



**Cranbrook**  
Primary School

# Year 2

## Parent Workshop

### Teaching Staff

2 Yellow: Monika

2 Green: Shabana

2 Red : Michelle

2 Blue: Devra

Phase leader: Darshan

Supporting Staff: Rachel, Bushra, Ruth



# Reminders



## Punctuality

School starts at 8:45am. Please try to arrive in time to complete early morning work, respond to next steps or read with an adult. Arriving 15 minutes late each day equates to over an hour a week. Over the school year this is the equivalent of almost 39 hours of missed learning - almost 11 school days!

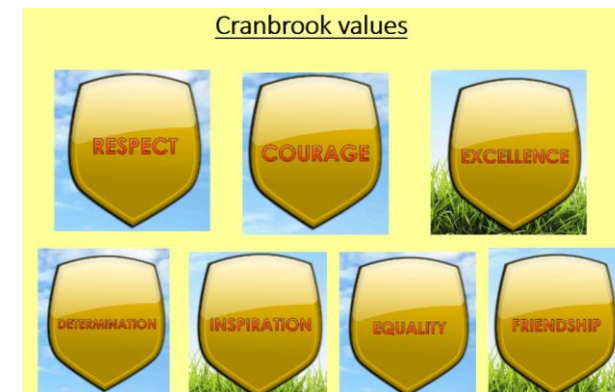
## Attendance

Children will receive special award time and attendance certificates for 100% attendance.

**The expectation is 96%.** Please ensure that your children attend school - pupils with no absence are 1.3 times more likely to achieve age related expectations, and 3.1 times more likely to achieve above age related expectations, than pupils that missed 10-15% of all sessions.

## School Values

Please talk to your child about our school values of respect, courage, excellence, determination, inspiration, equality and friendship.



# Uniform

At Cranbrook, pupils are expected to wear full uniform when participating in learning and at all school events both within and outside of the normal school day (unless stipulated by the school). We believe wearing uniform helps children to develop a strong group identity and a sense of loyalty to their school, as well as encouraging a pride in their appearance. Working with parents, carers and guardian we aim to ensure that all children arrive to school appropriately dressed for safety and weather conditions.

## For Girls

Jade round neck sweatshirt with school logo, dark grey skirt, pinafore or trousers and white polo shirt (with or without school logo). In summer girls can wear a green and white check dress.

## For Boys

Jade round neck sweatshirt with school logo, dark grey trousers and white polo shirt (with or without school logo). In summer dark grey smart shorts can be worn. No jogger, jeans or leggings to be worn as trousers.

## Nursery

As above (sweatshirt and white polo shirt) with dark grey trouser or jogging bottoms if preferred.

## Footwear

Sensible flat black shoes or boots in winter – trainers, flip-flops or backless sandals or shoes are not acceptable.

## Hair Accessories

Girls must wear conservative hair accessories in green, black and white without embellishments.

Children must wear dark grey socks and tights.

## PE Kits



# PE



PE is every Tuesday.

Children should wear their PE kit to school.

## PE Kits

Plain crew neck t-shirt in the colour of the child's class- red, blue, yellow or green. Plain black jogging bottoms or shorts in summer and a plain black sweatshirt for colder weather.

# eSafety and Social Media



- This term, safety week will focus on E-safety.
- Dates will be confirmed via the newsletter in due course.
- Useful websites:

<http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/>

<http://www.kidsmart.org.uk/>

<https://www.internetmatters.org/>

Educate! Educate! Educate!

The more we are aware, the less likely we are to get harmed!

**Social Media:**

Main vehicle used by extremist groups to recruit and voice views

FOMO- Fear of missing out! – want to engage all the time

Lack of sleep

Increased risk of anxiety and depression

Girls more likely to seek comfort on social media when worried

**Apps:**



ZIP IT



K BLOCK IT



FLAG IT





# Year 2 Spring 2022 Theme: London's Calling...

Prepare to travel back in time on a journey into the history of London to explore and reflect upon key events and significant people from the past whilst considering how they have impacted modern day society. We will discover some of the many reasons for why London has evolved into a special city that is rich in culture, architecture and tourism.

One of our highlights this term is a theatrical story telling session about the 'The Great Fire of London' - performed by the renowned Museum of London - guaranteed to be fun, interactive, and full of great historical information!

In Geography, we will be using skills such as map reading, compass navigation and comparing famous landmarks to develop our knowledge of how and why London's physical features have developed over time.

This exciting journey will kick-start with our Stunning Start day, where we will guide your imagination to climb aboard a time-travelling machine, only to find yourself at Pudding Lane, back in the year 1666! You will have to use your detective skills to investigate and predict how you think the fire began and how it spread to become one of London's greatest disasters. We will look at a variety of artefacts, a timeline of events and create artwork to represent the story of one of London's most tragic fires.

Since changing the way that we showcase our themes, pop back at the end of Spring term to see yet another impressive display of our End-of-theme celebration work

# Reading expectations



- Please read with you children everyday.
- Reading does not have to only be the books from school.
- Teachers will try and change the books up to twice a week and please remember to sign their Reading Record.
- The children need to be secure with the comprehension relating to any book.
- Please ask your children questions about the book, you can use the ones found on the inside of the back cover.
- Children have also been provided a comprehension/summary book to complete before changing their books.

# Maths expectations

## Arithmetic

Maths is divided into arithmetic and reasoning. The children are expected to be able to read the reasoning questions and determine which method to use.



Children all have logins for RMEasi Maths in their homework books. This is a great and fun way to help them with their fluency.

9  $8 + 5 + 4 =$

9  $8 + 5 + 4 =$

10  $36 + 24 =$

10  $36 + 24 =$



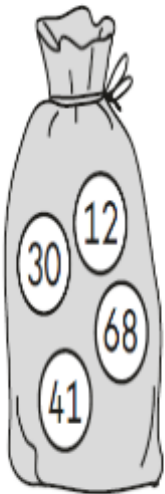


# Maths

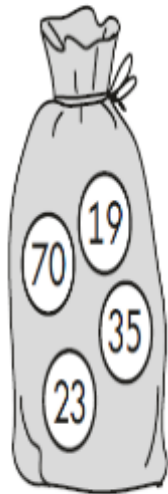
## Reasoning

Two of the numbers are in the wrong bag.

Draw a cross (X) on each of them.



even numbers



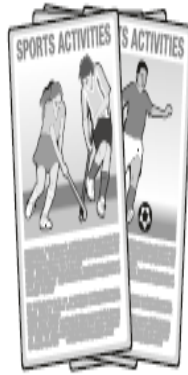
odd numbers

Sam is collecting cards.

He wants to collect **100** cards altogether.

Last week he collected **50** cards.

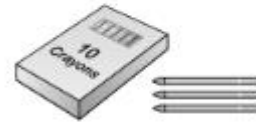
This week he collects **30** cards.



How many **more** cards does he need?

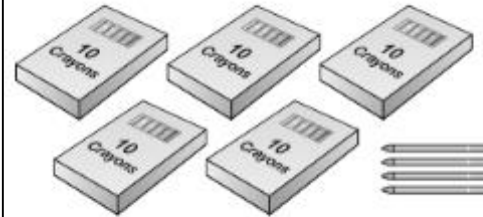


Ben has 13 crayons.



Here are Abdul's crayons.

How many crayons does Abdul have?



There are extra resources in the Homework folder for you to use with your child for extra practise.

- English
- Maths
- Reading comprehension
- Spellings
- Year 2 Maths revision fact sheets for all topics
- T-L-8447-Letter-Formation-Alphabet-Handwriting-Sheet-Lowercase\_ver\_8.pdf  
125.63 KB

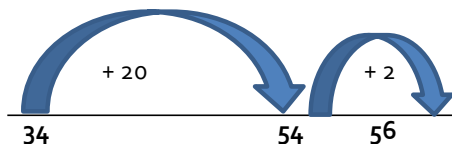


# Maths: Addition and subtraction methods

## ADDITION

We use the Jumping in Tens (J10) method:

$$34 + 22 =$$



1. Partition the smaller number into tens/ones
2. Start your number line from the larger number
3. Now add the tens, then the ones
4. The number you land on is the answer!

We also use the Partitioning and Recombining method:

$$34 + 22 =$$

$$30 + 20 = 50$$

$$4 + 2 = 6$$

$$50 + 6 = 56$$

T	O
30	4
20	2

1. Partition both numbers into tens/ones
2. Add the tens
3. Add the ones
4. Total up these answers!

*Only when confident with the above should the children use the vertical layout,*

*This method should only be used for questions they cannot do mentally.*

*An important point is that children should be able to describe what they are doing by referring to the actual values of the digits in the columns i.e. '20 + 50' or '2 tens + 5 tens', never '2 + 5'.*

## SUBTRACTION



We use the Jumping in Tens (J10) method when we count back to take away a small number.

$$54 - 13 =$$



T	O
10	3

1. Partition the smaller number into tens/ones
2. Start your number line from the larger number (on the right hand side) to count back
3. Now count back the tens, then ones
4. The number you land on is the answer!

## SUBTRACTION by partitioning

This method is the next step when children are secure with J10.

$$\text{Stage 1: } 63 - 38 =$$

$$\text{Stage 2: } 63 - 30 = 33$$

$$\text{Stage 3: } 33 - 8 = 25$$

T	O
30	8

1. First partition the smaller number.
2. Next take away the tens from the bigger number.
3. Record the answer.
4. Then take away the units from your answer to the previous calculation.
5. Write your answer.

# Maths: Multiplication and division methods

## Multiplication

- Repeated addition



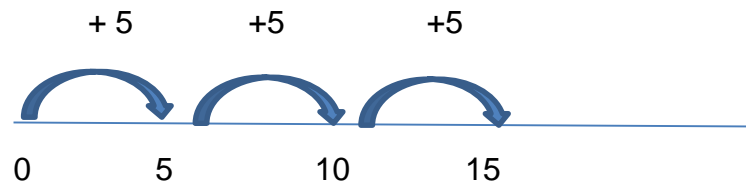
$$3 + 3 \text{ or } 3 \times 2$$

Vocabulary – 3 two times, or two lots of 3

- Using a number line

$$5 \times 3 =$$

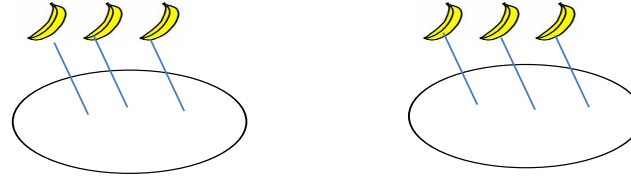
Vocabulary – 5 three times or three lots of 5



## Division

### Sharing

Example: Divide these bananas into 2 equal groups:

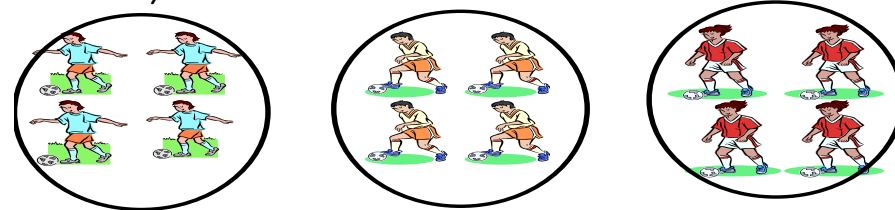


### Grouping

$$12 \div 3 = 4$$

Example: 12 children get into 3 teams to play a game.

How many are in each team?

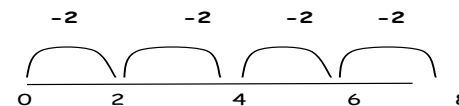


### Repeated Subtraction

$$8 \div 2 = 4$$

Start at 8 at the end of the number line, then count back in 2's until you get to 0.

The answer is the number of jumps.



# How to Help Your Child with Maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, draughts or chess.



# Writing

Children as expected to include the following in their writing:



- Capital letters and full stops in sentences.
- Question marks and exclamation marks.
- Expanded noun phrases to describe and add detail to writing.
- Present and past tense correctly most of the time.
- Commas in a list.
- Co-ordinating conjunctions such as and, or, but.
- Subordinating conjunctions such as when, if, that, because.
- Words with suffix endings such as -ful, -ness, -ment, -ly.
- Phonics skills to spell longer unknown words as well as spell many common exception words.
- Write different types of text such as letters, stories, recounts, information texts, and explanations.
- Add details to make their writing interesting and exciting.
- Use varied sentence openers.
- Use 'wow' words.

3. Tick the best word to complete the sentence below.

You can have a rabbit \_\_\_\_ you look after it.

Tick **one**.

when   
if   
that   
because

4. Tick the best word to complete the sentence below.

I really don't like washing my face \_\_\_\_\_. I have to do it.

Tick **one**.

or   
and   
but

5. Write the missing punctuation mark to complete the sentence below. . . . .

What time is the party starting today

6. The verbs in boxes are in the present tense.

Write these verbs in the **past tense**.

One has been done for you.

My family  the farm.  
↑

I  my lunch bag to school.  
↑

Lucy  television.  
↑





## Year 2 RSHE Themes for this term:

We are growing: human life cycle

Everybody's body

Respecting differences

Feeling safe inside and out