Welcome to Year 2 Curriculum Evening
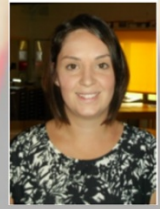
Thursday 10th October 2019

Staff:

2R: Mrs Richardson
2W: Miss Williams

TA: Mrs Tapper- Gray

Mrs Griffiths (PPA)

Mrs Sadler (PPA)

Mrs Edge (Phonics)

Timetable year 2 2019-20 (Autumn 1)

|	9.05-9.15	9.15-10.10			10.45-11	11-12	12-1pm	1-2		2-2.15	2.15-3.10	3.10-3.30
Mon	DAB differentiated daily activities and register	Topic		Assembly 10.15-10.30	ERIC		Maths	Lunchtime	Computing		Break	Guided reading/Grammar	Reading Paired reading to year 5
		Maths			Break 10.30-10.45		Topic		Guided reading/Grammar			Computing	Reading Paired reading with year 5
Tues		Circle time	Science (PPA)				Science (PPA)		English			Maths	Reading
		Circle time							Maths			English	
Wed		Maths		Class prayer			English/Topic		RE			PE	Reading
		English/Topic					Maths		PE			RE	
Thur		Spellings	English				English		PE			Maths	Reading
			English				English		Maths			PE	
Fri		Best work assembly 9.10-9.45	PSHE/ Music		Break 10.45-11		Maths/ English		ERIC 1-1.15	Golden time 1.15-1.30	Enrichment 1.30-3.10		Reading
			Maths/ English				PSHE/ Music						

Reading is fun!

Daily reading slot across the school

Book swap

Parent readers

Story guests – favourite story

Ideas welcome…
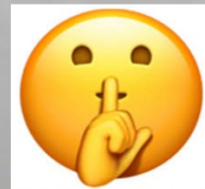
Homework:

Reading- daily/changing books each week

Maths- weekly (MyMaths, tt rockstars)

Spellings- test on Thursdays

English- comprehension/grammar/writing

All homework will be set on Thursday to be
completed by the following Wednesday.

Year 2 topics:

How are you?   Adventurers and Explorers

Celebrations   The Places People Go

The Great Fire of London   Circuses

How are you feeling?

Year 2 - Autumn 1

English- writing

- Using different styles of writing including letters, descriptions and stories many of these linked to our topic.

Reading

- Reading as class, in groups and individually. Discussing texts and answering questions about them.
- Grammar
- Using different sentence types including statements and questions.
- Learning how to use different types of vocabulary including adjectives, conjunctions, sentence openers and noun phrases.

Maths- Number

- Using Dienes to explore place value in two digit numbers.
- Using tens and units grids to add and subtract.
- Counting forwards and backwards in steps of twos, threes, fives and tens from any number to 100.

DT-materials

- Designing an invention to help in the hospital.
- Designing and making medals.

Art-drawing

- Using charcoal and sketching pencils to draw portraits.
- Learning shading techniques to add texture and pattern to a sketch.

RE

- Exploring Christian ideas of God. Children will study a piece of artwork, create their own picture to show what they think will happen in the parable.
- Working in groups to act out a story that Jesus told.
- Exploring how Christians worship and why linked to the ideas of God explored through the parable.

Key texts

Magic Grandad's book of Florence Nightingale.
Non fiction books about Mary Seacole and
Florence Nightingale.

PSHE

- Peer mediator introduction and training.
- All about me and my life.
- Thinking about forgiveness and empathy with others through games, role play discussion and drawing.

Music

- Identifying the beat of African music and exploring rhythms.
- Performing a harvest song and dance.
- Writing prayers and composing our own music. Performing these in groups with instruments.

Computing— information technology

- Researching information on significant people in order to create a fact file about Florence Nightingale or Mary Seacole.
- Inserting and manipulating text and images in PowerPoint to make their presentation exciting.

Science

- To identify changes in humans and their abilities from childhood to adulthood.
- To investigate a healthy, balanced lifestyle.

History

- Children will take part in a horrible hospital experience.
- Looking at the life of Florence Nightingale and Mary Seacole and how they were significant in history.
- History of hospitals focussing on the Crimean war.

Geography

- Learning the skills needed to use an atlas to locate places. Mapping Florence Nightingale's journey to the Crimea.
- Identifying continents and oceans.

PE

- Lead others when appropriate in activities
- Develop tactics wtithin games

Events:

Mothers Day Service
Easter Service

Autumn Term
Harvest Service
Christingle Service
Theatre trip

Summer Term
Sports Day
Leavers Service

Reading

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words.*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

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[1] books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words[2]
- sound out most unfamiliar words accurately, without undue hesitation.

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

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

Working at greater depth within the expected standard

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

- make inferences
- make a plausible prediction about 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.

English

Decoding

Decoding is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words.

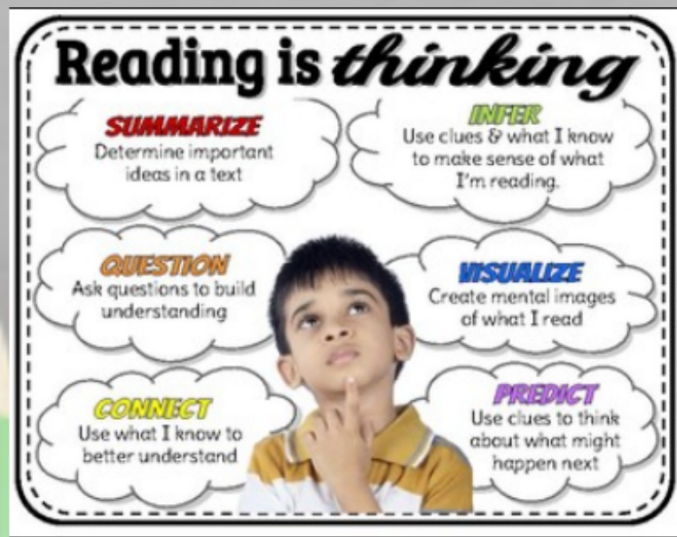| s	a	t	i	p	n	c k	e
h	r	m	d	g	o	u	l
f	b	ai	j	oa	ie	ee	or
z	w	ng	v	oo	y	x	ch
sh	th	qu	ou	oi	ue	er	ar

Jolly phonics

English

Comprehension

Reading comprehension is the level of understanding of a text/message.

UNIT 3

Little Red Riding Hood

Ruby loved the red hooded top her Granny gave her. She wore it everywhere. Soon people started to call her Little Red Riding Hood.

One morning, Little Red Riding Hood's mum was making cakes in the kitchen. Little Red Riding Hood had an idea.

'Mum,' she said, 'could I take some of your cakes and a drink to Granny? I'm sure she would love them.'

'What a good idea,' her mother said, 'and she'd like to see you too!'

Little Red Riding Hood got her bike ready, put on her helmet and set off.

'Remember, go straight to Granny's and don't talk to strangers,' shouted her mum.

Little Red Riding Hood passed her friends as she rode out of town. She loved riding to Granny's through the fields, away from the busy roads.

Suddenly, with no warning, a wolf leapt in front of Little Red Riding Hood. She had to brake very quickly.

'Watch out!' she yelled.

The wolf just smiled. 'Show me what is in your basket, little girl. Something smells very nice.'

Retold by **Sarah Lindsay**

1 Why was the girl called 'Little Red Riding Hood'?
2 What was Little Red Riding Hood taking to her granny?
3 Where did Little Red Riding Hood meet the wolf?
4 What did the wolf want?

5 Is Little Red Riding Hood a 'good' or 'bad' character in the story?
6 What words would you use to describe Little Red Riding Hood?
7 Is the wolf a 'good' or 'bad' character in the story?
8 What words would you use to describe the wolf?
9 How do we know Little Red Riding Hood and her granny care for each other?

10 Finish this story. It can finish in any way you want.

What happened next?

Writing:

Spellings

Assessment framework

Common Exception words

Handwriting

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

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.

https://www.gov.uk   Ks1 Interim

Name: Kim	A	B
The pupil can, after discussion with the teacher:	Explanation	Description
• write simple, coherent narratives about personal experiences and those of others (real or fictional)	n/a	✔
• write about real events, recording these simply and clearly	n/a	n/a
• 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	✔	✔

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Expected

End-of-key stage 1 statutory assessment –		
Name: Kim	**A**	**B**
The pupil can, after discussion with the teacher:	Explanation	Description
• write simple, coherent narratives about personal experiences and those of others (real or fictional)	n/a	✔
• write about real events, recording these simply and clearly	n/a	n/a
• 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	✔	✔
The pupil can, after discussion with the teacher:	Explanation	Description
• 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	✔	✔

Greater depth

The pupil can, after discussion with the teacher:	Explanat
• 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	

Common Exception Words:

kind	gold	any	move
find	told	many	prove
mind	plant	door	busy
behind	Mr	poor	again
wild	Mrs	floor	sugar
child	most	our	who
last	both	hour	climb
past	children	only	clothes
fast	water	money	improve
path	because	even	break
bath	people	half	great
pass	should	whole	steak
class	could	parents	Christmas
grass	would	father	beautiful
old	everybody	pretty	
cold	after	eye	
hold	every	sure	

Handwriting:

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Nelson handwriting scheme

Maths

Assessment framework

SATs

Arithmetic

Dienes

Reasoning

Number line

Bar Model

Multiplication tables

Arrays

https://www.topmarks.co.uk/maths-games/7-11-years/times-tables

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources[1] to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 − 5; 88 − 30)
- recall at least four of the six[2] number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 − 6 = 4)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

## Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 − 17)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 − 3 = 4, then 17 − 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 − 14 = 3 and 17 − 3 = 14)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + □; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).
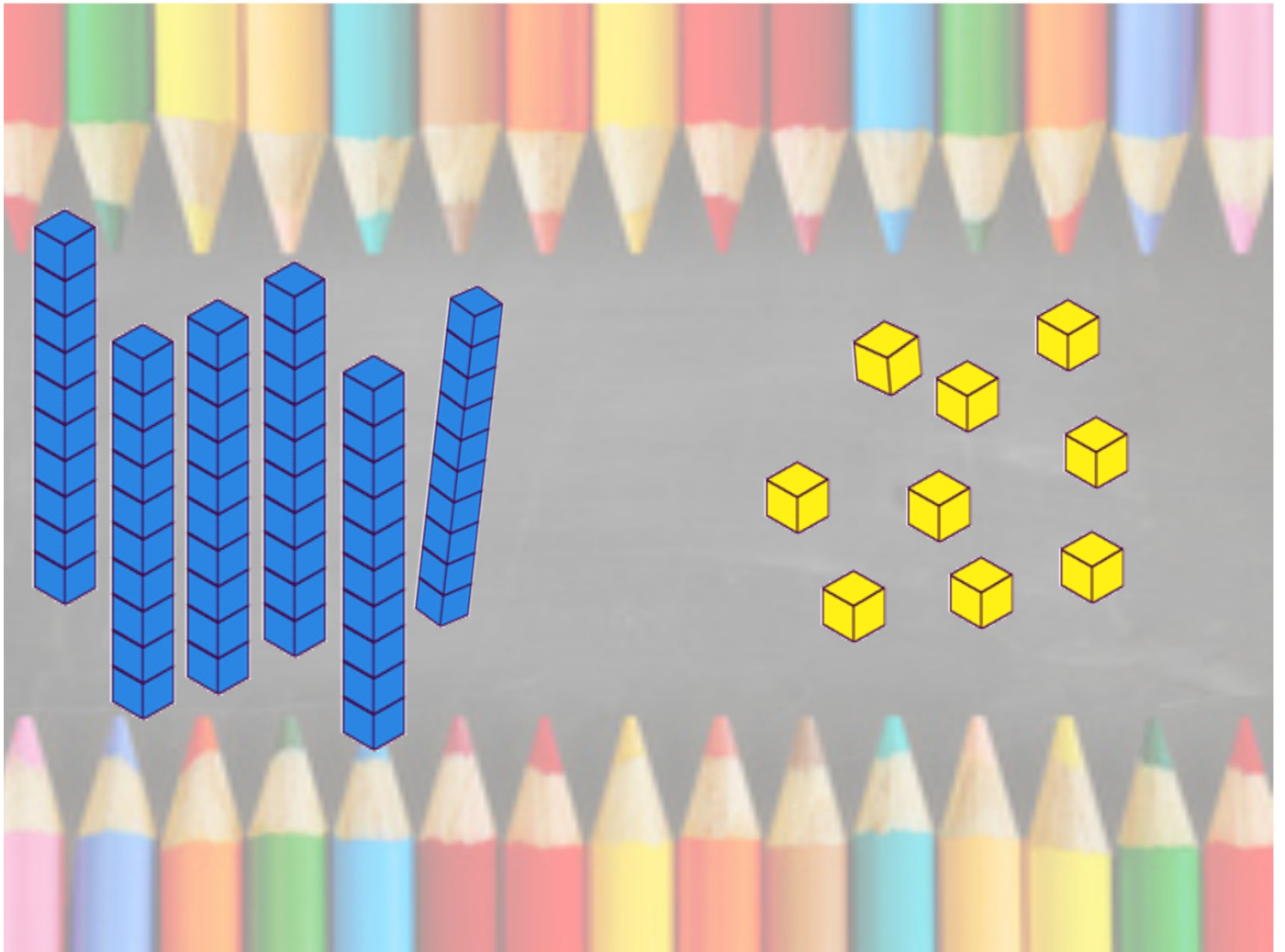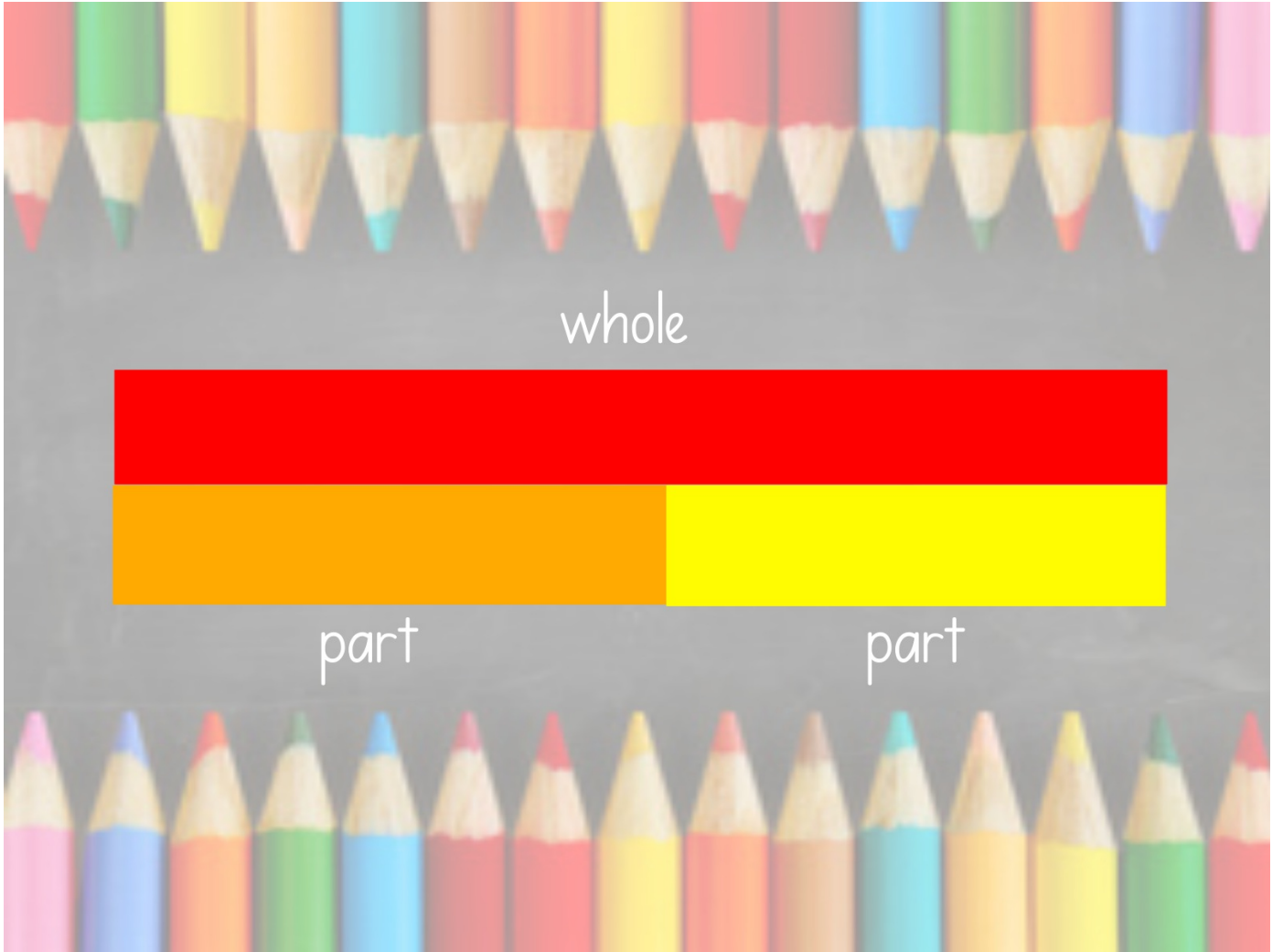
whole

part part

Paper 1: Arithmetic

6 $9 \times 10 = \boxed{}$

1 mark

8 $50 + \boxed{} = 80$

1 mark

10 $10 + 40 + 20 = \boxed{}$

1 mark

11 $63 - 10 - 10 = \boxed{}$

1 mark

13 $21 + 40 = \boxed{}$

1 mark

20 $40 \div 10 = \boxed{}$

1 mark

Paper 2: Reasoning

7

I have **9** shells.

I have **3 more** shells than Abdul.

Abdul

Amy

How many shells does Amy have?

shells

1 mark

11 There are **20** balloons.

7 balloons fly away.

How many balloons are left?

balloons

1 mark

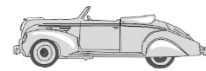**13** Write two numbers to make this calculation correct.

☐ + ☐ = 19

1 mark

Now write three numbers to make this calculation correct.

☐ + ☐ + ☐ = 19

1 mark

14 Abdul has some toy cars.

He gives half of them to Ben.

He has four toy cars left.

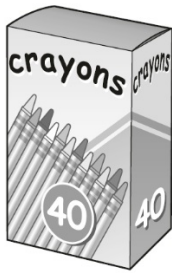How many toy cars did Abdul start with?

toy cars

1 mark

28

How many crayons are left?

crayons

40

Show your working

There are **40** crayons in a box.

Sam takes **17** crayons.

Kemi takes **10** crayons.

crayons

2 marks

LET'S
WORK
TOGETHER

Any Questions?