



WELCOME TO YEAR 2

**ST MARY MAGDALENE
PENINSULA**

A Meeting for Parents

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



- 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

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 9am. After this time a child is marked late in the register.

DAY-TO-DAY

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

Class Timetable					
Year: Year 2 Class: Ipgrave Campus: Peninsula					
	Monday	Tuesday	Wednesday	Thursday	Friday
08:40-09:00	Phonics practice/ daily 1 – 1 intervention	Arithmetic practice (maths bot/ fluent in 5)	Phonics practice/ daily 1 – 1 intervention	Phonics practice/ daily 1 – 1 intervention	Maths KIRFs revision
09:00 – 09:20	Collective Worship				
09:20 – 10:20	Maths				
10:20 – 10:45	LW Phonics	LW Phonics	LW Phonics	LW Phonics	LW Phonics
10:45 – 11:00	Playtime				
11:00 – 11:50:	English - Writing – including 1 or 2 dictations within the English hour				
11.50-12.00	Handwriting 1	Handwriting 2	Handwriting 3	Handwriting 4	Spelling test 10 min
Lunch Time					
13:00- 13:05	Story time				
13:05-13:15	LW Reading				
13:15 – 14:10	RE	Humanities	Science	PSHE	Indoor PE
14:10- 15:00	Music	Outdoor PE	Computing	Art/DT	Arithmetic teaching/ Counting stick and number sense activities
Home Time – Gates open at 15:10					



CURRICULUM MAP

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	World Kitchen	Night Explorers	Fire! Fire!	Heroines and Villains	Under the Sea	A Whole New World
Supporting Text(s)	Grace and Family	The Hodgeheg The Owl who was Afraid of the Dark	The Great Fire of London non-fiction texts	The True Story of the Little Pigs	The Whale's Song Seaside Rescue Grace Darling (non-fiction)	The BFG
Writing	Diary Entry Descriptive Narrative	Non-chronological report Letter (persuasive)	Historical Recount Diary Entry	Narrative Letter (apology, informal)	Poetry Descriptive narrative	Narrative (alternative point of view) Instructions
Maths	Place value Addition & Subtraction	Addition & Subtraction Shape	Multiplication and division Fractions	Fractions Money	Length & height Mass, capacity & temperature Statistics Time Position & direction	Consolidation (measurement, geometry & statistics)
Humanities	Geography- Contrasting locations: UK and the Gambia	Geography Variation in space over time	History How has London changed from 1066? The Great Fire of London	History – Significant women in history: Harriet Tubman, Mary Seacole, Florence Nightingale	Geography and History – Grace Darling and the RNLI Differences between coastlines	History- Significant Individuals: Christopher Columbus, Walter Raleigh, Ibn Batuta
Science	Everyday Materials	Plants	Animals including humans	Animals including humans	Living things and habitats	Living things and habitats
Religious Education	Christianity (Gospel) Why do Christians make and try to keep promises before God?	Christianity (Creation) What can we learn from the story of Noah?	Islam What does it mean to be a Muslim?	Christianity (Gospel) Why are women so important in the Bible?	Islam What helps Muslims to live a faithful life?	Christianity (God) How is prayer important?
		What does 'Light of the World' mean for Christians? (Incarnation)		Do Easter symbols help us to understand Easter?		



CURRICULUM MAP(CONT'D)

Art / DT	DT – Cooking and nutrition (jollof rice)	Art- Experimenting with a variety of media	DT – Textiles paper plates	Art – Sculpture	DT Structures Picture frames	Art – Colour-mixing
PSHE	Families and Friendships Respecting ourselves and others	Safe Relationships	Belonging to a community	Media Literacy and digital resilience	Physical health and mental wellbeing	Growing and changing Keeping safe
Music	How does music bring people together?	Tony Chestnut	The Orchestra	Orchestral music on a water theme	How does music tell a story?	The Rockpool Rock
Computing	Information technology around us	Digital photography	Robot algorithms	Pictograms	Making music	Programming quizzes
PE	Indoor: Run, jump and throw Outdoor: Hit, catch and run	Indoor: Dance Outdoor: Attack, defend, shoot	Indoor: Gymnastics Outdoor: Hit catch and run	Indoor: OAA/Games Outdoor: Attack, defend, shoot	Indoor: Dance Outdoor: Run, jump, throw	Indoor: Gymnastics Outdoor: Send and return
Trips	Local food market	Christ Church Christmas Journeys	London Museum City of London- Pudding Lane and Monument	Florence Nightingale Museum Or Meet Mary Seacole Workshop	London Aquarium	Maritime Museum – KS1 Explorers



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

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.**



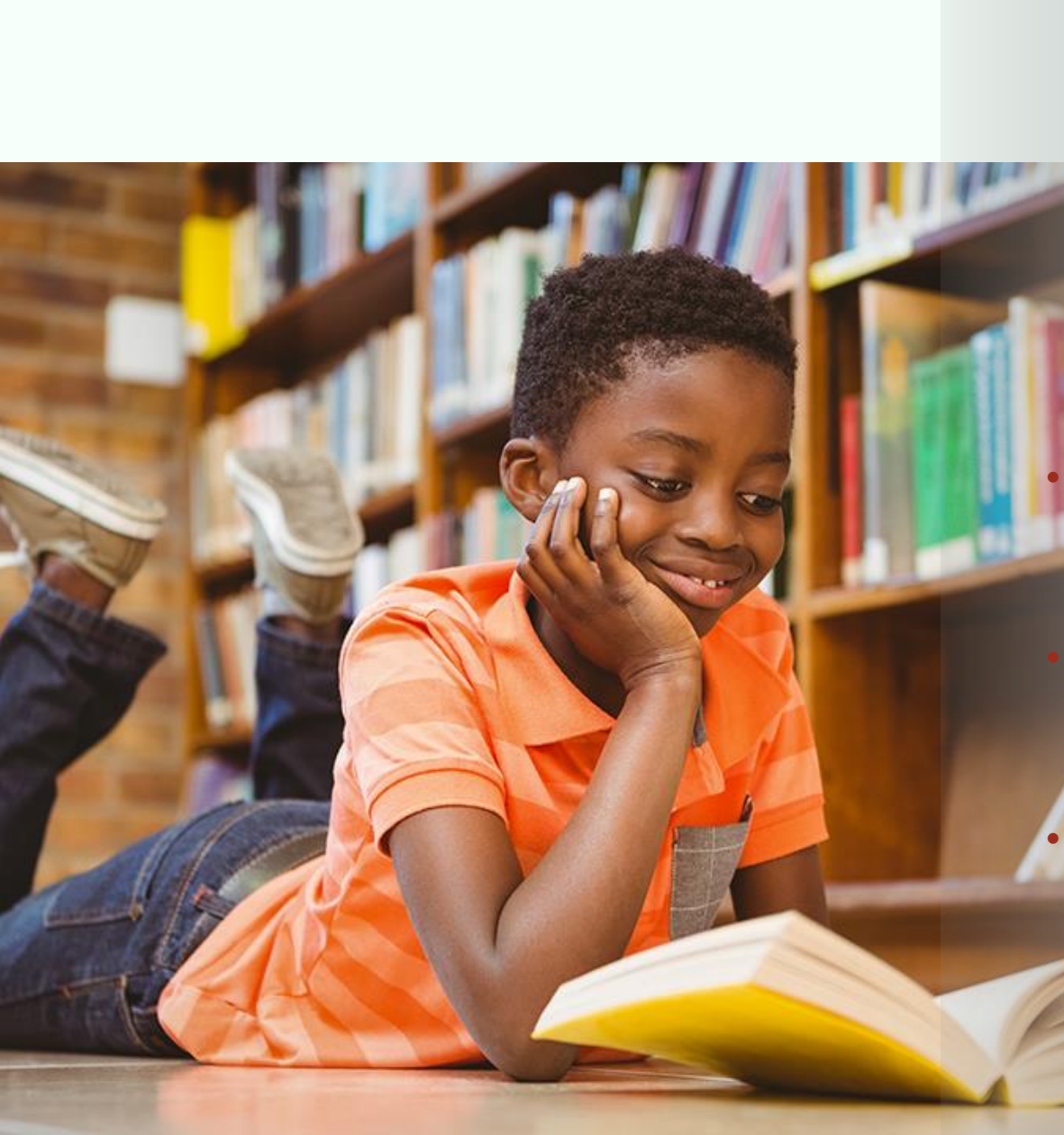


READING

We follow the Little Wandle Reading program. In year 2 we recap phase 5, and then move onto bridge to spelling.

children will do reading practice sessions 3 times a week with an adult.





READING **BOOKS**

- 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.



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



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, 2 ticks or 2 tick +** 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, dark jogging bottoms or shorts**
- **Come in school wearing PE kits on Tuesdays and Fridays.**
- **Please label all clothing including shoes**
- **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:

Girls	Grey skirt or trousers or pinafore dress, dark yellow polo shirt, burgundy sweatshirt and/or a dark grey fleece Hijabs- black , grey or burgundy
Boys	Grey trousers, dark yellow polo shirt, burgundy sweatshirt and/or a dark grey fleece
Footwear	Safe, flat sensible shoes or trainers – black in colour
Jewellery	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 of your child's clothing and belongings



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.”

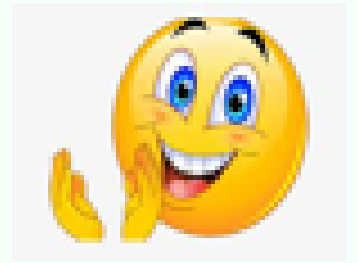
Everyone in school is expected to follow the:

“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

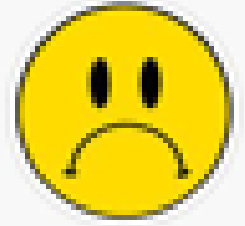


- **Praise, stickers, stamps and certificates, dojo points**
- **Green Cards**
- **Golden Child**
- **Value Award**
- **Maths Award**
- **Science Award**
- **Handwriting Award**
- **Reading Award**

All Rewards are recorded on Arbor



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

- Through out the school year, **extra-curricular opportunities** are on offer **before and after school**
- **Miss Williams** our (HSLW) will send out the information



EDUCATIONAL VISITS

- **Each half-term** we aim to book 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.

Please let us know if you would like to and are able help out.



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

Please make sure your child's name is on their water bottles. Often more than one child has the same water bottle as their friend.



COMMUNICATION

- **Please do not hesitate to contact us** if there are any questions, worries, or concerns – don't wait!
- **Always speak to us** (class teacher) **in the first instance**
- **Write a note,**
- **Telephone to make an appointment, before or after school or**
- **We are available to chat briefly after school from 3.20pm**
- 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 Kutereba

**ANY
QUESTIONS?**

