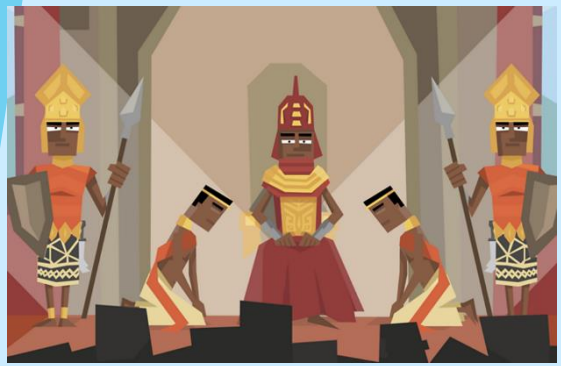
Five Ways Primary School

Welcome to Year Two



PROUD TO BE A myHappymind SCHOOL

Year 2 teaching team

Miss Wright Miss Cattell Mrs Robinson Mr Ferguson

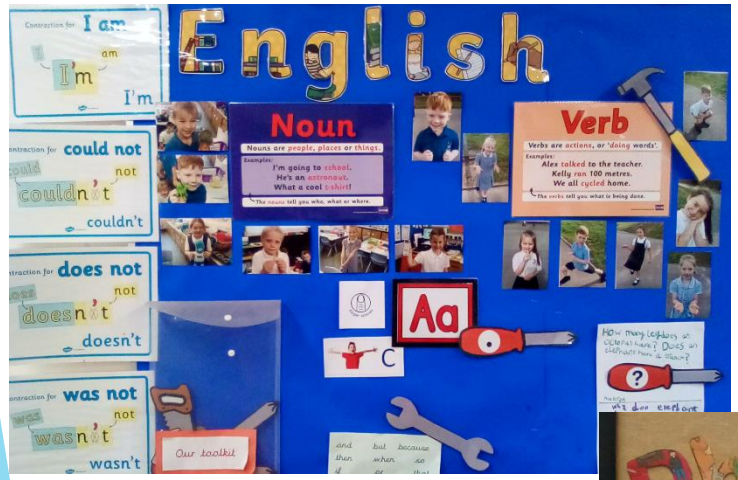



Mrs Matthews Mrs Olorenshaw


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

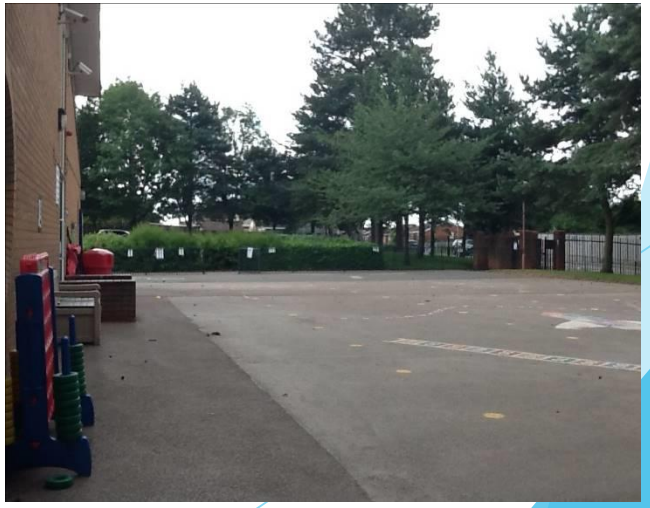
Welcome to our Year 2 classrooms



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

Year 2 Class Timetable

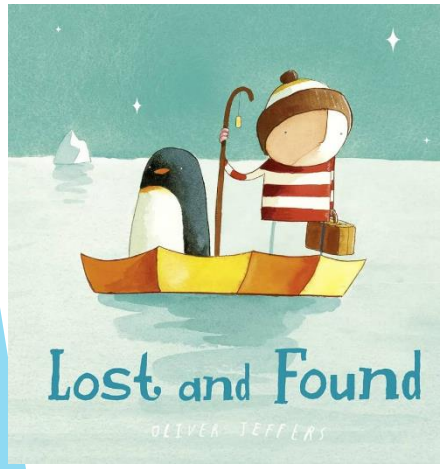
	Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5
Monday	Maths	Snack & playtime	English	Assembly	Reading	Lunch	Topic	Playtime	Computing DT, Spelling
Tuesday	Maths	Snack & playtime	English	Assembly	Reading	Lunch	PE	Playtime	RE, Spelling
Wednesday	Maths	Snack & playtime	PE	Assembly	Reading	Lunch	English	Playtime	Basic skills, Spelling
Thursday	Maths	Snack & playtime	Music	Assembly	Reading	Lunch	English	Playtime	Basic skills, Spelling
Friday	Science	Assembly	Maths	snack and playtime	Reading	Lunch	Art, Miss Wright	Playtime	Basic skills, Spelling

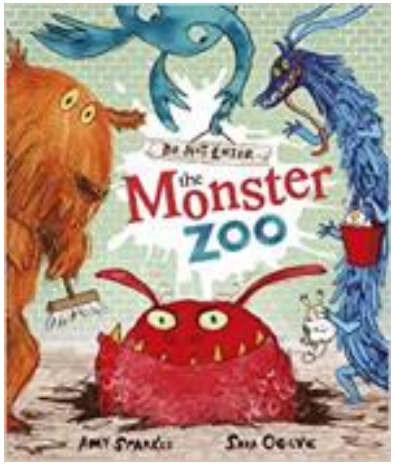
Assemblies:
PSHE, HRE

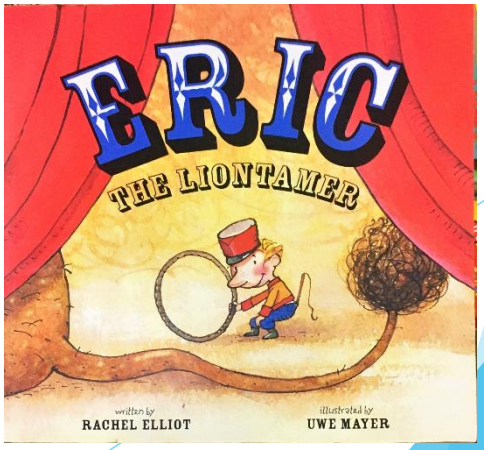
myHappymind SCHOOL

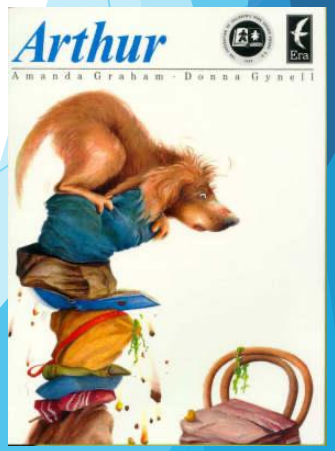
English

The English curriculum consists of…
- spoken language – oracy across the curriculum
- reading (word reading, comprehension)
- writing (punctuation, grammar, spelling, handwriting)







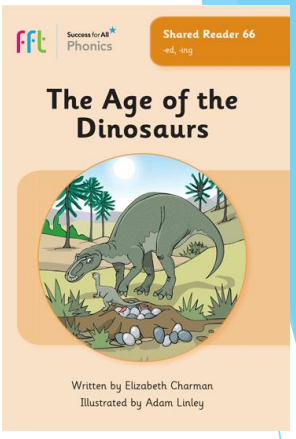


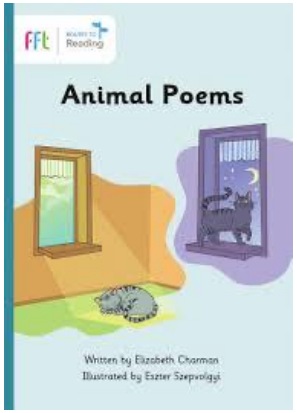
Phonics and reading

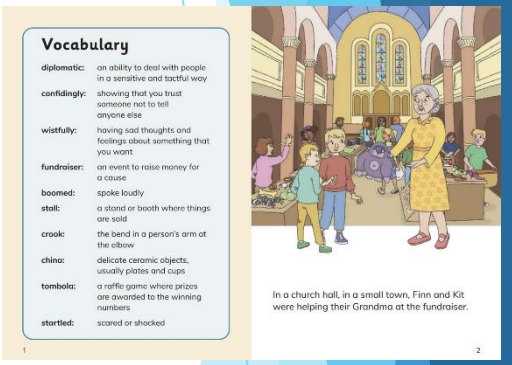
Success for All Phonics

Spelling with the JUNGLE CLUB

ROUTES TO Reading







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

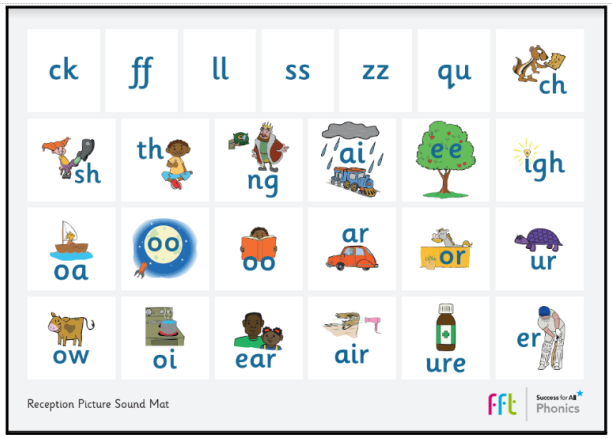
✓pinch grip

✓finger spaces

✓clear ascenders and descenders

- Check, correct and evaluate writing

Spelling with the JUNGLE CLUB



Our school font

children

children

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 **Place value**				Number **Addition and subtraction**					Geometry **Shape**		
Spring	Measurement **Money**				Number **Multiplication and division**				Measurement **Length and height**	Measurement **Mass, capacity and temperature**		
Summer	Number **Fractions**				Measurement **Time**			Statistics		Geometry **Position and direction**		Consolidation

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

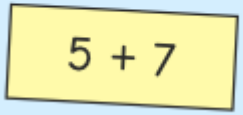
Children should have the opportunity to work with physical objects/concrete resources, in order to bring the maths to life and to build understanding of what they are doing.

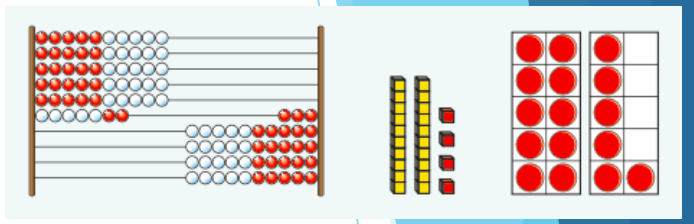
Pictorial

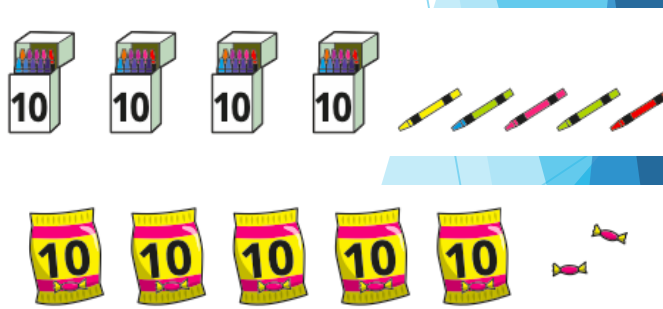
Alongside concrete resources, children should work with pictorial representations, making links to the concrete.
Visualising a problem in this way can help children to reason and to solve problems.

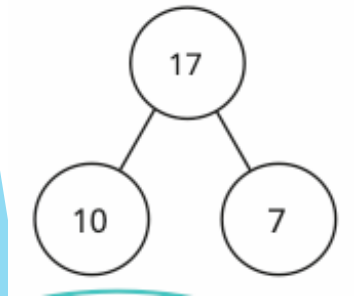
Abstract

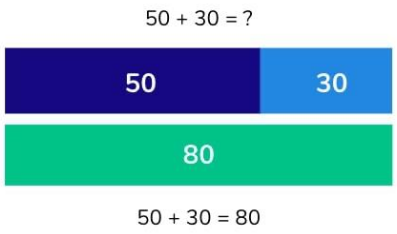
With the support of both the concrete and pictorial representations, children can develop their understanding of abstract methods.

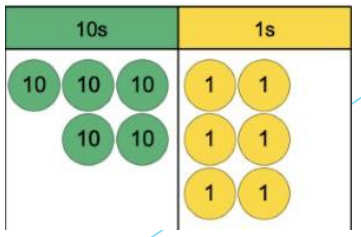


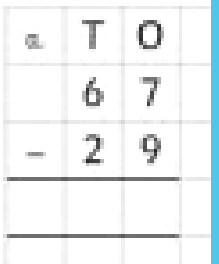


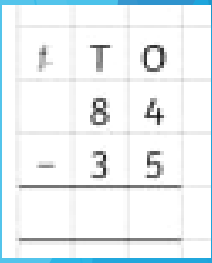










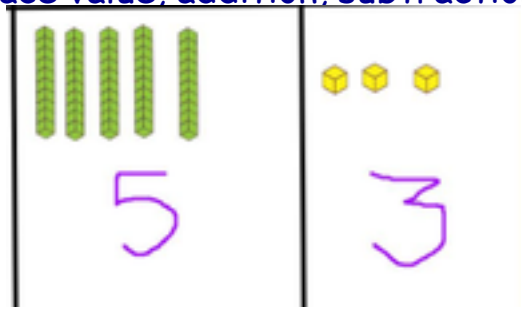


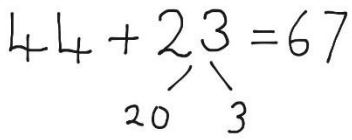
Maths

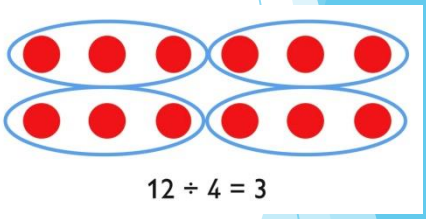
The Mathematics curriculum consists of…

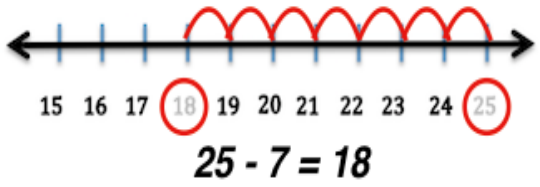
- Number

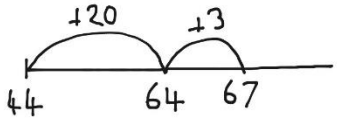
– place value, addition, subtraction, multiplication, division, fractions

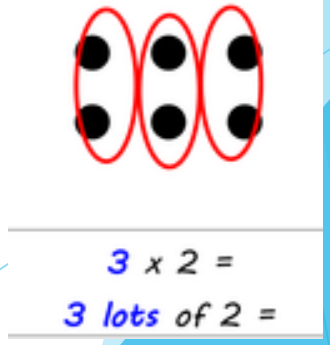




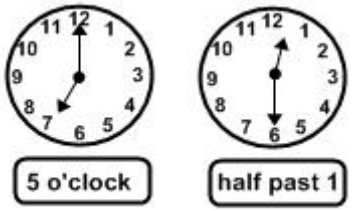


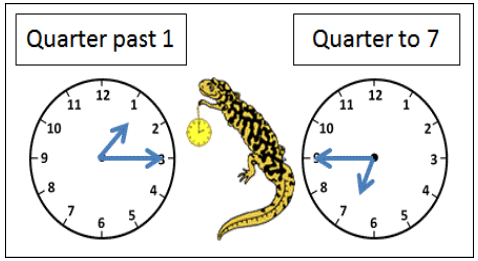




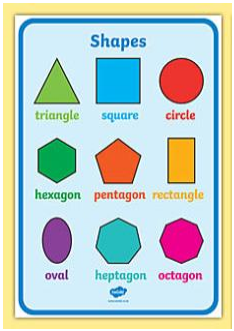


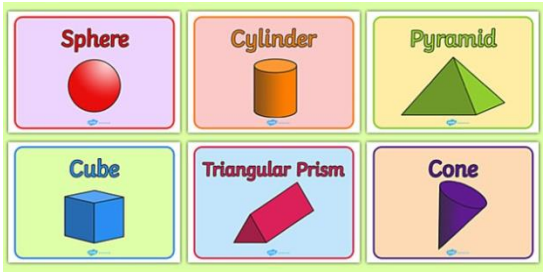
- Measure –time, money, length, mass, capacity, temperature

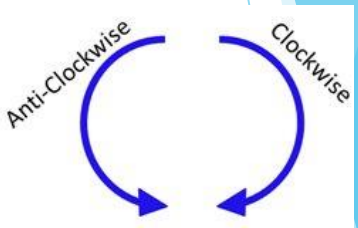




- Geometry –2D and 3D shape, position, direction, movement

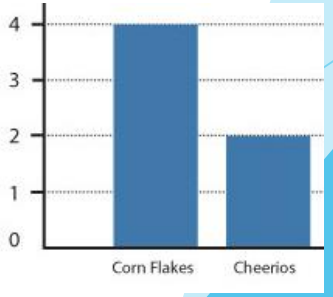




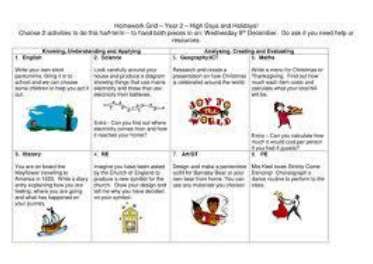


- Statistics – pictograms, tally charts, bar charts, tables

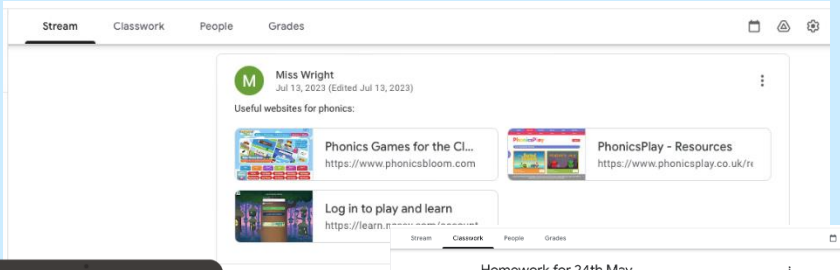
Favorite Pets		
Pet	Tally Marks	Number
	𝍸 𝍸	10
	𝍸	4



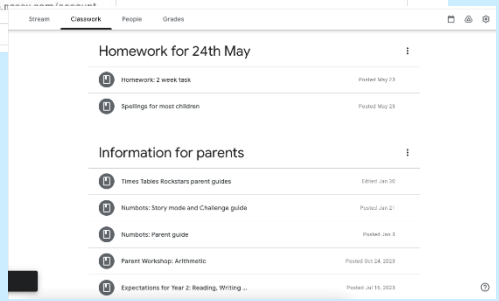
Reasoning and problem-solving are important.



Curriculum



Homework



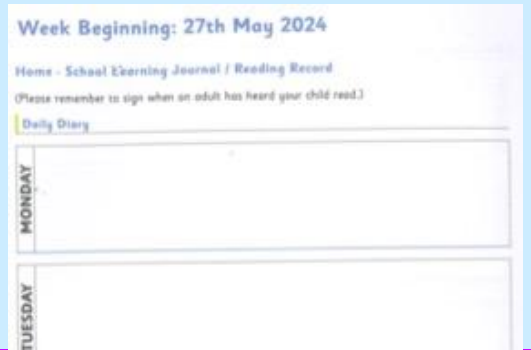
Equipment

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

Working towards the expected standard – 'Working towards' or 'W'

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.

Working at the expected standard – 'Secure' or 'S'

The pupil can:
- read accurate
- read most wo
- read most cor

In age-appropriate b
- read most wo sufficiently flu individual wor
- sound out mo

In a book that they c
- check it make
- answer quest
- explain what

Oxford Reading Tr expected level of d *answer a range of q questions.*

Working at greater The pupil can, in a b
- make inferenc
- make a plausi so far
- make links be

WRITING STANDARDS

Working towards the expected standard – 'Working towards' or 'W'

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 representing 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.

Working at the expected standard – 'Secure' or 'S'

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
- using co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken wo correctly and makin
- spell many commor
- form capital letters and to lower case le
- use spacing betwee

Working at greater depth

The pupil can, after discus
- write effectively and the vocabulary and
- make simple additic
- use the punctuation *in lists and apostrop possession)*
- spell most common
- add suffixes to spell
- use the diagonal an

MATHEMATICS STANDARDS

Working towards the expected standard – 'Working towards' or 'W'

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 resources 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 six 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).

Working at the expected standard – 'Secure' or 'S'

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 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)
- 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 ¼, 1/3, ½, 2/4, ¾, 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 within the expected standard – 'Exceeding' or 'E'

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 + ?; 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 have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

Thank you!