



Welcome to Year 2



# Introductions



Mrs  
Richardson  
2R  
Year Lead



Mrs Travis  
2T



Miss Varden  
2V



# Introductions



## Learning Support assistants

### Morning -Classroom based

Mrs Ling

Miss Leach

Mrs Imlach/Mrs Potter (1-1)

### Afternoon- Group work

Miss Leach (5 afternoons)

Mrs Imlach (2 afternoons)



# PPA

## Thursday Mornings



Music- Mrs Waldock  
RE- Mrs Johnson  
PE (outdoor)- Mrs Leek



# Learning for the year

## Autumn term

Science - Animals including humans

The Great Fire of London - **History**

Materials - **Science**

Maps **Geography**

## Spring Term

Significant People- **History**

Physical and human - **Geography**

## Summer Term

The First Flight - **History**

Plants- **Science**

Living things and habitats-**Science**

# Great Fire of London Day

On the day, your child will experience life as it would have been in 1666 London before, during and after the Great Fire.

The children will learn about the issues of the time, with the opportunity to participate in a range of cross-curricular activities and crafts. The children may keep the items they make.

A simple costume will help your child feel part of the day.



# Year 2 Timetable

## Lower Phase: Year 2

|    |                             |  |                      |                                       |                                 |                                       |                     |                      |   |                    |  |                                   |
|----|-----------------------------|--|----------------------|---------------------------------------|---------------------------------|---------------------------------------|---------------------|----------------------|---|--------------------|--|-----------------------------------|
| M  | 8.55-9.20<br>Guided reading | 9.20-10.20<br>Maths  | 10.20-10.35<br>Break | 10.35-10.50<br>Assembly               | 10.50-11.00<br>Mastering number | 11.00-12.00<br><u>Penpals/English</u> | 12.00—1.00<br>Lunch | 1.00-1.25<br>Phonics | 1.25-2.10<br>Foundation 1 (45 mins)<br><b>Computing</b>                             | 2.10-2.25<br>Break | 2.25-3.05<br>Foundation 2 (40 mins)<br><b>PSHE</b>             | 3.05-3.20<br>Reading for pleasure |
| T  | 8.55-9.20<br>Guided reading | 9.20-10.20<br>Maths  |                      | 10.35-10.50<br>Singing Assembly       | 10.50-11.00<br>Mastering number | 11.00-12.00<br><u>Penpals/English</u> |                     | 1.00-1.25<br>Phonics | 1.25-2.10<br>Foundation 1 (45 mins)<br><b>History A1<br/>Geography A2</b>           |                    | 2.25-3.05<br><b>Handwriting/extra phonics</b>                  | 3.05-3.20<br>Reading for pleasure |
| W  | 8.55-9.20<br>Guided reading | 9.20-10.20<br>Maths  |                      | 10.35-10.50<br>Class Assembly         | 10.50-11.00<br>Mastering number | 11.00-12.00<br><u>Penpals/English</u> |                     | 1.00-1.25<br>Phonics | 1.25-2.10<br>Foundation 1 (45 mins)<br><b>Science/<br/>Indoor PE (x1 class)</b>     |                    | 2.25-3.05<br>Foundation 2 (40 mins)<br><b>Art A1<br/>DT A2</b> | 3.05-3.20<br>Reading for pleasure |
| Th | 8.55-9.20<br>Reading Skills | 9.20-10.20<br><b>PPA 1<br/>Music<br/>Outdoor PE<br/>RE</b> |                      | 10.35-10.50<br>Phase Assembly         | 10.50-11.50<br><b>PPA 2</b>     | 11.50-12.00<br>Reading for pleasure   |                     | 1.00-1.20<br>Phonics | 1.20-2.10<br>Maths  |                    | 2.25-3.05<br><u>Penpals/English</u>                            | 3.05-3.20<br>Mastering number     |
| F  | 8.55-9.20<br>Guided reading | 9.20-10.20<br>Maths  |                      | 10.35-11.35<br><u>Penpals/English</u> | 11.35-11.50<br>Mastering number | 11.50-12.00<br>Reading for pleasure   |                     | 1.00-1.25<br>Phonics | 1.25-2.10<br>Foundation 1 (45 mins)<br><b>Indoor PE (x2 classes)<br/>Science x1</b> |                    | 2.25-2.50<br><b>Extra time</b>                                 | 2.50-3.20<br>Assembly             |



# Assessment



In year 2 children will sit SAT assessment tests (SPaG, reading and maths). Writing is not assessed through a test. These happen in May for all year 2 children nationally.

Results are used for internal purposes only.  
We will hold a detailed meeting regarding SATS in the Spring term.



# New Curriculum expectation Writing

## Piece G: Recount

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~<sup>snack</sup>. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to hide our friends to a tree. After that we had a silly position party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time.

The trip was great! my favorite part of the day was identifying the trees.

# New Curriculum expectation Handwriting

## Piece C: Narrative

Meet Fred. Fred loves to find things. One day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. <sup>It</sup> was really dark in the attic and there were pretty deep holes in the floor. Just then some thing caught his eye. <sup>It</sup> was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ <sup>took</sup> ~~took~~ <sup>took</sup> them all down stairs. First he opened the silver one which had wires in it. ~~Soon~~ <sup>Soon</sup> he had opened all of them.

# New Curriculum expectation Reading

So Monster was not very happy when a little boat came drifting towards them. But it cheered Frog up.

"This must be our lucky day," he said. "Come on, Monster."

"I've never been in a boat," said Monster.

The two friends climbed in and Frog pulled hard on the oars.



6 Why did Frog say, "This must be our lucky day"?

Tick **one**.

Monster  
liked boats. ☐

A boat drifted  
towards them. ☐

They were  
by the sea. ☐

It was a  
sunny day. ☐

7 Why was Monster worried?

\_\_\_\_\_


Blend using phonemes.  
Read words of 2 or  
more syllables.

Read words containing  
suffixes.

Read year 2 common  
exception words.

Show understanding  
of what they have  
read including  
showing inference.  
Expresses views  
about what have  
read.

Discuss sequence of  
events.



# New Curriculum expectation Reading

"What do you want?" said the king.

"I want my wife."

"Well, you shan't have her!"

"Then," said the blackbird, "you and I are at war." He began to beat his drum: rat-tat-tat. The king laughed to his servants.

"Take this cheeky bird to the hen-house and throw him in. The chickens will have pecked him to pieces by morning."

So the blackbird was locked inside the hen-house. Straightaway he called the fox, who came and snarled and snapped at the chickens who were terrified. All night they huddled in the corner, quivering and quaking.

The next morning, there was the blackbird, marching backwards and forwards, beating his drum: rat-tat-tat.

When the king heard that the blackbird was still alive, he was angry.

"Tonight," he shouted, "throw him in with the elephants – they'll have trampled him to a pulp by morning!"

So on the second night he was locked in the elephant compound. Straightaway he called the ants.

Soon they were crawling up the elephants' trunks and into their ears, tickling and stinging until the elephants lay on the ground, quivering and quaking and begging to be left alone!

The next morning, there was the blackbird, beating his little drum: rat-tat-tat.

Reads fluently and accurately.

Reads at about 90 words per minute.

# New Curriculum expectation Maths

20

86 - 21 =

12

50 -  = 20

## Arithmetic.

Addition/Subtraction with 2 digit numbers.

Missing number questions

Multiplication/Division of 2 5 10 3

Fractions of number.  $\frac{1}{2}$   $\frac{1}{4}$   $\frac{3}{4}$   $\frac{1}{3}$

17 Sam is collecting cards.

He wants to collect **100** cards altogether.

Last week he collected **50** cards.

This week he collects **30** cards.

How many **more** cards does he need?



(a) Tick (✓) **three** coins to show how Amy can make **90p**.



(b) Tick (✓) **four** coins to show another way to make **90p**.



## Reasoning

Similar calculations but in real situations.

Applying

Understanding the problem and selecting correct method





# How can you help?



**Reading** We ask you to hear your child read daily as this will enhance their progress. Please record in the reading diary when you have listened to them read. We will only issue a new book if we can see that the previously issued book has been read at home. We ask you to also discuss the content of the book. Once your child has read their book they need to put it in the reading box for changing.

**Key words** – Your child will bring home Year 2 common exception words to learn. Please continue to support them in learning these as they will be regularly assessed at school.



# How can you help?

**Spellings** - Every Monday your child will have a spelling test and a new list to learn for the following week. These will be uploaded onto Spelling Shed and they will have their own log in, which is on the front of their reading diaries.

**Numbots** - The children have got a log in for Numbots. This will help your child with recall and fluency in mental addition and subtraction. This Log in will also work for TTRS that the children will start to use later on in year 2.

**Homework tasks** -Homework will be set every half term.  
As we near SATS we will send home practise test papers and questions.

## **Bug Club Phonics**

E-books will be provided on this site to give your child more practise at the phonemes taught. When one has been read, the next book will be released.



# How can you help?



**Maths-** Please work on counting forwards and backwards in 2, 3, 5, and 10. Number bonds to 20. Number doubles.

Other things you can practise at home- telling the time to o'clock, half past, quarter to, quarter past. Recalling names and properties of 2D and 3D shapes.





# How can you help?



**Independence** - Please help your child to be responsible for and organise their own belongings.

This includes being able to tape their ears if wearing earrings on PE days and handing homework in.

**Presentation** - We ask that when you work on written homework tasks you encourage neat presentation and letter formation.



# Classroom Rules



We have discussed the rules of **Be Safe, Be Respectful** and **Be Ready** and refer to these. This encourages children to think of their behaviour choices.

The children receive dojo points for when they are showing that they are following the class rules.

5 Dojo Points = 1 Merit.

Other rewards are:  
Worker of the week  
Head Teacher Award  
Stickers





# Start and end of the day



If you have a message in the morning please convey any communication via a note or email to the school. Class teachers are always available to speak to parents after school.

If you need to email a teacher for any reason please send this via the front office.



# Start and end of the day



Please inform the class teacher, in writing, of your child's before and after school childcare and club activity arrangements. This includes if children are going to a friends house afterschool.

This is to ensure the safety of all children especially at the end of the day when there are lots of adults on the playground and pupils leaving the classrooms.



# End of the day



We ask kindly that adults do not crowd around the gates as it makes it difficult for children to walk safely to their adult.

It would make things much easier if you could try and stand in the same area every day. This way teachers and children will know where to look.

2R via 1C  
2T via 1F  
2V via RB

# Please remember...

- Indoor PE kit including plimsolls
- Outdoor PE kit e.g. track/jogging suit & trainers
- Painting apron ( please name & place in a carrier bag to hand on coat peg)
- In bad weather please send your son/daughter with a coat, hat, gloves & wellies/boots as we do go out to play in all weathers.

Please ensure ALL items of clothing & shoes are  
named.

It is the children's responsibility to look after their own belongings.



Any questions?