



Welcome To Year 2

Miss Berry

Support Staff In Year 2



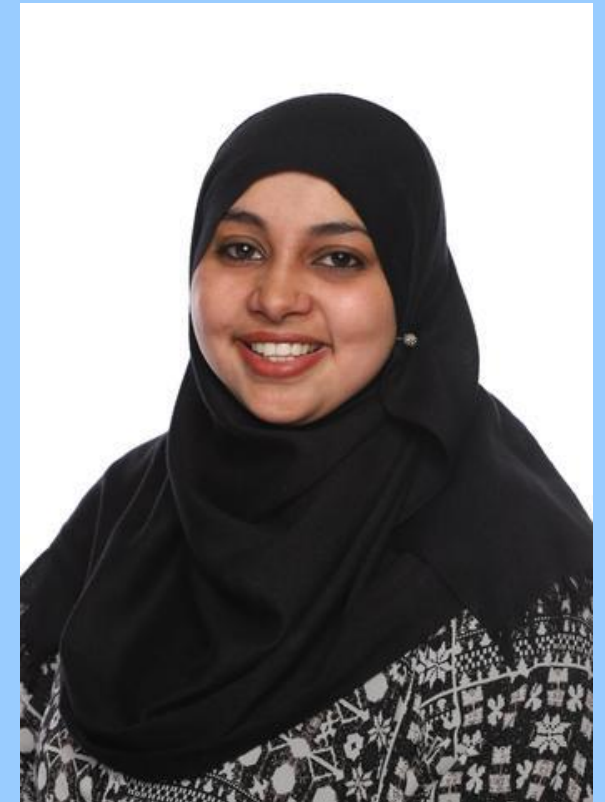
Miss Gallagher



Miss Malik



Miss Harrison



Miss Mohammed

Typical Timetable



	08:30-08:45	08:45-09:15	09:15-09:35	9:35-10:30	10:30-10:45	10:45-11:05	11:05-12:05	12:00-13:00	13:00-13:15	13:15-14:15	14:15-15:15
Mon	Registration and Home Reading Books	Whole School Liturgy	Phonics / Spellings	English	Break	Guided Reading	Maths	Lunch	Picture News	PE - Gymnastics	RE
Tue		Handwriting		English		Guided Reading	Maths		Class Novel	Guided Reading	DT
Weds PPA Mr Dunn covering		Handwriting		English		Made for Stage 11-11.45	Arithmetic for 15 mins		Picture News	Computing	Geography
Thurs		Sung Worship		English		Guided Reading	Maths		Class Novel	PSHE	Science
Fri		Awards & Thanksgiving		English		Guided Reading	Maths		Picture News	RE	Music

Topics



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Creation and Covenant	Prophecy and promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
Writing	Troll Swap by Leigh Hodgkinson, Trolls Go Home by Alan MacDonald Outcomes Fiction: write a story Zebra Question by Shel Silverstein Poetry	The Owl Who Was Afraid of The Dark by Jill Tomlinson, (and Chapter version) Outcomes Non-fiction: write a report The Owl and the Pussycat by Edward Lear Poetry	The Dragon Machine by Helen Ward, How to Train Your Dragon (2010 film), The Dragonkeeper by Josh Lacey Outcomes Fiction: write a story with an adventure focus From a Railway Carriage by Robert Louis Stevenson Poetry	Major Glad, Major Dizzy by Ian Oke, Naughty Amelia Jane by Enid Blyton Outcomes Recount: a recount of events from character's point of view Night Sounds by Berlie Doherty Poetry	Tidy by Emily Gravett Outcomes Persuasion: write a letter in role Father and I in the Woods By David McCord Poetry	Grandad's Secret Giant by David Litchfield Outcomes Fiction: write a story with a moral focus Fox by Kathy Henderson Poetry
Maths	• Place Value • Addition and Subtraction	• Addition and Subtraction • Shape	• Money • Multiplication and Division	• Length and Height • Mass, Capacity and Temperature	• Fractions • Time	• Statistics • Position and Direction
Science	Habitats	Microhabitats	Use of everyday materials	Life cycles and health	Plant Growth	Plant-based materials
History		How was school different in the past?		How did we learn to fly?		What is a monarch?
Geography	Would you prefer to live in a hot or cold place?		Why is our world wonderful?		What is it like to live by the coast?	
Design Technology	Mechanisms: Levers		Cooking and nutrition: Balanced Diet		Structures: A Chair for Bear	
Art		Drawing: Understanding tone and texture		Painting and mixed media: Colour Play		Sculpture and 3D: Clay houses
PSHE	Me, My Body, My Health Gifts and Talents Girls' Bodies Boys' Bodies Spots and Sleep	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online? Cyber Bullying	Personal Relationships Confidence vs Control Build Others Up	Lifecycles Making Babies	Staying safe: How can I stay safe as I grow up? Transition Day
Music	Time to Play – Exploring Pulse and Rhythmic Patterns		Musical Moods and Pictures		Patterns with Pitch – Exploring Pitch and Melody	
PE	Dance – Made for Stage Gymnastics 1	Dance – Made for Stage Gymnastics 2	Dance – Made for Stage FMS – Bounce a Ball	Dance – Made for Stage Athletics	Dance – Made for Stage Games – Striking and Fielding	Dance – Made for Stage FMS – End of Key Stage Assessment
Computing	Computing systems and networks: Bletchley Park and the history of computers	Computing systems and networks: Exploring AI	Data handling 1: Big Data 1	Programming: Exploring Python	Data handling 2: Big Data 2	Skills showcase: Inventing a product
Online Safety	Life Online	Sharing Online	Creating a Positive Online Reputation	Capturing Evidence	Password Protection	Think Before You Click



Year 2

Writing — Core skills

1. Consistent joined or fluent manuscript handwriting for most pupils.
2. Use expanded sentences with a range of conjunctions (and, but, because, so).
3. Punctuation: full stops, capitals, question marks, exclamation marks; introduction to commas in lists.
4. Planning and re-reading: draft one paragraph, check meaning and add detail.
5. Spelling: common suffixes (-ing, -ed, -er, -est) and common exception words.

Handwriting

1. Consolidation: Fluent lower-case formation and capital letters; begin pre-cursive joins where useful.
2. Speed: Short timed fluency drills (1–2 minutes) focusing on neatness and speed.
3. Transcription links: Dictation of short sentences using known GPCs.
4. Ensure letters are sized appropriately i.e. capitals should be taller than lowercase

Mathematics — Core skills

1. Count to at least 100; read and write numerals to 20.
2. Number bonds to 10; begin bonds to 20.
3. Add and subtract within 20 using concrete resources and number lines.
4. Place value to 20; compare quantities.
5. Recognise and name basic 2-D & 3-D shapes; measure length/height using non-standard units and simple measures (cm).

Maths overview



Year 2 programme of study

Number – number and place value

Statutory requirements

Pupils should be taught to:

- 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.

Measurement

Statutory requirements

Pupils should be taught to:

- 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.

Number – addition and subtraction

Statutory requirements

Pupils should be taught to:

- 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 ones
 - a two-digit number and tens
 - two two-digit numbers
 - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one 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

Statutory requirements

Pupils should be taught to:

- 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 two numbers can be done in any order (commutative) and division of one 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.

Notes and guidance (non-statutory)

Pupils use a variety of language to describe multiplication and division.

Pupils are introduced to the multiplication tables. They practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other. They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations.

Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, to arrays and to repeated addition. They begin to relate these to fractions and measures (for example, $40 \div 2 = 20$, 20 is a half of 40). They use commutativity and inverse relations to develop multiplicative reasoning (for example, $4 \times 5 = 20$ and $20 \div 5 = 4$).

Writing overview



Year 2		Au1	Au2	Sp1	Sp2	Su1	Su2
Y2 Assessment Framework – Overview of Objectives							
Purpose and audience	After discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real and fictional)						
Tense	- Use past and present tense mostly correctly throughout writing - Use of verbs to mark action in progress			✓	✓		✓
Conjunctions	- Use co-ordination (and, or, but) to join clauses - Some use of subordination (when, if, that, because) to join clauses	✓	✓	✓	✓		✓
Level of detail	- Use expanded noun phrases to add description and detail - Use -ly to turn adjectives into adverbs e.g. slow to slowly	✓	✓				✓
Cohesive devices	Adverbs and subordinate clauses used to support sequence of events/ ideas e.g. suddenly, quickly, when it was dinner time		✓	✓	✓		✓
Logical sequence of events	- Evidence of a sequence of connected events - Use pronouns to extend and link sentences						
Appropriate vocabulary and grammatical structures	Write statements, questions, exclamations and commands appropriately			✓			
Punctuation	- Demarcate most sentences in writing with capital letters and full stops (including proper nouns) - Use question marks correctly when required - Some use of exclamation marks for effect - Some use of commas to separate items in lists - Some apostrophes for simple contracted forms - Begin to use apostrophes for singular possession in nouns	✓	✓	✓		✓	
Transcription	- Segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly and making phonically-plausible attempts at others - Usually accurate spelling of simple monosyllabic and polysyllabic words including high frequency homophones (e.g. to, too, two/ there, they're, their/ floated/ many/ coat) - Spell many common exception words (refer to spelling appendix or SSP/spelling programme) - Some accurate use of suffixes to correctly spell words e.g. -ing, -ed, -er, -est, -y where change is needed to the root of the word and to spell longer words e.g. -ment, -ful - Some words with contracted forms are spelt correctly - 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 - Write with increasing fluency and stamina					✓	✓
Edit and Evaluate	- Begin to make simple additions, revisions and corrections: - Re-read and evaluate writing checking for meaning and tense form						
Proof-read	Proof-read writing (some prompting may be required)						

Number – number and place value	Number – addition and subtraction	Number – multiplication and division
- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. - 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. - Partition numbers in different ways (e.g. $23 = 20 + 3$ and $23 = 10 + 13$). - Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. - Find 1 or 10 more or less than a given number. - Round numbers to at least 100 to the nearest 10. - Understand the connection between the 10 multiplication table and place value. - Describe and extend simple sequences involving counting on or back in different steps. - Use place value and number facts to solve problems.	- Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting). - Select a mental strategy appropriate for the numbers involved in the calculation. - Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. - Understand subtraction as take away and difference (how many more, how many less/fewer). - Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. - Recall and use number bonds for multiples of 5 totalling 60 (to support telling time to nearest 5 minutes). - 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. - Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. - Solve problems with addition and subtraction including with missing numbers: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures. - applying their increasing knowledge of mental and written methods.	- Understand multiplication as repeated addition. - Understand division as sharing and grouping and that a division calculation can have a remainder. - Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. - Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. - Derive and use doubles of simple two-digit numbers (numbers in which the ones total less than 10). - Derive and use halves of simple two-digit even numbers (numbers in which the tens are even). - Calculate mathematical statements for multiplication using repeated addition) and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs. - Solve problems involving multiplication and division (including those with remainders), using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Number – fractions	Geometry – properties of shapes	Measurement
- Understand and use the terms <i>numerator</i> and <i>denominator</i>. - Understand that a fraction can describe part of a set. - Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be. - 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 $\frac{1}{2}$. - Count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$.	Geometry – position and direction	- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity and volume (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. - 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. - Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <i>and measures (including time)</i>.
	- 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]. - Order/arrange combinations of mathematical objects in patterns/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
		- Compare and sort <i>objects, numbers and</i> common 2-D and 3-D shapes and everyday objects. - Interpret and construct simple pictograms, tally charts, block diagrams and simple 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.

P.E. Monday and Wednesday



Kit needed:
Pumps/Trainers
Blue Shorts
White T-shirt
Tracksuit Bottoms
Joma PE top



Homework



Maths:

spend 5 minutes a day for 5 days per week (25 minutes per week) practising calculation skills using Numbots.



English:

Read for 15 minutes at least 3 times a week – please discuss the text and ask questions.

Spellings 5 minutes a day – Ed Shed

Uniform Reminders



Jewellery

Small, simple watches only.

One pair of **plain stud earrings** only.

No earrings for PE – children must be able to remove them themselves.

Ear piercing should be done at the **start of the summer holidays** to allow six weeks to heal.

No other jewellery is permitted.

Religious jewellery must be discussed with the **Headteacher**.

Presentation

No make-up, nail polish, false tan, false lashes or false nails.

Hair must be a **natural colour**.

Hair longer than shoulder length must be **tied back**.

No patterns shaved into hair.

Back and sides should be **no shorter than a grade 2**.

Please remember

Label all uniform and PE kit – initials are fine.



Important Year Group Messages

Those children that did not pass the phonics screening will retake it again this year.

There will be a meeting in the future to share more information.

Wrap around care

Please be reminded that we offer wraparound care from 8am—5pm in school between Monday—Friday.

Breakfast club is charged at £2 per session and starts at 8am. Children will be offered a selection of healthy breakfast items.

Afterschool club is now £2.50 per session and is open until 5pm. Children will be provided with a light meal (e.g. sandwiches).

The afterschool sports timetable is below but there is also gaming and crafts that will be running if children do not wish to participate in the sports.

You do not need to book, you will be charged via the App.

Wrap around care timetable

Day	3:15AM - 4:15AM	4:30PM - 5:30PM	5:30PM - 6PM
Monday	Football	Hockey	Wellness Zone
Tuesday	Football	Kickboxing	
Wednesday	Boxing / Kickboxing	Benchball	
Thursday	Boxing / Kickboxing	Boccia	
Friday	Dodgeball	Multi-Sport	

Questions

