



*Learning to Love, Loving to Learn*

# Year Two Expectations

*We are the Architects of the future building lives on the firm foundations of the Gospel values.*



# *Learning to Love, Loving to Learn*

## Aims :

- Y2 expectations in Reading, Writing and Mathematics
- Learning Challenge –enquiry based learning
- RSE
- Assessing, testing and reporting to parents
- How parent/school partnership make a difference



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## GPS (Grammar, Punctuation and Spelling)

In Year Two, children are expected to build on the Year 1 curriculum vocabulary, which are;

- Letters
- Capital letter including those for names of places, people and pronoun 'I'
- Word (including noun, verb and adjective)
- Singular
- Plural



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## GPS (Grammar, Punctuation and Spelling)

In Year Two, children are expected use these in their writing and when talking about it;

- Noun
- Noun phrase
- Statement
- Question
- Exclamation
- Command
- Compound word
- Adjective
- Verb
- Suffix
- Tense (past, present)
- Apostrophe
- Comma
- Conjunctions
- Adverbs



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Have a look at the jumbled glossary of terms. See if you can match the name with the definition.

Adjective

A word which describes a noun.

Conjunction

A word or phrase that links two ideas or sentences.

Noun

A word that names a person, place or thing.

Adverb

A word which describes a verb.

Statement

a sentence that gives information.

Verb

A word that tells you what a person or thing does or how they are.

Contraction

A word that is shortened by missing out some letters.

Command

A sentence that tells someone what to do.



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## GPS (Grammar, Punctuation and Spelling)

It is expected that children not only know these terms but that they are confident in identifying, using and talking them.

A typical question your child may be given is;

Which sentence is a statement?

1. What time is the bus due to arrive?
2. Look at the size of that aeroplane!
3. I rode my bike at the weekend.
4. Bring your scooter when you come to play.



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## Reading in Year 2

A typical Y2 child in reading is expected to...

- Continue with the above expectations of Y1.
- Read most words quickly and accurately, without sounding out.
- Show awareness of punctuation marks, e.g. pausing at full stops when reading with expression and intonation, taking into account when question marks, exclamation marks and inverted commas for dialogue are used.
- Identify when reading does not make sense and quickly self-correct.
- Use clues from what they have already read to make predictions.
- Discuss reasons for events, using inference (Why? When? How?)
- Summarise a story giving the main parts in the correct order.



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### What can I do at home to help develop my child's reading skills?

- Listen to your children read at some point every day. Even if they have already read at school.
- Talk about the reading book. Show that you are looking forward to finding out what the book is about.
- Encourage children to make predictions. This could be at the start, middle or near the end of the book.
- Ask about characters feelings and talk about their actions.
- Discuss the meaning of words specific to the book that you think your child might be unsure of.
- Ask questions throughout (especially why do you think...? questions) to ensure your child is understanding what they are reading.





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year 2 Maths examples

9 Amy buys an ice-cream for 90p.



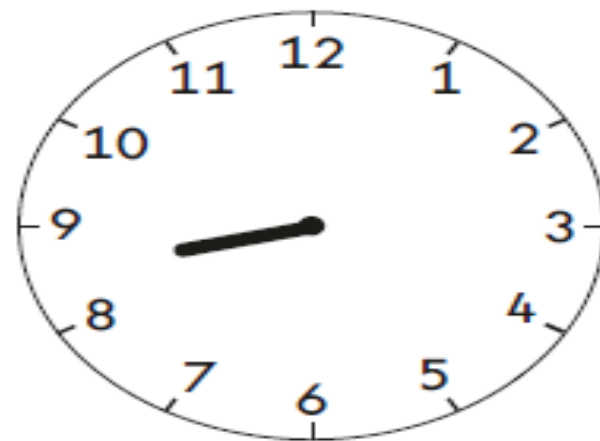
(a) Tick (✓) **three** coins to show how Amy can make **90p**.



(b) Tick (✓) **four** coins to show another way to make **90p**.

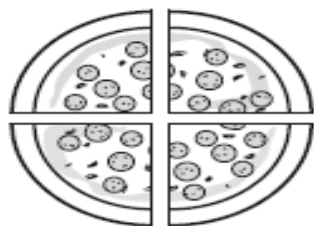


Draw the minute hand on the clock to show **twenty-five past eight**.





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Sita cuts a pizza into four equal slices.

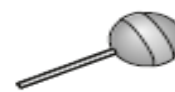
She eats one slice.

What fraction of the pizza does she eat?

A shop sells these sweets.



2p



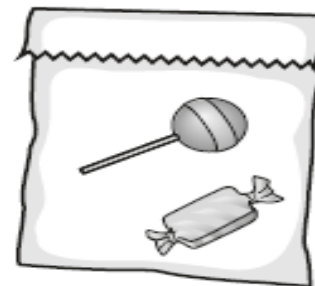
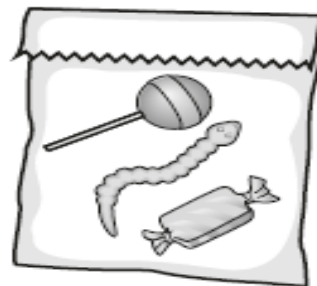
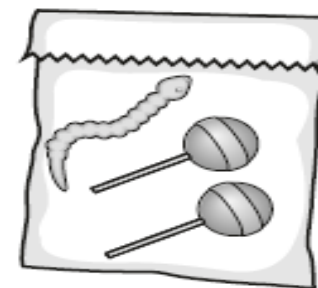
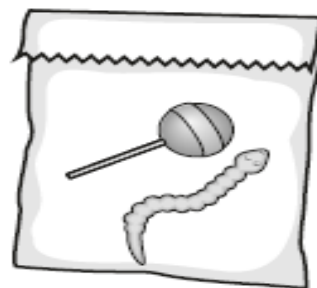
5p



10p

Abdul spends exactly **20p** on sweets.

Tick (✓) the bag of sweets he buys.





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## Maths in Year 2

- I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables
- I can add and subtract two two digit numbers
- I can solve problems involving multiplication and division
- I can recognise, find name and write fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a length, shape, set of objects or quantity
- I can tell and write the time to five minutes, including quarter past/to the hour;
- I can find different combinations of coins that equal the same amounts of money and can recognise and use symbols for pounds (£) and pence (p)



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## Writing in Year 2

Children write in a cursive handwriting (compulsory)

This is a typical example of what would be expected from a child by the end of Year 2.

One ~~early~~ night when the stars were shining brightly and Emily was sleeping Mr Pusskins had had a nuffe of Little Whiskers. Something had to be done. So one night he was feeling so enoied with Little Whiskes for ripping Emily's brunew curtains and blaming <sup>it on</sup> him for it, he went throu the cat flap and discepard in to the frighting forest. In the forest there were sligh creeturs. Once he had heard Emily's parents talk about a person who went in the forest and never returned. But Mr Puskins wasn't any old scardy cat so he darendly steped into the forest. Little did he know that



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Little Whiskers was close behind him  
shivering with fear. Mr Pusskins got deeper  
into the forest but Little Whiskers was  
so scared instead of following  
him he quickly climbed up a tree  
forgetting <sup>that</sup> he couldn't get down. Mean  
while Mr Pusskins was having his  
own trouble. He had found a fox  
he had never met a real fox before.  
It was so frightening for him and  
he didn't know what to do.  
"HELP HELP!" cried Mr Pusskins  
"EEK EEK!" squeaked Little Whiskers  
who was now wishing he never had followed <sup>him</sup>  
Emily who lived close to the forest  
and heard the screaming rushed straight  
to the forest. She found Little Whiskers



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### Spelling

- Every week your child will receive spelling words to learn
- There will be a spelling test on these words and words they are learning as part of our Phonics throughout the week.
- Please spend the time with your child to go through these spelling words and assist them in learning them.
- Feel free to be as creative as you like – it doesn't need to be all “pen and paper” !

i.e. Writing the words with chalk / painting the words with water / using shaving foam and writing the words / writing the words in sand etc.



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## Learning Challenge

- This includes all foundation subjects; Geography, History, Art, DT, Computing, and PSHE (real life skills)
- Enquiry based learning (conceptual skills)



# Learning Challenge

## Y2 Learning Challenge: The Great Fire of London

Key Text: The Great Fire of London.

Toby and the Great Fire of London

London's Burning

Prime question: Was the Great Fire of London really great?

### English



- Diary
- Letters
- Writing to inform
- Poetry

### Maths

- compare and order numbers from 0 up to 100
- use place value and number facts to solve problems
- use  $<$   $>$  and  $=$  signs correctly
- count in steps of two, three, and five from 0, and in tens from any number, forward and backward

### Science – Uses of everyday materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

### History

- KS1 - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

### Art

- KS1 - to use a range of materials creatively to design and make products
- KS1 - to use drawing to develop and share their ideas, experiences and imagination

### Music

#### Listening and Responding to Music

- Demonstrates an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.
- Demonstrates a basic understanding of how feelings can connect with/relate to music.
- Demonstrates some basic understanding of musical style.

### Computing

#### Online Safety:

- Explain how other people may look and act differently online and offline.
- Give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.

#### Coding:

- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs. (using scratch Jr to create an animated report about the Fire of London)

### PSHE

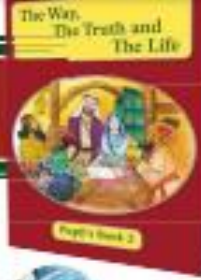
#### Internet safety and harms – link to computing

Pupils should be taught

- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- where and how to report concerns and get support with issues online.



# THE WAY, THE TRUTH AND THE LIFE



## 1. The Chosen People

We are Chosen  
 God chose Abraham  
 Abraham obeyed God  
 Moses  
 God's plan for Moses  
 Daniel  
 Daniel in the Lions' Den



## 2. The Mystery of God

Mysteries  
 The Holy Trinity  
 The Annunciation  
 Advent  
 The Mystery of the Incarnation  
 The Wise Man



## 3. The Good News

Jesus as a Little Boy  
 Jesus goes to the Temple  
 Loss and Finding of Jesus  
 Jesus Chooses Disciples  
 Good News, Sad News  
 Feeding the 5,000  
 Cure of the Paralysed Man



## 4. The Mass

The Beginning of Mass  
 The Readings at Mass  
 The Offertory  
 The Consecration  
 Holy Communion  
 Living out the Mass



## 5. Eastertide

Jesus is Alive  
 Jesus Appears to Mary of Magdala  
 Jesus Appears to the Disciples  
 After the Resurrection  
 The Ascension  
 Pentecost



## 6. The First Christians

Good Friends  
 The Apostles  
 The Beginning of the Church  
 Jesus Helps the Apostles  
 The Holy Spirit  
 Peter in Prison  
 Peter's Escape



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# Learning to Love, Loving to Learn

## RSE – Year 2

### Social and Emotional

Learning intention

to recognise the joy and friendship of belonging to a diverse community.



### Physical

Learning intention

to describe ways of being safe in communities.



## A Journey in LOVE

A developmental programme  
for children in the primary years



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Sarah Feist / Shaun Kelliher / Patrick Harrison

With a foreword by Baroness Sheila Hollins

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### Spiritual

Learning intention

to celebrate ways of meeting God in our communities.





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## Assessment in Year Two

- Phonics Screening Test in the Summer term– only for children who did not pass the test in Year 1
- Most children will take the KS1 SATs tests in the Summer Term. These consist of a Reading comprehension and Maths papers. These are no longer compulsory, meaning the scores are not reported to the DfE.
- Your child's end of year grading will be teacher assessment however the test results will help inform that decision.
- Example papers are available on the DfE website.
- Your child's progress will be tracked and reported to you in terms of age related expectations (ARE) working towards (WT), Expected (EXS), Exceeding (GD)



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### High Achievers

- If your child is achieving above the expected level, rather than moving onto the following year group's work they will focus on more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas. This is described as Greater Depth.
- This forms the basis of the National Curriculum, ensuring children have a deep understanding of their learning.



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### Safeguarding: GO TO PERSON!

All children have been told, that no matter where they are around the school their Go To Person is always there to listen and to help them out!

**Classroom-** class teachers and TAs

**Playground-** an adult on duty/ lunchtime supervisors

