



Curriculum Evening  
Year 2

# Welcome to Year 2

Miss Price

Miss Wilson

Mrs Mee

Mr Cobley

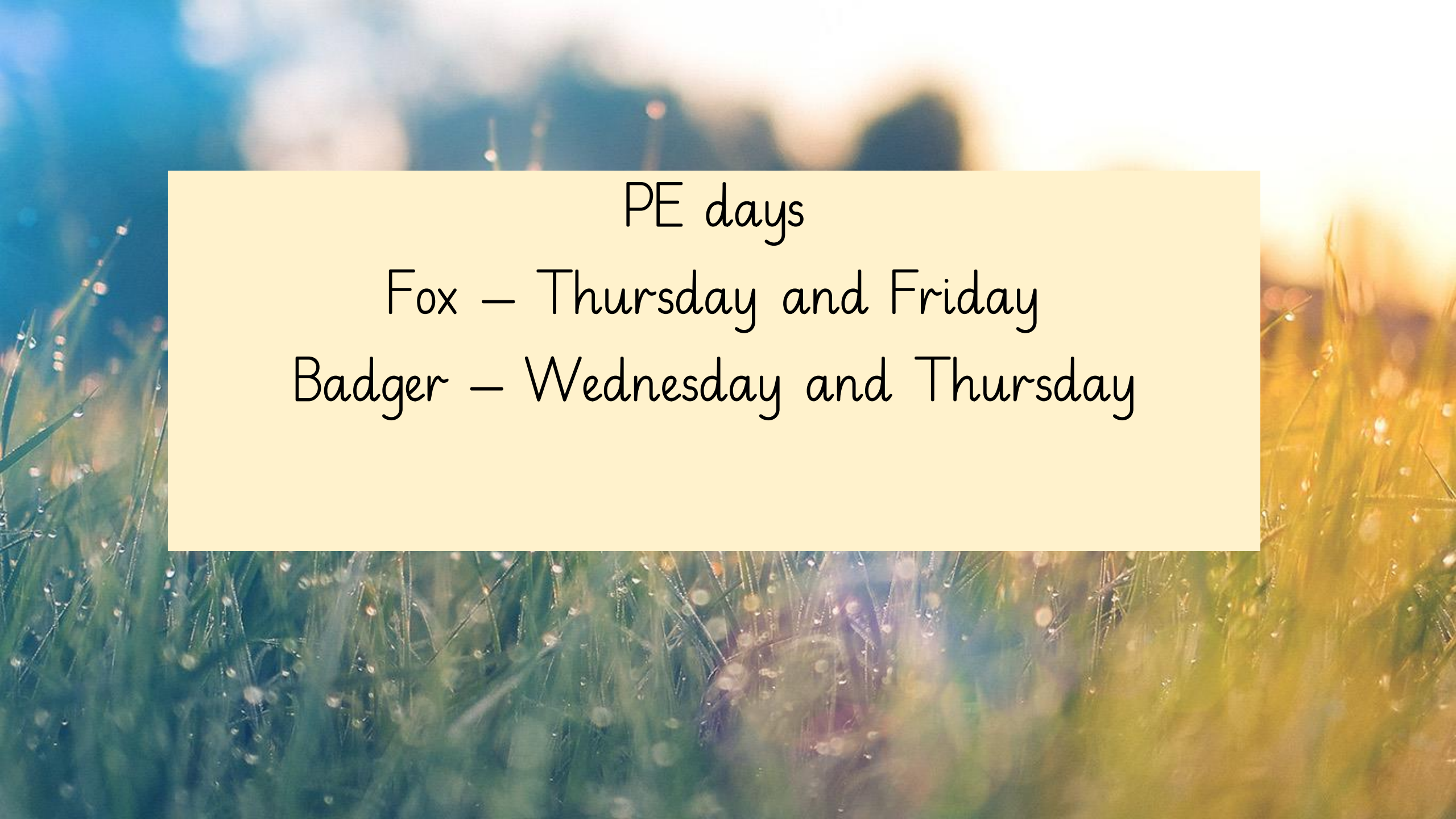
Miss Green

Mrs Spragg

Mrs Simmonds

# An example year 2 week

	8.40 - 8.45	8.45 - 9.00	9.00 - 9.45	9.45 - 10.10	10.10-10.30	10.30 - 11.30	11.30-12.00	12.00 - 13.00	13.00 - 14.00	14.00 - 14.45	14.45 - 15.00	
Monday	Regi- stra- tion	Phonics	English	Assembly	Play time	Maths	Read- ing	Lunc- h	1-1.30 Maths practice	History 1.30-2.30		Stor- y
Tuesday		Phonics	English	Handwriting and library visit		Maths			Science	Zones of regulation		
Wednesda- y		Assembly (8.45- 9.15)	English	Phonics		Maths			RE	PSHE	Spelling	
Thursday		PE 8.45-9.45		Assembly		Maths			Music	ICT		
Friday		Phonics	English	Assembly		Golden time			1-1.30 Maths practice	PE 1.30-2.45		



PE days

Fox – Thursday and Friday

Badger – Wednesday and Thursday



What we would like your help with

- Reading with your child every day
  - Some of the homework tasks
- To practice specific targets once they are given
  - Communication

# Dates for the diary

Badger – forest school autumn 1

Fox – forest school summer 2

Friday 22<sup>nd</sup> 8:45am – Family Learning Session

Friday 13<sup>th</sup> October pick up 12.30pm – Chobham Prom

Friday 20<sup>th</sup> October – inset day

Monday 23<sup>rd</sup> – Friday 27<sup>th</sup> – Half term

Monday 30<sup>th</sup> October – Inset day

Tuesday 31<sup>st</sup> October – back to school

Friday 10<sup>th</sup> November – individual photos

Tuesday 14<sup>th</sup> and Wednesday 15<sup>th</sup> November – Fox parent meetings

Thursday 16<sup>th</sup> and Friday 17<sup>th</sup> November – Badger parent meetings


Monday 20<sup>th</sup> November – Nativity bookings open

Thursday 30<sup>th</sup> November – Christmas craft day

Monday 18<sup>th</sup>, Tuesday 19, Wednesday 20<sup>th</sup> – Nativity performances

Wednesday 20<sup>th</sup> – Last day of term

# Reading

On scheme – Little Wandle  Off scheme – colour bands

## On scheme reading

- Reading focused on – decoding, prosody and comprehension (verbal only).
- Children at this level have additional time to focus on each stage.
- Children have to pass a fluency test to move off the scheme.



# Off scheme reading

- Reading focused on – self-correcting, fluency, expression, inference, vocabulary and comprehension (in verbal and written form).
- Each week children are challenged to complete each element above as well as a written task.

### Independent task

Word	Meaning
Bazaar	streets of small stalls.
Puja	A hindu blessing.
Sabzi	curried vegetables.
dosa	pancakes made from lentil flour.
ghaghar	a flowing skirt worn by rajsthani women.
nomadic	moving from place to place to find food and water.
henna	a redish dye made from powdered leaves of the henna plant.

### Independent task

Dear Mummy and Daddy

I have had the best time at the camel fair  
All the camels are decorated  
At the camel fair there  
were camel races and did  
you know there are no  
stomps. There is lots of  
foods.

# Little Wandle Spelling

A new year 2 scheme:

1. Review year 1 sounds
2. Learn foundational spelling to become spellers
3. Follow the spelling programme

**Autumn 1**

5 weeks: Phase 5 review

**Autumn 2**

5 weeks: Bridge to spelling

**Spring and Summer**

20 weeks: Spelling units

# Review year 1 sounds – 5 weeks to review and secure Phase 5

## Weekly grid Phase 5 review

## Week 1

Lesson focus	Common graphemes	Unusual graphemes	Unusual graphemes but useful words	Where in the word?	Tricky words	Read/write the sentence	Spell
/ai/	a-e ai ay a	eigh ea ey aigh	eight break great they grey straight	shake plate claim drain spray astray apron apricot		Drain the apricots and put eight on a plate.	straight great they
/ee/	y ea ee e	ie ey e-e	brief believe key valley these theme	happy family treat dream speech steep secret meteor	people	People say that keeping secrets makes you unhappy.	family people believe
/igh/	igh i-e i y	ie	lie/lie/tie/tied (cry)/cried (fry)/fried	bright moonlight time smile tiger behind why reply	eye	Why do tiger eyes shine in moonlight?	time bright eye
/oa/	ow o o-e oa	oe ou	goes toes tomatoes volcanoes shoulder	snow shadow most bonus those alone float croak	whole	My toes got cold when I played in the snow.	most alone whole
<b>Review</b>	<b>All graphemes:</b> a-e ai ay a eigh ea ey aigh y ee e ie e-e igh i-e i ow o o-e oa oe ou	<b>Sort it out</b> /ee/ or /igh/: tiger why smile behind reply secret treat family speech theme		<b>Best bets</b> /ai/: spray plate apricot drain eight straight break grey /oa/: bonus alone croak shadow shoulder goes	<b>Review tricky words:</b> people eye whole	You cannot trust a tiger that smiles in the shadows.	show grey reply happy

## Review year 1 spellings

### Spellings

bright	show	straight	alone
please	great	family	time

### Tricky words

people	eye	although

## Becoming spellers – A 5-week bridge to spelling




- Teaches children how to 'think' about spelling.
- Children will learn the underpinning concepts of spelling.
- E.g. How do I double letters at the end of words? Why do some letters end in 'k' or 'ck'?

When do I add the suffix *-es/-s* to words? Why do I swap the 'y' for an 'i' when I add the suffix *-ed*? =

**Unit focus:**

What do I need to know to think about spelling?

How do I use the Complete the code chart to help me to spell?

Lesson	Quick review	Teach and practise	Practise and apply	Review
1	<p><b>Complete the code</b> <b>/r/ rh</b></p> <ul style="list-style-type: none"> <li>• <b>1</b> Display the sound: /r/</li> <li>• <b>2</b> Display the previously taught graphemes for /r/.</li> <li>• <b>Say:</b> <i>These are the graphemes we know for the sound /r/. Today we are learning a new grapheme for /r/.</i></li> <li>• <b>3</b> Display the new grapheme.</li> </ul> <p><b>/g/ gu gue gh</b></p> <ul style="list-style-type: none"> <li>• <b>4</b> Display the sound: /g/</li> <li>• <b>5</b> Display the previously taught graphemes for /g/.</li> <li>• <b>Say:</b> <i>These are the graphemes we know for the sound /g/. Today we are learning new graphemes for /g/.</i></li> <li>• <b>6</b> Display the new graphemes.</li> </ul> <p><b>7</b> <b>Display the words:</b> red lorry wrist rhino goat wiggle guitar league ghost</p> <p><b>Say:</b> <i>Let's read the words fluently.</i></p>	<p><b>8</b> <b>Display the word:</b> rhino</p> <ul style="list-style-type: none"> <li>• <b>Say:</b> <i>The sounds are: r-igh-n-oa.</i></li> <li>• <b>Say:</b> [Point to rh] <i>These two letters make one sound: r. This is a digraph, 'two letters, one sound'.</i></li> <li>• <b>Say:</b> [Point to i] <i>This grapheme says igh. [Continue for the rest of the word]</i></li> <li>• <b>9</b> <b>Say:</b> <i>Let's add the sound buttons. A dot for 'one letter, one sound', a dash for the digraph 'two letters, one sound'.</i></li> </ul> <p><b>10</b> <b>Display the word:</b> league</p> <ul style="list-style-type: none"> <li>• <b>Say:</b> <i>The sounds are: l-ee-g.</i></li> <li>• <b>Say:</b> [Point to ea] <i>This is a digraph, 'two letters, one sound'.</i></li> <li>• <b>Say:</b> [Point to gue] <i>These three letters make one sound. This is a trigraph. 'Three letters, one sound'.</i></li> <li>• <b>11</b> <b>Say:</b> <i>Let's add the sound buttons. A dot for 'one letter, one sound', a dash for the digraph 'two letters, one sound', a dash for the trigraph 'three letters, one sound'.</i></li> </ul> <p> <b>Add sound buttons</b></p> <ul style="list-style-type: none"> <li>• Ask the children to add sound buttons to the words on the handout.</li> <li>• <b>12</b> Display the words with sound buttons. Check and correct.</li> </ul>	<p><b>13</b> <b>Spelling</b></p> <p>Ask the children to spell the words: ghost wrist league goat</p> <p><b>For each word:</b></p> <ul style="list-style-type: none"> <li>• Say the word.</li> <li>•  Segment and count the sounds on your fingers.</li> <li>• <b>14</b> Display the word.</li> <li>• Say the word and how many sounds you need to spell it.</li> <li>• Point to each grapheme.</li> <li>• <b>15</b> Hide the word.</li> <li>• Ask the children to spell the word.</li> <li>• <b>16</b> Display the word.</li> <li>• Ask the children to check and correct their spelling.</li> </ul> <p>Repeat for the other words.</p> <p><b>17</b> to <b>25</b></p>	<p><b>Show me</b></p> <ul style="list-style-type: none"> <li>• Ask the children to write all the graphemes they know for the sound /r/.</li> <li>•  <b>Say:</b> <i>1, 2, 3, show me!</i></li> <li>• <b>26</b> Display the graphemes.</li> <li>• Check and correct.</li> </ul> <p>Repeat for /g/. <b>27</b></p>

Spelling – 20 weeks to create confident spellers

- covering all year 2 spelling requirements
- follows a familiar structure to phonics lessons
  - Etymology, morphology and grammar



Term		Unit	Coverage	Prickly spellings	Homophones
Spring 1	Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	one once	knight/night
	Week 2				
	Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	two again	one/won
	Week 4				
	Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	any many	where/wear
Spring 2	Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
	Week 2				
	Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	eye people	quite/quiet
	Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	journey friend	see/sea
	Week 5	7	Why do some words end -le, -el, -al or -il?	move improve	to/too/two

# Maths

The White Rose Maths 'schemes of learning'

A scheme of learning is a clear, structured plan for learning.

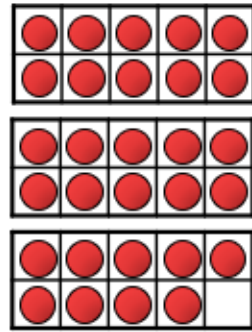
A scheme that is written for year groups and covers the whole school year of learning.

	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	Number <b>Place value</b> VIEW				Number <b>Addition and subtraction</b> VIEW				Geometry <b>Shape</b> VIEW			
Spring term	Measurement <b>Money</b> VIEW		Number <b>Multiplication and division</b> VIEW				Measurement <b>Length and height</b> VIEW		Measurement <b>Mass, capacity and temperature</b> VIEW			
Summer term	Number <b>Fractions</b>			Measurement <b>Time</b>			<b>Statistics</b>		Geometry <b>Position and direction</b>		Consolidation	

# Maths recaps

Throughout the week we make sure that what has been taught in year 1 and what we have already taught this year is fresh in their memories.

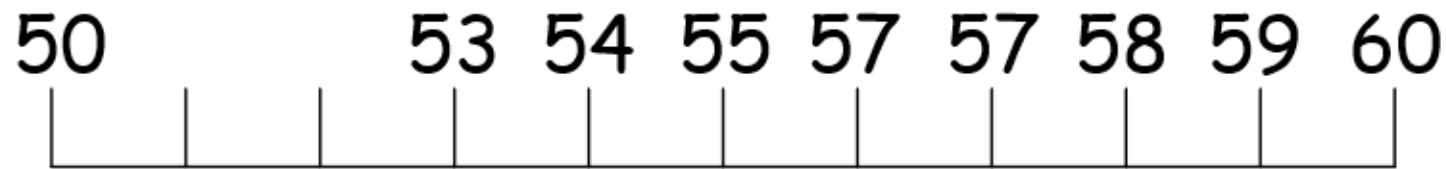
We do this in 2 ways...



- 1) Use  $<$ ,  $>$  or  $=$  to compare.

$$60 \bigcirc 58$$

- 2) What are the missing numbers?



- 3) How many tens are in the number 60?

- 4) 10 cakes are shared equally into 2 boxes.  
How many cakes will be in each box?



A cartoon bee with large eyes and a smiling mouth is flying in a blue circle. The word 'Fluency' is written in blue, and 'Bee' is written in yellow. The background of the slide is yellow with a honeycomb pattern and a white curved shape.

# Fluency Bee

Stage 1

Block 1 – 6 and 7

White Rose  
**MATHS**



## Session 2

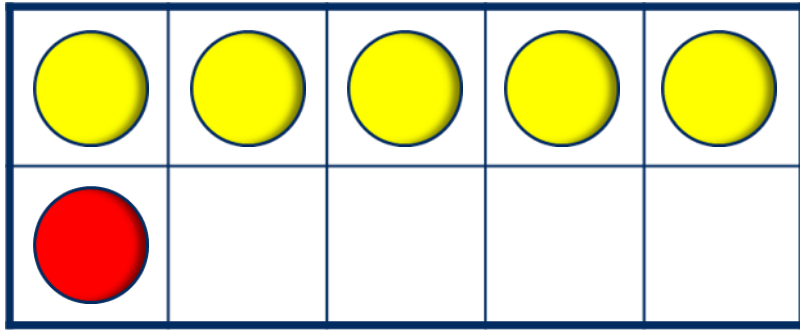
How many more?

### Recommended resources

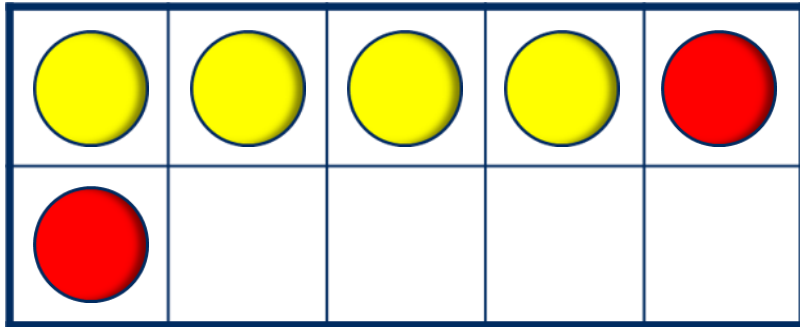
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- Ten frames
- Number shapes
- Cubes or counters

How many more to make 6?



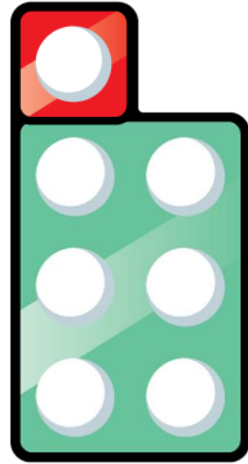
$$5 + \boxed{1} = 6$$



$$4 + \boxed{2} = 6$$



How many more to make 7?



$$7 = 6 + \boxed{1}$$



$$7 = 5 + \boxed{2}$$

Bee buys 6 muffins.



3 are vanilla.



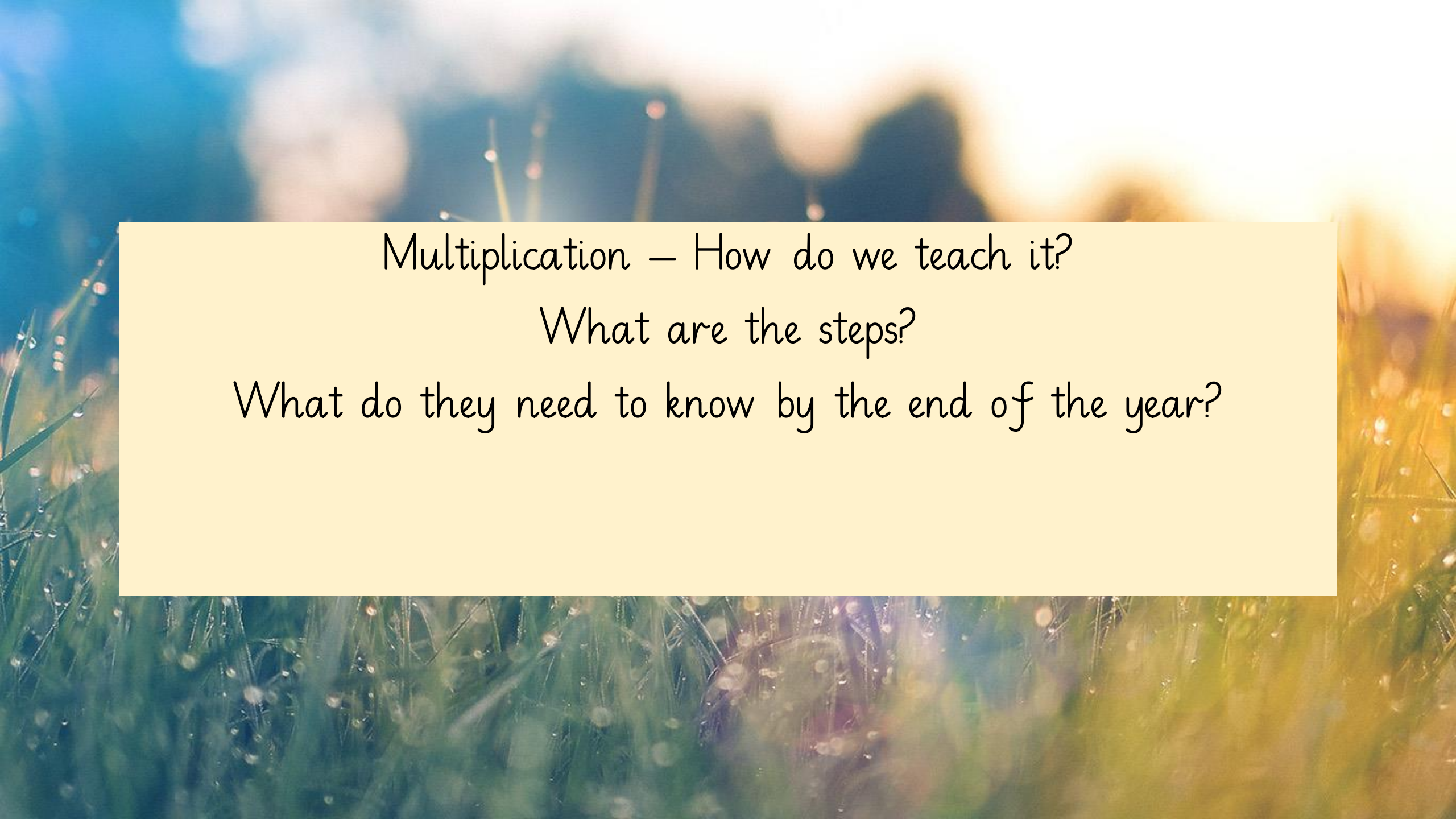
The rest are chocolate.

How many are chocolate?

Have a think



$$3 + \boxed{3} = 6$$



Multiplication – How do we teach it?

What are the steps?

What do they need to know by the end of the year?

# National Curriculum:

Pupils should be taught to:

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs.

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

**Step 1** Recognise equal groups



**Step 2** Make equal groups



**Step 3** Add equal groups



**Step 4** Introduce the multiplication symbol



**Step 5** Multiplication sentences



**Step 6** Use arrays



**Step 7** Make equal groups — grouping



**Step 8** Make equal groups — sharing



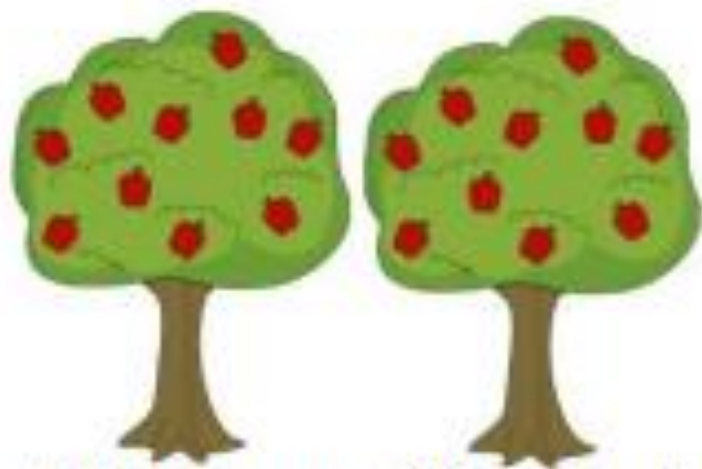
**Step 9** The 2 times-table



**Step 10** Divide by 2



**Spot the mistake.**



Alex says, "There are 10 equal groups with 2 in each group. There are ten 2s."

# Talk for writing

Talk for Writing, developed by Pie Corbett, supported by Julia Strong and the Talk for Writing team, is powerful because it is based on the principles of how people learn. The movement from **imitation** to **innovation** to **independent application** can be adapted to suit the needs of learners of any stage.

# Talk for writing

**1. Baseline assessment and planning - 'cold' task**

**2. The imitation phase**

**3. The innovation phase**

**4. Independent application and invention - 'hot' task**

**5. Final assessment - building on progression**



# Reaching their potential

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
  - write about real events, recording these simply and clearly
- In most sentences they have capital letters and full stops, and use question marks correctly when required
  - use present and past tense mostly correctly and consistently
- use conjunctions: e.g. or / and / but / when / if / that / because
  - spelling many words correctly and making phonically-plausible attempts at others
    - spell many common exception words\* (year 1 and year 2)
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
  - use spacing between words that reflects the size of the letters.

# Reaching their full potential

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
  - use the punctuation taught at key stage 1 mostly correctly
    - spell most common exception words\*
  - add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)\*
- use the diagonal and horizontal strokes needed to join some letter

# Handwriting

On handwriting lines

Mostly joined up


Letters mostly the same size and capitals in proportion

Capital letters in the right place

Any handwriting practice at home would be greatly appreciated!!!!



Questions?



Thank you for coming!