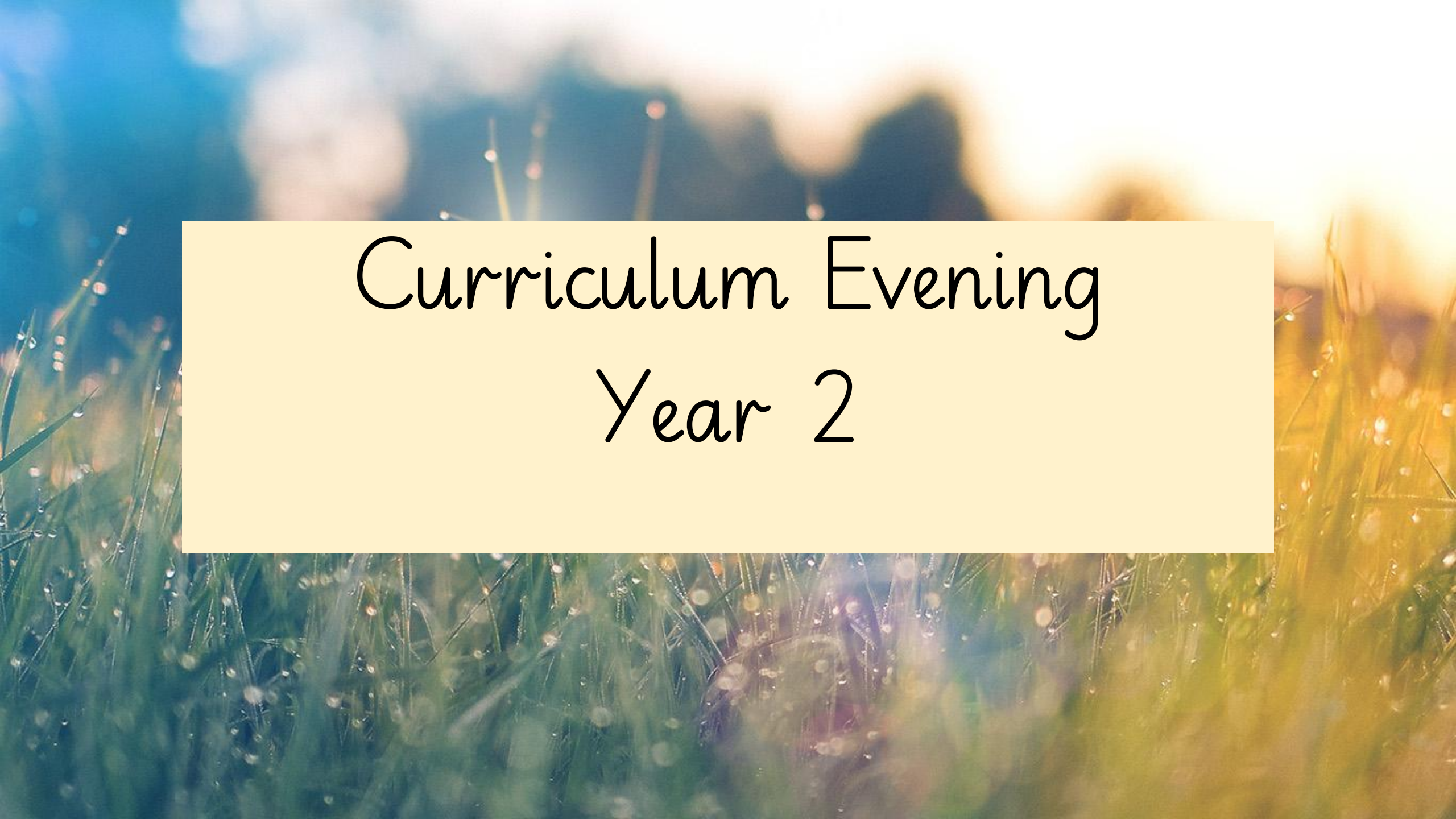




Curriculum Evening Year 2

Welcome to Year 2

Miss Bradley

Miss Evans

Miss Martin Tuesday afternoon cover (Thursday
mornings in Fox)

Mr Cobley

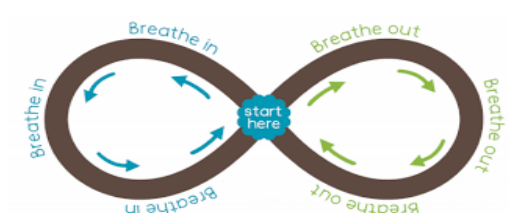
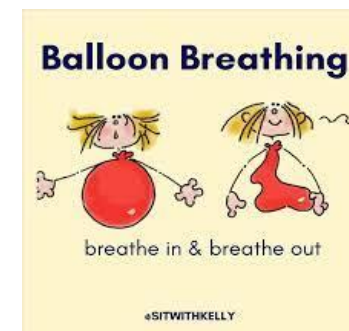
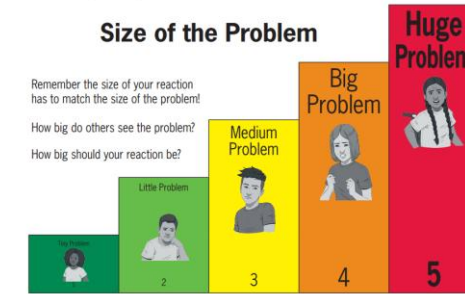
Example Timetable

Autumn 1															
	8:40 - 8:45	8:45 - 9:45	9:50 - 10:10	10:10 - 10:30	10:30 - 11:20	11:20 - 11:40	11:40 - 12:00	12:00 - 13:00	13:00 - 13:10	13:10 - 13:55	13:55 - 14:05	14:05 - 14:45		14:45 - 15:00	
Monday JT not in BB in	Register	Maths	Assembly	Break	English	Story / Snack	Reading groups	Lunch	Register and time in	Spelling / Phonics	Daily Mile	History	PSHE	Heart of gold	
Tuesday JT break duty		Maths	In class Assembly		English	Story / Snack	Reading groups			Library slot 13:00 - 13:30 Pack up by 13:45	Heart of gold	PE (PPA) 13:45 - 15:00			
Wednesday		PE (PPA) 8:45 - 9:45	Assembly		English	Snack / Story	Reading groups			Spelling / Phonics	Daily Mile	Science	Heart of gold		
Thursday EE break duty		Maths	Assembly		English	Story / Snack	Reading groups			Spelling / Phonics		Art			
Friday		Maths	Assembly		Snack/ Story 10:30 - 10:45	RE 10:45 - 11:30	Music 11:30 - 12:00			Spelling / Phonics		Golden time			

Zones of Regulation

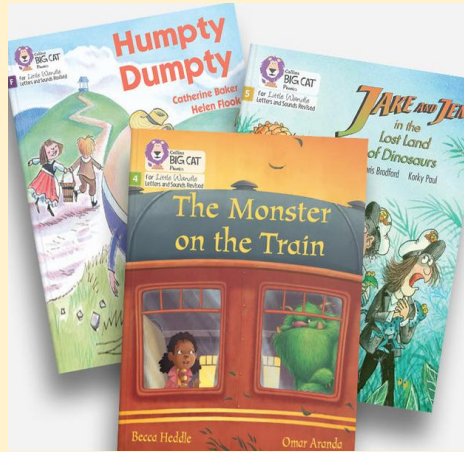


			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control



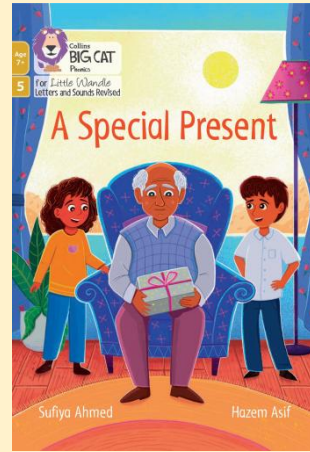
Reading

Little Wandle
(Phases 1-5)



Decoding, prosody and verbal comprehension. Fluency assessment before moving on.

Little Wandle Stretch and
Challenge
(Phase 5)



Decoding, prosody and verbal comprehension. Fluency assessment before moving on.

Little Wandle Fluency (Fluency
1-5)



Fluency assessment after each set of 5 books. Starting at 60wpm. Building on vocabulary and written comprehension. (1 book read over 2 weeks)

Reading

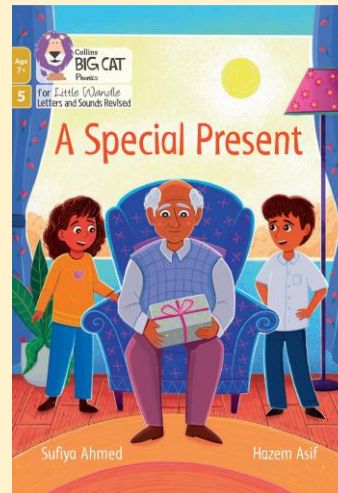
<https://www.collinshub.co.uk/login/>

Little Wandle
(Phases 1-5)



Monday: eBook
Wednesday: School book in book bags

Little Wandle Stretch and
Challenge
(Phase 5)



Monday: eBook
Wednesday: School eBook
Independently take and change a coloured
reading book

Little Wandle Fluency
(Chapter Books)



Wednesday Fortnightly: School eBook
Independently take and change a coloured
reading book

Plus a library book linked to their reading level and a sharing book to encourage reading for pleasure at home

Little Wandle Spelling

Autumn 1

5 weeks: Phase 5 review

Autumn 2

5 weeks: Bridge to spelling

Spring and Summer

20 weeks: Spelling units

Review year 1
phonics

Learn foundational
spelling to become spellers

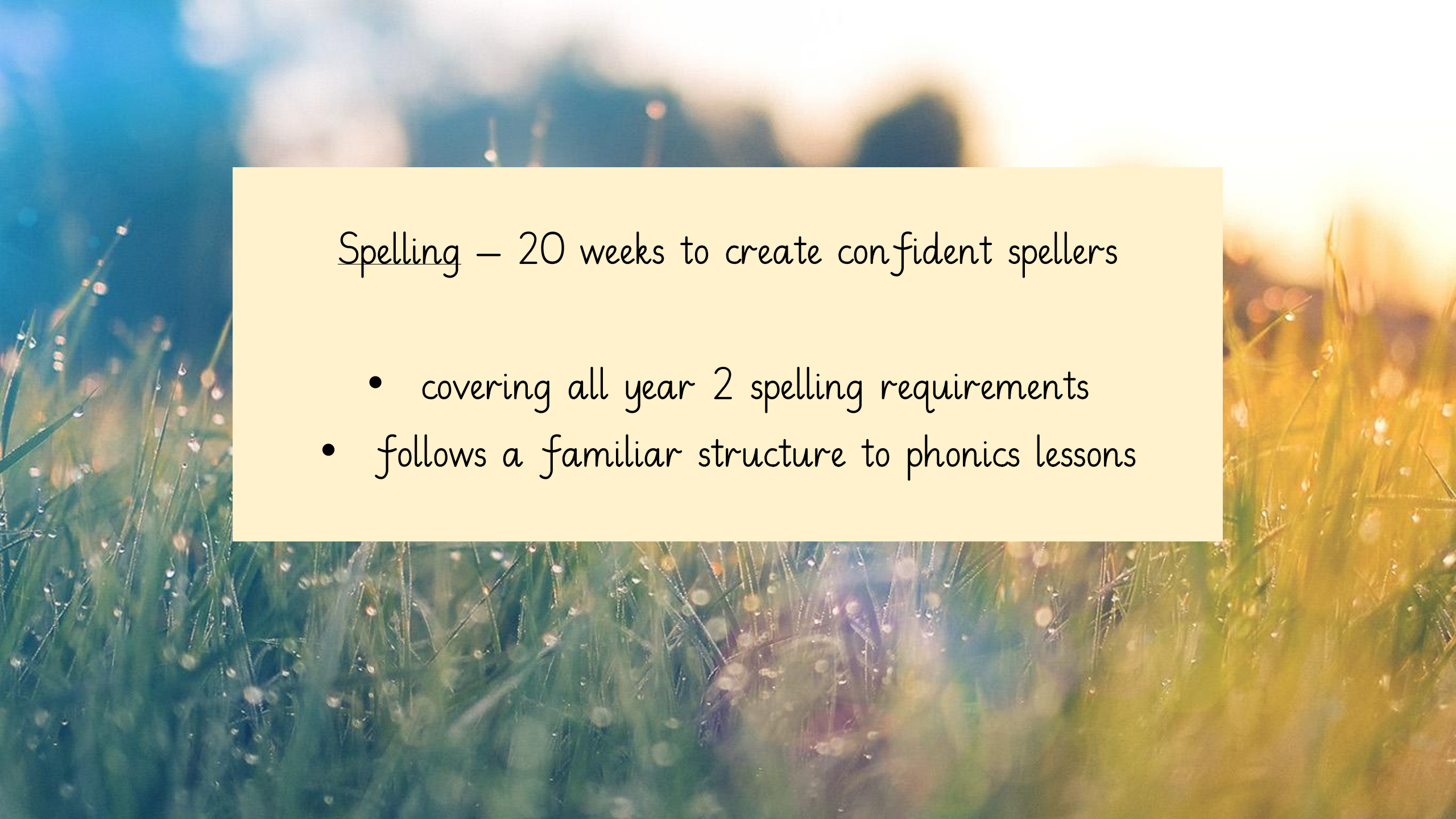
Follow the spelling
programme

Homework- spelling from that week

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 letter 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? =



Spelling – 20 weeks to create confident spellers

- covering all year 2 spelling requirements
- follows a familiar structure to phonics lessons

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

Lesson 1

like	scare	dance	hope

Spelling Unit 1 week 1

I helped Mum / wrap two presents.

Knock once / and open the door.

Write your name / on the sign.

The shark will / gnash its teeth.

Spelling Unit 1 week 1

Spelling words

gnome	knight	wriggle	knee
design	wrap	knock	write

Prickly spellings

once	two
------	-----



Maths

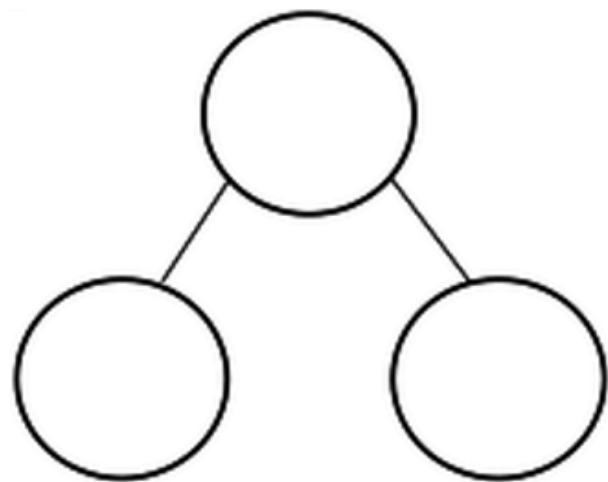
The White Rose Maths 'schemes of learning'

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.

CPA – Concrete, Pictorial, Abstract





Tens 	Ones 

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

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				

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.

Punctuation Power!



Correctly sized spaces

A

Capital letters to begin a sentence and for names and places

.

A full stop at the end of a sentence

!

Exclamation marks for exclamations or surprise

?

Question marks for questions

Sneaky Suffixes

glue on the **end** of a word:

-ment

amazement

-ness

happiness

-ful

playful

-less

hopeless

-ly

angrily

Sometimes suffixes change the end of the root word.

Super Spellings... I need to know **many** of these:

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

Some have capital letters.

Use apostrophes to show contractions.

hasn't

(has not)

it's

(it is/it has)

she'll

(she will)

I've

(I have)

Writing Mat Expected Year 2

Smashing Sentences

Statement

I am seven.

Question

How old are you?

Exclamation

What a nice surprise it is to see you!

Command

Come to my party.

Terrific Tenses

Present

The girl plays drums / The girl is playing the drums.

Past

The girl played the drums.

Jolly Joining Words

Co-ordination

and

but

so

Subordination

if

that

because

when

George can play outside **when** he has had his dinner.

The horse would win the race **if** it kept running.

The frog made a loud croaking sound **that** made me jump.

The greenhouse window got smashed **because** Zara hit it with her football.

Describe

Use noun phrases to add more detail.

the cold, deep sea

a tall, leafless tree

a creaky, wooden box



visit [twinkl.com](https://www.twinkl.com)

Punctuation Power!

A	Capital letters to begin a sentence and for names and places
.	A full stop at the end of a sentence
!	Exclamation marks for exclamations or surprise
?	Question marks for questions
Tom's	Apostrophes for showing something belongs to someone
can't	Apostrophes in contracted words
one, two	Commas to separate items in a list

Describe

Use noun phrases to add more detail.

the cold, deep sea

a tall, leafless tree

a creaky, wooden box



Writing Mat

Greater Depth Year 2

Super Spellings... I need to know...

most of these common exception words: **most** contractions:

poor	cold	again	move	I'll	couldn't
find	gold	grass	prove	it'll	wouldn't
mind	hold	pass	half	she'll	it's
floor	told	plant	parents	he'll	she's
eye	every	path	money	we'll	he's
kind	great	door	improve	I'd	we've
who	break	both	sugar	she'd	hasn't
whole	steak	most	could	he'd	won't
any	Mrs	even	would	we'd	can't
child	after	climb	beautiful	I've	don't

wild	fast	busy	because
Mr	last	people	should
only	past	pretty	behind
old	father	sure	Christmas
many	class	bath	everybody
clothes	water	hour	children

Amazing Adverbs

Use adverbs to describe how something happened:

The cunning fox smiled **stlyly**.

The red sports car zoomed past **quickly**.

A tall giraffe chewed the leaves **hungrily**.

Sneaky Suffixes

glue on the end of a word:

-ment amazement

-ness happiness

-ful playful

-less hopeless

-ly angrily

Sometimes suffixes change the end of the root word.

Jolly Joining Words

Co-ordination

and but so

Subordination

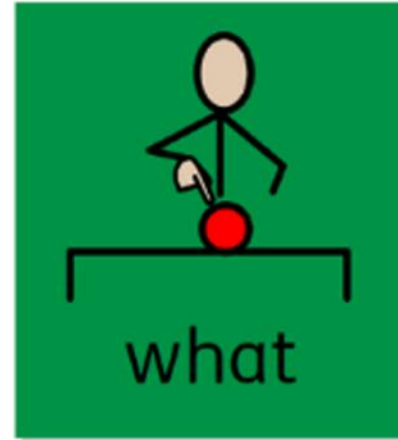
if that because when

George can play outside **when** he has had his dinner.

The horse would win the race **if** it kept running.

The frog made a loud croaking sound **that** made me jump.

The greenhouse window got smashed **because** Zara hit it with her football.



English

- Simple sentences
 - Handwriting
 - Fluency

Colourful semantics – building sentences

Handwriting

On handwriting lines

Mostly joined up

Letters are the same size and capitals in proportion

Capital letters in the right place

Any handwriting practice at home would be greatly appreciated.

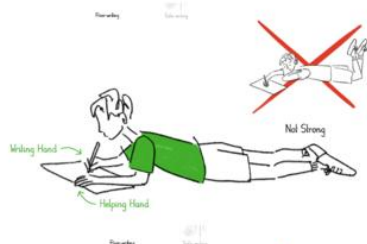
Strong posture helps pencil grip

Floor-writing position

Right Hand Left Hand

Strong

- ✓ Forearms on floor
- ✓ Elbows under shoulders
- ✓ Legs straight & parallel
- ✓ Board sloped uphill



Floor writing position

Floor-writing position

Right Hand Left Hand

Strong

- ✓ Forearms on floor
- ✓ Elbows under shoulders
- ✓ Legs straight & parallel
- ✓ Board sloped downhill



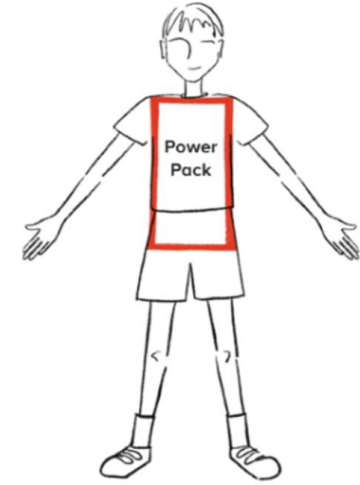
Meerkat

Strong Meerkat

- ✓ Kneel straight upright
- ✓ Arms by sides
- ✓ Feet together



Not Strong



Power pack

Animal positions

Penguin

Strong Penguin

- ✓ Stand up straight
- ✓ Feet hip-distance apart
- ✓ Arms by sides



Not Strong



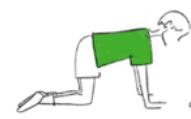
Penguin



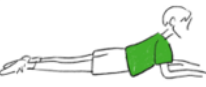
Meerkat



Bear



Stone Lion



Lizard

Science

- Well sequenced knowledge rich curriculum
- Mixture of practical and written work
 - Working scientifically
 - Link to other subjects



Alive

A plant or animal that is alive **moves, grows and reproduces**

Dead

Something that was a living thing but is **no longer alive**

Habitat

A **place** where plants or animals live

Microhabitat

A **very small part of a bigger habitat**, e.g. woodlice living under stones in a garden

Adaptation

Many plants and animals have adapted so they can **survive in a particular habitat**

Food chain

A food chain is a diagram which shows us **how animals are linked by what they eat, and what eats them**. Energy and nutrients are transferred around the food chain

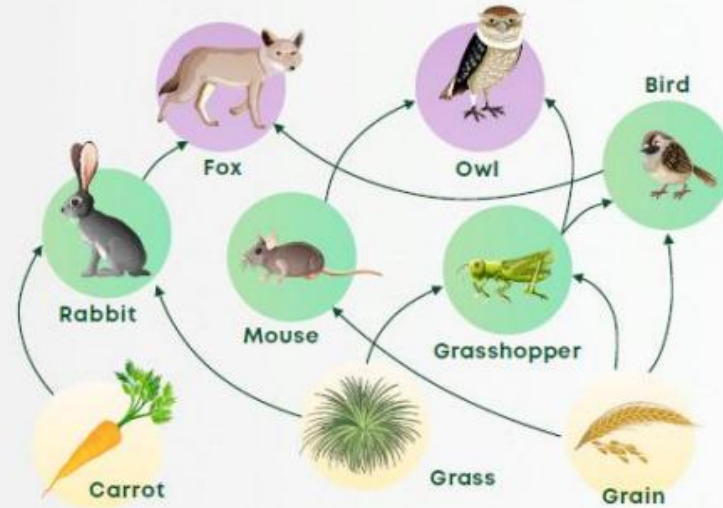
Producer

Plants are called producers because they **produce their own food**. Food chains start with a producer (plant), nutrients and energy are transferred to the consumer

Consumer

A consumer is a plant/animal that **eats another plant or animal**

FOOD CHAIN



Energy is transferred around the food chain

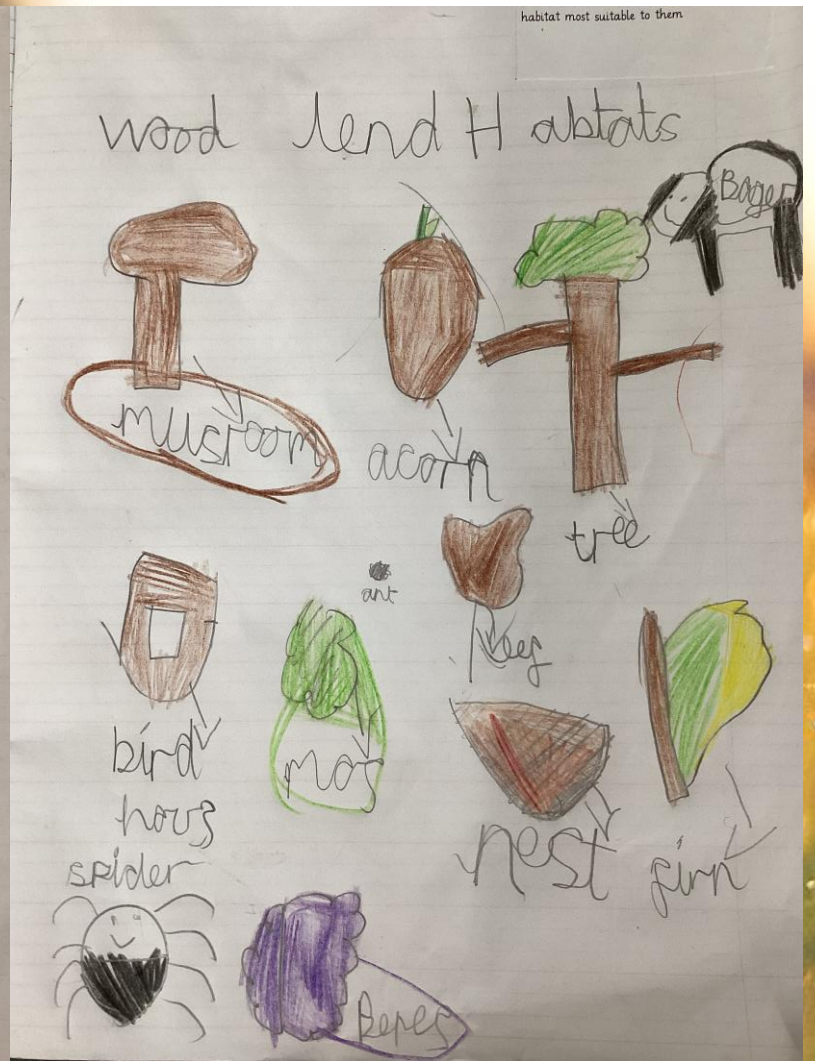
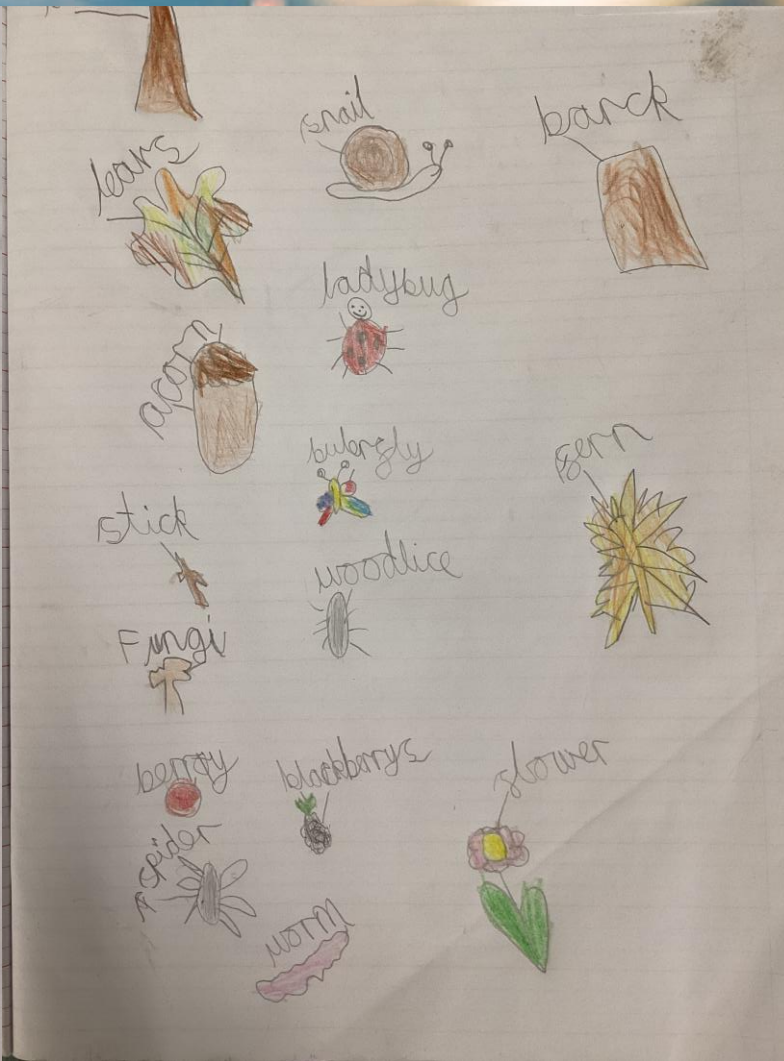
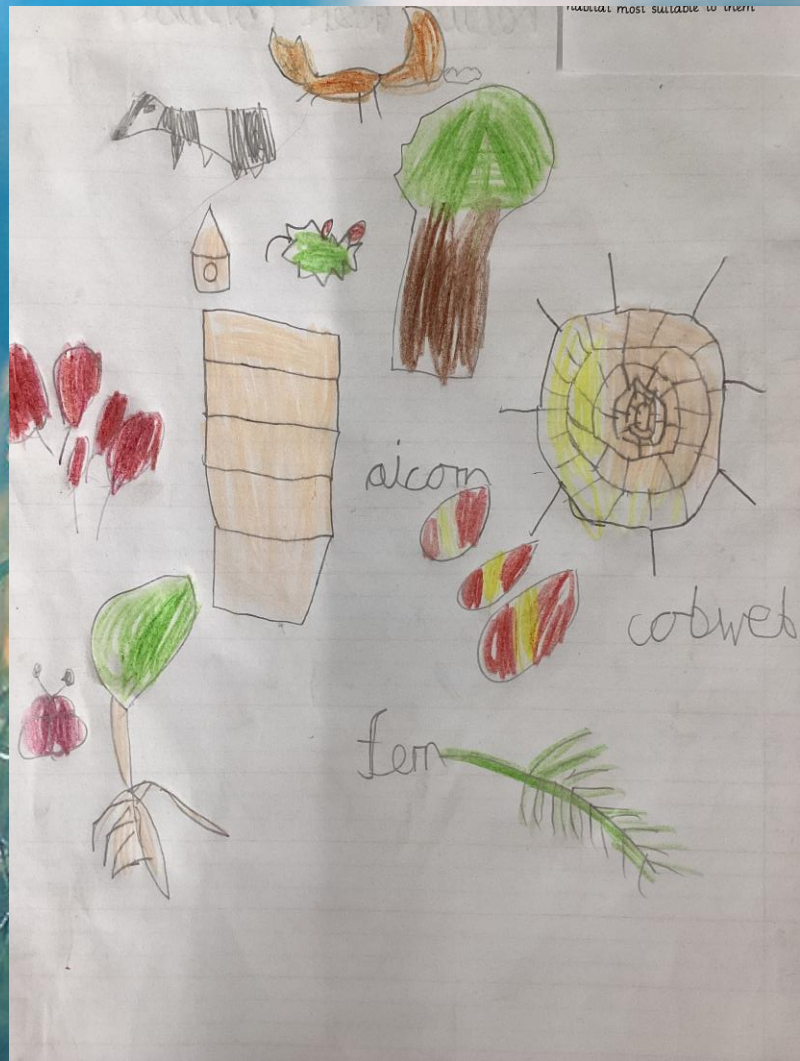
Earthworms help to break down dead matter and provide nutrients for the soil



EARTH WORMS



A MICROHABITAT



Step for depth:

Can you describe the best habitat for a spider and for a cactus?



- 
- Website – Half termly overview and home learning ideas.



Seesaw

Seesaw

- Online learning platform used to share practical learning in class.
- Individual/group photos and videos, if consented, of your child will be uploaded onto their learning journal.
- These will be uploaded as and when practical learning takes place in the classroom.
- Provides an insight into concepts taught at school allowing you to continue the support at home.
- A link will be sent to your email to allow you to have access to your child's learning journal.
- All communication with teachers will continue via pick ups/phone calls home.