



October 2018

Dear Parents,

### **TO PARENTS OF Year 2 – Information 2018-2019**

I hope that you have all had a relaxing and enjoyable summer and are looking forward to an exciting school year ahead.

The following information is to inform you about the general routines, curriculum areas and expectations for children in Year 2. Year 2 is a real stepping stone in the development of children; it is an important year as we build upon and extend the experiences that children have had in Year 1. We learn through exciting topics so that children remain motivated, enthused and eager learners. They will learn to become independent learners as the year advances, in a nurturing and warm environment.

#### **Green bags:**

Please check that your child brings their green bag to school every day. These should contain reading folders and homework. Please make sure that these are emptied regularly. We encourage the children to independently empty their own bags.

#### **Contacting the teacher:**

Please allow your child to come to the line in the playground and to the class by themselves. We are usually unable to speak with parents during the school day, as we are sure you can appreciate, this is a very busy time. However, we will be more than happy to meet with parents at an arranged time. You can arrange to meet with a teacher by writing a letter to us or contacting the school office. Please note that we do not always respond the same day, so if it is very important, requiring an immediate answer, then please communicate through the office.

We would ask you not to come to the class at any point when the school day has begun. Any messages must be taken to the office.

Please make sure to let the teachers know of any changes that may affect your child, such as a sick relative, a parent going away, a family celebration or anything else that we should be aware of. Please also make sure we know of any appointments well in advance.

We have a warm and supportive network of teachers and teaching assistants in Year Two:

#### **Secular**

Morah Avra (Year 2 Class Teacher)

Morah Natasha (Year 2 Learning Support Assistant)

#### **Kodesh**

Morah Elisheva (Year 2 Class Teacher)

Morah Bilha (Hebrew Teacher)

Our email addresses are avra.stock@nrps.co.uk and elisheva.basalian@nrps.co.uk. If something is urgent, the school phone number is 02082025646 and we will return the call as soon as possible.

### **Snacks:**

We encourage the children to eat healthy snacks during the day. These consist of fruit, vegetables and crackers. Please do not send in any cakes, flavoured biscuits or sugary cereal. Please send a labelled bottle of water and ensure all lunch bags are labelled. Please remember that the school is a **nut free zone**, so check ingredients as many foods do contain nuts. Please also note that the school is 'Chalav Israel'. Crisps and pretzels may only be sent into school for Rosh Chodesh. We do not encourage children to swap or share their snacks with each other, so please talk to your child about this.

### **Stationery:**

The school provides all necessary stationery and therefore your child need not bring in any from home.

### **Uniform:**

Full school uniform is expected at all times whilst on the school premises. Uniform should be clearly labelled; this includes the P.E kit. The children are not allowed to wear nail varnish, large bows or headbands or jewellery, apart from a watch and stud earrings. Children should come to school correctly dressed: nails short, girls' hair tied back and boys with short hair. Correct uniform and attire helps a child get into the right frame of mind for school.

### **PE Kits:**

Plimsolls, yellow polo-shirt, shorts/skirts and tracksuit bottoms for the winter months. P.E takes place on a Wednesday. Year 2 have their P.E. lesson during the school day and therefore will change into and out of their P.E clothes in school. They can therefore leave their P.E clothes on their peg if you wish.

### **Birthdays:**

You will receive a reminder near to your child's birthday, where you will be asked to bring in a plain cake (e.g. Achva) for a class party. Candles, paper plates and a plastic knife may also be brought in. Siblings and parents are welcome to attend the party. Class birthdays are usually celebrated at 3.45 p.m. Books, money or other gifts for the class in honour of your child's birthday are greatly appreciated.

### **Homework:**

Homework will be given out every Wednesday and needs to be handed in by the following Monday. If homework is handed in late, it may not be able to be marked that week. Spellings are given out on Tuesday for a test on Monday. The homework given out will be related to class work covered that week and so it is imperative that your child has the opportunity to consolidate their learning at home. The homework given out will always have been discussed in class so everyone will know what is required. Please make sure that your child tries hard to complete their work. You can write on the actual homework sheets if there is anything you need us to know, for example, if they found it too hard or too easy, or how much help they needed. The front page of homework must be signed so we know you have checked through the work. The allocated homework time in Year 2 is 20 minutes daily.



## English:

	Autumn term	Spring term	Summer term
Poetry	Pattern, Rhythm and Rhyme	Poetry Unit Closer Look	Silly Stuff
Narrative	Fiction Unit What Would You Do?	Twist in the Tale	Muddles and Mishaps
Non-fiction	All About Orang-utans	Does Chocolate Grow on Trees?	What's the most unusual place...?

Areas of study throughout the academic year will include the following:

### Word reading and comprehension

Throughout the year, the children will learn to:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
- Discussing the sequence of events in books and how items of information are related.
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- Being introduced to non-fiction books that are structured in different ways.
- Recognising simple recurring literary language in stories and poetry.
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- Discussing their favourite words and phrases.
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Understand both the books they can already read accurately and fluently and those they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Checking that the text makes sense to them as they read and correcting inaccurate reading.
- Making inferences on the basis of what is being said and done.
- Answering and asking questions.
- Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

### **Handwriting and writing composition**

Throughout the year, the children will learn to:

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write 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.

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional).
- Writing about real events.
- Writing poetry.
- Writing for different purposes.

Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary.
- Encapsulating what they want to say, sentence by sentence.

Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).
- Read aloud what they have written with appropriate intonation to make the meaning clear.

## **Spoken Language**

Throughout the year, the children will learn to:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

## **Vocabulary, grammar and punctuation**

Throughout the year, the children will learn to:

- Identify and use nouns
- Identify and use adjectives
- Use the conjunctions or, and, but
- Use capital letters and full stops to demarcate sentences.
- Form nouns using suffixes such as –ness, -er and by compounding (for example, whiteboard, superman).
- Form adjectives using suffixes such as -ful, -less
- Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Use question marks and exclamation marks to demarcate sentences.
- Use the connectives when, if, that, because.
- Make the correct choice and consistent use of present tense and past tense throughout writing.
- Use the suffixes –er, -est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.
- Use commas to separate items in a list.
- Expand noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon).
- Use apostrophes to mark where letters are missing in spelling
- Use the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting).
- Use apostrophes to mark singular possession in nouns (for example, the girl's name).



## **Spelling**

We follow a spelling scheme based on the new National Curriculum; the spelling patterns are those listed to be learnt in Year 2. At times, some words in the lists may seem quite simple, but it is to be remembered that the children are working on a particular pattern or rule. Children are encouraged to find patterns and rules in the given words and then apply this knowledge to their work.

Your child will be given words to learn every week. He/she will need help, two or three times during the week, to learn these spellings. The pupils will be tested on Mondays.

## **Reading**

Our aim is to build upon their knowledge, understanding and enjoyment of reading. They will develop their phonetic skills, word recognition skills, grammatical knowledge and contextual understanding, reading from a wide range of books including stories, poetry, plays and their own writing. They will be given opportunities to discuss characters, events and language in books, retell stories, explain the content and hear stories. They will also be taught to use reference materials for different purposes and how information may be organised, e.g. contents, headings and captions. By the end of the year the majority of the children should be able to read simple narratives, poems and non-fiction texts independently, and be aware of the different purposes of these types of material and of the textual features that distinguish them. They should be able to show understanding of, and engagement in, their reading by making critical comments while in conversation with an adult or with other children. The children will have an opportunity to read various stories by significant contemporary authors. They will be starting to form opinions about their favourite authors and types of fiction and are encouraged to read broadly.

## **Reading Aloud**

It is important for your child to read aloud to an adult daily. Some of the reading objectives for reading aloud include noting the punctuation. Children should also learn when to pause and read with more expression. Breaking down sentences and learning about the present and past tenses of verbs, and use of more complex adjectives will help your child with his or her writing.

Children who have finished on the school's reading scheme will now move onto 'chapter books' which will be suitable for your child's age and reading ability. Please continue to record in your child's reading record every time they read at home.

## **MATHEMATICS**

Year Two mathematics focuses on the consolidation and the extension of previously learned skills and concepts, with the gradual introduction of new concepts of numeracy. As parents, you can help your child's mathematical ability by testing him or her on their times tables. In addition, when out shopping with your child, you can ask them to read the price of items to you, calculate the cost of two items, or the change that you expect to receive. This will help engage your child in their learning as well as highlight its relevance outside the classroom.

We will cover the following concepts over the year:

### **Number and Place Value:**

Children will be taught to:

- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems
- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward



## **Number – Addition and Subtraction:**

Children will be taught to:

- solve problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
  - estimate the answer to a calculation
  - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
  - record addition & subtraction in columns to support place value
  - add and subtract numbers with up to 3 digits using formal column methods
  - solve problems including missing number problems using number facts, place value and more complex addition/subtraction

## **Number – Multiplication and Division**

Children will be taught to:

- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- written methods to calculate multiplication and division using times tables for 2-digit x 1-digit numbers

## **Number – Fractions**

Children will be taught to:

- recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a length, shape, set of objects or quantity
- write simple fractions for example,  $\frac{1}{2}$  of  $6 = 3$  and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$



## Measures

Children will be taught to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm);
- compare and order lengths and record the results using  $>$ ,  $<$  and  $=$
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day
- choose and use appropriate standard units to estimate and measure mass & capacity to the nearest appropriate unit, using scales & measuring vessels
- compare and order mass and volume/capacity, and record the results using  $>$ ,  $<$  and  $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$
- compare and sequence intervals of time
- compare durations of events
- tell and write the time to nearest minute, and draw the hands on a clock face to show these times for analogue, including using 12-hour and 24-hour clocks
- Use vocabulary such as o'clock, am/pm, morning, afternoon, evening, night, noon & midnight know the number of seconds in a minute, minutes in an hour and the number of hours in a day, days in a month, year and leap year

## Properties of Shapes

Children will be taught to:

- identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line
- compare and sort common 2D and 3D shapes and everyday objects
- identify and describe the properties of 3D shapes, including the number of edges, vertices and faces
- identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]



## **Position and Direction**

Children will be taught to:

- order and arrange patterns of mathematical objects in patterns and sequences
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half, three-quarter turns (clockwise and anti-clockwise).

## **Statistics**

Children will be taught to:

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- ask and answer questions about totalling and comparing categorical data

## **SCIENCE**

Year Two Science focuses on extending scientific enquiry, in conjunction with learning the appropriate skills for investigation and exploration. The following topics will be covered:

- Exploring Everyday Materials
- Super Scientists
- Growing Plants
- Growth and Survival
- Habitats

## **HISTORY**

Children will be taught to sequence events and objects in order and to develop a sense of chronology, using common words and phrases relating to the passing of time. We also aim to deepen their range and depth of historical knowledge, as well as their understanding about aspects of the past. We will use stories from different periods and cultures, including stories and eyewitness accounts of historical events, and to recognise why people did things, why events happened and what happened as a result.

Topics for this year:

- The Great Fire of London
- Florence Nightingale
- L.S Lowry

## **GEOGRAPHY**

In Geography we aim to give the children an awareness of the world which exists beyond their locality. This year we will focus on reading a map as well as identifying countries and their capitals. Our theme for the year is 'We are Britain'

Topics for the year will be

- British Values
- Rainforests
- Weather in the wider world



## **ART/DESIGN AND TECHNOLOGY**

Pupils will develop new confidence and skills when applying a wide range of visual art techniques, have an increased knowledge of significant artists and will be encouraged to think independently and creatively. We will be incorporating this into cross curriculum learning in our topics.

Artists we will be learning about are Andy Warhol and Joseph Turner

## **PSCHE (Personal, Social, Citizenship and Health Education)**

In PSCHE, our aim is for our pupils to develop confidence and make the most of their abilities, preparing to play an active role as citizens. Pupils learn about themselves as developing individuals and members of their communities. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They are encouraged to take responsibility for themselves and for their environment and to consider the views, rights and needs of others, young and old.

Some of the topics covered this year will include:

- Belonging (consequences, right and wrong)
- I Am (What am I good at? I am unique...)
- Rules and Views (expectations, making rules)

## **MUSIC**

Weekly music lessons take place with Morah Daliah

## **OUTINGS**

We will be participating in a variety of opportunities to link our learning to real life experiences. The following outings will be taking place.

Autumn Term – Local Library Visit

Spring Term – Florence Nightingale Museum

Summer Term – Tate Britain

Thank you very much for your time this evening. I hope that it has been informative. I look forward to spending the rest of the year with your children and continuing working as a team with you all.