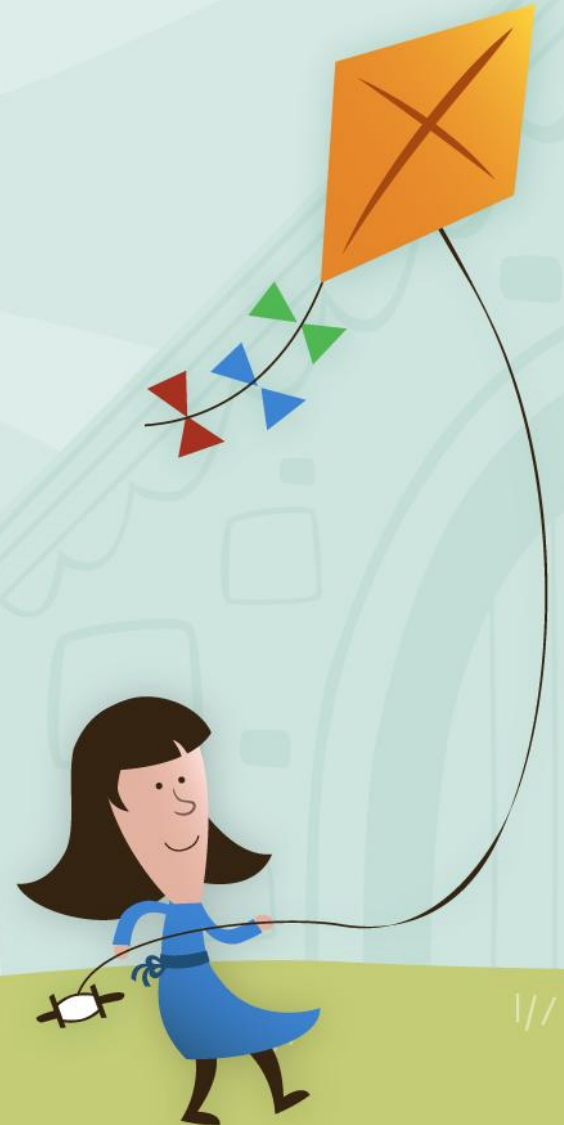


Welcome to Year 2

September 2026



At our school, with Jesus in our hearts, we have:

-The passion to learn

-The courage to fail

-The strength to love.



Our Year 2 Class



Year 2 Anning Class

Adults:

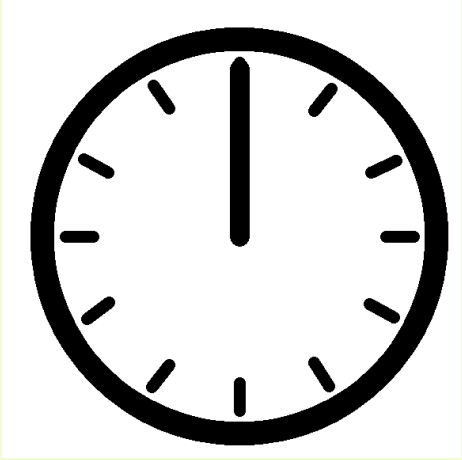
Miss Ryan

Miss Borsa

Miss Parry



Our School Day



- Drop off/Enter School building: 8.40 – 8.50am
- Register closes: 9.10am
- Lunchtime starts: 12.00pm
- Lunchtime finishes: 1.00pm
- Pick Up 3.20pm

It is important to ensure your child arrives on time.

Please let the office/class teacher know going home arrangements if they are different than usual.

If children are not collected by 3.30pm they will be sent to after school club and you may be charged.



Year 2 Anning class information

- **Monday** – Spelling test in class
- **Wednesday** - PE day (with CM Sports)

Children to come dressed in their PE kits

- **Wednesday** – New homework set (on Google Classrooms) and spellings will be sent home to practise.
- Zippy wallets into school EVERY DAY
- Reading books – children's books will be changed every week on a Monday.



INDOOR PE

One full day per half term. **Children come to school in their PE kits.**

Kit – red t-shirts, blue shorts in summer or dark tracksuit/jogging bottoms in winter, school jumper in winter, socks and trainers

This half term – Dance

Next half term- Gymnastics

OUTDOOR – Tuesday. Children come to school in their PE kits.

Kit - t-shirts, shorts or dark tracksuit/jogging bottoms in winter, extra jumper in winter, spare socks, trainers

No earrings – we cannot help take earrings out or provide tape for your child to cover them over.

Religious bracelets – must be covered with a sweat band.

Label ALL items of kit

Children are requested to arrive at school in PE kit on these days. In colder months, a tracksuit (preferably navy in colour may be worn) for outdoor PE sessions.



Uniform and Belongings

Your child is responsible for their own belongings.

The best way to support your child in doing this is to ensure that every item brought into school is clearly labelled. We do not store lost property centrally, so please let the class teacher know if your child has mislaid something.

Water bottles (preferably a sports type bottle) should be brought into school every day (just water please) and should also be clearly labelled.



Tie or No tie?

Infant uniform:

White shirt (Polo shirt – summer only, no tie)

Trousers (shorts in the summer)

Grey Skirt (dresses in the summer)



After the October half term, pupils will be expected to wear the winter uniform (shirt and tie).



All children should bring a coat to school every day.



Stationary



All the necessary equipment your child needs in the classroom is provided by the school.



Hair - Please ensure haircuts are suitable for school e.g. not elaborate hair styles or short shaved/with a design and the over use of hair gel is not allowed. Please ensure that long hair is tied back and any hair bands are of the soft variety in school colours.

Jewellery - For health and safety reasons, jewellery should not be worn in school. The exceptions are watches and small, plain stud earrings.

No decorative earrings are to be worn. All earrings and watches must be removed for PE and games by the child, or taped over before coming to school. Staff are not permitted to remove earrings. It is wise to encourage your child to get into the habit of not wearing watches or earrings on PE days.

Mobile Phones and Smart Watches - Phones are not allowed to be used on the school grounds. If your child is walking/cycling home alone, they must be switched off and handed in to the school office by your child as they enter the site in the morning. Please make sure this walking arrangement is put in writing to the school.

**Children should not have phones, or Ipads in their bags.
Smart watches are not allowed in school.**

<https://www.st-bernadettes.hants.sch.uk/uniform-1/>



Every Lesson Counts



- Rules about requesting absence – please do not request holidays in term-time. They will not be authorised unless deemed to be in exceptional circumstances.
- If your child is ill, please let us know on the first day of absence by phone or email to school office.
- If your child is ill, please do not send them to school. If they have been sick, they need to remain at home for at least 48 hours as sickness viruses are extremely contagious.

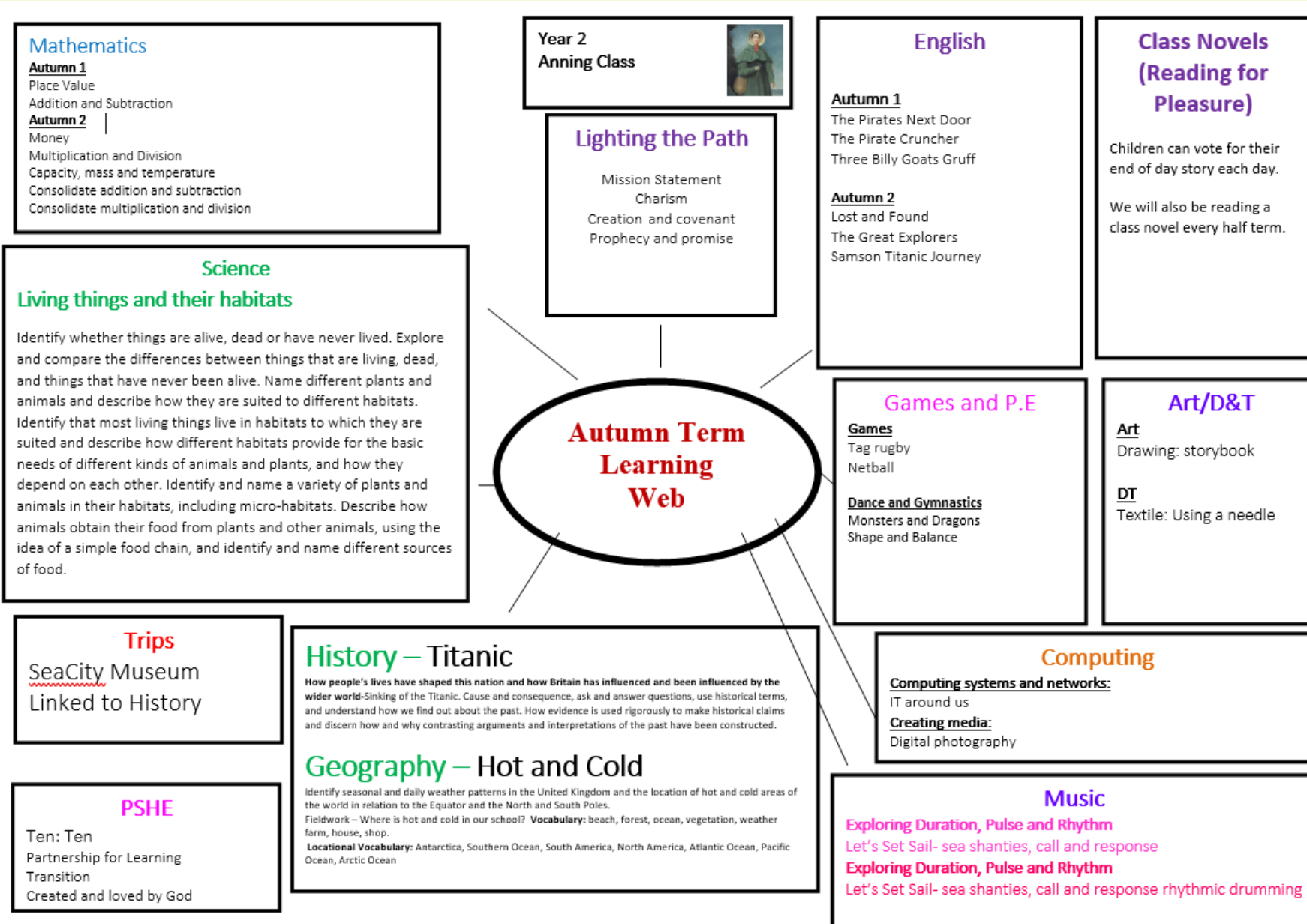


Year 2 Our Learning

You can keep up-to-date with your child's learning by accessing our learning webs.

These are updated every term and are published on our website.

<https://www.st-bernadettes.hants.sch.uk/year-2-anning-class/>



Trips and experiences

Off site visits are a great way to enhance the children's understanding of a unit of work. We are currently in the process of beginning to arrange off site visits to support learning.

Autumn Term

Sea city Museum – A trip to enhance the learning of our History unit: **Titanic**

Spring Term

The Great Fire of London – An in school experience from “The Drama Hut” to support our History Unit:

Summer Term

Marwell Zoo – A trip to support the children's Science unit: **Animals including humans**



Homework

- Homework set – Wednesday (google classroom)
- Homework due - Monday
- Spellings – Wednesday (home in zippy wallets)
- Reading books –will be changed weekly.
- Daily Reading
- Spelling x5-x10 per week to consolidate a spelling pattern that has already been taught in school.

These will be linked weekly to Phonics interventions and spelling lessons. There will be a brief spelling test Monday morning.

Extras

If there is an extra piece of homework we would like your child to try, we will set via GOOGLE Classrooms



School Library

All children have the opportunity to visit our school library each week. Our library is stocked with a wide range of books suitable for all reading levels and interests. We are fortunate to work in partnership with the Schools Library Service, which provides us with a fresh stock of high-quality books each term. This ensures our collection remains engaging and encourages children to explore new genres and topics.

Year 2 Library day is every Tuesday.

Please make sure your child brings their library book in on this day, so they have the opportunity to borrow a new book.

Any books that are lost or damaged will need to be paid for. There will be a fine of £7 per book. If you are issued with a fine, you will receive an email from the school office. All fines can be paid via Arbor Shop.

We are always looking to enhance our library collection and are happy to accept book donations. If you would like to donate books, please ensure they are in good condition. We are looking for high-quality texts that will enrich our pupils' reading experience, so we kindly ask that books linked to children's television shows (e.g., character-based or franchise books) are not included.





St Bernadette's Primary School - Book Slip

Child's Name: _____

Class: _____

Date: _____

BOOK DETAILS

- Title of Book: _____
- Author (if known): _____
- Barcode/Library Code (if known): _____

Please check one of the following:

☐ Late Return



Little Wandle Phonics and Spelling



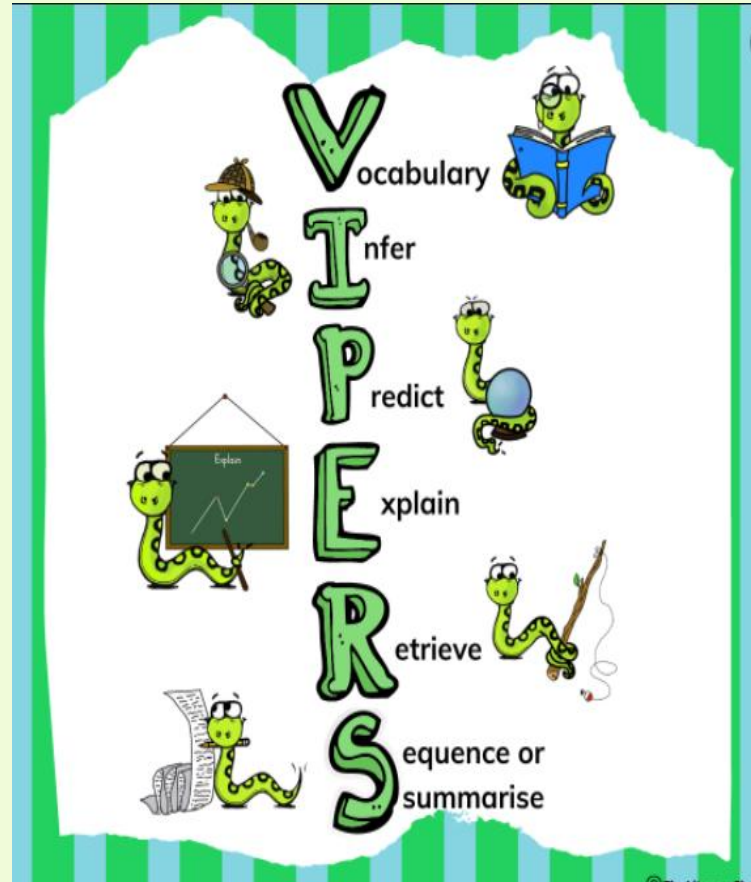
At St Bernadette's we follow the phonics scheme Little Wandle.

Moving into Year 2, some children may still be having phonic interventions which follow the Little Wandle scheme. Then the children will move onto Little Wandles Bridge to Spelling lessons.

Your child's reading book will match with the level of phonics that they are able to decode with fluency. Once they have finished phonics they will continue to move up reading levels and become free readers, where they are now confident with decoding and blending and reading fluently.



VIPERS



Reading book and Reading Diary Expectations

Early Years and KS1

Children in reception and Year 1 will read their reading practice book in school three times a week. The focus of these sessions are:

- Decoding
- Prosody (reading with expression)
- Comprehension

The class teacher will only record in the reading diary if there is specific reading need or target that needs to be communicated to parents.

As reading is a part of homework, parents are encouraged to record when they have read with their child at home. This can be the reading practice book or a reading for pleasure book.

Parents are also welcome to make notes of any aspects of their child's reading development that they wish to share with the class teacher.



Please make sure your child's zippy wallet is in school **every day**.



The emphasis in class is on **developing fluency** in reading and **comprehension skills**.

Questioning your child on the characters, story plot and predicting what might happen next, are all good reading skills to help develop comprehension of the text.

Can your child make links to other text, characters? Can they relate to the characters emotions? Have they ever felt this way?

					
Draw upon knowledge of vocabulary in order to understand the text	Make inferences from the text.	Predict what you think will happen based on the information that you have been given.	Explain your preferences, thoughts and opinions about the text.	Identify and explain the key features of fiction and nonfiction texts such as: characters, events, titles and information.	Sequence the key events in the story.
What does the word mean in this sentence?	Why was..... feeling.....?	Look at the book cover/blurb – what do you think this book will be about?	Who is your favourite character? Why?	What kind of text is this?	Can you number these events 1-5 in the order that they happened?
Find and copy a word which means	Why did happen?	Why do you think all the main characters are girls in this book?	Why do you think all the main characters are girls in this book?	Who did.....?	What happened after
What does this word or phrase tell you about	Can you explain why.....?	What do you think will happen next? What makes you think this?	Would you like to live in this setting? Why/why not?	Where did.....?	What was the first thing that happened in the story?
Which word in this section do you think is the most important? Why?	What do you think the author intended when they said.....?	How does the choice of character or setting affect what will happen next?	Is there anything you would change about this story?	What happened when.....?	Can you summarise in a sentence the opening/middle/end of the story?
Which of the words best describes the character/setting/mood etc?	How does make you feel?	What is happening? What do you think happened before? What do you think will happen after?	Do you like this text? What do you like about it?	Why did happen?	In what order do these chapter headings come in the story?
Can you think of any other words the author could have used to describe this?		What do you think the last paragraph suggests will happen next?		How did?	
Why do you think is repeated in this section?				How many.....?	
				What happened to.....?	

“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss



Oracy – Helping every child find their voice

At St Bernadette's, we are committed to developing the whole child, not only academically, but also socially and emotionally. As part of this, we are excited to share with you our focus on oracy, which is the ability to speak and listen effectively.

Oracy is just as important as reading and writing, and it plays a vital role in helping children express themselves clearly, build confidence, and engage meaningfully with others. Oracy is developing the skills of talk as well as learning through talk.

To support our oracy development across the school, we are working with Voice 21, the UK's leading oracy education charity. Through this partnership, we are embedding a consistent and purposeful approach to speaking and listening across all year groups.



Oracy

Our vision for oracy is...

- For our children to understand that their voice is valued.
- For all children to be able to articulate their thoughts, ideas and emotions in order to support learning but also to develop emotional regulation.
- To develop purposeful talk to support learning across the curriculum.
- For children to understand active listening.
- Allowing all students to access and share their learning.
- For our children to know that talk is a life tool

Oracy is now being threaded through our curriculum, to provide more opportunities to develop speaking and listening skills.



Behaviour and expectations



Our school rules

- Be safe
- Be respectful
- Be ready to learn



Bullying

At St. Bernadette's we have a zero tolerance approach to bullying and perceive instances of bullying behaviour to follow the STOP acronym:

Several

Times

On

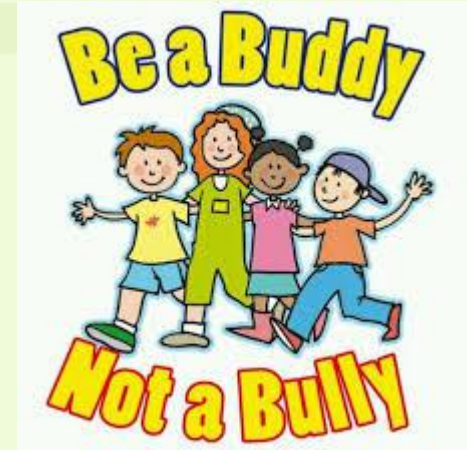
Purpose

Bullying is not:

- Not liking someone
- Being excluded
- Accidentally bumping into someone
- Wanting to play a game their way
- A single act of telling a joke about someone
- Arguing

Isolated incidents of unpleasantness, aggression or meanness

Of course, incidents of negative behaviour towards a child will be treated seriously and discussed as a learning point with your children.



Our anti-bullying policy can be viewed via the school website



Bullying

Whilst there is not a legal definition, Bullying is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling



cyber bullying - bullying via mobile phone or online in social networks, gaming chat rooms, instant messenger



Consequences for breaking school rules

1. Redirection (if behaviour is serious, this step may be missed out)

- Children who break a school rule will be spoken to in order to redirect their behaviour and help them to understand what they did wrong and what impact this has on them and others.

2. If further rules are broken, the child has ignored the redirection or the behaviour is more serious:

- The child will spend 5 minutes to go through restorative questions with a member of staff (where possible the member of staff who was there or who was affected by the rules being broken).



Restorative Conversation

1. What happened?

This is an opportunity to model the compassion and respect we are wanting to develop in pupils. At this stage, the objective is for the pupil to feel understood and heard.

2. How were you feeling and what were you needing?

Simply identifying and understanding the underlying feelings and needs that cause behaviour can often be enough to resolve it.

3. What were you thinking?

The objective at this stage is to help the pupil express their perspective at the time of the incident. This is a great opportunity for the listener to model empathy which de-escalates any existing conflict and lays the ground work for encouraging the pupil to empathise with others in the next question.

4. Who else has been affected? How do you think they might be feeling?

The objective at this stage is to help the pupil develop empathy and emotional intelligence towards others. How you modelled empathy when listening to the pupil in the previous stages will directly impact how well the pupil will be able to empathise with others now.

5. What have you learnt and what will you do differently next time?

This is an opportunity to work with the pupil to find strategies moving forward for them to meet their needs in a way that will also be respectful of other people's needs. If there doesn't seem to be an easy solution, for example, they are bored in maths and they have rejected all ideas about how they could make it more fun for themselves, revert to empathy and sympathise with the challenge. The goal with Restorative Practice is to get everyone one step closer to meeting their needs whilst improving communication, understanding and empathy for one another.

6. How can the damage be repaired?

Giving the responsibility to the pupil to correct their behaviour is arguably far more effective than a punishment for many reasons. The process of apologising to the class, replacing broken equipment, sanding down a defaced desk etc. deters them from doing it again without the need for punishment, it gives everyone involved a sense of resolution and anyone who was negatively impacted is left feeling touched rather than resentment.



Positively Reinforcing Behaviour

- House points
- Head teacher awards
- In Anning class we use Dojos and Secret Squirrel also!



Issues Arising

Issues which arise in school, will be dealt with in school by the staff.

Please do not approach other parents, or children about incidents which have occurred in school, even if you know them well.

Social Media

Social media and group chats, are not an appropriate forum to discuss issues concerning your children, another child or things which have happened in school: it can often compound a problem and, in our experience, it is never part of the solution.



Navigating the digital world together



8-9



42% have their own mobile phone

97% use any device to go online.

To go online: 73% use a tablet, 51% use a mobile phone, and 37% use a laptop

74% use messaging sites/apps

96% use video sharing platforms

61% use live streaming sites/apps

57% use social media and 69% have their own social media profile

Across these categories the top 3 sites/apps used by this age group are Youtube (93%), WhatsApp (46%) and TikTok (42%)

65% play games online

80% watch TV or films on any type of device other than a TV set (85% on a TV set)

41% watch live TV | 74% watch SVoD (Such as Netflix, Amazon Prime or Disney+)

10-12



82% have their own mobile phone

100% use any device to go online.

To go online: 81% use a mobile phone, 68% use a tablet, and 48% use a laptop

94% use messaging sites/apps

99% use video sharing platforms

73% use live streaming sites/apps

81% use social media and 86% have their own social media profile

Across these categories the top 3 sites/apps used by this age group are Youtube (90%), WhatsApp (71%) and TikTok (63%)

77% play games online

79% watch TV or films on any type of device other than a TV set (87% on a TV set)

41% watch live TV | 77% watch SVoD (Such as Netflix, Amazon Prime or Disney+)

13-15



97% have their own mobile phone

100% use any device to go online.

To go online: 96% use a mobile phone, 47% use a tablet, and 56% use a laptop

99% use messaging sites/apps

98% use video sharing platforms

82% use live streaming sites/apps

95% use social media and 96% have their own social media profile

Across these categories the top 3 sites/apps used by this age group are Youtube (87%), WhatsApp (82%) and TikTok (80%)

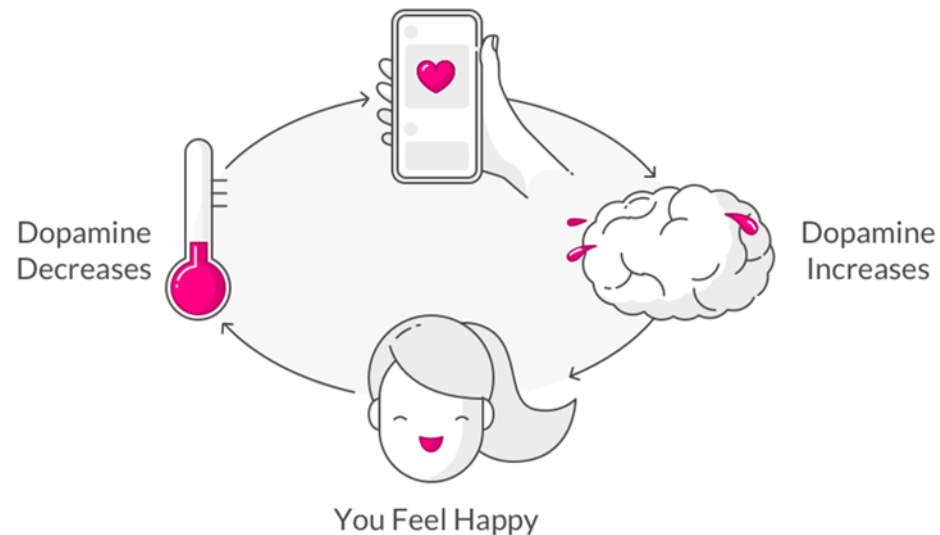
84% play games online

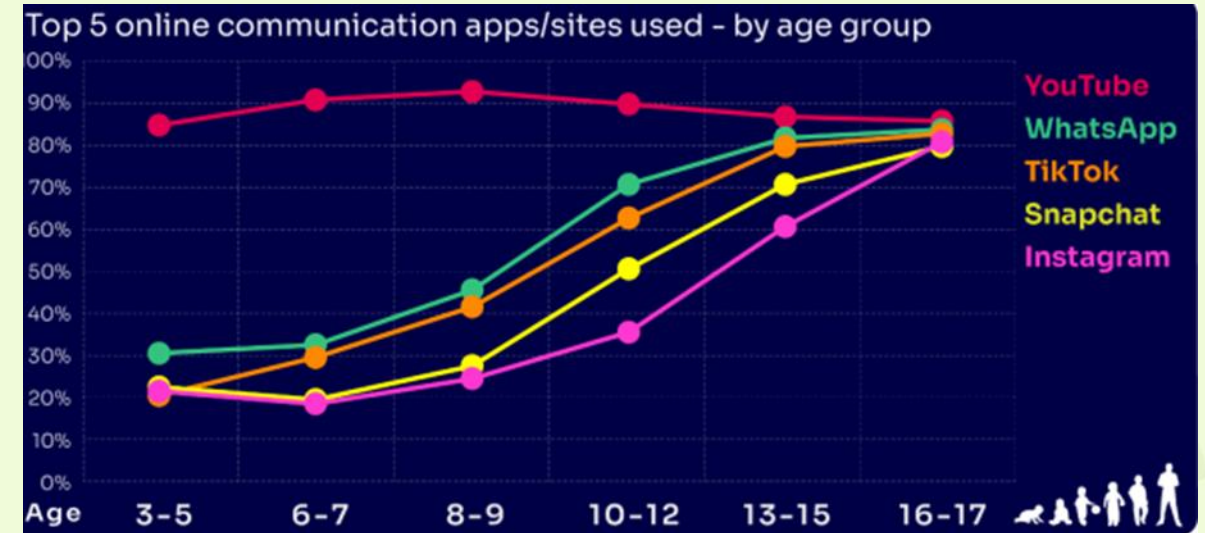
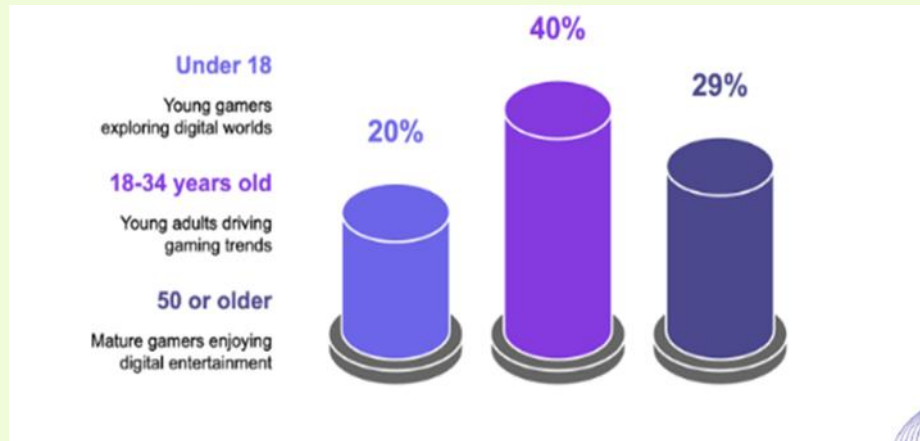
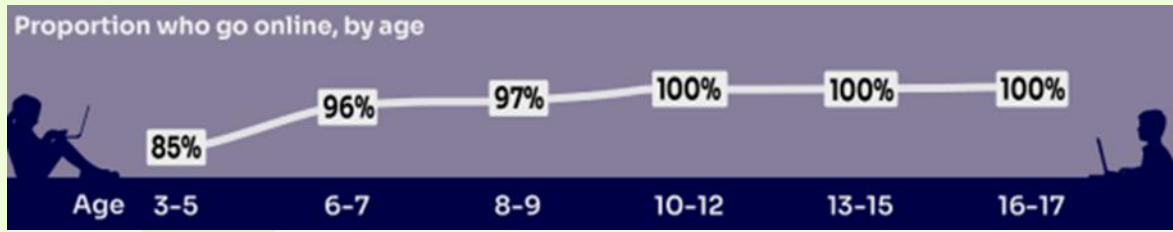
79% watch TV or films on any type of device other than a TV set (84% on a TV set)

39% watch live TV | 75% watch SVoD (Such as Netflix, Amazon Prime or Disney+)

The Dopamine Reward Loop

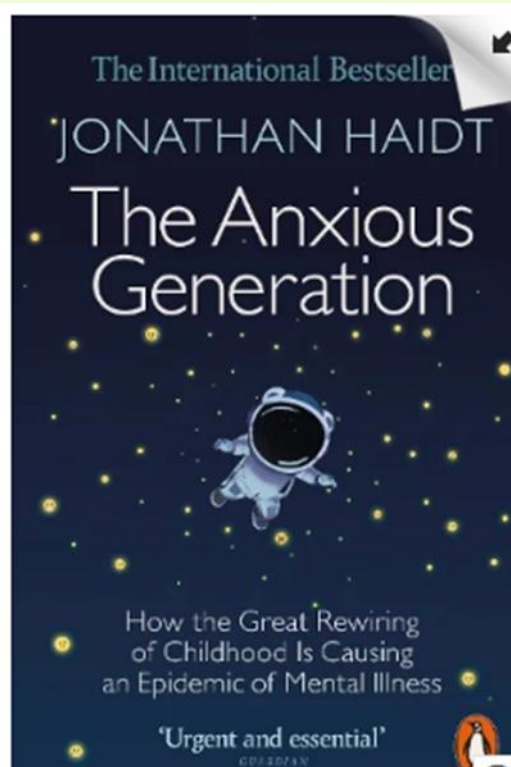
Pick Up Your Phone





<https://www.ofcom.org.uk/siteassets/resources/documents/research-and-data/media-literacy-research/children/childrens-media-use-and-attitudes-report-2025/childrens-media-literacy-report-2025.pdf?v=396621>





We are working closely with an Educational Psychologist to help and support our families' and children navigate the digital world we live in.

The Anxious Generation reveals the fundamental ways in which a shift from free-play, to smartphones disrupts development – from sleep deprivation to addiction – with separate in-depth analyses of the impact on girls and boys.

Grounded in ancient wisdom and packed full of cutting-edge science, this eye-opening book is a life raft and a powerful call-to-arms, offering practical advice for parents, schools, governments, and teens themselves.

This book is also available as an audiobook on Spotify.





One of the ways we are supporting our young people and their families', is by all of our children taking part in a programme called myHappymind.

It is designed to support schools, families and early years settings who care about developing the mental wellbeing of children. The children have weekly lesson in class, which is designed to develop and support their emotional wellbeing.

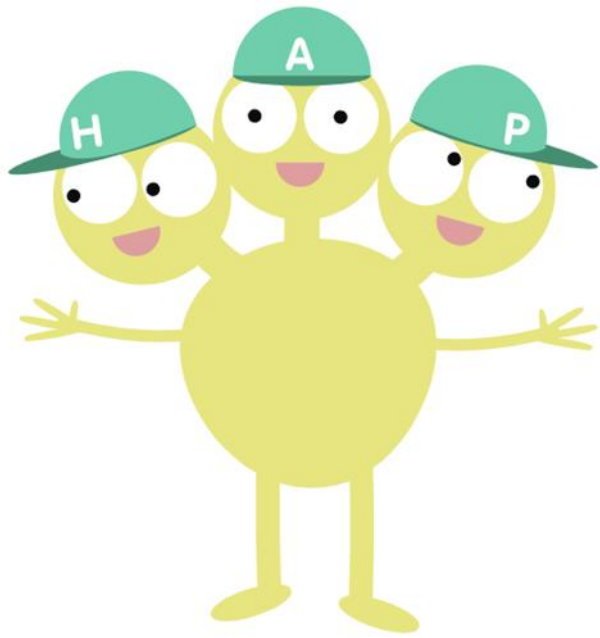
What does it do?

It combines the latest research, science and technology to help children develop positive, wellbeing lifelong habits so they can thrive.

Why have we chosen it?

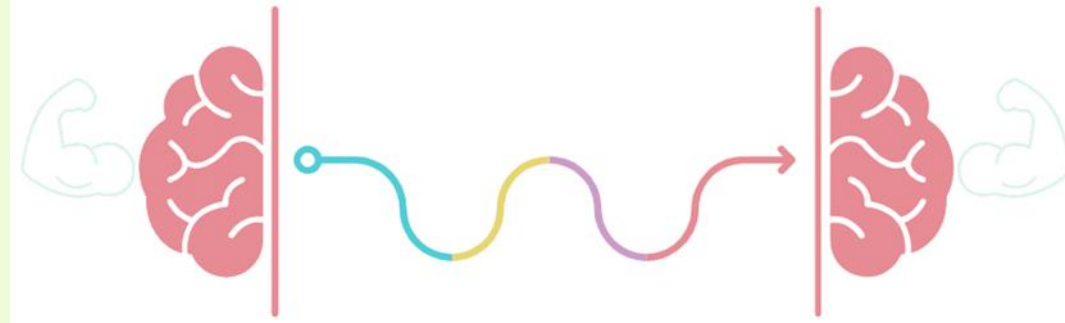
As a school we believe that we should be equipping all children with the knowledge, skills and tools to thrive in the modern world. We also want to develop a scientific understand of how your brain and emotions are connected





H is for **H**ippocampus

myHappymind is all based around helping children to understand how their brain works and to support them in developing positive skills and habits to be their very best selves!



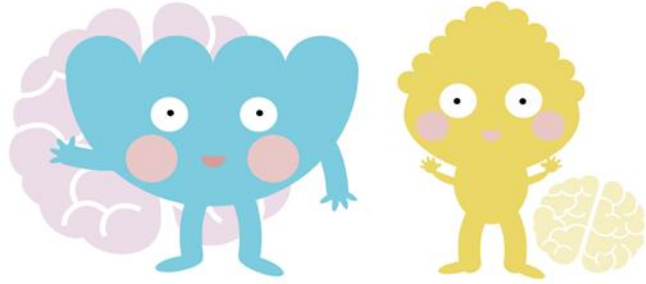
Our Neural Pathways get stronger and stronger the more we do something



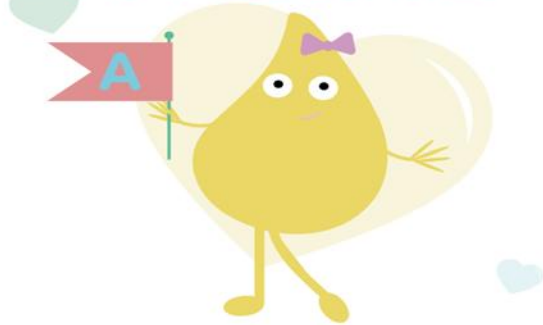
Neuroplasticity



MEET YOUR BRAIN



APPRECIATE



ENGAGE



CELEBRATE



RELATE



Throughout the year, your child will experience 5 units which are specifically tailored to the age of the children.

They also have an individual myHappymind journal to write, draw or annotate any personal responses to the lessons.

myHappymind is delivered in schools by class teachers through a series of interactive lessons and then the children apply these learnings throughout the day



To further embed this learning, myHappymind has developed a Parent App. These resources can be accessed online on your computer, or through an app on your phone.

The Parent App will support you as a parent in understanding what your child is learning, activities for you to do together at home and also a Kids Zone featuring myHappymind Games plus much more!

To access these materials just go to <https://myhappymind.org/parent-resources> to create your free account.

You will need to enter your name, email, and authentication code.

Your authentication code is **116391**



Thank you for listening. We hope that you find it useful and informative.

If you have any further questions or need further support, please send an email addressed to your child's class teacher via the school office.

Many thanks,

Miss Ryan



myHappyMind 116391

