

# YEAR 2 PARENT MEETING

Welcome from  
Mrs Page and Miss Penelrick



# YEAR 2 PARENT MEETING

Support Staff

Miss Feeney, Mr Haynes, Mrs Dowie



# YEAR 2 PARENT MEETING

Parent Representatives  
Kingfishers — , Robins —

# PLEASE WORK WITH US

- Your child arrives on time, prepared to learn, with everything they need to facilitate their learning. Children should be in class ready to learn at 8:35am. Register closes at 8:40 am
- Good attendance is essential for educational success. This includes, unless under exceptional circumstances, no holidays in term time.



# PE

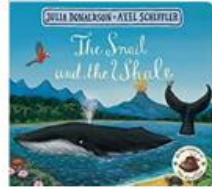
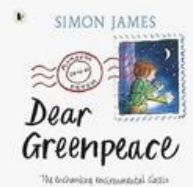
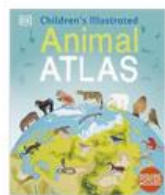
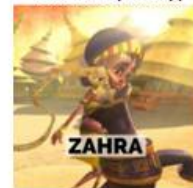
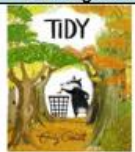
PE days are:

- Wednesday PM — indoor PE
- Thursday PM — outdoor PE
- Please ensure your child has their NAMED PE kit as it is essential they have 2 hours of PE a week.



# ENGLISH

- We will be looking at a range of writing such as diary, information texts and narratives.

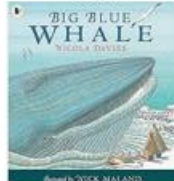
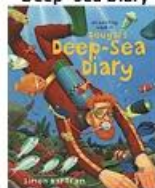
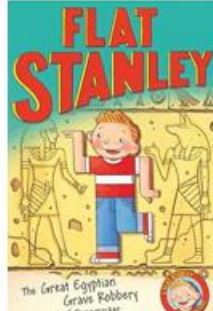
| Autumn 1                                                                           | Autumn 2                                                                           | Spring 1                                                                             | Spring 2                                                                             | Summer 1                                                                             | Summer 2                                                                             |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Learning Journey 1</b>                                                          | <b>Learning Journey 1</b>                                                          | <b>Learning Journey 1</b>                                                            | <b>Learning Journey 1</b>                                                            | <b>Learning Journey 1</b>                                                            | <b>Learning Journey 1</b>                                                            |
| Text: Text: <i>How to look after your dinosaur</i>                                 | Text: <i>The Little Red</i>                                                        | Text: <i>Paddington at the palace</i>                                                | Text: <i>The Secret Sky Garden</i>                                                   | Text: <i>Snail and the Whale</i>                                                     | Text: <i>Dear Greenpeace</i>                                                         |
|   |   |    |   |   |   |
| Outcome: Instructions (I)                                                          | Outcome: Innovated Story (E)                                                       | Outcome: recount/diary (I)(E)                                                        | Outcome: recount/diary (I)                                                           | Outcome: Letter (E)                                                                  | Outcome: Letter                                                                      |
| SOA: recount/diary of visit to the park                                            | SOA: Poster describing the wolf and to warn people                                 | SOA: description of a setting                                                        | SOA: Description                                                                     | SOA: recount                                                                         | SOA: poster.                                                                         |
| <b>Learning Journey 2</b>                                                          | <b>Learning Journey 2</b>                                                          | <b>Learning Journey 2</b>                                                            | <b>Learning Journey 2</b>                                                            | <b>Learning Journey 2</b>                                                            | <b>Learning Journey 2</b>                                                            |
| Text: <i>Tyrannosaurus Drip</i>                                                    | Text: <i>Animal atlas</i>                                                          | Text: <i>If I were a king</i>                                                        | Text: <i>Zahra</i> (film clip)                                                       | Text: <i>The big book of Blue</i>                                                    | Text: <i>TIDY</i>                                                                    |
|  |  |  |  |  |  |
| Outcome: Description of their own dinosaur. (E)                                    | Outcome: Information sheet (I)                                                     | Outcome: Persuasive poster (P)                                                       |                                                                                      | Outcome: Non Fiction book about different animals. (I)                               | Outcome: Diary or recount. (E)                                                       |
|                                                                                    |                                                                                    |                                                                                      |                                                                                      |                                                                                      | SOA: Information poster about why we need to look after the world.                   |





# ENGLISH

- We will be looking at a range of writing such as diary, information texts and narratives.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Reading teaching</b><br/>Focus text:<br/>Dear Dinosaur</p>  <p>Focus domains:<br/><i>Language for effect</i><br/><i>Inference</i></p> <p><b>Reading teaching</b><br/>Focus text:<br/>Don't look in this book</p>  <p>Focus domains:<br/><i>Language for effect</i><br/><i>Inference</i><br/><i>Select and retrieve</i></p> <p>A ticket to Kalamazoo</p> | <p><b>Reading teaching</b><br/>Focus texts: Rapunzel</p>  <p>Focus domains:<br/><i>Select and Retrieve</i><br/><i>Summarise</i><br/><i>Inference</i></p> <p>Focus text:<br/>Snow</p>  <p>Focus domains:<br/><i>Clarify</i><br/><i>Language for Effect</i></p> | <p><b>Reading teaching</b><br/>Focus text: Queen Elizabeth II</p>  <p>Focus domains:<br/><i>Themes and conventions</i><br/><i>Language for Effect</i><br/><i>Comprehension Select and Retrieve</i></p> <p>Focus text:<br/>The Queen's Hat</p>  <p>Focus domains:<br/><i>Themes and conventions</i><br/><i>Language for Effect</i><br/><i>Comprehension Select and Retrieve</i></p> | <p><b>Reading teaching</b><br/>Focus text: The Lost Thing</p>  <p>Focus domains:<br/><i>Clarify</i><br/><i>Inference</i><br/><i>Respond and explain</i></p> <p>Focus text: The Flower</p>  <p>Focus domains:<br/><i>Predict</i><br/><i>Inference</i><br/><i>Themes and Conventions</i><br/><i>Respond and Explain</i></p> | <p><b>Reading teaching</b><br/>Focus text: Big Blue Whale</p>  <p>Focus domains:<br/><i>Select and Retrieve</i><br/><i>Language for effect</i><br/><i>Predict</i><br/><i>Inference</i></p> <p>Focus text: Dougal's Deep-Sea Diary</p>  <p>Focus domains:<br/><i>Comprehension</i><br/><i>Select and Retrieve</i><br/><i>Clarify</i></p> | <p><b>Reading teaching</b><br/>Focus text: Bee</p>  <p>Focus domains:<br/><i>Inference</i><br/><i>Themes and conventions</i><br/><i>Summarise</i><br/><i>Language for Effect</i></p> <p>FLAT STANLEY</p>  |
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# PHONICS AND SPELLING

- We will complete daily spelling sessions along side daily Phonic sessions all run through the ELS programme





# MATHEMATICS

- We will be working through a range of mathematical concepts, at the moment we are working on number, such as understanding place value and the four operations.
- We will be using different resources that will develop your child's understanding further. For example, instead of giving your child larger numbers to work with, we ensure that children can apply new skills to different contexts e.g. multiplication using coins
- If you would like more information regarding how we teach Mathematics there is a parent calculation document on our school website.



# MATHEMATICS

|        |                                                       |                                                                                                                                          |                                                                                                                            |                                                                  |                                                                                 |
|--------|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Year 2 | Recall number bonds for 10 (addition and subtraction) | Recall number bonds within 10 (addition and subtraction)<br>Focusing on 2, 3, 4, 5<br><i>Make reference to doubles and near doubles.</i> | Recall number bonds within 10, 9, 8, 7, 6 (addition and subtraction)<br><i>Make reference to doubles and near doubles.</i> | Recall number bonds to and within 20. (addition and subtraction) | Derive number bonds to 100 using number bonds to 10. (addition and subtraction) |
|        |                                                       |                                                                                                                                          |                                                                                                                            |                                                                  |                                                                                 |



# MATHEMATICS

Adding 1 and 2

Bonds to 10

Adding 10

Bridging/  
compensating

Doubles

Adding 0

Near doubles

Y1 facts

Y2  
facts

| +  | 0    | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10    |
|----|------|------|------|------|------|------|------|------|------|------|-------|
| 0  | 0+0  | 0+1  | 0+2  | 0+3  | 0+4  | 0+5  | 0+6  | 0+7  | 0+8  | 0+9  | 0+10  |
| 1  | 1+0  | 1+1  | 1+2  | 1+3  | 1+4  | 1+5  | 1+6  | 1+7  | 1+8  | 1+9  | 1+10  |
| 2  | 2+0  | 2+1  | 2+2  | 2+3  | 2+4  | 2+5  | 2+6  | 2+7  | 2+8  | 2+9  | 2+10  |
| 3  | 3+0  | 3+1  | 3+2  | 3+3  | 3+4  | 3+5  | 3+6  | 3+7  | 3+8  | 3+9  | 3+10  |
| 4  | 4+0  | 4+1  | 4+2  | 4+3  | 4+4  | 4+5  | 4+6  | 4+7  | 4+8  | 4+9  | 4+10  |
| 5  | 5+0  | 5+1  | 5+2  | 5+3  | 5+4  | 5+5  | 5+6  | 5+7  | 5+8  | 5+9  | 5+10  |
| 6  | 6+0  | 6+1  | 6+2  | 6+3  | 6+4  | 6+5  | 6+6  | 6+7  | 6+8  | 6+9  | 6+10  |
| 7  | 7+0  | 7+1  | 7+2  | 7+3  | 7+4  | 7+5  | 7+6  | 7+7  | 7+8  | 7+9  | 7+10  |
| 8  | 8+0  | 8+1  | 8+2  | 8+3  | 8+4  | 8+5  | 8+6  | 8+7  | 8+8  | 8+9  | 8+10  |
| 9  | 9+0  | 9+1  | 9+2  | 9+3  | 9+4  | 9+5  | 9+6  | 9+7  | 9+8  | 9+9  | 9+10  |
| 10 | 10+0 | 10+1 | 10+2 | 10+3 | 10+4 | 10+5 | 10+6 | 10+7 | 10+8 | 10+9 | 10+10 |



# TIMES TABLES

- Big push on times table fluency (knowing the times tables facts)!
- Part of daily Maths lessons.
- Concentrate on 2s, 5s and 10s first...
- ...Children should be able to count in 3s by the end of Year 2. E.g. 0, 3, 6, 9, 12...



# PROJECT

Over the year our projects will include:

Learning about Mary Anning and why she is significant in history

Journey around the world — Asia and Australasia

The history of the Monarchy

Comparing a small area of UK to Non-European country (Gosport, UK/ Papua New Guinea)

The history of Naval ships

Considering how we can look after our world better



# HOME LEARNING

- Daily reading with or to a family member or independently
- Daily number skills and tables practice — 10 minutes per day
- Project homework sent home to complete during each half term.





# PHONICS SCREENING

Children who did not pass the Year One Phonics Screening will retake the screening this academic year.

The children will work alongside an adult on a 1:1 basis.

The children will read 40 words which they can sound out.

The pass mark is usually 32/40 words read correctly.



# How to Help Your Child

[click to  
see all  
text](#)

- First and foremost, support and reassure your child that there is nothing to worry about and that they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!

# FORTHCOMING EVENTS

Please check the school website, Facebook and Twitter feeds for upcoming events.

You will be receiving a newsletter with key dates on soon!



Thank you for  
coming 😊

