

Welcome to Year 2

Class Teacher: Miss Beeks
Teaching Assistants: Ms Patterson



Autumn term school value :
INDEPENDENCE

Weekly Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Staff	Miss Beeks & Ms Patterson	Mrs Waugh & Ms Patterson	Miss Beeks & Ms Patterson	Miss Beeks & Ms Patterson	Miss Beeks
8:45 – 9:00	Morning challenges Registration @ 8.55am				
9:00 – 9:20	Phonics	Phonics	Phonics	Phonics	Celebration Assembly
9:20 – 10:10	English	English	English	English	Mile-A-Day 9:30-9:50
					9:50-10:10 Phonics
10:10 – 10:30	Assembly	Assembly	Assembly	Assembly	10:10-1:30 English
10:30 – 10:50	Break	Break	Break	Break	Break
10:50 – 11:10	Guided Reading & Library				
11:10 – 12:00	Maths (mastering number 10 mins then curriculum content)	Maths (mastering number 10 mins then curriculum content)	Maths (mastering number 10 mins then curriculum content)	Maths (mastering number 10 mins then curriculum content)	Maths (mastering number 10 mins then curriculum content)
12:00 – 1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Afternoon	1:00 -1:50 Music	1:00-2:00 PSHE	1:00-2:00 Science 2:00 – Year 2 Mile a Day	TOPIC	1:00- 2:00 PE
	1:50 – 2:10 Mile-A-Day		2:00-3:00 RE		
	2:10-3:00 Computing	2:00-3:00 PE with Mrs Clarke-Buchanan		2:30 – 2:40 Mile-A-Day	2:00-3:00 TOPIC

Morning Routine

- Come in through five-bar gate.
- Go to Year 2 cloak room.
- Hang coats and spare clothing in the corridor.
- Put water bottle in bottle boxes.
- Hand in Reading Record and Books. Also hand in homework (Tuesday)
- Book bag in tray.
- Wash hands
- Complete morning work and independent learning

It's really important that you arrive before the gate closes so that your child is in the classroom ready to start learning at 9:00. This is a really important settling time to the day.

Collection at pick up time

- Please make sure you have informed the office if someone else is collecting your child.
- If there are younger children sleeping in the car and you ask for someone else to collect please either phone each other as dismissal happens so that the teacher can release your child to the other parent or show text message.

Phonics/ Spelling

Phonics and spelling groups for this Year.

The Year 2's are currently revisiting Phase 5 and are starting to learn the spelling rules for Year 2. The children will have weekly spelling words that are related to their learning for that week. Please only use pure sounds when practising!

Phase 6 (Spelling rules):

All children will continue to revisit the phase 5 phonics curriculum but will begin to learn further spelling rules.

Each week the children will have a new spelling rule to focus on and throughout our spelling sessions there will be time to practise and apply these skills in reading and writing.

Each week we will have focused tricky words based on the Year 2 common exception words as well as specific phonic sounds/ spelling rules.

This year we will continue to use Lesley Clarke Synthetic Phonics.

Phonics/ Spelling

Phonics Check

All children that did not pass this check in Year 1 will have to sit this again in the summer.

It has been common practise for any child that has not achieved the pass mark in Year 1 to retake this in the summer of Year 2.

Phonics Scheme



We will be using this throughout the school and there may be some further changes to reading books and spelling homework because of this. We will have no formal spelling tests but will give weekly word sets for you to practise that correspond to our learning that week.

Homework

Reading:

Year 2 will have their books changed on Mondays and Thursdays. They will receive two books on each change. It is good practise for children to re-read books that they have already read.

English:

Children will receive their homework on a Thursday and it must be handed in by the following Tuesday. They will have their own homework book to complete this in.

A handwriting exercise to complete - For this term it will be practise of letter formation to ensure we are ready to learn to join.

Spelling practise - these words will be linked to the phonics lessons of that week.

Writing task- this will be a short piece of writing, no more than half a page, to focus on writing skills.

Maths:

For Maths homework the children will have a set of Key Instant Recall Facts to learn over a half term. For each half term we will have one key set of facts to learn and will monitor this throughout the term. These facts should ideally be practised frequently for short periods of time (little and often, 5 minutes max!).

Reading

School:

- Daily Guided reading activities
- Specifically taught in English lessons but will also practised in all areas of the curriculum.
- Children will have their books changed 2 times a week (Monday and Thursday ONLY!) and receive two books each time. We are working on how children can change their own books.

Home:

- Reading daily (school book, phonics/spelling practise, news or story time)
- Books are not expected to be completed in one sitting but throughout Year 2 children need to be able to read for a sustained period of time before the summer term.
- Example Comprehension questions and reading advice will be uploaded to Microsoft Teams.
- Children should complete activities in Reading Record or answer question about their book. If they wish they can also complete a book review (template will be added to Microsoft Teams)

Reading

Reading Records:

- To be filled in each time reading is practised :this can be school reading book or home reading book. Children can also fill this in themselves.
- Use the activities to develop comprehension skills
- Please use the Phonics sounds on middle page.

Certificates

- End of the year
- Bronze: Filled in the whole record with comments from an adult.
- Silver: above criteria + completed all of the activities
- Gold: above criteria + comments from the child about their book, their reading and their personal targets.

Year 2 Autumn

English

- Postcards and letters
- Stories with a familiar setting

Science

- Animals including Humans

Computing

- Esafety
- Programming turtle logo
- Scratch

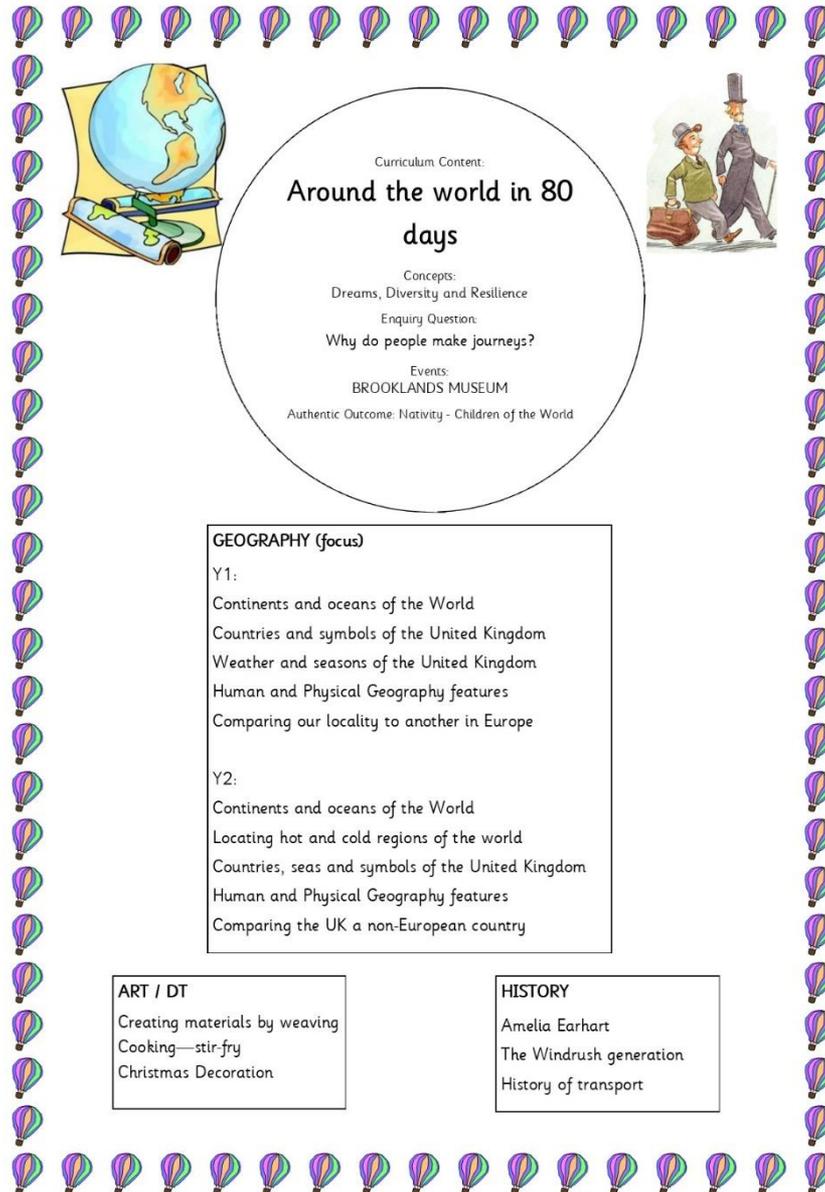
Maths

- Place value
- Addition and subtraction
- Shape
- Problem Solving and reasoning

Music

- Long and short sounds
- Autumn and Christmas songs

Concept Curriculum



Curriculum Content:
Around the world in 80 days

Concepts:
Dreams, Diversity and Resilience

Enquiry Question:
Why do people make journeys?

Events:
BROOKLANDS MUSEUM

Authentic Outcome: Nativity - Children of the World

GEOGRAPHY (focus)

Y1:
Continents and oceans of the World
Countries and symbols of the United Kingdom
Weather and seasons of the United Kingdom
Human and Physical Geography features
Comparing our locality to another in Europe

Y2:
Continents and oceans of the World
Locating hot and cold regions of the world
Countries, seas and symbols of the United Kingdom
Human and Physical Geography features
Comparing the UK a non-European country

ART / DT
Creating materials by weaving
Cooking—stir-fry
Christmas Decoration

HISTORY
Amelia Earhart
The Windrush generation
History of transport

Website

<https://dropmoreinfant.eschools.co.uk/website>



Dropmore Infant School
Great memories that are made here... last forever

Dropmore School

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Library Login

! We will be holding our Open Day on Thursday 3rd November. Please pop along between the hours of 9.30am -11.30am or 1.30pm-2.30pm for a tour.
If you are unable to make the Open Day, please contact the School Office to book an appointment.
email: office@dropmore.school or call 01753 644403

SATS

- Last year the government announced that the Key Stage 1 Tests became optional to implement.

It is recommended that these take place in the month of May

There may be further information about this throughout the year, depending on further announcements from the government.

End of Key Stage expectations

- The next pages state the objectives or targets that Year 2 children are assessed against alongside the SATS tests.
- In order to be awarded the level children must achieve ALL of the criteria below it as well as all of the criteria for the level or levels that come before it.
- It is a lot for them to achieve but we always get there in the end.
- This year your support will be vital in supporting your child.
- If there are any particular areas that you find you need support in please let me know and I can help support you with that.

End of KS1 Expectations

Maths

Working Towards the expected standard
read and write numbers in numerals up to 100
partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them
add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
recall at least four of the six 2 number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$) • count in twos, fives and tens from 0 and use this to solve problems
know the value of different coins
name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).
Working at the expected standard
read scales* in divisions of ones, twos, fives and tens (The scale can be in the form of a number line or a practical measuring situation.)
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 1 4, 1 3, 1 2, 2 4, 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.
Working at greater depth
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. $29 + 17 = 15 + 4 + \blacklozenge$; '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).

End of KS1 Expectations

Reading

Working Towards the expected standard
read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
<u>read</u> many common exception words.*
read aloud many words quickly and accurately without overt sounding and blending
<u>sound</u> out many unfamiliar words accurately.
answer questions in discussion with the teacher and make simple inferences
Working at the expected standard
read accurately most words of two or more syllables
read most words containing common suffixes*
<u>read</u> most common exception words.*
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 words
<u>sound</u> out most unfamiliar words accurately, without undue hesitation.
check it makes sense to them, correcting any inaccurate reading
answer questions and make some inferences
<u>explain</u> what has happened so far in what they have read.
Working at greater depth
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

End of KS1 Expectations

Writing

Working Towards the expected standard	
write sentences that are sequenced to form a short narrative (real or fictional)	
demarcate some sentences with	capital letters
	full stops
segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others	
spell some common exception words*	
form lower-case letters in the correct direction, starting and finishing in the right place	
form lower-case letters of the correct size relative to one another in some of their writing	
use spacing between words.	
Working at the expected standard	
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 with	capital letters
	full stops
	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	
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	

Examples of Expected standard writing.

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~^{snack}. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree. After that we had a silly pochibon party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a nest. Last of all we sorted out animals. Finally it was home time.

The trip was great! my favorite part of the day was identifying the trees.

Examples of Expected standard writing.

Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} was really dark in the attic and there were mostly deep holes in the floor. Just then some thing caught his eye. ^{It} was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ ^{took} ~~took~~ ^{took} them all down stairs. & First he opened the silver ^{one} which had wires in it. ~~Soon~~ ^{Soon} he had opened all of them.

Thank you