Welcome To Year 2

Mr Tindall

Staff In Year 2

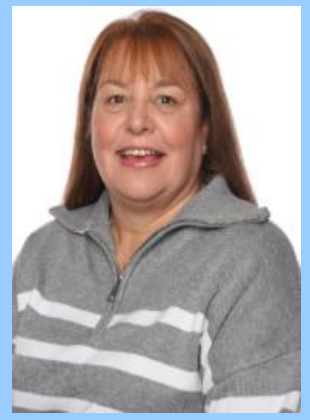
Miss Ruminska

Miss Coghlan

Mrs Redomond

Miss Smith

Mrs. Winser



Mrs Hollinshead

Typical Timetable

Autumn 1 Year 2 Timetable

	08:40-08:45	08:45-09:15	09:15-09:45	09:45-10:30	10:30-10:45	10:45-11:15	11:15-12:15	12:00-13:00	13:00-13:15	13:15-14:15	14:15-15:15
Mon	Registration/ Morning Tasks	Whole School Liturgy	Phonics	Maths	Break	Guided Reading	Writing	Lunch	Numbots & Reading	PE	Foundation
Tue		KS Liturgy	Phonics	Maths			Writing		Numbots & Reading	PPA (Foundation)	PPA (Foundation)
Weds		In-Class Liturgy	Phonics	Maths			Writing		Numbots & Reading	Science	PSHE
Thur		Sung Worship	Phonics	Maths			Writing		Numbots & Reading	RE (1hour and 15minutes)	Foundation
Fri		Awards & Thanksgiving	Phonics	Maths			Writing		Numbots & Reading	RE (1hour and 15 minutes)	Arithmetic

Topics

Year 2 Curriculum Overview

	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 Dragonsitter 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 Jan 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	Structures: Baby bear's chair		Mechanisms: Making a moving monster	Cooking and nutrition		
Art		Craft and design: Map it out		Painting and mixed media: life in colour		Sculpture and 3D: Clay houses
PSHE	Being a Good Citizen 3 lessons Road safety session Weekly Picture News Session Online safety Copyright and ownership	Emotional Wellbeing 3 lessons Weekly Picture News Session Online safety Copyright and ownership Privacy and security	Life Online Lifecycles 4 lessons Weekly Picture News Session Online safety Privacy and security	Keeping Safe 5 lessons Weekly Picture News Session Online safety Privacy and security	Me, my Body, My Health 3 lessons Weekly Picture News Session Online safety Managing online information	Wider World 1 lesson Weekly Picture News Session Online safety Managing online information
Music	Time to Play – Exploring Pulse and Rhythmic Patterns		Musical Moods and Pictures		Patterns with Pitch – Exploring Pitch and Melody	
PE	Games – Piggy in the Middle FMS and Gymnastics – Jack and the Beanstalk	OAA – The Great Outdoors FMS – Playground Games in the 20th Century	FMS – Bounce a Ball Gymnastics	Athletics Dance The Nutcracker ? Royal opera	Dance – Seaside Games – Striking and fielding	Games – Net and Wall FMS – End of Key Stage assessment

Topics

Year 2 Curriculum Overview

Computing	Unit 2.1 Coding	Unit 2.3 Spreadsheets	Unit 2.4 Questioning	Unit 2.6 Creating Pictures	Unit 2.5 Effective Searching Unit 2.7 Making Music	Unit 2.8 Presenting Ideas
Online Safety	Copyright and Ownership	Copyright and Ownership Privacy and Security	Privacy and Security	Privacy and Security	Managing Online Information	Managing Online Information

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 (°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 (×), division (÷) 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 ÷ 2 = 20, 20 is a half of 40). They use commutativity and inverse relations to develop multiplicative reasoning (for example, 4 × 5 = 20 and 20 ÷ 5 = 4).

Writing overview

Year 2

Y2 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
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 Logical sequence of events	• Adverbs and subordinate clauses used to support sequence of events/ ideas e.g. suddenly, quickly, when it was dinner time		✓	✓	✓		✓
	• 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 Proof-read	• Begin to make simple additions, revisions and corrections: • Re-read and evaluate writing checking for meaning and tense form • 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 (×), division (÷) 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

- *Understand and use the terms numerator and denominator.*
- *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 – properties of shapes

- 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].

Geometry – position and direction

- 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).

Measurement

- 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 *and measures (including time).*

Statistics

- Compare and sort *objects, numbers and* 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 Friday

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.

Extra:
Purple Mash is also available.

Reading Eggs is a fun and engaging reading tool, also.

Uniform Reminders

Jewellery:
Children may wear a small, simple watch. (If a digital watch is causing distraction, staff will ask a child to remove it.) One pair of plain stud earrings may be worn in the lower lobe of the ear. No earrings may be worn for PE- if a child cannot remove and replace their own earrings, they must not be worn on a day that a child has a P.E. lesson. Please only take children for ear piercing at the start of the six-week Summer holidays so that ears have time to heal. If a child has their ears pierced during school time, they would have to miss six weeks of P.E. as we do not permit children to do P.E. with plasters covering earrings. No other jewellery of any sort is permitted. If children attend school wearing jewellery, the jewellery will be removed and parents will be required to collect it from the school office. Any requests to wear jewellery based on religious beliefs must be discussed with the Headteacher.

Presentation:
Make-up, nail polish, false tan, false lashes and any form of false fingernails are not permitted. Hairstyles that are extreme in terms of cut or colour are not permitted in school. Hair must be one natural colour. Pupils with hair longer than shoulder length must tie their hair back. Children must not have patterns shaved into hair whilst razor shaves on the back and sides should be no shorter than a "2" in grade.

Please label your child's uniform (including PE kit). Initials are fine and better than nothing.

Could you be entitled to free school meals?

Your child will get free school meals if you receive the following support payments:

- Income Support (IS)
- Income Based Jobseekers Allowance
- An income-related employment and support allowance
- The guarantee element of State Pension Credit (PCGC) support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income, as assessed by Inland Revenue that does not exceed £16,190

If you are entitled school can also help with:

- Food parcels for your family
- Support with uniform
- Free book bag and water bottle for your child

Please speak to the school office and we can help you apply

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—6pm 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 6pm. 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