



WELCOME

Miss Willoughby's Class Year 2

PURPOSE OF TONIGHT



GIVE YOU AN
UNDERSTANDING OF WHAT
YEAR 2 IS ABOUT.



OUR ROUTINES AND
ORGANISATION



OUR YEAR
2 CURRICULUM



OUR SCHOOL VALUES AND
HOUSES



HOME
LEARNING OPPORTUNITIES



THE IMPORTANCE OF
READING



HOW TO CONTACT ME



ANY QUESTIONS YOU HAVE

GIVE YOU AN UNDERSTANDING OF WHAT YEAR 2 IS ABOUT.

- Everyone is welcome no matter what their need, ability, confidence or circumstance.
- Hard work but fun
- Preparations for independence and KS2

OUR ROUTINES AND ORGANISATION

- Children organising themselves from the moment they walk in (lunchbox, bag, coats, drinks bottle).
- Greeted by myself, Mrs O'Keeffe or another member of the Year 2 team at the door with a good morning.
- Settling down to their morning task (maths based).
- We continue this morning work until 9:15 and then have 50 minutes of phonics / reading comprehension.
- The maths curriculum has been carefully considered so similar content is taught to year groups at their suggested level. Children are encouraged to use concrete manipulatives to support learning.
- English is taught together with adapted expectations designed to deepen understanding.
- Mrs Jackson teaches the children arithmetic, wellbeing and Kinetic letters on a Monday afternoon and Mrs Solomon teaches Maths and English on a Wednesday morning

OUR SCHOOL VALUES AND HOUSES



NURTURE, INSPIRE, LEARN, ACHIEVE

At Wollaston Primary every single child matters.
Together we harness curiosity, a thirst for knowledge and a drive for excellence.
We are a strong inclusive community that champions lifelong learning.

We Include

We Involve

We Challenge

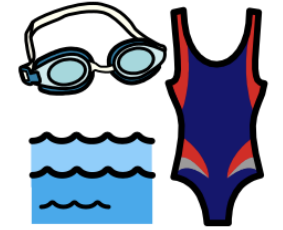
We Support

We Respect
Each Other

We Have Fun



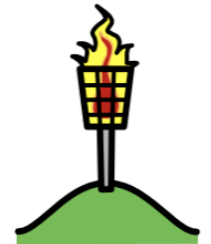
Bader



Summers



Marten



Beacon

OUR YEAR 2 CURRICULUM



Curriculum at Wollaston Primary School



Wollaston Curriculum Drivers

As a result of the children being taught the Wollaston Primary Curriculum, our children will be:

- ☐ Inspired
- ☐ Excited
- ☐ Ambitious
- ☐ Knowledgeable
- ☐ Articulate
- ☐ Curious



Knowledge

The curriculum is knowledge-rich.

Knowledge is prioritised so that children can gain a deep understanding of the concept.

Units are designed so that 'powerful knowledge' is taught.

Staff are well-read and have a depth of knowledge in their subject area.



Making Progress

The sequence of learning is carefully considered so that skills and knowledge is built on year-on-year.

Domain specific skills are taught (and over-practised) discretely – no compromises are made by trying to force curriculum links.

End of unit outcomes demonstrate the learning that has taken place.



Enrichment

Children explore the curriculum in fun and exciting ways.

There is awe and wonder in the classroom, but it is the substance of the subject that is awesome and wondrous.

Events are celebrated throughout the year, celebrating diversity and achievement.



Text-Focused

Reading is the priority.

In most lessons, children are expected to read about the subject matter.

Class reading texts will often be heavily linked to the topic. Links will be made.

The teacher reads eloquently at all times.



Support For All

Children receive Quality First Teaching where their needs are met through small-step instruction.

Effective modelling of worked examples and non-examples reduces the chance of misconceptions.

Scaffolding and differentiation provides children with the structure to attain highly and build confidence.



Deepening Concepts

Substantive concepts are identified in relevant subjects. The understanding of these is deepened every time they are re-visited.

Teachers make a conscious effort to link prior learning and to build on existing understanding.

Concepts are explicitly discussed and referred to in quizzes.



Retrieval Practice

Children take part in regular mini-quizzes and retrieval activities to strengthen their memory.

Learning journeys dove-tail so that learning can be retrieved and applied.

Remembering information and knowledge is celebrated and is part of the Wollaston Primary culture.

AUTUMN TERM

English

Little Red Reading Hood (narrative)
The Great Fire of London (diary)
Desk Diddler (poem)
My Christmas Star (narrative)

Mathematics

Place Value
Partitioning
Addition and Subtraction
2D & 3D shapes

History

The Great Fire of London

Geography

Would you prefer to live in a hot or cold place?

Science Materials

ICT

Computing systems and networks

Music

West African call and response song

P.E.

Fitness

Art

Craft and design: map it out!

R.E.

What makes a space special for Christian people?

PSHE

Relationships

- Families and people who care for me
- Caring friendships
- Being safe
- Respectful relationships
- Valuing differences

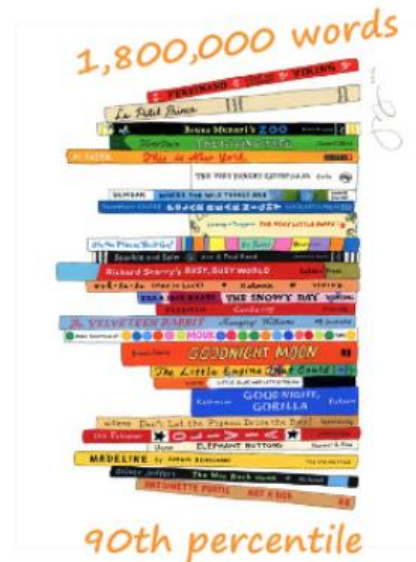
HOME LEARNING OPPORTUNITIES

- Read 5 times a week at home
- TT rockstars
- We won't be chasing but we will be praising!

Child "A"
reads **20 minutes**
each day
3,600 minutes
in a school year.

Child "B"
reads **5 minutes**
each day
900 minutes
in a school year.

Child "C"
reads **1 minute**
each day
180 minutes
in a school year.



A close-up photograph of a person's hands holding an open book. The book is open to two pages, and the text on the pages is visible but slightly blurred. The person's hands are positioned on the left and right sides of the book, holding it steady. The background is dark and out of focus. Overlaid on the image is the title 'THE IMPORTANCE OF READING' in a large, white, serif font. Below the title is a thin, white, wavy horizontal line.

THE IMPORTANCE OF READING

In school we will try to listen to them once a week. Give them multiple opportunities in multiple formats to read.

HOW TO CONTACT ME

The background of the entire slide is a solid, muted blue. In the center, there are two white telephone receivers. One receiver is positioned above the other, and they are connected by coiled white cords that extend towards the left and right edges of the frame. The receivers are slightly angled, and the lighting creates soft shadows on the blue surface.

Phone school if urgent or want to discuss something that you do not want to email.
However, the best way is by email. jennifer.willoughby@WPS.inmat.org.uk



ANY QUESTIONS???
