

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. However, if you require authorisation in exceptional circumstances please put your request and details in writing to Mrs O'Reilly.

Procedure to report an absence

1. On the first morning of an absence please telephone the school office and explain why your child will not be attending school. If you do not do this we will text or phone you in line with "First Response" procedures.
2. On your child's return to school please send in a WRITTEN explanation of their absence. If we do not receive this letter your child's absence will be recorded as unauthorized- regardless of any telephone calls.

The school will follow up all unexplained absences. In line with Borough procedure the Educational Welfare Officer will check up on poor attendance.

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

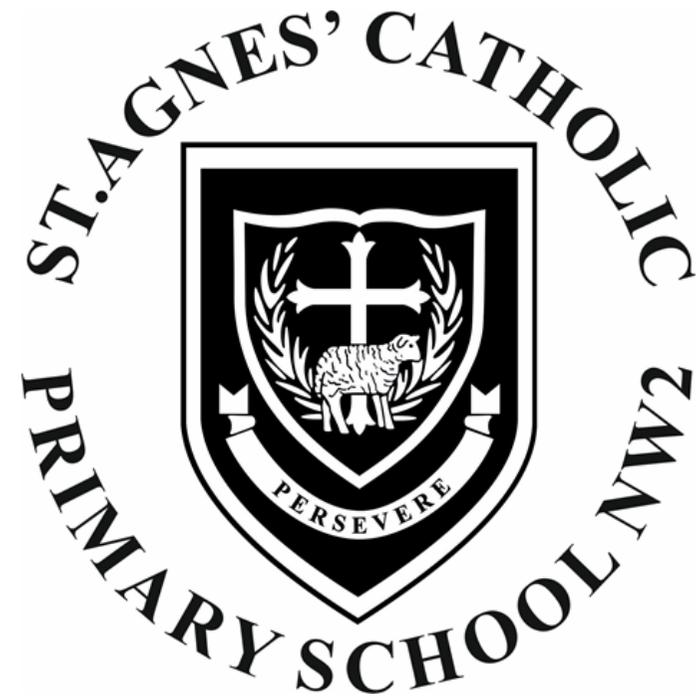
Punctuality: Arriving at school on time is important, Being 5-10 minutes late can mean the child misses the introduction to a lesson, and disrupts the rest of the class. The children are welcome to enter class from 8:40am and in by 8:55am.

Uniform:

For health and safety reasons no jewellery, except watches and ear studs, is allowed. Children must not wear looped earrings. Only plain black trainers are allowed in school. Hats and scarves should be green, shoes should be black and outdoor coats should be green.

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.

Curriculum Information Booklet



Year 2

Spring Term 2 2022

Religious Education

The goal of every Christian should be to leave Lent a stronger and 'better' person than when they entered. The Catechism of the Catholic Church states, "The seasons and days of penance in the course of the liturgical year (Lent, and each Friday in memory of the death of the Lord) are intense moments of the Church's penitential practice. These times are particularly appropriate for spiritual exercises, penitential liturgies and pilgrimages as signs of penance, voluntary self-denial such as fasting and almsgiving, and fraternal sharing (charitable and missionary works)." (CCC 1438)

Lent officially ends on Holy Thursday when the 'Triduum', the three days - Holy Thursday, Good Friday and Holy Saturday, occur. The word 'Easter' actually refers to the Sunday of the season, the day of the Resurrection and the season that follows it to Pentecost. By the end of this unit children will have gained a sense of reflection and prayer. As well as an openness to the presence of God in the Eucharist.

Religious Education 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. Adopt some Lenten practices at home this Lent: Pray; give alms (give to charity) and give up something. As a family decide to give up a negative attitude or behaviour this Lent such as being critical, thoughtless, nagging or avoiding responsibilities .



PE

Year 2	Throwing and Catching
All for Sports	Throwing and Catching



PE Days:

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

Homework timetable:

Day set:	Due:	Year 2
		25mins
Monday	Wednesday	Talk homework/RE/Topic homework
Wednesday	Monday	Maths/English Homework
Friday	Friday	Spellings



Computing: We are celebrating. In this unit we will create digital greeting cards using a variety of software. We will assemble and develop our ideas on screen and select images to represent our feelings.

Science: As **Scientists** we will test our fortress wall against attack! In groups, build a castle wall from wooden blocks. Investigate how the weight of a projectile thrown at the castle wall affects the damage done to it. Test using projectiles such as balls of scrunched paper, play dough, rubber or hollow plastic

History: As **Historians** we will look at pictures of castles from different periods and order the castles from oldest to newest and explain their sequence. We will learn the different parts of a castle and their functions.

Geography: As **Geographers** we will take a walk around the local community to locate any high points, including towers, chimneys and other tall structures. Make a simple sketch map or plan about what they have seen and where they have seen it. If the enchantress lived in our community, where would she have kept Rapunzel?

DT: As **Designers** we will build a model castle using construction materials or other found and recycled materials. Decide how many turrets to add, how high they will be and whether to construct a secret passageway somewhere inside! Decorate the castle, adding some typical castle features.

PHSE: As **Healthy Children** we will understand and respect the differences between girls and boys. We will understand different life cycles and how they can be cared for.



Our topic this half term is...

Towers, Tunnels and Turrets



See the castle ahead? Get ready to invade its mighty walls! Shoot a projectile with an archer's aim! Head across the drawbridge, over the moat and up to the top of the tower...

Meet Rapunzel who lives in a tall, tall tower. Let's build a brand new one...Whose is the tallest? Can you measure it? Then dig deep, deep down making burrows and tunnels, just like the animals who live underground.

What's that sound? I hear little hooves going trip, trap, trip, trap, over the rickety bridges. Watch out for the angry troll underneath...He likes to gobble up little girls and boys! Make sure your bridge is sturdy enough to take the weight and get us safely to the other side.

MATHEMATICS:**ENGLISH:**

As **effective communicators** we will discuss the sequence of events in books and how items of information are related. We will give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. We will learn to articulate and justify our answers, arguments and opinions.

As **Readers** We will read a range of non-fiction books and leaflets about local castles and others across the UK. Our focus story will be 'The Tunnel' by Anthony Brown but we will also read and listen to the traditional fairy tale of 'Rapunzel'. We will share a report from a fantasy newspaper, 'The Fairy Tale Times', on the story of Rapunzel. We will read the report and talk about whether it covers all the story's important details and events.

As **Writers** we will learn how to use sentences with different forms: statement, question, exclamation, command. We will practise how to use speech marks in reported speech. We will use story maps to write narratives and complete our stories, reading them to a partner and talking in pairs about ways of improving them. We will work on setting out our writing neatly on a page using best and joined handwriting. Focus on making our opening sentences more exciting, looking at some examples for ideas.

Reading book changing day:

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

YR 2	
Strands	Summary
Statistics (STA)	Read and interpret tally charts Read, interpret and draw pictograms Read, interpret and draw block diagrams (bar charts)
Geometry: properties of shapes (GPS);	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: Fractions	To make and recognise equal parts To recognise and find a half, quarter and third. To explore unit and non unit fractions Explore equivalent fractions to $\frac{1}{2}$ and $\frac{1}{4}$. Find 3 quarters of a given amount (using concrete resources)
Multiplication and division revision through arithmetic	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