

Year 2
2022 - 2023

Silver and Gold Classes

Year 2 Staff

Silver Class:

Mrs Hostein

Mon, Tues and Weds

Ms Harding

Thurs and Fri

Mrs Spencer

Mrs Eason

Gold Class:

Mrs Rowland

Mrs Crook

PPA:

Mrs Helm

Mr Nicholson

Cunningham Hill Infant School



*Ms Elbourne-Cload
Executive Head
Teacher*



*Mr Matthew Tavender
Head of Schools*

Year 2

Expectations

- Class door at 8:45 with their learning starting immediately.
- More independence
- School jobs
- Changing reading books
- PE kits (stay in school)

Curriculum

- Children will receive a broad and balanced curriculum including core and foundation subjects.
- Staff will continue to assess and pin-point any gaps.

Creative Cross Curricular

- History
- Geography
- Art
- DT
- Computing
- Music
- RE
- PSHE - Jigsaw
- PE - Monday and Wednesdays

For further information, please look at our school website where you will find a curriculum overview for the whole year.

Cunningham Hill Infant School Curriculum Coverage - Year 2

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	Nosey	Off We Go!	What's Underneath?	That's life!	Go Wild!	Fire and Ice
Books	Goldilocks and the three bears Jim and the Beanstalk	The Journey Home Held Up Trees	The Bear Under the Stairs The Minpins	Tadpole's Promise The Owl and The Pussy-cat	Wolves The Dragon Machine	The Great Fire of London Rosie Revere, Engineer
English	Writing Focus: Wanted posters, predictions, identifying and creating of rhyming words. Role play to identify with characters emotions and writing in role, story writing, letter writing and sequels	Writing Focus: 'Wanted' posters, questioning, writing in role, speech bubbles, inferring characters perspectives and recording, narrative writing, persuasive writing, predictions, comparisons, newspapers	Writing Focus: sentence types, homophones, punctuation and conjunctions, noun phrases, suffixes, word types, past and present tense, retelling events, letter writing in role, story writing, reports, inferring, descriptions and adventure narrative	Writing Focus: simple explanations, speech bubbles, setting descriptions, thought bubbles, extended explanations, own-version narrative and report writing, letters, interviews, lists, instructions and rhyming poems	Writing Focus: : captions, information writing, character descriptions and comparisons, glossary writing, leaflet dragon guide, letters of advice, explanation, shopping list, description and story writing	Writing Focus: Non- fiction, a guide to London buildings (non-chronological report), warning posters, writing in role, diary entry in role, explanation, writing in role, reports, adverts, leaflet of a local landmark
Maths	Securing fluency to 20. Place value: making tens and some more, regrouping two digit numbers.	Finding complements of 10 and 100 including measures. Add and subtract mentally using 1 and 2 digit numbers. Finding	Statistics: block graphs, pictograms, tables and tally charts. Written methods for addition and subtraction. Commutativity.	Double and halve one and two digit numbers and amounts of money. Times tables: 2s, 5s and 10s, pattern and	Fractions: halves, quarters, thirds three quarters of amounts and shapes. Equivalence and continuous	Names and properties of 2d and 3d shapes, classifying and sorting. Symmetry. Mental calculation review.

Example of an Average Day:

8.45-8.55- Silent Reading/Register

8.55 - 9.25- Guided Reading

9.25 - 10.20 - English

10.20 - 10.30- Maths Fluency

10.30 - 10.45 - Playtime

10.45 - 10.55 - Snack/Story

10.55 - 11.50 - Maths

11.50 - 12.00 - Spelling/Handwriting

12.00 - 1.10 - Lunch

1.10 - 1.25 - Assembly

1.25- 3.15 - Foundation subjects

Reading

- Phonics and decoding (ELS)
- Reading fluency
- Reading comprehension
- Guided reading
- Bug club
- Home Reading
- Reading books/Shared readers
- Reading Spine and Recommended Reads

<https://www.youtube.com/watch?v=3QrjmYK5mTA>

Working at the expected standard for Reading

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*.

- In age-appropriate books, the pupil can:
 - read words accurately and fluently without overt sounding and blending, e.g. at over
 - 90 words per minute
 - sound out most unfamiliar words accurately, without undue hesitation.
- In a familiar book that they can already read accurately and fluently, the pupil can:
 - check it makes sense to them
 - answer questions and make some inferences on the basis of what is being said and done.

Supporting your child with reading at home...

The children will receive different types of text...

Fully decodable text

This is a text that the child will be able to read independently with sounds they already know or have recently learnt.

Focus: sounding out and blending sounds to read.

Shared Reading books

A text that children will need support to read.

Focus: answering lots of questions about the text, enjoying different stories!

Library book

A book from our school library chosen by the children.

Focus: enjoying to read different genres!

Supporting your child with reading at home:

- Only 1 in 3 children are read a bedtime story
- Reading a bedtime story every night to your child improves their outcomes
- We only use pure sounds when decoding words (no 'uh' after the sound)
- We want them to practise reading their book 5 times across the week working on these skills: **decode**
fluency **expression**
- When reading with your child, please ask lots of questions!
- *Please sign their progress in their reading record.*
- Your child will get ___ reading books a week. They will be changed on _____.

Writing

- Phonics and English lessons
- Topic writing
- Handwriting practice (3 times weekly)
- Spelling (2 times weekly)
- Grammar and punctuation

Working at the expected standard for Writing

- The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:
- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify (example: short, stubby troll)
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing e.g. –ment, –ness, –ful, –less, –ly*
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- 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.

Example of Expected Standard Writing:

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~^{snack}. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree. After that we had a silly position party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time.

The trip was great! my favorite part of the day was identifying the trees.

Maths

- Maths Fluency (review of previous taught skills)

Maths Lesson:

Spiral curriculum

A crucial part of a 'deep understanding' in maths is being able to represent ideas in many different ways: concrete, pictorial, abstract.

Times tables practice

Working at the expected standard for Maths

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$) recall multiplication and division facts for 2, 5 and 10 and use them to solve simple.
- problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry

12. a) There are 10 pens in a packet. How many pens does Dave have?



b) He gives 23 pens away. How many pens does he have left?

13. Do these calculations have the same answer? Write yes or no.

$$17+3 \text{ and } 3+17$$

$$17-3 \text{ and } 3-17$$

14.

a) If $2 + 8 = 10$, What is $20 + 80$?

b) If $10 - 3 = 7$, What is $100 - 30$?

15. Seema has 50 sweets, she gives 12 to Ben and 18 to Haleema. How many sweets does she have left?

Show your working out.

Science

- describe the importance of exercise, a balanced diet and hygiene for humans
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
- describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
- identify whether things are alive, dead or have never lived
- describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- name different plants and animals and describe how they are suited to different habitats
- distinguish objects from materials, describe their properties, identify and group everyday
- compare materials and their suitability for different uses

Our Communication with Parents

- Headteacher's Newsletters
- Two Parent/teacher consultations, (Autumn and Spring term)
- Reports in July
- Informal discussions at pick up time if required
- Email the office if you want to ask a question or need to arrange a time to meet with the class teacher
- Workshops (phonics, reading, writing, maths..)
- Parent Partners days
- Seesaw will be used to share work with you at home so that you can see what is happening in school.
- Open Classroom

Homework

The following homework will be set each week:

- 15 mins reading x 5 per week
- 15 mins number work
- Spelling
- There will be an grid of optional tasks for the term, which children can do extra tasks

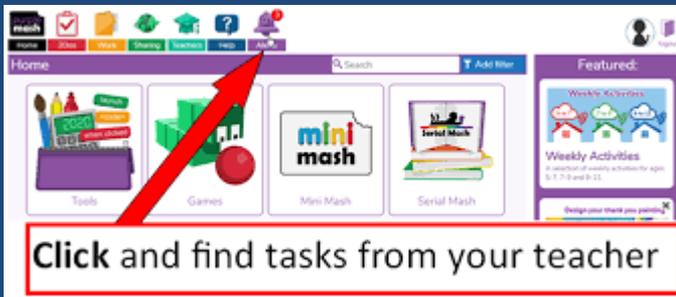
NB - While homework is not statutory, we feel that children who focus on these core skills at home show a greater impact on their learning in school

Handle with Care

If your family is experiencing difficulties at home, we would like to help where we can. We understand that you are not always able to share details and that's okay. If your child is coming to school after a difficult night, morning or weekend, please put a note in the link books or email the office with the words "Handle with Care". Nothing else will be said or asked. This will let us know that your child may need extra time, patience or help during the day.

Extras

Purple mash



SeeSaw



Bug Club



Numbots



Links

Handwriting

<https://www.teachhandwriting.co.uk/>

writing example

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/680753/2018_exemplification_materials_KS1-EXS_Kim_.pdf

Squeebles/spelling and maths

<https://keystagefun.co.uk/>

Maths

Top marks

<https://www.topmarks.co.uk/>

Hit the Button

<https://www.topmarks.co.uk/maths-games/hit-the-button>