

# Indigo and Azure classes

## Year 2

Miss Gittins, Mrs Langston and  
Miss Dangerfield

Mrs Hugginson, Mrs Bays and Mrs  
Chard

Welcome to Year 2 in the Post Lockdown period! Life is somewhat different but we are hoping the children are able to enjoy all of the activities we can offer, despite some of the changes.

As you aware, we are participating in the whole school book project based on the picture book, "Journey" by Aaron Becker. We will be working on activities based around this book for the first 4 weeks of term. Therefore we won't be starting any science, history/geography topics until after that.

As your child was not able to undertake the Year 1 Phonics Assessment which the government requires them to complete in June of their Y1 year, we are currently being expected to undertake this in the second half of the Autumn term. We will be working with the children to practice their knowledge of the phonemes which should have been introduced in Y1 and will be practising their ability to read "alien words."

Please consider getting your child's eyesight checked. It is surprising how many children have undetected issues. The sight test is free, just contact your local optician. Additionally, please make the class teacher aware if your child has any hearing difficulties.

# Reading

- Children will read to an adult at least twice a week. Initially this may be individually but will hopefully soon include guided reading
- Children who we feel need a bit of a boost will be read with more frequently 1-1.
- Please make sure that you write in your child's reading record book to show that the book has been read or books won't be changed. Even a signature written on the correct day will do if you are in a rush!
- Every morning the children will place their books in the baskets and the books will be checked to see who has read and they will be changed if necessary.



# Reading

- Please engage with your child's reading for ten minutes every day and write a comment in their reading record book daily.
- If your child is too tired to read, then it is perfectly acceptable to read to them. However, please don't do this all of the time as obviously we need to see if the children can read themselves!
- Please make sure books are in their bags every day (preferably not in with a leaky drink.)
- We will also carry out Book Talk 2/3 times a year which is when we share a class text and discuss it more fully.

# Free readers

- Gradually children may become "Free Readers"- these children will be encouraged to take responsibility for choosing and choosing their own reading books but of course we will remind them too. These may be non-fiction as well as fiction.
- Being a free reader still means that they need to be heard reading every day- even in KS2 this will be expected. The children still come across words that are unfamiliar, that they can neither say nor know the meaning of, e.g. stalagmites!
- It is important that the children can remember what they have read and can discuss the content confidently.



# English

- In English, we enjoy re-telling stories, acting out the story and writing our own versions. We love to use descriptive language so we devise our own character descriptions and settings. We write poems and explore a wide variety of genre. We teach through 'Talk for Writing' and the 'Power of Reading'.
- Year 2 may go on to work with a dictionary and a thesaurus but all children will be introduced to synonyms.
- We teach spelling through the 'Letters and Sounds' curriculum and give the children a couple of spellings at the end of a piece of writing if required.
- We will look at sentence construction and will encourage your child to have a go at independent writing.

# Handwriting

- We will continue to practise our handwriting as it is incredibly important. When a child learns a bad habit, it is hard to undo.
- We will be focussing on the correct pencil grip, letter formation and we will encourage children to think carefully about how we form and join up our letters.
- Curly caterpillar letters, tall letters, dangly letters, b = bat and ball, d = doughnut through the door.
- All lower case letters start at the line with a lead in and a lead out.
- We will learn how to write numbers too! Numbers always start from the top.



# How you can help at home

- Visit the library (once reopened) 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 properly, holding the pencil correctly.
- Revisit key spelling lists as regularly as possible. We will be sending home the Y2 common exception words list so that you know which words they are expected to spell accurately by the end of Y2.
- We will be continuing with Spelling Shed. We will stick their login details in the front of their reading records shortly.





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 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 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 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 until Christmas

- Number and Place Value: count in steps of 2, 3, and 5 from 0, and in tens from any number-forwards and backwards, recognise the place value of each digit in a two-digit number (tens, ones), 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.
- Geometry-properties of shape: Identify and describe properties of pentagons, hexagons and octagons. Identify symmetry properties of 2D shapes using vertical lines and identify and describe the properties of 3D shapes including the number of vertices, edges and faces.
- Addition and subtraction: Partitioning numbers, solving problems with addition and subtraction, recalling and using addition and subtraction facts to 20 fluently. Introduction of the terms commutative and inverse.
- Geometry-properties of shape: Identify and describe the properties of cylinders and cones, compare and sort 3D shapes and explain how they are similar and different.
- Multiplication and Division: Use the connection between multiplication and repeated addition, solve equal grouping problems, use arrays, use the term commutative and not commutative and create division statements.



# How you can help at home

- Regular practise of number bonds, days of the week, counting in 1s, 2s , 5s and 10s forwards and backwards.
- Help your child to tell the time on analogue clocks and watches.
- Encourage your child to make money values and to calculate change when shopping.
- When cooking/baking, your child could have a go at measuring ingredients using scales/measuring jugs.
- Go on a shape walk and identify 2 D and 3D shapes around your home/garden.
- My Maths activities will be added to the My Maths website termly. (We will stick their login details into the front of their reading records shortly).

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  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity

## Stage 2

write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$

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



# Please name all items of clothing clearly!

- We will be doing PE and each child needs a PE kit in school. This will be sent home for washing at half-term. We cannot provide spare kit to children under the current conditions. PE kit should consist of 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). Pierced ears will have tape put over them.
- Please make sure your child has a pair of wellies to keep in school for the rainy/wet days that Autumn may bring. Again, please make sure they are labelled.
- Please make sure your child has a coat everyday, waterproof if possible.

# P4C/values

- PSHE will be taught through P4C (Philosophy for Children). Initially we will be discussing ideas from the "Journey" book.
- Our values are **Compassion** before half term in October and **Peace** the next term.
- RE is usually taught as a block in the last week before each term ends.



# Show and tell

- We don't do show and tell in Y2 and additionally, under the current circumstances, please do not allow your child to bring anything into school, including key rings on bags.

# Equipment

- Pupils in Year 2 do not need a large rucksack as they have very little to be bringing to school (reading record and book, coat, lunchbox and water bottle).
- Ideally, they should be bringing in a washable bag.
- All other equipment (pencils, rulers etc.) will be provided by the school.



# Contacting us

- Please email us on [azure@minchscool.net](mailto:azure@minchscool.net) for Mrs Hugginson's class or [indigo@minchscool.net](mailto:indigo@minchscool.net) for Miss Gittins's class. Please remember that we cannot respond during the teaching day.
- If you wish to talk about a concern in more depth, please email us (giving the number you can be contacted on) and we will try to phone you back at a mutually convenient time after school.
- If your child is regularly collected by a childminder, grandparent etc, please let us know the routine. Additionally, if there is to be a new face collecting your child occasionally, please let us know that too.


## Other home school communication

- We will be continuing to use Tapestry in Year 2 this year. We may not update it as frequently as Reception and Year 1 do.
- Curriculum notes will follow in time.



# Routines

- Generally...
- Register
- Handwriting/Phonics/Spelling
- English
- Reading
- Break- fruit and milk time-government fruit is now being provided again.
- Maths
- Lunch
- Maths deliberate practice
- Afternoon session - initially based around the whole school book "Journey".
- Story
- Home



We hope you and your child have got used  
to the new routines and that the children  
have happily settled into their new  
classes.

We look forward to working with you ALL  
year this year!

The Year 2 staff 😊