

Welcome to Year 2!



Please ask questions throughout.

Puffin Class

Mr Bellenie



Teaching Assistant:
Mrs Cooper Mrs Bright

Penguin Class

Mrs Lawson Mrs Krost



Teaching Assistant:

Mrs Stevens Mrs Rosolek

Mr Lund



Mrs Eccles

Year 2 Expectations house keeping

Named water bottle in daily- must be water

A fruit snack will be provided but if your child gets hungry, you can provide a small healthy snack - no nuts or chocolate spread

Named coat in as the weather gets colder.

All clothing and snack pots should be **named**.



E safety



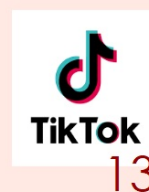
We teach the children about safety on the internet using Wanda.

Please talk to your child about staying safe on the internet. Make sure you are aware of what they are doing.

Check age certificate

Roblox PEGI 13

Fortnite **PEGI 12**



7 +

10 +
version



PE



PE on a Wednesday (outdoor) and Thursday (indoor)

Children should wear their full PE kit to school on those days.
Long hair must be tied up.

If your child has their ears pierced, please remove the earrings or tape them up before school.

As the weather gets colder tracksuits can be worn (plain black or navy).

Year 2 Expectations - Reading

Book bags need to be in school **every day** with:

- Reading diary (please record in here regularly)
- Guided Reading book
- Plastic wallets
- CAPER books



To help to build up useful evidence of your child's reading progress, please use the following types of comments when recording in the diary:

XXXX (**Name of child**) was able to give a prediction saying

XXXX read fluently but needed to segment and blend 'dangerous'

XXXX said the character P was greedy because ...

XXXX enjoyed finding facts about snails and found the answer to questions

XXXX wanted to read this book because he likes the author and has also read

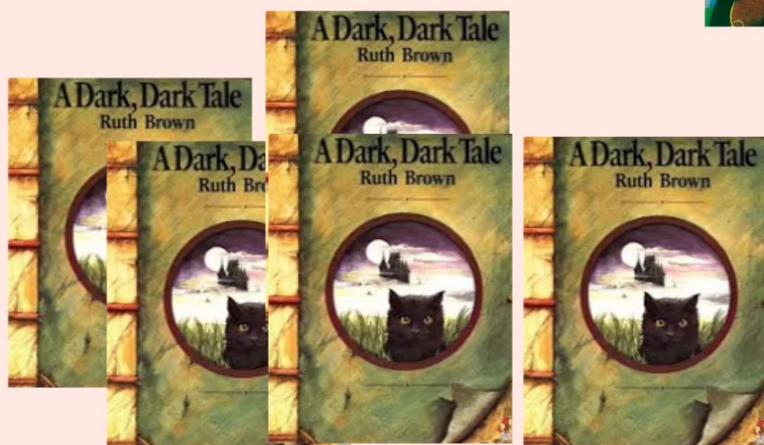
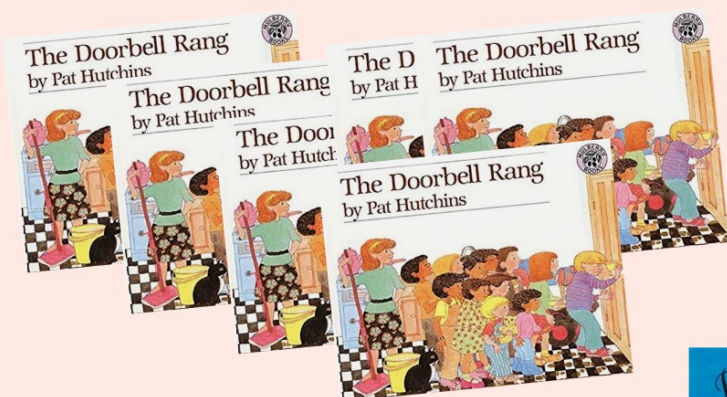
XXXX thought this story was similar to the book ZZZ because ...

XXXX read this to themselves but recalled all the events of the story.

It does not need to be an essay but a more detailed comment like the examples above is extremely useful when finding evidence.

We also encourage the children to write their own comments.

Please return group
reading books.



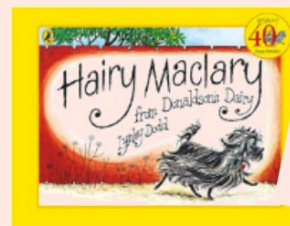
Reading and Oracy

If a child reads for 20 minutes a day they are exposed to 1.8 million words of text every year.



Please read to your child as well as hearing them read.

Your child should bring home a **reading book** and a **CAPER book** of their own choice. This is a book for you to share.



Oracy

The quality of parent talk from a young age partly drives children to become fluent readers by expanding their vocabulary.

Children expand vocabulary by listening and joining in with stories and rhymes, but the benefit increases when the text is directly discussed with an adult.

Known words by age 5*

- Never read to	4662
- Read to 1-2 times a week	63, 570
- Read to 3-5 times a week	169, 520
- Read to daily	296, 660
- 5 books a day	1,483,300

Year 2 Expectations - Spelling

- Spelling book

Spellings- personalised,
checked in school

Do not write in the orange
book. Practise in the red
homework book

Keep this in your book bag -
used daily!

The image displays a series of educational cards for the word "people", illustrating various spelling strategies:

- Pyramid Method:** Shows the word "people" broken down into its constituent letters (p, e, o, p, l, e) arranged in a pyramid shape to aid in memorization.
- Look, Cover, Write, Check:** A four-step process for learning a new word, illustrated with the word "people".
- Find the tricky part of the word:** Identifies the "ee" sound in "people" as a tricky part, with a cartoon character pointing to it.
- Where are the tricky parts?:** A card asking the student to identify the tricky parts of the word "people".
- Finding the shape strategy:** Shows the word "people" with a shape (a rectangle) drawn around it to help with letter formation.
- Clip the syllables:** Illustrates how to break the word "people" into syllables (peo, ple) using hand gestures.
- Segment the word:** Shows the word "people" segmented into individual letters (p, e, o, p, l, e) to help with letter recognition.
- Look for words within words:** Shows the word "people" with "child" and "dren" highlighted within it, suggesting a connection to the word "children".
- Look for suffix endings you know about:** Shows the word "people" with "beautiful" and "luckily" highlighted, suggesting a connection to the suffix "-ful".
- You can add pictures to a word to help you remember how to spell it:** Shows the word "people" with a cartoon character added to it, suggesting a mnemonic device.
- Sometimes you can make up a silly sentence to remember a word...but it is hard to do this with every word:** Shows the word "people" with a sentence "purple elephants only push little elephants" written below it, suggesting a mnemonic device.

Spelling – work for year 2

Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /e/, /i/, /a/, /u/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əʊ/ sound spelt -le at the end of words	The -le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /əʊ/ sound spelt -el at the end of words	The -el spelling is much less common than -le . The -el spelling is used after m, n, r, s, v, w and more often than not after s .	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əʊ/ sound spelt -al at the end of words	Not many nouns end in -al , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending -il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt -y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding -es to nouns and verbs ending in -y	The y is changed to i before -es is added.	flies, tries, replies, copies, babies, carries
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. Exception: being.	hiking, hiked, hiker, nicer, nicest, shiny
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /e/, /i/, /a/ and /ʊ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as a before l and ll .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday

English – Appendix 1: Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of –s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley
The /o/ sound spelt a after w and qu	a is the most common spelling for the /o/ ('hgt') sound after w and qu .	want, watch, wander, quantify, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /z/ sound spelt s		television, treasure, usual
The suffixes –ment, –ness, –ful, –less and –ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion		station, fiction, motion, national, section

English – Appendix 1: Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i> . <i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea .	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.

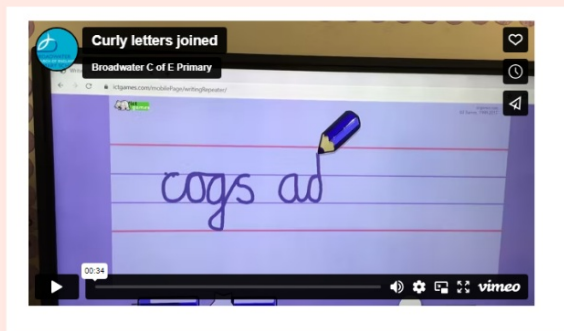
Year 2 Common Exception Words

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

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

Handwriting

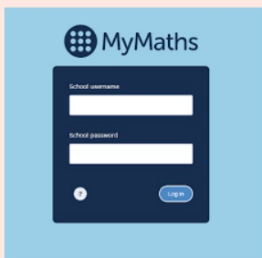
By the end of Year 2, your child should be able to join up their handwriting.



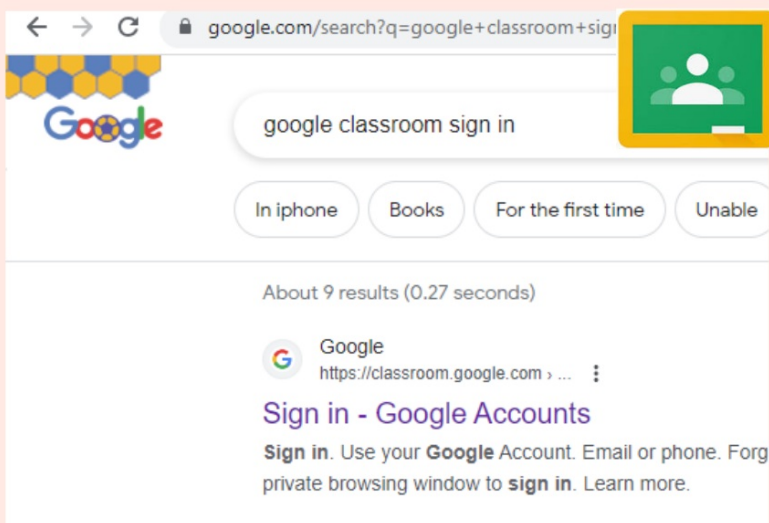
Please see the school website to support with this at home.

<https://www.broadwater.w-sussex.sch.uk/2035/Handwriting>

Year 2 Expectation - Homework



Set on Google Classroom. Work to be turned in online
Numbots - logins/MyMaths- online Maths homework



Either take a photo or
write a comment on
Google Classroom to
let us know how
confidently your child
completed it

Year 2 Expectation - Homework

06.10.22

Must Spelling - We have been learning these exception words:

people busy clothes everybody everyone

Practise writing these words and put them into a sentence.

 1. Rainbow Words
2. Triangle Words
3. Word Scramble
4. Word & Blue Words

Should Maths - Use this online game to become quicker at applying your bonds to 10 when adding higher numbers.

<https://www.ictgames.com/mobilePage/catapultCountOn/index.html>

To make it harder click on 'hide jumps'.



Check out the MyMaths homework on place value

Could Topic - We have been looking at how to write questions.

Imagine you had met a knight. What 3 questions might you like to ask him?

Record in your homework book and send a photograph into the Google Classroom.

Most weeks
homework is
divided into:

Must

Should

Could

Autumn Term- Key Dates

- W/B 21st September - **Clubs Start** and **Snacktember Week**
- Wednesday 23rd September - **Harvest**
- Friday 25th September - **Trip to Arundel Castle**
- Friday 2nd October - **Broadwater Day**
- Monday 5th October - **School Photos**
- Friday 9th October - **F@B Disco**
- Tuesday 13th October - **Parents Evening**
- Thursday 15th October - **Parents Evening**
- W/B 26th October - **Half term**
- Nativity- information to follow after half term

Autumn Term- A Knight's Quest



- Knights, Castles & Dragons
- **Trip to Arundel Castle- Friday 25th September. Packed lunches**
- September DBS- parent helpers please
- Knight Day- costume required- end of term

Spring Term- Ice & Fire

- Arctic, London & Great Fire of London
- Great Fire Of London costume required- Spring 2



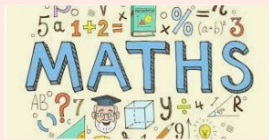
Summer Term- Shimmering Shores

- Oceans, sea creatures, Worthing beach

**Anticipated trip costs
for Year 2 is £50**



Most of our learning is topic based but some subjects are taught discretely. We make links where we can.



Maths



Computing



Religious Education

RHE



RE

Focus on critical thinking and creativity in RE.
Throughout the year we explore 3 world faiths.

Christainity



Islam



Hindusim



Our learning is enquiry based.

We also learn about **world views**.

Children are encouraged to express their own worldviews, as part of each unit.

RE

Autumn Term RE



What do Christians believe God is like?



How do Muslims show Allah is compassionate and merciful?



Why is Christmas important to Christians?

Maths

Three areas of learning

- fluency
- reasoning
- problem solving

Use the number cards below to make as many additions and subtractions as you can? How many can you make?

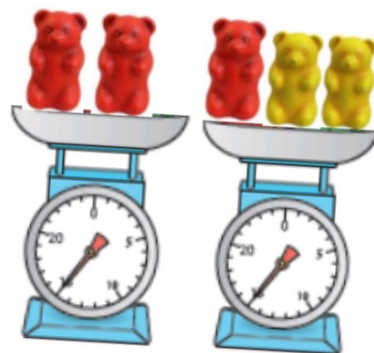


- **True or False?**
The arrow on the line below is pointing to 70.



Convince me

- How much do the 2 red bears weigh?



Which is heavier the red or the yellow bear? Explain your reasoning.

See website:

Information - Curriculum - Maths Calculation Policy

Maths - Number Bonds

BROTHER
CREATIVECENTER



$$0 + \square = 10$$

$$10 + 0 = \square$$

$$\square + 9 = 10$$

$$\square + 1 = 10$$

$$2 + 8 = \square$$

$$8 + \square = 10$$

$$\square + 7 = 10$$

$$7 + \square = 10$$

$$4 + \square = 10$$

$$6 + 4 = \square$$

$$5 + \square = 10$$

$$5 + 5 = \square$$



$$0 + 20 = 20$$

$$10 + 10 = 20$$

$$1 + 19 = 20$$

$$11 + 9 = 20$$

$$2 + 18 = 20$$

$$12 + 8 = 20$$

$$3 + 17 = 20$$

$$13 + 7 = 20$$

$$4 + 16 = 20$$

$$14 + 6 = 20$$

$$5 + 15 = 20$$

$$15 + 5 = 20$$

$$6 + 14 = 20$$

$$16 + 4 = 20$$

$$7 + 13 = 20$$

$$17 + 3 = 20$$

$$8 + 12 = 20$$

$$18 + 2 = 20$$

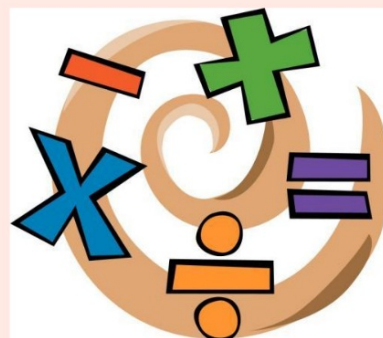
$$9 + 11 = 20$$

$$19 + 1 = 20$$

Maths - Recording

Arithmetic - most children who are secure on their methods tend to do well

"Show your workings"



$$34 + 23 = 57$$

||| ::

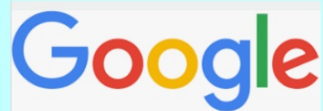
|| ::

$$45 - 21 = 24$$

||| ::

Jottings method! More information on the school website. Please speak to us if you need help!

Computing

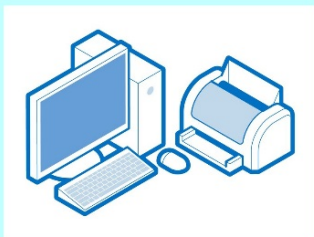


On line safety
Revisit throughout
the year



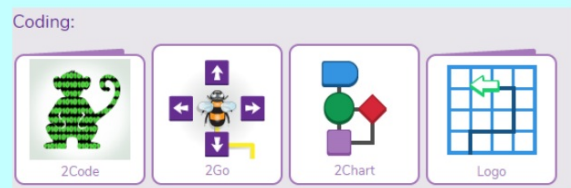
purple
mash

mouse control



computer hardware

coding



data handling

RHE



There are four corner stones covered across the year.

♥ RSE

□ DML

◐ EHWB

✎ PHWB



Relationship & Sex
Education



Digital & Media
Literacy



Emotional Health &
Wellbeing



Physical Health &
Wellbeing

Recent changes in curriculum content

west SUSSEX COUNTY COUNCIL **E4S** Information for Parents

Body privacy and saying yes or no (PANTS rule)

Cornerstone: ♥ RSE	Key Stage: 1	Concept: Being Safe
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Key Questions

Teachers have used the questions and statements from the E4S curriculum to plan lessons on being safe, which are delivered throughout the year according to the school's scheme of work.

This is what your child will be learning about in the upcoming scheme of work:

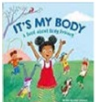
- How do I keep my body to myself?
- How do I know what is appropriate or not?
- How do I ask for help?
- How do we know when someone wants to keep things private?
- Should we keep everything private?
- How else can we say 'no' to being touched?

Questions to consider with your child:

- What makes you feel safe?
- How does your body tell you that someone is too close or that you feel unsafe?
- What can you do if someone touches you and it makes you feel uncomfortable?
- Should you always tell if someone makes us feel uncomfortable or unsafe?
- Who can you talk to?
- Who can you ask for help?
- What does private mean?
- Should we always keep things private?

Suggested Resources for parents:

Please find additional support and guidance below in relation to body privacy and saying yes and no.




This term we will be covering

Autumn One

- Rights and responsibilities
- Being responsible
- Exploring the range of emotions I can feel
- Understanding what to do when I feel anxious, feelings pass like clouds
- Managing my emotions : Zones of Regulation Chart

Autumn Two

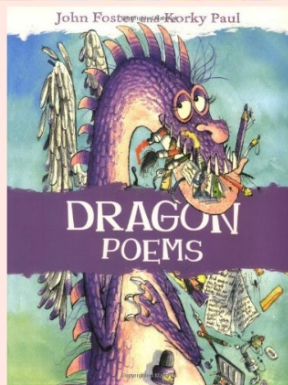
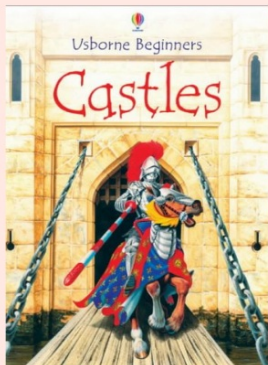
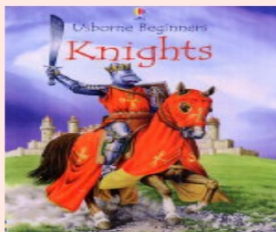
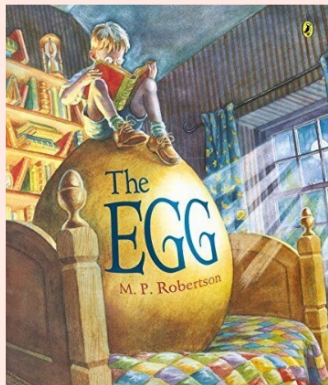
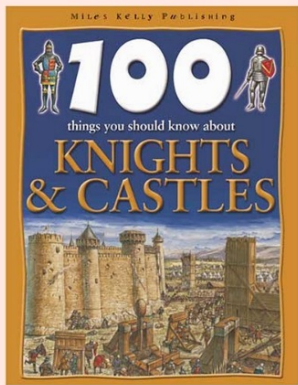
- Secrets and Surprises What is the difference?
- Having boundaries and respecting others boundaries
- Body Privacy and the PANTS rule
- Naming the private parts of our bodies using scientific language
- Gender stereotypes - Let toys be toys campaign

Parent Cards

Stunning Start - Making Bows



Core Texts for Autumn



Design and Technology

Topic based
learning!

Making drawbridges



Cooking apple tart



Music

Key vocabulary:

pulse

rhythm

pitch

dynamics

tempo



Understanding pitch

Listening to and
appraising



Songs for our
Nativity



Creating different
sounds

Art

Mary Blair



Castle art

Dragon drawings



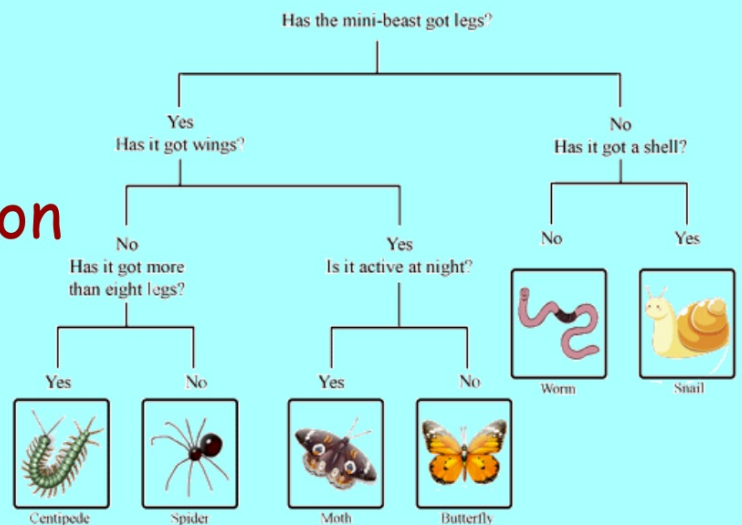
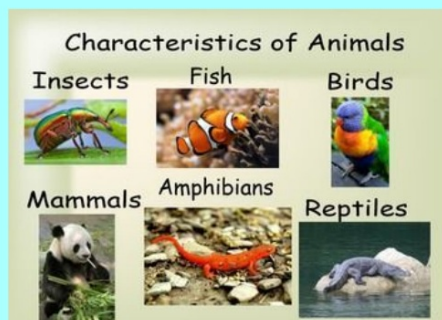
Science

Materials

Enquiry-based



Animal classification



How can you help at home?

- Read, read, read
- Spellings!
- Help with homework
- Numbots
- Speak to us if unsure





Can you help?

★ reading

★ spelling

Need a DBS
See school office

Thank you for your continued support. We are looking forward to a happy and successful year!

