



# Welcome to Meet The Teacher

Year Two



# Welcome to Key Stage One



Our department consists of four classes:

Year One Blue – Miss Grover

Year One Yellow – Mrs Astell

Year Two Blue – Mrs Houldsworth

Year Two Yellow- Mrs Afaq/Mrs Best (Assistant Head - KS1 lead)/

Key Stage One Teaching Assistants – Mrs Flaherty, Mrs Heath, Mrs Wardil, Miss O'Rourke (Miss Kaur), Miss Divito, Miss Scott and Mrs Younus



# New School Website



<https://www.worthington-primary.trafford.sch.uk/>

Here you will find details of our curriculum and information about your child will be learning. Today's meeting is to sign post you to some of that information.



**Worthington Primary School**

We Only Reach for The Highest



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# Year 2 Maths



At Worthington, we follow the White Rose Maths Scheme. This breaks down the Year Two National Curriculum for maths into blocks.

Year Two Long Term Plan (based on White Rose Maths)												
Week	1	2	3	4	5	6	7	8	9	10	11	12
<b>Autumn</b>	Number Place Value			Number Addition and Subtraction (Steps 1 -12)			Measurement Time		Geometry: Properties of Shape		Number Addition and Subtraction (Step 13 – end of block)	
<b>Spring</b>	Number Addition and Subtraction (Step 13 – end of block)		Measurement Money		Number Multiplication and Division				Statistics		Number Fractions	
<b>Summer</b>	Number Fractions 2		Measurement- Length and Height 2		Measurement Capacity, Mass and Temperature 2		Geometry: Position and Direction 2		Consolidation and Themed projects			

The exact timings can change depending on how the children progress within the unit. At the beginning of each unit, we send home a knowledge organiser. Please use this to support your child's learning at home. At the end of each unit we will send home the flashback four we have used to help you reinforce their learning.

# Year 2 Maths



This year we are introducing a new programme called 'Mastering Number'.

This will be taught four times a week for ten/fifteen minutes. It will support the development of children's fluency in maths alongside their number sense.

It is a slow-paced as the research behind it develops a deeper understanding of number.

We are currently under-going the training in the next few weeks so as we implement the programme we will share more information.

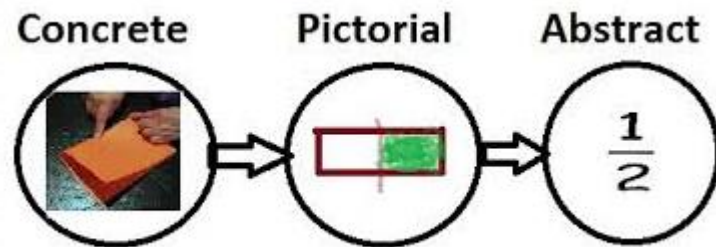
# Year 2 Maths



During the lessons, the children will develop their fluency, problem-solving and reasoning. We encourage the children to talk about their work and model sentences using the correct mathematical vocabulary.

At Worthington we adopt a concrete, pictorial/visual and abstract approach to teaching maths.

The children are able to access resources to help them develop their understanding at any point in their maths lessons. Our calculation policy reflects this approach. The calculation policy can be found on the school website.



## Year 2 Phonics/Spellings



This term we will be continuing with Little Wandle (our chosen accredited systematic, synthetic phonics programme).

We will send out weekly details of the GPC's we have been learning.

Once we have completed the scheme we will move onto the Little Wandle Spelling Programme. Little Wandle Spelling builds on children's knowledge of the alphabetic code and teaches them how to spell with confidence. The programme provides a seamless link from the core Little Wandle programme to teaching spelling in Year 2.

We will send out more details about the spelling programme once we start.

# Year 2 Reading



## **Practice Reading Sessions**

In addition to teaching phonics, the scheme allows us to teach early reading through fully decodable books which are carefully matched to the children's phonic development. We will continue to read in class within a group. Over these three sessions the children will read the same book allowing the time to practise and develop fluency in their reading. 'Practise makes permanent' – a mantra developed throughout early reading. Each reading session will have a specific focus.

**Session One** – time to decode and read the books

**Session Two** – re-read and develop the children's prosody (ability to read fluently and with expression)

**Session Three** – re-read and develop comprehension of the text read

Breaking the sessions down like this ensures children's working memory isn't overloaded. In addition, it allows children repetitive practise to apply their letters and sounds learnt in the direct phonic sessions.

The children will continue to receive an E-book, independent book and a sharing book.





# Year 2 Reading



## **Practice Reading Sessions**

Once the children exit the Little Wandle books we will assess them for fluency.

We are aiming for children to be able to read 90 words a minute by the end of Year 2. Over the year we will support the children to develop their fluency using the Little Wandle fluency programme.

Once the children are fluent reading they will move onto our colour-coded book banded books. In class we will read with them in a group twice a week and the additional session will be independent comprehension tasks.

They will continue to bring home a book to read. They will not have an e-book.

It is extremely important you encourage your child to read at home. It is important to still listen to them and discuss what they have read. Therefore we are encouraging you to write in their reading diaries when you have read. We will monitor these frequently and the children will receive a stamp if they have read to an adult/older sibling. Once they have received 20 stamps they will be able to choose a voucher. The vouchers are rewards like: you can take the register for the day, you can choose where to sit in the class.



# Year 2 Reading



To help with the children's reading comprehension, we use VIPRS Reading Dogs. The dogs assist children in learning different comprehension style questions. Please ask your children about them as they love to talk about them!

## Vocabulary Questions



Look for words with the same meaning

## Retrieval Questions



Look for key words or phrases in the question and text.

## Inference Questions



Use what you know about the text to explain your understanding.

## Sequencing Questions



Read the text carefully to put items into the right order.

## Predicting Questions

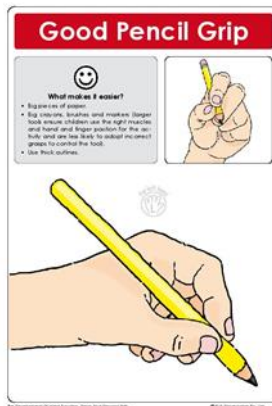


- Work out what might happen next based on what you have already read and what you know about that type of text.

# Year 2 Writing



- Year 2 writing- The children will be encouraged to write independently. They will need to make attempts at spelling unfamiliar words using their phonic knowledge and use resources such as dictionaries, word banks and begin to use a thesaurus to use a wider range of vocabulary.
- In Year 2 there is a greater emphasis on grammar and punctuation and written comprehension to supplement comprehension activities through guided reading.
- We look at different genres of text in both reading and writing – looking at their purposes and format.



It is important your child forms their letters correctly as this helps them to develop a joined, fluent style.

# Year 2 Learning



- In KS1 other Curriculum subjects are taught as discrete subjects through a topic.
- This includes: Geography, History, Science, Computing, MfL, Music, RE, PE, Art and DT.
- Please see the next slide for our Yearly Topic Overview.



## Year Two Overview

YEAR TWO	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	If You Go Down in the Woods...	Town Detectives	All Aboard		Around the World in Eighty Days	Health Heroes
<b>Enhancements</b>	Habitats – Sale Water Park	Invite parents in to help make vehicles. Winter Comfy Reads Panto in School Trip to ‘The High Street’ Sale	Titanic Workshop	KS1 Dance Competition <b>TBC</b> Kidenza – orchestra workshops / Halle	Summer Musical Performance	
<b>Maths</b>	Place Value Addition and Subtraction Time Properties of Shape		Addition and Subtraction Money Multiplication and Division Fractions Statistics		Fractions Position and Direction Length and Height Capacity, Mass and Temperature	
<b>Writing Focus</b>	<b>To Entertain-Narrative</b> Retell The Three Little Pigs The True Story of The Three Little Pigs. Character Description <b>To Inform-</b> Letter Writing – why the wolf is innocent	<b>To Entertain-Narrative</b> -The High Street Rewrite the story based on the Trip to ‘The High Street’ Sale. <b>To Entertain-</b> Poetry – Repeated Pattern Poems	<b>To Recount - Titanic</b> – Write a diary entry from the perspective of a Titanic survivor. <b>To Inform</b> – Non-Chronological Reports - Based on the Titanic	<b>To Entertain</b> – Narrative The Magic Paintbrush Rewrite their own version of the story <b>To Entertain-</b> Poetry Shape and Diamante Poems	<b>To Inform</b> - Instructions for making pancakes <b>To Entertain-</b> Mama Panya’s Pancakes Setting Description	<b>To Entertain-</b> Traction Man Write an adventure narrative <b>To Inform</b> – write a letter to Y1 children
<b>Reading Focus</b>	Traditional Stories - The True Story of The Three Little Pigs.	Contemporary Fiction The High Street Poetry	Non-Fiction ‘The Story of Titanic for children’	Traditional Stories from other cultures The Magic Paintbrush	Village Tale from Africa Mama Panya’s Pancakes	Adventure Stories Traction Man
<b>Science</b>	Where do animals and plants live?		Which boat floats the longest?		Do bigger seeds grow into bigger plants?	How can we stay healthy?

<b>Computing</b>	How can I use the computer safely?			How can I use the computer safely? What is an algorithm?		How can I use the computer safely? How can I create a presentation with sound?
	How do computers help us?					
<b>History</b>		Why did Emmeline Pankhurst and Rosa Parks shock the world?	What was it like to be on the Titanic as a seven-year-old?			How has medicine changed since the Birth of the NHS in 1948?
<b>Geography</b>	What is it like to live in a city?			What makes the United Kingdom unique?	What is it like for a seven-year-old to live in a Maasai Mara Village?	
<b>Art</b>	How can clay be used in everyday life?		How do artists portray maps?			How do artists use texture?
<b>D and T</b>		How do wheels and axles make a vehicle move? (Vehicles)		How can we join fabric together? (Puppets)		What makes a healthy snack? (Dips and Dippers)
<b>Music</b>	Musical Me	Myths and Legends	Singing	Orchestral Instruments – Traditional Stories	Performance	West African Call and Response song
<b>RE</b>	Who is a Muslim/Jewish and what do they believe?		What makes some places sacred? Christianity Judaism Islam		How should we care for the world and why should it matter? All religions	
<b>PE</b>	Gymnastics Tennis	Football Hockey	Dance Basketball	Volleyball Golf	Cricket Athletics	Rounders Athletics
<b>PSHCE</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Outside Learning Opportunities</b>	Microhabitat hunt – collect and represent data	Wheels and Axles- test wheels and axels outside on the playground.	Investigate properties of materials outside. Waterproof/ absorbent – best material for a tent	Statistics- collecting data for block graphs/tally charts/tables etc	Length and Height- measure objects outside	Exercise experiment Obstacle course Checking heart rates



## Year 2 Sticky Knowledge

Over the last few years we have been refining our curriculum. We have created some sticky knowledge statements for each subject within each topic. These support the children in learning the National Curriculum requirements for KS1 without over-loading their working memory.

We will post these on class dojo every term. In addition they can be found on the website.

Geography
<b>What is it like to live in a city?</b>
<u>Knowledge</u> Sale is a town and Manchester is our closest city. How to locate Sale and Manchester on a map. How to identify the human and physical features of Sale and Manchester. (Museum, river, stadium, offices, hill, skyscrapers, tram stations, airport, shops, house, house, green space.) The features and landmarks in Sale (Sale Town Hall, Sale Waterpark, Eyebrow Cottage, Worthington Park, Bridgewater Canal, Walkden Gardens) The features and landmarks in Manchester. (Manchester Town Hall, Heaton Park, Etihad stadium, Palace Theatre, Manchester Arndale, Oxford Road, Museum of Science and Industry, Manchester Cathedral) How to locate landmarks in Manchester using directional language. How to draw a map of Manchester.

<u>Vocabulary</u> city, town, village, factory, house, office, motorway, shop, train station, road, tram stops bridge, canal, human, physical, compass points, north, south, east, west, aerial view, landmark.
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# Year 2 Assessment



The children are continually assessed in a variety of ways throughout the school year to inform our planning and teaching.

We use a range of strategies which are built into our normal working week.

Up until last year children in Year 2 would sit Standardised Assessment Tests in May. These are now optional so as a school we have decided to continue with using them but not until the end of June. This brings Year 2 inline with the rest of the school. These assessments are completed in a low-stakes environment.





## Year 2 Homework

**Reading at Home** – The children are expected to read daily. This only needs to be ten/fifteen minutes a day, but it is important it is regular to build up fluency. We will change their books throughout the week so please send **book bags in everyday**. We will monitor the reading diaries and award stamps. 20 stamps and the children can choose a voucher.

**Maths** – We will send home a Knowledge Organiser at the start of each unit to inform you how we teach different strategies. Please use these to support your child at home in real-life contexts. Flashback Four will be sent home at the end of each unit.

**Talk Homework** – This will be sent home via class dojo on a Friday. This will be linked to prior learning within our topics.

# Year 2 Homework

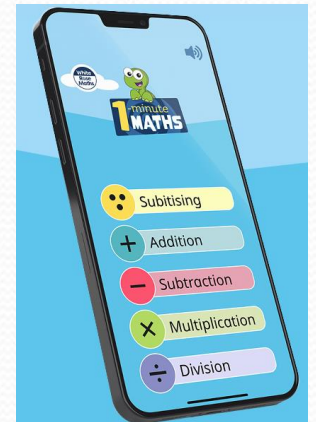


## Useful websites:

<https://home.oxfordowl.co.uk/> - for home

<https://whiteroseeducation.com/> - click on the parent section

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



# We Only Reach for The Highest

We are constantly reviewing our behaviour policy. Last year we worked with the children to revamp our Worthington Way. The children looked at different values to express each rule. These are displayed in every classroom and around the school.

**Careful**

**We look after property**

We don't waste or damage things

**Truthful**

**We are honest**

We don't cover up the truth

**Considerate**

**We are kind and helpful**

We don't hurt anybody's feelings

**Respectful**

**We listen**

We don't interrupt

**Focused**

**We work hard**

We don't waste our time or others' time

**Friendly**

**We are gentle**

We don't hurt others



# We Only Reach for The Highest

Our behaviour policy reflects the Worthington way and so we expect the children to follow these rules around the school.

If they do they can be rewarded with house points, stickers, 'WORTH' certificate and class awards.

If they don't follow the Worthington Way or misbehave then we have a system as written in our behaviour policy which all staff follow. All behaviour will be responded to in a consistent, fair and proportionate manner. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Sanctions may include: reminders, timeout appropriate to a child's age, seeing a member of SLT, parents being called.



# New PHSE Scheme



This year we will be starting a new series of PHSE lessons using a scheme called Jigsaw. It covers 6 main themes:

Being Me in My World - 'Who am I and how do I fit?'

Celebrating Difference - Respect for similarity and difference. Anti-bullying and being unique

Dreams and Goals - Aspirations, how to achieve goals and understanding the emotions that go with this

Healthy Me - Being and keeping safe and healthy

Relationships - Building positive, healthy relationships

Changing Me - Coping positively with change

Each half-term, we will put on Dojo what information will be covered in case you have any questions you want to ask before we teach that topic.

# Home - School Communication



Class Dojo – we have set up a year group page. We will use this to inform you of different things going on in our class or department.

We can be contacted through Class Dojo for individual messaging and day to day notifications in a timely manner.

Year 2 Yellow            Mrs Best – Monday and Tuesday

   Mrs Afaq – Wednesday, Thursday and Friday

Alternatively we can be contacted via email.

Mrs Best - [cbest@worthingtonprimary.co.uk](mailto:cbest@worthingtonprimary.co.uk)

Mrs Afaq – [zafaq@worthingtonprimary.co.uk](mailto:zafaq@worthingtonprimary.co.uk)

Mrs Houldsworth– [bouldsworth@worthingtonprimary.co.uk](mailto:bouldsworth@worthingtonprimary.co.uk)



**Any changes to the end of the day then please RING the office.**

Please make an appointment to see us when you need to discuss any concerns.

# What do I need to remember for Year 2?

**Water** – Named bottled

**Uniform** – Full school uniform on days that PE Kit is not worn.

**Hair** - Must be tied back.

**Trails** – Please do not use the trail before or after school



# Struggling with your child's sleep?

Trafford Sleep Services run free webinars for parents and carers.

Click on the QR code and book yourself a place today.

Together we can help you both get a good night's sleep.



**Wednesday 20<sup>th</sup> November 2024**

9.15-11.30am in the Annex (alongside the staff car park)

We have the staff from Trafford Sleep Services coming into school to speak to parents and carers on sleep difficulties and how we can support our children to have better night-time routines and sleep.

Please contact Mrs English for more details

[senco@worthingtonprimary.co.uk](mailto:senco@worthingtonprimary.co.uk)





Any questions?