



Welcome to West Hampstead!

Year 2  
Information Evening



# Year 2 Staff

There are 2 classes in Year 2:

Clyde and Shannon



Clyde Class teacher/  
English Lead  
Alex Efford



Shannon Class teacher/  
Y1/2 Phase Leader  
Hannah Bones



Shannon Class Teacher  
Neil Thompson



Learning Support  
Meltem Alici



Learning Support  
Munerver Demir

Learning Support  
Hinna

# Our day:

- Each class is taught by their class teacher in groups of 30.
- Class teachers teach every subject, except PE and art, which are taught by specialists.
- A range of other professionals may also work with the children.



# Year 2 Timetable

TIMES	MONDAY Hannah	TUESDAY Hannah	WEDNESDAY Hannah	THURSDAY Neil	FRIDAY Neil
8:50 – 9:10	Soft Start Activity	Soft Start Activity	Soft Start Activity	Soft Start Activity	Soft Start Activity
9:10 – 10:05	Maths	Maths	PPA Y2 PE	Maths	Maths
10:05 – 10:20	Story & snack	Story & snack		Story & snack	Story & snack
10:20 – 10:35	Break	Break	Break	Break	Break
10:35 – 11:10	Guided reading	Guided reading	PPA Y2 Art	Guided reading	Guided reading
11:10 – 12:20	English	English		Circle Time	English
LUNCH 12:00 – 13:15	Lunch / Playtime	Lunch / Playtime	Lunch / Playtime	Lunch / Playtime	Lunch / Playtime
13:15 – 13:30	Assembly	Assembly	Assembly	Assembly	Singing Assembly
13:30 – 13:55	Handwriting & Phonics booster	Handwriting & Phonics booster	Reading for Pleasure	Handwriting & Phonics booster	RE/PSHE
13:50 – 14:45	History	History	Maths/English	Science	
	Afternoon play	Afternoon play	Afternoon play	Afternoon play	Golden Time
15:00 – 15:20	Story time	Story time	Story time	Story time	Show & Tell

During Key Stage One children work towards the **National Curriculum Standards** for each year group.

The National Curriculum has set out standards for the children to achieve by the end of Year 2.

- **Emerging** – working towards the statement. Developing understanding in this area.
- **Expected** – achieving at the expected level for their age.

**Your child is exactly where they should be!**

- **At Greater Depth** – has obtained a greater level of understanding and is able to apply their learning in different contexts.

# SATS

- SATS will commence in May
- Very small groups of 6-8 children with a teacher
- Spread across two weeks
- No more than 4 tests in total
- Low stress environment
- Throughout the year, children will develop the skills/knowledge for these tests
- Additional testing at home is not required
- The tests inform teacher judgement, alongside formative assessment strategies used towards the end of the year

# Inclusion

- If your child has additional special educational (SEND) needs, they will be supported by the Inclusion Team.
- They may have needs in the following areas:
  - Speech and Language
  - Cognition and Learning
  - Social, Emotional and Mental Health needs
  - Physical



Karen Filiz  
Inclusion  
Lead

# Inclusion

- Children who have difficulties in the following areas may need targeted support such as:
  - Group interventions
  - External professionals
  - One to one intervention
  - Additional support in the classroom
  - Referral to outside agencies

The Inclusion team have regular meetings with Teachers and Learning Support Assistants to ensure all children are supported appropriately.

# Challenge for All

- This year, a particular school priority is “**Challenge for All**” – making sure that every child is pushed to take their learning as far as possible.
- This applies to **all** our children – however high or low their starting points.
- We want to remove any limits that children (or others) might place on their aspirations.

**Aim for the sky and  
you'll reach the ceiling.  
Aim for the ceiling and  
you'll stay on the floor.**



# Challenge for All in practice

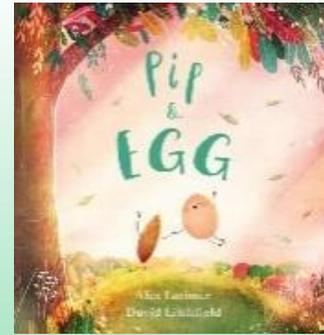
- Teaching children the school values – **Aspiration, Responsibility** and **Resilience** in lessons, assemblies and in daily school life
- Handover from last year – teachers keep English and maths books from summer term to see the standard set
- Planning lessons with opportunities to go further (stretch and challenge)
- Teachers asking probing questions that make children think
- Regular meetings to look at the progress children are making
- Home learning (see next slides), including a range of reading books for the children to enjoy
- Personalised provision (when appropriate)

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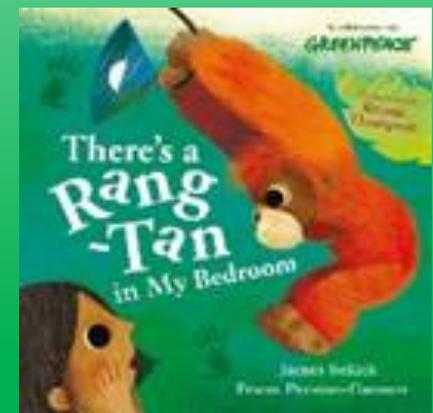




# Reading



- Reading lessons happen everyday in Y2. Some children will read in small groups to consolidate their phonic knowledge. Some children will start reading whole class texts.
- Children should bring their reading record in each day. The children's books will be changed by the class adults.
- Children should be reading **every day for 15-20 minutes**. Reading records are checked daily by a member of the team.
- We also reward home reading using the reading challenge certificates.



# Reading Record Guidance



At West Hampstead, we expect all children to read at home for at least 15 – 20 minutes each day. The Reading Record is used to show the class teacher what books are being read at home and how often. Your child's book and reading record should come into school every day to be shown to an adult in school.

## Year 1 & Year 2

Children in Year 1 will bring home **phonically decodable books** matched to their reading level as well as a 'reading for pleasure' book that can be shared with them. By Year 2, your child may no longer need decodable books and will bring home **colour banded books** instead.

The supporting adult is expected to **complete the reading record daily** with the date, book name & a comment if necessary. This is a great form of home-school communication. By Year 2, you may want to encourage your child to complete some of the reading record themselves.

Books with the  sticker are an essential part of our phonics scheme so please make sure these are always returned to school.



Choose this book? What made you think that it would be

- Catch me up on the story. What has happened so far?
- What do you think is about to happen? Why? Have you been given any clues?
- If you were that character, what would you have done in that situation?
- Do you think you would choose to be friends with the main character if they went to your school?
- Did the book end the way you expected? Would you have ended the book differently?
- Was there a problem in the book? Did it get solved?

# Diversifying the books at West Hampstead

This year we are focusing on 'Reading for Pleasure' and the diversity in the texts that are shared with and read by children at West Hampstead.

We have a large amount of amazing new books that the children will be exploring in class.

Please spend time talking to your child about the books that are **read aloud** to them in school.



Date for your diary...Wednesday 28<sup>th</sup> 3:45 – 5pm



- Author visit & book signing by Banji Alexander...see your email for how to order a copy of his book ahead of time!

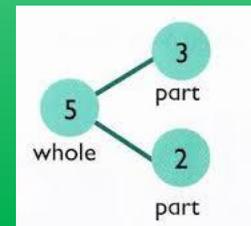


- Dress up day
- Book readings
- Art sale
- Design a bookmark
- Food & drink
- Wristbands

**Please see your email for lots of information about this event.**

# Maths

- We focus on:
  - Allowing children to experience maths rather than just see it.
  - Inviting children to explore maths and assisting with problem solving.
  - Encouraging children to talk about maths and develop their understanding independently.
  - Using concrete (objects e.g. counters, cubes) then pictorial (drawing pictures to support) then abstract (numerical) methods to calculate



A collection of mathematical diagrams and equations. At the top, a number 20 is shown in a box, with two lines branching out to two empty boxes. Below this are two rows of equations:  $\square + \square = 20$  and  $20 - \square = \square$ . A horizontal line separates this from a section with two rows of equations:  $\square + 1 = 16$  and  $16 - 1 = \square$ , and  $1 + \square = 16$  and  $16 - \square = 1$ . At the bottom, there is a pictorial representation of a number line from 1 to 16, with a bracket above it labeled 7, indicating the distance from 1 to 8.



# Writing



- We inspire writing through quality literature.

## Writing at West Hampstead:

- We encourage children to understand the **purpose** of their writing.
- We use **oracy** to allow children to articulate their ideas verbally before they write them down.
- We use **modelling** to show children the writing process.
- **Grammar** is built into our lessons.
- **Improvement** is a major part of our writing process – you will see your child's improvements in blue pen.

# West Hampstead Values:



**WHPS Values  
2022-23**

## Aspiration



- Creativity
- Curiosity
- Communication

## Responsibility



- Citizenship
- Staying Healthy
- Organisation

## Resilience



- Confidence
- Independence
- Adaptable

## Consideration



- Kindness
- Empathy
- Respect

## Community



- Belonging
- Collaboration
- Relationships

# Year 2 Units

We provide a variety of exciting experiences in the children's learning beyond Reading, Writing and Maths. This may or may not involve writing, as we think the learning is best when the children are actively involved.

Autumn	Spring	Summer
<b>History</b> The Great Fire of London (plus <b>Geography</b> – core locational knowledge)	<b>Geography</b> By the Sea	<b>History</b> Ancient Egypt (plus <b>Geography</b> – core locational knowledge)
<b>Science</b> Animal including Humans/ Living things and their habitats	<b>Science</b> Uses of Everyday Materials	<b>Science</b> Plants
<b>Music</b> Charanga	<b>Music</b> Charanga	<b>Music</b> Charanga

Other National Curriculum subjects throughout the year:

**Design and Technology, Computing, Religious Education, Physical Education, Personal, Social and Health Education**

# Autumn 1 History Unit

## 2 Great fire of London

### What happened in the Great Fire of London?

In 1666, the summer was especially hot meaning that the buildings were dry, the ground was dusty and the River Thames was running low.

On Saturday 1st September, in Thomas Farriner's bakery on Pudding Lane, no one had made sure that the fire in the stone oven had been put out.

On Sunday 2nd September, the fire had started to spread. No one knows exactly how it started and historians still debate this today.

The fire spread quickly because of the strong wind, the materials that the houses were made from and the fact that the houses were close together.

On Monday 3rd & Tuesday 4th September, the fire was out of control and buildings such as St Paul's Cathedral caught fire.

People fled their homes and travelled in carts and by boat.

On Wednesday 5th September, more buildings were pulled down and buckets of water from the River Thames were used to put out the fire.

Fewer than 10 people died in the fire.



### What changed because of the Great Fire of London?

By the time the fire was put out, 400 streets, 13,000 houses and 87 churches had been destroyed.

In 1668, new rules were put in place so that buildings were made from brick and stone and built further apart.

St Paul's Cathedral was rebuilt and can be seen in London today.

Metropolitan Fire Brigade was formed.

Led to insurance companies which will help you to rebuild a new home.

It is illegal to have a thatched roof in London today – there is only one building which has special permission.

### What was life in London like at the time?

At the time, London was a large city where lots of people lived.

1666 was during the Tudor period and the city of London looked very different to how it does today.

Buildings were made from wood, straw and pitch (all of which caught fire easily).

Buildings were very close together.

There was no electricity to light or heat homes, so fire was an essential part of life. It was used for heating, cooking and light.

Men and women were treated differently.



Samuel Pepys



Paulina Pepys



Thomas Farriner

### How do we know about the Great Fire of London?

A man called Samuel Pepys kept a diary that helped us to learn about the Great Fire of London.

Artists have painted pictures based on written descriptions.

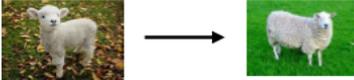
We have artefacts (objects from the time) that give us clues.



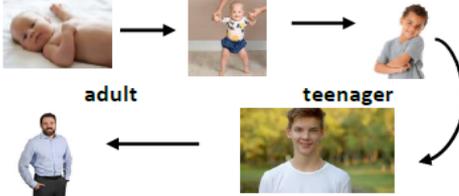
# Autumn 1 Science Unit

**Animals including humans have offspring that grow into adults**

**lamb** → **sheep**



**baby** → **toddler** → **child** → **teenager** → **adult**



**egg** → **chick** → **chicken**

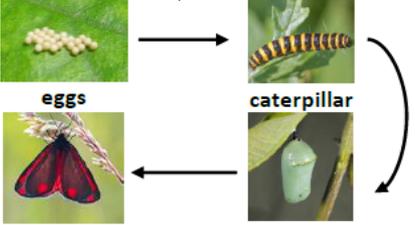


**The young of some animals don't look like their parents:**

**spawn** → **tadpole** → **frog**



**eggs** → **caterpillar** → **pupa** → **butterfly**



## Animals including humans – Year 2

Key vocabulary	
<b>offspring</b>	A person's children or an animal's young.
<b>reproduction</b>	The process where new animals, humans or plants are made.
<b>growth</b>	The process of getting bigger.
<b>exercise</b>	This is when you move your body physically to get fit and remain healthy. Our heartbeat increases when we exercise.
<b>breathing</b>	This is what we do to get oxygen in our bodies.
<b>hygiene</b>	Keeping clean to prevent illnesses and the spread of disease.
<b>germs</b>	A very small thing that can cause diseases. We cannot see them with our eyes.
<b>disease</b>	An illness which affects people, animals or plants.

Significant scientist	
<b>Dr Ernest Madu</b> <i>(born 1960)</i>	Dr Ernest Madu is a cardiologist. His work focuses on providing affordable healthcare in low-resource nations.
	

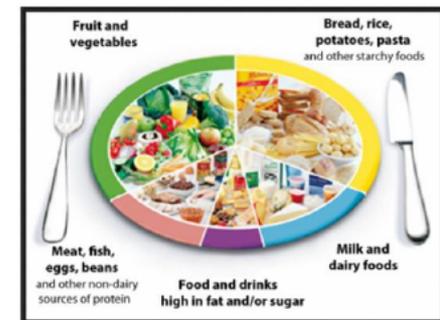
All animals including humans have these

basic needs to survive:



### The Eatwell plate

This shows the different food groups that make up a healthy diet.



# Class Dojo



School prizes  
for every  
50pts earned



# How to help your child at home KS1

- **School readiness** – good night's sleep, breakfast, morning fruit, arriving on time, showing an interest in their learning

- Homework: **given each Wednesday**

## Autumn:

Maths – Maths game

Reading – daily reading for 15-20 minutes

Handwriting – practise at home

## Spring and Summer:

Maths – revision work

Reading – daily reading for 15-20 minutes

Handwriting – practise at home

Spelling – children will bring home a new list each week and will have a weekly spelling test.

# Being smart for school - uniform

- Making the school look smart and professional is a priority for us this year
- For children this means keeping to our school uniform policy:
  - No more “Beckford” badged schoolwear
  - Plain black footwear



# Communication

- Communication is important to us:
  - Any questions can be emailed
  - Catch us at the end of the day with any queries
  - Letters will be emailed to you and uploaded to the website
  - Parents evening will be happening on 8<sup>th</sup>/9<sup>th</sup> November
  - Class Assemblies



# Communication

Use:	For:
<p>Email <a href="mailto:admin@westhampstead.camden.sch.uk">admin@westhampstead.camden.sch.uk</a></p> <p>or</p> <p>Telephone 020 7435 8646</p>	<ul style="list-style-type: none"><li>• Seeking appointments with HT, DHT, SENDCo, phase leader (e.g. bullying/behaviour concern, special needs enquiry, sharing a complaint or concern)</li><li>• Enquiries about whole-school/admin issues e.g. uniform, payments, after-school and breakfast club, admissions.</li><li>• Changing arrangements for collecting your child from school.</li></ul>
<p>Email year group email e.g. <a href="mailto:Year2@westhampstead.camden.sch.uk">Year2@westhampstead.camden.sch.uk</a></p>	<ul style="list-style-type: none"><li>• Seeking appointment with your child's class teacher</li><li>• Enquiries about homework, spellings, reading, the school curriculum, minor behaviour issues</li><li>• Informing class teacher about something e.g. change in family circumstances.</li></ul>
<p>Speak to class teacher on playground at end of day</p>	<ul style="list-style-type: none"><li>• Brief enquiries about homework, spellings, reading, the school curriculum, missing uniform, minor behaviour issues etc</li><li>• If the conversation will take more than 2 minutes, please email to make an appointment</li></ul>
<p>Parent app</p>	<ul style="list-style-type: none"><li>• Booking a parents evening appointment</li></ul>

# Website

WELCOME TO

## WEST HAMPSTEAD PRIMARY SCHOOL

At West Hampstead our motto is Together, we achieve. Our children exemplify our school motto; walk around our school at any time and you will see children and adults actively engaged in learning. We are very proud of our school and we hope that our website gives you a flavour of what makes us so special.

[Find out more →](#)



- Our new website will be going live soon (date tbc)
- Letters can be found under “Parent Information”

# Website



- The new website aims to be more streamlined than our current site, making it easier for you to find the information you need
  - Letters
  - Term dates
  - Uniform
  - School curriculum
  - Parent and Staff Association (PSA)
- It will also act as a prospectus, helping us appeal to families looking for a new school

If you have any questions, please email them to

[year2@westhampstead.camden.sch.uk](mailto:year2@westhampstead.camden.sch.uk)

or

[admin@westhampstead.camden.sch.uk](mailto:admin@westhampstead.camden.sch.uk)

