

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.

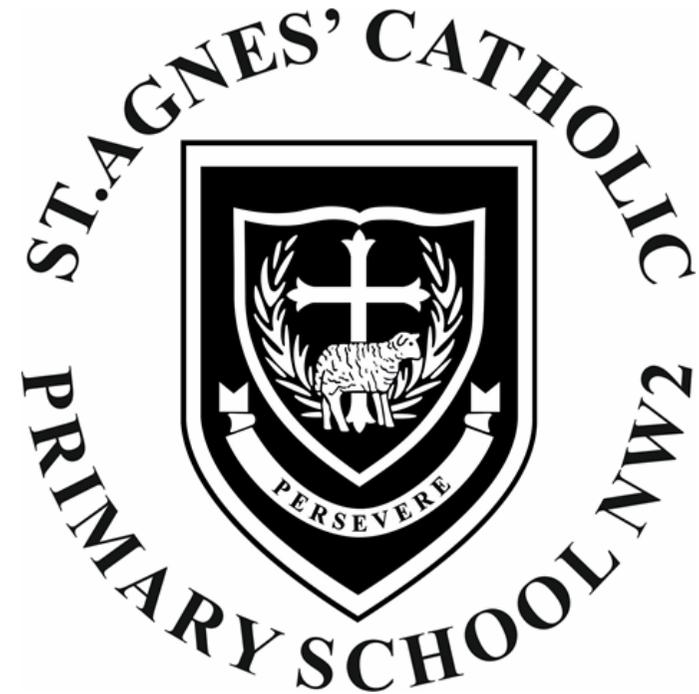
Punctuality: Arriving at school on time is important, Being 5-10 minutes late can mean the child misses the introduction to a lesson, and disrupts the rest of the class. The children are welcome to enter class from 8:40am and in by 8:55am.

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

Summer Term 1 2022

Religious Education

As we return to school the Church is celebrating the great feast of Easter – Jesus risen from the dead. This celebration goes on until the feast of Pentecost, the birthday of the Church. At Pentecost we celebrate the outpouring of the Holy Spirit who empowers us. Christians believe that it is the Holy Spirit who gives life to the Church. The symbols of wind or breath and fire speak of this life-giving and creative energy present in everything we do, empowering us to live the life Jesus calls us to.

The children will firstly recall the events of Easter: Palm Sunday, Holy Thursday, Good Friday, Easter Saturday, Easter Sunday. They will then focus on the story of the coming of the Holy Spirit at Pentecost (Acts 2:1-4) . They will reflect upon The Holy Spirit as the Helper Jesus promised his Church and Jesus' call to 'love your neighbour as yourself'. The children will explore the roles in the communities to which they belong (e.g. children, parents, parishioners, priest, bishop, Pope) and will be able to describe how religion is lived by these people.

The children will examine how the Holy Spirit enables us to follow in the footsteps of Jesus and how we can become Pentecost People.

'Come, Holy Spirit' Fill the Hearts of your Faithful.'

At Home

You could help your children by:

- Sharing the coming of the Holy Spirit at Pentecost (Acts 2:1-4)
- Talking about how the Holy Spirit is promised to us and helps us.

PE

Year 2	Multi-skills
All for Sports	Stability

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

Science: As **Scientists** we will explore which shapes float best by moulding and reshaping a lump of plasticine. First test whether the lump floats, then squash, squeeze and bend the plasticine, moulding it into a variety of shapes such as sausage, flat and cup-shaped, testing and recording at each stage how well the new shape can float.

History: As **Historians** we will use a range of information books and the web to find out more about famous pirates. Brainstorm their understanding of what a pirate is and learn about the pirate code, clothing and punishment. Make a fact file about 'A Pirate's Life'.

Geography: As **Geographers** we will name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. We will use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. We will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Art: As **Artists** we will develop ideas from a variety of starting points including the natural world, man-made objects, fantasy and stories. We will use a range of materials creatively to design and make products.

Music: As **Musicians** we will learn sea shanties and use our voices expressively and creatively.

PHSE: As **physical and healthy children**, we will learn ways to keep ourselves healthy through physical activity and a balanced diet. We will learn about the importance of keeping clean and carrying out basic hygiene.

Our topic this half term is..

Land Ahoy!



Yo-ho-ho and a bottle of rum. Arrr...me hearties, -it's a sailors life for me.

Get your sea legs on, its time to sail the salty seas. Navigate, investigate and explore the world-just like Captain Cook.

Make a boat, sink a ship, fly a pirate flag! Speak like a pirate, write like a poet, then weigh and measure a pirate's booty!

How do rescues happen at sea? Find out about brave volunteers and young Miss Darling, rowing her boat across stormy seas.

Sing a sea shanty whilst cleaning the poop deck then search the school grounds for Captain Longbeard's hidden treasure.

Thar's land ahead, me buckos! Let's get t'ship t'port.

MATHEMATICS:

ENGLISH:

As **effective communicators** we will talk about our first-hand experiences describing the different types of boats we have seen. We will work in pairs to recount these experiences using a sequence of pictures. We will give well-structured descriptions, explanations and narratives for different purposes, including for expressing our feelings.

As **Readers** we will listen to the story 'Mungo and the picture book of pirates' and use this to inspire our writing. We will also read the classic 'The Lighthouse Keepers Lunch' and focus on the wonderful new vocabulary that this book offers us.

As **Writers** we will create our own treasure maps and write letters to Barnacle Bill and our friends giving them clear instructions of where to find it! We will try hard to include the different sentence types in our writing; commands, exclamations, questions and statements. We will sequence narratives to retell stories in our own words using new vocabulary that we have learned.

Reading book changing day:

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

YR 2	
Strands	Summary
Fractions	recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$.
Measurement (length and mass)	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
Measurement (time)	compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day.
Revision and consolidation of arithmetic methods	show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.