

Welcome to Year Two

2024 - 2025

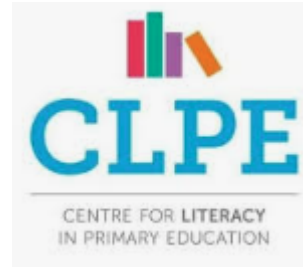


Abbey Farm
Educate Together Primary

Building on Year 1

Working at the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:	
To write sentences in order to create short narratives and non-fiction texts.	
To use some features of different text types (although these may not be consistent).	
To reread their writing to check that it makes sense and make suggested changes.	
To use adjectives to describe.	
To use simple sentence structures.	
To use the joining word (conjunction) 'and' to link ideas and sentences.	
Has an awareness of and is beginning to use:	capital letters for names, places, the days of the week and the personal pronoun 'I'.
	finger spaces.
	full stops to end sentences.
	question marks.
	exclamation marks.
To spell most words containing previously taught phonemes and GPCs accurately.	
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).	
To use -s and -es to form regular plurals correctly.	
To use the prefix 'un'.	
To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).	
To write lower case and capital letters in the correct direction, starting and finishing in the right place.	
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	



Where we have come from in year 1 and where we are going in year 2



Year 2 Writing Checklist

Working at the Expected Standard:

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:	
writing about real events, recording these simply and clearly	
demarkating most sentences with:	capital letters and full stops
and with use of:	question marks.
using present and past tense mostly correctly and consistently	
using co-ordination (or / and / but)	
using some subordination (when / if / that / because)	
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	
spelling many KS1 common exception words*	
writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
using spacing between words that reflects the size of the letters	

“Where they have come from is as important to consider as where they are going to.”

Building on Year 1

Working at the Expected Standard:

The pupil(s) can:	
The pupil can read scales in divisions of ones, twos, fives and tens.	
The pupil can partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	
The pupil can add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$).	
The pupil can 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 (e.g. if $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$).	
The pupil can recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.	
The pupil can identify $1/4$, $1/3$, $1/2$, $2/4$, $3/4$, of a number or shape, and know that all parts must be equal parts of the whole.	
The pupil can use different coins to make the same amount.	
The pupil can read the time on a clock to the nearest 15 minutes.	
The pupil can name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.	

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Where we have come from in year 1 and where we are going in year 2



- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward**
- recognise the place value of each digit in a two-digit number (10s, 1s)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use <, > and = signs**
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.**
- solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures**
- solve problems with addition and subtraction applying their increasing knowledge of mental and written methods**
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100**
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s, a two-digit number and 10s, 2 two-digit numbers, adding 3 one-digit numbers
- show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers**
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.**
- recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity**

- write simple fractions, for example $1/2$ of $6 = 3$ and recognise the equivalence of $2/4$ and $1/2$.
- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (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
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change**
- 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
- 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
- compare and sort common 2-D and 3-D shapes and everyday objects.**
- order and arrange combinations of mathematical objects in patterns and 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).**
- interpret and construct simple pictograms, tally charts, block diagrams and 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.**



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Our Curriculum

In Year Two, we have discrete lessons for;

Phonics

English

Mathematics

Learn Together

Geography

History

Computing

DT/Art

Music

PE

Science

We have additional short sessions for;

Handwriting

NumberSense

Catchup phonics

TOPICS

Autumn 1 Dinosaurs

- Art - Exploring the world through mono-printing
- Computing - To recognise the uses and features of information technology
- DT - Templates & Joining
- Geography - Key physical features
- History - Events beyond living memory
- PE - Footwork and balance
- Science - Animals including humans

Autumn 2 Carnival of animals

- Art - Explore and draw
- Computing - Digital photos
- Geography - School environment
- PE - Jumping and learning
- Science - Living things and habitats

Spring 1 Water

- Art - Expressive painting
- Computing - Code and sequences
- DT - Mechanisms
- Geography - Continents, human and physical
- History - Significant individuals
- PE - Balance and games
- Science - Habitats around the world

Spring 2 Weather

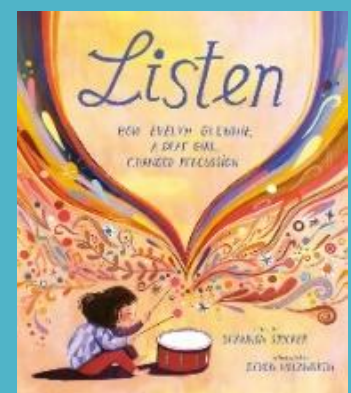
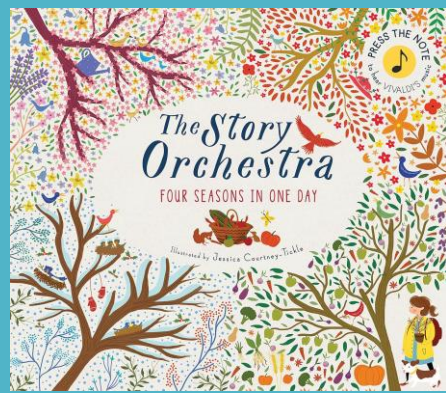
- Art - Music in art
- Computing - Presenting data
- DT - Food
- Geography - Weather and directions
- PE - Games
- Science - Plants

Summer 1 London

- Art - Be an architect
- Computing - Creating music
- DT - Freestanding structures
- Geography - Europe
- History - Events beyond living memory
- PE - Linking movements
- Science - Lifecycles

Summer 2 Inventors

- Art - Stick transformation project
- Computing - Scratch
- DT - Freestanding structures
- Geography - Recept
- History - Historical people/Steam
- PE - Making shapes, health and exercise
- Science - Everyday materials



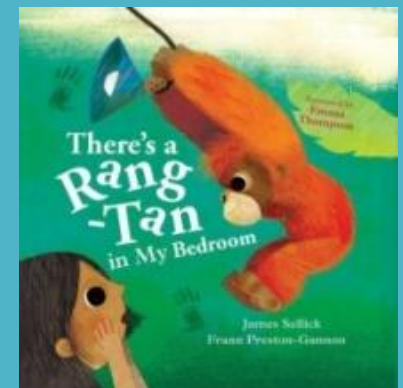
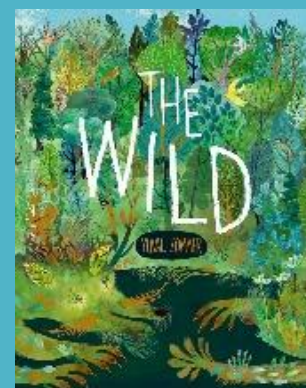
Moral & Spiritual Development

Equality & Justice

Learn Together

Belief Systems


Ethics and the Environment




We are Reflective




Plan




Who will you discover with?



What will you do?




Where is the best place to do this?




How are you feeling about it?




Do



Who can help with your learning?




What can help with your learning?




How are you feeling about your learning so far?




Review




Who do you want to share your learning with?



How do you feel about the end result?



What went well?



What will I change next time?

Our Timetable Term One

Lemur Class Weekly Timetable					
	Monday	Tuesday	Wednesday	Thursday	Friday
8.35am	Morning task				
8.50am	Register				
9.00am	Wake & Shake				
9.10am	Spelling Rules/Phonics				
9.35am	English				
10.25am	Snack & Toilet Time Exploring Continuous Provision				
10.45am	Math				
11.35am	Reading/ Exploring Continuous Provision				
11.55am	Tidy				
12.00	Lunch Time Break				
1.00pm	Register				
1.05pm	Science	Geography	Computing	Learn Together	Topic Dinosaurs
1.55pm	Snack & Toilet Time Exploring Continuous Provision				
2.15pm	PE	PE	Reading	Music	Art
3.05pm	Tidy & Class Story				
3.15pm	Home Time				



“The more that you

READ,

the more things you will

KNOW.

The more that you

LEARN,

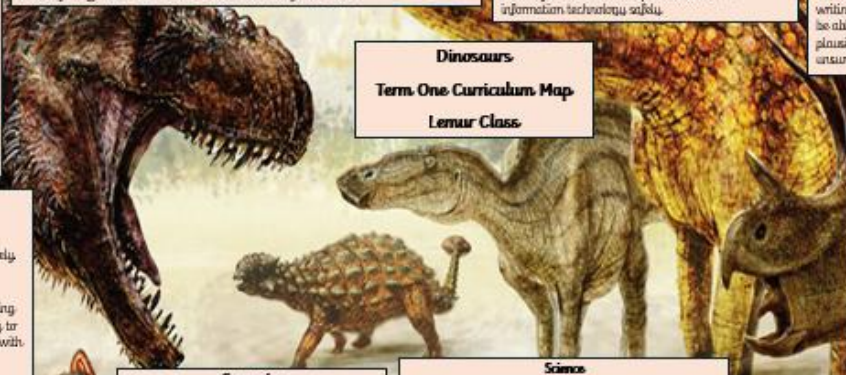
the more places you'll

GO.”

- Dr. Seuss

Updates from Lemur Class

Termly Overviews - emailed home and on the class page on the website



**Term One Curriculum Map
Lemur Class**

<p>Maths</p> <p>Intent: Pupils will continue to develop their understanding of place value in numbers to 100 including reading and writing the numerals. They will extend the range of strategies they use when doing addition and subtraction.</p> <p>Implementations: Pupils will use concrete and pictorial resources to support the development of their understanding of place value and then begin to use abstract/mental strategies. They will take part in practical addition and subtraction activities using objects. They will be introduced and consolidate their use of mental strategies in addition such as how to count in 2's, 5's, 10's and 3's.</p> <p>Impact: Pupils will have increased confidence in recognising numbers and the properties of numbers. They will be able to complete appropriate addition and subtraction activities using a range of methods.</p>	<p>English</p> <p>Intent: Pupils will engage with poetry told through a mixture of narration and visual imagery. They will explore and understand the importance of poetry as a genre.</p> <p>Implementations: Pupils will listen and respond to a wide range of poems from a poetry collection. They will have opportunities to develop creative responses to the text through drama, storytelling, writing and artwork.</p> <p>Impact: Pupils will be inspired to write their own poem and share it with the rest of the class by reading, acting or through illustrations. They will discover that poems are written for different reasons and that we can learn from them.</p>	<p>Computing</p> <p>Intent: Pupils will recognise the uses and features of information technology.</p> <p>Implementations: Pupils will learn to identify the uses of information technology in the school and beyond school. They will discuss their own experiences of information technology and discover how it can help us.</p> <p>Impact: Pupils will explain how information technology helps us. They will be able to explain how to use information technology safely.</p>	<p>Phonics/Spelling rules</p> <p>Intent: Pupils will recognise all the five sounds. They will recognise these sounds in unfamiliar words and sound out and blend to read these words. They will begin to learn some spelling rules.</p> <p>Implementations: Pupils will have daily phonics lessons revising the sounds they learnt in phase five. They will move on to bridge for spelling where they will start to learn spelling rules.</p> <p>Impact: Pupils will have increased confidence in reading and writing. They will be able to read more fluently. They will be able to confidently spell more words and make plausible phonetic attempts at words which they are unsure of.</p>
<p>Music</p> <p>Intent: Pupils will use their voices expressively and creatively.</p> <p>Implementations: Pupils will be encouraged to sing songs and speaking chants and rhymes. They will have the opportunity to learn new nativity songs and perform these songs with the rest of the school to their parents.</p> <p>Impact: Pupils will become more confident and enjoy singing together in a group.</p>	<p>Geography</p> <p>Intent: Pupils will use basic geographical vocabulary to refer to key physical features.</p> <p>Implementations: Pupils will use a world map and a globe to identify continents, oceans and some key countries. They will develop an understanding of some human and physical features. Of different key countries and discriminate between countries based on this knowledge.</p> <p>Impact: Pupils will recognise a world map and be confident to identify specific continents, oceans and countries by their features or location on a map.</p>	<p>Science</p> <p>Intent: Pupils will investigate what animals including humans need for their health and survival.</p> <p>Implementations: Pupils will discover what animals and humans need for survival through watching videos and hearing accounts from vets, farmers and scientists. They will explore the importance of eating the right food. They will investigate the impact of exercise on their bodies through practical activities. They will investigate the importance of hygiene.</p> <p>Impact: Pupils will describe what a healthy, balanced diet looks like. They will describe the impact of exercise on their bodies. They will understand the importance of hygiene. They will understand what is essential for animals and humans to survive.</p>	<p>Learn Together</p> <p>Intent: Pupils will investigate two main themes Values and we are all different.</p> <p>Implementations: Through discussion pupils will share which values are important to them in the classroom. They will use these ideas to come up with their own class charter. They will explore the differences and similarities within Lemur class.</p> <p>Impact: Pupils will have a clear class charter to follow. They will develop a greater understanding of equity and its importance within Lemur Class.</p>
<p>Art</p> <p>Intent: Pupils will be explore the world through mono-printing.</p> <p>Implementations: Pupils will explore the work of an artist who uses mono print. They will learn how to use carbon paper to make mono prints. They will experiment with the kinds of marks they make, and think about how they help make their drawings interesting.</p> <p>Impact: Pupils will explore a theme and make mono prints using their imagination to make their drawings personal. They will begin to learn that through art, they can invent and discover.</p>			<p>PE</p> <p>Intent: Pupils will explore different ways to move and balance with their bodies. They will set personal challenges and learn to react positively when things are difficult.</p> <p>Implementations: Pupils will follow the REAL PE scheme of work (Unit 1) and focus on moving with fluency and control when changing direction and with increasing speed. They will learn to balance on one leg without support. They will be supported to set personal challenges and to persevere when trying to achieve the challenges.</p> <p>Impact: Pupils will move with increasing control and fluency when moving in straight lines and when changing direction. They will be able to identify personal challenges that they have set and achieved.</p>

Weekly Newsletter via SWAY



Key Reminders

Every day, your child needs to bring their:

- water bottle
(labelled)
- book bag
- waterproof coat
(labelled)

PE is on Monday and Tuesday.

Children need to **wear their PE kits** to school.

Reading for pleasure books are changed every Wednesday.

Your child needs their reading book in school every day.

Spellings will be sent home every Friday to learn, they will have a spelling test every Wednesday.

Please clearly **label all clothes.**

Your child will still get **messy** so please continue to send them to school in **suitable clothing.**

Please read with your child as regularly as you can.

Years 1 and 2

COMMON EXCEPTION WORDS

Year 1			Year 2			
the	you	where	door	cold	grass	whole
a	your	love	floor	gold	pass	any
do	they	come	poor	hold	plant	many
to	be	some	because	told	path	clothes
today	he	one	find	every	bath	busy
of	me	once	kind	great	hour	people
said	she	ask	mind	break	move	water
says	we	friend	behind	steak	prove	again
are	no	school	child	pretty	improve	half
were	go	put	children	beautiful	sure	money
was	so	push	wild	after	sugar	Mr
is	by	pull	climb	fast	eye	Mrs
his	my	full	most	last	could	parents
has	here	house	only	past	should	Christmas
I	there	our	both	father	would	everybody
			old	class	who	even