

Year 2

Oakleigh House School



Year 2

Welcome to Year 2, we have another exciting year ahead to look forward to. The pupils are becoming more independent and can sort out their own belongings each morning when coming into class. If the pupils arrive before 8.30 am please ensure they go to Mrs Owen's classroom. I would like to remind you how important diaries are at this stage, as we don't see you so much when you drop your children off, it is the best way for me to know of any concerns or if you'd like to see me about homework or trips etc. The more we communicate in the diaries the easier it is to sort out these issues.

This year as in previous years, my door is always open when you need a word. If you're not sure about anything please come and see me, I try very hard to help whenever I can.

Our School Day

School opens at 8am with Early Bird Club

8.30 Children are taken to their classes

8.45 The Register is taken and the Assembly Bell is rung

8.50 Assembly starts

10.00 Morning Break

12.10 Lunch Time

2.25 Afternoon Break

3.25 The End of Our Day

4.00 Late Room/After School Care

5.30 School Closes

For you as a parent it is quite useful to know which steps your child will take during his / her time in **Year 2** so we have provided you with a detailed description of the Year 2 curriculum.

1 Personal and Social Development

Oakleigh House has an active school council, for which pupils are chosen each term to represent the others in their class. Meetings are held regularly covering a diversity of issues throughout the school.

Pupils will have been allocated to houses when they join the school. Houses meet termly and Captains are chosen to represent each house.

Housepoints are given on a regular basis for good work and courtesy, as well as good work certificates, which are handed out in assembly each week. We also use a pebble system in Year 2. Children earn pebbles for different reasons such as good manners or working very hard. When they get twenty pebbles, they pick a prize. Pupils are also encouraged to bring into school any certificates, badges or trophies they have earned outside school so we can celebrate these achievements.

This year we encourage the children to become more independent. We ask you to allow your child to hang up their coats and bags themselves, they will then go into Earlybird or class depending upon the time they arrive. No parent should be carrying bags or coats and emptying reading books or snacks for their children at this stage. They CAN do it themselves.

In class the pupils are chosen as Helper each day, going on messages, giving out books and collecting the lunch menu. Class rules are agreed at the beginning of the year by the children themselves, which we follow throughout the rest of the year.

2 English

The English curriculum in Year 2 is based on the New 2014 English National curriculum.

Through the use of a wide range of media and stimuli, our aim is:

- To extend the children's reading skills and understanding of the text
- To develop writing skills
- Promote grammatical awareness
- To develop spelling skills
- To extend both written and spoken vocabulary

2.1 Spoken Language

Opportunities will be provided throughout the year for the children to **participate in class and group discussions** relating to all aspects of the curriculum.

They will be encouraged to **listen carefully** when other people are speaking and to **respond appropriately** to verbal instructions and directions.

The children will be encouraged to voice their opinions, and **develop their powers of reasoning**.

2.2 Reading

A wide range of literature – fiction, non-fiction and poetry, - is explored and lessons aim to improve the children's performance and understanding at **a variety of levels**.

The children will regularly be heard reading from the reading scheme books and appropriate extension readers.

The children will be encouraged to appreciate all aspects of the written word including fiction, non-fiction, poetry and instructional texts.

In all aspects of their reading, the children will be required to **discuss**, as appropriate, **the story line, the characters and the events**.

They will be encouraged to assess the meaning of their reading and to make predictions and assumptions.

2.3 Writing

Children will be encouraged to develop a neat and well formed style with the emphasis on correct formation, will be introduced at the beginning of the Autumn Term and the children will be encouraged to incorporate its use into their everyday writing. We will be looking at how letters join when I feel their letter formation is secure.



From the start the children will be encouraged to **adopt correct pencil grip and posture** when writing.

2.4 Grammar

Grammar will be taught on a regular basis with the aim of developing an understanding of correct use of punctuation.

This will include **use of capital letters**, (as in proper nouns, beginning of sentences, etc.), full stops, question marks, exclamation marks and commas. Work will also be aimed at promoting an understanding of plurals and of verb tenses.

The children will get used to the terms **nouns, verbs and adjectives** and to apply them meaningfully.

Throughout the year and in all aspects of their work, the children will be encouraged to **construct and sequence their sentences correctly**.

Regular opportunities will be provided for the children to **express themselves imaginatively and factually** with the aim of helping them expand their written vocabulary and imaginative ideas. The children will be encouraged to **write about everyday experiences** and to sequence their work logically.

Opportunities will be given for the children to **develop their vocabulary** through short descriptive passages, (to include instructions) and poetry.

Children will be encouraged to **think carefully about the presentation of their work**, to incorporate their knowledge of spelling rules and to make use of dictionaries where necessary.

2.5 Phonics and Spelling

Children will take home **spelling words to practise each week. The children will be given a sound/letter pattern for the week.**

They will be required to learn these for a test. Activities will be provided to encourage sound knowledge and understanding of spelling rules and strategies. The children will be expected to **incorporate their learning** into their everyday writing. I like to use the LOOK/COVER/WRITE method when learning spellings.

The range of writing areas we cover during each term are:

Autumn

Story writing

Poetry

Recounts

Letters

Traditional stories and fables

Spring

Fantasy stories

Poetry

Instructions

Recounts

Dictionary work

Summer

Explanation and information texts

Stories by the same author

Story writing

Favourite Poems

3 Maths

Maths lessons in Year 2 will **reinforce and extend the work** covered in Year 1. The sessions follow the Abacus scheme of work and will also take into account the individual needs of the pupils.

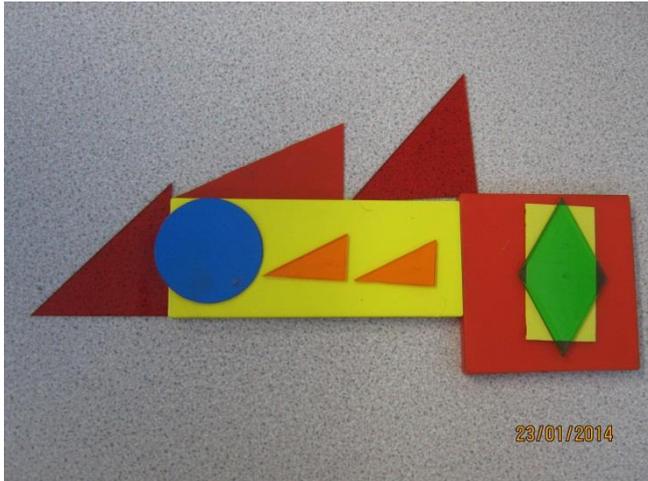
Extension work or additional revision will be provided wherever appropriate.

Ongoing routine practice in Mental Maths skills will enable Year 2 children to **reinforce earlier learning** as well as **develop new strategies**.

Use of the appropriate vocabulary and the **solving of problems** in a variety of contexts will play an essential part in the Numeracy programme.

3.1 Numbers

- Sequence to 100, then to 1000.
- Place value.
- Comparing and ordering to 99 then to 999.
- Counting in 2s, 3s, 4s, 5s, and 10s.
- Numbers between.
- Estimating and rounding.
- Word problems.



3.2 Calculation

Subtraction:

- Facts to 20.
- Numbers within 100.
- Subtraction 9, 10 and 11.
- Horizontal and vertical layouts.
- Solving problems with subtraction

Addition:

- Facts to 10, then to 15 and to 20.
- Addition to 100.
- Adding near doubles/adding 9, 10 and 11.
- Adding two 2-digit numbers
- Adding three 1-digit numbers
- Horizontal and vertical layouts

Multiplication:

- Ongoing learning of individual lists to promote instant recall of facts.
- Facts for 2, 10 and 5 times tables
- Demonstrating commutativity of addition and multiplications

Division:

- Concept of sharing and grouping.
- By 2 and halving.
- By 10.

3.3 Money

- Using all coins up to and including £1.
- Counting amounts greater than £1.
- Notation for £1 and pence (e.g. £1.25) and solve simple money problems.

3.4 Fractions

- Halves and quarters of shapes
- Half and quarter of a set or quantity
- Notation – $\frac{1}{2}$ and $\frac{1}{4}$ then $\frac{3}{4}$
- Finding and writing fractions of quantities (and lengths)

3.5 Shapes

- Recognition and naming of 3D shapes.
- Explore properties of 3D shapes, (i.e. faces, edges, vertices).
- Reinforce recognition and naming of 2D shapes
 - Properties of 2D shapes
 - Line symmetry
 - Clockwise, anticlockwise
 - Recognition of the right angle

3.6 Measurement

- Revision of non-standard units.
- Metre.
- Centimetre.
- Measuring using a centimetre ruler.
- Estimating.
- Introduce kilometre as a measure of long distances.
- Measuring temperature in degrees Celsius.
- Make comparisons using $<$ $>$ $=$ symbols



3.7 Weight and Capacity

- Revise non-standard units to compare weights.
- Kilogram
- Estimating and weighing with scales.
- Revise non-standard units.
- Litre.
- Estimating and measuring in litres.

3.8 Time

- Months of the year.
- O'clock and half past – analogue and digital.
- Quarter past and quarter to – analogue and digital.
- Tell the time to the nearest 5 minutes
- Know the number of minutes in an hour and number of hours in a day

3.9 Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer questions about totalling and comparing categorical data

4 Geography, History and Science

Children should experience the familiar world through enquiry, investigating the indoor and outdoor environment in a safe and systematic way. They will be given experiences that help them to increase their curiosity about the world around them to begin to understand past events, people and places, living things and the work people do. They will learn to express their own ideas, opinions and feelings with imagination, creativity and sensitivity. Pupils will follow a topic each term which incorporates History, Geography and Science. The topics covered include:

- **‘Earth and Beyond’ a Geography based topic, with a visit to Techniquest, Cardiff.**

In our Geography topic we look at the physical and human features of the British Isles, reading simple maps to locate capital cities, rivers and mountains. We use compass directions and identify the different countries of the British Isles. We also identify the flags of each country and look at how the Union Jack is made up.

We extend our look at Earth to look at the planets around us and space in general. We follow the path of the Sun across the sky and look at day and night. We learn about Neil Armstrong. Followed by a trip to Techniquest Cardiff and the Space Observatory.

- **‘The Victorians’ a History based topic with a trip to St Fagan’s History Museum**

In our History topic we look at life during the Victorian period. Then we extend our research to look at inventions of the time such as the telephone. We look at the reign of Queen Victoria and compare it with our current Queen Elizabeth II. During the topic we have an opportunity to go to St Fagan’s Museum and learn about Victorian Toys. We learn about Florence Nightingale and Mary Seacole and why they are significant individuals.

- **‘Changes’ a Science based topic, with a visit to the Chocolate Factory.**

In our Science topic we look at materials and their properties. We discover whether things are made from natural or man-made materials and look at their properties by stretching, twisting, bending etc. We also look at how materials can change through heating and cooling and whether these changes can be reversed or are irreversible.

We also compare animals and plants in their natural environments. We look at mini-beasts in our school nature area and identify plants in the locality. In class we look at the parts of a flowering plant and identify them by dissecting roses.

Every term pupils study Science.

Autumn

All living Things and their Habitats
Animals including humans



Spring

Healthy Living
Plants

Summer

Uses of Everyday Materials
Investigations



5 Physical Development

In Year 2 children have two weekly sessions of P.E.

We aim to develop the children's confidence and physical skills by helping them to use their bodies effectively. Encouraging spatial awareness, balance, control and co-ordination and developing motor and manipulative skills using large and small equipment indoors and outdoors.

We encourage children to enjoy physical activity. The concepts of health, hygiene and safety, and the importance of diet, rest sleep and exercise will be re-covered.

Through gymnastics the children will **explore floor work and big apparatus**. Games will be based around ball skills such as throwing and catching. The children will initially learn the concepts and skills before coming together to incorporate these into team building sessions. During Summer term the children practice for sports day activities: **Track and field events**.

6 Art and Design

6.1 Music

In Music, work will be based around **study of the elements of music** – pitch, rhythm, texture, dynamic and timbre – through a variety of practical activities (including singing and instrumental work) and listening tasks.

Year 2 will:

- Develop listening, rhythmic and concentration skills
- Consolidate rhythm building
- Learn new note values
- Understand the concept of pitch
- To understand the concept of silence, using rests
- Listen and appraise music from another culture
- Feel the mood of a classical piece of music and interpret with free movement
- Use a range of percussion instruments
- Learn songs

All pupils will have opportunities to **perform their work in class and in class assemblies**. Children will also have an opportunity to perform to a wider audience in special assemblies, school concerts, and whole school performances.

6.2 Drama

Drama has a well established place in the curriculum of Oakleigh House and is recognised as a subject that benefits the children through the development of social skills, confidence and the advancement of performance and self-presentation skills.

Work is based around methods such as:-

- Games
- Story telling
- Mime and movement
- Characterisation
- Role play and improvisation

The children will have been introduced to these methods in Year one and will continue to develop their ideas and skills throughout year two. However the expectation will be higher and a more developed and mature end product will be achieved.

Performance- All children have the opportunity to perform to a wider audience and scripted work is developed in small groups, optional peripatetic speech lessons are also available.

6.3 Design Technology

In Year Two lessons are structured to **stimulate the children's creativity and imagination to:**

- Give experience and confidence in working with a wide variety of materials and techniques.
- Explore colour, form, pattern and texture.
- Learn to think about the stages of construction – from design to completion.
- Experiment in various techniques of assembly.



Design technology lessons will be incorporated in the cross-curricular and thematic links covered in our topics each term.

We aim for the pupils to become problem solvers and think creatively, they are encouraged to look for needs and opportunities and to respond to the challenges presented. They will be given various tools and media to work with in order to promote imagination. They will be able to design and make simple products and pupils will be encouraged to reflect on their own work and others' work.

7 Computing

In Year 2 we aim to reinforce the **keyboard functions for basic word processing and presentation learned in Year 1**. Children will use classroom computers and the computer suite to practise and produce work across the curriculum. We follow the Purple Mash programme.

This will incorporate:

- Writing Stories
- Creating pictures
- Finding information
- Routes
- Questions and answers: Collecting and representing data.

8 Homework

Pupils are expected to read daily and we will hear pupils reading aloud in class regularly. Spelling words will be sent home to be learnt for a test, they will be given out on Friday and we would like spelling sentences to be written over the weekend, these can be handed in on Monday. I prefer the children to write sentences putting their spellings in context, as well as learning them for a test; the test will take place on the following Friday. Sentence books will be provided for the children to take home. A Numeracy worksheet will be given to the pupils on Friday to be completed by Monday. I also like the children to carry out research and will be asking for information to be brought into school, this is usually topic based to enhance the areas covered in class. During the year pupils will be asked to contribute to displays throughout the school and this may entail carrying out written or art work at home during term time or over holidays. Displays play a huge role in Oakleigh House and all children love to see their work displayed. We take a lot of care to reflect the effort and creative talents of the children and we receive many positive comments from parents and visitors.

9 Assessment

Assessment in Year Two is on-going; much of it is of an informal nature and happens on a daily basis. Children are monitored throughout the year across all areas of the curriculum. Formalised assessments will take place at regular intervals, to establish progress made and to set future targets for individual children. We will update you on your child's progress through Parents Evenings and reports in the Autumn and Summer terms.

The end of year report will include progress comments from all specialised staff who have taught the children and will also include standardised scores from summative assessments, Progress Test in Maths, Progress Test in English and a teacher assessment for writing using National Curriculum 2014 standards. There are plenty of opportunities to meet staff both formally and informally to discuss your child's progress and we are always happy to answer any questions you may have.

When a child is considered to be **experiencing difficulties**, parents will be informed and an appropriate course of action considered.

Our first parents' evening will be held in September, and there will be another parents evening at the beginning of January, but if you have any questions or concerns before then please do not hesitate to come and see us.

We hope the information provided in this handout will help you follow the structure set out in Year Two. We are looking forward to the year ahead and seeing the achievements and progress all the pupils will make.

Katie Shingler and Emma Owen