Marion Richardson Primary School

YEAR TWO PARENTS' MEETING SEPTEMBER 2026

Meet the team

Class Teachers

Ms Mohamed - Class Teacher

Ms Ravat- Class Teacher

Support Staff

Ms Courtney

Ms Rakha

Ms Jean

KS1 Phase Leader- Mrs Jamieson

Eagle Class:

Ms Yianni – Class Teacher

Ms Doreen - Class TA

Ms Olu - Class TA

Ms Perwin –Class TA

Julia – notify office

Arrangements

- Each week teachers have time out of class for planning.
- This will usually be on a **Friday afternoon**.
- On PPA days there will be a cover teacher in class; we try to ensure that this is someone that the children are familiar with, and teachers will still be on site if there are any concerns or issues.

Punctuality

- Every child needs to be in school by 9am. If they arrive later than this time it has a severe impact on their learning.
- There will be adults on gate duty making a note of any child that arrives later than 9am.

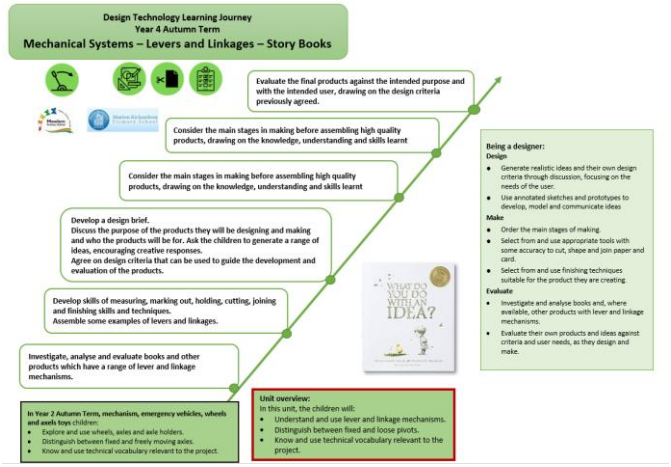
Marion Richardson Primary School Curriculum Overview 2026- 2027 Year Two

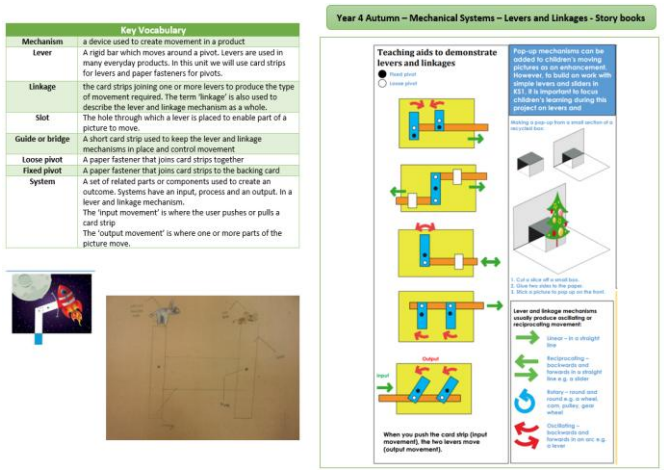
	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Billy and the Beast** ***Nadia Shireen*** Stories by a significant author (3 weeks) **The Boy who Cried Wolf** ***Aesop's Fables*** Fables or other animal stories (2 weeks) **Goldilocks & Just One Bear** ***Leigh Hodgkinson*** Traditional tales with a twist (2 weeks)	**Little Red and the Very Hungry Lion** ***Alex. T. Smith*** Traditional tales with a twist (3 weeks) **Recount of familiar events** (2 weeks) **The Santa Trap** ***Jonathan Emmett*** Familiar Settings (2 weeks)	**The Great Fire of London: Anniversary Edition of the Great Fire of 1666** Non-Chronological Report (3 weeks) **Recount of familiar events** (2 weeks)	**The Lonely Beast** ***Chris Judge*** Recount & Narrative (3 weeks) **Rainforest Encounter Non- Chronological Report** (2 weeks)	**Poems to Perform** Performance Poetry (1 week) **Poetry Pie** ***Roger McGough*** (2 weeks) **Stop! That's Not My Story!** ***Smriti Halls*** Adventure (3 weeks)	**Dear Teacher** ***Amy Husband*** Letter Writing (1-2 weeks) **Not that Pet!** ***Smriti Halls*** Familiar Settings (3 weeks) **The Big Book of the UK: Facts, folklore and fascinations from around the United Kingdom** ***Imogen Russell Williams*** Persuasive Leaflet (2 weeks)
Maths	Number: Place Value Number: Addition and Subtraction Geometry: Shape		Measurement: Money Number: Multiplication and Division Measurement: length and height Measurement: Mass, Capacity and Temperature		Statistics Number: Fractions Geometry: Position and direction Problem Solving Measurement: Time	
Science	Living Things and their Habitats Our Local Environment	Materials	Humans Healthy Me	Scientific Enquiry	Plants Young Gardeners	Animals and their habitats
Geography and History *Blue indicates the main focus for the unit.*	History Florence Nightingale, Mary Seacole & Edith Cavell	Geography What's the weather like?	History The Great Fire of London	Geography Rainforest encounter	History Explorers	Geography Where shall we go today?
Computing *Blue indicates the Online Safety unit.*	2.1: We are astronauts (programming on screen in Scratch Jr) 2.1 We are Year 2 rule writers	2.2: We are games testers (Working out the rules for games) 2.2 We are not online bullies	2.3: We are photographers (taking, selecting & editing digital images) 2.3 We are safe searchers	2.4: We are safe researchers (researching a topic) 2.4 We are code masters	2.5: We are animators (creating a stop-motion animation) 2.5 We are online behaviour experts	2.6: We are zoologists (collecting data about bugs) 2.6 We are game raters

WHAT WILL WE BE LEARNING? CURRICULUM OVERVIEW

RE	1.2 Who is a Muslim and what do they believe? Islam	1.3 Who is Jewish and what do they believe? Judaism	1.4 What can we learn from sacred books? Christians, Muslims and Jewish people		1.8 How should we care for others and the world, and why does it matter? Focus: Christians, Muslims, Jewish people	
PSHE	Wellbeing Unit Jigsaw: Being Me in My World	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing Me
PE	Invasion Games Netball	Invasion games Hockey	Net & Wall Volleyball	Invasion Games Tag Rugby	Striking and fielding Rounders	Athletics
	Gymnastics 1	Movement (Dance)	Movement Development Dodgeball	Gymnastics 2	Net & Wall Badminton	Health & Fitness/Mindfulness
Music *Music played in all assemblies Weekly singing assembly*	Tony Chestnut	Carnival of the Animals Magical musical aquarium	Grandma rap	Orawa Musical conversations	Tanczymy labada	Swing-along with Shostakovich Cat and mouse *Charlie Chaplin*
Design Technology	**Mechanisms – emergency vehicles** Wheels and axles		**Food – fruit/vegetable smoothies** Preparing fruit and vegetables (including cooking & nutrition requirements for KS1) Using products we have grown		**Textiles – puppets** Templates and joining techniques	
Art and Design	**Explore & Draw** Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.		**Expressive Painting** Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.		**Be An Architect** Exploring architecture and creating architectural models.	

WHAT WILL WE BE LEARNING? CURRICULUM OVERVIEW





What will we be learning? Learning Journeys

Learning Journeys detail the overall outcomes for each unit.

Learning Journeys detail the small steps that children will take to achieve the overall outcomes for each unit.

They show how the unit builds on prior learning

The show what children will learn in the future linked to what they are learning now.

Learning Journeys are available on the school website – on the year group page or on the subject page

They include key vocabulary for the unit

They include details of the key content to be covered

If you would like printed copies of any journeys please let us know

What your child should bring to school

- Each day, your child should bring their:
- Book Bag/ Rucksack with their books inside
- A water bottle
- A coat/sunhat (weather dependent)
- Appropriate footwear (weather dependent)
- Please make sure that your child **does not** bring in any toys, stationary or football cards as they can unfortunately become lost or damaged and could distract children from their learning.
- Please emsure children have their names on their belongings as it is extremely helpful

The School Day

- **Start:** 9:00am
- **Daily:** Maths, English, Reading & Phonics
- **Weekly:** History/ Geography, Art/DT, Computing, PSHE, Music, PE, French
- **PE Days:** Monday & Thursday
- **PE Kit:** For indoor PE/Dance, each child should wear black/ dark grey shorts/leggings and a white T-shirt (which can be purchased very cheaply from any local supermarket) or a blue MRS t-shirt.
- Children can also wear a blue sweater or cardigan for PE
- Children need to wear trainers or plimsols for PE in the playground. Black/ grey tracksuit bottoms can also be worn. **No crocs for PE please.**
- Children can come to school in their PE kit on PE days

The curriculum this year: our timetable

Year 2 Timetable

2M	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 - 9.15	Registration/Storytime	Registration/TTRS	Registration/ Storytime	Registration/Handwriting	Registration/Spelling Test
9.15 – 10.15	Maths	Maths	Maths	Maths	Maths
10.15-10.30	**Assembly**	**Assembly**	**Assembly**	**Assembly**	**Assembly**
10.30 – 10.45	BREAK				
10.45 – 11.05	Spelling Shed/ Phonics	Spelling Shed/ Phonics	Spelling Shed/ Phonics	Spelling Shed/ Phonics	Spelling Shed/ Phonics
11.05-12.00	English	Handwriting/ English	English	English	English
12.00 - 1.00 Lunchtime	L	U	N	C	H
1.00 – 1.10	Number Sense /Guided Reading	Number Sense /Guided Reading	Number Sense /Guided Reading	Number Sense /Guided Reading	Number Sense /Guided Reading
1.10- 1.30					
1.30- 3.30	13.30-14.30 RE	13.30- 14.30 Science	13.30- 14.30 Humanities	13.30 – 14.30 PE (outdoor)	13.45 - 14.00 Handwriting
					13.30 -13.45 Number Sense
	14.30-15.30 PE	14.30- 15.00 Library inc Story time	14.30-15.30 Computing	14.30 -15.00 Handwriting/ Storytime	14.00 – 14.45 Art/ D&T
		15.00- 15.30 PSHE		15.00- 15.30 Music	14.45 – 15.30 Story time/ Green time

The curriculum this year: Trips, Visits and Workshops

There will be regular trips and experiences to support our learning including:

- Soanes Centre – Materials Workshop
- Stepney Farm – Plants, Food and Growing
- London Fire Brigade Safety Visit
- Teddy Bear Hospital
- Tower of London – The Great Fire of London Workshop
- Booster Cushion
- Horniman Museum – Animals and their habitats
- Victoria Park Splash Park
- ***Please ensure you return consent forms and payment for trips by the date specified or your child may not be able to attend***

Healthy Food

- Our school has been awarded the Bronze Healthy Eating Award, and we would now like to apply for the Silver and Gold Award, to educate and encourage our children to make healthy choices.
- Please ensure that packed lunches contain healthy foods- no crisps, chocolate, sweets or cakes and no nuts please (due to allergies)
- If your child has an after-school club, they may bring a piece of fruit- no crisps, chocolate, sweets or cakes, and no nuts please (due to allergies)
- If you wish to bring something to celebrate your child's birthday, they can bring in fruit to share with their class (there is no expectation to do this, but the option is available if you wish to do so)
- On school trips, children can bring in an additional piece of fruit as a snack
- Please ensure that your child brings a water labelled bottle with them each day

Healthy Food

- Our menu choices for school dinners contain many healthy options accompanied by a choice from the salad bar. During special occasions, we will encourage a balance of healthy foods and 'party foods.'
- Please remember that we are a nut-free school- no Nutella or nut-based products, this is due to allergies.

Reading at home

- Book bags/rucksacks should be brought into school everyday.
- Children will have a reading journal (which includes a reading record) in their book bags. The reading record should be completed each time you read with your child.
- Your child will be given books that they can read independently to you. Children should read their book 2- 3 times to help build their fluency and understanding of the text.
- You child should have two books in their bag. One from their class library and another from the school library.
- Your child will visit the school library on a weekly basis (Tuesdays)

Home Reading

2 X Decodable Books
1X Family Reader

Home Reading

Reading Diary

Marion Richardson School

Name:

Class:

Focus on how **enjoyable** reading can be

Keep reading time **relaxed**

Encourage your child to **talk** about the book to support progress

Don't correct too **quickly**

Talk about the cover and read the title first, what might it be about?

Keep reading **aloud!**

Help your child to let their love of reading grow!

Join and visit the **library**

Look through the book first before reading

If they have read the book before ask for a **summary**

If your child **struggles**, read the book to them and let the teacher know

Reading with your child

Some questions to ask whilst reading together

- Look at the front cover. What could the book be about?
- Who is the author?
- What is an illustrator? What do they do?
- What does that word mean? Read the words around it to help you figure it out (context)
- How can you read an unfamiliar word? Can you segment and then blend it?
- Who are the main characters?
- What do you think will happen next?
- How do you think the character feels? Why? How would you feel in that situation?
- Can you predict how the book will end?
- Who is your favourite character? Why?
- Is there a hidden message in the story? What is it?
- Can you retell the story in your own words?
- Do you like how the story ended? Can you think of another way the book could have ended?
- Does this book remind you of any others that you have read? How?
- Is there anything about this book that you found puzzling?

Home Reading

Book Title:

Parent comment /initials

Days Read

Monday	☐	Saturday	☐
Tuesday	☐	Sunday	☐
Wednesday	☐		
Thursday	☐		

Book Title:

Parent comment /initials

Days Read

Monday	☐	Saturday	☐
Tuesday	☐	Sunday	☐
Wednesday	☐		
Thursday	☐		

Book Title:

Parent comment /initials

Days Read

Monday	☐	Saturday	☐
Tuesday	☐	Sunday	☐
Wednesday	☐		
Thursday	☐		

Teacher/TA Comment

What might happen next? Which character would you like to be? Where is the story

Are you enjoying the story? Which character would you like to be? What has already happened in the story?

Did you find out anything new? What might happen next? Does this book remind you of any other books?

Does this book remind you of any other books? How are the different characters feeling?

Home Reading

Common Spelling Words

the
a
do
to
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
man
clothes
cold
gold
hold
told
every
great
break
steak
busy
people
pretty
beautiful

after
fast
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
today
of
said
says
you

Reading Challenge

Draw a picture of your favourite part of the story and describe what you have drawn.

Reading Challenge

Book Review-
Give the book you have read marks out of ten and explain why you gave it that mark.

Reading Challenge

Find 5 interesting words in the text. Write down the meaning of each word then use each one in a sentence of your own.

Reading Challenge

Draw a picture of one of the settings in the story then write a description of where it is and what happened there.

Reading Challenge

Draw a picture of your favourite character from the story. Write a description of who they are and what you have learnt about them from your reading.

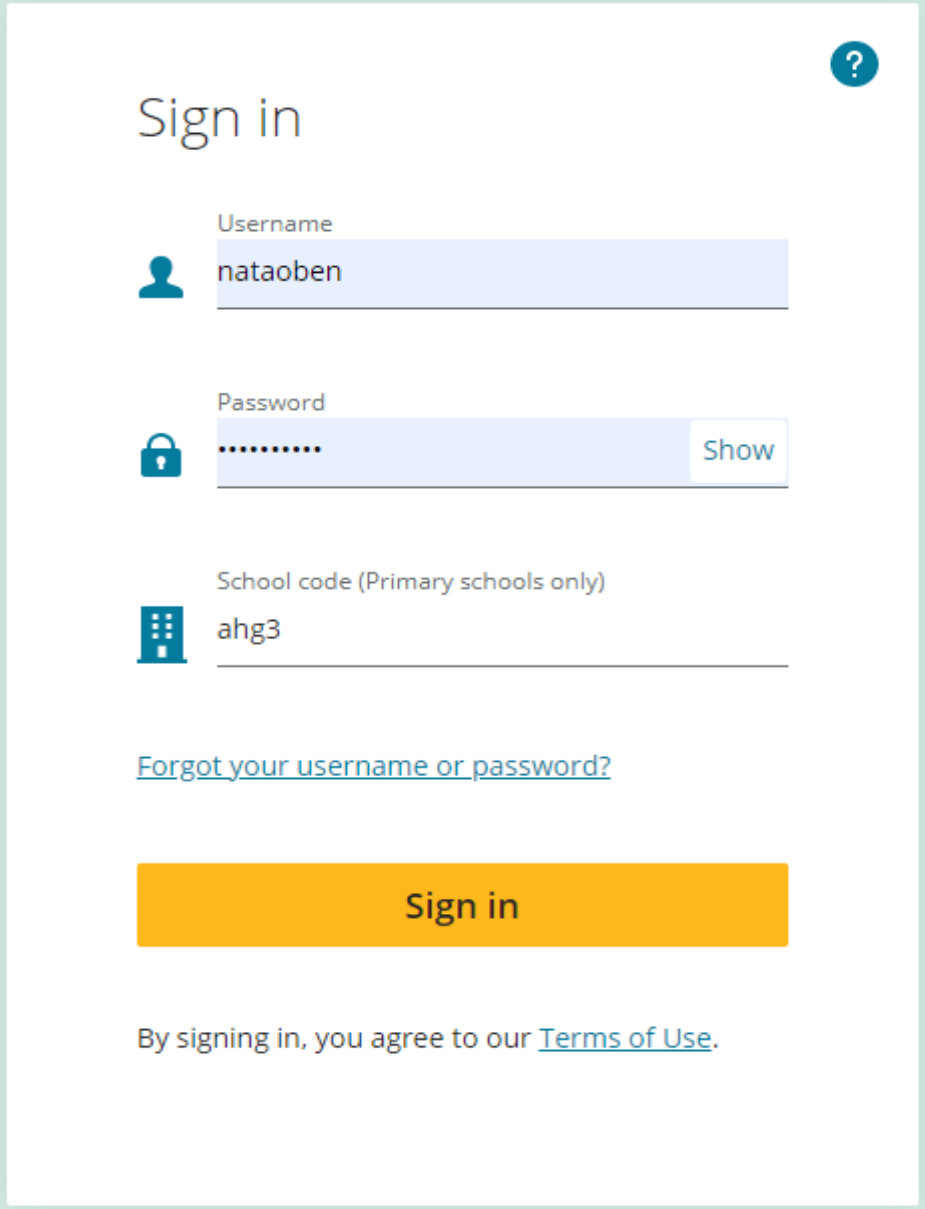
Reading Challenge

Design a new front cover for the book you have read. Don't forget the title and author!

Pearson

Hello. Sign in and let the learning begin!

School code: ahg3



Reading at home – Bug Club

ActiveLearn
My Home
My Stuff
6
My Library
My Rewards
Log Out
Grown-ups
Welcome
Joe
Click My Stuff to get started!
10
rain
shine

My Stuff

My Home | My Stuff 6 | My Library | My Rewards | Log Out | Grown-ups

Close

Independent 6

6 items

Bug Boy: Beetle Cookies

New

15

Draw With Penny

New

15

My Pony Book

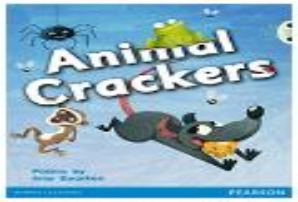
New

18

Shaun the Sheep: You Are My Mum!

New

18



Animal Crackers

New

18

ACTIVELEARN

Before and during reading

1 Say the sounds

g	o	c	k

2 Blend the sounds

dog	cap
Kim's	

3 Read the tricky word

to

Point out the tricky bit of the word (i.e. the 'o' in 'to' sounds /oo/) and then blend the rest.

Comprehension

Ask children to read the title and look at the cover.

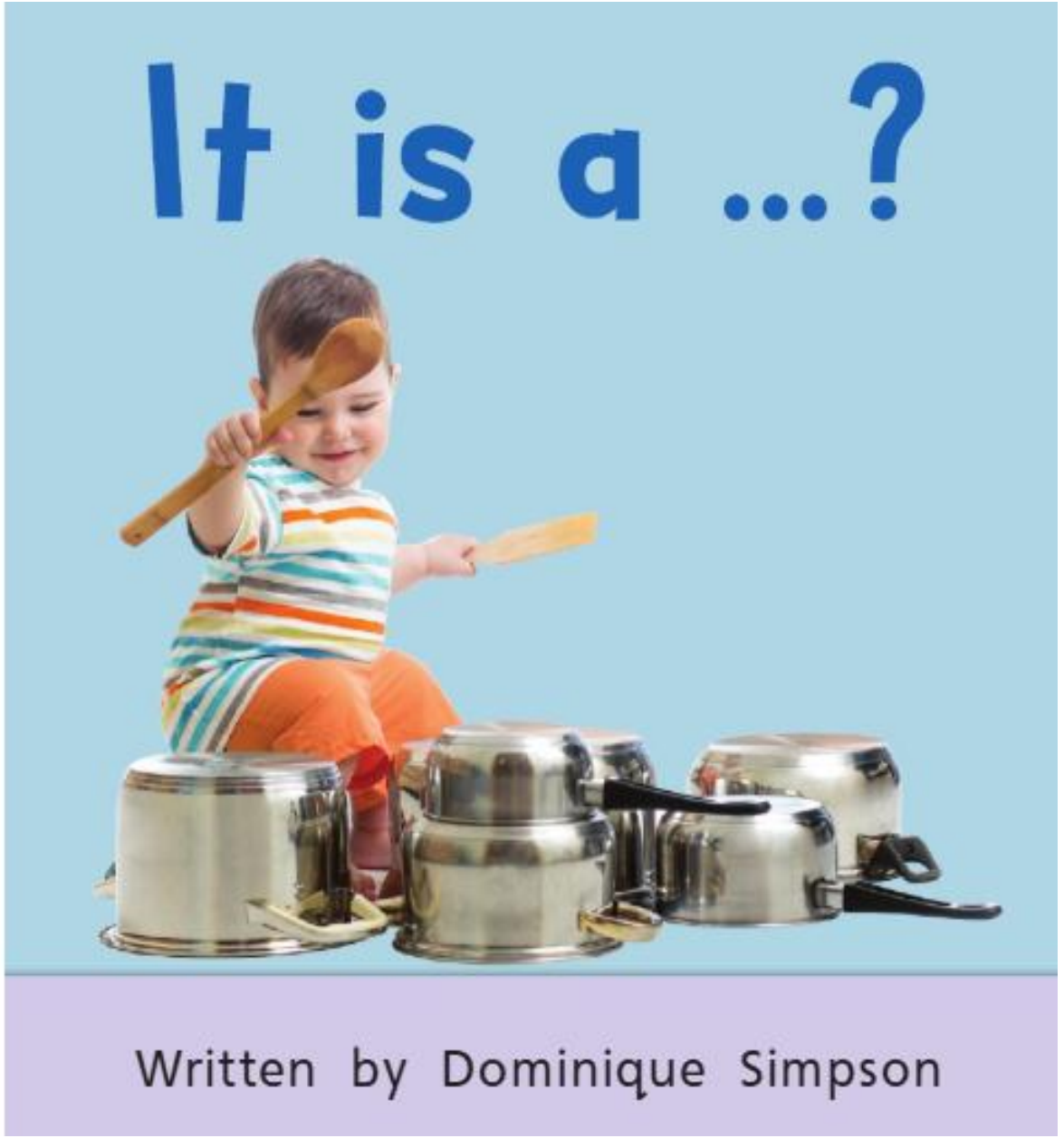
- Can children name what is on the cover?

Vocabulary check

Check that children understand that on page 5 'tap' means to bang the pan like a drum.

Reading the book

- Listen to children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- Point to the question mark on page 2. Ask children if they know what it is. Model how to read the question with appropriate expression.
- Now point to the exclamation mark on page 3. Ask children if they know what it is. Model reading the sentence with lots of expression.



Bug Notes

Words
have
little
said
there

This book practises

Blending and segmenting adjacent consonants*

*Consonants are letters which are not vowels (a, e, i, o, u).

Top Tip

Help your child to blend the sounds in words like 'book' and 'room'.
E.g. b-oo-k, r-oo-m.

Your child may need help with these words:

saw looked
beetle cookie

Have a go!

Sound Snap

Write these words on strips of paper:

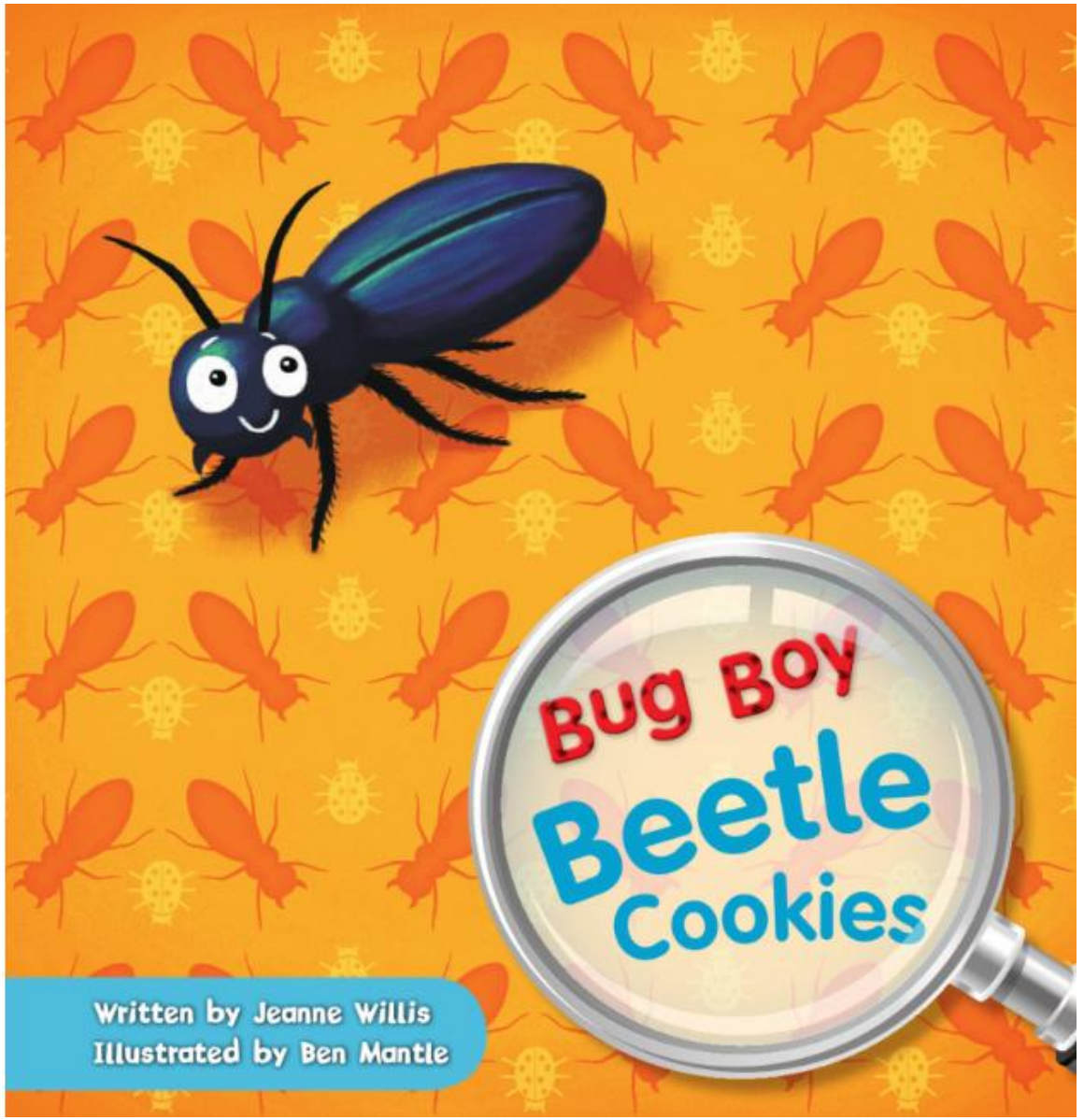
cookie took looked beetle sweet tweet

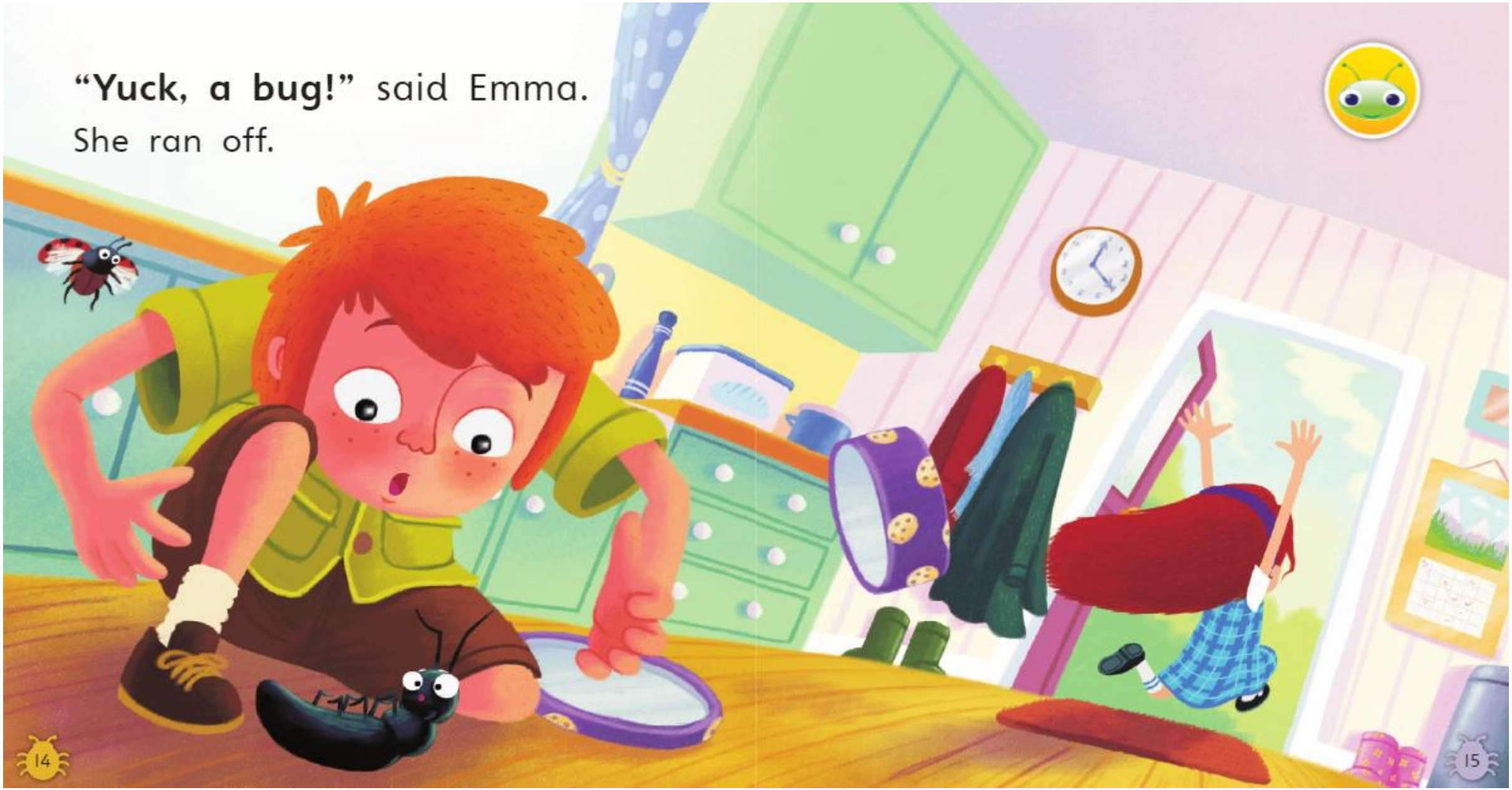
Divide the strips between you. Words that make the same sound make a 'snap'! The winner is the one with the most cards.

Skill Builder

Ask your child to read the title of this book. Do they think there will **really** be beetles in the cookies?

Bug Time fun is on the back page!

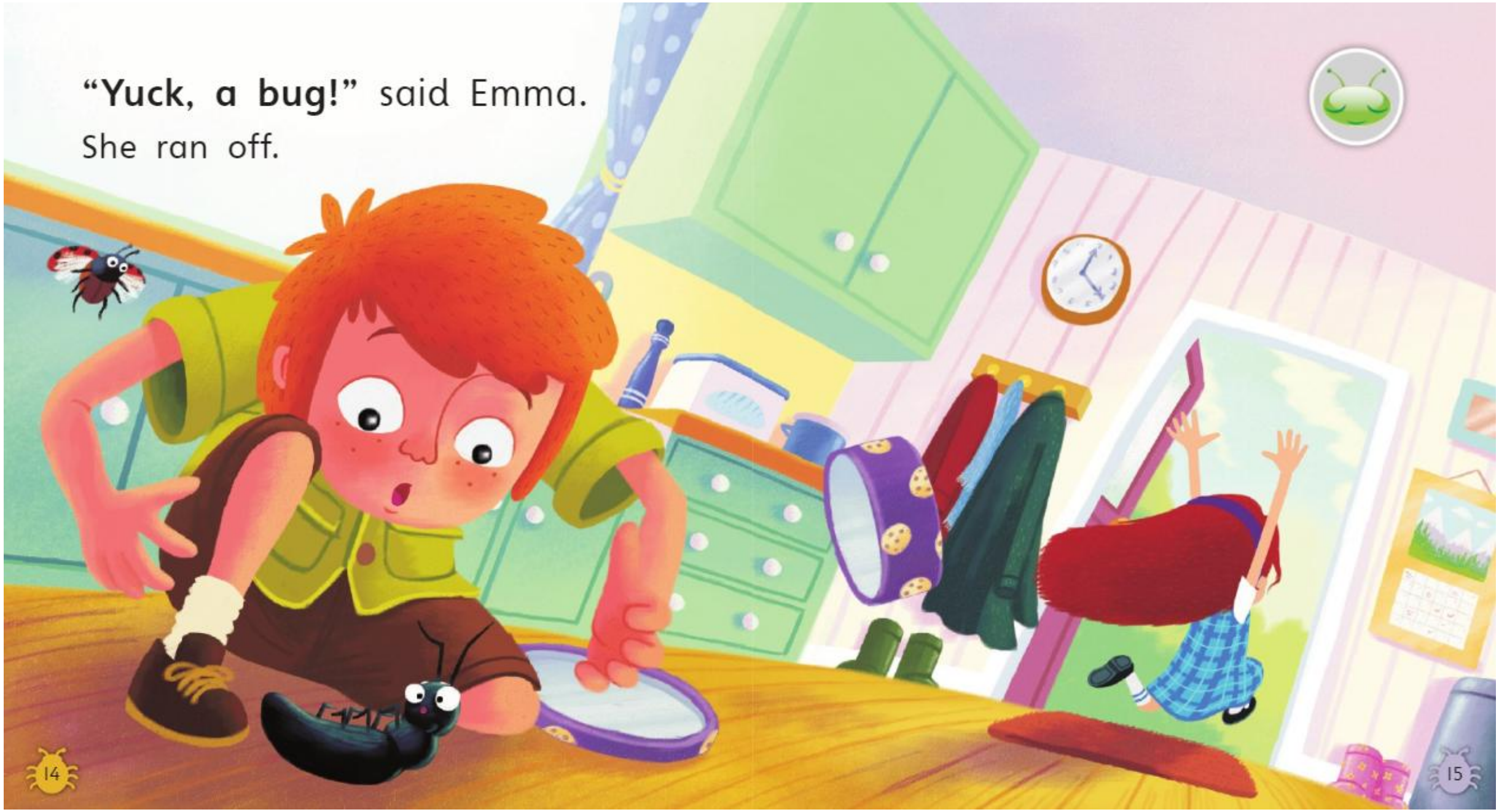



"Yuck, a bug!" said Emma.
She ran off.
14
15

What sound would Emma make when she sees a bug?

Click on the buttons to hear the sounds, then click on one to choose your answer.

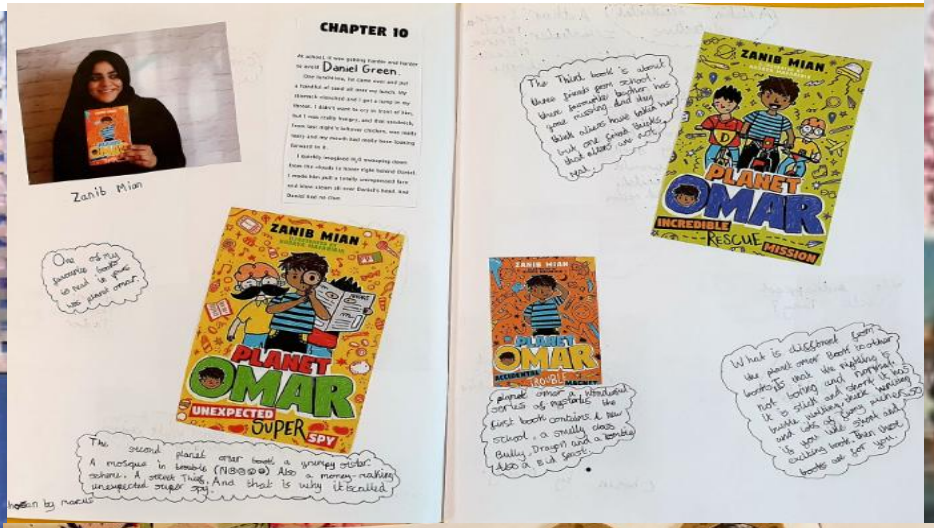
Done


"Yuck, a bug!" said Emma.
She ran off.
14
15

Keep reading
Close book

Reading at home

- Reading Scrapbooks



Home Learning

- We will be sending spellings home each week for your child to practice ahead of the spelling test on Friday.
- We have a large focus on reading in Year 2. Please be sure to read with your child and listen to them read as much as possible.
- Children should be able to recall their number bonds up to 20. Using Numbots and 1- Minute Maths regularly will help with this.
- In year 2, children will also learn their 2, 5 and 10 times table. Regular practise of these should be encouraged.
- There will be opportunities for your child to get involved in the half termly family learning projects that are not only educational but fun.

Homework

Spellings

Please learn these spellings for your spelling test next Friday.

You can use the following strategy to help you

Look, say, cover, write, check.

Or you can use any of the other spelling strategies you have learned in class.

1. jump
2. tent
3. nest
4. wind
5. me
6. went

Vocabulary

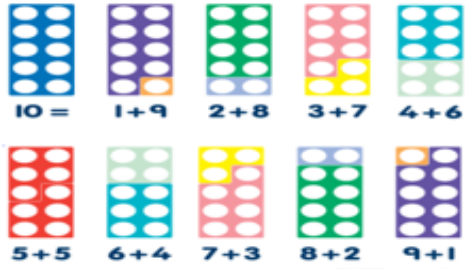
We have been using these words in class this week. Can you tell someone at home about them and find out a little bit more?

historian

significant

Maths

Learn your number bonds to 10 Remember to use Numbots to help you practise these. Please see the separate Numbots login sheet for instructions on how to use this at home.



Reading

Make sure you read for at least 10 minutes every day. Have a look at the reading activities on the next page. Can you choose an activity to complete this week?

A historian is someone who. . .

If a person is significant it means. . .

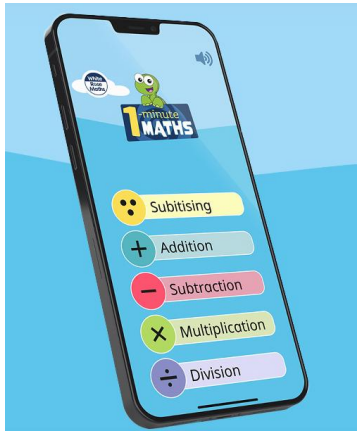
Alpha
BLOCKS

Number
BLOCKS

Google Classroom

Bug Club

Tools
Games
English
Mathematics
Science


1-minute MATHS
Subitising
Addition
Subtraction
Multiplication
Division

NUMBOTS

TIMES TABLES
ROCK STARS

Important notices

- Any important notices will be sent out via School Ping or in the Newsletter
- Please speak to the Admin team or Ms.Rumana if you need support signing up to School Ping

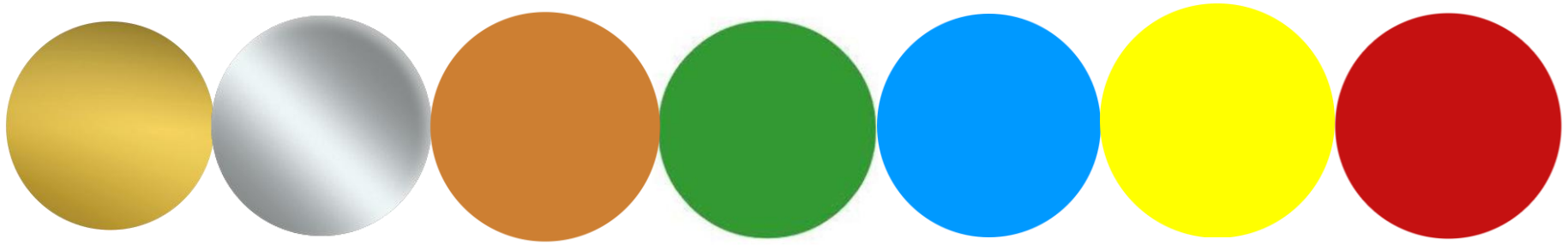
Please ensure you check your child's book bag for letters at the end of the day.

Behaviour and Rewards

- At Marion Richardson we follow the stay on green system throughout the school.

  Gold and silver certificates are given to children considered to go 'above and beyond' the usual expected behaviour by actively making choices that improve their own behaviour and ability and consistently making the right choices.

- Please remember that a child that remains on green is demonstrating great behaviour.



Uniform

- The school follows a blue and grey colour scheme. Please make sure that your child is coming into school wearing the correct uniform.
- a blue jumper or cardigan
- grey trousers, dress or skirt
- a white shirt or polo-shirt
- black shoes or trainers
- Children can come to school in their PE kit on PE days

Parent Sessions

- Throughout the course of the year we will be giving parents the opportunity to attend sessions and workshops to support them with reading at home, healthy eating, phonics and other topics relevant to your child's development.
- Notice of these will be given through via school ping, the school newsletter, the website and letters prior to the session.
- Please sign up to school ping if you have not already done so- please speak to a member of the Admin team or Ms Rumana if you need help with this