



# 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 Divito, Miss Clegg and Mrs Cookson



# 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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Over the last two years, we have been working with the Turing Maths Hub to enable us to fully start following a 'Mastery Approach' to teaching Maths.

This year, from Year 1, we will be following a new Scheme of Learning. The Oak National Academy scheme follows the National Curriculum and breaks it down into smaller steps.

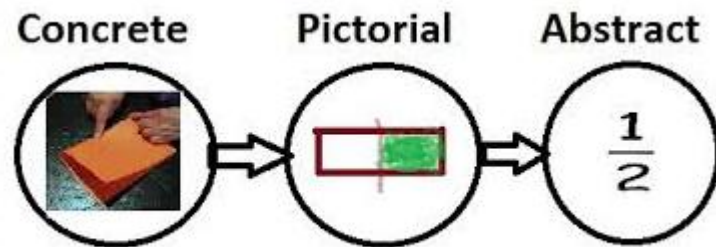
- Maths mastery is a teaching approach focused on developing a deep, long-term, and adaptable understanding of mathematics, rather than just rote memorisation. It emphasizes that all students can learn maths at the same rate by thoroughly mastering one topic before moving to the next.
- For more information: <https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/>

# Year 2 Maths



**Knowledge Organisers:** We will be reviewing our Knowledge Organisers this year once our new Curriculum has been embedded across school.

The topics for your child's year group can be found on their year group overview and you can also find out more information on their small steps on Oak National Academy's website: <https://www.thenational.academy/teachers/curriculum/maths-primary/units>



# Year 2 Maths



Year 2 will be carrying on with their fluency lessons in maths. We use the programme '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.

In addition to this, we recommend the children use the White Rose Maths app which is great for reinforcing number skills and developing fluency. The app is free to download from the App Store and the children are familiar with using this in school.



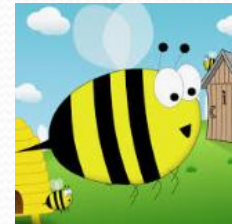
## Year 2 Phonics/Spellings



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

After the October half term we will be using an additional supporting spelling programme. This will include words which follow spelling patterns and rules as well as common exception words or 'tricky words'.

We will be sending home a weekly set of spelling for the children to learn which will follow the spelling focus of the week. You will also be able to access these spellings using the '**Spelling Shed**' app and details will follow closer to the time. The app allows the children to practise the spellings at home ready to test on Friday. We hope this will allow children to consolidate the application of spelling patterns and rules to help with their independent writing.



# 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

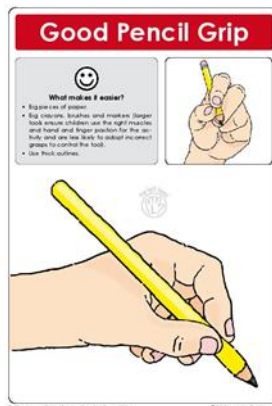


- Work out what might happen next based on what you have already read and what you know about that type of text.

# 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, 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>	Zoolab Visit	Invite parents in to help make vehicles. Winter Comfy Reads Panto in School	Titanic Workshop	KS1 Dance Competition	Summer Musical Performance	Trip to Art Gallery
<b>Maths</b>	Composition of multiples of 10 Counting and representing the numbers 20 to 99 Comparing, ordering and partitioning 2-digit numbers Secure fluency of addition and subtraction facts within 10 Calculating within 20 Adding and subtracting ones and tens to and from 2-digit numbers Grouping objects in different ways and relating to multiplication		Representing counting in 2s, 5s and 10s as the <u>2, 5 and 10 times</u> tables Representing counting in 5s as the 5 times table and link to the 10 times tables Multiplying by 2, doubling and halving (factors and products) Introduction to division structures Shape: discuss and compare 2D and 3D shapes Addition and subtraction of two 2-digit numbers		Addition and subtraction of two 2-digit numbers Money: recognise coins and use £ and p symbols Fractions: identify equal parts and be familiar with halves, thirds and quarters Time: write and tell the time to five minutes Position and direction Doubling, halving, quotative and partitive division Sense of measure - capacity, volume and mass	
<b>Writing Focus</b>	<u>To Entertain:</u> Narrative Writing Retell Jack and the Jelly Beanstalk Jack and the Beanstalk <u>To Entertain</u> Jack and the Jellybean Stalk Character Description – The giant	<u>To Entertain:</u> Narrative Sale Moor - Contemporary Fiction- Re-tell the story on a Sale Street. <u>To Entertain:</u> Poetry- Shape and Diamante Poems	<u>To Recount - Titanic – To recount</u> Write a diary entry from the perspective of a Titanic survivor. <u>To Inform</u> Non-chronological Report Titanic Write a non-chronological report based on Titanic	<u>To Entertain – To Inform</u> Non-chronological Report Titanic Write a non-chronological report based on Titanic <u>To Inform:</u> Write instructions how to wash and animal	<u>To Entertain:</u> Narrative Write their own version of the Magic Paintbrush story <u>To Inform</u> Write a synopsis/ review of the play	<u>To Inform:</u> Write a recount in the form of a letter about their school trip to the Art Gallery. <u>To Entertain:</u> Poetry- Repeated Pattern Poems

<b>Reading Focus</b>	Fiction Traditional Stories - Jack and the Jelly Beanstalk	Fiction Contemporary Fiction The High Street	Non-Fiction 'The Story of Titanic for children'	Non-Fiction How to Wash a Woolly Mammoth	Fiction Traditional Stories from other cultures The Magic Paintbrush	Poetry Rumble in the Jungle
<b>Science</b>	Where do animals and plants live?		Which paper would make the strongest gift bag?		Do bigger seeds grow into bigger plants?	
<b>Computing</b>	How can I use the computer safely?	How do computers help us?	How can we create music using technology?	What is an algorithm?	How can data be displayed on a pictogram?	How can I create a presentation with sound?
	How can I use the computer safely?					
<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 do artists use texture?		How can clay be used in everyday life?			How do artists portray maps?
<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>	West African Call and Response song	Orchestral Instruments – Traditional Stories	Digital Music	Musical Me	Performance	Myths and Legends
<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 axles outside on the playground.	PSHCE – Jigsaw lesson	Length and Height- measure objects outside	Statistics- collecting data for block graphs/tally charts/tables etc	Exercise experiment Obstacle course Checking heart rates
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## 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 2023 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** – The White Rose Maths app is free to download onto a tablet or phone and does not require a username or password. This app provides various activities suitable for Year 2 and is a great tool to support number fluency and confidence.

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

**Spelling Shed** – After the October half term we will be sending spelling to learn each week using Spelling Shed. This can be downloaded onto a tablet and children will be able to access the spellings for the week which they will be informally tested on the following week. Log on details and passwords will be sent out closer to the time.

# Year 2 Homework



## Useful websites:

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

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

<https://whiteroseeducation.com/1-minute-maths-> - information on loading the app



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

<https://www.edshed.com/en-gb/login-> Spelling Shed

# 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.



# PSHE 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.

**Ear-rings/Jewellery-** Earrings should be plain studs only - no hoops/dangly earrings.

Earrings should not be worn at all on PE days. Newly-pierced earrings that need to stay in for 6 weeks can be taped until they can be taken out.

No necklaces or bracelets/wristbands are allowed (unless religious)

**Hair** - Must be tied back.

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





Any questions?