



# Welcome to Year 2

Teachers: Mrs Bladon and Mr Boucher

Teaching Assistants: Mrs Phelan and Mrs Wilkins



# Catholic Life and Our School Mission Statement

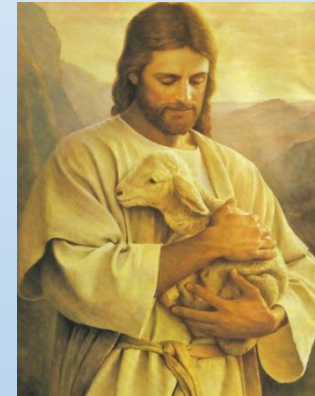


The Catholic Life of our school is at the heart of everything we do.

Our school mission statement is our prayer.



‘Lead us Lord,  
To Act Justly,  
To Love Tenderly,  
To walk humbly.  
Amen.’

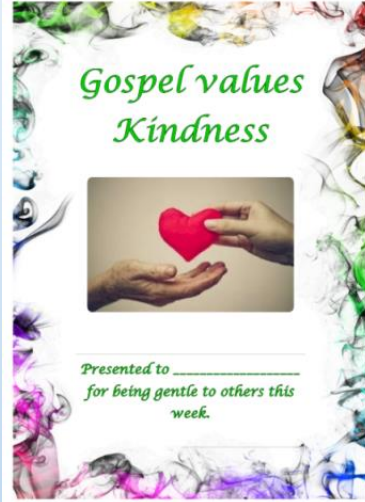


We ask the Lord to lead us in our relationships with one another and in to lead us in all our work at school.  
We are proud to form part of Our Lady Star of the Sea Parish and work closely with Father Anthony and Deacon Geoffrey .

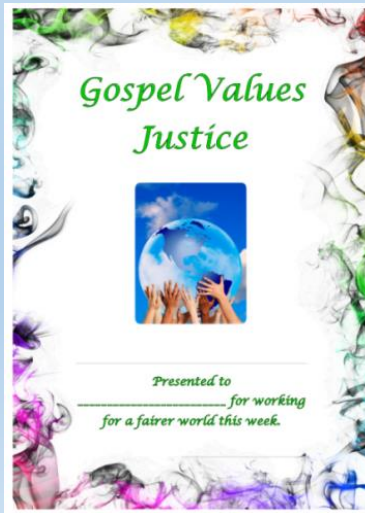
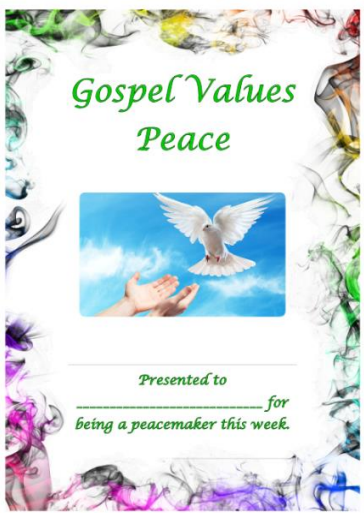
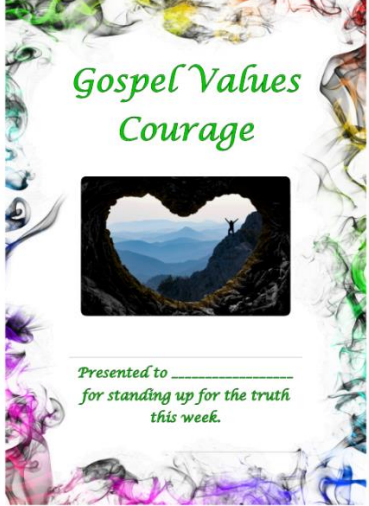
Our Catholic Life encompasses our work in RE and also the Worship Life of our school.



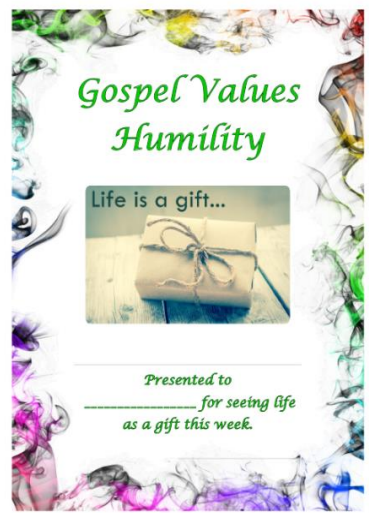
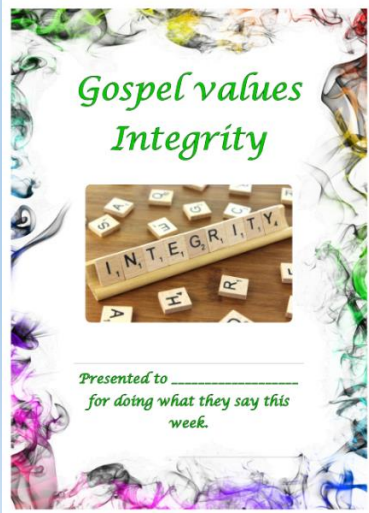
# Our Gospel Values



Our Gospel Values are important to the Catholic Life of our school. They are the qualities that underpin the way we approach our life at school. Here are our Gospel Values displayed on our school certificates.



We start each week with a whole school Liturgy and during this worship time, focus on a gospel value to incorporate into our learning during that week. The children who demonstrate the gospel values are awarded Gospel Value certificates every two weeks and their achievements in relation to the values are rewarded in Celebration assembly.







# Laudato Si' – On Care for our Common Home



## LAUDATO SI'

ON CARE FOR  
OUR COMMON HOME



## POPE FRANCIS



ENCYCLICAL LETTER

*Laudato Si-On Care for the Common Home –  
An Encyclical Letter from Pope Francis on Care for our World*

We find opportunities through our topic teaching and through explicit RE lessons, to learn about, explore and discuss ways to care for one another and how we as caretakers of our world can learn to care for the environment. The children are encouraged to be mindful of the way they use resources responsibly and are careful in the way they consider energy use both at school and in their own homes.

Our curriculum is designed to allow children from Reception to Year 6 to consider how we all have a responsibility to care for our home, our planet, our common home.





# Year 2 timetable



The school day starts between 8.40 and 8.55.

	8.40-9	9.00-10	10-10.30	10.30 - 10.45	10.45-11.55	11.55- 12.55	12:55pm-3:15pm				
											3-3.15pm
Mon	Earlybirds	9-9.30 Liturgy  9.30-10 SPAG	Guided Reading	Snack Playtime	Maths	LUNCH TIME	1-2pm PE with Julien  Snack	2-2.15pm Chapel	2.15-3pm History		Story
Tues	Earlybirds	English	Guided Reading		Maths		1-1.45pm RE	1.45-1:55pm Play and Snack	1:55pm-2.30pm Music	2.30-3pm Sing and Praise	Story
Wed	Earlybirds	English	Guided Reading		Maths		1-1.30pm RE	1.30-2pm PSHE	2-3pm PE		Collective Worship
Thu	Earlybirds	English	Guided Reading		Maths		1-1.45pm RE	1.45-2pm Handwriting	2-2.15pm Play and Snack	2.15-3pm DT	Collective Worship
Fri	Earlybirds	English (spellings)	Guided Reading		Maths		1-1.30pm Computing	1.30-1.45pm Play and Snack	1.45-2:30pm Science	2.30-3pm Celebration Assembly	Story

PE days – Monday and Wednesday

The school day finishes at 3.15pm.



## Year 2 Topics



Term	Topic
Autumn	A Toy Story
Spring	Explorers
Summer	The Circle of Life <ul style="list-style-type: none"><li>• Dead or Alive</li><li>• Ape Conservation</li></ul>

Teddy Bear Museum  
and creating our own  
Toy Museum!

We need you –  
grandparents to talk  
about toys that they  
played with!

Trip to Portland Museum!

Trip to Monkey World!



# Parents in Partnership and Home learning



- Google Classroom
- Set on Friday
- Spellings will be on Google Classroom.
- Reading expectations – we aim for all children to be reading with an adult at least 5 times a week.
- Home Learning Grid
- Home Learning English and Maths tasks will be set using an online platform called IXL, these are optional.



How can I help?



# **KNOWLEDGE ORGANISER**

## **Year 2**







# A Toy Story!

This half term, Year 2 are learning about how toys have changed over the years. We have lots of exciting things planned, including:

- A trip to the Dorchester Teddy Bear Museum
- Designing our own board games
- Making our own toys using our DT skills

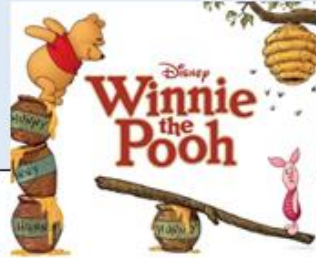
How can I help my child with this topic:

- Take part in some of the topic grid tasks – this can be found on Google Classroom.
- The next few slides will show you some of the things that we will be covering within specific subjects. Each subject will look at a specific set of skills that will allow children to consolidate and build upon prior knowledge.

Websites your child might enjoy:

- <https://www.theschoolrun.com/homework-help/history-toys>
- <https://www.bbc.co.uk/bitesize/clips/zcjmtr>
- <https://www.youtube.com/watch?v=EDAPaEVr1Hk>

The next few slides will show you some of the things that we will be covering within specific subjects. Each subject will look at a specific set of skills that will allow children to meet the National Curriculum objectives within Year 2.



## English - KEY VOCABULARY

### Phonics/Spelling Key Vocabulary

Single unit of sound

Type of grapheme where two letters represent one (and) e.g. each

**Consonants** - Most of the letters of the alphabet represent consonants; the letters a, e, i, o, u represent vowels

**Vowels** - The letters a, e, i, o, u

**Grapheme** - A letter, or combination of letters, that corresponds to a single phoneme within a word e.g. ten **Segment** - Break a word into phonemes

**Blend** - Put the phonemes back together

**Compound Word** - A word that contains two or more root words e.g. news+paper, ice+cream

**Key Word/Common Exception Word** - A word which can't be phonetically decoded

**Prefix** - A prefix is added at the beginning of a word in order to turn it into another word e.g. disappear

**Suffix** - Suffix A suffix is an 'ending', used at the end of one word to turn it into another word e.g. teacher

**Alternative spellings** – a different way of spelling a phoneme.

**Alternative pronunciation** – a different way of pronouncing a grapheme.

### Reading Key Vocabulary

**Decoding** - Breaking down a word into different phonemes to help read it

**Retrieval** - Finding information from a text

**Prediction** - Saying what will happen next or as a result of something

**Comprehension** - Understanding what has been read

**Inference** - Making assumptions about what is happening in a text

**Deduction** - Using evidence in a text to support an idea

### Grammar Key Vocabulary

**Adjective** - Used before a noun to make the noun's meaning more specific e.g. tall, blue

**Noun** - Nouns are sometimes called 'naming words' because they name people, places and 'things' e.g. table, hotel

**Verb** - Verbs are sometimes called 'doing words' because many verbs name an action that someone does e.g. run, cook

**Adverb** - These modifying the verb e.g. quickly, happily

**Statement** - States a fact or something that has happened. E.g. You are my friend.

**Command** - Something you have to do. E.g. Be my friend!

**Exclamation** - When something is exclaimed- start with 'what' or 'how'. E.g. What a good friend you are!

# English – Reading Knowledge

## Reading Challenge!

At St Augustine's, we believe that reading is an essential skill for all children and we hope that they enjoy reading for pleasure. After half term, we are launching our new 'Reading Challenge'. The aim, is to encourage children of all ages to read aloud at home to an adult, develop their fluency and their love of reading! When a child achieves 30 'reads' this success will be shared in our Celebration Assembly on a Friday and children awarded with a special reading star badge. These badges can be worn proudly on their school jumpers! Additional badges can be won at 60 'reads', 100 'reads' and 150 'reads'.

We would like a 'read' to mean around 15-20minutes of sharing a book with an adult.

1 'read' = 1 dav.

### Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



### Questions to ask when your child reads to you...

#### Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



### Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?



### Prediction Questions with Pip

- Where do you think... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might... say about that?



### Inference Questions with Iggy

- What do you think... means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?



### HOW TO HELP - Reading -

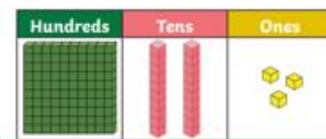
- Let children read what interests
- Read to your child (lots)
- Try not to over correct your child
- Visit the school's Library (at least)
- Visit local libraries
- Read comics/magazines
- Let your child see you read
- Make reading enjoyable - not a!

## Maths – KNOWLEDGE – Place Value

### HOW TO HELP - Problem Solving -

Embrace struggle! Teach your child that it's good get stuck! This is how we learn best.

Allow time for resilience building.



greater than < less than

less than > greater than

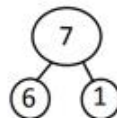
### Combining objects

$$3 + 3 = 6$$

### Tens frames to Add Within 10 (and above)

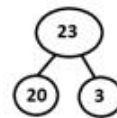
$$6 + 4 = 10$$

### Part part whole diagrams



$$6 + 1 = 7$$

(Year 1)



$$20 + 3 = 23$$

(Year 2)



$$10 + 13 = 23$$

(Year 2)

## Maths – KNOWLEDGE – Money



### Equal Amounts



### Key Vocabulary

- pence
- pound
- coin
- note
- total
- amount
- change
- difference
- price
- cost
- pay

## Religious Education

God is present in every beginning. Teaching about creation is important as it concerns the foundations of human and Christian life, making explicit the response of the Christian faith to the basic question (that people of all times have asked themselves): Where do I come from? Where are we going? What is our origin? Where does everything that exists come from and where is it going?

**Scripture:** Genesis 1:31 *God looked at everything he had made, and he was very pleased.*

**Catechism of the Catholic Church 290:** ...the eternal God gave a beginning to all that exists outside of himself: he alone is Creator.

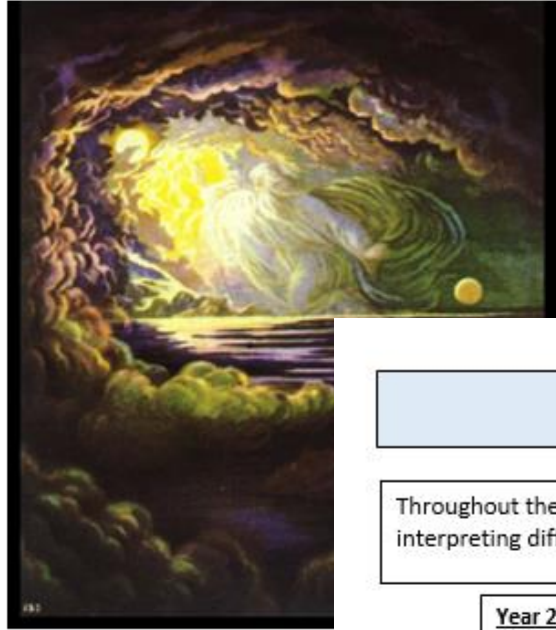
### This Topic:

Know and understand:

- The many beginnings each day offers – **Explore**
- God is present in every beginning – **Reveal**

Acquire the skills of assimilation, celebration and application of the above – **Respond**

## Beginnings



## History

## Toys - past and present.

Throughout the term, the children will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources and recognising change and exploring how this influences them today.

### Year 2 Skills

- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
- Compare 2 versions of a past event
- Compare pictures or photographs of people or events in the past
- Discuss reliability of photos/ accounts/stories







# Reading at Home



At St Augustine's we know that the development of early reading and writing skills are of paramount importance and children's progress in reading and writing for the rest of their lives.

In each folder children will have:

- 3 reading books at their stage of reading, for your child to read to you.
- A library book to read for pleasure with you!
- Their reading record



These books will be kept in your child's folder for the week and changed on the day stated on the front of your folder. Children can still earn 'reads' for the Reading Challenge as they can read the same book more than once!



# Rewards



**House Points** – Each child is allocated a 'House Team' this maybe red, blue, yellow or green. Children can be rewarded for their attitude to learning, behaviour and how they follow our Gospel Values.

**Class Pasta Jar** – children will work together to earn pasta pieces to gain a class reward at the end of each half term.

**Celebration Assembly** - During Friday Celebration Assembly your child may be awarded a certificate for effort, achievement or attainment.

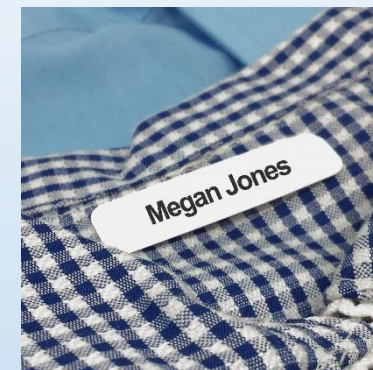






# Uniform

You will see clear guidance on the school website on school uniform. We ask that when you send your child to school in Autumn, you have every item of School uniform clearly named, including your child's shoes. As you can appreciate, school uniform is expensive and when we teach the children become warm and need to take off their cardigan or jumper, or when they are dressing for PE, everything needs to be named.



## Free School Meals, Fruit and Drinks

Children in Year 2 are all entitled to the Universal Free School Meal Scheme. Please ensure your order online at local food links and ensure this is completed with your child, so they are happy with the choices you have made.

If you choose to provide your child with a packed lunch, discuss the contents of the lunch with your child to avoid upset.

We provide your child with a piece of fruit for the afternoon, but we ask that you give them a named piece of fruit for the morning.

We also ask that your child has a clearly named drink bottle that they can drink from throughout the day.





# SATs!!!!!!!!!!!!

Please don't panic!

May 2021

We will run a Parent Session after Christmas to inform you of  
all of the details



# Communication



As you can appreciate it is extremely important for us to know the arrangements you set up to have your child collected at the end of the day. If you know you will not be collecting your child in person, inform us at the beginning of the day who you have arranged to collect your child. If arrangements change during the day, please ring the school office.



The school phone number is

**01305 782600.**

If your child is absent, please inform us before school, either by Parent Mail or by leaving a telephone message. We need to know the reason for your child's absence every day that they are away. Similarly, it is essential that we know of any medical conditions your child may have as soon as possible please.

Please use our new Year 2 Tab on the school website for Home Learning, letters and any other communication.