

# **Year 2 Parent Meeting**

**September 2022**



# Class 2F

**Miss Fennessy**



**Mrs Killington**



**Miss Webb**



# Senior Leadership Team (SLT)



Mrs Rachel Mahon  
Headteacher



Miss Sue-Helen Steyn  
Deputy Headteacher  
EYFS phase leader



Mr Joseph Pomeroy  
Assistant Headteacher  
Y1-3 phase leader



Miss Margaret Coxhead  
Deputy Headteacher  
Year 4 – 6 phase leader

# St Mary and St Michael Catholic Primary School

## Designated Safeguarding Leads



**Rachel Mahon**  
Headteacher  
Designated Safeguarding Lead



**Tracey Flannery**  
Senior Early Years Educator  
Deputy Designated Safeguarding Lead  
**Nursery & Reception**



**Joe Pomeroy**  
Assistant Headteacher/Inclusion  
Deputy Designated Safeguarding Lead  
**Year 1 & Year 2**



**Sue-Helen Steyn**  
Deputy Headteacher  
Deputy Designated Safeguarding Lead  
**Year 3 & Year 4**



**Margaret Coxhead**  
Deputy Headteacher  
Deputy Designated Safeguarding Lead  
**Year 5 & Year 6 and LAC**



# Consent Forms

<https://forms.gle/Kh9jY3ni1MotD1wUA>

This year, copies of our consent forms will be sent to you electronically. Once you have read these, please complete the Google form that confirms you have agreed to our:

- Home School Agreement – Behaviour and learning expectations
- Acceptable Use Policy - Computing
- Permission for your child to go on local walks
- Photographic Consent Form

**A link will be sent out after this meeting.**

# Uniform

## School Uniform consists of

- Plain white short or long sleeved shirt
- Grey trousers/shorts (boys)
- Light blue polo shirt with school emblem in September and the **summer** term only
- Navy skirt, pinafore dress or trousers (girls)
- Girls may wear a blue and white gingham/checked dress in September and the **summer** term only.
- Plain navy blue v necked jumper or navy v necked jumper with school emblem (boys)
- Plain navy blue cardigan or navy blue cardigan with school emblem (girls)
- School tie
- Grey or black socks (boys)
- Plain white, black or navy socks/tights
- **Plain black shoes or plain black trainers with black laces, no logos and black soles.**
- Waterproof/showerproof coat (no hoodies).

YES	NO
 ✓	 ✗
 ✓	 ✗
 ✓	 ✗
 ✓	 ✗
 ✓	 ✗
 ✓	 ✗



# Uniform

## Hair

- NO colour products in hair (i.e. bleach, dye, highlights or coloured extensions).
- Long hair MUST be tied back with simple hair accessories in navy blue, black or white only.
- NO extreme hair styles e.g. fashion/celebrity styles; this includes mohicans, over use of gel and patterns shaved in hair or eyebrows.

## Jewellery and Accessories

- Jewellery must not be worn. Small gold or silver stud earrings are allowed. Pupils may wear a watch, fitted to the wrist. No nail varnish.

# Uniform PE Kit

**Children should come to school in their PE kit on the allocated day.**

- School t shirt with school logo or a plain white t-shirt
- Plain navy blue tracksuit bottoms/leggings or plain navy blue shorts (no stripes, logos, patterns)
- Their school jumper or cardigan or the school sweatshirt with the school logo or a plain navy sweatshirt (no tracksuits tops, hoodies, logos or tops with zips)
- **Plain black trainers or plimsolls only** – this then ties in with our uniform policy

# Attendance

- School expects a high level of attendance throughout the year
- If your child is unwell, please inform the school using the Studybugs app, by 09:00.
- Holidays during term time will not be authorised
- Application for leave in term time form to be completed (from office)
- Attendance Welfare Advisor (AWA) is Sonia Rawlings
- Once attendance drops below a certain level it is closely monitored, a letter sent/invited in for a meeting
- Persistent absence will be followed up by the AWA and Miss Coxhead (Deputy Head and attendance lead) may lead to a fine and failure to comply will result in legal action

# Punctuality

- Playground gates open at 8:30am
- Main playground gates close 8:55am
- Children enter building from 8:40am
- Lessons commence at 9:00am
- If late (anytime after 8:55am), children will need to enter school via the main entrance.
- Persistent lateness will be followed up by the AWA and may result in a fine.
- The school gate opens at 3:20pm and school finishes at 3.30pm. Children will be dismissed from the playground. Please be on time to collect your child.

# Behaviour – Core Values and Class Rules

## Core Values

At the beginning of the academic year each class decides on their class rules which are based on our school's **Core Values**:

**RESPECT**

**COMPASSION**

**SELF WORTH**

**PERSEVERANCE**

**COLLABORATION**

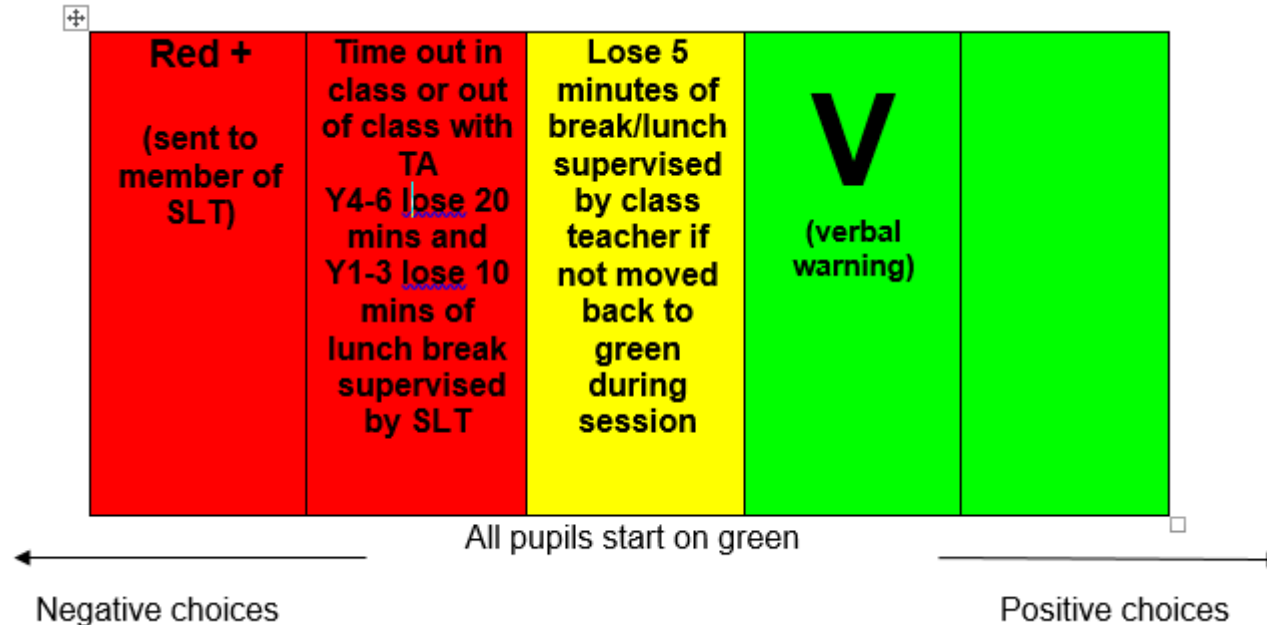
# Behaviour - Stay on Green

There is a consistent approach to dealing with behaviour and discipline problems - Good to be Green.(See School's Behaviour Policy).

The school day is divided into 2 sessions, morning and afternoon. Each class has a behaviour chart and each session all children begin on green to demonstrate the expectation that session, both in class and on the playground, it will be a positive one.

Children know that there are consequences when making inappropriate behaviour choices, and they will be moved down the chart.

# Behaviour - Stay on Green



If your child has 3 yellow cards in a week the class teacher will contact parents/carers.  
If your child has 3 lunchtime/SLT referrals within a half term a member of the SLT will contact you.  
Any serious incidents and parent/carers will be contacted on the day of the incident.

# Rewards

- Lots of Praise
- House Points
- Stickers
- Head Teacher Gold Award and Handwriting/Presentation Award
- Certificates
- Bronze, silver and gold behaviour stars



# Place2Be



Margarita Deligianni is our Place2Be Manager.

She is in school all day on Monday and Tuesday and Wednesday morning. She is usually on the playground before school.

## Why is Place2Be useful?

- Sometimes children can feel particularly sad, confused, scared or angry.
- Maybe something difficult happened at home, like losing a family member or parents separating. Or perhaps they're struggling with something at school, like bullying.
- This can make them behave differently, lose confidence in themselves or find it difficult to concentrate in class.
- Place2Be is there to help children find ways to cope, so their worries don't get in the way of their friendships, their learning or how they feel about themselves.

## What does Place2Be do?

- Place2Be's professionals work with children one-to-one or in small groups, giving regular support for pupils who need it.
- Children can also book a short appointment to talk about any problems or worries they have – this is called Place2Talk (letter sent out in summer term).

# Mobile Phones

- Phones not to be used on school premises
- Children may not bring mobile phones to school



# First Aid Procedures

- All support staff are first aid trained
- You will only be contacted, if your child has a head/face injury that has left a mark, serious accident or needs to go home as unwell
- If your child bumps their head and there is no visible mark, you will receive a text message in the afternoon and a form will be sent home with your child informing you of the time it happened in case they become unwell.
- If a child bumps their head, the class teacher is informed so they know to monitor any changes.



# Curriculum – Timetable

PE – Monday & Tuesday

PPA – Tuesday morning

- Music specialists will be teaching Music.
- Ms. Clough will be teaching PE

# Curriculum overview

## Y2 Parent Overview - Autumn 1

Subject	Details	Vocab
English	<p>In English we will be exploring...</p> <p><b>Fiction texts:</b></p> <ul style="list-style-type: none"> <li>Violet the Pilot-Retelling narrative and changing activities</li> </ul> <p><b>Non-fiction texts:</b></p> <ul style="list-style-type: none"> <li>Violet the Pilot-Writing instructions</li> </ul>	Create Build Mechanical Pilot Noun Time -Conjunction Suffix
Maths	<p>In Maths we will be exploring:</p> <ul style="list-style-type: none"> <li>Number and Place Value</li> <li>Addition</li> <li>Geometry</li> </ul>	Addition commutative more than less than Edges Faces vertices
RE	<p>In RE we will be exploring and thinking about:</p> <p><b>The Chosen People:</b></p> <ul style="list-style-type: none"> <li>The story of Abraham</li> <li>The story of Daniel in the Lion's Den</li> <li>The Story of Moses</li> </ul>	Chosen Abraham Plan Help Promise Thank you Moses Daniel
Science	<p>In Science we will be asking...</p> <ul style="list-style-type: none"> <li>Why are cars made of metal?</li> <li>Why are tyres made of rubber?</li> <li>What are roads made from?</li> <li>How can I describe what this material feels like?</li> </ul>	materials metal wood glass plastic rubber describe properties
Geography/ History	<p>In Geography we will be exploring:</p> <ul style="list-style-type: none"> <li>Maps, atlases and globes to identify the UK.</li> <li>The capital cities of the UK.</li> <li>Compass points and directions.</li> <li>Continents and oceans.</li> </ul>	Map Continent Cities Oceans North South East West
PE	<p>In PE we will be exploring...</p> <p><b>Basic skills</b></p> <ul style="list-style-type: none"> <li>Running</li> <li>Jumping</li> <li>Skipping</li> <li>Throwing and catching</li> </ul>	
Computing	<p>In Computing we will be:</p> <ul style="list-style-type: none"> <li>Learning how to login to a Chromebook.</li> <li>Learning importance of being safe when using the Internet.</li> <li>Looking at information technology at school and beyond eg in shops, hospitals and libraries</li> </ul>	Information Technology
PSHE	<p>Following the Life to the Full scheme we will be:</p> <ul style="list-style-type: none"> <li>Learning that we are created by God out of love and for love</li> <li>Understanding of the importance of valuing ourselves as the basis for personal relationships.</li> </ul>	Welcomed
Art/DT	<p>In Art we will be asking...</p> <ul style="list-style-type: none"> <li>What is a graphic designer?</li> <li>Who is Anna Hyman?</li> </ul>	

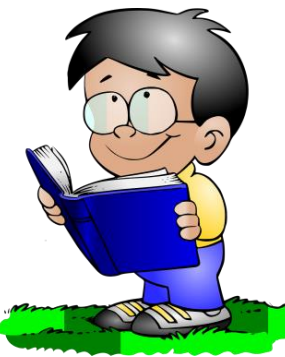
## Y2 Parent Overview - Autumn 2

Subject	Details	Vocab
English	<p>In English we will be...</p> <p><b>Exploring Fiction Texts</b></p> <ul style="list-style-type: none"> <li>The Snowman.</li> </ul> <p><b>Non-Fiction Texts</b></p> <ul style="list-style-type: none"> <li>Exploring the features of recounts</li> </ul>	Party Christmas Snow Melt Fly North Pole
Maths	<p>In Maths we will be exploring...</p> <p><b>Addition and subtraction:</b></p> <ul style="list-style-type: none"> <li>Learning about to add two-digit numbers with two-digit numbers.</li> <li>Using number facts to 20 to support us with larger calculations.</li> </ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>Learning multiplication and division facts for the 2, 5- and 10-times tables.</li> </ul> <p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>Identifying right angles</li> <li>Interpret and devise instructions to follow a simple route.</li> </ul>	multiplication division groups of lots of addition subtraction more less difference right angle
RE	<p>In RE we will be exploring and thinking about...</p> <ul style="list-style-type: none"> <li>Learning about the Jewish Faith.</li> <li>Learning about the signs and symbols of Advent.</li> <li>The importance of Jesus' birth.</li> <li>Why the wise men came to visit Jesus?</li> </ul>	Judaism signs symbols Advent Advent Wreath wise men shepherds
Science	<p>In Science we will be asking...</p> <ul style="list-style-type: none"> <li>What happens to the leaves on some trees in Autumn?</li> <li>Which animals like cold/hot places?</li> <li>What materials did they use to make houses in 1666?</li> <li>Is this material waterproof?</li> <li>What happens to bread when we toast it?</li> </ul>	Habitat Plants Animal Camouflage Adapted Climate
Geography/ History	<p>In History we will be asking...</p> <ul style="list-style-type: none"> <li>When did the Great Fire of London happen?</li> <li>How did it start?</li> <li>How do we know what happened?</li> <li>What was London like then?</li> <li>Who was Samuel Pepys?</li> <li>Why is his diary so useful?</li> </ul>	timeline date past report diary eyewitness
PE	<p>In PE we will be exploring...</p> <ul style="list-style-type: none"> <li>Dance – Devising a simple dance mirroring actions, working in partners.</li> <li>Core skills – co-ordination</li> </ul>	Reflection movement walking jogging speed
Computing	<p>In Computing we will be...</p> <ul style="list-style-type: none"> <li>Learning to create simple codes to make an onscreen character move.</li> <li>Debugging simple coding.</li> <li>Learning to be safe on the Internet.</li> </ul>	Character Coding Safety
PSHE	<p>Following the Life to the Full scheme we will be:</p> <ul style="list-style-type: none"> <li>Learning that we are created by God out of love and for love</li> <li>Understanding of the importance of valuing ourselves as the basis for personal relationships.</li> </ul>	
Art/DT	<p>In Art we will be asking...</p> <ul style="list-style-type: none"> <li>What colour is fire?</li> <li>Which colours are hot/cold?</li> <li>How do you make orange?</li> <li>How do you make paint lighter/darker?</li> <li>What is the difference between digital paint and real paint?</li> </ul>	Words artist painting mixing primary secondary lighter

# The Teaching of Reading at School

## Reading experiences:

- Shared reading
- Individual reading
- Library visits
- Whole class novels read by the teacher



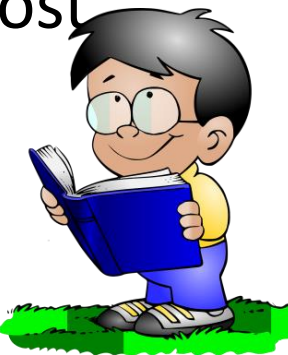
# Reading

## Individual reading

Book bands: Each class teacher will assess the children's reading ability and will assign a suitable reading book from the reading scheme or a book approved by the class teacher.

These books go home daily with the child's reading record and should come in to school daily

Please take care of school books, parents will be charged to replace lost or damaged books.



# Home Reading

Expectations of reading at home We expect the children to read 5 out of 7 days a week and record this in their reading diary. We ask children to read aloud to their parents at **least once a week** and for parents to record the date and pages read. Please acknowledge that you have listened to your child read in their reading record by; noting pages read, your signature and if you wish a comment.

- Class teachers check all reading diaries on a Monday
- Reading books will be changed twice a week or when the children have finished their book.





# Homework

Math and spelling homework is sent home in a homework book on a Tuesday and needs to be returned the following Monday.

Spellings should be practiced at home each night.

Homework will commence week beginning 12<sup>th</sup> September.

Your child's log in for TT Rockstars will be stuck in their reading record.

RE homework will be sent home once a half term.

# Water Bottles

- Ensure your child comes into school with a filled water bottle in the mornings. If they need to refill it, this can be done at lunchtime.
- Only water allowed

# Packed Lunch

- A copy of the school packed lunch policy is available on our school website.
- Treat day for packed lunch is now Friday in line with the school lunch menu.

## Packed Lunches

We understand that not all children opt to have a school meal and prefer to bring a packed lunch from home. However, we ask that packed lunches from home are healthy and adhere to these guidelines

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Everyday packed lunches should aim to include:

- **A source of carbohydrate for energy** such as bread (sliced bread, pitta bread, wraps, bagels), rice, pasta, couscous or plain crackers (Choose wholegrain where possible)
- **1 portion of fruit and 1 portion of vegetables or salad** This could include a variety of fresh, tinned or dried.
- **Dairy food** such as cheese, yoghurt or ~~fromage frais~~
- **Meat, Fish or another source of protein** such as eggs, beans and pulses, hummus, falafel
- Oily fish once every 3 weeks e.g. sardines or salmon
- **On Friday only** children may have a plain cake or biscuit in their packed lunch (in line with school menu)

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Packed lunches should never include foods that are high in fat, salt or sugar including, but not limited to:

- **Sweets** of any kind (fruit strings and fruit winders are considered to be sweets)
  - **Crisps or crisp type snacks** e.g. mini cheddars
  - **Any items containing chocolate** including bars, biscuits, spreads or yoghurts/desserts
  - **Cakes, sweet pastries or breakfast cereal bars**
  - **Meat products that are high in salt and fat** e.g. sausage rolls, cocktail sausages and ~~peperami~~
  - **Precooked fast food type products** such as potato waffles, chicken nuggets and mozzarella sticks that are all high in fat, salt and sugar.
  - **Sauces** including ketchup, barbecue or brown sauce
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# Birthdays

We are not allowing children to bring in a 'treat' for members of their class.

We still want to mark your child's birthday, so instead your child may come to school in their own clothes on the day of their birthday.

If their birthday falls on a Saturday or Sunday they can wear their own clothes on the Friday or Monday.

If their birthday falls during a holiday they can wear their own clothes on the Friday before the holiday commences.



# What to do if you have a concern

- Class Teacher
- Phase leader (Mr Pomeroy)
- Mrs Mahon
- Complaints procedure in office
- Any Safeguarding concerns: phase leader

Thank you

If you have any questions throughout the year, please email your child's class teacher and we will respond to them as soon as possible.

The Year 2 team.