



# Springfield Primary Academy

## Welcome to Year 2 September 2025-26

# Our Touchstones



## Integrity

Being courageously true to our purpose.



## Leadership

Finding the leader in all of us.



## Learning

Creating exceptional opportunities for learning.



## Enjoyment

Loving what we do.



## Inclusion

Realising the greatness in our difference



## Inspiration

Feeling the power of the possible.



## Responsibility

Unwavering commitment to seeing things through.



# Vision, Mission and Values



## SLT and Designated Safeguarding Lead/Deputies



Deputy DSL

Mr Ahmad

Headteacher



Lead DSL

Mrs Kular-Gill

Deputy Headteacher



Deputy DSL

Mrs Dhani-Ali

Assistant Headteacher/SENCO



Deputy DSL

Miss Gibson

Assistant Headteacher



Deputy DSL

Miss Halima

Health and Learning Mentor





# Communication

- **Face-to-face** – Senior Leaders and teaching staff available (drop off, dismissal, parents' evening, workshops etc)
- **The School Website** - is updated regularly. Check out the 'Primary News' section.
- **Twitter** - used to share and celebrate children's and school achievements and successes. [@SpringfAcademy](https://twitter.com/SpringfAcademy) / X
- **Email:** [enquiry@springfieldacademy.org.uk](mailto:enquiry@springfieldacademy.org.uk)
- **Telephone:** [01283 246 433](tel:01283246433)
- **Newsletters** – sent out half termly by SLT
- **Text Message** – Announcements via text message are used by the school to remind you of important information, deadlines, and regular updates.





## Class 2 Hoffman

Miss Hussain  
Mrs Bhogal

## Class 2 Bloom

Mrs Pett  
Mrs Islam (Mon-Wed)  
Mrs Sheikh (Wed-Fri)

Meet the team – Year 2

# Year group Curriculum Overview



## Year 2 Curriculum – At a Glance:

Inspiring Futures. Making Missions.  
Learning Creatively with  
High Expectations, Integrity, Respect, Resilience, Determination.

Springfield Primary Academy Long-Term Planning - 25/26											
Year 2				Year 2				Year 2			
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Writing	Fiction Text Little Red Riding Hood Plot type Journey story Focus toolkit Setting	Non-Fiction Text Little Red Riding Hood Plot type Journey story Focus toolkit Setting	Fiction Text The Poppy that Spoke Plot type Journey tale Focus toolkit Dialogue	Non-Fiction Text This is how we do it. Text type Recount - diary Focus toolkit Openings and endings	Fiction Text The Story of Pirate Tom Plot type Rags to riches Focus toolkit Openings and endings	Non-Fiction Text Should pirates take treasure? Text type Persuasion Focus toolkit Suspense	Fiction Text Kasim and the Greedy Dragon Plot type Warning tale Focus toolkit Suspense	Non-Fiction Text The Water Dragon Text type Information Focus toolkit Suspense	Poetry Text I am poems Focus toolkit Description, people, places & objects	Fiction Text The Glass Cupboard Plot type Fable Focus toolkit Description, people, places & objects	Non-Fiction Text How a magical object works Text type Explanation
Reading Text	Fiction: Mousekitt Moll – E.Gravel Non-Fiction: MacLennan G Amson-Broadhaw or Everyday Materials B. Owen Poetry: First Poetry Book K31 – P.Corbett	Fiction: Winter's Child – A.McAlister Non-Fiction: Homes around the World J.Brundie Poetry: Shalini Vallepur Poetry: A First Poetry Book	Fiction: On Sudden Hill – B.Davies or Cinderella of the Nile – B.Nadood Non-Fiction: From a tiny seed to a mighty tree R.Owen or Growing Plants P.Billy Poetry: Test Technique Practice	Fiction: The Grotto – B.Davies Test Technique Practice Non-Fiction: The Great Fire of London or The Great Fire of London or Tragedy in London Poetry: Chazy Mayonnais Mum – J.Donaldson Test Technique Practice	Fiction: The Fox and the Crow – Aesop or The Tortoise and the Hare – Aesop Non-Fiction: The Great Fire of London or Tragedy in London Poetry: Chazy Mayonnais Mum – J.Donaldson Test Technique Practice	Fiction: The Fox and the Crow – Aesop or The Tortoise and the Hare – Aesop Non-Fiction: The Great Fire of London or Tragedy in London Poetry: Chazy Mayonnais Mum – J.Donaldson Test Technique Practice	Fiction: The Fox and the Crow – Aesop or The Tortoise and the Hare – Aesop Non-Fiction: The Great Fire of London or Tragedy in London Poetry: Chazy Mayonnais Mum – J.Donaldson Test Technique Practice	Fiction: The Fox and the Crow – Aesop or The Tortoise and the Hare – Aesop Non-Fiction: The Great Fire of London or Tragedy in London Poetry: Chazy Mayonnais Mum – J.Donaldson Test Technique Practice	Fiction: The Fox and the Crow – Aesop or The Tortoise and the Hare – Aesop Non-Fiction: The Great Fire of London or Tragedy in London Poetry: Chazy Mayonnais Mum – J.Donaldson Test Technique Practice	Fiction: The Fox and the Crow – Aesop or The Tortoise and the Hare – Aesop Non-Fiction: The Great Fire of London or Tragedy in London Poetry: Chazy Mayonnais Mum – J.Donaldson Test Technique Practice	Fiction: The Fox and the Crow – Aesop or The Tortoise and the Hare – Aesop Non-Fiction: The Great Fire of London or Tragedy in London Poetry: Chazy Mayonnais Mum – J.Donaldson Test Technique Practice
Maths	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Geometry: Shape	Measurement: Money Number: Multiplication and Division	Measurement: Money Number: Multiplication and Division	Measurement: Money Number: Multiplication and Division	Measurement: Money Number: Multiplication and Division	Measurement: Money Number: Multiplication and Division	Measurement: Money Number: Multiplication and Division	Measurement: Money Number: Multiplication and Division	Measurement: Money Number: Multiplication and Division	Measurement: Money Number: Multiplication and Division
Science	Playground Games (6 weeks) To explore the properties of different materials and how they may be suitable for different playground toys.	Building a Playhouse (6 weeks) The children will know about the properties of different materials, including their impact on the environment, and their suitability for a range of uses.	Animals Including Humans (6 weeks) To understand the life cycles of humans and animals.	Plants (6 weeks) Observe and describe how seeds and bulbs grow into mature plants. Learn why plants need water, light and a suitable temperature to grow and stay healthy.	Living Things and Their Habitats – habitats and chains (5 weeks) Understand that plants and animals live in habitats and that they are dependent on each other to survive.	Seasonal changes Know the difference between weather and climate and that the climate is changing because of human activity.	Seasonal changes Know the difference between weather and climate and that the climate is changing because of human activity.	Seasonal changes Know the difference between weather and climate and that the climate is changing because of human activity.	Seasonal changes Know the difference between weather and climate and that the climate is changing because of human activity.	Seasonal changes Know the difference between weather and climate and that the climate is changing because of human activity.	Seasonal changes Know the difference between weather and climate and that the climate is changing because of human activity.
History	Y1 Everyday Materials Y5 Properties and Changes of Materials	Y1 Building with Materials Y5 Properties and Changes of Materials	Y1 Animals Including Humans – our bodies and animals Y3 Animals Including Humans	Y1 Plants Y3 Plants	Y1 Living Things and Their Habitats Y3 Living Things and Their Habitats	Y1 Seasonal changes – the seasons and how weather changes Y4 Living Things and Their Habitats	Y1 Seasonal changes – the seasons and how weather changes Y4 Living Things and Their Habitats	Y1 Seasonal changes – the seasons and how weather changes Y4 Living Things and Their Habitats	Y1 Seasonal changes – the seasons and how weather changes Y4 Living Things and Their Habitats	Y1 Seasonal changes – the seasons and how weather changes Y4 Living Things and Their Habitats	Y1 Seasonal changes – the seasons and how weather changes Y4 Living Things and Their Habitats
Geography	You're in Europe Locate the different countries that make up Europe and understand that each country has its own culture and landmarks.	Wonderful World Understand what a continent is, how many there are and how the world's population is distributed amongst them.	Y1 It's all about me Y5 War at Home	Y1 Reach for the Skies Y5 The Tudors	Y1 Living Things and Their Habitats Y3 Living Things and Their Habitats	Y1 Seasonal changes – the seasons and how weather changes Y4 Living Things and Their Habitats	Y1 Seasonal changes – the seasons and how weather changes Y4 Living Things and Their Habitats	Y1 Seasonal changes – the seasons and how weather changes Y4 Living Things and Their Habitats	Y1 Seasonal changes – the seasons and how weather changes Y4 Living Things and Their Habitats	Y1 Seasonal changes – the seasons and how weather changes Y4 Living Things and Their Habitats	Y1 Seasonal changes – the seasons and how weather changes Y4 Living Things and Their Habitats
Art and Design	Y1 Local area study Y1 Y3 Countries, Counties and Cities to see!	Cubism Artist Study – Picasso (Mixed media – Paint and Collage)	Y2 You're in Europe Y3 Countries, Counties and Cities to see!	Y1 Reach for the Skies Y5 The Tudors	Y1 Living Things and Their Habitats Y3 Living Things and Their Habitats	Y1 Seasonal changes – the seasons and how weather changes Y4 Living Things and Their Habitats	Y1 Seasonal changes – the seasons and how weather changes Y4 Living Things and Their Habitats	Y1 Seasonal changes – the seasons and how weather changes Y4 Living Things and Their Habitats	Y1 Seasonal changes – the seasons and how weather changes Y4 Living Things and Their Habitats	Y1 Seasonal changes – the seasons and how weather changes Y4 Living Things and Their Habitats	Y1 Seasonal changes – the seasons and how weather changes Y4 Living Things and Their Habitats
Design Technology	Solid Structures	Wheel and axle mechanism	Food Tech – Couscous	Food Tech – Couscous	Food Tech – Couscous	Food Tech – Couscous	Food Tech – Couscous	Food Tech – Couscous	Food Tech – Couscous	Food Tech – Couscous	Food Tech – Couscous
Computing	Catch up unit SMART rules What rules should we follow to keep safe online?	Computing systems and networks 1: What is a computer? Online Bullying How should we respond to someone being unkind online?	Computing systems and networks 2: What is a computer? Online Relationships Who is in our online community?	Computing systems and networks 3: What is a computer? Online Relationships Who is in our online community?	Computing systems and networks 4: What is a computer? Online Relationships Who is in our online community?	Computing systems and networks 5: What is a computer? Online Relationships Who is in our online community?	Computing systems and networks 6: What is a computer? Online Relationships Who is in our online community?	Computing systems and networks 7: What is a computer? Online Relationships Who is in our online community?	Computing systems and networks 8: What is a computer? Online Relationships Who is in our online community?	Computing systems and networks 9: What is a computer? Online Relationships Who is in our online community?	Computing systems and networks 10: What is a computer? Online Relationships Who is in our online community?

- **English:** Focus on journey tales, storytelling, and non-fiction writing.
- **Maths:** Building number fluency, shape, measurement, and time.
- **Science:** Exploring materials, plants, and animals.
- **History & Geography:** Learning about key events like The Great Fire of London and exploring local and national places.
- **Art & DT:** Creating collages, paintings and printing
- **Computing:** Developing basic digital skills and staying safe online.
- **French, PE, Music, RE & PSHE:** Broad enrichment through language, movement, creativity, and personal development.

# Read Write Inc – EYFS/KS1

- We teach children to read and write using the Read Write Inc (RWI) Phonics scheme.
- RWI is a systematic, structured approach to teaching Reading and Writing which is designed to ensure every child can learn to read and write successfully. The program is designed so no child is left behind.
- RWI lessons are taught daily, beginning as soon as the children join Reception. This ensures children make a strong start in Reading from the outset.
- It is important that children practise their reading daily at home to support their fluency and comprehension.



# Year 2 SATs

As part of the national curriculum, children in Year 2 will take part in the end of Key Stage 1 SATs in reading, writing, and maths. These are standardised assessments that all schools take part in, and while we keep the process very low-pressure for the children, the results are useful for us as a school.

## Why do we do SATs?

- They help us get a **clear, consistent picture of where your child is** in their learning journey.
- They provide a useful **baseline for tracking progress** as children move into Key Stage 2.
- They also help us identify **strengths and areas for support**, both at the individual level and across the school."





# Year 2 SATs

## How We Support Your Children

We know that every child learns at their own pace, and our approach is always to nurture confidence and celebrate progress.

### In Year 2, we provide:

**High-quality, inclusive teaching** every day.

**Regular assessments and observations** to understand your child's individual needs.

**Targeted interventions** where needed; this might be in phonics, reading fluency, maths skills, or writing.

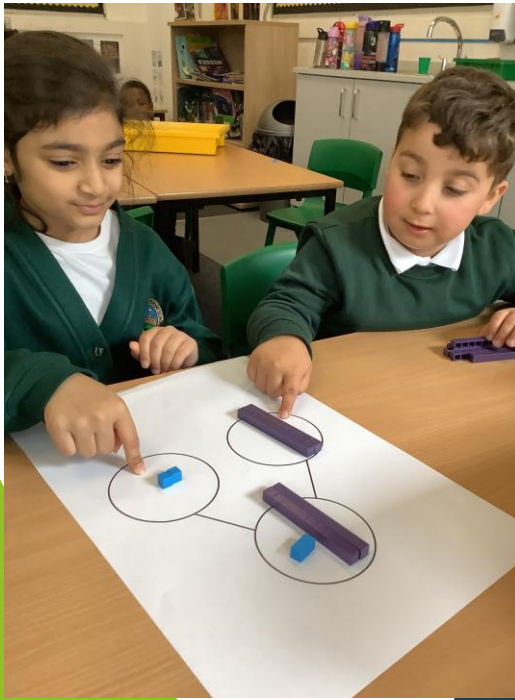
**Extra support or challenge** to ensure all children are reaching their potential.



# So far this term....

## Mathematics

Number and Place Value



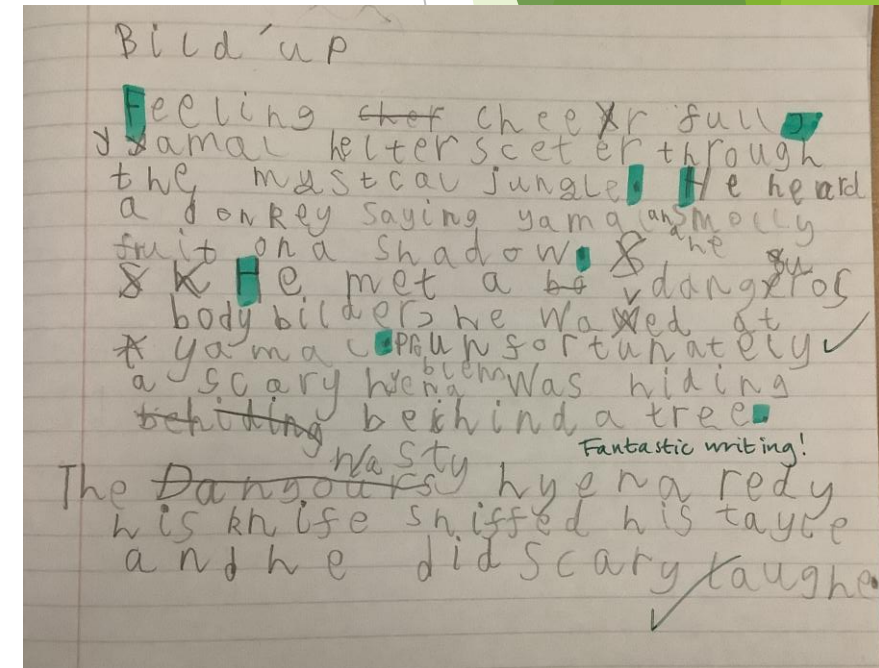
## Reading

Meerkat Mail



## Writing

Journey Tales





# So far this term....

## Geography

You're in Europe



## Science

Playground Games



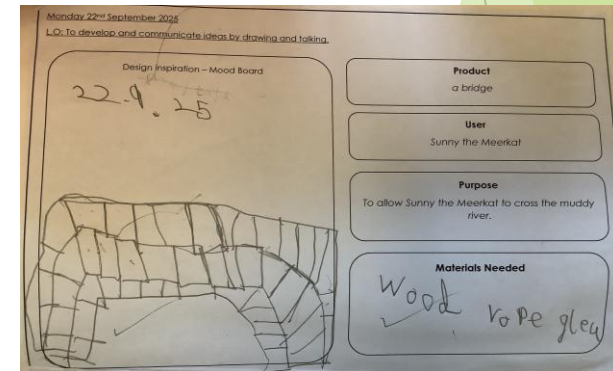
## DT

Solid Structures



## Computing

Mouse Skills and Digital Art



# Personal Development/Enrichment

At Springfield Primary Academy we want to:

**Promote Holistic Development -**

**Examples include:**

Supporting the children using My Happy Mind.

**Enrich Through Curriculum -**

Providing opportunities linked to these areas including:

**Develop Talents and Interests -**

- trips to the House of Parliament
- theatre groups visiting the school to do performances and workshops
- assemblies by different organisations
- taking part in fundraising and charity events.





# Enrichment Clubs

- We offer the children a range of lunchtime and afterschool enrichment opportunities. Each half term, year groups swap to ensure all children can access a range of opportunities.

	Monday									Wednesday		Thursday
Club	Multi-skill/ Football	Arts and Crafts	Computing	Construction	French	Choir	Board Games	Arts and Crafts	Elective Music Lessons	Multi- skills/ Football	Music Club	Multi-skills/ Football
Aut 1	Year 1	KS1	UKS2	KS1	Y3/4	KS2	KS2	KS2	Year 5	Year 6	Year 2	Selected Children

	Monday			Tuesday	Wednesday		Thursday	
Club	Multi- skills/ Football	Boxing	Arts & Crafts	Multi-skills	Multi-skills/ Football	Cooking	Multi-skills/ Football	Arts & Crafts
Aut 1	Year 3/4	Y6	KS1	Year 1/2	Year 1/2	UKS2	Year 5/6	LKS2



# Trips and Visitors

Year group	Half Term					
	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Year 2	11b411 Hiking Heroes Warley Woods		<b>Dudley Zoo</b> Science Animals including Humans	RE – Place of Worship - Jewish synagogue	<b>Allotments</b> – Science – Plants focus	Great fire of London, <b>History workshop</b>





# 11b411:

Across our broad and diverse Trust there is huge diversity. Although this is very much welcomed, it also stimulates a range of life challenges for the young people we support.

For example, some of our children will have very little chance to spend time in the countryside, others will never have the opportunity to experience different countries and cultures, similarly many will never consider engaging with the arts.





# Community Engagement



Toy Drive at Birmingham Children's Hospital



Mother's and Father's Day Workshops



Food Bank



Springfield Summer Fair



Y6 SAT's Celebration  
Ice Cream Party



Y6  
Graduation



Bake sales  
Children in Need  
Choir at Heartlands Care Home  
KS1 and KS2 Disco  
And many more...





# Key reminders:

- **Administration of Medication** - Where possible, all medication, such as antibiotics, should be administered at home. Parents must inform the school if they wish any prescribed medication to be administered. The school will require parents to sign a consent form and a Health Care Plan may be created if necessary.
- **Healthy Snacks** - All snacks brought into school must be healthy.
- **Water Bottles** - permitted to bring named water bottles filled with **water**.
- **Free School Meals Entitlement** - If you have not already done so, please check your child's eligibility by clicking on the following link <https://www.gov.uk/apply-free-school-meals> and completing an application.

**Walk to School** - respect our neighbours, keep pupils safe



# Attendance:

- **School starts every single day at 8:45 and Ends 3:15**
- Avoid medical appointments during school time. Evidence required.
- Absence calls on 0121 464 3618 **before 8:45am.**
- If absent for more than 3 days within one half-term for the same reason, medical evidence is required.
- Leave of Absence During Term Time request will be denied unless there are exceptional circumstances (**rare, significant, unavoidable and short**). **Any forms and evidence will be required in advance.**
- Referral to LA following 20 sessions (10 days) of unauthorised absence = fine.



# Attendance:

The tables below equate percentage attendance to time missed from school.

**Table 1: Attendance over one whole school year for each pupil**



Attendance	Missed Days
100%	0
98%	Less than 4 days / 8 sessions
97%	Less than 6 days / 11 sessions (school target)
95%	9½ days / 19 sessions
90%	19 days / 38 sessions
85%	28 ½ days / 59 sessions
80%	38 days / 76 sessions

**Table 2: Attendance over 5 years for each pupil**

Attendance	Missed Weeks
85-90%	19 weeks = ½ year absence from school
80%	38 weeks = 1 full year absence from school





# Springfield Primary Academy Uniform:

Boys Uniform	Girls Uniform
Green jumper, white shirt or polo shirt, black or grey trousers, black shoes	Green jumper, white shirt, green jumper, black or grey pinafore, black or grey skirt
PE Kit Boys and Girls	
<p>White Polo shirt, green school jumper/sweatshirt, black joggers, trainers</p> <p>PLEASE NOTE: Pupils should only wear their PE kit to school on the day they have PE!</p>	
<ul style="list-style-type: none"> <li>• <u>Plain black</u> headscarf may be worn.</li> <li>• Jewellery - a watch and one pair of plain stud earrings are the only items of jewellery permitted. Other jewellery is not permitted.</li> <li>• Under no circumstances may denim be worn.</li> <li>• Pupils should not wear Nail varnish, false nails or false eyelashes No extreme haircuts or unnatural dyed hair colours are acceptable.</li> </ul>	



# What can you do at home to support your child?

- ▶ Read together regularly
- ▶ Make learning part of everyday life
- ▶ Create a positive homework routine
- ▶ Talk about school and learning
- ▶ Use educational games and apps
- ▶ Stay in touch with teachers



Thank you  
Questions?