



Welcome

Handwriting and Common
Exception Words and
calculations
Year 2

Badbury Park Primary School

The Blue Kite
Academy Trust



Badbury Park Primary

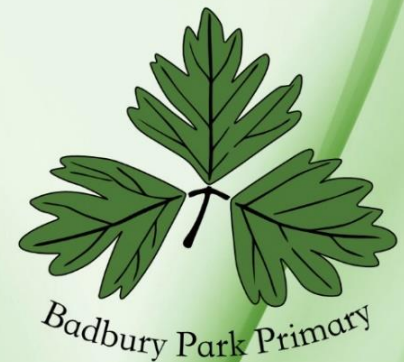


**HAPPY
NEW YEAR**

Badbury Park Primary

This evening we will cover the following..

- Quick overview of the term for the different subjects (topic web)
- Handwriting in Year 2
- Common exception words (for year 1 and 2)
- Maths calculation policy
- Assessment information (end of KS1)
- Key reminders
- Online safety
- Safeguarding
- Any questions



Key Stage 1 Term 3 and 4 Yew and Elm



Enchanted Buildings

English

We will be...

- Writing poetry
- Writing short narratives
- Continuing to learn Year 1 and 2 common exception words and spelling patterns.
- Writing recounts

Maths

Money

Multiplication and division

Length and height

Mass, capacity and temperature

Science

We will be...

- Identifying everyday materials and their uses
- Comparing the suitability of different materials for different purposes
- Observing and using our ideas and experiences to ask and answer questions.

PE

Dance

- Create expressive movement in response to different sounds and music.
- Perform with control & co-ordination, extending and adapting movement phases.

Gymnastics

- Repeat a sequence of gymnastic movements using control and coordination.

We are reading...



Computing

Programming- Robot Algorithms
Data and information- Pictograms

ESR

Where is water?

Music

Year 2- African drumming

Inventing a musical story

Recognising different sounds

PSHE/ RE

- Belonging to a community
- Media literacy and digital resilience
- Money and work

Who is Jewish and what do they believe?
What can we learn from sacred books?

Forest School

- How to be safe in the forest
- How to use natural materials to create
- Signs of Winter/Spring
- Term 5 with Mrs B
- Habitats
- Den building
- Camp fire, hot chocolate and songs

Humanities

History
Castles
Oxford castle and prison

Geography
Countries of the UK
Human and physical features.
Land use, buildings and jobs

Art/DT

Art

- Paul Klee- Castle and Sun

DT

- Making woven Spring baskets



Handwriting in year 2

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.





Handwriting in year 2

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.

Handwriting in year 2

Letter Formation

c a d g q e s f o

l i t j y u

r b n h m k p

v w x z

I can see a little boy.

He has blue eyes and he

has brown hair.

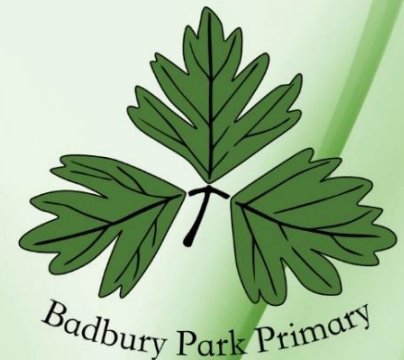
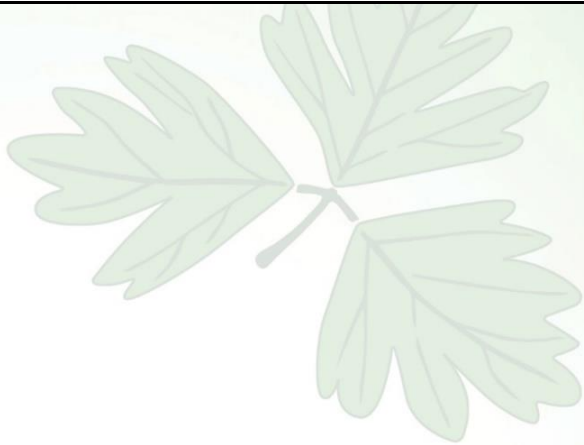


Handwriting in year 2

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.



Handwriting in Year 2

oy oi oa ow wh

ee le ng ch ay ai ir

In year 2 we join some of
our letters.

Common exception words

Common exception words are important because they are just that: common.

They are words that appear frequently in texts and these words help readers understand what they are reading but they don't follow the phonic rules taught. These words need to be learnt.

For example, 'the' is a common exception word taught in most programmes at the beginning of the Reception year.



Year 1 and 2 Common Exception Words

Year 1

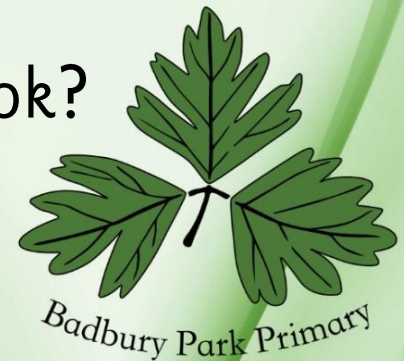
the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

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	

Different ways your child can practise spelling their common exception words....

- Look, cover, write, check
 - Rainbow write
 - Shape write
- How many times can you write the word in 1 minute?
- Can you learn the spelling and then test your parents?
 - Can you spot the words in your book?



Maths

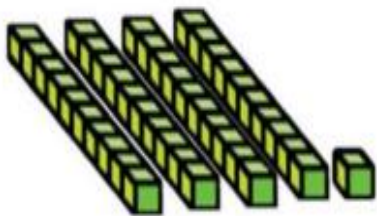
Calculations policy- how do the children learn to calculate?

Addition

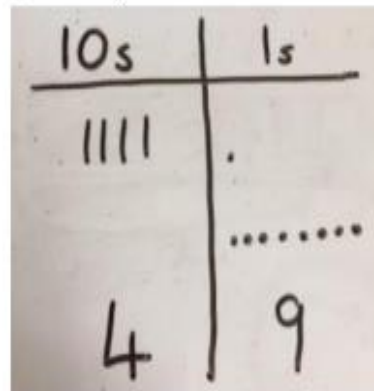
T0 + 0 using base 10.

Continue to develop understanding of partitioning and place value.

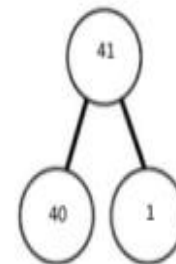
$$41 + 8$$



Children to represent the base 10 e.g. lines for tens and dots/crosses for ones.



$$41 + 8$$



$$1 + 8 = 9$$
$$40 + 9 = 49$$

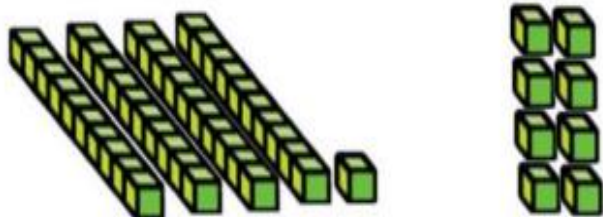
	4	1
+		8
<hr/>		
	4	9

Addition

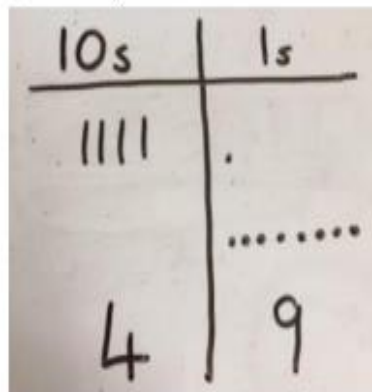
TO + O using base 10.

Continue to develop understanding of partitioning and place value.

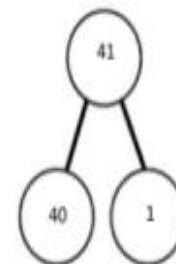
$$41 + 8$$



Children to represent the base 10 e.g. lines for tens and dots/crosses for ones.



$$41 + 8$$



$$1 + 8 = 9$$

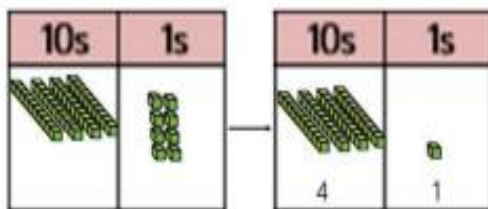
$$40 + 9 = 49$$

	4	1
+		8
<hr/>		
	4	9

Subtraction

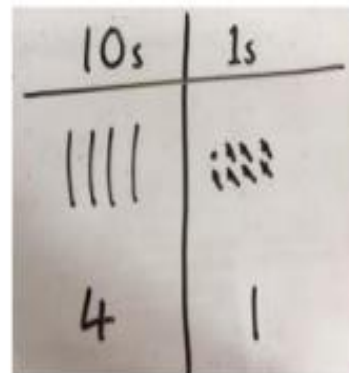
Column method using base 10.

$$48 - 7$$



Children to represent the base 10 pictorially.

$$48 - 7$$



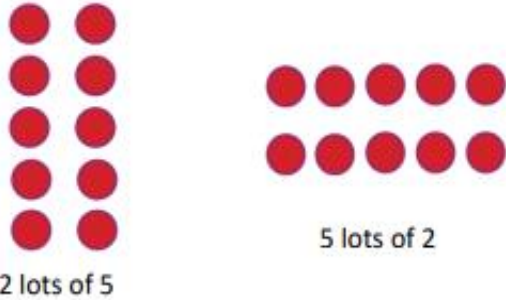
Column method or children could count back 7.

$$48 - 7$$

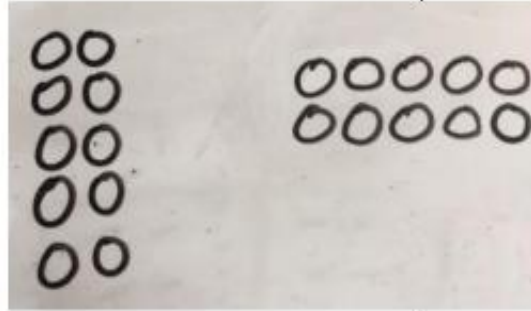
	4	8
-		7
<hr/>		
	4	1

Multiplication

Use arrays to show commutativity.
 $2 \times 5 = 5 \times 2$



Children to represent the arrays pictorially.



Children to be able to use an array to write a range of calculations.

$$10 = 2 \times 5$$

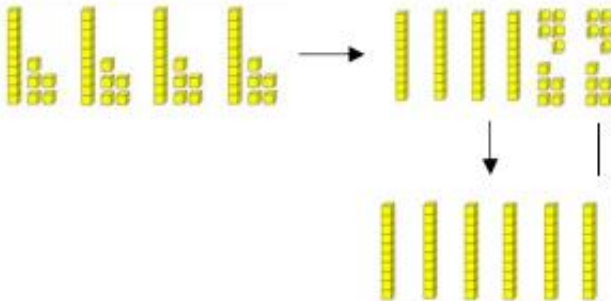
$$5 \times 2 = 10$$

$$2 + 2 + 2 + 2 + 2 = 10$$

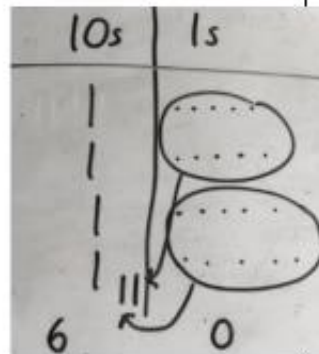
$$10 = 5 + 5$$

Partition to multiply using numicon or base 10.

4×15



Children to represent the concrete manipulatives pictorially.



Children to be encouraged to show the steps they have taken.

$$4 \times 15$$

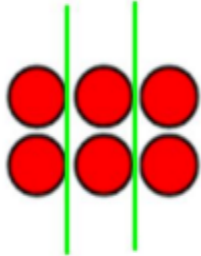
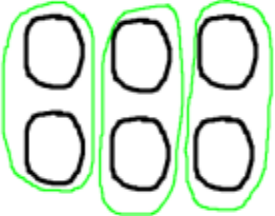

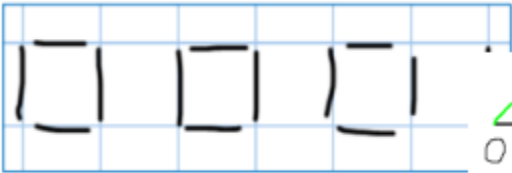
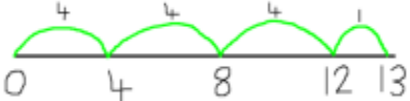
$$\begin{array}{r} \swarrow \searrow \\ 10 \quad 5 \end{array}$$

$$10 \times 4 = 40$$

$$5 \times 4 = 20$$

$$40 + 20 = 60$$

Division

<p>Year 1/2</p>	<p>Use arrays to show link to multiplication.</p> <p>$6 \div 2$</p> 	<p>Children to represent the arrays pictorially.</p> 	<p>Children to be able to use an array to write a range of calculations.</p> <p>$6 \div 2 = 3$</p> <p>$6 \div 3 = 2$</p> <p>$2 \times 3 = 6$</p> <p>$3 \times 2 = 6$</p>
<p>Year 2</p>	<p>2 digit \div 1 digit with remainders using sticks.</p> <p>$13 \div 4$</p> <p>Use sticks to form wholes – squares are made because we are dividing by 4.</p>  <p>There are 3 whole squares, with 1 left over.</p>	<p>Children to represent the sticks pictorially.</p> 	<p>$13 \div 4 = 3$ remainder 1</p> <p>Children should be encouraged to use their times table facts. They could represent repeated addition on a number line.</p> 

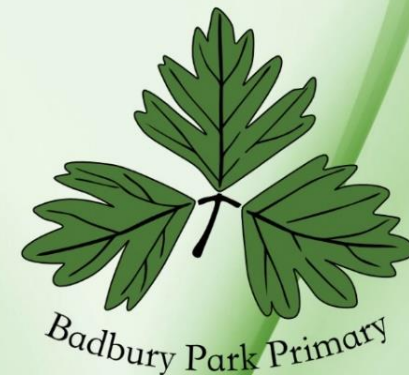
Times tables

Calculation Policy: Times Tables

Key language: groups of, lots of, equal groups, double, times, multiplied by, the product of

	Concrete	Pictorial	Abstract
<p>Teaching and Learning Times Tables are taught each day usually in the teaching slot after 1 pm. The times table is introduced with a song linked to the relevant times table. The vocabulary and representations used are in line with the multiplication policy.</p> <p>Year 2</p> <p>End of Key Stage 1 2 s 5s and 10s</p>	<p>Children will have been taught in multiplication lessons concept of counting in groups and using the vocabulary lots of and multiples</p>	<p>Use of hundred square <u>Topmarks</u> website https://www.topmarks.co.uk/learning-to-count/paint-the-squares</p> <p>Counting in multiples of 2s 5 s and 10s Recognising patterns of 2 5 10 s multiples</p> <p>Extend to teach 3s</p>	<p>Quizzes on TTR Work on White Rose App 99 club on Fridays</p>

All information is available on the school website in the Maths section.









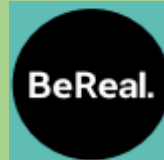





Online safety – Age restrictions for social media platforms

13



Yubo

 <p>Twitter</p>	 <p>Facebook</p>	 <p>Instagram</p>	 <p>Pinterest</p>	 <p>Messenger</p>	 <p>Snapchat</p>
 <p>Reddit</p>	 <p>YouTube</p>	 <p>BeReal</p>	 <p>Tik Tok</p>	 <p>Discord</p>	 <p>Twitch</p>

The age restriction is a **MINIMUM** age for each platform.

16

 <p>Vimeo</p>	 <p>WhatsApp</p>	
 <p>Tumblr</p>	 <p>Telegram</p>	 <p>Nintendo Online Account</p>

18

 <p>PSN Online Account</p>	 <p>Xbox Live Account</p>
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Online safety – Age restrictions for video games



3

PEGI 3

Games with a PEGI 3 rating are suitable for all ages.

They may have:

child-like settings

comical violence

language more suitable for young children

For example:

Just Dance

FIFA



7

PEGI 7

Games with a PEGI 7 rating are suitable for ages 7 and above.

They may have:

some scenes or sounds that could be frightening

mild forms of violence (non-realistic or with no detail)

For example:

Minecraft

Roblox



Online safety – Age restrictions for video games



12

PEGI 12

Games with a PEGI 12 rating are suitable for ages 12 and above.

They may have:

violence of a slightly graphic nature involving fantasy characters

suggestive activities or language

gambling

mild bad language

For example:

Sims

Fortnite



16

PEGI 16

Games with a PEGI 16 rating are suitable for ages 16 and above.

They may have:

violence and adult content that looks like real life

bad language

scenes demonstrating the use of tobacco, alcohol or illegal substances

For example:

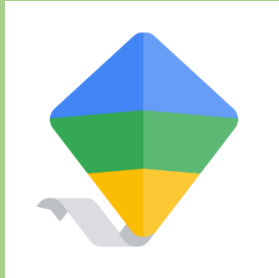
Marvel's Avengers

Battlefield 2042



Parental controls

Google family link



Family Link from Google helps parents stay in the loop and keep their child or teen safer online as they explore across Android and ChromeOS devices.

Parental controls will allow you to:

- ❖ Restrict apps
- ❖ Set time limits
- ❖ Filter web content
- ❖ Restrict the game centre

End of KS1 Assessment

What does a child need to do to be ARE? Aim for purple/gold reading band

Reading ARE

Read words with 2 or more syllables accurately.

Read words with suffixes (-ly, -ment, -less, -ful, -ness)

Read common exceptions words.

Read 90 words in a minute

Read words they don't recognise without too much sounding out.

Check their reading makes sense.

Answer questions about what they have read.

Make some inferences based on what they have read.

What does a child need to do to be ARE?

Writing ARE

Write simple, coherent narratives about personal experiences and those of others (real and fiction)

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 (or / and / but) and some subordination (when / if / that / because)

Spell many words correctly and making phonetically-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.



What does a child need to do to be ARE?

Maths ARE

Partition 2 digit numbers in different ways ($26 = 2$ tens and 6 ones which is the same as 1 ten and 16 ones).

Add 2 digit numbers up to 100 ($46 + 35 = 81$).

Use estimation to check their calculations are correct (knowing that $48 + 34$ will be less than 100).

Subtract 2 digit numbers without regrouping ($65 - 22 = 43$).

Use the inverse of + and - to solve missing number problems ($? - 14 = 28$ > $14 + 28 = ?$).

Multiply and divide (2/3/5/10 times tables).

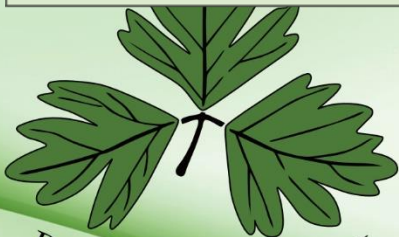
Identify fractions $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ as equal parts of a whole.

Use different coins to make the same amount.

Read scales to measure mass, capacity, temperature and length.

Read a clock to the nearest 15 minutes.

Describe the properties of 2D and 3D shapes.



Little Cousin Clare

When Bryn heard that his little cousin, Clare, was coming to visit, he was very excited. He lived on a farm, a long way from the nearest village, and he didn't have any brothers or sisters.



Practice questions

a What is the name of the boy who lived on the farm?

b How did he feel about his cousin visiting?



Reading Paper 2



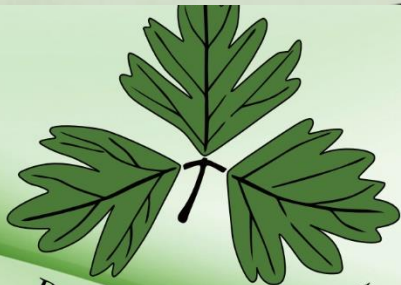
Liam the
Park Keeper



Dora the Storer

Reading Booklet

2019 key stage 1 English reading booklet



Badbury Park Primary

Questions 1–9 are about *Liam the Park Keeper*
(pages 4–8)

(page 4)

1 Liam works...

Tick **one**.

outside all of the time.

at a desk when it is cold outside.

outside when it is sunny.

at a desk all of the time.



1 mark

Spelling

P. We are going out _____.

1. Sharks live in the _____.

2. Amy explored the _____ with a torch.

3. The _____ made a nest.

4. That joke was really _____.

5. Protect your _____ from the sun.



Punctuation and grammar

Practice questions

a Circle the **full stop** below.

The classroom display is great.

b Tick the correct option to complete the sentence below.

_____ going to Jasvir's party.

Tick **one**.

Were'

W'ere

Wer'e

We're



Arithmetic

1

$$9 - 3 = \boxed{}$$


1 mark

2

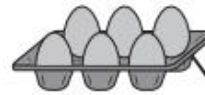
$$5 + 10 + 5 = \boxed{}$$

Reasoning

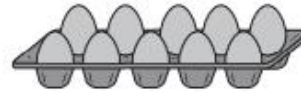
9

Match each egg box to the correct multiplication.

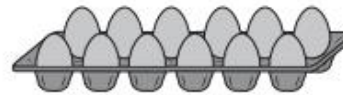
One is done for you.



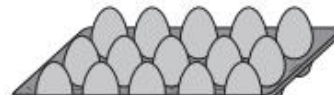
$$6 \times 2$$



$$5 \times 3$$



$$3 \times 2$$



$$5 \times 2$$


1 mark

What can you do at home to help?

- Ensure your child has the best possible attendance.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- 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.
- Read with your child regularly- listen to them reading and read to them. Question them about the texts they are reading.



Key reminders...

➤ PE kits -

Please ensure your child has their PE kit in school at all times including jogging bottoms/leggings as we may do PE outside.

➤ Year 2 visit to Oxford Castle- Wednesday 5th March.

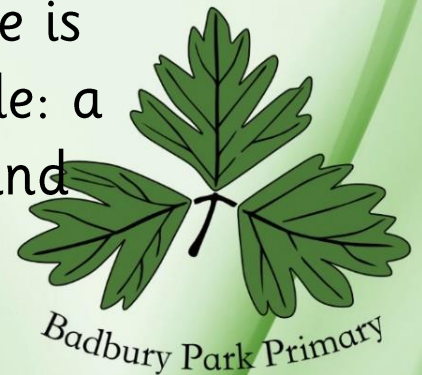
Can you help?

➤ Forest School – Term 5

Please ensure wellies and waterproofs are in school at all times ready for outdoor learning/forest school sessions.

➤ Appropriate clothing

The weather is very unpredictable so please ensure is dressed appropriately for the weather. For example: a warm coat, a hat, scarf and gloves or a sun hat and suncream, appropriate for the weather

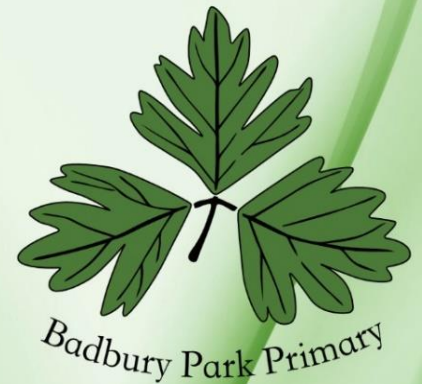




Please ask us questions...

We would like all of our parents to know that we are always here and ready to support you, so please ask if you aren't sure or something isn't quite working.

We are here to help!



Safeguarding

We aim to promote wellbeing and maintain a safe, secure and caring environment where everyone is treated with respect.

If you have any concerns about a child please report it to **Mrs L Dance** as the designated safeguarding lead. You can also report your concerns to **Mrs Christmas** or **Mr Hanks** if Mrs Dance is not available.



Mr Hanks



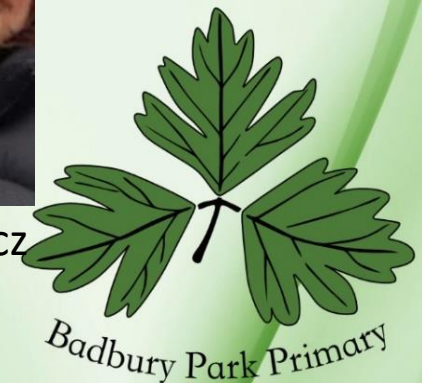
Mrs Dance



Mrs Christmas



Mrs Tkocz



Thank you

