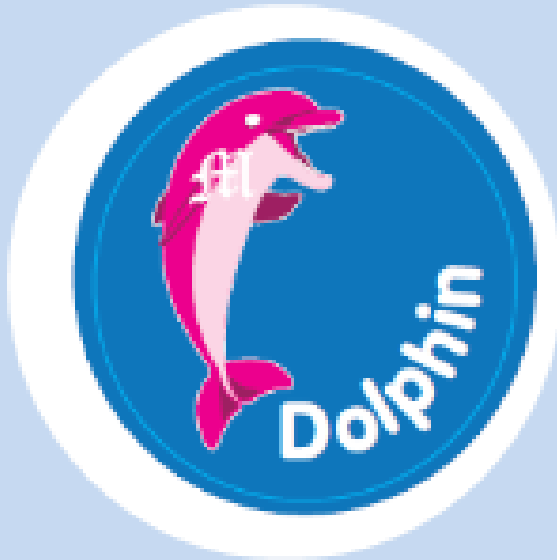


M

# Welcome to Year 2



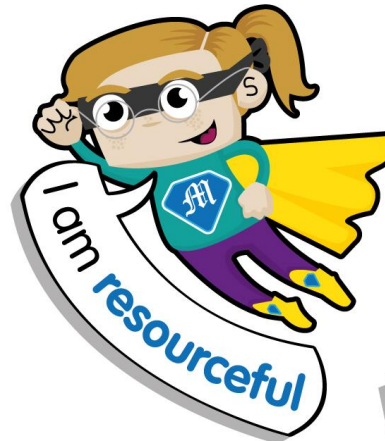
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# Expectations

- 96% + attendance
- Punctuality 8.45
- Correct uniform
- Labelled PE kit in school
- Library book changed weekly (if possible)
- Home reading books changed weekly (as a minimum)
- Good behavior so everyone feels safe
- Positive attitude to learning

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# 6 R's



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# How we teach and learn

- Exciting topics, based upon the interests of the children
- Purposeful learning with a hook and an aim
- Daily English, Mathematics, SPAG
- Weekly Assemblies, Spanish, PE, Music, Computing, PSHE
- Half termly Science, Geography, History, Art, DT, RE
- Range of styles including whole class, group work, paired work and working independently
- Children will be working with the support of Teacher, Teaching Assistant or unsupported

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# End of Year Expectations

- Children are targeted to achieve the end of year expectation or to have achieved these at a greater depth.
- RAG rating in data against specific targets
- Data reports Reading, Writing and Mathematics
- SATs
- Reading, Writing, Mathematics, Science all teacher assessed and results sent to the DoE

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# Reading Expectations

## Word reading

- Apply phonics to decode
- Read accurately by blending
- Read common exception words
- Read words with two or more syllables
- Read most words without overtly blending
- Read books closely matched with phonics knowledge, sounding out unfamiliar words accurately and automatically without undue hesitation
- Reread books to build fluency and confidence (90 words a minute)
- Read words containing suffixes

## Comprehension

- Listen to, discuss and express views on a range of poems, stories and non-fiction at a level beyond which they can read independently
- Discussing the sequence of events in books and how items of information are related
- Become familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Recognising simple recurring literary language in stories and poems
- Discussing their favourite words and phrases
- Continue to build up a repertoire of poems learnt by heart, appreciating and reciting these with clear intonation
- Being introduced to non-fiction books with different structures
- Discussing and clarifying the meaning of words
- Drawing on what they already know or on background information
- Checking that the text makes sense to them as they read and correct inaccuracies
- Making inferences on the basis of what has been said and done
- Predicting what might happen on the basis of what has been read so far
- Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other materials

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# Reading Exemplification Materials

<https://www.gov.uk/guidance/teacher-assessment-exemplification-ks1-english-reading>

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# Writing Expectations

- 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
- Write capitals of the correct sizing
- Use spacing between words
- Write digits of the correct size and orientation
- Use subordination (when, if, that, because)
- Use co-ordination (or, and, but)
- Recognise whether a sentence is a statement, questions, exclamation or command
- Consistently use the correct tense
- Use present and past tense verbs
- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Use commas in a list
- Use apostrophes to mark where letters are missing in contractions or to mark possession e.g. Harry's bag
- Develop stamina for writing by writing narratives about personal experiences and those of others (real and fictional), real events, poetry and for different purposes
- Plan an idea by saying out loud what they want to write
- Write idea and/or use key vocabulary
- Encapsulate what they want to say, sentence by sentence
- Make additions, revisions and corrections to their work
- Proof read to check for errors in spelling, grammar and punctuation
- Read aloud their writing with appropriate intonation to make the meaning clear
- Spell by segmenting
- Learn new ways to spell using alternative sounds and common homophones
- Spell common exception words
- Spell more contracted words
- Add suffixes to spell longer words –ment, -ful, -less, ness and –ly
- Write from memory simple sentences dictated by the teacher

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# Writing Exemplification Materials

- <https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks1-english-writing>

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# Mathematics Expectations

- Count in steps of 2, 3 and 5 from 0.
- Count in 10s forward and backward from any number.
- Identify, represent and estimate numbers using different representations including on a number line.
- Read and write numbers to 100 in numerals and words.
- Compare and order numbers from 0 up to 100 and use  $<$   $>$  and  $=$ .
- Recognize the place value of each digit in a 2 digit number.
- Use place value and number facts to solve problems.
- Recall addition and subtraction facts to 20 and use these to inform facts to 100.
- Solve problems with addition and subtraction.
- Add and subtract two 2-digit numbers, add 3 one-digit numbers.
- Understand commutativity in addition.
- Recognize and use inverse between addition and subtraction.
- Recall and use multiplication and division facts for the 2, 5, 10 tables, including odd and even numbers.
- Calculate mathematical statements for multiplication and division and write them using the correct symbols.
- Understand commutativity in multiplication
- Solve problems involving multiplication and division.
- Recognize, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ , and  $\frac{3}{4}$  of a length, shape or set of objects.
- choose and use appropriate standard units to estimate and measure: length, direction, mass, temperature, capacity to the nearest metric unit, using rulers, scales, thermometers and measuring vessels.
- Compare and order lengths, mass, volume/capacity and record the results using  $<$ ,  $>$  and  $=$ .
- Recognize and use symbols for pounds and pence.
- Find different combinations of coins that equal the same amount.
- Compare and sequence intervals of time.
- Tell and write the time to five minutes including quarter past, quarter to and draw the hands on a clock face to show the time.
- Identify and describe the properties of 2D and 3D shapes including number of edges, vertices, and faces.
- Identify lines of symmetry in 2D shapes.
- Compare and sort common 2D and 3D shapes and everyday objects.
- Order and arrange combinations of mathematical objects in patterns and sequences.
- Use mathematical vocabulary to describe position, direction and movement, including straight lines, rotations, clockwise and anti clockwise, in right angles for quarter, half and three quarter turns.
- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple questions by counting the number of objects.

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# Mathematics Exemplification

## Materials

- <https://www.gov.uk/government/publications/teacher-assessment-exemplification-ks1-mathematics>

# How you can support us!

- Reading – expectation is recorded 5 times a week (coloured home readers/library book/book from home)
- Spellings weekly
- Completing Prep homework (there will be opportunities to complete this in school)
- Suggested mathematics key skill activities in the Reading Planner
- Star of the Week diary
- Attending or volunteering for FOM events

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# Communication

- On the door – Teacher or TA
- Reading planner
- Email
- Topic sheet half termly
- Letters on the website
- Mayfield Messenger

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# Dates for your diary

- Family learning week beginning 4<sup>th</sup> November
- Children in Need 15<sup>th</sup> November
- INSET day 22<sup>nd</sup> November
- Christmas jumper day 13<sup>th</sup> December
- Christmas shopping days 16<sup>th</sup> and 17<sup>th</sup> December
- MOLIMA fortnight 13<sup>th</sup> January – 24<sup>th</sup> January
- INSET day 20<sup>th</sup> January
- Family learning week beginning 3<sup>rd</sup> February
- World Book Day 5<sup>th</sup> March
- Parent's evening 10<sup>th</sup> March and 12<sup>th</sup> March
- Sports Relief 13<sup>th</sup> March

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# Any further information...

Please fill out the survey to help us make good use of your time!

What would you like to know?

How can we further support you?

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