

# Year 2

## 2020-2021



# PE

Your child will have PE every **Monday** afternoon and **Thursday** morning.

This will be outside for the foreseeable future.

Please ensure your child has **appropriate clothing** for **all weathers** and each item must be named. It is also important that they have a named **water bottle** too.







# Reading

Your child will be given a colour banded book every **Thursday**. This needs to be returned on the following **Monday** so that it can be quarantined. Between Monday and Thursday, please enjoy reading stories from home or your local library.



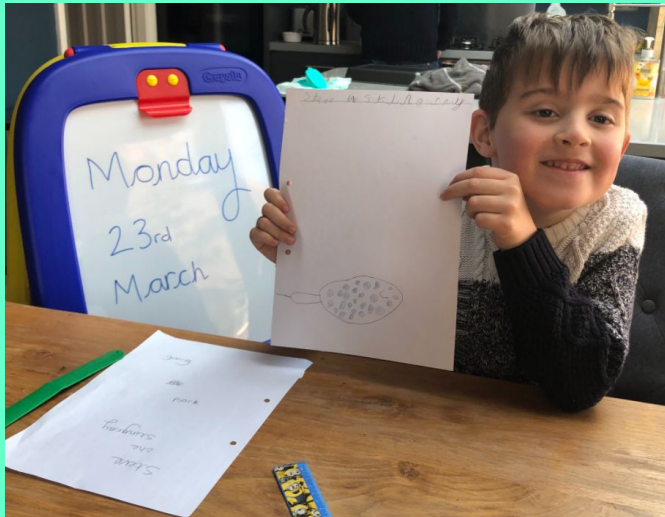
In Year 2, the children must be able to read 90 words a minute (approximately 1.5 words a second) before moving onto the next colour. Children must reach **Gold** to be at the expected standard for Year 2.

Please try to read with your child daily for 5-10 minutes. This could be using a: school book, online story, book from home or a magazine.

We will hand out reading records shortly as we are still waiting for the order to arrive!

# Home learning

This year, as a school, we are trialling using **Google Classroom** to set children home learning tasks. When we are ready to implement this, you will be given detailed instructions on how to access the activities!



# How else to help at home

**Hobbies-** Most importantly, we want to encourage your children to follow their passions!

**Reading-** please try and read with your child daily for 5-10 minutes. If your child gets stuck on a word, please encourage them to use their phonics to segment and blend the sounds.

**Maths-** please encourage your child to practise their 2, 5 and 10 times tables, as well as practising their number bonds to 10 and 20.

**Writing-** Encourage the children to write as much as possible at home. This could include, helping with the shopping list or perhaps writing a story.





# Phonics

We use Letters and Sounds to teach our daily phonics lessons. We have started revising from Phase 3.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190599/Letters\\_and\\_Sounds\\_-\\_DFES-00281-2007.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)

Normally, your child would have sat the Year 1 Phonics screening in June 2020 however due to Covid-19, your child did not take the screening. As a result, your child will take their **Phonics Screening in December 2020**.

## **What is the phonic screening?**

The phonics screening consists of 40 real and non-real words. The children are expected to use their phonic understanding to decode the words, all of which follow the phonic rules that they have been taught. The screening helps us to identify those children that may need extra phonic support. The children take the screening 1:1 with an adult and we aim to make the experience as fun as possible.



# SATs

At the moment, we are still expecting the children to sit their SATs in May 2021. This will involve: **1 arithmetic paper, 1 maths problem solving paper and 2 reading comprehension papers.**

In Year 2, we pride ourselves on ensuring this is a stress free experience for the children and they often do not realise they are even taking the 'test'!



# Year 2 Reading Expectations (by end of year)

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-appropriate<sup>1</sup> 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 words<sup>2</sup>
- sound out most unfamiliar words accurately, without undue hesitation

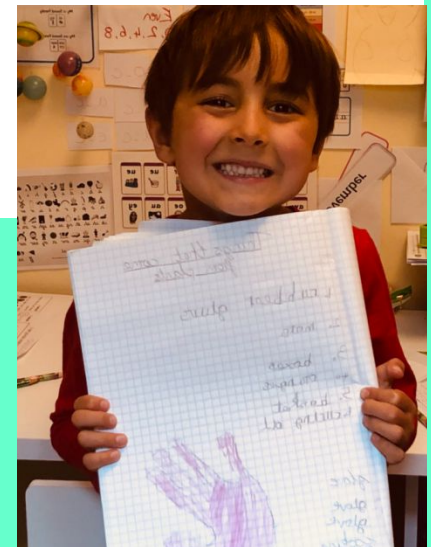
In a book that they can already read fluently, the pupil can:

- 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



Can your child be inspired to read about something that interests them?

e.g. Their favourite football team or perhaps their favourite animal!





# Year 2 Writing Expectations (by end of year)

The pupil can, after discussion with the teacher:

- 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 in their writing with capital letters and full stops, and use 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.

***\*See common exception words on the next slide.***



# Year 2 Common Exception Words



It is expected that Year 2 children can **read** and **write most** (about 60%+) of these words by the **end of the academic year**.

door

floor

poor

because

find

kind

mind

behind

child

children

wild

climb

most

only

both

old

cold

gold

hold

told

every

everybody

even

great

break

steak

pretty

beautiful

after

fast

last

past

father

class

grass

pass

plant

path

bath

hour

move

prove

improve

sure

sugar

eye

could

should

would

who

whole

any

many

clothes

busy

people

water

again

half

money

Mr

Mrs

parents



# Useful writing vocabulary

**Noun-** person, place or object e.g. Table, clock, Paris, The Queen.

**Adjective-** describing word e.g. Sparkly, shiny, smooth

**Verb-** doing/action word e.g. Run/swim/dance

**Adverbial-** Describes how, where or when something happens.



# Sentence types taught in Year 2

## Simple sentence (SS)

The class was chatty.

## Compound sentence (CO) 2 clauses, that make sense on their own, joined together with 'and', 'but' or 'so'.

The puppy was sleeping **and** it was snoring.

## 3 Adjective (3A)

The dog was **cute, fluffy and small**.

## 3 Verb (3V)

The dog was **running, barking and panting**.

## When opener (WO)

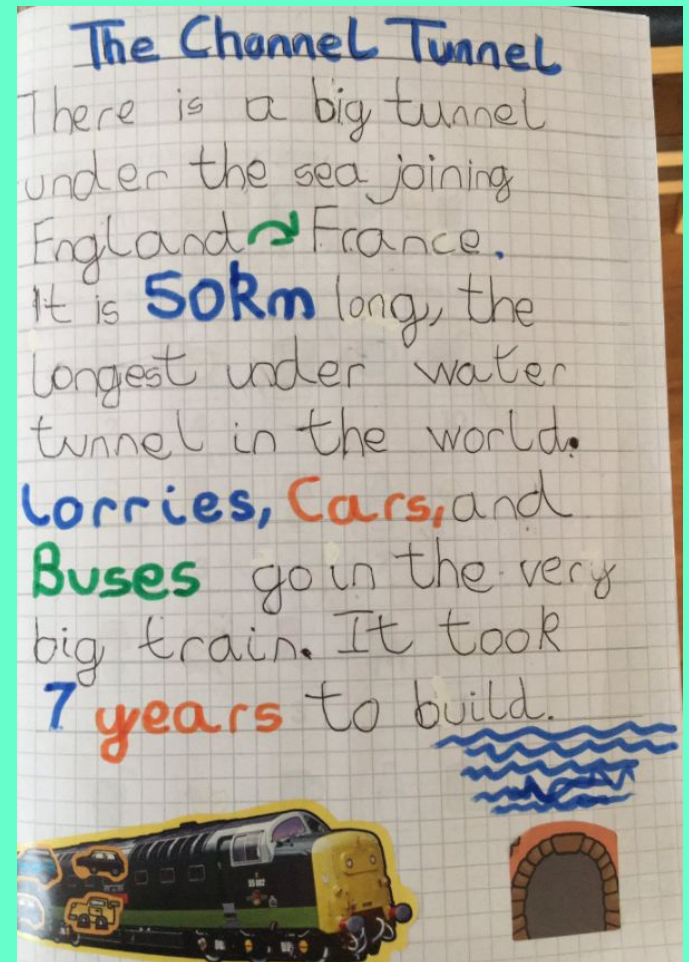
**In the morning**, the children got up for school.

## Where opener (WO)

**In the sea**, there are lots of fish.

## How opener (HO)

**Quickly**, he ran inside.





# Year 2 Maths expectations (by end of year)

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.

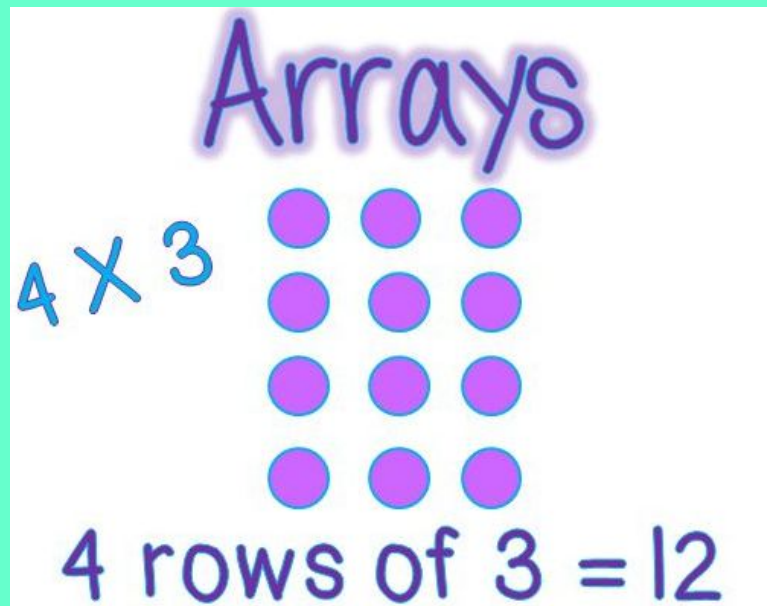


**Can your child find Maths in the world around them? Can they help you add the total cost in the supermarket? Can they spot 2D and 3D shapes in nature? Can they share their food and toys into halves or quarters? Can your child tell the time?**

# How we teach times tables

2, 5 and 10s – use fingers to count in 2s, 5s and 10s.

Any other multiplication such as  $4 \times 3$  – use an array.

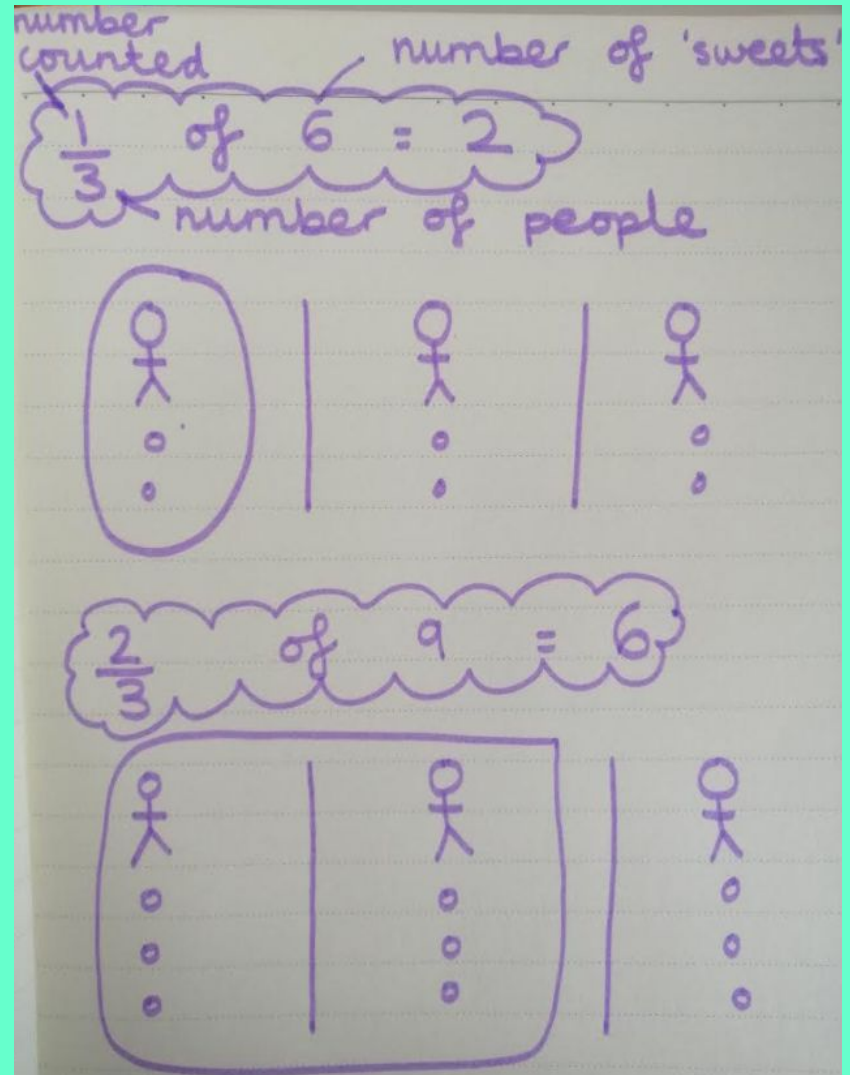




# How we teach fractions of numbers

## People method!

Encourage your children to use circles, rather than dots because these are easier to count at the end!



# How we teach addition

**For small numbers,** we ask the children to hold the biggest number in their head and then count on.

**For larger numbers, we use expanded column addition.**

First, we add the ones.

Then, add the tens.

Then, add your 2 answers together.

Expanded Column Addition

$38 + 13 = 51$

$$\begin{array}{r} 38 \\ + 13 \\ \hline 51 \end{array}$$

$\begin{pmatrix} 8 + 3 \\ 30 + 10 \\ 11 + 40 \end{pmatrix}$

$67 + 22 = 89$

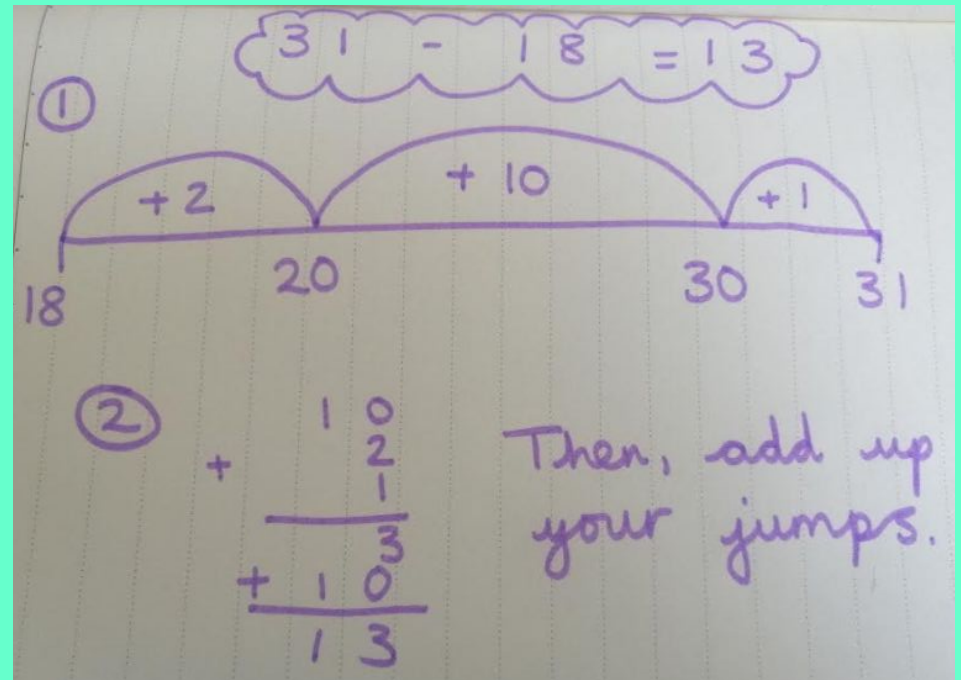
$$\begin{array}{r} 67 \\ + 22 \\ \hline 89 \end{array}$$

$\begin{pmatrix} 7 + 2 \\ 60 + 20 \\ 9 + 80 \end{pmatrix}$

# How we teach subtraction on a number line

**When subtracting larger numbers,** we use a number line to find the difference between the two numbers.

- Draw a number line and place the smallest number (from the qs) on the left and the biggest number (from the qs) on the right.
- Jump to the next multiple of 10.
- Add 10 if needed.
- Add your final 1s.
- Add your jumps up and this is your answer.



**When subtracting smaller numbers,** we ask the children to hold the biggest number in their head and then count backwards.



# Useful websites

- **Phonics play** (phonic games and activities)  
<https://www.phonicsplay.co.uk/>
- **Oxford Owl** (free online books to read for all abilities)  
[https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age\\_group=Age+6-7&level=&level\\_select=&book\\_type=&series=#](https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=Age+6-7&level=&level_select=&book_type=&series=#)
- **Nrich** (maths challenges and problem solving activities)  
<https://nrich.maths.org/8937>
- **White Rose** (great videos to support the maths curriculum)  
<https://whiterosemaths.com/homelearning/year-2/week-2/>
- **Number gym** (great for practising number bonds and times tables). Click on 'online access'. School username: knavesmire. Password: racecourse. Once you have selected 'table trainer' or 'bond builder', your child can enter their own login. This is the first 3 letters of their first name and the first letter of their surname e.g. Joseph Bloggs = josb <http://www.numbergym.co.uk/>