



WELCOME TO  
YEAR 2

# Staff Team



**Puffins:** Ms Harper

Mrs Goodyear will teach Puffins on a Thursday.



**Red Foxes:** Miss McNeill

Mrs Goodyear will teach Red Foxes on a Tuesday morning.

*We are always available at the start and end of school day if you would like to speak with us 😊*

- ▶ **Classroom Support:** Mrs Lawrence / Mrs Tasev / Mrs Patterson

## In Year 2, we promote:



A calm and collaborative learning environment



Independence and taking ownership of our behaviour and belongings



Learning from our mistakes.

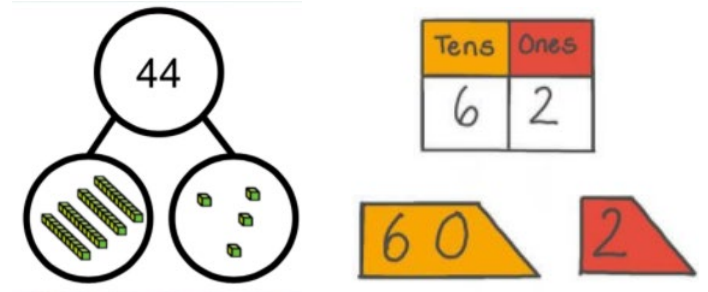


# Curriculum

Year 2 Curriculum Map						
	Autumn		Spring		Summer	
English	Traditional Tales – Fairy Tales Explanations Recounts Poetry – Vocab building & Calligrams		Stories with recurring language Reports Poetry – Vocab building & Calligrams		Traditional Tales – Myths Instructions Explanations Poetry – Vocab building & 'Take one Poet'	
Maths	<b>Securing fluency to twenty:</b> Regrouping, adding and subtracting <b>Place value:</b> Making ten and some more; Regrouping 2-digit numbers; Counting on and back in ones and tens; Representing, ordering, estimating and comparing numbers to 100 <b>Addition and Subtraction:</b> Mental addition and subtraction with numbers to 20; Finding compliments to 10 and 100; Finding part or whole unknown <b>Money:</b> Making combinations and finding change <b>Measures:</b> Compare, estimate and measure using different scales		<b>Statistics:</b> Totalling and comparing amounts in block graphs <b>Addition and subtraction:</b> Written addition and subtraction method; Commutativity in addition but not subtraction; Problem solving in a range of contexts <b>Time:</b> Telling the time: O'clock, half past, quarter past and quarter to; Estimate, order and compare time <b>Number Facts:</b> Double and halve 2-digit numbers <b>Multiplication:</b> 2s, 5s and 10s patterns and strategies; Multiples and repeated addition; Number of groups, group size and product; Problem solving <b>Division:</b> Sharing and grouping; Problem solving including remainders		<b>Fractions:</b> Finding halves, quarters and thirds of amounts and shapes; Finding three quarters; Equivalence <b>Time:</b> Telling the time to the nearest 5 minutes <b>Problem solving:</b> All four operations <b>Multiplication and Division:</b> Equality and balance <b>Geometry:</b> Properties of 2-D and 3-D shapes, classifying and sorting; Symmetry <b>Calculation:</b> Review strategies <b>Geometry:</b> Sequencing, rotation and right angles <b>Place Value:</b> Written calculation and number review	
Science	Living things and their habitats		Animals, including humans		Plants	
<b>Uses of everyday materials</b>						
Computing	Unit 2.1 Coding Unit 2.2 Online safety		Unit 2.3 Spreadsheets Unit 2.4 Questioning Unit 2.5 Effective searching		Unit 2.6 Creating Unit 2.7 Making Music Unit 2.8 Presenting ideas	
History	<b>Changes in Royston over time</b> Changes beyond living memory Significant individual: Lord Mounteagle		<b>The Great Fire of London:</b> Changes beyond living memory Significant individuals: Samuel Pepys and Sir Christopher Wren		<b>Seaside holidays through time</b> Changes in living memory Significant individual: Grace Darling	
Geography	<b>Our Wonderful World</b> Locational knowledge Human and physical features Map work skills		<b>London</b> Locational and place knowledge Map work skills		<b>Coastal Features</b> Place knowledge Human and physical features Fieldwork	
Art	<b>Painting</b> Artists: varied Piet Mondrian, Mark Rothko, Paul Klee, Jackson Pollock, Robert and Sonia Delaunay, Wassily Kandinsky, Yayoi Kusuma		<b>3D Form – clay</b> Artist: Link to Paddington illustrations and London landmarks		<b>Textiles / Collage</b> Artist: Josh Blackwell & Lynne Chapman	
DT	<b>Textiles</b> Tannery Tapestry		<b>Mechanisms</b> Fire Engines		<b>Food</b> Seasonal food	
PE	Dancing Dodging Gymnastics Games for Understanding		Jumping Dance Handball Football		Tennis Gymnastics Athletics	
RE	What makes some people important to us?  Who or what is God, if anything?		How do we know what is right and wrong?  Why is Passover important to Jews and Easter to Christians?		Why should we care for other people?  What's important to Christians and Muslims? How do they show this?	
Music	Make long and short sounds using a range of percussion instruments Create a score showing long and short sounds		Keep the beat with bodies and instruments Know the difference between beat and rhythm Be a conductor to a group of musicians Move with the pitch Play correct notes on a glockenspiel Combine tuned and untuned percussion		Recognise different instruments Create graphic score in small groups Create graphic score to represent a theme Read crochets and quavers	
PSHE	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

# Curriculum: Maths

- ▶ Secure fluency to 20 and beyond
- ▶ Secure place value of 2-digit numbers
- ▶ Add and subtract using formal methods
- ▶ Understand unit fractions
- ▶ Read and understand word problems then select an appropriate method
- ▶ Know all 2x, 5x & 10x times tables facts
- ▶ Mastering number
- ▶ Mastery



16	24	45	38	49
+ 25	+ 28	+ 15	+ 36	+ 26

There are 18 gloves in the cloakroom. How many pairs of gloves might that be?

# Curriculum: Writing

- ▶ Develop phonics skills to support spelling
- ▶ Sentence structure
- ▶ Use of conjunctions and adjectives
- ▶ Write at length
- ▶ Write for a range of purposes

Year 1 and 2 Common Exception Words			
Year 1		Year 2	
the	they	door	gold
a	be	floor	hold
do	he	poor	told
to	me	because	every
today	she	find	great
of	we	kind	break
said	no	mind	steak
says	go	behind	pretty
are	so	child	beautiful
were	by	children	after
was	my	wild	fast
is	here	climb	last
his	there	most	past
has	where	only	father
I	love	both	class
you	come	old	grass
your	some	cold	pass
			plant
			bath
			hour
			move
			prove
			improve
			sure
			sugar
			eye
			parents
			Christmas
			everybody
			even



# Curriculum: Reading

- ▶ Reading is taught through weekly Guided Reading sessions with additional opportunities for 1:1 reading.
- ▶ Reading levels are changed, based on fluency **and** comprehension.
- ▶ Children are encouraged to change their own books but can be supported.
- ▶ Home reading books are aimed to be 95% accuracy for fluency reasons and our teaching sessions are aimed to be more of a challenge
- ▶ During the year children will also have access to the Rhino Readers Scheme.
- ▶ Children should read with an adult at least 3 times every week and have their Reading Record signed accordingly.
- ▶ We encourage reading for pleasure – children will have weekly access to the library to choose a book to take home.



# Curriculum: Reading



# Wider Curriculum

- ▶ If you have a particular skill or area of expertise, do let teacher know as we always love visitors!
- ▶ PE days are **Tuesday** and **Wednesday**, please send children into school in PE kit. We are lucky enough to have Laura coaching defence and attack games and will have other sports coaches throughout the year.
- ▶ We take part in whole school themed weeks and local visits throughout the year.

## English Standards

### Year 2 Writing

Working at the expected standard (EXS)

- 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.

### Year 2 Reading

Working at the expected standard (EXS)

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

### Number and Place Value

### Ready to Progress: Year 2

- I can count forwards and backwards from 0 in steps of 2, 3 and 5.
- I can count forwards and backwards in tens from any number.
- I recognise the place value of each digit in a two-digit number (I understand tens and ones).
- I can identify, show and estimate numbers in different ways, including using a number line.
- I can read and order numbers from 0 up to 100 and I know how to use the <, > and = symbols.
- I can write numbers up to at least 100 in numbers and words.
- I can use facts and place value to solve problems.

### Operations

- I can use addition and subtraction involving numbers, amounts and measures using objects, number lines, number facts and pictures.
- I can use addition and subtraction by using my increasing knowledge of number facts.
- I can use addition and subtraction by using facts up to 20 fluently and accurately.
- I can use addition and subtraction by adding and subtracting mentally in my head, including:
  - adding and subtracting mentally in any order (commutative) but not in the same order
  - using addition and subtraction to check my work and to solve problems.

# End of year expectations

# Curriculum: Behaviour

Emotional Literacy (Zones of Regulation) involves:

- ▶ Self-awareness.
- ▶ The ability to name emotions and feelings.
- ▶ Recognition of your own emotions and feelings.
- ▶ Knowing how to manage your emotions and feelings.

## Therapeutic Thinking

- ▶ We analyse behaviour.
- ▶ We look for the root causes from feelings and experiences.
- ▶ We model therapeutic practices.
- ▶ We provide children with additional support in this area, alongside parents and carers.



### Golden Rules





We are gentle and kind to everyone in our school.





We always try our best.





We always listen carefully and politely to everyone.





We always look after our property, other children's property and property belonging to adults and the school.




We try hard to be honest at all times.

Blue	Green	Yellow	Red
Sad Disappointed Tired Sick/unwell Down Bored	Happy Calm Feeling ok Focused Safe Ready to learn Relaxed	Frustrated Worried Excited Silly Wiggly Unsettled Some loss of control (body/volume)	Angry Terrified Elated Yelling/Hitting Livid Cross Furious Unsafe

# E-safety

E-safety is a very important part of everyday life for adults and children.

During our weekly computing sessions, children learn how to use 'SMART with a heart', which is embedded across the whole curriculum and in daily life at school.

Questions we ask children include:

How can we keep passwords safe and why are they important?

How can I be a good friend online?

What do I do when something happens or appears that I don't like?



# Home Learning

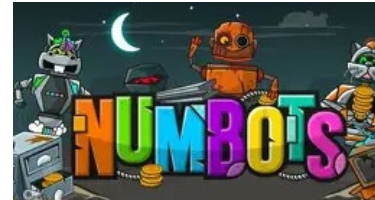


100

Things to do whilst at



Tannery Drift First School



3

PEGI 3

Games with a PEGI 3 rating are suitable for all ages.

They may have:

child-like settings

comical violence

language more suitable for young children

For example:

Just Dance

FIFA

DiRT Rally

Animal Crossing

7

PEGI 7

Games with a PEGI 7 rating are suitable for ages 7 and above.

They may have:

some scenes or sounds that could be frightening

mild forms of violence (non-realistic or with no detail)

For example:

Minecraft

Roblox

Among Us

Lego Series



12

PEGI 12

Games with a PEGI 12 rating are suitable for ages 12 and above.

They may have:

violence of a slightly graphic nature involving fantasy characters

suggestive activities or language

gambling

mild bad language

For example:

Sims

Fortnite

Dragon Ball FighterZ

Super Smash Bros. Ultimate

16

PEGI 16

Games with a PEGI 16 rating are suitable for ages 16 and above.

They may have:

violence and adult content that looks like real life

bad language

scenes demonstrating the use of tobacco, alcohol or illegal substances

For example:

Marvel's Avengers

Battlefield 2042

Halo Infinite

Marvel's Spider-Man



# Snack / Lunch

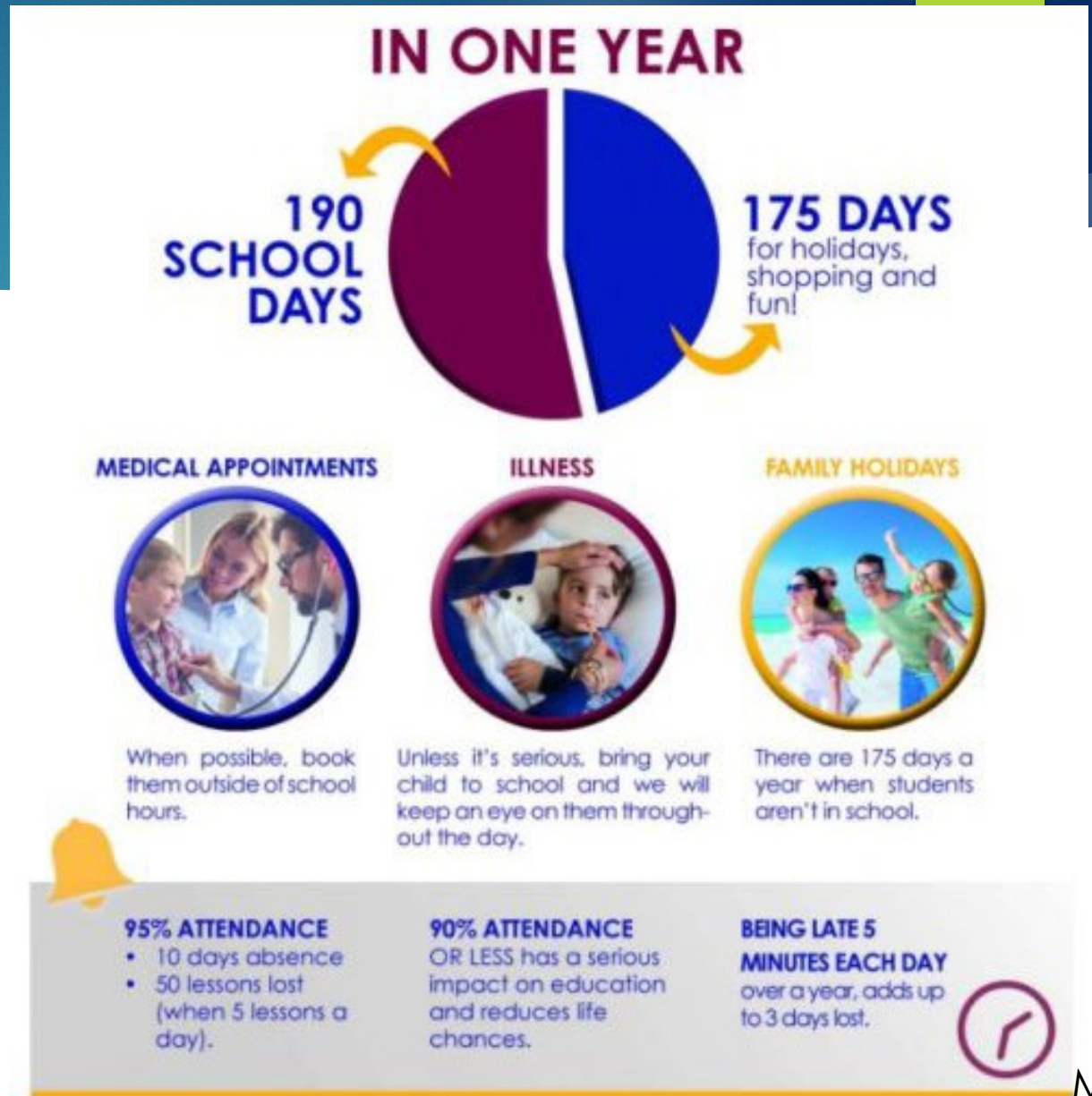
- ▶ School lunches must be ordered in advance through the School Grid App.
- ▶ If you think you may qualify for **Free School Meals**, please speak to the office.
- ▶ Children will be provided with a **healthy snack for break time**. We are a **nut-free school**.



# Trips and Visits / Clubs

- ▶ We take part in whole-school themed weeks throughout the year such as, Number Day, Arts Week, Feeling Good Week, World Book Day and Science Week (many more!).
- ▶ Lunchtime and after school clubs have commenced.
- ▶ We will be planning a trip for Year 2 later in the year.
- ▶ We also have some local visits throughout the year.

# Attendance



# School Communications

## THE NOTICEBOARD



- Sent weekly to all families via Arbor email.
- Can also be found on the website.
- Contains helpful information, dates for your diary as well as photos of school events.

Teachers are available at either end of each day for brief messages. If you need to discuss something in more detail, please ask the office to organise a time with your child's class teacher, via email ([admin@tannerydrift.herts.sch.uk](mailto:admin@tannerydrift.herts.sch.uk)).

Ms Kerr, our Family Support Worker & Mental Health Lead is available to offer practical help and emotional support to families experiencing short or long-term difficulties ([familysupport@tannerydrift.herts.sch.uk](mailto:familysupport@tannerydrift.herts.sch.uk)).