

# **Parent Information Booklet**



**Year 2  
2022-2023**

Please keep this booklet to refer to throughout the year.

**Parsloes Primary School**

## **WELCOME TO YEAR 2**

Dear Parents/Carers,

We would like to welcome you and your child to Year 2 and we look forward to working with you in the coming year. Year 2 is the last year of Key Stage One and we aim to secure your child's skills in reading, writing and mathematics whilst preparing them for the transition to Key Stage Two. As class teachers we want your child to make the best progress that they can, as well as enjoying their time whilst they are here at Parsloes.

If you have any questions about your child's education and progress, please don't hesitate to speak to your child's class teacher. We sincerely hope that your child will have a wonderful time in Year 2 and excel in all that they do.

Kind regards,

Year 2 teachers – Miss Ghouse (Grasshopper) and Miss Baker (Centipede)

Phase Leader for Years 2, 3 and 4 – Miss Ghouse

Assistant Headteacher – Mrs O'Hara

## Our Vision

At Parsloes Primary School we believe in an enriched and progressive curriculum that is engaging for all. The children and their learning are at the core of all that we do. Our curriculum is designed to take into consideration our children's varied backgrounds and cultural experiences. We believe our children deserve a curriculum that expands their life chances, enabling social equity and mobility.

## Curriculum Intent



Our curriculum is language rich with reading at the heart of it. It is based upon our values and promotes positive emotional and physical health and provides experiences and opportunities that broaden children's cultural capital and supports the mindset that they can achieve anything.

## **Year 2 - Reminders to Parents**

### **Attendance and Punctuality**

There is a soft opening from 8.40am to 8.50am. Your child's regular and prompt attendance at school is crucial to their success, so please ensure they are on time every day. The most intensive lessons begin first thing in the morning. If your child is late, they will miss out on very important learning.

### **Reading**

Children will take a book matched to their reading level home and are encouraged to read daily. Once they complete this book, they will take a quiz on 'Accelerated Reader', where they can demonstrate their understanding of what they have read.

Accompanying this book is a reading record, where you can write comments on their reading progress. Please ensure that you sign your child's reading record at least three times each week. Please take the time to also question your child about the books that they are reading to you.

Your child will also be given a log-in for Bug Club, where they can access books online at the level determined by the teacher. This will be monitored weekly by the class teacher and forms part of the homework expectation.

### **Key Stage One SATs**

During the month of May, teachers in Year 2 assess whether your child has achieved the expectations for Key Stage One in reading, writing and mathematics. This teacher assessment is informed by tests that are taken during May. Further information on this will follow.

### **Uniform**

The school has high expectations for school uniform. Full school uniform with the school logo must be worn daily. All children should wear appropriate black shoes for school. Please ensure that your child's name is written clearly on all of their belongings. We recommend that long hair is tied back for safety. Children should not wear jewellery in school, except from small studs if they have their ears pierced.

## **Water**

Your child will need a named water bottle with a covered mouthpiece to access water throughout the day. We cannot provide or share cups in the classroom. Your child will be able to refill their water bottle throughout the day as necessary.

## **Break times**

Each class has access to a range of playground toys to use at break and lunch times. Children are not allowed to bring their own toys into school to play with.

## **PE**

Children should have their PE kit in school at all times. This consists of a white T-Shirt, red shorts, black joggers and a black sweatshirt. Children should not wear earrings to school on their PE days and long hair must be tied back.

Centipede – Thursday and Friday

Grasshopper – Monday and Thursday

## **Art Shirts**

Please can you provide your child with an old shirt to be used during Art lessons.

## **Library**

Your child will visit the school library with their class once a week, where they will have their opportunity to check out a book and take it home to read. Please ensure that your child returns the book the following week. There is a charge of £5 for any lost or damaged books.

## **Curriculum**

Our theme for the first half term is 'What a Wonderful World'. Further updates will follow throughout the year.

## How to support your child in Year 2

- Read with your child every day and ask them questions about the story. Please sign their reading record.
- Help your child to complete their homework.
- Practise number bonds and times tables. You can log into Numbots and Times Table Rock Stars to support this.
- Practise the spellings which your child will come home from school with, including the Year 2 common exception words list.
- Discuss with your child topics covered in school, using the half termly parent overviews.
- Encourage your child to be independent in their self-care, for example using a knife and fork correctly.
- Encourage conversation through playing games and talking about your day.

## Common Exception Words

In Year 2, we will continue to consolidate the Year 1 spelling words as well as learn the new year 2 words. A list can be found below.

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

## ARSLOES PRIMARY SCHOOL UNIFORM

The uniform, including the P.E. Kit, book bags etc. can be purchased from our online uniform supplier which is Premier Schoolwear, [www.premierschoolwear.co.uk](http://www.premierschoolwear.co.uk).

Uniform can be purchased and either delivered or collected from store. If you require any additional information please speak to the school office.

### COMPULSORY UNIFORM

#### **BOYS**

Grey tailored trousers

White school polo shirt (with Parsloes motif)

Red school sweatshirt (with Parsloes motif)

Plain grey socks

Plain black **shoes (NO Trainers)**

No dyed hair or shaved fashion hairstyles

#### **GIRLS**

Grey pleated skirt or grey tailored trousers

White school polo shirt (with Parsloes motif)

Red school sweatshirt (with Parsloes motif)

Grey tights

White socks

Plain black **shoes** (flat heel with a back, **NO Trainers**)

Red or white hair accessories

No dyed hair or shaved fashion hairstyles

#### **BAGS**

Parsloes Book Bag only

**Please do not send your child to school with any other bags, handbags or back packs.**

### OPTIONAL SUMMER UNIFORM (from April to October)

Children may wear the main uniform all year round, but during the hot weather boys and girls may wear grey tailored shorts with the white school polo shirt.

Girls also may wear a red gingham checked **dress** (not 2 piece suit) with white socks.

#### **PLEASE NOTE:**

All cardigans and sweat shirts **must** have the Parsloes Primary School motif. All shoes should have a back, should be flat heeled and **BLACK**. Please only have laced shoes if your child can do up their own laces otherwise have ones with velcro. Any clothing underneath the uniform especially in the winter months must not be seen, this includes long sleeve tops and leggings.

**Children coming into school with the incorrect uniform will be asked to change.**

The only jewellery pupils may wear are **studs** in pierced ears. These need to be removed by the child for all PE lessons (maybe easier to keep earrings out on P.E. days). Watches may only be worn if pupils know how to tell the time. Pupils wearing nail varnish or make up will be asked to remove it.

**COMPULSORY P.E KIT**

Red shorts (not cycling or Bermuda)

Plain white round necked T-shirt

Black plimsolls

All kits are to be kept in named Parsloes Primary School slipper bags and are hung on the pegs outside your child's classroom.

Plain tracksuit bottoms (black) & a plain (black) sweatshirt (over their white P.E. t-shirt) may be worn during the cold weather for outdoor P.E. (Reception only do indoor P.E.). Long hair must be tied back in accordance with health and safety regulations.



## Curriculum Overview – English

<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>
<p><b><u>Narrative 1</u></b> <b>Text:</b> 'Meerkat Mail' by Emily Gravett <b>Genre / Plot Structure:</b> Journey Tale</p> <p><b><u>Non-Fiction 1</u></b> <b>Text:</b> 'Meerkat Mail' by Emily Gravett <b>Genre / Plot Structure:</b> Non-chronological report</p>	<p><b><u>Non-Fiction 2</u></b> <b>Text:</b> 'Katie in London' by James Mayhew <b>Genre / Plot Structure:</b> Recount – Diary Entry</p> <p><b><u>Poetry 1</u></b> <b>Text:</b> 'Katie in London' by James Mayhew <b>Genre:</b> Senses Poem</p>
<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>
<p><b><u>Narrative 2</u></b> <b>Text:</b> 'The Owl Who Was Afraid of the Dark' by Jill Tomlinson <b>Genre / Plot Structure:</b> Tale of Fear</p> <p><b><u>Poetry 2</u></b> <b>Genre:</b> Tongue Twisters</p>	<p><b><u>Narrative 3</u></b> <b>Text:</b> 'Supertato' by Sue Hendra <b>Genre / Plot Structure:</b> Defeating the Monster Tale</p> <p><b><u>Non-Fiction 3</u></b> <b>Text:</b> 'Supertato' by Sue Hendra <b>Genre / Plot Structure:</b> Instructions</p>
<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<p><b><u>Narrative 4</u></b> <b>Text:</b> 'The Selfish Giant' by Oscar Wilde <b>Genre / Plot Structure:</b> Character Flaw</p> <p><b><u>Non-Fiction 4</u></b> <b>Text:</b> 'The Selfish Giant' by Oscar Wilde <b>Genre / Plot Structure:</b> Explanation</p>	<p><b><u>Non-Fiction 5</u></b> <b>Text:</b> 'Traction Man is Here!' by Mini Grey <b>Genre / Plot Structure:</b> Non-Chronological Report</p> <p><b><u>Poetry 3</u></b> <b>Genre:</b> Poems to Perform – Superhero theme</p>

## Curriculum Overview – Themes

### Autumn 1

What a Wonderful World



### Autumn 2

London's Calling



### Spring 1

If You Go Down to the Woods  
Today...



### Spring 2

Amazing Me!



### Summer 1

Blooming Marvellous



### Summer 2

Eureka!



## End of Year Expectations – Writing

By the end of Year 2, a child of expected standard will meet the following criteria:

Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
Develops positive attitudes towards, and stamina for, writing, by writing for different purposes
Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence
Makes simple additions, revisions and corrections to writing by: proof-reading to check for errors in spelling, grammar and punctuation; segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; and learning new ways of spelling phonemes for which one or more spellings are already known; and learn some words with each spelling, including a few common homophones.
Uses the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs
Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but)
Uses the correct choice and consistent use of present tense and past tense throughout a written piece
Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences
Use commas to separate items in a list

## End of Year Expectations – Reading

By the end of Year 2, a child of expected standard will meet the following criteria:

Reads accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes

Reads accurately words of two or more syllables that contain the same graphemes as above

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

Develops pleasure in reading, motivation to read, vocabulary and understanding by: 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; and being introduced to non-fiction books that are structured in different ways.

Understand both the books they can already read accurately and fluently and those that they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading; answering questions; and 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

## End of Year Expectations – Maths

By the end of Year 2, a child of expected standard will meet the following criteria:

Counts in steps of two, three, and five from 0, and in tens from any number, forward and backward)
Compares and orders numbers from 0 up to 100 Uses < > and = signs correctly
Uses place value and number facts to solve problems
Solves problems with addition and subtraction by: 1. using concrete objects and pictorial representations, including those involving numbers, quantities and measures; and 2. applying an increasing knowledge of mental and written methods.
Recalls and uses addition and subtraction facts to 20 and 100: 1. fluently up to 20.
Recalls and uses multiplication and division facts for the two, five and 10 multiplication tables, including recognising odd and even numbers
Solves problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
Recognises, finds, names and writes fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ , and $\frac{3}{4}$ of a length, shape, set of objects or quantity
Using a range of measures, a child can recognise, describe, draw, compare and sort different shapes and use the related vocabulary
Solves simple problems in a practical context involving addition and subtraction of money of the same unit including giving change
Compares and sorts common 2-D and 3- D shapes and everyday objects
Uses mathematical vocabulary to describe position, direction and movement including movement in a straight line, and distinguishes between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)
Asks and answers questions about totalling and comparing categorical data

## Year 2 Curriculum Overview

YEAR 2	AUTUMN 1 What a Wonderful World	AUTUMN 2 London's Calling	SPRING 1 If You Go Down to the Woods Today...	SPRING 2 Amazing Me!	SUMMER 1 Blooming Marvellous	SUMMER 2 Eureka!
English	<b>Meerkat Mail</b> Journey Tale & Report <b>Reading:</b> Group reading	<b>Katie in London</b> Recount & Poetry <b>Reading:</b> Group reading	<b>The Owl Who Was Afraid of the Dark</b> Tale of Fear & Poetry <b>Reading:</b> Group reading	<b>Amazing Grace</b> Overcoming the Monster Tale & Instructions <b>Reading:</b> Group reading	<b>The Selfish Giant</b> Character Flaw & Explanation <b>Reading:</b> Group reading	<b>Traction Man is Here!</b> Report & Poetry <b>Reading:</b> Group reading
Maths	<b>Number</b> Number and Place Value Addition and subtraction	<b>Number</b> Addition and subtraction <b>Measurement</b> Number Multiplication and division	<b>Number</b> Multiplication and division <b>Statistics</b> <b>Measurement</b>	<b>Geometry</b> Properties of shapes <b>Number</b> Fractions	<b>Geometry</b> Position and direction <b>Number</b> Addition and subtraction	<b>Measurement</b> Time Weight, volume and temperature
Science	<b>Living Things/Habitats</b> How do animals survive in different habitats?	<b>Animals inc. Humans</b> What do animals and humans need to survive?	<b>Animals inc. Humans</b> Why is exercise and diet important?	<b>Animals inc. Humans</b> Why is exercise and diet important?	<b>Plants</b> How do plants grow and survive?	<b>Materials</b> Which materials are best to use for particular uses?
History	<b>Significant Events</b> What was the Gunpowder Plot and who was involved?	<b>Significant Events</b> What was the Gunpowder Plot and who was involved?	<b>Significant Individuals</b> Why are Christopher Columbus and Neil Armstrong significant explorers from the past?	<b>Significant Individuals / Changes Within Living Memory</b> Why are William Caxton and Tim Berners-Lee significant inventors from the past?		
Geography	<b>Locational Knowledge</b> What makes up the world?	<b>Place Knowledge</b> What makes London unique? <b>Geographical Knowledge</b> How do we recognise landmarks on a map? <b>Forgiveness</b> What does it mean to say sorry?	<b>Fieldwork</b> How do we devise simple maps for familiar places?	<b>Geographical Skills and Fieldwork</b> How do we devise and follow simple maps for unfamiliar places?		
Religious Education	<b>Special Books</b> Why are different books special for different people?		<b>Celebrations</b> Why is Easter important to Christians?	<b>Cultures</b> How does special food and fasting help people in religion?	<b>Stories</b> Why did Jesus tell stories?	
Computing	<b>Digital Literacy</b> How can we research safely online?	<b>Programming</b> How can we use and debug algorithms to program Beebots?		<b>Data</b> How can we create a branching database?	<b>Multimedia</b> How can we create an animation?	
Art	<b>Painting</b> How do we use different tones to create atmosphere?		<b>Drawing</b> How do we draw a self-portrait?	<b>Printing</b> How can we print a garden scene?		
Design & Technology	<b>Cooking and Nutrition</b> Where does our food come from?	<b>Joining</b> How do we make a cuddly toy?		<b>Structures</b> How do we design and make a playground structure?	<b>Mechanisms</b> How do we design and make a wheeled vehicle?	
PSHE	<b>Jigsaw: Being Me in the World</b>	<b>Jigsaw: Dreams and Goals</b>	<b>Jigsaw: Relationships</b>	<b>Jigsaw: Celebrating Difference</b>	<b>Jigsaw: Healthy Me</b>	<b>Jigsaw: Changing Me</b>
Physical Education	<b>Ball Skills:</b> travelling and dribbling (Football) <b>World Dance-</b> perform dances using simple movement patterns	<b>Ball Skills:</b> passing with hands (Basketball) <b>Gymnastics:</b> travel and balance	<b>Ball Skills:</b> travelling and dribbling (Hockey) <b>Gymnastics:</b> travel and balance	<b>Ball Skills:</b> striking with equipment (Tennis) <b>Human Dance:</b> perform dances using simple movement patterns	<b>Athletics</b> <b>Gymnastics:</b> travel and balance	<b>Ball Skills:</b> striking and fielding (Cricket) <b>Dance:</b> perform dances using simple movement patterns
Music	<b>Charanga</b> How can we create South African music?		<b>Charanga</b> How can we work together to compose rock music?			<b>Drumming – specialist teacher</b> How can we use pulse and beat to follow a rhythm?





**Entry Point** – We are creating our own passports and visiting different countries from around the world

**Geography**– *Maps, Asia, Africa, North America, South America, Antarctica, Europe, Australia, country, continent, north, south, east, west, equator*

This half term we will be using a globe to identify different continents, oceans and countries.



**Key questions:** What is a continent? What is a country?

**Activity:** Use a world map and mark on where in the world you have visited and where you would like to go.

**Computing** – *search, key words, KidRex, reliable, accurate, website, fake*

This half term we will be learning about how to stay safe online and researching information about our theme.

**Activities:** If you have access to technology at home explore how to use basic skills further.



**Key questions:** How do we use technology at home?

How do we use it in school? Why is technology important?

**'What a Wonderful World'**  
Year 2 – Autumn Term 1



**PE** - *passing, dribbling, goal, position, score, shoot*

This half term we will be learning the skills of football.

**Activities:** Use a ball outside to practise your skills.

**Key questions:** How do you win in a game of football? What skills do you need to remember?



**PSHE** - *worries, hopes, responsibilities, rules, praise, rewards, consequences*

This half term we will be learning ourselves and how we fit in our new classrooms.

**Activity:** Consider what rules you follow at home and in school.



**Key questions:** What am I looking forward to this year?

**RE** - *Special books, Holy book, scriptures, The Bible, The Qu'ran, The Torah, Shrimad Bhagwad, Guru Granth Sahib, respect, a brahmin (priest)*

This half term we will be identifying Holy books and understanding why these are important in religion.

**Activities:** Identify books that are special to you and your family and why.

**Key questions:** Why are some books more special than others?



**Science** - *plants, animals, habitats, micro-habitats, woodland, desert, dependent*

This half term we will be exploring habitats, both large and small, and exploring how different animals are suited to their habitat.

**Activity:** Visit a local park/pond/forest and see if you can identify any habitats.



**Key questions:** What is a habitat?

What do you think is needed in a habitat?

**DI** – *diet, balance, carbohydrate, dairy, ingredients, oils, sugar, protein, fats*

This half term we will be identifying where in the world food comes from and discussing what makes a balanced meal.

**Activities:** Keep a food diary for a day.

**Key questions:** Where does our food come from?



**Exit Point** – We will be creating our own postcards to send home to parents

# TIMES TABLES ROCKSTARS



In Year 2, we will continue to consolidate recall of number facts within 20. These are pairs of numbers that you can add and subtract that give you an answer within 20. Children should be accessing Numbots regularly to practise this. We will also be asking the children to log into Times Table Rock Stars regularly and start learning their 2, 5 and 10 times tables, followed by their 3 times tables. This will be tested in weekly times table tests. Once they are confident with a set of tables, they should then learn the associated division facts. The log in for both websites is the same and can be found in your child's reading record.

A grid of multiplication tables for 2, 3, 5, and 10, decorated with space-themed illustrations like rockets and aliens. Each table is presented in a vertical column with a rocket illustration at the top and an alien illustration at the bottom. The background is dark blue with white stars.

2	3	5	10
$0 \times 2 = 0$	$0 \times 3 = 0$	$0 \times 5 = 0$	$0 \times 10 = 0$
$1 \times 2 = 2$	$1 \times 3 = 3$	$1 \times 5 = 5$	$1 \times 10 = 10$
$2 \times 2 = 4$	$2 \times 3 = 6$	$2 \times 5 = 10$	$2 \times 10 = 20$
$3 \times 2 = 6$	$3 \times 3 = 9$	$3 \times 5 = 15$	$3 \times 10 = 30$
$4 \times 2 = 8$	$4 \times 3 = 12$	$4 \times 5 = 20$	$4 \times 10 = 40$
$5 \times 2 = 10$	$5 \times 3 = 15$	$5 \times 5 = 25$	$5 \times 10 = 50$
$6 \times 2 = 12$	$6 \times 3 = 18$	$6 \times 5 = 30$	$6 \times 10 = 60$
$7 \times 2 = 14$	$7 \times 3 = 21$	$7 \times 5 = 35$	$7 \times 10 = 70$
$8 \times 2 = 16$	$8 \times 3 = 24$	$8 \times 5 = 40$	$8 \times 10 = 80$
$9 \times 2 = 18$	$9 \times 3 = 27$	$9 \times 5 = 45$	$9 \times 10 = 90$
$10 \times 2 = 20$	$10 \times 3 = 30$	$10 \times 5 = 50$	$10 \times 10 = 100$
$11 \times 2 = 22$	$11 \times 3 = 33$	$11 \times 5 = 55$	$11 \times 10 = 110$
$12 \times 2 = 24$	$12 \times 3 = 36$	$12 \times 5 = 60$	$12 \times 10 = 120$