



# Merry Hill Infant School and Nursery



**Welcome to Year 2**

***“A Happy face, a learning place, a growing space”***

# Meet the Year 2 team

**Mrs Rogerson**



**Mrs Kemp**



**Mrs Shaz**



**Mrs  
Bradbury**



# Uniform



Crew Neck Sweatshirt



Cardigan



Poloshirt



# Daily Routines

|           | Morning  |                |                  |         |          |       | Afternoon      |          |            |                  |                    |                       |                  |
|-----------|----------|----------------|------------------|---------|----------|-------|----------------|----------|------------|------------------|--------------------|-----------------------|------------------|
| Monday    | Register | Guided Reading | Morning exercise | English | Playtime | Snack | English        | Spelling | Lunch time | Assembly         | Maths              | Computing<br>E-Safety | Mastering Number |
| Tuesday   | Register | PE             |                  | PE      |          | Snack | Guided reading | Music    |            | Mastering number | Art/DT             | PSHE                  | Handwriting      |
| Wednesday | Register | Guided Reading |                  | Maths   | Playtime | Snack | English        | Spelling |            | Assembly         | Geography /History | Handwriting           | Mastering number |
| Thursday  | Register | Guided Reading |                  | Maths   |          |       | English        | Spelling |            | Mastering number | Science            | RE                    | Library          |
| Friday    | Register | Guided Reading |                  | Maths   |          |       | English        | Spelling |            | Assembly         | Handwriting        | Mini explorers        |                  |
| Story     |          |                |                  |         |          |       |                |          |            |                  |                    |                       |                  |

# Transition



- ▶ We work very closely with the Year 1 team to ensure the transition from Year 1 to Year 2 is smooth and comfortable for all children.
- ▶ In Year 2 we continue to focus on building independence.
- ▶ Teachers have been dropping into the Year 1 classes during the summer term to get to know the children.
- ▶ Teachers meet with the children's previous teachers to ensure an in depth handover.
- ▶ Many of the routines are the same as in Year 1 for consistency – morning routine, playtime, lunch time, home time.

# Pick up and Drop off

- ▶ At morning drop off please wait on the left hand side.
  - ▶ When the bell rings say goodbye to your child and ensure they follow the adults into school. Please do not come past the green gates when saying goodbye.
  - ▶ If you have a message please speak to the member of staff by the white line.
  - ▶ Please leave school using the pedestrian gate at the front of school.
- 
- ▶ At pick up please wait behind the white line on the left hand side.
  - ▶ We will bring the children out at 3.15pm in a line. Once your child is at the front of the line they will be handed over to the grown up collecting them.
  - ▶ Please bear with us as we get to know you.
  - ▶ Remember to let us know if they are being collected by someone different.



# Morning Routines

- ▶ In Year 2 children are encouraged to continue coming in to school independently.
- ▶ Adults are there at gate to welcome them in.
- ▶ Children put their belongings away – just like in Year 1.
- ▶ Learning starts as soon as the children come in in the morning with an early morning activity which often focuses on completing next steps in books, fine motor activities or reinforcing previous learning.



# What should your child bring to school?

- Book bag- please no backpacks and only 1 small keyring
- Reading Record and reading books
- Coat with a hood (even if it looks like a nice day)
- Water bottle
- PE kit
- Wellies
- Glue Stick

**Please name all items** so we can return them to you if lost.

Please do not bring toys to school.

## **Water Bottles:**

Please send this in each day filled with regular water – not flavoured.



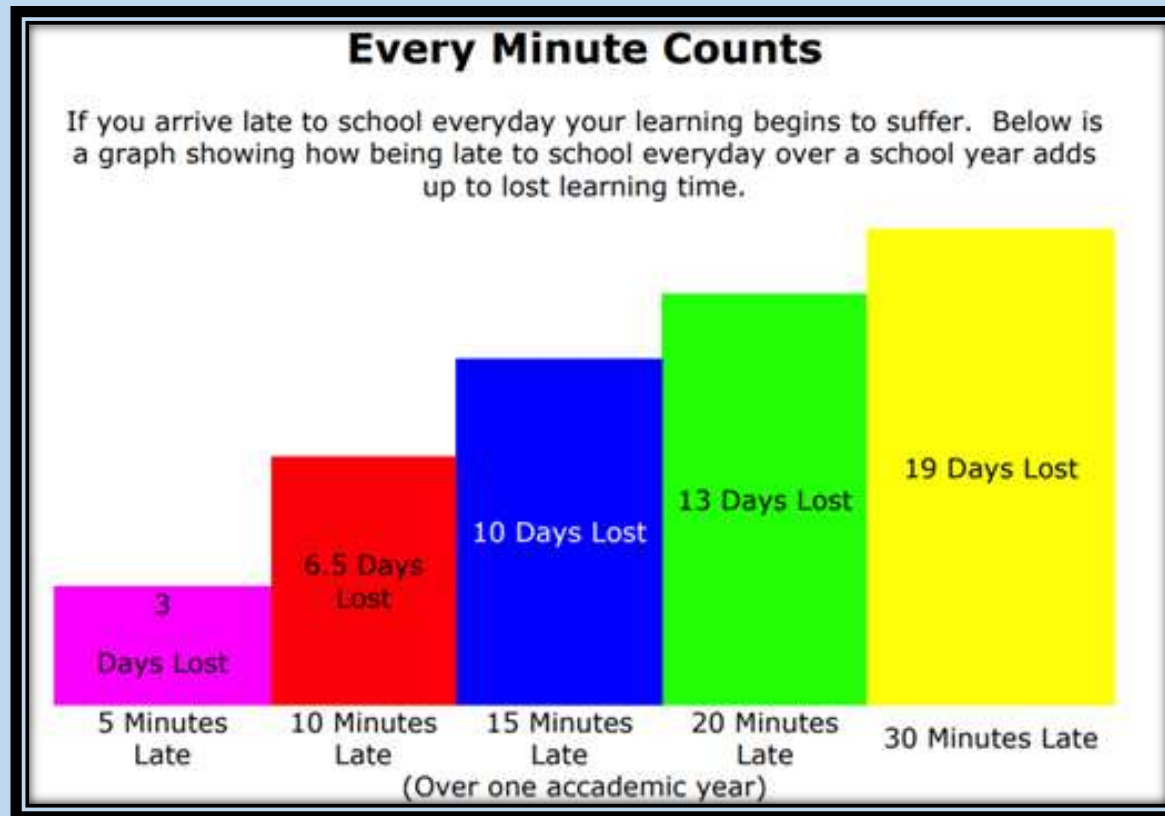
# Attendance and Punctuality



- ▶ Start of the day – soft start (8.45am). Please ensure they arrive before the register at 9.00am
- ▶ End of the day – (3.15pm)
- ▶ If your child is unwell and unable to attend school, please inform the office as soon as possible.
- ▶ If your child has been unwell and off school with sickness or diarrhoea, please keep them at home for 48 hours after symptoms are clear.

# Attendance and Punctuality

- Please remember that it is important to come to school on time - we know that lateness can have an impact on a child's well being since it can be disruptive and interrupts the learning of all the children in the class.



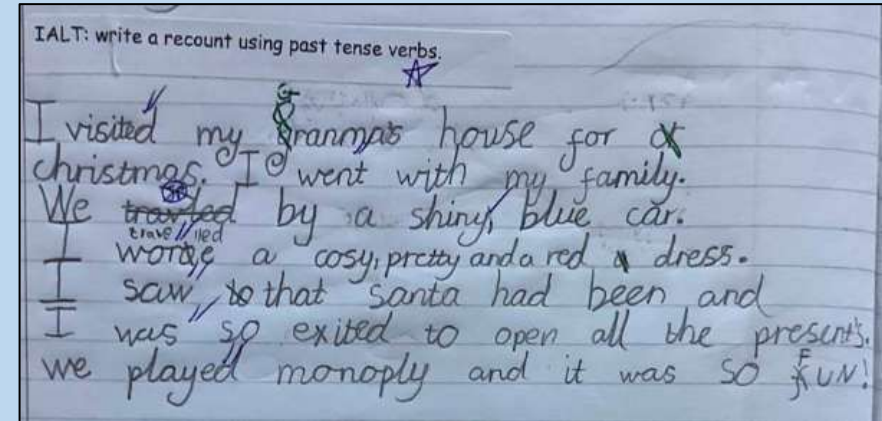
# Curriculum

In Year 2 we continue to follow the National Curriculum.

This covers English, Maths, Science, Computing, Geography, History, Art, Design Technology, Music, PE and RE.

We provide opportunities for over learning and retrieval throughout the year to ensure children are secure in their learning.

Each term a topic map is available on the school website showing what we will be learning about in each subject.

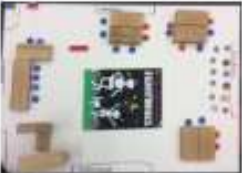


# Knowledge Organisers

Each half term Knowledge Organisers are used in class, on the school website and sent home via Seesaw to provide further detail on the learning.

Knowledge Organisers are used in

- Science
- Geography
- Computing
- History
- RE
- Music

| Lesson 1                                                                                                                                                 | Lesson 2                                                                                                                                                                                                                                                                                                                                                                                | Lesson 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key Question:</b> Where in the world are we?                                                                                                          | <b>Key Question:</b> What can we see in our classroom?                                                                                                                                                                                                                                                                                                                                  | <b>Key Question:</b> What can we find in our school grounds?                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Geography:</b> Geography is learning about the world and its people.                                                                                  | <b>Map:</b> A map is a picture of a place drawn from above.                                                                                                                                                                                                                                                                                                                             | <b>Natural:</b> Natural things are things that come from nature.                                                                                                                                                                                                                                                                                                                                                                                                                    |
| An aerial photograph is a photo taken from the air looking down.<br> | <br>Objects look different from above to how they look on the ground.<br><br>We can make our own maps of our classroom.<br> | <br>School grounds are all the outside spaces at our school.<br>There are lots of natural things in our school grounds. There are also some things that have been made by humans.<br><br>Natural<br><br>Made by humans |



- Seesaw is used in Year 2 in the same way it was used in Year 1
- We may upload some photos and videos of the learning that is happening in school. Other pieces of work will be completed in their books in school.
- We will also use Seesaw to share homework each week and you will submit completed homework back to us.
- You may wish to upload photos that your children are keen to share with their teachers and peers e.g. a day out at the zoo or your child's weekend with the class bear.
- Log in details will be sent home in September.

A screenshot of a Seesaw homework response form. The form is titled "In response to: Homework" and is divided into four columns: Reading, Spellings, Handwriting, and Maths. The Reading column contains the instruction "Read your phonics/colour books four times a week with a grown up." and a small grid. The Spellings column contains the instruction "This week's spellings are:" followed by a list of words: "other", "put", "push", "pull", "please", "people", and "parents". The Handwriting column contains the instruction "This week are practicing joining from the letter e..." and a small grid. The Maths column contains the instruction "Play on Numbot's for 3 minutes a day 4 times a week." and a small grid. There are blue checkmarks and arrows indicating completed work in the Reading and Spellings columns. The Handwriting column shows a small grid with the word "Complete" written in it.

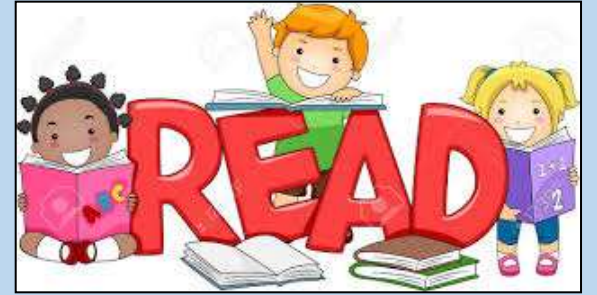
# Reading

We will be read with your child read twice a week. Once with the teacher and once with an LSA.

In Year 2 we focus upon the comprehension skills needed to predict unknown words, understand the context, empathise with characters and infer hidden meaning.

We use the following strategies:

- Sounding out using their phonic knowledge to decode unknown words.
- Questioning – Why does the boy look sad?
- Retelling – What happened at the beginning of the story?
- Independent reading followed by questioning
- Written comprehension questions
- “Why do you think...?” questions.



# Reading at Home

- ▶ Please read a little bit every day with your child- it really does make all the difference. This could include bedtime stories or any genre that interests your child (magazines, cook books, comics, audio books etc)
- ▶ Phonics books should be read independently. Please encourage your child to read their phonics book 4 times during the week each time with a different focus.
  1. Decoding the words
  2. Improving the pace and fluency
  3. Answering comprehension questions, discussing the plot
  4. Reading with expression

Colour book band books and library books are shared readers. This means your child may need some support to read these.

Please record in your child's reading record when they have read at home

Phonics and colour band books will be changed on Fridays.

Library day: TBC



# Year 2 Phonics and Spelling

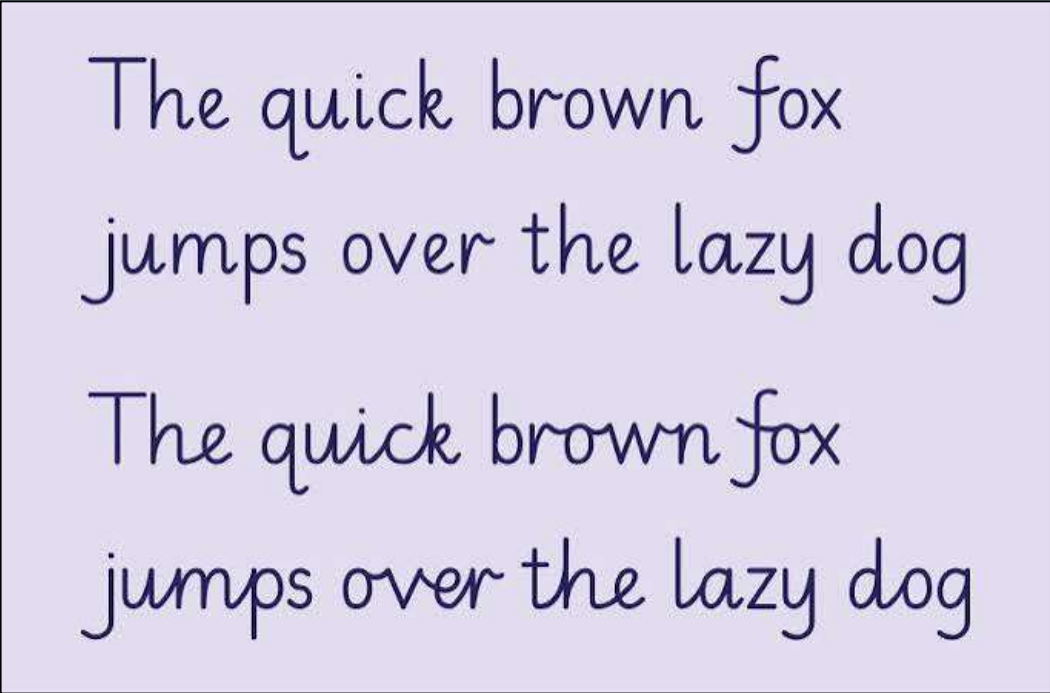
- Some children will continue with phonics sounds to help them secure their knowledge and application of taught sounds.
- Children will also follow the ELS Essential spelling scheme. This matches our phonics scheme which the children are already familiar with.

Spelling lessons will cover

- Specific code (spellings)
- Suffixes
- Homophones
- Apostrophes for possession and contraction
- Common words

# Handwriting

We use the Nelson handwriting scheme and aim to be joining our handwriting by the end of Year 2.



The quick brown fox  
jumps over the lazy dog  
The quick brown fox  
jumps over the lazy dog

We will continue to work on having the correct pencil grip.

Handwriting will be taught 3 times a week. Children will be taught to sit with their feet on the floor, to grab a sharp pencil and then tilt their book to the side. This is how they will be ready for writing.

# English

| Writing Purpose |                                                                                     |
|-----------------|-------------------------------------------------------------------------------------|
| To entertain    |  |
| To inform       |  |



- We will continue to use 'HFL Essential Writing'
- Writing focuses around a purpose and a real audience.

Year 1 was the Year of the Sentence. Year 2 is the Year of the Expanded Sentence.

- In Year 2 we focus upon grammar and making our sentences great.

Children will learn to:

- Write sentences with different forms including statements, questions, exclamations and commands.
- Use expanded noun phrases to add detail to their idea, for example, the fluttering, blue butterfly.
- Join sentences using conjunctions – when, if, that, or, because, or, and, but
- Use a wider range of punctuation accurately in context

# Writing at Home



- Make writing purposeful
- Encourage your children to keep a diary
- Leave notes for family members around the house
- Send cards to friends and family
- Help with writing shopping lists
- Orally rehearse sentences before writing
- Read sentences back to check they make sense and contain the correct features, edit if necessary.

# Maths

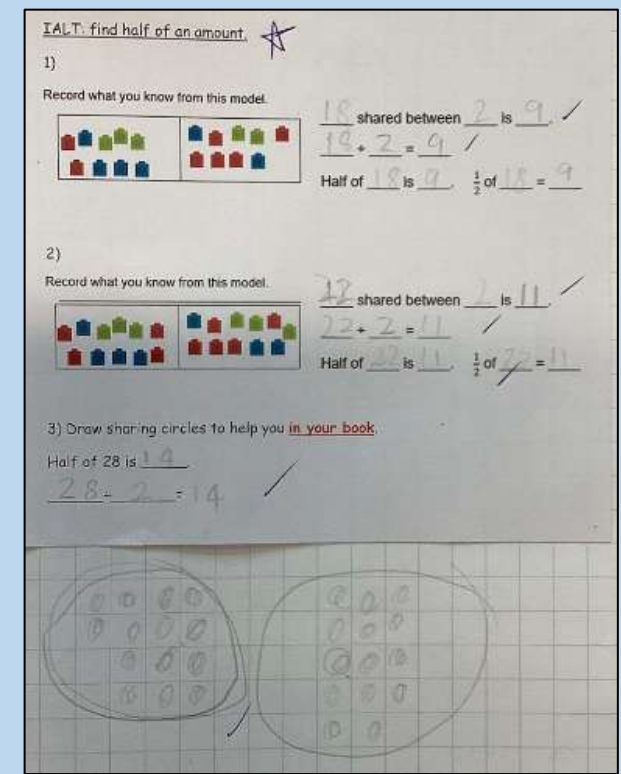
We use the 'HFL Essential Maths' scheme and the NCETM's 'Mastering Number' scheme

We use the CPA approach

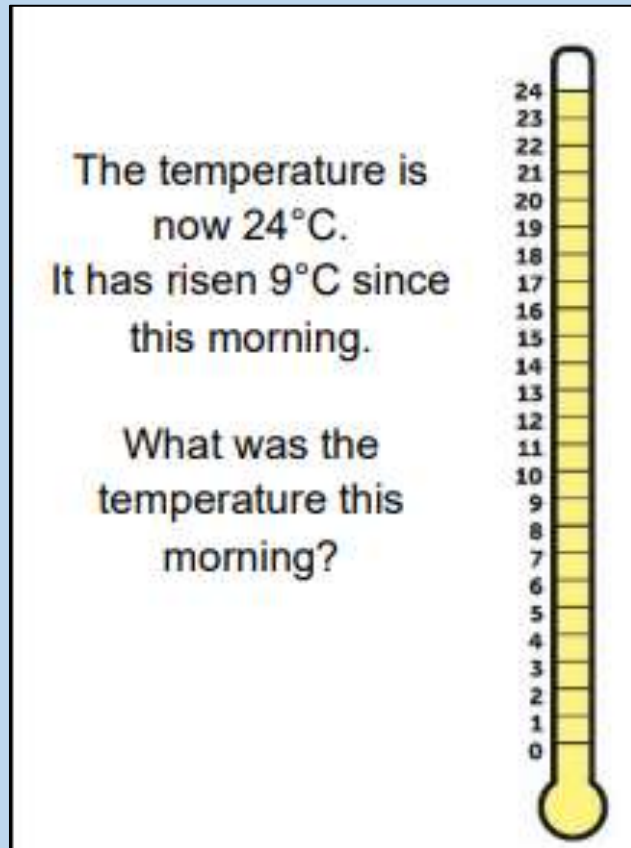
- Concrete – equipment and resources, practical working
- Pictorial – representing learning using pictures
- Abstract – using mathematical equations e.g.  $25 \div 31 = 5$

In Year two we focus upon:

- In Year 2, children work confidently with numbers up to **100**, developing skills in place value, addition, subtraction, multiplication, and division, as well as learning about fractions, measurement, time, money, shapes, and simple statistics.



We will do lots of problem solving and reasoning- asking the children to explain their thinking.



I think of a number.  
I take away 11.  
My answer is 8.

What is my number?

Once the children have had time to discuss and explore the problem, they will be encouraged to investigate using equipment. We will support the children in building up their reasoning and explanation skills when talking about their answers.

# Maths at Home



- Please continue to support your child to use the correct number formation at home – always starting from the top
- Play Numbots 4 times a week – keep this going throughout the summer holidays
- Play number games – snakes and ladders, monopoly, dominoes, shops etc
- Practise counting in 2's, 3's, 5's and 10's verbally- forwards and backwards
- Practise real life maths- paying for things when shopping, counting and adding when out and about, counting real life objects for example plates when setting the table, reading numbers on number plates/ front doors etc.
- Make maths informal and fun- What time do you leave for swimming? What time do you have dinner?

# Foundation subjects

- ▶ Science
- ▶ Computing (including E – safety)
- ▶ History
- ▶ Geography
- ▶ Art
- ▶ Design Technology
- ▶ PE
- ▶ Mini Explorers
- ▶ RE- Learning about different faiths and beliefs
- ▶ Music
- ▶ PSHE- Jigsaw



# The Merry Hill Way



Merry Hill

Infant and Nursery School



Ready



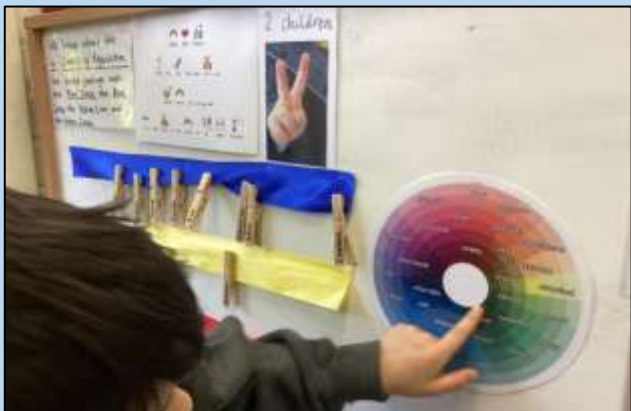
Respectful



Safe



- We use the JIGSAW scheme during PSHE (personal, social, health and economic education) to supplement our mindfulness approach.
- Jigsaw brings together PSHE education, emotional literacy, mindfulness, social skills and spiritual development. It aims to enhance self-esteem and positive behaviour and relationships within the school.
- It teaches the children it's ok not to feel ok but to talk to someone.
- We have a class charter- rules/ agreement for sessions.
- We have a mindfulness area in each classroom where children can go and find their inner calm.
- We have a worry monster in each classroom so children can put their worry in the monster and he will eat it away, we regularly check these.



DEAR WORRY MONSTER,  
I am feeling worried about \_\_\_\_\_

From \_\_\_\_\_



# Therapeutic Approaches



# Homework

- Homework is set weekly via Seesaw
- Reading (at least 4 times a week)
- Numbots (4 times a week for 3 minutes)
- Weekly handwriting sheet
- Spellings – key words or words linked to our current learning in phonics and spelling lessons

| Reading                                                                                      | Spellings                                                                                                                                                                                                                                                                      | Handwriting                                                                                                                       | Maths                                                                                                           |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Read your phonics book 4 times a week with a grown up.<br><br>Record in your reading record. | This weeks spellings are: <ul style="list-style-type: none"><li>• <b>nineteen</b></li><li>• <b>twenty</b></li><li>• <b>butterfly</b></li><li>• <b>caterpillar</b></li><li>• <b>wriggly</b></li></ul> Practise your words 3x per week. Remember to practise them in a sentence. | This week we are practising:<br><br>air<br>and<br>ure<br><br>Complete handwriting sheet. Remember to ask a grown up to watch you. | Play on Numbot's for 3 minutes a day 4 times a week.<br><br>(Your log in is in the back of your reading record) |
|           |                                                                                                                                                                                             |                                                                                                                                   |                              |

# Jewellery and PE

## PE Kit:

Black shorts, jogging bottoms, white top, plimsolls

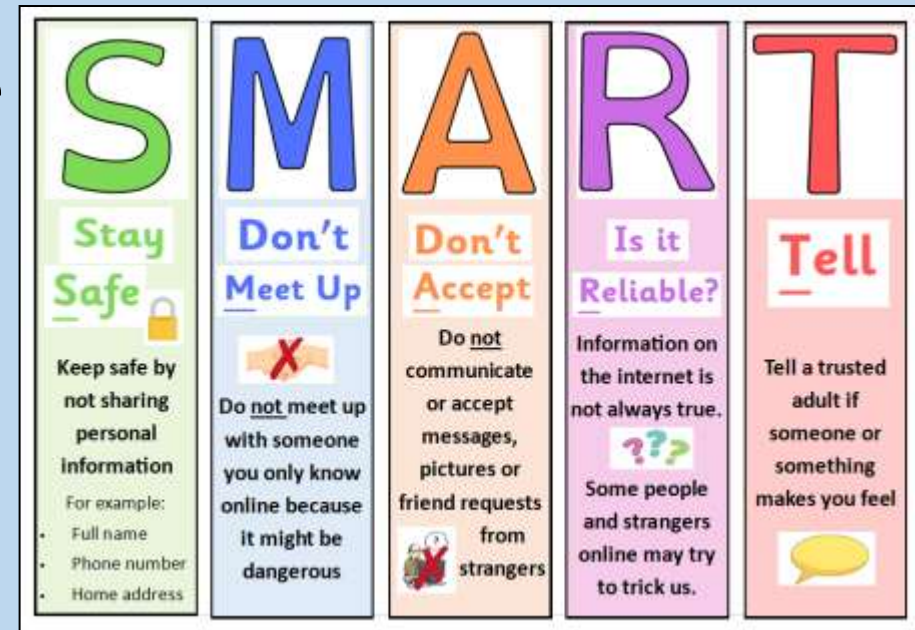
Please ensure all PE kit is clearly named

- ▶ PE day: TBC
- ▶ Earrings must be removed at home or taped with micropore (please provide)
- ▶ Long hair tied back.



# Safeguarding and e-safety

- Communication & Safeguarding- please keep us informed of anything that can help us support your children (change of routines etc.) so we can best support your child and ensure their wellbeing.
- E-safety is taught within computing lessons but also throughout the curriculum where appropriate



# Outdoor Learning

We value the importance of outdoor learning and at every opportunity take our lessons outside.

Every week we spend time in the forest area. We learn how to care for and respect our environment.

There are planned opportunities to further embed science learning and to practise skills learned in other topic areas.

Please ensure your child has welly boots in school and a coat that you don't mind getting muddy!



# Birthdays

If you would like to celebrate your child's birthday in school, we would love for you to donate a book or magazine for other children to enjoy.



# We support learning at home in a variety of ways

## **Look out for:**

- Parent consultations meetings
- Home learning suggestions (that may include joint child and parent/carer mini projects)
- Parent/carer workshops (for example, how to support early reading)
- Information and tips in newsletters, school website
- Home/school learning packs
- Information on displays around school

# Volunteering





# Friends of Merry Hill (FoMH)

## Who we are

A group of volunteers who work in partnership with parents, pupils, teachers and the local community to enhance the learning experience and help make Merry Hill an even better place for children to learn, develop, and grow.

## Fundraising activities 2025/26

- MacMillan Coffee Morning
- My Child's Art
- Movie Night
- Christmas Creation Station
- Winter Fair
- Mothers Day Creation Station
- Sponsored Slide
- Bake Sales
- Father's Day Creation Station
- Uniform Sales
- Easyfundraising





# Friends of Merry Hill (FoMH)

## Children / School Benefits 2025/26

- Cat in the Hat school Theatre Trip
- School/Parent Shelter Repair
- Classroom Equipment
- Books for Nursery
- Christmas Chocolate Lollies
- Christmas Tree
- Easter Treasure Hunt
- Sports Day Medals
- Year 2 Leavers Disco

**Raised  
£5,000 +**



## Community Benefits 2025/26

- Macmillian Fundraising
- Local Business Collaborations
  - Winter Fair Stalls
  - Raffle Prizes
  - Christmas Tree
  - Mother's Day Creation Station



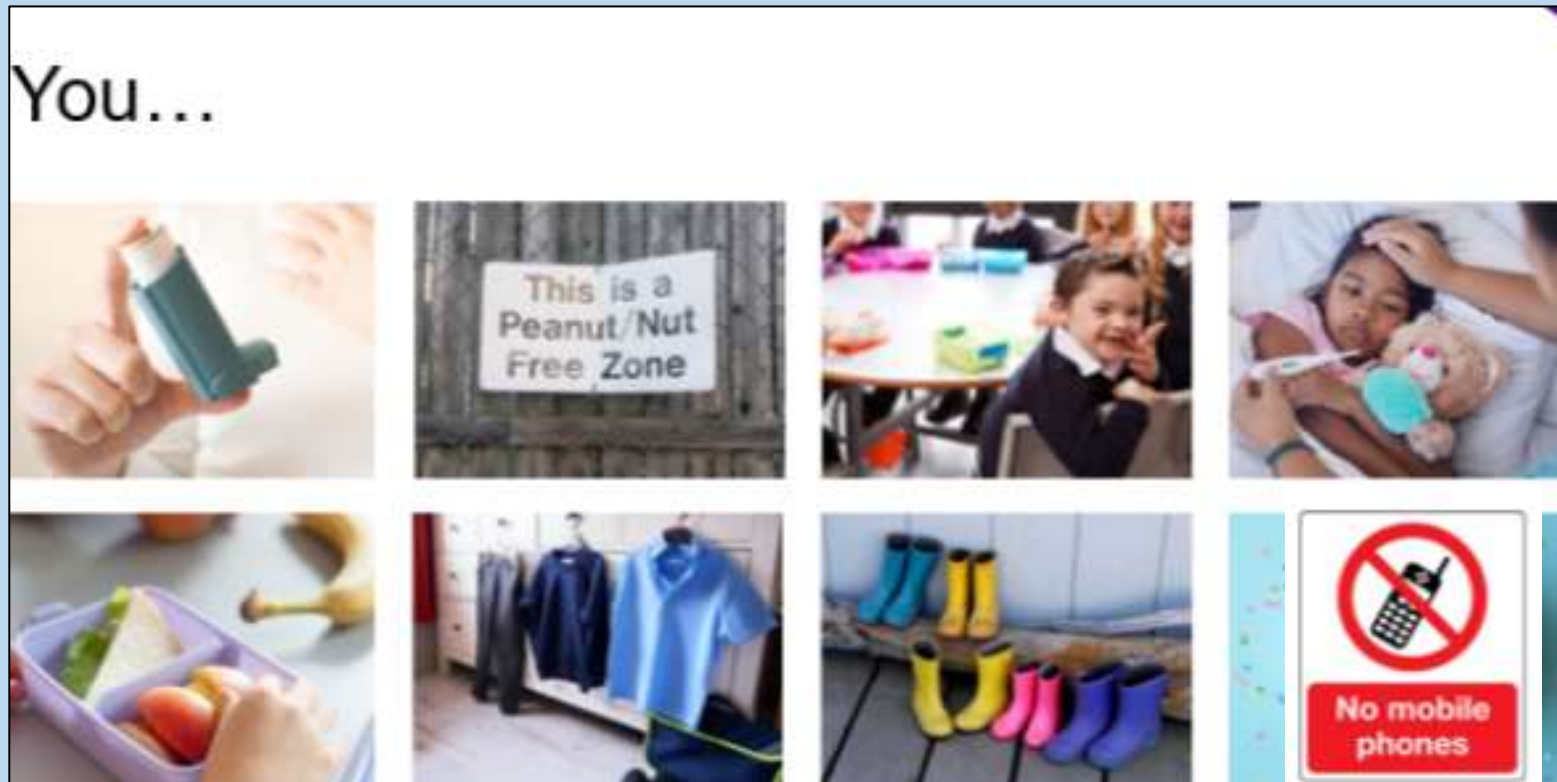
## FoMH Committee & Volunteers

We are always looking for enthusiastic volunteers to get involved and join our team.

### Please contact:

[fomh@merryhill.herts.sch.uk](mailto:fomh@merryhill.herts.sch.uk) or use the sign-up sheet

# Keeping children safe is everyone's responsibility



# Wellbeing and Readiness to Learn



# What do I do if I have concerns about my child?

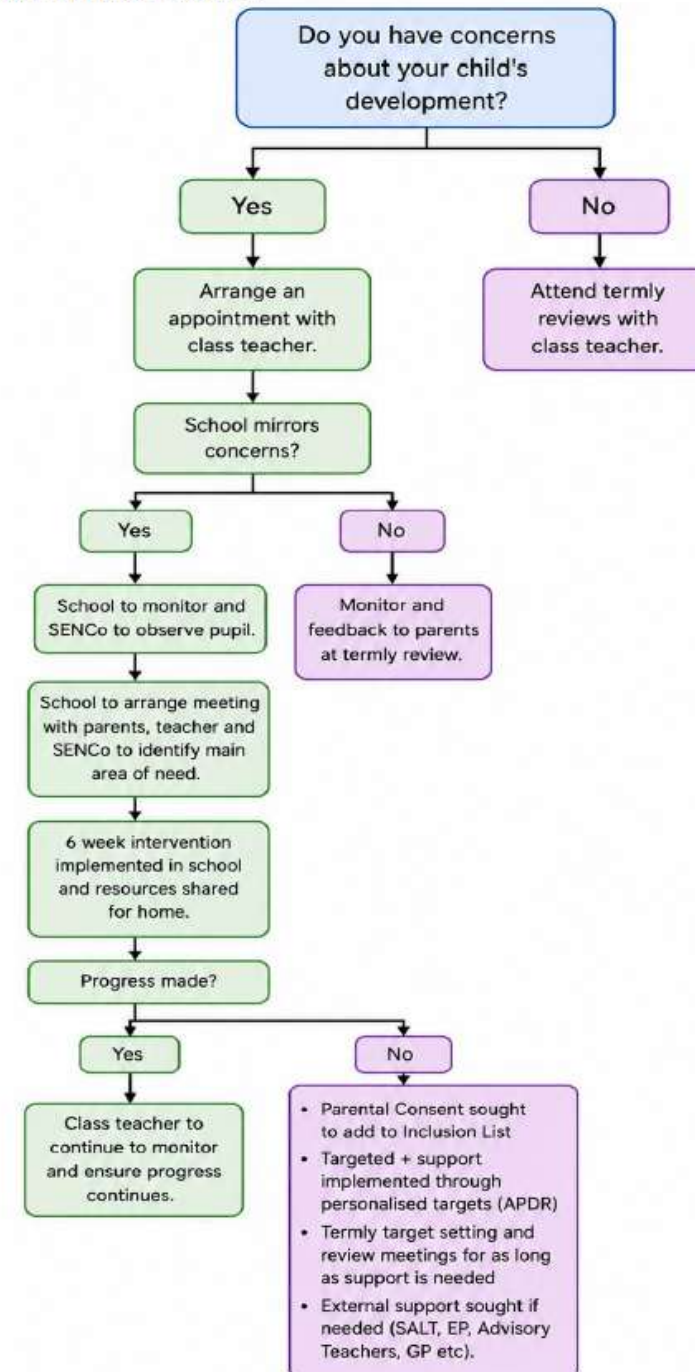
Come and talk to us with any concerns about your child's development.

We have an open door policy and are keen to hear your concerns and see if they mirror with our observations of your child at school.

- First make an appointment with your child's teacher.
- School will listen to your concerns, monitor them in class and the SENCo will arrange an observation.
- With parental consent school will put additional support in place and share resources with you to support your child at home.
- If there is limited progress following additional support you will meet with the class teacher and SENCo for a formal target setting meeting and to discuss adding your child to our Inclusion List (SEN Register).

Please see our [SEN Information Report](#) for more information.

**Identification of a Special Educational Needs and Disability (SEND)** Teachers meet with senior leadership team and the Special Educational Needs Coordinator to discuss all pupil's academic, social, emotional and physical progress. The following flowchart sets out the steps involved in the process:



# Communications

- Please email or call the school office for any attendance messages or changes to collection information.
- A member of staff will be at the door each morning with a messages book.

## Seesaw:

We would love to hear from you via replies on Seesaw.

Keep us updated on how home reading is going.

- You can email us via:

**[admin@merryhill.herts.sch.uk](mailto:admin@merryhill.herts.sch.uk)**



# Lastly:

Sometimes timetables change due to unforeseen circumstances

Please Reminder: Check our Year 2 blog regularly to see some of the exciting learning we have been doing!

<https://merryhill.org.uk/our-learning-community/home-learning/reception/>

**What to do next:**

Look at the Blog with your child.



Any questions?