

Year Two Curriculum Evening 2023



Mr Bailey
Miss Swift
Miss Nicholls

Year Two Curriculum Evening

School Vision

Our purpose is to nurture happy, confident children who think deeply about themselves and others in preparation for the challenges ahead.

We do this by inspiring and celebrating:

- curiosity and love for learning
- collaboration and kindness
- creativity and enthusiasm
- resilience and achievement

HAPPY, CURIOUS, RESILIENT, KIND

Timetable

	9:10- 9:50		10:10-25		10:40-11:00	11:00	12	13:00 – 14.15			14:30-3:20	
Mon	EMW	Phonics & guided reading	Maths	B	Maths	English	L	Geography		B	Singing	Story
Tue s	EMW	Phonics & guided reading	Maths	R	Maths	English	U	PE /RE 1:15-1:45	PE/ RE 1.45-2.15	R	Assem bly 2.45-3.05	Story
Wed	EMW	Phonics & guided reading	Maths	E	English	French 10:40/11:05/ 11:35	N	Science		E	Library	Whole School Assembl y
Thur s	EMW	Phonics & guided reading	Maths	A	Maths	English	C	Sport		A	Handwriting and spelling rule	
Fri	EMW	Phonics & Spellings	Computing	K	Music		H	Art		K	Singing 2.45-3.05	Story

We have ability groupings for:

Spellings

Reading

Phonics

We have small group
intervention groups for:

Phonics

Maths

Reading

Writing

Handwriting

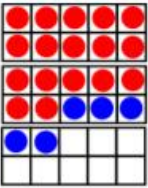
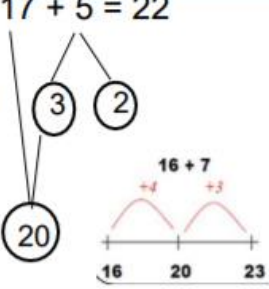
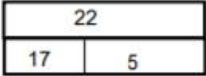

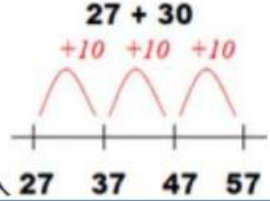

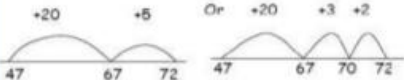


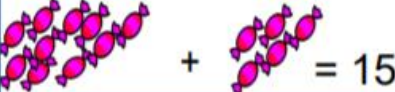
Maths

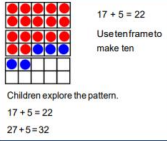
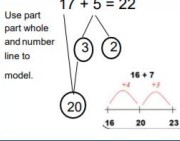
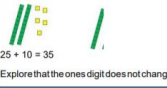
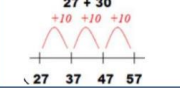

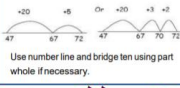

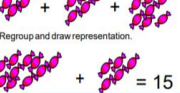
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value</div> <div>VIEW</div>				<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>				<div>Geometry</div> <div>Shape</div> <div>VIEW</div>			
Spring term	<div>Measurement</div> <div>Money</div> <div>VIEW</div>	<div>Number</div> <div>Multiplication and division</div> <div>VIEW</div>					<div>Measurement</div> <div>Length and height</div> <div>VIEW</div>	<div>Measurement</div> <div>Mass, capacity and temperature</div> <div>VIEW</div>				
Summer term	<div>Number</div> <div>Fractions</div> <div>VIEW</div>		<div>Measurement</div> <div>Time</div> <div>VIEW</div>		<div>Statistics</div> <div>VIEW</div>		<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>		<div>Consolidation</div>			

Y2

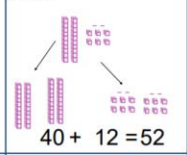
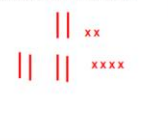
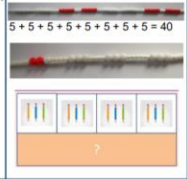
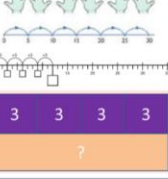
ADDITION

+

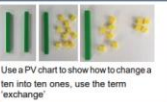
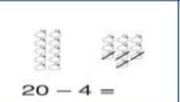
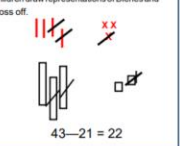
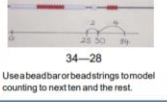
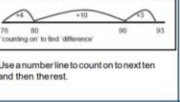
Objective & Strategy	Concrete	Pictorial	Abstract
Add a two digit number and ones	 <p>17 + 5 = 22</p> <p>Use ten frame to make ten</p> <p>Children explore the pattern.</p> <p>17 + 5 = 22</p> <p>27 + 5 = 32</p>	<p>17 + 5 = 22</p> <p>Use part part whole and number line to model.</p> 	<p>17 + 5 = 22</p> <p>Explore related facts</p> <p>17 + 5 = 22</p> <p>5 + 17 = 22</p> <p>22 - 17 = 5</p> <p>22 - 5 = 17</p> 
Add a 2 digit number and ten(s)	 <p>25 + 10 = 35</p> <p>Explore that the ones digit does not change</p>	<p>27 + 30</p> 	<p>27 + 10 = 37</p> <p>27 + 20 = 47</p> <p>27 + □ = 57</p>
Add two 2-digit numbers	 <p>Model using dienes, place value counters and numicon</p>	 <p>Use number line and bridge ten using part whole if necessary.</p>	<p>25 + 47</p> <p>20 + 5 = 25</p> <p>40 + 7 = 47</p> <p>20 + 40 = 60</p> <p>5 + 7 = 12</p> <p>60 + 12 = 72</p>
Add three 1-digit numbers	 <p>Combine to make 10 first if possible, or bridge 10 then add third digit</p>	 <p>Regroup and draw representation.</p>  <p>47 + 8 = 55</p>	<p>4 + 7 + 6 = 10 + 7</p> <p>10</p> <p>= 17</p> <p>Combine the two numbers that make/ bridge ten then add on the third.</p>

Objective & Strategy	Concrete	Pictorial	Abstract
Add a two digit number and ones			$17 + 5 = 22$ Explore related facts $17 + 5 = 22$ $5 + 17 = 22$ $22 - 17 = 5$ $22 - 5 = 17$
Add a 2 digit number and ten(s)			$27 + 10 = 37$ $27 + 20 = 47$ $27 + 30 = 57$
Add two 2-digit numbers			$25 + 47$ $20 + 5$ $40 + 7$ $20 + 40 = 60$ $5 + 7 = 12$ $60 + 12 = 72$
Add three 1-digit numbers			$4 + 7 + 6 = 10 + 7$ $= 17$ Combine the two numbers that make/bridge ten then add on the third.

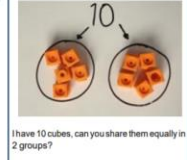
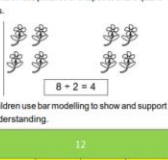
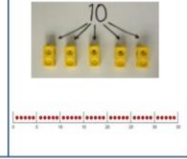
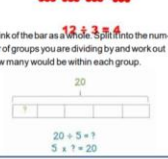
Y2 ADDITION +

Objective & Strategy	Concrete	Pictorial	Abstract
Doubling			$16 \times 2 = 32$
Counting in multiples of 2, 3, 4, 5, 10 from 0 (repeated addition)			Counting multiples of a number aloud. Write sequences with multiples of numbers. 0, 2, 4, 6, 8, 10 0, 3, 6, 9, 12, 15 0, 5, 10, 15, 20, 25, 30 $4 \times 3 = \square$

Y2 MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract
Regroup ten into ten ones			$20 - 4 = 16$
Partitioning to subtract without regrouping	$34 - 13 = 21$ Use Dienes to show how to partition the number when subtracting without regrouping.		$43 - 21 = 22$
Make ten strategy			$93 - 76 = 17$

Y2 SUBTRACTION -

Objective & Strategy	Concrete	Pictorial	Abstract
Division as sharing			$12 \div 3 = 4$
Division as grouping			$28 \div 7 = 4$ Divide 28 into 7 groups. How many are in each group?

Y2 DIVISION ÷

KIRFS

■ Key instant recall facts

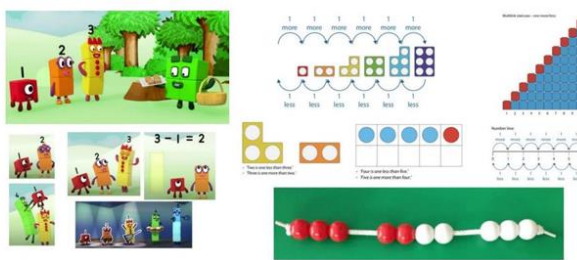
How can you practise the KIRFs at home?

- Go onto the school website
 - Curriculum
 - Mathematics
 - KIRF handbook
-
- Or Year Group pages
 - KIRF handbook

<https://www.eastsheen.richmond.sch.uk/attachments/download.asp?file=11076&type=pdf>

RECEPTION

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Reception	I can count forwards and backwards to 10 (20)	I can say one more and one less than a number	I know addition number bonds to 10	I know addition and subtraction bonds to 10	I know doubles to 10	I know halves to 10

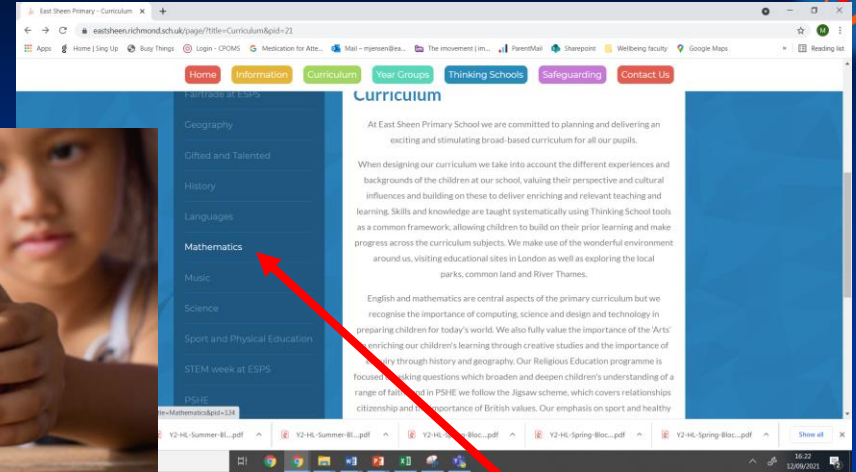


The collage includes several visual aids for learning: a cartoon forest scene with numbers 1, 2, and 3; a number line from 1 to 10; a ten-frame with colored dots; a dot marker with a string of beads; and a string of beads with red and white beads.

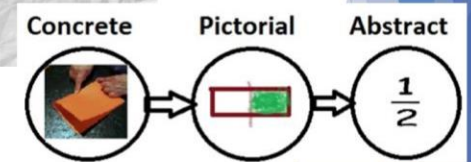
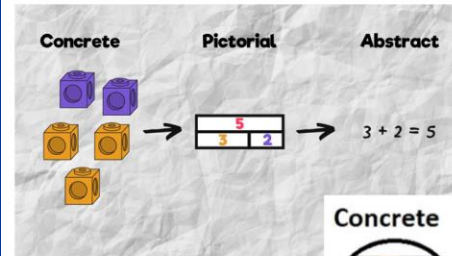
chrome-

extension://efaidnbmnribpcajpcglclefindmkaj/https://www.eastsheen.richmond.sch.uk/attachments/download.asp?file=11076&type=pdf

How to help your child in maths:



CPA approach



21/09/2023

Reading

Read Write Inc.

Phonics



Speed Sounds Set 2

ay may I play?	ee what can you see?	igh fly high	ow blow the snow	oo poo at the zoo
oo look at a book	ar start the car	or shut the door	air that's not fair	ir whirl and twirl
ou shout it out				oy toy for a boy

ea cap off tea	oi spoil the tray			
a-e make a cake	i-e size 1 shoe	o-e phone home	u-e hugs brute	aw spoom at dawn
are car and train	ur horse with a gorse	er is better letter	ow brown cow	ai snail in the rain
oa goat in a boat	ew chew the stew	ire fire, first	ear listen with your ear	ure sure it's pure

Reading

going	over	fourteen	orange	Wednesday
by	laugh	April	don't	July
do	these	four	because	can't
one	people	February	grey	another
ball	Mr	Mrs	bear	other
through	baby	only	told	why
even	key	mother	eye	friend
door	floor	poor	find	kind
mind	behind	child	children	wild
climb	most	both	cold	gold
hold	every	everybody	break	steak
pretty	beautiful	after	fast	last
past	father	class	grass	pass
plant	path	bath	hour	move
prove	improve	sure	sugar	whole
clothes	busy	again	money	parent
Christmas				

Guided Reading Questions: Level 1

How can you break down a tricky word?

What do we need to do at a full stop?

What happened in the story?

What is your favourite part of the story? Why?

Who is the story about?

Find a page in the book that you didn't like. Why didn't you like it?

What is this book about?

Who do you think is telling the story?

What do you think might happen next?

How can we find out who wrote/illustrated this book?

What does the cover tell us?

Is this a fiction or nonfiction text?

Can you spot any patterns in the language in this story?

Is this book funny? Why?

Did you enjoy the story? What was your favourite part?

Is the story like any other books that you have read?

Did you learn anything from the book?

What sort of books do you like?

What sort of characters do we find in storybooks?

What usually happens to baddies in fairytale stories?

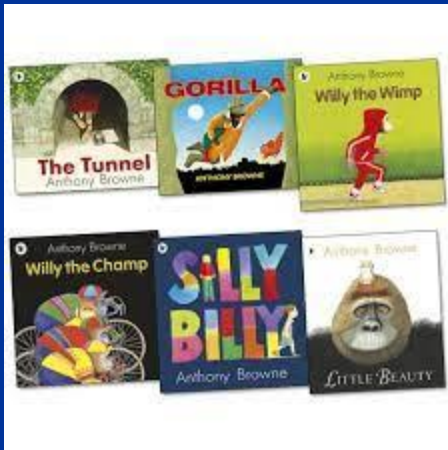
Why do authors include pictures?

What do pictures in books help us to do?



Writing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Lighthouse Keeper's lunch by Ronda and David Armitage	Nonfiction texts about penguins	Books by Anthony Browne	Books by Oliver Jeffers	Nonfiction texts about plants	A new focus TBC
Clean Up by Nathan Bryon	Solo by Paul Geraghty				



Guardians of the Climate

Challenge:



The distance from the polar bears' den to the sea used to be 75km. Climate change has caused the ice to melt.

Now the distance from their den to the sea is 59km.
How much nearer is the sea now?



Eco-Schools
Distinction | 2023-2024



31.9.21

LO: To identify the impact of human activity on a landscape
To suggest ways in which we can protect our environment

We received a letter from Mr Grinling asking us to help him protect the coastline near his lighthouse from the damage caused by tourists and global warming. We thought about the impact human beings have on coastal locations and discussed ways to reduce this.



Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Animals including humans 1	Living things and their habitats 1	Living things and their habitats 2	Materials	Animals including humans 2	Plants
<ul style="list-style-type: none"> -What can I do to stay healthy? -What are the effects of exercise on my body? -What are the four basic needs of all living things? -What are the five food groups? -How does the life cycle of a penguin compare to the life cycle of a human? 	<ul style="list-style-type: none"> -What is a habitat? -What is a suitable habitat? -What habitats are in Antarctica? -What animals and plants live in Antarctica? -How are penguins suited to where they live? -How are Antarctic animals adapted to their environment? 	<ul style="list-style-type: none"> -What things are living/dead/have never been alive and how can these be compared? 	<ul style="list-style-type: none"> -What are the common properties of materials? -What materials are natural and man-made? -Which materials are malleable? -How can materials change? -What makes a material suitable for its purpose? 	<ul style="list-style-type: none"> -What is a habitat? -What is a microhabitat? -How is energy transferred through food chains? 	<ul style="list-style-type: none"> -What do you notice about different seeds and bulbs? -How do plants grow? -What do plants need to grow?

Science

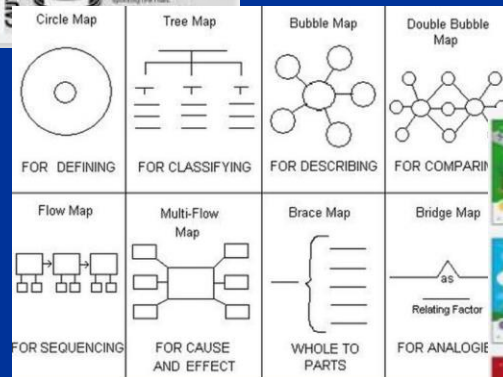
- Identifying and classifying
- Pattern seeking
- Research
- Observing over time
- Fair and comparative testing

Thinking School Tools :

■ Hats



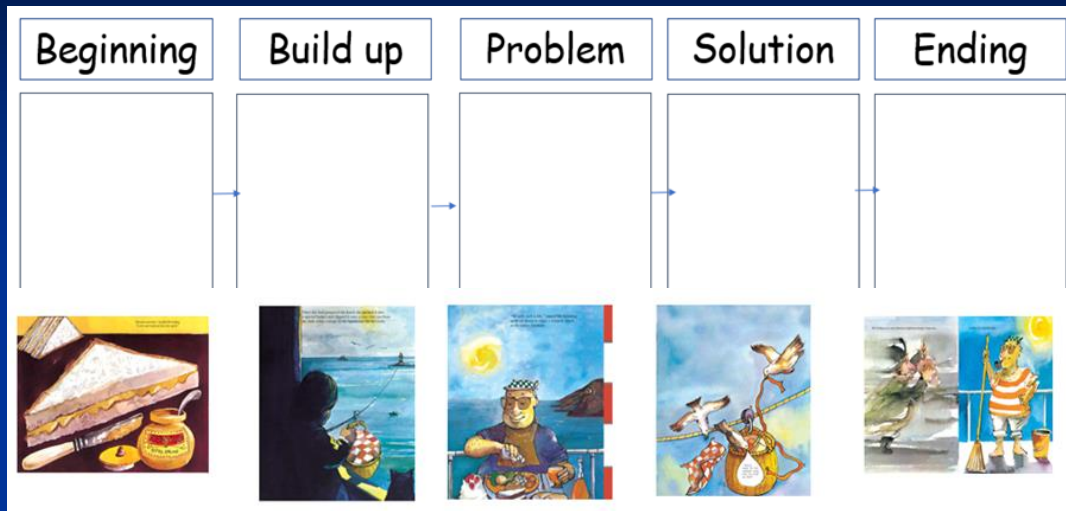
■ Maps



■ Habits of Mind

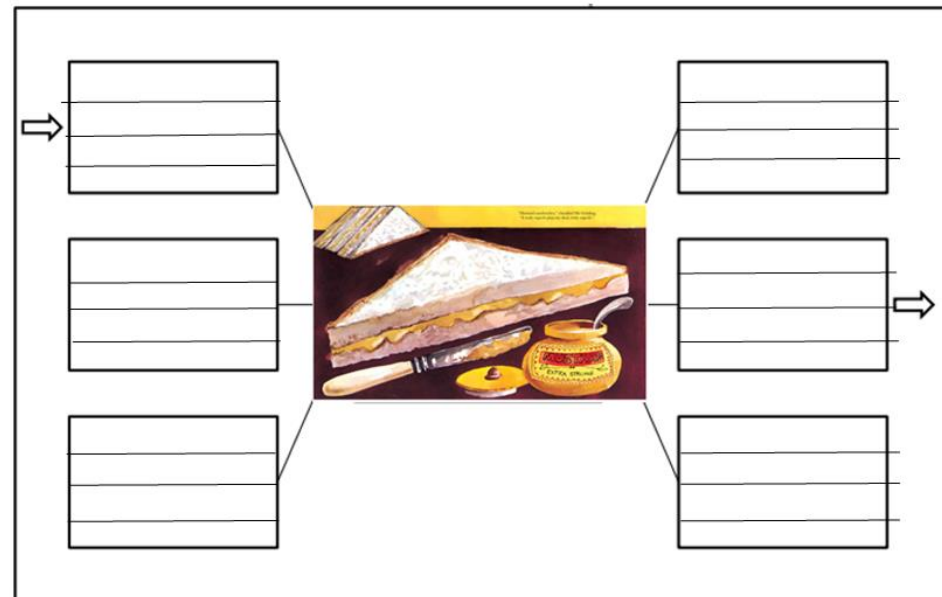


To illustrate use of a thinking maps:



Flow map

Cause and Effect Map



What is included? Relationships Education

By the end of primary school pupils should know:

Families and people who care for me

- Importance of family
- Characteristics of healthy family life
- Respect for family diversity
- Importance of stable relationships
- Marriage/civil partnership as legally recognised commitment
- How to recognise unsafe situations and how to seek advice/help

Caring friendships

- Importance of friendships
- Characteristics of friendships,
- Benefits of healthy friendships
- How to maintain a healthy friendship
- How to recognise unhealthy friendships and seek help

Respectful relationships

- Importance of respecting others
- Conventions of courtesy and manners
- Importance of self-respect
- Requirement to respect others
- Types of bullying, impact and how to get help
- Stereotypes and their impact
- Permission seeking

Online relationships

- People behave differently online
- Same relationship principles apply online
- Rules for keeping safe online
- How to critically consider online content
- How information and data is shared and used online.

Being safe

- Appropriate boundaries
- What privacy means
- Your body belongs to you
- How to respond to adults you do not know
- Asking for help and reporting feeling unsafe and abuse
- Where to get advice and support

Changing Adolescent Body (Health Ed.)

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle.



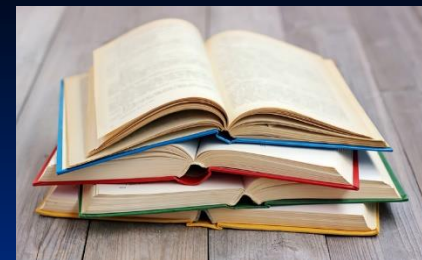
The mindful approach to PSHE

SATs - end of key stage 1
assessment

Non-statutory assessment

Homework

Spellings

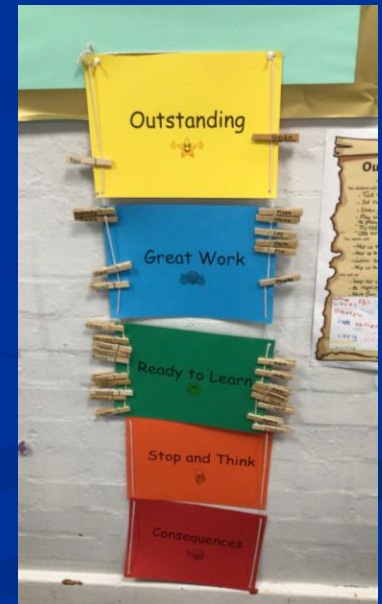


Week 2 Tested on 15/09/23	Week 3 Tested on 22/09/23	Week 4 Tested on 29/09/23	Week 5 Tested on 06/10/23	Week 6 Tested on 13/10/23	Week 7 Tested on 20/10/23
Words where 'dge' makes a /j/ sound	Words where 'ge' makes a /j/ sound	Words where 'g' makes a /j/ sound	Words where 'c' makes an /s/ sound before 'e', 'i' and 'y'	Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	Challenge words
badge edge bridge dodge fudge age huge change charge village	change orange dungeon pigeon sponge fringe charge range strange hinge	gentle magic giraffe engine religion energy gym digit gem giant	race ice cell city fancy lace space circle circus rice	knock know knee knit knew knight gnome kneel gnat gnaw	door floor poor because find kind mind behind child children
Red Words	Red Words	Red Words	Red Words	Red Words	Red Words
door floor	poor because	find kind	mind behind	child children	



Rewards and Fun!

- KS1 Behaviour chart
 - House points, respect tokens, line lottery
 - Celebration assembly
 - Class stars / treats!
-
- Autumn Term Trip - Natural History Museum - 7.11.23



Thank you for coming!