

KS2 Welcome Meeting

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Tuesday 16th September 2025

4:30pm

Agenda

- Staffing
- Approach to the curriculum
- School Uniform
- Equipment
- Approach to Homework - reading, spellings, mental maths
- Residentials
- Year group specific - SATs, residentials, productions - whole KS2 in the summer.

Staffing

- Mrs Todd and Mrs Jones will teach Year 3/4 (Owens)
- Mrs Bradley will teach Year 4/5 (Yousafzai)
- Miss Dickenson will teach Year 5/6 (Turing)
- Mr Gargiulo will teach Year 5/6 on a Friday
- Mrs Lockwood is supporting with maths in KS2
- Mrs Thompson will cover leadership time for Mrs Bradley and Miss Dickenson on a roughly monthly basis
- Mrs Lockwood covers PPA for each of the three classes

Approach to Curriculum

We have done lots of work on our curriculum to ensure:

- it is sustainable for the new and evolving class structure
- is a curriculum for Dunnington which focuses on the people, places and events most relevant to our pupils whilst identifying and concentrating on potential gaps in their knowledge and cultural experiences
- ensures the progressive acquisition of both substantive and disciplinary knowledge across year groups

We have invested in resources created by Chris Quigley to support us with curriculum planning and we spent a lot of time before the summer and during the summer holidays producing curriculum plans that we are genuinely excited about delivering.

Principles behind plans

Children will cover a range of micro-topics, which are revisited across a key stage, reinforcing concepts and knowledge and allowing children to make links, connections and transfer knowledge into long term memory.

Over a key stage, pupils will look at different aspects of a topic in different classes, allowing them to move from a basic, to advancing, to deep knowledge.

Repetition of content is important so that pupils:

- retain knowledge
- gain a gradual growing understanding of key concepts over time, rather than in a fixed block of time
- re-visit the same knowledge, deepening understanding each time through carefully planned activities that advance their understanding.

Principles behind plans



I can drive to a **BASIC** degree.
I'm learning the **fundamental foundations** of driving.



I can drive to an **ADVANCING** degree. I'm applying the **fundamental foundations** of driving in a range of different situations, making decisions for myself along the way.



I can drive to a **DEEP** degree.
I'm inventively applying the **fundamental foundations** of driving in a range of non-standard, non-routine situations, reasoning and justifying as I go.

Curriculum Plans

[History Curriculum Plans](#)

[Geography Curriculum Plans](#)

[Science Curriculum Plans](#)

[RE curriculum Plans](#)

Example documents to support planning:

[Knowledge Web examples Romans](#)

[Knowledge Web examples South America](#)

[Milestone 2 Chemistry](#)

Curriculum Plans

For other foundation subjects, we will continue to use our existing progression grids to focus on the skills and knowledge children should acquire in each key stage and target each year group as appropriate.

We will also look for possible opportunities for children to be taught in year groups e.g. we are looking to have DT days/ weeks at the end of a topic/ term where we will group children into year groups.

English and Maths

We are not changing the way these subjects are taught and year groups will be targeted within their classes.

We will continue to use the NCETM spines to deliver maths, teaching the children the objectives within their year group.

We will continue to follow the Ashley Booth Reading Curriculum, covering fiction and non-fiction texts whilst selecting other high quality texts to fit in with curriculum areas as appropriate.

We will continue to use the principles of the York Writing Project to teach writing with a renewed focus on genre and grammatical progression across year groups - this is a key focus of our school development plan.

Monitoring

One of the key objectives of our school development plan is for leaders to evaluate the impact of the new curriculum plans within the classroom.

Staff meeting time has been dedicated to planning units of work together to ensure the long term plans are followed and that plans are ambitious and progressive.

Time has been dedicated to look at books, conduct learning walks and gather staff and pupil voice to regularly evaluate the impact of these plans across the curriculum.

Yorkshire Learning Trust will conduct peer reviews this term and later in the year to evaluate the impact and implementation of these plans.

We will share the outcomes of this monitoring and let you know what next steps are in place.

Uniform

The school uniform is:

dark grey or black school trousers, skirts, pinafore skirts or shorts (not sports trousers)

a school sweat top or cardigan in red or blue

a white polo shirt or school shirt

a red or blue polo shirt embroidered with the school logo

sensible shoes or non-branded trainers

a summer dress (optional) in red or blue check/stripes

wellies brought in for outdoor wet play

Please ensure items are clearly named

PE Kit

- Turing class - Weds/Fri
- Yousafzai class - Weds/Thurs
- Owens class - Weds/Thurs
- PE kit is white T-shirt, dark shorts/joggers, socks and pumps or trainers. No part of the school uniform should be worn as part of the PE kit
- A tracksuit and a water bottle is very advisable
- Jewellery should not be worn. If earrings cannot be removed, parents should send a note giving consent for ears to be taped over.

PE

- Hockey
- Tennis
- Dance
- Netball
- Gymnastics
- Athletics
- Striking and fielding games
- PE specialist – Mr Sellers

Water Bottles and Equipment

- Please make sure your child has a water bottle in school. These will be kept within the classroom for them to access at appropriate times during lessons
- Please encourage your child to bring their bottle home to be cleaned!
- Lockers - are for school bags, wellies and coats
- Pencil Cases - small enough to fit in drawer
- PE kit - Please ensure that your child is wearing PE kit on their PE days

Reading

- Focus on understanding and comprehension, opinions, finding evidence and analysing why the writer has written in a certain way
- *Encourage your children to ask about words they don't understand*

The children will be expected to have a library reading book to read in school every day. If children have a book from home that they want to continue in school, this is fine

- Reading Records (Home and School) These will be checked regularly.
- Reading Journals (School)
- Opportunities for reading in the classroom: suitcase libraries, extracts...

KS2 Spelling

- Spellings will be sent home for the half-term and tested every Friday
- Children will be given a set of words that will follow a particular letter pattern or rule
- Some spellings will be generated personalised word lists and sent home as a paper copy on the Monday, to be tested on Friday
- Lessons taught in school
- Spelling in independent writing

KS2 Mental Maths

- Year 3 and 4 will have a mental maths rule to practise, which will be looked at during the week, and tested on a Friday.
- Year 5 and 6 will have arithmetic rules to practise, which will be revised through the week, and tested on a Friday.
- Children are expected to practice on Times Table Rockstars regularly. Year 4 multiplication check. Important for all year groups.

Residentials: Year 6

- Year 6 will be attending a new location in the summer term! In addition, there will be a day trip to the coast. Information will be sent out in due course



Residentials: Boggle Hole Year 5

- This year, Year 5 will be going to Boggle Hole, in the summer term.
- Information will be sent out in due course



Y6 Curriculum Expectations and SATs

- The national curriculum is available online
- Greater emphasis on spelling, grammar and punctuation, written mathematical methods, times tables and more complicated work on fractions
- **SATs for Year 6** will be **Monday 11th May 2026** (Separate Meeting)
- Please don't use tests from the past few years, e.g. from 2019 as we use these in school
- Grammar and Punctuation test (45 minutes)
- Spelling test
- Reading test (60 minutes)
- Maths – Arithmetic (30 minutes)
- Paper 2 and 3 are reasoning tests (40 minutes per test)
- Writing – internally assessed

Visits

- Year 5 have just enjoyed their trip to Murton Park!
- We intend that there will be other planned visits throughout Key Stage 2. Details will be sent out at a later date.

Production

- This year, we will be running a Key Stage 2 production in the summer term.
- This will give the Year 6s and Year 4s the opportunity to act on stage, with Year 3s and Year 5s supporting through singing and dance.
- We are excited to come together as a Key Stage!

Final Information

- We always welcome volunteers to help in KS2 classes.