

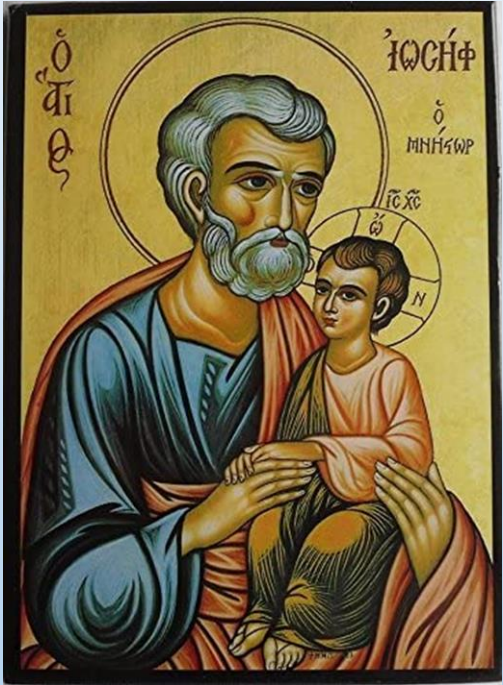


ST. ALBAN'S
CATHOLIC PRIMARY SCHOOL
LEAD THE WAY

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CATHOLIC PRIMARY SCHOOL

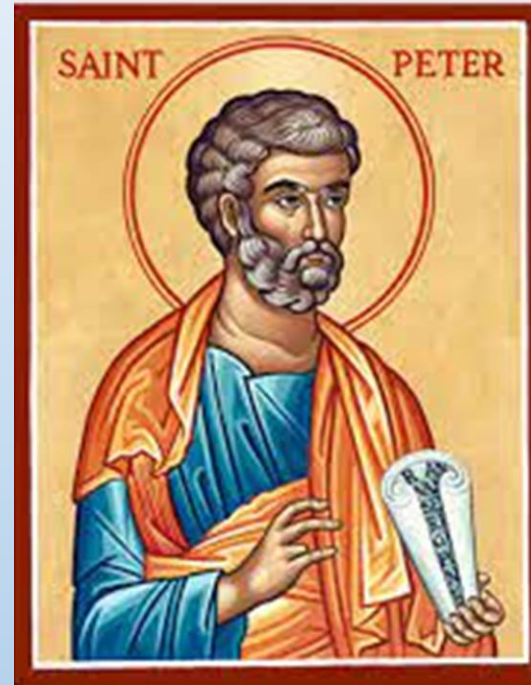
Welcome to Year 2!

Staff and classes



St Joseph Class

Mrs Mettrick, with Miss Rushmer,
Miss Frost/Miss Mullins



St Peter Class

Miss Grillet, with Miss Cribbin





Our curriculum enables all pupils to be curious, enthusiastic and knowledgeable learners for life. It builds resilience, perseverance and independence and encourages children to take risks, solve problems and think for themselves. It helps them to become active and caring members of our school family and wider society.

St. Alban's Catholic Primary School

MISSION STATEMENT



We will
grow in faith
together as
a school
family

We will
follow the
example of
Jesus




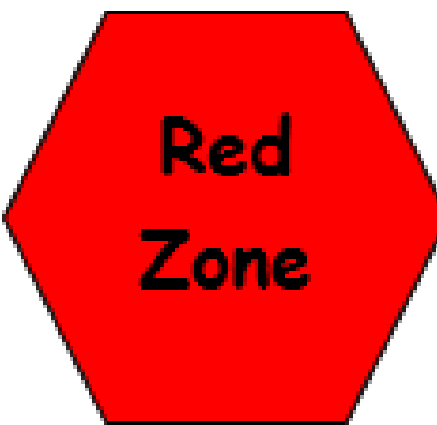
We will
work hard
to be the
best that we
can be

We will
lead the
way for
others both
near and far

Classroom routines:



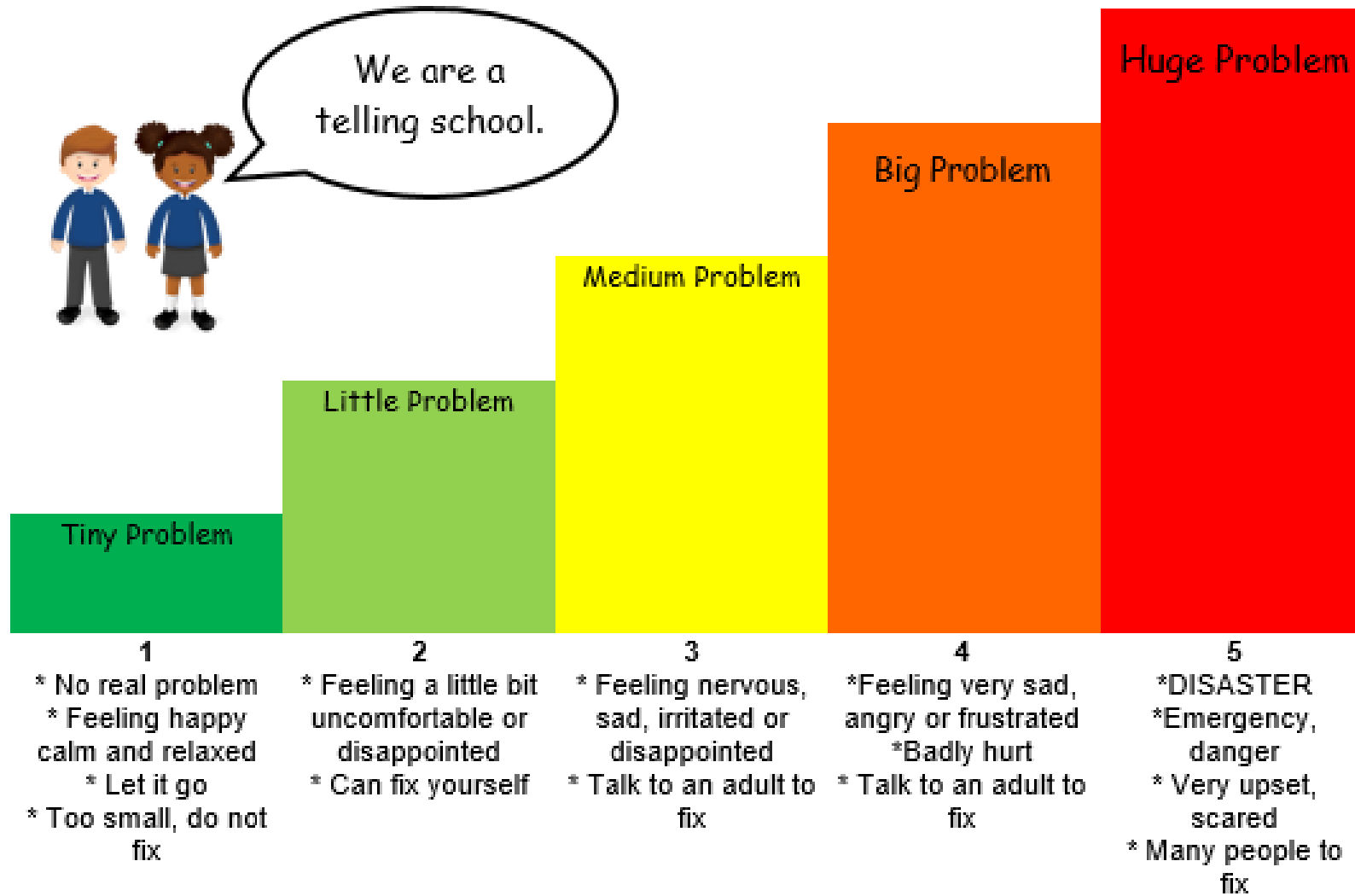
You will probably hear your child talking about “getting to the top in their rocket” – this is a classroom reward system whereby each child has their name on a “rocket”, and teachers will move names up the layers of the chart as they notice children showing the behaviours we are looking for in class. This might be, for instance, good listening, kindness, good manners, resilience in tackling a task, etc. At the end of the day children at the top of the chart receive a sticker and we all clap everyone who has moved up that day. All names start again at green on the following day. Children also receive House Points which are totalled across the school.

			
<p>I feel sad I feel sick I feel tired I am moving slowly</p>	<p>I feel happy I feel calm I am feeling okay I am focussed I am ready to learn</p>	<p>I feel annoyed I feel worried I feel wiggly I feel excited I feel upset</p>	<p>I feel mad I feel angry I feel like yelling I feel terrified</p>

There is a school-wide system of “Zones of Regulation” to help children recognise and start to self-regulate their emotions, and know what to do in order to be in the green zone and ready to learn. The next slide shows strategies to try if you are stuck in the blue, yellow or red zones.



We are a
telling school.



Home Learning Timetable

Please read every day. Other home learning tasks are set primarily to help consolidate or extend learning in school, and sometimes we will set an open-ended project task for the term, and at other points more directed tasks. Tasks will be posted on Google Classrooms, and work done can be uploaded if you wish. Homework books were sent home last week: please do not bring the books back into school at the moment.



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Mon	Tues	Wed	Thurs	Fri
	English		Maths	Spellings
	Due Monday		Due Wednesday	Next Friday

Book change days are Monday, Wednesday and Friday.

Our topics for this first half term include:

Geography: the continent of Africa

Science: living things and their habitats

PE: fitness activities

Art: pattern and texture

RE: Beginnings (3 weeks), Baptism (3 weeks)

We have produced Knowledge Organisers to help capture key knowledge for each topic in geography, history, science and art / DT. Knowledge Organisers help children identify and memorise factual knowledge.

Amazing Africa



• The “Big 5” animals of Africa



Elephant



Leopard



Rhino



Lion



Buffalo

Africa is one of the seven continents of the world



- There are 54 countries in Africa.
- The **equator** runs through Africa, so much of the continent is hot and dry.
- Africa has many different natural habitats:
 - **Deserts** are areas with very little rain. The Sahara desert is the largest hot desert in the world
 - **Rainforests** include many different types of animals, including endangered gorillas.
 - **Savannahs** are huge areas of grassland.

African landmarks



Pyramids in Egypt



Victoria Falls



Serengeti National Park



Mount Kilimanjaro



Sahara Desert

Yr 2 Science: Living things and their habitats



Habitats in the UK

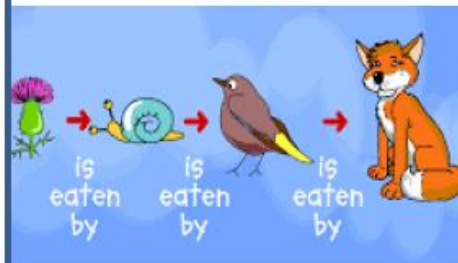


A habitat is... the natural home of living things

- A micro-habitat is a very small habitat (e.g. an oak tree)
- A habitat provides for all the creatures' needs: food, water, air, shelter and protection
- Different habitats are suited to different creatures
- Creatures may be protected by camouflage within their habitat

Food chains

Living creatures feed on plants or other creatures within their habitat, forming food chains



Features of a habitat can be classified as:

Alive



Dead



Never alive



Habitats around the world





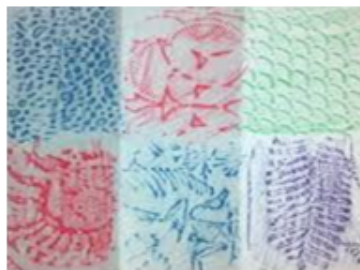
Picture focus



**Small People 2 by
Richard Kimbo (batik)**

Richard Kimbo is a Kenyan artist. His art shows scenes of everyday life in Kenya.

Texture



Rubbings are a way of showing what a surface feels like. Keep the crayon flat against the paper for the best result.



You can also show texture by using different combinations and types of line.

Pattern



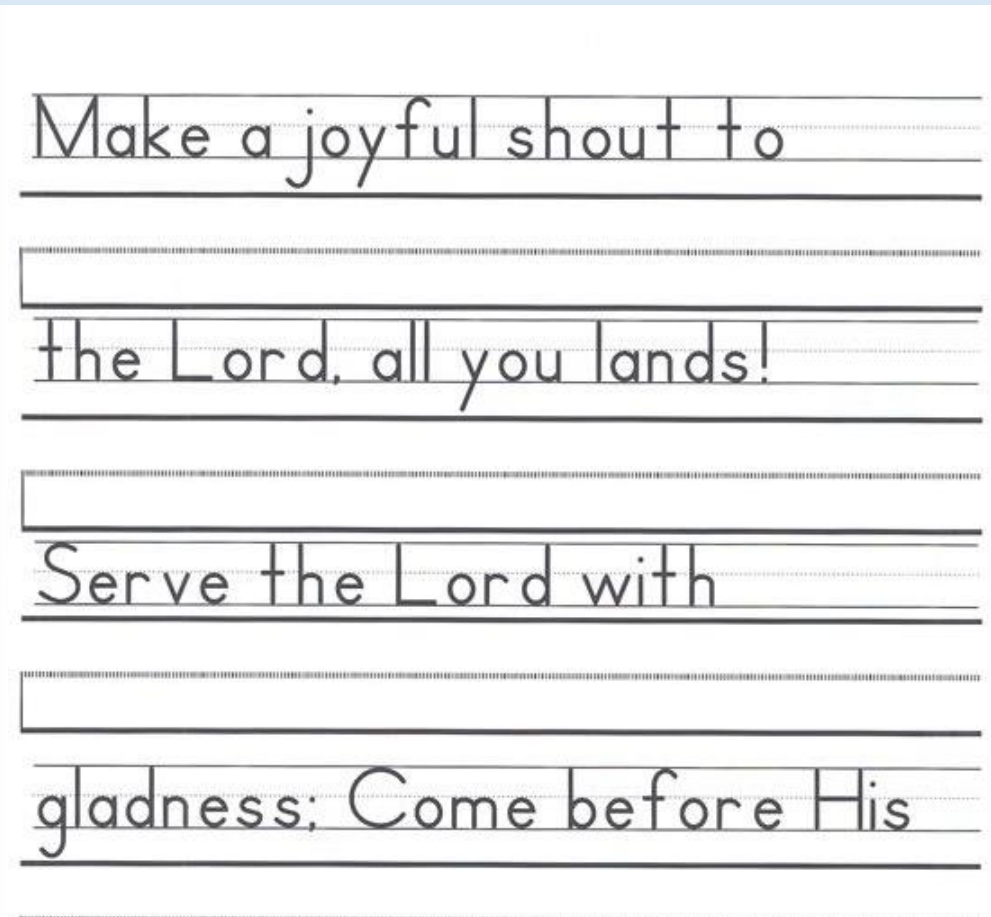
African fabric patterns feature bold, bright colours, often inspired by nature.

A repeated pattern is a series of shapes or colours that is repeated over and over again. Repeated patterns are often used to print on fabric.

Key skills for year 2

1. Handwriting

We are looking for clear letter formation, with a clear difference between “tall” and “short” letters, and a good understanding of the difference between capital and lower case letters.



Children in year 2 do not need to join their handwriting, although as the year progresses we will start to teach some of the letter joins.

Please do not encourage your child to join yet, as doing so too early may lead to mis-formations that are hard to correct later on.

Key skills for year 2

2. Spelling

Year 2 marks a transition from the EYFS/early KS1 approach of using phonics almost exclusively (ie spelling a word how it sounds), to a greater understanding that there is a “correct” spelling for key words. The Year one / two Common Exception Word lists are non-phonetic spellings that need to be memorised by the end of the year. The next slide shows the full list:

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

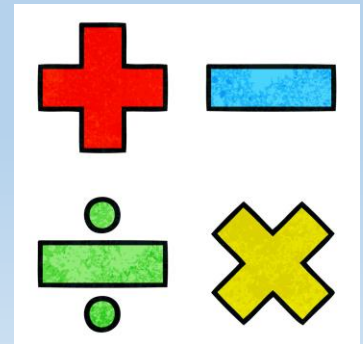
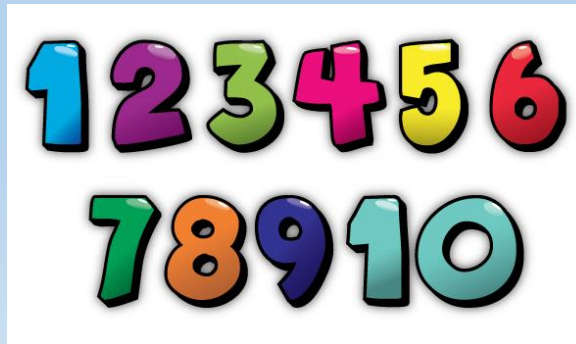
Key skills for year 2

2. Mental maths skills

We are working on fluency in being able to manipulate numbers. If you want to help your child with maths at home then please encourage them in mental maths skills – for instance adding or subtracting by counting on or counting back in their heads, and memorising doubling / halving facts or number bonds for a range of numbers.

By the end of year 2 children need to be confident with their **2, 5 and 10 times tables**, and if they can do these, then add on the 3 times table.

Practical maths skills like telling the time, weighing out ingredients or counting out money are also really important, and using these skills at home makes it far easier for your child to relate to these topics when they are taught in class.



Key skills 3: Reading

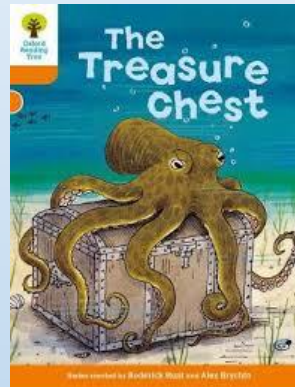
Being a confident reader is vital to support progress across the curriculum – confident readers will be in a great position to tackle reasoning problems in maths, or to be able to process technical information in science topics.

Many children will still be on colour banded books in year 2, but please do not over-focus on the actual banding: at every level we are working on developing fluency (being able to read at a good pace), and then as a result comprehension skills (understanding what they have just read and being able to retrieve information to answer questions). Children should be able to read the book they have brought home with a reasonable level of independence. If your child is a reluctant reader, focus on a regular pattern of 5 minutes or so a night with lots of praise and encouragement.

When you are hearing your child read, please don't "tell" them what a word is as soon as they pause at an unfamiliar word – encourage them to first use their phonics to try to decode it, or if this does not work, then to read the whole sentence (missing out the word), to get clues from the context.



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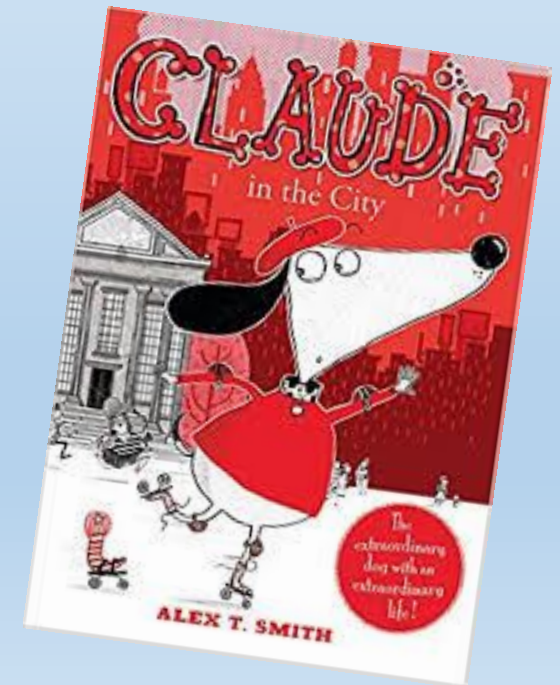
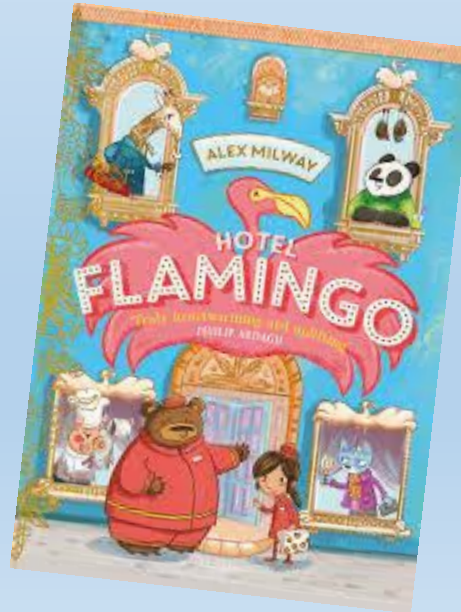


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Building enjoyment in reading

Any new skill is hard work at first, and early reading is no exception. Learning to decode words is vital, but at the early stages can limit the enjoyment in reading.

To encourage your child to grow up to love books, please keep reading stories out loud to them at home – or use audio books if this isn't possible. Talk to your child about the kind of books they enjoy listening to, and encourage them to develop their own tastes in reading.





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Thank you for your continued support