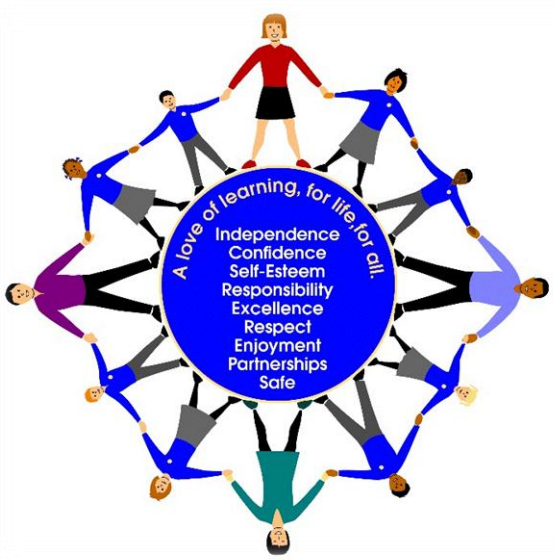
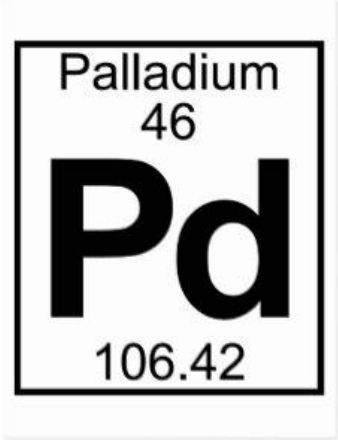
Year Two - Curriculum Evening



A love of learning, for life, for all.

Who are we?

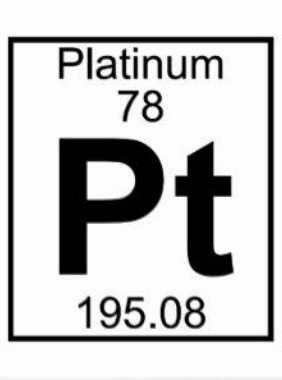
Palladium



Mrs Alex Jones

Mr Paul Parry

Platinum



Mrs Reegan Prinsloo

Mrs Kim Malone

Aims for tonight

- Share key dates and information for the year
- To understand the importance of Learning Behaviour
- To share information about the Maths and English curriculum in Year 2
- To provide guidance on how you can help at home

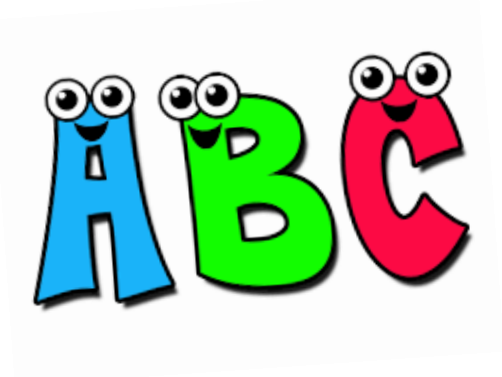
Speaking & Listening

SPaG

English

Reading

Writing



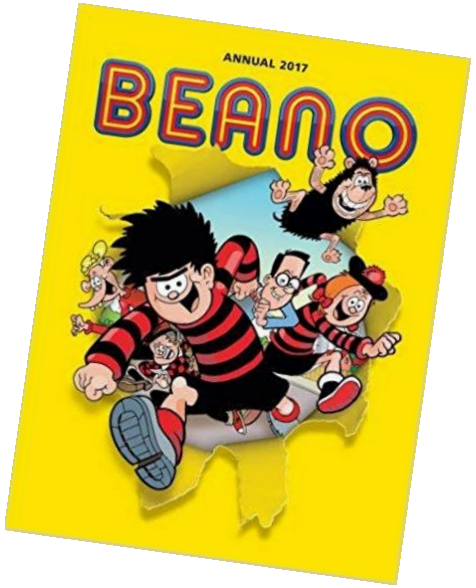

Reading

Reading

- Read every day for 10 minutes
- Aim to write in your child's reading journal at least once a week
- Ask good quality comprehension questions
- Develop key reading skills; comprehension; making predictions; character relations; offering opinions.

Reading

Remember, reading isn't just reading books!



Websites

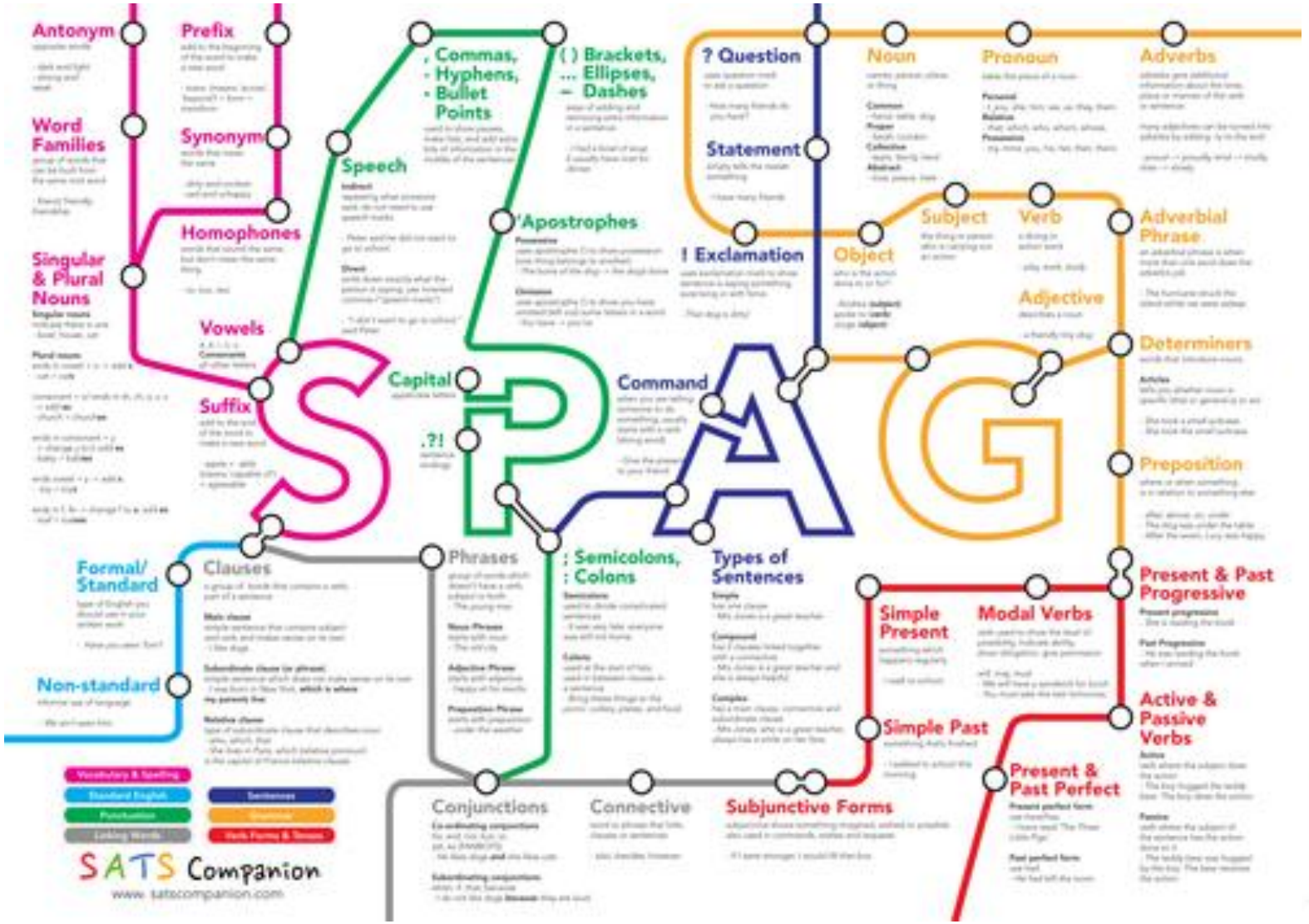
www.parentsintouch.co.uk

www.twinkl.co.uk/resources/parents

www.theschoolrun.com


subordinate
possession
colon
phrase
brackets
noun
adjective
punctuation
tense
preposition
prefix
verb
singular
adverb
suffix
apostrophe
contraction
pronoun
plural
clause
article
synonym


SPaG


Antonym
Prefix
Word Families
Synonym
Homophones
Singular & Plural Nouns
Vowels
Suffix
Speech
, Commas, - Hyphens, - Bullet Points
( ) Brackets, ... Ellipses, – Dashes
'Apostrophes
Capital
.?!
? Question
Statement
! Exclamation
Command
Noun
Pronoun
Adverbs
Subject
Verb
Object
Adjective
Adverbial Phrase
Determiners
Preposition
S
P
A
G
Formal/ Standard
Non-standard
Clauses
Phrases
; Semicolons, : Colons
Types of Sentences
Simple Present
Modal Verbs
Present & Past Progressive
Simple Past
Active & Passive Verbs
Present & Past Perfect
Conjunctions
Connective
Subjunctive Forms
SATS Companion
www.satscompanion.com

SPaG

The SPaG element of the curriculum was brought in a couple of years ago by the government as a way of testing Year 6 on their understanding of grammatical knowledge.

Focused SPaG lessons
English lesson starters focused on this
Phonics
High expectations within lessons and in marking of book

Word Lists / Common Exception Words

The word lists for each year group are statutory.

The lists are a mixture of words pupils frequently use in their writing and those which they often misspell.

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	


Phonics

Phonics

Focused phonics lesson every day

Home learning spelling words taken from these lessons

Spelling Rules

www.theschoolrun.com/teachers-tricks-make-spelling-easy

Key Words

Read AND spell simultaneously

New record sheet at the front of reading journals

Essential learning but it's tricky!

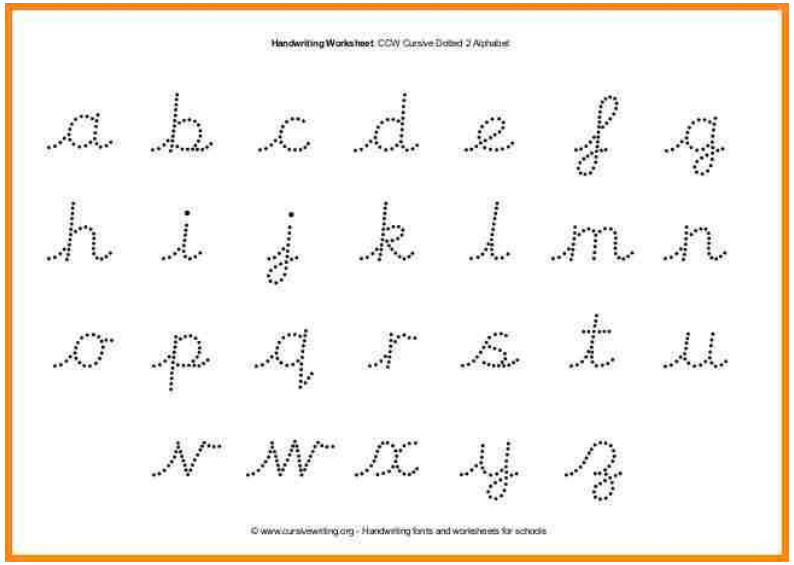
Play games

APPS - 'Spelling Free'

Handwriting

Weekly lesson

Expectation is to join cursively




writing

Writing

It is essential that teaching develops pupils' competence in **transcription** (spelling and handwriting) and **composition** (articulating ideas and structuring them in speech and writing).

In addition, pupils should be taught how to plan, revise and evaluate their writing.

These aspects of writing have been incorporated into the programmes of study for composition.

Year 2 cover the following areas and text types:

✓ **Narrative**: Traditional tales, stories in familiar settings, imaginary texts, fantasy, quest and adventure stories.

✓**Non Fiction**: Recounts, instructions, postcards and letters.

✓**Poetry**: Traditional poems, songs and repetitive poems, poems about family and humorous poems.

In order to be a 'good' writer they have to be able to write in all these genres and use the correct features.


KEEP
CLAM
AND
CHECK YOUR
WORK
twinkl

Editing

The New Curriculum places an emphasis on children being able to edit their own writing.

At Orleans, we have a marking policy that enables us to support children to become effective editors of their own and others writing.

By using the codes, teachers are not "taking over" the editing process but "handing over the baton" to the child.

We so often correct spelling and punctuation for our children but they need to show they can do this themselves to achieve in the New Curriculum.


Prewrite
Plan your writing.
Write
Write your first draft.
Revise
Change your writing to make it better.
Edit
Check your writing.
Publish
Share your writing.

Non-Negotiables

End of Year Expectations	Punctuation	Sentence construction	Hand Writing	Phonics and Spellings	Amount
Year 2	I can punctuate sentences in the course of writing, using capital letters, full stops and question marks independently. I can use exclamation marks and question marks correctly. I can write an exclamatory sentence, starting with 'what' or 'how' and include a verb. I can write questions, comments and statements. I can use commas to separate items in lists. I can use apostrophes in contracted work, e.g: couldn't or could've.	I can write sentences using some adjectives to create a noun phrase to add specific detail. I can use coordinating conjunctions, 'or' 'and' 'but'. I can use subordinating conjunctions 'also' 'then' 'that' 'next' 'when' 'so' 'because' 'if' to write compound sentences. I can open sentences with a range of words including: One day, Once upon a time, Suddenly, First, Then, Next, Last.	I can write using neat, legible cursive script. I can use the correct size and letter formation (there is a clear difference in size between capitals and lower case letters).	I will complete Phase 5 and 6 Eg: adding 'ed' 'ing' prefixes and 'un' 're' 'dis' 'ful' 'ly' 'ment' 'ness' suffixes. I can spell all the key word sets up to Year 2 (Intense red – set 15) I will be learning Phase 6 sounds. I can spell words with contracted form (can't, didn't, hasn't, couldn't, it's, it'll). I can segment spoken words into phonemes and represent these by graphemes – spelling many correctly.	I can write at length (at least ¼ to ½ of a side of A4).

How to help at home

Copy some sentences from a book and get them to underline grammatical structures (nouns, verbs, adjectives).

Write down some unpunctuated sentences for your child to punctuate correctly.

Call out a word and ask your child to tell you a synonym (a word that means the same) or an antonym (a word that means the opposite).

When writing letters or emails, encourage your child to add an adjective or adverb to a sentence (e.g. 'Thank you for my wonderful birthday present')

If at first you don't succeed then...

...abandon it and try again another time!

Maths

- Developing a healthy mindset
- Year 2 Expectations
- Fluency
- Written methods
- Challenge
- Helping at home

Key Principles @ Orleans

Fewer topics in greater depth
Mastery for all pupils
Number sense and place value come first
Problem solving is central

Lessons may look very different to what you expect to see. You may not feel clear about why your child is fo**cusing on fewer topics** than one might expect, or why students are **not accelerated** on to different mathematical content if they already seem able to use certain techniques.

Pupils are **not** going to be **'climbing' the curriculum**, **but going deeper** into it.

Understanding maths and thinking like mathematicians **does not mean learning by rote**. This approach may be unfamiliar to many parents based on their experience of differentiation for their children.

What does the NC say?

- "Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content."

- "Those who are not sufficiently fluent should consolidate their understanding, through additional practice, before moving on."

What is Mastery?

"In mathematics, you know you've mastered something when you can apply it to a totally new problem in an unfamiliar situation."

Dr. Helen Drury, Director of Mathematics Mastery

- Like driving a car -

Year Two Expectations

Working at the expected standard

- The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus
  (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
- The pupil can add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that 48 + 35 will be less than 100).
- The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 – 33).
- The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems
  (e.g. $\Delta - 14 = 28$).
- The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary
  (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$;
  sharing 40 cherries between 10 people and writing $40 \div 10 = 4$;
  stating the total value of six 5p coins).
- The pupil can identify $\frac{1}{3}, \frac{1}{4}, \frac{1}{2}, \frac{2}{4}, \frac{3}{4}$ and knows that all parts must be equal parts of the whole.

- The pupil can use different coins to make the same amount
  (e.g. pupil uses coins to make 50p in different ways;
  pupil can work out how many £2 coins are needed to exchange for a £20 note).
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given
  (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
- The pupil can read the time on the clock to the nearest 15 minutes.
- The pupil can describe properties of 2-D and 3-D shapes
  (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry;
  the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

We want children to ask themselves...

1. *Can I do this in my head?*
2. *Can I do this in my head using drawings or jottings?*
3. *What manipulatives can I use to reach the answer?*

Concrete - Pictorial - Abstract (CPA)

Concrete representation

A child is first introduced to an idea or a skill by acting it out with real objects. In division, for example, this might be done by separating apples into groups of red ones and green ones or by sharing 12 biscuits amongst 6 children. This is a 'hands on' component using real objects and it is the foundation for conceptual understanding.

Pictorial representation

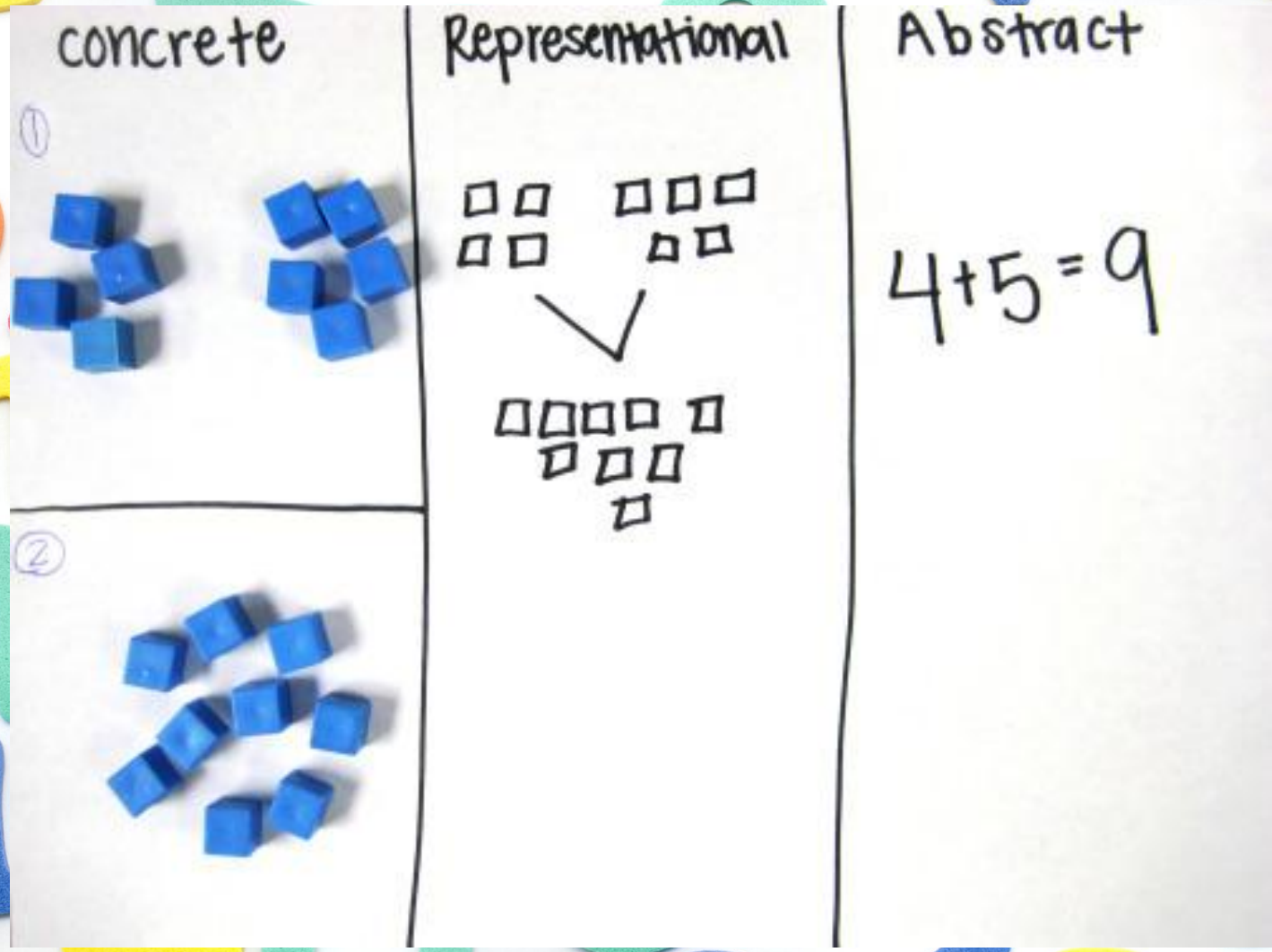
A child has sufficiently understood the hands-on experiences performed and can now relate them to representations, such as a diagram or picture of the problem. In the case of a division exercise this could be the action of circling objects.

Abstract

A child is now capable of representing problems by using mathematical notation, for example: 12 ÷ 2 = 6 This is the ultimate mode, for it "is clearly the most mysterious of the three."

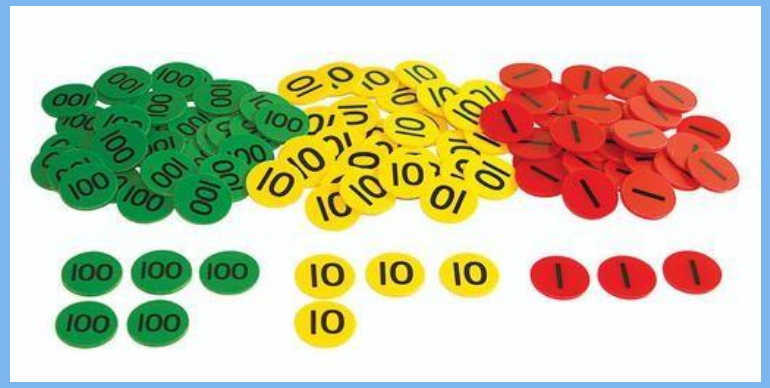
CPA Video

Concrete - Pictorial - Abstract (CPA)



Place Value


1000
100
10
1
1
thousands
5
hundreds
7
tens
8
ones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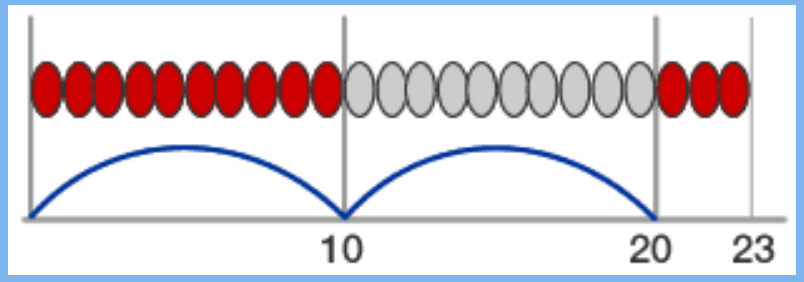
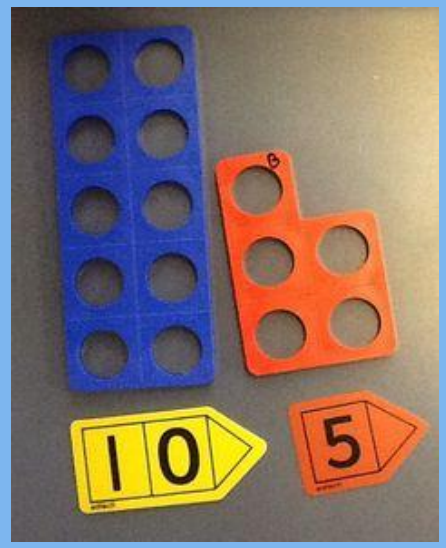
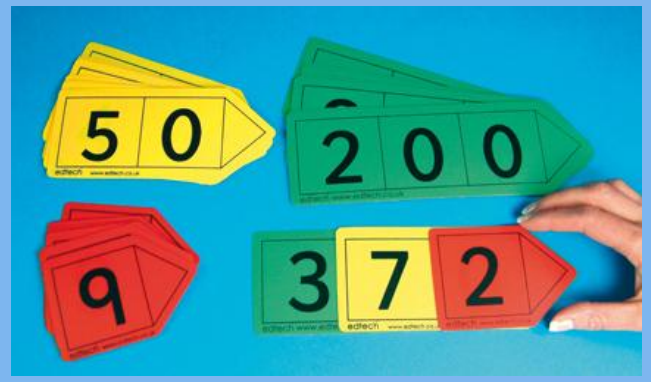
100 100 10


10
20
23


10
5


50
200
9
372

ADDITION

Key Words

total come increase

both altogether

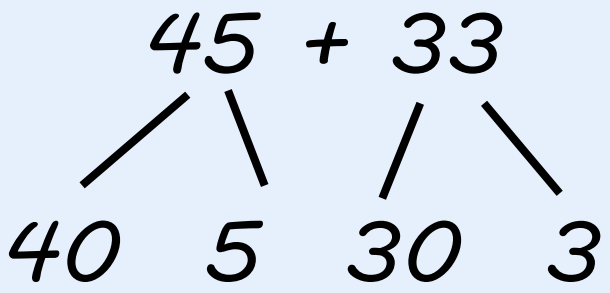
sum plus combine

in all add join

How would you solve these?

- 25 + 42
- 25 + 27
- 25 + 49

Stage 1: Partitioning



40 + 30 = 70

5 + 3 = 8

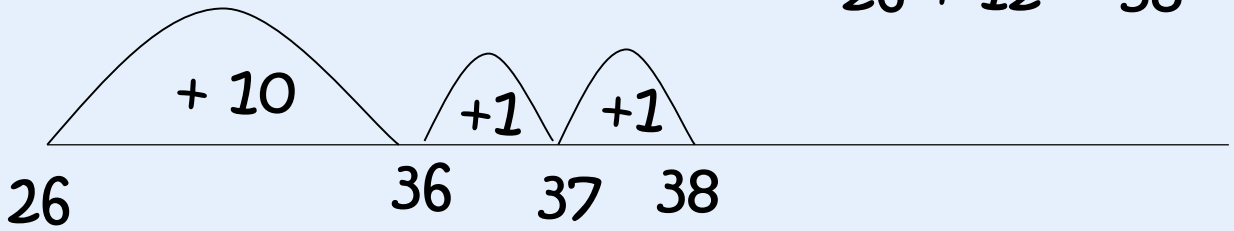
70 + 8 = 78

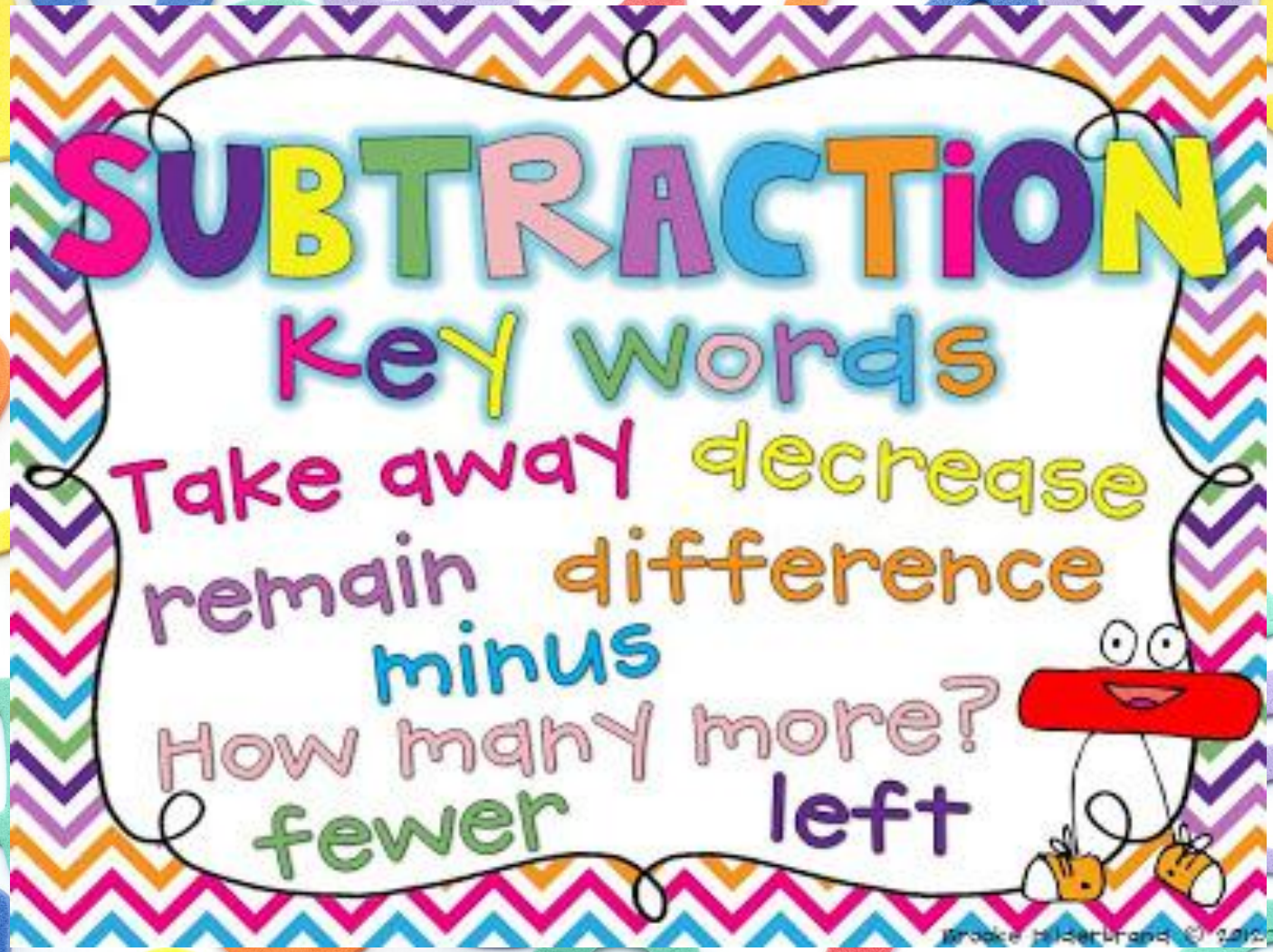
Your turn...

53 + 46 =

Stage 2: Number line

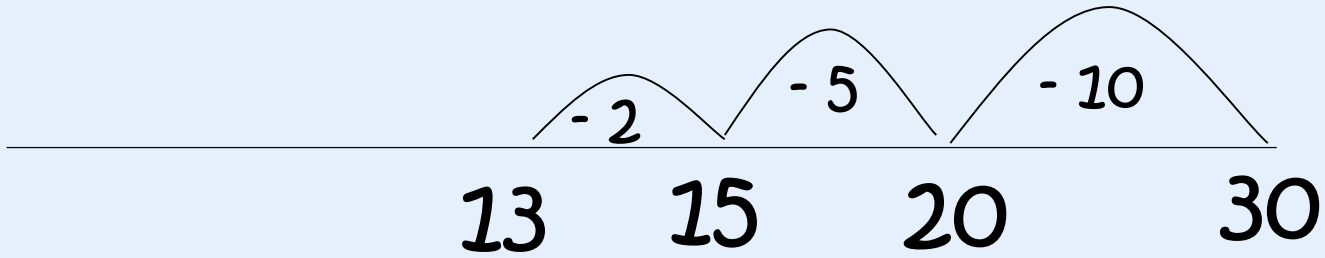
26 + 12 = 38




SUBTRACTION
Key Words
Take away
decrease
remain
difference
minus
How many more?
fewer
left

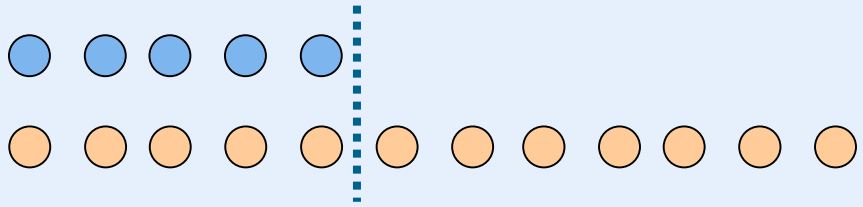
Stage 1: Number line

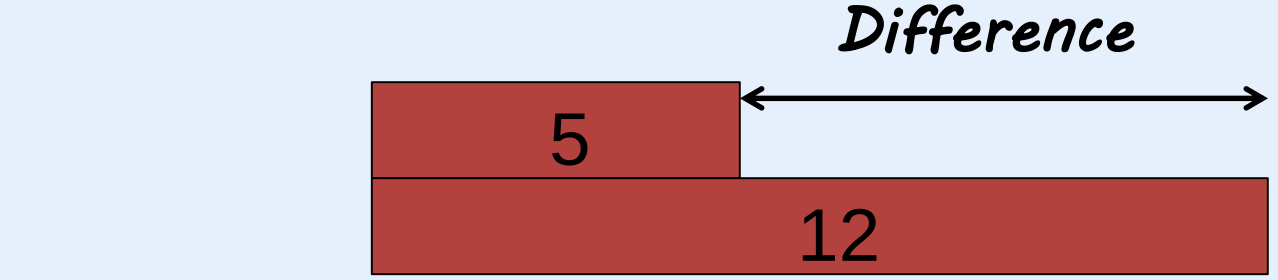
- Subtraction as taking away



30 – 17 = 13

Subtraction as finding the difference

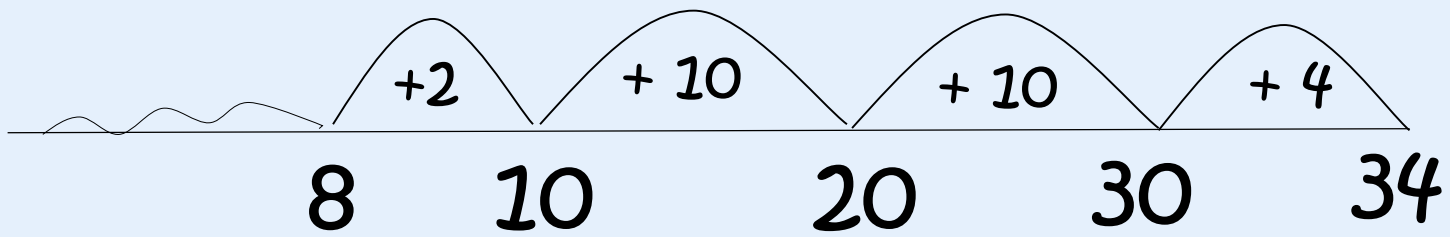




Stage 2: Number line

Subtraction as finding the difference

34 – 8 =



- Jump to next multiple of 10
- Count the jumps

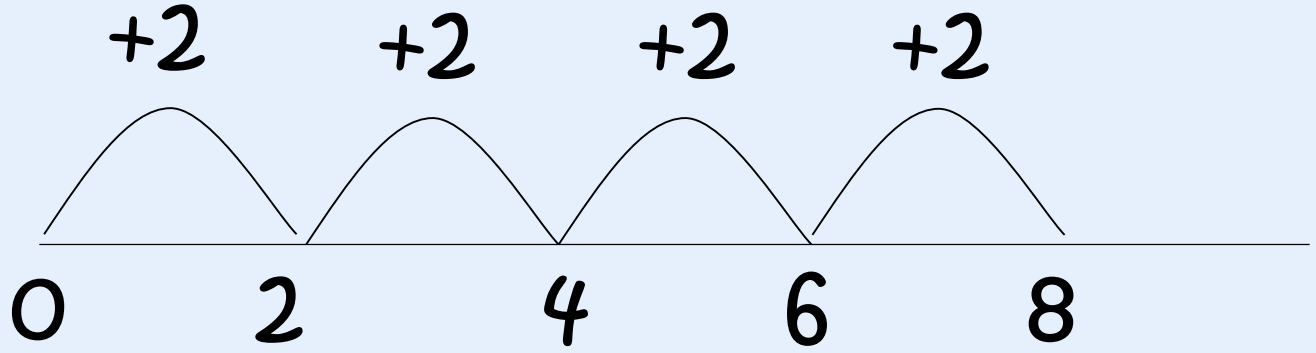
10 + 10 + 4 + 2 = 26


Multiplication
per
of
multiplied
product
twice
double
by
as much
times

Stage 1: Number line

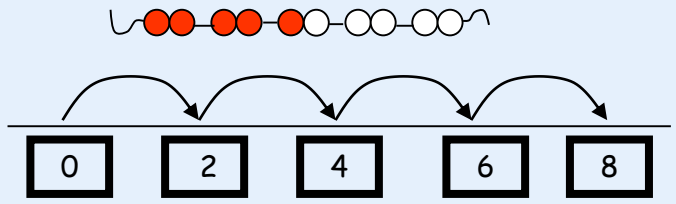
Multiplication as repeated addition

4×2



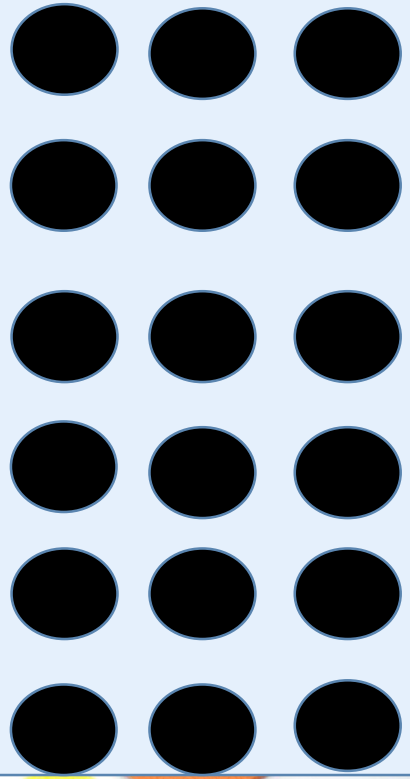
$4 \times 2 = 2 + 2 + 2 + 2$

So, $2 \times 4 = 8$

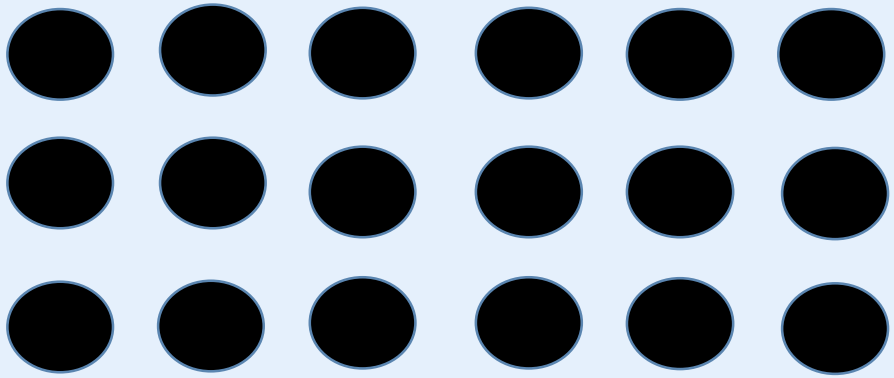


Stage 2: Arrays

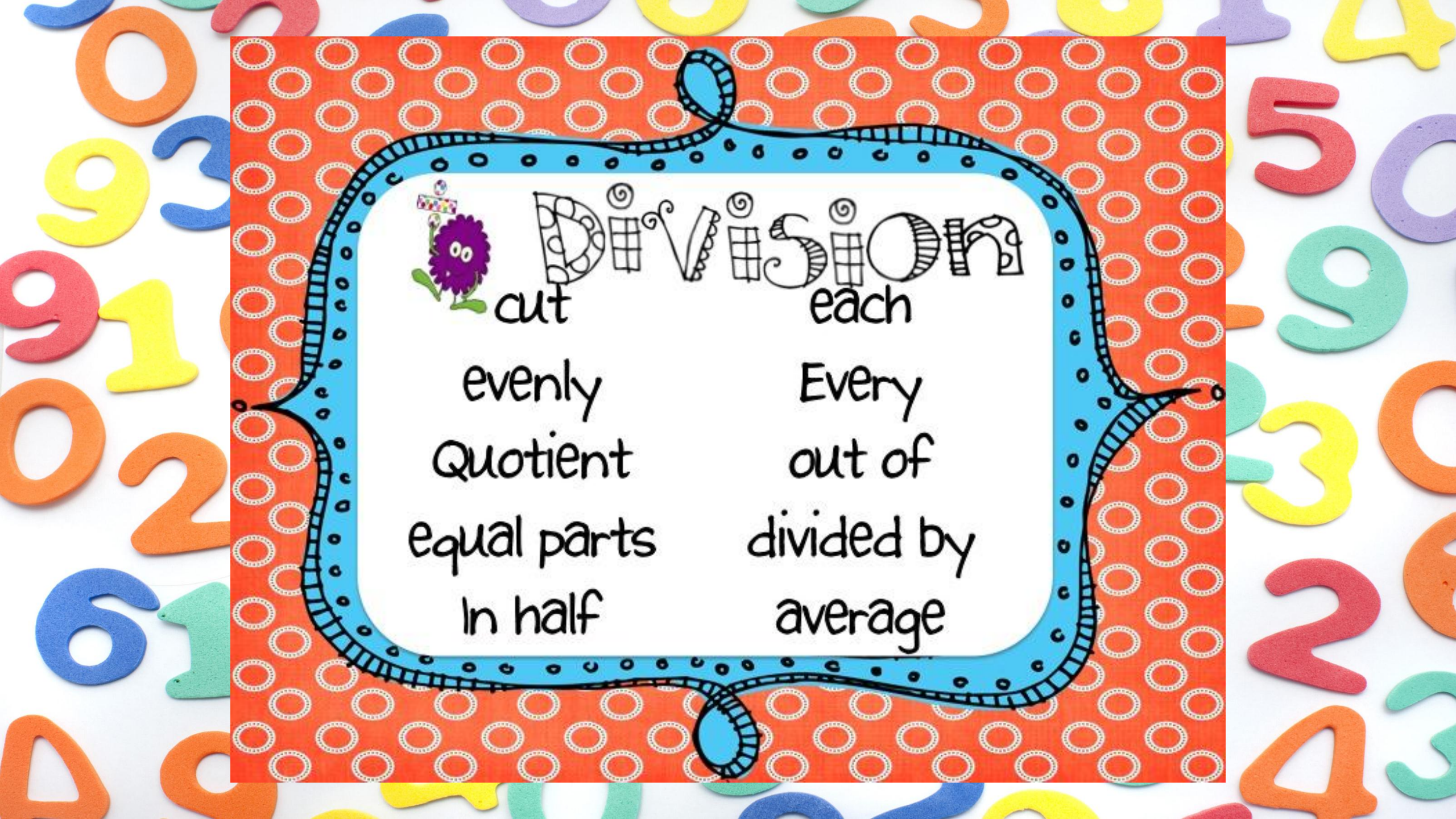
3 x 6



Or



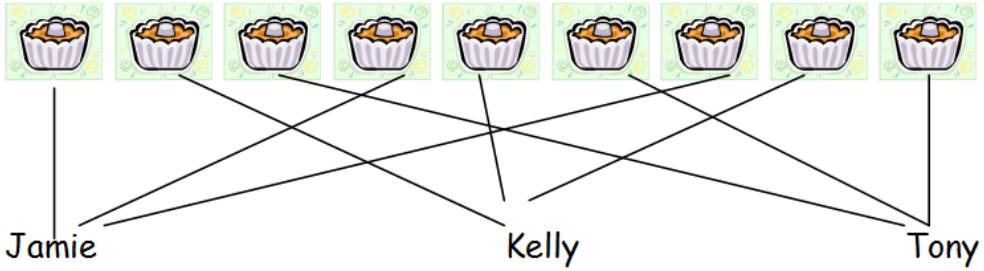
Add the dots


Division
cut
each
evenly
Every
Quotient
out of
equal parts
divided by
In half
average

Division

Sharing

The tray had 9 cakes in and they were shared out between Jamie, Kelly and Tony. Each child had the same number of cakes. How many did they have each?



So, 9 ÷ 3 = 3

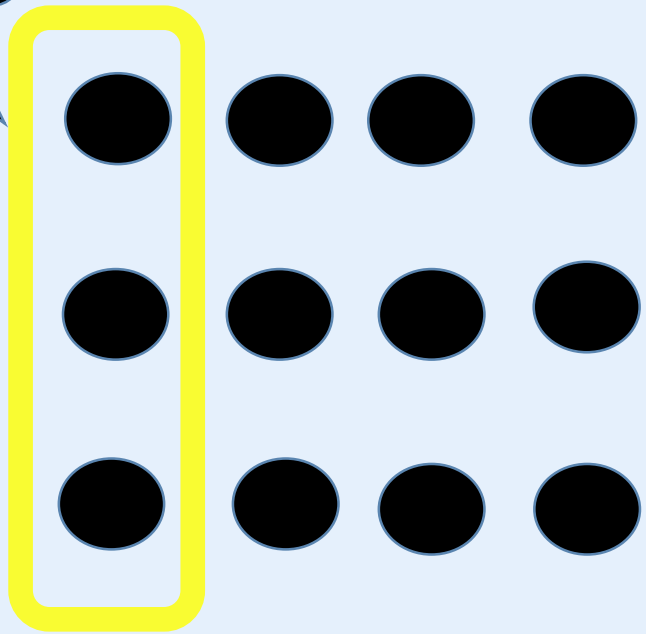
Grouping

The apples need putting into bags with 5 apples in each bag. Julie has 15 apples. How many bags will she need?

So, 15 ÷ 5 = 3

Stage 2: Arrays

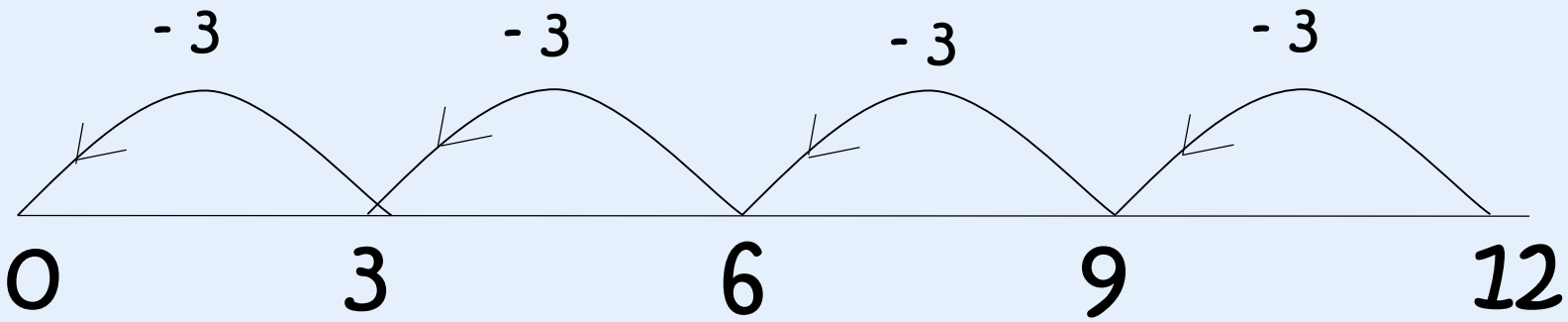
First group of 3



$12 \div 4 = 3$

Stage 3: Repeated subtraction

$12 \div 3 = 4$

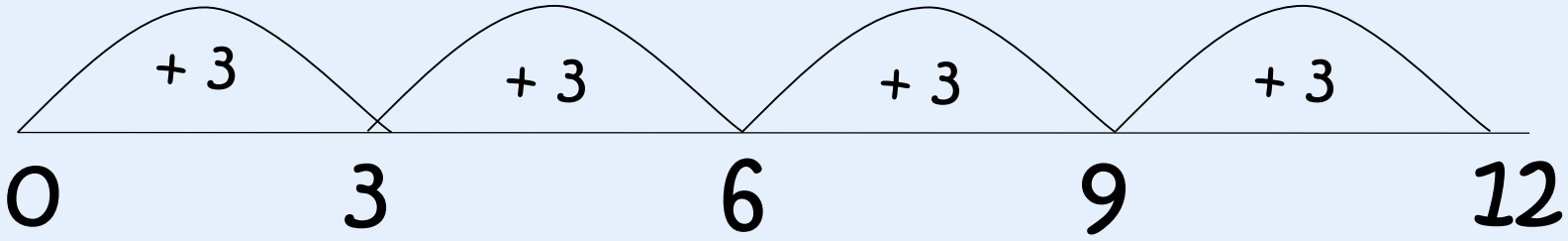


12 - 3 - 3 - 3 - 3 = 4 groups of 3.

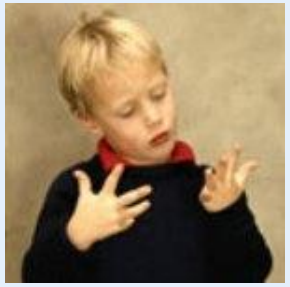
Counting in steps

12 ÷ 3 = 4

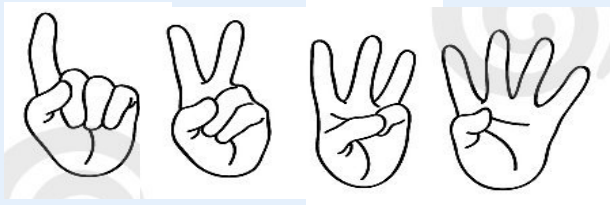
Add the jumps



Fingers

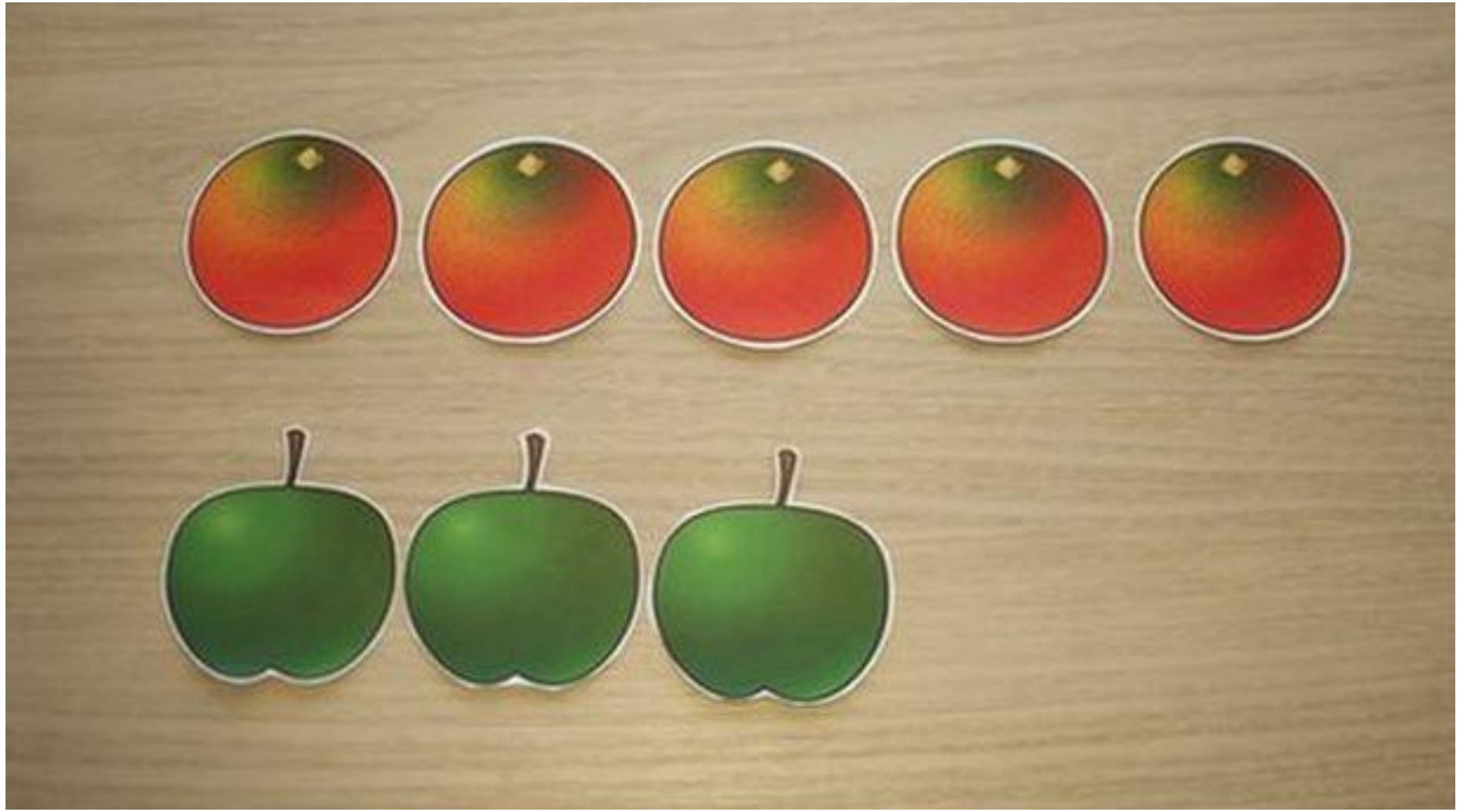


"3 "6 "9 "12

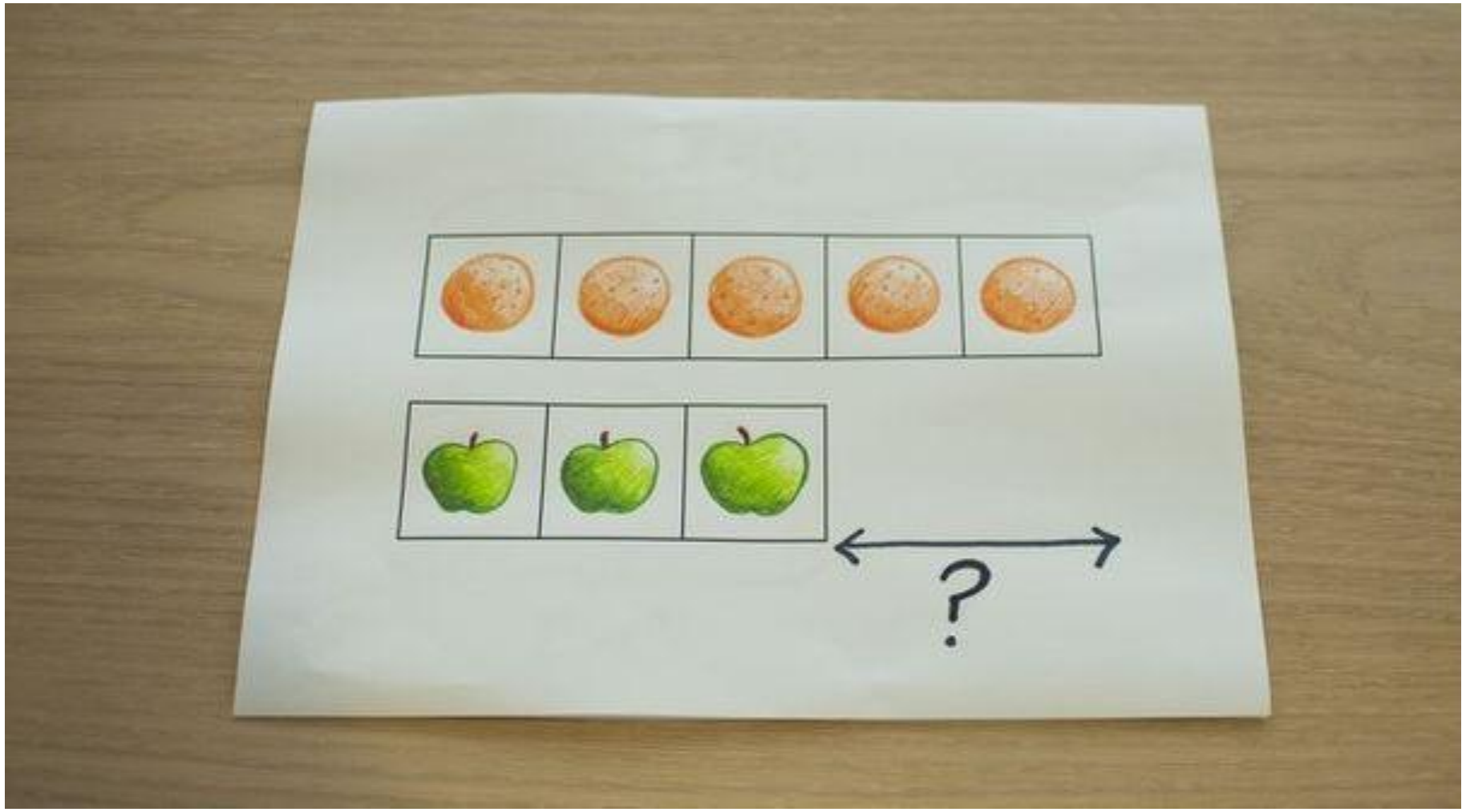


Problem Solving

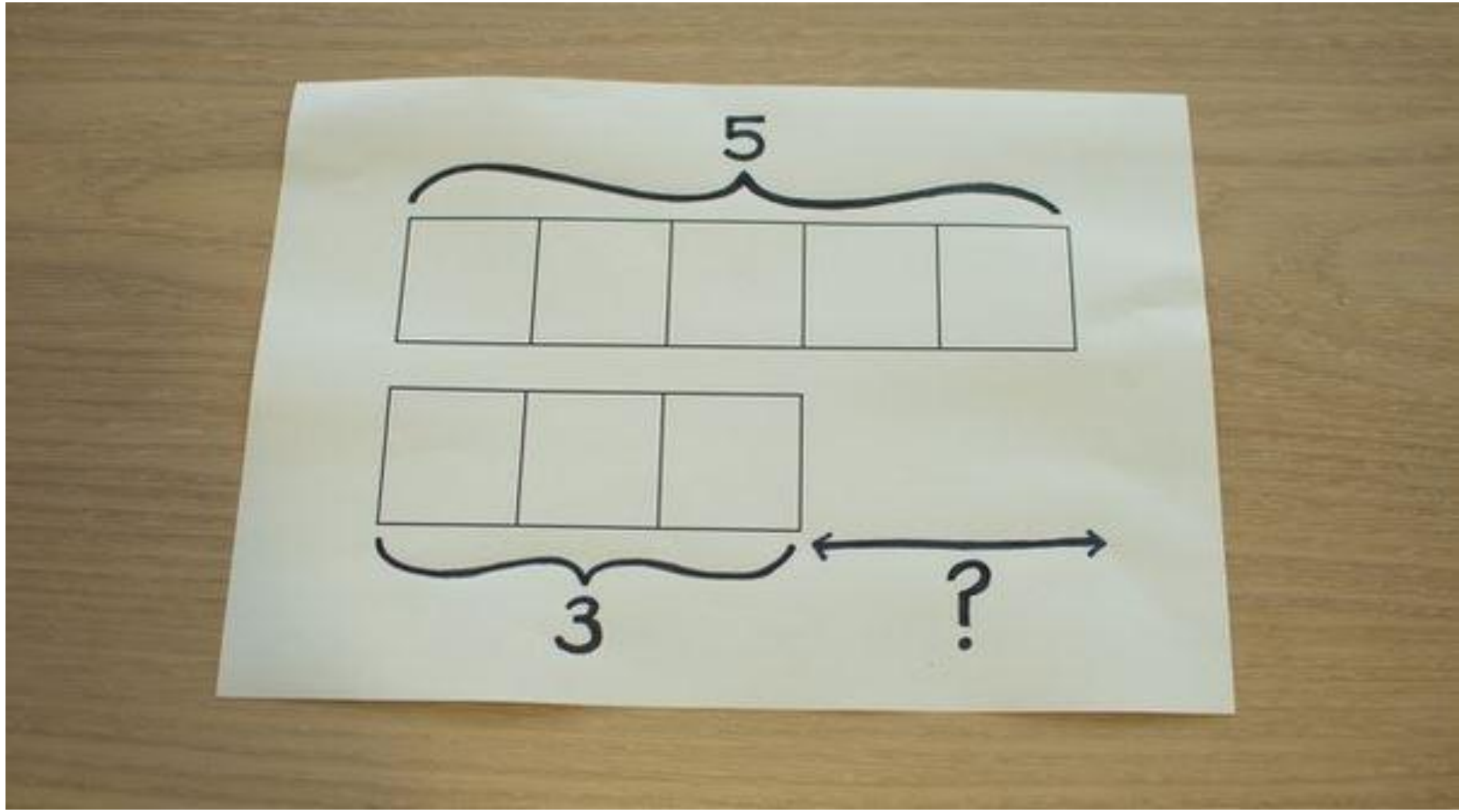
Imagine you have five oranges and three apples.
How many more oranges than apples?



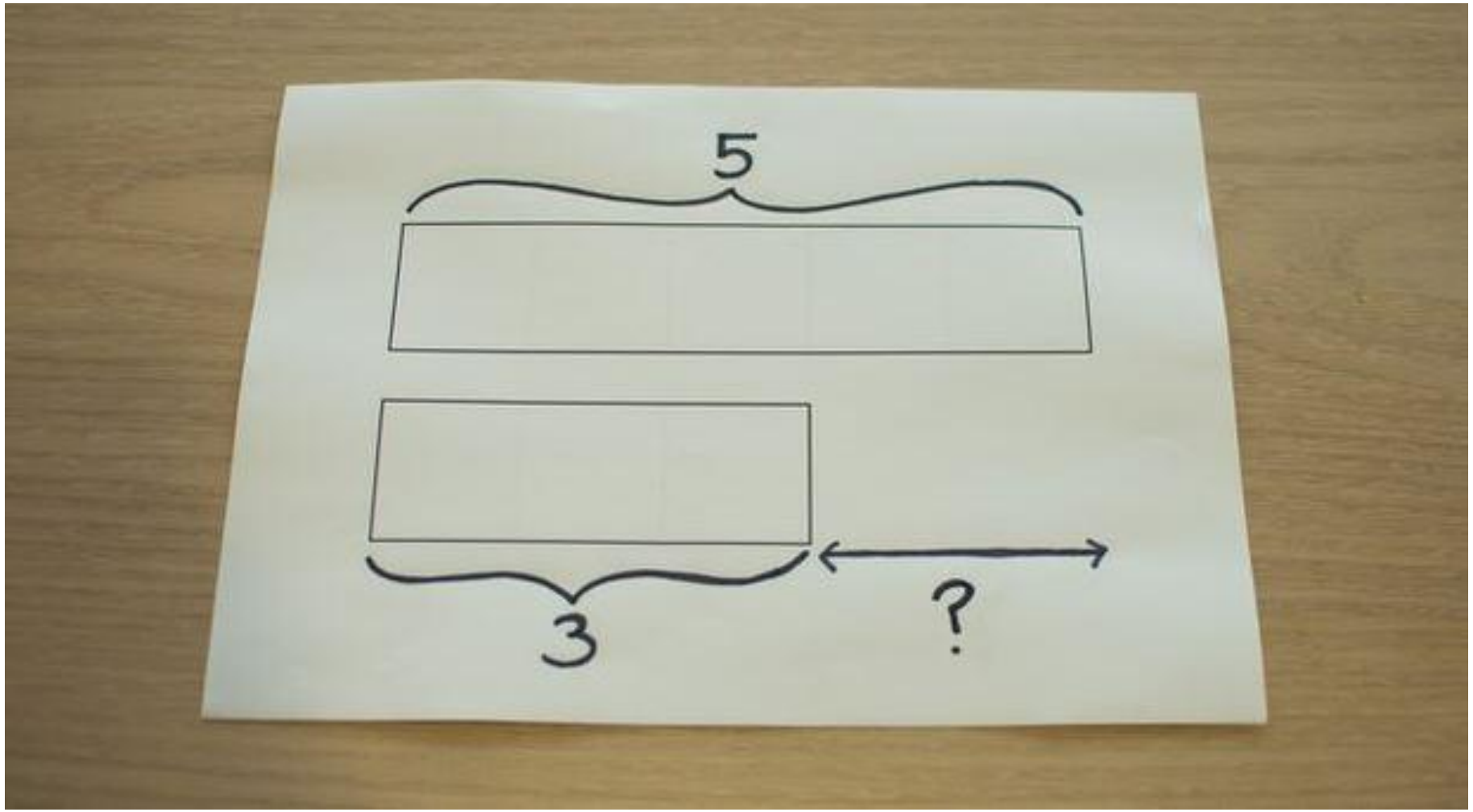
At first children model the problem with physical objects they can move around: like these cut-out pictures.



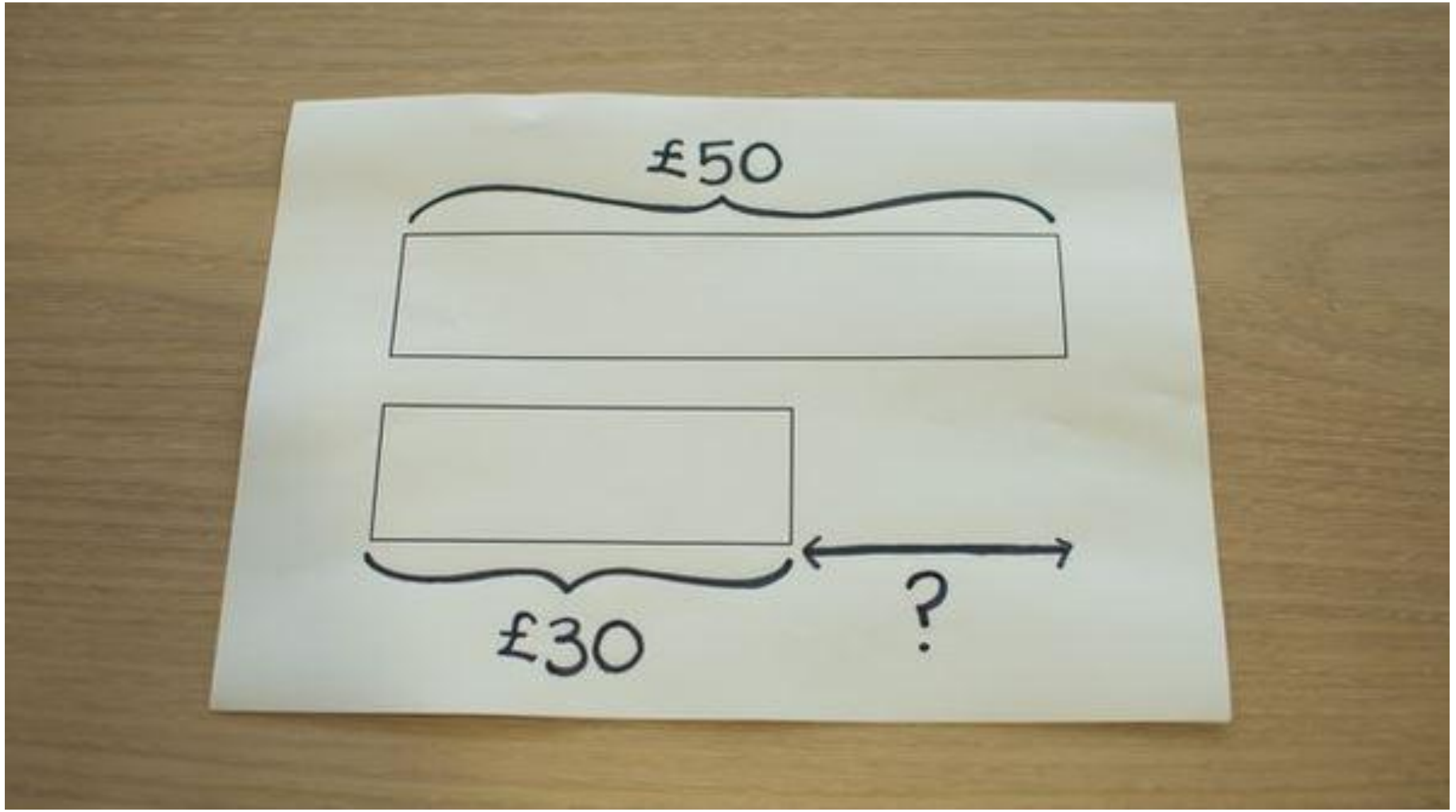
After a few months they start to draw pictures of the problem to help them think about it.



Over time children drop the pictures and just draw boxes. Then they start adding numbers as labels.



Once children are confident with the meaning of the number symbol they no longer need to draw all the boxes. However they know they can always draw the boxes in again if they need to convince themselves.



How much change would you get when you pay for a £30 shirt with a £50 note?

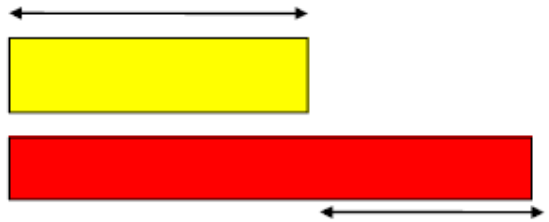
The model can be used to help visualise almost any maths problem.

Problems to Solve

Tom has a bag of 64 marbles, his friend gives him 28 more, how many does he have now?

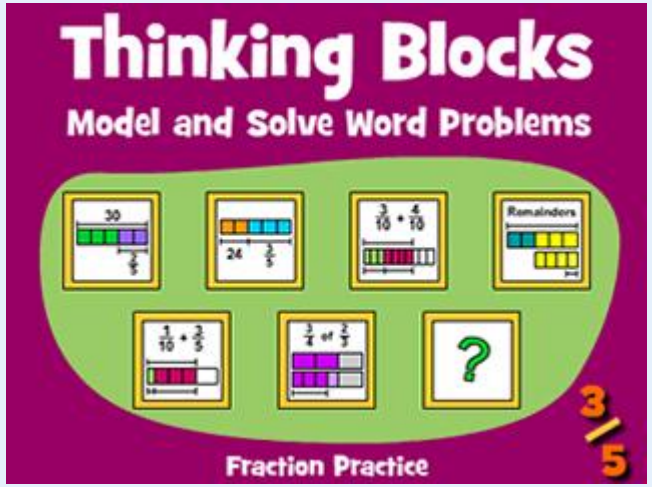
Benefits to Bar Models

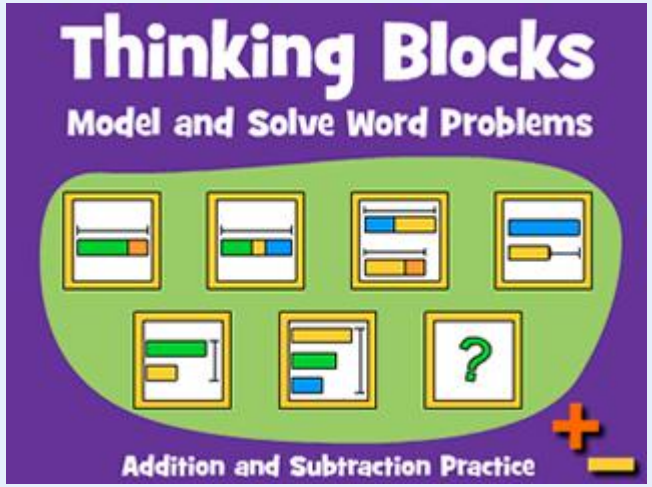
- Help focus students on *comprehension* of the problem's *situation,* rather than just finding numbers to crunch or just looking for an isolated "key" word or phrase.
- Shows explicitly the problem structure along with the known and unknown quantities
- Visual tool to help students determine the operation needed to solve



Bar Method Modelling

1. www.mathplayground.com
   - Thinking Blocks





2. www.thesingaporemaths.com

Maths Meetings - What are they?

Identify the day of the week, month of the year and how many *days of school* there have been

Consolidate key ideas in mathematics

Practise mental arithmetic

Learn and consolidate 'general knowledge maths'

Rhymes and chants

Improving Progress

'Keep up, Not Catch up'

One of the core aims of the National Curriculum is that all pupils progress through the curriculum at broadly the same pace; however, some pupils will require additional practice in order to keep up with their peers.

To support this, Orleans will be using same day interventions (SDI) and also provide 'closing the gap' materials for those pupils with more significant gaps in their understanding of number.

Same Day Interventions - SDI

For pupils who have not fully understood a concept within a lesson, the use of **same day interventions** is required which give those pupils the chance to keep up with their peers by reinforcing the learning from that day's lesson and addressing any misconceptions.

These interventions respond to specific pupils' needs and will involve different pupils each day.

- Interventions will be carried out on a daily basis for approximately 15 minutes

Pre-Teaching

Why Is This Strategy Useful?

One factor that affects a child's mathematical performance is the utilization of prior knowledge.

Pre teaching is the teaching of skills prior to the activity that utilizes them.

Research shows that when the skills of mathematical procedures are pretaught, children learn to solve math problems much faster than when the components and the procedure were learned at the same time.

Preteaching components of a skill is efficient because integrating recently mastered components is easier than simultaneously mastering the components and integrating them to form a more complex skill.

8.40 - 9am - Pre-teaching for specified children.
Sessions will be led by the teaching assistant.

Key Instant Recall Facts (KIRFs)

Autumn 1 – Number bonds for each number to 20
Autumn 2 – Multiplication and division facts for the 2 times table

Spring 1 – Doubles and halves of numbers to 20.
Spring 2 – Multiplication and division facts for the 10 times table

Summer 1 – Telling the time to the nearest hour, half hour, quarter hour and 5 minutes
Summer 2 – Multiplication and division facts for the 5 times table

Times Tables

By the end of Year 2, it is expected that children recall and use multiplication and division facts all tables to 2, 5 and 10.

Stages are as follows:

- Stage 1: x2, x5 & x10
- Stage 2: x3, x6
- Stage 3: x4, x8
- Stage 4: x7, x9
- Stage 5: x11, x12
- Ultimate Challenge: All mixed up to 12x12

www.theschoolrun.com/times-tables-the-best-ways-to-learn

Bronze: Recite a complete multiplication table without error or long pauses (pupil may self-correct).

Silver: Answer random order multiplication sums without error or long pauses (pupil may self-correct) e.g. 2 x 4? 2 x 8?

Gold: Give the multiplication fact for any given answer/product e.g. 36 – 6x6

What support are we providing to parents this year?

Miss Hedges, our Maths Lead, will be running maths workshops and presentations throughout the year to help develop understanding and confidence in the following areas of maths:

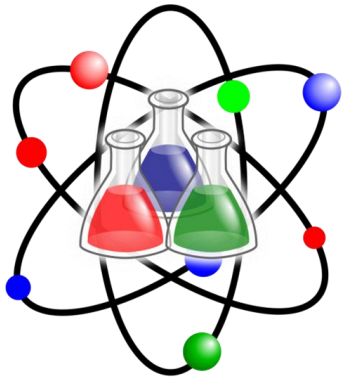
- **Maths Mastery – an introduction to this teaching approach and what lessons look like at Orleans.**
- **Problem solving and reasoning with a focus on Bar Modelling.**
- **CPA: How we use the Concrete, Pictoral, Abstract approach to develop understanding in the four operations.**

Science

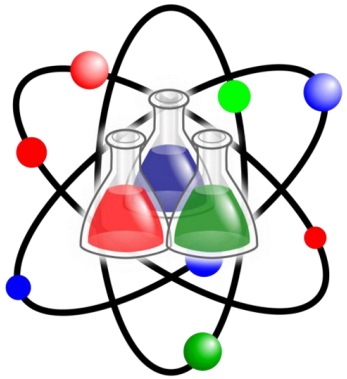
Animals, Materials, Seasonal Changes, Investigation and Plants.

Facts, vocab, knowledge, changes in Science over time.

Practical and enquiry lead.



Science



Science

Assessment

- KS1 SATs 1st -11th May 2018

  2 Maths papers: Paper 1: Arithmetic Paper2: Reasoning

  2 Reading Papers: Paper 1: Fiction, Poetry and a non- fiction section.
  (Short reading paragraph with questions to follow.)
  Paper 2 :Fiction and non-fiction.
  (Longer reading section and then questions to follow.)

Spelling paper

Punctuation and grammar paper

- Practise SATs
- SATs type questions in lessons

Home Learning

- Reading – 10 minutes/day
- Key Words
- KIRFs
- Times Tables
- Spelling Words
- Grammar activity
- Maths activity

Half termly
- Reading comprehension

Termly
- Writing competition
- Topic 'enhancement' project - optional

Over the Year
- Reading list (Battle of the Books)

Handouts

- Year 2 Non-negotiables for writing
- Curriculum Newsletter
- Year 2 Spelling List
- Year 2 Reading List
- Help @ Home - Maths