



WELCOME TO YEAR 2

Information PowerPoint
Autumn 2022

Meet the Year 2 Team



Miss Biles
Class Teacher



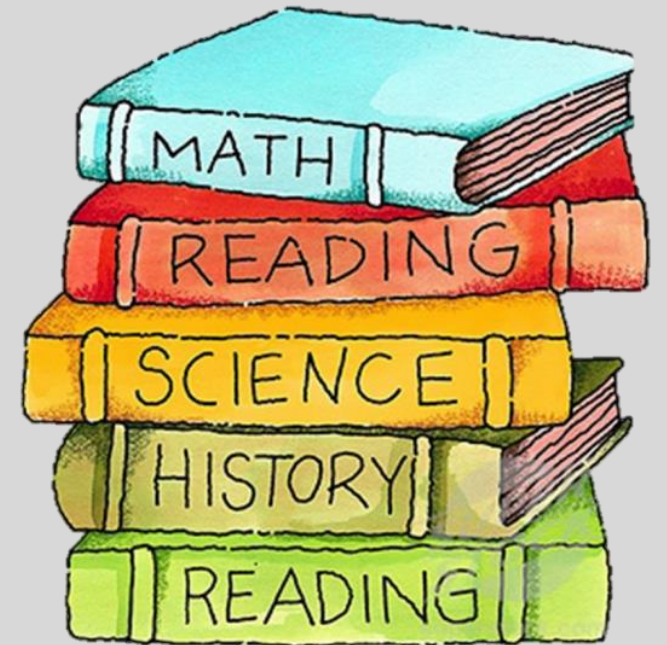
Mr Gray
Teaching Assistant

Our Classroom



Year 1 Timetable

Time	Activity
8:40-8:50am	Morning Activity
8:50am	Registration
9:05-9:40am	Phonics
9:40-10:30am	English
10:30-10:45am	Breaktime
10:45-12noon	Maths
12-1pm	Lunchtime
1-1:25pm	Reading or Handwriting
1:25-2:55pm	Foundation Subjects
2:55-3:15pm	Assembly
3:20pm	Home



Our Learning Journeys

Year 2 Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science		Uses of Everyday Materials	Living things and their habitats		Animals, including humans	Plants
History	Great Fire of London	Florence Nightingale and Mary Seacole			Pirates- Harry Paye	
Geography			The UK	Maps of the World		The seaside and Poole Harbour: Comparison to Cape Town
Art and Design		Drawing- Still Life		Painting- Paul Klee		Sculpture- Clay
Design and Technology	Mechanisms- wheels and axles		Food		Textiles	
PE	Fundamentals Gymnastics	Dance Ball Skills	Invasion Sending and Receiving	Net and Wall Fitness	Target Games Team Building	Athletics Striking and Fielding
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Safety	Fire Safety Stranger Danger	Fire Safety Body Safety	Stranger Danger	Road Safety	Sun Safety Water/Beach Safety	Body Safety
RE	Community and Belonging- Islam	Incarnation- Christianity	Gospel- Christianity	Salvation- Christianity	Creation- Christianity	Hajj- Islam
Computing	Computer Systems and Networks	Data Handling		Programming 1		Programming 2
Music	Exploring Simple Patterns	Focus on Dynamics and Tempo	Exploring Feelings through music	Inventing a Musical Story	Music that makes you dance	Exploring Improvisation

Home Learning

You will receive a curriculum leaflet and home learning sheet with ideas of learning the children could do at home. Please only use this as a guide as I know the children will have lots of other imaginative ideas!

We love seeing all of the home learning the children get up to and the children really enjoy sharing their experiences with their peers. If you would prefer not to send learning into school, please email me a picture of the learning or places you have been and we can continue to share what the children have been up to.

Home Learning Ideas

Autumn 1



For our first History learning journey, we will be travelling back in time to 1666 to experience the Great Fire of London. In DT we will be learning about wheels and axles, in order to become the designers and builders of a new fire engine. Home Learning is encouraged so that your child can share with you some of the knowledge and skills learnt in school as well as allow them to learn more and follow their own areas of interest. It can also help your child to become more involved in the learning and become more independent with their thinking. If you would like some ideas please use the list below, but these are merely suggestions, and it would be great to see what the children think of themselves.







We can't wait to see what the children produce this half term...

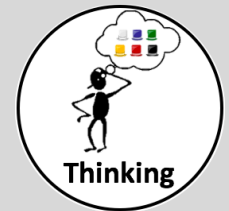
Home Learning Ideas

- Make a moving car using junk modelling materials. What shapes will you need for different parts of the car? Which materials will work best?
- Design a new fire engine. Become a designer for a new fire engine. Draw a picture and label the important parts.
- Make a model of a Tudor house from 1666. Investigate how the homes were designed and made. What are the similarities and differences to modern houses?
- Write a fact-file on the Great Fire of London. Remember to include pictures and exciting facts.
- Many artists painted the Great Fire of London. Create your own artwork of the Great Fire. Which part of London will you paint? You could paint Pudding Lane, the River Thames, St Paul's Cathedral or other places that the fire spread to.
- Write an information leaflet on fire safety. How can you prevent a fire? What should you do if there is a fire?

English- Reading

The children will read as a class three times a week. As the children's word reading becomes more fluent, the focus becomes more on their understanding of what they have read.

<p>Vocabulary Find and explain the meaning of words in context</p> 	<p>Infer Make and justify inferences using evidence from the text</p> 	<p>Predict Predict will happen based on the details given and implied</p> 	<p>Explain Explain how content is related and contributes to meaning as a whole Explain how meaning is advanced through language choice Explain themes/patterns</p> 	<p>Retrieve Retrieve and record information and identify key details from fiction and non-fiction</p> 	<p>Summarise Summarise the main ideas from more than one paragraph</p> 
<ul style="list-style-type: none"> • What do the words and suggest about the character, mood and setting? • What word tells you that? • Which key word tells you about the character/setting/mood? • Find one word in the text that means? • Find and highlight the word that is closest in meaning to.....? • Find a word or phrase which shows/suggests that..... 	<ul style="list-style-type: none"> • Find and copy a group of words that show that..... • How do these words make the reader feel? • How does this paragraph suggest this? • How do the descriptions of show that they are? • How can you tell that...? • What impression do you get of from these paragraphs? • What voice might these characters use? • What was 	<ul style="list-style-type: none"> • From the cover what do you think this book is going to be about? • What is happening now? What happened before this? • What do you think is going to happen after? • What does this paragraph suggest will happen next? • What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you thinkwill happen? Yes, no or 	<ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases that show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the 	<ul style="list-style-type: none"> • How would you describe this story/text? • What genre is it? How do you know? • How did.....? • How often.....? • Who had.....? • Who is...? • Who did...? • What happened to...? • What does do? • How..... is? • What can you learn from in this section? • Give one example of.... • The story is told from whose perspective? 	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened in the story? • What happened after.....? • What was the first thing that happened in the story? • In what order do these chapter headings come in the story? • Can you summarise in a sentence the opening/middle/end of the story?



Books Going Home



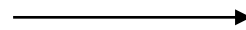
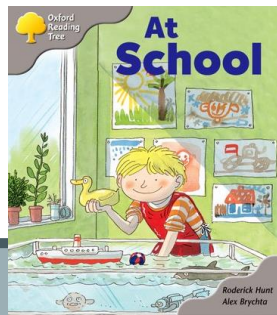
Learn to Read Book

Your child will read this confidently and it matches the phonics they have been learning in school that week

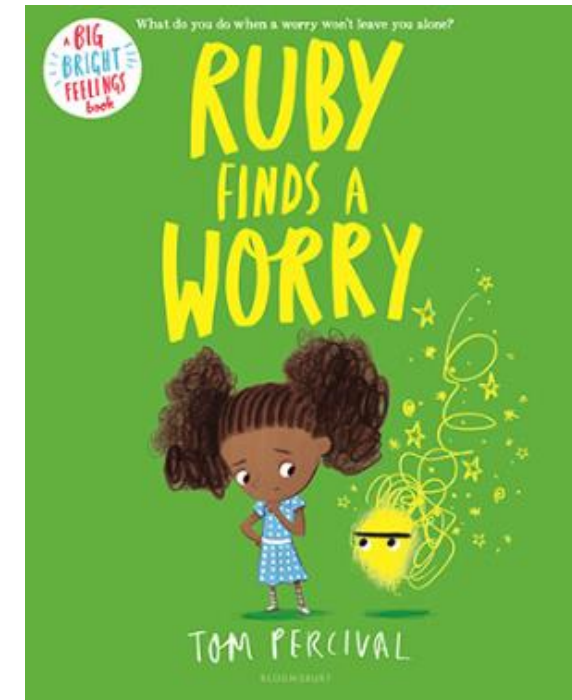
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Shared Reader Book

Closely matches your child's current phonics learning but they will need some support with sounds they may not know.



When children have completed **Read, Write Inc.**, they will bring home a Learn to Read book that is colour banded White or Lime. We do also have banded books right the way through KS2 now so it may be that they may also begin reading some of the Brown books too.



Love to Read Book

A book chosen by your child from the library to share together at home.

Reading Records

You don't need to write too much!

Examples:

*A signature and tick three times stating you have simply read the book is great!

- “X read most green words independently but struggled with sh sound so we worked on this together.”
- “X read all of the speedy green words in under 1 minute. We played games to beat her time.”
- “After the third read, X was confident on all sounds apart from nk.”



Learn to Read Book

This is the book we would love to see recorded in your reading record **at least x3 per week**.

You can of course log other reads from the shared book and library books or maybe even your own books at home.

Reading with your child is one of the most important things you can do to help at home. We will keep a weekly check of who is reading at least x3 times per week, please do let us know if you want any further support. We are always happy to help!

Ebook Library

The screenshot shows the Oxford Owl eBook library website. At the top, there is a blue header with the text "Oxford Owl eBook library" and the Oxford Owl logo. Below the header is a search bar with the placeholder text "Search...". Underneath the search bar are three dropdown menus labeled "Age groups", "Series", and "Levels". A link labeled "Start Again" is positioned below the "Age groups" dropdown. The main content area displays five book covers: "The Little Red Hen", "The Haircut", "A Home for Ted", "Tiger's Family", and "Big, Bad Bug". Below this row is a teal banner with the text "Free read with...". Underneath the banner is another "Levels" dropdown menu and a "Start Again" link. The bottom section of the screenshot shows five "Sound Blending Book Bag" books, labeled "Book 1" through "Book 8".

Access a wide range of ebooks on the Oxford Owl website too!

Yr2Hen
frog



Henbury View First School

Spelling Logbook



Dear Parents,

Each week your child will receive a sheet that details the focus sound/s or spelling rule that has been focused on that week in school. Please use the variety of games and activities below to help your child practise these important spellings.

- **Review** – begin spelling sessions reviewing words or rules from previous weeks. Mark together, highlighting parts that may be incorrect. Can you come up with your own rule or rhyme to help you remember the tricky part together?
- **Say** the focus words in funny voices changing the parts that are tricky to remember
- **Look, say, cover, write and check** – mark together
- **Dictation** – Say the focus word within a sentence your child writes down, focus marking on the target word
- **Four in a row game** – a mini spelling quiz of 4 words targeting the focus sound or rule. Mark together and see if they can get four in a row!
- **Mark it** – You write down the spelling correctly or incorrectly then ask your child to mark it for you. Did they spot your mistakes?

We love to see your work, please use this book to record any spelling home learning.

Log Books



Red Words

Red Ditty Level									
put	the	I	no	of	my	for	he		
Green Level									
your	said	you	be	are					
Purple Level									
to	me	go	baby	put(s)	your				
Pink Level									
I've	like	all	we	want	her	call	she	I'm	
something	into	so							
Orange Level									
what	do	today	they	old	I'll	was			
Yellow Level									
some	saw	watch	school	small	their	who	tall	one	
I've	baby	fall	any	where	were	wall	there		
Blue Level									
does	other	two	could	ball	would	water	wash	anyone	
over	wasn't	through	once	brother	whole	people			
Grey Level									
should	were	there	call	want	come	one	through	many	
could	are	other	was	two	who	you	said	your	
what	school	mother	to	the					
water	great	brother	above	who					
what	small	any	here	so					



Henbury View First School

Spelling Logbook



Another important element to our spelling work is learning to read and spell common exception or red words. These words may not follow the focus sound and spelling rules we have been working on and we need to work hard to remember them. You can use all of the same strategies on the previous sheet to help you rehearse these words.

Top tip: Circle the part of the word that doesn't sound right, discuss how and why it is different and come up with strategies together to remember it. Mnemonics is a great strategy for words like these.

e.g. Said – silly ants in dresses

Please remember to bring book bags into school everyday with these key items in



There are routines and systems in place that ensures your child will receive all of the books they need as well as new log book slips for the week.

It is difficult for us to manage this if book bags are not in school every day with all of these items.

English- Writing

Over the year, we will ensure that the children can experience and write both fiction and non-fiction, and different writing styles within these (e.g. letter writing, instructions, recounts, etc.). Our work during our reading sessions will support the writing, both through looking at structure and vocabulary. The children will have a clear purpose and audience for each piece of writing.

For writing, we follow the Reading into Writing process. This ensures that children are fully immersed in the genre and have the opportunity to pick apart excellent examples of the genre before writing their own pieces. The children create a toolkit of the skills they need which acts as a success criteria for their own writing.

Punctuation and grammar skills will continue to be taught throughout the year. We will start by revisiting and securing the independent application of the skills from Year 1 before moving on to the Year 2 curriculum. Here are the Year 2 punctuation and grammar objectives that we will focus on this year:


When reading at home, please pick out these skills and if the children choose to write, please edit with the children to include these accurately.

Transcription
KPI
Form 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
Segment spoken words in phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others
Spell many common exception words <i>(Evidence of using red word mat to spell words that correlate to the group colour they are on.)</i>
Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)
Use the diagonal and horizontal strokes needed to join some letters
Composition
Write simple, coherent narratives about personal experiences and those of others (real and fictional)
Use past and present tense correctly and consistently
Grammar and Punctuation
Demarcate most sentences in their writing with capital letters and full stops, and use question marks when required
Use co-ordination (e.g. and, or, but)
Use subordination (e.g. when, if, that, because) to join clauses


English- Spelling Logs

Spelling Logs

The words sent home in the spelling logs give the children a chance to practice the phoneme or spelling rule that we have been focusing on during the week in our phonics sessions. Please ensure the spelling logs come into school on a **Friday** in the bookbags so the new spellings can be stuck in. Please don't feel like you must practice the words in the book- if the children would prefer to practice them in a different way then that is fine. We would just ask that you comment in the spelling log so we can see what they have done



Henbury View First School
Spelling Logbook




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Henbury View First School
Spelling Logbook



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e.g. Said – silly ants in dresses

English- Spelling

Red words

Red Words, also known as common exception words, are words that the children cannot phonetically spell. There is a copy of these words stuck in the spelling log and the reading record. The children are given time weekly to practice these words at school and please practice them at home as well in whichever way you would like to

Red Words								
Red Ditty Level								
put	the	I	no	of	my	for	he	
Green Level								
your	said	you	be	are				
Purple Level								
to	me	go	baby	put(s)	your			
Pink Level								
I've	like	all	we	want	her	call	she	I'm
something	into	so						
Orange Level								
what	do	today	they	old	I'll	was		
Yellow Level								
some	saw	watch	school	small	their	who	tall	one
I've	baby	fall	any	where	were	wall	there	
Blue Level								
does	other	two	could	ball	would	water	wash	anyone
over	wasn't	through	once	brother	whole	people		
Grey Level								
should	were	there	call	want	come	one	through	many
could	are	other	was	two	who	you	said	your
what	school	mother	to	they	father	watch	anyone	whole
water	great	brother	above	where	here	someone	another	walk
what	small	any	here	son	would			

Handwriting

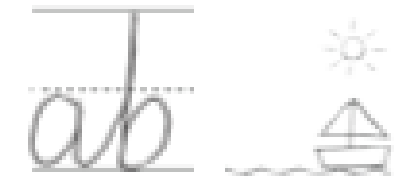
We are starting a new handwriting programme this year; RWI Handwriting. The children will learn 2 basic joins in Year 2; the **arm join** and the **washing line join**.

<https://www.henburyview.dorset.sch.uk/page/?title=Writing&pid=93&action=saved>

arm to boat



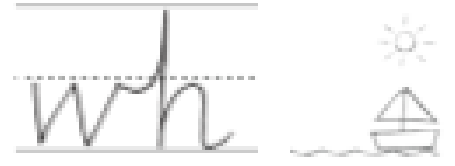
arm to sun



washing line to boat



washing line to sun



Maths

Our maths lessons will follow the Year 2 National curriculum objectives. However, before focusing on the Year 2 objectives we will spend time revisiting the learning from Year 1, ensuring that the children are secure with this before moving on. This will be very responsive, and we will move on as and when the children are ready.

We will continue to use concrete resources and pictorial representations to help our learning journey, ensuring the children develop conceptual understanding of the concepts that we look at. The children will be given time to 'experience' the maths by using hands on thinking before moving through the learning journey. At all stages the children will be given opportunities to problem solve and make connections between different areas of maths. Maths can often be very abstract, so we aim to ensure that the children notice the real world applications of maths and see the worth in what they are learning about.



Maths

This term, will start by looking at place value, and then move onto the 4 operations. These are key to the children's understanding of other areas of maths. Here is an overview of our learning this half term:

Any support with these objectives at home would be hugely appreciated. If you would like any advice on what to help with or how to teach certain aspects, please let us know.

Step 1 Numbers to 20

Step 2 Count objects to 100 by making 10s

Step 3 Recognise tens and ones

Step 4 Use a place value chart

Step 5 Partition numbers to 100

Step 6 Write numbers to 100 in words

Step 7 Flexibly partition numbers to 100

Step 8 Write numbers to 100 in expanded form

Step 9 10s on the number line to 100

Step 10 10s and 1s on the number line to 100

Step 11 Estimate numbers on a number line

Step 12 Compare objects

Step 13 Compare numbers

Step 14 Order objects and numbers

Step 15 Count in 2s, 5s and 10s

Step 16 Count in 3s

Step 1 Bonds to 10

Step 2 Fact families - addition and subtraction bonds within 20

Step 3 Related facts

Step 4 Bonds to 100 (tens)

Step 5 Add and subtract 1s

Step 6 Add by making 10

Step 7 Add three 1-digit numbers

Step 8 Add to the next 10

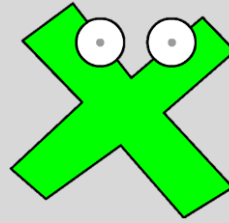
Step 9 Add across a 10

Step 10 Subtract across 10

Step 11 Subtract from a 10

Step 12 Subtract a 1-digit number from a 2-digit number (across a 10)

Maths- Times Tables



Times Tables are the multiplication calculations for all numbers from 1×2 to 12×10 . Usually grouped by the number being multiplied. In Year 2, Children begin by learning the $2x$, $5x$ and $10x$ tables, and the curriculum requires that multiplication tables and the related division facts are known by heart by the end of Year 4. By the end of Year 3, the children should know their 10 , 2 , 5 , 3 , 4 and 8 times table. From this year, there will be a new Multiplication Tables Check (MTC) which will test the children's times tables recall in the summer term of Year 4.

Times tables are used in lots of areas of mathematics, for example fractions, area, perimeter, money as well as multiplication and division calculations. Fluency and quick recall are also essential for multi-step problem solving and real word applications.

Year 1	Year 2	Year 3	Year 4
<i>count in multiples of twos, fives and tens</i> (copied from Number and Place Value)	<i>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</i> (copied from Number and Place Value)	<i>count from 0 in multiples of 4, 8, 50 and 100</i> (copied from Number and Place Value)	<i>count in multiples of 6, 7, 9, 25 and 1 000</i> (copied from Number and Place Value)
	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	recall multiplication and division facts for multiplication tables up to 12×12

By the end of Year 2, children should be able to recall their 2 , 5 and 10 times tables. We will be teaching times tables for $5/10$ minutes every day, starting with the $2 \times$ tables. Any support with times tables at home would be hugely appreciated.

PE

- Our PE sessions are scheduled for **Monday** and **Thursday**. Thursday's session will be an indoor lesson and on Monday we will be outside (weather dependent!)
- Please ensure that PE kits come into school on a Monday and we will send them home on a Friday to be washed. Please also check that all PE kit is clearly named and that the children have some warmer clothes (e.g. joggers, PE jumper) for when the weather starts to get colder



Things to Remember

Bookbags and Reading Records

Please ensure bookbags come into school **everyday**. This is so we can record any reading we do or give out any letters.

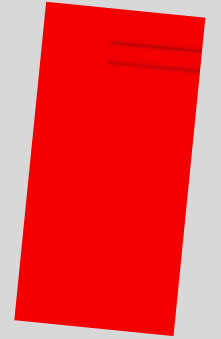
In KS1, the children will take home 3 books. One to support their phonics learning, one to read as a shared reader and one as a personal choice from the library.

We will be checking reading records every **Friday** to acknowledge any comments you have made



Spelling Logs

Please ensure spelling logs come into school in the bookbag on a **Friday** so the new spellings can be stuck in



Home Learning

We love sharing home learning at school so please bring this in whenever you wish

PE Kits

PE kits need to come in on a **Monday** and will be sent home every **Friday**



Snack

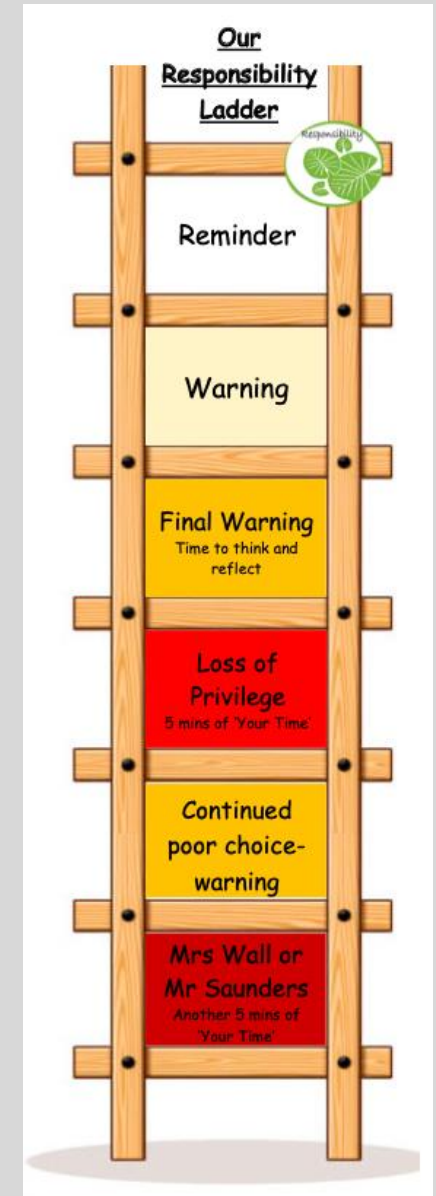
In KS1, the children are provided fruit at breaktime. If you wish to, you may send your child to school with a snack. We ask if this could still be a healthy choice e.g. fruit or plain biscuits.



Responsibility Ladder and 'Your Time'

We continue to use our responsibility ladder as part of our behaviour policy. This ensures that there is consistency across classrooms and members of staff. Rewards and praise are used across the school to celebrate successes and positive behaviour and learning choices (e.g. team points, stickers, etc.)

'Your Time' is a 30-minute session on a Friday afternoon, where children get to choose an activity that they would like to do. This allows them to be individuals, work with staff and children from across the school and follow areas of interest. Each child starts each week with 30-minutes of 'Your Time', and minutes are deducted for negative behaviour choices (see ladder). This ensures that children that always make the correct choices, whether that be inside or outside of the classroom, are celebrated and rewarded for their behaviour.



Behaviour and attitude to learning

Aims

- To provide an environment where children feel secure and happy in the knowledge that they are supported by a caring partnership between parents/caregivers, school staff, governors and the wider community.
- To encourage the children to be self-disciplined and to have high expectations of themselves, taking responsibility for their actions.
- To nurture high, personal self-esteem and to take pride in their school and its achievements.
- To ensure behaviour demonstrates **respect** for all and recognises the value and contribution of others.
- To promote fairness and to show care and concern towards others in their actions.
- To develop skills and attitudes for life in the wider community.



Self-Regulation


5-4-3-2-1 GROUNDING TECHNIQUE

- 5 THINGS YOU CAN SEE
- 4 THINGS YOU CAN TOUCH
- 3 THINGS YOU CAN HEAR
- 2 THINGS YOU CAN SMELL
- 1 THING YOU CAN TASTE

GROWTH MINDSET

M I'm motivated to learn
I I can achieve anything
N I notice and celebrate small wins
D I discover how I can do better
S I'll practice self-reflection
E I'll put in my best effort
T I trust my abilities





STAR BREATHING



SIZE OF THE PROBLEM

-  **Emergency**
I AM IN DANGER OR HURT.
I NEED IMMEDIATE HELP.
-  **Huge Problem**
I AM ANGRY.
I FEEL OVERWHELMED.
-  **Medium Problem**
SOMETHING IS BOTHERING ME.
I FEEL ANXIOUS.
-  **Small Problem**
I CAN SOLVE THE PROBLEM ON MY OWN.
-  **Little Problem**
I CAN SOLVE THE PROBLEM QUICKLY.

BREATHING EXERCISES

-  **BEE BREATHING**
Take a deep breath and exhale through your nose while humming like a bee.
-  **CANDLE BREATHING**
Take a deep breath and blow out the candle on the cupcake.
-  **DRAGON BREATHING**
Take a deep breath and roar like a dragon to breathe out fire.
-  **BUBBLE BREATHING**
Take a deep breath and blow slowly and calmly through the bubble wand to make bubbles.

Contact us...

We are really looking forward to an exciting year ahead. We hope you have found this information useful. There is also lots of information on the website:

[Henbury View First School - Year 2](#)

If you have any questions about anything in this PowerPoint, or if you have any questions or queries at any point during the year, please don't hesitate to email us or the school office at:

office@henburyview.dorset.sch.uk

year2@henburyview.dorset.sch.uk