

# Welcome to Year 2

## 2020-21



# Meet The Teachers...

\*2E: Miss Weheliye

\*2F: Mr Ali

\*2G: Miss Smith (Year Leader)

\*2H: Miss Tugwell

\*Miss Brackett-Thomas (Phase leader)

# Returning to School – Post Co-Vid

## BE ONLINE READY:



- \* We will continue to use a variety of online learning platforms such as ClassDojo, SPAG.com and MangaHigh.
- \* Your child will be given usernames and logins in their first week of Year 2.
- \* Parents are expected to login to ClassDojo daily, as this will be used as the main line of communication from teachers. If you require support to set this up please make an appointment with the class teacher.



# Returning to School – Post Co-Vid



Parents must monitor their children's health and watch out for any of the following symptoms:

- \* High temperature and chills
- \* Muscles aches and tiredness
- \* Loss of sense of smell or taste
- \* Headaches
- \* Diarrhoea
- \* Persistent dry cough

Even if you are unsure, you **MUST NOT** send your child to school if they exhibit any of the above symptoms.

Parents must wash their children's clothes as often as possible.

Parents must also try and model good hygiene and safety standards at home.



# School Uniform

**Labelled with child's name on everything.**

## **MUST HAVE:**

### **Winter Uniform:**

Grey trousers/skirt/pinafore

White shirt with collar and buttons

Burgundy sweatshirt with school logo

Sensible shoes (**not trainers**)

Grey/white/black socks – no leggings.

Plain tights – black, grey, white.

### **Summer Uniform:**

Grey shorts/skirt

White polo shirt

White/grey/black socks

Yellow and white checked dress

Sensible sandals – no open toes (black/brown/blue/white)

Hijabs – Either black, white or burgandy.

**NO jewellery/nail varnish**

# Having the right resources

Children will need to bring in their own labelled pencil cases. It is advised that the pencil cases are wipeable rather than made of cloth.

## They will need:

- \* Pencils
- \* Sharpener
- \* Rubber
- \* Colouring pencils
- \* Glue stick
- \* Ruler (30cm)



# Assessment

- \* When supporting your child in their learning, we will continue to use 'bands' to assess their learning. Ideally, by each point of the year, children should be working at the following age related expectations:
  - \* **Band 2 Beginning- Autumn**
  - \* **Band 2 Working within- Spring**
  - \* **Band 2 Secure- Summer**
- \* However, some children may still be working on the Band 1 curriculum, so we would therefore continue to plan and assess accordingly.
- \* Assessment at the end of KS1 is in the process of being reviewed therefore, we will inform you about the end of year assessments later on in the year.
- \* YEAR 2 TARGETS CAN BE FOUND ON THE SCHOOL WEBSITE.

# An example of a Band 2 target card

## Addition & Subtraction

*I can solve problems with addition and subtraction, including those involving numbers, quantities and measures by using objects or pictures.* ☐

*I can answer simple addition and subtraction questions in my head as well as by writing them down.* ☐

*I can use addition and subtraction facts to 20 quickly and work out similar facts to 100.* ☐

*I can add and subtract a two digit number and a one digit number mentally and when using objects, number lines and pictures.* ☐

*I can add and subtract a two digit number and tens mentally and when using objects, number lines and pictures.* ☐

*I can add and subtract 2 two digit numbers mentally and when using objects, number lines and pictures.* ☐

*I can add and subtract 3 one digit numbers mentally and when using objects, number lines and pictures.* ☐

*I can show that adding 2 numbers can be done in any order but subtraction cannot.* ☐

*I can show that subtraction is the opposite of addition and use this to check my work.* ☐

*I can remember doubles and halves up to 20.* ☐

*I can use estimation to check that my answers to a calculation make sense.* ☐

*I can solve missing number problems using addition and subtraction.* ☐

## Number & Place Value

*I can say how much numbers are worth in a bigger number with support.* ☐

*I can count forward and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any number.* ☐

*I can find the place value of each digit of a number with tens and units.* ☐

*I can find and show numbers using different equipment such as number lines and number squares.* ☐

*I can compare and order numbers from 0 to 100 using  $<$ ,  $>$  and  $=$ .* ☐

*I can read and write numbers to 100 in numbers.* ☐

*I can read and write numbers to 100 in words.* ☐

*I can use place value and number facts to answer questions.* ☐

*I can partition two-digit numbers into different combinations of tens and ones using apparatus.* ☐

*I can use reasoning within addition.* ☐

*I can recall the multiples of 10 below and above any 2 digit number.* ☐

## Multiplication & Division

*I can remember and use multiplication and division facts for the 2, 5 and 10 times tables and recognise odd and even numbers.* ☐

*I can answer multiplication and division problems within the tables using  $\times$ ,  $\div$  and  $=$ .* ☐

*I can show that multiplying 2 numbers can be done in any order but division cannot.* ☐

*I can answer questions involving multiplication and division mentally and with objects.* ☐

*I can answer questions involving multiplication and division using arrays and repeated addition.* ☐

## Fractions

*I can find, name and write fractions of a length, shape, set of objects or amount, including  $1/3$ ,  $1/4$ ,  $2/4$ , and  $3/4$ .* ☐

*I can write simple fractions facts such as  $1/2$  of 6 = 3 and  $2/4 = 1/2$ .* ☐





# Year 2 Writing Checklist

Use full stops correctly	
Use capital letters correctly	
Use ? and !	
Use or/and/ but	
Use when/if/that/because	
Correct tense	
Use phonics in my spelling	
Spell common exception words	
Handwriting is legible enough space	
Proof-read and edit work	
Use , and :	
Possessive apostrophe	
Apostrophes for contraction	
Use adverbs -ly	
Use suffixes -ment - ness - ful - less	
Use joining correctly in handwriting	

This is a checklist of what the children are expected to do in their writing. It would be helpful if you continued to use this to practise writing sentences, short stories, paragraphs etc. over the course of the year to support their learning.

*Visit [Letterjoin website](http://Letterjoin.com)*



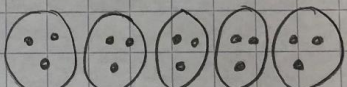
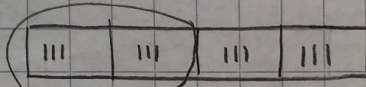
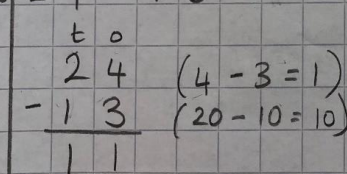
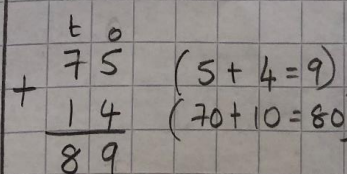
# An example of Year 2 Arithmetic

Year 2 Arithmetic Test 2		testbase
1	$21 + 4 =$	<input type="text"/> 1 mark
2	$6 + 3 + 3 =$	<input type="text"/> 1 mark
3	$60 + 20 =$	<input type="text"/> 1 mark
4	$13 - 7 =$	<input type="text"/> 1 mark
5	$2 + 9 =$	<input type="text"/> 1 mark
6	$4 \times 2 =$	<input type="text"/> 1 mark
7	$86 - 30 =$	<input type="text"/> 1 mark

Year 2 Arithmetic Test 2		testbase
8	$\frac{1}{2}$ of 6 =	<input type="text"/> 1 mark
9	$70 \div 10 =$	<input type="text"/> 1 mark
10	$65 + 29 =$	<input type="text"/> 1 mark
11	$26 - 15 =$	<input type="text"/> 1 mark
12	$8 + 7 + 5 =$	<input type="text"/> 1 mark
13	$7 \times 4 =$	<input type="text"/> 1 mark
14	$60 \div 5 =$	<input type="text"/> 1 mark
15	$\frac{1}{3}$ of 18 =	<input type="text"/> 1 mark

Arithmetic usually consists of mixed sums involving the 4 operations. The children are encouraged to use a mixture of mental calculation and drawings to help solve the problems. When practising, remember to start off slowly with a few sums and then gradually build up to trickier ones.

# An example of year 2 arithmetic and the methods we teach the children, to solve these problems...

<p>1. <math>4 + 3 = 7</math> (big number in your head Count on with your fingers)</p>	<p>7. <math>18 - 9 =</math> (18 in your head, 9 fingers Count backwards)</p>
<p>2. <math>3 + 6 + 9 =</math>  <math>9 + 9 = 18</math></p>	<p>8. <math>\frac{1}{2}</math> of <math>16 = 8</math>  8      8</p>
<p>3. <math>60 - 50 =</math> (mental) <math>6 - 5 = 1</math> So... <math>60 - 50 = 10</math></p>	<p>9. <math>5 \times 3 = 15</math>  3    3    3    3    3</p>
<p>4. <math>68 + 8 =</math> (big number in your head count on with fingers)</p>	<p>10. <math>\frac{2}{4}</math> of <math>12 = 6</math>  3    3    3    3</p>
<p>5. <math>24 - 13 =</math>  <math>24 - 13 = 11</math> (<math>4 - 3 = 1</math>) (<math>20 - 10 = 10</math>)</p>	<p>11. <math>90 \div 10 =</math> (mental count in 10's using your fingers)</p>
<p>6. <math>75 + 14 =</math>  <math>75 + 14 = 89</math> (<math>5 + 4 = 9</math>) (<math>70 + 10 = 80</math>)</p>	



# Reading Comprehension

Children are expected to answer questions on a variety of reading materials such as poems, diaries, stories etc. which you can support with when your child renews their book at school.

By the end of the year, they should be confident reading a lengthy piece of text on their own.

It is really important that you read with your children **everyday**, even if it is just for **15 minutes**. This will help to build stamina for reading, develop their understanding and improve their fluency.

The children will build a love for reading if they see you joining in too.



# Phonics

\*Please help your child to continue to learn and to practise the sounds that they have learnt in phonics.

\*They should know the sounds that letters in the alphabet make. They should also be able to say the letters in the alphabet.

\*Encourage your child to segment (sound out) and blend (put the sounds back together) the words that they read. Example- sh-i-p: ship.

\*There are some useful websites that you can use to support your child in their phonics knowledge.

\*You tube: Mr Thorne does Phonics (Phases 2- 5) he shows you how to pronounce sounds.

[Phonicsplay.co.uk](https://www.phonicsplay.co.uk). There are some games that you can play for free on this site.

These websites will be useful as your child will complete their Year 1 Phonics during their time in year 2, more information will follow.

- Children must also know their key words- First 100, next 200
- They should also use phonics to attempt to read and spell unfamiliar words.





# Pre-loading suggestions

- Keep a diary (check use of capital letters, full stops, phase 2-5 sounds, grammar etc).
- Encourage your child to read everyday – visit the library.
- Involve your child in real life applications of maths such as shopping, cooking and measuring.
- Help your child to practise their 2, 5 and 10 times tables every day as they will need these next year.
- Also help your child to consolidate their number bond knowledge and to use this knowledge to find corresponding subtraction facts e.g.  $2+8=10$ ,  $10-8=2$

# Any Queries...



- \* Please **talk to your class teacher first**.
- \* If you are still concerned, talk to the Phase Leader (**Miss Brackett-Thomas**) or make an appointment to talk to the class teacher and Phase Leader together.
- \* Whenever possible speak to the class teacher **at the end of the day** rather than in the morning or via Class Dojo.

We look forward to welcoming both you and the children back on **Monday 7<sup>th</sup> September 2020** to begin our time together in Year 2!!!

