

Living, learning and loving together with Christ.

Year 2 Curriculum Presentation 2026-2027



Year 2 Team

Mrs Mooney

Miss D'Souza

Mrs McCleod



Prayer and Worship



Prayer and worship is at the heart of everything we do as a school.

Monday - Whole School Picture News Prayer
Tuesday - Whole School Celebration of the Word
Wednesday - Mark 10 Mission
Thursday - Class Worship
Friday - Picture News Creative Prayer

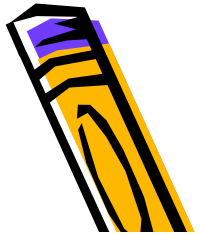
Class Celebration of the Word will also take place throughout the school year.

Ten:Ten Resources

THE MARK 10 MISSION

Picture News

Year 2 Timetable



Week

	8.30-9.00		9.00-10.15		10.30-10.45	10.45-11.00	11.00-12.00		1.00- 2.00		2.00-3.00
Mon	POBBLE Maths Blast	GetW	MATHS	B	STORY	PHONICS	ENGLISH	L	SCIENCE		SCIENCE HW
Tues	POBBLE Maths Blast GR	GetW	MATHS	R	STORY	PHONICS	ENGLISH	U	RE		HW MUSIC
Wed	POBBLE Maths Blast GR	COMPUTING		A	STORY	PSHE	MATHS	C	RE		HW MARK 10
Thur	POBBLE Maths Blast GR	Hymn Practise LPT Planning	MATHS	E	STORY	PHONICS	ENGLISH	N	PE	RE	RE
Fri	SPELLINGS POBBLE GR	ENGLISH Reading	PE	E	GEOGRAPHY		Creative Prayer	N	ART/DT		ASSEMBLY Show and Tell Favourite Friday

Curriculum

- RE
- Maths
- English
- Science
- Computing
- PHSE/RHE

- Art
- D&T
- Music
- History
- Geography



Year 2 Foundation Subjects Yearly Overview

	Science	History	Geography	P.E	Computing	Art	Design Technology	Music	RHE
Autumn 1	Animals Including Humans (Biology)		India	-Fundamental skills -Circuits	Throughout the academic year, children will be learning about different elements of the following areas of computing each term; -E Safety -Computer Science -Digital Literacy	Colour Creations		Jack and the Beanstalk	-Girls and Boys -Clean and Healthy
Autumn 2	Animals Including Humans (Biology)	The Gunpowder Plot		-Throwing and Catching -Dance			Textiles- Puppets	Nativity	
Spring 1	Everyday Materials (Physics)		Weather	-Fundamental skills -Balance and Movement		Kandinsky		Animal Pageant	-Super Susie Gets Angry -The Cycle of Life -Being Safe -Good Secrets an d Bad Secrets
Spring 2	Properties of Materials (Physics)	The Great Fire of London		-Gymnastics -Skipping			Food technology	Great Fire of London	
Summer 1	Plants (Biology)		Climate Around the World	-Bat and Ball -Rugby			Wheeled vehicles	No Place Like Home	-Physical Contact -Harmful Substances -Can you Help Me? -The Communities We Live In
Summer 2	Habitats (Biology)	Florence Nightingale		-Invasion Games -Athletics		Sculpture- Anthony Gormley		Playing in the Band	

Subject curriculum overviews are available on the website.

Year 2 Core Subjects Yearly Overview

	English	Maths	R.E
Autumn	• Non Fiction: Recount Maisie's Dragon • Fiction: Traditional- Little Red Reading Hood • Poetry: Halloween Poems • Fiction: Narrative-My Christmas Star	• Place Value • Addition and Subtraction • Properties of shapes	• Beginnings • Signs and Symbols • *Islam* • Preparation
Spring	• Fiction: Fables -The Chinese New Year • Non Fiction: Letter-The day the crayons quit • Poetry: Monster Poems • Non Fiction: Non Chronological Reports -Dinosaurs	• Multiplication and Division • Money • Measurement: length and height • Measurement: Mass, capacity and temperature	• Books • Thanksgiving • Opportunities
Summer	• Fiction: Adventure-The Owl who was afraid of the Dark • Non Fiction: Information -Owls • Poetry: Humorous poems-Desk Diddler • Non Fiction: Information Text-Plants	• Measurement: Mass, capacity and temperature • Fractions • Statistics • Time • Position and movement	• Spread the Word • *Judaism* • Rules • Treasures

Religious Education

This year, we are beginning to introduce

The Way:

The RE Curriculum, developed by the Diocese of Hexham and Newcastle in response to the new Religious Education Directory.



Religious Education

The curriculum places Scripture at the heart of learning and helps children deepen their knowledge of the Catholic faith, develop a relationship with God, and understand how faith can guide their daily lives.



Through engaging lessons, prayer, reflection and discussion, children will explore key teachings of the Church and grow in their understanding of what it means to live as followers of Jesus. We look forward to working with parents as we embark on this exciting journey of faith together.



Relationships and Health Education/

Personal Social Health Education

We continue to follow the diocesan recommended programme for RHE , which is called 'Life to the Full Plus'. It is produced by a company called Ten: Ten, whose resources we use for our daily classroom prayer.

Relationships and Health Education/

Personal Social Health Education

This scheme of work covers the both the PSHE and RHE National Curriculum objectives, delivering key messages about themes such staying healthy, positive relationships and online safety in an age appropriate way and in line with the teachings of the Catholic church.

Relationships and Health Education/Personal Social Health Education

This year, there has been an update to the RHE/PSHE statutory guidance, therefore some new lessons and units of work have been added to the pathway for each year group. To ensure clear progression, some lessons may have changed year groups within phases too. These have been highlighted on a updated curriculum overview which is available on our website.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Handmade with Love -I Am Me -Head, Shoulders, Knees and Toes -Ready Teddy	-Let The Children Come to Me -God Loves You -Special People -Treat Others Well -And Say Sorry	-Let the Children Come to Me -I Am Unique -Girls and Boys -Clean and Health	-Get Up -The Sacraments -Jesus, My Friend -Family, Friends and Others... -When Things Feel Bad -Balancing Need	-Get Up -We Don't Have to Be the Same -Respecting Our Bodies -What Is Puberty?* -Changing Bodies* -Male/Female Discussion groups*	-Calming the Storm -God Is Calling You -Under Pressure -Do You Want A Piece Of Cake? -Self Talk	-Calming the Storm -Gifts and Talents -Spots and Sleep -Body Image -Peculiar Feelings -Emotional Changes -Seeing Stuff Online (
-I Like, You Like, We All Like -All the Feelings -Let's Get Real -Growing Up -New People and Places -Role Model -Who's Who -You've Got A Friend In Me -Forever Friends -What Is the Internet? -Playing Online	-Good Secrets and Bad Secrets* -Physical Contact* -Harmful Substances -Can You Help Me? (Part 1 and 2)	-Feelings, Likes and Dislikes -Feelings Inside and Out -Super Susie Gets Angry -The Cycle of Life* -Beginnings and Endings -Change Is All Around	-Sharing Online -Chatting Online -Safe In My Body -Recognising Risk -Drugs, Alcohol and Tobacco* -First Aid Heroes -Rights and Responsibility	-What Am I Feeling? -What Am I Looking At? -I Am Thankful -Life Cycles* -A Time For Everything -Big Changes, Little Changes	-Sharing Isn't Always Caring -Cyberbullying -Types of Abuse* -Impacted Lifestyles * -Making Good Choices -Giving Assistance	-Menstruation -Making Babies Part 1 * -Making Babies Part 2 -Hope Beyond Death -Coping With Change
-Safe Inside and Out -My Body, My Rules -Feeling Poorly -People Who Help Us -God Is Love -Loving God, Loving Others -Me, You, Us -When I Grow Up -Money Doesn't Grow on Trees	-Three in One -Who Is My Neighbour? -The Communities We Live In -Who Will I Be?	-Real Life Online -Rules to Help Us -Three in One -Who is My Neighbour? -The Communities We Live in -Needs and Wants	-A Community of Love -What is the Church? -How Do I Love Others? -Working Together	-A Community of Love -What is the Church? -How Do I Love Others? -Money Matters	-The Holy Trinity -Catholic Social Teaching -Reaching Out -The World of Work -Girls' Bodies* -Boys' Bodies*	-Confidence vs Control -Build Others Up -The Holy Trinity -Catholic Social Teaching -Reaching Out -Money and Me

Year 2		
Autumn	Spring	Summer
-Let the Children Come to Me (Mod1 Unit 1 Story Sessions) -I Am Unique (Mod1 Unit 2.1) -*Girls and Boys** *(Mod1 Unit 2.2)* -Clean and Health (My Body) (Mod1 Unit 2.3 and 4)	-Feelings, Likes and Dislikes (Mod1 Unit 3.1) -Feelings Inside and Out (Mod1 Unit 3.2) -Super Susie Gets Angry (Mod1 Unit 3.3) -*The Cycle of Life** *(Mod1 Unit 4.1)* -Beginnings and Endings (Mod1 Unit 4.2) -Change Is All Around (Mod1 Unit 4.3)	-Real Life Online (Mod2 Unit 3.1) -Rules to Help Us (Mod2 Unit 3.2) -Three in One (Mod3 Unit 1.1) -Who is My Neighbour? (Mod3 Unit 1.2) -The Communities We Live in (Mod3 Unit 2.1) -Needs and Wants (Mod3 Unit 1.3)

PSHE curriculum specific content Year group change Parents to be informed

*

statutory requirement *Parents may wish to view materials online*

Controversial or sensitive issues

We would like to reassure parents that we are aware of the sensitive issues and questions that may arise as part of the teaching of this subject.

Our RHE policy dictates that staff would deal with these issues in a sensitive and age appropriate manner, in line with the teachings of the Church.

Controversial or sensitive issues

Parents would be informed of any questions posed or follow up conversations they may need to have with children at home and (where appropriate) any safeguarding issues that may arise in light of lessons taught.

For more information regarding Relationship and Health Education, please visit the RHE section on the Curriculum Tab of our website.

English



Writing

A range of genres is covered using specific texts.



Literacy Tree

Handwriting



Letter-join is a whole school handwriting scheme offering a combination of traditional and digital resources.

Letter-join



Phonics

ELS Essential Spelling – a spelling programme for Year 2 aligned to the ELS teaching programme.





Spellings

- This year, children in Years 2-6 will be following the Emile spelling scheme in school which follows a morphological based approach to teaching key spelling rules and concepts.

- The programme covers all statutory elements of the National Curriculum.

- Words for their homework each week which follow this rule. A transcription exercise will act as their spelling 'test' each week.

- We are currently in the process of activating log ins for an app that can be used to support learning spelling rules at home through games and interactive elements. Children will receive these log ins soon.

-

Spellings



- Words as part of their homework each week which follow this rule. A transcription exercise will act as their spelling 'test' each week.
- We are currently in the process of activating log ins for an app that can be used to support learning spelling rules at home through games and interactive elements. Children will receive these log ins soon.



Emile

Reading



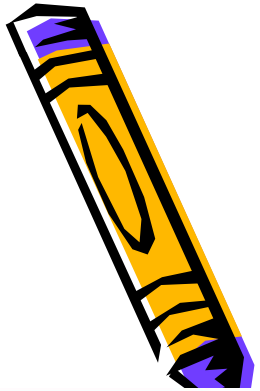
Your child will be heard at least once every 2 weeks in a Guided Reading session with myself.

Please could a comment be made in reading diaries to show that books have been read.

Please ensure reading folders come into school every day.



Reading Blast Comprehension



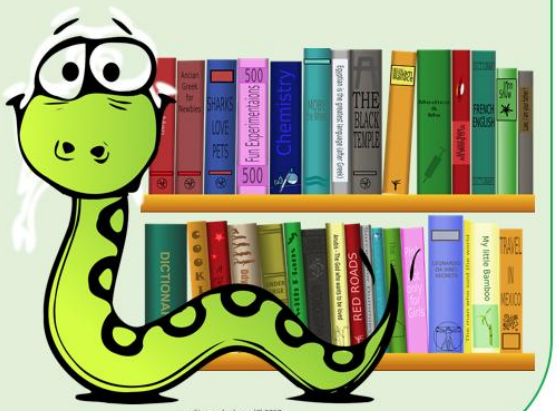
VIPERS

There are 6 domains which focus on the comprehension aspect of reading and not the mechanics: decoding, fluency or expression. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and children are familiar with, a range of questions.



Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Our Focus on Oracy



This year, we are placing a strong focus on **oracy** – developing children's ability to communicate effectively through speaking and listening. Strong oracy skills help children express ideas clearly, listen to others, build confidence and explain their thinking. They are essential across the curriculum and support the development of English and writing skills, particularly as children learn to talk through and rehearse ideas before writing.



Our Focus on Oracy



Some ways in which this will be implemented are;

- **Progressive stem sentences across all year groups and subjects,** helping children to reason, explain their thinking and give fuller, more justified answers.

- **Opportunities for public speaking** across the curriculum.

- **Talking Tuesday** will encourage children, staff and families to discuss engaging questions such as *"What superpower would you have and why?"* Together, these opportunities will help our children become confident, thoughtful and effective communicators.



Home Reading



Children will take home 3 books a week.

We will be putting on our reading CAPs!

- Consolidate Book- 1 completely phonetically decodable book.
- Apply Book- 1 book designed to ensure the child is applying known sounds
- Pleasure Book- 1 book chosen by your child from our class/school library for them to enjoy at home. This can be read by them or a parent.







Home Reading



Books are intended to be read several times by the children as this will help develop fluency and comprehension.







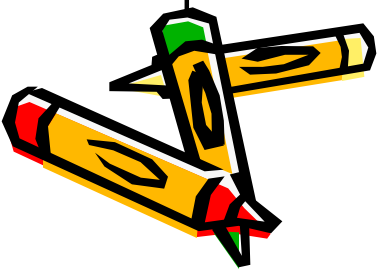
Home Reading

Reading folders containing your child's scheme books will be sent home every Friday.



The reading folder will be collected in each morning and will stay in school on a Thursday. New books will be sent home again on Friday.

On Thursday, your child will choose a book from the school library and this will be their reading for pleasure book. This can be returned the following week.



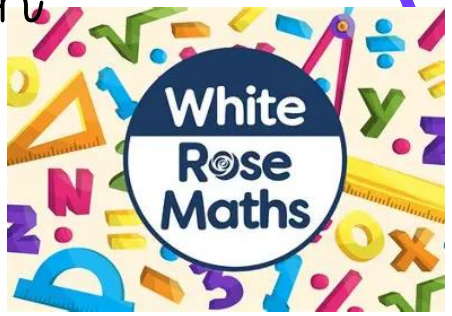
Maths

White Rose Maths is based on a mastery approach to ensure a deep understanding of mathematical concepts.

Maths Blast

Maths Blast a short, focused maths activity designed to:

- **Reinforce** key skills or concepts
- **Challenge** thinking with quick problems or puzzles
- **Warm up** the brain at the start of a lesson
- **Review** previous learning
- Be **engaging** and fast-paced



Assessment

- Continuous assessment
- End of unit assessment
- Weekly spelling test
- Children are judged as working towards the expected standard, working at the expected standard and working at greater depth.





Working towards the expected standard
(some of the learning is within the Year 2 Curriculum).

Working at the expected standard
(All learning is within the Year 2 Curriculum).

Working at greater depth
(very secure in Year 2 Curriculum, with elements of Year 3).



Writing Subject Map

Year 2 English Subject Map:WRITING

Non Fiction: Recount Maisie's Dragon Fiction: TraditionalLittle Red Reading Hood Poetry: Halloween Poems Fiction: Narrative-My Christmas Star	Fiction: Fables - The Chinese New Year Non Fiction: Letter-The day the crayons quit Poetry: Monster Poems Non Fiction: Non Chronological Reports - Dinosaurs	Fiction: Adventure-The Owl who was afraid of the Dark Non Fiction: Information - Owls Poetry: Humorous poems-Desk Diddler Non Fiction: Information Text-Plants

AGE RELATED EXPECTATIONS

	Writing transcription : Spelling		*Writing: Transcription Handwriting*		*Writing: Composition*		*Writing: Vocabulary, Grammar and Punctuation*
Phonics and Spelling Rules	1.To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. 2.To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/ bear, blue/ blew, night/knight). 3.To apply further Y2 spelling rules and guidance*.	*Letter Formation, Placement and*	11.To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. 12.To form lower case letters of the correct size, relative to one another. 13.To use spacing between words that reflects the size of the letters.	*Planning, Writing and Editing*	15.To write narratives about personal experiences and those of others (real and fictional). 16.To write about real events. 17. To write simple poetry. 18.To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary 19.To encapsulate what they want to say, sentence by sentence. 20.To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. 21.To reread to check that their writing makes sense and that the correct tense is used throughout. 22.To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	*Sentence Construction and Tense*	26.To use the present tense and the past tense mostly correctly and consistently. 27.To form sentences with different forms: statement, question, exclamation, command. 28.To use some features of written Standard English.
Common Exception Words	4.To spell most Y1 and Y2 common exception words correctly.	*Joining letters*	14.To begin to use the diagonal and horizontal strokes needed to join letters.	*Awareness of Audience, Purpose and Structure*	23.To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. 24.To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. 25.To read aloud what they have written with appropriate intonation to make the meaning clear.	*Use of Phrases and Clauses*	29.To using co-ordination (or/and/but). 30.To use some subordination (when/if/ that/because). 31.To use expanded noun phrases to describe and specify (e.g. the blue butterfly).
Prefixes and Suffixes	5.To add suffixes to spell most words correctly in their writing, e.g. –ment,					*Punctuation*	32.To use the full range of punctuation taught at key stage1 mostly correctly including: a.capital letters, full stops, question marks and exclamation marks; b.commas to separate lists; c.apostrophes to mark singular possession and contractions.
Further Spelling Conventions	6.To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. 7.To learn the possessive singular apostrophe (e.g. the girl's book). 8.To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception word punctuation taught so far. 9. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words. 10.To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).					*Use of Terminology*	

Reading Subject Map

Year 2 English Subject Map: READING

AGE RELATED EXPECTATIONS			
	WORD READING		*COMPREHENSION*
Phonics and decoding	1. To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. 2.To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. 3.To accurately read most words of two or more syllables. 4.To read most words containing common suffixes.	*Understanding and correcting Inaccuracies*	9. To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. 10. To check that the text makes sense to them as they read and to correct inaccurate reading.
Common Exception Words	5.To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	*Comparing, Contrasting and Commenting*	11.To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. 12.To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. 13.To discuss the sequence of events in books and how items of information are related. 14.To recognise simple recurring literary language in stories and poetry. 15.To ask and answer questions about a text. 16.To make links between the text they are reading and other texts they have read (in texts that they can read independently).
Fluency	6. To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. 7. To reread these books to build up fluency and confidence in word reading. 8. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	*Words in Context and Authorial Choice*	17.To discuss and clarify the meanings of words, linking new meanings to known vocabulary. 18.To discuss their favourite words and phrases.
		Inference and Prediction	19.To make inferences on the basis of what is being said and done. 20.To predict what might happen on the basis of what has been read so far in a text.
		Poetry and Performance	21.To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.
		Non-Fiction	22.To recognise that non- fiction books are often structured in different ways.

Maths Subject Map

Year 2 MATHS Subject Map

Place Value Addition and Subtraction Properties of shapes	Multiplication and Division Money Measurement: length and height Measurement: Mass, capacity and temperature	Measurement: Mass, capacity and temperature Fractions Statistics Time Position and movement

AGE RELATED EXPECTATIONS

WORKING TOWARDS ARE

1. Count to and across 100 forwards and backwards beginning with 0,1 or any given number .
2. Count, read and write numbers to 100 in numerals from 0 in twos, fives and tens.
3. Write numerals from 1 to 20 in words.
4. Begin to recognise simple fractions and know that all parts must be equal parts of the whole, including halves and quarters.
5. Read, write and interpret mathematical statements including addition (+), subtraction (-) and equals (=) signs.
6a. Add and subtract to 20, including a two digit number and ones.
6b. A two digit number and tens where no regrouping is required.
6c. Demonstrate their method using concrete operations or pictorial representations .
7. Recognise and know different denominations of coins and notes.
8a. Recognise and name shapes from a group of shapes or pictures of the shapes triangles, rectangles, squares, circles.
8b. Cuboids, cubes, pyramids, spheres.
8c. Describe position, direction and movement for whole and half turns.
8d. Quarter and three quarter turns.

MATHEMATICAL LANGUAGE

3.Write numerals from 1 to 20 in words.

PLACE VALUE

9a. Recall and use multiplication and division facts to solve simple problems, demonstrating an understanding of commutativity as necessary 2x
9b. 5x
9c. 10x
9d. 3x
10.Compare and order numbers from 0 to 100; use < , > and = signs
11.Read and write numbers to at least 100 in numerals and words
12.Use place value and number facts to solve problems

ADDITION AND SUBTRACTION

13.Solve problems with addition and subtraction using concrete objects and pictorial representations
14. Add and subtract numbers and can demonstrate their method using concrete apparatus or pictorial representations.
14a. a two digit number and ones
14b. a two digit number and tens
14c. two two-digit numbers
14d. adding three one-digit numbers
15.Show that addition of two digit numbers can be done in any order (communtative) and subtraction of one number from another cannot 16.Applying their increasing knowledge of mental and written methods
17. Partition two-digit numbers into different combinations of tens and ones. This may include using apparatus.
18.Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts to 100.
19. Recognise the inverse relationships between addition and subtraction use this to check calculations.
20. Use estimation to check that their answers to a calculation are reasonable .

MULTIPLICATION AND DIVISION

21.Recall and use multiplication and division facts for the 2, 5 and 10 multiplictaion tables, including recognising odd and even numbers
22.Calculate mathematical statementd for multiplication and division within the multiplication tables and write them using the multiplication , division and equals signs.
23.Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. 24.Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

FRACTIONS,DECIMALS AND PERCENTAGES

25. Identify 1/3, 1/4, 1/2, 2/4, 3/4 and know that all parts must be equal parts of the whole.
26.Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2

MEASUREMENT

27.Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
28.Compare and order lengths, mass, volume/capacity and record the results using >, < and =
29.Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
30. Use different coins to make the same amount.
31.Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
32.Compare and sequence intervals of time
33.Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
34.know the number of minutes in an hour and the number of hours in a day.
35a. Read scales in a practical situation where all numbers on the scale are given in divisions of ones/twos .
35b. Fives/tens.

SHAPE AND GEOMETRY

36.Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
37. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
38. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
39. Compare and sort common 2-D and 3-D shapes and everyday objects

DIRECTION AND POSITION

40. Order and arrange combinations of mathematical objects in patterns and sequences
41. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)

STATISTICS AND DATA HANDLING

42a. Ask and answer simple questions by counting the number of objects in each category and sorting the categories.
42b. Ask and answer questions about totalling and comparing categorical data.
42c. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables

Homework

Homework will be set Every Monday

Maths

A task will be set on Purple Mash or a paper task will be sent home.

Spellings

10 Spellings

Spelling test Friday

Reading

Suggested time of

15 or 20 minutes daily.



How can you help your child at home?



- Help your child with reading, listen to them read and focus on bringing out a 'love of reading'. Also reading stories to your child allows them to develop language, listening skills and comprehension. Encourage making predictions of what might happen next.

- Help your child with writing, support with weekly spellings. Write together to make shopping lists and letter writing.

- Help your child with maths, play times table games. Encourage them to help with cooking, weighing and measuring ingredients. Work out what time it is together. Provide opportunities for your child to pay for things in a shop, to work out how much things cost and how much change will be needed.





The ZONES of Regulation



The Zones of Regulation helps children to manage difficult emotions, known as 'self-regulation'.
Self-regulation is best described as the best state of alertness for a situation.

The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

At St Oswald's, we are use the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. We want children at St Oswald's to grow into successful adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

If you would like to find out more information about how we use the Zones of Regulation in school, you can HERE

Rewards

- Dojo Points
- House Points
- Stickers
- Lucky Duck
- Head Teacher Award



Equipment and Belongings

PE

Autumn 1

Thursday and Friday

Water Bottles
Clothing labelled
Reading Folder
Art shirt

Bags are not necessary.



Blogs



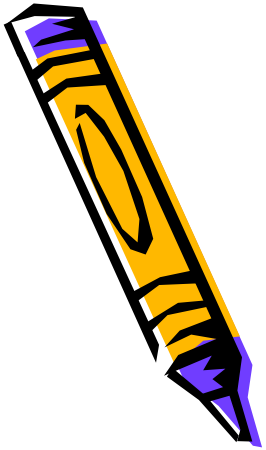
Blogs will be updated on Friday.

Posts on X/Twitter.



The class email is a great way to keep in touch.

Year2@stoswaldsnewcastle.co.uk



Living, learning and loving together with Christ.

