



# Year 2

## Coffee, cake and curriculum meeting



# September 2023

# Meet the teacher



**I am Miss Jenkinson**

**I have 2 children- Rory aged 10 and Albie aged 9.**

**I support Liverpool FC and Wigan RL.**

**My likes: sports especially netball and rugby, I coach children's rugby at Golborne Parkside. I am vice chair of Governors at my children's school.**

**My children came to nursery here.**

**I did my teacher training here and have never left. This will be my 16<sup>th</sup> year teaching here.**

**I moderate writing for the St Helens LA.**

# Meet the staff in Y2



★ Miss Jenkinson  
★ Class teacher



★ Mrs Rollason  
★ Wednesday



★ Mrs Livesely  
★ Teaching Assistant



★ Mrs Boulton  
★ Midday supervisor



★ Miss Grimshaw  
★ Teaching Assistant



★ Mrs Rumsey PPA  
★ Teaching Assistant



★ Mrs Kenny  
★ Teaching Assistant



# Safeguarding & Child Protection at Garswood

***At Garswood we want above all to ensure that all children feel safe and happy.***

At Garswood we want above all children to feel safe and happy and want to work with you to ensure they are.

A whole range of circumstances can make some children vulnerable including cultural and social influences. For example, time spent online and influences from the online world has increased the risks open to our children.

Our children's education is designed to ensure children feel safe and have the knowledge to tackle any potential issues.

**Safeguarding risks that can affect children include.....**

- Online grooming
- Domestic abuse
- Drug/alcohol misuse
- Sexual exploitation
- Gang involvement
- Child abuse

All staff at Garswood are aware that any disclosures from children or any safeguarding concern will be reported to a member of staff who, in turn will report to our Safeguarding Leads,  
Mrs Potter & Mr Yearsley.

We have a duty of care to report concerns of a child protection nature to Social Care.

If you as a parent ever have any concerns or questions please consult our family support worker, Mrs Helen Evans. Any safeguarding or child protection concerns should be reported to Mrs Potter or Mr Yearsley.

# Parental Engagement

- Our door is always open!
- Arrange an appointment through the office to speak to us
- Mrs Evans is our family support worker.
- We are a team and it is vital that we work together to support your children so they achieve their potential in school.
- Please don't hesitate to ask questions or ask for help when supporting your child.



# General information

- ★ Spelling and arithmetic quizzes on Friday
- ★ Reading at home is a necessity at least 3 times a week recorded on the reading sheets.
- ★ Labels – all clothing ie. jumpers, fleeces and PE kits.
- ★ Jewellery – only watches – no smart watches.
- ★ Please send in a labelled water bottle.
- ★ Tests at the end of the term in reading, spelling, grammar and maths.
- ★ PE kits (indoor and outdoor) to be brought in and left in school until the end of term.
- ★ Forest School kits to be labelled and brought in a bag and a spare carrier bag.



# Snack

- **Children can bring their own healthy snacks into school to enjoy at playtime and during the afternoon snack time.**
- **Milk is available at a cost of £6 please pre-order for the year of termly via the school office.**
- **During the afternoon snack time, fruit/vegetables are provided.**
- **Please only send in a healthy snack- fruit, cheese, yoghurt, crackers etc**
  - **No biscuits, cakes, crisps, chocolate.**
  - **Please provide a water bottle for your child.**





# Y2s Timetable

**Year 2**

**2023 - 24**

This is a working document, sessions may vary depending on circumstances – this is the general timetable.  
You will be notified via text of any major changes.

	Session 1 8:45-9:15	Session 2 9:15-10:15		Session 3 10:30 – 11:45		S. 4 12:45-1:00	Session 5 1:10-2:10	Session 6 2:20-3:00	S. 7 2:45-3:15
<b>Monday</b> Miss Jenkinson TA – Mrs <u>Livesley</u> , Miss Grimshaw, Mrs Rumsey PPA cover.	F.B.4 fluency <b>Assembly</b>	Maths	Playtime	Phonics & English	Dinner – Miss Sheedy duty	Guided reading Pupil of the Day.	PE	Music PATHS	Mastering Number
<b>Tuesday</b> Miss Jenkinson TA – Mrs <u>Livesley</u> , Miss Grimshaw, Mrs Kenny	F.B.4 fluency	Maths		Phonics & English		Guided reading Pupil of the Day.	DT	PHSE	Mastering Number
<b>Wednesday</b> Mrs Rollason TA – Mrs <u>Livesley</u> , Miss Grimshaw	Maths	Computing		Computing		Pupil of the Day.	Phonics & science	RE	Mastering Number
<b>Thursday</b> Miss Jenkinson TA – Mrs <u>Livesley</u> , Miss Grimshaw, Mrs Kenny	F.B.4 fluency	Maths		SPaG, Phonics & English		Guided reading Pupil of the Day.	Forest School	Forest School	Mastering Number
<b>Friday</b> Miss Jenkinson TA – Mrs <u>Livesley</u> , Mrs Kenny	Maths	Longer writing		Spelling & math <u>quizes</u>		Pupil of the Day.	<b>Merit Assembly</b>	<b>PATHs</b>	<b>Target time.</b>





## Topics for Term 1.1

Math	Number and Place Value – Number bonds for each number to 20
English	<p><b><u>Class Texts:</u></b></p> <p>Snail and the Whale – Julia Donaldson          Dear Greenpeace – Simon James          Pumpkin Soup – Helen Cooper          Now we are <u>Six</u> – A.A Milne</p>
Science	Living things and their habitats.
PE	Athletics
Music	Explore simple patterns in music
History	Remember! The Gun Powder Plot and Remembrance.
PHSE	Friendship; feeling lonely; managing arguments
Computing	Animation
RE	Christianly
DT	Dips and Dippers – Food and nutrition.

# Attendance – 5 day Challenge

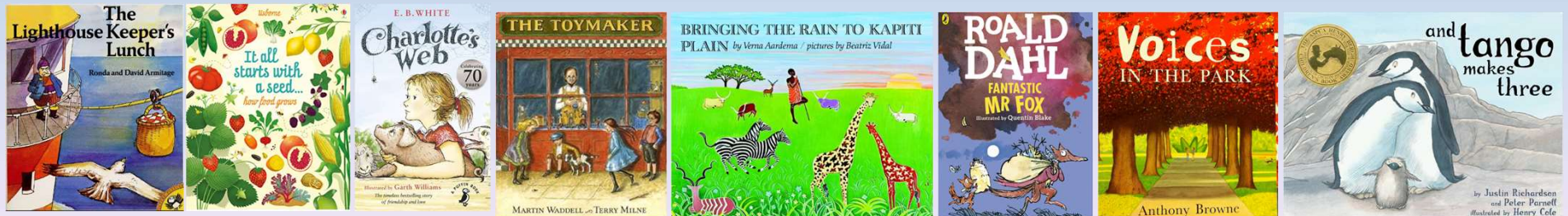
- Aim for 97% attendance – this is a 5 day challenge. Your child should have no more than 5 days absence as a maximum.
- All parents want the best for their children and for them to get on well in life. Having a good education is important to ensure that they have the best opportunities in their adult life. They only get **one chance** at school, and your child's future may be affected by not attending school regularly.
- By law children must attend school
- 90% attendance would mean your child has missed 4 weeks of schooling across the year. This is a huge amount of missed learning
- Below 90% is considered a persistent absentee and you must work with the EWS to create a parenting agreement

# Curriculum – English



## English Curriculum Texts

Main Text	Snail and the Whale – Julia Donaldson	Bog Baby – Jeanne Willis	The Three Little Wolves and the Big Bad Pig – Eugene Trivizas	The Hodgeheg – Dick King-Smith	Charlotte's Web – E B White	Fantastic Mr Fox- Roald Dahl
Other Text	Dear Greenpeace – Simon James	The Tin Forest – Helen Ward and Wayne Anderson	The Three Horrid Pigs and the big friendly wolf - Liz Pichon	The Lighthouse Keeper's lunch - Rhonda and David Armitage	The Toymaker – Martin Waddell	Voices in the Park – Anthony Brown
Other Text	Pumpkin Soup – Helen Cooper	Nativity play script	The True Story of the Three Little Pig – Jon Skieszka	It all Starts with a Seed Usborne	Bring the Rain to the Kapiti Plain – Verna Aardema	And Tango Makes Three – Justin Richardson
Poetry	Now we are Six - A.A Milne		The Engine Driver by Clive Sansom	Ning Nang Nong - Spike Milligan	A little seed by Mabel Watts	The Sound collector – Roger McGough





# Curriculum – Math

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value</div> <div>VIEW</div>		<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>				<div>Geometry</div> <div>Shape</div> <div>VIEW</div>					
Spring term	<div>Measurement</div> <div>Money</div> <div>VIEW</div>	<div>Number</div> <div>Multiplication and division</div> <div>VIEW</div>				<div>Measurement</div> <div>Length and height</div> <div>VIEW</div>	<div>Measurement</div> <div>Mass, capacity and temperature</div> <div>VIEW</div>					
Summer term	<div>Number</div> <div>Fractions</div> <div>VIEW</div>	<div>Measurement</div> <div>Time</div> <div>VIEW</div>		<div>Statistics</div> <div>VIEW</div>		<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>	<div>Consolidation</div>					



# Mastering Number



NCETM

NATIONAL CENTRE FOR EXCELLENCE  
IN THE TEACHING OF MATHEMATICS



**No more  
counting  
in ones**

<https://www.ncetm.org.uk/news/space-s-available-on-mastering-number-programme-from-september-2022/>

# Maths



This is the Garswood Vision for maths that Miss Moon and our Garswood Maths Ambassadors developed to be displayed in every class in our school. It demonstrates how our maths objectives are taught and our expectations in maths across the school.

## It reminds us....

### I know **that**.... (components) – **facts (Declarative)**

- Number bonds, times tables, instant recall of facts, quick fire, associated facts, repeated calculations. Sticky knowledge at speed.

### I know **how**.... (components) – **methods (Procedural)**

- The process and procedure needing to solve a calculation. Steps needed to be taken to reach the end goal. Logical and systematic.

### I know **when**.... (composite) – **strategies (Conditional)**

- Facts and methods go together to make up the strategy. Normally requires some planning ahead by the child of how they are going to solve a problem.

### I know **why**... **only at the very end of the unit.** – (Conceptual)

That's How We Work

## At Garswood our Whole School Maths vision

*In association with Miss Moon and our child led Mathematics Curriculum Team, this vision for mathematics at Garswood Primary School was developed. Each maths objective is split up into our traffic lights...*

1. **That's.....** I know **that**.... (components) – **facts (Declarative)**
2. **How.....** I know **how**.... (components) – **methods (Procedural)**
3. **We.....** I know **when**.... (composite) – **strategies (Conditional)**
4. **Work.....** I know **why**... **to master our learning** – (Conceptual)

- Everyone can do maths
- Mistakes help us learn
- We value all children's contributions, right or wrong
- The process is the most important element
- We should have a range of strategies to use appropriately and employ
- Knowing multiplication tables and number facts is crucial
- We should frequently make connections between maths topics
- We should relate maths to real life situations





# Curriculum

	Term 1		Term 2		Term 3	
	1:1	1:2	2:1	2:2	3:1	3:2
<b>History</b>	<b>Events beyond living memory: Remember!</b> The Gun Powder Plot and Remembrance.		<b>George Stephenson- Rocket and development of the Railways</b>		<b>Rosa Parks and Nelson Mandela</b>	
<b>Geography</b>		<b>Continents and Oceans</b>		<b>Coastal Study</b>		<b>Comparing Naro Moru, Kenya to St. Helens</b>
<b>Science</b>	<b>Living things and their habitats</b>		<b>Use of everyday materials</b>	<b>Animals including Humans</b>	<b>Plants</b>	<b>Use of everyday materials</b>
<b>Computing</b>	<b>Animation</b> Intro to animations	<b>Pictograms</b> Pictograms	<b>Creating an online ebook</b> Digital Photography	<b>Scratch Jr.</b> Robot Algorithms	<b>Wonders of the Digital World</b> Intro to quizzes	<b>Tim Berners Lee Technology</b> IT around us
<b>PSHE</b>	<b>Relationships</b> Friendship; feeling lonely; managing arguments	<b>Relationships</b> Behaviour; bullying; words and <u>actions</u> ; respect for others	<b>Living in the wider world</b> People and jobs; money; role of the internet	<b>Health and wellbeing</b> Keeping safe; recognising risk; rules	<b>Health and wellbeing</b> Being healthy: eating, drinking, <u>playing</u> and sleeping	<b>Health and wellbeing</b> Feelings; mood; times of change; loss and bereavement; growing up
<b>RE</b>	<b>Christianity (God)</b> Does how we treat the world matter?	<b>Christianity (Jesus)</b> Why do Christians say that Jesus is the 'Light of the World'?	<b>Hinduism</b> How might people express their devotion?	<b>Islam</b> Why do Muslims believe it is important to obey God?	<b>Christianity (Church)</b> What unites the Christian community?	<b>Judaism</b> What aspects of life really matter?
<b>Music</b>	How Does Music Help Us to Make Friends? <b>(Explore simple patterns)</b>	How Does Music Teach Us about the Past? <b>(Focus on Dynamic and Tempo)</b>	How Does Music Make the World a Better Place? <b>(Exploring Feelings through Music)</b>	How Does Music Teach Us about Our Neighbourhood? <b>(Inventing a musical story)</b>	How Does Music Makes Us Happy? <b>(Music that Makes You Dance)</b>	How Does Music Teach us about Looking after our Planet? <b>(Exploring Improvisation)</b>

# Curriculum

<b>Art</b>	<b>Formal elements of art – drawing create texture</b>		<b>Sculpture and 3D art.</b>		<b>Monoprinting and collagraph printing</b>	
<b>DT</b>	<b>Dips and Dippers</b>		<b>Moving vehicles</b>		<b>Playgrounds</b>	
<b>PE Indoor</b>	Forest School	<b>Gymnastics</b> Pathways- straight, zigzagging and curving →	<b>Gymnastics</b> Spinning, turning and twisting →	<b>Gymnastics</b> Stretching, curling and arching	<b>Dance</b> (Explorers) →	<b>Dance</b> (Water)
<b>PE Outdoor</b>	<b>Games Skills</b> Invasion Games Skills 2 →	<b>Games Skills</b> Football	<b>Fundamental Movement Skills 2</b> →	<b>Fundamental Movement Skills 3</b>	<b>Games Skills</b> Net and Wall Games Skills 1 →	<b>Games Skills</b> Net and Wall Games Skills 2





- During one term the children will take part in a range of activities to help to increase confidence, resilience and self esteem.



#### Activities include:

- shelters
- knots
- digging
- craft
- tree climbing
- cooking on a fire
- freedom to play and take risks






























# Following on from Y1 phonics into Year 2














•Children begin to learn phonics (sounds) in early years, both nursery and reception. Once children begin learning sounds, these sounds are used orally to identify and make words. They will then begin to learn the letters which make each of the sounds and these are used to read and spell words.

•Once children begin learning sounds, these sounds are used orally to identify and make words. They will then begin to learn the letters which make each of the sounds and these are used to read and spell words.

•Phonics enables children to read and write which opens the door to the rest of the curriculum.



Grow the code grapheme mat Phase 2, 3 and 5									
 s	 t	 p	 n	 m	 d	 g	 c	 r	 h
ss	tt	pp	nn	mm	dd	gg	ck	rr	
c			kn	mb			ck	wr	
se			gn				cc		
ce							ch		
st									
sc									
 b	 f	 l	 j	 v	 w	 x	 y	 z	 qu
bb	ff	ll	dge	vv	wh			zz	
	ph	le	ge	ve				s	
		al						se	
								ze	
 ch	 sh	 th	 ng	 nk	 a	 e	 i	 o	 u
tch	ch					ea	y	a	o-e
ture	ti								ou
	ssi								
	si								
	ci								

Grow the code grapheme mat Phase 2, 3 and 5							
 ai	 ee	 igh	 oa	 oo	yoo	 ou	 ar
ay	ea	ie	o	ue	ue	u*	a*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	ie	y	oe	ou	ew		
aigh	y		ow	ui			
ey	ey						
ea							
 or	 ur	 ow	 oi	 ear	 air	zh	
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
oor							
al							
a							
oar							
ore							

\*depending on regional accent

# Transition from phonics to Y2 spellings

- Your children will complete at least 1 phonics session every day.
- They have completed the Year 1 Little Wandle Programme.

## Now Year 2 will complete:

- **Phase 5 review** – five weeks of lessons to review and secure Phase 5
- **Bridge to spelling** – five weeks of lessons to learn foundational skills for spelling
- **Spelling** – 20 weeks of lessons to create confident spellers and complete our coverage of the Year 2 spelling requirements

Lesson focus	Revisit and review							Practise and apply		Reading practice sessions with decodable words
	GPCs	Words	Tricky words	Focus GPC	Oral blending	Focus words	Example definitions and sentences	Read/write the sentence	Spelling	
/igh/ ie pie	ai ay a-e ee ea e igh	bead least game stray charming blossoms	were one	/igh/ ie	c-r-ie-d t-r-ie-d f-r-ie-d	lie tie pie cried tried fried	<b>lie</b> To be in a flat position – I lie down on my bed and go to sleep. This also means to say something untrue – I said sorry after I lied to Mum about brushing my teeth. <b>cried</b> This can mean a shout – “Don’t forget your book bag!” Mum cried as I ran into school. Or it can mean that you had a cry – She cried after she fell off the swing. <b>fried</b> Cooked in hot oil – Dad fried two eggs for his dinner.	Tie a ribbon on the tree with pink blossoms;	lie cried + were	
/igh/ ie time	ai ay a-e ee ea e igh ie	cried least strip chair boxer shape	were one says	/igh/ ie	t-igh-m p-r-igh-z s-igh-d	time like ripe inside prize slide	<b>ripe</b> Ready to eat – Mum squeezed the pears and said they were ripe. <b>prize</b> An award – She won a school prize for attendance. <b>slide</b> Something in a playground with a slope that you can travel down. Or moving across a slippery surface – I slide over the ice.	I like ripe plums the best and lemons the least.	time like + one	

Reading practice sessions with decodable words

\* Every session is the same format meaning the children are very familiar with it and benefit from the repetition.

- All children read at least 3 times a week in a group.
- Some children read one to one with an adult as well.
- Some children receive ‘keep-up intervention’ sessions as well.

## Children on track at the end of Year 1:

Autumn 1

5 weeks: Phase 5 review

Autumn 2

5 weeks: Bridge to spelling

Spring and Summer

20 weeks: Spelling units

# Phonics- pure sounds

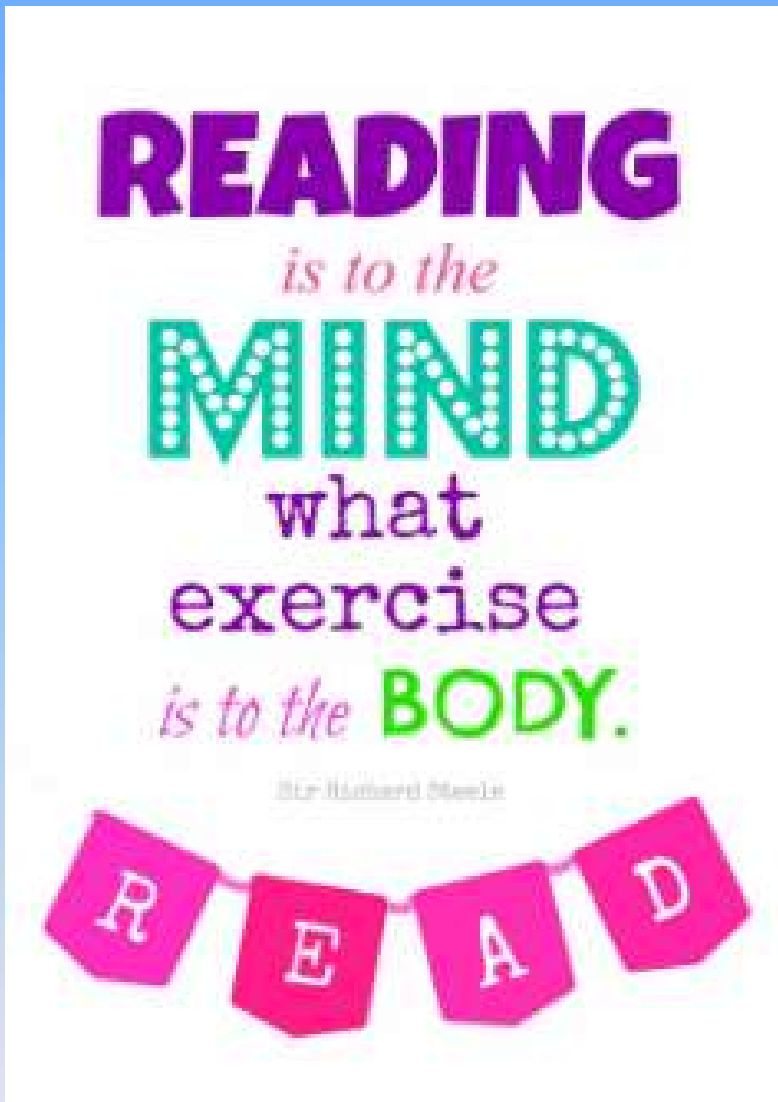


**Phase 3 sounds taught in  
Reception Spring 1**

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



# Reading



- ❖ Aim to inspire a love of reading for enjoyment.
- ❖ Reading opens up the whole curriculum for children.
- ❖ A large emphasis is placed on reading in KS1.
- ❖ Children will read at least 3 times a week in school- 1 for decoding, 2- prosody, 3- comprehension.
- ❖ It is vital for you to read at home with your child and support them with their reading.
- ❖ Reading links across the curriculum
- ❖ There are books for children to access for each topic.
- ❖ English is taught through a main text giving purpose and meaning to learning.

Year 2 pupils do not begin the Fluency programme until they have been reading the Phase 5 Set 5 books for at least five weeks. They will complete a Phase 5 Set 5 fluency assessment and achieved a reading speed of at least 60wpm and accuracy of at least 90%.



INSPIRATIONAL BOOKS AND TEACHING SUPPORT  
TO CREATE READERS FOR LIFE

## The Diary of a (Big Bad) Good Dingo

By Inbali Iserles, illustrated by Jim Crawley



### About the book

This secret diary gives us a lively snapshot into the life of Dingo, who has left home in search of a fortune in Fableland. But in order to get there, she must pass through the Wild Wood, where she has many encounters with fantastical characters from fairy tales that the children are likely to know well: Snow White, Goldilocks, Rumpelstiltskin, Hansel and Gretel, to name just a few. Through Dingo's diary, we get to see her struggles as she tries to make friends along the way, despite everybody's suspicion that Dingo is, in fact, the Big Bad Wolf.

### Linked texts

#### Books by the same author

The 'Foxcraft' series (Scholastic)  
The 'Tygrine Cat' series (Walker Books)

#### Books about reimagined fairy tales

*Fairy Tale Land: 12 classic tales reimagined* by Kate Davies (Frances Lincoln Children's Books)  
*Hilary McKay's Fairy Tales* by Hilary McKay (Macmillan Children's Books)  
*Little Red and the Very Hungry Lion* by Alex T. Smith (Scholastic)  
*Good Little Wolf* by Nadia Shireen (Jonathan Cape)

# Reading

## Logging in

To access your child's Big Cat ebooks, go to:  
<https://ebooks.collinsopenpage.com/>

Enter the username and password as follows....

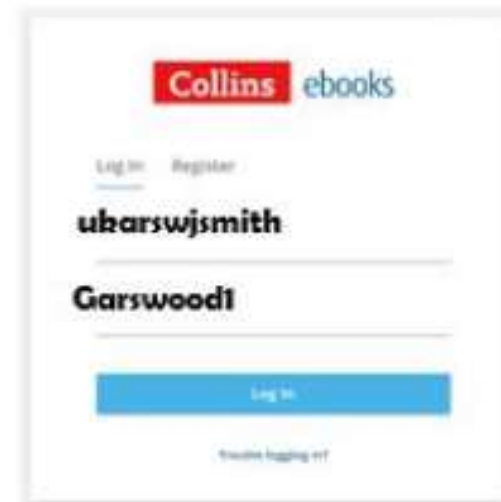
**USERNAME:** ubarsw first initial, surname

**PASSWORD:** Garswood1

(make sure Garswood has a capital G)

the example opposite shows how **John smith** would log on

If you misplace your password, or are not sure what your username would be, please drop a message in your channel and we will respond.



Every week your child will get a Little Wandle book to read to you at home. It is vital you listen to your child read this book, read our comments from school and make comments in return.





Every week your child will choose a story book for you to share together. .

## Reading Practice Book


Phonic Phase \_\_\_\_\_

--

Book Title:	
<b>Read 1: Decoding</b> ( <u>sounding</u> out and blending)	
<b>Read 2: Proudy</b> ( <u>using</u> expression)	
<b>Read 3: Comprehension</b> ( <u>understanding</u> the text)	
Celebrate success with an adult: Please comment below.	
Sharing my fantastic reading at home. 	

Sharing Book 

Book Title:	What we enjoyed about this book.

<u>Home/School Communication</u>		
		
Any new vocabulary to remember		

Staff will complete these boxes with notes from reading that has happened in school.

This is for you to fill in when you listen to your child read at home.

The book for sharing is just as important. Make it a special time together.

Any notes for staff to be put in here.



# Home Learning

- **Homework will be sent on a Friday and is to be returned on a Wednesday.**

- **Homework will include:**

- **Reading** – Little Wandle reading book and shared book. You will be expected to record this on the sheet that will be provided. When finished the Little Wandle Programme, your child will begin the Y2 Fluency programme, record this on the communication sheets provided.
- **Phonics/spelling list-** A weekly phonics sheet will be provided. This will show the sounds, words and sentences your child has learnt and are to be practiced at home. This is vital. All children will bring home a list of spellings to learn. There will be a spelling test each Friday to check they have remembered them.
- **Maths-** a maths sheet will be sent home to be completed. This will be focussed on the work your child has completed the previous week. This is to keep maths skills sharp.
  - **House points will be given for homework completed.**

# Little Wandle - Letters and Sounds Year 1 Phonics Home Learning

Phase 3 & 4 (review) / Phase 5 - Autumn 1 Week 1  
Focus - Review Phase 3 phonemes



Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we will be focusing on this week in school -

ai	ee	igh	oa
oo	ar	or	ur
oo	ow	oi	ear

We will be reading and writing words. Can you see this week's focus phonemes?

tail	feel	right	road
food	bar	born	surf
down	join	near	soap

We will be reading and writing sentences. Can you spot any tricky words? Can you see this week's focus phonemes? Can you read these sentences fluently?

The toads feel so cool.

The boot on my right foot is too hard.

I can see foxes in the car lights.

We can go down to the town on the bus.

We will be practising tricky words. Can you spot the tricky part of the word?

no	go	so	my	by
to	into	out	the	

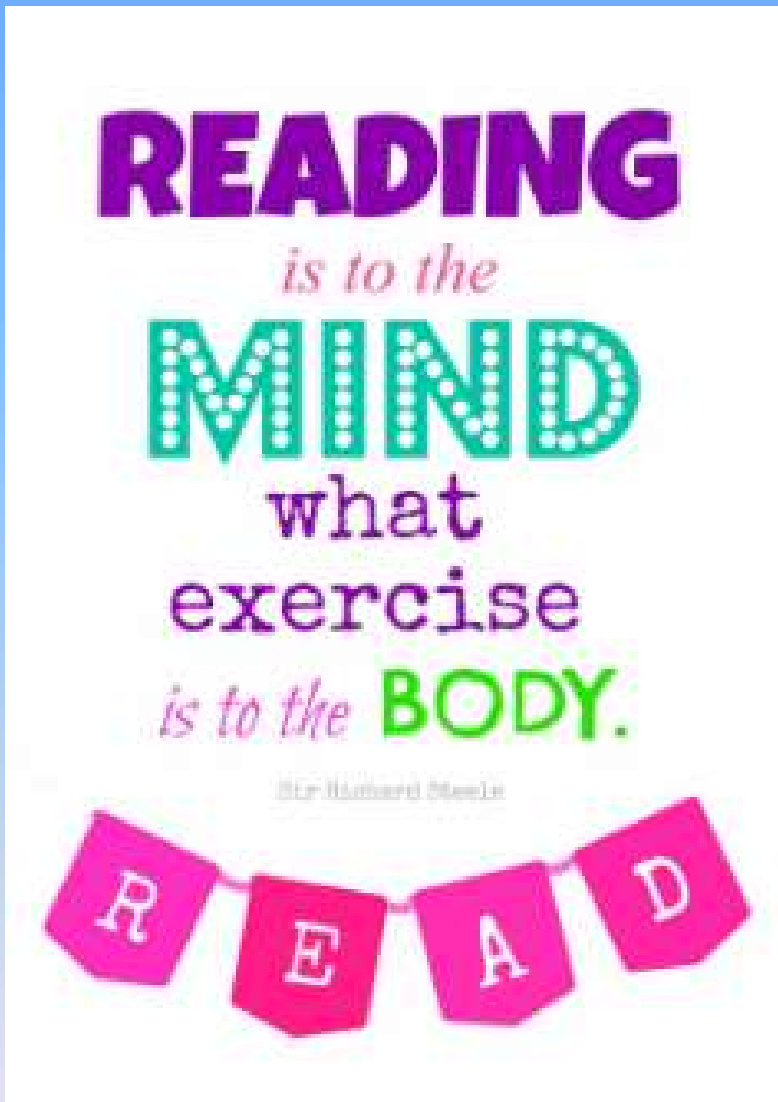
We will be spelling words. Can you write these words? Can you use the correct phonemes?

right	hard	took	hear
-------	------	------	------

## Base Ten Blocks, Number Expanders and Addition Sentences

Look at the blocks.	Write the number on the expander.	Write the numbers to show the total value of the blocks.
	3 tens 4 ones	30 + 4
		+ 3
		2_ +
		+
		+
		+

# Reading



- ❖ Aim to inspire a love of reading for enjoyment.
- ❖ Reading links across the curriculum
- ❖ Opportunities to promote reading such as reading challenge
- ❖ Teach English through a main text – pull examples of new and rich vocabulary linked to grammar and composition to inspire writing. Giving purpose and meaning to learning.
- ❖ Sub texts
- ❖ Author of the moment to provide our children with a breadth of genres and authors.
- ❖ Regular reading at home - reading raffle as incentives



# Year 1 and 2

## Common Exception Words Mat

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

**Aa**

a  
after  
again  
any  
are  
ask

**Bb**

bath  
be  
beautiful  
because  
behind  
both  
break  
busy  
by

**Cc**

child  
children  
Christmas  
class  
climb  
clothes  
cold  
come  
could

**Dd**

do  
door

**Ee**

even  
every  
everybody  
eye

**Ff**

fast  
father  
find  
floor  
friend  
full

**Gg**

go  
gold  
grass  
great

**Hh**

half  
has  
he  
here  
his  
hold  
hour  
house

**Ii**

I  
improve  
is

**Kk**

kind

**Mm**

many  
me  
mind  
money  
most  
move  
Mr  
Mrs  
my

**Nn**

no

**Oo**

of  
old  
once  
one  
only  
our

**Pp**

parents  
pass  
past  
path  
people  
plant  
poor  
pretty  
prove  
pull  
push  
put

**Ss**

said  
says  
school  
she  
should  
so  
some  
steak  
sugar  
sure

**Tt**

the  
there  
they  
to  
today  
told

**Ww**

was  
water  
we  
were  
where  
who  
whole  
wild  
would

**Yy**

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twinkl

visit [twinkl.com](https://www.twinkl.com)



# Handwriting

Children's letters should be....

- ★ **Sitting neatly on the line**
- ★ **Relative size is clearly identifiable**
- ★ **Correct letter formation**

All these will help your child move into joined up writing if they are ready later in the year. Those children forming and joining their letters correctly will receive a pen licence and handwriting pen to use in class.

To aid this we have....

Whiteboards, interactive programs, demonstrations, games, textures and media (sand, paint etc..), line guides, magic fingers, phonic strategies etc....

be

bee

quite

quiet

# SATS

**At the end of Year 2, children will take SATs in:**

★ **Reading**

★ **English grammar, punctuation and spelling**

★ **Maths**

# SATS

**The reading test for Year 2 pupils will involve two separate papers:**

- **Paper 1 consists of a selection of texts with questions interspersed**

- **Paper 2 comprises a reading booklet of a selection of passages. Children will write their answers in a separate booklet**

# SATS

**Children taking Key Stage 1 SATs will sit two separate papers in grammar, spelling and punctuation:**

- **Paper 1: a grammar, punctuation and vocabulary test, in two sections of around 10 minutes each This will involve a mixture of selecting the right answers e.g. through multiple choice, and writing short answers.**

- **Paper 2: a 20-word spelling test taking approximately 15 minutes and worth 10 marks**



# SATS

**The Key Stage 1 maths test will comprise two papers:**

- **Paper 1: arithmetic, worth 25 marks and taking around 15 minutes.**

- **Paper 2: mathematical fluency, problem-solving and reasoning, worth 35 marks and taking 35 minutes.**

# SATS

## What can you do at home?

- ★ Read, Read, Read together every day and ask questions about the story.
- ★ Practise handwriting at home with your child. Upper and lower case letters need to be clearly demarcated. Pay attention to ascenders and descenders.
- ★ Practice weekly spellings.
- ★ Use number problems in every day life, at the shops, on the bus, telling the time etc.
- ★ Complete homework as we purposefully tailor home learning tasks to be similar in content to what they will encounter in SATs assessments.
- ★ <https://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials>



# Year 2



# Trips, visits and experiences.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Martin Mere</b>	<b>Christingle service</b>	<b>North West Transport museum</b>	<b>Hatching Chicks</b>	<b>Playground design investigation</b>	<b>Formby Beach</b>
<b>Science- living things, food chains, habitats.</b>	<b>RE – hands on experience at Holy Trinity Church.</b>	<b>History – Train journey, heritage bus ride, transport museum, visit the site of Rainhill trails, meet a local historian in Rainhill. DT – vehicles.</b>	<b>Science – living things  PHSE – looking after others, responsibilities.</b>	<b>Design Technology – walk to Garswood playground to conduct research to begin to design a playground.</b>	<b>Geography – coastal field trip</b>
<b>Approx. cost</b>	<b>Approx. cost</b>	<b>Approx. cost</b>	<b>Approx. cost</b>	<b>Approx. cost</b>	<b>Approx. cost</b>
<b>£25</b>	<b>£0</b>	<b>£25</b>	<b>£0</b>	<b>£0</b>	<b>£20</b>





Q & A





<http://www.garswoodprimary.co.uk/>

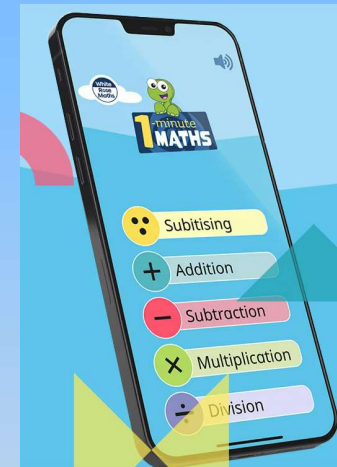
- for info, dates and galleries

# Useful links



<https://twitter.com/home?lang=en>

- Year 2 twitter page



<https://whiterosemaths.com/resources/1-minute-maths>



<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

- to access fun spelling, punctuation and grammar games