

Welcome to Year 2!



Rowan Class



Hazel Class

Hazel Class Adults



Class Teacher
Miss Leah Kendall



Mrs Lucy Marshall
Year 2 TA

A Typical Day in Year 2

Morning

- Register & morning task
- Assembly
- Phonics/Spelling
- English
- Break time & snack
- Maths
- Lunch

Afternoon

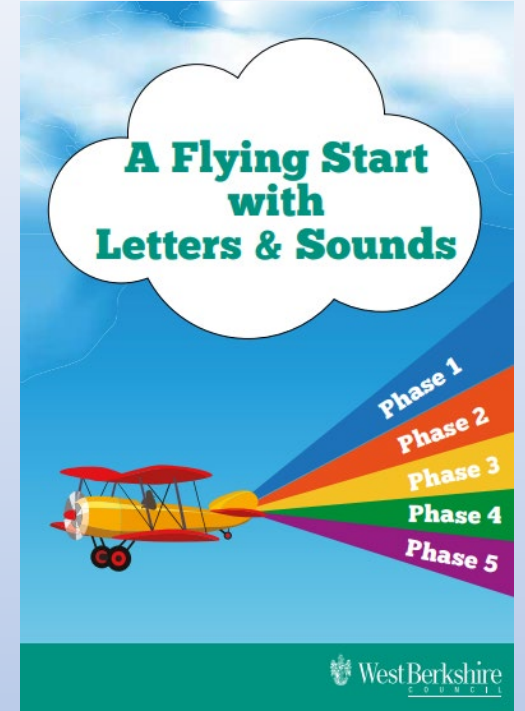
- Story
- Foundation Subjects
- Handwriting

Hazel Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45am - 8:55am	Morning welcome	Morning welcome	Morning welcome	Morning welcome	Morning welcome
8:55am - 9:05am	Registration & morning challenge	Registration & morning challenge (change for PE)	Registration & morning challenge	Registration & morning challenge	Registration & morning challenge
9:05am - 9:25am	Assembly Collective worship	Assembly Collective worship)	Assembly Collective worship	Assembly Collective worship	Recap and review Class quiz
9:25am - 9:55am	Phonics	English 9:30 - 10:30	Phonics	Phonics	Phonics
9:55am - 10:50am	English		English	English	English
10:50am - 11:10am	KS1 Break	PE (Danny) 10:30 - 11:30 Class Phonics 11:30 - 12	KS1 Break	KS1 Break	KS1 Break
11:10am - 12:00pm	Maths		Maths	Maths	Maths
12:00pm - 1:00pm	Lunchtime				
1:00pm - 1:10pm	Register & Mindfulness	Register & Mindfulness	Register & Mindfulness	Register & Mindfulness	Register & Mindfulness
1:10pm - 1:30pm	Yoga 1:15 - 2:15	Class Story	Class Story	Class Story	Class Story
1:30pm - 3:00pm		Computing	History/Geography	Art	RE Gym 2:15 - 2:45
	Science	Maths	Outdoor Learning	Music	PSHE
3:00pm - 3:20pm	Handwriting	Handwriting	Handwriting	Handwriting	
3:20pm - 3:25pm	End of Day				

Phonics

Last year we started a new phonics scheme called 'A Flying Start with Letters and Sounds'. The children will have a daily phonics session each morning with their class teacher. Any children who are finding specific sounds tricky will have an additional 'keep up' session in the afternoon. This will be based on teacher assessments and groups will be flexible and change regularly.



Spellings

Most of the children in year 2 will soon be ready to move on from phonics and on to spelling rules. This is taught in the phonics slot and focuses on the year 2 common exception words and other, more advanced spelling rules.

Year 2 Common Exception Words				
after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	could	great	Mrs	steak
beautiful	cold	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	whole
busy	eye	last	path	who
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	

Handwriting

Handwriting is taught daily.

By year 2 the children should be able to form most letters correctly and their writing should be of a consistent size and sitting on the line. We will continue to practice these skills throughout the year. In year 2 we will also teach the children how to begin joining their writing.

The children are taught handwriting using the Nelson Handwriting Scheme.



a b c d e f g h i j k l m n o p q r s t u v w x y z

Maths - End of year 2 expectations

Number - Number and Place Value

I can:

- ☐ count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- ☐ recognise the place value of each digit in a two-digit number (10s, 1s)
- ☐ 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

Number - Addition and Subtraction

I can:

- ☐ solve problems with addition and subtraction:
 - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing knowledge of mental and written methods
- ☐ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- ☐ add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and 1s
 - a two-digit number and 10s
 - 2 two-digit numbers
 - adding 3 one-digit numbers
- ☐ show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
- ☐ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Number - Multiplication and Division

I can:

- ☐ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- ☐ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- ☐ show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- ☐ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Number - Fractions

I can:

- ☐ recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- ☐ write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Measurement

I can:

- ☐ choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- ☐ compare and order lengths, mass, volume/capacity and record the results using >, < and =
- ☐ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- ☐ find different combinations of coins that equal the same amounts of money
- ☐ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

- ☐ compare and sequence intervals of time
- ☐ tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- ☐ know the number of minutes in an hour and the number of hours in a day

Geometry - Properties of Shapes

I can:

- ☐ identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line
- ☐ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- ☐ identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]

compare and sort common 2-D and 3-D shapes and everyday objects

Geometry - Position and Direction

I can:

- ☐ order and arrange combinations of mathematical objects in patterns and sequences
- ☐ use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Statistics

I can:

- ☐ interpret and construct simple pictograms, tally charts, block diagrams and tables
- ☐ ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ☐ ask-and-answer questions about totalling and comparing categorical data

Paper copies
available for you
to take away!

Writing - End of year 2 expectations

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Reading - End of year 2 expectations

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

SATS (End of KS1 Assessments)

In May of each year, children will undergo assessments in maths and English. As of this year SATS are non-compulsory, meaning schools can choose whether to administer them or not. At Mrs Bland's we have chosen to continue administering the KS1 assessments for maths and reading.

In year 2 these assessment are very low pressure. We are allowed to administer the tests at any time during the month of May and in a way that works for our children. This means we can complete them whole class, in groups and individual children can even be taken out to work on them a little bit at a time if needed. We work them into our usual timetable and the children often don't see them as anything different to our usual termly quizzes.

The teachers mark the papers themselves and use them to inform their assessments – the SATs score is not the only thing taken into consideration.

Writing is assessed separately and is based entirely on teacher judgement. All assessments are moderated with other schools.

How can you support your child's learning at home?

- Promote a love of reading and read regularly at home.
- Encourage a growth mindset and a can-do attitude. The power of 'yet'!
- Working little bits of maths into everyday life – counting out money at the shop, beginning to tell the time, helping to weigh and measure ingredients etc.
- If you want to do more (spelling practice, phonics etc.) we would be happy to provide ideas for you.

A few key things...

Year 2 have yoga on a Monday, outdoor PE with Danny on a Tuesday and gymnastics/dance on a Friday so it is important that their PE kit is left in school all week.

Outdoor learning takes place for Hazel class on a Wednesday afternoon – please ensure that your child has waterproofs and wellies in school for this session.

We check the children's reading records every day (it is important to know whether they have read at home or not). Please send them to school with their reading record, even if they have not read.

If you wish to volunteer to come in and read with our children, please do let one of us know – we would be very grateful for any support.

Thank you for listening.

Please feel free to ask any
questions you may have.