

The background is a solid light pink color. It features several stylized rainbows in various colors (red, orange, yellow, green, blue, purple) scattered around the edges. A large white circle is centered on the page, containing the word 'Welcome!' in a large, bold, black font. Below the circle, there is a yellow rectangular box with a white speech bubble inside, containing a quote.

Welcome!

In our class we don't
do easy. We make easy
happen through hard
work and learning.



Meet the Teacher

Our aims

- How is Year 2 different to Year 1?
- What and how does your child learn in Y2?
- How is your child assessed in Y2?
- How can we help you to help your child?
- Questions

Important things to know before we start...

Please ensure that children are wearing the correct school uniform and PE kit. PE is on a Wednesday with Mr Shaw.

Spellings are given each Friday for children to learn throughout the week before their spelling test the next Friday.

Your child's book will be changed each week (on Friday). Your child's book bag must be in school every day so we can read with them.

Login details for online learning platforms can be found at the back of your child's spelling book. If you have any problems with this, please let your child's teacher know.

How is Year 2 different to Year 1?

Children who have passed the Phonics screening will take part in daily SPAG lessons.

Maths and English are taught using the same schemes of work as Y1 with the **Y2 programme of study and teacher assessment framework in mind.**

Year 2 children take part in weekly Music lessons with Mrs Matthews.

We take part in a Christmas play and host a Father's day assembly.

Children will take SATs at the end of the year. This data is no longer reported. It is used as part of the end of year teacher assessments.

What does your child learn in Year 2?

In English, we learn to plan, write and edit a range of text including: a narrative, a non-chronological report, a set of instructions, a poem, a letter, a recount.

In Maths, we develop their understanding of number, measurement and statistics through practical activities as well as completing bronze, silver, and gold challenges where they will use reasoning and problem-solving skills.

In Science we learn about animals (including humans), living things and their habitats, plants and the uses of everyday materials.

What does your child learn in Y2?

In RE, will explore 3 different religions – Christianity, Sikhism and Islam. Children will listen to a range of stories from each religion and make sense of these texts.

In History we will learn the history of travel, the industrial revolution and technology.

In Geography we will focus on locational knowledge, place knowledge, human and physical geography and geographical skills.

In PSHE they will learn about the qualities of a good friend, what bullying is, the different jobs that people do, how to keep safe, the importance of being healthy and how to recognise our feelings.

How is your child assessed in Y2?

Children will be assessed when they sit their SATs towards the end of the Year.

Children are typically assessed on Reading, Maths and SPAG (spelling, punctuation and grammar).

These are completed in their classrooms with familiar adults in test conditions. Children will be prepared for this process.

We will use children's SATs data alongside assessments to inform our judgement.

Children are typically graded as a 2M, 2S, 2D or 2E if they are working at a Year 2 level.

Children who did not pass the Phonics screening will be able to try again this year.

Working towards the expected standard

The pupil can:

- 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)*
- read many common exception words.*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

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 towards the expected standard

The pupil can:

- 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 resources¹ 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 six² 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

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.

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).

How can we help you help your child?

By the end of the year, children should be able to read all Y2 common exception words. Please practise children's spellings with them regularly 😊

We will be adding our notes onto Boomreader so stay engaged to see how your child is getting on. Feel free to leave notes about their reading with you 😊

Please encourage a love of reading. Last year, bookmarks were used to record children's reading sessions at home. This may change.



We will allocate books and games as appropriate on Bug club for children to access at home.



We will be setting a project each half term

By the end of Y2, children should be able to recall and use facts for their 2,3,5 and 10 times tables.

