



Supporting Transition into Year 2



Welcome to Year 2!

We have an exciting year ahead, filled with incredible learning opportunities, adventures and interesting challenges.

Personal goals will guide our learning and behaviours in Year 2, whilst aiming for a personal best in everything we undertake.

Reading, Writing and Mathematics are key subjects that the children will continue to learn. Through a progressive learning curriculum, the children will develop rich knowledge and understanding in R.E, Science, Geography, History, Art and Design Technology, French, Computing, Music and PE.

Throughout the year, students will hopefully be involved in a variety of activities designed to explore their creativity, resilience and perseverance, and challenge them in new and dynamic ways such as themed learning days and school trips.

It is our priority to ensure that each and every student feels happy, confident and engaged in their learning, so as to reach their full potential both academically and socially. To achieve this we believe that a strong partnership between the teachers, the parents and the students is integral.

It is going to be an exciting year and we are really happy to have you joining us for the journey.



Miss H Russell,

Year 2 Teaching Assistant



Miss R Watson,

Year 2 Teacher

MATHEMATICS IN YEAR 2

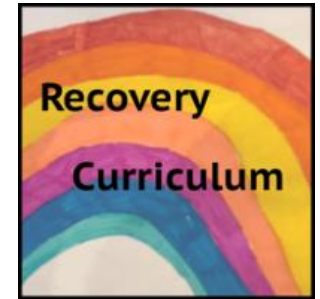
ADDITION & SUBTRACTION	NUMBER & PLACE VALUE	FRACTIONS, DECIMALS & PERCENTAGES	MULTIPLICATION & DIVISION	MEASURES	GEOOMETRY	STATISTICS
<p>I can recall my number bonds to and within 10, and use these to reason and calculate bonds to and within 20, ($4+6=10$ therefore $14+6=20$ etc).</p> <p>I can use + and - facts to 20 fluently and use related facts to 100.</p> <p>I can add and subtract a two-digit number and ones and a two-digit number and tens and demonstrate a method orally, pictorially or using apparatus. (WTS-No Re-grouping)</p> <p>I can add and subtract any two-digit numbers using an efficient strategy, explaining my method orally, in pictures or using apparatus. ($48+35$; $72-17$)</p> <p>I can use + and - to solve simple problems applying increasing knowledge of written and mental strategies.</p>	<p>I can read and write numbers to at least 100 in numerals and words.</p> <p>I can compare and order numbers from 0-100 using the <, > and = sign.</p> <p>I can count in steps of 2, 3, 5 from 0.</p> <p>I can count in tens from any number, forward and backward.</p> <p>I can partition 2-digit numbers into different combination of tens and ones explaining my thinking orally, pictorially or with apparatus.</p> <p>I can use place value and number facts to solve problems.</p>	<p>I can calculate mathematical statements using correct symbols.</p> <p>I can write simple fractions (e.g. half of 6 = 3).</p> <p>I can identify thirds, quarters, halves of a number or shape and know that all parts must be equal parts of the whole.</p> <p>I can count in fractions up to 10, starting from any number on a number line.</p>	<p>I can recall multiplication facts for the 2, 5 and 10 times tables.</p> <p>I can recall division facts for the 2, 5 and 10 times tables.</p> <p>I can use \times and \div to solve simple problems showing understanding of commutativity as necessary.</p>	<p>I can read scales in divisions of ones, twos, fives and tens in a practical situation, number line or graph.</p> <p>I can read the time on the clock to the nearest 15 minutes.</p> <p>I can find different combinations of coins that equal the same amount.</p> <p>I can solve simple problems in a practical context, involving + and - of money, including giving change.</p> <p>I can use standard units to measure length, height, mass, temperature and capacity.</p> <p>I can identify and describe the properties of 2D shapes.</p>	<p>I can identify and describe the properties of 3D shapes.</p> <p>I can identify 2D shapes on the surface of 3D shapes.</p> <p>I can compare and sort 2D and 3D shapes.</p> <p>I can use mathematical vocabulary to describe position, direction and movement including quarter, half and three quarter turns and clockwise and anti-clockwise.</p> <p>I can order and arrange objects in patterns and sequences.</p>	<p>I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p>

ENGLISH IN YEAR 2

GRAMMAR	PUNCTUATION	SPELLING	READING	WRITING
<p>I can use expanded noun phrases to add detail.</p> <p>I can use coordinating conjunctions i.e. 'and' 'or' 'but'. I can use some subordinating conjunctions i.e. 'when' 'if' 'because'.</p> <p>I can use different sentence forms i.e. statement, command, question, exclamation;</p> <p>I can use the present and past tense mostly correctly and consistently.</p> <p>I can use progressive tense to mark actions in progress. E.g. they ran / they were running I painted / I was painting</p>	<p>I can use capital letters correctly in most of my sentences, including proper nouns.</p> <p>I can use full stops correctly in most of my sentences.</p> <p>I can use a question mark when it is needed.</p> <p>I can use an exclamation mark when it is needed.</p>	<p>I can spell some common contraction words correctly.</p> <p>I can spell many Year 1 and 2 key words correctly in my writing.</p> <p>I can use taught spelling rules.</p> <p>I can make phonetically plausible attempts at polysyllabic words, spelling most correctly.</p>	<p>I can sound out most unfamiliar words accurately and quickly.</p> <p>I can confidently decode words with two or more syllables, containing all taught sounds.</p> <p>I can read words that end in -ful, -ness, -ment, -less, -ly, -y.</p> <p>I can read the first 300 common high frequency words.</p> <p>I can read most words in my reading book without overt sounding and blending.</p> <p>I can read fluently enough to understand what I'm reading.</p> <p>I can respond to the punctuation I see in my books.</p> <p>I can explore the meaning of new words through discussion.</p> <p>I can show my understanding of a text by finding, sequencing and summarising key events/information.</p> <p>I can use my own knowledge, as well as words and information from the text, to deepen my understanding.</p> <p>I can check the text makes sense and re-read parts if necessary.</p> <p>I can answer questions and make some inferences.</p> <p>I can explain what has happened so far in what I have read.</p>	<p>I can write simple coherent narratives about real or imaginary experiences.</p> <p>I can write about real events and record them simply and clearly.</p> <p>I can choose adjectives to make my writing interesting.</p> <p>I can use an adverb to add detail/description.</p> <p>I can write upper and lower case letters and digits of the correct size and orientation.</p> <p>I can use appropriate spacing between words.</p> <p>I can correct mistakes in my sentences/writing.</p> <p>I can write for different purposes using my reading</p>

RECOVERY CURRICULUM

Last year in Year 1 you have spent nearly half of your time learning at home. We know that many of you have done a fantastic job and we are thankful for this. Some of this class have been to school as children of key workers but now as we look to return as a class and as a school we must make sure our recovery curriculum helps the children to succeed. They must achieve mental health and well-being before we can tackle the academic world.



At Marton Manor we have put the child's well-being at the centre of our thinking. As we begin to return to school we acknowledge that the children will have had different experiences during this time. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child. Some of you may have experienced this with your own children.

We know that an anxious child is not in a place to learn effectively. So with this in mind, the school has thought about the most effective way to support your child's ability to learn. This approach will encompass and support the academic expectations for your child.

What is it?

Professor Barry Carpenter has developed the Recovery Curriculum, as a response to the losses described above. It is a way for schools to help children come back into school life, acknowledging the experiences the children have had. We want children to be happy, feel safe and able to be engaged in their learning. We have decided that a way to achieve this for the children is to acknowledge the importance of helping them lever back into school life.



LEVERS OF RECOVERY

Lever 1: Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. We will reach out to greet them and use the relationships we build to cushion the discomfort of returning.

Lever 2: Community – we must recognise that curriculum will have been based at home for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

SCHOOL HOURS

Your child should be at school promptly to organise their school bags have a few minutes to greet their friends and prepare themselves for learning.

In Year 2, students participate in learning activities as soon as the school day begins so it is therefore imperative that they are punctual. If children arrive at school after their start time, please ensure that they come to the Main Office to be registered before joining their class. Please remember that punctuality encourages a positive attitude and really helps your child's progress.

All children should be collected by an adult unless you have told the school otherwise.

Start of day			Home time		
N AM	8.30	Front gate (EYFS door)	N AM	11:30	Front gate (EYFS door)
N PM	12:30		N PM	3:30	
Reception	8.40	Front gate (EYFS playground)	Reception	3.05	Front gate (EYFS playground)
Y1	8.45	Front gate (Y1 door)	Y1	3.10	Front gate (Y1 door)
Y2	8.40	KS1 yard (KS1 door)	Y2	3.05	KS1 yard (KS1 door)
Y3	8.50	KS2 yard (KS2 door)	Y3	3.15	KS2 yard (KS2 door)
Y4	8.50	KS1 yard (Y4 door)	Y4	3.15	KS1 yard (Y4 door)
Y5	8.45	KS2 yard (Y5 door)	Y5	3.10	KS2 yard (Y5 door)
Y6	8.40	KS2 yard (KS2 door)	Y6	3.05	KS2 yard (KS2 door)
S.B.	8.50	Front gate (Front entrance)	S.B.	3.15	Front gate (Front entrance)

UNIFORM

Details about the correct school uniform requirements are set out on the school website. Click www.martonmanorprimary.co.uk/school-uniform/

Please remember to label everything including shoes, coats, hats and gloves and show your child where the label is. Shoulder length or longer hair should be tied up and this should be in hair accessories only in the school colours.



PE KIT

Correct uniform must be worn for physical education sessions. Students should bring their P.E. kit at the beginning of each week and take it home at the end of the week for cleaning. Details about the correct school uniform requirements are set out on the school website. Additionally, children are welcome to wear tracksuits, sweatshirts and jogging bottoms when P.E. is taking place outside, especially during late Autumn/ early Spring.

EQUIPMENT

The School provides students with pencils, crayons, books and stationery. Parents are asked to provide: A named school bag which fits on a hook/peg. Students should be encouraged to be responsible for their own belongings and to pack their own school bag. They must bring their reading book to school every day. Please ensure all items are clearly labelled.

COMMUNICATION

We use 4 platforms to communicate with our parent community:

School Website: Our school website contains information regarding important dates, events and special days relating to our school.



School Gateway: This online communication tool can be used to pay for KS2 school dinners or educational visits your child may take part in during their time at Marton Manor.



Social Media: At Marton Manor we use both Twitter and Facebook to regularly update our parents and wider community about special events, trips and experiences that our children receive during their time here.



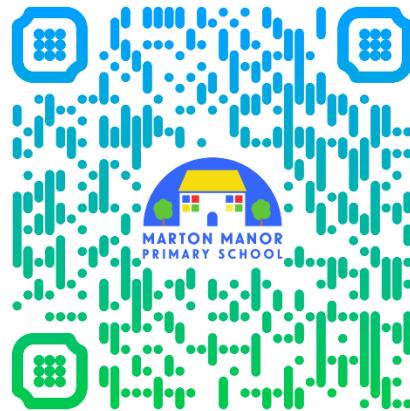
Text Messages: We will send a text message to relay important information about cancellation of clubs, important events and reminders. Make sure the school office have your up to date contact details.

PARENT TEACHER MEETINGS

Parents are encouraged to make appointments with the teachers to discuss any concerns as they arise. In addition to the ongoing contact with class teachers that we encourage, we have a number of formalised times for parents and teachers to discuss progress and set targets.

There are two parents' evenings throughout the year. A written report will also be sent to parents during the Summer term.

Should you have any concerns, do not hesitate to contact your child's class teacher to make an appointment at a convenient time. mryear2@martonmanorprimary.co.uk



Please complete the survey to give us some important feedback on your experience with the home learning we have provided during lockdown. Click the link below or scan the QR Code above.

<https://www.surveymonkey.co.uk/r/KHR3WKF>