

Welcome, Parents of Year 2 Pupils.



Timetable

	8.30-9.00	9.00-9.20	9.20-9.40	9.40-10.40	10.40-10.55	11.00-12.00	12.00-1.00	1.00-2.00	2.00-2.15	2.15-3.00	3.00- 3:15
Monday	Handwriting	Assembly	Phonics	English	Break	Maths	Lunchtime	Geography	Afternoon break	Computing	Story/Home
Tuesday	Handwriting		Phonics	Guided Reading Trampolining		Guided Reading Library Trampolining		RE Mrs Barros		Music Mrs Barros	
Wednesday	Handwriting /Times Tables Test	Phonics	Singing Assembly	English		Maths		PE Outdoor		Art	
Thursday	Handwriting	Assembly	Phonics	English		Maths		Science (PPA) Mrs Thorn		Science (PPA) Mrs Thorn	
Friday	Handwriting		Spelling Test	English		Maths		RSHE/Spanish		Golden Time	

Topic Map - Page 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Polar Explorers		Galapagos/Kenya	Fire Fire!	One small step for man!	Marvellous Maps
Special Events	Harvest Bonfire Night Diwali Remembrance Day Christmas		Chinese New Year Mothers' Day Easter		Father's Day Sports Day St Meryl's Got Talent	
History		Polar Explorers	Rosa Parks	The Great Fire of London	First Moon Landing and Neil Armstrong	
Geography	Polar Regions - Antarctica and Arctic		Galapagos/Kenya			Marvellous Maps
Science	Living things and their habitats	Everyday Materials	Plants	Animals including humans	Animals including humans	Healthy Living and Survival
D.T		Puppets (sewing) Design		Vehicles/Wheels and Axles - <u>Fire</u> engines		Preparing Vegetables
Art & Design	Portraits		Sculptures		Printing	
PE	Multi-Skills Trampolining	Multi-Skills Trampolining	Multi-Skills Trampolining	Multi-Skills Trampolining	Athletics Trampolining	Athletics Trampolining

Topic Map - Page 2

Music	Charanga Scheme of Music/Singing Assemblies					
Maths	Herts Essential Maths Planning 2LS1-2LS8	Herts Essential Maths Planning 2LS9-2LS13	Herts Essential Maths Planning 2LS14-2LS22	Herts Essential Maths Planning 2LS23-2LS27	Herts Essential Maths Planning 2LS28-2LS34	Herts Essential Maths Planning 2LS35-2LS41
English	Narrative (2weeks) - Frog and the Stranger Instructions(2weeks) - How to Make Friends with a Ghost Poetry: List poems(1week) - The Puffin Book of Fantastic First Poems Narrative(2/3weeks) - Last Stop on Market Street Letters/postcards(3weeks) - Dragon Post		Narrative(3weeks) - Rapunzel Non-Chronological Report(2weeks) - Big Blue Whale Narrative(3weeks) - Julian is a Mermaid/Splash, Anna Hibiscus Poetry: Free Verse & Simile(2weeks) - The Puffin Book of Fantastic First Poems		Narrative(2/3weeks) - The Lost Homework Instructions(2weeks) - How to Wash a Woolly Mammoth Recount(2weeks) - Here I Am Narrative(3weeks) - Super Joe Does not do Cuddles/Traction Man Poetry: Take One Poet(1week) - Belonging Street	
Computing	Unit 2:1 Coding Unit 2:2 Online Safety Unit 2:3 Spreadsheets		Unit 2:4 Questioning Unit 2:5 Effective Searching Unit 2:6: Creating Pictures		Unit 2.6: Creating Pictures Unit 2:7 Making Music Unit 2:8 Presenting Ideas	
PSHE	Being Me <u>In</u> My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE	Herts Scheme - Signs and Symbols	Christianity - Christmas Stories and morals	Herts Scheme - Special places, sacred places	Herts Scheme - Easter	Herts Scheme - Religious Leaders Easy Questions, Difficult Answers	
Spanish	Level 6- Market	Level 7 -Station	Level 8 - Beach	Level 9 - Garden	Level 10 - Party Finish any outstanding lessons	

P.E/Games

Our P.E days are **Tuesday(Trampolining)** and **Wednesday**

Please make sure that your child has the correct P.E kit in school at all times. This consists of the sky-blue t-shirt, burgundy shorts/burgundy tracksuit and **plimsolls/trainers**.

We will get changed in school.

Long hair must be tied back and jewellery removed, earrings can be covered with tape.

Trampolining

Trampolining will be on Tuesdays.

Children can come to school in their trampolining clothes. Please ensure your child can put their shoes on themselves - **NO LACES** unless they are able to tie them themselves.

Clothes should not be loose or baggy and should not have any zips, ribbons, bows etc on them.

They will need:

- **Long** sleeved top
- Full length trousers/joggers/leggings - **NO DENIM**
- Socks

All hair should be tied back and jewellery removed or taped up. (*Including religious jewellery*).

Homework

Set on Google Classrooms.

- Homework set will not need to be printed!
- Use green homework book if you wish.
- Upload pictures to google classrooms. Books do not have to come into school.

It is important that children complete their homework each week as it reinforces and extends what the children have been learning at school.

Homework will be set **every Friday**, and is due in **the following Wednesday**. Spellings will be given out every **Friday** and tested the following **Friday**.

Spelling books **MUST** be in school every Friday.

Children are expected to read at home with an adult at least three times a week. **Your child should be bringing home their reading record** each day in which you can write comments about their reading. We find these books are a good way of keeping the communication going between you and us.

Children who read at least 3 times every week will be mentioned as a star reader in the newsletter. Reading records will be checked and books changed on a Tuesday.

By the end of Year 2 children should be reading gold/white level books.

Library Day - Tuesday

Colour
Lime
White
Gold
Purple
Turquoise
Orange
Green
Blue
Yellow
Red
Pink (dark)
Pink (light)

SATs

Are now non-statutory. This means schools can decide whether the children need to sit them.

There are 4 papers:

- Reading (2 papers)
- Maths (2 papers)

There is also an English: Grammar, Punctuation and Spelling SAT assessment in order to inform our teacher-assessed level in Writing.

All assessment are due to take place in May.

SATs scores are used in conjunction with teacher assessment throughout the year to give an overall result.

SATs will not be reported, only the teacher assessment.

Reading

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Working at the expected standard

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 co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- 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.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.

Writing

Maths

Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Maths

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

Any questions?



Thank you very much!.