



Welcome!

Year 2 Coffee Morning

Miss. Boyles

Meet the staff:



Miss Boyles
Y2 Class Teacher

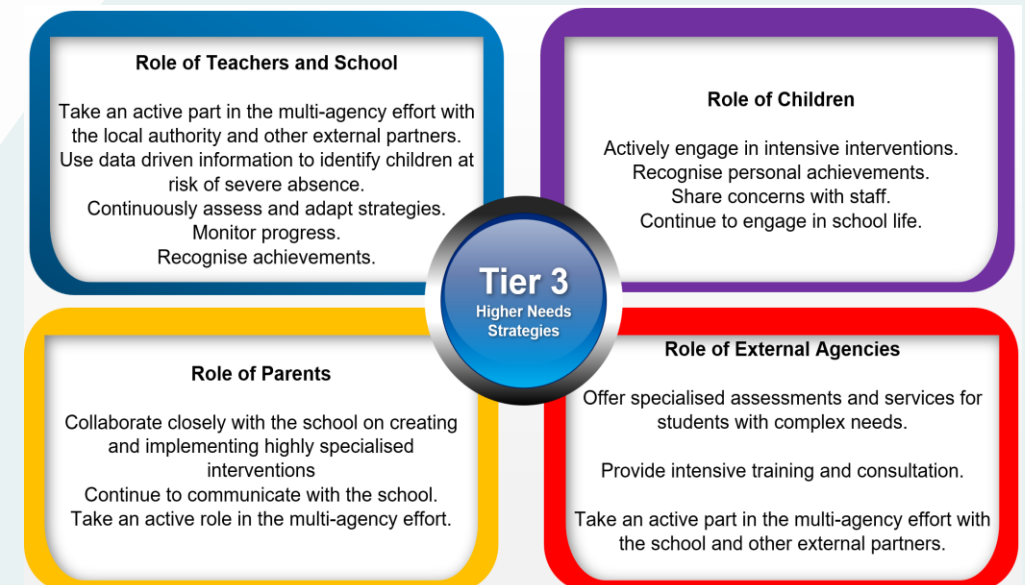
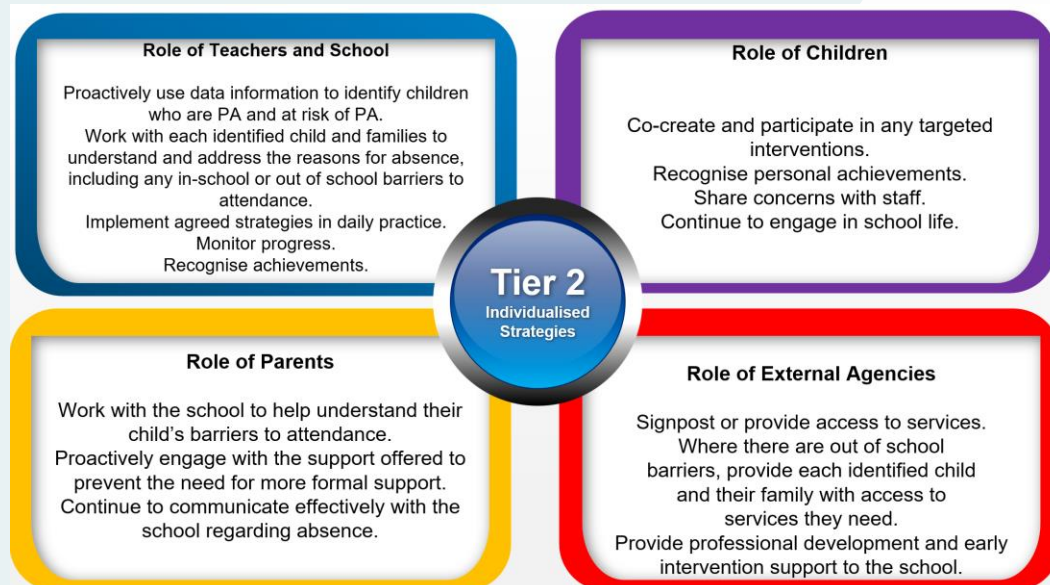
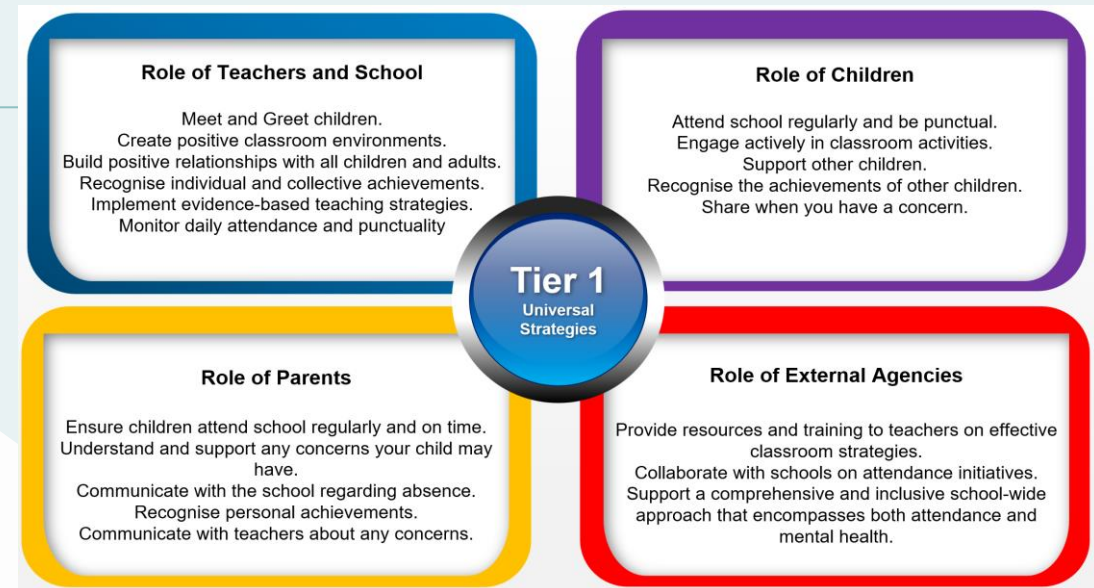
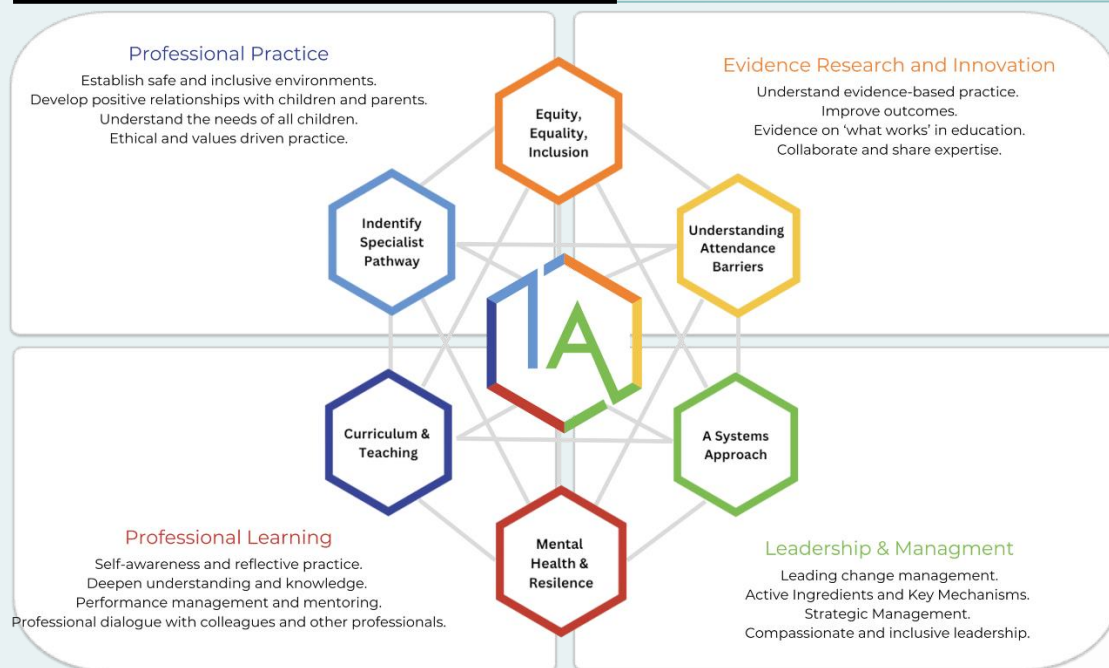


Miss Green
Year 2 Teaching Assistant



Miss Porrino
Year 2 Teaching Assistant

Attendance



	Monday	Tuesday	Wednesday	Thursday	Friday
8:50-9:00	Registration Morning Activity	Registration Morning Activity	Registration Morning Activity	Registration Morning Activity	Registration Morning Activity
9:00-9:30	Phonics	Phonics	Phonics	Music	Phonics CEW words Spellings
9:30-9:45	Mastering Number	Mastering Number	Maths Information Station	Phonics	Mastering Number
9:45-10:45	Maths	Maths		Maths	Celebration of the Word Whole School Assembly
					Maths
10:45-11:00	Break Time				
11:00-12:00	English	English	English	English	English
12:00-1:00	Lunch Time				
1:00-1:15	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
1:15-2:15	RE (1hr)	History/Geography	Science	PE	MFL (Spanish)
2:15-2:25	Afternoon Play				Art/DT
2:25 – 2:40	Celebration of the Word	RE (30 mins)	RE (30 mins)	PSHCE/Votes for Schools	Afternoon Play
2:40-3:00	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Golden Time
3:00-3:15	Class Read	Class Read	Celebration of the Word	Class Read	Information Station
		Information Station			

Class Timetable

Year 2 Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History		Local History		Explorers	Victorian Seaside	
Geography	Local Area		Nigeria			Weather and Seasons
Science	Living things and their habitats	Animals including humans	Plants		Materials	
Art	Stick Transformations		Expressive Painting		Simple Printing	
DT		Super Smoothies		Making Shelters		Finger Puppets
Spanish	Under the sea		In the jungle		Nursery Rhymes	

Knowledge Organisers

- Key learning displayed
- Images that will be used with children throughout the topic
- Key vocabulary identified
- Found on our class pages - quiz your children!



THE PLACE WHERE I LIVE - GEOGRAPHY

YEAR 2
AUTUMN TERM 1

KEY VOCABULARY		KEY LEARNING
Country	An area of land with its own government.	<ul style="list-style-type: none"> ✓ I know what a map is for ✓ I can use a map ✓ I can use words like bigger, smaller, near and far ✓ I can show land and sea on maps ✓ I know some simple features on a map and on aerial photographs ✓ I know that symbols mean something on maps
City	A place where people live or work. Larger than a town.	
Town	A built up area. Smaller than a city.	
Village	A group of houses. Smaller than a town.	
River	A large natural stream of water.	
Sea	An area of salt water that covers most of the Earth's surface.	
Landmark	A recognisable feature that stands out.	<div style="background-color: white; color: black; text-align: center; padding: 2px 5px; font-weight: bold;">KEY FACTS</div> <ul style="list-style-type: none"> ✓ England, Scotland, Wales and Northern Ireland are the four countries of the United Kingdom. ✓ London, Edinburgh, Cardiff and Belfast are their capital cities. ✓ The UK is bordered by: The English Channel, the North Sea, the Irish Sea & the Atlantic Ocean.
Physical features	Something that has formed naturally (a mountain).	
Human features	Something that was built by humans (a house).	





LINKS TO OTHER CURRICULUM AREAS
 Year 1 & Year 3 - The UK,
 the Continents & the Oceans
 Year 3 & 5 - The Continents & Oceans

RSE: Journey in Love

7 *

- ❖ RSE forms a part of the PSHE, RE and Science Curriculum.
- ❖ As from September 2020, all primary school children learn about relationships and health.
- ❖ As a Catholic School, St Alberts adopted the '*Journey in Love*' programme to deliver RSE as this is the programme approved by the Diocese.
- ❖ Our curriculum is designed to be appropriate for your child's age and development stage, and sensitive to the needs and religious backgrounds of all children in our care.
- ❖ '*Journey in Love*' is delivered in all year groups:
 - Reception: God loves each of us in our uniqueness
 - Year 1: We meet God's love in our family
 - Year 2: We meet God's love in the community
 - Year 3: How we live in love
 - Year 4: God loves us in our differences
 - Year 5: God loves me in my changing and development
 - Year 6: The wonder of God's love in creating new life

Year Two - We meet God's love in the community



Children know and understand that they are growing and developing in a God-given community.

Physical Do you belong to a community? E.g. school, Parish, a club etc. What other community do you belong to? How do you belong to these communities?

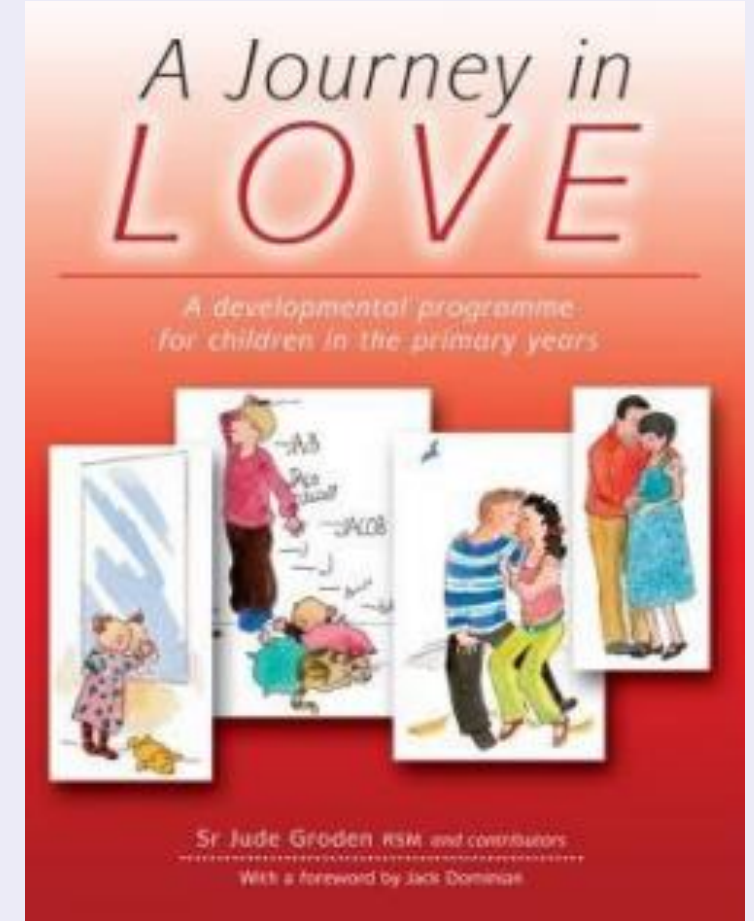
Social Is belonging to a community important?

What do we receive from the community we belong to? What do we give to the community we belong to?

Emotional How does a community help us to develop our feelings and emotions? Are we always happy in our community? Are we as a community sometimes sad or upset?

Intellectual Could people feel alone even though they belong to a community? What would they miss out on? What are the advantages of being on your own?

Spiritual If God is called 'Our Father', what does that make us? As children of God, how should we treat each other?

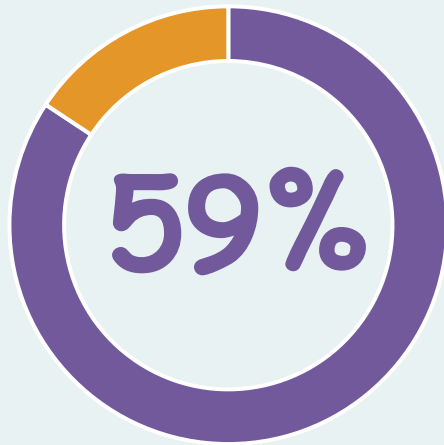


How do you keep up with online safety?

This academic year we will be doing a lot with our children around how to keep safe online. The only way we can effectively keep our children safe, is with parental support and parents understanding the risk presented to children online.

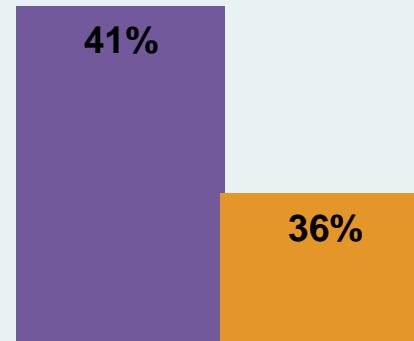


The positives of being online...



of children say the internet has a positive impact on their wellbeing*

■ 2023 ■ 2022



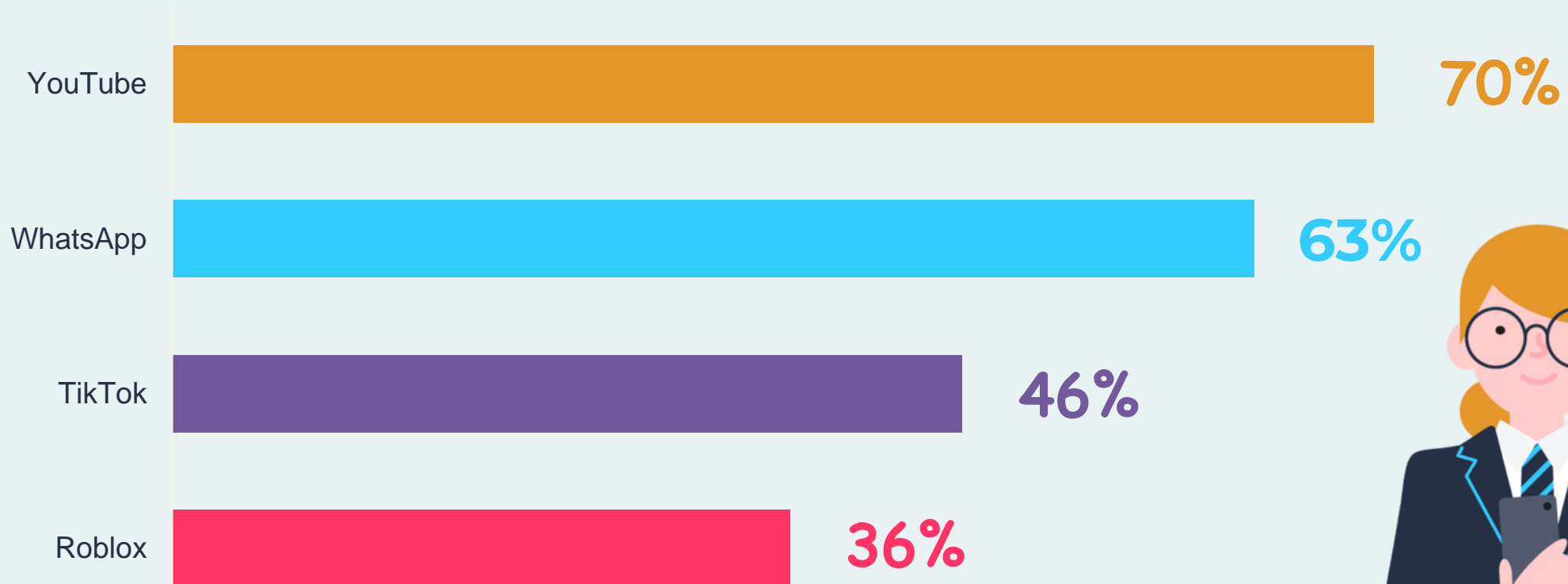
% of children who say spending time online makes them feel confident**



of children say the internet/tech is important for their independence**



What they're doing online...





The potentially negative impacts...

- **Sleep cycles** are often affected by blue light from too much screen use, which can **impact their daytime activities** like school;
- Excessive screen use might result in **less movement**, leading to **physical health issues**
- Platforms use **persuasive design** to keep people using it, which children are particularly **vulnerable** to
- More time online means more opportunity to come across **potential harms**.





Dealing with inappropriate CONTENT

What to talk about

- They can come to you if they see anything that upsets them
- The importance of respect for each other and the meaning of consent
- If they have seen online pornography, talk about the unrealistic image of sex and relationships it presents

Top tips & tools

Parental controls on home broadband

Content locks on mobile networks

Safe search on browser search engines (or use child-friendly search engines)

Content controls in the apps they use or games they play



Inappropriate content

- 27% of children see pornography by age 11
- Around 1 in 10 children report seeing pornographic or violent content online. This increases with age.
- Children with vulnerabilities are more likely to come across these things - especially violent content.
- Parental controls can help limit access to certain websites, content and more. It's also important for your child to report any inappropriate content they accidentally come across.



At The National College, our **WakeUpWednesday** guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, facts and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about SNAPCHAT

SNAP STREAK 97 **13+** **AGE RESTRICTION**

With over 100 million active monthly users and billions of 'Snaps' sent each month, Snapchat is a popular messaging app among children and young people. It allows users to share fun, spontaneous pictures and videos with friends and family while using playful filters. One of Snapchat's unique features is that pictures, videos and messages are only viewable for a short period of time.

WHAT ARE THE RISKS?

ARTIFICIAL INTELLIGENCE

Snapchat's use of artificial intelligence (AI) includes features like the My AI chatbot and AI-powered filters, offering personalised experiences that can be fun but also pose risks. These tools may share with third or fourth-party providers, potentially circumventing security standards, and collect personal data. Advanced filters and deployment of AI lenses can distort reality, potentially leading to misrepresentation, impersonation, or inappropriate content.

SCREEN ADDICTION

Snapchat boosts user engagement and daily use with features like streaks. Daily Snapchat exchanges between you and a friend. When a streak's been going for a few days, users will see it as a goal. The number alongside it shows the number of days, but if users miss a day and break the streak, the only way to restore it is to pay. This encourages daily use, and frequent notifications can keep users returning to the app even more often.

SEXTORTION

Because Snapchat is disappearing messages, predators may target a sense of safety, and may become targets of marketers. For example, a predator may pressure someone into sending nude images, then blackmail them by threatening to share the images with friends or family unless money is paid.

SNAPCHAT

Snapchat is the platform's premium subscription service, offering early access to new and exclusive features. In June 2023, Snapchat introduced a new tier called Lens+, giving subscribers access to hundreds of lenses and AR experiences for playing, creating, and sharing snaps. These paid features may encourage young users to spend money to access exclusive content, increasing the risk of overspending or feeling pressured to make in-app purchases.

ACCESSIBILITY

Snapchat is now accessible from a web browser, meaning children can use it on a laptop or tablet without downloading the app. This can make security harder to maintain, reduce the effectiveness of parental controls, and increase the risk of unauthorised access to content or exposure to inappropriate content.

INAPPROPRIATE CONTENT

Some content on Snapchat isn't suitable for children. The homepage used to group content as determined by the poster, as even an innocent search term could still yield age-inappropriate results. The app's disappearing messages feature also makes it easy for young people to share explicit images on impulse. As sexting continues to be a risk associated with Snapchat.

Advice for Parents & Educators

ACCESS THE SNAPCHAT FAMILY SAFETY HUB

Overload with guidance from Common Sense Media, Snapchat has developed a Family Safety Hub that explains how the app works and how to use its in-app protection features. It is recommended that you review this guidance before allowing a child to download Snapchat. Unfortunately, the app is only intended for children aged 13 and over.

ENCOURAGE OPEN DISCUSSIONS

Snapchat's risks can be easier to handle if you nurture an open dialogue. Talk about scams and blackmail before letting children sign up. If they're faced with a scam, encourage them to tell you immediately. Talk openly and non-judgmentally about sexting, emphasising its inherent risks. Furthermore, explain how popular 'challenges' on the platform can have harmful consequences.

USE PRIVACY SETTINGS TOGETHER

Go down with the children in your care and explore Snapchat's privacy settings as a shared activity. You can help them adjust who can contact them, view their stories, or see their location on Snap Map. It's a good opportunity to explore why some settings are safer than others, reinforcing their understanding of online boundaries. Encourage them to regularly review these settings, especially after app updates or changes to their friendship groups.

BLOCK AND REPORT

If a stranger connects with a child on Snapchat and makes them feel uncomfortable, the parent/educator should be alerted and encouraged to report or block them. The child can tap the three dots on that person's profile to report or block them. There are options to state why they're reporting that user, with a tailored reporting section under the heading and local context. Depending on the category, there's the option to report someone for threatening to leak, sexually explicit images or videos.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian Government comparing internet use and online behaviour of young people in the UK, USA and Australia.

#WakeUpWednesday **The National College**

Source: See full reference list on guide page at nationalcollege.com/guides/snapchat

Follow us on social media: [@wake_up_weds](https://twitter.com/wake_up_weds), www.thenationalcollege.com, [@wake.up.wednesday](https://www.instagram.com/wake.up.wednesday), [wake.up.weds](https://www.facebook.com/wake.up.weds)

None of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 07.09.2025




- Each week we send out a leaflet from Wake up Wednesday.
- This will cover online topics such as
 - Whatsapp
 - Tiktok
 - Youtube
 - AI
 - And many more
- Please take the time to read this each week
- We also share it on Instagram

Reading - Phonics


16 *

100 Words to Learn

make
made day
came they
Angry Red A a



we be me see
she very
he people
Green Froggy



my by
I'm like
I time
Yellow I



so oh
no don't
go old
Miss Oh No



into too
do you
to
Cool Blue



out
down about
now house
Brown Owl



when your
have could
Silent Ghosts




was the there little
is said their look
as saw all looked
his here her Mrs
of asked Mr



some what
come were
called are
one

Tricky Witch

a on him
an dad mum
in had put
it big but
if not for
at got it's
up get off



and will
from that
help them
back then
went with
just children

Black Cats

children

great	steak	break		
every	even	busy	many	everybody
pretty	people	any	money	because
find	mind	child	climb	
kind	behind	wild		
most	both	cold	hold	whole
only	old	gold	told	clothes
move	prove	improve	who	
hour				
beautiful				
could	should	door	poor	
would	Christmas	floor		
sure	water	Mrs	eye	
sugar	Mr	parents		

Regional Differences

after	past	class	bath
fast	father	grass	plant
last	pass	path	

Letter & is either short & (northern) or & (ar) (southern)

again	ai(e) (northern)	again (southern)
-------	------------------	------------------

- Continuing to build on phonics skill.
- Working on reading fluently and reading words on sight.
- Developing awareness and recognition of HFWs and CEWs.
- Spelling words correctly and applying phonics.

C words

prince	ice-cream	space	notice
princess	palace	nice	dance
voice	slice	necklace	fancy
decide	decided	performance	race
lettuce	police	place	face

High-Frequency Words

took	could	would	many	asked
different	didn't	we're	hard	great
began	cried	how	only	going
before	shouted	never	sound	seemed

Wow Words

astonishing	extraordinary	gloomy
-------------	---------------	--------

- Daily guided reading - develop fluency and comprehension skills
- Encouraging sight reading and re-reading for fluency
- Read each book 3 times to develop skills and confidence

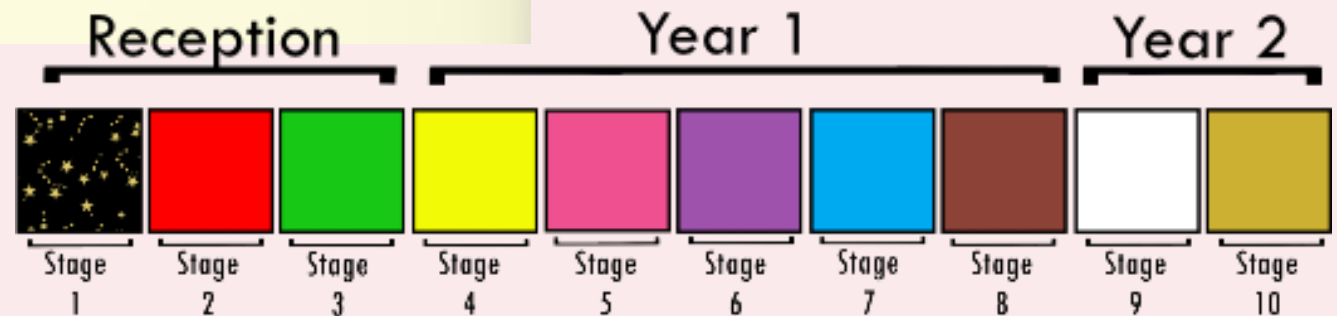
The monsters decided what they should do to make the Prince and Princess smile, not once but twice. Then they raced to the palace.

Miss Oh No was first. She gave the Prince and Princess a sparkling fancy necklace made of gold. They did not smile at all. They only looked at the floor. It was astonishing.

"I am a little bit cross," said Miss Oh No.

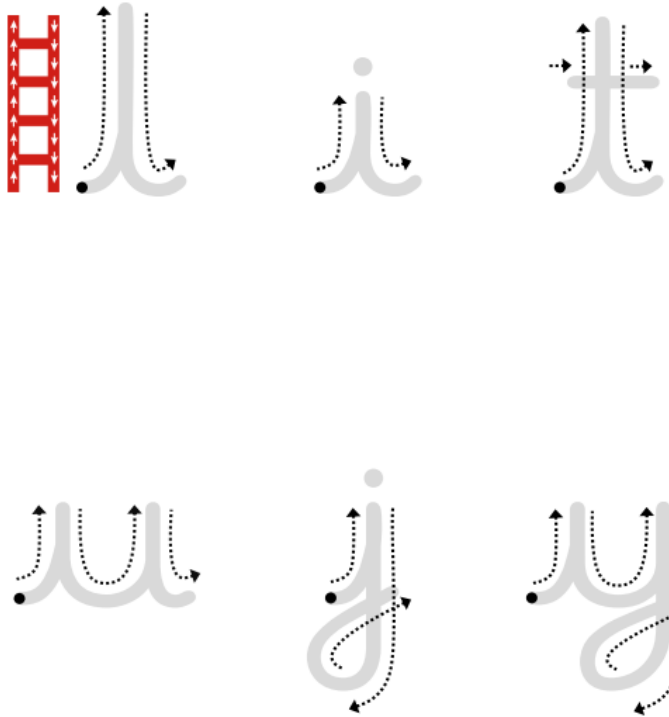


- 2 books sent home each week - one old and one new
- Reading for pleasure book
- Oxford Reading Tree when completed Monster Phonics
- Changed every Friday



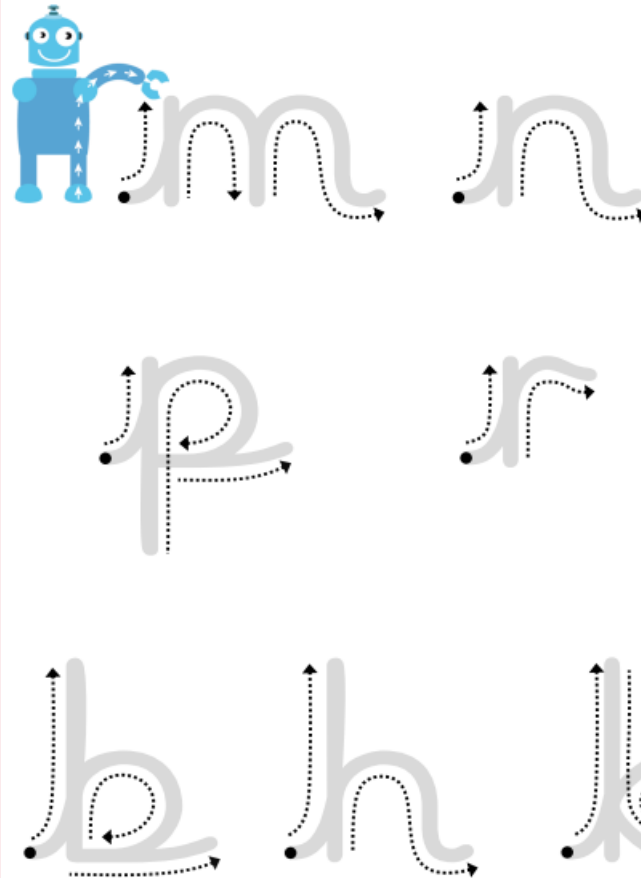
Handwriting - Letter Join

Long Ladder Letters

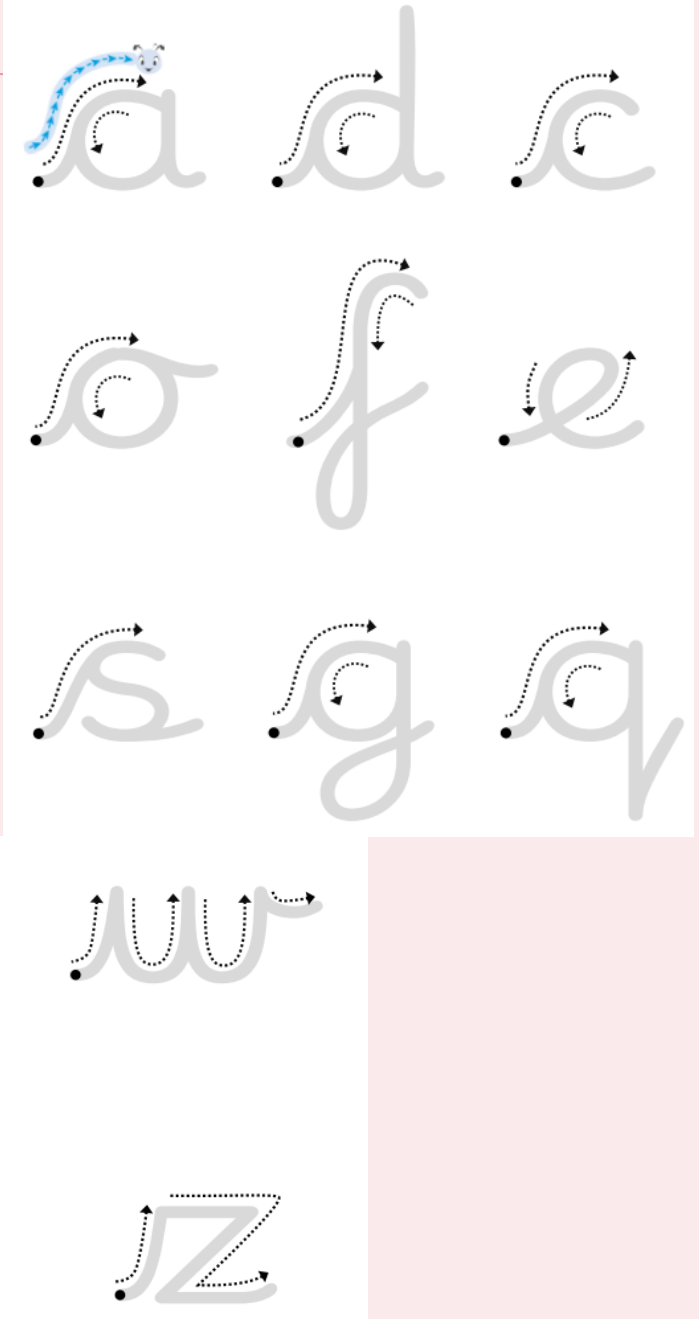


Log ins will be sent home to support
your child with letter formation

One-armed Robot Letters



Curly Caterpillar Letters



Power Maths

Number – number and place value

Number – addition and subtraction

Number – addition and subtraction

Measurement

Number – multiplication and division

Number – multiplication and division

Statistics

Measurement

Geometry – properties of shape

Number – fractions

Geometry – position and direction

Number – addition and subtraction

Measurement

Measurement



Ash



Flo



Astrid



Dexter



Sparks

Year 2 SATs



- KS1 SAT's are no longer statutory.
- Year 2 SAT's will continue to be written, published and distributed however they will not exist in the way that they have done in the past due to the Reception Baseline Assessment.
- SAT's will be used to continue to monitor progress and continue to meet the rise in expectations highlighted before.
- Results will no longer be published and results will not be used in the way they were before.

7

$3 \times 5 = \boxed{}$



1 mark

8

$10 + 60 + 20 = \boxed{}$



1 mark

9

$79 - 6 = \boxed{}$



1 mark

10

$9 + 32 = \boxed{}$



1 mark



- 23 This is Ben's money.



This is Sita's money.



How much **more** money does Ben have than Sita?

p



- 24 Sam has some toy cars.

The picture shows $\frac{1}{2}$ of his cars.



How many toy cars does Sam have **altogether**?

cars



- 25 Look at the two calculations.

Each  is worth the **same** number.

Write the answer to the second calculation.

$$\star + \star =$$

20

$$\star \times \star =$$



- 7 Circle **one** word in the sentence below that can be replaced with the word if.

When it is cold, I wear a warm coat and a hat.



- 8 Why does the underlined word start with a **capital letter**?

This afternoon, we will play games outside.



- 9 The sentences below have their punctuation marks covered.

Tick to show which **two** sentences are **questions**.

Tick **two**.

What a hot day it is today ●

☐

When you go, put your coat on ●

☐

Where did I put my bag ●

☐

How excited I am ●

☐

How did you guess where I was hiding ●

☐

- 10 Circle the **noun** in the sentence below.

The beautiful stars are shining brightly.



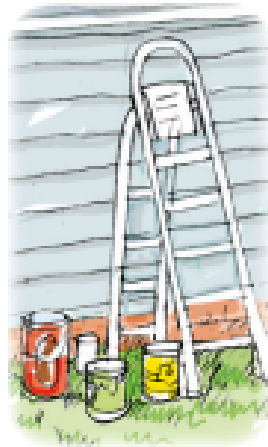
"Let's find the paints," said JJ.

"Can we paint the shed wall?" I asked.

"Yes," said JJ. "It is a really boring colour!"

JJ fetched the steps. He said, "These steps are a bit wobbly. I will paint the top bit."

He climbed up and painted a basketball net and a red ball going into it. I painted some beautiful flowers and some grass.



3 Why did JJ agree to paint the shed wall?



1 mark

4 Why did JJ paint the top of the shed?

Tick **one**.

Jasmine didn't like painting.

☐

The steps were dangerous.

☐

He knew what to paint.

☐

Mum would like what he painted.

☐

1 mark

When we finished, our painting was really bright and colourful. Then JJ said, "Hold these brushes very carefully. I will get something to clean them."

I wanted to see the top of our picture so I climbed the steps. They wobbled!

I dropped the brushes!



5 Why did Jasmine climb the steps?



1 mark

6 Why did Jasmine drop the brushes?

Tick **one**.

The steps moved.

☐

JJ told her to.

☐

The brushes were dirty.

☐

Mum was angry.

☐

1 mark

Dora the Storer

Dora liked things. She didn't go out looking but somehow she always spotted them, lost or thrown away, just the very things she knew would come in useful one day.

Birdcages and bookcases, bicycles and balls, Dora found and kept them all. The one thing that Dora did not have was space.

Dora had no space to put things. Dora had no space to cook things. Dora had no space to sit or eat.

"I must find more space," she said, as she clambered carefully out of bed.

Later that morning, a slip of paper squeezed in through the letter box. Dora finally found her glasses and this is what she read:



Dora rushed around the house gathering up things she did not want. "I must be generous," she said. "I must take everything. It is for a very good cause."

Dora pushed her pram to and from the jumble sale hall. But as time went on, it got harder and harder to part with her precious finds. She could not help sniffing when she said goodbye to the bicycles and she cried as she wheeled away the lampshade.

Dora was exhausted when she got home. But when she looked around her house, she was pleased to see that there was so much space. There was also a lovely carpet on the floor that she hadn't seen for years.

But all that night, Dora couldn't get to sleep. She lay in the empty darkness thinking of all her precious things. She was sure they must be feeling unloved and unwanted. She could almost hear them calling to her, 'Come back and save us!'



When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.

"I'll get them back," said Dora, "if I have to buy them all. At least I'm the first in the line."



- 12 It was difficult to get the piece of paper through Dora's letter box.

Find and copy one word that tells you this.



1 mark

- 13 Why did Dora want to give things to the jumble sale?

(pages 9–10)

Write two reasons.

1. _____

2. _____



2 marks

- 14 Dora cried as she pushed her pram away for the last time. Why was she sad?

(page 10)



- 15 During the night, Dora decided to...

Tick one.

bring back everything she had taken to the jumble sale.

☐

go to the jumble sale to buy new things.

☐

make sure her things were sold at the jumble sale.

☐

take even more things to the jumble sale.

☐

1 mark

- 16 Circle two words that show Dora was in a rush to get back to the hall the next morning.

(page 10)

When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.



1 mark



Research shows that children spend up to 20% or 1.4 years of their time in school at play.

Changes in society such as heavier traffic, busier lifestyles, fewer spaces for play, increased technology and heightened awareness of risk have led to a significant erosion in children's opportunities for play for many of today's children. This makes their play opportunities at school even more vital.



- Play is critical to children's health and wellbeing,
- Essential for children's physical, emotional, social, spiritual and intellectual development.
- Play enables children to explore the physical and social environment, as well as different concepts and ideas.
- Play enhances children's self-esteem
- Play helps children's understanding of others
- Play requires ongoing communication and negotiation skills, enabling children to develop a balance between their right to act freely and their responsibilities to others.
- Play enables children to experience a wide range of emotions and develop their ability to cope with these, including sadness and happiness, rejection and acceptance, frustration and achievement, boredom and fascination, fear and confidence.
- Play encourages self-confidence and the ability to make choices, problem solve and to be creative.
- Play maintains children's openness to learning, develops their capabilities and allows them to push the boundaries of what they can achieve.
- Play leads to happier, fulfilled children who enjoy coming to school



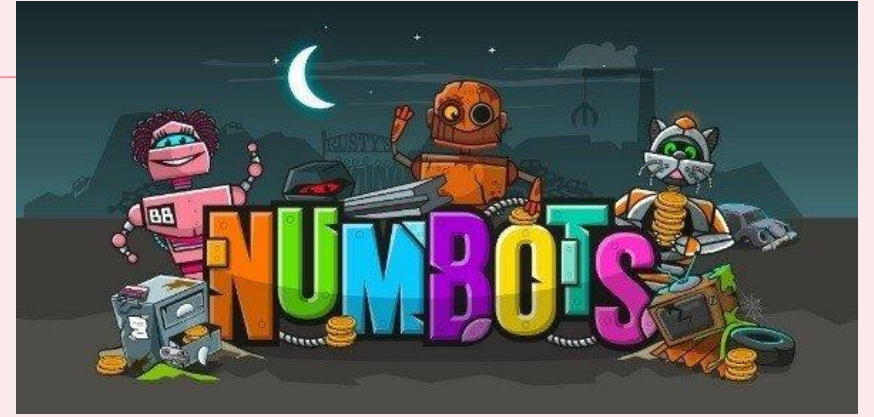
Future Plans:

- Sand Pit
- Scooter park
- Rope Park
- Large Den Building
- Digging Areas
- Wellie Sheds
- Social Spaces
- Wild Spaces

Online platforms



ClassDojo



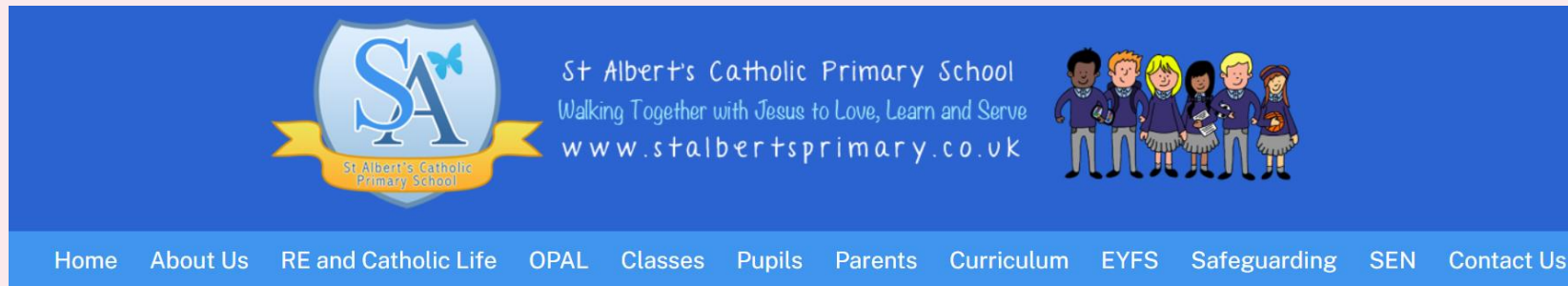
Letter-join 



stalbertscatholicprimaryschool



@StalbertsRC



Behaviour

- Children have dojos which are used to celebrate good behaviour throughout the day. The points will collate throughout the year with the opportunity to 'spend' these.
- Verbal warning
- Yellow cards
- Red cards



ClassDojo

House Keeping

- Snack money is £1 a week.
- Please ensure your medical forms and photo consent forms are up to date in the office.
- Please take and fill in RSE consent form.
- Coats and wellies!
- Geography and Art trips upcoming
- PE - Thursday and another day (which will be confirmed and sent through text)
- Any questions - please just ask!