



Understand * Uplift * Unite

Underhill School and Children's Centre

Year 2



Meet the team

Class	Teacher	Support staff working within the phase
2 Chestnut	Miss Debbie Bulld	Mrs Paula Grover Lorraine Sarah Amanda Corrine



The Underhill Way

At Underhill, we have 4 BE words;

Be Caring
Be Confident
Be Curious
Be Cooperative

These enable all children to become happy, successful 21st Century learners both while they are in school and in their future.

We also instill a positive and determined attitude through our school chant:

I can, you can, we can.

If you are ever visiting the school, it is likely that you will hear this chant coming from the classrooms to energise the children for their learning.



Uniform



Order through Schoolmoney.

Children should also wear black skirts, trousers or pinafores and black shoes.



Find more information here:
<https://underhillschool.co.uk/uniform>



Uniform



PE kit

On your child's designated PE day they need to come into school wearing their PE kit as follows:

- Black trainers (small logos are acceptable)
- Black shorts (black joggers in the winter)
- Yellow T-shirt with Underhill logo
- Black school sweatshirt or cardigan with Underhill logo. (No hoodies are to be worn.)



Uniform

****PLEASE MARK EVERYTHING WITH YOUR CHILD'S NAME****

Additional items

- Headscarves are to be plain and not bright colours
- Hair should be cut in an appropriate style for school. Eg no mohicans or patterns shaved in. Long hair should be tied up with discreet hair bands. No big bows or brightly coloured headbands are allowed.
- No jewellery to be worn in school with the exception of stud earrings if necessary or for religious purposes with permission from the Headteachers. We want children to be safe at all times.
- No nail varnish is to be worn



Absences

If your child is unwell, please inform the office in the morning.

<https://underhillschool.co.uk/report-an-absence>

REPORT YOUR CHILD'S ABSENCE

Please give your child's name and class along with the reason for their absence

SEND

Or you can call **020 8449 2423**

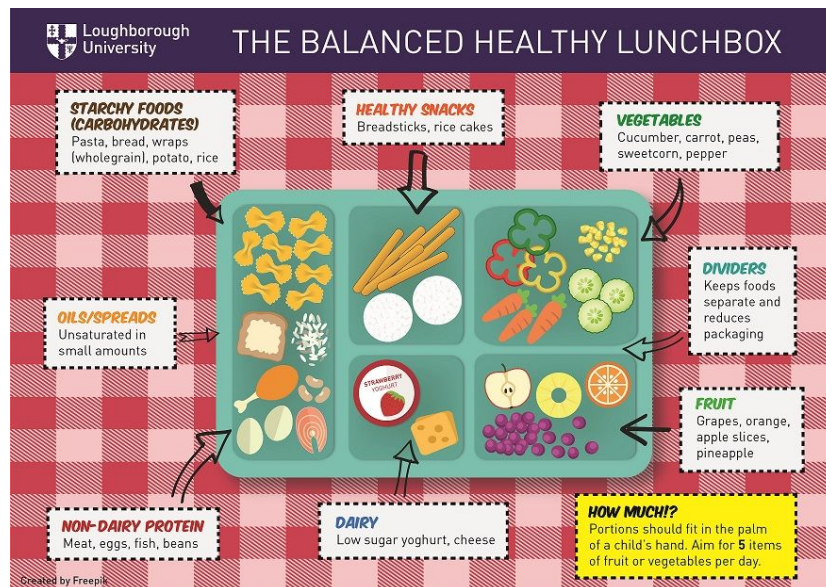


Snacks and Lunch

We are a healthy, nut free school. Children should bring in fruit or vegetables (e.g. cut up carrot, pepper or cucumber) to eat at break time. They are not permitted to bring in anything else.

If your child has packed lunch, please ensure that it is healthy and nutritious. Please do not give your child any sweets, chocolate or fizzy drinks. All lunch boxes should be named.

Please send your child into school everyday with a named water bottle.





PTA

If you are interested in supporting the PTA, please talk to the school office or your PTA rep.



Lauren Cain

07804 623281

https://chat.whatsapp.com/JSTBcUWIXEM7nb2OJO NN5I?mode=ems_wa_c



Curriculum



The School Day

At Underhill, we have a 'soft start' to the day, this means you can arrive any time between 8:40 a.m. and 8:55 a.m. We do however encourage you to get to school as close to 8:40 a.m. as possible as this is a great time for the adults to read with the children as well as them to practice things like handwriting which is obviously extremely important.

The day finishes at 3:20 p.m.

Please note that charges may be applied for late collections.

In Year 2 PE will be on Tuesdays and your child will need to come to school in their PE kit.



The School Day

Year 2											
Mon	8:40-9:05 Morning work/ register	9:05-10:10 English	10:10- 10:30 Assembly	10:30-10:45 B R E A K	10:45-11:40 Maths	11:45-12:45 LUNC H	12:45- 1:15 Phonics	1:15-2:15 History	2:15-3:00 Computing 3:00-3:15 Storytime	15:20 H O M E T I M E	
Tues	8:40-9:05 Morning work/ register	9:05-9:30 Phonics	9:30-10:30 English		10:45-11:40 Maths		12:45- 1:00 ERICA	1:00-3:15pm PE (My PPA)			
Wed	8:40-9:05 Morning work/ register	9:05-9:30 Phonics	9:30-10:30 English		10:45-11:40 Maths		12:45- 1:00 ERICA	1:00-2:00 Science	2:00-3:00 RE 3:00-3:15 Storytime		
Thurs	8:40-9:05 Morning work/ register	9:05-9:30 Phonics	9:30-10:30 English		10:45-11:40 Maths		12:45- 1:15 ERICA (LIBRARY)	1:15-2:00 Music	2:00-3:00 PSHE 3:00-3:15 Storytime		
Fri	8:40-9:05 Morning work/ register	9:05-9:30 Phonics	9:30-10:30 English		10:45-11:40 Maths		12:45- 1:00 Assembly	1:00-1:30 ERICA 1:30-2:00 Spanish??	2:00-3:00 Art 3:00-3:15 Storytime		

Early morning work - Don't miss out!
5 x 20 minutes = an hour of lost learning time



Year 2 Expectations in writing

	I will be able to:			
Super Speller skills	I can spell all of the Y1 and Y2 word list.			
	I can use the suffix –er –est (e.g. big, bigger, biggest) and –ful –less –ness –ment (e.g. careful, kindness, payment)			
	I can use –ly to turn adjectives into adverbs (quick becomes quickly)			
	I can segment words into phonemes and record them as graphemes			
	I can spell words with alternative spellings, including a few common homophones (e.g. bear, bare, made, maid)			
Grammar & Punctuation “know how”	I can use capital letters and full stops without support			
	I can use question marks and exclamation marks accurately (!, ?)			
	I can use commas to separate items in a list			
	I can use inverted commas (speech marks) to indicate direct speech. (The boy asked, “Is that delicious?”)			
	I can use apostrophes to mark where letters are missing (don’t) and to mark singular possession in nouns (the girl’s name)			
Super Sentence maker	I can orally rehearse sentences or sequences of sentences			
	I can use adjectives to describe, and to identify things (e.g. the blue butterfly, plain flour)			
	I can use conjunctions to join ideas in longer sentences. Co-ordinate: (using ‘and’, ‘or’ and ‘but’) Subordinate: using ‘when’, ‘where’, ‘if’ and ‘because’. (When the tiger came to tea, he ate up all the food and drank up all the water. If another tiger comes to tea, we have some tins of tiger food.)			
	I can use adverbs to say how something is done or how it happened (excitedly, generously, greedily)			
	I can consistently use the present or past tense throughout writing			
	I can use the progressive form of verbs in the present and past tense to mark actions in progress e.g. (she is drumming, he was shouting)			
	I can use adjectival phrases to describe nouns (The tiger who came to tea was lovely and gentle)			
	I can use a variety of sentence openers in my writing (Did you know ___, In my opinion)			
Writing organisation	I can plan and discuss what I’m going to write			
	I can evaluate my writing			
	I can proof read my work			

Writing Purpose	I can write narratives about personal experiences and those of others, both real and fictional			
	I can write for different purposes , including real events. (e.g. non-fiction reports-Nelson Mandela)			
	I can describe characters by describing how they look and behave.			
Incredible Words	I can choose adjectives and adverbs that engage the reader			
	I can use WOW words in my writing			
Neatest Handwriting	I can write neatly			
	I can form lower-case letters the correct size (<i>tall letters are tall, short letters are short</i>)			
	I can begin to use some of the diagonal and horizontal strokes needed to join letters			

Must Have Skills in Year 2

- ✓ I must be able to say my sentence aloud before writing it down
- ✓ I must use finger spaces
- ✓ I must place my writing correctly on the page
- ✓ I must write sentences that make sense
- ✓ I must produce neat work and good handwriting



Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~^{Snack}. Next we went into the woods. Vicki gave us a mira
It was very scary because it was like you were walking in the sky!
Then we had to guide our friends to a tree
After that we had a silly porcupine party
Mine was disgusting. Finally it was lunch time!
After lunch we were pond dipping our group found a nest. Last of all we sorted out animals. Finally it was home time.
The trip was great! my favorite part of the day was identifying the trees.

Writing

This is the expected standard for children at the end of Year 2.



Maths

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Autumn

Number

Place value
FREE TRIAL

[VIEW](#)

Number

Addition and subtraction

[VIEW](#)

Geometry

Shape

[VIEW](#)

Spring

Measurement

Money

[VIEW](#)

Number

Multiplication and division

[VIEW](#)

Measurement

**Length
and
height**

[VIEW](#)

Measurement

**Mass, capacity
and temperature**

[VIEW](#)

Summer

Number

Fractions

[VIEW](#)

Measurement

Time

[VIEW](#)

Statistics

[VIEW](#)

Geometry

**Position
and
direction**

[VIEW](#)

Consolidation



Maths



<https://ttrockstars.com/>

×	2	5	10	3	4
10					
2					
5					
3					
4					

Please practise times tables on Times Tables Rock Stars regularly.

It is part of pupils' home learning and we expect pupils to practise for at least 15 minutes a week.



PSHE

As a part of your child's education at Underhill, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

From September 2021, PSHE will now be a **statutory** subject that will include lessons on a range of topics such as keeping safe, health, friendships, growing and changing and RSE (Relationships and Sex Education).

In Year 2 this year we will be teaching lessons related to the following topics:

- Making and breaking friendships

- All about my feelings

- Exploring our families

- Coping with conflict

- Global food

- Healthy people

- Money, shopping and saving

- Special days

- Keeping safe

- About my body



School Trips

We will be arranging at least three exciting school trips this year. Please look out for any letters regarding these as we will need parental permission for your children to attend.

We try to ensure that all trips are free, or hold a very small cost to parents/carers. You will be able to pay for any trips via School Money.



Assessment



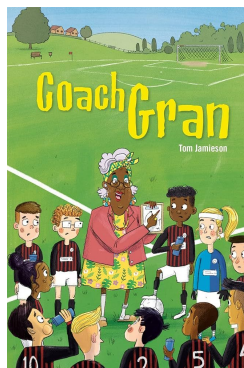
Assessments

Children are assessed throughout the year in all areas of the curriculum. Each term, we hold an assessment week, when we focus on the children's attainment and progress in a slightly more formal way from our daily informal assessments. This is to enable us to monitor the progress of the children and ensure that they are receiving the correct support they need. We will discuss all assessments with you at parents' evenings.



Assessment of reading

- In school, children read levelled books.
- Children may move up book levels at any point of the year. Teachers assess both fluency and comprehension before pupils move up a book level.



 <h1>A Guide to Reading Planet</h1> <p>Find confidence in understanding Reading Planet across your whole school with carefully levelled books and supporting resources that will ensure reading progress for every child.</p>			
<h2>Reception and Key Stage 1</h2>			
Year	Age	Level	Books
Reception	3-4	1-10	10 books
Year 1	5-6	11-20	10 books
Year 2	6-7	21-30	10 books
Year 3	7-8	31-40	10 books
Year 4	8-9	41-50	10 books
Year 5	9-10	51-60	10 books
Year 6	10-11	61-70	10 books
Year 7	11-12	71-80	10 books
Year 8	12-13	81-90	10 books
Year 9	13-14	91-100	10 books
Year 10	14-15	101-110	10 books
Year 11	15-16	111-120	10 books
Year 12	16-17	121-130	10 books
Year 13	17-18	131-140	10 books
Year 14	18-19	141-150	10 books
Year 15	19-20	151-160	10 books
Year 16	20-21	161-170	10 books
Year 17	21-22	171-180	10 books
Year 18	22-23	181-190	10 books
Year 19	23-24	191-200	10 books
Year 20	24-25	201-210	10 books
Year 21	25-26	211-220	10 books
Year 22	26-27	221-230	10 books
Year 23	27-28	231-240	10 books
Year 24	28-29	241-250	10 books
Year 25	29-30	251-260	10 books
Year 26	30-31	261-270	10 books
Year 27	31-32	271-280	10 books
Year 28	32-33	281-290	10 books
Year 29	33-34	291-300	10 books
Year 30	34-35	301-310	10 books
Year 31	35-36	311-320	10 books
Year 32	36-37	321-330	10 books
Year 33	37-38	331-340	10 books
Year 34	38-39	341-350	10 books
Year 35	39-40	351-360	10 books
Year 36	40-41	361-370	10 books
Year 37	41-42	371-380	10 books
Year 38	42-43	381-390	10 books
Year 39	43-44	391-400	10 books
Year 40	44-45	401-410	10 books
Year 41	45-46	411-420	10 books
Year 42	46-47	421-430	10 books
Year 43	47-48	431-440	10 books
Year 44	48-49	441-450	10 books
Year 45	49-50	451-460	10 books
Year 46	50-51	461-470	10 books
Year 47	51-52	471-480	10 books
Year 48	52-53	481-490	10 books
Year 49	53-54	491-500	10 books
Year 50	54-55	501-510	10 books
Year 51	55-56	511-520	10 books
Year 52	56-57	521-530	10 books
Year 53	57-58	531-540	10 books
Year 54	58-59	541-550	10 books
Year 55	59-60	551-560	10 books
Year 56	60-61	561-570	10 books
Year 57	61-62	571-580	10 books
Year 58	62-63	581-590	10 books
Year 59	63-64	591-600	10 books
Year 60	64-65	601-610	10 books
Year 61	65-66	611-620	10 books
Year 62	66-67	621-630	10 books
Year 63	67-68	631-640	10 books
Year 64	68-69	641-650	10 books
Year 65	69-70	651-660	10 books
Year 66	70-71	661-670	10 books
Year 67	71-72	671-680	10 books
Year 68	72-73	681-690	10 books
Year 69	73-74	691-700	10 books
Year 70	74-75	701-710	10 books
Year 71	75-76	711-720	10 books
Year 72	76-77	721-730	10 books
Year 73	77-78	731-740	10 books
Year 74	78-79	741-750	10 books
Year 75	79-80	751-760	10 books
Year 76	80-81	761-770	10 books
Year 77	81-82	771-780	10 books
Year 78	82-83	781-790	10 books
Year 79	83-84	791-800	10 books
Year 80	84-85	801-810	10 books
Year 81	85-86	811-820	10 books
Year 82	86-87	821-830	10 books
Year 83	87-88	831-840	10 books
Year 84	88-89	841-850	10 books
Year 85	89-90	851-860	10 books
Year 86	90-91	861-870	10 books
Year 87	91-92	871-880	10 books
Year 88	92-93	881-890	10 books
Year 89	93-94	891-900	10 books
Year 90	94-95	901-910	10 books
Year 91	95-96	911-920	10 books
Year 92	96-97	921-930	10 books
Year 93	97-98	931-940	10 books
Year 94	98-99	941-950	10 books
Year 95	99-100	951-960	10 books
Year 96	100-101	961-970	10 books
Year 97	101-102	971-980	10 books
Year 98	102-103	981-990	10 books
Year 99	103-104	991-1000	10 books
Year 100	104-105	1001-1010	10 books
Year 101	105-106	1011-1020	10 books
Year 102	106-107	1021-1030	10 books
Year 103	107-108	1031-1040	10 books
Year 104	108-109	1041-1050	10 books
Year 105	109-110	1051-1060	10 books
Year 106	110-111	1061-1070	10 books
Year 107	111-112	1071-1080	10 books
Year 108	112-113	1081-1090	10 books
Year 109	113-114	1091-1100	10 books
Year 110	114-115	1101-1110	10 books
Year 111	115-116	1111-1120	10 books
Year 112	116-117	1121-1130	10 books
Year 113	117-118	1131-1140	10 books
Year 114	118-119	1141-1150	10 books
Year 115	119-120	1151-1160	10 books
Year 116	120-121	1161-1170	10 books
Year 117	121-122	1171-1180	10 books
Year 118	122-123	1181-1190	10 books
Year 119	123-124	1191-1200	10 books
Year 120	124-125	1201-1210	10 books
Year 121	125-126	1211-1220	10 books
Year 122	126-127	1221-1230	10 books
Year 123	127-128	1231-1240	10 books
Year 124	128-129	1241-1250	10 books
Year 125	129-130	1251-1260	10 books
Year 126	130-131	1261-1270	10 books
Year 127	131-132	1271-1280	10 books
Year 128	132-133	1281-1290	10 books
Year 129	133-134	1291-1300	10 books
Year 130	134-135	1301-1310	10 books
Year 131	135-136	1311-1320	10 books
Year 132	136-137	1321-1330	10 books
Year 133	137-138	1331-1340	10 books
Year 134	138-139	1341-1350	10 books
Year 135	139-140	1351-1360	10 books
Year 136	140-141	1361-1370	10 books
Year 137	141-142	1371-1380	10 books
Year 138	142-143	1381-1390	10 books
Year 139	143-144	1391-1400	10 books
Year 140	144-145	1401-1410	10 books
Year 141	145-146	1411-1420	10 books
Year 142	146-147	1421-1430	10 books
Year 143	147-148	1431-1440	10 books
Year 144	148-149	1441-1450	10 books
Year 145	149-150	1451-1460	10 books
Year 146	150-151	1461-1470	10 books
Year 147	151-152	1471-1480	10 books
Year 148	152-153	1481-1490	10 books
Year 149	153-154	1491-1500	10 books
Year 150	154-155	1501-1510	10 books
Year 151	155-156	1511-1520	10 books
Year 152	156-157	1521-1530	10 books
Year 153	157-158	1531-1540	10 books
Year 154	158-159	1541-1550	10 books
Year 155	159-160	1551-1560	10 books
Year 156	160-161	1561-1570	10 books
Year 157	161-162	1571-1580	10 books
Year 158	162-163	1581-1590	10 books
Year 159	163-164	1591-1600	10 books
Year 160	164-165	1601-1610	10 books
Year 161	165-166	1611-1620	10 books
Year 162	166-167	1621-1630	10 books
Year 163	167-168	1631-1640	10 books
Year 164	168-169	1641-1650	10 books
Year 165	169-170	1651-1660	10 books
Year 166	170-171	1661-1670	10 books
Year 167	171-172	1671-1680	10 books
Year 168	172-173	1681-1690	10 books
Year 169	173-174	1691-1700	10 books
Year 170	174-175	1701-1710	10 books
Year 171	175-176	1711-1720	10 books
Year 172	176-177	1721-1730	10 books
Year 173	177-178	1731-1740	10 books
Year 174	178-179	1741-1750	10 books
Year 175	179-180	1751-1760	10 books
Year 176	180-181	1761-1770	10 books
Year 177	181-182	1771-1780	10 books
Year 178	182-183	1781-1790	10 books
Year 179	183-184	1791-1800	10 books
Year 180	184-185	1801-1810	10 books
Year 181	185-186	1811-1820	10 books
Year 182	186-187	1821-1830	10 books
Year 183	187-188	1831-1840	10 books
Year 184	188-189	1841-1850	10 books
Year 185	189-190	1851-1860	10 books
Year 186	190-191	1861-1870	10 books
Year 187	191-192	1871-1880	10 books
Year 188	192-193	1881-1890	10 books
Year 189	193-194	1891-1900	10 books
Year 190	194-195	1901-1910	10 books
Year 191	195-196	1911-1920	10 books
Year 192	196-197	1921-1930	10 books
Year 193	197-198	1931-1940	10 books
Year 194	198-199	1941-1950	10 books
Year 195	199-200	1951-1960	10 books
Year 196	200-201	1961-1970	10 books
Year 197	201-202	1971-1980	10 books
Year 198	202-203	1981-1990	10 books
Year 199	203-204	1991-2000	10 books
Year 200	204-205	2001-2010	10 books
Year 201	205-206	2011-2020	10 books
Year 202	206-207	2021-2030	10 books
Year 203	207-208	2031-2040	10 books
Year 204	208-209	2041-2050	10 books
Year 205	209-210	2051-2060	10 books
Year 206	210-211	2061-2070	10 books
Year 207	211-212	2071-2080	10 books
Year 208	212-213	2081-2090	10 books
Year 209	213-214	2091-2100	10 books
Year 210	214-215	2101-2110	10 books
Year 211	215-216	2111-2120	10 books
Year 212	216-217	2121-2130	10 books
Year 213	217-218	2131-2140	10 books
Year 214	218-219	2141-2150	10 books
Year 215	219-220	2151-2160	10 books
Year 216	220-221	2161-2170	10 books
Year 217	221-222	2171-2180	10 books
Year 218	222-223	2181-2190	10 books
Year 219	223-224	2191-2200	10 books
Year 220	224-225	2201-2210	10 books
Year 221	225-226	2211-2220	10 books
Year 222	226-227	2221-2230	10 books
Year 223	227-228	2231-2240	10 books
Year 224	228-229	2241-2250	10 books
Year 225	229-230	2251-2260	10 books
Year 226	230-231	2261-2270	10 books
Year 227	231-232	2271-2280	10 books
Year 228	232-233	2281-2290	10 books
Year 229	233-234	2291-2300	10 books
Year 230	234-235	2301-2310	10 books
Year 231	235-236	2311-2320	10 books



Behaviour



Underhill Behaviour

I can, You can, We can...	This means that we...
BE Caring	Look after ourselves and others, are kind, are honest, look after our school and our things, respect each other, stand up for what's right, show good manners, are tolerant and show compassion, support each other, understand different feelings
BE Confident	Solve problems, use our voice, ask questions, have a go, are organised, are honest when things go wrong, take responsibility for making a mistake, feel proud, are brave, try to do our best every day, are active learners
BE Curious	Know our learning style and how to do our best, challenge ourselves to see how far we can go, are resilient, understanding the learning pit, know how to help ourselves achieve, listen, ask questions
BE Co-operative	Work together, are a team, follow instructions, share, support others, are responsible citizens, understand our community and our world,



Underhill Rewards

We have 4 houses at Underhill

Water * Air * Fire* Earth

Rewards

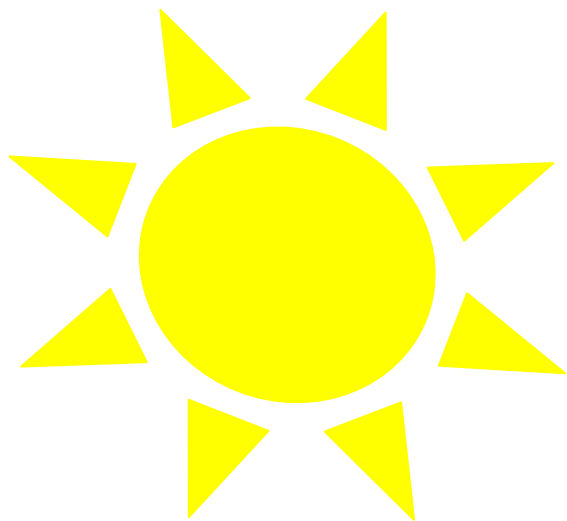
House Dojos (EYFS - House Stickers)

Star of the Week

Marbles and marble parties

Golden tickets

Our Unsung Heroes



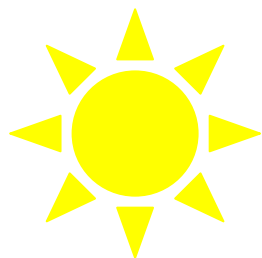


Underhill Sanctions


While all children work to the Underhill Way, there are times where children will not meet our behaviour expectations and it is important that the children are supported to have a clear understanding of the consequences if they do not work within the Underhill Way.

We understand that behaviour is communication and we ensure that we try to understand why a child's behaviour is not meeting the expectations and that the appropriate support is put in place.

We run a warning behaviour system where if children have not met the behaviour expectations, they will lose minutes of their playtimes. All orange and red card behaviours are recorded on School Pod and parents will be informed.



Underhill Sanctions

	Green – Good to Go! We are following the Underhill Way
	Blue Warning - Stop and Think - explain which value is not being followed
	Yellow Warning - warn and explain that playtime minutes will be lost if negative behaviour continues
	Orange Warning - up to 10 minutes may be lost of playtime either at break or lunch. If this happens in the afternoon, minutes will be lost from the next day. Parents are informed at the end of the day by the class teacher. In EYFS, children will spend time out on the thinking chair and sanctions are more immediate. Timings are age appropriate.
	Red Warning – Zero tolerance behaviour means instant sanction



Parents as Partners



Parents as Partners

Parent partnership and communication is very important so that we are all working on the same page.

Parents evening will take place both this term and in the Spring term, please look out for more information about how to book nearer the time.

If you wish to volunteer to come in and read with the children, please speak to the class teacher.

We now have a PTA and if you are interested in taking part in this, please talk to the school office.

Each class will have a class assembly this year at the end of the day on a Friday (watch out for the dates in the newsletter) TBC

Please make sure you **read the newsletter weekly**, there's lots of important info (online).

Please always inform us if your child is not in school.

Please make sure you come and talk to us if you have any problems.



Home learning



Seesaw

Homework will be set every Friday and due in the following Wednesday.

Homework is set on SeeSaw. It will always be linked to what children are learning in class.

Weekly homework:

Weekly Spellings (10 per week for a test on Friday)

Maths

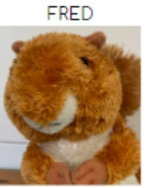
Grammar/ Reading Comprehension (Alternate weeks)

Times tables (On TT Rockstars)

Daily reading FRED (Books will be changed on Mondays and Thursdays). **YOU MUST READ WITH YOUR CHILD EVERYDAY!**



FRED - Reading at home



FRED
Families Reading Every
Day
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Children need to read at home every night. This can be any book that children enjoy reading (they will get one from the school library every week).

KS1 - Please can parents initial reading record, make any comments and state the pages read.

KS2 - Children write down what they have read.

If home reading is not happening, a class teacher or Reading Lead will be in contact.



Any questions?



Understand * Uplift * Unite

Underhill School and Children's Centre

Thank you for coming!