The year to come

Topics to be covered

Autumn 1 – The Man on the Moon
Autumn 2 – Marvellous Materials

Spring 1 – Our Wonderful World
Spring 2 – Important People

Summer 1 – Amazing Animals
Summer 2 – Special Places
Expectations of achievement by the end of Year Two

Most children will:
- improve fluency and understanding of a range of text types;
- recall information, read between the lines, make predictions and develop confidence to discuss different aspects of a text.

Each week your child will read individually as well as in a book club session.
Each day your child will complete a reading activity during book club sessions.

Each week your child will read with the class teacher through a guided reading session.

Guided reading is a group session which enables teachers to focus on comprehension skills as well as reading fluency.
Suddenly they heard the sound of singing. It grew louder and louder and louder. Soon one, two, three, four, five, six, seven little men appeared. They were carrying sacks and tools.


“Good day, gentlemen,” said Buzz. “We’re looking for a beautiful girl who lives in the forest. Can you help us?”
Example Comprehension Questions

- Who is Buzz looking for?
- Why did the singing grow louder and louder and louder?
- Who were the seven little men? Do you know any other stories that they have been in?
- Why did the author say that the first little man spoke grumpily?
- Why did the prince sigh?
- Can you spot two interesting ways of saying said?
Example Book Club Activity

The Disgusting Sandwich - Word Hunters
Find adjectives within the story.

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The Disgusting Sandwich - Describing Picture
Find this page in your book and write describing sentences about what you can see. Don't forget to use some adjectives.

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Who is it?

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Where are you going next?

<p>| |</p>
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What do you think they are doing?

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Book Journey
### Home Learning Log

#### My Reading Record

<table>
<thead>
<tr>
<th>Date/Name of Book</th>
<th>page numbers/signature</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 7th September <em>Harry the Clever</em></td>
<td>S: J H p7 B C</td>
<td></td>
</tr>
<tr>
<td>Monday 7th September <em>Harry the Clever</em></td>
<td>H: 2nd B to page 12</td>
<td></td>
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<tr>
<td>Tuesday 8th September <em>Harry the Clever</em></td>
<td>S:</td>
<td></td>
</tr>
<tr>
<td>Tuesday 8th September <em>Harry the Clever</em></td>
<td>H: 9th B to end</td>
<td></td>
</tr>
<tr>
<td>Wednesday 9th September <em>Harry the Clever</em></td>
<td>S:</td>
<td></td>
</tr>
<tr>
<td>Wednesday 9th September <em>Harry the Clever</em></td>
<td>H: 12th B to read 100</td>
<td></td>
</tr>
<tr>
<td>Thursday 10th September <em>Tim and the Poisoned Fairy</em></td>
<td>S: J H p9 B C</td>
<td></td>
</tr>
<tr>
<td>Thursday 10th September <em>Tim and the Poisoned Fairy</em></td>
<td>H:</td>
<td></td>
</tr>
<tr>
<td>Friday 11th September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday 12th September</td>
<td>H:</td>
<td></td>
</tr>
<tr>
<td>Sunday 13th September</td>
<td>H:</td>
<td></td>
</tr>
</tbody>
</table>

#### Other communications

**Focus Words/Head words:** I have spelled: up, cut, end, right, ring.

- hiding, their

**Library books:**

**Bug Club:** At home this week, I have read on Bug Club. 🟢

**Home School Communication**

Scarlett has read all her books on Bug club please could she have some more.
Home Learning Log

- Page per week
- Home School Communication box
- The children will write ‘B.C’ for book club in the school section when they have taken part in that day’s reading activity.
- Phonics and maths page.
- Bug Club and My Maths passwords
Writing

Expectations of achievement by the end of Year Two

Most children will:
- develop confidence in their use of full stops and capital letters;
- incorporate accurate *spelling* of an increasing number of key words;
- use knowledge of phonic strategies to attempt unfamiliar words;
- write with increasing independence;
- form all letters correctly using our school *handwriting* style.
One sunny day on a beautiful beach there lived a very hungry seagull who was sad on a nice hard, grey rock.

Pop is a nice, cute one, he has sharp claws and he is afraid of the dark. How strange that is!

Amazing nocturnal animals.

Interestingly nocturnal animals come out at night. Bats, foxes, and owls are nocturnal animals. If you read on you will find some interesting facts about owls.
Grammar

- Expectations of achievement by the end of Year Two

- Children will be able to understand terminology nouns, adjectives, verb and adverb.
- Understand the differences between a statement, question, exclamation or command.
- Understand and use past and present tense correctly.
Grammar Examples

6. What type of word is underlined in the sentence below?

Poppy held the baby rabbit **gently** in her arms.

Tick one.

- an adjective
- an adverb
- a noun
- a verb

8. Read the sentences below.

**Growing Beans**

Place some damp cotton wool in a jar.
Push a bean seed down against the side of the jar.
Wait for the bean seed to sprout.

Tick the word that best describes these sentences.

Tick one.

- statements
- questions
- commands
- exclamations

14. Tick to show whether each sentence is in the **past tense** or the **present tense**.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Past tense</th>
<th>Present tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becky was thinking.</td>
<td></td>
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<tr>
<td>I am reading my book.</td>
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<tr>
<td>Jo is going for a walk.</td>
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</tbody>
</table>
Circle the **verbs** in the sentence below.

Yesterday was the school sports day and Jo wore her new *running* shoes.
Maths

• The key skills of number, geometry and statistics will be taught with an emphasis on using and applying knowledge through investigation.

• Number
Children will be encouraged to develop a range of strategies to use when appropriate.
A range of practical resources will always be available for the children to use.
Multilink  Number lines  Bead String

Diennes  Counters
John and Jack go to the shop. John buys a comic for 38p and Jack buys a lollipop for 13p. How much money do they spend altogether?
Progression of Addition Calculation

Addition

Unstructured Number Line

\[
\begin{align*}
23 + 14 &= 37 \\
44 + 47 &= 91
\end{align*}
\]
Addition Problem

John and Jack go to the shop. John buys a comic for 38p and Jack buys a lollipop for 13p. How much do they spend altogether?

38p + 13p = 51p

48p + 67p + 141p + 51p
Calculation Strategy

38 + 13 =

10  3

+ 10

+ 1  + 1  + 1

38  48  49  50  51
Grace uses a £2 coin to buy a can of drink which costs 85p. She is given 4 coins in change. Find all the possible combinations of coins she could have been given.
Reasoning

Sam says “I can make 97p using just 4 coins.” Is he correct? Explain your answer.

He is not correct because you can make 89p with 3 coins but you can’t make 7p with 1 coin but you can with 2 coins make 7p so you would need 5 coins to make the total 97p.

Captain Conjecture says “All of these shapes are rectangles because they have four sides.” Do you agree?

Explain your reasoning.

Captain Conjecture is wrong because rectangles have 4 right angles.
Maths Expectations

- Arithmetic – children should be able to answer these sorts of questions by the end of the year.

\[ 8 + 5 + 4 = \_
\]

\[ 12 \div 2 = \_
\]

\[ \frac{1}{4} \text{ of } 20 = \_
\]

\[ 50 - \_
\] = 20

\[ 86 - 21 = \_
\]
9. Here are two shape patterns.

Draw a shape in each empty box to make the patterns correct.

17. Sam is collecting cards.

He wants to collect 100 cards altogether.

Last week he collected 50 cards.

This week he collects 30 cards.

How many more cards does he need?
The expectation for homework in Year 2 is:

- Library book - to be changed every other week
- Reading book – to be changed as frequently as needed. Children can do this during Early Morning Work.
- A maths challenge every 2 weeks – sometimes on My Maths.
- Occasional topic research.
- This forms part of the whole school progression for homework.
Assessment

- Assessments happen continuously throughout Years R - 6 to make sure your child is on course to master the basics of reading, writing and maths by the time they leave primary school. This will help to ensure that they can get on and do well in life.
- At St. Mark’s we regularly assess (lessons, weeks, topics, half terms, yearly, ...) to track progress.
- We use Target Tracker to record, track and monitor every child’s progress. . .
<table>
<thead>
<tr>
<th>Band 1 (Y1)</th>
<th>Band 2 (Y2)</th>
<th>Band 3 (Y3)</th>
<th>Band 4 (Y4)</th>
<th>Band 5 (Y5)</th>
<th>Band 6 (Y6)</th>
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</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>Working within</td>
<td>Secure</td>
<td>Beginning</td>
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National test = SATs
The targets children need to achieve are based on national standards.

When making our decisions, we will think about what your child can do against these standards.

Year 2 and Year 6 SATs tests in Reading, Mathematics; and Grammar, Punctuation & Spelling from Summer 2016 including times tables test to start in 2017

Tests will be reported as a scaled score, with a score of 100 representing the expected level for each age group.
Growth Mindsets

Talk Partners
Children will often be grouped in mixed abilities

- Children have a rich experience of different learning partners, all learning from one another in different ways.
- Ability grouping is detrimental to the progress of pupils and has a direct impact, usually negatively, on their mindset.
- When children are grouped by ability, expectations placed upon them tend to be fixed and children’s achievement is matched to those expectations.
Celebrating Success

If children would like to they can bring in any sporting certificates/ trophies or other extra curricular awards to share in celebration worship on a Friday.
Thank You

Please feel free to visit your child’s classroom, meet the teachers and look at the available resources.