

Year 2

Information about
Year 2

We hope this gives you a little bit of the information
we would normally share with you in the Year 2
class meeting

Key Class information

- Doors open 8.50 -9.00. If arriving after 9.00am please take your child to the office for signing in
- Children complete their how they travel to school record on the whiteboard
- Bookbags should be brought in daily
- Water bottles are placed in a 'home base' to minimise mixing
- Regular hand washing throughout the day
- Sanitisers provided in classrooms
- Playtime – milk (if ordered) and fruit
- No jewellery (but if earrings are unable to be removed please cover with tape until they can be removed)
- Please ensure that your child is wearing PE clothing on their PE days (2J: Tuesday and Friday; 2S: Wednesday and Friday)



Key Class information

Year 2 SATs

- Normally at the end of the academic year children in Year 2 take part in the national assessments called SATs. It is not yet clear if these will take place this year and we will update you when we have further information.

Religious Education

- RE is taught through the Diocesan 'Come and See' programme and, through the approach and ethos of the school
- 'Come and See' sets out very clearly lessons and learning outcomes for the children
- At this stage the children are learning that they are a special individual created by God and that we are part of a community.
- The children will have one week in the Autumn and Summer term learning about other Faiths.
- Alongside the PSHE curriculum each year group will cover a topic from the Diocesan scheme a 'Journey in Love' which is a relationship Education programme specifically tailored to Catholic schools and the age and stage of our children. Information on this can be found in the Family Living and relationships policy.

Reading

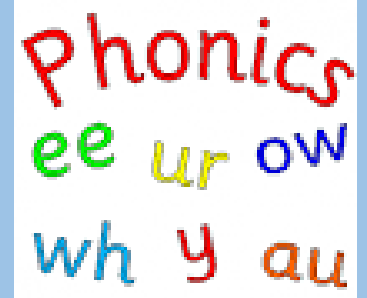


- Please read with your child as often as possible – it really makes a difference
- Encourage children to read a range of books at home
- Make reading fun!
- Children change their own reading books as often as they wish
- A member of staff will move them up a colour band when they are ready
- Read for fluency and understanding
- Reading is taught through a variety of ways- individual reading, group reading, guided reading, comprehension (this will depend on your child's needs)

Reading – What is most important?

- The most crucial aspects of reading at the end of Key Stage 1 are:-
 - Accuracy (decoding familiar and unfamiliar words correctly)
 - Fluency (speed and confidence)*
 - Comprehension (drawing meaning from text)
 - And of course – reading for pleasure!
- *DfE guidance for fluency is that if a child can read 90 words per minute this gives teachers an indication to support their judgement of what is meant by fluent reading. The inference seems to be that children who can read at such speeds will be able to meet the 'Expected Standard'.*

Phonics



- We are building on the phonics skills from Year 1
- The children are taught in groups based around the sounds they are ready for
- When Phase 6 begins in Year 2 it focuses more on Spelling, Punctuation and Grammar.
- Children will move to a new phonics phase when they are confident and competent within their current phase
- Children who are confident with their phonics will be able to read real and made up words (Please practise real and alien words at home - ask your child).
- Support on our website <http://www.oxfordowl.co.uk/home/reading-owl/expert-help/home/reading-site/expert-help/phonics-made-easy>
- <http://www.phonicsplay.co.uk/freeIndex.htm>
- This year all Year 2 children in schools will take part in the National Phonics Screening (information will be sent to you)

Writing – Spelling & Handwriting

- Children will be learning to write sentences with a variety of punctuation – such as, capital letters, full stops, question marks, exclamation marks, commas, speech marks and apostrophes
- Children are encouraged to use their phonics to spell words and spell correctly Year 2 high frequency words.
- As the year progresses children are expected to write at greater length and with greater detail in different styles- story writing, information writing, letter writing, persuasive writing, instructions and lists
- Children will learn to put extra information in their sentences to make them more interesting such as expanded noun phrases
- Children will learn to use a variety of word types, including adjectives, nouns, adverbs, fronted adverbials, pronouns
- Handwriting- children will be taught to form individual letters and then joined up letters.

What is the 'Expected Standard' in writing at the end of Year 2?

Working at the expected standard

This information is nationally where a child is expected to be working at the end of Year 2. It does not take into account individual circumstances, age or needs which may vary greatly from child to child at this stage.

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use a variety of conjunctions to extend their sentences, such as, or, and, but, when, if, that, because
- break down spoken words into sounds and represent these by letters, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words* see Year 2 list
- 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 words that need to be read by sight

Maths

We follow the Maths National Curriculum



There is a focus on number, addition and subtraction becoming secure before we move to multiplication and division.

The children have access to practical materials – such as number lines, cubes, rulers, numicon, tens and unit blocks.

We are working towards the children using written methods by the end of the year. Times tables taught this year include 2, 5, 10 and 3s.

We use a maths scheme called White Rose Maths– which is used as a base for the teaching. Children may have additional support or extension work alongside the scheme work.

What is the 'Expected Standard' in Maths at the end of Year 2?

Working at the expected standard

Working at the expected standard

- The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
- The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100).
- The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$).
- The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).
- The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins).
- The pupil can identify $\frac{1}{3}, \frac{1}{4}, \frac{1}{2}, \frac{2}{4}, \frac{3}{4}$ and knows that all parts must be equal parts of the whole.
- The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
- The pupil can read the time on the clock to the nearest 15 minutes.
- The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

Some Maths Examples

- Arithmetic

5

$$\boxed{} = 15 - 2$$



1 mark

6

$$20 + 30 + 50 = \boxed{}$$



1 mark

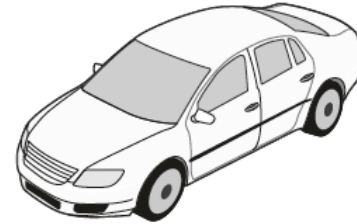
Maths

- Problem solving

30 There are **76** cars in the car park.

18 more cars go into the car park.

Then **35** cars go out.



How many cars are in the car park **now**?

Show
your
working

cars



2 marks

Home Learning

Creative homework based on our topic will be set over half term and photographs can be sent to the Year 2 email address.

Reading Books: Please hear your child read as often as you can and sign their reading record.

Comprehensions will come home weekly in the Spring Term.

Spellings: please keep practising the Year 2 words – make up games, use them in your writing.

Weekly arithmetic questions (with examples of how to work them out) or maths home learning will be sent out towards the end of the first term - (This will be methods or learning we have taught in school and your child should be familiar with).

At home, please try to:

- Read at least 4 times a week and note this in the reading record; discussing the book not just 'listening' to them read.
- Complete the home learning tasks - support as necessary BUT do not complete it for them!
- Reinforce mental maths (number bonds, times tables, mental addition & subtraction, doubling & halving). To reach the expected standard children must have **immediate** recall of key number facts such as number bonds & expanded number bonds (1-10 10 -100 1-20 10-200) as well as 2x 5x 10x multiplication & division facts.

Topics and other subjects

- Autumn term – Explorers and The Great Fire of London
- Spring – The Rainforest
- Summer – Marvellous Minds

- We use topics to teach the other subjects and to give them a context

Information about learning

- We provide a **weekly learning plan** with an overview of the week's learning on the website. (under the Learning Tab)

<https://www.stjosephsrcinfant.bucks.sch.uk/Learning/Weekly-Updates/>

- Information about the schemes we use will also be put on the website

Working together

- We both have the same aims – we want the best for your child
- Please communicate with us and we will do the same with you



- Any questions please email in using the year group email address