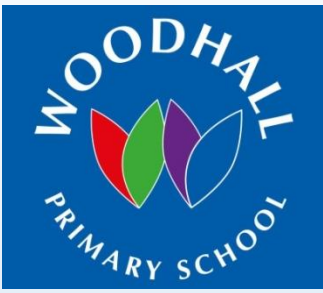


Welcome to Year 2

Miss Bojcun / Mr Moore



Curriculum

- English – following the Success for All programme
- Maths – Maths Mastery
- Topics
- P.E.
- Trips and visits
- Class assemblies
- Homework
- Show and tell.
- Interventions.

Our year ahead:

Year 2	Autumn	Spring	Summer
1 st half-term	Locality study: Sudbury with non-European city/town.	What's that made of? Part 2 (Science)	Green Fingers: Part 2 (Plants)
2 nd half-term	Significant People: Thomas Gainsborough (History)	Suggestions: Comparison – Kings and Queens George 2 nd and 1750's Queen Victoria.	Living Things: Part 2 (Habitats)

Year 2 – Autumn 1 Home Learning Challenge

This half term our topic will be: **Our local area.**

Draw a picture of your house. What type of house do you live in?

Write your full address.

Which county is Sudbury in?

How many facts can you find out about Sudbury?

Use a map of the UK. Label the countries of the UK and their capital cities?

Write a set of directions from your house to school or your nearest shop.

Draw the flags for these countries:
England, Scotland, Wales and Northern Island.

What is expected in Year two?

Homework

To clarify homework expectations in Key Stage 1:

	English	Maths	Reading	Other
Year 1	Occasional	Weekly	3x 5 -10 minutes	Topic Menu given out every half term with small tasks.
Year 2	Occasional - Will focus on aspects of grammar and punctuation.	Weekly	3 x 10 minutes	Topic Menu given out every half term with small tasks.

The number of reads will be counted on Friday afternoon. **(Minimum of 3)**

Homework will be give out on a Friday and be returned no later than Thursday. In Year 2 the children will be expected to hand their homework in themselves.

Reading Café

Friday: 2:50pm

P.E



- Year 2
- Thursday afternoon
- No earring
- White or school blue T-shirt
- Black shorts or trousers
- Trainers or pumps

The Year 2 challenges

click to
see all
text

At the end of Year 2, children will take tests in:

- Reading;
- English grammar, punctuation and spelling;
- Maths.

The tests are due to take place in May.

- There are no tests for writing and science
- Writing - a range of genres – fiction and non-fiction

https://www.youtube.com/watch?v=dVlrdqh_J6Y

Key Stage 1 Testing

- Any time in May
- Familiar environment
- Small groups or whole class
- Teacher Assessment

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Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly*
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

Working at the expected standard

- The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
- The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100).
- The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$).
- The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).
- The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins).
- The pupil can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.

Continued on the next page

Reading

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-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

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

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

How to Help Your Child

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- Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Make sure your child has a good sleep and healthy breakfast every morning!

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