



# Radipole Primary School

An introduction to Year 2



# The Team

Teacher: Mr Bowden



Teacher: Miss Hardy



Teaching Assistant:  
Mr Constantine



Teaching Assistant:  
Mrs Dreher





# Topics

Autumn:

Traditional Tales

Poetry Week

Knights, Dragons & Castles

Stories can take you anywhere

Christmas



# Topics

Spring:

Staying Safe  
Super Humans  
Katie Morag tours the UK  
Wild Weather



# Topics

Summer:

Weymouth

Arts Week

Nature & Wildlife around us

Jurassic Coast

Our Amazing Planet



# Trips and Visits

BBC Rhyming Rockets visitors  
Nothe & Portland Castle  
Street Wise  
Doctor visitor  
Radipole Lake RSPB  
Charmouth Jurassic Coast



# Timetable/Routines

Line up at 8:55am

Pick up at 3:10

Library day on a Thursday

PE on Wednesday and Thursday  
(We go outside whenever possible!  
Please can children have outdoor shoes  
and a sports jumper).



# Timetable/Routines

We change reading books on a Monday, Wednesday and a Friday (if they are signed by an adult).

You can sign each day that your child reads, so up to 7 times a week.

If they finish their school book, they are welcome to re-read their book or read books from home, the library etc and this can be recorded as well.

Reward badges are given out at 20, 40, 60 etc.





## Reading in Year 2!

Reading is an essential life skill for children and we hope that they enjoy it, whether they are reading fiction, non-fiction, comics, joke books, magazines, poetry, recipes or any other form of reading.



Reading can be a tricky skill to master but regular practise is really helpful. Please can you sign this record book whenever your child reads to you. We count a 'read' as being around 15-20 minutes spent with an adult. This time can include both the reading and the discussing of what is being read. Your child should get 3 school reading books each week, and if they have finished they are welcome to re-read these to practise their fluency and expression, or read library or home books as well; these can all be recorded in this book.

As children's reading of the words becomes more confident the emphasis changes onto the understanding of the text and how well children can answer questions about what they have read. When you discuss a book with a child it may help to think about these 3 layers: word, sentence and text level. The following examples and terms should be familiar to all children by the end of Year 2.

- **Word level:** Which word tells us the pirate is scary? Can you find 2 words that tell us the rabbit is happy? Can you find the *adjective / verb / adverb* in the sentence? Can you think of 3 adjectives to describe this character? Why is there an apostrophe in *couldn't*? Why is there an apostrophe in *Lucy's bike*? If I changed the word 'sprinted' into 'crawled', what effect does that have on the sentence?
- **Sentence level:** Why does London Bridge have *capital* letters? Why is there a *question* mark there? Why is there a *comma* in 'Emma, Mark and Samuel'? Is the sentence a *question, exclamation, command or statement*? Can you explain why? Can you find examples of a question, exclamation, command or statement in the book?
- **Text level:** Can you tell me what has happened so far? Who is your favourite character? How might they be feeling? Why are they behaving like that? Do you like the book? Why? Can you predict how the story might end? Does this story remind you of any other books or authors which you have read? If you were the author, would you have changed anything?

We hope the children enjoy their reading, whatever their ability.

Thank you for your support.

The Year 2 team





# Interventions

Interventions are additional support given to children where necessary.

They may focus on reading, maths, writing, spelling, handwriting, social and emotional skills or motor skills.

We will inform you if your child is part of a formal, on-going intervention.

Some children need just the occasional extra input and support which is done more informally.



# Home Learning

There are lots of different opinions about home learning, and lots of other valuable out-of-school activities that children take part in.

We will aim for ...

Regular reading (as much as possible)

Some Mathematics homework

Occasional other work such as writing, art, DT, science, etc.

We encourage homework to be completed and returned.



**What should my child be able to do in maths at the end of Year 2?**

$36 + 24 =$

$87 - 40 =$

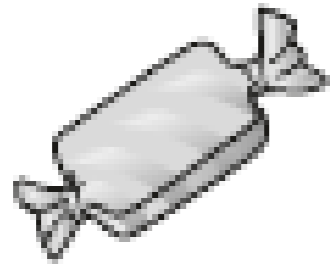
$$35 \div 5 = \boxed{\phantom{000}}$$

$$\frac{1}{4} \text{ of } 20 = \boxed{\phantom{000}}$$

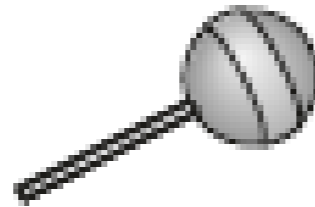
$$\frac{3}{4} \text{ of } 40 = \boxed{\phantom{000}}$$

$$65 + \boxed{\phantom{000}} = 93$$

A shop sells these sweets.



2p



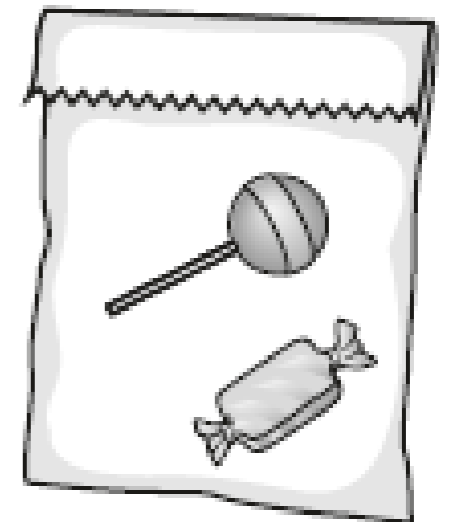
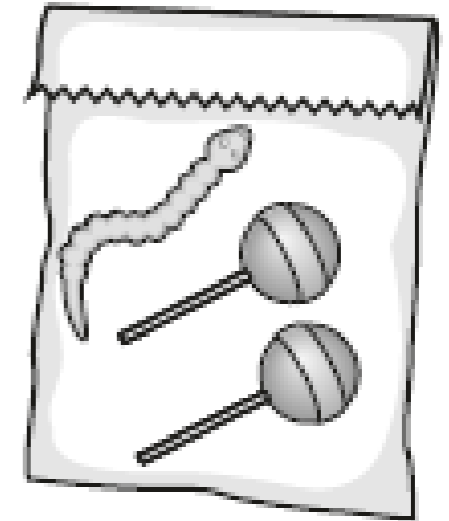
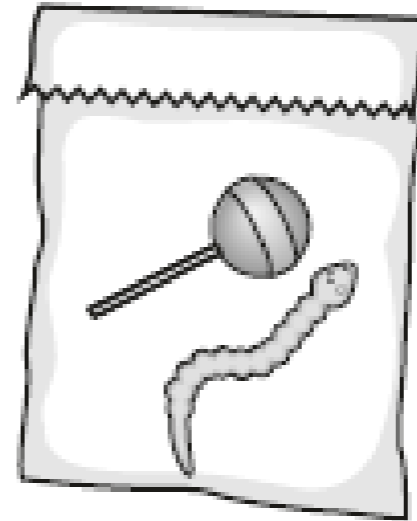
5p



10p

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

Tick (✓) the bag of sweets he buys.





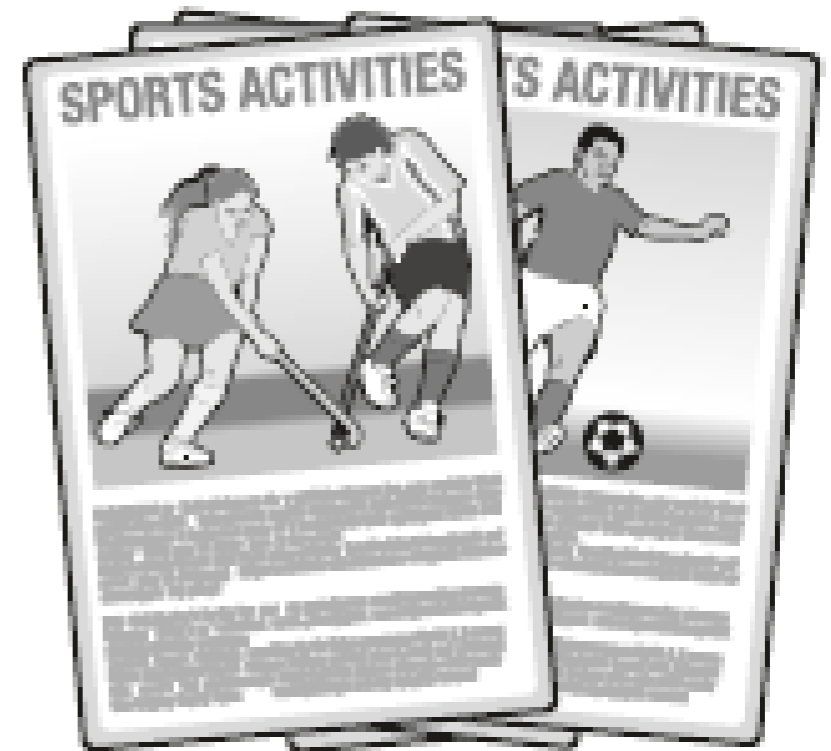
Sam is collecting cards.

He wants to collect **100** cards altogether.

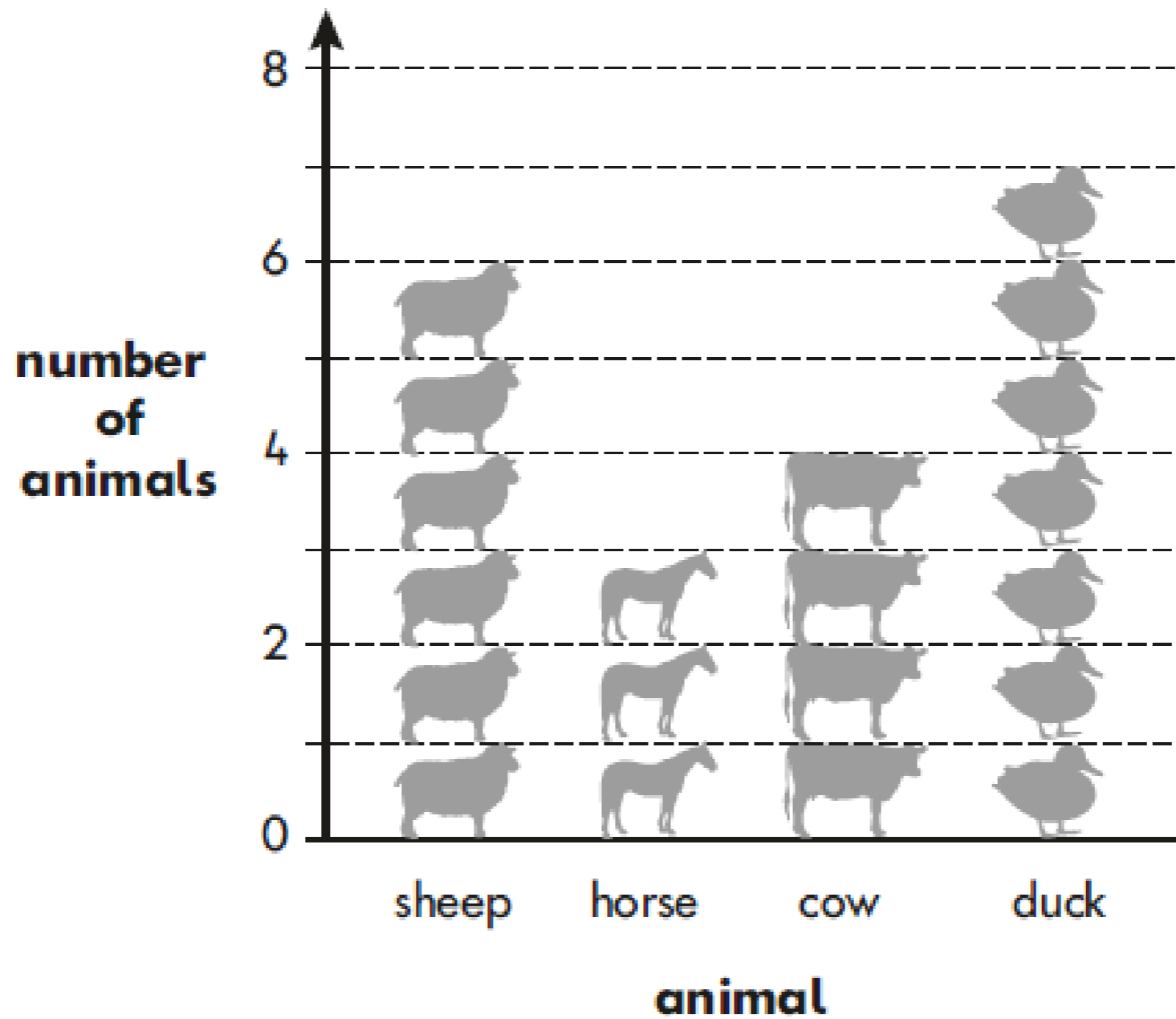
Last week he collected **50** cards.

This week he collects **30** cards.

How many **more** cards does he need?



This diagram shows the number of animals at a farm.



There are more ducks than horses. How many more?

19

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**.



Amy writes an answer to the calculation below.

$$57 - 31 = \boxed{26}$$

Now write an addition **to check Amy's answer**.

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

Write a digit in each box to make the sum correct.

$$\begin{array}{|c|} \hline 7 \\ \hline \end{array} \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline 8 \\ \hline \end{array} \begin{array}{|c|} \hline 3 \\ \hline \end{array}$$



**What should my child be able to do in writing at the end of Year 2?**



- Use full stops and capital letters correctly.
- Use exclamation marks and questions marks.
- Write statements, exclamations, questions and commands.
- Write expanded noun phrases.
- Use the past and present tense correctly.
- Use conjunctions to extend sentences (and, but, because, if ,so, then, when).
- Spell common contractions (isn't, won't, could've, shouldn't)
- Spell suffixes –ment, -ness, -ful, -less, -ly (enjoyment, happiness, useful, quickly)



What should my child be able to do in spelling, punctuation and grammar at the end of Year 2?



Write **s** or **es** to make each word a plural.

fox\_\_\_\_\_

card\_\_\_\_\_

match\_\_\_\_\_

Circle the **three** nouns in the sentence below.

A whale has an enormous heart that can weigh as much as a small car.

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Circle the **verbs** in the sentence below.

Yesterday was the school sports day and Jo wore her new running shoes.

The verbs in boxes are in the present tense.

Write these verbs in the **past tense**.

One has been done for you.

visits



When my family visited the zoo,

take



I \_\_\_\_\_ photos with my new camera.

smiles



My brother \_\_\_\_\_ for his picture.

Joe wanted to buy a present. He asked his mum if Gran would like flowers.

Write Joe's question to his mum in the speech bubble.  
Remember to use correct punctuation.

A large speech bubble with a rounded top and a tail pointing towards the boy. Inside the bubble are three horizontal lines for writing.



What type of word is underlined in the sentence below?

Poppy held the baby rabbit gently in her arms.

Tick **one**.

an adjective

an adverb

a noun

a verb

Read the sentences below.

## Growing Beans

Place some damp cotton wool in a jar.

Push a bean seed down against the side of the jar.

Wait for the bean seed to sprout.

Tick the word that best describes these sentences.

Tick **one**.

statements

questions

commands

exclamations

· My grandad was \_\_\_\_\_ a cake.

baking

· The children \_\_\_\_\_ all of the words.

knew

· Our class built a \_\_\_\_\_ from clay.

model

· A \_\_\_\_\_ can hold its breath for two hours.

whale

· The musician gave concerts all over the \_\_\_\_\_.

world

· Dad \_\_\_\_\_ to meet the children.

hurried

· A rose \_\_\_\_\_ fell to the ground.

petal

· I saw a beautiful \_\_\_\_\_.

rainbow



**What should my child be  
able to do in reading at the  
end of Year 2?**



# Ants underground

## Who lives inside?

Inside the nest lives a big queen ant. Most of the ants who live in the nest are busy worker ants.

## Queen ant

The queen ant spends all her time laying eggs.

What does the queen ant do?

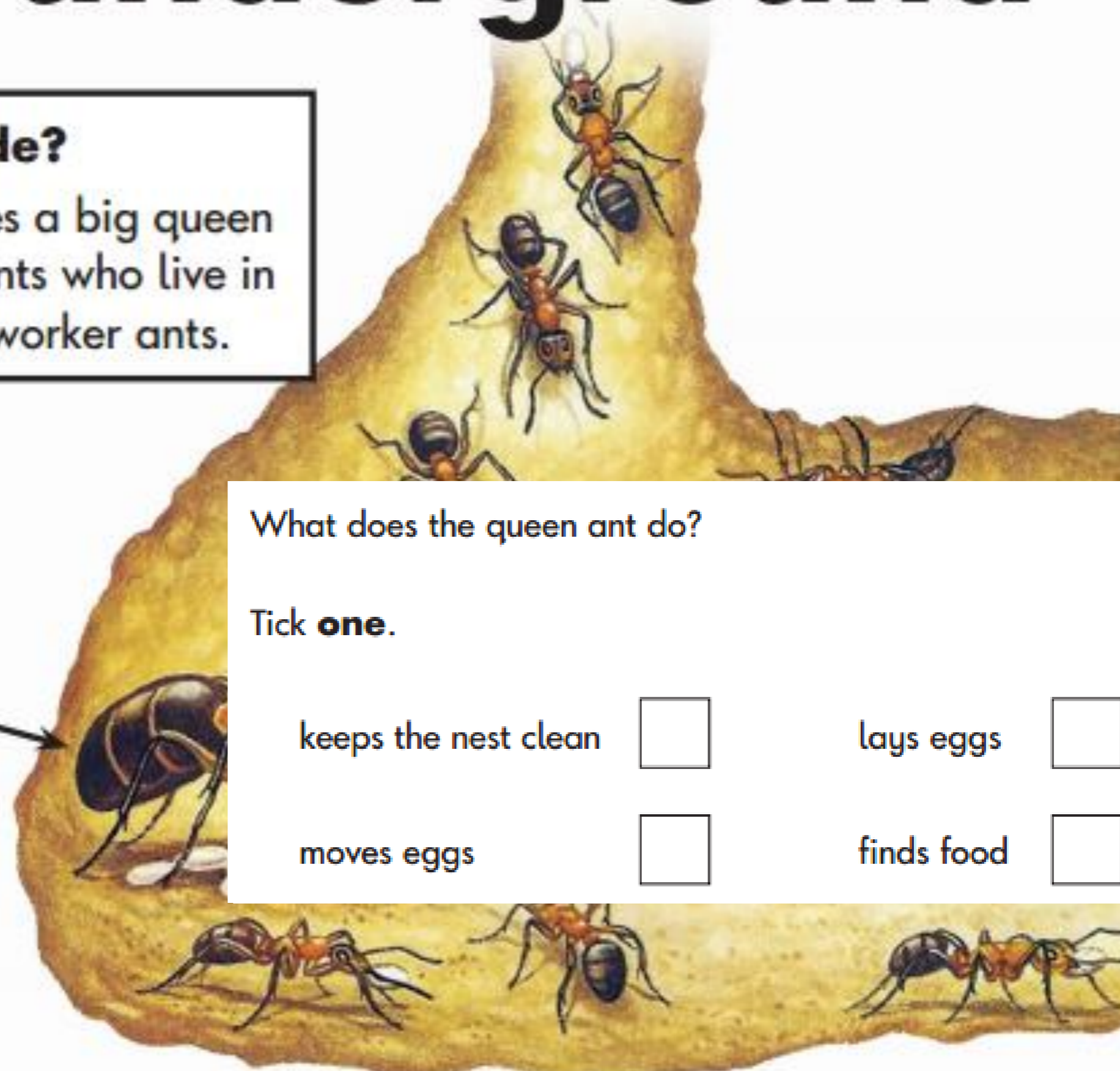
Tick **one**.

keeps the nest clean

lays eggs

moves eggs

finds food





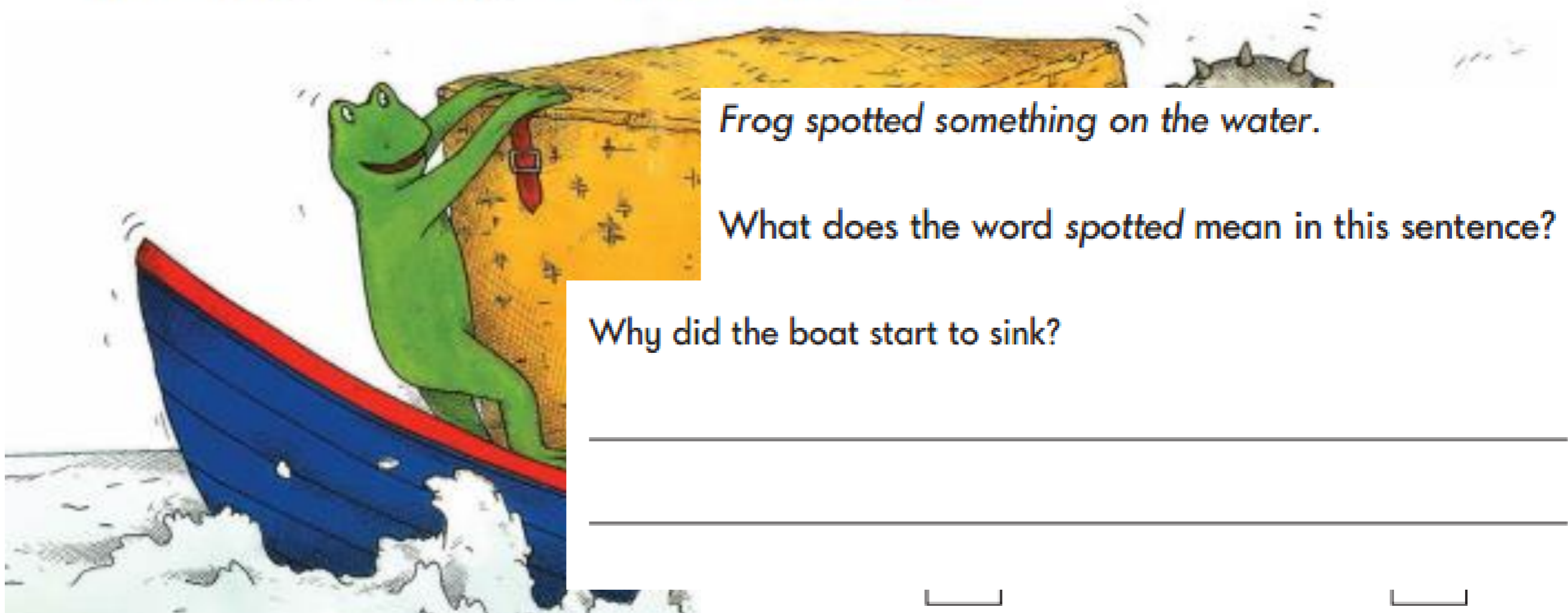
After a while, Frog spotted something on the water. It was a large basket.

Frog lifted the basket into the boat. One end of the boat tipped up in the air. The other end sank down into the water. The water started to come in.

Monster scooped out the water as fast as he could. But the boat was sinking.

“Monsters don’t swim,” said Monster.

“Don’t worry,” said Frog. “We haven’t far to go.”



*Frog spotted something on the water.*

What does the word *spotted* mean in this sentence?

Why did the boat start to sink?

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# SATs

The SATs are taken in May.

We don't call them SATs, we call them 'Special Work'!  
We don't refer to them as tests, and children often don't know they have done them.

They can be done in small groups and don't have a time limit.

You will receive the results which will tell you whether your child has reached the Expected Standard or not.



# IEPs

Some children who have significant extra support will have an Individual Education Plan.

This will detail the extra support they have and individual targets for them.

If your child has an IEP we will arrange to speak to you separately about this.



# Thank you

Please feel free to drop in after school with any concerns you may have.