

Welcome to Year 2



THE CURRICULUM

Phonics

Reading

Writing

Maths

Science

History

Geography

Art

Design and Technology

PE

RE

Music

Computing

RSHE



OUR VALUES

Respect

Curiosity

Perseverance

Kindness

Teamwork

Challenge

Daily Routine

8:30 - 8:50 “Soft Start” - Early Morning Work

8:50 - 9:00 Register

9:00 - 9:20 Morning Meeting

9:20 Maths

10:05 Phonics

10:25 Fruit/ Story

10:40 Playtime

11:00 English

12:00 Lunchtime

1:00 Quiet time/ Assembly/ Guided Reading

1:30 Foundation Subjects

3:00 Home time

Inquiry

Drama

Teamwork

Curiosity

Meaningful Context

Links with previous learning

Clear Purpose

Reason for Learning



Inquiry

Autumn term -Geography

Spring term -Science

Summer term -History

Progression of knowledge and skills from Y1

Current Inquiry is about our local hero Henry Blogg - looking at his life as a lifeboatman, Cromer and the RNLI

read!

Anytime.
Anywhere.
Anyhow.

Reading



Reading is the most important thing you can do to support your child.

Little and often is best -10 minutes each day minimum.

We do check the reading records - please record when you read so we can track who is reading at home.

At WWL, this is a really strong expectation so we are preparing your child for this transition.

We're working on fluency, expression and pace. For this reason, reading often is key.

Children who need it will be given extra support in smaller groups.

Spelling



Spelling is key! The emphasis shifts from sounding out towards correct and accurate spelling. It would really help for you to practise the “prickly” words at home.

We will send the words they need to know home. Please work on a few at a time. Some children are lucky and pick up spelling easily whereas others need repeated and regular practice.

Spelling is a vital part of the assessments that we make about your child’s writing.

Writing



We use a writing scheme called the Write Stuff. It is based around a familiar text for the children and they use a model text to guide their own writing.

They explore using new vocabulary learnt in each lesson as well as embedding punctuation skills.

They finish a unit by doing an independent write.

Child friendly version of maths vision

At Lodge Lane, we are all mathematicians

We do maths in lots of different ways

We look for patterns

We solve problems

We challenge ourselves

We enjoy maths

We take risks

We explore mistakes

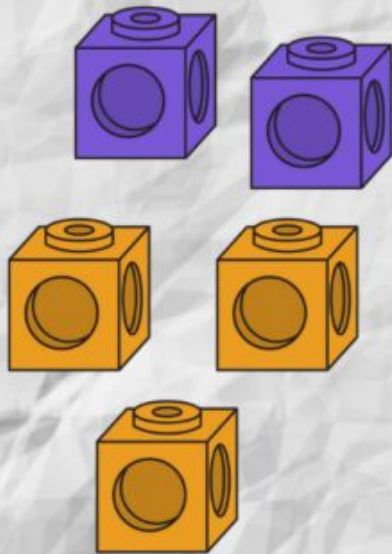
We work as a team

We use maths vocabulary

We look for maths in the world around us

CPA APPROACH TO MATHS

Concrete



Pictorial

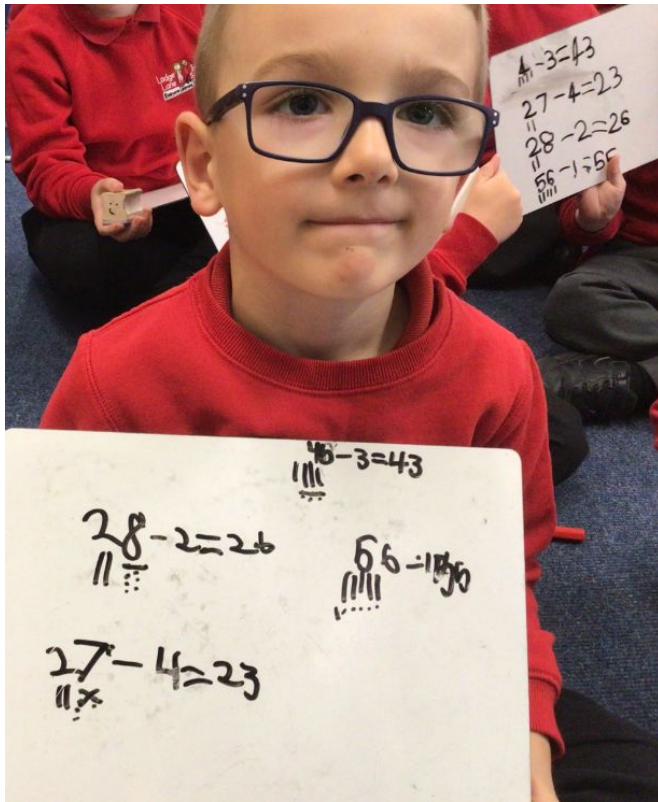


Abstract

$$3 + 2 = 5$$



MathShed



Outdoor Learning



PE

- Children will do Real PE, gymnastics, dance and games
- Please make sure children have PE kits on the correct day as well as hair tied back and earrings covered
- We are very lucky to have specialist teachers teaching some aspects of PE



Marking

Feedback is given in the moment in the lesson with opportunities to adapt and improve.

Sometimes you will see corrections, other times the teacher will have followed up verbally or made sure to work with a child in the next lesson.

If you don't see much in the book from the teacher, it doesn't mean it hasn't been looked at!

You may see green pen for editing work.



RSHE

Children will learn about:

Being Me In My World

Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me

This covers friendships, how people are different, coping positively with change, keeping healthy, anti bullying, being unique, different families and body parts.

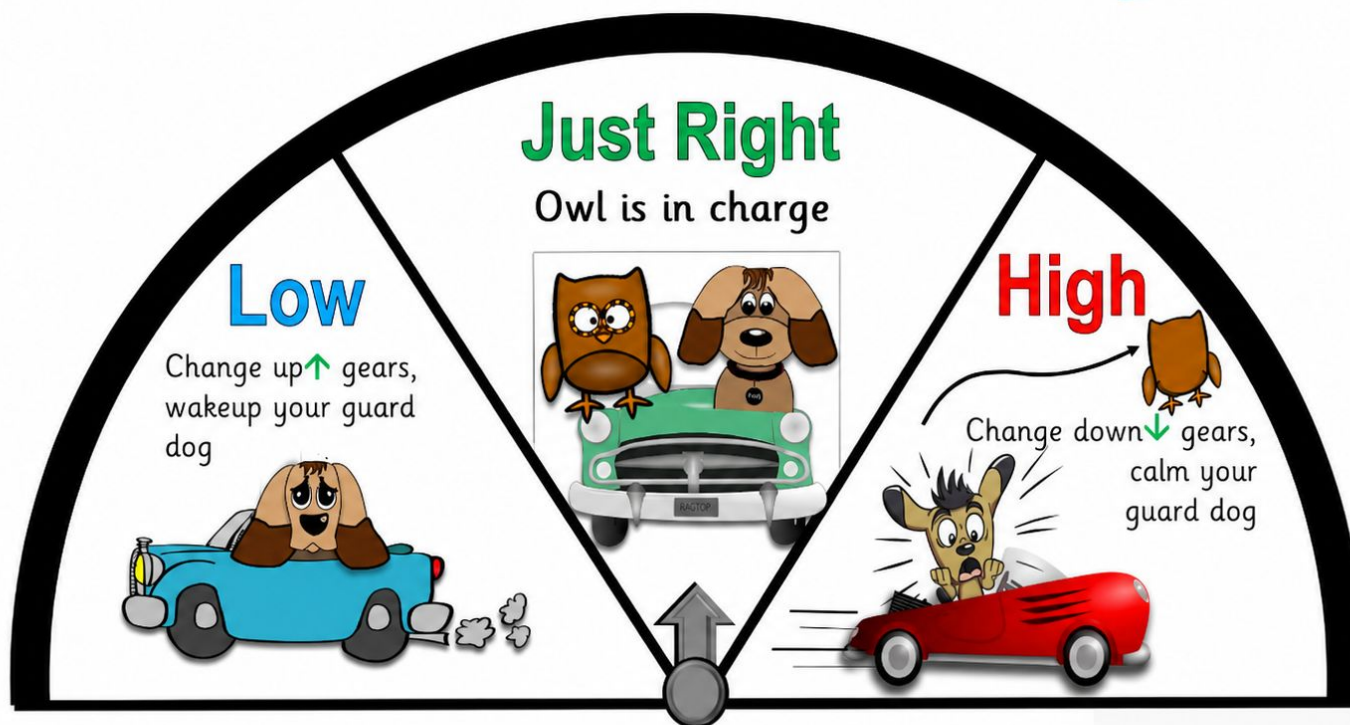


Safe
Brave
Kind

WENSUMTRUST

Our three school rules used consistently
by all staff and children

How's your engine running?!



Assessment

End of year 'grades' based on teacher assessment

Framework to work towards

SATs tests are optional so we have elected not to do them. Children still need to reach the standard though.

There are three possible outcomes to our assessments:

Working towards the expected level

Working at the expected level

Working at greater depth within the expected level

Working at the expected standard

The pupil can:

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

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

Working at the expected standard

The pupil can:

- 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 $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, 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.

* The scale can be in the form of a number line or a practical measuring situation.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Parental Involvement



- Reading!
- Curriculum Newsletters - this gives information about what we're doing and how to support further at home
- Parents' Evenings
- Winter Fair
- Christmas Carol Singing
- Open door - always ask if you're not sure/ are worried / need help. It's what we're here for and we'd rather know early.