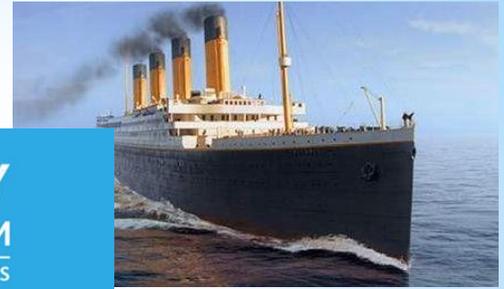


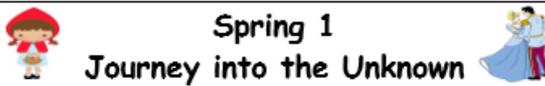
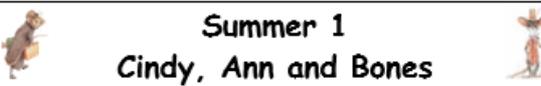
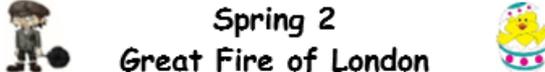
*Year 2 Curriculum

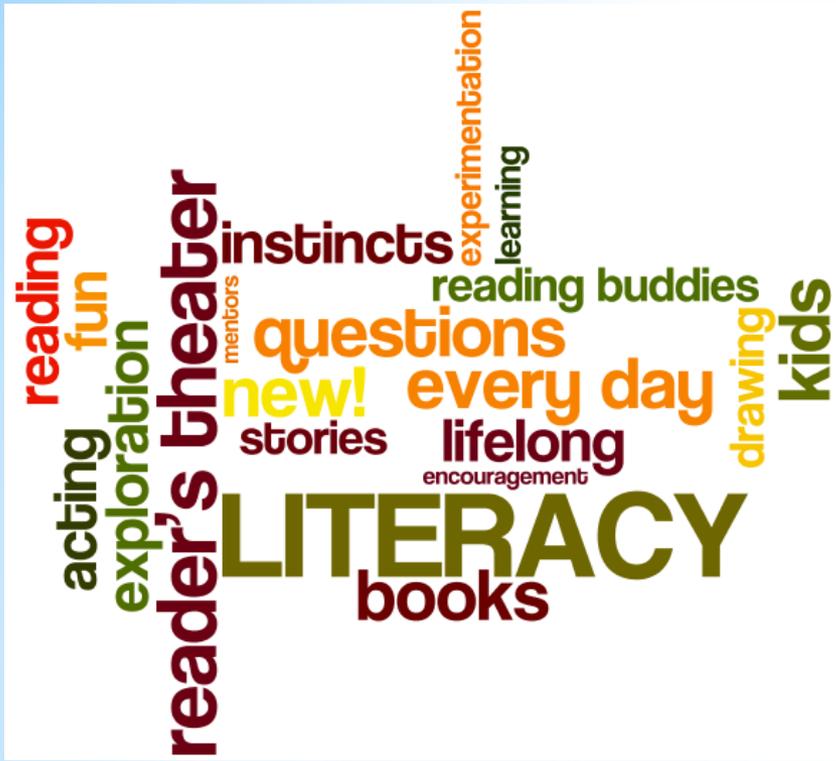
A warm welcome to Year 2 information evening



*Year 2 topics

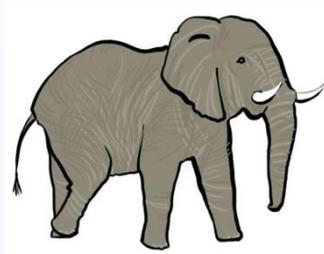


 <p style="text-align: center;">Autumn 1 Let it Grow</p>	 <p style="text-align: center;">Spring 1 Journey into the Unknown</p>	 <p style="text-align: center;">Summer 1 Cindy, Ann and Bones</p>
<p><u>English</u> Phonics, guided reading, handwriting (cursive script) Topic Writing: Instructions and story writing.</p> <p><u>Mathematics</u> Number, measurement, geometry</p> <p><u>Foundation Subjects</u> PSHE - New Beginnings Science - Plants Computing - algorithms Geography - locational knowledge and geographical skills and fieldwork Art/DT - Art attacks Nature Music - Recorders PE - Games and gym RE - Bread as a symbol (Harvest)</p>	<p><u>English</u> Phonics, guided reading, handwriting (cursive script) Topic writing: story writing, character description, non-fiction</p> <p><u>Mathematics</u> Number, measurement, geometry</p> <p><u>Foundation Subjects</u> PSHE - Going For Goals Science - Animals including humans Computing - Gathering & Presenting/E-Safety Geography - Mapping Skills and human and physical features Art/DT - Artists PE - Games and gym RE - Creation</p>	<p><u>English</u> Phonics, guided reading, handwriting (cursive script) Topic writing: letter writing, diary writing in-role and story writing.</p> <p><u>Mathematics</u> Number, measurement, geometry</p> <p><u>Foundation Subjects</u> PSHE - Relationships Science - Computing - Consolidation of skills Geography - Art/DT - Super Scones PE - Games & Gym RE - Remembering (Holi)</p>
 <p style="text-align: center;">Autumn 2 Titanic/Christmas</p>	 <p style="text-align: center;">Spring 2 Great Fire of London</p>	 <p style="text-align: center;">Summer 2 Grrrr</p>
<p><u>English</u> Phonics, guided reading, handwriting (cursive script) Topic writing: poetry, non-fiction recount and letter writing.</p> <p><u>Mathematics</u> Number, measurement, geometry</p> <p><u>Foundation Subjects</u> PSHE - Getting On & Falling Out Science - Working scientifically Computing - Multimedia History - The Titanic Art/DT - Picture This PE - Games & Dance RE - Light as a symbol</p>	<p><u>English</u> Phonics, guided reading, handwriting (cursive script) Topic writing: newspaper and diary writing.</p> <p><u>Mathematics</u> Number, measurement, geometry</p> <p><u>Foundation Subjects</u> PSHE - Good To Be Me Science - Growing Plants Computing - Research & Presenting/E-Safety History - The Great Fire of London Art/DT - Winding mechanisms PE - Games & Dance RE - Welcoming</p>	<p><u>English</u> Phonics, guided reading, handwriting (cursive script) Topic writing: non-chronological reports and poetry.</p> <p><u>Mathematics</u> Number, measurement, geometry</p> <p><u>Foundation Subjects</u> PSHE - Changes Science - Living things and habitats Computing - Gathering & Presenting/E-Safety Geography - Place knowledge Art/DT - sculpture PE - Games & Dance RE - Change</p>



*English

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 . ? !,
- * Conjunctions - and, but, so , because, or, when, if, that
- * Vocabulary - golden, as light as a feather, enormous...
- * Expanded noun phrase, e.g. the golden, beautiful sun
- * The four sentence types. *command, exclamation, statement, question*
- * Contracted words, e.g. *I'm*
- * Application of spelling rules adding correct suffixes e.g. skip- skipped
- * Purpose of writing



Spelling

Common exception words: Year one and two.

The children will be given a list of words to practise at home at the start of each half term. They are tested at the end of the half term.

Year 1 and 2 Common Exception Words

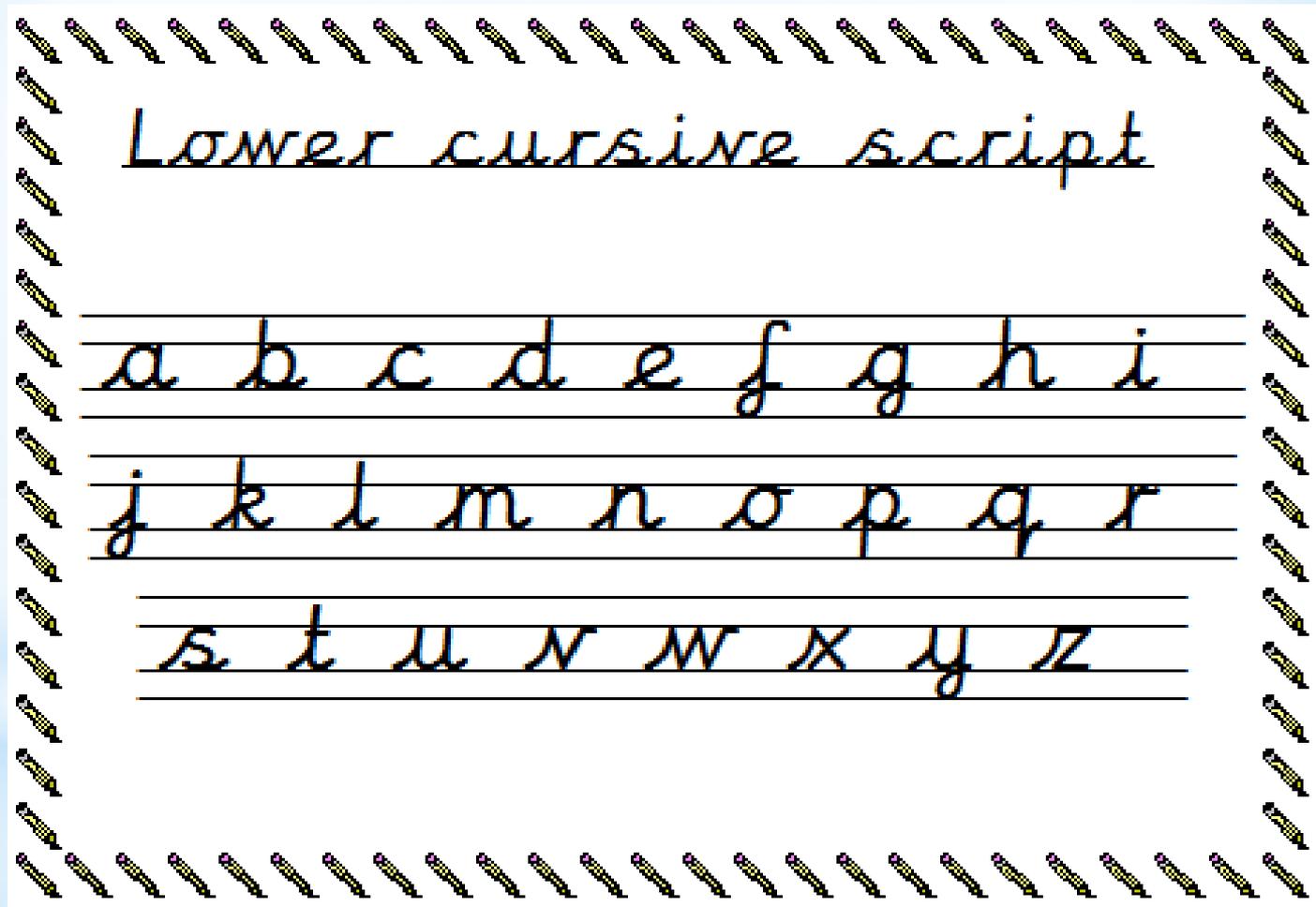
Year 1

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	

Handwriting



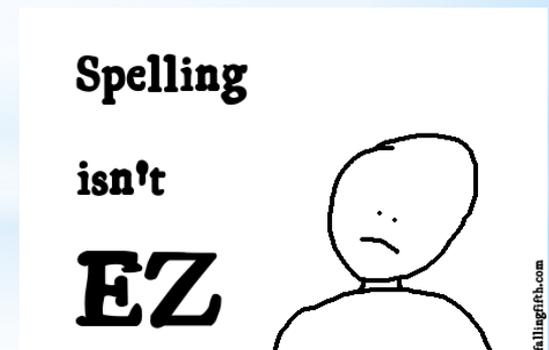
* Phonics and SPAG

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

- * 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...
- * Using contracted words, e.g do not - don't
- * Using an apostrophe to show possession, e.g. Tom's coat.
- * Spelling the homophones correctly.

there, their, they're

- * Sentence structure - nouns, adjectives, verbs, adverbs
- * Should see these rules used correctly in their written work.
- * Phonics screening.



Reading



* A year 2 child is expected to...

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



- ❖ Some children will read in guided group at least once per week.
- ❖ Class teachers and teaching assistants will listen to the children read their individual coloured book once or twice per half term to give personalised comments in the diaries.
- ❖ Please continue to read regularly with your child and ensure their reading diaries are in school everyday.
- ❖ Most of Year two children are responsible for changing their reading book.
- ❖ As your child becomes a confident word-reader it is vitally important that their ability to understand what they have read is also developed. Talking about what you or your child has read and exploring questions should be seen as just as important every time you read together.

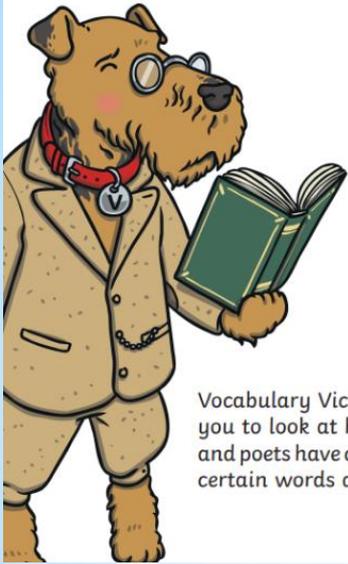
The Skills

Reading - word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

The Skills (cont.)



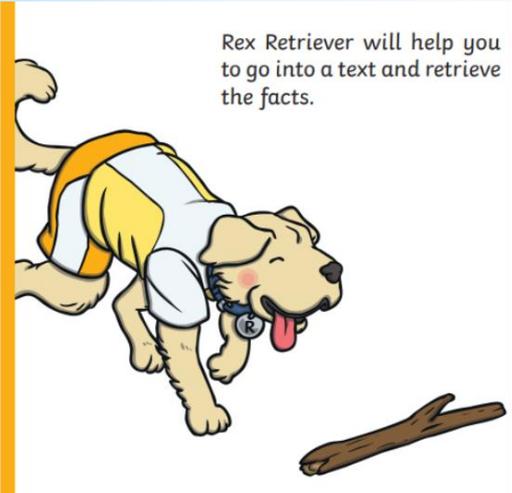
Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.



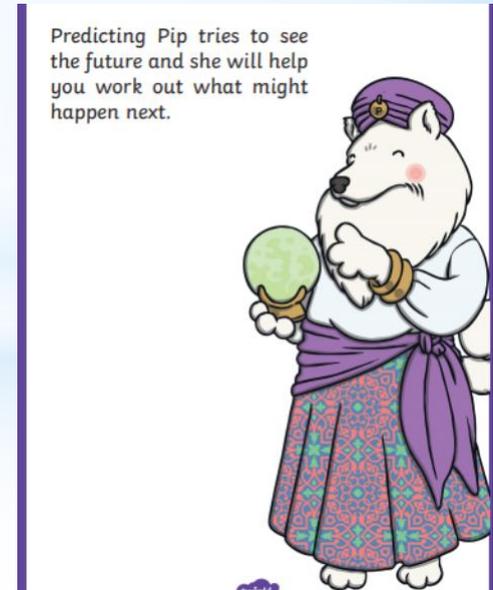
Sequencing Suki likes everything in order! She will help you sequence the events in a text.



Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.



Rex Retriever will help you to go into a text and retrieve the facts.



Predicting Pip tries to see the future and she will help you work out what might happen next.



* Mathematics

Mathematics

* Progression of skills



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

Mathematics

* 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 15 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 2,5, 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.
- * Adding and subtracting up to 4 numbers.

e.g. $13 + 18 + 11 =$

$65 - 10 - 10 =$



* SATs!

Or as we like to call them -
fun booklets!

- * They will practise the reading, mathematics, SPAG papers in the spring term.
- * 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 and the judgement is made by the teachers.

6

What type of word is underlined in the sentence below?

Gran thought the flowers were pretty.

Tick **one**.

noun

verb

adjective

adverb

14

Which sentence uses an **apostrophe** correctly?

Tick **one**.

Lucy's bag is green and has lots of pockets.

Lucys' bag is green and has lots of pockets.

Lucys bag is green and has lot's of pockets.

Lucys bag is green and has lots of pocket's.

13

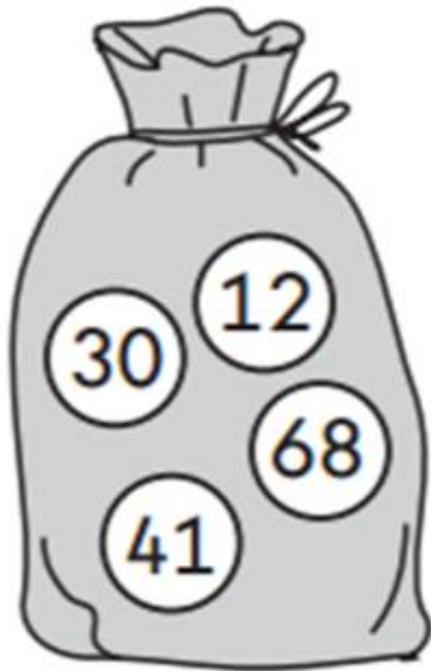
Circle the **two** verbs in the sentence below.

I ran up the stairs and opened the door.

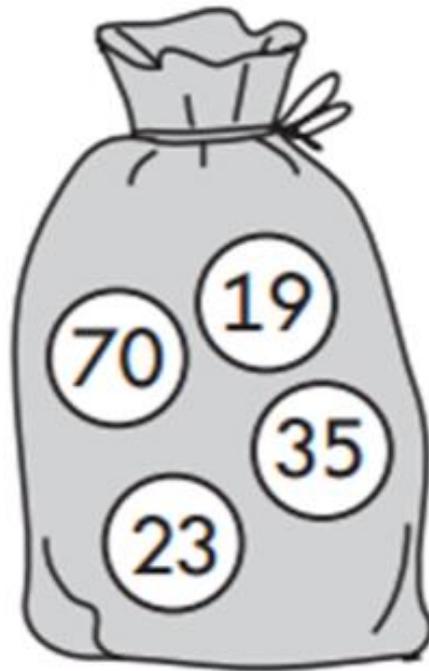
12

Two of the numbers are in the **wrong** bag.

Draw a cross (X) on each of them.



even numbers



odd numbers

17 Sam is collecting cards.

He wants to collect **100** cards altogether.

Last week he collected **50** cards.

This week he collects **30** cards.



How many **more** cards does he need?

cards

23

Amy writes an answer to the calculation below.

$$57 - 31 = \boxed{26}$$

Now write an addition **to check Amy's answer**.

$$\boxed{} + \boxed{} = \boxed{}$$

30

Look at these fractions.

$$\frac{1}{2}$$

$$\frac{1}{3}$$

$$\frac{2}{4}$$

$$\frac{3}{4}$$

Circle the **two** fractions that are **equal**.

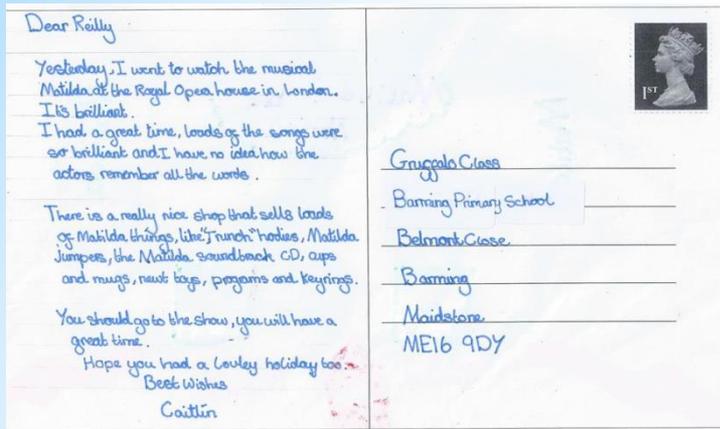


Home Learning

Linked to each new topic, you will have the opportunity to complete a home learning task with your child. The children love sharing their home learning with us and are always very proud of their achievements!

The tasks are optional and you can spend as much or as little time on them as you wish!

If you need any extra guidance or support with any home learning, please speak to your child's class teacher.



* 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 - half termly list to practice.
- * Mathematics - 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.
- *Shared MOOT sessions.
- *Shared playtimes
- *Year 3 teachers to take part in a question and answer session.
- *We go to the Juniors and share work.
- *Make arrangements for individual children as necessary.