

Year 2

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Miss Ovenell

September 2018

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# Welcome to Year 2

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∞ Adults in Year 1 – Miss Ovenell, Mrs Reed and Mr Turner.

# Weekly Routine

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- ☞ Wednesday – Home Learning due in, PE and spelling check
- ☞ Thursday – Maths Passport check.
- ☞ Fridays – Homework books will go out, PE with Mrs Markins and **times table checks**.

# Attendance

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- ∞ The pace of Year 2 is quite fast.
- ∞ Good attendance is essential this year as we cover a large amount of learning each day.
- ∞ EMW will include return to marking and specialised intervention so please can you ensure your child is on time.

# Maths Expectations

Year 2		End of Year Expectations
Problem Solving		<ul style="list-style-type: none"> <li>- I can use place value and number facts to solve problems.</li> <li>- I can solve problems with addition and subtraction: <i>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</i> <i>applying my increasing knowledge of mental and written methods.</i></li> <li>- I can solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> <li>- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> </ul>
Number	Place value	<ul style="list-style-type: none"> <li>- I can recognise the place value of each digit in a 2-digit number (tens and ones).</li> <li>- I can identify, represent and estimate number using different representations including number line.</li> <li>- I can compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</li> <li>- I can read and write numbers to at least 100 in numerals and in words.</li> </ul>
	Counting	I can count in steps of 2, 3 and 5 from 0, and in tens from any number forwards and backwards.
	Fractions and Decimals	<ul style="list-style-type: none"> <li>- I can recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</li> <li>- I can write simple fractions e.g. <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul>

# Maths Expectations

Year 2		End of Year Expectations
Calculation	Addition and Subtraction	<p>- I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>- I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <i>A 2-digit number and ones</i> <i>A 2-digit number and tens</i> <i>Two 2-digit numbers</i> <i>Adding three 1-digit numbers.</i></p>
	Multiplication and Division	<p>- I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>- I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</p> <p>- I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>

# Maths Coverage

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We will continue to follow the maths no problems scheme.

- ✧ There is an emphasis on deepening children's understanding rather than moving children on to harder numbers.
- ✧ Having a basic understanding of numbers and place value is essential.
- ✧ Talk for maths and reasoning skills are at the heart of the scheme.

# English Curriculum

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- ☞ We use the power of reading.
- ☞ This allows lots of opportunities to write and allows the children to be immersed in a book.
- ☞ Guided reading will work slightly differently for the first term and children's reading will be listened to each week. This may not be noted in the reading record that they have read with an adult.
- ☞ Phonics: We will be recapping phase 5 and moving onto phase 6



# Reading

<b>Year 2</b>	<b>End of Year Expectations</b>
	<ul style="list-style-type: none"> <li>- Re-read books to build up fluency and confidence in word reading.</li> <li>- Pupils should revise and consolidate the GPCs and common exception words taught in Yr1. As soon as pupils can read words comprising of the Year 2 GPCs accurately and speedily they should move onto the Years 3 and 4 programme of study for word reading.</li> </ul>
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>- Secure phonic decoding until reading is fluent and read accurately by blending, including alternative sounds for graphemes.</li> <li>- Read accurately words of two or more syllable containing these graphemes.</li> <li>- Read words containing common suffixes</li> <li>-read further common exception words, noting unusual correspondences.</li> <li>- Read most words quickly &amp; accurately without overt sounding and blending.</li> <li>- Sound out unfamiliar words accurately and automatically.</li> </ul>
<b>Range of Texts</b>	
<ul style="list-style-type: none"> <li>- Being introduced to non-fiction books that are structured in different ways.</li> <li>- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> </ul>	
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>- Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>- Checking that the text makes sense to them as they read and correcting inaccurate reading.</li> <li>- Answering and asking questions.</li> <li>- Discussing the sequence of events in books and how items of information are related.</li> <li>- Discussing their favourite words and phrases.</li> <li>- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li> <li>- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves.</li> <li>- Taking turns and listening to what others say.</li> <li>- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>
<b>Language for Effect</b>	<ul style="list-style-type: none"> <li>- Recognising simple recurring literary language in stories and poetry.</li> </ul>
<b>Making Inferences</b>	<ul style="list-style-type: none"> <li>- Making inferences on the basis of what is being said and done.</li> <li>- Predicting what might happen on the basis of what has been read so far.</li> </ul>

# Writing

Year 2		End of Year Expectations
Writing Transcription	Spelling	<ul style="list-style-type: none"> <li>- I can add suffixes to spell longer words (less, ment, ness).</li> <li>- I can use the suffixes 'er', 'est' in adjectives and 'ly' to turn adjectives into adverbs.</li> <li>- I can distinguish between a homophone and a near homophone.</li> <li>- I can spell more words with contracted forms</li> <li>- I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>
	Handwriting	<ul style="list-style-type: none"> <li>- I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>- I can form lower-case letters of the correct size relative to one another</li> <li>- I can start using some of the diagonal and horizontal strokes needed to join letters</li> <li>- I can understand which letters, when adjacent to one another, are best left unjoined</li> </ul>
Writing Composition		<ul style="list-style-type: none"> <li>- I am positive about writing and I am building a writing stamina</li> <li>- I can use a range of writing genres e.g. personal experiences, narrative, fiction, real events, poetry, writing for difference purposes.</li> <li>- I can construct and use a plan to order my writing.</li> <li>- I can proof read to make improvements to spelling, grammar and punctuation.</li> <li>- I can write down ideas and/or key words, including new vocabulary to plan my writing</li> <li>- I can re-read to check that my writing makes sense</li> <li>- I can check that verbs are used correctly &amp; consistently</li> <li>- I can read aloud my writing with intonation, to make the meaning clear.</li> <li>- I can evaluate my writing with the teacher and other pupils</li> </ul>
Vocabulary & Grammar		<ul style="list-style-type: none"> <li>- I can use coordinating conjunctions: 'and, or, but' .</li> <li>- I can use subordinating conjunctions such as: when, if, that, because.</li> <li>- I can use and identify statements, questions, exclamations and commands.</li> <li>- I can use adjectives to add information about a noun (i.e. expand a noun phrase to describe and specify).</li> <li>- I can consistently use the present and past tense of verbs.</li> <li>- I can understand the effect of imperative verbs.</li> </ul>
Punctuation		<ul style="list-style-type: none"> <li>- I can use and understand the effect of appropriate punctuation to demarcate sentences.</li> <li>- I can use capital letters for proper nouns.</li> <li>- I can use apostrophes for possession.</li> <li>- I can use commas in a list.</li> <li>- I can use speech marks</li> </ul>

# SATs

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We will be having a SATs meeting this term

1) Monday 15<sup>th</sup> October – 9.00

2) Tuesday 16<sup>th</sup> October – 5.00

- Can you please return the slip to indicate which day you are coming to.

# Home Learning

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- ∞ Home learning- We are going to continue using the creative homework approach.
- ∞ This will give you more freedom in your homework choices and will allow children to consolidate their learning.
- ∞ There will however be 4 compulsory activities. These include 2 maths activities and 2 English.

# Spellings

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- ∞ Spelling checks will be completed on a Wednesday.
- ∞ Please can you ensure that your child is writing their word as part of a sentence when you are practicing.
- ∞ These words may be repeated from Year 1.

# Times Tables



∞ We will be starting times tables tests in week 3.

Multiplying by 2 – simple	Multiplying by 2 – tricky	Dividing by 2 – simple	Dividing by 2 – tricky
1) $4 \times 2 = \square$	1) $1 \times \square = 2$	1) $4 \div 2 = \square$	1) $\square \div 7 = 2$
2) $9 \times 2 = \square$	2) $5 \times 2 = \square$	2) $16 \div 2 = \square$	2) $24 \div 2 = \square$
3) $7 \times 2 = \square$	3) $10 \times \square = 20$	3) $20 \div 2 = \square$	3) $\square \div 1 = 2$
4) $12 \times 2 = \square$	4) $7 \times 2 = \square$	4) $6 \div 2 = \square$	4) $2 \div \square = 2$
5) $1 \times 2 = \square$	5) $1 \times 2 = \square$	5) $2 \div 2 = \square$	5) $4 \div \square = 2$
6) $8 \times 2 = \square$	6) $\square \times 2 = 4$	6) $24 \div 2 = \square$	6) $20 \div 2 = \square$
7) $0 \times 2 = \square$	7) $\square \times 2 = 20$	7) $0 \div 2 = \square$	7) $\square \div 2 = 11$
8) $3 \times 2 = \square$	8) $5 \times \square = 10$	8) $14 \div 2 = \square$	8) $\square \div 9 = 2$
9) $5 \times 2 = \square$	9) $9 \times 2 = \square$	9) $10 \div 2 = \square$	9) $6 \div \square = 2$
10) $11 \times 2 = \square$	10) $8 \times \square = 16$	10) $22 \div 2 = \square$	10) $\square \div 2 = 2$
11) $6 \times 2 = \square$	11) $\square \times 2 = 6$	11) $18 \div 2 = \square$	11) $\square \div 2 = 12$
12) $10 \times 2 = \square$	12) $4 \times \square = 8$	12) $12 \div 2 = \square$	12) $8 \div \square = 2$
13) $2 \times 2 = \square$	13) $6 \times \square = 12$	13) $8 \div 2 = \square$	13) $\square \div 2 = 0$
	14) $11 \times 2 = \square$		14) $12 \div 2 = \square$
	15) $\square \times 2 = 8$		15) $2 \div \square = 2$
	16) $9 \times \square = 18$		16) $10 \div \square = 2$
	17) $10 \times 2 = \square$		17) $14 \div 2 = \square$
	18) $2 \times 2 = \square$		18) $16 \div \square = 2$
	19) $3 \times \square = 6$		19) $12 \div \square = 6$
	20) $\square \times 2 = 14$		20) $18 \div 2 = \square$
	21) $\square \times 2 = 18$		21) $\square \div 2 = 2$
	22) $\square \times 2 = 2$		22) $10 \div 2 = \square$
	23) $3 \times 2 = \square$		23) $2 \div \square = 1$
	24) $2 \times \square = 4$		24) $\square \div 10 = 2$
	25) $\square \times 2 = 10$		25) $0 \div 2 = \square$
	26) $\square \times 2 = 24$		26) $16 \div \square = 8$

# Maths Passport

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- ∞ Maths passports will be checked weekly on a Thursday.
- ∞ These targets will be unique to your child.
- ∞ We may ask children to repeat a target if they are not using it in their maths learning. For example – Number bonds.

# Home Reading

- ☞ Reading – Children should be reading daily at home to an adult. Please make sure you note in the book if your child has read and any notes that may be helpful to us in school.
- ☞ Reading records – These are checked daily. I give out house points for reading.
- ☞ Books are now only going to be changed twice a week as the focus in Year 2 is on the reading comprehension and not just the decoding. Re-reading a book is a key skill that they will use in their SATs and allows you to ask deeper meaning questions on the second read.
- ☞ If your child is a free reader please still listen to them and focus on using comprehension style questions.
- ☞ Children must remember to add their book to the changing rack if it has been read twice.
- ☞ Library time!



# Other information

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- ∞ Snacks – Healthy eating (no nuts please)
- ∞ School Website – Please see the website for all up to date information
- ∞ Communication – E mail and text
- ∞ Contact books – Checked daily.
- ∞ If you need to see me for any reason, do not hesitate to make an appointment.

Thank you for coming!

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If you have any questions then  
please come and see me!