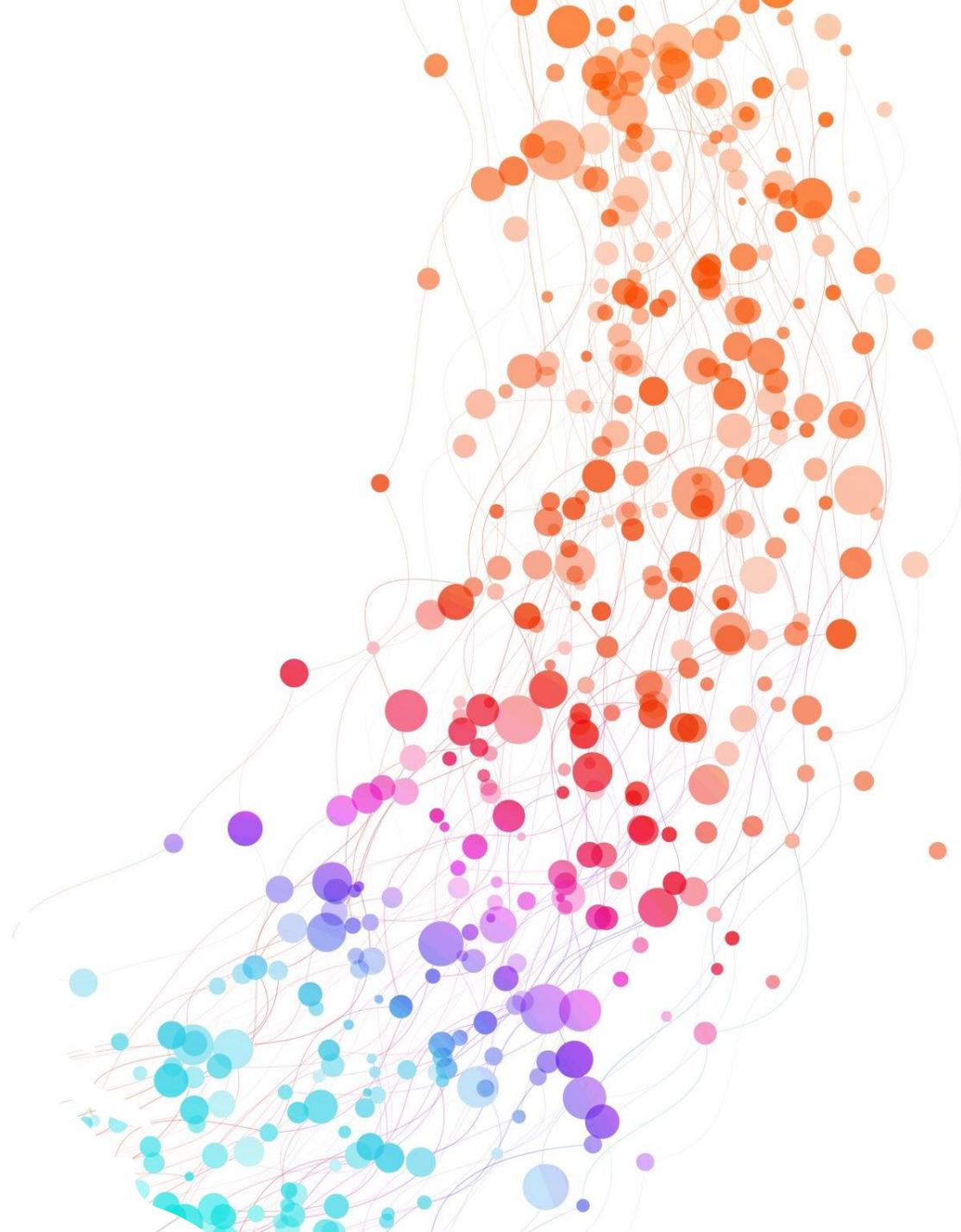


Year 2 Curriculum Morning

Tuesday, 10th
October 2023



Staff

2SB

- ▶ Miss Shanks - Monday to Wednesday class teacher, Phase Lead and Maths Lead
- ▶ Mrs Beradi - Thursday and Friday class teacher, PE support
- ▶ Mrs Ruhoman - teaching assistant

2F

- ▶ Mrs Foley - class teacher and Geography/Eco Lead
- ▶ Mrs Kift - teaching assistant

Example Timetable

	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	
<i>M</i> <i>o</i> <i>n</i> <i>d</i> <i>a</i> <i>y</i>	Registration	Phonics/ Bridge to Spelling	SPAG English	Break	Maths Mastering Number	Lunch	H/W WCR	PSHE	PE		Home
<i>T</i> <i>u</i> <i>e</i> <i>s</i> <i>d</i> <i>a</i> <i>y</i>	Registration	Assembly (Readers)	English	Break	Maths Mastering Number	Lunch	Phonics/ HW (12:50-1:15)	RE	Break	Computing/Music	Home
<i>W</i> <i>e</i> <i>d</i> <i>n</i> <i>e</i> <i>s</i> <i>d</i> <i>a</i> <i>y</i>	Registration	Phonics/ Bridge to Spelling	English	Break	Maths	Lunch	WCR	Science	Break	Science	Home
<i>T</i> <i>h</i> <i>u</i> <i>r</i> <i>s</i> <i>d</i> <i>a</i> <i>y</i>	Registration	Phonics/ Bridge to Spelling	English	Break	Maths Mastering Number	Lunch	H/W WCR	Humanities	Break	Humanities	Home
<i>F</i> <i>r</i> <i>i</i> <i>d</i> <i>a</i> <i>y</i>	Registration	Assembly (Readers)	Spelling Review/ English	Break	Maths Mastering Number	Lunch	H/W	Library (readers)	Break	Art	Home

New Curriculum Spelling Lists Years 1 and 2

the
a
do
to
today
of
said
says
your
they
be
he
me
she
we
no

come
some
one
once
ask
friend
school
put
are
were
was
is
his
has
I
you

go
so
by
my
here
there
where
love
push
pull
full
house
our
door
poor
find

mind
floor
because
kind
behind
whole
any
child
wild
most
both
children
climb
only
old
many

clothes
cold
gold
hold
told
every
great
break
steak
busy
people
pretty
beautiful
after
fast
last

past
father
class
water
again
grass
pass
plant
path
bath
hour
move
prove
half
money
improve

sugar
could
would
sure
eye
should
who
Mr
Mrs
parents
Christmas
everybody
even

Handwriting

a b c d e f g h i j k l m n
o p q r s t u v w x y z

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

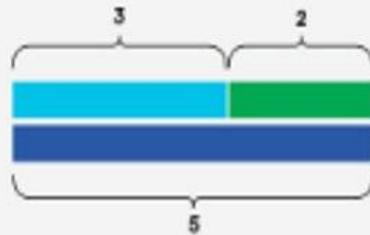
Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} was really dark in the attic and there were ^{lots of} deep holes in the floor. Just then some thing caught his eye. ^{It} was some boxes on top of each other. One was long and one was fat and ~~the~~ the other was a silver case. Fred ~~took~~ ^{took} ~~took~~ ^{took} them all down stairs. & First he opened the silver one which had wires in it. ^{Soon} ~~soon~~ he had opened all of them.

Writing Expectations

- ▶ Mastery approach - 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
- ▶ High quality textbooks and workbooks.



Concrete

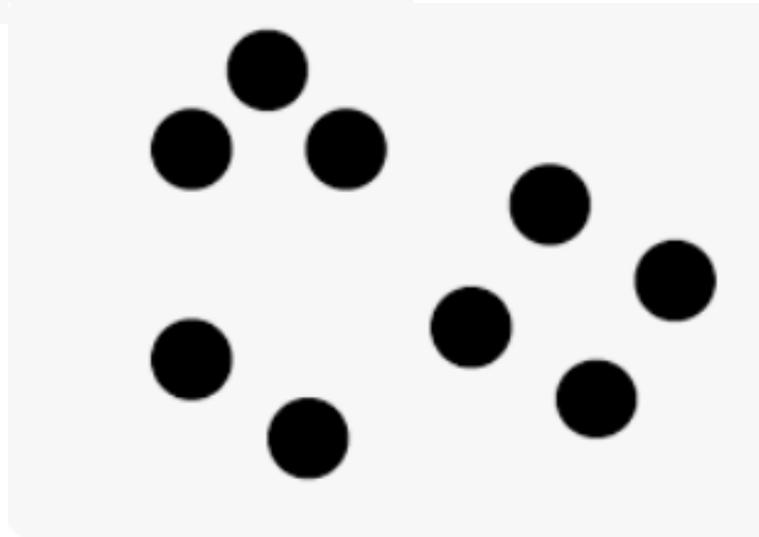


Pictorial

$$3 + 2 = 5$$

Abstract

Mastering Number Programme

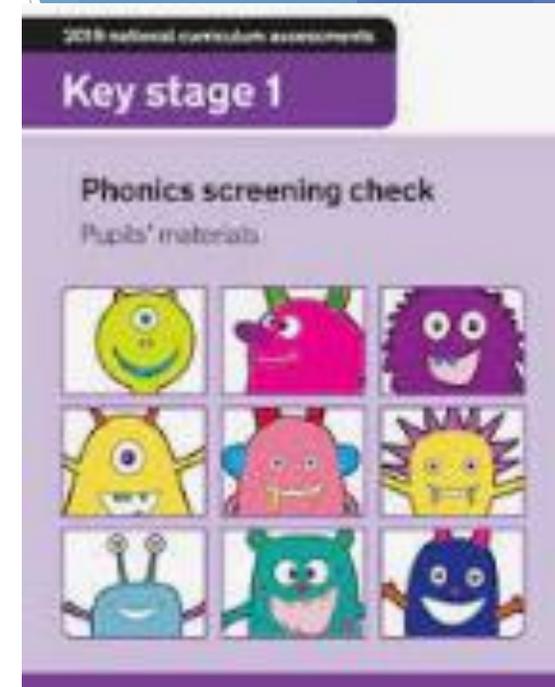


Phonics

- ▶ 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 (Monday out and review on Friday)
- ▶ Alternate Maths and English to support in class learning
- ▶ TTRS -3-4 times a week for up to 10-12 minutes
- ▶ Reading - every day for up to 15 minutes

Reading at home

1-2 banded books or 1 decodable book

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

