

# Azure Class Y2

Azure Class

Mrs Hugginson and Mrs Langston

# English

- **In English, we will enjoy re-telling stories, acting out the story and writing our own versions. We will be writing character descriptions and devising our own settings. We will use descriptive language. We will write poems and explore a wide variety of genre throughout the year.**
- **We teach spelling through the 'Letters and Sounds' curriculum and incidental practise with words from our written work. Children will regularly correct spellings by copying the same one out three times.**
- **We will use dictionaries and thesauruses. Please practise spellings from the lists given at home.**
- **We will continue to practice our handwriting, practising our pencil grip and thinking about how to join up our handwriting.**

- How you can help at home:
- Visit the library and find new books to share at home. Encourage your child to talk about things that interest them. Practise writing at home e.g. shopping lists, letters to friends, football scores etc. Check that your child is sitting, and holding the pencil, correctly. Revisit key spelling lists as regularly as possible. Listen to your child read daily and make a comment in their reading record book.
- <http://resources.woodlands.kent.sch.uk/interactive/literacy/index.htm>
- <http://www.bbc.co.uk/schools/0/25119208>



I can begin to use an appropriate opening and ending.	My organisation reflects the purpose of my writing.	I know who my writing is for (intended audience).
I can use connectives that signal time, e.g. <i>then, after, before</i> .	<b>Writing - Organisation &amp; Purpose Map Y2</b>	I am beginning to use appropriate language across different types of writing.
I can use simple connectives to link ideas logically (e.g. <i>also, as well, because, but</i> ).	X	I can think about the different styles needed for different types of writing.

I can use capital letters, full stops, question marks & exclamation marks to demarcate sentences.	I can use the possessive apostrophe for a singular person (e.g. <i>the girl's book</i> )	I can use commas to separate items in lists.
Revision of Y1 punctuation	<b>Punctuation Map Y2</b>	I can use apostrophes for contracted forms.
X	X	X

# Y2 Writing Skills Map

I can use the present and past tense correctly.	I can use expanded noun phrases for description (e.g. <i>the blue flower</i> )	I can use expanded noun phrases for specification (e.g. <i>the man in the moon</i> )
I can use the progressive form of verbs in the present and past tense (e.g. <i>he was shouting</i> )	<b>Grammar Map Y2</b>	I can form nouns by compounding (e.g. <i>whiteboard, superman</i> )
I know how grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	I can subordinate clauses ( <i>using when, if, that, because</i> ).	I can co-ordinate clauses ( <i>using or, and, but</i> ).

I can spell words using the phonemes I know (Phase spellings)	I can add the suffixes -er and -est to form comparative adjectives	I can add suffixes to spell longer words (e.g. <i>-ment, -ness, -ful, -less, -ly</i> )
I can spell most of the common exception words	<b>Spelling Map Y2</b>	X
I can spell main words with contractions ( <i>it's, can't, won't etc</i> )	I can spell the first 11 sets of homophones/near homophones (e.g. <i>there/their/they're</i> )	X

I can form lower-case letters of the correct size, relative to one another.	<b>Transcription - Handwriting Map Y2</b>	X
I understand which letters need to be joined in my writing.	I can write capital and lower case letters of the correct size and orientation.	I can use spacing between words that reflects the size of the letters.

# Maths

- **Number – number and place value, addition and subtraction, multiplication and division, fractions (including decimals).**  
Identifying and describing patterns and relationships, and use these to solve problems knowing which calculations to do to solve problems involving numbers, money or measures, embedding and developing basic number skills involving  $+$ ,  $-$ ,  $\times$ ,  $\div$ ,  $=$ .  
Counting on/back in 1s & 10s from any number. Learning tables. Partitioning numbers. More than and less than symbols. Problem solving.
- **Measurement –time, length, mass,**
- **Geometry** – Properties of shapes & position and direction.
- **Statistics** – presenting information in lists, tables and simple diagrams.
- **Daily mental maths**-number bonds, doubles, halves, problem solving.

- **How you can help at home:** Regular practise of number bonds, doubles/halves and tables. Encourage your child to work on their targets. Help your child to tell the time on clocks and watches. Encourage your child to make money values and to calculate change.
- <http://resources.woodlands.kent.sch.uk/maths/index.html> [www.mathszone.co.uk](http://www.mathszone.co.uk)
- **My Maths** will be unlocked and available to pupils

count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

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

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

add and subtract using concrete objects, pictorial representations, and mentally, including:  
- a two-digit number and ones  
- a two-digit number and tens  
- two two-digit numbers  
- adding three one-digit numbers

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.

recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

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

recognise, find, name and write fractions  $1/3$ ,  $1/4$ ,  $2/4$  and  $3/4$  of a length, shape, set of objects or quantity

## Stage 2

write simple fractions for example,  $1/2$  of 6 = 3 and recognise the equivalence of  $2/4$  and  $1/2$

choose appropriate 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

# Mathematics

compare and order lengths, mass, 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

compare and sequence intervals of time

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.

identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line

identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]

compare and sort common 2-D and 3-D shapes and everyday objects

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 and three-quarter turns (clockwise and anti-clockwise)

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

# Special events

- Class assembly – date to follow-not this term as far as I know.
- Cotswold Motor Museum trip -Weds Oct 3rd
- FS/KS1 Production – Christmas –dates tbc
- Christmas Party date tbc
- Remembrance Day and Harvest Festival will be celebrated in school but parents don't usually attend.
- Keep an eye open for the newsletters, check the website and parent calendar.



# Routines

- Guided reading twice a week in school once we are up and running, Book Talk for a fortnight too.
- Books changed daily (therefore only one book given each day) but it is their responsibility to put their books in the basket for changing each morning. Please help to make sure books are in book bags every day.
- My Maths-opened termly.
- Values homework once each short term-voluntary
- Reading every day please and comment

**Our Value is Generosity this term – optional homework to be handed in on October 19th**

- **Indoor PE: Gymnastics or Dance (The children will need a white t-shirt, blue shorts, jogging bottoms, daps and a drawstring PE bag.) Please ensure long hair is always tied up at school, and make sure girls have spare socks in their PE bag (if they are wearing tights on a PE day they will need socks). Earrings must either be removed or covered by tape. PLEASE make sure that ALL clothes are labelled.**
- **Swimming every Tuesday afternoon with Mrs Atthey. Please let them practise getting changed unaided and drying themselves with a towel.**

- Please contribute in any way to our topics.
- Please use websites to help learning.
- Anyone able to volunteer in school to help with readers/art or anything, please see me .
- Any more volunteers to wash the water bottles please add your child's name to the list.
- New Water bottles £1.50 from the office
- PPA cover Thursday afternoon-Mrs Kettle-music and indoor PE usually although this may change.
- Please let me know in writing any change to arrangements for collection at the end of the day.
- Breakfast Club and Fun Club available
- **Thank you for coming-Any questions?**