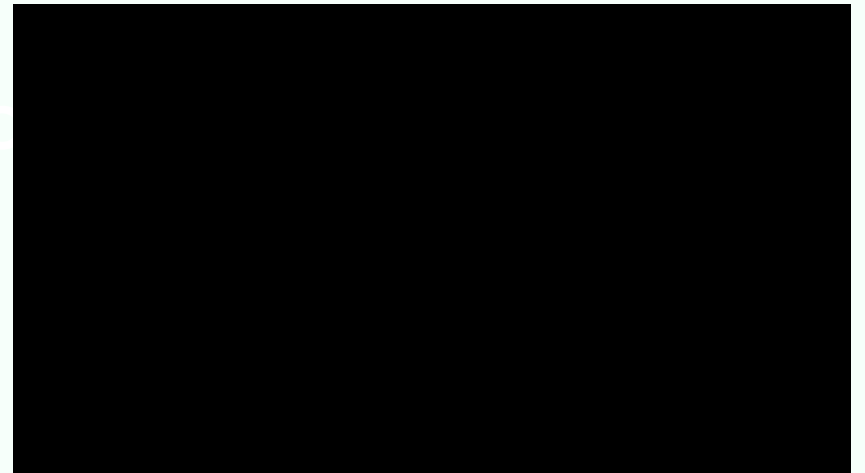




**WELCOME TO YEAR 2**

**ST MARY MAGDALENE  
PENINSULA**

A Meeting for

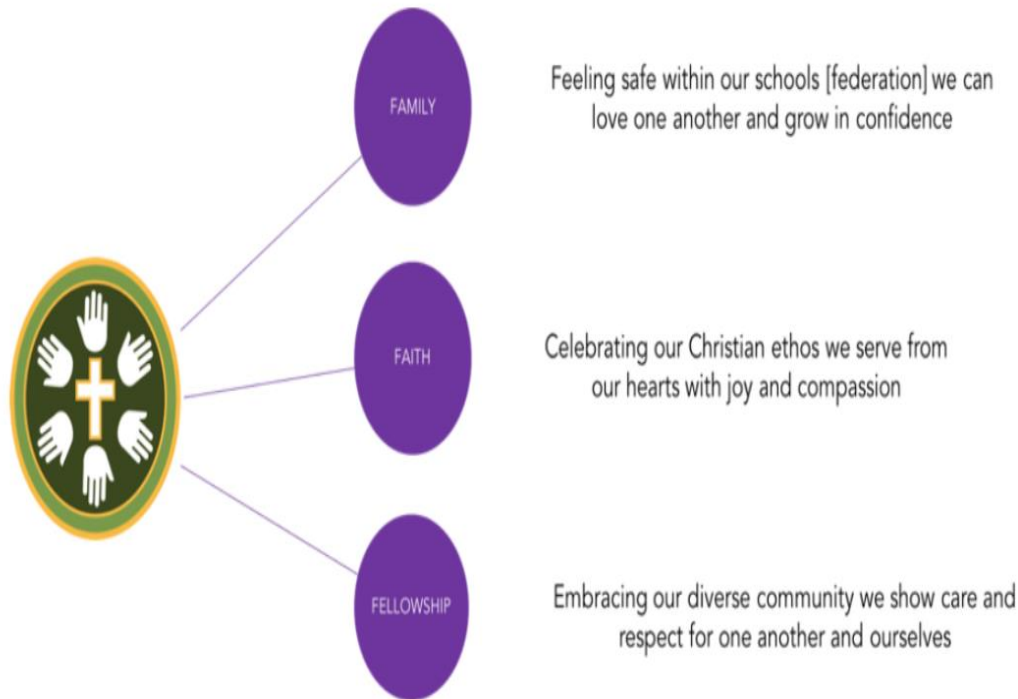


# Our Vision

**"Do unto others, as you would have them do unto you."**

**Luke 6:31**

In the Koinonia Federation we strive for excellence and high standards through:



A Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.



# AGENDA



- An introduction of the team
- Attendance and punctuality
- Class timetable
- Annual curriculum map
- Phonics
- Reading Expectations
- Handwriting
- Homework
- Assessment -Feedback and marking
- PE kit expectations
- Uniform
- Behaviour Expectations and Rewards
- Website/ Blog
- Clubs
- Educational Visits
- Healthy packed lunch
- Water bottles
- Communication

# MEET THE TEAM

Chessun class:

Miss Augustus

Teaching Assistants:

Igrave class:

Miss Hopper

Miss Burns

Miss Williams

## ATTENDANCE / PUNCTUALITY



- The gate opens at 8:40 and closes at 8:55am.

### 8.40 - **Early Morning Work**

- Settling period
  - Preparing for learning
  - Recapping previous learning
- Daily registration closes at 9 am. After this time a child is marked late in the register.

# DAY-TO-DAY

|                | Chessun             | Ipgrave              |
|----------------|---------------------|----------------------|
| PE Days        | Monday and Thursday | Monday and Wednesday |
| Spelling Tests | Monday              | Monday               |

- Daily timetable-Y2 Chessun (please note these are subject to changes)

+

| YEAR 2 Chessun class Timetable 23/24 |                   |                   |                    |                     |       |  |       |                   |                     |                      |
|--------------------------------------|-------------------|-------------------|--------------------|---------------------|-------|--|-------|-------------------|---------------------|----------------------|
| Day                                  | 8:40<br>-<br>8.55 | 8.55<br>-<br>9.55 |                    | 10.20<br>-<br>10.45 |       | 11.00<br>-<br>12.00                    |       | 1.00<br>-<br>1.50 | 1.50<br>-<br>2:50   | 2.55<br>-<br>3.10    |
| Mon                                  | EMW               | Indoor PE         | Collective worship | Handwriting         | Break | Phonics/Little Wandle Guided reading   | Lunch | Maths             | DT                  | Story Time/Home time |
| Tues                                 | EMW               | English           |                    | Handwriting         |       | Phonics / Little Wandle Guided reading |       | Maths             | Religious Education | Story Time/Home time |
| Wed                                  | EMW               | English           |                    | Handwriting         |       | Phonics / Little Wandle Guided reading |       | Maths             | Science             | Story Time/Home time |
| Thu                                  | EMW               | English           |                    | Phonics             |       | Maths                                  |       | Humanities        | Outdoor PE          | Story Time/Home time |
| Fri                                  | EMW               | English           |                    | Phonics             |       | Music                                  |       | Computing         | PSHE                | Story Time/Home time |

Waiting for Guided reading/Phonics guidance confirmation this timetable will be subject to change.

# DAY-TO-DAY

- Daily timetable: Y2 Igrave (please note these are subject to changes)

~~Igrave~~ Autumn 1 Timetable

| Day  | 8:40<br>-<br>8.55 | 8.55<br>-<br>9.55 |                    | 10.20<br>-<br>10.45 |       | 11.00<br>-<br>12.00  |       | 1.00<br>-<br>1.50                      | 2:00<br>-<br>3:00                                     | 2.55<br>-<br>3.10       |
|------|-------------------|-------------------|--------------------|---------------------|-------|--|-------|--|---|-------------------------|
| Mon  | EMW               | English           | Collective worship | Handwriti<br>ng     | Break | Phonics/Little<br><del>Wandle</del><br>Guided<br>reading   | Lunch | Science                                | Indoor PE   | Story Time/Home<br>time |
| Tues | EMW               | English           |                    | Handwriti<br>ng     |       | Phonics / Little<br><del>Wandle</del><br>Guided<br>reading |       | Maths                                  | Religious<br>Education/phonics<br>catch up<br>session | Story Time/Home<br>time |
| Wed  | EMW               | English           |                    | Handwriti<br>ng     |       | Phonics / Little<br><del>Wandle</del><br>Guided<br>reading |       | Maths                                  | Outdoor PE  | Story Time/Home<br>time |
| Thu  | EMW               | English           |                    | Handwriti<br>ng     |       | Maths  |       | Humanities                             | PSHE/phonics<br>catch up session                      | Story Time/Home<br>time |
| Fri  | EMW               | English           |                    | Handwriti<br>ng     |       | Maths  |       | 1:00-2:00 Computing/ 2:00 - 3:00<br>DT |   | Story Time/Home<br>time |



# CURRICULUM MAP

| Year 2 | World Kitchen  | Heroines and Villains   | Fire! Fire!   | A Whole New World – Explorers  | Night Explorers   | Under the Sea  |
|--------|--|---|---|--|---|--|
|        | <p><b>CORE TEXT</b><br/>Grace &amp; Family</p> <p><b>WRITING OUTCOMES:</b><br/>Diary entries<br/>Narrative<br/>Descriptive Narrative</p> <p><b>LET'S THINK IN ENGLISH</b> <u>Kites</u></p> <p><b>Geography</b></p> <p>Contrasting the UK with the Gambia. Looking at food, culture, markets, landscape etc.</p> <p><b>Science</b><br/><u>Everyday Materials</u></p> <p><b>RE</b><br/>RBG Unit 2<br/>Judaism – Festivals in the Jewish Year</p> <p>(SDBE – Why are they having a Jewish party?)</p> <p><b>DT</b><br/>All year groups to cover a DT unit this half term as a year group please decide the unit you will cover</p> <p><b>Cooking and Nutrition Unit</b></p> | <p><b>CORE TEXT</b><br/>The True Story of the Little Pigs<br/>Film clip – Despicable Me</p> <p><b>WRITING OUTCOMES:</b><br/>Narrative<br/>Letter writing</p> <p><b>LET'S THINK IN ENGLISH</b> <u>Journey</u></p> <p><b>History</b><br/>Significant Women through history<br/>Harriet Tubman<br/>Mary Seacole<br/>Florence Nightingale</p> <p><b>Science</b><br/><u>Plants</u></p> <p><b>RE</b><br/>SDBE – Why are Saints important to Christianity? (2)</p> <p>SDBE – Where Is <u>The</u> Light of Christmas? (4)</p> <p>UC- Incarnation Why does Christmas matter to Christians 2?</p> <p><b>ART</b></p> | <p><b>CORE TEXT</b><br/>The Great Fire of London – Non-fiction texts including Samuel Pepys Diary</p> <p><b>WRITING OUTCOMES:</b><br/>Diary entries<br/>Newspaper report<br/>Historical recount</p> <p><b>LET'S THINK IN ENGLISH</b> <u>Quest follows on from Journey</u></p> <p><b>History</b><br/>The Great Fire of London<br/>Samuel Pepys</p> <p>How has London changed from 1666?</p> <p><b>Science</b><br/><u>Animals including Humans</u></p> <p><b>RE</b><br/>RBG Unit 2<br/>Hinduism- Worship (How and where do Hindus worship?)</p> <p><b>PSHE</b></p> <p><b>Belonging to a community</b></p> | <p><b>CORE TEXT</b><br/>The BFG</p> <p><b>WRITING OUTCOMES:</b><br/>Narrative<br/>Instructions<br/>Newspaper report</p> <p><b>LET'S THINK IN ENGLISH</b> <u>Mystery</u></p> <p><b>History</b><br/>Link back to Neil Armstrong – covered in year 1</p> <p>Significant individuals – explorers. Christopher Columbus, Walter Raleigh, Ibn Battuta (<u>see</u> the HA website for scheme)</p> <p><b>Science</b><br/><u>Animals including Humans</u></p> <p><b>RE</b><br/>SDBE –Why did Jesus Teach <u>The</u> Lord's Prayer As The Way To Pray? (6 – merge lessons)</p> <p>SDBE – How Do Easter Symbols Help Us <u>To</u> Understand The True Meaning of Easter? (4)</p> <p>(RBG Unit 3 Christianity- Easter and Symbols)</p> | <p><b>CORE TEXT</b><br/>The <del>Hodgepodge</del></p> <p>Supplementary Text<br/>The Owl Who Was Afraid of the Dark</p> <p><b>WRITING OUTCOMES:</b><br/>Narrative<br/>Non-chronological reports<br/>Letter writing<br/><b>LET'S THINK IN ENGLISH</b> <u>= Dark</u></p> <p><b>Geography</b><br/>Exploring ideas of variation in space over time/ urban/suburban<br/>Fieldwork opportunities</p> <p><b>Science</b><br/><u>Living Things and Habitats</u></p> <p><b>RE</b><br/>SDBE - What Responsibility Has God Given People <u>For</u> Taking Care Of Creation?</p> <p><b>PSHE</b></p> <p><b>Physical health and mental wellbeing</b><br/><u>Why sleep is important:</u></p> | <p><b>CORE TEXT</b><br/>The Whale's Song<br/><u>Non Fiction Text</u>– Seaside Rescue – Grace Darling</p> <p><b>WRITING OUTCOMES:</b><br/>Poetry<br/>Explanation Text<br/>Descriptive Narrative<br/><b>LET'S THINK IN ENGLISH</b> <u>Something Else</u><br/><u>Geography &amp; History</u></p> <p>Grace Darling<br/>Exploring the differences between coastlines.<br/>RNLI</p> <p><b>Science</b><br/><u>Living Things and Habitats</u></p> <p><b>RE</b><br/>RBG Unit 1<br/>Sikhism- Guru Nanak and his teachings (What do Sikhs believe about God?)</p> <p><b>PSHE</b></p> <p><b>Growing and changing (SRE)</b><br/><u>Growing older:</u><br/>naming body <u>parts:</u><br/>moving class or year</p> <p><b>Keeping safe</b></p> |





# CURRICULUM MAP

|        |  |  |  |   |  |  |
|--------|--|--|--|---|--|--|
|        | <p><b>PSHE</b><br/><b>Families and friendships</b><br/>Making <u>friends</u>:<br/>feeling lonely and getting help</p> <p><b>Respecting ourselves and others</b><br/>Recognising things in common and <u>differences</u>:<br/>playing and working <u>cooperatively</u>:<br/>sharing of opinions</p> <p><b>MUSIC</b><br/>Charanga - SoW<br/>Year 2<br/>Autumn 1 unit</p> <p><b>TRIPS</b><br/>Local food market</p> | <p><b>All year groups will cover a drawing unit in this half term (Further details from Art leaders)</b></p> <p><b>PSHE</b></p> <p><b>Safe relationships</b><br/>Managing <u>secrets</u>:<br/>resisting pressure and getting <u>help</u>:<br/>recognising hurtful behaviour</p> <p><b>TRIPS</b></p> <p><a href="https://www.florence-nightingale.co.uk">https://www.florence-nightingale.co.uk</a></p> <p>Visit Florence Nightingale Museum</p> <p>Or Book Meet Mary Seacole Workshop through the museum</p> <p>RE trip – Visit <del>Christ</del> Church – Christmas Journey</p> | <p>Belonging to a <u>group</u>:<br/>roles and <u>responsibilities</u>:<br/>being the same and different in the community</p> <p><b>TRIPS</b></p> <p>London Museum<br/>City of London –<br/>Pudding Lane and Monument</p> | <p><b>UC- Salvation</b> Why does Easter matter to Christians 2?</p> <p><b>PSHE</b></p> <p><b>Media literacy and digital resilience</b><br/>The internet in everyday <u>life</u>:<br/>online content and information</p> <p><b>Money and work</b><br/>What money <u>is</u>:<br/>needs and <u>wants</u>:<br/>looking after money</p> <p><b>TRIPS</b></p> <p><u>Maritime Museum</u><br/><u>School session – KS1</u><br/><u>Expla</u></p> | <p>medicines and keeping <u>healthy</u>:<br/>keeping teeth <u>healthy</u>:<br/>managing feelings and asking for help</p> <p><b>TRIPS</b></p> <p>Local Field trip</p> | <p>Safety in different <u>environments</u>:<br/>risk and safety at <u>home</u>:<br/>emergencies</p> <p><b>TRIPS</b></p> <p>London Aquarium</p> |
| Year 3 | Enchanted Gardens  | Stone Age  | Anglo Saxons and Scots   | Vicious Vikings   | Chocolate  | Out of Africa  |



# PHONICS

**We teach phonics daily and expect the children to be practising at home.**

**We follow the Little Wandle Letter and Sounds program.**



<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



# **READING** **BOOKS**

- Recently, the school invested £20,000 on new reading books for the children to enjoy.
- If a book is not returned, or badly damaged, then you will be charged £6 to replace it.
- Please share the books with your child and encourage them to take care of our precious new resource.



# READING

**Children in Year 2 are expected to:**

1. bring their **Reading Record** and book **EVERYDAY**.
2. read daily for at least 10-15 minutes at home **with an adult**.
3. ask a **parent/carer** to **sign their Reading Record weekly**.
4. change their books weekly
5. **ENJOY!**

- **Please listen to your children read daily:**
- **Guidance is in the front of the Reading Record.**





## READING

**We follow the Little Wandle Reading program. From Phase 2 children do reading practice sessions 3 times a week with an adult.**

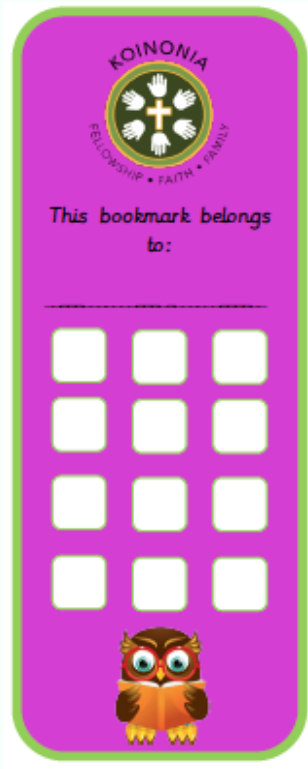




## READING

**Bookmarks** are kept in the classroom. When a child has finished reading a book, they will be given a sticker.

Once 12 books have been read  
they receive a certificate and the  
process starts again.





# HANDWRITING

**We teach handwriting from Nursery through to Year 6.**

**The program focuses on 5 stages of handwriting:**






1. Physical preparation for handwriting (EYFS)
2. Securing correct letter formation (Key Stage 1)
3. Beginning to join (Key Stage 1)
4. Securing the joins and practicing speed (Lower Key Stage 2)
5. Developing a personal style (Upper Key Stage 2)

*Ensuring that children have good writing posture is essential.*

- Good pencil grip
- Personal space
- Height of tables and chairs
- Good lighting
- Non-writing hand to steady the paper
- Tilt paper slightly





|  |   |   |
|--|---|---|
| <p>Weekly Homework</p> <p>1) Spellings - set weekly.<br/>2) Maths - set weekly.</p>  |   |   |
| <p><b>ENGLISH Activity 1</b></p> <p>Write a description of where you live using your senses. Make sure to use different sentence openers and a range of descriptive techniques (adjectives, similes, expanded noun phrases).</p>   | <p><b>GEOGRAPHY</b></p> <p>Map your journey to school. Add pictures of any important buildings or places that you pass along the way.</p>                            | <p><b>SCIENCE</b></p> <p>Keep a food diary for one week, keeping track of all the food you eat every day. Afterwards, see if you can separate the food you eat into two columns, healthy and unhealthy. What do you notice?</p>                                       |
| <p><b>ENGLISH Activity 2</b></p> <p>Write a diary entry about your weekend. What did you do? Who did you see? Why was the day you chose to write about special?<br/>Remember:</p> <ul style="list-style-type: none"> <li>- the date</li> <li>- dear diary</li> <li>- to write in time order</li> </ul>  | <p><b>MUSIC</b></p> <p>Find different objects around your house to create a drum. Then use the drum to practise call and response with a member of your family.</p>  | <p><b>RE</b></p> <p>Write about a celebration that is important to you. Explain why the celebration is important and what you do to celebrate. Is it similar to other celebrations you have learnt about? Afterwards, draw a picture of your special celebration.</p> |
| <p><b>ENGLISH Activity 3</b></p> <p>Create a postcard that you could send to a pen pal in The Gambia, to see how life is different for them there compared to here.</p>    | <p><b>Maths</b></p> <p>Create a list of ingredients you need to make your favourite meal. Then go to the supermarket and add up the cost of each ingredient to see how much they would cost to buy altogether.</p>                                    | <p><b>DT</b></p> <p>Using a range of materials, create a 3D model of your favourite meal.</p>   |

- 1) Complete at least 4 activities.
- 2) Give in your homework to your class teacher when you've finished an activity.
- 3) For each activity completed you will be given 10 house points. Please put a tick beside each homework activity you have achieved.
- 4) If you make a 3D model or a piece of art work which is too big to put into your homework book, you can take a photograph of your homework and stick it in your homework book. If you do please include a short description/explanation of the activity.

# HOMEWORK



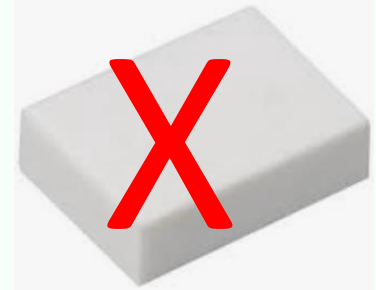
1. Children have **green Homework books**.
2. A new **Homework Menu** will be given for the new topic half-termly.
3. Homework will also be found on the online learning platforms: **Satchel and Education City**
4. **record** in their child's reading record **daily**.
5. **Spellings** should be practiced daily. Children have been given spelling packs.
6. The spellings and homework menus are available on the school's website.





## ASSESSMENT- FEEDBACK AND MARKING

### Mistakes are ok.



- **Mistakes are a sign you are trying.**
- Erasers are discouraged.
- Work should be corrected by putting a neat line through the mistake

### WE GIVE FEEDBACK IN A VARIETY OF WAYS:

- **Visualisers** are used to give **live feedback** and address any misconceptions.
- **Self or peer marking**
- **Phonic Assessments**
- Use of **quizzes** or quick fire questions to recap learning.
- Weekly appropriate **reasoning and problem solving question(s)** to solve in children's books to push learning on.
- **All work is marked using the** learning intentions for each lesson
- **No tick, 1 tick or 2 ticks** are given next to the learning intention to indicate the child's understanding.
- **This informs the final judgement** on the subject assessment tracker.



## PE

- **Outdoor PE – MUGA 1 hour**
- **Indoor PE – HALL 1 hour**
- **PE Kit – appropriate indoor/outdoor**
- **White t-shirt, black or grey jogging bottoms or shorts**
- **Bring the PE kit in on Monday and take it home Friday to be washed**
- **Please label all clothing**
- **No Jewellery- safety**



# UNIFORM

- **Wearing correct school uniform** develops in children a sense of pride and belonging in themselves and in their school.

School uniform comprises of:

|                  |  |
|------------------|--|
| <b>Girls</b>     | Grey skirt or trousers or pinafore dress, dark yellow polo shirt, burgundy sweatshirt and/or a dark grey fleece<br><b>Hijabs- black , grey or burgundy</b> |
| <b>Boys</b>      | Grey trousers, dark yellow polo shirt, burgundy sweatshirt and/or a dark grey fleece   |
| <b>Footwear</b>  | Safe, flat sensible shoes or trainers – black in colour  |
| <b>Jewellery</b> | Small studs and a wrist watch if your child can tell the time  |

In the summer, boys are allowed to wear **grey school shorts** and girls are allowed to wear **red checked dresses**.

**PLEASE LABEL ALL CLOTHING**



## **BEHAVIOUR EXPECTATIONS**

***It involves everybody's behaviour to everybody.***

***Every child has the right to learn, and every teacher has the right to teach, in a safe, caring and structured environment.***



## BEHAVIOUR EXPECTATIONS

**“Do unto others as you would have them do unto you.”**

Everyone in school is expected to follow the:

### **“Golden Rules”**

- **Do be gentle** – don't hurt anybody
- **Do be kind** – don't hurt people's feelings
- **Do be honest** – don't cover up the truth
- **Do work hard** – don't waste time
- **Do look after property** – don't waste or damage things
- **Do listen to people** – don't interrupt



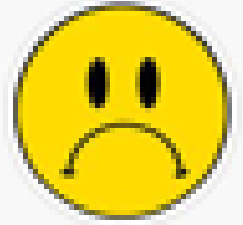
## REWARDS



- **Praise, stickers, stamps and certificates, dojo points**
- **Green Cards**
- **Golden Child**
- **Value Award**
- **Maths Award**
- **Science Award**



## CONSEQUENCES



- **Reminders**
- **Verbal warnings**
- **Miss play time - 10 minutes**
- **Time out in another class**
- **Detention if lunchtime incident**
- **Time out at playtime if playtime incident**



## CLUBS

- Throughout the school year, **extra-curricular opportunities** are on offer **before and after school**
- **Miss Williams (HSLW)** will send out the information
- **Mrs Murillo Rodriguez (PE Lead)** organises the sports events.





## EDUCATIONAL VISITS

- **Each half-term** there will be a school trip
- **Letters** will be sent to parents/carers to inform you of the intended trip and the cost
- We encourage **parents/carers to accompany** us on trips



## HEALTHY PACKED LUNCH

- **Water is best**, still or sparkling, fruit juice, semi-skimmed or skimmed milk, yoghurt or milk drinks and smoothies. **Please check the sugar content.**
- Please include **at least one portion of fruit** and **one portion of vegetables every day.**

### **Packed lunches should not include:**

- **Nuts or peanut butter** – due to the increasing number of children we have in school with nut allergies
- **Sweets, chocolate bars and fizzy drinks are not allowed.**



## WATER BOTTLES

- We encourage children to **bring in a reusable water bottle each day**
- It is extremely important that children **sip water regularly** to keep hydrated
- **Hydration** is important in healthy brain functioning and learning



## COMMUNICATION

- **Please do not hesitate to contact us** if there are any questions, worries, or concerns – don't wait!
- **Always speak to us** (class teachers) **in the first instance**
- **Write a note,**
- **Telephone to make an appointment, before or after school or**
- **We are available to chat briefly in the "Muga" after school from 3.10pm**
- **We may refer you to the HSLW (Home School Link Worker) or SLT** or appointments can be arranged via the office staff, if necessary.



**THANK YOU!**

**“We look forward to working with you, to support your child in their, well-being, development and learning over the next coming year.”**

**Miss Augustus and Miss Hopper**

**ANY  
QUESTIONS?**

