



Welcome to the Year 2 Curriculum Meeting

Vision and Ethos

- Encouraging every child to be enthusiastic, engaged and empowered.
- Celebrating an inclusive, rich learning environment.
- Motivating the whole school community to realise its potential.
- Enthusiastic, Engaged, Empowered

Our Vision

Everyone is valued and encouraged to grow and exceed beyond their expectations.

Meet the Year 2 Teachers

- Diamond class - Miss Dhami (Year Lead)
- Pearl - Miss Semi
- Sapphire - Mrs Nolte
- Emerald - Miss Owoaje

Attendance

- Lateness
- Implication -Penalty Notices.
- Appointments after school



Healthy Lunches

- Eat Better, Do Better
- Chicken, meat, fish and vegetarian choices
- Fresh bread
- Healthy drinks



Safe Routes to School

- NO cars on Carlyon Road
- School Car park



Requests

- No high heel shoes or boots
- Earrings - studs
- No fancy hairpins, clips etc.
- Hijabs and Patkas
- **Phone-free zone** - Yeading Infant School is a phone-free zone. Please ensure phones are put away on school premises.



Requests

- **BIRTHDAY CELEBRATIONS** - Parents are reminded that we are a **No nuts and Healthy School**. Children are most welcome to donate a reading book to the school to celebrate their birthday. For health and safety reasons, it has been agreed that no food should be brought in to school to celebrate the children's birthday.



Other

- GDPR and the school
- Wellington Boots
- Scooters and Bicycles
- EMR - Early Morning Readers
- SATS - End of Year 2 (May/June)
 - Reading (Comprehension)
 - English - Spelling, Punctuation and Grammar
 - Maths

Assessment Without Levels

- **Working in Greater Depth/ Exceeding**

Using and applying knowledge, skills or understanding across the curriculum

- **Working At/ Expected**

Secure in their understanding within the context of teaching

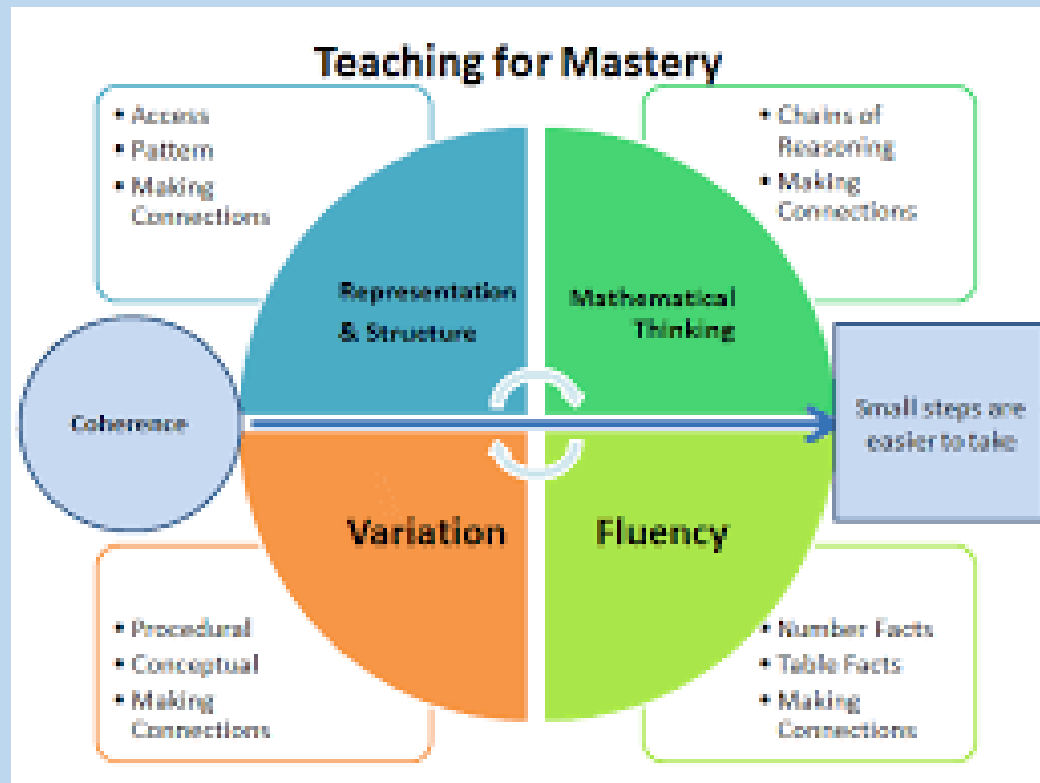
- **Working Towards/ Emerging**

Increasing understanding

- **Working Below**

Just starting to learn knowledge or skill

Maths in Year 2



Maths in Year 2

Lessons content (what is taught) is based on the national curriculum for mathematics.

This includes:

Number

- **number and place value**- counting, ordering, comparing, writing numbers to 100 with numerals and words.
- **addition and subtraction**
- **multiplication and division**- x2, x5, x10, x3, x4.
- **fractions** - $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$

Measurement

- time
- money - pounds and pence
- mass/temperature/capacity/length/volume

Geometry

- shapes -2D and 3D, patterns, symmetry
- position /direction/movement

Statistics

- tally charts/pictograms/block diagrams

Maths Mastery approach

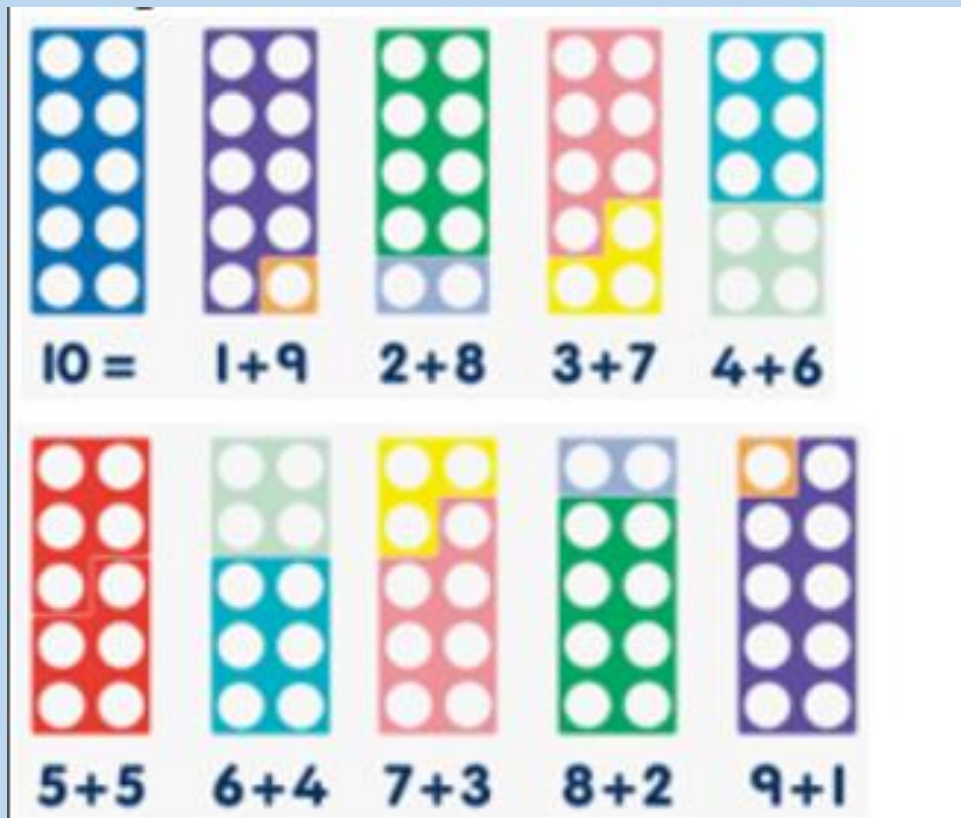
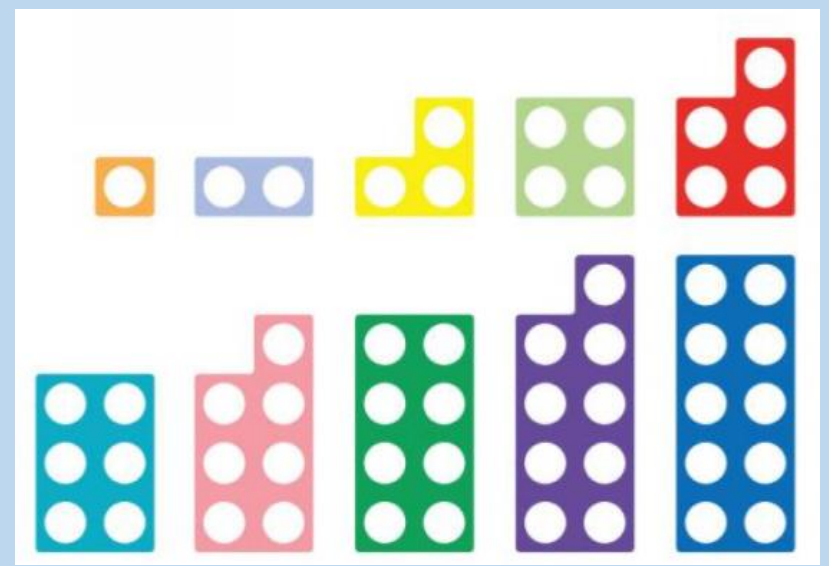
Teaching for mastery is based on a belief that **all children can achieve in maths**.

In practice, this means children are no longer taught different concepts based on whether they are seen to be 'less able' or 'more able'. Instead, the **whole class** is taught together but extra support is given to children who find the topic difficult, and challenging questions are given to children who are 'flying'.

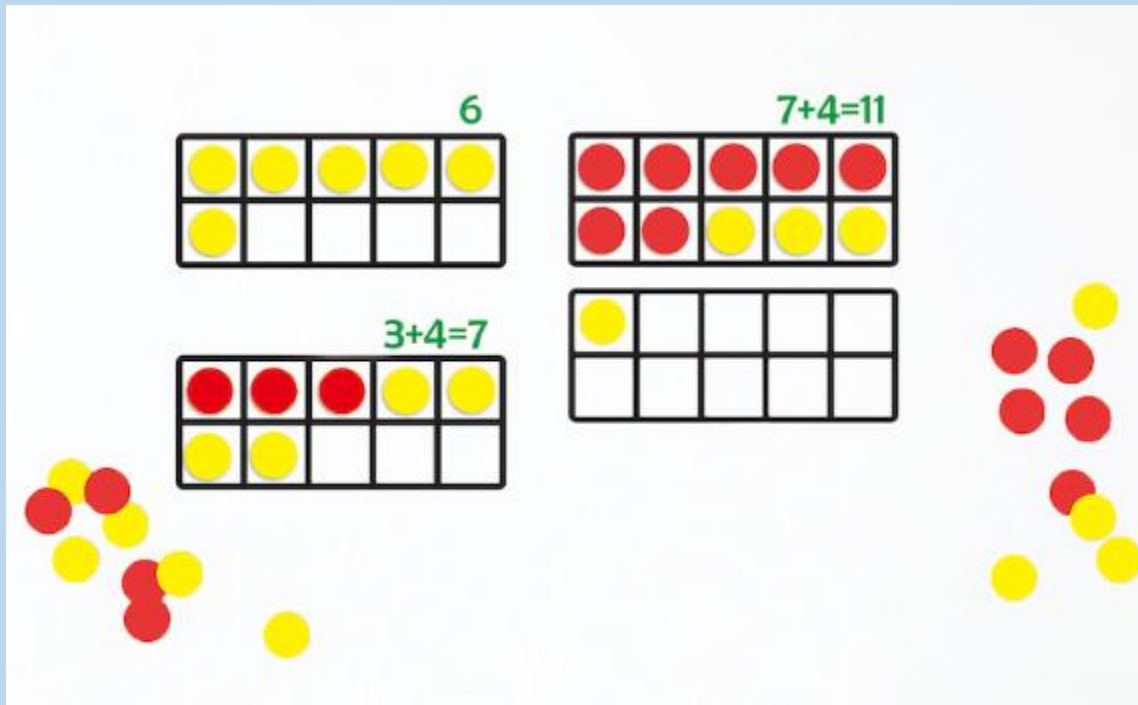
Maths Mastery approach

Concepts are built in small, logical steps and are explored through clear mathematical models and images. The focus is on **depth** - not acceleration - so that all children have a chance to embed learning. Teaching is supported by high-quality resources which present the **flow of lessons** coherently and provide opportunities for plenty of practice. Children use **objects** and **pictures** to physically represent mathematical concepts alongside **numbers** and **symbols** - this helps them to visualise ideas.

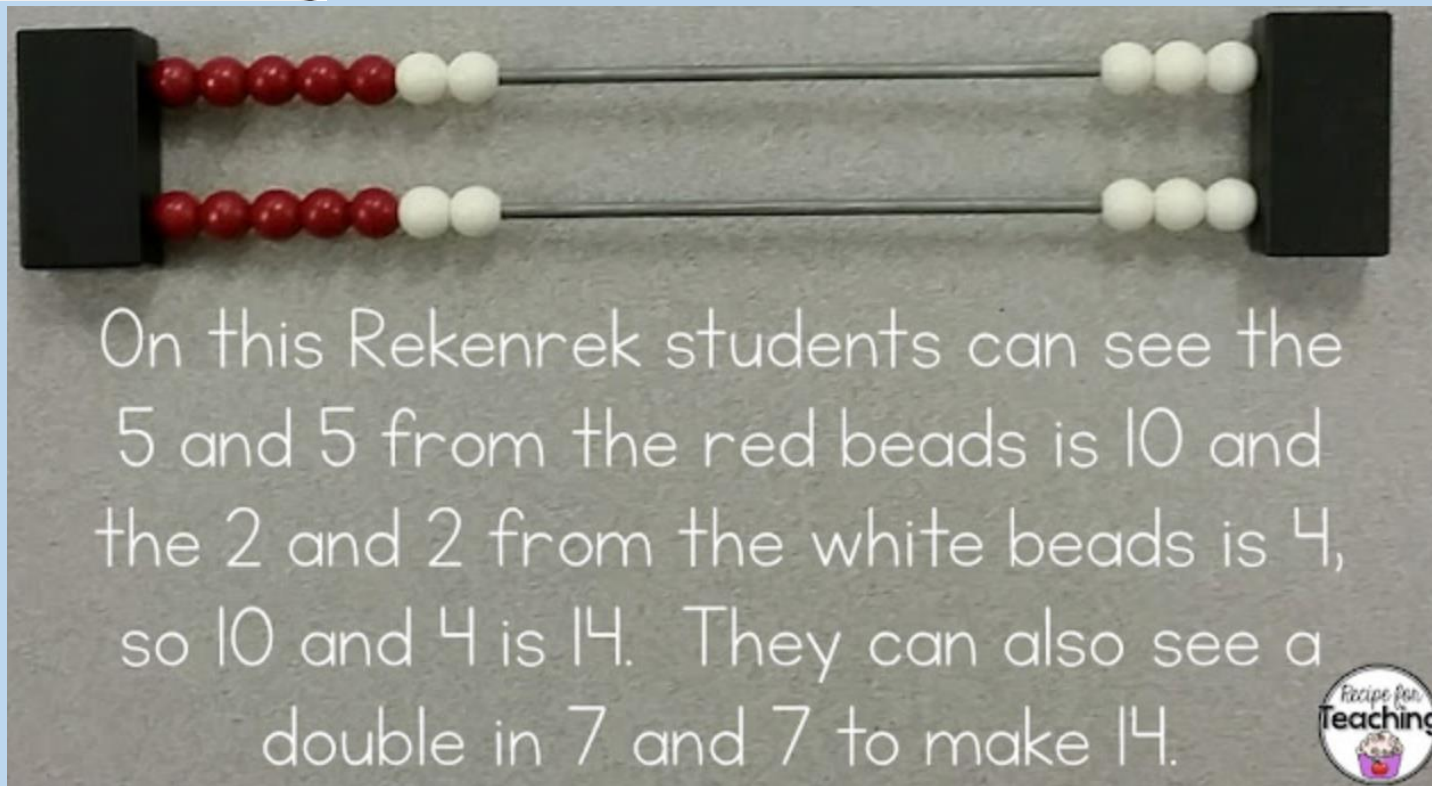
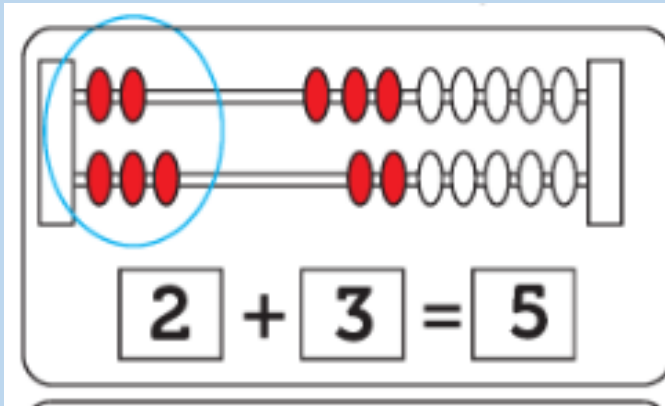
Numicons



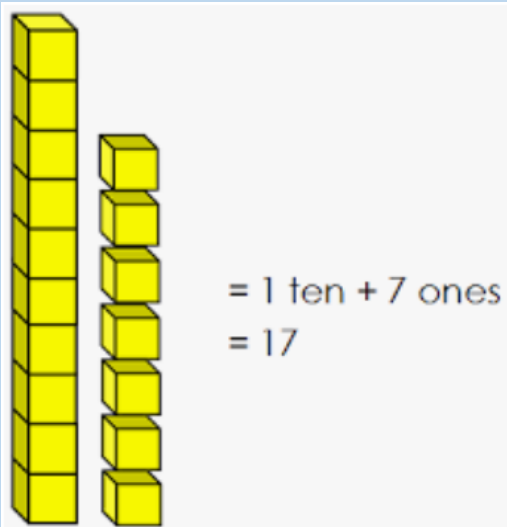
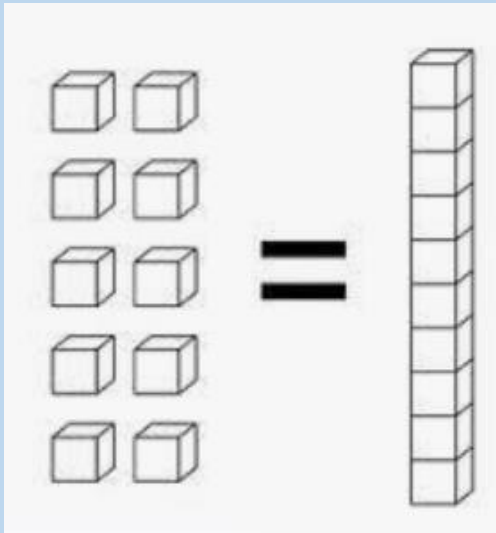
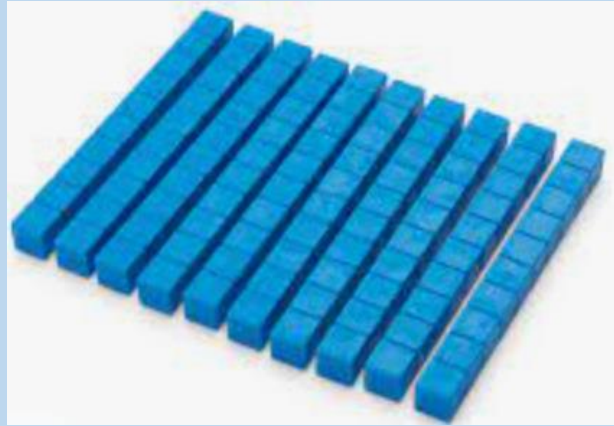
Ten Frames



Rekenrek



Base 10



There are tens and ones.

The number shown is

Maths Mastery approach

This method of teaching aims to ensure all children have a **secure** and **deep understanding** of maths, by building up maths concepts in small and logical steps. This makes maths accessible to the majority of children.

The national curriculum in England places emphasis on **depth** and **breadth**, not speed and acceleration. It's really important that learning is not superficial. For example, a child may understand how to use a particular method, but to demonstrate they have a deep understanding they need to explain why it works and why it's efficient.

Systematic number bonds

The counters show all the number bonds to 7

Complete the number sentences.



$0 + 7 = 7$



$1 + 6 = \square$



$\square + \square = \square$



$\square + \square = \square$



$\square + \square = \square$



$\square + \square = \square$

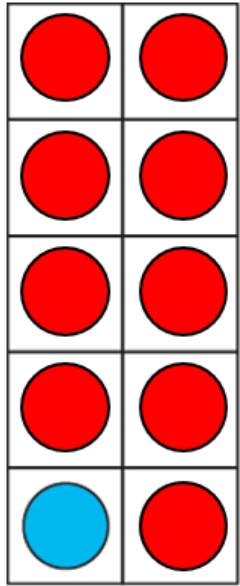


$\square + \square = \square$



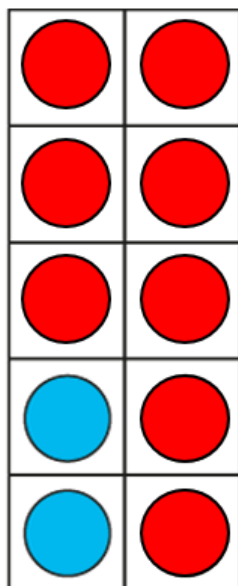
$\square + \square = \square$

Systematic number bonds



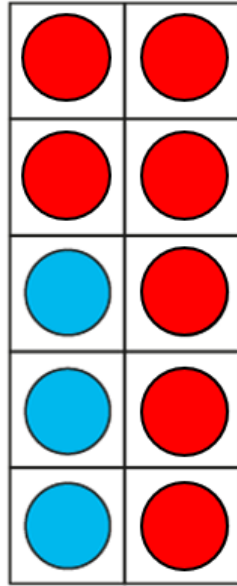
$1 + 9 = 10$

$9 + 1 = 10$



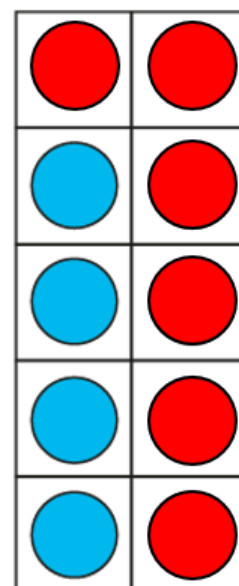
$2 + 8 = 10$

$8 + 2 = 10$



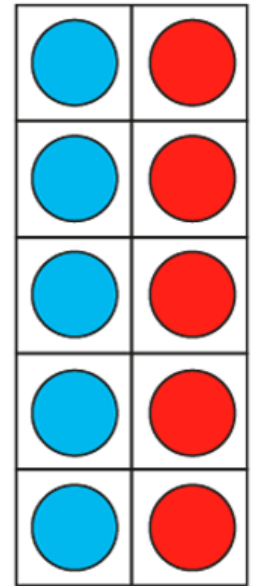
$3 + 7 = 10$

$7 + 3 = 10$



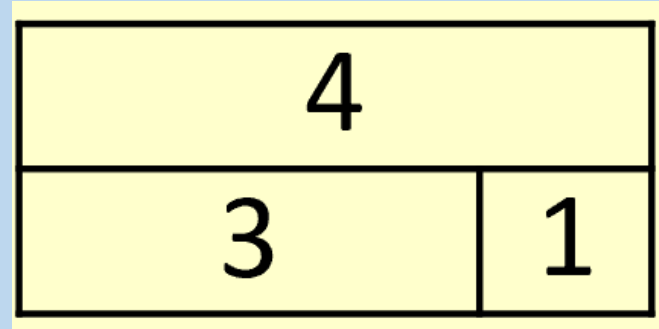
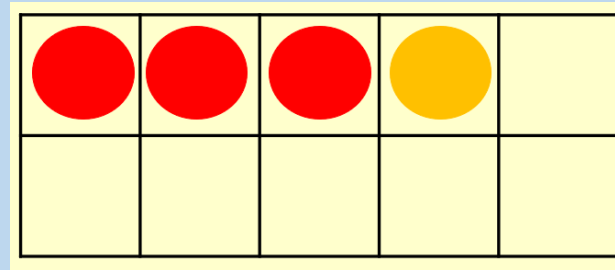
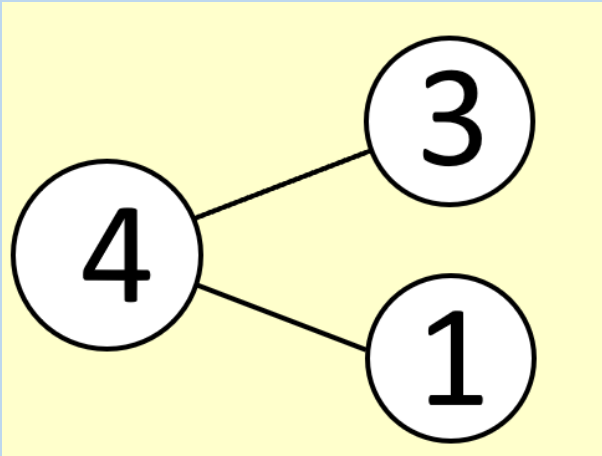
$4 + 6 = 10$

$6 + 4 = 10$



$5 + 5 = 10$

Fact families



$$3 + 1 = 4$$

$$4 - 1 = 3$$

$$1 + 3 = 4$$

$$4 - 3 = 1$$

$$4 = 3 + 1$$

$$3 = 4 - 1$$

$$4 = 1 + 3$$

$$1 = 4 - 3$$

If I know that... than I know that...

$$1 + 1 =$$

$$10 + 10 =$$

$$2 + 2 =$$

$$20 + 20 =$$

$$3 + 3 =$$

$$30 + 30 =$$

$$4 + 4 =$$

$$40 + 40 =$$

$$5 + 5 =$$

$$50 + 50 =$$

$$8 - 7 = 1$$

$$7 - 6 = 1$$

$$6 - 5 = 1$$

$$5 - 4 = 1$$

$$4 - 3 = 1$$

$$3 - 2 = 1$$

What do you
notice?

$$18 - 17 = 1$$

$$17 - 16 = 1$$

$$16 - 15 = 1$$

$$15 - 14 = 1$$

$$14 - 13 = 1$$

$$13 - 12 = 1$$

Adding 1

Bonds to 10

Adding 10

Bridging/
compensating

Y1 facts

Adding 2

Adding 0






Doubles

Near doubles

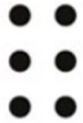


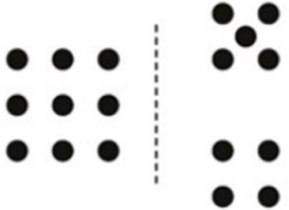

Y2
facts

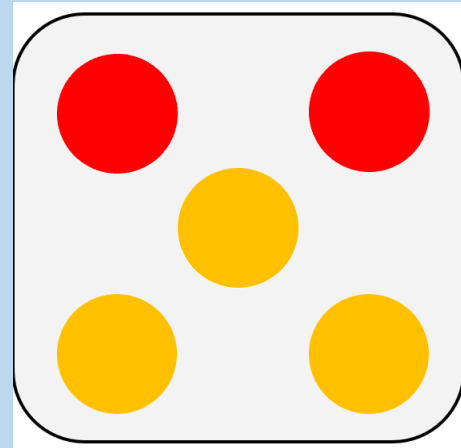
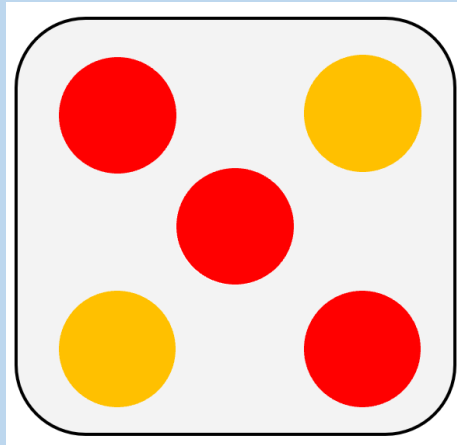
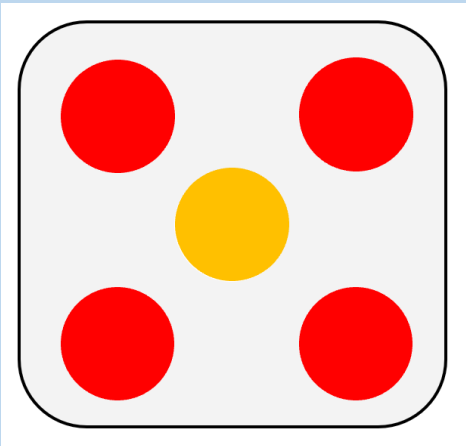
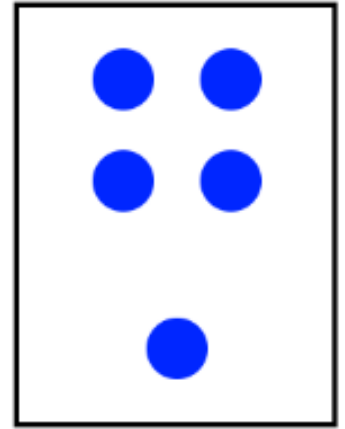
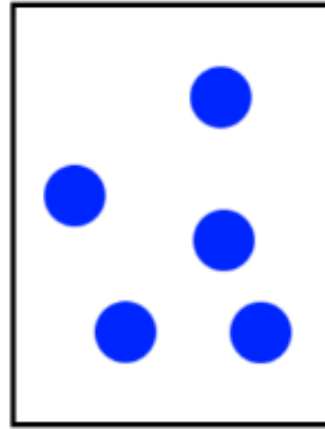
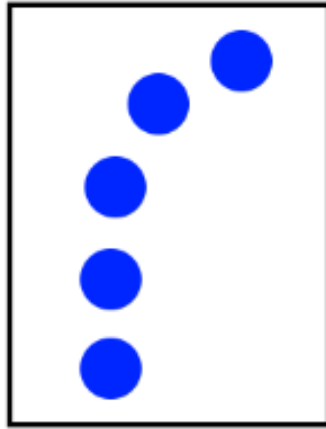
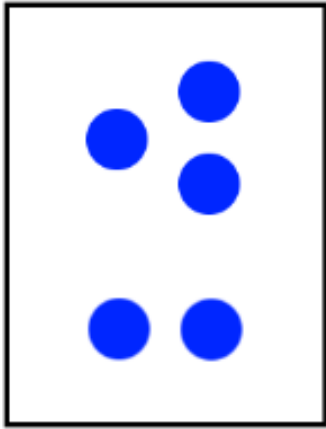
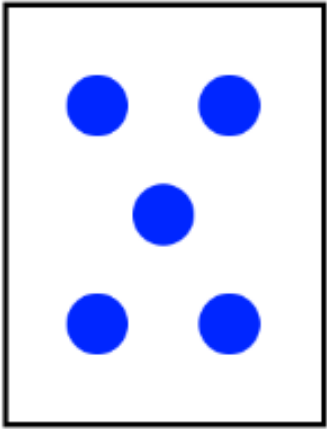
+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

Subitising helps children learn addition and subtraction facts.

1	2	3	4	5
				


To subitise means **to recognise** a number of objects in a group **without counting**.

6	7	8	9	10
				



5 is made of ___ and ___;
___ and ___ make 5.

REASONING



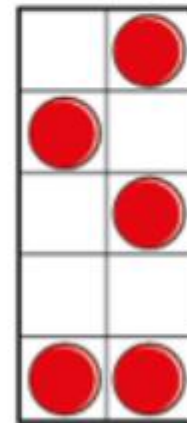
I am 5 years old.
My brother is 1 year
older than me.
My sister is 1 year older
than my brother.

How old is Sam's brother?

Who is the oldest?

How do you know?

The numbers
are in order from
smallest to
greatest.



Do you agree with Tiny?
Why?

Tiny is counting 1 more and 1 less.

1 more than 7
is the same as
1 less than 9



Is Tiny correct?

How do you know?

Think of another 1 more/1 less sentence.

If **yesterday** was Friday,
what day will it be
tomorrow?

I am thinking of a number
that is **greater than 5** and
less than 10.

What could be my number?

How can you help at home?

You can continue to help your child by talking about maths positively at home.

Children are influenced by those around them - if they hear people say they can't do maths, or they hate maths, they may develop a more negative attitude towards the subject. This can negatively affect their performance in the subject and their development of important life skills. It's important to help your child develop a growth mindset in mathematics.

When out and about...

- Make the most of shopping trips and other outings - talk about spending **money** and **calculating change**. Does your child understand the offers they see on signs or adverts in shops?
- Encourage your child to name the **shapes** that they can spot?
- Talk about the **time**, **days** of the week, **months** of the year.
- Practise counting forwards and backwards in **twos**, **fives**, **tens** etc.
- Practise spotting **odd/even** numbers.

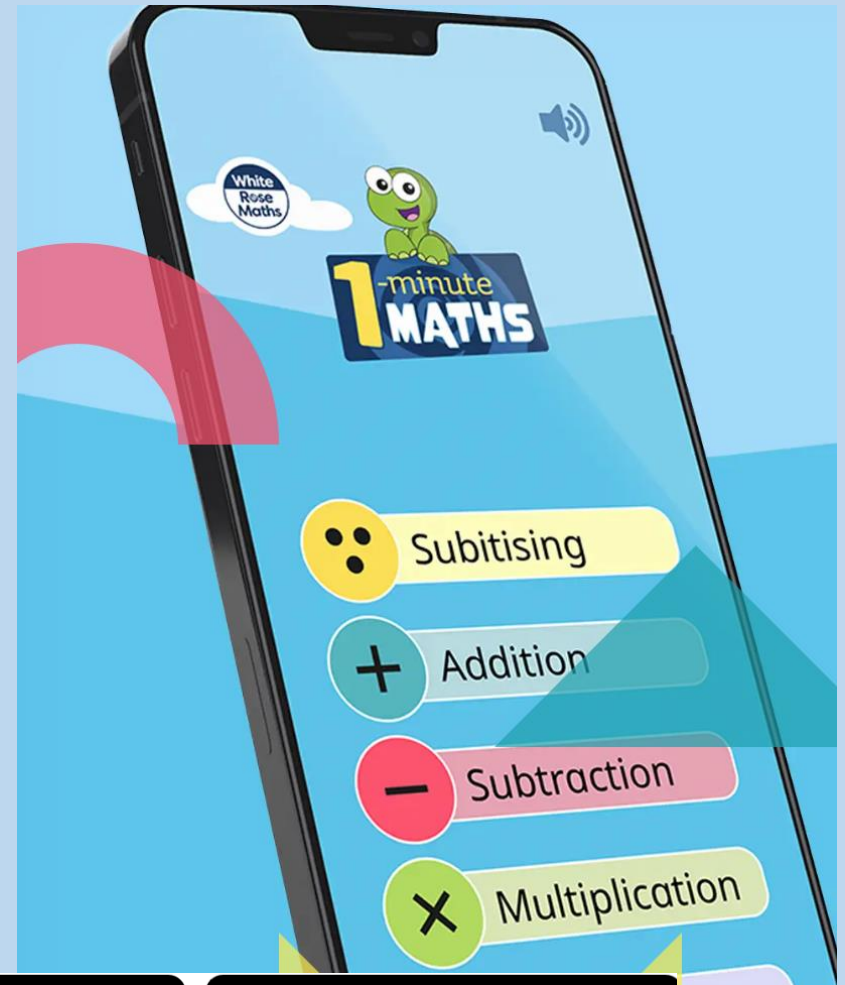
At home...

- Let them use **weighing scales** and **measuring tapes**.
- Let them fold and cut shapes in **halves/quarters**.
- Think about how you can involve your child in **everyday problem solving**. (e.g. We have 7 party bags but 10 children are coming. How many more bags do we need?)
- **Maths games**



Last but not least...

1-minute maths



Download on the
App Store



GET IT ON
Google Play

Available on
amazonkindle

English in Key Stage 1 (Year 2)



English in Year 2

Writing

- Composition - different elements of writing
- Spelling - common exception words
- Vocabulary, grammar & punctuation
- Handwriting and Presentation



Reading

- Word Reading
- Comprehension

Speaking and listening

How we teach English

- Shared reading/guided reading/individual reading
- Shared writing/guided writing/independent activities
- Handwriting/cursive script
- Phonics

Writing: Composition

Learning objectives

- Write sentences by:
 - saying out loud what they are going to write about.
 - sequencing sentences to simple coherent narratives using correct tense (personal experiences, stories, reports, instructions etc.)
 - re-reading what they have written to check that it makes sense.
- Use interesting adjectives and adverbs - new vocabulary
- Discuss what they have written
- Make simple edits and revision to their work
- Stamina for writing

STORY ELEMENTS

KEY WORDS

Physical Traits

People

Other Creatures

Animals

CHARACTERS

CAUSE

SETTING

5-FINGER

PLOT

PERSUADE

INFORM

ENTERTAIN

It's as easy as **PIE!**

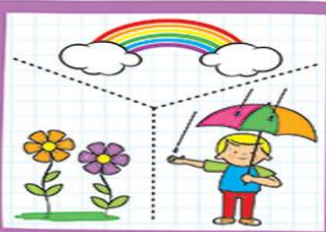
But

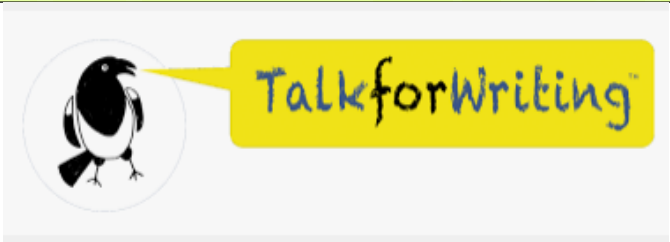
So

Then

Events

Problem

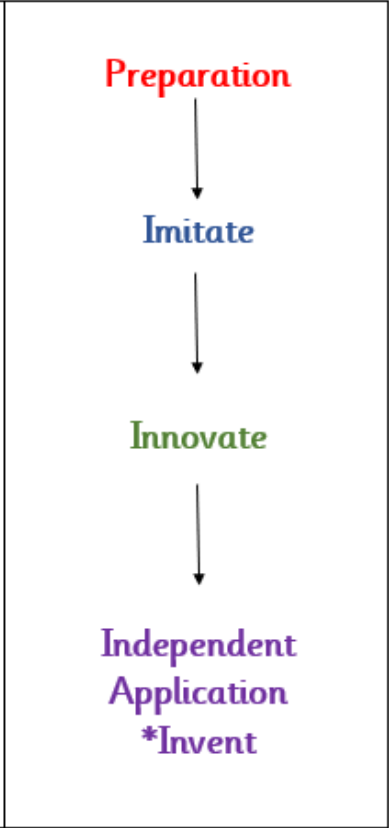




Talk for Writing Process

- Cold writing task (unaided writing, baseline oral story)
 - Set key focus and goals for the unit
 - Select, adapt or create a model text
-
- Oral learning of model text
 - Reading as a reader
 - Reading as a writer
 - Boxing up the text / Create the toolkit
-
- Planning
 - Whole class / group teaching
 - Daily shared, guided and independent writing
 - Daily feedback
-
- Guided and independent writing
 - Application across the curriculum
 - Hot task
 - Feedback
 - Publication or performance

Daily spelling, sentence and paragraph activities



Writing: Spelling

Learning objectives

- Common exception words and high frequency words
- Days of the week, Months, Seasons
- Name and write letters of the alphabet correctly
- Add prefixes and suffixes, e.g.

unwrap enjoymentment

- Weekly spelling test

Writing: Vocabulary, Grammar & Punctuation

Learning objectives

- Wide range of vocabulary.
- Joining sentences using connectives, e.g. and, but, so, because.
- Punctuate sentences - full stop, question mark, exclamation mark, speech marks.
- Capital letter for names of people, places, days of the week, 'I'.

Writing: Handwriting & Presentation

Learning objectives

- Sit correctly at a table holding a pencil comfortably and correctly.
- Form capital and lower-case letters correctly - in the correct direction, starting and finishing in the right place
- Leave spaces between words
- Form digits 0-9 correctly
- Join letters together - cursive writing

⊕ A detailed start to your story.

→ To add correct punctuation.

Once upon a time there was a ^{pretty} girl called Goldilocks. She has blond hair and she lives near the dark scary Woods. One day she was playing in the dark scary Woods then as she was playing she saw a great big house. She looked inside the window in the window she saw three bowls of porridge. Then she went inside to taste the porridge she tried the biggest bowl of porridge. Goldilocks said this one is too hot then she tried the second one Goldilocks said this one

is too cold. Finally she tried the third one Goldilocks said this one is just right. Goldilocks was very tired so she went to the living room to have a rest she found three chairs she sat in daddy bears chair Goldilocks said this one is too hard. She sat on mummy bears chair this is too soft. Finally she sat on baby bears chair she said this one is just right. Then it broken to pieces. It was too small for Goldilocks.

On Wednesday I was very excited because it was the big sports day. First we ^{were} divided in five groups. I felt a little bit nervous when I went into the big field. We started when Miss Drum blew the whistle. The first game was the hurdles. We had to run and jump over the hurdles in my group was Jaini, Somia, Jabril, and Thivish. The first one to run and jump over the hurdles was Jaini. We were cheering for her as well and the next one was Thivish. We also cheered for him. Then the third one was me. every body in my group cheered and cheered for me very loudly. The next one was the water station. I ^{was} very thirsty so I drank some water.

after the water station it was the speed bounce. We had to stand next to two cones and jump left and right and the cones had to be in the middle. The first one was Jaini again. When Jaini was bouncing I saw my dad taking pictures ~~of me~~ ^{of me} the second one was Thivish again. We cheered and cheered for Thivish. Then it was Somia. We cheered for her. Next it was me again. every one cheered for me again. Next race was Javelin. We had to throw the javelin as far as you can and stand next to it and bring it back to the next person. First one was ~~thivish~~ Thivish.

Reading

- Word Reading - class reading, group guided reading, 1-2-1 reading
- Weekly Comprehension - understanding what they have read and answering questions based on the text or pictures.

Progression of successful text reading through KS1 & 2

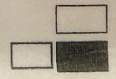
Band/colour	Reading Recovery level	Approx Phonic Phase	NC level	Approx SAT level	YR	Y1	Y2	Y3	Y4	Y5	Y6
1 PINK	1, 2	Phase 2	Working towards Level 1		■						
2 RED	3, 4, 5	Phase 3	Working towards Level 1			■					
3 YELLOW	6, 7, 8	Phase 3/4	Working within Level 1	Approx SATs 1C							
4 BLUE	9, 10, 11	Phase 4/5	Working within Level 1	Approx SATs 1B	■						
5 GREEN	12, 13, 14	Phase 5	Working within Level 1	Approx SATs 1B			■				
6 ORANGE	15, 16	Phase 5/6	Working towards Level 2	Approx SATs 1A							
7 TURQUOISE	17, 18	Phase 5/6	Working towards Level 2	Approx SATs 1A		■		■			
8 PURPLE	19, 20	Phase 6	Working within Level 2	Approx SATs 2C							
9 GOLD	21, 22	Phase 6	Working within Level 2	Approx SATs 2B							
10 WHITE	23, 24	N/A	Working towards Level 3	Approx SATs 2A				■			
11 LIME		N/A	Working within Level 3	Approx SATs 3C					■		■
Not banded at present		N/A	Working towards Level 4	N/A						■	
Not banded at present		N/A	Working towards Level 4	N/A							■



Working at levels through the year

Greater depth will be the next level above the working at level

KEY Majority of children secure at this level
 Normal range of achievement



Speaking and Listening

- Drama
- Pair share - partner conversations
- Listening games
- Talking games
- Listening to stories
- Story telling
- Learning new vocabulary

Phonics

- Recap and recall of all phase phonic sounds
- Teach - phase 6
- Using suffixes to indicate tenses
- the rules for adding -ing, -ed, -er, -est, -ful, -ly and -y
- plural spelling
- using prefixes to change words

How you can help!

Writing:

- Involve children in writing for real purposes, so that they can see the relevance of writing independently. e.g. modelling and writing shopping lists, writing cards, notes and letters etc.
- Encourage your child to write grammatically correct sentences.
- Read over their work and make edits.

How you can help!

Reading:

- Read with your child on a daily basis.
- Encourage your child to read labels, signs etc, which are part of their everyday world.
- Join the library.
- Please ensure your child has their book bag in school every day and sign your initials and make a comment in their reading record book.
- Log onto Bug Club daily

Date	Book and Page Number	Remarks
7/11	Super Kid All pgs	Jayda read well. We discussed what bugs she has seen outside (ladybirds, spiders, caterpillars, ants, daddy long legs)
7/11/13	Be Quiet	Jayda read well. Talked about what was happening in the pictures and what animals she has seen at the farm.
	In The Bin	Jayda read this book. We talked about the importance of putting rubbish in the bin.
10/11	Be Quiet All pgs In The Bin All pgs	Jayda read both books. She didn't really have much problems with the new words in these stories.
11/11	Be Quiet All pgs In The Bin All pgs	Jayda read both books. NO mistakes in either book.
	Turn it off! Max the Detective	



Date	Book and Page Number	Remarks
11/11	Uncle Max pgs 4-8	This is a book for the library. Jayda read a few pages. Struggled on the word 'clock'.
11/11	Where's my sock? pgs 5-15.	Jayda read this book well. She didn't like it when the spider was in the sock. (library books ↑ & ↓)
11/11	The Fun Race All pgs.	This was a fun book for Jayda to read. Kept getting muddled up with the word 'Nasim' but otherwise managed well.
12/11	Max the Detective All pgs Turn it off All pgs	Read both books. Jayda 'Turn it off' as she's learning about light at school. Got caught out with 1 or 2 bigger words, but generally managed well.
13-11-13	The Poor and Poor	Read at. Discussed what was happening in the pictures.
	18/11/13	Good try at the word 'gapped'. Lots of new big words to challenge Jayda.



How you can help!

Speaking and listening:

- Encourage children to read a recipe to you.
- Read adverts on the bus.
- Read books and discuss stories.
- Reading letters.
- Asking questions.
- Talking about favourite programmes.
- Always listen to your children, let them share their ideas and answer their questions, they have inquisitive minds.
- Be a good role model

Science



- Observe closely using simple equipment.
- Perform simple tests.
- Identify and classify.
- Ask simple questions and recognise that they can be answered in different ways
- Use their observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

Animals, including humans

- Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (including pets).
- Identify, name, draw and label the parts of the human body and know which parts are associated with each sense.



Seasonal Changes

- Observe changes across the 4 seasons.
- Observe and describe weather associated with the seasons and how day length varies.



Everyday materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials based on their physical properties.



Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants including trees.



Learning outside the Classroom

- Forest School
- Discover Garden
- Exotic animals with biologist Mr Khan
- Trips to the farm



Personal, Social, Health and Economic (PSHE)

We follow the SEAL and P4C programme

- New beginnings
- Friendships - falling out and making up
- Going for goals
- Good to be me
- Relationships
- Change
- Keeping healthy
- British Values



Personal, Social, Health and Economic (PSHE)

- To recognise what they like and dislike, what is fair and unfair and what is right and wrong.
- To recognise, name and deal with their feelings in a positive way.
- To take part in group/class discussions.
- To contribute to their class and our school family.

Physical Education (P.E.)

- Different ways of travelling
- Gymnastics
- Dance
- Games skills
- Athletics
- Sports



Physical Education (P.E.)

- To explore basic skills, actions and ideas with increasing understanding.
- Repeat simple skills and actions with increasing control and co-ordination.
- To recognise how important it is to be active and describe how their bodies feel during exercise.
- To change the rhythm, speed, level and direction of movements.

Religious Curriculum (R.E.)

- Christianity
 - Sikhism
 - Islam
- Cross reference to other religions
- Exploring religious within the classroom



Religious Curriculum (R.E.)

- To know that there are different groups of people in the community we live in.
- To know some of the key stories of each religion.
- To be aware of the key people within each religion.
- To have a respect for other people's beliefs and places of worship.

Music

- Pulse and rhythm
- Expression and singing
- Sources of sound
- Instruments
- Pulse and beat
- Pitch
- Music expert



Music

- To use their voice expressively.
- To play untuned and tuned instruments.
- To create musical patterns.
- To listen with concentration and to internalise and recall sounds with increasing oral memory.

Design Technology/ART

- Food technology
- Sketching/drawing
- Printing techniques
- Construction
- Famous artists
- Art Therapy
- Using different materials
- Take One Picture - National Gallery



Design Technology/ART

- To record from first hand observation, experience and imagination.
- To explore ideas.
- To try out tools and techniques and apply these to materials and processes including drawing.
- To talk about and plan own ideas.
- To assemble, join and combine materials and components.

History/Geography



- Personal history
- Famous people
- Investigating the past and present

- The World and the United Kingdom
- Learning about our local and wider environment
- Describing places
- Improving our environment

History/Geography

- To identify differences between ways of life at different times.
- To place events and objects in chronological order.
- To gain a knowledge of key events and their importance.
- To ask questions and learn by finding out.

- To identify and describe what places are like.
- To compare our country with others.
- To be able to name the four countries and capital cities of the UK.
- To know the continents.

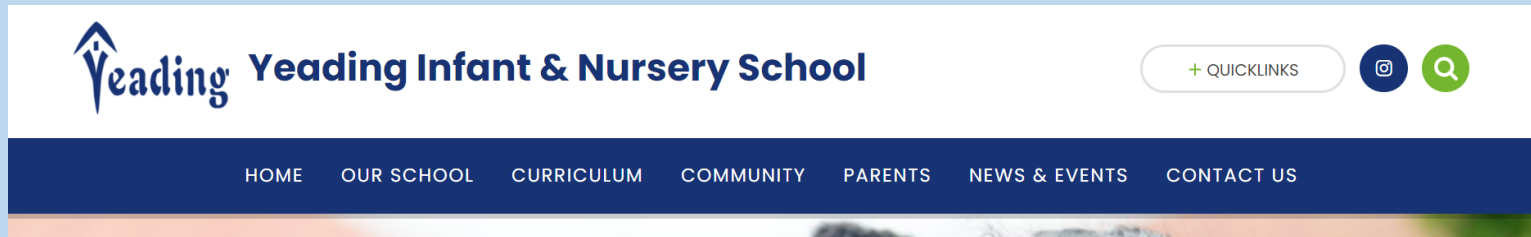
Computing

- Internet safety
- Recognise common uses of I.T. beyond school
- How to create, organise, save and retrieve information
- Understand how computers work
- Create and debug simple programs



Our Website and Instagram

- <http://yeadinginf.co.uk>



- Instagram page: **yeading_infants**

