

Welcome to Year Two



Upton Infant School

Be more Brilliant

Who's who



Miss Sadler



Mrs Dalley



Mr Williams



Mrs Best



Mrs Zambuni



Miss Hector



Mrs Farrow



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Belongings

- Make sure everything is named!
- No toys (unless spoken to teacher)
- Show and tell



Attendance

Easy as

1

There are 190 school days in a year; this leaves 175 days to spend on family time and holidays.

2

It is the responsibility of parents and carers to ensure that their child(ren) attend school every day and on time.

3

The school opens at: 8.40 ; registration is from 8.50 . Please arrive as close to 8.40 as possible to maximise learning opportunities for your child.



Attendance
Matters

Every student
Every Day

We're here
to help!

We understand that there are many reasons why children may be absent or late for school. Please speak to staff about ways that we can support you with this.

We recognise that good attendance (above 96%) is key to good pupil outcomes. The links between regular attendance, reaching potential attainment and future life opportunities are well researched. For this reason, the school will encourage good attendance and be robust in monitoring attendance and take action when attendance falls below the expected level. Good attendance impacts significantly on progress, learning, friendship groups and the child's overall happiness at school.

Equates to number school days off each year			
		100%	> Perfection
4	School days missed	98%	> Impressive
6	School days missed	97%	> Good
7	School days missed	96%	> On Target
9	School days missed	95%	> Slight Concern
13	School days missed	93%	> Concerns
20	School days missed	90%	> Very Concerned
30	School days missed	85%	> Serious Concerns



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Attendance

If your child misses...	That equals...	Which is...	And over 13 years of schooling that's...
1 day per fortnight	20 days per year	4 weeks per year	almost 1.5 years
1 day per week	40 days per year	8 weeks per year	over 2.5 years
2 days per week	80 days per year	16 weeks per year	over 5 years
3 days per week	120 days per year	24 weeks per year	almost 8 years

Key Contacts:

Attendance Champion:

Duncan Churchill

Attendance Officer:

Mrs Earl and Mrs Warner Family

Leave of absence is only given in very exceptional circumstances. We have a duty to follow the Local Authority code of conduct for issuing Fixed Penalty Notices for absence.

Our Attendance Policy should be read in conjunction with the Child Protection and Safeguarding Policy.

Reporting Absences:

A parent/carer must notify the school of the reason for a child's absence before 9.10 on the day of absence.

To report absence please:

Call School Office

01202 622367



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A day in Year Two

Morning

8.40		Meet and Greet
8.45		Register (Gates closed)
8.50		Fun Run
9.00		Storm Break
9.15		RWI
9.45		Let's Write

10.15		Snack
10.30		Playtime
10.45		Maths Skills
10.55		Pre-teach
11.00		Maths
11.50		Guided Reading

A day in Year Two

Afternoon

12.15		Play / Lunch
1.15		Spelling
1.30		Assembly
1.45		Afternoon Learning
2.25 – 2.35		Play
3.05		End of Day
3.10		Home time



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Weekly timetable

		Marvelous Mondays	Scientific Tuesdays	Wonderful Wednesdays	Thrilling Thursdays	Fabulous Fridays
8.40	Get Set GO	Meet and Greet	Meet and Greet	Meet and Greet	Meet and Greet	Meet and Greet
8.45		Register (Gates closed)	Register (Gates closed)	Register (Gates closed)	Register (Gates closed)	Register (Gates closed)
8.50		Fun Run	Fun Run	Fun Run	Fun Run	Fun Run
9.00		Storm Break	Storm Break	Storm Break	RWI	RWI
9.15		RWI	RWI	RWI	9.30 Writing	9.30 Writing
9.45		Let's Write	Let's Write	Let's Write		
10.15		Snack	Snack	Snack	Snack	Snack
10.30		Playtime	Playtime	Playtime	Playtime	Playtime
10.45	123	Maths Skills	Maths Skills	Maths Skills	Maths Skills	Pre teach
10.55		Pre-teach	Pre-teach	Pre-teach	Pre-teach	10.50 Maths
11.00		Maths	Maths	Maths	Maths	
11.50		Guided Reading	Guided Reading	Guided Reading	Guided Reading	11.45 Guided Reading
12.15		Play / Lunch	Play / Lunch	Play / Lunch	Play / Lunch	Play / Lunch
1.15		Spelling	Spelling	PPA afternoon PE / Music / RE	Spelling	Spelling
1.30		Assembly	Assembly		Assembly	Assembly
1.45		Afternoon Learning	Afternoon Learning		Afternoon Learning	PHSE & PE
2.25 – 2.35		Play	Play		Play	Play
3.05		End of Day	End of Day	End of Day	End of Day	End of Day
3.10		Home time	Home time	Home time	Home time	Home time



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Our Autumn Learning



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The year in a nutshell



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Phonics

Red Ditty 1-5	Red Ditty 6-10	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Off Scheme
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As a school we follow RWI as a scheme to teach the children how to read. Read Write Inc includes a series of decodable storybooks that allow your child to practice reading words in sentences.

Your child will receive a Read Write Inc book with homework on a **Thursday**.

If your child is 'off scheme' they will be provided with a colour band book (assessed at their level) on a **Thursday**.

Consonant sounds										
f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					
b	c	d	g	h	j	p	qu	t	w	x
bb	k	dd	gg		g	pp		tt	wh	
	ck				ge					y
ch					dge					ch
										tch
Vowel sounds										
a	e	i	o	u	ay	ee	igh	ow		
	ea				a-e	y	i-e	o-e		
					ai	ea	ie	oa		
						e	i	o		
							y			
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Books are changed on a Thursday.

Please can children bring their reading folder into the classroom first thing.

On a Thursday we count how many times your child has read at home. Please can they bring their reading diary and spelling book into the classroom.



Reading



In your child's book bag, you should find a learn to read book from RWI or a scheme, love to read book from the library and a reading diary.

We would like your child to **read at home** at least 3x a week. Please record this in the diary. Please don't feel like you have to write lots, a short comment or smiley face is fine.

It is still highly beneficial to continue **reading to your child**, even when they are able to read longer books for themselves. We love hearing about the books you share.

You can still collect **book bugs** – complete 4 double pages of the diary to earn your bug.

The **reading raffle** also continues in Year Two. This year, along with our weekly winners, any child who consistently reads 3x or more every week will automatically get to visit the reading raffle for a prize.

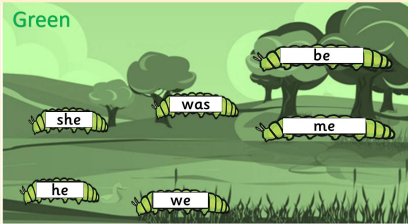
Learn to read books will be changed on a **Thursday**. Love to read books will be changed approximately every other week.



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Spelling



- Read, Write Inc. home learning sheets

Homework is sent home on a Thursday. It helps embed the learning taken place that week.

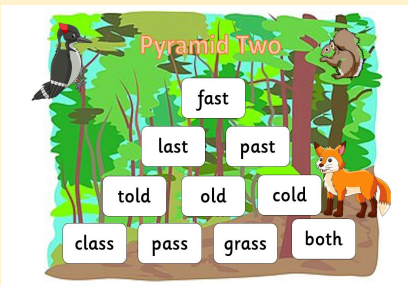
- Common exception word cards

Common exception words are words that do not follow regular spelling patterns. The government set a list for Year One and Two to learn. If you have practised with your child at home and are confident that they can spell all the words correctly, please let us know and we will give them the next card. We will also practise these words in class.



- Spellings

We will be sending home weekly spellings soon. You will be given a red spelling book that lives in your child's book bag. Please do not write in this. We send it home so you can celebrate their achievements with their spelling check that week. There will be no more than 6 spellings a week due to the ongoing common exception word spelling cards.

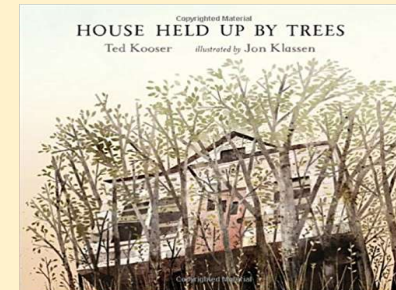
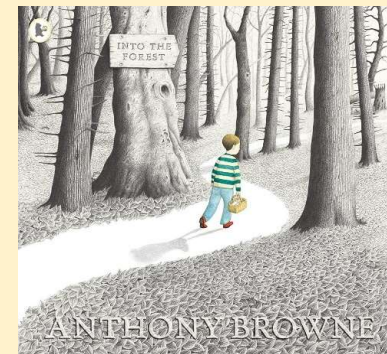
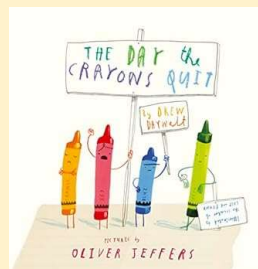
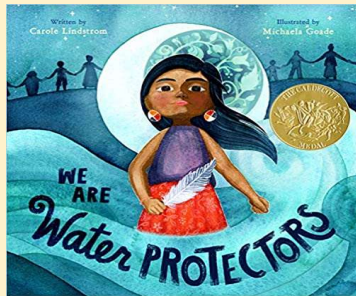


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Writing

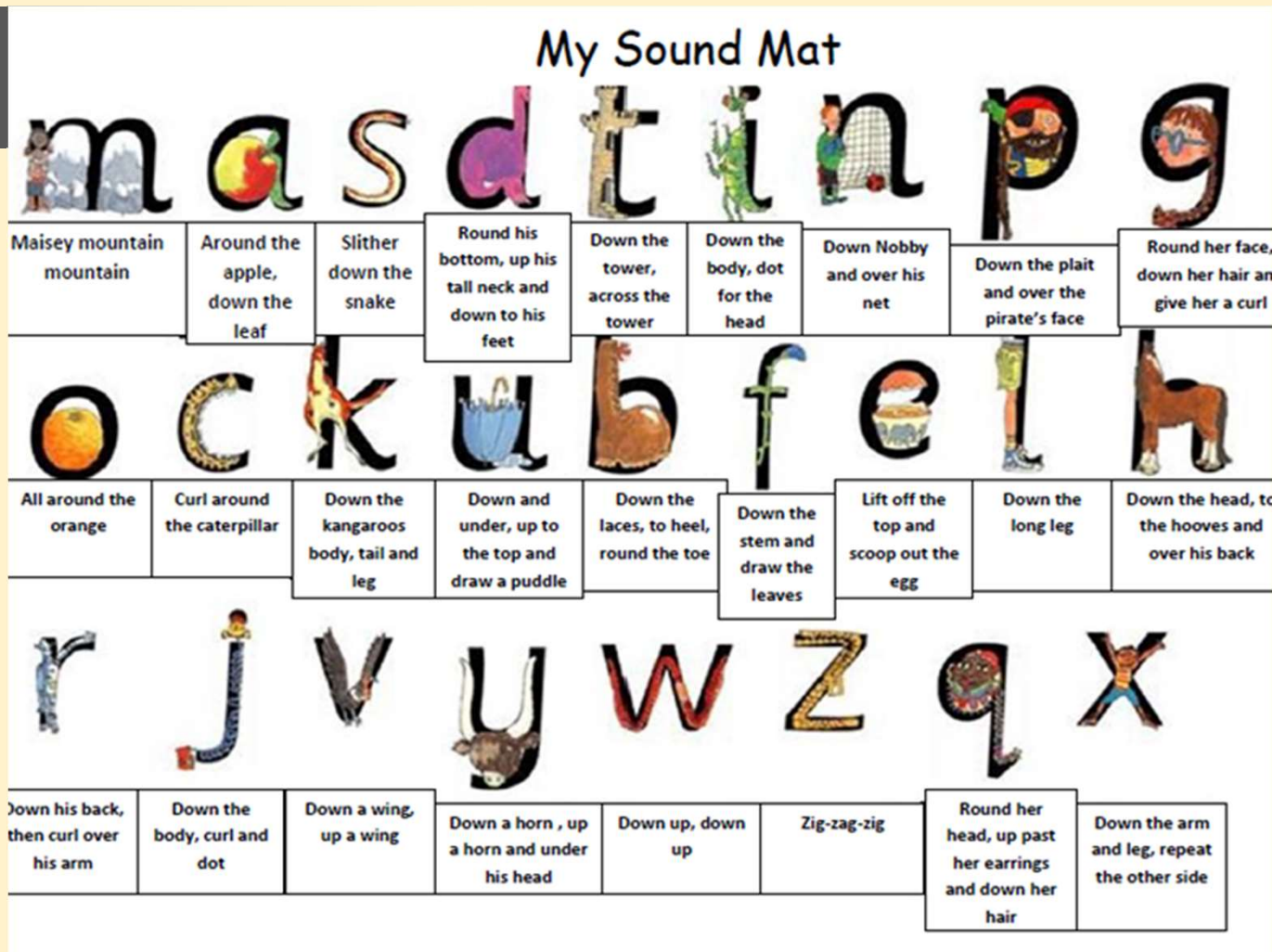
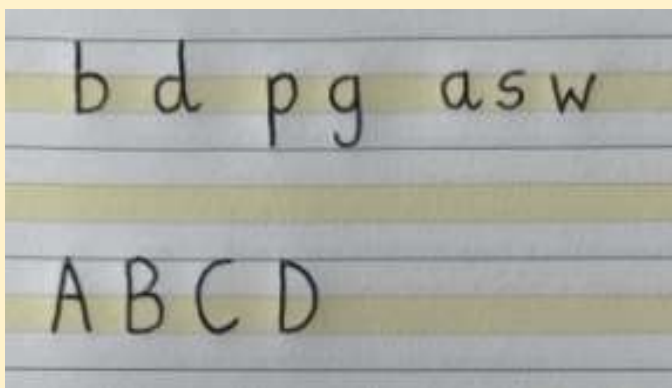
Writing is usually linked to an engaging text.
Often this will be over 2 weeks.



Writing

The children are taught to form their letters correctly using rhymes and visuals linked to our Read Write Inc scheme. We have created videos on our YouTube page to support this.

We use yellow lined paper in our school to help the children form capital letters, ascenders and descenders correctly.



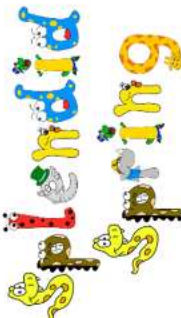
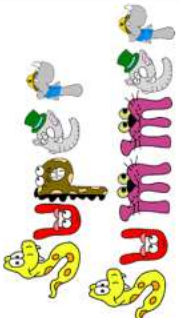
<https://www.youtube.com/@uptoninfantschoolletterfor2792>



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Maths

	Number and Place Value		Addition and Subtraction
	Addition and Subtraction	Geometry Shape	
	Measurement Money	Multiplication & Division	
	Fractions	Measurement Length and Height	Consolidation
	Measurement Time	Measurement Mass, Capacity and Temperature	Consolidation
	Statistics	Position and Direction	Consolidation



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Maths

Year Two Maths Knowledge and Skills Organiser: *Place Value*

National Curriculum Objectives Ready to Progress Criteria: national curriculum core concepts

1. Making 10s to count objects to 100

Read and write numbers to at least 100 in numerals and in words

Fluency:

How many straws are there?

How many counters are there?

How many sweets are there?

How many straws are there?

How many counters are there?

How many sweets are there?

How many straws are there?

How many counters are there?

How many sweets are there?

Problem solving:

Here are 27 straws.

What does the 2 in 27 show?

What does the 7 in 27 show?

Reasoning:

What mistake has Tiny made?

There are 43 straws.

What mistake has Tiny made?

2. Recognising 10s and 1s

Read and write numbers to at least 100 in numerals and in words

Fluency:

How many straws are there?

How many counters are there?

How many sweets are there?

How many straws are there?

How many counters are there?

How many sweets are there?

How many straws are there?

How many counters are there?

How many sweets are there?

Reasoning and Problem solving:

There are 32 sweets in total.

How many sweets are covered up?

Will all the sweets be in a bag?

Reasoning:

How many counters are there?

How many sweets are there?

How many straws are there?

3. Place Value Charts

Recognise the place value of each digit in a 2-digit number (tens, ones)

Fluency:

How many straws are there?

How many counters are there?

How many sweets are there?

How many straws are there?

How many counters are there?

How many sweets are there?

How many straws are there?

How many counters are there?

How many sweets are there?

Problem solving:

Sam and Mia have each made a number in their place value chart.

What number has Sam made?

What number has Mia made?

Reasoning:

Try to write the number 47 on the place value chart.

What number has Tiny made?

What number has Tiny made?

4. Partitioning numbers to 100

Recognise the place value of each digit in a 2-digit number (tens, ones)

Fluency:

How many straws are there?

How many counters are there?

How many sweets are there?

How many straws are there?

How many counters are there?

How many sweets are there?

How many straws are there?

How many counters are there?

How many sweets are there?

Problem solving:

What number has Tiny made?

The whole is 47.

What is the missing part?

Reasoning:

What is the missing part?

How do you know?

How do you know?

Recognise the place value of each digit in 2-digit numbers, compose and decompose 2-digit numbers using standard and nonstandard partitioning

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5. Writing numbers to 100 in words

Read and write numbers to at least 100 in numerals and in words

Fluency:

Complete the table.

Base 10	Numerals	Words
10	10	ten
20	20	
30	30	
40	40	
50	50	
60	60	
70	70	
80	80	
90	90	
100	100	

What would come next?

Continue the pattern to 100.

Problem solving:

Here are 27 straws.

What does the 2 in 27 show?

What does the 7 in 27 show?

Reasoning:

What mistake has Tiny made?

There are 43 straws.

What mistake has Tiny made?

6. Flexible partitioning

Read and write numbers to at least 100 in numerals and in words

Fluency:

Complete the table.

Base 10	Numerals	Words
10	10	ten
20	20	
30	30	
40	40	
50	50	
60	60	
70	70	
80	80	
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What would come next?

Continue the pattern to 100.

Problem solving:

Here are 27 straws.

What does the 2 in 27 show?

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7. Expanded form – numbers to 100

Recognise the place value of each digit in a 2-digit number (tens, ones)

Fluency:

Complete the table.

Base 10	Numerals	Words
10	10	ten
20	20	
30	30	
40	40	
50	50	
60	60	
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What would come next?

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8. 10s on the number line

Identify, represent and estimate numbers using different representations, including the number line

Fluency:

Complete the number line.

What numbers are the arrows pointing to?

Problem solving:

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5. Writing numbers to 100 in words

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Fluency:

Complete the table.

Base 10	Numerals	Words
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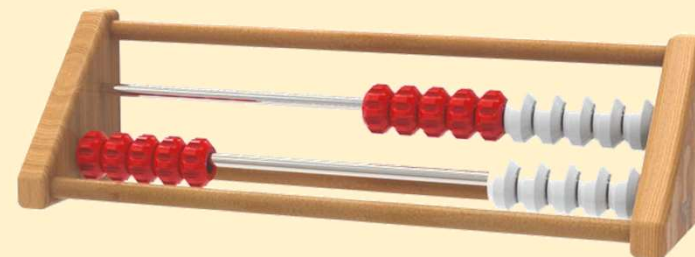
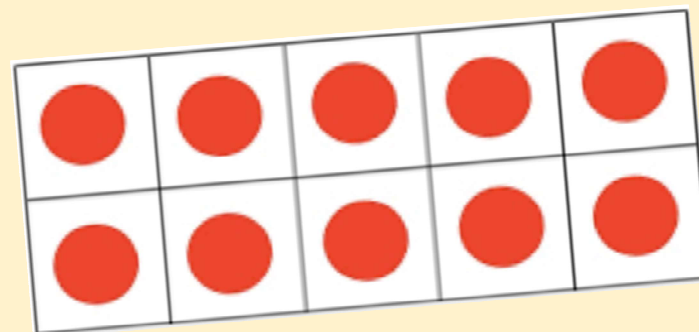
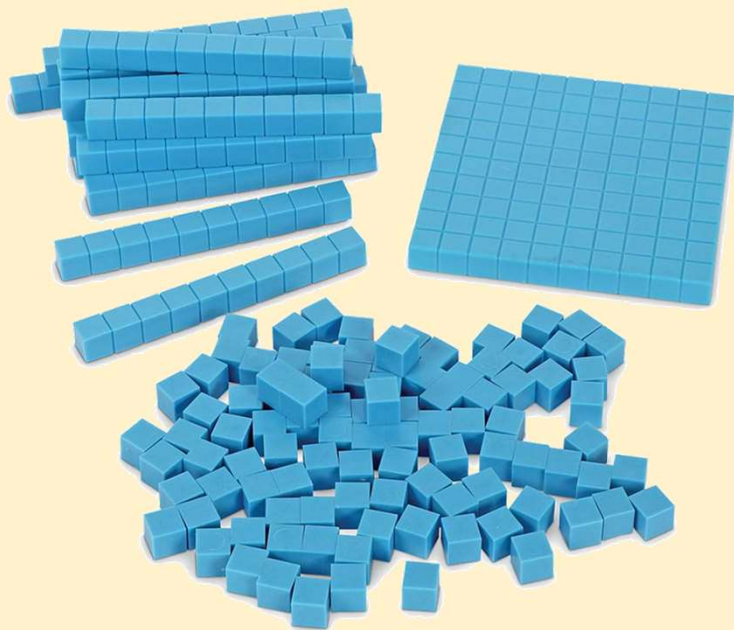
Reason about the location of any 2-digit number in the linear number system, including identifying the previous and next multiple of 10.



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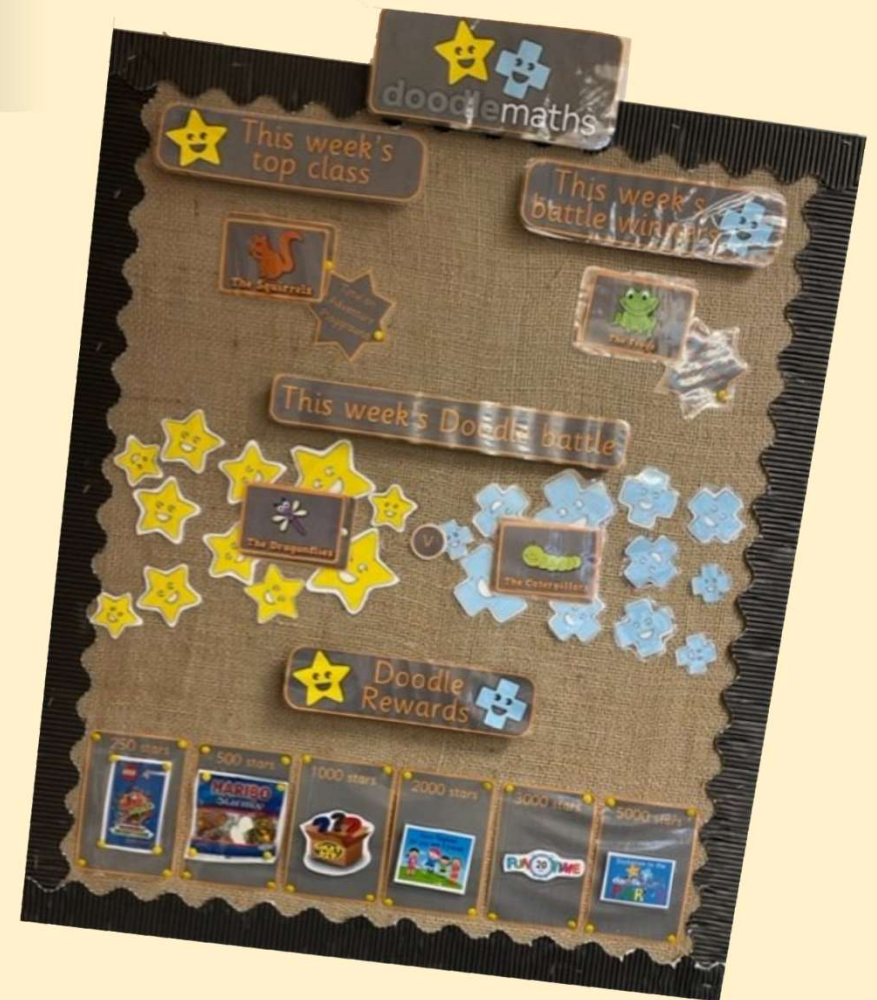
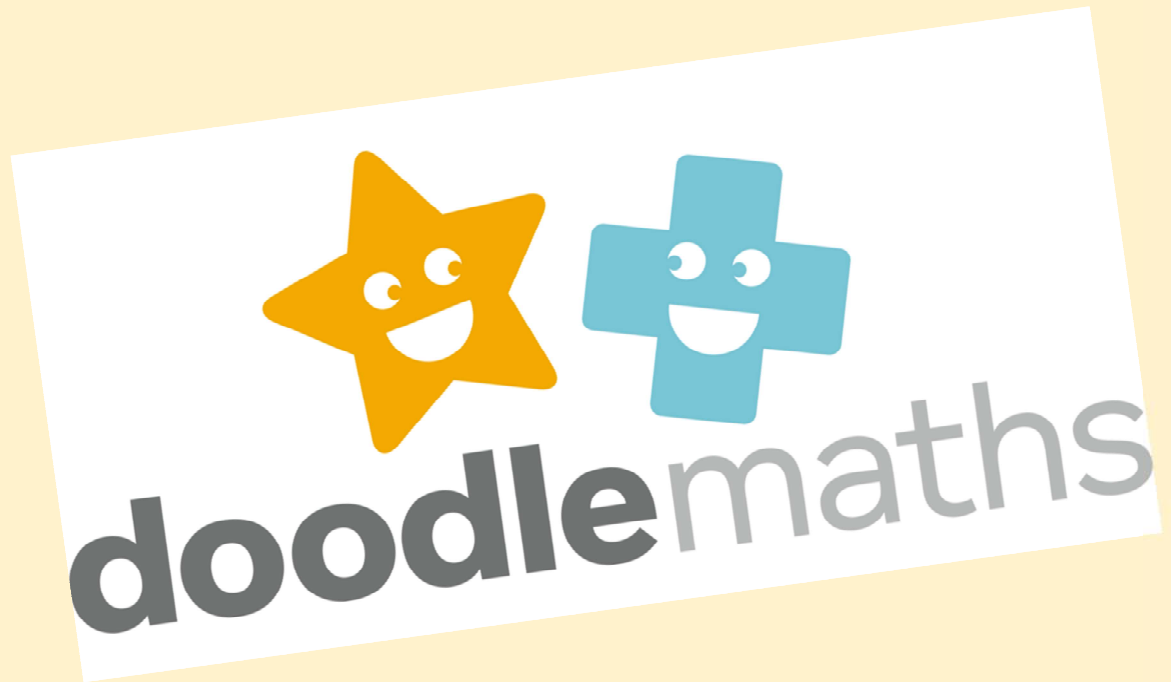
Maths



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Doodle Maths



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Assessment

- In year two, teachers assess children in a number of ways: live marking, questioning, formal and informal assessments, interventions, quizzes and quick tests etc.
- Children are awarded PKS/WTS/EXS/GDS for each term. This determines whether a child is on track for their age.
- SATS have now been abolished but children will sit a SATS-style paper via our school trust to support teacher assessment.
- Phonics screening (retakes)
- End of KS1 assessment – final data.



[illegible]

Year Two Maths Knowledge and Skills Organiser: Addition and Subtraction

Use this page to record your learning and understanding of the skills you will learn in Year 2. You can use this page to help you with your homework and to prepare for your tests.

Ready to Progress Our National Curriculum and Ready to Progress Our National Curriculum and Ready to Progress Our National Curriculum

1. Number bonds and fact families

Fluency

10 = 1 + 9
10 = 2 + 8
10 = 3 + 7
10 = 4 + 6
10 = 5 + 5
10 = 6 + 4
10 = 7 + 3
10 = 8 + 2
10 = 9 + 1

Problem solving

There are 9 children in the class. 3 children are boys. How many girls are there?

9 - 3 = 12

2. Comparing number sentences

Fluency

10 > 5 + 3
10 < 5 + 5
10 = 5 + 5

Problem solving

Problem solving: Can you find the missing number? 2 + ? = 7

10 > 5 + 3
10 < 5 + 5
10 = 5 + 5

3. Adding and subtracting tens

Fluency

10 + 10 = 20
20 - 10 = 10
10 + 10 = 20
20 - 10 = 10

Problem solving

Problem solving: Can you find the missing number? 20 - 10 = ?

4. Adding by making 10

Fluency

10 + 10 = 20
20 - 10 = 10
10 + 10 = 20
20 - 10 = 10

Problem solving

Problem solving: Can you find the missing number? 20 - 10 = ?

5. Adding 2-digit numbers and ones

Fluency

10 + 10 = 20
20 - 10 = 10
10 + 10 = 20
20 - 10 = 10

Problem solving

Problem solving: Can you find the missing number? 20 - 10 = ?

6. Subtracting by crossing tens

Fluency

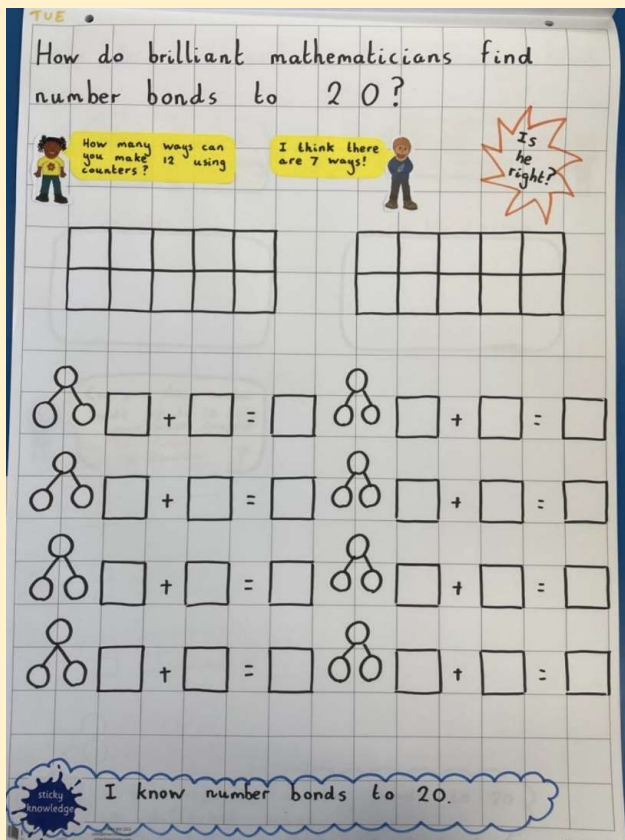
10 - 10 = 0
20 - 10 = 10
10 - 10 = 0
20 - 10 = 10

Problem solving

Problem solving: Can you find the missing number? 20 - 10 = ?

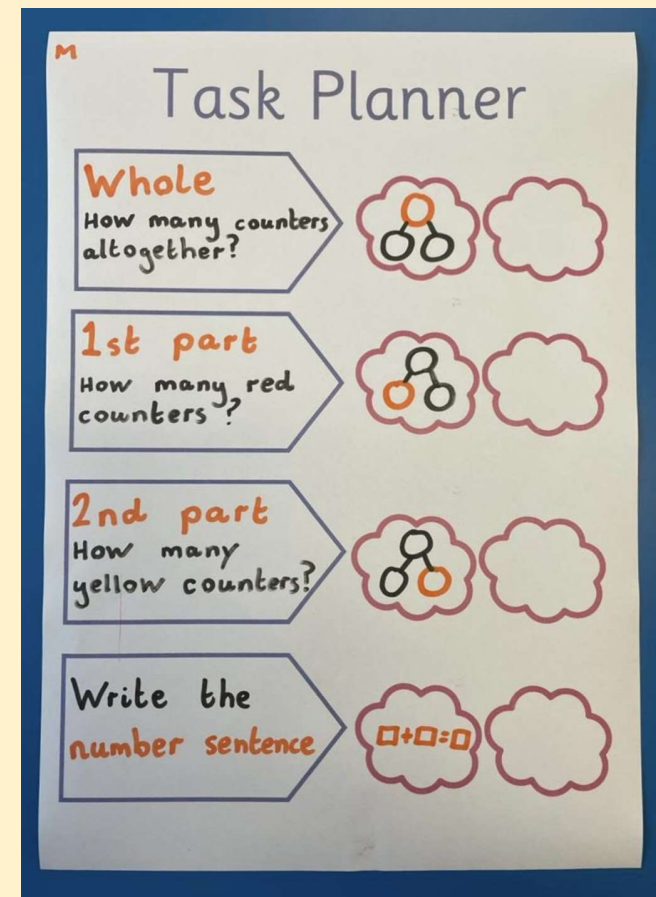
We have created knowledge organisers for each subject. The purpose is to clearly outline learning outcomes and highlight progression of learning throughout your child's school journey.

Approach to learning



We use visual flipcharts to support learning. Each flipchart has a question linked to the learning outcome and key vocabulary.

We also use visual task planners so the children are able to follow each step. Our aim is to reassure the children with their learning and promote independence.



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Home learning

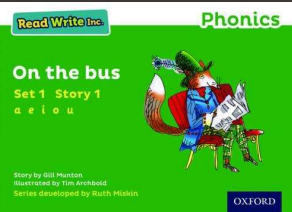
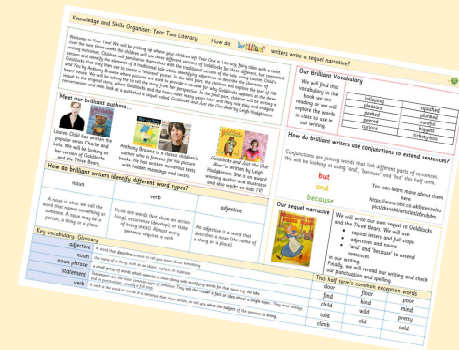
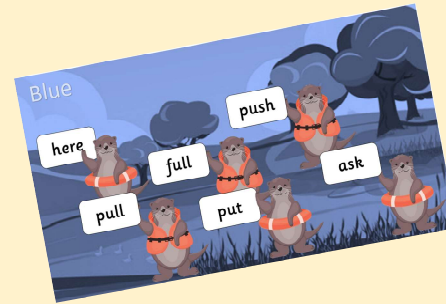
Reading — 3x a week +

Spelling — weekly check and CEW

Doodle Maths — Little and often!

Knowledge organisers — find them on the website

Monster Maths — targets coming home soon

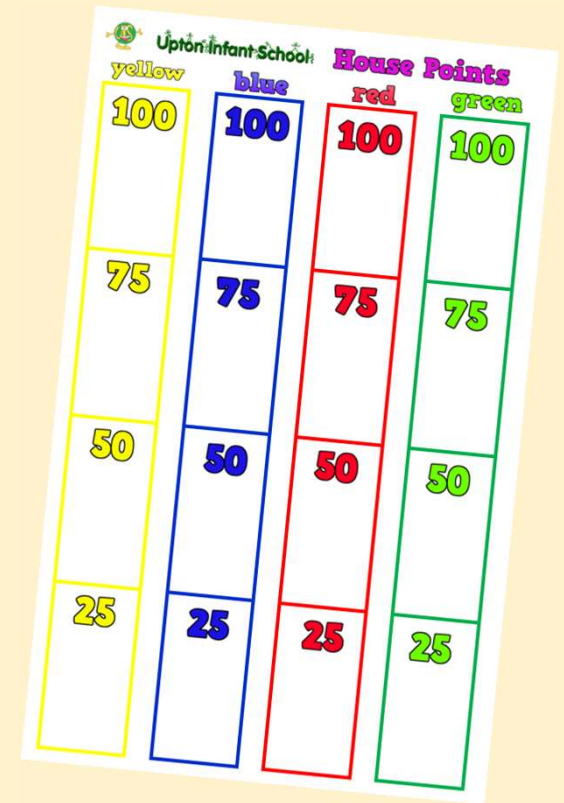


MONSTER MATHS

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House points

- Children will be in one of four houses
- They will earn house points for being
 - Ready
 - Kind
 - Responsible
- They also earn points for excellent work
- When a house earns 100 points, they earn a treat



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Information

There are a number of ways you can find out important information at our school.

- Website: www.uptoninf.dorset.sch.uk
- My Child at School (Bromcom)
- Facebook
- Email: office@uptoninf.dorset.sch.uk
- Speak to us! (but after school is best)



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Dates

Parents Consultations

23rd October & 24th October

12th February & 13th February

Christmas Concert

18th December @ 5pm

Sports Day

19th June

