

Welcome to Year 2



Information for parents: September 2025



Meet the Team

**We are thrilled to embark on a new academic year with your child!
Your support and partnership are invaluable to us.**



Ian

Kingfisher Class
teacher

Achievement Leader
Assistant Headteacher



Claire

Puffin Class Teacher



James

Woodpecker Class
Teacher



Jo

Robin Class Teacher

Meet the Team

**We are thrilled to embark on a new academic year with your child!
Your support and partnership are invaluable to us.**



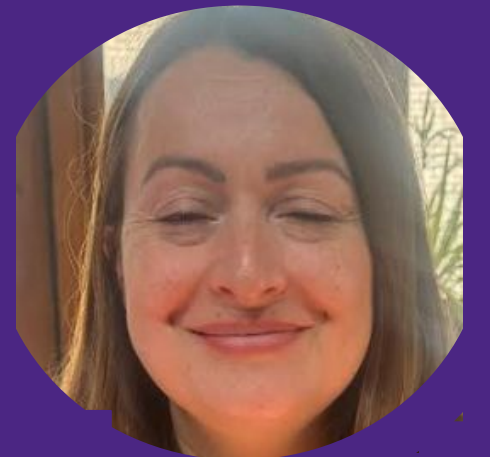
Soulla



Aneeza



Gosia



Sebnem

Sonia

LSA's - Learning Support Assistants
Intervention leads

Attendance & Punctuality

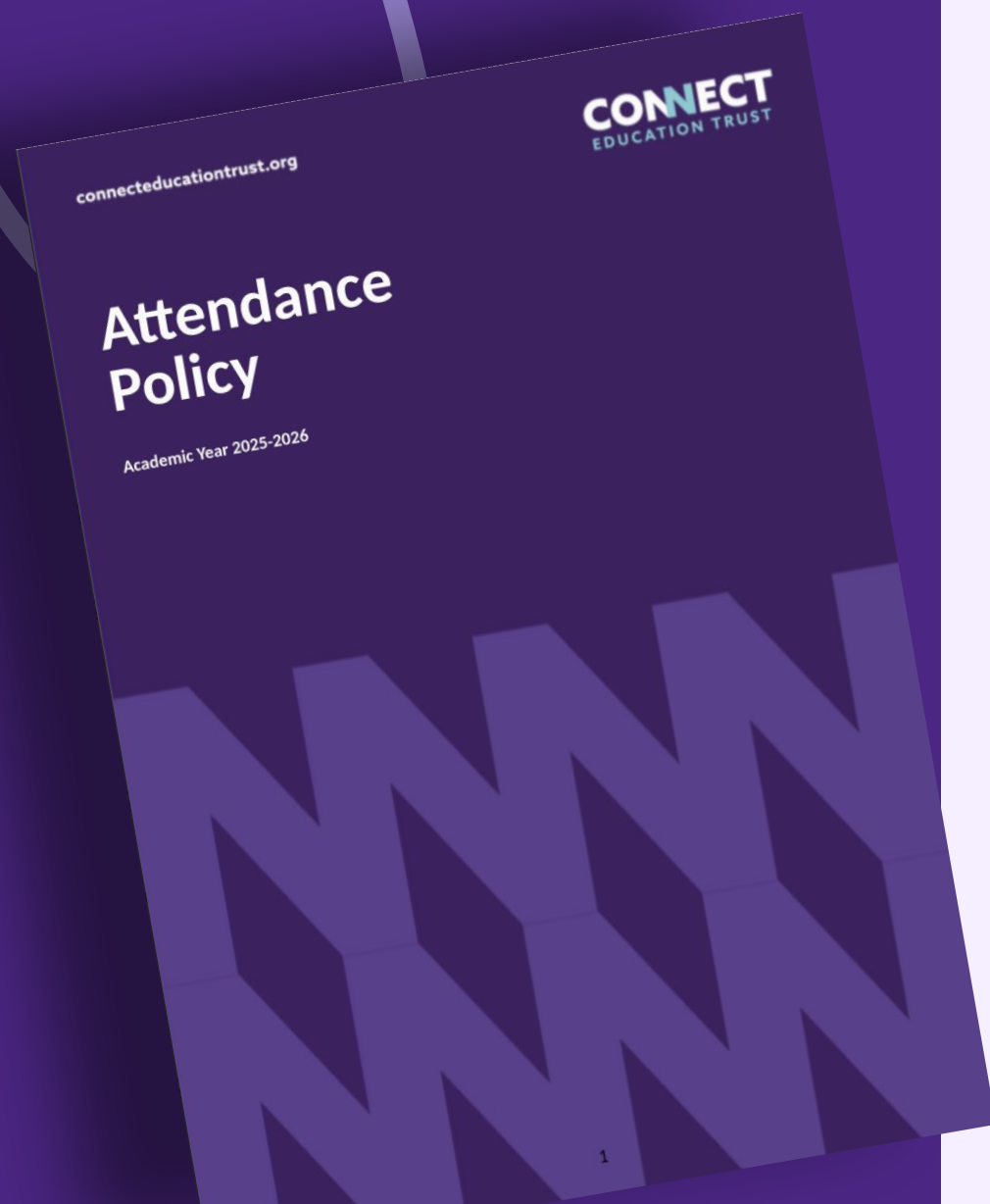
Achieving Their Best

We have a whole-school target of 97% attendance. Children thrive when they are in school on time every day, ensuring a positive, confident, and settled start to the day for the entire class.

A prompt arrival ensures your child can participate in the important 'meet and greet' with their teacher, allowing a valuable connection before the day begins.



- **School Doors:** Open from **8:45 AM**, with children expected to be in class very soon after.
- **Late Arrivals:** Children arriving **after 8:55 AM** will be marked late on the register.
- **Absences:** If your child is ill please notify the school via **Arbor**.
- **Early/During School Collections:** Where possible, please book appointments outside school hours. If however your child does have a dental/medical appointment, parents must warn the office in advance of the collection.
- **Good Attendance:** is celebrated in our family assemblies and the Newsroundup.
- **End of the Day:** The school day ends at **3:25 PM** for all children in Reception to Year 6.
- **Collection Point:** Parents are to collect their child from the classroom doors.



General Communication Guidelines

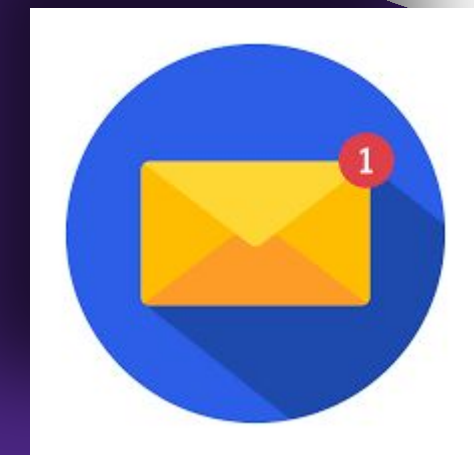
We are always here to support your child's learning journey.

- **Non-Urgent Matters:**

- Write a note in the purple Home School Diary and ask your child to give it directly to their teacher.
- Leave a message with the school office to be passed on, telephone, or send an email to office@grangeparkprimary.org.
- Speak to us informally after school, once the class has been safely dismissed.

- **Urgent Matters:**

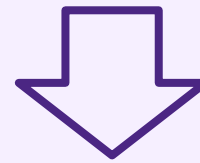
Please telephone or email the school office to arrange an appointment at a mutually convenient time, as **staff members cannot leave class during teaching hours.**



General Communication Guidelines

Escalation:

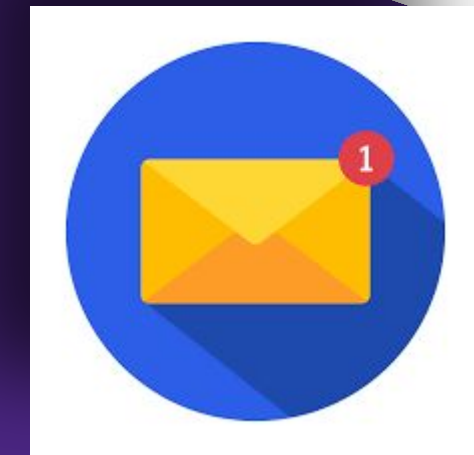
1. Teacher/Support Staff



2. Achievement Leader: For more serious concerns not resolved by the teacher



3. Assistant/Deputy Headteacher: For concerns not resolved through the teacher or achievement leader



School uniform

Uniform Policy: It is vital that all children wear the correct school uniform and footwear, including PE kits. We will communicate with parents if a child's uniform does not meet school requirements.



Day Wear

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

School uniform

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

For full uniform details, please visit our website: [School Uniform - Grange Park Primary](#)



- For health and safety, only religious items, stud earrings, and watches are permitted. Make-up and nail polish are not allowed.

School uniform (PE)

Children should come to school wearing their PE kit on the days they have PE.

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

PE Kit

- Purple PE T-shirt (with logo)
- Grey winter sweatshirt (with logo)
- Grey winter joggers (with logo)
- Black PE shorts
- Black plimsolls or plain black trainers (no logos or colour on trainers)
- Leggings and other colour joggers/sweatshirts are not permitted



School uniform (PE)

Monday (all classes - PPA)

Kingfisher - Wednesday

Puffin - Wednesday

Robin - Thursday

Woodpecker - Tuesday



School resources

As you know, children from Year 1 - Year 6 should bring in their own pencil case and stationery to school which many schools are requesting now. This enables children to take care and have a sense of responsibility for their own belongings. Please see the list:

1 x Clear pencil case (20cm X 12cm)

1 x A glue stick

3 X HB pencils (Staedtler Noris/Yellow and Black HB)

1 x Purple pen (ball point)

3 x Whiteboard pen

1 x Black handwriting pen (Y4-Y6 only)

1 x Sharpener

1 x Rubber

6 x colouring pencils

Box of tissues for the classroom (this doesn't need to be labelled as it's for the classroom)





Playtime & Lunchtime

Playtime snacks and snacks before enrichment clubs are an integral part of our school day. We kindly ask for your cooperation in limiting these to fruit and vegetables only

We do not permit any snacks or packed lunches containing nuts or nut products due to allergies.

We encourage parents to select their child's lunch choices together via The Pantry website to ensure a smooth and enjoyable lunch experience when they reach the hatch.

If lunch has not been ordered in advance, your child will be provided with a jacket potato.

If you choose to send a packed lunch, please ensure it is healthy.

While tasty, items like crisps and chocolates are high in sugar and unhealthy fats, which can lead to energy fluctuations that hinder productive learning and play.

Playtime & Lunchtime



We continue to add 'loose parts' to the playgrounds, fostering opportunities for creative and imaginative play by allowing children to manipulate and change their environment. This initiative will continue to develop throughout the year, so please look out for requests for donations.

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

All playground enhancements are subject to strict risk assessments. We kindly request that you do not allow your children to play on or with the equipment before or after school.

Behaviour for Learning

We have high expectations for children's behaviour in the classroom, when moving around the school and during play and lunchtimes

We celebrate positive behaviours, using them as models to inspire and share with others.

Your support is invaluable in ensuring children understand our expectations and take responsibility for their choices.

Our consequences are always consistent and fair, guided by our published 'Behaviour for Learning' policy (found on the school website), and therefore may not always require a detailed explanation.

We maintain strict confidentiality and will not discuss other children with you, as this safeguards all pupils.

Terrific Toilets: Respectful Use

Our 'Terrific Toilets' initiative supports children in using school bathrooms respectfully. Expectations are clearly communicated to promote a positive environment for all.





The Curriculum: Ambitious and coherently planned

Our coherently planned curriculum uses the National Curriculum as its foundation for subject content and expectations.

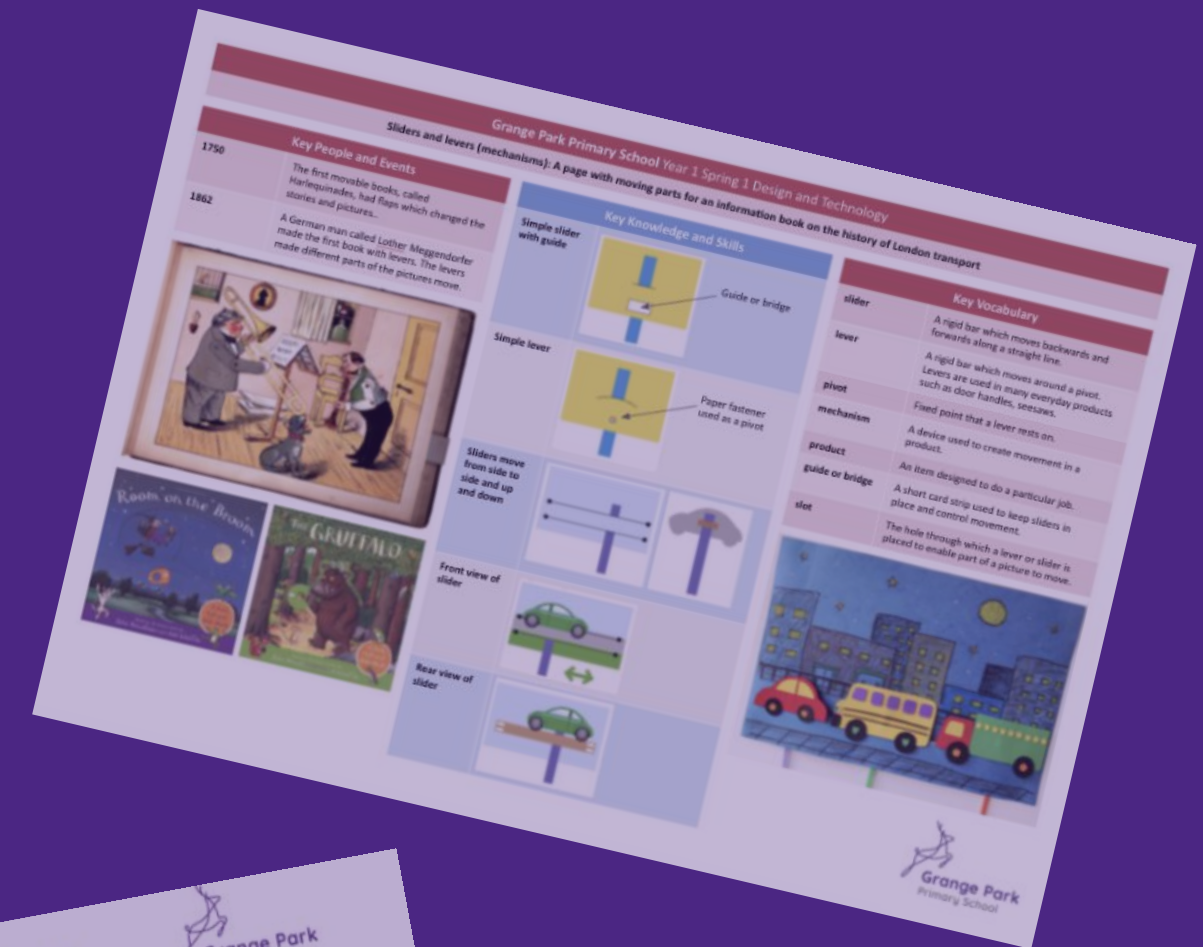
We are committed to ensuring our pupils experience a broad and balanced curriculum, leading to a long-term memory of an ambitious body of knowledge.

The curriculum

It is designed and sequenced so that new knowledge and skills build upon what has been taught before, progressing towards **clearly defined endpoints**.

These endpoints outline what pupils need to know and be able to do at each stage and can be found on our website in the curriculum tab: [Subjects - Grange Park Primary](#)

We understand that learning is most successful when children can make connections with past learning and future topics, ensuring that learning is organised and meaningful.



The 'core' curriculum

By the end of the year, children working at age related expectation (ARE) will be confident with the following:

Reading - Year 2 ARE (white chapter books)

Writing - big focus on handwriting, spelling, demarcation, coordination (and, but, so, or), subordination (if, when, that, because) and tense. ([Writing TAF's Link](#))

Maths - place value (Tens and ones), 2's, 5's & 10 times tables, addition and subtraction, fractions, money, time, properties of 2D and 3D shapes.

Year Group	School Terms	Book Band	or...
Reception	Autumn	Set 1 sounds	
	Spring	Red RWI	
	Summer	Green RWI	Purple RWI
Year 1	Autumn	Pink RWI	Orange RWI
	Spring	Yellow RWI	
	Summer	Blue RWI	Grey RWI
Year 2	Autumn	Blue RWI	Grey RWI
	Spring	Gold	
	Summer	White	
Year 3	Autumn	White	
	Spring	Lime	
	Summer	Brown	
Year 4	Autumn	Brown	
	Spring	Brown	
	Summer	Grey	
Year 5	Autumn	Grey	
	Spring	Dark Blue	
	Summer	Dark Blue	
Year 6	Autumn	Burgundy	
	Spring	Burgundy	
	Summer	Black	
Secondary		Black	

Curriculum connections

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.

Write a recount of the London Eye Trip
Use knowledge about London to create an information text on significant landmarks.

Use effective adjectives which link to the five senses.
Develop writing in a cursive script.
Learn high frequency spelling words and patterns.

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.



2

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

D&T

Maybe it's because I'm a Londoner: Collage of London cityscape

Explore and evaluate a range of existing products

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Build structures, exploring how they can be made stronger, stiffer and more stable



1

2

Science

Materials

Describe objects, including naming the material from which they are made.

Identify objects made of a particular material.

Explain if a material is a good choice for an object.

Test materials to check if they are fit for a particular purpose.

Invent creative and unusual uses for everyday materials.

Use correct scientific vocabulary to describe materials.

Suggest reasons why some materials are more suitable for making items from (e.g. a teabag) than others.

2

2

Religious & World View Education

Christianity

Understand who a Christian is and what they believe about god.

Understand why Jesus is important to Christians.

Explore the miracles of Jesus and what they teach Christians.

Explore how stories from the New Testament impact Christians' lives.

Understand why Christians pray.

1

Computing

What is a computer?

Explore what a computer is by identifying how inputs and outputs work.

Explore how computers are used in the wider world.

Online safety: Learn how information put online can last a long time.

Know who to talk to if something has been put online without consent.

1

PE

Linking

Explore how champion gymnasts connect movements on and off apparatus.

Perform sequences of jumps, rolls and balance.

Hands

Develop dribbling in order to keep control and possession of the ball.

Practice passing balls to keep possession and score points.

2

Music

Singing and rapping songs about London

Rap to the correct rhythm of the lyrics.

Sing in tune and perform actions.

Sing in a round.

Work in a group to rehearse and perform.

Increase knowledge of the history of music.

2

PSHE

Being Me in My World

Identify some hopes and fears for this year.

Understand the rights and responsibilities for being a member of the class and school.

Listen to other people and contribute ideas about rewards and consequences.

Recognise choices and understand the consequences.

Character trait: Resourcefulness

2

Spanish

Números y fechas

Dates and numbers

Learn social etiquette with Spanish greeting and titles and asking how someone is feeling. They also revisit basic colours, numbers

to then say their age.

2

2

2




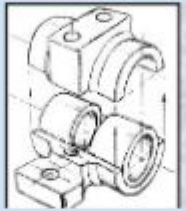




Knowledge Organiser






Grange Park Primary School Year 2 Autumn Design and Technology

Enquiry question: How can we build a bridge that is strong enough to hold 100 pennies?

Key People and Events		Key Knowledge and Skills		Key Vocabulary	
Zaha Hadid	Zaha Hadid designed bridges that looked modern and flowing, almost like pieces of art. One of her famous bridges is the Sheikh Zayed Bridge in Abu Dhabi, which curves like waves.	Glueing		Word	Definition
Faith Wong	An engineer who has worked on innovative bridge projects in Asia, focusing on safe and sustainable designs.	Assembling		suspension	A bridge that hangs from strong cables.
Milenka Karanović	She is known for designing and engineering bridges in Europe, including ones that balance beauty with strength.	Strengthen		cable-stayed	A bridge held up by straight cables attached to tall towers.
Santiago Calatrava	He designs bridges that look like birds, wings, or sails, such as the Peace Bridge in Calgary, Canada.			arch	A bridge with a curved arch underneath that holds it up.
Significant bridges	Tower Bridge, England, opened 1894. Golden Gate Bridge, USA, opened 1937.			cantilever	A bridge that sticks out on both sides and meets in the middle, like giant arms reaching out.



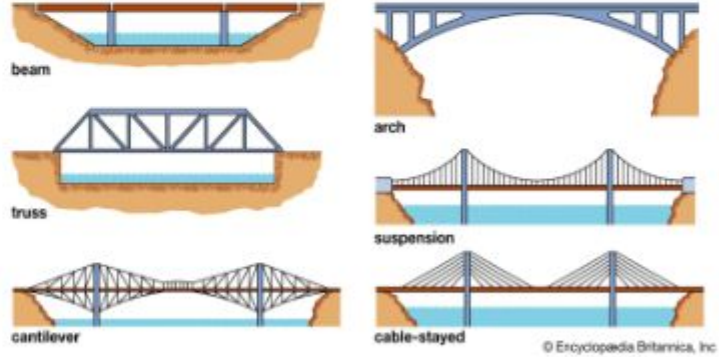






Purpose of Bridges

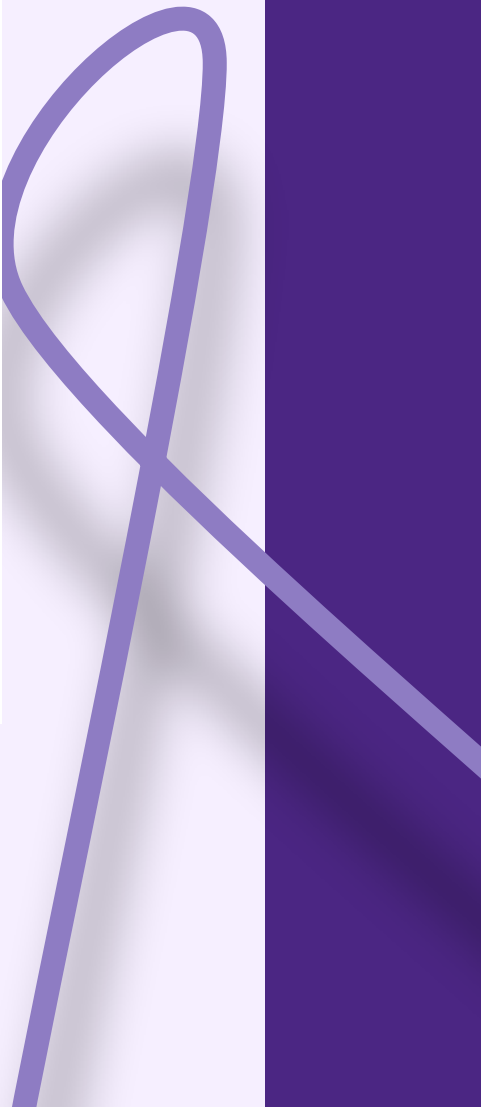
Bridges were built to overcome natural obstacles.

Bridges were used to make travel easier, safer and to trade.



© Encyclopaedia Britannica, Inc





The curriculum

Recommended Reads on the school website

Reading spine:

- Eyes That Kiss in the Corners
- Perfectly Norman
- Flat Stanley
- Diary of a Killer Cat
- The Lighthouse Keeper's Lunch
- The Girl at the Front of the Class





Swimming

As part of the curriculum, we offer swimming at our school. In the past we used to go to Arnos Grove swimming pool, but last year we successfully set up a temporary pool on site and all Y4s and Y5s had their swimming lessons on site.

Year 2s and year 3s can look forward to their swimming lessons in September 2026 - you will get more information on this at the end of this academic year.

Home learning including reading

Home School Diary and Reading Record (Purple Books) These books are an essential tool for communication and learning support, and must be brought to school every day.

- **Content:** They contain valuable support materials for maths, reading, spelling lists, handwriting, recommended reads, and question stems to support reading at home. They also include all digital logins for the children.

- **Reading Record:** This is where parents (or children, depending on age) should record daily reading, note new and tricky words, and find our school word of the week to practise and use in everyday conversation.

- **Key Stage 1 (KS1) Specifics:** Children will receive a RWI (or banded book once they complete RWI) and one reading for pleasure book.

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

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
ou, op, ur
- Diagonal joins to letters with ascenders
ab, u, it
- Horizontal joins to letters without ascenders
ou, vl, wi
- Horizontal joins to letters with ascenders
ol, wh, ot



Home learning including reading

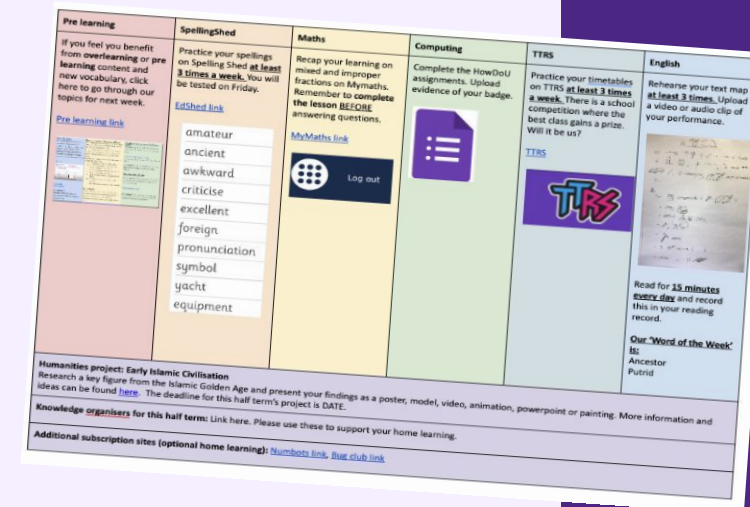


Book Changes & Progress:

- **Tuesday** - RWI books will be changed, chapter books as required

Reading hub sessions:

- **Puffin** - Wednesday
- **Woodpecker** - Thursday
- **Robin** - Friday
- **Kingfisher** - Tuesday



For additional information on reading at Grange Park and further recommended reads, please visit our website.

Handwriting At Grange Park, we place great importance on handwriting and presentation. We use the Nelson Handwriting scheme, and guidance for this can be found in your child's Home School Diary.

Home Learning Expectations: Home learning consolidates your child's learning and is very important.

- Clear home learning expectations are detailed for parents on the school website under 'Home learning guidance'.
- A home learning timetable is uploaded to the children's Google Classroom every week for easy navigation.



Reading hub

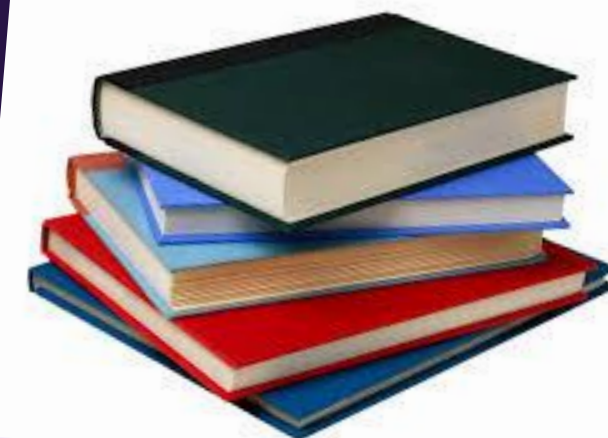
The reading hub has had an uplift!

The children are excited about the new books and some classes have already enjoyed their reading hub slot this week!

With the time and cost of the upgrade, we have set up the reading hub system to carefully monitor book loans.

If your child has a book that is overdue, you will receive an email from our system that tells you this.

After a second reminder you will receive an email that will charge you for the outstanding book.










How can you support your child



How to support at home:

- Reading (RWI books)
- Reading (chapter books)
- Handwriting
- TTRS
- Spelling Shed
- Support home learning
- Adopt a positive attitude towards ALL subjects!

Pre learning	SpellingShed	Maths	Computing	TTRS	English
<p>If you feel you benefit from overlearning or pre learning content and new vocabulary, click here to go through our topics for next week.</p> <p>Pre learning link</p> 	<p>Practice your spellings on Spelling Shed at least 3 times a week. You will be tested on Friday.</p> <p>EdShed link</p> <ul style="list-style-type: none"> amateur ancient awkward criticise excellent foreign pronunciation symbol yacht equipment 	<p>Recap your learning on mixed and improper fractions on Mymaths. Remember to complete the lesson BEFORE answering questions.</p> <p>MyMaths link</p> 	<p>Complete the HowDoU assignments. Upload evidence of your badge.</p> 	<p>Practice your timetables on TTRS at least 3 times a week. There is a school competition where the best class gains a prize. Will it be us?</p> <p>TTRS</p> 	<p>Rehearse your text map at least 3 times. Upload a video or audio clip of your performance.</p>  <p>Read for 15 minutes every day and record this in your reading record.</p> <p>Our 'Word of the Week' is: Ancestor Putrid</p>
<p>Humanities project: Early Islamic Civilisation 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 here. The deadline for this half term's project is DATE.</p> <p>Knowledge organisers for this half term: Link here. Please use these to support your home learning.</p> <p>Additional subscription sites (optional home learning): Numbots link, Bug club link</p>					

Online safety

- 1 in 3 children aged 5-7 use social media unsupervised. This figure has been increasing year-on-year. (Ofcom)
- 23% of children aged 8-15 spend more than four hours a day on an internet-enabled device. (Children's Commissioner for England)
- A third of children aged 8-17 have seen something worrying or nasty online, but only 20% of their parents report being told about it. (Ofcom)
- Bullying is one of the most common issues young people face online.
- Around 70% of children will encounter violent or pornographic content while using the internet for research and homework. (Natterhub)
- Almost 3 in 10 children aged 8-17 have experienced someone being nasty or hurtful to them via apps or platforms, which is higher than the rate of in-person experiences. (Ofcom)
- Almost a quarter of children (23%) claim they can identify what is real or fake online, but fail to do so in a test. (Ofcom)

Technology at Grange Park

Children from Year 1 to Year 6 are provided with a Chromebook at Grange Park.

- **In School Use:** We teach online safety discreetly and through various curriculum areas. We monitor use to ensure the equipment is solely for your child's educational purposes, and children receive adequate time away from Chromebooks.

- Chromebooks in year 2 are used for children to access valuable resources or information to support their learning, short sessions on TTRS and Spelling Shed.

We also use them for interactive lessons using platforms such as Nearpod, Thinglink or creating work using Google Suite tools, Canva and Adobe Express.

Technology at Grange Park

- **Home Use:**

- Chromebooks must be brought to school daily, fully charged.
- Please ensure they are treated with care and that their use is monitored at home for educational purposes only, and used only by your child.
- SENSO client software is installed to ensure children are not accessing inappropriate content for their age. You will be contacted if there is a violation.



Technology at Grange Park

We remind you of the Chromebook Agreement signed prior to your child receiving their device.

- **Accidental Damage/Loss:** In the event of accidental damage, we request 50% of the trust's cost for the Chromebook, currently £85. Lost chargers are £24.70, and lost cases are £6.50. You will always receive an email notification when this payment is added to your basket. For any questions or queries regarding this, please speak with the class teacher or the school office team.

- **Care Tips:** Please help your children care for their Chromebooks by transporting them in the provided cases and avoiding eating and drinking while using them.

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

Enrichment

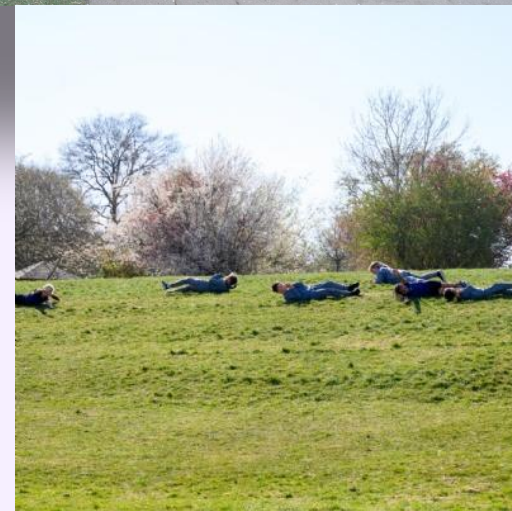
Special Events, Trips, Residentials & Visitors

We believe these experiences greatly enrich your child's learning.

- **Autumn 1** - London Eye and science workshop
- **Autumn 2** - Great Fire of London Workshop
- **Spring 1** - National Gallery
- **Spring 2** - Trent Park
- **Summer 1** - Flo on the Road workshop
- **Summer 2** - Southend

Please remember to consult the News Roundup for dates of all forthcoming events.

- **Voluntary Contributions:** While contributions for trips and workshops are voluntary, they are essential for these valuable experiences to proceed. We kindly request you contribute as much as possible, as insufficient contributions may unfortunately lead to cancellations.



Enrichment

Class Assemblies & Concerts

- Class assemblies take place in the round hall:
 - **Robin** - 6th February 2026
 - **Kingfisher** - 6th March 2026
 - **Woodpecker** - 15th May 2026
 - **Puffin** - 5th June 2026

Nativity (all classes) - w/b 15th December TBC

Forest School at Grange Park - Autumn 2

Every year group (Nursery - Year 6) is timetabled to participate in Forest School sessions over the course of the year. You will receive more specific information before your child's scheduled sessions.

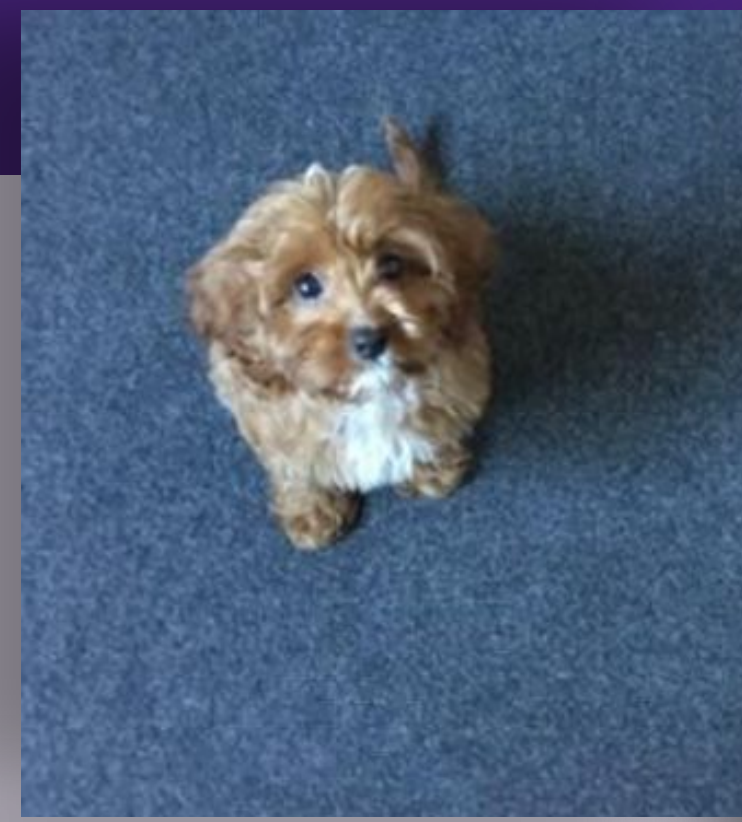


Toffee- Our School Dog

Toffee!

Our school dog is a beautiful, gentle Cavapoo, a crossbreed known for its friendly nature and hypoallergenic coat (a mix of Cavalier King Charles Spaniel and Poodle). Toffee brings so much joy, comfort, and a wonderful sense of calm to everyone she meets. Her gentle presence helps to create a truly special atmosphere here at Grange Park.

We understand there may be children with allergies or are scared of dogs, this is addressed with sensitivity through our risk assessment which can be found on the school website in the 'About Us' section.



Assessments

Year 2 - phonics screening retakes (summer term)

During the Summer term we will be giving the children the opportunity to sit the KS1 SAT's papers.

These are not statutory but we will use these alongside our teacher judgement to assess the children at the end of the year.

RWI assessments will take place towards the end of each half term.



Standards
& Testing
Agency

Supporting our school

Donation of a Book for Birthdays As a kind reminder, you are welcome to donate a book to the class in lieu of sending sweets on your child's birthday. Children across the school genuinely enjoy reading these donated books, and teachers add a sticker to acknowledge your thoughtful contribution.

Voluntary Contributions to the School We are immensely grateful that volunteers, fundraisers, and voluntary donations help provide many of our valuable learning experiences. Our school budget is increasingly strained due to significantly lower funding in recent years.

Making Donations: Any parent wishing to make a one-off, termly, or monthly donation can do so through Arbor. There is no fixed amount; any contribution is sincerely appreciated.

Sponsorship: 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.

Supporting our school

Parent Workshops We also engage with parents through various parent workshops. Please look out for these in the Autumn 1 term:

- Wednesday 8th October - Come Learn With Me (more information to follow)

Our Parents Association, the GPPSA, plays a vital role in bringing the school community together to raise funds for various school projects.

Get Involved: An AGM will be held soon in the Round Hall, and all are welcome! New faces and fresh ideas are always warmly received.

Meeting Times: Meetings are held approximately twice a half-term, just before pick-up on a Friday at school.



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!

Creating foundations for bright futures