

Year 2 Curriculum Meeting

How you can help your child

Miss Harte- Silver Class

Miss Nafees & Mrs Gill Purple Class

Mrs Kochhar - Gold Class

Maths

- Progression from Year 1.
- Expectations are now higher.
- Using and applying the key facts from Year 1 such as number bonds, number facts, doubles & halves
- Becoming confident with place value to use 3 and 4 digit numbers



Maths

Number and place value

- Count in 2,3,5 and 10s forward and backwards
- Order numbers
- Read and write number words



Geometry and measurement

- Length, weight, capacity, time,
- 2D and 3D shapes – names and properties.
- Position
- Regular and irregular, angles
- Money

Maths

- **Addition, subtraction, multiplication and division**

- 2 digit to 2 digit numbers: addition and subtraction strategies (see handout)

- 2,5,10x tables and related division facts (3,4,6)

Statistics

- Pictograms, tally charts, block diagrams and simple tables
- Ask and answer questions



Maths

- **Problem solving**
- Problems using calculating but in real life situations eg. time, money, measurement, fractions.
- 2 step problem solving eg buy 2 items then work out change

Vocabulary

- Operations, addition, subtraction, multiplication, division.
- larger, smaller, greater, fewer, increase, decrease
- The difference between,
- Choosing correct strategy



$$25 + 32 = 57$$

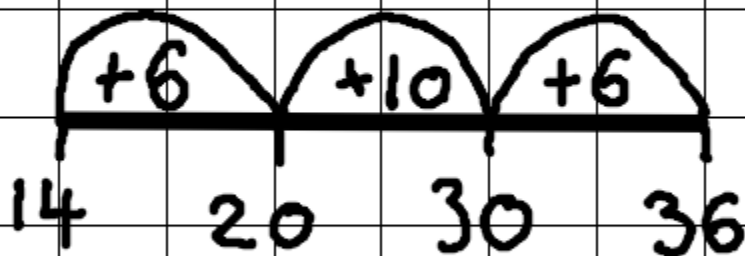
$$20 + 30 = 50$$

$$5 + 2 = 7$$

$$50 + 7 = 57$$



$$36 - 14 = 22$$



$$10 + 6 + 6 = 22$$

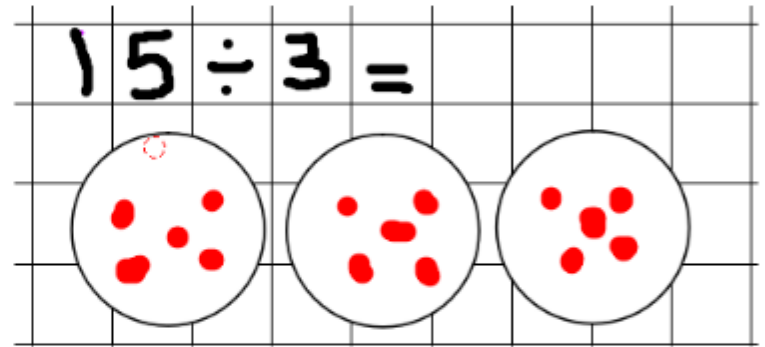


Strategies for Division

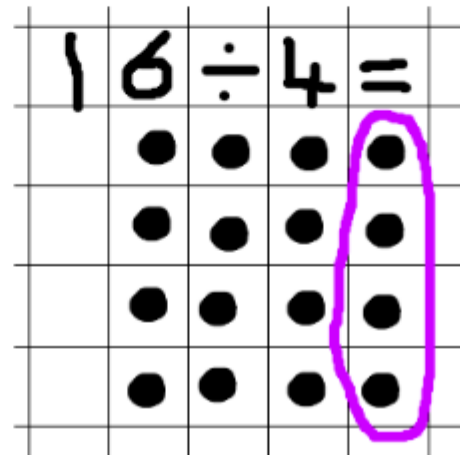
1. Use objects to help you



2. Use circles to help you



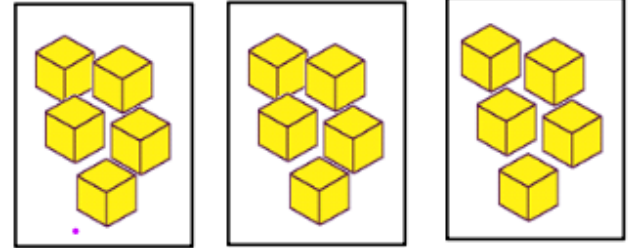
3. Use dots to help you



Strategies for multiplication

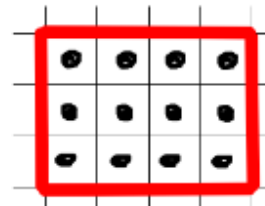
1. Using objects

$$5 \times 3 =$$



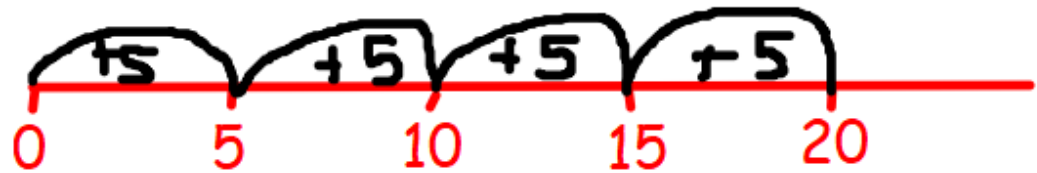
2. Using arrays

$$3 \times 4 = 12$$



3. Using a number line

$$5 \times 4 = 20$$



Reading

Book banding

- A national system for levelling books (ORT across school)
- Colour coded
- Chosen by the class teacher



Reading Book Bands

- Pink
- Red
- Yellow
- Blue
- Green
- Orange
- Turquoise
- Purple
- Gold
- White
- Lime
- Free Reader



Reading

- **Look and say**
- Relies on children learning all words by rote.
- Makes it harder to decode unfamiliar words.
- **Phonics**
- Children learn the 44 phonemes in the English language.
- Provides a strategy to decode unfamiliar words.

Pause, prompt, praise!



Reading

- **Phonics strategies-** Provides a strategy to decode unfamiliar words.
- Children need to continue practising Set 2 & 3 sounds.



Pause, prompt, praise!

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a	e ea	i	o	u	ay a_e ai	ee y ea e	igh i_e ie i y	ow o_e oa o
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oo u_e ue ew	oo	ar	or oor ore aw au	air are	ir ur er	ou ow	oy oi	ire	ear	ure
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Other reading strategies

- Picture clues
- Read on for the context
- Repetition in the text
- Explaining vocabulary
- Adults as role models – children need to see adults reading.
- Let them know we need to check meaning and pronunciation too.



Writing

- Key Stage 1 teacher Assessments require children to be familiar with a variety of genres.
- Instructions
- Stories
- Poems
- Explanations
- Recounts
- Need to be consistent

The magic stone

One sunny day there were a boy and a girl whose names were Lucy and Danny. Lucy was a cheeky monkey because she had a cheeky smile. Danny was shy and kind. Lucy and Danny were going to the park today. At the park Lucy and Danny ran to the play area because they saw a colorful thing. It was a magic stone so Danny grabbed the magic stone. Lucy step back because she was scared. Suddenly the magic stone started glowing. Then Lucy turned into a pretty princess and Danny turned into a handsome prince. Meanwhile a shining castle appeared in the park. In side the shining castle there were magic food. Danny and Lucy ate some magic food and it tasted like delicious roast chicken so Lucy and Danny said "this tastes nice!". After that the magic stone started to glow. Suddenly Lucy and Danny was in pri- or a princess any more. They were ormal. The magic stone took them home but they did not tell anyone because no one would not believe them.

Chapter :

H.A. 13

How do we know about the Great Fire of London?
This chapter tells you about Samuel Pepys and John Evelyn who wrote about the Great Fire of London. Also this chapter tells you about different sources of evidence.

Samuel Pepys was an eyewitness who wrote about the Great Fire of London in his diary in 1666. Samuel Pepys wrote that Jane his maid told him that there was a fire in London. Samuel Pepys looked out of the window and he thought it was all right. The next day Samuel Pepys's maid Jane told Samuel Pepys that three hundred houses had burned down so Samuel Pepys became so worried and anxious that he got all his money and belongings. Before he left Samuel Pepys buried his wine, cheese, diary, because he thought his house would be burned down.

John Evelyn wrote about the Great Fire of London too in his diary in 1666. Other sources of evidence were paintings, a receipt of money given to London and engravings. Some of the paintings were painted after the fire but some of the paintings were painted before the new buildings had been built. Some artists saw the fire but some artists use their imagination because some artists did not see the fire burning.



Samuel Pepys

Speaking and Listening

- Essential to developing good literacy skills.
- Good listening skills – looking at the person who is speaking.
- Expressing ideas – speaking audibly and clearly giving detail to the listener.
- Confidence is the key – encourage children to speak at home and enter into discussions.



Basic Skills across the curriculum

- Basic literacy and maths skills are essential if children are to access other curriculum areas.
- Being able to listen, question and discuss will allow children to develop their understanding of history, geography and maths.
- These skills will make sure children can transfer to the Junior School successfully

Assertive Mentoring Attitudes

- Colour grading for pupils so easy to understand
- Assessed on 5 different areas for Attitude
- Pupils may have 1:1 interviews
- Parents are given a copy at Parent Evening



TARGETS	YES	SOME	NO
			

Attainment	FS Result	Start Y1	Year 1 Target	Start Y2	Year 2 Target
Expectation	ELG SECURE	W SECURE	1 SECURE	1 SECURE	2 SECURE
Writing					
Reading					
Numeracy					

Achievement:	Autumn Term	Spring Term	Summer Term
Writing			
Reading			
Numeracy			

Attainment: medium-term targets:

Autumn Term Writing:	Spring Term Writing:	Summer Term Writing:
Mathematics:	Mathematics:	Mathematics:



Attitude	Aut 1	Aut 2	Spring	Summer		
Attendance						
Behaviour						
Effort						
Homework						
Uniform						

Attitude Targets:

Autumn Term:	Spring Term:	Summer Term:
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CARDINAL ROAD NURSERY AND INFANT SCHOOL
Assessment Criteria for Attitude

NAME:				T	1	2	3	4	5	6
CLASS:		Start Level:								
YEAR GROUP:		End Level:								

Code	Impaired	Unacceptable	Borderline	Acceptable	V. Good	Excellent
Mark	0	1	2	3	4	5
Attendance	Below 86%	86-92%	93-94%	95%	96-98%	99-100%

Attendance						
Attendance exceeds 96%. Always has good reason for any absence i.e. illness and provides written confirmation.	G					
Attendance exceeds 93%. Usually has good reason for any absence i.e. illness and provides written/verbal confirmation with reminders if necessary.	Y					
Attendance is below 93%. Reasons are often inappropriate i.e. 'shopping/slept in'. Confirmation rarely received even with reminders.	R					
Punctuality						
Always arrives on time, is settled and ready to commence the lesson. (100%)	G					
Usually arrives on time. When late offers an explanation. (95%-99%)	Y					
Usually /often late for class. (94% and below)	R					
Behaviour: Classroom						
Excellent behaviour, respectful, trustworthy and responsible.	G					
Acceptable behaviour, pays attention and concentrates. Few reminders required.	Y					
Poor/unacceptable behaviour, distractible, disruptive, aggressive. Requires high level of staff input and reminders.	R					
Behaviour: Non-Classroom						
Excellent behaviour, trustworthy and responsible. Friendly and helpful with peers. Respectful of authority.	G					
Acceptable behaviour. Rarely instigates trouble but can be reactive on occasion. Responds to staff input.	Y					
Poor/unacceptable behaviour. Breaks rules frequently and needs high levels of supervision. Can be aggressive. Disrespectful of authority.	R					
Effort						
Consistently good effort, self-motivated, pays attention, concentrates, stays on task, works independently, tasks completed.	G					
Usually good effort, sometimes needs reminders to stay on task but completes most tasks to an acceptable standard.	Y					
Rarely good effort, refusal, often off task, easily distracted and will distract others, tasks left incomplete even with staff input.	R					
Homework						
Always completed independently and on time and to a high standard. Returned on time.	G					
Usually completed on time and to a satisfactory standard. Usually returned on time. Sometimes completed by another person.	Y					
Rarely completed. Unacceptable standard of work. Returned late if at all. Regularly completed by another person.	R					
Uniform						
Always in school uniform and is well presented. Remembers PE kit. Adheres to school policy regarding jewellery, and hair tied back appropriately. No nail polish.	G					
Mostly in school uniform. Usually remembers PE kit. Responds to reminders regarding jewellery, PE kit and tying hair back.	Y					
Rarely in school uniform. Often 'forgets' PE kit. Breaks policy regarding jewellery, and tying hair back.	R					

Homework

Reading

- From Orange bookband onwards take 2 nights to read each book
- Comprehension - Answer questions, or discussion points from the same book, if your child is a reluctant writer, can be oral and scribed by you, but must be signed
- Read one **Bug Club** book and complete questions each week (record this on sheet as well)



Bug Club

It was home time, and Robin ran out of the school gate with a girl.

“Can my friend Marian come to our house, Mum?” he said.

“Of course,” said Mum, smiling.

“Thanks, Mrs Hood!” said Marian.



Mum thought Marian seemed very well-behaved at first – but she soon changed her mind ...



Back

Read to me

Next

2/3 of 25



Homework

Maths

- On alternate weeks the maths homework will be on **Abacus / paper copy**- sent home on Friday to be handed in on the following Wednesday.
- Minute maths



Abacus



Play bronze

Play silver

Play gold



Other Homework

- Topic based projects once per topic (usually once a term).

Be creative and have fun!

- Spellings handed out to practice and tested weekly **MONDAYS**. Sent home on **Tuesdays**.

General Notices

- Changing books
- Water bottles
- Visiting the toilet
- Named Clothing
- PE clothes
- Book bags
- Healthy Schools
- End of KS1 Assessment meeting
- Year 2 Charity
- Passwords – These will be asked for



Macmillan Cancer Support Coffee Morning

Thursday 25th September

Please donate cakes (including
ingredients) by Wednesday 24th

