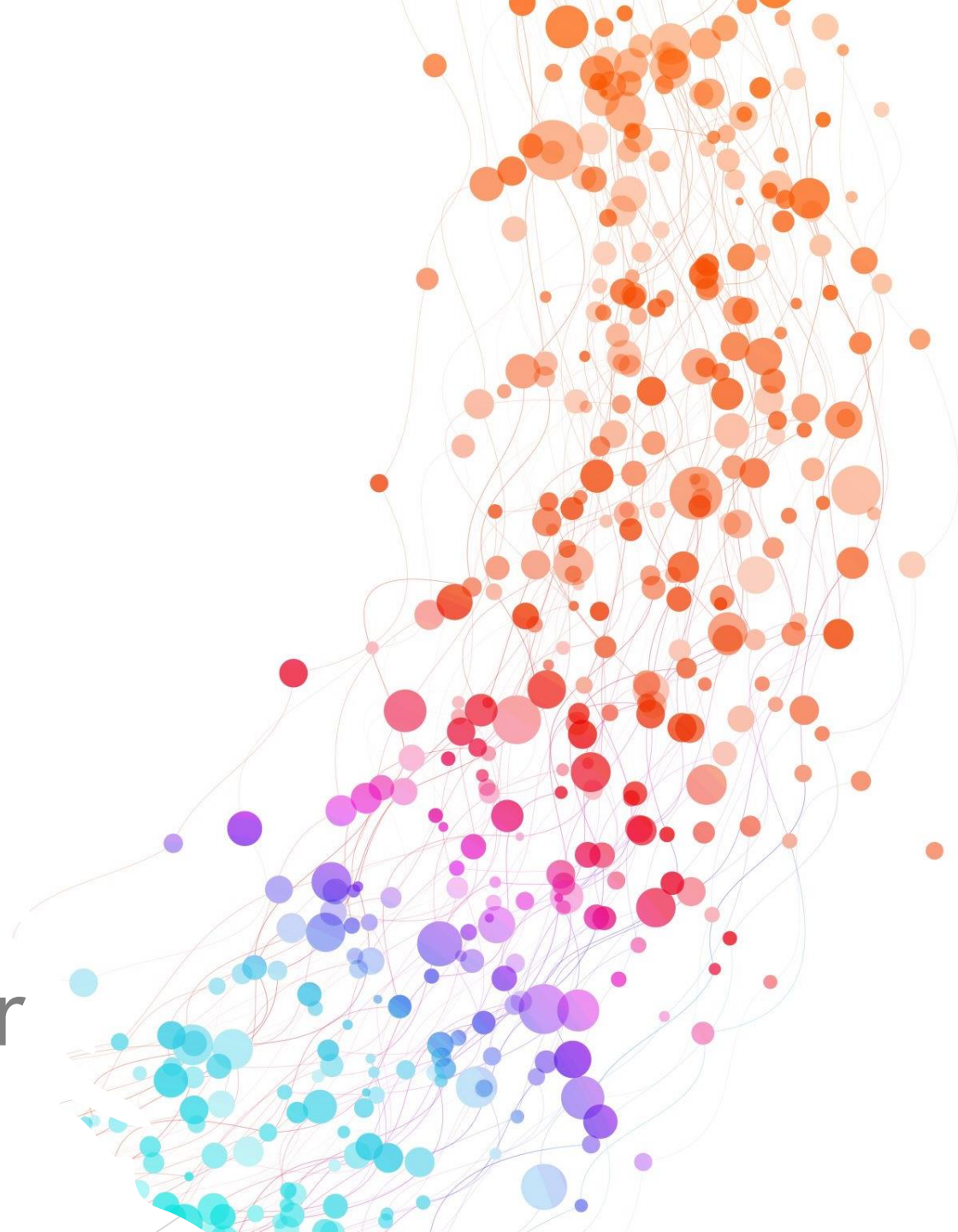# Year 2 Curriculum Morning

Thursday, 26th September

Staff

2S

- Miss Shanks – Monday to Thursday class teacher, Phase Lead and Maths Lead
- Ms James – Thursday PM & Friday class teacher,
- Miss Riva – teaching assistant

2F

- Mrs Foley – class teacher and Geography/Eco Lead
- Mrs Ruhoman – teaching assistant

Autumn 1

GFOL
Materials
Collage

Autumn 2

Kings &
Queens
Materials
Structures

		8:30-8:40	8:40-9:10	9:10-10:15	10:15-10:30	10:30-11:50	11:50-12:50	12:50-1:15	1:20-1:50		1:50-2:50	2:50-3:00
Monday	Registration		Phonics/ Bridge to Spelling	SPAG English	Break	Maths Mastering Number	Lunch	H/W WCR	PSHE		PE	Home
Tuesday	Registration		Assembly (Readers)	English	Break	Maths Mastering Number	Lunch	Phonics/ HW (12:50-1:15)	RE	Break	Computing/Music	Home
Wednesday	Registration		Phonics/ Bridge to Spelling	English	Break	Maths	Lunch	WCR	Science	Break	Science	Home
Thursday	Registration		Phonics/ Bridge to Spelling	English	Break	Maths Mastering Number	Lunch	H/W WCR	Humanities	Break	Humanities	Home
Friday	Registration		Assembly (Readers)	Spelling Review/ English	Break	Maths Mastering Number	Lunch	H/W	Library (readers)	Break	Art	Home

Handwriting

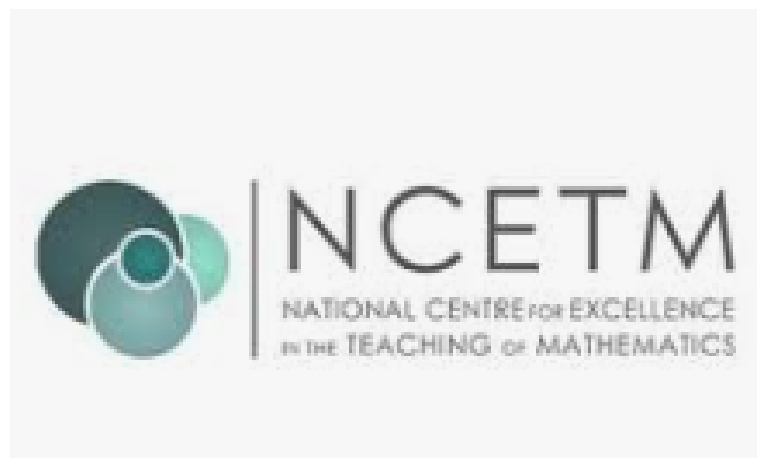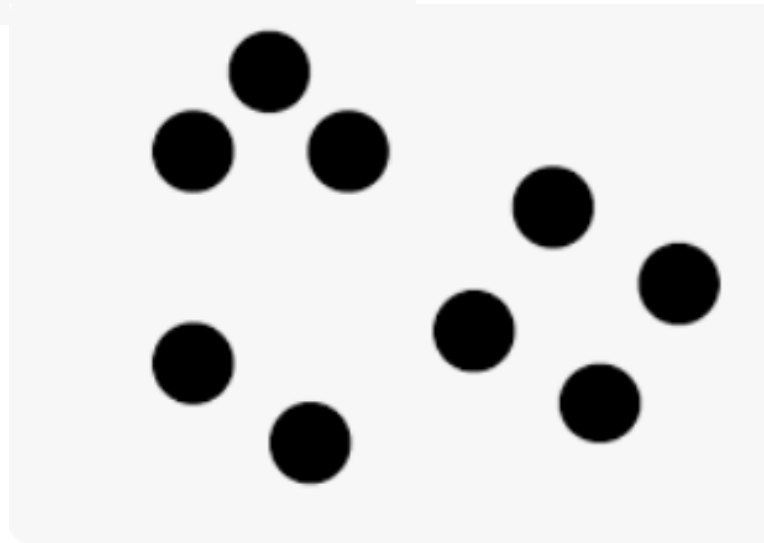| Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:		
writing about real events, recording these simply and clearly		
demarcating most sentences with:	capital letters and full stops	
and with use of:	question marks.	
using present and past tense mostly correctly and consistently		
using co-ordination (or / and / but)		
using some subordination (when / if / that / because)		
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others		
spelling many KS1 common exception words*		
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		

Piece C: Narrative

Meet Fred. Fred loves to find things. One day Fred said to his mum I'm bad. GO Into ThE Attic! said his mum. And so he did. Fred went into the attic. It was really dark in the attic and there were many deep holes in the floor. Just then some thing caught his eye. It was some boxes ontop of each other. One was long and one was fat and the the other was a silver case. Fred took them all down stairs. First he opened the silver one which had wires in it. Soon he had opened all of them.

Writing Expectations

- Teaching for Mastery – based on the concept, every child can learn and every child can do well.
- Focus on depth of learning and not rote learning
- Keep up, not catch-up approach
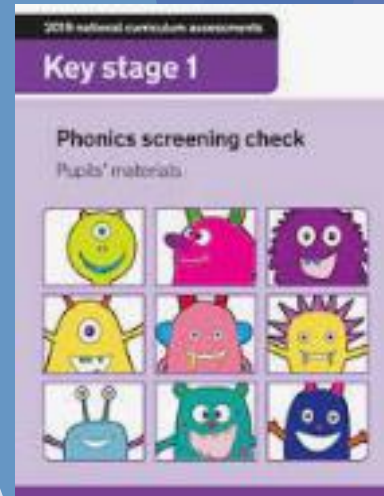- Small, coherent, inter-connected steps

Mastering Number Programme

Phonics

- Phonics screening check – June 2024
- 40 words and non words (alien/nonsense) words
- Children to apply their phonic skills to decode the words correctly
- Daily intervention

SATS

- No longer statutory
- Assessment termly in line with the rest of the school

Home Learning

▶ Weekly spellings (Friday out and review on Friday)

▶ Alternate Maths and English to support in class learning – more details to follow

▶ TTRS –3-4 times a week for up to 10-12 minutes

2, 5 and 10 times tables

▶ Reading – every day 10-15 minutes

Reading at home

VOCABULARY INFER PREDICT
EXPLAIN RETRIEVE SUMMARISE

1-2 banded books or 1 decodable book (Little Wandle)

1 reading for pleasure book (Fiction, Non-Fiction, Comic, Newspaper)
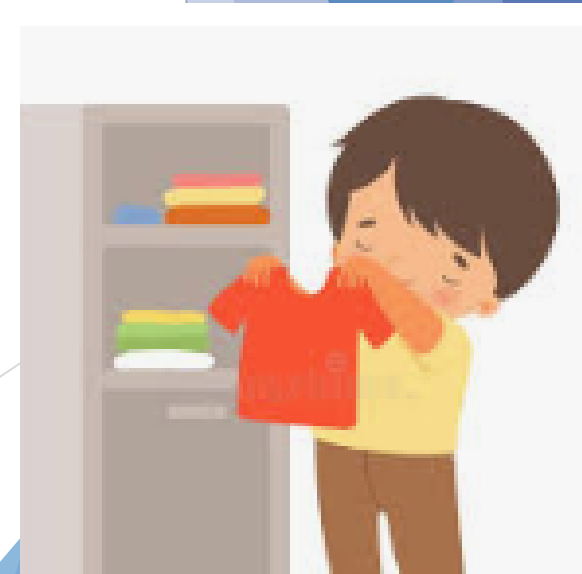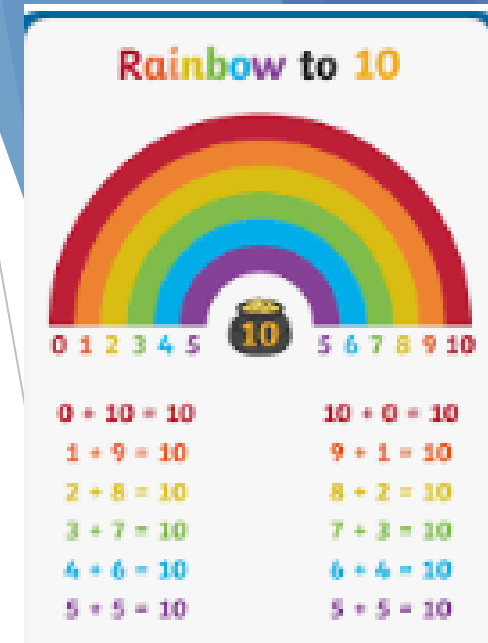
▶ Hear your child read every day

▶ Choose a quiet time and be positive

▶ Read regularly to your child

▶ Variety is important – own books and school books

▶ Visit the library or read e-books

Reluctant readers – you read a sentence/paragraph/page they do the same.

Read in tandem and then gently fade out until they are reading to you.

What can you do to help us?

▶ Number bonds up to and including 10

▶ Counting in 2s, 5s and 10s from any given number

▶ Handwriting and spelling practice

▶ Reading and discussing books

▶ Encourage independence and a 'can do' attitude

▶ Labelling all pieces of uniform

Questions