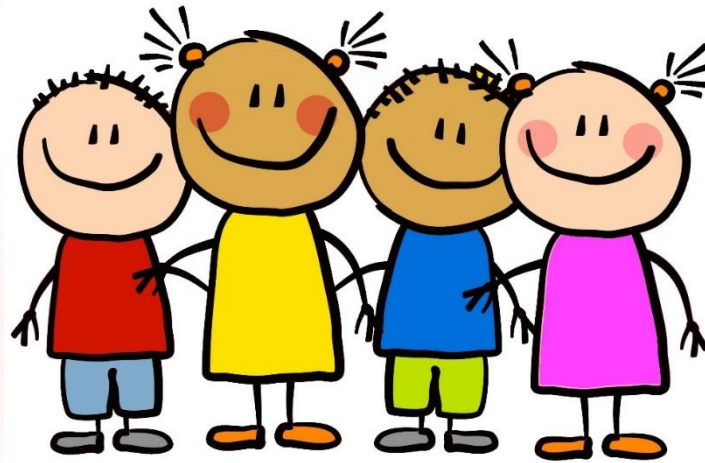


Parents Curriculum Meeting

Year 2



Mrs Bull and Miss Lavelle



Keep up to date by following Class Dojo

hello



Mrs Bull – Class Teacher
& Key Stage 1 Lead



Miss Lavelle – Higher
Level Teaching Assistant

The background features a collection of colorful crayons in shades of orange, green, yellow, purple, blue, pink, and teal, arranged around the perimeter. Interspersed among the crayons are soft, out-of-focus circular bokeh lights in various colors including cyan, orange, pink, yellow, and green.

Maths



White Rose Maths

Teaching for mastery

White Rose uses a mastery approach to maths teaching. This is a research-driven teaching and learning method that meets the goals of the National Curriculum.

What does it mean in practice? In summary, a mastery approach...

Puts numbers first: The schemes have number at their heart, because we believe confidence with numbers is the first step to competency in the curriculum as a whole.

Puts depth before breadth: We reinforce knowledge again and again. 'Dig deep, before moving on'.

Encourages collaboration: children can progress through the schemes as a group, supporting each other as they learn. Talk partners to discuss or solve problems.

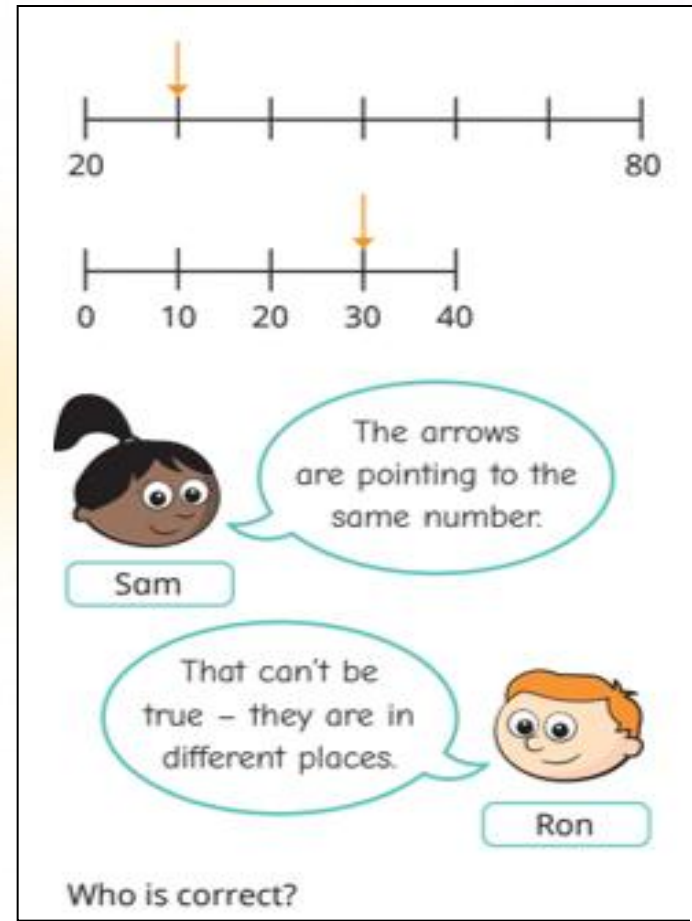
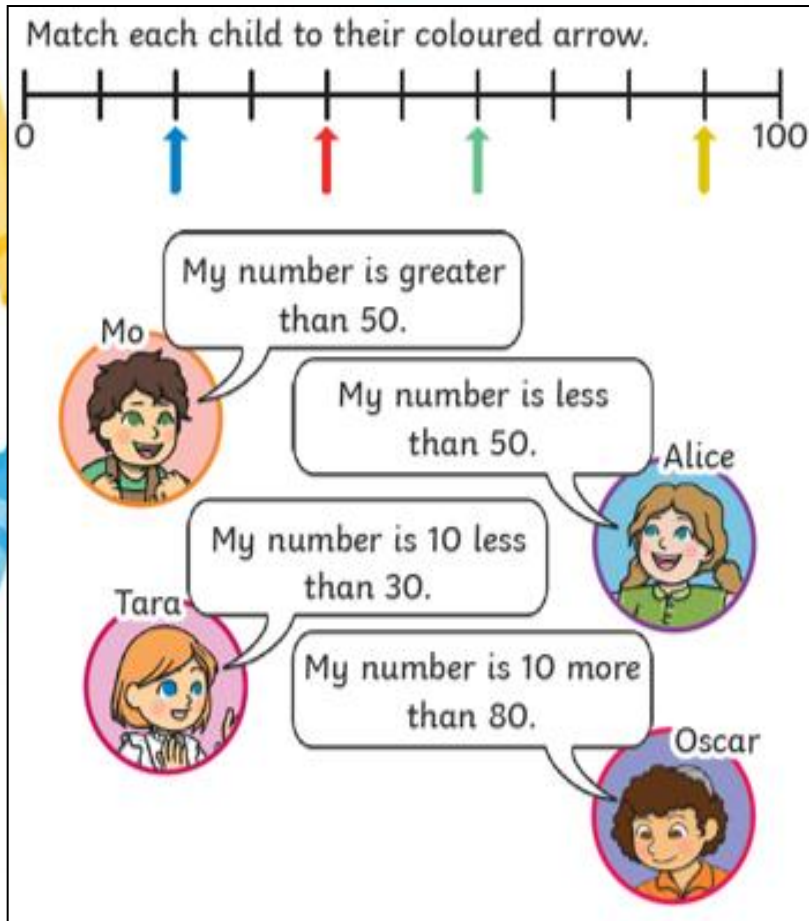
Focuses on fluency, reasoning and problem solving: it gives children the skills they need to become competent mathematicians.

White Rose Maths – Y2 Long Term Plan

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

Reasoning and Problem solving

Reasoning in maths is the process of applying logical thinking to a situation to derive the correct problem-solving strategy for a given question.





The teacher will then model the answers, while children mark themselves. The questions revisit learning from previous lessons, to consolidate and fully embed their learning. This also boosts confidence, when faced with familiar learning.

Arithmetic Quiz

Why are arithmetic assessments important?

- ✓ Identify current understanding
- ✓ Track progress over time
- ✓ Diagnose misconceptions early
- ✓ Inform teaching
- ✓ Build confidence and fluency
- ✓ Prepare for problem-solving

Completed in school every Friday...

Week 4

Questions	Answer
$6 + 8$	
$12 - 3$	
10×2	
5 more than 33	
Double 7	
Half of 10	
$19 + 1$	
$14 - 6$	
5×4	
What number is between 41 and 43?	

Superhero Timestable Challenges

5 MILES MORALES

Complete the following sequences (counting in 2s)

2	4	6	8		14	
8	10		14	16		20
	18			24		30
					32	

Complete the following sequences (counting back in 2s)

	6					
20	18	16		12		
		30			22	20
					16	

Fill in the missing numbers:

			18	20		
8	10				28	30
		18		22		8
22	20			14		

Name: _____ Date: _____

5 MILES MORALES

$2 \times 5 =$	$1 \times 2 =$	$2 \times 6 =$	$2 \times 12 =$
$3 \times 2 =$	$8 \times 2 =$	$11 \times 2 =$	$0 \times 2 =$
$1 \times 2 =$	$2 \times 4 =$	$2 \times 10 =$	$2 \times 2 =$

Circle the multiples of 2

8 20 13 5 17 3 6 2 10 7 5 2

Complete the bar models

2 2 2	2 2 2 2 2 2 2	2 2 2 2
2 2 2 2 2 2 2 2	2 2 2 2 2 2	

Add in the missing multiples of 2

6		12		16		
---	--	----	--	----	--	--

Name: _____ Date: _____

5 MILES MORALES

$40 \div 10 =$	$15 \div 5 =$	$20 \div 2 =$	$60 \div 10 =$
$16 \div 2 =$	$25 \div 5 =$	$20 \div 5 =$	$18 \div 2 =$
$35 \div 5 =$	$30 \div 5 =$	$20 \div 10 =$	$90 \div 10 =$
$50 \div 5 =$	$30 \div 10 =$	$8 \div 2 =$	$10 \div 10 =$

Complete the bar models

40	26	25
----	----	----

How many 5s would take you to the end of this number line?

0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40

$\frac{40}{5} = 8$

Name: _____ Date: _____

Children complete these times table superhero tests at least once every half term. Children are awarded a certificate if they 'defeat that hero'. Each child will work on the 'superhero' matched to their ability. They can only move onto a new superhero when they defeat the previous one.

Can you be a Times Table Superhero?





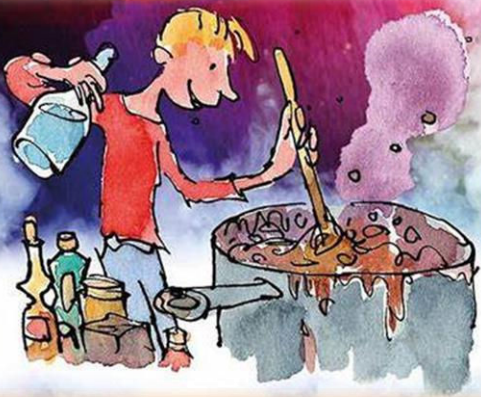
WHAT IS TIMES TABLES ROCK STARS?

Times Tables Rock Stars is an award-winning maths learning platform where children can practise their times tables like a rock star!

Their question-based games automatically adapt to each child's unique learning needs, helping them to recall their times tables in record speed. Accessible on any device, via the app or browser, children can play anytime, anywhere.

Plus, the engaging gamification and motivating rewards mean it is never difficult to entice children to play. Result!

[Follow for more information: https://youtu.be/k9EwnMqh7qs](https://youtu.be/k9EwnMqh7qs)



Reading

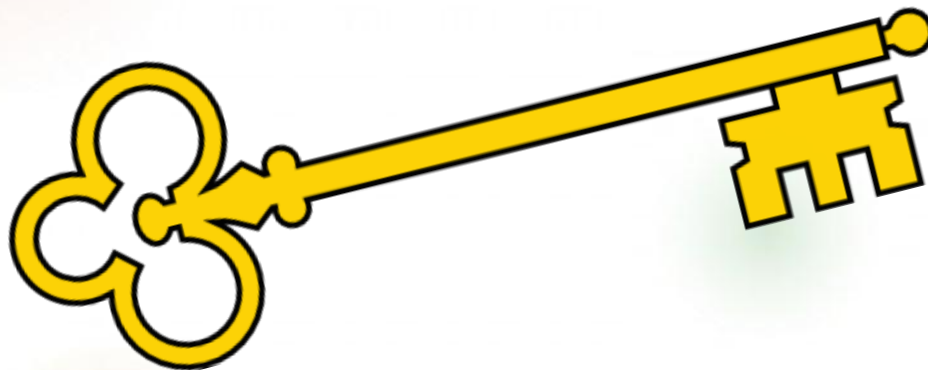


“

**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)

”



Reading Year 2 Outcomes

Y2	Word Reading (W)	Text Comprehension (TC) The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex texts.
	<ol style="list-style-type: none"> 1. I can read most words quickly and accurately, without overt sounding out, when they have been frequently encountered 2. I can read further common exception words, noting unusual GPCs and where these occur in the word 3. I can read accurately by blending the sounds in words that contain the graphemes taught so far, including recognising alternative sounds for graphemes 4. I can read accurately words that contain 2 or more syllables 5. I show awareness of punctuation marks, e.g. pausing at full stops when reading with expression and intonation, taking into account when question marks, exclamation marks and inverted commas for dialogue are used 6. I can identify when reading does not make sense and self-correct 	<ol style="list-style-type: none"> 1. I can discuss reasons for events in books and how items or events are related by using textual reference. <p>Prediction</p> <ol style="list-style-type: none"> 2. I can make plausible predictions about a text using a range of clues (e.g. books by the same author, books on a similar theme, book title, cover and blurb) <p>Inference</p> <ol style="list-style-type: none"> 3. I use straightforward inference to explain about events and information e.g. why a character acted in a certain way <p>Retrieval</p> <ol style="list-style-type: none"> 4. I can retrieve information (words and phrases) from age-appropriate text. 5. I can present this in different forms e.g. tables, find and copy etc... <p>Summarise</p> <ol style="list-style-type: none"> 6. I can summarise a story, giving the main points in the correct sequence
	Word Comprehension (WC)	Language for Effect (L)
	<ol style="list-style-type: none"> 1. I can use what I know to help me understand a wider range of new words 	<ol style="list-style-type: none"> 1. I can recognise simple recurring literary language in stories and poetry 2. I can discuss why words are effective in context
		Themes and Conventions (TC)
		<ol style="list-style-type: none"> 1. I am increasingly familiar with a wider range of stories, fairy stories and traditional tales and can retell in detail 2. I can identify a few basic features of organisation at text level 3. I show some awareness that writers have viewpoints and purposes e.g. it tells you how to do something, 'she thinks it's not fair' 4. I can use a contents, index, glossary and layout to locate information in non-fiction texts

Reading Long-term Plan

	YEAR 1	YEAR 2
Autumn		
Spring		
Summer		
Read in Class for Pleasure		
Poetry focus	<p>'The Last Lost-Property Office' Roger McGough Type: List Poem/Comic Verse</p> <p>I Opened a Book Julia Donaldson</p>	<p>'The Boneyard Rap' Wes Magee Type: Rap Poem</p> <p>Gran Can You Rap? Jack Ousby</p>
Extra Curricular Links		

We use the hook of interesting books to develop reading skills, whilst providing contextual opportunities for writing.

Different books lend themselves to different genres of writing.

We ensure texts celebrate the work of many authors from different faiths and backgrounds.
From famous Julia Donaldson to less famous authors.

How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups



The children read the same book three times in a week (Monday, Thursday and Friday).

- 1. Session 1** - We work on decoding (sounding out) the words. We make predictions and discuss layout.
- 2. Session 2** - We work on prosody which is reading with expression – making the book sound more interesting with our storyteller voice.
- 3. Session 3** – We look at comprehension questions, discuss and order events and recall facts from the book.

We read the books three times at school because we want to develop the fluency. The more children see words, the more they begin to read them automatically without having to sound them out. They will become more fluent and confident.

We use assessment to match your child the right level of book



Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l
sat	man	hug	red	peck



Reading a book at the right level



This means that your child should:

- Know all the sounds and tricky words in their phonics book well.
- Read many of the words by silent blending (in their head) – their reading will be automatic.
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this one their own.





Reading at home



“

**One of the greatest gifts adults can
give is to read to children**

Carl Sagan

”

The most important thing you can do is read with your child



Reading a book and chatting had a positive impact a year later on children's ability to....

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills
- The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



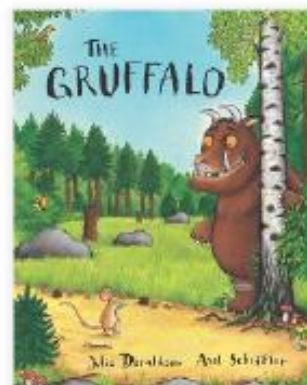
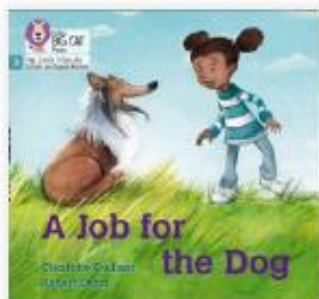
Read at



Home

Celebrate child's success at school, make time for reading at home!

Books going home



As well as the 'learning to read' book that your child will bring home they will also bring home a book for sharing with you. This book is SO important. This is how we are going to give them the WILL to read. Please read with your child as often as you can – at least once a day if possible.

Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



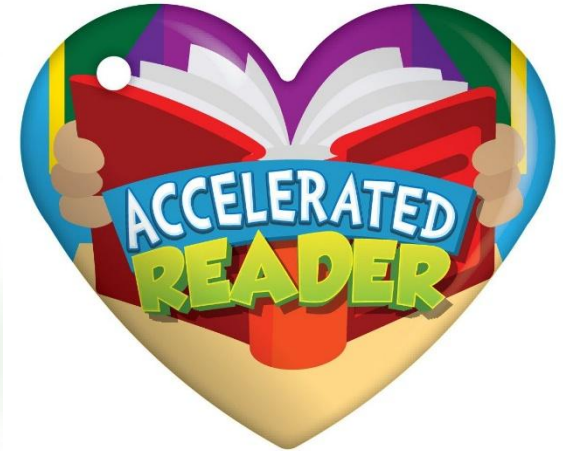


Accelerated Reader

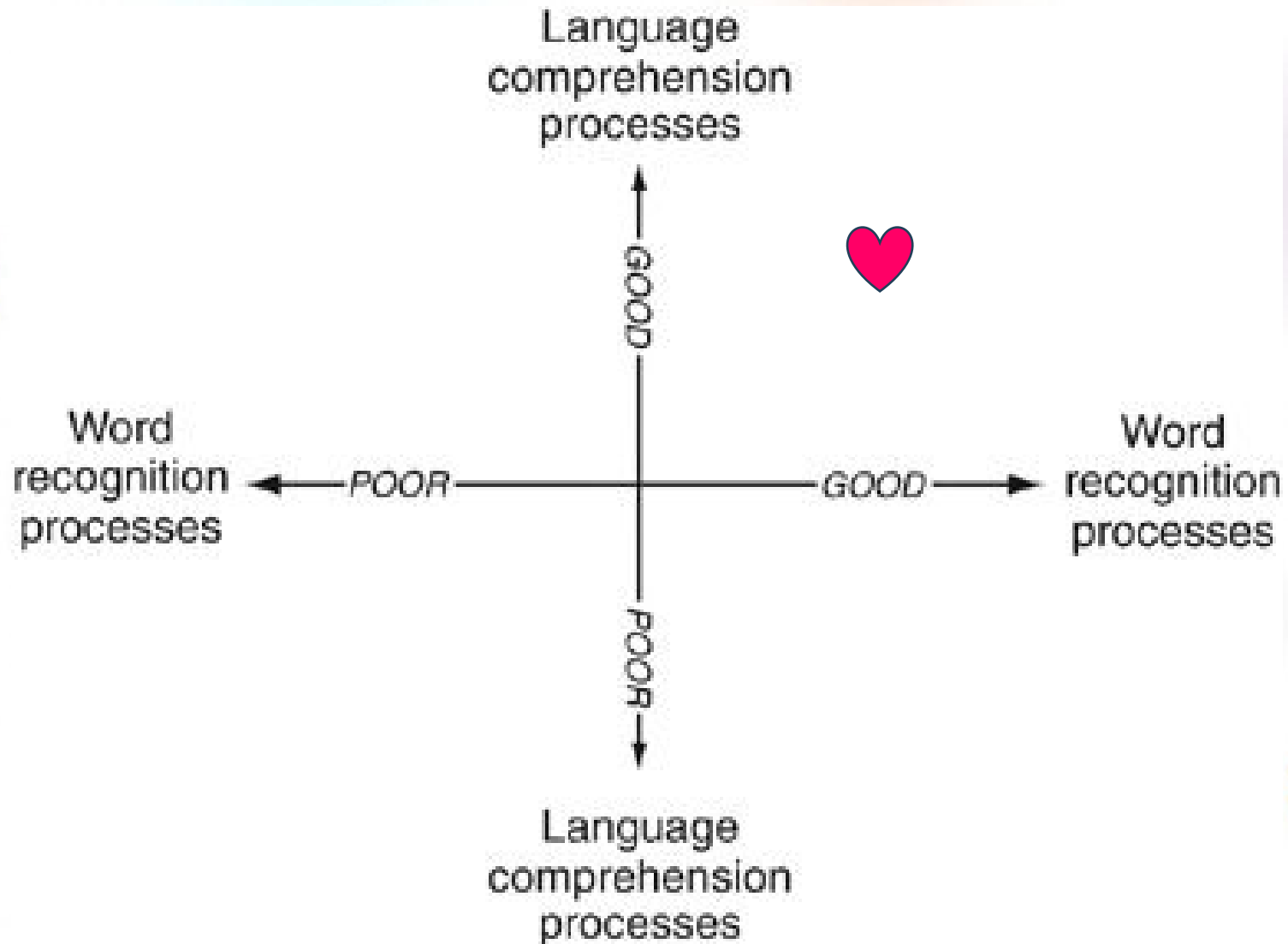
Once your child has mastered the Phonics curriculum, they will be placed on a programme called Accelerated Reader.

This programme will provide each child with a 'placement reading test', often referred to as a **Star Reading** test. From this we gain great insight into their vocabulary, fluency, comprehension skills. This will then provide us with a specific reading zone which matches the School library. At this point, children have more independence to select books based on interest.

Once they have read a full book they must get an iPad and complete the Star Reading test to check comprehension skills/understanding. They can then change their book and take it home to enjoy. Just as we do with other library books, we encourage fluency and regular reading to consolidate skills and raise confidence.

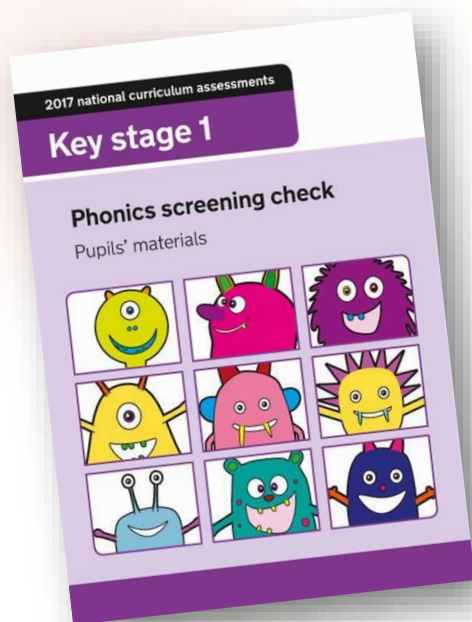


The Simple View of Reading



Phonics Screening Check

If your child didn't pass their phonics screening check in Y1, they will continue to receive phonics intervention and will be re-tested in Y2. The resit will take place in June 2026.



Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
sut				vaw			
yad				meast			
dop				waib			
uct				zome			
meck				brend			
shig				throst			
joil				stret			
chort				spraw			
blem				few			
drell				fried			
fusp				beak			
quisk				cute			
shop				crust			
yell				trails			
peel				strip			
check				scraps			
plug				label			
sweep				vanish			
soft				blossom			
yards				thankful			



Spelling

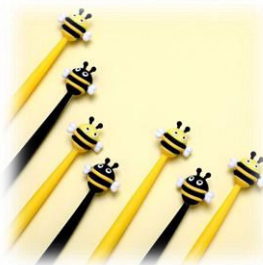
Your child will learn weekly spellings using a sounds approach. These spellings are produced using Y2 spelling patterns and recap taught phase 5 knowledge.

Children spend 15 minutes daily practising these spellings in their spelling books and have a spelling test every Friday morning to monitor progress.

Children will be given 9 spellings following the given pattern and 'tricky words' some weeks.

Your child can practise their spellings in and outside of school on Spelling Shed. This will also help them earn spelling tokens.

Your child's login details are in the front of their diary.



12 Weekly Spelling Practice

Week beginning 10.10.22

Week 6

Monday (highlight)

down	allow	mouth
sound	growl	count
flower	aloud	frown

Reading (sound letters)

down	allow	mouth
sound	growl	count
flower	aloud	frown

Wednesday (tricky words)

Thursday (read the room to do a class spelling)

1. You can show the room to do a class spelling
2. A sentence part of a story
3. The opposite of up
4. A loud animal noise
5. You can show strategy in Math

12 Weekly Spelling Practice

Week beginning 12.10.22

Week 7

Monday (highlight)

hurt	her	world
work	curly	thirsty
circle	person	first

Thursday (sound letters)

hurt	her	world
work	curly	thirsty
circle	person	first

Wednesday (tricky words)

Thursday (read the room to do a class spelling)

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

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



Writing Year 2 Outcomes

Grammar

1. I can use the correct tense mostly correctly and consistently in my writing
2. I can use these words when talking about writing: *noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma*
3. I can write a sentence; a statement, a question, an exclamation and a command
4. I can use some expanded noun phrases to describe and specify e.g. the beautiful blue butterfly
5. I can use some subordinating conjunctions (when, if, that, because)
6. I can use coordinating conjunctions (or, and, but)
7. I can use adverbs in my writing (linked to spelling appendix)

At greater depth

To do all the above mostly correctly in all writing.

Punctuation

1. I can use full stops and capital letters in most sentences
2. I can use exclamation marks and question marks on some occasions

At greater depth

3. *I can use commas for lists (mostly correctly)*
4. *I can use apostrophes for contractions (mostly correctly)*
5. *I can use apostrophes for singular possession (mostly correctly)*

As well as the first two objectives mostly correctly.

Composition

1. I can plan/say aloud what I intend to write about
2. I can write narratives about personal experiences and those of others (real and fictional)
3. I am beginning to include a simple beginning and/or ending
4. I can order and link my sentences with conjunctions and pronouns (*Then they climbed...She picked the flower...Next you stir it...*)
5. I am beginning to group similar ideas together
6. I can reread my work for sense and punctuation

At greater depth

To use all the above for different genres

Vocabulary

1. I can use some adventurous words

At greater depth

In all writing

Handwriting

1. I can form letters of the correct size in relation to one other
2. I can use some of the strokes needed to join letters
3. I can leave spaces between words

At greater depth

To use all the above for most of my writing

Spelling

1. I can spell by segmenting words into phonemes
2. I can spell many common exception words
3. I can spell some words with contracted forms
4. I can distinguish between homophones and near homophones (see appendix 1)
5. I can add suffixes to longer words to spell some words correctly *eg -ment, -ness, -ful, -less*
6. I can apply the spelling rules and guidelines in Appendix 1

At greater depth

To use all the above to spell most of the associated words correctly

Handwriting and Presentation

In Year 2 it is expected that most pupils with secure letter formation should be encouraged to write in the fully cursive style.

*The quick brown fox jumps
over the lazy dog. Baa baa
black sheep, have you any
wool? Yes sir, yes sir, three
bags full.*

In some cases, it can help to improve spelling. When a word “just feels right” or like us adults we write a word down to check it.

If your child is struggling with letter formations, it is essential they master the correct non-cursive formations before attempting joins.

There is a strand in our assessment which takes into account handwriting and presentation....

Handwriting

1. I can form letters of the correct size in relation to one other.
2. I can use some of the strokes needed to join letters.
3. I can leave spaces between words.

At greater depth to use all the above for most of my writing

Speech and Tense

Please listen carefully to their speech and gently correct/re-model any tense issues or any mispronounced words. Lots of these errors are often carried into their writing and can be difficult to re-teach.

"Yesterday night, I went to..."

"Ven I went to the shop."

"I runned as quick as I could..."

"I'm going wif my sister."

"I gived her a pencil."

"I hath to tidy my room!"

"I fink the answer is 25".



UPDATE

Year 2 SATS

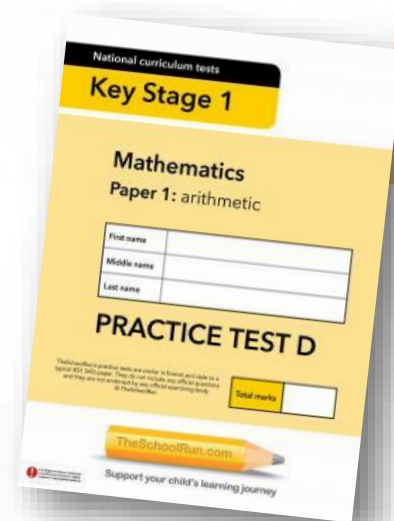
KS1 SATs became optional a couple of years ago.

At the end of Year 2, children may take SATs in:

- ❖ Reading (Paper 1 and paper 2).
- ❖ English grammar, punctuation and spelling, or GPS
- ❖ Maths (Arithmetic & Reasoning)

We decided not to complete the SATS tests with our Year 2. However, we will still carry out our normal end of year assessments just as we do in every other year group. These will contribute towards their end of year levels, alongside teacher assessments.

We are no longer obliged to report the pupil's data to the government.





Curriculum Coverage for Year 2

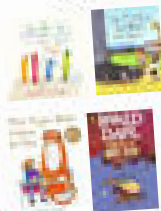
Autumn Term



Curriculum Area

Coverage

English



Reading – Children will be learning to read small words quickly and accurately, without overt sounding out, when they have been frequently encountered. They will be learning a range of new punctuation in texts and be able to self-correct when they make an error. They will continue to develop a range of comprehension skills. You can support this at home by making predictions, asking questions, thinking of feedback and discussing the books they have read. But they enjoy it! Why? We want to foster a love of reading as it is the key to accessing wider learning.

Home reading books are closely matched to their individual phonics ability and children will be beginning to read them fluently with pace, recognising taught sounds and tricky words. Children should be able to confidently decode 80% of the book without adult support. They should also begin to have a deeper understanding of the use of punctuation. E.g. when they use a full stop, they read 'take a breath'. Punctuation is taught and discussed in their books. Some children will be bringing a book to school, they read 'take a breath'. Please highlight and discuss any punctuation in their books. Some children will be bringing a book to school, they read 'take a breath'. Please highlight and discuss any punctuation in their books. Some children will be bringing a book to school, they read 'take a breath'. Please highlight and discuss any punctuation in their books.

Writing – We deliver into the real life world of reading and writing through our love of texts. This allows us the opportunity to write for a range of purposes (letters, character descriptions, story writing, poetry etc.) Through a range of interesting text types, we explore writing for a range of genres and purposes.

Grammar Punctuation and Spelling (GPS) – Children will take part in a weekly session focusing on a range of Year 2 GPS skills. Children will be given weekly spelling lists to work on at home and will be tested on a Monday.

Mathematics



Counting and Times tables – To be able to recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.

- Following a mastery led approach our units for this term will be:
 - Number: Place Value
 - Number: Addition and Subtraction
 - Geometry: Shape

Science



- Animals: needs for survival
- Humans: human body
- Physics: hard materials (oil)

Religious Education



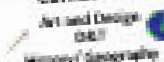
Within RE, we will be exploring with: 1.1 (GDPH) – What is the good news that Jesus brings? And 1.2 (GDPH) – Why does Christmas matter? We will be visiting Church for regular services (which you are more than welcome to come to) and the children will take part in a class worship during alternative Wednesday mornings. Whole School collective worship takes place each day.

Computing



Safe Online
Why should we use passwords? Purpose of password protection, using technology safely, e-safety, being safe online.
When should I do it if I am worried? Unacceptable and acceptable behaviour, a range of ways to report concerns, being responsible online.

Curriculum Art and Design



Geography – What has transport changed? George Stephenson (1825).
Art – Drawing skills, painting and mixed media, using the scheme MAPSW.
Design – designing and making 'mechanisms' – Wheels and Axles' (for movement).

Music



Music sessions will be covered weekly by Adept Arts. In the first term the children will be learning about the ukulele. They will be learning about its history and how to play it. Each session will also focus on singing and the children will enjoy learning a range of new fun songs.

P.E



Autumn 1 – Multi-skill and Dance.
Autumn 2 – Sports Hall: children and dance.
 Sessions are taught by both Mr. Murray and Mrs. Bull.
 Children also complete daily physical activities in lessons where we are frequently active across the school day.

Homework



Spelling These will be handed out weekly on a Tuesday and children will be tested the following Monday. Please use the worksheet inside the book provided to practice, as well as discussing and discussing with handwriting. You also have the resource spelling sheet, where weekly spellings are updated. We ask for a minimum of 20 games weekly.
Counting/Times tables that your child needs support with (x2, x5, x10, x11). They must also be confidently and accurately learning numbers 0-9 from the correct starting point. Please work on any missing.
 Their home-reading book is to be shared at least 3 times a week and comments made in their reading diary regularly to share progress/feedback. (Homework will either be set digitally (free) or on paper in their homework folder every Tuesday and must be completed and handed back by the Monday of the following week.

How to help at home

- ✓ Independence – ensure it is the child that completes recordings and drawings. We LOVE seeing their work! If they are struggling, please let us know.
- ✓ Try to be positive – not always easy we know, but we want home tasks to be a positive experience for adults, as well as children. Praise their efforts and please seek support if needed.
- ✓ Spellings may be practised on Spelling Shed (*10 games at least*). *Tokens will reward this work!*
- ✓ Homework tasks are given Thursday and are to be returned by the following Wednesday. These will be sent home in their yellow folder. Some practical projects may be shared on Seesaw, but you will be notified about these.
- ✓ TTRS – login details are in their diary. Tokens will be given. Rapid recall of facts, x 2, x5 and x10. Then x3 and x4. Number bonds practise is a great way to support your child with their maths work too.
- ✓ Speaking and listening skills. Ensure we all model correct language and pronunciations. Gently re-model where possible.
- ✓ Manners – Children are frequently given house points for the use of manners. “Please”, “Thank you”, good table manners, holding doors open etc.



THANK YOU

I'M SORRY

PLEASE

EXCUSE ME

PE Kits



Indoor kit

- ✓ Plimsoles
- ✓ Black shorts
- ✓ red t-shirt
- ✓ Socks if necessary



Outdoor kit

- ✓ Black trainers
- ✓ Black joggers
- ✓ red t-shirt
- ✓ Black jumper/zipper
- ✓ Socks if necessary

Please add name labels to all items to avoid confusion.

Please can children bring a school book bag each day with all of their belongings. These bags have to be kept in their tray under their desk, so we ask to avoid back packs and too many keyrings to help with storage.





Reminder!

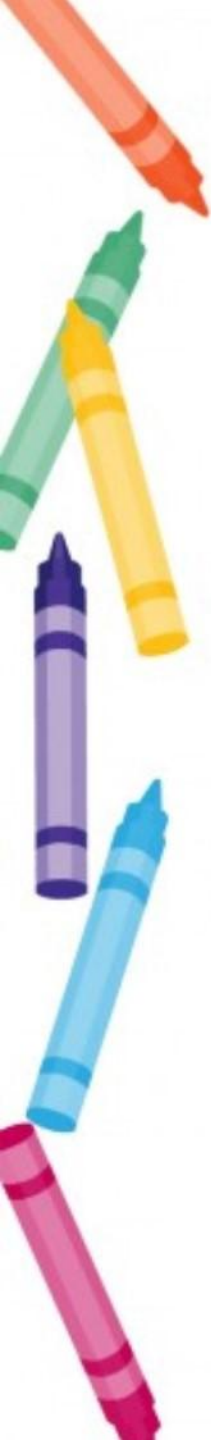


Class emails – Please could any urgent messages be sent to the office between the hours of 8:30 and 3:00pm as we are working with children and would hate to miss important messages.

Safeguarding – If you know a different adult is collecting your child afterschool, please let us know a name and relationship to your child either in the diary or by contacting the office. The person collecting must be over the age of 16 years old.

Class Dojo – You will find lots of regular updates and photographs on our class dojo.

If you have any queries, please email, contact the office or send us a message on Dojo.



4 things to say instead of “How was your day?”

“Tell me about something you are proud of today.”

“Share something that made you happy, laugh, or smile.”

“What is something hard that happened today?”

“What did you do today that you hope you'll do again tomorrow?”

BEGiN



