St Michael with St Thomas CE Primary School

***Learn, Achieve, Love, Believe***

Year 2 Class Handbook

2023 -2024

**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 S Bates

Teaching Assistant: Mrs Barlow

**Homework**

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

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

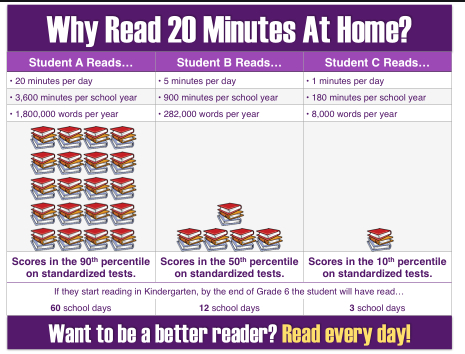
Each half term, every class will have a homework challenge mat with a range of different activities on. We ask that all children complete **at least 2 activities from the mat per half term.**

All log ins and passwords are on stickers in 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**

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.***

Our PE days will be Wednesday and Friday this year.

**Times of the School Day:**

**Rec - Y3**

|  |  |
| --- | --- |
| 8.40am | School gates open |
| 8.45am | School starts |
| 9 – 10am | Lesson 1 |
| 10am | Worship |
| 10.20am | Break time |
| 10.40 - 11:30am | Lesson 2 |
| 11:30am – 12pm | Phonics |
| 12pm – 12.45pm | Lunch |
| 12.45 -1pm | Wellbeing activities |
| 12.45/1.20pm – 3.15pm | Lesson 3, Lesson 4 and Lesson 5 |
| 3.15pm | Home time |

**Y4 - Y6**

|  |  |
| --- | --- |
| 8.40am | School gates open |
| 8.45am | School starts |
| 9 – 10am | Lesson 1 |
| 10am | Worship |
| 10.20am | Break time |
| 10.40 – 11.45am | Lesson 2 |
| 11.45am – 12.15pm | Lesson 3 |
| 12.15 – 1.00pm | Lunch |
| 1 – 1.15pm | Wellbeing activities |
| 1.15pm – 3.15pm | Lesson 4 and Lesson 5 |
| 3.15pm | Home time |

**Class Worship and Family Learning Dates:**

|  |  |  |
| --- | --- | --- |
|  | **Venue** | **Time** |
| **Class Worship** | school | Wednesday 31st January 2024 9:00 a.m. |
| **Family Learning sessions** | Reading - classroom | Thursday 5th October 2:15 – 3:15 |
|  | Maths – classroom | Monday 15th January 2:15 – 3:15 |

**Year 2 Long Term Plan**

**Year 2 Long Term Plan**

**2023-24**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | **Summer 2** |
| **MATHS** | **Number within 100;**  **Addition & Subtraction of 2-digit numbers** | | **Addition & Subtraction Word Problems;**  **Length;**  **Multiplication & Division;**  **Graphs** | | **Time**  **Fractions** | | **Faces, Shapes & Patterns;**  **Lines & Turns;**  **Addition & Subtraction (regrouping/adjusting);**  **Money** | | **Numbers within 1000;**  **Capacity & Volume**  **Mass;**  **Exploring Calculation Strategies;** | **Exploring Calculation Strategies;**  **Multiplication & Division** |
| Read, write and represent, partition, compare and order numbers to 100  Explore patterns including, odds and evens, tens and ones.  Apply number bonds to add and subtract  Represent and explain addition and subtraction of two 2-digit numbers  Add three 1-digit numbers  Introduction to bar models as a representation   | | * Calculate the times tables of 2, 5, and 10 by skip counting * Relate the 2 times table to doubling * Explore representations of multiplication and division * Commutativity * Draw and measure lengths in centimetres * Use <, > and = to compare and order lengths in metres and centimetres * Represent and interpret: pictograms, block diagram, tables and tally charts | | Tell the time on an analogue clock: quarter past, quarter to and five- minute intervals  Calculate durations of time in minutes and seconds  Sequence daily events  Minutes in an hour and hours in a day  Part-whole relationships  Fractions as part of a whole or whole set  Relate to division  Equivalent fractions  Explore, sort and describe 2-D shapes  Lines of symmetry in 2-D shapes  Identify 2-D shapes on 3-D shapes  Compare and sort 2-D and 3-D shapes  Use language to describe position, direction and rotation to follow a route. | | Explore, sort and describe 2-D shapes  Lines of symmetry in 2-D shapes  Identify 2-D shapes on 3-D shapes  Compare and sort 2-D and 3-D shapes  Use language to describe position, direction and rotation to follow a route.  Illustrate, represent and explain addition and subtraction involving regrouping including ‘Make Ten’, ‘Round and adjust and near doubles strategies  Recognise coins and notes  Use £ and p accurately  Add and subtract amounts  Calculate change | | * Represent in different ways * Compare using symbols * Read scales * Read and measure temperature * Estimate, measure and understand litres and millilitres * Weigh and compare masses in kilograms and grams * Compare and order capacities * Apply addition and subtraction strategies to solve equations * Illustrate and explain addition and subtraction using column method. | Apply addition and subtraction strategies to solve equations  Illustrate and explain addition and subtraction using column method  Multiplication and division facts for 3 and 4  Relate 4 times table to doubling the 2 times table  Describe, interpret and represent using arrays and bar models  Recognise inverse relationship |
| **ENGLISH** | **Traditional Stories/ alternative POV**   **Jim and the Beanstalk**  **Entertain:**  Write a setting description  Write a letter in the role of Jim, to the Giant. retelling the story.  **Me and You**  **Entertain:** Wanted Poster, describing Goldilocks using noun phrases. Create own fairy tale, innovating the story. | | **Supertato Entertain:** Write a character description for Supertato  Create a wanted poster for the peaWrite a thank you letter from one of the vegetables.  **Finding Christmas Entertain:**  Character description setting description  **Recount:**  WW2 Week Trip to Liverpool | | **Grandad’s Secret Giant**  **Inform:**  Write and present a Fact File about Giants Write a letter from the boy, apologising to the giant. Write a newspaper report about a Giant sighting.  **Recount:** British Science Week | | **The Great Fire of London** **Inform and entertain:** Write a speech Diary entry  non-Chronological report  **Mr Bunny’s Chocolate factory  Entertain:** Write instructions for making chocolate eggs Write apology letters from Mr Bunny to the chickens | | **The Bog Baby Entertain:** Character description of their own characterWrite a narrative, innovating the story using their own character and setting | **Author Study**   Can I be your dog?, Is this your class pet? by Troy Cummings    **Inform:**  Write a factfile for a dog **Persuade:** Write a letter from Arfy, persuading someone to be his owner.   **Entertain:**  Character description of their perfect class pet. Write a narrative based on the story |
| **Subjects taught discretely throughout the year:** | | | | | | | | | | |
| **SCIENCE** | **Animals, including Humans**    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. | | **Animals, including Humans**    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. | | . **Plants**  During this topic we will learn about what plants need to survive and grow. | | **Everyday Materials**    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 | | **Living Things and their Habitats - Microhabitats**  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. | **Living Things and their Habitats – Larger Habitats**  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. |
| **PSHE & RSE** | **Throughout the year, we will use our Jigsaw PSHE materials** | | | | | | | | | |
| **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 success; 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 Syllabus to study the following topics throughout the year:** | | | | | | | | | |
| The Bible. Why is it such a special book?   *Do other faiths have Holy books?*  (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?   *What are the places of worship called in other religions?* (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 |
| **Subjects taught through the LUNAR curriculum:** | | | | | | | | | | |
| **History/Geography** | **History** | | **Geography** | | | | **History** | | **Geography** | **Geography** |
| **The Victorians**  Here pupils will explore the differences in lifestyles between Victorian and modern children. They will learn about the development of schools during this period 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 | | **Liverpool & Kampala Comparative Study**  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.  **UNICEF CRC:**   Right to a home | | | | **Great Fire of London**  Here we will learn about key moments of the historic event, significant people involved and develop understanding of ways we learn about the past through primary and secondary sources.  **UNICEF CRC:**   Right to be safe from harm | | **Explorers: The Journey Home**  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. | |
| **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** | **We follow the charanga scheme of music throughout the year.**  Throughout each topic children will learn how to:   * 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. | | | | | | | | | |
| **Exploring simple patterns**  How does music help us to become friends?  Music is in my soul | | **Focus on dynamics and tempo**  How does music teach us about the past?  Sparkle in the sun | | **Exploring feelings through music** How does music make the world a better place?  Rainbows | | **Inventing a musical story** How does music teach us about our neighbourhood?  Helping each other | | **Music that makes you dance** How does music make us happy?  I wanna play in a band | **Exploring improvisation** How does music teach us about looking after our planet?  The sunshine song |
| **TRIPS, SPECIAL EVENTS & VISITS** | Autumn Disco  Victorian Day | | WW2 Week – Evacuees Day  Enterprise Week & Christmas Fair  Anti-Bullying Week  Trip to Liverpool | | Valentine’s Disco  National Storytelling Week | | Internet Safety Day  World Book Day | | Stephen Lawrence Day  Deaf Awareness Week | Summer Fair  Sports Day |

**KPIs Key Performance Indicators:**

|  |  |  |  |
| --- | --- | --- | --- |
| **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. |  |  |  |