



**Welcome to Year 2!**



# The Year 2 Team

Elm

- Miss Westwood
- LSA: Mrs Botha

Willow

- Miss Holt
- LSAs: Mrs Goodenough and Mrs Armitage

Pine

- Mrs Myers and Miss Pace
- LSAs: Mrs Mortimer, Mrs Roberts

# Transition from Year 1 to Year 2

- Extending periods of independent work after a whole class input, encouraging stamina, concentration and independence
- 'Golden Time' – part of Friday afternoon – whole class reward
- Year 2 roles – Playground Pals

# A Day in the Life of Year 2...

- Morning challenge
- Mastering number
- Phonics/spelling
- Lesson 1
- Play time/snack
- Reading
- Lesson 2
- Lunch
- Lessons 3 and 4
- Assembly/'Stop and Sing'
- Story time
- Home time

**Active  
learning!**

# Enquiry Questions

- Autumn 1: Can a penguin live in Africa?
- Autumn 2: Would you like to live by the sea?
- Spring 1: What puts London on the map?
- Spring 2: Why did London burn?
- Summer 1: What changes when things grow?
- Summer 2: How can we travel in the air?
  
- Half termly topic webs



# Enrichment Activities

- Outdoor learning
- ‘Hooks’ when teaching topics
- Forest School
- Local walks
- Themed days - dressing up
- Virtual school trip to London
- Educational visits
- Workshops
- Visitors
- Sports events
- Active learning



# Curriculum and Assessment

- In Year Two, children are assessed against the Teacher Assessment Framework in reading, writing and maths. This is an ongoing assessment compiled from a range of evidence (day to day assessment)
- In all other subjects, the children are assessed against the National Curriculum
- End of year attainment – in reading, writing and maths children will be assessed as either working towards the expected standard, working at the expected standard or working at greater depth within the expected standard
- If a child is working below the Key Stage One curriculum, they will be listed as ‘Pre-Key Stage’
- From 2024, SATs tests will be non-statutory
- Phonics Screening Check retakes – June 2025

# Year 2 Curriculum – Reading

- Curriculum split up into:
- **Word reading** – decoding the text, applying phonics (including the alternative sounds), building up fluency and confidence, reading words with suffixes, reading a range of ‘harder to read’ words
- **Comprehension** – discussing a wide range of genres, discussing word meanings, making inferences, making predictions, retelling, checking the text makes sense, discussing the structure of non-fiction texts
- Comprehension and word reading equally important
- Children required to re-read texts to comprehend
- Variety of genres – fiction, non-fiction, poetry and play scripts
- End of year expectations – handout
- Reading for pleasure is just as important as reading books at their level





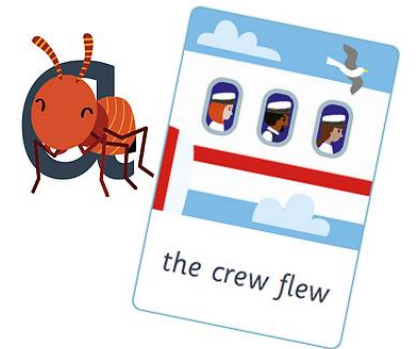
# Reading

- Regular reading at home which is little and often (5 times a week for 10/15 minutes) has biggest impact on progression
- When still working within phonic phases, reading books should be fully decodable and match the sounds they have been taught in school
- When fluent and completed Phase 5 phonics, books will be colour banded
- Children should read a book three times (decoding, fluency, comprehension)
- Decodable reading books – changed weekly – please return!
- Colour banded reading books – children can select these daily or as and when they have read them
- Children welcome to take ‘sharing books’ daily
- eBooks - Oxford Owl
- Reading records – please write in them so we know your child is reading!



# Phonics

- Essential Letters and Sounds (ELS)
- Fast pace, thorough, consistent
- Mnemonics and rhymes for each sound
- 25 minute phonics sessions
- Taught whole class
- Assessed half termly
- ‘Keep up’ interventions for those who need it
- Decodable books which match the programme



# Year 2 Curriculum - Writing

- Curriculum split into 4 areas:
- **Spelling** - learning new spelling patterns, spelling words more accurately, spelling harder to read and spell words, using prefixes and suffixes, spelling contracted words (I'll, I'm),
- **Handwriting** - forming letters of the correct size relative to one another, using appropriate spacing, joining clusters of letters
- **Composition** – writing for different purposes, planning or saying out loud what they are going to write, proof reading and editing work, re-reading their writing to check it makes sense, developing stamina for writing
- **Vocabulary, grammar and punctuation** – capital letters, finger spaces, full stops, question marks, exclamation marks, commas in a list, expanded noun phrases, correct past/present tense, conjunctions
- End of year expectations - handout

# 'The Write Stuff'

'The Write Stuff' is a scheme we are now using to teach children to become excellent writers.

Each unit is based on a high quality book. Children journey through the book with their class and identify key 'plot points' as the story unfolds.

At each plot point, children are carefully guided by their teachers to use the 'Writing Rainbow' to identify:

FANTASTICS – key language features such as feelings, what you notice and questions

GRAMMARISTICS – key grammar features such as sentence structures, paragraphing and punctuation

BOOMTASTICS – key technical features such as similes, metaphors, rhyme and alliteration

Children then have an opportunity to practice developing their writing, sentence by sentence. This is called sentence stacking and the work is displayed on the wall for reference.

# 'The Write Stuff'

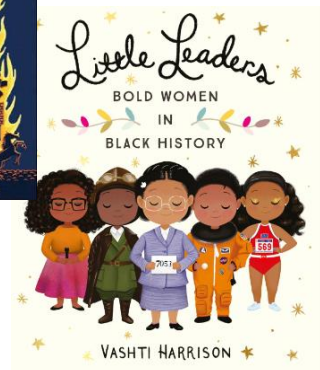
Sentence stacking lessons run alongside 'experience sessions'. These may be based on a practical activity for example using drama to help deepen children's understanding of what they are finding out in the class book.

Children then use their new skills to write independently

Children access a modelled text in the sentence stacking lessons and write their own version of it incorporating the range of skills provided by the **Fantastic**, **Grammaristic** and **Boomtastic** lenses. The children then plan, prepare and edit a final piece of independent writing.

Write Stuff lessons are taught daily.

Over the year we will explore a range of non-fiction and fiction genres.



# ELS Essential Spelling

- Follow on from ELS phonics
- Covers spelling requirements for Year 2 National Curriculum
- Taught whole class
- Half termly assessment
- Spellings sent home each week
- Spellings tested each Friday



# Year 2 Curriculum - Maths

Maths national curriculum aims:

- **Fluency** – understanding the basic fundamentals and having the ability to recall and apply knowledge rapidly and accurately.
- **Reasoning** - justifying or proving how they know an answer is correct using mathematical language
- **Problem solving** – applying mathematical skills to solve a range of problems

# Maths

Examples of fluency, reasoning and problem solving questions:

Fluency	Reasoning	Problem Solving													
<p>Work out the total of each row and column.</p> <table border="1" data-bbox="417 839 835 1082"><tbody><tr><td>5</td><td>4</td><td>2</td></tr><tr><td>3</td><td>7</td><td>8</td></tr><tr><td>5</td><td>7</td><td>3</td></tr></tbody></table>	5	4	2	3	7	8	5	7	3	<p>True or False?</p> <p>When you add two odd numbers together you always get an even number.</p> <p>Convince me.</p>	<p>Use the number cards below to make as many additions and subtractions as you can? How many can you make?</p> <table border="1" data-bbox="1615 996 2186 1199"><tbody><tr><td>3</td><td>7</td><td>4</td><td>10</td></tr></tbody></table>	3	7	4	10
5	4	2													
3	7	8													
5	7	3													
3	7	4	10												



# Year 2 Curriculum - Maths

Maths national curriculum split into:

- **Number and place value** – recognising place value of numbers, counting in 2s, 3s, 5s and 10s, comparing numbers to 100, reading and writing numbers to 100 in numerals and words
- **Addition and subtraction** – solving problems with + and –, recall and use addition and subtraction facts, understand the inverse relationship between addition and subtraction, solve missing number problems
- **Multiplication and division** – recall facts for 2, 5 and 10 times table, odd and even numbers, solve multiplication and division problems using arrays
- **Fractions** – recognise and find a third, quarter, 2 quarters and 3 quarters of shapes and quantities
- **Measurement** – use standard units to measure lengths and heights, mass/weight and capacity and volume, make different amounts using coins and notes, telling the time to quarter past/to and to the nearest 5 minutes
- **Properties of shape** – naming and describing the properties of 2D and 3D shapes, sort and compare shapes
- **Position and direction** - describe position, direction and movement, rotations of quarter turns, half turns and three quarter turns
- **Statistics** - interpret and construct simple pictograms, tally charts, block diagrams and simple tables

# Maths

- We follow the White Rose Scheme of Work and National Centre for Excellence in the Teaching of Mathematics (NCETM) guidance for maths to teach a broad and challenging curriculum.
- Our mathematics curriculum provides many opportunities for children to develop confidence and fluency with whole numbers, counting and place value.
- We are working with our local maths hub which consists of local schools and mathematics experts to help share and develop excellent practice in maths for the benefit of pupils and staff

# PE



- 60 minutes daily exercise (30 minutes at school, 30 minutes at home) – improves concentration, stamina, endurance, mental wellbeing
- PE inside and outside – dress appropriately
- PE kits need to be worn on PE days – green shorts/joggers, green jumper, white t-shirt, black trainers
- No earrings to be worn during PE (only small studs at all other times)
- Apply tape if earrings cannot be taken out
- Hair to be tied back
- Please name everything!

**Year 2 PE days: Monday  
and Thursday**

# PSHE

## Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me.

### Changing Me:

- Life cycles in nature e.g. tadpole to frog, caterpillar to butterfly, human baby to adult.
- Process of growing from young to old.
- Recognise how our body has changed from a baby to now.
- Recognise the physical differences between boys and girls.
- Use the correct names for parts of the body – testicles, penis, vagina, anus, breasts.
- Appreciate that some parts of our bodies are private.
- Understand there are different types of touch and say which ones I like or don't like e.g. hug, pinch, tickle.
- Identify what I am looking forward to when I move to my new class.

A letter will be sent out nearer the time, so you are aware when the lessons will be taught (body parts)

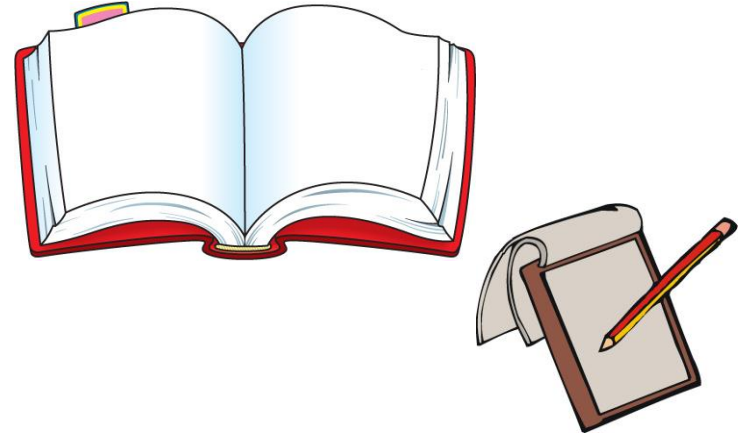


# Tapestry

- Individual logins
- Journal – learning in and out of school
- Activities - home learning
- Memos – reminders or celebrations of learning

# Home Learning

- Reading – **5 times** per week



Weekly spelling and maths home learning based on what the children are learning in school:

- Set on a Friday
- Set on Tapestry
- Teachers will respond on Tapestry

# Star Tokens



- Awarded for positive behaviour over and above our non-negotiables, for displaying any of the Rainbow of Respect behaviours.
- Can be given during lessons when children have shown progress, achieved beyond the learning objective, tried hard, great presentation – above and beyond usual class expectations. Where a star token has been given for a piece of work there will be a stamp and a brief explanation next to the piece of work.
- Reading at home – when you read at home and write it in the reading record, your child will receive a token for each read.
- Boxes in main reception for each class.
- Weekly class winners in each year group, highlighted in assemblies.
- Overall class winner each half term with a reward such as extra play.



# Partnership with Families

- Please email your child's class teacher with any concerns/questions you have - *teachers are unlikely to check emails between 8.35-3.10*
- Keep us informed of any change in home circumstances
- Let us know by letter, email the class teacher/office or phone the office if any dropping off or collection arrangements change
- Tapestry
- Email
- Website – sync calendar





**Thank you for coming!**  
**Any questions**

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