



Year 2 Curriculum Presentation

AUTUMN TERM 2023



During this presentation we will...

- 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

The National Curriculum



Core Subjects:

English
Maths
Science



Foundation Subjects:

Art & Design, Computing,
Design & Technology,
Geography, History,
Music, PE, RE



Wider Learning:

How we learn best

Enrichment and
experiences

Personal, Social & Health
Education



Respect



- Have good manners
- Listen
- Look after property
- Follow school expectations
- Appreciate different ideas

Kindness



- Show empathy
- Include others
- Be a good friend
- Think of others

Integrity



- Be honest
- Be my best self
- Be proud of myself
- Make the right choices

Togetherness



- Work as a team
- Take turns and share
- Get on with one another
- Value each other
- Diversity – celebrate uniqueness

Resilience



- Be independent
- Don't give up
- Solve problems
- Don't worry if something goes wrong
- Bounce back

Creativity



- Be imaginative
- Be expressive
- Have my own ideas
- Explore different ideas

Learning through a topic approach

Heroes

Once Upon
A Time

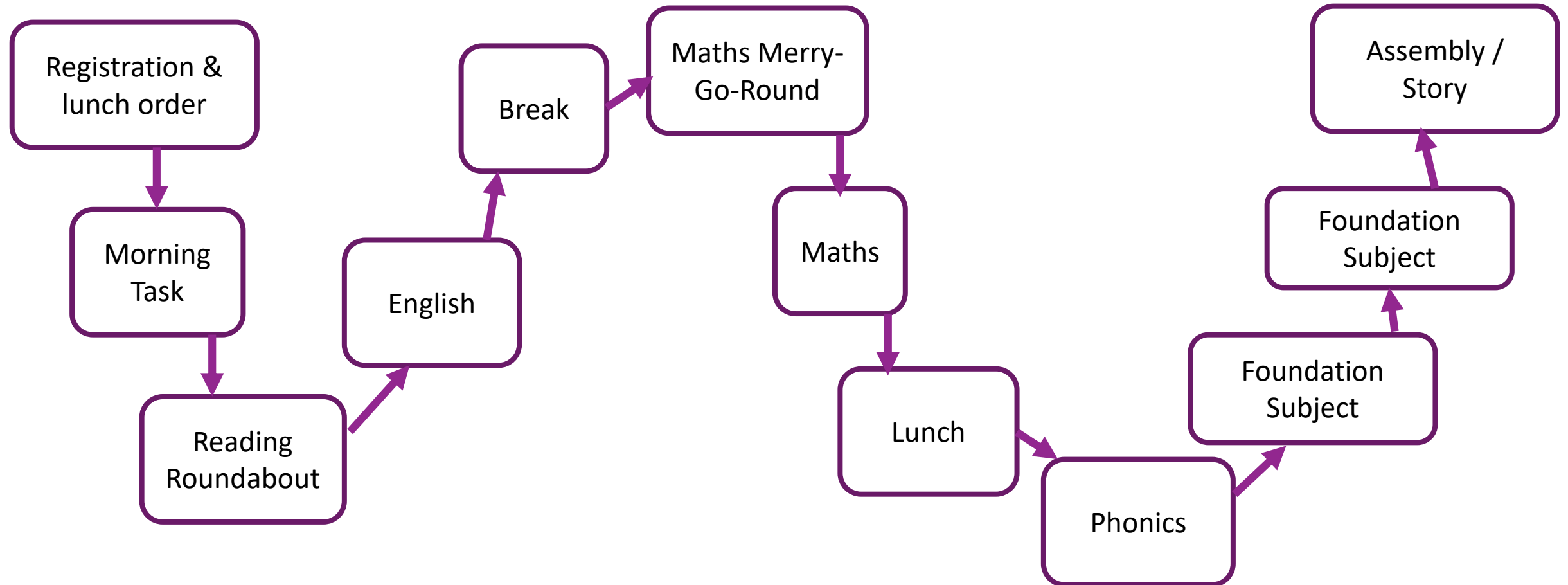
Paws, Claws
& Whiskers

Wild Things

People and
Places

H₂O

The School Day



Assessment in Year 2

-
- Ongoing
 - Phonics (retakes if did not pass PSC in Y1)
 - End of Key Stage assessments – reporting

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*.

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

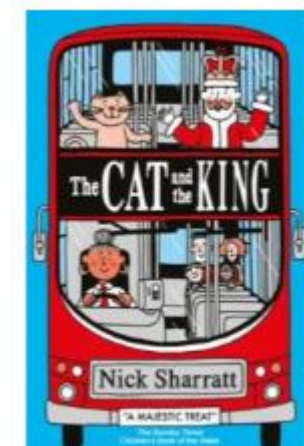
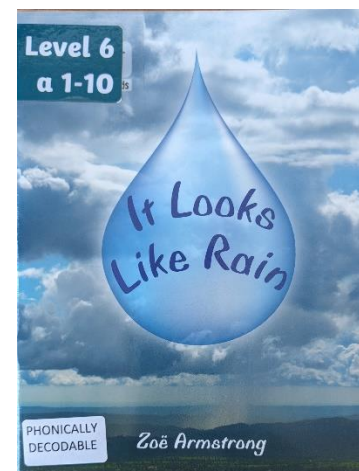
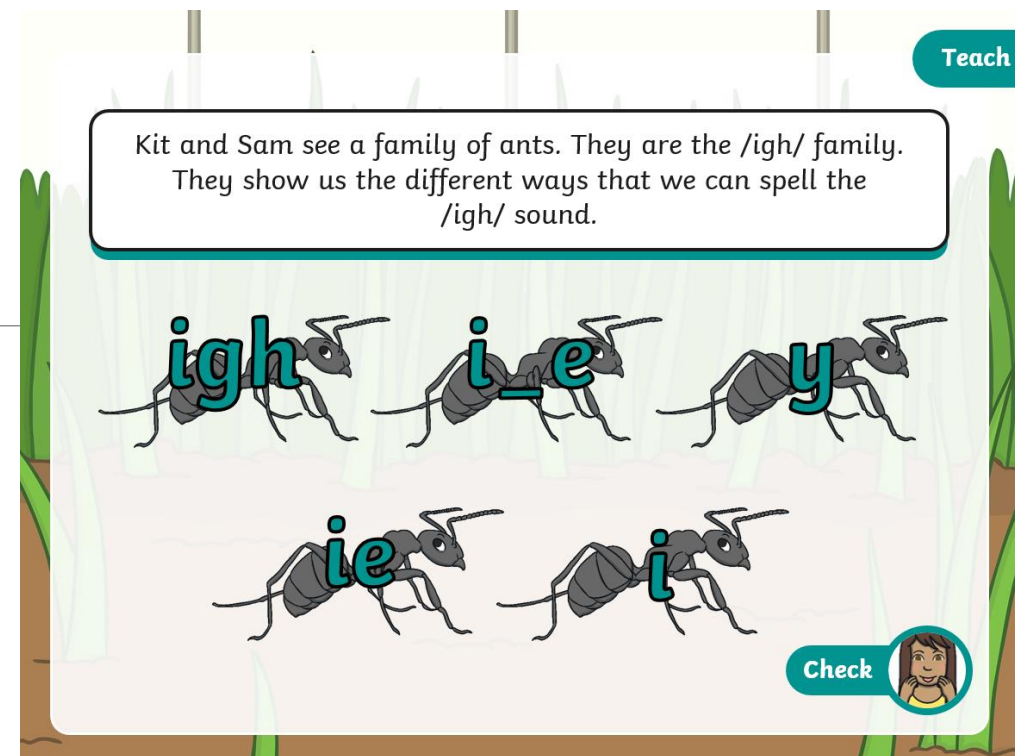
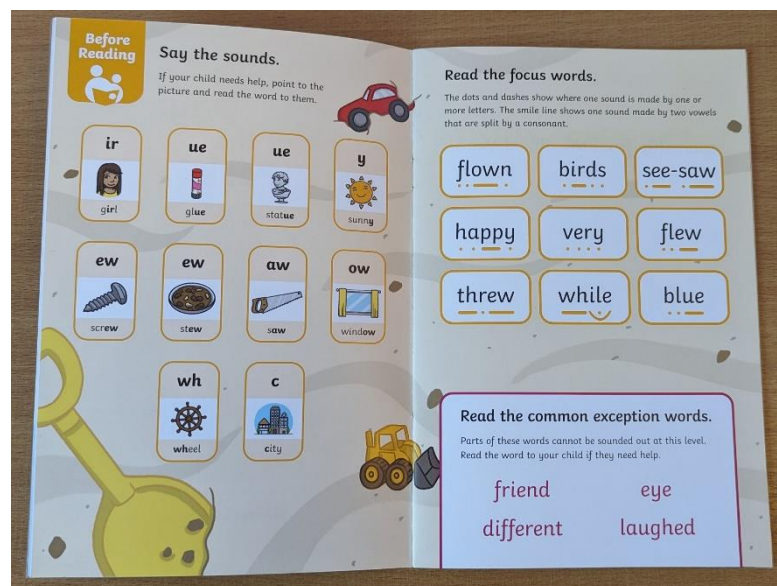
Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Reading and phonics

- Twinkl Phonics Scheme – aim to complete Level 6
- Phonically decodable books matched to current level
- Move on to Book Band books
- Guided reading
- Library books

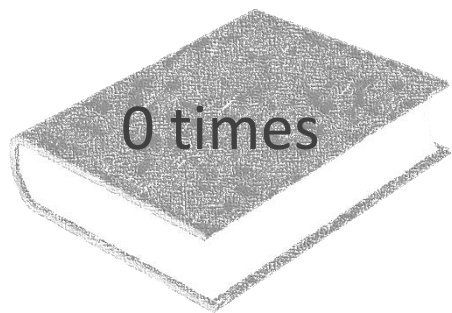


Reading



Sharing books and reading – please support this at home as much as possible!

The vocabulary children have heard by age 5 varies greatly and this is influenced by the number of books they hear each week.



0 times

4,662 words



1-2 times

63,570 words



3-4 times

169,520 words



6-7 times

296,660 words

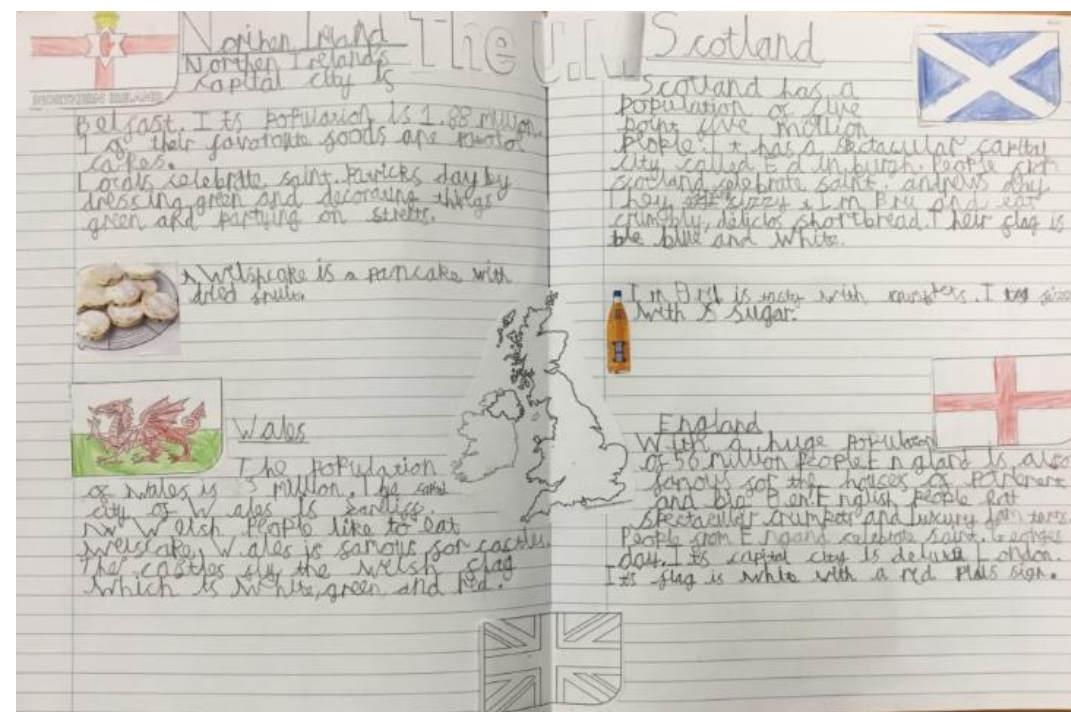
Writing

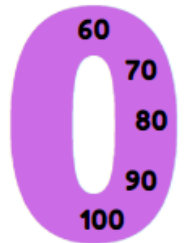
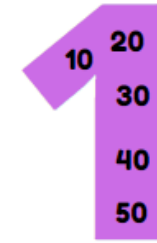
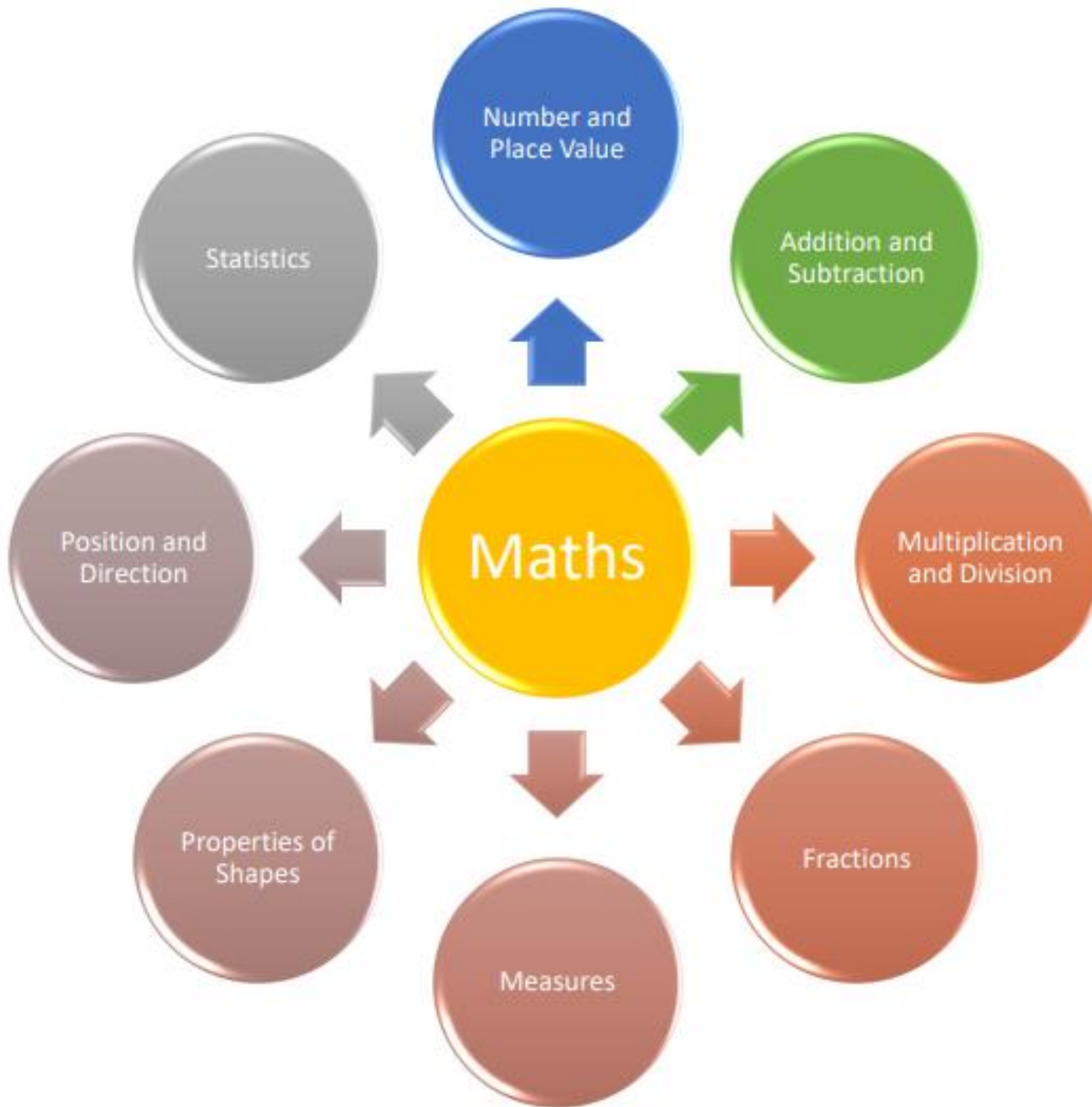
- Various hooks and stimuli for writing, including high quality texts
- Opportunities to practise key skills before applying to more independent writing

- Key aspects to focus on

- Re-read - Does it make sense?
- Phonetically plausible
- Starting to apply spelling rules
- Remembering/correcting common exception words
- Vocabulary and punctuation (drawing from their reading)

chosen to match the purpose and have an impact on the reader





They need to be secure in:

- understanding numbers to 100
- number bonds to 20,
- x2, x5, x10 tables and associated division facts

[See maths booklet on our website for lots more ideas](#)

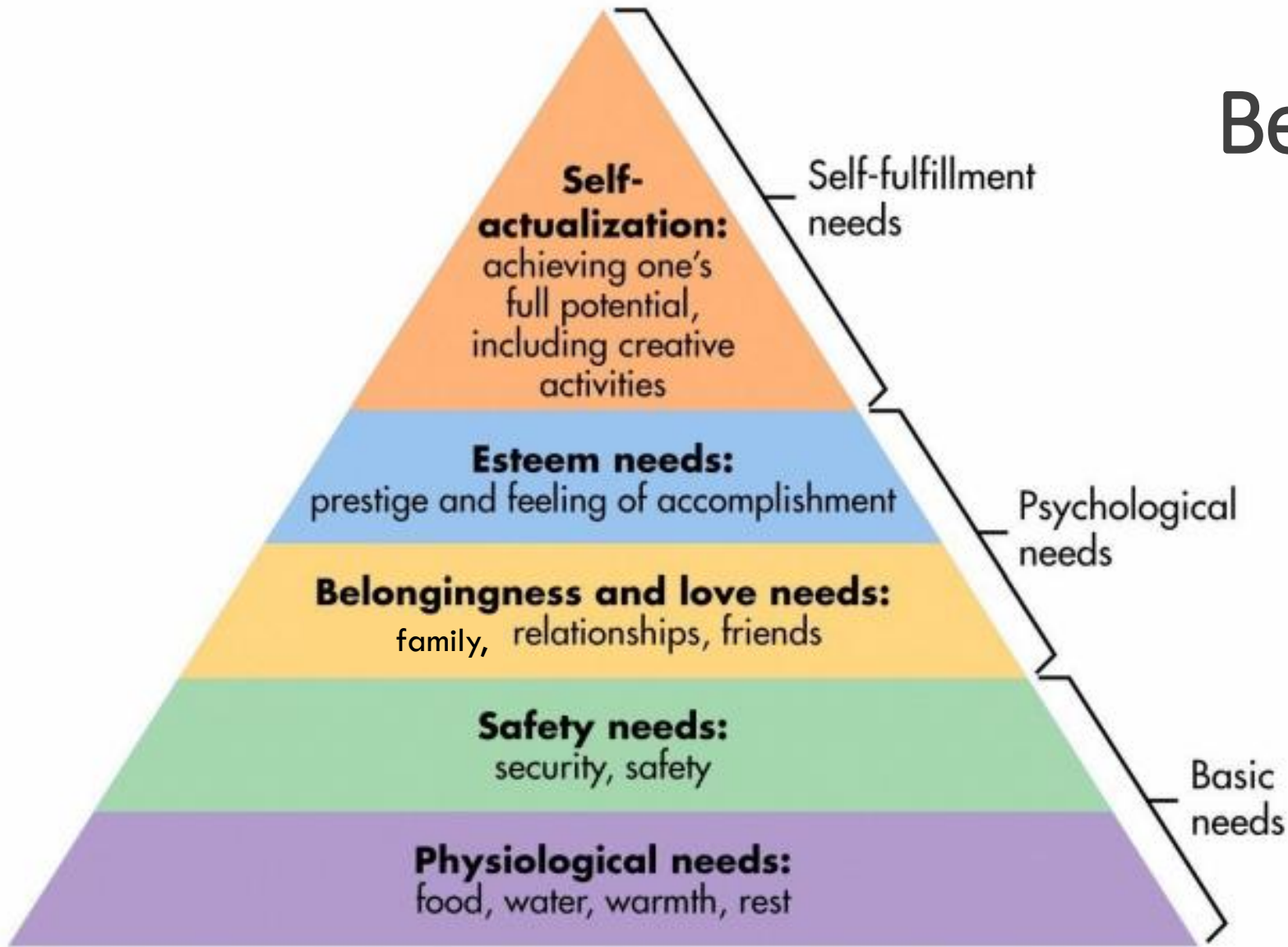


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

How you can help at home

- Read with (and to) your child as much as possible – use the reading record to record what you have read.
- Practise their weekly spellings
- Encourage opportunities to write – shopping lists, letters, made up stories, etc.
- Encourage neat handwriting – numbers, lower case and capitals of appropriate size and round the right way
- 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)
- Practical activities at home e.g. cooking, weighing, shopping, measuring length with standard and non-standard measures
- [White Rose Maths at home](#)

Being ready to learn



How we work together to support your child

Homework each week we publish on Google Classroom an overview of what we are covering in class and some ideas of activities which you can do together to support your child's learning.

Book bags please can you check your child's book bag every night to look for things like pictures, invitations or other school communication.

Water we actively encourage the children to regularly drink water and bring in their own named water bottle for the classroom.

In Conclusion ...

Working in partnership with you is very important to us so please come and talk to us at the end of the school day with any questions or concerns.

Alternatively if you do not collect your child from school you can email or call the school to arrange a mutually convenient time to talk.



Working in partnership