



**WELCOME
TO YEAR 2!**



Meet the team!



2HK

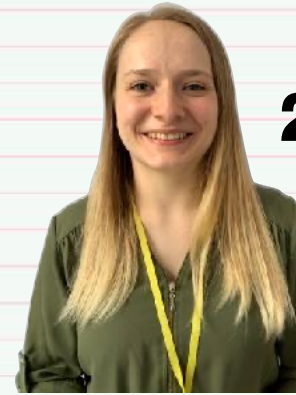
Ms Hayward

Monday / Tuesday / Wednesday



Miss Kenney

Thursday / Friday



2B

Mrs Burton



Mrs Cook



Miss Winder



Mrs Jesson



Ms Wylie



Mr Holt



Mrs Amaral



Mrs Venables

Drop off



Pick up



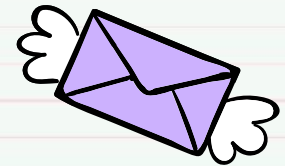
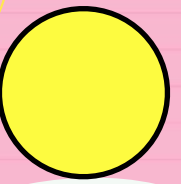
A typical day in Y2

- 8:40am – Registration
 - 8:45am – Assembly
 - 9:15 – Maths
 - 10:15am – Break time
 - 10:30am – Phonics
 - 11:00am - Literacy (writing)
 - 12:00am – Lunch time
 - 1pm – Registration
 - 1:05pm – Quiet reading.
 - 1:30pm - Learning Journey
 - 2:45 – Class book
 - 3:10 - Home time
- We will be working with groups of children during assemblies.
- These will be completed in their respective phonics groups, in line with their phonic assessments.

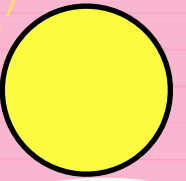
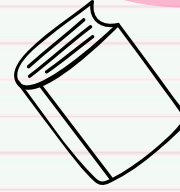
Break Time Snacks

The children will continue to be provided with fruit from the school. Year 2 is the final year where free fruit is provided for children. When they start Year 3, there will not be snacks provided. Please try, where possible, to ensure that the snack your child brings in from home is healthy. For example, cheese, yoghurt or fruit.

It is essential that any foods containing nuts are not on site. This includes chocolates with nuts in and certain chocolate spreads. There are people with severe allergies in our school so having nuts on site could compromise



Changes to snacks



Morning Snacks	Water or milk Cheese Yoghurt/ yoghurt tube Fruit (fresh or dried) Vegetables Crackers Cereal bars - non chocolate Rice cakes Plain popcorn
Packed Lunches	<u>General items</u> Snack items as above+ Salad Sandwiches Cold pasta/rice <u>In Moderation</u> Crisps Small cake or biscuit Pastry based items
Not to be brought for either snack or packed lunch	Products containing nuts - including Nutella or other hazelnut spread based foods Chocolate Bars Fizzy or energy drinks Sweets or confectionary

Literacy in Y2

Grammar concepts that will be taught through writing

Using suffixes -ness, -er, -est, -ful, -less, -s, -ing, -ed, -er

Use -ly to form adverbs

Use subordinate conjunctions (when, if, that, because)

Use coordinating conjunctions (and, or, so, but)

Expanded noun phrases

The difference between statements, commands, exclamations and questions

Commas in a list

Past tense

Singular possession with apostrophes.

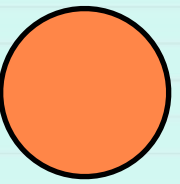
Plural noun suffixes (-s or -es)

Progressive form in present and past tense

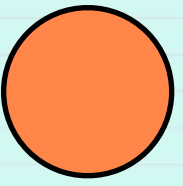
Apostrophes for contractions

Forming nouns using compounding (e.g. bedroom = bed + room)

We will also be working on handwriting this year, teaching the children precursive before moving on to cursive handwriting.



Maths in Y2



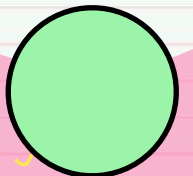
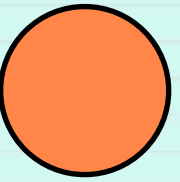
Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry, Shape and Position	Statistics
Recognising the place value of digits in 10s and 1s Counting in steps Reading and writing numbers to 100, both in numerals and words Compare and order numbers between 0 and 100 Using number lines, recognising the intervals even if they are not listed	Number bonds to 20. Able to recall these fluently. Adding and subtracting up to 100 with objects and pictures (concrete/pictorial) Add and subtract a 2 digit number and a 1 digit number (e.g. $23 + 5$) Add and subtract two 2 digit numbers (e.g. $46 - 24$) Adding three one digit numbers (e.g. $3 + 5 + 8$)	2s, 5s and 10 times tables. Odd and even numbers. Knowing the maths signs for these operations. Knowing that multiplication, like addition, can be done in any order (e.g. 5×3 is the same as 3×5). Knowing that this is not the case for subtraction and division.	Recognise, find, name and write: $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ in relation to objects. Find halves of numbers. Recognise that $\frac{2}{4}$ is the same as $\frac{1}{2}$.	Use standard units Compare and order different units Use £ and p Find different combinations to express the same monetary amount Give change. Tell and write the time to 5 minutes. Know that there are: 60 minutes in an hour	Identify and describe the properties of 2D shape Recognise vertical lines of symmetry in. 2D shapes. (Squares, circles, triangles, rectangles, rhombus, hexagon, pentagon, octagon, kite) Identify the faces of 3D shapes. Describe the properties of 3D shapes. (Cube, cuboid, sphere, prisms, pyramids, cylinder, cone) The children need to use the following vocabulary: Edges Vertices Faces Straight/Curved line Patterns and sequences Rotation as a turn - clockwise, anti-clockwise, quarter turn, half turn and three quarter turn.	Interpret and draw: Pictograms Tally charts Block diagrams Tables

Testing in Y2



The children will receive regular phonics assessments (this will be outlined in the next few slides!)

After Christmas, the children will be tested in reading, maths (reasoning and arithmetic) and GPS through our school wide testing system called PIXL. These PIXL tests are for internal use in school, outlining any strengths or gaps to inform our teaching sequences in school. If we have any concerns, we will share these with you.



Autumn Term Topics

Year Two Learning Journey One



- 🖥️ Computing ~ IT around us 🖥️
- 🔥 History ~ Great Fire of London 🔥
- 🌐 Geography ~ Continents and Oceans 🌐
- 🐞 Science ~ Living Things 🐞

Year Two Learning Journey Two



- 🖥️ Computing ~ Digital Photography 🖥️
- 🎵 Music ~ Pulse 🎵
- 🎨 Art ~ Sketching and Cross-hatching 🎨
- 🌱 Science ~ Plants 🌱
- 🔧 Design & Technology – Free-standing Structures 🔧

Spring Term Topics

Year Two Learning Journey Three



🖥️ Computing ~ Robot Algorithms 🖥️

⚡ History ~ Inspirational People: Rosa Parks
and Malala Yousafzai ⚡

🌍 Geography ~ The UK: London Case Study 🌍

🔧 Design & Technology – Templates &
Joining Techniques 🔧

Year Two Learning Journey Four



🖥️ Computing ~ Pictograms 🖥️

🎨 Art ~ Clay Techniques 🎨

🌍 Geography ~ Compare the UK &
Indonesia 🌍

🐾 Science ~ Animals & Humans 🐾

🎵 Music ~ Rhythm 🎵

Summer Term Topics

Year Two Learning Journey Five



💻 Computing ~ Digital Music 💻

🟡 History ~ Significant Events: The Wright Brothers and Man on the Moon 🟡

🎨 Art ~ Repeating Patterns / Mono-prints 🎨

Year Two Learning Journey Six



💻 Computing ~ Programming Quizzes 💻

🎵 Music ~ Pitch 🎵

🧱 Science – Everyday Materials 🧱

🔧 Design & Technology – Wheels & Axels 🔧

Reading

Read Write Inc.

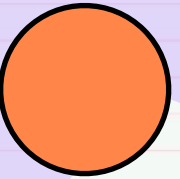
Ruth Miskin Phonics Scheme

Phonics is taught everyday with regular assessments every 6 weeks. Children work in small groups with other pupils working at the same level as themselves. Sessions are half an hour and consist of reading and writing words and reading a book. The same text is read for the whole week to build fluency and confidence with the text.



The scheme begins with pupils in EYFS and continues until they complete the scheme at grey level books. Children then move onto comprehension and inference tasks during the phonics session time.

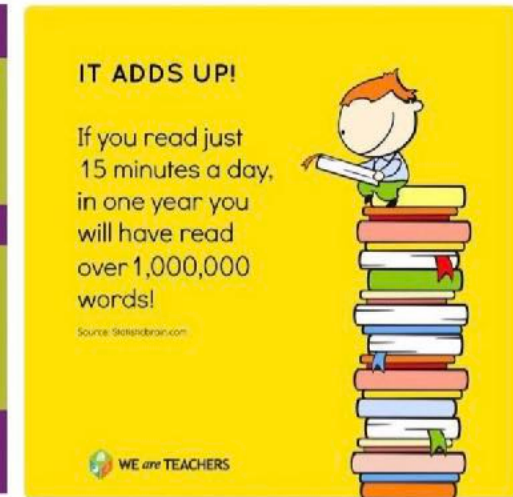
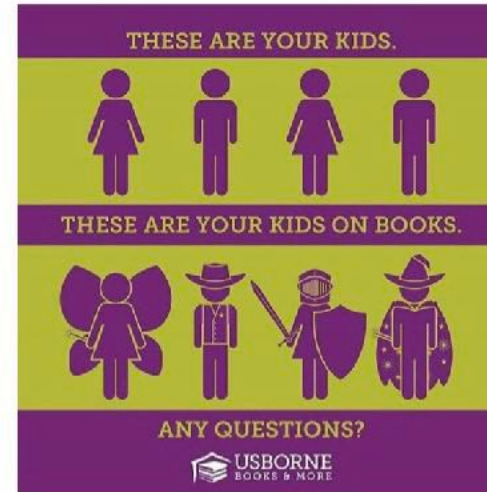
Children will bring home reading books that match with their phonics reading level. They should be able to read 95% of the book fluently.



Reading

How can you help?

- 📖 Model fluent reading by reading pages to your child, even when they can decode. Getting them to read a page and then you read a page can be the perfect compromise. Having subtitles on the TV as you watch programmes can also help develop fluency. It is important children hear how fluent reading should sound so that they can develop in this area.
- 📖 Allow your child to repeatedly read sentences, sections of texts and books to improve their fluency.
- 📖 Discourage racing through reading and only picking thick books to ensure full meaning is extracted from a text before moving on to the next. It's recommended that a child needs to be able to independently read at least 95% of the words on a page for a book to be at a suitable level for them to read.
- 📖 When your child has finished a chapter or book, talk about what the chapter/book was about and check that they can retrieve details about the context of the text, as well as infer meaning such as how a character may be feeling for example.
- 📖 Ask your child what books they enjoy and ensure they develop as much reading for pleasure as they can. Shopping for new books, making a bookmark, etc can be the perfect activities.
- 📖 Introduce your child to new authors and texts using the recommended reading list link on the right hand side of this page ➡. This will diversify the range of authors and texts that they experience and also expose them to a wider vocabulary.



Recommend Reading lists for each age group can be found on the following website ...

[https://
www.booksfortopics.co
m/key-stage-book-lists](https://www.booksfortopics.com/key-stage-book-lists)

We have an **obligation** to read aloud to our children. To read them things they enjoy. To **read** to them stories we are already tired of. To do the voices, to make it **interesting**, and not to stop reading to them just because they learn to read to themselves.

—Neil Gaiman

Reading

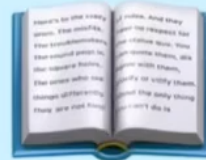
What does learning to read look like?



Let's use a visual called 'Scarborough's Reading Rope' to illustrate this ...

Reading

HOW CAN YOU HELP YOUR
CHILD WITH READING?



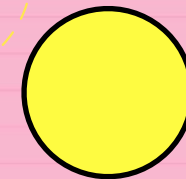
Reading at Home

Reading Record for Reading Books at Home

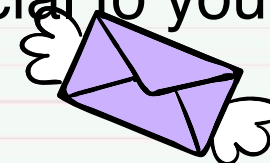
Reading can always be uploaded onto Seesaw for extra House Points but if we can see entries of where the weekly reading book has been read on the weekly sheet below, we will also be awarding House Points for this also. The books sent home are to help develop your child's fluency which means that they should be comfortable reading most of the words and will read the book multiple times over the week as this kind of repetition has been proven to really help, alongside reading aloud to as many people as they can.

Week Beginning:				
Date:	Book Title	Pages	Comment	Adult Signature

10HPS per day of reading at home that is signed by an adult.



At home, we aim for children to read 5 times a week. You do not need to read the whole book each time! A 10 minute session focusing on discussing a few pages is really beneficial to your child's learning at school.



Everyday Uniform

Top Half

- Plain red polo shirt or blouse
- Black sweatshirt/ jumper/ cardigan/ fleece (school logo optional)



+



Or



Or



Bottom Half

- Grey/black trousers or
- Grey/black skirt or
- Grey/black pinafore dress or
- Grey/black tailored shorts (approximately knee length)



Or



Or



Or



Socks/ Tights

- Grey/ black tights (not leggings)
- Grey, black or white socks (not to be worn over tights)



Or



Or



Footwear

- Completely plain black shoes or
- Black boots that do not come above the knee



Or



Or



Extra Options

- Red and white gingham cresses may be worn when warmer
- Black or white "cycling style" shorts can be worn under skirts or dresses for modesty reasons (not longer than the skirt or dress itself)



PE Uniform

	Unicorn	Dragon	Griffin	Phoenix			
Top Half	• Coloured T-shirt (in colour of house: red, green/blue or yellow) 	Or		Or		Or	
+							
Top Half	• Black sweatshirt/ jumper/ cardigan as per full uniform 	Or		Or			
+							
Bottom Half	• Fully plain black jogging bottoms or • Fully plain black sports shorts/ skirts/ cycling shorts (not too short and free from logos) 	Or		Or		Or	
+							
Socks	• Grey, black or white socks						
+							
Footwear	• Dark trainers appropriate to sports activity. These do not need to be fully black.						

PE

PE

Indoor PE is on a Wednesday afternoon.

The PE kit should be taken home with the children on Wednesdays too. It should go home weekly to be washed.

There may be times that this lesson is outside. It may be beneficial to pack a plastic bag inside their PE kits in case their shoes get muddy during outdoor PE sessions.



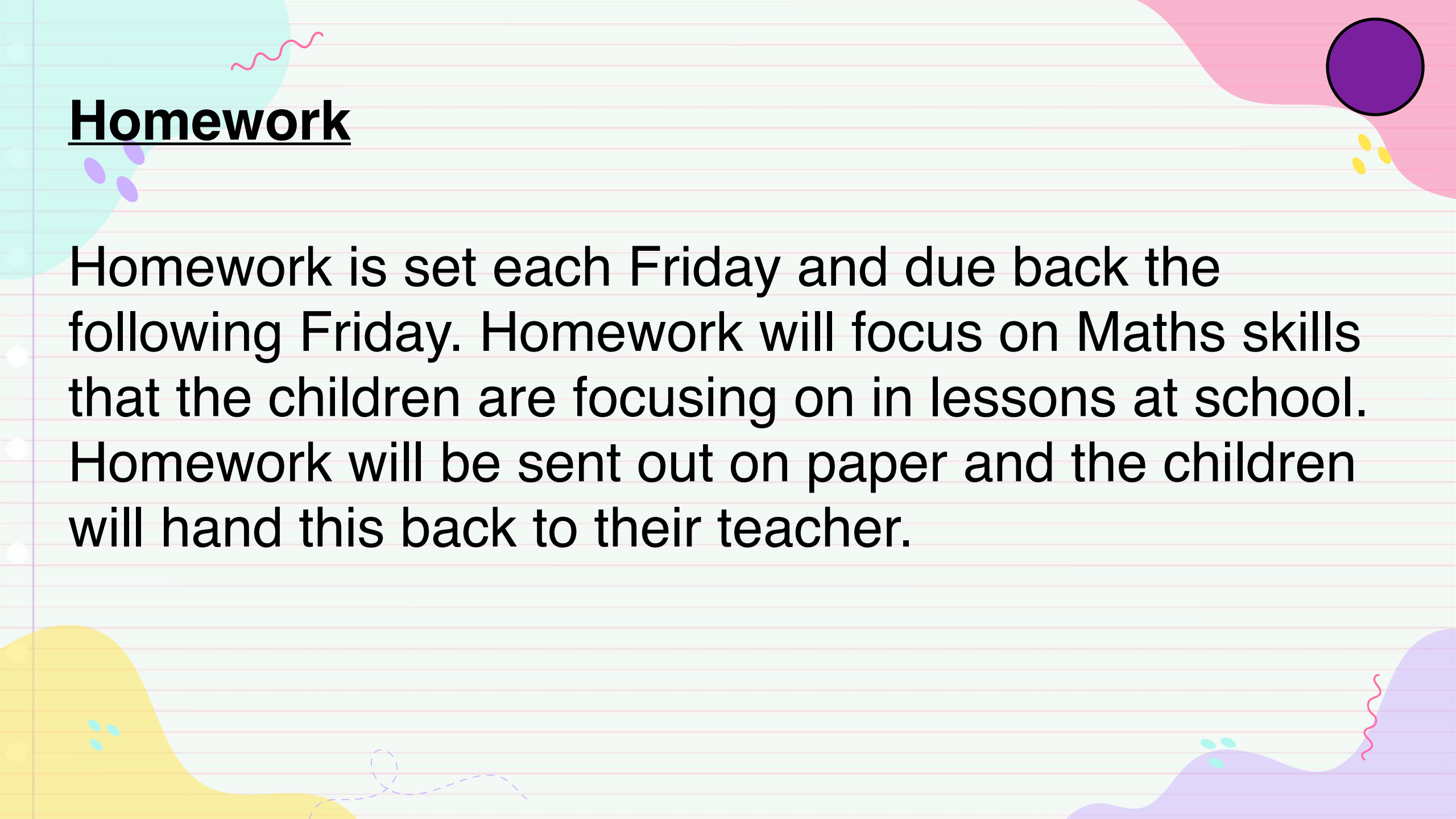
Swimming

On a Thursday afternoon, swimming will be taught by 'Swim by Jo'.

Children must bring a swimming hat to be able to swim. Swimming is a compulsory part of the children's education, linking to their physical education. It is important that they partake in the weekly session.

Please complete a form at the office for your child to wear goggles.





Homework

Homework is set each Friday and due back the following Friday. Homework will focus on Maths skills that the children are focusing on in lessons at school. Homework will be sent out on paper and the children will hand this back to their teacher.

Trips and Events

We will go on at least 2 trips this year.
Details about the trips will be sent out closer to the time.

In Summer 2, we also aim to book a trip to the Mosque to support our learning about Islam. We also aim to book a trip to DeMontfort Hall to watch an orchestra to support our work in Music.

YEAR 2 REWARDS...

Good Person and Great Learner awards will be given out each week on a Friday (1 GP and 1 GL per class per week)

HOUSE POINT REWARDS

(BUILDING TEAMWORK ETHOS IN THE CLASSROOM AND ACROSS THE SCHOOL)

PHONE CALLS & MESSAGES HOME

Communication

All communication should come to us via the office

admin@kmpprimary.leics.sch.uk

0116 2393410

We welcome all communication and will respond to it as soon as we can.

Thank you for coming!

If you have any questions in the future, please email us through the school office at admin@kmprimary.leics.sch.uk where we endeavour to get back to you as quickly as possible or talk to us at pick up.

* Please be aware that we are not always available for long conversations at pick up, so if it is an area of need that requires more discussion, please arrange a meeting with us through the office.