

Year 2 Transition Meeting

Shine as Lights in the World



Welcome!

- ▶ Aim of presentation: To introduce Year 2 team and outline rules, routines and expectations

Team

Miss Thompson

Mrs Papworth

Year 2

- Class teacher - Miss Thompson
- TA - Mrs Papworth
- Children are encouraged to be independent... come into cloakroom, put away their things and come into class
- If parents need to talk to us, please come at the end of the day or if it is urgent leave a message with the office, it will always get to us
- PE days will be on Tuesday and Thursday
- No earrings at all
- No pencil cases from home into class or scissors

English - Reading

- We will be sending reading records home
- Please make a comment to confirm that your child is reading
- Please can children bring reading records in daily as we stamp them in guided reading
- It is important to discuss the text with your child and to hear them read at least 3x a week
- Your child can continue to use our reading scheme or borrow a book from class
- The books will be changed on Monday and Thursday

The importance of comprehension

Reading With Your Child

Some questions to ask your child whilst reading together:

1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

English - Writing

- Aim: To improve writing skills through use of a more creative curriculum
- Pupils are asked to write in a range of genres, narrative and non narrative e.g. play script, instructional, report writing, extended story, news report, persuasive
- We encourage collaborative work and discussion
- We aim to develop pupils' punctuation, sentence structure and organisational skills
- Handwriting, spelling and grammar are embedded in the lesson

Maths

- Aim: To develop pupils' confidence with number, shape and space, problem solving and data handling skills
- Increase pupils' range of strategies and speed when calculating mentally
- Mastery approach to teaching maths

How can you support at home

- ▶ English: Reading
- ▶ Maths - White Rose worksheets on the website
- ▶ Spellings will be posted on the website
- ▶ Additional tasks may be set relating to our topics

Autumn Term Overview

Maths:

- Identify, represent and estimate numbers using different representations, including the number line.
- Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward.
- Read and write numbers to at least 100 in numerals and in words.
- Recognise the place value of each digit in a 2-digit number (tens, ones).
- Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.
- Add and subtract numbers mentally and use concrete objects and pictorial representations.
- Identify and describe the properties of 2-D and 3-D shapes.

English:

- Present handwriting neatly with letters sitting on the line and use appropriate ascenders and descenders.
- Place appropriate finger spaces between words when writing.
- Write sentences with full stops and capital letters.
- Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others.
- Use coordination (e.g. or / and /but) and some subordination (e.g. when/ if/ that / because) to join clauses.
- Retrieve detail from texts they have read.
- Make predictions and inferences based on their knowledge of a text.

Our key texts are: The Journey Home, Dear Earth, Water Protectors and Wolves.

Phonics and spellings: - please see the phase 6 list.

Music:

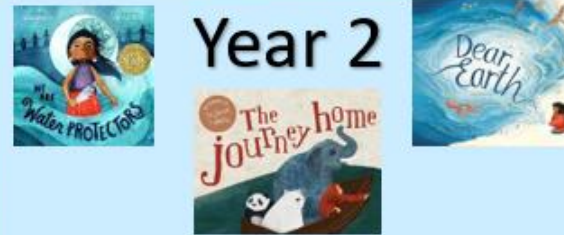
- We will be listening to 'Hands, Feet, Heart' and looking at pulse and rhythm.

Science:

- Observe that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals for survival (water, food and air).
- Identify that most living things live in habitats to which they are suited.

PSHE:

- Understands the concept of 'Friendship' and what makes a good friend.



Autumn Term

Computing:

- Learn to use technology safely and respectfully.
- Understand what algorithms are and create and debug simple programs.

DT:

- Plan, design, make and evaluate a moving picture with two moving mechanisms.

Art

- Develop a range of mark making techniques.
- Develop observational drawing.

French: Superheroes and Dans Ma Ville

Geography:

Key question: Would you prefer to live in a hot or cold place?

- Name and locate the seven continents, north and south pole and the Equator on a world map.
- Describe some similarities and differences between the UK and Kenya.
- Investigate the weather.
- Recognise the features of hot and cold places and locate some countries with hot or cold climates on a world map.

History:

The Gunpowder Plot

- Talk about some of the key events and people involved in the Gunpowder Plot.
- Explain why the Gunpowder Plot happened.
- Sequence the main events of the Gunpowder Plot.



RE:

- Understand the concept of creation and recall elements of the Christian creation.
- Learn about 'Incarnation' and the importance of Christmas.

PE:

- Ball skills, dance, net and wall games and gymnastics.

Timings and Attendance

- 8.35am - Gate is open
- 8.40am - Classroom Doors are opened
- 8.45am - Start of the school day, gate is locked
- Any late arrivals will have to go via the office
- This term parental engagement and attendance are on our School Improvement Plan, and we want to ensure that parents/carers feel a part of their child's educational journey and encourage good attendance.
- Good attendance also means punctuality, as learning begins at 8.45am.
- We are asking that no children are taken out during term time, unless the absence has been authorised (this will only be in exceptional circumstances)
- Should your child's attendance begin to fall, school may contact you to offer support
- We are aiming for at least 96% attendance for all children and even at 95% this is still 10 school days missed across the year.
- We understand the difficulties we have all faced over the last few years and the impact this has had on all aspects of children's development and we want to give them all the very best chance of progressing both academically and socially.

Drop off will be from 8.35 and morning work is set. A prompt start is essential. Registration is at 8.45am.



Please try to name items to reduce lost property

Uniform

- School colour hair bands
- No jewellery (crosses must be removed for PE)
- Plain gold or silver stud **earrings** - removed from home on PE days)
- No nail varnish
- Black shoes with no markings

PE:

- Children to come into school in their PE kits on a Thursday this half term
- Please ensure that it is the correct uniform - blue joggers, navy shorts or skort(no cycling shorts),navy blue t-shirt, school hoody or jumper - royal blue.

Behaviour

At St. Michael's we expect safe, supportive and polite behaviour at all times



St. Michael's Woolmer Green School Golden Rule

At St. Michael's Woolmer Green School, we will follow the '**Golden Rule**' (Matthew 7:12), described by Jesus as the second Commandment; we will treat one another in a fair and equal way and treat others in the way we wish to be treated.

We are proud of our school.

St. Michael's Woolmer Green School Playtime Charter



- ✓ Always be polite.
- ✓ Play sensible games
- ✓ Be aware of the other children.
- ✓ No litter please – always use the bin.
- ✓ No games before or after school.
- ✓ Look after all our playtime equipment and put it away at the end of lunchtime
- ✓ Move sensibly around the quiet areas, the seated areas and the gazebo
- ✓ When the whistle blows, walk sensibly and calmly to your lines and wait quietly.
- ✓ Wipe your feet as you come into school.

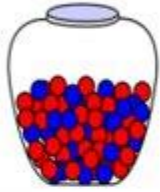
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Positive Reinforcement

At St Michael's we take a team approach to Classroom Consequences and each class has a marble jar, which they fill up to earn some Golden Time each half term/term. The class help to decide what this Golden Time should be.

Whole Class Positive Consequences:

The marbles are given as a whole class reward:



For example: I've been really impressed with the way you have all taken part in...

You have all been asking interesting questions...

Everyone has worked in their groups in a responsible manner...

You have demonstrated our monthly value of...

As a class you have shown great resilience when working on these maths problems today...

Individual Positive Consequences:

Personal rewards will also be given to individuals, especially those who may need some extra, private words of support:

For example: You have tried so hard today – well done.

I know you were feeling cross, but you have really turned this around...

I know you are not keen on writing, but you have persevered and done some lovely work...

I was impressed with the answer you came up with in our class discussion...

Website

- ▶ Overview
- ▶ Spellings
- ▶ Home Support
- ▶ We will also post photographs of what we have been up to in school:



Snack

- ▶ Please can children bring in water bottles and if they would like a snack **fruit only please**
- ▶ **NO NUTS**
Our cloakroom is quite limited so only a small bag is needed for their reading record and they can carry their packed lunch and water separately



Any Questions?

