



# YEAR 2 EXPECTATIONS AND USEFUL INFORMATION

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# WELCOME TO YEAR 2



At St Paul with St Luke Primary School, we recognise that educating a child is a partnership between parents/caregivers and the school. Without the active support with parents/caregivers a pupil is unlikely to thrive and flourish or achieve their potential.

This booklet provides information for parents/caregivers on the end of year expectations for Year 2 children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet, or want support in knowing how best to help your child, please talk to your child's teacher.

As a school, we look forward  
to a successful year of working in partnership with you.

USEFUL CONTACTS		
<b>Abida Sultana</b> Year 2 Class Teacher		
<b>Lauren Sharpe</b> Head of School	<b>Dan French</b> Assistant Headteacher (SENDSCO)	<b>Mark Ali</b> Assistant Headteacher
<b>Asma Bibi</b> School Business Manager	<b>Demi Flaxton and Madeha Khalique</b> Administrative Team	
<i>To make an appointment to meet with any of the above members of staff, please contact the office on 020 7987 4624 or email <a href="mailto:admin@spsl.towerhamlets.sch.uk">admin@spsl.towerhamlets.sch.uk</a></i>		

# OUR MISSION AND VISION

## JESUS SAID:

'Love one another as I have loved you'. (John 15:12)

We are the branch,  
our children the blossom,  
We nurture all in our community,  
We grow with love, learn,  
and flourish.

## OUR MISSION:

We aim to provide excellent learning and teaching opportunities in all areas of the curriculum so that our pupils achieve their maximum potential: to serve our community by providing an education of the highest quality within the context of Christian belief and practice; to encourage an understanding of the significance of faith, to promote Christian values through the experiences we offer to all our pupils and to provide a safe and welcoming place to all God's children.

## OUR VISION:

The school's vision stems from the timeless wisdom that is John 15:12, a nurturing community where love forms the foundational ground on which our co-humanity is built enabling all to blossom. We endeavour to cultivate a learning culture where a profound sense of love, exemplified in the teaching of Jesus Christ, fosters compassion, understanding, kindness and service in the promotion of the common good. **Unwavering unity** embraces the command of unconditional love to dissolve the ever-present barriers faced within our context, promote inclusivity, acceptance and celebration of diversity and plurality of existence. **Empathy and compassion** are cultivated in order to foster a deep sense of understanding of the struggles and successes of others, standing with our community through both. **Inclusive excellence** celebrates individuality, our children's unique gifts and talents whilst recognising, accepting and embracing diversity to empower our children to excel academically, socially and personally. Through servant leadership inspired by Jesus's selfless love, we aim to instil a sense of duty, a culture of altruism and interconnectedness of the human experience. By embracing the teaching of John 15:12 we commit to creating a caring school community that mirrors the love and grace of Jesus Christ, committed to the flourishing of our children as children of God. We wish to educate the whole child, knowing that wise education grows hearts, and souls.



# OUR VALUES

All staff will live out our values.

Working in partnership with one another, connected by our humanity, we will build capacity within the organisation that exceeds the sum of its parts by recognising and utilising our talents and passion for the success of all our children.



## LIFE LONG LEARNING

As a school we want to encourage everyone to keep developing and learning.



## SPIRITUAL & REFLECTIVE

As a school we want to develop the whole child which means their spiritual, moral, social and cultural development.



## CARING & RESPECTFUL

Some of our values are about how we treat each other.



## CELEBRATING INDIVIDUALITY

Inspiring, engaging and motivating our pupils is something we value highly at SPSL.



## WORKING TOGETHER

SPSL is part of the local community. Together we can do more than we can individually. We can support each other, share ideas and solve problems.



## TAKING RESPONSIBILITY

We acknowledge our responsibilities and acknowledge the responsibilities of others.

# END OF YEAR EXPECTATIONS: READING

## READING AND SPELLING

- Can read words quickly by sounding out.
- Can read by blending sounds together.
- Can read words with 2 or 3 syllables.
- Can read words with endings like -ing and -ed.
- Can read unusual words from the word list

## GUIDED READING

- Can answer and ask questions about what I have read.
- Can predict what happens next in the story.
- Can tell why certain things happen in a book.
- Can discuss the meaning of words.
- Can tell you my favourite words and phrases from my reading.

## SPEAKING AND LISTENING

- Can listen and talk about poems and stories they have read.
- Can tell you about the stories they have read.
- Enjoy finding out things in non-fiction books.
- Can recognise word patterns in stories and poems.
- Can say some poems they have learnt.

**Log on to  
Read Write Inc or  
Bug Club,  
our online reading resources,  
to support reading  
at home.**

# END OF YEAR EXPECTATIONS: WRITING

The pupil can write a narrative about their own writing and others' experiences (real or fictional), after discussion with the teacher:

- Demarcating most sentences with:
  - capital letters and full stops
- And with some use of:
  - question marks
  - exclamation marks
- Using sentences with different forms in their writing:
  - statements
  - questions
  - exclamations
  - commands
- Using some expanded noun phrases to describe and specify.
- Using present and past tense mostly correctly and consistently.
- Using co-ordination (or/and/but).
- Using some subordination (when/if/that/because).
- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Spelling many common exception words (see list).
- Spelling some words with contracted forms (apostrophe).
- Adding suffixes to spell some words correctly in their writing eg -ment, -ful, -less, -ly (see list).
- Using the diagonal and horizontal strokes needed to join letters in some of their writing.
- Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- Using spacing between words that reflects the size of the letters.

# YEAR 2 GRAMMAR GLOSSARY

GRAMMAR TERM	WHAT DOES IT MEAN?
<b>noun</b>	A naming word used to name a person, place or thing.
<b>noun phrase</b>	A word or group of words that acts like a noun e.g. 'Lilly wore a beautiful red dress'. The groups of words, 'a beautiful red dress', is a phrase and functions as a noun in the sentence.
<b>suffix</b>	A suffix is added to the end of a word to make a new word e.g. 'hope' + suffix 'ful' = 'hopeful' or 'hope' + suffix 'less' = 'hopeless'.
<b>compound</b>	A compound word is a word created by two smaller words being joined together e.g. 'lip' + 'stick' = 'lipstick'.
<b>statement</b>	Describes an event, a sentence that tells the reader something e.g. 'Daniel watched the television'.
<b>command</b>	A command gives an instruction or tells someone to do something. Commands usually begin with an imperative verb e.g. 'Go and brush your teeth!'.
<b>question</b>	A question is used to find out information e.g. 'Why is your bedroom so messy?'



GRAMMAR TERM	WHAT DOES IT MEAN?
<b>verb</b>	A verb is an action word; they describe what someone is doing e.g. 'Jessica shouted'.
<b>comma</b>	A comma separates units of meaning in a sentence, e.g. 'Lana bought some apples, grapes, oranges, peaches and plums for her fruit bowl'.
<b>adjective</b>	An adjective is a word that describes a noun, e.g. 'There was a huge, hairy spider in the bathroom'.
<b>adverb</b>	An adverb tells you where, why or how much something is done e.g. 'Jessica shouted loudly'.
<b>tense</b>	A tense is the form of the verb that shows the time when an action takes place, e.g. past, present or future.
<b>apostrophe</b>	Apostrophes are used to show possession e.g. 'This is Robert's car. They are also used to show that letters are missing e.g. in a contraction: 'I am' - 'I'm', 'you are' - 'you're'.
<b>exclamation</b>	A sudden cry or remark to show surprise, strong emotion, or pain.

# YEAR 2 COMMON SPELLING WORDS

the	is	mind	every	move
a	his	floor	great	prove
do	has	because	break	half
to	I	kind	steak	money
be	you	behind	busy	improve
he	go	whole	people	sugar
me	so	any	pretty	could
she	by	child	beautiful	would
we	my	wild	after	sure
no	here	most	fast	eye
come	there	both	past	should
some	where	children	father	who
one	love	climb	class	Mr
once	push	only	water	Mrs
ask	pull	old	again	Parents
friend	full	man	grass	Christmas
school	house	clothes	pass	everybody
put	our	cold	plant	even
are	door	gold	path	today
were	poor	hold	bath	of
was	find	told	hour	said
	says	they	your	

# THE FIRST SET OF HIGH FREQUENCY WORDS

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

# THE SECOND SET OF HIGH FREQUENCY WORDS

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boys	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed

# THE THIRD SET OF HIGH FREQUENCY WORDS

let's	fun	any	better	lived
much	place	under	hot	birds
suddenly	mother	hat	sun	duck
told	sat	snow	across	horse
another	boat	air	gone	rabbit
great	window	trees	hard	white
why	sleep	bad	floppy	coming
cried	feet	tea	really	he's
keep	morning	top	wind	river
room	queen	eyes	wish	liked
last	each	fell	eggs	giant
jumped	book	friends	once	looks
because	its	box	please	use
even	green	dark	thing	along
am	different	grandad	stopped	plants
before	let	there's	ever	dragon
gran	girl	looking	miss	pulled
clothes	which	end	most	we're
tell	inside	than	cold	fly
key	run	best	park	grow

# END OF YEAR EXPECTATIONS: MATHEMATICS

<b>Number and Place Value</b>
I can count in steps of 2, 3 and 5 from 0.
I can count in 10's from any number, forwards and backwards.
I can read and write numbers to at least 100 in numbers and words.
I can compare and order numbers from 0 up to 100; using $<$ $>$ $=$ signs.
I know what the value of each digit in a 2-digit number.
I can find, show and estimate numbers using different ways.
I can solve problems use place value and number facts.
<b>Calculations</b>
I know my addition and subtraction facts to 20 really well and use this for facts up to 100. (eg If I know $7 + 2 = 9$ , I know $70 + 20 = 90$ ).
I can add and subtract mentally, a 2 digit and a 1 digit number (eg $26 + 6$ , $41 - 8$ ).
I can add and subtract mentally, a 2 digit and a tens number (eg $32 + 10$ , $32 - 20$ ).
I can add and subtract mentally, 2, 2 digit numbers (eg $23 + 34$ , $32 - 17$ ).
I can add and subtract a 2 digit and a 1 digit number, using objects and pictures.
I can add and subtract a 2 digit and a tens number, using objects and pictures.
I can add and subtract a 2 digit and a 2 digit number, using objects and pictures.
I can check calculations and missing number problems using the inverse.
I can solve problems with addition and subtraction using objects and pictures.
I can solve problems with addition and subtraction using mental and written methods.
I can recognise odd and even numbers
I can recall and use multiplication and division facts for the 2X table.
I can recall and use multiplication and division facts for the 5X table.
I can recall and use multiplication and division facts for the 10X table.
I can solve problems involving multiplication and division in lots of different ways.
I can show that addition can be done in any order and subtraction cannot.
I can show that multiplication can be done in any order and division cannot.
<b>Fractions</b>
I can recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
I can write simple fractions. (eg $\frac{1}{2}$ of 6 = 3)
I can recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ .



# END OF YEAR EXPECTATIONS: MATHEMATICS

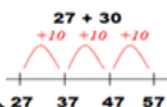
<b>Measurement</b>
I can compare and order lengths, mass, volume/capacity and record the results using $>$ $<$ and $=$ .
I can use m and cm to estimate and measure length/height, using rulers.
I can use kg and g to estimate and measure mass, using scales.
I can use $^{\circ}\text{C}$ to estimate and measure temperature, using thermometers.
I can use l and ml to estimate and measure capacity, using measuring vessels.
I can recognise and use the symbols £ and p.
I can find different ways, using coins, to find the same amount of money.
I can solve simple problems involving addition and subtraction of money and give change.
I can tell and write the time to five minutes, including quarter to/past and draw the hands on a clock face to show these times.
I can compare and sequence intervals of time.
I can know the number of minutes in an hour, the number of hours in a day.
<b>Geometry - Properties of Shape</b>
I can compare and sort common 2D shapes and everyday objects.
I can compare and sort common 3D shapes and everyday objects.
I can identify and describe the properties of 2D shapes (sides and lines of symmetry).
I can identify and describe the properties of 3D shapes (edges, vertices and faces).
<b>Geometry - Position and Direction</b>
I can order and arrange mathematical objects in patterns and sequences.
I can use mathematical vocabulary to describe position, direction and movement.
<b>Statistics</b>
I can read and construct simple pictograms.
I can read and construct tally charts.
I can read and construct block diagrams.
I can read and construct simple tables.
I can ask and answer simple questions using the data.

# ADDITION AND SUBTRACTION

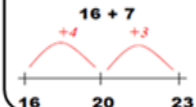
## Addition

**Year 2** Add with 2-digit numbers *Developing mental fluency with addition and place value involving 2-digit numbers, then establish more formal methods.*

**Add 2-digit numbers and tens:**

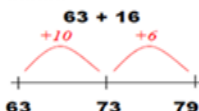


**Add 2-digit numbers and units:**



Use empty number lines, concrete equipment, hundred squares etc. to build confidence and fluency in mental addition skills.

**Add pairs of 2-digit numbers, moving to the partitioned column method when secure adding tens and units:**



$$\begin{array}{r} 23 + 34: \\ 20 + 3 \\ + 30 + 4 \\ \hline 50 + 7 \\ \hline = 57 \end{array}$$

**STEP 1:** Only provide examples that do NOT cross the tens boundary until they are secure with the method itself.

**STEP 2:** Once children can add a multiple of ten to a 2-digit number mentally (e.g. 80+1), they are ready for adding pairs of 2-digit numbers that DO cross the tens boundary (e.g. 58 + 43).

$$\begin{array}{r} 58 + 43: \\ 50 + 8 \\ 40 + 3 \\ 90 + 11 \\ \hline = 101 \end{array}$$

**STEP 3:** Children who are confident and accurate with this stage should move onto the expanded addition methods with 2 and 3-digit numbers (see Y3).

To support understanding, pupils may physically make and carry out the calculation with Dienes Base 10 apparatus or place value counters, then compare their practical version to the written form, to help them to build an understanding of it.

## Subtraction

**Year 2** Subtract with 2-digit numbers

Subtract on a number line by counting back, aiming to develop mental subtraction skills.

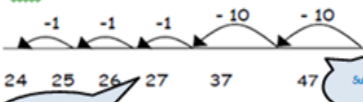
This strategy will be used for:

- 2-digit numbers subtract units (by taking away / counting back) e.g. 36-7
- 2-digit numbers subtract tens (by taking away / counting back) e.g. 48-30
- Subtracting pairs of 2-digit numbers (see below :)

Use Dienes blocks for subtraction calculations too.

**Subtracting pairs of 2-digit numbers on a number line:**

$47 - 23 = 24$  Partition the second number and subtract it in tens and units, as below:



Then subtract units.

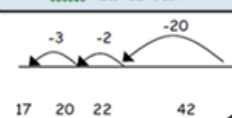
Subtract ten first.

Move towards more efficient jumps back, as below:



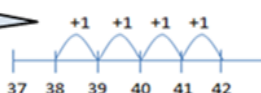
Combine methods with use of a hundred square to reinforce understanding of number value and order.

Teaching children to **bridge through ten** can help them to become more efficient, for example 42-25:



**Mental strategy - subtract numbers close together by counting on:**

$$42 - 38 = 4$$



Start with the smaller number and count on to the largest.

Many mental strategies are taught. Children are taught to recognise that when numbers are close together, it is more efficient to count on the difference. They need to be clear about the relationship between addition and subtraction.

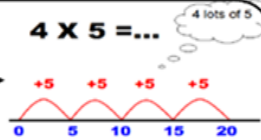
# MULTIPLICATION AND DIVISION

## Multiplication

**Year 2** Multiply using arrays and repeated addition  
(using at least 2s, 5s and 10s)

Use repeated addition on a number line:

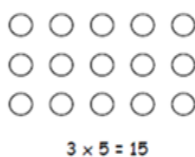
- Starting from zero, make equal jumps up on a number line to work out multiplication facts and write multiplication statements using  $\times$  and  $=$  signs.



$$4 \times 5 = \dots$$

$$4 \times 5 = 20$$

Use arrays:



$$5 \times 3 = 15$$

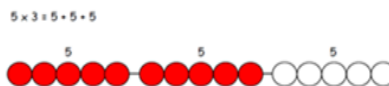
$$5 \times 3 = 3 + 3 + 3 + 3 = 15$$

$$3 \times 5 = 5 + 5 + 5 = 15$$

$$3 \times 5 = 15$$

Use arrays to help teach children to understand the commutative law of multiplication, and give examples such as  $3 \times \dots = 6$ .

Use practical apparatus:



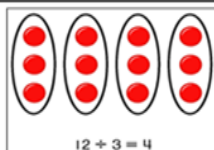
Use mental recall:

- Children should begin to recall multiplication facts for 2, 5 and 10 times tables through practice in counting and understanding of the operation.

## Division

**Year 2** Group and share, using the  $\div$  and  $=$  sign Use objects, arrays, diagrams and pictorial representations, and grouping on a number line.

Arrays:



$$12 \div 3 = 4$$

This represents  $12 \div 3$ , posed as how many groups of 3 are in 12?

Pupils should also show that the same array can represent  $12 \div 4 = 3$  if grouped horizontally.

Know and understand sharing and grouping:

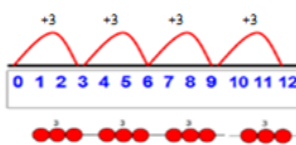
6 sweets shared between 2 people, how many do they each get?



Children should be taught to recognise whether problems require sharing or grouping.

Grouping using a number line:

Group from zero in equal jumps of the divisor to find out how many groups of  $\dots$  in  $\dots$ . Pupils could and using a bead string or practical apparatus to work out problems like 'A CD costs £3. How many CDs can I buy with £12?' This is an important method to develop understanding of division as grouping.



$$12 \div 3 = 4$$

Pose  $12 \div 3$  as 'How many groups of 3 are in 12?'

# TIMES TABLES

2 x	
1 x 2 =	2
2 x 2 =	4
3 x 2 =	6
4 x 2 =	8
5 x 2 =	10
6 x 2 =	12
7 x 2 =	14
8 x 2 =	16
9 x 2 =	18
10 x 2 =	20
11 x 2 =	22
12 x 2 =	24

5 x	
1 x 5 =	5
2 x 5 =	10
3 x 5 =	15
4 x 5 =	20
5 x 5 =	25
6 x 5 =	30
7 x 5 =	35
8 x 5 =	40
9 x 5 =	45
10 x 5 =	50
11 x 5 =	55
12 x 5 =	60

10 x	
1 x 10 =	10
2 x 10 =	20
3 x 10 =	30
4 x 10 =	40
5 x 10 =	50
6 x 10 =	60
7 x 10 =	70
8 x 10 =	80
9 x 10 =	90
10 x 10 =	100
11 x 10 =	110
12 x 10 =	120

4 x	
1 x 4 =	4
2 x 4 =	8
3 x 4 =	12
4 x 4 =	16
5 x 4 =	20
6 x 4 =	24
7 x 4 =	28
8 x 4 =	32
9 x 4 =	36
10 x 4 =	40
11 x 4 =	44
12 x 4 =	48

# TIMES TABLES

3 x	8 x	6 x	9 x	7 x
1 x 3 = 3	1 x 8 = 8	1 x 6 = 6	1 x 9 = 9	1 x 7 = 7
2 x 3 = 6	2 x 8 = 16	2 x 6 = 12	2 x 9 = 18	2 x 7 = 14
3 x 3 = 9	3 x 8 = 24	3 x 6 = 18	3 x 9 = 27	3 x 7 = 21
4 x 3 = 12	4 x 8 = 32	4 x 6 = 24	4 x 9 = 36	4 x 7 = 28
5 x 3 = 15	5 x 8 = 40	5 x 6 = 30	5 x 9 = 45	5 x 7 = 35
6 x 3 = 18	6 x 8 = 48	6 x 6 = 36	6 x 9 = 54	6 x 7 = 42
7 x 3 = 21	7 x 8 = 56	7 x 6 = 42	7 x 9 = 63	7 x 7 = 49
8 x 3 = 24	8 x 8 = 64	8 x 6 = 48	8 x 9 = 72	8 x 7 = 56
9 x 3 = 27	9 x 8 = 72	9 x 6 = 54	9 x 9 = 81	9 x 7 = 63
10 x 3 = 30	10 x 8 = 80	10 x 6 = 60	10 x 9 = 90	10 x 7 = 70
11 x 3 = 33	11 x 8 = 88	11 x 6 = 66	11 x 9 = 99	11 x 7 = 77
12 x 3 = 36	12 x 8 = 96	12 x 6 = 72	12 x 9 = 108	12 x 7 = 84

Log on to TT Rock Stars,  
our online times tables  
resource, at:  
[www.ttrockstars.com](http://www.ttrockstars.com)

# WORKING SCIENTIFICALLY

- **I can ask simple questions and recognise that they can be answered in different ways.**
- I can use science experiences to explore the world around.
- I can use practical science to raise questions about how things are similar and different.
- I can use practical science to raise questions about how things change and how they happen.
- **I can perform simple tests.**
- I can use practical science to begin to work with different scientific enquiries. (research, observing over time, sorting and classifying, fair testing, pattern seeking).
- I can begin to choose ways they might answer scientific questions.
- I can begin to make predictions.
- I can ask questions and use simple secondary sources (e.g. internet, CD-ROMS, books, visitors) to find answers.
- **I can observe closely, using simple equipment.**
- **I can identify and classify phenomena.**
- **I can use their observations and ideas to suggest answers to questions.**
- I can make comparisons between different objects, materials and living things and begin to sort them.
- I can observe changes over different periods of time and talk about what has happened.
- I can use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data.
- I can carry out simple tests.
- I can record simple data (bar charts / pictograms / tally chart etc.).
- I can gather simple secondary sources (e.g. internet, CD-ROMS, books, visitors) to find answers.
- **I can use their observations and ideas to suggest answers to questions.**
- **I can gather and record data to help in answering questions.**
- I can notice patterns and relationships (with help).
- I can record and communicate findings from relevant enquiries (including research) in a range of ways and begin to use simple scientific language (with help).



# ATTENDANCE AND PUNCTUALITY



## HIGH ATTENDANCE IS ESSENTIAL FOR A CHILD TO REACH THEIR FULL POTENTIAL

It is very important that your child arrives at school on time and ready to learn - the doors open at **8:30 am** in order for pupils to get a settled start to their learning.

In order to maintain safety for all pupils, the side gates are locked during the day. Please use the main gate after this time.

If, for any reason, your child is late/absent, a message or letter must be given to the school office **before 9:00 am** explaining the reason for the absence/lateness. If a child has not arrived by the end of registration, the school office will call home to enquire the reason for the absence.

Children should be collected at on time.

If your normal collection arrangements fail, please telephone before the end of school to let us know.

*It is vital that you keep us informed  
of any changes of address or telephone numbers.*

# SUPPORTING YOUR CHILD

## ENSURING CHILDREN DO THEIR BEST IN MEETING THEIR YEAR GROUP EXPECTATIONS, THEY NEED TO:

- Read for at least ten minutes every day, tell stories.
- Practice mathematical calculations in everyday life, telling the time, counting money, playing board games and figuring out fractions when sharing and puzzles.
- Be punctual and attend daily unless seriously ill. If learning is missed it cannot be caught up so cannot be met.
- Complete home learning projects, spellings and tasks.
- Ensure enough sleep, water and breakfast.

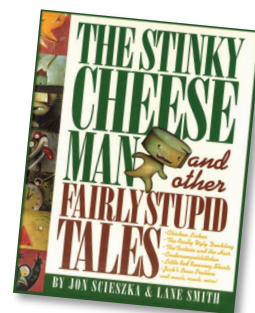
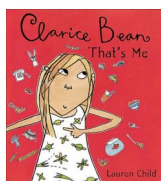
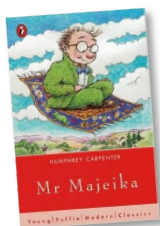
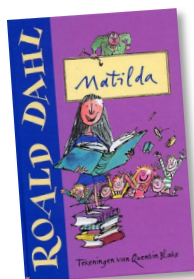
## PLACES TO VISIT:

- Museum of Docklands - [www.museumoflondon.org.uk/museum-london-docklands](http://www.museumoflondon.org.uk/museum-london-docklands)
- Museum of London - [www.museumoflondon.org.uk](http://www.museumoflondon.org.uk)
- The Science Museum - [www.sciencemuseum.org.uk](http://www.sciencemuseum.org.uk)
- The Natural History Museum - [www.nhm.ac.uk](http://www.nhm.ac.uk)

## BOOKS TO READ WHILST IN YEAR 2:

- Dame Lynley Dodd - **Hairy Maclary** series
- David Lucas - **The Skelton Pirate**
- Enid Blyton - **The Enchanted Wood**
- Philip Reeve - **Cakes in Space**
- Jeff Kinney - **Diary of a Wimpy Kid** series
- Gillian Cross - **The Demon Headmaster**
- Cas Lester - **Nixie the Bad, Bad Fairy**
- Janet Ahlberg and Allan Ahlberg - **Funny Bones** series

# MORE SUGGESTED BOOKS TO READ



**Winnie the Witch** by Valerie Thomas

**Burglar Bill** by Allan Ahlberg

**Mog and the Forgetful Cat** by Judith Kerr

**Clarice Bean, That's Me** by Lauren Child

**Mister Magnolia** by Quentin Blake

**The Adventures of the Dish and Spoon** by Mini Grey

**Just So Stories** by Rudyard Kipling

**Wolves** by Emily Gravett

**Asterix the Gaul** by Rene Goscinny and Albert Uderzo

**I Hate School** by Jeanne Willis and Tony Ross

**Rumpelstiltskin and other Grimm Tales** by Carol Ann Duffy

**Horrid Henry** by Francesca Simon

**The Stinky Cheese Man and other Fairly Stupid Tales**

by Jon Scieszka and Lane Smith

**Oh, the places you'll go** by Dr Seuss

**Anancy Spiderman** by James Berry and Joseph Oioibu

**Mr Majeika** by Frank Roders

**The Paperbag Princess** by Michael Martchenko

**The Enormous Crocodile** by Roald Dahl

**Fungus the Bogeyman** by Raymond Briggs

**Flat Stanley** by Jeff Brown

**Winnie the Pooh** by A A Milne

**The Worst Witch** by Jill Murphy

**The Queen's Nose** by Dick King Smith

**Pippi Longstocking** by Astrid Lindgren

**Dinosaurs and all the Rubbish** by Michael Foreman

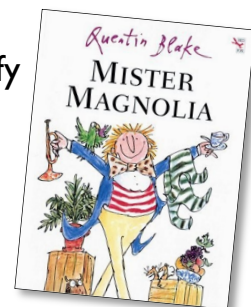
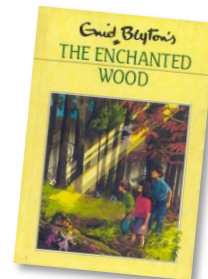
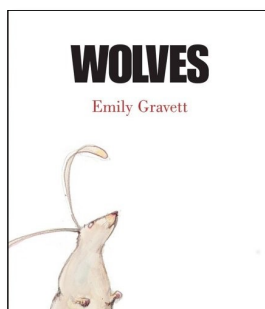
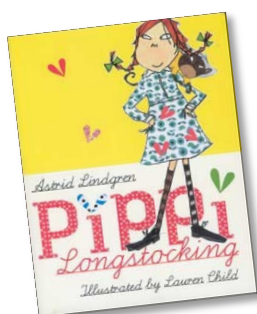
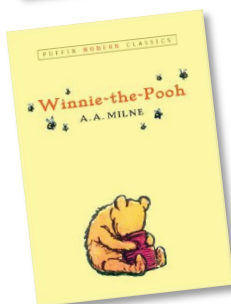
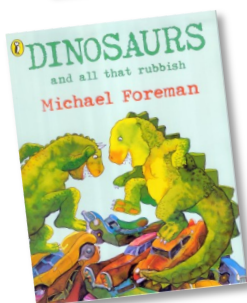
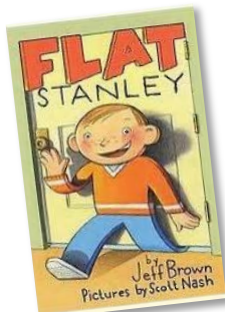
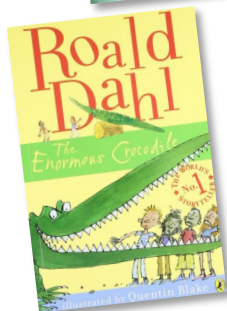
**The Enchanted Wood** by Enid Blyton

**The Diary of a Killer Cat** by Ann Fine

**Matilda** by Roald Dahl

**The BFG** by Roald Dahl

**The Lion The Witch and the Wardrobe** by C S Lewis









# EXECUTIVE FUNCTIONS

At St Paul with St Luke School, we incorporate executive function skills into our approach to teaching and learning and recognise their benefits for aiding emotional regulation. Executive function is a set of mental skills that include working memory, flexible thinking, and self-control - some people refer to executive function as 'the management system of the brain'. We use these skills every day to learn, work, and manage daily life. Trouble with executive function can make it hard to focus, follow directions, and handle emotions, among other things.

Executive function is made up of three main elements:

- **working memory** (the ability to hold information and use it)
- **cognitive/mental flexibility** (the ability to switch gears and shift thinking in response to new rules or a change of situation)
- **inhibitory control** (the ability to control thoughts and impulses)






## Executive functioning skill development by age

	 PLANNING	 TIME MANAGEMENT	 TASK INITIATION	 ORGANIZATION	 PROBLEM SOLVING	 FLEXIBILITY
<b>INFANT (0-24 MONTHS)</b>	<ul style="list-style-type: none"> <li>• focusing for objects</li> <li>• pointing &amp; grabbing</li> </ul>			<ul style="list-style-type: none"> <li>• shows interest in color, size, shapes</li> <li>• beginning matching skills</li> </ul>	<ul style="list-style-type: none"> <li>• engages in cause and effect play</li> <li>• figuring out 'how things work' through simple body movements and basic play skills</li> </ul>	<ul style="list-style-type: none"> <li>• Older children in this age range play simple role play or imaginative play games</li> </ul>
<b>TODDLER (2-4 YEARS)</b>	<ul style="list-style-type: none"> <li>• understands simple instructions and can run simple errands</li> </ul>	<ul style="list-style-type: none"> <li>• beginning understanding of time concepts including seasons, days, weeks, etc.</li> <li>• follows visual picture schedules to order tasks.</li> <li>• practices waiting.</li> </ul>	<ul style="list-style-type: none"> <li>• able to independently start and complete tasks that take up to 10 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• understands categories and patterns</li> <li>• can sort toys and objects by function, form, and class</li> <li>• cleans up toys and belongings with adult assistance</li> </ul>	<ul style="list-style-type: none"> <li>• completes simple puzzles and games that combine language and movement to accomplish a goal.</li> <li>• decision making and turn-taking during play promote basic problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning skills to shift between activities.</li> <li>• Sometimes able to manage transitions and unexpected changes without upset.</li> </ul>
<b>EARLY LEARNER 5-12 YEARS</b>	<ul style="list-style-type: none"> <li>• able to follow a planned out set of steps to meet an end goal.</li> <li>• plays fast moving games and games requiring strategy and planning ahead.</li> </ul>	<ul style="list-style-type: none"> <li>• developing time estimation and a sense of how long tasks will take.</li> <li>• beginning skills to manage leisure time and required tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• able to independently start and complete tasks that take up to 30-60 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• organize and sequence stories</li> <li>• can follow simple checklists</li> <li>• gathers materials for familiar routines, often with adult assistance and reminders</li> </ul>	<ul style="list-style-type: none"> <li>• identifies and defines problems to many simple social and academic tasks;</li> <li>• emerging skills to brainstorm and break apart problems to identify solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in organized social activities like sports, clubs, and activities where unpredictable events occur. Often uses adult support to dynamically adjust.</li> </ul>



These three core executive functions work together in different ways resulting in 11 high-order skills called *executive function skills*. Executive function refers to children's use of memory, how they adapt to change, regulating their behaviour and planning next steps. Which are all essential in their development as they learn to problem solve, reason and plan.

Executive functioning skills, such as regulating behaviour, will also help children to deal with change and new experiences. Especially through transitions, which can be a key moment in children's educational experience and considerably impact their wellbeing and attainment. By developing these different abilities and encouraging children to plan, focus and think about their behaviour, we are helping them to better understand the role they have in the learning process. If children cannot focus their attention, keep information in their mind and regulate their behaviour, they will find it very challenging to learn effectively and make the best progress possible.

 WORKING MEMORY	 EMOTIONAL CONTROL	 IMPULSE CONTROL	 ATTENTIONAL CONTROL	 SELF MONITORING
<ul style="list-style-type: none"> <li>• plays hide-and-seek and simple recall games</li> <li>• participates and enjoys familiar rhymes and songs</li> </ul>			<ul style="list-style-type: none"> <li>• plays simple games like peek-a-boo and pat-a-cake</li> <li>• imitation and copying behaviors emerge</li> </ul>	
<ul style="list-style-type: none"> <li>• follows along to songs and fingerplays with many steps and movements.</li> </ul>	<ul style="list-style-type: none"> <li>• labels own emotions and the emotions of others</li> <li>• may often have tantrums or upset when frustrated, tired, or overwhelmed requiring adult comfort to soothe.</li> </ul>	<ul style="list-style-type: none"> <li>• plays active inhibition games like musical chairs, and freeze dance</li> <li>• learns to inhibit safety-related behaviors like touching a hot stove and street safety.</li> </ul>	<ul style="list-style-type: none"> <li>• able to direct attention to objects and activities for longer periods of time.</li> <li>• Responds to adult cues and redirections back to 'pay attention' when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• talks about own feelings and connects simple behaviors with emotions.</li> <li>• plays along with other children, directing play and accepting play ideas.</li> </ul>
<ul style="list-style-type: none"> <li>• Independent with puzzles, logic games, and coordinated group activities.</li> <li>• able to collect information and apply it to new settings.</li> </ul>	<ul style="list-style-type: none"> <li>• learns to control tantrums and frustrations without adult comfort.</li> </ul>	<ul style="list-style-type: none"> <li>• follows safety rules and most social norms for behavior.</li> <li>• behavior maintains when teachers or adults are not around</li> </ul>	<ul style="list-style-type: none"> <li>• able to save money for desired objects.</li> <li>• developing note taking, reminders, and planning tools to help sustain attentional control.</li> </ul>	<ul style="list-style-type: none"> <li>• able to complete activities like journaling to reflect on own behavior.</li> <li>• checks own work for simple mistakes.</li> </ul>

It is therefore vital that the importance of executive function is appreciated.

If you have any concerns about developmental challenges of your child, talk to the class team and SENDCO.

# BEHAVIOURAL EXPECTATIONS AND UNDERSTANDING SELF REGULATION

Self-regulation skills can include children being able to:

**Bounce Back When  
Things Get Difficult**



**Concentrate Their Thinking**



**Monitor What They Are Doing  
and Adapt**



**Be Patient for What  
They Want**



**Regulate Strong Feelings**



**Plan What to Do Next**





# EXECUTIVE FUNCTION SUPPORT AT HOME

Detailed here are games and activities that are great fun played as a family but also develop executive functioning skills.

Games that involve strategy are great for learning self-control, planning and flexibility:

- Jenga
- Chess
- Draughts
- Battleships
- Rummy

Games that require working to a time limit with develop time management and organisation skills:

- Don't Panic
- Pictionary

Any games that require you to hold information in your head are great for developing working memory:

- Card games such as Happy Families, Pairs, UNO.
- Crosswords
- Sudoku
- Songs and games such as 'I went to the shops and I bought...', 'Boom Chica Boom', '20 Questions'.
- Snap is great for developing a faster response to things.

Physical games that require coordination are also great fun:

- Football
- Tennis or Badminton
- Obstacle course
- Aerobics



# WORKING MEMORY BOOSTERS

## AT A GLANCE

- Working memory refers to how we hold on to and work with information stored in short-term memory.
- Kids use working memory to learn and follow directions.
- Working-memory boosters can be built into your child's daily life.
- Does your child have a hard time keeping one bit of information in mind while he's doing something else? For example, if he's helping make spaghetti and the phone rings, does he forget he needs to go back and keep stirring the sauce? If he often has trouble with such tasks, he might have working memory issues.
- Working memory refers to the manipulation of information that short-term memory stores. (In the past, the term "working memory" was used interchangeably with the term "short-term memory.") It's a skill kids use to learn. It's needed for tasks like following multi-step directions or solving a math problem in your head.
- You can help your child improve this executive function by building some working memory boosters into their daily life.

## 1. WORK ON VISUALISATION SKILLS

Encourage your child to create a picture in his mind of what he's just read or heard. For example, if you've told him to set the table for five people, ask him to come up with a mental picture of what the table should look like. Then have him draw that picture. As he gets better at visualising, he can describe the image to you instead of needing to draw it.

## 2. HAVE YOUR CHILD TEACH YOU

Being able to explain how to do something involves making sense of information and mentally filing it. If your child is learning a skill, like how to dribble a basketball, ask him to teach it to you. Teachers do something similar by pairing up students in class. This lets them start working with the information right away rather than waiting to be called on.

## 3. SUGGEST GAMES THAT USE VISUAL MEMORY

There are lots of matching games that can help your child work on visual memory. You can also do things like give your child a magazine page and ask him to circle all instances of the word the or the letter a in one minute. You can also turn license plates into a game. Take turns reciting the letters and numbers on a license plate and then saying them backwards, too.

## 4. PLAY CARDS

Simple card games like Crazy Eights, Uno, Go Fish and War can improve working memory in two ways. Your child has to keep the rules of the game in mind. But he also has to remember what cards he has and which ones other people have played.

# WORKING MEMORY BOOSTERS

## 5. ENCOURAGE ACTIVE READING

There's a reason highlighters and sticky notes are so popular! Jotting down notes and underlining or highlighting text can help kids keep the information in mind long enough to answer questions about it. Talking out loud and asking questions about the reading material can also help with this. Active reading strategies can help with forming long-term memories too.

## 6. CHUNK INFORMATION INTO SMALLER BITES

Ever wonder why phone numbers and social security numbers have hyphens in them? Because it's easier to remember a few small groups of numbers than it is to remember one long string of numbers. Keep this in mind when you need to give your child multi-step directions. Write them down or give them one at a time. You can also use graphic organizers to help break writing assignments into smaller pieces.

## 7. MAKE IT MULTISENSORY

Processing information in as many ways as possible can help with working memory and long-term memory. Write tasks down so your child can look at them. Say them out loud so your child can hear them. Toss a ball back and forth while you discuss the tasks your child needs to complete. Using multisensory strategies can help your child keep information in mind long enough to use it.

## 8. HELP MAKE CONNECTIONS

Help your child form associations that connect the different details he's trying to remember. Grab your child's interest with fun mnemonics like Roy G. Biv. (Thinking about this name can help kids remember the order of the colours in the rainbow.) Finding ways to connect information helps with forming and retrieving long-term memory. It also helps with working memory, which is what we use to hold and compare new and old memories.

Memory-boosting tricks and games are just some of the ways to help your child with executive functioning issues. If your child continues to have significant difficulties with working memory, it might be a good idea to get an evaluation for possible attention issues. You may also want to explore tips from experts on topics like getting organized and managing attention.

## KEY TAKEAWAYS

- Teaching your child ways to visualize thoughts can help improve his working memory.
- Card games and other fun activities can help build working memory.
- Finding ways to connect information can help your child with long-term memory as well as working memory.



# WELL-BEING TOP-TIPS

Loving each other is at the core of our Mission, Vision and Values and at St Paul with St Luke School we recognise the vital need to prioritise the well-being of our pupils in order for them to be able to flourish personally, academically, socially, physically, emotionally and mentally.

Detailed on these pages are some top-tips to support pupils at home with their well-being.

**1**

**Give someone you love a big cuddle.**

**2**

**Dance or sing along to one of your favourite songs.**

**3**

**Go to the park and play on the swings.**

**4**

**Do something that never fails to make you smile.**

**5**

**Draw a picture to show the best thing that happened today.**

**6**

**Play a board game with your family.**

**7**

**Arrange for a friend to come over to your house to play.**

**8**

**Read a favourite book.**

**9**

**Do something that makes you laugh.**

**10**

**With an adult, do some baking or make a healthy meal.**

**11**

**Give a loved one a hug.**

**12**

**Write a thank you letter to someone.**



# WELL-BEING TOP-TIPS

13

Draw around your hand, cut it out with help from an adult, decorate it and then write about something that makes you feel really happy.

14

Think of a way you can be active every day this month.

15

Make a healthy fruit pizza.

16

Have a screen-free day.

17

Watch one of your favourite films or a brand new one!

18

Write down 5 things you're really proud of yourself for.

19

Visit a museum with a trusted adult.

20

Take five minutes to just sit still and breathe.

21

Put on some music and move like different jungle animals.

22

Put on some calming music and do some colouring in.

23

Do a jigsaw.

24

Invent a game or quiz for the whole family to play.

25

Close your eyes and imagine that you are at a special place. What can you hear? What can you see? How do you feel?

# CHILD PROTECTION AND SAFEGUARDING

Safeguarding is a duty of care that all staff have for all the children in school.

As part of our statutory duties, we are bound by the guidance of and in line with *Keeping Children Safe in Education* and have a duty to prevent radicalisation and other local and national arrangements. As such staff are tasked to notice any changes in children and report any child reported incidents to a Designated Safeguarding Lead (DSL).

All staff, volunteers and parents/caregivers play an active role in making sure children are protected from harm. Persistent or prolonged or patterned absence may be seen as a safeguarding issue.

Our Child Protection Policy can be found on our website:

[www.spsl.towerhamlets.sch.uk/policies](http://www.spsl.towerhamlets.sch.uk/policies)

## DESIGNATED SAFEGUARDING STAFF

**Designated  
Safeguarding Lead:**

Lauren Sharpe

**Deputy Designated  
Safeguarding Leads:**

Mark Ali  
Daniel French

**SENDCo:**  
Dan French

# WHAT SHOULD YOU DO IF YOU ARE CONCERNED ABOUT A CHILD?



If you have any concerns about the welfare or safety of a child you can share them with a member of the designated safeguarding staff team or report directly to:

## **Tower Hamlets Multi-Agency Safeguarding Hub (MASH)**

(During the office hours of 9am-5pm)

Tel: 020 7364 5006 option 3

Extensions: 5606/5601/5358/7796

Email: [mash@towerhamlets.gov.uk](mailto:mash@towerhamlets.gov.uk)

## **Emergency Duty Team (EDT) –**

**Out of hours service**

**(After 5pm and at weekends)**

Tel: 020 7364 4079

**If a child is in immediate danger,  
please call the police on 999.**

If you need support,  
contact the Early Help Hub on  
020 7364 5006  
(Option 2).

# OTHER WAYS YOU CAN HELP YOUR CHILD SUCCEED

There are lots of ways parents and caregivers can help children at home, but making sure they regularly complete their homework and hand it in on time is essential.

It would also help if you could:

- Ensure your child has a calm quiet working space.
- Talk with your child about what they are learning and the homework they have been set.
- Visit the library regularly.

Ideally parents/caregivers should read with or listen to their children daily to help them to develop fluency, confidence and a love for reading.

We ask parents/caregivers in Foundation Stage and Key Stage One to sign and record comments in their child's Reading Diary to show that they have heard their child read and to maintain a dialogue between home and school of how well their child is reading.

If parents/caregivers have any questions about homework or their child's learning they should, in the first instance, contact their child's class teacher.

## ONLINE RESOURCES

The following resources are used to support your child's learning at home.

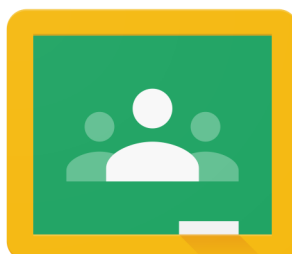
- **Reading:** Bug Club online at [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)  
Read Write Inc
- **Times Tables:** Times Table Rock Stars [www.ttrockstars.com](http://www.ttrockstars.com)
- **Google Classroom**

All children have been given log in details for these online resources.  
For further assistance, please speak with the class teacher.

**Read Write Inc.**  
Phonics



**Bug Club**



Google Classroom









Leopold Street, London E3 4LA  
020 7987 4624 | [admin@spsl.towerhamlets.sch.uk](mailto:admin@spsl.towerhamlets.sch.uk) | [www.spsl.towerhamlets.sch.uk](http://www.spsl.towerhamlets.sch.uk)  
[www.spsl.towerhamlets.sch.uk](http://www.spsl.towerhamlets.sch.uk)

 St Paul with St Luke CE Primary School

 @stpaulstluke