

Mathematics and Numeracy following the 'New Heinemann Maths' scheme.

Number – develop oral counting skills both forwards and backwards within 20, take away to 10, add 3 numbers using number line or fingers and develop recall of number facts to 10.

Measures – time and language associated with it (link to seasons), explore length e.g. long/short/the same as/taller/tallest, using non-standard units to measure e.g. cubes

Shape and Space – be aware of different shapes and sizes within the environment e.g. leaves (Autumn walk), be able to name common 2D shapes e.g. square, triangle, circle and rectangle, be able to use shapes to create a picture and be able to describe different shapes.

Handling Data / Sorting – be able to decide criteria for sorting and place items on a Carroll, Tree or Venn diagram.

Problem Solving / Maths Week (October) – maths eyes and maths trail (outdoors). iZak9

Play (Indoor/Outdoor) TOPICS – Once Upon a Time/All About Me/The Little Red Hen/In the Toybox

Through topic work children will experience opportunities to develop a wide variety of skills within all the areas of play (role play, creative play, writing, dough play, small world play, construction play and ICT)

The World Around Us TOPICS - Once Upon a Time/All About Me/The Little Red Hen/In the Toybox

Be able to sequence familiar events, understand that things/people change over time, explore themselves-who am I? What am I? Am I the same as everyone else, identify familiar features and locate places in stories and understand that

some materials change if kept in different conditions. Children will also discuss positional/directional language and recognise signs of Autumn.

Other Information –

Uniform – BOYS - Grey trousers, red school sweatshirt, grey polo shirt.

GIRLS - Grey skirt or trousers, red school sweatshirt, red polo shirt, grey tights or long white socks.

SHOES - Black flat soft soled shoes. Trainers to be worn on P.E. days only.

P.E. – P.E. kit required twice per week (as advised by the class teacher). Children can come to school in their kits on allocated P.E. days only. No jewellery to be worn – plasters can cover earrings if required.

Breakfast Club – Open for all year groups from 8.00am. If attending, children must order breakfast e.g. toast/cereal. Parents are billed at the end of each month.

Attendance – all absences must be accounted for. Please telephone/email school indicating reason for absence or complete appropriate section in your child's homework diary. Holidaying during term time is discouraged – teachers will not be required to set work in advance or to provide work as a means of 'catch up'. The Department of Education no longer provides an attendance code for such absences.

Homework – as advised by class teacher.

School dinners cost £15.50 per week (£3.10 per day) and should be booked in advance using the ParentPay App.

Break/Lunch – school follows a healthy break programme – Y1 and Y2 break is provided by school. Parents are billed £2.50 per week on the ParentPay App – We are also a NUT FREE school – please strictly adhere to this. One ‘treat item’ is permitted in lunchbox. This is closely monitored by lunchtime supervisors.

Essential Items Required – red book bag (from School Days) and a strong A4 folder with zip. A box of tissues to donate to the class is also useful.



Monday to Friday

3.00 p.m. – 5.30 p.m.

Qualified Assistants

Can be used flexibly

£3 per hour (£7 for entire session)

Snack provided after 4.00 p.m.

Collect child from assembly hall door.

Thank you for supporting this service.

LISBELLAW PRIMARY SCHOOL ‘Learning for the Future.’

INFORMATION FOR PARENTS

Date: Term 1, 2026 – 2027

Year 2

Key areas of the curriculum to be covered this term: -

Literacy - Children will....

Reading –

Become familiar with high frequency words and understand that sounds are represented by letters, talk about what has been read, talk about ways that unknown words can be read and explore features in written language. Children will be grouped into ‘bands’ with appropriate reading material discussed and shared.

Writing –

Observe and see the teacher writing, begin to explore how to write words matching letters to sounds, develop letter formation and use increased knowledge of sound-symbol correspondence, analogy or word-accessing to write in a way that others understand

Talking and Listening –

Listen to a story, listen and respond to familiar phrases in stories, identify words in phrases, experiment with and enjoy rhyme, explore the structure of words by identifying initial letter sounds, identify beginning, middle and end sounds of words, talk about pictures and stories, retell a story using picture prompts, ask and answer questions to find information, explain what they have done, initiate and join in conversations and take part in group oral language activities ** **areas/topics listed do not include differentiated work**

