

# Hyde Park Infant School

## Year 2



Parent Workshop

# Reading



# Reading (word reading)

- **Pupils should be taught to:**
- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading

# Reading (comprehension)

**Pupils should be taught to:**

**develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- 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
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

**understand both the books that they can already read accurately and fluently and those that they listen to by:**

- drawing 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
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

# Reading fiction books

- Fiction books are story books.
- How does your child know the book is a story book? What clues are there?
- Discuss different punctuation. Can they identify: question marks, exclamation marks, commas and speech marks? How do these different punctuation marks affect the way that they read?
- Discuss the meaning of unfamiliar words, perhaps using a dictionary or making their own dictionary of new words.
- Discuss how the story that they are reading may be like another book they have read.
- Do they like the characters? Would they like to be friends with them? If not why not?
- Encourage your child to use expression. How does this make their reading more interesting for the listener.
- Can your child suggest reasons for why the character might be behaving in a certain way?

# Reading non-fiction books

- Non-fiction books are fact or information books.
- How does your child know the book is a non-fiction book? What clues are there?
- Non-fiction books do not need to be read in order although it is usually sensible to begin with an introduction. Use the contents page to choose pages to read.
- Discuss with your child what index and glossary pages are for. How might these pages help your child when they are reading the book?
- Discuss the use of diagrams, charts, timelines and indexes. How are they useful within the text?

# Writing



# Writing Skills & Grammar

## **Writing – Grammar, vocabulary and punctuation:**

- develop their understanding of the concepts by:
- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

## **Learn how to use:**

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

## **Handwriting:** 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 reflects the size of the letters.

**Writing composition** - pupils should be taught to write sentences by:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

**Writing – transcription:**

**Spelling** segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

# Numeracy



# What will we be working on?

## **Number and Place Value:**

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

## **Number – subtraction & Addition**

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

## **Multiplication and Division:**

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

## **Fractions:**

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

## **Measurement:**

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

### **Shape:**

- identify and describe the properties of 2- D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3- D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2- D and 3-D shapes and everyday objects.

### **Property and Direction:**

- order and arrange combinations of mathematical objects in patterns and sequences
- 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).

### **Statistics**

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

# A range of strategies.

- $5 + 2 =$  Count on fingers
- $2 + 8 =$  Number bonds to 10
- $7 + 7 =$  Doubles
- $7 + 8 =$  Near doubles
- $15 + 11 =$  Add 10 then add 1
- $24 + 9 =$  Add 10 then subtract 1
- $5 + 7 =$  Split the 7 ( $5 + 5 + 2$ )
- $32 + 23 =$  Add the 20 then add the 3
- $45 + 21 =$  Partition then recombine. Add the tens then the units
- $64 + 14 =$  Add with a blank number line
- $35 + 21 =$  Add with a number square

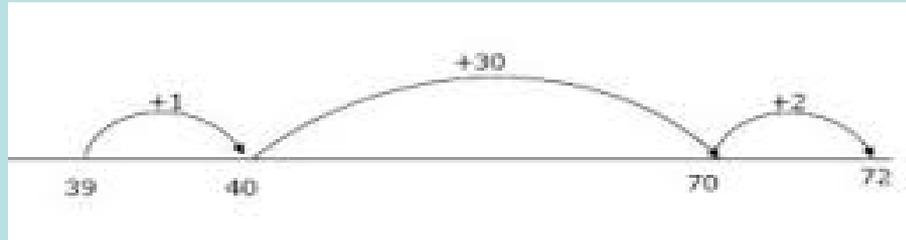
# Addition

- Add, total, sum, count on, altogether, more than, plus, addition, make
- Put the largest number in your head and count on with your fingers.
- Count on a number square.  $25 + 12 =$  Start at 25, jump down the number square once and along 2.

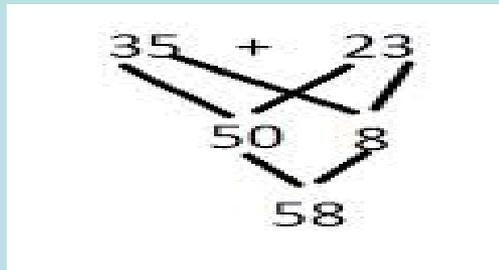
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# Addition

- Blank number line.  $39 + 33 =$  Start at 39, add 1 to get to a multiple of 10 (easy to deal with), add the 30, add the remaining 2).



- Partition and recombine.



$$35 + 23 =$$

$$30 + 20 = 50$$

$$5 + 3 = 8$$

$$50 + 8 = 58$$

# Subtraction

- Subtract, take-away, less than, minus, difference, count back, leave
- $14 - 7 =$  Hold 14 in your head and count back 7 on your fingers.
- Count on a number square.  $58 - 35 =$  Start at 58, jump up the number square three times and back 5.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# Subtraction

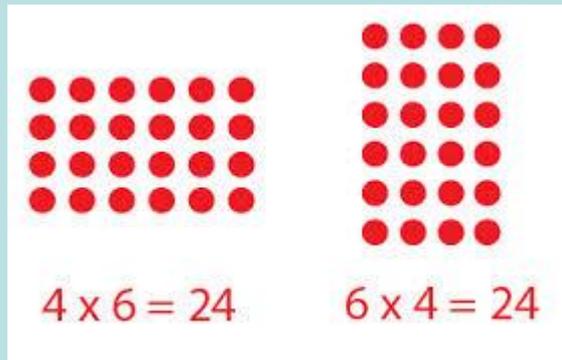
- Blank number line.  $56 - 27 =$  Start at 56, subtract 20 then 6 (to get to 30), then the 1.



- Partitioning.  $76 - 32$   
 $76 - 30 = 46$   
 $46 - 2 = 44$

# Multiplication

- Multiply, times, lots of, repeated addition, multiple of
- Array



$$4 \times 6 = 24$$

$$6 \times 4 = 24$$

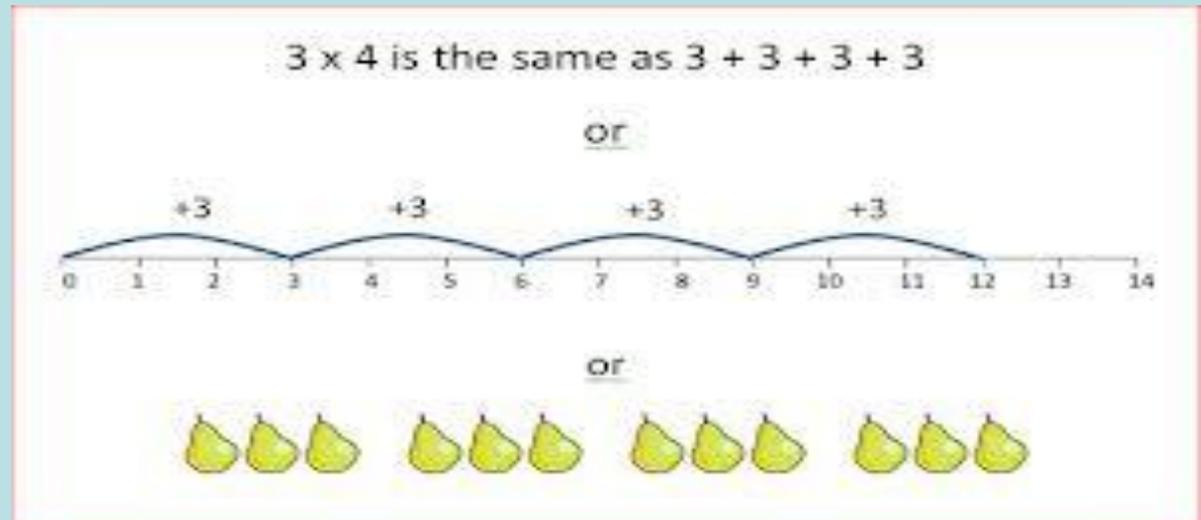
- Repeated addition:  $4+4+4+4+4+4=24$

$$6+6+6+6=24$$

# Multiplication

- Blank number line:  $3 \times 4 = 12$

Add 3 four times

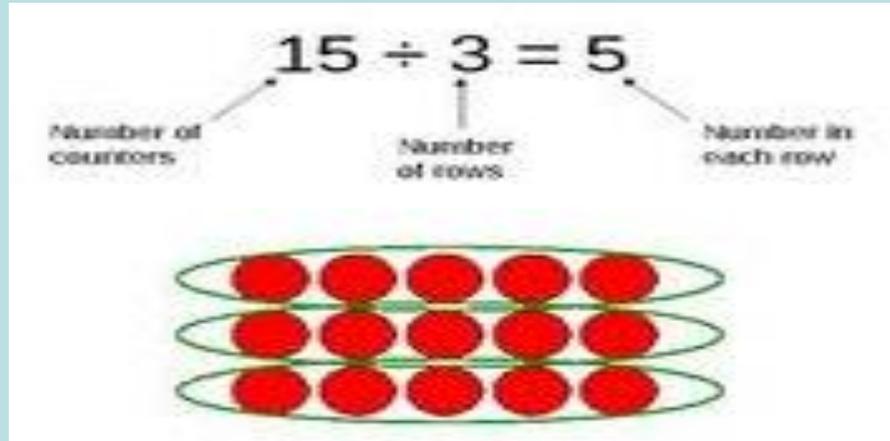


4 groups of 3 pears

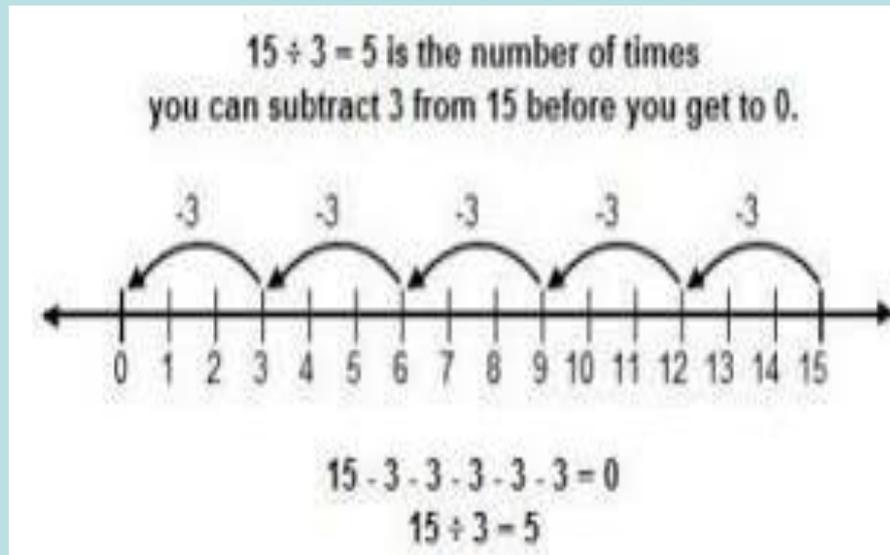
# Division

- Sharing, equal groups of, divided by

- Arrays



- Number line



- Repeated subtraction

# Science



# Year 2 Science

## **Working Scientifically**

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

## **Areas taught:**

- Living things and their habitats
- Plants
- Animals, including
- Materials

# Learning Trees

Asking questions

Persevere

Taking  
responsibility

Work  
collaboratively

Share ideas



Exploring different  
ways to solve  
problems

Gather and sort  
information

Evaluate and  
review our learning

Positive approach to  
new experiences

Value others  
contributions

# Home Activities

