

# St Mark's R.C. Primary



**Welcome to Year 2  
2018-2019**

## Welcome to Year 2

Thank you for taking the time to read this booklet. We aim to provide information that will help you to develop your child's education.

Parents are a child's first and enduring teachers. You play a crucial role in helping your children learn. Children achieve more when schools and parents work together in partnership.

Parents can help more effectively if they know what the school is trying to achieve and how they can help. We value your feedback, so please let us know what you find difficult and require support with. We would also like to know what you find to be useful to help us continue to develop the important relationship between school and home.

Although all Year Groups are obviously important, and assessments are continually being carried out, **Year 2** is the end of Key Stage One and the children undertake National Curriculum tests (SATs) in May.

Throughout the year, teachers collect evidence and information on how your child is progressing in relation to the national curriculum. The main key skills for children to develop in each year group can be found within your child's books, which is also handed out on parents evening and on the school's website the national curriculum expectations for year groups are available. In Year 2, we also assess the interim statements (expected national standard) which assess whether your child is working at the expected standard.

You can find the interim assessment framework at the end of key stage 1 here:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683448/Teacher\\_assessment\\_frameworks\\_at\\_the\\_end\\_of\\_key\\_age\\_1\\_for\\_use\\_from\\_the\\_2018\\_to\\_2019\\_academic\\_year\\_onwards.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683448/Teacher_assessment_frameworks_at_the_end_of_key_age_1_for_use_from_the_2018_to_2019_academic_year_onwards.pdf)

Kind regards

Mr Murphy, Mrs Boland and Mrs Shaftoe

# Reading

Reading to children every day and talking to them about a wide variety of books, helps them to develop a love of books and a varied vocabulary, which will help them to understand the words in books later on.

**By the beginning of year 2, children should be able to:**

- Read all common graphemes (letters and sounds).
- They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each child's reading level.
- They should also be able to read many common words taught so far, without needing to blend the sounds out loud first. Children will increase their fluency by being able to read these words easily and automatically.
- Finally, children should be able to retell some familiar stories that have been read to and discussed with them.

During year 2, teachers continue to focus on establishing children's accurate and speedy word reading skills.

They also make sure that children listen to and discuss a wide range of stories, poems, plays and information books.

Here are some ways to approach the 'difficult job' of learning how to read. We hope you will find them useful:

- \* Most important of all, make reading with you as enjoyable as possible - not always easy after a hard day at work and school, but do try to persevere!
- \* Look at the book first, talking about what you can see happening in the pictures. Try to predict the story and possible unknown words.
- \* Your child will know how to blend sounds when reading. However, words such as was are a little trickier as sounding them out does not work. The children just need to learn how they look. In Year Two, children are expected to read words accurately and fluently, without undue hesitation.
- \* When children are confident readers, try not to get hung up on an unknown word. You could miss the word out, read on, then go back and work out the missing word. Read the whole sentence again to check that it makes sense.
- \* Look out for words they already know within longer words eg: dustbin
- \* Reminding children to think about how speech might be said, encourages them to read with expression. Punctuation helps your child to read with intonation and brings a book to life.
- \* **Question** your child about events in the book to check that they have understood what they are reading. Ask them about what has been said or done in a story.
- \* Retelling the story so far or predicting what might happen next will help you to gauge their understanding of what they have read.
- \* Encourage your child to read a variety of different types of story-books, information books, magazines, newspapers, letters etc.

Come to our weekly Reading Café. Join your local library and make use of their fabulous resources. There are also age appropriate on-line books available on the Oxford Owl website, which you can subscribe to for free.

<https://www.oxfordowl.co.uk/for-school/for-school/oxford-owl-ebook-collection>

### **Reading Stages**

Book Band	Year Group
Lilac Wordless Pictures Books	Age 4-5 Foundation
Pink (1)	Age 4-5 Foundation
Red (2)	Age 4-5 Foundation
Yellow (3)	Age 5-6 Foundation/Year 1
Blue (4)	Age 5-6 Year 1
Green (5)	Age 5-6 Year 1
Orange (6)	Age 5-7 Year 1
Turquoise (7)	Age 6-7 Year 1
Purple (8)	Age 6-7 Year 2
Gold (9)	Age 6-7 Year 2
White (10)	Age 6-7 Year 2
Lime (11)	Age 6-8 Year 2/3
Brown	<b>Year 3</b>
Grey	<b>Year 4</b>
Dark Blue	Year 5
Dark Red	Year 6

This chart can only give a rough idea of the right level for your child. There will be a wide range of reading abilities in any school year. As a rough guide, children should be able to read at least 90% of the words on the page without any problem. They should also demonstrate good understanding of the text they read through comprehension questions. If the book is too easy, they can become bored. If it's too difficult, they can become frustrated, and may have to concentrate so hard on reading the words that they lose the enjoyment of understanding the story.

## Writing

In writing, children at the beginning of Year 2 should be able to write sentences independently. They should be able to spell correctly many of the words covered in Year 1. Children are expected to join their handwriting. During **Year 2**, children are taught to use sentences with **different forms** in their writing (statements, questions, exclamations and commands)

Once again the best way to get better at writing is to practise it by writing in meaningful situations with real purpose.

Encourage your child to write:

- ✂ birthday cards
- ✂ shopping lists
- ✂ letters to relatives and friends
- ✂ reminders for things for school
- ✂ instructions for games they have made up or models they have made out of Lego etc.
- ✂ book or film reviews
- ✂ scrap books
- ✂ e mails

**Ensure handwriting is correctly formed and legible.** Encourage correct pencil grip to help them write with ease. Encourage children to sound out simple words, look for patterns in more complicated sets of words and eventually learn and apply spelling rules that they have encountered.

**Spelling.** Every week, we will send words home that the children will need to learn to spell. Help your child to learn their spellings by the

### **'Look, Cover, Say, Write, Check'**

**Method**, where your child looks at each word in turn, covers it up, says it to themselves, writes it down and then checks to see if it is correct. If it is incorrect they try again. This should be done often to ensure that they really do learn the look and arrangement of the word as well as how it sounds. **Do not expect your child to learn their spellings by testing them every night.** Test them once, before they are to be tested in school if you like, but testing does not help them to learn them, it only assesses whether or not they do know them.

**Other methods to practise spelling at home can include:**

- **Rainbow writing.** Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.
- Making up memorable '**silly sentences**' containing the word.
- Saying the word in a **funny** way – for example, pronouncing the 'silent' letters in a word. **Spoken Language** (Word-aware in phonic sessions)

Young children love to talk and share their ideas. At times they need help listening to others and valuing their opinions. In Year 1, children are taught to: listen, ask relevant questions, build their vocabulary, give descriptions and explanations, participate in conversations, explore ideas and to speak audibly and fluently.

**Drama and role-play** can contribute to the quality of children's writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes.

## Spelling in Year Two

At St Mark's, children learn to spell by first using Letters and Sounds. This teaches children how the alphabet works for reading and spelling by teaching high quality phonics.

At the start of **Year 2**, children will have already learnt the most frequently occurring grapheme–phoneme correspondences (GPCs) in the English language. They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out. At this stage children should be able to spell words phonemically although not always correctly. In **Year 2** the main aim is for children to become more fluent readers and more accurate spellers.

### **Year 2 National Curriculum requirements**

#### **Pupils should be taught to**

- develop a range of personal strategies for learning new and irregular words\*
- develop a range of personal strategies for spelling at the point of composition\*
- develop a range of strategies for checking and proofreading spellings after writing\*

#### **Pupils should be taught to spell by**

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learning some words with each spelling, including a few common homophones
- learning to spell common exception words

- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular), for example, the girl's book
- distinguishing between homophones and near homophones
- adding suffixes to spell longer words, for example, '-ment', '-ful', '-less', '-ly'
- applying spelling rules and guidelines, as listed in English Appendix 1
- writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

## Letters and Sounds

**Synthetic phonics** — refers to an approach to the teaching of reading in which phonemes [sounds] associated with particular graphemes [letters] are pronounced in isolation and blended together. For example, children are taught to take a single-syllable word such as cat apart into its three letters, pronounce a phoneme for each letter in turn c-a-t, and blend the phonemes together to form a word. Synthetic phonics for writing reverses the sequence: children are taught to say the word they wish to write, stretch it into its phonemes and say them in turn, for example d-o-g, and write a grapheme for each phoneme in turn to produce the written word, dog.

### **Glossary of terms**

The following terms and their definitions have been taken from the National Curriculum.

**blend** — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap

**split digraph** — two letters, split, making one sound, e.g. a-e as in make or i-e in site. We explain this as two letters holding hands to make one sound. We may also refer to 'magic' e if that helps the children remember the rule. The walking, talking phrase for vowel digraphs still works.

**grapheme** — a letter or a group of letters representing one sound, e.g. s, sh, ch, ie, igh, ough, (as in 'though')

**grapheme-phoneme correspondence (GPC)** — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

**phoneme** — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (s and p)

**segment** — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: c-a-t

**VC, CVC, CCVC** — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words, e.g. am, Sam, slam.

**mnemonic** — a device for memorising and recalling something, such as a snake shaped like the letter 'S'. We also teach actions from the Jolly Phonics scheme eg ai as in r-ai-n.

Games to support learning available on the internet [www.letters-and-sounds.com/](http://www.letters-and-sounds.com/) .  
[www.phonicsplay.co.uk/InteractiveResources.htm](http://www.phonicsplay.co.uk/InteractiveResources.htm)

s Weave hand in an s shape, like a snake, and say ssssss

a Wiggle fingers above elbow as if ants crawling on you and say a, a, a.

t Turn head from side to side as if watching tennis and say t, t, t.

i Pretend to be a mouse by wriggling fingers at end of nose and squeak i, i, i.

p Pretend to puff out candles and say p, p, p.

n Make a noise, as if you are a plane - hold arms out and say nnnnnn.

c k Raise hands and snap fingers as if playing castanets and say ck, ck, ck.

e Pretend to tap an egg on the side of a pan and crack it into the pan, saying eh, eh, eh.

h Hold hand in front of mouth panting as if you are out of breath and say h, h, h.

r Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say rrrrrr.

m Rub tummy as if seeing tasty food and say mmmmmm.

d Beat hands up and down as if playing a drum and say d, d, d.

g Spiral hand down, as if water going down the drain, and say g, g, g.

o Pretend to turn light switch on and off and say o, o; o, o u Pretend to be putting up an umbrella and say u, u, u.

l Pretend to lick a lollipop and say l l l l l.

f Let hands gently come together as if toy fish deflating, and say f f f f f.

b Pretend to hit a ball with a bat and say b, b, b.

ai Cup hand over ear and say ai, ai, ai.

j Pretend to wobble on a plate and say j, j, j.

oa Bring hand over mouth as if you have done something wrong and say oh!

ie Stand to attention and salute, saying ie ie. ee or Put hands on head as if ears on a donkey and say eeyore, eeyore.

z Put arms out at sides and pretend to be a bee, saying zzzzzz.

w Blow on to open hand, as if you are the wind, and say wh, wh, wh.

ng Imagine you are a weightlifter, and pretend to lift a heavy weight above your head, saying ng...

v Pretend to be holding the steering wheel of a van and say vvvvvv.

oo oo Move head back and forth as if it is the cuckoo in a cuckoo clock, saying u, oo; u, oo. (Little and long oo.)

y Pretend to be eating a yogurt and say y, y, y.

x Pretend to take an x-ray of someone with an x-ray gun and say ks, ks, ks.

ch Move arms at sides as if you are a train and say ch, ch, ch.

sh Place index finger over lips and say shshsh.

th th Pretend to be naughty clowns and stick out tongue a little for the th, and further for the th sound (this and thumb).

qu Make a duck's beak with your hands and say qu, qu, qu.

ou Pretend your finger is a needle and prick thumb saying ou, ou, ou.

oi Cup hands around mouth and shout to another boat saying oi! ship ahoy!

ue Point to people around you and say you, you, you.

er Roll hands over each other like a mixer and say ererer.

ar Open mouth wide and say ah. (UK English) Flap hands as if a seal, and say ar, ar, ar. (US English)

### **Spelling**

During Year 2, children will also need to learn to spell these common exception words:

New Curriculum Spelling List Year 2						
door	child	cold	pretty	grass	improve	parents
poor	wild	gold	beautiful	pass	sugar	Christmas
find	most	hold	after	plant	could	everybody
mind	both	told	fast	path	would	even
floor	children	every	last	bath	sure	
because	climb	great	past	hour	eye	
kind	only	break	father	move	should	
behind	old	steak	class	prove	who	
whole	many	busy	water	half	Mr	
any	clothes	people	again	money	Mrs	

## Mathematics

At St Mark's RC Primary School we are dedicated to promoting enthusiasm and enjoyment of mathematics through the provision of a range of experiences which enable all children to achieve and which develop, maintain and stimulate their curiosity and interest. We place great emphasis on encouraging children to talk about their ideas in mathematics and to reason mathematically, using a wide range of vocabulary. Developing the children's confidence and accuracy with their understanding and recall of mathematical facts and knowledge and the application of these skills and concepts to real-life problem solving contexts is also at the heart of our teaching and learning.

### A typical mathematics lesson

The daily mathematics lesson lasts approximately sixty minutes. There is a great emphasis on children talking about mathematics and on using mathematical vocabulary. Mathematics resources such as counters are used to provide children with a range of images to help develop their mathematical understanding. Although children learn to record their mathematical learning, some lessons are practical and often take place outside.

It is important to relate learning within mathematics to the real world, including the outside environment, and learning in other subject areas. Therefore, topic work will be included where it usefully supports mathematical investigations or learning in a cross-curricular setting.

### Expectations in Mathematics

There are clear national expectations about what every child should be achieving in mathematics.

### How you can help your child's maths learning

One of the most valuable things you can do is talk to your child about their maths learning. **Ask them what they have been learning and encourage them to**

**explain.** We all use maths in our everyday lives which means that there are plenty of opportunities to help your child with their maths learning by involving them in everyday activities.

1. Play a board game with your family.
2. Talk about any maths learning that they bring home from school. This will usually follow on from activities in class.
3. Ask them to help you when you are doing things with money, or measuring or weighing.
4. Tell the time.
5. Help them to manage their money by looking at the price of things and working out if they can afford them.
6. Help your child to learn their number bonds to 10, then 20
7. Use an educational game on the computer or i-Pad  
[www.ictgames.com](http://www.ictgames.com)
8. Ask them to help you when you are doing things with money, or measuring or weighing.
9. Tell the time.
10. Use magazines to find out when a TV programme is on.
11. Help them to manage their money by looking at the price of things and working out if they can afford them.
- 12. Help them to learn their multiplication tables.**

### **TIMES TABLES**

**By the end of year 4, all children should know their multiplication facts and related division facts up to 12 x 12 and be able to demonstrate quick recall of these facts.**

Children who are secure with their quick recall of times tables facts make faster progress, as they are able to apply this knowledge to all areas of maths, including mental calculations and problem solving in real-life contexts.

Children should therefore be practicing their tables regularly - 5 minutes a day is much more beneficial than 30 minutes once a week. Each week, your child will be

tested on their knowledge of the table they are working on. Cards will be sent home to support this but online games are great too!

### Years 1 to 4

In order to best support the children to learn their times tables, and to become secure with their quick recall and application of times tables facts, each term your child will focus on a particular times table. They will be taught strategies for learning these times tables in school and practise every day in class. For Home Learning, the children will also focus on the specific times tables that they are working on.

At the beginning of each new academic year, the children will revise the times tables learnt during the previous year, before then moving onto a new times table.

The chart below shows the focus areas for each term for each year group:

Year Group	Autumn Term		Spring Term		Summer Term	
Year 1	Number Bonds to 10		Number Bonds to 20		Counting in 2, 10 and 5	
Year 2	2		10	5	Mixed 2, 5, 10	3
Year 3	2, 5, 10 and 3 word problems		4	8	4	8
Year 4	Recap 2, 3, 4, 5, 8, 9, 10, 11	6	7	12	Mixed tables from 2-12	

# **Religious Education**

Religious Education is central to the educative mission of the Church.

*'At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education.'*

Religious Education is 'the core of the core curriculum.'

*'Therefore Religious Education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school..... All pupils have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them. Religious Education is, then, the core subject in a Catholic school.'*<sup>1</sup>

Religious Education is the systematic study of the teaching of the Church and the mystery of Christ and is a rigorous academic subject in its own right.

*Religious Education is regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines.*<sup>2</sup> As such it is to be taught, developed and resourced with the same commitment as any other subject.

*"Excellence in religious education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom RE will be a challenging educational engagement between the pupil, the teacher and the authentic subject material."*<sup>3</sup>

Whilst evangelisation and catechesis are happening in our school for some pupils, the specific contribution Religious Education makes to the Catholic Life of the school is primarily educational and will be planned, taught, assessed and monitored with the same rigour as other curriculum subjects.

The outcome of Classroom Religious Education is:

*"religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life".*<sup>4</sup>

## **Religious Education - Curriculum Time Allocation**

10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

## **The Aims of Religious Education at St Mark's are:**

- To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;

- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
- To bring clarity to the relationship between faith and life, and between faith and culture.<sup>5</sup>

### **Programme of Study**

To fulfil the above aims and to address the four areas of study outlined in the Religious Education Curriculum Directory, 2012 – Revelation, Church, Celebration and Life in Christ - the '**Come and See**' programme is used as recommended by the Diocese.

### **Other Religions**

Two other religions are taught from EYFS to Year 6 following the programme of study in 'Come and See'. These are Judaism, which is usually taught in the autumn, and Islam, which is taught either in the spring or summer. At least one week's teaching and learning time per year is given to each.

Come and See Overview of the Year 2018-2019 for Year 4 including Sacramental Preparation

## **Collective Worship**

### **The Nature of Collective Worship**

Collective worship in a Catholic school names and celebrates God's presence in our lives. It is concerned with giving glory, honour, praise and thanks to God. It is our loving response, in word and action, to God's invitation to enter into relationship, made possible through the work of Jesus Christ and the witness of the Holy Spirit.

'The celebration of Catholic liturgies and prayers as an integral part of the learning and teaching should enable the school community to become reflective, experience the presence of God and should develop a mature spiritual life.'<sup>1</sup>

### **Legal Requirements**

It is a legal requirement that there is a daily act of worship offered for all pupils. This can take place at any time during the school day and can be either a single act of worship for all pupils, or separate acts of worship in school groups. Holding an assembly that includes a prayer, said either by the teacher or everyone present, does not fulfil this requirement. Collective worship and assembly are distinct

activities. They may sometimes form part of the same gathering, but the difference between the two will always be made clear.

### **The Place of Collective Worship in the Life of St Mark's RC Primary School**

Worship is an integral part of school life and central to the Catholic tradition.

Collective worship takes into account the religious and educational needs of all who share in it:

- Those who form part of the worshipping community in church;
- Those for whom school may be their first and only experience of church;
- Those from other Christian traditions – or none;
- Those from other faith backgrounds.

### **The Aims of Collective Worship**

Collective Worship in St Mark's aims to provide opportunities for all pupils and staff:

- To contemplate the mystery of God
- To reflect on spiritual and moral issues
- To explore personal beliefs
- To respond to and to celebrate life
- To experience a sense of belonging and to develop community spirit
- To develop a common ethos and shared values
- To enrich religious experience
- To grow in liturgical understanding and development
- To pray using prayers which are part of the Catholic tradition
- To reinforce positive attitudes
- To participate fully
- To take time out 'to wonder at', 'to come to terms with' and 'to give worth to.'

Autumn	<p><b>Domestic Church</b> <i>Insert dates</i></p> <p><b>Early Years - MYSELF</b> - God knows and loves each one  <b>Year 1 - FAMILIES</b> - God's love and care for every family  <b>Year 2 - BEGINNINGS</b> - God is present in every beginning  <b>Year 3 - HOMES</b> - God's vision for every family  <b>Year 4 - PEOPLE</b> - The family of God in Scripture  <b>Year 5 - OURSELVES</b> - Created in the image and likeness of God  <b>Year 6 - LOVING</b> - God who never stops loving</p>	<p><b>Judaism</b> <i>Insert dates</i></p> <p><b>Early Years - Hanoukkah</b>  <b>Year 1</b> - Abraham and Moses  <b>Year 2</b> - Shabbat  <b>Year 3</b> - Synagogue  <b>Year 4</b> - Torah  <b>Year 5</b> - Passover  <b>Year 6</b> - Rosh Hashanah, Yom Kippur</p>	<p><b>Baptism/Confirmation</b> <i>Insert dates</i></p> <p><b>Early Years - WELCOME</b> - Baptism: a welcome to God's family  <b>Year 1 - BELONGING</b> - Baptism: an invitation to belong to God's family  <b>Year 2 - SIGNS AND SYMBOLS</b> - Signs and symbols in Baptism  <b>Year 3 - PROMISES</b> - Promises made at Baptism  <b>Year 4 - CALLED</b> - Confirmation: a call to witness  <b>Year 5 - LIFE CHOICES</b> - Marriage, commitment and service  <b>Year 6 - VOCATION AND COMMITMENT</b> - The vocation of priesthood and religious life</p>	<p><b>Advent/Christmas</b> <i>Insert dates</i></p> <p><b>Early Years - BIRTHDAY</b> - Looking forward to Jesus' birthday  <b>Year 1 - WAITING</b> - Advent: a time to look forward to Christmas  <b>Year 2 - PREPARATIONS</b> - Advent: preparing to celebrate Christmas  <b>Year 3 - VISITORS</b> - waiting for the coming of Jesus  <b>Year 4 - GIFT</b> - God's gift of love and friendship in Jesus  <b>Year 5 - HOPE</b> - Advent: waiting in the joyful hope for Jesus, the promised one  <b>Year 6 - EXPECTATIONS</b> - Jesus born to show God to the world</p>
Spring	<p><b>Local Church</b> <i>Insert dates</i></p> <p><b>Early Years - CELEBRATING</b> - People celebrate in Church  <b>Year 1 - SPECIAL PEOPLE</b> - People in the parish family  <b>Year 2 - BOOKS</b> - The books used in Church  <b>Year 3 - JOURNEYS</b> - Christian family's journey with Christ  <b>Year 4 - COMMUNITY</b> - Life in the local Christian community and ministries in the parish  <b>Year 5 - MISSION</b> - Continuing Jesus' mission in diocese (ecumenism)  <b>Year 6 - SOURCES</b> - The Bible, the</p>	<p><b>Islam</b> <i>Insert dates</i></p> <p><b>Early Years</b> - Prayer mats  <b>Year 1</b> - Muhammed  <b>Year 2</b> - Prayer at home  <b>Year 3</b> - The Mosque  <b>Year 4</b> - Quran  <b>Year 5</b> - Ramadan and Pilgrimage  <b>Year 6</b> - Guidance for Muslims</p>	<p><b>Eucharist</b> <i>Insert dates</i></p> <p><b>Early Years - GATHERING</b> - Parish family gathers to celebrate Eucharist  <b>Year 1 - MEALS</b> - Mass, Jesus' special meal  <b>Year 2 - THANKSGIVING</b> - Mass, a special time to thank God  <b>Year 3 - LISTENING &amp; SHARING</b> - Jesus gives himself to us  <b>Year 4 - GIVING &amp; RECEIVING</b> - Living in communion  <b>Year 5 - MEMORIAL SACRIFICE</b> - Eucharist as the living memorial of Christ's sacrifice  <b>Year 6 - UNITY</b> - Eucharist enabling</p>	<p><b>Lent/Easter</b> <i>Insert dates</i></p> <p><b>Early Year - GROWING</b> - Looking forward to Easter  <b>Year 1 - CHANGE</b> - Lent: a time for change  <b>Year 2 - OPPORTUNITIES</b> - Lent: an opportunity to start anew  <b>Year 3 - GIVING ALL</b> - Lent: remembering Jesus' total giving  <b>Year 4 - SELF DISCIPLINE</b> - Celebrating growth to new life  <b>Year 5 - SACRIFICE</b> - Lent: a time of aligning with the sacrifice made by Jesus  <b>Year 6 - DEATH &amp; NEW LIFE</b> - Celebrating Jesus' death and resurrection</p>
	special book for the Church		people to live in communion	
Summer	<p><b>Pentecost</b> <i>Insert dates</i></p> <p><b>Early Years - GOOD NEWS</b> - Passing on the Good News of Jesus  <b>Year 1 - HOLIDAYS AND HOLYDAYS</b> - Pentecost: feast of the Holy Spirit  <b>Year 2 - SPREAD THE WORD</b> - Pentecost: a time to spread the Good News  <b>Year 3 - ENERGY</b> - Gifts of the Holy Spirit  <b>Year 4 - NEW LIFE</b> - To hear and live the Easter message  <b>Year 5 - TRANSFORMATION</b> - Celebration of the Spirit's transforming power  <b>Year 6 - WITNESSES</b> - The Holy Spirit enables people to become witnesses</p>	<p><b>Reconciliation/Anointing of the sick</b> <i>Insert dates</i></p> <p><b>Early Years - FRIENDS</b> - Friends of Jesus  <b>Year 1 - BEING SORRY</b> - God helps us choose well  <b>Year 2 - RULES</b> - Reasons for rules in the Christian family  <b>Year 3 - CHOICES</b> - Importance of examination of conscience  <b>Year 4 - BUILDING BRIDGES</b> - Admitting wrong, being reconciled with God and each other  <b>Year 5 - FREEDOM &amp; RESPONSIBILITY</b></p>		<p><b>Universal Church</b> <i>Insert dates</i></p> <p><b>Early Years - OUR WORLD</b> - God's wonderful world  <b>Year 1 - NEIGHBOURS</b> - Neighbours share God's world  <b>Year 2 - TREASURES</b> - God's treasure; the world  <b>Year 3 - SPECIAL PLACES</b> - Holy places for Jesus and the Christian community  <b>Year 4 - GOD'S PEOPLE</b> - Different saints show people what God is like  <b>Year 5 - STEWARDSHIP</b> - The Church is called to the stewardship of Creation  <b>Year 6 - COMMON GOOD</b> - Work of the worldwide Christian family</p>

## **Science in Year 2**

Science enables children to discover the world around them. It stimulates curiosity and leads to the development of investigative skills so they can discover how the world around them works. It also enables children to make meaningful links to both the natural and man-made environment they live in.

Science is essentially a practical subject and the children are given opportunities for careful observation and investigation. Children participate in a wide variety of problem solving activities. They are encouraged to devise their own experiments and communicate their findings in a variety of ways.

Throughout year 2, the science curriculum will be embedded within our Learning Journeys.

Over the year, children will cover the following areas:

- Living things and their habitats
- Plants
- Animals including humans
- Uses of everyday materials

### **You could:**

\* Encourage them to ask questions such as ‘How?’ ‘Why?’ and ‘What will happen if...?’ and decide how they might find answers to them. Talk is really important – don’t undervalue your answers to the value of “Why?” You could use non-fiction books you might have at home, visit the library or use the Internet to help them discover ways of finding the answers they seek.

\* Encourage them to predict what might happen.

\* Help them to recognise when a test or comparison is unfair.

\* Provide opportunities for them to explore, using the senses of sight, hearing, smell, touch and taste as appropriate.

\* Encourage them to communicate what happened through speech, writing, drawing, or ICT.

\* Help them to make simple comparisons e.g. hand spans or shoe sizes in your family and identify simple patterns.

\* Compare what happened with what they expected and try to explain it, drawing on their knowledge and understanding.

Make the most of situations that naturally develop when you are together. Each season brings its own learning opportunities. Enjoy them and celebrate them! Children are on the whole eager to learn. Also be aware of when they have “had enough” and it is time to stop!

### **How to help**

You can help your child by pointing out science in everyday life and by beginning to use more specific vocabulary.

### **Useful websites:**

<http://www.bbc.co.uk/bitesize/ks2/science/>

<http://www.woodlands-junior.kent.sch.uk/revision/Science/>

[http://www.primaryscience.ie/activities\\_science\\_home.php](http://www.primaryscience.ie/activities_science_home.php)

## **Non-Core subjects**

Throughout their time in Year 2, the children will complete history, geography, art design and technology, computing, music, Religious Education, PSHE, PE and Languages lessons. The national curriculum requirements and coverage for these subjects are shown on the Year 2 Curriculum map, which is found on the school’s website.



## St Mark's Curriculum Overview 2018-2019

### Year 2

Subject	Autumn		Spring		Summer	
	1a	1b	2a	2b	3a	3b
Hist/ Geog	Florence Nightingale/Mary Seacole The Great Fire of London Guy Fawkes (1 wk) Remembrance Day (1 wk)		Weather experts	Food	Forces	Local history/geography Newcastle
Science	Our bodies Balanced diet	Basic Needs Keeping fit	Uses of everyday materials	Living things and their habitats	Life cycles SATs Preparations	Plants
Literacy	Stories by the same author Recounts	Instructions Traditional tales Poetry	Stories in familiar settings Explanation texts	Information Writing Poetry	Character Description (The Twits/Pog) Non Chronological reports (Nocturnal animals)	Letters Persuasive Writing
RE	Beginnings Judaism Signs and symbols Preparations		Books Thanksgiving Opportunities		Spread the word Rules Islam Treasures	
Computing	Multimedia Sound recording/Garage band	E safety Discussion	Using Art packages	Data Algorithms	Programming Daisy Dino Move the turtle (Logo)	Multimedia Video Movie app
PE	NUFC Foundation Basketball	NUFC Foundation Dance	NUFC Foundation Gymnastics	NUFC Foundation Indoor Athletics	Team games (Tennis, Rounders, Football)	Athletics Hockey
Art	Pencil drawings	Fire Scene Paintings	ICT Art	Famous Artists	Character Portraits Collages	Papier mache Sculptures
Music	Ocarina/Musical Express		Story Makers		Ocarina/Musical Express	
PHSCE	New beginnings Say no to bullying Getting on and falling out		Going for Goals Good to be Me		Relationships Changes	

## Keeping Children Safe

Children walking home from school

Children from foundation upwards should be collected by an adult from the class door. If another adult is collecting your child, please let the class teacher know – even if you have arranged for another parent to collect.

Children in year 3 and 4 will not be allowed to walk home on their own.

Children in year 5/6 frequently walk home on their own; please do let the class teacher know of your wishes.

All children must be collected from after school clubs.

**Internet Safety** Within school we have strict filters on our computers that help block inappropriate sites for the children. The children are frequently reminded of Internet Safety Rules.

We urge parents to keep a close eye on the internet usage that children access at home. Children will not use Social Media sites in school, as primary school children are too young to be accessing them.

Information for Parents can be found: CEOP: [www.ceop.gov.uk](http://www.ceop.gov.uk) Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) Child net [www.childnet-int.org](http://www.childnet-int.org)

Our website offers more information or links.

**Safeguarding:** Our Senior Designated Person is **Mrs Miler**

Our Deputy Designated Person is **Mrs Henderson**.

If you have any concerns about the welfare of any of the children within the school, please do speak with us.

When concerns are raised or noticed, we have to make sure that any information is recorded. Parents will be contacted to discuss any concerns as soon as possible. On a few occasions, where there may be serious concerns, the information has to be shared with our partners in the Police, Social Services and in Health first. Let your child's class teacher know if something has happened that means your child is upset or unhappy; or if there is something you feel we ought to know. This will enable us to support your child.

If you suspect ANY child is being neglected, abused or facing harm, let the school know.

Telephone: 0191 2869349