

# Welcome to St Brigid's

September 2025





Home About Us RE & Catholic Life Information Curriculum EYFS Parents/Carers Contact



**WELCOME TO** 

St Brigid's Catholic Primary School



St Brigid's Catholic Primary School

@StBrigidsCPS



# Introduction

- Welcome on behalf of Mrs Tyler (Headteacher)
- Meet the team
  - Your child's class teacher
  - Mrs Lodge (Pastoral Support / Attendance Lead)
- 🧶 RE & Catholic Life
- How can you prepare your child for school?
- Attendance
- Class teacher updates

# St.Brigid's Catholic Primary School

### RE & Catholic Life



#### What is it like to attend this school?

The school is an oasis of calm. It is a safe sanctuary for pupils. They enter the school gates with big smiles on their faces. Pupils are eager to learn and to do their best. This begins in the early years where children's love of learning is harnessed. They joyously engage in activities and flourish.

Pupils told inspectors that people work together and help each other. They benefit from close relationships with staff who know them and their families very well. The school is determined to ensure that pupils, including those with special educational needs and/or disabilities (SEND), achieve highly. Most pupils achieve well from their starting points.

The school's values underpin all that it does. Pupils are proud to be part of this close-knit school that 'loves, believes, achieves'. The school teaches pupils how to behave well. Pupils listen attentively to teachers. They follow instructions quickly and enthusiastically. Pupils behave extremely well.

Our mission is underpinned by Christian values...our St Brigid's values.





#### What the school does well

- The mission statement, 'Trusting in God, we love, believe and achieve...together', is known and lived out joyfully.
- The pupils are, 'The jewel in the crown,' in their positive attitudes, very good behaviour, and respect for each other.
- Pastoral support for pupils, families and those who are vulnerable is of the highest quality.
- Relationships at all levels are exemplary and enable pupils and staff to thrive.
- Prayer and liturgy inspire the whole community to praise and give thanks to God.

# St. Brigid's Catholic Primary School

#### Our faith:

- Parents/Carers are the most important educators of their children
- School provision:
  - Catholic Life & Mission
  - Religious Education
  - Collective Worship
- Fr David Gamble Parish Priest
  - Class Mass every Wednesday 1<sup>st</sup> October
     (see Autumn Overview)

### RE & Catholic Life











# Helping your child prepare for school?

All children learn at their own rate and will be supported in their personal journey but start with creating good habits:

- Make sure that your child is in school on time and every day
- Ensure that your child wears school uniform and removes jewellery
- Label all items of clothing so that anything that is misplaced can be found
- Regularly attend meetings that involve your child
- Get in touch with us if you are concerned or worried
- Teach them to think and respond kindly, to be independent and to be resilient great qualities to have and important life skills

# St.Brigid's **Catholic Primary School**

Staying in touch and keeping up to date with information shared:

- Newsletters
- Termly overviews
- X account
- Teachers 2 Parents texts / emails / forms

	15 . T. W	AUTUMN Term Events 202	5 – 2026	Catholic P
Septembe	er			
Tues	2 <sup>nd</sup>	BACK to SCHOOL	8.35am	Y1 – Y6
		Prayer & Liturgy focus - New beginnings	All week	All children
		Reception Class Parent / Carer Meeting	9am	Parents/Carers
		Welcome Back Assembly	11am	Y1-Y6
Wed	3 <sup>rd</sup>	REC Class start their transition into school	am	REC
		Welcome Back MASS with Fr David	10am	Y2 - Y6
		Farewell to Mrs Collins & Mrs Pickett		
	We	ek beginning 8 <sup>h</sup> September PE lessons resume – children	should wear school kit on P	E days
Mon	8 <sup>th</sup>	Prayer & Liturgy focus - Rules	All week	All children
		Mondays - Y5 PE day	pm	Y5
		LFC Club for Y5&Y6 GIRLS to begin	3.15-4.15pm	Y5/6 GIRLS
Tues	q <sub>th</sub>	Tuesdays - Y6 PE day	pm	Y6
Wed	10 <sup>th</sup>	Y6 Parent/Carer & Teacher Meeting - Hall	8.50am	Y6 Parents/Care
		Y5 Class Mass	10am	Y5
		Wednesdays - Y1 & Y4 PE day	pm	Y1 & Y4
Thurs	11th	Y2 Parent/Carer & Teacher Meeting - Hall	8.50am	Y2 Parents/Care
		Thursdays – Y2 PE day		Y2
Fri	12 <sup>th</sup>	Y1 Parent/Carer & Teacher Meeting - Hall	8.50am	Y1 Parents/Carer
		Fridays – Y3 PE day		Y3
		Week beginning 15th September: SPORTS clubs with		
Mon	15 <sup>th</sup>	Prayer & Liturgy focus – Resilience	All week	All children
		Y3 Parent/Carer & Teacher Meeting - Hall	8.50am	Y3 Parents/Care
		Healthy Families workshop	9.15-10.30am	KS2 families

## Helping your child prepare for school?









MFIRRODIVERSITY: we are all different but never less!—We are all unique and precious in our own right and, in school, we teach our children this on a daily basis by celebrating our differences. Many of our children are neurodiverse, this means that they process the world differently to neurotypical pupils. We take care to be acutely aware of this in our planning and provision and, as a staff w prioritise training in this area so that we are well equipped to support the ranging needs of our pupils. If you would like to find out more about neurodiversity or would like additional support, please keep a look out for the links that are frequently sent out from our school accounts (T2P and X). There are also some really good films, books and blogs out there which I have found really useful land entertaining) - why not give them a watch or a read...Temple Grandin (film-biography of Dr Temple Grandin), Out of my mind (film)











#### Attendance

Working together to improve school attendance:

# Working together to improve school attendance

Statutory guidance for maintained schools, academies, independent schools and local authorities

August 2024

# Summary table of responsibilities for school attendance

Statutory guidance for maintained schools, academies, independent schools, and local authorities

Published 19 August 2024

#### All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Ensure their child attends every day the school is open except when a statutory reason applies.	Have a clear school attendance policy on the school website which all staff, pupils and parents understand.	Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.	Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.
Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).  Only request leave of absence in exceptional circumstances and do so in advance.  Book any medical appointments around the school day where possible.	Develop and maintain a whole school culture that promotes the benefits of good attendance.  Accurately complete admission and attendance registers.  Have robust daily processes to follow up absence.  Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.  Have a dedicated senior leader with overall responsibility for championing and improving attendance.	Ensure school leaders fulfil expectations and statutory duties.  Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.  Ensure school staff receive training on attendance.	Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.  Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.  Offer opportunities for all schools in the area to share effective practice.

# St.Brigid's Catholic Primary School

#### Attendance



# St.Brigid's Catholic Primary School

### Attendance

Absences

22.5

· 4 authorised absences

19 days missed

· 9 broken weeks

Absence patterns

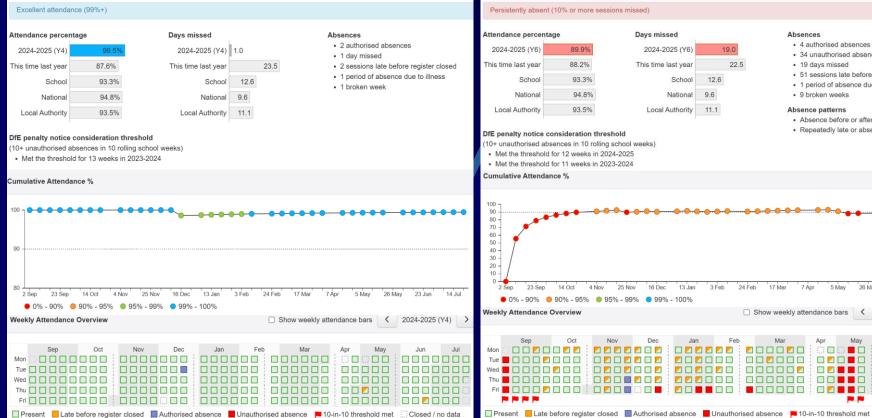
· 34 unauthorised absences

· 51 sessions late before register closed

· Absence before or after school holiday · Repeatedly late or absent on the same day

☐ Show weekly attendance bars 〈 2024-2025 (Y6) 〉

· 1 period of absence due to illness





# Attendance

NUMBER OF DAYS ABSENT FROM SCHOOL	CHILD'S ATTENDANCE AT THE END OF THE YEAR
If your child has 1 day off school during the year	their attendance will be 99.5%
If your child has 2 days off school during the year	their attendance will be 99%
If your child has 5 days off school during the year	their attendance will be 97.4%
If your child has 10 days off school during the year	their attendance will be 95%
If your child has 15 days off during the year	their attendance will be 92.4%
If your child has 20 or more days off during the year	their attendance will be below 90%

# Welcome to Year 2

Mrs McKay (class teacher)
Mrs Flannery (supporting teacher)
Miss Cronin (teaching assistant)
Miss Kelly (apprentice teaching assistant)



#### Keeping our children, staff and families happy and safe.

Entrance doors open at 8.35am for registration.

Water bottles to be brought in daily and taken home each night.

Children to be collected at 3:10pm from the main hall doors.

Snack money:

£1 per week (Infants – R/Y1/Y2)

£1.50 for per week (Juniors - Y3-6)

Breakfast club and after school club money to be paid via ParentPay.



## School Uniform

Full school uniform list and stockists on school website.

Plain black trainers/ shoes.

Earrings are not allowed. Please take them out as soon as possible.

All uniform needs to be clearly labelled.

Suitable coat required as the weather becomes colder.

P.E. Kit

Kit list and stockists on school website

School/royal blue tracksuit bottoms can be worn in winter months.



#### Year 2 Expectations

Children are expected to be the best that they can be!

St Brigid's Values:



https://stbrigidsprimary.co.uk/curriculum/

End of Year Expectations in Reading, Writing & Maths (KS1&2)

Year 1 Year 2 Year 3 Year 4 Year 5



#### Year 2 Expectations



#### End of Year Expectations for Year 2

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the <a href="minimum">minimum</a> requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued and will help them to reach their full potential.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to **Mrs McKay**.



### Year 2 Timetable

#### Year 2 Timetable (2024-25)

St.Brigid's Catholic Primary School

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<b>*</b>					140/1			
	Monday	Tuesday	Wednesday	Thursday	Friday			
8:35 – 8:50	Morning activities: morning prayer / registration							
8:50 – 9:00	Whole School Collective Worship (8:50 – 9:10)	Just Dance	Just Dance	Just Dance	Just Dance			
9:00 – 9:35	Phonics	Phonics	Phonics	Phonics	Phonics			
9:35 – 10:30	Pathways to Write	Pathways to Write	Pathways to Write	Pathways to Write	Whole School Collective Worship and Celebration PSHE			
10:30 - 10:50	BREAK	BREAK	BREAK	BREAK	BREAK			
11.00 – 12.00	Maths	Maths	Maths	Maths	Science			
12.00 – 1.00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH			
1.00 – 1.30 1.30 – 2.45	Handwriting  Pathways to Read	Topic	Topic	PE	RE			
2.45 – 3.00		Collective Worship	Collective Worship	Collective Worship				
3:00 – 3:10	Picture News – Oracy/ British Values/ Protected Characteristics	Story	Story	Story	Story			



# Year 2 Topic Overview p1

St Brigid's Catholic Primary School (Year 2 Long Term Plan)							
Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	
RE – Come and See	New Beginnings Baptism and	Advent / Christmas - Loving and preparing. Other Faith – Judism	Local Church – Books  Euhcarist – Thanksgiving  Lent and Easter – Opportunities for giving	Pentecost – Spread the Word Other Faith – Hinduism	Reconciliation – Rules	Universal Church – Treasures Other Faith – Islam	
PSHE	Health and Wellbeing - Kapow  Experiencing different emotions Growth mindset Healthy diet Dental health Safety Communicatingonline Secrets andsurprises Appropriate contact – My private parts are private. Staying safe with medicine		for giving  Relationships - Kapow Families are all different Unhappy friendships Gender stereotypes - Careers and jobs. Manners &courtesy Loss and change Journey In Love: Social and Emotional - To recognise the joy and friendship of belonging to a diverse community. Physical - To describe ways of belonging being safe in communities. Spiritual - To celebrate ways of meeting God in our communities.		Living in the wider world - Kapow Citizenship Responsibility Rules beyondschool Community Similar yet different: My local community Democracy Giving my opinion Economic Wellbeing Wants and needs Looking aftermoney		
English - Pathways to Write	Troll Swap by Leigh Hodgkinson Outcome - Fiction:	Poetry - <b>The</b> <b>Owl and the</b>	Dragon Machine by Helen Ward Outcome -	Poetry - Night Sounds Outcome - Senses Poems	The Last Wolf by Mini Grey Outcome - Letter: letter in	Poetry - Fox! Issues of acceptance, tolerance and	



# Year 2 Topic Overview p2

		focus on	Pussycat	Fiction:		role	respect for the
		characters	Experimenting	adventure focus	Major Glad,		environment are
			with words and		Major Dizzy by		explored through
			structured		Jan Oke		wildlife poetry,
		Laak Hal Do	language		Outcome -		leading to a short
		Look Up! By	patterns linked		Recount: diary		descriptive
		Nathan Bryon	to a classic		entry		narrative poetry
		Outcome: Diary	poem		J,		outcome
		•	The Owl who was				Grandad's Secret
		entry about	afraid of the dark				Giant by David
		space flight					Litchfield
			by Jill Tomlinson Outcome - Non-				Outcome - Fiction:
			chronological				moral focus
			report				
	English -	Troll by Julia	Above and Below	The Dragonsitter	Owen and the	Fantastic Mr Fox	Grimm's Fairytales
Pa	athways to	Donaldson	by Patricia Hegarty	by Josh Lacey	Soldier by Lisa	by Roald Dahl	(Usborne Books)
	Read	The Three Dille	0	Deel December	Thompson	Genre – Fiction:	Genre – Fiction:
		The Three Billy	Genre –	Real Dragons! by		adventure	fairytale
		Goats Gruff by Mara	Information	Jennifer	Genre – Fiction:	adventure	
		Alperin Genre –		Szymanski	story with a		
		Fiction: fantasy,		(National	familiar setting		
		Fiction: fairytale		Geographic Kids series) <b>Genre</b> –			
				Recount: emails,			
				Information			
	Maths	Number- Place	Measurement –	Multiplication and	Fractions	Position and	Measurement -
					Tactions		
		Value- Numbers to	lvioney	Division	Measurement -	direction	Mass, capacity and
		100	Geometry –		Time	Measurement	temperature
		Number - Addition	Properties of			Height and	Statistics
		and Subtraction	-			length	Statistics
		and Subtraction	Shape			lengui	

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# Year 2 Topic Overview p3

Science	Animals including humans and healthy eating	Animals including humans and healthy eating	Living Things and their habitats	Plants	Plants	Everyday Materials
P.E	Fundamentals	Gym	Dance	Dance	Athletics	Ball Skills
History		Explorers		Great Fire of London		
Geography	Hot and Cold Places				Comparing countries of the UK	
Art		Explore and Draw		Expressive painting	Stick transformation project	
Music		Call and Response Kapow (Y2)	Traditional tales  – Orchestral instruments  Kapow (Y2)			On this island – Making British songs and sounds. Kapow (Y2)
Design & Technology	Mechanisms – Vehicles		Food – Salads		Textiles – Puppets	
Computing	Code a story —		Making games – CLC	My Online life	Presentation and typing	



# What Is Synthetic Phonics?

- O Synthetic phonics is a method of teaching reading and writing, in which words are broken up into their smallest units of sound or 'phonemes'.
  - O Children learn to associate a written letter or group of letters, known as 'graphemes', with each phoneme.
  - Sounds are then joined or 'blended' together into words for reading or, conversely, whole words are broken down or 'segmented' into their sounds for writing.
  - $\circ$   $\,$  It is the UK's most preferred method of teaching phonics.
  - Sounds are taught in a prescribed order starting with s,
     a, t, p, i, n, as this allows for the most words to be made
     from the start, such as 'sat,' 'tap' and 'pin'.

# What Is Taught and When?



Level 1 continues to be taught alongside the other levels.

This is just an overview. We understand that every child progresses at their own pace.

## Level 6



Level 6 is taught in Year 2.

By the end of Level 6, children will have had the opportunities to:

At this stage, children can read hundreds of words automatically. They are now reading for pleasure and reading to learn rather than learning to read.

- oread accurately most words of two or more syllables,
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age-appropriate books, without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others;
- spell most common exception words correctly.

# How You Can Help Your Child at Home

Work on listening skills, taking turns and encouraging your child to look at you when you are speaking.

Practise segmenting and blending words.

Look for familiar sounds and words in the world around you. Such as, when in the supermarket, can your child find words on your shopping list or recognise letters on food packaging?

When outside, can they recognise letters on street names or on car number plates?

When in the house, can they recognise letters or words in magazines or letters you receive?



# How You Can Help Your Child at Home

Practise the new sounds and graphemes your child brings home using the Parent Information Sheets. Remember to use 'pure' sounds when pronouncing the sounds and model the correct letter formation as is taught in school.

Support your child to complete any homework they bring home.

Read to and with your child every day.

Finally, remember to ask your child's class teacher if you are unsure about any aspect of your child's phonics learning. A consistent approach is important.

#### Relationships and Health Education

Relationships and Health Education (revised Sept 2020) is a compulsory part of the school curriculum, which comprises two distinct areas:

- Relationships
- Physical health and mental wellbeing

Our curriculum is designed to be:

- Appropriate for your child's age and development stage.
- Sensitive to the needs and religious backgrounds of the children in our school.

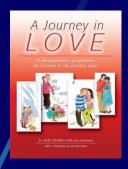
The Relationships part of the curriculum will teach the children what they need to learn to build positive and safe relationships:

- With family.
- With friends.
- Online.

Our school will teach in a way that is appropriate to your child's age and will look at these questions:

- What is a relationship?
- 🌒 What is friendship?
- What is family?
- Who can your child look to for support?





#### Year 2

#### We meet God's love in the community

- Aim: To describe how we are growing and developing in diverse communities that are God-given.
- Key words: community, local, global, impact, responsibility, harm, improve, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings, recognise, emotions, friendships, relationships, secrets, stereotypes, respect, equal.

#### Key objectives:

- To recognise the joy and friendship of belonging to a diverse community.
- To describe ways of being safe in communities.
- To celebrate ways of meeting God in our communities.



# **PSHE**

#### Health and Wellbeing

- Experiencing different emotions
- Developing a growth mindset
- Healthy diet
- ਠ Looking after our teeth

#### Safety and the changing body

- Communicating online
- Secrets and surprises
- Staying safe with medicine
- 🧶 Road safety



#### Families and relationships

- Families are all different
- Unhappy friendships
- Introduction to manners and courtesy
- Change and loss
- Gender stereotypes: careers and jobs

#### Living in the wider world - Citizenship

- Rules beyond school
- Similar yet different my local community
- Giving my opinion

Living in the wider world – Economic wellbeing

- Wants and needs
- Looking after money

# Mental Health & Well-being Zones of Regulation

# The **ZONES** of Regulation®



#### **BLUE ZONE**

Sad Sick Tired Bored Moving Slowly

#### **GREEN ZONE**

Happy
Calm
Feeling Okay
Focused
Ready to Learn

#### YELLOW ZONE

Frustrated
Worried
Silly/Wiggly
Excited
Loss of Some Control

#### **RED ZONE**

Mad/Angry Terrified Yelling/Hitting Elated Out of Control



#### Key points:

- There is no 'bad' Zone.
- Everyone experiences all of the Zones at different times and in different circumstances.
- We can't change the way children feel BUT we can help them manage their feelings/states and behaviours. "It's OK to be angry but it is not OK to hit..."
- You can be in more than one Zone at a time (eg. sad and angry)
- If your child is in the Red Zone...
- Limit verbals this is not a teachable moment.
- Discuss use of tools when child is regulated.
- Plan for if/when child is in Red Zone. "I wonder if this strategy would help...?



#### Homework

Daily reading – please ensure that you make a note of when your child has read at home. It is really important that the children bring their reading books into school **every** day.

Spellings / Handwriting

Other apps to use:

Spelling Shed

Maths Shed

SeeSaw



Communication

See Saw

X (formerly Twitter)

@MrsMcStB

@StBrigidsCPS

School Office

0151 477 8150



# THANK YOU ©

Any questions?

