



**WELCOME TO YEAR 2**

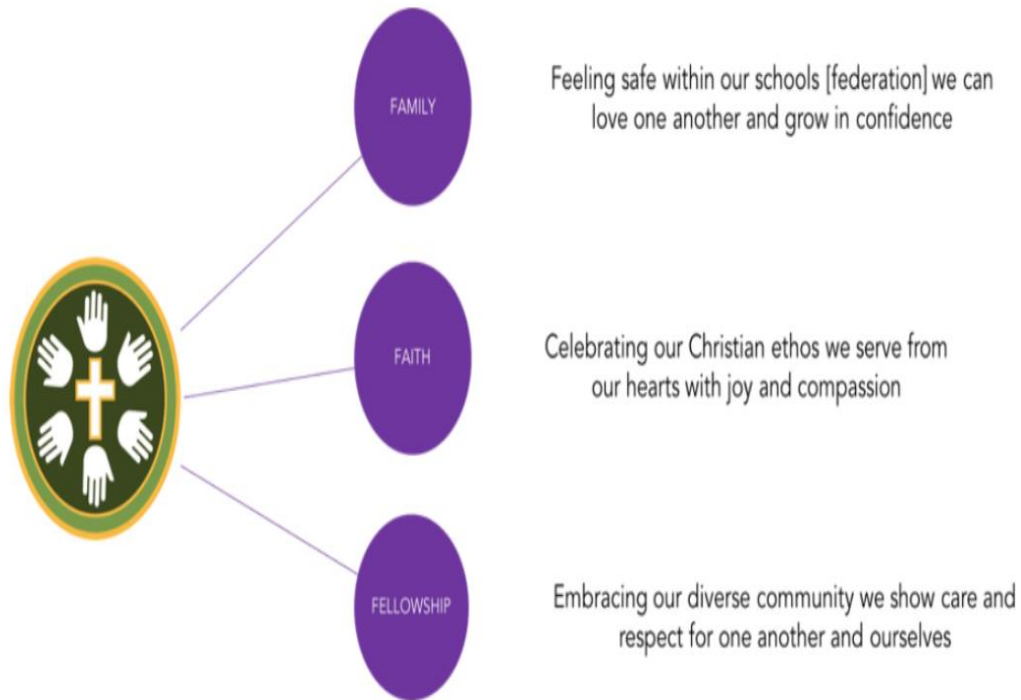
**ST MARY MAGDALENE  
WOOLWICH**

# 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

## Potter Class

Mrs Laird Yu

## Dahl Class

Mr Hodgson

## Support Staff

Miss Heyhurst  
Mrs Thornborrow  
Miss Princess  
Miss J  
Ms Browne  
Miss Gayle

## Cover Teachers

Mr Lilitos  
Mr Richardson  
Mrs Amao

## 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

	Potter	Dahl
PE Days	Tuesday and Thursday	Tuesday and Friday
Spelling Tests	Monday	Monday

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

KS1 Timetable – YEAR 2 <b>Potter Class E Laird</b> Autumn 1 2023											
Day	8:40 – 9:00	9:00 – 9:55	9:55- 10:10	10:10 – 10:45	10:45 – 11:00	11:00 – 12:00	12:00 – 13:00	13:00 – 13:30	13:30 – 14:45	14:45 – 15:00	15:00 – 15:10
<b>M</b>	EMW Handwriting	Maths	<b>CW</b>	Reading/ Phonics	Break	English	<b>Lunch</b>	Music	DT	Story	Home Time
<b>T</b>	EMW	Maths		Reading/ Phonics		English		PSHE	PE Hall	Story	Home Time
<b>W</b>	EMW Handwriting	Maths		Reading/ Phonics		English		Handwriting	Science	Story	Home Time
<b>Th</b>	EMW Handwriting	PE MUGA		Reading/ Phonics		English		Maths	Computing	Story	Home Time
<b>F</b>	EMW	Maths		Reading/ Phonics		English		Humanities	RE	Story	Home 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> Grace &amp; Family</p> <p><b>WRITING OUTCOMES:</b> Diary entries Narrative Descriptive Narrative</p> <p><b>LET'S THINK IN ENGLISH</b> <u>Kites</u></p> <p><u>Geography</u></p> <p>Contrasting the UK with the Gambia. Looking at food, culture, markets, landscape etc.</p> <p><u>Science</u> 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> 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> 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> <u>Journey</u></p> <p><u>History</u> Significant Women through history Harriet Tubman Mary Seacole Florence Nightingale</p> <p><u>Science</u> Plants</p> <p><b>RE</b> 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> 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> <u>Quest follows on from Journey</u></p> <p><u>History</u> The Great Fire of London Samuel Pepys</p> <p>How has London changed from 1666?</p> <p><u>Science</u> Animals including Humans</p> <p><b>RE</b> RBG Unit 2 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> The BFG</p> <p><b>WRITING OUTCOMES:</b> Narrative Instructions Newspaper report</p> <p><b>LET'S THINK IN ENGLISH</b> <u>Mystery</u></p> <p><u>History</u> 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><u>Science</u> Animals including Humans</p> <p><b>RE</b> 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> The <del>Hodgepodge</del></p> <p>Supplementary Text 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> <u>= Dark</u></p> <p><u>Geography</u> Exploring ideas of variation in space over time/ urban/suburban Fieldwork opportunities</p> <p><u>Science</u> Living Things and Habitats</p> <p><b>RE</b> 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> Why sleep is <u>important</u>:</p>	<p><b>CORE TEXT</b> The Whale's Song <u>Non Fiction Text</u>– Seaside Rescue – Grace Darling</p> <p><b>WRITING OUTCOMES:</b> Poetry Explanation Text Descriptive Narrative <b>LET'S THINK IN ENGLISH</b> <u>Something Else</u> <u>Geography &amp; History</u></p> <p>Grace Darling Exploring the differences between coastlines. RNLI</p> <p><u>Science</u> 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> <p><b>PSHE</b></p> <p><b>Growing and changing (SRE)</b> Growing <u>older</u>: naming body <u>parts</u>: moving class or year</p> <p><b>Keeping safe</b></p>



# CURRICULUM MAP

	<p><b>PSHE</b> <b>Families and friendships</b> Making <u>friends</u>: feeling lonely and getting help</p> <p><b>Respecting ourselves and others</b> Recognising things in common and <u>differences</u>: playing and working <u>cooperatively</u>: sharing of opinions</p> <p><b>MUSIC</b> Charanga - SoW Year 2 Autumn 1 unit</p> <p><b>TRIPS</b> 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> Managing <u>secrets</u>: resisting pressure and getting <u>help</u>: 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>: roles and <u>responsibilities</u>: being the same and different in the community</p> <p><b>TRIPS</b></p> <p>London Museum City of London – 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> The internet in everyday <u>life</u>: online content and information</p> <p><b>Money and work</b> What money <u>is</u>: needs and <u>wants</u>: looking after money</p> <p><b>TRIPS</b></p> <p><u>Maritime Museum</u> <u>School session – KS1</u> <u>Expla</u></p>	<p>medicines and keeping <u>healthy</u>: keeping teeth <u>healthy</u>: managing feelings and asking for help</p> <p><b>TRIPS</b></p> <p>Local Field trip</p>	<p>Safety in different <u>environments</u>: risk and safety at <u>home</u>: 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 AND READING

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

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



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

<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.**
  - You will receive these and a reading book for your child tomorrow.





# **READING** **BOOKS**

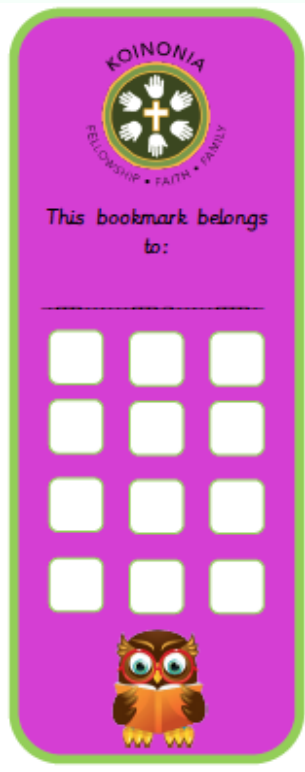
- Recently, the school invested £20,000 on new reading books for the children to enjoy.
- If a book is not returned, or badly damaged, then you will be charged £6 to replace it.
- Please share the books with your child and encourage them to take care of our precious new resource.



## READING

**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



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: <ul style="list-style-type: none"> <li>- the date</li> <li>- dear diary</li> <li>- to write in time order</li> </ul> 		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.

# HOMEWORK



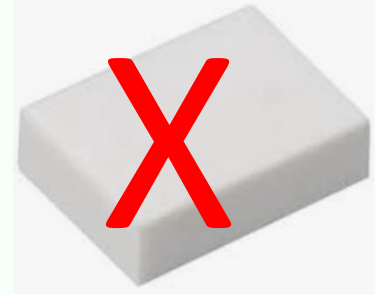
1. Children have **green Homework books**.
2. A new **Homework Menu** will be given for the new topic half-termly.
3. Homework will also be found on the online learning platforms: **Satchel, Education City and Purple Mash**.
4. Parents should **record** in their child's reading record **daily**.
5. **Spellings** should be practiced daily. Children will be 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.**
- Rubbers 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.



## PE

- **Outdoor PE – MUGA 1 hour**
- **Indoor PE – HALL 1 hour**
- **PE Kit – appropriate indoor/outdoor (trainers!)**
- **White t-shirt, black/ grey or maroon 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 <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.”**

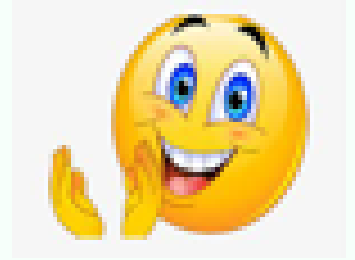
Everyone in school is expected to follow the:

### **“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



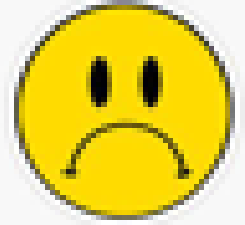
## REWARDS



- **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 Thomas (HSLW)** will send out the information



## 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.
- Please include **at least one portion of fruit** and **one portion of vegetables** every day.

### Packed lunches should not include:

- **Nuts or peanut butter** – we are a nut free school.
- **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.

# HERE TO LISTEN: OUR SAFEGUARDING TEAM



Designated  
safeguarding lead  
(DSL): **Mrs Amao**



Designated  
safeguarding lead  
(DSL): **Mrs Badesha**



Deputy DSL:  
**Miss Thomas**



Safeguarding team:  
**Mrs Savva Brown**



Safeguarding team:  
**Miss Hoon**



**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.”**

**Year 2 Team 😊**

**ANY  
QUESTIONS?**

