

# Meet the Teacher

September 2025



So nice to meet you

# Staff

Miss  
Hayes

Miss  
Lowson

Mr  
Burris

Mrs  
Harvey

Miss  
Hastie

Mrs  
Coyne

Mrs Shannon in the afternoons

# What the children will learn & when - mornings

	Monday Morning Activity - Four a day	Tuesday Morning Activity - Four a day	Wednesday Morning Activity - Four a day	Thursday Morning Activity - Four a day	Friday Morning Activity - Four a day
9:00 - 9:15	Singing with Mr Holland 9-9:30	Worship	Picture News	Worship	Worship
9:15-10:00	Guided Reading & Handwriting  Phonics	Guided Reading & Handwriting  Phonics	Guided Reading & Handwriting  Phonics	Guided Reading & Handwriting  Phonics	Guided Reading & Handwriting  Phonics
10:00- 10:45	Maths	Maths	Maths	Maths	Maths
10:45 - 11	Break	Break	Break	Break	Break
11 - 12:00	English	English	English	English	English
12:00- 12:45	Lunch	Lunch	Lunch	Lunch	Lunch

# What the children will learn & when - afternoons

12:45- 1:00	Fluency	Fluency	Fluency	Fluency	Fluency
1:00 - 1:45	PE	Science	Art	Music & Spelling - with Miss Lowson	RE
1:45- 2:00	Break	Break	Break	Break	Break
2:00 - 3:00	Geography	Computing	PSHE	PE - with Mr Burris	Spellings & MyHappyMind
3:00 - 3:20	Read Class Novel	Read Class Novel	Read Class Novel	Read Class Novel	Read Class Novel

# Attendance and punctuality



- Attendance at school is very important, as research shows that children who have regular attendance (97% or more) develop more positive mental health, well-being, relationships with their peers and achieve better in school.
- This is a trend that we also see for the pupils in our school.
- **Punctuality** - Please ensure your child arrives at the start of the school day at 8.50am, as this is when our children's learning starts. Children arriving after 9.00am have to enter school through the school office and will be given a late mark.
- If a child arrives at 9.00am three times a week they end up missing over 3 days of learning by the end of the school year.

**ATTEND TODAY**  
ACHIEVE TOMORROW



## Absent from education...

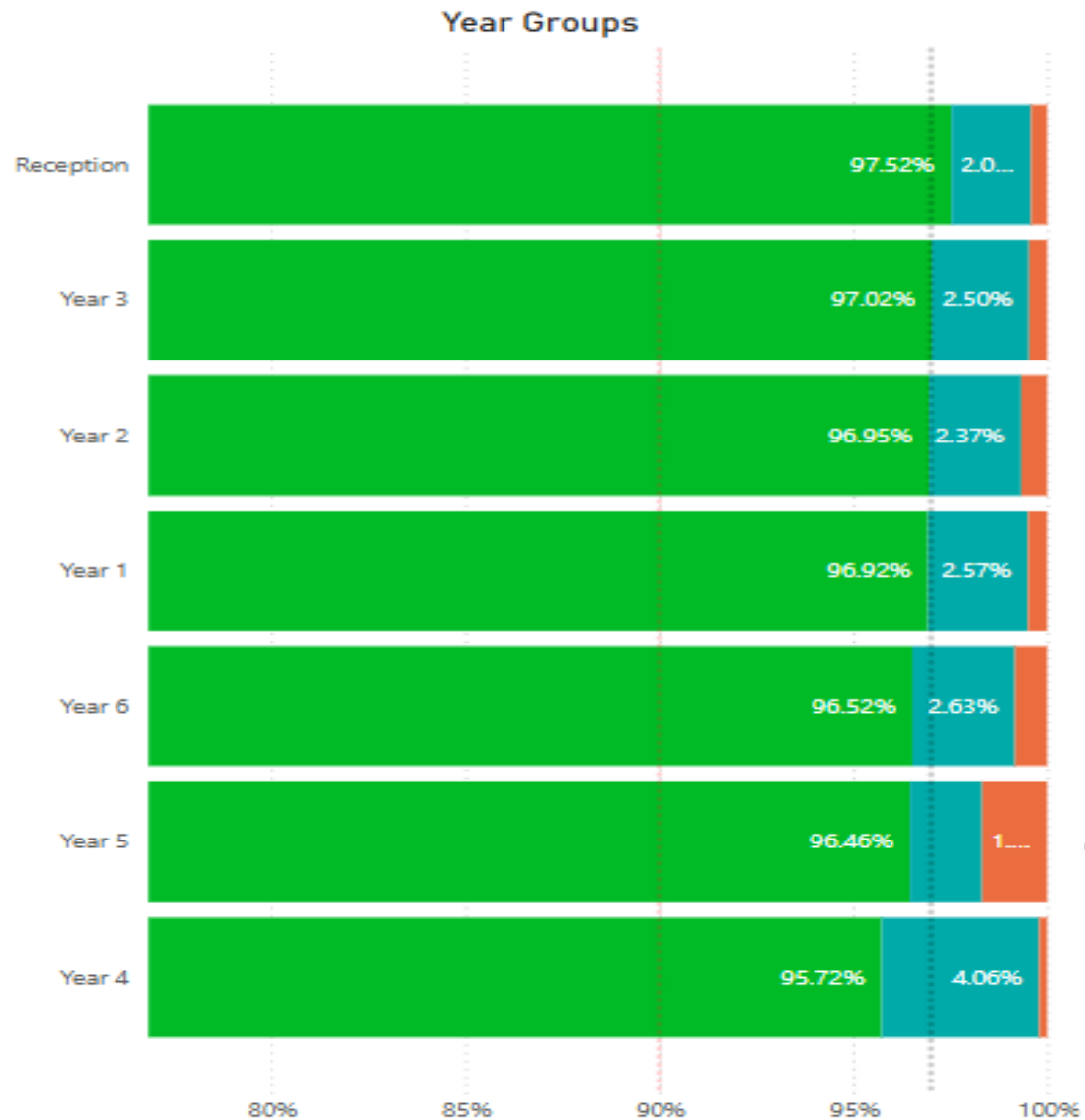
- ❑ Attendance has long term impacts on a child's life chances, including attainment, employment prospects and future earnings. Every professional that interacts with a child or young person of school age, or their family, has a role to play to help them to attend school regularly.
- ❑ Research highlights children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.

Number of PA'S academic  
year 24/25 = 10 children  
= 5.6%

Number of severely PA'S  
academic year 24/25 = 0  
children = 0%

# Impact of Attendance and Punctuality

24/25 Data



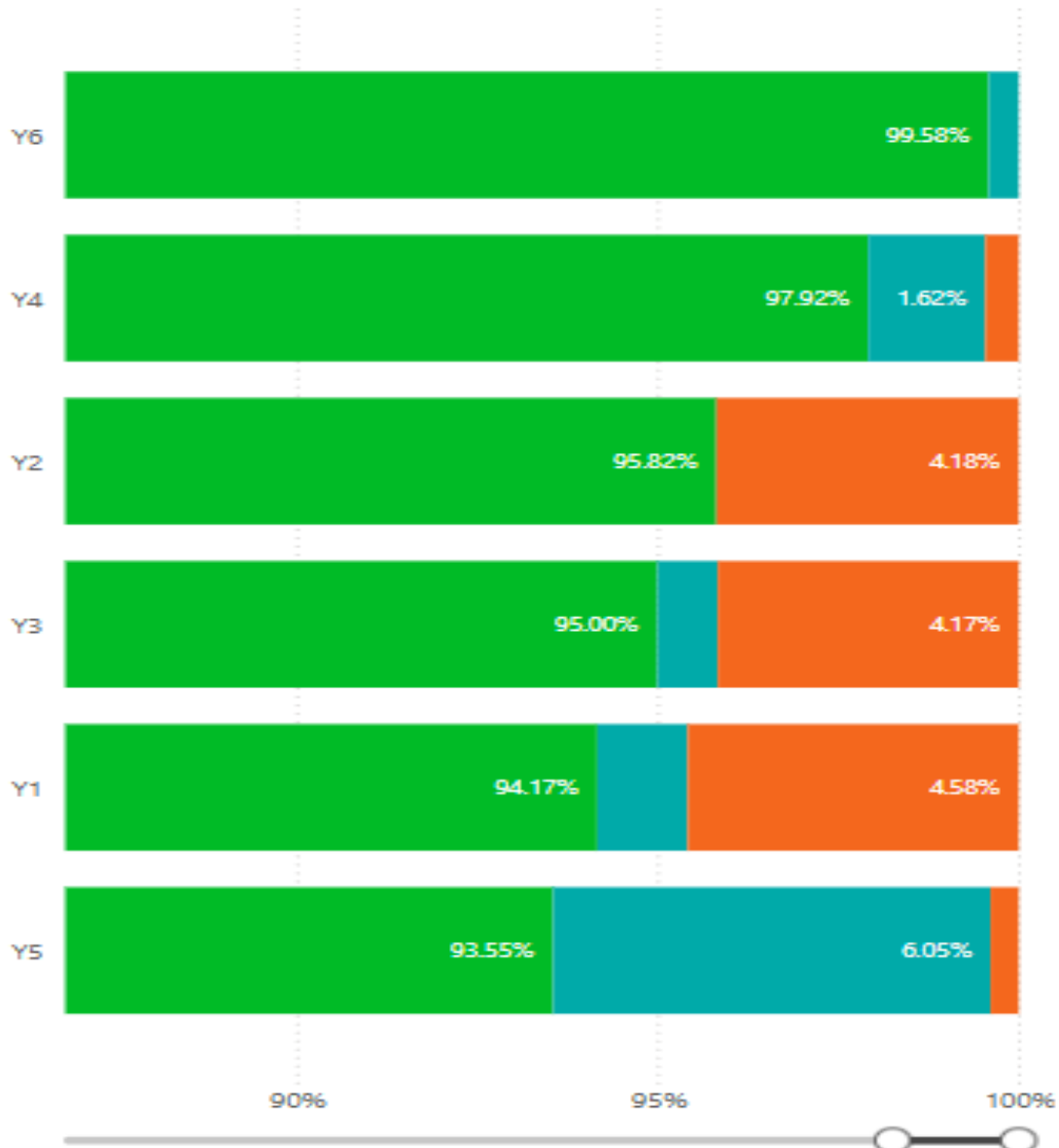
Within each of our classes we have seen that where attendance is positive then this tends to result in more positive mental health, well-being and outcomes for these children.



# Current School of Attendance



Year Groups



How has your child's year group started the school year?

The Primary National Attendance is currently 94.75%

# Reading Matters

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Reading is central to the school and year group curriculum. Each half term, the children will be exposed to multiple high quality texts, chosen so that they tie into or complement learning.

These will include:

- A 'Vehicle text' in English to inspire writing
- A Reading for Pleasure text that we will read as a class (normally at the end of the day) to inspire fantastic reading attitudes

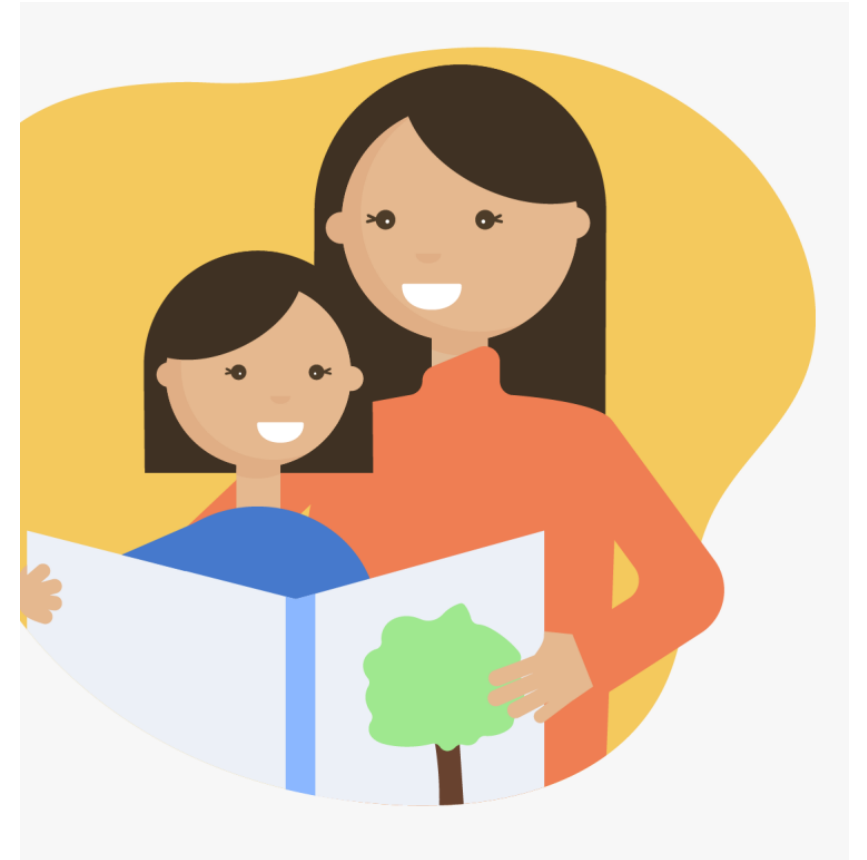
In the afternoon, the children will also read other texts to consolidate and move on learning.



# Reading at home

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- It's vitaly important for the children to read at home at least five times per week
- The children's reading record should be signed by an adult whenever they have read and comments can be made by the adult if they wish.
- Reading books and records must be brought in every day.
- Reading books can be changed on any day for year 2 - excluding RWI.



# Reading at home (cont...)

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- Children will read every day in school in either their guided reading session or in their RWI session.
- Reading records will be monitored closely to ensure the children are practising at home. Where this is not the case, school will contact families to offer support in this.
- Reading Rewards - Reading star each week on the newsletter.



# Website

Our UNIQUE curriculum is rich in knowledge.

We believe that helping children to accumulate layers of knowledge allows them to make connections to new conceptual learning, building layers and layers of understanding.

For each subject studied, we produce a Knowledge Organiser that we refer to in lessons.

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All information regarding each half term can be found on our school website. Please look over these documents so that you're familiar with the content being delivered to the children.

# Correct uniform

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- White shirt or blouse, (to be tucked in at all times),
- St Andrew's tie, (top button to be done up and tie to be smartly fastened),
- Grey skirt or trousers, girl's knee length
- White or grey socks or grey tights ,smart black shoes (not trainers),
- Blue school jumper with school badge or navy blue jumper in same colour as school badge jumper.
- Jewellery - small stud earrings only, watch - no other jewellery (including rings)
- Hair - long hair (hair which rests on shoulder or longer) MUST be tied back, hair accessories MUST be small and plain and in school colours.
- No nail varnish - children wearing nail varnish will be sent to office to remove it.



# PE timetable

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- PE Monday and Thursday.
- Earrings must be taken out at home before school.
- PE Kit plain navy shorts, plain white t shirt or school t-shirt, trainers. We encourage the children to wear track-suits and waterproofs in the winter months. As communicated, children can wear their kit to school on PE days.



# Year 2 Homework



- Reading - five times a week at least
- For some subjects, we have uploaded Knowledge Organisers to the class webpages. The children should use these to embed key facts about our curriculum areas.
- Purple Mash
- TimesTable Rockstar and Numbots

# TT Rockstars and Numbots

- We expect all children to access Times Table Rockstar weekly (x3 per week absolute minimum) - for year 2, this in Numbots.
- The more they play in 'GARAGE' mode, the more progress they will see on their heatmap each time they play. (EXPLAINED ON THE NEXT SECTION)
- Your child's heatmap is based on the speed they know each times table fact.
- TTRockstars uses an algorithm to present them with facts they need to work on, based on their heatmap
- Weekly year group tournaments will continue with certificates each week for the top 3 players in each class.
- Tiny comes to visit - which class this week?
- This year, a sticker reward system will be used for those who successfully complete each stage on Numbots - in Y2, we are encouraging the children to complete Numbots before engaging with TT Rockstars.
- Children should be encouraged to work independently at home (as they will at school) when accessing to ensure the content is appropriate for them.



# Example Heatmap

- You can access your child's individual heatmap at any time.
- To do this:
- Select GARAGE MODE
- SCROLL DOWN - here you will see their heatmap. This changes each time they play. Therefore, your child can see their individual progress after each Garage session - this will be a great incentive!
- The more green the better!

	10	2	5	3	4	8	6	7	9	11	12
10	10 x 10	10 x 2	10 x 5	10 x 3	10 x 4	10 x 8	10 x 6	10 x 7	10 x 9	10 x 11	10 x 12
2	2 x 10	2 x 2	2 x 5	2 x 3	2 x 4	2 x 8	2 x 6	2 x 7	2 x 9	2 x 11	2 x 12
5	5 x 10	5 x 2	5 x 5	5 x 3	5 x 4	5 x 8	5 x 6	5 x 7	5 x 9	5 x 11	5 x 12
3	3 x 10	3 x 2	3 x 5	3 x 3	3 x 4	3 x 8	3 x 6	3 x 7	3 x 9	3 x 11	3 x 12
4	4 x 10	4 x 2	4 x 5	4 x 3	4 x 4	4 x 8	4 x 6	4 x 7	4 x 9	4 x 11	4 x 12
8	8 x 10	8 x 2	8 x 5	8 x 3	8 x 4	8 x 8	8 x 6	8 x 7	8 x 9	8 x 11	8 x 12
6	6 x 10	6 x 2	6 x 5	6 x 3	6 x 4	6 x 8	6 x 6	6 x 7	6 x 9	6 x 11	6 x 12
7	7 x 10	7 x 2	7 x 5	7 x 3	7 x 4	7 x 8	7 x 6	7 x 7	7 x 9	7 x 11	7 x 12
9	9 x 10	9 x 2	9 x 5	9 x 3	9 x 4	9 x 8	9 x 6	9 x 7	9 x 9	9 x 11	9 x 12
11	11 x 10	11 x 2	11 x 5	11 x 3	11 x 4	11 x 8	11 x 6	11 x 7	11 x 9	11 x 11	11 x 12
12	12 x 10	12 x 2	12 x 5	12 x 3	12 x 4	12 x 8	12 x 6	12 x 7	12 x 9	12 x 11	12 x 12
NO DATA	0 - 1 s	1 - 2 s	2 - 3 s	3 - 4 s	4 - 5 s	5 - 6 s	6 - 7 s	7 - 8 s	8 - 9 s	9 - 10 s	> 10 s

# Example sticker grid



# Spelling

We will be teaching spelling phonetically by helping children to learn the Advanced Phonics Code - the graphemes that represent all of the sounds used in English.

We will be doing this through SCODE (Spelling code). This is a systematic programme that teaches all the different ways that sounds are represented in English.

The children will not be completing weekly spelling tests but a baseline and end of unit test instead.

At home, if you would like to practice spellings, please refer to the Year 1 and 2 common exception word list.

# Snacks and drinks

- Snacks should only be:-
  - Fruit, fresh or dried
  - Cereal bars

Children should only have water in their school bottles.

- If your child can not use the school bottles and/or does not drink water, please speak to the class teacher.



# Spelling

Super Scoder 1 /sh/ sound.

Name: \_\_\_\_\_

**/sh/**

**ship**

In these words the /sh/ sound is coded *ch*. Most of the words that use this code have French origins.

*sh*

*ch*

*ti*

*si*

*ssi*

*ci*

Words with this code: chef, machine, brochure, quiche, ricochet, parachute, chalet, Charlotte, Michelle, Chicago.

## EXTRAORDINARY ETYMOLOGY: *parachute*

The word *parachute* has French origins and comes from the words *para* meaning 'defence against harm' and *chute* meaning 'to fall or travel down.' Have you ever been down a great water chute or seen builders use a chute to throw down rubble?

Put the meanings of these two words together, what do you get?

*Defence against fall*, which is exactly what a *parachute* does.

Task 1: Say the word *ricochet* as you write it.

*Ricochet* is a great word which means 'to rebound or bounce off a surface.'



The work is completed in a workbook and teaching focuses on phonics, etymology (where words are derived from) and morphology (how words / spellings change when adding suffixes, prefixes etc.)

Children undertake a baseline test at the start of learning and then an end of unit assessment at the end of the learning period. This enables us to track learning closely and support children with particular sounds.

# School Trips

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- Trip to the religious buildings.
- Imagine That - Summer - link to Science
- Quarry Bank Mill - Spring - linked to DT and Art



# Assessment

- The children will be assessed regularly by myself, as part of our formative assessment cycle
- This will help me to inform planning and know what each child needs to do / know to progress further.
- This style of assessment takes place in all subject areas

## Summative Tests

Each term, the children will complete a range of summative assessments - past government SATs papers. Their assessments will be reported home and will be a conversation at parents' evenings.

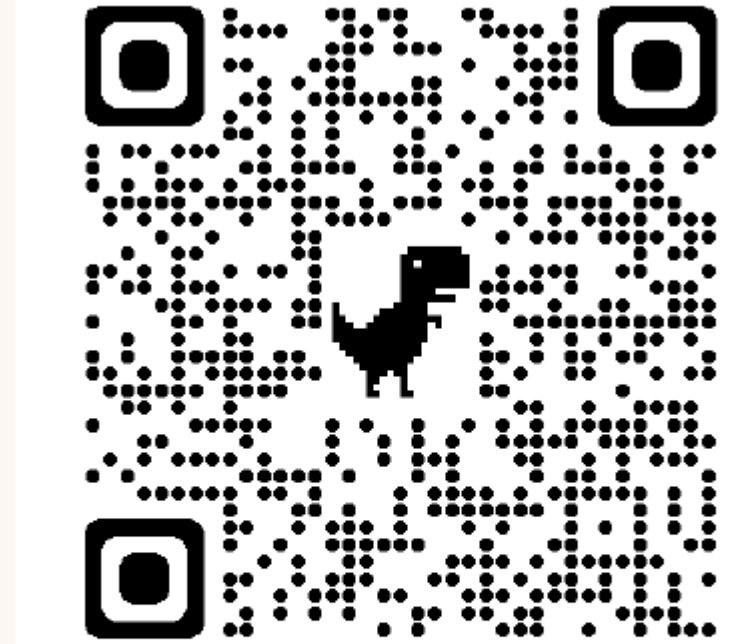
# myHappyMind

- myHappyMind is an NHS-backed curriculum in primary schools, secondary schools, and nurseries and is focused on building resilience, self-esteem, and happiness in children.
- An award-winning programme that has received national recognition for its exceptional work in schools, nurseries, families, and organisations across the UK.
- Backed by NHS using preventative strategies firmly rooted in science, research, and the fields of neuroscience and positive psychology.

# myHappyMind

## Philosophy

1. Proactive not reactive - helping our children to understand themselves and build self esteem before becoming reactive to challenging situations.
2. Stigma Reversing - when people get the 'why' they take action. Understanding science behind our brains.
3. A systematic approach - a child centred program that includes families and school through the myHappyMind app.
4. Fun and easy to teach - interactive lessons which are enjoyable for all.
5. Equal for all - supporting our most vulnerable children.



**Scan this code if you're in  
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Your authentication code is 145453



# Any Questions

If you have any questions at all,  
then please contact me via the  
school office email:

[communication.standrews@ldst.org.uk](mailto:communication.standrews@ldst.org.uk)