

Welcome to Year Two

Meet the Team

Creativity - Excellence - Resilience

Who's Who

Oak

Mrs Amelia
Mrs Smith (Mon, Tues and Weds)
Mrs Upton (Thurs and Fri)
Mrs Scott

Mrs Brookes and Mr Miles (Music)
Stewart (PE)
Mrs Pearman (Forest School)
Mrs Smith (Art)

Pine

Mrs Usher (Mon and Tues)
Mrs Thomsett (Weds, Thurs and Fri)
Mrs Hart

Highlights of Year Two

- The True Story of the Three Little Pigs
- Baking
- Deal Castle
- Fire of London
- The Nativity
- Tyland Barn
- Indonesia



Curriculum

Topic

- Our Local area
- London
- Perfect Pets
- Magical Adventure
- Jakarta
- Dragons

Trips

- Local area
- Deal Castle
- Canterbury
- Tyland Barn Nature Reserve

Curriculum

- Ongoing informal assessments to analyse needs, identify gaps and accelerate learning
- In the foundation subjects, i.e. Geography and History, there will be greater emphasis on the enquiry skills

English

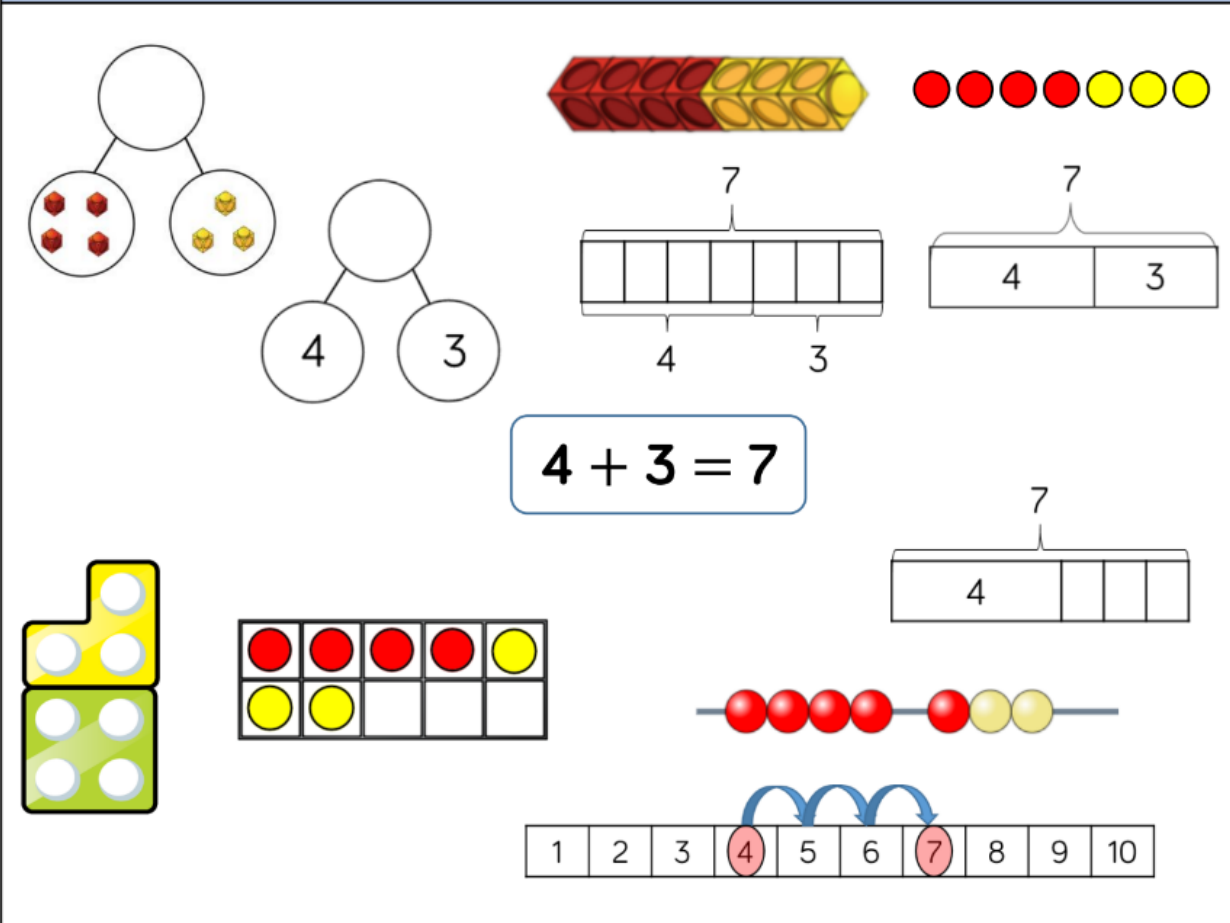
- Handwriting
- Reading
- Phonics & Spellings

Maths

- Number & Place Value
- Counting in 2s, 5s, 10s and 3s
- Calculations
- Fractions

Calculation Policy

Addition and Subtraction

Skill: Add 1-digit numbers within 10	Year: 1
 <p data-bbox="665 825 955 918">$4 + 3 = 7$</p>	<p data-bbox="1396 432 1737 661">When adding numbers to 10, children can explore both aggregation and augmentation.</p> <p data-bbox="1396 715 1737 989">The part-whole model, discrete and continuous bar model, number shapes and ten frame support aggregation.</p> <p data-bbox="1396 1043 1737 1318">The combination bar model, ten frame, bead string and number track all support augmentation.</p>

Calculation Policy – Addition and Subtraction

Skill: Add 1 and 2-digit numbers to 20	Year: 1/2
<p>8 + 7 = 15</p> <p>8 + 7 = 15</p> <p>8 + 7 = 15</p>	<p>When adding one-digit numbers that cross 10, it is important to highlight the importance of ten ones equalling one ten. In Year 1, this is only done just by counting on. From Year 2, use different manipulatives can be used to represent this exchange alongside number lines to support children in understanding how to partition their jumps.</p>

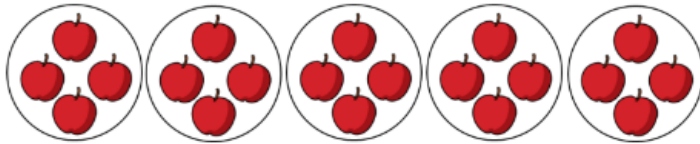
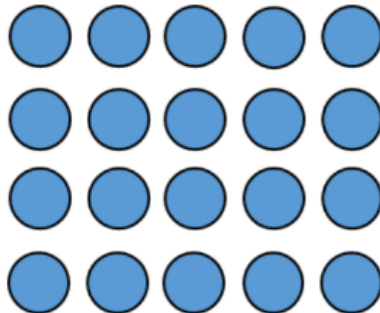
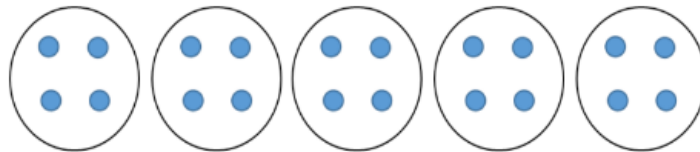
Calculation Policy – Addition and Subtraction

Skill: Add three 1-digit numbers	Year: 2
<div data-bbox="267 468 744 849"></div> <div data-bbox="807 474 1472 728"></div> <div data-bbox="769 863 1207 968">$7 + 6 + 3 = 16$</div> <div data-bbox="275 1049 690 1272"></div> <div data-bbox="733 1086 958 1219">$7 + 6 + 3 = 16$<p>10</p></div> <div data-bbox="1037 1032 1490 1332"></div>	<p>When adding three 1-digit numbers, children should be encouraged to look for number bonds to 10 or doubles to add the numbers more efficiently.</p> <p>This supports children in their understanding of commutativity.</p> <p>Manipulatives that highlight number bonds to 10 are effective when adding three 1-digit numbers.</p>

Calculation Policy – Multiplication

Skill: Solve 1-step problems using multiplication	Year: 1/2
<div data-bbox="249 406 547 792"> </div> <div data-bbox="606 411 1477 735"> </div> <div data-bbox="522 778 1274 935"> <p>One bag holds 5 apples. How many apples do 4 bags hold?</p> </div> <div data-bbox="254 971 667 1320"> </div> <div data-bbox="764 949 1414 1349"> </div> <div data-bbox="1095 1156 1490 1349"> $5 + 5 + 5 + 5 = 20$ $4 \times 5 = 20$ $5 \times 4 = 20$ </div>	<p>Children represent multiplication as repeated addition in many different ways.</p> <p>In Year 1, children use concrete and pictorial representations to solve problems. They are not expected to record multiplication formally.</p> <p>In Year 2, children are introduced to the multiplication symbol.</p>

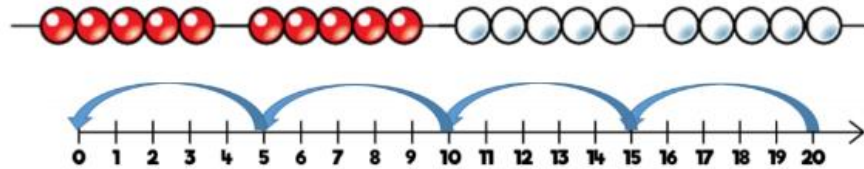
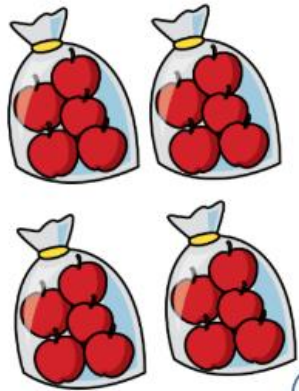
Calculation Policy - Division

Skill: Solve 1-step problems using multiplication (sharing)	Year: 1/2					
<div></div> <div><div>20</div><table><tr><td>?</td><td>?</td><td>?</td><td>?</td><td>?</td></tr></table></div> <div><div>There are 20 apples altogether. They are shared equally between 5 bags. How many apples are in each bag?</div></div> <div></div> <div></div> <div>$20 \div 5 = 4$</div>	?	?	?	?	?	<p>Children solve problems by sharing amounts into equal groups.</p> <p>In Year 1, children use concrete and pictorial representations to solve problems. They are not expected to record division formally.</p> <p>In Year 2, children are introduced to the division symbol.</p>
?	?	?	?	?		

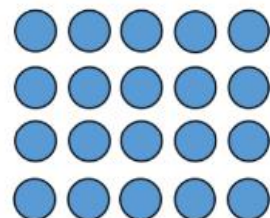
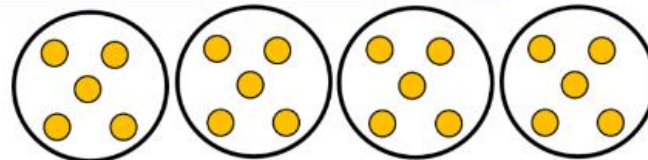
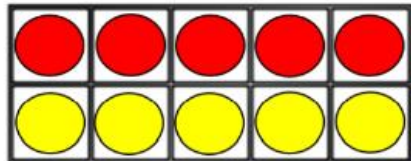
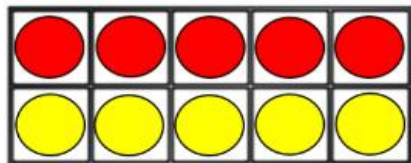
Calculation Policy - Division

Skill: Solve 1-step problems using division (grouping)

Year: 1/2



There are 20 apples altogether.
They are put in bags of 5.
How many bags are there?



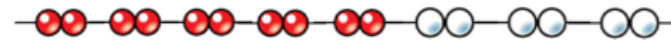
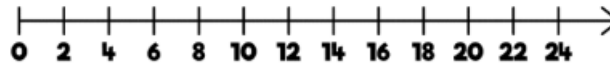
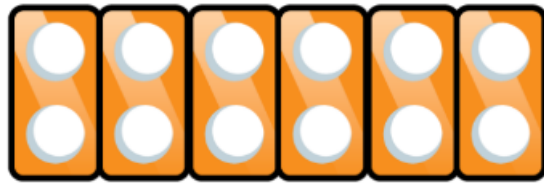
$$20 \div 5 = 4$$

Children solve problems by grouping and counting the number of groups. Grouping encourages children to count in multiples and links to repeated subtraction on a number line. They can use concrete representations in fixed groups such as number shapes which helps to show the link between multiplication and division.

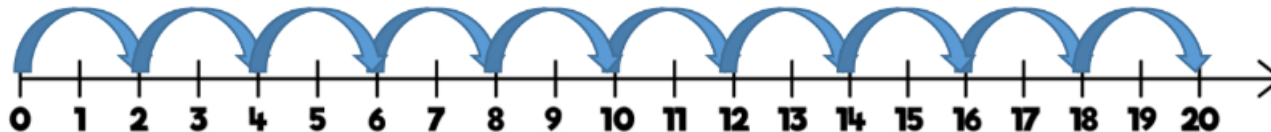
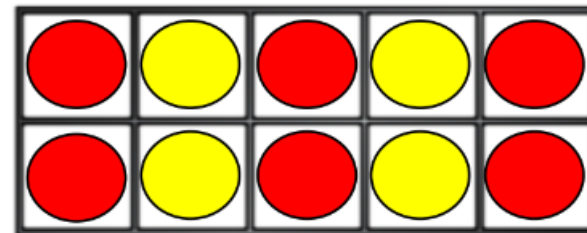
2 Times Table

Skill: 2 times table

Year: 2



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50




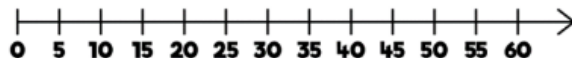
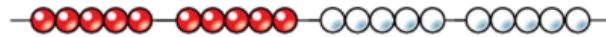
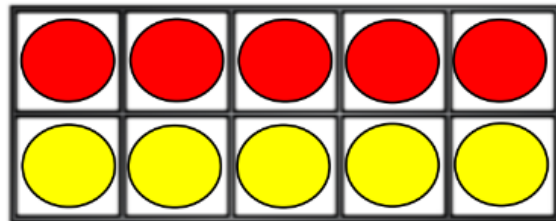
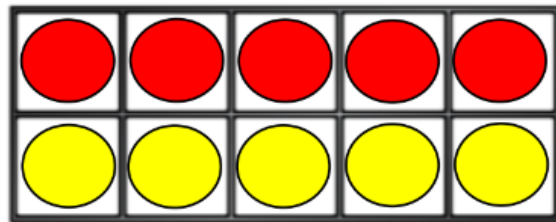
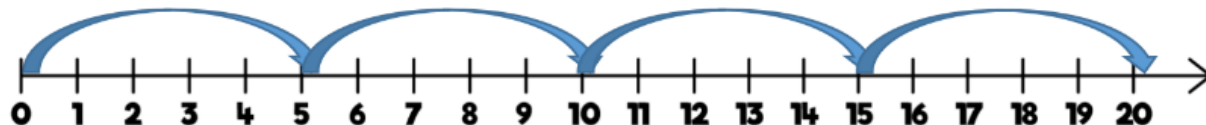


Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

Look for patterns in the two times table, using concrete manipulatives to support. Notice how all the numbers are even and there is a pattern in the ones.

Use different models to develop fluency.

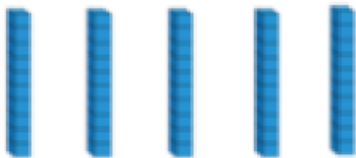
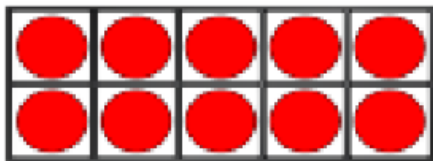
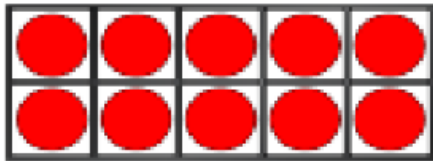
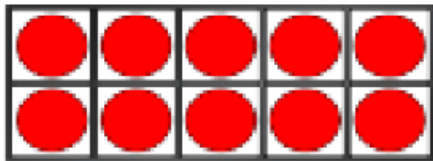
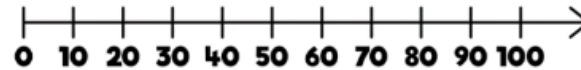
Calculation Policy – 5 Times Table

Skill: 5 times table	Year: 2																																																		
<div></div> <div></div> <div></div> <div><table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr><tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr></table></div> <div></div> <div></div> <div></div> <div></div> <div></div>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	<p>Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.</p> <p>Look for patterns in the five times table, using concrete manipulatives to support. Notice the pattern in the ones as well as highlighting the odd, even, odd, even pattern.</p>
1	2	3	4	5	6	7	8	9	10																																										
11	12	13	14	15	16	17	18	19	20																																										
21	22	23	24	25	26	27	28	29	30																																										
31	32	33	34	35	36	37	38	39	40																																										
41	42	43	44	45	46	47	48	49	50																																										

Calculation Policy – 10 Times Table

Skill: 10 times table

Year: 2



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

Look for patterns in the ten times table, using concrete manipulatives to support. Notice the pattern in the digits- the ones are always 0, and the tens increase by 1 ten each time.

Reading

At Bridge and Patricxbourne, children are taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS.

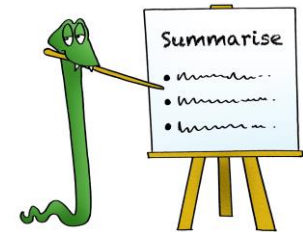
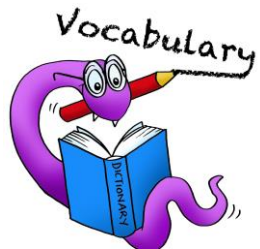
The Reading Vipers are used by both KS1 and KS2 with a little adaption. The main difference being in the S.

Sequence – KS1

Summarise – KS2

What are Vipers?

VIPERS is an anagram to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.



VIPERS stands for:

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



These 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc.

VIPERS *is not a reading scheme* but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions and recognise which reading skill they are using.

They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Whilst EYFS do not use the Vipers in the same way as Ks1 and 2 the children are introduced to some of the language within the classroom setting.

Key Stage 1

In Key Stage One, children's reading skills are taught and practised using the VIPERS during whole class, individual and guided reading sessions.

KS1 Content Domain Reference [VIPER]

1a draw on knowledge of vocabulary to understand texts **[Vocabulary]**

1b identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information **[Retrieve]**

1c identify and explain the sequences of events in texts **[Sequence]**

1d make inferences from the text **[Infer]**

1e predict what might happen on the basis of what has been read so far **[Predict]**

In KS1, 'Explain'; is not one of the content domains, instead adults ask the children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text.

Home-Learning

Reading

Children may read to an adult, with an adult or read to themselves, in the presence of an adult. The story and characters should be talked about and new words discussed. Children need an understanding of the text and should be able to retell the story, make a prediction and answer questions about the book that they have read.

Accelerated Reading

Once the children reach White band books they are assessed for the accelerated reading scheme which is used by all of the Key Stage Two children. The children are then assigned a range (eg: 2.5-3) from which they can choose their book. Once the child has finished a book they complete a short quiz on the iPad or computer after which they can choose a new book from their range. The children can change their books when they have finished them, they do not have to wait for their book changing day. If you would like to know more there is a page on the school website.

Termly Key Knowledge & Skills

At the beginning of each term, teachers send home an information leaflet detailing key mathematical and grammatical concepts as well as spellings that the parents could use to support their learning at home. These can also be found on the Class Pages of our school website.

Home Learning (Reading & Phonics)

Every child will have three reading books to read at home each week.

Books will be changed on a set day according to their colour group, which hopefully you now know.

Monday- Blue group

Tuesday- Red group

Wednesday- Yellow group

Thursday- Green group

We suggest that once you have read with your child, ask them some questions to help develop their comprehension skills – for example, making a prediction, ask them what words mean, suggest alternative words, how does the character feel.

Reading at home

- Whole School Reading Competition – when your child reads at home, please sign the reading record. The school are running a whole school competition to encourage daily readers. The classes with the most readers in a term can win an exciting prize, such as a trip to the park or a visit from an artist.
- There will be a chart for your child to write their names on in class to keep a record.

Home-Learning (Maths)

Mathematics Key Learning Facts

Key aim: To recall number bonds to 10 and 20

To support the children with understanding all the different ways of making both 10 and 20 we have been using the language of 'number bonds'. We have also been identifying patterns with our number bonds, for example when we write our number bonds systematically, the first number in the sum goes down each time and the second number goes up (e.g. $19 + 1 = 20$, $18 + 2 = 20$, $17 + 3 = 20$, $16 + 4 = 20$)

Here are some examples of questions you might ask your child. The aim is for children to instantly be able to recall the number facts.

$$10 + 0 = 10$$

$$9 + 1 = 10$$

$$8 + 2 = 10$$

$$7 + 3 = 10$$

$$6 + 4 = 10$$

$$5 + 5 = 10$$

$$4 + 6 = 10$$

$$3 + 7 = 10$$

$$19 + 1 = 20$$

$$18 + 2 = 20$$

$$17 + 3 = 20$$

$$16 + 4 = 20$$

$$15 + 5 = 20$$

$$14 + 6 = 20$$

$$13 + 7 = 20$$

$$12 + 8 = 20$$

Home-Learning (Spellings)

English Key Learning Facts

Key aim: To spell Year 1 common exception words

This term's home learning focusses on consolidating your child's understanding and spelling of the year 1 common exception words. Below is a list of the key words children should be able to spell:

come	some	today	said	you	of
are	do	says	<u>were</u>	was	so
his	<u>your</u>	by	we	there	here
where	love	put	school	friend	the
our	pull	full	push	house	<u>ask</u>
once	has				

Suggested Activities

Games - Can your child guess which word you are thinking of, based on your clues? Can they match the word to the picture? Can you guess the word based on their clues?

Use the word - Making meaning helps us all to remember; if writing a sentence down is hard, talk the sentence out loud.

Spot the deliberate mistake - If you write out the words (and make a deliberate mistake) can your child find it (don't forget to tell them, you have made a mistake)?



Logins are found
in the front of
your child's
reading record.

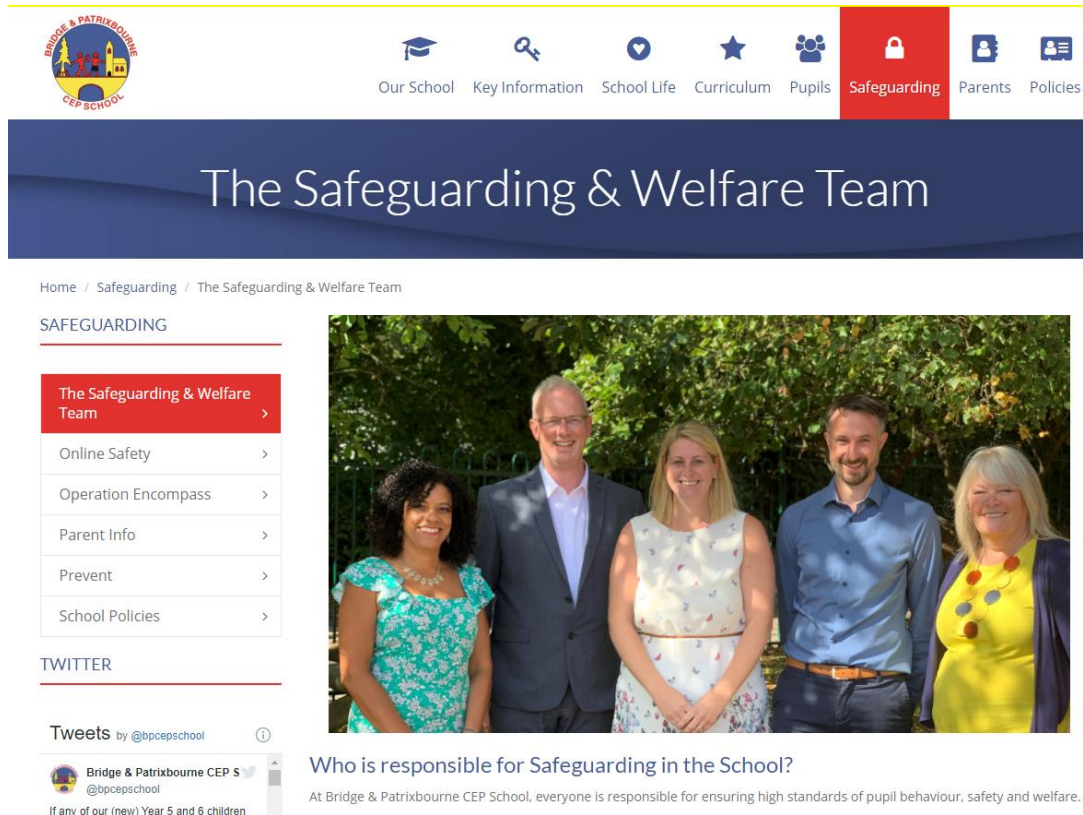
Behaviour & Expectations

Ready, Respectful, Safe

The Restorative Approach

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

Safeguarding



The screenshot shows the school's website with a navigation bar at the top. The 'Safeguarding' link is highlighted in red. Below the navigation bar is a dark blue banner with the text 'The Safeguarding & Welfare Team'. The main content area features a sidebar on the left with a 'SAFEGUARDING' section containing links to 'The Safeguarding & Welfare Team', 'Online Safety', 'Operation Encompass', 'Parent Info', 'Prevent', and 'School Policies'. Below this is a 'TWITTER' section showing a tweet from @bpcepschool. The main content area displays a group photo of five members of the Safeguarding & Welfare Team standing outdoors in front of greenery. Below the photo is the heading 'Who is responsible for Safeguarding in the School?' followed by the text: 'At Bridge & Patribourne CEP School, everyone is responsible for ensuring high standards of pupil behaviour, safety and welfare.'

Our Designated Safeguarding Leads:

- James Tibbles
- Michael Taylor
- Carla Long
- Morny Starling
- Jacqui Hurley
- Chelsea Huggett (BASC)

Please speak to any of Safeguarding Team with any concerns.

For more information about ways to stay safe online please look at the school website which includes lots of information and practical advice.

Safeguarding (Online Safety)



- Our School
- Key Information
- School Life
- Curriculum
- Pupils
- Safeguarding**
- Parents
- Policies

Online Safety

[Home](#) / [Safeguarding](#) / [Online Safety](#)

SAFEGUARDING

The Safeguarding & Welfare Team >

Online Safety >

Operation Encompass >

Parent Info >

Prevent >

School Policies >

TWITTER

Tweets by [@bpcepschool](#)



Bridge & Patricbourne CEP School
[@bpcepschool](#)

If any of our (new) Year 5 and 6 children

Are you worried about the way someone has been communicating with you or your child online?
You can make a report to one of CEOP's Child Protection Advisors.



Our children are growing up in an increasingly online world and the risks that they will come across and have to deal with are very different to the risks that we would have learnt to deal with. Parents can, rightly, be very concerned about online behaviour and conduct and so we have provided some factsheets below about the most common risks that children will face. These factsheets and other resources can also be found on the **Parent Resource Hub** of the Safeguarding Training Centre.

Online Safety Documents

Child Safety on Fortnite - Parent Factsheet	Updated: 20/11/2019	329 KB		
Child Safety on Instagram - Parent Factsheet	Updated: 20/11/2019	245 KB		
Child Safety on Snapchat - Parent Factsheet	Updated: 20/11/2019	221 KB		
Child Safety on Tiktok - Parent Factsheet	Updated: 20/11/2019	316 KB		
Child Safety on WhatsApp - Parent Factsheet	Updated: 20/11/2019	213 KB		

School/Parent Partnership

We pride ourselves on our open relationships with parents and together we:

- Respect and support our school's values
- Encourage children to challenge themselves and provide the support and environment to maximize their academic potential
- Encourage our child to take as full and active part in school life as possible
- Support each other, especially regarding attendance, behaviour, online safety and home learning
- Work together to safeguard pupils and support their physical, mental and emotional wellbeing.
- Ensure that any concerns or issues are directly and promptly addressed through direct contact, telephone or email.

Key Information

- PE days – Tuesday and Friday
- Forest School – Will begin in Term 2
- Reading Books – Monday- Blue Group, Tuesday- Red Group, Wednesday – Yellow Group and Thursday – Green Group.
- School library day – Wednesday morning however children can visit the library every day during break and lunch times.
- Parent Consultations -
Thursday 5th October 9am to 11am
Thursday 5th October 2pm to 5pm
Wednesday 11th October 4pm to 7pm
Harvest Service - 18th October
Nativity – 5th and 6th December

Any Questions