

IMPORTANT INFORMATION

Reading record: Please ensure these are signed daily.

Attendance:

Good attendance is vital for your children's progress. We **do not** authorise time out for holidays in term time. Leave will only be granted in **exceptional circumstances**. Such requests should be submitted in writing to Mrs O'Reilly.

Procedure to report an absence

1. On the first morning of absence please telephone the school office and explain why your child will not be attending school. By 9.15 am. Should you not do this, the school will contact you in line with "First Response" procedures.
 2. On your child's return to school please send in a WRITTEN explanation of their absence. Should this not be received, your child's absence will be recorded as unauthorized- regardless of any telephone calls.
- The school will follow up all unexplained absences and in line with borough procedures, these will be discussed with the Educational Welfare Officer.

Collecting children: If your child is going to be collected from school by somebody different, please ensure you inform us with a note or phone call if a last minute arrangement.

Punctuality: Arriving at school on time is important, Being 5-10 minutes late can mean the child misses the introduction to a lesson, and disrupts the rest of the class. The children are welcome to enter class from 8:40am and **MUST** be in by 8:55am for registration.

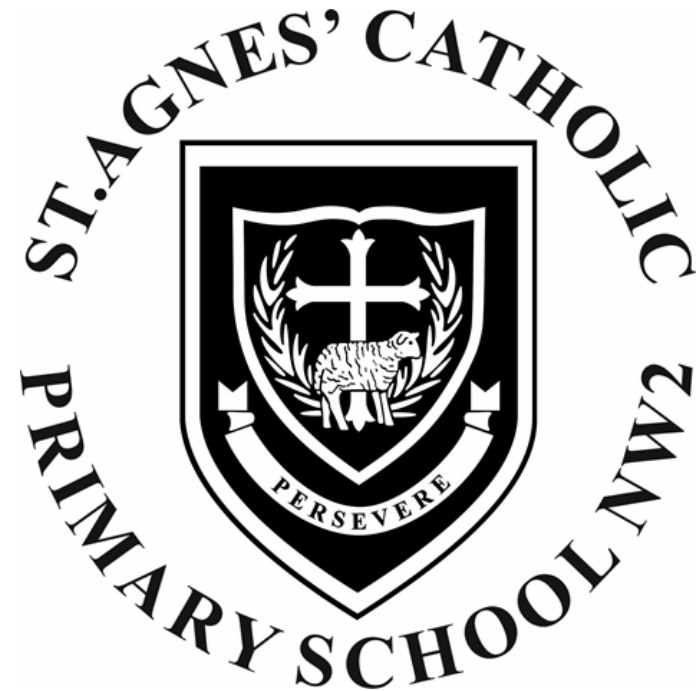
Uniform:

For health and safety reasons no jewellery, except watches and ear studs, are allowed. Children must **not** wear looped earrings. Only plain black /white trainers are permitted. Hats and scarves should be green, shoes should be black and outdoor coats should be green. Hair clips should be green, white or black.

As it is difficult establishing ownership of uniform, please ensure that all school coats, jumpers and PE kits are clearly marked with your child's name and class.

Your co-operation is very much appreciated.

Curriculum Information Booklet



The family of St Agnes loves, learns and grows together as followers of Jesus.

KS1 Year 2

Autumn Term 2 2021

RELIGIOUS EDUCATION- From Advent to Christmas

Learning about our Catholic Faith: Pupils will learn about the promise God made to Mary through the angel Gabriel and how Elizabeth and Mary put their trust in God when the angel appeared to them. They will learn that God fulfilled his promise to Mary when Jesus, the Son of God was born. Children will learn about the Gospel of Luke and how Jesus' birth is recorded.

The children will have the chance to:

- Deepen our awareness of God 's love for us and know that he asks us to trust in him and reflect on the importance of keeping promises.
- Make our own Advent promises and discuss how we will keep these. Reflect on how Mary and Joseph placed all their trust in God and experience a celebration of the Nativity.

Activities to try at home: You are the first educator of your child in faith. Your child's learning in religious education will be much greater if you and the school are engaged in talking about the same ideas and beliefs. This resource teaches the practices of Advent and Christmas. Your children will be asked to think about their own birth and how you prepare for the birth of Jesus. Talk to them about what you do: do your rituals and customs reflect your cultural background?

Prayer throughout Advent: God of hope, who brought love into this world, be the love that dwells between us. God of hope, who brought peace into this world, be the peace that dwells between us. God of hope, who brought joy into this world, be the joy that dwells between us. God of hope, the rock we stand upon, be the centre, the focus of our lives always, and particularly this Advent time.

PE:

Year 2	Multiskills
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PE Days:

Class	Days
Yr 2K	Tuesday & Thursday
Yr 2C	Tuesday & Thursday

Homework timetable:

Day set:	Due:	KS1
		Yr 2 25mins
Monday	Wednesday	RE homework / Talk homework/Topic
Wednesday	Monday	Grammar/Comprehension <u>and</u> Maths homework
Friday	Friday	Spellings

Additional home learning ideas:

- Create s scrap book of special memories in your Local Area.
- A map of your journey to school.
- Pictures of where your grandparents grew up, is it different to where you live now?

Computing: As **computer experts** the children will learn the basic computer skills that they will need in order to be able to use a desktop or laptop computer. Children will learn how to use a computer mouse or a trackpad and how to switch on and shut down a computer. They will apply their mouse or trackpad skills by launching applications, manipulating windows and opening and saving files and folders. The children will then practise their clicking skills and learn how to drag objects, either using a mouse or trackpad.

Science: As **Scientists** we will identify and compare every day materials and explore the different plants in the Local Area.

Geography: As **Geographers** we will focus on making maps of our Local Area and look at Aerial Images .

History: As **historians** we will look at the changes within Living Memory, Significant People and Events in the Local Area.

Art: As **Artists** we will draw and paint collage views from our Local Area.

Music: As **Musicians** we will sing songs that help us remember different things. Write a song or rap about the special qualities of our 'class family' using percussion instruments. We will also be rehearsing our nativity songs as part of our Christmas celebrations.

PHSE: As **safe and healthy children we** will learn about how to ask for help and identify special people in the school and community who can help to keep us safe. We will reflect on our social skills including conflict resolution, respect, self-esteem, feelings and resilience. We will understand that we change and go through stages as we grow.

Our topic this half term is...

Street Detectives



This way or that way? Where should we go? Up to the local shops or down to the playing fields? Let's learn about our local community, looking at houses old and new and finding out how are streets have changed since our adults were young. Perhaps your granny or grandpa went to your school or maybe they worked in the baker's shop?

Make maps and plans of the streets around us, planning our routes. What can you see? What can we find?

Whereabouts do you live? Do you know your address?

Find out how to write instructions, directions, adverts and learn rhymes all about our community from different times.

When the Lord Mayor writes and asks us to help make our street a better place, it's time to get your thinking caps on and paint brushes ready!

ENGLISH:

As **effective communicators** we will describe events and experiences. Ask questions to clarify understanding and gain knowledge of the local environment. Develop and expand vocabulary. Compare the present St Agnes and the local environment to the past.

As **Readers** we will listen to the story 'Claude in the City' and make inferences based on pictures. We will create role plays as characters from the story and draw upon experiences in our own lives.

As **Writers** we will create story maps of the stories which we explore and create our own stories. We will ask questions based on inferences we make from illustrations in the book developing further our use of punctuation. We will explore different sentence types and experiment at using them in different contexts. We will begin to retell stories in our own words and create alternative endings.

Reading book changing day:

Day	Groups
Monday	Flowers, Butterflies & Kites
Tuesday	Clouds & Sunshines
Wednesday	Flowers, Butterflies & Kites
Thursday	Clouds & Sunshines
Friday	Choosing books

MATHEMATICS:

YR 2	
Strands	Summary
Number and place value (NPV)	Count a number of objects up to 100; locate numbers on 0–100 beaded lines and 1–100 squares; compare pairs of numbers and find a number in between; order three numbers, order 2-digit numbers
Mental addition and subtraction (MAS)	Revise number bonds to 6, 7, 8, 9 and 10; know number bonds to 10 and begin to learn related subtraction facts; know multiple of 10 number bonds to 100, learn bonds to 20, rehearse number bonds to 10 and 20 using stories
Mental multiplication and division (MMD); Mental addition and subtraction (MAS)	Double numbers to double 15, use patterns in number bonds, use number bonds to solve more difficult additions, to subtract and to solve additions bridging 10
Geometry: properties of shapes (GPS); Statistics (STA)	Sort 2D shapes according to symmetry properties using Venn diagrams, identify right angles and sort shapes using Venn diagrams, recognise squares, rectangles, circles, triangles, ovals and hexagons and discover which tessellate, sort shapes and objects using a two-way Carroll diagram
Number and place value (NPV); Mental addition and subtraction (MAS)	Begin to mark numbers on a landmarked line, compare and order numbers, using $<$ and $>$ signs, find 1 and 10 more or less using the 100-square, find 10 more and 10 less than any 2-digit number