

**Welcome to Year 2**

Mini Grey class

**Drew Brown**

## **Our Values**

**Bravery**

**Kindness**

**Equality**

**Curiosity**

**Ambition**

**Respect**

## **By the end of this meeting...**

- Know the expectations of Year 2.
- Have a better understanding of what is being taught in Year 2.
- Understand how you can help your children at home.

# End of Key Stage 1

As in all year groups we have high expectations of the children and want them to achieve their very best.

Children will be encouraged to become reflective of their work, editing their work and writing reflective comments that will help them move forward with their learning.

They will be entrusted with more responsibility and will be encouraged to take ownership over their own learning.

An increased sense of independence will be instilled in the children.

Children will complete SATs tests in the Summer Term.

# Reading

It is so important that the children continue to read with you at home. If they are confident readers then the focus should move towards their comprehension. What they understand? What predictions can they make? Looking at the authors choice of words and understanding the meaning of vocabulary in more complex texts.

Reading records will be checked daily. It is our minimum expectation that the children will have their reading record signed by someone at home at least 3 times per week.

I will be reading to the class aloud daily, we will also make good use of ERIC time in class whereby I will model to the children what it is like to enjoy and read for pleasure.

# Reading Strategies

- To sound out words
- To break words into syllables
- To go back to the beginning of a sentence and see what would make sense
- To look at the first few letters of a word to see what would make sense

# English

- Over the year we will learn to write, read and listen to a range of different text types.
- Children should be able to read aloud, write and understand the meaning of words, including common exception words, by using the decoding skills they are equipped with.
- They will also learn the conventions of different types of writing (for example, the greeting in letters and a diary written in the first person).
- Children will write in narratives creating settings, characters and plot.
- Children will learn to punctuate sentences correctly and write coherently.
- Children will compose sentences with adjectives, verbs and nouns for precision, clarity and impact.

# Spellings

- Spelling – I will provide children with a list of spellings each Monday.
- Also practise high frequency words. For example, then, children, went

## ACTIVITIES TO DO TO MAKE IT FUN:

- Look at the word, get your child to close their eyes, say it in their head and write it
- Decorate the word
- Cut up the word and put it back together (like a puzzle)
- Make a picture out of the word
- Put the word into a sentence
- Colour/trace the word five times
- Hangman

# Maths

By the end of Year 2, most children should be able to:

- \*count to at least 100, and read and write numbers to 100 in numerals and words.
- Be given numbers up to 100 and recognise their place value, compare them and put them in order.
- Count forwards and backwards in ones or tens from any two digit number .
- Recognise odd and even numbers
- Add and subtract numbers under 20 in their heads.
- Know pairs of tens numbers that make 100 e.g.30+70
- Double and half small numbers e.g double 9 is 18 and half of 18 is 9
- Know their 2,5,10 and 3 times tables off by heart.
- Be able to divide by 2, 5, 10 and 3.
- Find the total value of a handful of coins to £1
- Tell the time to the half and quarter hours and beginning to recognise 5 minute intervals.
- Name and describe 2D and 3D shapes.
- Recognise and work out fractions of a number.

# Homework

Reading book and reading record sent home daily

Chapter books changed when completed.

List of spellings weekly.

Maths homework to consolidate learning to be set on Friday via My Maths and due in Wednesday.

Talk homework on a Wednesday to be completed before our piece of extended writing each Thursday.

Family Learning Project set half termly.

# Family Learning projects

Learning Adventure Theme	Calculate or Reason	Write	Discuss	Create	Teach	Visit	Investigate	Watch or Listen	Brain Wave
<p>How were children in the Victorian times?</p> 	<p>Think about the number 34 567 800.</p> <p>Say this number aloud. Round this number to the nearest million.</p> <p>What does the digit '8' represent? What does the digit '7' represent?</p> <p>Divide this number by 100 and say your answer aloud. Divide this number by 1000 and say your answer aloud.</p>	<p>Write a character description of 'Fagin' from Oliver Twist. Use the devices we have learned in school to write an effective description.</p> <p><b>CHALLENGE!</b></p> <p>Can you complete <a href="#">a</a> illustration to go along with your written description?</p>	<p>How does the treatment of the poor in the Victorian period compare with the treatment of the poor now? Has it improved? What more could be done?</p> <p><b>CHALLENGE!</b></p> <p>Think of ways that as a school we could raise money for people who <del>maybe</del> less fortunate than ourselves.</p>	<p>Work as a family to plan and bake a Victoria sponge. Bring it into school for us to try and share.</p>  <p><b>CHALLENGE!</b></p> <p>Can you write a detailed recipe of how you made your Victoria sponge and what ingredients you <del>used</del>.</p>	<p>Teach your family about how children were treated in the Victorian times dependent on whether they belonged to a rich or poor family.</p> <p>This could include what school was like, what the workhouses were like and what leisure activities there were for children to complete.</p>	<p>Visit the Victoria and Albert Museum in London. What can you learn about life in the Victorian era?</p> <p><b>CHALLENGE!</b></p> <p>Create a brochure or a vlog about your visit to the Victoria and Albert Museum and share with us in class.</p>	<p>Investigate and research the reign of Queen Victoria. What was she like as a queen and what did she do for the children of the Victorian period?</p>	<p>Watch the original version of 'Oliver Twist'. Think about the treatment of Oliver and how it compares to Jim in 'Street Child'.</p> <p><b>CHALLENGE!</b></p> <p>Thinking about the character of Fagin, would you say he was heroic or villainous?</p>	

# Knowledge organisers

As a school, we use Knowledge Organisers to provide a snap shot of the learning that will be taking place in English, Maths, Science, Geography and History. These KO are sent to parents each half term via Class Dojo. Please use these Knowledge Organisers to test your child on their learning and ask them to recall key facts.



English Knowledge Organiser	Autumn 1
If All the World Were	



Key Vocabulary	
Spring	A season when flowers bloom and it rains more.
Summer	A season when the temperature is hotter and sunnier.
Autumn	A season when leaves fall and daylight gets shorter.
Winter	A season when the temperature is colder and it may snow.
Grandad	A family member.
memory	To remember a person, place or thing.
special	Different from others and unique.
girl	A character in the story.
emotion	How a person feels.
explore	To travel.

By the end of this unit, we will ...
Be able to write a recount of events that has happened in the story.

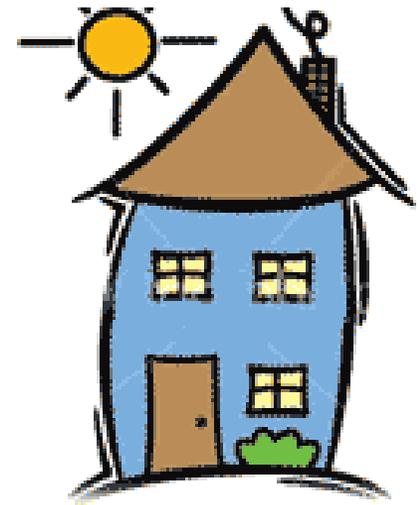
Reading skills to be taught
<ul style="list-style-type: none"> <li>To be able to make predictions based on what we have already read.             <ul style="list-style-type: none"> <li>To be able to infer a character's thoughts and feelings.</li> </ul> </li> <li>To be able to make connections between this text and poems of the same theme.</li> </ul>

Weekly Independent Writing			
Week 1	To write a non-fiction piece about ourselves	Week 4	To write a setting description
Week 2	To write in role as the girl from the story reflecting on events	Week 5	To write a diary entry recount
Week 3	To write a poem about someone special	Week 6	

Grammatical Devices and Examples	
Adjectives	bright, beautiful, special, important, loving
Expanded noun phrases	My <u>caring, patient Grandad</u> .
Conjunctions	My favourite season is winter <u>because</u> I enjoy the cold.
Full stops	We watched the flowers bloom.
Capital letters	<u>W</u> e watched the flowers bloom.

# Learning at home

1. Continue to read every day with and to your child – they will let you know when to stop. Finding the right time is important too!
2. Help make maths fun and relevant. Allow the children to help count money, work out change, measure rooms for furniture, weigh out ingredients, read scales in the kitchen, tell you the time etc.
3. Try to learn times tables, in and out of sequence, off by heart and at speed. If confident with these, learn the associated division facts.
4. Practise spelling patterns and words in children's log books.
5. Find out as much as you can about the topic and visit places of interest to broaden your child's life experiences.



# LEARNING AT HOME

- 6. Help make writing relevant. Encourage your children to help you write shopping lists, invitations, thank you notes.
- 7. Find opportunities for learning everywhere – even a walk in the woods can be full of opportunities. Talk about what you can see, hear, feel. Describe everything.
- 8. Promote independence. Ask them to carry out short tasks for you. Encourage them to become responsible for things they need for school e.g. PE kits, homework.
- 9. Encourage behaviour for learning, ‘give it a go attitude’.
- 10. Have fun!



## A little note

- Remember to label all clothes including new jumpers and PE kits.
- Water bottles are allowed in school but need to be labelled.
- Our PE lessons are on Monday and Wednesday.
- Look out for up-coming events.



# Communication

We will be posting regular updates about what we are up to in class on our class page on the school website and Class Dojo, so keep an eye out for these!

You will also find other relevant information such as newsletters, letters sent home and clubs. To find the website look at:

[www.londoncolney.herts.sch.uk](http://www.londoncolney.herts.sch.uk)

# Parent Reps

We are looking for 1 or 2 reps per class.

Jobs include: help class teacher to assist with parent involvement in class activities/events, organise class social activities, welcome new parents, support in class with reading, walks activities, coffee mornings, forums to discuss school improvement.

## Last but not least

WE ARE HERE TO HELP.

WE ARE A PARTNERSHIP THAT NEEDS TO  
WORK TOGETHER.

If you need to discuss an issue:

- 1. See Class Teacher
- 2. See Key Stage Leader
- 3. See Deputy Head
- 4. See Head Teacher

