

# Year 2



# 2023-2024

Meet & Greet Booklet

# Welcome to Year 2



**Mr Butler**

**Class 5**

**Mrs Morgan**

**Class 6**



## Year 2 Curriculum Overview 2023-24

<b>Year 2</b>	<b>Autumn 1 London's Burning</b>	<b>Autumn 2 London's Burning</b>	<b>Spring 1 Victorians</b>	<b>Spring 2 Victorians</b>	<b>Summer 1 Lost Happy Endings and minibeasts</b>	<b>Summer 2 Lost Happy Endings and minibeasts</b>
<b>History</b>	Great Fire of London	Great Fire of London	Victorian school life	Victorian school life		
<b>Geography</b>	Where in the world: The Capital Cities of Great Britain				Overton and Kibubula	Overton and Kibubula
<b>Science</b>	Plants	Materials	Health, hygiene and exercise	Materials Easter Egg Investigation	Living things and Habitats	
<b>DT and Nutrition</b>		Fire Engines	Health, hygiene and exercise – Fruit kebabs			Sliding enclosures
<b>Art and Design</b>	Drawing	Printing- GFOL	Textiles – weaving		Painting- watercolour	Sculpture- clay
<b>Physical Education</b>	Dance: GFL  Games: Throwing and Catching	Gymnastics: shape and balance  Games: Rounders	Dance: Victorian Waltz  Games: Football	Dance: Africa  Games: Netball	Gymnastics: responding to music  Games: Hockey	Gymnastics: key steps  Athletics
<b>Heart smart</b>	Get heart smart.	Don't forget to let Love in!	Too much selfie isn't healthy.	Don't rub it in rub it out.	Fake is a mistake.	'No way through isn't true!'
<b>RE</b>	Ritual	Journeys end	Creation	Sadness to happiness	Specialness	Authority
<b>Music</b>	Forests	Great Fire of London	Grace Darling	Man on the Moon	Jolly Rogers	Peter and the Wolf
<b>Computing</b>	Typing	Buddies	Making Games	My Online Life	My Online Life	Heads Up

Year 2 Educational Visit/Visitors 2023-24

<b>Year 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Open Box Theatre – Great fire		Manor Farm *TBC			Minibeast Visitor



# Year 2 Reading Key Objectives

Read fluently using decoding skill

Read accurately by blending, including alternative sounds for graphemes

Read multisyllable words containing known graphemes

Read common suffixes

Read exception words

Read most words quickly and accurately without overt sounding and blending

Discuss and express views on a wide range of poetry, stories and non-fiction

Recognise simple recurring literary language in stories and poetry

Perform poetry learnt by heart with appropriate intonation

Discuss and clarify the meanings of words

Discuss the sequence of events in books

Make inferences on the basis of what is being said and done

Ask and answer questions about a text

Predict what might happen based on reading so far

Explain and discuss understanding of a range of reading



# Year 2 Writing Behaviours & Key Objectives

## Writing Behaviours:

Generate ideas through discussion, role play and drama

Try out the language of the text being read

Plan writing using story maps, notes and include ideas. Key words and new vocabulary

Know what they want to say in their writing sentence by sentence

Review and refine their writing by reading it aloud with appropriate intonation

Proof read and check for errors

## Key Objectives:

Write for different purposes

Sequence sentences to form short narratives

Use noun phrases

Use present and past tense correctly

Use four main types of sentence: statement, question, command and exclamation

Use some coordinating and subordinating conjunctions: **with, and, so, when, if**

Use suffixes to spell longer words, including -ment, -ness, -less, -ful, -ly

Write lower-case letters and capital letters the correct size

Use appropriate demarcation punctuation and commas for lists

Use the possessive apostrophe & spell some words with contracted forms

Break words into phonemes for spelling



# Maths Mastery

The National Curriculum emphasises the importance of all children mastering the content taught each year and discourages the acceleration of children into content from subsequent years.

We aim for all children to

- become fluent in the fundamentals of mathematics, experience varied and frequent practice with increasingly complex problems over time in order to develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, spotting relationships and generalisations, and developing justification or proof using mathematical language
- solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

## Year 2 Key Objectives

Count in steps of 2s, 3s and 5s, and steps of 10

Recognise place value in two-digit numbers

Compare and order numbers up to 100 using  $<$ ,  $>$  and  $=$

Recall and use number addition/subtraction facts to 20, and derive related facts

Add and subtract mentally and with objects one- and two-digit numbers

Understand and use the inverse relationship between addition and subtraction

Know  $2\times$ ,  $5\times$  and  $10\times$  tables, including recognising odd & even numbers

Calculate mathematical statements using  $\times$  and  $\div$  symbols

Recognise, find, name and write  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  of size, shape or quantity

Write simple fraction facts, e.g.  $\frac{1}{2}$  of 6 = 3

Combine amounts of money to make a value, including using  $\pounds$  and p symbols

Tell the time to the nearest 5 minutes, including drawing clocks

Describe properties of 2-D shapes, including number of sides and symmetry

Describe properties of 3-D shapes, including number of edges, vertices and faces

Interpret and construct simple tables, tally charts and pictograms



# Year 2 Science Key Objectives

Use simple equipment for observations

Link ideas and answers to observations

Collect information to help to answer scientific questions

Describe how some plants and animals are suited to different habitats

Describe how animals obtain food by eating plants or other animals

Describe the basic needs for plant growth (light, water, appropriate temperature)

Describe the basic needs of humans and other animals (water, food, air)

Describe different uses of materials according to their properties





# Year 2 Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p>	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt <b>-dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as <b>-ge</b> at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p>
<p>The /s/ sound spelt c before e, i and y</p>		<p>race, ice, cell, city, fancy</p>
<p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p>	<p>The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.</p>	<p>knock, know, knee, gnat, gnaw</p>
<p>The /r/ sound spelt wr at the beginning of words</p>	<p>This spelling probably also reflects an old pronunciation.</p>	<p>write, written, wrote, wrong, wrap</p>
<p>The /l/ or /əl/ sound spelt -le at the end of words</p>	<p>The <b>-le</b> spelling is the most common spelling for this sound at the end of words.</p>	<p>table, apple, bottle, little, middle</p>



# Year 2 Spelling (cont'd)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /əl/ sound spelt –el at the end of words	The –el spelling is much less common than –le.  The –el spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al, but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending –il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	The <b>y</b> is changed to <b>i</b> before –es is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The <b>y</b> is changed to <b>i</b> before –ed, –er and –est are added, but not before –ing as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied  ... <b>but</b> copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’).  <b>Exception:</b> The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll.	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday



# Year 2 Spelling (cont'd)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of <b>-s</b> ( <i>donkeys, monkeys, etc.</i> ).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	<b>a</b> is the most common spelling for the /ɒ/ ('hot') sound after <b>w</b> and <b>qu</b> .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /z/ sound spelt s		television, treasure, usual
The suffixes -ment, -ness, -ful, -less and -ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. <b>Exceptions:</b> (1) <i>argument</i> (2) root words ending in <b>-y</b> with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly  merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i> ). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in -tion		station, fiction, motion, national, section



# Year 2 Spelling (cont'd)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	<p>Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great, break</i> and <i>steak</i> are the only common words where the /ei/ sound is spelt <b>ea</b>.</p>	<p>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, Christmas – and/or others according to programme used.</p> <p><b>Note:</b> 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p>



# Year 2 Grammar & Punctuation

## Sentence Structure

Subordination (using **when, if, that, or because**) and co-ordination (using **or, and, or but**)

Expanded noun phrases for description and specification [for example, **the blue butterfly, plain flour, the man in the moon**]

How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

## Text Structure

Correct choice and consistent use of present tense and past tense throughout writing

Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, **she is drumming, he was shouting**]

## Punctuation

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

Commas to separate items in a list

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, **the girl's name**]

## Terminology for Pupils

noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma



## Behaviour Policy

We have chosen three rules through which the code of conduct is promoted in all aspects of school life.

Be

- Ready
- Respectful
- Safe

## Incentives and Rewards

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of recognition and reward. All staff give verbal or written recognition as often as possible. Other rewards include:

- **Positive notes home**
- **Beads in a bottle** (class reward)
- **Certificates**
- **Hot Chocolate Fridays**
- **VIP wrist bracelets (Over and above)**

## The mindfulness room

At breaktimes and lunchtimes, a calm room is available for children to come to if they are feeling angry or upset and need to calm down.

## Sanctions

Our sanctions policy concentrates on encouraging children to make sensible choices and putting things right when possible. If a child breaks a school rule (e.g. by disturbing others through chatting, calling out etc) the 'Sanctions Ladder' should be followed with children moving to the next point on the ladder if the behaviour continues or worsens.

Before going on to the "ladder", the teacher will notice by giving the child a look or let the child know that they are making a poor choice.

If the child continues to break school rules...

1. **Reminder**
2. **Warning**
3. **Time out or move in class**
4. **Repair** (discuss behaviour with teacher and consider how best to repair the problem)

If you are sent out of your classroom, your teacher will speak to your parents.

If your behaviour does not improve you will discuss this with your class teacher and Head Teacher and your parents will be contacted.

Repeated classroom disruption may result in a behaviour chart or plan being implemented.

If a child wastes time or does not complete work that has been set, the work will be completed in the child's own time i.e. at break or lunchtime.

## Serious Breaches of the Behaviour Policy

For more serious behaviour e.g. swearing, spitting, causing physical harm, damaging school property, which goes beyond the breaking of class rules, the adult dealing with the situation will need to use their professional judgement over the best course of action ensuring the safety of children and staff first.

