

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic feel.

Year 2 Parent Information Evening

Welcome!

Year 2 Reading - What does it look like?



WHOLE CLASS
READING



GUIDED READING -
SMALL GROUPS AND
1:1

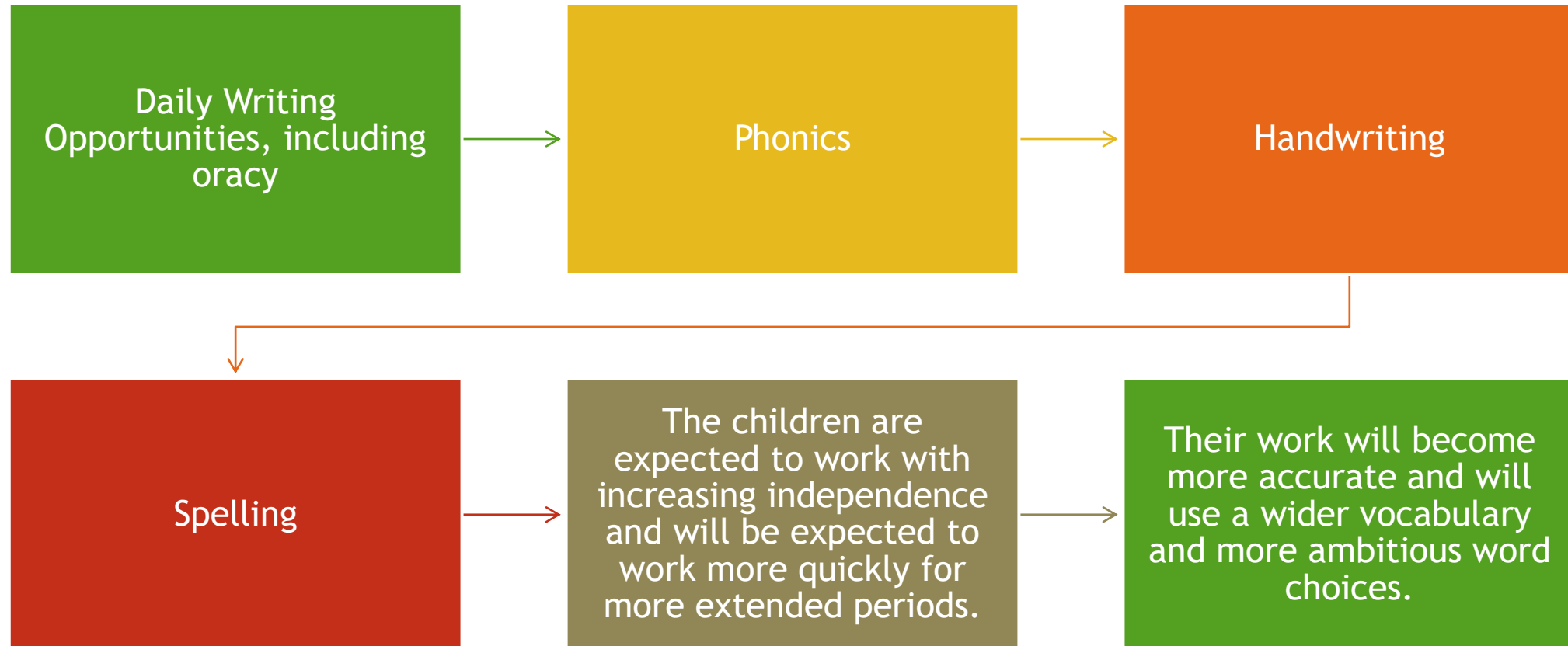


ENGLISH FOCUS



HOME READING

Year 2 Writing - What does it look like?



Year 2 Reading - What does it look like?

A Year 2 Reader – Word Reading

- I can accurately read most words that have two or more syllables.
- I can read most words containing common suffixes e.g. -ed, -ing, -ly
- I can read all of the Year 1 common exception words and most of the Year 2 common exception words.
- I can read most words fluently, allowing me to focus on understanding, rather than decoding.
- I can sound out most unfamiliar words without hesitating.
- I can listen to, discuss and express views on a wide range of different texts.
- I can recognise recurring literary language in stories and poetry.
- I can discuss and clarify the meanings of new words, including discussing my favourite words and phrases.
- I can use appropriate intonation when reciting poetry.

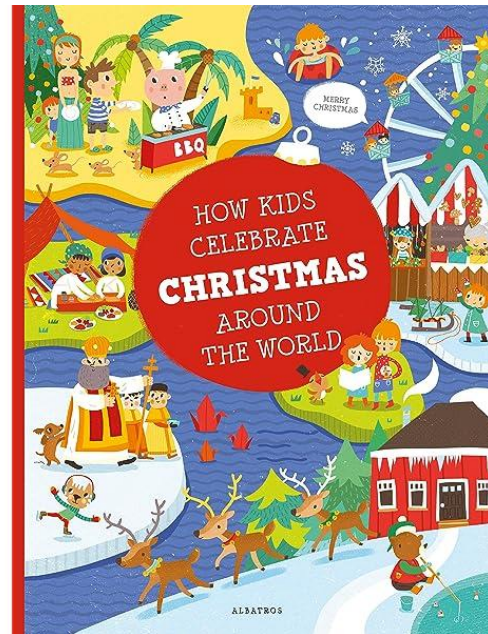
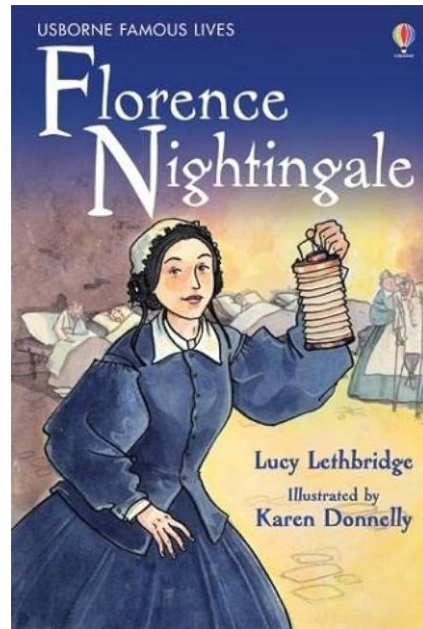
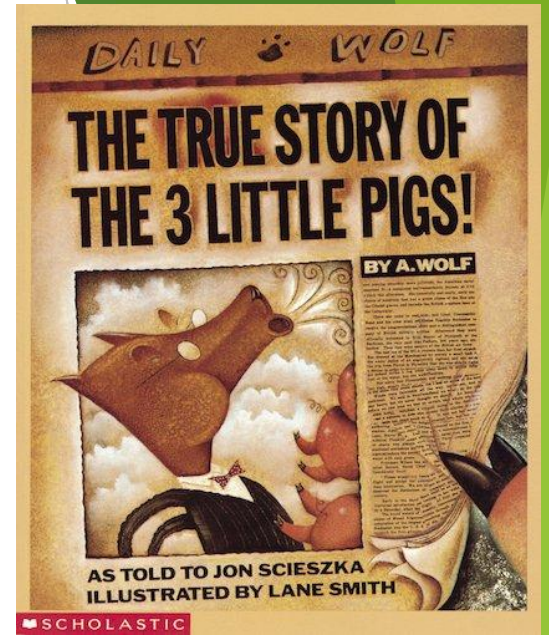
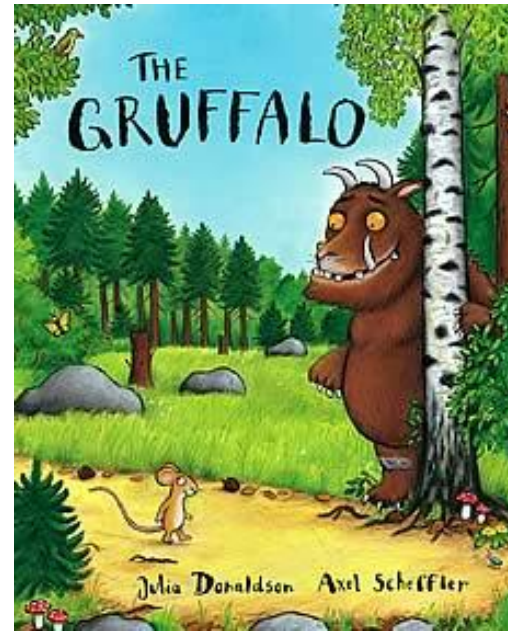
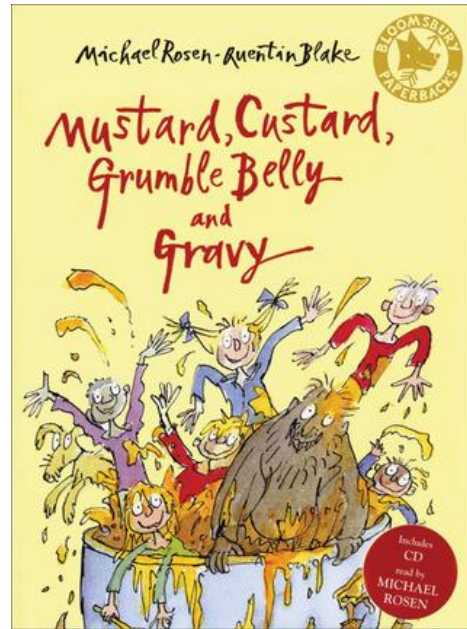
A Year 2 Reader – Comprehension

- I can check what I read makes sense, correcting errors I find.
- I can answer questions about the text and explain my answers.
- I can retell and explain what I have read.

A Year 2 Speaker

- I can speak confidently in full sentences.
- I can adapt my tone for different audiences.
- I can use descriptive language.
- I can listen to others, take turns and ask relevant questions to clarify understanding.
- I can recount stories or experiences with added detail.

Text we
will be
using this
term...



Various
books about
instructions.

Year 2 Writing - what we are looking for...

CL	.	?	!	,	Apostrophe ,	Common Exception Words	Vowel Digraphs

Present and past tense	is am was were are	Conjunctions	Suffixes (eg. ed, ing, est, ly, ful, less ment, ness, ly)	Adjectives (including expanded noun phrases) and adverbs

Year 2 Writing - What does it look like?

A Year 2 Writer

Punctuation

- I can use capital letters at the start of a sentence.
- I can use full stops at the end of a sentence.
- I can use an exclamation mark at the end of a sentence.
- I can use commas for a list.
- I can use apostrophes for contracted forms and possession.

Sentence structure

- I can write different types of sentences; statements, questions, exclamations and commands.
- I can use past and present tense correctly and consistently.
- I can use and subordinating (when, if, that, because) and co-ordinating (or, and, but) conjunctions to join clauses.

Text structure

- I can write simple, coherent narratives about personal experiences of those of others (real or fictional).
- I can write about real events, recording these clearly.

Composition

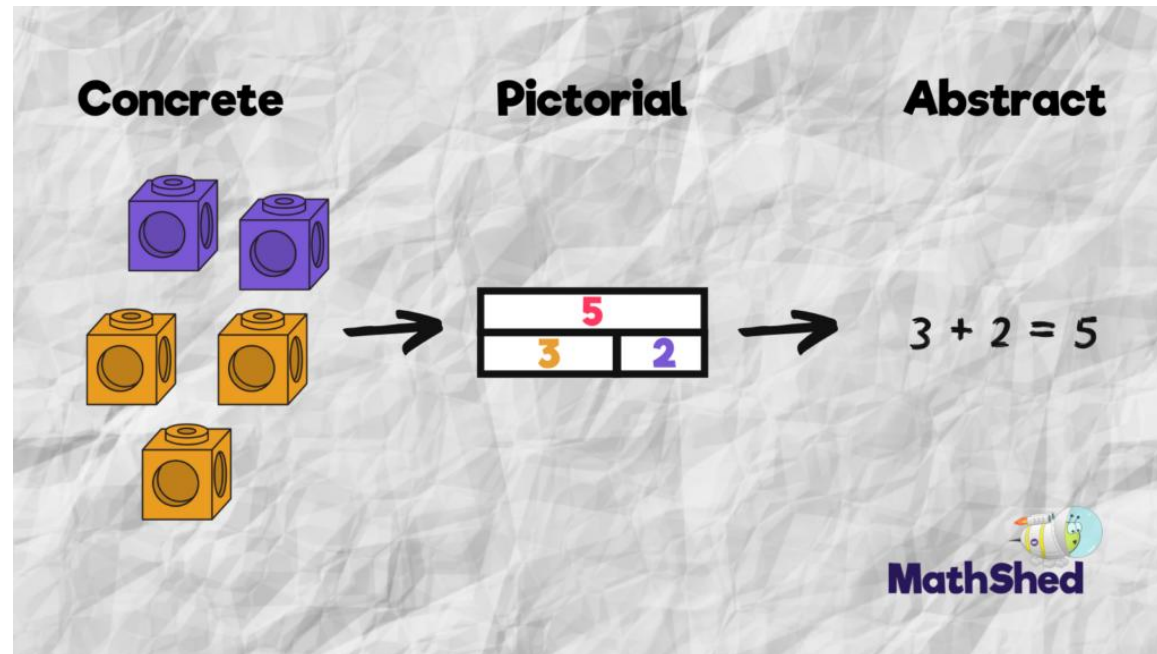
- I can consider what I am going to write by planning or saying it out loud.
- I can write key words or ideas, including new vocabulary.
- I can sequence events in chronological order.
- I can re-read my writing and check that it makes sense and written in the correct tense.
- I can proof-read to check for errors in spelling, grammar and punctuation.
- I can evaluate my writing with an adult or other pupils.

Handwriting

- I can write simple, coherent narratives about personal experiences of those of others (real or fictional).
- I can write about real events, recording these clearly.

Year 2 Maths - What does it look like?

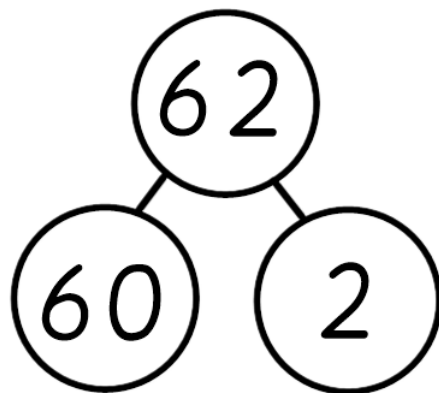
- ▶ Daily Maths lessons
- ▶ Reinforcement of Number and Place Value
- ▶ Use of concrete, pictorial and abstract methods



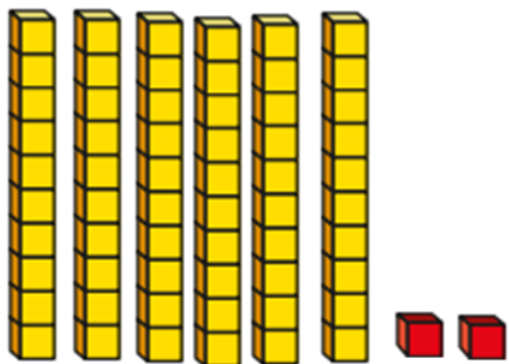
Year 2 Maths - Place Value

- Know the value of each digit within numbers to 100.
- Manipulate numbers to 100.

62



tens	ones
6	2



$$60 + 2$$

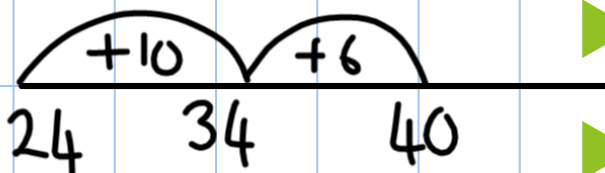
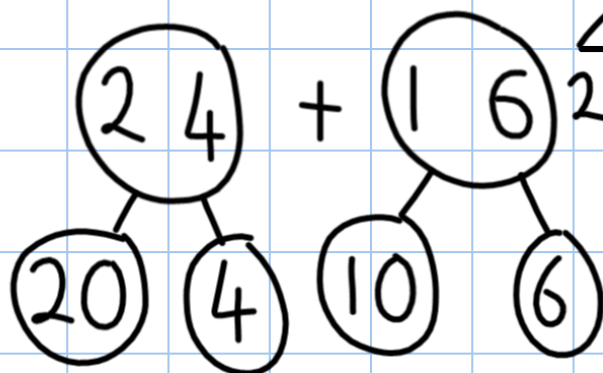
$$50 + 12$$

$$40 + 22 \text{ and so on...}$$

Addition

$$24 + 16 =$$

$$\begin{array}{r} 24 \\ + 16 \\ \hline 10 \\ 30 \\ \hline 40 \end{array}$$



$$\begin{array}{l} 20 + 10 = 30 \\ 4 + 6 = 10 \end{array} \quad \left. \vphantom{\begin{array}{l} 20 + 10 = 30 \\ 4 + 6 = 10 \end{array}} \right\} 40$$

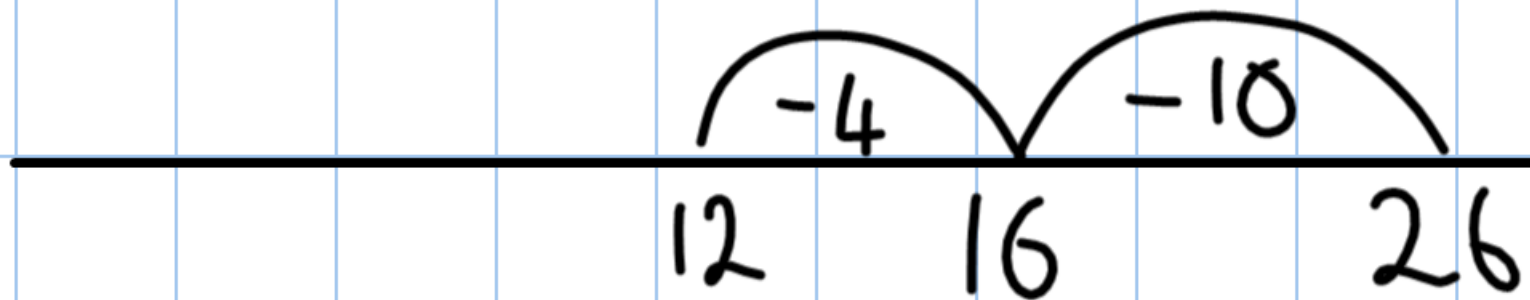
- Column addition
- Partitioning
- Number line

Subtraction

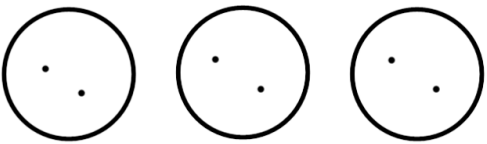
- ▶ Column Subtraction
- ▶ Number line
- ▶ Counting on or back

$$26 - 14 =$$

$$\begin{array}{r} 26 \\ - 14 \\ \hline 12 \end{array}$$

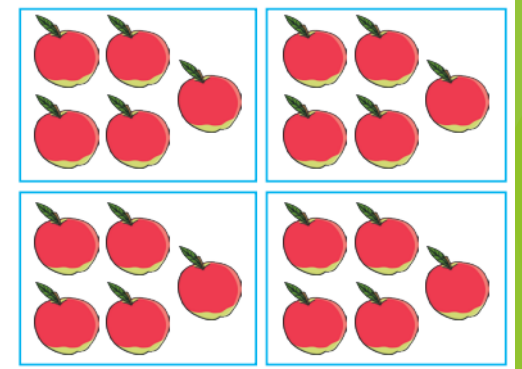


Multiplication and Division

- Multiplication and division of 2s, 5s and 10s.
- Repeated addition $2 + 2 + 2 = 6$
- Groups of $3 \times 2 = 6$
- Sharing 

Fractions

- Fractions including halves, quarters and thirds of shapes and numbers.
- Links with division.



$$20 \div 4 = 5$$

$$1/4 \text{ of } 20 = 5$$

Maths

A Year 2 Mathematician – Number

- I count in steps of 2, 3 and 5 from zero, and in tens from any number, both forwards and backwards.
- I can recognise the place value of each digit in a two-digit number.
- I can identify, represent and estimate numbers.
- I can compare and order numbers from 0 to 100, using $<$, $>$ and $=$ signs.
- I can read and write numbers to at least 100 in numerals and words.
- I can use place value and number facts to solve problems.
- I can solve problems using all four operations.
- I can apply mental and written methods for all four operations.
- I can use addition and subtraction fluently to 20.
- I can add and subtract numbers using concrete objects, pictorial representations and mentally (two-digit number and ones, two-digit number and tens, two two-digit numbers, three one-digit numbers).
- I can show that addition can be worked out in any order, but subtraction cannot.
- I can recognise and use the inverse relationship between addition and subtraction.
- I can call and use multiplication and division facts for the 2, 5 and 10 times tables.
- I can use the $\times$, $\div$ and $=$ signs for mathematical statements.
- I know that multiplication can be worked out in any order, but division cannot.
- I can name, find and write fractions for $\frac{1}{3}$, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- I can simplify equivalent fractions.

A Year 2 Mathematician – Measurement, Geometry and Statistics

- I can choose and use appropriate standard units of measure, including length, mass, temperature and capacity (m/cm, kg/g, degrees Celsius, L/ml), and use the appropriate equipment.
- I can compare and order length, mass and capacity using the $<$, $>$ and $=$ signs.
- I can recognise and use the symbols for £ and p and combine amounts to make particular values, including different combinations of coins that make the same amount of money.
- I can solve simple problems in a practical context involving addition and subtraction of money, including change.
- I can compare and sequence intervals of time.
- I can write and tell time in quarter intervals.
- I know the number of minutes in an hour and number of hours in a day.
- I can identify and describe the properties of 2-D shapes (sides, lines of symmetry in a vertical line).
- I can identify and describe the properties of 3-D shapes (vertices, edges and faces).
- I can order and arrange mathematical objects in patterns and sequences.
- I can use mathematical vocabulary to describe position, direction and movement.
- I can interpret and construct simple pictograms, tally charts, block graphs and tables.
- I can ask and answer questions by counting, categorising, comparing and sorting.

How you can help at home

- ▶ Read as much as you can to and with your child.
- ▶ Make opportunities where you can for your child to write with you.
- ▶ Share the weekly phonics rule and spellings with your child; spot them in books, make up silly sentences, mnemonics such as Big Elephants Can't Always Use Small Exits
- ▶ Provide opportunities to explore maths around us; adding coins, telling the time, cutting food into fractions, measuring length and weight, spotting shapes, etc.
- ▶ Numbots - new for Year 2 this year!



One final mention...Digital Citizenship!

Year 2	How Technology Makes You Feel	Pause & Think Online	Device Advice - Our Device Charter	Device Advice - Managing Device Distractions	Internet Traffic Light	Pause for People - Quick Bite
	Jessie & Friends: Episode 3 - Playing Games	Smartie the Penguin (Lesson Plan, Year 2 Lesson A)	Barefoot: Who does this belong to?	The Adventures of Smartie the Penguin (Year 2 Lesson B)	NSPCC: Pantosaurus and His PANTS song NSPCC: Techosaurus Saves the School	BBC Own It: Digital Footprint: What Is It and Why Should I Care?



MEDIA BALANCE & WELL-BEING
We find balance in our digital lives.



PRIVACY & SECURITY
We care about everyone's privacy.



DIGITAL FOOTPRINT & IDENTITY
We define who we are.



RELATIONSHIPS & COMMUNICATION
We know the power of words & actions.



CYBERBULLYING, DIGITAL DRAMA & HATE SPEECH
We are kind & courageous.



NEWS & MEDIA LITERACY
We are critical thinkers & creators.

Questions
about the
curriculum...

