



Welcome to West Hampstead!

Year 2
Information Evening



Year 2 Staff

There are 2 classes in Year 2: **Clyde** and **Shannon**



Joe Miller
Clyde Class teacher



Hannah Vinter
Shannon Class teacher



Neil Thompson
Shannon Class teacher



Ayo
Learning Support



Sherene
Learning Support



Shannen
Learning Support



Ms Demir
Learning Support

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 Miss Schafer and Mr Leer

A range of other professionals may also work with the children.



Beginning & End of the Day

The school gates open at 8:50 and close at 9:05.

All children should enter via the main playground doors.

All doors into corridors and halls are now locked and will only open with a lanyard.

- All doors are unlocked between 8:50 and 9:05 to allow the children to come into school.
- Where appropriate, children have been taught how to use lanyards e.g. on the top floor if they need to use the toilet.
- Please note: **do not enter the building without a school adult as you may get locked in a corridor or hall.**
- Late children will have to wait in the office until they can be escorted into class, so please aim to be on time.



Beginning & End of the Day

At home time, the school gates open at 3:30. This includes:

- 2 gates on Dornfell Street
- 1 gate on Glastonbury Street

All children will be lined up in their space, ready to be collected.



Year 2 Timetable

TIMETABLE

TIMES	MONDAY Neil/ Joe	TUESDAY Neil/ Joe	WEDNESDAY Hannah/ Joe	THURSDAY Hannah/ Joe	FRIDAY Hannah/ Joe
8:50 – 9:10	Soft Start Activity	Soft Start Activity	Soft Start Activity	Soft Start Activity	Soft Start Activity
9:10 – 10:05	Guided Reading	Guided Reading	PPA Y2 PE	Guided Reading	Whole school assembly
	Maths	Maths		Maths	Maths
10:05 – 10:20	Snack time	Snack time		Snack time	Snack time
10:20 – 10:35	Break	Break	Break	Break	Break
10:35 – 11:10	Story/Circle Time	Story/Circle Time	PPA Y2 Art	Story/Circle Time	Story/Circle Time
11:10 – 12:20	English	English		Story time	English
LUNCH 12:20 – 13:15	Lunch / Playtime	Lunch / Playtime	Lunch / Playtime	Lunch / Playtime	Lunch / Playtime
13:15 – 13:30	Assembly	Assembly	Assembly	Assembly	Singing Assembly
13:30 – 13:50	Phonics	Phonics	Phonics	Phonics	Wider Curriculum
13:50 – 14:45	Wider Curriculum	Wider Curriculum	Maths	Wider Curriculum	
14:45 – 15:00	Afternoon play	Afternoon play	Afternoon play	Afternoon play	Golden Time
15:00 – 15:20	Story time	Story time	Story time	Story time	

Snack Time

- In Year 2, a fruit snack is provided by the school.
- If children bring their own snack...



nuts
chocolate
sweets
crisps



- Please ensure your child has eaten breakfast before school. It has a big impact on their energy levels and attention in class.

Assessment Standards

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

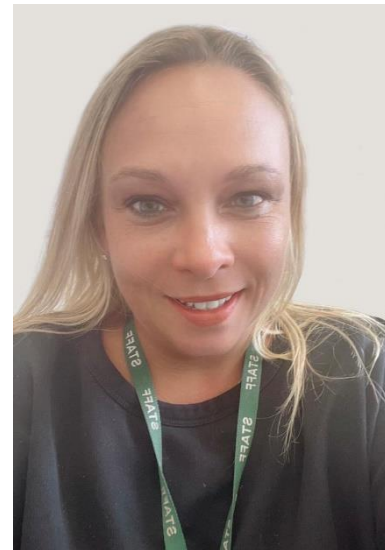
Year 2 SATs are now non-statutory

We will still be using them as teacher assessment tools

- Throughout the year, children will develop the skills/knowledge for these tests.
- **You do not need to do anything additional to prepare your child for these assessments**
- The tests will be used as formative assessment strategies to inform teacher judgement
- End of Key Stage 1 assessments will be no longer reported to the Department for Education

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/Assistant Headteacher

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

At WHPS, we believe that every child should be pushed to take their learning as far as possible.

- This applies to **all** of 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
- 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 challenging reading (core books)
- Personalised provision (when appropriate)
- Special activities and events e.g. **Times Tables Slam** in spring

Reading

- **Guided 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.

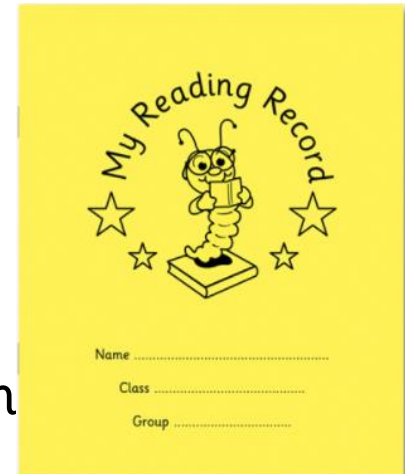


- **Home Reading**

Children should be reading **every day for 15-20 minutes** and commenting in their reading records. Reading records are checked daily by a member of the team.

Children change their reading books as they finish them, choosing from a wide range in the class book corners.

We also reward home reading using the reading challenge



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

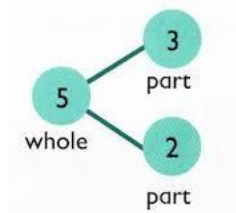
- Catch me up on the story. What has happened so far?
- What do you think is about to happen? Why? Have you been given any clues?
- If you were that character, what would you have done in that situation?
- Do you think you would choose to be friends with the main character if they went to your school?
- 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?



Maths

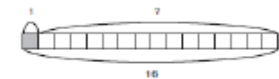
We focus on:

- 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



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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:



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
History The Great Fire of London (plus Geography – core locational knowledge)	Geography Journey Along the River (River Thames vs River Nile)	History Ancient Egypt (plus Geography – core locational knowledge)
Science Animal including Humans/ Living things and their habitats	Science Uses of Everyday Materials	Science Plants
Music Charanga	Music Charanga	Music 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.

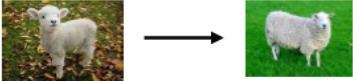
We have artefacts (objects from the time) that give us clues.




Autumn 1 Science Unit

Animals including humans have offspring that grow into adults


lamb → **sheep**




baby → **toddler** → **child**



adult ← **teenager**




egg → **chick** → **chicken**

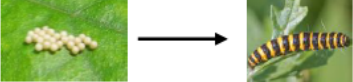


The young of some animals don't look like their parents:


spawn → **tadpole** → **frog**



eggs → **caterpillar**




butterfly ← **pupa**



Animals including humans – Year 2

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

Significant scientist	
Dr Ernest Madu <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

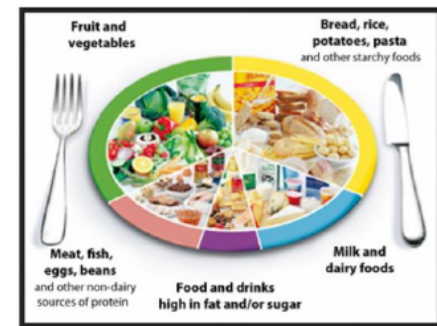
basic needs to survive:



To grow into healthy adults, animals including humans need:

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

Autumn

Maths Game

Handwriting – Weekly handwriting sheets

Reading – at least **15 minutes a day** and noted in reading record for teacher to check

Spring/Summer

Maths – Revision

Handwriting – Weekly handwriting sheets

Reading – at least **15 minutes a day** and noted in reading record for teacher to check

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 – also for PE



Being smart for school

PE

- Black PE shoes



Communication

Communication is important to us

— Any questions can be emailed to:

year2@westhampstead.camden.sch.uk

- 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 happen in November
- Class Assemblies

Communication

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

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 →](#)



- Letters can be found under ‘Parent Information’

Website

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- The new website has been designed to be more streamlined, 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

or

admin@westhampstead.camden.sch.uk

