



Welcome to Year 2

Year 2 Teachers:

Mrs Day & Mrs Cooling

Year 2 Teaching Assistants:

Mrs Roberts, Mrs Meakin and Miss
George

Our Curriculum

Following the National Curriculum, the school is able to provide a wide range of activities but places the greatest emphasis on making sure that all children are both literate and numerate by the time they leave our school at age 11. We value these basic skills because they form the building blocks of future learning.

Our Curriculum Intent / Ambition

"The curriculum - taught and untaught - represents the totality of the experience of the child within schooling" Mary Myatt.

The curriculum has been developed to fit the National Curriculum, but also designed so that children see the relevance of the curriculum in the place where they live.

The aim of the DSJ curriculum is that it is progressive in nature; children are given the ability to make links across subject areas to deepen understanding; that it is accessible to all pupils (especially those who are disadvantaged in any way); it is broad, balanced and interesting and gives value to core and non-core subjects alike, so that children leave with a wealth of interests and skills. This is highlighted in our commitment to music, drama and sport.

Mathematics

The National Curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

At Deeping St James, these skills are embedded within Maths lessons and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of appropriate contexts.

For more information on Mathematics please follow the link below:

[Mathematics at DSJ](#)

Mathematics in Year 2

Throughout the year the children will be working on the following key areas:

Number - number and place value, Number - addition and subtraction, Number - multiplication and division, Number - Fractions, Measurement, Geometry - properties of shape and Statistics



In the Year 2 class mathematics lessons will be planned on the specific needs of the children, these plans will be written based on the on-going assessments made by Mrs Day and Mrs Roberts and will be reflected in any learning log tasks. In order to support your child at home to the required standard set out by the government - key aspects of learning for each area are given below:

Number - number and place value

- ♣ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- ♣ recognise the place value of each digit in a two-digit number (tens, ones)
- ♣ identify, represent and estimate numbers using different representations, including the number line
- ♣ compare and order numbers from 0 up to 100; use and = signs
- ♣ read and write numbers to at least 100 in numerals and in words
- ♣ use place value and number facts to solve problems.

Number - addition and subtraction

- ♣ solve problems with addition and subtraction: ♣ using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- ♣ applying their increasing knowledge of mental and written methods
- ♣ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- ♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ♣ a two-digit number and ones ♣ a two-digit number and tens ♣ two two-digit numbers
- ♣ adding three one-digit numbers
- ♣ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- ♣ recognise and use the

inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Number – multiplication and division

♣ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ♣ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs ♣ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot ♣ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Number – Fractions

♣ recognise, find, name and write fractions $\frac{3}{4}$, $\frac{1}{2}$, $\frac{2}{3}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity ♣ write simple fractions for example, $\frac{2}{3}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{3}$ and $\frac{4}{6}$.

Measurement

♣ choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels ♣ compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ ♣ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value ♣ find different combinations of coins that equal the same amounts of money ♣ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change ♣ compare and sequence intervals of time ♣ tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times ♣ know the number of minutes in an hour and the number of hours in a day.



Geometry – properties of shape

♣ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line ♣ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ♣ identify 2-D shapes on the surface of 3-D shapes, [for

example, a circle on a cylinder and a triangle on a pyramid] ♣ compare and sort common 2-D and 3-D shapes and everyday objects.

Statistics

♣ interpret and construct simple pictograms, tally charts, block diagrams and simple tables ♣ ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ♣ ask and answer questions about totalling and comparing categorical data.

Please support your child with the home/school partnership maths tasks and any learning log tasks as and when they are sent home. You may also support your child with any key aspects above as you wish.

English

Writing

Writing, and the progression of writing, is hugely important.

Our aims in the teaching of writing are:

- To value every part of the writing process and to develop our pupils as enthusiastic writers.
- To plan for progression in the teaching and learning of writing using different strategies for giving appropriate support at each stage of the writing process.
- Planning for writing will be based upon the National Curriculum and curriculum guidance for the foundation stage.
- Children will be given as many 'real' reasons for writing as possible, incorporating cross curricular opportunities. Writing will be for a range of purposes and audiences, including books, poetry, captions, lists, recipes, articles, letters, instructions, stories, reports, records, memos, experiments etc. Film and drama will be used to enhance ideas and motivation for writing.



- The content of writing will be valued. Punctuation, handwriting and spelling will be taught and encouraged but will not always dominate marking. Children will be told what the focus of each piece of work is.
- Children will be taught from the early years how to write independently and be shown how to use word books and dictionaries for unknown words. They will be encouraged to attempt words independently on some occasions to assist with creativity.
- Throughout the school children will have opportunities to be involved in the whole writing process of drafting, re-drafting and presentation. During KS1 and 2 children will have shared writing (whole class) and guided writing (small group) sessions within English. Separate time will be given for extended individual writing.
- Children will be taught how to use word processing as a tool for writing, drafting and re-drafting and as an alternative type of presentation.
- Children will be encouraged to improve their writing, considering increasing interest to the reader, using a rich vocabulary and different methods of presentation.
- Topics for writing should be wide and varied, of interest to both genders and to different cultures and backgrounds. Children will be given opportunities to empathise with others through their writing.
- Grammar will be taught in a progressive form utilising stimulus including video clips, pictures and links to class texts with focused learning intentions. Lessons will provide explanations of the grammar concepts, scaffolded AFL whiteboard challenges with independent writing opportunities that provoke the children's creativity and inspire their imaginations.



Spelling and Reading



We aim to provide children with the necessary skills to communicate creatively and imaginatively, therefore enabling them to succeed in the wider world. We recognise the importance of a systematic approach to the teaching of reading and writing throughout the school, including a progressive and engaging high-quality Phonics programme. We follow Little Wandle Letters and Sounds Revised in EYFS and Key Stage 1 to teach phonics and reading skills. From Year 2 we teach Little Wandle Spelling.

For more information on phonics and reading please follow the link below:

[Reading & Phonics at DSJ](#)

English in Year 2

A range of text types for fiction and non-fiction writing will be investigated and utilised during our studies in English.

Spelling

We teach the children to apply their phonic knowledge to segment and sound out words for spelling. Also spelling rules and patterns are explicitly taught. Children are given strategies to learn the tricky year two spellings (and consolidate the year one spelling lists) that often do not follow the usual rules for spelling. We have regular spelling tests and phonics assessments to assess the independent spelling skills of the children.



Handwriting

Formal handwriting is taught at least once per week. This includes learning specific joins, writing in a uniform size and learning how to form capital letters correctly. We link this cursive letter formation to spellings where possible. We aim to have all children using fluent joined cursive handwriting before the end of the school year.



Writing

Our writing links to the class texts and other curriculum subjects such as history or science so that the children write with a purpose. Our class texts, drama and the use of film are key to inspiring the children to write. Children are encouraged to talk about and plan their ideas. This leads to note taking, list writing and writing in paragraphs later in the year. We teach the children the features of different genres; letter writing, diary entries instructions, descriptive poetry, riddles, simple non-fiction reports and writing narrative stories. Key to improving writing is the skill of re-reading and editing. The children are encouraged to read their writing to both teachers and talk partners. They learn how to check their use of punctuation, spellings and how make improvements to vocabulary choices.



Vocabulary, grammar and punctuation

With each English class text and our curriculum topics there are opportunities to widen the children's spoken and written vocabulary. We have word mats and learning walls to display a rich set of vocabulary that the children are taught to use in context. Clear sentence structure and a progressive knowledge of punctuation is key to writing successfully. Children learn to identify and write different types of sentences; statements, questions, exclamations and commands. We learn about word classes and how to make our writing more descriptive using conjunctions, adjectives, adverbs and an

increasingly wider range of exciting verbs. As the year progresses the children are taught spelling and grammar rules such as using prefixes and suffixes and how to write in the present and past tense correctly.

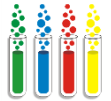
As a school we are determined that every pupil will learn to write: we prioritise writing as a foundation for future learning. We aim to provide children with the necessary skills to communicate creatively and imaginatively, enabling them to succeed in the wider world. Our aim is to encourage children to be independent writers for a range of audiences and purposes across different text types. Pupils will be taught to apply their writing skills across all curriculum subjects and themes, which have been carefully developed around quality, challenging texts. At DSJCP School, we want pupils to be confident writers. Pupils take pride in their learning at DSJCP School; pupils present their work to high standard following the schools handwriting and presentation policy. Pupils also present their ideas orally, being able to elaborate and explain themselves clearly. Pupils make presentations applying their computing skills and participate in debates.

Year 2 - Curriculum

Please see our long-term overview (attached) for the curriculum areas we will be covering each half term.

Surviving in Year 2!!!

The Teacher(s)



We have two class teachers;
Monday to Thursday = Mrs Day
Each Friday = Mrs Cooling

TA's Monday to Friday = Mrs Roberts
One to one support TA = Mrs Meakin
and Miss George.



Teaching in Class 2

The daily maths lessons, English lessons and phonics lessons are taught by Mrs Day on Mondays to Thursdays and by Mrs Cooling on Fridays. Mrs Cooling teaches the class Music, DT and RE. Mrs Day teaches all the remaining foundation subjects and science.

High Expectations

We have three clear classroom promises (rules) that all of the year two children are expected to follow;

Be Kind / Stay safe / Try our best in all that we do.

The children are taught what this looks like in our learning classroom and around our school. We have a number of reward systems that

recognise children who go the extra mile to be a super star within the class. Kindness, being a fabulous team player with manners and thoughtfulness are regarded just as highly as academic progress in our class. We continually encourage and praise children who aim high and push themselves to be the best that they can be to reach their full potential. This determination to achieve is valued and recognised in all areas of the curriculum.

Here are some of our class rewards; Class listening tickets, teacher stickers, visiting another teacher to showcase achievements, sharing achievements in our weekly celebration assembly and notes or messages home to parents. We also have our school star of the week award and class rainbow and star display.

If poor behaviour choices are made staff will address that behaviour quickly and fairly. We talk through consequences which can include a short time out, putting things right with others, if needed, or visiting another teacher. A discussion with parents when relevant is also part of teaching the children how to make improved behaviour choices for next time.



Resilience & Independence

As the children move into year two we expect and teach the children to become increasingly independent and remain 'on task' for longer durations of time. We teach strategies such as how to use word banks for spelling, how to collect and look after resources and how to ignore distractions and concentrate on their own learning. Settling to new learning tasks quickly is key to making the most of learning time.

Reading Records and Books



In class two the children have their home reading book and reading record book at school every day. The books also go back home each day and are changed on a Wednesday.

We expect the children to read at least four times to an adult at home per week and ask that parents make a note of this inside the reading record book. The reading books are kept in group baskets for easy access during the school day. We are very lucky to have adults in school who frequently listen to the children reading their home reading books. Guided reading forms an essential part of our teaching. In small groups the children read the group texts matched closely to their reading ability. For some groups of children these 'Little Wandle' texts are sent home for additional reading with that particular text. Reading skills taught include decoding, expression and developing comprehension skills. These skills are regularly assessed and new more challenging books are given when needed to support and develop reading independence. We really value the development of a good reading habit and strongly encourage reading for pleasure.

Cloakroom

The children all have their own peg for PE kits and coats. We prefer to have no rucksacks please as there is very little room between each peg.

Home/School Partnership & Learning Log Homework

In Year 2 the children follow the Parent/School Partnership for home learning and this sheet can be viewed on the class 2 page of the school website. We encourage parents to take an active interest in helping their child at home.

In addition to this we believe that children increase their potential if they reinforce what they learn in school in their home environment. From time to time your child will be given a homework focus to reinforce/consolidate their learning within the class which is over and above the expectations of the home/school partnership. Home Learning should be posted onto Seesaw for the teacher to mark. Please ask your child's teacher if you require more information about the tasks that are set.

Other Essentials

School Uniform

Our school uniform is smart and attractive and very popular with both children and parents. We have a policy in school not to allow jewellery. No necklaces, rings or earrings to be worn, apart from studs (Not in PE - please see PE Kit section). This is largely a health and safety issue. If your child is to have their ears pierced, please can parents ensure that it is done in a longer school holiday as the children will have to be able to take them out themselves for PE and swimming. Staff are not allowed to do this for them. It is also against school policy for children to have dyed hair or hair styles that are out of the ordinary.

- Grey trousers (girls and boys)
 - Grey skirt or pinafore
- Polo shirt (jade green) with logo
 - Sweatshirt (navy) with logo
 - Cardigan for girls (navy)
- Grey socks/tights (white in summer)
 - Summer blue checked dress
- Smart black shoes - no trainers or boots

PE Kit - The school PE kit is navy shorts, white t-shirt with logo and trainers. Children can wear navy jogging bottoms and jumper in colder weather.

Children are encouraged to bring water bottles into school so they can keep hydrated throughout the school day. Please ensure that your child's bottle is clearly named and only contains water.

Earrings are not permitted in PE and **MUST BE REMOVED BY THE CHILD** in line with 'Safe Practice: in Physical Education, School Sport and Physical Activity'. Please see:

[Safe Practice: in Physical Education, School Sport and Physical Activity](#)

Contact Details

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