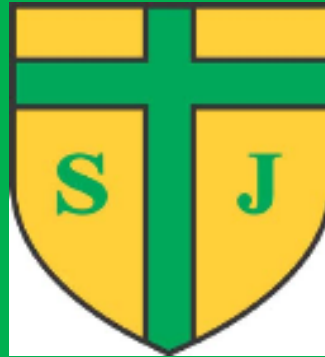


St Josephs Catholic Primary School



# Welcome to Year 2

Class Teacher – Mrs Holmes  
Teaching Assistant – Mrs Walsh



# Year 2 Curriculum Evening

<b>History</b>	Who was Mary Seacole?			Great Fire of London	Great Fire of London	
<b>Geography</b>		Arctic Adventure	Map Makers			Lets explore London
<b>Science</b>	Living things/ Habitats	Materials	Diet and Health	Plants	Living things/Habitats - World	Animals Including Humans
<b>RE</b>	The Chosen People	The Mysteries of God	The Good News	The Mass	Easter tide	The First Christians
<b>PE</b>	Athletics Football	Dance Basketball	Gymnastics Fitness	Skipping Orienteering	Tennis Hockey	Striking and Fielding
<b>Art and DT</b>	ART – Earth Art	DT - Puppets	ART – Yayoi Kusama	DT – Vehicles	Art – African Art	DT – Perfect Pizza
<b>Computing</b>	E-safety -	Digital Literacy – Using a computer	Coding – Characters	Digital Literacy – Using a computer	E-safety – photographs	Coding – Animation
<b>MFL</b>	Introduction – French greetings and songs		Seasons		Colours	
<b>PSHE</b>	Relationships – - Families and friends - Safe relationships - Respecting ourselves and others		Living in the wider world- - Belonging to a community - Media literacy and digital resilience - Money and work		Health and Wellbeing – - Physical health and mental wellbeing. - Growing and changing - Keeping safe	

Autumn 1: Chosen People

Autumn 2: Mysteries

Spring 1: Good News

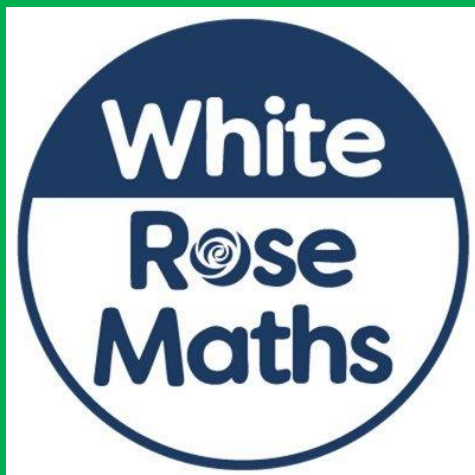
Spring 2: The Mass

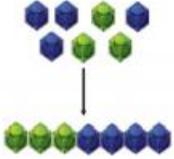
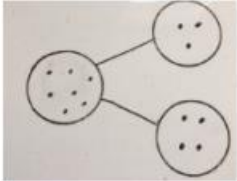
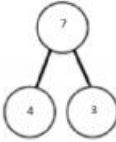

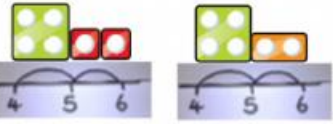
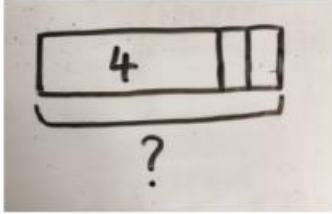
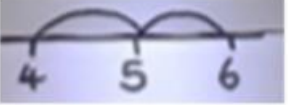
Summer 1: Eastertide

Summer 2: The Early Church

Daily collective worship and prayers. The children will help lead Collective Worship in groups. RE also includes circle time based on Virtues to Live By.

St George's Feast Day : Tuesday 23<sup>rd</sup> April



Concrete	Pictorial	Abstract
<p>Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars).</p>  <p>A photograph showing 7 small cubes: 4 blue and 3 green. Below them, the same 7 cubes are arranged in a single row to form a whole.</p>	<p>Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.</p>  <p>A photograph of a part-whole model where a large circle is divided into two smaller circles. The top circle contains 4 dots and the bottom circle contains 3 dots, representing the number 7.</p>	<p><math>4 + 3 = 7</math> Four is a part, 3 is a part and the whole is seven.</p>  <p>A diagram of a part-whole model with a top circle containing the number 7 and two bottom circles containing the numbers 4 and 3.</p>
<p>Counting on using number lines using cubes or Numicon.</p>   <p>A photograph of a number line from 0 to 10. Blue cubes are placed on numbers 1, 2, 3, and 4. Yellow cubes are placed on 5 and 6. Below the number line, two Numicon blocks are shown: a green block with 4 dots and a red block with 2 dots, with a number line below them showing a jump from 4 to 6.</p>	<p>A bar model which encourages the children to count on, rather than count all.</p>  <p>A hand-drawn bar model on a piece of paper. The bar is divided into two sections. The left section is labeled '4' and the right section is labeled '?'. A bracket underneath the entire bar indicates the total.</p>	<p>The abstract number line: What is 2 more than 4? What is the sum of 2 and 4? What is the total of 4 and 2? <math>4 + 2</math></p>  <p>A photograph of a number line from 4 to 6. A curved arrow starts at 4 and ends at 5, and another curved arrow starts at 5 and ends at 6, illustrating counting on to find the sum of 4 and 2.</p>

Implement their skills through reasoning and problem-solving tasks.

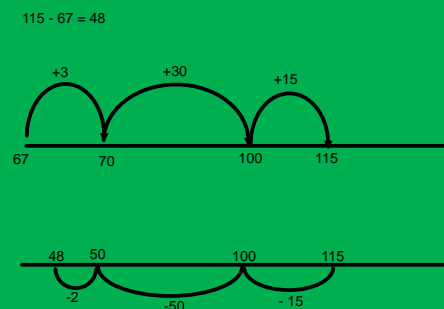
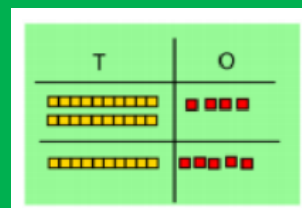
Times tables- become fluent in 2s, 5s and 10s and introduce 3s,.

**PRACTISE, PRACTISE, PRACTISE**



Aim is for all children to move towards using both written and mental calculation methods and be able to independently select the correct method.

In year 2 we focus on:  
Embedding the 4 operations.

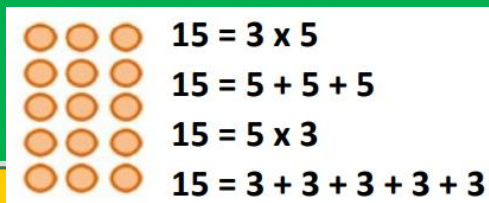
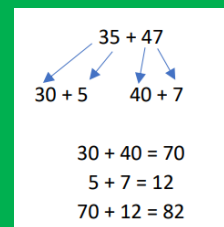


1) Column addition using Base 10

2) Number line subtraction and column subtraction using base 10 and counters

3) Partitioning

4) Using arrays to support in multiplication and division



# Maths

## Number - Place Value

- ✓ count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- ✓ recognise the place value of each digit in a two-digit number (10s, 1s)
- ✓ identify, represent and estimate numbers using different representations, including the number line
- ✓ compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
- ✓ read and write numbers to at least 100 in numerals and in words
- ✓ use place value and number facts to solve problems

## Number - Addition and Subtraction

- ✓ solve problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and

measures

- Applying their increasing knowledge of mental and written methods
- ✓ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- ✓ add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and 1s
  - a two-digit number and 10s
  - 2 two-digit numbers
  - adding 3 one-digit numbers
- ✓ show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
- ✓ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems



## Number - Multiplication and Division

- ✓ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- ✓ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
- ✓ show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- ✓ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

## Number - Fractions

- ✓ 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
- ✓ write simple fractions, for example  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$

## Statistics

- ✓ interpret and construct simple pictograms, tally charts, block diagrams and tables
- ✓ ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ✓ ask-and-answer questions about totalling and comparing categorical data



# Maths

## Measurement

- ✓ choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- ✓ compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$
- ✓ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- ✓ find different combinations of coins that equal the same amounts of money
- ✓ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- ✓ compare and sequence intervals of time

- ✓ tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- ✓ know the number of minutes in an hour and the number of hours in a day

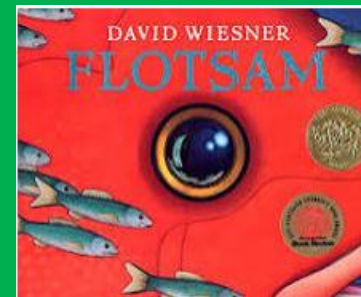
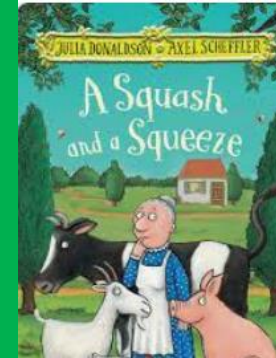
## Geometry Shape

- ✓ identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line
- ✓ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- ✓ identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- ✓ compare and sort common 2-D and 3-D shapes and everyday objects

# English

## Areas for writing:

- ✓ Stories by the same author/ setting
- ✓ Non-Chronological Reports
- ✓ Instructions
- ✓ Adventure and Mtstery
- ✓ Information texts
- ✓ Authors and letters
- ✓ Poetry



Writing is also addressed through other areas of the curriculum – History, Geography, RE etc

# Spelling

In year 2 phonics becomes spelling

- Recapping Phase 5 to make sure it is secure.
- Common exception words
- Phase 6 Spelling rules
- Past tense verbs
- Prefixes and Suffixes
- Plurals
- Homophones
- Compound words

What we do:

- Learn new sounds/spelling rules, weekly spelling check, spelling journals, editing and improving work, word of the day, spelling games.

Spelling is  
~~diffecolt~~  
~~challengeng~~  
hard.

# Punctuation and Grammar

Teaching will include:

- Different types of sentences
- Different types of nouns
- Noun phrases
- Adjectives
- Verbs and adverbs
- Imperative verbs
- Capital letters, full stops, speech marks, commas in lists, exclamation marks, apostrophes for possession and contraction
- Different ways to start sentences
- Past and present tense



# Handwriting

## This year we will be focussing on:

- Use diagonal and horizontal joins and begin to join letters
- Letters of the correct size, orientation and relationship to one another
- Spacing between words

## What we do:

Weekly handwriting practise, edit and improve work, magic pencil handwriting, always do our best, individual resources.

# Reading

Reading books are changed no more than 3 X a week.  
Children will only get one book each time.

Please discuss each book with your child. Ask lots of questions before during and after reading to ensure a good level of comprehension.

Please sign your child's reading record to show that they have read their books.

If you feel that you would like to read more books with your child, you could share your own books at home or visit Otley library – IT'S FREE!!!

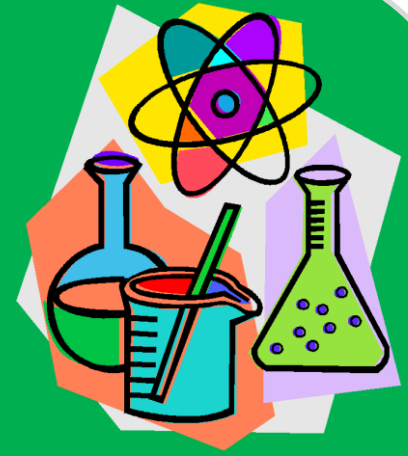




## Creating the right atmosphere

- Make sure your child is not tired. Reading together is positive and enjoyable. The room is quiet and there are no distractions. It should be a time when you are close and comfortable together.
- Make sure you read a mixture of books including picture books/graphic novels/comics/fiction and non-fiction/magazines/posters/leaflets etc – books your child chooses; books you choose; books from the library; their school reading book.
- Make your home a rich reading environment. Be a good role model to your child. How often do they see you reading? Talk positively about reading and demonstrate its importance – reading a recipe; reading instructions to make models/Lego; when watching TV, put the subtitles on. The need to read at the shops and in day-to-day life.
- Strategies: talk about the book – the title, the illustrations, the blurb – make predictions about what they might see/read in the story, the characters; read simultaneously (choral reading); read alternate pages; you read first then ask your child to read the same text – this can help build confidence; make a note of any tricky words you could practise to improve fluency.
- Scanning and skimming: When you have read a couple pages, ask your child to find individual words in the text then move to short phrases. Ask them to give you words/phrases to find. This helps your child develop their scanning and skimming skills when looking for key bits of information in the text.
- All children need to read in primary school, even Y5 and Y6 who will be reading more complex books with harder vocabulary. They need to be discussing this with a grown up.

**The best gift you can give your child, is the gift of reading. It opens up the whole world!**



The curriculum covers five areas:

- ✓ Living things and their habitats.  
(local and wider world)
- ✓ Plants – bulbs and seeds and what plants need to grow.
- ✓ Animals including humans
- ✓ Staying Healthy – Diet and Exercise.
- ✓ Materials – Everyday uses



In the Summer Term we shall be using the Ten:Ten resources to learn about:

- Girls and Boys – the differences between boys and girls.
- Keeping clean and healthy – personal hygiene.
- The cycle of life – the different stages from baby through to adulthood and old age.

# Foundation Subjects

## Art –

Earth Art

Yayoi Kusama

African Art

## History

Who was Mary Seacole?

Great fire of London

## PE –

Athletics,

Football

Dance

Basketball

Gymnastics

Fitness

Skipping

Orienteering

Tennis

Striking and fielding

**Music** – Singing and  
percussion

**PSHE** – Relationships, living in  
a wider world, health and  
wellbeing.

## D&T –

Puppets

Vehicles

Perfect Pizza

## Geography –

Arctic Adventure

Map Makers

Lets explore London

**Computing** – Online Safety,  
IT around us  
Creating Media, Data and  
Information, Programming.

# Homework

Sent out FRIDAY, to return WEDNESDAY

This year we are using the Maths and Reading Skills books.

These will alternate each week

Homework will commence next Friday (29/09/23)

*ONGOING:* Times table practice - TT Rockstars - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables as well as beginning to practise 3 and 4 multiplication and division facts.

# Assessment

By the end of the year, the expectation is most children will reach national expectations for their year group, EXP (National expectations).

Children working at greater depth - achieve all the KPIs (Key Performance Indicators) and objectives set for children working at greater depth.

Year 2 National tests (SAT's) are now optional, but the Trust has opted in and will take place in May.

- SPAG
- Maths arithmetic
- Maths reasoning
- Two reading comprehension.

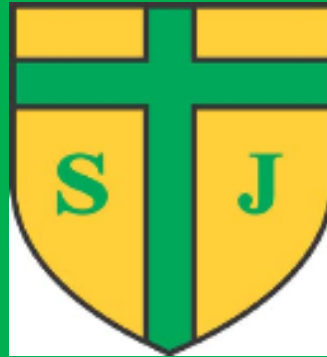
These tests are just like assessment week and children do not know they are any different.

Test results are combined with teacher assessment to give an overall assessment.





St Josephs Catholic Primary School



**Thank you for listening!**  
**Any questions?**

# Zones of Regulation

The Zones of Regulation is a conceptual framework used to teach students self-regulation.

The Zones of Regulation categorises states of alertness and emotions into five coloured zones:

The Blue Zone

The Green Zone

The Yellow Zone

The Red Zone

The Purple Zone

The Zones help us understand how we are functioning.

- It helps us be able to identify our own feelings, read other people's body language to think about how they are feeling, and relate to others.
- Zones are a way to keep your self-control and handle emotions.
- The Zones give everyone the same language so that we can help each other stay "Green".

Encompasses:

- Self-control
- Resilience
- Self-management
- Anger management
- Impulse control
- Sensory regulation

**Tool box - provides a number of strategies that help the children move between the zones.**

**Remember - no zone is bad! We all experience a range of emotions.**

**What is important is how we deal with those emotions**