

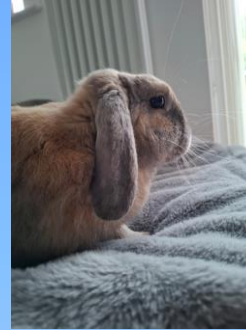
Year 2

Coffee, cake and curriculum meeting



September 2025.26

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 16th year teaching here.

I moderate writing for the St Helens LA.

Meet the staff in Y2



- ★ Miss Jenkinson
- ★ Class teacher



- ★ Mrs Rollason
- ★ Tuesday



- ★ Mrs Livesely
- ★ Teaching Assistant

- ★ Mr Veitch
- ★ Midday supervisor

- ★ Mrs O'Brien
- ★ 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.

Therapeutic Schools

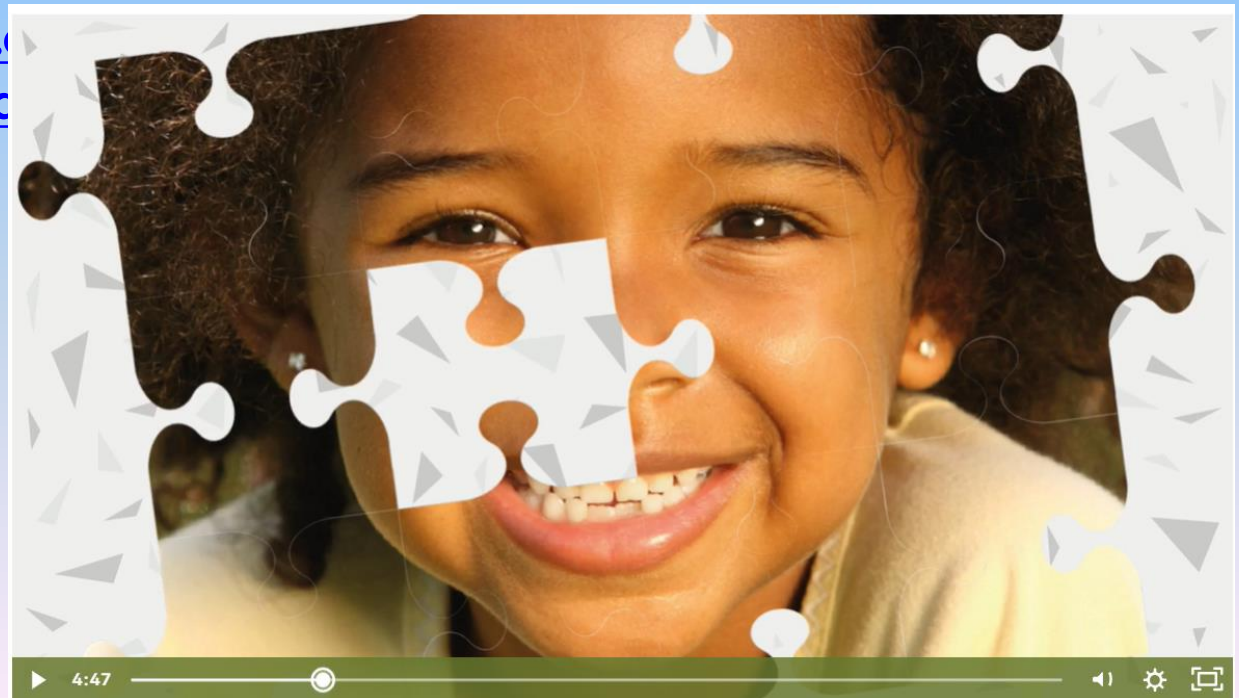


What is Therapeutic schools award?

The Therapeutic teaching approach acknowledges that there is always a feeling behind every difficult behaviour a child displays, and that our role as adults is to help guide and teach children to understand this, rather than telling them off and punishing them for struggling.

Short video from our staff's training:

<https://support.tpcteach.com/environments/322767-video-our-environments>



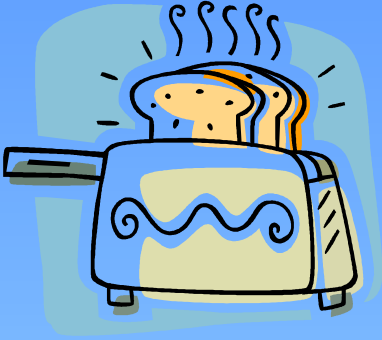
Parental Engagement

- 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 daily time.**
 - **Milk payment direct to the service.**
- **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

2025 - 26

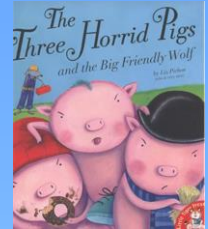
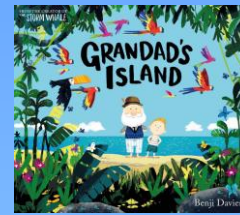
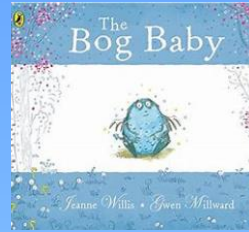
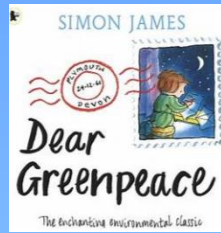
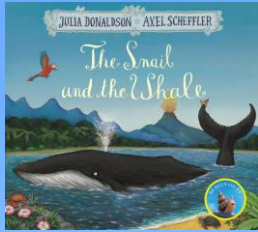
This is a working document, sessions may vary depending on circumstances – this is the general timetable.
You will be notified via text of any major changes.

	Session 1 8:45-10:00	Session 2 10:15-11:15		Session 3 11:15 – 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
Monday Assembly	F.B.4 Maths	Phonics	Playtime	English	Dinner	Guided reading Pupil of the Day.	PE	PSHE	Mastering Number
Tuesday	F.B.4 math	Phonics		English		Guided reading Pupil of the Day.	PPA Computing	PPA Music	Mastering Number
Wednesday Assembly	F.B.4 Maths	Phonics		English		Pupil of the Day.	PHSE	Geog/History	Mastering Number
Thursday	F.B.4	Phonics		English		Guided reading Pupil of the Day.	Outdoor PE/ forest school	History/ Geography	Mastering Number
Friday	F.B.4 Arithmetic/ Times Tables/ Spelling Quiz	math		Science		Phonics	Merit Assembly	RE	Target time.

Attendance – 5 day Challenge

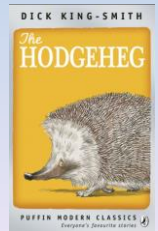
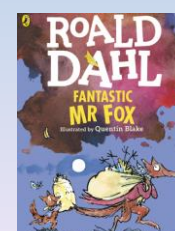
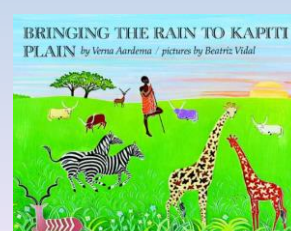
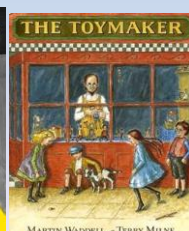
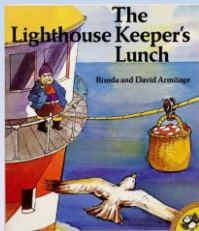
- Aim for 97% attendance – this is a 5 day challenge. Your child should have no more than 5 days absence as a maximum. You now will be fined per child per parent – refer to the letter for costing.
- All parents want the best for their children and for them to get on well in life. Having a good education 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

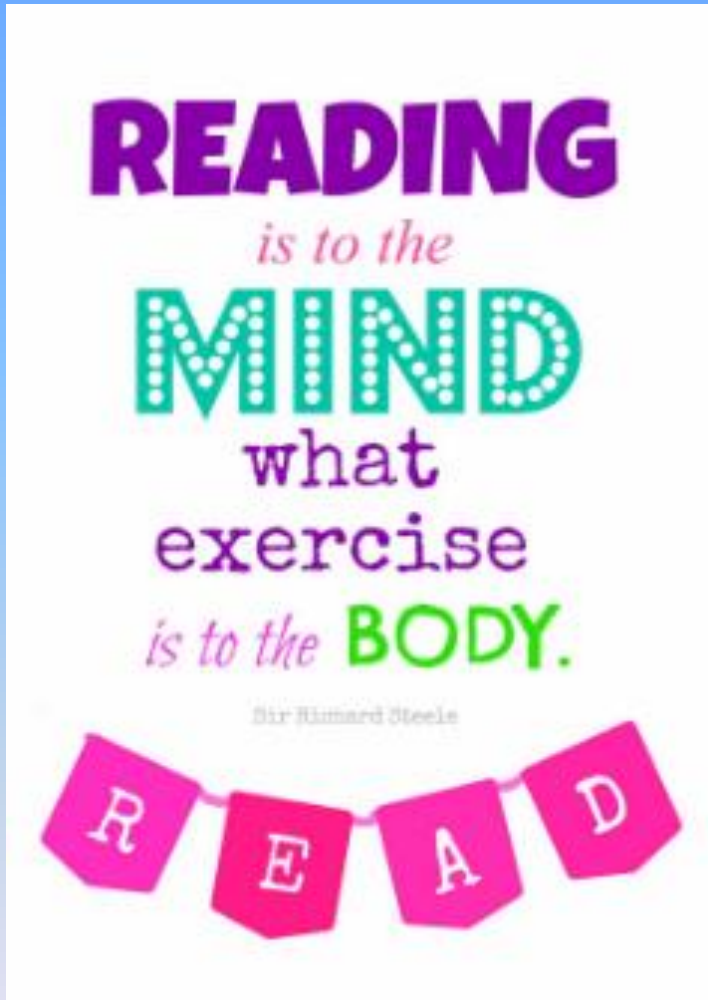


English Curriculum

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Text	The Night Gardener (RSW) Snail and the Whale – Julia Donaldson	A River (RSW) The Three Little Wolves and the Big Bad Pig – Eugene Trivizas	Grandad's Island (RSW) The Hodgehog – Dick King-Smith	Bog Baby – Jeanne Willis (RSW) The Hodgehog – Dick King-Smith	The King Who Banned the Dark (RSW) Fantastic Mr Fox – Roald Dahl	Rosie Revere (RSW) Fantastic Mr Fox – Roald Dahl
Other Text	Dear Greenpeace – Simon James	The Three Horrid Pigs and the big friendly wolf – Liz Pichon		The Lighthouse Keeper's lunch – Rhonda and David Armitage	Bring the Rain to the Kapiti Plain – Verna Aardema	The Toymaker – Martin Waddell
Other Text	It all Starts with a Seed Usborne	Nativity play script				
Poetry	Now we are Six -A.A Milne		The Engine Driver by Clive Sansom			The Sound collector – Roger McGough



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

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.

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



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

Curriculum

Year 2 Curriculum Map 2025 - 2026



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

Curriculum

Art	Formal elements of art – drawing create texture		Sculpture and 3D art.		Self Portraits	
DT	Dips and Dippers		Moving vehicles		Playgrounds	
PE Indoor	Gymnastics Pathways- straight, zigzagging and curving	Gymnastics Spinning, turning and twisting	Games Skills 2 Invasion Games	Games Skills Football	Dance (Explorers)	Dance (Water)
PE Outdoor	Forest School	Games Skills 1 Invasion Games	Fundamental Movement Skills 2	Fundamental Movement Skills 3	Athletics	Games Skills Net and Wall Games
No Outsiders	Can I join your club Welcome different people	How to be a Lion Self confidence	The Great Big Book of Families Understand what diversity is	Amazing What makes a good friend	What the Jackdaw Saw Communicate in different ways	All are /welcome To know I belong
British Values	Rule of law – setting new classroom rules	Democracy – house captain votes, school council	Tolerance to different beliefs – no outsiders lesson	Mutual respect – no outsiders lesson	Individuality liberty – PHSE	Individuality liberty – no outsiders



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

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

*depending on regional accent

Transition from phonics to Y2 spellings



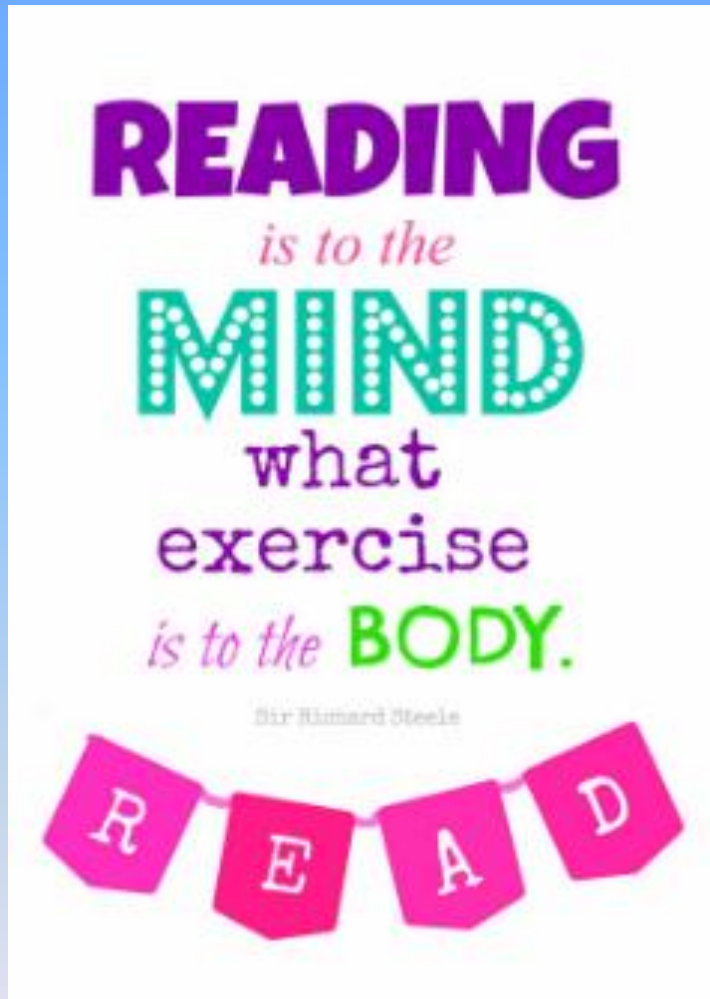
Phonics- pure sounds



**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

**Little
Wandle**
Fluency
TEACHING NOTES: F4 85WPM

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

 Home Reading Record Sheet

Name: _____ Book Title: _____ Date: _____

Reading with your child can have a significant impact on their overall educational success. Please read the **shared book** at least 3 times a week and record your progress on this sheet. You may wish to note their ability to accurately read (decode) and their ability to comprehend and discuss the narrative (story line). If you share any other stories with your child, we'd love to hear about them. Please record them on here.

	Comments	Adult signature
Read 1		
Read 2		
Read 3		

	Shared book title:	Adult signature
Comments		

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. .

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_ +
		+
		+
		+



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

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there
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Ww

was
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who
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Yy

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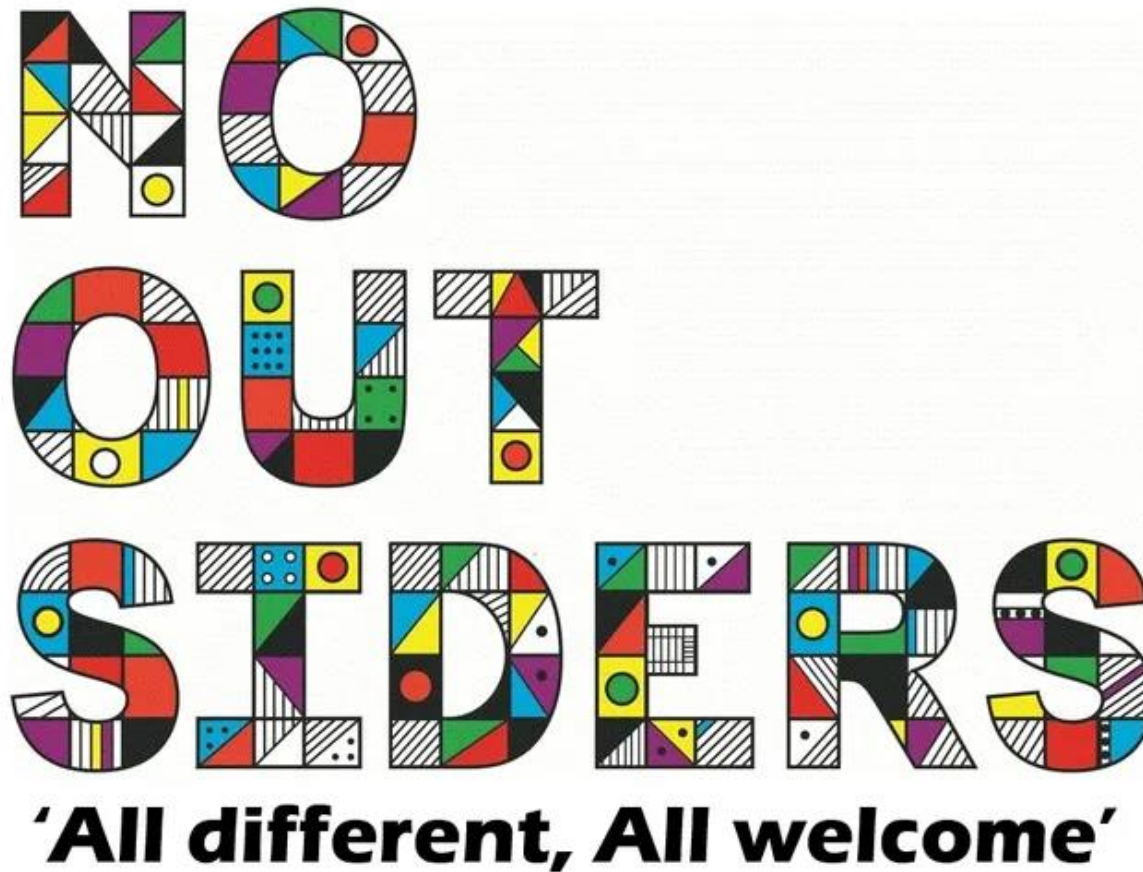
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twinkl

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

ss ff ll zz



What is No Outsiders?

Our Vision: Inclusive education, promoting community cohesion to prepare young people and adults for life as global citizens.

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 Assessments

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
Martin Mere 16th October 2025	Christingle service December 2025	North West Transport museum February 2026	Hatching Chicks March 2026	Playground design investigation June 2026	Formby Beach 29th June 2026
Science- living things, food chains, habitats.	RE – hands on experience at Holy Trinity Church.	History – Train journey, heritage bus ride, transport museum, visit the site of Rainhill trails, meet a local historian in Rainhill. DT – vehicles.	Science – living things PHSE – looking after others, responsibilities.	Design Technology – walk to Garswood playground to conduct research to begin to design a playground.	Geography – coastal field trip
cost £23.60	Approx. cost £0	Approx. cost £5	Approx. cost £0	Approx. cost £0	Approx. cost £20



Q & A





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

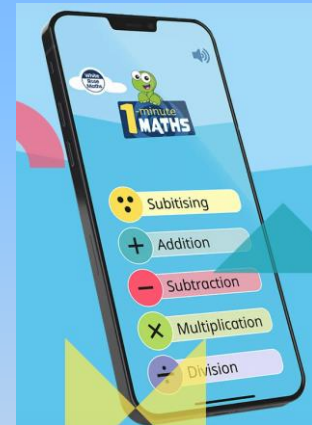
- for info, dates and galleries



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

- Year 2 twitter page

Useful links



<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