

St Michael with St Thomas CE Primary School



Learn, Achieve, Love, Believe

Year 2 Class Handbook 2024 -2025

Social Media Accounts:

Twitter/X - @stmichaelthomas



Instagram - @stmichaelwithstthomas



Facebook - St Michael with St



Thomas CE Primary School

You will find the following information in the Y2 handbook:

- Details of the adults that will be working with your child this year
- Information about homework
- Information about reading in this year group
- Details about PE days and swimming (if applicable to the year group)
- Times of the school day
- Dates of class worships and family learning sessions
- Long Term Plan for the year
- Details of any Statutory Testing (Y1, Y4 and Y6 only)
- Maths and English Key Performance Indicators (KPIs)
- A copy of the Home – School agreement to sign

Staff working in Year 2 this year:

Class teacher: Miss Fisher

Teaching Assistant: Miss Wilson

KS1 Leader: Mrs Fisher

Homework

Homework will be sent on each **Thursday** and will be collected in each **Tuesday**. Reading Records will be checked each Friday and new books sent home.

Weekly homework will consist of:

- Reading 5x a week
- Spellings – These can be practised via the games on Spelling Shed
- X Tables – These can be practised via the games on TT RockStars
- Talk task – A ten-minute task to develop oracy skills

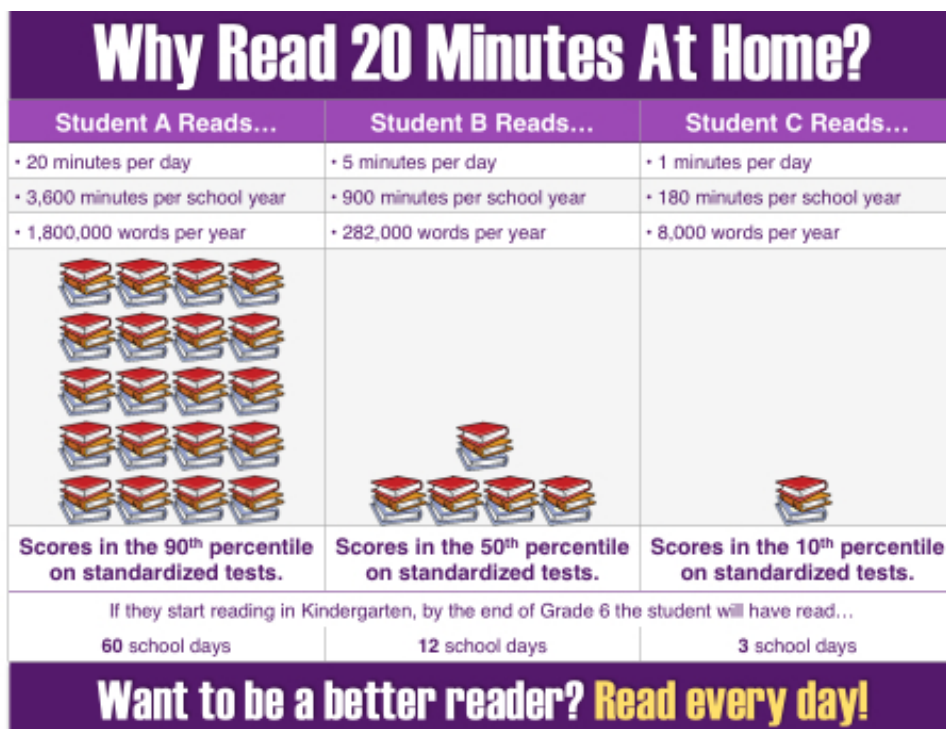
Spellings will be tested on a Wednesday and the scores recorded in the back of the child's homework books.

All log ins and passwords are on stickers in the back of your child's reading diary.

Reading

We ask that all children read at least 5 times each week at home. This is to support them with:

- Becoming more fluent with their reading
- Developing reading stamina, allowing them to read longer and more challenging texts
- Developing the speed in which they are able to read and comprehend at
- Developing Vocabulary
- Developing a love of books



Reading in Early Years and KS1

In Reception and KS1, pupils are no longer reading by 'Book Band'. Instead, children will have a reading book that is matched to the phonics sounds that they are learning in their groups. This is to ensure that they have time to practise and rehearse the learning taking place in the classroom. Children will be reassessed in their phonics groups each half term. These books are to be read often as children build fluency through reading known texts. They will be changed twice a week.

Children will also bring home a second book, which is a sharing book. This book is for adults to read with their child to build a love of books, enjoying the story, discussing the language, characters and plot. This book is not for adults to try and make children read, as this will contain sounds that they have not yet been taught through phonics. These books will be changed twice a week, but children can also change these books whenever they are ready to from the class library.

Reading in KS2

Once children have finished the Read Write Inc Phonics programme at the end of KS1, they will be assessed in their reading using the KS2 book bands.

Children will be given a book that matches their reading level to read each night at home. Pupils will still be expected to read at least 5 times each week, although as they get older, they may read independently at some points throughout the week. All children who meet this home reading target, will receive Dojo points and an extra break time as a reward.

Studies have shown that reading progress in KS2 often slows, as parents believe that now pupils can read competently, there is less need for them to read aloud with an adult. This is a misconception and it is essential that pupils still have time to read aloud and to discuss texts with someone, especially as the books they are reading are becoming more and more challenging. Please support your child by listening to them read regularly and discussing the text with them.

Pupils in KS2 will be assessed each term and the book band that they are reading at may change. However, this is based on more than just the ability to read the words, and the pupil's comprehension of the text is equally important. Pupils who read widely and from a variety of different types of texts, will develop their reading and comprehension skills far more efficiently.

In addition to their home reading books, pupils in Years 4, 5 and 6 have access to Reading Plus which is an online school subscription to improve pupils' reading speed, comprehension and understanding of vocabulary. Pupils will complete an initial assessment in school and will then receive their log in details. Pupils are expected to complete 3 Reading lessons via Reading Plus each week. This, coupled with reading at least five times per week at home, would mean that the child had met their home reading target for the week. A four-week trial period in May 2021 proved to be very effective (as shown in the anonymised data of a cross-section of pupils below) with the pupils who regularly accessed the online lessons seeing great improvement in their reading speed, comprehension accuracy and progression through the reading levels.

Reading lessons	Reading lessons 80%+	Total words read	Average comprehension	Rate gain (words per minute)	Level Gain
31	29	26,694	92.1%	50	2.4
20	20	15,271	96.9%	30	1.6
19	18	9,970	94.4%	25	1.2
4	1	5,590	63%	0	0

PE in Year 2

This year our PE days will be Wednesday and Friday.

We are asking that pupils come into school in their PE kits on their PE days – this should be a plain white t-shirt, black shorts and trainers. In the winter, pupils can wear a plain, black tracksuit over their PE kits to keep them warm.

The only thing that pupils need to bring into school and leave there is a small PE bag with their indoor pumps in.

Please ensure that tracksuits and shorts are plain black, with no stripes or logos down the sides.

No football/rugby kits will be allowed.

Times of the School Day:

Rec - Y3

8.40am	School gates open
8.45am	School starts
8.45 - 9am	Morning Task
9-9:30am	Lesson 1
9:30-10:30am	Lesson 2
10:30-10:45am	Worship
10.45-11am	Break
11am-12pm	Lesson 3
12pm – 12.45pm	Lunch
12.45 -1pm	Wellbeing activities
12.45–3.15pm	Lesson 4 and Lesson 5
3.15pm	Home time

Y4 - Y6

8.40am	School gates open
8.45am	School starts
8.45 - 9am	Morning Task
9-9:30am	Lesson 1
9:30-10:30am	Lesson 2
10:30-10:45am	Worship
10.45-11am	Break
11am-12pm	Lesson 3
12pm-12:15pm	Handwriting/Spellings
12:15-1pm	Lunch
1-1:15pm	Wellbeing activities
1:15–3.15pm	Lesson 4 and Lesson 5
3.15pm	Home time

Class Worship and Family Learning Dates:

	Venue	Date & Time
Class Worship	School Hall	Wednesday 29 th January 2025 @ 9am
Parent Insight Sessions	Reading	Monday 21 st October 2024 @ 14:15
	Maths	Monday 20 th January 2025 @14:15

Year 2 Long Term Plan
2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENGLISH	Jim and the Beanstalk – Raymond Briggs Rapunzel: A Rebel Fairytale – Bethan Woolvin	Inside the Villains – Clotilde Perrin	George’s Marvellous Medicine – Roald Dahl	Mr Bunny’s Chocolate Factory – Elys Dolan	Chitty Chitty Bang Bang – Ian Flemming	Kate on the Case – Hannah Peck
	Genre					
	<p><u>Inform:</u> Letter in role as Jim Diary entry</p> <p><u>Recount:</u> Sequencing the key events of the story</p> <p><u>Persuade:</u> Speech in role as Rapunzel</p> <p><u>Entertain:</u> Character description</p>	<p><u>Recount:</u> In role as the wolf, recounting the events of the little goats’ story</p> <p><u>Entertain:</u> Character description of the witch Own version of a narrative story with ‘the wold’ character.</p>				
MATHS	Number within 100 Addition & Subtraction of 2-digit numbers Addition & Subtraction Word Problems	Multiplication & Division: 2, 5 and 10 Length Graphs	Time Fractions Faces, Shapes and Patterns; lines and turns	Faces, Shapes and Patterns; lines and turns Addition & Subtraction of 2-digit numbers Money	Numbers within 1000 Capacity and Volume Mass	Exploring Calculation Strategies Multiplication and Division: 3 and 4 (Transition Unit)
	Read, write and represent, partition, compare and order numbers to 100 Explore patterns including, odds and evens, tens and ones	Calculate the times tables of 2, 5, and 10 by skip counting Relate the 2 times table to doubling	Tell the time on an analogue clock: quarter past, quarter to and five-minute intervals Calculate durations of time in minutes and seconds	Explore, sort and describe 2-D shapes Lines of symmetry in 2-D shapes Identify 2-D shapes on 3-D shapes	Represent in different ways Compare using symbols Read scales Read and measure temperature	Apply addition and subtraction strategies to solve equations Illustrate and explain addition and subtraction using column method

	<p>Apply number bonds to add and subtract</p> <p>Represent and explain addition and subtraction of two 2-digit numbers</p> <p>Add three 1-digit numbers</p> <p>Introduction to bar models as a representation</p> <p>Create, label and sketch bar models</p>	<p>Explore representations of multiplication and division</p> <p>Commutativity</p> <p>Draw and measure lengths in centimetres</p> <p>Use <, > and = to compare and order lengths in metres and centimetres</p> <p>Represent and interpret: pictograms, block diagram, tables and tally charts</p>	<p>Sequence daily events</p> <p>Minutes in an hour and hours in a day</p> <p>Part-whole relationships</p> <p>Fractions as part of a whole or whole set</p> <p>Relate to division</p> <p>Equivalent fractions</p> <p>Explore, sort and describe 2-D shapes</p> <p>Lines of symmetry in 2-D shapes</p> <p>Identify 2-D shapes on 3-D shapes</p> <p>Compare and sort 2-D and 3-D shapes</p> <p>Use language to describe position, direction and rotation to follow a route.</p>	<p>Compare and sort 2-D and 3-D shapes</p> <p>Use language to describe position, direction and rotation to follow a route.</p> <p>Illustrate, represent and explain addition and subtraction involving regrouping including 'Make Ten', 'Round and adjust and near doubles strategies</p> <p>Recognise coins and notes</p> <p>Use £ and p accurately</p> <p>Add and subtract amounts</p> <p>Calculate change</p>	<p>Estimate, measure and understand litres and millilitres</p> <p>Compare and order capacities</p> <p>Weigh and compare masses in kilograms and grams</p>	<p>Multiplication and division facts for 3 and 4</p> <p>Relate 4 times table to doubling the 2 times table</p> <p>Describe, interpret and represent using arrays and bar models</p> <p>Recognise inverse relationship</p>
Subjects taught discretely throughout the year:						
SCIENCE	Animals, including Humans	Animals, including Humans	Plants	Everyday Materials	Living Things and their Habitats – Microhabitats	Living Things and their Habitats – Larger Habitats
	We will learn what animals need in order to survive, and learn about different animals' offspring, including the difference between those hatched from eggs and those born live.	This focuses on the concept of human offspring and the journey of growing into adults. We will look at our basic needs and what we need not just to survive, but thrive. Additionally, we will describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	During this topic we will learn about what plants need to survive and grow.	We will learn about the suitability of a variety of everyday materials, about how the shapes of solid objects can be changed and the processes used to change shape of material	This will cover the differences between that are living, dead and never been alive, looking at the simple idea of a food chain and naming different sources of food	We will identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
Throughout the year, we will use our Jigsaw PSHE materials:						

PSHE & RSE	Being Me in my World (Individual Liberty) Hopes and Fears for the Year; Rights and Responsibilities; Rewards and Consequences; Working cooperatively.	Celebrating Difference (Tolerance) Boys & girls – stereotypes & differences; Bullying – being kind; Standing up for myself & others; Making friends; Celebrating differences.	Dreams and Goals (Individual Liberty) Goals to succeed; My learning strengths; Learning with others; A group challenge; Positive contributions.	Healthy Me Lifestyle choices & healthy bodies; Relaxation; Medicine safety; Healthy eating-food groups; Healthy eating – nutrition.	Relationships (Mutual Respect) Families; Keeping safe – physical contact & consent; Friends & conflicts; Secrets & surprises; Trust & appreciation.	Changing Me Life cycles in nature; Growing from young to old; Becoming independent; Boys' & Girls' bodies; Assertiveness; Looking Ahead.
PE	Rugby	Dance	Gymnastics	Football	Athletics	Hockey
	We will look at the skills and values involved in playing a rugby game.	We will learn the fundamental dance moves and create our own dance moves.	We will learn the fundamental rolls and other gymnastic moves.	We will look at basic football skills including passing, controlling and shooting the ball.	Experimenting with different ways of travelling, throwing and jumping, increasing awareness of speed and distance.	We will focus on experiment with controlling and striking the ball.
RE	We follow the Blackburn scheme of work to study the following topics throughout the year:					
	The Bible. Why is it such a special book? <i>Do other faiths have Holy books?</i> (Mutual Respect and Tolerance)	Christmas. Why was the birth of Jesus such good news?	Jesus, friend to everyone.	Easter. How do Symbols help us understand the story?	Why is the church a special place for Christians? <i>What are the places of worship called in other religions?</i> (Mutual Respect and Tolerance)	What happened at the Ascension and Pentecost?
COMPUTING	We follow the Teach Computing programme to study the following topics throughout the year:					
	IT Around Us Health, well-being and lifestyle Online relationships Online reputation Privacy and Security	Digital Photography Copyright and ownership Online relationships Managing online information Online bullying	Robot Algorithms Health, well-being and lifestyle	Pictograms Self- image and identity Privacy and security Health, well-being and lifestyle	Introduction to Quizzes Health, well-being and lifestyle	Making Music Copyright and ownership
History/Geography	History	Geography		History	Geography	Geography
	The Victorians	Liverpool & Kampala Comparative Study		Great Fire of London	Explorers: The Journey Home	
	Here pupils will explore the differences in lifestyles between Victorian and modern children. They will learn about the development of schools during this period	In this topic, pupils will compare two cities (one close to home and one in a different continent). Children will look at the similarities and differences of the climate of the countries and what this means for its vegetation, they will look at family lifestyles and traditions and begin to think about why some people choose (or are forced to) to move countries.		Here we will learn about key moments of the historic event, significant people involved and develop understanding of ways we learn about the past	Children will look at the concept if animals should have the same rights as humans. They will continue to explore the physical and human features of different places in the world, growing their knowledge of the world's continents and oceans.	

	and who Lord Shaftsbury was and why his work was so significant. We will look at how the rights of children have changed since the Victorian era and about the responsibilities of adults. UNICEF CRC: Rights of a child Right to an education	UNICEF CRC: Right to a home		through primary and secondary sources. UNICEF CRC: Right to be safe from harm		
ART/DT	Art	DT	Art	DT	Art	DT
	Drawing spontaneously and expressively using lines and curves. Using tones and textures using shading and rubbings.	Structures & Mechanisms Design and make a 4-wheeled Sleigh to transport Father Christmas safely	Painting experimenting with different tools and techniques, knowing how to make secondary colours. Exploring lighting and darkening of colours and making tints by adding black and white.	Textiles Design and make a Superhero Cape	Sculpture handling and manipulating malleable materials; constructing using natural and recyclable materials; using clay and relevant tools and techniques.	Cooking & Nutrition A healthy packed lunch - vegan option using produce popular to Uganda
MUSIC	<u>We follow the charanga scheme of music throughout the year.</u>					
	Throughout each topic children will learn how to: <ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music. • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and un-tuned instruments musically. • Experiment with, create, select and combine sounds using the interrelated dimensions of music. 					
	<u>Exploring simple patterns</u> How does music help us to become friends? Music is in my soul	<u>Focus on dynamics and tempo</u> How does music teach us about the past? Sparkle in the sun	<u>Exploring feelings through music</u> How does music make the world a better place? Rainbows	<u>Inventing a musical story</u> How does music teach us about our neighbourhood? Helping each other	<u>Music that makes you dance</u> How does music make us happy? I wanna play in a band	<u>Exploring improvisation</u> How does music teach us about looking after our planet? The sunshine song



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Y2 Key Performance Indicators (KPIs) for Reading, Writing and Maths

This booklet gives details of the Key Performance Indicators (KPIs) that children in this year group are expected to meet by the end of the year. Teachers will be assessing your child against their progress towards these KPIs throughout the year, and will report on whether they are meeting age related expectations.

2024-2025

Year 2 Reading KPIs	Assessment Period 1	Assessment Period 2	Assessment Period 3
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.			
Read frequently encountered words quickly and accurately without overt sounding and blending.			
Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.			
Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping.			
Sequence and discuss the main events in stories and recounts			
Check that texts make sense while reading and self-correct.			
Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions			
Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?			
Make predictions based on what has been read so far.			
Year 2 Writing KPIs	Assessment Period 1	Assessment Period 2	Assessment Period 3
Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination).			
Use some subordination (e.g. when / if / that / because) to join clauses			
Write simple, coherent narratives about personal experiences and those of others (real or fictional)			

Write about real events, recording these simply and clearly			
Use some expanded noun phrases to describe and specify			
Use present and past tense mostly correctly and consistently			
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others			
Develop stamina for writing in order to write at length.			
Proofread to check for errors in spelling, grammar and punctuation.			
Can spell over 90% of common exception words from Y1 and Y2.			
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters			
Demarcate most sentences with capital letters, full stops, question marks and exclamation marks including using capital letters appropriately e.g. not always writing A as a capital, not using capitals within words.			
Year 2 Maths KPIs	Assessment Period 1	Assessment Period 2	Assessment Period 3
2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two digit numbers using standard and nonstandard partitioning.			
2NPV–2 Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10.			
2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice.			
2AS–1 Add and subtract across 10, for example: $8 + 5 = 13$ and $13 - 5 = 8$			

2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".			
2AS-3 Add and subtract within 100 by applying related one digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.			
2AS-4 Add and subtract within 100 by applying related one digit addition and subtraction facts: add and subtract any 2 two digit numbers.			
2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.			
2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division).			
2G-1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.			



St. Michael with St Thomas CE Primary School

A copy of the Home – School agreement to sign:

HOME SCHOOL DIARY AGREEMENT (2024-25)

The purpose of the Home School Agreement is to agree how children will be supported by school and their parents/ carers in order to achieve their full potential, as well as setting out the expectations of school, pupils and parents/ carers.

School will:

1. Care for your child's safety and happiness in a warm and supportive environment.
2. Embed the Christian values through all that we do.
3. Nurture your child's mental health and well-being.
4. Develop your child's character, interests and talents through a range of carefully planned experiences and opportunities.
5. Provide high quality teaching and learning to enable your child to reach his/ her full potential in all areas of the curriculum.
6. Keep you informed about your child's progress, attainment and wellbeing on a regular basis.
7. Provide your child with regular and appropriate homework.
8. Be open and welcoming at all times and offer opportunities for you to become a full and active member of our community.
9. Keep you informed about school events and activities through regular communication.
10. Encourage and reward good behaviour with our rules – Ready, Respectful and Safe. Deal appropriately with children who make the wrong choices in line with our Relationships and Behaviour policy
11. Respect your child's rights and help your child to experience their rights (in line with the UN Convention on the Rights of the Child).
12. Ensure an inclusive learning environment in which equality and diversity are celebrated and protected characteristics as defined by law are respected.
13. Adhere to the school's Acceptable User Policy.

School signature: _____

Parents will:

1. Make sure my child arrives at school wearing the correct school uniform/ PE kit (no jewellery including earrings, no make-up, no trainers (unless it is a scheduled PE day), no nail polish or tattoos, plain hair accessories and hair styles appropriate to wearing school uniform).
2. Make sure my child is properly equipped – this includes bringing the school book bag each day (no other bags are permitted, unless clothing for an after-school activity is required).
3. Take full responsibility for my child whilst on school premises at the beginning and end of the day (including not allowing ball games, using school equipment such as bikes or climbing on fixtures).
4. Be supportive of the school rules – Ready, Respectful, Safe and adhere to all other school policies (available via website).

5. Co-operate with the school if my child requires additional support with matters relating to learning, behaviour and/ or health.
6. Ensure my child attends regularly and arrives punctually and follow the school's absence procedure.
7. Encourage and support my child with their homework and daily reading
8. Attend parent/ carer meetings relevant to my child.
9. Support the school's healthy food and nutrition policy (including in relation to snacks and packed lunches).
10. Interact with all members of the school community appropriately, speaking in a respectful, non-confrontational manner, both in person and in writing.
11. Avoid making defamatory, offensive or derogatory comments regarding the school or any of our pupils, parents or staff on social media or message groups, and instead bring concerns to the attention of the school through the appropriate channel.
12. Adhere to the school's Acceptable User Policy.
13. Read communication sent from school and respond appropriately

Parent/ carer signature: _____

Pupils will:

1. To live out our school vision – Learn, Achieve, Love, Believe – everyday
2. Respect my rights and the rights of others.
3. Treat everyone equally, celebrating and appreciating differences.
4. To follow the school rules Ready, Respectful, Safe by making good behaviour choices and respecting all adults in school
5. To be a good ambassador for our school in the wider community (this includes when walking to and from school).
6. Take good care of all school equipment, furniture, books and the building and its grounds (only using outdoor equipment and fixtures when permitted).
7. Work hard and do my best with school work and homework.
8. Come to school every day, on time and wearing correct school uniform.
9. Come to school prepared for learning with my PE kit and book bag
10. Where mobile phones are brought into school, hand into a member of staff for safe keeping until the end of the day (school do not accept responsibility for mobile phones not handed in for safe keeping).
11. Adhere to the School Acceptable User Policy.
12. Enjoy school and make the most of all opportunities

Pupil signature: _____

Date: _____