



Radipole Primary School

An introduction to Year 2



The Team

Teacher:
Mrs Mousavi

Teacher:
Miss Hardy

Teaching Assistant:
Mrs Downes

Teaching
Assistant:
Mr Constantine

Teaching Assistant:
Mrs Dreher



Topics

Autumn Term:

Julia Donaldson

Emergency 999

Science week

Poles Apart

Christianity & Christmas

Spring Term:

Super Humans

Medical Marvels

Through the Window

What do people believe?

Summer Term:

Plants

Animals & Wildlife

Creative Arts week

What do people believe?

Brazil and the Rainforest



Trips and Visits

(Autumn)

SafeWise

999 services

Bedtime story evening

We will be looking for helpers
throughout the year if you are
available 😊



Timetable/Routines

Line up at 8:55am when the whistle is blown.

Pick up at 3:10pm.

PE Wednesday (outdoor when possible) and
Thursday (indoor)

Library day on a Thursday

Please bring reading books every day.



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



Home Learning

1. Regular reading (as much as possible)
2. Weekly spellings
3. Topic work (on occasions)
4. Mathematics (on occasions)



Home Learning

You may receive an email with a link to a Padlet.
This is a page of useful information at the beginning of each new topic,
and it may contain some optional home activities.

The screenshot shows a Padlet board for 'Year 1 & 2: Julia Donaldson'. The board is organized into three columns with the following content:

- Column 1: What books has she written?**
 - Text: "Julia Donaldson has written lots of great stories for children! Below are a few to read and watch. What others do you know? Can you find any more?"
 - Text: "Can you spot the rhyming words?"
 - Resource: "A Squash and a Squeeze" (Powerpoint presentation) with a book cover image.
- Column 2: Who is Julia Donaldson?**
 - Text: "Some facts about the author."
 - Text: "Julia grew up in London with her parents, grandmother, aunt, uncle, younger sister Mary and cat, Geoffrey." (Accompanied by a map of London)
 - Text: "Julia and her sister used to argue about who would marry Geoffrey the cat, because they thought that he was a prince in disguise!" (Accompanied by a picture of a cat)
 - Resource: "juliadonaldsonfactcards PDF document" (padlet drive)
 - Resource: "PRIMARY FACTS" (Screenshot of a facts page)
 - Text: "Julia Donaldson: Facts and Information ... Here are some facts about Julia Donaldson..."
- Column 3: I enjoyed the stories - what can I do next?**
 - Text: "If you would like to, choose one of these optional challenges. Bring your work to school to show everyone!"
 - Activity: "* One star: Enjoy a Julia Donaldson book or video with an adult, then draw your own picture and write a caption or some sentences to go with it."
 - Activity: "** Two star: Draw your favourite page from a book and write clear sentences about what is happening. Can you use lots of good adjectives to describe the characters and places?"

The board also includes a header with 'RadpoleSchool - 8d', a title 'Year 1 & 2: Julia Donaldson', and a welcome message: 'Welcome to our new topic ... the work of the wonderful children's author Julia Donaldson!'. There are also icons for 'REMAKE', 'SHARE', and 'ADD COLUMN'.



Reading

Children change their own reading books once a week on their set day (if they have read them and their reading record book is signed). Please write the name of the book, date, plus a comment if you wish.

Children read in guided reading groups in school.

You can sign each day that your child reads, so up to 7 times a week. We encourage children to re-read books for fluency and understanding if they have read their book already.

While your child is reading, please question them about the text to improve their comprehension skills. E.g. characters, events, predictions.



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.



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

$36 + 24 =$

$87 - 40 =$

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

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

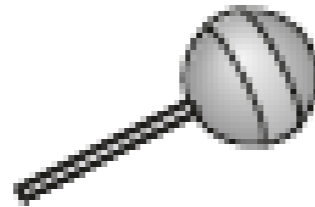
$$\frac{3}{4} \text{ of } 40 = \boxed{}$$

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

A shop sells these sweets.



2p



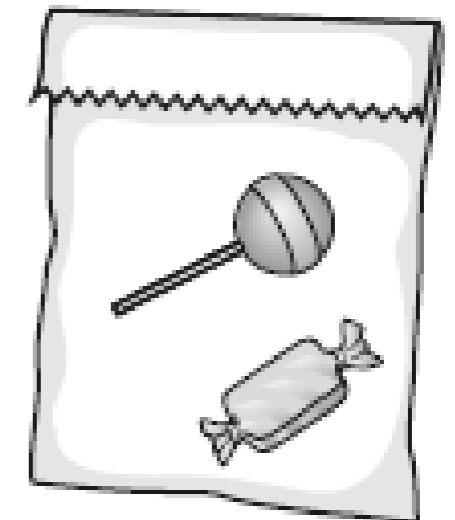
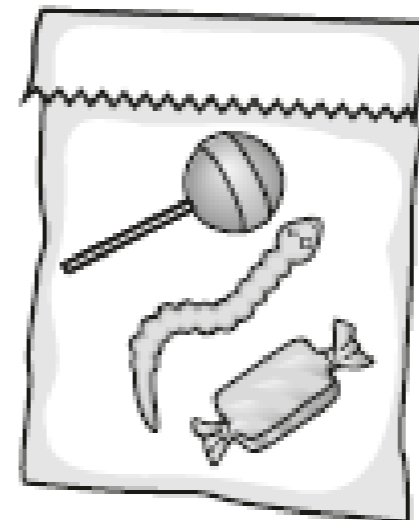
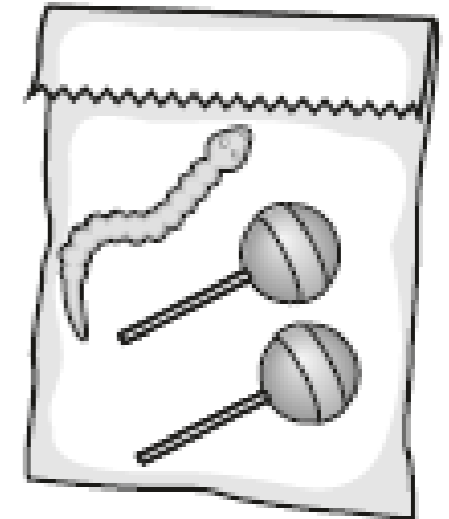
5p



10p

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

Tick (✓) the bag of sweets he buys.



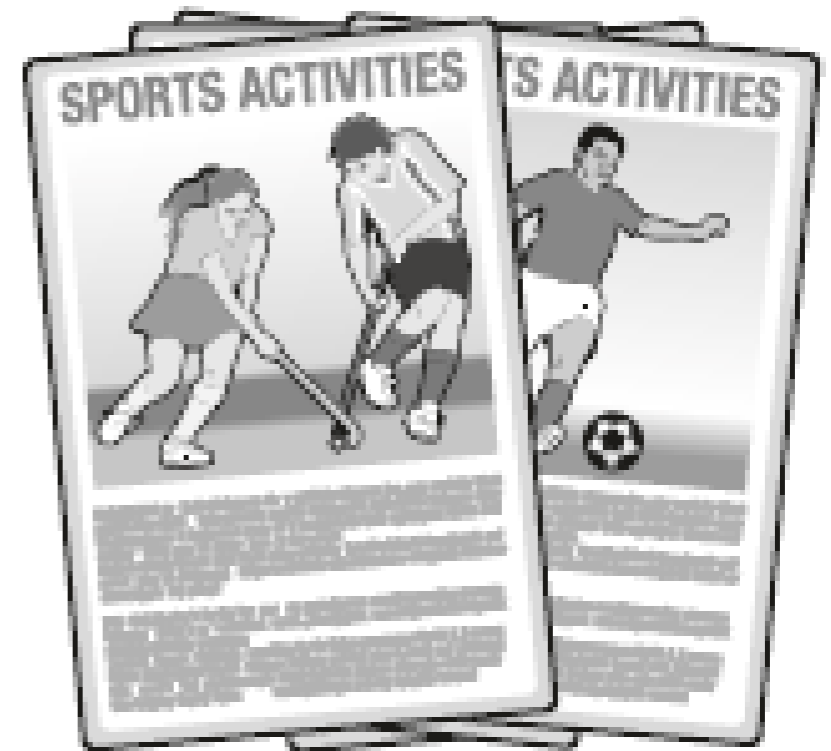
Sam is collecting cards.

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

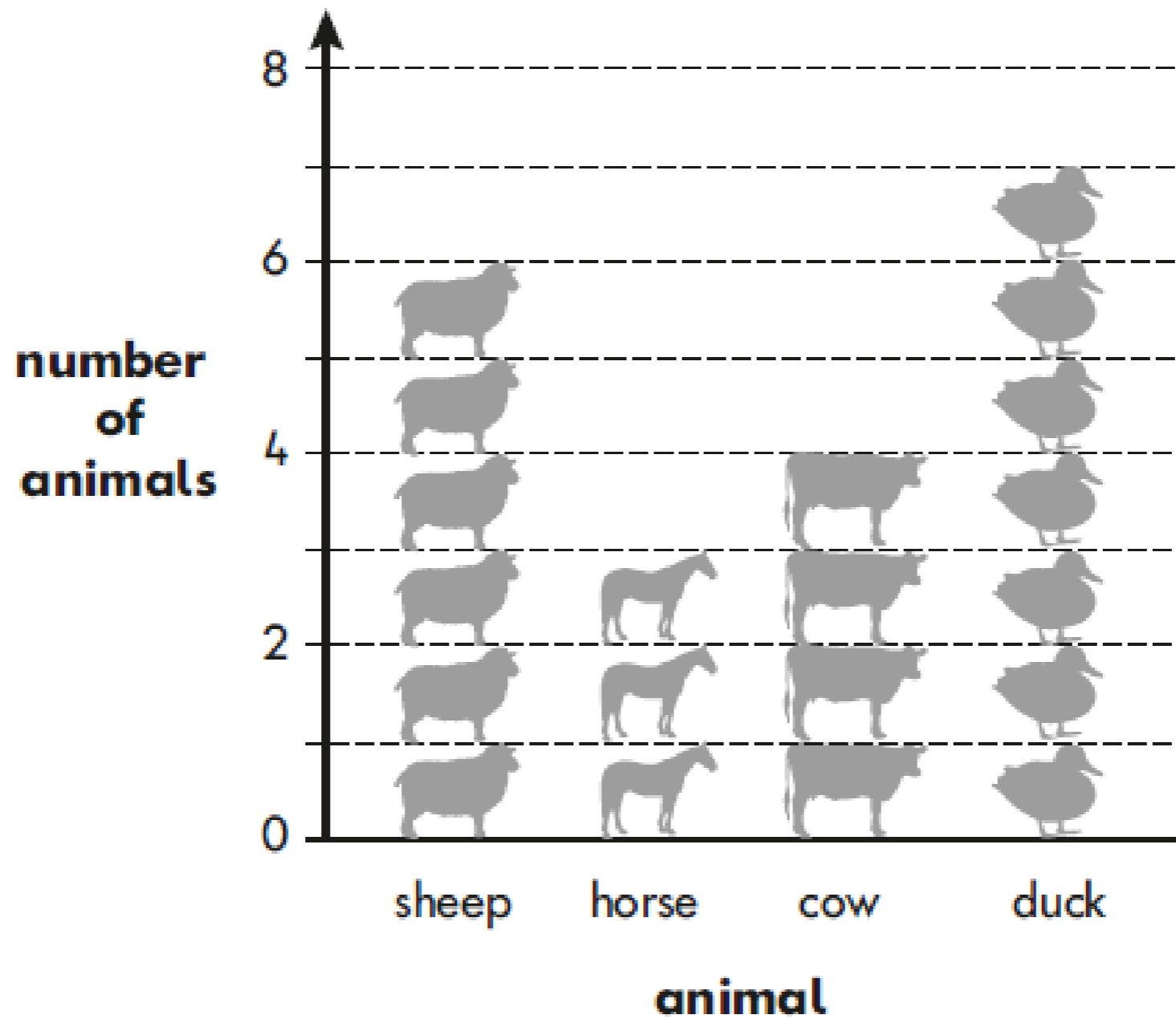
Last week he collected **50** cards.

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**.

$$\boxed{} + \boxed{} = \boxed{}$$

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.

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

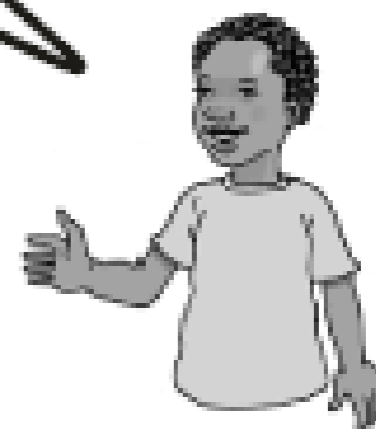


My brother _____ for his picture.

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 bottom right. 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?

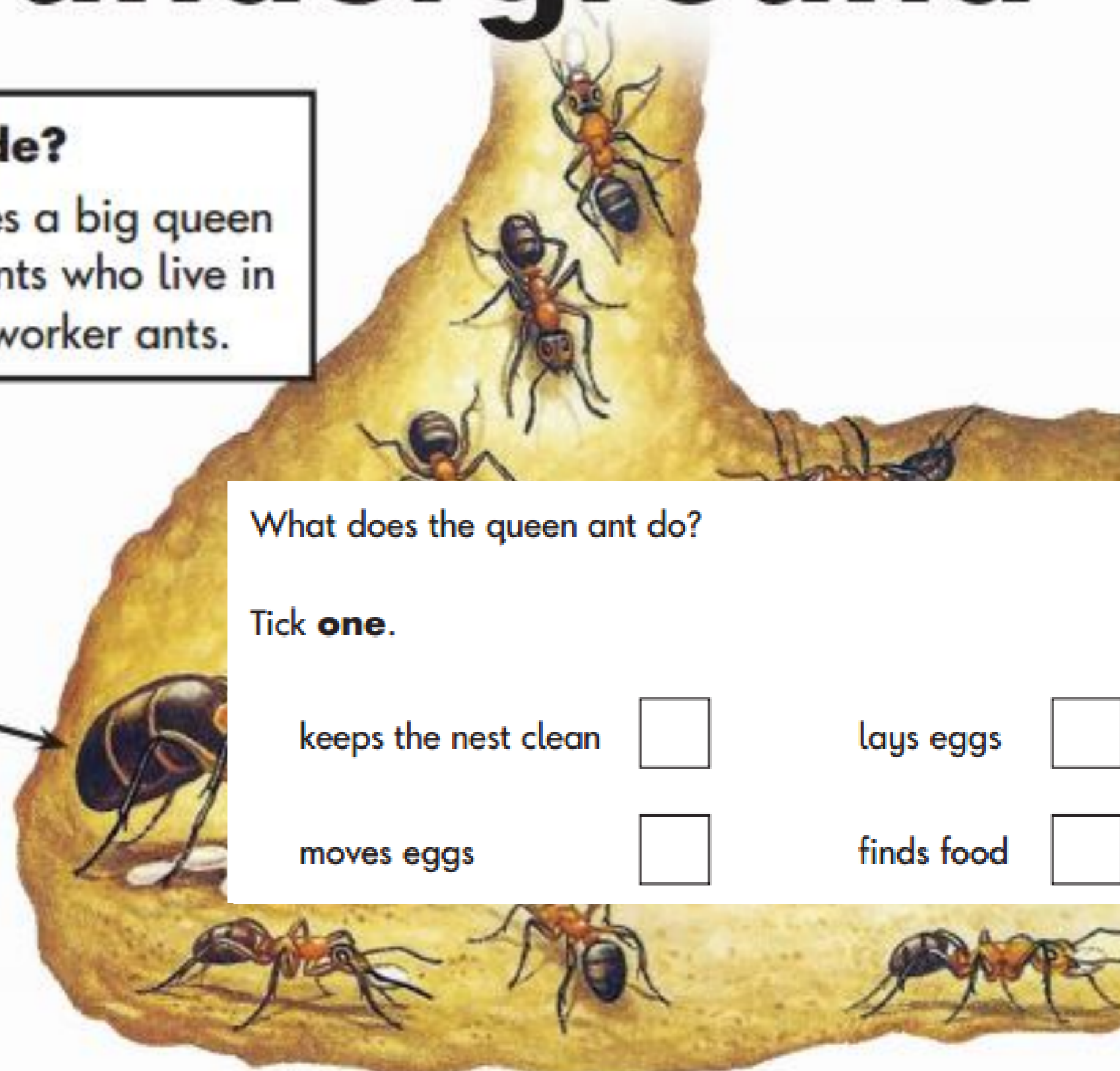
Tick **one**.

keeps the nest clean

lays eggs

moves eggs

finds food



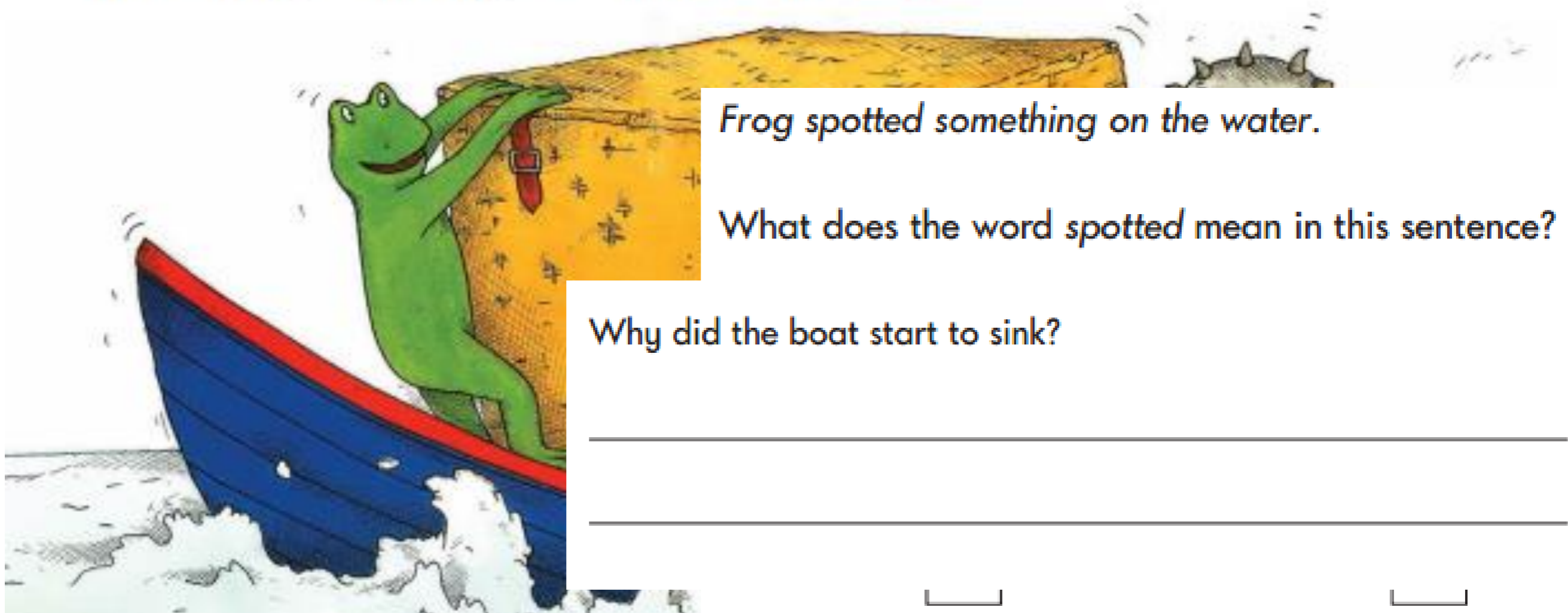
After a while, Frog spotted something on the water. It was a large basket.

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?



Handwriting

We teach the cursive style, 'walking' into each letter and writing on the line.

In year 2 children are expected to join their writing.

a b c d e f g h i j
k l m n o p q r s
t u v w x y z



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.

Aspects of Learning Dinosaurs

Persevere Tryasaurus Rex

A learner needs to keep going in the face of difficulties. They need to stick at things even when they find it difficult or really challenging.



Explore Explorasaurus

A learner needs to ask questions and be curious. They need to think about what to do and where to go to support their learning.



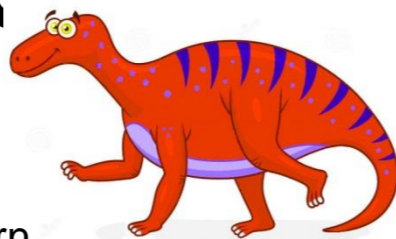
Care Careodactyl

A learner needs to look after themselves and others. They need to think about how to take care of things.



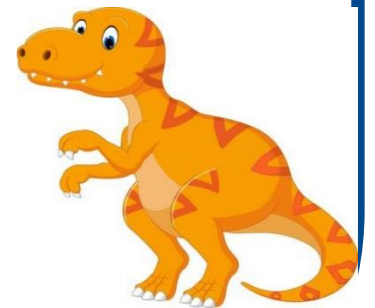
Collaborate Collabadon

A learner needs to work with and learn from others. They need to respect others and recognise different viewpoints.



Reflect Reflectadon

A learner needs to reflect and learn from experience. They need to think about what they do and what they have done.





Thank you

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