

# Welcome to Year 2

Class Teacher: Miss Beeks

KS1 TA's : Mrs Middlefell, Mrs Emmett and Miss Emmett



**INDEPENDENCE**

# Weekly Timetable

Day	9:00 - 9:20	9:20 – 10:15			10:50–	11:10 – 12:00		1:00 – 3:00 (2:40 – 2:55 MaD)		
<b>Monday</b>	Phonics	Handwriti / Comprehen n/ Library	Assembly	B	Guided Reading	Maths	L	Science	Music	
<b>Tuesday</b>	Phonics	English	Assembli	R	Guided Reading	Maths	U	Topic		
<b>Wednesda</b>	Spelling	English	Assembli	E	Guided Reading	Maths	N	PSHE	P.E.	
<b>Thursday</b>	Phonics	English	Assembly	A	Guided Reading	Maths	C	Topic		
<b>Friday</b>	Sharing Assembly	Phonics	English	K	Skills	Maths	H	P.E	RE	

# Morning Routine

- Hang coats and PE kits in the corridor.
- Hand in Reading Record and Book, change book if book changing day.
- Book bag in tray. ( key rings)
- Register.
- Complete Jobs
- Complete morning starter on table.

It's **really important** to be on time for school and if possible arrive early enough for your child to have social time beforehand.

Also as our value is independence we ask that the children **line up by themselves.**

# Phonics/ Spelling

## Phase 5

We will continue to review phonics sounds with phase 5 to support our spelling and reading throughout Year 2.

## Spellings/ Phase 6

This year we will focus more on spelling rules.

Each week the children will have a new rule to focus on and throughout our spelling sessions there will be time to practise and apply these skills in reading and writing.

Each week we will have focused tricky words based on the Year 2 common exception words.

## Additional support:

- Interventions and phonics sessions will continue for those who did not pass Phonics Screening Check or those who need phonetic spelling support.

# Spellings and Homework

## Spellings

- Handed out on Wednesdays
- Differentiated by quantity there are set words Year 2 need to learn
- Reinforcing sounds and spelling rules learnt that week
- Tested on Mondays in green book

## Maths and English Homework:

- Handed out on Wednesdays and collected on Monday
- 1 piece of Maths and English
- Differentiated

## Maths Targets

- Specific to each child and tested when they are ready .

# Reading

## School

- Daily Guided reading activities
- English lessons
- Reading to volunteers
- Children will change their own books 3x a week.

## Home:

- Reading daily (school book, phonics/spelling practise, news or story time)
- Books are not expected to be completed in one sitting but throughout Year 2 children need to be able to read for a sustained period of time.
- Example Comprehension questions included in handout

# Reading

## Reading Records:

- Children should be reading every day.
- To be filled in each time reading is practised (This can include home reading books and library books)
- Use the activities to develop reasoning skills
- Phonics sounds on middle page

## Certificates

- Certificates are based on effort not ability
- Bronze: Filled in the whole record with comments from an adult.( 168 boxes and there are 165 days of school)
- Silver: above criteria + completed all of the activities
- Gold: above criteria + comments from the child about their book (this can be dictated), their reading and their personal targets.

# Reading Record Example

Date	Book Title	Comment
19.09	Max's Cat	Mark sounded out short words accurately. He needed support with his digraphs. Please can we keep the book one more day.
20.09	Max's Cat	"I think Max felt sad when he lost his cat." Max and I discussed caring for pets and feelings.

# Writing

Handwriting – Letter join

Lots of finger strengthening activities

Letter-join 

Pupil Home Access Login  
Go to: [www.letterjoin.co.uk](http://www.letterjoin.co.uk)

Login Desktop Tablet

Username: **eg74422**  
Password: **home**

Username: **eg74422**  
Password: **Swipe Code L**  
(start top left)



# Maths

Teaching for Maths Mastery:

“children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures.”

## White Rose Scheme

	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					Measurement: Money		Number: <u>Multiplication</u> and Division	

# Maths

Maths targets – All children in Year 2 have a Maths target that they will be working on in school and at home. This is often an key instant recall fact such as times tables or number bonds.

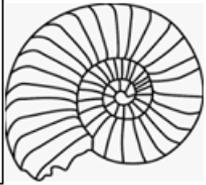
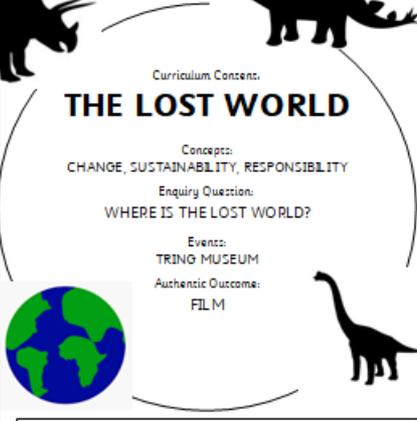
Key Instant recall facts – I have attached these to your booklet for your information these can be worked on throughout the year and will aid your child in their maths skills.

# Science

## Working Scientifically

- asking simple questions and recognising that they can be answered in different ways
  - observing closely, using simple equipment
  - performing simple tests
  - identifying and classifying
  - using their observations and ideas to suggest answers to questions
  - gathering and recording data to help in answering questions
- 
- Living things and their habitats
  - Materials and their uses

# Concept Curriculum

<p><b>ENGLISH</b></p> <p>Dinosaur Fact Files          Dinosaur Poems          Fossil Hunters Comprehension          FunnyBones          Harry and the bucket full of Dinosaurs</p>		<p><b>PE</b></p> <p>Real PE          Tag Rugby          Tag Rugby tournament          Aparatus          Play time games</p>
<p><b>SCIENCE</b></p> <p>Living things and their Habitat (Y2)          Seasons—Autumn (Y1)          Animal &amp; Humans (Y1)</p>		
<p><b>COMPUTING</b></p> <p>E-Safety          Logging on/off          Digital Content          Editing</p>	<div style="text-align: center;">  <p><b>THE LOST WORLD</b></p> <p>Curriculum Concepts:</p> <p><b>THE LOST WORLD</b></p> <p>Concepts:              CHANGE, SUSTAINABILITY, RESPONSIBILITY</p> <p>Enquiry Question:              WHERE IS THE LOST WORLD?</p> <p>Events:              TRING MUSEUM</p> <p>Authentic Outcome:              FILM</p> </div>	
<p><b>ART / DT</b></p> <p>Shoebox (Habitat / Scenery)          Skeleton / Fossils          Texture          Clay modelling          Digital Art</p>		
<p><b>MUSIC</b></p> <p>Weather          Dinosaur</p>		
<p><b>RE</b></p> <p>Harvest, Diwali, Christmas story          Y2: Bible Stories          Y1: Creation Story</p>	<p><b>HISTORY / GEOGRAPHY</b></p> <p>Mary Anning          Ichtyosaurus          Dorset Coast          Continents of the World          Phil Manning          Mission Jurassic          North Wyoming Desert          Chronology</p>	
<p><b>PSHE</b></p> <p>School Rules / Class Rules          House System          School values: Independence          Being Me          Celebrating Differences</p>		

# Website

<https://dropmoreinfant.eschools.co.uk/website>

Home About Us Parent Information Teaching & Learning News Calendar Vacancies Contact

WE CURRENTLY HAVE PLACES AVAILABLE. PLEASE CONTACT THE SCHOOL FOR MORE INFORMATION.

Curriculum  
Kindness Awards  
Parent Information Evenings  
RECEPTION CLASS  
YEAR 1 CLASS  
YEAR 2 CLASS

## Welcome!

Dropmore Infant School is a small, friendly school in an idyllic rural setting that has educated children in the local area for over 200 years. It is surrounded by open countryside with a large playing field and landscaped areas, including an adventure playground, pond, vegetable plots, orchard and wild flower area. The school has benefited from much refurbishment and improvement over the recent years, but still retains its unique charm with the old thatched roof building.

At Dropmore Infant School children are at the centre of everything that we do. We are strongly committed to developing the 'whole' child, both personally and academically and are in a fortunate position to offer small class sizes. We provide an interesting, challenging and creative curriculum which caters for all abilities in a safe, happy and stimulating environment. We aim to create the foundations for all children to become successful, confident and independent learners.

[Read more...](#)

IT Discovery Day  
(September 2017)

# SATS

- Summer term before half term
- After Easter revision period, really important that they are in school as much as possible.
- They will be preparing throughout the year for these and they are kept very low-key in school.
- They are not mentioned to children until Spring term 2, until then they are known as challenges. When introduced it will be known as Secret Agent Training
- Provisions will be made to ensure each child can achieve their best during this time.
- The children are not assessed totally on their SATS results, their work throughout this year has a greater impact on their KS1 result than the test itself
- Parent information will be given closer to the time in Spring term

# End of KS1 Expectations

## Maths

<b>Working Towards the expected standard</b>
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 2 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).
<b>Working at the expected standard</b>
read scales* in divisions of ones, twos, fives and tens (The scale can be in the form of a number line or a practical measuring situation.)
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 1 4, 1 3, 1 2, 2 4, 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.
<b>Working at greater depth</b>
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. $29 + 17 = 15 + 4 + \blacklozenge$ ; '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).

# End of KS1 Expectations

## Writing

<b>Working Towards the expected standard</b>	
write sentences that are sequenced to form a short narrative (real or fictional)	
demarcate some sentences with	capital letters
	full stops
segment spoken words into phonemes and represent 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.	
<b>Working at the expected standard</b>	
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 with	capital letters
	full stops
	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.	
<b>Working at greater depth</b>	
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	

# End of KS1 Expectations

## Reading

<b>Working Towards the expected standard</b>
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)*
<u>read</u> many common exception words.*
read aloud many words quickly and accurately without overt sounding and blending
<u>sound</u> out many unfamiliar words accurately.
answer questions in discussion with the teacher and make simple inferences
<b>Working at the expected standard</b>
read accurately most words of two or more syllables
read most words containing common suffixes*
<u>read</u> most common exception words.*
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 words
<u>sound</u> out most unfamiliar words accurately, without undue hesitation.
check it makes sense to them, correcting any inaccurate reading
answer questions and make some inferences
<u>explain</u> what has happened so far in what they have read.
<b>Working at greater depth</b>
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