



Gilbert Colvin
Primary School

Year 2

Meet the Teacher

September 2025

Welcome from the Year 2 team!

- Mrs Belov
- Ms Barzey

- Phase Leader – Mrs Vella



Gilbert Colvin
Primary School



Uniform expectations

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

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.
- Children should bring in Gilbert Colvin book bags, they should not bring their own backpacks

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

School Uniform Requirements



- 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).

P.E. Kit



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



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Behaviour

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/key-information/policies>

Behaviour – visible consistencies

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 focus on positive behaviours, including: 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 Gilbert Colvin values of *courage, perseverance and integrity*.

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
<p>I can try...</p>  stretch	<p>I can try...</p>  drink water	<p>I can try...</p>  deep breaths	<p>I can try...</p>  take a break

Behaviour – Zones of Regulation

- The Zones of Regulation is a framework that helps children develop self-regulation skills by categorising emotions into four colour-coded zones:
- **Blue Zone:** Sad, tired, sick, or bored (low energy state).
- **Green Zone:** Calm, happy, focused, and ready to learn (optimal state for learning).
- **Yellow Zone:** Frustrated, anxious, excited, or wiggly (heightened emotions but still in control).
- **Red Zone:** Angry, overwhelmed, or out of control (extreme emotions).
- Schools use this approach to help children recognize their emotions and develop strategies to move towards the Green Zone.
- Teachers and support staff guide children in identifying triggers and using coping mechanisms like deep breathing, movement breaks, or talking with a trusted adult.

Online Safety



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Online safety is:

- Protecting children from harmful content, contact, and conduct online.
- Includes knowing what they're accessing, who they're talking to, and how much time they're spending online.
- It's about helping them navigate the digital world responsibly and confidently.

Why online safety matters for parents:

- Children often don't recognise risks online.
- Harmful content, strangers, and peer pressure are easier to access.
- Excessive screen use affects mood, health, and behaviour.

Online Safety



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What you can do as parents:

- Set up parental controls on all devices.
- Ensure age-appropriate content and apps are used.
- Know what platforms your child uses and who they interact with.

There is an online safety page on our website for pupils

<https://www.gilbertcolvin.co.uk/curriculum/online-safety> and for parents

<https://www.gilbertcolvin.co.uk/information-for-parents/apps-and-website-guidance>

For all online safety concerns, please contact our deputy designated safeguarding lead, Mr Endacott.

Curriculum – what we will be covering this half term



- English**
- Make predictions based on what they have read so far.
 - Write in role as a character using descriptive language.
 - Use reading strategies to understand the meaning of different vocabulary used in texts.
 - Compare different texts by the same author to identify similarities and differences.
 - Write an alternative ending to a traditional tale.

- Science**
- Sort and classify materials using their own and given criteria.
 - Find out about the properties of materials.
 - Identify natural and man-made materials.
 - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

- Physical Education**
- Outdoor PE – Tennis
- To learn how to hold a tennis racket, to control a ball.
 - To start to use different skills while using a tennis racket.
- Indoor PE – Hand apparatus
- To explore different hand apparatus and ways of using them. Throw and catch different apparatus whilst performing jumps & balances.
 - To create a short sequence. Exploring rolling, throwing and catching, balancing and jumping.

- PSHE- Being me in my world**
- Identify some hopes and fears for this year.
 - Understand the rights and responsibilities for being a member of my class and school.
 - Recognise the choices made and understand the consequences.

Year 2 Autumn 1 Half Term

- Religious Education**
- Who influences our lives?

- Values**
- Perseverance
 - Integrity
 - Courage

- Mathematics**
- Secure knowledge of numbers within 100
 - Become familiar with number patterns and ordering
 - Understand how to use the 'greater than' and 'less than' signs
 - Add and subtract 2 digit numbers using a range of resources
 - Addition and subtraction word problems within 100.
 - Recall number bonds for 10 and within 10.

- Design and Technology – Wheels and axles**
- Design purposeful products based on design criteria.
 - Choose appropriate tools, equipment, techniques and materials from a wide range.
 - Safely measure, mark out, cut and shape materials and components using a range of tools.
 - Evaluate and assess existing products and those that they have made using a design criteria.

- History**
- Describe significant individuals and how they impacted society: George Stephenson, Henry Ford.
 - Understand how trains, cars and boats have changed over time.
 - Understand how changes in modes of transport impacted society
 - Describe changes within living memory and aspects of change in national life.
 - 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

- Computing**
- Recognise the uses and features of information technology
 - Identify the uses of information technology in the school and beyond
 - Explain how to use information technology safely

Curriculum – foundation subject topics that will be taught this year



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Geography

Hot and 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? Part 1

What do Christians do at Easter and why is it important to them?

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

Art

Joining materials (Vanessa Barragao)

Pattern, colour and tone (Guiseppe Arcimboldo)

Collage (natural materials)

PSHE

Being me in my world

Celebrating differences

Dreams & Goals

Healthy Me

Relationships

RSHE

PE

Tennis
Gymnastics
Football
Dance
Travelling

Throwing and catching

Computing

Programming

Data and information

Creating media

Music

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

Science

Materials

Animals need for survival
Living things and their habitats

Humans

Plants: light and dark
Sustainability

Plants: bulbs and seeds
Growing up

DT

Mechanisms: Wheels and axles

Structures

Cooking and 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



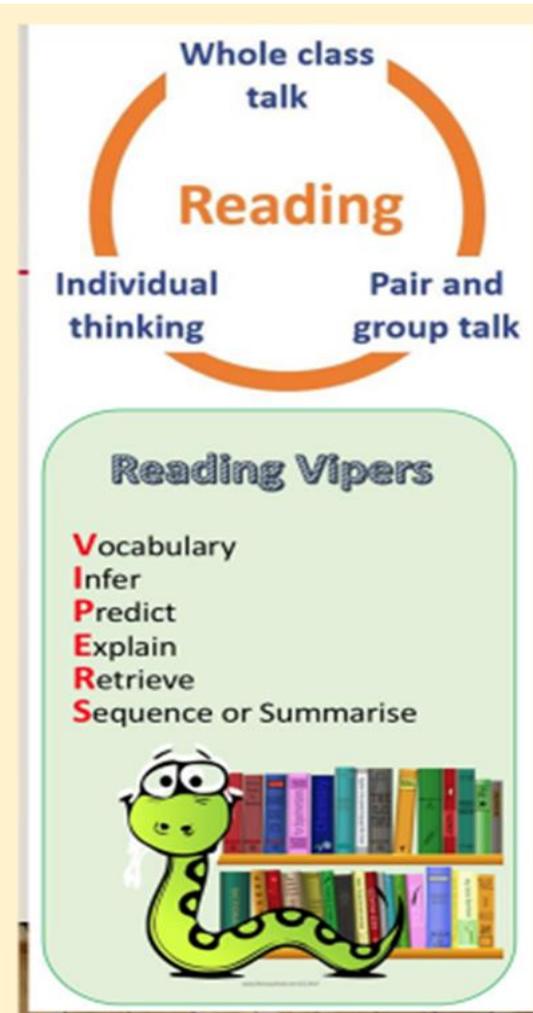
English – how we teach reading at Gilbert Colvin



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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.



English – how we teach reading at Gilbert Colvin



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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



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- 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 for free videos on how to help support your child

Maths – how we teach maths at Gilbert Colvin

- 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 via Arbor.

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

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 www.spag.com
	Maths	Answer set questions on www.maths.co.uk
Termly	Project/Creative	Topic Research Suggested trip to a place of interest Creative project Outside learning Cooking together

Homework



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Maths

In maths this week, using bar models to help us solve word problems. Please see attached worksheet.

Complete www.maths.co.uk test

English

In English, we have finished the story of Hansel and Gretel and we would like you to write a retelling of the story and create your very own version on Hansel and Gretel that will be displayed in the book corner.

- Complete your www.spag.com test.

Website Learning:

www.maths.co.uk - Please complete test set

www.spag.com - Please complete test set. (passwords can be found in your child's reading record)

Talk Topic

October celebrates Black History Month. In class, we have been learning about some significant people and events such as MOBO awards, Paul Robeson and looking at the artist Sonia Boyce. Please make sure you visit the Black History Month exhibition in the hall during parents evening



Homework Year 2

Date: 18.10.24

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 from week 5. There will be a spelling test on Friday.

Handwriting- Please copy two sentences out from your reading book in your neatest handwriting. Make sure your letters are the correct size.

Please remember to book your parents evening slot for Wednesday or Thursday. We are excited to share all the lovely work your children have been doing this half term.

Dates of events and school trips

- *'Bring and Share'* (European Day of Languages) – Friday 26th September
- Drama workshop - 29th September
- *World Teachers' Day* (non-uniform day fundraising event) – Monday 6th October
- *Black History Month* – October
- *Harvest Festival* – TBC October
- *Bake Sale* (fundraising event) – Thursday 16th October
- London Transport Museum – Thursday 13th November

How can I support my child this year?

- Please ensure your child arrives at school promptly (before 9am) so that they don't miss any learning
- Check Arbor 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 sign their reading record
- Talk to your child about what they have been learning each day
- Screen time at home could include Times Tables Rockstars, Spelling Shed, Hit the Button

Parent/school communication

For most communication, the school office will be parents' first port of call. You can email the admin team on Admin.GilbertColvin@redbridge.gov.uk or telephone directly. For anything class related, you can contact your teacher by sending an email to the office. If your query is about day-to-day arrangements including absence, changes to pick up arrangements, please let the office know.

If you have a concern and have already raised it with the class teacher, the phase leader should be contacted via the office. If a concern is escalated, one of the core leadership team will speak with parents.

Our [Complaints Policy](#) provides parents with clear guidance on how to raise a concern and outlines the steps involved in the process. However, the school is committed to addressing and resolving any issues before they escalate to a formal complaint.

As always, we ask that parents speak to all of our staff politely and respectfully, and of course, you should expect exactly the same from us!

Important notices

- 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
- Children are **not allowed to bring TOYS** to school, please check their bags before you leave home
- 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 or the calendar on the school website <https://www.gilbertcolvin.co.uk/information-for-parents/school-calendar>
- 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.