



Silverdale Primary Academy

The best in everyone™

Part of United Learning

Curriculum meeting

Silverdale Primary Academy

Welcome to Year 2

Miss Johnson

Miss Adams

Writing curriculum over the year.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry: Thinker: My Puppy Poet and Me - Eloise Greenfield	Instructions: The Disgusting Sandwich - Gareth Edwards		Creating Narrative: Lubna and Pebble - Wendy Meddour			Personal Narratives: The Proudest Blue - Ibtihaj Muhammad		Developing Punctuation: Don't Let the Pigeon Drive the Bus! - Mo Willems	Writing Letters: Paddington's Post - Michael Bond	
Spring	Persuasion: The King Who Banned the Dark - Emily Haworth Booth			Writing to Entertain: The Dragon Machine - Helen Ward Poetry Link Tiger, Tiger, Burning Bright - Poetry Anthology - Fiona Waters		Writing about Real Life: What Do Grown Ups Do All Day? - Virginie Morgand	Writing Instructions: How to Babysit a Grandma - Jean Reagan	Fact Files: Monstrous Book of Monsters - Johnny Duddle & Aleksei Bitskoff		Inventing Narratives: The Night Gardener - The Fan Brothers	
Summer	Developing Description: The Tunnel - Anthony Browne Poetry Link An Emotional Menagerie - The School of Life		Recounts: Augustus & His Smile - Catherine Rayner		Developing Vocabulary: Never Smile at a Monkey - Steve Jenkins		Developing Persuasive Language: The Promise - Nicola Davies Wangari's Trees of Peace - Jeanette Winter		Writing to Inform: Africa, Amazing Africa - Atinuke		Narrative: The Midnight Fair - Gideon Sterer

Maths curriculum over the year.

	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 Place value VIEW		Number Addition & subtraction VIEW				Measurement Money VIEW		Number Multiplication & division VIEW	Consolidation		
Spring term	Number Multiplication & division VIEW			Statistics VIEW		Geometry Properties of shape VIEW			Number Fractions VIEW			
Summer term	Measurement Length & height VIEW	Geometry Position & direction VIEW		Consolidation & problem solving			Measurement Time VIEW	Measurement Mass, capacity & temperature VIEW		Consolidation		

United Curriculum: Geography



	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Marvellous Me / Look at Me The house and street I live on</p> <p>It's getting cold / Bears Weather and habitats around the world</p> <p>Polar express / Special days Polar habitats</p>		<p>Here I am [Aut 1] Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork</p>	<p>Mini Mappers Studying the human and physical geography of the local area with an introduction to scale and fieldwork</p>	<p>United Kingdom [Aut 1] Locating the UK, Great Britain and the British Isles, and regions and counties; identifying human and physical features across the UK and in one region</p>	<p>Brazil Locating lines of longitude and latitude; understanding Brazil's physical features and climate, and its human settlements</p>	<p>Investigating world trade Understanding the distribution of the world's natural resources and these are traded between places across the world</p>	<p>Improving the environment [Aut 2] Recognising the importance of renewable energy and reducing waste, and the actions that humans can take to improve the environment</p>
Spring		<p>Spring in our step Weather and wildlife in winter and spring</p>	<p>Where we are Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features</p>	<p>Hot and cold deserts [Spr 1] Locating hot and cold deserts, and identifying common physical and human features</p>	<p>Investigating mountains and volcanoes Understanding the structure of the Earth; how fold mountains and volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere</p>	<p>Tropical rainforests Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest)</p>	<p>Investigating water Understanding the water cycle and the distribution of the world's water; considering land use along rivers Danube, Mississippi, and Severn</p>	<p>On the move [Spr 1] Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK</p>
Summer	<p>All creatures great and small 1 / 2 Animals that live in grassland and tropical rainforest habitats, and locating these on a globe</p>	<p>Where we live Picture maps and plan views, simple human and physical features</p> <p>Science detectives Comparing our community with settlements in Kenya</p>	<p>There you are Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya</p>	<p>Rivers, seas and oceans Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas</p>	<p>Looking at Europe [Sum 1] Comparing the human and physical features of the Alps, the Amalfi Coast, and a local area, and exploring the impact of tourism in these areas</p>	<p>Earthquakes and human settlements Understanding why earthquakes take place and what effects they had in Haiti and Japan</p>	<p>Climate across the world [Sum 1] Understanding time zones, climate zones, biomes, and vegetation belts, and the effects of global warming</p>	<p>I am a geographer Posing questions, completing fieldwork and presenting a geographical investigation</p>

Most of the case studies used come from the UK, Europe, North or South America, as per the requirements of the National Curriculum. However, teachers may choose to change the highlighted case studies to reflect the interests or backgrounds of your pupils.

United Curriculum: History



	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Marvellous Me & Look at Me [Aut1]</p> <p>Talking about family members and family routines, and exploring how children have changed since they were babies</p>	<p>Me and my world [Aut1]</p> <p>Talking about different family members and their roles in more depth</p> <p>My heroes [Aut1]</p> <p>Comparing heroic characters from the past and present</p>	<p>My family history [Aut 2]</p> <p>An introduction to the past with my family tree, and how schools, toys and the way we communicate have changed in living memory</p>	<p>Local history: community & family</p> <p>Using primary and secondary sources to learn how our local community has changed over time.</p>	<p>European history: Prehistoric Britain [Aut 2]</p> <p>How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</p>	<p>North American history: Ancient Maya</p> <p>Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians</p>	<p>European history: Ancient Rome</p> <p>The development of the Roman Empire, how it changed over time, and how these changes affected people differently</p>	<p>European history: Settlement by Anglo-Saxons [Aut 1]</p> <p>Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons</p>
Spring	<p>On the move [Spr1]</p> <p>Exploring occupations related to transport</p> <p>On the farm [Spr2]</p> <p>Exploring occupations related to farming</p>	<p>Castles, knights and dragons [Spr1]</p> <p>Learning about historical figures in castles and comparing images of Queen Elizabeth II with that of historical queens</p>	<p>How did people travel in the past?</p> <p>The development of transport by land, sea, air and space and the roles of key individuals</p>	<p>Great Fire of London [Spr 2]</p> <p>Life in London 1660s, and the causes and effects of the Great Fire of London</p>	<p>African history: Ancient Egypt</p> <p>The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire</p>	<p>Asian history: Early Islamic Civilisation</p> <p>The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology</p>	<p>European history: Roman Empire in Britain</p> <p>The Roman conquest of Britain, and how the Romans maintained power in Britannia</p>	<p>European history: Viking age [Spr 2]</p> <p>Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation</p>
Summer		<p>Where we live [Sum1]</p> <p>Learning about familiar aspects of our locality from the past, using historic photographs and memories of older adults</p>	<p>Where did people live in the past?</p> <p>How homes looked different in the past, using pictures and videos</p>	<p>Comparison of explorers</p> <p>The similarities and differences between the lives of Sacagawea and Michael Collins</p>	<p>European history: Ancient Greece [Sum 2]</p> <p>The contributions made by the city-states of Ancient Greece, and how these influence our lives today</p>	<p>European history: Local History</p> <p>Why is [X] famous today?</p> <p>How has [local feature] been important in our community?</p> <p>How has migration shaped our community?</p>	<p>Global history: Quest for knowledge [Sum 2]</p> <p>An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge</p>	<p>Global history: Power, empire and democracy</p> <p>A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today</p>

United Curriculum: Science

	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	It's getting cold outside / Bears Weather where we live, habitats where bears live		BIOLOGY Plants Identifying and naming common plants and describing basic structures	BIOLOGY Plant growth Plants grow from seeds, and require water, light and a suitable temperature	CHEMISTRY Rocks Comparisons of types of rocks and how fossils are formed	BIOLOGY Classifying organisms Introduction to classifying animals and their environment	CHEMISTRY Separating mixtures Identifying and separating mixtures; reversible and non-reversible changes	PHYSICS Electricity Investigating variations in series and parallel circuits, and how electricity is generated
Autumn 2	Polar express / Special days Melting and freezing; natural and artificial materials		BIOLOGY / PHYSICS Seasonal changes Observing changes across four seasons and describing associated weather	BIOLOGY Needs of animals Animals need water, food and air to survive and to have offspring	PHYSICS Light Relationship between light and how we see; the formation of shadows	BIOLOGY Food & digestion The human digestive system and food relationships in ecosystems	BIO / CHEM / PHYSICS Energy Introducing the concept of energy stores and energy transfers; relate this to prior knowledge	BIOLOGY Evolution Fossils; introduction to the idea that adaptation may lead to evolution
Spring 1	On the Move / Toys Exploring pushes, pulls and magnets		CHEMISTRY Everyday materials Distinguishing objects from their material, and describing simple properties	CHEMISTRY Uses of materials Comparisons of an object's material with its use; impact of bending, twisting on solid objects	BIOLOGY Organisms The role of muscles and skeletons; the importance of nutrients	CHEMISTRY Particle model and states of matter States of matter in relation to particle arrangement	BIOLOGY Life cycles Life cycles of a mammal, amphibian, insect, bird, and some reproduction processes	PHYSICS Light How light travels and is reflected, and how this allows us to see
Spring 2	On the Farm / Food Glorious Food Life cycles of farm animals and plants	Spring in our step Wildlife and weather in spring and winter; habitats around our school	Consolidation and review	BIOLOGY Living things & habitats Introduction to habitats, micro-habitats, and simple food chains	BIOLOGY Plants Features of flowering plants and what they need to survive	PHYSICS Sounds Relationship between strength of vibrations and volume of sound	BIOLOGY Human development Human development to old age	BIOLOGY Further classification Further classification of organisms based on characteristics
Summer 1	Once upon a time 1 / 2 Properties of materials and exploring mixtures		BIOLOGY Animals Naming reptiles, fish, amphibians, birds and mammals; carnivores, herbivores, omnivores	CHEMISTRY Solids, liquids and gases How the same substances can exist as solids, liquids and gases	PHYSICS Forces & motion Introducing pushes and pulls; opposing forces, and balanced forces	PHYSICS Electricity Simple series circuits	PHYSICS Forces Gravity, air and water resistance and friction; introduction to pulleys	BIOLOGY Functions of the human body Human circulatory system; transport of nutrients within the body
Summer 2	All creatures great and small 1 / 2 Life cycles of animals in trop. rainforests, sea, and grasslands	Science detectives Properties of materials and habitats around the world	BIOLOGY Humans Human body parts and senses	Consolidation and review	PHYSICS Magnetism Contact and non-contact forces, including friction and magnetism	CHEMISTRY Properties of materials Considering physical and chemical properties	PHYSICS Earth and space Movements of planets and the Moon, and relationship to day and night	CHEMISTRY Physical and chemical changes Identifying physical and chemical changes

United Curriculum: Religion & Worldviews

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>SOCIAL SCIENCES</p> <p>Christianity & Judaism</p> <p>How do people show they belong?</p> <p>Showing belonging through religious artefacts, places and actions.</p>	<p>THEOLOGY</p> <p>Christianity</p> <p>Why does Christmas matter to Christians?</p> <p>Christian beliefs about the Nativity story and incarnation.</p>	<p>THEOLOGY</p> <p>Christianity & Judaism</p> <p>Who made the world?</p> <p>Religious text as origin of story of Creation. Creator God. Stewardship. The Fall.</p>	<p>PHILOSOPHY</p> <p>Humanism</p> <p>What questions does the story of creation make us ask? Can we find any answers?</p> <p>Asking questions & suggesting answers. Humanist/ scientific explanation of creation.</p>	<p>SOCIAL SCIENCES</p> <p>Judaism</p> <p>Why are symbols and artefacts important to Jewish families during Shabbat?</p> <p>Ways diverse Jewish families mark Shabbat.</p>	<p>SOCIAL SCIENCES</p> <p>Christianity</p> <p>How do Christians show God is important to them?</p> <p>Prayer, Praise and Worship</p>
Year 2	<p>SOCIAL SCIENCES</p> <p>Where is religion in our local community?</p> <p>(link Geography & History)</p> <p>Looking for evidence of lived Religion in local community.</p>	<p>PHILOSOPHY</p> <p>Judaism</p> <p>What does it mean to be free?</p> <p>The significance of freedom in diverse Jewish practices at Passover (seder).</p>	<p>THEOLOGY</p> <p>Christianity</p> <p>What do stories from the Bible reveal about what God is like?</p> <p>Interpreting meaning in stories about Jesus and stories told by him (parables).</p>	<p>THEOLOGY</p> <p>Christianity</p> <p>Why does Easter matter to Christians?</p> <p>Beliefs about Jesus' life, death & resurrection. Salvation.</p>	<p>PHILOSOPHY</p> <p>Hindu Dharma</p> <p>What do our senses tell us about Hindu worship?</p> <p>Senses in Hindu worship at home and in the Mandir.</p>	<p>SOCIAL SCIENCES</p> <p>Hindu Dharma</p> <p>How do celebrations give Hindus a sense of belonging?</p> <p>Celebrations. Jatakarma, Raksha Bandhan & Diwali</p>

United Curriculum: Art & Design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>I Am An Artist [Aut1] Introducing sketchbooks, experimenting with mark-making and learning about primary colours.</p> <p>Paul Klee Piet Mondrian Wassily Kandinsky</p>	<p>Our School [Aut1] Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking.</p> <p>Zaha Hadid The Boyle Family</p>	<p>Why Do We Make Art? [Aut2] Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective.</p> <p>Satoshi Kitamura Pablo Picasso History</p>	<p>Pattern & Pumpkins [Aut1] Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap.</p> <p>Yayoi Kusama</p>	<p>Illustration & Narrative Art [Aut1] Developing a visual response to a text, creating digital art.</p> <p>Raphael, Leonardo, Michelangelo Marjane Satrapi, Mel Tregonning English</p>	<p>Recycled Materials Installation [Aut2] Using plastic waste to create an installation.</p> <p>Ifeoma Anyaeji Serge Attukwei Clottey Veronika Richterová Katharine Harvey Geography, Science</p>
Spring	<p>Paper Sculpture Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light.</p> <p>Charles McGee</p>	<p>Colour and Tone [Spr1] Looking at tints, tones and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period.</p> <p>Emily Haworth-Booth Pablo Picasso English</p>	<p>Clay Fairy Tales Using clay to produce a collaborative visual representation of a fairy tale crime.</p> <p>Anthony Browne Quentin Blake English</p>	<p>Watercolour Tropical Rainforest Exploring use of watercolours to create a collaged response to the work of artists studied.</p> <p>Abel Rodriguez Henri Rousseau Henri Matisse Geography</p>	<p>Journeys [Spr1] Looking at <i>Shackleton's Journey</i> and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes.</p> <p>Richard Long, Frida Kahlo, Lubaina Himid English</p>	<p>Displacement / Challenges [Spr2] Looking at the work of artists who have been refugees or have produced art in different circumstances.</p> <p>Pissarro, Wiltshire, Schwitters, Kerr Geography</p>
Summer	<p>The Natural World Drawing from observation, printmaking using leaves and introducing secondary colours.</p> <p>Leonardo Da Vinci Claude Monet Frances Hatch</p>	<p>Painting Water Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings.</p> <p>Katsushika Hokusai David Hockney Claude Monet Geography</p>	<p>Mythology [Sum2] Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary.</p> <p>Raphael Van Gogh Frank Auerbach, Chris Ofili History</p>	<p>My Favourite Things [Sum1] Looking at objects from the British Museum using <i>This or That</i> by Goodhart. Drawing a still life based on personal possessions.</p> <p>Pippa Goodhart Joseph Cornell English</p>	<p>Pattern & Sculpture Using origami to create bird sculptures out of printed designs exploring pattern and the natural world.</p> <p>Mark Hearld Jackie Morris</p>	<p>Art & Identity [Sum2] Considering the impact of the British Empire on art and how our art can reflect our identity. Drawing the face and creating a shared exhibition.</p> <p>Yinka Shonibare Sonia Boyce [History]</p>

United Curriculum: D&T and Food

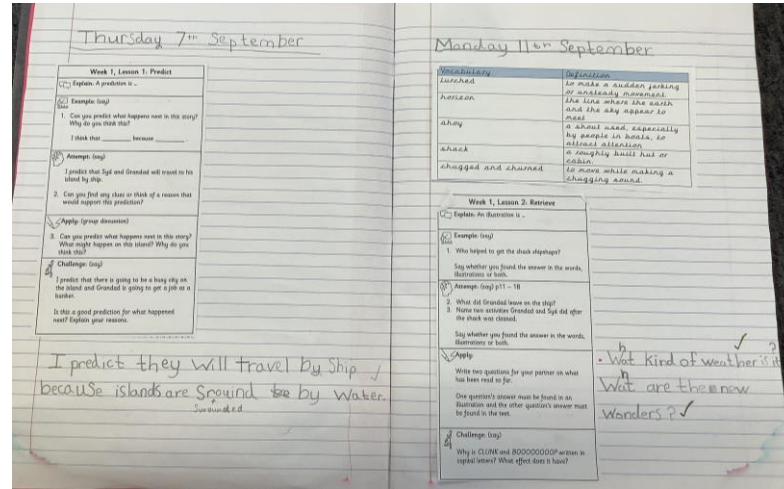
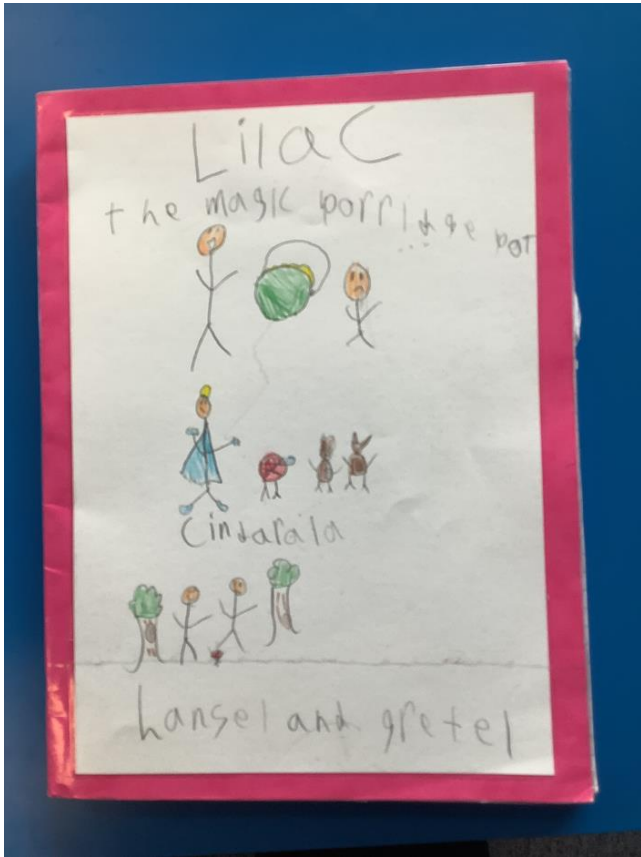
	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn			<p>Food</p> <p>Eat a Rainbow</p> <p>[Aut2]</p> <p>Preparing a colourful fruit salad and crudites.</p>	<p>Food</p> <p>Salads</p> <p>[Aut2]</p> <p>Preparing healthy, balanced salads that include proteins.</p>	<p>Picture Frames</p> <p>[Aut1]</p> <p>Picture frames that would be made and sold in a commercial context.</p>	<p>Food</p> <p>Soups</p> <p>[Aut2]</p> <p>Cooking vegetables and grains and combining into healthy soups.</p>	<p>Interactive Display</p> <p>[Aut2]</p> <p>Interactive information display for a context decided by pupils.</p>	<p>Head Coverings</p> <p>[Aut1]</p> <p>Made to measure hats and head coverings for a context decided by pupils.</p>
Spring			<p>Moving Pictures</p> <p>Using simple linkages (levers) to make a moving picture for someone at home.</p>	<p>Wheels & Axles</p> <p>[Spr2]</p> <p>An engineering project to design a buggy that rolls straight and smoothly.</p>	<p>Keeping it Contained</p> <p>A solution for users who struggle to keep possessions safe in their bag.</p>	<p>Pulleys</p> <p>Using pulleys and levers to create a video that shares a message.</p>	<p>Food</p> <p>Sauces</p> <p>[Spr2]</p> <p>Building foundational cooking skills with a range of staple sauces.</p>	<p>Sustainable Systems</p> <p>[Spr1]</p> <p>Identifying a need and designing a sustainable solution at a system level.</p>
Summer			<p>Outdoor Space</p> <p>Designing an outdoor space and creating a 3D model to share the design.</p>	<p>Glove Puppets</p> <p>Creating props to tell a story to children in EYFS.</p>	<p>Food</p> <p>Sandwiches and Packed Lunches</p> <p>[Sum1]</p> <p>Making sandwiches with a balance of proteins fats & carbohydrates.</p>	<p>Mood Lighting</p> <p>[Sum2]</p> <p>Using nets and circuits to programme lighting.</p>	<p>Flat Pack</p> <p>Designing a flat pack toy or model that can be sold for construction by users.</p>	<p>Food</p> <p>Savoury Snacks</p> <p>[Sum1]</p> <p>Cooking and baking filled pastries and other balanced picnic snacks.</p>

United Curriculum: Computing

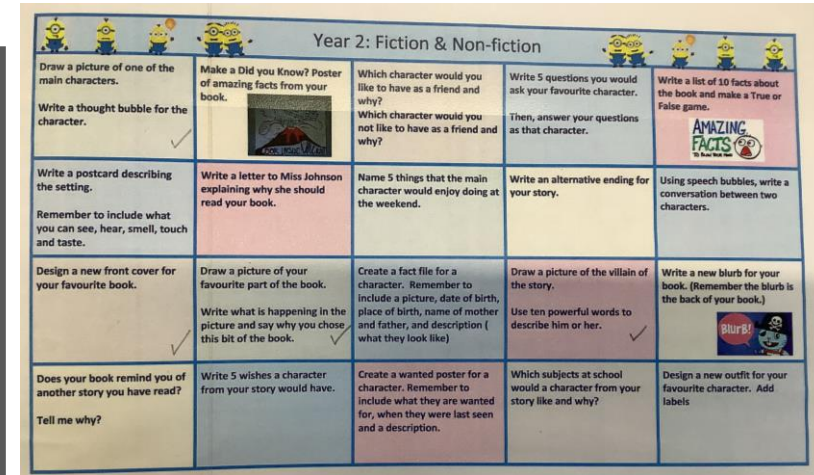
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Computing systems and networks Technology around us	Computing systems and networks IT around us	Computing systems and networks Connecting computers	Computing systems and networks The internet	Computing systems and networks Sharing information	Computing systems and networks Communication
Autumn 2	Programming Moving a robot Geography – Here I am	Programming Robot algorithms	Programming Sequence in music	Creating media Photo editing	Creating Media Vector drawing	Programming Variables in games
Spring 1	Creating media Digital painting	Creating media Making music Science – Living things and their habitats	Data and information Branching databases Science – Living organisms	Data and information Data logging Science – States of matter	Programming Selection in physical computing DT – Mechanisms	Creating Media 3D modelling Art – Sculpture
Spring 2	Data and information Grouping data Science – Everyday materials	Data and information Pictograms Science – Living things and their habitats	Creating media Animation Science – Plants Geography – Investigation mountains and volcanoes	Creating media Audio editing Science – Sound	Programming Selection in quizzes	Data and information Spreadsheets
Summer 1	Programming Introduction to animation DT – Moving pictures	Creating media Digital photography Art – Digital art	Programming Events and actions	Programming Repetition in shames	Creating media Video editing	Programming Sensing Science – Functions of the human body
Summer 2	Creating media Digital writing	Programming Introduction to quizzes	Creating media Desktop publishing Geography – Looking at Europe	Programming Repetition in games	Data and information Flat file databases Geography – Climate across the world	Creating media Webpage creation

Year 2: PSHE e-Safety unit

	Lesson Title	e-Safety success criteria [& Project Evolve resources]
1	Self image and identity	<ul style="list-style-type: none"> • I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.
2	Online relationships	<ul style="list-style-type: none"> • I can explain who I should ask before sharing things about myself or others online.
3	Online reputation	<ul style="list-style-type: none"> • I can explain how information put online about someone can last for a long time. • I can describe how anyone's online information could be seen by others. • I know who to talk to if something has been put online without consent or if it is incorrect.
4	Online bullying	<ul style="list-style-type: none"> • I can explain what bullying is, how people may bully others and how bullying can make someone feel. • I can explain why anyone who experiences bullying is not to blame • I can talk about how anyone experiencing bullying can get help.
5	Managing online information	<ul style="list-style-type: none"> • I can use simple keywords in search engines • I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). • I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). • I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' • I can explain why some information I find online may not be real or true.
6	Privacy and security	<ul style="list-style-type: none"> • I can explain and give examples of what is meant by 'private' and 'keeping things private'. • I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).



An example of what a lesson in year 2 looks like.



The homework grid is at the front of the reading journals. Please tick when an activity has been completed.

The Reading Journal

Why Reading Journals?

- The purpose of a reading journal is to encourage a love of reading and a passion for books.
- To increase the engagement in texts.
- It is a special place to record their thoughts, feelings and responses to the texts they are reading.
- Please bring these in everyday as they are used for lessons.

Expectations of School

- Children will read daily.
- Children will have the opportunity to reflect upon and discuss what they've read in class, including new vocabulary.
- The children will have a journal activity that has been modelled during their lessons.
- Children will have daily opportunities to share their learning from home.

Expectations at Home

- It is expected that your child will read at home (or be read to) every day for approximately 15 minutes as a guideline.
- Please date and sign the reading log at the back of the reading journal on a daily basis to acknowledge that your child has read at home.

Silverdale Primary Academy
The best in every year!

Reading Log

Date	Book Title	Pages read	Parent/Teacher sign
12/09/23	The Adventure Park	7	Daddy
15/09/23	The Adventure Park	rest of Book	Daddy
18/09/23	The Adventure Park	10.	Daddy
19/09/23	The Ragged School	All the book	Daddy
20 20/09/23	The Ragged School	All the book	Daddy
21/09/23	Little Red Riding Hood	all of Chapter 2	Daddy
27/09/23	The Ragged School ✓	All the Book	Mummy
28/09/23	Changing Shape ✓	all	Daddy
1/10/23	George and the Dragon ✓	All	Daddy
3/10/23	Changing Shape	✓ All	Daddy
5/10/23	Changing Shape	✓ All	Daddy
10/10/23	A home for Bonnie ✓	7	Daddy

Year 2 information.

- P.E days are Thursday and Friday - outdoor an indoor kit is required in school. Please ensure jewellery is removed and long hair is tied back.
- Home learning will be put on the sway page on Friday afternoons and should be returned the following Thursday. Reading homework to be completing in the pink reading journals and maths homework to be completed in the blue books.
- Water bottles are required in school everyday filled with water.