

WELTON PRIMARY SCHOOL

YEAR TWO

PUPIL AND PARENT

HANDBOOK



SEPTEMBER 2023



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In September the Year Two Team will be:



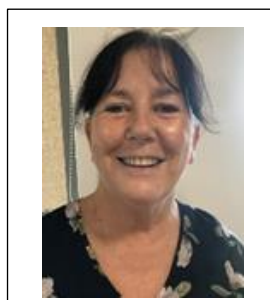
Mrs Lynch



Miss McCormick



Mrs Ware



Mrs Clark

Welcome Back

We are looking forward to seeing everyone in September.



When you haven't been at school for a while it maybe a little scary too. It's okay to be a bit worried.

While you have been at home and having a summer holiday, we have been making sure the school ready for a new year.

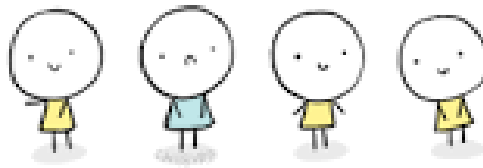
We have also been getting the classrooms ready. All we need now is you!



COMING BACK TO SCHOOL

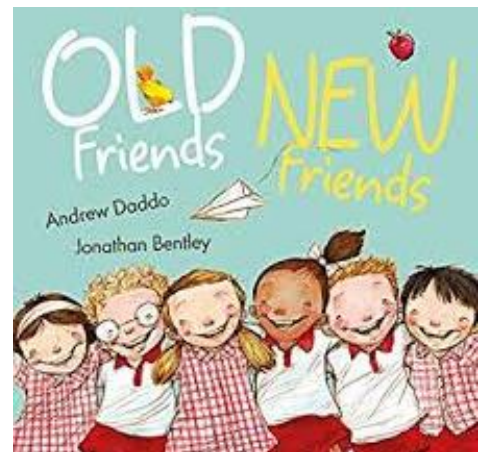
You will probably have a new teacher. They know you might need more looking after for a while.

sometimes being
happy is hard to do.



You will have a new classroom and it will look different. That's ok, because you will soon get used to it.

You will be in a class with some old friends but also some new friends. You might miss some of your old classmates, but you can see them at breaktime.



School Day

At Welton, the gates will open at 8:40am and registers will open at 8:45am.



It is essential that you arrive at school promptly, to ensure you do not miss part of your first lesson which begins at 9am prompt.

The lessons you will have every day:

- Guided reading and /or phonics,
- SEEC or spelling,
- Maths, number fact fluency sessions,
- English, handwriting and the class reading book.



Your teachers are getting all your lessons ready for September. They know that you may have forgotten how to do some things. Don't worry, they will help you.

Learning and lesson will stop at 3:20pm – you will then prepare to leave the building. You will be collected or go to the club at 3:30pm.

Prohibited Items



There are some things that are not allowed at school, these need to be always left at home.



Mobile phones



Smart watches and any watch that has internet and messaging facilities.



Sweets and confectionery

This includes in packed lunches.



Jewellery

Small flat studs can be worn in lessons but need removing for breaks and PE. We strongly recommend that earrings are not worn for school.



Our lockers are very small.

Rucksacks are permitted for children who have a signed permission to bring their bicycle to school.



Hydration drinks



Chap sticks, cough sweets etc



Toys and other things from home.

What should I wear to school?

The children look smart in their school uniform and will all wear school uniform.



Welton's Expectations

Ready

Respectful

Safe

Be ready to learn.

**Respect the school rules
which will keep you
safe.**

Soft PE bag



Book bag










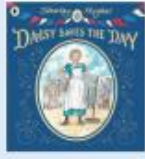

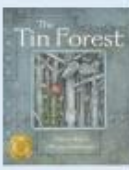










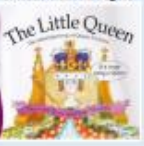
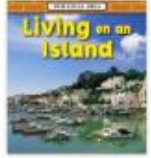

Welton Independent Learning Skills (W.I.L.S.)

- Stickability
- Personal Best
- Risk It
- Organised
- Asking Questions
- Focus
- Collaboration
- Reflection

Every Thursday
– special assembly











What does learning look like in Year 2?


Subject	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
English Core Texts	 The Three Little Pigs Author: Stephen Tucker	 Oliver Twist Author: Charles Dickens retold by Mary Sebag Montefiore	 Mama Panya's Pancakes Author: Mary and Rich Chamberlin	 The Secret Garden Author: Frances Hodgson Barnett Retold by: Susanna Davidson	 Katie Morag – Island Stories Author: Mairi Hedderick	 After the Fall Dan Santat
	 The Three Little Wolves and the Big Bad Pigs Author: Eugenios Trivizas	 Daisy Saves the Day	 Why the Sky is Far Away Retold by: Mary-Joan Gerson	 The Tin Forest Author: Helen Ward	 Katie Morag and a New Pet	 A Chair for My Mother Vera B Williams
	 The True Story of the 3 Little Pigs! Author: Jon Scieszka	 You Wouldn't Want to Be a Victorian Schoolboy!	 The Princess and the Pea Retold by: Mary-Joan Gerson	 The Flower Author: John Light	 Katie Morag and Two Grandchildren	 Silas and the Marvellous Misfits Tom Percival
	 Who Ate the Frog? Sarah Ridley		 The Fire Children Author: Eric Maddern	 The Little Queen	 Living on an Island	 Walter Tull

Core Poetry	Autumn	Spring	Summer
	 Nursery Rhymes	 A Christmas Carol Tony Mitton	 Keep Afloat on the Ocean
			 Shaking Things Up Susan Hood

Phonics	Phase 5	Phase 5	Phase 6	Phase 6	Phase 6	Phase 6
Spelling	Learning Words 1	Vowel Suffixes	More Suffixes	Letter Strings 1	Apostrophes 1	Homophones 1
Maths	Number Sense: understanding of number and fluency with number facts					
	NPV: Numbers 10 to 100 NPV: Number and Place Value AS: Calculations within 20	NF: Fluency add and subtract within 10 AS: Addition and subtraction of two-digit numbers MD: Introduction to multiplication	MD: Introduction to multiplication MD: Introduction to division structures	G: Shape AS: Addition and subtraction of two-digit numbers	AS: Money F: Fractions M: Time	O: Position and direction MD: Multiplication and division – doubling, halving, quotative and partitive division Sense of measure – capacity, volume, mass
	NPV = Number, Place Value NF= Number Facts AS = addition and subtraction MD = multiplication and division F= Fractions G = Geometry O = other Measurement and Statistics are integrated as applications of number criteria, and elements of measurement that relate to shape are included in the Geometry strand					
Science	Biology: Living things and their habitat Assessment Question: What makes a good habitat?	Biology: Living things and their habitat Assessment Question: Can you give an example of a food chain?	Chemistry: Uses of Everyday Materials Assessment Question: What makes a good choice of material?	Physics: Plants (History link – Victorian glass houses) Assessment Question: Do seeds and bulbs grow better in Summer or Winter?	Biology: Animals including Humans (Basic needs of animals, including humans for survival) Assessment Question: What are the basic needs of an animal?	Biology: Animals including Humans (Healthy lifestyles: exercise, nutrition & hygiene) Assessment Question: How can humans and animals grow in a healthy way?

History		Local History: Victorian Childhood and Schooling  https://www.english-heritage.org.uk/members-area/kids/guide-to-victorians/ Assessment Question: <i>How has childhood and schooling changed throughout the years?</i>		Significant Individual / Events beyond living memory: Victorian Empire -Sarah Forbes Bonetta  Assessment Question: <i>What was special about Sarah Forbes Bonetta?</i>		Significant Individual / Events beyond living memory: Walter Tull WW1 (Y1 link)  Assessment Question: <i>Who was Walter Tull and what did he do during the war?</i>
Geography	Human and Physical: Welton Village Including compass work and fieldwork. Assessment Question: <i>What is the difference between a village, a town and a city?</i>		Locational / Place Knowledge: Comparing Hull and Kimberley <i>Locating the Equator, North and South pole</i> <i>Geographical similarities and differences between the UK and a contrasting non-European country</i> Assessment Question: <i>How is Hull similar and different to Kimberley?</i>		Locational / Place Knowledge: An Island Home <i>Mapping, compass work</i> <i>Four countries and capital cities of the United Kingdom</i> Assessment Question: <i>What are the key features of the United Kingdom?</i>	Nim's Island Author: Wendy Orr 
Religious Education	Belonging Assessment Question: <i>What does it mean to belong?</i> Christmas: Gift-bringers: why is the Christmas story 'good news' for Christians?		Believing Assessment Question: <i>How do people demonstrate their beliefs?</i> Easter: – Palm Sunday: why were people so excited to welcome Jesus?		Questions, questions. Assessment Question: <i>What are the Big Questions?</i>	
Physical Education	Hockey and Gymnastics	Rugby and Hockey	Dance and Rugby	Gymnastics and Lacrosse	Rounders and Tennis	Tennis and Athletics

Computing	Computer Science: Coding Assessment Question: <i>What is an algorithm? Why is it useful in coding?</i>	Digital Literacy: Online Safety Assessment Question: <i>What is meant by my digital footprint?</i> Information Technology: Spreadsheets Assessment Question: <i>How could a spreadsheet help you when you are planning some shopping?</i>	Information Technology: Questioning Assessment Question: <i>Why is questioning important when creating a database?</i> Digital Literacy: Effective searching Assessment Question: <i>How can I search the internet?</i>	Information Technology: Creating Pictures Assessment Question: <i>What tools can you use on the paint program to create a picture?</i>	Information Technology: Making Music Assessment Question: <i>What is meant by digital music?</i>	Information Technology: Presenting Ideas Assessment Question: <i>What do we need to think about when planning a presentation?</i>
Art	Sculpture Artist: Henry Moore  <i>Sculptures in local area – Bridgehead woods</i> <i>Arts trail-</i>			Drawing Artist: Franz Bauer  <i>Pencil line/ pattern.</i> <i>Section of a plant/ fruit/ seed (through a view finder)</i>		Painting & Printing Artist: Paul Klee  <i>The Cat and Bird</i> Author: Geraldine Elschner 
Design Technology		Construction: Moving Toy <i>suitable for a Victorian child</i> <i>Design, make, evaluate and improve construction & mechanics</i>	Textiles: Sewing / embroidery Sewing project linked to Katie Morag		Food and Nutrition Taste, test, and make something traditional from Africa	
Music	Hands, Feet, Heart	Ho- Ho- Ho	I Wanna Play in A Band	Zootime	Friendship Song	Reflect, Rewind and Replay
PSHE / RHE	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

	<p>How does my behaviour affect others? <i>Explain how our own behaviour (positive or negative) affects other people. Compare and discuss personal choices with the choices of others</i></p>	<p>Is it ok to be different? <i>Celebrate differences between that make us all individual. Explore bullying and understand how some people may experience bullying because they are different (including people who may not conform to gender stereotypes)</i></p>	<p>How does it feel to achieve a common goal? <i>Work with others towards an end product and understand and articulate how it feels to achieve and celebrate as a group</i></p>	<p>Is medicine good for us? <i>Compare healthy and less healthy food choices. Understand that at times we may need to take different medicines and know how they can help keep our bodies healthy.</i></p>	<p>What might make us feel uncomfortable? <i>Understand the key ingredients for a healthy relationship and know that sometimes, things can make us feel uncomfortable. Explore problem solving techniques, and how we can use them within certain situations within a relationship</i></p>	<p>Can you see how I am changing? <i>Explore the likes and dislikes about the changes to our body. Understand in which situations, some types of touches are OK and some are not, in relation to private parts our their bodies.</i></p>
Educational Visits / Visitors	<p>Locality Visit: Welton Village</p>	<p>Locality Visit: Wilderspin School Barton</p> 	<p>Visitor Community members who can help children understand the similarities and differences between Hull and an African city</p>	<p>Locality Visit: Normanby Hall Victorian Secret Garden</p>	<p>Visitor: Health or Food</p>	<p>Visitor: Local sports people Range of genders and sports</p>

Help with supporting your children at home



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Curriculum Planning

[HOME](#) ▶ [CURRICULUM](#) ▶ [CURRICULUM PLANNING](#)

What is the **intent** of our curriculum?



SUPPORTING LEARNING AT HOME

Supporting Learning at Home

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Research tells us that parental involvement in pupil learning results in better outcomes for children. Children who regularly learn at home have better school outcomes than children who do not. At primary level, the evidence is strongest for short and focused homework projects.

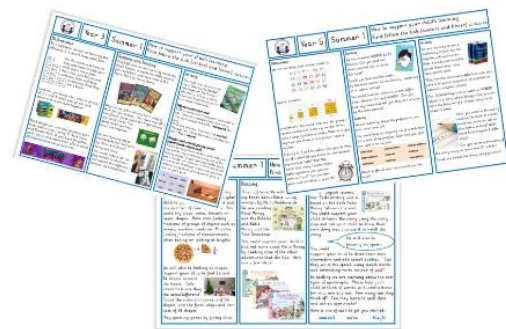
Learning at home has a number of potential benefits including consolidation of what has been learned in lessons, preparation for subsequent lessons and tests, and the development of independent learning skills.

As with home learning more widely, parental support for homework can promote the self-regulation in children necessary to achieve academic goals including goal-setting, planning, perseverance, and the management of time, materials, attentiveness, and emotions.

EEF Working with Parents to Support Children's Learning

How to support your child's learning at home

Please see the information sheets attached below:




Year 1 Knowledge Organisers

[HOME](#) ▸ [CURRICULUM](#) ▸ [SCIENCE](#) ▸ [YEAR 1 KNOWLEDGE ORGANISERS](#)

Knowledge Organisers


This identifies all the key learning your child needs to know for each half term for each subject.



Wilton Primary School—History Knowledge Organiser

Year: 2

The Victorians



Timeline									
24th May 1819	27th Jan 1820	28th Dec 1820	28th February 1821	29th April 1821	1st July 1821	1st May 1821	1827	1837	23rd January 1840
Victory at Waterloo Britain vs France	Queen Victoria Marries Prince Albert	Victory at Waterloo Britain vs France	Victory at Waterloo Britain vs France	Prince Albert Dies of Cholera	Prince Albert Dies of Cholera	Victory at Waterloo Britain vs France	Victory at Waterloo Britain vs France	Victory at Waterloo Britain vs France	Queen Victoria Dies

Vocabulary

factory Building where goods are made and put together. usually by machines.

mine Under ground where people are working digging out and moving

miner Head of a mine, typically a long open air entrance

monarch Length of a rule of monarch

companion Having to do something

disposable Disposable, which may be discarded

chaperone Chaperone means to look after

wealthy People who have enough money to feed or clothe themselves

negotiate A child not up to teach your children

upper class Wealthy people who had lots of money and money

working class Bottom of the Victorian class system, people who did not have much money

barber Chief servant of a household


maid Female servant that did jobs around the house

chubby Person whose face is chubby not thin

poverty When you are short on money


coronation The event when someone is made king or queen

Queen Victoria




Queen Victoria was born in 1819 at Kensington Palace in London. Her uncle was King William IV but she had no children of her own, so she was crowned queen in Victoria when she died. She was 18 years old when she ascended the throne in 1837. Victoria is described as strong, honest and stubborn. She was the first monarch to wear a crown made in her own name. She also spent time at Balmoral Castle in Scotland. Queen Victoria was the Queen for nearly 64 years until she died in 1901.

Age People's natural location, on the village green, Wilton



In 1814, Mrs. Phipps, who had been provided money by her husband for building a school for the village.

Schools



At the start of Victoria's reign, only wealthy children went to school or had tutors, because education was not free. Girls were taught skills such as sewing or cooking, while boys were taught to read, write, and counting. middle-class and poor children went to school or went to learn how to read or write. The first school to teach all children was the first day school in 1816.

Rich Children

- Large House
- Servants/ Maids/ House/ Farm
- Expensive Clothes
- One hour a day with parents
- Flourishing
- Spending Money
- Expensive Toys- Rattles
- Expensive Diet- Sausage, Cuddly Toys
- Had nice holidays
- Strict routines

Poor Children

- Small House- 1/2 room
- Sometimes shared with families
- Very little food
- Dirty- dirty house packed together
- Very little food
- Worn, dirty clothes
- Open sewers
- Children died from a well
- Shared toilet
- Sworn out games
- Children had no books
- Play with what you find



EYFS Summer 2 Curriculum for Parents



Year 1 Summer 2 Curriculum for Parents



Year 2 Summer 2 Curriculum for Parents



[Year 3 Summer 2 Curriculum for Parents](#)



What should I already know?

- Know where the equator, North Pole and South Pole are on a globe(Y1)
- Know which is North, East, South and West on a compass (Y1)
- Able to ask and respond to simple questions (Y1)
- Able to be able to identify and explain seasonal trends and simple weather patterns (Y1)
- Able to explain how people respond when living in hot and cold places (Y1)

Vocabulary

measure	The exact size or amount of something that is found by using a
record	To write something down
positive	A good or useful feature or quality
negative	A bad or unfortunate feature or quality
observe	To watch something carefully
impact	The effect something has on something else
rural	An area of countryside
urban	A town or city, where lots of people live



village		<ul style="list-style-type: none"> • A rural area made up of a small number of houses. • Smaller than a town or city. The number of inhabitants can range from a few hundred to a few thousand. • Have a church shops, post offices, schools and doctors.
town		<ul style="list-style-type: none"> • An area where lots of people live and work. • Usually smaller than a city and larger than a village. • Has features similar to a village but may also have a market. • Has a fixed boundary and certain local powers of government.
city		<ul style="list-style-type: none"> • A place where many people live closely together. • They offer more jobs, more schools, and more kinds of activities than smaller towns and villages. • A city usually has a cathedral or a university.



Human and physical features are things that you can see all around you.				
Human features like houses, roads and bridges are things that have been built by people.				
school	church	pub	police station	park
Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around.				
pond	lake	wood	fields	river

Unit 2.1 – Lead us not into Temptation

Theme of Unit: Consequences

The concept of temptation and how to make correct choices.

consequence	Something which follows after making a choice.
good	Doing what is right.
evil	Doing what is wrong is a big way.
fairness	Treating people and things equally.
moral choices	Having a choice between doing the right thing and the wrong thing.
Adam and Eve	The first 2 people according to Christianity. In the story, they have to deal with a lot of temptation.
temptation	Being tempted into making a choice, usually a wrong choice.



Christianity

Right or Wrong?



Theology

Philosophy

Social Sciences



What are our difficult choices?

What does it mean to be good?

Why do we have rules?

What will I be exploring?

- How do people decide what is right and wrong?
- What do faith stories say about the value of the individual?
- What are the special rules and values that religious people follow?

Welton Primary School—Year 2 Art Experience Organiser



Sculpture: Henry Moore. Explore natural materials and experience how clay can be formed to create a sculpture.

Drawing: Franz Bauer. Explore different media such as charcoal, graphite, and chalk to create observational drawings.

Painting: Paul Klee. Experiencing printing through different mediums, imitating Klee's style.



Key Vocabulary:

Man-made, natural, colour, line, shape, pattern, imprint, symmetry, squash, stretch, sculpture, malleable, manipulate, sketch, darker, lighter, hard, soft, dots, lines, perspective, proportion, view finder.



Welton Primary School—Science Knowledge Organiser



Year: 2

Living Things and Their Habitat

Biology

What should I already know?

- I can identify and name some wild and garden plants and some common animals.
- I know that trees are either deciduous or evergreen.
- I know the structure of common flowering plants, trees and common animals.

Vocabulary

move	Change of place or position
basic needs	Things needed to survive
shelter	A place that gives protection
suitable	Has everything that is needed for something to live.
suited	Has adaptations to help it survive
habitat	Home to plants, animals and other living things
micro-habitat	Small part of a larger habitat

All living things have certain characteristics that help to keep them alive and healthy. Living things live in habitats that suit them, and which provide for their basic needs. Living things depend on other living things in order to survive.



Ocean	Rainforest	Desert	Woodland	Polar
An ocean habitat is filled with salty water. Animals need to be able to breathe underwater to survive. Plants need to be near the surface so they can still get light from the sun to make food.	A rainforest habitat is warm and wet. Trees grow very tall so animals and plants need to be able to live in shady places or be able to climb up to reach the light. Animals need to be able to cool down quickly.	A desert habitat can be very hot and sandy. There is very little rain and water is hard to find. Animals and plants need to be able to store water to use when there is none around them.	A woodland habitat has areas of trees and areas of grasses and shrubs. Animals need to be able to adapt to changes in weather from warm summer days to cold snowy winters.	A polar habitat is filled with ice and snow. Animals need to be able to keep warm and wait a long time for food. Plants need to be tough and able to survive under deep layers of snow.
<ul style="list-style-type: none"> Shark Clown fish 	<ul style="list-style-type: none"> Tree frog Sloth 	<ul style="list-style-type: none"> Camel Lizard 	<ul style="list-style-type: none"> Deer Fox 	<ul style="list-style-type: none"> Killer Whale Penguin



Micro-habitats are small, areas that are part of a bigger habitat.

They contain features that make them suitable to the things that live there, e.g. food, shelter, or temperature.



A Fallen Log	Rock Pool	A Clump of Grass
It is dark and warm inside. Minibeasts live here because they can eat the rotting wood, keep moist and burrow inside. They are safe from birds that want to eat them.	The microhabitat of a rock pool changes as the tide comes in and out of the pool. The pool provides shelter for the animals and plants that need water to survive.	A clump of grass is a microhabitat. It is home to many minibeasts that eat the grass, shelter in the clump and camouflage in the leaves.

Finding out about your child's day



Getting in touch

We are here to help.

- For simple questions related to school lunches, payments etc please contact the school office.
- For queries and worries in relation to school rules, learning, progress, and friendship etc please email the school office who will let the teachers know you need to talk to us.
- For worries and concerns that you have raised with the class teacher but seem to be ongoing please contact the school office and ask to speak to the phase leader who will contact you to find a solution to your concern.

Phase leaders

EYFS: Miss Brash

KS1: Miss Seddon

KS2: Mrs Millar