

# Welcome to Year 2 ☺



Respect, Responsibility, Resilience

# The Year 2 team 😊

Mrs Speight  
(Class teacher)



Miss Brookes  
(Teaching Assistant)



Miss Grimes  
(Teaching Assistant)



# Our Mission

Following in Jesus' footsteps we...



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showing Respect, Responsibility and Resilience

# Star behaviour



**STAR**

Are you a Holy Family Star?

**S** Sit up  
**T** Tune in  
**A** Ask and answer questions  
**R** Respect everyone and everything

Decorated with yellow stars on a dark blue background.



**Star of the Week**

Congratulations to \_\_\_\_\_  
for showing our school value of 'Resilience' this week.

Well Done

Signed: \_\_\_\_\_



**Star of the Week**

Congratulations to \_\_\_\_\_  
for showing our school value of 'Respect' this week.

Well Done

Signed: \_\_\_\_\_

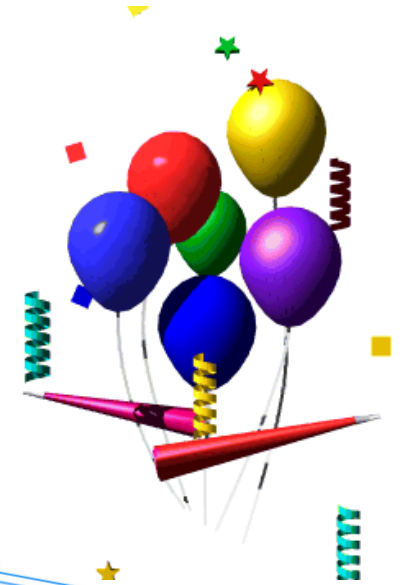


**Star of the Week**

Congratulations to \_\_\_\_\_  
for showing our school value of 'Responsibility' this week.

Well Done

Date: \_\_\_\_\_  
Signed: \_\_\_\_\_



# Rainbows

GUIDING CHILDREN & YOUNG PEOPLE THROUGH LIFE'S STORMS



Mrs Quigley



Mrs Donohue



Miss Evans



Mrs Featherstone



Mrs Jones-Shearn



Miss Kenworthy

We have 6 staff in school who are 'Rainbows' trained, which means that they can deliver guidance, support and lessons on how to deal with bereavement, loss and divorce.

Rainbows has been designed to nurture and develop the emotional health and well-being of children, young people and adults. Rainbows has a direct positive impact upon the wellbeing of all children who partake in the sessions.

# Attendance



*Knowsley Council*

## EDUCATION PENALTY NOTICES

**A Guide for Parents/Carers  
September 2023**

### WHAT IS AN EDUCATION PENALTY NOTICE?

As a parent/carer it is an offence if your child fails to attend school regularly. Absences are classed as unauthorised if without a valid reason or school cannot or has not given permission.

In some circumstances parents/carers may be prosecuted under section 444 of the Education Act 1996.

An Education Penalty Notice is an alternative to prosecution and aims to improve attendance. If paid within the timescale, this prevents the matter escalating to the Magistrates Court for the period concerned.

### WHY AM I BEING SENT THIS LEAFLET?

This leaflet has been sent to all parents/carers and confirms the commitment of all schools to improve attendance. It aims to raise awareness of the need for your child(ren) to attend regularly and on time in order to achieve their best. It is important parents/carers understand their responsibilities and the consequences of unauthorised absence. Parents/carers of children who have had some unauthorised absence during this academic year at school are at risk of receiving an Education Penalty Notice.

### WHEN ARE EDUCATION PENALTY NOTICES USED?

You may be issued with an Education Penalty Notice for any of the following reasons:

- 10 sessions (5 days) in any 10 week period of **consecutive** unauthorised absence including an unauthorised leave of absence (e.g. holiday).
- 10 sessions (5 days) in any 10 week period of **non-consecutive** unauthorised absences.
- Unauthorised absence due to truancy – including pupils stopped on truancy operations.
- Persistent late arrival at school (after the register has closed).
- Being found in a public place during the first 5 days of exclusion.



# Free School Meals entitlement

If you or your partner receive any of the following benefits you can apply:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

# School Snack Guidelines



- Most children require a snack at morning break to keep them going through the day.
- We encourage children to bring in healthy snacks.
- KS1 have a daily snack of fruit or veg provided free by the government, so additional snacks for these ages may not be required but you may send them in if you prefer,
- Children in EYFS have a healthy snack as part of their continuous provision so do not need any additional snacks to be sent in.



**If you are intending to send in healthy snacks here are some suggestion below:**

- Vegetable sticks – such as celery, cucumber, peppers or carrot.
- A piece of cheddar cheese or babybel
- A piece of fresh or dried fruit. **Grapes must be sliced in half.**
- Bread sticks, plain pretzels, banana bread, malt loaf, oat/rice cakes and small pitta breads are also good snacks, providing children with carbohydrate to sustain them in-between meals.
- Homemade snacks such as flapjacks or other oat/whole grain-based snack.

**NUT FREE  
ZONE**



**Everything sent into school must be nut free.**

Items brought into school should be carefully checked by you, to ensure this. We have pupils who are severely allergic to a range of nuts.

**We are aiming for a common-sense approach, with the key being to keep it healthy and no chocolate, sweets or crisps at breaktimes.**

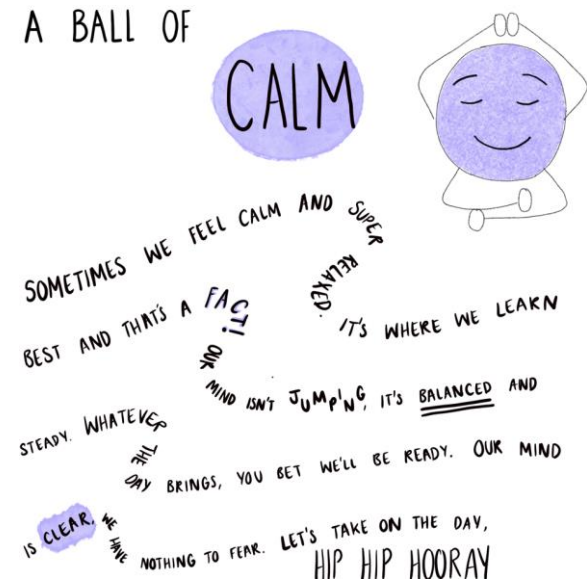
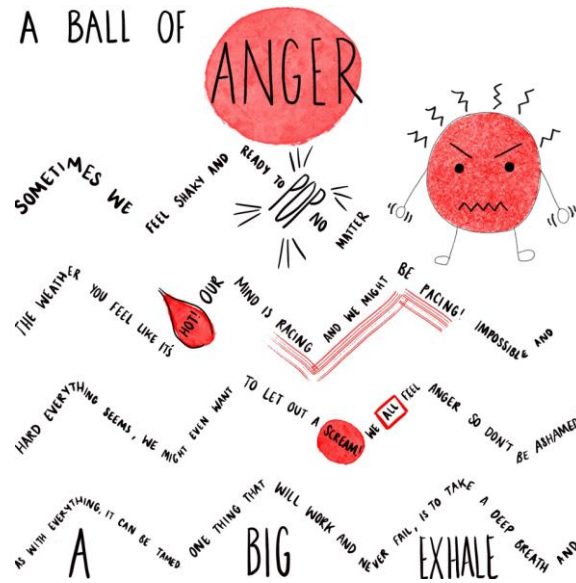
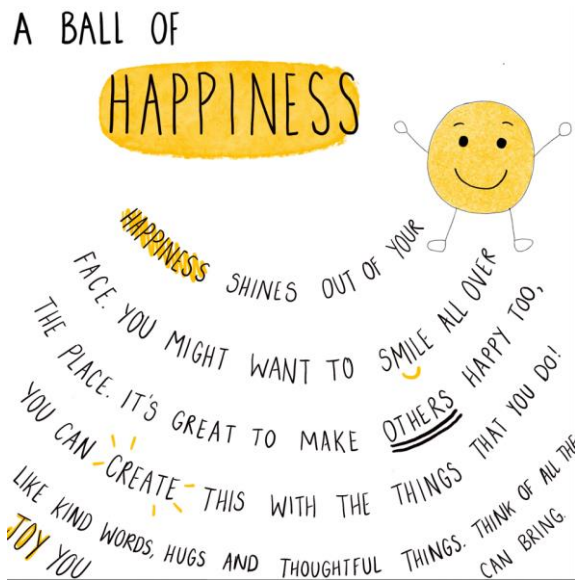
We need the children to stay hydrated and so please ensure they bring a named water bottle into school daily.

**Squash and fruit juice are not permitted.**



# Emotional Literacy

- We use Emotional Literacy resources with all the children at school and we encourage them to share their feelings.



# Our class page

- <https://holyfamilycronon.co.uk/class-pages/year-2/>
- On our class page, you will find links to Knowledge Organisers for the Autumn Term and more detail about what your child will be learning about this term.

# Home learning using Knowledge Organisers

When out and about look for interesting plants and animals and begin to name them.

## Organisers

### Holy Family Catholic Primary School Cronton

**Year 2:** Science autumn term 1

**What I should already know:**

I can name some common plants and types of trees.  
 I know that some animals are suitable to be kept as pets but others are not.  
 I know that all animals need air, food and water.  
 I can group animals into carnivores, herbivores and omnivores.  
 I know the differences between deciduous and evergreen trees.  
 I can identify the basic structure of plants and trees-leaves, roots, petals and trunks.

**Fact file**

The animals and plants in any habitat are linked together through **food chains**. Food chains show what animals eat. Here is an example...



**Unit:** Our changing world: What is your habitat?

**What I will know by the end of the unit:**

I can explore and compare the differences between things that are living, dead, and things that have never been alive.  
 I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.  
 I can identify and name a variety of plants and animals in their habitats, including microhabitats.  
 I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

**Key Scientist**

**Steve Irwin 1962-2006.**

He was an Australian zookeeper, conservationist, wildlife expert and environmentalist.



**Theme:** Living Things and their habitats

**Vocabulary**

<b>Biome</b>	A natural area of <b>vegetation</b> and animals.
<b>Carnivore</b>	An animal that eats meat.
<b>Food chain</b>	A series of living things which are linked to each other because each thing <b>feeds</b> on the one next to it in the series.
<b>Habitat</b>	The natural environment in which an animal or <b>plant</b> normally lives or <b>grows</b> .
<b>Herbivore</b>	An animal that only eats plants.
<b>Invertebrate</b>	a creature that does not have a spine, for example an insect, a worm, or an octopus.
<b>Microhabitat</b>	A small part of the environment that supports a habitat, such as a fallen log in a forest.
<b>minibeasts</b>	A small <b>invertebrate</b> animal such as an insect or spider.
<b>Omnivore</b>	A person or animal eats all kinds of food, including both meat and <b>plants</b> .
<b>Plant</b>	A living thing that grows in the earth and has a stem, leaves, and roots.
<b>Source</b>	Where something comes from.
<b>Tree</b>	A tall plant that has a hard trunk, branches, and leaves.
<b>Vegetation</b>	<b>Plants</b> , trees and flowers.
<b>Vertebrate</b>	A creature which has a spine.

Try using a wide vocabulary when talking to your child to help develop their understanding.

What can you find out about Steve Irwin or other conservationists and environmentalists? Visit your local library together.

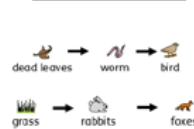
**What is a habitat?**



**What is a microhabitat?**



**What is a food chain?**



Going on your own bug hunt can be lots of fun.

# Topics for the Autumn term

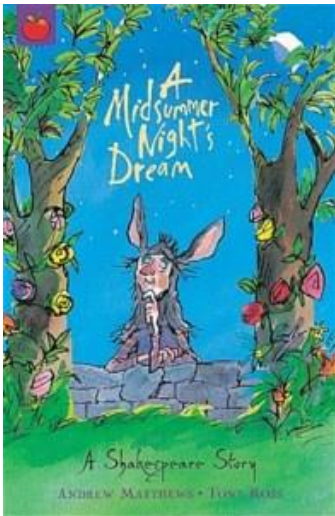
Subject	Topic
<b>RE- Come and See</b>	Domestic Church: <b>Beginnings</b> Baptism/ Confirmation: <b>Signs and Symbols</b> <b>Judaism</b> Advent/ Christmas: <b>Preparations</b>
<b>RSE (Journey in Love) and No Outsiders</b>	<b>We meet God's love in the community</b> Know that the Church is God's Family. Know that I am part of that family too. Know how to be a good friend and how to recognise hurtful behaviour.
<b>English</b>	<b>A Midsummer Night's Dream by William Shakespeare</b> <b>The Twits by Roald Dahl</b>
<b>Maths</b>	<b>Place Value</b> <b>Addition and Subtraction</b> <b>Shape</b>
<b>Science</b>	<b>Habitats:</b> What's in your habitat? <b>Materials:</b> Good choices
<b>History</b>	<b>The Great Fire of London</b>
<b>Geography</b>	<b>Would you prefer to live in a hot or cold place?</b>

# Topics for the Autumn term

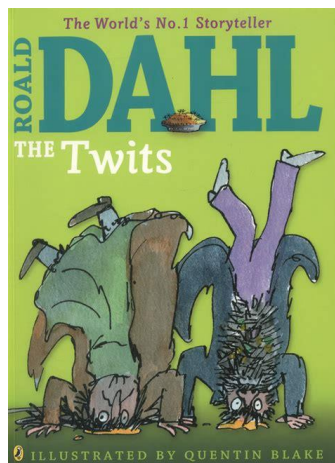
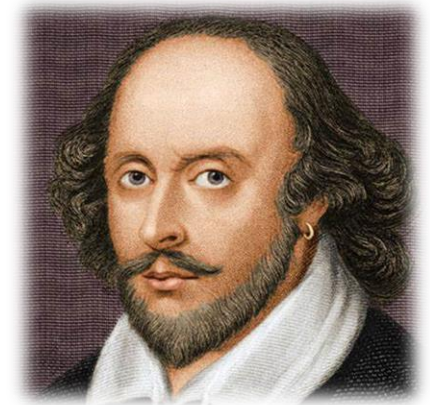
Subject	Topic
<b>Art and Design</b>	<b>Great Fire of London inspired painting</b> from artists such David Best and James Weston Lewis Colour mixing and creating tints and shades
<b>Design and Technology</b>	Textiles: <b>Puppets</b>
<b>Music</b>	<b>Hands, Feet, Heart:</b> South African styles <b>Ho, Ho, Ho:</b> Christmas, Big Band, Motown, Elvis, Freedom Songs
<b>Computing</b>	<b>Online Buddies</b> <b>Online safety</b> <b>My Online Life</b>
<b>PE</b>	<b>Fundamental Skills</b> <b>Gymnastics</b> <b>Dance</b> <b>Target Games</b>
<b>Aspire to Inspire</b>	<b>Ada Lovelace</b> The computer programmer who had ideas long before there were computers.
<b>PSHE</b>	<b>Safe relationships Managing secrets;</b> resisting pressure and getting help; recognising hurtful behaviour <b>Respecting ourselves and others Recognising things in common and differences;</b> playing and working cooperatively; sharing opinions <b>Belonging to a community Belonging to a group;</b> roles and responsibilities; being the same and different in the community

# Class books – Autumn Term

The books which we will be looking at in more detail are:



A Midsummer Night's Dream  
(William Shakespeare)



The Twits  
(Roald Dahl)





# Homework

All homework will be set using Seesaw. If children have no access to internet at home parents will need to inform school so alternative arrangements can be made. Passwords will be sent home again, if they are needed. Children will receive their homework on a Monday, which is to be completed for Friday.

Homework for this half term will consist of:

- **Reading 10 minutes – Everyday along with reading for pleasure and sharing bedtime stories**
- Numbots – playing for 3 minutes a day 4 or 5 times a week
- Spelling shed - playing for 5 minutes a day 3 or 4 times a week (these are personalised)
- Maths shed - playing for 5 minutes a day 3 or 4 times a week
- [SPaG.com](https://www.spag.com/) – Once a week 10minutes



Reading is the key, if your child is able to read then they can access the world with confidence. **Reading is the priority in Year 2.** Reading books are given out on a Monday along with a reading for pleasure share book to share with your child. Please remember to complete the home reading diary and **return all books on a Friday.**

There is a big emphasis on the children knowing their **2, 5 and 10 multiplication tables and corresponding division facts.**

# Little Wandle Phonics/Reading










- For children in Y2, reading books and Reading for pleasure share books will be given out every Monday. A new reading book and share book will be given. All reading books should be returned to school each Friday. Reading diaries will be checked each Friday by staff, this enables us to monitor reading practice. Please can you keep these up to date.
- Children read fully decodable books during our 'Reading Practice' sessions in school and are given decodable home reading books. Children build their reading fluency and by **revisiting texts** enabling them to showcase their developing skills and phonetic knowledge. Please reread the home reading book a number of times during the week. Enabling children to begin to read like storytellers.
- 'Little Wandle' Letters and Sounds – Children will revisit phase 5 and other previously taught phases to ensure all children are completely confident with applying these GPCs in both their reading, spelling and writing.

*GPC is short for 'grapheme-phoneme correspondence', and it means the relationship between a phoneme (unit of sound) and its graphemes (or symbols). Learning grapheme-phonemes correspondences helps children to decode and blend words more easily, as well as making them more fluent readers.*

# Phonics Little Wandle Phase 5

- At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

## Sounds introduced in Phase 2

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the <b>s</b> hiss out <b>ssssss ssssss</b>	<b>c se ce st sc</b>
	Open your lips a bit; put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	<b>kn gn</b>
	Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b>	<b>mb</b>
	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	<b>ch</b>
	Show me your teeth to make a <b>rrrr</b> sound <b>rrrrr</b>	<b>wr</b>
	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound <b>fffff fffff</b>	<b>ph</b>
	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press <b>lllll lllll</b>	<b>le al</b>
	Pucker your lips and show your teeth; use your tongue as you say <b>jjj</b>	<b>g dge ge</b>
	Put your teeth against your bottom lip and make a buzzing sound <b>vvvv vvvv</b>	<b>ve</b>




Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Pucker your lips and keep them small as you say <b>w w w</b>	<b>wh</b>
	Show me your teeth and buzz the <b>z</b> sound <b>zzzz zzzzz</b>	<b>se ze</b>
	Pucker your lips and show your teeth; use your tongue as you say <b>ch ch ch</b>	<b>tch ture*</b>
	Show me your teeth and push the air out <b>shshshshsh</b>	<b>ch ti ssi si ci</b>
	Open your mouth wide and say <b>e e e</b>	<b>ea</b>
	Pull your lips back and make the <b>i</b> sound at the back of your mouth <b>iii</b>	<b>y</b>
	Make your mouth into a round shape and say <b>o o o</b>	<b>a</b>
	Open your mouth wide and say <b>u u u</b>	<b>o-e o ou</b>




\*Note that the pronunciation of 'ture' has a slight schwa sound at the end.





# Phonics Little Wandle Phase 5



- At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

## Sounds introduced in Phase 3

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ai	 tail in the rain	Open your mouth wide and say ai ai ai	ay a a-e eigh igh ey ea
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	ea e e-e ie y ey
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ie i i-e y
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	o o-e ou oe ow

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo	ue u-e ew ou ui
yoo		Pucker your lips and keep them small as you say yoo yoo yoo	ue u u-e ew
oo	 hook a book	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo	u* oul
ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar ar	a* al*

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or	aw au aur oor al a oar ore
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say ur ur ur	er ir or
ow	 wow owl	Open your mouth wide then move your lips together as you say ow ow ow	ou
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say oi oi oi	oy

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say ear ear ear	ere ear
air	 chair in the air	Open your mouth wide, push your tongue down as you say air air air	are ere ear
zh		Pucker your lips and show your teeth, push the air over your tongue as you say zh zh	su si

Spelling and writing will improve as children become fluent in the use of alternative sounds.

# Reading



We recognise the importance of children developing their reading fluency and text comprehension at their individual pace, but we don't want children to feel limited with their reading choices. Reading for Pleasure is the key to unlocking children's love of reading!

- Because of this, children are provided with two reading books- one decodable book based on their phonic understanding, and a 'Reading for Pleasure' book – their sharing book- which are story books rich in vocabulary designed to be shared with others.
- Children will take home both books on **Mondays**, and they must be returned with their Reading Diary on **Fridays**. Decodable books are changed once a week and sharing books are changed at the same time.
- **Children should be reading each night for 10 minutes.** Children can read from either book when they are taken home (although we do recommend ensuring both are accessed, as phonetic books are needed to support fluency development).

# Reading diaries

Date	M	T	W	TH	F	SA	SU
05/09			P163	P174	P179	P185	P195
12/09	P203 33	P208- completed P15	P18	P22	P27	P31	P35
19/09	P40 31	P52	P62	P70	P78	P84	P94
26/09	P100	P111	P119	P124	P129	P129	P134
03/10	P42	P152	P164	<del>P172</del> 172	P80	P190	P202 with Book completed with date
10/10	P10	P22	P46 11	P66	P76	P82	P91 11
17/10	P111	P135	P153	P171	P18	P90	P99 11

Please record a weekly comment about your child's reading. ©

- Reading diaries are taken home along with reading books.
- We ask that they are completed each day. We will monitor diaries weekly to determine how much reading has been completed across the previous week by your child.
- We have made our diaries very simple, so they are quick to keep up to date.
- Please record the pages that your child has read each night.
- A comment section for each week is available underneath if you would like to comment on your child's reading.
- Please record in the diary a list of the books they are currently reading including reading for pleasure and books from home.
- If reading diaries have not been seen in school for one week, a Parent App message or phone call will be made by the teacher to ask about your child's reading habits.

# Key Stage 1 SATs

## SATs – Standard Assessment Tests

Key Stage 1 SATs are **no longer compulsory national tests**. However, they have been 'replaced' by *optional KS1 SATs tests*. These *optional SATs tests* will continue to be used across **all schools in England**

We will choose whether we will administer these *optional KS1 SATs*.

Optional SATs tests may be taken in Maths, Reading and Grammar, Punctuation and Spelling, under informal exam conditions. These papers will be marked by the teachers along with teacher assessments in Writing and Science.

Optional SATs will help us to confirm our ongoing judgements on your child's attainment. It gives us a clear benchmark that informs our teacher assessments and enables us to continue to support your child as they move into Key Stage Two.

Children will do optional tests in class. They will think they are doing quizzes. There is nothing to worry about and there is no pressure put on the children. It is a way to showcase their attainment and progress.



# How Can you best support your child

- **Don't book holidays during term time**
- **Promote good attendance and punctuality – every minute counts**
- Continue with reading and ask questions about the text
- Encourage the children to read unseen texts and use inference to talk about the content of the text
- Make number problems a part of everyday life
- Regularly promote writing
- Encourage the accurate use of spelling
- Focus on accuracy with spelling and handwriting
- Encourage your child to 'own the page' when drawing and writing for pleasure – Make writing Fun!
- Complete homework together and talk about learning

# Curriculum trips and enrichment activities



- **2<sup>nd</sup> October** Year 2 CLC Computing Day
- **2<sup>nd</sup> October** Whole School Stay and Read - 8.45 - 9.15am (Parents invited into school for reading session in classrooms)
- **20<sup>th</sup> October** Year 2 Play in a Day (in school) The Great Fire of London (Parents welcome from 2.30pm to watch performance)
- **10<sup>th</sup> November** Year 2 lead the Remembrance assembly (2:45pm)
- **8<sup>th</sup> December** Year 2 Grandparents' Christmas Party 2pm
- **13<sup>th</sup> December** Year 1 and Year 2 Christmas Play (4pm performance)
- **14<sup>th</sup> December** Year 1 and Year 2 Christmas Play ( 9.15am performance)
- **19<sup>th</sup> December** Whole School pantomime trip to The Brindley (Sleeping Beauty)

# Feel Good Friday

- On Friday 29<sup>th</sup> September, we will be holding our first 'Feel Good Friday' for the school year. These will be held on the last Friday of each month and the children can wear their own clothes to school that day.



# Safeguarding team

Mrs Rooney

Safeguarding Lead



Mrs Quigley

Deputy Safeguarding  
Lead



Miss Sharratt



Mrs Featherstone

Deputy Safeguarding Lead



Miss Kenworthy

# Learning Mentor and Attendance officer

- ParentApp for reporting absence and sickness.
- Children must be in school by 8:50am and will be marked late after this time. By 9:10am, children will be marked as late after register closes, which means they will lose their morning mark.
- Please contact Mrs Featherstone if you wish discuss your child's attendance.



# Online Safety Information

- Once a month, we will be sending out an Online Safety Newsletter for our Parents and Carers. This will help us to highlight any changes to be aware of regarding online safety, age restrictions and apps to be aware of.
- We are always here to help if you have any queries about Social Media or children using the internet safely.
- Children have regular lessons in school regarding Online Safety.





# YOUR HOLY FAMILY PTFA



welcome to 23/24

Your PTFA exists to support the school by raising additional funds for the children of Holy Family. All parents of children attending Holy Family are automatically members of the PTFA but we also welcome support from anyone with a link to the school.

The events that we run wouldn't be possible without our volunteers, and we are incredibly grateful to all parents, teachers and friends who volunteer their time.

we need you

We know that life can be unpredictable, and your availability to help out might vary, but we really do appreciate any support you might be able to offer.

get social

 [HolyFamilyCrantonPTA@outlook.com](mailto:HolyFamilyCrantonPTA@outlook.com)

 @HFCrantonPTFA

 @HolyFamilyCrantonPTFA

If you would like to be added to our volunteer list, please email us.

we can't wait to get started





# What is Y2 all about?



- Hard work
- Determination
- Self-motivation
- Personal goals
  - Great fun
  - Resilience
- And most importantly, memories that will last forever! 😊

The best thing about,  
*Memories*  
... is making them

# Contact details

- 0151 424 3926 – school office number
- [holyfamilycrinton@knowsley.gov.uk](mailto:holyfamilycrinton@knowsley.gov.uk)
- [www.holyfamilycrinton.co.uk](http://www.holyfamilycrinton.co.uk)