



MEET THE TEACHER 2021

WELCOME TO YEAR 2



Things to talk about:

- 1. The class team
- 2. Drop off and pick up
- 3. Classroom routines.
- 4. Communication.
- 5. Overview and timetable
- 6. Objectives
- 7. SATs
- 8. Reading
- 9. Dictation and homework.

The Year 2 Team



Miss Calow



Mrs Brooks

Miss Green



Miss Ward

Drop off and pick up.

- Drop off is at the school gate any time between 8.40am and 8.50am. There will be an adult on the gate to direct children round to the back of school and into the double doors. The children will need to hang their belongings in the cloakroom and then wash their hands. This morning time will be used to reinforce key learning and known facts so please try to be punctual to these times.
- Pick up is from the back playground. We will be waiting in the cloakroom until I can see the adult who is collecting. The gates will be open from 3.05pm for a 3.10pm pickup.
- If there is a change in usual picking up please let me know on class dojo or ring into the office.

What to bring to school.

Year 2 children ideally need to use a book bag to bring their belongings to school.

We do not have the biggest cloak room so the children most likely will only have one peg to put all their belongings on. If children are bringing big rucksacks into school please reinforce with them the need for their belongings to be hung on their pegs not left all over the floor.

Currently the only things children need to be bringing into school daily are coats, water bottles and packed lunch if they have one. PE kits should be left in school and taken home half termly.

Reading books need bringing to school every Monday so they can be changed – if your child is getting through the 2 school book fairly quickly within a week, please read home books with them as well.



Classroom routines to keep us safe.

- Washing hands upon entering school and before lunch. Hand sanitiser to be used before and after break and after lunch and PE.
- Each child has their own set of labelled equipment to use.
- Staggered break times and lunchtimes.
- Minimal moving around when in the classroom.

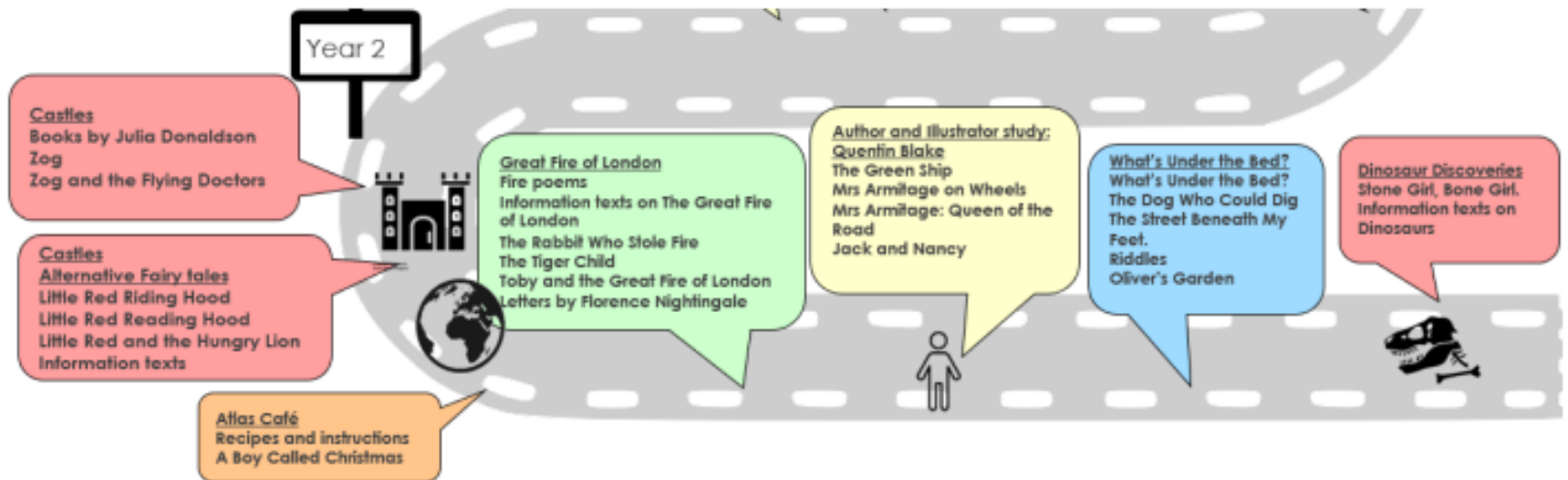
HOW TO HELP:

- Name every item you child is bringing into school – we can no longer have a lost property area.
- Send in a water bottle everyday.
- They will only have 25 minutes to eat their lunch so please consider what you put in their lunchbox and discuss with your child what they need to eat 1st, 2nd etc. Be prepared for some food to come home if it is not finished, although we will be encouraging them to eat rather than chat.

Communication

- I will use Class Dojo to send out messages to the whole class and individual parents.
- If a message is sent to me, I will try and respond on the same day however throughout the school hours I am working with the children so it will most likely be after school. Unless it is something urgent, I will try not reply after 6pm in the evening.
- Please only use Class Dojo for messages about things relating to the class. Any other inquiries about lunches, clubs or general school things need to go through the school office email.
- office@houghton.leics.sch.uk

Curriculum overview - English



Curriculum overview - Maths

Year 2 Curriculum map		Unit	Unit name
Autumn 1	1	Numbers 10 to 100	
	2	Calculations within 20	
	3	Fluently add and subtract within 10	
Autumn 2	4	Addition and subtraction of two-digit numbers (1)	
	5	Introduction to multiplication	
Spring 1	6	Introduction to division structures	
Spring 2	7	Shape	
	8	Addition and subtraction of two-digit numbers (2)	
Summer 1	9	Money	
	10	Fractions	
	11	Time	
	12	Position and direction	
Summer 2	13	Multiplication and division – doubling, halving, quotitive and partitive division	
	14	Sense of measure – capacity, volume, mass	

Curriculum overview - Maths

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SCIENCE	Materials – comparing everyday materials	Materials – how the shapes of solid objects can be changed. Animals and humans	Animals and humans Plants	Plants	Living things and their habitats	Living things and their habitats
HISTORY	Historical skills taught through work on William the Conqueror and the Battle of Hastings.		Historical skills taught through work on The Great Fire of London, Florence Nightingale and changes in their living memory.	Short task: Looking at transport inventions.		Short task: Mary Anning linked to finding Dinosaur fossils.
GEOGRAPHY	Geographical skills: Aerial photos Human and physical resources (Rockingham Castle).	Geographical skills: Continents and Oceans Using an atlas Comparing localities Focus work on UK and Finland Human and physical resources	Geographical skills: Aerial photos of London		Geographical skills: Simple compass directions Directional language turns	Geographical skills: Fieldwork in the school environment to include human and physical resources. Map skills. Atlas work on dinosaur finds.
ART	Sketching skills focussing on shape and line – The sketches of The Saint-Lazare Station by Monet	Using different media – colouring pencils and the work on CJ Hendry.	Collage - using overlaying with mixed media focussing on colour mixing and card.	Colour mixing focussing on colour mixing. Painting using long brush strokes – The work of Mark Rothko	Sculpture – creating flat based relief sculptures using the work on Sophia <u>Vari</u>	Printing – simple relief printing using paint and printing blocks and the work of Margaret Taylor-Burroughs.
DESIGN AND TECHNOLOGY		Food Skills: Preparing and using vegetables. Baking Lebkuchen		Construction: Building Wacky Racers using axles and wheels.		Textiles: Dinosaur puppets using sewing techniques.

Curriculum overview - Maths

COMPUTERS	We are Astronauts – Programming on screen. E-safety	We are researchers – Researching countries.	We are games testers – Exploring how games work.	We are detectives – collecting clues	We are zoologists – Collecting data about insects.	
MUSIC	Pulse	Voice	Rhythm	Pitch	Music technology	20 th Century Music
RE	Creation: Who made the World?	Incarnation: Why does Christmas matter to Christians?	Gospel: What is the good news that Jesus brings?	The Easter Story: Salvation.	Who is a Muslim and what do they believe?	
PE	Ball games	Dance Swimming	Gymnastics	Ball games	Athletics	Athletics Orienteering
PHSE	Healthy and Safer Lifestyles: Digital Lifestyles.	Myself and relationships: Anti-bullying	Healthy and safer lifestyles: Relationships and Sex Education	Healthy and Safer Lifestyles: Personal Safety	Citizenship: Diversity and Communities	Healthy and Safer Lifestyles: Drug Education

Timetable

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:40	REGISTRATION & MORNING WORK	REGISTRATION & MORNING WORK	REGISTRATION & HANDWRITING	REGISTRATION & HANDWRITING	REGISTRATION & MORNING WORK
9:10 - 9:30	ASSEMBLY	ASSEMBLY	ASSEMBLY	ASSEMBLY	Number facts
9:30 - 10:20	Maths	Reading	Maths	Maths	Maths
		Maths			
10:20 - 10:40	B	R	E	A	K
10:40 - 11:00	Reading	Maths	Reading	Reading	Reading
11:00 - 12:00	English	English	English	English	English
12:00 - 13:00	L U N C H				
13:00 - 13:30	Phonics/spelling	PE	Phonics/spelling	PE - Mr L	Phonics/spelling
13:30 - 15:10	Number facts		Number facts		Spelling Test
	Computing RE	Phonics/spelling	History Geography RE Art Design Technology Music		
	PHSE	PHSE			
15:10	HOME TIME				

Key areas of learning.

- English reading
- English writing
- Maths

Focusing first on consolidating year 1 objectives and then year 2 objectives.

Phonics test

YEAR 1 PHONICS TEST

grit

start

best

hooks

blan 

steck 

hild 

quemp 

2013

Phonics

Screening check: Answer sheet

First name

Last name

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Word	Section 1			Comment	Word	Section 2			Comment
	Correct	Incorrect				Correct	Incorrect		
fat					quigh				
keb					heks				
gan					forb				
ulp					zale				
poth					bluns				
shan					skarid				
veen					splot				
quorg					strabe				
drap					toy				
flam					spike				
lect					fuel				
voisk					name				
thin					pirops				
deck					spoil				
tom					scram				
cheek					strike				
o					panic				
					second				
					tantrum				
					reaching				
Total correct									

Reading objectives for year 2.

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.

Reading objectives for year 2.

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.

Reading objectives for year 2.

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.

Reading at Houghton

The children have to be able to read about 90 words a minute by the end of the year on a white level book at minimum.

The more opportunity your child has to read the more fluent they will be.

We want children to read for pleasure and enjoy reading. One way to do this is to read longer books with them sharing the reading with them and discussing the characters and settings.



Reading at Houghton

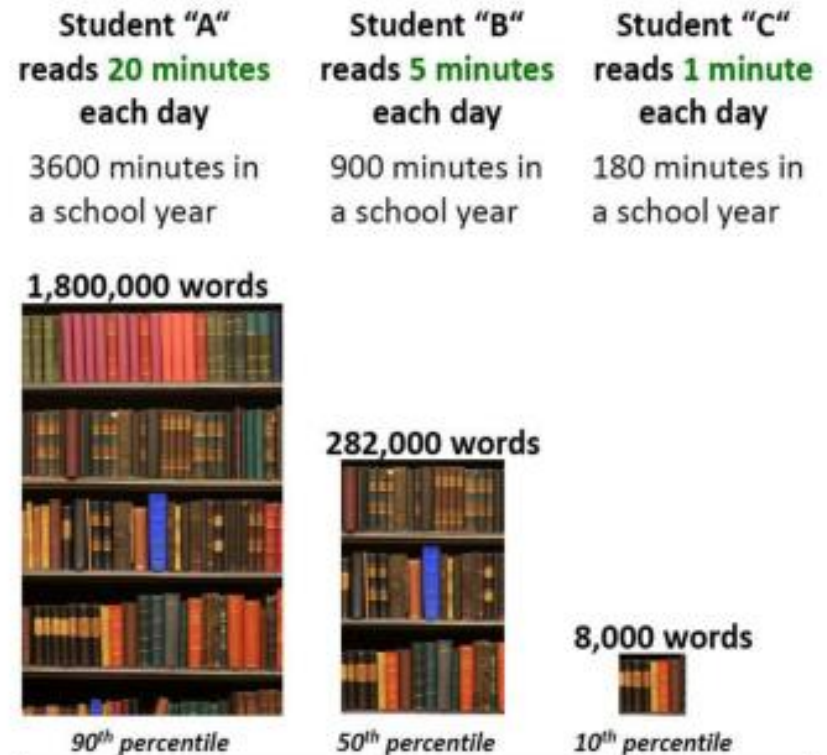
The reason for a big emphasis on reading:

To reflect this, the SATs reading papers are designed to show which children can focus on reading a text for a prolonged period.

Paper 1: 30 minutes

Paper 2: 40 minutes

Why Can't I Skip My 20 Minutes of Reading Tonight?



Writing objectives for year 2.

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Writing objectives for year 2.

Working at the expected standard

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.

Writing objectives for year 2.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.

Example of expected writing.

WALT: I can write a recount

What did we do in our class assembly today?
Remember to use sparkling sentences.

Independent Writing

This morning in the hall, Year two performed a class assembly to the parents and other classes about The Great Fire of London. I had to wear a ~~red~~ pinky red top with black sparkly leggings. First Freya had to tell everyone what the show was based on. Then we sang a song called 1666 and it said that Thomas Farriner kept the oven on. Next we started the play ~~and~~ and we told them what London was like before and how the fire started. It started because silly Thomas Farriner left the oven on after making the bread. Thomas Bludworth was Mayor and didn't do ^{then we told them} anything at all. Then ~~it~~ it was ~~begin~~ ^{begin} and everyone asked "Oh really?" and Layla said her ~~lines~~ ^{lines} then I said my lines ~~and~~ and you didn't you ~~didn't~~ and said it would be fine. Then you couldn't decide what to do. Then Emmy said you finally ~~agreed~~ ^{agreed} to pull down some of the houses with fire hooks. Then it was the ~~girl~~ ^{girl} and we got in which was Jenny, Charlie, Me, Lou.

WALT: I can write a short story

Retell the story of The Tiger Child. Remember to use sparkling sentences.

Independent Writing

One sunny day an old, stripy Tiger was trying to cook when his girl went but so ~~she~~ went to the village to get some more ~~rice~~ ^{rice}. When Tiger got there, all ~~the~~ people were running to their houses and they were taking their windows and doors. Then he asked his nephew to go and get some ~~rice~~ ^{rice} with the monkeys, ~~he~~ ^{he} swapped with the crocodiles and ~~they~~ ^{they} swapped with the parrots. When he finally got to the village, he had ~~some~~ ^{some} noise. What he needed. He ~~asked~~ ^{asked} his grandmother. She said "Was it some milk?" The tiger boy said "No!" then he saw a ~~little~~ ^{little} boy. Was it some ~~delicious~~ ^{delicious} gish? The little tiger said "No!" it wasn't that. Then he saw a ~~little~~ ^{little} girl ~~and~~ ^{and} the ~~girl~~ ^{girl} said "Was it a ~~comfy~~ ^{comfy} cushion?" but what a ~~comfy~~ ^{comfy} cushion that is!

- ✓ Most punctuation
- ✓ Adjectives
- ✓ Conjunctions
- ✓ Openers

I can use different types of sentences in my letter or complaint. Final version

- ✓ Commands
 - ✓ Statement
 - ✓ Question
 - ✓ Exclamation
- Dear Sir,

You have convinced me that this hospital needs help! Well done.

Scutari Hospital
Constantinople
February 21st 1854

I am writing how dreadful the dirty hospital at Scutari is. What a disgusting place this is! Why is there rats all over the floor? First of all I was speechless to find that know one was caring for the wounded men on the floor.

The first thing I saw ^{was} that there was no proper good for the ~~men~~ ^{poor, wounded men}.

Also I was shocked to find that the injured men in were still in ~~their~~ ^{their} stiff, muddy. How are the me supposed to get better when their stepping? What a disgrace this is! There is not beds for everyone only for a couple of people. There is not any good medicine. I also want to say that here is no lights so we can't see what were doing! In Scutari hospital I have made things better by making sun

Expectation of spelling: Common exception words.

Year 1 and 2 Common Exception Words

Year 1

a	love	the
are	me	there
ask	my	they
be	no	to
by	of	today
come	once	was
do	one	we
friend	our	were
full	pull	where
go	push	you
has	put	your
he	said	
here	says	
his	school	
house	she	
I	so	
is	some	

Year 2

after	could	kind	poor
again	door	last	pretty
any	even	many	prove
bath	every	mind	should
beautiful	everybody	money	steak
because	eye	most	sugar
behind	fast	move	sure
both	father	Mr	told
break	find	Mrs	water
busy	floor	old	who
child	gold	only	whole
children	grass	parents	wild
Christmas	great	pass	would
class	half	past	
climb	hold	path	
clothes	hour	people	
cold	improve	plant	

Expectation of spelling: Phoneme to grapheme correspondents .

ai ay a-e
ee ea e-e ey y
igh i-e ie y
oa o-e oe ow
ue oo ew ui u-e
ou ow or aw au
oi oy er ir ur
oo ar air ear ure

a	e	i	o	u
ch	sh	th	ng	
ph	wh			

These are the sounds we need to use.

Dictation and spelling

Children will get given a set of spellings every week that will link to the phonics or spelling we have looked at that week.

Spelling is really important so any support with this at home will be helpful to consolidate learning.

The children are expected to practice their spellings and be ready to write it down independently at school.

Using cursive handwriting.

The children will be expected to join up in year 2 and that includes in their dictation and homework. This is because by year 6 they have to use joined up writing so we start the expectation now to build stamina in writing in this way.

*They will learn
cursive handwriting.*

Maths objectives for year 2.

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).

Maths objectives for year 2.

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.

Maths objectives for year 2.

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).

Maths facts year 2 children need to know fluently:

Number bonds within 10 (Year 1 objective)

Fluent recall of all addition and subtraction facts with in 10

Number bonds to 20 including how to bridge 10

Odd and even numbers

2, 5 and 10 times tables

2d and 3d shape names and properties

$\frac{1}{2}$ is 2 equal parts, $\frac{1}{3}$ is 3 equal parts, $\frac{1}{4}$ is 4 equal parts

Tell the time to O'clock, quarter past, half past and quarter to

Seconds in a minute, minutes in an hour and hours in a day

Days of the week in order and how many there are.

Months of the year in order and how many there are.

SATs – Secret Agent TaskS

At Houghton we do not mention the word SATS to the year 2s.

We call them secret agent tasks and this is what we call any other assessments we do throughout the year so when we tackle the real ones the children don't see them as anything different from the others test tasks they have done.

SATS can be completed any time during May so please avoid taking your child out of school during this month dates.

Homework

- Homework is linked to either Maths or English or both.
- Set on Thursdays or Fridays and due in on Monday or Tuesday the following week. Work needs submitting on to class dojo.
- Homework given in later will not be marked until the following week.

PE kits

Please leave PE kits in school at all times as we sometimes have extra sessions. We will send it home to wash every half term or if it gets very sweaty/dirty/ muddy.

Need to include:

- Houghton PE t-shirt (white or blue)
- Black or blue shorts and jogging bottoms/leggings
- Black or blue jumper or hoodie
- Well fitting trainers for outside and plimsolls for inside.

Outdoor Learning

You **do not** need to send in outdoor learning clothes. We regularly work outdoors but this will not require different clothing and footwear. If I am planning a messy activity, I will a message on Class Dojo and request you send in different clothes.

Forest School for Year 2 runs for 5 weeks from 10th September and you have received additional information about this already.

Other things

Bringing toys to school

No toys from home should be brought into school at this time.

Coats

Please make sure your child comes to school in a suitable coat for the season we are in. This needs to be clearly named please. Unless it is raining heavily, children will be outside at break and lunch times so will need a coat to wear to keep them warm. The weather in this country is ever changeable so although it might be a sunny day when you drop your child at school, by 10.30 it could be quite cold and your child will still have to go outside.

Questions

- Do you have any questions?