



Welcome to Year 2

Parent Information Booklet



Welcome TO

Year 2

In Year 2, children are in the final year of Key Stage 1, where they continue to build on the strong foundations developed in earlier years while preparing for the transition into Key Stage 2 and the upper school site. Throughout the year, pupils develop greater confidence, independence and resilience, with increasing expectations in both their learning and behaviour. Through high-quality teaching and a broad, engaging curriculum, children strengthen their skills in reading, writing and mathematics, while developing positive learning habits and a sense of responsibility. We support pupils to take pride in their work, persevere when faced with challenges and grow in confidence, ensuring they are well prepared—both academically and socially—for the next stage of their learning journey.





meet your teacher

Hello and welcome to Year 2! I am Mrs Wildsmith and I am really looking forward to working with you and your child this year. Year 2 is an exciting stage in your child's journey as they build on the strong foundations developed in Year 1 and continue to grow in confidence, independence and resilience as learners.

In our classroom, we create a nurturing and engaging environment where every child feels safe, valued and ready to learn. We place a strong focus on developing reading, writing and maths skills, while also encouraging curiosity, creativity and a love of learning. We understand how important children's wellbeing is and ensure there is a balance between structured learning and opportunities to explore and develop confidence.

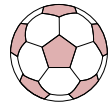
I look forward to working closely with you throughout the year, building a strong partnership to support your child's progress. If you have any questions or need any support, please do not hesitate to get in touch.

I look forward to a fantastic year ahead!

Fun Facts



I love dogs.



I enjoy football.



I like to travel.



I love listening to music.

Meet the KS1 Team



Miss Faye Morgan
Year 1 Class Teacher



Miss Lucy Wildsmith
Year 2 Class Teacher



Miss Amy
McCreedy
Nursery Teaching
Assistant /Nurture
Group



Miss Julie Hamilton
Reception Teaching
Assistant



Mrs Rachel McGregor
Secretary



Mr Scott Brannigan-
Howe
Teaching
Assistant/ELSA



Mrs Catherine Walls
HLTA



Miss Kirsty Keeler
HLTA

Safeguarding Team



Miss Laura Weaver
Headteacher/DSL



Miss Katy Nesom
Acting Deputy
Headteacher/Deputy
DSL



Mrs Clare Hannon
Deputy
Headteacher/Deputy
DSL



Miss Helen Handy
SLT/Deputy DSL



Miss Lucy Scarr
Deputy DSL

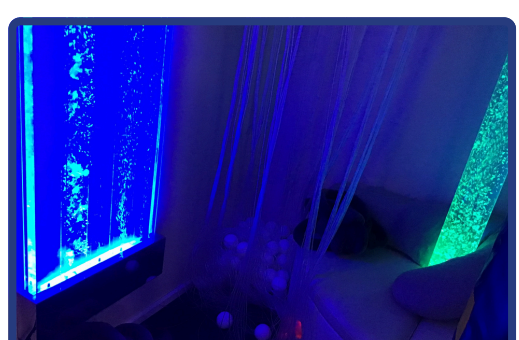
At Leadgate Primary School, safeguarding is everyone's responsibility. We are fully committed to ensuring that all children feel happy, safe, and secure. Creating a safe, supportive, and nurturing environment is at the heart of everything we do.

If you have any concerns about a child's safety or wellbeing, or if you need support or advice related to safeguarding, please do not hesitate to contact a member of our safeguarding team. We are always here to listen and help. Together, we work to ensure that every child can thrive in a safe, caring, and respectful environment.

Concerns Outside of School

If you have concerns outside of school hours about a child or young person who lives in County Durham, please contact First Contact on: ☎ 03000 267 979

Year 2 Classroom



Our Curriculum

Building on the strong foundations established in the Early Years, our Key Stage 1 curriculum follows the National Curriculum, ensuring children continue to develop key knowledge and skills in a structured and progressive way. This approach supports children to deepen their understanding across all subjects, while continuing to nurture confidence, independence and a love of learning as they move through Key Stage 1.

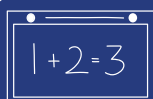


Bonjour

French



English



Mathematics



Art & Design



Science



History



Computing



Design and
Technology



Geography



PSHE



Music



RE



PE

Phonics & Early Reading

In Year 2, we continue to teach early reading through our phonics programme, Little Wandle Letters and Sounds Revised, ensuring consistency and supporting children to develop secure decoding and fluency skills. This structured approach helps children to read and write by linking sounds (phonemes) to the letters that represent them (graphemes). Pupils continue to practise blending sounds to read words and segmenting sounds to support spelling, building accuracy and confidence. As children become more secure, they move on to reading more complex, stage-appropriate books, with an increased focus on developing comprehension skills. Children are supported to understand, discuss and respond to what they have read, helping them to build deeper understanding and a growing enjoyment of reading

In Year 2, pupils continue to build on the strong foundations developed in Year 1 through our Little Wandle Letters and Sounds Revised programme. The focus is on securing all aspects of Phase 5 phonics, ensuring children can confidently recognise a wide range of graphemes and apply this knowledge when reading and spelling. Pupils revisit and practise previously taught sounds to develop automaticity, fluency and accuracy.

As the year progresses, children are supported to read increasingly complex words, including those with alternative spellings and pronunciations. There is a continued emphasis on blending for reading and segmenting for spelling, alongside developing confidence in applying phonics skills independently within writing.

In addition to decoding, there is an increased focus on reading fluency and comprehension, helping pupils to read with greater expression and understanding. Once children have completed the phonics programme, they transition to colour-banded books matched to their reading level, allowing them to further develop fluency, comprehension and a love of reading. Our aim is for all pupils to become confident, fluent readers who can apply their phonics knowledge effectively as they move into Key Stage 2.

Handwriting

In Year 2, there is a continued focus on developing clear, accurate and well-formed handwriting, building on the skills introduced through Little Wandle in Year 1. Children are supported to form letters correctly and consistently, developing confidence in their writing. We follow the Letter-join programme to ensure a structured progression, helping pupils to begin joining letters and develop a neat, fluent handwriting style. Children are encouraged to take pride in their presentation, focusing on correct formation, spacing and alignment, supporting them to write clearly and confidently across all areas of the curriculum.



Around the astronaut's helmet and down into space.



From the tiger's nose to its tail, then follow the stripe across the tiger.



Down the penguin's back, up and around its head.



Down the iguana's body, then draw a dot (on the leaf) at the top.



Down the stick, up and over the net.



Down, up and over the mouse's ears, then add a flick on the nose.



Under the snake's chin, slide down and round its tail.



All the way down the jellyfish. Dot on its head.



Down to the bottom of the volcano and back up to the top.



From the top of the wave to the bottom, up the wave, down the wave, then up again.



Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.



Down and round the yo-yo, then follow the string round.



Zip across, zag down and across the zebra.



Round the duck's body, up to its head and down to its feet.



Round the goat's face, up to its ear; down and curl under the chin.



All around the octopus.



Curl around the cat.



Down the kite, up and across, back and down to the corner.



Around the elephant's eye and down its trunk.



Down and around the umbrella, stop at the top and down to the bottom and flick.



From the cloud to the ground, up the arch and over the rainbow.



Down, up and over the helicopter.



Down bear's back, up and round his big tummy.



Down the flamingo's neck, all the way to its foot, then across its wings.

Spelling

In Year 2, spelling builds on children's phonics knowledge, with a focus on applying sounds and spelling patterns accurately in both reading and writing. Pupils continue to use the skills developed through the Little Wandle programme, alongside learning common exception words and key spelling rules, such as adding suffixes (e.g. -s, -es, -ed, -ing) and understanding basic spelling patterns. Children are encouraged to segment words into sounds to support spelling, while also beginning to recognise patterns and make links between words. Through regular practise and application across the curriculum, pupils develop confidence, accuracy and independence in their spelling, supporting their writing as they prepare for the move into Key Stage 2.

Mathematics

In Year 2, mathematics is taught through a structured and engaging approach in line with the National Curriculum, building on children's learning from Year 1. We focus on developing a strong understanding of number, place value, addition and subtraction, while also introducing multiplication and division, measures, shape and problem solving. Alongside this, pupils develop Key Instant Recall Facts (KIRFs), with a strong emphasis on securing rapid recall of number bonds, addition and subtraction facts, and early multiplication and division facts. Lessons are practical and interactive, using concrete resources and visual representations to support understanding. Pupils are encouraged to explain their thinking, use mathematical vocabulary and develop confidence in tackling challenges. Our aim is to ensure all children become fluent in the fundamentals of mathematics and develop a positive attitude, supporting them to become confident and capable mathematicians as they prepare for Key Stage 2.

How to help at home

Key Instant Recall Facts (KIRFs) are important maths facts that children need to learn and recall quickly and accurately. These include key number facts such as number bonds, doubles, halves and simple multiplication facts, which help children to build fluency and confidence in mathematics. By knowing these facts automatically, children can focus more easily on solving problems and developing deeper mathematical understanding. You can support your child at home by practising little and often—short, regular practice is the most effective. This could include quick-fire questions, games, chanting facts, or using everyday opportunities such as counting or sharing objects. Making practice fun and positive will help your child to build confidence and remember these key facts more easily.

	EYFS	Year 1	Year 2
Autumn 1	Can recognise quantities without counting up to 5 (subitise)	Know number bonds to 5.	Know all number bonds for 10 and 20
Autumn 2	Can order and compare numbers using more or less. (numbers to 5).	Count to and across 100 forwards and backwards from any given numbers. Can say 10 more than and 10 less than a number	Count in steps of 2, 3 or 5 from 0 and in steps of 10 from any number
Spring 1	Can name numbers in order to 10.	Recall doubles and halves of numbers to 10	Recall doubles and halves of numbers to 20
Spring 2	Can say 1 more than a given number up to 10	Recall number bonds to 10	Recall multiplication facts for the 2- and 10-times table
Summer 1	Recall some number bonds to 10 including doubles	Count forwards and backwards in steps of 2, 5 and 10.	Recall and use addition and subtraction facts to 100

Science

In Year 2, science lessons build on pupils' early understanding of the world and develop their curiosity through a range of practical and engaging topics. Children study Everyday Materials, where they identify different materials and explore their properties and uses. In Animals, Including Humans, pupils learn about basic needs for survival, growth and keeping healthy. Through Living Things, they begin to understand that most living things live in habitats suited to them and explore simple food chains. Pupils also study Plants, learning about how plants grow, what they need to survive and the basic parts of plants. Through hands-on investigations and observation, children are encouraged to ask questions, explore ideas and develop a deeper understanding of the world around them

Music

In Year 2, music lessons focus on developing pupils' confidence in singing, performing and creating music while exploring a range of musical elements. Children are encouraged to sing clearly with good diction, learn simple melodies using tuned percussion and explore call-and-response through voices, actions and instruments. Pupils develop their understanding of rhythm and beat, using crotchets and quavers, and begin to create their own simple patterns and compositions. Through listening activities, they explore how composers use tempo, dynamics, pitch and timbre to create mood and tell a story.

Children also have opportunities to compose their own music, using body percussion, vocal chants and instruments, often inspired by stories, journeys or real-life themes. They are introduced to basic musical notation and begin to recognise how music is structured. Across the year, pupils build confidence in performing, composing and appraising music, developing a growing awareness of musical elements and a love of music.

PSHE

In Year 2, PSHE (Personal, Social, Health and Economic Education) supports pupils in understanding themselves, their relationships and the wider world. Children explore important questions such as What makes a good friend? and What is bullying?, helping them to build positive relationships and treat others with kindness and respect. They also learn about what jobs people do and begin to understand the roles people play in society.

Pupils develop an awareness of how to stay safe and what helps us to grow and stay healthy, including physical and emotional wellbeing. They are encouraged to recognise and talk about their feelings, understanding how emotions affect themselves and others. Through discussion, stories and practical activities, children build confidence, empathy and the skills needed to make positive choices and develop healthy relationships.



Forest School

Forest School is an important part of our curriculum, providing children with regular opportunities to learn and play in our outdoor environment. We have a weekly Forest School session, and children will need to bring wellies and an appropriate coat so they can enjoy all weathers safely and comfortably. Through hands-on, child-led experiences such as exploring nature, building, creating and working together, children develop confidence, independence and resilience. Forest School supports the whole child by enhancing self-esteem, encouraging teamwork and communication, and promoting physical development and wellbeing. It also helps children develop a deeper understanding and respect for the natural world, while inspiring curiosity and a love of learning beyond the classroom

PE

Physical Education (PE) is taught twice a week and is a statutory part of the National Curriculum, therefore all children are expected to participate fully in lessons. PE plays an important role in developing children's physical skills, coordination, teamwork and overall wellbeing. For health and safety reasons, no jewellery is permitted during PE lessons. Any earrings must be removed before the session; if they cannot be removed, children should not wear them on PE days. These expectations help ensure that all children can take part safely and confidently in physical activities.

Daily Routine

Time	Activity
8.30–8.45am	Breakfast with a book
9.00– 9.20am	Phonics
9.30–10.30am	Literacy
10.30–10.45am	Assembly
10.45–11am	Playtime
12–1pm	Maths
1.00–2.00pm	Lunch
1.00–1.10pm	Handwriting/Reading
1.10pm– 2pm	Foundation Subject Lesson/Science
2pm–2.10pm	Playtime
2.10pm–3.pm	Foundation Subject Lesson/Science
3– 3.15pm	Storytime

Assessment

In Year 2, assessment is an ongoing process used to support pupils' learning and ensure they make good progress across the curriculum. Teachers use a range of strategies, including daily observations, questioning, feedback and regular review of pupils' work, to identify strengths and next steps. Pupils also take part in more formal assessments throughout the year to monitor progress and inform teaching.

There is the opportunity for pupils who did not meet the expected standard in the Year 1 Phonics Screening Check to re-take this assessment. This ensures children develop secure foundations in early reading. Assessment information is used to provide targeted support and ensure all pupils build confidence, develop independence and are well prepared for their transition into Key Stage 2.

SEND & Inclusion

If you have any concerns about your child's progress or attainment, the first point of contact is always your child's class teacher, who will be happy to discuss any worries and how best to support your child. In many cases, short-term additional support may be put in place through targeted interventions to help pupils keep up with their peers. As children move through school, it may be that they need to access additional support, either on a short-term or longer-term basis. At our school, we use a graduated response to ensure support is carefully planned, reviewed and adapted to meet individual needs. This means your child may have an Individual Support Plan, which will be shared with you and reviewed termly so that you are fully involved in their progress.

We are pleased to work closely with a range of specialist professionals, including an Educational Psychologist, specialist teachers, occupational therapists, and speech and language therapists. We also benefit from a member of the Emotional Wellbeing Team who works in school weekly, supporting pupils both individually and in small groups. In addition, a number of our staff are trained in specific interventions such as ELSA, nurture provision, Theraplay and Lego Therapy. Our aim is to ensure that any child who requires additional support or adaptations receives this quickly and seamlessly, helping them to thrive both academically and emotionally. If you have any concerns, please contact your child's class teacher or the SENDCo.



Nurture Provision

Our Nurture Group is a small group of up to 12 pupils. Nurture provision offers a short term (between 2-4 terms), focused, early intervention strategy, which addresses barriers to learning arising primarily from social, behaviour, emotional or well-being difficulties, in an inclusive and supportive manner. Children follow a structure and routine that is clear to both staff and children which includes group listening and speaking, work tasks from their teacher, individual and shared playing and social skills. The group runs on consistency, positive reinforcement and praise. The group will help to boost confidence and self-esteem, improve social skills and help develop independence. It aims to support pupils:

- To engage, listen and concentrate.
- To work together, sharing taking turns and building resilience. To build friendship and make connections with each other.
- To form happy, safe relationships with others
- To experience and practice the development of positive relationships
- To have opportunities to talk about and understand their feelings.

Nurture Principles:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. Nurture is important for development of self-esteem.
4. Language is understood as a vital means of communication.
5. All behaviour is communication.
6. Transitions are significant in the lives of children.

If you are interested in finding out more about Nurture,

please visit www.nurtureuk.org

Children who access nurture provision attend 3 x 2 hour sessions per week.



School Uniform

We encourage all children to wear school uniform to help them feel part of our school community and develop a sense of belonging.

Daily Uniform

- School jumper or cardigan (preferably with logo)
- Plain polo shirt (white)
- Grey or black trousers, shorts, skirt
- Black, sensible shoes (no open toes or heels)

PE Kit

- Plain t-shirt (school colour)
- Shorts or jogging bottoms
- Trainers or plimsolls
- PE kit should be kept in a named PE bag

Outdoor Learning

Children access outdoor provision daily in all weather. Please ensure your child has:

- A waterproof coat
- Suitable footwear for outdoor play
- In colder months, children should bring hats, scarves and gloves
- Wellies

All items of clothing should be clearly labelled with your child's name

- Jewellery is discouraged and only small stud earrings are allowed.
- Long hair should be tied back for safety



Attendance

- Regular attendance is essential to ensure your child makes the best possible progress and fully benefits from their learning experiences.
- Children should attend school every day and arrive on time, ready to learn.
- If your child is unwell and unable to attend, please inform the school office as soon as possible on the first day of absence.
- Medical appointments should be made outside of school hours.
- Holidays during term time are strongly discouraged and will only be authorised in exceptional circumstances.
- We carefully monitor attendance and will work closely with families where support is needed to improve attendance.
- Establishing strong attendance routines helps children to feel secure, settled and confident, supporting both their wellbeing and achievement.





Meals and Snacks

- All children in Year 1 are entitled to a free school meal.
- A minimum of one week's notice must be given if you wish to change from a school lunch to a packed lunch, or vice versa.
- You may choose to provide your child with a packed lunch.

Packed Lunch Guidance

- We are a nut-free school – packed lunches must not contain any nuts or nut products.
- Packed lunches should be balanced and healthy, supporting children's wellbeing and learning.
- Carbonated drinks are not allowed.
- Sugary snacks should be limited.
- You may include a small cake or cake bar, but chocolate bars and sweets are not permitted.

Children should only bring water in their bottles, not juice.

We promote healthy eating habits while ensuring the safety of all children with food allergies. Our policies are designed to provide nutritious options while maintaining a nut-free and allergy-conscious environment.

≡ A HEALTHY SNACK ≡

fuels learning and play!

Healthy snacks give children the energy they need to learn, grow and be their best.

Children will have the option of a healthy snack throughout the day.

A selection of healthy snack options:



Apple



Banana



Strawberries



Orange



Mandarin



Melon



Pear

Allergy Awareness & Food Safety

- All staff members are trained in allergy response and emergency medical procedures.
- We are a nut-free school. This is essential to help keep children safe.
- Nut products of any kind must not be brought into school, including spreads, snack bars and items that may contain traces of nuts.
- If your child has any allergies or dietary requirements, please ensure these are clearly shared with the school so we can support them effectively.
- We are happy to celebrate birthdays and do accept cakes to share with the class.
- All items must be clearly labelled with full ingredients.
- Cakes must be completely nut-free. Products labelled as "may contain traces of nuts" will not be accepted into school.
- Due to allergy safety requirements, we are unable to accept homemade baked goods, as these do not provide verified allergen information.

Communication Between School & Parents

We use a range of communication methods to ensure parents and carers are fully informed and able to stay connected with school life.

- ClassDojo. Used for regular, day-to-day communication, including quick updates, reminders and sharing classroom moments.

We kindly ask parents to note that:

- Pupil absence must always be reported via the main school office, not through ClassDojo
- Urgent or important messages should be communicated by telephone to ensure they are received and acted upon in a timely manner
- Class teachers are teaching throughout the day and may not be able to respond to messages immediately.
- Weekly News Bulletins. Sent out each week to provide key information, reminders and updates about what is happening in school.
- Half-Termly Newsletter. A more detailed overview of school life, celebrating achievements, sharing important messages and highlighting upcoming events.
- Annual Calendar of Events. Shared at the beginning of the academic year to give families advance notice of key dates, helping with planning and ensuring important events are not missed.
- We hold a parents' evening once each term to provide an opportunity for parents and carers to meet with their child's teacher and discuss progress, wellbeing and learning. These meetings are an important part of our partnership with families, allowing us to share information about each child's strengths and next steps, as well as offer guidance on how learning can be supported at home. They also provide a valuable opportunity for parents to ask questions and work collaboratively with school to support their child's development and success.

Illness Policy

When to Keep Your Child at Home

As a school, we follow NHS and UK Health Security Agency guidance to reduce the spread of infection and ensure the wellbeing of all pupils and staff.

Children should be kept off school if they have:

- A high temperature (fever) Children should remain at home until the temperature has gone.
- Sickness and/or diarrhoea. Children must stay off school and can return 48 hours after the last episode.
- A contagious illness (e.g. chickenpox, measles, mumps, scarlet fever) They should remain off school for the recommended exclusion period (see examples below).
- Severe pain or significant illness symptoms. For example, severe earache, persistent vomiting, or unusual lethargy.

Common Illnesses – Recommended Absence Guidelines

- Chickenpox: at least 5 days from onset and until spots have crusted over
- Diarrhoea and vomiting: 48 hours after last episode
- Measles: 4 days after rash appears
- Mumps: 5 days after swelling begins
- Scarlet fever: 24 hours after starting antibiotics
- Whooping cough: 48 hours after starting antibiotics

Children can usually still attend school if they have:

- A mild cough, cold, or runny nose (if otherwise well and no fever)
- Conjunctivitis (unless very unwell)
- Head lice (treatment should be started)

All children must have a minimum of two emergency contacts.

Medication Policy

Only medication prescribed by a healthcare professional will be administered.

Medication will only be accepted if:

- It is in the original container
- Clearly labelled with dosage instructions
- Within expiry date

Where possible, medication should be arranged to be taken outside school hours

School Hours & Drop-Off/Pick-Up Policy

- 01 Breakfast Club Childcare**
Monday – Friday, from 8am
- 02 Free Breakfast with a Book**
From 8.30am onwards
- 03 School Day**
8.45am–3.15pm
- 04 After School Club**
4pm – Clubs Vary throughout the term
- 05 Pick-Up Authorisation**
Only listed guardians may pick up a child.

Drop-Off Policy

- The gate/door will open at 8:45am and close promptly at 8:50am.
- Parents/carers must remain with their child until they have been greeted by a member of staff.
- Children must not be left unattended on the yard at any time.
- If you arrive after 8:50am, the gate/door will be closed. You will need to go to the main school entrance, where the office staff will sign your child into school.
- A calm and consistent drop-off routine helps children to feel safe, settled and ready to learn. Thank you for your support with this.

Pick-Up Policy

- Only listed and authorised adults are permitted to collect your child.
- We recommend standing in the same area each day on the yard, as this helps staff to quickly and safely identify you.
- We appreciate your patience at the end of the day; staff will only release children once they are confident they are going to the correct adult.
- Children will be handed directly to an authorised adult by a member of staff.



Academic Dates

2026 – 2027 ACADEMIC YEAR CALENDAR

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Events	
30/08/2026	Summer Holidays End
01/09/2026	PD Day
26/10/2026 - 30/10/2026	Autumn Half Term
21/12/2026 - 01/01/2027	Christmas Holidays
04/01/2027	PD Day
15/02/2027 - 19/02/2027	Spring Half Term
26/03/2027	Good Friday
29/03/2027	Easter Monday
30/03/2027 - 09/04/2027	Easter Holidays
03/05/2027	May Bank Holiday
31/05/2027 - 04/06/2027	Summer Half Term
19/07/2027	PD Day
20/07/2027	PD Day
21/07/2027	PD Day
22/07/2027	Summer Holidays

2027 – 2028 ACADEMIC YEAR CALENDAR

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Events	
30/08/2027	Summer Holidays End
01/09/2027	PDDay
22/10/2027	PDDay
25/10/2027 - 29/10/2027	Autumn Half Term
20/12/2027 - 03/01/2028	Christmas Holidays
04/01/2028	PDDay
14/02/2028 - 18/02/2028	Spring Half Term
30/03/2028 - 09/04/2028	Easter Holidays
01/05/2028	May Bank Holiday
26/05/2028	PDDay
29/05/2028 - 02/06/2028	Summer Half Term
05/06/2028	PDDay
21/07/2028	Summer Holidays



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DH8 7PN
01207 610 355