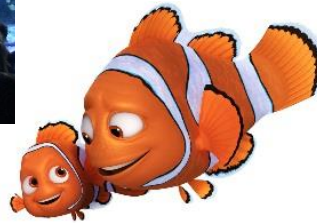




# High Green Primary School

*Welcome to Y2*  
**2016**



# Important information for parents and carers

## Times of School Day

The school day begins at 8.55am.

A bell will sound at 8.50am. This is the signal for the children to line up ready for the start of the day. A member of staff from their class will collect them from the playground.

The school day ends at 3.15pm.

*Please remember:*

Parents/carers should inform school before 9.30am the reason for absence. If no reason is given, the absence will be recorded as unexplained.

*No* holidays during term time will be authorised unless exceptional circumstances can be evidenced. Fines will be issued. For further advice, please contact school.

A copy of the full attendance policy can be viewed on the school website under the 'Our School' tab.

## School Dinners

Every child in Reception, Y1 and Y2 will be provided with a free school meal. They will be asked each morning to select a meal of their choice. If you are worried that your child will not eat what is offered, you may also send a packed lunch.

# HOW MANY DAYS DOES YOUR CHILD ATTEND SCHOOL?

There are 190 days in a school year which leaves 175 days to spend on family time, shopping, appointments and other things.



190 days = 100%

*Very best chance of success*

180 days = 95%

*Off to a wobbly start!*



171 days = 90%

*Less chance of success*



161 = 85%

*Harder to make progress*



152 days = 80%

*Very worrying*



143 days = 75%

*Very best chance of failure*



*Attendance below 97% will be closely monitored by school.*

*Attendance below 93% will be closely monitored by school and the LA, through MAST (Multi Agency Support Team)*

*Attendance below 90% is considered to be persistent absence and may be subject to prosecution.*

# School Term Dates - 2017/2018

## Autumn Half Term 1

- Term starts: Monday 4<sup>th</sup> September 2017 until Friday 27<sup>th</sup> October 2017.
- INSET DAYS: Monday 4<sup>th</sup> September
- Half Term holiday: Monday 30<sup>th</sup> October 2017 until Friday 3<sup>rd</sup> November 2017

## Autumn Half Term 2

- Term starts: Monday 6<sup>th</sup> November 2017 until Friday 22<sup>nd</sup> December 2017.
- INSET DAYS: Thursday 21<sup>st</sup> and Friday 22<sup>nd</sup> December
- Christmas Holiday: Monday 25<sup>th</sup> December 2017 until Friday 5<sup>th</sup> January 2018.

## Spring Half Term 1

- Term starts: Monday 8<sup>th</sup> January 2018 until Friday 16<sup>th</sup> February 2018
- Half Term holiday: Monday 19<sup>th</sup> February 2018 until Friday 23<sup>rd</sup> February 2018

## Spring Half Term 2

- Term starts: Monday 26<sup>th</sup> February 2018 until Thursday 29<sup>th</sup> March 2018
- Easter Holiday: Friday 30<sup>th</sup> March 2018 until Friday 13<sup>th</sup> April 2018

## Summer Half Term 1

- Term starts: Monday 16<sup>th</sup> April 2018 until Friday 25<sup>th</sup> May 2018
- May Day Holiday: Monday 7<sup>th</sup> May 2018
- Spring Bank Holiday: Monday 28<sup>th</sup> May 2018 until Friday 1<sup>st</sup> June 2018

## Summer Half Term 2

- Term starts: Monday 4<sup>th</sup> June 2018 until Tuesday 24<sup>th</sup> July 2018
- INSET DAYS: Monday 23<sup>rd</sup> and Tuesday 24<sup>th</sup> July

Holiday dates for 2018/2019 can be found on the Sheffield City Council website at <https://www.sheffield.gov.uk/education/our-schools/terms-and-holidays.html>

# The Journey to School

We want all children travelling to our school to be safe, no matter how they travel. We would encourage as many as possible to walk to school. This helps reduce traffic congestion on Wortley Road, as well as encouraging children to exercise.



Children should only cross Wortley Road with the School Crossing patrol or a responsible adult.

If parents bring children to school by car, they should not park on the yellow zigzags, block private drive ways or cause an obstruction for other road users.

The lives of the children and other road users could be endangered.

Wortley Road is a busy and dangerous road. It is classified as a Level Three Road; one of the highest classifications used in Cycling Proficiency. Our children will have the opportunity, during upper Key Stage Two, to train up to Level Two. As a result, we do not advise children to come to school on bikes or scooter unsupervised. We also do not encourage children to be allowed to walk home on their own, until they are in Upper Key Stage Two (Y5/6). This is based on research which shows that children under the age of ten, do not have an accurate perception of speed and distance.

We would also ask waiting parents to supervise children at all times in the playground at the beginning or end of the school day. Please do not allow them to climb on the walls, play football, run around the mobile classrooms or endanger themselves or others in any way. If children do come to school on bikes or scooters, we request that these are not ridden in the school grounds. This is to prevent injury to any other children, during busy periods.

Thank you.

# Clothing and Equipment Essentials

*All items of clothing and personal equipment should be marked with your child's name.*

## School Uniform

*Black, navy blue or dark grey trousers/skirts/pinafores*

*White or red polo shirts.*

*Red fleece/jumpers/cardigans.*

## Footwear

*Black.*

*Children should come to school wearing flat, sensible shoes. If it is raining or snowing, they should bring a change of shoes for inside school. In the summer months children can wear white trainers.*

## PE Kit

*White T-shirt*

*Black shorts*

*Trainers or plimsolls*

## Jewellery

*For health and safety reasons jewellery is not allowed. Children can wear a watch and a pair of small stud earrings. These have to be removed by the child for PE and Swimming.*

*The School Uniform is compulsory.*

*It helps to reduce incidents of bullying and helps all children to fit in and feel part of our community.*

*Uniform carrying the school logo can be purchased from the school office.*

# Water - the best option!



## Why does the body need water?

- ✓ Water is one of the body's most essential nutrients.
- ✓ Water accounts for up to 75% of body weight.
- ✓ Water keeps body temperature constant at about 37.c.
- ✓ Water transports nutrients and oxygen to all cells and carries waste products away.
- ✓ Water helps maintain blood volume, and it helps to lubricate joints and body tissues such as those in the mouth, eyes and nose.

## Why should we choose water?

- ✓ The fluoride in tap water helps children develop strong teeth and bones.
- ✓ Other drinks are high in sugar and can lead to dental problems and obesity.
  - Fruit juice is high in sugar and calories, just like fruit drinks, flavoured mineral water, energy drinks and soft drinks. For example, a 250ml cup of apple juice or cola contains up to six teaspoons of sugar. Just one can of soft drink per day means you're adding 18 kilos of sugar to your diet each year!
  - Researchers found that children aged between 4 and 12 years who drank 500ml or more of fruit juice or cordial per day were twice as likely to be overweight or obese as children who consumed none.
- ✓ Water is sugar free, caffeine free and calorie free!

## How much should we drink per day?

- ✓ 5 to 8 year olds - 1 litre
- ✓ 9 to 12 year olds - 1.5 litres
- ✓ 13+ years - 2 litres

*This is only a guide. We should drink more on a hot day or if we have been exercising. We don't often feel thirsty when our bodies need fluid, so it's a good idea to drink water regularly throughout the day.*

## How can I get my child to drink water?

- ✓ Be a role model.
- ✓ Add fruit pieces or fresh fruit juice to chilled water (melon, lemon, orange etc.)
- ✓ Explain & educate
- ✓ Talk to us and let's work together.



Our school policy is for all children to have access to and drink **WATER** throughout the day. Children will be encouraged to eat fruit at break and dinner times. We will educate, encourage and support children in helping them to make healthier choices for themselves.

# Teaching & Learning in Y2

## PHONICS - Glossary

**Phoneme** - The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.

**Grapheme** - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.

**GPC** - This is short for **Grapheme Phoneme Correspondence**. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

**Digraph** - A grapheme containing two letters that makes just one sound (phoneme).

**Trigraph** - A grapheme containing three letters that makes just one sound (phoneme).

**Oral Blending**- This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.

**Blending**- This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.

**Oral Segmenting**- This is the act hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.

**Segmenting** - This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.

## L & S - Letters and Sounds

**Phase** - The development of Phonics is broken down into six phases. Children will continue to embed knowledge and understanding of Phase 5 and 6 during KS2.



## Cursive Script - Why and how?

Research shows that there are a number of key advantages to this system:

- ✓ By making each letter in one movement, children's hands develop a 'physical memory' of it, making it easier to produce the correct shape.
- ✓ Because letters and words flow from left to right, children are less likely to reverse letters which are typically difficult (like b/d or p/q).
- ✓ There is a clearer distinction between capital letters and lower case.
- ✓ The continuous flow of writing ultimately improves speed and spelling.
- ✓ Learning to write in cursive is shown to improve brain development in the areas of thinking, language and working memory. Cursive handwriting stimulates brain synapses and synchronicity between the left and right hemispheres, something absent from printing and typing.
- ✓ The physical act of writing in cursive leads to increased comprehension and participation.

a b c d e f g h i j k l  
m n o p q r s t u v w  
x y z

abcdefghijklmnopqrstuvwxyz

# Spelling – work for year 2

## Revision of work from Year One.

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

| Statutory requirements  | Rules and guidance   | Example words   |
|---|--|---|
| The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y | The letter j is never used for the /dʒ/ sound at the end of English words.<br>At the end of a word, the /dʒ/ sound is spelt <b>-dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).<br>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as <b>-ge</b> at the end of a word.<br>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u. | badge, edge, bridge, dodge, fudge<br><br>age, huge, change, charge, bulge, village<br><br>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust |
| The /s/ sound spelt c before e, i and y   |  | race, ice, cell, city, fancy  |
| The /n/ sound spelt kn and (less often) gn at the beginning of words.   | The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.   | knock, know, knee, gnat, gnaw   |
| The /r/ sound spelt wr at the beginning of words  | This spelling probably also reflects an old pronunciation.   | write, written, wrote, wrong, wrap  |
| The /l/ or /əl/ sound spelt -le at the end of words   | The <b>-le</b> spelling is the most common spelling for this sound at the end of words.  | table, apple, bottle, little, middle  |
| The /l/ or /əl/ sound spelt -el at the end of words   | The <b>-el</b> spelling is much less common than <b>-le</b> .<br>The <b>-el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .  | camel, tunnel, squirrel, travel, towel, tinsel  |
| The /l/ or /əl/ sound spelt -al at the end of words   | Not many nouns end in <b>-al</b> , but many adjectives do.   | metal, pedal, capital, hospital, animal   |
| Words ending -il  | There are not many of these words.   | pencil, fossil, nostril   |
| The /aɪ/ sound spelt -y at the end of words   | This is by far the most common spelling for this sound at the end of words.  | cry, fly, dry, try, reply, July   |
| Adding -es to nouns and verbs ending in -y  | The <b>y</b> is changed to <b>i</b> before <b>-es</b> is added.  | flies, tries, replies, copies, babies, carries  |
| Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it                                 | The <b>y</b> is changed to <b>i</b> before <b>-ed</b> , <b>-er</b> and <b>-est</b> are added, but not before <b>-ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .   | copied, copier, happier, happiest, cried, replied<br>... <b>but</b> copying, crying, replying   |
| Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it                       | The <b>-e</b> at the end of the root word is dropped before <b>-ing</b> , <b>-ed</b> , <b>-er</b> , <b>-est</b> , <b>-y</b> or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .   | hiking, hiked, hiker, nicer, nicest, shiny  |

|   |  |   |
|---|--|---|
| Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter | The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short').<br><b>Exception:</b> The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .  | patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny  |
| The /ɔ:/ sound spelt a before l and ll  | The sound ('or') is usually spelt as <b>a</b> before <b>l</b> and <b>ll</b> . /ɔ:/   | all, ball, call, walk, talk, always   |
| The /ʌ/ sound spelt o   |  | other, mother, brother, nothing, Monday   |
| The /i:/ sound spelt –ey  | The plural of these words is formed by the addition of <b>–s</b> ( <i>donkeys, monkeys, etc.</i> ).  | key, donkey, monkey, chimney, valley  |
| The /ɒ/ sound spelt a after w and qu  | <b>a</b> is the most common spelling for the /ɒ/ ('hot') sound after <b>w</b> and <b>qu</b> .  | want, watch, wander, quantity, squash   |
| The /ɜ:/ sound spelt or after w   | There are not many of these words.   | word, work, worm, world, worth  |
| The /ɔ:/ sound spelt ar after w   | There are not many of these words.   | war, warm, towards  |
| The /ɜ/ sound spelt s   |  | television, treasure, usual   |
| The suffixes –ment, –ness, –ful, –less and –ly  | If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.<br><b>Exceptions:</b><br>(1) <i>argument</i><br>(2) root words ending in <b>–y</b> with a consonant before it but only if the root word has more than one syllable.   | enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly<br><br>merriment, happiness, plentiful, penniless, happily  |
| Contractions  | In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't – cannot</i> ).<br><i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.   | can't, didn't, hasn't, couldn't, it's, I'll   |
| The possessive apostrophe (singular nouns)  |  | Megan's, Ravi's, the girl's, the child's, the man's   |
| Words ending in –tion   |  | station, fiction, motion, national, section   |
| Homophones and near-homophones  | It is important to know the difference in meaning between homophones.  | there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight  |
| Common exception words  | Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in <i>cat</i> .<br><i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</b> .<br><b>Note:</b> 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'. | door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. |

## Y2 READING OBJECTIVES

| OBJECTIVES*  | END OF YEAR EXPECTATIONS  |
|--|---|
| Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent  | Pupil can read fluently, decoding is secure: e.g. Pupil can, without undue hesitation, read text at Phase 6 L&S   |
| Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes  | Pupil can automatically and accurately blend alternative sounds for graphemes: e.g. know alternative phonemes for /er/: ir as in girl, ur as in turn  |
| Read accurately words of two or more syllables that contain the same graphemes as above  | Pupil can, accurately, identify syllables within a word containing alternative sounds for graphemes. They can usually combine them to read a word: e.g. unicorn, gingerbread, handkerchief. |
| Read words containing common suffixes  | Pupil can read words with almost all common suffixes: e.g. enjoyment, sadness, careful, hopeless, badly.  |
| Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word  | Pupil can read almost all common exception words noting unusual correspondences: e.g. mind, pretty, prove, would, whole   |
| Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered  | Pupil can read most familiar words without undue hesitation and without overt sounding and blending.  |
| <b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b>   |   |
| ...listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. | Pupil can listen to, discuss and express views about a wider range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. |
| ...becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales   | Pupil can independently and accurately recount the main events in a wide range of age-appropriate stories, fairy stories and traditional tales.   |
| ...recognising simple recurring literary language in stories and poetry  | Pupil can usually recognise simple recurring literary language in stories and poetry: e.g. 'I'll huff and I'll puff', question and answer patterns in poems, refrains.                      |

|  |   |
|--|---|
| ...continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | Pupil has repertoire of poems (approx. 10) and can recite some, with intonation to make the meaning clear.  |
| ...discussing and clarifying the meanings of words, linking new meanings to known vocabulary   | Pupil can discuss and clarify meanings of words usually linking new meanings to known vocabulary: e.g. <i>painkiller, blackberry, invisible.</i>  |
| ...discussing the sequence of events in books and how items of information are related   | Pupil can usually discuss the order of events in books and explain how items of information are related.  |
| ... discussing their favourite words and phrases   | Pupil can discuss their favourite words and phrases and give reasons for their choice: e.g. <i>'I like the word 'magical' because it means the story might have spells and wizards in it!'</i>  |
| ... being introduced to non-fiction books that are structured in different ways  | Pupil can explain how non-fiction books are used, they can independently identify key features and use these to help them find information: e.g. <i>facts, photographs, diagrams, labels, index, heading.</i>   |
| <b>Understand both the books that they can already read accurately and fluently and those that they listen to by:</b>  |   |
| ...drawing on what they already know or on background information and vocabulary provided by the teacher   | Pupil can demonstrate their understanding by drawing unprompted on what they already know or on background information and vocabulary provided by the teacher.  |
| ...checking that the text makes sense to them as they read and correcting inaccurate reading   | Pupil can monitor their reading, checking that words they have decoded make sense and fit in with what they have already read and self-correct: e.g. <i>child reads 'Hansel let the crumbs drop from his hands to make a tail ...' self-corrects 'tail' to 'trail'.</i>                                   |
| ...making inferences on the basis of what is being said and done   | Pupil can usually draw inferences based on what is being said and done: e.g. <i>Great Aunt Al offers to pay for Sophie to have riding lessons so she must be a generous person. She might even pay for a pony!</i>  |
| ... answering and asking questions   | Pupil can usually modify their inferences by answering and asking questions.  |
| ... predicting what might happen on the basis of what has been read so far   | Pupil can usually predict what might happen with responses linked closely to the story characters, plot and language read so far: e.g. <i>I think Sophie is going to get all mucky because she gets too close to the animals and nobody will want to sit next to her on the bus going back to school.</i> |
| Participate in discussion about books, poems and other works   | Pupil can contribute ideas and thoughts to discussion, remember significant events/key  |

|  |   |
|--|---|
| that are read to them and those that they can read for themselves, taking turns and listening to what others say                                   | information and usually follow the agreed rules for effective discussion without support working in a group of 4-6: e.g. able to comment on preferences and offer plausible reasons for these.  |
| Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | Pupil can explain and discuss their understanding of what has been read, acted out or listened to: e.g. 'The three little pigs were scared when the wolf knocked on the door because they hid under the table and cuddled together to be safe'. |

## Y2 WRITING OBJECTIVES

| OBJECTIVES*   | END OF YEAR EXPECTATIONS  |
|---|---|
| <b>Spell by:</b>  |   |
| ... distinguishing between homophones and near-homophones   | Pupil can usually distinguish between, and correctly spell, homophones and near-homophones: e.g. there/their/they're, here/hear, quite/quiet, see/sea, bare/bear  |
| ... learning the possessive apostrophe (singular): e.g. the girl's book   | Pupil can usually place the possessive apostrophe accurately in singular nouns: e.g. Megan's, Ravi's, the girl's, the child's, the man's  |
| ... learning to spell more words with contracted forms  | Pupil can usually place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full: e.g. can't - cannot, didn't - did not, hasn't - has not, couldn't - could not, it's - it is. I'll - I will   |
| Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly  | Pupil can usually correctly apply the suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant (see left) and to exception words ending in -y: e.g. merriment, happiness, plentiful, penniless, happily  |
| Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far                | Pupil can usually remember and write a dictated sentence that include words using the GPCs and common exception words taught so far, spelling most of them correctly and applying phonic knowledge and punctuation accurately: e.g. The farmer had eight sheep, two dogs and four children. |
| Form lower-case letters of the correct size relative to one another   | Pupil can correctly form most lower-case letters as outlined in the school's handwriting policy, showing some consistency and control over their size. Presentation is neat.  |
| Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined | Pupil can sit correctly at a table, hold a pencil with correct grip and correctly form and join some letters in accordance with the school's writing policy.  |

|   |   |
|---|---|
| Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters | Pupil can form most capital letters, digits and lower-case letters showing good control over the orientation and size.  |
| Use spacing between words that reflects the size of the letters   | Pupil can usually leave appropriately sized spaces between words: e.g. <i>knows to leave room for own lower-case letter a between words.</i>  |
| <b>Develop positive attitudes towards and stamina for writing by:</b>   |   |
| ...writing narratives about personal experiences and those of others (real and fictional)                                   | Pupil can write a narrative about personal experiences and that of others sustaining sufficient features of the given form, such as the correct choice of, and consistent use of, present/past tense including progressive forms of verbs: e.g. <i>It was my birthday last week. I went to the zoo with Ben, Kyle, Sam and Oli. We saw...</i>                   |
| ... writing about real events   | Pupil can write about real events sustaining sufficient features of the given form: e.g. <i>correct choice of, and consistent use of, present/past tense including progressive forms of verbs.</i>  |
| ... writing poetry  | Pupil can organise writing to reflect the chosen form, some basic layout conventions are used with a variety of words chosen for effect based on the structure of known poems: e.g. <i>write in four-line stanzas, selecting some rhyming words.</i>  |
| ... writing for different purposes  | Pupil can write simple narratives, simple poems and simple recounts of real events for different purposes; some evidence of writing stamina.  |
| <b>Consider what they are going to write before beginning by:</b>   |   |
| ... planning or saying out loud what they are going to write about  | Pupil can usually say or record in writing or pictorially their ideas for writing: e.g. <i>draw or explain a simple story map or story plan.</i>  |
| ... encapsulating what they want to say, sentence by sentence   | Pupil can usually compose and orally rehearse what they want to say, sentence by sentence: e.g. <i>compose sentence orally and use phonic knowledge to segment to spell words, write letters/words using agreed handwriting style.</i>  |
| ... writing down ideas and/or key words, including new vocabulary   | Pupil can, independently, write down some ideas, key words and new vocabulary and use them to improve their own writing: e.g. <i>on mini whiteboards, pupils 'magpie' some powerful 'wow' words or ideas heard in the whole class introduction or main teaching session to use in their own writing.</i>  |
| <b>Make simple additions, revisions and corrections to their own writing by:</b>  |   |
| ...evaluating their writing with the teacher and other pupils   | Pupil can, with the teacher and making reference to success criteria, reflect on what they have written, making suggestions for improvement: e.g. <i>after reading through the success criteria again with the teacher, pupil realises that they did not number their instructional sentences. They amend this by rechecking the order and adding numerals.</i> |

|  |  |
|--|--|
| <p>... re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p>  | <p>Pupil can reread their writing to check it makes sense and knows how to correct errors in the use of verbs, including in the continuous form: e.g. pupil originally writes 'I sitted under the tree and eated my sandwich at lunchtime.' After checking, pupil amends 'sitting' to sat, 'eated' to ate.</p>   |
| <p>... proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</p>  | <p>Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught grammar, spelling patterns and punctuation items: e.g. That's an exclamation because she's shouting for help so you need to use an exclamation mark instead of a full stop; I forgot to double the p of stop when I added -ing to make stopping, so I'll correct that; You wrote 'The wave knocked her over,' so that must have been a big strong wave! You could improve it by writing 'The huge, rushing wave knocked her over.'</p> |
| <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>   | <p>Pupil can read their writing aloud with expression to make the meaning clear.</p>   |
| <p><b>Learn how to use:</b></p>  |  |
| <p>...expanded noun phrases to describe and specify: e.g. the blue butterfly</p>   | <p>Pupil can usually use expanded noun phrases to describe and specify: e.g. the blue butterfly, plain flour, the man on the moon.</p>   |
| <p>...subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>   | <p>Pupil can, with some consistency, correctly use subordination and coordination: e.g. You need to pack your coat because it is going to rain later. Remember to take your packed lunch and don't forget your backpack</p>  |
| <p>... sentences with different forms: statement, question, exclamation, command</p>   | <p>Pupil can correctly structure statements, questions, exclamation sentences and commands: e.g. The colourful butterfly flew from flower to flower; Where do clouds come from?; Beware...whirlwinds can kill!; Sift the flour and mix into the other ingredients.</p>   |
| <p>... the present and past tenses correctly and consistently including the progressive form</p>   | <p>Pupil can consistently make the correct choice in use of present and past tense including the use of the progressive form of verbs in the present and past tense: e.g. Pupil writes 'She is drumming, she drummed, she was drumming.'</p>   |
| <p>... some features of written Standard English</p>   | <p>Pupil can, with some consistency, correctly use features of standard written English: e.g. Pupil consciously uses spelling, grammar and punctuation. They use these grammatical terms to discuss their own writing: 'My spelling is better in the middle of the story but I keep forgetting to use a capital letter for Wednesday.'</p>   |
| <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</p> | <p>Pupil confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil can deploy apostrophes accurately for contractions and to show possession.</p>   |



## Y2 MATHS OBJECTIVES

| OBJECTIVES*   | END OF YEAR EXPECTATIONS  |
|---|---|
| <b>NUMBER</b>   |   |
| Count in tens from any number, forward and backward   | Example - the pupil can count up in tens from 43.   |
| Identify ten more or ten less than any given number   | Example - the pupil can identify the numbers 96 and 116 as being ten less and ten more than 106.  |
| Count in steps of 2, 3, and 5 from 0, forward and backward  | The pupil can continue the sequence 3, 6, 9 ... to determine whether the number 41 is in it.  |
| Recognise the place value of each digit in a two-digit number   | The pupil can count out the number of counters represented by any two-digit number.   |
| Read and write numbers to at least 100 in numerals and words  | The pupil can form a two-digit number from two digit cards and write it in words.   |
| Identify, represent and estimate numbers to 100 using different representations, including the number line, and partitioning in different ways                | The pupil can partition 54 as $50 + 4$ and $40 + 14$ and $52 + 2$ , showing these on a number line and using concrete objects.  |
| Compare and order numbers from 0 up to 100; use $<$ , $>$ and $=$ signs   | The pupil can order the numbers 13, 31, 3 and 30 and place the correct sign ( $<$ , $>$ or $=$ ) in statements such as between 34 and 17 and between 45 and $34 + 11$ .                       |
| Solve number problems with number facts and place value from the Year 2 curriculum (+)  | The pupil can solve problems such as 'I have two cards. One shows the digit 4 and the other shows the digit 8. What is the largest two-digit number I can make by putting them side by side?' |
| Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot                                    | The pupil can demonstrate that $8 + 2$ is the same as $2 + 8$ but that $8 - 2$ is not the same as $2 - 8$ , using appropriate images or manipulatives.  |
| Understand that sum and difference indicate addition and subtraction respectively   | The pupil can interpret 'sum' as implying addition and 'difference' as implying subtraction.  |
| Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot                                   | The pupil can demonstrate that $8 \times 2$ is the same as $2 \times 8$ but that $8 \div 2$ is not the same as $2 \div 8$ , using appropriate images or manipulatives.                        |
| Use a variety of language to describe multiplication and division   | The pupil can associate the language of grouping and sharing with division, and of combining equal groups and 'lots of' for multiplication.   |
| Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers and adding three one-digit numbers | The pupil can correctly answer questions such as $3 + 5 + 2$ , $27 + 12$ and $65 - 29$ with no jottings.  |
| Use addition and subtraction facts to 20 and derive related facts up to 100   | The pupil can deduce that $20 + 70 = 90$ and $42 + 37 = 79$ from $2 + 7 = 9$ .  |

|  |  |
|--|--|
| Calculate mentally using multiplication and division facts for the 2, 5 and 10 multiplication tables   | The pupil can recognise even numbers and recognise the 10 multiplication table as even multiples of 5. They also work out $40 \div 5 = 8$ from $8 \times 5 = 40$ .   |
| 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 | The pupil can solve problems such as 'Jane's mother is 32 years older than her. Jane is 6 years old. How old is her mother?'   |
| Use the inverse relationship between addition and subtraction to solve missing number problems   | The pupil can solve problems such as $15 = ? - 12$ using addition.   |
| Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts  | The pupil can solve problems such as 'Jon goes to the shop and buys five packs of apples. There are four apples in each pack. how many apples does he buy?'  |
| Recall addition and subtraction facts to 20 fluently, deriving related facts to 100  | The pupil can solve missing number problems such as $5 + ? = 20$ and $17 = 8 + ?$ .  |
| Recall multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers   | The pupil can recall or deduce $5 \times 7 = 35$ , $35 \div 5 = 7$ and $35 \div 7 = 5$ to solve problems.  |
| Record addition and subtraction in columns using an expanded format involving partitioning   | The pupil can partition $27 + 12$ to $20 + 7 + 10 + 2$ in a vertical arrangement to get $30 + 9 = 39$ .  |
| Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs                            | The pupil can solve missing number problems such as $45 \div ? = 9$ and $2 \times ? = 24$ , and use counters or other manipulatives to demonstrate the number sentence $2 \times 5 = 10$ and $10 \div 2 = 5$ . |
| Check subtraction calculations using addition calculations by adding in a different order  | The pupil can check their answer to $47 - 10 = 37$ by working out $37 + 10$ to give 47. The pupil can check their answer to $5 + 8 + 2$ by working out $8 + 2 + 5$   |
| Recognise, find, name and write fractions $1/3$ and $1/4$ of a length, shape, set of objects or quantity   | The pupil can identify three equal parts of a rectangle and know that each of them represents $1/3$ .  |
| Recognise, find, name and write fractions $2/4$ and $3/4$ of a length, shape, set of objects or quantity   | The pupil can identify four equal parts of a rectangle and know that two of them represent $2/4$ and three of them represent $3/4$ .   |
| Recognise the equivalence of $2/4$ and $1/2$   | The pupil can count in steps of $1/4$ , saying half rather than $2/4$ and $1 \frac{1}{2}$ instead of $6/4$ .   |
| Write simple fractions   | The pupil can work out $1/2$ of $8 = 4$ and $1/3$ of $6 = 2$ using manipulatives or images as appropriate.   |

## MEASUREMENT

|   |   |
|---|---|
| Compare and sequence intervals of time  | The pupil can work out the time between 'five past' and '20 past' an hour and know that it is shorter than from 'quarter to' until 'ten past' an hour.  |
| Know the number of minutes in an hour and the number of hours in a day  | The pupil can work out that half an hour is 30 minutes and knows that two times 12 hours is one day because there are 24 hours in a day.  |
| Recognise and use symbols for pounds (£) and pence (p)  | The pupil can assemble the coins to match an amount of money written using £ and p and describe an amount of money in writing using £ and p.  |
| Compare and order measurements and record the results using $>$ , $<$ and $=$ as well as simple multiples   | The pupil can select from a set of measurements pairs of measurements that satisfy conditions such as 'is less than', 'is greater than', 'is the same as' and 'is twice' and record them using symbols where appropriate. |
| 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  | The pupil can tell when it is ten past two and twenty to two, interpreting the homophones of 'to' correctly. The pupil can draw the hands on a clock face to show quarter past three or quarter to eleven.                |
| Record the time on an analogue clock in words   | The pupil can record the time as 'quarter past three'.  |
| Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels | The pupil can select centimetres to measure the length of a pencil and read from the scale on a watering can that it contains 15 litres of water.   |
| Calculate time intervals and develop a sense of the length of different units of time   | The pupil can make sensible estimates of time intervals such as 'I will spend ten minutes eating my lunch' and know that ten seconds is too short and ten hours is much too long.   |
| Combine amounts of money to make a particular value including different combinations of coins that equal the same amount of money   | The pupil can solve problems such as 'It costs £1 to park a car for two hours. Show all the ways you can make up £1 using six coins'.   |
| Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change  | The pupil can solve problems such as 'I buy a pencil for 20p and a ruler for 45p. What change do I get from £1?'  |
| Solve problems involving comparing measures of length, mass and capacity/volume   | The pupil can compare the capacity of two jugs saying 'One holds twice as much as the other'.   |

## GEOMETRY

|  |  |
|--|--|
| Draw lines and shapes using a straight edge  | The pupil can copy a simple shape or draw one according to instructions given.   |
| Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]    | The pupil can sort 3-D shapes into a Carroll diagram according to the 2-D shapes that are faces of that 3-D shape.   |
| Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]    | The pupil can sort 2-D shapes according to whether they have a curved edge or whether they have more than three corners, and 3-D shapes according to how many faces they have. |
| Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line | The pupil can identify that a rectangle has line symmetry but a triangle may not have line symmetry.   |
| Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces                  | The pupil can state that a triangular prism has five faces, nine edges and six vertices.   |
| Use mathematical vocabulary to describe position   | The pupil can choose an object in the classroom and describe where it is using mathematical vocabulary.  |
| Order and arrange combinations of mathematical objects in patterns and sequences                                       | The pupil can arrange a selection of shapes such as squares, triangles, circles and rectangles into a pattern, using different orientations.                                   |
| Use mathematical vocabulary to describe movement, including movement in a straight line                                | The pupil can arrange a selection of shapes such as squares, triangles, circles and rectangles into a pattern, using different orientations.                                   |

## STATISTICS

|   |  |
|---|--|
| Interpret data from simple pictograms, tally charts, block diagrams and simple tables                                     | The pupil can answer questions such as 'How many people had school lunch on Tuesday?' from an appropriate tally chart, table or pictogram. |
| Present data in simple tables, simple pictograms, tally charts and block diagrams   | The pupil can construct a tally chart and a pictogram to show how many children are in each class in the school.                           |
| Ask and answer questions about totalling and comparing categorical data   | The pupil can use appropriate data to solve problems such as 'How many more people choose blue than yellow as their favourite colour?'     |
| Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity | The pupil can solve problems such as 'Which category has the most objects in it?'  |

## Y2 SCIENCE

| Key Skills  | Objective  | End of Year Expectations   |
|---|--|--|
| <b>BIOLOGY</b>  |  |  |
| Habitats provide living things with what they need                        | Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other | Explain how, for a named animal or plant, it gets what it needs from its habitat and other living things that are there. |
|   | Identify and name a variety of plants and animals in their habitats, including micro habitats  | Identify a range of living things in habitats of various sizes.  |
|   | Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food   | Construct a simple food chain and identify what is eating what.  |
|   | Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy   | Explore and identify what plants need to thrive.   |
| Life exists in a variety of forms and goes through cycles - Plants        | Observe and describe how seeds and bulbs grow into mature plants   | Describe stages of development of a full grown plant.  |
| Life exists in a variety of forms and goes through cycles - Animals       | Notice that animals, including humans, have offspring which grow into adults   | Describe the relationship between adult animals and their offspring.   |
|   | Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)   | Identify human's basic needs.  |
| The human body has a number of systems, each with its own function        | Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene   | Describe the importance of a healthy diet and exercise.  |
| <b>CHEMISTRY</b>  |  |  |
| Materials have physical properties which can be investigated and compared | Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching  | Describe changes achieved by applying forces in different directions.  |
| The physical properties of materials determine their uses                 | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses   | Select and justify a material for a particular use.  |

## WORKING SCIENTIFICALLY

### Planning Investigations

|                            |  |   |
|----------------------------|--|---|
| Pupils can ask questions   | Ask simple questions                                       | Pupil can ask simple questions that can be tested, e.g. about the local environment and how organisms depend on each other. |
| Pupils can plan an enquiry | Recognise that questions can be answered in different ways | Pupil can suggest different ways of answering a question, e.g. testing the suitability of materials for different purposes. |

### Conducting Experiments

|   |   |   |
|---|---|---|
| Pupils can use equipment to take measurements | Observe closely, using simple equipment | Pupil can examine carefully, e.g. using a hand lens.  |
|   | Perform simple tests                    | Pupil can conduct simple tests, e.g. setting up comparative tests to show that plants need water and light. |

### Recording evidence

|   |  |  |
|---|--|--|
| Pupils record work with diagrams and label them | Record and communicate their findings in a range of ways and begin to use simple scientific language | Pupil can, with assistance, draw and label diagrams, e.g. recording plants changing over time, starting from seed or bulb. |
|---|--|--|

### Reporting findings

|  |                       |   |
|--|-----------------------|---|
| Pupils process findings to develop conclusions and identify causal relationships | Identify and classify | Pupil can identify and group key outcomes from enquiry, e.g. describing conditions in different habitats and how these affect the numbers and types of organisms. |
|--|-----------------------|---|

### Conclusions and predictions

|                             |  |   |
|-----------------------------|--|---|
| Pupils can analyse data     | Gather and record data to help answer questions                  | Pupil can collect data relevant to the answering of questions, e.g. seeing how the shapes of some materials can be changed.                                       |
| Pupils can draw conclusions | Use their observations and ideas to suggest answers to questions | Pupil can answer enquiry questions using data and ideas, e.g. to help decide how the properties of certain materials make them suitable for certain applications. |

\*Assessments made against these objectives will be reported to parents via Classroom Monitor.

There are six stages of development throughout each year; ENTERING, ENTERING+, DEVELOPING, DEVELOPING+, MASTERY and EXCEEDING.

The age related expectations for the end of the year are MASTERY. This shows that your child has met most or all of the objectives in Reading, Writing, Maths and Science.

# Skills, Knowledge and understanding Foundation Subjects - Y2

## HISTORY

### HISTORICAL STUDY

1. Identify old and new from pictures
2. Use stories as sources for answering questions about the past
3. Observe and handle artefacts, and use this to ask and answer questions
4. Ask further questions about what they have heard or seen
5. Interpret the past through role play - e.g. hot seating
6. Use the internet for research

### HISTORICAL KNOWLEDGE AND AWARENESS

7. Develop a simple awareness of the past
8. Tell stories from the past
9. Recognise a past and a present in their own and other people's lives
10. Identify some things from their own past
11. Identify some differences between past and present
12. Know some of the main events and people studied in a topic
13. Show some understanding of aspects of the past beyond living memory
14. Guess what objects from the past were used for, using evidence to support answers
15. Understand that some events of the past affect people's lives today

### CHRONOLOGY AND CHANGE

1. Sort events or objects into groups
2. Use some dates on a time line
3. Use simple words and phrases to describe the past - after, before, between
4. Understand about time passing through birthdays
5. Arrange objects in order of their age
6. Begin to use very simple time lines to order some recent events
7. Begin to understand BC and AD

Find out about the life and works of an inspirational person from recent or past history.

## ART AND CRAFT

### EXPLORING AND DEVELOPING

1. Communicate ideas and meanings very simply
2. Investigate pattern and shape in the environment
3. Explore ideas and collect information in a sketch book
4. Reproduce from memory, observation or imagination
5. Identify different ways to express ideas

### USING MATERIALS

6. Use a range of materials / processes to show ideas / meanings
7. Select the best materials for the job
8. Create collage with range of materials and textures

### CONTROL AND EXPERTISE

9. Use a range of pens, pencils, pastels and charcoal
10. Make a variety of lines, using different sizes and thicknesses
11. Mix secondary colours to make a wide range of new colours
12. Use shading to create different effects

### EVALUATING

13. Talk about their work and explain it
14. Describe what they think or feel about their own and others' work
15. Think of ways to adapt and improve own work
16. Begin to use ways to improve work Explore ideas and change what they have done to give a better result

Find out about the life and works of a famous artist/sculptor from recent or past history.

|                  |   |
|------------------|---|
| <b>MUSIC</b>     | <p><b>COMPOSING</b></p> <ol style="list-style-type: none"> <li>1. Create short melodic patterns and rhythmic phrases</li> <li>2. Recognise and explore how sounds can be made and changed</li> <li>3. Choose sounds to represent different things in different ways</li> <li>4. Make sequences of sounds and combine sounds for different purposes</li> <li>5. Show some imagination in the use of sound</li> <li>6. Create simple accompaniments</li> </ol> <p><b>LISTENING</b></p> <ol style="list-style-type: none"> <li>1. Identify simple repeated rhythmic patterns</li> <li>2. Listen to simple elements of music</li> <li>3. Verbally recall what they have heard with simple vocabulary - loud, soft, high, low</li> <li>4. Begin to say what they like and dislike</li> </ol> <p><b>PERFORMING</b></p> <ol style="list-style-type: none"> <li>1. Follow simple verbal instructions</li> <li>2. Beat out short rhythms and repeat short rhythmic patterns</li> <li>3. Repeat short rhythmic phrases from memory</li> <li>4. Perform simple accompaniments and simple rhythmic parts</li> <li>5. Keep to a steady pulse</li> <li>6. Begin to understand tempo, rhythm and tone</li> <li>7. Use their voice in different ways</li> <li>8. Sing simple songs from memory</li> <li>9. Imitate changes in pitch</li> <li>10. Sing songs with more accurate pitch</li> <li>11. Maintain a simple part in a round</li> </ol> <p>Find out about the life and works of a famous musician/composer from recent or past history.</p>          |
| <b>GEOGRAPHY</b> | <p><b>GEOGRAPHICAL STUDY and FIELD WORK</b></p> <ol style="list-style-type: none"> <li>1. Ask simple geographical questions</li> <li>2. Take and use digital photographs</li> <li>3. Make detailed sketches whilst on field work and/or</li> <li>4. draw labelled diagrams - woodland</li> <li>5. Discuss changes in weather and seasons from a chart</li> <li>6. Use tally charts and simple tables to collect information</li> </ol> <p><b>MAPS</b></p> <ol style="list-style-type: none"> <li>1. Identify features on a map</li> <li>2. Know the main aspects of the British Isles using maps</li> <li>3. Draw simple maps and plans, sometimes with keys</li> <li>4. Make a plan of the classroom</li> <li>5. Mark some locations on a map of UK - our town, our school visit, my holiday</li> <li>6. Identify the main regions of the world - continents, equator, tropics</li> <li>7. Begin to use concepts of NSEW</li> </ol> <p><b>KNOWLEDGE AND UNDERSTANDING</b></p> <ol style="list-style-type: none"> <li>1. Recognise characteristic physical and human features of places - built up, noisy, busy</li> <li>2. Identify parts of some physical features - e.g. coast</li> <li>3. Understand similarities and differences in places</li> <li>4. Use aerial photographs to identify land use and other geographical features</li> <li>5. Know that places are linked by paths or roads</li> <li>6. Express views about local area and environment</li> <li>7. Use vocabulary of size to classify - hamlet, town, city</li> </ol> |



|                            |   |
|----------------------------|---|
| <b>DESIGN TECHNOLOGY</b>   | <p><b>DESIGN AND DEVELOP</b></p> <ol style="list-style-type: none"> <li>1. Generate ideas, and plan what to do next, using their experience of materials and components</li> <li>2. Use their knowledge of some working characteristics of materials when designing</li> <li>3. Use wheels, slides and levers in plans</li> <li>4. Use plans to show how to put their ideas into practice</li> <li>5. Say how the product will be useful to the user</li> <li>6. Draw pictures with labels, with some text</li> </ol> <p><b>MAKING</b></p> <ol style="list-style-type: none"> <li>1. Begin to select tools for folding, joining, rolling</li> <li>2. Measure out and cut fabric</li> <li>3. Use a simple template for cutting out</li> <li>4. Practice skills before using them</li> <li>5. Use simple finishing techniques</li> <li>6. Select tools and techniques appropriate to the job</li> <li>7. Follow basic safety rules</li> <li>8. Understand and use the terms ingredient and component</li> <li>9. Use simple scales or balances</li> <li>10. Understand main rules of food hygiene</li> </ol> <p><b>PRODUCT AND EVALUATION</b></p> <ol style="list-style-type: none"> <li>1. Talk about how moving objects work</li> <li>2. Describe how a commercial product works</li> <li>3. Use like and dislike when evaluating or describing</li> <li>4. Explain why some products are useful</li> <li>5. Use digital photography to present design or finished work</li> <li>6. Recognise what they have done well and talk about what could be improved</li> <li>7. Seek out the views and judgements of others</li> <li>8. Predict how changes will improve the finished product</li> </ol> <p>Find out about the life and works of a famous inventor from recent or past history and the impact their work has had on society.</p> |
| <b>RELIGIOUS EDUCATION</b> | <p><b>Know about &amp; Understand</b></p> <ol style="list-style-type: none"> <li>1. I can recall and name different beliefs and practices, and am beginning to be able to explain some reasons behind them.</li> <li>2. I can retell and suggest meanings to some religious and moral stories and recognise the communities from which they come.</li> <li>3. I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</li> </ol> <p><b>Express and Communicate</b></p> <ol style="list-style-type: none"> <li>1. I can ask and respond to questions about what communities do, and why.</li> <li>2. I can recount different ways of expressing identity and belonging and can respond sensitively.</li> <li>3. I can notice and respond sensitively to some similarities between different religions and world views.</li> </ol> <p><b>Gain and deploy skills</b></p> <ol style="list-style-type: none"> <li>1. I can explore questions about belonging, meaning and truth and can express my own ideas and opinions in response using words, music, art or poetry.</li> <li>2. I can find out about and respond with ideas to examples of co-operation between people who are different.</li> <li>3. I can find out about questions of right and wrong and begin to express their ideas and opinions in response.</li> </ol>   |

**NETWORK AND INTERNET**

1. Children explore a range of age-appropriate digital resources.
2. Children to know that not everything they find online is accurate.
3. Know that some websites contain advertisements (often embedded) and learn how to ignore them.
4. Children know the difference between communicating via email and online in a discussion forum
5. Children contribute to a class discussion forum.

**USING ICT**

1. Understand the importance of ICT
2. Recognise different ways of using ICT and decide which to use
3. Take digital photos
4. Use shape tools to draw
5. Use the space bar
6. Store documents into a folder and retrieve them
7. Use clip art to add and resize a picture
8. Use shortcuts to insert objects and delete them
9. Make a simple slide show
10. Develop awareness of relevant e-Safety issues and understand that personal information is unique to them.
11. Identify characteristics of people who are worthy of their trust and know that not everyone they meet online is automatically trustworthy.
12. Children understand that personal information is unique to them and should not be shared without a teacher or parent's permission.
13. Children know that not everything they encounter on the internet is true.
14. Children are able to send suitable and purposeful emails, developing awareness of appropriate language to use.
15. Children know that passwords help to keep information safe and secure and that they should not be shared

**MAKING THINGS HAPPEN**

1. Understand how to make something move
2. Give a single instruction to make something happen
3. Explain what has happened when using ICT for control
4. Predict what might happen when controlling
5. Move and control a programmable toy
6. Children use the internet purposefully to answer specific questions.
1. Children are aware of the different forms of online communication (email, forums, instant messaging and social networking sites) and find out about their associated risks.

|                                 |   |
|---------------------------------|---|
| <b>PHYSICAL EDUCATION</b>       | <p><b>GYMNASTICS AND DANCE</b></p> <ol style="list-style-type: none"> <li>1. Explore, copy, and repeat simple skills and actions Remember and repeat simple sequences in dance or gym</li> <li>2. Copy and remember actions in a sequence</li> <li>3. Begin to move with increasing control and care</li> <li>4. Make a short dance sequence by putting some movements together</li> <li>5. Begin to use rhythm in dance</li> <li>6. Make simple moves with increasing control and co ordination</li> </ol> <p><b>PLAYING GAMES</b></p> <ol style="list-style-type: none"> <li>7. Kick and throw a ball, not always with accuracy</li> <li>8. Understand the importance of stopping a ball in different ways</li> <li>9. Begin to be able to work with a partner</li> <li>10. Start to link skills and actions within simple games</li> <li>11. Begin to understand some concepts of game e.g. opponent, team mate</li> <li>12. Begin to show some understanding of simple tactics</li> </ol> <p><b>EVALUATING AND IMPROVING</b></p> <ol style="list-style-type: none"> <li>13. Talk about what they are doing and describe the work of others</li> <li>14. Suggest ways to improve own and others work</li> <li>15. See how their work is similar to and different from other children</li> <li>16. Understand the importance of being active</li> <li>17. Talk about how to exercise safely and how their bodies feel during an activity</li> </ol> |
| <b>SPEAKING &amp; LISTENING</b> | <ol style="list-style-type: none"> <li>1. Explain ideas and concepts, showing understanding and comprehension</li> <li>2. Discuss word meanings, linking new meanings to those already known</li> <li>3. Classify and describe out loud, using key information</li> <li>4. Begin to discuss concepts, explaining key facts to summarise and using subject specific vocabulary</li> <li>5. Select the information they want to use in any discussion or debate</li> <li>6. Begin to paraphrase</li> <li>7. Restate known facts, and express opinions</li> <li>8. Illustrate points with examples, and give well-structured descriptions</li> </ol>   |

# HOMWORK POLICY

## Aims

- ❖ to encourage independent learning
- ❖ to consolidate prior learning
- ❖ to raise self-esteem of children
- ❖ to raise individual achievements
- ❖ to further involve parents and families in the learning of their child and to forge active partnerships with parents
- ❖ to educate children about, and encourage lifelong learning

## The Homework Programme

Your child will be expected to read for approximately 10 - 15 minutes every day.

They are also expected to practice spellings and basic number work, e.g. - times tables and number bonds, on a daily basis.

Each week, to support their learning, younger children may be given 1, and older children 1 or 2 pieces of homework in addition to the above.

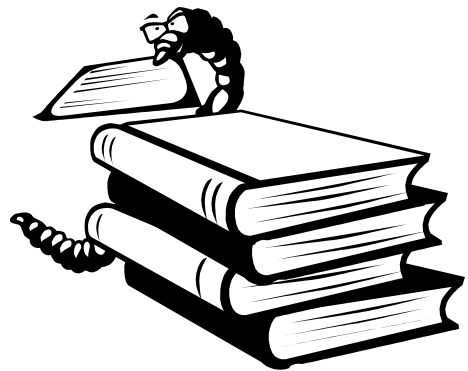
To encourage imagination and creativity, children will be given a selection of options each half term for homework. This will form the basis of a longer term project and be linked to the current topic.

*Children who are supported at home on a regular basis do make much better progress.*

## Daily Spelling Homework

Encourage your child to:

- ❖ look at each word in turn
- ❖ try to remember how to spell each word in turn
- ❖ cover up the word
- ❖ have a go at writing the word
- ❖ check



# Daily Reading Homework



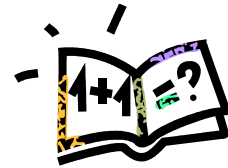
For fluent readers, ask your child:

- ❖ What is the story about?
- ❖ Who is your favourite character and why?
- ❖ What do you think will happen and why?
- ❖ Are there any unusual or difficult words? What do they mean? Why has the author chosen them?

For less fluent readers:

- ❖ Sit close to your child
- ❖ Share a favourite or familiar book (an easy book is fine; we want them to enjoy it!)
- ❖ If they get stuck, ask them to read the other words in the sentence and think about the meaning of the whole sentence.
- ❖ Encourage them to break the word down and sound it out.
- ❖ Talk about the book afterwards; what was their favourite part? Why?
- ❖ Praise them!

# Daily Mathematics Homework



Encourage your child to:

- ❖ Learn their tables
- ❖ Practice mental addition & subtraction
- ❖ Practice mental multiplication & division
- ❖ Learn facts related to measures (weight, time, length, capacity)

*The world is full of maths.*

Encourage your child to learn maths at a practical level and help them to see how maths is part of everyday life.

- ❖ Let them check change when shopping
  - ❖ Bake together
  - ❖ Check the weights on food packets, tins - add some together
  - ❖ Teach them to tell the time - analogue, digital and 24 hour
  - ❖ Encourage them to read timetables
- ❖ Ask questions - How long before a particular programme begins or ends? What time is the next bus? How long will the journey be? How long before we reach our destination? How many days/hours/minutes to your birthday?

### **A People Place**

If this is not a place where tears are understood,  
Where do I go to cry?  
If this is not a place where my spirits can take wing,  
Where do I go to fly?  
If this is not a place where my questions can be asked,  
Where do I go to seek?  
If this is not a place where my feelings can be heard,  
Where do I go to speak?  
If this is not a place where you'll accept me as I am,  
Where can I go to be?  
If this is not a place where I can try to learn and grow,  
Where can I be just me?

William J. Crocker

*We hope that will be that HGPS place for your child;*

*A place where fears are understood  
And friends are there to care.  
Where hopes and dreams take flight  
And everyone is keen to share.  
Where questions deepen learning  
And awe and wonder grow.  
Where feelings are heard and respected  
And love is always on show.  
Where everyone is special  
And unique in every way.  
Where children love coming to school  
And treasure every day.*

*We hope your journey with us this year will be a rewarding one, filled with many treasured memories of your child growing up. We value this partnership and hope to work together to help your child achieve success.*

*If you have any queries or comments, at any time, please do not hesitate to contact school or speak to your child's teacher.*