

Welcome to Year 2

Peacock class and Chiltern Blue class





Year 2 Team



Peacock Class

Chiltern Blue Class

Teachers: Miss Churchman
Thursday: Mrs Darlington

Teachers: Mrs Whitworth

1 Student teacher Miss Lyons

Teaching assistants:

Mrs Rolfe

Mrs Osbourne

Mrs Langridge

Mrs Robinson

Mrs Bruce

Year 2 Timetable

Year 2



	8:45-9:00	9:00-9:30	9:30-10:40			10:40-11:00	11:00-12:00	12:00-1:00	1:00-1:30	1:30-2:15	2:15-2:30	2:30-2:45	2:45-3:00	3:00-3:10
Monday	H/writing	Phonics	Literacy			Playtime	Maths	Lunch	Guided Reading	Topic (History/ Geography)	Playtime	Phonics	Singing	Book
Tuesday	H/writing	Phonics	Literacy			Playtime	Maths	Lunch	Guided Reading	Science	Playtime	Phonics	Collective worship	Book
Wednesday	H/writing	Phonics	Literacy	Open the book	Guided R	Playtime	Maths	Lunch	French	PE	PSHE		Book	
Thursday	H/writing	Spelling test	Phonics	Literacy		Playtime	Maths	Lunch	Guided Reading	Art/ DT	Playtime	Phonics	Music	Collective worship
Friday	H/writing	Phonics	Guided R	Literacy		Playtime	Maths	RE	Lunch	1:00-1:15pm Phonics	Assembly	Golden Time/ Swimming		Book

PE



- PE is on a Wednesday for both classes and swimming is on Friday.
- Please ensure children have a PE kit with them on PE days (including trainers).
- Please send children with correct PE kit and ensure they are appropriately dressed for the weather (eg: jogging bottoms and a sweater if cold, rain-coat if wet).
- Please ensure ALL items are labelled with your child's name.

Homework



- Spellings
 - Please practise spellings daily.
 - Spellings are based on phonics learning during the week.
 - New spellings will go home on Friday.
 - Spelling folders are due in on Wednesday for the spelling test on Thursday.
- Reading
 - Please read daily.
 - Reading books should come with the children every day so an adult can hear them read.
(books will be changed when they have finished).
 - Please note in the reading diary when you have read with your child so their book can be changed.

Homework

Homework will go home on Friday and be collected in on a Wednesday (or earlier if completed).

Homework



- Reading for Pleasure
 - Goes out on a Friday and comes back on a Wednesday.
 - Enjoy and share this book with your child.
 - Discuss your thoughts about it, did you have a favourite part?
 - Record the name of the story in your book, then reflect on what you have read, this could be a review, a picture, a list of all the adjectives etc..

* All homework should be completed in pencil (coloured pencil/crayons for pictures).*







Homework



Name:

Passwords

Below you will find websites that will be useful for you to have logins to

  SCAN ME Username: @st-andrews.oxon.sch.uk Password:	  SCAN ME Username: Password: 7ms
 Username: Password:	 Username: Password: cat

Logins for the apps we use for homework can be found in the inside cover of the homework books.

Class Bear



Each class has a bear that will come home with every child for the weekend over the course of the year. We encourage you to record in his diary what you have been up to and capture some photos or drawings too!

Early Morning Interventions (EMIs)



EMIs start daily at 8:30 am



- Invitations are sent termly.
- Used to plug gaps in learning, to extend learning or for a specific need.
- We will encourage children to attend as much as possible.

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.

* The scale can be in the form of a number line or a practical measuring situation.

Maths



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).

* The scale can be in the form of a number line or a practical measuring situation.

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.

Wednesday 25th May 2021
To write a recount about
the rainforest.

When I went into the rainforest,
I was so excited. I woke up early
and got dressed in my uniform. I got
my lunch and water into my bag.
When I got my bag school bag went
on the coach where I sat upstairs
and got to see lots of great things.
When we got there it was busy so we
went into the rainforest and we went
into another area, we went into the
rainforest and we had to try
and find the cloth as it was hidden.
I looked on the floor as it
was hidden. I looked on the floor
and in the tree. There was lots of ferns
in the rainforest but it was fun.
Then it was break and I ate my
lunch and we were told to talk
outside so I did. I went with
in the wing. Then everybody went to the
toilets and then went for a look
in the rainforest. I went back
on the coach again and some
more children talked about the
day.

Thursday 27th June 2021
I.e. To write a short story.

In the ocean deep there lived a
shark with a scary name.
His name was Jagger and he lived
in the most darkest and coldest
waters. Jagger was the richest
shark in the ocean because he had
lots of gold and most money.
He wanted to win some more
money so he decided to enter a
competition that would make him the
richest shark in the Atlantic ocean.
The race started and Jagger was
first off the line swimming super fast
he was able to hold his breath when
he swam. A horrible piranha smacked
behind Jagger. The piranha quickly
bit the shark's tail and Jagger fell
into the green plants. Poor Jagger
was out of the game he would come
last if he could not get up. He got
up and found a short cut to the
end. Half an hour later he was
back in the lead past all the
others. He was the winner and
got lots more money!



Expected Standard



L.O. To write an ending to a story
20.6.22

When Mr Grinling came home he exclaimed "We need to come up with a plan to stop those wild seagulls!" So they came up with a ~~plan~~ splendid plan. The next day when Mrs Grinling was ~~packing~~ packing Mr Grinling's lunch she sprinkled some spicy pepper onto the chocolate cake and gently placed it into the tatty basket. She then sent it down the shiny wire ~~but~~ suddenly the pesky seagulls swooped down. They could smell the pepper from a mile away and ate everything but the cake!

Mr Grinling walked miserably home and started to come up with a marvellous plan. The next day finally came and it was time for the glorious plan to begin...

She fetched a fish boat with 3 splashing paranas inside. She placed it into the tender basket and sent it on the wire. The seagulls swooped down and got so scared they flew away as fast as a cheetah and went to bother somebody else. With ment he could eat in peace. THE END

L.O. To write a short story
26.5.22

There once lived a loving Queen called Elizabeth. She had curly white hair and a delicate pink hat. She also wore an elegant dress with a glimmering brooch. She lived in Buckingham ~~palace~~ palace. The gates were gold and black. Now it was time to do her duties, all her men marched in a line as she slowly strolled to her carriage with her glussy ginger corgi. Suddenly, a streak of wind came and it swooshed her hat off! One of the gards and her corgi dashed after it and then it got caught on a carriage. It slowly reached the top and got blown off! Then it reached the very top of big ben and the gard tried to reach it but... a bird took it and dropped it! In London zoo! The hat darted down and landed on a sheet! The corgi rushed around the incloser so much that the hat blew into the gard's hands. They quickly dashed back and placed the hat on the Queen.

Reading



Book Band Reference Sheet

Band	Colour	School / Year Group Expectation
11	Lime	
10	White	End of Year 2
9	Gold	
8	Purple	
7	Turquoise	
6	Orange	End of Year 1
5	Green	
4	Blue	
3	Yellow	End of Reception
2	Red	
1B	Pink (dark)	
1A	Pink (light)	

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-appropriate¹ 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 words²
- 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

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







How can you help?

Parent Partnership



- Encourage and support homework being done each week.
- Read daily even if it is a few pages or you read to your child. Bring in reading books daily.
- Changes at home – please make teachers aware via the school office or on the door.
- Encourage EMI attendance.
- Ensure correct uniform- this includes indoor shoes.
- Social media usage – please make sure children are following safe internet usage guidance to avoid issues coming into school.