



**Templemoor  
Infant and  
Nursery School  
Parent Handbook  
Year Two**

## Welcome

Welcome to the Autumn term in Year Two. We hope you had a great summer and are looking forward to the exciting learning opportunities we have planned for this half term.

We hope that by working together we can make this year a very happy and productive one for your child. We aim to offer interesting and challenging activities and experiences and to ensure that your child makes the best possible progress with their learning.

## The Year Two Team



Mrs Campbell



Mrs Brown



Mrs Wynne



Mrs Butler



Mrs Buckley



Mr Bowers

## The Year Two Classrooms



## Usual School Day in Key Stage One

- 8.50am Classroom doors are open
- 8:55am School starts
- 9:05am - 9:35am Phonics/Reading/ Comprehension/Spelling
- 9.40am - 10:40am Maths or English activities
- 10:40am - 10:55am Break time
- 10:55 - 12:00 - Maths or English activities
- 12.00pm - 12:15pm Break time/Guided Reading
- 12:15pm - 1:15pm Lunchtime
- 1:15pm - 3:15pm Afternoon sessions are usually used for our Imaginative Learning Project, Science, PE, Religion and PSHE
- 2:50-3:10pm Story
- 3.15pm School finishes

## Year Two Homework

	Reading	Spellings/Mental Maths	Weekly Maths/English Homework	Imaginative Learning Project
Activity	<p>Reading with your child every day if possible.</p> <p>Sharing stories at bedtime with your child.</p>	<p>Spellings will be given out on a Friday and tested on the following Friday.</p> <p>Mental Maths Tests will also take place on Fridays.</p>	<p>Homework will alternate between Maths or English. This is based on work completed in class.</p> <p>This will be handed out each Friday to be completed and returned by the following Friday. We usually use Mathletics for Maths Homework.</p>	<p>Half termly links. Please bring in any ILP work to show your child's teacher and their classmates.</p>

## General Information

- Children will continue to receive a piece of fruit or vegetables each day for a healthy snack. They have this at morning playtime with milk or water.
- Children are encouraged to bring in their own named water bottles every day. Your child will need to bring the bottle home every day to be refilled.
- Please ensure that your child has their book bag in school every day. We know that children love to attach key rings to their book bags. Please keep this to a maximum of three small ones so they can still fit in their trays!
- Please keep PE kits in school and take them home at half term to wash.
- It is essential that we have your up to date contact details. If any of your details change please inform the office immediately.
- Please ensure that all uniform is fully labelled.

## Unicef Rights Respecting Award

We are very proud to announce that we have been awarded the Silver Rights Respecting School Award by Unicef UK. The Rights Respecting School Award is granted to schools that show commitment to promoting and realising children's rights and encouraging adults, children and young people to respect the rights of others in school. We are excited to be continuing our Rights Respecting work this year. The first article we will be working on is Article 12.

"Every child has a right to be able to give their opinion when adults are making a decision that will affect them."



## **SATs**

In Year 2 children take the key stage 1 (KS1) national curriculum tests, also known as SATs, in May. Your child's teacher will use the results of these tests, along with evidence they have seen in the classroom, to make a judgement about their progress and attainment. This overall picture is called a teacher assessment judgement. Your child's teacher will report their teacher assessment judgements to you at the end of the summer term. You'll receive judgements for your child in:

- English reading
- English writing
- Maths
- Science

We will be holding an SATS evening for parents in the Spring term.

## **Special Events**

### **Spotlight**

In Year 2 children are given the opportunity to give a short talk or presentation about something that they are interested in. Children can choose what to talk about and often choose things such as their favourite hobby, clubs that they attend or a recent holiday that they have been on. This is often a highlight of the week and children love listening to and learning from their classmates. Further details to follow!

### **We are Adventurers**

Year 2 children are taking part in We are Adventurers on Wednesday afternoons. During these fantastic sessions we will be focussing on our ILP work Muck, Mess and Mixtures as well as developing skills such as communication and listening, problem solving, risk assessment and team work. We are Adventurers' leaders are Forest School practitioners and qualified in delivering outdoor sessions. School will provide outdoor coats and wellington boots or your child may bring his/her own boots into school on a Wednesday.

### **Ukulele**

We are learning to play the ukulele this term. Please bring ukuleles in on a Tuesday. Look out for a forthcoming concert date!

## Reading



Reading is a great strength of Templemoor and this is mainly due to the excellent partnership between parents and school. Our aim is to encourage and develop a **lifelong love of books and reading** in our young learners.

A child's journey to become a reader starts with him/her listening to stories and sharing books. This is an invaluable way of showing that books are there to be enjoyed, as well as building children's vocabulary. Through the sharing books parents are modelling the reading process and showing children enjoyment and learning that can be found from reading.

Once children begin to learn to read, parents should hear them read, but also continue to devote time to reading to them so that children will experience a wide range of books and enjoy that precious time with you.

### **How are children taught to read at school?**

Children are taught to read at Templemoor in a range of different ways:

- Daily phonics, reading and comprehension lessons
- weekly guided reading sessions with his/her class teacher (this is when children work in a small group with other children of a similar reading ability and read and discuss stories, poems and information texts)
- whole class shared reading of big books
- listening to class stories and poems

Children are regularly assessed in phonics, reading and comprehension to ensure that all children are making progress and that texts and activities are well matched to each child's ability.

### **Reading Books**

Children are sent home with different reading books each week. These books are colour banded; each band contains a range of titles, texts and publishers to give your child a variety of stories and information books to read. Children are placed in book bands for reading based on regular teacher assessments. Children can choose 2 - 4 books from the relevant colour band each week, supported by a teaching assistant. The number of books chosen depends on the child, length of text and/or the ability of text. Please discuss with your child how many books she/he would like

to read each week and make a note in the reading record. Please remember it is not a race to get through the reading scheme and we do ask that you read the books more than once to develop fluency, confidence and an understanding of the text. It is also important to discuss the story, characters and plot and make predictions about what will happen next. Most importantly we want children to enjoy reading and develop a love of books. If your child is tired or reluctant to read perhaps read to him/her instead or try reading a sentence or a page each. Remember little and often is better than one long session.

### **Reading Records**

Reading Records enable us to further monitor which books children take home. We ask that you sign your child's reading record when your child has read and that you record the titles of any other books that your child is reading, for example library books or any books from home. The reading record is solely intended for use as a record of which books your child has read. Teachers will not be writing/responding to comments in the reading record. If you have any concerns or questions regarding your child's reading please speak to his/her class teacher.

### **Libraries**

In addition to reading books, each class has a well-stocked library of fiction and non-fiction books that children are encouraged to use to develop their love of reading. Each class has a recording system which the children are trained to use. Children can bring home books that they wish to read themselves or that they would like an adult to read to them. Children can change their books as often as they like, during playtimes or afterschool with parents. Children can also change their library books during Afterschool Club from a selection of library books in the hall. We also have a very well stocked non-fiction reference library (outside Mr Hodgson's office) for use in school. Children use these books to support their learning in the classroom.

### **ERIC**

**ERIC** is an acronym for **E**veryone **R**eading **I**n **C**lass.

Every child in Year Two has an **ERIC** book which they can choose from our class library or home. This is a fantastic opportunity for our children to use their reading skills that they have learnt and develop a love of reading. Children love ERIC time and we can often hear them discussing stories, characters or recommending books to friends!

## **Suggested Reading Questions**

Below are some examples of questions you could ask your child when reading. Perhaps just select a couple of different questions each time.

### **Enjoy** (*Reading for pleasure & enjoyment*)

- Did you choose this book? Why?
- What did you like about the text? Why? What did you dislike about the text? Why?
- Would you read the book again? Why? Why not?
- What will you read next?
- What books do you like to read?
- Do you have a favourite book that you like to read?
- Is this a new book that you haven't read before? Do you know anything about it already?
- Do you enjoy reading?
- What do you read at school? What book are you reading for ERIC time?
- Who is your favourite author?
- Which books have you enjoyed that we have read together? Why have you enjoyed them?

### **Decode** (*Word reading and decoding skills*)

- What do you do if you are stuck on a word?
- Where do you start reading the word? Where do you look first?
- When you blend those sounds together, what word does it say? Can you tell me the word?
- Are there any clues in the word?
- Does it look like any other words you know?
- Can the pictures help you?
- Do you know what the word means or can you work out what it means (in this sentence)?
- What other word could the author have used that means the same sort of thing?
- Does the sentence make sense with that word?

## **Retrieve**

Which....? What....? How...? Where...? When...? Why...? Who...?

- Give one example of \_\_\_\_\_
- Which character \_\_\_\_\_ ?
- Where / when does \_\_\_\_\_ take place?
- What did \_\_\_\_\_ look like?
- How did \_\_\_\_\_ feel? Why?
- Who was \_\_\_\_\_?
- Where did \_\_\_\_\_ live?
- Who are the characters in the book?
- Who is the narrator?
- Where in the book would you find \_\_\_\_\_?
- What happened in the story?

## **Sequence** *(Identify and explain the sequence of events in texts)*

- Which of these events happened first?
- What happened after \_\_\_\_\_?
- What happened before \_\_\_\_\_ ?
- Which of these events happened last?
- Use three sentences to describe the beginning, middle and end of this text

## **Infer** *(Make inferences from the text)*

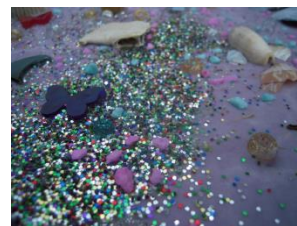
- Why do you think \_\_\_\_\_?
- How do you know that \_\_\_\_\_?
- When do you think that \_\_\_\_\_?
- How can you tell that \_\_\_\_\_?
- True or False \_\_\_\_\_?
- Why did \_\_\_\_\_?
- How do you feel about \_\_\_\_\_?
- Can you explain why \_\_\_\_\_?
- How does \_\_\_\_\_ feel?

**Predict** (*Predict what might happen on the basis of what has been read so far*)

- What do you think will happen next?
- What do you think would happen if \_\_\_\_\_?
- What do you think will happen to \_\_\_\_\_? Why do you think this?
- Where do you think \_\_\_\_\_?
- Can you think of another story, which has similar themes, e.g. good vs bad?  
Do you think this story will end in the same way?
- How is \_\_\_\_\_ like someone you know or another character in the book? Do you think they will act in the same way?



## **Muck, Mess and Mixtures**



### **Imaginative Learning Projects**

Here at Templemoor Infant and Nursery School we provide a creative curriculum based around the Cornerstones Curriculum, a nationally recognised approach for delivering outstanding learning opportunities for children.

### **What is the Cornerstones Curriculum?**

The [Cornerstones Curriculum](#) is a creative and thematic approach to learning that is mapped to the 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Our curriculum will be delivered through [Imaginative Learning Projects \(ILPs\)](#) which will provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum will provide lots of learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

### **How it Works?**

Children will progress through four stages of learning in each Individual Learning Project - Engage, Develop, Innovate and Express.

### **Engage**

During the Engage Stage you will see children:

- taking an active part in memorable first hand experiences
- beginning to research about their new theme using a range of sources
- asking their own enquiry questions
- talking about and exploring new ideas
- developing spoken language skills in different situations and with a range of people
- taking part in sensory activities
- identifying possibilities for learning

## **Develop**

During the Develop Stage you will see children:

- delving more deeply into a theme
- developing an understanding of new concepts and skills
- acquiring new knowledge
- practising and mastering new skills
- making links between subjects across the curriculum
- re-visiting previously learned skills
- composing, exploring, making, doing, building and investigating
- using transferable skills in different subjects and contexts
- reading and writing for different purposes and audiences
- finding answers to their own questions and those asked by others
- following pathways of enquiry based on their own interests
- explaining and describing their learning and understanding.

## **Innovate**

During the Innovate Stage you will see children:

- working in pairs, groups, as a whole class and independently
- applying skill, knowledge and understanding to real life and imaginary contexts
- solving problems and resolving situations
- using their thinking skills to explore possibilities
- building their self-esteem and confidence
- reflecting upon and identifying their own needs, skills and understanding
- producing artwork, design and technology projects, drama, stories, books or ICT projects.

## **Express**

During the Express Stage you will see children:

- performing, presenting and becoming the experts
- evaluating finished products, processes and progress
- linking what they have learnt to starting points or initial observations
- reflecting on their own learning
- sharing their achievements with parents, classmates, the community and beyond
- celebrating their achievements.

The long term curriculum plan for Year Two can be found on our website  
[templemoorinfants.co.uk](http://templemoorinfants.co.uk)

## Handwriting Expectations in Year 2

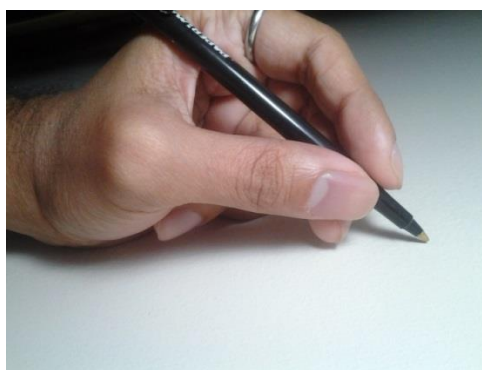
The English National Curriculum states that pupils should be taught to:

- Form lower case letters of the correct size relative to one another
- 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.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflect the size of the letters.

The ideal right handed pencil grip looks like this



The left hand grip is the same but the pencil should be held higher up the pencil so the writing can be clearly seen.



Please see the handwriting document for examples of our handwriting scheme and sheets that you may want to print and use.

## Maths

At Templemoor children have daily maths lessons. We use the White Rose maths scheme to inspire and support our teaching of maths. The scheme has been developed to ensure every child can achieve excellence in mathematics. It provides pupils with a deep understanding of the subject through a concrete, pictorial and abstract approach. This means that the children work with mathematical resources and objects and pictorial representations alongside seeing numbers or concepts in the abstract. This ensures that the children are secure in their learning rather than just practising routines without any real, fundamental understanding. The scheme is carefully structured to ensure that concepts are developed incrementally.

Key features of the curriculum are:

- High expectations for every child
- Secure number sense and place value
- Objects and pictures always before or alongside numbers and symbols
- Problem solving allowing children the opportunity to put their knowledge into practise

An over view of the teaching of maths in years 1 and 2 has been attached.

### How you can help

As parents you have a key role to play in helping your child to understand that mathematics can be: practical, fun, useful, sociable, challenging, and relevant and is of vital use in the world around us! The more opportunities children are given to practise and reinforce skills, the more fluent and confident they will become.

Frequent and varied practice of key skills in number can best be provided by games, particularly those involving dice and cards as well as involving children in everyday activities that make use of maths.

### Remember:

- **Keep it simple** – practise what your child is learning in school
- **Keep it fun and practical** – board games, online games and songs
- **Keep it real** – children are motivated by a real purpose for their learning, get them to help baking, shopping, sorting socks, counting money.

## **Mathletics**

We also use of an online program to support your child with mathematics ([www.mathletics.com](http://www.mathletics.com)). Your child will be set homework on Mathletics, however, there are other games and activities that they can also access.



## **Opportunities for helping with maths at home**

### **Number and number facts**

Learn the numbers that add together to make any total up to 20. Quick recall of these facts will benefit your child when using addition to problem solve.

- Have a certain number of objects. How many different ways can we put 20 raisins in two bowls, 16 cars in two garages, 15 pens in two pots.
- Roll a dice or turn over a playing card- What number would you add to it to make 20? Score a point for each correct one. The first to 10 points wins.
- In one minute how many addition number facts can you write down for the total 12?
- Speedy cards to 20. Have the number cards to 20 and two 10's. How quickly can you match the pairs of numbers that add together to make 20? Repeat later in the week. Can you beat your time?
- Roll the dice or turn over the playing card. Double the number.

### **Place Value**

Understanding the value digit in a two digit number is very important for children to be able to compare, order and add and subtract numbers. This means that they understand how many tens and ones there are in a two digit number.

- Investigate numbers around them in the environment: on doors, signs, buses, number plates and at the shops. Ask questions such as:  
What is the number?  
How many tens does it have?  
Spot a number with 4 tens.  
Find a number that is greater than/less than 50?  
What number would you have if you add or subtract 10?  
Have 10p and 1p coins. Play shops or in real life situations ask them to find the coins to make prices up to 99p.



$$3 + 3 + 3 + 3 + 3 = 15$$

$$3 \times 5 = 15$$



$$5 + 5 + 5 = 15^*$$

$$5 \times 3 = 15$$

## Multiplication and division

In year 2 the children learn the 2, 5 and 10 times tables.

- Count in 2's, 5's and 10's. E.g. whilst going up the stairs, when counting 2p, 5p or 10p coins.
- Count pairs of socks in 2's.
- How many eggs are there in 2 boxes of eggs?
- How many legs do 4 birds have?
- Times tables songs and posters.
- Sharing objects. E.g. Share 20 sweets between 5 bowls. Share 30 pieces of lego between 3 friends



## Shape

- Shape hunts indoors and outdoors. Look for 2D and 3D shapes around. Find a shape that is a cylinder?
- Play 'Guess the shape'. Think of a shape your child asks you questions (but the rules are you are only allowed to ask about its properties). You can only answer 'yes' or 'no'. e.g. does it have any square faces? Are all its edges straight?



## Time

- Practise telling the time with your child. Model telling the time. Start with o'clock, half-past and quarter past and to times. Once your child understands these move on to 5 minute intervals.
- Ask your child to be the time keeper, e.g. tell me when it's half-past 4 because that's when we need to go swimming. We need to leave in 10 minutes. What time will that be? It half an hour to walk to the shop. What time will we get there?

## Fractions

- Cutting up food in halves, thirds and quarters.
- Finding a half, quarter or third of a quantity. E.g. You have 12 strawberries. How many strawberries will you have if you halve them between you and your brother?



## Money



- Help your child to learn the different coins and notes.
- Sort and count the coins in their money box.
- Add the price of two items (under £1) in real life situations or when playing shops. Help them to understand the concept of change and how to work it out.
- Have a sale at your shop. Take 20p off each price.

## Measure (cm/m, ml/l, g/kg, C)



- Get your child to help weigh or measure in millilitres ingredients for recipes.
- Include them when measuring for carpets, curtains or furniture.
- Keep them entertained around Ikea with a paper tape measure!
- Discuss the temperature so the children become familiar with degree Celsius.

## Some useful websites

<http://www.bbc.co.uk/bitesize/ks1/maths/>

<http://www.ictgames.com/resources.html>

<http://www.mathszone.co.uk/>

<http://www.topmarks.co.uk/>

## Year 2 - Yearly Overview for Mathematics

[White Rose Maths Hub]

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction				Measurement: Money			Number: <u>Multiplication</u> and Division	
Spring	Number: Multiplication and <u>Division</u>		Statistics		Geometry: Properties of Shape			Number: Fractions			Measurement: Length and Height	Consolidation
Summer	Position and Direction			Problem Solving and efficient methods		Measurement: Time		Measurement: Mass, Capacity and Temperature			Investigations	

## Year 2 - Objectives for Mathematics

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<p><u>Number : Place Value</u> Read and write numbers to at least 100 in numerals and in words.</p> <p>Recognise the place value of each digit in a two digit number (tens, ones)</p> <p>Identify, represent and estimate numbers using different representations including the number line.</p> <p>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</p> <p>Use place value and number facts to solve problems.</p> <p>Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</p>			<p><u>Number : Addition and Subtraction</u> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>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.</p> <p>Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>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.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>				<p><u>Measurement: Money</u> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>		<p><u>Number: Multiplication and Division</u> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p> <p><u>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</u></p> <p><u>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</u></p> <p><u>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</u></p>		

Spring	<p><u>Number: Multiplication and Division</u> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> <p>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>	<p><u>Statistics</u> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p>	<p><u>Geometry: Properties of Shape</u> 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.</p> <p>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.</p>	<p><u>Number: Fractions</u> Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, <math>\frac{12}{6} = 2</math> and recognise the equivalence of <math>\frac{24}{6}</math> and 12.</p>	<p><u>Measurement: Length and Height</u> Choose and use appropriate standard units to estimate and measure <u>length/height in any direction</u> (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, <u>using rulers</u>, scales, thermometers and measuring vessels <u>Compare and order lengths</u>, mass, volume/capacity and <u>record the results using &gt;, &lt; and =</u></p>	Consolidation
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Summer	<p><b>Position and Direction</b> Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences</p>	<p><u>Problem solving and Efficient methods</u></p>	<p><b>Measurement: Time</b> 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.</p> <p>Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time.</p>	<p><b>Measurement: Mass, Capacity and Temperature</b> <u>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</u> <u>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</u></p>	<p><b>Investigations</b></p>
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