



St Joseph's Catholic Academy

“TOGETHER WE GROW IN
GOD'S LOVE, LEARNING TO
BE THE BEST WE CAN BE”.

Welcome to Year 2

Teachers:

❖ Mrs Roblett

Teaching Assistants: Mrs Blackwell

About me... Mrs Roblett

This is my 8th year teaching at St Joseph's.

Maths lead

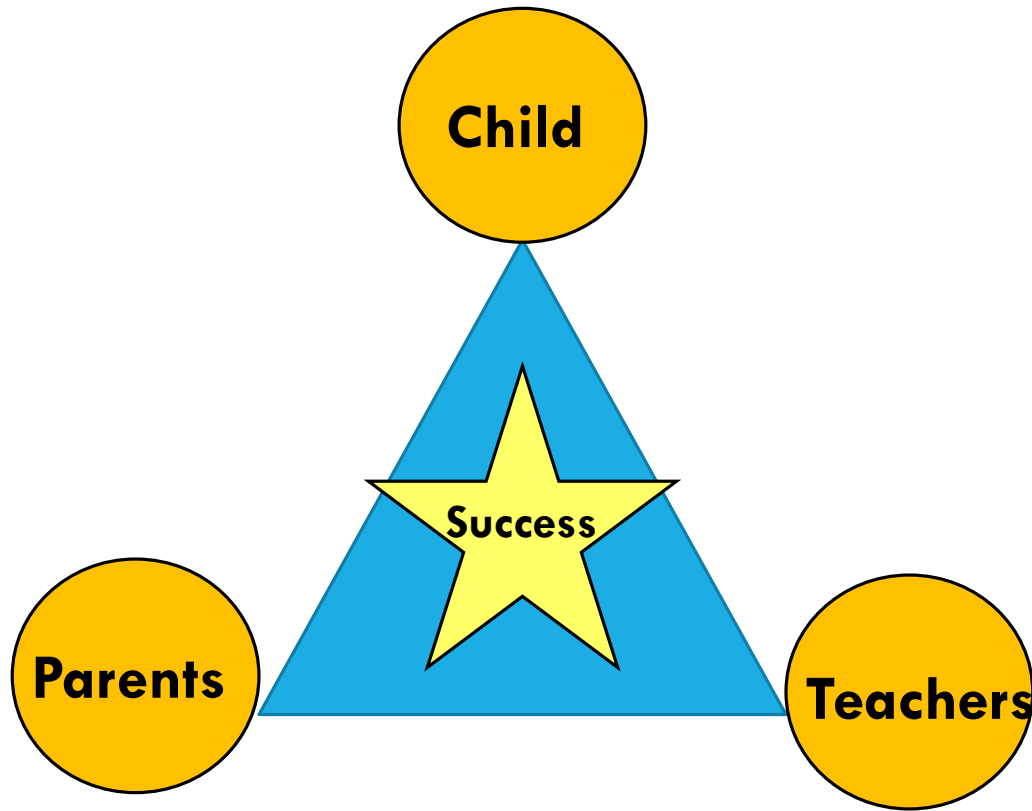
Passionate about reading and building positive, supportive relationships with parents.

My aim is to make learning fun and exciting.

I have a eight-year-old daughter.

In my spare time I love to read, gardening and crocheting, being outside and spending time with my family.

Parent – Teacher partnership



You have made a positive choice in sending your child to St. Joseph's. Our commitment is to promote excellent learning and behaviour.

For your child to reach their full potential we need to work together.

Communication, consistency, collaboration.

This might mean:

- supporting the school in managing your child's behaviour.
- set a good example and promote positive behaviour at home.
- keep us informed of behaviour difficulties your child may be experiencing at home.
- inform the school of any kind of trauma which may affect your child's mental health at school.
- Contact the class teacher if you feel that your child's behaviour, in or out of school, is impacting on your child's emotional well-being.

Attendance and Punctuality

- ❖ Good attendance at school is proven to be significantly linked to progress.
- ❖ Gate opens at 8.45 and we finish at 3.15
- ❖ Soft start – activities focused on individual or class targets
- ❖ Registration is between 8:45 and 9:00
- ❖ Illnesses – informing school on the days of absence
- ❖ Attendance policy – leave of absence.

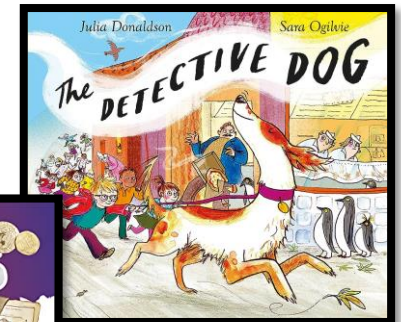
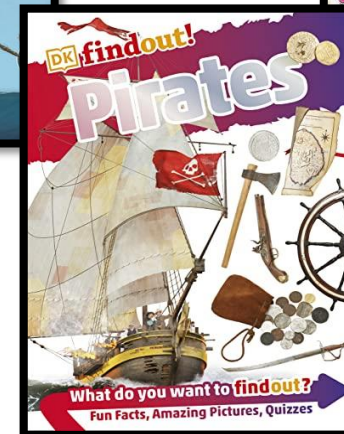
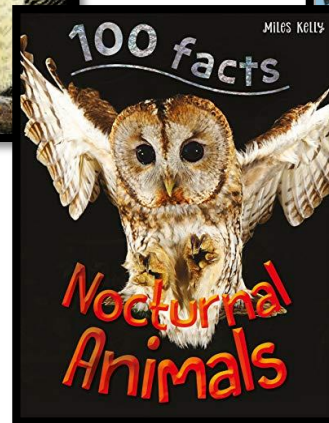
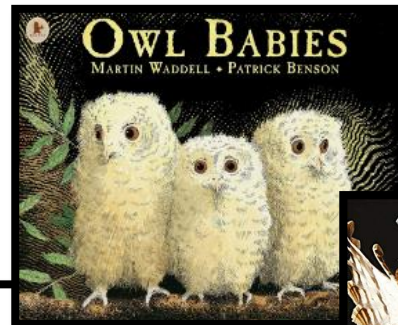
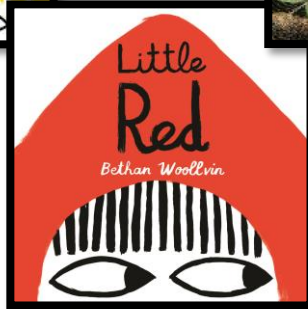
Year 2 is important because...

- ❖ The children become more independent learners
- ❖ They continue to progress in all areas but often learners become much more confident readers and writers during year 2
- ❖ We move onto phase 6 phonics which focusses on spelling patterns
- ❖ Later in the year the children will gain access to times table rockstars!
- ❖ Last year of key stage one
- ❖ Key stage one SATs (now non-statutory and just used for internal assessment)
- ❖ Really exciting topics – pirates, beach holidays, nocturnal animals, detectives and more!



Year 2 Curriculum topics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fairy tales	Are you afraid of the dark?	Land Ahoy!	Street Detectives	Beside the Seaside	Explorers



Topic half term overview

You can find a topic overview on your class webpage as well as other helpful documents/links.

Year 2

[Home](#) >> [Children](#) >> [Class Pages](#) >> [Year 2](#)

Terms



Topic Overview



Year: 2 Term: Autumn 1

English

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

Poetry:

We will begin the half term by looking at Rapunzel by Bethan Woolvin and a range of list poems. We will gather exciting vocabulary to describe the characters from Rapunzel and use them to write list poems. We'll save all the exciting adjectives we come up with and use them during our story writing unit.

Traditional Tales:

We will learn about the structure of traditional tales and retell Rapunzel using what we have learnt. We'll include story phrases and exciting adjectives.

Explanation:

We will produce a simple flow chart or cyclical diagram to support our explanations of how to trap a wolf!

Fairy Tales



Wow starters: In forest school, the children will follow a magical map to introduce them to our topic.

Celebration: Come and see our fairytale castle art gallery!

Outcome: We'll have written our own retellings of Rapunzel and created our own maps with a simple key.

Science

Everyday materials:

Sc2/3.1a identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses

Sc2/3.1b compare how things move on different surfaces.
We will be testing a range of materials to see which would be best suited to protect humpty dumpty from breaking when he falls off the wall. We will make a prediction using our scientific knowledge, conduct a comparative test and evaluate.



Geography

Geographical skills and fieldwork

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

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.

The children will create a map of our school grounds with a simple key. We will also be learning to use a compass and follow a trail.



Art

- Ar1/1.1 to use a range of materials creatively to design and make products
- Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

We will be making little house tiles, inspired by the work of Rachel Whiteread.
We will be learning to skills to slab, add texture and join pieces of clay together.



Discrete subjects

Maths: Place value. Ordering and comparing numbers. Adding ten more and ten less. Counting in steps of 2, 5 and 10.

RE: Beginnings - We will be learning about the creation story.

PE: Send and return: Play modified net/wall games throwing, catching and sending over a net.

Dance: Work as part of a group to create and perform short movement sequences to music.

RSE: Story Sessions - Let the Children Come

Computing: Coding

Music: We will be following the 'Sign Up' scheme of work.

Classroom routines



Please make sure that your child has a water bottle and afternoon snack everyday (morning fruit is provided.)



Monday – swimming (3 weeks).



Tuesday - Library, please make sure your child returns library books.



PE – Wednesday and Friday.

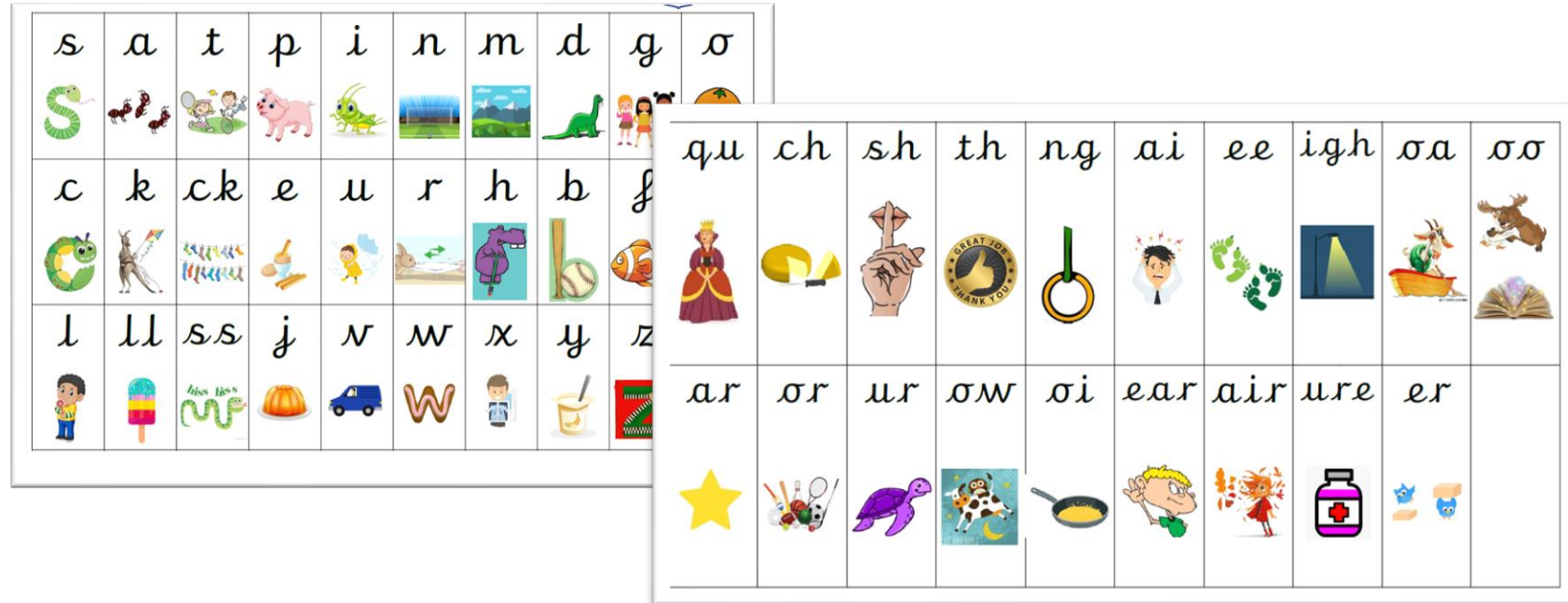


Thursday – Home reading book returned and changed. Reading folders to be brought in everyday.



Wednesday - forest school – Wellies can be kept in school. Make sure your child has rain jacket. Please wear school top and navy joggers/leggings to school.

Phonics



- ❖ Recap phase 5 sounds
- ❖ Children still use sound mats and phonics skills learnt in Reception and year 1
- ❖ Will move onto phase 6 in Autumn 2
- ❖ Children who need additional support with phase 3 and 5 will receive intervention.

Phase 6



Week 1	Week 2	Week 3	Week 4
- The /d / sound spelt as <u>ge</u> and <u>dge</u> at the end of words, and sometimes spelt as g elsewhere in words before e, <u>i</u> and y	- The /s/ sound spelt c before e, <u>i</u> and y	- The /n/ sound spelt <u>kn</u> and (less often) <u>gn</u> at the beginning of words	- The /r/ sound spelt <u>wr</u> at the beginning of words

English – text based curriculum



English

- ❖ Writing is taught with a book based approach to make it exciting and engaging.
- ❖ This half term we will be focusing on using effective vocabulary through list poetry, retelling traditional tales inspired by Bethan Woollvin's Rapunzel and explanation texts.
- ❖ Reading is taught through shared and guided reading and individual reading.
- ❖ Your child will read at least once a week with an adult.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1						
	List poetry Vocabulary building	Traditional Tales/Fairy Tales retell.			Explanation –Produce a simple flowchart or cyclical diagram and record a series of sentence to support the explanation. How to make a trap for a wolf.	
		W4, S1, S2, S3, T4, P1, W1, W2, W3, P4			W4. S1, S2, S3, Y4, P1, T5	
Autumn 2						
	Simile poem Vocabulary building	Stories with recurring literary language—use this familiar story to write their own version; using the story structure with some aspects changed.			Non-chronological report/fact file – assemble information on a nocturnal animal, sorting and categorising information; use comparative language to describe and differentiate	
	S1, S2, P1, P2, P4	W4, S1, S2, S3, T4, P1, W2, T5, P2, P3			W4, S1, S2, S3, T4, P1, W1, W3, P4	

Maths

- ❖ We teach Maths using a maths mastery approach.
- ❖ We will use concrete, pictorial and abstract methods to help the children develop a deep understanding of mathematical concepts.
- ❖ Maths will be taught using a whole class adult input, including guided practice which allows children to have a go at the concept being taught with guidance from the teacher. This build's confidence and helps the teacher to assess understanding. This is followed by a mixture of independent tasks, challenges and adult led groups to consolidate understanding.
- ❖ This half term we will focus on place value including understanding ten ones equal one ten, multiples of ten and partitioning two digit numbers into tens and ones.

RE

- ❖ We teach RE for 10% of our timetable.
- ❖ We carry out a daily act of worship in class or during our whole school assemblies.
- ❖ We also include a morning, lunch and end of day prayer in our daily routine.
- ❖ Termly liturgies will be taking place this year. The children will be inviting parents to join these.
- ❖ This half term our topic is Creation and Covenant. We will retell the Noah story, understand what it means to care for God's world, use religious phrases to talk about Baptism, understand that the bible is split into the Old and New Testament and know that Psalms are prayed to praise God.

How can you help your child? Home learning.

- ❖ Listen to your child read at home every day for at least 10 minutes. Also read and share books with your child.
- ❖ Look for opportunities to write for a purpose e.g. thank you cards, postcards, instructions, menus etc.

I will set:

- ❖ Maths – Number bonds sheet in homework book
- ❖ Phonics: tricky words we focused on this week
- ❖ Spelling challenges (at their own pace)
- ❖ Topic - Purple Mash if appropriate.



How can you help your child? Home learning.



ST JOSEPH'S HOME LEARNING GRID



Must

Can

Reading

Read 15 minutes every day with your adult.

Listen to stories read by others.



Maths fluency

This half term we will concentration on:

Number bonds

On a Friday you will receive a short fluency sheet to be completed at home, use this to help you practice that skill.

You can ask these to support your child:

Number Bonds to 7

Say: 5 needs ___ to make 7.
Child: 7 is made of 5 and 2
Say: 4 needs ___ to make 7.
Child: 7 is made of 4 and 3

Spelling – Challenges

Work on your spelling bronze, silver and gold. Remember to bring them in to be tested as soon as you're done.

Aim to complete a level over this half term.



English – Create a list poem

Create a list poem about your favourite book character.

Remember you need to use adjectives, commas and the conjunction 'and.'

Example:

The Witch

Dark cloak for hiding,
Sharp eyes for spying on
Rapunzel,
Cold, cruel laugh,
Powerful magic
And terrible curses.



Year 2 Autumn 1 – Fairy Tales



Geography – Making a route map.

-Think of a journey that you have done several times (e.g. to the park, supermarket, swimming pool.)

-Next time you do this journey record some of the physical and human features that you see.



RE – Retell the Noah's Ark story

Re-read the Noah's Ark story (Genius 5-9) or <https://tinyurl.com/2eh8hrt9>

Retell it in your own way. You could:

- Act it out with toys
- Draw it as a story map or comic strip
- Verbally retell it and record yourself
- Write the story or a prayer inspired by the story.



Art – fairy tale house

Create a fairy tale house using a media you have at home. You could:

- junk model
- use natural materials collected from outside
- use Lego or other construction materials
- use playdoh/plasticine/clay.



Science – waterproof investigation

Can you create an experiment to test if 3 materials are waterproof? Think about:

- What materials will you use?
- What equipment will you need?
- What does waterproof mean?
- How will you make sure it is fair?
- How will you record what you found out?



Why is it so important to read with your child?

- ❖ **Reading for pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their parents' educational background or their income.**

-organisation for Economic Co-Operation and Development

- ❖ **Students are less able to learn other curricula if they do not develop sufficient reading skills by the middle of primary school.**

- [DfE (2016) DfE strategy 2015-20: World-class education and care p.24]

- ❖ **Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.**

-OECD (2010) PISA 2009 Results: Learning to Learn: Student Engagement, Strategies and Practices p. 32-4]

- ❖ **Participation in shared reading groups is linked to enhanced relaxation, calmness, concentration, quality of life, confidence and self-esteem, as well as feelings of shared community and common purpose**

-[Longden E., Davis P., Billington J., et al (2015) Shared Reading: Assessing the intrinsic value of a literature-based intervention Medical Humanities, 41 (2), pp. 113-20]

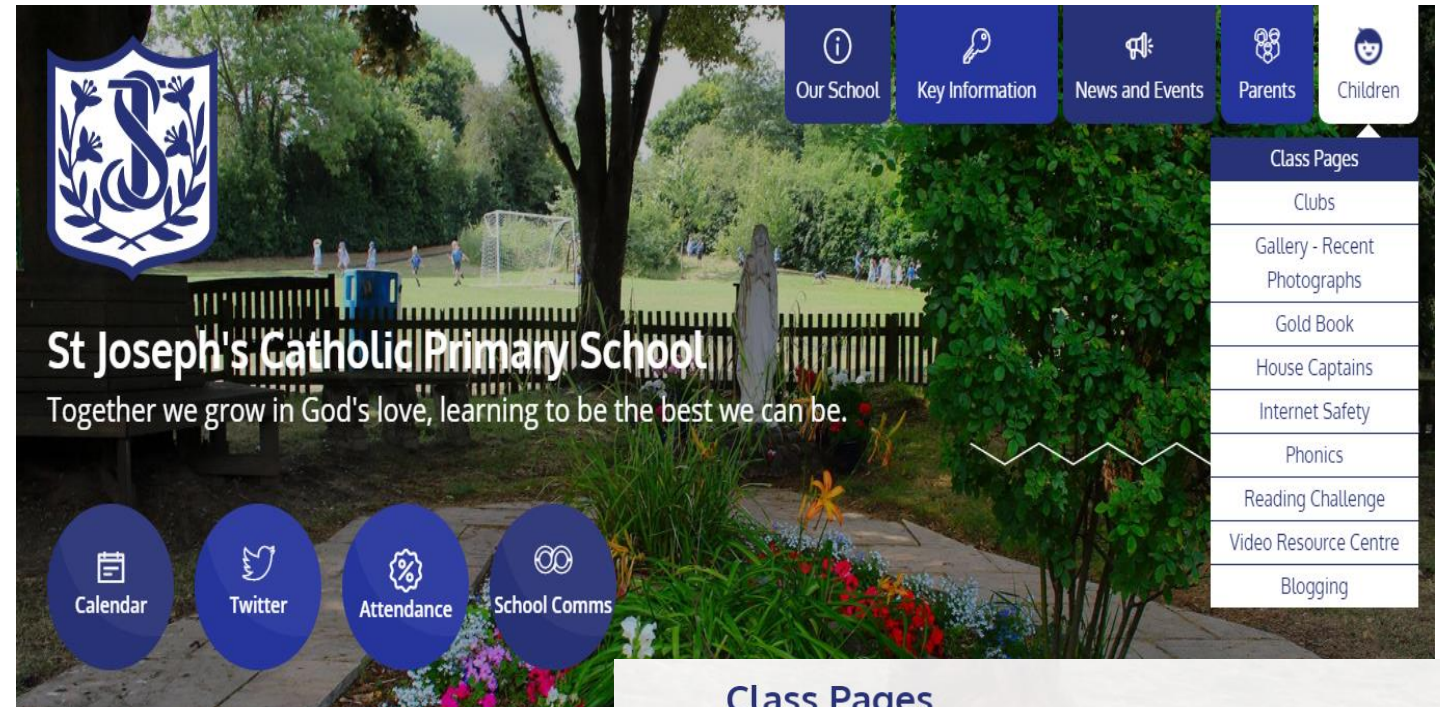
- ❖ **Studies have found that reading for pleasure enhances empathy, understanding of the self, and the ability to understand one's own and others' identities.**

- ❖ **Studies have shown that those who read for pleasure have higher levels of self-esteem and a greater ability to cope with difficult situations. Reading for pleasure was also associated with better sleeping patterns**

[Billington, J, (2015)Reading between the Lines: the Benefits of Reading for Pleasure Quick Reads University of Liverpool]

School website

Our class page will be updated throughout the year with pictures, letters and information.



Communication

- ❖ If appropriate some messages can be given on the gate at drop off or collection time.
- ❖ Please feel free to email the office and I will email back as soon as possible.
- ❖ Instagram – the office will update our school Instagram with messages, reminders and any useful information.
- ❖ Newsletters/news bulletin –biweekly newsletters will keep you up to date with upcoming events and will also give you a snapshot of what has been happening in school.
- ❖ Weekly Blogs – see next page

Weekly Blog

Keep up to date with all your child's learning with Seesaw!

There will be a weekly blog every Friday about the learning from the week. We will also update you with anything you can discuss or practice with your child to prepare them for the week ahead.

-Make sure you have linked with your child's new class using your new log in (have already been sent home, let me know if you need another copy.)

-The children will get their logins, so they can upload things at home, later this half term.



Trunki



- ❖ Children in Nursery to year 4 will have the opportunity to take the class Trunki home during the school year.
- ❖ This aims to encourage reading for pleasure
- ❖ Trunki contains an exciting, age appropriate picture book
- ❖ Blanket
- ❖ Cuddly toy
- ❖ Hot chocolate
- ❖ Take Trunki home on a Friday and bring it back by the following Thursday.



Prayer Bags

- ❖ Each child will have an opportunity to take home the class prayer bag
- ❖ This contains everything you need to carry out a collective worship at home, in the same format as the children do in school
- ❖ There is an information card inside the bag and a video on our school website to guide you, if needed

<https://www.stjosephs255.herts.sch.uk/worship-at-home/>





Any
questions?
