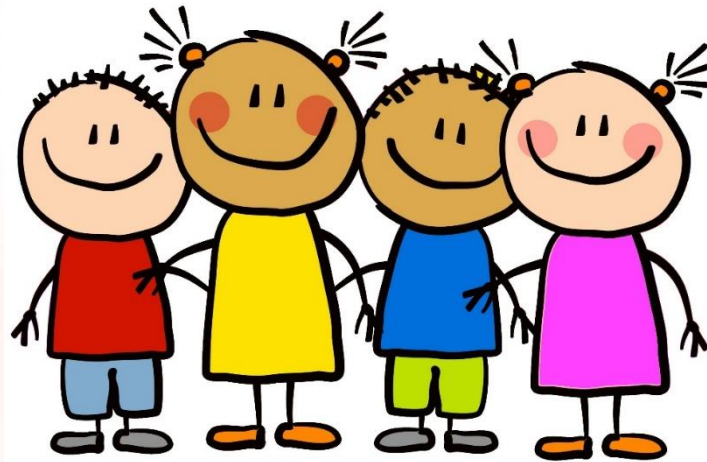


# Parents Curriculum Meeting

Year 2



Mrs Bull and Miss Lavelle

# hello



Mrs Bull – Class Teacher  
& Key Stage 1 Lead



Miss Lavelle – Higher  
Level Teaching Assistant

The background features a light cream color with several soft, out-of-focus watercolor splashes in shades of teal, orange, and purple. Scattered around the edges are various colorful crayons, including orange, green, yellow, purple, blue, pink, and teal, some pointing towards the center.

# Maths



# White Rose Maths

## Teaching for mastery

At White Rose we use a mastery approach to maths teaching. This is a research-driven teaching and learning method that meets the goals of the National Curriculum.

What does it mean in practice? In summary, a mastery approach...

**Puts numbers first:** The schemes have number at their heart, because we believe confidence with numbers is the first step to competency in the curriculum as a whole.

**Puts depth before breadth:** We reinforce knowledge again and again.

**Encourages collaboration:** children can progress through the schemes as a group, supporting each other as they learn.

**Focuses on fluency, reasoning and problem solving:** it gives children the skills they need to become competent mathematicians.

# White Rose Maths – Long Term Plan

Autumn term	<div>Number</div> <div>Place value</div> <div>FREE TRIAL</div> <div>VIEW</div>	<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>	<div>Geometry</div> <div>Shape</div> <div>VIEW</div>
	<div>Measurement</div> <div>Money</div> <div>VIEW</div>	<div>Number</div> <div>Multiplication and division</div> <div>VIEW</div>	<div>Measurement</div> <div>Length and height</div> <div>VIEW</div>
	<div>Measurement</div> <div>Mass, capacity and temperature</div> <div>VIEW</div>	<div>Measurement</div> <div>Statistics</div> <div>VIEW</div>	<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>
Spring term	<div>Number</div> <div>Fractions</div> <div>VIEW</div>	<div>Measurement</div> <div>Time</div> <div>VIEW</div>	<div>Consolidation</div>
Summer term			



# Fluency

*Mathematical fluency is the ability to quickly and accurately recall mathematical facts and concepts*

23. Tick the calculations that are correct.

$9 + 4 = 4 + 9$

☐

$9 - 4 = 4 - 9$

☐

$9 \times 4 = 4 \times 9$

☐

$9 \div 4 = 4 \div 9$

☐

7. Here are 41 balls: 24 rugby balls and 17 footballs.



Complete the addition and subtraction calculations below.

$\square + \square = 41$

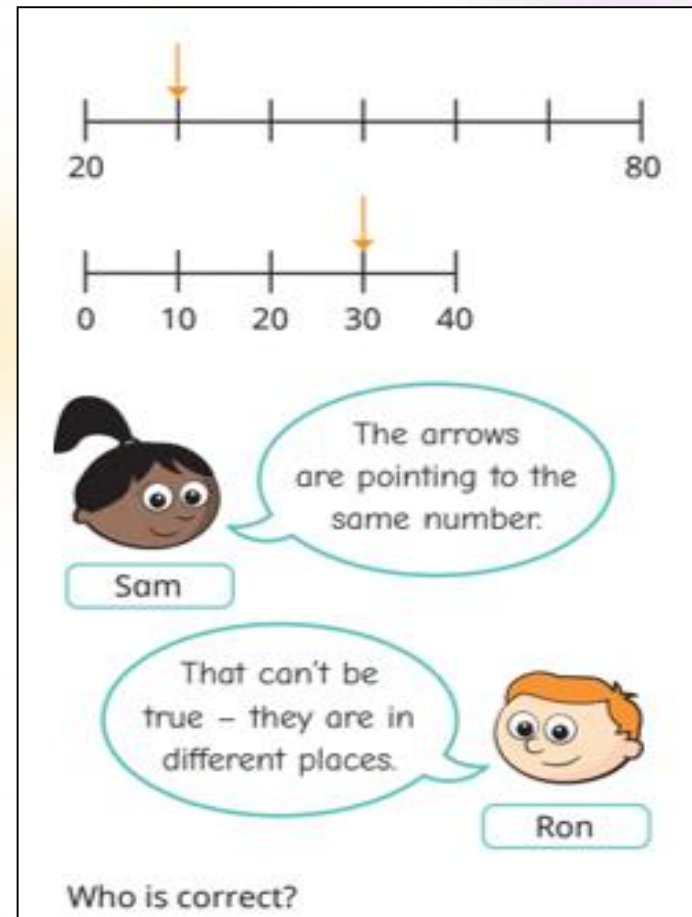
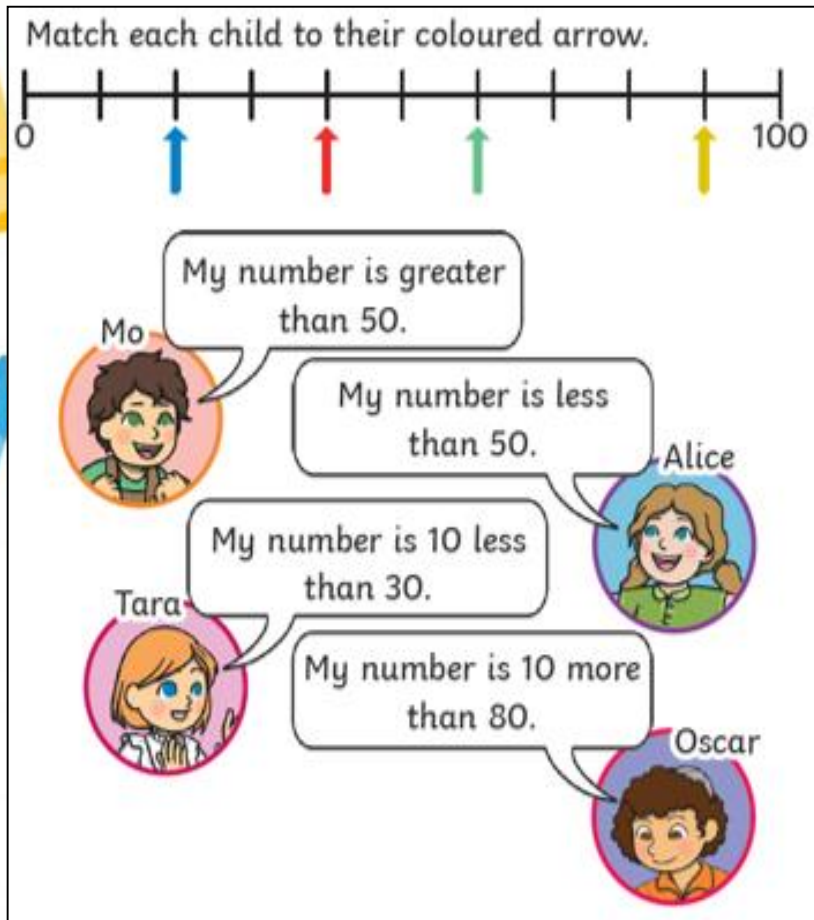
$\square - \square = 17$

14. Draw hands on this clock to show the time half past two.



# Reasoning and Problem solving

Reasoning in maths is the process of applying logical thinking to a situation to derive the correct problem solving strategy for a given question.



# Superhero Timestable Challenges



**5** **MATHEMATICS** **MARVEL**

Complete the following sequences (counting in 2s)

2	4	6	8		14		
8	10		14	16		20	
	18			24		30	32

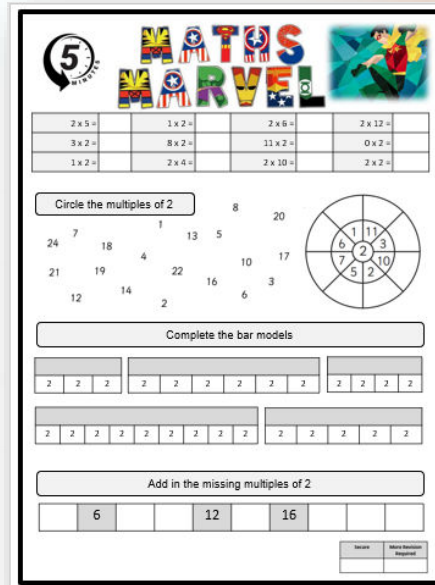
Complete the following sequences (counting back in 2s)

	20	18	16		12		6
		30			22	20	18
	26		22			16	

Fill in the missing numbers:

8	10			18	20		
		18		22			28
			22			8	
22	20			14			

Name: \_\_\_\_\_ Date: \_\_\_\_\_



**5** **MATHEMATICS** **MARVEL**

$2 \times 5 =$	$1 \times 2 =$	$2 \times 6 =$	$2 \times 12 =$
$3 \times 2 =$	$8 \times 2 =$	$11 \times 2 =$	$0 \times 2 =$
$1 \times 2 =$	$2 \times 4 =$	$2 \times 10 =$	$2 \times 2 =$

Circle the multiples of 2

8 20 13 5 17 3 6 2 10 7 5 2

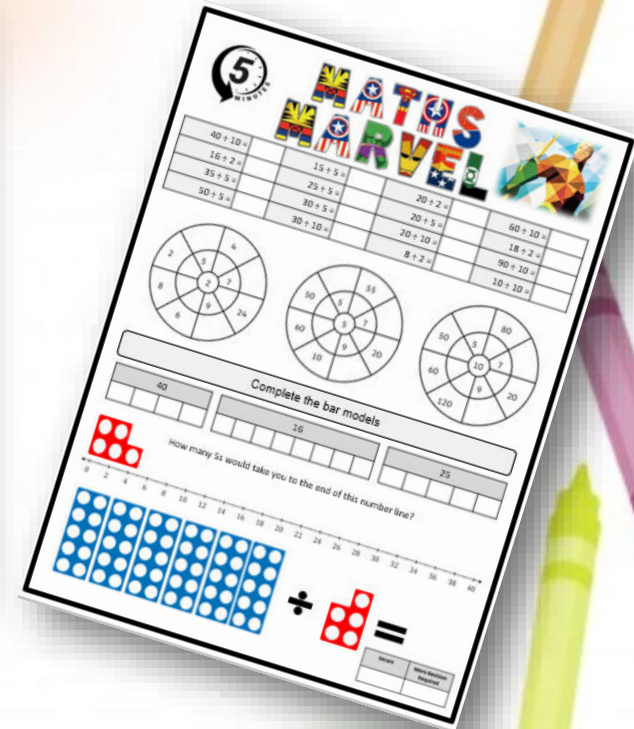
Complete the bar models

2 2 2	2 2 2 2 2 2	2 2 2 2
2 2 2 2 2 2 2 2	2 2 2 2 2 2	

Add in the missing multiples of 2

6		12		16			
---	--	----	--	----	--	--	--

Name: \_\_\_\_\_ Date: \_\_\_\_\_



**5** **MATHEMATICS** **MARVEL**

$40 \div 10 =$	$15 \div 5 =$	$20 \div 2 =$	$60 \div 10 =$
$16 \div 2 =$	$25 \div 5 =$	$20 \div 5 =$	$18 \div 2 =$
$35 \div 5 =$	$30 \div 5 =$	$20 \div 10 =$	$90 \div 10 =$
$50 \div 5 =$	$30 \div 10 =$	$8 \div 2 =$	$10 \div 10 =$

Complete the bar models

40	26	25
----	----	----

How many 5s would take you to the end of this number line?

0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40

$40 \div 5 =$

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Children complete these times table superhero tests at least once every half term. Children are awarded a certificate if they defeat that hero. Each child will work on the 'superhero' matched to their ability. They can only move onto a new superhero when they defeat the previous one.

Can you be a  
Times Table  
Superhero?







**New!**



### WHAT IS TIMES TABLES ROCK STARS?

**Times Tables Rock Stars is an award-winning maths learning platform where children can practise their times tables like a rock star!**

Their question-based games automatically adapt to each child's unique learning needs, helping them to recall their times tables in record speed. Accessible on any device, via the app or browser, children can play anytime, anywhere.

Plus, the engaging gamification and motivating rewards mean it is never difficult to entice children to play. Result!

Follow for more information: <https://youtu.be/k9EwnMqh7qs>



# Reading



“

**A love of reading is the biggest indicator  
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)

”

# Reading Year 2 Outcomes

Y2	Word Reading (W)	Text Comprehension (TC) The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex texts.
	<ol style="list-style-type: none"> <li>1. I can read most words quickly and accurately, without overt sounding out, when they have been frequently encountered</li> <li>2. I can read further common exception words, noting unusual GPCs and where these occur in the word</li> <li>3. I can read accurately by blending the sounds in words that contain the graphemes taught so far, including recognising alternative sounds for graphemes</li> <li>4. I can read accurately words that contain 2 or more syllables</li> <li>5. I show awareness of punctuation marks, e.g. pausing at full stops when reading with expression and intonation, taking into account when question marks, exclamation marks and inverted commas for dialogue are used</li> <li>6. I can identify when reading does not make sense and self-correct</li> </ol>	<ol style="list-style-type: none"> <li>1. I can discuss reasons for events in books and how items or events are related by using textual reference.</li> </ol> <p><b>Prediction</b></p> <ol style="list-style-type: none"> <li>2. I can make plausible predictions about a text using a range of clues (e.g. books by the same author, books on a similar theme, book title, cover and blurb)</li> </ol> <p><b>Inference</b></p> <ol style="list-style-type: none"> <li>3. I use straightforward inference to explain about events and information e.g. why a character acted in a certain way</li> </ol> <p><b>Retrieval</b></p> <ol style="list-style-type: none"> <li>4. I can retrieve information (words and phrases) from age-appropriate text.</li> <li>5. I can present this in different forms e.g. tables, find and copy etc...</li> </ol> <p><b>Summarise</b></p> <ol style="list-style-type: none"> <li>6. I can summarise a story, giving the main points in the correct sequence</li> </ol>
	Word Comprehension (WC)	Language for Effect (L)
	<ol style="list-style-type: none"> <li>1. I can use what I know to help me understand a wider range of new words</li> </ol>	<ol style="list-style-type: none"> <li>1. I can recognise simple recurring literary language in stories and poetry</li> <li>2. I can discuss why words are effective in context</li> </ol>
		Themes and Conventions (TC)
		<ol style="list-style-type: none"> <li>1. I am increasingly familiar with a wider range of stories, fairy stories and traditional tales and can retell in detail</li> <li>2. I can identify a few basic features of organisation at text level</li> <li>3. I show some awareness that writers have viewpoints and purposes e.g. it tells you how to do something, 'she thinks it's not fair'</li> <li>4. I can use a contents, index, glossary and layout to locate information in non-fiction texts</li> </ol>



# Reading Long-term Plan

	YEAR 1	YEAR 2
Autumn		
Spring		
Summer		
Read in Class for Pleasure		
Poetry focus	<p>'The Lost Lost-Property Office' Roger McGough Type: List Poem/Comic Verse</p> <p>I Opened a Book Julia Donaldson</p>	<p>'The Boneyard Rap' Wes Magee Type: Rap Poem</p> <p>Gran Can You Rap? Jack Osby</p>
Extra Curricular Links		

# Little Wandle Letters and Sounds Revised



Our school has chosen Little Wandle Letters and Sounds Revised as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling



# How do we teach reading in books?



## Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups



*The children read the same book three times in a week.*

1. *The first time we work on decoding (sounding out) the words.*
2. *The second time we work on prosody which is reading with expression – making the book sound more interesting with our storyteller voice or ‘our David Attenborough voice’.*
3. *The third time we look at comprehension.*

*We read the books three times at school because we want to develop the fluency. The more children see words, the more they begin to read them automatically without having to sound them out.*



# We use assessment to match your child the right level of book



## Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l
sat	man	hug	red	peck



## Reading a book at the right level



### This means that your child should:

- Know all the sounds and tricky words in their phonics book well.
- Read many of the words by silent blending (in their head) – their reading will be automatic.
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this one their own.







# Reading at home



“

**One of the greatest gifts adults can  
give is to read to children**

Carl Sagan

”

# The most important thing you can do is read with your child



**Reading a book and chatting had a positive impact a year later on children's ability to....**

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills
- The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



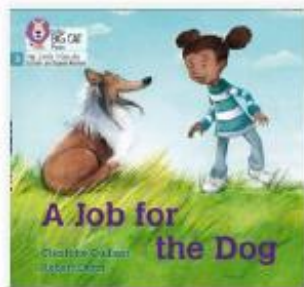
Read at



Home

*Celebrate child's success at school, make time for reading at home!*

## Books going home



*As well as the 'learning to read' book that your child will bring home they will also bring home a book for sharing with you. This book is SO important. This is how we are going to give them the WILL to read. Please read with your child as often as you can – at least once a day if possible.*

## Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.





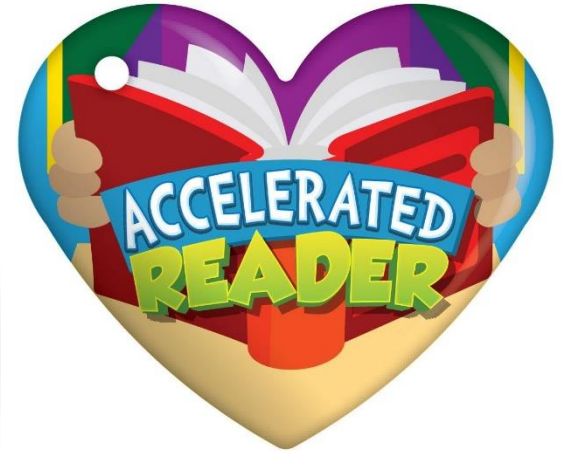
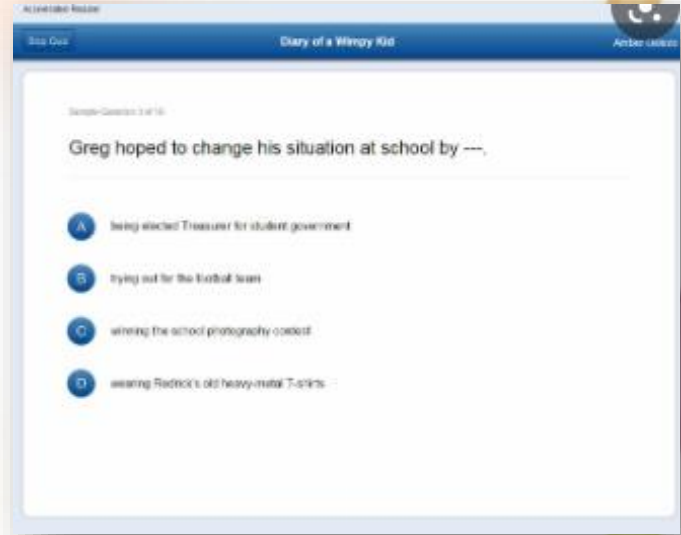


# Accelerated Reader

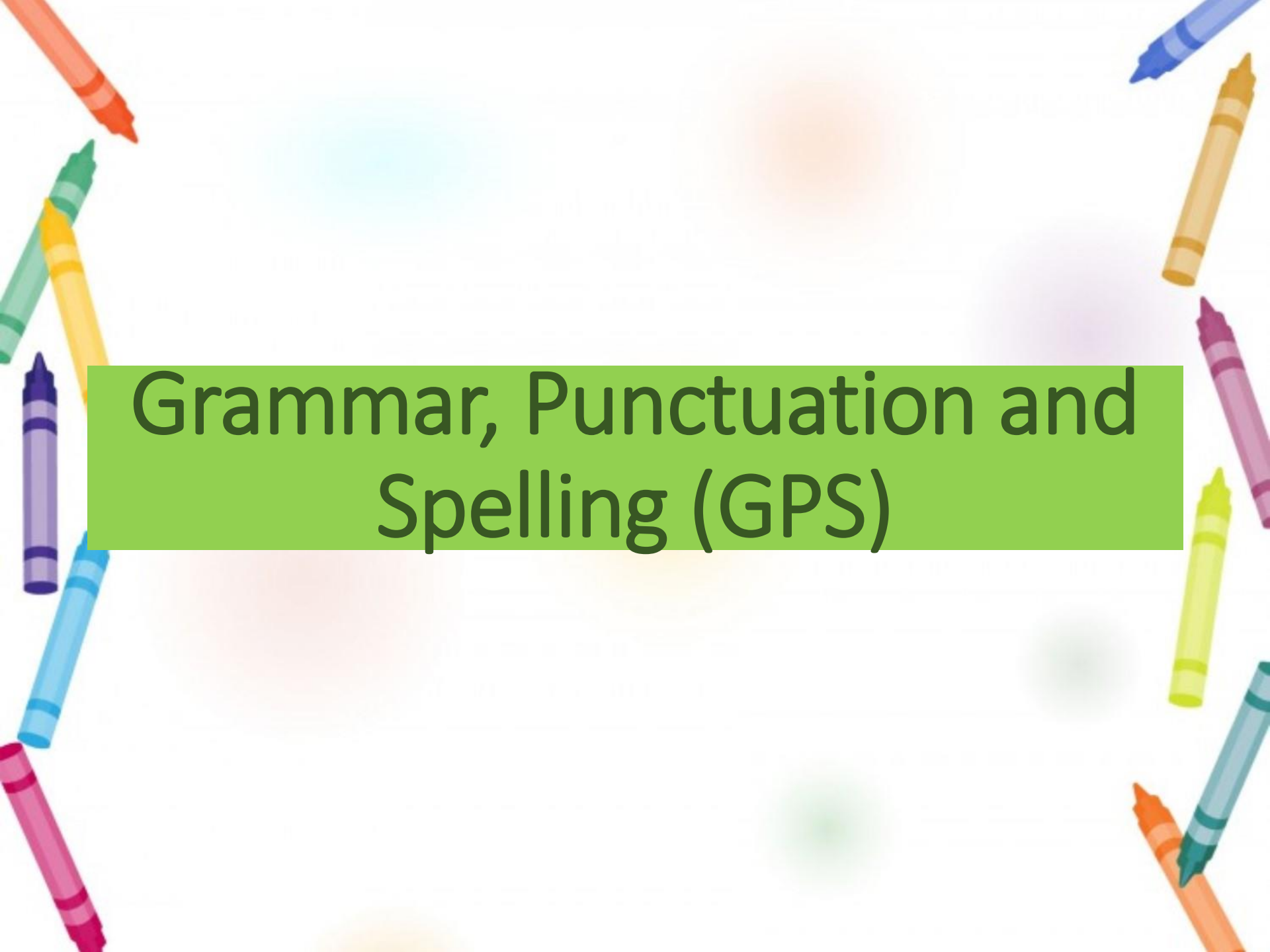
Once your child has mastered the Phonics curriculum, they will be placed on a programme called Accelerated Reader.

This programme will provide each child with a 'placement reading test', often referred to as a **Star Reading** test. From this we gain great insight into their vocabulary, fluency, comprehension skills. This will then provide us with a specific reading zone which matches the School library. At this point, children have more independence to select books based on interest.

Once they have read a full book they must get an iPad and complete the Star Reading test to check comprehension skills/understanding. They can then change their book and take it home to enjoy. Just as we do with other library books, we encourage fluency and regular reading to consolidate skills and raise confidence.





The background features a collection of colorful crayons in shades of orange, green, yellow, blue, purple, and pink, arranged in a circular pattern around the central text. Interspersed among the crayons are soft, out-of-focus watercolor circles in various colors like light blue, orange, purple, and green.

# Grammar, Punctuation and Spelling (GPS)

A decorative border of colorful crayons surrounds the text. The crayons are in various colors including orange, green, yellow, purple, blue, pink, and teal, arranged in a circular pattern around the central text area.

# Grammar, Punctuation and Spelling (GPS)

This year we have three sessions across the week where we focus on grammar, punctuation and spelling. This is a continuation from their phonics teaching in Year 1.

If your child did not pass their phonics screening check in Y1, they will continue to receive daily phonics intervention and be re-tested the week commencing **10th June 2024**

All children will take part in the 30 min GPS sessions throughout the week. Sessions will cover a range of writing skills.

# GPS Long-term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write			2. Commas	3. Word Classes 1		4. Conjunctions			5. Sentence Types 1		Assessments
Spring	1. Word Classes 2		2. Apostrophes			3. Sentence Types 2		4. Tenses			5. Suffixes 1	Assessments
Summer	1. Suffixes 2	Assessments (SATs)				2. Consolidation (Key Stage 1)						Assessments

# Spelling

## Spelling Practice

- ✓ Session in school
- ✓ Yellow book
- ✓ Spelling Shed
- ✓ Tokens to motivate!



Holy Trinity C of E Primary School – Spelling homework Year 2 *The /j/ sound spelt gg at the end of words*

Word	Can read word without help (ask or guess)	Can copy word (copy into space)	Can copy word (copy into space)	Can write word without looking (cover to hide)	Can spell word (check and correct)
age					
huge					
change					
charge					
bulge					
village					
range					
orange					
hinge					
stage					

Pick one of the words and write them in a basic sentence. Don't forget capital letters in the correct place, finger spaces and a full stop. Sit your letters on the line.

1. \_\_\_\_\_

## Weekly Spelling Test

Spelling tests take place on a Monday morning. They are marked that day and scores recorded in their practice book. If you would like to know specifically which words were incorrect, just let us know. They will take their new words home on a Tuesday alongside homework.



# New Curriculum Spelling Lists Years 1 and 2

the  
a  
do  
to  
today  
of  
said  
says  
your  
they  
be  
he  
me  
she  
we  
no

come  
some  
one  
once  
ask  
friend  
school  
put  
are  
were  
was  
is  
his  
has  
I  
you

go  
so  
by  
my  
here  
there  
where  
love  
push  
pull  
full  
house  
our  
door  
poor  
find

mind  
floor  
because  
kind  
behind  
whole  
any  
child  
wild  
most  
both  
children  
climb  
only  
old  
many

clothes  
cold  
gold  
hold  
told  
every  
great  
break  
steak  
busy  
people  
pretty  
beautiful  
after  
fast  
last

past  
father  
class  
water  
again  
grass  
pass  
plant  
path  
bath  
hour  
move  
prove  
half  
money  
improve

sugar  
could  
would  
sure  
eye  
should  
who  
Mr  
Mrs  
parents  
Christmas  
everybody  
even

# Writing Year 2 Outcomes

## Grammar

1. I can use the correct tense mostly correctly and consistently in my writing
2. I can use these words when talking about writing: *noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma*
3. I can write a sentence; a statement, a question, an exclamation and a command
4. I can use some expanded noun phrases to describe and specify e.g. the beautiful blue butterfly
5. I can use some subordinating conjunctions (when, if, that, because)
6. I can use coordinating conjunctions (or, and, but)
7. I can use adverbs in my writing (linked to spelling appendix)

*At greater depth*

*To do all the above mostly correctly in all writing.*

## Punctuation

1. I can use full stops and capital letters in most sentences
2. I can use exclamation marks and question marks on some occasions

*At greater depth*

3. I can use commas for lists (mostly correctly)
4. I can use apostrophes for contractions (mostly correctly)
5. I can use apostrophes for singular possession (mostly correctly)

*As well as the first two objectives mostly correctly.*

## Composition

1. I can plan/say aloud what I intend to write about
2. I can write narratives about personal experiences and those of others (real and fictional)
3. I am beginning to include a simple beginning and/or ending
4. I can order and link my sentences with conjunctions and pronouns (Then they climbed...She picked the flower...Next you stir it...)
5. I am beginning to group similar ideas together
6. I can reread my work for sense and punctuation

*At greater depth*

*To use all the above for different genres*

## Vocabulary

1. I can use some adventurous words

*At greater depth*

*In all writing*

## Handwriting

1. I can form letters of the correct size in relation to one other
2. I can use some of the strokes needed to join letters
3. I can leave spaces between words

*At greater depth*

*To use all the above for most of my writing*

## Spelling

1. I can spell by segmenting words into phonemes
2. I can spell many common exception words
3. I can spell some words with contracted forms
4. I can distinguish between homophones and near homophones (see appendix 1)
5. I can add suffixes to longer words to spell some words correctly eg -ment, -ness, -ful, -less
6. I can apply the spelling rules and guidelines in Appendix 1

*At greater depth*

*To use all the above to spell most of the associated words correctly*

# Writing in Year 2

End of year – working towards

## Piece E: Description

The Dangerous dog. The Dangerous dog can run as fast as a cheetah.

The Dangerous dog can run as fast as a cheetah. His bak is flufee. Dangerous dog has the sharp nails. His teeth are sharp as a knife. His bark is that loud the bark can mow the haws. He digs a big howl in one second.

# Writing in Year 2

End of year (Age Related)

## Piece B: Description (setting)

There were lots of spiders in the  
attic. Some thing was clapping its  
wings behind a \* enormous box. I  
wonder what is in that box thought  
Eloise. He crept closer to open  
the <sup>box</sup> but suddenly a <sup>pigeon</sup> ~~pigeon~~ came out  
from behind the box. Go away! said  
Eloise quietly. The ~~pigeon~~ <sup>pigeon</sup> went out  
the window. <sup>W F</sup> <sup>at</sup> Said Eloise that was  
close.



# Writing in Year 2

End of year  
(Greater  
Depth)

## Piece D: Letter

Dear Ellie's family,

I am writing to you because I want to apologise to you for what I have done to poor, old Thumper. I am going to change my fierce behaviour to a normal pet behaviour.

First of all I <sup>am</sup> ~~so~~ sorry bringing Thumper into the carpet with mud, grass stains and other disgusting things. Also, I am sorry that the stains can not come off the carpet, and the housekeeper ~~would~~ <sup>will</sup> be very disappointed and upset because of it.

Second of all from this day forward I will be a good citizen, and be treated much better, because I am more respectful. I <sup>will</sup> also try not to ~~scratch~~ scotch any more furniture like your favourite chair and the couch.

Please accept my apology because I feel so ashamed of myself and so sad. I feel very guilty as well because I bring dead animals into the house without any reason. Please forgive me!!

Love from Tuffy

# Handwriting and Presentation

In Year 2 it is expected that most pupils with secure letter formation should be encouraged to write in the fully cursive style.

*The quick brown fox jumps  
over the lazy dog. Baa baa  
black sheep, have you any  
wool? Yes sir, yes sir, three  
bags full.*

In some cases it can help to improve spelling. When a word “just feels right”, or like us adults we write a word down to check it.

If your child is struggling with letter formations, it is essential they master the correct formations before attempting joins.

There is a strand in our assessment  
which takes into account  
handwriting and presentation....

## Handwriting

1. I can form letters of the correct size in relation to one other.
2. I can use some of the strokes needed to join letters.
3. I can leave spaces between words.

At greater depth to use all the above for most of my writing

# Speech and Tense

Please listen carefully to their speech and gently correct/re-model any tense issues or any mispronounced words. Lots of these errors are often carried into their writing and can be difficult to re-teach.

"Yesterday night, I went to..."

"Dis apple is lovely!"

"I runned as quick as I could..."

"I'm going wif my sister."

"I gived her a pencil."

"I hath to tidy my room!"



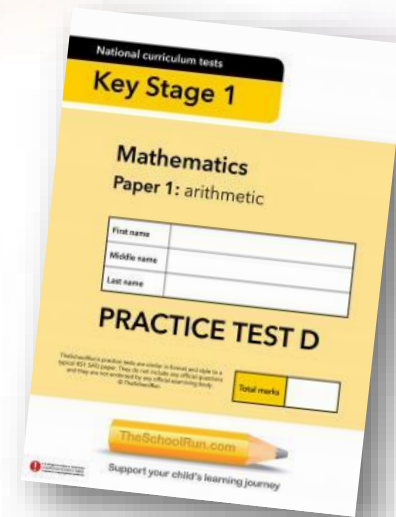
**UPDATE**

# Year 2 SATS

KS1 SATs will become optional from September 2023.

At the end of Year 2, children may take SATs in:

- ❖ Reading (Paper 1 and paper 2).
- ❖ English grammar, punctuation and spelling, or GPS
- ❖ Maths (Arithmetic & Reasoning)



We are currently awaiting confirmation from the Academy as to whether the SATS tests will be the ones we use for our end of year assessments. Should the decision be made to go ahead and use them, the information gathered will inform teacher assessment and NOT be reported to the STA.

We will update you nearer the time as to which end of year assessments the children sit.





## Curriculum Coverage for Year 2

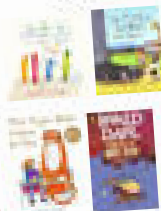
### Autumn Term



#### Curriculum Area

#### Coverage

##### English



**Reading** – Children will be learning to read most words quickly and accurately, without overt sounding out, when they have been frequently encountered. They will be learning a range of new punctuation in texts and be able to self-correct when they make an error. They will continue to develop a range of comprehension skills. You can support this at home by making predictions, asking questions, thinking of feedback and discussing how they look made them feel. Did they enjoy it? Why? We want to foster a love of reading as it is the key to accessing wider learning.

**Home reading** books are closely matched to their individual phonics ability and children could be beginning to read themselves by the end of the term. Children should be able to confidently decode 80% of the book without adult support. They should also begin to have a deeper understanding of the use of punctuation. E.g. when they use a full stop, they must take a breath. Punctuation is not just a mark on the page, it is a signal. This gives them the opportunity to check their home reading to something we use in school called 'Accelerated Reader'. This gives them the opportunity to check their understanding of that book through a quick quiz before changing their book, but all children are accessing this yet.

**Writing** – We deliver into the real life world of reading and writing through our love of texts. This allows us the opportunity to write for a range of purposes (letters, character descriptions, story writing, poetry etc.) through a range of interesting text types, we explore writing for a range of genres and purposes.

**Grammar Punctuation and Spelling (GPS)** – Children will take part in a weekly session focusing on a range of Year 2 GPS skills. Children will be given weekly spelling lists to work on at home and will be tested on a Monday.

##### Mathematics



**Counting and Times tables** – To be able to recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.

- Following a mastery style approach our units for this term will be:
- Number: Place Value
  - Number: Addition and Subtraction
  - Geometry: Shape

##### Science



- Animals: needs for survival
- Humans: human body
- Physics: hard materials (unit)

##### Religious Education



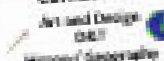
Within RE, we will be exploring with: 1.1 (GEM1) – What is the good news that Jesus brings? And 1.2 (GEM2) – Why does Christmas matter? We will be visiting Church for regular sessions (which you are more than welcome to come to) and the children will take part in a class worship during alternative Wednesday mornings. Whole School collective worship takes place each day.

##### Computing



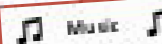
**Safe Online**  
**Why should we use passwords?** Purpose of password protection, using technology safely, e-safety, being safe online.  
**When should I do it if I am worried?** Unacceptable and acceptable behaviour, a range of ways to report concerns, being responsible online.

##### Curriculum Art and Design



**Design** – What has transport changed? Design: Stephenson (1825).  
**Art** – Drawing skills, painting and mixed media, using the scheme MAPSW.  
**Design** – designing and making 'mechanisms' – Wheels and Axles' (for movement).

##### Music



Music sessions will be covered weekly by Adepta Arts. In the first term the children will be learning about the ukulele. They will be learning about its history and how to play it. Each session will also focus on singing and the children will enjoy learning a range of new fun songs.

##### P.E



**Autumn 1** – Multi-skill and Dance.  
**Autumn 2** – Sports Hall: children's and tennis.  
Sessions are taught by both Mr. Murray and Mrs. Bull.  
Children also complete daily physical activities in lessons where we are frequently active across the school day.

##### Homework



**Spelling** These will be handed out weekly on a Tuesday and children will be tested the following Monday. Please use the worksheet inside the book provided to practice, as well as discussing and discussing with your handwriting. You also have the resource spelling sheet, where weekly spellings are updated. We ask for a minimum of 20 games/words.  
**Counting/Times tables** that your child needs support with (x2, x5, x10, x11). They must also be confidently and accurately learning numbers 0-9 from the correct starting point. Please work on any missing.  
Their home-reading book is to be shared at least 3 times a week and comments made in their reading diary regularly to share progress/feedback. Homework will either be set daily (free) or once a week in their homework folder every Tuesday and must be completed and handed back by the Monday of the following week.

# How to help at home

- ✓ Independence – ensure it is the child that completes recordings and drawings. We LOVE seeing their work! If they are struggling, please let us know.
- ✓ Be positive – not always easy we know, but we want home tasks to be a positive experience for adults, as well as children. Praise their efforts.
- ✓ Spellings – reinforcing spelling patterns, handwriting and sentence work.
- ✓ Spellings may be practised in their yellow book and/or on Spelling Shed (*10 games at least*). Please ensure your child uses a pencil and focuses on formations in their book.
- ✓ Tested Monday and given new spellings Tuesday. Their test scores are recorded in the back of their practice book.
- ✓ Homework tasks are also given Tuesday and are to be returned by the following Monday
- ✓ Tables - Practise number sequences,  $\times 2$ ,  $\times 5$  and  $\times 10$ . Then  $\times 3$  and  $\times 4$ . Number bonds practise is a great way to support your child with their maths work.





**Class emails** – Please could any urgent messages be sent to the office between the hours of 8:30 and 3:00pm as we don't regularly check class emails during the day.

**Safeguarding** – If you know a different adult is collecting your child afterschool, please let us know a name and relationship to your child either in the diary or by contacting the office. The person collecting must be over the age of 16 years old.

**Class Twitter** - @HolyTrinity\_yr2 Please follow us on Twitter for important news and updates from class. We share celebration news too! If you have any queries, please email or contact the office rather than tweet.



