

2021-2022

Year 2
Curriculum
Overview

Meet the Staff

- Miss Murphy – teacher 2TM
- Mrs Astbury – teacher 2EA
- Mrs Underwood – teaching assistant for Y2

Expectations

Independence...

- Much like in year 1, children have the opportunity to change their reading book themselves in the morning when they first come in.
- Children should hand in any letters or homework – there will be reminders.
- All children should have a named water bottle in school every day. Children can access their water bottle at any time other than the teacher input unless there are extenuating circumstances.
- Children should independently look after their possessions, i.e. named jumper.
- We aspire for all learners to embrace challenges and make mistakes, knowing that's an important part of the learning process. (Having a growth mindset.)








Our Approach

- We aspire for our learners to be resilient, independent and able to work collaboratively.
- Our curriculum has a mastery approach – everyone is successful! Depth not breadth!
- We have mixed ability learning partners - no ability groupings – we don't believe in putting a ceiling on children's learning. We assess within the lesson to address misconceptions as they arise and to provide further challenge.

Y2 Long Term Overview



Black Horse Hill Infant School Long Term Plan Year2

Topic/Theme	Wriggle and Crawl Where do snails live?	How do germs spread? Can you build a paper bridge?	Can Water Make Music?	March	The Scrambled Garden	Magnificent Monarchs	June	Countline Will it degrade?	July
Half Term English	Autumn 1	Autumn 2	Spring 1	Book Week	Spring 2	Summer 1	Healthy Body, Healthy Mind Week	Summer 2	Good to Country Endowment Project
	 Circular Narratives Letter	 Fat Brothers Setting Narrative Diary	 Ending Narrative Instructions		 Journey Narrative Information	 Persuasive Letters Recounting Narratives		 Divergent Narrative Explanation	
Phonics	Phase 5 texts including polysyllabic words Homophones (there/their and believe) Initial spell 't' is common exception words (find, kind, mind, behind, child, wild, climb)	Homophones (there/their) Initial sound spells as 'ge' and 'tge' at the end of words, and sometimes as 'y' elsewhere in words before 't', 'y' and 'g' Initial sound spell 't' before 't', 'y' and 'y' Initial sound spell 'th' and 'gn' at the beginning of words	Initial sound spell 'y' Lesson 8 Practice Initial sound spell 'y' Strategies for learning words: common exception words and high frequency words (could, should, would, must, both, only, prove, improve) Contractions (couldn't, didn't, hasn't, it's, couldn't, I'll, they're) Reverse 't' or 'g' initial sound spell 'th' at the end of words and following a consonant Adding endings 'ing', 'ed', 'er', 'est' to words ending in 't' with a consonant before it Adding the ending 'y' to words ending in 't' with a consonant before it Initial sound spell 'ng' New homophones (quint/quint) Initial sound spell 'er' Adding 'ing', 'ed', 'er', 'est' and 'y' to words of one syllable ending in a single consonant after a single vowel		Initial spell 'c' after 'w' and 'g' Initial spell 't' Lesson 10 Teach/Practice Homophones (there, their, they're) Adding 'er' to nouns and verbs ending in 't' The possessive apostrophe (singular nouns) Adding suffixes 'ful', 'less' and 'ly' Words ending 'tious'	The 'f' or 'ff' sound spell 'ff' at the end of words. Adding endings 'ing', 'ed', 'er', and 'est' to words ending in 'y' The 't' sound spell 't' before 't' and 't' The 't' sound spell 't' after 'w' Suffixes 'ment' and 'less' The 't' sound spell 't' after 'w' The 'f' or 'ff' sound spell 'ff' at the end of words		Initial sound spell 'o' Initial sound spell 't' at the end of words	
Handwriting	introduces descenders capital letters introducing break letters (g, s, y, z, h, j, k, q, r, d) ee and er (diagonal join) ai, e Initial sound spell 't' (no ascender)	oe, oo, Initial sound spell 't' (no ascender) oi, ay Initial sound spell 't' (no ascender) oe, oie Initial sound spell 't' (no ascender) ai, e Initial sound spell 't' (no ascender)	er, ar, er Initial sound spell 't' (no ascender) oe, oie Initial sound spell 't' (no ascender) ai, er, ar Initial sound spell 't' (no ascender) ai, er, ar Initial sound spell 't' (no ascender)		er, ar Initial sound spell 't' (no ascender) oe, oie Initial sound spell 't' (no ascender) ai, er, ar Initial sound spell 't' (no ascender)	ai, ee Initial sound spell 't' (no ascender) oi, ay Initial sound spell 't' (no ascender) ai, er, ar Initial sound spell 't' (no ascender)		introducing qu introducing r introducing o introducing t	



	ice, ice, (diagonal join, anti-clockwise)	oak, oak (horizontal join to ascend)	air (joining to and from r) diagonal join to d) (diagonal join to d)		rs (horizontal join from r, anti- clockwise)			
Maths	Place Value Addition and Subtraction	Money- Measurement Multiplication and Division	Multiplication and Division Shape Statistics		Fractions Addition and Subtraction – efficient Strategies	Measurement - length and height Position and direction Consolidation and problem solving.		Time Weight and Mass Capacity and Volume Temperature
Science	Healthy Me Wiggle and Crawl Subject: Science Composition Where do seals live? Science	Materials How do germs spread? iCos you make a paper bridge? Subject: Science	Environment iCos water made music?		Plants The Sacred Garden Subject: Science	Living Things and their Habitats		Will it degrade? Subject: Science
Computing	Purple Mash Coding Online Safety	Purple Mash Spreadsheets	Purple Mash Overseeing		Purple Mash Researching	Purple Mash Pictures		Purple Mash Music
Humanities (History, Geography, RE)	Hoodoo-Pajo is the land/Temple, shines Huda Gods Festival of Divali	Moors and Shakers Significant people – Captain James Cook, Christopher Columbus, Claude Moore, Elizabeth Fry, Emmeline Pankhurst, Florence Nightingale, Henry VIII, Isaac Newton, Joseph Lister, Mahatma Gandhi, Marie Curie, Martin Luther King Jr, Mary Anning, Neil Armstrong, Paul Cezanne, Queen Victoria, Ronald Reagan, Rosa Parks, Vasco da Gama, Vincent van Gogh, William Shakespeare Festivals of Light- Christmas, Hanukkah	Special places Special places – Christianity		Jesus' Life Easter- What happened at Easter? Holi-How is Holi celebrated?	Magnificent Menarche Significant people - Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II Me, my family and friends Friends Families	Coastline Significant people – Captain Cook Me, my family and friends Who is special to you?	
DT(Art and Design)		Still Life				Portraits and Paves		Beach Hut
Music	Recognise echoing phrases by ear Communicate the meaning of songs with good diction Mimic a body percussion pattern accurately Recognise the structure of verse and chorus	Play paired echo pieces based on the rhythms of a familiar song Perform actions while singing on echo song Use dynamic contrasts and different vocal effects to evoke an atmosphere Lead an echo song confidently as part of a small group	Beat Band (Bogel) Perform rhythmically as a group, incorporating accurate choreographed actions Compose accompanying robot music using percussion and unconventional sound-makers Sing a synchronized Gertyl melody with rhythmic precision		Sing nonsense lyrics in an unfamiliar language Sing a playground song in an appropriately relaxed and informal style Mimic a clapped pulse pattern while playing a singing game Improvise on a percussive scale	Compose numbered sound effects for an introduction Sing a lively melody with a dotted rhythm Sing clearly articulated words set to a step-piggyback melody		Understand the verse and chorus in the context of a song Mark the pulse throughout the song Sing a rock-style song, confidently managing short phrases and rests Switch confidently from mouth to jug time in their singing
PE	Gymnastics Games	Gymnastics Games	Dance Games		Gymnastics Dance	Games Gymnastics		Games Gymnastics
Jigawa/PSHE/MS/ISC	Being me in my world	Celebrating Differences	Dreams and Goals		Healthy me	Relationships		Changing me
British Values	Picture News	Picture News	Picture News		Picture News	Picture News		Picture News
Enrichment activities	Trip to Bakenkred Path Visit from a beekeeper Fun Food Chef Visit to St Michael's church	Trip to Port Sunlight Trip to Williamson Art Gallery	Visit from the band at BHAUS		Trip to Kensington temple Visit from a florist	Visit to Robin Castle		Attend Wellesley Town Hall for the Infant Proms Cubana Beach

What the day looks like

- Each morning, the children will come in and do either a daily maths sheet or an English activity.
- Every morning the children will have English, Maths and a 25 minute, Letters and Sounds (phonics) lesson followed by a reading session.
- The afternoons are topic based, with lessons including those from Curriculum Maestro (Science, History, Geography, Art, DT) Music, PE, RE, Computing, Jigsaw and a modern foreign language, Mandarin. Some lessons may be taught in a block or whole day as opposed to individual lessons.
- Across the week there will be various acts of collective worship and assemblies such as Picture News.

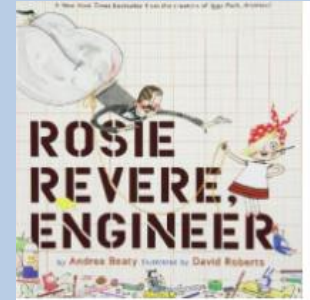
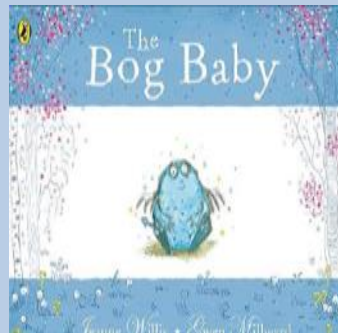


Read to Write



Read to Write is evidence-based teaching of **writing**. These units have been carefully mapped out so the entire statutory curriculum for English is covered for each year group. They also enable schools to draw upon the wider curriculum, which supports schools to build rich curriculums.

Our beautiful Year 2 picture book texts are:



National Curriculum

Writing – transcription

Statutory requirements

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Statutory requirements

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write 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.

Writing – composition

Statutory requirements

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in English Appendix 2
 - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Phonics

<p>Phase 5 GPCs polysyllabic words.</p> <p>Homophones (sea/see and be/bee)</p> <p>blue/blew</p> <p>/aɪ/ spelt 'i' in common exception words (find, kind, mind, behind, child, wild, climb)</p>	<p>Homophones (to/two/too)</p> <p>/dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'</p> <p>/s/ sound spelt 'c' before 'e', 'i' and 'y'</p> <p>/n/ sound spelt 'kn' and 'gn' at the beginning of words</p>	<p>/aɪ/ sound spelt 'y'</p> <p>Practise /aɪ/ sound spelt 'y'</p> <p>Strategies for learning words: common exception words and high-frequency words (could, should, would, most, both, only, prove, improve)</p> <p>Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</p> <p>Revise /ɪ/ or /ə/ sound spelt 'le' at the end of words and following a consonant</p> <p>Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it</p> <p>Adding the ending 'y'</p>	<p>/o/ spelt 'a' after 'w' and 'qu'</p> <p>/ɜ/ spelt 's' Lesson Homophones (new/knew) Practise Homophones (there, their, they're)</p> <p>Adding '-es' to nouns and verbs ending in 'y'</p> <p>The possessive apostrophe (singular nouns)</p> <p>Adding suffixes '-ful', '-less' and '-ly'</p> <p>Words ending '-tion'</p>	<p>The /ɪ/ or /ə/ sound spelt '-el' at the end of words.</p> <p>Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'</p> <p>The /ɔ:/ sound spelt 'a' before 'l' and 'll'</p> <p>The /ɔ:/ sound spelt 'ar' after 'w'</p> <p>Suffixes '-ment' and '-ness'</p> <p>The /ɜ:/ sound spelt 'or' after 'w'</p> <p>The /ɪ/ or /ə/ sound spelt '-al' at the end of words</p>	<p>/ʌ/ sound spelt 'o'</p> <p>/ɪ/ or /ə/ sounds spelt 'il' at the end of words</p>
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Reading

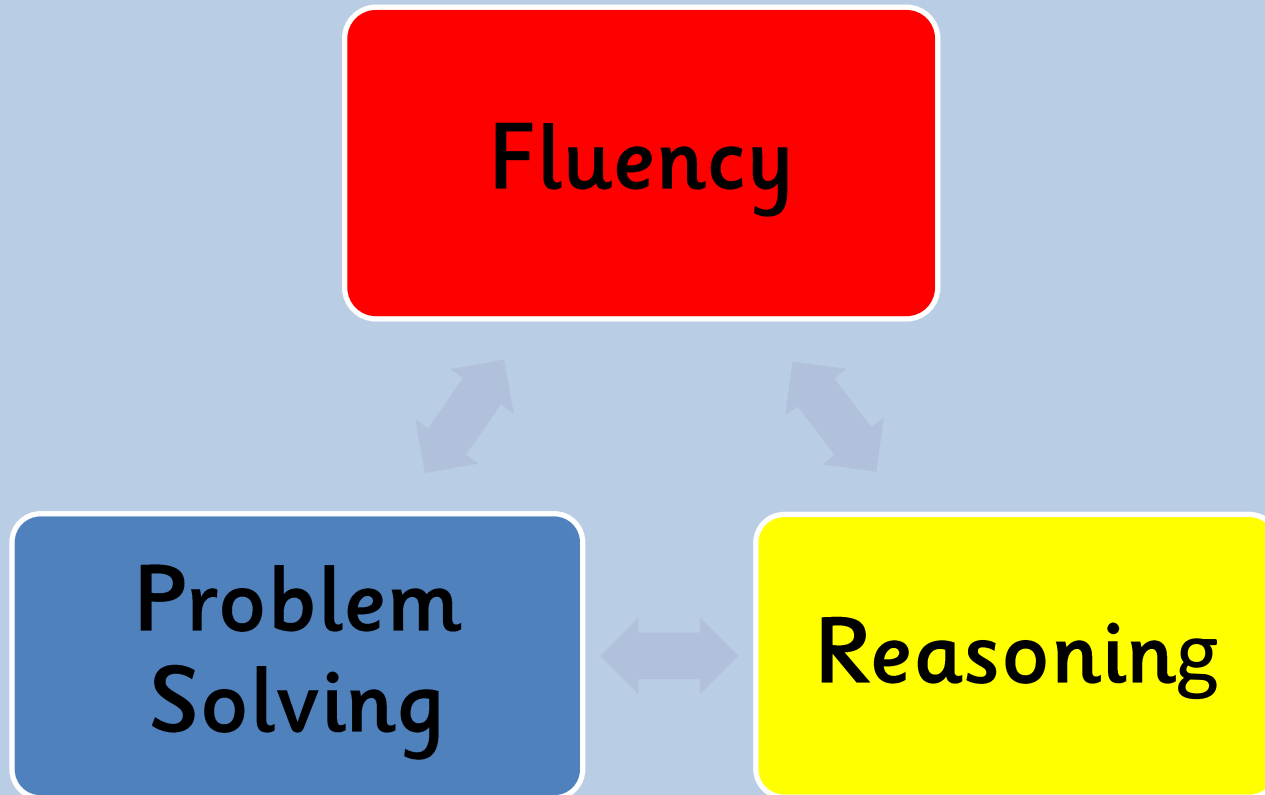
- Whole school changed approach
 - 4x reads per week – grouped by ability
 - - Day 1 decoding and prediction
 - - Day 2 Fluency
 - - Day 3 Comprehension – specific focus
 - - Day 4 Prosody
 - Bug Club books will be allocated on Mondays.
 - The expectation is that children read every night at home.
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- Reading Raffle
-
- RMcL – How to access Bug Club
 - RMcL – Monitoring Reading



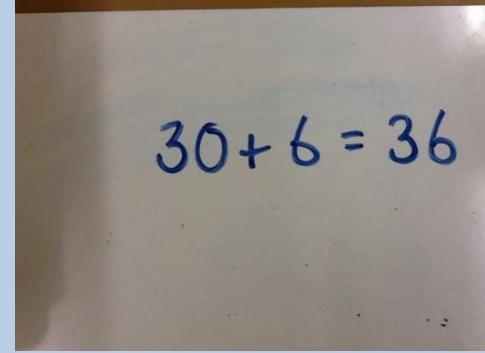
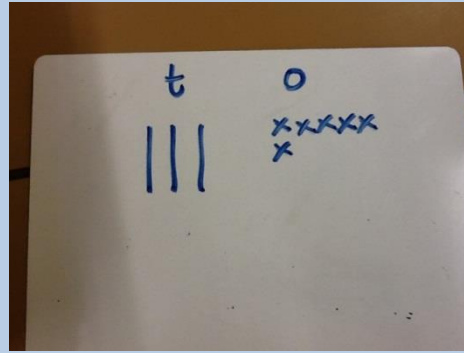
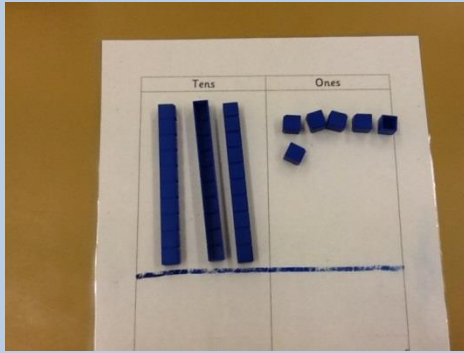
Reading for Pleasure

- To supplement the Bug Clubs books and to help foster the love of reading, your child will take a book of their choice home that they may not be able to fully decode yet. This is to share together with the focus being enjoyment, as opposed to reading independently. Adults to read to children modelling reading.
- Children will have the opportunity to change as frequently as they want.

Maths – has 3 strands



Concrete – Pictorial - Abstract



We use White Rose Maths which follows a CPA approach – Concrete, Pictorial, Abstract. This deepens mathematical understanding. We use a range of practical resources e.g. bead strings, concrete objects, Base 10, counters, money, number lines/squares, measuring tools. This helps children to 'master' the concepts. In Year 2, we only calculate within 100, which helps us learn or quickly calculate as many facts within 100 as possible.

Abstract/Reasoning

This is fundamental skill in Maths. Good examples include:

- I know 12 is a multiple of 2 because it can be shared into two equal groups.
- I can tell the time says half past one because the minute hand is on the 6 and the hour hand is half way between the 1 and the 2.
- There are 5 vertices and 5 sides, so I know this is a pentagon.
- $17 - 2 =$ The answer is 15 because 7 minus 2 leaves 5 and you put your ten back on.
- $20 - 18 =$ It's 2 because I know that 18 plus 2 is balanced by 20.
- Because 56 doesn't have 0 or 5 ones, it can't be a multiple of 5.

National Curriculum

Statutory requirements

Pupils should be taught to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

Statutory requirements

Pupils should be taught to:

- solve problems with addition and subtraction:
 - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing 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.

Number – multiplication and division

Statutory requirements

Pupils should be taught to:

- 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.

Measurement

Statutory requirements

Pupils should be taught to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

Geometry – properties of shapes

Statutory requirements

Pupils should be taught to:

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry – position and direction

Statutory requirements

Pupils should be taught to:

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Statistics

Statutory requirements

Pupils should be taught to:

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.

Jigsaw

- Jigsaw is our school's personal, social, health education scheme (health and well-being).
- In Year 2, we have Jigsaw Jo who helps us learn about our feelings and behaviour.
- Lessons are weekly.
- Units are: *Being Me in My World; Celebrating Difference; Dreams and Goals; Healthy Me; Relationships; and Changing Me.*



Projects

- We use Curriculum Maestro for Science, History, Geography, Art and DT lessons.
- Each half term will have a different topic. The topics for Year 2 are:
 - Wriggle and Crawl – Science focus;
 - Movers and Shakers – History focus;
 - Beat, Band, Boogie – Music focus;
 - The Scented Garden – Science focus;
 - Magnificent Monarchs – History focus;
 - Coastline – Geography focus.

Knowledge Organisers

- Knowledge organisers containing the essential information and key words that we'd expect most children to know will be online with the homework at the start of every half term.


Wriggle and Crawl

Minibeasts

A minibeast, or invertebrate, is a small creature. There are thousands of different minibeasts in the United Kingdom. These include ladybirds, snails, spiders and woodlice.

Habitats

A habitat is a place where plants and animals live. Habitats must have everything the plants and animals need to survive, including water, air, food and shelter. Animals are adapted to survive in the habitat in which they live.




woodland habitat

Some minibeasts live in microhabitats. A microhabitat is a small habitat. Under a log or stone can be a microhabitat.

Identifying minibeasts

Minibeasts can be identified and grouped by their features, such as colour, shape, the number of legs they have or their body parts. A key can help us to identify minibeasts. An example is provided below. Choose one of the pictures, and answer the questions in the key to identify the minibeast.




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graph TD
    Start([Start]) --> Q1{Does the minibeast have wings?}
    Q1 -- Yes --> Q2{Does the minibeast have black and yellow stripes?}
    Q1 -- No --> Q3{Does the minibeast have a shell?}
    Q2 -- Yes --> HB[honey bee]
    Q2 -- No --> Q4{Does the minibeast have legs?}
    Q3 -- Yes --> Q4
    Q3 -- No --> E[earthworm]
    Q4 -- Yes --> GSG[garden spider]
    Q4 -- No --> CWB[cabbage white butterfly]
    
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Food chains

A food chain shows how animals get energy from food. Plants get energy from sunlight. Animals get energy from eating plants or other animals. A food chain always starts with a producer, such as a plant, and ends with a predator, such as a fox.




plant → is eaten by → insect → is eaten by → bird → is eaten by → fox

Protection and defence

Minibeasts use different ways to protect and defend themselves from predators that want to eat them. They may use camouflage, mimicry, warning colours or play dead to trick predators. Some minibeasts use stings, bites or sprays to protect themselves.


Camouflage

The praying mantis looks like a leaf so it can't be seen by predators.




Mimicry

The spots on a peacock butterfly mimic the eyes of larger animals.




Warning colours

The black and yellow warning colours on a bumblebee warn predators that it will sting.




Playing dead

The weevil plays dead so predators won't want to eat it.



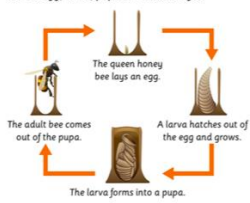
Honey bees

Honey bees are insects. They are important because they collect pollen and carry it from flower to flower. This helps plants to make seeds so new plants will grow. Honey bees also collect nectar from flowers and use it to make honey.



Honey bee life cycle

The honey bee life cycle has four stages. These are the egg, larva, pupa and adult stages.











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graph TD
    Egg[The queen honey bee lays an egg.] --> Larva[A larva hatches out of the egg and grows.]
    Larva --> Pupa[The larva forms into a pupa.]
    Pupa --> Adult[The adult bee comes out of the pupa.]
    Adult --> Egg
    
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Glossary

antennae	Body parts found on the heads of some minibeasts that are used for feeling, smelling, tasting and sometimes hearing.
camouflage	The colour or shape of an animal that helps it to blend in with its surroundings.
food chain	A series of living things that depend on each other as food.
habitat	A place where plants and animals live.
honey	A sweet, golden liquid made by honey bees from nectar.
identify	To recognise and name something or someone.
life cycle	The changes a living thing goes through during its life.
microhabitat	A small habitat.
mimicry	Copying something else for protection from predators and prey.
pollen	A fine powder that flowers use to make seeds.
predator	An animal that hunts and eats other animals.

Class Knowledge Organiser

	Knowledge Organiser	Wriggle and Crawl	     
Key Knowledge/learning from each lesson: 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	Our curiosity questions: 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12.	Vocabulary we will need to use and understand this term: mini beasts insects microhabitats life cycle camouflage food chain habitat honey mimicry pollen nectar predator antennae	Glossary:
Concepts explored this term: Habitats and microhabitats for minibeasts. Identification of minibeast. Food chains. Protection and defence. Life cycle of honey bees. Skills applied: Science: Ask and answer scientific questions about the world around them. Use simple equipment to measure and make observations. Interpret and construct simple food chains to describe how living things depend on each other as a source of food. Explain how animals, including humans, need water, food, air and shelter to survive. Describe basic life cycles. Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. DT: Prepare ingredients by peeling, grating, chopping and slicing. Art and Design: Select the best materials and techniques to develop an idea.	<div><h3>Honey bee life cycle</h3><p>The honey bee life cycle has four stages. These are the egg, larva, pupa and adult stages.</p><pre>graph TD A[The queen honey bee lays an egg.] --> B[A larva hatches out of the egg and grows.] B --> C[The larva forms into a pupa.] C --> D[The adult bee comes out of the pupa.] D --> A</pre></div>		



Homework

We do not want homework to be onerous. Our aim is to provide you with a flavour of what we've been learning and an idea of what the expectation is. We do, however, as part of our aspirational expectations ask that every child reads for 10 minutes each night.

We have provided a homework book for each child, but there is no expectation to write in this unless you choose to. Some parents like to keep us informed by writing notes to the teacher, but again this is not expected.

Homework is usually set to rehearse key skills, but it may be to familiarise learners with a prior skill which was taught in Year 1.

We know that all children are different and there are weeks where you might want to adapt the work set to provide less or more of a challenge. If you would like to speak about this further for help or guidance, please ask us.

Homework should always be available on the school website by Friday and if any work is in books, we ask that it's handed into us in the Homework Box by Wednesday.

Please visit our school website <https://www.blackhorsehillinfant.co.uk/web> and click on '**Our Children**' on top tool bar. Scroll down to '**Homework**', click on **Y2 Homework Page**. Homework is **set each Friday and is to be completed by Wednesday** of the following week ready for marking.

Statutory Assessments

- Because the children didn't sit the Phonics Screening Check in Year 1, children who can blend will sit the screen in the autumn term. This is a decoding skills test as opposed to a reading test. We will make this like it is a usual part of learning. Whether your child attains the required mark (currently 32/40 or not will be formally reported to you.) Any children who don't attain the required mark will have the opportunity to resit in June 2022.
- In May 2022, Year 2 children sit their SATs (Standard Attainment Tests).
- Tests include: 2 reading papers, 2 Maths papers. One for fluency and one for reasoning and problem-solving.
- Where the other tests are mandatory, we choose not to ask the children to sit the grammar, spelling and punctuation test, instead preferring to get our evidence from the children's independent writing.
- While the SATs compose part of our teacher assessments, daily classroom work, level of independence etc will feature heavily in the reported judgment that is shared with you at the end of the year.



End of Year Expectations

At the end of the year, as in previous years, you will get your child's annual written report. Part of the report will state the standard attained. Each stage or standard has to "earned" with the child demonstrating that they can do every aspect contained within this standard.

The following are the terms that the reports will use:

Pre – key stage – This is working significantly below the expected standard for Year 2. There are several pre-key stage standards.

Working towards expected standard – This is working below the expected standard for Year 2.

Working at the expected standard – This is the standard that most children should be working within.

Working at greater depth within the expected standard – This is working significantly above the standard that most children in Year 2 are at.

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