



*Year 2 Curriculum

A brief overview of literacy, numeracy and
End of year tests.



SEACITY
MUSEUM
THE LIVES. THE TIMES



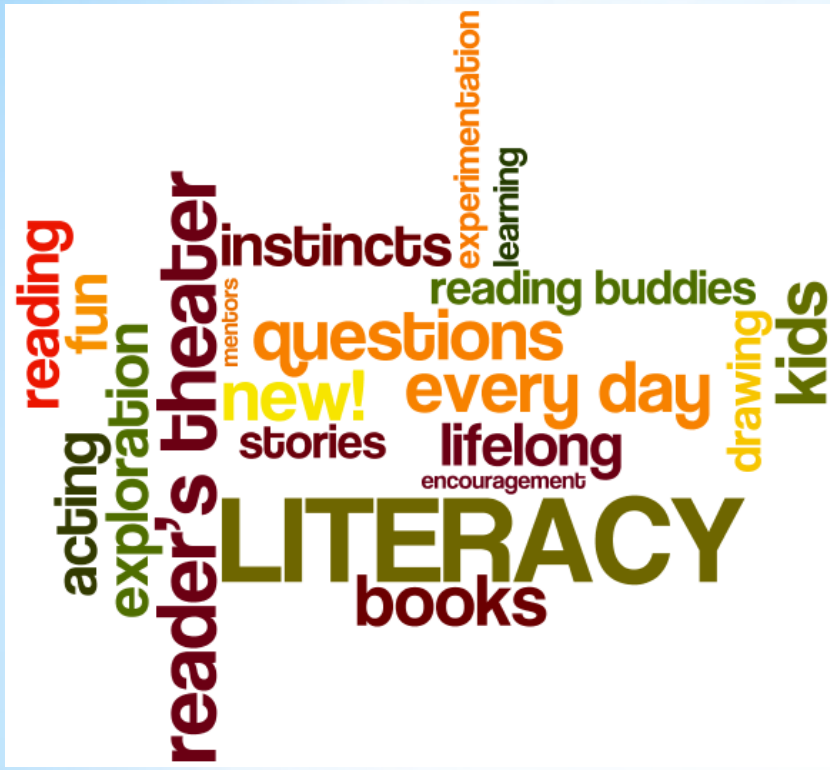
the Nutfield
southampton



WALK ON THE WILD SIDE AT
MARWELL ZOO



*Year 2 topics



* Literacy

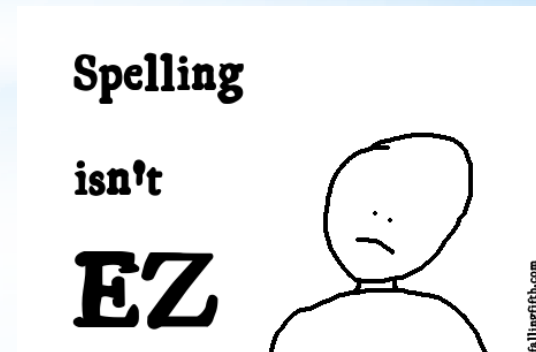
Reading

* Phonics

The majority of the class will recap phase 5 and then move onto phase 6 which is focused on spellings.

They will create a suffix book with each spelling rule they learn.

- * Suffixes - ed, ing, ly, er, est, ful, less
- * Rules that go with each of these e.g. double the consonant, change the y to an i...
- * Should see these rules used correctly in their written work.



Reading

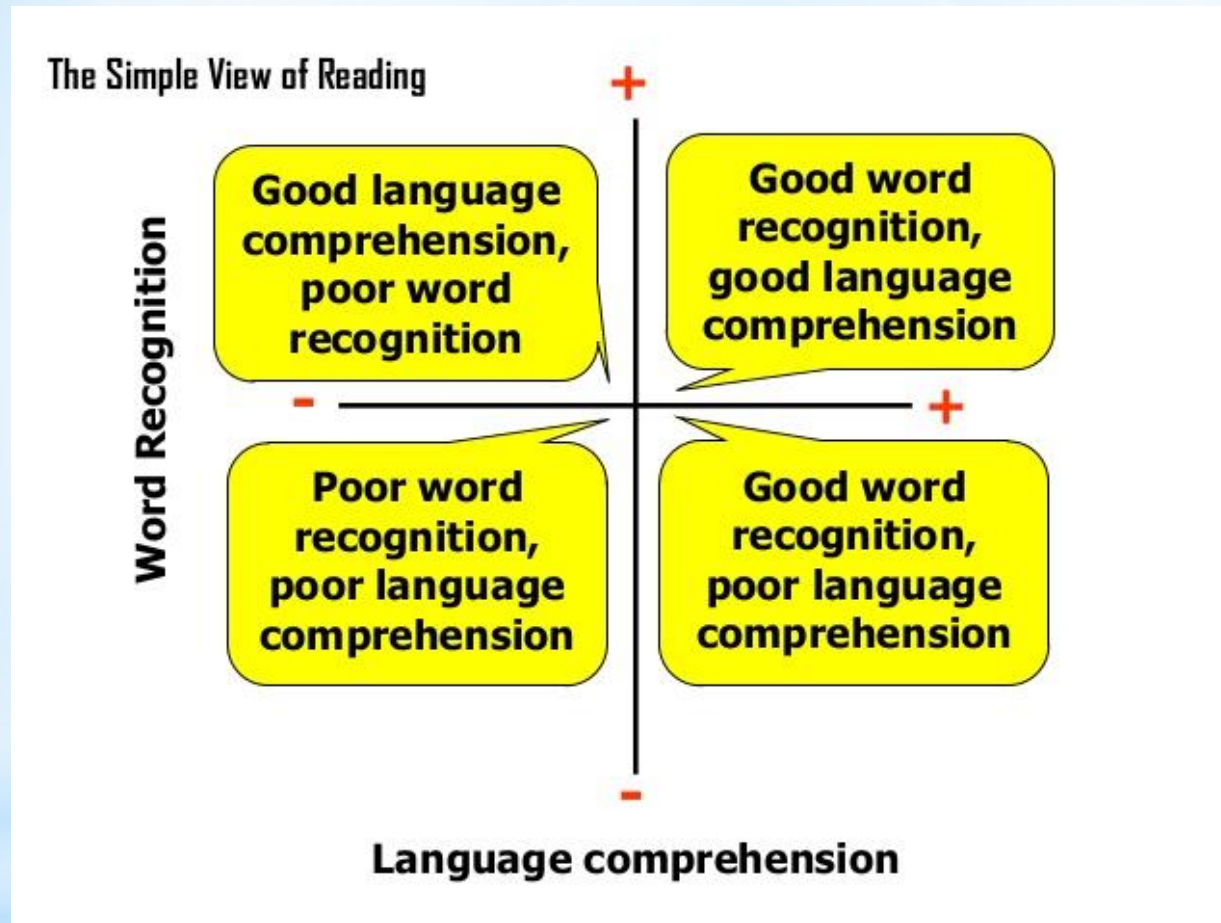


* An year 2 child is expected to...

They can read fluently, taking into account punctuation and beginning to use expression.



How to read with your child.



A good reader must have equally good skills at decoding words **and** understanding what those words mean.

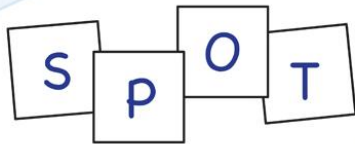
The Skills

Decode and Read for Meaning

AF1



I can 'break the code' and read words carefully, understanding what they mean.



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Finding information

AF2



I can find answers in the text.

answers



Read Between the Lines

AF3



I can use clues in the text to read between the lines and discover more information.

READ HERE...

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Structure

AF4



I can talk about how the text has been put together and organised.



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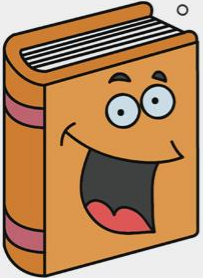
The Skills (cont.)

Language

AF5

I can explain how the author has used language for different effects.

metaphors
adjectives
powerful verbs
similes



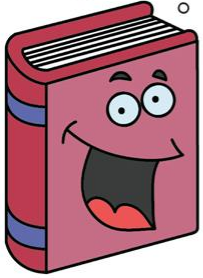
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Purpose

AF6

I can explain the author's viewpoint and how a text makes the reader feel.

it makes me feel...


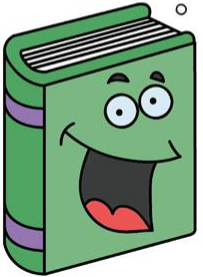


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The Text and the World

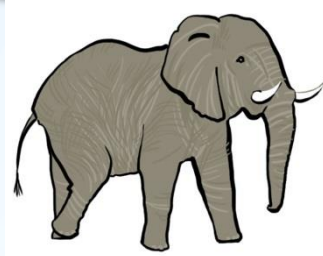
AF7

I can compare and contrast stories set in different cultures and times.



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Writing



* A year 2 child is expected to...

Writing is beginning to extend to a page and they can tackle a few genres such as instructions, news reports, stories and letters.

- * Punctuation - ABC . ? !,
- * Openers - First, Then, suddenly, After a while, before...
- * Connectives - but, so , because, and, or
- * Vocabulary - golden, as light as a feather, enormous...
- * Consolidate cursive script, progress to joining if ready
- * Set out their work e.g. instructions have bullet points...



*Any questions?



*Numeracy

Numeracy

* Progression of skills



- * **Fluency:** Introduce a concept and children practise. We encourage the use of practical equipment.
- * **Mastery:** Children being able to do the taught skill in different ways.
- * **Reasoning:** Being able to explain their understanding.
- * **Problem solving:** Application in different contexts.

Numeracy

* A year 2 child is expected to...



- * Read, write and order numbers to 100 and understand the place value of each digit.
- * Solve addition and subtraction problems using both mental and written methods and understand the inverse relationship.
- * Solve multiplication and division problems.
- * Find fractions of shapes, objects and numbers and begin to recognise equivalent fractions.
- * Be able to use standard units to measure and compare and order length and mass.
- * Use the symbols for pounds and pence and calculate change.
- * Be able to read the time to the nearest 5 minute intervals.
- * Compare and sort the properties of 2d and 3d shapes.
- * Begin to understand the concept of quarter, half and three quarter turns.
- * Construct simple pictograms, tally charts and block graphs to collate information.

Mental Arithmetic

*To support your child at home.

The children will now, this year, complete a mental arithmetic paper. To support your child at home you could ask them questions to increase their speed and confidence when asked mathematical questions.

- *Counting in steps of 2,3,5, 10 and quarters.
- *Using mental recall facts of numbers to 20 and 100.
- *Halving and doubling numbers to 20 and developing strategies to double and halve numbers to 100.
- *One more/ one less and 10 more/ 10 less with numbers to 100.

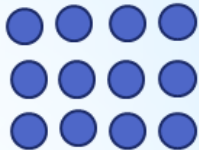
Numeracy

Multiplication and division

* Counters



* Arrays



* Repeated addition or subtraction

$4+4+4 = 12$, $12 - 4 = 8 - 4 = 4 - 4 = 0$

* Addition

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

* 100 square

e.g. $25+12=$
 $\downarrow \downarrow$
 $10 \ 2$

1 jump down 2 jumps across

* Subtraction

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

* 100 square

e.g. $25-12=$
 $\downarrow \downarrow$
 $10 \ 2$

1 jump up 2 jumps across

Methods we use

Use a 100 square to add and subtract 2 digit numbers.

Use arrays or repeated addition and subtraction to solve multiplication and division.

Numeracy

* Methods we use

Use partitioning or an empty number line for addition and subtraction of 2 digit numbers.

Use repeated addition and subtraction on an empty number line to solve multiplication and division.

$$34 + 27 = 61$$

Addition



Multiplication

* Number line



* Partitioning

$$3 \times 12 =$$

$$3 \times 10 = 30$$

$$3 \times 2 = 6$$

$$30 + 6 = 36$$

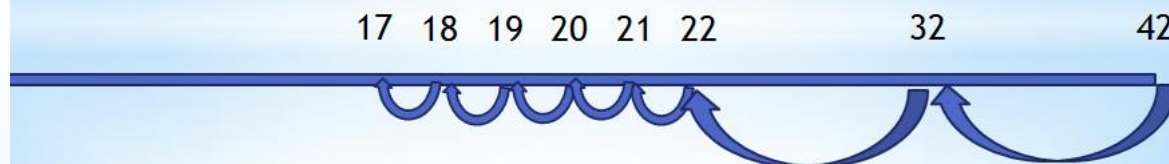
* Repeated subtraction using a number line



Division

$$42 - 25 = 17$$

Subtraction



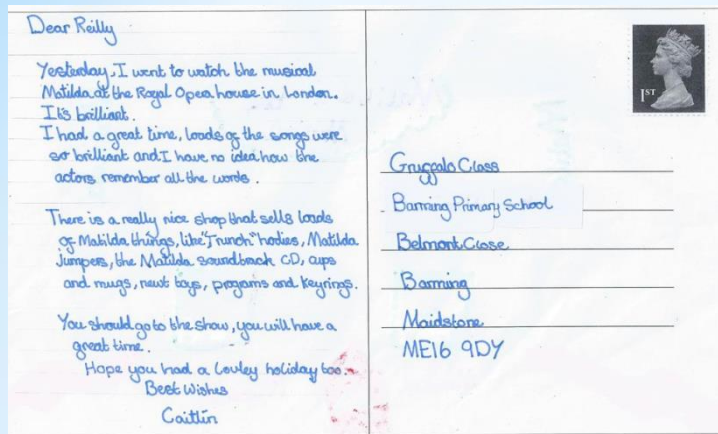


* SATs!

Or as we like to call them -
fun booklets!

- * They have practised the reading and numeracy papers in January
- * They will complete the reading and numeracy papers at the **end of Summer 1**
- * They have to take them, but teachers will make the final decision on their level based on evidence seen in their books and in lessons
- * Writing assessment comes from all their written work
- * You will be informed of your child's results in your child's report and this result will go to the junior school you choose.

*Any questions?



* What you could do at home

Little and often is key!



- * Reading - even if your child is fluent and reading alone, question them regularly
- * Writing - encourage your child to write, but do not enforce e.g. thank you letters and postcards, keep a diary... Try to let children see you being a writer and make sure your children see that you are not perfect! Making changes and editing what you write is a natural process; and fear of getting things wrong can be very debilitating for young writers.
- * Spelling lists based on their phonic knowledge.
- * Numeracy - mental arithmetic is key - count in 2s, 5s, 10s and 3s, number bonds to 10, 20 and 100, use money as often as possible. Be creative, use a range of equipment to count and apply their mathematical skills.

*Transition to year 3

- *Sports events - Olympic morning
- *Shared MOOT sessions.
- *Shared playtimes
- *The children will be given a year 5 buddy.
- *Year 3 teachers to take part in a question and answer session.

***Any questions?**

- *Please feel free to look at the work examples around the room
- *Please complete the evaluation before you leave