LEECHPOOL PRIMARY SCHOOL

Welcome to Year 2

Information for Parents

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Welcome letter

Dear Parents and Carers,

Welcome to Year 2!

We are looking forward to getting to know you and working together so that we have a very exciting and productive year. We hope that your child enjoys the new challenges and experiences that Year 2 has to offer!

Year 2 is an important year for learning. The children are expected to become more independent readers, writers and mathematicians as the year advances. The Year 2 curriculum builds upon and extends the experiences that children have had in Year 1 and they will continue to learn through exciting topics so that they remain motivated, enthused and eager learners.

We hope this booklet will answer any questions you may have about the curriculum and requirements of Year 2.

We welcome any parent helpers into Year 2 on a regular basis (for example to hear readers) or for a specific purpose. If you are able to offer any help please get in touch with your child's class teacher to arrange a suitable time.

The Year 2 Team

As a school we aim to:

- We aim to promote an exciting, creative and supportive learning environment, which energizes each child to value themselves and maximize their potential
- We aim to give our learners the highest standard of education, through excellence and innovation in teaching, linked with a relevant and engaging curriculum which recognizes children's needs and individual learning styles.
- We aim to equip each child with life skills so that they may become confident, responsible, caring adults of tomorrow, within an ever-changing, multi-cultural society.

Meet the Year 2 team……

Name	**Role**
Mrs Emily Vowels	Phase Leader *and Hedgehogs Class Teacher*
Mx Holly Kerr	Penguin Class Teacher
Miss Eliza Graham	Seal Class Teacher
Mrs Anika Clough	Learning Support Assistant
Mrs Wendy Child	Classroom Assistant
Ms Karen Tartaglia	Learning Support Assisstant
Miss Annett Lloyd-Jones	PPA teacher
Mr Dan Barden	PPA teacher

The School Day

Our school day runs: -

Juniors - from 8.45 a.m. until 3 p.m., with a lunch break from 12.30 - 1.15 p.m.

Infants - from 8:55 a.m. until 3 p.m., with a lunch break from 12:00 - 1:00 p.m.

It is important that all children arrive on time every day.

The school gates will be open from 8.30 a.m. and the inner gates will be open from 8.35 a.m.
From September to October, Year 2 pupils will come through their classroom doors. From October to the end of the year pupils in Year 2 come through the Year 2 cloakroom doors and go into their classrooms to take part in independent learning activities until registration at 8.45 a.m. for Juniors and 8:55 a.m. for Infants.

Any child entering the school after their registration time must enter school through the main entrance and sign in at the office to ensure that records are kept up to date in case of a fire (even if your child has been at the doctor or dentist for example).

Absence

Please contact the school before 9.00 a.m. to advise of any absence, a message can be left on the absence line.

Holidays or days off must be authorised beforehand by the Headteacher following completion and submission of an Absence Request form which can be downloaded from the website.

Homework Expectations

Monday	Tuesday	Wednesday	Thursday	Friday
Reading, spellings and times tables everyday				
		Homework due in		Maths/Literacy/Topic homework set on Seeasaw on alternate weeks Spelling will be set on a Friday tested weekly on a Friday. See below for more detail.

They will receive 3-week blocks spellings to learn. These will be given out every third Friday via Seesaw and the children will be tested each week on a Friday. These spellings are from the Spelling Shed Scheme and can be accessed through Spelling Shed.

In the Summer term, the children will be set homework projects which will enable them to demonstrate the skills they have learned over the year. These projects, once complete, can be brought in to the school to share with the class to celebrate.

Learning at Leechpool

a) Valuing All Learners Equally

Aspirations

As a learning community, we will strive to

- Learn from one another, and with one another
- Have high expectations of each other
- Help each other to develop self-confidence and a positive self-image
- Be constructive, critical and analytical thinkers
- Continue to value and develop our "learning to learn" culture
- Celebrate progress, effort and achievement
- Help our children to develop lively, enquiring minds and encourage them to express themselves clearly in a variety of ways
- Foster strong links with our parents and the wider community
- Work hard to maintain the traditions of our school.

b) Life Skills

In Year 2 we focus on developing the following life skills:

Relationships

Families and friendships – making friends, feeling lonely and getting help

Safe relationships – managing secret; resisting pressure and getting help; recognising hurtful behaviour

Respecting ourselves and others – recognising things in common and differences; playing and working cooperatively; sharing opinions

Living in the wider world

Belonging to a community – belonging to a group; roles and responsibilities; being the same and different in the community

Media literacy and digital resilience – the internet in everyday life, online content and information, newswise

Money and work – what money is, needs and wants, looking after money

Health and Wellbeing

Physical health and mental wellbeing – why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help

Growing and changing – growing older; naming parts of your body; moving class or year

Keeping safe – safety in different environments; risk and safety at home; emergencies

1. 6Rs

LEECHPOOL VALUES
RESPECT
REFLECTIVE
RESPONSIBLE
THE
RELATIONSHIPS
RESOURCEFUL
6
Rs
RISK-TAKING
RESILIENT

Our one School Rule is **RESPECT** – represented by the lion who remind pupils to be respectful to other people and to take an interest in them.
We encourage the following skills in all pupils at all times:

Owl – Reflective	I remind you to be reflective in your learning and think about how well you are doing.
Meerkat - Relationships	I remind you to have good relationships when you work with other people.
Cat – Risk Taking	I remind you to be a risk taker in your learning and to learn from making mistakes.
Bee - Resourceful	I remind you to be resourceful in your learning and try different ways to solve thing yourself.
Dog - Responsible	I remind you to be loyal and responsible and care for those around them.
Tortoise - Resilient	I remind you to be resilient in your learning and never give up.

a) We are Golden!

At Leechpool, we want all children to feel safe, happy, and ready to learn. Our behaviour system is built around our Golden Rules, supported by the Zones of Regulation and consistent approaches from all staff. Together, these help us to create a calm, caring and purposeful school where every child can succeed.
We believe that:

- Positive experiences create positive feelings
- Positive feelings create positive behaviour

Our Golden Rules
At Leechpool, our rules are simple, fair, and for everyone:

- Be kind and gentle
- Be honest
- Work hard
- Look after property
- Listen to people
- Always do your best

These Golden Rules guide all our expectations and link closely with how we use the Zones of Regulation to help children understand themselves and make positive choices.

How We Support Behaviour
1. Zones of Regulation

- The Zones are a tool to help children notice and name their emotions.
- They are not about punishment but about *understanding* and *choice-making*.
- Staff use the Zones to talk with children about how they are feeling and to suggest strategies that can move them towards the *Green Zone*, so they are calm, focused and ready to follow our Golden Rules.

2. Golden Rules and the Zones of Regulation
The Zones help us to keep our Golden Rules in mind, no matter how we are feeling:

- **Blue Zone (sad, tired, bored, unwell):** We can still *Listen to people* by asking for help, or *Work hard* by trying our best even if it's tricky.
- **Green Zone (calm, happy, ready to learn):** This is when it's easiest to *Always do your best* and *Be kind and gentle*.
- **Yellow Zone (frustrated, worried, silly, excited):** We can *Look after property* and *Be honest* by using a strategy (e.g. taking a break, breathing) before our feelings take over.
- **Red Zone (angry, furious, out of control):** It is hardest to follow the Golden Rules here, but adults will support us to calm down, stay safe, and then repair things so we can return to *Be kind and gentle* and *Listen to people*.

Linking the Zones to our Golden Rules helps children see that *feelings are normal, but choices matter*.

3. Pro-Social and Anti-Social Behaviours

- *Pro-social behaviours* (kindness, honesty, cooperation, effort) are celebrated and encouraged.
- *Anti-social behaviours* (unkindness, dishonesty, disruption, or not respecting property) are addressed calmly and fairly, with opportunities for reflection and repair.

Rewards and Praise
We will use a number of reward systems to develop and sustain positive behaviour:

- **Verbal and/or written praise**
- **Sharing work and achievements** with other teachers and pupils
- **Notes/emails home** to celebrate successes
- **Displaying good work** in class and around school
- **Stickers** – limited and purposeful, given with clear praise

In addition, we will continue to use the following whole-school systems:

- **Dragon Tokens** – every pupil and staff member belongs to a Dragon Team. Tokens can be awarded by any adult for good work or behaviour.
- **Headteacher Awards** – staff may send a pupil to Mrs Davenport with a gold token for exceptional work or behaviour. The child receives a golden sticker, their name in the Golden Book, and recognition in whole-school assemblies.
- **Class Rewards** – classes collect animal-shaped tokens. When they reach 20, they earn a class reward chosen by the children.
- **Class Headteacher Awards** – awarded to a whole class for achievements such as excellent teamwork, behaviour on a trip, or effort in an assembly.
- **Golden Time** – every class ends the week with 15 minutes of Golden Time on Friday afternoons, developing teamwork and pro-social behaviours.
- **Lunchtime Rewards** – yellow slips for good behaviour and manners, stickers for trying new foods or clearing plates.

When Things Don't Go to Plan
At Leechpool, we know that everyone makes mistakes and that learning how to manage our behaviour takes time. When children do not follow the Golden Rules:

- Adults will respond calmly and fairly
- Children will be supported to think about their choices and how they have affected others
- We will use our behaviour charts to help children understand the link between actions and outcomes, teaching that *every choice has a cause and effect*
- Children will be encouraged to reflect, repair and restore relationships
- Staff will support children to find strategies so that next time things can go better

If behaviours are repeated or more serious, parents will be involved so that school and home can work together to support the child.

a) Our Year Group Continent

Each year group's classes are named after animals from different continents according to size. The foundation stage class is named after the smallest continent, Australasia e.g. Kangaroos and Koalas.

Year group	**Continent**	**Class names**
Foundation Stage	Australasia	Kangaroo /Koala
Year 1	Europe	Hedgehog / Squirrel
Year 2	Antarctica	Penguin /Seal
Year 3	South America	Jaguar / Llama
Year 4	North America	Eagle/Bear
Year 5	Africa	Lions / Giraffe
Year 6	Asia	Panda / Tiger

b) Pride in our uniform

Wearing the correct uniform to school is important. Please support us in ensuring your child comes to school wearing their uniform in a smart way. We also ask that they have the correct PE. kit in school for their PE and Sport lessons. These must be taken home to wash on a Friday and returned on a Monday morning. Please check the website if you are unsure what our uniform policy includes. Please ensure that all uniform is named so that, should it get lost, it can be returned to the correct person.

2. Successful Learners

Successful Learners
Who…..
Have the essential learning skills of English, mathematics and computing
Have enquiring minds and are creative, resourceful and able to identify and solve problems
Communicate and collaborate well
Enjoy learning and are motivated to achieve the best they can now and in the future

R.A.P time

'Reflect and progress' time will be given once a week in both Literacy and Maths. Feedback will be provided by the teacher following a piece of completed work by the child and R.A.P time allows the children to 'reflect' on the feedback and then respond to the task given. When looking in the books, it will be evident which tasks were R.A.P as the child will respond using a blue pen.

R.A.P tasks can vary depending on the child's understanding and the learning objective. They may include making corrections, editing spelling errors, re-reading and improving work or a 'challenge' task to 'progress' the child into the next steps of learning.

Learning Slips

Children are given learning slips in Literacy, Maths and in some Topic work. These show what the children are learning and the steps they need to do to achieve this (success criteria). At the end of the lesson, the children are expected to self-assess (using traffic light colours) against the success criteria. The teacher then monitors their self-assessment and adjusts where necessary.
At the bottom of the learning slip, the children will indicate whether they have learnt independently, in pairs, in a group or with adult support. Additionally, in Literacy, they will indicate what part of the writing sequence they are completing.

a) English

In Year 2, children receive 4 x 20 minute phonic/spelling sessions in their classes, as well. During this time, children will consolidate their phonic knowledge and begin to learn spelling patterns and rules which they can apply to their reading and writing.
They will also be expected to record sentences dictated to them by an adult. On Friday, children will be tested on spellings, they will have had opportunities to practice throughout the week. These spellings will be from spelling shed.

i. Reading

During Guided Reading, children will be heard reading as part of a small guided reading group. During this time, children will practice their ability to decode unknown words, recall high frequency words and demonstrate an understanding of the text they have read. Your child will also bring home an individual, banded reading book. These reading books are self-selected by your child and we would like you to aim to read a minimum of 4 times a week with your child, daily where possible! We aim to help your child develop a love for reading with confidence.

Please do record each time you read with your child in their reading diary. It allows us to see that your child has read and also how successful they have been. The reading diaries are checked every day and allow us to track the children's progression through each book band before moving them up as appropriate.

Year 2 Reading Key Objectives

1	Apply phonic knowledge to decode words
2	Speedily read all 40+ letters/groups of letters for 40+ phonemes(access all 40+ sound)
3	Read common exception words on sight (make a list available)
4	Read accurately by blending
5	Read aloud phonically decodable texts, checking that it makes sense
6	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which you can read independently
7	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
8	Predict what might happen on the basis of what has been read so far
9	Participate in discussion about what is read to you, taking turns and listening to what others say
10	Show you understand what is read to you by asking and answering questions.

ii. Writing

Purple Polishing Pens

Purple polishing pens are used by the children to edit their written work. They are expected to use these independently after completing a writing task to correct spellings and punctuation and improve vocabulary and sentence structure. This can also be used in peer marking where another child may suggest improvements and record their initials on their partner work to show this. All children will write with a pen.

Year 2 Writing Key Objectives

1	Break words into phonemes for spelling
2	Know some spellings which use variations of standard phonemes
3	Use the possessive apostrophe (singular) e.g. The girl's book
4	Spell more words with contracted forms e.g. don't
5	Add suffixes to spell longer words, including •ment, •ness, •full, •less, •ly
6	Write for different purposes
7	Read aloud their writing using appropriate intonation

8	Use noun phrases
9	Use four main sentence types appropriately: statement, questions, exclamation and command
10	Use present and past tenses correctly

11	Use some coordinating (or, and, but) and subordinating (when, if, that, because) conjunctions
12	Use appropriate punctuation (full stop, exclamation mark, question mark, comma, apostrophe)

iii. Spelling, Grammar and Punctuation

Spelling in Year 2

Statutory requirements	Example words
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y	race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	write, written, wrote, wrong, wrap
The /l/ or sound spelt –le at the end of words	table, apple, bottle, little, middle
The /l/ or sound spelt –el at the end of words	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or sound spelt –al at the end of words	metal, pedal, capital, hospital, animal
Words ending –il	pencil, fossil, nostril
The /i/ sound spelt –y at the end of words	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	copied, copier, happier, happiest, cried, replied …**but** copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /a/ sound spelt a before l and ll	all, ball, call, walk, talk, always
The /u/ sound spelt o	other, mother, brother, nothing, Monday

The /ee/ sound spelt –ey	key, donkey, monkey, chimney, valley
The /o/ sound spelt a after w and qu	want, watch, wander, quantity, squash
The /er/ sound spelt or after w	word, work, worm, world, worth
The /or/ sound spelt ar after w	war, warm, towards
The /zh/ sound spelt s	television, treasure, usual
The suffixes –ment, –ness, –ful , –less and –ly	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)	Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion	station, fiction, motion, national, section
Homophones and near•homophones	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. **Note:** 'children' is not an exception to what has been taught so far but is included because of its

Grammar & Punctuation in Year 2

Word	Formation of **nouns** using **suffixes** such as –*ness*, –*er* and by compounding [for example, *whiteboard*, *superman*] Formation of **adjectives** using **suffixes** such as –*ful*, –*less* Use of the **suffixes** –*er*, –*est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**

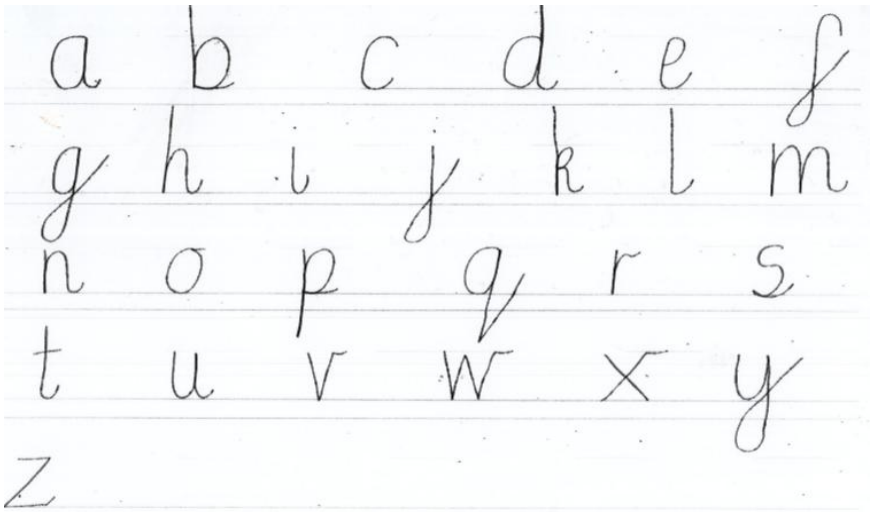
Sentence	**Subordination** (using *when*, *if*, *that*, *because)* and **coordination (**using *or*, *and*, *but)* Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command
Text	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming*, *he was shouting*]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcat **sentences** Commas to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

iv. Handwriting

During Year 2, pupils will be taught to:

- Form lower-case letters of the correct size relative to one another
- 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 un-joined
- Write 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.

We use the 'Penpals' Handwriting publication to develop fluent, legible handwriting. Teaching progresses from developing gross and fine motor skills to confident letter formation and accomplished joins. Children are expected to have gained their pen license by the end of Year 3 where they will be consistently joining their handwriting to a high standard.



b) Mathematics

Year 2 Maths Key Objectives

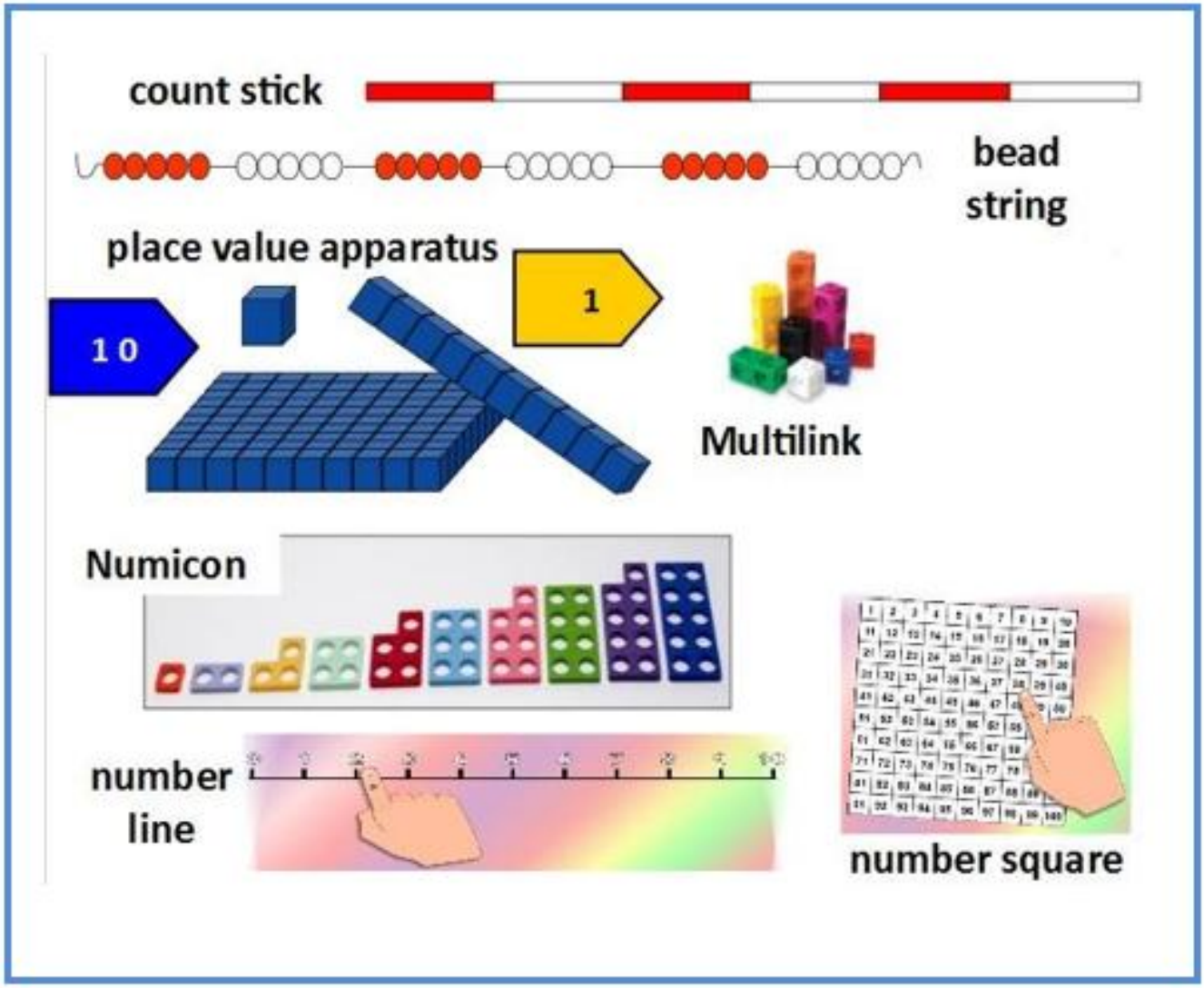
1	Count in steps of 2s, 3s and 5s, and steps of 10
2	Recognise place value in two-digit numbers
3	Compare and order numbers up to 100 using <, > and =
4	Recall and use number addition/subtraction facts to 20, and derive related facts
5	Add and subtract mentally and with objects one and two-digit numbers
6	Understand and use the inverse relationship between addition and subtraction
7	Know 2×, 5× and 10× tables, including recognizing odd & even numbers
8	Calculate mathematical statements using x and ÷ symbols

9	Recognise, find, name and write 1/3, 1/4, 1/2 and 3/4 of size, shape or quantity
10	Write simple fraction facts, e.g. 1/2 of 6 = 3
11	Combine amounts of money to make a value, including using £ and p symbols
12	Tell the time to the nearest 5 minutes, including drawing clocks
1**3**	Describe properties of 2•D shapes, including number of sides and symmetry
14	Describe properties of 3•D shapes, including number of edges, vertices and faces
15	Interpret and construct simple tables, tally charts and pictograms

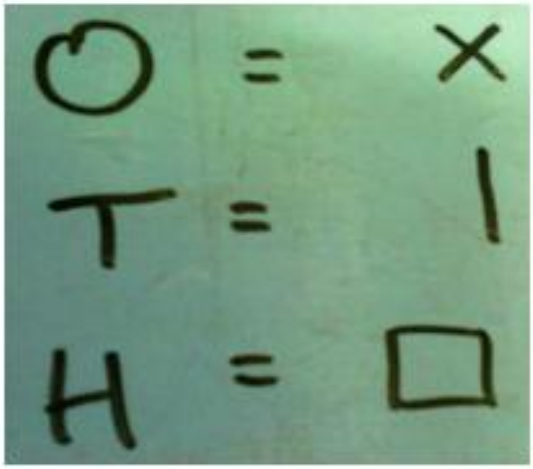
Calculation Policy

Resources

A range of resources may be used however the following should be available to all children.



Pictorial jottings- The following representations should be used for pictorial representations by teachers and by children when working in their books.



Written Calculation Methods

As children progress in their ability to solve mathematical calculations, we teach the children specific ways to record their working out. It is important that children progress through each stage of the progression chart as this ensures they fully grasp the mathematical concepts that underpin the calculations they are doing.

Key Vocabulary

Children should be introduced to the correct mathematical language at the earliest opportunity. The following language can be used within calculations.

Addend- a number which is added to another

Sum/Total- the total amount resulting from the addition of two or more numbers, amounts, or items.

Minuend- a quantity or number from which another is to be subtracted.

Subtrahend- a quantity or number to be subtracted from another.

Difference- the result of subtracting one number from another.

Multiplicand- a quantity which is to be multiplied by another.

Multiplier- a quantity by which a given number is to be multiplied.

Product- the result of multiplying.

Dividend- a number to be divided by another number.

Divisor- a number by which another number is to be divided.

Quotient- a result obtained by dividing one quantity by another.

Addend + addend = sum or total

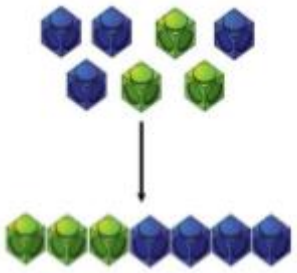
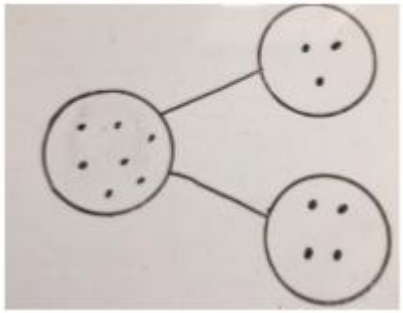
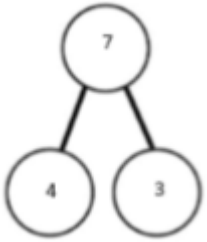
Minuend – subtrahend = difference

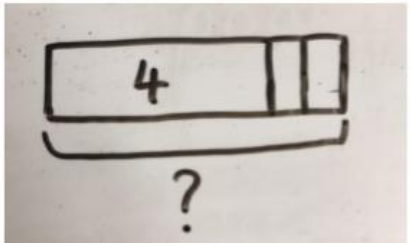
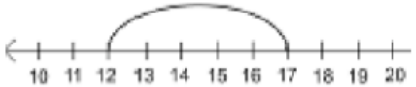
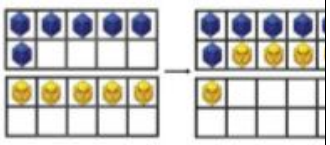
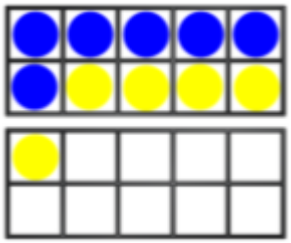
Multiplicand x multiplier = product

Dividend ÷ divisor = quotient

Subject specific language can be found at the end of each calculation section. ***Posters for all four operations can be found in appendix 1.***

Written Methods for Addition

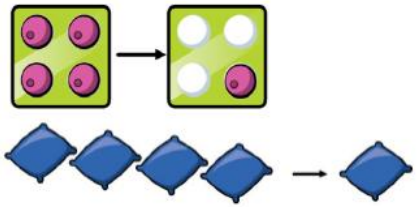
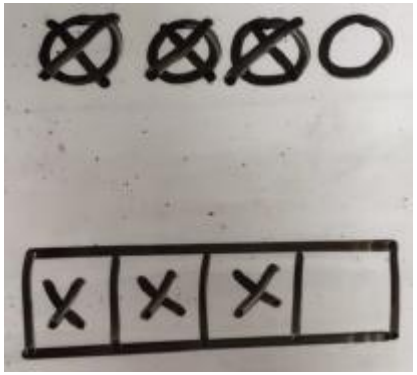
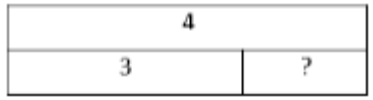
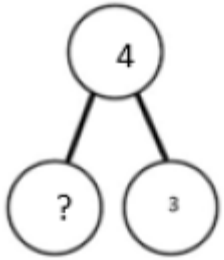
YEAR GROUP & RELEVANT OBJECTIVES	STRATEGY	CONCRETE	PICTORIAL	ABSTRACT / WRITTEN
Y1: Add one-digit numbers to 20 including 0 Y1: Add two-digit numbers to 20 Y2: Add numbers using concrete objects and pictorial representations, including adding three one-digit numbers	Aggregation – combining two parts to make a whole	3+4=  Possible resources: cubes, numicon, teddies, etc.	  Part-whole model where the numbers are represented by dots	4 + 3 = 7 

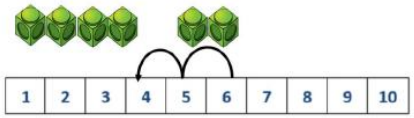
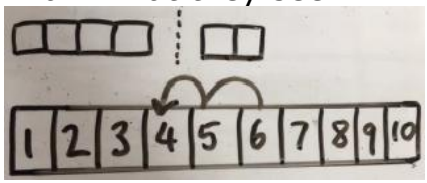
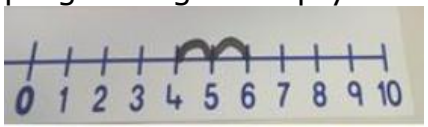
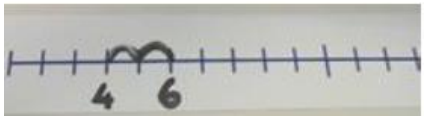
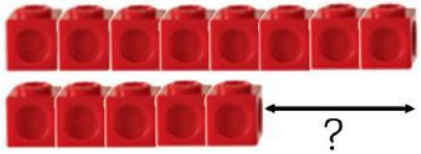
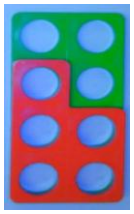
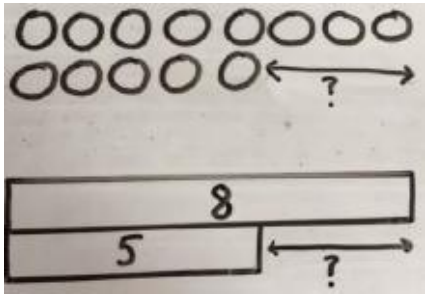
Y1: Add one-digit numbers to 20 including 0 Y1: Add two-digit numbers to 20 Y2: Add numbers using concrete objects and pictorial representations, including adding three one-digit numbers	Augmentation – increasing a quantity by an amount (starting with the largest number and counting on)	 Possible resources: bead string, number lines with cubes or numicon	 Bar model which encourages children to count on, rather than count all  Counting on using a number line, beginning at the largest number and counting on in ones or in one jump	4 + 2 = 6 The abstract number line.
Y1: Add one-digit numbers to 20 including 0 Y1: Add two-digit numbers to 20 Y2: Add numbers using concrete objects and pictorial representations, including adding three one-digit numbers	Regrouping – i.e. to make 10	 Possible resources: ten frames and cubes, numicon	 Children draw their own ten frames and dots	Children develop an understanding of equality and look for links between numbers. 6 + [ ] = 11 6 + 5 = 5 + [ ] 6 + 5 = [ ] + 4 11 = [ ] + 6

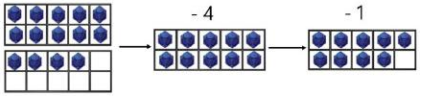
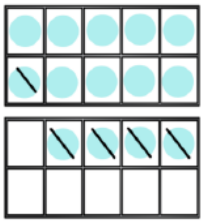
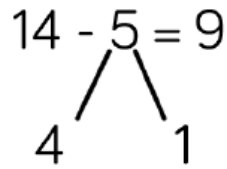
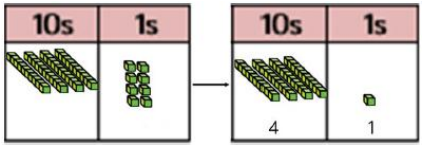
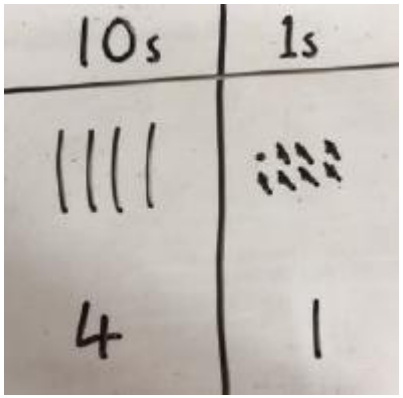
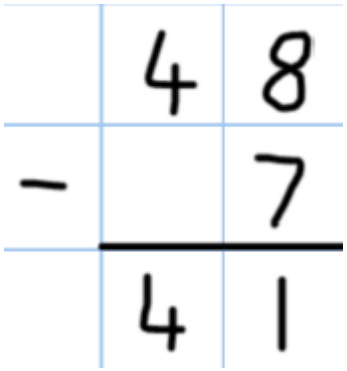
Key vocabulary for addition:

sum, total, parts and wholes, plus, add, altogether, more, 'is equal to', 'is the same as, addend

Written Methods for Subtraction

YEAR GROUP & RELEVANT OBJECTIVES	STRATEGY	CONCRETE	PICTORIAL	ABSTRACT / WRITTEN
Y1: Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= ☐ - 9. Y2: 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.	**Partitioning** Taking away and removing objects from original set	4 – 3 = 1  Possible resources: numicon, bean bags, cubes, tens frame	Children draw resources and cross out 	4 – 3 = _ = 4 – 3  

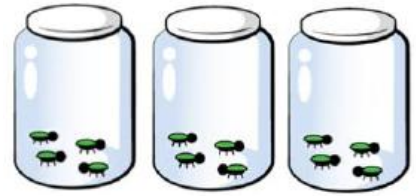
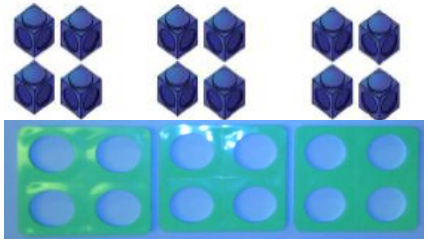
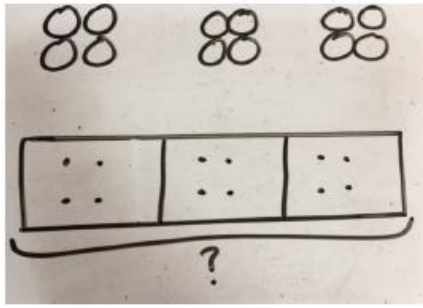
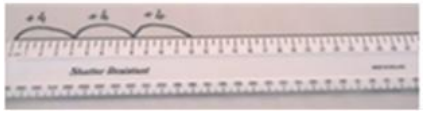
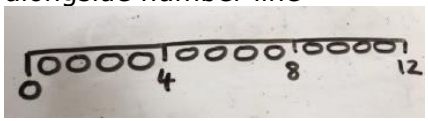
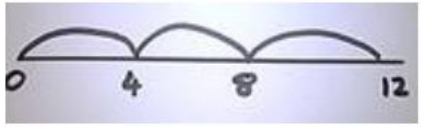
Y1: Subtract one digit and two-digit numbers Y2: Add and subtract numbers using concrete objects, pictorial representations and mentally	**Reduction** Start at and count back	6 – 2 = 4  Possible resources: cubes or number tracks	Draw what they see  	Children represent on a numberline or track, progressing to empty line  
Y1: Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= ☐ - 9. Y2: Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	**Comparison** Finding the difference between two numbers	8 – 5 = 3   Possible resources: cubes, base 10, numicon	Children draw the cubes or objects, bar model can also be used to show what they need to calculate  	Find the difference between 8 and 5. 8 – 5, the difference is ☐ Children to explore why 9 - 6 = 8 – 5 = 7 – 4 have the same difference.

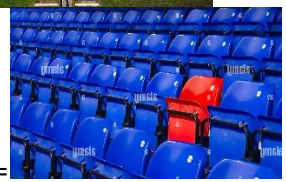
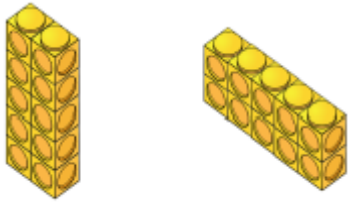
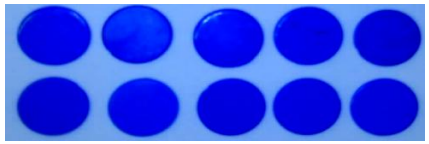
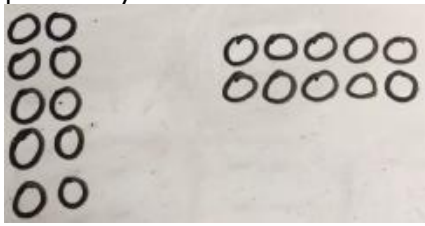
Y1: Represent and use number bonds and related subtraction facts within 20 Y2: Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	**Making 10** (bridging 10)	14 – 5 = 9  Possible resources: number tracks, number lines, 10s frame, numicon	Children represent 10s frame pictorially. Children should be encouraged to explain what they have done 	Children  14 – 4 = 10 10 – 1 = 9 demonstrate partitioning of subtrahend
Y1: Subtract one digit and two-digit numbers Y2: Add and **subtract** numbers using concrete objects, pictorial representations and mentally Y3: add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	**Column method** T U	48 – 7 = 41  Possible resources: base 10, PV counters	Children represent base 10 with I and x  	Children use column method and apply number facts to 10 

Key vocabulary for subtraction:

take away, less than, the difference, subtract, minus, fewer, decrease, subtrahend, minuend

Written Methods for Multiplication

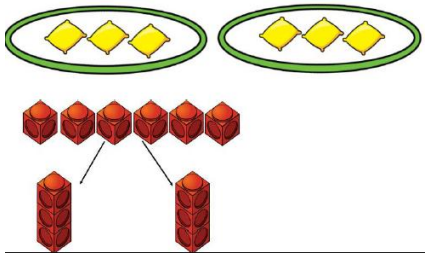
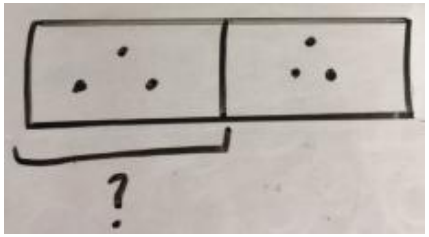
YEAR GROUP & RELEVANT OBJECTIVES	STRATEGY	CONCRETE	PICTORIAL	ABSTRACT / WRITTEN
Y1: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Y2: Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.	**Repeated addition**	3 x 4 4+4+4 Ther are 3 equal groups with 4 in each group.  	Children represent physical resources in a bar model 	3 x 4= 12 4+4+4= 12
Y1: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with	**Repeated addition on a number line**	3 x 4 	Pictorial representation alongside number line 	Abstract showing jumps of 4 3 x 4= 12 

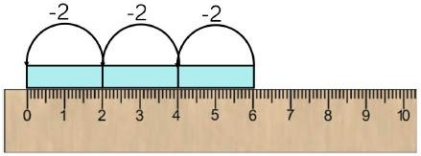
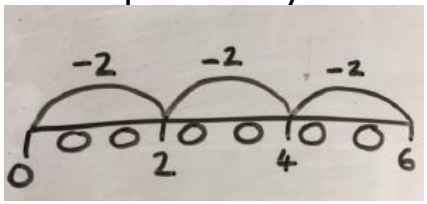
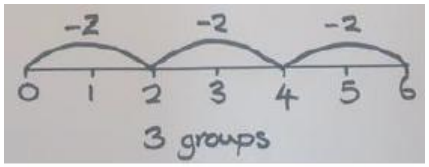
the support of the teacher. Y2: Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.				
Y1: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Y2: Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	**Commutative Law** Key vocab: columns and rows (it is important to spend time ensuring children know what each one is) Column=  Rows=	2 x 5 = 5 x 2  2 lots of 5 5 lots of 2  Counters and Unifix can be used	Children represent arrays pictorially 	Children are able to write a range of calculations based upon an array Eg. 10 = 2 x 5 5 x 2 = 10 2 + 2 + 2 + 2 + 2 = 10 10 = 5 + 5

Key vocabulary for multiplication:

double, times, multiplied by, the product of, groups of, lots of, equal groups

Written Methods for Division

YEAR GROUP & RELEVANT OBJECTIVES	STRATEGY	CONCRETE	PICTORIAL	ABSTRACT / WRITTEN
Y1: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Y2: Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	**Equal Sharing**	6 ÷ 2  Counters, bean bags, unifix	Children to represent pictorially using the bar model 	6 ÷ 2 = 3 3 | 3 Children to be encouraged to make link with 2 times tables

Y1: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Y2: Calculate mathematical statements for multiplication and **division** within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.	**Inverse of multiplication** (repeated subtraction)	Base10 above a ruler 6 ÷ 2  3 groups of 2	Children to represent pictorially  	Children represent the equal groups on a number line 

Key vocabulary for division:

share, group, divide by, half

iii. Key Essentials

To aid children with their mathematical learning, there are certain 'key essentials' that your child should know as they progress through school. The table below details these:

Year 1	I can use objects to work out one more and one less.
	I can read and write numbers from 0 to 10.
	I can show an understanding of + - and =.
	I can recall number bonds within 5.
	I can understand that the total number will change when objects are added or taken away.
	I can count to 20.
	I can name some common 2-D shapes.
Year 2	I can work out one more and one less of a given number.
	I can count, read and write numbers from 0 to 100.
	I can read and write number statements using +. – and =.
	I can recall number bonds within 10.
	I can add 1 digit and 2 digit numbers to 20 using objects and pictures.
	I can subtract 1 digit and 2 digit numbers to 20 using objects and pictures.
	I can find and name ½ (half) of an object, shape or amount.
	I can recognise and name some common 2D and 3D shapes.
Year 3	I can read and write numbers to 100 in numerals.
	I can count in steps of 2, 5, 10s.
	I can find the place value of each digit of a number with tens and ones.
	I can answer simple addition and subtraction questions in my head as well as by writing them down.
	I can remember and use multiplication and division facts for the 2, 5, 10 times tables.
	I can find, name and write fractions of a length, shape, set of objects or amount.
	I can notice and explain the properties of 2D and 3D shapes.
	I can read measurement scales in 1s, 2s ,5 s and 10s.
Year 4	I can use number bonds for all numbers up to 20.
	I can use the 3 times table fluently, including multiplication and division facts.
	I can use the 4 times table fluently, including multiplication and division facts.
	I can use the 8 times table fluently, including multiplication and division facts.
	I can recall facts about durations of time (e.g. days in the week, minutes in an hour, hours in three days, months of the year).
	I can tell the time to the nearest minute.
	I can recognise a right angle and name its value.
Year 5	I can use number bonds to 100.
	I can use the 12 x 12 fluently, including multiplication and division facts.
	I can recognise decimal equivalents of fractions for ½, ¼, ¾ and any number of tenths and hundredths.
	I can multiply and divide single digit numbers by 10 and 100.
	I can round any number to the nearest 10 or 100.
	I can add and subtract numbers up to 4 digits using the formal column method.
	I can name all 2D shapes up to 10-sided, including all 6 quadrilaterals.
	I can recall fact relating to the conversion of measurements (e.g. cms in a m, mls in a l).
Year 6	I can use times tables up to 12 x 12 fluently.
	I can understand the value and order of each place value columns from 3dp to 10,000,000.
	I can mentally calculate addition and subtraction calculations where regrouping is not required.

	I can multiply and divide whole number by 10, 100 and 1000.
	I can use written column addition and subtraction, regrouping where necessary.
	I can read the time on both a 12 and 24 hour clock to 1 minute intervals.
	I can name all 2D shapes up to 10-sided, including all 6 quadrilaterals.
	I can recall decimal number bonds to 1 and 10.
	I can recall facts relating to the conversion of measurements (e.g. cms in a m, mls in a l).

Within our teaching, the key essentials for each year group contain learning the children have already experienced as they have moved through the school. Whilst we will revisit these topics and show the children how these can be used to answer questions across all areas of the maths curriculum, a strong knowledge of the 'key essentials' will help them maximize their learning in their new year group.

In order to assist further practice of this, we will be using a scheme across all year groups: Dragon, Rainbow, Solar and infinity maths. More details of this can be found on our website and will be available on the 'Meet the teacher' evening in September.

It is key that you support your child in learning these 'key essentials' using games, websites and oral practice at home. If you need any advice, please do not hesitate to ask your class teacher.

iii. Vocabulary

New Maths Vocabulary for Year 2

Number and Place Value	
more	numeral
less	figure
digit	compare
tens	ones
greater than	less than
more than	partition
Addition & Subtraction	
+ add	number bond
+ more	number line
+ plus	= equals (the same as)
+ make	difference
+ sum	- subtract
+ total	- take away
+ altogether	- minus
inverse	- less
Multiplication & Division	
x times	÷ divide
x lots of	÷ divided by
x groups of	÷ Shared by
x multiply	÷ equally shared
repeated addition	÷ equally grouped
array	row
inverse	column
odd	even
Fractions	
whole	half
halves	quarter
equal parts	share
third	three - quarters
Properties of Shapes	
3 dimensional (3D)	2 dimensional (2D)
cube	square
cuboid	circle
pyramid	rectangle
sphere	triangle
cone	hexagon
cylinder	octagon
triangular prism	pentagon
square based pyramid	round
triangular based pyramid	face
edge	vertices
line of symmetry	
Position and Direction	
whole turn	half turn
quarter turn	three-quarter turn
clockwise	anti-clockwise
north	east
south	west
left	right
rotation	

Measurement	
full	container
half full	day
empty	week
second	month
minute	hour
weighs	year
balances	length
heavier	temperature
lighter	degrees Celsius (°c)
scales	time
half past	o'clock
width	quarter past
height	quarter to
litres (l)	millilitres (ml)
kilograms (kg)	grams (g)
pence (p)	pounds (£)
Statistics	
tally chart	pictogram
table	represent

3. Our Curriculum

Our topics this year are:

Theme(s)	Description
Up, Up and Away	We will be travelling the world and discovering the 7 continents and 5 oceans. Whilst visiting the continents we will focus on animals, plants and habitats across the world.
As Cold as Ice	When we become polar explorers, we will time travel back to when Antarctica was first discovered and find out about important explorer who travelled there.
Burning Hot	When we travel to Africa we will study the life of Nelson Mandela. We will look at his achievements and the impact this has had on the world.
World War 1	We will be looking at what life was like over 100 years ago during World War 1. We will have a specific focus on women's roles throughout the war. We will find out about the life Lillian Franklin who was a nurse from Horsham during World War 1.

Websites we use at school

At school we use a number of websites to support the children's learning. Year 2 children will be given the log in details for all these websites and they will spend some time in school getting used to accessing them. All are accessible from home devices. Here are the main ones:

- Seesaw - https://web.seesaw.me/
- Spelling shed https://www.spellingshed.com/
- Google Classroom - https://classroom.google.com/
- TT Rockstars – www.ttrockstars.com
- My Maths - www.mymaths.co.uk

4. Our Timetable

As a school we keep the timetable quite flexible to enable us to better meet the needs of the children. However, there are a few lessons which are fixed each week. Please ensure your child has the correct equipment in each day. This includes:

- PE kit – this should be named. These need to be in school every day with the appropriate clothes for the time of year. Please ensure your child has a change of socks.
- Reading Record - this should be in school every day along with the book your child is reading. They will have time every day from 8:35-8:50 a.m. to change their reading book once it is finished. Children should place their book in the correct box in the classroom to show whether they have read the previous evening and may get a dragon token if they have.
- A water bottle to be brought to school daily, for children to access during the day.

The children will need their PE kits in school on Wednesdays and Thursdays:

	8.55 – 8.55			10.30 – 10.45			12.10 – 13.10	13.10-13.10					14.40 – 15.00
Monday	**Registration**	**9-9:30** Assembly	**9:30-10:30** Literacy		**10:45-11** Spelling/Phonics	**11-12** Maths		**ERIC**	**1:10-1:30** Handwriting	**1:30 – 2** P – Spanish S – Guided Reading	**2 – 2:30** P - Guided reading S - Spanish	**2:45** Story	**Getting ready to go home**
Tuesday		**9-9:45** Guided Reading	**9:45 – 10:30** Literacy	**Break**	**10:45-11** Spelling/Phonics	**11-12** Maths	**Lunch**		**1:10-1:30** Handwriting	**1:30 – 2:30** Science		**2:45** Story	
Wednesday		**9-9:45** Guided Reading	**9:45 – 10:30** Literacy	**Break**	**10:45-11** Singing Assembly	**11-12** Maths	**Lunch**		**1:10 – 1:25** Phonics	**1:30 – 2:05** P – PSHE/RE S - PE	**2:05 – 2:45** P – PE S – PSHE/RE		
Thursday		**9-9:45** Guided Reading	**9.45-10.25** Computing / Music	**Break**	**10:45-11** Phase Assembly	**11-12** Maths	**Lunch**		**1:10 – 1:25** Phonics	**1:30 – 2:05** P – PE S – Geography/History	**2:05 – 2:45** P – Geography/History S - PE		
Friday		**9 – 9:30** Assembly	**9:30-10:30** Literacy	**Break**	**10:45-11** Spelling/Phonics	**11-12** Maths	**Lunch**		**1:10 – 1:55** Guided Reading		**1:55 – 2:45** Art/DT	**2:45** Story	

5. Being Healthy at School

We are proud to be a Healthy School. At break times the children can bring into school a healthy snack. We ask that **no** sweets, chocolate or biscuits are eaten at this time.

We are a **nut free** school and ask that nothing containing nuts is brought in by the children for both their healthy snack and in their packed lunch.

We ask that all pupils bring in a water bottle - to be brought in daily and kept in specific boxes in the classroom for easy access during the day.

At lunchtime the children can either bring a packed lunch to school or have a hot meal provided by Chartwells. These meals need to be pre-ordered via their website:

www.parentpay.com
Children in Year 2 eat lunch at 12.00.

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