



Welcome to
Year 2!

A large orange circle on the left side of the slide.

Year 2 Teachers

1O - 2C Miss Crowther

1W - 2W –Mrs Watson

1J - 2J – Mrs Jones

**PPA Teachers - Mrs Casson and
Miss Little**



Year 2 Teaching Assistants

There will be lots of
familiar faces in Year 2!
We are also welcoming a
new member of staff this
year.



Class 2C – Miss Crowther

Hello 10

It seems strange to be doing an online transition but I can't wait to meet you properly when the time is right. I have taught in KS1 for many years and I am looking forward to another fun filled year with you.

We will have a brilliant time together in year 2 I am sure: exploring new topics and hopefully experiencing some new trips too. I am sure you will live up to my high expectations and fulfil your full potential.

Have a wonderful summer break!

From Miss Crowther ☺



Class 2W – Mrs Watson

Hello 1W,

I am really happy that we are moving up to Year 2 together! It will be my first time in our new classroom in September too. I know that we will have lots of look forward to with all of the exciting things we will be learning. I know that you are really going to enjoy all of the Year 2 topics.

Have a lovely relaxing summer holiday and get lots of rest, ready for all of your hard work in September.

From Mrs Watson



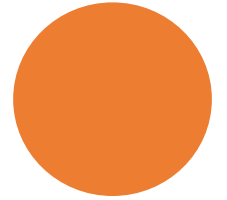
Class 2J – Mrs Jones

Hello 1J,

I am really excited about moving up with you to Year Two! We will be finding out about lots of interesting topics throughout the year. We will have a different classroom which will also be fun.

I am looking forward to all the new books we will read, the places we might visit and seeing all of your smiley faces again! Have a lovely summer!

From Mrs Jones



Mrs Casson – PPA teacher

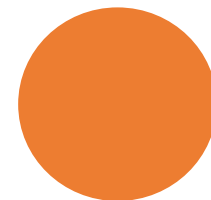
I worked with lots of you in Year 1 and I am really looking forward to working with you all again in Year 2.

I have taught Year 2 before, so know that you will have lots of lovely new topics to enjoy!

Enjoy the summer break, have fun with your families.

See you in September.

From Mrs Casson



Miss Little – PPA teacher

Hi Everyone!

How different doing an online transition!

I am very much looking forward to September and teaching in some of your classes. I have taught at Moorlands for 7 years now and have done some teaching in Year 2 so I am looking forward to all the exciting things that come with the year group!

When I am not at school I can often be found exploring the outdoors, going on walks and adventures with my family and our dog – Max, baking and watching sports.

I hope you all have a lovely summer with lots of fun and adventures!

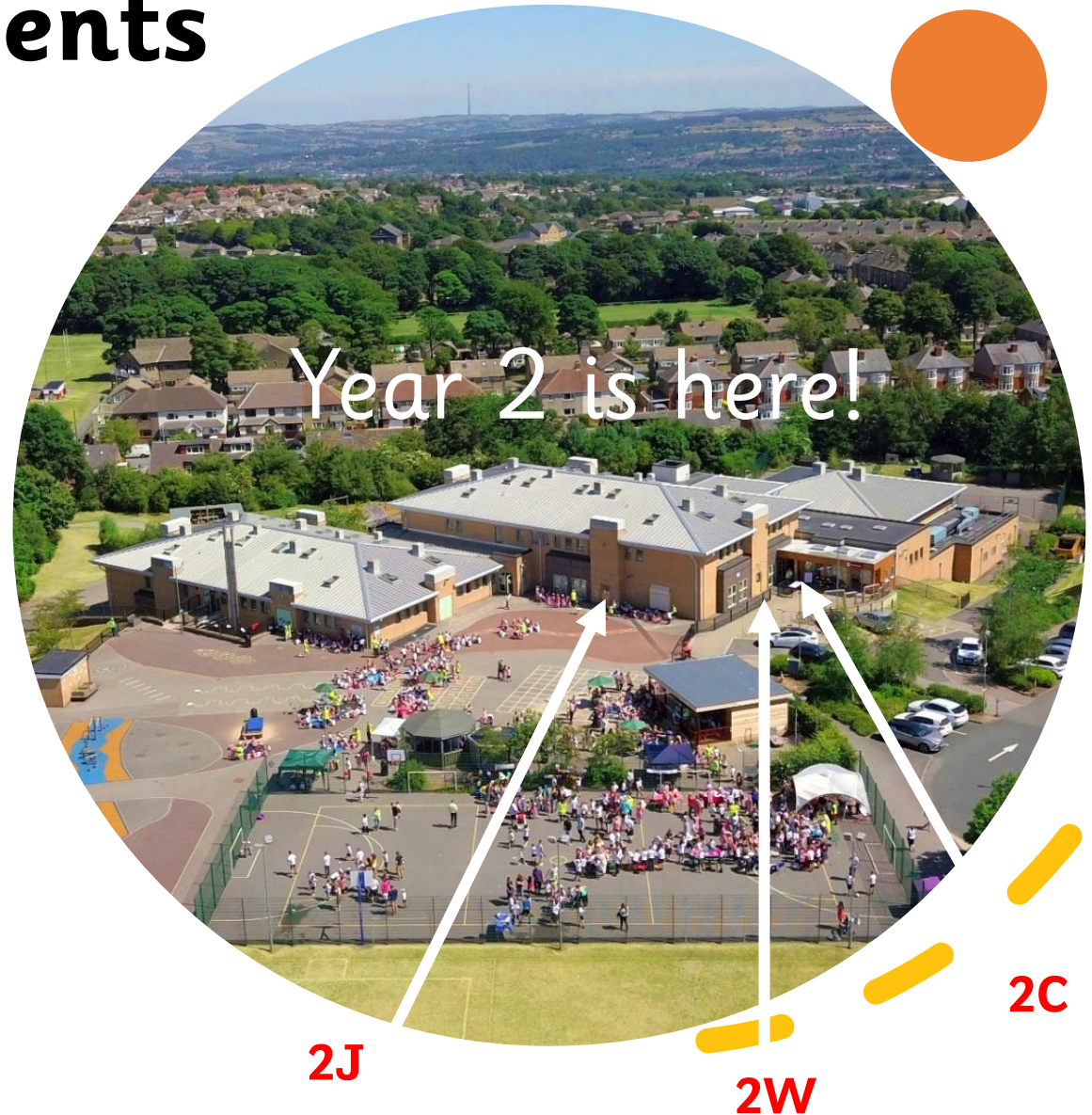
From Miss Little ☺



Morning arrangements

Mornings are just like in Year 1.
You will enter your new classroom
through the cloakroom and hang
up your coat on a peg.

You then sit in your place and
complete the Early Bird task on the
board.



Year 2 Topics

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Why did the Titanic sink?	Who started the Great Fire of London?	England or Australia?	What happens while the world is sleeping?	Who is your hero?	Why do we love to be beside the seaside?

Typical Timetable

- **English** will be taught daily and will also include handwriting and grammar lessons.
- **Phonics and spelling** will be taught daily with a weekly spelling test based on a particular spelling rule.
- **Guided reading** will be taught 3 times a week and will include activities based around a text to develop comprehension skills. We will also have a class reader at story time every day.
- **Maths** will be taught daily and will include a weekly times table test. In Year 2, you will learn the 2, 3, 5 and 10 times tables.
- **PE** is taught twice a week.

Year 2 weekly timetable

8.45 to 9.05		9.05 to 9.30	9.30-10.30	10.30 to 10.45	10.45 to 11.	11-12pm	12.00 to 1pm	1 to 2.15pm	2.15 to 2.30	2.30 to 3.20pm
Monday	Registration (Early Bird Work)	Phonics & spelling	Maths	Playtime	Guided Reading	English	Lunch	Topic	Playtime	Handwriting Storytime
Tuesday		KS1 Singing	P.E.		Phonics & spelling	Maths		English		Guided Reading Storytime
Wednesday		Phonics & spelling	Computing		Guided Reading	Maths		English		Wellbeing Storytime
Thursday		Guided Reading	English		Spelling Test	Maths		Topic		RE Storytime
Friday		Phase Assembly	Maths (Times tables test)		P.E.	Phonics & spelling		Topic		PSHE Storytime

Topic – these lessons include subjects such as Science, History, Geography, Art, Design and Technology and Music

Year 2 Year Group Expectations

Maths

Working towards the expected standard:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them
- add and subtract two-digit **numbers and ones, and two-digit numbers and tens**, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least **four** of the six number bonds for 10* and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in 2s, 5s and 10s from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe **some** of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Working at the expected standard:

- 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, 3, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $1/4$, $1/3$, $1/2$, $2/4$, $3/4$, of a number of 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:

- 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, 3, 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)

*Key number bonds to 10 are: $0+10$, $1+9$, $2+8$, $3+7$, $4+6$, $5+5$.

** The scale can be in the form of a number line, a practical situation or a graph axis)

Year 2 Year Group Expectations

Writing

Working <u>towards</u> the expected standard:	Working <u>at</u> the expected standard:	Working at <u>greater depth</u> :
<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none">○ write sentences that are sequenced to form a short narrative (real or fictional)○ demarcate some sentences with capital letters and full stops○ segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others○ spell some common exception words*○ form lower-case letters in the correct direction, starting and finishing in the right place○ form lower-case letters of the correct size relative to one another in some of their writing○ use spacing between words.	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none">○ 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.	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none">○ 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. <u>-ment</u>, <u>-ness</u>, <u>-ful</u>, <u>-less</u>, <u>-ly</u>)*○ use the diagonal and horizontal strokes needed to join some letters.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell. ^ This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).

Year 2 Year Group Expectations

Reading

Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
<ul style="list-style-type: none">• read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes• read accurately <u>some</u> words of two or more syllables that contain the same grapheme phoneme correspondences (GPCs)• read <u>many</u> common exception words• read aloud <u>many</u> words quickly and accurately without overt sounding and blending• sound out <u>many</u> unfamiliar words accurately.• In a familiar book <u>that is read to them</u>, the pupil can answer questions in discussion with the teacher and make simple inferences.	<ul style="list-style-type: none">• read accurately <u>most</u> words of two or more syllables• read <u>most</u> words containing common suffixes*• read <u>most</u> common exception words• read <u>most</u> words accurately without overt sounding and blending, and sufficiently fluently• sound out <u>most</u> unfamiliar words accurately, without undue hesitation.• 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.	<ul style="list-style-type: none">• The pupil can <u>independently</u>:• make inferences• make a plausible prediction about what might happen <u>on the basis of</u> what has been read so far• make links between the book they are reading and other books they have read.

Reading

In year 2 we will read every day during different activities;

- In a small group with an adult
- Individually with an adult
- Independent reading
- Written comprehension activities
- Reading follow up activities

Book Band Reference Sheet

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

Homework

At the beginning of every half term we will send home a homework grid with a variety of homework activities to be completed across the half term.

Please work through the activities in which ever order you choose.
Remember to still send your homework in weekly for your teacher to see.

Spellings

At the beginning of every half term we will send home a list of spellings that we will cover that half term. Please practise these along with Year 2 common exception words. Just like in Year 1, we will send your spelling book home each week. Please make sure spelling books are returned for the spelling test on Thursday.

Just as in Year 1, you will have 2
PE lessons per week.

You **MUST** bring your own PE kit to
wear. Please make sure that it is
clearly named.

Please can you provide tape for
earrings and a sweat band to cover
religious jewellery.

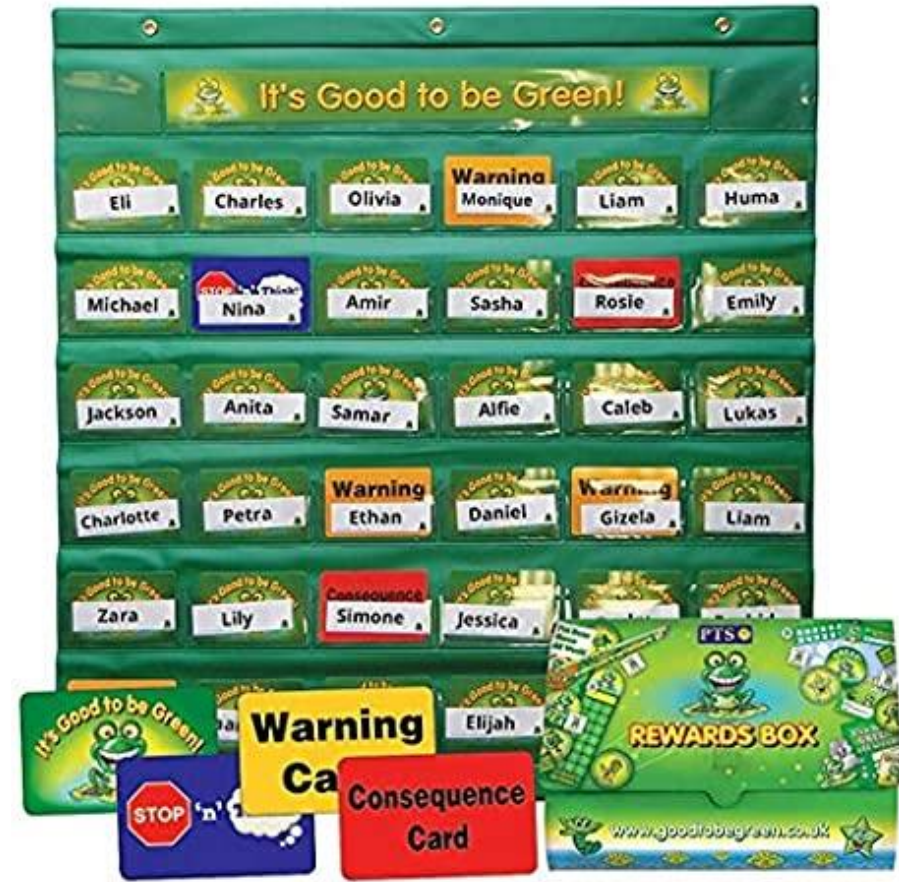


Behaviour system- Rewards

This is the same as in Year 1

At the end of each week if you have stayed green (no pegs) you will get a frog sticker so that your parents know you have behaved well.

There will also be whole-class rewards.
You will find out more about these during our first week back!



Behaviour system- Sanctions



1. Stage 1 is a verbal reminder about correct behaviour (no peg is given)
2. If a further reminder is needed about correct behaviour, a peg will be placed on the Good to be Green chart (at this point the frog will be removed and you will not get a sticker at the end of the week)
3. If there is a third reminder about behaviour, a second peg will be given and 5 minutes of playtime will be spent walking around with an adult.

Behaviour system- Sanctions

Yellow Zone



4. For the fourth time of being spoken to, a **yellow warning card** will be given and the behaviour will be recorded in the class behaviour file.

If this happens, a whole morning or afternoon playtime will be missed and spent walking around with an adult outside.



Behaviour system- Sanctions

Red Zone



A red card will be given for more serious behaviour:

- Lack of respect towards adults
- Racist/verbal abuse
- Swearing
- Violence

If a child receives a red card, their parents and Mrs Denney will be notified. In Key Stage 1 (Year 1 and Year 2), if a child receives a red card at playtime, they miss 5 consecutive playtimes. If a child received a red card at lunchtime, they will miss 2 consecutive lunchtimes.

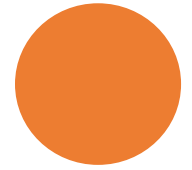


Merit Cards

Merits and merit cards will continue. You will be in the same team as you were in Year 1.

The team with the most merits each week will get a leaf on the tree in the hall. It will also be announced on the newsletter.

The team with the most leaves on the tree at the end of the half term will be able to come to school in non-uniform on the last day of school.



Moorlands Primary School

High Expectations, High Achievements, Challenge and Enjoyment for All



Merit Card

My House Team is

A white star icon with a black outline, positioned to the left of a rectangular text box with a 3D effect.

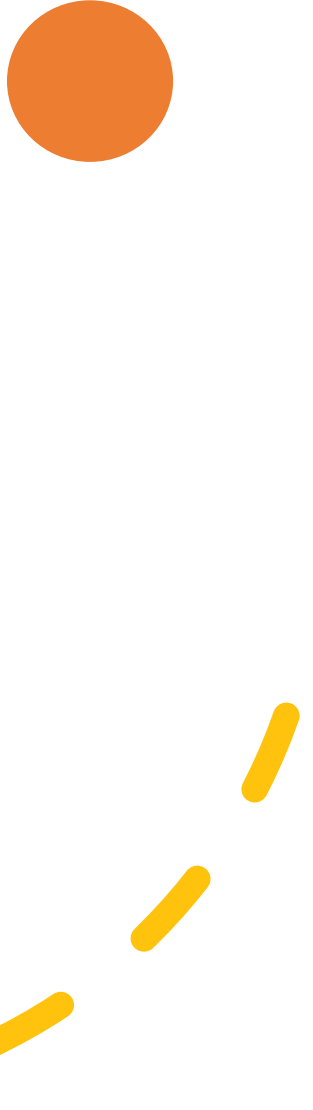
Name: _____



Class Role Model

A class role model will be chosen once a month. If you are chosen, your name will be written on an orange petal and stuck outside Mrs Denney's office.

Mrs Denney will then randomly choose leaves from the tree and those children will have a special Role Model Afternoon Tea with Mrs Denney and Mrs Freeman.



What kind of things could you do to show that you are a role model?



British Values

The British Values tree is outside of Mrs Denney's office. Your class teacher might nominate you for a British Value and stick it onto the branch they received their award for. Mrs Woodhouse will randomly select leaves from the tree and these children will receive a certificate in our termly Celebrations Assembly.

If you hear the fire alarm what should you do?



Fire Evacuation

- Calmly push your chair under and line up at the classroom door.
- If you are not in your classroom, listen to instructions and find the nearest exit.
- Don't talk; you might miss an important instruction!
- Your teacher must be at the front with the fire book.
- Year 2 line up in register order in the **top muga**.

Why might there be an invacuation?

If you hear the three signals what should you do?

Invacuation



- Calmly head towards the nearest entrance.
- Go inside and travel quickly and sensibly back to your classroom.
- Sit down in your place.
- Your teacher will ensure you are all present and radio the office.
- Your teacher will also close windows, pull the blinds down and shut the door for your safety.

Flying high...

Our aims for this year



goals
display



@jo mizon

Your tasks to complete!

* if your child is already in school, they will be completing this task before the summer holidays*

We would like to create a class display in your new Year 2 classroom ready for September. Can you create a hot air balloon with your goals for Year 2? These could be goals linked with your learning at school or they could be more personal goals linked with something you do outside of school. Have a look at the next slide for some examples.

Flying high...

Our aims for this year



goals
display

@jo mizon

Examples

My aim is to join my handwriting.

My aim is to ride my bike.

My aim is to learn my 3 times tables.

My aim is to make new friends.

My aim is to always try my best.

My aim is to always use my manners.

Flying high...

Our aims for this year



goals
display

@jo mizon

Instructions

1. Think of 3 aims for Year 2. These need to be a writing target, a maths target and a personal goal.
2. Cut out 3 balloons and write 1 aim on each balloon.
3. Fold the balloons in half and decorate how you wish!
4. If you can, assemble your hot air balloon by following the step by step images below.

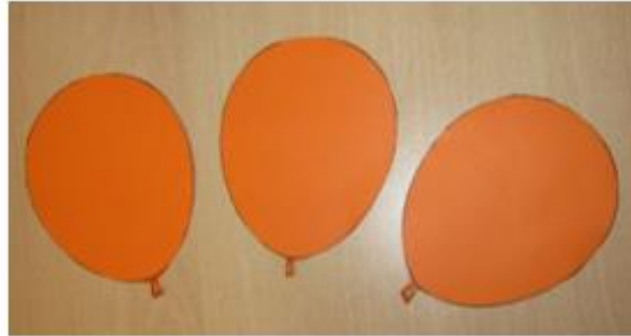
Flying high...



goals
display



@jo mizon



After you have written 1 aim on each balloon, cut out and decorate your balloons.



Fold all 3 balloons in half.



Put glue on the outer right-hand side of the first folded balloon.

Flying high...

Our aims for this year



goals
display



@jo mizon



Stick the first balloon to the outer left-hand side of the second balloon.



When the first 2 balloons are stuck together, put glue on the outer right-hand side.



Stick the 2 joined balloons to the outer left-hand side of the third balloon.



Your completed balloon should look like this!

Please bring your completed balloons to school with you in September. We can add your aims to our class display!



How can you ensure that you are ready for Year 2?

- Keep practising **counting in 2s, 3s, 5s and 10s** to 100 and use TT Rockstars to develop your fluency with times tables ready for Year 2.
 - Make sure you are working hard to read and write words from the Year 1 spellings, including the **phase 2 – 5 sounds and tricky words**. Keep practising reading nonsense words too!
 - **Enjoy reading** some books with your family.
 - When writing, ensure that you are using **finger spaces, capital letters and full stops**.
- Try to get your **handwriting** really neat over the summer holidays!



From The Year 2 Team!

If you have any questions at all about year 2, please email your child's Year 2 teacher on their class email address:

Miss Crowther (10 – 2C)
2C@moorlandsprimary.org.uk

Mrs Watson (1W – 2W)
2W@moorlandsprimary.org.uk

Mrs Jones (1J – 2J)
2J@moorlandsprimary.org.uk