

# MEET THE TEACHERS EVENING

**Mrs Mattin, Ms Okungbowa and Miss Bashir**

**Year 2**

*Chessun Class and Ipgrave Class.*



MEET THE TEAM.  
Chessun Class

Miss Bashir – Class Teacher

Mrs Harper - Teaching Assistant

# MEET THE TEAM

## Ipgrave Class

Mrs Mattin – Class Teacher Mon-Wed

Ms Okungbowa- Class Teacher Thurs-Fri

Miss Haque - Teaching Assistant

Ms Yangchen – Learning Support Assistant

## GENERAL INFORMATION

- Our school gates open at 8:40 am. Gates are closed at 8:55 am.
- Children are expected to come straight up to class and settle for morning lessons that start after registration closes at 9am, children arriving after this time will be marked late.
- School finishes at 3:10 pm pickup is on the MUGA pitch. Children are expected to tell one of their teachers that they can see their adult and wait to be dismissed. Please support your children in doing this for their own safety.

Any questions at the end of the day should be asked once children have been dismissed or if you need to discuss something in more detail, arrange for a phone call appointment with the office.

## MORNING ROUTINE

- **8:40 – Early Morning Work**
  - Settling period
  - Preparing for learning
  - Recapping previous learning
- **8:55 – Gates Close**
- **Arrivals after 8.55 are registered as late**

# CLASS TIMETABLE

## Chessun Class

### KS1 Year 2 CHESSUN timetable- St Mary Magdalene C of E

Day	8.40 - 9.00	9.00 - 9.55	9.55 -10.15	10.15 - 10:45	10.45 - 11.00	11.00 - 12.00	12.00 - 13.00	13.00 – 14:00	14:00-15:00	15:00- 15.10
<b>Mon</b>	EMW HW	Maths	Collective worship	Spellings Phonics SPAG	Break	English	Lunch	Outdoor PE	DT/Art	Story
<b>Tue</b>	EMW Number	Maths	Collective worship	Phonics SPAG		English		PSHE	Music	Story
<b>Wed</b>	EMW HW	Maths	Collective worship	Phonics SPAG		Indoor PE		English	RE	Story
<b>Thu</b>	EMW EMW Number	Maths	Collective worship	Phonics SPAG		English		Humanities	Computing	Story
<b>Fri</b>	EMW HW	9:00 -9:30 Collective worship	9:30 Maths	Phonics SPAG		English		Science	Guided Reading	Story

# CLASS TIMETABLE

## Iprgrave Class

### KS1 Year 2 Iprgrave Timetable – St Mary Magdalene

Day	8.40 - 9.00	9.00 - 9.55	9.55 -10.15	10.15 - 10:45	10.45 - 11.00	11.00 - 12.00	12.00 - 13.00	13.00 – 14:00	14:00-15:00	15:00- 15.10
<b>Mon</b>	EMW HW	Maths	Collective worship	Spellings Phonics SPAG	Break	English	Lunch	DT/Art	Indoor PE 2-3	Story
<b>Tue</b>	EMW Number	Maths	Collective worship	Phonics SPAG		English		RE	Music	Story
<b>Wed</b>	EMW HW	Maths	Collective worship	Phonics SPAG		English		PSHE	Outdoor PE	Story
<b>Thu</b>	EMW EMW Number	Maths	Collective worship	Phonics SPAG		English		Humanities	Computing	Story
<b>Fri</b>	EMW HW	9:00 -9:30 Collective worship	9:30 Maths	Phonics SPAG		English		Science	Guided Reading	Story

# SCHOOL WEBSITE

How to find us

HOME OUR SCHOOL OUR CURRICULUM PARENTS AND CARERS FEDERATION HOME

ST. MARY MAGDALENE  
C OF E ALL THROUGH SCHOOL  
PRIMARY PHASE - PENINSULA CAMPUS  
*Excellence through innovation,  
founded in faith since 1840.*

**FAMILY  
FAITH  
FELLOWSHIP**

Our Classes Pupil Premium  
Curriculum Areas PE Sport Premium  
Kids Zone SEN  
Assessment Results Catch Up Funding Plan

- Timetables
- Spelling lists
- Termly letters
- Curriculum documents
- Reading lists



# ANNUAL CURRICULUM MAP INCLUDING SCHOOL TRIPS

Year 2	World Kitchen	Heroines and Villains	Fire! Fire!	A Whole New World – Explorers	Night Explorers	Under the Sea
	<p><b>CORE TEXT</b> Grace &amp; Family</p> <p><b>WRITING OUTCOMES:</b> Diary entries Narrative Descriptive Narrative</p> <p><b>LET'S THINK IN ENGLISH</b> Kites</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> Everyday Materials</p> <p><b>RE</b> RBG Unit 2 Judaism – Festivals in the Jewish Year</p> <p>(SDBE – Why are they having a Jewish party?)</p> <p><b>DT</b></p>	<p><b>CORE TEXT</b> The True Story of the Little Pigs Film clip – Despicable Me</p> <p><b>WRITING OUTCOMES:</b> Narrative Letter writing</p> <p><b>LET'S THINK IN ENGLISH</b> Journey</p> <p><b>History</b> Significant Women through history Harriet Tubman Mary Seacole Florence Nightingale</p> <p><b>Science</b> Plants</p> <p><b>RE</b> SDBE – Why are Saints important to Christianity? (2)</p>	<p><b>CORE TEXT</b> The Great Fire of London – Non-fiction texts including Samuel Pepys Diary</p> <p><b>WRITING OUTCOMES:</b> Diary entries Newspaper report Historical recount</p> <p><b>LET'S THINK IN ENGLISH</b> Quest follows on from Journey</p> <p><b>History</b></p> <p>The Great Fire of London Samuel Pepys</p> <p>How has London changed from 1666?</p> <p><b>Science</b> Animals including Humans</p> <p><b>RE</b> RBG Unit 2 Hinduism- Worship</p>	<p><b>CORE TEXT</b> The BFG</p> <p><b>WRITING OUTCOMES:</b> Narrative Instructions Newspaper report</p> <p><b>LET'S THINK IN ENGLISH</b> Mystery</p> <p><b>History</b></p> <p>Link back to Neil Armstrong – covered in year 1</p> <p>Significant individuals – explorers. Christopher Columbus, Walter Raleigh, Ibn Battuta (see the HA website for scheme)</p> <p><b>Science</b> Animals including Humans</p> <p><b>RE</b> SDBE – Why did Jesus Teach The Lord's Prayer As The Way To Pray? (6 – merge lessons)</p>	<p><b>CORE TEXT</b> The Hodgeheg</p> <p><b>Supplementary Text</b> The Owl Who Was Afraid of the Dark</p> <p><b>WRITING OUTCOMES:</b> Narrative Non-chronological reports Letter writing <b>LET'S THINK IN ENGLISH</b> - Dark</p> <p><b>Geography</b></p> <p>Exploring ideas of variation in space over time/ urban/suburban Fieldwork opportunities</p> <p><b>Science</b> Living Things and Habitats</p> <p><b>RE</b> SDBE - What Responsibility Has God Given People For</p>	<p><b>CORE TEXT</b> The Whale's Song Non Fiction Text– Seaside Rescue – Grace Darling</p> <p><b>WRITING OUTCOMES:</b> Poetry Explanation Text Descriptive Narrative <b>LET'S THINK IN ENGLISH</b> Something Else <b>Geography &amp; History</b></p> <p>Grace Darling Exploring the differences between coastlines. RNLI</p> <p><b>Science</b> Living Things and Habitats</p> <p><b>RE</b> RBG Unit 1 Sikhism- Guru Nanak and his teachings (What do Sikhs believe about God?)</p>

Year 2	World Kitchen	Heroines and Villains	Fire! Fire!	A Whole New World – Explorers	Night Explorers	Under the Sea
	<p>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 Nutritian Unit</b></p> <p><u>PSHE</u>  <b>Families and friendships</b>            Making friends; feeling lonely and getting help</p> <p><b>Respecting ourselves and others</b>            Recognising things in common and differences; playing and working cooperatively; sharing of opinions</p> <p><u>MUSIC</u>            Charanga - SoW Year 2 Autumn 1 unit</p> <p><u>TRIPS</u>            Local food market</p>	<p><b>SDBE – where is the Light of Christmas? (4)</b></p> <p><b>UC- Incarnation</b> Why does Christmas matter to Christians 2?</p> <p><u>ART</u>            All year groups will cover a drawing unit in this half term (Further details from Art leaders)</p> <p><u>PSHE</u></p> <p><b>Safe relationships</b>            Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p><u>TRIPS</u>  <a href="https://www.florence-nightingale.co.uk">https://www.florence-nightingale.co.uk</a></p> <p><b>Visit Florence Nightingale Museum</b></p> <p><b>Or Book Meet Mary Seacole Workshop through the museum</b></p> <p><b>RE trip – Visit Chrsit Church – Christmas Journey</b></p>	<p>(how and where do Hindus worship?)</p> <p><u>PSHE</u></p> <p><b>Belonging to a community</b>            Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p><u>TRIPS</u>  <b>London Museum City of London – Pudding Lane and Monument</b></p>	<p><b>SDBE – How Do Easter Symbols Help Us To Understand The True Meaning of Easter? (4)</b></p> <p>(RBG Unit 3 Christianity- Easter and Symbols)</p> <p><b>UC- Salvation</b> Why does Easter matter to Christians 2?</p> <p><u>PSHE</u></p> <p><b>Media literacy and digital resilience</b>            The internet in everyday life; online content and information</p> <p><b>Money and work</b>            What money is; needs and wants; looking after money</p> <p><u>TRIPS</u>  <b>Maritime Museum School session – KS1 Explo</b></p>	<p><b>taking Care of Creation?</b></p> <p><u>PSHE</u></p> <p><b>Physical health and mental wellbeing</b>            Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p><u>TRIPS</u>  <b>Local Field trip</b></p>	<p><u>PSHE</u></p> <p><b>Growing and changing (SRE)</b>            Growing older; naming body parts; moving class or year</p> <p><b>Keeping safe</b>            Safety in different environments; risk and safety at home; emergencies</p> <p><u>TRIPS</u>  <b>London Aquarium</b></p>

# **BEHAVIOUR EXPECTATIONS:**

## *Rewards and Sanctions:*

- In Year 2 we aim for positive reinforcement.
- This means we reward positive behaviour and use rewards to motivate and engage the children in our classes.

In Ipgrave class we use our good behaviour chart to recognise positive behaviours and reward children that have made a consistent effort for the day with VIP status the following day.

Children are also rewarded with table of the week for the table group that has worked the hardest to be a kind and helpful team all week.

House points, green cards, certificates, stickers and prizes are used to further award good attitudes to learning and for following the golden rules.

# BEHAVIOUR EXPECTATIONS IN CHESSUN

## SCHOOL GOLDEN RULES:

1. Do be kind, don't hurt other people's feelings
2. Do work hard, don't waste time.
3. Do look after things, don't damage school property.
4. Do listen to others, don't interrupt.
5. Do be gentle, don't hurt anybody.
6. Do be honest, don't cover up the truth.

## Rewards and Sanctions:

- In CHESSUN class, we also aim for **positive reinforcement**.
- We **reward great behaviour** through our **class dojo** system, weekly prizes, house points and giving out certificates in our weekly celebration assembly.
- In addition, children take on roles and responsibilities within the class, thus encouraging positive attitudes and a willingness to learn and be a good role model.
- **Verbal Warnings:**
  - 10 minutes from Break Time
  - 10 minutes from Lunch Time
  - 10 minutes Time Out

# Demo Class

5 Students 0 Parents



Classroom

Portfolios

Class Story

Messages

Student login

Invite families

Undo last

Add note

Students Groups



9

Whole  
Class



1

Beyoncé



2

Denzel



3

Jennifer



2

Justin



1

Leonardo

## SPELLINGS:

### Chessun:

- Our weekly spelling tests will take place on **Mondays**.
- Spelling for the whole half term will go out at the beginning of the term and you child will need to learn them for the weekly tests.

### Ipgrave:

- Our weekly spelling tests will take place on **Wednesdays**.
- Spelling for the whole half term will go out at the beginning of the term and you child will need to learn them for the weekly tests.

# HOMework

Please try to complete at least 4 pieces of homework per half term. Your child will receive a homework book containing the homework menu for a half term period.

The homework menu is also available on Satchel.

We also will distribute extra maths activities periodically.

## Chessun:

- Homework is due every **Wednesday** and homework books are given back out every **Friday**.





## Ipgrave:

- Homework is due every Wednesday and homework books are given back out every Friday.



HOMework 'TAKE-AWAY' MENU  
Year 2  
Autumn Term 1 Theme: World Kitchen



Weekly Homework 	1) Spellings - set weekly. 2) Maths - set weekly.	
<b>ENGLISH Activity 1</b>	<b>GEOGRAPHY</b>	<b>SCIENCE</b>
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).	Map your journey to school. Add pictures of any important buildings or places that you pass along the way. 	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?
<b>ENGLISH Activity 2</b>	<b>MUSIC</b>	<b>RE</b>
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? Remember: - the date - dear diary - to write in time order 	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. 	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.
<b>ENGLISH Activity 3</b>	<b>Maths</b>	<b>DT</b>
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. 	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.	Using a range of materials, create a 3D model of your favourite meal. 

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.

## READING:

**Please try to set up a routine where you read with your child as often as possible**

**5-10 minutes most days**

- Children should come to school with their reading books and reading records daily
- Can you try to write the dates and page numbers read in your child's reading record and include a brief comment if you wish
  - Short reading books should be read twice
- When your child has finished their book this must be indicated in the reading record before a book is changed, simply note book finished
- Finished books and reading records need to be placed in the reading book tray when your child arrives at school, please remind them to do this when you drop them off
  - Reading records will be collected and checked weekly



## READING:

### Chessun:

- Our book change day is **Tuesdays.**
- If your child finishes their book before/ after Tuesday they can bring in their books and we can change them again.

### Ipgrave:

- Book changes are made when your child has finished the book they have taken home. (Please write 'finished' in the comment section when you have finished the whole book)

## P.E

We ask that pupils wear **white t- shirts, dark-coloured shorts and trainers/plimsolls** for PE. Please ensure children bring their kit, in a bag, every Monday. Every pupil who is in school is expected to do PE. Please ensure you have your child's name in ALL pieces of their kit.

### Chessun:

- Our P.E. days are Mondays and Wednesdays.
- Mondays (outdoor)
- Wednesdays (indoor)

### Ipgrave:

- Our P.E. days are Mondays and Wednesdays.
- Mondays (indoor)
- Wednesdays (outdoor)

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
<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 make sure everything is clearly labelled with your child's name

## WATER BOTTLES

- As well as your child's PE kit, reading record and reading book which should be in school at all times, please send a **named**, fresh bottle of water to school with your child daily.
- It is really helpful for your child to have a book bag or small rucksack to carry these items to and from school daily. This also means that when letters etc. are given out, they are less likely to be lost.
- Personal pencil cases and stationery are not needed at school they cause real distractions as not all children have these items. Please save them for use at home, particularly homework time.

# KSI SATS - MAY 2022

## Why do we have the tests?

- The tests are an opportunity for the government to compare pupils nationally to ensure that schools are helping their pupils to make progress in English and Mathematics.
- They also help teachers identify pupils who may need additional support and make sure this is put in place as early as possible.
- Teachers use the results from the tests, along with the work your child has done throughout the year, to help them reach their own judgments about how your child is progressing.
- You will find out these assessment judgments by the end of the summer term.

Teachers assess your child's work against the standards outlined in the Teacher Assessment Frameworks. More information is on the handouts provided.

Pupils will be graded as:

- Working towards the expected standard
- Working at the expected standard
- Working at greater depth within the expected standard

The assessments will take place throughout May, however we will do various assessment weeks throughout the school year.

Examples of KS1 SATs style papers are readily available online.

**ANY QUESTIONS?**

# **CLASSROOM TOURS**