

North Cheshire Jewish Primary School



Welcome to Year 2

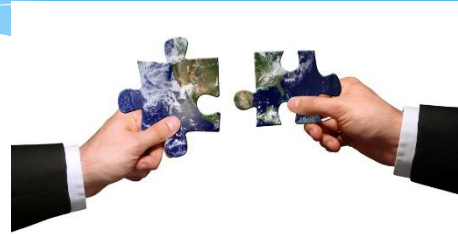


Class Teacher – Mrs Hadden

**Teaching Assistants – Miss Beaumont
and Mrs Aarons**

About Year 2

Partnership between home and school



- * Year Two is the final year within Key Stage One (infants)
- * We are following the National Curriculum for Year 2
- * It is an exciting year where the children continue to develop a higher level of independence and cooperation skills

General Information

What does your child need in school each day?

- * Named water bottle
- * Named kippah (boys)
- * Reading Journal and reading books
- * Named coat

- * If it is wet play, children go to the **main hall** before school.

- * Please do not allow your child to bring toys into school (unless it is toy day)

In the Classroom



- * Carpet time for input
- * At tables for individual/group work
- * Provision Areas – developed from Y1
- * Encourage creativity and foster the skills of independence
- * Areas: creative, construction, role play, reading corner, computers etc.



Reading (1)

Reading for pleasure to create life long learners

- * **In Year 2:** focus on building fluency and comprehension and on developing a **love for reading**.
- * At **school:** currently hearing children read during school and each morning during phonics lessons. Guided reading will soon begin similar to Year 1.
- * Need Reading Journals and reading books in school every day.
- * Read at **home:** little and often. Please give feedback or sign so I know your child has read.

Reading (2)



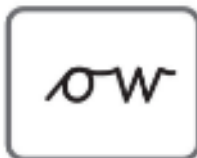
- Reading is more than decoding words
- It is **understanding** and **interpreting** the text
 - e.g. can you:
 - summarise the story?
 - describe how a character is feeling?
 - predict what will happen next?
- Read a range of fiction and non-fiction texts
- Key: read **other books** (library books, online books, magazines etc) not just school reading books – it is proven that children who read a wide range of books do better in reading comprehensions

Rocket Phonics: Next Steps

How the lessons are structured

- * 1 session per day (4 phonics, 1 handwriting lesson)
- * 1-2 sound/s per week, with different ways of spelling that sound
- * Each lesson has comprehension, dictated sentences and word sorting activities
- * The final lesson of the week is focussed on letter formation and handwriting (joining)





1. Revisit and review. Listen to the sounds and point to the graphemes.

ue f oe ge u-e p m ir

2. Grapheme search. Underline all the graphemes that are code for the /ou/ sound.

Margo was not a typical princess. She used to wear a sparkling golden crown and beautiful gowns, and wave from her carriage to crowds of people. Now Margo spends all her time in her greenhouse. In fact, Margo only visits the nearby town when she needs to buy soil or seeds.

"I love gardening," she tells one of her cows. "I never feel down when I am digging away with my trusty trowel. I just wish everyone would stop frowning when they see me covered in brown mud. I'm proud to be a gardener!"



How many did you find?

3. Apply. Re-read the passage above and answer the question.

How did Margo feel about gardening?

4. Word banks. Find and write /ou/ words into the correct columns.

ou	ow

5. Sentence dictation. Listen and write the sentences.

6. Apply. Write your own sentences using /ou/ as **ow** words.

7. Apply and extend in your notebook.

Design a garden for Margo. Write down all the jobs Margo would need to do to create the garden and then look after it.



How the lessons are structured cont.

- * Previous sounds are reviewed.
- * Each sound is reinforced via an interactive Big Book story, this story lasts for a number of weeks with different sections focussing on each sound.
- * Each child has a Pupil Practice Book.
- * Children will take part in 'guided reading'.

Reading books for home

- * Children will be sent Rocket Phonics reading books, once the unit has been revised.
- * Your child will also be given the opportunity to choose a sharing book from our library for you to read with your child.
- * Library books can be changed as and when the children need to change them.

Your child's Rocket phonics books

- * Children should read each book **at least twice**. Why?
 - * The first read is to decode the words, this may be more 'slow going' as it involves using phonic knowledge to sound out unfamiliar words. Also your child may enjoy looking at and talking about the illustrations more during their first read as they have not seen it before.
 - * When reading a book a second and third time children become more familiar with the text and can practise fluency skills - expression, using punctuation to pause and changing their tone of voice etc.
 - * We read for enjoyment and to gain knowledge and children need all of these skills in order to get to this stage.

Writing (1)



Handwriting

- * Correct pencil grip
- * Starting to join letters correctly - joining by end of Y2

Punctuation

- Capital letters, full stops, question marks A . ?
- Commas for lists, exclamation marks , !
- Apostrophes (possession – Sophie's coat, contraction – it is – it's)

Spelling

- Phonics, by sight (common exception words)
- Mnemonics e.g. *Because* (big elephants can always understand small elephants)
- Looking at spelling patterns

Writing (2)



Grammar

- **Word classes** – nouns, verbs, adjectives, adverbs, conjunctions (define, use in writing)
- * More descriptive ‘interesting’ **vocabulary**
- More complex sentences:

BOYS – but or yet so – use of conjunctions

e.g. He was a friendly man most of the time, but he could become nasty.

She could be really friendly, or she could be miserable.

It was a warm day, yet a storm gathered over the distant hills.

It was a beautiful morning for a walk, so he set off quite happily.

2A + with (two adjectives and a with...)

e.g. It was a small, derelict house with an overgrown garden.

Genre – wide range fiction and non-fiction (writing for purpose)

e.g. story (setting, character description, B M E), recount, instructions
booklet, leaflet, non-chronological report, poster

Maths (1)



- * **White Rose Maths** scheme and other appropriate resources
- * Whole class teaching plus combination of workbooks and worksheets/challenges in books
- * **Concrete** (practical) – **Pictorial** (diagrams) – **Abstract** (numerals/symbols)
- * Schofield & Sims Mental Arithmetic books will be sent home as part of homework (after the baseline assessment)
- * Encourage children to make jottings and to develop a range of mental strategies

Maths (2)



Number and Place Value

- Recognise place value in two-digit numbers, e.g. knowing that the 1 in 17 represents 10
- Read and write numbers up to 100 as words
- Count in 2s, 3s and 5s
- Compare and order numbers up to 100
- Use the q and Q symbols to represent the relative size of numbers

Calculations

- Recall number bonds up to 20 fluently
- Add and subtract numbers mentally and practically, including two-digit numbers
- Show that adding two numbers can be done in any order, but subtracting cannot
- Recognise that addition and subtraction are inverse operations
- Learn the multiplication and division facts for the 2x, 5x and 10x tables
- Show that multiplying two numbers can be done in any order, but dividing cannot
- Solve problems using the \times and \div symbols

Fractions

- * Find a given fraction of an object or set of objects
- Find the answer to simple fraction problems

Maths (3)



Measurements

- Use standard units to measure length (cm and m), mass (g and kg), temperature (degrees C) and capacity (ml and l)
- Use the £ and p symbols for amounts of money
- Combine numbers of coins to make a given value
- Tell the time to the nearest five minutes on an analogue clock
- Know the number of minutes in an hour and hours in a day

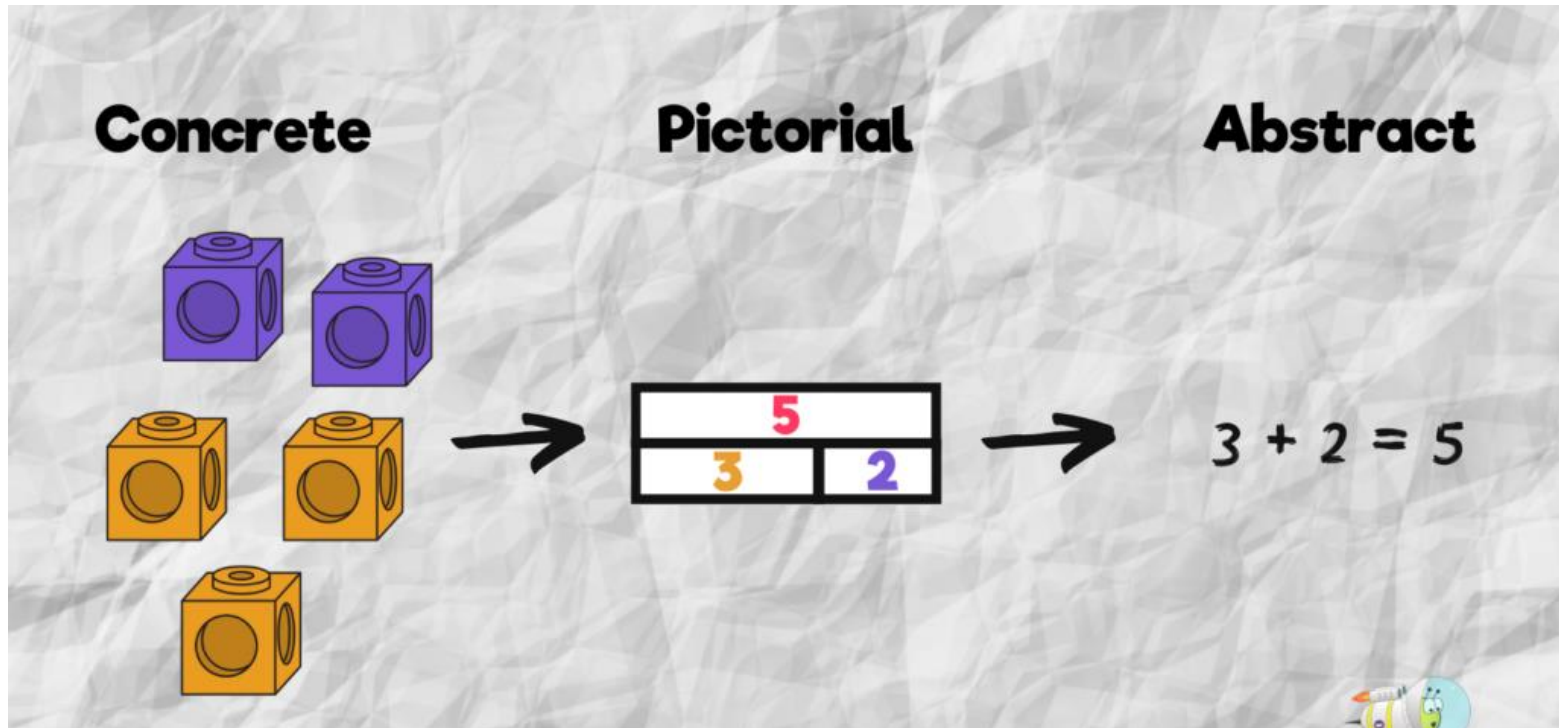
Shape

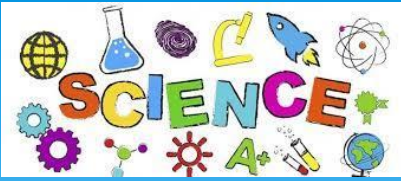
- * Describe the properties of and name 2-D and 3-D shapes
- * Describe position and direction, including rotations and turns

Graphs and Data

Construct and understand simple graphs such as bar charts and pictograms

Maths





Other Subjects (1)

Science – materials, plants, animals, habitats / growth and survival, conservation and climate change, food and hygiene

History – Great Fire of London, Remembrance Day, significant people from the North West and around the world (knowledge and skills)

Geography - Atlas work - UK and NW England, Continents and Oceans from around the world

ICT – Computers, Chrome books, iPads. Cross-curricular
Build on skills from Y1 - graphics, word processing, data handling, internet research

Coding – e.g. programme a robot



Other Subjects (2)



Art/Design and Technology –

Variety of medium used and skills taught including craft and design, painting, drawing, sculpting, building structures etc.

Music – Instruments, different elements e.g. pitch, tempo

PSHE (Personal, Social, Health and Economic Education) – combination of Kapow and Heads Up (focus on well-being). This is supplemented with other resources including the NSPCC PANTS rule.



PE – This term with sports coaches:

Tuesday – Autumn 1- Ball Skills with Tony
Correct kit worn on day – no earrings



Jewish Studies Ivrit

י	ט	ח	ז	ו	ה	ד	ג	ב	א
Yod (Y)	Tet (T)	Chet (Ch)	Zayin (Z)	Vav (V)	He (H)	Dalet (D)	Gimel (G)	Bet (B/V)	Alef (silent)
ע	ס	נ	נ	מ	מ	ל	ך	כ	
Ayin (silent)	Samech (S)	Nun (N)	Nun (N)	Mem (M)	Mem (M)	Lamed (L)	Khaf (Kh)	Kaf (K/Kh)	
ת	ש	ר	ק	ץ	צ	ף	פ		
Tav (T)	Shin (Sh/S)	Resh (R)	Qof (Q)	Tsadeh (Ts)	Tsadeh (Ts)	Feh (F)	Peh (P/F)		

Jewish Studies – 3 lessons per week with Mrs Chein

Parashah of week, Jewish festivals as they occur, Alef Bet

Ivrit (MFL) – 1 lesson per week with Ninet

Reading, Writing, Speaking



When?

Given on Friday to (usually) be handed in by following Wednesday.

What?

Usually English/Maths or Topic link.

Mental Maths book

Sometimes optional extensions/challenges

Reading – 5-10 mins every day

Purpose?

Reinforce a topic/skill

Refresh a topic/skill from a previous time

Assess knowledge of a new topic

Develop research skills

- Please do not judge your child's achievement on their homework alone, as this is just a snippet of their overall achievement
- Give guidance, talk through, help with misconceptions, but do not do homework for them
- Please give any feedback about how much help your child needed

Assessment

We use a range of assessments throughout the year, some formal and others informal.

Assessment is also part of daily classroom practice: questioning, giving verbal and written feedback, discussion with teacher, teacher observation, marking (stamps).

We believe it is more important than one off testing.

**Formal NTS assessments at the end of each term –
English (Reading and SPaG) and Maths
We also assess writing and Science.**

Children self assess their learning – corrections with green pen.

Teaching Assessment Framework

- * **Children will complete optional SATS in May alongside the usual NTS assessments.**
- * **I will use the Teaching Assessment Framework (TAF) alongside results from tests, TAF booklets and teacher judgement to decide whether a child is at:**
 - **EXP (working at the Expected Standard)**
 - **WTS (working towards the Expected Standard)**
 - **GDS (working at the Greater Depth Standard)****in reading, writing and maths.**

As it is end of key stage, all targets have to be met in order for the child to meet the standard.

Writing – EXP

Below is an example of what a child has to achieve in order to be an expected writer.

End of Key Stage 1 Statutory Assessment	
Name:	
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 – GDS

Below is an example of what a child has to achieve in order to be a greater depth writer

End of Key Stage 1 Statutory Assessment	
Name:	
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.	

Maths – EXP

Below is an example of what a child has to achieve in order to be working at the expected level in maths.

End of Key Stage 1 Statutory Assessment	
Name:	
The pupil can, after discussion with the teacher:	
read scales in divisions of ones, twos, fives and tens.	
partition a two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	
add and subtract any 2 two-digit numbers using an efficient strategy, explain their method verbally, in pictures or using apparatus.	
recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships.	
recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.	
identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of a whole.	
use different coins to make the same amount.	
read the time on a clock to the nearest 15 minutes.	
name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry.	

Maths – GDS

Below is an example of what a child has to achieve in order to achieve Greater Depth standard level in maths.

End of Key Stage 1 Statutory Assessment	
Name:	
The pupil can, after discussion with the teacher:	
read scales (on a number line, a practical situation or graph axis) where not all numbers on the scale are given and estimate points in between.	
recall and use multiplication and division facts for 2, 5 and 10 and make deductions of outside known multiplication facts.	
use reasoning about numbers and relationships to solve more complex problems and explain their thinking.	
solve unfamiliar word problems that involve more than one step.	
read the time on a clock to the nearest 5 minutes.	
describe the similarities and differences of 2D and 3D shapes, using their properties.	

Reading – EXP

Below is an example of what a child has to achieve in order to be working at the expected level in reading.

The pupil can read accurately most words of two or more syllables.
The pupil can read most words containing common suffixes.*
The pupil can read most common exception words.*
In age-appropriate books, the pupil can read words accurately and fluently without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.
In age-appropriate books, the pupil can sound out most unfamiliar words accurately, without undue hesitation.
In a book that they can already read fluently, the pupil can check it makes sense to them, correcting any inaccurate reading.
In a book that they can already read fluently, the pupil can answer the questions and make some inferences.
In a book that they can already read fluently, the pupil can explain what has happened so far in what they have read.

Reading – GDS

Below is an example of what a child has to achieve in order to achieve Greater Depth standard level in reading.

The pupil can, in a book they are reading independently, make inferences.

The pupil can, in a book they are reading independently, make a plausible prediction about what might happen on the basis of what has been read so far.

The pupil can, in a book they are reading independently, make links between the book they are reading and other books they have read.



Trips / Events



- * Try and link trips to topics (Hist/ Geog/ Science)
- * Our first trip is in December – more information to follow!

- * **Chanukah Play**
- * **Siddur ceremony** at end of summer term - Highlight of Y2.



Communication



- * Make appointment, send an email, message on Dojo or catch me in the playground.
- * End of the day is preferable to the morning
- School/class info on Weekly Digest/School newsletters/Class Dojo and on our website www.ncjps.org.uk



Thank you!