



# Welcome to Year 2

**Wisdom - Service - Hope**



## **The Year 2 team**

Disney 2 = Miss Hicks (Phase Leader)

Picasso 2 = Mrs Segal

Britto 2= Mrs Keinwald von Markhof

LSA's: Mrs Kuverji, Mrs Kadri, Mr Rowe  
Miss Sadruja, Miss Wellington, Mrs Howle



## **Transition from Year 1 to Year 2**

- A creative curriculum which links subjects together
  - Structured approach to learning
  - Children's independence is encouraged.



# A Typical Day in Year 2

8.38am	Bell rings and children come into school
8.40	Registration
8.50 – 9.10	Assembly
9.10 – 10.10	Literacy/Numeracy
10.10 – 10.25	BREAK
10.25 – 11.25	Literacy/Numeracy
11.25 – 11.50	Handwriting/ Guided reading/phonics
11.50 – 1.00	LUNCH
1.00 – 1.10	Registration
1.10 – 2.00	Science/Geography/ RE / Music / PE
2.00 – 2.15	BREAK
2.15 – 3.00	History/ PSHE/ Art/ DT/French
3.10pm	Home time



# English in Year 2

YEAR 2			
<b>READING</b>	<ul style="list-style-type: none"> <li>- Develop phonics until decoding secure</li> <li>-Read common suffixes</li> <li>-Read &amp; re-read phonic-appropriate books</li> <li>-Read common 'exception' words</li> <li>-<i>Discuss &amp; express views about fiction, non-fiction &amp; poetry – discuss sequence of events</i></li> <li>-<i>Become familiar with &amp; retell stories</i></li> <li>-<i>Ask &amp; answer questions; make predictions</i></li> <li>-<i>Begin to make inferences</i></li> <li>-<i>Discuss and clarify word meanings</i></li> </ul>	<b>WRITING</b>	<ul style="list-style-type: none"> <li>-Spell by segmenting into phonemes</li> <li>-Learn to spell common 'exception' words</li> <li>-Add suffixes –ment, -ness, -ful, -less, -ly</li> <li>-<i>Develop positive attitude &amp; stamina for writing</i></li> <li>-<i>Begin to plan ideas for writing</i></li> <li>-<i>Record ideas sentence-by-sentence</i></li> <li>-<i>Make simple additions &amp; changes after proofing</i></li> <li>-Use appropriate size letters &amp; spaces – joins</li> </ul>
<b>Word reading</b> <b>Comprehension</b>		<b>Transcription (Spelling and handwriting)</b>  <b>Composition (Articulate and structure ideas)</b>  <b>Handwriting</b>	
<b>VOCAB</b>  <b>GRAMMAR</b>  <b>PUNCTUATION</b>	<ul style="list-style-type: none"> <li>Use . ! ? , and ' </li> <li>-Use simple conjunctions</li> <li>-Begin to expand noun phrases</li> <li>-Use some features of standard English</li> </ul>	<b>SPEAKING AND LISTENING (Spoken Language)</b>	<ul style="list-style-type: none"> <li>-Articulate &amp; Justify answers</li> <li>-Initiate &amp; respond to comments - Use spoken language to develop understanding</li> </ul>



# Maths in Year 2

Year 2	
<b>NUMBER</b>	<b>MEASUREMENT</b>
<p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>- Count from 0 in multiples of 2, 3, 5 and 10; find 10 or 100 more or less than a given number.</li> <li>- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>- Compare and order numbers up to 1000.</li> <li>- Identify, represent and estimate numbers..</li> <li>- Read and write numbers up to 100 in numerals and words.</li> <li>- Solve number problems and practical problems.</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>- Add and subtract numbers mentally, including – a two-digit number and ones; a two digit number and tens.</li> <li>- Add and subtract numbers with up to three digits, using formal written methods.</li> <li>- Estimate answers to calculations and use inverse operations to check answers.</li> <li>- Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>- Recall and use multiplication and division facts for the 2,3,5 and 10 multiplication tables.</li> <li>- Solve word problems.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>- Recognise, find and write fractions.</li> <li>- Recognise and show equivalent fractions.</li> </ul>	<ul style="list-style-type: none"> <li>- Measure, compare lengths (m/cm/mm); mass (kg, g); volume/capacity (l/ml)</li> <li>- Add and subtract amounts of money to give change; using both £ and p in practical contexts.</li> <li>- Tell and write the time from an analogue clock and 12-hour clocks.</li> <li>- Estimate and read time with increasing accuracy to the nearest minute; use vocabulary such as a.m/p.m., morning, afternoon, noon and midnight.</li> <li>- Compare durations of events – time taken for certain tasks.</li> </ul>
	<b>GEOMETRY</b>
	<ul style="list-style-type: none"> <li>- Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes and describe them.</li> <li>- Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn.</li> </ul>
	<b>STATISTICS</b>
	<ul style="list-style-type: none"> <li>- Interpret and present data using bar charts, pictograms and tables.</li> <li>- Solve one step and two step questions (E.g. How many more? And How many fewer?) Using information presented in scaled bar charts and pictograms and tables.</li> </ul>



# Curriculum Overview

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPICS</b>	<i>Oceans and Seas</i>	<i>Florence Nightingale and Mary Seacole</i>	<i>Brazil</i>	<i>Our Local Area</i>	<i>Great Fire of London</i>	
<b>ENGLISH</b>	Freeze framing, character description, discussion around text, creating a setting, non-fiction research into sea creatures; Infer meaning from text, write questions using the correct punctuation, act in role as a character. (Using The Little Mermaid and Commotion in the Ocean). Rhyming poems; Performing own poetry; Developing creative responses; story mapping; Newspaper reports; Character descriptions; Reading for pleasure; Grammar & punctuation; Spelling/ Phonics.		Explore, interpret and respond to picture books; Explore settings, characters and plot; Write short recounts from personal experience; Sequence events to write narratives; Re-reading writing to check it makes sense and make simple revisions; Articulate and justify answers and opinions; Speech bubbles and direct speech; Sharing ideas; Role-play; Writing notes; Writing descriptions; Making class and individual books; Reading for pleasure; Grammar and punctuation; poetry; phonics and spelling.		Explore, interpret and respond to a short chapter book; explore characters and draw inferences; Writing letters using persuasion; writing for different purposes including - diary entries, information posters, poems and narratives; Sequencing events; Explaining what has been read; Compose a narrative sequel; Using a well known model for own writing; Reading for pleasure; Grammar and punctuation ; spelling.	
<b>Power of Reading Texts include:</b>	The Dark, Beegu, The Robot and the Bluebird, One Day on our blue planet, Claude					
<b>MATHS</b>	Count to and across 100, forwards and backwards from any given number; Place value; One more or less from a given number; Identify and represent numbers using objects – numberlines, cubes, unifix, teddy bears; Use the language of; equal to, more/less than, fewer, most, least; Read and write numbers to 20 in words; Add and subtract one digit numbers using resources, number line, cubes, numicon; Positional language; 3D shape properties.		Multiplying using arrays; Fractions of shapes and numbers; dividing by sharing; word problems involving all 4 operations; addition and subtraction using numberlines; number sequences; 2-step word problems involving fractions; reading analogue clocks; collecting data – read and answer questions; reading scales accurately; using coins to make amounts		Quarter to and past times; word problems; Equivalent fractions; Giving change; Regular and irregular 2D shapes; adding 2 digit numbers accurately; Working systematically to solve problems; Divide using remainders; inverse operations	
<b>SCIENCE</b>	<b>Living things and their habitats</b> – identify living things and those that have never been alive, habitats providing for different animals and plants.	<b>Animals including Humans</b> – the importance of exercise for humans, eating the right amounts of different food types. (Link to DT – food – making a fruit salad)	<b>Materials</b> – compare the suitability of a variety of different materials for different purposes, how can materials be changed by squashing, bending, twisting?	<b>Plants and growing</b> – observe and describe how seeds grow, find out how plants need water, light and a suitable temperature to grow and stay healthy	<b>Living things and their habitat</b> – Identify and name a variety of plants and animals, describe how animals get their food from plants and other animals.	<b>Animals including humans</b> – Lifecycles – describe the basic needs of animals (including humans) for survival.

<b>DT</b>			Design and create a lava lamp	<b>Textiles</b> –measure, cut and sew using running stitch	<b>Winding Mechanisms</b> – use materials to make a frame, use levers to create the mechanism, suggest improvements	
<b>HISTORY</b>		<b>Remembrance day – Florence Nightingale</b> – investigate and interpret the past, ask questions, describe significant people from the past, significant historical events			<b>Great Fire of London</b> – investigate events beyond living memory, British monarchy at the time of the fire, labelling timelines	
<b>GEOGRAPHY</b>	<b>Oceans and seas</b> – using atlases to locate the worlds continents and oceans		<b>Brazil</b> – identify key features of the location, geographical similarities and differences, ask questions	<b>Local area</b> – Use aerial images to create simple maps and plans, identify land use around the school.		
<b>COMPUTING</b>	Programming and computer science E-Safety – online research Control – predicting sets of instructions			Creative uses of technology – presentations, videos, data handling	Programming and computer science – create, save and modify images	Creative uses of technology E-Safety
<b>R.E</b>	Christianity – The parables of Jesus	Why are Saints important to Christianity? Where is the light of Christmas?	Judaism Why are they having a Jewish party?	The 10 commandments How do Easter symbols help us to understand the true meaning of Easter?	Christian baptism and marriage	Hinduism What does it mean to be a Hindu?
<b>PSHE JIGSAW</b>	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
<b>MUSIC</b>	<b>Voices Foundation</b> Ongoing skills including: singing collectively, raise awareness of pitch, the thinking voice, holding instruments correctly, feel the pulse					
<b>ART</b>	<b>Painting – Rothko</b> – showing pattern and texture by adding dots and lines, create colour wheels.		<b>Printing</b> – Adriana Barra – use repeating or overlapping designs, press, roll, rub and stamp to make prints. <b>Drawing</b> – plants – Show different tones by using coloured pencils			
<b>P.E</b>	Dance, gymnastics and games Sports coach		Dance, gymnastics and games Sports coach		Athletics, Sports Day Sports coach	



# Homework

## Expectations in Year 2

1 hour per week to be spent on homework	Reading scheme books	Maximum of twice a week
	Spellings	Weekly – Sent home Friday to be returned Wednesday
	<u>Mathletics</u>	Set on Friday to be completed by the following Wednesday
	English, Science or Topic	Set on Friday to be returned on Wednesday
	Research Project	Summer Term

It is important that homework is completed and returned to school on time. If you have any queries or questions about the work, please speak to a member of the Year 2 team.

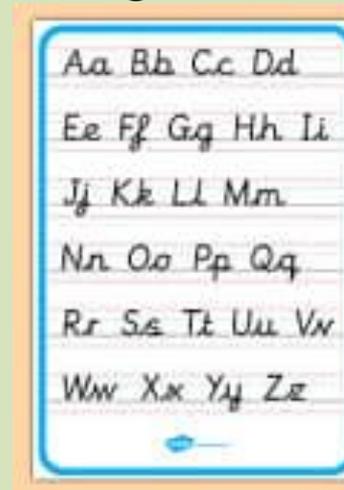


## Expectations in Year 2

The expectation by the end of year 2 is to know the 2, 5, 10, 4 and 8 times tables. The children will be tested weekly in the Autumn Term on their 2, 5 and 10s moving into their 4 and 8 times tables beginning Spring Term.

Cursive handwriting is a whole school policy that we will be focussing on heavily in this term. Children need to learn to give all letters a lead in and lead out. This will enable them to join letters effectively.

Can you please ensure that this is all being encouraged at home when completing homework tasks.





The children take their SATs tests in May.

There will be a presentation regarding SATs nearer the time.

There will be a Reading, Grammar, Arithmetic and Reasoning paper.

The children will also be assessed in their writing.



# Parental Engagement

**This year, we are using ClassDojo to build our classroom community.**

- Trialled in several primary classes last year - very successful.
- It creates a positive culture where children are engaged and encouraged.
- Keeps track of housepoints and the reasons why they are given.
- Each child has their own individual 'emoji'.
- Parents can log in and see their child's profile.
- Teachers and parents can use as a communication tool.
- Further information will be sent to parents regarding how to log on within the next two weeks.





# **Trips**

Annual trip to Hendon Library – Meet the children’s librarian, complete book based activities and listen to stories.

Lincolnsfield Residential trip (April) – a fun packed week with a range of indoor and outdoor activities. Children staying at school will enjoy a variety of exciting and fun activities too.

Whipsnade zoo – Children walk around the zoo observing animals and enjoy a talk with one of the educational members of staff (this trip falls in the middle of Lincolnsfield week so non-Lincolnsfield children can also attend ).



Thank you for attending today. Please could you take an evaluation form and return it to school upon completion.

Copies of this presentation will shortly be made available on the school website.

[www.smsj.barnet.sch.uk](http://www.smsj.barnet.sch.uk)

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