



Welcome to the Year 2  
expectations and  
information evening.

# Back to school

- ▶ The Children have settled in really well and new routines are being established. However, the curriculum does demand a quicker paced approach and it will take time for the children to become accustomed to this new way of working. In particular, the constant editing and improving of their own work, which is being introduced this year.

## Year 2 PPA Cover

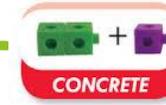
- ▶ Preparation, Planning and Assessment time takes place on Tuesday mornings.
- ▶ Lessons will be covered by:
  - ▶ -Mr Smith- Computing
  - ▶ Mr Calpin- P.E specialist

# Mathematics in Year 2

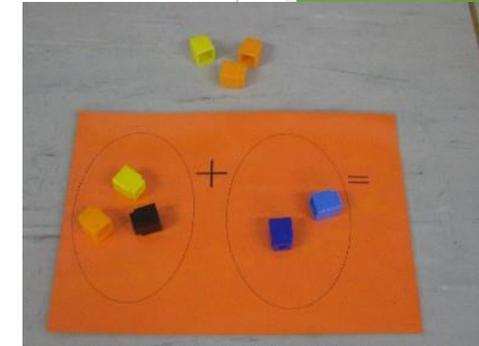
- ▶ This year we will be using the CPA approach in maths.
- ▶ It is made up of three main stages:



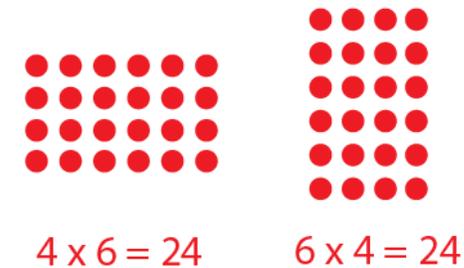
# Concrete, Pictorial and Abstract



- ▶ Concrete: Using cubes, bears, counters or physical equipment, to help solve a problem.



- ▶ Pictorial: Using pictures to visualise the problem, and help solve it.



- ▶ Abstract: Using known facts or written methods, to solve a problem.



## Year 2 Maths Non-negotiables:

These are the objectives that the children are expected to achieve by the end of Year 2

# Number and Place Value:

- ▶ Count in steps of 2, 3, 5 and 10 from 0, forward and backward.
- ▶ Count in tens from any number, forward and backward.
- ▶ Recognise the place value of each digit in a two digit number (tens and ones).
- ▶ Compare and order numbers from 0 up to 100.
- ▶ Identify, represent and estimate numbers using different representations.
- ▶ Use  $\lt$   $\gt$   $=$  signs correctly.
- ▶ Read and write numbers to at least 100 in numerals and words
- ▶ Use place value and number facts to solve problems.

When the children achieve these objectives, they will continue to work on them in order to deepen their learning.

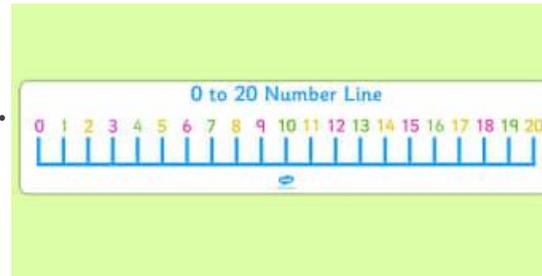
The additional information on the other aspects of the Maths curriculum will be in a handout for you!

# Mental Strategies

- ▶ It is important that children see the relationship between number and have a strong understanding of them.
- ▶ For example, if children know  $3+7=10$
- ▶ They should be able to spot that  $3+8=11$
  
- ▶ Just like  $8+8=16$ , so  $8+9$  cannot equal 16
- ▶ Or  $10-5=5$ , so  $10-4$  cannot equal 5
  
- ▶ Or if they know  $5+5=10$ , then they should know that  $5+15$ , is 10 more, so must equal 20.
- ▶ This applies to all four calculation rules.

# Visual Representation

- ▶ Number lines, structured and unstructured.



- ▶ Number squares

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- ▶ Bar modelling.

Make: \_\_\_\_\_

**Bar Models and Related Facts**  
Match the bar models with the related facts.

1.	2.
$3 + \_\_ = 18$ $\_\_ - 3 = 18$	$\_\_ + 6 = 13$ $\_\_ - 6 = 13$
3.	4.
$\_\_ + 5 = 16$ $\_\_ - 5 = 16$	$4 + \_\_ = 11$ $\_\_ - 4 = 11$
5.	6.
$\_\_ + 8 = 20$ $\_\_ - 8 = 20$	$9 + \_\_ = 17$ $\_\_ - 9 = 17$

# How can you help in Maths?!

- ▶ Assist your child in working towards the Age Related Expectations throughout the year.
- ▶ Help them with their maths homework.
- ▶ Do everyday practical maths with your child.
- ▶ Ask them questions when you are out and about, making links between concepts.
- ▶ Talk to them about time and routines.
- ▶ Help them learn their times tables.
- ▶ Practise counting.
- ▶ Allow them to use money and understand the different values.
- ▶ If your child doesn't understand try and make things visual for them.

# English

English is broken down into:

- ▶ Spoken language
- ▶ Reading- comprehension and word building
- ▶ Writing- spelling, grammar and composition (including handwriting)

# Reading

## Word Reading

- Reads accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes
- Reads word containing common suffixes
- Reads accurately words of two or more syllables
- Reads most words at an instructional level 93-95 per cent quickly and accurately without overt sounding and blending, when they have been frequently encountered
- Reads aloud books closely matched to their improving phonic knowledge, sounding out
  - unfamiliar words accurately, automatically and without undue hesitation
- Re-reads these books to build up their fluency and confidence in word reading

## Comprehension

- ▶ Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- ▶ Discussing the sequence of events in books and how items of information are related
- ▶ Becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales;
- ▶ Retelling a range of stories, fairy stories and traditional tales;
- ▶ Being introduced to non-fiction books that are structured in different ways.
- ▶ Checking that the text makes sense to them as they read and correcting inaccurate reading;
- ▶ Making inferences.
- ▶ Answering and asking questions.
- ▶ Predicting what might happen on the basis of what has been read so far.
- ▶ Participates in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say.

## Year 2 Phonics/Spellings

- ▶ We will be following the 'Letters and Sounds' scheme which breaks the phonics down into 6 phases.
- ▶ Children in Year 2 should be working within Phase 6, which focuses on spelling rules and patterns.
- ▶ Children will also be expected to learn all of the Year 2 common exception words.

# Writing

Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- ▶ • demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- ▶ • using sentences with different forms in their writing (statements, questions, exclamations and commands)
- ▶ • using some expanded noun phrases to describe and specify
- ▶ • using present and past tense mostly correctly and consistently
- ▶ • using co-ordination (or/and/but) and some subordination (when/if/that/because)
- ▶ • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- ▶ • spelling many common exception words\*
- ▶ • spelling some words with contracted forms\*
- ▶ • adding suffixes to spell some words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly\*
- ▶ • using the diagonal and horizontal strokes needed to join letters in some of their writing
- ▶ • 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.

# How you can help your child in English

- ▶ Listen to your child read regularly. Short, snappy sessions are more effective in producing life long readers.
- ▶ Help to ensure your child develops a love for reading by giving them opportunities to read to you and you read to them.
- ▶ Visit a library and read a variety of books.
- ▶ Support your child learn their spellings by identifying and recalling patterns in the words.
- ▶ Give your child lots of opportunities to talk and present their ideas and opinions.
- ▶ Read books to them beyond their level of decoding and discuss using the questions in the hand-out.
- ▶ Help your child to identify the different purposes of writing, such as invites, lists, thank you letters, formal letters, diary writing etc...

# End of Year Standardised Tests

- ▶ In the summer term 2019, children at the end of KS1 will sit standardised papers in reading, English grammar, punctuation and spelling and Maths.
- ▶ The tests help to inform the teachers overall judgement. This will be a combination of the tests, everyday work in class and the teachers assessment throughout the year.
- ▶ Children will complete a range of independent pieces of work throughout the year in preparation.

# Thank you for listening

- ▶ If you are concerned or have any questions please do come and ask a member of the Year 2 team.
- ▶ The best time to see someone is at the end of the school day once we have seen all the children out.
- ▶ We understand your child is still young. We will continue to nurture and care for each and every one of them, because that is what we do best.
- ▶ We're on this journey together!