



## Welcome to Year 2



*The Sharples family ensures our children are resilient learners, healthy and aspirational citizens. We will create a love of lifelong learning that extends beyond the classroom as a result of an enriching curriculum. The school community will make a difference by fostering respect and tolerance of each other as unique individuals.*

## A message from Mrs Bradshaw

Hello and welcome to Year 2 with Mrs Bradshaw, Miss Knight and Mrs Johnson.



Mrs Bradshaw



Miss Knight



Mrs Johnson

Year 2 is the children's final year of Key Stage One. It's a wonderful time where the children build on all they have learnt from Early Years and Year 1 and consequently their reading, writing and understanding of number really take off. The children grow in confidence during Year 2 and become more independent learners.

We aim to inspire children and develop a love for learning using exciting stories, topics and current news and celebrations as a stimulus.

We look forward to working together with parents to ensure the children reach their potential.

## Expectations & Standards

### **Our Class Charter**

- We want our class to be happy and work together as a team.



### **So we promise to...**

- Look after all the classroom equipment and keep the classroom tidy.
- Work co-operatively with everyone.
- Not hurt anyone.
- When speaking only use kind words
- Listen to the person who is speaking

## The School Day

When the children arrive at school they will make their way around to the Y2 classroom at 8.40am. The children will be greeted by the teacher or teaching assistant, put their belongings in the cloakroom and begin their morning activity.

At 3.15pm the children will be dismissed from the Y2 classroom door. A safe collection form goes out to parents annually so staff are aware of the arrangements for collection of the children. Please ensure this information is communicated to the school office and they are made aware of any changes to this as the safeguarding of our children is paramount.

## Year Group Maths Goals

Count, read and write the numbers up to 100.

Count on or back in 2s, 3s, 5s or 10s from any given number, eg count in tens from 17.

Use  $<$ ,  $>$  and  $=$  signs

Know the link between addition and subtraction, eg  $5+3=8$  therefore  $8-5=3$ .

Know the pairs of numbers which make 10, eg  $4+6$ ,  $7+3$ , and the subtraction facts that go with them, eg  $10-6=4$ ,  $10-7=3$ .

Know that numbers can be added in any order, eg  $15+8$  is the same as  $8+15$ .

Know that multiplication can be done by adding again and again, eg  $4 \times 3$  is the same as  $3+3+3+3$ .

Know what doubling and halving means.

Know by heart the 2, 5 and 10 times tables.

Estimate and measure lengths, weights and capacities beginning to use standard units.

Use a ruler to measure and read simple scales on other measuring equipment.

Know the names for common 2D and 3D shapes and know some of their properties.

Solve word problems by choosing the appropriate calculation and explain what they have done.



## Year Group Reading Goals

### Word Reading

Decode automatically and fluently.

Blend sounds in words that contain the graphemes we have learnt.

Recognise and read alternative sounds for graphemes.

Read accurately words of two or more syllables that contain the same GPCs.

Read words with common suffixes.

Read common 'tricky' words.

Read the same phoneme written in different ways (e.g. a, ai, ay, a-e).

Read most words quickly and accurately when I have read them before, without sounding out and blending.

Read most suitable books accurately, showing fluency and confidence.

### Comprehension

Talk about and give an opinion on a range of texts.

Discuss the sequence of events in books and how they relate to each other.

Use prior knowledge, including context and vocabulary, to understand texts.

Retell stories, including fairy stories and traditional tales.

Read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.

Find recurring language in stories and poems.

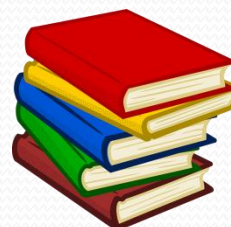
Talk about my favourite words and phrases in stories and poems.

Recite some poems by heart, with appropriate intonation.

Answer and ask questions about the text.

Make predictions based on what I have read.

Draw (simple) inferences from illustrations, events, characters' actions and speech.



# Year Group Writing Goals

Use my phonics to spell words.
Spell tricky words e.g. some, come, want, would, should, could.
Spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
Know different graphemes make the same sounds and apply this in my writing.
Segment the sounds in unfamiliar words and use syllables to divide words.
Letters are all the correct size. (ascenders and descenders)
Join my letters correctly.
Show that I know which letters are best left unjoined.
Capital letters are the correct size.
Use spacing between words that reflects the size of the letters.
Write stories about personal experiences and those of others, both real and fictional.
Use different structures for different types of writing.
Plan and discuss the content of writing and record my ideas.
Start my sentences in different ways e.g. time connectives, adverbs etc.
In my non-fiction writing I have included headings, numberings or bullet points.
Improve my own writing independently and make any changes necessary.
Proof-read to check for errors in spelling, grammar and punctuation.
Use subordination- when, if, that, because
Use co-ordination- or, and, but
Use noun phrases- a blue butterfly.
Consistently use the present tense and past tense correctly.
Write in the first person- I, we.
Write in the third person- she, he, they
Use capital letters for proper nouns and the personal pronoun 'I'.
Use question marks and exclamation marks correctly.
Use commas to separate items in a list.
Use apostrophes to show where letters are missing and to mark singular possession in nouns.



## Home Learning

The most important home learning activity is reading. Reading a little every day can really help your child. Children should read a few pages of their reading book, library book, online books or book from home every night. Reading books and Reading Records need to be in school every day. Please sign your child's Reading Record so we know they have read to an adult and reply to any questions from the teacher.

Children will receive spelling homework each week to learn for a spelling test the following week. They will also be expected to learn their times tables and use TT Rockstars and Numbots each week. The children will also be given discussion questions on the class page on the school website once per week related to our current topics so you can have a learning conversation. This will usually be given on a Friday.





## Assessment

Assessment in Year 2 has changed as the children are no longer required to take the formal SATS in May. Teacher assessments are now used to make judgements about the children's achievement at the end of the academic year.

Assessment in Year 2 takes place on a daily basis using quality assessment for learning principles so that teachers can plan the next stage in each child's learning. It helps teachers monitor progress, provide motivation for the children and helps inform planning. These types of assessment take place on a regular basis through:

Self and Peer assessment

Next step marking

Learning conversations

Rich, probing questioning

Cooperative learning opportunities

To support these assessments the children also complete a summative standardised test at the end of each term.

## Trips and Visits

To support our learning about seaside holidays and how they have changed we will be visiting the seaside and looking at the pier and other historical features.

We will go to the theatre to watch a pantomime at Christmas .

Our wow trip this year will be to 'Bring Yer Wellies', a truly unique experience in a natural setting for a 'hands on' outdoor learning engagement with nature: planting, pond dipping, den building, orienteering, boat racing and team building.

