

WELCOME TO YEAR 2

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Tuesday 18th July 2023

THE YEAR 2 STAFF



MS BOYES



MRS WILSON

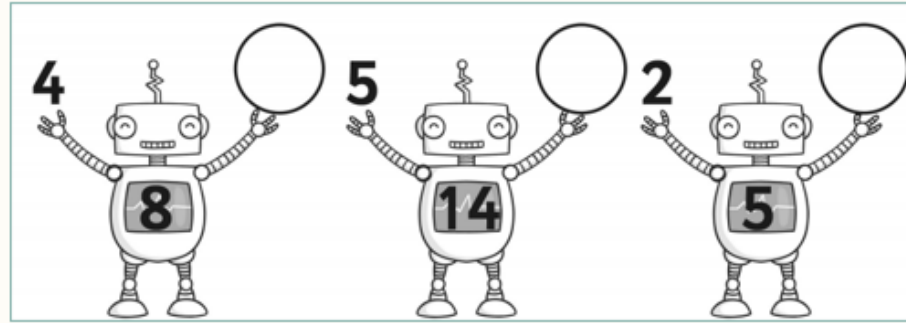
THE YEAR 2 CLASSROOM

- Working walls for each subject – supporting learning with key information and vocabulary.
- Books and resources for children to use.



ROUTINES - MORNING

- Parents/carers and children line up on the playground. Staff will wave once the door is open and then you can come up and drop off at the door. Please chat with us and pass on any messages.
- Children put book bags into one of three boxes (red/yellow/orange) as soon as they come into the classroom. PE kits go on pegs at the back of the classroom. The pegs are named to support children and adults finding their space. They will also keep their coat on this peg. Water bottles will stay with the children wherever they sit in the classroom, so they always have access to them.
- Each child will have a tray to keep their things in just like in Year 1.
- Children then complete morning tasks. These will help practise taught skills for example spelling or maths fluency.



$$\square + 6 = 11$$

$$\square + 7 = 14$$

$$\square + 5 = 9$$

$$\square + 9 = 16$$

$$\square + 10 = 15$$

Use these signs < or > to make these statements true.

$$3 \square 9$$

$$12 \square 7$$

$$6 \square 8$$

Put in the missing numbers.

12		14		16		18		20
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How many can you solve in a minute?

$$2 \times 5 =$$

$$10 \times 4 =$$

$$8 \times 2 =$$

$$9 \times 10 =$$

$$3 \times 2 =$$

$$11 \times 2 =$$

$$7 \times 5 =$$

$$5 \times 5 =$$

$$6 \times 10 =$$

$$4 \times 2 =$$

$$12 \times 5 =$$

$$3 \times 5 =$$

$$6 \times 5 =$$

$$7 \times 10 =$$

$$2 \times 3 =$$

Correct my spelling

frend

makeing

chanj

dreeming

happyeest

icee

ROUTINES

At the end of the day

- Children are responsible for gathering all their belongings and get ready for home time. They will sit in their seat in the classroom until their name is called. As in the morning, parents/carers line up in the playground and we will wave once we are ready.

Other routines

- PE kits need to be brought on a Monday and stay in school until Friday.
- Reading books will be changed on a Friday if the reading record is signed.
- Please continue to write notes in planners but let us know in the morning as we don't routinely look every day. Planners will be signed on a Friday.

LEARNING IN YEAR 2

- AIMS TO BE FUN 😊
- PERSONALISED LEARNING – intervention, support and stretch as children need it.
- Structured teacher inputs.
- Independent learning, paired learning or group learning.
- Hands-on learning, investigation.
- Outdoor 'classroom'.
- No seating plan/groups change.
- Independent challenge areas – challenge books.
- High expectations
- Celebration of achievement and learning (stickers, team points, certificates).

INDEPENDENT CHALLENGES



Challenges	Tick
<u>Pink challenge</u> Practise your number word spelling by completing the wordsearch	✓
<u>Yellow challenge</u> Practise reading and counting within 100 by playing snakes and ladders	✓
<u>White challenge</u> Create a wanted poster for a story villain	✓
<u>Blue challenge</u> Put the capital letters and full stops in to the sentences using a coloured pen	
<u>Green Challenge</u> Practise sorting and remembering nouns. Complete the activity or play the game	✓
<u>Ms Boyes *Superstar Challenge*</u> Write something of your choice. It could be a story, a poem, or an information page.	✓

CHARACTERISTICS OF EFFECTIVE LEARNING

Hunsley Primary Characteristics of Learning statements build upon the crucial Characteristics of Effective Learning which underpin the statutory Foundation Stage Curriculum.

There are 10 statements across the Characteristics, organised under four overarching headings – the main areas we wish our pupils to develop:

- Behaviour for Learning
- Working Positively Together
- Independent Learning and Enquiry
- Organisation and Communication

The four 'grades' of assessment remain the same across the Key Stages:

- 1 – I am confident in this area, above age-related expectation
- 2 – I am developing these areas well
- 3 – I need help to meet these areas sometimes
- 4 – I am receiving regular support to meet these areas

Behaviour for Learning	Being willing to have a go <ul style="list-style-type: none"> Initiating activities Seeking challenge Showing a 'can do' attitude Taking a risk, engaging in new experiences, and learning by trial and error
	Keeping on trying <ul style="list-style-type: none"> Persisting with activity when challenges occur Showing a belief that more effort or a different approach will pay off Bouncing back after difficulties Engaging in open-ended activity
	Being involved and concentrating <ul style="list-style-type: none"> Maintaining focus on their activity for a period of time Showing high levels of energy, fascination Not easily distracted Paying attention to details
Working Positively Together	Finding out and exploring together <ul style="list-style-type: none"> Working in partnership to ensure positive co-operation Showing curiosity about objects, events and people <ul style="list-style-type: none"> Showing particular interests and interest in The Team achievements Acting out experiences with other people Taking on a role
	Making a positive contribution <ul style="list-style-type: none"> Being a full member of The Team Being responsible for own choices and actions and helping others to do the same Respecting others' ideas, beliefs and contributions Respecting and participating in the democratic process Showing an understanding of right from wrong
Independent Learning and Enquiry	Having confidence in their own ideas <ul style="list-style-type: none"> Thinking of own ideas Finding ways to solve problems Finding new ways to do things Having self-knowledge, self-esteem and self-confidence
	Choosing own ways to do things <ul style="list-style-type: none"> Planning, making decisions about how to approach a task, solve a problem and reach a goal Checking how well their activities are going Changing strategy as needed Reviewing how well the approach worked
Organisation and Communication	Taking pride in learning <ul style="list-style-type: none"> Showing satisfaction in meeting their own goals Completing activities to their best standard Being proud of how they accomplished something - not just the end result Enjoying meeting challenges for their own sake rather than external rewards or praise
	Being able to organise their own learning <ul style="list-style-type: none"> Making links and noticing patterns in their experience Making predictions Testing their ideas Developing ideas of grouping, sequences, cause and effect
	Using the 'language of learning' <ul style="list-style-type: none"> Discussing and describing (Working Scientifically) Reflecting, questioning and reasoning (WS) Capturing and recording (WS) Practising and applying in different contexts (WS) Going deeper and taking next steps (WS)

OUR CURRICULUM

Our curriculum is based on the National Curriculum 2014. We teach a knowledge-based curriculum (facts and skills). As a free school we have the capability to adapt and add to this. Our Curriculum plans have just been updated, with lots of exciting learning planned for next year.

- English (reading and writing), maths and science are core subjects. English and maths are taught daily. Science is taught weekly.

The remaining subjects are known as foundation subjects.

- History, Geography, Art, Design Technology and RS are mainly taught weekly.
- Music is taught weekly through the Charanga programme.
- PE is twice weekly.
- PSHE is included in House Development days, through weekly assemblies and through our weekly Talk Time lessons and is now taught through the Jigsaw PSHE programme.
- Computing skills are also taught weekly.
- We also learn a little bit of French each week as an introduction to the subject.

There are also times in the week for practise and consolidation of previously taught skills and knowledge.

PHONICS AND SPELLING IN YEAR 2

- Focus switches within Phase 6 to spelling.
- Application of phonics for spelling is key, particularly considering alternative graphemes for spelling.
- Different ways to practise spelling are taught.
- Learn spelling of Year 2 Common Exception Words.
- Intervention for any phonics gaps.
- Phonics screening will take place for those who need to take the assessment in June 2024.

/j/ sound spelled 'dge' badge edge bridge fudge	/j/ sound spelled 'ge' huge charge change village	/s/ sound spelled with a 'c' race city ice fancy	/n/ sound spelt with a 'kn' or 'gn' know knee knock gnaw	/r/ sound spelt with a 'wr' write wrist wrong wrote
/l/ sound spelt 'le' at the ends of words table apple bottle little	/l/ sound spelt 'el' at the ends of words camel tunnel travel towel	/l/ sound spelt 'al' at the ends of words metal pedal capital animal	Words ending in 'il' fossil pencil nostril	/i/ sound spelt 'y' at the ends of words cry fly dry try
Adding 'ies' to nouns or verbs ending in 'y' flies tries replied babies	Adding suffix to words ending in 'y' copied copying copier cried crying crier replied replying replier tried trying trier	Adding suffix to words ending in 'e' hiked hiking hiker biked biking biker shined shining shinier whined whining whinier	Adding suffix to words ending in a consonant patted patting dropped dropping sadder saddest faster fastest	/or/ sound spelt with 'al' all ball talk walk
/u/ sound spelt 'o' other brother mother monday	/ee/ sound spelt with a 'ey' monkey donkey key valley	Words with an 'a' after a 'w' or 'qu' want what quash quantity	/er/ sound spelt 'or' after a w work world word worm	/or/ sound spelt 'ar' after a w war towards warm
/z/ sound spelt 's' television treasure usual measure	Suffix 'ment' enjoyment achievement payment agreement	Suffix 'ness' darkness rudeness sadness kindness	Suffix 'ful' careful playful thankful wonderful	Suffix 'less' careless homeless hopeless spotless
Suffix 'ly' badly happily softly silently	Contractions can't didn't hasn't couldn't	Words ending in '-tion' station fiction motion section	Homophones there hear see knight their here sea bee they're to won be bear too one blew bare two night blue	

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Create with Colour

Write your words with each letter in a different colour, or write them with all the vowels in blue and all the consonants in red.

spelling
spelling

Capital Idea

Write your words three times, each in capital letters.

SPELLING
SPELLING
SPELLING

Learn Your ABC

Write your words in alphabetical order, then rewrite them in order of the second letter, third letter and so on.

my
words
spelling
spelling
words
my

Keep Copying

Write your words out three times each. Use different colours if you want to.

spelling
spelling
spelling

Make the Headlines

Cut letters out of newspapers or magazines and stick them onto paper to make the words in your list.



Build a Pyramid

Make a pyramid using the letters in your words.

w
wo
wor
word
words

Take a Test

Ask someone at home to test you by reading each word as you write it down. To make it more of a challenge, set a time limit, for example 20 seconds per word.

1. my
2. spelling
3. words

Picture This

Include each of your words in a funny picture that makes you think of the word.



Build a Sentence

Write each of your words in a sentence. See if you can build your sentences into a story.

One day a huge
spelling monster
came to my town
and ate all the
words!

READING IN YEAR 2

- Independent reading during the week – time to enjoy books and reading.
- Guided/shared reading sessions to teach reading skills (such as inference, prediction, sequencing).
- One-to-one reading.
- Online resources and challenges to engage in reading at home via Active Learn Bug Club.
- Reading comprehension assessments are used to assess learning and are added to teacher assessment to summarise progress and ascertain next steps in addition to all the above.

MATHS IN YEAR 2

- We follow the White Rose Maths programme of learning.
- Always based on next steps for each child.
- Concrete, pictorial, abstract learning.
- Mastery curriculum.
- White Rose maths assessments are used at the end of a block and a term, which is added to ongoing teacher assessment to give summary of progress and ascertain next steps.
- Fluency practise of number facts and 2, 5 and 10 times tables weekly.

WRITING IN YEAR 2

- Writing builds on next steps.
- Lots of opportunities to write.
- Reading linked to writing.
- Punctuation, grammar and spelling patterns (suffixes) taught.
- 'Talk', drama and discussion
- Lots of different genres and text types explored.
- No spelling test. Spellings given will be linked to those children need to practise or words which will support them in their wider curriculum learning.
- Letter formation and size of letters increasingly important in Year 2.
- Independent writing completed and assessed regularly

Year 2

Vocabulary, Grammar and Punctuation

Word

I can

- make nouns and adjectives using suffixes
- make compound words
- compare using -er and -est
- use -ly to make adverbs

Sentence

I can

- extend my sentences using if, that, because
- extend my sentences using or, but
- use adjectives to describe nouns
- recognise statements, questions, exclamations and commands

Text

I can

- use past and present tense correctly
- use verbs to show actions in progress

Punctuation

I can

- use capital letters, full stops, question marks and exclamation marks
- use commas in a list
- use apostrophes to show that a letter is missing
- use apostrophes to show that something belongs to somebody

I can talk about my work using these words

noun

noun phrase

verb

statement

compound

comma

command

question

apostrophe

adjective

adverb

tense

suffix



WIDER CURRICULUM IN YEAR 2

- Applying skills and learning across the curriculum.
- Lots of discussion and sharing of ideas through paired talk, small groups, whole class sessions.
- Practical and hands on.
- Facilitate children learning for themselves where possible.
- Recording in books but in lots of different ways – supporting learners.

SATS

- NO LONGER IN Y2 😊
- Teacher assessment but lots of moderation with other schools.

HOME LEARNING

- One activity set weekly on Friday.
- Always consolidation and will contain staggered challenge.
- Alternates between English and maths.
- Will remain on Google Classroom.
- Feedback will be given to the children as necessary when homework is reviewed.
- Reading is encouraged at home as much as possible and please sign planners.
- Practising number facts, times tables (2/3/5/10) and related division facts as much as possible at home would be great too.
- Practise the spelling of Common Exception Words as much as possible will help spelling.

ANY QUESTIONS?

- What would you like next year's parent learn sessions on?