



Welcome to Year 2

Expectations Information



Class and Staff Information

Class 3 - Mrs Brennan and Miss Glover

Class 4 - Mrs Wardell, Mrs Clarke, Miss Sculley

Other adults:

Mrs Thompson - Music on Wednesday

Mr Ward - PE on Wednesday

Mrs Bakewell - PSHE (Jigsaw) on Wednesday

Our School Values





Child of the Day

Each day a different child will be the 'Child of the Day.' They will be the teacher's special helper for the day. They have responsibilities such as taking the register and any messages to the office, helping to tidy up at playtime and can sit on a chair during carpet time and lead the line.



How do we learn?

- Carpet sessions
- Adult Focus Tasks and Independent Tasks
- Phonics
- Guided Reading



LEARNING MATS

We have created learning mats that outline our learning for the half term. They also introduce the home learning challenge. Learning mats are on the school website for your perusal.

LEARNING MATS

Here is the learning mat for this half term.



TOPIC LEARNING MAT

Year 2 Autumn 1 2026



KEY QUESTIONS:

What is out there in space? What would it be like to travel in space?

Exciting Texts:

The Colour Monster
The First Moon Landing
Whatever Next

To Infinity and Beyond!

We will be learning about: Neil Armstrong, seasonal changes, materials and their properties.

Home Challenge:

Create a 3D model of space.

Key Vocabulary

Astronaut, Neil Armstrong, orbit, Pacific Ocean, Command Module, Lunar Module, Saturn V, Apollo 11.
Materials, opaque, transparent, translucent, reflective, flexible, rigid.

Sticky Knowledge

The first moon landing was on 20th July 1969.
Neil Armstrong, Buzz Aldrin and Michael Collins were in the rocket called the Saturn 5. It took them 4 days to reach the moon and when they returned, they landed in the Pacific Ocean.
Neil Armstrong's famous words: "It's one small step for man, one giant leap for man kind."
Women have also been to space! Valentina Tereshkova was the first woman in space and Helen Sharman was the first British astronaut.

Skills

- ➔ Name materials and compare their properties.
- ➔ Use the internet safely, following Internet safety rules.
- ➔ Listen to other people and contribute own ideas.
- ➔ Explain what went well when reflecting on their own work.
- ➔ Order events on a timeline.
- ➔ Name tools used in art/DT.

MATHS

Year 2 calculations expectations:

NUMBER AND PLACE VALUE	ADDITION AND SUBTRACTION	MULTIPLICATION AND DIVISION	FRACTIONS
- count in steps of 2, 3, 5, 10 from 0 and from any number, forward and backward - recognise the place value of each digit in a two-digit number (tens, ones) - partition 2 digit numbers into different combinations - identify, represent and estimate numbers using different representations, including the number line - read and write numbers to at least 100 in numerals and words - compare and order numbers to 100 using $<$, $>$ and $=$ signs - use place value and number facts to solve problems.	- solve problems with addition and subtraction: - use concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying 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 e.g. $\square - 14 = 28$ - can use estimation to check answers	- 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.	- 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 $\frac{1}{2}$.

WRITING

Year 2 writing expectations:



Working Towards the Expected Standard:	Working at the Expected Standard:	
Pupil(s) can write sentences to form a short narrative about their own and others' experiences (real and fictional), after discussion with the teacher:	Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:	
demarcating some sentences with capital letters and full stops.	writing about real events, recording these simply and clearly	
segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others.	demarcating most sentences with:	capital letters and full stops
spelling some common exception words*	and with use of:	question marks.
forming lower-case letters in the correct direction, starting and finishing in the right place	using present and past tense mostly correctly and consistently	
forming lower-case letters of the correct size relative to one another in some of the writing	using co-ordination (or / and / but)	
	using some subordination (when / if / that / because)	
	segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	
	spelling many KS1 common exception words*	
	writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
	using spacing between words that reflects the size of the letters	



Year 2 writing expectations:

Working at Greater Depth within the Expected standard:	
Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher:	
making simple additions, revisions and proof-reading corrections to their own writing	
using the full range of punctuation taught at key stage 1 mostly correctly including^:	commas to separate items in a list
	apostrophes to mark singular possession in nouns and contractions
spelling most common exception words*	
adding suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly	
using the diagonal and horizontal strokes needed to join letters in most of their writing	

READING



We are aiming for your child to be able to:

- 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 most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read



Reading books sent home -

- ▶ Your child will bring home a colour banded book matching their reading level. The children have the opportunity to change their book most days in school.
- ▶ Your child participates in weekly guided reading sessions. The teacher will stamp their reading diary to say they have had a guided reading session.

Reading diaries and bookmarks -

- ▶ Please write in your child's reading diary to let us know when they have read.
- ▶ Each child will be given a bookmark. Stickers will be given every time your child has read 3 times at home and this is signed in their book.
- ▶ Celebratory stickers (e.g. using their phonics, reading with expression, a good understanding of the text) will be given and placed on the back of their bookmarks.



Harder to Read and Spell Words (tricky words) -

These are words the children will need to read by sight rather than sound out. Once your child can read them, they should learn to spell them. The list of words can be found on the school website and will be added to your child's reading diary.

Reading Pups -

Each class has a 'Reading Pup'. The 'Child of the Day' takes it home that night and brings it back the next day. This is an opportunity for each child to snuggle up and share a book with the reading pup!



Assessments

- ▶ The children are assessed at regular intervals in reading, writing, phonics and maths. Together with observations made as part of daily lessons, the teachers make informed judgements on whether your child is working at age-related expectations or not. This is then used to inform planning, groupings and identify interventions required to support your child.
- ▶ At the end of year 1, the children completed a phonics screening check. Any child who did not pass the check, will have the opportunity to re-sit the check at the end of year 2.
- ▶ Year 2 SATs are no longer statutory. Instead, during the summer term, staff uses the same assessment formats that are used during the autumn and spring term.



PE

- Two sessions per week. One led by Next Level Sport. The second session will be led by either the class teacher, Naomi (YogaBeamz) or Next Level Sport.
- Provide plasters to cover earrings
- Please label P.E kit!
- Warm clothes as the weather gets colder.

Please, please, please:



- ▶ Ensure children's clothing and belongings are clearly labelled.
- ▶ Ensure your child has a labelled water bottle each day.
- ▶ Ensure we are kept up to date with pick up information and we have details of at least two contacts.

Remember!



Any problems however small, please get in touch. You can use the class email to contact us or arrange a suitable time for us to talk. Mr Fennell is also on the playground at the start of the day and can pass on any messages to the class teacher.

Class 3 - class3@standhill.notts.sch.uk

Class 4 - class4@standhill.notts.sch.uk

Also keep checking in on the school website for photos, learning updates and challenges.