



# **Welcome to Rabbit Class**

**Year 2**  
**2024 - 2025**

# Year 2 Staff

Class Teacher - Miss Board



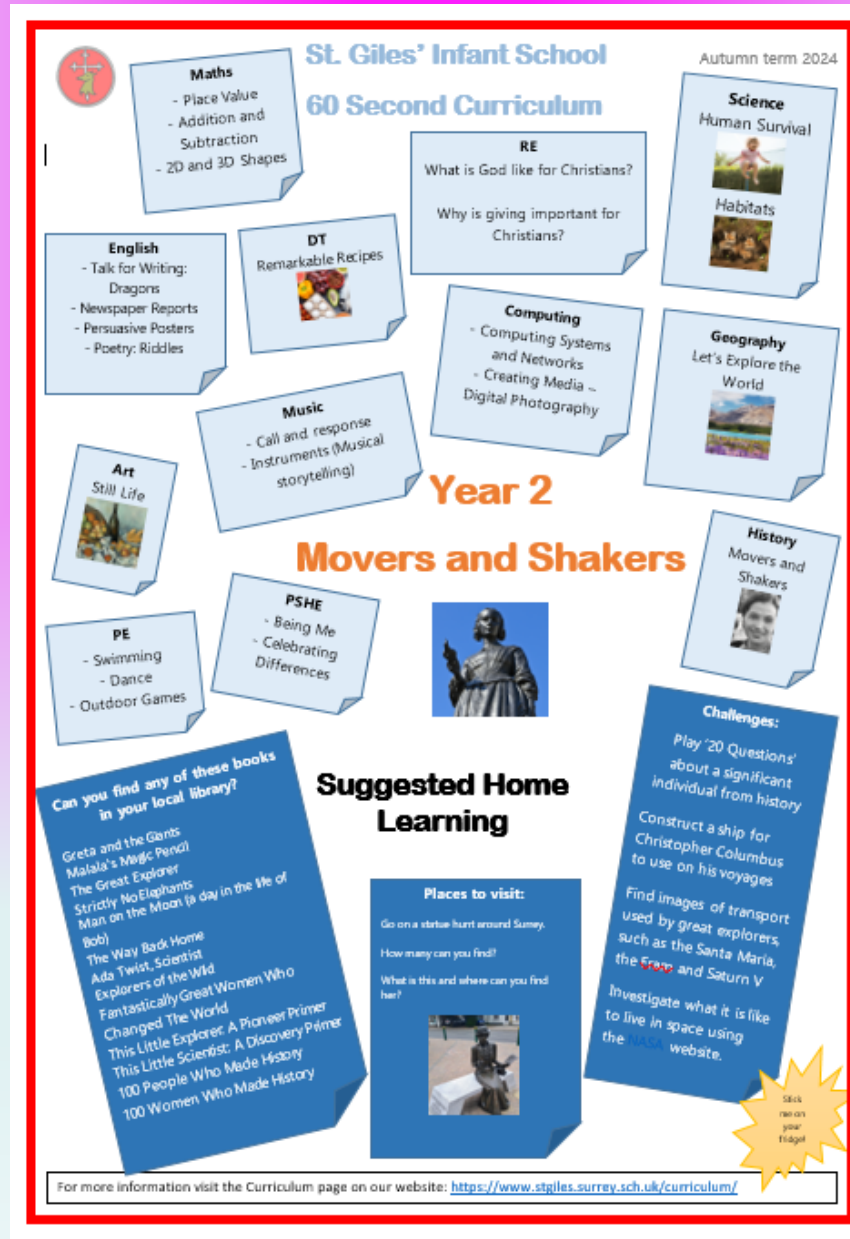
# Classroom Teaching Assistant: Miss Agutter



PPA cover Teacher: Mrs Bartlett

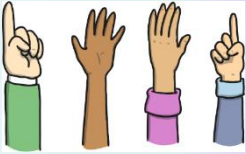


# 60 Second Curriculum Map

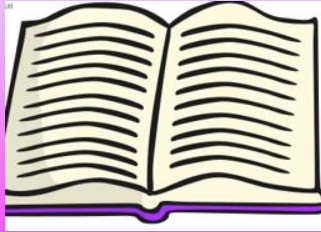


# A Typical Day in Rabbit Class

Morning.....



Register



Guided Reading



English



or ur ow

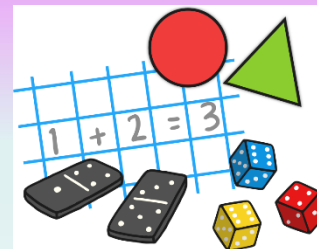
Phonics/Spelling



Assembly

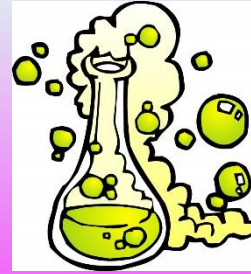
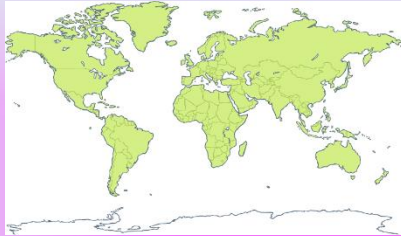


Break Time



Maths

# Afternoon



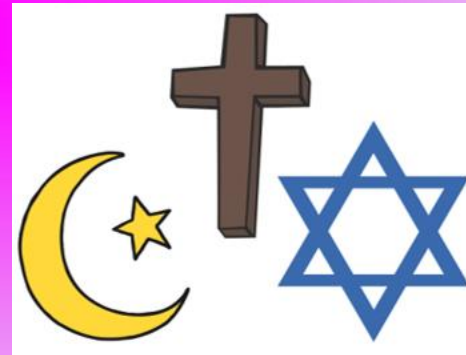
History or Geography

Science

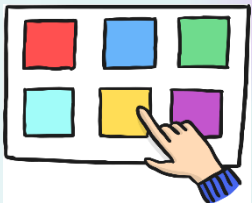
P.E.



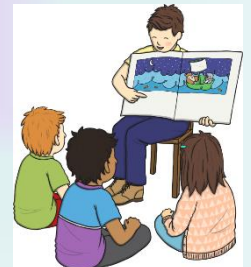
Art



R.E.



End the day with a story/class book.





# P.E.

- Thursday afternoon (one session).
- Swimming on a Tuesday morning in the Autumn Term.
- During Spring and Summer term second P.E. session during the week (day will be confirmed before start of Spring term).


















# Phonics

- *Little Wandle* Scheme.
- 25 minutes everyday with the whole class.
- Currently revising Phase 5.















# Phase 5

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 ue u-e ew ou ui	yoo ue u u-e ew	 u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

\*depending on regional accent

# Little Wandle Spelling



# Spelling

- *Little Wandle* Spelling Programme.
- 25 minutes everyday with the whole class.
- Will begin in Autumn 2.

## Spelling

Sufficient evidence shows the ability to...

- ☐ Write from memory, simple dictated sentences which include familiar words and GPCs.
- ☐ Spell common decodable two and three syllable words which include familiar graphemes.
- ☐ Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.
- ☐ Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.
- ☐ Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.
- ☐ Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.

# Reading:

- Daily Guided Reading.
- Phonetically decodable book now. Children will move onto colour banded books.
- New Reading Records.
- Reading books can be changed daily
- Where possible children should read every day at home!



# Homework

- Weekly **Maths** homework.
- Project linked to History/Geography Topic (Half termly/termly).
- Where possible children should read every day at home!

# History/Geography Home Learning Projects

Autumn 1 – Movers and Shakers

Autumn 2 – Explore the World

Spring Term – Coastline

Summer Term – Magnificent Monarchs

# History/Geography Home Learning Projects

## **Movers and Shakers**



These activities are for you to do at home with an adult. You can do all of them or choose the ones that you find most interesting.

# End of Key Stage 1 Assessments

## Teacher assessment

*Children will be...*

Working towards the Expected Standard

Working at the Expected Standard

Working above the Expected Standard  
(Greater Depth)



# End of Key Stage 1 Assessments

## **All Non-Statutory**

- Maths – 2 papers.
- English – Reading (2 papers).
- English – SPaG (2 papers).

May/June 2025

# Independence is key!

## Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

# Independence is key!

## Working at the expected standard

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.

# Independence is key!

## Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words\*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)\*
- use the diagonal and horizontal strokes needed to join some letters.

# Working towards the Expected standard

## Writing example:

1. Look in the dragon's eyes and say sit
2. Lie down you get a treat and put it in your hand and clasp your hand. Place it down and say lie down and then give the treat to Mum then.
3. If you want to make your dragon to stay you put your hand in front of you and say stay.
4. I put my one finger up and turned it round and round and the dragon turned round and he did it.

# Working at the Expected Standard

## Writing Example:

Dear Elliott We know what your machine is it's  
a typewriter  
How to use it:

1. First put the paper in the typewriter.
2. Turn the dial to feed the paper into the typewriter  
to print a letter
3. Next push the keys down firmly
4. Now push the silver lever down on the side of the typewriter
5. If you hear a ding that means <sup>you are</sup> ~~you~~ at the end of the line ding! ding!
6. You can't take any thing <sup>away</sup> off If you make a mistake! ~~back space~~

I hope you learn how to use your typewriter  
love from [redacted] xxx Now you can type letters  
to me.



# Working above the Expected Standard

## Writing Example:

Dear Ellie's family,

I am writing to you because I want to apologise to you for what I have done to poor, old Thumper. I am going to change my fierce behaviour to a normal pet<sup>cat</sup> behaviour.

First of all I <sup>am</sup> sorry <sup>for</sup> bringing Thumper into the carpet with mud, grass stains and other disgusting things. Also, I am sorry that the stains can not come off the carpet, and the housekeeper <sup>will</sup> ~~would~~ be very dissapointed and upset because of it.

Second of all from this day forward I will be a good citizen, and be treated much better, because I am more respectful. I <sup>will</sup> also try not to ~~scrath~~ scratch any more furniture like your favourite chair and the couch.

Please accept my apology because I feel so ashamed of myself and so sad. I feel very guilty as well because I bring dead animals into the house without any reason. Please forgive me!!

Love from Tuffy

# Maths

## Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources<sup>1</sup> to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g.  $23 + 5$ ;  $46 + 20$ ;  $16 - 5$ ;  $88 - 30$ )
- recall at least four of the six<sup>2</sup> number bonds for 10 and reason about associated facts (e.g.  $6 + 4 = 10$ , therefore  $4 + 6 = 10$  and  $10 - 6 = 4$ )
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).



# Maths

## Working at the expected standard

The pupil can:

- read scales\* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g.  $48 + 35$ ;  $72 - 17$ )
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If  $7 + 3 = 10$  then  $17 + 3 = 20$ ; if  $7 - 3 = 4$  then  $17 - 3 = 14$ ; leading to if  $14 + 3 = 17$ , then  $3 + 14 = 17$ ,  $17 - 14 = 3$  and  $17 - 3 = 14$ )
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ , of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

# Maths

## Working at greater depth

The pupil can:

- read scales\* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g.  $29 + 17 = 15 + 4 + \square$  ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

# Whole school information

- Please make sure EVERY item of clothing is named.
- Named water bottles please.
- Reading books can be changed daily – please remind your child if they need to change their book.

# Handouts: Please help yourself!

**St. Giles' Infant School**  
60 Second Curriculum

Autumn term 2024

**Maths**  
- Place Value  
- Addition and Subtraction  
- 2D and 3D Shapes

**English**  
- Talk for Writing  
- Newspaper Reports  
- Persuasive Posters  
- Poetry: Riddles

**DT**  
- Remarkable Recipes

**Computing**  
- Computing Systems and Networks  
- Creating Media - Digital Photography

**Music**  
- Call and response  
- Instruments (Musical storytelling)

**Art**  
- Still Life

**PSHE**  
- Bringing Me  
- Celebrating Differences

**Year 2 Movers and Shakers**

**Science**  
Human Survival  
Habitats

**Geography**  
Let's Explore the World  
Digital Photography

**History**  
Movers and Shakers

**Challenges:**  
- Play 20 Questions about a significant individual from history  
- Construct a ship for Christopher Columbus to use on his voyages  
- Find images of transport used by great explorers, such as the Santa Maria, the *Arcton* and Saturn V  
- Investigate what it is like to live in space using the website.

**Suggested Home Learning**

Can you find any of these books in your local library?

Gracie and the Giants  
Mabel's Bear House  
The Great Explorer  
Finding Noddy  
Max on the Moon (30 min in the life of a day)  
The Way Back Home  
The Very Hungry Caterpillar  
The Little Prince  
The Little Prince: A Disney Story  
The Little Prince: A Disney Story  
100 Women Who Made History

Places to visit:  
- Can you visit a local museum?  
- How many can you visit?  
- What is this and where can you find it?

For more information visit the Curriculum

**Year 2 Number and Place Value Key Learning:**

Key Vocabulary	Value of a 2-Digit Numbers	Knowledge Organiser
place value	<b>26</b>	<b>Comparing Numbers</b>
digit numeral	twenty six	Tens Ones 36 = 36 equals
tens ones	20 6	26 < 34 equals
compare		24 > 19 equals
greater than >		
less than <		
partition		<b>Ordering Numbers</b>
order	Counting in steps of 2, 3, 5 and 10	36 37 38 39 40 41 42 43 44
Dienes (base 10)	Counting in 2s 0 2 4 6 8 10 12 14 16 18 20	37 < 39 < 42
Place Value chart	Counting in 3s 0 3 6 9 12 15 18 21 24 27 30	45 48 52 53 61
Part-whole model	Counting in 5s 0 5 10 15 20 25 30 35 40 45 50	smallest greatest
	Counting in 10s 0 10 20 30 40 50 60 70 80 90 100	

## Grow the code grapheme mat Phase 2, 3 and 5

s	t	p	n	m	d	g	c	r	h
ss	tt	pp	nn	mm	dd	gg	cc	rr	hh
se	ce	st	sc						
b	f	l	j	v	w	x	y	z	qu
bb	ff	ll	jj	vv	ww	xx	yy	zz	qu
ch	sh	th	ng	nk	a	e	i	o	u
ch	sh	th	ng	nk	a	e	i	o	u
ture	ti	ssi	ci						

## Grow the code grapheme mat Phase 2, 3 and 5

ai	ee	igh	oa	oo	ar
ay	ea	ie	oe	ue	u
a	e	i	o	u	al
a-e	e-e	i-e	o-e	u-e	
aigh	ie	y	ow	ui	
ey	ey				
or	ur	ow	oi	ear	zh
aw	er	ou	oy	are	su
au	ir			ere	si
oor	or			ear	
al					
oar					
ore					

\*depending on regional accent

## Year 2 Common Exception Words

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

Rabbits@stgiles.surrey.sch.uk

Any questions?