



Curriculum Parent Presentation

Year 2

Mrs Begum and Miss Hodgkins





Ashbrook School is one of the schools within Inspiring Futures through Learning (IFtL). Together the professionals across the 'family of schools' work to focus on achieving the high standards that we are so proud of. IFtL schools collaborate across many areas including quality of education, safeguarding, community and much more. Within our local community Ashbrook, Two Mile Ash and Holmwood schools have a partnership of excellence called PATH. The children benefit from very close links between these schools.

Typical Day

- ▶ 8:50am Wellbeing Check in (Colour Monsters) and Register
- ▶ 9:00 am English
- ▶ 10:00 am RWI
- ▶ 10:30 am Breaktime
- ▶ 10:50 am Maths (White Rose)
- ▶ 11:45 am Story/News time
- ▶ 12:00 pm Lunch
- ▶ 1:00pm Register
- ▶ 1:10pm Non-core subject (History/Geography, Science, RE or Art/DT)
- ▶ 2:00 pm Non-core subject (PE, Music or Jigsaw)
- ▶ 2:40pm Assembly (Every Monday and Wednesday)
- ▶ 3:00pm Story time
- ▶ 3.10 pm Home time

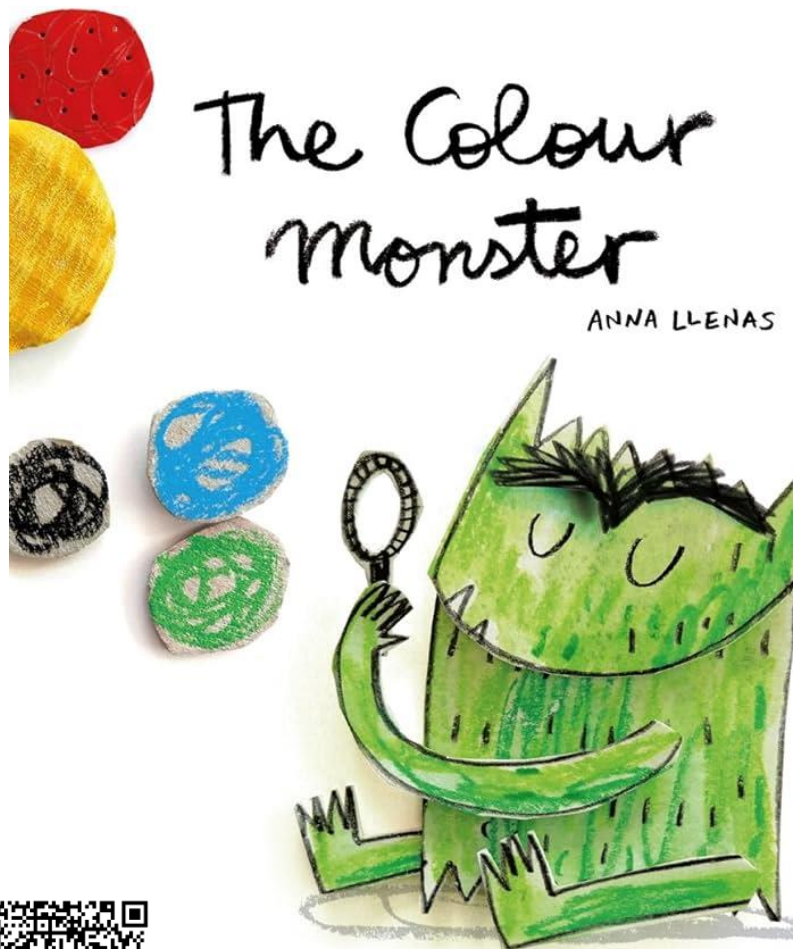
Year 2 timetable

Year 2 – 08.09.25

Day	8.40-8.50	9.00-10	10-10:30	10.30-10.45	10.50-11.45	11.45-12.00	12.00-1.00	1.00-1.15	1.15-2.00	2.00-2.40	2.40-3.10
Monday	R e g i s t e r / C h e c k i n	English	RWI	B R E A K	Maths	S t o r y	L U N C H T I M E	RWI speedy sounds	PE - Fundamentals (outside)	RE Who should we follow?	Assembly
Tuesday		English	RWI		Maths			RWI speedy sounds	Music Dynamics, timbre, tempo and motifs	Art Explore and draw	Tigers library
Wednesday		English	RWI		Maths			RWI speedy sounds	PE- Gymnastics (Indoors)	History Explorers	Assembly
Thursday		English	RWI		Maths			RWI speedy sounds	Science Animals including humans	PSHE (Jigsaw) Being me in my world	Lions library
Friday		Star of the week assembly 9:10am I	RWI		English			RWI speedy sounds	Maths	Spellings Enrichment	Story time

Colour Monsters





Colour Monsters

- ▶ At Ashbrook School, our children's wellbeing is our number one priority. To help the children develop an understanding of their emotions we use a key text 'The Colour Monster'.
- ▶ During their time at Ashbrook children become familiar with the language used to describe a range of feelings that we all experience. We support children by validating their feelings.
- ▶ How do we use 'colour monsters' to support children?
- ▶ The children learn about the feelings associated with the different colour monsters and then add their named stick into the corresponding jars in class. Staff will support children if they are feeling sad, worried, angry or upset.
- ▶ Understanding children are their emotions is key to their success in school. Sometimes we support beyond the colour monsters through early help and other nurture arrangements in school.

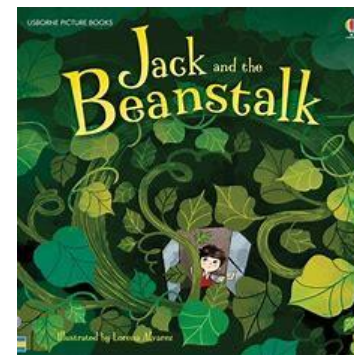
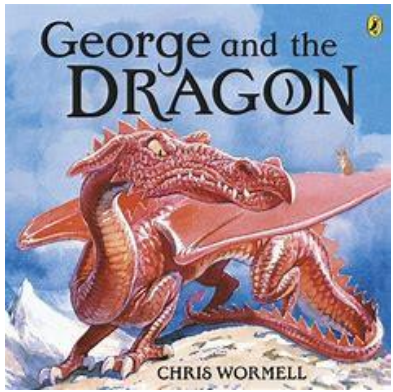
Our shared areas



Curriculum Overview

Our curriculum has been created to continue building on children's prior knowledge. We offer an inspiring curriculum which aims to provide learning through creative and enrichment opportunities. This approach allows children to open their minds to a broader perspective, to develop resilience, communication skills and independence as learners.

In English, inspire days such as the breakfast banquet, walk to the local park and dress up days were created to offer children the opportunity to engage through experiential first hand learning.



National curriculum in England: English programmes of study

Writing - composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

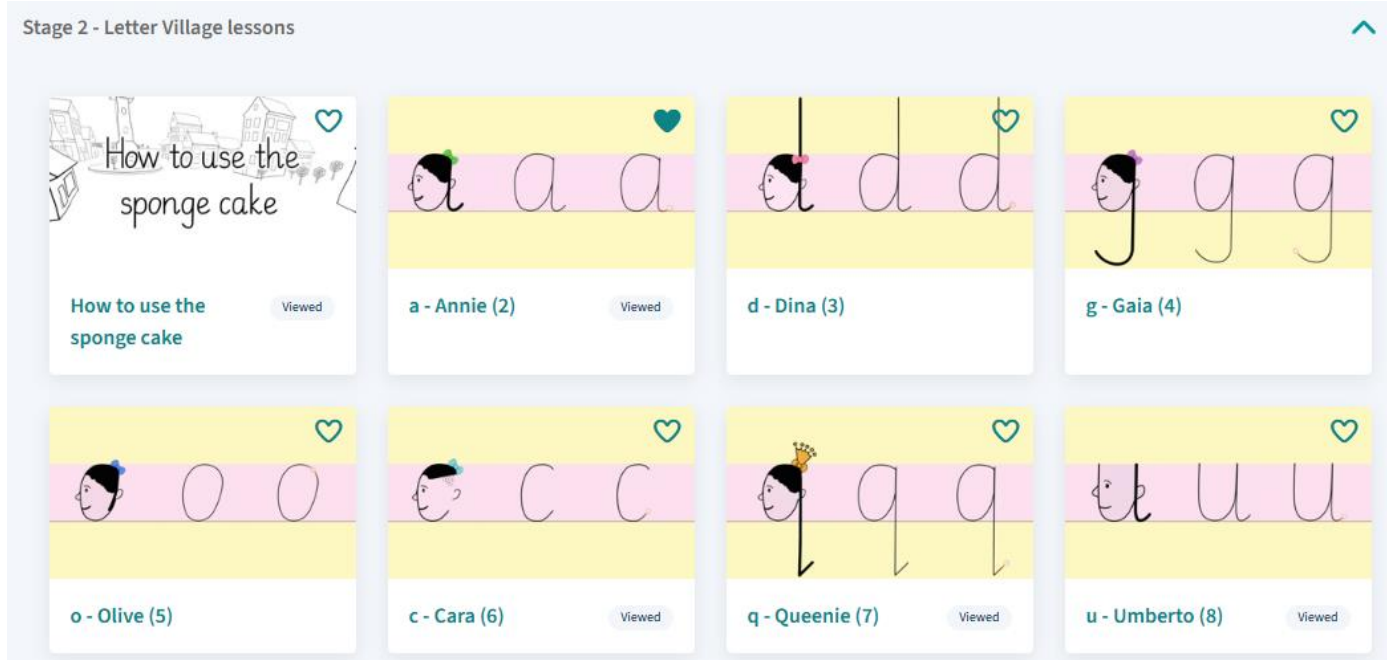
- develop their understanding of the concepts set out in [English appendix 2](#) by:
 - learning how to use both familiar and new punctuation correctly - see [English appendix 2](#), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
 - learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently, including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in [English appendix 2](#)
 - some features of written Standard English
- use and understand the grammatical terminology in [English appendix 2](#) in discussing their writing

Year 2

Common Exception Words

Year 2					
floor	most			sure	pretty
poor	only			sugar	grass
door	both			break	pass
because	old	everybody	improve	steak	class
mind	cold	parents	prove	great	fast
kind	clothes	who	move	told	last
behind	water	Christmas	every	gold	past
find	again	beautiful	climb	hold	father
after	busy	whole	eye	even	pass
wild	money	plant	should	half	could
child	Mr	path	many	people	would
children	Mrs	bath		hour	any

Handwriting



Children participate in daily handwriting sessions across the school as part of the Ruth Miskin programme. These sessions support pupils in forming letters correctly, with a focus on accurate letter formation, starting points, and cursive joins. The scheme uses engaging teaching videos to model handwriting skills.

Phonics

Read Write Inc. Phonics Desktop Speed Sounds Chart

Speed Sounds Set 1

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

Speed Sounds Set 2

ay may I play?	ee what can you see?	igh fly high	ow blow the snow	oo poos at the zoo
oo look at a book	ar start the car	or shut the door	air that's not fair	ir whirl and twirl
		ou shout it out	oy toy for a boy	

Speed Sounds Set 3

ea cup of tea	oi spoil the boy			
ā-e make a cake	ī-e nice smile	ō-e phone home	ū-e huge brute	aw yawn at dawn
are care and share	ur nurse with a purse	er a better letter	ow brown cow	ai snail in the rain
oa goat in a boat	ew chew the stew	ire fire, fire!	ear hear with your ear	ure sure it's pure

Complex Speed Sounds

Consonant sounds

f ff ph	l ll le	m mm mb	n nn kn	r rr wr	s ss se c ce	v ve	z zz s se	sh ti ci	th	ng nk
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b bb	c ck ch	d dd	g gg	h	j g ge dge	p pp	qu	t tt	w wh	x	y	ch tch
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Vowel sounds

a	e ea	i	o	u	ay ā-e ai	ee y ea e	igh ī-e ie i y	ow ō-e oa o
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oo ū-e ue ew	oo	ar	or oor ore aw au	air are	ir ur er	ou ow	oy oi	ire	ear	ure
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Curriculum Overview

In maths, we use the White Rose scheme which adopts the maths mastery approach for all children to achieve by developing critical thinking to deepen their understanding of mathematical concepts rather than being able to memorise ways of solving equations.

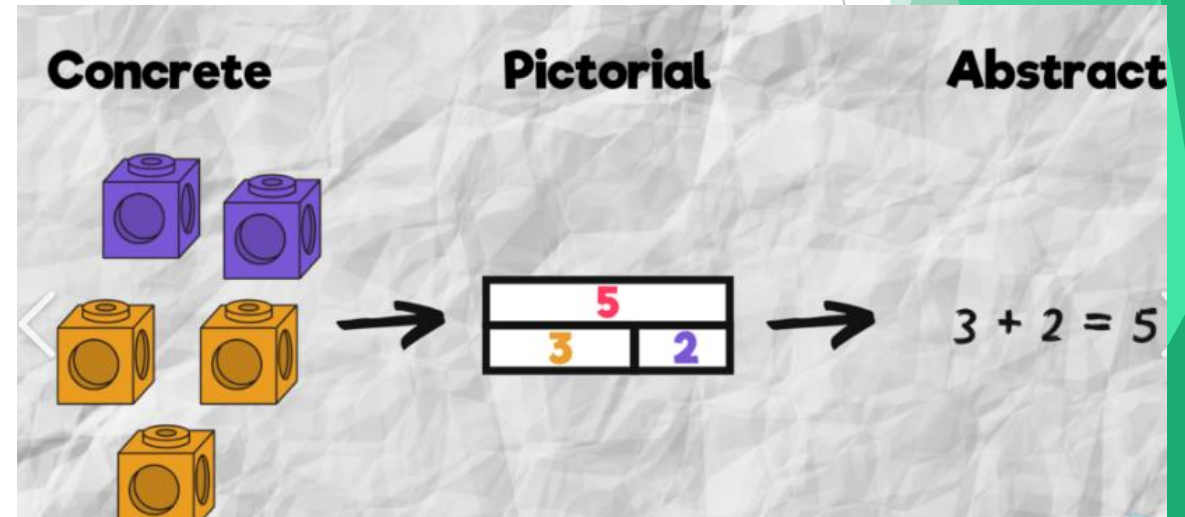
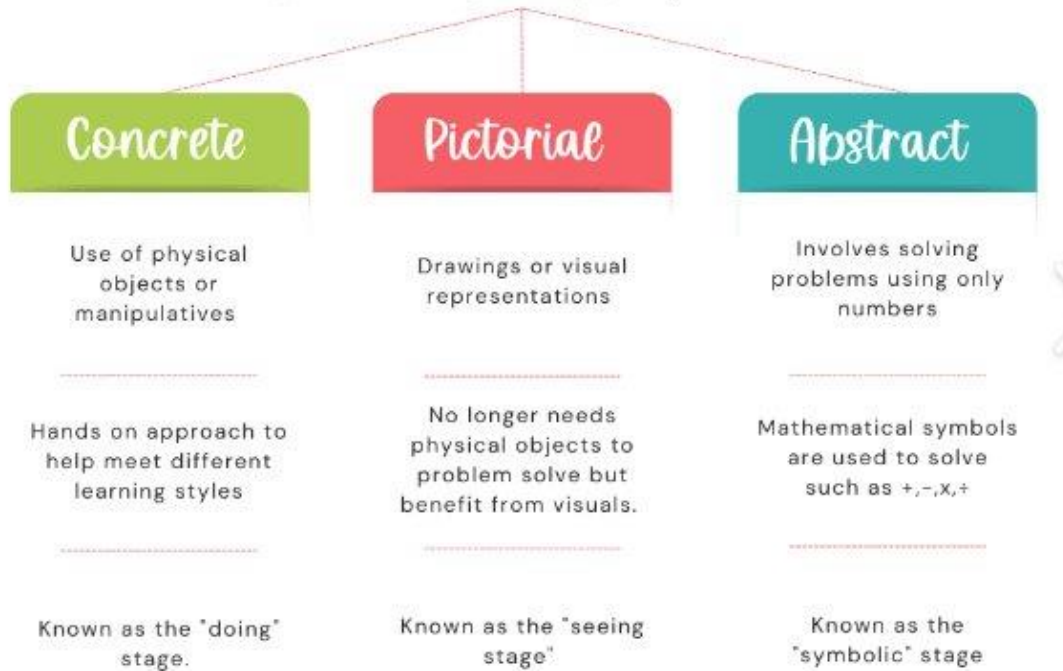
Children are given time in smaller steps to really understand concepts at a deeper level rather than surface level learning a set of rules. The steps support children to learn at their own pace which leads to greater progress as children become secure in their understanding which increases motivation and high levels of engagement.

Children do not move through the stages until they have mastered the first step and feel secure in their understanding of a mathematical concept.

Curriculum Overview

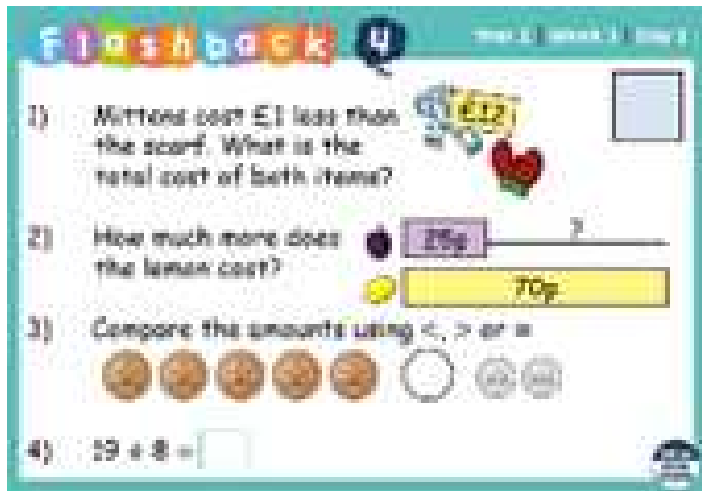
The CPA Approach FOR TEACHING MATH

Concrete Pictorial Abstract



Curriculum Overview

Lessons always start with a Flashback which is a recap on prior learning which children complete independently.



Concrete part of the lesson will involve the introduction of a concept with resources provided to secure their understanding.



Pictorial part of the lesson continues to enable children to develop the new knowledge through representations.

Complete the sentences for each set of pictures:



There are _____ equal groups.
There are _____ in each group.
There are _____ groups of _____.
There are _____ altogether.

Abstract

When children complete the independent part of the lesson which allows children to practice using concrete resources to complete pictorial representations. They move onto problem solving and reasoning questions to continue to deepen their knowledge. The children to answer and write their answers in full sentences explaining their reasons

Reasoning

Tammy is writing a number sentence to describe the image below.



Is she correct? Prove it.

Problem solving

At a party, there are 4 cans of cola left.



Mick describes a possible calculation using a story,

I think there were 8 cans and 4 have been drunk.



How many other calculations and stories can you find?

Non-core curriculum

Science lessons take place every week
History/Geography half termly - once a week
Art/DT alternate termly - once a week
RE/Music lessons once a week
Jigsaw - PSHE lessons once a week
PE - two lessons every week
Computing - once a week

Science programmes
of study: key stages
1 and 2
National curriculum in England



Kapow
Primary™



iPads

Children will be using the 1:1 devices across the curriculum to access their learning.



Children are still using paper and pen to develop key skills in core subjects, with the devices becoming an additional tool to enhance and increase the quality of learning. The use of the devices has had a positive impact on children's learning experience to better equip them for the modern technology world.

Further information about the 1:1 devices will be communicated over the week with an information day taking place on presentation taking place on

Wednesday 30th September at 2:15pm.

Class Dojo Awards



At Ashbrook, we use **Class Dojo** as a fun and effective way to promote positive behaviour, build a strong classroom community.

What is Class Dojo?

Class Dojo is a digital platform that allows teachers to award points to students for demonstrating positive behaviours such as:

- Showing kindness and respect
- Staying on task
- Helping others
- Participating actively
- Demonstrating the school values



How Do Rewards Work?

Students earn Dojo points throughout the week. These points can be exchanged for rewards that motivate and celebrate their efforts. Rewards may include:

- Extra playtime
- Choosing a class activity
- Stickers or certificates
- Special responsibilities (e.g., line leader, classroom helper)
- Positive notes home

Our Goal

We aim to create a positive learning environment where every child feels recognised and encouraged. Class Dojo rewards help us reinforce good choices and build confidence in a fun and meaningful way.

Our Values and Aims

School Values

- ▶ Caring
- ▶ Co-operation
- ▶ Responsibility
- ▶ Respect
- ▶ Patience
- ▶ Perseverance

Curriculum Aims

- ▶ Successful learners
- ▶ Effective contributors
- ▶ Responsible citizens
- ▶ Confident individuals

Rewards & Celebrations

- ▶ Assembly time is used to explore our values and learning aims. We celebrate the children's achievements in demonstrating the values on a daily basis with our stars in the jar and class rewards. These are revisited through our 'School Awards' presented every Friday and at the end of each half term.
- ▶ All children are allocated a house when they join the Ashbrook family. The children work towards a collective reward celebrated at the end of each half term. The stars are earned when children display our key values.



Pupil Leadership

Play Rangers



Eco Rangers



Youth Parliament
Representatives

Librarians



House Captains



Digital Leaders



Learning with parents



Learning with Parents Digital Reading Log

@learnwparents
www.learningwithparents.com



Why your support is important

- We want to encourage a **love of reading** and want to see you reading all sorts of things, not just your school book
- Reading for 5 minutes, 5 times a week means your child will have read for an **extra hour a month!**
- By making reading aloud a regular part of your family's routine, you're not just helping your children with their learning – you're
 - **building memories**
 - **finding out more about each other**
 - **instilling a love of reading that will last a lifetime!**



@learnwparents

www.learningwithparents.com

Why Learning with Parents?

- ✓ No password or login to remember
- ✓ Accessible – record reading anytime, anywhere by using your phone
- ✓ Interactive and fun! Record audio clips, take photos, leave messages



"It's always at hand, even on the go"

"You can track progress and receive feedback from teachers"

"I can listen and learn how my child reads fluently through the days and if they have improved."

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Feedback from parent survey 2025



Home Learning



Please support your child to complete their home learning and practise their spellings.



Home learning is set on Learning with Parents each Friday and is due the following Wednesday.



Spellings are sent home to practise, with a spelling check every Friday.



Reading with your child every day makes a huge difference to their progress.



School books, library books and books from home all help to develop a love of reading.

How to support your child at home



Attendance (Good attendance = best chances in school)



Punctual arrival.
Arriving late can really unsettle routines.



Daily reading practice (this all helps to contribute to the children's reading stars!)



Support spelling practice

Reading



Are you a reading
star?

Reward	Points
Bronze	5 
Silver	15 
Gold	25 
Platinum	40 
Diamond	60 

5 reads/
1 filled page/
signed in reading record = 1 x



Attendance - things to note



Gates

8.30 - Gates open

8.40 - Gates close (arrival after 8.40 will result in an L Code - late mark)

9am - Registers close (arrival after 9am will result in a U Code - unauthorised absence)

Punctuality

If your child regularly arrives late you will receive a phone call from someone in the attendance team to check in and see if there are any ways we can support you.

Your Child's attendance is reviewed on a regular basis

Below 96%

If your child's attendance falls below 96%, you will receive a leaflet of signposted support to improve attendance.

Below 90%

If your child's attendance falls below 90%, they are considered to be a persistent absentee and you will receive a letter to inform you attendance needs to improve.

Below 88%

If your child's attendance falls below 88% we will start our tiered approach to improve attendance with an attendance plan. You will then be required to provide proof for ALL absences including illness.

Below 50%

If your child's attendance falls below 50% they are considered to be Severely absent. At this point a referral will be submitted to the Multi Agency Safeguarding Hub and the council will may become involved in managing their attendance.

Illness

Children are fine to come to school with mild coughs and colds. We can administer Calpol if needed during the day.

If your child is too unwell to attend, please inform school every day by 8.30. This should be done via your MCAS account or telephone message.

IF YOU DO NOT CONTACT US A HOME WELFARE VISIT WILL BE CARRIED OUT

From the third day of illness, a member of the pastoral or attendance team may do a home welfare visit to check in with you and your child.

For 5 or more days of illness medical evidence must be provided or the absence may not be authorised.

Planned Absence

Please notify school of any planned absence via the leave of absence form on our Website, proof will be required.

Term time holidays can not be authorised and you may receive a fixed penalty notice (Fine) from MK Council

PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE IS CHANGING

1

FIRST OFFENCE

The first time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be:

£160 per parent, per child if paid within 28 days
Reduced to £80 per parent, per child if paid within 21 days

2

SECOND OFFENCE (WITHIN 3 YEARS)

The second time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be:

£160 per parent, per child to be paid within 28 days. No reduced rate will be offered.

The following changes
will come into force for
Penalty Notice Fines
issued after **19th
August 2024.**

3

THIRD OFFENCE AND ANY FURTHER OFFENCES (WITHIN 3 YEARS)

The third time an offence is committed for Term Time Leave or Irregular Attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Magistrates' fines can be up to £2500 per parent, per child.

Cases found guilty in Magistrates' Court can show on a Parents future DBS certificate, due to failure to safeguard a child's education.

10 SESSIONS (5 DAYS) OF UNAUTHORISED ABSENCE IN A 10-WEEK PERIOD

Penalty Notice Fines will be considered when there has been 10 sessions of unauthorised absence in a 10-week period.

Parking and safety



Communications

 Website - The Ashbrook website is regularly updated with key information and school news.

 MCAS - Important dates, events and reminders are shared via MCAS.

 Whole-School Events - We regularly welcome families into school for events and celebrations.

 Phone Calls - First aid incidents are always communicated by phone call or at the end of the school day.

 Class Teachers - We have an open-door policy and are happy to help with any urgent queries or concerns.



Ashbrook School
Where Every Child Belongs:
Celebrating Diversity, Creating Unity



Inspiring Futures
through Learning

CLICK HERE TO EMAIL US
01908 561 366

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Welcome to Ashbrook
School



Welcome to our new
SENDCO



Safeguarding at Ashbrook



A fresh start



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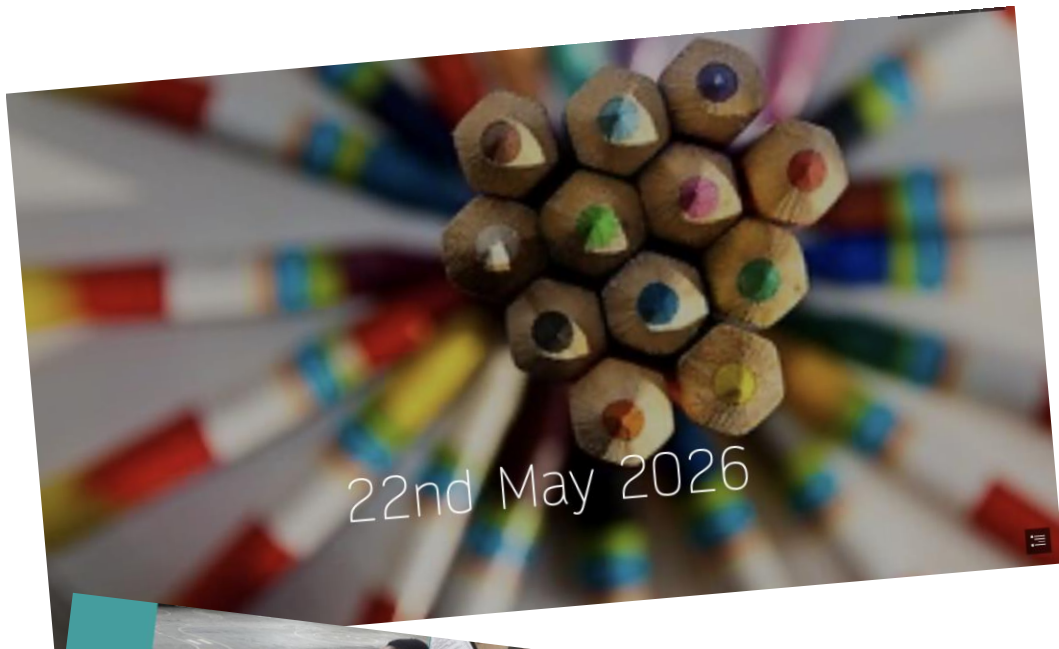
< > Today Now - October 21

September 2026

MON
7

September 7

After School Activity Clubs Start



Spotlight on Year 2

This week

What an incredible half term it has been! The children have been involved in a wide range of exciting opportunities that have helped to deepen their knowledge and understanding across the curriculum.

In English, we have been exploring another text linked to the Titanic. The story introduces us to two characters, Alice and William, who travel as passengers on the ship. As we learned more about their lives, the children used this as inspiration to write thoughtful comparisons between the two characters, considering their experiences and journeys. Many children also reflected on how frightening it must have been for young passengers on board.

Building on this, the children wrote letters from the perspective of a Titanic passenger, describing their journey and sharing their thoughts and feelings with a loved one. It was fantastic to see such empathy and creativity in their writing.

How to keep in touch

- ▶  **SWAY Newsletter** - Our weekly SWAY newsletter shares photos, learning highlights and important reminders.
- ▶  **Facebook** - Follow our Facebook page for the latest school news and community updates.
- ▶  **Website** - Visit our website for upcoming events, key information and the school calendar.
- ▶  **School Staff** - Please speak to your child's class teacher, the school office or any of the following staff if you need support:
 - ▶  **Mrs Begum** - Key Stage 1 Lead.
 - ▶  **Mrs Almond** - Assistant Headteacher.
 - ▶  **Mr Ainscow** - Headteacher.





Questions

We welcome any questions you may have?