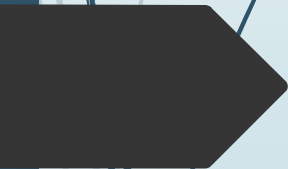


# Transition from Year 1 to Year 2



September 2026



LEARNING  
IS A TREASURE  
THAT WILL FOLLOW  
ITS OWNER EVERYWHERE.

CHINESE PROVERB



## Year 2 Staff

- Mrs Nevill (Head of Key Stage 1)
- Mrs Hodgson (Class Teacher)
- Mrs Kempster (Class Teacher)
- Mrs Eady (High level Teaching Assistant)
- Mrs Gilbert (Teaching Assistant)
- Mrs Eveligh (Teaching Assistant)
- Mrs Aldridge (Teaching Assistant)
- Miss Forsythe (Inclusion TA)
- Miss Carr (Inclusion TA)
- Miss Forster (Inclusion TA)
- Mrs Hollick (Inclusion TA)
- Mrs Khanom (Inclusion TA)

# Year 2 Curriculum

Year 2 follows the National Curriculum objectives.

Children will be taught Maths & English throughout the week as well as daily phonics sessions.

There are many opportunities to read as a class, in a group and individually.

All subjects are taught through fun and interactive cross curricular topics.

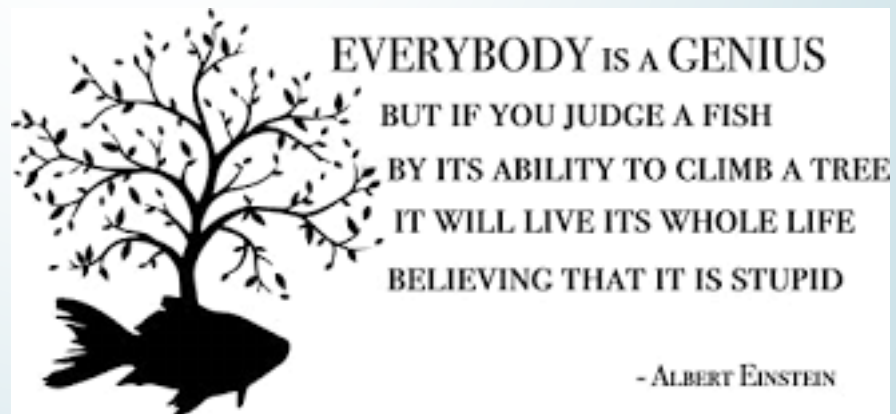
**Our topics will include** an inspirational day, as an enjoyable way to engage the children.

Children will engage in child initiated learning (Busy Time), which will include independent weekly challenges.

| Autumn        | Monday                                                        | Tuesday                                                                             | Wednesday                                                             | Thursday                                                                          | Friday                                                         |
|---------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------|
| 8.30 - 8.40   | Busy fingers<br>Change reading books                          | Busy fingers<br>Maths Numbers to 100                                                | Busy fingers<br>Maths Numbers to 1--                                  | Busy fingers<br>Change reading books                                              | Busy fingers<br>Handwriting                                    |
| 8.40 - 8.45   | Register                                                      | Register                                                                            | Register                                                              | Register                                                                          | Register                                                       |
| 8.45 - 8.55   | Collective worship                                            | Collective worship                                                                  | Collective worship                                                    | Collective worship                                                                | Music assembly<br>9.00-9.20                                    |
| 8.55 - 9.15   | Phonics<br>Week 1 phase 6<br>Princess Lily saves the day      | Phonics<br>Week 1 phase 6<br>Princess Lily saves the day                            | Phonics<br>Week 1 phase 6<br>Princess Lily saves the day              | Phonics<br>Week 1 phase 6<br>Princess Lily saves the day                          | Phonics<br>Week 1 phase 6<br>Princess Lily saves the day       |
| 9.15 - 10.15  | PE<br>9.00 - 10.00 LN<br>10.00 - 11.00 NK<br>11.00 - 12.00 DH | PSHRE<br>Why do we have rules?                                                      | English<br>Here We Are                                                | English<br>Here We Are                                                            | English<br>Here We Are<br>9.30 - 10.30<br>PE - Physical Friday |
| 10.15 - 11.45 | English<br>Here We Are                                        | Computing<br>Introduction and impressionism<br>Busy time                            | Music<br>Graphic score<br>Busy time                                   | RE<br>Introducing the religions of the world<br>Busy time                         | Science<br>10.30 - 11.30<br>What lives in this habitat?        |
| 11.50 - 12.00 | Mastering Number<br>comparison      Week 2                    | Sticky Knowledge Quiz<br>Weekly quiz linked to previous weeks learning              | Mastering Number<br>Week 2 comparison                                 | Mastering Number<br>Week 2 comparison                                             | Mastering Number<br>Week 2 comparison                          |
| 12.00-12.30   | Whole-class reading<br>Mini books -<br>Little Red Parrot      | Whole-class reading<br>Mini books -<br>Little Red Parrot<br>sounds and word reading | Whole-class reading<br>Mini books -<br>Little Red Parrot<br>- reading | Whole-class reading<br>Mini books -<br>Little Red Parrot<br>- recap and questions | Rock Steady online lesson<br>Friday Art discussions            |
| Lunchtime     | 12.30 - 1.30                                                  |                                                                                     |                                                                       |                                                                                   |                                                                |
| 1.35 - 2.00   | Maths<br>Partition numbers to 100                             | Maths<br>Write numbers to 100                                                       | Maths<br>Flexibly partition numbers to 100                            | Maths<br>Write numbers to 100 in words                                            | Maths                                                          |
| 2.00 - 2.50   |                                                               |                                                                                     |                                                                       |                                                                                   |                                                                |
| 2.50 - 3.00   | Story/home                                                    | Story/home                                                                          | Story/home                                                            | Story/home                                                                        | Story/home                                                     |

## Class organisation

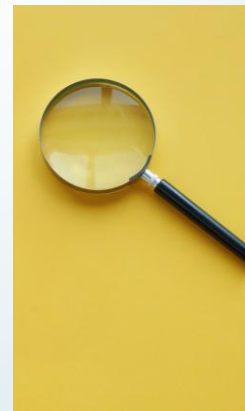
- Children are grouped in various ways for different subjects to allow them to learn with a range of children.
- Mixed ability groups are used with challenge or support provided for individual needs.
- Children are supported by their class teachers teaching assistants and inclusion teachers.



## Continuous Provision (CIL)

### What is continuous provision?

- Continuous provision is the term given to resources which have been carefully chosen to create an enabling environment in which children can explore and learn. They are safe for the children to use independently, continually assessable and enable children to continue their learning in the absence of an adult.
- While using the resources the children continue to develop their problem solving, creativity, reasoning, communication and language skills and are able to consolidate learning in a way they understand and enjoy. This process allows new learning to be committed to the long-term memory.

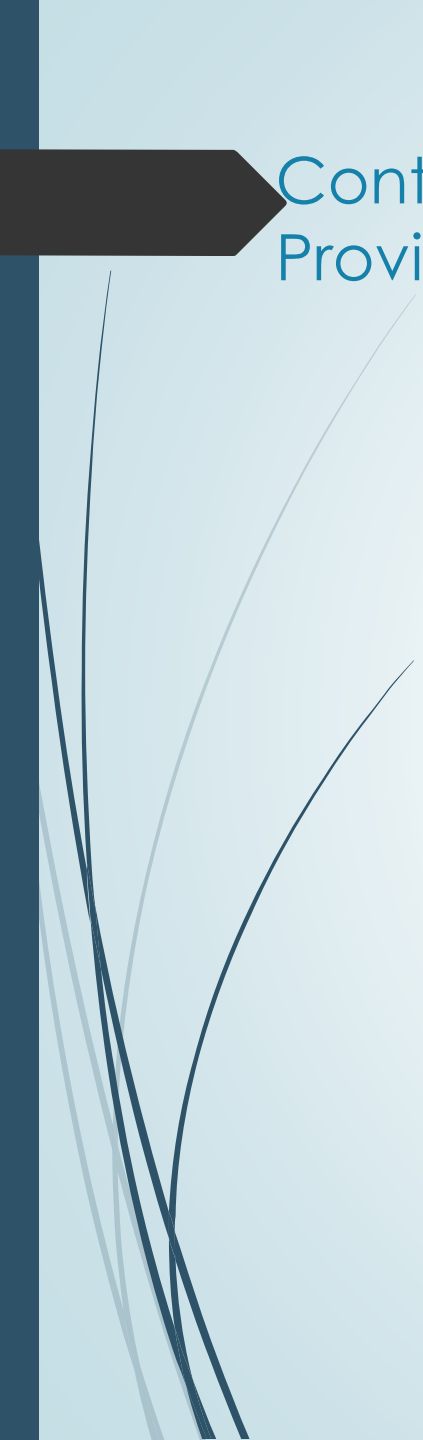


## Continuous Provision

Why extend Continuous provision beyond EYFS?

- This approach is rooted in research and based on extensive knowledge on how children learn.
- As a school we have researched the benefits of continuous provision throughout KS1. We believe play has a vital role in taking our children's learning further.
- Continuous provision provides children with the early childhood experiences needed to become active learners in later life.
- Continuous provision will enable a smooth transition from EYFS and throughout KS1.
- 'Tell me and I forget, teach me and I remember, involve me and I learn'





## Continuous Provision

### Getting the balance right

It is important we get the balance right between Child-initiated learning and Teacher led learning. This will help to develop the independence, resilience, creativity and problem-solving skills whilst still ensuring the Year 2 curriculum coverage.

The approach includes:

- Whole-class teaching inputs
- Focused small group activities led by the class teacher
- Adult initiated challenges. Each week the children will be set 4 independent challenges. Children are encouraged to take ownership over when to complete these tasks. Midweek reminders will be given and support given to those who need it to complete the tasks. Challenges are linked to the weekly curriculum focus, Maths, English, fine-motor, often a consolidation of the previous weeks learning.
- Child-initiated learning facilitated by the adults to ensure a well-resourced, engaging environment. Adults use open questioning to support the children's learning and enhance the environment as necessary to enable the learning to develop further.

# Continuous Provision

## The Environment

The children will have access to both indoor and outdoor learning environments during Child-initiated learning time.



# PE

All classes will have a PE on a Monday and fitness Friday.

Daily PE activities are available in Busy Time which allow the children to practise the skills they have been taught.

On PE days children need to arrive in school wearing their PE kit.

White/royal blue collarless T-Shirt.

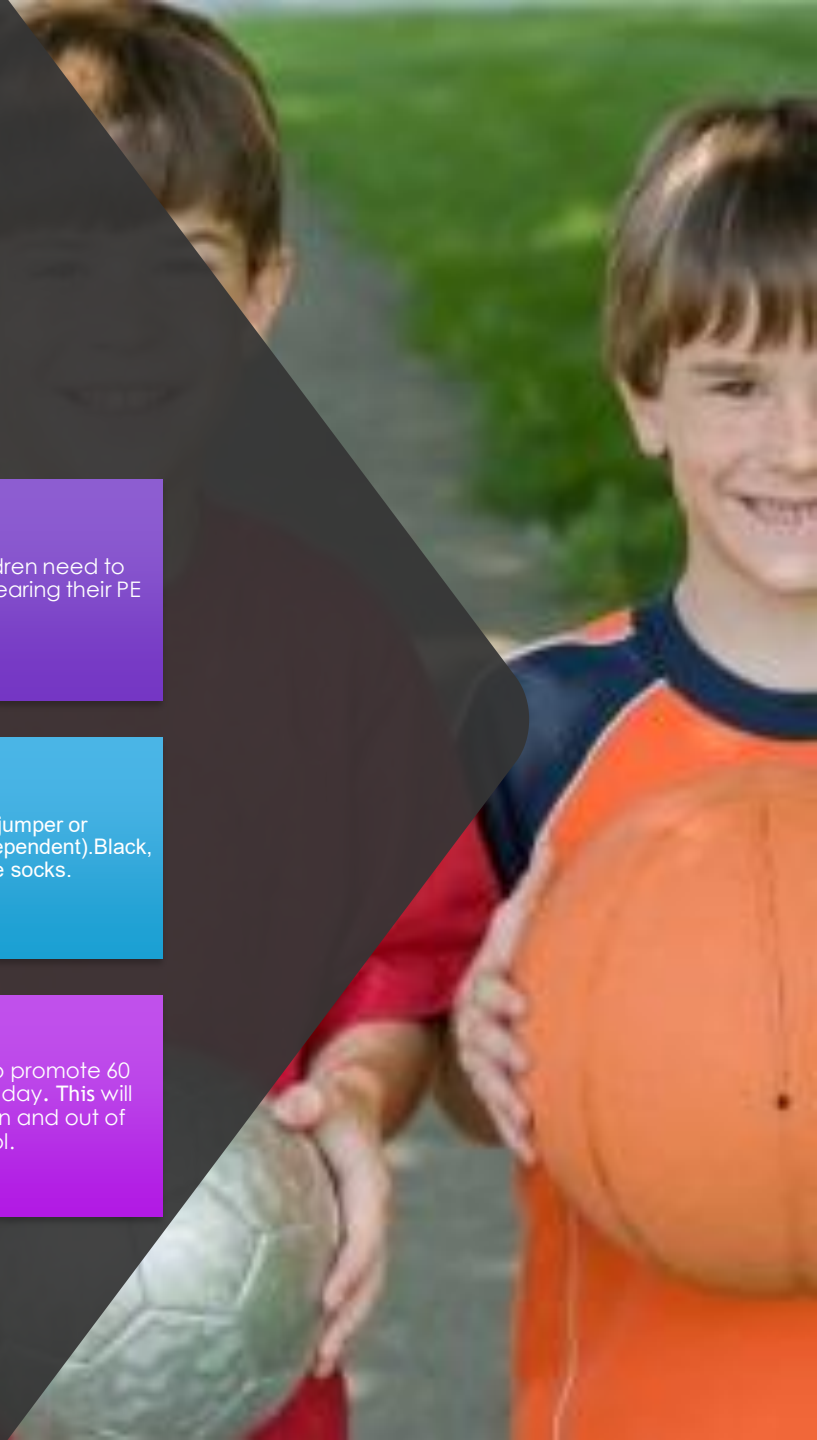
Black or blue shorts, jogging bottoms or leggings (weather dependent)

Black or blue jumper or cardigan (weather dependent). Black, blue or white socks.

Black or blue plimsolls or sports trainers .

Please make sure all PE kits have **name labels**, including plimsolls.

We are aiming to promote 60 active minutes a day. This will include activity in and out of school.





# Uniform

- The uniform policy can be found on the school website
- Royal blue sweatshirt or cardigan with or without school logo
- White or royal blue polo-shirt with or without school logo
- Grey skirt/pinafore dress
- Blue and white checked dresses (Summer)
- Grey trousers
- Grey shorts (summer)
- White or grey socks
- Closed-in black shoes with a low heel (<2cm) and Wellington boots to be kept in school
- All items must be **named**.

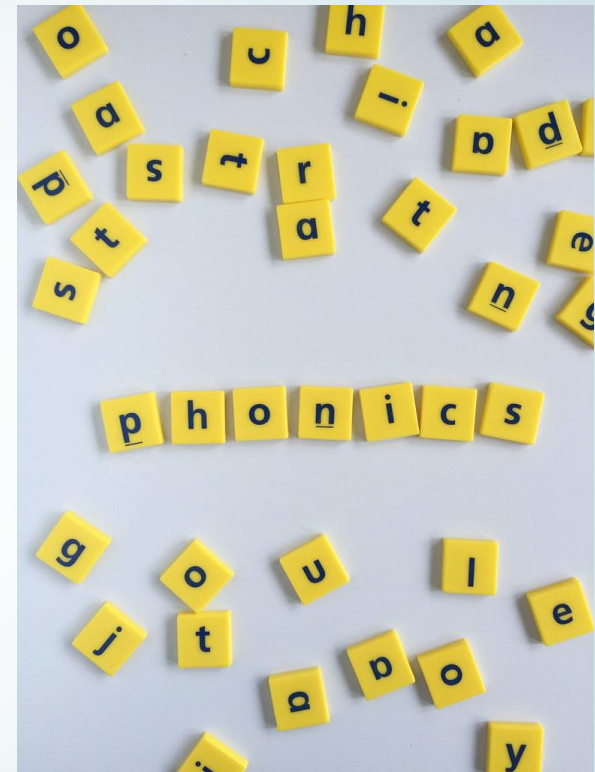
# Reading

- There are many opportunities for children to read during our whole-class sessions in all subjects. They will learn about different genres of reading (fiction, non-fiction, poetry, recounts, etc.).
- Whole class shared reading will be taught 5 times a week where the children are supported by an adult to use a range of strategies (including their phonic skills) to read and to develop their comprehension skills.
- Your child will also read individually to an adult at least once a fortnight where we will assess their reading and adjust their reading levels where appropriate.
- This term individual reading books will be sent home on a Monday and Thursday.
- Please continue to read at least three times a week with your child and note what they have read in their blue reading record. The more children read the more fluent they become. Please also discuss the text with your child and ask questions to check understanding.



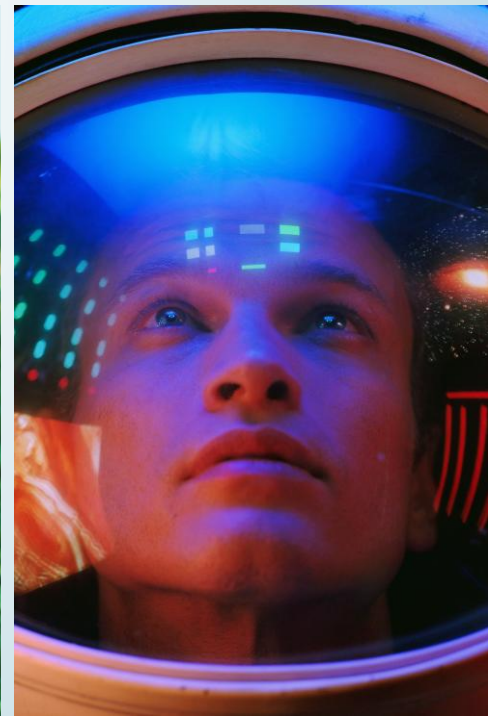
# Phonics, handwriting and spelling

- Children will continue their daily phonics sessions.
- Children that did not pass the statutory phonics test in Year 1 will retake the test at the end of Year 2.
- Children will continue learning to read and write high frequency words.
- We have daily sessions of handwriting supporting children to continue to form their letters correctly and during the year they will begin to join letters.
- We have daily spelling sessions to support the children with the spellings they will be taught each week in phonics.



# The Curriculum

- You will receive a termly curriculum letter which will give more detail about what the children will be learning each term.
- Our topics this year are:
  - Our Amazing World
  - Our Amazing Country
  - Our Amazing Solar System



# Resources

The children use lots of resources during their own learning and we really appreciate the donations we get from parents to support this

Junk modelling (yogurt pots, bottle lids, small boxes, cardboard tubes).

Ribbons, beads, sparkly paper.

Old notebooks, post-it notes, diaries, interesting pens, envelopes, note cards.

The fronts of used greetings cards, magazines, catalogues.

Small figures such as animals, people, cars and puppets are great for storytelling.

Interesting natural objects (stones, shells, conkers, pine cones).

Loose parts (wooden bricks, curtain rings, buttons, marbles, nuts and bolts).

Seeds, plants, compost.

Tarpaulin, fabric, pegs and resources for den building.

Role play resources

Guttering, buckets, tubing and interesting containers for water play.

Ingredients for playdough (flour, salt, glycerine, crème of tartar, food colourings)

Anything you have at home which you feel may engage the children in their play and learning!

## Letchmore Infants' and Nursery School



Developing their physical skills in PE or Busy Time

Learning how to read and write 2 or more new phonic sounds

Specialist subject teaching, like History & Science—maybe learning about space or dinosaurs

Developing their social skills

A new maths concept – maybe a new number or addition or multiplication

Other subjects like computing, Music, PSHE and RE, that are taught every week

# But they only play all day...

## By taking just ONE WEEK off school your child would miss:

The curriculum does not give us time, particularly in key subjects, to catch up on lost learning for multiple children with different days/lessons missed.



# Please let us know if we can help

- The wellbeing of our children and their families is our highest priority.
- Please let us know if there is anything we can do to support your family further.
- Letchmore food bank.
- Help with funding.
- Mrs Dukes our Pastoral lead has many contacts and is already helping lots of our families so do ask if we can help or support.



# Contact with Teachers

- Please feel free to contact us with any information or concerns you have about your child.
  - No question is a silly question and if you are wondering something it is likely others are too.
  - Email contact or a telephone call to the office is the best way to make initial contact and we can then make sure we get back to you.
  - Parents evening will be in October.
- 