

Meet the
Teacher

Year 2

September 2026





**Together in God's love, we
learn, inspire and grow**

Year 2 Staff

Mrs Zanobini

Miss Potter & Miss
Jordan

Miss Lowson

The St Andrew's UNIQUE Curriculum



U – Understanding



N – Nurturing



I – Individual



Q – Quality



U – Unlimited



E – Equality

UNIQUE Curriculum

Our UNIQUE curriculum is designed to recognise and have a solid **understanding** of children's prior learning, providing **knowledge** and learning experiences which build **resilience** and **critical thinking**.

Central to this is excellent skills in **Reading** – the essential key to the whole curriculum.

We provide opportunities to engage learning in a fun and **nurturing** way and every child is recognised as a **unique individual**.

We plan and provide a clearly mapped out curriculum which results in good **quality** outcomes.

We model and promote **positive attitudes** to learning which reflect the values of our Christian school, **enabling** children to take responsibility for their lives. Children leave St Andrew's with a sense of **belonging** to an **outward looking** community where opportunities and aspirations are **unlimited**.

At St Andrew's we ensure that **equality** is embedded in all that we do.



What the children will learn and when?

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 10:00	RWI/Guided Reading & Handwriting	RWI/Guided Reading & Handwriting	RWI/Guided Reading & Handwriting	RWI/Guided Reading & Handwriting	RWI/Guided Reading & Handwriting
10:00-10:15	Worship	Worship	Worship	Worship	Worship
10:15 – 10:30	Break	Break	Break	Break	Break
10:30 - 11:00	English – character description	English – example text	English – example text	English – writer's knowledge	English – writer's knowledge
11:00 – 11.55	Maths – partition numbers to 100	Maths - <u>partition</u> numbers to 100	Maths – write numbers to 100	Maths - write numbers to 100	Maths
12:00-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:00	Fluency & Spelling	Fluency & Spelling	Fluency & Spelling	Fluency & Spelling	Fluency & Spelling
1:00 – 1:45	Science	Art	RE	Geography	Computing
1:45-2:00	Break	Break	Break	Break	Break
2:00 – 2.45	PE	PSHE	PE	PSHE	Music
2.45-3.00	Story Time	Story Time	Story Time	Story Time	Story Time

Year 2 Topic Overview

Year 2 Topics Overview

Autumn 1 Home Sweet Home	Autumn 2 I Like <u>To</u> Move It, Move It!	Spring 1 Viva La Vida	Spring 2 Exploration	Summer 1 The World Around Us	Summer 2 A Material World
English: A River (letter)	English: The Night Gardener (diary)	English: The Bog Baby (instructions)	English: Grandad's Island (information)	English: The King Who Banned The Dark (information)	English: Rosie Revere (explanation)
<u>Maths</u> : Place value, Addition and subtraction	<u>Maths</u> : Addition and Subtraction Shape	<u>Maths</u> : multiplication & division, money.	<u>Maths</u> : Measurement, Mass, capacity and temperature	<u>Maths</u> : Statistics, Fractions	<u>Maths</u> : Position and direction, Time
Science: Animals including humans - diet and health	Science: Living things and their habitats	Science: Habitats around the world	Science: <u>Animals</u> including humans - growth	Science: Plants - growth and care	Science: Everyday Materials
RE: The Bible - why is it a special book?	RE: Christmas	RE: Why is the church a special place for Christians?	RE: Easter - signs and symbols	RE: Ascension and Pentecost	RE: Jesus - friend to everyone
Art: Jean Michel Basquiat - Paint and colour mixing	DT: Wheels and axels	Art: Henri Matisse Texture and collage	DT: Preparing fruit and veg	Art: Stella McCartney Fashion design	DT: Textiles
Music: Simple Patterns	Music: Focus on Dynamics and Tempo	Music: Exploring Feelings Through Music	Music: Inventing a Musical Story	Music: Music That Makes You Dance	Music: Exploring Improvisation
Geography: My Local Area - Liverpool	History: <u>Great</u> Changemakers of the <u>world</u> .	Geography: Exploring the Diverse <u>Country</u> We Live In	History: Stone Age	Geography: Life Around the World - Kenya Focus	History: Bronze and Iron Age
PSHE: myHappyMind - Meet Your Brain	PSHE: myHappyMind - Celebrate	PSHE: myHappyMind - Appreciate, Keeping Safe & Digital Resilience	PSHE: myHappyMind - Relate & Friendships	PSHE: myHappyMind - Engage, safe relationships, economic wellbeing	PSHE: myHappyMind - & <u>Ourselves</u> : Growing & changing
Computing: Creating pictures	Computing: Spreadsheets	Computing: Route Explorers	Computing: Questioning	Computing: Coding	Computing: Presenting ideas & The Internet
PE: Attack, defend, shoot & Gymnastics	PE: Gymnastics & Dance	PE: Dance & Run, Jump & Throw	PE: Send & Return & Attack, Defend & Shoot	PE: Send & Return & Hit, Catch and Run	PE: Hit, Catch & Run & OAA
Harvest Assembly	Nativity	Church/Cathedral/Mosque Visit	Imagine That		
Local Area Trip					

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 are achieve better in school.
- This is a trend that we also see for the pupils in our school where those with positive attendance tend to make stronger progress than those that don't.
- **Punctuality** – Please ensure your child arrives at the start of the school day at 8.45am, 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.**



Attendance and punctuality

Role of Parents/Carers

- Make sure your child attends every day the school is open between the hours of **08:50 – 15:20**, except when a statutory reason applies.
- Provide at least **two** emergency contact numbers to the school.
- Notify the school **by phone call** as soon as possible on the first day of absence, preferably by **08.30** on the day when their child has to be unexpectedly absent (e.g. sickness). **To then contact the school office via phone call on all other days that their child is absent if their absence continues beyond a day.**
- **Please note school will not accept emails from parents/carers as a way of explaining reasons for absence. In this event school will contact parents/cares to speak to them directly about their child's absence.**
- A child not attending school, without a reason having been provided for their absence, is considered to be a safeguarding matter.
- This is why information about the cause of any absence is required.





ATTEND TODAY
ACHIEVE TOMORROW



Absent from education...

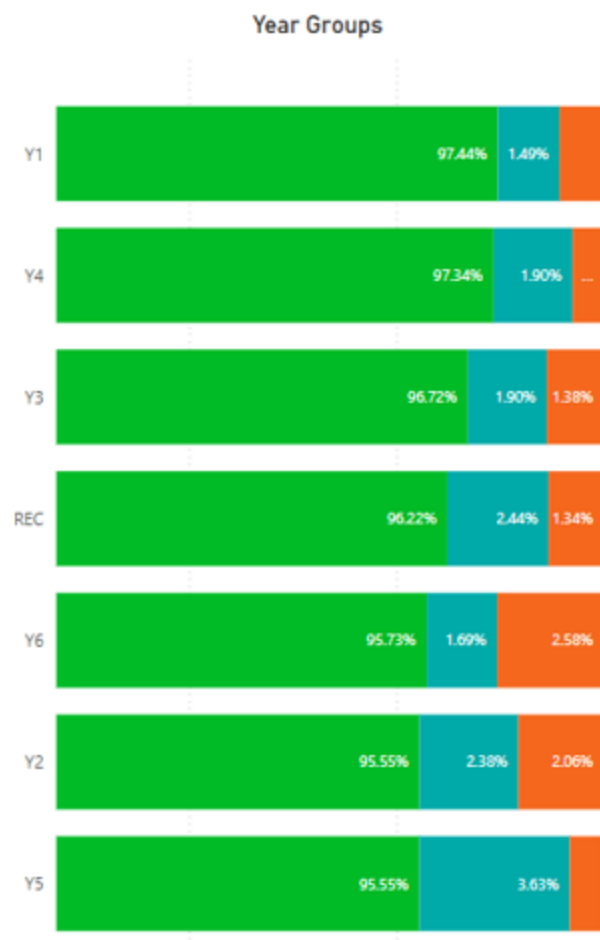
- ☐ Attendance has long term impacts on a child's **life chances**, including attainment, employment prospects and future earnings. Every professional that interacts with a child or young person of school age, or their family, has a role to play to help them to attend school regularly.
- ☐ Research highlights 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.

Impact of Attendance and Punctuality 25-26

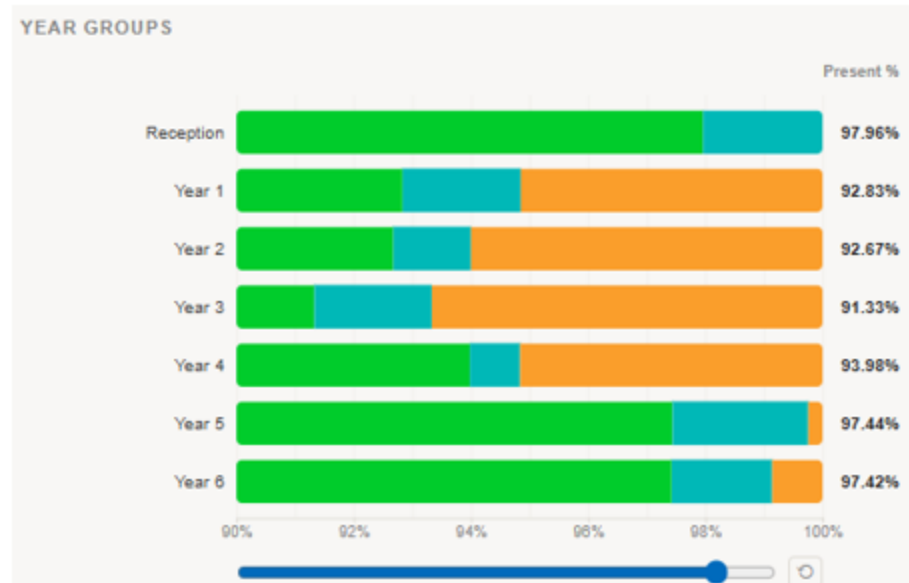
Within each of our classes



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 26-27



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

The Primary National Attendance is currently
94.69%



Holidays During Term Time

“There is no entitlement in law for pupils to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours.”

- In line with the duty placed on schools by the DfE, leave of absence during term time will not be granted unless it is considered to be for exceptional circumstances.
- At St. Andrews CE Primary School '**exceptional circumstances**' will be **interpreted as:** being of **unique** and **significant emotional, educational or spiritual value** to the child which **outweighs** the loss of teaching time.
- The fundamental principles for defining '**exceptional**' are events that are **“rare, significant, unavoidable and short.”**

How do we reward our children's positive Attendance?



- Weekly Whole School 100% Attendance Wheel – Child gets a prize from school.
- Star in the Jar – Every day a class has 100% they earn a star for their jar. 10 Stars in the Jar = Class Reward afternoon.
- £5 attendance award for the class with the highest attendance.
- Weekly Popcorn award for the class with the highest attendance.
- 100% Attendance Certificates
- 97% + Attendance Raffle for the whole school year. Winning prize = £100 Amazon Voucher.
- This half term, the class with the best attendance will have a Silent Disco on Thursday 23rd October!

Handwriting at St Andrew's – new information

- Here at St. Andrew's Church of England Primary School, we know that handwriting increases children's motivation: their belief in themselves as writers is predicated on this, particularly in their first years at school. Writing involves many processes, so having fluent handwriting is one less thing to think about.
- Pupils are taught handwriting precisely, in a clearly sequenced progression, starting from Reception, to support their gradual acquisition of skills.
- We do this using the Read Write Inc approach, including Letter Village from Year 1 to Year 6.
- Our school staff expect consistently high standards, making sure pupils practise handwriting regularly and consistently to develop and maintain fluency and legibility. Handwriting is taught daily at school.

Letter Village for Handwriting

- **Stage 2** begins during Year 1. Children learn the relative size of letters and to form letters that will flow easily into a joined style.
- **Stage 3** follows straight on. Children learn how to join letters using two basic joins – the ‘bridge’ join, the ‘hill’ join and the two variations on each.
- Our class are currently working on Stage 2 and soon Stage 3.

Letter Village for Handwriting- we are on Stage 2

Tonight, you will take home a copy of the QR codes linked to our class handwriting stage if you would like to further support your child with their handwriting at home. These QR codes will take you directly to the Letter Village video links. All of the Handwriting Stage QR codes can also be found on the Handwriting page on our school Website – please follow the home- learning links.

Each term, your child will come home with a new set of QR codes for the term ahead.

Please also see the Examples of letter formations and joins from Stage 1 to Stage 4 on our Handwriting Webpage.

To help your child with handwriting at home using our Letter Village approach, focus on short, engaging, daily practice that uses memorable visual cues and stories rather than mindless copying.

Please follow this link for more information about Handwriting at St. Andrew's
<https://www.standrewsmaghull.com/page/?title=Handwriting&pid=172&action=saved>



Reading at St. Andrew's

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 and, quite often, to support learning across the curriculum.
- Family Library dates will be published soon – please join us – these will be open to all years on Thursdays before school.



How to support your child's reading

- It's vitaly important for the children to read at home **at least five times per week**
- Your child'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 for my reading group, and Fridays for children on phonics.
- If your child has read, this is recorded on our class reading chart. Reading books can be changed any day of the week.
- Emails will be sent home if we notice a lack of reading at home to offer any support if this is needed.



Please note – reading age assessments are carried out termly. Your child's reading age determines the selection of books your child can choose from if they are in

The more reading, the more progress!

Phonics & Reading

- Phonics is taught through Read Write Inc sessions. The children are assessed every half term and groups are rearranged accordingly.
- Guided Reading – once RWI has been completed by your child, they will move into the guided reading group with myself. Here, we practice reading comprehension skills and handwriting.





Spelling at St. Andrew's

- Here at St. Andrew's Church of England Primary School, we use Ready Steady Spell which is a progressive systematic spelling programme from Year 2 to Year 6. We are launching our new approach to the teaching of Spelling in Autumn 2026.
- It covers all National Curriculum expectations progressively for all these Year groups.
- It provides full coverage, in a cyclical way, by providing opportunities to reinforce and embed learning systematically and interactively!

Year 2

- Each week there are 5 Ready Steady Spell lessons. The first 4 lessons teach new spellings. The fifth lesson is an opportunity for children to revise the week's new learning and learn common exception word(s).

Home-learning and Spelling Tests

- In Ready Steady Spell there is a weekly spelling test. The list of printable spellings is provided towards the end of the week, after the final lesson, and following the explicit teaching of associated rules and strategies.
- Children are tested the following week on words that contain objectives previously covered. (Fridays)
- See the Home Learning support booklet link on our website for further information on how to support your child in learning their spellings at home. The strategies in the booklet match the strategies we use at St. Andrew's Church of England Primary School.
- See the strategies mat link for the symbols that the children use at school.
- <https://www.standrewsmaghull.com/page/?title=Spelling&pid=173>



Writing at St. Andrew's

- We use **Ready Steady Write** by Literacy Counts to provide a high-quality, inspiring writing curriculum.
- This comprehensive program is built around engaging, vocabulary-rich anchor texts (vehicle texts) that spark children's imaginations.
- Our current Vehicle Text is *a River* by Marc Martin.
- It offers a clear, structured sequence for teaching writing—from immersing pupils in a story to independent final pieces—ensuring deep learning, strong talk-for-writing foundations, and consistency across all year groups.
- Long Term Plan
<https://www.standrewsmaghull.com/attachments/download.asp?file=93&type=pdf>
- Writing is assessed half-termly using the Teacher Assessment Framework with termly moderation within our Trust

What does the writing Curriculum involve?

- **Vehicle Texts:** High-quality, inclusive children's literature tied to each half-term's topic.
- **Daily Sentence Accuracy:** Focused sessions on grammar, punctuation, spelling, and transcription skills. **Sentence Accuracy Checkers – see our webpage for further information**
- **Talk for Writing & Vocabulary:** Oracy-led lessons to help children internalize story structures and new words before writing.
- **Incidental Writes:** Shorter writing tasks (like diaries, letters, or in-role descriptions) that build up skills step-by-step.
- **Working Walls:** Interactive classroom displays that track the writing journey, key vocabulary, and models.

Correct uniform

- 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.



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.



School Trips

- Trip to a religious building.
- Imagine That - link to Science
- Liverpool Ferry - link to Geography
- Cathedral singing in July

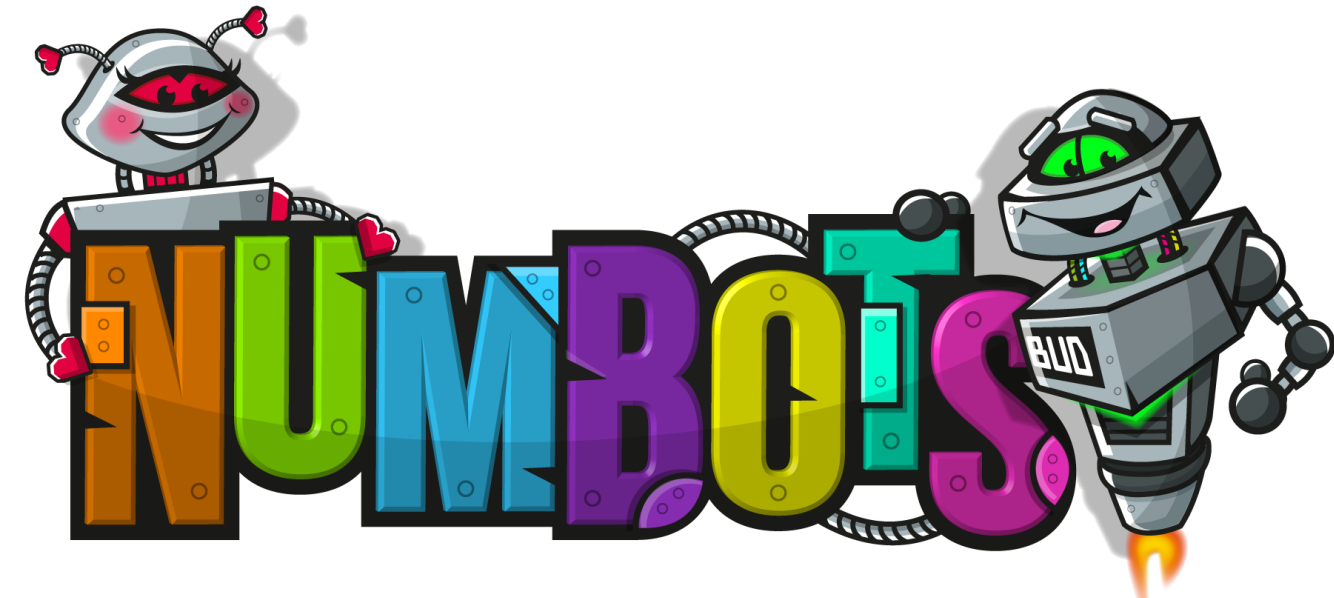


PE timetable

- PE is on Monday and Wednesday.
- Earrings must be taken out at home before school or covered with plasters.
- PE Kit plain navy shorts, plain white t shirt or school t-shirt, trainers. We encourage the children to wear track-suits in the winter months. Children should wear their kit to school on PE days.



- We expect your child to access 'Numbots' weekly to support with their fluency within maths and improve their number sense.
- A sticker reward system will be used for those who successfully complete each stage.
- Children should be encouraged to work independently at home (as they will at school) when accessing to ensure the content is appropriate for them.



Year 1 2024-25

NUMBOTS





TT Rockstars and Numbots

- We expect all children to access Times Table Rockstar weekly (x3 per week absolute minimum) - for year 2, this is 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



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.

Year 2 end of year assessments are now NON-STATUTORY. The previous 2 years, the LDST have chosen to take part in them so it is likely this will be the case again this year.

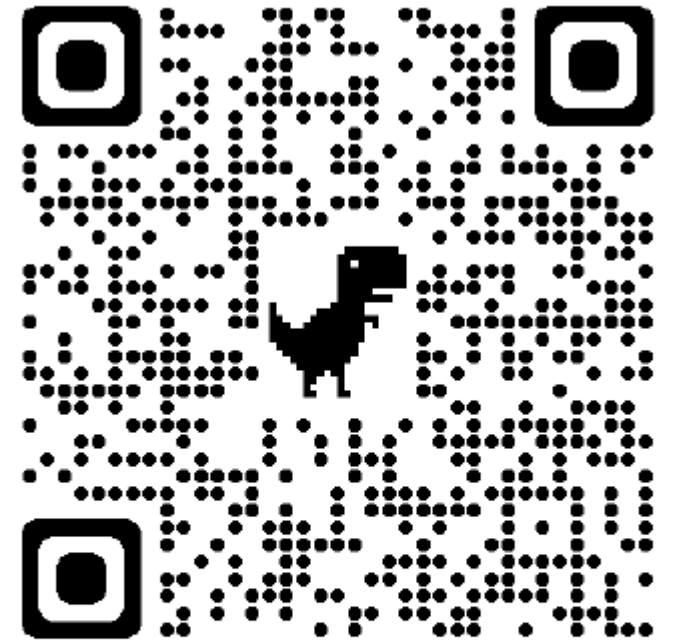
myHappyMind

- 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. We are also using it for PSHE curriculum from this academic year so it will feel more streamlined for the 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
England or Wales**

Your authentication code is 145453

Screen Time & Children's Learning

- Children are spending more time than ever using screens, and research suggests that this can have an impact on their wellbeing and education when recreational screen use becomes excessive. Ofcom reports that children aged 8–14 spend **almost 3 hours online each day**. A 2025 systematic review of **24 studies involving 48,558 children and young people** found that higher screen time was consistently associated with lower academic achievement.



Screen Time & Children's learning

- At school, we see the importance of children arriving ready to learn. **Sleep, reading, physical activity, conversation and time away from screens all play an important part in children's development.** We encourage families to consider not only *how much* screen time children have, but also *what that screen time is replacing*. Simple steps such as keeping devices out of bedrooms, having screen-free mealtimes and protecting time for reading, play and family conversation can make a real difference. Our aim is not to remove technology, but to help children develop **healthy, balanced and purposeful screen habits**.





If you have any questions at all,
then please contact me at:

Communication.standrews@ldst.org.uk