



Meet the Teacher

Meet our Team

Class Teacher

Mrs Higson

Teaching Assistant

Mrs Odgers

Tuesday and Thursday Mornings

PPA/Release
Cover

Mrs Loynton

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

Worship:

- Monday – Mrs Ainsworth
- Tuesday – Mrs Higson / Miss Byrne
- Wednesday – In class
- Thursday – Clergy or Teaching Staff
- Friday – 14:45 – 15:15 Celebration Worship with Mrs Ainsworth / Mrs Higson and Miss Byrne

The Year 2 Timetable

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

Year 2 | Autumn 1

Autumn Term 2026- 2027



Day	Registration 08:45 – 09:00	Worship 09:00 – 09:30 30 minutes	Session 1 09:30 – 10:30 60 minutes		Session 2 10:45 – 11:15 30 minutes	Session 3 11:15 – 12: 15 60 minutes		Session 4		Session 5		Session 6
Monday	Strong Start	Whole School Headteacher	Maths	Break 10:30 – 10:45	Spelling	English	Lunch 12:15-13:15	Maths Mastery 13:15 – 13:30	GR	RE		Handwriting
Tuesday	Strong Start	Whole School IAHs	English		Music	PSHE		Maths Mastery 13:15 – 13:30	PE	Spelling	GR	Handwriting
Wednesday	Strong Start	Class Worship	Maths		Spelling	Art		Maths Mastery 13:15 – 13:30	GR	Science		
Thursday	Strong Start	Whole School Worship / Prayer and Praise	Maths		Spelling	English		Maths Mastery 13:15 – 13:30	History	PE		Handwriting
Friday	Strong Start	GR	Maths		Spelling	English		Lyfta 13:15 – 13:30	GR	Computing		Whole School Celebration 14:45 – 15:15

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's schemes used.

English	Spelling	Maths	Computing
LPDS Units	Red Rose Year 2	White Rose Maths & NCETM Maths Mastery	Purple Mash & 2Be Safe
Music	PE	PSHE	RE
Charanga	West Lancashire Sports Partnership coaching & Oak National Academy Units	Coram Life Education SCARF & No Outsiders	BDBE New 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	Number Place value FREE TRIAL VIEW				Number Addition and subtraction VIEW				Geometry Shape VIEW			
Spring term	Measurement Money VIEW		Number Multiplication and division VIEW				Measurement Length and height VIEW		Measurement Mass, capacity and temperature VIEW			
Summer term	Number Fractions VIEW			Measurement Time VIEW			Statistics VIEW		Geometry Position and direction VIEW		Consolidation	

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>
	- Stories with Familiar Settings – Katie Morag Series By Mairi Hedderwick - Non-Chronological Reports	- Traditional Tales with a Twist – Prince Cinders By Babette Cole - Instructions – Linked to DT - Poems on a Theme	- Recount: Personal accounts from Christmas holidays and diaries - Stories by the Same Author – Simon Bartram	- Riddles (Linked to Coastline) - Story as a Theme – The Light House Keeper Stories By Rhonda and David Armitage	- Persuasion - Animal Adventure Stories – The Wind in the Willows By Kenneth Grahame (Recounts as letters included) - Classic Poems	- Non-Chronological Reports - Stories with Familiar Settings – Muddle Puddle Farm By Michael Morpurgo - Explanations

Cornerstones

Year 2

Autumn



Spring



Summer



RE

	Autumn	Spring	Summer
Year 2	2.1 Why are sacred texts so important to people of faith?	2.3 Why did Jesus welcome everyone?	2.5 What makes a place or building sacred?
	2.2 Why do Christians believe the birth of Jesus was such good news?	2.4 How do symbols help people to understand the meaning and importance of Easter?	

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 2027.
- * 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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 heb
 rab

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, SEND Team, 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.



Home Learning

- ▶ 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 completed by the Wednesday of the following week.
- ▶ 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.
- ▶ Instructions will be stuck in your child's Home Learning book each Friday and Home Learning books are to be brought back in on Wednesdays.

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 and Thursdays. 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.



All children should bring a drinks bottle to school which contains **water**.
Milk is available to order

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.

Events:

- Parents Evening Tuesday 6th October 2026
- KS1 Nativity Wednesday 16th December 2026
- Parents Evening Tuesday 23rd March 2027
- Class trip to Houghton Tower Tuesday 25th May 2027
- LTT Dance Festival Tuesday 29th June 2027
- Beconsall Heritage Park
- Class Visit to Church
- LTT Year 2 Trust Trip

Any Questions?



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