



# Meet The Teacher Year 2

September 2023



# Year Two Team

## Class Teachers

Mrs Campbell

Miss Rawlings

## Support Staff

Miss Newman

Ms Goldie



# Useful Information

## PE – Autumn half term

2C – Monday and Friday

2R – Monday and Thursday

- **PE kit in school everyday**
- **Please name all uniform including PE kits and coats**

## Library day

- 2C Thursday
- 2R Friday

## Book Change – colour banded book

Tuesday and Friday – we will prompt the children.

On a Monday, Wednesday and Thursday morning there is also an opportunity to change books but this is child initiated.

## Water Bottles

To be brought in each day.

They need to be **labelled with your child's name** and taken home at the end of each day.



# School Rules and Values

Be kind | Be safe | Be respectful

## **Autumn 1 – Kindness**

Autumn 2 – Respect

Spring 1 – Friendship

Spring 2 – Courage and Determination

Summer 1 – Truth and Honesty

Summer 2 – Trust

## **Recognition board**

Children who go above and beyond our school expectations will have their name put on the recognition board and will be celebrated by the class.

**Tremendous transitions | Legendary Lines | Fantastic walking**

# Our Positive Classroom

We know that we learn best when:

- We try our best
- We have a positive attitude
- We learn from our mistakes (good mistakes)
- We ask questions
- We join in
- We give it a go
- We are motivated by more than external rewards

# When children go above and beyond, they will:

- Feel good about themselves
- Get praise from adults – fantastic walking, legendary line, super sitting, assembly manners
- Earn house points
- Be put on the recognition board (cockerel card)
- Share their work with adults around school
- Get applause from class

# Maths – Autumn term

- Read and write numbers to at least 100 in numerals and in words
- Recognise the place value of each digit in a number
- Compare and order number from 0 to 100
- Recall and use addition and subtraction facts to 20 fluently
- Use place value and number facts to solve problems
- Counting in 2s, 5s and 10s
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying their increasing knowledge of mental and written methods
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems



# Maths

What can you do at home?

Telling the time to the nearest 15 minutes

Practise number facts to 20

Times table facts – 2s, 5s and 10s

Practise using the methods and strategies shown in home learning tasks



# English



## Phonics - terminology

- **Phoneme** – the smallest unit of sound in a word - s a t p i n
- **Grapheme** – a letter or group of letters that represent a phoneme - s ai ear a-e
- **GPC** (*grapheme-phoneme correspondent*) - The relationship of the phoneme and the grapheme that represents it and vice versa.
- **CEW** (*common expectation word*) - a group of words that appear commonly in both texts and spoken language, but which can't be decoded using normal phonics rules.
- **Blending** – merging the individual phonemes together to read a word all the way through. Children should sound out each phoneme, not the letter when reading unfamiliar words. To hear the separate sounds /sh/ ... /ee/ ... /p/ and to 'glue them together' to say the word 'sheep'.
- **Segmenting** – the opposite skill to blending. It involves breaking down a word into component phonemes. To hear the word 'fish' and say the phonemes /f/ /i/ /sh/.

# English



## Phonics - terminology

- **Digraphs** – two letters representing one phoneme **sh ff ai oo**
- **Consonant digraphs** – **ll ss ff zz ng**
- **Vowel digraphs** - **ai ey ea ow oo**
- **Split Vowel digraphs** - **a-e e-e i-e o-e u-e** -  
*cake even fine home cute*
- **Trigraphs** - three letters making one phoneme: **ear air ure igh**

# English



## Phonics

- In each daily phonics lesson, your child will spend time revisiting previously taught phonemes and graphemes to ensure they consolidate their prior learning.
- They will then be introduced to new content, such as new phonemes and graphemes, through teacher led activities designed to help them orally blend, segment and read words and then sentences.

# English



## Phonics – structure of lessons

- Review previously learnt GPCs
- Teach new GPC
- Practise new GPC
- Apply new GPCs

# English



## Reading

All children will be heard reading by an adult each week during shared reading.

Reading in class is an exploration of challenging texts led and supported by an adult – these texts would be tricky for children to tackle independently.

At the end of the year children will be expected to read fiction, non-fiction and poetry and answer questions about what they have read.

# English

## Reading

### **Inference Questions with Iggy**

- What do you think.... means?  
Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?



### **Prediction Questions with Pip**

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end?  
What makes you say that?
- Who do you think has done it?
- What might.... say about that?



### **Vocabulary Questions with Victor**

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



### **Retrieval Questions with Rex**

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



### **Sequencing Questions with Suki**

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story?  
How is it resolved?
- Can you retell the story to me in 20 words or less?



# English – Writing Autumn term



## Text types and books:

Instructions – How to Wash a Woolly Mammoth

Traditional stories – Rapunzel

Poetry – Into the Blue by Hilda Offen

Story with reoccurring language – Meerkat Mail

Non-fiction - nurses

## Grammar focus:

Capital letters

Full stops and question marks

Finger spaces

Simple editing

Identifying and using nouns, adjectives, verbs, adverbs and adverbs of time

Commas in a list

Joined handwriting

Phonics and best bet spelling strategies

# English

## Writing

*What can you do?*

- Common exception words – spelling
- Handwriting – letter formation and sizing
- Spelling home learning challenge – improving sentences



# Writing – Teacher Assessment Framework

## Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

# Writing – Teacher Assessment Framework

## Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- 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.

# Writing – Teacher Assessment Framework

## Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words\*
- 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.

# Examples of Writing – Beginning of Year 2

## How to Wash a Woolly Mammoth!

Is your **cherished** woolly mammoth covered in **grime** and dirt? Do you need a peg to cover your nose whenever he comes near? Don't worry! Read these simple **instructions** to find out how to complete this tricky **chore**.

### You will need:

A **large** bath

One **filthy** mammoth

Plenty of **warm** water

**Vanilla scented** bubble bath

**Industrial strength** shampoo

**Silky, smooth** conditioner

A **soft** brush

A **fluffy** towel

- 1) **First**, fill the **clean** bath up with **warm** water to the **rim**.
- 2) **Next**, pour in a **generous** amount of **sweet smelling** bubble bath.
- 3) **After** it is ready, you will need to **entice** your **smelly** mammoth into the bath. You could try using a **delicious** cake or some **colourful** sweeties.
- 4) **Begin** to **scrub** your **submerged** mammoth from **top to tail**.
- 5) **Then**, fill your **palm** with **soapy** shampoo and **massage** it into your pets **grubby, shaggy, woolly coat**.
- 6) When you have fully covered your mammoth, you will need to **rinse off every last** bubble. **Be careful!** Mammoth's do not like to get **stinging** shampoo into their **delicate** eyes.
- 7) **Finally**, it's time to **clamber** out of the bath.
- 8) **Before** your mammoth **escapes** to its favourite mud hole, wrap him in a **fluffy** towel and dry him off. Try and **sneak** in a **cuddle** now while he's clean!



# Examples of Writing – Pitch at the end of Year 2

The dark night sky was lit by a million twinkling stars and all the children were finally asleep. A magical and mythical creature gently landed on the windowsill. It was a strange unknown creature. Emerging from his back were fluttering delicate wings. He peered inside the room through his ancient brass goggles. He clutched a sack filled with glimmering, golden eggs. He prowled towards a small slumbering girl.

The girl's silky pink pair of ballet slippers caught the creature's eye. He reached into his sack and cracked an egg over them. Thick glowing liquid oozed out and a magical figure rose. The figure pirouetted and pranced over the bed and into the girl's dreams. The dream giver smiled and moved onto the next child.

His fingertips tingled with excitement when he spotted the boy's open book. He knew his dream would be filled with wonder and excitement. He dripped the sparkling fluid onto the page. An astronaut floated up towards the moon through the room. The boy's lips curled up into a smile as he slept.

Year 2  
Bowmansgreen Primary School  
Telford Road  
London Colney  
St Albans  
Herts  
AL2 1PH

Monday 19<sup>th</sup> June 2023

Dear 2CA,

It's me, leader of the glue sticks! I need you all to listen up because we are fed up with our maltreatment. You lot need to mend your disrespectful and destructive ways.

What is the deal with leaving our lids off? I have heard your teacher warn you about this before so please start listening to her. You leave us lidless all lesson and we get drier than a desert. If you don't change your ways our stickiness will be gone and you will have to put us in the bin.

Also, you are giving us terrible headaches when you rub us so hard on the paper. It reduces our lifespan! Use us gently! Why do you insist on covering the whole page with us? There is really no need when you could carefully dot each corner. We would be around longer if you treated us with more care.

Finally, please stop fighting over us. I know we are exciting but there is no need to play tug of war with us. Do you not know how to share? We have heard that Year 6 treat their glue sticks with kindness and respect. We know we would be safer there so we're off. Let us know when you're ready to change your ways and we will consider returning.

Your fed up and dried up friends,

The Glue Sticks



# Wider Curriculum – Autumn

## Special Events – Nativity play

History – Lives of Significant Individuals of the Past - Nurses

Science - Materials

Geography – Continents and Oceans

Computing – IT Around Us & Digital Photography

Design and Technology – Baby Bear’s Chair

PSHE – Being Me in my World & Celebrating Difference

PE – Gymnastics and Football (dribbling and passing)

Music – Sounds Interesting & Exploring Rhythm and Pulse

RE – 'What makes some people important to us?' & 'Who or what is God, if anything?'



# Wider Curriculum – Spring Special Events – Recreation of Great Fire of London

History – Great Fire of London

Science – Living Things and their  
Habitats & Plants

Art and Design Technology – Paper  
Models (Tudor buildings) & Painting  
and Mixed Media

Computing – Robot Algorithms &  
Pictograms

PE – Dance & Netball (passing and  
possession games)

PSHE – Dreams and Goals & Healthy  
Me

Music – The Long and Short of it &  
Taking Off



# Wider Curriculum – Summer

## Special events – Trip to St Albans Cathedral

History – Local Historical Figure –  
Saint Alban

Science – Animals including Humans  
(life cycles and health and exercise)

Geography – Comparison of St  
Albans and Alban in Colombia

Computing – Digital Music &  
Programming Quizzes

Art and Design Technology –  
Mechanisms (Moving Monsters) &  
Sculpture (Clay Tiles)

PSHE – Relationships & Changing Me

Music – What's the Score? Oscar and  
Friends

PE – Tennis and Athletics





# Wider Curriculum

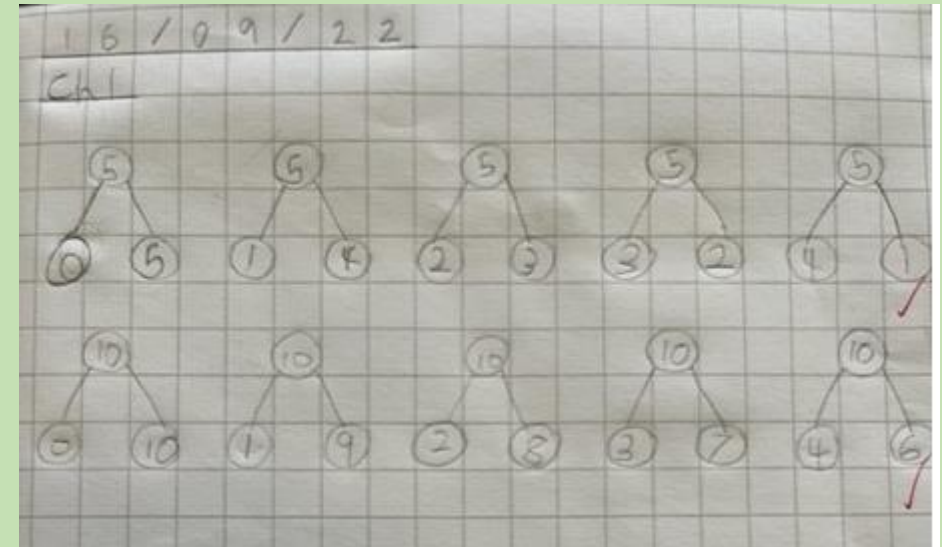
Visit the school website for more detail about the curriculum for the rest of the academic year.

[Bowmansgreen Primary School - London Colney, St Albans](#)

# Home Learning - presentation

Example tasks have been completed in the front of each book.

- Completed in pencil
- Date
- Challenge number
- Underlining in pencil
- One line to be left between each question
- Best handwriting always
- In maths books – 1 digit per square
- Questions to be numbered using: 1) 2) 3)



# Home Learning - Maths

- Three challenges are set.
- The children choose one challenge to complete.
- Each week examples of challenges will be given so that the children can see what is expected.
- Work needs to be completed in pencil.
- Lines need to be drawn with rulers.
- One digit per square.



As well as writing one sentence for each word, the children will need to fill in the grid, looking closely at each word.

[illegible]

# Home Learning - Theme

- Eight activities are set each half term.
- Each week, your child needs to pick one activity to complete.
- There is a challenge element to the grid which we expect students to attempt on some tasks if not all.

# Home Learning - Reading



- Your child needs to read at least 5 times a week.

Please write:

Date

Book title

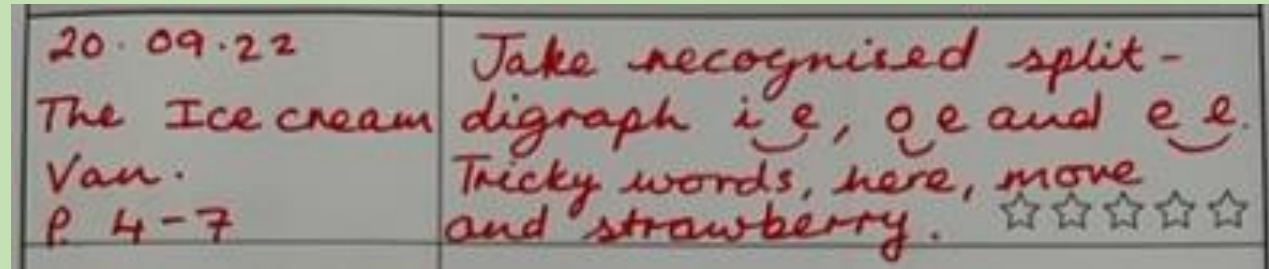
Pages read

Tricky words or sounds

Strategies used successfully

Theme of discussions

Questions asked and answered



Inside your child's Reading Record and Phonics Log, in the centre, you will find:

- 'Top Tips for the Reading Helper'
- 'Checking Understanding'
- 'Phonics – A Guide for the Reading Helper'

# Home Learning - Reading

## Colour 'banded' books

All children will have one. These books are given to the children but may not match their ability to phonetically decode. You may need to read some words or parts to your child. Ask your child lots of questions about the book. You can find examples of questions inside your child's reading record.

## Library books

Each class visits the library once a week. Your child will be able to change their book each week if they bring it in. These books may not match your child's ability to decode. You may need to read some words or part to your child. There are many fiction and non-fiction books for your child to choose from.

## Phonics books

They are linked to the phonics sounds your child has been learning in class. They will be decodable and an opportunity for your child to practise their sounds and blending skills. There are some comprehension questions that you could ask them in each book. If your child does not receive one, it is because they are no longer learning new sounds.

# Year 2 Assessments

## **What do we tell your children?**

We don't say the word SATs or tests to the children.

Quizzes – Practise papers all through the year in familiar environments, sometimes in small groups.

End of year outcomes are teacher assessed and the papers are just a small part of the process.



# Word of the Week

- Every week we will have a new word that we will look at in depth.
- It is important that the discussions of these words continue at home, to support your child's developing vocabulary.

## **Things you could ask:**

What does it mean?

What is the etymology of the word?

Do you know any synonyms or antonyms?

Can you use it in a sentence?

How does the word change when you add a prefix or a suffix?

What is the word class?

Every Word of the Week will be  
posted on the school app!

# My Maths and Times Table Rockstars



[Home - MyMaths](https://www.mymaths.co.uk/)

<https://www.mymaths.co.uk/>



A MyMaths and Times Tables Rock Stars logins have been put in the front of the children's Maths Home Learning Books.

# What can you do at home to help your child?

- Complete home learning every week
- Practise times tables at home
- Access online maths activities
- Listen to your child read age-appropriate books and ask questions about what they have read
- Ensure they can spell the common exception words



Further examples of age-related pitch for the  
end of Year 2

# Maths



Circle the **shortest** time.

70 minutes

10 minutes

45 minutes

1 hour

There are **76** cars in the car park.

**18** more cars go into the car park.

Then **35** cars go out.

How many cars are in the car park **now**?



biscuits  
**20p** each



cakes  
**25p** each

Sam buys **3** biscuits and **1** cake.

How much does Sam spend **altogether**?

$$52 + 29 =$$

$$\frac{1}{4} \text{ of } 24 =$$

# Maths



$5 \times 12 =$

Write the **same** number in both boxes to make the sum correct.

+

$= 26$

Look at these coins:



What is the largest amount you can make using **three** of these coins?

 p

$= 15 - 2$

# GAPS



14

Write an **apostrophe** in the correct place in the sentence below.

Those are Jims books.

15. I solved the \_\_\_\_\_ quickly.

16. I saw a \_\_\_\_\_ at the farm.

b

Circle the word in the sentence below that must have a **capital letter**.

my class is singing in assembly.

Which sentence is written in the **present tense**?

Tick **one**.

Mum took Ella breakfast in bed. ☐

Mum makes Ella a hot drink. ☐

Mum gave Ella a book. ☐

Mum told Ella a story. ☐

4

Look at where the arrow is pointing.

Archie the hamster eats seeds nuts and dried peas every day.



Which punctuation mark is needed?

Tick **one**.

an apostrophe ☐

a comma ☐

a full stop ☐

a question mark ☐

7

Circle the **adjective** in the sentence below.

Take a blue crayon from the box to colour in the sky.

17

Tick to show whether each noun is **singular** or **plural**.

Noun	Singular	Plural
dress	<input type="checkbox"/>	<input type="checkbox"/>
house	<input type="checkbox"/>	<input type="checkbox"/>
socks	<input type="checkbox"/>	<input type="checkbox"/>

# Reading



- 1 Draw **three** lines to show what Jasmine and JJ did on each day.

Monday	• did something for Mum
Wednesday	• went to the fair
Friday	• went to the circus

- 13 Why did Dora want to give things to the jumble sale?

Write **two** reasons.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

- 4 Look at page 5.

Liam's daily tasks can change. What **two** things can make his tasks change?

Tick **two**.

the team ☐

the trees ☐

the visitors ☐

the weather ☐

the season ☐

- 16 Circle **two** words that show Dora was in a rush to get back to the hall the next morning.

When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.

- 3 Look at page 4.

Liam can find his work difficult.

**Find** and **copy one** word that tells you that Liam's work is difficult.

\_\_\_\_\_



# Important Dates

<u>Event</u>	<u>Date of the event</u>
<b>Curriculum Evenings</b>	Thursday 19th October Thursday 14th December
<b>Family Meetings</b>	Tuesday 3rd October and Thursday 5th October

# Any questions?



# Useful Resources



Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

# Useful Resources

## Year 1 and 2 Common Exception Words

### Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

### Year 2

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