

Year 2 Parent Workshop

November 2021



Together we make the difference

What will we cover today?

What will children learn about in core subjects this half term?

- Maths: basic skills, addition, subtraction, multiplication and division methods
- Writing: writing for a range of purposes, spelling, punctuation and grammar expectations
- Age related expectations
- What can you do to help?

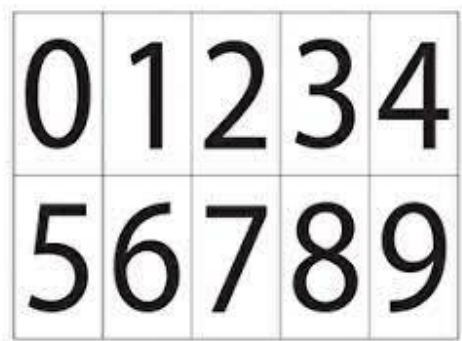


Together we make the difference

Maths – Basic Skills

Skills covered so far in Year One and Year Two using the following resources:

- Digit cards: number recognition, matching quantity to digit, one more/one less
- Number line: reinforce addition/subtraction
- 100 square: Pattern in number (+1/+10 and -1/-10), multiples of numbers
- Arrow Cards: Place value



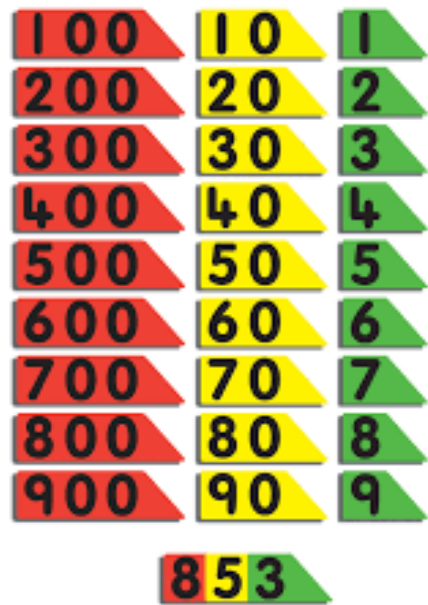
Digit cards



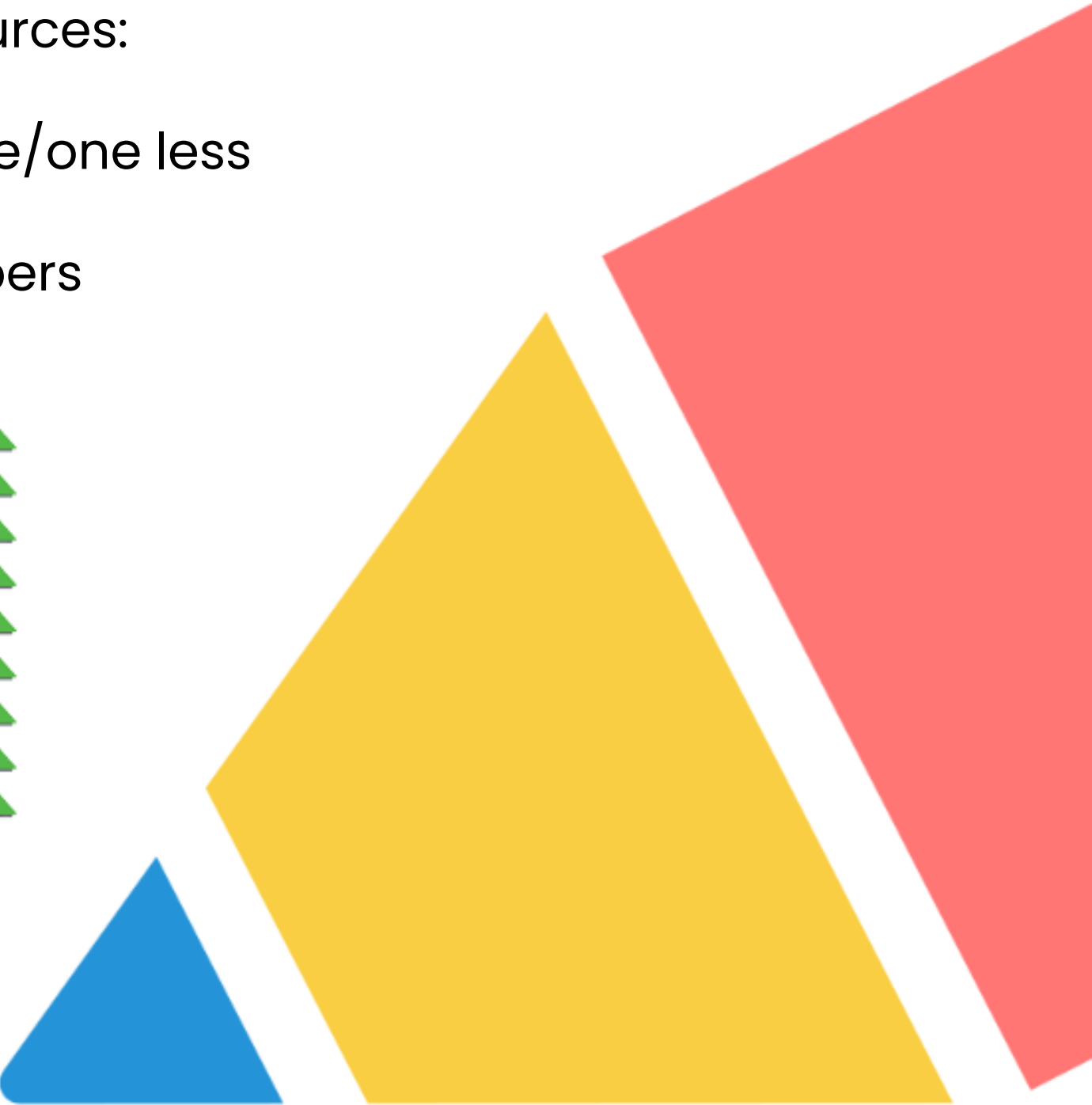
Number Line

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

100 Square



Arrow Cards



Together we make the difference

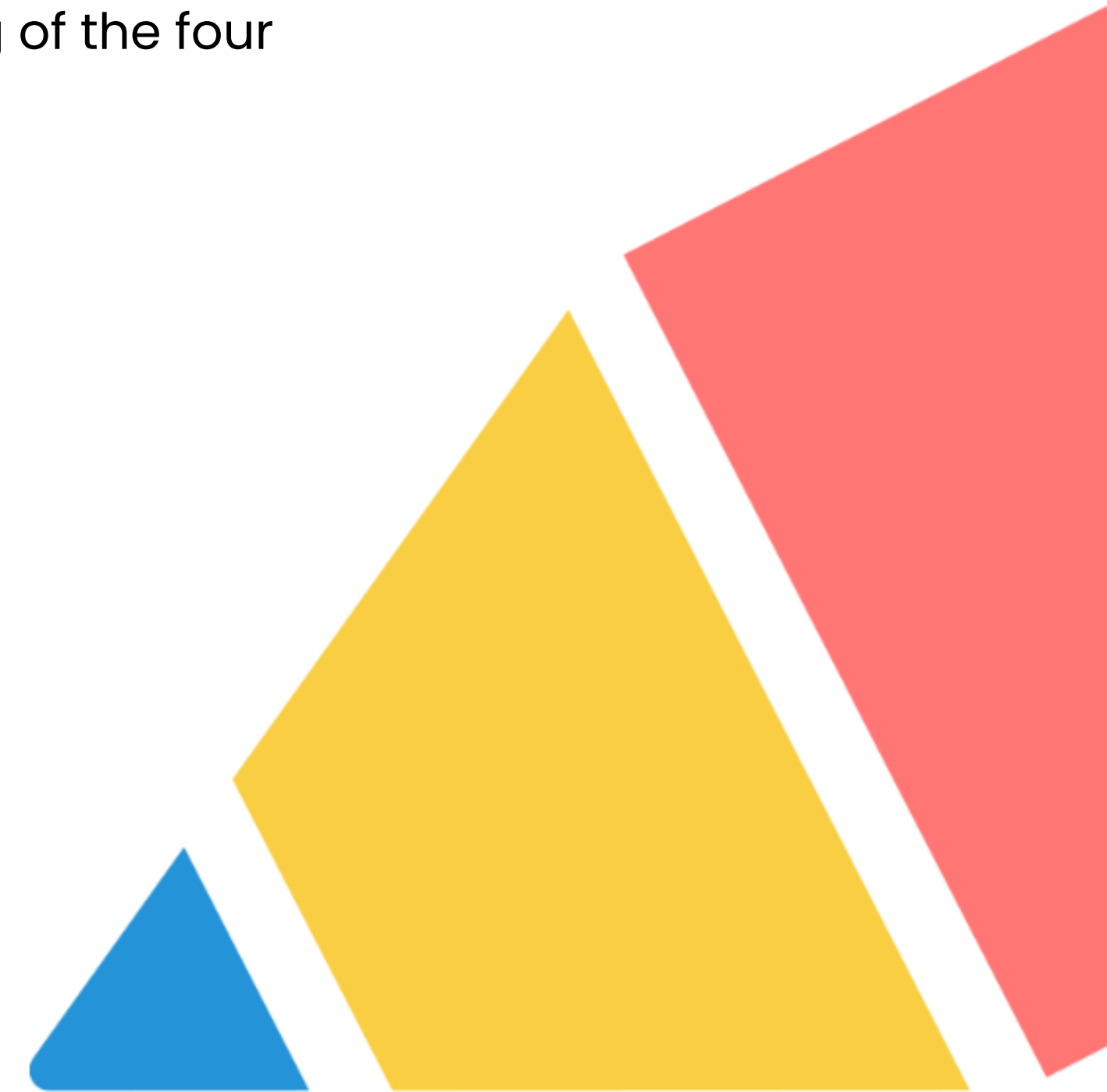
Maths

This half term we have been continuing to develop our understanding of the four mathematical operations:

Addition + Subtraction - Multiplication x Division ÷

Children continuously revisit these four operations throughout the year to build upon their previous learning. It is expected that children can add and subtract in columns at this time in Year 2.

By the end of Year 2, children need to be able to add in columns with tens to carry and to subtract in columns by borrowing.



Together we make the difference

Maths

Addition in columns (carrying tens)

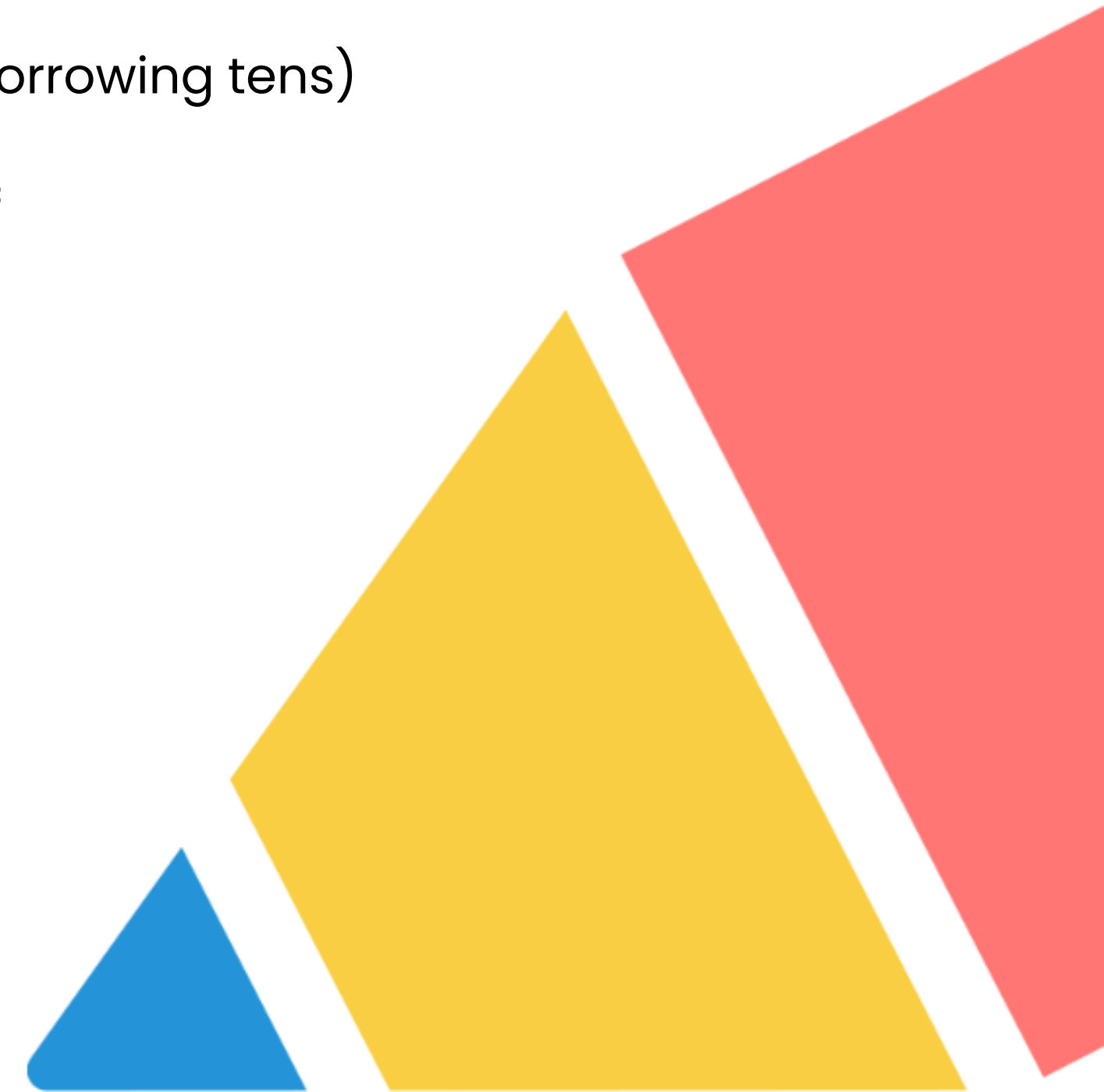
$$18 + 24 =$$

$$\begin{array}{r} \text{T U} \\ 18 \\ + 24 \\ \hline \hline \end{array}$$

Subtraction in columns (borrowing tens)

$$32 - 14 =$$

$$\begin{array}{r} \text{TU} \\ 32 \\ - 14 \\ \hline \hline \end{array}$$



Together we make the difference

Maths

Missing number problems using the inverse:

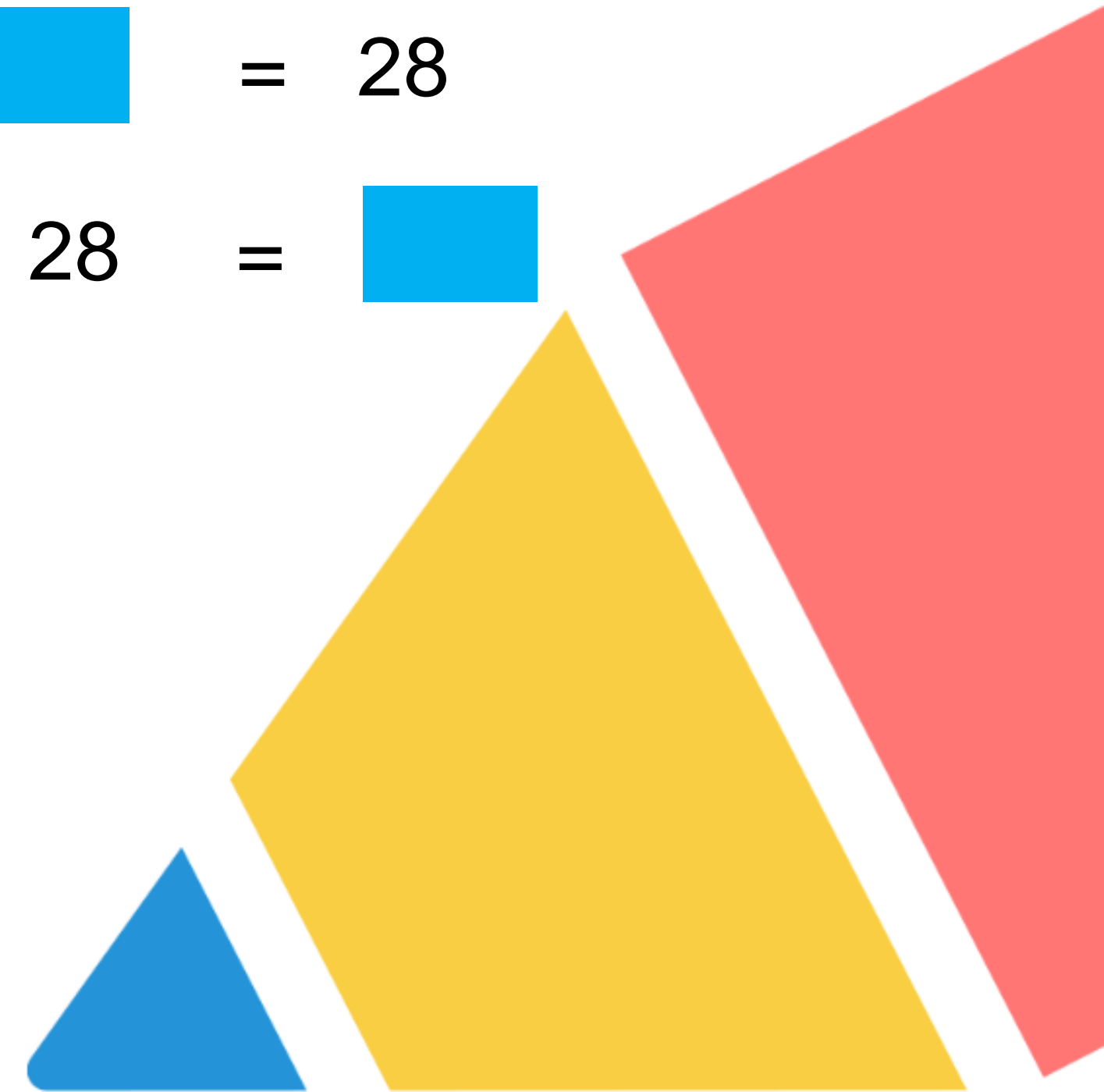
$$25 + \square = 39$$

$$39 - 25 = \square$$

Next Steps:

$$43 - \square = 28$$

$$43 - 28 = \square$$



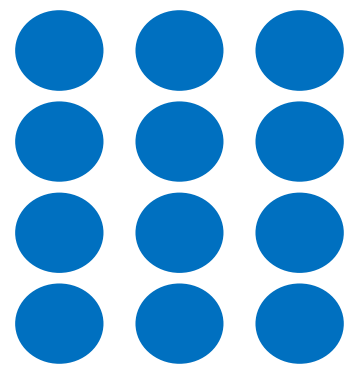
Together we make the difference

Maths

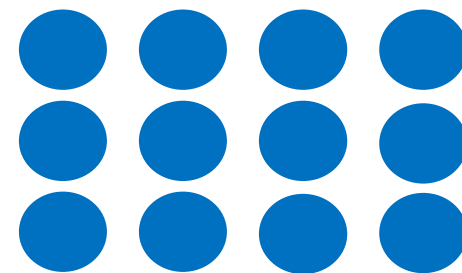
Multiplication

$$4 \times 3 = 12$$

Method 1: Arrays



also the same as



Together we make the difference

Maths

Multiplication

$$4 \times 3 = 12$$

Method 2: Counting in multiples/recall of times tables

3	6	9	12
1	2	3	4



Together we make the difference

Maths

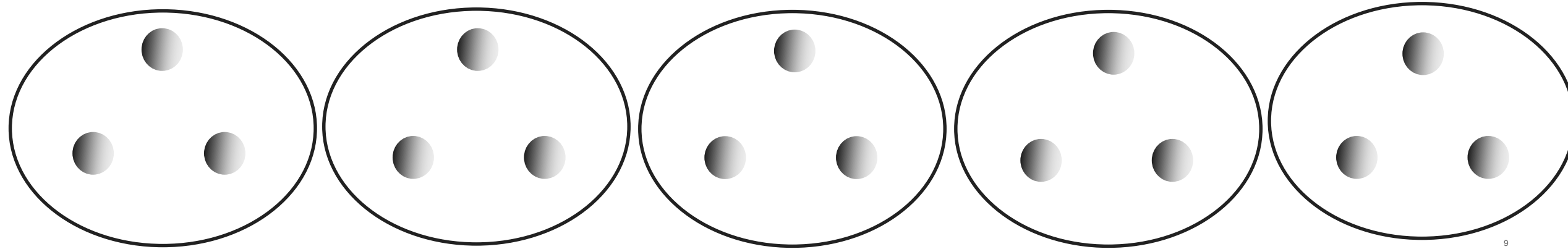
Division

$$15 \div 5 =$$

How many we share out
between the circles

How many circles

Method 1: Sharing



9



Together we make the difference

Maths

Division

$$25 \div 5 = 5$$

Method 2: Counting in multiples/recall of times tables

5	10	15	20	25
1	2	3	4	5

Next Steps:

Just as addition and subtraction, we would look to solve missing number problems and worded problems linked to the inverse.



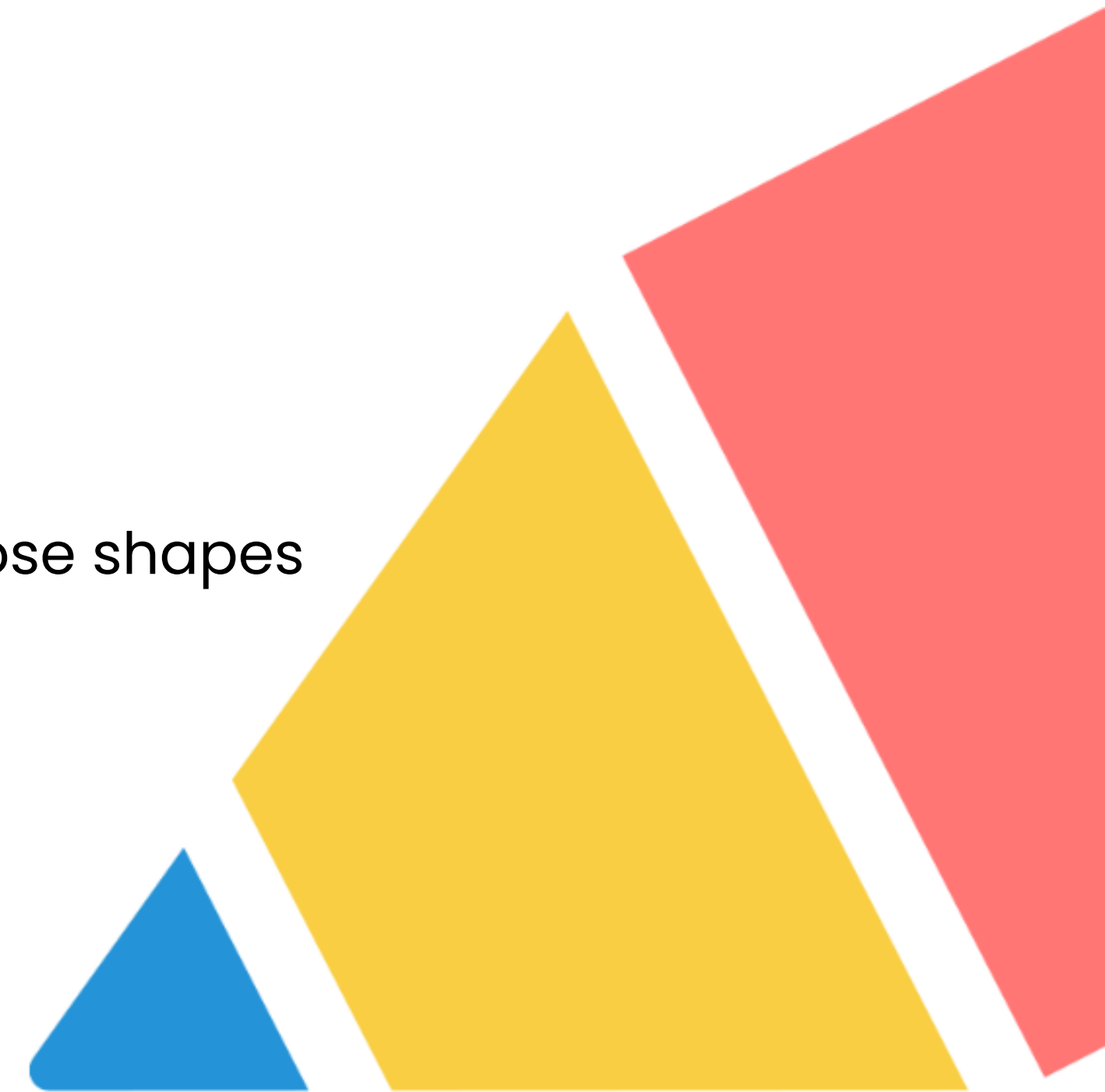
Together we make the difference

Maths

Additional areas of maths:

Position and Direction: whole turn, half turn, quarter turn,
three quarter turn, left, right

Shape: 2d and 3d shapes, properties that are unique to those shapes



Together we make the difference

Reading

The texts will cover a range of poetry, fiction and non-fiction. We are looking for more than the skills of reading; decoding words. Children also need to show a good understanding of what they have read, respond to punctuation as they read, identify word classes and develop their inference skills.

Year 2 Expectations: Word Reading

- Decode automatically and fluently
- Read accurately by blending the sounds in words that contain the graphemes taught
- Recognise and read alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same GPCs
- Read words containing common suffixes
- Read further common exception words
- Read and notice unusual correspondence between grapheme and phoneme
- Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Read books fluently and confidently

Year 2 Expectations: Reading Comprehension

- Talk about and give an opinion on a range of texts
- Discuss the sequence of events in books and how they are related to each other
- Use prior knowledge and context and vocabulary explored to understand texts
- Retell orally some stories, including fairy stories and traditional tales
- Read for meaning, checking that the text makes sense and correcting inaccurate reading
- Know and recognise simple recurring literary language in stories and poetry
- Talk about favourite words and phrases.
- Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Answer and ask appropriate questions and make predictions on the basis of what has been read so far
- Draw simple inferences from illustrations, events and characters' actions and speech.

Year 2 Exceeding Expectations: Reading

- Enhance meaning through expression and intonation
- Identify and comment on main characters in stories and the way they relate to one another
- Self-correct, look backwards and forwards in the text and search for meaning
- Comment on the way characters relate to one another
- Show understanding of the main points of the text and re-tell the story
- Make sensible predictions about what is likely to happen in the story and to different characters
- Know how suspense and humour is built up in a story, including the development of the plot
- Recognise similarities in the plot or characters within different stories
- Extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary
- Read poetry, using intonation and expression, and handle humour appropriately when needed

Reading

Can you find a verb, noun,
adjective, adverb in the text?

What do you think x will do
next?

How do you think x is feeling?

What happened before that?
After that?

Find three reasons why...

Why do you think x decided
to do that?

13


Reading

English – Reading SATs Paper 1 Example Page

How the hedgehog got its name

Hedgehogs were not always called hedgehogs. Hundreds of years ago, the name of a hedgehog was an **urchin**. It was given a new name because of two things:

1. It likes to live under leaves in bushes and hedges.
2. It makes funny grunts and snuffle sounds, just like a pig or hog.



1 What did people call hedgehogs a long time ago?

2 What sort of places does a hedgehog live in?
Tick (✓) **one**.

in ponds and rivers	<input type="checkbox"/>	in hidden places	<input type="checkbox"/>
in open spaces	<input type="checkbox"/>	high up in trees	<input type="checkbox"/>

3 Grunts and snuffles are...
Tick (✓) **one**.

animal food.	<input type="checkbox"/>	types of plants.	<input type="checkbox"/>
animal noises.	<input type="checkbox"/>	types of animals.	<input type="checkbox"/>

Reading

English – Reading SATs Paper 2 Example Page

Fox didn't care if the man was handsome.

This is an old Native American story about a man called Heron Feather and the time he met a fox.

Heron Feather is a Native American warrior. Warriors were sometimes known as 'braves'.

The Fox and the Boastful Brave

One fine day, a hungry fox was walking down the road. His tummy was rumbling so loudly that he almost didn't hear the sound of someone coming. Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.

Over the top of the hill, he saw a tall feather. Fox crouched down and prepared to pounce on the bird. Imagine his surprise when he saw that the 'bird' was riding a horse! The feather was stuck in the headdress of a handsome young man who was riding along the path, singing as he went, "No one is handsomer than Heron Feather. No one is a better fisherman than Heron Feather. And I should know, for I am he."



Questions 7–15 are about *The Fox and the Boastful Brave*
(pages 6–8)

(page 6)

- 7 Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.

Find and copy one word that shows that Fox moved quickly.

1 mark

(page 6)

- 8 What did Fox think was coming over the hill?

Tick one.

a horse ☐

a man ☐

a bird ☐

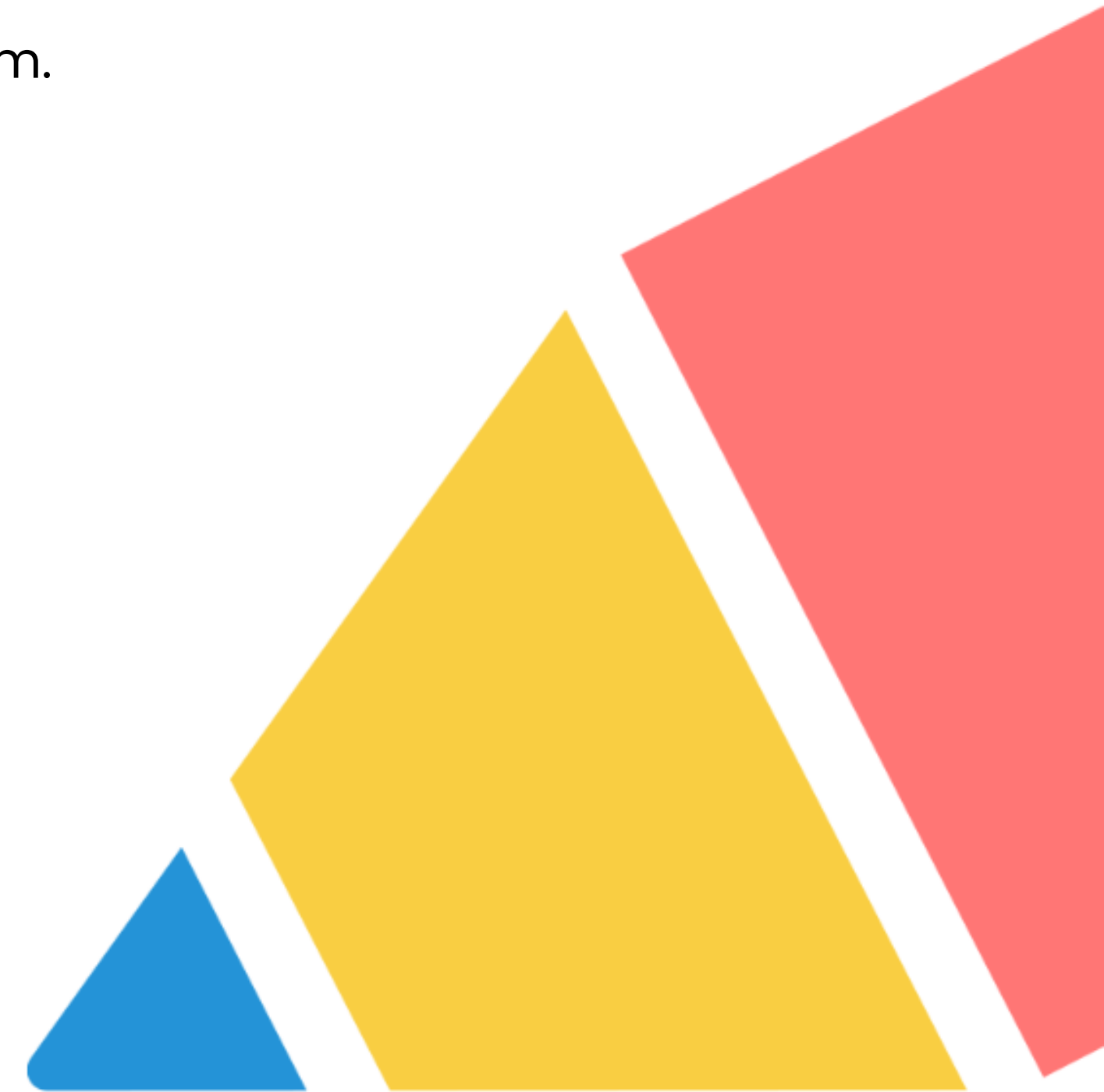
a fish ☐

1 mark

Writing

Children have written for a range of purposes throughout the half term.
Our topic this half term is the Great Fire of London.

Letters
Non fiction reports
Chronological reports
Biography
Diary Entries
Descriptions

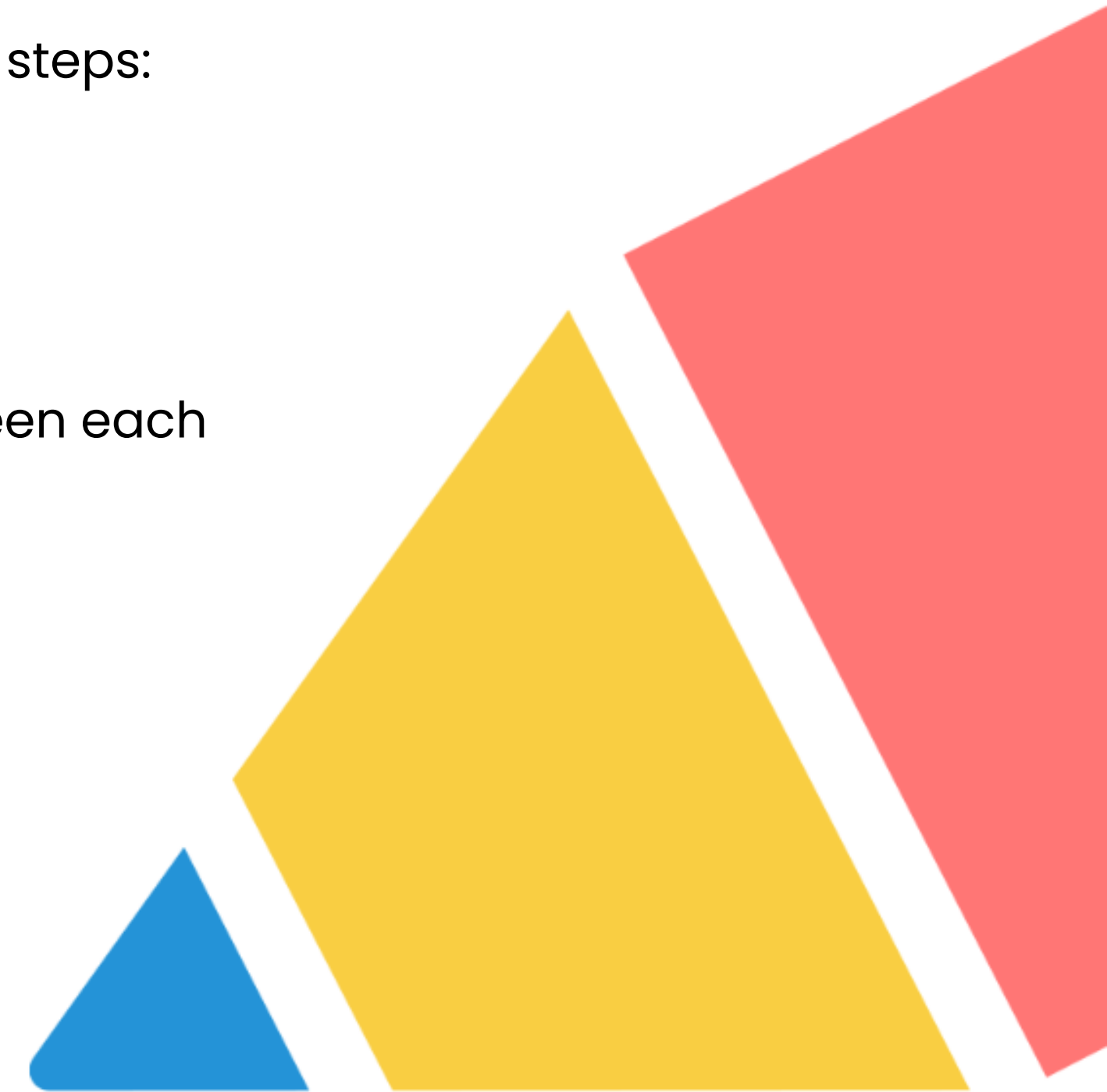


Together we make the difference

Writing

Children are encouraged to write with independence following these steps:

- Generate a sentence
- Rehearse sentence orally (can it be improved?)
- Write sentence, sounding out words, including finger spaces between each word
- Re-read for sense



Together we make the difference

Writing Features

Feature	Definition	Example
Adjective	Describing word	beautiful, small, grumpy
Noun	Object	table, fire, pencil, house
Expanded noun phrase	Adds detail to a noun by adding two or more adjectives	The sparkling, red fire...
Conjunction	A word to connect two clauses	The boy was unhappy because he'd fallen over.
Alliteration	Words that start with the same letter or sound close together in a sentence	The slithering, slimy snake...
Simile	Comparing one thing to another to make the description more vivid	The sea is as a blue as the sky today.

Writing

The features below are taught throughout Year 2. The circled features are what is expected of a child who can write at a greater depth standard.

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
2	Formation of nouns using suffixes such as –ness, –er Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the Year 2 spelling appendix.) Use of the suffixes –er and –est to form comparisons of adjectives and adverbs	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) Sentences with different forms: statement, question, exclamation, command	Correct choice and consistent use of present tense and past tense throughout writing Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark contracted forms in spelling	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma

How to help at home:

- Help your child with reading, listen to them read and focus on bringing out a 'love of reading'.
- Also reading stories to your child allows them to develop language, listening skills and comprehension.
- Encourage making predictions of what might happen next, inference skills and retrieving information from the texts they read.
- Children will also still get so much from being read to.
- Help your child with writing, support with spellings of CEW.
- Monopolise as many writing opportunities as possible; lists, letters, cards.
- Children also need to demonstrate that they can write cursively.
- Help your child with maths, play times table games.
- Encourage them to help with cooking, weighing and measuring ingredients.
- Work out what time it is together.
- Provide opportunities for your child to pay for things in a shop, to work out how much things cost and how much change will be needed.

##MATHS PACKS##