Meet the teacher Year 2

Autumn 2026

NORTH STAR COMMUNITY TRUST

Enfield Heights ACADEMY

Meet the team

Miss Cooper

- Class teacher
- PSHE, RE lead, designated Mental Health and Wellbeing Lead, Community Link

Ms Imbrogino

- TA
- Breakfast club & interventions
- ELSA

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Our School Values

KINDNESS, RESPECT, RESILIENCE & BRAVERY

What underpins our curriculum (school drivers)

To be a Force for Positive Change

We want out children to be the change they want to see in the world

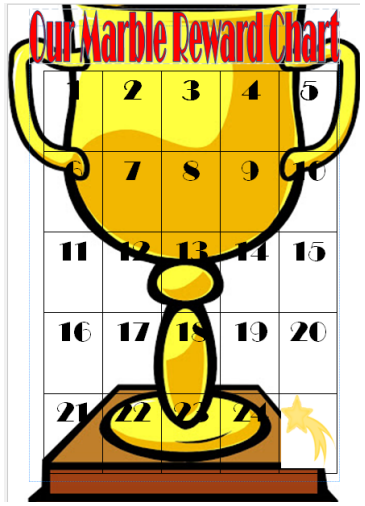
Reading

Reading is the gateway to all learning.

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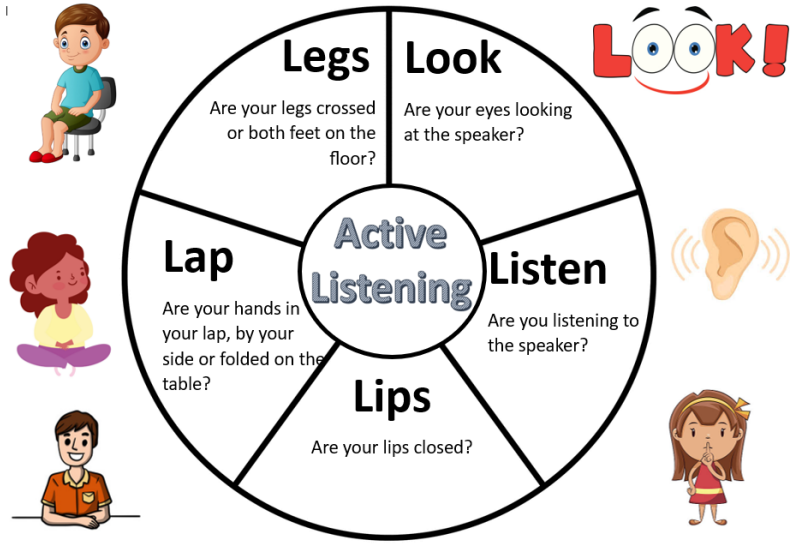
Our Learning Behaviours Expectations

Marbles



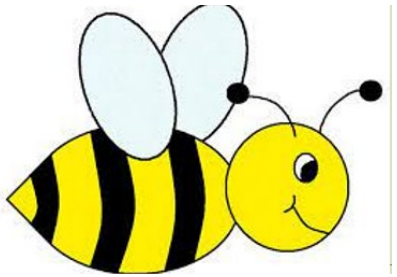


Listening and Learning



Attendance & Punctuality





Celebration

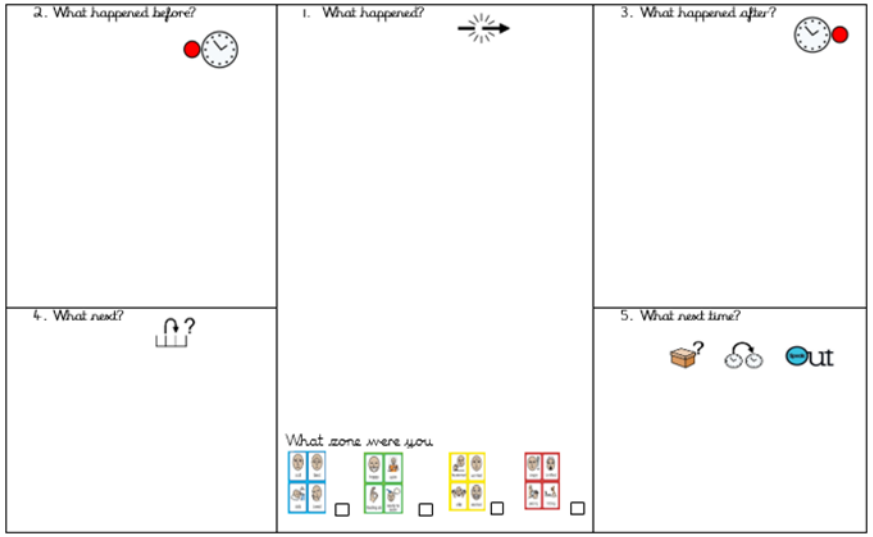




Behaviour

Behaviour Guidance

Yellow Behaviours (CLEAR VERBAL WARNINGS)	Red behaviours (Red Lunch)	Serious red behaviours (Strikes)
• Teasing/name-calling • Pushing/pushing in line • Talking when teacher/adult is talking • Staying in playground after the break/lunchtime is over • Interrupting or calling out • Attention-seeking/clowning around • Distracting others • Avoiding work/wasting time • Careless with school equipment • Running inside/rolling around • Arguing with other pupils • Being uncooperative • Spoiling other pupils' games • Play fighting • Inappropriate cheekiness • Eating in class • Lying	• Persistent Level 1 behaviour • Persistent hindering of other children's learning • Arguing back or rudeness to staff • Spitting (on the floor) • Biting, hitting, kicking • Defacement e.g. scribbling on desk or others' work • Frequent disruption of lessons • Graffiti/vandalism to property • Fighting – squabbles • Cussing and/or swearing • Using swear words in a violent or intimidating way • Inciting trouble	• Persistent Level 2 behaviour • Any perception of abuse, discrimination or prejudice-based bullying because of sex, race, disability, religion or belief, sexual orientation or gender reassignment in line with the Equality Act 2010 • Purposeful, unsafe behaviour online e.g. texting offensive messages to other pupils on mobile phones/through online gaming • Vandalism – deliberate damage to school property • Biting and breaking of skin • Vicious kicking • Dangerous defiance – refusal to follow instructions • Putting themselves or others at risk of harm • Stealing • Extortion/bullying • Spitting at others • Fighting – thuggery • Verbal/physical abuse of staff • Causing bodily harm • Persistent hitting • Spreading dangerous rumours

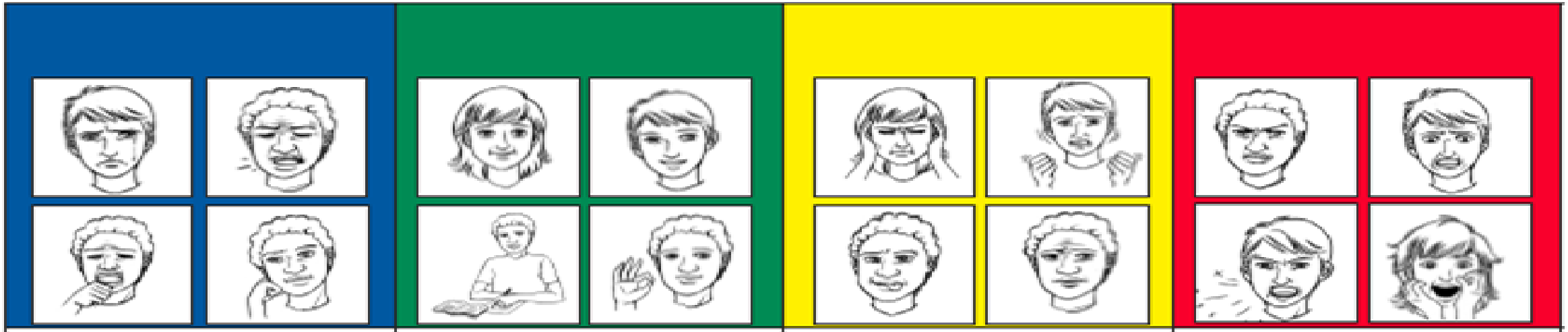




We have a two-strike rule

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The ZONES of Regulation®



BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Yelling/Hitting
Bored	Focused	Excited	Elated
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

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Developing pupil voice

‘Speak out’



- Step 1

If someone makes you unhappy at school through their behaviour or what they say to

you, say “Stop it, I don’t like that.” Speak Out

- Step 2

If the behaviour continues, try again and say “Stop it, I don’t like that.” Speak Out

- Step 3

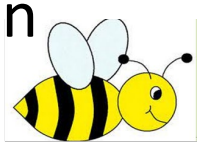
If the behaviour which is making you feel unhappy still continues, find an adult and tell them. Speak Out

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Attendance & Punctuality

- At a minimum we expect children to be in school for **96%** of the time. This can equate to 8 days of learning missed.
- If your child's attendance drops down to below **90%**, this means almost 4 weeks of lost learning!
- Regular days off interrupts children building on their learning and leads to learning gaps – which significantly impacts their progress.
- Attendance and punctuality is tracked weekly and celebrated in our assembly on Mondays.
- There will also be a new attendance raffle. Children will earn a raffle ticket or every week they **Attend school every day and on time.** At the end of a term, tickets will be drawn out during a special assembly and prizes won! The more raffle tickets your child has, the more likely they are to win!
- Parents/carers will be contacted and invited for a meeting with attendance lead (Mr Venn) if your child's attendance is declining to explore why.





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Punctuality

- Every minute counts!
- If a child is late every day, their learning as well as the other children in the classroom is disrupted. Below is a graph how being late to school every day adds up to lost learning time. Missing on morning work



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Uniform expectations

- Dark grey tailored trousers, shorts, skirt or pinafore
- Dark grey tailored knee length shorts in the summer (optional)
- Red and White Gingham dress for Summer (optional)
- White shirt **(not polo shirt)**
- Grey jumper with the academy logo
- Grey cardigans with the academy logo
- Socks and tights need to be plain black, grey or white
- School tie (elastic for KS1 and Reception, full tie for KS2)
- **Please label every item of uniform with your child's name and class**

Children should always be smart:
School jumper (worn or held, not tied around the waist) placed in bag when not being worn.
White shirt (not polo)– always tucked in

Footwear:

- Plain black school shoes
- Plain black flat boots (winter)
- Black shoes should be flat. They should not have any flashing lights as they as distracting for all children. Children that are not in the correct footwear – we will contact parents.

Please speak to us if you require help with uniform.

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PE kits- Wednesday outdoors. Thursday indoors.

- White T-shirt (no logo)
- Black Enfield Height PE jumper.
- Plain black shorts or black jogging bottoms
- Black trainers (outdoor) indoor PE will require bare foot for dance and gymnastics.
- Children need to come to school dressed in their PE kit

- Hair should be tied back if long
- No nail varnish and stud earrings only
- No other jewellery unless for religious reasons (all jewellery must be removed for PE –health and safety)

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Other uniform requirements

- All headwear must be plain black, burgundy or white in colour
- Plain gold or silver stud earrings are permitted but never on PE days. Watches are allowed; they need to have plain straps, preferably in black. Expensive jewellery is discouraged
- Our main uniform provider for Enfield Heights Academy is Uniform4Kids

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Home Learning

At EHA, we believe that homework should provide opportunities to:

- reinforce learning that has taken place in the classroom
- provide opportunities for parents/carers to become more familiar with their child's learning and enjoy a shared learning experience with their child
- prepare children for the next academic stage of their school life
- develop valuable life skills and good work habits such as organisation and time management
- foster independence, confidence and resilience ·inspire creativity and curiosity outside of the classroom

- I have uploaded the Knowledge Organisers onto Google classroom to aid discussions around what your child has been/will be learning this half term. They include key vocabulary and key knowledge.

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Home Learning

Expected weekly homework will be found on Google Classroom and will usually require online completion. Homework will be set on a Friday and be expected to be completed by the following Tuesday.

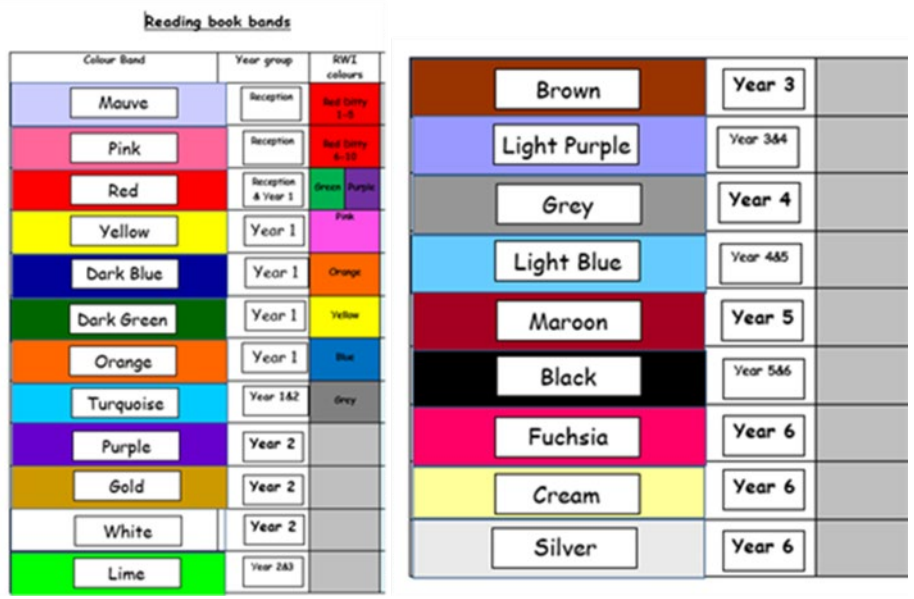
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- **Daily Reading**
- **Daily Timetable practice** –Timetable Rockstars – passwords in reading record
- **Weekly Spelling** -From Year 2 onwards, children will have quizzes on their year group spellings.
- **Weekly English** – This may be a text for them to read over the weekend in preparation for their reading lessons the following week or linked to an aspect of English they have been taught that week.
- **Weekly Maths** – This will consolidate what the children have been learning in class and will be set on Mathletics. – passwords will be in reading records, once IT complete move over.
- **Half Term Learning Journey homework** – children may be asked to complete a half termly project linked to their learning journey.

Reading

Children to bring home **two books**: a banded book and a book for pleasure.

Banded books -matched to their attainment reading level. They will work through a series of banded books and work their way through the year groups banded colours. Throughout the year, the child will be monitored and assessed as to when they can move up to the next level by the class teacher.



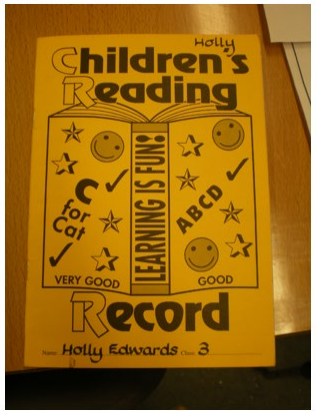
Reading for pleasure – This is a book they have chosen to read for their enjoyment. This could range from a comic, magazine, fiction etc.

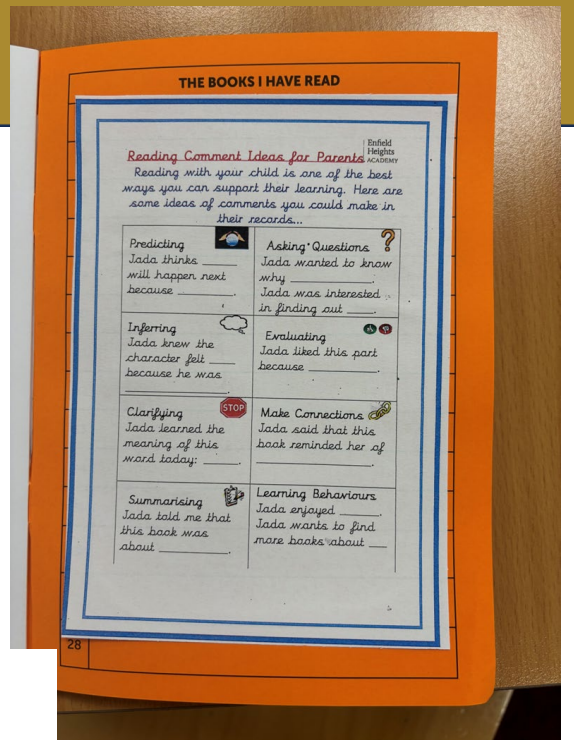
Supporting Reading at home

Frequency of reading expectations

- **KS1** – adults need to sign that they have read daily and can write a comment 2/3times a week.
- **LKS2** – adults needs to sign once a week and child can complete comments for rest of week.
- **UKS2** – children can write their comments. Adults to do it if possible, but we appreciate it is harder for older children.

- Use the questioning prompt at the back of the reading record to support you talking to your child about their book. This will develop key comprehension skills for your child.







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Times Tables

Year group	Multiplication expectations	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.						
Year 1	Count in 2, 5, 10	Experience of counting in 2, 5, 10's			Intro 2x	Intro 5x	Intro 10x
Year 2	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forwards and backwards.	1x 2x	2x 5x Related word problems	10x Intro 3x Related word / reasoning problems	3x Related word/ reasoning problems	Recap all Related word/reasoning problems	Recap all Related word/reasoning problems
Year 3	Count from 0 in multiples of 4, 8, 50 and 100	2x 4x	4x 8x	3x	4x 8x	3x 6x	6x 12x
Year 4	Count in multiples of 6, 7, 9, 25 and 1,000	6x 12x	7x	9x 11x	4x 8x	7x 9x	12x
Year 5	To multiply and divide fluently	Recap 6x 12x	Squared Cubed	Recap 7x 9x	Recap 4x 8x	Recap 3x 6x	Squared Cubed
Year 6	To multiply and divide fluently	Recap 7x 9x & division facts	Recap 3x 6x Cubed & division facts	Recap 2x 4x 8x Squared & division facts	Recap 12x Squared & Cubed & division facts	Gap analysis	See year 7 expectations

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Supporting Times Tables at home

- Practise times tables at home by old fashioned chanting
- Ask your child times tables questions out of order – such as 11 x 12, then 5x6
- Use Apps and games to help build up speed
- Times Tables Rock Stars (logins provided)
- https://www.timestables.co.uk/speed-test/
- https://mathsframe.co.uk/
- http://www.timestables.me.uk/

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Curriculum Webs

Enfield Heights Academy Learning Web: Year 2 Autumn 1
Who are we?

Force for positive change:
Exploring how humans have damaged the local environment

Key Dates:
Children return to school: September 4th
Meet the Teacher: 8th September
Parent Consultations: 16th October
Hertfordshire Zoo visit: 20th October

Maths


Children will develop their understanding of number and place value by learning to read and write numbers up to at least 100, both in numerals and in words. They will explore the value of each digit in a two-digit number, recognising the roles of the tens and ones places.

In addition, children will build their skills in addition by mastering number bonds to 20. They will practise adding a one-digit number to a two-digit number, as well as adding two-digit numbers to multiples of ten.

As part of their introduction to multiplication, children will continue to consolidate their number and place value knowledge, again reading and writing numbers to at least 100 in both numerals and words, and identifying the place value of digits in two-digit numbers.

English
As part of their narrative writing, children will focus on character description, using *The Everywhere Bear* by Julia Donaldson as inspiration. They will describe the character of the Everywhere Bear, exploring his traits and appearance through rich vocabulary and detailed language.

In recount writing, children will write about a day in their own lives, developing their ability to sequence events clearly and use time-related language.

Throughout their writing, there will be a strong focus on key grammar skills, including the correct use of capital letters and full stops, forming compound sentences, and using expanded noun phrases to add detail and interest.

Spelling lessons will focus on learning and practising 'red words' from sets 1 to 4, while handwriting sessions will support children in developing continuous cursive handwriting.

Guided reading will take place daily, with sessions designed to develop essential reading skills such as predicting, making inferences, and retrieving key information from texts.

Music


Children will develop their musical skills by listening with intent and learning to sing a new song. As they become more familiar with the piece, they will refine their singing technique, focusing on pitch, rhythm, and expression. In addition to vocal work, children will have the opportunity to play the glockenspiel, enhancing their understanding of melody and coordination through practical instrumental experience.

PSHE: Being Me in My World


At the start of the year, children will explore their dreams and fears, helping them to reflect on their hopes as well as any concerns they may have. They will develop an understanding of the class learning charter, which sets out shared expectations for behaviour and learning. As part of this, they will learn about their rights and responsibilities within the school community and consider how their actions can lead to both rewards and consequences.

Art: Weaving


Children will take inspiration from the work of others as they begin to explore the art of weaving. They will develop their own creative ideas to design a unique weaving pattern, considering colour, texture, and structure. As they work, they will learn and practise key weaving techniques, such as creating warps and wefts, to help them master the basics of this traditional craft.

Physical Education
PE –Outdoor – Athletics

The unit of work will challenge pupils to explore different ways that they can link movements and balances together while travelling along a variety of pathways

PE- Indoor – Dance

The unit of work will challenge pupils to use their whole body when creating sequences of movements. Pupils will explore and respond to music as a stimulus. Using various dynamics and movement qualities, pupils will be able to use descriptive language to discuss these various movement qualities.

Spanish


In Autumn 1, Year 2 children will build their Spanish skills by practising a range of greetings (*Hola, Buenos días, Buenas tardes, Adiós, Hasta luego*) and asking and saying their names using *¿Cómo te llamas? Me llamo…*. They will review numbers 1–10, learn to say their age (*Tengo … años*) and ask others about theirs (*¿Cuántos años tienes?*), and begin to talk about siblings using phrases like *Tengo un hermano/una hermana*. Songs, chants, and games will make learning fun, while phonics work on Spanish vowel sounds, *ll*, *ñ*, and the silent *h* will help them develop accurate pronunciation.

Geography:
Children will begin their geography learning by investigating place, starting with locating the four countries of the United Kingdom and identifying their capital cities. They will then focus on their immediate environment, identifying both physical and human features within the school and the local area.

Using aerial photographs of the school, children will learn to recognise different buildings and areas within the school grounds. They will also develop early mapping skills by using basic symbols to create a key and produce a simple map of the school.

Science:
Children will begin by learning how to identify whether an object is alive, dead, or has never been alive, helping them to develop a deeper understanding of the natural world. They will explore a variety of habitats and discover why different animals are suited to the environments in which they live. Building on this knowledge, children will be introduced to simple food chains and will learn how these can be affected by changes in environmental conditions.

Computing
Children will learn to recognise the various uses and key features of information technology in everyday life. They will explore how technology supports different activities and functions, with a particular focus on identifying how information technology is used throughout the school environment.

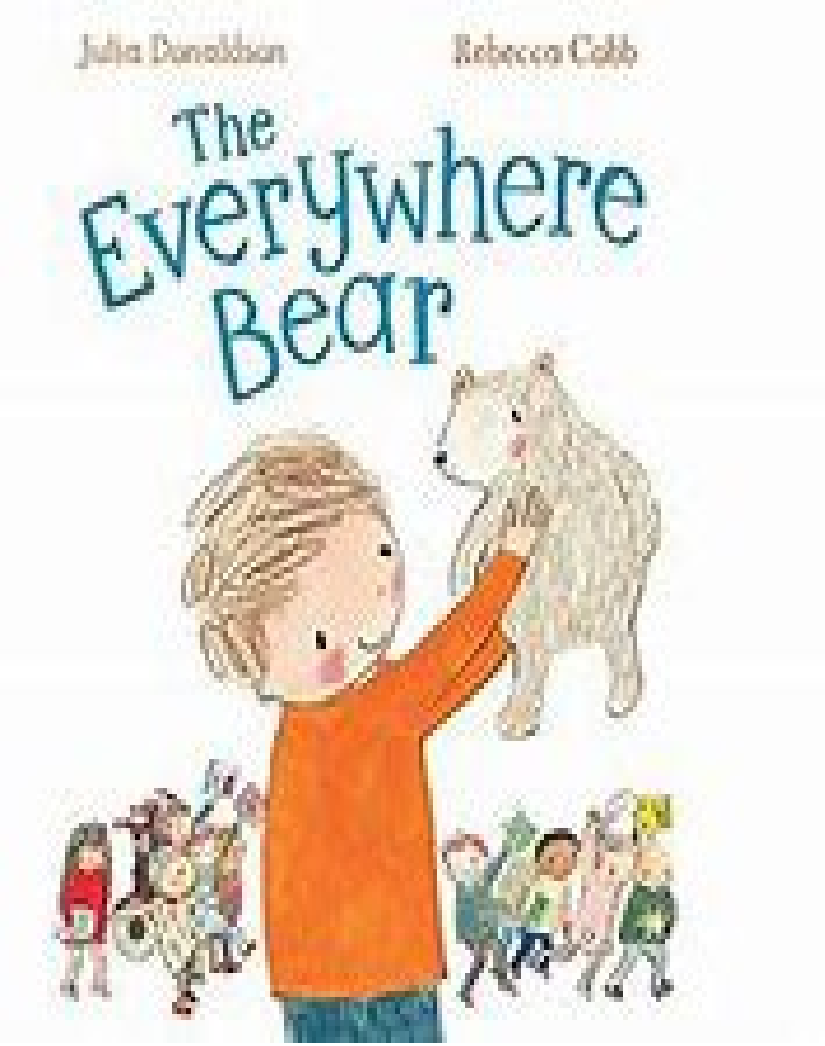
Link messaged to parents.

Please check our website:

https://www.enfieldheightsacademy.org.uk/

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English- Aut 1



We will be writing a…

Character description

- Using capital letters and full stops.
- Using conjunctions (or, and , but, when, if, that).
- Using expanded noun phrases.
- Spelling common exception words.

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How do I know how well my child is doing?

- Children are continually assessed, through questioning and marking, and teachers plan to address gaps in learning or stretch children.
- Children will complete formal NFER tests in Autumn 2, Spring 2 and Summer 2
- There will be parent consultations in Autumn Term and Spring Term and Reports at the end of Summer Term which will inform parents of your child's progress and attainment.
- However, please come and speak to class teacher should you have any concerns about your child's attainment during the year.

Trips

This term we will attend:

- I am finalising details for a trip linked to our Science topic this half term

- Next half term, Tower of London 20th November 2026
- To attend a workshop about Guy Fawkes and the Gunpowder Plot

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What should I do if you have any questions or concerns?

We are always available to hear your concerns and strive to resolve them in good time. **We kindly ask that you follow the following pathway of communication:**

- Pass any information that could be relevant for the day (office/member of staff at the gate, teacher)
- Address class team first; request appointment
- Speak to Mrs Salik (Year 1,2, 3 Teaching and Learning Lead) or Mr Currie (Year 4,5,6 Teaching and Learning Lead)
- Request a meeting with DHT Mr Venn (contact office)
- If you are still concerned and situation has not been resolved, request an appointment with HT Mrs Gannon
- SEN concerns-Mrs Moore, Inclusion and SEND Lead (working on Mondays, Tuesdays and Thursdays)
- SEND concerns could also be directed via the following email: eha-senco@northstartrust.org.uk; FAO Mrs Moore

Key dates

- PE days – Wednesday (Outdoor PE with Mr Brown) Thursday (Indoor PE with Mrs Cooper)
- Homework days: Sent out Friday, due back in on Tuesdays
- Pupils are expected to read everyday. Books changed upon completion of banded text
- Music lessons. Music lesson with Mr Merrit Hall Wednesday
- Parent consultation day: Thursday 15th October

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Thank you

Any Questions?

