



Meet the Teacher

Meet our Team

Class Teacher
Mrs Higson

Teaching Assistant
Mrs Odgers
Wednesday, Thursday and
Friday Mornings

PPA
Mrs Loynton
Thursday Afternoon

The Year 2 Classroom Routine

Daily:

- If it is your child's allocated reading day, they will hand in their home reading bag.
- They will then put their coats and water bottles in the relevant place.
- A morning 'Strong Start' task will then be undertaken whilst the register is completed.
- Classroom doors open from 08:45 – 08:55
- Break - 10:30 – 10:45
- Lunch - 12:15 – 13:15
- End of day – 15:25

Whole school Worship:

- Monday – Mrs Ainsworth
- Wednesday – Mr Wright
- Thursday – Clergy, SLT or Teaching Staff

Celebration Assembly:

- Friday – 14:45 – 15:15 (Mrs Ainsworth / Mr Wright)

The Year 2 Timetable

Please note that this may change in light of set themed days/trips

Year 2 | Autumn 1
Autumn Term 2025 - 2026



Day	Registration 08:45 – 09:00	Worship 09:00 – 09:30 30 minutes	Session 1 09:30 – 10:30 60 minutes	Break 10:30 – 10:45	Session 2 10:45 – 11:15 30 minutes	Session 3 11:15 – 12: 15 60 minutes		Lunch 12:15-13:15	Session 4		Session 5		
Monday	Strong Start	Whole School Headteacher	Maths		GR	English			Maths Mastery 13:15 – 13:30	Spelling	Science		Handwriting
Tuesday	Strong Start	Class Worship God's Big Story	Maths		GR	English			Maths Mastery 13:15 – 13:30	PE 1	PE 2	RE	
Wednesday	Strong Start	Whole School Deputy Headteacher	Maths		GR	Spelling	Handwriting		Maths Mastery 13:15 – 13:30	Computing			
Thursday	Strong Start	Spelling	Maths		GR	English			PPA Art	PPA Music	PPA Whole School Worship / Prayer and Praise		
Friday	Strong Start	Spelling	Maths		Spelling	English			Lyfta 13:15 – 13:30	History	PSHE	Whole School Celebration	

The Year 2 Curriculum



Teaching Staff are expected to ensure that lessons are appropriate to the curriculum expectations of their year group and meet the children's learning needs by adapting the curriculum schemes used.

English	Phonics	Maths	Computing
LPDS Units	Red Rose Letters and Sounds	White Rose Maths	Purple Mash
Music	PE	PSHE	RE
Charanga	West Lancashire Sports Partnership PE Curriculum (SUCCEEDin)	Coram Life Education SCARF	BDBE Questful RE

The Cornerstones Curriculum (Curriculum Maestro Planning Tool) covers the following curriculum areas:

- **Art & Design**
- **Design Technology**
- **Geography**
- **History**
- **Science**

The Year 2 Maths Curriculum

Please note that the order of some topics may change in light of assessment need

	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>FREE TRIAL</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>	

English

Year 2	<u>The Place Where I Live</u>	<u>Fighting Fit</u>	<u>Explorers</u>	<u>Buckets and Spades</u>	<u>Wind in the Willows</u>	<u>The Farm Shop</u>
	<ul style="list-style-type: none"> Stories with Familiar Settings – Katie Morag Series By Mairi Hedderwick Non-Chronological Reports (Link to Movers and Shakers) 	<ul style="list-style-type: none"> Traditional Tales with a Twist – Prince Cinders By Babette Cole Instructions – Linked to DT Poems on a Theme 	<ul style="list-style-type: none"> Recount: Personal accounts from Christmas holidays and diaries Stories by the Same Author – Simon Bartram 	<ul style="list-style-type: none"> Riddles (Linked to Coastline) Story as a Theme – The Light House Keeper Stories By Rhonda and David Armitage Persuasion (Linked to Coastline) 	<ul style="list-style-type: none"> Animal Adventure Stories – The Wind in the Willows By Kenneth Grahame (Recounts as letters included) Non-Chronological report (Linked to Magnificent Monarchs) Classic Poems 	<ul style="list-style-type: none"> Stories with Familiar Settings – Muddle Puddle Farm By Michael Morpurgo Explanations

Autumn term Cornerstones topics



Spring term Cornerstones topics



Summer term Cornerstones topics



RE

	Topics
Autumn 1	<u>2.1 The Bible</u> Why is the Bible such a special book?
Autum 2	<u>2.1 The Bible</u> Do people of all world faiths have holy books? Islam: Qu'ran Judaism: Torah Sikhism: Guru Granth Sahib <u>2.2 Christmas</u> Why was the birth of Jesus such good news?
Spring 1	<u>2.3 Jesus</u> Why did Jesus welcome everyone
Spring 2	<u>2.4 Easter</u> How do symbols help us to understand the story? <u>2.6 Ascension and Pentecost</u> What happened at the Ascension and Pentecost?
Summer 1	<u>2.6 Ascension and Pentecost</u> What happened at the Ascension and Pentecost? <u>2.5 The Church</u> Why is the Church a special place for Christians?
Summer 2	<u>2.5 The Church</u> Why is the Church a special place for Christians? Why are holy buildings important to people of faith? Hinduism Islam Judaism

Reading

- ▶ We expect home reading to take place at least three times a week.
 - ▶ Please sign the yellow diary to inform us of what page your child is up to / if they have finished their book.
 - ▶ In order for your child to take part in our 100 Club reading challenge, please ensure that you sign the chart at the front of their diaries every time they read, even if it's just a couple of pages.
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- * Please read to your child as well, read for enjoyment and interest. Be a reading role model.
 - * In school, children read during daily guided reading sessions in small groups as well as 1:1 reading sessions.
 - * Reading books are changed on Thursdays.

Reading Phase & Book Bands

In the infants, children are given reading books which are phonetically decodable and aligned to the Red Rose Letters and Sounds phonics scheme trajectory. It may be that in order for gaps in your child's phonic knowledge to be bridged a book with the focus grapheme will be sent home from a previous phase to ensure confidence and fluency in word reading.

They may also be reading a more challenging book in school during guided reading and when I feel they are confident at this in school, I will then move them up at home too.


When children are more fluent readers, they are able to recognise many words on sight and are able to use their phonic knowledge to segment and blend more complex words. The focus now becomes more on the understanding of a text and comprehension. When listening to your child read, please also focus on discussion of the text, new vocabulary and understanding of characters thoughts and feelings.

Phase or Book Band		Suggested Year Group Expectation
Phase 2		Reception
Phase 3		
Phase 4		
Phase 5		Year 1
Purple		Year 2
Gold		
White		
Lime		
Brown		Year 3
Grey		Year 4
Dark Blue		Year 5
Dark Red		Year 5/6
Black		Year 6

Phonics Screening

- * If your child did not pass Phonics Screening last year, they will re-sit it June 2026.
- * The test consists of reading 40 words, 20 real words and 20 “alien” words. This assesses children’s ability to segment and blend in order to read words containing phase 3-5 phonemes.
- * We complete the Year 2 spelling programme daily, however, additional phonics intervention sessions are taught on top of this to revisit, revise, practise and apply previous taught phases to prepare for the test and bridge gaps in knowledge.

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

 voo
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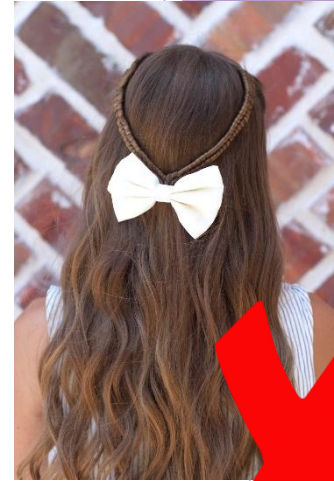


Home Learning

- ▶ Instructions will be stuck in your child's Home Learning book each Friday.
- ▶ Spelling home learning will be sent home on a Friday and tested on Friday of the following week. These spellings will be based on your child's current learning from our Red Rose Letters and Sounds Spelling Scheme. Do not complete in one go! Short, sharp bursts of regular practise will help spellings to "stick" better. The children could even use some of their 'Sticky Word Strategies' learnt in school to help with practise at home.
- ▶ A maths practise activity will also be sent home on a Friday and is to be returned on the Wednesday of the following week. It will then be marked, ready for new home learning to be set.
- ▶ An additional topic / themed homework may also be set from time to time.
- ▶ Reading is an on-going non-negotiable. We expect home reading to take place at least three times a week. Please sign your child's reading diary to let us know what page they're up to / if the book is finished. If you do not tell us your child has finished their book, it will not be changed. As well as this, please sign the 100 club record at the front of the diary.
- ▶ All log-in details for our on-line subscriptions will be stuck in the front of your child's Home Learning book.

School Uniform

- * Please make sure that long hair is always fully tied back.
- * Children are allowed to wear small earrings and an analogue watch in year 2.
- * At present, our PE lessons are on Tuesdays. Children should wear their P.E. kit (purple shorts and white T-Shirt); they may wear plain black tracksuit top/bottoms. On these days, earrings should NOT be worn.



Healthy School

We will do our best to ensure the healthy growth and development of our learners. We will do all that we can to build healthy eating and drinking patterns so that our learners thrive and lead healthy active lives.

We provide healthy and balanced school meals that, where possible, contain sustainable and locally sourced produce.

Children in the Infants are provided with a snack through the School Fruit & Vegetable Scheme.

All children can bring in a healthy snack e.g. fruit for morning play or parents can pay for toast through Parent Pay.



All children should bring a drinks bottle to school which contains **water**.
Milk is available to order for Infants through Milk 4 Life and for under 5's it is free.

Nut Free School

We are a nut free school.
Please ensure your children do
not bring in any nuts or
products containing nuts. This
includes Nutella.



School Attendance

Regular attenders find school routines, school work and friendships easier to cope with. Regular attenders find learning more satisfying. Regular attenders are more successful in transferring between primary school, secondary school, and higher education, employment or training.

National Statutory Assessments

Assessments in primary education England		
What?	When?	Reporting
Baseline assessment; looks at maths, literacy, communication and development (statutory from 2021/22)	Within first 6 weeks of starting reception	Results not published
Early Years Foundation Stage Profile	Reception class (age 4-5)	Not reported at school level
Phonics screening check (reading ability)	Year 1 (age 5-6)	Reported at local authority level
National curriculum assessments in maths, English reading and writing, and science	Year 2 (age 6-7)	Reported at local authority level
Multiplication tables check	Year 4 (age 8-9)	Reported at local authority level
National curriculum assessments ('SATs') in English reading and writing, grammar, punctuation and spelling, and science (for a sample of schools)	Year 6 (age 10-11)	Usually reported at school level (but not between 2010/20 and 2021/22)

School Assessments

At Hesketh-with-Becconsall All Saints Church of England Primary School, we believe that assessment should place the child at the centre of their learning, encouraging them to let their light shine and that it should raise achievement for all. We focus on the progress of each individual child. We believe that assessment should be thorough, manageable and relevant. Assessment for learning (AfL) is embedded throughout the school.

"AfL is the single most powerful tool we have for both raising standards and empowering lifelong learners." **Assessment Reform Group**



Assessment at Hesketh-with-Becconsall All Saints Church of England Primary School involves:

- **Setting Targets** – sharing achievable but challenging targets, objectives and success criteria with children, and allowing children to set their own targets with guidance.
- **Tracking** – teacher and children evaluating progress in relation to these targets over the course of a lesson, unit of work, term, year or key stage.
- **Active Interventions** – teacher (with involvement of SLT, SENCO, TAs and parents where relevant) planning appropriate learning to support children in meeting these targets based on information gained from tracking.
- **Reviewing** – teacher, child and other adults reviewing whether targets have been met and progress has been made.

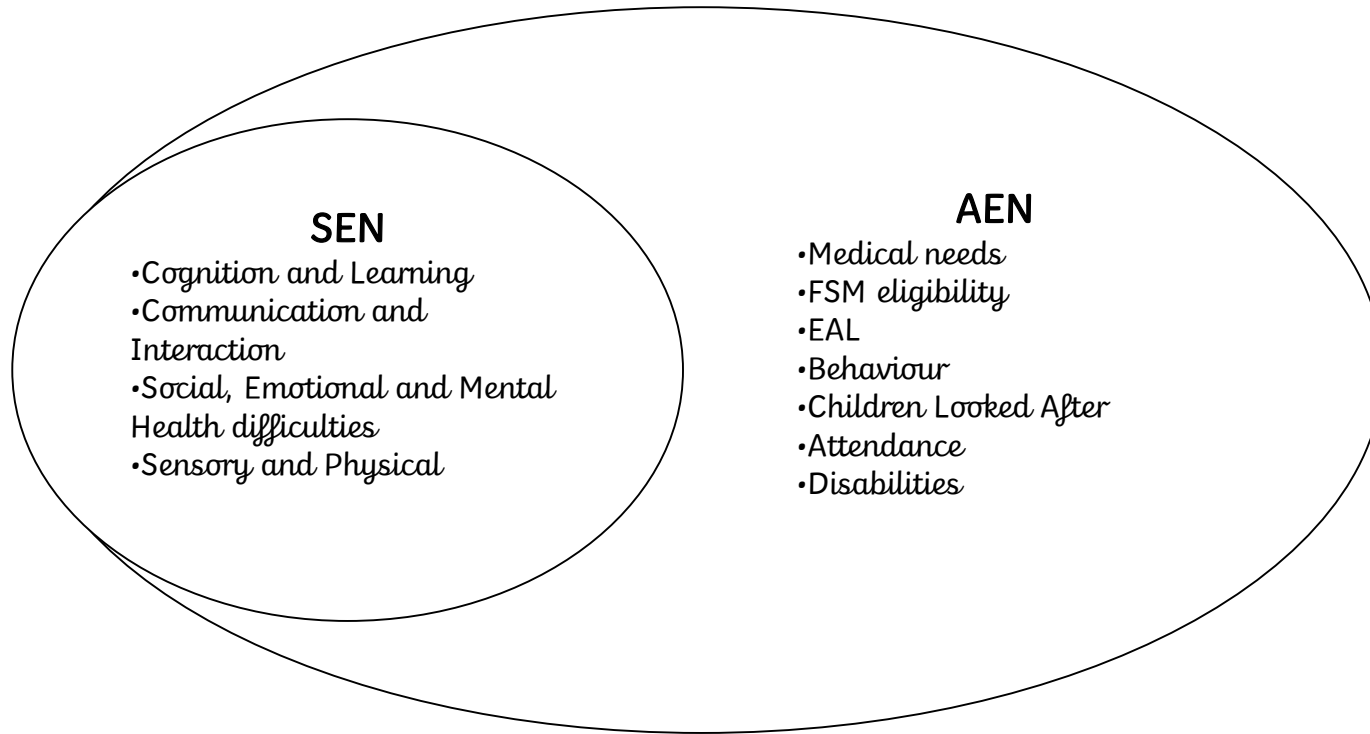
The most valuable form of assessment is formative and is determined by daily interactions and questioning of pupils and marking of books to ascertain their starting points and next steps.

Teachers adapt teaching according to their assessment of pupils and to meet pupil needs, even if this means deviating from a planned lesson.

Three more formal assessment cycles take place during the year, at the end of each term.

SEND (Special Educational Needs & Disability)

SEND covers those children with SEN (Special Educational Needs) & AEN (Additional Educational Needs), examples of need are shown below:



Children with AEN may have SEN however a large number of children who have AEN do not have SEN e.g., a child with poor attendance requiring catch-up doesn't necessarily have SEN i.e., an inability to catch up.

Likewise, a child with SEN e.g., dyslexia may not have any AEN.

SEND children are supported appropriately and their progress is tracked regularly in consultation with parents.

We call this a graduated response.



SEND

GRADUATED RESPONSE

- **Quality First Teaching is key and in place with all pupils.**
- If the class teacher has a concern regarding your child, such as lack of progress, behaviour, communication difficulties, motor difficulties, or any other concerns, they will make an appointment to speak to you (parents or carers) to discuss this further. Equally if parents/carers have any concerns regarding their child's progress and development they should arrange a meeting with the class teacher to discuss this further.
- At this point, with your agreement, staff will continue to monitor the difficulties discussed and will note this in our school confidential records.
- After an agreed period of time, teachers may then meet with you again to review.

- Following the initial meetings with parents/carers, it may be deemed necessary to make some adaptations to your child's teaching and learning provision – this could be with different strategies or resources and staff may consult fellow practitioners or the school SENDCo.
- At this stage there may be a referral made to relevant medical practitioners, for example, Speech and Language Therapy Service or Occupational Therapy Service.
- These adaptations will be discussed with parents/carers and recorded in our confidential school records.
- Your child will be involved in this process, where appropriate.

- Following review (usually within 6-7 weeks/a half term), provision may need to be further adapted.
- This will be discussed again with parents/carers and record in our confidential school records.
- Your child will be involved in this process, where appropriate.

- If, following a further review, concerns continue or the expected progress has not been made, teachers will refer to the school SENDCo and a request for involvement from a specialist teacher will be submitted.
- The SENDCo or relevant member of staff may make further referrals to external agencies, if appropriate.
- The SENDCo and class teacher will meet with parents/carers to discuss this which and record in our confidential school records.
- Your child will be involved in this process, where appropriate.

- A Targeted Learning Plan will be written to identify what will be in place and what outcomes are desired - which are 'additional to and different from' the teaching and learning that takes place within the classroom.
- At this point the pupil, with parent/carer agreement, will be placed on the SEND register.
- The SENDCo and class teacher will meet with parents/carers to discuss this and record in our confidential school records.
- Your child will be involved in this process, where appropriate.

- If further advice is deemed necessary, the SENDCo will make a referral to the Educational Psychologist.
- The Educational Psychologist will complete further assessment/support.
- Targeted provision will continue and will be reviewed in a timely manner.
- The SENDCo and class teacher will meet with parents/carers to discuss this and record in our confidential school records.
- Your child will be involved in this process, where appropriate.

- Targeted provision will continue and will be reviewed in a timely manner.

- If, following at least two review periods, your child has not made the progress outlined, the SENDCo will involve the local authority SEND case worker.
- Statutory Assessment (EHCP) is requested.
- Quality First Teaching strategies/advice from specialist support continue
- The SENDCo and class teacher will meet with parents/carers to discuss this and record in our confidential school records.
- Your child will be involved in this process, where appropriate.

Any Questions?



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