

# Curriculum Evening Year 2



# Welcome to Year 2

Miss Peden

Miss Price

Miss Green

Mrs Mullens

Mrs Spragg (Mondays in Fox)

Mrs Martin (Tuesday mornings in Badger)

Mr Cobley



# Example Timetable

Badger HP & DG	8.30- 8.45	8.40- 8.45	8.45 - 9.05	9.05 – 9.50	9.50 – 10.10	10.10- 10.30	10.30-11.00	11.00 – 12.00	12.00- 13.00	13.00- 13:10	13.10-13.30	13.30- 13:45	13.30 – 14.45	14.45- 15.00
Monday HP Playtime Sue interventions across Y2 DG ELSA	Sensory Circuits and Phonics Club	Registration	Maths  ECT	Assembly  ECT	Playtime (3 Class Sensory Circuit)	Little wandle read and handwriting	Music/RE/CW	Lunch (3 Class Sensory Circuit)	Heart of gold (3 Fine Motor)	Phonics	Daily Mile	Geography/History	Story (3 Social Play x 3 did)	
Tuesday SM Playtime			SEN time Maths	SEN time PSHE DG Understanding Emotions		SEN time Fluency Reading X4 groups	SEN time English			Phonics		Science		
Wednesday DG playtime SP Playtime			Assembly (8.45-9.15)	PPA PE		Fluency Reading X4 groups	English			TEACHER INTERVENTIONS RE/Music 1:05-2:00 DG Attention Bucket		Computing SM & Interventions		
Thursday DG Playtime			Maths	Assembly SM Lego Therapy		Fluency Reading X4 groups	English			Phonics/ handwriting	Daily Mile	Golden time Messy/Food Play		
Friday SM Playtime			Maths	Assembly		Little wandle reading and comprehension	English			Phonics		PPA PE		



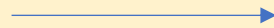
### Important Events – Autumn Term

- Friday 27<sup>th</sup> September – Pyjama Day for CCHS
- Monday 30<sup>th</sup> September – Life Space PSHE
- Wednesday 2<sup>nd</sup> – Coworth Football Events
- Friday 4<sup>th</sup> September – Family Learning Session
- Thursday 10<sup>th</sup> October – Mental Health Day and Florence Nightingale Visit
- Monday 14<sup>th</sup> October – Flu Nurse
- 24<sup>th</sup> and 25<sup>th</sup> October – Year Two art Days
- 28<sup>th</sup> – 1<sup>st</sup> HALF TERM
- 11<sup>th</sup> and 12<sup>th</sup> November – Fox Parent Meetings
- Wednesday 13<sup>th</sup> November – School Photos
- Friday 15<sup>th</sup> November – Trip to Hallgrove
- 18<sup>th</sup> and 19<sup>th</sup> November – Badger Parent Meetings
- Tuesday 26<sup>th</sup> November – Fire Safety Visit
- Friday 29<sup>th</sup> November – Christmas Craft Day
- Wednesday 11<sup>th</sup> December – Christmas Experience Day
- w/c 16<sup>th</sup> December – Nativity
- Friday 19<sup>th</sup> – End of Term



# Reading

Little  
Wandle



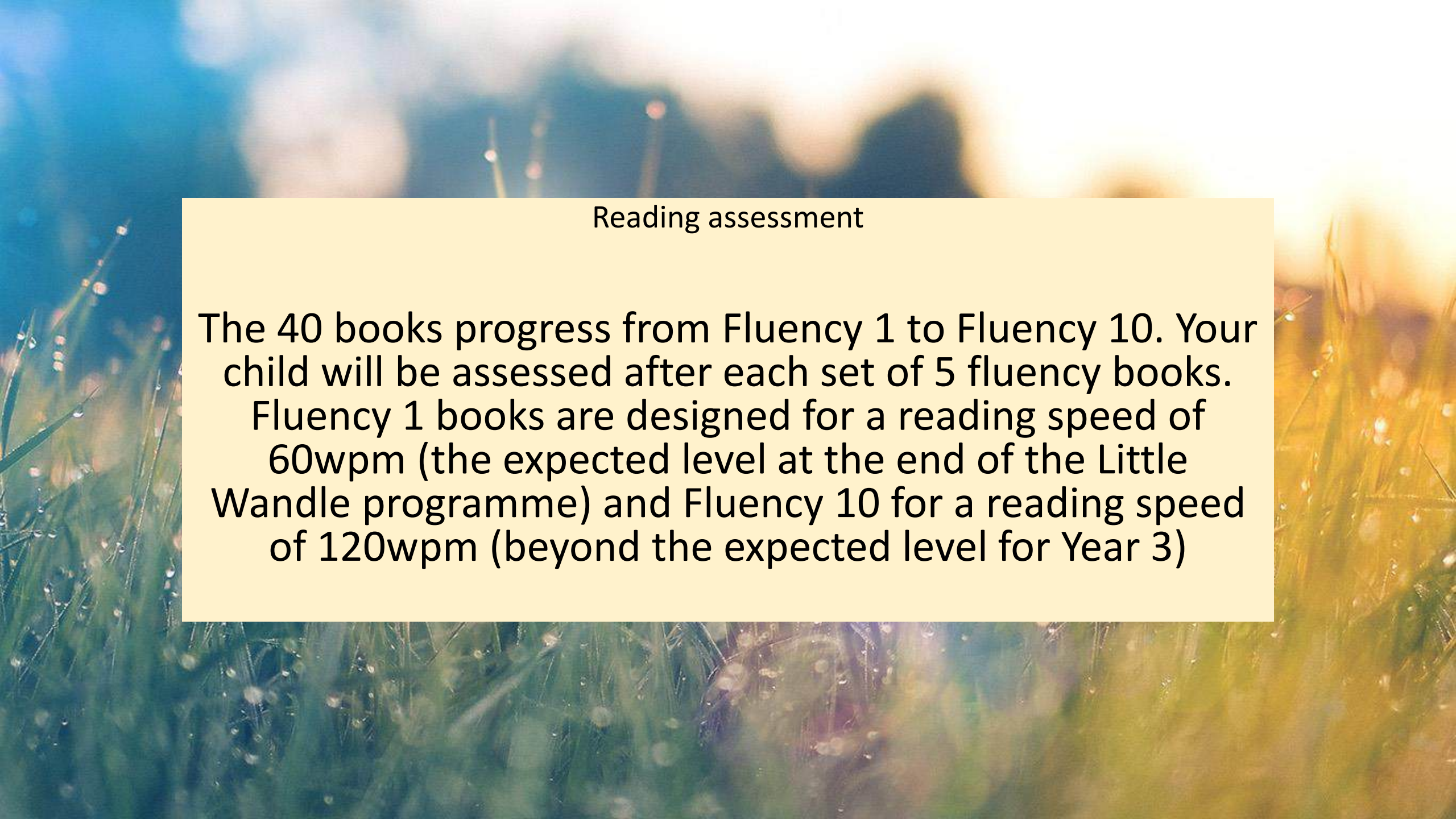
Little Wandle Fluency  
(Chapter Books)



# Little Wandle

- Reading focused on – decoding, prosody and comprehension (verbal only).
- Children at this level have additional time to focus on each stage.
- Children have to pass a fluency test to move onto fluency books.

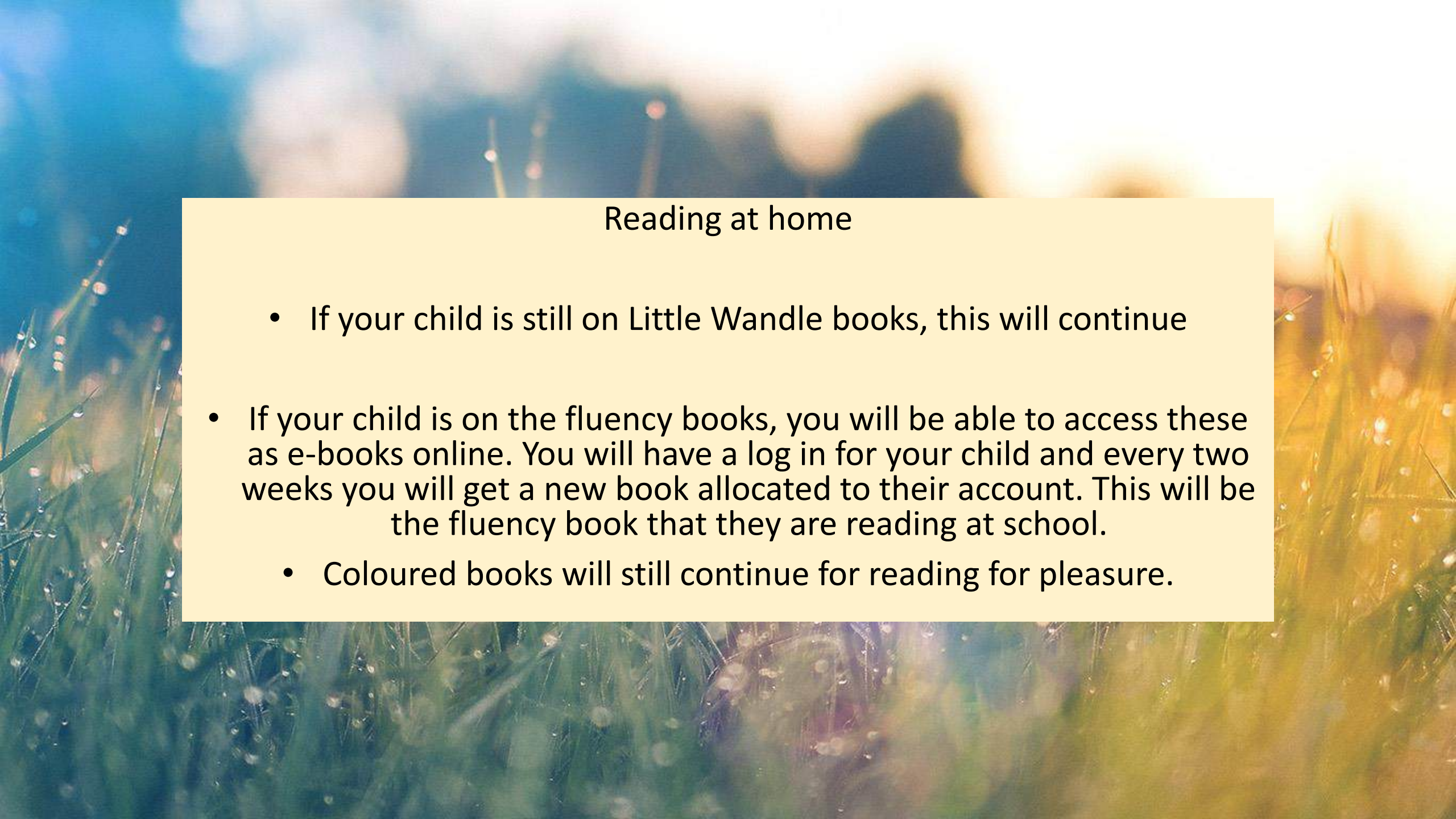




## Reading assessment

The 40 books progress from Fluency 1 to Fluency 10. Your child will be assessed after each set of 5 fluency books. Fluency 1 books are designed for a reading speed of 60wpm (the expected level at the end of the Little Wandle programme) and Fluency 10 for a reading speed of 120wpm (beyond the expected level for Year 3)





## Reading at home

- If your child is still on Little Wandle books, this will continue
- If your child is on the fluency books, you will be able to access these as e-books online. You will have a log in for your child and every two weeks you will get a new book allocated to their account. This will be the fluency book that they are reading at school.
  - Coloured books will still continue for reading for pleasure.



### Independent task

Word	Meaning
Bazaar	streets of small stalls.
Puja	A hindu blessing.
Sabzi	curried vegetables.
Dosa	pancakes made from lentil flour.
phagari	a glowing skirt worn by Rajasthan women.
nomadic	moving from place to place to find food and water.
henna	a redish dye made from powdered leaves of the henna plant.

### Independent task

Dear Mummy and Daddy

I have had the best time at the camel fair. All the camels are decorated. At the camel fair there were camel races and did you know there are no stoppings. There is lots of food.



# Little Wandle Spelling

A new year 2 scheme:

1. Review year 1 sounds
2. Learn foundational spelling to become spellers
3. Follow the spelling programme

Autumn 1

5 weeks: Phase 5 review

Autumn 2

5 weeks: Bridge to spelling

Spring and Summer

20 weeks: Spelling units



# Review year 1 sounds – 5 weeks to review and secure Phase 5

## Weekly grid Phase 5 review

## Week 1

Lesson focus	Common graphemes	Unusual graphemes	Unusual graphemes but useful words	Where in the word?	Tricky words	Read/write the sentence	Spell
/ai/	a-e ai ay a	eigh ea ey aigh	eight break great they grey straight	shake plate claim drain spray astray apron apricot		Drain the apricots and put eight on a plate.	straight great they
/ee/	y ea ee e	ie ey e-e	brief believe key valley these theme	happy family treat dream speech steep secret meteor	people	People say that keeping secrets makes you unhappy.	family people believe
/igh/	igh i-e i y	ie	lie/ried tie/tied (cry)/ried (fry)/ried	bright moonlight time smile tiger behind why reply	eye	Why do tiger eyes shine in moonlight?	time bright eye
/oa/	ow o o-e oa	oe ou	goes toes tomatoes volcanoes shoulder	snow shadow most bonus those alone float croak	whole	My toes got cold when I played in the snow.	most alone whole
<b>Review</b>	<b>All graphemes:</b> a-e ai ay a eigh ea ey aigh y ee e ie e-e igh i-e i ow o o-e oa oe ou	<b>Sort it out</b> /ee/ or /igh/: tiger why smile behind reply secret treat family speech theme		<b>Best bets</b> <b>/ai/:</b> spray plate apricot drain eight straight break grey <b>/oa/:</b> bonus alone croak shadow shoulder goes	<b>Review tricky words:</b> people eye whole	You cannot trust a tiger that smiles in the shadows.	show grey reply happy



## Review year 1 spellings

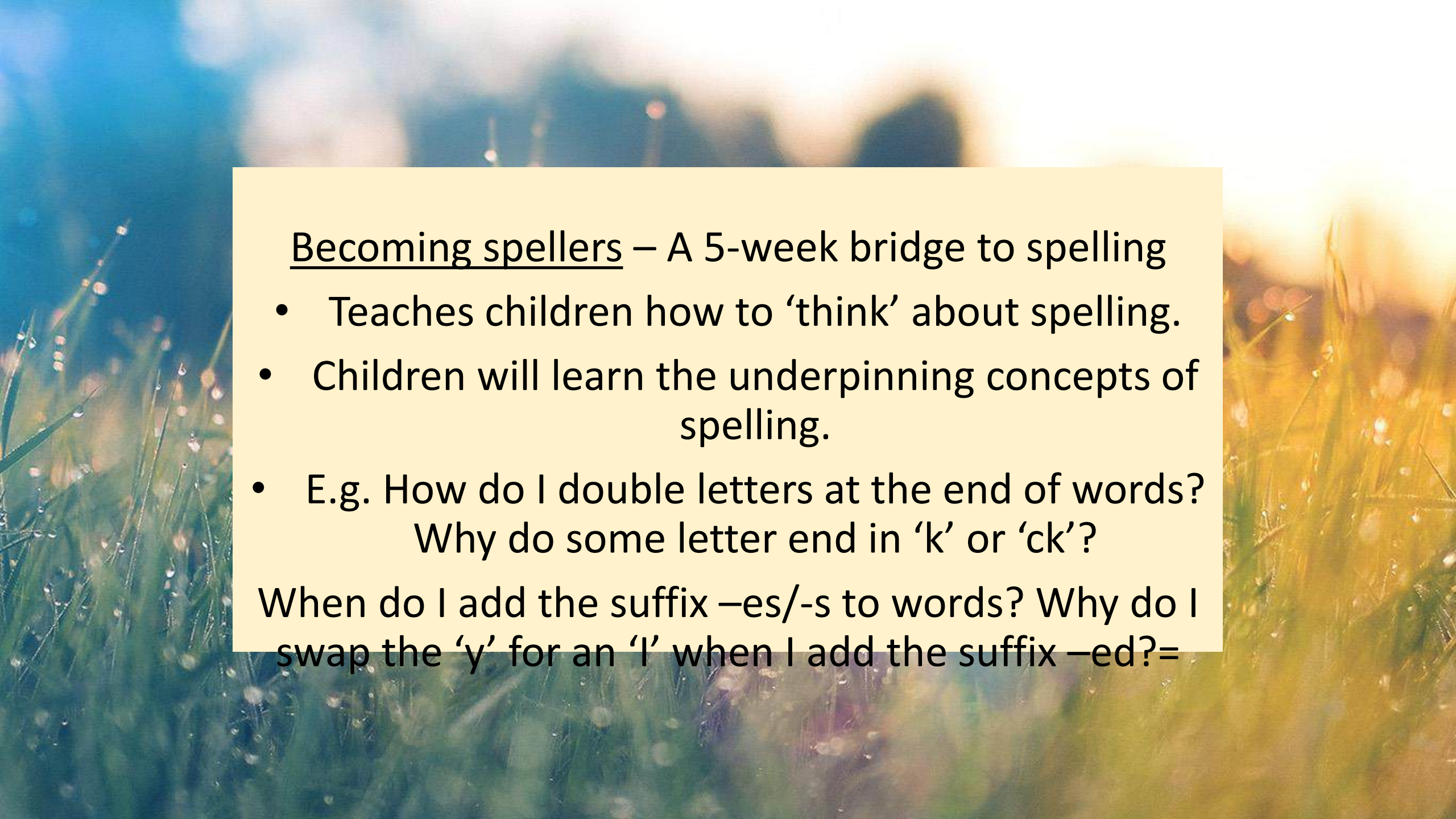
### Spellings

bright	show	straight	alone
please	great	family	time

### Tricky words

people	eye	although







## Becoming spellers – A 5-week bridge to spelling

- Teaches children how to ‘think’ about spelling.
- Children will learn the underpinning concepts of spelling.
- E.g. How do I double letters at the end of words?  
Why do some letter end in ‘k’ or ‘ck’?

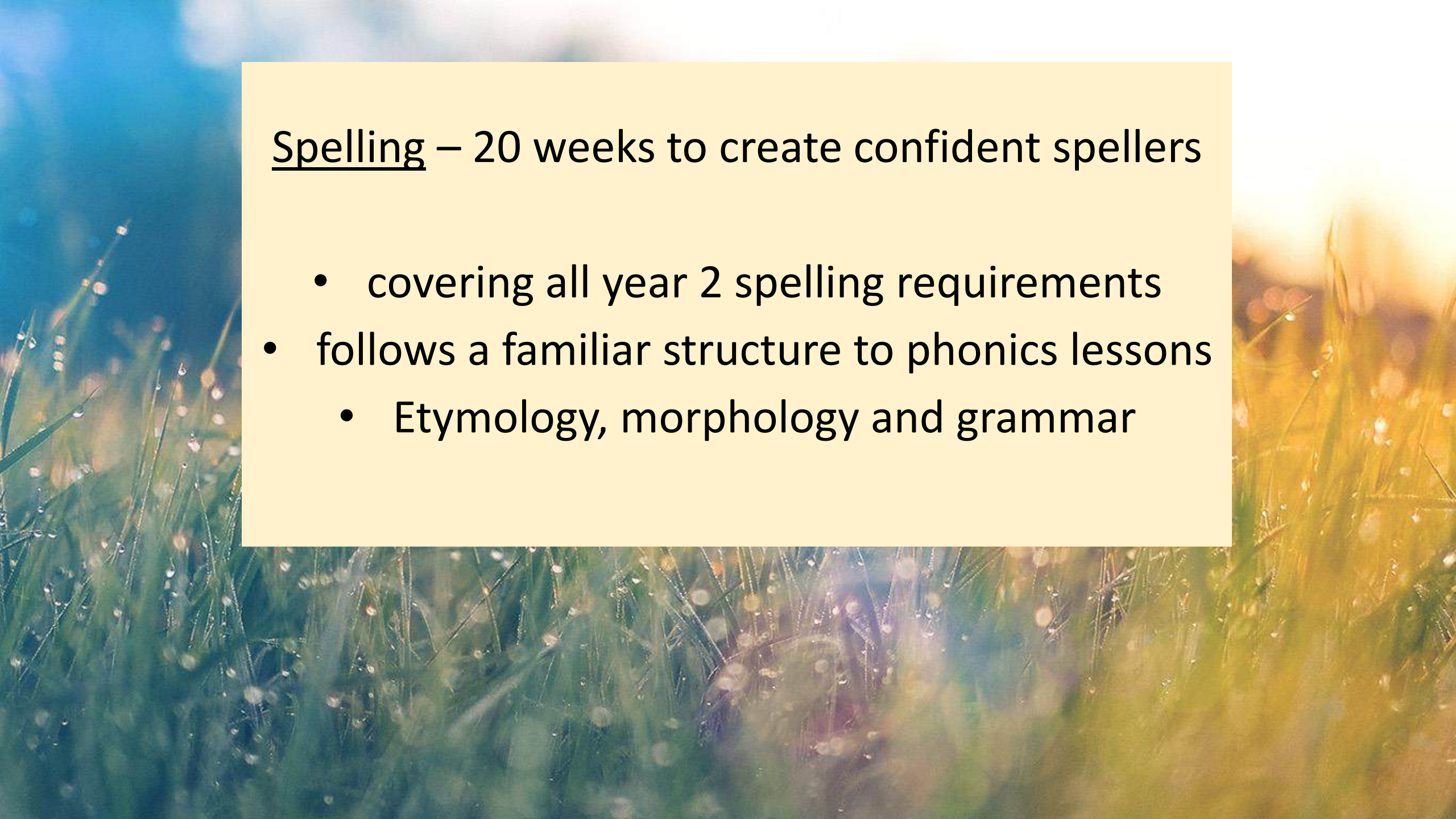
When do I add the suffix –es/-s to words? Why do I swap the ‘y’ for an ‘i’ when I add the suffix –ed? =



**Unit focus:****What do I need to know to think about spelling?****How do I use the Complete the code chart to help me to spell?**

Lesson	Quick review	Teach and practise	Practise and apply	Review
1	<p><b>Complete the code</b> <b>/r/ rh</b></p> <ul style="list-style-type: none"><li>1 Display the sound: /r/</li><li>2 Display the previously taught graphemes for /r/.</li><li><b>Say:</b> These are the graphemes we know for the sound /r/. Today we are learning a new grapheme for /r/.</li><li>3 Display the new grapheme.</li></ul> <p><b>/g/ gu gue gh</b></p> <ul style="list-style-type: none"><li>4 Display the sound: /g/</li><li>5 Display the previously taught graphemes for /g/.</li><li><b>Say:</b> These are the graphemes we know for the sound /g/. Today we are learning new graphemes for /g/.</li><li>6 Display the new graphemes.</li></ul> <p><b>7 Display the words:</b> red lorry wrist rhino goat wiggle guitar league ghost</p> <p><b>Say:</b> Let's read the words fluently.</p>	<p><b>8 Display the word:</b> rhino</p> <ul style="list-style-type: none"><li><b>Say:</b> The sounds are: r-igh-n-oa.</li><li><b>Say:</b> [Point to rh] These two letters make one sound: r. This is a digraph, 'two letters, one sound'.</li><li><b>Say:</b> [Point to i] This grapheme says igh. [Continue for the rest of the word]</li><li>9 <b>Say:</b> Let's add the sound buttons. A dot for 'one letter, one sound', a dash for the digraph 'two letters, one sound'.</li></ul> <p><b>10 Display the word:</b> league</p> <ul style="list-style-type: none"><li><b>Say:</b> The sounds are: l-ee-g.</li><li><b>Say:</b> [Point to ea] This is a digraph, 'two letters, one sound'.</li><li><b>Say:</b> [Point to gue] These three letters make one sound. This is a trigraph. 'Three letters, one sound'.</li><li>11 <b>Say:</b> Let's add the sound buttons. A dot for 'one letter, one sound', a dash for the digraph 'two letters, one sound', a dash for the trigraph 'three letters, one sound'.</li></ul> <p> <b>Add sound buttons</b></p> <ul style="list-style-type: none"><li>Ask the children to add sound buttons to the words on the handout.</li><li>12 Display the words with sound buttons. Check and correct.</li></ul>	<p><b>13 Spelling</b></p> <p>Ask the children to spell the words: ghost wrist league goat</p> <p><b>For each word:</b></p> <ul style="list-style-type: none"><li>Say the word.</li><li> Segment and count the sounds on your fingers.</li><li>14 Display the word.</li><li>Say the word and how many sounds you need to spell it.</li><li>Point to each grapheme.</li><li>15 Hide the word.</li><li>Ask the children to spell the word.</li><li>16 Display the word.</li><li>Ask the children to check and correct their spelling.</li></ul> <p>Repeat for the other words.</p> <p>17 to 25</p>	<p><b>Show me</b></p> <ul style="list-style-type: none"><li>Ask the children to write all the graphemes they know for the sound /r/.</li><li>1,2,3 <b>Say:</b> 1, 2, 3, show me!</li><li>26 Display the graphemes.</li><li>Check and correct.</li></ul> <p>Repeat for /g/. 27</p>



The background of the slide features a close-up photograph of green grass blades covered in small, glistening dew drops. In the upper right corner, a bright, warm light source, likely the sun, creates a soft, golden glow and lens flare effects across the scene.

## Spelling – 20 weeks to create confident spellers

- covering all year 2 spelling requirements
- follows a familiar structure to phonics lessons
  - Etymology, morphology and grammar



Term		Unit	Coverage	Prickly spellings	Homophones
Spring 1	Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	one once	knight/night
	Week 2				
	Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	two again	one/won
	Week 4				
	Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	any many	where/wear
Spring 2	Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
	Week 2				
	Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	eye people	quite/quiet
	Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	journey friend	see/sea
	Week 5	7	Why do some words end -le, -el, -al or -il?	move improve	to/too/two



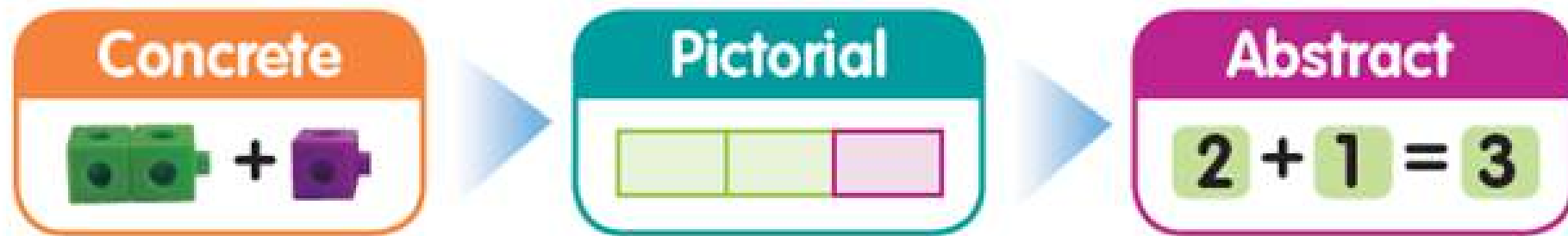
# Maths

## **The White Rose Maths 'schemes of learning'**

A scheme of learning is a clear, structured plan for learning.  
A scheme that is written for year groups and covers the whole school year of learning.

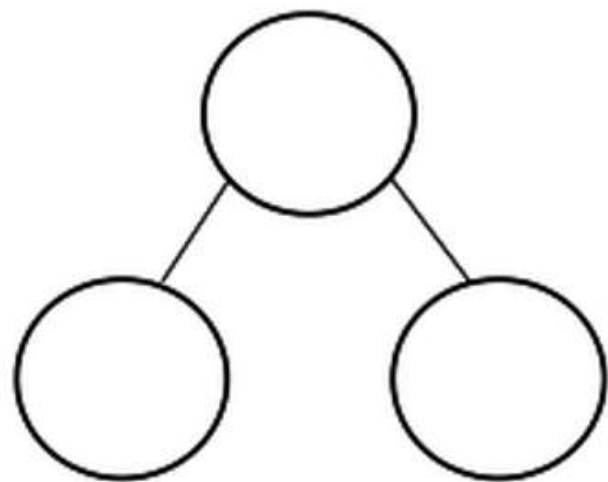




# CPA – Concrete, Pictorial, Abstract


















































Tens 	Ones 



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b> <a href="#">VIEW</a>				Number <b>Addition and subtraction</b> <a href="#">VIEW</a>				Geometry <b>Shape</b> <a href="#">VIEW</a>			
Spring term	Measurement <b>Money</b> <a href="#">VIEW</a>	Number <b>Multiplication and division</b> <a href="#">VIEW</a>				Measurement <b>Length and height</b> <a href="#">VIEW</a>	Measurement <b>Mass, capacity and temperature</b> <a href="#">VIEW</a>					
Summer term	Number <b>Fractions</b>			Measurement <b>Time</b>		<b>Statistics</b>		Geometry <b>Position and direction</b>		Consolidation		



Step 1 Recognise equal groups				
Step 2 Make equal groups				
Step 3 Add equal groups				
Step 4 Introduce the multiplication symbol				
Step 5 Multiplication sentences				
Step 6 Use arrays				
Step 7 Make equal groups — grouping				
Step 8 Make equal groups — sharing				
Step 9 The 2 times-table				
Step 10 Divide by 2				



# National Curriculum:

Pupils should be taught to:

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.



# Talk for writing – attainment

Talk for Writing, developed by Pie Corbett, supported by Julia Strong and the Talk for Writing team, is powerful because it is based on the principles of how people learn. The movement from **imitation** to **innovation** to **independent application** can be adapted to suit the needs of learners of any stage.



# Talk for writing

**1. Baseline assessment  
and planning - 'cold'  
task**











**2. The imitation phase**

**3. The innovation phase**

**4. Independent  
application and  
invention - 'hot' task**

**5. Final assessment -  
building on progression**



	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Genre	Fiction	Non-Fiction	Fiction	Poetry	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Text									Text about the Romans			How to be successful in Year 2 at Valley End - Instructions
Text Structure	Secure use of planning tools: Story map Character description Setting description	Secure use of planning tools: Text map <b>Introduction:</b> Heading Hook to engage reader <b>Middle:</b> group related ideas <b>End:</b> make final comment to reader Consistent use of past tense	Secure use of planning tools: Story map Plan opening around: setting, time of day and weather  Opening <b>Build Up</b> Problem/Dilemma Resolution Ending	Secure use of planning tools: Story map  <b>Planning poetry opening</b> around time of day and weather/season  <b>Factual statements</b>	Secure use of planning tools: Story map/ story grid  <b>Understanding 5 parts to a story with more complex vocabulary</b> Opening <i>In a land far away</i> <b>Build Up</b> <i>Later that day</i> Problem/Dilemma <i>To his amazement</i> Resolution <i>As soon as</i> Ending <i>Luckily/fortunately</i>  Ending as a section rather than one sentence.	Secure use of planning tools: <b>Text Map</b>  <b>Introduce:</b> Heading Sub Heading Hook to engage the reader Factual statement/definition Opening question  Middle: Group related ideas/facts into sub-headings Use of lists Ending: Final comment to reader, <u>Did</u> you know? Facts/True or False	Secure use of planning tools: Story map/ story grid/ story mountain  <b>Understanding 5 parts to a story with more complex vocabulary</b> Opening <i>In a land far away</i> Build Up <i>Later that day</i> Problem/Dilemma <i>To his amazement</i> Resolution <i>As soon as</i> Ending <i>Luckily/fortunately</i>  Ending as a section rather than one sentence.	Secure use of planning tools: <b>Text Map</b>  <b>Introduce:</b> Heading Sub Heading Hook to engage the reader Factual statement/definition Opening question  Middle: Group related ideas/facts into sub-headings Use of lists  Ending: Final comment to reader, <u>Did</u> you know? Facts/True or False  Present tense verbs		Secure use of planning tools: Text Map/ Washing Line  <b>Introduce:</b> Heading Sub Heading Hook to engage the reader Factual statement/definition Opening question  Middle: Group related ideas/facts into sub-headings Use of lists Diagram Ending: Final comment to reader, <u>Did</u> you know? Facts/True or False	Rewriting story with beginning /middle / end  Plan opening around a character  <b>Understanding 5 parts to a story with more complex vocabulary</b> Opening <i>In a land far away</i> Build Up <i>Later that day</i> Problem/Dilemma <i>To his amazement</i> Resolution <i>As soon as</i> Ending <i>Luckily/fortunately</i>  Ending as a section rather than one sentence.	Simple factual sentences based around a theme  <b>Consistent use of present tense versus past tense</b> <i>e.g. To be successful you must... I was successful when...</i>  <b>Introduce:</b> Heading Sub Heading Hook to engage the reader Factual statement/definition Opening question  Middle: Group related ideas/facts into sub-headings Use of lists  Ending: Final comment to reader, <u>Did</u> you know? Facts/True or False  Present tense verbs



Sentence Construction	Embellish simple sentences using adjectives	Statements Questions  Vary openers to sentences Conjunctions Subordination	Exclamations Adjectives Subordinating conjunctions <i>The men who were in...</i>	Statements Questions Exclamations Commands  -ly starters: eventually, finally, slowly	Expanded Noun Phrases e.g. lots of people, plenty of food	Commands List of 3 for description	Adverbs Tom ran quickly down the hill	All sentence types  Varying openers for sentences  Long and short sentences		-ly starters Firstly, Secondly  Additional subordinating conjunctions While the seed is growing...	Repetition in description e.g. a lean cat, a mean cat  Adverbs Tom ran quickly down the hill	Commands and statements  A variety of openers to sentences
Word Structure/ Language	Propositions: Behind <u>above</u> <u>along</u> before after	Generalisation of Information: Most soldiers...	Prepositions: After  Alliteration e.g. wet weather		Similies using like e.g. fluffy like candyfloss, like sizzling sausages  Two adjectives to describe a noun The scary, old woman	Generalisations for Information E.g. Most dogs, some cats  Use of suffixes -er and -est	Adverbs for description e.g. Snow fell gently and covered the cottage in the wood  Similies	Prepositions: Now next		Adverbs for information Carefully place the seed in the soil	Alliteration  Similes  Suffixes ness/er	Generalisations for Information e.g. most Year 2 children, some children
Punctuation	Capital Letters Full Stops	Question Marks	Commas Speech Marks	Comma after -ly opener e.g. Slowly,	Commas to separate items in a list		Apostrophes for contracted forms in spelling e.g. don't can't  Apostrophe's to mark singular possession e.g. the cat's name	Apostrophes for contracted forms in spelling e.g. don't can't  Speech bubble (from a picture)		Commas to separate items in a list.  Bullet Points	Speech Marks  Apostrophe's to mark singular possession e.g. the cat's name	Commas after -ly e.g. fortunately
Terminology	Letter Word Sentence Adjectives	Full Stops Capital Letter Finger Spaces Question Mark Conjunction	Letter Word Sentence	Alliteration Statement Question Exclamation Command	Noun Phrases Expanded Noun Phrases Verbs Tenses (past, present and future)	Bullet Points Suffixes Generalisers	Similies Adverbs Apostrophes	Speech Bubble		Bullet Point Commands (bossy words)	Alliteration Speech Marks Suffixes Apostrophe Noun Phrases	Bullet Points Command (bossy verbs) Tense (past and present) Generalisers



## Punctuation Power!



Correctly sized spaces

**A**

Capital letters to begin a sentence and for names and places

**.**

A full stop at the end of a sentence

**!**

Exclamation marks for exclamations or surprise

**?**

Question marks for questions

## Sneaky Suffixes

glue on the **end** of a word:

**-ment**

amazement

**-ness**

happiness

**-ful**

playful

**-less**

hopeless

**-ly**

angrily

Sometimes suffixes change the end of the root word.

## Super Spellings... I need to know **many** of these:

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

**Some have capital letters.**

## Use apostrophes to show contractions.

**hasn't**

(has not)

**it's**

(it is/it has)

**she'll**

(she will)

**I've**

(I have)

# Writing Mat Expected Year 2

## Smashing Sentences

**Statement**

I am seven.

**Question**

How old are you?

**Exclamation**

What a nice surprise it is to see you!

**Command**

Come to my party.

## Terrific Tenses

**Present**

The girl plays drums / The girl is playing the drums.

**Past**

The girl played the drums.

## Jolly Joining Words

### Co-ordination

and

but

so

### Subordination

if

that

because

when

George can play outside **when** he has had his dinner.

The horse would win the race **if** it kept running.

The frog made a loud croaking sound **that** made me jump.

The greenhouse window got smashed **because** Zara hit it with her football.

## Describe

Use noun phrases to add more detail.

the cold, deep sea

a tall, leafless tree

a creaky, wooden box



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## Punctuation Power!

<b>A</b>	Capital letters to begin a sentence and for names and places
.	A full stop at the end of a sentence
!	Exclamation marks for exclamations or surprise
?	Question marks for questions
<b>Tom's</b>	Apostrophes for showing something belongs to someone
<b>can't</b>	Apostrophes in contracted words
<b>one, two</b>	Commas to separate items in a list

## Describe

Use noun phrases to add more detail.

the cold, deep sea

a tall, leafless tree

a creaky, wooden box



# Writing Mat

## Greater Depth Year 2

**Super Spellings...** I need to know...

**most** of these common exception words: **most** contractions:

poor	cold	again	move	I'll	couldn't
find	gold	grass	prove	it'll	wouldn't
mind	hold	pass	half	she'll	it's
floor	told	plant	parents	he'll	she's
eye	every	path	money	we'll	he's
kind	great	door	improve	I'd	we've
who	break	both	sugar	she'd	hasn't
whole	steak	most	could	he'd	won't
any	Mrs	even	would	we'd	can't
child	after	climb	beautiful	I've	don't

wild	fast	busy	because
Mr	last	people	should
only	past	pretty	behind
old	father	sure	Christmas
many	class	bath	everybody
clothes	water	hour	children

## Amazing Adverbs

Use adverbs to describe how something happened:

The cunning fox smiled **stilyly**.

The red sports car zoomed past **quickly**.

A tall giraffe chewed the leaves **hungrily**.

## Sneaky Suffixes

glue on the end of a word:

**-ment** amazement

**-ness** happiness

**-ful** playful

**-less** hopeless

**-ly** angrily

Sometimes suffixes change the end of the root word.

## Jolly Joining Words

### Co-ordination

and but so

### Subordination

if that because when

George can play outside **when** he has had his dinner.

The horse would win the race **if** it kept running.

The frog made a loud croaking sound **that** made me jump.

The greenhouse window got smashed **because** Zara hit it with her football.



# Handwriting

On handwriting lines

Mostly joined up

Letters mostly the same size and capitals in proportion

Capital letters in the right place

Any handwriting practice at home would be greatly appreciated!!!!



# Science

- PKC model – well sequenced knowledge rich curriculum
- Mixture of practical and written work
  - Working scientifically
  - Link to other subjects





Alive

A plant or animal that is alive **moves, grows and reproduces**

Dead

Something that was a living thing but is **no longer alive**

Habitat

A **place** where plants or animals live

Microhabitat

A **very small part of a bigger habitat**, e.g. woodlice living under stones in a garden

Adaptation

Many plants and animals have adapted so they can **survive in a particular habitat**

Food chain

A food chain is a diagram which shows us **how animals are linked by what they eat, and what eats them**. Energy and nutrients are transferred around the food chain

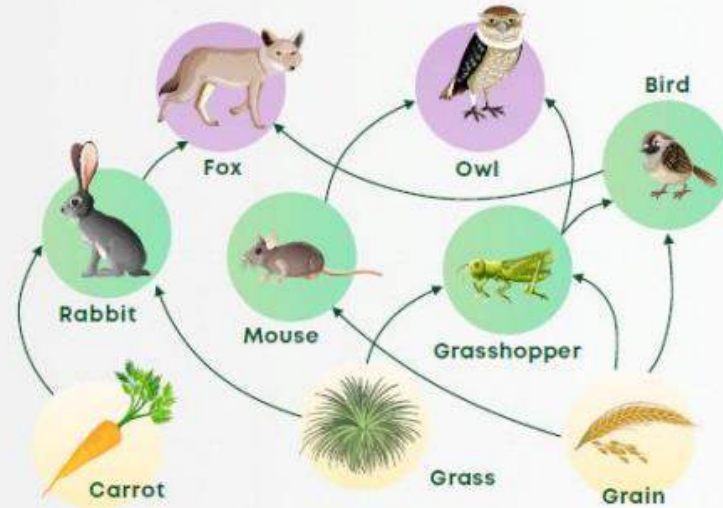
Producer

Plants are called producers because they **produce their own food**. Food chains start with a producer (plant), nutrients and energy are transferred to the consumer

Consumer

A consumer is a plant/animal that **eats another plant or animal**

## FOOD CHAIN



Energy is transferred around the food chain

Earthworms help to break down dead matter and provide nutrients for the soil

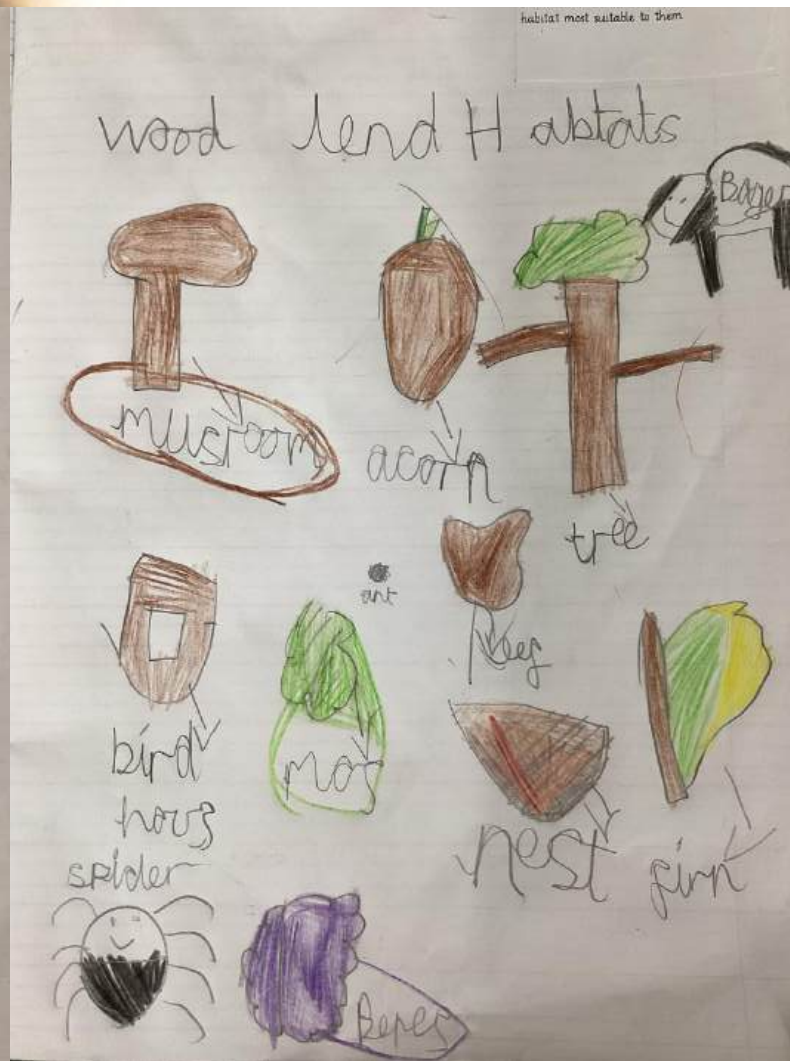
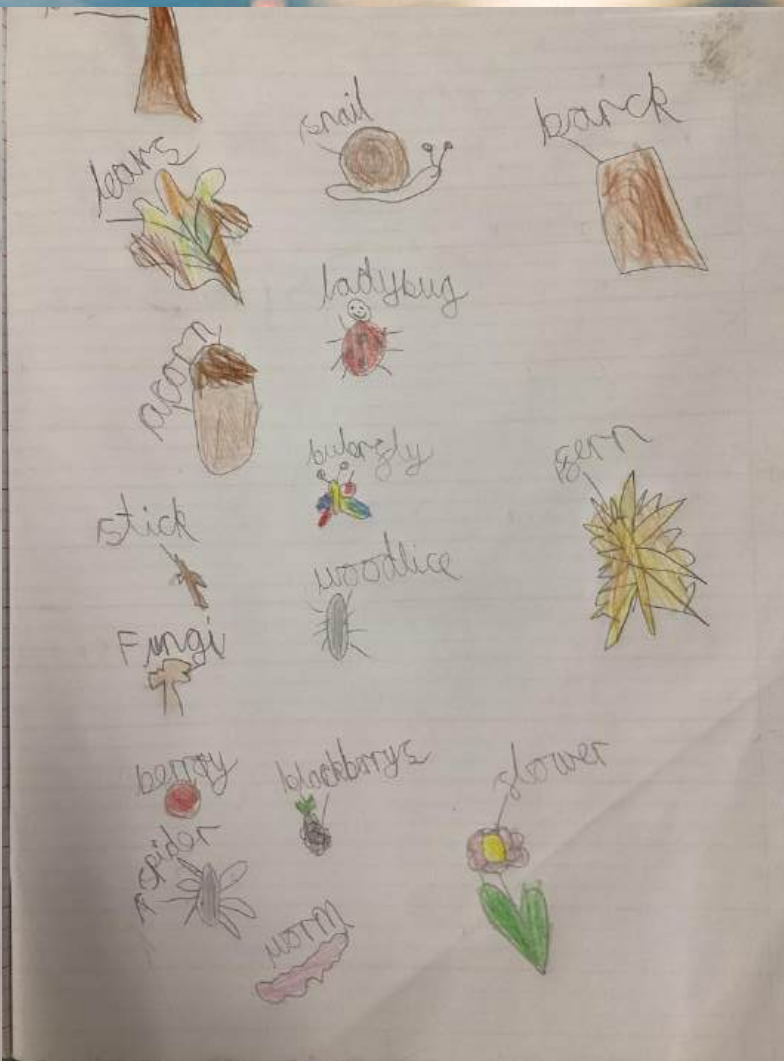
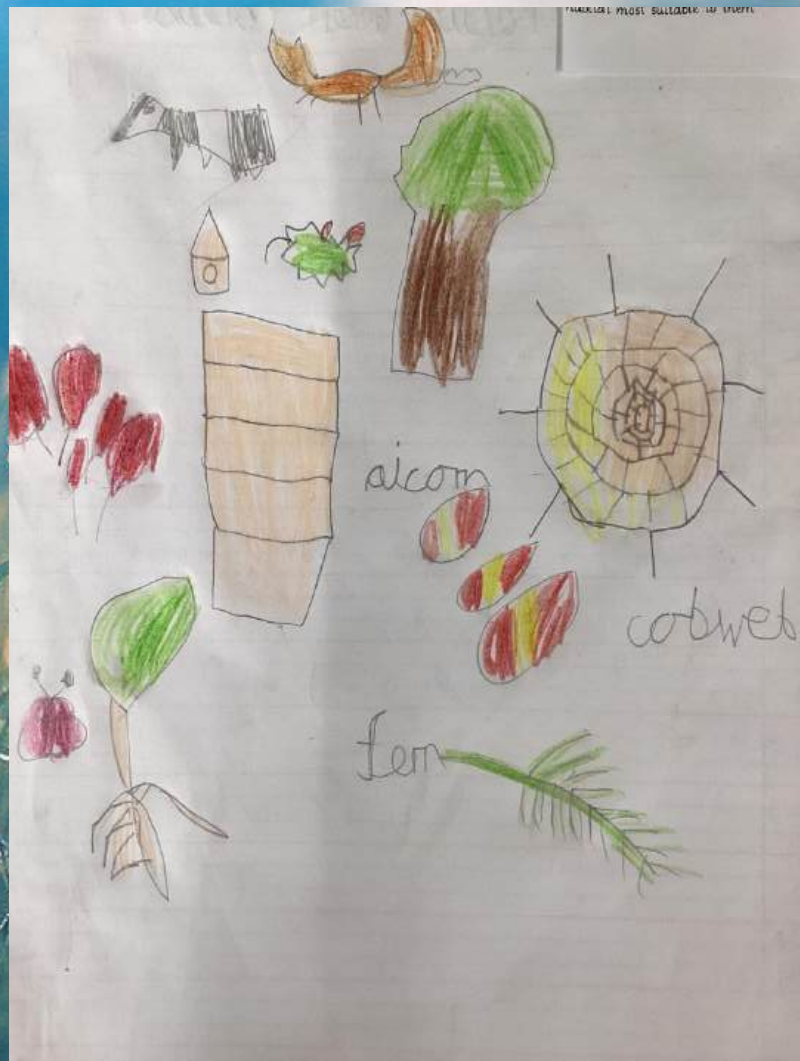


EARTH WORMS

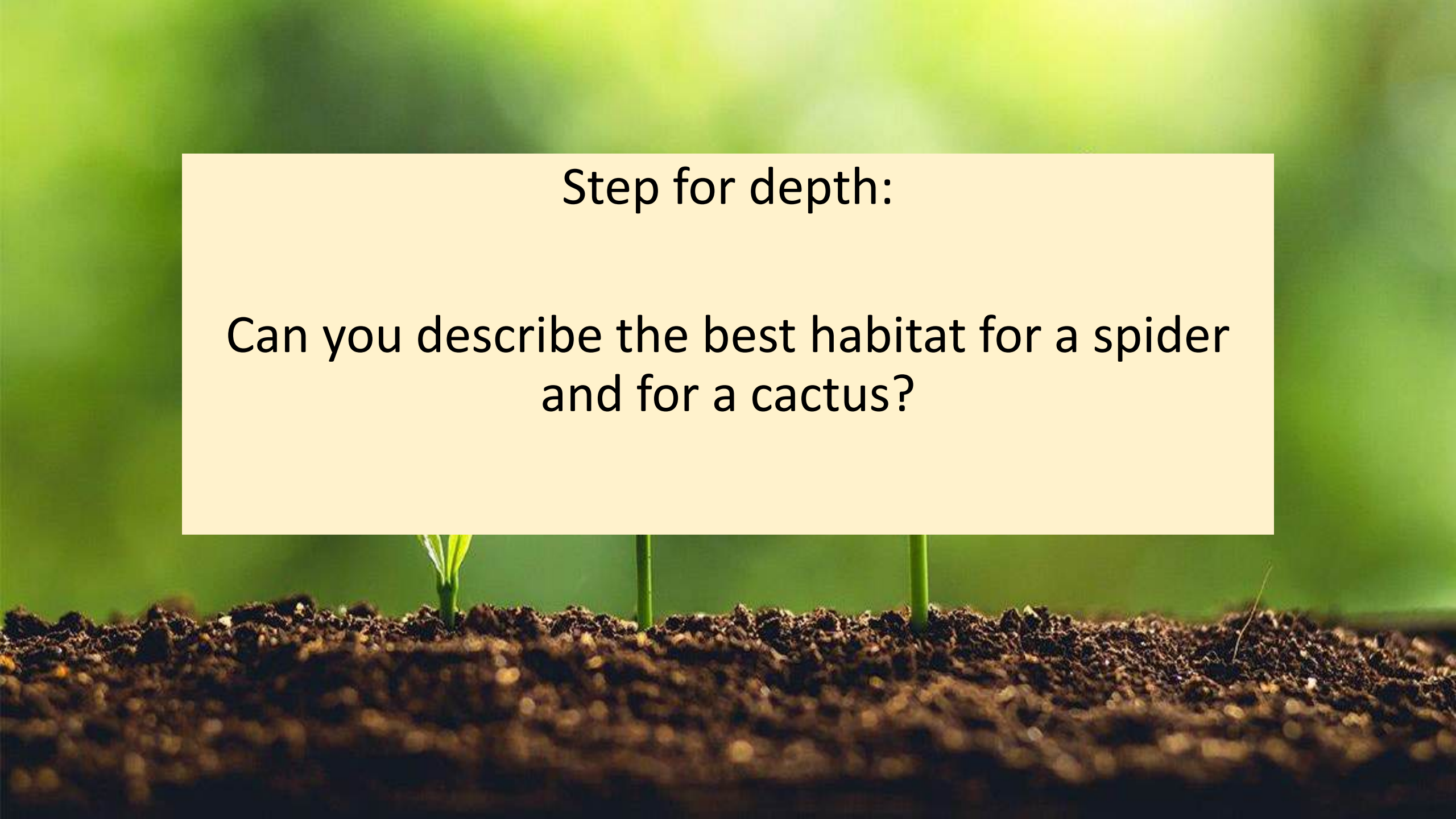


A MICROHABITAT





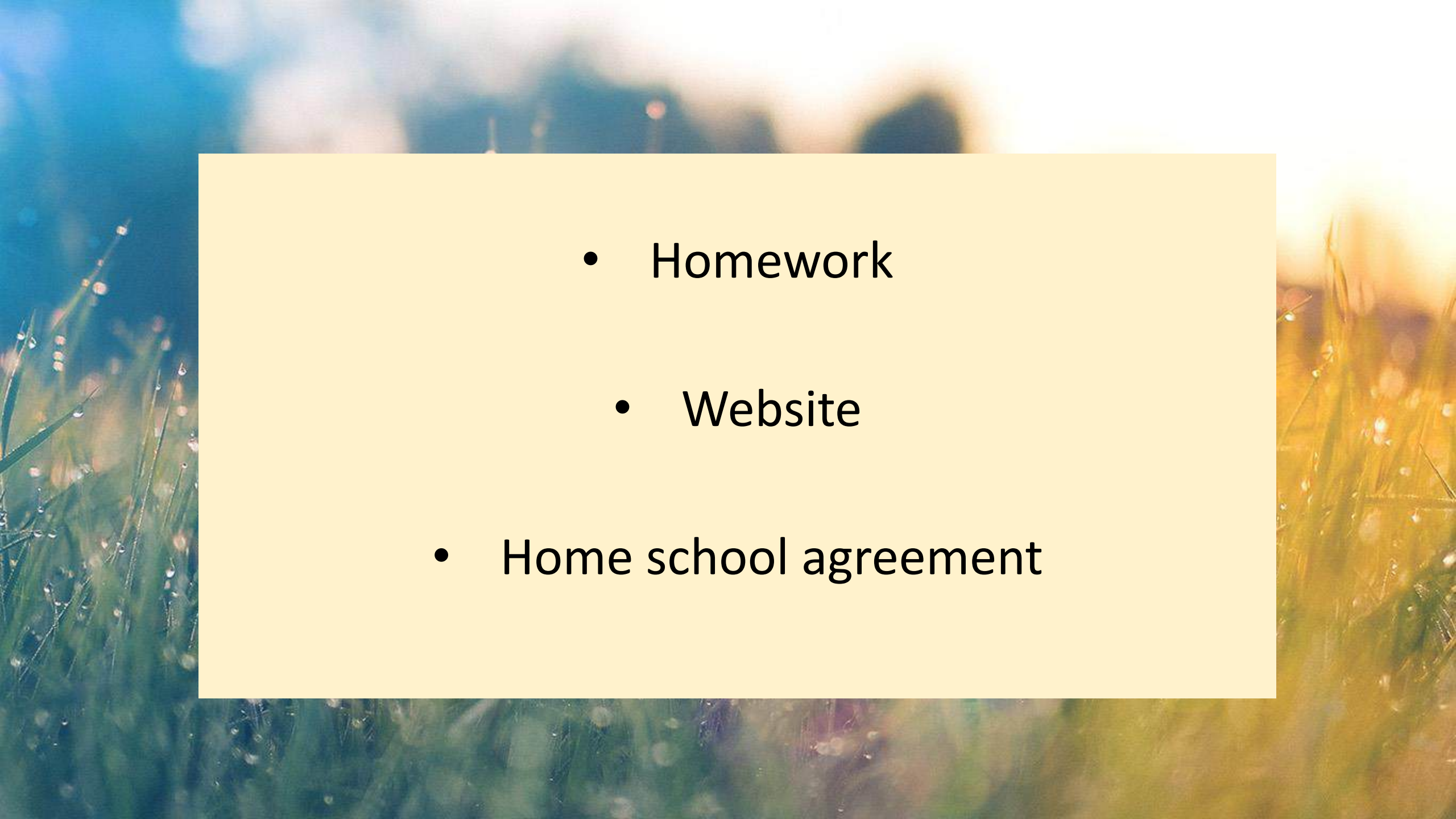


The background of the slide features a close-up, low-angle shot of dark, rich brown soil. Several thin, green seedlings are emerging from the soil, their stems reaching upwards. The background is a soft, out-of-focus green, suggesting a natural, outdoor setting. A semi-transparent yellow rectangular box is centered in the upper half of the image, containing the text.

Step for depth:

Can you describe the best habitat for a spider  
and for a cactus?



- 
- Homework
  - Website
  - Home school agreement



We would love to incorporate further community links with our parents and/or other family members. It can really help to bring learning to life when we are able to have a visit from a parent who can discuss their job, faith or skills in a particular area. In the past we have been lucky enough to have had visits from parents who are dentists, pilots, pet therapists, sergeants and artists. We would be so grateful if you would complete this survey to enable us to know what job roles, faiths or skillsets you have and see how this may tie into our curriculum. If we can enhance our curriculum with a visit from a parent or family member from the community this really helps to broaden the experiences learning to life.

Parent Profession, Faith and Skills  
Survey





# Online Safety

## School

- High levels of monitoring and filtering.
- Apple Classroom - allows secure access and teacher visibility.
- Children alert a staff member immediately if they feel uncomfortable.

## Home

- We recommend 'Guided Access' on Apple devices.
- Particular caution when using You Tube Kids.
- Children alert parent immediately if they feel uncomfortable.