



LANGHAM VILLAGE SCHOOL

Thank you for your support

Year 2
Parent Information
Leaflet

2023-2024



We welcome your child to Year 2. This leaflet is designed to help you get to know what your child will be experiencing during their time in Year 2.

As parents and other family members you play a vital role in supporting your child's learning and progress at school. Children will achieve more if Home and School work together. This means that at Home, School is seen as an important place and that learning is talked about, actively promoted and prepared for. We believe that it is important that we make our expectations explicit so that they are clear for everyone: children, parents and staff.

Staffing

Year 1 & 2 Amber class teachers are:

Mrs Watchorn Monday to Thursday

Mrs Kossowicz Friday

Teaching Assistant— Mrs Morahan and Mrs Marsden

Computing at home and school

In this ever changing technical climate it is essential that our children are skilled at the use of various technologies. We teach them when and how to use these appropriately to support their learning in all subjects.

Children in Year 1 and 2 need to understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. They begin to create and debug simple programs, using logical reasoning to predict the behaviour of simple programs.

Internet safety

Children need to use technology safely and respectfully, keeping personal information private. We will be teaching these skills, the Think You Know website is very good:

www.thinkuknow.co.uk

There are suggestions of good educational sites on our website. Please ensure you know which sites your child is accessing when on the internet at home.

Science at home and school

Our Science is taught through topics and within half termly discrete lessons. During years 1 and 2, they will be taught to use practical scientific methods, processes and skills through:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment and performing simple tests
- identifying and classifying; using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.
- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees
- identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties
- observe changes across the 4 seasons and describe weather associated with the seasons and how day length varies

Year B Overview 2023—2024

Term 1– Autumn

On the Farm—We will be learning about the countryside and exploring a working farm We will find out about arable, livestock and dairy farms and the difference between them. We will learn about the features of a farm and use a map to navigate around a farm, as well as thinking about the differences between life in the country and life in a busy town.

Night time—We will be learning about Guy Fawkes and Bonfire Night. We will learn why Bonfire Night is celebrated, why lots of the people living in England didn't like King James I and who Guy Fawkes was.

Term 2– Spring

Our Homes—We will learn all about maps and the geography of our surrounding area. We will find out why we use maps and how to read them, as well as having the opportunity to draw our own maps and plan perspectives.

Great Fire of London—We will be learning about 1666 and the era of the Stuarts as we find about the Great Fire of London and the effect it had on the people of the time. We will find out when, where, how and why the Great Fire happened, and explore how we know about it through the diary of Samuel Pepys and other sources.

Term 3– Summer

Out in the Garden—We will find out more about the town, country and continent we live in We will find out where the United Kingdom is located on a world map and explore the features of the countries and capital cities of the UK, before finding out more about our local area.

Sun, Sea and Sand—We will explore seaside holidays and investigate what we like about seaside holidays today before taking a look back to Victorian seaside holidays, why they became popular and how they have changed since. We will compare seaside holidays now to seaside holidays in the past and develop a chronological understanding of changes

Reading at home and school

At school your child will read individually with volunteers and members of staff this will support your child to increase their reading stamina and discuss text in a relaxed manner. We will let you know when they have done this each week through their reading records.

As a class, we read texts and discuss them in pairs and together focusing on decoding words and comprehension.



D: Decoding words



E: Explaining new vocabulary



R: Retrieving information (specific facts to hunt out– names, dates, etc.)



I: Interpreting information (why has that happened? What might happen...?)



C: Choice (thinking about the choices made by the author/director/artist)

We use 'DERIC' to support our discussions about the texts.

At home your child will benefit from regular reading and re-reading of their text. Though decoding is an essential skill in reading, as you can see it makes up only part of their reading skill set. Please note any observations you make while sharing the books. Support them by looking at their books together and chatting about them in a relaxed, calm environment away from distractions where possible and remember we are never too old to be read to!

Year 2 Mathematics Expectations

Children need to do what is written below competently to meet the end of Year 2 Standard.

- Compare and order numbers up to 100 and use $<$ $>$ $=$.
- Read and write all numbers to 100 in digits & words.
- Say 10 more/less than any number to 100.
- Count in steps of 2, 3 & 5 from zero and in 10s from any number (forwards and backwards).
- Recall and use multiplication & division facts for 2, 5 & 10 tables.
- Recall and use $+/-$ facts to 20. Derive and use related facts to 100.
- Recognise place value of any 2-digit number.
- Add & subtract: 2-digit numbers, ones 2-digit numbers and tens, Two 2-digit numbers and Three 1-digit numbers
- Recognise and use inverse ($+/-$).
- Calculate and write multiplication & division calculations using multiplication tables.
- Recognise, find, name and write $\frac{1}{3}$; $\frac{1}{4}$; $\frac{2}{4}$; $\frac{3}{4}$.
- Write and recognise equivalence of simple fractions.
- Tell time to five minutes, including quarter past/to.
- Know number of minutes in an hour/number of hours in a day.
- Find combinations of coins that equal the same amounts.
- Use pounds and pence symbols and combine amounts to make a particular value.
- Use standard units to estimate and measure length, mass, temperature and capacity and be able to compare and order these.
- Compare, Identify and describe the properties of 2-D and 3-D shapes.
- Order and arrange a combination of mathematical objects in patterns and sequences.
- Use mathematical language to describe position, direction and movement.

Maths at home and school—Number Facts

In Year 2, the children must be fluent in these numbers facts.

Autumn Term

$$4 + 9 = 13$$

$$4 + 8 = 12$$

$$4 + 7 = 11$$

$$3 + 8 = 11$$

$$3 + 9 = 12$$

10 times table

Say multiples 1 – 5

$$1 \times 10 = 10 \quad 2 \times 10 = 20$$

$$3 \times 10 = 30 \quad 4 \times 10 = 40$$

$$5 \times 10 = 50$$

Say multiples 6 – 10

$$6 \times 10 = 60$$

$$7 \times 10 = 70$$

$$8 \times 10 = 80$$

$$9 \times 10 = 90$$

$$10 \times 10 = 100$$

Say tables in order

Say the tables when they are jumbled

Spring Term

$$6 + 7 = 13$$

$$5 + 6 = 11$$

$$5 + 4 = 9$$

$$8 + 7 = 15$$

$$8 + 9 = 17$$

5 times table

Say multiples 1—5

$$1 \times 5 = 5 \quad 2 \times 5 = 10$$

$$3 \times 5 = 15 \quad 4 \times 5 = 20$$

$$5 \times 5 = 25$$

Say multiples 6—10

$$6 \times 5 = 30$$

$$7 \times 5 = 35$$

$$8 \times 5 = 40$$

$$9 \times 5 = 45$$

$$10 \times 5 = 50$$

Say tables in order

Say tables when they are jumbled

Summer Term

$$6 + 8 = 14$$

$$5 + 8 = 13$$

$$5 + 7 = 12$$

$$5 + 9 = 14$$

$$6 + 9 = 15$$

$$6 + 9 = 15$$

2 times table

Say multiples 1 – 5

$$1 \times 2 = 2 \quad 2 \times 2 = 4$$

$$3 \times 2 = 6 \quad 4 \times 2 = 8$$

$$5 \times 2 = 10$$

Say multiples 6 – 10

$$6 \times 2 = 12$$

$$7 \times 2 = 14$$

$$8 \times 2 = 16$$

$$9 \times 2 = 18$$

$$10 \times 2 = 20$$

Say tables in order

Say the tables when they are jumbled

Recall the fact families

Reading Expectations by the end of Year 2

Children need to competently meet these to achieve the end of Year 2

Standard:

- Read for pleasure and is motivated to find an understanding in fiction, non-fiction and poetry texts.
- Secure in applying phonic knowledge to decode words.
- Read fluently (80-90 words per minute).
- Read words accurately that contain two or more syllables (with known phonic knowledge).
- Recognise simple recurring literary language in stories and poems.
- Make inferences on what has been said and done from the texts being read.
- Comment on plot, setting & characters in familiar & unfamiliar stories.
- Make predictions.
- Identify main themes and the sequence of events.
- Comment on structure of the text.
- Use commas, question marks and exclamation marks to show expression and intonation when reading aloud.
- Recognise commas in lists and apostrophes of omission and possession (singular noun)
- Identify past/present tense and explain why the writer has used a particular tense.
- Use content and index to locate information.

Writing at home and school

Punctuation and grammar

We will be continuing our Phonics programme for those children who need it and develop the children's punctuation and grammar skills through focused weekly sessions and guided activities.



Towards the end of the Summer term the children will be assessed to ensure they can read and write competently to meet the Year 2 standards. These assessments are carried out through teacher tasks and prepared tests.

Spelling

Our weekly spellings support using phoneme knowledge (sounding out) and the 'tricky' words they will regularly come across. We ensure they are progressing through these each week.

Handwriting

Handwriting practise will continue every week at school. We will be learning to join our letters.

Details of our handwriting style and teaching can be found here:

<http://www.langhamvillageschool.com/wp-content/uploads/2022/03/Handwriting-Policy.pdf>

Year 2 Writing Expectations

Children need to do these competently to meet the end of Year 2 Standards:

- Write, proof-read and edit a narrative about their own and others' experiences (real or fictional).
- Use different forms of sentences: statement, question, exclamation, command.
- Use expanded noun phrases to describe and specify.
- Choose the correct grapheme when spelling words with the same sound, e.g. rain, play, plate
- Use subordination (*when, if, that, because*) and co-ordination (*or, and, but*).
- Use present and past tense correctly and consistently.
- Demarcate sentences with capital letters and full stops, and some with question and exclamation marks.
- Apply phonics to spellings and add suffixes to some words, e.g. *-ment, -ness, -ful, -less -ly*.
- Use commas in a list.
- Use apostrophe to mark contraction (can't, aren't, shouldn't) and possession (Ahmed's).
- Using diagonal and horizontal strokes needed to join letters.
- Write capital letters and digits of the correct size, direction and in relationship to lower-case letters.
- Use appropriate spacing between words and letters.