

Welcome to Year 2

Wednesday 11th September

2024



Meet the team 😊

- **Sycamore** – Mr Holden, Mrs Garrett
- **Willow** – Mrs Grist, Mrs Sassoli, Mrs Cambier, Mrs Chillara and Mrs Neha



Transition from Year 1 to Year 2

- It is recognised that the transition from Year 1 to Year 2 is a big step for many children.
- There is more emphasis on whole class teaching with a requirement for the children to be more independent.
- By the end of the year children are expected to produce longer pieces of writing.
- Our expectations are higher in order to challenge and stretch the children.



Your child's progress



- As in Year 1 the children will be informally assessed continuously throughout the year.
- In English (reading and writing) and Maths judgements will be made as to whether your child is working towards age related expectations, at age related expectations (ARE) or exceeding age related expectations (greater depth)
- In Science your child is assessed as to whether they are working at age related expectations
- Across the school year, you will have 2 face to face parents evenings and an end of year report.



Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least four of the six² number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Unlike previous years where we have had certain criteria to make a formal judgement, this year the children's progress will be based on teacher assessments carried out throughout the year.

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

A typical day in Year 2

- Read Write Inc Phonics/ moving into Guided Reading after Christmas
- Whole class English and Mathematics – with learning differentiated to meet children's needs
- Handwriting sessions
- 15 Minute Maths
- Afternoon – Science, Geography, Art, Music, Computing, PSHE, RE, History
- PE – **Monday and Wednesday**
- Library – **Friday** afternoons
- Assembly everyday apart from Tuesday
- Story at the end of the day.

English:

Writing

We will be looking at Traditional Tales such as Little Red Riding Hood, The Gigantic Turnip, The Gingerbread Man and Patten's Pumpkin. We will be focussing on a range of objectives including the use of adjectives to extend our sentences and using drama and speaking and listening techniques to broaden vocabulary.

Handwriting

This will be a big focus for the children throughout the year. We will be encourage the children to form their letters correctly, making sure they are a consistent size and shape. Please practise lower case and upper case handwriting with your child at home.



Read, Write Inc:

The children will be continuing to follow the Read, Write Inc. programme remaining on the colours they ended on during Year 1. They will then be reassessed at the end of the half term to allow them to move colour groups if appropriate.

Guided Reading: Once the children have completed the Read, Write Inc. programme, they will then begin whole class guided reading, which will involve exploring and unpicking a variety of different texts. This will allow the children to deepen their understanding of reading skills such as inference, making predictions, making links between texts etc.

RE: Bread as a symbol:

The children will be able to describe in simple terms their own responses to bread as a symbol. They will be able to identify some simple examples of how bread as a symbol relates to their own and other's lives. The children will describe in simple terms how bread can be a symbol and describe how Christians use bread as a symbol at Harvest. They will also describe in simple terms the value of bread as a symbol at Harvest for Christians.

History:

This half term we will be learning about the Great Fire of London. We will identify the similarities and differences between London now and before 1666. We will think about how the fire started, why it spread so quickly and how they tried to put the fire out. We will also be looking at the diary of Samuel Pepys and find out about what he did in The Fire.

PE: Throwing and catching in outdoor games and high and low in gym.



DT:

In this unit we will be looking at the 'Eat well' plate, finding out about the different food groups and about the importance of eating a healthy diet. We will be designing, making and evaluating a salad and a wrap.

Autumn 1 Year 2 Once upon a time....



PSHE: Families and Friendships

Music:

Pitch – Hands, Feet and Heart



Science: Changing Materials:

This term we will be looking at 'Changing Materials'. We will be building on previous knowledge learnt in Year 1 remembering the different types of materials such as wood, metal, plastic, glass etc. The children will then understand why we choose certain materials to do certain jobs. They will plan how to test materials in order to answer the suggested questions such as: Which rocks are the least crumbly? Which type of materials absorb the most water.

Computing: Computing systems and networks

In this unit, we will look at information technology at school and beyond, in settings such as shops, hospitals, and libraries. We will investigate how information technology improves our world, and they will learn about using information technology responsibly.

Maths

Number: Place value

Read and write numbers to at least 100 in numerals and in words.

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.

Use place value and number facts to solve problems.

Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.

Number: Addition and Subtraction

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 ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.

Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

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.

Recognise and use the inverse relationship between addition and subtraction .and use this to check calculations and solve missing number problems.

Special events throughout the year!

- Local area walk for Geography
- Visit to Farnborough Vue Cinema
- Visit from the fire service
- Great Fire of London Day
- Space day
- Pirate day
- Off sight visit to Marwell Zoo



Independence

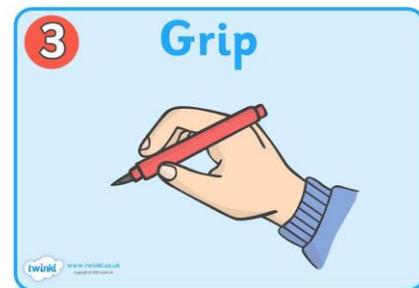
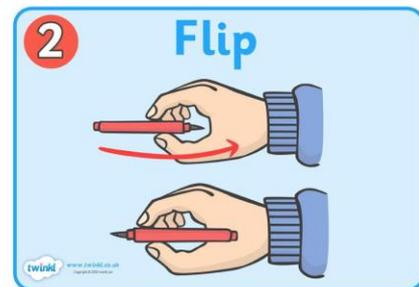
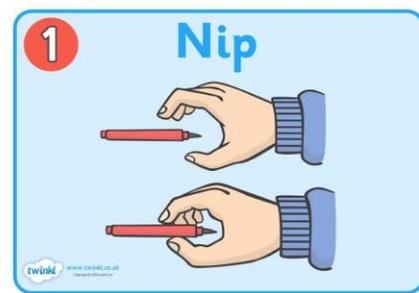
- Monitor jobs (in class).
- Working independently.
- Making sensible choices as to who to work alongside.
- More responsibility for own work – sticking in books, selecting resources etc.
- Looking after their belongings e.g. jumpers, water bottles and coats
- Do **not** put water bottles in book bags.
- Doing up their own laces
- Please name EVERYTHING!



Handwriting

- Greater emphasis on the handwriting in Year 2.
- Sit correctly at a table, holding a pencil comfortably and correctly.
- Be able to form lower and upper case letters in the correct direction, starting and finishing in the right place.

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.



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



Rewards

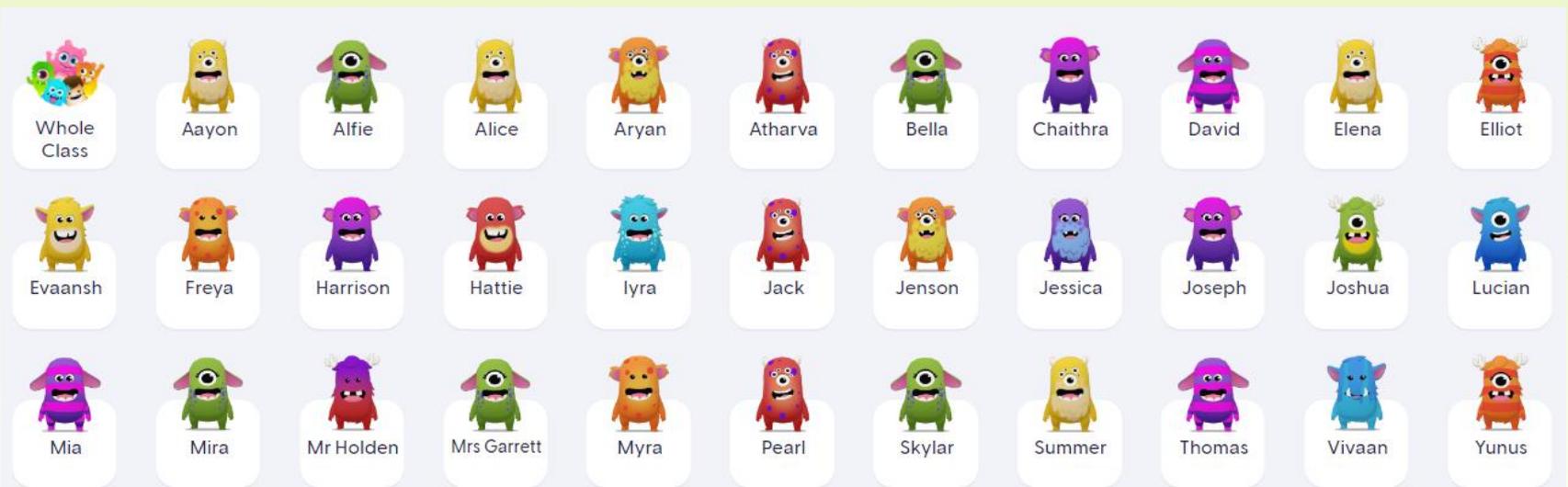


- Star of the Week
- Head teacher's award with hot chocolate
- Star in the jar- whole class reward
- Class Dojos – each child is given an alien avatar.

Values of the school

Respect
Independence
Confidence
Responsibility
Cooperation
Happiness





- Children can earn individual dojos and whole class points.
- Once they reach a certain milestone they will receive either a bronze (35), silver (70) or gold (100) certificate for their behaviour.

Be Safe

Be Respectful

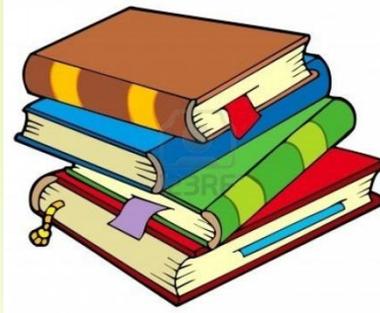
Be Ready

- Children can earn dojos by following the school rules.

Be Safe <i>I will be safe and make the right choices both in and out of school.</i>	Be Respectful <i>I will be respectful towards everyone, towards property and the school environment.</i>	Be Ready <i>I will be ready to learn and show pride and not give up when things get tricky.</i>
<ul style="list-style-type: none">• Listen carefully to all instructions• Walk quietly and calmly around the school• Be in the right place at the right time	<ul style="list-style-type: none">• Talk kindly to others - pupils and adults• Say please and thank you• Say good morning/ afternoon when greeted by others• Tidy up your own workspace and the classroom• Accept responsibility if you make a mistake and say sorry	<ul style="list-style-type: none">• Remember to bring equipment to school• Listen carefully to others, especially the teacher• Ask for help from your friends and the adults in class if you are stuck or unsure

- At the end of each half term, the winning class with the most dojos will win the 'behaviour cup' and a special treat.
- As there are 6 half terms, and six classes there are plenty of opportunities to win!





- Please hear your child at least **3** times a week. Reading is the key to everything.
- Children will be heard in school through daily phonics sessions of Read, Write Inc.
- **Guided Reading:**
- After children have finished the RWI programme, they will begin whole class Guided Reading, deepening their reading skills.
- Please record in your child's yellow reading journal when they have read with you at home. Please also discuss the book and ask them questions.
- Common exception words – Year 1 and Year 2



Read Write Inc. colour progression

Red	Ditties
Green	Purple
Pink	
Orange	
Yellow	
Blue	
Grey	
Off book	

It is not a race through reading groups there are many skills involved!

Children need to be exposed to words several times before they become fluent and automatic. They also need to re-read books to develop their comprehension and fluency

Spellings

- It is a requirement that all children need to know how to read and spell year 1 and 2 common exception words by the time they go to junior schools.
- We teach these through handwriting and phonics where the children know them as red words.
- Once a week the children will be tested on 3 spellings. Please practice these at home!



What is good attendance?

The effect of absence on progress at school

A school year has 190 days

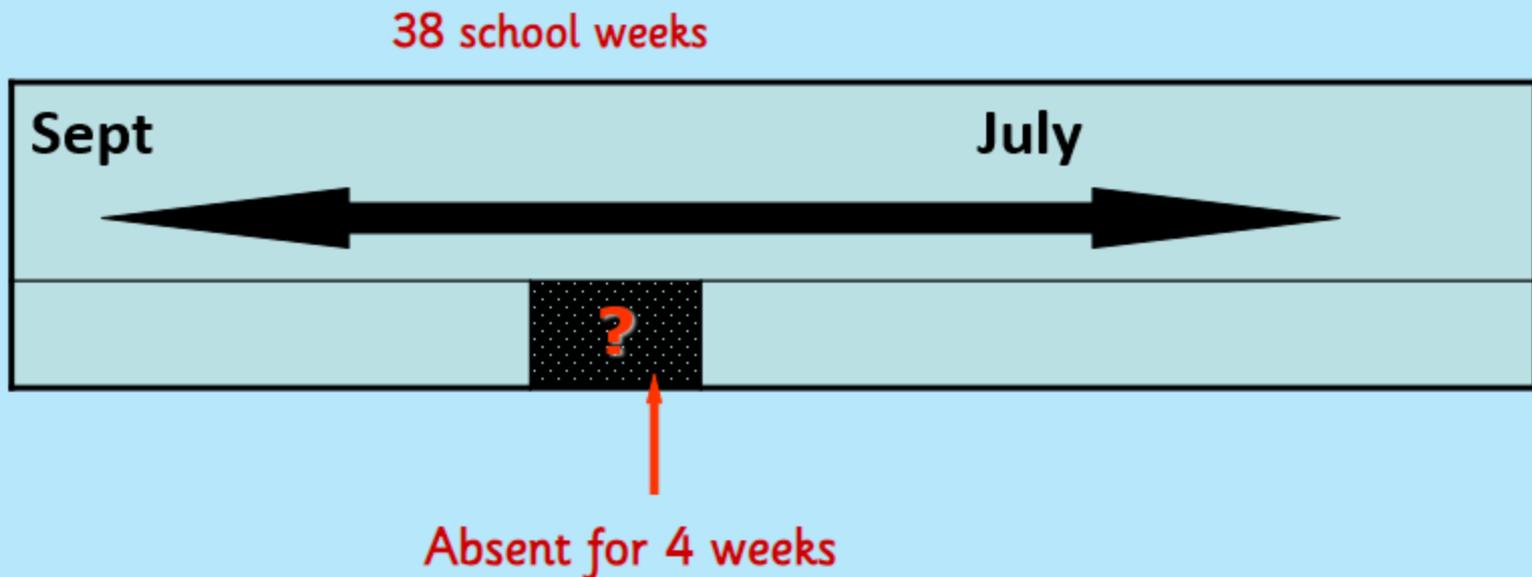
This leaves:

175 days to spend on family time, visits, holidays and other appointments

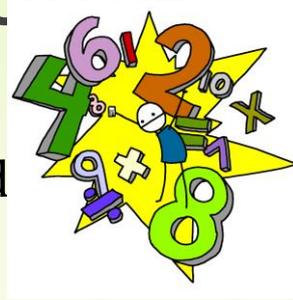
No absence	7 days absence	10 days absence	15 days absence	17 days absence	29 days absence
100%	96%	95%	92%	91%	85%
<p>Very good Best chance to succeed. Gets your child off to a flying start</p>	<p>Cause for concern Makes it harder for your child to make progress. Involvement from Education Welfare officer</p>		<p>Serious concern Your child will find it very difficult to make progress. May result in court action and involvement from other agencies.</p>		

90% is the threshold set by the government for persistent absence

1 school year at 90% attendance =
4 whole weeks of learning **MISSED!!!**



How to support your child at home

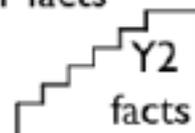


- Please practise their weekly key words which will be tested following week.
- Have fun with your child!
- Talking and playing is as vital as hearing them read. Don't make learning a chore!
- Sharing reading /going to the library
- Encouraging independence (book bags, P.E bag, water bottles)
- Maths mental fluency
- Practise number and letter formation
- Purple Mash



+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

Y1 facts



Adding 1

Adding 2

Bonds to 10

Adding 0

Doubles

Near doubles

Home and school

- Parents Evening (Tuesday 22nd October and Wednesday 23rd October)
- Water bottles – with a sports type lid. DO NOT PUT THEM IN BOOKBAGS!
- Labelled school bag only, please no backpacks.
- Please check your child's book bag daily.
- No keyrings or accessories on your child's book bags as they may get lost or broken.
- We do not have show and tell in Year 2 so please do not send in anything from home.
- Using knives and forks correctly at home and practising table manners.

- If you want to share information or ask a question please email the office or write it in the red message book and we will get back to you as soon as possible.
- Our class emails are available if you would like to discuss anything (please allow 3 working days for a response)
- Please remember we have an open door policy and if you have any urgent concerns please speak to a member of the year 2 team.

Junior Schools

- Applications come round quickly and open days are available. Start looking around as soon as possible.
- Deadline for school places is midnight on January 15th 2025.



Parent helpers and FONFIS

- If you would like to volunteer to help your child's class teacher, please speak to a member of the office team to fill out a form.
- FONFIS are looking for volunteers to help with organising events! 😊



If you do have any
questions, please ask.
Thank you!

