**Illustrator**  
Someone who draws book illustrations

**What is charcoal?** Charcoal is wood that has been burnt. It is black and snaps easily. It is good for drawing but can be messy.

**Quentin Blake**

- Born in London in 1932
- Most famous for illustrating Roald Dahl books
- He has won lots of prizes for his work
- He has been a teacher showing other people how to draw

**How can you use charcoal to make these marks?**

**Simple lines and shapes can show different expressions**

# Trips and Workshops

We are currently finalising the details for this year's upcoming school trips to ensure they offer enriching, safe, and memorable experiences for our students. Full itineraries, dates, and booking information will be confirmed and shared with you as soon as possible.

Thank you for your patience and enthusiasm as we prepare these exciting opportunities!

# Class Assemblies

Class assemblies will take place in the Central Hall as they did last year. Parents should wait on the playground after drop off and will be let in through the brown double doors for a start time of 9am.

- ▶ 2N - Thursday 4th February 2026 9am - 9.15 am
- ▶ 2OH - Thursday 11th March 2026 9am - 9.15 am

Please wait by the brown doors on the playground

# Year 2 Assessments

- ▶ Year 2 SATS are no longer a statutory requirement. End of year results will be based on teacher assessment – this will be supported by evidence of in class learning as well as informal tests completed throughout the academic year.
- ▶ Children who did not pass their phonics screening, will retake this in June 2027.
- ▶ These children will be receiving extra support throughout the year.

Before the November Progress Meetings a powerpoint will be sent to parents to explain the Standards expected in Year 2 for Reading, Writing and Maths by the end of the year.



# Reading

- ▶ As in year 1, the children will have reading lessons with their teacher following our school scheme, Little Wandle Letters & Sounds.
  - ▶ They will already be familiar with the reading book they bring home on a **Thursday**. The aim is the children build up their reading fluency of the book and share this with you at home. By continuing to read this book over the weekend, this will hugely aid the children's reading fluency.
  - ▶ Reading books must be returned the following **Monday** as these are needed throughout the week.
  - ▶ The children will visit the library weekly. This will encourage the children to choose books independently and we hope to develop a love for reading.
- 2N library day- **Tuesday** to be returned the following **Tuesday**
- 2OH library day - **Thursday** to be returned the following **Thursday**

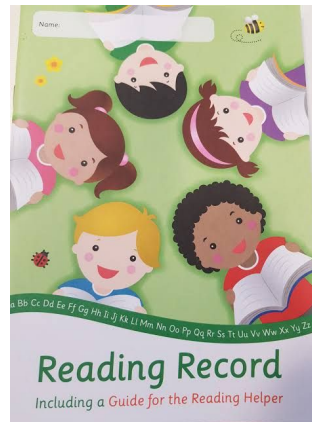


| Year 1 and 2 Common Exception Words |       |        |          |           |         |           |  |  |  |
|-------------------------------------|-------|--------|----------|-----------|---------|-----------|--|--|--|
| Year 1                              |       |        |          |           | Year 2  |           |  |  |  |
| the                                 | they  | one    | door     | gold      | plant   | clothes   |  |  |  |
| a                                   | be    | once   | floor    | hold      | hung    | busy      |  |  |  |
| do                                  | he    | ask    | poor     | told      | bath    | people    |  |  |  |
| to                                  | me    | friend | because  | every     | hour    | water     |  |  |  |
| today                               | she   | school | find     | great     | move    | again     |  |  |  |
| of                                  | we    | put    | kind     | break     | prove   | half      |  |  |  |
| said                                | no    | push   | mind     | steak     | improve | money     |  |  |  |
| says                                | go    | pull   | behind   | pretty    | sure    | Mr        |  |  |  |
| are                                 | so    | full   | child    | beautiful | sugar   | Mrs       |  |  |  |
| were                                | by    | house  | children | after     | eye     | parents   |  |  |  |
| was                                 | my    | our    | wild     | fast      | could   | Christmas |  |  |  |
| is                                  | here  |        | climb    | last      | should  | everybody |  |  |  |
| there                               | his   |        | mont     | past      | would   |           |  |  |  |
| has                                 | where |        | only     | father    | who     |           |  |  |  |
| I                                   | love  |        | both     | class     | whole   |           |  |  |  |
| you                                 | come  |        | old      | grass     | any     |           |  |  |  |
| your                                | some  |        | cold     | pass      | many    |           |  |  |  |



# Reading

- ▶ Children are expected to read **at least 5 times per week**. This could be their Little Wandle book, their library book or a book from home.
- ▶ This reading needs to be logged in their reading record book. These will be sent home in the first few weeks of the term with your child's reading book.
- ▶ We are having a large focus on the children's reading fluency and therefore reading a book a number of times, will hugely benefit the children's reading.



## Reading for Pleasure

To keep boosting our love of reading across Wood Field, we are launching daily DEAR time (Drop Everything And Read) right after lunch! Every single afternoon, the whole school will take a collective breath, pick up a book, and enjoy the pure joy of reading for pleasure. We can't wait to see where our books take us!



| Year 1 and 2 Common Exception Words |       |        |          |           |         |           |  |  |  |
|-------------------------------------|-------|--------|----------|-----------|---------|-----------|--|--|--|
| Year 1                              |       |        |          |           | Year 2  |           |  |  |  |
| the                                 | they  | one    | door     | gold      | plant   | clothes   |  |  |  |
| a                                   | be    | once   | floor    | hold      | path    | busy      |  |  |  |
| do                                  | he    | ask    | poor     | told      | bath    | people    |  |  |  |
| to                                  | me    | friend | because  | every     | hour    | water     |  |  |  |
| today                               | she   | school | find     | great     | move    | again     |  |  |  |
| of                                  | we    | put    | kind     | break     | prove   | half      |  |  |  |
| said                                | no    | push   | mind     | steak     | improve | money     |  |  |  |
| says                                | go    | pull   | behind   | pretty    | sure    | Mr        |  |  |  |
| are                                 | so    | full   | child    | beautiful | sugar   | Mrs       |  |  |  |
| were                                | by    | house  | children | after     | eye     | parents   |  |  |  |
| was                                 | my    | our    | wild     | fast      | could   | Christmas |  |  |  |
| is                                  | here  |        | climb    | last      | should  | everybody |  |  |  |
| has                                 | where |        | mont     | past      | would   | who       |  |  |  |
| I                                   | love  |        | only     | father    | old     | whole     |  |  |  |
| you                                 | come  |        | both     | class     | grass   | any       |  |  |  |
| your                                | some  |        | cold     | pass      | pass    | many      |  |  |  |



Please use this email to communicate:  
[office@woodfieldprimary.com](mailto:office@woodfieldprimary.com)

To help us help you as quickly as possible, we kindly ask that you take a quick look at the school calendar and website before reaching out, you'll often find the answers you need right there!

If you do need to get in touch about a specific concern, your child's class teacher is always the best first point of contact, as they know your child best.

Teachers are also available for an informal discussion after school, once the children have been dismissed.

# Reminders

- ▶ Morning work starts at 8:35 am and this is an important time for the children to recap previous learning, read with a teacher or complete individual tasks. If possible, the children should arrive in school as close to this time to enable them to access this learning. **Gates close at 8:45 am.**
- ▶ Please ensure that **EVERYTHING** brought into school is named.
- ▶ Children to have a water bottle in school each day.
- ▶ The children continue to be provided with a free fruit snack each day.