

Year 2 Autumn Newsletter

Hello from Mrs Beetlestone and Mrs Bull!

Welcome to Year 2!

We hope you all had a lovely summer break and are ready for the year ahead. We are excited to be working with you all this year.

Timetable

Here is a copy of our class timetable for the first half of the Autumn Term. **Mrs Beetlestone** will be your teacher on Monday, Tuesday and Wednesday with **Mrs Bull** teaching on Thursday and Friday.

Maths and English (including phonics) will be taught daily, with wider curriculum subjects covered across the week as detailed in the timetable.

Teacher PPA cover will be provided for by **Mrs Allen** on Monday and Thursday afternoons.

8.40-9.00	9.20	9.30-10.30	10.45-12.00	1.00-2.00	2.10-3.00
Regular & morning task Workshop (Zoom)	Phonics New Learning	Maths	Phonics Retrieval	English	Humanities (Reading Recommended) PE PPA/ HLTA Cover
Regular & morning task Workshop (Class)	Phonics New Learning	Maths	Phonics Retrieval	English	Science
Regular & morning task Workshop (Class)	Phonics New Learning	Maths	Phonics Retrieval	English	RE
Regular & morning task Workshop (Whole School)	Phonics New Learning	Maths	Phonics Retrieval	English	Maths Skills PPA/ HLTA Cover PE
Regular & morning task Workshop (Zoom Celebration)	Phonics New Learning	Maths	Phonics Retrieval	English	Wider Curriculum Art/ DT

Some of the topics we will cover this term!

Maths: Place Value,
Addition and Subtraction

English: Arabian Nights
(Simple and Compound sentences)

Science: The Human Body

Wider Curriculum- **Art:** Colour and Shape

DT: Moving Pictures

Humanities: **Geography:** Spatial Sense.

P.E.

P.E. will take place on **Monday and Thursday afternoons** and will be taught by Mrs Allen and Mrs Bull respectively. Suitable kit will be required for both indoor and outdoor sport. For safety reasons, any earrings should also be removed on these days, as staff are unable to assist children with this. We also advise that kit should remain in school for the duration of the week, in preparation for any sudden changes to our timetable.

Spelling, Reading and homework

Children are expected to practice their reading at home regularly, by reading aloud to an adult. Books will be checked in school and changed once the children are confident with the text.

Spelling homework will be sent out on **Monday** with a spelling progress check taking place, on Monday the following week.

Spellings will feature sounds learned previously in our phonics sessions and can be practiced in a variety of different ways.

Children will also be given login details to enable them to access **Complete Maths Tutor** at home. Home learning tailored to your child's needs will be accessible via this platform and awards given for those participating in home learning.

End of Year expectations

Please find attached a copy of the assessment framework for KS1. This gives an overview of how children's attainment is assessed in each area. Your child will need to meet all of the criteria outlined in order to be seen to have achieved the expected standard for Year 2, and for the end of Key Stage. Please feel free to use this as a tool to help support your child in their learning.

If you have any concerns or queries, please do not hesitate to contact us via the school office or by email at: lbeetlestone@anthonycurton.norfolk.sch.uk sbull@anthonycurton.norfolk.sch.uk

Maths:

E1	read scales* in divisions of ones, twos, fives and tens The scale can be in the form of a number line, a practical situation or a graph axis.
E2	partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
E3	add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
E4	recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
E5	• recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
E6	identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
E7	use different coins to make the same amount
E8	read the time on a clock to the nearest 15 minutes
E9	name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry

Reading:

E1	read accurately most words of two or more syllables
E2	read most words containing common suffixes*
E3	read most common exception words.*
	In age-appropriate ¹ books, the pupil can:
E4	read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. <i>Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.</i>
E5	sound out most unfamiliar words accurately, without undue hesitation
	In a book that they can already read fluently, the pupil can:
E6	check it makes sense to them, correcting any inaccurate reading
E7	answer questions and make some inferences
E8	explain what has happened so far in what they have read.

Writing:

E1	write simple, coherent narratives about personal experiences and those of others (real or fictional)
E2	write about real events, recording these simply and clearly
E3a	demarcate most sentences in their writing with capital letters and full stops
E3b	Use question marks correctly when required
E4	Use present and past tense mostly correctly and consistently
E5a	Use co-ordination (e.g. or / and / but)
E5b	Use some subordination (e.g. when / if / that / because) to join clauses
E6	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
E7	Spell many common exception words*
E8	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
E9	Use spacing between words that reflects the size of the letters.