

## 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.

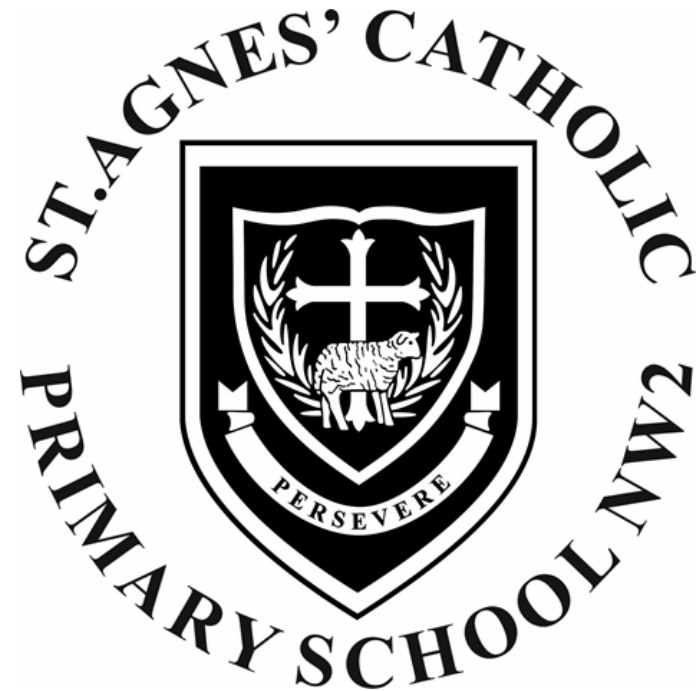
### **Uniform:**

For health and safety reasons no jewelry, 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 1 2023

## RELIGIOUS EDUCATION

### Beginning with the Church

As we start a new school year and welcome new members of our school community we reflect on our belief in God and the belief of others as described in the Bible.

We will be learning about where we find the basis for our beliefs in scripture and how we practise those beliefs in tradition and prayer.

Children will also reflect on the belief of God as The Trinity and how that has developed.

### We will be exploring:

- Signs and symbols used by the Church (5-7) The main rites and symbols of Baptism and Confirmation (5-7)
- The main aspects of the Eucharistic
- Celebration and prayers used at the Eucharist (5-7)
- Celebrations of the Jewish faith and other religions (5-7)

### 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. In the Gospels of Luke and Matthew, the disciples ask Jesus to teach them a prayer. He responds by teaching them the Our Father. Pray the prayer of the disciples with your child at home.

PE:

<b>Year 2</b>	Dodging Games for Understanding
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PE Days

Class	Days
Yr 2P	Tuesday & Friday
Yr 2C	Tuesday & Thursday

**Homework timetable:**

Day set:	Due:	KS1
Monday	Wednesday	Yr 2 25mins RE homework / Talk homework/Topic
Wednesday	Monday	Comprehension <u>and</u> Maths homework
Friday	Wednesday (spelling test on Fridays)	Spellings

**Additional home learning ideas:**

- Create a scrap book of special memories in your Local Area.
- Conduct some research about explorers
- Create a biography about a member of your family—can you include headings and pictures?

**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.

**Science:** As **Scientists** we will look at habitats and what a habitat needs to provide. We will explore local habitats to identify and name living things and begin to understand how they depend on one another for food and shelter.

**Geography:** As **Geographers** we will look at the changes within living memory, historical landmarks and significant places

**History:** As **Historians** we will be looking at local historically significant people, we will use timelines and look at the chronology of them and we will also look at significant artists, activists, explorers, monarchs and scientists.

**Art:** As **Artists** we will look at the work of significant still life artists and still life techniques. We will explore a wide variety of still life and learn about the use of colour and composition. They create still life arrangements and artwork.

**Music:** As **Musicians** we will sing songs that help us remember different things. 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...

## **Movers and Shakers**



This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.

Children will be exploring historical concepts and skills such as: Historical models; Exploring significance; Local historically significant person; Historical vocabulary; Chronology and timelines; Historically significant artists, activists, explorers, monarchs and scientists; Facts and opinions; Memorials; Significant people.

## ENGLISH:

As **effective communicators** we will describe events and experiences. Ask questions to clarify understanding and gain knowledge of historical figures and their actions. Develop and expand vocabulary.

As **Readers** we will listen to the story 'The Man on the Moon' 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	Choosing books
Tuesday	
Wednesday	
Thursday	
Friday	Reading Books changed

## MATHEMATICS:

Year 2	
Introduction	We will begin this half term with revision of Year 1 Maths objectives.
Strands	Summary
Number and place value (NPV)	Estimate and 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 Children will also be reviewing and exploring in more detail counting in 2s, 5s 10s, and looking at counting in 3s.
Addition and subtraction (Mental and written)	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. find 10 more and 10 less than any 2-digit number. Children will look at subtracting 1 digit numbers from 2 digits, crossing over tens, as well as adding and subtracting 2 digit numbers not crossing, and crossing ten.
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