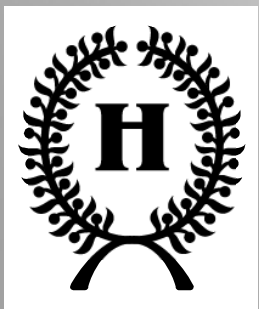




Heatherside Infant School



Curriculum Meeting
Year 2





WELCOME

This presentation aims to:

- Give information regarding organisation and routines
- Clarify expectations, standards & progression in Year 2
- Explain how we organise teaching & learning in;
 - Reading
 - Writing
 - Maths
 - Foundation subjects
- Make sure we communicate well with each other in order to support your child



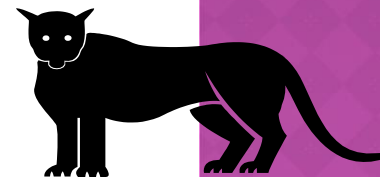
Working in partnership

MEET THE TEAM!

- Lions - Mrs Fergus-Smith + curriculum lead for English + Year 2 Leader
- Tigers - Mrs Hogan + curriculum lead for science + EAL co-ordinator
- Leopards - Mr Owen + curriculum lead for Computing
- Panthers - Miss Holbrook + curriculum lead for maths

Every morning and one afternoon a week each teacher is supported by a Learning Support Assistant (LSA). We are fortunate at HIS to have a great many highly experienced and well trained LSAs who support your children (and us!) extremely well.

- Lions - Mrs Taylerson
- Tigers - Mrs Stoddart
- Leopards - Miss Roberts
- Panthers - Mrs Huddie



INFORMATION

- ◉ Your child needs these things every day;
 - jumper (named)
 - coat (named)
 - water bottle (named)
 - book bag (named and with no keyrings please)
 - packed lunch in a plastic washable lunchbox or a disposable bag
- ◉ On PE days your child may come to school wearing;
 - school polo shirt
 - school jumper/cardigan
 - purple, black or dark blue tracksuit bottoms or shorts
 - trainers
- ◉ PE days **Lions** - Tues/Thurs **Tigers** - Tues/Wed **Leopards** - Tues/Thurs **Panthers** - Mon/Tues
- ◉ Fruit will be given out daily
- ◉ If your child would like milk in Year 2 there is a cost to this. Please contact 'Cool Milk' to arrange.



INFORMATION



- ◉ Your child will be heard read at least once a week
- ◉ BOOKS - At present we will be allowing children to take 2 reading books home at a time, these can be changed as frequently as necessary. We are limiting to 2 due to having to store books for 72 hours before re-issuing, in accordance with Government guidelines.
- ◉ We will not be issuing library books yet
- ◉ 'Bump' notes will be issued for a significant injury as usual and if we have any concerns about your child we will of course telephone you
- ◉ If your child is going to be absent please telephone or email the school office as usual
- ◉ If there is someone different collecting your child please tell the class teacher at the door who will then write it in the yellow diary
- ◉ If you have any questions please speak to your class teacher or ask for a telephone appointment

We really would love to have volunteers in school. Please speak to the office or your class teacher if you would like to help in your child's class.

National Curriculum

The curriculum is made up of core subjects and foundation subjects.

The criteria for what should be taught is set out in subject specific Programmes of Study* for each key stage and then further broken down where applicable, for each year group.

*Available from our website or on line at:

www.gov.uk/national-curriculum

Core Subjects

- English (Reading and Writing)
- Maths
- Science

Foundation Subjects

- PE
- RE
- Computing
- History
- Geography
- Art and Design
- Design Technology
- Music

PHSE and P4C (Personal, Social & Health Education/ Philosophy for Children) is also woven throughout our curriculum.

EXPECTATIONS

Our ethos is to establish a clear understanding of where your child is and to take the learning on from their starting points. This is crucial, particularly in the current situation. We have adjusted our classrooms and planning to enable us to provide your children with any learning we feel they need from the Year 1 curriculum, alongside moving forward with the Year 2 curriculum and expectations. We will keep you updated with your child's progress and their next steps.

Our learning Journey involves :

Skills

Learning a variety of skills that can be used throughout their lives;

- ◉ Friendship
- ◉ Awareness of rules
- ◉ Empathy
- ◉ Independence
- ◉ Resilience
- ◉ Honesty
- ◉ Respect

We also aim to;

- ◉ Develop enquiring minds
- ◉ Extend thinking
- ◉ Develop problem solving strategies
- ◉ Encourage reflection on learning
- ◉ Encourage communicating findings/methods/learning in a variety of ways
- ◉ Give opportunities to practise and apply what they've learnt

All of this will be woven throughout our curriculum.



Our Daily Routine

These timings are approximate as our timetable are flexible. Break time varies slightly in each class.

Time	Activity	What does this look like?	
08:45 - 09:00	Registration	<ul style="list-style-type: none"> Lunch choices Morning task - may be completing a previous piece of work or making corrections 	CORE SUBJECTS
09:00 - 09:30	Reading Roundabout	A carousel of activities to develop reading skills. These may include: <ul style="list-style-type: none"> Reading 1:1 with the class teacher or LSA Paired reading Reading comprehension questions A reading response activity eg; write about your favourite character, how many adjectives can you find and can you think of alternative ones? Phonics tasks Spelling tasks 	
09:30 - 09:40	Super Movers	Physical break using videos from a BBC website. The children get active to music whilst practising English and Maths skills. https://www.bbc.co.uk/teach/supermovers/ks1-collection/zbr4scw	
09:40 - 10:30	English or Maths	Focused teaching and learning teaching input and tasks based upon the learning planned for the week as outlined in the home learning letter.	
10:30 - 10:45	Break		
10:45 - 11:15	Maths Merry-Go-Round	A carousel of activities to develop maths skills and fluency.	
11:15 - 12:00	English or Maths	Focused teaching and learning teaching input and tasks based upon the learning planned for the week as outlined in the home learning letter.	
12:00 - 01:00	Lunch		FOUNDATION SUBJECTS
01:00 - 01:30	Phonics	Teaching input and activities based around the phonics for that week as outlined on the home learning letter.	
01:30 - 02:15	Foundation Subject	Teaching input and activities for a particular foundation subject. This may be; Science (although this is a core subject) PSHE, PE, RE, History, Geography, Art, DT, Computing, Music	
02:15 - 03:00	Foundation Subject	Teaching input and activities for a particular foundation subject. This may be; Science (although this is a core subject) PSHE, PE, RE, History, Geography, Art, DT, Computing, Music	
03:00 - 03:15	Story and Home		

Wednesday Afternoon (PPA Time)

All four classes will experience two activities each half term from the following varied menu. These have been planned to enhance the curriculum already in place and to support the development of key learning skills as well as personal and social development.

PE



Art



Maths Skills



Reading comprehension/Handwriting/Spelling



Spelling is
~~diffecolt~~
~~challengeng~~
hard.

WHOLE SCHOOL THEMES

Autumn	Spring	Summer
<ul style="list-style-type: none">• Friendship & Belonging• Our World/Life in School• Night Sky (planets & Alien Landing)• Christmas	<ul style="list-style-type: none">• Traditional Tales• All About Me• New Life and Easter	<ul style="list-style-type: none">• Animals in Books including Dinosaurs• Dragons & Castles

Please see the Curriculum maps on our school website for further information.

How does teaching take place?

We use a diverse range of methods to enhance the curriculum and make the children's learning as fun, exciting and interesting as we can. These methods include using practical resources & equipment, ICT, texts, apprentice writes, visits, games, investigations and experiments.

Continuous assessment takes place across all the core subjects and formal assessments in Maths (2 papers), Reading (2 papers), SPAG (1 x spelling paper & 1 x grammar/punctuation paper) take place in the form of SAT's (Standard Assessment Tests) in May 2021.

We plan and differentiate whenever appropriate to meet the needs of every individual. We have high expectations of the children and try to instill in them a love of learning for the future.

The support and encouragement you give your child at home makes a huge difference to their progress.

READING AND WRITING IN SCHOOL



In school we aim to hear each child read at least once a week - this might be with a Teacher or Learning Support Assistant (LSA) and it might be through an individual session or through a guided reading group session.

Phonics (Where we break words down into their individual sounds in order to read them)

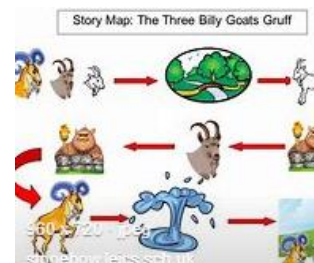
We want happy, confident and enthusiastic readers who can independently decode and blend their sounds. In Year 2 we continue the Phonics programme from Year 1 and have between 3 and 4 phonics sessions a week - see homework sheet for the weekly phonics focus. We will be revising Phases 3 and 4 and mostly working within Phase 5. At the end of the Autumn Term your child will be given the National Phonics Screening to complete. This is done with a teacher on a 1:1 basis.

Reading for Writing

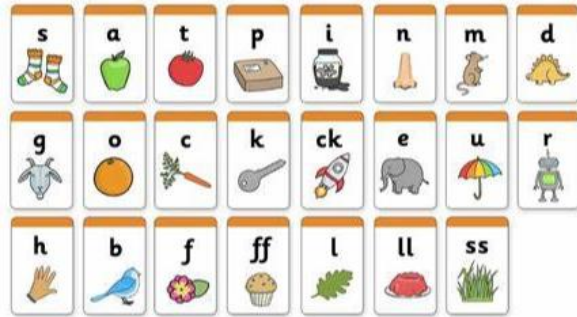
The curriculum has put a greater emphasis on the importance of books and literature, children need to be able to sequence, explain, infer and predict. Lessons are planned around high quality texts of different genres including picture books, traditional tales, poetry, non-fiction material, heritage texts. Children are immersed in: book talk, drama, art, role play, ghost reading, story mapping, book making, character splats, vocabulary work, research, making predictions, making connections with their own experience, the wider world and other texts - the more children talk about and experience a text the more likely they are to be able to write about it, replicate it and ultimately create their own writing. Grammar (word classes) and punctuation are taught alongside.

Spelling

Gone are the days where phonetically plausible spelling was the main goal - although this is still acceptable and children are still encouraged to use their phonic knowledge to sound out and spell unknown words, there is now a stronger requirement to spell accurately. They need to spell most of the Common Exception Words correctly within their writing not just in a 'test'. They need to be able to write correctly numbers as words up to one hundred i.e. thirty seven, eighty six etc., months of the year and days of the week - all with the correct use of capital letters!



PHONICS



My Phase 2 Sound Mat



My Phase 4 Sound Mat



My Phase 5 sound mat



READING - Expectations in Year 2

Developing Language for Effect

- Recognise simple recurring literary language
- in stories and poetry
- Discuss favourite words and phrases
- Identify how vocabulary choice affects meaning
- Read aloud what they have written with
- Appropriate intonation to make the meaning clear

Developing Inference

- Predict what might happen on the basis of
- what has been read so far and their own experience
- Make inferences on the basis of what is being said and done
- Make simple inferences about characters' thoughts and feelings and reasons for actions

Developing an understanding of different styles of writing

- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
- Read non-fiction books that are structured in different ways
- Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting

WRITING - Expectations in Year 2

Composition:

- Write simple and coherent narratives about personal experiences and those of others'
- Write simple and coherent non-fiction narratives
- Write poetry
- Evidence of planning before writing
- Using sentences with different forms in their writing :
 - Statements
 - Commands
 - Questions
 - Exclamations
- Evidence of self-correction for sense, punctuation and spelling

Vocabulary, grammar, punctuation

- Using some expanded noun phrases to describe and specify
- Using present and past tense mostly correctly and consistently
- Using co-ordination (or / and / but)
- Using some subordination (when / if / that / because)
- Demarcating sentences, when appropriate, with a range of punctuation, eg:
 - Capital Letters
 - Full Stops
 - Question marks
 - Exclamation marks

Transcription- Spelling

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically plausible attempts at others
- Use spelling rule for adding suffix -es as the plural marker
- churches/brushes
- Use the prefix -un (undress) more often
- Use -ed, ing er and -est where no change is needed in the spelling of root words
- Spelling many common exception words (NC page 44)
- Evidence of some homophones being used correctly (hear and here)
- Use an apostrophe for contractions
- Use an apostrophe for possessive 's'.

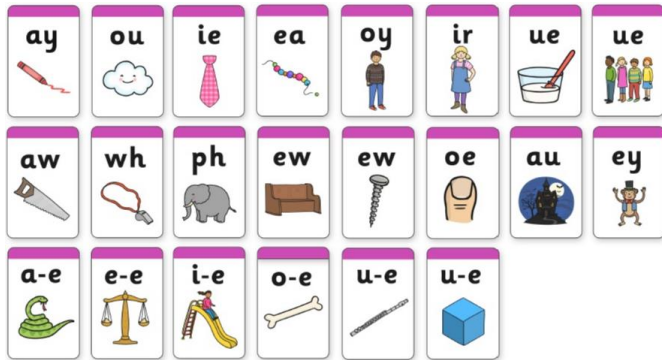
Transcription- Handwriting

- Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Using spacing between words that reflects the size of the letters.

RESOURCES WE USE

Common Exception words in Year 2

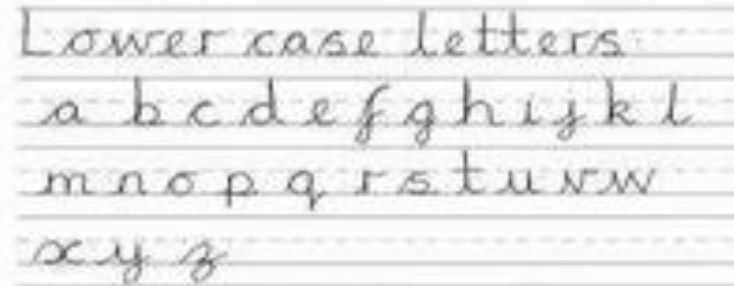
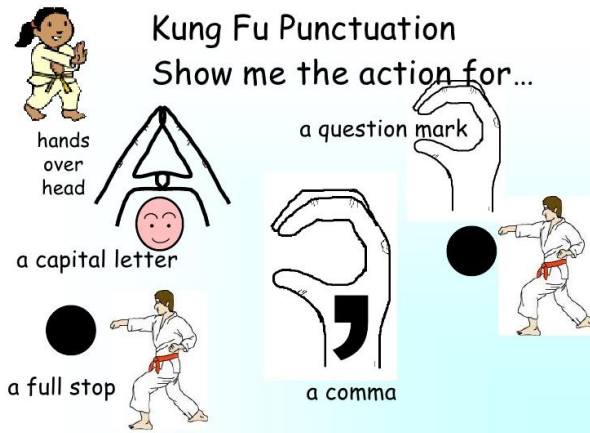
Sound Mats



My Phase 5 sound mat

www.nhs.uk www.nhs.uk

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



HOW YOU CAN HELP AT HOME

- Read with (and to) your child as much as possible - little and often is best, reluctant readers - you read a page they read a page or 'ghost' read (read along at the same time). Indicate in the reading record book the title and pages and add a comment if possible.
- Please practise their weekly spellings - little and often is best
- Encourage chn to speak correctly - free/three, wiv/with, nexta/next to, lelo/yellow etc. otherwise they can't spell correctly!
- Give children opportunities to write - shopping lists, letters, made up stories, etc.
- Encourage neat handwriting - lower case and capitals of appropriate size and round the right way!

MATHS IN SCHOOL

During the year children will learn various skills under the following headings; number and place value, addition and subtraction, multiplication and division, mass, money, length, capacity, temperature, time, fractions, geometry (shape) and statistics.

They do this through:

- ◉ Mental maths and problem solving
- ◉ Discussions and explanations - verbalise 'How'
- ◉ Jottings or pictures to help understanding
- ◉ Use resources for counting and calculating - fingers, number line, 100 square, numicon, blocks and counters
- ◉ Children need to show their working out
- ◉ Lots of practical activities - inside and outside
- ◉ Select their own resources to aid task
- ◉ Challenges/investigations - open ended questions and real life problems

They need to be very secure in understanding numbers to 100, number bonds to any number up to 20, x2, x3, x5, 10 tables and associated division facts



MATHS - Expectations in Year 2

Number and Place Value

- Count in 10s and 2s forward and back from any number.
- Count in 5s forward and back from 0/50.
- Count in 3s (number line for support) forward and back.
- Use $<$, $>$ and $=$ symbols to compare numbers.
- Recognise the value of each digit in 2-digit numbers and know 0 as a placeholder.
- Show numbers up to 100 using Numicon/ Tens and Ones.
- Find numbers up to 100 on a number line.
- Write numbers to 100.
- Write number words to 100 e.g. one hundred, eighty, seventeen, fifty six, thirty four, sixty one etc.
- *Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus e.g. $34 = 30 + 4$, $34 = 20 + 14$, $34 = 10 + 24$

Addition and Subtraction

- Recall all addition bonds to and within 10 and use these to reason with and calculate bonds to and within 20
e.g. If $7 + 3 = 10$, then $17 + 3 = 20$.
- Recall all subtraction 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 $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$.
- Derive and use related facts to 100 e.g. I know $3 + 7 = 10$ so $30 + 70 = 100$, $10 - 4 = 6$ so $100 - 40 = 60$
- Show that addition of 2 numbers can be done in any order (commutative) and subtraction cannot.
- Solve Addition problems including TU+U, TU+T, TU+TU, U+U+U using objects, pictures, number lines, place value and mental recall of number facts.
- Solve Subtraction problems including TU-U, TU-T, TU-TU, U-U-U using objects, pictures, number lines, place value and mental recall of number facts.
- *Add any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus
e.g. $48 + 35$.
- Subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus e.g. $72 - 17$.
- Check my subtractions by adding the answer to the number I've taken away (inverse strategy).
- Solve missing number problems, using number facts and the inverse strategy e.g. $23 + ? = 30$, $28 = ? + 10$, $27 - ? = 7$, $15 = 20 - ?$

Multiplication and Division

- *read scales (number line or graph) in divisions of ones, twos, fives and tens
- *Recall multiplication facts for the 2, 5 and 10 times tables and use to solve problems.
- *Recall division facts for the 2, 5 and 10 times tables and use to solve problems.
- Solve problems involving \times using resources, arrays, repeated addition, mental methods and facts.
- Solve problems involving \div using resources, arrays, repeated subtraction, mental methods, \times and \div facts.
- Solve problems involving odd and even numbers.

HOW YOU CAN HELP AT HOME

- ◉ Talk about numbers
- ◉ Play number games
- ◉ Look for patterns in every day maths e.g. weighing, measuring, fractions $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ $\frac{1}{3}$, handling money, practise telling and writing the time (o'clock, half past, quarter past and quarter to) etc.
- ◉ Practical activities at home e.g. cooking, weighing, shopping, measuring length with standard and non-standard measures
- ◉ See maths booklet on our website for lots more ideas

BEHAVIOUR AND EXPECTATIONS

GOLDEN RULES

- ◉ Respect for all others
- ◉ Excellent listening skills
- ◉ Co-operation Skills
- ◉ Concentrate on their task so that they are able to do their best
- ◉ To take responsibility for their own belongings
- ◉ Children to come into school from the playground on their own
- ◉ Bring in coats - we work outside in all weather!
- ◉ Please label all clothing and equipment, including P.E. kits lunch boxes and water bottles



We listen.
We work hard.
We are gentle.
We are kind and helpful.
We look after property.
We are honest.

Thank You!



Please forward any questions to our school office and we will create an FAQ page.

Working in partnership