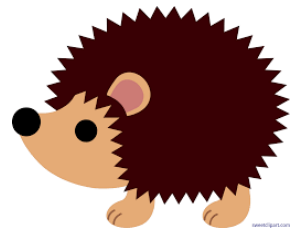


# Springfield Infant School



Springfield  
Infant School



# Welcome to Year 2

2023

## Year 2 Expectations

# Topics

## Autumn

An African Safari

## Spring

A Journey to the Moon

## Summer

Wonderful Wildlife and Petrifying Plants

# Daily Routine

Children will need to bring their book bag, home school diary and a coat to school each day. We try and go outside whatever the weather.

Please continue to encourage children to take responsibility for remembering their own belongings. This helps with their independence in looking after their belongings at school.

We have been really pleased to see the children coming into school with greater independence since starting Year 2.

Please make sure your child's name is on all their belongings and if it has faded please rewrite it, especially in jumpers!

Children are responsible for changing their reading book each morning. If your child has a tendency to forget to do this, please remind when you drop them off and pick them up. Feel free to send them back in at the end of the day if they still need to change their book.

The children have PE twice a week, as well as an additional fortnightly yoga session. These days are written in the front of your child's diary. If you are able to remove your child's ear rings please do this on PE days. Please make sure that their PE kits are in school with all items named.

The children will also visit the in-school library once a week, please make sure your child returns their library book to the library box in the classroom.

# General Information

We have been impressed by how well the children have settled not only back into school but also into their new classes and we are working on the children's wellbeing within our lessons too. The children have all adjusted well to the new independence of saying good bye in the playground and putting away their own things as they enter their classrooms.

Before school there will always be an adult from Year 2 on the door who will take any messages you need to pass on.

We are aware that it can be difficult to pass on more personal messages with other adults around, so please remember that you can also pass on these messages by writing in your child's diary or calling the school office.

As the year goes on there will likely be updates from us as procedures change. Please check emails, text and the school website for any updates.

# Reading in Year 2

Children in Year 2 need to read to an adult for at least 15 - 20 minutes each day. This year we will be continuing with the reading awards. We will count the number of reading sessions at the end of each week. Once the children have read ten times they will receive a book token for their book bag that contains a QR code for them to be able to listen to the stories.

The tokens continue in multiples of ten. The coloured 'book band' books that children bring home contain the key words and phonic blends appropriate to that stage so it is important that they read these. However, in addition to their school book, if children would like to read other materials such as magazines, comics or their own books this is absolutely fine. As children make progress their books will get longer. **It is very important that the children develop a good pace and stamina in their reading.** The children will also need to develop their comprehension skills and it is important that they understand and can talk about their reading in detail.

## Questions to ask when reading with your child...

*Can you spot any key words?*

*What is your favourite part of the story and why?*

*What can you tell me about.....?*

*What has happened in the story so far?*

*Why is .....happy/sad/angry/excited?*

*What do you think is going to happen next? Why?*

*Can you retell the story in your own words?*

*Who are the main characters?*

*Where is the story set?*

*Point to the .....*

*What does this word mean?*

# Writing in Year 2

## Vocabulary

Within the classroom children will have a 'writers toolkit' display to help them in their English sessions. This display is divided into sections and will be regularly referred to and adapted by teachers in order to best support the children in their learning.

In order to support your children, there are some helpful activities you can carry out at home.

When reading with your child, help them to pick out the interesting vocabulary or adjectives'.

Note these down on post-it notes or in a 'WOW' word book to use in their writing.

When your child is writing encourage them to use as interesting words as possible.

For example, if they write...

*The whale swam in the sea.*

Ask them '*Can you think of any words to describe the whale and the sea?*' Sometimes giving children a list of words to choose from is helpful for them to start with.

*The enormous hump-back whale swam in the shimmering, blue sea.*

Experiment with using different words.

*The terrifying whale swam in the dark, murky sea.*

Don't worry about spelling too much; this sometimes puts children off using longer words. Children should use their phonic knowledge to help them with this. However, the children are expected to correctly spell Red Words or common exception words and high frequency words.

## Non-Negotiables

When the children are writing, we encourage them to think about their 'non-negotiables'. These are features of their writing that should always be included. In class we count these off on our fingers and the non-negotiables are as follows:

Capital letters, full stops, neat handwriting, sounding out spellings and read your writing aloud.

This process allows the children to evaluate their own writing and ensure that it is as accurate as possible.

# Writing in Year 2

## Spelling

In Year 2 the children will be learning spelling rules in class. Words containing the rule will be sent home weekly for the children to practice and learn. There will be weekly spelling checks in class. Any spelling practise that you do at home can be recorded in homework books.

The children will need to learn and use these spelling rules and the spelling of common exception words and 'Red Words' accurately throughout their writing.

## Punctuation

Children can learn a lot about punctuation when reading or being read to. Encourage children to pause briefly when they reach a full stop. Show them how they can change their voice when reading speech. These skills will then come more naturally during writing.

We start by using capital letters and full stops...

A •

Encourage your child to read their sentences aloud to check where they naturally pause and where the full stop should be.

Then we try to use question marks...

?

Look out for question openers such as...  
Who, What, Where, When, Why, How

When we can use capital letters, full stops and question marks correctly we have a go at using commas, exclamation marks and speech marks.

!

,

“ ”

In year 2 we use commas to separate the items in a list...  
I went to the shop and bought bread, milk, cheese, apples and ice cream.

# Maths in Year 2

We like to make maths as exciting and practical as possible!

## Fun maths activities to do at home

- Cooking - fantastic for weighing and measuring
- Number spotting - how many different numbers can you see on the way to and from school?
- Shape spotters - take a look inside and out. How many shapes can you see in the environment?
- Snakes and Ladders - This is great for getting children to 'jump on' to the next space. This is a skill they will need when using a hundred square.
- Number Bingo
- Helping to count out small amounts of money for some shopping. How many different ways can we make 20p?

## Telling the time

Whenever possible, ask your child to tell you the time to the nearest half hour. Use a clock with hands as well as a digital watch or clock.

Also ask:

- *What time will it be one hour from now?*
- *What time was it one hour ago?*
- *How many minutes in one hour? What about half an hour?*

## Positional Language

When talking with your child, whenever possible try to include positional language phrases, such as:

*Half turn / quarter turn / three quarter turn / clockwise / anticlockwise / forward / backward / left / right / behind / beside.*



# Homework

The children will now receive homework fortnightly, however, there are opportunities for them to rehearse key English and maths skills on a daily basis.

Children will often be able to complete their homework independently but sometimes they may require help from an adult or older sibling.

Homework is an addition to their in-class learning and there is **no set expectation of them 'having to' complete it**. However, we recommend- if your child is going to complete a homework task- that they should spend no more than 20 minutes on their homework. They may also benefit from this being split up into 10 minute sessions.

We would ask that children return their homework by the date that is stated on the homework sheet.

In addition to this, the children receive a topic themed homework grid. This enables the children to explore their topic further in a variety of areas such as art or science. The children do not need to complete all of the challenges but they might like to try two a term.

# Additional Homework Example



## African Safari



This term in Year 2 we have become explorers and learnt all about the continent Africa. Below are some ideas of some ways you could explore this topic further over the next few weeks, pick at least one area but you can do more than one.

There will be time to share this in class, week beginning 9<sup>th</sup> December

### If you are the creative type

You may like to try out the following



- Make an African mask or head dress using a range of materials.
- You could create your own African print or collage.
- You may like to try to paint your own African colour wash.

Here are some ideas to get you started and remember you can always ask an adult to help you with the tricky parts.



### If you like a mathematical challenge

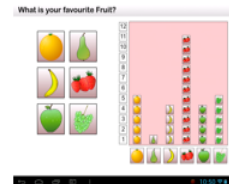
You may like to try out the following



- You could investigate which African animal is the heaviest and decide a way to present your findings.
- You could find out your families favourite African fruit and present this in a chart or table.

Here are some ideas on how you could present your findings:

Fruit	Votes
Apple	
Banana	
Peach	
Pear	



### If you like to cook

You may like to try out the following



- You could make a traditional African stew or salad.

Once you have made your African dish, you could write and record the recipe you have followed, as well as, take some photographs of your cooking and final dish.



### If you are interested in the wider world

You may like to try out the following



- You could research the different countries that form Africa.

- You could write and draw a fact page about a country in Africa.
- You could use an atlas or globe to locate where Africa is in the world.
- You might like to make a list of the things that you might need if you visited Africa.



# National Curriculum Tests - SATs and Phonic Screen

There are no longer statutory National Curriculum Tests or SATs in Year 2.

We will continue to keep you regularly informed on your child's progress through; Book Looks, Parents Evenings and Reports.

## Phonic Screening Check

If your child did not make the phonics screening pass mark in Year 1 then they will be resitting the screening check in June. We are working in school on preparing the children for this and building up the children's phonic knowledge with guided reading and additional phonics sessions. You can help support your child by reading regularly at home and encouraging your child to sound out or 'Fred Talk' any words they do not know in the books that they read. Just like in Year 1 we will be calling this check 'Special Reading'.

# End of Year Expectations

Below is the criteria that we will be using to support our teacher assessment of the children. Despite, changes to assessment in Year 2, we will continue to use wording of 'working towards,' 'working at,' and 'working at greater depth,' to describe the children's progress and final end of year assessment. In school, the lessons that we teach are based around delivering this in a creative way. However, additional support at home by reading regularly, practising the weekly spellings and completing the fortnightly homework is really important with supporting your child to meet the end of year expectations.

## Reading:

### Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words.\*

In age-appropriate<sup>1</sup> books, the pupil can:

- 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<sup>2</sup>
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

### Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- 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.

# End of Year Expectations

## Writing:

### Working at the expected standard

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
- 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.

### Working at greater depth

The pupil can, after discussion with the teacher:

- 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 Year Expectations

Examples of writing at the expected standard:

## Missing one dragon

Last seen flying out of forest school on Monday night. He has a silver tummy, black body and black feet. It will breath fire at you and eat you up! If seen then please report on 069 30661300 999 013. If seen and not reported you will be locked in jail for three years! You will be rewarded €900 or 309306 bucks if you report. Whatever you do do not shoot it! Its claws are silver so it is easy to be seen. ■■■ class 3 year 2.

Yesterday we went to bishops Wood to look for mini-beastes. First we had a <sup>snack</sup> ~~snack~~. Next we went into the woods. Vicki gave us a mira It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree After that we had a sicky porriton party mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a next. Last of all we sorted out animals. Finally it was home time. The trip was great! my favorite part of the day was idenafing the trees.

# End of Year Expectations

## Examples of writing at a greater depth standard:

Once upon a time there was a badger who <sup>was</sup> always hungry, because he worked day and night picking up rubbish in the active, adventurous park.

One early morning a boy came into the park with a ham sandwich. The starving, tremendously hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth.

"Mmm," he thought, "this is what I call an outstanding sandwich." A boy came near the sandpit to take a big, humungous bite. There was a girl nearby on a ~~same~~ dark red slide when, oh no, the girl bumped into the boy and his delicious scrumptious sandwich fell in the sandpit! "Oh we can't eat it now," muttered the girl, "It's disgusting." The boy felt sad and so did that black and white badger.

Just then a squirrel ~~at~~ grabbed the sandwich covered with golden sand. She took it because she didn't mind the sand. The ginger squirrel brought it up to her tall, dark, tree to share with her pesky children. Oh, NO!!! The children couldn't share properly, ~~so~~ the sandwich fell in the pond covered with slimy, green seaweed.

"We can't eat it now," muttered the mother, ginger squirrel, "It's disgusting."

Suddenly a frog saw the sandwich and Badger leaped into the sparkling, death pond. The slimy, dark, green frog fished out

the sandwich. He didn't mind the <sup>old</sup> sand or the slimy, green seaweed. The bony frog was about to take a big, humungous bite when a scooter rushed and just wanted to get past, so there were black, squish marks on the sandwich. "Oh, ~~we~~ can't eat it now," muttered the frog, "It's too disgusting!!!"

Suddenly a crow saw the sandwich and pecked it off the light green, delicate grass to give it to her wealthy, beautiful mum. When the crow was flying back to the sticky nest he dropped <sup>it</sup> into an ant's nest, because an electric aeroplane scared the daughter's crow. "Oh, we can't eat it now," the crow mum muttered, "It's disgusting!"

~~luckily~~ Anyway, there was a fox who grabbed the sandwich. He didn't mind the golden sand or the slimy, green seaweed or the black squish, marks or the hundreds of ants. He got the sandwich ~~so~~ with the lady fox he liked. The fox was going to tell her how much he liked her and cared for her, when he dropped ~~it~~ it into a pile of licky feathers that somehow got there. "Oh, we can't eat it now," muttered the lady fox, "It's disgusting!" So the lady fox kicked the sandwich into a flowerbed. Then she worked through some <sup>smelly</sup> bins.

Badger ran to the flowerbed. This time there were some slugs covering the sandwich with slime and oozy, grey, bubbles. Badger looked at the sandwich covered in golden sand, slimy, green seaweed, black squish marks, hundreds of ants, licky feathers and slugs with slime and oozy, grey bubbles. Then Badger ate up all the gross slugs.

# End of Year Expectations

## Maths:

### Working at the expected standard

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 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  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ , 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.

### Working at greater depth

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.  $29 + 17 = 15 + 4 + \square$ ; '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).



# Year 2 Glossary

Here are some grammar terms that we will be teaching the children.

**Noun** - is a word that names a person, place or a thing.

**Adjective** - a describing word, which makes our writing more exciting.  
e.g. enormous, tiny, loud, quiet, fluffy etc.

**Verb** - an action word.  
e.g. jump, run, snore, skip, swim, walk etc.

**Conjunction** - a word that connects sentences together or provides more detail.  
e.g. and, but, or, because, when, that etc.

**Adverb** - a word that describes how you are doing an action (the verb.)  
e.g. quickly, slowly, quietly, loudly, silently