

# Welcome to Year 2



***‘Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity (1 Timothy 4:12).’***

# Meet the Staff



Mrs Procter  
Class Teacher



Mrs Harrold  
Learning Support



Miss Taylor  
Teaching Assistant

# Attendance



In order for your child to achieve their full potential children must attend everyday!

## Illness

If your child is too ill to attend school you must ring the school office before 9am to let us know why this should be repeated each day of absence.  
If they have sickness and or diarrhoea children must not come back for 24hours after the last time they are sick.

School will text or ring if this is not done.

## Appointments

Please try and make appointments for out of school time. We understand certain hospital appointments can not be made out of school hours. Evidence of these appointments are needed.

## Holidays

Holidays in school time will not be authorised and as with Lancashire policy parents will be fined.

# Punctuality



Your child must be in school by 8.50am or they will be marked as late.  
If the gates are locked you must enter the school via the front door.  
Persistent lates will result in external agencies being involved or  
parents being placed on a parent contract.

Children are rewarded for punctuality so please ensure you try your  
best to be on time. Children are allowed in school from 8.45am.

# Up to Date Details



- It is essential that we have a reliable way of contacting you at any time.
- Please make sure we have at least three different adults we can contact in case of emergency for your child. Work/ landline or mobile.
- If these change at anytime please let us know immediately.

# Uniform



We pride ourselves in our smart uniform.

Please ensure your child always has the correct uniform each day.

- White shirt
- Blue elastic tie
- Blue school sweatshirt
- Grey trousers/ shorts Blue tartan skirt/ Pinafore Dress

Sensible **All** black shoes (that children can put on and take off) Black trainers are allowed but must have no other colours on them.

- Long hair must be tied back.
- No extreme hair cuts are allowed shaved areas, wedges or zigzags.
- A waterproof coat with a hood. (This should be in school everyday no matter what the weather)
- All items must be clearly named.

# PE Kit

The School Kit is:-

- White school T-shirt,
- Black Shorts,
- Black P.E Pumps. Check that they fit!
- Trainers that can be left in school
- Blue drawstring bag

Kit should be clearly named and in a named drawstring P.E. bag.  
All items of uniform should also be named.





# Expectations from Parents

What we expect from you as parents

- Your child to come to school everyday and on time.
- Full school uniform, appropriate school shoes
- Full PE kit
- Bring their book bag every day.
- To hear your child read at least 3 times a week ideally every night.
- To follow up some activities at home to consolidate learning at school.
- To work with staff, keep us informed about things that will affect the child, support and promote good behaviour.
- To ensure Homework and online learning tasks are completed.
- Packed lunches will follow a healthy, balanced diet.





# Class Expectation



- Your child will bring home a reading book linked to the phonics phase that they are working within as well as some key words to practise. Please ensure that you listen to your child read every night. Reading books will be changed 3 times a week if your child's home learning diary has been signed
- Homework will be sent home on Friday and should be returned to school on a Wednesday morning. This should be completed to a high standard using pencil
- Spelling test will take place each week on a Friday. Please ensure that your child practises their spellings at least 3 times prior to their test

# Rainbow Reading Challenge

- Every time your child completes a book it will count towards their challenge.
- In Year 2 books are changed on Mondays, Wednesdays and Fridays which allows for re-reading and consolidating new learning.

## Rainbow Reading Challenge

Can you collect every colour of the rainbow?

10 Books – Purple

20 Books – Blue

30 Books – Light Blue

40 Books – Green

50 Books – Yellow

60 Books – Orange

70 Books – Red

80 Books – Rainbow Award Badge



# Class Dojo



- There will still be an expectation that families are familiar with and regularly access Class Dojo. There are many school and class related posts each week.
- Children will be expected to access it both at school and at home.
- Some homework tasks will be set on here.

# School Website

[www.st-pauls.lancs.sch.uk](http://www.st-pauls.lancs.sch.uk)



St. Paul's Church of England Primary School

+ QUICKLINKS



HOME

ABOUT OUR SCHOOL

KEY INFORMATION

CURRICULUM

PARENTS AND GUARDIANS

CONTACT US



"Working, Learning, Playing and Worshipping Together"

Scroll down the home page for the news and events.

Class Pages










# Knowledge Organisers



St Paul's Church of England Primary School

"Don't let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity."  
(1 Timothy 4:12)



| Subject: Geography   |  | Year group: 2  | Term: Autumn 1   | Title: The Place Where I live  |   |            |             |  |           |   |                  |   |               |                                |          |                              |
|--|--|--|--|--|---|------------|-------------|--|-----------|---|------------------|---|---------------|--------------------------------|----------|------------------------------|
| <p><b>What should I know?</b></p> <ul style="list-style-type: none"><li>• Use large scale maps and aerial photos of the school and local area</li><li>• Recognise simple features on maps e.g. buildings, roads and fields</li><li>• Follow a route on a map starting with a picture map of the school</li><li>• Draw a simple map e.g. of a garden, route map, place in a story</li><li>• Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds</li><li>• Be able to use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards</li></ul> |   | <p><b>Facts I will learn ...</b></p> <ul style="list-style-type: none"><li>• Learn about a small area of the United Kingdom (Oswaldtwistle)</li><li>• Physical and human features of Oswaldtwistle</li><li>• Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment</li><li>• Use cameras and audio equipment to record geographical features, use aerial photos and plan perspectives to recognise landmarks and basic human and physical features</li><li>• Use maps and other images to talk about everyday life e.g. where we live, journey to school etc</li></ul> |   | <p><b>Key questions.....</b></p> <ul style="list-style-type: none"><li>• Which are built places e.g. recreation grounds, swimming pool and which are natural places e.g. woods, beach or fields?</li><li>• Do they have a garden or other outside space at their home?</li><li>• Where in the school grounds do you play?</li><li>• Where do you go to play at the weekends or on holiday?</li></ul> <p>Discuss with children how the things we can do are linked to the kinds of features around us.</p> <ul style="list-style-type: none"><li>• What's special about their neighbourhood?</li><li>• What would they really want to do if there was somewhere to do it?</li><li>• What's not so good about their neighbourhood?</li><li>• What would children like adding to the neighbourhood to make it better?</li></ul> |  |            |             |  |           |   |                  |   |               |                                |          |                              |
| <p><b>Key Skills...</b></p> <ul style="list-style-type: none"><li>• Learn about Oswaldtwistle</li><li>• Physical and human features of Oswaldtwistle</li><li>• Use and follow a map</li><li>• Fieldwork techniques e.g. observation</li></ul>  | <p><b>Experiences that school will provide:</b></p> <ul style="list-style-type: none"><li>• Walk of the local area and draw famous landmarks, take photos</li><li>• Digimaps- follow a map to a place in local area of Oswaldtwistle</li></ul>  | <p><b>Key vocab</b></p> <table><thead><tr><th>Key vocab</th><th>Definition</th></tr></thead><tbody><tr><td>environment</td><td>The things and conditions that are all around us</td></tr><tr><td>fieldwork</td><td>Scientific research, exploration, or observation conducted in the field</td></tr><tr><td>Physical feature</td><td>The scientific study of the natural features of the Earth's surface</td></tr><tr><td>Human feature</td><td>Something that can be man-made</td></tr><tr><td>landmark</td><td>A historic building or place</td></tr></tbody></table>  |  |  | Key vocab   | Definition | environment | The things and conditions that are all around us | fieldwork | Scientific research, exploration, or observation conducted in the field | Physical feature | The scientific study of the natural features of the Earth's surface | Human feature | Something that can be man-made | landmark | A historic building or place |
| Key vocab  | Definition   |  |  |  |   |            |             |  |           |   |                  |   |               |                                |          |                              |
| environment  | The things and conditions that are all around us   |  |  |  |   |            |             |  |           |   |                  |   |               |                                |          |                              |
| fieldwork  | Scientific research, exploration, or observation conducted in the field  |  |  |  |   |            |             |  |           |   |                  |   |               |                                |          |                              |
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| Human feature  | Something that can be man-made   |  |  |  |   |            |             |  |           |   |                  |   |               |                                |          |                              |
| landmark   | A historic building or place   |  |  |  |   |            |             |  |           |   |                  |   |               |                                |          |                              |
| <p><b>Web links</b></p> <p><a href="http://www.sheppardsoftware.com/Geography.htm">http://www.sheppardsoftware.com/Geography.htm</a></p> <p><a href="https://kids.kiddle.co/Oswaldtwistle">https://kids.kiddle.co/Oswaldtwistle</a></p>  | <p><b>Experiences that could be provided at home...</b></p> <ul style="list-style-type: none"><li>• Visit a famous landmark (P35) in Oswaldtwistle</li></ul>   |  |  |  |   |            |             |  |           |   |                  |   |               |                                |          |                              |

# Relationships Education Content



- How to make friends with others
- How to recognise when they feel lonely and what they can do about it
- How people behave when they're being friendly and what makes a good friend
- How to resolve arguments that can occur in friendships?
- How to ask for help if a friendship is making them unhappy
- How words and actions can affect how people feel
- How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe
- Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable
- How to respond if this happens in different situations
- How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so



We pride ourselves on supporting our children be safe online and our Computing curriculum is heavily based around teaching the children about online safety. The teaching of being safe online must also reach to home. We encourage you to be open with discussing online safety at home with your children so they know if something bothers them online, they can come to you. Ensure that your children's devices have appropriate settings on so that children can not get onto anything which is not age appropriate.



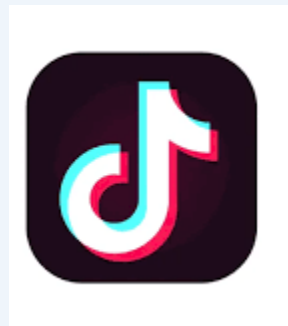
Age: 13+



Age was 7+ but has been changed to parental guidance. Monitored play advised



Age: 7+



Age: 13+



Age: 13+



Age: 13+ to have an account



# Reporting Online Safety Concerns

If you have any concerns about your child online you can: Speak to staff in school for advice, report activity to the app being used.

If you have online bullying concerns: keep all the evidence, do report to the police and school, do not retaliate.

You can also report concerns on [reportharmfulcontent.com](https://reportharmfulcontent.com).

Report any inappropriate contact from an adult on: [ceop.police.uk](https://ceop.police.uk)

If a child has a nude image of themselves shared online, they can report it on [childline.org.uk/remove](https://childline.org.uk/remove).

# School Dog

Rosie our school dog is in school most days.

- Dogs can teach children about responsibility – through children having to remember to feed and give water to the dog, it can give them a sense of importance and satisfaction that they may not get from other responsibilities.
- Dogs teach children patience – they do not always do as they are told first time!
- Dogs teach children compassion – just like us dogs feel pain and emotion.
- Dogs teach children about socialisation – through the children learning how to interact with a dog they can learn how to socialise with other children.
- Dogs are fun – they greet you with a wagging tail every day and put a smile on your face, even on a bad day.



# Contact



Message in planner – we aim to check this each day but this maybe every 2 days

Phone school – Mrs Smith will pass messages on or deal with most enquiries.