



# Gilbert Colvin Primary School Year 2

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**Meet the Teacher**

**September 2024**



# Welcome from the Year 2 team!

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- Class Teacher Beech Class- Mrs Vella
  - LSA Beech Class Ms Shone/ Ms Iqbal
  - Class Teacher Pine Class- Ms Sana
  - LSA Pine Class- Miss Gordon
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- Phase Leader – Mrs Vella

# Uniform expectations

Lots of useful information can be accessed from our website. Look for the 'Parents' tab on the homepage.

[www.gilbertcolvin.co.uk](http://www.gilbertcolvin.co.uk)

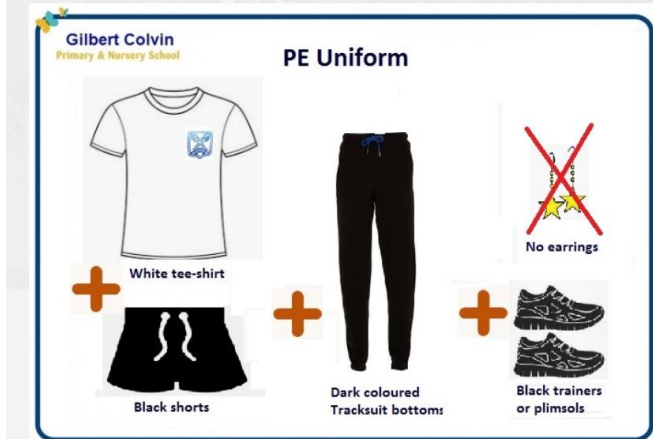
## Some uniform reminders:

- No Smart watches or jewellery. Only plain stud earrings are allowed.
- Pupils should wear sensible black or navy shoes or black trainers. No other colour trainers please. If there's a short term challenge with this, please let the school know.

Teachers will let parents know if their child is not wearing the correct uniform.

On PE days children come to school in their PE kit-

- Trainers
- A pair of black jogging bottoms (Outdoor P.E.)
- A pair of black shorts (Indoor P.E.)
- White T-shirt
- School Sweatshirt



Children can wear uniform with our school logo on or uniform widely available from the high street. Logo uniform can be ordered from our supplier, <https://khalsaschoolwear.co.uk/>



- Plain black shoes or plain black trainers
- Grey or black skirts or trousers
- White shirts or white polo shirts
- Royal Blue sweatshirts/cardigans

Children will also need a school book bag (we do not have storage for large rucksacks).



# Behaviour

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## **Positive not punitive**

We have a values based, positive behaviour system. We discuss with our classes what good learning behaviour looks like and how we can show that we are 'Ready to Learn'. This is closely linked with what it means to be a pupil at Gilbert Colvin and the school's values of *courage, perseverance and integrity*. Green Trackit points and certificates are awarded for positive behaviours. Pupils are asked to reflect upon their behaviour if there are more serious incidents. Parents are informed if pupils have had 'reflection time'.

## **Inclusion Team**

Some children may have additional support and work with our ELSAs individually or in small groups.

Mrs Begum – Inclusion Manager/SENDCo

Mrs O'Sullivan – ELSA (Emotional Literacy Support Assistant)

Miss Collins – ELSA (Emotional Literacy Support Assistant)

## **Behaviour Policy**

This can be read on our website. <https://www.gilbertcolvin.co.uk/page/?title=Policies&pid=20>



# Behaviour – visible consistencies

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**This is how we do it *here*.** Whatever happens at home, in school, we have an agreed set of behaviours that teachers will be modelling and we will expect from the children.

**As a whole school, we are focusing on:** greeting each other, walking (not running), being kind to each other in the playground.

**Behaviour for learning – in classes.** This will be more specific and linked to positive learning behaviours and the GC values.

**Consequences hold – good behaviours don't cancel out the bad ones.** For more serious incidents, children will be asked to write a brief reflection to think about their behaviour choices. We will let you know if that's happened.



# Behaviour – Zones of Regulation

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
 sad	 happy	 frustrated	 angry
 tired	 calm	 worried	 terrified
 sick	 feeling ok	 silly	 yelling
 bored	 ready to learn	 excited	 hitting
I can try...  stretch	I can try...  drink water	I can try...  deep breaths	I can try...  take a break



# Curriculum – what we will be covering this half term

<p><b>English</b></p> <ul style="list-style-type: none"><li>• Make predictions based on what they have read so far.</li><li>• Write in role as a character using descriptive language.</li><li>• Use reading strategies to understand the meaning of different vocabulary used in texts.</li><li>• Compare different texts by the same author to identify similarities and differences.</li><li>• Write an alternative ending to a traditional tale.</li></ul>	<p><b>Year 2 Autumn 1 Half Term</b></p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"><li>• Secure knowledge of numbers within 100</li><li>• Become familiar with number patterns and ordering</li><li>• Understand how to use the 'greater than' and 'less than' signs</li><li>• Add and subtract 2 digit numbers using a range of resources</li><li>• Addition and subtraction word problems within 100.</li><li>• Recall number bonds for 10 and within 10.</li></ul>
<p><b>Science</b></p> <ul style="list-style-type: none"><li>• Sort and classify materials using their own and given criteria.</li><li>• Find out about the properties of materials.</li><li>• Identify natural and man-made materials.</li><li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li></ul>		<p><b>Religious Education</b></p> <ul style="list-style-type: none"><li>• How do the stories of Jesus inspire Christians today?</li></ul>
<p><b>Physical Education</b></p> <ul style="list-style-type: none"><li>• Learn about and create balances on patches and points</li><li>• Know how to link a travel with two or more balances, showing control</li><li>• Develop throwing and catching skills using hand eye coordination</li><li>• Control a ball.</li><li>• Keep possession amongst a group of players.</li><li>• Look at body and hand shapes.</li><li>• To play a small sided game of possession.</li></ul>	<p><b>Values</b></p> <p>Perseverance Integrity Courage</p>	<p><b>History</b></p> <ul style="list-style-type: none"><li>• Describe significant individuals and how they impacted society: George Stephenson, Henry Ford.</li><li>• Understand how trains, cars and boats have changed over time.</li><li>• Understand how changes in modes of transport impacted society</li><li>• Describe changes within living memory and aspects of change in national life.</li><li>• Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</li></ul>
<p><b>PSHE- Being me in my world</b></p> <ul style="list-style-type: none"><li>• Identify some hopes and fears for this year.</li><li>• Understand the rights and responsibilities for being a member of my class and school.</li><li>• Recognise the choices made and understand the consequences.</li></ul>	<p><b>Computing</b></p> <ul style="list-style-type: none"><li>• Recognise the uses and features of information technology</li><li>• Identify the uses of information technology in the school and beyond</li><li>• Explain how to use information technology safely</li></ul>	



# Curriculum – foundation subject topics that will be taught this year

Take topic names from the whole school curriculum plan and write under headings. Examples are here – change them so they the names of the topics your year group will be learning

## Geography

Would you prefer to live in hot or cold places?  
Why is our world wonderful?  
What is it like to live by the coast?

## History

Transport  
The Great Fire of London  
The Seaside

## RE

How do stories of Jesus inspire Christians today?  
Who influences our lives?  
Who is a Muslim and what do they believe?  
What do Christians do at Easter and why is it important to them?

In what ways are a Church/Mosque important to believers?

## PE

Tennis  
Football  
Team games  
Scooting  
Gymnastics  
Dance

## Art

Joining materials  
Textiles/sculpture  
Pattern, colour and tone  
Collage  
Printing

## Science

Materials  
Animals  
Living things and their habitats  
Humans  
Plants lights and dark  
Sustainability – plastic  
Plants – bulbs and seeds  
Plants light and dark  
Growing up  
Sustainability- wildlife

## Music

Pulse, rhythm and pitch  
Playing in an orchestra  
Inventing a musical story  
Recognising different sounds  
Exploring improvisation

## PSHE

Being Me in My World  
Celebrating Difference  
Dreams and Goals  
Healthy Me  
Relationships  
Changing Me

## Computing

IT around us  
Digital photography  
Robot algorithms  
Pictograms  
Digital music  
Programming quizzes

## DT

Mechanisms  
Textiles  
Structures  
Cooking & Nutrition





# English – how we teach reading at Gilbert Colvin

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- Nursery – Year 2 – Read Write Inc phonics programme
- Year 2 – Year 6 – Reading VIPERS programme
- All children read core texts as part of their English lessons
- Children have story time at the end of the day
- Children in KS2 have daily independent reading for pleasure time

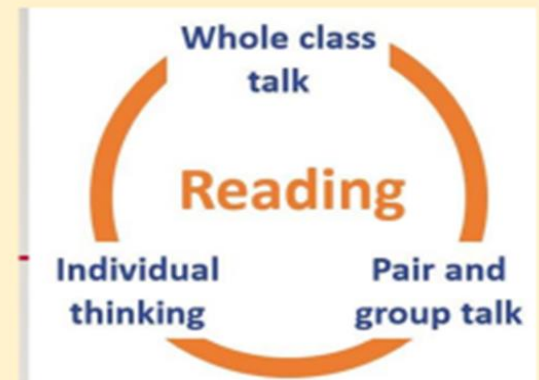


# English – how we teach reading at Gilbert Colvin



## VIPERS reading

- Whole Class Reading is the lesson in which children study specific texts and extracts from high quality books to learn and refine their skills in reading and comprehension.
- Children use the 'VIPERS' framework to help break down the individual skills required to read and comprehend a text fully.
- These skills are taught individually and build up over time throughout Key Stage 2, until children can read fluently and comprehend fully.



### Reading Vipers

**V**ocabulary  
**I**nterpret  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise



# English – how we teach reading at Gilbert Colvin



## Accelerated Reader



- Accelerated Reader is the system we use in school (years 2 – 6) to find your child a difficulty-appropriate and age-appropriate book to read that will ensure they continue to make progress.
- Children complete 'Star Reader Tests' that give your child a numbered range from which your child can choose books from within. For example, they may have a range of 3.2 - 4.5. They would then begin on a book levelled 3.2 and can read their way through up to books levelled 4.5.
- This range ensures children do not read books that are too difficult for them and allows the child the ability of free choice whilst being guided within a range so they can choose books that meet their interests.
- Children can complete a quick quiz at home after they have finished reading the book to check that they have understood what they have read.

# English – how we teach writing at Gilbert Colvin

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- Writing is taught during the designated, hour long, English sessions.
- Writing is based on high quality texts that drive teaching and learning in these sessions
- Children learn a range of literary features to apply to their writing.
- Children have the opportunity to write a variety of different types of writing across the year.
- Children follow a 5 step writing process, in which they plan, write, revisit, edit and publish their work.
- A variety of text types and high quality models of writing are used to support pupils, allowing the children to see how the literary skills learnt in lessons are used effectively in a broad range of genres.
- Writing, at Gilbert Colvin, always has a purpose and an audience.
- Alongside this, children are taught about spelling, handwriting, grammar and punctuation.

# English – how we teach phonics at Gilbert Colvin



- At Gilbert Colvin we follow Read Write Inc. The structure of a Read Write Inc lesson has a consistent and systematic approach in learning to read and write.
- A new sound is introduced to the children daily. Sounds are split into different sets. Set 1, set 2 and set 3.
- Children are taught to firstly spot if a word has a Special Friend sound. If it does then they state it, then Fred Talk the word (by saying the sounds) and reading the word.
- We use the term ‘Special Friends’ when two or more letters make one sound.
- Each half-term, we assess and group our children based on their *stage* of reading not age of reading. This means all children practise reading at the right level.
- Your child will have their book changed weekly. They will take home 2 Read write inc books. One book they will be familiar with as this is the book they would have been reading in class. The other book is unfamiliar to them but have the same targeted sounds as the other book. There will also be video links sent weekly via school ping.
- Please visit [www.readwriteinc.co.uk](http://www.readwriteinc.co.uk) for free videos on how to help support your child,



# English – how we teach maths at Gilbert Colvin

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We follow a progressive and ambitious scheme in years 1 – 6:

Mathematics Mastery

It promotes deep, mathematical thinking with connections made across the curriculum

Lessons follow a 6-part structure, giving children lots of time for rich discussions and ‘doing’ the maths

Children use manipulatives so they can ‘see’ the maths

Focus on fluency, alongside problem solving and reasoning

CPA approach (concrete, pictorial, abstract)

# Homework

Homework is sent directly to parents each Friday on School Ping.

Please let us know if you are unable to access the homework.

## Homework Expectations Per Learning Phase:



EYFS		
Time	Area	Task
Daily	Reading	1 x Read levelled RWI book 1 x Read along for pleasure book
	Phonics	High frequency words and sounds book
Weekly	Read Write Inc. Phonics	Weekly activity links given
Fortnightly	Maths	A piece of Maths homework will be sent home fortnightly. Other suggested activities to do at home.
Termly	Project/Creative	Suggested trip to a place of interest Outside learning Cooking together
Key Stage 1		
Time	Area	Task
Daily	Reading	2 x Read levelled RWI book or 1 x Accelerated Reader book 1 x Read along for pleasure book
	Phonics / Spellings	High frequency words and sounds book / spelling words given by class teacher
Weekly	Phonics (Year 1)	Read Write Inc. activities set
	Spellings	Spelling Shed activities
	SPAG	Answer set questions on <a href="http://www.spag.com">www.spag.com</a>
	Maths	Answer set questions on <a href="http://www.maths.co.uk">www.maths.co.uk</a>
Termly	Project/Creative	Topic Research Suggested trip to a place of interest Creative project Outside learning Cooking together
Key Stage 2		
Time	Area	Task
Daily	Reading	Accelerated Reader book
	Spellings	Spelling Shed activities
	Times Tables practice	TTRS (Times Tables Rock Stars)
Weekly	Reading	Accelerated Reader Quiz
	SPAG	Answer set questions on <a href="http://www.spag.com">www.spag.com</a>
	Maths	Answer set questions on <a href="http://www.maths.co.uk">www.maths.co.uk</a>
Termly	Project/Creative	Topic Research Suggested trip to a place of interest Creative project Outside learning Cooking together Media/Computing Project

# Homework



## Maths

Use the following numbers to identify the number and draw how many tens and how many ones are in that number

59 60 33 6 71

## English

- Read your book every day and talk to someone at home about it. Fill in your Reading Record/journal and do a task from it.
- Complete your [www.spag.com](http://www.spag.com) test.

### Website Learning:

[www.maths.co.uk](http://www.maths.co.uk)- Please complete test set

[www.spag.com](http://www.spag.com) – Please complete test set. ( passwords can be found in your child's reading record)

**Phonics**- Please click on the link sent via ping that matches with your child's phonics group. Please read with your child daily and write a comment once a week in their diary.

**Spellings**- Please practise the spellings below with your child spellings with your child. There will be a spelling test on Friday.

### Talk Topic

Talk to your children about the rights and responsibilities that they have as a child.

Please look on the Unicef website to help.



### Homework Year 2

Date: 13.09.24

This week we have been learning about place value within numbers to 100. We have been identifying how many tens and how many ones are in a number.

In English we have been reading the book Baba Yaga. In the story there is an evil witch who tried to eat a little girl called Natasha. The children have been predicting what will happen to Natasha and whether or not she will escape.





# Pupil Premium Grant

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- Additional funding is given to the school if your child is eligible for the pupil premium grant. Details of how to apply are on the [school website](#)
- Details of how the pupil premium grant is spent is on the [school website](#)
- 1:1 phonics/reading intervention
- Subsidised school trips
- One subsidised extra-curricular club per term



# Dates of events and school trips

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- Jeans for Genes Day – 21<sup>st</sup> September
- Black History Month – October
- Harvest Festival
- Quidditch Day – 4<sup>th</sup> October
- ‘Bring and Share’ event – 18<sup>th</sup> October
- Trip to London Transport Museum (History focus) 17.10.24
- Trip to the library – Pine 14.11.24 Beech 19.11.24

# How can I support my child this year?



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- Please ensure your child arrives at school promptly (before 9am) so that they don't miss any learning
  - Check School Ping daily for messages, email and homework
  - Look at what your child will be learning each term by exploring our 'curriculum' part of the website
  - Make sure your child reads every day and you sign their reading record
  - Talk to your child about what they have been learning each day
  - Screen time at home could include Read, Write Inc video, Spelling Shed, [maths.co.uk](http://maths.co.uk) and [Spag.com](http://Spag.com)



# Important notices

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- Please send your child in wearing their PE kit on Wednesday
- Children can bring in their own water bottles. These can be filled at the sink in their classroom
- If parents want to speak to the class teacher, either speak to the teacher on the playground or arrange an appointment through the school office
- Check the weekly newsletter for important dates
- If parents have concerns about their child, speak to the class teacher. If it needs to be escalated, arrange a meeting with the phase leader. Concerns or queries may be passed on to the Assistant Headteacher, the Inclusion Manager, Deputy Headteacher or Headteacher.