



# Welcome to Year 2

AUTUMN 1 2023

My name is Miss Holmes and I am the KS1 Phase Leader which means I help to lead Year 1 and 2.

If you have any queries or concerns, please do not hesitate to get in contact with me. You can share any questions/queries through the school phone number, email or you can speak to your child's class teacher.



# The Year 2 team



YELLOW CLASS- Miss Holmes

PURPLE CLASS – Miss Munden

GOLD CLASS- Miss Fitzmaurice

TA's for Year 2: Mrs Ray, Mrs Hanafi, Mrs Cruz

# Our timetable



Our school timings are **8:30am** to **3:10pm**.

- Our class PE lesson timetable for each half term is sent out to you via the school newsletter detailing the days which your child will need to arrive at school wearing their PE kits and trainers / plimsolls. **Autumn 1- Yellow Class-** Monday and Thursday **Gold Class-** Wednesday and Thursday **and Purple Class-** Wednesday and Thursday
- Reading books are given out on a Tuesday and need to be brought back to school on a Friday/following Monday. Children are expected to use Bug Club during the weekends as part of their reading homework
- Homework is given out on a Friday and expected to be completed or back in school by Tuesday (this includes Google Classroom which is due to be launched for Year 2 homework when logins are set up).
- Weekly spellings are given out on a Tuesday so that children can revise them at home and sit a spelling test on Monday

# Curriculum this Half Term



English/Maths: More information on the next few slides

Science: Health and Hygiene

Geography: Local Geography

RE: Christianity- What did Jesus teach?

PSHE: Being in my world

DT: Designing, creating and evaluating a fruit smoothie

PE: Balls skills and Yoga



- ▶ We use knowledge organisers to share the content covered in these subject areas.
- ▶ On the school website, you will find knowledge organisers which share the topic areas and the key content we will be covering this half term.

# Year 2 Curriculum- English



## **SPaG- Spelling, Punctuation and Grammar-**

- ❖ Using punctuation within sentences correctly
- ❖ Correcting spellings in sentences.
- ❖ Encouraging the children to check their own writing as they go along so that they are able to pinpoint any mistakes they have made to correct them and to improve their writing.

## **SUPPORTING YOUR CHILD AT HOME...**

Talk to your child about what they have been doing in English that day.

When reading at home, talk to your child about the importance of checking their own work.

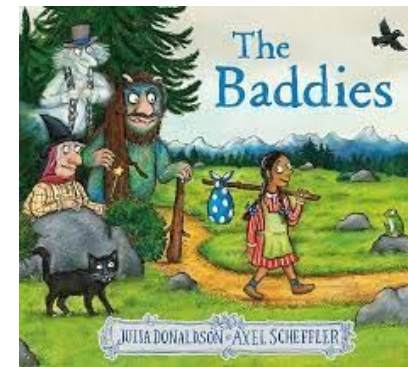
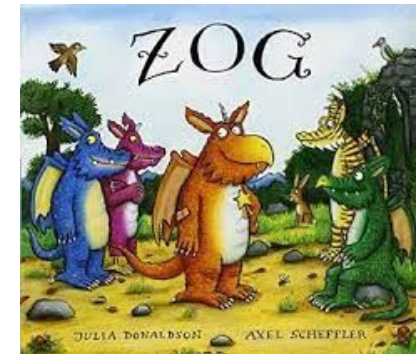
Support your child with their English homework.

# English- Writing



## Power of reading texts:

- ▶ We have selected particular texts which we use in English lessons. This half term, we are using the texts 'Zog' and 'The Baddies' by Julia Donaldson
- ▶ Children will be: Retelling the story, diary writing, understanding character's feelings, describing settings
- ▶ Pupils will have a chance to collect new vocabulary from texts.
- ▶ They will also write for a range of different purposes- descriptions, non-fiction text and poetry.





# English- Reading



## Reading:

- ▶ Your child will be given a levelled book to bring home and read to you (please let your child's teacher know if they are not bringing their book home regularly and please ensure that you **sign your child's Reading Record every week**).
- ▶ The children should be receiving their Bug Club logins soon to bring home and use.
  - ▶ **SUPPORTING YOUR CHILD AT HOME BY...**
    - Talking to them about the school book
    - Reading with your child and listening to them read regularly, questioning them on what they have read to assess understanding.



**Bug Club**



# Reading- Supporting your children



## Questions you can ask your children when reading with them:

What does this word/sentence tell you about.... (fiction feature/non-fiction subject matter)?

Can you find a word/sentence that tells you... /shows you... /backs up what you have said about...?

Why did the author use the word.... to describe...?

How does this word/description make you feel?

What do you think... is saying/thinking/feeling at this point? Why?

What do you think the author meant when...?

Why does the author use the word... here?

How do you think the author feels about...? Find words to back this up.

Where/when is the story/poem set?

Is this character a good/bad character? How can you tell?

Is there a dilemma in the story? What is it? How is the dilemma resolved?

Find your favourite description of the..

What do you think will happen next?

Where do you think.... will go next? Why?

What might you expect to see in this sort of text?

Can you think of any other stories like this? How do they end? Do you think this will end the same way?

How/where does the story/poem/non-fiction text start?

Which character do we meet first?

What is the first/second/last step in these instructions?

Put these sentences into the order that they happened in.

# Reading

Year 2 children are expected to:	To support this, you could say:
• decide how useful a non-fiction text is for a particular purpose	If I wanted to learn about..., would this be useful? Why?
• be aware that books are set in different times and places	Do you think this book was set whilst you were alive? What about whilst I was alive? Why?
• relate what they have read to their own experiences	Do you remember when we went to... and saw...? This story reminds me of that.
• continue to build up a repertoire of poems learnt by heart	Could you teach your little brother the words to Twinkle, Twinkle Little Star?
• recognise key themes and ideas within a text	So, it seems like this story says you should always be honest. Do you know any other stories about honesty?
• make simple inferences about thoughts and feelings of characters and reasons for their actions	What do you think... is feeling now? What might they do next? What makes you say that?

## National Curriculum Expectations

### Year 2
























By year 2, children should have developed pleasure in reading, motivation to read, an increased vocabulary and an improved level of understanding. Whilst in year 2, they must add to this by learning about cause and effect in both narrative and non-fiction texts, e.g. what has prompted a character's behaviour in a story, or why certain dates are commemorated annually?. This skill requires deep thinking and is easier for some children than others.

### What This Means for Parents

- In everyday life, model explaining why you have made the decisions you have made, e.g. 'I'm going to leave that there so that I remember it later.'
- Continue to model clear reading with fluency and expression.
- Share your opinions about the book and explain why you think that.
- Discuss reasonable national events and why they are celebrated annually.
- Explain why people react the way they do within social situations.

# Phonics- To support reading

st  nest	nd  hand	mp  lamp	nt  tent	nk  ink	ft  gift	sk  tusk	lt  belt
lp  help	lf  shelf	lk  milk	pt  script	xt  text	tr  tree	dr  drawing	gr  grandpa
cr  crab	br  brush	fr  frog	bl  blackberry	fl  flag	gl  glasses	pl  plane	cl  clown
sl  sleep	sp  spade	st  starfish	tw  twins	sm  small	pr  printer	sc  scarf	sk  skunk
sn  sniff	nch  bench	scr  screw	shr  shrew	thr  thread	str  string	<b>Phase 4 Blends and Clusters</b>	

ay  crayon	ou  cloud	ie  tie	ea  beads	oy  boy	ir  girl	ue  glue	ue  queue
aw  saw	wh  whistle	ph  elephant	ew  pew	ew  screw	oe  toe	au  haunted	ey  monkey
a-e  snake	e-e  concrete	i-e  slide	o-e  bone	u-e  flute	u-e  cube	<b>Phase 5 Sound Mat</b>  visit <a href="https://www.twinkl.com">twinkl.com</a>	



# Year 2 Curriculum- Mathematics



- Pupils are taught key concepts during lessons from Monday- Friday. They also carry out additional activities including key arithmetic tasks and times tables tasks (2s, 5s, 10s to begin with)

## Maths topic areas in Year 2 include:

- Number work involving the four operations.
- Number & Place Value.
- Addition & Subtraction.
- Multiplication & Division.
- Fractions.
- Measurement.
- Geometry- Properties of Shape.
- Using, Applying and Reasoning, e.g. Word and real-life problems/problem solving.
- Statistics- Data Handling.

# Times Tables

## 2

two

1	x	2	=	2
2	x	2	=	4
3	x	2	=	6
4	x	2	=	8
5	x	2	=	10
6	x	2	=	12
7	x	2	=	14
8	x	2	=	16
9	x	2	=	18
10	x	2	=	20
11	x	2	=	22
12	x	2	=	24

## 5

five

1	x	5	=	5
2	x	5	=	10
3	x	5	=	15
4	x	5	=	20
5	x	5	=	25
6	x	5	=	30
7	x	5	=	35
8	x	5	=	40
9	x	5	=	45
10	x	5	=	50
11	x	5	=	55
12	x	5	=	60

## 10

ten

1	x	10	=	10
2	x	10	=	20
3	x	10	=	30
4	x	10	=	40
5	x	10	=	50
6	x	10	=	60
7	x	10	=	70
8	x	10	=	80
9	x	10	=	90
10	x	10	=	100
11	x	10	=	110
12	x	10	=	120

This knowledge  
organiser shows  
how the 4  
operations are  
taught in Year 2.

**Year 2**

**Addition:**

$7 + 5 = 12$

combined  
altogether  
more  
and  
total

sum  
add  
plus

12  
7 5

10 2

The ones digit stays the same.

Number 10 more

11 21

44 54

**Add 2-digit and 1-digit**

$27 + 6 = 33$

Tens Ones

27 28 29 30 31 32 33

27 28 29 30 31 32 33

20 5

**Subtraction:**

**Subtract 1-digit from 2 digit**

$33 - 6 = 27$

Tens Ones

27 28 29 30 31 32 33

27 28 29 30 31 32 33

20 5

$20 - 5 = 15$   
 $20 - 15 = 5$

15 20 5

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

$15 - 7 = 8$

10 less Number

1 11

34 44

**Multiplication:**

product  
multiply  
array  
repeated addition  
groups of  
sets of  
lots of

$2 \times 5 = 10$   
 $5 \times 2 = 10$   
10 cookies

**Repeated Addition**

$5 + 5 + 5 = 15$

Number lines  
 $6 \times 3$

0 6 12 18

**Array**

**Equal Groups**

**Division:**

equally grouped  
half halves  
divided by  
shared by  
equally shared

Make 4 equal groups.

16

4 4 4 4

0 3 6 9 12 15 18

5 equal groups with 3 in each group

# Behaviour



- High expectations of behaviour.
- Good choice/bad choice.
- Consequences & rewards- missed playtimes & Dojo Points, Merits, Star of the Day
- Behaviour watch.
- Good listening.

## CRANFORD PRIMARY SCHOOL 3 RIGHTS...

- The Right to **LEARN**.
- The Right to **FEEL SAFE**.
- The Right to **RESPECT**.
- We are also a Rights Respecting School and we regularly discuss children's rights.

# UNIFORM



- Purple school jumper or cardigan.
- School trousers or skirt.
- CPS polo shirt for PE (available from the CPS uniform shop which is now available online)- Come into school in PE kit on PE days shared via the newsletter.
- Black shoes





# Website

- Please take some time to look at our website.
- Please use it to find information and get in contact:

**<http://www.cranfordprimary.com>**

