



Welcome to Year Two

28.09.23

Maths

Topic

Writing

RML

Creative
(PE, ICT and Music)

Curriculum

PE
(Sports coaches)

Art/DT

PSHE

DSN
(Do Something New)

Reading

Teach to the Year 2
National Curriculum

End of year expectation for Maths:

Arithmetic

$$64 - 11 = \boxed{}$$

$$\boxed{} = 19 - 5$$

$$23 + 37 = \boxed{}$$

$$\boxed{} + 8 = 12$$

$$\frac{1}{4} \text{ of } 8 = \boxed{}$$

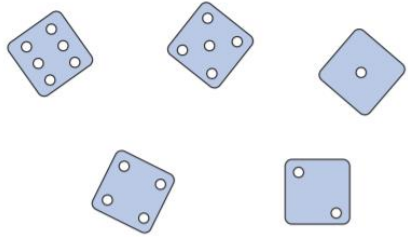
$$40 \div 10 = \boxed{}$$

$$68 + 20 = \boxed{}$$

End of year expectation for Maths:

Reasoning:

8 Circle the **three** dice that add up to **13**



11 Complete the number sentences.

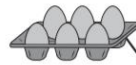
One is done for you.

$$\frac{1}{2} \text{ of } \boxed{8} = 4$$

$$\frac{1}{2} \text{ of } \boxed{} = 3$$

9 Match each egg box to the correct multiplication.

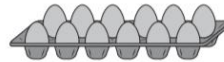
One is done for you.



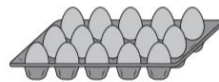
$$6 \times 2$$



$$5 \times 3$$



$$3 \times 2$$



$$5 \times 2$$

15 Amy has 50p.

She buys a pencil for 30p.



Tick the purse that shows how much money Amy has left.



End of year expectation for punctuation and grammar:

Add a **suffix** to the word fall to complete the sentence below.

The autumn leaves are fall _____ to the ground.

Circle the correct verbs so that the sentence is in the **past tense**.

The sun

is	was
----	-----

 shining and Mia

played	plays
--------	-------

 in the garden.

Tick the correct word to complete the sentence below.

Tomorrow, we could go for a walk _____ play games indoors.

Tick **one**.

when

or

because

if

Why do the underlined words start with a **capital letter**?

On Saturday morning, Sarah and her family went on holiday to Scotland.

End of year expectation for Reading:

Next morning William wrote a message and tied it to Bella's leg. "Fly away home!" he said. I can do it, thought Bella. She flew straight to the Harbour Cafe. The other fishermen set out to rescue William and his boat. "Brave Bella!" said William. "When I get a new boat you can come with me whenever I go to sea." Bella was happy.



When Bella was learning to fly, she...

Tick **one**.

was lazy.

did not try hard.

did not give up.

found it easy.

At the end of the story, Bella was happy. Why?

The boat hit the rocks with a *great crunch*.

This means that it made...

Tick **one**.

a huge squeak.

a big splash.

a long creak.

a loud crash.

Reading strategy we use to support children:

V - **Vocabulary** (draw upon knowledge of vocabulary to understand the text)

I - **Infer** (making inferences from text - Why was ... feeling...?)

P - **Predict** (predict what they think will happen from pictures/information they have been given/read)

E - **Explain** (explain their thoughts and opinions about the text)

R - **Retrieve** (identify key features of text i.e. characters, events, information)

S - **Sequence** (sequence key events in a story)

End of year expectation for Writing:

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in English Appendix 2
 - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

There were lots of spiders in the
attic. Some thing was flapping its
Wings behind a * enormous box. I
wonder what is in that box thought
Eloise. He crept closer to open
the ^{box} but suddenly a ^{pigeon} ~~pit~~ came out
from behind the box. Go away! said
Eloise quietly. The ^{pigeon} ~~pit~~ went out
the window. ^{W F} ~~S~~ ^{at} said Eloise that was
close.

My dragon is a fire dragon. his
breath can make cars sise like dinamite.
If you make him angry, he will
breath rings of fire at you.
~~When~~ ~~when~~ ~~he~~ flies; he lights up
the sky ^H like the sun. He ~~lives~~
in the center of the sun. ^W ~~when~~ he
~~goes~~ goes to sleep the fire ^{the} in ~~the~~
sun goes out. He can turn things to
stone, make people catch fire and make things
explode. He can also turn any thing into
food. When he gets angry he will throw you
in the sun!



How you can help us...

- 'Home reading' - hear your child read at least once every week and sign their reading journal.
- 'Symphony maths' - app - extra practice on maths skills to complete independently.
- Rockstar times tables - speed practice for times tables - $2x$, $5x$ and $10x$.
- Language development - expose children to new vocabulary and encourage them to use language more often i.e. making up stories etc. Could they join a library and take out books?



- Red words - practise reading the tricky words with children so they can sight read it i.e. the, what, are etc.
- Practising their 2, 5 and 10 times tables.
- Telling the time - opportunities throughout the day/money examples.
- Homework - Choose from the selection given across the term and send it into school or via purple mash on the dates outlined at the top of the homework letter.
- Spelling - each week your child will have different spellings sent home to learn and they are tested on them weekly (small green book).



- School motto 'Show Pride and Respect In All That We Do' - instil this through everything we do i.e. spoken language, uniform/PE Kit, work, looking after belongings and resources.
- Be punctual at the start of the day as our teaching starts from the moment they enter the building.

Now we are joined by
the children...



Game

Pairs - Pelmanism

Shuffle the cards and lay out face down.
Play the memory game to match the base 10
image to the numeral.