

Primrose Hill Primary School

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Date: Wednesday 3rd March

INFORMATION FOR RETURNING TO SCHOOL - YEAR 2

Dear Parents & Carers,

We are so pleased to welcome your child back to school on Monday 8th March. This letter is to reiterate important information and give specific information about your child's year group. Previous school re-opening letters can be found here [Letter 1](#) and here [Letter 2](#).

Start & End of the Day

We appreciate that arrangements such as staggered start and end of the day times may be inconvenient for you as a family if you have more than one child to drop off or collect, but at the moment it remains a necessary measure. Ultimately these procedures have been put in place to keep everyone safe and to keep the school running smoothly, and we appreciate your support with this. Below are the timings for your child's year group:

Morning	Gate: Middle/Scooter Gate	Time: 8:45am	End of the Day	Location: Bottom playground	Time: 3:15pm
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The end of the day remains a potential risk with crowds congregating so **please ensure you do the following to help us reduce the risk of Covid spreading in our community:**

- * **Wear a face mask** when you are queuing to collect your child and when you enter school grounds
- * Sanitise your hands on entry into the school ground and ensure your child/ren do too
- * **ONLY** arrive at school at your allocated time- this will ease congestion on the street and in front of the gate *Please do not come early, it's better to come a few minutes late - so if your child's arrival time is 8:45am, coming at 8:50am is fine, but if you come at 8:55am, this is a new year group's entrance.*
- * Use the markings by the side of the gate to line up, maintaining social distance. **Please line up on the right side of your entrance gate and the main gate**
- * Please wait until a member of staff says you can come in to collect your child/ren
- * Exit the playground as swiftly as possible- it is important that families do not congregate
- * When entering the school gates, again, please maintain a social distance from each other
- * To reduce the number of adults and children coming into school / the playground, **can we please ask that only one parent drops off / collects child/ren each day.**
- * If your child needs to use the bathroom at the end of the day, please use the toilets on the bottom playground. There is also a toilet located in main office, which is also an adult toilet

PLEASE DO NOT ENTER THE SCHOOL BUILDING UNLESS YOU HAVE A SCHEDULED APPOINTMENT

IMPORTANT: *if you have a sibling to collect at a later time at the end of the day, please collect the earlier child first and then either: leave the school grounds and re-enter at your child's next exit time OR you may wait within the school grounds. **If you choose to stay in the school grounds, please wait along the walls / fences and do not block any walkways so classes can safely make their way to their lines.** Make sure you are socially distanced from other families, wearing a face covering and your children remain with you and do not play on any playground equipment.*

Scooter Storage

We continue to encourage children to cycle and scoot to school and ask, where possible, that scooters are taken home. However, we know this is not always possible, so please read carefully on where to put your child/ren's scooter / bicycle.

YEAR 2:

Middle Gate Use area to the right of the middle gate

All scooters and bikes are left at your own risk as we cannot guarantee the same level of security as the original scooter storage area. If you wish to provide your own lock, that is fine with us.

Dressing for school, water bottles & healthy snack

Children **must** bring in a labelled water bottle that they can use and refill throughout the day as communal water fountains remain closed. Children will be provided with fruit at breaktime but they may also bring a healthy snack for breaktime. Classrooms will remain ventilated to help keep us all safe so we recommend that children have layers they can take on / off as the temperature changes.

Book Borrowing

Children will be borrowing books from the classroom upon their return. We will let you know the details of this when the children are back in school.

PE and Music

Your child's weekly PE and Music sessions with Tom and Jordan will resume. Your child's PE session with Jordan will be every **Tuesday** - please make sure they are wearing their PE kit on this day. They will also have a PE lesson every week led by their class teacher which will be every **Thursday**. Children can wear either their PE kit this day or a suitable outfit (must be wearing trainers).

Curriculum Overview

You will find attached a curriculum overview for your child's academic year so far.

Attendance

Attendance is compulsory, but we understand that some absences may occur. Regular contact and communication to our office about illness and medical appointments is crucial. Please see our website for our Attendance Policy and Addendum Policy.

Office contact details: 0207 772 8500 or email admin@primrosehill.camden.sch.uk

Reporting any Covid 19 related issues

As ever, it is vital that you communicate immediately with the school via phone or email if your child or any other member of your household:

- Is isolating after coming into contact with a positive Covid case
- Is quarantining following the return from a foreign country
- Has developed any Covid symptoms
- Has tested positive for Covid 19

IMPORTANT

*Please remember - if **anyone in your household** develops any Covid symptoms or tests positive for Covid 19 the whole household **MUST** isolate. If the test result is returned negative, this needs to be reported to the school office before your child can safely return to school.*

Being vigilant with this communication and acting quickly helps to keep our wider community as safe as possible.

Thank you for your continued support and we look forward to seeing you all on Monday 8th March,

SLT and the Year Two Team.

Autumn 1: 'London'		
English	Maths	Wider Curriculum
<p>Books:</p> <p>Katie in London The Hodgheg</p> <p>Focus for the half term:</p> <ul style="list-style-type: none"> - Writing sentences using correct punctuation - Discussing and retelling stories and developing our comprehension - Handwriting and letter formation - Reviewing our phonics and spelling from Year 1 	<p>Place Value:</p> <ul style="list-style-type: none"> - Counting objects to 100, - Representing numbers using tens and ones - Comparing objects and numbers - Ordering objects and numbers - Counting in 2s, 5s and 10s - Counting in 3s 	<p>PSHE Focus:</p> <ul style="list-style-type: none"> - Developing our class charter - Growth Mindset - Setting goals for the year - Healthy eating - Medicines and how to stay safe <p>Art Focus:</p> <ul style="list-style-type: none"> - Drawing from observation - Using different materials e.g. pastels, watercolours, pencils - Exploring the work of a range of artists - Creating a block print <p>Geography Focus:</p> <ul style="list-style-type: none"> - The names of the countries in the UK and their capital cities - Map reading and the four points of a compass

Autumn 2: 'The Great Fire of London'		
English	Maths	Wider Curriculum
<p>Books:</p> <p>Halloween Poetry Major Glad, Major Dizzy The Twits</p> <p>Focus for the half term:</p> <ul style="list-style-type: none"> - Writing sentences using correct punctuation - Discussing and retelling stories and developing our comprehension - Handwriting and letter formation - Beginning to learn the Year 2 tricky words - Continuing with reviewing and extending our phonics knowledge 	<p>Addition and Subtraction:</p> <ul style="list-style-type: none"> - Add and subtract two numbers using concrete resources, pictorial representations and mental methods - Solving problems using addition and subtraction - Recall and use addition facts up to 20 	<p>PSHE Focus:</p> <ul style="list-style-type: none"> - Understand how the UK parliament is formed - Understand how to resolve conflict peacefully <p>History Focus:</p> <ul style="list-style-type: none"> - Explore the events of the Great Fire of London - Use a range of sources to answer questions about the past - Know the names of significant local people and places from the past <p>Science Focus:</p> <ul style="list-style-type: none"> - Identifying, observing and comparing materials and their properties - Carrying out a scientific investigation <p>DT Focus:</p> <ul style="list-style-type: none"> - Exploring and using clay - Designing, researching and building houses to recreate the Great Fire of London

Spring 1: 'All Around the World'

English	Maths	Wider Curriculum
<p>Books:</p> <p>Mia's Story Little Red Riding Hood Film stimulus - Bubbles</p> <p>Focus for the half term:</p> <ul style="list-style-type: none"> - Writing sentences using correct punctuation - Discussing and retelling stories and developing our comprehension - Handwriting and letter formation - Adding suffixes to root words to change the meaning - Orally retelling stories - Writing instructions using imperative verbs - Descriptive writing using expanded noun phrases 	<p>Addition and subtraction:</p> <ul style="list-style-type: none"> - Adding and subtracting 2 digit and 1 digit numbers using mental methods, concrete resources and pictorial representations - Adding and subtracting two 2 digit numbers using mental methods, concrete resources and pictorial representations - Bonds to 100 (tens & tens and ones) <p>Shape:</p> <ul style="list-style-type: none"> - Recognise 2D and 3D shapes - Counting sides and vertices on 2D shapes <p>Multiplication & Division:</p> <ul style="list-style-type: none"> - Making and recognising equal groups - Adding equal groups - Making arrays and using them to write calculations <p>Weekly fluency and problem solving opportunities using Mathseeds and other resources</p>	<p>PSHE Focus:</p> <ul style="list-style-type: none"> - Understanding life in different countries - To explore needs and wants - Internet safety - to understand what personal information is and who to trust online - Mental Health Week - gratitude, kindness & resilience <p>Science Focus:</p> <ul style="list-style-type: none"> - Identify different habitats and name the plants and animals that live there - Understand and explain a simple food chain, using the vocabulary of consumer, producer and prey - Describe how a specific habitat provides for the needs of the plants and animals living there <p>DT Focus:</p> <ul style="list-style-type: none"> - Develop a simple design criteria and use them to develop ideas - Assemble and join materials using a range of methods - Evaluate products using a design criteria <p>Computing Focus:</p> <ul style="list-style-type: none"> - Create a simple programme that achieves a purpose - Develop an awareness of the steps needed to design a programme

Spring 2: 'All Around the World (continued)' & 'Refashioning Nature'

English	Maths	Wider Curriculum
<p>Books:</p> <p>The Emperor's Egg Lila & the Secret of Rain</p> <p>Focus for the half term:</p> <ul style="list-style-type: none"> - Writing sentences using correct punctuation - Handwriting and joining groups of letters - Spelling words using contractions - Writing words as singular and plural - Writing non fiction and information texts - Inferring what a character is thinking based on what they do or say - Writing in role as a character from a story - Re-reading and editing their own work by correcting errors in spelling, grammar & punctuation 	<p>Multiplication & Division:</p> <ul style="list-style-type: none"> - Using the multiplication symbol to write calculations with arrays and pictures - Making doubles - The 2, 5 and 10 times table - Sharing equally and making equal groups - Dividing by 2, 5 and 10 - Odd and even numbers <p>Review of addition and subtraction objectives taught so far this year</p> <p>Weekly fluency and problem solving opportunities using Mathseeds and other resources</p>	<p>PSHE Focus:</p> <ul style="list-style-type: none"> - Making sense of recent changes and worries - Resettling the children back into the school environment - Expressing and sharing different thoughts and feelings - Identifying and making safe risks and hazards at home and school - Exploring gender stereotypes in careers <p>Science Focus:</p> <ul style="list-style-type: none"> - Describing and observing the stages of the life cycle in a variety of animals - Using the local area to observe plants and animals - Describing and observing how seeds and bulbs grow into plants - Working scientifically by planning and carrying out a range of enquiries and using equipment to gather and record data <p>DT/Art Focus:</p> <ul style="list-style-type: none"> - Generating and communicating ideas using existing products as inspiration - Selecting their own tools and materials for a task - Evaluating their own products - Taking part in simple sewing e.g. running stitches and applique