



WELCOME TO
YEAR 2

GENERAL INFORMATION

YEAR 2 TEAM

Class Teachers: Miss Singleton and Miss Heppolette

Teaching assistant L4:

Mrs Dolan

SEND Teaching assistant:

Mrs Wright

Sports coach: Isaac (PPA cover on a Tuesday pm)

DROP OFF

When the children come into school they will begin their early morning tasks to help them settle into the school day.

If you need to pass on messages or speak to a member of staff, please ask to speak to your teacher at drop off or pick up, or phone the school office where a mutually convenient time can be arranged for a call back or meeting.

PERSONAL BELONGINGS

Each day, your child will need to bring with them a **water bottle** (children have free access to these throughout the day and they can be refilled when needed), **healthy snack** (fresh fruit is provided daily) and packed lunch if applicable.

Please ensure all uniform, bottles and bags etc. are labelled clearly.

Please ensure they bring their homework and reading folders with them each Thursday to be changed. It is also helpful to bring them daily to ensure your child can be read with as much as possible.

SNACKS

Children will continue to receive free fruit, however if you would prefer your child to have a different snack please ensure it is on our healthy eating list and contains **no nuts**, including nutella products and cereal bars containing nuts.

We have children within school with severe nut allergies, therefore we are a **NUT FREE** school.

HEALTHY SNACKS

The government fruit scheme provides the children with a variety of different fruits and vegetables at snack times. This includes: raisins, apples, pears, bananas, carrots, oranges, cucumbers etc.

If your child would like to bring in a snack from home please be mindful that the snack must be:

- Fruit
- Low sugar cereal bars
- Rice cakes
- Plain popcorn
- Malt bread
- Crackers

It must also be;

- **Nut free**
- **Chocolate free**
- **No Crisp or sweets**

- Please **do not** send juice into school.
- You can purchase milk for your child or send
In a bottle of water Water can be refilled in school throughout the day.



Healthy School Award

Our school is proud of our Silver Healthy School Award. This award has to be reviewed every 3 years. This year we are hoping to achieve **Gold status** with your support.



SCHOOL UNIFORM

- Children must wear a full school uniform everyday.
- Grey trousers/dress/pinafore, yellow/white shirt, blue school jumper/cardigan, appropriate footwear.
- Hair accessories must be the same colour as the school uniform.
- Please make sure all your child's belongings are clearly named.
- Please ensure your child's earrings are removed when they have P.E on a Tuesday.

COLLECTION

Collection time is 3.15pm.

If anyone other than a parent/carer (or usual person) is coming to collect your child that you let the school know in plenty of time. You can let the class teacher know in the morning, or alternatively phone the school office during the day.

Children will not be released without being prenotified.

Please bear with us during the first few weeks, whilst we get to know you. During this time pick up might take a little longer.

OUR YEAR

	Half Term 1	Half Term 2
Autumn Term	LC Question: Would a dinosaur make a good pet? Hook: Dinosaur egg in forest, dinosaur habitat, fossils, dinosaur into school app, Manchester Museum letter. Primary subject focus: Science & Art Secondary subject focus: Geography, Computing, History Quality texts: Picassaur, dinosaur nonfiction, recipe books	LC Question: Where in the world could a hot air balloon take you? Hook: Parts of an aeroplane found/Up! Primary subject focus: Geography & History & DT Secondary subject focus: Computing & Science Quality texts: Women of the World – Amelia Earhart, The Way Back Home, Stuck
Spring Term	LC Question: Does everything change over time? Hook: Local walk, Curiosity cube, wow experiments, Black Dog prints Primary subject focus: Science & DT Secondary subject focus: Art, History and Computing Quality texts: Bear and the Hare, Miki, Black Dog	LC Question: What did Paddington discover when he visited London? Hook: Paddington props left in the classroom, letter from the Queen, Samuel Pepys diary extract Primary subject focus: History & Geography Secondary subject focus: DT & Science & Computing Quality texts: Paddington at the Palace, Paddington at the Tower, GfOL non fiction

Summer
Term

LC Question: Where would you prefer to live: Stalybridge or Nairobi?

Hook: African music and artefacts, animal prints

Primary subject focus: Geography & Art

Secondary subject focus: Science, DT & Computing

Quality texts: Meerkat Mail, Madagascar.

LC Question: Where in the world did your chocolate come from?

Hook: Chocolate workshop

Primary subject focus: History & Science

Secondary subject focus: Geography & DT

Quality texts: Charlie and the chocolate factory, Roald Dahl

SCIENCE

- Living things and their habitats
- Experiments
- Animals including humans
- Materials
- Plants

COMPUTING

- Computing systems
- Programming
- Digital photography
- Pictograms
- Programming
- Making music

HISTORY

- Dinosaurs
- The history of flight
- The history of London
- The history of Stalybridge
- The history of chocolate

GEOGRAPHY

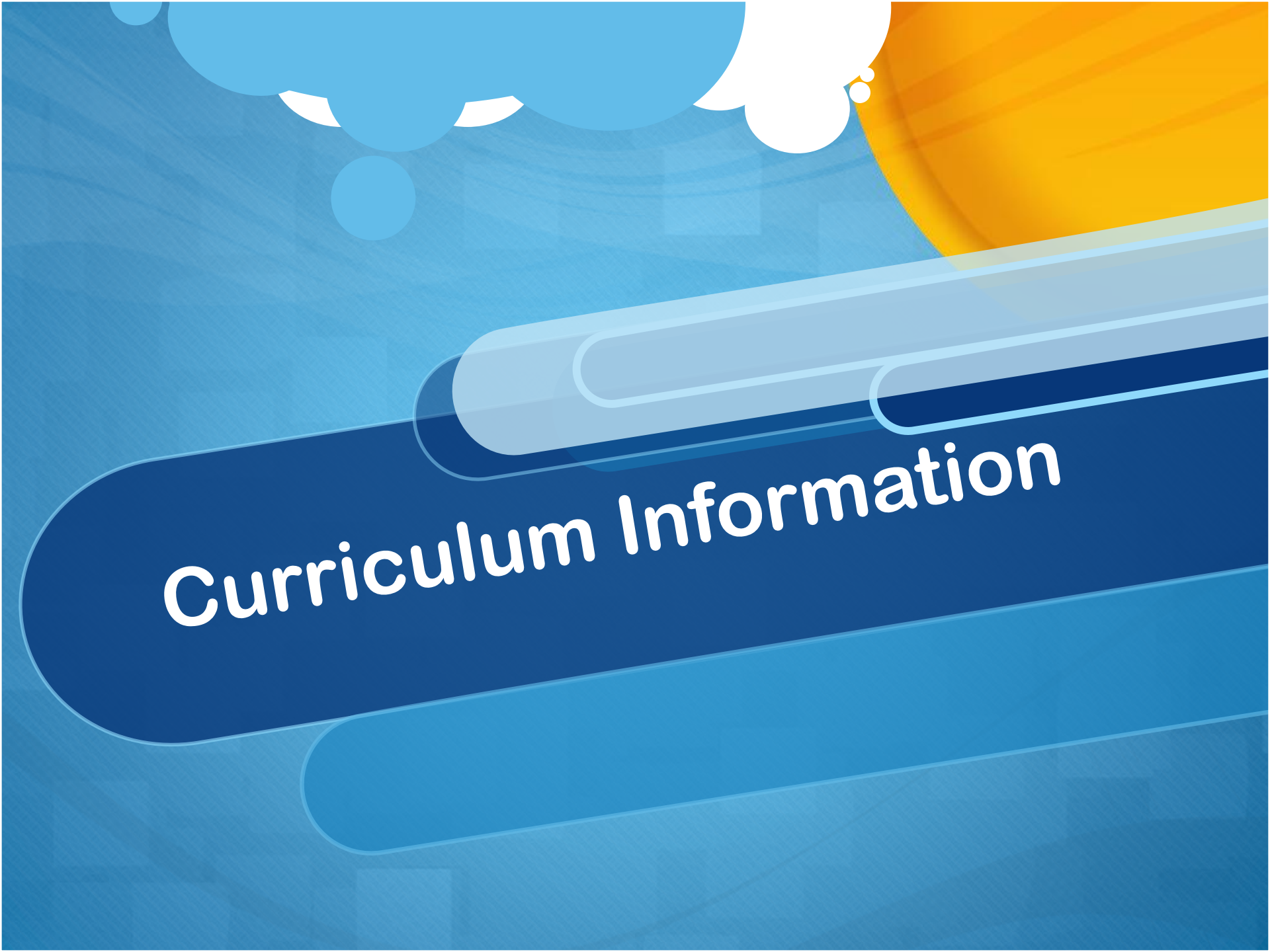
- Continents – Locating where fossils have been found in the world
- Continents – Plotting the journey of Amelia Earhart
- Geography – UK / London / Peru / Famous Landmarks
- Geography – UK / Stalybridge / Mumbai / man made and natural

DESIGN TECHNOLOGY

- Design a kite
- Levers and Pulleys
- Design a building
- Design a dip

OUR DAY

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45am – 9am	Welcome! Morning Activities Morning Group	Welcome! Morning Activities Morning Group	Welcome! Morning Activities Morning Group	Welcome! Morning Activities Morning Group	Welcome! Morning Activities Morning Group
9am – 9:15am	Register & <u>Regulate</u> (My Happy Mind/TGMC)	Register & <u>Regulate</u> (My Happy Mind/TGMC)	Register & <u>Regulate</u> (My Happy Mind/TGMC)	Register & <u>Regulate</u> (My Happy Mind/TGMC)	Register & <u>Regulate</u> (My Happy Mind/TGMC)
9:15am – 10:15am Playtime for all 10.15 – 10.30am	RWI	RWI	RWI	RWI	Maths/ Foundation Curriculum
10:30am – 12pm	Core Curriculum Maths/Literacy (Including Letter Village)	Core Curriculum Maths/Literacy (Including Letter Village) Y2 PE – IK	Core Curriculum Maths/Literacy (Including Letter Village)	Core Curriculum Maths/Literacy (Including Letter Village)	Foundation Curriculum
1.15pm – 1:30pm	Register & Regulate TA Keep Up Sessions -Maths Fluency -Additional speed sounds session/virtual classroom session	Register & Regulate TA Keep Up Sessions -Maths Fluency -Additional speed sounds session/virtual classroom session	Register & Regulate TA Keep Up Sessions -Maths Fluency -Additional speed sounds session/virtual classroom session	Register & Regulate TA Keep Up Sessions -Maths Fluency -Additional speed sounds session/virtual classroom session	Register & <u>Regulate</u>
1:30pm – 2:30pm	TA Tutoring	TA Tutoring	TA Tutoring	TA Tutoring	Assembly/Foundation Curriculum
Afternoon break for all 2.30pm – 2.45pm	Foundation Curriculum	Foundation Curriculum	Foundation Curriculum Assembly	Foundation Curriculum	Foundation Curriculum

The background features a bright blue sky with stylized white and blue clouds in the upper left and a large yellow sun in the upper right. A blue pen with a silver clip is positioned diagonally across the center. Below the pen is a dark blue banner with rounded ends, containing the text 'Curriculum Information' in white. At the bottom, there is a light blue horizontal bar.

Curriculum Information

Reading

- As a continuation from Year 1, your child will receive 4 weekly phonics lessons through the Read Write Inc programme.
- Each Thursday, during their last phonics session of the week, your child will receive a RWI reading book linked to the sounds they are currently learning.
- During Year 2, when appropriate, the children will move off the RWI phonics programme and take part in structured guided reading sessions to help develop their fluency and comprehension skills.

Year 2 expectations

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



Year 2 reading focus

- Word reading
- Comprehension



Comprehension

Children must understand what they are reading and what is being read to them. These specific skills are taught during guided reading sessions and Read Write Inc sessions.

Comprehension skills



Inference Iggy. He likes to infer what is happening and make conclusions based on evidence and reasoning.

twinkl.com



Predicting Pip. She likes to make predictions about what might happen to a character or an event that might occur.

twinkl.com



twinkl.com

Sequencing Suki. She likes to sequence events from the story. She likes to talk about the events that have happened.



twinkl.com

Victor vocab likes to pick out vocabulary from the story.

What does a year 2 reader look like?

Read all common exception words

To read at speed

Read words containing suffixes

Read fluently

Blend automatically



What does a year 2 reader look like?

Give an opinion
on a range of
texts.



Make
inferences

Sequence
events

Talk about
favourite
words and
phrases

Recognise
language
patterns

By the end of year 2 we aim for your child to be reading most of the year 1 and year 2 words.

(Handout)

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



Writing

- **Spelling**
- **Handwriting**
- **Composition**
- **Vocabulary, Grammar and Punctuation**

Year 2 expectations

Year 2 Expectations: Transcription

- Segment spoken words into phonemes and record these as graphemes
- Spell words with different alternative spellings, including a few common homophones
- Spell longer words using suffixes such as *ment*, *ness*, *ful*, *less*, *ly*
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
- Identify known phonemes in unfamiliar words and use syllables to divide words
- Form lower case letters of the correct size relative to one another
- Begin to use some of the diagonal and horizontal strokes needed to join letters
- Understand which letters, when adjacent to one another, are best left *unjoined*
- Write capital letters and digits of the correct size, with correct orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters

Year 2 Expectations: Composition

- Write narratives about personal experiences and those of others (real and fictional)
- Write for different purposes, including real events
- Plan and discuss the content of writing and write down ideas
- Orally rehearse structured sentences or sequences of sentences
- Evaluate writing independently, with peers and with teacher
- Proof-read to check for errors in spelling, grammar and punctuation
- Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences and commas for lists
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use subordination (using *when*, *if*, *that*, or *because*) and co-ordination (using *or*, *and*, or *but*)
- Use present and past tenses correctly and consistently including the progressive form

Year 2 Exceeding Expectations: Writing

- Descriptions are clear enough for people to recognise what is meant even when things are not named
- Use some phrases and words that they come across in reading
- Use words like 'suddenly' or 'amazingly', so that writing grips the reader's interest
- Stories have interesting endings that have been carefully thought about
- Consistent in using the *first* or *third* person
- Keep writing interesting throughout and not be tempted to look at quick ways to finish it
- Check that capital letters, commas and question marks are used when needed and attempt to use speech marks
- Use a dictionary to check spellings of words
- Use specific nouns when needed, e.g. 'terrier' instead of 'dog'
- Take time to describe characters and events within stories, rather than move from one event to another



Spelling

Children will continue to learn how to spell through their phonics. (speed sound chart)

Children will practice spelling patterns and common exception words during daily English and phonics lessons.

Speed sounds chart

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Learning Individual sounds
and building words

**Ditty Stage - reading a few
words together**

Green Stage

Purple Stage

Pink Stage

Orange Stage

Yellow Stage

Blue Stage

Grey Stage

By the end of the year we would aim to get your child spelling most of these words.

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



Handwriting

Children will receive weekly Martin Harvey handwriting sessions to ensure they are forming their letters correctly.

- Children will continue to focus on forming lower case letters correctly, making sure they are all of a similar size and spacing between words is good too (this is the same case for capital letters and numbers).
- When the children are ready we begin to join up.

Letter formation...

Improvement in Schools

ISHA

through

Handwriting and Art

Achieving Excellence
In
Handwriting

a b c d e f g h i j k l m

n o p q r s t u v w x y z



Composition

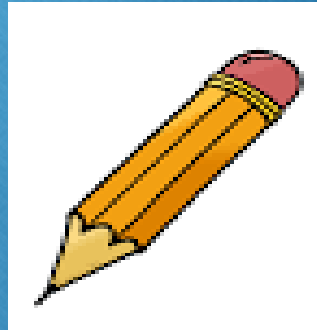
- Children will write a range of stories, non-fiction and poetry
- Generally, Year 2 children are encouraged to sustain writing for longer periods of time.
- Your child will plan their writing, draft, edit and re-write.
- Children will be encouraged to use more detailed descriptions in their writing and re-read their own and other's writing, looking for ways to edit and improve it.

Writing

As with reading, by the end of year 2 we aim to get each child meeting the end of year 2 expectations. (Handout)

No formal assessment of writing –
teacher assessed.

Each time a child completes a piece of writing we assess it and look for any gaps in learning.





Grammar

- As well as teaching grammar within our daily English lessons, we also teach a grammar lesson on a Friday, which follows the ‘grammarsaurus’ scheme.



Maths

The children take part in at least 4 maths lessons per week.

We follow the White Rose Mastery Scheme of learning throughout school.

Follow concrete, pictorial, abstract approach.

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Autumn term

Number

Place value

VIEW

Number

Addition and subtraction

VIEW

Geometry

Shape

VIEW

Spring term

Measurement

Money

VIEW

Number

Multiplication and division

VIEW

Measurement

Length and height

VIEW

Measurement

Mass, capacity and temperature

VIEW

Summer term

Number

Fractions

VIEW

Measurement

Time

VIEW

Statistics

VIEW

Geometry

Position and direction

VIEW

Consolidation

End of year expectations

Year 2 Expectations: Number

- Read and write numbers to at least 100 in numerals and words
- Recognise odd and even numbers to 100
- Count in steps of 2, 3 and 5 from 0
- Recognise place value of each digit in 2-digit numbers
- Compare and order numbers from 0 to 100 using the $>$; $<$; and $=$ signs
- Name the fractions $\frac{1}{3}$; $\frac{1}{4}$; $\frac{1}{2}$ and $\frac{3}{4}$ and find fractional values of shapes; lengths and numbers
- Recall and use multiplication and division facts for the 2, 5 and 10x multiplication tables
- Add and subtract: two 1-digit; 2-digit and a 1 digit; 2-digit and 10s; two 2-digit and three 1-digit numbers
- Solve problems with addition and subtraction
- Understand commutativity in relation to addition, subtraction, multiplication and division

Year 2 Expectations: Measurement, Geometry and Statistics

- Choose and use appropriate standard units to estimate length/ height/ temperature and capacity
- Tell and write the time to 5 minute intervals
- Recognise and use the symbols £ and p when solving problems involving addition and subtraction of money
- Describe the properties of 2D and 3D shapes to include: edges, vertices and faces
- Interpret and construct pictograms, tally charts, block diagrams and simple tables

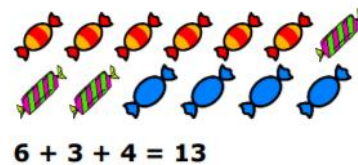
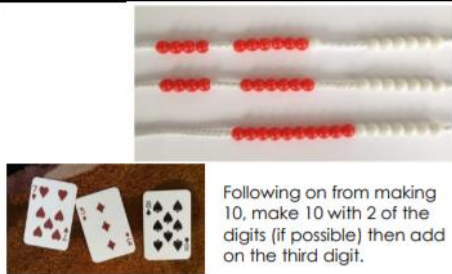
Year 2 Exceeding Expectations:

- Count reliably up to 1000 in 2s, 5s and 10s
- Count on and back in multiples of 4, 8, 25, 50 and 100 from any given number to beyond 1000
- Add and subtract fractions with a common denominator
- Apply knowledge of number up to 100 to solve a one-step problem involving addition, subtraction and simple multiplication and division
- Apply knowledge of addition and subtraction to pay for items, up to £10, within a problem solving context
- Add and subtract two 2-digit and numbers to 100
- Use an appropriate strategy to add and subtract numbers that move between and through 100, for example, $97 + 7$; $103 - 8$
- Know about right angles and where they can be seen in the environment
- Tell time to 5 minute intervals in both analogue and digital and relate one to the other
- Measure, compare, add and subtract using common metric measures

Addition examples (CPA)

Adding 3 single digits

Use this method as an opportunity to develop fluent recall and application of known number facts including bonds and doubles.

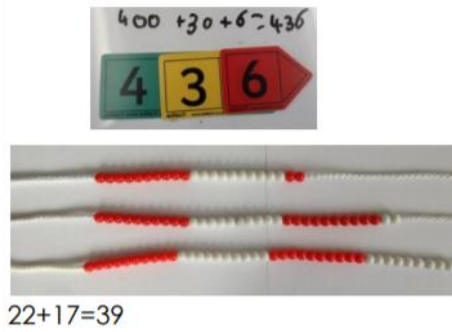


$$\begin{array}{c} 4 + 7 + 6 = 10 + 7 \\ 10 \\ = 17 \end{array}$$

Partitioning to add

The emphasis for this strategy in KS1 is to develop a deep understanding of place value.

In year 2, recording addition and subtraction informally in columns supports place value and prepares for formal written methods with larger numbers later on in KS2. Ensure that when moving into any form of column the ones are calculated first.



+10

22

$$22 + 17 = 39$$

TENS	ONES
20	2
10	7
30	9

Begin with jumps of tens and ones then progress to jumps of all the tens and all the ones as children become more fluent.

$$44 + 23 = 67$$

20 3

44 64 67

$200 + 30 + 5 = 235$

$$235 = 200 + 30 + 5$$

5

$$\begin{array}{r} 40 \\ + 8 \\ \hline 60 \end{array} + 13 = 73$$

25 + 48 = 73

Informal recording in columns

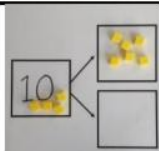
23 + 33 = 56 ✓	56
48 + 25 = 73 ✓	75

Counting on in tens and ones to solve missing number problems

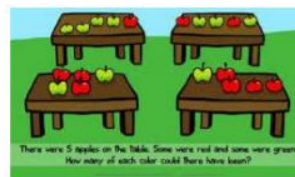
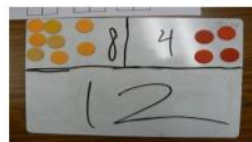
Subtraction

Part, part, whole model

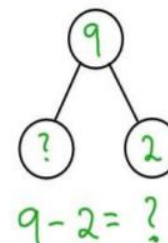
This model develops knowledge of the inverse relationship between addition and subtraction and is used to find the answer to missing number problems.



If 10 is the whole and 6 is one of the parts. What is the other part?



Children should be taught the skills to approach problems in a systematic way.



I made 9 buns for the cake sale and I only had 2 left at the end. How many did I sell?



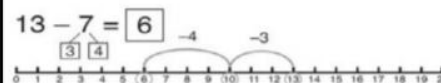
Make 10

Use this strategy to subtract a single digit number from a 2-digit number. Pupils identify how many need to be taken away to make ten first. Then they take away the rest to reach the answer.



$$14 - 5 = 9$$

Make 14 on the ten frame or with different coloured cubes to represent the ten and the ones. Take away the four first to make 10 and then takeaway one more so you have taken away 5. You are left with the answer of 9.



$$15 - 7 =$$

How many do we subtract to reach the next 10?

How many do we have left to subtract?

Find the difference

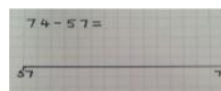
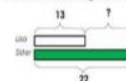
Pupils should develop a good understanding of the meaning of 'difference', exploring the inverse relationship with addition by counting back and counting up.



Practical resources to visualise 'difference' and recognise inverse relationships e.g. $12 - 1 = 11$ and $11 + 1 = 12$

Comparison Bar Models

Lisa is 13 years old. Her sister is 22 years old. Find the difference in age between them.

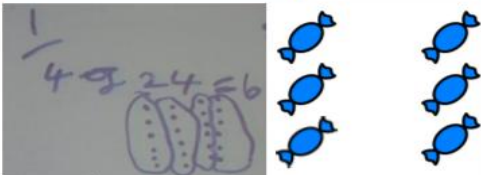
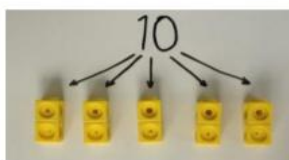
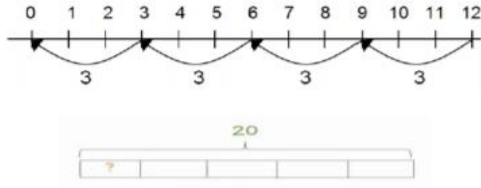


Use a blank number line to count back and count up between 2 numbers.

Lexie has 5 more strawberries than Jake. Jake has 11 cherries. How many does Lexie have?

Look at the graph. Fewer children have green eyes than blue. What is the difference?

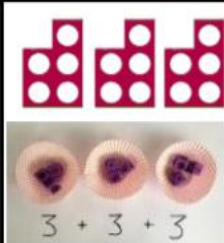
Division

Strategies	Concrete	Pictorial	Abstract
Sharing Here, division is shown as sharing. E.g. If we have 24 squares of chocolate and we share them between 3 people, each person will have 8 squares each.		 $6 \div 2 = 3$	Share 9 buns between three people. $9 \div 3 = 3$ Can you make up your own 'sharing' story and record a matching equation?
Division as grouping Here, division is shown as grouping. If we have ten cubes and put them into groups of two, there are 5 groups. This is a good opportunity to demonstrate and reinforce the inverse relationship with multiplication.	 Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding.	Show jumps in groups. The number of jumps equals the number of groups.  Think of the bar as a whole. Split it into the number of groups you are dividing by and work out how many would be within each group.	$28 \div 7 = 4$ Divide 28 into 7 groups. How many are in each group? Max is filling party bags with sweets. He has 20 sweets altogether and decides to put 5 in every bag. How many bags can he fill?
Division within arrays Use arrays of concrete manipulatives and images of familiar objects to find division equations. Begin to use dot arrays to develop a more abstract concept of division.		Write the division equations that the array represents.  $20 \div 4 = \square$ $20 \div 5 = \square$	Children can draw lines to divide their array Find the inverse of multiplication and division sentences by creating four linking number sentences. $7 \times 4 = 28$ $4 \times 7 = 28$ $28 \div 7 = 4$ $28 \div 4 = 7$

Multiplication

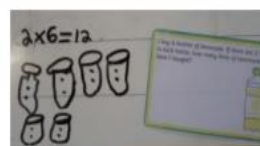
Repeated addition

Pupils should apply skip counting to help find the totals of repeated additions.



$$5+5+5=15$$

$$3+3+3=9$$



Pupils begin to recognise the relationship between repeated addition and multiplication.

$$4 \times 3 = \square$$

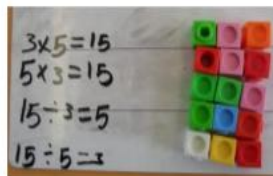
Write addition or multiplication sentences to describe objects and pictures.



$$2+2+2+2+2=10 \quad 2 \times 5=10$$

Arrays showing commutative multiplication

Pupils should understand that an array can represent different equations and that, as multiplication is commutative, the order of the multiplication does not affect the answer.



Draw arrays in different rotations to find **commutative** multiplication sentences.



$$4 \times 2 = 8$$

$$2 \times 4 = 8$$

$$2 \times 4 = 8$$

$$4 \times 2 = 8$$

$$2 \times 4 = 8$$

$$2 \times 4 = 8$$

$$4 \times 2 = 8$$

3 children go to the park to hunt for pine cones. They find 5 each, how many do they find altogether?

5 children eat the same number of cakes at a party. 15 cakes are eaten in total, how many did they each eat?

$$5+5+5=15$$

$$3 \times 5=15$$

$$3+3+3+3+3=15$$

$$5 \times 3=15$$



Parent support– Maths

- Read and write numbers to 100 in numerals and words.
- Addition and Subtraction number facts
- Count in steps of 2, 5, 10 and 3 from 0 forwards and backwards.
- Learn the 2,5 and 10 multiplication facts.
- Tell the time to the nearest 5 minutes.
- Recognise and use the symbol £ and p, and associated coins and notes.
- Learn to name and describe the properties of 2D and 3D shapes.



Homework

We ask that you read daily with your child. This is the single most important thing you can do at home which will help their learning.

Children will receive spelling and grammar work on a Thursday that should be completed by the following Thursday.



Homework

- ◊ TTRS

- ◊ NumBots

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- 
- ◊ Look around the classroom
 - ◊ Collect your handouts