



مدرسة الإبداع
العلمي الدولية
INTERNATIONAL SCHOOL
OF CREATIVE SCIENCE

BAHRAIN

البحرين

SCHOOL READINESS PACK

Year 2



What to expect in Year 2

The final year of KS1 will see your child being encouraged to work more independently. At this age, most children will have improved their ability to coordinate movement and their language/speech will be increasingly complex and grammatically correct, so it's an exciting year for children, parents and teachers. This guide will help you to understand what your child will be learning and suggest helpful ways in which you can support them at home.

What will my child do in Year 2?

1. Developing literacy skills

In English, the children will continue to work on the phonics they started in Year 1, aiming to read words by sight **without having to sound them out**. They will learn further spelling patterns and rules, and begin to apply those in their writing. There will be a more detailed focus on handwriting, with children encouraged to form their letters correctly, learn which letters are to be joined and make letters a consistent size. Children will learn to write for a range of purposes including stories, poetry and real events.

2. Grammar

Grammar is a hot topic in Year 2 and children this age are expected to understand the following terms, to be able to spot them in their reading and apply them in their writing: Noun, adjective, adverb, suffix, subordination, noun phrase, past tense, present tense, statement, question, exclamation, command, capital letter, full stop, question mark, exclamation mark, compound sentence, and expanded noun phrase.

3. Maths

Mathematics in Year 2 focuses on the 2, 5, and 10 times tables, and they will learn multiplication and division facts for these tables. Children in Year 2 will also learn to add and subtract with two-digit and one-digit numbers.

In fractions, they will find $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$ of a shape or a quantity of objects. They will study measures, including weight, capacity, and length, and they will learn to tell the time to five minutes. They will also study properties of 2D and 3D shapes, as well as a range of data-handling methods such as bar charts and pictograms.

By the end of Year 2, pupils will be expected to know the number bonds to 20 and be precise in using place value. The new curriculum ‘mastery’ style of teaching concentrates on breadth of knowledge, and children will be encouraged to use their understanding of the new concepts to solve challenges, which will deepen their understanding.

4. Science

Science in Year 2 is engaging and fun. Expect your child to learn about living things and their habitats, plants, animals (including humans), and uses of everyday materials. They will also learn how to work scientifically, how to observe closely, and how to record their observations.

How can I help my child in Year 2?

1. Help them understand what they read

As reading comprehension is so important in this year, checking your child’s understanding of the book they are reading is an excellent way to support them. You can help them engage with their reading on a deeper level by asking questions about the plot such as:

What might happen next? Why do you think the character is feeling like that? What sort of mood is being created?

You can also do this when you are reading to them, which is still so important at this age. Children learn a lot from the way **we** read aloud and we can encourage them to see how the author’s use of punctuation changes the way we read their work. Think about pointing out statements, commands, questions, or exclamations when reading with your child. You might want to use a range of voices to show how types of sentences and punctuation can be read in different ways.

2. Explore real-life maths

Any opportunity to use maths in a real-life context is really useful. For example, ask them to help you pay for goods or calculate change when shopping. This will help to develop their reasoning and problem-solving skills. Learning to tell the time, especially

to five minutes, is another great way to support your child's learning at home; this also links neatly to their counting in 5s in the 5 times-table.

3. Encourage independence

Finally, you can develop their independence at home by encouraging your child to get dressed on their own or organise their belongings more independently. This will help enormously as they move up through the school.

Below are UK National Curriculum Standards your child is expected to have achieved before entering Year 2:

Number
I can count reliably to 100.
I can count on and back in 1s, 2s, 5s and 10s from any given number up to 100.
I can write all numbers in words to 20.
I can say the number that is one more or one less than a number to 100.
I can recall all pairs of addition and subtraction number bonds to 20.
I can add and subtract 1-digit and 2-digit numbers to 20, including zero.
I know the signs + - =.
I can solve a missing number problem.
I can solve a one-step problem using addition and subtraction, using concrete objects and pictorial representations.

Measurement, geometry and statistics

I recognise all coins.

I recognise and can name the 2D shapes: circle, triangle, square and rectangle.

I recognise and can name the 3D shapes: cuboid, pyramid, and sphere.

I can name the days of the week and months of the year.

I can tell the time to o'clock and half past the hour

I speak clearly and confidently in front of people in my class.

I can re-tell a well-known story and remember the main characters.

I can hold attention when playing and learning with others

I can keep to the main topic when we are talking in a group.

I can ask questions in order to get more information.

I can start a conversation with an adult I know well or with my friends.

I listen carefully to the things other people have to say in a group.

I join in with conversations in a group.

I join in with role play.

I can match all graphemes to their phonemes.

I can blend sounds in unfamiliar words.

I can divide words into syllables.

I can read compound words.

I can read words with contractions and understand that the apostrophe represents the missing letters.

I can read phonetically decodable words.

I can read words that end with 's, -ing, -ed, -est

I can read words which start with un-.

I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word)

I can read words of more than one syllable.

I can say what I like and do not like about a text.

I can link what I have heard or read to my own experiences.

I can retell key stories orally using narrative language.

I can talk about the main characters within a well-known story.

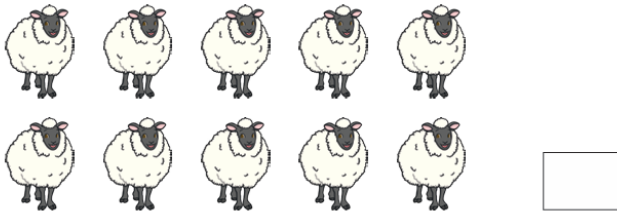
I can learn some poems and rhymes by heart.

I can use what I already know to understand texts.

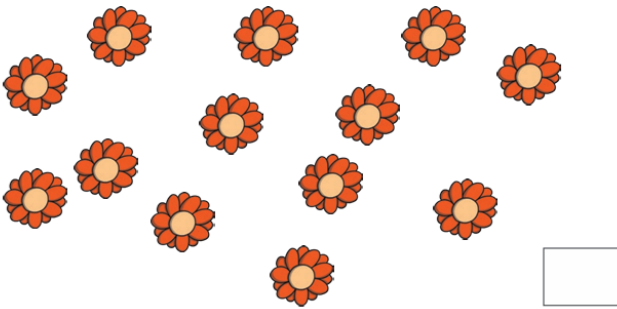
I can check that my reading makes sense and go back to correct when it doesn't.

Below are some questions/ tasks/ stories your child should be read/ complete before entering into Year 2:

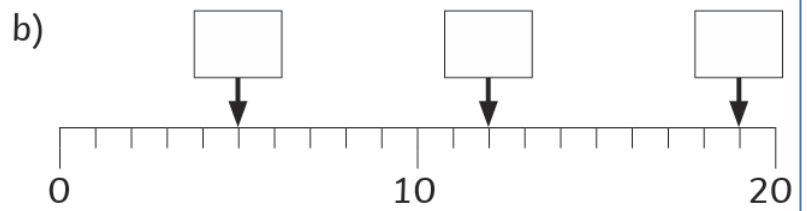
1. How many sheep are there?



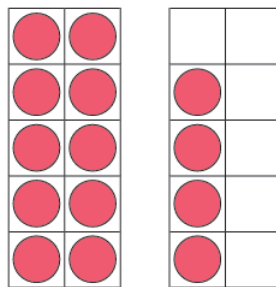
2. How many flowers are there?



3. Fill in the missing numbers.



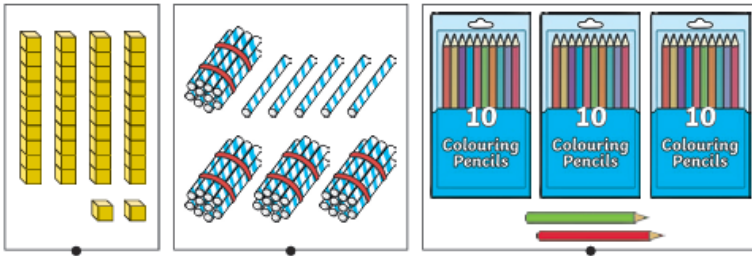
4. How many counters can you see?



6. Fill in the missing numbers.

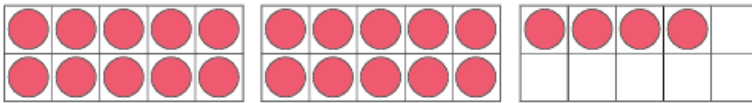
32	31				27				23
----	----	--	--	--	----	--	--	--	----

7. Match the representations to the numbers.



27	32	45	42
----	----	----	----

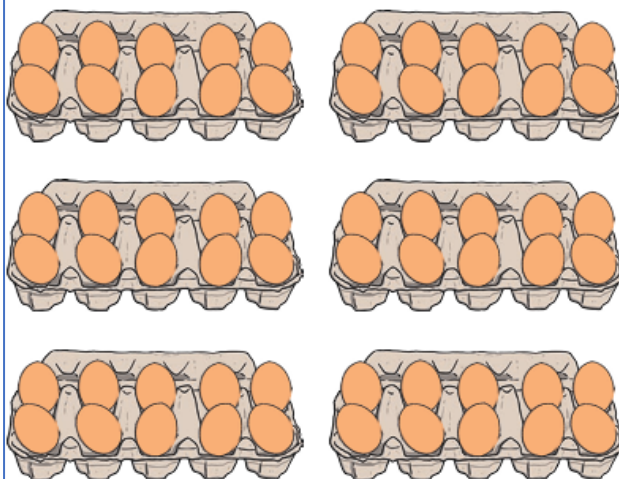
8. Ben has made a number.



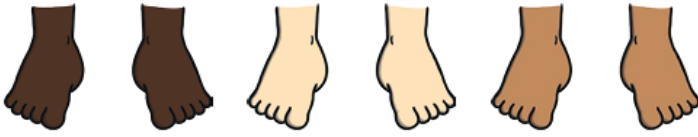
a) What number is **one more** than Ben's number?

b) What number is **one less** than Ben's number?

How many eggs?



9. How many toes?



10. Fill in the gaps in the table.

Picture	Numeral	Number Word
	20	
		thirteen
	11	





















1. Match the pairs of number shapes that make 10.



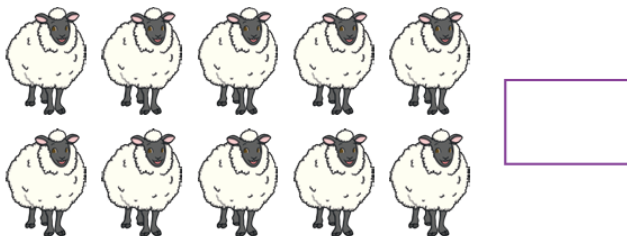
How many eyes?



12. Which numbers are missing from these sequences?

2. There were 10 sheep in the field and 7 escaped. How many are left?



3. Solve these calculations.

$$18 + 2 = \square$$

$$20 - 9 = \square$$

$$0 + 5 = \square$$

$$\square = 8 - 2$$

$$\square = 4 + 5$$

$$7 - 0 = \square$$

Practise these words:

live heads

Arctic Terns

The Arctic tern is an amazing bird.
Each year, Arctic terns travel from
the Arctic all the way to Antarctica.
That's a long, long way!



1 Why does the author say that the Arctic tern is an 'amazing' bird?

2 How do Arctic terns travel all the way from the Arctic to the Antarctic? Tick **one** box.

By swimming

By flying

By riding on ships

If you are lucky, you can see Arctic terns in some parts of the UK. They visit the UK in the spring and summer.



3 At what time of year might you see an Arctic tern in the UK?

4 Why do you think you have to be lucky to see an Arctic tern in the UK?

Tick **one** box.

Because they only come to some parts of the UK

Because they hardly ever come to the UK

Because they are too small to see easily

Arctic terns can fly very fast. They are white, with black on the top of their heads and red beaks. When they are not travelling, Arctic terns live by the sea. They like to eat fish and insects.



5 Where would you be most likely to see an Arctic tern?

By the sea

On top of a mountain

In the desert

Practise this word:

giant



Finn MacCool the Giant Baby

Once upon a time, there were two giants called Finn MacCool and Benandonner. One day, Finn heard Benandonner shouting from far off: "Look out, Finn MacCool – I'm on my way to fight you!" Finn did not wish to fight Benandonner, so he made a plan.

- 1 Find and copy the words in the story that tell you that it is a traditional tale.
-

- 2 How do you think Finn felt when he heard that Benandonner wanted to fight? Tick **one** box.

Pleased, because he liked fighting

Happy, because he knew Benandonner was no good at fighting

Worried, because he didn't want to fight Benandonner

Finn ran home and put on a baby's bonnet. He stuck a baby's dummy in his mouth, and then he lay down and waited.



Why do you think Finn put baby clothes on?

Tick **one** box.

Because he didn't have any clean clothes of his own

Because this was part of his plan to trick Benandonner

Because his wife made him wear the baby clothes

Soon Benandonner was there.

“Come out and fight, Finn!” he shouted.

“I am sorry,” said Finn’s wife. “Finn is out – it’s just me and the baby here.” She pointed at Finn.



- 4 Which sentence sums up all the main things that have happened in the story so far? Tick **one** box.

Benandonner wanted to fight Finn.

Finn wanted to trick Benandonner so that he didn't have to fight him, so Finn dressed up as a baby.

Finn's wife told Benandonner that Finn was out, and the only ones at home were her and the baby.

- 5 Which of these things is most likely to happen next? Tick **one** box.

Benandonner will think Finn has an enormous baby.

Benandonner will put on baby clothes too.

Finn's wife will marry Benandonner.

“Help!” shouted Benandonner.
“If that is Finn’s baby, Finn must
be VERY big! I’m off!”
So Benandonner ran away, and
Finn did not have to fight him.



6 What order did these things happen in?

Number the sentences from 1 to 4.

Finn put on baby clothes.

Finn’s wife said to Benandonner that Finn was out.

Benandonner was afraid of the giant baby, and
he ran away.

Finn heard that Benandonner was on his way to
fight him.

1. Correct the sentence below by filling in the missing capital letters, spaces and full stops.

thedog barked loudlyatthe cat

2. Finish the sentence by joining two words with 'and'.

My two favourite colours are _____

yellow

blue

3. Join the two sentences using 'and'.

I like oranges. I like bananas.

4. Insert either a full stop, exclamation mark or question mark at the end of each sentence.

We walked to the shop

Watch out

How old are you

5. Circle the words in the following sentences that need capital letters.

that pencil belongs to daisy, not matthew.

the birthday party will be on saturday 4th april.

my family and i are going to london this weekend.

6. Change the meaning of each word by adding 'un' to the beginning.

kind _____

happy _____

7. Add the following endings to each word.

word	-er	-ed	-ing
help			
jump			
paint			

8. Change each singular word to its plural form.

singular	plural
cat	
wish	
house	

9. Arrange the words below to create a sentence. Write the sentence on the line below.

the
at
The
dog
cat.
barked

Year 2 Baseline Spelling

Assessment Checklist



	Word	✓		Word	✓
1	again		21	squash	
2	donkey		22	try	
3	water		23	their	
4	everybody		24	Mrs	
5	shiny		25	even	
6	blew		26	children	
7	ball		27	move	
8	because		28	prove	
9	sure		29	parents	
10	great		30	camel	
11	always		31	half	
12	path		32	class	
13	past		33	happily	
14	most		34	bath	
15	knee		35	any	
16	crying		36	both	
17	playful		37	knock	
18	climb		38	behind	
19	whole		39	ice	
20	station		40	only	

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	