



# Year 2

Everything you  
need to know

@Year1Markeaton



## Teaching Staff 2022 - 2024

Mrs Donnelly, Miss Hawley

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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. 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, please get in touch!



Caring



Determination



Curiosity



# YEAR 2 NOTICES



## SNACKS

Children will have a piece of fresh fruit for their morning snack each day.

## WATER

Please remember to send your child into school with a refillable water bottle (containing water only).

## PE KITS

Children in Year 2 will have PE twice a week - but they will now keep their P.E. kits in school. They will be taken home on the last day of each half term. This means children come to school in their school uniform every day.

## READING

Children will be listened to read at least once a week by the Teacher and/or Teaching Assistant.

## MORNINGS & HOME TIMES

The gates will open for all children at 8.40am. Children will go straight into their classrooms to complete their morning tasks. The register is taken promptly at 8.50am. At the end of the school day, Y2 will exit the building via the FS2 classroom and meet parents on the playground.

## CLASSES

Acer = Mrs Donnelly  
Holly = Miss Hawley

## READERS

We know your time is precious but if you have an hour or two to spare each week to listen to our wonderful children read, we would love to hear from you! Please contact the school office.



# FIVE YEAR 2 "NEED-TO-KNOWS"

**I**

*I can do it*

Try your best. We will make mistakes and that's okay – mistakes help us grow! And become better learners!

**N**

*Now what?*

You've completed your task – well done! Now can you challenge yourself to complete your deepening stars and your Now What? challenges?

**S**

*Solving problems*

Our wonderful adults are here to help us with anything we might need. All of us need extra support at times – and that's okay!

**M**

*More than just me*

We are a good friend.  
We show good listening.  
We have kind hands.  
We put up our hands to share our ideas.  
We look after our learning environment.

**D**

*Doing it myself*

In Year 2, we are learning to work more independently. We will all be responsible for looking after our classroom and helping tidy our equipment away.



# OUR SCHOOL CURRICULUM

## Curriculum structure



## Learning mindsets



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. Our curriculum, as shown in the image above, centres around something called **Markeaton Minds**. Markeaton Minds are a series of learning mindsets we want the children to develop during their time at Markeaton to help them become curious, determined and caring learners. These mindsets feed into our curriculum families (Humanities, STEM, Arts and Wellbeing). Encircling the entire curriculum are the aims for our curriculum at Markeaton: what we would like it to be for all children. **Embedded within our curriculum and also at the heart of school life are our three core values:**



Care



Curiosity



Determination



## Common exception words for Year 1

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 1 (age 6).

the	we	pull
a	no	full
do	go	he
to	so	me
today	by	she
of	my	house
said	here	our
says	there	friend
are	where	school
were	love	put
was	come	push
is	some	you
his	one	your
has	once	they
I	ask	be



## Common exception words for Year 2

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 2 (age 7).

door	everybody	improve
floor	even	sure
poor	great	sugar
because	break	eye
find	steak	could
kind	pretty	should
mind	beautiful	would
behind	after	who
child	fast	whole
children	last	any
wild	past	many
climb	father	clothes
most	class	busy
only	grass	people
both	pass	water
old	plant	again
cold	path	half
gold	bath	money
hold	hour	Mr
told	move	Mrs
every	prove	parents



# 5 WAYS TO WELLBEING

We have achieved our Silver Award from the Carnegie Centre of Excellence for Mental Health and Wellbeing. It means we are able to provide a nurturing environment for the children at our school and are beginning to reach out locally and nationally to share our practice.

1

## GIVE TO OTHERS

Research suggests that acts of giving and kindness can help improve your mental wellbeing by:

- creating positive feelings and a sense of reward
- giving you a feeling of purpose and self-worth
- helping you connect with other people

It could be small acts of kindness towards other people, or larger ones like volunteering in your local community.

2

## LEARN NEW SKILLS

Research shows that learning new skills can also improve your mental wellbeing by:

- boosting self-confidence and raising self-esteem
- helping you to build a sense of purpose
- helping you to connect with others

Even if you feel like you do not have enough time, or you may not need to learn new things, there are lots of different ways to bring learning into your life.

4

## CONNECT WITH OTHERS

Good relationships are important for your mental wellbeing. They can:

- help you to build a sense of belonging and self-worth
- give you an opportunity to share positive experiences
- provide emotional support and allow you to support others

3

## BE PHYSICALLY ACTIVE

Being active is not only great for your physical health and fitness. Evidence also shows it can also improve your mental wellbeing by:

- raising your self-esteem
- helping you to set goals or challenges and achieve them
- causing chemical changes in your brain which can help to positively change your mood

5

## BE PRESENT (MINDFULNESS)

Paying more attention to the present moment can improve your mental wellbeing. This includes your thoughts and feelings, your body and the world around you.

Some people call this awareness "mindfulness". Mindfulness can help you enjoy life more and understand yourself better. It can positively change the way you feel about life and how you approach challenges.



# NHS

# End of Year 2 ?

## MATHS EXPECTATIONS



### Place value

In Year 2, children will be expected to recognise tens and ones in 2-digit numbers (for example 23 has 2 tens and 3 ones) and use these to order numbers to 100. This includes:

- counting in steps of 2, 3, 5 and 10
- using more than ( $>$ ), less than ( $<$ ) and equals ( $=$ ) symbols to compare numbers
- using place value and number facts to solve problems.

### Fractions

In Year 2, children will be expected to be able to recognise and use the fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$  and  $\frac{2}{4}$ . This includes:

- finding fractions of lengths, shapes, sets of objects and quantities
- writing simple fractions, such as  $\frac{1}{2}$  of  $6 = 3$
- recognising that  $\frac{2}{4}$  and  $\frac{1}{2}$  mean the same.

### Measurement

In Year 2, children will be expected to use standard units to measure length, mass (weight), capacity and temperature, compare intervals of time and solve simple problems with money. This includes:

- comparing and ordering measures such as metres (m), centimetres (cm), kilograms (kg), grams (g), degrees Celsius ( $^{\circ}\text{C}$ ), litres (l) and millilitres (ml).

### Statistics

In Year 2, children will begin to record, collate, organise, and compare information using simple ways to present data. This includes:

- interpreting and constructing simple pictograms, tally charts, block diagrams, and tables
- counting objects in categories to sort data
- asking and answering simple questions about data.

### Addition and subtraction

In Year 2, children will be expected to be able to solve addition and subtraction problems using numbers with one and two digits. This includes:

- knowing and using addition and subtraction facts up to 20 and working out related addition and subtraction facts to 100
- adding and subtracting numbers using objects, pictures and drawings, and also solving these problems mentally
- understanding that addition and subtraction have an inverse relationship, i.e. they undo each other, and using this to check their calculations.

### $\times$ and $\div$

In Year 2, children will be expected to use a range of methods to solve multiplication and division problems, including using practical resources and mental methods. This includes:

- knowing and using multiplication and division facts for the 2, 5 and 10 times tables
- recognising and identifying odd and even numbers
- using the symbols  $\times$ ,  $\div$  and  $=$  to record multiplication and division calculations.

### Geometry

In Year 2, children will be expected to be able to compare and sort common 2D and 3D shapes and everyday objects and continue patterns of shapes.

This includes:

- describing 2D shapes including number of sides and lines of symmetry
- describing 3D shapes including number of faces, edges and vertices
- describing turns using clockwise, anti-clockwise and right angles.



# END OF YEAR 2 EXPECTATIONS



## WRITING

- to write about things that have happened to them
- to make up simple stories
- to write about real events
- to write simple poems
- to write non-fiction for different purposes
- to plan their writing by either talking about what they want to write or by writing down key words
- to read their own writing and make changes to it
- to read their writing out loud



## HANDWRITING

- form lowercase letters of the correct size relative to one another; start using some of the diagonal and horizontal strokes needed to join letters; understand which letters, when next to one another, are best left unjoined

## GRAMMAR

- Use capital letters for the start of a sentence and for proper nouns (names of people and places)
- Choose the right punctuation mark at the end of a sentence
- Use conjunctions such as and, but and because, to join clauses
- Spot the four types of sentences: statements, questions, exclamations and commands
- Use the present tense and past tense
- Use the progressive (or continuous)
- Use the suffixes -ness or -er to turn adjectives into nouns
- Write noun phrases
- Use the suffixes -ful or -less to turn nouns into adjectives
- Use the suffixes -er or -est or -ly
- Use commas when writing a list
- Use apostrophes to show when letters are missing
- Use apostrophes to show possession

## SPELLING

- new graphemes to represent the phonemes (sounds) they have already learnt
- to spell words with suffixes including words ending in -ment, -ness, -ful, -less, and -ly
- to use an apostrophe to mark where a letter is missing, for example don't, he'll
- to use an apostrophe to show possession for single nouns
- to spell the Year 2 common exception words (see our list of Common exception words for Year 2)



# END OF YEAR 2

## READING EXPECTATIONS

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 words accurately without overt sounding and blending

Read most common exception words (list will be provided at the start of the academic year) in age-appropriate books

Listen to and talk about a range of stories and texts, understand both the books they can already read themselves and those they listen to and talk about books and poems, taking turns and listening to what others say.

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

