Welcome to Year 2

Five Ways
Primary School

FIVE WAYS SCHOOL

the Monster
ZOO

DO NOT ENTER

AMY SPARKES   SARA OGILVIE
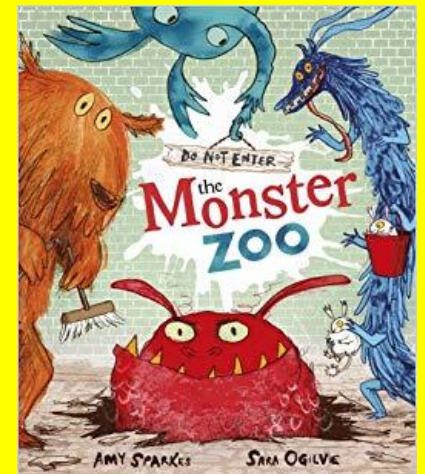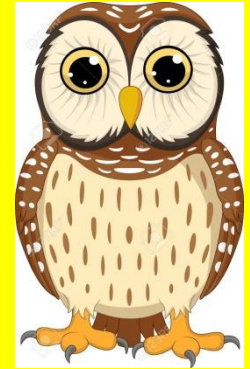
Year 2 teaching team

Miss Wright   Mrs Horton   Mrs Robinson

Mrs Rhodes

Organisation
Mixed attaining classes

Welcome to our Year 2 classrooms

Welcome to Year 2

our
cloakrooms

our playgrounds

The Year 2 day

9:00   register
           lesson 1

10:00 snack and playtime

10:20 lesson 2

11:15   assembly

11:30   lesson 3

12:00   lunchtime

1:00   lesson 4

2:00   playtime

2:10   lesson 5

3:30   home time

Year 2 Timetable

	Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5
Monday	English Miss Wright	Snack & playtime	Maths Miss Wright	Assembly	Reading Miss Wright	Lunch	Music Mr McFarlane	Playtime	PE (KS2) Miss Cattell
Tuesday	Maths Miss Wright	Snack & playtime	English Miss Wright	Assembly	Phonics Miss Wright	Lunch	Science Miss Wright	Playtime	Computing/ D.T Mrs Rhodes Mrs Rock
Wednesday	Maths Miss Wright	Snack & playtime	English Miss Wright	Assembly	Phonics Miss Wright	Lunch	RE Miss Wright	Playtime	Reading Miss Wright
Thursday	PE (KS1) Miss Wright	Snack & playtime	Maths Miss Wright	Assembly	Phonics Miss Wright	Lunch	English Miss Wright	Playtime	Reading Miss Wright
Friday	Maths Miss Wright	Snack & playtime	Topic Miss Wright	Assembly	Phonics Miss Wright	Lunch	Art Miss Wright	Playtime	Mental Maths Miss Wright

Assemblies:
PSHE, HRE
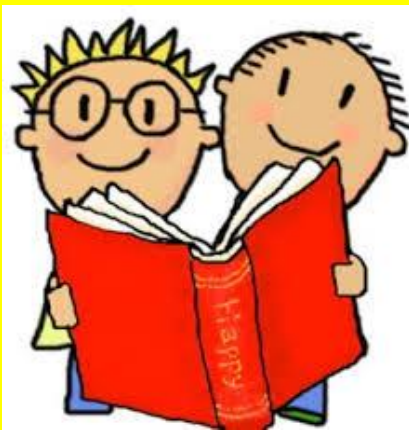
English

The English curriculum consists of…
spoken language
reading (word reading, comprehension)
writing (punctuation, grammar, spelling, handwriting)

Year 1 and 2 Common Exception Words

Year 1			Year 2			
the	they	one	door	gold	plant	clothes
a	be	once	floor	hold	path	busy
do	he	ask	poor	told	bath	people
to	me	friend	because	every	hour	water
today	she	school	find	great	move	again
of	we	put	kind	break	prove	half
said	no	push	mind	steak	improve	money
says	go	pull	behind	pretty	sure	Mr
are	so	full	child	beautiful	sugar	Mrs
were	by	house	children	after	eye	parents
was	my	our	wild	fast	could	Christmas
is	here		climb	last	should	everybody
his	there		most	past	would	even
has	where		only	father	who	
I	love		both	class	whole	
you	come		old	grass	any	
your	some		cold	pass	many	

Writing

No Nonsense **Grammar**

No Nonsense **Spelling**
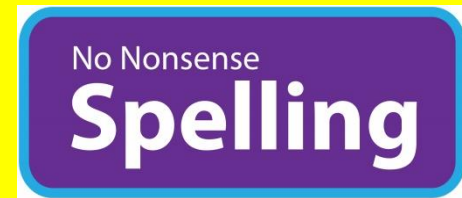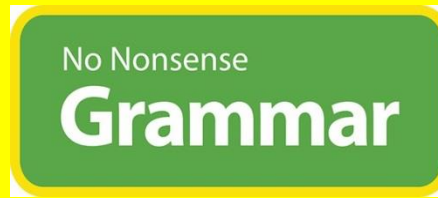
- Grammar

✓use of a range of conjunctions, e.g. and, but, or, when, if, that, because

✓use of noun phrases to make writing more descriptive or specific

✓grammatically correct construction of statements, commands, questions, exclamations

✓correct use of present and past tense

✓recognise nouns, adjectives, verbs and adverbs

- Punctuation

✓capital letters, full stops, question marks

- Spelling

✓high expectations – e.g. many common exception words

- Handwriting

✓finger spaces

✓clear ascenders and descenders

- Check, correct and evaluate writing
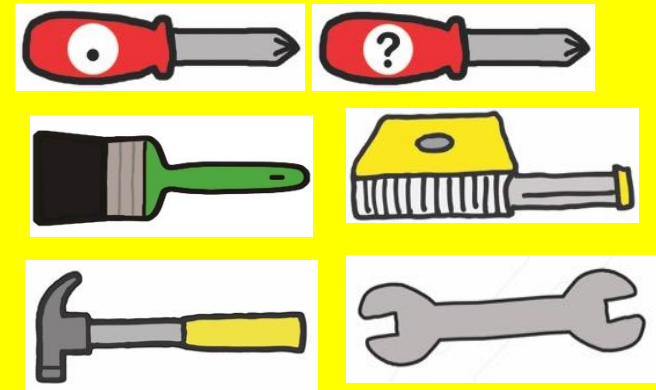
Our school font

children

children

Maths
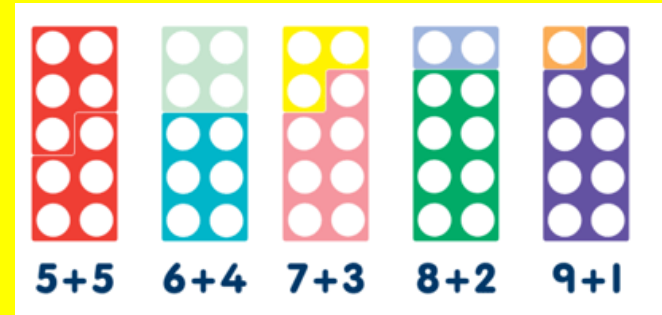
The Mathematics curriculum consists of…

- Number
  – place value, addition, subtraction, multiplication, division, fractions

$$44 + 23 = 67$$

$$25 - 7 = 18$$

$$12 \div 4 = 3$$

$3 \times 2 =$

3 lots of $2 =$
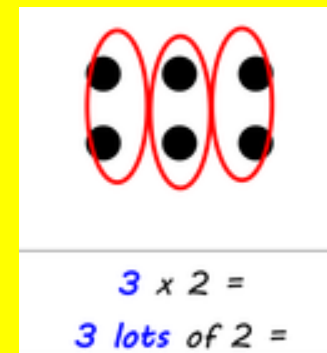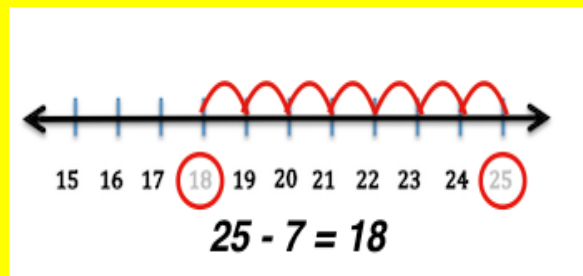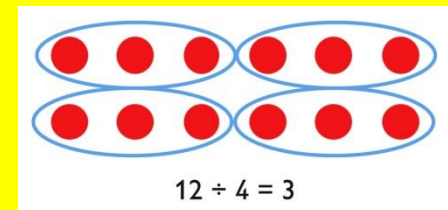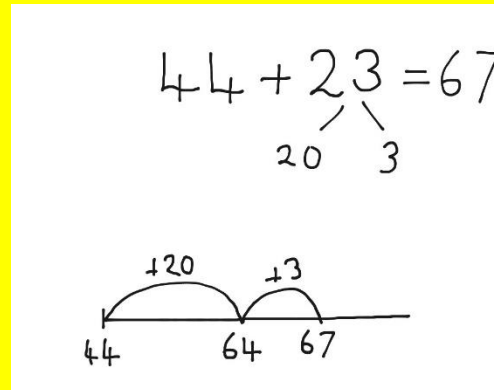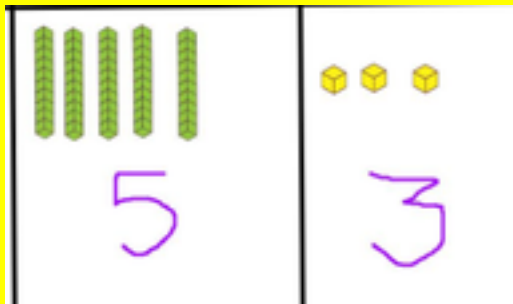
- **Measure** –time, money, length, mass, capacity, temperature

5 o'clock | half past 1

Quarter past 1 | Quarter to 7
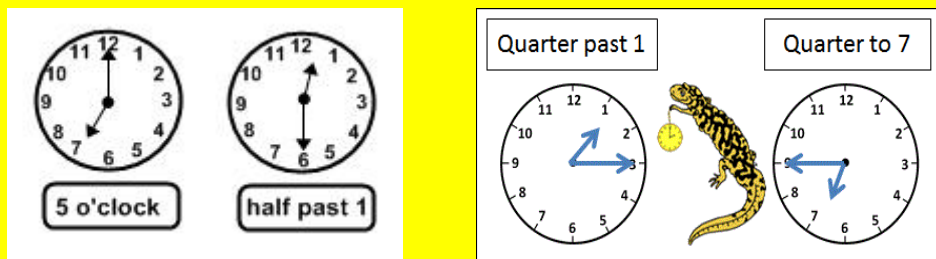
- **Geometry** –2D and 3D shape, position, direction, movement

Shapes

triangle | square | circle
hexagon | pentagon | rectangle
oval | heptagon | octagon

Sphere | Cylinder | Pyramid
Cube | Triangular Prism | Cone

RIGHT
LEFT

Anti-Clockwise | Clockwise
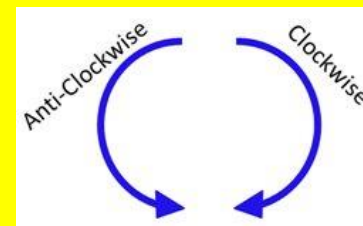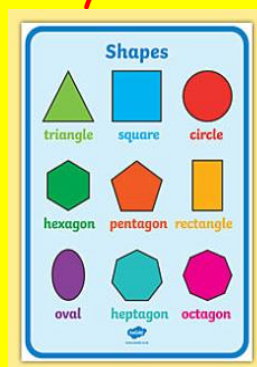
- **Statistics** – pictograms, tally charts, bar charts, tables

Monday
Tuesday
Wednesday
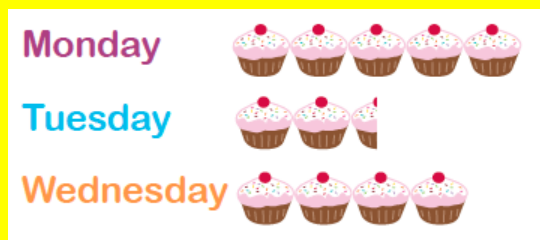
Favorite Pets		
Pet	Tally Marks	Number
🐱	卌 卌	10
🐶	‖‖‖	4
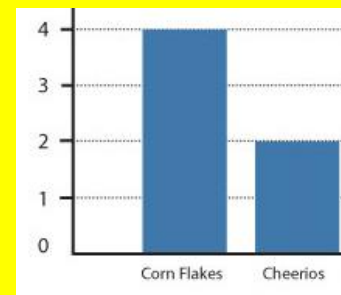
Reasoning and problem-solving are important.
Some online homework – 'MyMaths' and 'Times Tables Rockstars'
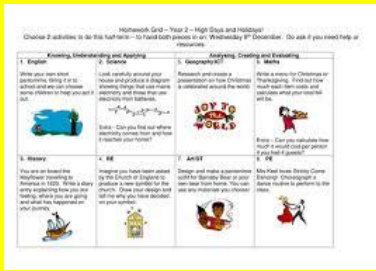
Curriculum overview   Ho

Equipment   Visitors

Medical   Be

P.E.

- 2 lessons per week
- Health and Safety

Assessment

- Attainment

– working towards, secure, exceeding

- reading, writing, mathematics, science

- optional SATs - May 2024

English – reading, SPAG

Maths – arithmetic, problem-solving and reasoning

- Teacher Assessment

ongoing throughout the year, March to June

READING STANDARDS

Working towards the expected standard – 'Working towards' or 'W'

The pupil can:
- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words*

In a book closely matched to the GPCs as above, the pupil can:
- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately

In a familiar book that is read to them, the pupil can:
- answer questions in discussion with the teacher and make simple inferences.

Working at the expected standard – 'Secure' or 'S'

The pupil can:
- read accurately most words of two or more syllables
- read most words containing common
- read most common exception word

In age-appropriate books, the pupil can:
- read most words accurately and flu
  sufficiently fluently to allow them to
  individual words
- sound out most unfamiliar words ac

In a book that they can already read fluen
- check it makes sense to them, corr
- answer questions and make some
- explain what has happened so far i

**Oxford Reading Tree 'Gold', 'White' and
expected level of difficulty for Year 2.**
*answer a range of questions including ret
questions.*

Working at greater depth within the exp

The pupil can, in a book they are reading i
- make inferences
- make a plausible prediction about
  so far
- make links between the book they a

WRITING STANDARDS

Working towards the expected standard – 'Working towards' or 'W'

The pupil can, after discussion with the teacher:
- 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 representing 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.

Working at the expected standard – 'Secure' or 'S'

The pupil can, after discussion with the teacher:
- 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
- using co...
  because
- segment...
  correctly
- spell ma
- form cap
  and to lo
- use spa

Working at gr

The pupil can,
- write eff
  the voca
- make si
- use the
  in lists a
  possess
- spell mo
- add suff
- use the

MATHEMATICS STANDARDS

Working towards the expected standard – 'Working towards' or 'W'

The pupil can:
- 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 twos, fives and tens 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 – 'Secure' or 'S'

The pupil can:
- 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 their 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, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify ¼, 1/3, ½, 2/4, ¾, of a number or 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 within the expected standard – 'Exceeding' or 'E'

The pupil can:
- 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, 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 + ?; 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 have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

Thank you.