

St Joseph's Catholic Primary School Exmouth



Year 2

Parent Curriculum Information Booklet

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 the most important 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 useful so we can 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.

The tests provide information about how your child is progressing, compared to children the same age nationally. They are not qualifications and don't affect your child's future options in school. The results are used to ensure that schools are teaching their pupils the essential knowledge and skills in the subjects that are the early building blocks. This is to ensure every child reaches their full potential.

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/740343/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_1_WEBHO.pdf

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 storybooks, information books, magazines, newspapers, letters etc.

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 1/2
Purple (8)	Age 6-7 Year 2
Gold (9)	Age 6-7 Year 2
White (10)	Age 6-7 Year 2

Obviously 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. During Year 2, when it is appropriate your child will begin to move onto Accelerated Reader. Accelerated Reader is proved to be an effective system for motivating and ensuring good progress in reading. When your child has finished reading a book, they complete a short quiz. The computer monitors your child's independent reading practice. If you would like any more information please see me.

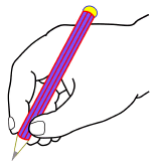
Writing

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 to a trusted person



Ensure handwriting is correctly formed and legible. Encourage correct pencil grip to help them write with ease.

When writing, encourage your child to:

- Demarcate sentences with capital letters and full stops and with some use of question marks and exclamation marks.
- Use extended noun phrases (adjectives and adverbs to describe and specify). E.g. The house The eerie house that stood on the hill.
- Extend sentences using conjunctions (or, and, but, when, if, that, because).

Spelling

It is important to recognise that children begin to meet extra challenges in terms of spelling during year 2. They learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words. They explore spelling patterns in their daily *Spelling lessons*.

From time to time, we will send words home that the children will need to learn to spell. Help your child to **learn** their spellings by the method:

Look, Cover, Say, Write, Check

This is 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.

Spelling

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*. **Most children in Year 2 have completed phases 1 to 5 of the Letters and Sounds programme and are now ready to begin No Nonsense Spelling.**

Glossary of terms

The following terms and their definitions have been taken from Jim Rose's (2005) *Independent Review of the Teaching of Early Reading - Interim Report*.

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

digraph — two letters making one sound, e.g. sh, ch, th, ph.

vowel digraph — Vowel digraphs comprise two vowels which, together, make one sound, e.g. ai, ea, ie, oa, ue. Remember, when two vowels go out walking, the first one does the talking" eg b-ea-d.

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. sh, ch, igh, ough (as in 'though')

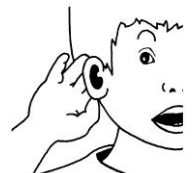
grapheme-phoneme correspondence (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

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.



Spelling in Year Two

At St Joseph'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.

	Letter progression									
Phase 2	Phases 2 & 3 are revised during Phase 4. (Reception)	s	a	t	p	i	n	m	d	
Phase 3		g	o	c	k	ck	e	u	r	
		h	b	f, ff	l, ll	ss				
		j	v	w	x	y	z	zz	qu	
		ch	sh	th	ng	ai	ee	igh	oa	oo
		ar	or	ur	ow	oi	ear	air	ure	er
Phase 5 (Year 1)	New Graphemes	ay (day)	ou (out)	ie (tie)	ea (eat)	oy (boy)	ir (girl)	ue (blue)	aw (saw)	wh (when)
		ph (photo)	ew (new)	oe (toe)	au (Paul)	a-e (make)	e-e (these)	i-e (like)	o-e (home)	u-e (rule)
	Alternative pronunciations	i fin / fine	o hot / cold	c cat / cent	g got / giant	u but / put	ow cow / blow	ie tie / field	ea eat / bread	er Farmer / her
		a hat / what		y yes / by / very		ch chin / school / chef		ou out / shoulder / could / you		

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.

Games to support learning available on the internet

<http://www.letters-and-sounds.com/> - Lots of games available to support learning of letter sounds.

<http://www.phonicsplay.co.uk/InteractiveResources.htm> - There are some super free resources on this website.

If you have an ipad, there is also a Twinkl phonics app which has some lovely games and sounds you may find supportive.

Spelling

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

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

Handwriting

All children will be taught joined cursive handwriting. The style we teach is shown below.

All children from Year 2 upwards are expected to start to become fluent in this style.

All children in Year 3 upwards will be using joined handwriting throughout their writing and will be using a blue handwriting pen, provided by the school.

A B C D E F G H I J K L M N O P Q R S T U V
W X Y Z

a b c d e f g h I j k l m n o p q r s t u v w x y z

The quick brown fox jumped over the lazy dog.

Mathematics

At St Joseph's School, children develop mathematical understanding of number, place value, addition, subtraction, multiplication, division, fractions, measurement and geometry (position and direction, and properties of shape). Great emphasis is placed upon children being able to apply these mathematical skills to problems in contexts. Our aim is to help children to recognise the relevance of mathematics in the world around them and to develop a curiosity and excitement about making mathematical discoveries. Children learn to question, investigate and communicate their reasoning through the provision of real life inspired enrichment activities.

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.

Children in year 2 are expected to:

Number and Place value

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words

Number-Addition and Subtraction

- solve problems with addition and subtraction:
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and ones
 - a two-digit number and tens
 - two two-digit numbers
 - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Number-Multiplication and Division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs

- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Number- Fractions

- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- write simple fractions e.g. $\frac{1}{2}$ of 6 = 3
- recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Geometry: Properties of Shape

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry: Position and Direction

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Measurement

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using >, < and =
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.

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.

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	9	11
Year 4	Recap 2, 3, 4, 5, 8, 9, 10, 11	6	7	12	Mixed tables from 2-12	

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 there are plenty of opportunities to help your child with their maths learning by involving them in everyday activities.

1. Talk about maths in everyday situations by asking questions: How many knives and forks will you need to set the table?
How many people are in the queue at the supermarket check-out?
Which glass will hold the most orange juice?
2. Play games like 'Snakes and Ladders' that involve taking turns, using dice and counters to move around a board.
3. Count in jumps of the same size such as 1s, 2s, 3s, 5s, 10s and so on. Children should count backwards as well as forwards. Physical activities such as skipping and playing catch can be incorporated to encourage motivation.

Year 2

4. Look for numbers in digits and words in books, in colouring books, on posters, in comics, on buses, cars and road signs and ask children to read them. Children can also photograph the numbers.
5. Talk about the shape of objects.
6. Investigate the wide range of maths games on the computer, ensuring they are appropriate for your child.
7. Talk about any maths work that they bring home from school. This will usually follow on from work in class.
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:**
- 13. Play a mathematical game on the computer:**

<https://ttrockstars.com/login> (your child has their own login).
www.ictgames.com www.bbc.co.uk/schools/bitesizeprimary

R.E

As we are a Catholic School, we are required to teach a certain amount of Religious Education as it is one of our core subjects.

The 'God Matters' curriculum is split up into ten themes which are revisited and developed each year to support the faith development of the children. In each unit, related aspects of different world faiths are also taught.

Each topic is revisited each year building on the children's knowledge. Therefore, although the unit titles remain the same, pupils' experiences, knowledge and learning all progress.

UNIT	DATE	TEACHING TIME
AUTUMN TERM 2019		
Creation	Start of Term	4 weeks
Prayers Feasts and Saints	07.10.19	2 Weeks
Half term 21.10.19		
Islam	29.10.19	1 Week
Sacraments	04.11.19	4 Weeks
Advent	02.12.19	2 weeks
Christmas	16.12.19	1 week
SPRING TERM 2020		
Feasts of Christmas - Epiphany	Start of Term	2 weeks
Revelation	20.01.20	4 Weeks
Half Term 17.02.20		
Judaism	25.02.20	1 week
Lent	02.03.20	3 weeks
Holy Week	23.03.20	1 week
SUMMER TERM 2020		
Easter	14.04.20	4 weeks
Pentecost and Mission	11.05.20	2 weeks
Half Term 25.05.20		
Pentecost and Mission	02.06.20	2 weeks
Sikhism	15.06.20	1 week
Hinduism	22.06.20	1 week
Big Questions of Faith Project RE	29.06.20	Until End of Term

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

Forest School

Through careful, joint planning, Mrs Turner, our Forest School teacher, will supplement the science curriculum allowing children to engage within our world. They will get a chance to explore science within the environmental area and pond area. Please ensure your child comes to school equipped with old clothes and wellies for these sessions. You will be advised of the dates in class letters.

At home

Children are naturally inquisitive and interested in the world that surrounds them. Whenever you are together, they are trying to make sense of things that they encounter and develop their understanding. 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!

Computing

Computing prepares children to participate in a rapidly changing world. Children use computing tools to find, explore, analyse, exchange and present information.

At school

During Key Stage 1 children explore IT and learn to use it confidently and with purpose to achieve specific outcomes. They start to use IT to develop their ideas and record their creative work. They become familiar with hardware and software.

Children are taught to:

- understand that computer programs execute by following precise instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

At home

If you do have a computer at home you could:

- * Gather information from CD-Roms or the Internet to support a topic being studied at school, or something that interest your child. We recommend that any use of the internet is supervised by an adult. You are obviously aware of the potential dangers and inappropriate material you would not want your child to access.
- * When gathering information, please be selective and read the information found with your child. Printing off reams of paper from a website aimed at adults may not make a lot of sense to your child.
- * Encourage your child to save and load work, print a finished piece and shut down the computer safely.
- * Write letters, party invitations etc. and include clip art pictures.
- * Use a paint package to create a masterpiece, experimenting with the use of colour and tools.
- * Play an adventure game together to try things out and explore what happens in real and imaginary situations.
- * Use websites / apps to support learning such as:_
<https://ttrockstars.com/login> (your child has their own login)._
www.letters-and-sounds.com
www.phonicsplay.co.uk
www.ictgames.com
www.bbc.co.uk/schools/bitesizeprimary
<http://www.topmarks.co.uk/maths-games/7-11-years/times-tables>

Please do not feel pressure to buy a computer for use at home as all children at St Joseph's School have access to computers and iPads.



Non Core subjects

Throughout their time in Year Two, the children will complete history, geography, art design and technology, music, PSHE, PE and Languages lessons through the topic lessons.

Assessment

How well is my child progressing?

How does the school assess children?

Throughout your child's learning, we make regular assessments of how well they are doing or how to support them further. This may be completed through marking or conversations with your child. At several points throughout the year, we carry out more formal assessments.

How well is my child doing?

These results are talked about with you at Parents' Evenings. If you have any concerns please see your child's class teacher, do not feel you need to wait for Parents' evening.

The New National Curriculum

The New Curriculum is in place for children in year 1,2,3,4,5 and 6. It has greater challenges expected of each child. Some children may appear not to make progress as fast as we catch them up with the new expectations. As we move from the old curriculum to the new curriculum there will need to be some changes.

Details of the New National Curriculum can be found here:

<https://www.gov.uk/government/collections/national-curriculum>

The majority of our children will be working towards the expectations for their year group. However, a small number of children will need to consolidate learning from a previous year group so will be assessed against a different year group's objectives. This is also true of pupils achieving significantly above expectations for their year group.

For some children, they may need to be assessed on a younger year group temporarily as they are accelerated towards the new harder expectations. They may be a particular area such as spelling that is holding your child back.

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 unless you have written us a short note / letter.

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

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

Think U Know: www.thinkuknow.co.uk

Childnet: www.childnet-int.org

Our website offers more information or links.

Pastoral Support

Many of our teaching assistants are trained to offer pastoral interventions. They will support individuals and small groups when the need arises.

Safeguarding:

Our Senior Designated Person is **Mrs N Taylor-Bashford**

Our Deputy Designated Person is **Mrs S Keeping**

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 or alternatively you may contact the MASH team on 0345 155 1071