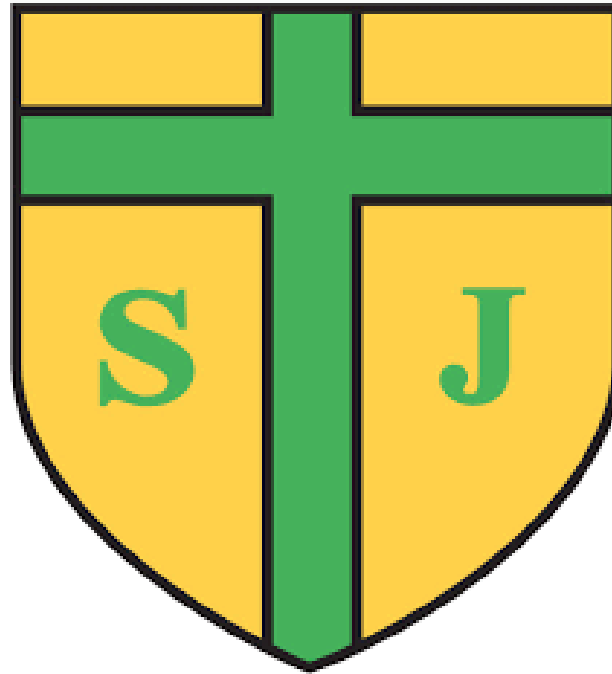


# Year 2 Curriculum Evening



Thursday 16<sup>th</sup> September 2021

Mrs Holmes, Mrs Deyes and Miss Earley

## **Aim of the Curriculum Evening**

**To explain our curriculum content and expectations in Year 2.**

**To discuss the assessments of children at the end of Key Stage 1.**

**Ask any questions.**

Red Week	Morning Task	9:00-9:30	9:30-10:30			10:45-11:35	11:35-12:00	Afternoon		
Mon	Spag Challenge	Whole School CW	Phonics	Maths	B	English	Whole Class Reading	2hr RE		
Tues		Phonics 9:00 – 9:30	Music 9:30 -10:00	Maths	R	English	Whole Class Reading	CW	1hr PSHE	1hr PE
Weds			Maths		E	English	Whole Class Reading	CW	2hr Science	
Thurs			Maths		A	English	Whole Class Reading	CW	2hr Topic	
Fri		Whole School CW	Maths		K	Spelling/ Phonics	Whole Class Reading	1hr PE	RE	Golden Time

Blue Week	Morning Task	9:00-9:30	9:30-10:30			10:45-11:35	11:35-12:00	Afternoon			
Mon	Maths Challenge	Whole School CW	Phonics	Maths	B	English	Whole Class Reading	2hr RE			
Tues		Phonics 9:00 – 9:30	Music 9:30 10:00	Maths	R	English	Whole Class Reading	CW	1hr PSHE	1hr PE	
Weds			Maths		E	English	Whole Class Reading	CW	2hr ICT		
Thurs			Maths		A	English	Whole Class Reading	CW	2hr Art/DT		
Fri		Whole School CW	Maths		K	Spelling/ Phonics	Whole Class Reading	1hr PE	RE	Golden Time	

History	Explorers - Scott of the Antarctic			Great Fire of London		
Geography		Continents and Oceans	Hot and Cold places		Mugumareno Village, Zambia	
Science	Living things/ Habitats	Living things/ Habitats	Materials	Plants	Plants and Animals	Animals Including Humans
RE	The Chosen People	The Mysteries of God	The Good News	The Mass	Easter tide	The First Christians
PE	Athletics	Dance	Gymnastics/Apparatus	Skipping	Multi-skills (KFG)	Striking and Fielding
Art and DT	ART – Formal Elements	DT - Baby Bears Chair Textiles - Pouches	ART – Skills	DT – Food: A balanced Diet  Mechanisms - Moving Monster	Art – Sculpture and mixed media	DT – Mechanisms – fairground wheel
Computing	E-safety -	Digital Literacy – Using a computer	Coding – Characters	Digital Literacy – Using a computer	E-safety – photographs	Coding – Animation
MFL	Introduction – French greetings and songs		Seasons		Colours	
PSHE	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	



# Rewards and Behaviour



## Merit points

60 points = Bronze

120 points = Silver

180 points = Gold

- Stickers and dippy box
- Golden time Friday
- Good to be green stickers
- English, Maths and RE award
- Sunshine Award





# Rewards and Behaviour



White Warning – Miss 2 minutes of break time.

Amber – Miss 5 minutes of break time.

Red – Red letter home and complete behaviour reflection sheet.

# English Reading

## Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words\*.

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

## Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done
- predict what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.





# Reading



- Please support your child to read every day.
- Guided reading 4 x week.
- Activities include whole class reading, reading comprehension / reading challenges, Bug Club activities.
- The reading corner – Children can self select a book to read independently.
- Reading with Mrs Holmes, Mrs Deyes and Miss Earley
- Reading in English lessons

# English Writing

## Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

## Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words\*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)\*
- use the diagonal and horizontal strokes needed to join some letters.



# Phonics / Spelling



**In Year 2 phonics becomes spelling:**

- **Recapping Phase 5 to make sure they are secure.**
- **Common exception words**
- **Phase 6 Spelling rules**
- **Past tense verbs**
- **Suffixes and prefixes**
- **Plurals**
- **Homophones**
- **Compound words – e.g. notebook, cupboard**
- **Contractions – e.g. couldn't, don't**

**What we do:**

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



# Grammar



## Big focus on 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



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

What we do:

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





# Writing



- An exciting range of books to suit both boys and girls.
- Opportunities for children to write about their interests.
- Writing using pictures and drama for inspiration
- English games
- Editing and improving work – Blue pen for self editing and purple for directed editing.
- Outdoor learning
- Story, recount, non fiction report, explanation text, instructions, character description, setting description, newspaper reports, diary extracts, and poetry.

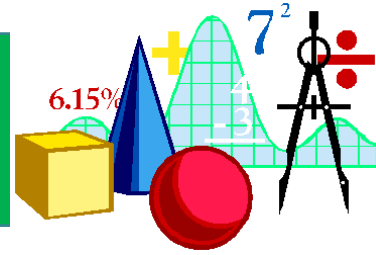


## Working at the expected standard

- The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
- The pupil can add 2 two-digit numbers within 100 (e.g.  $48 + 35$ ) and can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that  $48 + 35$  will be less than 100).
- The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g.  $74 - 33$ ).
- The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g.  $\Delta - 14 = 28$ ).
- The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing  $35 \div 5 = 7$ ; sharing 40 cherries between 10 people and writing  $40 \div 10 = 4$ ; stating the total value of six 5p coins).
- The pupil can identify  $\frac{1}{3}, \frac{1}{4}, \frac{1}{2}, \frac{2}{4}, \frac{3}{4}$  and knows that all parts must be equal parts of the whole.
- The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
- The pupil can read the time on the clock to the nearest 15 minutes.
- The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).



# Maths



## White Rose Maths

**Big focus on embedding four operations and place value (including fractions)**

**We will be using lots of practical methods such as: bar models, part- whole models, tens and ones grids and ten frames.**

**Aim is for all children to answer arithmetic questions and move to formal methods. As well as developing fluency, reasoning and problem solving.**

**Times tables - Times Table Rock Stars**

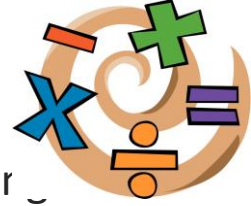
**Geometry -Shape, position and direction**

**Measures - Time, weight, capacity, length and temperature**

**Statistics /Data Handling - reading and interpreting different graphs and tables**



# Operations: Addition



Must know: addition can be done in any order, bonds bigger number, one more, ten more.

place value, making

Adding using concrete objects

Visual methods e.g. whole part model, bar model

$$24 + 17$$

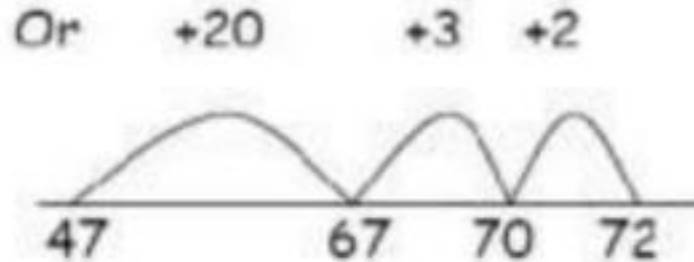
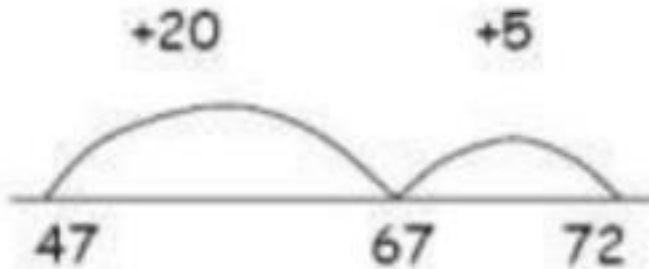
Add tens.

Partitioning:

tens.

here

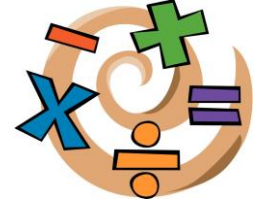
re



$$5 + 7 = 12$$
$$70 + 12 = 82$$



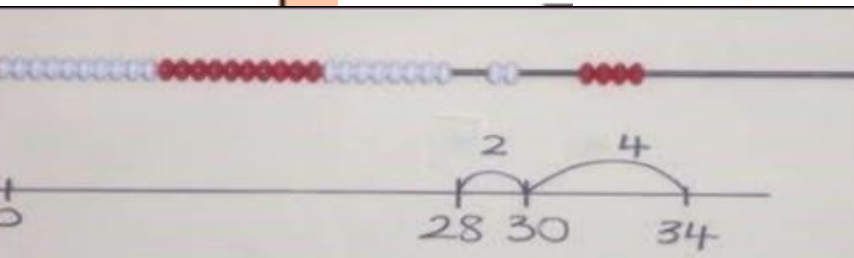
# Operations: Subtraction



Must know: subtraction can not be done in any order, number bonds, place value, making a smaller number, one less, ten less.

Children (Recording subtraction in and cross columns supports place value and prepares for formal written methods with larger numbers.

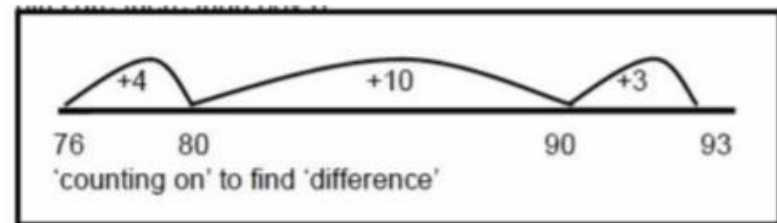
then



$$34 - 28 = 6$$

Use a bead bar or bead strings to model counting to next ten and the rest.

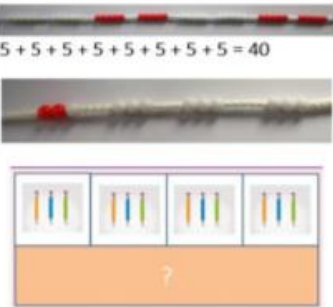
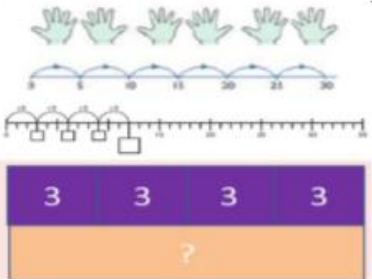
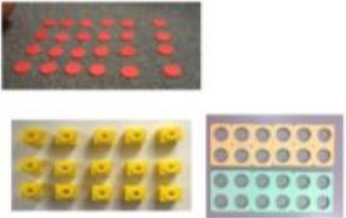
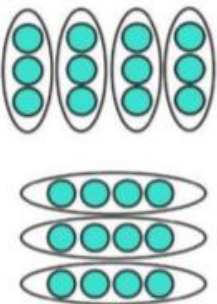

$$\begin{array}{r} \underline{-20 \text{ and } 1} \\ \underline{20 \text{ and } 2} \end{array}$$



Use a number line to count on to next ten and then the rest.

# Operations: Multiplication

Must know multiplication can be done in any order, count in groups of, times tables, division is the inverse, double and half.

Multiplication- Year 2			
Vocabulary: multiplier, multiplicand, product, groups of, lots of, times, array, altogether, multiply, repeated addition, multiplied by, repeated addition, sets of, equal groups, times as big as, commutative.			
Objective and Strategy	Concrete	Pictorial	Abstract
Counting in multiples of 2, 3, 4, 5, 10 from 0 (repeated addition)	Count the groups as children are skip counting, children may use their fingers as they skip counting. Use bar models.  <p><math>5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 40</math></p>	 <p>Number line, counting sticks and bar models should be used to show representations of counting in multiples.</p>	Count in multiples of a number aloud.  Write a sequence with multiples of numbers. 0, 2, 4, 6, 8, 10 0, 3, 6, 9, 12, 15 0, 5, 10, 15, 20, 25, 30  $4 \times 3 = \square$
Multiplication is commutative	Create arrays using counters, cubes, Numicon, animals, ect.  <p>Pupils should understand that an array can represent different equation and that, as multiplication is <b>commutative</b>, the order of the multiplication doesn't affect the answer.</p>	Use representations of arrays to show different calculations and explore <b>commutativity</b> . 	Use an array to write multiplication sentences and reinforce repeated addition.  <p> <math>15 = 3 \times 5</math>  <math>15 = 5 + 5 + 5</math>  <math>15 = 5 \times 3</math>  <math>15 = 3 + 3 + 3 + 3 + 3</math> </p>

# Operations: Division

Must know division can not be done in any order, count in groups of, times tables, division is the inverse of multiplication, double and half.

## Division- Year 2

**Vocabulary:** dividend, divisor, quotient, share, share equally, one each, two each..., group, groups of, lots of, array, divide, divided by, divided into, division, grouping, number line, left, left over

**Objective and Strategy**

**Concrete**

**Pictorial**

**Abstract**

Division as sharing (sharing objects into groups)

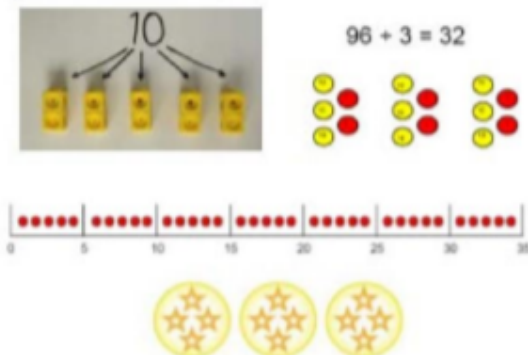
See Year 1

See Year 1

See Year 1

Division as grouping

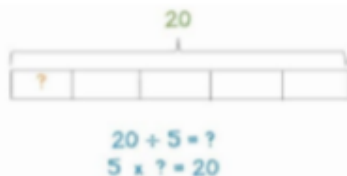
Divide quantities into equal groups. Use cubes, counters, objects or place value to aid understanding.



Use a number line to show the jumps in groups. The number of jumps equals the number of groups.

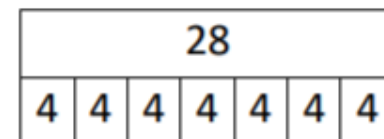


Think of the bar as a whole. Split the into the number of groups you are dividing by and work out how many would be within each group.



$$28 \div 7 = 4$$

Divide the 28 into 7 groups.





- **Chosen People**
- **Mysteries**
- **Good News**
- **The Mass**
- **Eastertide**
- **The Church is Born**



**Collective worship every day which the children help to lead  
Virtues to Live By**

**The church calendar:**

**Harvest, Christmas, Lent, Easter, Pentecost KS1, Mass and school  
Mass**

**Year 2 lead Mass in Autumn 2**

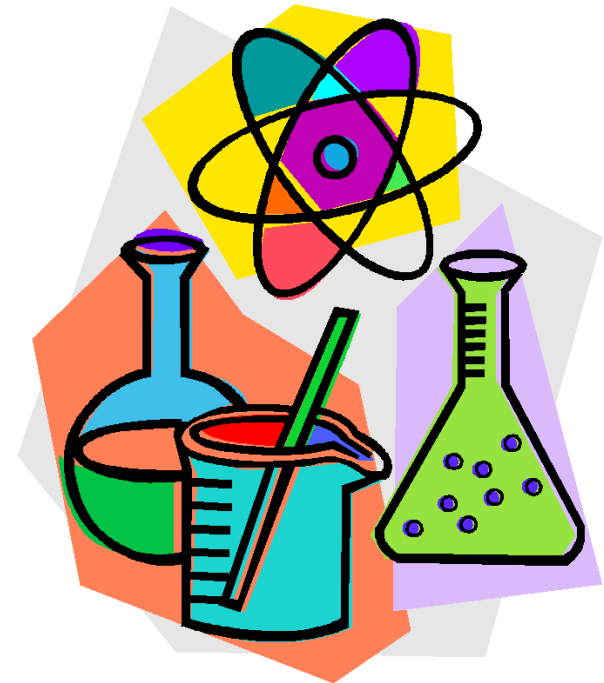


# Science



**The curriculum covers 5 main areas:**

- **Living things and their Habitats (Local and wider world)**
- **Plants**
- **Animals and Humans**
- **Materials**
- **Staying Healthy**





# Other Subjects



## PE

**Multi Skills, Dance, Gymnastics, Ball skills, Athletics Skipping, Striking and Fielding, Adventure**

**Multi-skills festival and Skipping Festival (TBC)**

## IT

**Online safety, IT around us, digital photography, making music, data and information – pictograms, programming – Robots and programming – introduction to quizzes.**



# Other Subjects



## PSHE

**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

## Art and DT

ART - Formal Elements, Skills, Sculpture and Mixed Media.

DT - Baby Bears Chair, Textiles – Pouches, Food: A balanced Diet, Mechanisms - Moving Monster, Mechanisms – fairground wheel





# Assessing Progress



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

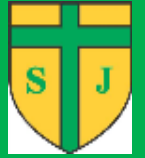
**Children working at greater depth – achieve all the KPIs (Key Performance Indicators) and objectives set for children working at greater depth.**

**National tests take place in May. SPAG, Maths arithmetic, Maths reasoning and 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.**



# Homework



**Reading books sent home as and when needed. Please record in your child's record so that we know that they have read at home – We will be starting a reading raffle in the next couple of weeks.**

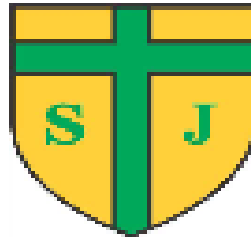
**60 Second Read – Short comprehension tasks will be sent home in Autumn 2.**

**Spelling - Friday (test following Friday)**

**Maths – a weekly arithmetic task will be sent home in Autumn 2.**

**Sent out on Fridays to be returned the following Wednesday.**

**Encourage children to use Times Table Rock Stars which we will introduce in Autumn 2.**



**Any Questions?**

