



Belmore

PRIMARY ACADEMY

Year 2 – Information Meeting

KIND

RESILIENT

READY

ACTIVE

ASPIRE

Introductions – Who's who?



Ms Dallas
Class teacher Year leader
2D



Ms Rodrigues
Class teacher
2R



Ms Kapoor
Class teacher
2K

Belmore Senior Leadership Team



Rose Taunt – Head Teacher

Emma Cook – Assistant Head, Designated Safeguarding Lead

Adrian Cotter – Assistant Head, SENDCO

Swata Patel – Assistant Head Years 1-3

Gemma Bellfield – Assistant Head Years 4-6

Katriona Rae – Assistant Head

Chris Chamberlain – Associate Assistant Head

Rebecca Earley – Associate Assistant Head, Deputy SENDCO

Other useful people:

- Mrs Marsh – Welfare Officer for any thing medical
- Mrs Hopkins – Family Worker
- Mrs Payne – Attendance and Admissions

Our Values



These are the values that guide everything we do as a school.

KIND

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Behaviour expectations

OUR VALUED BEHAVIOURS

We are proud to be part of the Belmore community where we have high expectations to represent the school positively.

We have a positive mind-set and even when we are faced with challenges we:

Recognise that everyone is different and we value and encourage them



Use kind words and actions. No swearing, racist, abusive or inappropriate language. No hurting others, fighting or play fighting



Are polite and use good manners



Listen and follow school adults instructions wherever we are



Make sure we are where we are supposed to be, ready to learn



Move around school calmly and safely



Look after our school, classrooms and playgrounds, and everything in them



Speak up when something isn't right



We are honest, take responsibility for our actions and choices and understand that they have consequences



We have high expectations for behaviour.

All children have the right to come and learn with out others disrupting lessons.

We will not tolerate bullying or racism at our school

Children need to be making the right choices now to secure the best outcomes for the future.

Belmore Valued Behaviours

Motivators

- Positive praise and recognition
- Dojo points with a 100 point prize at the end of every term
- Positions of responsibility
- Year group incentives

Consequences

- Support and reminders to do the right thing
- Yellow Card
- Red Card, move to partner class
- Support from Pastoral Team
- SLT support
- Head Teacher
- Internal and external suspensions

We will always support children to reflect on their behaviour and help them with strategies to improve it next time

Timings of the day

- Start of Day: 8.35-8.50 am
- End of Day: 3.20pm

- Please make sure your child comes to school on time

Topics, Trips and Visits

	Topic	Trips and Visits
Autumn 1	What nations make up the United Kingdom?	
Autumn 2	The Gunpowder Plot	Guy Fawkes Workshop
Spring 1	Hot and Cold places: Where are they and what are they like?	
Spring 2	Elizabeth I: Why was Queen Elizabeth I's reign called England's 'Golden Age'?	Trip to Windsor Castle
Summer 1	Our locality: What makes London special?	
Summer 2	Great Fire of London: What survived the Great Fire of London?	Trip to The Monument and Pudding Lane (London)

- PE for Year 2 Monday & Wednesday 2D & 2R
Wednesday & Friday 2K
- Children can wear their PE kit to school on these days.



By the end of the year

Reading

Word reading

- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Making inferences on the basis of what is being said and done.

By the end of the year

Writing

Handwriting

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Composition

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by planning or saying out loud what they are going to write about
- make simple additions, revisions and corrections to their own writing

By the end of the year

Writing

Vocabulary

Learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Spelling

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms

By the end of the year

Maths

Number and place Value

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use and = signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

Addition and Subtraction

- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and ones
 - a two-digit number and tens
 - two two-digit numbers
 - adding three one-digit numbers

Whole school Notices & Letters

Weekly Newsletter	emailed every Friday
Class/Year Group Letters	emailed as needed and put on class Dojo
Whole school reminders – e.g. non-uniform day	Text and Class Dojo
Class and Year Group Reminders	Class Dojo
Attendance information	You will be emailed information about your child's attendance in the last week of every half term

Communicating with school

- As a school, we prefer, where possible to speak to you face to face.
- We may also phone, text or email you or contact you through Class Dojo

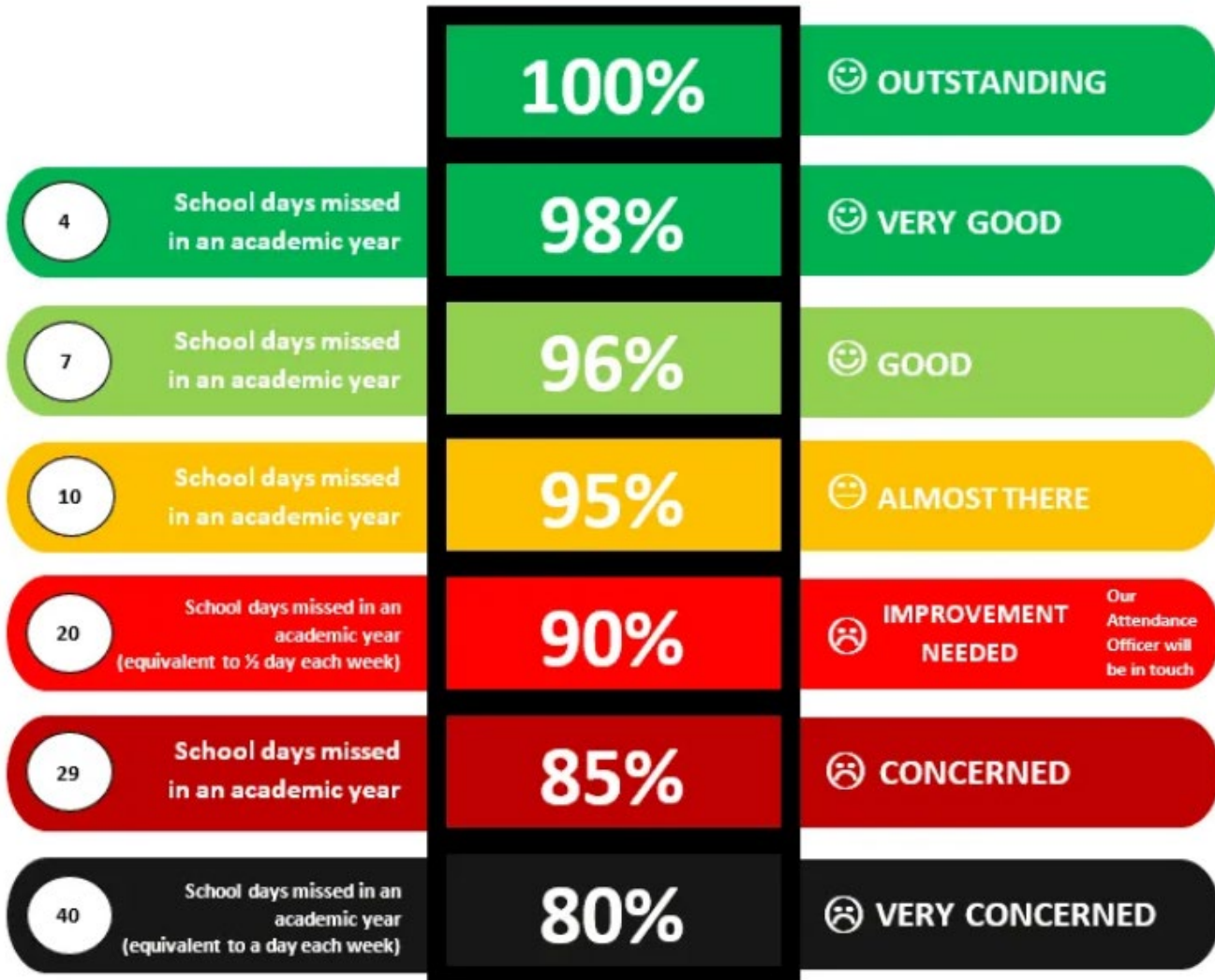
	How we'll be in touch
Communication with class teacher -	<ol style="list-style-type: none">1. In person at the end of the day2. On Class Dojo after school hours3. Telephone call after school hours
Communication with Year Group Lead or SLT	<ol style="list-style-type: none">1. In person at the end of the day2. Telephone call after school hours
Communication with admin staff (front office, attendance, admissions, finance etc.)	<ol style="list-style-type: none">1. In person at the front office2. By telephone3. By email

Meeting with the Y2 team

Please make an appointment if you need to meet with a member of staff. We are unlikely to be able to meet you immediately if requested as staff are teaching or have planned meetings.

Our staff are here to do their very best for your children. Please treat all staff with respect.

Attendance Matters



25% more likely to be at the expected standard at the end of Y6*

When to keep your child off school

1. If your child has a temperature of over 38 degrees keep them off until it returns to normal
2. Vomiting or diarrhoea – please keep them off for 48 hours after the last time they were ill
3. Contagious illnesses: Chicken Pox, Diphtheria, Hepatitis A, Impetigo, Measles, Mpox, Mumps, Rubella (German Measles), Scarlet fever, TB, Whooping cough. Please check government guidelines - [Children and young people settings: tools and resources - GOV.UK](#)

Please send them to school if they are under the weather, we will always call you if they need to go home.

Other absence

- All holidays during term time will be unauthorised including trips to visit family
- School can only authorise absence in exceptional circumstances
- Taking unauthorised absence may result in you being fined by Hillingdon Council. An attendance penalty notice is £160 per parent per child.

When your child is off school

- They miss
 - Important lessons which aren't repeated, especially in reading, phonics, writing and maths
 - Developing friendships. Children who are frequently absent find it harder to make friends
 - Maintain concentration and focus
 - We want your child in school!

Attendance Incentives KS1

- Weekly Class Teddy
 - The class with the highest attendance the previous week looks after the teddy for the whole of the next week
 - The whole class gets attendance stickers
- 100% attendance winners
 - 3 children with 100% attendance are picked randomly for attendance prizes
- Whole Class 100% Attendance
 - Any class with 100% attendance the previous week gets a non uniform day on the Monday

Attendance Incentives KS2

- Weekly Trophy
 - The class with the highest attendance the previous week is awarded the attendance trophy
 - The whole class gets attendance stickers
- 95% club
 - All children with 95% attendance that term so far are entered into a prize draw of toy shop prizes
- Whole Class 100% Attendance
 - Any class with 100% attendance the previous week gets a non uniform day on the Monday

What happens when your child misses school

Day 1

- Text sent if you haven't already contacted the office

Day 2

- Ms Payne will phone you as to when your child may be better enough to return
- Class teacher will send a Dojo Message

Day 3

- Class teacher will phone

Day 4

- You may receive a home visit from the attendance team to see if there's anything we can do to help.

*If contact can't be made, a home visit will be made on day 3

What to wear

Uniform

- Blue sweat shirts or cardigans with the Belmore logo
- Grey or black trousers or skirts
- White shirts, blouses or collared T shirts
- Plain blue, black or white hijab
- Trainers, shoes or boots. No Ugg style boots, sandals, sliders or crocs

PE Kit

- Black shorts or black footless leggings and white T shirts (long or short sleeved)
- Black plimsolls or trainers in KS2 (these must be different from day time shoes)

Homework

Homework will be sent out each week on Friday

Reading – Little Wandle reading books, which have been read in class
It is important that these books are returned every Monday
Lost or damaged books will be charged for

Spellings

Times Table Rock stars – Logins will be provided

Termly projects sent through class Dojo. Some of the projects included firework pictures, Tudor houses, Bug hotels.

Reading

Reading is the foundation for all other learning. Daily reading aloud builds vocabulary, expands background knowledge and supports learning across all subjects. Reading aloud strengthens fluency, prosody and comprehension, making it a vital part of the daily home routine.

All children will bring home either a Little Wandle book linked to their phonics stage or a 'free reading' book. These books should be read aloud to an adult each night.

Children with a Little Wandle decodable book will also bring home a book to share. This book is to be read together and enjoyed with your child, it does not matter if the child cannot access it independently.

Free reading books are sent home for children to read as soon as their journey with fully decodable books has finished as research shows that continuous book banding destroys a love of reading.

Reading should be logged on the Boom Reader app – this can be logged on either the parent app or the child app. Logging daily reading allows teachers to see progress, track book choices and note the wider progress that is being made due to frequent home reading.

Boom Reader logins will be shared with you via teachers.

We test children every term to check their progress and see the main areas we need to teach the following term.

We help children build up their resilience so they don't find these tests overwhelming or stressful.

We don't share the test scores but they inform whether your child is on track to meet age related expectations.

Statutory Assessment

The children will complete the following tests:

Maths Arithmetic

Maths Reasoning

Reading comprehension

Online Safety

- Children should have their screen time closely monitored at home
- They should not be spending more than 1 hour a day on screens
- Children under 12 should not be using whatsapp, facebook, Instagram, snapchat, tiktok etc.
- Look on the newsletter for our weekly online safety tips and guidance



- **OPAL** is based on the idea that, as well as learning through good teaching, children also learn when they play.
- Benefits of regular, quality outdoor play:
 - - **Physical:** Enhances physical fitness, coordination, and strength.
 - - **Emotional:** Reduces stress, improves mood, and boosts self-esteem.
 - - **Social:** Encourages teamwork, communication, and social skills.
 - - **Cognitive:** Stimulates creativity, problem-solving, and critical thinking.

Belmore Adventurers

- After-school club runs every day from 3.20-6pm
- Includes snacks and dinner
- Run by Miss Paisley and Mr Lane
- More information and bookings - [Belmore Primary School - NEW! Belmore Adventurers](#)
- Bookings close at 12.00 on the day

Questions



Thank you for giving up your time to come to the meeting and for your continued support

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