



WELCOME TO YEAR 2

With
Mrs Jones and Mrs Ellis.

Year 2

◦ Routines:

Monday- PE Outdoor- Children to come to school in PE kit

Tuesday- PE Indoor/ Library (books stay in school)

Thursday- Homework due in.

Friday- homework is given out. Spellings and maths.
Reading is **every night** (where possible).

Curriculum

Australian Adventure

Super Shropshire



Great and
Ghastly events

Trips:
Walk to Ironbridge
Beach
Possibly:
Chester zoo



Science:
Materials
Living things and
animals
Animals including
humans
Plants

Maths- key learning objectives

- Compare and order numbers up to 100. Read and write all numbers to 100 in digits and words.
- Say 10 more/less than any number to 100.
- Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forwards and backwards.
- Recall and use multiplication and division facts for 2, 5 and 10 tables.
- Recall and use addition and subtraction facts to 20. Derive and use related facts to 100.
- Recognise place value of any 2-digit number.
- Add and subtract: 2-digit numbers and ones, 2-digit numbers and tens, two 2-digit numbers and three 1-digit numbers.
- Recognise and use the inverse.
- Calculate and write multiplication and division calculations using multiplication tables. Recognise and use the inverse. Recognise, find, name and write: $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$.
- Recognise equivalence of simple fractions.
- Tell time to five minutes, including quarter past/to.
- Recognise and use the symbols for pounds (£) and pence (p). Find different combinations of coins that equal the same amounts of money.
- Identify and describe the properties of 2-D and 3-D shapes, including the number of sides, lines of symmetry, number of edges, vertices and faces.
- Draw pictograms, tally charts, block graphs and simple tables.

Reading-key learning objectives

- Reads ahead to help with fluency and expression. Comments on plot, setting and characters in familiar and unfamiliar stories.
- Recounts main themes and events. Comments on structure of the text.
- Use commas, question marks and exclamation marks to vary expression.
- Read aloud with expression and intonation. Recognises speech marks and contractions. Identify past/present tense.
- Use content and index to locate information.

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For school

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For home

[Read with Oxford](#)[Progress with Oxford](#)

Writing-key learning objectives

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description and specification.
- Write using subordination (when, if, that, because).
- Correct and consistent use of present tense and past tense. Correct use of verb tenses.
- Correct and consistent use of capital letters, full stops, question marks and exclamation marks.
- Commas in a list. Apostrophe (omission).
- Introduction of speech marks.
- Write under headings (as introduction to paragraphs). Evidence of diagonal and horizontal strokes to join.



Year 1 and 2

Common Exception Words Mat



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Aa

after
again
any
are
ask

Bb

bath
be
beautiful
because
behind
both
break
busy
by

Cc

come
child
children
climb
cold
class
could
clothes
Christmas

Dd

do
door

Ee

eye
every
everybody
even

Ff

friend
full
floor
find
fast
father

Gg

go
gold
great
grass

Hh

his
has
he
here
house
hold
hour
half

Ii

I
is
improve

Ll

love
last

Mm

me
my
mind
most
many
move
money
Mr
Mrs

Nn

no

Oo

one
once
of
our
only
old

Pp

put
push
pull
poor
pretty
past
pass
plant
path
prove
people
parents

Ss

says
she
some
school
steak
sure
sugar
should

Tt

the
to
today
they
there
told

Ww

we
was
were
where
wild
would
who
whole
water

Yy

you
your

ar or ur ow oi ear air ure er

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Working towards the expected standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing
e.g. *-ment, -ness, -ful, -less, -ly**
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

Working at greater depth within the expected standard

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words*
- spelling most words with contracted forms*
- adding suffixes to spell most words correctly in their writing,
e.g. *-ment, -ness, -ful, -less, -ly**
- using the diagonal and horizontal strokes needed to join letters in most of their writing.

Science

- All Living Things and their habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

- Plants

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

- Animals, including Humans

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

- Uses of Everyday Materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Restorative approach

Behaviour policy.

I feel really upset when I hear you saying unkind things to Harry. What I'd like is for us all to be mindful of the words we use and speak respectfully to one another.

Use Restorative Conversations.

- Specific restorative language and questions to allow children and young people to understand the impact of their behaviours.

