



OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning

# Year 2

## Transition 2023/24

Ms Wheble  
Head of Year

# Meet the Year 2 Teachers



# What this meeting will cover...

- The Year 2 building
- Dropping off and picking up
- Appointments with teachers
- The school day
- Expectations
- Homework
- Reading
- Writing
- Maths
- P.E.

# The Year 2 Building

- 'New' classrooms at the front of the school
- Shared communal area between classrooms
- Separate boys and girls toilets in communal area next to classrooms
- All classes have their own set of coat pegs inside the classroom – due to limited space in classrooms, please only use book bags for belongings (no huge rucksacks please)!
- All classes have same resources available to children

# Dropping off and picking up

- Children will go straight to their classrooms when they arrive at school between 8.30am and 8.50am.
- End of day collection is at 3.25pm via the outside classroom door

# Appointments with teachers

- Call the office to arrange a meeting with your child's teacher or arrange a meeting for another time when you see the class teacher.
- Can the Head of Year help?
  - Ms Wheble will be in school Monday – Friday

# The School Day

- **Every morning we teach:**
  - Phonics and/or Spelling
  - English
  - Maths
- **Every afternoon we teach:**
  - Guided Reading
  - RE, Science, Computing, PE, PSHE, History, Geography, Art & DT
- Children have a morning play time at 10.40 for 15 minutes, lunch at 12pm until 1pm and an afternoon play time at 2.00pm for 15 minutes.

Topic-focused lesson taught at least once weekly but also incorporated in other areas of the curriculum due to it's cross-curricular approach.

# GEOGRAPHY

- *Autumn 1: What is an Island?*
- *Spring 1: Where in the world?*
- *Summer 1: Hot or Cold*



# HISTORY

- *Autumn 2: Why do we commemorate?*
- *Spring 2: The Great Fire of London*
- *Summer 2: Florence Nightingale & Mary Seacole*

“But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control;” Galatians 5:22



**OLD BEXLEY CE PRIMARY SCHOOL**

Love God • Love Each Other • Love Learning

**Year 2**

## **Mountain Climber Passport**

**At Old Bexley CE Primary School we will  
endeavour to follow in the footsteps of  
Jesus by exhibiting the Fruit of the Spirit;  
this will help us on our Journey up the  
mountain.**

“But the Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control;” Galatians 5:22

**LOVE** is at the heart of our school where all are welcome.

**JOY** is the feeling of deep happiness.

**PEACE** is knowing how to find your quiet place inside.

**PATIENCE** is the ability to remain calm when it is difficult and tricky.

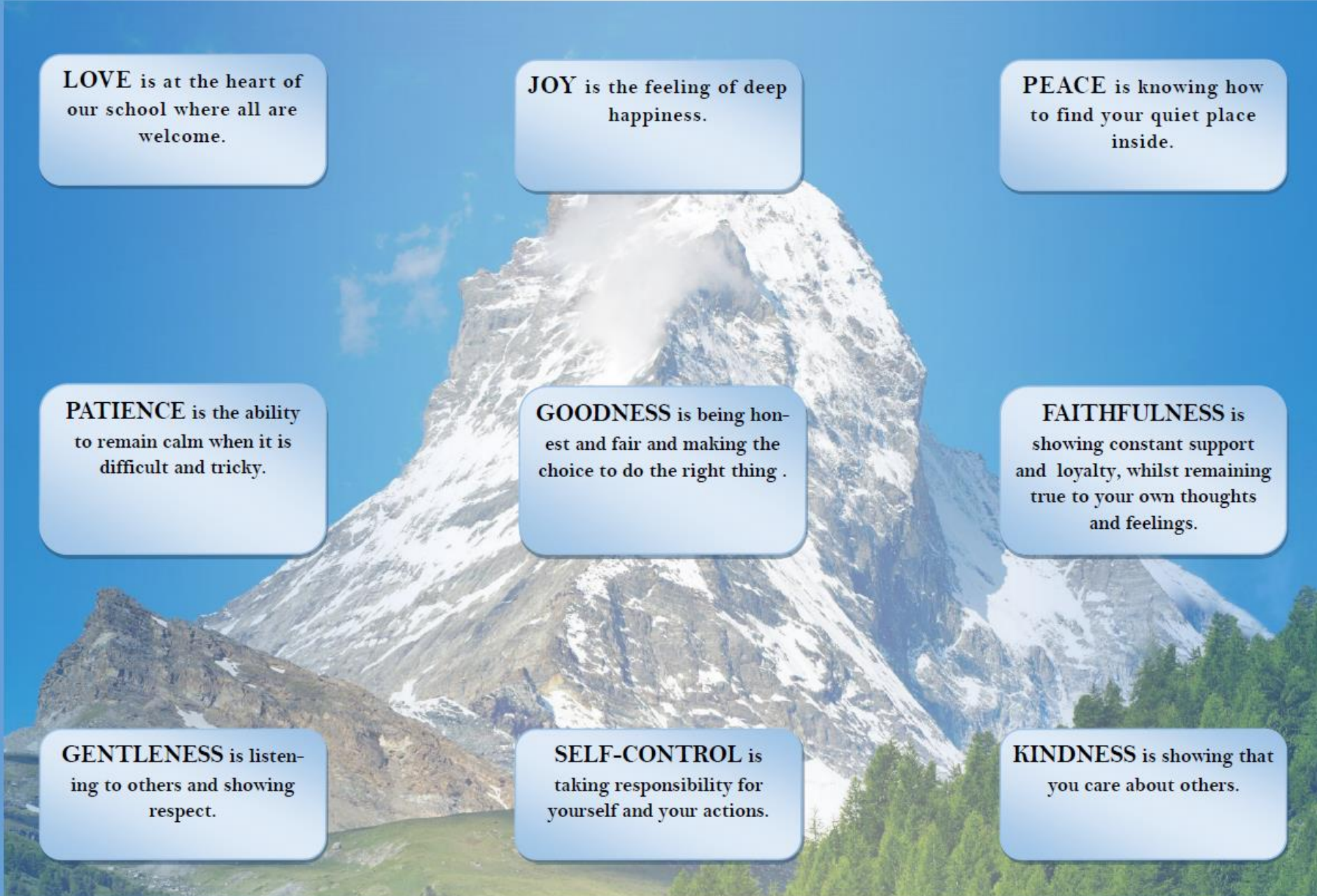
**GOODNESS** is being honest and fair and making the choice to do the right thing .

**FAITHFULNESS** is showing constant support and loyalty, whilst remaining true to your own thoughts and feelings.

**GENTLENESS** is listening to others and showing respect.

**SELF-CONTROL** is taking responsibility for yourself and your actions.

**KINDNESS** is showing that you care about others.



“But the Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control;” Galatians 5:22

**LOVE**

Donating to a local animal shelter and a local food bank.

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**JOY**

The joy of new life — caring for the chick eggs and the new born chicks.

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**PEACE**

Write peace prayers.



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**PATIENCE**

'Pass the parcel' and puzzles.

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**KINDNESS**

Write a positivity chalk messages and draw pictures. Then place around the school.

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**GOODNESS**

Write and send postcards from the seaside / beach to the elderly.

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**FAITHFULNESS**

To sing to the elderly during Advent.

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**GENTLENESS**

Blow and catch bubbles

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**SELF-CONTROL**

Play the 'Apple tower' game.

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**This certificate is presented  
to**

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**for exhibiting the Fruit of the Spirit as  
they follow in the footsteps of Jesus, as  
they climb their own mountain.**



# Expectations

Our key aim for the year is to encourage and support the children in becoming independent learners. We need your help to encourage this.

Your child needs to independently:

- Hand in letters from home
- Change their reading books
- Be responsible for their uniform e.g. doing up their laces.
- Also please ensure all clothes are labelled.

# Homework

- Weekly homework (uploaded to Google Classroom on Friday at 3:30pm, due in the following Thursday):
  - Reading (at least three times a week)
  - Spellings – Common Exception Words
  - Maths (consolidating weekly learning)
  - English task (consolidating weekly learning)
  - Topic grid

# Reading

## What can I do to help?

One of your main goals when reading is to get your child more actively engaged and get them thinking beyond the text.

Listen to your child read their book from school and read to them or allow them to listen to an audio story.

Record any reading with your child in their Reading Record. It is very important that we maintain a two-way dialogue with parents about your **child's reading**.

Please do not use your child's reading record as a means of communication with staff. If you have any concerns please follow the Appointments with Teachers guidance.



# Writing

## Handwriting

- Hold pencil correctly.
- Writing is legible.
- All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.
- Spacing is appropriate to the size of letters.
- Some letters are joined correctly, according to the school's handwriting approach.

# Writing

## Grammar – (1 lesson)

Grammar is at the centre of both our spoken and written communications, and allows us to be clearly understood by others. Using grammar poorly can result in messages being unclear, which affects our ability to communicate, and can hinder relationship building – an important skill for young children to develop. Using grammar correctly, on the other hand, makes listening and reading easier for others, making communication more enjoyable, and positively impacting relationships. Grammar also enables children to expand their vocabulary as they learn more interesting ways to communicate messages and present information.

## English – Power of Reading (3 lessons)

The Power of Reading is about teaching Literacy through using high quality books and creative teaching approaches (such as art and drama). This approach aims to engage and motivate children in their literacy learning. It also enables children to deepen their understanding of texts and provides a meaningful context for writing.

## Creative Writing – (1 lesson)

Children have the opportunity to ‘show-off’ the skills learned in english and grammar lessons in a piece of creative writing. For example they might write a letter in role as a character or write a newspaper recount about the events in the text.

# Writing – What can I do to help?

**Handwriting** – practise joins.

**Composition** – encourage your child to edit their work after writing. Looking for any errors in spelling, punctuation or grammar.

**Punctuation and grammar** – encourage your child to extend their sentences by adding more information.

**Spelling** – encourage your child to learn their spellings each week. Ensure that they understand what the word means and can orally compose a sentence using that word.

# Maths – What can I do to help?

**Count & order numbers up to 100**

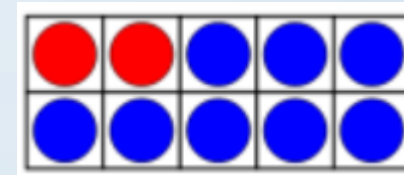
**Read & write numbers up to 100**

**Number bonds to 20** - A number bond is a pair of numbers that always add together to make another, larger, number. Children are introduced to this concept through number bonds to 10:  $0 + 10$ ,  $1 + 9$ ,  $2 + 8$ ,  $3 + 7$ ,  $4 + 6$ , and  $5 + 5$ .

**Times Tables (2s, 5s and 10s)** - ensure counting in 2s begins with concrete manipulatives such as shoes, socks, hands etc before moving on to using counters or other manipulatives.

**Homework** – this will help children consolidate their learning.

$$8 + 2 = 10$$

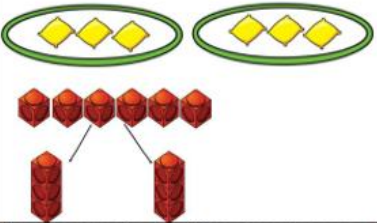
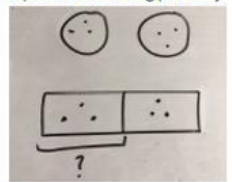

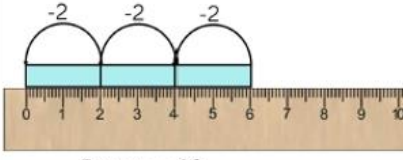
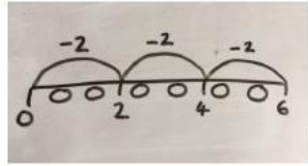
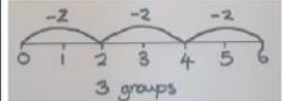


# Maths

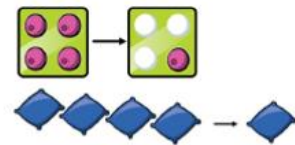
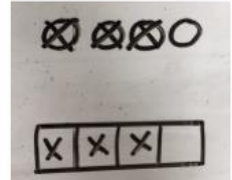
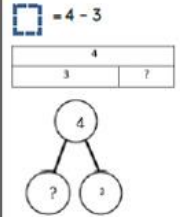

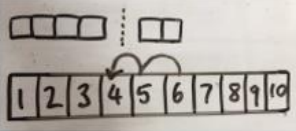
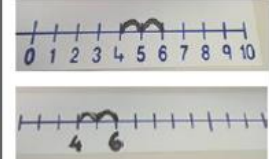
## Need help?

Look at the calculation policy on the website...

Key language: share, group, divide, divided by, half.

Concrete	Pictorial	Abstract
<p>Sharing using a range of objects. <math>6 \div 2</math></p> 	<p>Represent the sharing pictorially.</p> 	<p><math>6 \div 2 = 3</math></p>  <p>Children should also be encouraged to use their 2 times tables facts.</p>
<p>Repeated subtraction using Cuisenaire rods above a ruler. <math>6 \div 2</math></p>  <p>3 groups of 2</p>	<p>Children to represent repeated subtraction pictorially.</p> 	<p>Abstract number line to represent the equal groups that have been subtracted.</p>  <p>3 groups</p>

Key language: take away, less than, the difference, subtract, minus, fewer, decrease.

Concrete	Pictorial	Abstract
<p>Physically taking away and removing objects from a whole (ten frames, Numicon, cubes and other items such as beanbags could be used). <math>4 - 3 = 1</math></p> 	<p>Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used.</p> 	<p><math>4 - 3 =</math></p> 
<p>Counting back (using number lines or number tracks) children start with 6 and count back 2. <math>6 - 2 = 4</math></p> 	<p>Children to represent what they see pictorially e.g.</p> 	<p>Children to represent the calculation on a number line or number track and show their jumps. Encourage children to use an empty number line</p> 

# Maths

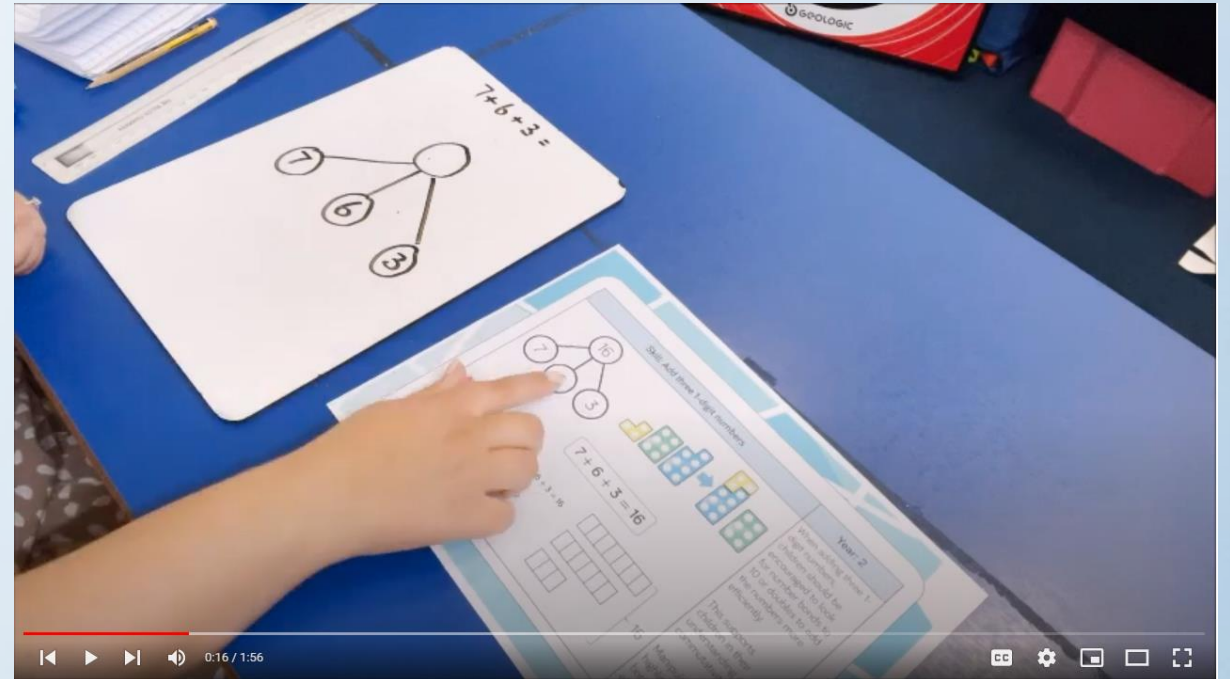
Need help?

Modelled examples are on the Amadeus Youtube channel...

## Year 2 Adding three 1-digit numbers

Working Together, Learning from One Another

**Amadeus**  
Primary Academies Trust  
Limitless Learning Together



<https://www.youtube.com/@amadeusprimaryacademiestr9797/featured>

# P.E.



Year 2 children will come to school in their PE kit on PE days.

# Preparation, Planning and Assessment

All teachers are given PPA time which enables them to complete their duties away from the children in their care. This gives them additional time during the working week to plan, prepare lessons and carry out necessary assessments.

**Please note that this subject to change**



**If you have any concerns or further questions then please do not hesitate to contact the school via email or phone and I will be happy to discuss these with you.**

**We look forward to welcoming everyone back in September.**

**Thank you for your time.**

