



Dream Believe Achieve

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10th September 2017

Dear Year 2 Parents,

After a busy and exciting first week, all of your children have coped very well with their move up into Year Two. I have loved seeing everyone again and getting to know everyone a little bit more! We look forward to you coming to see our fantastic classroom and all our class displays on the open afternoon on the 17th of October (more details will follow later). We are very lucky this year to have Mrs. Murphy as our teaching assistant and I know she is as enthusiastic as I am about the year ahead.

PE

Year Two will have their PE sessions on Monday and Wednesday afternoons. We will have one indoor and one outdoor session per week- weather permitting- so please ensure that your child has the appropriate outdoor and indoor kit in school at all times. If your child has pierced ears, and is unable to remove them themselves, please ensure you remove them on PE days. Long hair needs to be tied back. More information about PE kit can be found on our school website.

Home Learning

Home Learning will be set every Monday and children should complete this in their red homework books, unless stated otherwise. The children will have until Friday to complete their home learning. There will be a piece of Maths home learning, daily reading, times tables and a list of spellings to be practised for our weekly test on Friday. Every half term, the children are set a project which relates to our class topic.

Home Reading Books

The children will continue bringing reading books home every day. I ask that you could aim to read with your child every day, even if this is just a couple of



Gannow Big Local



Headteacher: Mrs Helen Kershaw
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pages. We are still developing our reading skills in Year Two and the more we read, the better we will become!

When you read with your child please record this in writing in their Home Reading Record. It is then up to the children to let Mrs Murphy and I know when they need to change their reading book by placing it in the box by the classroom door inside their reading record. The children will also be allowed to choose their own library book, which will be changed weekly.

Fruit and Water Bottles

The children will be provided with a piece of fruit every day. The school has individual water bottles for each child that are cleaned and refilled daily so there is no need to send in ones from home.

Curriculum

A curriculum overview is included with this letter which provides details about the topics which will be covered in the foundation subjects as well as the key learning in Maths, Reading and Writing. If you have any questions, please just ask.

Thank you for your support so far this year. As already mentioned, I will be available on a daily basis to discuss any concerns or questions that you may have. Parents' evening will be arranged for later this term and I look forward to meeting with you then to discuss your child's progress in more detail at Parents Evening on the 25th of October.

Thank you,

Mrs. H. Draper

Year 2 Class Teacher

Overview



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Place Where I Live	Fighting Fit	Explorers	The Farm Shop	Wind in the Willows	Buckets and Spades
Lead Subjects	History Significant places in their own locality (including schools and playgrounds)	Science Humans - what humans need to survive, human growth and exercise	History Significant people - Neil Armstrong and Christopher Columbus	Science Human health and nutrition; requirements for plant growth	Science Living things and habitats	Science Uses of everyday materials - suitability of different materials for particular uses
	Geography Small area of the UK - where I live and play	Art and Design Figure drawing with proportions using wooden figures developed into clay	Geography Small area in a contrasting non-European country	Design and Technology Food - the eatwell plate, where food comes from, principles of a healthy diet	Geography Seasonal and daily weather	History Events beyond living memory or places in their locality - the seaside then and now
	Art and Design Drawings and paintings of local area developed into printmaking	Music Rehearse and perform with others, starting and finishing together and keeping a steady pulse	Design and Technology Mechanisms - wheels and axles	Design and Technology Textiles - using a template, simple joining, choice of stitches, choice of materials	Design and Technology Collage using papers, fabric materials, drift wood	
	Music Listening - experiencing how sounds can be made in different ways			Music Listening - know how music is used descriptively for a particular purpose		
Additional Subjects	PSHE	Physical Education	Music	Art and Design	Art and Design	
Computing - Information Technology (IT), Computer Science (CS), Digital Literacy (DL)						
	IT - sound / multimedia	DL - electronic communication	CS - computational thinking / programming	IT - data handling	IT - presenting information	CS - programming
Mathematics						
Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons.						
English	Stories with familiar settings Non-chronological reports Poems on a theme	Traditional tales with a twist Instructions	Stories by the same author Non-chronological reports	Stories with familiar settings Persuasion Riddles	Animal adventure stories Recount: letters Classic poems	Story as a theme Explanations Poems on a theme
Ongoing	Science Nature and field journals - observations of plants and animals in their local environment throughout the year	Geography	Physical Education Master basic movements and begin to apply these in a range of activities. These activities must include team games and performing dances. Lancashire KS1 PE scheme of work would support children's learning in PE.	eSafety Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly.	History Black History Month (Rosa Parks/Mary Seacole)	English Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.

Key Learning in Reading: Year 2

Word Reading

- As above and:
Letters and Sounds Phase 6.
- Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.
 - Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.
 - Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. *shoulder, roundabout, grouping*.
 - Read words containing common suffixes e.g. *-ness, -ment, -ful, -ly*.
 - Read further common exception words, noting tricky parts (see bottom).
 - Read frequently encountered words quickly and accurately without overt sounding and blending.
 - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
 - Re-read these books to build up their fluency and confidence in word reading.
 - Uses tone and intonation when reading aloud.
 - Read longer and less familiar texts independently.

Comprehension

- As above and:
Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry.
 - Sequencing and discussing the main events in stories.
 - Learning and reciting a range of poems using appropriate intonation.
 - Retelling a wider range of stories, fairy tales and traditional tales.
 - Read a range of non-fiction texts including information, explanations, instructions, recounts, reports.
 - Discussing how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*.
 - Identifying, discussing and collecting favourite words and phrases.
 - Recognising use of repetitive language within a text or poem e.g. *run, run as fast as you can and across texts e.g. long, long ago in a land far away...*
 - Make personal reading choices and explain reasons for choices.
- Understand both the books they can already read accurately and fluently and those that they listen to by:
- Introducing and discussing key vocabulary within the context of a text.
 - Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.
 - Activating prior knowledge and raising questions e.g. *What do we know? What do we want to know? What have we learned?*
 - Checking that texts make sense while reading and self-correct.
 - Making predictions using evidence from the text.
 - Making inferences about characters and events using evidence from the text e.g. *what is a character thinking, saying and feeling?*
- Participating in discussion about what is read to them, taking turns and listening to what others say:
- Making contributions in whole class and group discussion.
 - Listening and responding to contributions from others.
 - Giving opinions and supporting with reasons e.g. *Was Goldilocks a good or bad character?*
 - Considering other points of view.
- Explaining clearly their understanding of what they read themselves and what is read to them:
- Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how.

Composition		Composition		Spelling		Transcription		Handwriting	
Vocabulary, grammar and punctuation As above and: * Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i> (co-ordination). * Use sentences with different forms: statements, questions, commands, exclamations. * Secure the use of full stops, capital letters, exclamation marks and question marks. * Use commas to separate items in a list. * Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i> . * Use apostrophes for singular possession in nouns, e.g. <i>the girl's name</i> . * Use subordination for time using <i>when, before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> * Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat</i> . * Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i> * Select, generate and effectively use <i>verbs</i> . * Explore the progressive form of <i>verbs</i> in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. * Use <i>past tense</i> for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports. * Use <i>present tense</i> for non-chronological reports and persuasive adverts. * Select, generate and effectively use <i>adverbs</i> . * Add <i>adjectives, nouns</i> and <i>er</i> to create <i>nouns</i> e.g. <i>happiness, sadness, teacher, baker</i> .		As above and: Planning * Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i> . Drafting and Writing * Orally rehearse each sentence prior to writing. * Develop a positive attitude to writing. * Develop stamina for writing in order to write at length. * Write about real and fictional events. * Write simple poems based on models. * Make simple notes from non-fiction texts, e.g. highlighting and noting key words. * Use specific text type features to write for a range of audiences and purposes e.g. to <i>instruct, inform, entertain, explain, discuss, persuade</i> . Evaluating and Editing * Edit and improve own writing in relation to audience and purpose. * Evaluate their writing with adults and peers. * Proofread to check for errors in spelling, grammar and punctuation. * Proofread to check for correct form of verbs within sentences, e.g. <i>correcting he walking to the shop to he walked to the shop</i> . Performing * Read aloud their writing with intonation to make the meaning clear.		As above and: * Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. * Learn new ways of spelling phonemes for which one or more spellings are already known. * Learn to spell common exception words (see below). * Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll</i> . * Learn the possessive apostrophe (singular), e.g. <i>the girl's book</i> . * To spell correctly, distinguish between homophones (e.g. <i>here</i> and <i>hear</i> ; <i>sea</i> and <i>see</i> ; <i>bear</i> and <i>bore</i> ; <i>night</i> and <i>knight</i>) and near-homophones (e.g. <i>quite</i> and <i>quiet</i> ; <i>one</i> and <i>won</i> ; <i>are</i> and <i>our</i>). * Add <i>suffixes</i> <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker</i> . * Add <i>suffixes</i> <i>ment</i> to spell longer words, e.g. <i>enjoyment</i> . * Add <i>suffixes</i> <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless</i> . * Use <i>suffixes</i> <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest</i> . * Use <i>suffixes</i> <i>ly</i> e.g. <i>slowly, gently, carefully</i> . Spell words with: - the /dg/ sound spelt as <i>ge</i> and <i>dge</i> at the end (e.g. <i>age, badge</i>), and spelt as <i>g</i> elsewhere (e.g. <i>magic, giant</i>). - the /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i> , e.g. <i>ice, cell</i> . - the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee, gnat</i> . - the /j/ sound spelt <i>wr</i> at the beginning e.g. <i>wrote, wrong</i> . - the /l/ or /al/ sound spelt <i>-le</i> at the end of words, e.g. <i>table, apple</i> . - the /l/ or /al/ sound spelt <i>-el</i> at the end of words, e.g. <i>camel, tunnel</i> . - the /l/ or /al/ sound spelt <i>-al</i> at the end of words, e.g. <i>pedal, capital</i> .		As above and: * Form lower-case letters of the correct size relative to one another. * Orientate capital letters correctly. * Use capital letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i> . * Write capital letters and digits of the correct size relative to one another and to lower case letters. * Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. * Use spacing between words which reflects the size of the letters.			

Key Learning in Writing: Year 2

<ul style="list-style-type: none"> ▪ Create compound words using nouns, e.g. <i>whiteboard</i> and <i>football</i>. ▪ Select, generate and effectively use adjectives. ▪ Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). ▪ Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. ▪ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. ▪ Select, generate and effectively use adverbs. Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>. 		<ul style="list-style-type: none"> - the ending <i>-il</i> e.g. <i>pencil, fossil, nostril</i> - the <i>/ay/</i> sound spelt <i>-y</i> at the end of words, e.g. <i>try, reply</i>. - The <i>/c/</i> sound spelt a before <i>l</i> and <i>ll</i>, e.g. <i>call, walk</i> - The <i>/n/</i> sound spelt <i>o</i>, e.g. <i>mother, Monday</i> - The <i>/i/</i> sound spelt <i>-ey</i>, e.g. <i>key, donkey</i> - The <i>/o/</i> sound spelt a after <i>w</i> and <i>qu</i>, e.g. <i>wander, quantity</i> - The <i>/x/</i> sound spelt <i>or</i> after <i>w</i>, e.g. <i>word, worm</i> - The <i>/c/</i> sound spelt <i>ar</i> after <i>w</i>, e.g. <i>war, warm</i> - The <i>/ʒ/</i> sound spelt <i>s</i>, e.g. <i>television, usual</i> ▪ Add <i>-es</i> to nouns and verbs ending in <i>-y</i>, e.g. <i>copies, babies</i>. ▪ Add <i>-ed, -ing, -er</i> and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it, e.g. <i>copied, copier</i>. ▪ Add the endings <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words ending in <i>-e</i> with a consonant before it, e.g. <i>hiking, hiked, hiker</i>. ▪ Add <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>. ▪ Spell words ending in <i>-tion</i>, e.g. <i>station, fiction</i> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	
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Key Learning in Mathematics – Year 2



Number – number and place value	Number – addition and subtraction	Number – multiplication and division
<ul style="list-style-type: none"> ■ Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. ■ Read and write numbers to at least 100 in numerals and in words. ■ Recognise the place value of each digit in a two-digit number (tens, ones). ■ Identify, represent and estimate numbers using different representations, including the number line. ■ Partition numbers in different ways (e.g. $23 = 20 + 3$ and $23 = 10 + 13$). ■ Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. ■ Find 1 or 10 more or less than a given number. ■ Round numbers to at least 100 to the nearest 10. ■ Understand the connection between the 10 multiplication table and place value. ■ Describe and extend simple sequences involving counting on or back in different steps. ■ Use place value and number facts to solve problems. 	<ul style="list-style-type: none"> ■ Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jottings). ■ Select a mental strategy appropriate for the numbers involved in the calculation. ■ Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. ■ Understand subtraction as take away and difference (how many more, how many less/fewer). ■ Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. ■ Recall and use number bonds for multiples of 5 totalling 60 (to support telling time to nearest 5 minutes). ■ Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> - a two-digit number and ones. - a two-digit number and tens. - two two-digit numbers. - adding three one-digit numbers. ■ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. ■ Solve problems with addition and subtraction including with missing numbers: <ul style="list-style-type: none"> - using concrete objects and pictorial representations, including those involving numbers, quantities and measures. - applying their increasing knowledge of mental and written methods. 	<ul style="list-style-type: none"> ■ Understand multiplication as repeated addition. ■ Understand division as sharing and grouping and that a division calculation can have a remainder. ■ Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. ■ Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. ■ Derive and use doubles of simple two-digit numbers (numbers in which the ones total less than 10). ■ Derive and use halves of simple two-digit even numbers (numbers in which the tens are even). ■ Calculate mathematical statements for multiplication using repeated addition) and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs. ■ Solve problems involving multiplication and division (including those with remainders), using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Key Learning in Mathematics – Year 2



Number – fractions	Geometry – properties of shapes	Measurement
<ul style="list-style-type: none"> ■ Understand and use the terms numerator and denominator. ■ Understand that a fraction can describe part of a set. ■ Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be. ■ Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. ■ Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. ■ Count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$. 	<ul style="list-style-type: none"> ■ Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. ■ Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. ■ Identify 2-D shapes on the surface of 3-D shapes. [for example, a circle on a cylinder and a triangle on a pyramid]. <p style="text-align: center;">Geometry – position and direction</p> <ul style="list-style-type: none"> ■ Order/arrange combinations of mathematical objects in patterns/sequences. ■ Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). 	<ul style="list-style-type: none"> ■ Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity and volume (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. ■ Compare and order lengths, mass, volume/capacity and record the results using >, < and =. ■ Recognise and use symbols for pounds (£) and pence (p). ■ Combine amounts to make a particular value. ■ Find different combinations of coins that equal the same amounts of money. ■ Compare and sequence intervals of time. ■ Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. ■ Know the number of minutes in an hour and the number of hours in a day. ■ Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change and measures (including time). <p style="text-align: center;">Statistics</p> <ul style="list-style-type: none"> ■ Compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects. ■ Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. ■ Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. ■ Ask and answer questions about totalling and comparing categorical data.