

Guide to Year 2



This leaflet is aimed at parents and carers of children starting their Year 2 journey.
The booklet contains...

- Key Information
- End of year expectations
- Staff within the Year Group
 - Curriculum Overview

Year 2 Key Information

Our PE days are on a Monday and Friday. We ask children come to school in the PE kit (dark joggers, white T-shirt and dark hoodie).

Please tie back long hair and remove all jewelry.

Reading Expectations

We ask that you hear your child read at least three times a week and write this in your child's reading record.

If it is written that your child has completed their book. We will change it weekly.

We are sending out new passwords for Bug Club so the children can read these books at home too.

Spellings

Spellings are sent home on a Monday to be tested on the following Monday.

We ask that children bring a healthy snack of morning break (we will learn about healthy diet in the summer term). A piece of fruit or vegetable is provided for afternoon break.

We ask that the children bring in a water bottle every day.

Times tables

We ask that the children practice their times tables at home five times a week. We are working on the 2, 5 and 10 times tables.

End of Year Expectations for Year 2

Year 2 Number and Place Value

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. <input type="checkbox"/> Recognise the place value of each digit in a two-digit number (tens, ones). <input type="checkbox"/> Identify, represent and estimate numbers using different representations, including the number line. <input type="checkbox"/> Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. <input type="checkbox"/> Read and write numbers to at least 100 in numerals and in words. <input type="checkbox"/> Use place value and number facts to solve problems. 	<p>Sufficient evidence shows the ability to: <input type="checkbox"/> Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. <input type="checkbox"/> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. <input type="checkbox"/> 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. <input type="checkbox"/> Add three one-digit numbers. <input type="checkbox"/> Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. <input type="checkbox"/> Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. <input type="checkbox"/> Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs. <input type="checkbox"/> Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. <input type="checkbox"/> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<p>Sufficient evidence shows the ability to: <input type="checkbox"/> Recognise, find, name and write fractions $1/2$, $1/3$, $1/4$, $2/4$, $3/4$ of a length, shape, set of objects or quantity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write simple fractions for example, $1/2$ of 6 = 3 and recognise the equivalence of $2/4$ and $1/2$.

Year 2 Geometry and Measures

Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. <input type="checkbox"/> Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$. <input type="checkbox"/> Recognise and use symbols for pounds (\pounds) and pence (p); combine amounts to make a particular value <input type="checkbox"/> Find different combinations of coins that equal the same amounts of money. <input type="checkbox"/> Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. <input type="checkbox"/> Compare and sequence intervals of time. <input type="checkbox"/> 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. <input type="checkbox"/> Know the number of minutes in an hour and the number of hours in a day. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. <input type="checkbox"/> Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. <input type="checkbox"/> Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. <input type="checkbox"/> Compare and sort common 2-D and 3-D shapes and everyday objects. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Order and arrange combinations of mathematical objects in patterns and sequences. <input type="checkbox"/> 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 anticlockwise). 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. <input type="checkbox"/> Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. <input type="checkbox"/> Ask and answer questions about totalling and comparing categorical data.

Year 2 Reading

Word Reading

Sufficient evidence shows the ability to...

- Apply phonic knowledge and skills consistently to decode quickly and accurately.
- Decode alternative sounds for graphemes.
- Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.
- Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money.
- Read most words without overtly segmenting and blending, once they are familiar.
- Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.

Comprehension

Sufficient evidence shows the ability to...

- Fully engage with reading and take pleasure from books and texts.
- Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.
- Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say.
- Show understanding of texts read independently; self-correct.
- Know and retell a wide range of stories, fairy stories and traditional tales. Discuss the sequence of events in books, and how items of information are related.
- Make inferences on the basis of what is said and done; predict according to what has been read so far.
- Discuss and express views about a range of non-fiction texts which are structured in different ways.
- Discuss and clarify the meaning of new words; discuss favourite words and phrases.
- Recognise simple recurring literary language in stories and poetry. Recite a repertoire of poems learnt by heart, using appropriate intonation.

Year 2 Writing

Transcription

Spelling

Sufficient evidence shows the ability to...

- Write from memory, simple dictated sentences which include familiar words and GPCs.
- Spell common decodable two and three syllable words which include familiar graphemes.
- Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.
- Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.
- Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.
- Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.

Handwriting

Evidence:

- Holds pencil correctly.
- Writing is legible.
- All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.
- Spacing is appropriate to the size of letters.
- Some letters are joined correctly, according to the school's handwriting approach.

Composition

Composition: structure and purpose

Sufficient evidence shows the ability to...

- Compose sentences orally. Use the drafting process to gather and write down ideas and key words.
- Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.
- Write about real events, maintaining form and purpose.
- Compose orally and write poetry in a variety of forms.
- Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.

Vocabulary, grammar, punctuation

Sufficient evidence shows the ability to...

- Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.
- Co-ordinate sentences using and, or, but.
- Sometimes use subordination e.g. when, if, because.
- Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
- Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.
- Identify word classes: noun, adjective, verb and adverb.
- Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming.
- Use appropriate features of Standard English.

Staff working in Year 2

Year 2 Teacher Birch Class	Mrs Holdsworth
Year 2 Teacher Pine Class	Mr Morris
Year 2 Teaching Assistant	Mrs Watson / Mrs Maris
Year 2 Teaching Assistant	Mrs Larrimore
Year 2 Additional Support	Miss Davison and Miss Smith

Curriculum Overview Year 2

	Terms 1 and 2: Victorian time travellers	Terms 3 and 4: Passport to India	Terms 5 and 6: It's Alive!
Focus	History	Geography	Science
English – Key Texts	Pirates of Scurvy Sands Pirates Next Door The Owl and the Pussycat Oliver Twist The Nutcracker	The Enormous Crocodile The Drum Little Red Riding Hood Hansel and Gretel Jack and the beanstalk	The Tunnel Gorilla Julia Donaldson books – Stick Man The Hodgeheg
English – Genres	Retelling stories Instructions Recount	Stories from other cultures Letters Animal stories Traditional tales	Adventure stories Poetry Non-Chronological report Author study
Maths	Number and Place Value Addition Subtraction Multiplication Division Position and Direction	Fractions 2D Shape Statistics 3D shape Time Measures Money	Revision SATS
Science	Material properties Strong, flexible, transparent experiment Waterproof experiment	Squashing, bending, twisting and stretching experiment Temperature experiment Animals and plants in India – life processes	Plant experiment Hygiene experiment Living things – MRS GREN
History	The Victorians	Indian independence	Charles Darwin and Evolution compared to David Attenborough
Geography	Victorian Empire Countries of the UK and capital cities	Locate India and UK – continents and nearby oceans Compare environments and life in India to UK	Continents and oceans Make maps to show path taken around Swanwick
Religious Education	Christianity People who inspire them Belonging Special times	Hinduism Compare Hinduism and Christianity Mahatma Gandhi and Saint Mother Teresa – why are they inspiring?	What makes some places sacred?
Computing	Online safety Grouping and Sorting Pictograms	Lego Builders Maze Explorers Animated Storybooks	Coding Spreadsheets Technology Outside School
Design and Technology	Make puppets Rag rugs	Pop-up Easter cards Clay work Taste Indian food Make Indian food	Make habitat for animal Healthy eating Where food comes from
Art	William Morris work Printing	Colour mixing Collage using pastel and coloured pencil	Habitat collage

	ICT artwork Paper collage Charcoal observational drawings	Pencil gradient drawings Class collage Clay work Rangoli patterns with chalk Compare Indian artwork with Victorian	Cath Hodsman work – coloured pencil observational drawing Viewpoint landscapes
Music	Hip Hop Rap Music	Learning a song – In a Song Pitch, rhythm, pulse and instruments	Music and movement History and Language of Music
French	N/A	N/A	N/A
PSHE/RSE	Class rules Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me
PE	Striking and fielding games Gymnastics	Invasion games Dance – Indian dance	Athletics Dodgeball



