



Welcome to Year 2
Thursday 10th September 2026



Together We SHINE



Vision:

At Northway Infant School and Carrant Brook Junior School, our Two Schools, One Community is committed to providing a safe, nurturing and inclusive environment where every child feels valued, respected and empowered to succeed.

We have high aspirations for all pupils and are dedicated to ensuring that every child develops the knowledge, skills, confidence and character needed to thrive both now and in the future. Through our shared SHINE values, we foster independence, resilience, curiosity and a love of learning, enabling children to become responsible, respectful and successful members of their community. Our schools are thriving learning communities where every child is supported to **SHINE**.

Safe

Happy

Independent

Never give up

Excel

Aims:

- ✧ Provide a safe, welcoming and inclusive environment where every child knows they matter, feels a sense of belonging and is supported to achieve their very best.
- ✧ Promote respect, kindness and understanding, celebrating diversity and ensuring equality of opportunity for all members of our school community.
- ✧ Deliver an ambitious, broad and engaging Community based Curriculum that develops knowledge, skills and a lifelong love of learning.
- ✧ Inspire children to become confident, resilient and independent learners who are prepared for the next stage of their education and beyond.
- ✧ Support pupils' personal development by nurturing positive relationships, emotional wellbeing, responsible citizenship and strong moral values.
- ✧ Foster a culture of high expectations and continuous improvement through collaboration, professional development and reflective practice across the whole school community.
- ✧ Work in partnership with families and the wider community to ensure every child can flourish academically, socially and emotionally.

Communication

Teaching team is always first point of contact for all children & parents
Parent and teacher relationships are valued and important to us!

- *Face to face/ phone calls -
- *ARBOR – update child parent details/ medical information
- *Weekly newsletter –
- *Website – term dates, newsletter, Caterlink menu's
- *Class Dojo – updates on children's work and achievements in school
- *Parent's Evening

Strong parent-teacher relationships build strong children, and every meaningful conversation matters.

Communication Strategy has been created by children, staff, parent voice and champions – will be emailed out to parents once agreed with Local Academy Board.

Please be aware that emails sent during the day/ messages can take up to 24 - 48 hours before they are responded to/ actioned due to teacher's teaching commitments or staff being off site for a variety of reasons. Staff will always aim to respond as quickly as possible.



Be Ready, Be Respectful, Be Kind

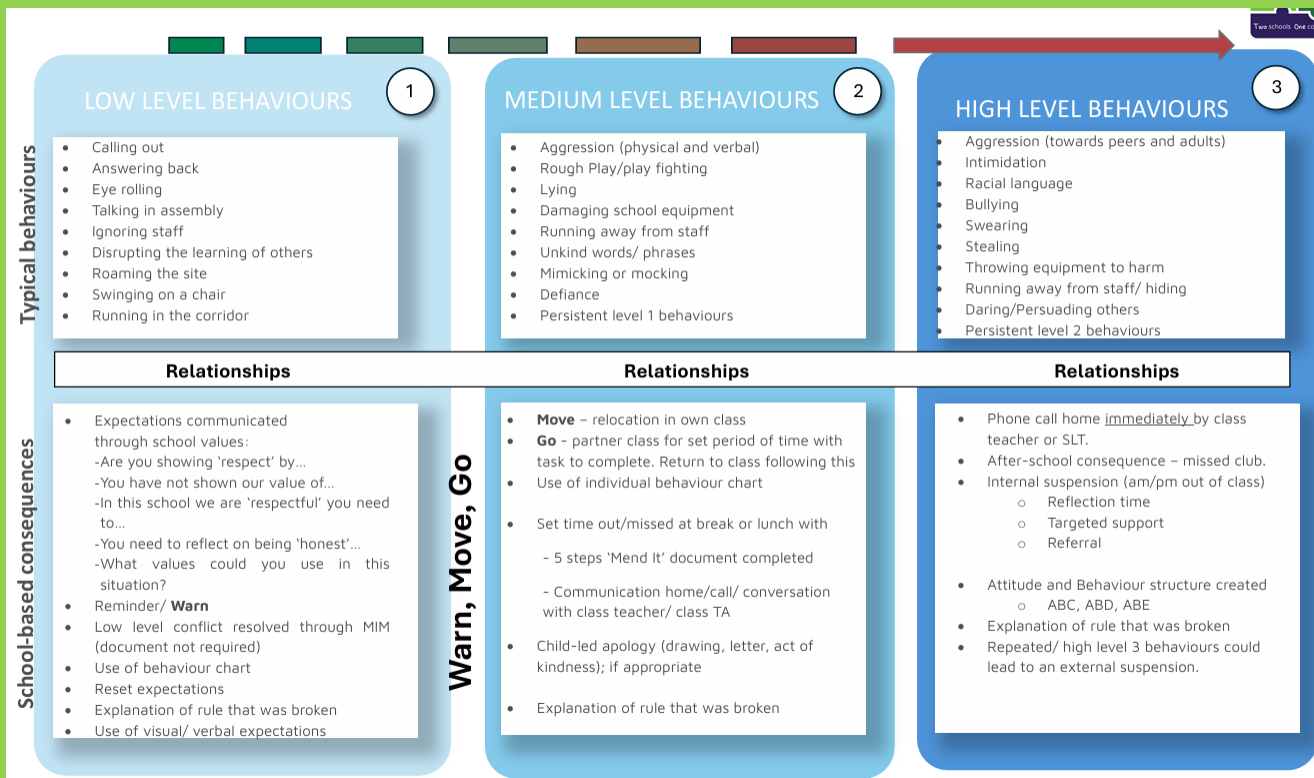
All links found on website

- GLA Behaviour Policy
- Behaviour Flow Chart
- Mend It Meeting

If school is dealing with a behaviour incident between children – please understand information regarding the other child/ren involved will not always be shared with you.

We will be following our trust/ school/ flowchart actions and have thorough recording process. Sometimes there are factors/ needs/ circumstances that are unique to situations that respectfully cannot and will not be shared.

It is always our aim to ensure that your child, is supported regarding each unique situation and will endeavour to keep parents as up to date as possible.



Attendance

Working together to give every child the best possible start

- Every day counts. Children achieve more, build stronger friendships, and feel happier when they attend school regularly.
- Good attendance starts with strong home routines including bedtimes, mornings, and punctual arrival.
- If your child is unwell or cannot attend, please contact the school as early as possible on the first day of absence.
- We are committed to working in partnership with families to understand and remove barriers to attendance. [\[Link\]](#)
- If attendance becomes a concern, we will offer support early and work with you to find solutions.
- Medical appointments should be arranged outside school hours wherever possible.
- Holidays during term time are only authorised in exceptional circumstances.
- Children who attend regularly are more likely to feel a sense of belonging, succeed academically, and develop positive wellbeing.
- If you need help, please talk to us. Attendance is everyone's responsibility, and we are here to support you.

Attendance Message

95% attendance = 10 days of learning missed each year

90% attendance = 19 days of learning missed each year

90% attendance is classed as Persistent Absence

Expect good attendance.
Monitor attendance carefully.
Listen and understand concerns.
Support families to overcome barriers.
Work together so every child can thrive

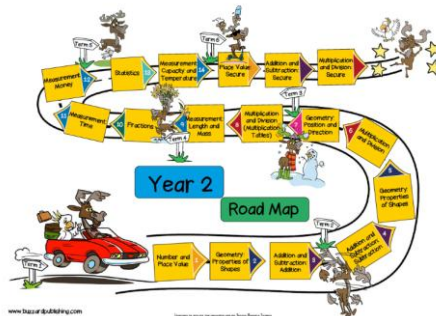


Statutory Assessments

Children in year 2 are no longer required to sit National SATs tests but there are still clear standards that must be secured to meet an EXPECTED standard by the end of year 2 in reading writing and maths.

(A copy of these will be shared with you at our first parents evening in October)

Each term we complete assessments called 'Remember Its' in maths to assess how each child has mastered and can apply the skills taught through the maths units. This is something our children across both schools are familiar with.



In reading, we use the NFER reading tests to assess independent comprehension skills.



Homework Expectations

 Welcome to Purple Class Year 2 Weekly Home Learning Expectations & Useful Information 	
Homework helps our children SHINE . Our homework schedule helps them to do this, and we hope this summary helps make our expectations clear and which days different things are done.	
Reading Our whole school reading challenge and expectation is that each child reads a minimum of 3 times a week.	Whole school Reading Challenge Each child has their weekly reads counted each Thursday and certificates and prizes are awarded in increments of 30. One read per day is counted (max 7 per week) and they must be recorded in yellow reading diaries- please ensure they are in book bags daily. When you record reads please leave a comment on how well your child has read and any words they may have struggled with as we do love to hear about how your child is getting on with their reading at home.
Doodle Maths Our whole school doodle maths challenge is to go on at least 3 times a week (daily would be ideal) and expectation is that each child stays in the green zone!	Each week on a Friday , the winning class will be announced in assembly, and a trophy is handed out to the class with the highest percentage of children in the green zone! It is important to remember the answers your child submits guide the intelligence software. It is vitally important to allow them to be as independent as they can be to give a true reflection of what they can do.
Spellings	We focus on our 'No-Excuse' Spelling words in year 2 which we learn and recall daily plus weekly spelling pattern words. The no-excuse spellings are words that do not follow the usual phonics patterns so need to be remembered. At the end of every term a photo is shared on Class Dojo of the current words prior to our BIG tests and copies sent home. Interventions will also take place to support those children who require additional practise with these.
Knowledge Organisers	These are sent home termly and contain key knowledge of what is being taught each term and in the topic. We ask that you spend time with your child to learn these facts and key knowledge – questions, pinning it on the fridge, researching to find out more.
ClassDojo	This is a key source of communication with you, so we do recommend that you check it daily to see any messages and get to see some of the learning your child has been busy doing.
Library books Purple Class change their Library books on a Thursday	Children can select books that are of interest to them from a range of fiction and non-fiction books and may often select books that they are not yet able to read independently. We believe it is important for children to know that they can enjoy and learn from all books, even those they cannot yet read themselves. Please support your child by reading and enjoying these books together.
Communication	If you wish to contact your child's class teacher, this must be through the school office. The office emails is admin.nis@elatrust.org.uk If there is anything urgent for the same day please contact the school office via telephone. They will pass messages to the class teachers. Absence must be phoned through to the school office.
PE and Forest School Days	PE days will be Monday and Wednesday. Please ensure named PE kits are in school. Our Forest School days will be on Thursdays. Your child will need to ensure they have long trousers/tops or puddle suits to protect and wellies, these can remain in school.
Thank you, as always, for helping our children to SHINE and for your support in their learning journey, please ask or email if you have any questions regarding the above.	

This document was sent home yesterday please check book bags!

Homework Expectations

Please read at home at least three times a week, this is our homework and it is monitored closely. Reads are always counted on Thursdays.

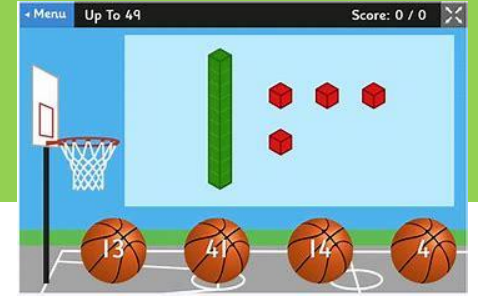
Red and **green** RWI words are important to help develop fluency, please ensure they are practised and try some 1-minute challenges- aim 70+ words/minute for yellow RWI.

Comprehension – are children listening to what they read?

Does it make sense? Do they self-correct? Try penguin!



Homework Expectations

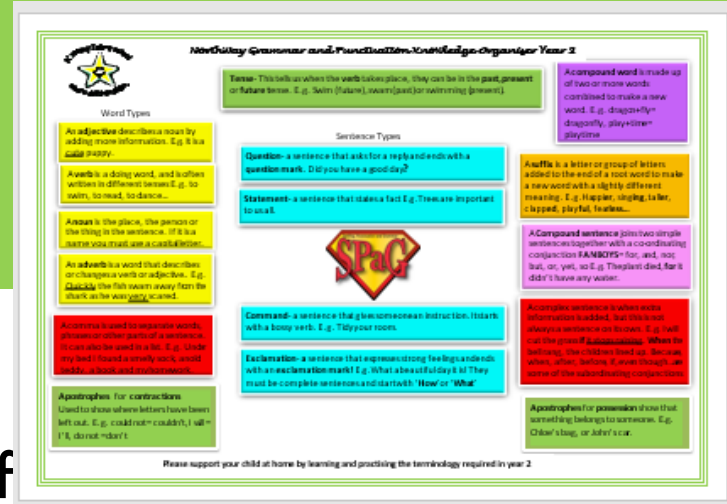


- Doodle maths- children must complete independently and they need to try to stay in the green zone.
- Other maths games e.g. Hit the button, found on <https://www.topmarks.co.uk/> are great.
- Some children will be sent home with some additional resources to help them practise and embed concepts- magic maths intervention!



Writing in Year 2

- SPAG Knowledge organiser, this covers lots of .
- We start to teach joining in handwriting. When the children are forming and positioning their letters correctly, they are then encouraged to join.
- The children now have individual writing targets and can earn golden tickets for meeting all their targets in one piece of writing.
- Daily 'no-excuse' spellings are taught 'one-a-day' and each term these are tested to check retention and additional interventions put in place.



Maths in Year 2

- In year 2 the children are expected to learn their x2,x5 and x10 times tables and related division facts. Games like 'Hit the Button' help them to develop fluency and accuracy.
- From previous experience the children have found telling the time on analogue clocks and operating with money a bit tricky, so if you get the chance, it would be great if you could begin to practise these valuable skills.
- We have a Knowledge organiser for each term from our 'Can Do' maths which you may find helpful support your child at home.

Curriculum

Knowledge Organiser – Year 2 – Autumn Term 1 2026



Geography

Continent – a large land mass that consists of several countries, there are 7 in total.

Oceans – a huge body of water divided into 5 main areas.



Computing

Information Technology – is a computer or something that works with a computer

Barcode – a special picture that holds information that can be read by a computer quickly

Scanner – an electrical device that can read barcodes

Science

Habitat – A natural environment for animals, plants and organisms. It must provide the right conditions (water, food, shelter) for them to survive

Micro-habitat – A small-scale habitat such as a space between some rocks or moss that supports the survival of certain animals and plants

Living – Living things include plants and humans. They can breathe, eat, breed and move.

Dead – Things that are dead refer to objects that come from living things, such as a wooden table or paper

Never Alive – Things that have never been alive include man-made objects, such as plastic bottles.

Food Chain – the path that energy takes from one living thing to another, always starts with the sun then producers and consumers.

Religious Education

Mosque – a special building where Muslims come to pray and learn about their faith.

Qur'an – the Holy book of Islam

Allah – the Arabic word for God

Mihrab – a hollow in the wall of a Mosque, shows direction for prayer

Minaret – a tall, slender tower on a Mosque

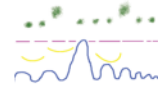
Music

Dynamics – how quietly or loudly a piece of music should be played

Tempo – speed

Beat – a regular repeating pulse

Graphic score – gives a picture of sound using shapes and symbols



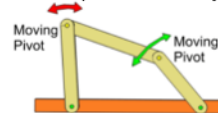
Design and Technology

A **mechanism** is where materials or components are connected to make movements.

A **slider** is a type of mechanism that **moves from side to side** in a straight line or **up and down** in a straight line.

A **linkage** is the **connection** between two things.

A **lever** is used to help **lift and move** objects.



Our knowledge organiser will be coming home today too!

General Reminders

- Water bottles must NOT contain squash or flavoured water.
- Please say goodbye to your child at the playground gate and pass any messages to the member of staff on duty.
- PE days are **Monday** and **Wednesday**, please ensure PE kits remain in school- suitable for both inside and outside.
- Forest school clothing must include trousers/wet weather suits and long-sleeves. Our **forest school** day is **Thursday**.
- Only **stud** earrings may be worn to school, no other jewellery please.



General Reminders

- School shoes must be black.
- Only black cycling shorts to be worn under skirts or dresses.
- Please check that all jumpers and cardigans are clearly named, as this can be problematic when one goes missing!

Trips/ Events/ Experiences



Further details will follow shortly, keep an eye out for emails.

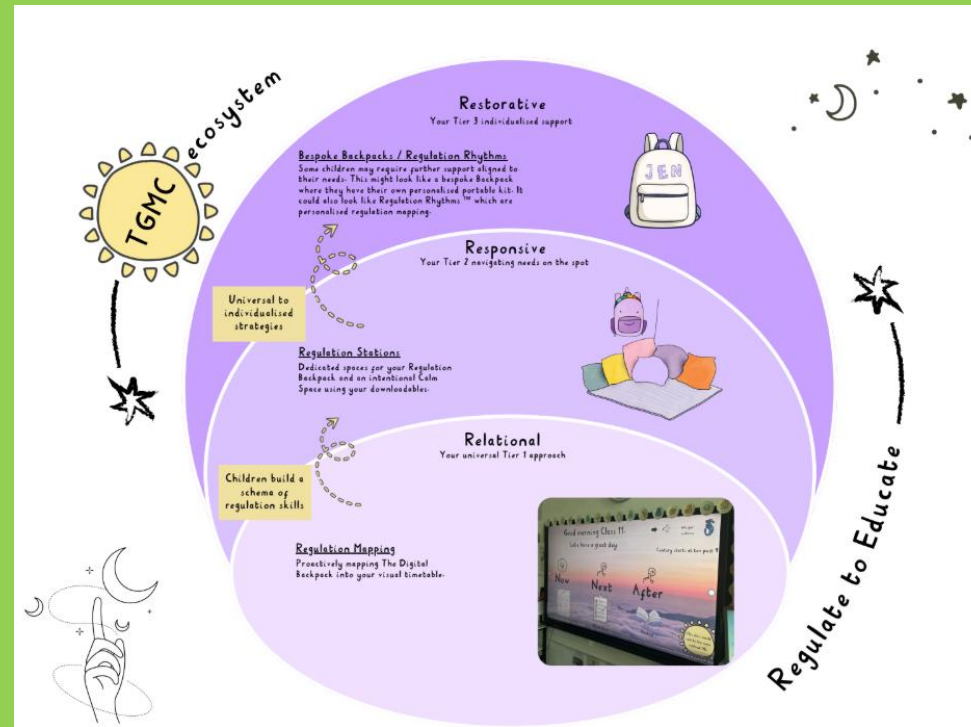
We shall also be carrying out some litter surveys and litter picking in our local community!

The Good Morning Club - Regulation Rucksack



The Regulation Rucksack is a needs based, child centred framework that transforms how regulation is supported and taught in schools.

Goes beyond talking and naming feelings, identifying how a child feels as some frameworks can do – The Regulation Rucksack empowers children with the language, skills and neural wiring they need thrive on long after they've left the classroom.



The Good Morning Club - Regulation Rucksack



Let's get to know your Backpacks

Press the backpacks to access



Name: Energiser Backpack

Purpose:

To provide intentional movement

Why? Movement = Strengthens and creates neural connections

When best to use: As a proactive approach if children are going into a static activity (ie assembly) or as a responsive approach if children are showing they need movement (lack of focus/ fidgeting)



Name: Connect Backpack

Purpose:

To build relational safety and social skills

Why? Humans are social creatures. if we do not create opportunities for connection we will seek it in other ways.

When best to use: As a proactive approach if children are going into or finishing an independent activity (ie a long write) or as a responsive approach if children are showing they need connection (chatting/ calling out)



Name: Focus Backpack

Purpose:

To build executive functioning skills

Why? Focus is a core cognitive skill that underpins academic success, behavioural regulation, and mental wellbeing.

When best to use:

After break as this is typically a time that requires more demand when children have reduced capacity.



Name: Celebrate Backpack

Purpose:

To proactively build self esteem

Why? We know this is one of the biggest blocks to learning and an accelerator of concerning behaviour

When best to use: Routinely at the end of the day and if you have time before lunch time.



Name: Calm Backpack

Purpose:

To calm the nervous system

Why? Reduces stress, improves emotional safety and activates the pre-frontal cortex.

When best to use: At the beginning of the day and after lunch as these are typically overstimulating check-points that benefit from decompression.



Name: Help Backpack

Purpose:

A systematic approach for peak dysregulation

Why? One of the most challenging aspects of behaviour is peak dysregulation - this requires a research backed consistent approach.

When best to use: Responsively for Peak Dysregulation

Thank You
For
Coming