

Springwood Public School Support Package

Year 2



We are often asked by parents, “What does my child need to know by the end of Year?” To help parents get a better understanding, we have put this information together for you. Not only have we done that, but we have put together a year’s worth of activities that you can do with your child, to help us help them!

The pages within this package contain:

- The core basic skills and knowledge students are expected to achieve by the end of their current school year in Maths and English
- Advice on how to run an effective home reading program
- Some of the main words and spelling rules taught at this year level
- A ‘times tables’ chart
- A chart of the New South Wales Foundation font that is used for handwriting
- Ideas and resources for when your child wants a bit of extra homework that can be done on the Internet

The list of Maths and English skills are the main core skills and do not represent everything that teachers cover in class over the year.

Core English skills for Year 2

Speaking and Listening

- understand that people use different systems of communication to cater to different needs and purposes
- Respond to a range of literature and discuss purpose and audience
- Retelling familiar stories
- Listening to and following a brief set of instructions
- Listening to and responding to news items presented in class
- Planning and performing a role-play for the class
- Speaking clearly to the class in order to convey information
- Listening and contributing to class discussions
- Participating in Circle Time topics
- Impromptu speeches on a variety of topics
- Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme
- Rephrase questions to seek clarification
- Express preferences for specific texts and authors and listen to the opinions of others

Phonological Awareness

- Knows the common sounds for vowel digraphs and uses syllabification when reading/spelling
- Uses knowledge of word identification strategies including blending, segmenting and letter patterns
- Know the common letter combinations that make phonemes in English
- Understands that sounds can be represented in various ways when spelling words.
- Read vowel phonemes - a, ay, ai, eigh, a_e, e, ee, ea, ey, y, i, igh, i_e, y, o, ow, ou, o_e, u, ew, ue, oo

Reading

- After reading a text, retell the main ideas in order
- Know about the features of books—cover, spine, title, author, publisher, illustrator
- Read longer texts, using a variety of strategies such as chunking, flipping the vowel sound, skipping the word and coming back and stretching out the sounds.
- Listen to longer, more complex texts read aloud and respond to these orally
- Discuss possible author intent and intended audience of a range of texts
- understand how text structure contributes to the meaning of texts
- Know the purpose of capital letters, full stops, questions marks and speech marks and adjust expression accordingly
- Select a widening range of texts for enjoyment and pleasure and discuss reasons for their choice

Writing

- Write a variety of texts, such as recounts, discussions and expositions
- Plan writing by discussing ideas or using a planning framework or graphic organiser
- Writing recounts of personal experience including school visits or incursions
- Building word families to assist with spelling
- Drawing on knowledge of sight words and high frequency words when writing a text.
- Writing using letters of uniform size, shape, slope and spacing
- Contributing to joint construction of texts.
- Writing elementary literary texts
- Recognising the elements required for a sentence
- Writing more detailed discussions, reports and descriptions
- Discuss the characters and settings of different texts and explore how language is used to present these features in different ways
- Use simple editing techniques, such as circling misspelt words, adding and crossing out words
- Write legibly and with growing fluency using unjoined upper case and lower case letters
- Construct texts featuring print, visual and audio elements using software, including word processing programs

Grammar and Punctuation

- Compose sentences effectively using basic grammatical features and punctuation conventions including full stops, capital letters for names and sentence beginnings, exclamation marks, question marks, commas in lists and apostrophes for contractions
- Identify and use nouns, verbs, adjectives, adverbs and pronouns
- Use conjunctions to write compound sentences, e.g. and, but
- Include phrases to give more information to a sentence
- Use subject/verb and noun/pronoun agreement when composing texts and responding to texts orally and in writing
- Begin to organise ideas into paragraphs when composing texts

Spelling and Sight Words

- Spell high-frequency and common sight words accurately when composing texts
- Accurately spell high frequency words (including Year 2 word list)
- Recognise when a word is spelt incorrectly
- Begin to use a dictionary for spelling activities and word meaning
- Spell words by sounding out, syllabification and using resources in the room, like word charts
- Use double consonants where appropriate, eg 'hopping'
- Use morphemic and phonological knowledge when spelling
- Exchange one letter in a written word with a different letter to make a new word
- Use 'Look, Say, Cover, Write, Check' to learn to spell words
- Use Have-A-Go Word Books to spell unknown words when writing



Foundational
phonemes

Year 2
High Frequency Spelling Words

about	don't	two	once
can't	home	because	take
her	must	from	way
many	put	just	but
over	time	not	half
then	your	should	love
who	as	us	one
after	dig	bed	than
could	house	girl	were
here	name	last	by
may	ran	now	has
people	too	sister	made
there	back	very	or
will	door	been	that
again	how	good	what
did	new	laugh	call
him	saw	off	called
more	took	so	have
push	ball	want	make
these	down	boy	our
with	if	got	their
an	next	little	when
do	school	old	came
his	tree	some	help
much	be	water	man
pull	first	brother	out
three	jump	had	them
would	night	live	where
another	seen	lived	

Core Maths skills for Year 2

Number

- **Counting & Patterns** - Recognise, model, read, write and order numbers to at least 1000; locate these numbers on a number line

Develop confidence with number sequences to 1000 by ones from any starting point
recognise increasing and decreasing number sequences involving 2s, 3s, 5s and 10s.
describe a number pattern in words
count forwards and backwards from any 3 digit number

arrange numbers of up to four digits in ascending and descending order

- **Place Value** - apply an understanding of place value and the role of zero to read, write and order two-digit numbers

use place value to partition two-digit numbers, eg 32 as 3 groups of ten and 2 ones

- **Fractions** - recognise that fractions refer to equal parts of a whole, eg all four quarters of an object are the same size

recognise when objects and shapes have been shared into halves, quarters or eighths

- **Addition & Subtraction** - solve simple everyday problems with two-digit numbers

choose an appropriate strategy to solve problems, including trial-and-error and drawing a diagram
At this level, students solve addition and subtraction using strategies such as counting on, breaking round numbers to the nearest ten

use concrete materials to model how addition and subtraction are inverse operations

make connections between addition and related subtraction facts to at least 20

use and record a range of mental strategies to solve addition and subtraction problems involving two-digit numbers, including split strategy, jump strategy and inverse strategy

- **Multiplication & Division** model division by sharing a collection of objects into groups of a given size to determine the number of groups

Recognise and represent division as grouping into equal sets

- **Money** - identify, sort, order and count money using the appropriate language in everyday contexts, eg coins, notes, cents, dollars

perform simple calculations with money, eg buying items from a class shop and giving change

- **Calculator** know how to enter numbers into a calculator

know the keys for the four operations

use the 'constant function' (e.g. $1 + = = =$) to solve repeated addition and subtraction problems

Measurement

- **Time** - read analog and digital clocks to the quarter-hour using the terms 'past' and 'to'

use the terms 'hour', 'minute' and 'second'

use months, weeks, days and hours to describe duration

- **Calendars** - use a calendar to calculate the number of months, weeks or days until an upcoming event

- **Length** - recognise the need for formal units to measure lengths and distances

use the metre as a unit to measure lengths and distances to the nearest metre or half-metre

recognise that there are 100 centimetres in one metre,

use the centimetre as a unit to measure lengths to the nearest centimetre, using a device with 1 cm markings

- **Mass** - compare two or more objects according to their masses using appropriate uniform informal units

- **Volume & Capacity** - compare and order the capacities of two or more containers by measuring each container in uniform informal units

- **Area and Perimeter** - predict the larger of two or more areas and check by measuring

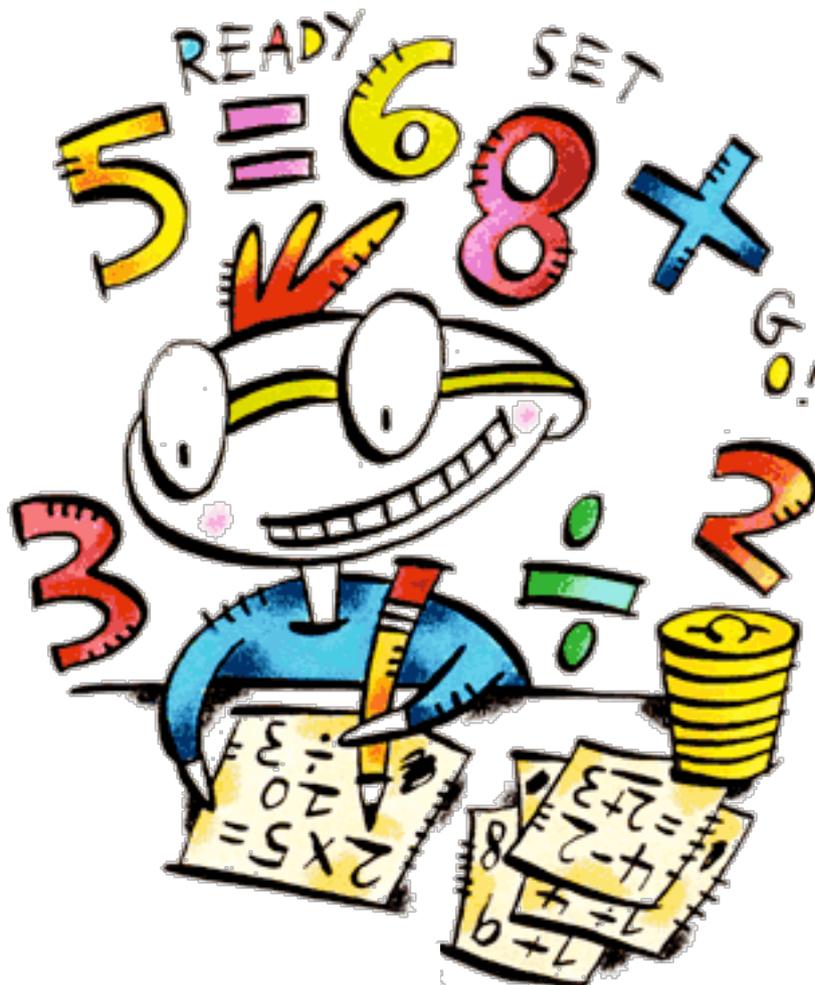
Calculate the distances around shapes using metres and centimetres

Space

- Spatial Language - describe position using words like between, under, behind, on, near use words like left, right, forward, clockwise, anticlockwise to give directions describe the positions of objects in models, photographs and drawings
- Maps - interpret simple maps by identifying objects in different locations use drawings to represent the positions of objects along a path
- 2D Shapes - recognise, name and draw 2D shapes, e.g. square, rectangle, triangle, circle describe how many corners and edges 2D shapes have
- 3D Shapes - distinguish between objects, which are 'three-dimensional' (3D), and shapes, which are 'two dimensional' (2D), and describe the differences explain the attribute or multiple attributes used when sorting three-dimensional objects
- Symmetry - identify symmetry in 2D shapes, pictures and patterns
- Flips, Turns & Rotations - identify a one-step slide or flip of a single shape and use the terms 'slide' and 'flip' to describe the movement of the shape
- identify and describe amounts of turn using the terms 'clockwise' and 'anti-clockwise'
- Tessellations - use triangles, rectangle and squares in tessellating patterns (a shape that fits together without gaps, e.g. tiles) explain the structure of the unit tessellation in terms of rows and columns

Chance and Data

- Tallies - use simple tallies or numbers to represent data
- Understanding Probability - Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible'
- Graphs - Create displays of data using lists, tables and picture graphs and interpret them



Trading Game

Suggestions

Early Stage 1/ Stage 1: BASIC GAME (Bundling)

This level introduces the concept of Base 10 at the most concrete level.

Equipment

loose Paddle pop sticks (singles), collection of 10 Paddle pop sticks bound together by elastic bands (bundles), a 6 faced die place value mats labeled 'Bundles of Ten' and 'Singles'.

Game

All the material is placed on the table between the players. The players take turns to throw the die and collect the number of sticks shown, placing them in the column marked 'Singles' on the board. When players have ten or more sticks, they take a bundle of 10 and place it in the column marked 'Bundles of ten'. After each turn, players write the numeral indicating how many bundles and how many singles they have on the board. The first player to collect five bundles is the winner.

Recording the number links the concrete materials to the symbolic representation of numbers to 99.

This stage links the concrete to the symbolic. The score is read out aloud.

Extension for this game is played as above except that base 10 blocks are used. 1 cm cubes are used to represent 1 - 'Shorts', 10 cm cubes joined are used to represent 10 - 'Longs' and 100 cm cubes joined in a 10 x 10 shape are used to represent 100.

This game allows the players to construct numbers to 1 000.

2 x 6 faced dice or a 10 faced die can be used to accelerate the number building.

BLOCKS - 1000's

FLATS - 100's

LONGS - 10's

SHORTS - 1's

Place Value Game

Suggestions

Equipment

2 x sets of numeral cards (0-9), base ten trading game board marked with Thousands, Hundreds, Tens and Ones.

Game

Take turns drawing cards from the pile. Each time a player gets a new number, he/she should write it in one of his/her digit positions. The goal is to make the three or four-digit number as big as possible.

Continue drawing cards until all three or four place values have been filled in. Then, have each player read his/her number aloud. The winner of the game is the player who creates the largest number. Tallies can be kept to determine who is the first to win five games.

An alternative is to try and make the smallest number.

After your child has reached a point of comfort and confidence, discuss game strategy. What place value position is the most critical in creating the largest (or smallest) number? Which are the best numbers to record in the ten thousands place? In the ones place?

0

1

2

3

4

5

6

7

8

9

Times Tables

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Extra ideas and resources

Visit the Department of Education website where you can find various guides to helping your child to learn. These contain practical ideas you can do as part of your everyday home routine.

<http://www.dec.nsw.gov.au/>

The websites listed below have been used and recommended by various teachers and are only the 'tip of the iceberg'. Using a search engine like Google will assist in finding specific games or worksheets. All websites, no matter how child friendly they appear, have the potential for students to click on banners, advertisements and so on. As such, children should always be supervised when on the Internet. Every effort has been made to ensure these websites are suitable and working. If you encounter any problems or inappropriate sites, please let the school know ASAP.

<http://www.schoolatoz.nsw.edu.au>

<http://getsmarts.weebly.com/>

http://www.dampier.wa.edu.au/ict_links.htm

<http://www.primaryinteractive.co.uk/>

<http://www.superteacherworksheets.com/>

<http://www.ictgames.com>

<http://www.brainpop.com/>

<http://pbskids.org/>

<http://www.primaryresources.co.uk/>

MATHS

<http://www.curriculumsupport.education.nsw.gov.au/countmein/parents.html>

<http://nlvm.usu.edu/en/nav/vlibrary.html>

<http://www.counton.org/>

<http://www.funbrain.com/>

<http://www.amathsdictionaryforkids.com/>

<http://www.woodlands-junior.kent.sch.uk/Games/educational/maths.html>

<http://www.oswego.org/ocsd-web/games/BangOnTime/clockwordres.html>

<http://www.learningplanet.com/stu/kids0.asp>

<https://www.prodigygame.com/>

LITERACY

<http://www.starfall.com/n/level-a/learn-to-read/load.htm>

<http://www.writingfun.com/>

http://www.iknowthat.com/com/L3?Area=L2_LanguageArts&COOK

<http://www.gigglepoetry.com>

<http://www.bbc.co.uk/cbeebies/storycircle/atoz.shtml>

<http://pbskids.org/lions/games/>

<http://www.vocabulary.co.il/>

<http://www.eduplace.com/edugames.html>

<http://www.woodlands-junior.kent.sch.uk/Games/educational/literacy.html>

<https://www.teachyourmonstertoread.com>

<https://app.lalilo.com>

SCIENCE

<http://www.seekscience.org/interact/>

<http://www.projectwetusa.org/wwwroot/wet.html>

<http://www.bbc.co.uk/science/space/playspace/games/jigsaw/jigsaw.shtml>

<http://micro.magnet.fsu.edu/primer/java/scienceopticsu/powersof10/index.html>

ARTS

<http://www.btinternet.com/~tony.poulter/links/musiclinks.htm>

<http://ngfl.northumberland.gov.uk/music/orchestra/default.htm>

<http://www.sfskids.org/templates/splash.asp>