

Welcome to Year 2!



Please ask questions throughout.

Puffin Class

Mr Bellenie Mrs Krost



Teaching Assistant:

Miss Tilley Mrs Nicholson

Penguin Class

Mrs Lawson Mrs Krost



Teaching Assistant:
Mrs Williams

Mr Lund



Year 2 Expectations house keeping



Named water bottle in daily - no Prime bottles
- must be water

A fruit snack will be provided but if your child gets hungry, you can provide a small healthy sandwich - 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 Tuesday (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 ...

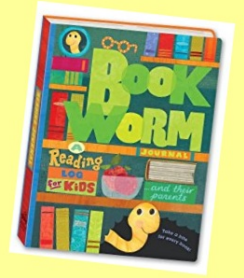
XXXX read this to themselves but recalled all the events of the story.

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.

Reading

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



Guided Reading book or RML book
Own choice book from book corner
(CAPER)

Please, please, please write in your child's Reading diary. It is important we know other books your child has been reading at home so please record this too.

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!

Look  people

Cover 

Write people

Check  people

Find the tricky part of the word

Where are the tricky parts?

Pyramid Method

p
pe
peo
peop
peopl
people

Finding the shape strategy

people

Clap the syllables

chil dren

Segment the word

chil dren

Look for words within words

children

beautiful

Look for suffix endings you know about

colourful loudly

If it ends with a 'y', drop it and add an 'i'.

beautiful luckily

Monarchy

children

You can add pictures to a word to help you remember how to spell it. This doesn't work for every word.

Sometimes you can make up a silly sentence to remember a word...but it is hard to do this with every word.

people

purple elephants only push little elephants

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/, /o/, /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 /əl/ 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 /əl/ 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 /əl/ 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/, /o/ 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 /a/ sound spelt a after w and qu	a is the most common spelling for the /a/ ('hgt') sound after w and qu .	want, watch, wander, quantity, 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 /j/ 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 – 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'.

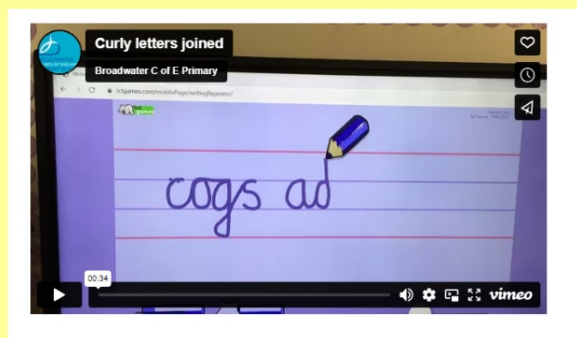
Year 2 Common Exception Words

door, floor, poor, because, find, kind,
mind, behind, child, children*, wild, climb,
most, only, both, old, cold, gold, hold,
told, 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

after	class	floor	most	pretty
again	clothes	gold	move	prove
any	could	grass	Mr	should
back	old	great	My	sugar
beautiful	door	half	old	told
because	even	hold	only	um
behind	every	hour	parents	water
both	improve	kind	pass	whole
break	last	many	path	who
busy	mind	money	people	wild
child	find		poor	would
children				
Christmas				

Handwriting

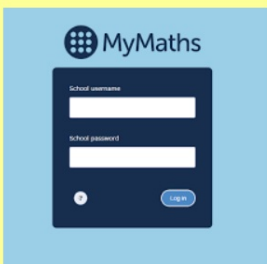
By the end of Year 2, your child should be able to join up their handwriting.



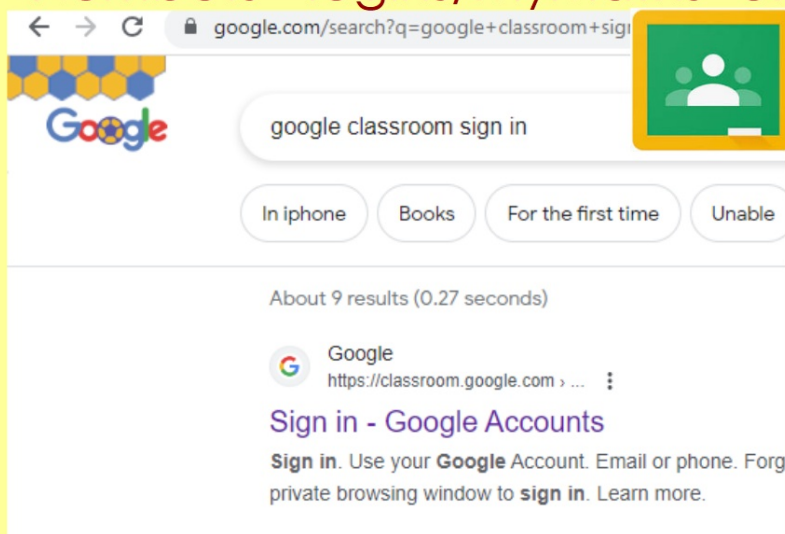
Please see the school website to support with this at home.

<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. Random Words
2. Triangle Words
3. Word Scramble
4. Read & Write 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- A Knight's Quest



- Knights, Castles & Dragons
- Trip to Arundel Castle- Friday 26th September If you don't need a lunch, PLEASE CANCEL!
- September DBS- parent helpers please
- Knight Day- costume required- end of term

Stunning Start - Making Bows



Spring Term- Ice & Fire

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



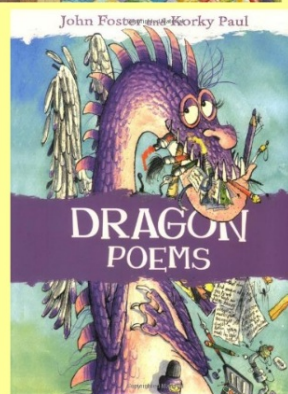
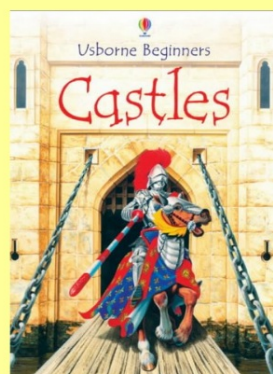
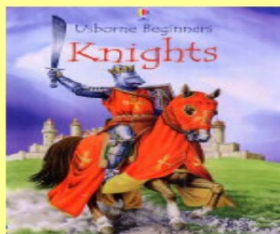
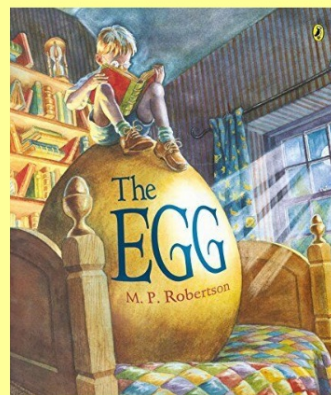
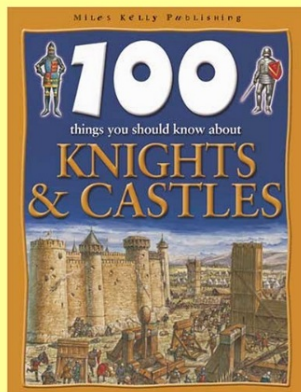
Summer Term- Shimmering Shores

- Oceans, sea creatures, plastic pollution

Anticipated trip costs
for Year 2 is £50



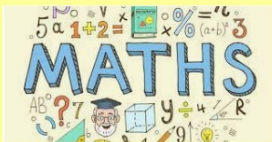
Core Texts for Autumn



Autumn Term- Key Dates

- W/B 22nd September - Clubs Start
- Friday 26th September - Trip to Arundel Castle
- Wednesday 1st October - Maths Information Meeting
- Friday 3rd October - Broadwater Day
- Monday 6th October - School Photos
- Friday 10th October - F@B Disco
- Tuesday 14th October - Parents Evening
- Thursday 16th October - Parents Evening
- W/B 27th October - Half term
- Nativity- information to follow after half term

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



Maths



Computing



Religious Education

RHE



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?

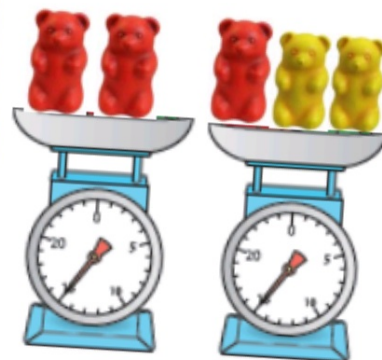


- **True or False?**
The arrow on the line below is pointing to 70.



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



$$0 + \square = 10$$

$$10 + 0 = \square$$

$$\square + 9 = 10$$

$$\square + 1 = 10$$

$$2 + 8 = \square$$

$$8 + \square = 10$$

$$\square + 7 = 10$$

$$7 + \square = 10$$

$$4 + \square = 10$$

$$6 + 4 = \square$$

$$5 + \square = 10$$

$$5 + 5 = \square$$



$$0 + 20 = 20$$

$$10 + 10 = 20$$

$$1 + 19 = 20$$

$$11 + 9 = 20$$

$$2 + 18 = 20$$

$$12 + 8 = 20$$

$$3 + 17 = 20$$

$$13 + 7 = 20$$

$$4 + 16 = 20$$

$$14 + 6 = 20$$

$$5 + 15 = 20$$

$$15 + 5 = 20$$

$$6 + 14 = 20$$

$$16 + 4 = 20$$

$$7 + 13 = 20$$

$$17 + 3 = 20$$

$$8 + 12 = 20$$

$$18 + 2 = 20$$

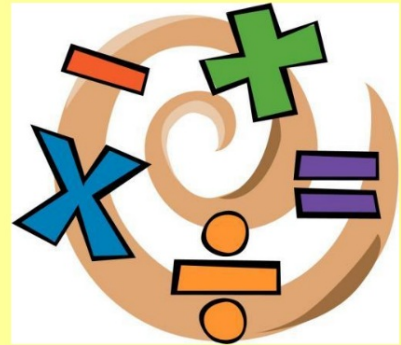
$$9 + 11 = 20$$

$$19 + 1 = 20$$

Maths - Recording

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

"Show your workings"



$$34 + 23 = 57$$

||| ::

|| ::

$$45 - 21 = 24$$

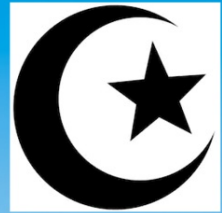
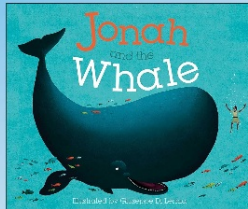
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Jottings method!

Regrouping to follow in maths meeting...

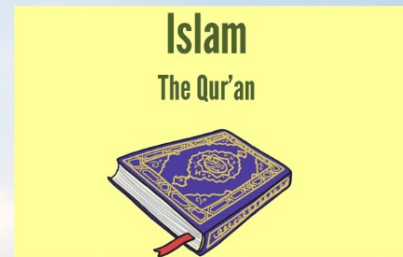
RE

God



Muhammad and the ants Muhammad watched some ants running about. They were very busy. Suddenly Muhammad saw a fire spreading towards the ants. It had been lit by a travelling man. Muhammad said "Quick! Put that fire out!" The men noticed the ants running about and understood. He got his blanket and threw it over the fire. The men were grateful to Muhammad for stopping him from burning the ants. He knew Allah loves all creatures and wants people to look after them.	Muhammad and the birds Muhammad was walking along and heard some men laughing at a bird who was upset. "Why are you laughing?" he said. One of the men opened his hand to show a baby bird. "No wonder she is so upset. Give her baby back!" Muhammad said. The bird flew away carrying her baby in her beak.
A thirsty dog One very hot day a man started a journey. The sun was blazing hot and the ground was burning. The man began to feel thirsty. He found a well full of water. He scooped up the water in his hand and drank it. He saw a dog near him who was thirsty too. The man felt sorry for the dog. He filled his shoe with water and gave it to the dog to drink.	Muhammad and the cat Muhammad sat under a tree. He had a long coat on. When he went to stand up, he saw a cat and her kittens were asleep on his coat. He remained alone for them. He sat around the part of the coat the cat was sat on so they did not wake up.

Allah



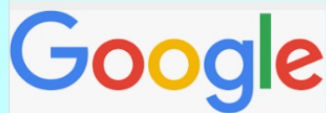
Incarnation

Salvation

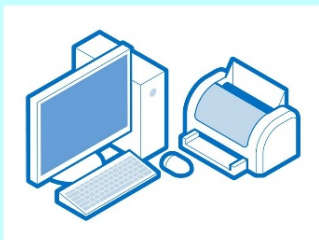
Special books

Computing

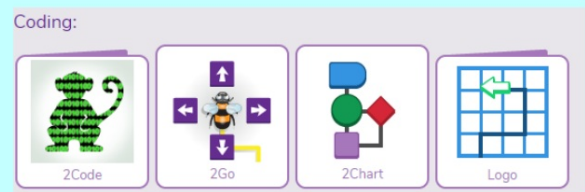
On line safety
Revisit throughout
the year



mouse control



computer hardware



Design and Technology

Making drawbridges



Cooking apple tart



Later in year - house building, sewing,
fishcake making

Music

Key vocabulary:

pulse

rhythm

pitch

dynamics

tempo



Songs for our
Nativity



Understanding pitch

Listening to and
appraising



Creating different
sounds

Art

Mary Blair



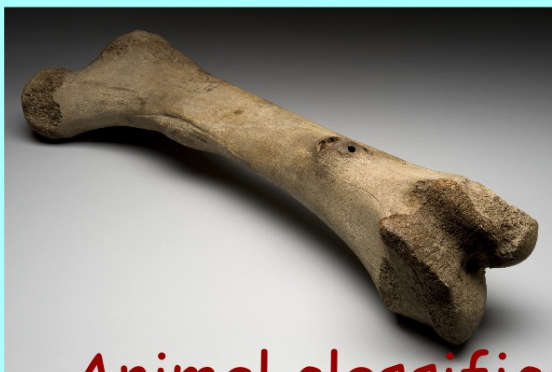
Dragon drawings



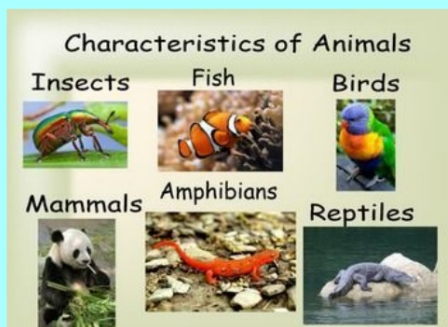
Later in year - Northern Lights, polar bears, Great Fire of London, beach art

Science

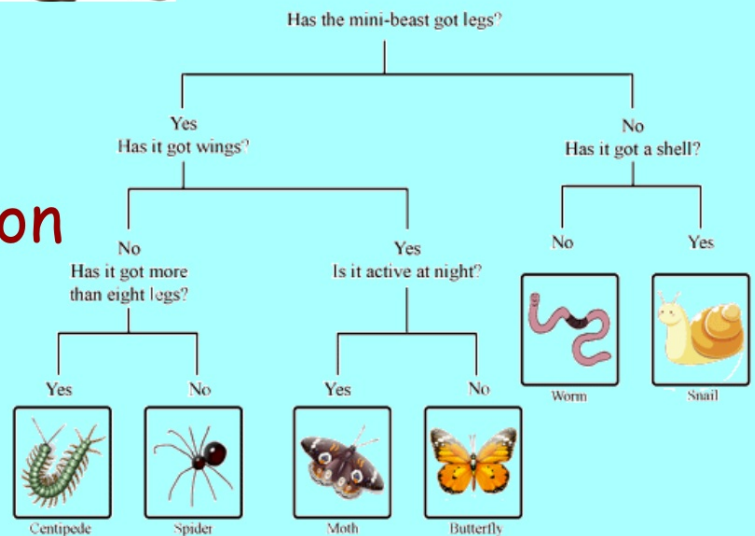
Enquiry-based



Animal classification



Materials



Autumn Term

RHE

We will be learning about how to:

- stay safe
- be healthy
- understand key rules
- friendships

Spring Term

We will be learning :

- to keep fit
- that we start life as babies and what babies need to thrive
- understanding privacy
- maintaining friendships

Summer Term

We will be learning:

- how to stay healthy
- recognising our own strengths
- understanding our place in the community



How can you help at home?

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





Can you help?

★ reading

Need a DBS
See school office

★ spelling

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

