

Welcome  
to Year Two





## Year 2 teaching team

Miss Wright Miss Cattell Mrs Robinson Mr Ferguson



Mrs Matthews Mrs Olorenshaw

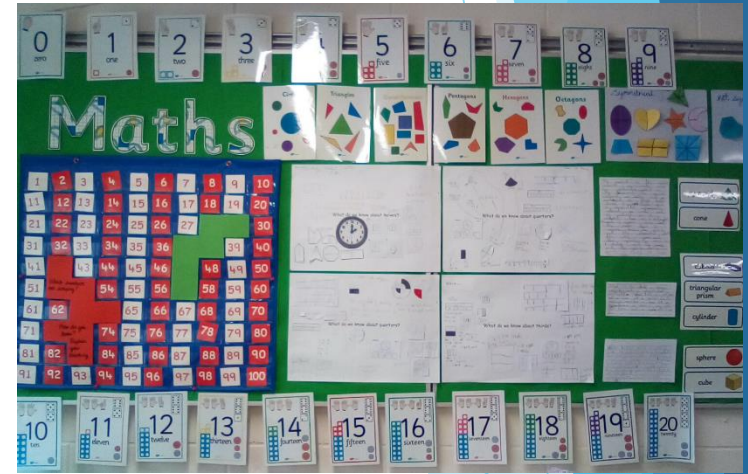


### Current class structure at Five Ways:

Year 1 and 2	mixed attaining class	mixed attaining class	mixed attaining class
Year 3 and 4	parallel class	parallel class	higher attaining class
Year 5 and 6	lower attaining class	middle attaining class	higher attaining class



# Welcome to our Year 2 classrooms



# Welcome to Year 2



our  
cloakrooms



our playgrounds



# The Year 2 day

9:00 register and lesson 1

10:00 snack and playtime

10:20 lesson 2

11:15 assembly

11:30 lesson 3

12:00 lunchtime

1:00 lesson 4

2:00 snack and playtime

2:10 lesson 5

3:00 lesson 6

3:30 home time



Assemblies:  
PSHE, HRE

## Year 2 Class Timetable

	Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5
<b>M</b> <b>o</b> <b>n</b> <b>d</b> <b>a</b> <b>y</b>	Maths 	Snack & playtime	English 	Assembly	Reading 	Lunch	Topic 	Playtime	Computing DT  Spelling 
<b>T</b> <b>u</b> <b>e</b> <b>s</b> <b>d</b> <b>a</b> <b>y</b>	Maths 	Snack & playtime	English 	Assembly	Reading 	Lunch	PE 	Playtime	RE  Spelling 
<b>W</b> <b>e</b> <b>d</b> <b>n</b> <b>e</b> <b>s</b> <b>d</b> <b>a</b> <b>y</b>	Maths 	Snack & playtime	PE 	Assembly	Reading 	Lunch	English 	Playtime	Basic skills  Spelling 
<b>T</b> <b>h</b> <b>u</b> <b>r</b> <b>s</b> <b>d</b> <b>a</b> <b>y</b>	Maths 	Snack & playtime	Music 	Assembly	Reading 	Lunch	English 	Playtime	Basic skills  Spelling 
<b>F</b> <b>r</b> <b>i</b> <b>d</b> <b>a</b> <b>y</b>	Science 	Assembly	Maths 	snack and playtime	Reading 	Lunch	Art Miss Wright 	Playtime	Basic skills  Spelling 

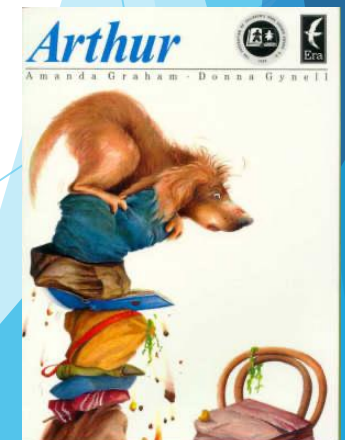
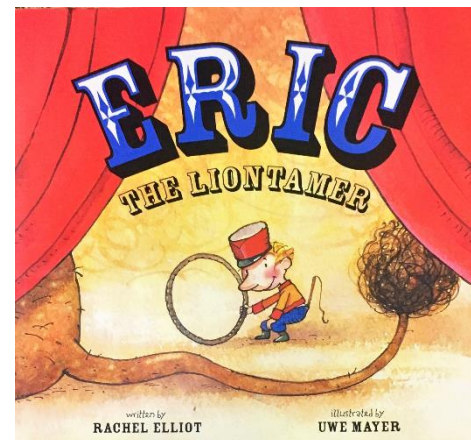
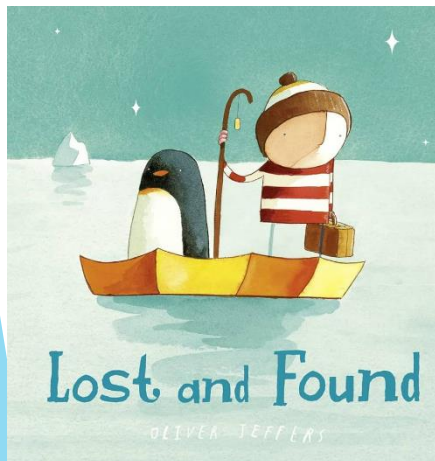
myHappymind.  
SCHOOL



# English

The English curriculum consists of...

- spoken language - oracy across the curriculum
- reading (word reading, comprehension)
- writing (punctuation, grammar, spelling, handwriting)



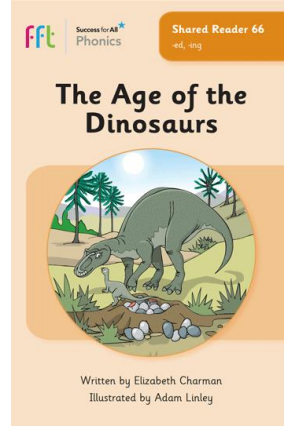
# Phonics and reading



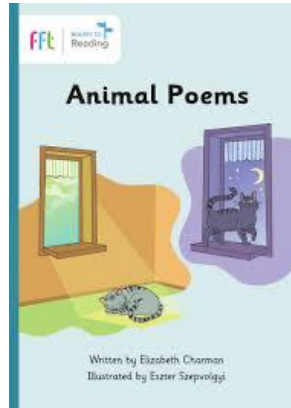
Success for All  
Phonics



Success for All  
Phonics



Spelling  
with the  
JUNGLE CLUB



### What is the HOTTEST PLACE ON EARTH?

Like the very coldest places, the very hottest places are hard for plants or animals to live in. Death Valley in the USA is well-known for being extremely hot. In summer, heat builds up as the hot air gets trapped by the high, steep mountains on either side. Even hotter is the Danakil Depression in Ethiopia, where the boiling sun and flowing lava lakes give off extreme heat.

The hottest place of all, though, is the Lut Desert in eastern Iran. The Lut desert is large and extremely dry. In the Iranian language, Fars, 'Lut' means 'land without water or plants. Although it's very hot, it has a beauty of its own, with sand dunes and ridges sculpted by the wind.

The surface sand and rocks in the Lut Desert are often dark in colour. This means that they don't reflect the heat of the sun back up into the air. Instead, they absorb it, which makes them even hotter, so the heat spreads out, making the surrounding area hotter, too. The temperature is often over 80°C.

### Vocabulary

- diplomatic:** an ability to deal with people in a sensitive and tactful way
- confidingly:** showing that you trust someone not to tell anyone else
- wistfully:** having sad thoughts and feelings about something that you want
- fundraiser:** an event to raise money for a cause
- boomed:** spoke loudly
- stall:** a stand or booth where things are sold
- crook:** the bend in a person's arm at the elbow
- china:** delicate ceramic objects, usually plates and cups
- tombola:** a raffle game where prizes are awarded to the winning numbers
- startled:** scared or shocked

In a church hall, in a small town, Finn and Kit were helping their Grandma at the fundraiser.



ROUTES TO  
Reading

### Year 1 and 2 Common Exception Words

Year 1			Year 2			
the	they	one	door	gold	plant	clothes
a	be	once	floor	hold	path	busy
do	he	ask	poor	told	bath	people
to	me	friend	because	every	hour	water
today	she	school	find	great	move	again
of	we	put	kind	break	prove	half
said	no	push	mind	steak	improve	money
says	go	pull	behind	pretty	sure	Mr
are	so	full	child	beautiful	sugar	Mrs
were	by	house	children	after	eye	parents
was	my	our	wild	fast	could	Christmas
is	here		climb	last	should	everybody
his	there		most	past	would	even
has	where		only	father	who	
I	love		both	class	whole	
you	come		old	grass	any	
your	some		cold	pass	many	



# Writing

## ▶ Grammar (No-Nonsense programme)

- ✓ use of a range of conjunctions, e.g. and, but, or, when, if, that, because
- ✓ use of noun phrases to make writing more descriptive or specific
- ✓ grammatically correct construction of statements, commands, questions, exclamations
- ✓ correct use of present and past tense
- ✓ recognise nouns, adjectives, verbs and adverbs

## ▶ Punctuation (No-Nonsense programme)

- ✓ capital letters, full stops, question marks

## ▶ Spelling (Fischer Family Trust - Jungle Club)

- ✓ high expectations - e.g. homophones, applying spelling rules for adding suffixes

## ▶ Handwriting

- ✓ pinch grip
- ✓ finger spaces
- ✓ clear ascenders and descenders

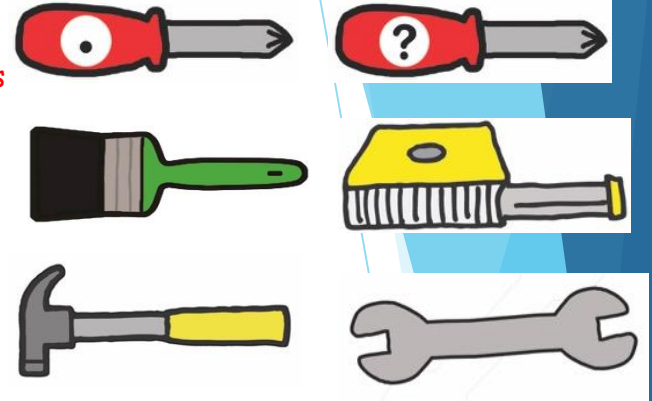
## ▶ Check, correct and evaluate writing

Our school font

children

children

## No Nonsense Grammar



Spelling  
with the  
JUNGLE CLUB

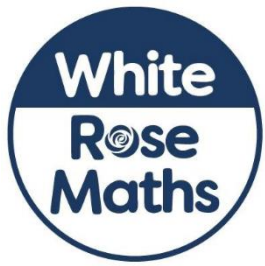
ck	ff	ll	ss	zz	qu	ch
sh	th	ng	ai	ee	igh	
oa	oo	oo	ar	oi	ur	
ow	oi	ear	air	ure	er	

Reception Picture Sound Mat

FFT Success for All Phonics







# Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number <b>Place value</b>				Number <b>Addition and subtraction</b>				Geometry <b>Shape</b>			
Spring	Measurement <b>Money</b>	Number <b>Multiplication and division</b>					Measurement <b>Length and height</b>		Measurement <b>Mass, capacity and temperature</b>			
Summer	Number <b>Fractions</b>			Measurement <b>Time</b>			<b>Statistics</b>		Geometry <b>Position and direction</b>		<b>Consolidation</b>	

# Concrete – Pictorial – Abstract (CPA)

Research shows that all children, when introduced to a new concept, should have the opportunity to build competency by following the CPA approach. This features throughout our schemes of learning.

## Concrete

Children should have the opportunity to work with physical objects/concrete resources, in order to bring the maths to life and to build understanding of what they are doing.



## Pictorial

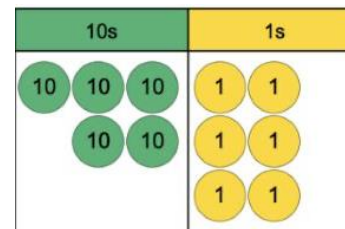
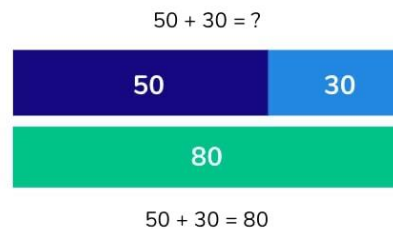
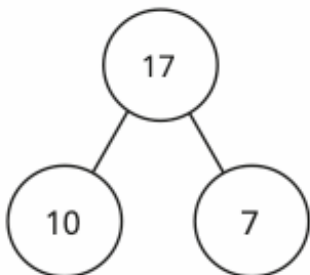
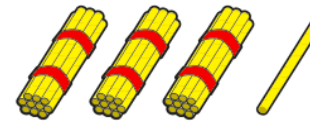
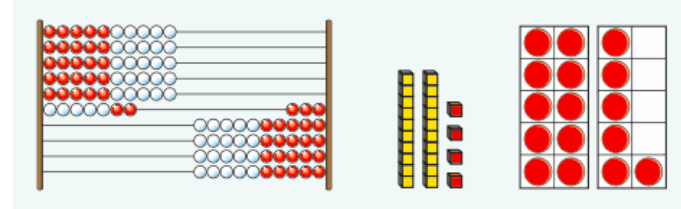
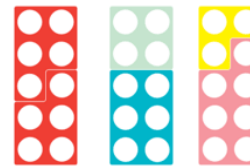
Alongside concrete resources, children should work with pictorial representations, making links to the concrete. Visualising a problem in this way can help children to reason and to solve problems.



## Abstract

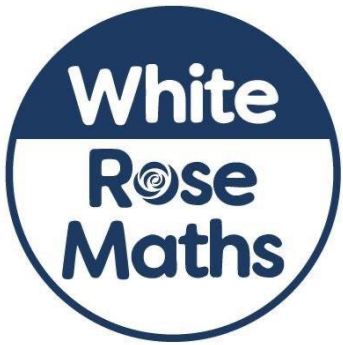
With the support of both the concrete and pictorial representations, children can develop their understanding of abstract methods.

$$5 + 7$$



	T	O
6	7	
-	2	9

	T	O
	8	4
-	3	5

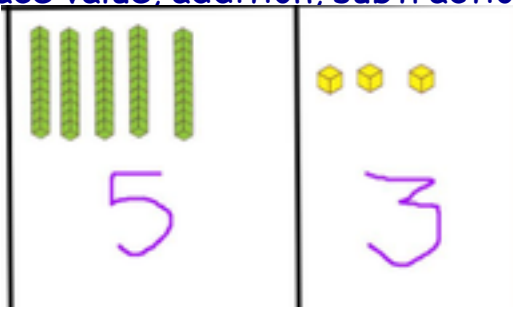


# Maths

The Mathematics curriculum consists of...

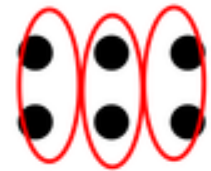
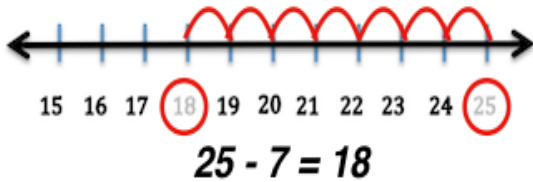
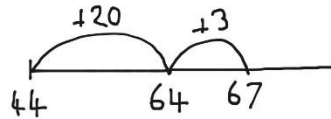
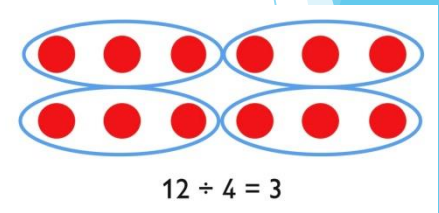
## ▶ Number

- place value, addition, subtraction, multiplication, division, fractions



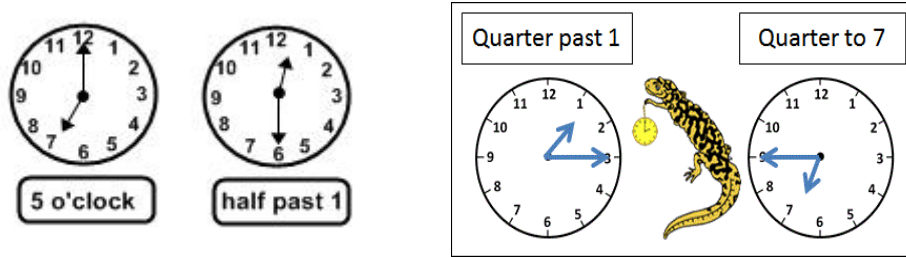
$$44 + 23 = 67$$

20    3



$3 \text{ lots of } 2 =$

► **Measure** -time, money, length, mass, capacity, temperature



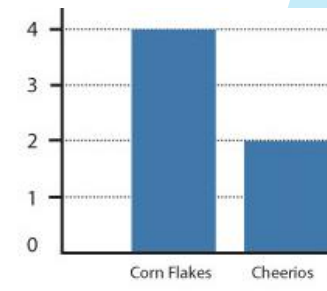
► **Geometry** -2D and 3D shape, position, direction, movement



► **Statistics** - pictograms, tally charts, bar charts, tables

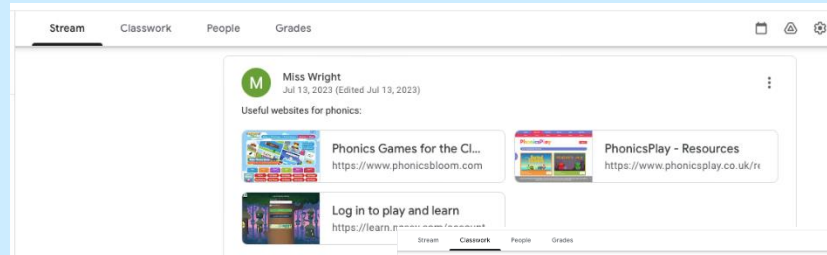
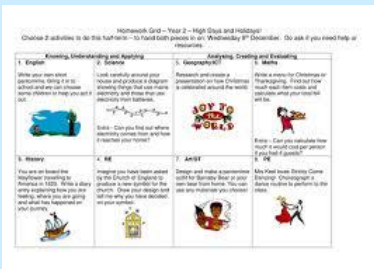


Favorite Pets		
Pet	Tally Marks	Number
		10
		4

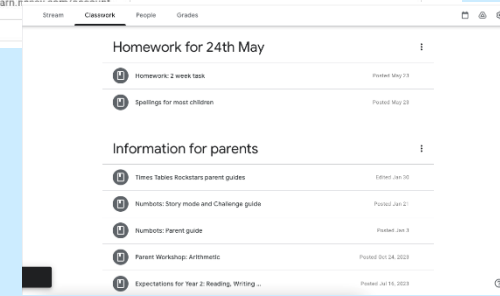


Reasoning and problem-solving are important.

# Curriculum



# Homework



# Equipment



# Medical

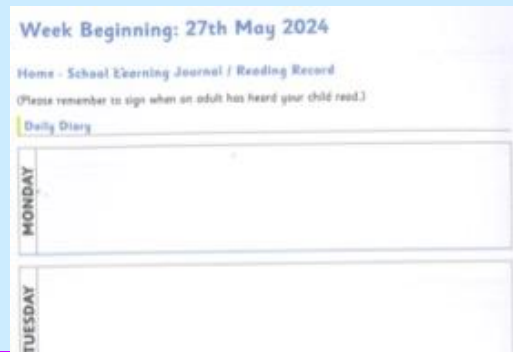
# Visits and visitors



# Behaviour



Home Link books - record home reading, Rocket into Reading, log in page



# P.E.

- ▶ 2 lessons per week
- ▶ Health and Safety





# Assessment

## ► Attainment

- working towards age-related expectations, working at age-related expectations, working beyond age-related expectations
- reading, writing, mathematics, science

## ► optional SATs - May 2025

English - 2x reading, 2 x SPAG

Maths - arithmetic, problem-solving and reasoning

## ► Teacher Assessment

ongoing throughout the year, March to June

READING STANDARDS		
<b>Working towards the expected standard – 'Working towards' or 'W'</b>		
The pupil can:		
<ul style="list-style-type: none"> <li>read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*</li> <li>read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*</li> <li>read many common exception words*</li> </ul>		
In a book closely matched to the GPCs as above, the pupil can:		
<ul style="list-style-type: none"> <li>read aloud many words quickly and accurately without overt sounding and blending</li> <li>sound out many unfamiliar words accurately</li> </ul>		
In a familiar book that is read to them, the pupil can:		
<ul style="list-style-type: none"> <li>answer questions in discussion with the teacher and make simple inferences.</li> </ul>		
<b>Working at the expected standard – 'Secure' or 'S'</b>		
The pupil can:		
<ul style="list-style-type: none"> <li>read accurately</li> <li>read most words</li> <li>read most common words</li> </ul>	<b>WRITING STANDARDS</b>	
In age-appropriate books, the pupil can:		<b>Working towards the expected standard – 'Working towards' or 'W'</b>
<ul style="list-style-type: none"> <li>read most words sufficiently fluently to understand what is written</li> <li>sound out most words</li> <li>check if they can</li> <li>explain what they have read</li> </ul>	The pupil can, after discussion with the teacher: <ul style="list-style-type: none"> <li>write sentences that are sequenced to form a short narrative (real or fictional)</li> <li>demarcate some sentences with capital letters and full stops</li> <li>segment spoken words into phonemes and representing these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</li> <li>spell some common exception words</li> <li>form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form lower-case letters of the correct size relative to one another in some of their writing</li> <li>use spacing between words.</li> </ul>	
<b>Oxford Reading Tree expected level of difficulty</b>		<b>Working at the expected standard – 'Secure' or 'S'</b>
The pupil can, after discussion with the teacher:		The pupil can, after discussion with the teacher: <ul style="list-style-type: none"> <li>write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>write about real events, recording these simply and clearly</li> <li>demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>use present and past tense mostly correctly and consistently</li> <li>use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> </ul>
<b>Working at greater depth</b>		<b>MATHEMATICS STANDARDS</b>
The pupil can, in a book that is read to them, the pupil can:		<b>Working towards the expected standard – 'Working towards' or 'W'</b>
<ul style="list-style-type: none"> <li>make simple inferences</li> <li>make a plausible link between events</li> </ul>	The pupil can: <ul style="list-style-type: none"> <li>read and write numbers in numerals up to 100</li> <li>partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them</li> <li>add and subtract two-digit numbers and ones, and two-digit numbers and tens, when no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5 = 28, 46 + 20 = 66, 16 - 5 = 11, 88 - 30 = 58)</li> <li>recall at least four of the six number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10, therefore 4 + 6 = 10 and 10 - 6 = 4)</li> <li>count in twos, fives and tens from 0 and use this to solve problems</li> <li>know the value of different coins</li> <li>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).</li> </ul>	
<b>Working at greater depth</b>		<b>Working at the expected standard – 'Secure' or 'S'</b>
<ul style="list-style-type: none"> <li>write effectively and accurately</li> <li>make simple additions and subtractions</li> <li>use the punctuation in lists and apostrophes (possession)</li> <li>spell most common words</li> <li>add suffixes to spell words</li> <li>use the diagonal line to separate</li> </ul>	The pupil can: <ul style="list-style-type: none"> <li>read scales in divisions of ones, twos, fives and tens</li> <li>partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus</li> <li>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)</li> <li>recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising their 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)</li> <li>recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary</li> <li>identify <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{1}{4}</math>, of a number or shape, and know that all parts must be equal parts of the whole</li> <li>use different coins to make the same amount</li> <li>read the time on a clock to the nearest 5 minutes</li> <li>name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry</li> </ul>	
<b>Working at greater depth</b>		<b>Working at greater depth within the expected standard – 'Exceeding' or 'E'</b>
<ul style="list-style-type: none"> <li>write effectively and accurately</li> <li>make simple additions and subtractions</li> <li>use the punctuation in lists and apostrophes (possession)</li> <li>spell most common words</li> <li>add suffixes to spell words</li> <li>use the diagonal line to separate</li> </ul>	The pupil can: <ul style="list-style-type: none"> <li>read scales where not all numbers on the scale are given and estimate points in between</li> <li>recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts</li> <li>use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 23 + 17 = 15 + 4 + 7; together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc)</li> <li>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?)</li> <li>read the time on a clock to the nearest 5 minutes</li> <li>describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).</li> </ul>	



Thank you!