

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.

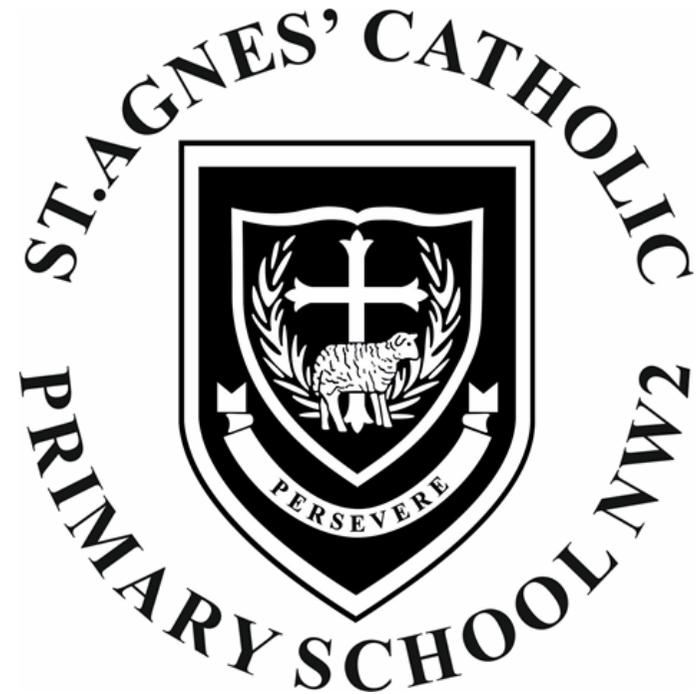
Uniform:

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.

KS 1 Year 2

Spring Term 1 2022

RELIGIOUS EDUCATION

Being a Sacramental Person

We will learning that Christians believe that although Jesus is no longer in human form with us on earth, God still remains with us in spirit. Christians call the world a sacramental place – that means it is holy and sacred and filled with God’s love. We will learn that we need Sacramental eyes/glasses/lenses (a sacramental vision) to see God present in our world .We will reflect upon our daily lives. How do we show God’s love? We will be mindful of the ways in which you gather to share with loved ones and friends: who gathers? What is said? What ‘nourishment’ is offered? What ‘things’ become symbols of what can not be seen – love, gratitude, forgiveness, appreciation, devotion. What actions give tangible expression to these beliefs and feelings?

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. Healing is for the both body, mind and soul. It settles our fears, it takes away the sadness or our wrong-doing and it clear the way of obstacles which bind us. The best way to teach your children about healing is to be open and generous in your healing: your gift of it and your reception of it from those who love you.

Pray together: Loving God, At every moment of our lives you are present to us, God, in gentle compassion, in strengthening guidance and in loving forgiveness. Help us to recognize you around us, especially in our actions and words so that our being in the world helps heal it of fear and hurt and doubt. We ask this through Jesus who taught us to love. Amen

PE:

Year 2	P.E: Brilliant Ball Skills AFS: Ball Skills
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PE Days:

Class	Days
Yr 2C	Tuesday & Thursday
Yr 2K	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 the difference between a healthy and a unhealthy diet. We will explore the different states, e.g. liquid, solid and gas. In our Love to Investigate we will explore how germs spread.

Art: As **Artists** we will work with an established artist on printing and sketching. In D&T we will be making scented play-doh and explore the properties of moulding clay.

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.

PHSE: As **safe and healthy children we** will learn about healthy relationships and focus on what it means to feel safe and happy. As part of this we will discuss what bullying is and what it means to be a good friend. We will also discuss how we respect privacy.

Our topic this half term is...

Muck, Mess and Mixtures



Let's get messy! Muck and mess is good! In fact, its marvellous!

Dive in and get your hands and feet all sticky and covered in paint. Play with liquids, squish some dough and check out the slushiest and mushiest foods.

Pour, mix, stir, splat! How does it feel to get your hands covered in goo? Make a wobbly jelly and draw with wobbly clay.

Work with paint and other squelchy stuff to create a new gallery space. What will you make? How will you arrange it? How will the gallery make you and your visitors feel?

Don't worry about the mess...it'll always wash!

In this Topic we will explore how we can change the shape, squash and squeeze solids and look at how we can change liquids by doing some experimenting. We will learn about food, our diets and balanced meals. We will explore sculpture, collage and how we can mix colours.

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 'The Magic Porridge Pot' and make inferences based on pictures. We will imagine ourselves as characters from the story and draw upon experiences in our own lives. We will use what we have read to influence our writing.

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.



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