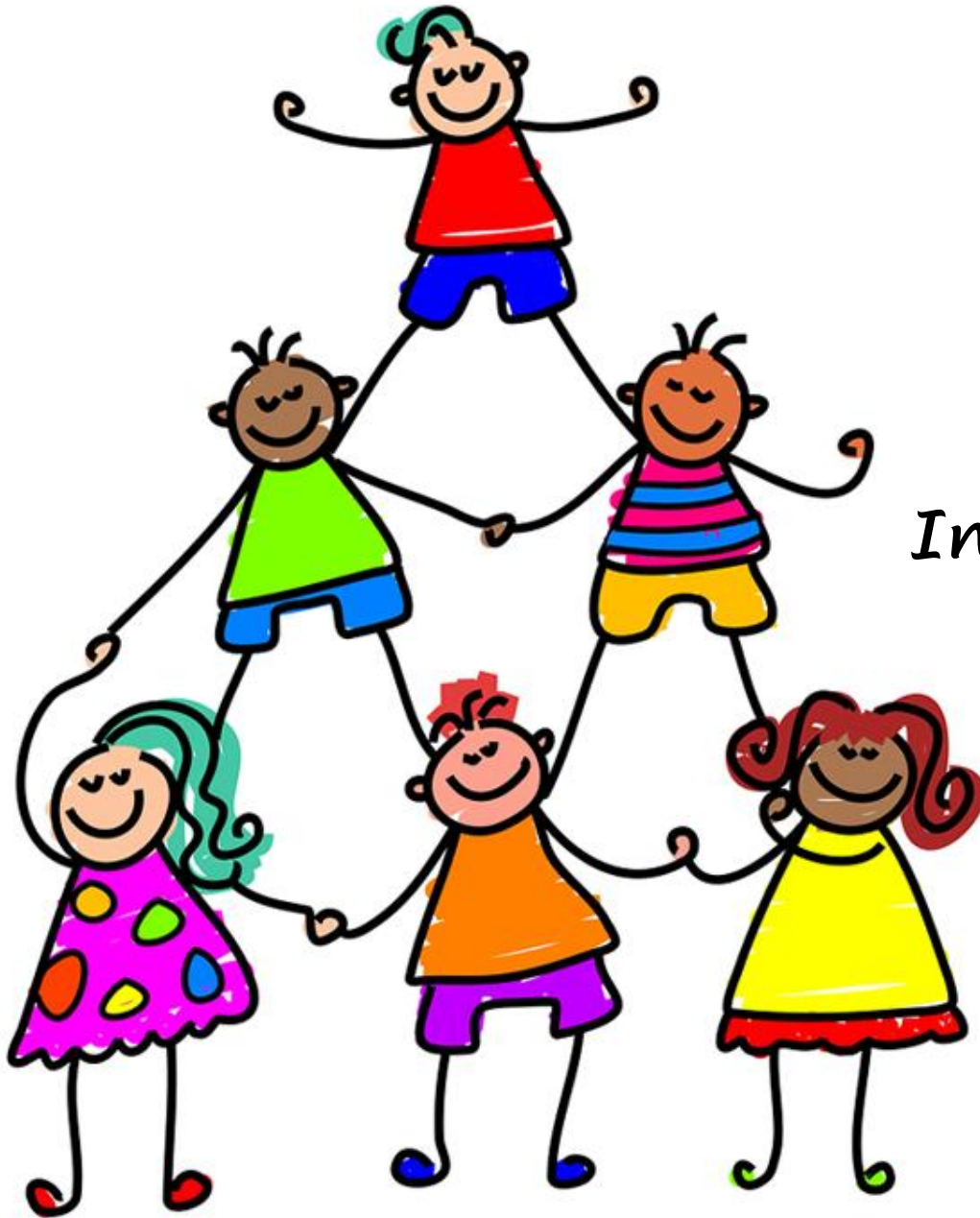




Information Evening for Year 2

16 September 2026



Year 2 - Some Key Messages

- **Developing independence** - this is a key aim in Year 2, please support this by encouraging children to take responsibility for their own belongings.
- **Water bottles, uniform, bookbags, PE pumps** – please name clearly, that way you stand a much better chance of getting it back if it gets lost!
- **Bookbags** – please keep contents and attachments to a minimum
- **Messages for staff** – please pass any messages onto the member of staff on the door in a morning or alternatively please contact the school office via email or by phone
- **End of the day dismissal** - please wait until your child is at the front of the line to call them over, Kingfishers will continue to be dismissed from their classroom. Children will only be dismissed when the Teacher has seen the adult



The Curriculum in KS1

Core Subjects:

English

Mathematics

Science

Foundation Subjects/Wider Curriculum:

Computing

History

Geography

Art

Design & Technology

Music

Physical Education

Personal, Social, Health Education

RE



The Wider Curriculum in Year 2

Our topics this year are:

Autumn

- Caring, sharing, daring
- Compare and contrast

Spring

- Making a difference
- What was it like?

Summer

- Sensational Safari
- Growing together

Available on the website
Year 2 Termly Curriculum Overviews



A typical day in Year 2 could look like...

Morning:

- Morning activities including Reading for Pleasure
- Register
- Phonics/Spelling
- English
- Snack & story time, Playtime
- Maths



Afternoon:

- Register
- Mastering Number Programme
- Wider curriculum
- Assembly/Collective Worship/Prayer





Characteristics of Effective Learning

Learning about how we learn

Characteristics of Effective Learning
Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to 'have a go'
Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things





Self Regulation in the EYFS

- There are three Early Learning Goals for PSED; they are as follows:
 - Self-Regulation
 - Managing-Self
 - Building Relationships





Self-Regulation

- Children at the expected level of development will:
 - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
 - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
 - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.



Managing Self

- Children at the expected level of development will:
 - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
 - Explain the reasons for rules, know right from wrong and try to behave accordingly;
 - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.



Building Relationships

- Children at the expected level of development will:
 - Work and play cooperatively and take turns with others;
 - Form positive attachments to adults and friendships with peers;
 - Show sensitivity to their own and to others' needs.





At the end of Primary...

- Children at the expected level of development will:
 - Understand the range and scale of emotions that they might experience in different situations
 - Understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition
 - Recognise feeling and use varies vocabulary to talk about their own and others' feelings
 - Be able to judge whether what they are feeling and how they are behaving is appropriate and proportionate



Zones of Regulation

- The Zones of Regulation is an approach to teach self-regulation
- The Zones of Regulation categorises states of alertness, energy and emotions into four coloured zones:
 - Blue Zone
 - Green Zone
 - Yellow Zone
 - Red Zone



The Blue Zone



Possible body signals:

- moving slowly
- slow heartbeat
- foggy head
- heavy limbs



The Green Zone



Possible body signals:

- relaxed muscles
- comfortable body temperature
- focused/engaged brain



The Yellow Zone



Possible body signals:

- wiggly
- heart beating faster
- body warming up
- muscles tense
- thinking faster



The Red Zone



Possible body signals:

- heartbeat fast
- skin flushed
- hot/sweating
- muscles tense



All of the Zones are okay

- A core belief of The Zones of Regulation is that all of the zones are okay.
- We routinely experience several of the Zones across a day and it is critical that we don't convey the message that the Green Zone is the only acceptable Zone to be in.
- This is not a behaviour chart.



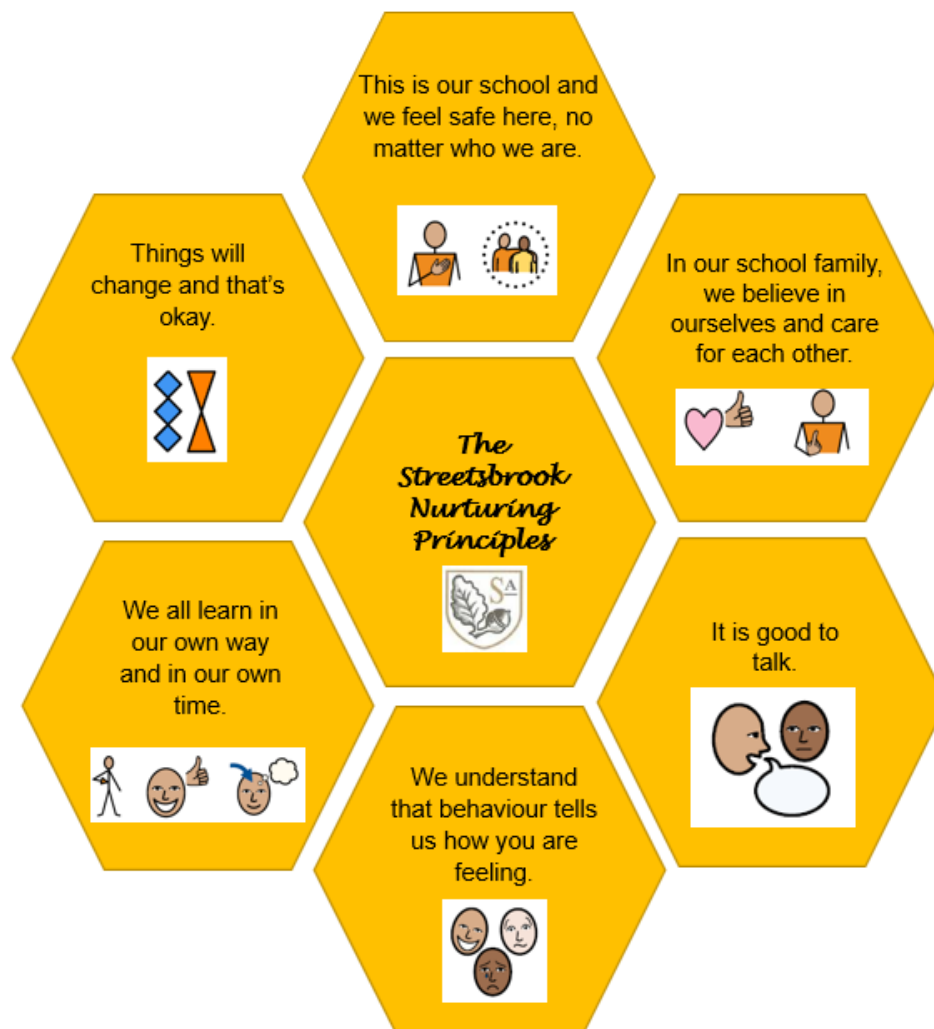


PSHE & Nurture at Streetsbrook

- We primarily use **SCARF**.
Safety, Caring, Achievement, Resilience, Friendship.
- Coram SCARF is the leading charity provider of relationships, health, wellbeing, and drugs education to children across the UK. Coram SCARF offers a whole-school approach to wellbeing and Mental Health. SCARF's whole-school approach supports primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement.
- We also participate in a range of supporting events and initiatives such as;
 - NSPCC PANTS Rule
 - Anti-Bullying Alliance Day
 - Safer Internet Day
- External providers enhance our provision with special assemblies/workshops. Examples of this include Road Safety and Scootability Training, Police led Personal Safety input, Life Ready Encounters and Carbon Monoxide Awareness training with a wonderful character called Safety Seymour!



Nurture





Anti Bullying - S.T.O.P

We encourage all children to **'Start Telling Other People'** if they feel they are being bullied.

Please speak to a member of staff if you have any concerns.

Bullying is not when two people have a disagreement or fall out over something, it is usually

Several
Times
On
Purpose



Start
Telling
Other
People



Online safety - Key Messages

- **Safe** ~ to remain safe by protecting personal information;
- **Meeting** ~ never meet somebody you have only been in touch with online without a parent or guardian;
- **Accepting** ~ do not accept email, files or messages from people you don't know;
- **Reliable** ~ not all information on the Internet is true, including the identity of others
- **Tell** ~ it is never too late to tell a parent, carer or responsible adult if someone or something makes you feel afraid online.



It is essential that we work in partnership with parents in relation to online safety. Your support is invaluable. Further guidance and advice is available on our website

N.B. Allowing children to access inappropriate materials online is regarded as a safeguarding concern.





English and Maths End of Year Expectations

www.streetsbrook.co.uk/curriculum/

Curriculum

[Home](#) >> [Key Information](#) >> [Curriculum](#)

Streetsbrook provides an inclusive, creative and challenging curriculum and a diverse range of other activities that are well matched to all learners' needs and capabilities. This highly personalised curriculum is coherently planned, regularly reviewed, evaluated and improved. This ensures that children leave Streetsbrook emotionally secure, eager to learn, socially adept, academically successful and are well prepared for their next stages of education.

We firmly believe that the learning journey the children undertake is as important as the destination and we have a long tradition of making memories for our children and their families. Children and parents identify the range of enrichment activities to be a strength of our provision.

SMSC (Social, moral, spiritual and cultural) and British values are reflected across the entire curriculum but may also be taught explicitly during assemblies, RE and PSHE. Characteristics of Effective Learning in the EYFS and Life Ready skills in both Key Stages are an integral part of learning and are also embedded throughout the Curriculum.

Streetsbrook is very successful in preparing children for their next stage in education. Outstanding teaching, an exciting curriculum and the continuous drive for improvement by all ensures that not only are the children equipped with the academic knowledge, skills and understanding to prepare them for their future, but also ensures that they are confident and caring individuals ready to influence and shape the world they live in.



English at
Streetsbrook



Maths at
Streetsbrook



PSHE at
Streetsbrook

The links below contain Curriculum Overviews for each half term.



Childcare
Curriculum
Overview for
Parents



Nursery
Curriculum
Overviews for
Parents



Reception
Curriculum
Overviews for
Parents



Year 1
Curriculum
Overviews for
Parents



Year 2
Curriculum
Overviews for
Parents

[Click here to view Curriculum Evening Presentations - September 2021](#)



[Curriculum Policy](#)



[Principles for Assessment](#)



[End of Year 1 Expectations](#)



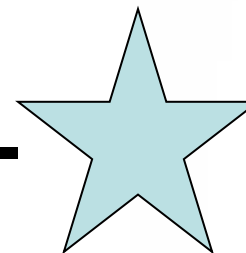
[End of Year 2 Expectations](#)



[Activities & Toys that support caregiver - child interaction - EYFS](#)



[FAQs about RSE Changes](#)





Phonics/Spelling Little Wandle

- Spelling programme links seamlessly with Little Wandle Letters and Sounds Revised programme used in Foundation Stage and in Year 1
- **Phase 5 review** – five weeks to embedding and securing Phase 5
- **Bridge to spelling** – five weeks teaching foundational skills for spelling
- **Spelling** – 20 weeks teaching Year 2 spelling requirements, aiming to create confident spellers!



Reading Little Wandle Fluency

- Reading Practice sessions in school, made up of group and whole class sessions
- We have changed our reading record system
- An eBook will be added to your child's library each week
- Sharing books / Library books to take home
- Personal reading – can be from home



As children progress through school access to the curriculum will be dependent on being able to read.

Children need to practise – 'Reading Miles'

[They need help with this](#)



eBooks

What we can see ...

Pupil Report

Search By Book Name



DURATION

Jul 1, 2023 - Aug 31, 2023



S.R No	Book Name	Time Spent (mins) ⬆	Annotation Created ⬆	Enrichment View ⬆
1	Lee and the Box: Phase 3	2.4 mins	0	0
2	In the Dark Woods: Phase 3	6 mins	0	0
3	The Hopper: Phase 3	4.2 mins	0	0
4	Owls in the Night: Phase 3	3.6 mins	0	0
5	Nipper and Gull: Phase 3	0 mins	0	0

Showing 1 to 1 of 5 records

Export XLS



How you can help in Year 2?

- Read something every day – shared reading as well as an opportunity to showcase their reading skills using  Collins Ebooks
<https://ebooks.collinsopenpage.com>
- Ensuring the children's phonic knowledge is secure.
- Being able to read and write all of the Year 1 and Year 2 Common Exception Words.
- Support with targets
- Support with weekly homework will be invaluable
- Be positive about school
- Key Instant Recall Facts – KIRFs. (see website)
Help with embedding these at home is important
- www.ictgames.com
- www.topmarks.co.uk/
- www.bbc.co.uk/cbeebies/shows/numberblocks



Curriculum Workshops

Come and see us in action!

Year 2 Workshops

Maths

Thursday 5 November 9am

Writing

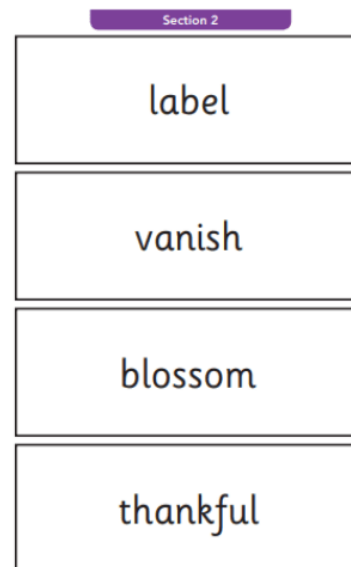
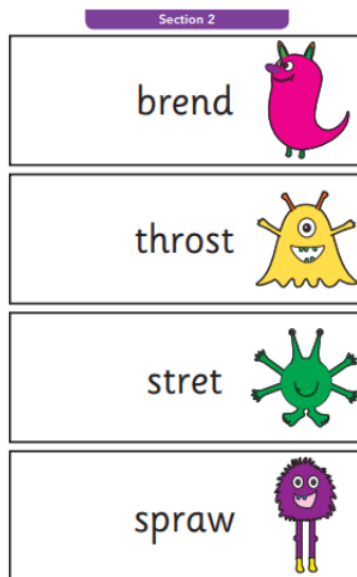
Monday 1 March 9am



Phonics Screening Check in Year 2

Children now in Year 2 who did sit or did not pass the Phonic Screening Check in Year 1 are required to take the test again in June 2027.

These children will engage with ongoing targeted group or individual support to prepare them for this.





Assessment in Year 2

- Assessment is an ongoing process and forms part of everyday teaching and learning
- Staff use a variety of approaches, including observation, questioning, discussion, set tasks, marking and the KS1 SATs
- Children's progress is monitored and next steps for learning are planned for
- Summative assessments are made termly. **Attainment** and **Progress** are tracked
- Where children are assessed as **not on track to meet age related expectation** or are **failing to make adequate progress** they will be identified and appropriate measures put in place to address this.



End of Year Assessment

End of year report in **Reading, Writing and Maths**

The national expectation by the end of Year 2 is that children will be at **‘expected standard’** where they meet age-related expectations for the curriculum area being assessed

If a child has not yet met age-related expectations, they will be said to be **‘working towards.’**

A child exceeding age-related expectations at the end of the year will be said to be **‘working at greater depth.’**

End of year report in **all other Curriculum Areas**

‘expected standard’ or ‘working towards the expected standard’

* Some children will be assessed using Pre Key Stage assessment criteria



Homework in Year 2 starting in October



- Phonics /Spelling once a week
- Home reading – eBooks weekly (this may not be the same day each week)
- Sharing books – Independently changed as often as required
- Maths – Supporting/reinforcing current learning or a family-based game
- Wider Curriculum Tasks/Projects – From time to time
- Phonics/Spellings and Maths KIRFs - On-going



Thank you!

