

# 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 (morning)
- PPA will be covered by Mrs Papworth, using my plans
  
- 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

# Timetable

	8:45-9	9:9-15	9:15-10:20	10:20-10:40	10:40-11:00	11:00-12:00	12:00-1:00	1:00-1:30	1:30-2:00	2:00-2:15	2:15-3:00	3:00-3:15
Mon	EMW	Collective Worship	English	Break	Guided Reading	Maths	Lunch	Phonics	History		PSHE	Class Book
Tues	EMW	Collective Worship	English	Break	Guided Reading	Maths	Lunch	Phonics	RE	DM	PE	Class book
Wed	EMW	Handwriting lesson	English	Break	Guided Reading	Maths	Lunch	Phonics	Science	DM	Forest School	C W
Thurs	EMW	Collective worship	English	Break	Guided Reading	PE	Lunch	Phonics	Art	DM	French	Class Book
Fri	EMW	Collective Worship	English	Break	Guided Reading	<del>Maths</del>		Phonics	Computing	DM	Music / Golden Time	Class Book

# 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

# 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 using concrete objects, pictorial representations, and mentally.
- Identify and describe the properties of 2-D and 3-D shapes.

## English:

- Presents handwriting neatly with letters sitting on the line and uses appropriate ascenders and descenders
- Places appropriate finger spaces between words when writing
- Writes sentences with full stops and capital letters
- Segments spoken words into phonemes and represents these by graphemes, spelling some words correctly and making phonically plausible attempts at others
- Uses coordination (e.g. or / and /but) and some subordination (e.g. when/ if/ that / because) to join clauses
- Can retrieve detail from text they have read
- Can make predictions and inferences based on their knowledge of a text.

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

Phonics and spellings - please see the phase 6 list

Music: To know five songs off by heart and to know some songs have a chorus or a response/answer part.

## Science:

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants.
- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- Identify and name a variety of plants and animals.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.

PSHE – Being Me in My World

## Year 2 - Autumn



## Computing:

- To learn to use technology safely and respectfully.
- To understand what algorithms are and to create and debug simple programs.

## DT:

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

## Art

- To develop a range of mark making techniques.
- To 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

- Talking about some of the key events and people involved in the Gunpowder Plot.
- Explaining why the Gunpowder Plot happened.
- Sequencing the main events of the Gunpowder Plot.



## RE:

- Understands the concept of creation and recall elements of the Christian creation.
- To learn about Incarnation and the importance of Christmas.

## PE:

- Ball skills, dance, target games, and gymnastics

# How can you support at home

- ▶ English: Reading
- ▶ Maths - White Rose worksheets on the website and 1 minute maths
- ▶ Spellings will be posted on the website
- ▶ Additional tasks may be set relating to our topics

# Website

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

## Timings and Attendance

- 8.30am - 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 8.40 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.

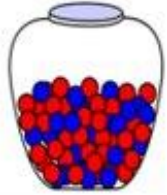
**We are proud of our school.**

# 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...

# Snack

- ▶ Please can children bring in water bottles and if they would like a snack **fruit only please.**
  
- ▶ **NO NUTS**



Any Questions?

