

September
2026



Meet the Teachers



Our Values

Ethos: learning and growing together



Our Values

Kindness

Kindness is a high moral standard. We support our pupils in understanding the impact our words and actions have on others, the community around us and the world we live in.

Health

We will promote a healthy lifestyle, including the importance of physical activities, mental health, healthy eating and healthy relationships. Teaching pupils to assess risks, to reduce the potential of harm to themselves or others and in doing so develop a strong self-esteem and a sense of purpose.

Respect

We recognise and respect differences in race, religion, disability, physical appearance, ability and gender. We treat everybody the same, regardless of these differences. We have respect for ourselves and each other. We respect the property of others and our environment.

Courage

We will encourage children to have a voice and to be confident in their own opinions. We want our pupils to have the confidence to face different situations with feelings of ease, believing in our own capabilities.



Meet the team

Starlings

Miss Clarke

Miss Moriarty

Swifts

Mr Malt

Mrs Cox

Mrs How





Communication

Speak to your class teacher.

Home time is the best time.

Email or call the office.

If your child is going to be absent from school, please call or email the school in the morning.

Picking up:

Please let your class teacher or the office know of any changes to pick up arrangements. We can't let your child go with someone different unless we have been informed.

You may send information by email to admin@belswains.herts.sch.uk

Permission for people who regularly collect your child, such as other family members, can be given on Arbor. If these people then come to collect, we do not need prior warning.



Daily Routines

- 8.40am: Morning work/Corrections
Registration
- 8.55am: Maths/English
- 10.15am: Playtime and snack
- 10.30-11.15am: Phonics/Spelling programme and Reading
- 11.15 – 12.15pm: English/Maths
- 12.15 - 1.15pm: Lunch
- 1.15pm - 3.05pm: Other subjects
- 2.00pm – 2.10pm: Playtime
- 3.05pm: Story
- 3.15pm: Home



Wellbeing

The **ZONES** of Regulation™

			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Tired Sad Disappointed Sick Lonely	Ready to learn Excited Proud Cheerful Optimistic	Worried Frustrated Anxious Nervous	Grumpy Annoyed Jealous Scared Angry

Clubs

Keep an eye out for the emails telling you about clubs.

Sign up is on Arbor.

If your child has a 'sports' club they will need to be in PE kit.

If it is a PE day, they will not need to get changed.

Any other day, please bring named kit in a bag to change into.



Uniform

Please ensure
names are in
everything!

School Uniform

We expect all children to wear school uniform: looking neat and tidy and taking pride in their appearance. Parents/ Carers are asked to support the school's uniform policy by providing the correct uniform and encouraging children to look after it. We also request that you label all items.

Our Uniform

- White polo shirt or shirt
 - Red cardigan, sweatshirt or jumper.
 - Grey or black skirt or pinafore
 - Grey or black tailored trousers (trousers made of jersey fabric are permitted providing they give the appearance of smart trousers, not leggings)
 - Grey, white or black socks.
 - Grey, white or black tights.
 - Black shoes-these should be proper shoes ie not black trainers, crocs, or similar. Small, plain black ankle boots are acceptable during winter months.
- Summer Uniform: as above, or red and white checked dress, grey or black knee-length tailored shorts.
- Our Summer uniform can be worn from the return to school after the Easter break, up until October half term.

PE

- White t-shirt, black shorts which are suitable for school (including in length) and trainers (which can be any colour).
- Black jogging bottoms and a school jumper can be worn in winter for outdoor PE.

Jewellery

- Apart from 1 pair of stud earrings (1 earring in each ear), no jewellery should be worn.
- Earrings must be removed or taped over for PE lessons.
- We permit the wearing of a watch or fitbit, as long as the device does not have the ability to take calls, photos or videos.

Hair

- Hair should be a single natural colour.
- We advise that long hair should be tied back.
- All ribbons, slides, hair bands etc must be red, white or black and must be of a reasonable size.

Nail varnish or make-up should not be worn at school.

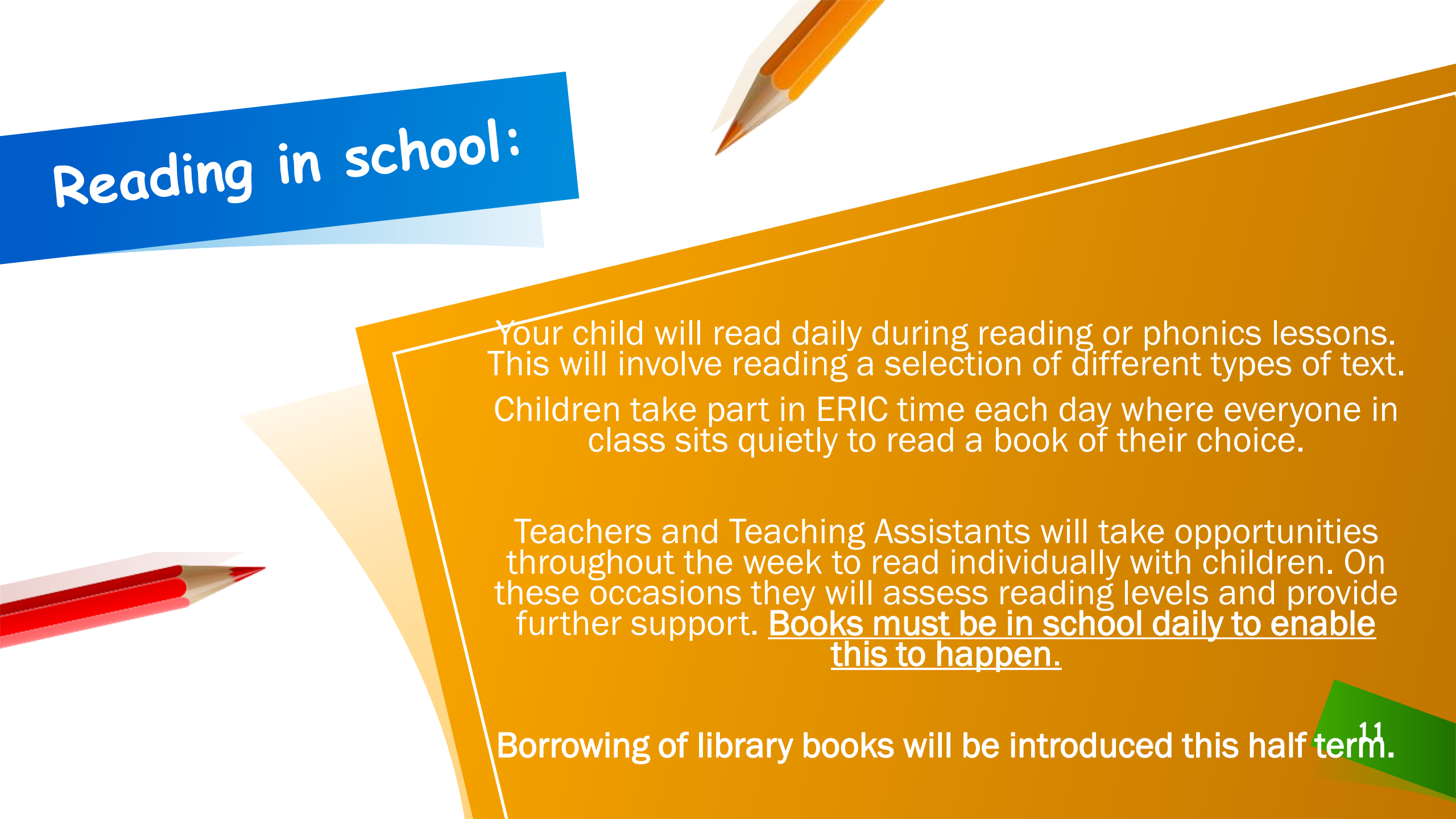


PE

PE will take place twice a week:

Starlings - Monday and Thursday
Swifts – Monday and Wednesday

Children will come to school in their kits.

The background features a large orange shape resembling a stylized book or a piece of paper. In the top left, there is a blue banner with white text. In the top right, a yellow pencil is shown. In the bottom left, a red pencil is shown. The overall design is clean and educational.

Reading in school:

Your child will read daily during reading or phonics lessons. This will involve reading a selection of different types of text. Children take part in ERIC time each day where everyone in class sits quietly to read a book of their choice.

Teachers and Teaching Assistants will take opportunities throughout the week to read individually with children. On these occasions they will assess reading levels and provide further support. Books must be in school daily to enable this to happen.

Borrowing of library books will be introduced this half term.



Reading at home:

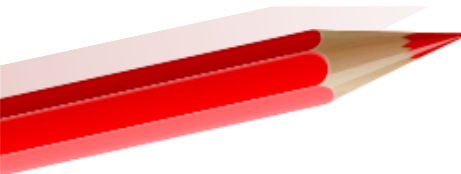
Children should be reading and discussing their books for approximately 5/10 minutes per night at home.

It is important for young children to read books more than once. **Once** to decode, **twice** to become more fluent, **three times** to be confident and understand the text.

Rereading books **strengthens an understanding of the pattern, rhythm and pronunciation** of the text.

Rereading books provides an **opportunity to develop a deep understanding** of a book's plot or character development, something not possible when reading a book once.

Discussing the texts and asking questions will allow your child to get as much as they can out of each book. There is no hurry to move onto the next book.¹²



Reading at home:

Lime
White
Gold
Purple
Grey
Blue
Yellow
Orange
Pink
Green
Red

Read Write Inc phonic reading books will be changed when they have been read three times with an adult at home. For children reading banded books, we would expect it to take at least three separate occasions for your child to complete the book.

Please make a note in the reading record each time you read with your child.

At the end of each week 3 house points will be given to those children who have read once and 5 to those who have read 3 times. At the end of each month those who have read the most and the most improved reader will receive a certificate.

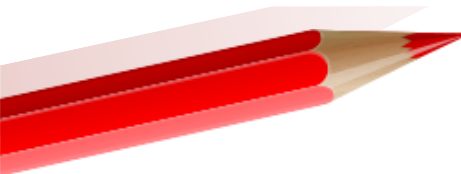
Don't forget to read to your child as well.

Sharing reading at home, especially at bedtime is incredibly valuable.

Please see the guidance in reading records and in the curriculum letter for further information.



Homework:

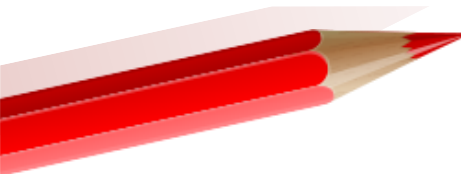


You have received a homework book with a homework grid in it. The guidance is attached.

Our priority in Year 2 is reading, learning spellings and Times Tables Rock Stars/ Numbots



Water bottles:

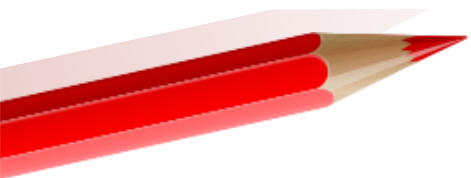


Water bottles for children are encouraged. Please ensure these are labelled and only contain water.

Curriculum overview

Cornerstones		Term 1		Term 2		Term 3	
Year 2	Driver project	 Movers and Shakers History (31 lessons)		 Coastline Geography (37 lessons)		 Magnificent Monarchs History (29 lessons)	
	Science	Human Survival (approx. 12 lessons)	Habitats (approx. 12 lessons)	Uses of Materials (approx. 12 lessons)	Plant Survival (approx. 12 lessons)	Animal Survival (approx. 20 lessons)	
	A&D		Still Life (8 lessons)	Flower Head (7 lessons)		Portraits and Poses (6 lessons)	
	D&T	Remarkable Recipes (9 lessons)		Beach Hut (6 lessons)			Push and Pull (7 lessons)
	Geography	Let's Explore the World (11 lessons)		Geography covered in the main project		Geography revision and retrieval practice	

Reading - KPIs



Reading

- Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.
- Answer and ask questions.
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links.
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.
- Make inferences on the basis of what is said and done in a book he/she is reading independently.
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done.
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.
- Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes
- Recognise alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain graphemes taught so far.
- Read words in age-appropriate books accurately and fluently, without overt sounding and blending e.g. at over 90 words per minute.
- Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.

Writing - KPIs

Writing

- Write about real events, recording these simply and clearly
- Demarcate most sentences with: capital letters and full stops
- Use question marks
- Use present and past tense mostly correctly and consistently
- Use co-ordination (or/and/but)
- Use some subordination (when/if/that/because)
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- Spell many KS1 common exception words
- Write capital letters and digits of the correct size, orientation and relationships to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters

Maths - KPIs

Maths

Number and Place Value

- Count in steps of two, three, and five from 0, and in tens from any number, forward and backward
- Compare and order numbers from 0 up to 100
- Use $<$ $>$ and $=$ signs correctly
- Use place value and number facts to solve problems

Addition and Subtraction

- Solve problems with addition and subtraction by: ☐ using concrete objects and pictorial representations, including those involving numbers, quantities and measures; and ☐ applying an increasing knowledge of mental and written methods
- Recall and use addition and subtraction facts to 20 and 100

Multiplication and Division

- Recall and use multiplication and division facts for the two, five and 10 multiplication tables, including recognising odd and even numbers
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Fractions (including decimals)

- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity

Measurement

- Solve simple problems in a practical context involving addition and subtraction of money of the same unit including giving change

Geometry (Properties of Shape)

- Compare and sort common 2-D and 3-D shapes and everyday objects

Geometry (Position and Direction)

- Use mathematical vocabulary to describe position, direction and movement including movement in a straight line, and distinguishes between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Statistics

- Ask and answer questions about totalling and comparing categorical data

Visits to enhance topics:

This half term the children will take part in a Lego workshop and a Zoolab Habitats visit. We hope to be visiting a place of worship in the Spring as part of our RE topic . In the summer, we will be visiting Knebworth House for our History topic. We may also be introducing a new trip this year – watch this space!



Permissions

Please visit Arbor to give permissions for photos.

- Log into Arbor
- From the main home page select the 3 lines at the bottom of the screen
- Select Profile
- Scroll down to consent
- Select each consent type and accept or decline

What can you do?

- Read everyday, including reading to your child, maybe a chapter book
- Learn key number facts – times tables, pairs that total 10
- Rehearse counting in 2s, 5s, 10s
- Practise spelling Common Exception Words
- Support your child's grammar – 'goed/went', 'caught/caught'
- Target specific areas for extra practise – handwriting, phonics, number bonds
- Be on time for school – 8.40am when the doors open. Doors close at 8.45am.
- Support your child to have a good night's sleep.



Thank You!