



Parent Partnership Meeting Year 2



School Creed

This is our school,
Let peace dwell here.
Let the school be full of contentment.
Let love abide here,
Love of our school,
Love of one another,
Love of mankind,
Love of life itself
And love of Jesus.
Let us remember,
That as many hands built our school,
So many hearts make our school.
Amen



Year 2 Team



Mrs L. Kirwan



Mrs K. Pucek-Wellman



Mrs A. Wall



Miss M. Penfold



Miss T. Phillipa
TA



Mrs U. Ogilvie
TA



Mr D. Clarke
TA



Mrs R. Ibrahim
PPA cover

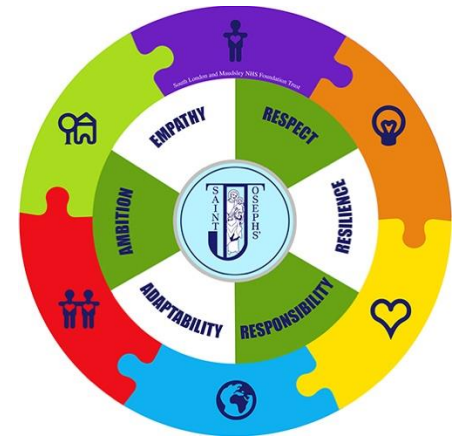


Mr T. Kavanagh
PE coach



St. Joseph's Core Values

- **Respect** for God and his creation and everyone and everything around me. Listen, show gratitude, value, include, collaborate and be honest.
- **Responsibility** for my actions, behaviour, learning, honesty, attitude, equipment and decision making.
- **Resilience** –we enjoy challenges that require us to take risks, problem solve, think critically and enquire, because we believe in ourselves. If at first, we don't succeed, we try again.
- **Empathy** – we understand and value how other people feel and consider their emotions.
- **Adaptability** – we can reflect and adapt to working independently and collaboratively.
- **Ambition** – we have high expectations for ourselves, the community and wider world, as well as being proud of our achievements.





Attendance

Attendance at school is extremely important to ensure all pupils achieve their full academic achievement.

Regular attendance means attending school every-day, arriving at school on time and attending every lesson.

Gates open at 8.35am and children are expected to be in their classrooms at 8.45am.

Registers are taken at 8.50am; children who are not in class when the register is taken will be marked as late.

The register closes at 9.00am; children still not present at this point are classed as absent.



Attendance Continued

Absence during term-time interrupts continuity of teaching and learning and disrupts the educational progress of individual children. We do recognise there will be occasions where children will be absent from school due to illness and/or unavoidable medical appointments.

If your child is unwell or needs to attend a medical appointment please call or email the school office as soon as possible.

As part of our safeguarding procedures, we call families if a child is not present at registration and we have not been alerted to the absence by their parent carer. **Please ensure that we have at least 2 contacts on file and that they are current details.**

Please contact the school if you have any concerns about attendance - we are here to help.



Behaviour and Relationships

Our policy incorporates developing positive behaviour for learning and relationships, with managing behaviour in school (rewards and sanctions).

We have high expectations for behaviour and relationships, which apply to all areas of school life. We support all children to meet these expectations, celebrating their development in these areas in a variety of ways.

We work with children in class, in small groups and individually to support the development of healthy relationships. We also work closely with parents so that we take a holistic approach to this area of development.



Communication

- Class teachers are the first port of call for you to share anything related to your child.
- Catch us at the end of the day at pick up.
- Ring the school and leave a message.
- Email the office, they will forward it on to us.
- Write a letter.
- Parent's evenings – Autumn and Spring term.
- A member of SLT will also be on the car park gate every morning if you have specific questions or need a message passing on.



Uniform

Key Stage 1 & 2

Girl's Winter Uniform



Girl's Summer Uniform



Boy's Winter Uniform



Boy's Summer Uniform



Whole School PE Kit



St Matthew

St Mark

St Luke

St John



PE Footwear EYFS & Key Stage 1



PE Footwear Key Stage 2

School Bags



EYFS & Key Stage 1



Key Stage



Medical Matters

- Please keep us informed of any illnesses or medical needs.
- We need to know about any allergies (epi-pens – make sure they are kept up to date).
- Please ensure that inhalers are in school and are in date.
- If your child is unwell, please keep them at home and inform the office.
- Allow 48 hours for sickness and tummy upsets.
- Please inform us of any medical appointments in school hours.



Religious Education

As a Catholic school Religious Education is a core subject and is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.

The outcome of Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life. (Religious Education Curriculum Directory, Catholic Bishops' Conference, 2012, p.6)

RE is split into three important strands: Catholic Life, Teaching and Learning and Collective Worship.

RE Syllabus:

Year 2 follow the new Religious Education Directory 'To know you more clearly'. This programme follows the Diocesan Syllabus approved by the Catholic Bishops of England and Wales and adopted by the Diocese of Arundel and Brighton. Teaching Time Allocation: (This does not include times of Collective Worship) is 10 % of the time table.

Collective Worship

Monday - Whole school Gospel assembly

Tuesday - Thursday - In class

Friday - Celebration assembly



RSE information

In Year 2 we cover RSE in Summer 2. We follow the Journey In Love programme which is a Catholic approved scheme of learning.

We meet God's love in the community

Aim: To describe how we are growing and developing in diverse communities that are God-given





Maths

- We will be following White Rose Maths this year, using the Mastery approach.
- 'Numbots' and 'Times Tables Rock Stars' will be used for extra practise at home.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW				Number Addition and subtraction VIEW				Geometry Shape VIEW			
Spring term	Measurement Money VIEW	Number Multiplication and division VIEW				Measurement Length and height VIEW	Measurement Mass, capacity and temperature VIEW					
Summer term	Number Fractions VIEW		Measurement Time VIEW		Statistics VIEW		Geometry Position and direction VIEW		Consolidation			





English

➤ We will be Using the Talk for Writing approach for English this year.

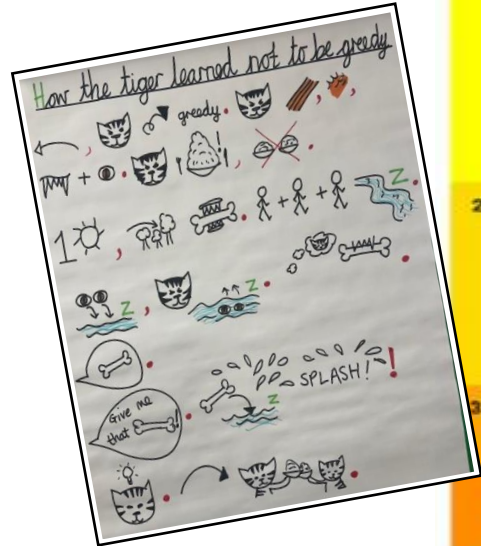
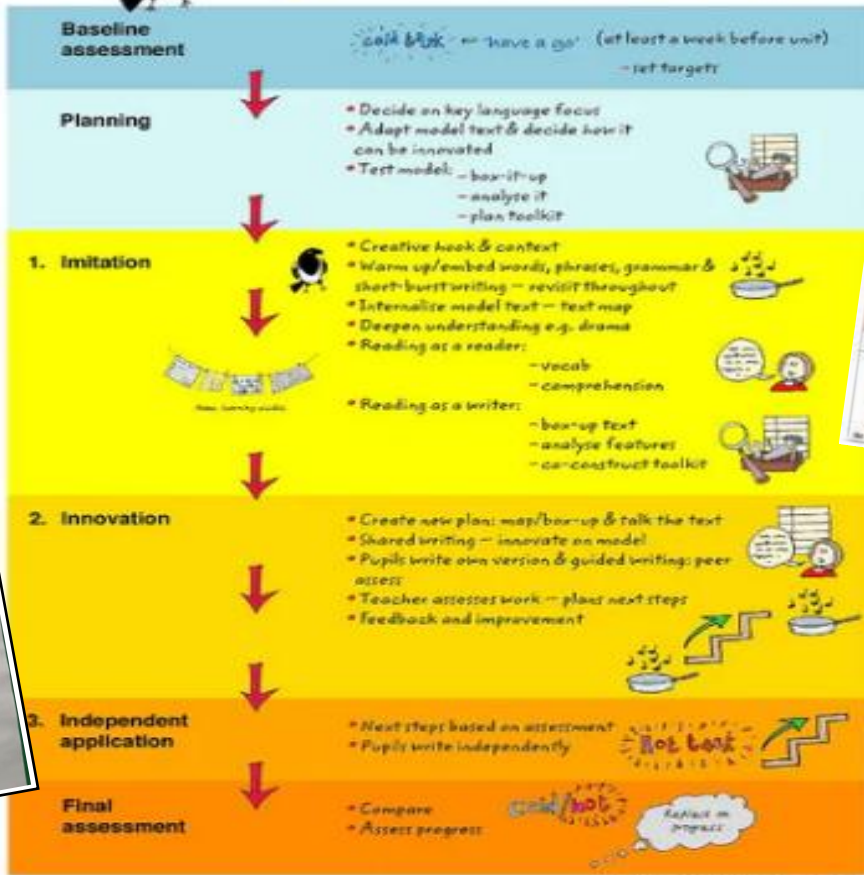
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 Fiction	Model Text: How the tiger learned not to be greedy Writing Focus: Character Story Type: Character Flaw	Model Text: The Snow Queen Writing Focus: Setting Story Type: Defeating the Monster	Model Text: The King and the Moon Writing Focus: Dialogue Story Type: Wishing Tale	Model Text: Hansel & Gretel Writing Focus: Setting & Suspense Story Type: Journey Story		Model Text: The Magic Brush Writing Focus: Action Story Type: Finding Tale
Year 2 Non-Fiction	Model Text: How to defeat a greedy tiger Purpose: Instructions Form: Instructions		Model Text: The King's trip to the moon (Zig's Diary) Purpose: Recount Form: Diary Entry LINK TO TRIP	Model Text: Gingerbread Witches Purpose: Non-Chronological Form: Information Text		





The Talk for Writing process

www.talk4writing.com





Guided Reading



MONDAY

Whole
class shared
reading of
chosen text

TUESDAY

Book Club

WEDNESDAY & THURSDAY

Visual Starter
Comprehension Questions

FRIDAY

Review



Assessment

How we assess pupils work at St Joseph's:

- Against NC learning objectives for each subject
- Children need to be meeting a certain amount of objectives in order to be Meeting ARE (age related expectations) expectations by the end of the academic year
- Children's progress is tracked and discussed at progress meetings
- Evidence from children's books
- Formative – AFL (questioning, checking understanding, thumbs up, RAG cards etc.)
- Summative – tests and tasks
- Data drops – autumn term, spring term, summer term- reported to parents at parents evenings and on end of year reports.



Assessment

Working Towards the Expected Standard:

Pupil(s) can write sentences to form a short narrative about their own and others' experiences (real and fictional), after discussion with the teacher:	
demarcating some sentences with capital letters and full stops	
segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others	
spelling some common exception words*	
forming lower-case letters in the correct direction, starting and finishing in the right place	
forming lower-case letters of the correct size relative to one another in some of the writing	
using spacing between words	

Working at the Expected Standard:

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:		
writing about real events, recording these simply and clearly		
demarcating most sentences with:	capital letters and full stops	
and with use of:	question marks.	
using present and past tense mostly correctly and consistently		
using co-ordination (or / and / but)		
using some subordination (when / if / that / because)		
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others		
spelling many KS1 common exception words*		
writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		
using spacing between words that reflects the size of the letters		

Working at Greater Depth within the Expected standard:

Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher:		
making simple additions, revisions and proof-reading corrections to their own writing		
using the full range of punctuation taught at key stage 1 mostly correctly including^:	commas to separate items in a list	
	apostrophes to mark singular possession in nouns and contractions	
spelling most common exception words*		
adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly		
using the diagonal and horizontal strokes needed to join letters in most of their writing		

- To moderate and assess the children's work, we look at work throughout the year to find where children have met the different criteria. This is not a 'best-fit' approach, children must meet all of the criteria in one section. We will be ticking these off as the children progress through the different topics.
- For example in writing, we look at several different pieces and styles of writing from each child and assess the work against the set of criteria for the end of Key Stage 1. The pieces of writing must meet the purpose of the task, make sense and at least use the criteria from the Working Towards section, else they will be deemed as 'below' the Year 2 Standard of writing.



Foundation subjects

Autumn 1:

- › Science – Living things and habitats
- › Computing – Information Technology around us
- › History – Kings and Queens of England
- › Art – Monarchy Portraits
- › PSHE – How do we recognise our feelings?

Autumn 2:

- › Science – Microhabitats
- › Computing – Creating media (digital photography)
- › Geography – Kings and Queens of England – map reading links
- › DT – Stitching and Sewing
- › PSHE – What makes a good friend?



Foundation subjects

Spring 1:

- Science – Use of everyday materials
- Computing – Robot algorithms
- Geography – Let's be explorers!
- Art – Colour and composition
- PSHE – What is bullying?

Spring 2:

- Science – Life cycles and health
- Computing – Pictograms
- Geography – Let's be explorers!
- History – Significant people in History
- DT – Working with wood
- PSHE – What helps us to stay safe?



Foundation subjects

Summer 1:

- › Science – Plant growth
- › Computing – Digital music
- › History – Significant people in History
- › DT – Reading recipes
- › PSHE – What helps us to grow and stay healthy?

Summer 2:

- › Science – Plant based materials
- › Geography – The coast
- › Art – Flower sculptures
- › PSHE – What jobs do people do?



PE

- Your child will take part in a minimum of 1:5 hours of PE per week, class teachers will inform you of PE days.
- We encourage every child to take part in P.E. regardless of any barriers or challenges they may face. We adapt lessons, instructions and challenges to ensure all children are motivated to take part.
- Please ensure your child comes into school wearing their PE kit on their PE days – check the uniform policy for what children should wear.





Music

- Music at St Joseph's is broad and rich. Once a week, children learn songs in hymn practice and this is always a joyous part of the week.
- The Curriculum ensures that children are given the opportunity to listen to a wide and varied range of music, sing pieces they have learnt, compose their own music and perform.
- Children will be taught how to play the recorder in Y2.
- As well as being taught lessons by their teacher, they will be taught music by Mrs Tackie for ½ a term at some point during the year.



Mrs H. Tackie
Music Teacher



Forest School

- You see Tree climbing , I see risk taking, balance and co-ordination.
- You see running around, I see building friendships with peers, developing confidence, developing their fitness.
- You see den building, I see making choices, learning from mistakes, team building.
- You see fire lighting, I see over-coming worries, risk taking, determination skills.



Mrs S. Stockwell
Forest School Teacher



Forest School

- Forest school is outside learning and an extension to the curriculum.
- It's a chance to learn in a different way by being immersed in extremely fun challenges in a more relaxed environment.
- It links to the our learning in the classroom, especially science and RE.
- Sessions are broadly child-initiative, but experiences are built on with opportunities to work with tools, develop confidence and take risks.
- The children love Forest School sessions and the fun and laughter is echoed round our woods. Please make sure your children are equipped for each session with suitable warm clothing etc. and have a change of shoes too. Also please remember It's always much colder in the Forest.





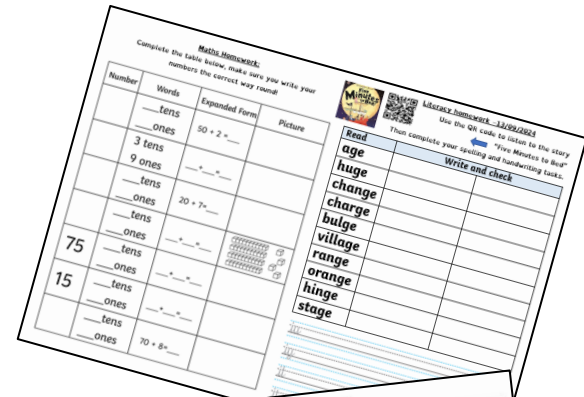
Example Timetable

	Monday - Kelly	Tuesday - Kelly	Wednesday - Lee	Thursday - Lee	Friday - Lee
8:35 - 8:50am	EMW Spellings	EMW Handwriting	Collective Worship	EMW Handwriting	EMW Spellings
8:50 - 9am	Register	Register	Register	Register	Register
9 - 9.45am	Phonics	Phonics	Phonics	Phonics	Phonics
9:45-9:50am	Transition - phonics groups				
9.50 - 10:10am	English (edit/respond to marking)	English	English	English	English
10:10 - 10:40am	Assembly				
10:40 - 10:55am	Break (Teachers on duty)				
10:55 - 11:45am	Maths	Maths	Maths	Maths	Maths
11:45 -11:50am	Handwashing				
11:50 - 12:50pm	Lunch				
12:50 - 1.50pm	RE	Science	History/ Geography	PE	RE (1.5hr)
1:50 - 2:30pm	Art/DT	PSHE	Music/Computing		Hymn practice
2:30-2:50pm				Whole class phonics	
2:50 - 3:05pm	Whole class phonics	Collective Worship			Assembly (2:40-3:10pm)



Homework

- **Reading** – Children will be expected to read every day with an adult. You can leave a comment acknowledging what they have read and words they have struggled with.
- Phonics videos will be added to Google Classroom, to embed the work we have been doing in class.
- **Homework** – Each week the children will receive one short piece of homework based on what we have been learning that week.





Important Information

- Allergies- Just a gentle reminder that we are free from nuts (including peanuts and Nutella), lemons and oranges.
- Snacks - Fruit is provided for all children. If you wish to do so, you may provide your child with an alternative **fruit or vegetable snack.**
- Lunch- Children in KS1 are provided with free school meals which consist of a range of healthy choices. Please ensure the office are told of any allergies/dietary needs that your child has.



Trips

- We are hoping to visit Nower Wood Educational Reserve (part of Surrey Wildlife) this year, as part of our science learning. We will travel by coach and spend the full school day there.
- The date and cost of the trip will be confirmed as soon as possible.





Any Questions