

**LEECHPOOL
PRIMARY
SCHOOL**



Welcome to Year 2

**Information
for Parents**

Contents

Welcome letter from the Year Team

1. Learning at Leechpool

2. 6Rs

3. Successful Learners

English

- Reading
- Writing
- Spelling, Grammar and Punctuation
- Handwriting

4. Mathematics

5. Our Curriculum

6. Our Timetable

7. Being Healthy at School

Welcome letter

Some information in this booklet may be subject to change due to COVID-19. Please refer to our [website during coronavirus](#) for our latest information.

Dear Parents and Carers,

Welcome to Year 2!

We are looking forward to getting to know you and working together so that we have a very exciting and productive year. We hope that your child enjoys the new challenges and experiences that Year 2 has to offer!

Year 2 is an important year for learning. The children are expected to become more independent readers, writers and mathematicians as the year advances. The Year 2 curriculum builds upon and extends the experiences that children have had in Year 1 and they will continue to learn through exciting topics so that they remain motivated, enthused and eager learners.

We hope this booklet will answer any questions you may have about the curriculum and requirements of Year 2. This booklet gives an overview of the year however a more detailed version of curriculum specifics will be given to you each term.

We welcome any parent helpers into Year 2 on a regular basis (for example to hear readers) or for a specific purpose. If you are able to offer any help please get in touch with your child's class teacher to arrange a suitable time.

The Year 2 Team

As a school we aim to:

- We aim to promote an exciting, creative and supportive learning environment, which energizes each child to value themselves and maximize their potential
- We aim to give our learners the highest standard of education, through excellence and innovation in teaching, linked with a relevant and engaging curriculum which recognizes children's needs and individual learning styles.
- We aim to equip each child with life skills so that they may become confident, responsible, caring adults of tomorrow, within an ever-changing, multi-cultural society.

Meet the Year 2 team.....

Name	Role
Miss Frankie Hollis	Penguin Class Teacher
Miss Rachel Wylie / Mrs Alice Mcilwraith	Seal Class Teachers
Mrs Julie Jones	Teaching Assistant
Mrs Faye Francis	Learning Support Assistant

The School Day

Our school day runs: -

Juniors - from 8.45 a.m. until 3 p.m., with a lunch break from 12.30 - 1.15 p.m.

Infants - from 8:55 a.m. until 3 p.m., with a lunch break from 12:00 - 1:00 p.m.

It is important that all children arrive on time every day.

The school gates will be open from 8.30 a.m. and the inner gates will be open from 8.35 a.m. Pupils in all year groups can go straight to their classrooms and take part in independent learning activities until registration at 8.45 a.m. for Juniors and 8:55 a.m. for Infants. Any child entering the school after their registration time must enter school through the main entrance and sign in at the office to ensure that records are kept up to date in case of a fire (even if your child has been at the doctor or dentist for example).

Absence

Please contact the school before 9.00 a.m. to advise of any absence, a message can be left on the absence line.

Holidays or days off must be authorised beforehand by the Headteacher following completion and submission of an Absence Request form which can be downloaded from the website.

Homework Expectations

Monday	Tuesday	Wednesday	Thursday	Friday
Reading, spellings and times tables everyday				
		Homework due in		Maths/Literacy/Topic homework handed out on alternate weeks Spelling Test and new spellings given out

In the Summer term, the children will be set homework projects which will enable them to demonstrate the skills they have learned over the year. These projects, once complete, can be brought in to the school to share with the class to celebrate.

1. Learning at Leechpool

a) Valuing All Learners Equally

Aspirations

As a learning community, we will strive to

- Learn from one another, and with one another
- Have high expectations of each other
- Help each other to develop self-confidence and a positive self-image
- Be constructive, critical and analytical thinkers
- Continue to value and develop our "learning to learn" culture
- Celebrate progress, effort and achievement
- Help our children to develop lively, enquiring minds and encourage them to express themselves clearly in a variety of ways
- Foster strong links with our parents and the wider community
- Work hard to maintain the traditions of our school.

b) Life Skills

In Year 2 we focus on developing the following life skills:

Staying Safe

Internet Safety

Cycling and Permits

Fire safety

Emotional Health and Well Being

How do you feel?

Looking after your feelings?

Drug Education

What can we eat and drink?

Sex and Relationships

Boys and girls equal and different

Special people

Economic Well Being and Financial Capability

What's it worth? Can we afford it? Do we need it?

Citizenship

Let's celebrate

Who is my neighbour and what communities do we belong to?

Who makes our chocolate?

2. 6Rs



Our one School Rule is **RESPECT** – represented by the lion who remind pupils to be respectful to other people and to take an interest in them.

We encourage the following skills in all pupils at all times:

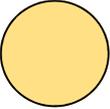
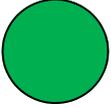
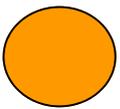
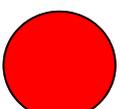
Owl - Reflective	I remind you to be reflective in your learning and think about how well you are doing.
Meerkat - Relationships	I remind you to have good relationships when you work with other people.
Cat – Risk Taking	I remind you to be a risk taker in your learning and to learn from making mistakes.
Bee - Resourceful	I remind you to be resourceful in your learning and try different ways to solve thing yourself.
Dog - Responsible	I remind you to be loyal and responsible and care for those around them.
Tortoise - Resilient	I remind you to be resilient in your learning and never give up.

a) “Catch them being good”

Our overriding school rule is **RESPECT** and this incorporates the Golden Rules which are as follows:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Our behavior system follows a traffic light system as follows:

	<p>Golden—this is used for 'wow' moments and for any exceptional work or behavior that a pupil produces. When a child moves onto the golden traffic light, they receive a special sticker.</p>
	<p>Green—all pupils start every day on the green traffic light. While on this they can earn awards, certificates, dragon tokens. If they are still on green at the end of the day, they will receive a reward. In junior classes there may be a challenge to see how many days they can stay on green.</p>
	<p>Orange—a pupil moves to orange when they have made a bad choice with their behavior as a warning.</p>
	<p>There are 4 steps on the red traffic light—first time is loss of some of their golden time on a Friday afternoon, second time is loss of some of their playtime, third time results to being sent to their Phase Leader and the fourth time results in being sent to Mrs Davenport, Mr Chapman or Miss Payne.</p>

Each pupil has a named label in their dragon team colour that can move onto different traffic lights when needed.

Alongside the traffic lights, we still have the following:

Dragon tokens—every pupil and member of staff belong to a Dragon Team. Pupils can receive dragon tokens from any member of staff for work or behaviour and these tokens are added up at the end of each week by the School Dragon Team Captains. In whole school assembly on Monday the scores are read out. The team that wins the most times in a term are rewarded with being allowed to wear their own clothes into school for the day at the end of term (letters will be sent out to inform parents of this).

Headteacher Awards—any member of staff can send a pupil to Mrs Davenport with a gold token—this is for exceptional pieces of work. They then get a golden sticker from Mrs Davenport and their name written in the Golden Book which is read out in whole school assemblies.

Class Rewards—in every class, pupils can work as a team and earn a token in the shape of their class animal. When the class have earned 20 class tokens, they can have a class reward, decided by themselves. These can include discos, films and popcorn, picnics, onesie party, time on the playground.

Class Headteacher Awards—any member of staff can nominate a whole class for a particular reason such as good behaviour on a school trip, working well as a team, trying hard with a class assembly, etc. The class and reason are written in the Golden Book and read out in assembly. At the end of the year, the class with the most Headteacher Awards has afternoon tea with Mrs Davenport.

Golden Time—every pupil starts the week with 15 minutes of Golden Time for Friday afternoon. As mentioned with the traffic lights, they can lose some of this golden time if they make bad choices with their behaviour. Sometimes they can earn this time back.

Lunchtimes— At lunchtimes, pupils are given yellow slips for good behaviour and polite manners. There are red slips for when pupils make a bad choice.

b) Our Year Group Continent

Each year group's classes are named after animals from different continents according to size. The foundation stage class is named after the smallest continent, Australasia e.g. Kangaroos and Koalas.

Year group	Continent	Class names
Foundation Stage	Australasia	Kangaroo /Koala
Year 1	Europe	Hedgehog / Squirrel
Year 2	Antarctica	Penguin /Seal
Year 3	South America	Jaguar / Llama
Year 4	North America	Eagle/Bear
Year 5	Africa	Lions / Giraffe
Year 6	Asia	Panda / Tiger

c) Pride in our uniform

Wearing the correct uniform to school is important. Please support us in ensuring your child comes to school wearing their uniform in a smart way. We also ask that they have the correct PE kit in school for their PE and Sport lessons. These must be taken home to wash on a Friday and returned on a Monday morning. Please check the website if you are unsure what our uniform policy includes. Please ensure that all uniform is named so that, should it get lost, it can be returned to the correct person.

3. Successful Learners

Successful Learners

Who.....

Have the essential learning skills of English, maths and computing

Have enquiring minds and are creative, resourceful and able to identify and solve problems

Communicate and collaborate well

Enjoy learning and are motivated to achieve the best they can now and in the future

R.A.P time

'Reflect and progress' time will be given once a week in both Literacy and Maths. Feedback will be provided by the teacher following a piece of completed work by the child and R.A.P time allows the children to 'reflect' on the feedback and then respond to the task given. When looking in the books, it will be evident which tasks were R.A.P as the child will respond using a blue pen.

R.A.P tasks can vary depending on the child's understanding and the learning objective. They may include making corrections, editing spelling errors, re-reading and improving work or a 'challenge' task to 'progress' the child into the next steps of learning.

Learning Slips

Children are given learning slips in Literacy, Maths and in some Topic work. These show what the children are learning and the steps they need to do to achieve this (success criteria). At the end of the lesson, the children are expected to self-assess (using traffic light colours) against the success criteria. The teacher then monitors their self-assessment and adjusts where necessary.

At the bottom of the learning slip, the children will indicate whether they have learnt independently, in pairs, in a group or with adult support. Additionally, in Literacy, they will indicate what part of the writing sequence they are completing.

a) English

In Year 2, children receive 4 x 20 minute phonic/spelling sessions in their classes, as well as a one-hour phonic session on Friday. During this time, children will consolidate their phonic knowledge and begin to learn spelling patterns and rules which they can apply to their reading and writing.

They will also be expected to record sentences dictated to them by an adult. On Thursdays, children will be tested on spellings, they will have had opportunities to practise throughout the week. These spellings will be a combination of words that match a given spelling pattern, topic related words and star spells personalized to each child.

i. Reading

During Guided Reading, children will be heard reading as part of a small guided reading group. During this time, children will practise their ability to decode unknown words, recall high frequency words and demonstrate an understanding of the text they have read. Your child will also bring home an individual, banded reading book. These reading books are self-selected by your child and we would like you to aim to read a minimum of 4 times a week with your child, daily where possible! We aim to help your child develop a love for reading with confidence.

Please do record each time you read with your child in their reading diary. It allows us to see that your child has read and also how successful they have been. The reading diaries are checked every day and allow us to track the children's progression through each book band before moving them up as appropriate.

Year 2 Reading Key Objectives

1	Apply phonic knowledge to decode words
2	Speedily read all 40+ letters/groups of letters for 40+ phonemes(access all 40+ sound)
3	Read high frequency words on sight (make a list available)
4	Read accurately by blending
5	Read aloud phonically decodable texts, checking that it makes sense
6	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which you can read independently
7	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
8	Predict what might happen on the basis of what has been read so far
9	Participate in discussion about what is read to you, taking turns and listening to what others say
10	Show you understand what is read to you by asking and answering questions.

ii. Writing

Purple Polishing Pens

Purple polishing pens are used by the children to edit their written work. They are expected to use these independently after completing a writing task to correct spellings and punctuation and improve vocabulary and sentence structure. This can also be used in peer marking where another child may suggest improvements and record their initials on their partner work to show this.

Year 2 Writing Key Objectives

1	Break words into phonemes for spelling
2	Know some spellings which use variations of standard phonemes
3	Use the possessive apostrophe (singular) e.g. The girl's book
4	Spell more words with contracted forms e.g. don't
5	Add suffixes to spell longer words, including •ment, •ness, •full, •less, •ly
6	Write for different purposes
7	Read aloud their writing using appropriate intonation

8	Use noun phrases
9	Use four main sentence types appropriately: statement, questions, exclamation and command
10	Use present and past tenses correctly
11	Use some coordinating (or, and, but) and subordinating (when, if, that, because) conjunctions
12	Use appropriate punctuation (full stop, exclamation mark, question mark, comma, apostrophe)

iii. Spelling, Grammar and Punctuation

Spelling in Year 2

Statutory requirements	Example words
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y	race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	write, written, wrote, wrong, wrap
The /l/ or sound spelt –le at the end of words	table, apple, bottle, little, middle
The /l/ or sound spelt –el at the end of words	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or sound spelt –al at the end of words	metal, pedal, capital, hospital, animal
Words ending –il	pencil, fossil, nostril
The /i/ sound spelt –y at the end of words	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /a/ sound spelt a before l and ll	all, ball, call, walk, talk, always
The /u/ sound spelt o	other, mother, brother, nothing, Monday

The /ee/ sound spelt –ey	key, donkey, monkey, chimney, valley
The /o/ sound spelt a after w and qu	want, watch, wander, quantity, squash
The /er/ sound spelt or after w	word, work, worm, world, worth
The /or/ sound spelt ar after w	war, warm, towards
The /zh/ sound spelt s	television, treasure, usual
The suffixes –ment, –ness, –ful , –less and –ly	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)	Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion	station, fiction, motion, national, section
Homophones and near•homophones	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its

In Year 2, children will be sent home spelling lists based on year 2 spelling patterns and common exception words. They will be expected to learn 8 words a week and will be tested on these as well as 2 dictated sentences containing one of the key words they have learnt. Children will progress through the different dragon/ rainbow lists achieving a certificate at the end of each dragon/ rainbow.

Grammar & Punctuation in Year 2

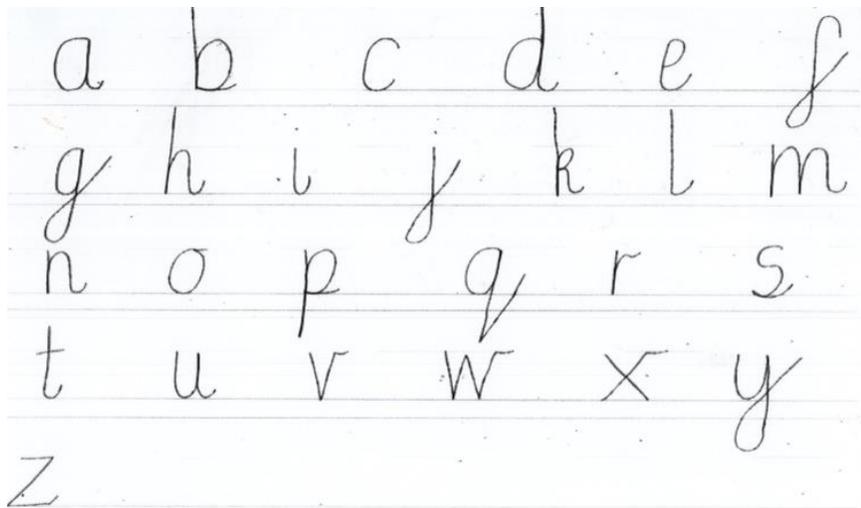
Word	<p>Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i></p> <p>Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and coordination (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command compound, suffix</p> <p>adjective, adverb, verb tense (past, present) apostrophe, comma</p>

iv. Handwriting

During Year 2, pupils will be taught to:

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- Write 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.

We use the 'Penpals' Handwriting publication to develop fluent, legible handwriting. Teaching progresses from developing gross and fine motor skills to confident letter formation and accomplished joins. Children are expected to have gained their pen license by the end of Year 3 where they will be consistently joining their handwriting to a high standard.



b) Mathematics

Year 2 Maths Key Objectives

1	Count in steps of 2s, 3s and 5s, and steps of 10
2	Recognise place value in two-digit numbers
3	Compare and order numbers up to 100 using $<$, $>$ and $=$
4	Recall and use number addition/subtraction facts to 20, and derive related facts
5	Add and subtract mentally and with objects one and two-digit numbers
6	Understand and use the inverse relationship between addition and subtraction
7	Know 2x, 5x and 10x tables, including recognizing odd & even numbers

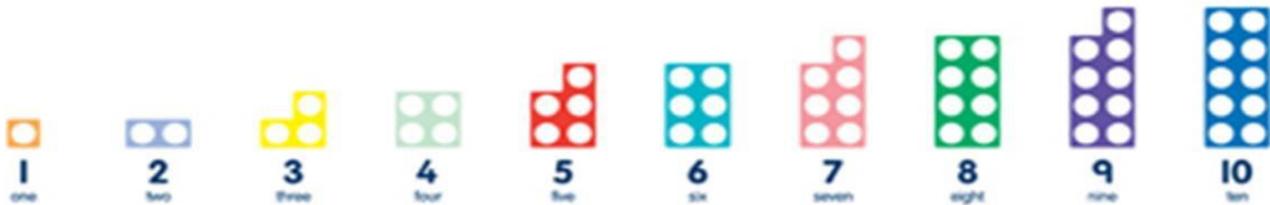
8	Calculate mathematical statements using \times and \div symbols
9	Recognise, find, name and write $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of size, shape or quantity
10	Write simple fraction facts, e.g. $\frac{1}{2}$ of 6 = 3
11	Combine amounts of money to make a value, including using \pounds and p symbols
12	Tell the time to the nearest 5 minutes, including drawing clocks
13	Describe properties of 2•D shapes, including number of sides and symmetry
14	Describe properties of 3•D shapes, including number of edges, vertices and faces
15	Interpret and construct simple tables, tally charts and pictograms

Leechpool Primary School Calculation Policy Equipment

Children have access to a variety of mathematical apparatus designed to aid their calculation with numbers. These may include some of the following:



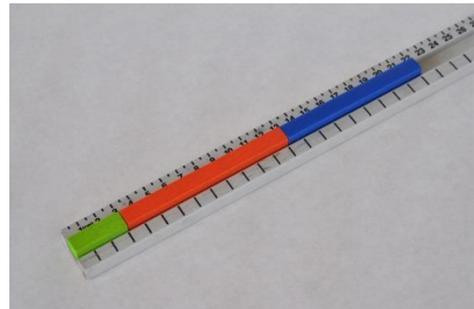
Numicon



Base 10



Cuisenaire Rods and number tracks



Counters and counting equipment



Bead strings

	Hundreds	Tens	Ones
Player 1			
Player 2			

Calculation mats

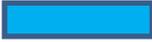


Coins

Written Calculation Methods

As children progress in their ability to solve mathematical calculations we teach the children specific ways to record their working out. It is important that children progress through each stage of the progression chart as this ensures they fully grasp the mathematical concepts that underpin the calculations they are doing.

Key Vocabulary

<h2 style="text-align: center;">Addition</h2> <p style="text-align: center;">More Add Plus Sum Increase Total Altogether Inverse</p> <p style="text-align: center;"></p>	<h2 style="text-align: center;">Subtraction</h2> <p style="text-align: center;">Take away Minus Subtract Less Difference Decrease Inverse</p> <p style="text-align: center;"></p>
<h2 style="text-align: center;">Multiplication</h2> <p style="text-align: center;">Lots of Groups of Times Repeated Addition Multiply Product Inverse</p> <p style="text-align: center;"></p>	<h2 style="text-align: center;">Division</h2> <p style="text-align: center;">Divide Group equally Share equally Factor Inverse Remainder Quotient Divisor</p> <p style="text-align: center;"></p>

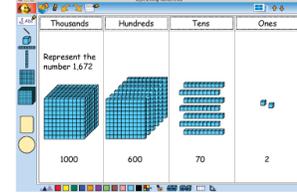
Written Calculation Methods – Addition

Prior to using the formal written methods of addition and subtraction pupils will use a variety of equipment to explore smaller number bonds. Quick and accurate recall of these facts, and establishing the connections between them, helps greatly with larger addition and subtraction calculations.



$$\begin{aligned} 6 + 3 &= 9 \\ 3 + 6 &= 9 \\ 9 - 3 &= 6 \\ 9 - 6 &= 3 \end{aligned}$$

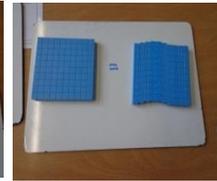
To aid with addition and subtraction pupils will use equipment including base 10. Base 10 can be used to visual the partitioning of larger numbers.



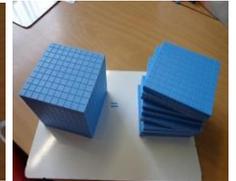
Pupils understand how tens, hundreds and thousands can be regrouped using base 10 as a visual aid.



1 ten = 10 ones

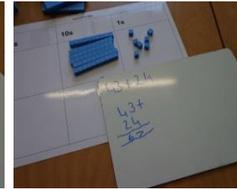
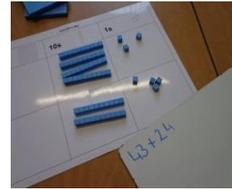


1 hundred = 10 tens



1 thousand = 10 hundreds

Add 2 and 3 digit numbers together, using base-10 apparatus to solve addition problems that do not involve regrouping.



$$\begin{array}{r} \text{T O} \\ 43 \\ + 24 \\ \hline 67 \end{array}$$

Add 2 and 3 digit numbers together, using base-10 apparatus to solve addition problems that involve regrouping.



$$36 + 45$$

The ones are added and we have 11. This needs to be regrouped into 1 ten and 1 one. Adding the tens gives 8 tens in total.

Develop understanding of the column method of addition involving regrouping ones and tens.



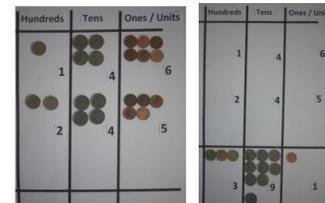
T O
77
+45
122
1 1

7 + 5 = 12
The 12 is regrouped in 1 ten and 2 ones. The 1 ten is shown underneath and then included in the addition of the tens.

The 7 tens, 4 tens and 1 ten are added to equal 12 tens. These are regrouped as 1 hundred and 2 tens.

$$\begin{array}{r} \text{T O} \\ 77 \\ +45 \\ \hline 122 \\ \hline 12 \end{array}$$

Develop further understanding of addition in the context of money.



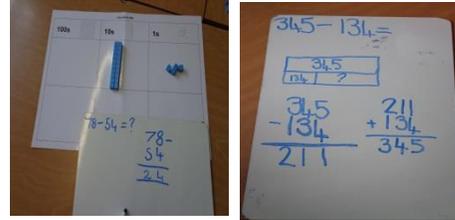
$$\begin{array}{r} \text{£}1.46 + \text{£}2.45 \\ 1.46 \\ + 2.45 \\ \hline 3.91 \end{array}$$

Pupils extend their written method to work with increasingly larger numbers and decimal numbers as appropriate.

Written Calculation Methods – Subtraction

Prior to using a written method, pupils may use objects or counters to explore the notation of subtraction. Number lines may be used to count backwards. Connections should be made to addition and smaller number bonds that pupils can recall.

Subtract from 2 and 3 digit numbers without regrouping. Check subtraction calculations using the inverse operation of addition. Bar model diagrams may be used to establish the connection to addition.



8	
3	?

$$8 - 3 = ?$$

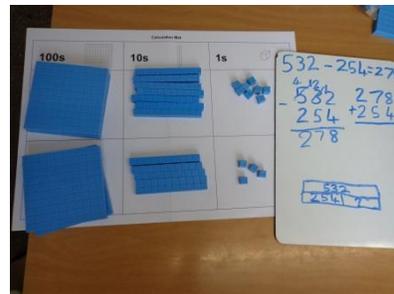
$$3 + 5 = 8$$

Subtract from 3 digit numbers, regrouping tens into 10 ones using a column method. Check subtraction calculations using the inverse operation of addition.

	H	T	O
	2	6	13
-	1	2	5
	1	4	8

We cannot subtract 5 from 3 we regroup one of the tens into 10 ones. We now have 13 ones and so can subtract 5 ones. We are left with 8 ones and can subtract 2 tens. Finally we look at the hundreds.

Subtract a 3-digit number from a 3-digit number, regrouping the tens into ones and the hundreds into tens. Pupils may use base 10 to support with this or, if knowledge of place value is secure, counters may also help.



	H	T	O
	4	5	12
-	2	5	4
	2	7	8

Regrouping is necessary across two place values columns. 1 ten is regrouped as 10 ones. Then 1 hundred is regrouped as 10 tens giving enough hundreds, tens and ones to subtract from.

Develop further understanding of subtraction in the context of money.



Question:

John had £2.53 in change in his pocket. He bought a notebook for £1.39 when he was in town. How much money does he have left?

Use the inverse operation to solve missing number problems.

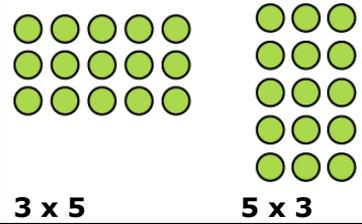
Write in what the missing numbers could be.

$$170 + \boxed{} = 220 - \boxed{}$$

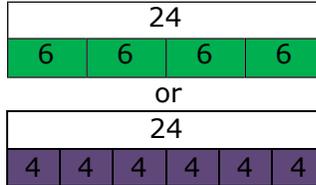
Pupils will extend their use of the written method to include larger numbers and decimals as appropriate. They will solve a range of addition and subtraction calculations and understand the mathematical vocabulary for addition and subtraction.

Written Calculation Methods – Multiplication

Prior to using a formal written method, pupils will use counters and objects to help solve multiplication problems. They will begin to relate counting in 2's, 5's, 10's etc. to their times tables. An array can represent a multiplication.



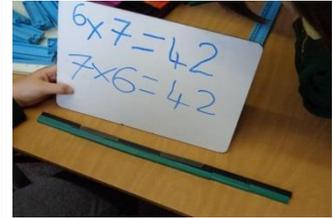
Develop an understanding of multiplication as repeated addition and appreciate that multiplication can be completed in any order.



$$6 \times 4 = 6 + 6 + 6 + 6$$

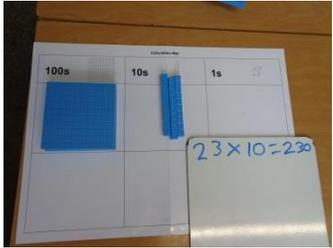
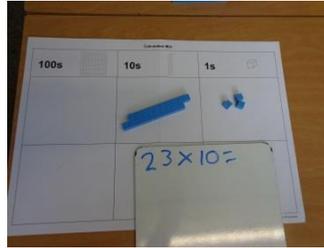
$$4 \times 6 = 4 + 4 + 4 + 4$$

$$6 \times 4 = 4 \times 6$$

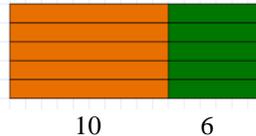


$$6 \times 7 = 7 \times 6$$

Develop an understanding of how to multiply 1 and 2 digit numbers by ten. Pupils can use equipment and place value knowledge to help with this.

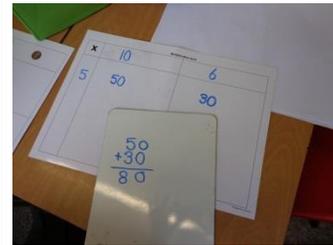


Multiply a teen number by a 1-digit number, using apparatus and the grid method.



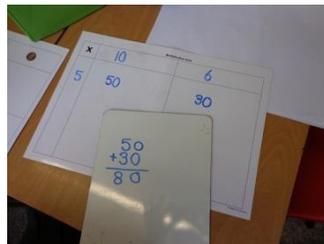
10 6

$$5 \text{ lots of } 16 = 5 \text{ lots of } 10 + 5 \text{ lots of } 6$$



$$16 \times 5$$

Multiply 2-digit numbers by a 1-digit number, using the grid method alongside the column method and establish the link between the two methods.



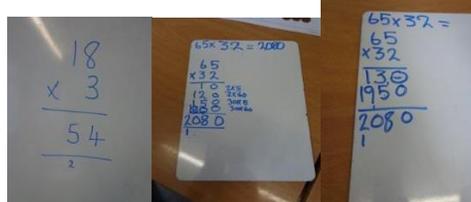
$$\begin{array}{r} 16 \\ \times 5 \\ \hline 30 \\ 50 \\ \hline 80 \end{array}$$

Multiply a 2-digit number by another 2-digit number, using the grid method alongside the column method and establish the link between the two methods.



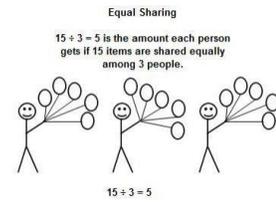
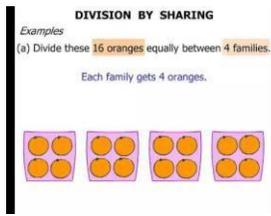
$$\begin{array}{r} 23 \\ \times 16 \\ \hline 18 \\ 120 \\ 200 \\ \hline 368 \end{array}$$

Multiply 2-digit numbers by 1 and 2-digit numbers, using the column method. Pupils may move to use a more compact column method.

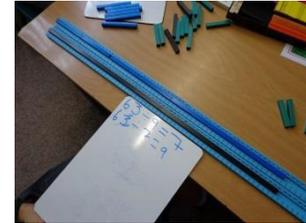
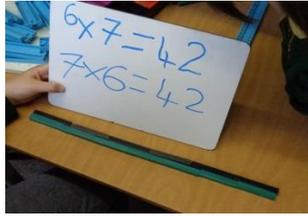


Written Calculation Methods – Division

Before using a formal written method for division pupils understand division as sharing equally. They may use objects, counters or diagrams to help them 'group' a number.

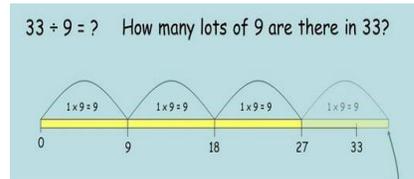
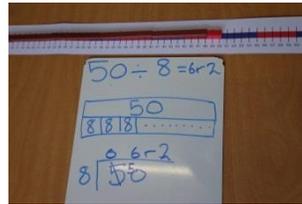


Make connections between multiplication and division. Divide a 2-digit number by a single-digit number using number rods and number lines (without remainders)

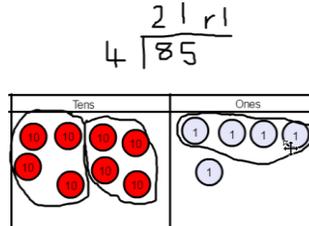


$$\begin{aligned} 6 \times 7 &= 42 \\ 7 \times 6 &= 42 \\ 42 \div 6 &= 7 \\ 42 \div 7 &= 6 \end{aligned}$$

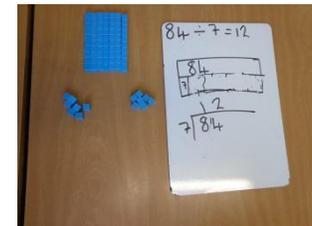
Divide a 2-digit number by a single-digit number, using number rods and number lines (including remainders).



Introduce the column method for solving division of a 2-digit number by a single-digit number. Pupils may use base 10 or counters to help with regrouping if necessary.

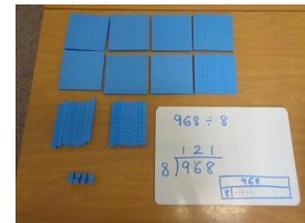


Pupils work in the place value columns to divide by 4



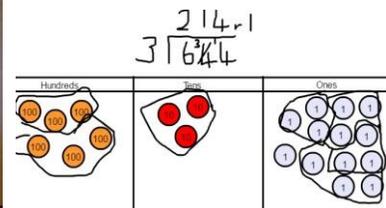
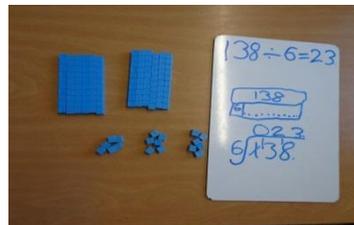
1 ten is regrouped into 10 ones. The tens and ones are divided by 7

Develop the use of the column method for dividing a 3-digit number by a single-digit number (including regrouping). Base 10 or counters may be used to help with the understanding of regrouping.



There is one group of 800 in 968. We regroup the remaining hundred into 10 tens. The 16 tens can be grouped into two groups of 8 tens. The final 8 ones make one group of 8.

Develop the use of the column method for dividing a 3-digit number by a single-digit number (including regrouping and remainders)



Pupils extend their division to include 4 digit numbers divided by a 1-digit number and eventually 4 digit numbers divided by 2 digit numbers. It should be noted that knowledge and recall of times tables and related division facts is vital for long multiplication and division. It is expected that pupils should have this knowledge by the end of year 4.

iii. Key Essentials

To aid children with their mathematical learning, there are certain 'key essentials' that your child should know as they progress through school. The table below details these:

Year 1	I can use objects to work out one more and one less.
	I can read and write numbers from 0 to 10.
	I can show an understanding of + - and =.
	I can recall number bonds within 5.
	I can understand that the total number will change when objects are added or taken away.
	I can count to 20.
	I can name some common 2-D shapes.
Year 2	I can work out one more and one less of a given number.
	I can count, read and write numbers from 0 to 100.
	I can read and write number statements using +. - and =.
	I can recall number bonds within 10.
	I can add 1 digit and 2 digit numbers to 20 using objects and pictures.
	I can subtract 1 digit and 2 digit numbers to 20 using objects and pictures.
	I can find and name $\frac{1}{2}$ (half) of an object, shape or amount.
I can recognise and name some common 2D and 3D shapes.	
Year 3	I can read and write numbers to 100 in numerals.
	I can count in steps of 2, 5, 10s.
	I can find the place value of each digit of a number with tens and ones.
	I can answer simple addition and subtraction questions in my head as well as by writing them down.
	I can remember and use multiplication and division facts for the 2, 5, 10 times tables.
	I can find, name and write fractions of a length, shape, set of objects or amount.
	I can notice and explain the properties of 2D and 3D shapes.
I can read measurement scales in 1s, 2s ,5 s and 10s.	
Year 4	I can use number bonds for all numbers up to 20.
	I can use the 3 times table fluently, including multiplication and division facts.
	I can use the 4 times table fluently, including multiplication and division facts.
	I can use the 8 times table fluently, including multiplication and division facts.
	I can recall facts about durations of time (e.g. days in the week, minutes in an hour, hours in three days, months of the year).
	I can tell the time to the nearest minute.
	I can recognise a right angle and name its value.
Year 5	I can use number bonds to 100.
	I can use the 12 x 12 fluently, including multiplication and division facts.
	I can recognise decimal equivalents of fractions for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and any number of tenths and hundredths.
	I can multiply and divide single digit numbers by 10 and 100.
	I can round any number to the nearest 10 or 100.
	I can add and subtract numbers up to 4 digits using the formal column method.
	I can name all 2D shapes up to 10-sided, including all 6 quadrilaterals.
I can recall fact relating to the conversion of measurements (e.g. cms in a m, mls in a l).	
Year 6	I can use times tables up to 12 x 12 fluently.
	I can understand the value and order of each place value columns from 3dp to 10,000,000.
	I can mentally calculate addition and subtraction calculations where regrouping is not required.

	I can multiply and divide whole number by 10, 100 and 1000.
	I can use written column addition and subtraction, regrouping where necessary.
	I can read the time on both a 12 and 24 hour clock to 1 minute intervals.
	I can name all 2D shapes up to 10-sided, including all 6 quadrilaterals.
	I can recall decimal number bonds to 1 and 10.
	I can recall facts relating to the conversion of measurements (e.g. cms in a m, mls in a l).

Within our teaching, the key essentials for each year group contain learning the children have already experienced as they have moved through the school. Whilst we will revisit these topics and show the children how these can be used to answer questions across all areas of the maths curriculum, a strong knowledge of the 'key essentials' will help them maximize their learning in their new year group.

In order to assist further practice of this, we will be using a scheme across all year groups: Dragon, Rainbow and Solar maths. More details of this can be found on our website and will be available on the 'Meet the teacher' evening in September.

It is key that you support your child in learning these 'key essentials' using games, websites and oral practice at home. If you need any advice, please do not hesitate to ask your class teacher.

iii. Vocabulary

New Maths Vocabulary for Year 2

Number and Place Value	
more	numeral
less	figure
digit	compare
tens	ones
greater than	less than
more than	partition
Addition & Subtraction	
+ add	number bond
+ more	number line
+ plus	= equals (the same as)
+ make	difference
+ sum	- subtract
+ total	- take away
+ altogether	- minus
inverse	- less
Multiplication & Division	
x times	÷ divide
x lots of	÷ divided by
x groups of	÷ Shared by
x multiply	÷ equally shared
repeated addition	÷ equally grouped
array	row
inverse	column
odd	even
Fractions	
whole	half
halves	quarter
equal parts	share
third	three - quarters
Properties of Shapes	
3 dimensional (3D)	2 dimensional (2D)
cube	square
cuboid	circle
pyramid	rectangle
sphere	triangle
cone	hexagon
cylinder	octagon
triangular prism	pentagon
square based pyramid	round
triangular based pyramid	face
edge	vertices
line of symmetry	
Position and Direction	
whole turn	half turn
quarter turn	three-quarter turn
clockwise	anti-clockwise
north	east
south	west
left	right
rotation	

Measurement	
full	container
half full	day
empty	week
second	month
minute	hour
weighs	year
balances	length
heavier	temperature
lighter	degrees Celsius (°c)
scales	time
half past	o'clock
width	quarter past
height	quarter to
litres (l)	millilitres (ml)
kilograms (kg)	grams (g)
pence (p)	pounds (£)
Statistics	
tally chart	pictogram
table	represent

4. Our Curriculum

This year our topic is called: **A Pirate's Life for me!**

Our topics this year are:

Theme(s)	Description
Up, Up and Away	We will be travelling the world and discovering the 7 continents and 5 oceans.
Polar Explorers	When we become polar explorers we will time travel back to when Antarctica was first discovered and find out about important explorer who travelled there.
Weird and Wonderful Wildlife	This will be a science based theme that will focus on animals, plants and habitats across the world.
African Adventures	When we travel to Africa we will study the life of Nelson Mandel. We will look at his achievements and the impact this has had on the world.

Websites we use at school

At school we use a number of websites to support the children's learning. Year 2 children will be given the log in details for all these websites and they will spend some time in school getting used to accessing them. All are accessible from home devices. Here are the main ones:

- e-schools - <https://leechpool.eschools.co.uk/login>
- Sumdog - www.sumdog.com
- TT Rockstars - www.ttrockstars.com
- Bug Club - www.activelearnprimary.co.uk
- My Maths - www.mymaths.co.uk

5. Our Timetable

As a school we keep the timetable quite flexible to enable us to better meet the needs of the children. However, there are a few lessons which are fixed each week. Please ensure your child has the correct equipment in each day. This includes:

- PE kit – this should be named. These need to be in school every day with the appropriate clothes for the time of year. Please ensure your child has a change of socks.
- Reading Record • this should be in school every day along with the book your child is reading. They will have time every day from 8:35•8:50 a.m. to change their reading book once it is finished. Children should place their book in the correct box in the classroom to show whether they have read the previous evening and may get a dragon token if they have.
- A water bottle to be brought to school daily, for children to access during the day.

The children will need their PE kits in school on Wednesdays and Fridays:

Monday	Tuesday	Wednesday	Thursday	Friday
Assembly Maths/Literacy	Reading Maths/Literacy	Reading Maths/Literacy	Reading Literacy/Maths	Assembly Spellings
Break	Break	Break	Break	Break
Maths/Literacy Phonics	Maths/Literacy Phonics	Maths/Literacy Phonics	Maths/Literacy Phonics	Maths/Literacy Phonics
Lunch	Lunch	Lunch	Lunch	Lunch
Topic Spanish	Topic Topic	P.E Topic	Topic Handwriting	PE Golden time

6. Being Healthy at School

We are proud to be a Healthy School. At break times the children can bring into school a healthy snack. We ask that **no** sweets, chocolate or biscuits are eaten at this time.

We ask that all pupils bring in a water bottle • to be brought in daily and kept in specific boxes in the classroom for easy access during the day.

We have a healthy snack shop in school for morning break times where children can bring in up to £1.00 to buy a snack of their choice.

At lunchtime the children can either bring a packed lunch to school or have a hot meal provided by Chartwells. These meals need to be pre-ordered via their website:

<https://westsussex.mealselector.co.uk/>

Children in Year 2 eat lunch at 12.00.



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w-sussex.sch.uk**