

All you need to know about Y2...

The beginning of any new school year can be an exciting yet daunting time for the children; and can also be a source of worry for parents/carers – especially as some of what is happening is brand new. A new teacher, a new classroom, new ways of learning and a whole new curriculum in some cases awaits you in September and it is quite often a lot to get your head round!

With this in mind, we have put together the following booklet in order to provide you with as much information as possible about what to expect, when it might happen and what certain things mean; plus, lots of other handy hints and tips. It might not include everything but there is enough to start you off with and if you have any questions you only have to get in touch. The beginning of any new year at school is really important so hopefully this will help.

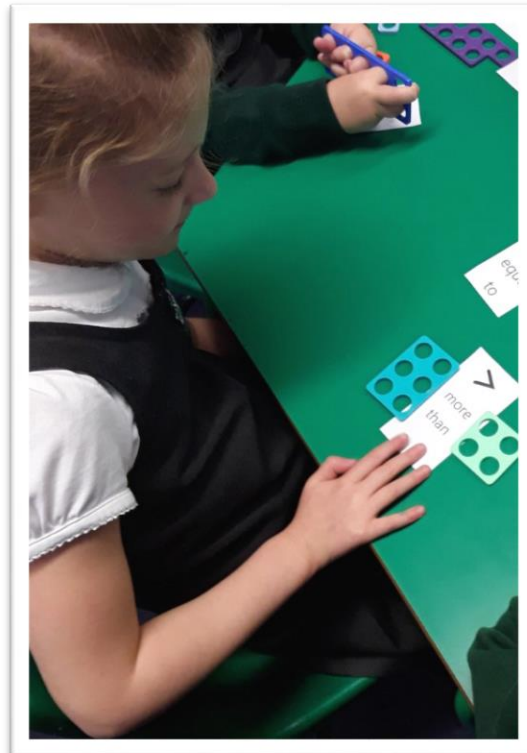
So what is in the booklet?

There is a section about expectations for Reading, Writing and Maths. This is lifted straight from the National Curriculum and just gives you an overview of what we hope your child will know, as a minimum, by the end of Y2. Of course, every child's rate of learning is different but I am often told how useful something like this is; especially if there are bits and pieces you want to do at home with your child. Each objective will be taught in class throughout the year.

Following this there is some information about Y2 in general, a 'need to know' section and where to find out more about the Y2 SATs.

Thanks for taking the time to read this and see you soon!

The Y2 Team



Y2 Need to Knows:

Art Rep/PE Councillor – A member of the class who will be on the Art Council or PE Council

Assembly – Children in Y1 will now attend all assemblies. The only one which takes place in class is on a Thursday, the rest are in the hall

Class Rules – At the beginning of the year the class decide on the rules for their class

Dojos – A reward point

Golden Time – This takes place on a Friday for twenty minutes

Good to be Green – See Behaviour Policy on the school website

Growth Mindset – A way of thinking we encourage throughout the school. Visit the website to find out more (including 'Work at it Whizz' and 'Really Hard Ratty')

Headteacher's Tea Party – Every second Friday children in the FS2 and KSI will be invited to the Headteacher's Tea Party if they have been super kind, shown good manners or looked consistently smart.

Houses – Each child will be in either: Nightingale (Green), Strutt (Blue), Wright (Yellow) or Royce (Red). For example, on Sports Day, children are asked to wear the colour of their house.

Y2 Need to Knows continued...

Library – Y1 children will access the library every Friday afternoon

Rights and Responsibilities – See Behaviour Policy on the school website

School Council – Two children from Y1 will be voted in by the class to represent the school council

Traffic Light System – See Behaviour Policy on the school website (see below)

www.markeatonderbyschuk

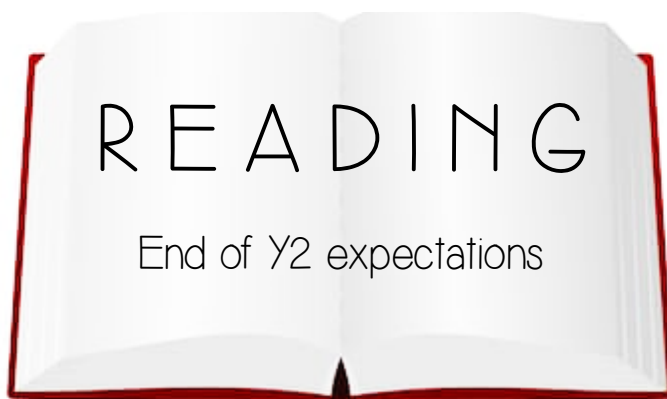
Mrs Smith and
Mrs Holland
(Y2 Teachers)

Miss Ball
(Teaching Assistant)

Miss Gamble
(Teacher)

Mrs Guest
(Teaching Assistant)

Mrs Greenaway
(Teaching Assistant)



By the end of Y2, as a minimum, we would like your child to:

- ✓ read accurately most words of two or more syllables
- ✓ read most words containing common suffixes (-es, -ed, -ing, -er, -est, -y, -ment, -ness, -ful, -less, -ly)
- ✓ read most common exception words (list will be provided at the start of the academic year) in age-appropriate books:
- ✓ read most words accurately without overt sounding and blending
- ✓ read most words sufficiently fluently to allow them to focus on their understanding rather than on decoding (sounding out) individual words
- ✓ sound out *most* unfamiliar words accurately, without undue hesitation. (In a book that they can already read fluently) and check it makes sense to them, correcting any inaccurate reading
- ✓ answer questions and make some inferences about a book
- ✓ explain what has happened so far in what they have read

$$1+4 = 5$$

Multiplication and Division

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Addition and Subtraction

- Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods
- Recall and use addition and subtraction facts to 20 fluently

Fractions

- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity

Shape

- Compare and sort common 2-D and 3-D shapes and everyday objects

MATHS

By the end of Y2, as a minimum,
we would like your child:

Measure

- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Numbers and Place Value

- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- Use place value and number facts to solve problems

$$10 - 7 = 3$$

Position/Direction

- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and

Tables and Multiples

- Ask and answer questions about totalling and comparing categorical data

By the end of Y2, as a minimum, we would like your child:

W

Handwriting

- to write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

r

Composition

- to develop positive attitudes towards and stamina for writing by writing for different purposes
- to consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence
- to make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation

i

Spelling

- to spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- to spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones

t

i

Vocabulary, Grammar and Punctuation

- to use suffixes *-er*, *-est* in adjectives and *-ly* to turn adjectives into adverbs
- to use subordination (using *when*, *if*, *that*, *because*) and co-ordination (using *or*, *and*, *but*)
- to ensure correct and consistent use of the present tense and past tense throughout writing
- to use capital letters, full stops, question marks and exclamation marks to demarcate sentences
- to use commas to separate items in a list

n

g



The Curriculum at Markeaton



At Markeaton we are very proud of our curriculum and we strongly believe that it provides your child with the essential skills, knowledge and understanding they need.

It is built upon three core principles which all link together (see above); The National Curriculum, including how we can enhance your child's learning through the local community, the Vision and Values of the school and, most importantly, the children and what they know. One of our curriculum's greatest strengths is that it never stands still. Year on year the staff work hard to create new experiences and new ways of teaching which are tailored to the needs of your child; culminating in learning that is memorable, fun and integral to the next stage of their education.

Essentially, what we teach and how we teach it is all designed to give your child the best possible start in life:

'...we want each and every child to leave Markeaton with resilience, empathy, a strong sense of equality and confidence at the core of everything they do...'

[Extract from School Vision 2019](#)

Of course, there is so much more to what we do. Trips, visitors and projects from the community, Forest Schools, Parent/Carer 'pop ins' and lots more all help to engage your child in their learning. To keep up to date with what is happening, visit our website and/or look at your child's class Twitter page. And, should you have a specific set of skills or a job/hobby which you would like to share in school then please contact the office. Further details of the curriculum can be found on the school website under the 'Our Learning' section.

And finally...

- Children have two timetabled PE slots per week. These will include dance, gym and games. Children will also have PE lesson with YMCA (who provide qualified sports coaches). Miss Gamble's PE lessons will be on a Tuesday and a Wednesday and Mrs Smith's will be on a Tuesday and a Thursday. Please visit the school website (<http://www.markeatonderbyschuk/Uniform>) for details about PE Kit. It also helps massively if all kit is labelled with the children's names on it and Micropore is provided for any jewellery that needs covering up.
- Children will need to bring in a water bottle labelled with their name and they will continue to have a piece of fruit each day.
- Children will be listened to read at least once a week by the Teacher and/or Teaching Assistant.
- Children's homework will consist of Reading and Spellings (with a spelling test on Friday). Other homework eg Maths is given on alternate weeks.

Assemblies and Playtimes

- ❖ KSI Morning Break: 10:40am – 10:55am every day
- ❖ Lunch time: 12:00pm – 1:00pm every day
- ❖ FS2 & KSI Afternoon Break: 2:15pm – 2:30pm every day
- ❖ Whole School Assemblies: Monday, Tuesday, Wednesday 10:20am – 10:40am
- ❖ KSI Gold Book Assembly: Friday 10:20am – 10:40am

Y2 SATs

Click on the link below to
find out more:

<http://www.markeatonderbyschuk/SATs>

How can I help at home?

- Please listen to your child read at home. Reading is incredibly important and is the essential building block for spelling, writing, understanding narratives and characterisation and, most importantly, being creative!
- We know how busy it can get at home but please try to help your child complete their homework on time. Quite often the homework will be an extension to what has been taught in class and helps your child to build upon their understanding.
- Times tables are really really important and by the end of Y4 there is an expectation that all children will know all of them up to 12. For now though, could you help your child practise their 2s, 5s and 10s (and any others if they want a challenge!).
- In terms of topics (please visit your year groups page on the website for long term plans), please help your child to research topics on the internet or in the library – this gives them a great head start in class and often gets the enthusiasm nice and high!

And most importantly...

At Markeaton, in assemblies and in the classroom, we have spoken a lot about wellbeing and how best to stay happy and remain engaged with your learning. We believe much of this can be achieved and maintained if you try the five 'ways to wellbeing'.



Connect... with the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them. Building these connections will support and enrich you every day.



Be active... Swap your inactive pursuits with active ones. Go for a walk. Step outside. Cycle. Play a game. Garden. Dance. Walk or cycle when making short journeys. Being active makes you feel good. Most importantly, discover a physical activity you enjoy and that suits your level of mobility and fitness.



Take notice... Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment, whether you are walking to work, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.



Keep learning... Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility at work. Fix a bike. Learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving. Learning new things will make you more confident as well as being fun.



Give... Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Join a community group. Look out, as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections with the people around you.