

WELCOME
TO YEAR 2



The Year 2 team

Class 9: Mrs Jacoby (Class teacher)
Miss Stubbs (HLTA)

Class 10: Miss Ingram (Class teacher)
Miss Cook (LSA)

Class 11: Mrs Kerrigan (Class teacher)
Mrs Rice (LSA)

- School uniform
 - Tie (please put names on them)
 - Black, white or green small hair accessories
 - Black shoes
- PE kit - every item needs to have a name on them and both kits need to be in school at all times.
 - Indoor kit
 - Green Manor Park top
 - Black shorts
 - Black pumps
 - Outdoor kit
 - Dark coloured tracksuit
 - Green Manor Park top (can be the same as indoor kit)
 - Outdoor trainers (NOT PUMPS)
- Spellings
 - Weekly spellings test
 - New spellings given out on a Monday
 - Spelling test on a Monday from the spelling rule taught the previous week
- Homework
 - Set on Friday



What will children need to bring into school?

- A named water bottle - to be taken home every Friday to be cleaned and brought back into school on Monday.
- Indoor and outdoor PE kit - both kits need to be in school every day and kept in child's locker.
- Children will be given a reading book and reading record which they should keep in their bag. This needs to be in school daily.

READING

is to the

MIND

what

exercise

is to the **BODY.**

—Sir Richard Steele



Why Read at home?

STUDENT A READS

- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year




SCORES IN THE 90TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENT B READS

- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year




SCORES IN THE 50TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENT C READS

- 1 minute per day
- 180 minutes per school year
- 8,000 words per year




SCORES IN THE 10TH
PERCENTILE ON
STANDARDIZED TESTS

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

WANT TO BE A BETTER READER? SIMPLY READ.

www.bettefetter.com

Year 2 expectations in 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-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.

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.

Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?



If They Can't Read a Word, Say:

- Can you break it up?
- Which sounds do you know?
- Do you know a word that looks like it?
- Have a good guess.

Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?



Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might.... say about that?



If They Are Not Sure, Say:

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?

Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Model good reading.
- Just five minutes every day makes a huge difference.

Ways a Parent Can Help with **READING**

1

Let your child see you reading!

Have magazines and books in your home.

2

Help your child find appropriate word & reading games on the computer.

Keep a dictionary on hand. Help your child look up new words they read or hear.

3

Read mysteries with your child and try to figure out the clues together.

4

Movie version coming out?

Read the book together first, then talk about which you each liked better.

5

Set aside a time and place for your child to read -

like a comfy chair and a reading light in a quiet place

6

Visit your public library regularly.

Look for and read together the books that were your favorites when you were a kid.

7

Encourage your child to write -

letters, thank you notes, emails, journals, lists, stories about their own trips, events, and daily life

8

Ask your child questions about what he or she is reading, such as:

- What is the story about?
- Who are the important characters in the story?
- Where does the story take place?
- Why do you think the character made that choice?
- Why did that happen?
- How did you know about...?
- Would you recommend this book to your friends?

9

Ask your child to draw a comic strip about what happens in the story.

Provide word searches, crossword and other word games and puzzles, or help your child make his/her own



Share with your child about what you're reading... and encourage your child to do the same

Ways a Parent Can Help with **SPELLING**

1 Have your child write spelling words:

- On paper with pencils, pens, markers or paint
- With chalk on a sidewalk or patio
- With dry erase markers on a mirror
- Type on the computer
- With his/her fingers in a plate of pudding
- With fingers in shaving cream on a counter

2

Have your child spell the words out loud while you are in the car or in line at a store

3

Spell words using blocks, Scrabble tiles, or flash cards

(Make your own with index cards - one card for each letter. Consider using different colored cards for vowels)

4

If the list of words to learn is long, have your child choose 4-5 to focus on at a time

5

Have your child write the words in alphabetical order or in order from shortest to longest

6

Play "Hangman" with your child using the spelling words

Make crossword puzzles and word searches with the spelling words for your child to solve

7

Combine spelling with physical activity

Have your child do jumping jacks, saying one letter per jump, or while walking up and down stairs, saying one letter per step

8

Keep a dictionary in your home and help your child look up unfamiliar words



Encourage your child to read!
Good readers are often good spellers.

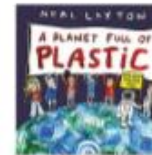
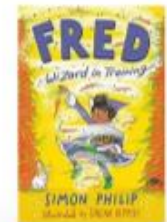
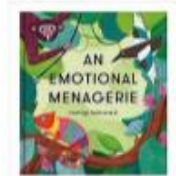
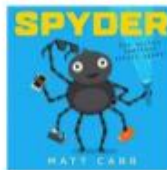
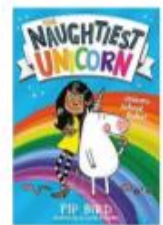
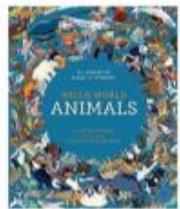
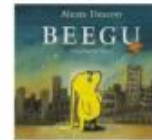
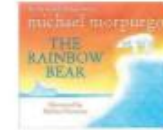
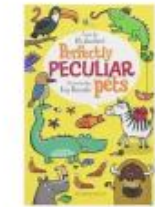
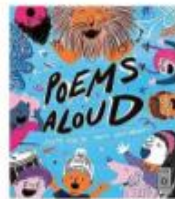
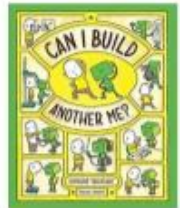
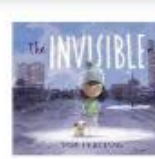
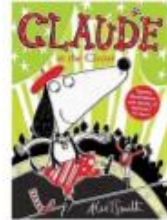
Spelling Shed

Please ask your child's Class Teacher if you do not have their Spelling Shed log in details.

50 Recommended Reads for...

Year 2

(ages 6-7)



Year 2 expectations in English

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.

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.

Topic: Punctuation and Grammar Year: 2 Strand: English Curriculum

Coordinating conjunctions

Words that connect two phrases or clauses of equal weight (they make sense by themselves).

We wanted to ride my bike. The tyre was flat. Becomes
I wanted to ride my bike, but the tyre was flat.

Subordinating conjunctions

Words used at the start of a subordinate clause (a clause that needs the main clause in order for it to make sense).

We went to London when I was seven.

Main clause (makes sense by itself).
After the film, we went shopping.

Vocabulary

Adjective	A word that adds more information about a noun.
Apostrophe	Punctuation mark used to show possession or omission.
Adverb	A word that adds more information about verbs, adjectives or other adverbs
Command	Tell you to do something. Often urgent and short. Get in the car.
Exclamation	Usually begin with 'How' or 'What'. Full sentence including a verb. What happened to your car!
Noun	Names of things that we can touch (concrete) and abstract (ideas, emotions).
Past tense	Verb form used describe things that happened in the past.
Present tense	Verb form used to describe things happening right now.
Question	Sentences that ask something or show doubts. Is that your car? Usually end with question mark.
Statement	Sentence that claims something as truth. My car is blue. Ends with full stop.

Expanded Noun phrases

Table → The table. → The small table.
Noun → Add a determiner. → Add an adjective.

The Tenses

The tense of the verb shows if something is happening in the present, past or future. The diagram shown below will be used in the tense descriptions:

4. Present progressive: Mahmoud is studying right now.
5. Past progressive: Mahmoud was studying when they came.
6. Future progressive: Mahmoud will be studying when you come.

Commas in a list

Commas are used to separate items in a list.
For example:
In this lesson I must have a pencil, scissors, paper and ruler.

Note: The last item on the list is always separated by 'and'.

Apostrophes

Apostrophes show singular possession:
The girl's hat. (The hat belongs to the girl).

End of year 2 expectations.

- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Expanded noun phrases for description and specification
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- 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
- 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

Year 2 expectations in maths

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.

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).

Ways a Parent Can Help with

MATH

1

Look for shapes and patterns in real life

2

Have your child measure ingredients for a recipe you are making

3

Ask your child to explain the math skills he or she is working on in school

4

When helping your child with homework or school assignments, ask him or her to explain how he or she got an answer

5

Help your child find some appropriate number and problem-solving games to play online

6

Play card or board games that involve counting or patterns

7

Ask your child to count change at the grocery store, or to estimate the total cost while you are shopping

8

Compare:
Which is the tallest?
...the heaviest?
...the longest?
...the smallest?
...the fastest?
...the hottest?
...the most expensive?

9

Have tools such as a ruler, a scale, a calculator, and a measuring tape available to use in your house

10

Encourage your child to track or graph scores or stats for a favorite sports team

11

Use dice or playing cards to make a game out of practicing math facts



Point out ways math is part of "real" life: money, computers, music, art, construction, cooking...

All around us, every day.

Emotional and Social Development

Emotional and social development

	Year 1	Year 2	Year 3
Brain development	Limbic system developing, including emotions and memory not yet able to have reasoned reactions to everyday situations. Early emotional experiences become embedded in their brain and can influence them as adults.	Limbic system is still developing. The brain is now 95% adult size. They will be remembering how people treat them and the emotions associated with it. They want to always be right.	Becoming more cognitively flexible, engaging in complex thinking and planning. Neutral connections in the brain are being fine-tuned through pruning. Increase the brains processing speed and efficiency.
Mental & Intellectual development	Dressing themselves & communicating in sentences. The more experiences the more they learn. They absorb everything.	Development of logic, can approach a problem and consider various outcomes, learning how to organise their thoughts. They will ask more questions to gain understanding.	Longer attention spans able to manage less detailed direction. Like to share their knowledge with others. Improving writing and English skills. Can utilise increasing complex and creative strategies. Learning takes place most effectively through play experiences.
Interpersonal development	Getting along with others and understanding fairness and their place in the world. Learning how to control their behaviour.	Enjoying being with peers more, yet prefer own gender. It is either right or wrong, no grey areas. Starts to have best friends. May have difficulties getting along with other children.	More independent and are sociable. May have spells of being rebellious and aggressive. Be the role model for them when dealing with emotions.
Adult support and guidance	Imaginative play. Read regularly with them. Be understanding and tolerant as they are still learning and might not always make the right choice. Maintain their self-esteem and confidence when dealing with them. Continue to affirm their sense of belonging and increase their autonomy.	Involve them in jobs/tasks for themselves at school and at home to increase independence. Help them develop routine and working with others. Continue to affirm their sense of belonging and increase their autonomy as they start to make choices suited to an adult life.	Encourage physical activity; children mature quicker if they engage in physical activity. Focus on strengths, abilities and talents. Help them to start to manage their emotions & be comfortable with them. Increase their ability to manage aspects of their lives, i.e. remembering things to do that make their lives easier.

Autumn Term - Our City in the Spotlight

Here is what we will learn this term

- History of Coventry
- Landmarks in Coventry
- What makes Coventry special
- How Coventry has changed over time
- Lady Godiva and Peeping Tom
- Our local area of Cheylesmore
- Our family and past generations
- Comparing Coventry to a local village
- **Landmark walk around Coventry**
- **Local area walk**
- **Visit to local village**



Spring Term - Around the World

Here is what we will learn this term

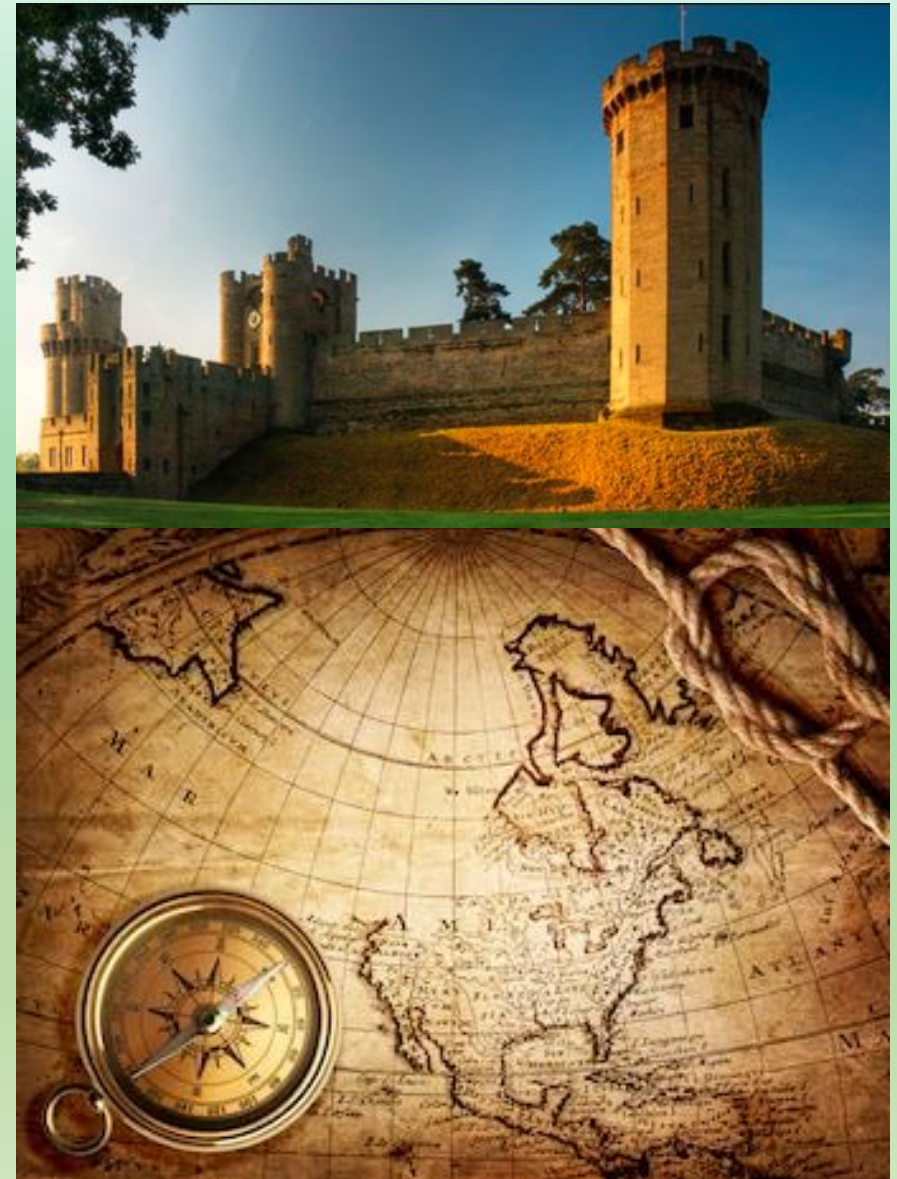
- UK
 - Comparisons to India
 - Royal Family
 - Queen Victoria and Queen Elizabeth II
- India
 - Comparisons to UK
 - Mandala artwork
 - Gandhi
- Russia
 - Comparison to a hot country
 - Weather
 - Kandinsky
- Mexico
 - Comparisons to a cold country
 - Dia de muertos (Day of the dead)
 - National sport
- **Culture day**

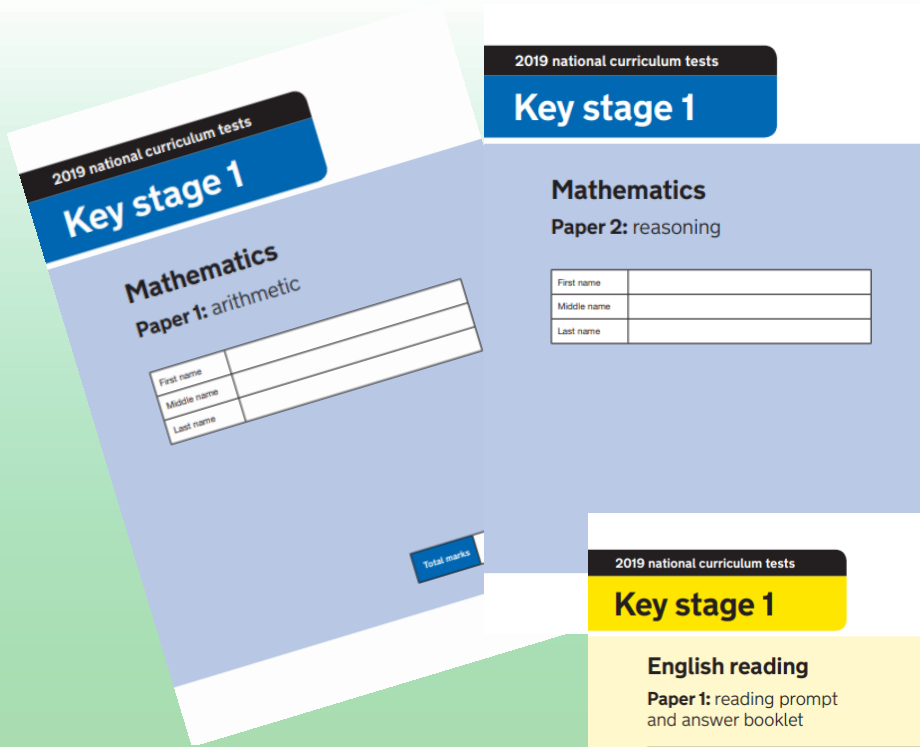


Summer Term - Conquering Land and Sea

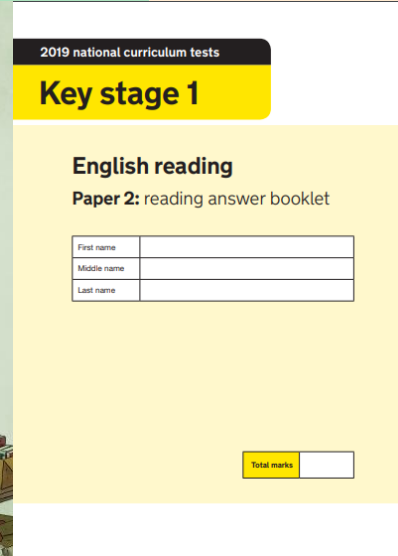
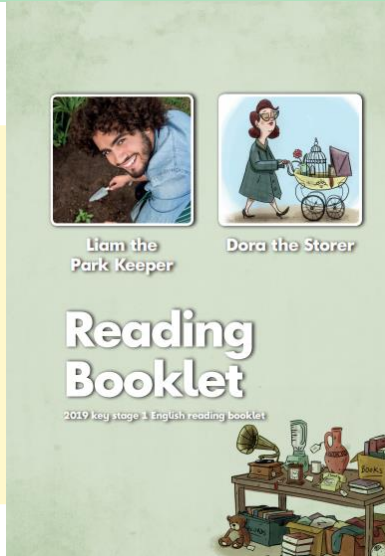
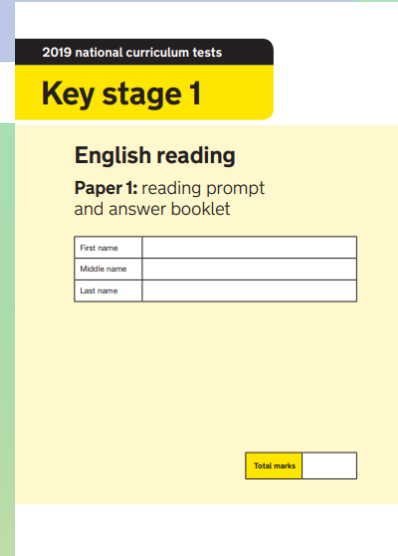
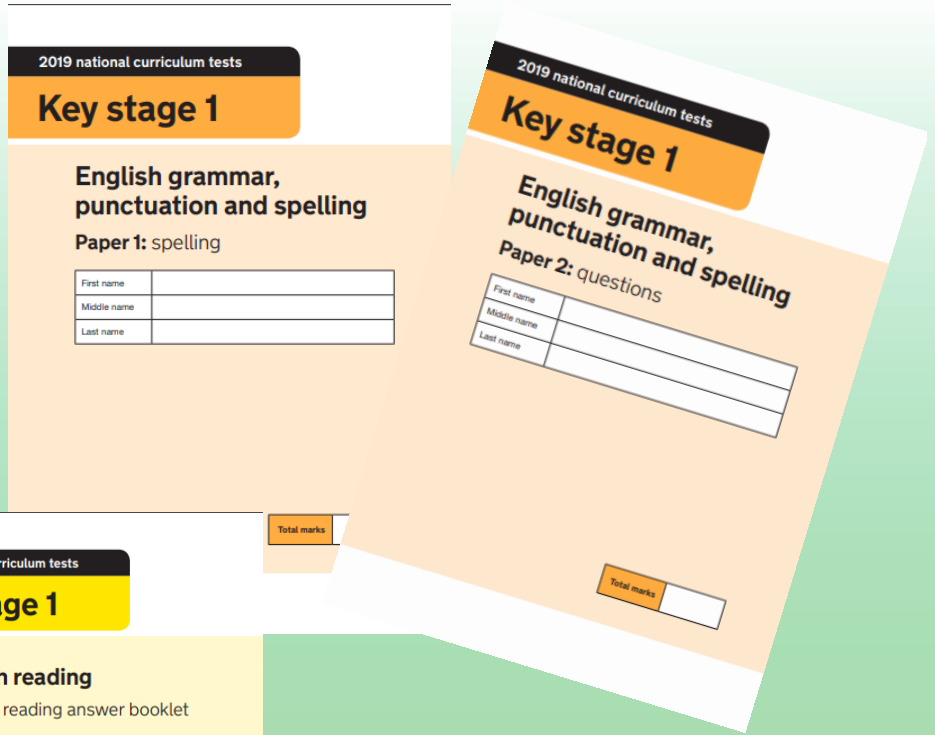
Here is what we will learn this term

- Castles over time
- Castles across the UK
- Parts and features of a castle
- Jobs in a castle
- Historical battle timeline
- Captain James Cook's voyages
- Locating continents and oceans
- Famous explorers through time
- Grace Darling's sea rescue
- Lighthouses
- RNLI lifeboats over time
- Famous pirates
- Treasure hunts
- Jobs on a pirate ship
- **Trip to Warwick Castle**

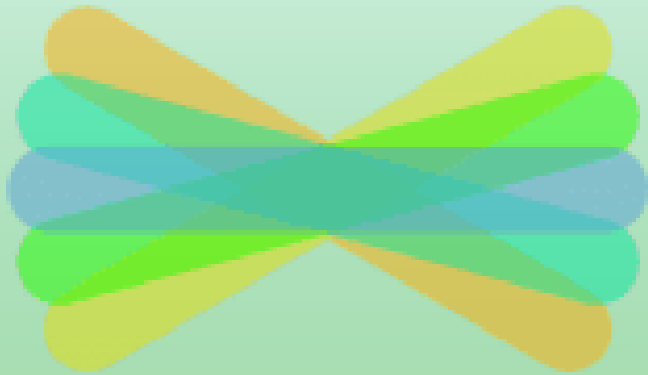




SATs



Children in Year 2 will be taking their SATs in May 2022.
We will provide more information nearer to the time.



Seesaw

Keep up to date with
your child's learning and
receive important
messages by connecting
to Seesaw.