



Curriculum Map - Year 2

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Our 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 hand built our school, So many hearts make our school.

Amen

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Introduction

Welcome to the new academic year 2022 - 2023!
These presentations will aim to provide information
about the curriculum your child will follow this year.

We hope to be able to work more in partnership with
parents as we develop the children's knowledge and
skills in all subjects. We look forward to working
with you this year.

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Year Group Teachers



Benjamin
Aldridge
2A



Hayley
Allen
2AL



Annabel
Watson
2W

Support Staff in Year 2:

Melissa Andrews

Hannah Keohane

Lewis Cook

Darien Clarke

Bronach O'Callaghan (PPA Cover)

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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 8.50am. The gates will be closed at 8:55am.

Registers are taken at 8.55am; 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 they are current details.

Attendance is regularly monitored internally and by Surrey County Council; we work in partnership with parents to ensure that children attend school and will contact parents to discuss any concerns;

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

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Behaviour and Relationships

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

Each class sets out clear expectations for behaviour and we use a consistent reward chart across the whole school.

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.

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Our 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.

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Our Wheel of Wellbeing

Body - being active and keeping healthy

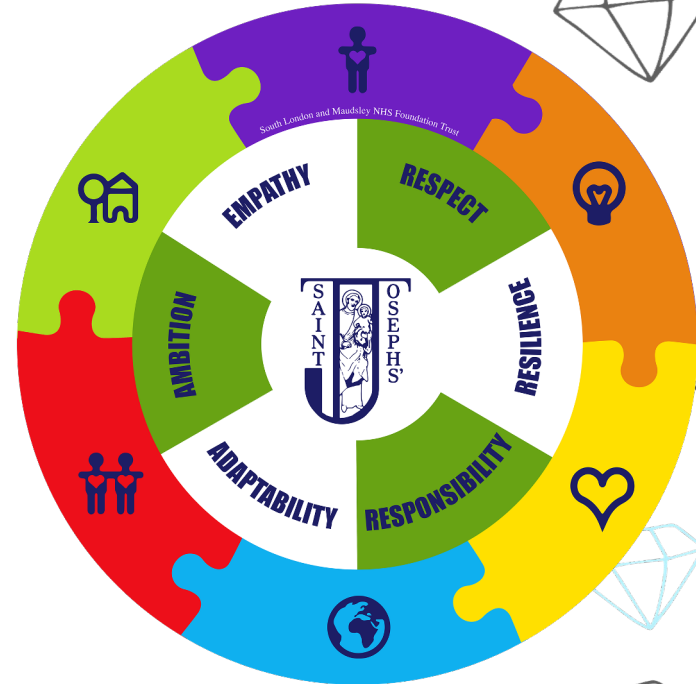
Mind - promoting life-long learning and being open to trying new things

Spirit - looking out for others, practising random acts of kindness, giving thanks

People - connecting with others

Place - savouring our surroundings

Planet - looking after our planet



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Our Wheel of Wellbeing

As part of our wellbeing focus, we also have 5 questions we ask each pupil should they feel the need to talk to one of our staff about an issue that has occurred

- **What happened?**
- **What were you thinking?**
- **How were you feeling?**
- **Who else has been affected?**
- **What do you need / or have to do so that the harm can be repaired?**

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Assessment at St Joseph's

- All children are assessed against the National Curriculum objectives, this will be checked by external moderators
- Based on the objectives taught, children will be assessed as one of the following:
 - Greater Depth
 - Expected
 - Working Towards
 - Below
- Information on where your child is working will be relayed during parents evening and at the end of the year.

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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:

St Joseph's uses the Religious Education Programme 'Come and See' by Victoria Hummell. 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

Our Year Group Saint:
St Catherine of Siena



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Curriculum Intent

At St Joseph's Catholic Primary School, the curriculum is designed to: provide first hand learning experiences, allow the children to develop communication and interpersonal skills, build resilience and become creative, critical thinkers. Every child is recognised as a unique individual. We celebrate and welcome differences within our diverse school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school.

We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Our catholic ethos promotes an inclusive and positive attitude to learning which enables our children to be responsible members of society. Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum workshops, forest school sessions as well as social events. We aim to provide children with opportunities that reflect children's backgrounds but also provide them with a different perspective to their lives.

Children leave St Joseph's with a sense of belonging to a diverse and Christian community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners. Our school curriculum is underpinned by the school's values: Empathy, Respect, Resilience, Responsibility, Adaptability and Ambition.

Our curriculum evolves to meet the changing needs of our children, continue to develop emotional coaching, retrieval and long-term memory strategies to promote children's progress and understanding. We use a range of inclusive strategies in order to ensure our curriculum is accessible to all children.

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Autumn Term

Autumn 1 Let's Explore the World

English: Journey Tales and story settings

Maths: Place Value and Addition

Science: Living things and their habitats

RE: Beginnings
Signs and Symbols

PE: Personal focus -
coordination and footwork

Wellbeing Focus: Respect

Autumn 2 Wriggle and Crawl

English: Information texts and poetry

Maths: Subtraction, money and shape

Science: Living things and their habitats (continued)

RE: Preparation

PE: Social focus - balance and agility

Wellbeing Focus: Resilience

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Spring Term

Spring 1 Magnificent Monarchs

English: Building suspense and report writing

Maths: Multiplication, Division

Science: Uses of everyday materials

RE: Books and Thanksgiving

PE: Cognition and performance

Wellbeing Focus: Responsibility

Spring 2 Muck, Mess and Mixtures

English: Journey stories, characters and instructions

Maths: Fractions, statistics, length and height

Science: Uses of everyday materials (cont.)

RE: Opportunities

PE: Creativity and movement

Wellbeing Focus: Adaptability

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Summer Term

Summer 1 Bright lights, big city

English: Journey tale, diary writing and character description.

Maths: Mass, capacity and temperature.

Science: Animals including Humans

RE: Spread the Word

PE: Performing skills with accuracy and agility

Wellbeing Focus: Empathy

Summer 2 Land Ahoy

English: Change stories, instruction and dialogue

Maths: Time, position and direction.

Science: Plants

RE: Rules and Treasures

PE: Health and fitness

Wellbeing Focus: Ambition

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Assessment and Moderation

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 provided already for you to read on Google Classroom. 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.

More information on this and SATS 2023 will be given closer to the time.

I can write sentences to make a short story.

I can use full stops and capital letters in some of my sentences.

I can sound out lots of words correctly.

I can spell some common exception words.

I can form my lower case letters in the correct direction and size.

I can use spaces between words.

I can write stories about my own and other people's experiences (real or fictional)

I can write about real events.

I can use capital letters, full stops and question marks (when needed) in most of my sentences.

I can use present and past tense mostly correctly and consistently.

I can use the conjunctions: or / and / but

I can use the conjunctions: when / if / that / because

I can sound out most words correctly.

I can spell many common exception words.

I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

I can use spacing between words that reflects the size of the letters.

I can write for different purposes using 'magpie'd' phrases.

I can edit my work, making corrections where needed.

I can use a range of punctuation correctly (including commas, exclamation marks and apostrophes)

I can spell most common exception words.

I can add suffixes to spell most words correctly in my writing, e.g. -ment, -ness, -ful, -less, -ly

I can use joined up writing.

I can use the diagonal and horizontal strokes needed to join letters in most of my writing.

Dear Ellie's family

I am writing to you because I want to apologise to you for what I have done to poor old Thumper. I am going to change my fierce behaviour to a normal pet behaviour.

First of all, I am sorry for bringing Thumper into the carpet with mud, grass stains and other disgusting things. Also, I am sorry that the stains can not come off the carpet and the housekeeper will be very disappointed and upset because of it.

Second of all from this day forward I will be a good citizen and be treated much better, because I am more respectful. I also try not to scratch any more furniture like your favourite chair and the couch.

Please accept my apology because I feel so ashamed of myself and so sad. I feel very guilty as well because I bring dead animals into the house without any reason. Please forgive me!!

Love from Taffy

Other Important Information

Allergies- Just a gentle reminder that we are a nut-free school (including peanuts and Nutella), lemons and oranges.

Snacks- Fruit is provided for all children at break-times. 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.

Other Important Information

Homework - Homework is given every Friday and children are given to a week to complete and hand this in by the following Wednesday. More information on this to come soon - please check Google Classroom to keep updated!

Reading- Please make sure that children are given the chance to practice reading at home as much as possible, and listen to you model reading too! Books are changed every week on a Monday (where possible!).

Forest School-To follow! We will be sending out information about this nearer the time but we will be asking for parent volunteers. Thank you in advance!

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How can you help at home?

- Completing homework assignments, encouraging best work and making corrections together where necessary
- Reading at home/modelling reading
- Practicing phonics sounds
- Timestables Rockstars/ Numbots (logins to go home this week!)
- Other areas of maths e.g. telling the time, measuring...
- Letter formation

See resource sheet on Google Classroom for reference!

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Thank you for coming!

If you have any questions please feel free to ask

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