



Y E A R 2  
M E E T T H E T E A C H E R

**JUNIPER HILL SCHOOL**  
**23RD SEPTEMBER 2026**

# WORKING TOGETHER

At the heart of Juniper are the strong, positive relationships we build between home and school. Relationships matter to us.

We value working in partnership with you, and we recognise that you know your children best.

To ensure a smooth and successful transition, we have met with the previous class teachers to discuss each child's strengths, interests and individual needs.

We have also carefully read the transition questionnaires some of you completed which provide valuable insights into your children.

By working together and building strong relationships from the outset, we want to make sure your children have a successful year.



# MEET THE TEAM:

Nuthatches: Mrs Kent

Mr Martin (Monday, Tuesday PM)

Mrs Dwyer, LSA

Mr Forster, LSA

Skylarks: Miss Wilkinson

Mr Martin (Tuesday AM)

Mrs Feltwell, LSA

Miss Atkins, LSA

Mrs Farmer, LSA

Miss Ballentyne, LSA

Mr Forster, LSA



- Nuthatches: Tuesday (Mr Martin), Thursday (Mrs Kent)
- Skylarks: Monday (Miss Wilkinson), Thursday (Mr Collins)

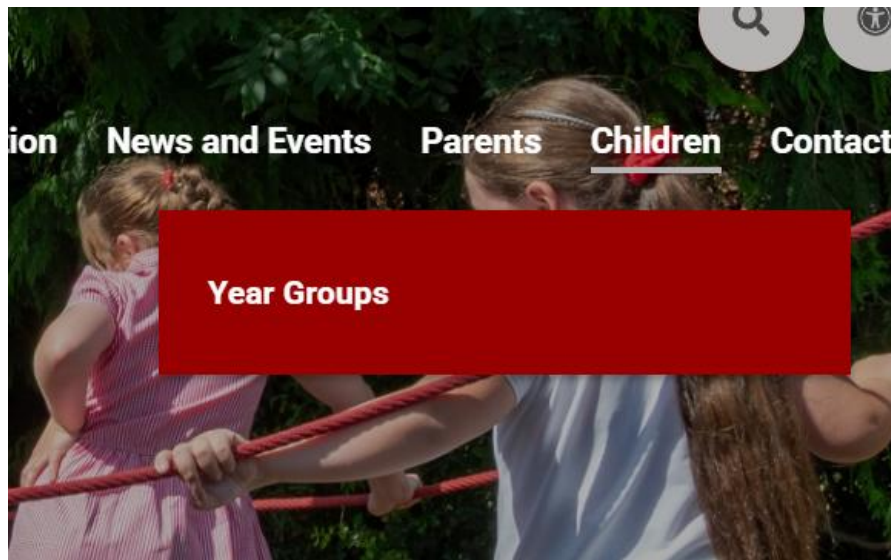
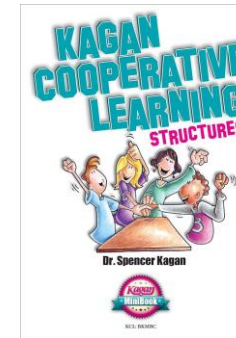
| Day                       | 8:45 | 9.00 – 10:10         |               | 10.10 – 10.20 | 10:20 – 11:30 | 11.30 – 12.00 | 12.00 – 1.00 | 1:00 – 2:10        | 2.10 – 2.20 | 2.20 – 3.20 |      |
|---------------------------|------|----------------------|---------------|---------------|---------------|---------------|--------------|--------------------|-------------|-------------|------|
| Monday<br>Mr Martin's Day | Reg  | Maths                |               | Break         | English       | Phonics       | Lunch        | Science            | Break       | Computing   |      |
| Tuesday                   | Reg  | KS2 Assembly         | Maths         | Break         | English       | Phonics       | Lunch        | Kagan Team Builder | PE          | Break       | PSHE |
| Wednesday                 | Reg  | Maths                |               | Break         | English       | Phonics       | Lunch        | History            | Break       | Life Skills |      |
| Thursday                  | Reg  | Maths                | Spelling Test | Break         | English       | Phonics       | Lunch        | RE                 | Break       | PE          |      |
| Friday                    | Reg  | Celebration Assembly | Maths         | Break         | English       | Phonics       | Lunch        | Art                | Break       | Music       |      |



# CURRICULUM COVERAGE

- Curriculum teaching (Kagan, Be like a)
- Foundational Knowledge (see next slide)
- Curriculum Overviews can be found on the website (see below)

Be like a MATHEMATICIAN



Year 2 Curriculum Overview 2026 - 2027



# EXPECTATIONS AND ASSESSMENT

Foundational knowledge: What children are expected to achieve by the end of each year.

| EYFS             | Year 1              | Year 2              | Year 3              | Year 4              | Year 5              | Year 6               |
|------------------|---------------------|---------------------|---------------------|---------------------|---------------------|----------------------|
| Letter formation | Letter formation    | Letter formation    | Letter formation    | Letter formation    | Letter formation    | Letter formation     |
| Finger spaces    | Finger spaces       | Finger spaces       | Finger spaces       | Finger spaces       | Finger spaces       | Finger spaces        |
| Pencil grip      | Pencil grip         | Pencil grip         | Pencil grip         | Pencil grip         | Pencil grip         | Pencil grip          |
|                  | Full stops          | Full stops          | Full stops          | Full stops          | Full stops          | Full stops           |
|                  | Capital Letter      | Capital Letters     | Capital Letters     | Capital Letters     | Capital Letters     | Capital Letters      |
|                  | Writing on the line | Writing on the line | Writing on the line | Writing on the line | Writing on the line | Writing on the line  |
|                  |                     | Conjunctions        | Conjunctions        | Conjunctions        | Conjunctions        | Conjunctions         |
|                  |                     | ENPs                | ENPs                | ENPs                | ENPs                | ENPs                 |
|                  |                     | tenses              | tenses              | tenses              | tenses              | tenses               |
|                  |                     | Pencil grip         | Fronted adverbial   | Fronted adverbial   | Fronted adverbial   | Fronted adverbial    |
|                  |                     |                     | commas              | commas              | commas              | commas               |
|                  |                     |                     |                     | Enp with a modifier | Enp with a modifier | Enp with a modifier  |
|                  |                     |                     |                     | Irregular verbs     | Irregular verbs     | Irregular verbs      |
|                  |                     |                     |                     |                     | Relative clause     | Relative clause      |
|                  |                     |                     |                     |                     |                     | Range of punctuation |



# READING TIP IDEAS

- **Yr 1 Practise sounding out and blending.** Ask your child to point to each grapheme, say the sounds and blend them together. Keep practising the words they find tricky rather than guessing from pictures. Set aside time to practise the story green, speedy green and red words found inside the book.
- **Read the same book more than once.** Repeated reading helps children become more fluent and confident. Talk about the pictures and ask simple questions such as *What happened* and *How do you know?* R1- for decoding, R2- building fluency and R3 for comprehension.
- **Yr 2 Build fluency.** Encourage your child to read sentences effortlessly rather than word-by-word. If a sentence is tricky, read it together and then let them try again independently. Re-read books with intonation and expression.
- **Talk about new words.** When you come across an unfamiliar word, explain it in child-friendly language and use it in another sentence. Encourage your child to use the new word themselves.

# YEAR GROUP EVENTS

- Harvest assembly (Y1,2,3)
  - Wednesday 7<sup>th</sup> October, 9-9:30
- Christmas play
  - Monday 14<sup>th</sup> December 2:30
  - Tuesday 15<sup>th</sup> December 9:15
- Beale Park
  - Thursday 6<sup>th</sup> May
- SPORTS DAY
  - KS1 Wednesday 19<sup>th</sup> May
  - Reserve: Wednesday 26<sup>th</sup> May
- Forest school
  - Miss Stallwood  
Summer term.



# EXPECTATIONS AND ASSESSMENT

- Homework:
  - Handed out on a Wednesday
  - Due back in on a Monday
- Spellings:
  - Weekly spelling test every Thursday
- Reading:
  - Reading records and books to be changed on a Friday so required to be in school
  - Books must be read **at least** 3 times in the week alongside other reading
  - Reading arrangements will change when your child finishes RWI phonics and moves onto accelerated reader (more info later in year).



# EXPECTATIONS AND ASSESSMENT

- Times Table rockstars
  - Log ins given in the Spring Term
  - Children expected to know their 2, 3, 5, 10 times tables by the end of the year.
- Daily practice in school from the Spring Term through our new Times Tables Trail Scheme.
  - 2 minutes to complete 10 questions.
  - If all correct at the end of the week children pass that times table and move onto the next one.
  - Monitoring sheet will be stuck in the back of homeworks books and stamped.



# EXPECTATIONS AND ASSESSMENT

- Assessments:
  - 3 Assessment weeks, 1 each term.
  - Administered across 2 weeks in Year 2

In Year 2 children will not be timed and papers will be split into 2 sections, administered across multiple days/ lessons. In Autumn and Spring they sit the NFER papers that are assessed using standardised scores. In Summer they sit the SATs, that are assessed using **scaled scores**. These are in-house assessments used to inform us of children's progress and identify any gaps in their learning.

Results will be given in data letters at the end of each term, or in reports for the SATs.

\* Please be aware that the reading papers differ from Year 1 to Year 2 as children are expected to read the entire paper/ text themselves, as opposed to in Year 1 where the majority is read to them. This means it is testing their word reading and comprehension.



# A D M I N

- Medicines and paperwork should be handed in to the **office** not via the classroom.
- Children must go home with a known adult. Please inform the office via email if your child is to be collected by someone new, or you would like to make changes to your known adults.
- We are already a nut free school, however would like to highlight that Miss Wilkinson has a severe peanut and tree nut allergy.



## EXTRA INFO

- **Playtime snacks** must be healthy (Fruit and veg). We now have a designated snack time, so children eat in the classroom as opposed to outside.
- **Show and tell:** No designated day, but show and tell items must be either relevant to Year 2 learning topics, or something special that has just happened (e.g. won an award, a special event at the weekend).
- **NO TOYS IN SCHOOL** please. Trading cards must only be brought in on a Friday. Please explain to your children that if they trade cards they do not get them back and disagreements about this have to be dealt with outside of school.



# QUESTIONS

- We have an open door policy. Please come and see us after school where possible to discuss any issues or queries. We will be teaching from 8:55 so will not be able to discuss anything after this time.
- Any questions?

