

## **An Introduction to Year Two (Age 6-7)**

The teaching programme in Year 2 is designed to foster children's excitement about learning in all areas of our varied curriculum but with particular emphasis on literacy and numeracy. Research has suggested that it is in this year that children begin to form their motivational patterns about learning so it is our aim to accelerate children's literacy and numeracy skills as much as possible believing these to be the basis of all subsequent learning.

Children sit in groups of four to six, each child having his/her own place though for some activities they may be working in a different area of the classroom. Much class teaching is done with the children in a group sitting on the carpet in the book corner. Children may often work in smaller groups led by either the teacher or classroom assistant but individual work is encouraged too. An ability to work independently is fostered. In all areas of the curriculum work is given to pupils according to their ability in that subject.

The children enjoy a complete learning curriculum. Subject areas include English, Maths, Science, Social Studies, Art and Design and Technology, ICT (computing), PSHE (Personal, Social and Health Education) and P.E.

There is a computer in the classroom and children are taught to use a variety of programmes including simple word-processing, Art design, map-making and Mathematics. The children also have a regular, dedicated IT lesson using the new laptops.

Children who speak little or no English are quickly made to feel a part of the class. They are taught English in small groups by a specialist EAL teacher and rapidly learn to communicate with their fellow pupils. All children are helped and encouraged to develop their social skills to the full by co-operating with their peers and negotiating solutions to any interpersonal problems. We promote moral values of kindness, tolerance and honesty as part of PSHE.

Parent volunteers are welcome to support the learning in the classroom in a variety of ways. They may take small groups of children for activities such as sewing, cooking and field trips.

Children need to bring very little equipment to school but it is essential that they have their P.E. kit (T-shirt, shorts and P.E. shoes, all clearly labelled with the child's name) in a drawstring P.E. bag at school every day. In the winter there should also be a pair of house shoes or slippers permanently at school for children to change into after outdoor play. It is not necessary for children to bring their pencils and crayons though many like to do so.

Homework is given on Friday and should be returned the following Thursday. Homework assignments which should take no more than twenty minutes each include practising and learning spellings, maths worksheets and handwriting practice. Children may also be

asked to finish off work not completed at school.

## **English**

Children are encouraged and expected to listen carefully to what others say (e.g. at story time and in class discussion), show that they have understood and make appropriate responses. They are encouraged to talk to the class about topics of personal interest, speaking clearly and using suitable vocabulary. They have daily opportunities to practise these skills in the classroom.

Reading is taught using both the phonic and 'look and say' methods. Children take books home on a regular basis to read aloud to their parents or, when reading skills are well established, to enjoy reading alone. We use the Oxford Reading Tree as the basis for our reading programme but many other schemes may supplement this according to individual needs. Children also have access to an extensive class library and may take books home to read as and when they wish.

Children are taught to communicate in writing in both narrative and non-narrative forms. They are encouraged to use more interesting and suitable vocabulary and to give their stories a more coherent structure. The use of simple punctuation (full stops and capital letters) is taught. Emphasis is placed on correct spelling and words are taught on a 'word family' basis, e.g. 'meet, sweet, speed'.

We use the Nelson Handwriting Scheme and have regular handwriting lessons teaching the correct formation and placement of letters. Pupils who make good progress are encouraged to adopt the Nelson cursive style of handwriting.

## **Mathematics**

IBIS follows the New Maths Framework using the Abacus Evolve Scheme as the basis for this. The Maths Framework promotes a daily three-part lesson lasting about an hour. We begin with whole class teaching emphasising mental calculation and the devising of strategies to support speedy mathematical thinking. Children are taught to think logically about any given task and are encouraged to attempt different ways of tackling it. This is then followed by the children working independently on written or practical work. The children may work individually or in groups at this stage. The final 15 minutes or so of the lesson is given over to a plenary session where the whole class reviews the work that has been done and discusses the way in which the problems were solved.

The Abacus Evolve Scheme in Year Two has a multitude of activities and work suggestions covering all the learning objectives in the New Maths Framework. Included in this scheme is extension work for more able pupils, support worksheets and activities for the less able and also homework suggestions and worksheets.

## **Science**

Children take part in the planning and preparation of simple classroom investigations. They are encouraged to predict outcomes and discuss possibilities, to observe closely

and consider evidence and, in time, to understand and devise fair tests. They may record their work in simple written or pictorial form. Topics covered in this subject are Healthy Me, Move It, Material Monsters, Young Gardeners, Little Master Chefs and Mini Worlds.

### **Social Studies**

In teaching social studies we aim to stimulate children's growing awareness of and interest in the past through hearing true stories about historical figures and through examining pictures and artefacts. The people and topics covered in this subject are - Tocuaro: a study of a Mexican village, castles, The Great Fire of London and famous people. The children are taught basic map reading skills.

### **Information Technology**

Much of the Information Technology work done in Year Two is enhancing those skills already acquired by children in previous years. However, those children who have little or no experience of computers are taught basic skills on the keyboard and with the mouse. We use a variety of programmes to extend teaching in many subject areas including Art and Design, Mathematics, spelling, map-making and reading.

### **Design Technology**

Design Technology gives the children the opportunity to study how simple things work (e.g. wheels, hinges, joints) and to design and make them themselves. This subject involves planning, deciding on suitable materials to use and the practical business of making the article. The major design technology projects include 3-D shields, lanterns and puppets.

### **German**

German is taught for four or five lessons per week and the children are divided into separate groups according to their experience of the language. For fuller details of the German teaching, please refer to Modern Foreign Languages. Social Studies are also taught in German.

### **Art and Design**

Children are helped to develop their visual perception and artistic skills through using a range of techniques and materials and also through studying the work of a recognised artist.

### **Music**

The children in Year 2 have two lessons of Music a week with our specialist teacher.

### **Personal, Social and Health Education (PSHE)**

There is a separate assembly for Key Stage 1 during which a particular moral or ethical topic is introduced. Further discussion follows and during the year many other topics such as bullying, honesty and fairness are discussed.

**EAL (English as an Additional Language)**

Support from a specialist teacher, usually in small groups, is given to children who, we feel, need extra help. The amount of help will depend upon the age of the child and his or her level of English.

**Physical Education**

There are regular, weekly lessons of P.E. in which children participate in a variety of activities including large apparatus gymnastics, dance and simple team games. They develop increasing control of body movement whilst learning the need for safety and co-operation with others.

## Attainment Targets for Year Two

### Mathematics

At the end of Year 2 your child should be able to:

Count, read, write and order whole numbers to at least 100; know what each digit represents (including 0 as a place holder)
Describe and extend simple number sequences
Understand that subtraction is the inverse of addition; state the subtraction corresponding to a given addition and vice versa
Know and use halving as the inverse of doubling
Know by heart facts for the 2 and 10 multiplication tables
Use knowledge that addition can be done in any order to do mental calculations more efficiently
Understand the operation of multiplication as repeated addition or as describing an array
Construct and interpret simple block graphs, tally charts and pictograms
Estimate, measure and compare lengths, masses and capacities using standard units; suggest suitable units and equipment for such measurements
Read a simple scale to the nearest labelled division, including using a ruler to draw and measure lines to the nearest centimetre
Use the mathematical names for common 2-D and 3-D shapes; sort shapes and describe some of their features
Choose and use appropriate operations and efficient calculation strategies to solve problems, explaining how the problem was solved

### Literacy

At the end of Year 2 your child should be able to:

#### 1. Speaking and Listening

Accurately recall detail/information from books read aloud and talks by others
Make predictions in stories read aloud to them
Speak in a clear, intelligible way using correct sequencing
Listen carefully when others are speaking and follow verbal instructions accurately

#### 2. Reading

Read high frequency words with immediacy
Use a variety of word attack skills for unknown words - phonic, contextual, pictures, syntactical
Read a range of simple texts - stories, poems and non-fiction account with correct intonation with regard to punctuation
Show good comprehension of the text

Take an active role in guided reading sessions
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Begin to find words in dictionaries and thesauri
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### 3. Writing

Use knowledge of phonics to attempt to write unknown words
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Produce a piece of independent writing, the context of which may be an imaginative story or poem, report of a real event or a set of instructions "how to"
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Write in an interesting way by using a wider vocabulary and more complex sentence structure
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Show an awareness of full stops, capital letters, speech marks, question marks and exclamation marks
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Produce legible handwriting on lined paper with letters accurately formed and consistent in size
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Spell most High Frequency Words for Year 2
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## **German as a Foreign Language**

At the end of Year 2 your child should be able to:

### 1 Listening

Understand and respond to the gist of short phrases and sentences
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Identify and understand specific details in familiar language
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Respond to songs and games
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### 2 Speaking

Respond briefly to what is seen or heard
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Ask and answer simple questions
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Use classroom vocabulary
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Pronounce and intonate correctly
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### 3 Reading

Show fluency when reading familiar material
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Show accuracy and recognise different sounds
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Understand and respond to individual words presented in context
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### 4 Writing

Copy words accurately
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Fill in simple words independently
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## **Deutsch als Muttersprache**

Am Ende von Year 2 sollte Ihr Kind in der Lage sein:

### 1 Sprachgebrauch

Anderen zuzuhören
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Verständlich zu erzählen
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Grammatikalisch richtige Wort- und Satzformen in einfachen Sätzen zu gebrauchen
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Selbstständig Erlebnisse und Erfahrungen mitzuteilen
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Sich eifrig und aufgeschlossen am Unterricht zu beteiligen
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## 2 Lesen (Umgang mit Texten)

Alle Buchstaben und Laute zu erlesen
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Sätze lesen und deren Sinn verstehen zu können
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Fremde, kurze Texte sinnentnehmend zu erlesen
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## 3 Schreiben

Wörter nach Diktat lautgetreu aufzuschreiben
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Wörter und Sätze aufzuschreiben
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Verständlich zu Bildern zu schreiben
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Einfache Übungsformen zur Rechtschreibung selbstständig zu verwenden
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## 4 Schrift

Druckbuchstaben formgetreu zu schreiben
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Wörter und Sätze klar gegliedert zu schreiben
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Beim Schreiben die Lineatur einzuhalten
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## Science

At the end of Year 2 your child should be able to:

### 1 Working scientifically

Observe closely using simple equipment
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Perform simple tests
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Identify and classify
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Gather and record data to help in answering questions
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### 2 Living things and their habitats

Identify that most living things live in habitats to which they are suited
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Describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other
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Identify and name a variety of plants and animals in their habitats including microhabitats
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### 3 Plants

Observe and describe how seeds and bulbs grow into mature plants
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Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
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### 4 Animals including humans

Find out about and describe the basic needs of animals including humans for survival
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Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene

#### 5 Uses of everyday materials

Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses

### Sachunterricht

Am Ende von Year 2 sollte Ihr Kind in der Lage sein:

Rasch Zusammenhänge zu erkennen und auch Einzelheiten im Gedächtnis zu behalten

Sinnvolle Vorschläge zur Lösung sachlicher Probleme einzubringen

Das Sachheft sauber und ansprechend zu gestalten

Zu erklären, wie Ritter in Burgen gelebt haben, was ein Wappen ist und was im Nibelungenlied geschildert wird

Die Wochentage und die Monate des Jahres zu benennen und die Bedeutung einiger Feiertage in Deutschland zu erklären

Zu beschreiben, wie Menschen früher gelebt und gebaut haben und wie sie im Vergleich dazu heutzutage leben und bauen

Insekten zu benennen, ihre Entwicklung und ihren Körperbau zu beschreiben

### Social Studies

At the end of Year 2 your child should be able to:

Show a developing sense of chronology by placing events and objects in order and by recognising that their own lives are different from the lives of people in the past

Identify differences between ways of life at different times

Begin to identify different ways in which the past is represented

Find out about the past from a range of sources of information (e.g. stories, pictures, artefacts etc.)

Communicate his/her knowledge in a variety of ways (e.g. talking, writing, using ICT)

Use globes, maps and plans at a range of scales

Identify and describe where places are (e.g. whether they are on a river)

Make observations about features in the environment and how the environment may be improved.

### ICT

At the end of Year 2 your child should be able to:

Gather information from a variety of sources (for example, people, books, databases, CD-ROMs, videos and TV)

Plan and give instructions to make things happen (for example, programming a floor turtle,

placing instructions in the right order)
Share their ideas by representing information in a variety of forms (for example, text, images, tables, sounds)
Review what they have done to help them to develop their ideas and talk about what they might change in future work.

## **Art & Design**

At the end of Year 2 your child should be able to:

Demonstrate improving skills using a variety of tools and materials
Mix colours for a set purpose
Show creativity and originality in his/her work
Understand and use some appropriate art vocabulary
Discuss work before and after completion
Produce own work based on a famous artist or art style
Choose materials, tools and techniques to make his/her products
Develop further skill and safe use of tools
Begin to work in a neat and orderly manner both independently and under instruction
Evaluate his/her own and others' projects constructively

## **Music**

At the end of Year 2 your child should be able to:

### 1. Performing

Control and maintain a steady beat
Sing songs from memory
Perform simple accompaniment patterns
Maintain silence at a given signal
Perform loud and quiet sounds using vocals, body percussion and percussion instruments
Perform different body percussion sounds to different sections of a song
Sing a song that changes speed

### 2. Listening

Identify repeated rhythm patterns
Recognise loud and quiet sounds
Respond to fast and slow sounds through movement

### 3. Appraising

Differentiate between music with and without a steady beat
Talk about fast and slow sounds
Talk about differences between musical sections

## P.E.

At the end of Year 2 your child should be able to:

Demonstrate increasing control of body movement by performing simple movements safely, e.g. skipping, hopping, 2 foot jumping, leaping, jogging
Show awareness of safety in his/her use of apparatus
Understand and obey the rules of simple team games, cooperating with others
Throw, catch, kick and roll a ball, aiming at a still target with increasing accuracy
Coordinate his/her actions with those of a partner to make a short sequence
Display qualities of sportsmanship and cooperation in team games
Understand the importance of warm-up and cool-down
Perform a simple dance sequence