

## ST CHAD'S C of E (VC) FIRST SCHOOL, PATTINGHAM

### Welcome to Year 2

This welcome pack will hopefully give you all the information you need to support your child as they progress through Year 2.

Year 2 is a very important and busy year for your child. We continue to add to and build upon the progress that the children have made in their learning so far and we help to prepare them for life in Key Stage 2.

### **CLASS ORGANISATION**

Year 2 will be taught by Mrs Priest and supported by Mrs Davies

### **CURRICULUM**

	Topics	Celebrations and Festivals	Church celebrations
Autumn Term	Ocean Adventures  Fire! Fire!	Harvest Bonfire Night Christmas	Harvest Christmas
Spring Term	The wonderful world of Reading Turrets and Tiaras.	Mothering Sunday Easter	Easter St Chad's Day
Summer Term	Detectives. Sensational Safari	May day	Leavers' service

Information on what your child will be doing each half term will be available on the school website.

### **TIMETABLE Things to note-**

- Monday: PE - Children will NEED to come in their PE kits for the day. This will avoid having to change and extra bags coming into school.
- Tuesday: Outdoor learning - for the first half term we will be taking our Science lessons outside to the Forest School area. Please come in your Forest School clothes.
- Thursday: Last day for completing homework for marking. (Please note any homework handed in on Fridays will not be marked.)
- Friday: Homework will be issued

Please ensure that your child's clothing is **ALL NAMED**. They are responsible for looking after their own jumpers, cardigans and coats.

### **HOMEWORK**

Your child is expected to complete a unit of homework each week, unless a project with a different time frame has been set. New homework will be set each Friday and should be completed by Thursday.

All children are expected to **read daily at home**. Children will choose their own books every Monday and Thursday. Children are encouraged to reread their books to help develop pace and fluency. A greater focus on inferencing, understanding the vocabulary, retrieval skills, sequencing, explaining and predictions - VIPERS are used to develop reading further. Questions to help support your child will be attached to their home reading record.

## **SATS – STATUTORY ASSESSMENT TESTS**

**SATs will be known as 'Secret Agent Training' to the Year 2 children so that no extra pressure is felt by them.** This will be our topic on Detectives to make the experience fun and exciting.

Children are assessed at the end of Key Stage 1 in Year 2. These will begin with a teacher assessment in the three core subjects - English, Maths and Science. Progress in Science is determined through teacher assessments that are ongoing throughout the year. The children are given statutory tests in English and Maths, which are administered during May to support teacher assessments. The results will be sent with your child's report in the Summer Term. Please avoid taking your child out of school during May.

## **EXTRA CURRICULAR ACTIVITIES**

There are lots of opportunities for pupils in Year 2. Letters will be sent out termly detailing activities on offer.

## **DRINKS AND SNACKS**

All children in KS1 (Y1/Y2) currently eat fruit every day during mid-morning break as part of our inclusion in the 'Fruit for Schools' Scheme. Milk is available each day and may be purchased termly. Drinking water is available in all the classrooms throughout the day. Children in Y2 should provide a plastic school drinking bottle **clearly marked with their name**. They will be able to have water as required in the classroom. School drinking bottles will be sent home daily for washing. Please refill school water bottles with water and **not** squash.

## **English**

### Speaking and Listening

They begin to show confidence in talking, particularly where the topics interest them. They listen carefully to each other.

### Reading

They are able to make choices about what to read based on previous reading experience. They can read complete texts independently. They begin to discuss preferences with reference to favourite texts. Reading is well paced. They are able to discuss preferences with reference to character or books with similar themes.

### Writing

They are taught how to write a story with a clear beginning and middle, leading to a definite end. They have to make sure their writing is well sequenced and holds the interest of the reader. They should include two or three sentences to describe the setting. They should include one or two sentences to describe how a character is feeling. They are taught how to write in a style that sounds like a story and they should use time phrases such as 'before' and 'later that day'. They are taught how to use a variety of speech verbs other than 'said'. They are encouraged to use interesting words to describe actions and things. They are taught how to use capital letters, full stops, exclamation marks and question marks accurately. They use commas when writing lists.

### Phonics

Below is a table which shows all the sounds that most children should know by the end of Year 2. Perhaps you could play games to help your child learn these sounds.

<b>ch (chip) / ch (school /chef)</b>	<b>ee (feet)</b>	<b>ur (hurt)</b>	<b>air (fair)</b>
sh (ship)	oa (boat)	ow (cow) / ow (low)	er (corner) / <b>er (fern)</b>
th (thin/ <b>then</b> )	igh (night)	oo (boot/look)	ure (sure)
ng (ring)	ar (farm)	oi (coin)	ay (day)
ai (rain)	or (for)	ear (dear)	ou (about) / <b>ou (you / could/mould)</b>
ie (pie) or ie (chief)	ea (sea)	oy (joy)	ir (girl)
ue (venue)	aw (saw)	wh (when)	ph (phonics)
ew (blew)	ew (stew)	oe (toe)	au (haul)
ey (money)	a-e (made)	e-e (these)	i-e (like)
o-e (bone)	u-e (cube)	<b>a (fast / was)</b>	<b>e (he)</b>
<b>y (by / gym / very)</b>	<b>c (cell)</b>	<b>g (gent)</b>	<b>ey (they)</b>
/ch/ (picture / catch)	/j/ (fudge)	/m/ lamb	/n/ (gnat / knit)
/r/ (wrap)	/s/ (listen / house)	/z/ (please)	/u/ (some)
/i/ (happy / donkey)	/ear/ (here / beer)	/ar/ (father / half)	/air/ (there/pear /bare)
/or/ (all / four / caught)	/ur/ (learn / word)	/oo/ (could / put)	/sh/ (special)
/zh/ (treasure)	/oo/ (clue / June/ blew)	/oa/ (low/toe/ bone)	

### Tricky words

'Tricky words' are the words that your child will meet in reading and want to use in writing. Please encourage your child to learn as many of these as possible to help them to become more fluent at reading and writing. In the chart below is a list of the first 100.

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

### Spellings

Each week your child will have a set of spellings that are the focused taught phonics/spelling pattern. These are available on Spelling shed or a print paper base version is available if requested. Please practice these words at home. We encourage the children to use spelling shed and work through the games to support teaching in class.



### Handwriting

In Year 2 the children will continue to learn joined up handwriting. Please encourage your child to sit comfortably and to tilt their book/sheet when writing as this will help their writing to flow.



## Maths

In Year Two we will learn to:

Count up to 100 objects by grouping them and **counting in tens, fives or twos**; explain what each digit in a two-digit number represents, including numbers where 0 is a place holder; **partition two-digit numbers** in different ways, including into multiples of 10 and 1.

**Derive and recall all addition and subtraction facts** for each number to at least 10, all pairs with totals to 20 and all pairs of multiples of 10 with totals up to 100.

**Add or subtract mentally** a one-digit number or a multiple of 10 to or from any two-digit number; use practical and informal written methods to add and subtract two-digit numbers.

Children will learn their **times tables** and inverse operations through big maths. This will be a daily practice of quick recall of multiplication and division facts.

Use the symbols  $+$ ,  $-$ ,  $\times$ ,  $\div$  and  $=$  to record and interpret number sentences involving all four operations; calculate the value of an unknown in a number sentence (e.g.  $\square \div 2 = 6$ ,  $30 - \square = 24$ )

Visualise common **2-D shapes and 3-D solids**; identify shapes from pictures of them in different positions and orientations; sort, make and describe shapes, referring to their properties.

**Use units of time** (seconds, minutes, hours, days) and know the relationships between them; read the time to the quarter hour; identify time intervals, including those that cross the hour.

**Use lists, tables and diagrams** to sort objects; explain choices using appropriate language, including 'not'.

**Solve problems** involving addition, subtraction, multiplication or division in contexts of numbers, measures or pounds and pence.

**Present solutions** to puzzles and problems in an organised way; explain decisions, methods and results in pictorial, spoken or written form, using mathematical language and number sentences.

**We hope you find this welcome pack useful and if you have any further questions now or later in the year please do not hesitate to speak with us.**

**Mrs Priest and Mrs Davies**

**(Year 2 Team)**

## Addition



$$34 + 21 =$$

Using a 100 square

$$34 + 10 + 10 + 1 =$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

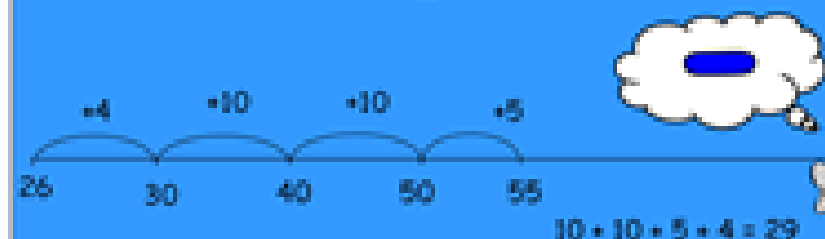
Using a number line



## Subtraction

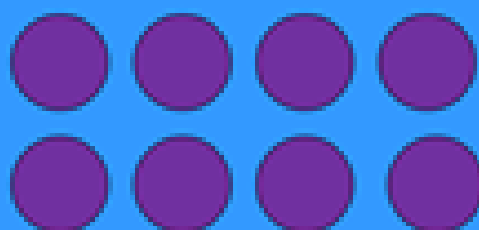
$$55 - 2 = \text{Count back! Special case!}$$

$$55 - 26 = \text{Finding the difference}$$



# Year Two

## Multiplication- arrays



$$4 \times 2 = 8$$

$$2 \times 4 = 8$$

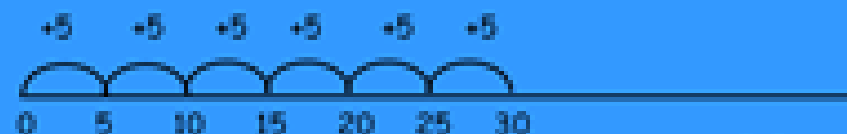


## Division - using a blank number line

Children now focus more on division as grouping rather than sharing.

$$30 \div 5$$

(How many groups of 5 are there in 30?)



$$30 \div 5 = 6$$

