



Oakthorpe Primary School
Year 2 Booklet 2025-2026

This booklet provides a brief overview of the Year 2 curriculum as well as key information for reference during the year.

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Welcome to Year 2

In Year 2 at Oakthorpe your child will be taught the National Curriculum which includes English, Mathematics, Science, Design and Technology, Geography, History, Computing, PE, Art, Religious Education and Music. They will also be taught PSHE (Personal, Social, Health education) which includes values, healthy eating, keeping safe, online safety and sex and relationships education. Your child will have been introduced to these subjects in Reception and Year 1 however, in Year 2 they have a weekly timetable for different subjects, with lots of opportunities for practical learning.

Highlights of Year 2 will include a trip to Hertfordshire Zoo and a range of exciting curriculum weeks.

Location & Contact Details

Oakthorpe Primary School

Tile Kiln Lane

Palmers Green

London

N13 6BY

Tel: 020 8807 4689

Fax: 020 8807 3302

Email: office@oakthorpe.enfield.sch.uk

Web: www.oakthorpe.enfield.sch.uk

If you would like to speak to your child's class teacher or another member of staff, for example, Mrs Sefer, Mrs Wood or Mr Wheeler you could telephone the office or email a member of staff via the contacts form on the website and we will contact you as soon as possible. We are often able to speak to you after school hours.

Year 2 Staff

| Class | Class teacher | Teaching Assistant | Other Staff |
|-------|---------------|------------------------------|--------------------------------------|
| 2P | Miss Pierce | Miss Costi Ms Cottacoopen | Mrs Wood Mrs Mehmet Miss Gudka |
| 2R | Miss Ramsden | | |

Other staff who may work with or support your child this year: Mrs Wood (Phase Leader), Mrs Sefer (SENCo), Mrs Hamza (Welfare Officer), Mr Sami and Miss Vainella (PE team).

At Oakthorpe, children are often taught in small groups to provide appropriate challenge and support with their learning. These groups change regularly to meet individual needs and children are taught by a range of adults, including specialist teachers and trainee teachers.

Our Vision

At Oakthorpe we always strive to be a centre of excellence. We are at the heart of the community, preparing children for their future lives as successful learners, confident individuals and responsible citizens. We maintain a positive, celebratory and inclusive ethos; sustain trusting and supportive teams and relationships; and uphold our high standards and expectations, whilst not being afraid to take risks and be innovative and creative. Ensuring that we give all children the opportunity to succeed and enjoy learning is our overriding priority.

Our Values

We have 22 school values and focus on one of these each month over two years. We also promote British values in order to prepare all children to be responsible and respectful members of the community.

Our Core Values are

Excellence * Confidence * Respect * Responsibility * Creativity

Equal Opportunities


Oakthorpe is an inclusive school. We are committed to ensuring equal opportunities for all, regardless of class, disability, ethnic origin, gender, sexuality, family make-up, belief (religious or non-religious), or any other individual special need.

We are proud to be responsible for the education of all the children in our school. We value diversity and treat seriously any incident of a discriminatory nature.

Behaviour and our Golden Rules


Staff encourage the children to behave well. We believe it is important to foster a positive attitude and to appreciate and reward good behaviour. Our golden rules help the children to behave in a responsible and polite manner.

Our Golden Rules

 Be safe

 Be honest

 Be respectful

 Be kind and gentle

 Be the best you can be

...and be responsible for your actions.

Safeguarding

We recognise the importance of our role in safeguarding children – to provide a caring, positive, safe and stimulating environment for all our children. Senior teachers are designated teachers for child protection and they are available should you need to discuss any concerns. We are required by law to discuss with Social Services any concerns that may arise. We believe our role is a supportive one, ensuring children and families receive the help they require and that children are safe, happy and are able to achieve their full potential. Obviously we handle these rare occurrences with sensitivity with our main concern being to protect children's welfare.

For further information, please see our Child Protection Policy on the website.

Year 2 Overview for Maths

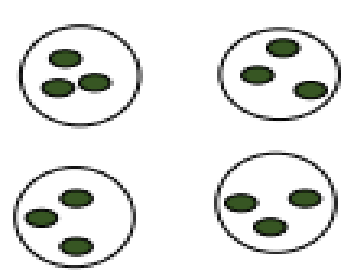
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--------------------|--------------------------------------|------------------------------------------------------|----------------------------|--------|---------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------|--------|----------------------------------|---------|---------|---------|
| Autumn term | Number Place value VIEW | | | | Number Addition and subtraction VIEW | | | | Geometry Shape VIEW | | | |
| Spring term | Measurement Money VIEW | Number Multiplication and division VIEW | | | | Measurement Length and height VIEW | Measurement Mass, capacity and temperature VIEW | | | | | |
| Summer term | Number Fractions | | Measurement Time | | Statistics | | Geometry Position and direction | | Consolidation | | | |

Year 2 Overview for Literacy

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| Y2 | <p>NON-FICTION</p> <ul style="list-style-type: none"> -Instructions Sandwiches and potions <p>FICTION</p> <ul style="list-style-type: none"> -Stories with familiar settings -Look Up -Owl Babies <p>BOOK WEEK</p> | <p>NON-FICTION</p> <ul style="list-style-type: none"> -Recount about the pantomime <p>FICTION</p> <ul style="list-style-type: none"> -Extended Stories -PoR- Lila and the Secret of Rain -Traditional Tales- Cinderella/ Prince Cinders (film unit) <p>POETRY</p> <ul style="list-style-type: none"> -Contemporary Kennings poems/ Riddles | <p>FICTION</p> <ul style="list-style-type: none"> -Extended Stories -PoR- Beegu <p>POETRY</p> <ul style="list-style-type: none"> -Classical Poetry The Owl and The Pussycat | <p>NON-FICTION</p> <ul style="list-style-type: none"> -Persuasive Writing Letters to Mrs Garrad -Diary entries Inspired by The Great Fire of London <p>FICTION</p> <ul style="list-style-type: none"> -Stories by the same author Allan Ahlberg | <p>NON-FICTION</p> <ul style="list-style-type: none"> -Leaflets - Linked with the wetlands and habitats <p>FICTION</p> <ul style="list-style-type: none"> -Animal Stories PoR Egg Box dragon -Extended Stories -Juniper Jupiter <p>POETRY</p> <ul style="list-style-type: none"> -Patterns on the page Acrostics (linked to the show) | <p>NON-FICTION</p> <ul style="list-style-type: none"> -Non-chronological reports (India) <p>FICTION</p> <ul style="list-style-type: none"> Film Unit Big Writes (linked to video clips)- First Flight <p>POETRY</p> <ul style="list-style-type: none"> Performance poetry- Micheal Rosen A big Cuddle |
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Year 2 Key Instant Recall Facts

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|--------|----------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------|
| Year 2 | Know all number bonds to 20, both addition and subtraction To count in 3s | Know multiplication facts for 2x table and 10x table | Know all addition and subtraction facts for multiples of 10 to 100. Know multiplication and for 5x tables | To know division facts for 2x tables. Number bonds to 100 | To know division facts for, 10x tables. To know 3x tables |
|--------|----------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------|

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| <p style="text-align: center;">I know numberbonds for each number to 20.</p> <p style="text-align: center;">By the end of their time in Year 2 children should know the following facts. The aim is for them to recall these facts instantly. They should be able to answer these questions in any order, including missing number questions. e.g. $5 + 0 = 20$ or $20 - 0 = 6$.</p> | <p style="text-align: center;">I know multiplication and division facts for the 2 times table</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">$0 + 20 = 20$</td> <td style="width: 50%; padding: 5px;">$20 - 0 = 20$</td> </tr> <tr> <td style="padding: 5px;">$1 + 19 = 20$</td> <td style="padding: 5px;">$20 - 1 = 19$</td> </tr> <tr> <td style="padding: 5px;">$2 + 18 = 20$</td> <td style="padding: 5px;">$20 - 2 = 18$</td> </tr> <tr> <td style="padding: 5px;">$3 + 17 = 20$</td> <td style="padding: 5px;">$20 - 3 = 17$</td> </tr> <tr> <td style="padding: 5px;">$4 + 16 = 20$</td> <td style="padding: 5px;">$20 - 4 = 16$</td> </tr> <tr> <td style="padding: 5px;">$5 + 15 = 20$</td> <td style="padding: 5px;">$20 - 5 = 15$</td> </tr> <tr> <td style="padding: 5px;">$6 + 14 = 20$</td> <td style="padding: 5px;">$20 - 6 = 14$</td> </tr> <tr> <td style="padding: 5px;">$7 + 13 = 20$</td> <td style="padding: 5px;">$20 - 7 = 13$</td> </tr> <tr> <td style="padding: 5px;">$8 + 12 = 20$</td> <td style="padding: 5px;">$20 - 8 = 12$</td> </tr> <tr> <td style="padding: 5px;">$9 + 11 = 20$</td> <td style="padding: 5px;">$20 - 9 = 11$</td> </tr> <tr> <td style="padding: 5px;">$10 + 10 = 20$</td> <td style="padding: 5px;">$20 - 10 = 10$</td> </tr> <tr> <td style="padding: 5px;">$20 + 0 = 20$</td> <td style="padding: 5px;">$20 - 20 = 0$</td> </tr> <tr> <td style="padding: 5px;">$19 + 1 = 20$</td> <td style="padding: 5px;">$20 - 19 = 1$</td> </tr> <tr> <td style="padding: 5px;">$18 + 2 = 20$</td> <td style="padding: 5px;">$20 - 18 = 2$</td> </tr> <tr> <td style="padding: 5px;">$17 + 3 = 20$</td> <td style="padding: 5px;">$20 - 17 = 3$</td> </tr> <tr> <td style="padding: 5px;">$16 + 4 = 20$</td> <td style="padding: 5px;">$20 - 16 = 4$</td> </tr> <tr> <td style="padding: 5px;">$15 + 5 = 20$</td> <td style="padding: 5px;">$20 - 15 = 5$</td> </tr> <tr> <td style="padding: 5px;">$14 + 6 = 20$</td> <td style="padding: 5px;">$20 - 14 = 6$</td> </tr> <tr> <td style="padding: 5px;">$13 + 7 = 20$</td> <td style="padding: 5px;">$20 - 13 = 7$</td> </tr> <tr> <td style="padding: 5px;">$12 + 8 = 20$</td> <td style="padding: 5px;">$20 - 12 = 8$</td> </tr> <tr> <td style="padding: 5px;">$11 + 9 = 20$</td> <td style="padding: 5px;">$20 - 11 = 9$</td> </tr> </table> | $0 + 20 = 20$ | $20 - 0 = 20$ | $1 + 19 = 20$ | $20 - 1 = 19$ | $2 + 18 = 20$ | $20 - 2 = 18$ | $3 + 17 = 20$ | $20 - 3 = 17$ | $4 + 16 = 20$ | $20 - 4 = 16$ | $5 + 15 = 20$ | $20 - 5 = 15$ | $6 + 14 = 20$ | $20 - 6 = 14$ | $7 + 13 = 20$ | $20 - 7 = 13$ | $8 + 12 = 20$ | $20 - 8 = 12$ | $9 + 11 = 20$ | $20 - 9 = 11$ | $10 + 10 = 20$ | $20 - 10 = 10$ | $20 + 0 = 20$ | $20 - 20 = 0$ | $19 + 1 = 20$ | $20 - 19 = 1$ | $18 + 2 = 20$ | $20 - 18 = 2$ | $17 + 3 = 20$ | $20 - 17 = 3$ | $16 + 4 = 20$ | $20 - 16 = 4$ | $15 + 5 = 20$ | $20 - 15 = 5$ | $14 + 6 = 20$ | $20 - 14 = 6$ | $13 + 7 = 20$ | $20 - 13 = 7$ | $12 + 8 = 20$ | $20 - 12 = 8$ | $11 + 9 = 20$ | $20 - 11 = 9$ | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">$2 \times 1 = 2$</td> <td style="width: 50%; padding: 5px;">$2 \div 2 = 1$</td> </tr> <tr> <td style="padding: 5px;">$2 \times 2 = 4$</td> <td style="padding: 5px;">$4 \div 2 = 2$</td> </tr> <tr> <td style="padding: 5px;">$2 \times 3 = 6$</td> <td style="padding: 5px;">$6 \div 2 = 3$</td> </tr> <tr> <td style="padding: 5px;">$2 \times 4 = 8$</td> <td style="padding: 5px;">$8 \div 2 = 4$</td> </tr> <tr> <td style="padding: 5px;">$2 \times 5 = 10$</td> <td style="padding: 5px;">$10 \div 2 = 5$</td> </tr> <tr> <td style="padding: 5px;">$2 \times 6 = 12$</td> <td style="padding: 5px;">$12 \div 2 = 6$</td> </tr> <tr> <td style="padding: 5px;">$2 \times 7 = 14$</td> <td style="padding: 5px;">$14 \div 2 = 7$</td> </tr> <tr> <td style="padding: 5px;">$2 \times 8 = 16$</td> <td style="padding: 5px;">$16 \div 2 = 8$</td> </tr> <tr> <td style="padding: 5px;">$2 \times 9 = 18$</td> <td style="padding: 5px;">$18 \div 2 = 9$</td> </tr> <tr> <td style="padding: 5px;">$2 \times 10 = 20$</td> <td style="padding: 5px;">$20 \div 2 = 10$</td> </tr> <tr> <td style="padding: 5px;">$2 \times 11 = 22$</td> <td style="padding: 5px;">$22 \div 2 = 11$</td> </tr> <tr> <td style="padding: 5px;">$2 \times 12 = 24$</td> <td style="padding: 5px;">$24 \div 2 = 12$</td> </tr> </table> <div style="text-align: center; margin-top: 20px;">  <p style="margin-top: 10px;">$12 \div 4 = 3$</p> </div> | $2 \times 1 = 2$ | $2 \div 2 = 1$ | $2 \times 2 = 4$ | $4 \div 2 = 2$ | $2 \times 3 = 6$ | $6 \div 2 = 3$ | $2 \times 4 = 8$ | $8 \div 2 = 4$ | $2 \times 5 = 10$ | $10 \div 2 = 5$ | $2 \times 6 = 12$ | $12 \div 2 = 6$ | $2 \times 7 = 14$ | $14 \div 2 = 7$ | $2 \times 8 = 16$ | $16 \div 2 = 8$ | $2 \times 9 = 18$ | $18 \div 2 = 9$ | $2 \times 10 = 20$ | $20 \div 2 = 10$ | $2 \times 11 = 22$ | $22 \div 2 = 11$ | $2 \times 12 = 24$ | $24 \div 2 = 12$ |
| $0 + 20 = 20$ | $20 - 0 = 20$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $1 + 19 = 20$ | $20 - 1 = 19$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $2 + 18 = 20$ | $20 - 2 = 18$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $3 + 17 = 20$ | $20 - 3 = 17$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $4 + 16 = 20$ | $20 - 4 = 16$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $5 + 15 = 20$ | $20 - 5 = 15$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $6 + 14 = 20$ | $20 - 6 = 14$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $7 + 13 = 20$ | $20 - 7 = 13$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $8 + 12 = 20$ | $20 - 8 = 12$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $9 + 11 = 20$ | $20 - 9 = 11$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $10 + 10 = 20$ | $20 - 10 = 10$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $20 + 0 = 20$ | $20 - 20 = 0$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $19 + 1 = 20$ | $20 - 19 = 1$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $18 + 2 = 20$ | $20 - 18 = 2$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $17 + 3 = 20$ | $20 - 17 = 3$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $16 + 4 = 20$ | $20 - 16 = 4$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $15 + 5 = 20$ | $20 - 15 = 5$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $14 + 6 = 20$ | $20 - 14 = 6$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $13 + 7 = 20$ | $20 - 13 = 7$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $12 + 8 = 20$ | $20 - 12 = 8$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $11 + 9 = 20$ | $20 - 11 = 9$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $2 \times 1 = 2$ | $2 \div 2 = 1$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $2 \times 2 = 4$ | $4 \div 2 = 2$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $2 \times 3 = 6$ | $6 \div 2 = 3$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $2 \times 4 = 8$ | $8 \div 2 = 4$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $2 \times 5 = 10$ | $10 \div 2 = 5$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $2 \times 6 = 12$ | $12 \div 2 = 6$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $2 \times 7 = 14$ | $14 \div 2 = 7$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $2 \times 8 = 16$ | $16 \div 2 = 8$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $2 \times 9 = 18$ | $18 \div 2 = 9$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $2 \times 10 = 20$ | $20 \div 2 = 10$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $2 \times 11 = 22$ | $22 \div 2 = 11$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $2 \times 12 = 24$ | $24 \div 2 = 12$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| I know multiplication and division facts for the 10 times table | | I know multiplication and division facts for the 5 time table | |
|-----------------------------------------------------------------|--------------------|---------------------------------------------------------------|------------------|
| $10 \times 1 = 10$ | $10 \div 10 = 1$ | $5 \times 1 = 5$ | $5 \div 5 = 1$ |
| $10 \times 2 = 20$ | $20 \div 10 = 2$ | $5 \times 2 = 10$ | $10 \div 5 = 2$ |
| $10 \times 3 = 30$ | $30 \div 10 = 3$ | $5 \times 3 = 15$ | $15 \div 5 = 3$ |
| $10 \times 4 = 40$ | $40 \div 10 = 4$ | $5 \times 4 = 20$ | $20 \div 5 = 4$ |
| $10 \times 5 = 50$ | $50 \div 10 = 5$ | $5 \times 5 = 25$ | $25 \div 5 = 5$ |
| $10 \times 6 = 60$ | $60 \div 10 = 6$ | $5 \times 6 = 30$ | $30 \div 5 = 6$ |
| $10 \times 7 = 70$ | $70 \div 10 = 7$ | $5 \times 7 = 35$ | $35 \div 5 = 7$ |
| $10 \times 8 = 80$ | $80 \div 10 = 8$ | $5 \times 8 = 40$ | $40 \div 5 = 8$ |
| $10 \times 9 = 90$ | $90 \div 10 = 9$ | $5 \times 9 = 45$ | $45 \div 5 = 9$ |
| $10 \times 10 = 100$ | $100 \div 10 = 10$ | $5 \times 10 = 50$ | $50 \div 5 = 10$ |
| $10 \times 11 = 110$ | $110 \div 10 = 11$ | $5 \times 11 = 55$ | $55 \div 5 = 11$ |
| $10 \times 12 = 120$ | $120 \div 10 = 12$ | $5 \times 12 = 60$ | $60 \div 5 = 12$ |

Key Vocabulary

What do I add to 5 to make 20?

What is 20 take away 6?

What is 3 less than 20?

How many more than 16 is 20?

What is 2 multiplied by 7?

What is 2 times 9?

What is 12 divided by 2?

What is double 9?

What is half of 14?

Twelve o'clock H

alf past two

Quarter past three

Quarter to nine

Five past one

Twenty-five to ten

Top Tips for Maths

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these facts whilst walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

Use what you already know – Use number bonds to 10 (e.g. $7 + 3 = 10$) to work out related number bonds to 20 (e.g. $17 + 3 = 20$). If your child knows that $2 \times 5 = 10$, they can use this fact to work out that $2 \times 6 = 12$.

Use practical resources – Make collections of 20 objects. Ask questions such as, "How many more conkers would I need to make 20

Make a poster – We use Numicon at school. You can find pictures of the Numicon shapes here: bit.ly/Numicon Pictures – your child could make a poster showing the different ways of making 20.

Play games – You can play number bond pairs online at www.conkermaths.com (click on Conker KIRFs – Number Bond Pairs) and then see how many questions you can answer in just one minute.

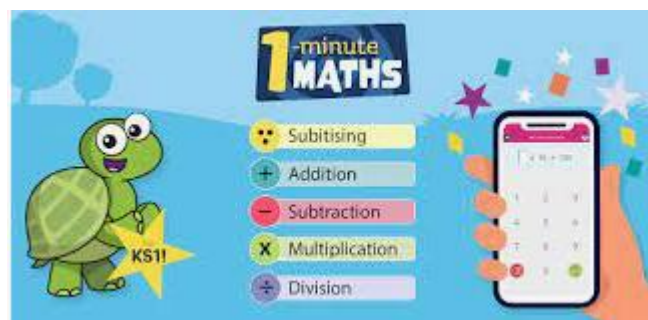
Songs and Chants – You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.

Test the Parent – Your child can make up their own tricky division questions for you e.g. What is 70 divided by 7? They need to be able to multiply to create these questions.

Apply these facts to real life situations – How many toes are in your house? What other multiplication and division questions can your child make up?

Use memory tricks – For those hard-to-remember facts, www.multiplication.com has some strange picture stories to help children remember. Spot patterns – What patterns can your child spot in the 5

1 Minute Maths - At Oakthorpe we use the White Rose Maths scheme of work. We highly recommend the FREE White Rose Maths 1 minute Maths App. You can download the APP on the APP store, Google Play store or Amazon or your child can play on the White Rose Website.



Please note, while these are age related expectations, not all children will be progressing at the same pace and children may follow the programme or objectives of a different year group depending on their needs and ability.

Some recommended books for children in Year 2

- The Stinky Cheese Man and Other Fairly Stupid Tales – Jon Scieska
- 10 Things I can Do to Help My World – Melanie Walsh
- The Adventures of Egg Box Dragon – Richard Adams
- The Diary of a Killer Cat – Anne Fine
- The Lonely Beast – Chris Judge
- The Robot and the Bluebird – David Lucas

Don't forget non-fiction books about your child's favourite topics.

High Frequency Words.

These are the most common words that your child will use in their reading and writing. Please help them to learn at least two new words a week. It is also important for them to be able to spell all the key words. The gaps are there for you to include any words that are relevant to your child. E.g. Names of brothers/sisters, pets, favourite shop/toy/sport.

List 1

| | | | | | | | |
|------|-------|------|------|-----|------|-----|-------|
| I | go | come | went | up | you | day | me |
| look | are | the | of | we | this | dog | see |
| like | going | big | she | and | they | my | yes |
| on | away | mum | it | at | play | no | the |
| for | a | dad | can | he | am | all | today |
| is | cat | get | said | to | in | was | she |

List 2

| | | | | | | | |
|---------|-------|--------|-------|--------|-------|--------|--|
| about | can't | her | many | over | then | who | |
| after | could | here | may | people | there | will | |
| again | did | him | more | push | these | with | |
| an | do | his | much | pull | three | would | |
| another | don't | home | must | put | time | your | |
| as | dig | house | name | ran | too | says | |
| back | door | how | new | saw | took | are | |
| ball | down | if | next | school | tree | full | |
| be | first | jump | night | seen | two | ask | |
| because | from | just | not | should | us | friend | |
| bed | girl | last | now | sister | very | lived | |
| been | good | laugh | off | so | want | called | |
| boy | got | little | old | some | water | | |
| brother | had | live | once | take | way | | |
| but | half | love | one | than | were | | |
| by | has | made | or | that | what | | |
| call | have | make | our | their | when | | |
| came | help | man | out | them | where | | |



Reading...what can you do?

How to support your child when reading together

Encourage your child to use a range of strategies to help them read their book:

- Use the pictures to help you
- Look at the first letter of a new word and think what it could be
- Use your knowledge of phonics. Can they sound out the word?
- Encourage your child to break up longer words into chunks and then put them together again.
- Think about which word would make sense within the sentence.
- Use your knowledge of high frequency words. (the most common words)

Encourage your child to:

- Read a range of genres including poetry, non-fiction and fiction.
- Read road signs, prices, labels etc...it all helps!
- Use expression when they are reading and to look carefully at punctuation to help them.
- Discuss the characters in their reading books.

It is really important that children see that you enjoy reading as much as they do. Talking about a favourite story or reading a story together is as valuable as your child reading to you.



Reading...what we do at Oakthorpe?

How we support your child at school

Paired reading: children are given the opportunity to read and discuss their books with their peers and older children.

Independent reading: children can select a book from the book corner and the library to read at home.

Shared reading: reading together as a class.

Assessing reading: We assess children's reading levels using 'running records' to ensure that they are reading at the appropriate level. Your child will read with an adult regularly and bring home a book suitable for their ability.

Phonics: Children have daily Phonics lessons in ability groups. As part of the daily phonics lessons, children will learn to decode and spell words. They will also read a decodable book and practice reading using their phonics skills.

Reading for pleasure: To develop a love of reading, children will have story time with a variety of books including favourite stories, rhyming books, picture books and non-fiction. Our annual Book Week will introduce children to exciting activities and authors - creating a literature-rich environment.

Tips for parents - Listening to children read.

Before reading:

Ask:

- What has happened so far?
- What have you enjoyed most so far?
- Who is your favourite character? Why?
- What do you think will happen next? Why?

During reading:

Allow your child to read independently.
If they have difficulty with an unfamiliar word ask them how they might work it out:

Using phonics

Pictures

Read on and see if you can work it out.

Check that the child understands complicated words.

Tell them a word if they can't read it and see if they can spot the word anywhere else in the story.

If they are reluctant to read, then take it in turn to read a page each.

After reading:

Talk about the text the child has read.

Ask some questions about the text that the child has just read.

Example: What is the character called? Why do you think they did...?

How do you think they felt when.....?

Ask your child to make predictions about what might happen next.

Always praise children for their effort. They will improve each day.

If you are worried about their reading in any way, please tell us, not them!

Handwriting

In Year 2, children are taught how to join their writing using the Nelson Handwriting style.

This helps them to write more quickly and develop a mature, neat style.

Getting ready to write



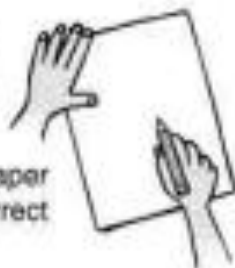
Are you sitting comfortably with both feet on the floor?



Are you holding your pencil correctly?









Is your paper at the correct angle?



Handwriting CHECKLIST



-  Are you forming your letters correctly?
-  Are any letters too tall or too short?
-  Are the descenders of any letters too long or too curly?
-  Is there a space between your letters?
-  Is there a space between your words?
-  Are you making the four joins correctly?
 - Diagonal join to letters without ascenders
ai, ar, un
 - Horizontal join to letters without ascenders
ou, vi, wi
 - Diagonal join to letters with ascenders
ab, ul, it
 - Horizontal join to letters with ascenders
ol, wh, ot

Phonics and Spelling

Some children still need support with Phonics in Year 2 and continue to be taught using the Read Write Inc. scheme. They then go on to learn the spelling rules and patterns that are expected to be known by all Year 2 children.

Common Exception words – help your children to learn how to read and spell these words

| | | | | | |
|-----------|-----------|---------|---------|--------|-------|
| after | class | find | mind | people | whole |
| again | climb | floor | money | plant | wild |
| any | clothes | gold | most | poor | would |
| bath | cold | grass | move | pretty | |
| beautiful | could | great | Mr | prove | |
| because | door | half | Mrs | should | |
| behind | even | hold | old | steak | |
| both | every | hour | only | sugar | |
| break | everybody | improve | parents | sure | |
| busy | eye | kind | pass | told | |
| child | fast | last | past | water | |
| children | father | many | path | who | |

Phonics at Oakthorpe

The school follows the 'Read, Write, Inc' phonics programme. This scheme uses rhyme to help the children remember the sounds that letters make and which sounds to use when writing longer words.

Below are the rhymes for blending sounds together:

| | | | |
|----------------------------------|-----------------------------------|---------------------------------|---------------------------------|
| ay: <u>Ma</u> y I <u>pl</u> ay? | ee: What can you <u>see</u> ? | igh: fly <u>high</u> | ow: <u>blow</u> the <u>snow</u> |
| oo: <u>poo</u> at the <u>zoo</u> | oo: <u>look</u> at a <u>book</u> | ar: <u>start</u> the <u>car</u> | or: shut the <u>door</u> |
| air: that's not <u>fair</u> | ir: <u>whirl</u> and <u>twirl</u> | ou: <u>shout</u> it <u>out</u> | oy: <u>toy</u> for a <u>boy</u> |

| | | |
|------------------------------------------------------|-------------------------------------|-------------------------------------|
| ea: cup of <u>tea</u> | oi: <u>spoil</u> the boy | a-e: make a cake |
| i-e: nice smile | o-e: phone home | u-e: huge brute |
| aw: <u>yawn</u> at dawn | are: <u>share</u> and <u>care</u> | ur: <u>purse</u> for a <u>nurse</u> |
| er: a better <u>letter</u> | ow: <u>brown cow</u> | ai: <u>snail</u> in the <u>rain</u> |
| oa: <u>goat</u> in a <u>boat</u> | ew: <u>chew</u> the <u>stew</u> | ire: <u>fire fire!</u> |
| ear: <u>hear</u> with your <u>ear</u> | ure: <u>sure</u> it's <u>pure</u> ? | tion: celebra <u>tion</u> |
| tious/cious: scrumpt <u>ious</u> / delici <u>ous</u> | e: <u>he me we she be</u> | |

Children in Year 2 who did not pass the Year 1 Phonics Screen will continue to learn Phonics and will retake the Phonics Screen in June 2025.

Terminology used in Literacy Lessons in Year 2

Alliteration dangerous dragon , slimy snake Simile as red as a radish

Suffix adding s, ness, er, ful

Prefix adding un,

Conjunction - and, but, because , so, while, when

Compound sentence a sentence using and , but, (Yesterday I went to the park, but it rained.)

Verb running, shouted (a doing word) Noun door, boy, dog (a thing)

Adverb slowly, carefully (describes a verb)

Adjective large, blue, hairy (describes a noun)

Preposition under, on, Imperative (bossy verb) Stir.....; Pick.....; (usually used in instructions)

Tenses past, present, future Apostrophe for contractions don't, shouldn't, hasn't, we'd

Speech marks to identify direct speech “ “

Phoneme an individual sound e.g. a, b, ch, oo (not to be confused with a grapheme—the written form)

Digraph Two letters that make one sound e.g. ch, th, sh, oo, ee

plit digraph A vowel digraph that is split by a consonant e.g. Bike, face, joke

The Parents' Guide to Google Classroom

What is Google Classroom?

Think of Google Classroom (GC) as your child's digital link to learning.

Teachers use GC to share assignments, homework, newsletters, and much more with students AND parents!

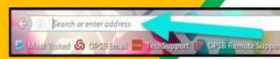


Getting Started



1 Click on the **Google Chrome** browser icon.

Getting Started



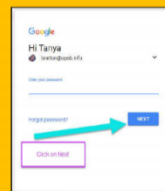
2 Type **www.google.com** into your web address bar.

Getting Started



3 Click on **SIGN IN** in the upper right hand corner of the browser window.

Getting Started



4 Type in your child's **Google Email address** & click "next."

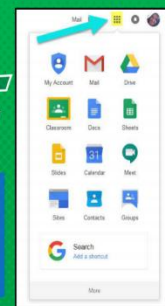
Getting Started



5 Type in your **PASSWORD** & click "next."

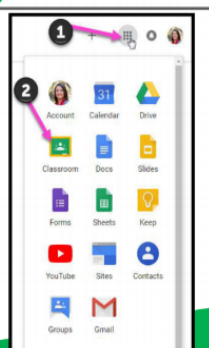
GOOGLE SUITE

Click on the 9 squares (Waffle/Rubik's Cube) icon in the top right hand corner to see the Google Suite of Products!



Navigating Classroom

1 Click on the waffle button and then the **Google Classroom** icon.



Navigating Classroom

3 Page tools (Left side)



Reminders

Attendance

It is important that children are punctual for school and attend regularly. **The minimum level of attendance expected for any child at Oakthorpe Primary School is 95%.** However, we aim to achieve better than this because we know that good attendance is essential for successful education.

It is essential for us to be informed of any form of absence including illness, hospital appointments etc.

This should be done by telephone on the first day of absence.

Requesting authorised absence

At Oakthorpe we aim for zero unauthorised absence and always expect an explanation for absences. Parents must request permission from the Headteacher for absences for reasons other than illness. This is done by completing a form available from the school office or our website. The Department for Education regulations state that 'headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.' Holidays, visiting relatives and family events are not considered to be exceptional.

Punctuality

Year 2 children should arrive for school at 8.50am. Please help your child to be punctual. If they are late, it is harder for them to settle for the day and they miss important learning time.

Home time

Home time is at 3.30pm. Parents should wait in the playground for their children to be dismissed. Please notify the school office or your child's class teacher if anyone other than yourself or an authorised collector is collecting your child at the end of the school day. Please always collect your child on time as collecting late causes distress to your child and prevents staff from carrying out other duties. In an emergency if you are going to be late please telephone the school office to give an estimated time of arrival and the name of the person collecting the child.

Personal belongings

Children should not bring in any personal belongings or toys as doing so may result in accidental damage, breakage or loss. We encourage children to take responsibility for their belongings including jumpers, cardigans, book bags etc. and ask that parents support us in doing this by ensuring their child's name and class are on all items. Children are not allowed to bring mobile telephones into school.

Packed lunches

Food should be brought into school in a clearly labelled packed lunch box. We are a NUT FREE school. Please avoid sending in nuts or snacks containing nuts as some children have a nut allergy which can be extremely dangerous. We encourage children to eat healthily so please include fruit and vegetables. Crisps are only allowed on Fridays. Sweets, chocolate bars and chewing gum are not allowed in school.

School dinners

Healthy, tasty meals are cooked in our kitchen. All meals served at Oakthorpe are halal and beef and pork are not served in school. Children are entitled to a free school meal every day. Although all children are now eligible for free school meals, it is really important that you still complete a registration form for free school meals. This is because the school receives additional funding for pupils who would otherwise qualify for free meals. The office will continue to send out forms to you which we ask you to complete. This also helps us apply for additional support such as free uniform, food vouchers and free holiday club places.

Homework

Homework is an important part of school life. It is an opportunity for children to practise and consolidate work that they have been doing during the week. We really appreciate your support in helping your child to continue learning at home. We shall be setting homework through google classroom. Your children should have their own email address and log in details which were emailed during the lockdown. Homework will be set on google drive by Friday evening. Children can complete their homework via the digital platform or take a picture of their work and upload it to the classroom. There are many ways in which you could extend the homework theme if you would like to do additional work with your child. Homework should always be completed using a pencil.

Uniform

We encourage children to take pride in their personal appearance and have regard for standards of personal hygiene.

- Full school uniform must be worn daily
- Black sensible shoes (NOT trainers, high heeled shoes, boots or sandals) should be worn to school. In Winter children should only wear shoes that come to ankle height. If children wear wellington boots to school, they should bring a change of shoes.
- Jewellery should not be worn. If absolutely necessary studs will be permitted
- Children's hair should be neat and not restrict vision. Coloured hair bands and hijabs should be restricted to dark colours
- Nail varnish is not permitted

All children are expected to wear PE kit for their health and safety.

Games lessons are taught outside wherever possible in all seasons. In view of this please ensure that children wear their PE kit to school on their PE day (Wednesday). They will need:

- Black trainers
- House colour t-shirt and black shorts
- Tracksuits or a warm jumper are essential in the winter during a games lesson

PE kits should only include plain black shorts, tracksuit bottoms or leggings and PE sweatshirts. PE clothes should not have large logos or patterns. Football tops are not allowed at any time.

Please see our school website for a list of uniform items:

oakthorpe.enfield.sch.uk

Healthy School

Oakthorpe is a healthy school. Our school meals are very healthy and we now have a policy for healthy packed lunches and after school snacks.

Remember:

- To include fruit or vegetables every day.
- Chocolate and sweets are not allowed.
- Crisps are only to be eaten on Friday.

Clubs

Breakfast Club

The school runs a breakfast club from 7.45am daily. Breakfast club is lead by Oakthorpe staff. If children arrive before 8am the cost of the club is £3.00. After 8am the cost £2.50 which includes food. Places must be booked and paid for on parent pay.

Squirrels After School Club

Squirrels after school club runs daily. Squirrels is lead by Oakthorpe staff. Parents must ensure that sessions are booked online on ParentPay by 9am. Children who have not got a place booked by this time will not be able to attend Squirrels. This allows us to arrange appropriate staffing.

Extracurricular Clubs

A range of extracurricular clubs are available. Parents will receive email notifications at the start of term. Parent are advised to book clubs places on ParentPay quickly; places are limited and allocated on a first come first served basis. Clubs lead by external providers will need to be booked via their websites.