

Year 2

Transition Information



Our Aims

- * To reassure you that your children will be fine.
- * Give a brief outline of the KS1 Year 2 curriculum.
- * Provide information about Maths and English.



The Year 2 English Curriculum

- * Speaking and listening
- * Phonic /grammar sessions
- * Guided reading
- * Spelling
- * English lessons – 2/3 week units of work

End of Year Expectations

- * Read accurately most words of two or more syllables.
- * Read most words containing common suffixes.
- * Read most common exception words.

- * In age-appropriate books, the pupil can:
 - read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute;
 - sound out most unfamiliar words accurately, without undue hesitation.

- * In a familiar book that they can already read accurately and fluently, the pupil can:
 - check it makes sense to them;
 - answer questions and make some inferences on the basis of what is being said and done.

Example of Reading Book

The boy in the next bed gulped. "We must have more food," he agreed, hastily. "Let's draw straws to decide who's going to ask Mr. Bumble."

Oliver's heart was thumping as he reached out to draw his straw. He pulled it close. "Oh no!" he cried. "It's me."

Supper, as usual, was gruel – a kind of thin watery porridge with a few lumps of gristle floating in it. The boys lined up in front of Mr. Bumble who stood at one end of the dining room, a huge apron tied around his fat belly, ladling a small spoonful into each boy's bowl.

They returned to their tables to eat their food, packed on benches as tight as sardines, though not so plump. Their bowls never needed washing.

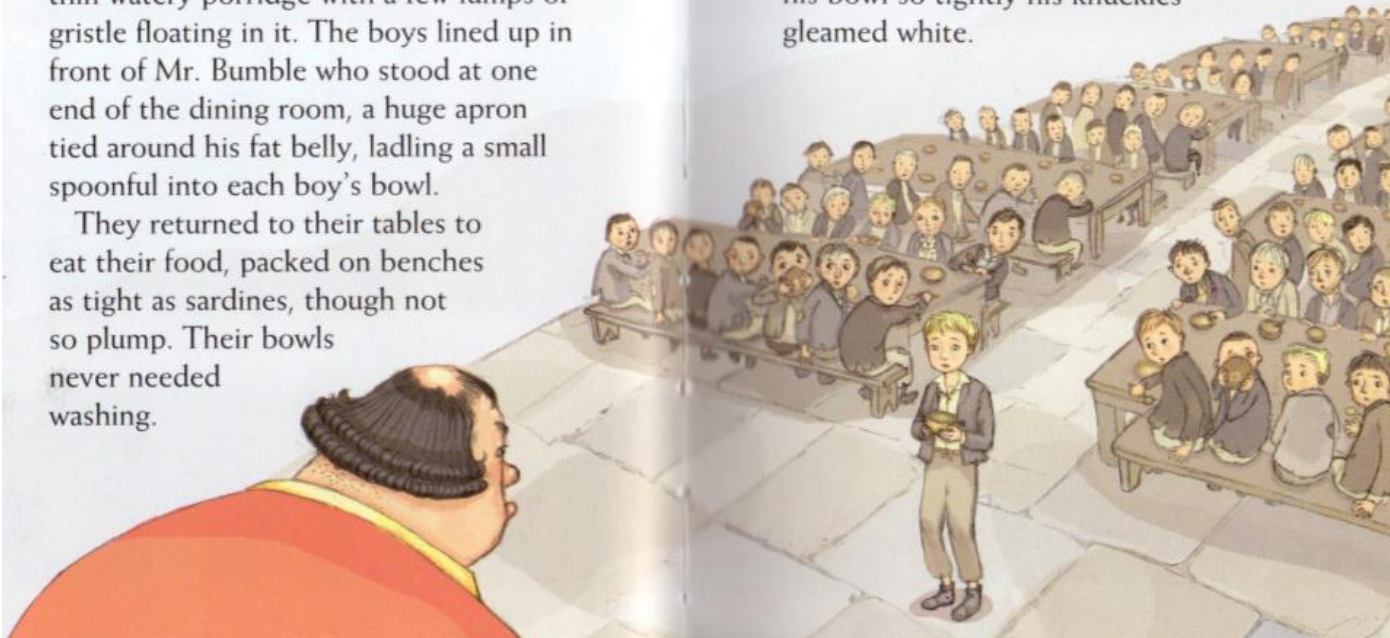
They were licked clean in seconds until they shone like polished china.

The boys sitting near Oliver kicked him under the table.

"Go on, Oliver."

"Ask NOW."

Shivering with fear, Oliver walked the length of the room. He clutched his bowl so tightly his knuckles gleamed white.



End of Year Expectations

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form 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.

Year 2 Common Exception Words

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	who	pretty
beautiful	after	fast	last	past	father	class
grass	pass	plant	path	bath	hour	move
prove	improve	sure	sugar	eye	clothes	could
should	would	any	whole	many	busy	people
water	again	half	money	Mr	Mrs	parents
Christmas						

Example of Writing

Dear Mum and Dad

I'm very ~~so~~ sorry it's been a week since I last ~~wrote~~ wrote but it's been crazy here. I have amazing news the ~~lord~~ lord has given me a four weeks off. he's also given me permission for you to come to the castle. He is letting you come because I have been very good.

I ~~think~~ think you'll love it here because the ~~gardons~~ gardens are old but have large, beautiful lot plants. It's on a hill and we have amazing views. there's a big, deep moat but there's a secret entrance, so we you won't have to cross the moat. The lord likes to keep us safe so he put carins ~~+~~ and are slits at the top of the castle. It's in a large, peaceful forest and you can go on a reacher. hunt. ✓

Spelling, Grammar and Punctuation

16

Circle the **full stops** that are in the wrong places.
One has been done for you.

My classroom is quite big. There are some colourful paintings.
on the walls. My best friend. Ahmed painted one of them.



1 mark

Spelling, Grammar and Punctuation

14

Which sentence uses an **apostrophe** correctly?

Tick **one**.

Lucy's bag is green and has lots of pockets.

Lucys' bag is green and has lots of pockets.

Lucys bag is green and has lot's of pockets.

Lucys bag is green and has lots of pocket's.



1 mark

Spelling, Grammar and Punctuation

15

Add one **comma** to the sentence below in the correct place.

The museum shop sells posters mugs and badges.



1 mark

Spelling, Grammar and Punctuation

10 What type of sentence is below?

One day, Ali decided to make a toy robot.

Tick **one**.

a question

a statement

a command

an exclamation

1 mark

11 Circle the **adverb** in the sentence below.

Jamie knocked softly on his brother's bedroom door.

1 mark

How can you help your child?

- * Read, read and read some more!
- * Read a variety of fiction and non-fiction texts.
- * Use punctuation to aid fluency, accuracy and expression.
- * Reinforce grammar vocabulary from Year 1 when reading: noun, adjective & verb.
- * Look out for exciting vocabulary and description.
- * Highest possible attendance and good punctuality.

The Year 2 Maths Curriculum

- * Number and Place Value
- * Number in Addition and Subtraction
- * Number in Multiplication and Division
- * Number in Fractions
- * Measurement
- * Geometry – Properties of Shapes
- * Geometry – Position, Direction and Movement
- * Statistics
- * Maths lessons – a learning journey over a few days

Approaches to teaching

- * Whole class teaching with elements of
 - mental and oral fluency
 - reasoning challenges
 - focused teaching
 - intervention if necessary
 - practising, consolidating and applying skills
 - thinking deeper or in a more open-ended way
 - self-evaluation

Try this – what's my secret number?

- * My number is > 75 but < 100 .
- * It is not an odd number.
- * It is a multiple of 5.
- * It has an odd number of tens.
- * The sum of its two digits is 9.



Number and Place Value

- * Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
- * Recognize the place value of each digit in a two-digit number.
- * 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.

Addition and Subtraction

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.

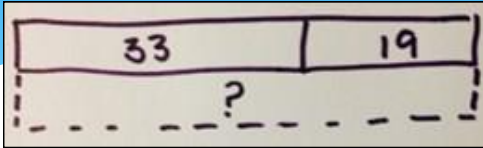
Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

Recognize and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Addition

Unstructured number lines

Jottings to support mental methods e.g. number line and bar model



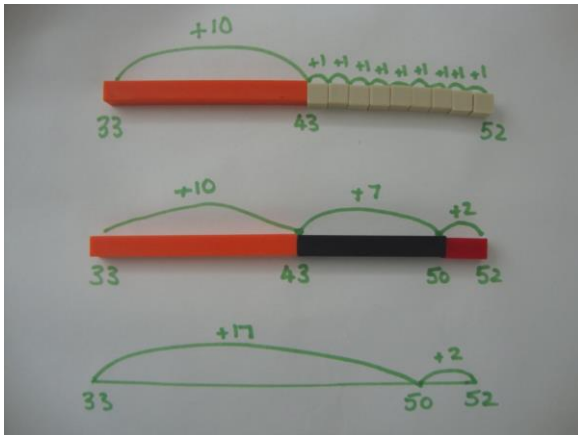
Year 2

• **NON STATUTORY**

Pupils extend their understanding of the language of addition and subtraction to include sum and difference.

There are 33 children in the playground, 19 more come out to play. How many children are now in the playground?

$$33 + 19 = ?$$



$$33 + 19$$

$$33 + 10 + 7 + 2$$

$$33 + 17 + 2$$

Encourage use of number bonds

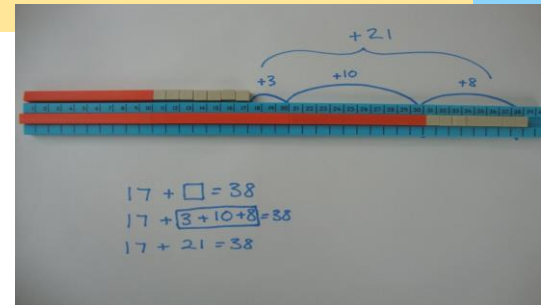
$$33 + 20 - 1$$

Round and adjust– adding near tens



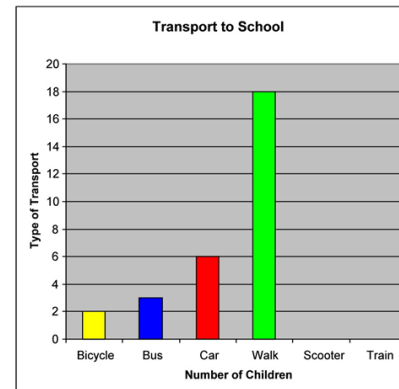
Subtraction

Finding the difference and counting up to subtract (see also exploring relationships)



I have 36 DVDs, my friend has 17. How many **more** DVDs do I have than my friend?

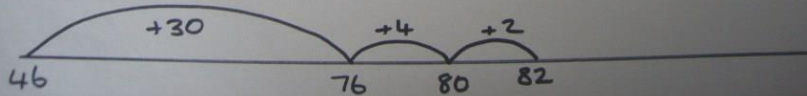
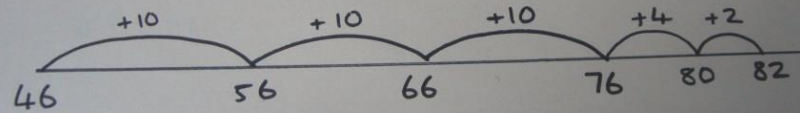
$$36 = 17 + ? \text{ or } 17 + ? = 36$$



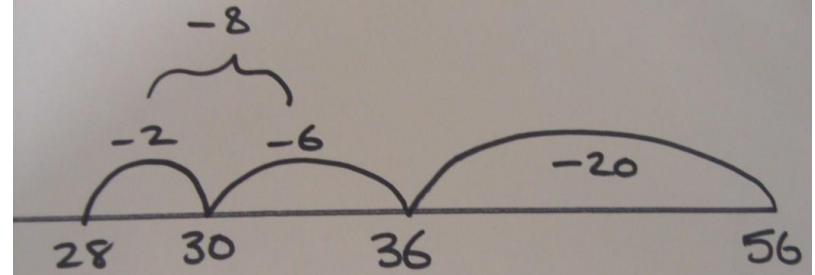
How many more children walked to school than travelled by car?

Use a variety of contexts for children to practice their addition and subtraction skills.

$$36 + 46$$



$$56 - 28$$



Multiplication and Division

- * Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognizing 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 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.

Using objects and pictorial representations alongside concrete resources



If I have 6 socks. How many pairs will that make?

3 pairs



Year 1

Solve one step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Year 2

Solve problems using multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.

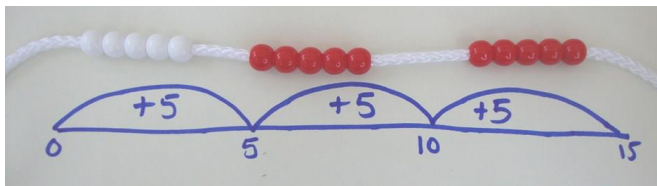
5 frogs on each lily pad

$$5 \times 3 = 15$$



$$15 \text{ frogs} \div 3 \text{ lilly pads} = \square \text{ Frogs on each}$$

Repeated Addition



$$\square \text{ frogs} \times 3 \text{ lilly pads} = 15$$

There are 15 frogs. There are the same amount on each Lilly pad. If there are 3 Lilly pads, how many are sat on each one?

Multiplication- Repeated addition, arrays and multiples



4×1

4×2

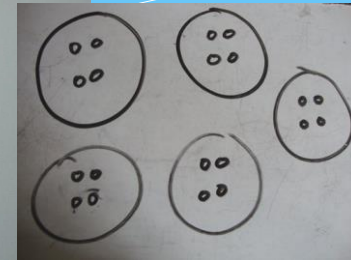
4×3

4×4

4×5



Year 1
Solve one step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.



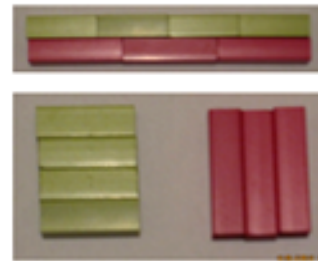
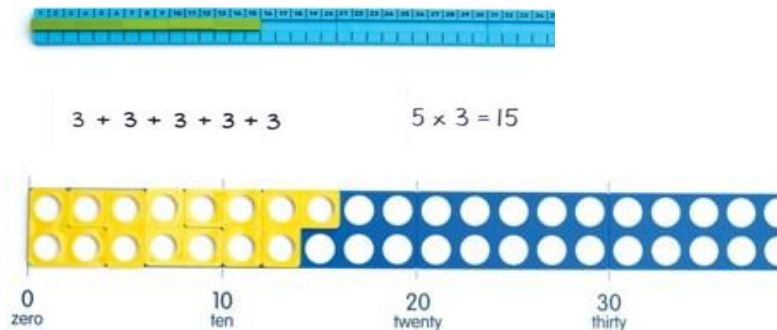
4 Cheerios in one bowl, how many in 5 bowls?

$4 + 4 + 4 + 4 + 4 = 20$

$4 \times 5 = 20$

If 5 friends wanted to share 20 Cheerios, how many would they each have? $20 \text{ Cheerios} \div 5 \text{ people} = 4 \text{ Cheerios each}$

Year 2
Solve problems using multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.



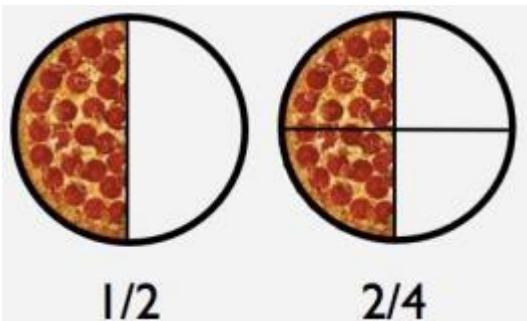
$4 \times 3 = 3 \times 4$



How many pies?

Fractions

- * Recognize, 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 e.g. $\frac{1}{2}$ of 6 = 3 and recognize the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$.



The arithmetic test

7

$$\boxed{} + 5 = 9$$



17

$$35 \div 5 = \boxed{}$$



8

$$46 + 7 = \boxed{}$$



18

$$\frac{1}{4} \text{ of } 20 = \boxed{}$$



The reasoning test

26 Amy makes **20** cakes.

She shares the cakes between **5** plates.

Tick the calculation that shows how many cakes are on each plate.



Tick **one**.

$20 + 5 = 25$

$20 - 5 = 15$

$20 \div 5 = 4$

$20 \times 5 = 100$

27 Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.



How many raisins does Sita have left?

Show
your
working

raisins

2 marks

Measures

- * 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 $=$
- * Recognize 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; know the number of minutes in an hour and the number of hours in a day.
- * 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.

Properties of Shape and Position, Direction and Movement

- * 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 e.g. a circle on a cylinder and a triangle on a pyramid.
- * Compare and sort common 2-D and 3-D shapes and everyday objects.
- * 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 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 and by totalling and comparing categorical data.