



Year 2 Welcome Booklet 2026-27

Welcome to Year 2



Welcome to Year 2 at
Frogmore Infant School

Happy learners, great achievers



Year 2 Welcome Booklet 2026-27

We hope you find the
information in this booklet informative and
useful.

We look forward to working
with you to ensure a happy and fulfilling year
for your child.

Mrs Wrightson – Joolama Class
Mrs Brooks and Mrs Hadlow – McKenzie Class

Our mission statement and school aims set ambitious targets and high aspirations to ensure children achieve the very best they can. The school's direction stems from its mission statement of:

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At Frogmore Infant School we recognise the importance of identifying learning values which underpin the work of the school and, together with an understanding of the unique context of our school, help to ensure our school mission and aims are translated into action. We believe that the identification of a mission, aims, values and context is crucial to ensure a firm foundation for effective pupil learning and a means by which the school's approach to learning can be constructed and justified.

As a result, at Frogmore Infant School the school's values and beliefs about learning shape the culture and determine the priorities of the school, serving as the guiding force behind decision making related to the school's curriculum, assessment, policies, procedures and monitoring.

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Respect

- I am polite and share – TOPS
- I show kindness and understanding

Excellence

- I can feel proud of myself and of others
- I believe I can get better at things

Adventure

- I love learning new knowledge and skills
- I like to feel challenged

Care

- I use kind words and actions
- I look after property and the environment

Healthy

- I make the right choices
- I know how to stay safe

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At Frogmore Infant School we plan to ensure a high-quality curriculum that:

- Is based on our own proactive thinking and a shared ethic of excellence
- Is the product of clear consideration of the sequence of content necessary for children to make progress
- Provides children with the knowledge they need for subsequent learning
- Builds deeper understanding and the capacity for skilful performance

We follow the National Curriculum (English, Mathematics, Science, Computing, History, Geography, Art and Design, Music, Physical Education and Design and Technology) and the local syllabus for Religious Education (Living Difference). In addition we have identified key learning experiences for:

- Personal, social, health education
- British Values
- Spiritual, Moral, Social and Cultural Development

These, combined with the translation of our learning values into key objectives and clearly defined cognitive skills, provide the basis for the key knowledge, concepts, skills and processes that the children will experience throughout their time at the school. We see the curriculum as all the experiences children encounter during their time in school. These include extra-curricular provision, lunchtimes, off-site visits, visitors into school, theme days and theme weeks.

Progressions of skills and knowledge

We have created Progressions of skills and knowledge (PoSK) for all National Curriculum subjects, RE and PSHE. PoSK detail where we want children to be at given points. These support teachers in ensuring learning is progressive with high quality learning outcomes, linked to developmental stages and appropriately challenging.

When devising PoSK we have:

- Looked at the purpose of each National Curriculum subject
- Identified concepts within the subject to ensure a conceptual thread running through PoSK. Children repeatedly encounter these concepts in different contexts enabling depth of learning over time
- Identified subject specific vocabulary
- Ensured the PoSK prepare children for their next stage in education

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What will my child do in English and Mathematics in Year 2?

Year 2, the final year of Key Stage 1, will see your child being encouraged to work more independently. At this age, most children will have improved their ability to coordinate movement and their language/speech will be increasingly complex and grammatically correct, so it's an exciting year for children, parents and teachers.

English

In English, the children will continue to work on the phonics they have learned in Year 1, aiming to read words by sight without having to sound them out individually. They will learn further spelling patterns and rules, and begin to apply those in their writing.

Here is a list of 'common exception words' that the children are expected to spell correctly in Year 2:

Autumn	Spring	Summer
because kind find mind behind wild climb cold told hold every everybody great break steak pretty beautiful could should would who water Christmas	floor poor door child children most only both old gold after fast last past even plant grass class pass	path bath hour move prove improve sure sugar eye whole half any many clothes busy people again money Mr Mrs parents father

They will look at the possessive apostrophe, homophones and near homophones and suffixes. There will be a more detailed focus on handwriting, with children encouraged to form their letters correctly, learn which letters are to be joined and make letters a consistent size. Children will learn to write for a range of purposes including stories, poetry and real events.

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Grammar is a hot topic in Year 2! Children this age are expected to understand the following terms, to be able to spot them in their reading and apply them in their writing:

Noun A word that names a person, place, thing, or condition. A noun may be the subject of a sentence or the object of a verb or preposition. In the sentence, 'Ayan likes to eat popcorn at the cinema,' 'Ayan' 'popcorn,' and 'cinema' are nouns.	Question A sentence that asks for a reply. • Did you take my apple? • How long did it take you to get to school? • What did you get for your birthday? 	Adjective A word that describes or modifies a noun or pronoun. In the sentence, 'It was a hard test,' the word 'hard' is an adjective.
Noun Phrase A noun phrase includes a noun and the modifiers which distinguish it. If 'dog' is a noun, a noun phrase is a way of giving more information about the dog: That dog, the dog on the sofa, Uncle Eric's dog. 	Exclamation A sentence to express strong feelings. They begin with 'What' or 'How' and end with an exclamation mark. 'What a dangerous mountain to climb!' 'How hot it is today!'	Adverb A word that describes or modifies a verb, adjective, or other adverb. Adverbs are also used to modify a whole sentence. In the sentence 'Unfortunately, she spoke so slowly that most of the audience was very bored,' the words 'unfortunately,' 'slowly,' and 'very' are adverbs.
Statement Something stated in words. The primary school have changed the school uniform so that everybody wears red jumpers.	Compound Compound words are made up of two or more different words to make a new one: police + man = policeman play + ground = playground hair + cut = haircut	Verb An action word. Verbs usually have different forms to express tense, voice, mood, and number. 'Read,' 'blew,' 'drives,' 'seemed,' and 'skip' are examples of verbs.
Apostrophe An apostrophe is used to show where one or more letters or numbers have been left out. 'Wouldn't' for 'would not' and '87' for '1987' use apostrophes this way. It is also used to show possession. 'Susan's clothes' and 'Charlie's bike' use apostrophes this way.	Suffix A letter or group of letters added to the end of a word to make a new word with a slightly different meaning. The 'ed' in 'wanted' is a suffix. 	Tense The aspect of verbs that shows when an action takes place. Verbs can be in past, present, or future tense: Played (past tense), playing (present tense) and to play (future tense).
	Command To order or instruct. 'Leave the building now.'	Comma A comma is used to separate words, phrases or other parts of a sentence. It can also be used in a list or to show a pause in speech: "I went to the market and bought eggs, chicken, milk and cheese."

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Reading continues to be a high focus area. Alongside accuracy of reading and fluency, there is a strong focus on reading comprehension. Checking your child's understanding of the book they are reading is an excellent way to support them. Asking questions about the plot such as: *'What might happen next? Why do you think the boy is feeling sad? What sort of mood is being created?'* will help them to engage with their reading on a deeper level.

You can also do this when you are reading to them, which is still so important at this age. Children learn a lot from the way we read aloud and we can encourage them to see how the author's use of punctuation changes the way we read their work. Think about pointing out statements, commands, questions or exclamations when reading with your child. You might want to use a range of voices to show how types of sentences and punctuation can be read in different ways.

Teaching your child to use inference- Ask appropriate questions about the book:

Fiction Books

Questions about characters

- What does look like? Use parts of the story to explain how you know this?
- What sort of things does get up to?
- Why do you think that behaves in the way that he/she does?
- What have you learned about? Where did you get this from?
- Would you like to have as a friend? Why/why not?
- How did feel at the beginning/middle/end of the story? How do you know this?
- Do you feel that you are in any way similar to? In what way?
- Do you think that changed in any way during the story? How and why did these changes happen?
- Why do you think said "....."?

Questions about settings

- Where do the main events take place?
- What effect does the setting have on the story?
- When do the main events take place?
- Does the timing of these events have an effect on the story?
- Why do you think the author chose the settings that he/she has?
- Do you think that the settings are well described? Why?
- Can you select some good description and say why you think it is so effective?

General questions

- Does what you have read in your book today make you want to carry on reading? Why/why not?
- What main events have taken place in your book?
- What caused these events to happen?
- What was the result of these events?
- What do you think may happen next & why?
- What part of the story do you think is the funniest/saddest/most interesting?
- How do you think the story will end?
- Why do you think the book is called?
- Did anything in the book make you think about something that once happened to you?
- Do you think that the pictures help you to understand the book better?

Do the pictures make the book more enjoyable? How?

- What questions would you like to ask the author?
- Would you recommend this book to other children?
- Would it appeal to all children? What sort of children do you think would like it?

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Non-fiction Books

- What have you learnt from your reading today?
- Who do you think would find this book most interesting and useful?
- How is the information arranged on each page?
- How does the way that the information is set out help you to understand it?
- Here it says (point to the contents page) is on page ... What do you think that page will be about?
- How would you use the index to find something out?
- Could you suggest any ways in which your book could be improved?

Poetry

- Can you find out who wrote this poem and when it was written?
- What pictures did it make you think of as you read the poem?
- What is the poem about?
- What is the poet trying to do or say?
- What is it about the poem that you liked?
- How do you think the poet is feeling about what they are writing about?
- What 'poetic features' can you identify? (rhyme, rhythm, alliteration etc.)
- Did the poem remind you of anything else that you have read?
- Does the shape the poem makes on the page, or the sounds it makes when you read it, add to the message?

Handwriting

In Year 2 we ensure children:

- learn that some letters are tall (ascenders) e.g. b, k, l and that some letters hang below the line (descenders) e.g. g, y
- Use joined handwriting, when your child is ready to join. Usually this means all ascenders and descenders are in place and letters are correctly formed.

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Maths

Mathematics in Year 2 focuses on the 2, 5 and 10 times-tables. Children in Year 2 will learn to add and subtract with two-digit and one-digit numbers. They will learn multiplication and division facts for the 2, 5 and 10 times-tables. In fractions, they will find $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of a shape or a quantity of objects. They will study measures, including weight, capacity and length, and they will learn to tell the time to five minutes. They will also study properties of 2D and 3D shapes, as well as a range of data-handling methods such as bar charts and pictograms. By the end of Year 2, pupils will be expected to know the number bonds to 20 and be precise in using and understanding place value. The new curriculum 'mastery' style of teaching concentrates on breadth of knowledge and children will be encouraged to use their understanding of the new concepts to solve challenges to deepen their understanding.

Mental calculation strategies

The ability to calculate in your head is an important part of maths and an important part of coping with everyday life! Children are taught to learn number facts by heart and use known facts to work out facts they cannot recall rapidly.

We want our children to be able to:

Recall rapidly all pairs of multiples of 10 with a total of 100 e.g. $70+30$

Know 2, 5 and 10 x tables off by heart and corresponding division

Recall rapidly addition doubles of all numbers up to 10 then 20 e.g. $4+4$, $9+9$

Recall rapidly all pairs of numbers with a total of 10 e.g. $7+3$

Recall rapidly addition and subtraction facts to

Know all pairs of numbers with a total of 20 e.g. $17+3$

We teach children to:

- Count on and back in ones and tens, always putting the biggest number first when adding e.g. $27-4$, $15+3$
- Re-order numbers when adding to find pairs that make 10 e.g. $6+4+5$
- Use multiples of 10 and 100 e.g. $30+47$ can be worked out by $30+40+7$
- Use near doubles e.g. $13+14$ can be worked out by double 13 and add 1, $40+39$ can be worked out by double 40 and subtract 1
- Double and halve e.g. $7+7$ is 7×2 , half of 30 is 15

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Written Calculation Strategies

Addition and Subtraction—we teach children to use written notes, pictures etc. to aid their mental calculation strategies. We teach children to use whole number strategies using their mental knowledge

e.g. $36 + 12 = 30 + 6 + 10 + 2 = 40 + 8 = 48$

NOT 36

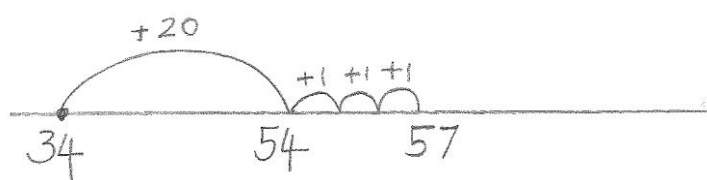
+12

Research shows that children should not be taught pencil and paper methods too soon. All sums are presented horizontally not vertically!

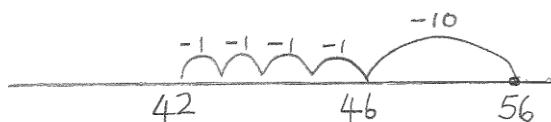
We encourage children to:

☑ Use their own individual means of recording. Many children use pictures, words and symbols. Different methods are often used by different children for the same calculation and this can lead to some useful discussion

☑ Use blank number lines e.g. $23 + 34$



- $56 - 14$



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Helping at home

Read numbers when out and about e.g. prices, house numbers, car registrations, ISBN numbers on books, signs etc

Practise counting in 2s, 3s, 5s and 10s.

Remember to count forwards and backwards. Then learn 2, 5 and 10 times tables by heart.

Practice adding and subtracting numbers when you are in the car. e.g number bonds to 10 and then 20.



Practise adding one more/less, 10 more/less in your head with any number to 100 and then beyond.



Teach your child to tell the time. Start with o'clock, half past and then quarter past and quarter to.



Let your child handle money. Practise making different amounts e.g. 52p, add in 10s, give change. Encourage them to read prices e.g. £1.45



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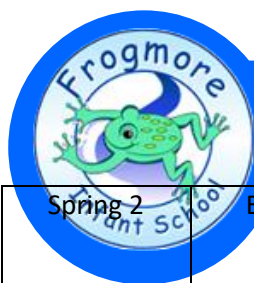


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Our Year 2 topics for 2026/27

Date	Topic	Key learning	How you can help
Autumn 1	Animal Antics	Writing- simple sentences with description Maths – Number and place value, measurement, addition and subtraction Science- Animal life-cycles History – Florence Nightingale, Mary Seacole PE- Games, Gymnastics Computing - Word processing Art- Drawing (collage) - an imaginary reptile DT – healthy snack/salad RE- Thanking, Harvest Music – Timbre and texture PSHE – Mental Health and Wellbeing	- Find out facts about different animals - Share stories with animals in - Practise the order of the days of the week and months of the year - Write simple sentences in Word on a computer, then change the colour and style of the font - Draw your favourite animal, thinking carefully about the detail
Autumn 2	Once upon a time..... Christmas	Writing- instructions, character description, story writing Maths – Multiplication and Division, Fractions and Geometry, Number and Place Value, Addition and Subtraction Science- Changing materials Geography – The UK, weather and the seasons PE- Dance, Games Computing – Paint and E-Safety Art- Sculpture – Clay DT – Stable structures RE- Symbols of light: Christmas/Divali Music – Dynamics PSHE – Keeping Safe Online	- Read and recap on traditional stories - Look at variety of things at home and talk about what the items are made out of, for example metal, plastic etc - Talk about the seasons and weather daily with your children - Notice buildings and stable structures and discuss what makes them strong/stable
Spring 1	Rocking Royals	Writing – letter and postcard Maths – Statistics, Addition and Subtraction, Measurement, Time and Mass Science- Changing materials - experiment History – Queens lives and times PE- Dance, games Computing – Storyboard Movie Maker, E-Safety RE- Authority Music – Beat/Duration PSHE – Me, My Body and Staying Safe	- Talk about memories from the past and identify similarities and differences between then and now - Talk about how you and your child have changed since being a baby - Find out about Queen Elizabeth I, Queen Victoria and Queen Elizabeth II

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Spring 2	Eco Kids	Writing- story writing, information leaflet Maths – Fractions, Geometry, Multiplication and Division, Number and Place Value, Addition and Subtraction Science – Plants – growing and seed dispersal Geography – Beaches PE- Ball Skills, Dance Computing - programming (Scratch) Art- Printing RE- Happy and sad: Passover, Easter Music – Exploring sounds PSHE – Money and Work	- Look at ways to save water at home e.g. water butt, turn off the tap when brushing your teeth etc. - Encourage children to become active recyclers and re-users at home. - Visit the 'Love food, hate waste' website for ways to cut down on food waste (www.lovefoodhatewaste.co.uk) - Share the Easter story
Summer 1	Precious Plants	Writing- letter writing, diary writing Maths – Statistics, Money, Fractions, Measurement, Geometry, Addition and Subtraction Science- Making new plants History – Sinking of the Titanic PE- Street Dance, Orienteering Computing- data handling Art- Textiles – sewing RE- Water rituals Music – Pitch PSHE – Safety Outside the Home	- Go for a walk to Yateley Common and other local woodlands/ponds and see what you notice – plants, trees, animal tracks, animals or even listen to the bird song - Plant seeds and watch them grow – talk about what plants need and name some of the parts - Go to The Titanic museum in Southampton
Summer 2	Amazing Adventures	Writing – Non-fiction writing, poetry Maths – Multiplication and Division, Number and Place Value, Addition and Subtraction, Fractions, Measurement, Geometry Science- Animal survival Geography- Contrasting countries UK/Brazil PE- Gymnastics, Athletics (Sports Day) Computing – inserting photos, E-Safety Art – Painting DT- Moving vehicle – wheels and axles RE- Creation Music – Structure, tempo, responding PSHE – Looking Back and Moving On	- Find out about different Olympic sports and some of the countries that take part. - Talk about where you live (road, town, county) - Use a map to find your address, the school and one of your favourite places e.g. the park. - Use Google Earth to find England, Brazil and any other places you've visited. - Listen to some Samba music and create your own instruments using everyday household objects e.g. saucepans and flower pots.

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General Information

Absence from school

Holidays

The Department for Education has recently issued new guidelines on attendance and has made it quite clear that the current law does not give any entitlement to parents to take their child on holiday during term time. Any application for leave must be in exceptional circumstances with the Headteacher being satisfied that the circumstances warrant the granting of leave. In addition, parents can be fined for taking their child on holiday during term time without consent from the school. Please see 'Information on Penalty Notices' leaflet.

Illness

If your child is ill, please inform the school office by telephone or letter on the first day of the illness.

Birthday sweets

Please note that we are unable to distribute sweets/cakes to other children on your child's birthday due to the high number of children who have food allergies.

Charging Policy

Although education provided by the school is free, charges may be made in certain circumstances. The school will usually request a voluntary contribution from parents towards the costs of educational visits or visiting groups. Without these contributions many activities could not take place, although children are never excluded from an event if parents are unable to make a contribution towards the cost. Please note that if your child is unable to attend a school trip and contributions have been paid, all returnable money will be reimbursed to parents.

Contacts

If you have questions about any of the topics in the table below, or would like to speak to a member of staff:

email adminoffice@frogmore-inf.hants.sch.uk

We'll forward your email on to the relevant member of staff

Remember: check our website first, much of the information you need is posted there.

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I HAVE A QUESTION ABOUT...	WHO YOU NEED TO TALK TO
Class activities/lessons/homework	Your child's class teachers
Payments	School office
School trips	School office
Uniform/lost and found	School office
Attendance and absence requests	If you need to report your child's absence, call: 01252 872601 If you want to request approval for term-time absence, contact school office
Bullying and behaviour	Class teacher
School events/the school calendar	School office
Special educational needs	Class teacher or Mrs Brooks (SENCO)
Before and after-school clubs	School office
The PTA	PTA website- www.pta-events.co.uk/fis-pta
The governing board	Rita Vasa, Chair of Governors, via the school office
School meals	School office

Equal Opportunities

One of the fundamental principles on which Hampshire's education policy is based is that all pupils, irrespective of gender, race or disability should have access to, and the chance of benefiting from, the educational opportunities provided by the Council. We have an Equalities Policy which is available on the school website.

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Internet Safety

During their time at Frogmore Infants, children will access the internet to support and enrich their learning. We ensure that children are given clear objectives for internet use and that sites used reflect children's age and maturity. Children are not allowed to access public chat rooms and social network sites while on the school premises. We talk to children about responsible internet use and use www.thinkuknow.co.uk as a useful resource as well as Sid's Top Tips. Children are accessing technology and the internet at a younger age than ever before. It's never too early to talk to your child about what they do online and who to tell if they come across anything online that makes them feel worried, scared or sad.



Jewellery

- A single stud earring in each ear is permitted. Children must remove or tape over their earrings for PE. Please note that staff are not allowed to remove children's earrings under any circumstances.
 - All children must remove watches for PE.
- The school does not accept responsibility for the loss or damage of any jewellery a child brings to school.
- Children are not permitted to wear bracelets and/or necklaces.

Lost Property

The lost property box is located outside the school office. Please remember to name all school clothing, book bags, etc.

Medicines in School

If your child requires regular medication (e.g. asthma inhaler) or needs to complete a course of prescribed medicine, we are able to supervise their administration. Please ask at the school office for a medicine form and ensure that all medicines are clearly labelled with your child's name. Please note we are unable to administer non-prescription medicines. Please ensure that prescription medicines are in their original container. If medicines are in dose frequencies, it is helpful that they are taken outside of school hours where possible e.g. medicines needed to be taken three times a day can be taken at breakfast time, after school and at bedtime.



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Parents' Cars

Kindly note that the school car park is for staff only. Parents are able to park on Green Lane and in Frogmore Road. Please take care not to park on the yellow markings or to block the driveways of local residents.

Photographs and videos

At the beginning of your child's time in school we invite parents to sign a consent form to allow us to take photographs/videos of your child for the purpose of school activities. We do allow parents to take photographs/videos of their child at school events, although we do insist that images are not displayed on public sites/shared with others e.g. Facebook.

Religious Education

The school follows Hampshire's Living Difference syllabus. All parents have the right to remove their children from RE lessons if they wish to, in which case supervision is provided. Requests should be made in writing to the Headteacher.

Relationships and Sex Education

Our Relationships and Sex Education Policy is very much in line with Hampshire guidelines and is taught through science and personal education. We aim to develop children's self-esteem, a caring attitude towards each other and their awareness of themselves as human beings. The policy is available on the school website.

Toys

Children should only bring toys to school in relation to a specific topic, and when indicated by the class teacher. Please note that the school does not accept responsibility for any loss or damage to the toys children bring into school.

Website

Please remember to use our school website for information about the curriculum and to see photos of the curriculum in action.

www.frogmore-inf.hants.sch.uk

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