



Gayton Primary  
School

Year 2  
2020-2021



# The Creative Curriculum

Autumn Term

Where do owls live? (geography and science focus)

Spring Term

What events can we learn from the past? (history focus)

Summer Term

How do we look after our environment and community? (geography focus)

*Learning in Art, English, DT and Computing will link to these topics when there is an obvious and natural connection. Where links would be contrived, stand-alone topics will be used to develop skills, knowledge and understanding.*

*There will be other 'mini-topics' incorporated into the curriculum (please refer to the Long Term Plan).*





# The Year 2 Timetable

Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Register &amp; Morning Task</b> 8:40 – 9:10	Fix-it time/morning starter activity	Fix-it time/morning starter activity	Fix-it time/morning starter activity	Fix-it time/morning starter activity	Fix-it time/morning starter activity
<b>Session 1</b> 9:10 – 10:00	Maths	Maths	Maths	Maths	Maths
<b>Break</b> 10:00 – 10:15					
<b>Session 2</b> 10:15 – 10:45	Guided reading	Guided reading	Guided reading	Guided reading	Guided reading
<b>Session 3</b> 10:45 – 11:45	English	English	PE	English	English
<b>Lunch</b> 11:45 – 12:45					
<b>Session 4</b> 12:45-14:00	Science	Topic (art/D&T/history/geography)	PSHE	Church assembly	Phonics & handwriting
				PE	Certificate assembly
<b>Break</b> 14:15 – 14:30					
<b>Session 5</b> 14.30-15.15	Picture assembly	Phonics & handwriting	Phonics & handwriting	RE	Computing



Utilising across the school. Uses quality children's literature and proven creative teaching approaches to support and develop a high quality literacy curriculum.

Impacts on both reading and writing attainment.

Vocabulary teaching explicit



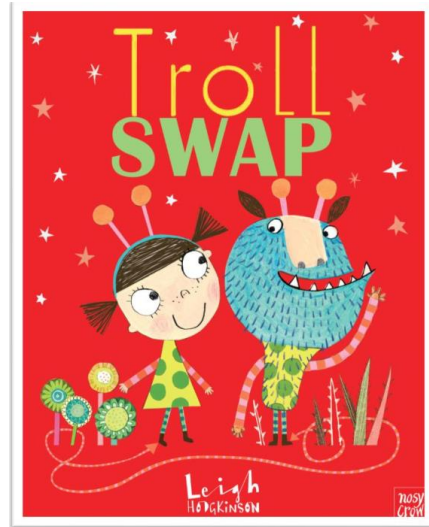
Incorporating Spelling, Punctuation and Grammar.


Promoting a whole school love of reading and writing.

# Pathways to Write (Autumn term)

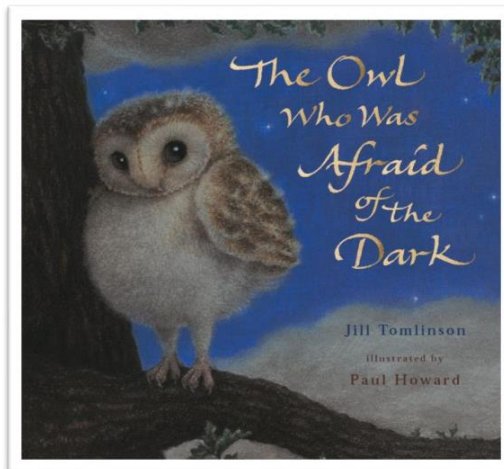
Elements of writing covered through our study of the texts...


Writing outcome - to write a story based upon the model text using the pupils' ideas for characters.



 Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	↔ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> <li>Combine words to make sentences</li> <li>Join words and clauses using and</li> <li>Sequence sentences to form short narratives</li> <li>Leave spaces between words</li> </ul>	<ul style="list-style-type: none"> <li><b>Plan or say out loud what is going to be written about</b></li> <li><b>Use punctuation correctly – full stops, capital letters</b></li> <li><b>Use expanded noun phrases to describe and specify</b></li> <li><b>Use subordination (because) and coordination (and)</b></li> </ul>	<ul style="list-style-type: none"> <li>Use phrases from story language</li> <li>Create and describe characters</li> <li>Create and describe settings</li> <li>Use past tense consistently and correctly</li> <li>Write in 3<sup>rd</sup> person</li> <li>Sequence of events with beginning, middle and end</li> </ul>

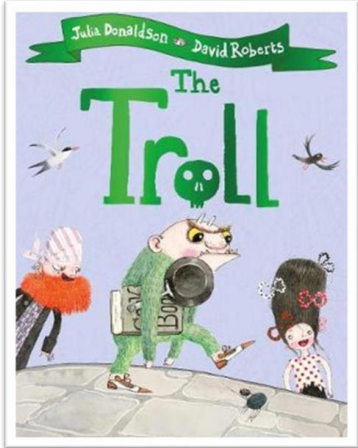
Writing outcome - to write a fact sheet about owls using information from the text.



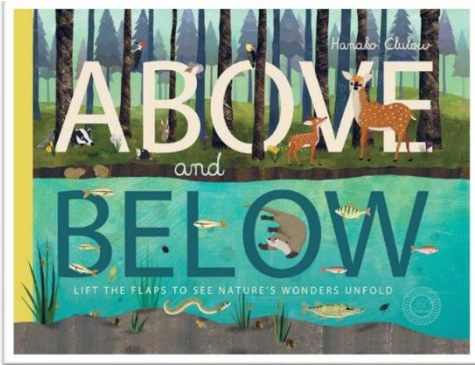
 Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	↔ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> <li>Sequence sentences to form short narratives</li> <li>Join words and clauses using and</li> <li>Use subordination (because)</li> <li>Add suffixes to verbs where no change is needed to the root</li> <li>Write expanded noun phrases to describe and specify</li> </ul>	<ul style="list-style-type: none"> <li><b>Use co-ordination (but, or)</b></li> <li><b>Add -ly to turn adjectives into adverbs</b></li> <li><b>Write for different purposes</b></li> <li><b>Use commas to separate items in a list</b></li> </ul>	<ul style="list-style-type: none"> <li>Specific vocabulary linked to the topic</li> <li>Clear and precise description</li> <li>Present tense</li> <li>Title</li> <li>Sub-Headings</li> <li>Introduction</li> <li>Grouped information</li> <li>Facts from research</li> </ul>

# Pathways to Read (Autumn term)

Elements of reading covered through our study of the texts...



- Predict what might happen on the basis of what has been read so far
- Discuss and clarify the meaning of words, linking new meanings to known vocabulary
- Answer and ask questions
- Discuss their favourite words and phrases
- Introduce non-fiction books that are structured in different ways
- Discuss the sequence of events in books and how items of information are related
- Make inferences on the basis of what is being said and done



*As well as guided reading, we read a novel to the class everyday to link with our curriculum and promote a love of reading.*

# Home Reading



- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

- \*There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

Please ensure that your child is reading at home daily.

Please take the time to sit with your child and listen to them read but also read to them and discuss the story and new vocabulary.





# Reading - Key Objectives

## Word Reading

Apply phonic knowledge and skills to decode words.

Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes.

Read accurately by blending sounds in unfamiliar words.

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Read words containing 's, es, ing, ed, er, est' endings.

Read other words of more than one syllable.

Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).

Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Re-read books to build up their fluency and confidence in word reading.

## Reading Comprehension

Listen to and discussing a wide range of poems, stories and non-fiction texts.

Link what they hear and read to their own experiences.

Become familiar with and retell key stories, fairy stories and traditional tales.

Recognise and join in with predictable phrases.

Learn to appreciate and recite rhymes and poems.

Discuss word meanings, linking new meaning to those already known.

Draw on what they already know, on background information or known vocabulary to discuss a topic.

Check that a text makes sense to them as they read, and correct their own mistakes.

Discuss the significance of the title and main events.

Make inferences on the basis of what is being said and done.

Predict what might happen on the basis of what has been read so far.

## Participate in Discussion about Books

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

Explain clearly their understanding of what is read to them.

# Spelling, Punctuation and Grammar



Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er</i>, <i>-est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and <b>co-ordination</b> (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>

## Year 2: Detail of content to be introduced (statutory requirement)

<b>Text</b>	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing  Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]
<b>Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>  Commas to separate items in a list  <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]
<b>Terminology for pupils</b>	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

# Spellings/Phonics

Year 2 will begin the year revising phase 3, 4 and 5 phonics. They will then learn the Year 2 spellings...

/n/ sound spelt 'kn' and 'gn' at the beginning of words		/ɒ/ spelt 'a' after 'w' and 'qu'		/dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'		/l/ or /ɛl/ sound spelt '-le' at the end of words and following a consonant		Adding suffixes 'less' and 'ly'		Common Exception Words		
										door	steak	who
want watch squash		apple little		slowly angrily fearless		because		floor	pretty	whole		
knew know knock gnaw gnarled		/u/ spelt 'o'		/l/ or /ɛl/ sound spelt '-el' at the end of words		Doubling the consonant when adding a suffix		poor	after	any		
other mother nothing Monday		edge lodge fridge bridge		camel tunnel		runny runner running		find	fast	clothes		
/r/ sound spelt 'ur'		/s/ sound spelt 'c' before 'e', 'i' and 'y'		Words ending -il or -al		Homophones		kind	last	busy		
wrap write wrote wrong wrist		/z/ spelt 's'		pencil animal		there		mind	past	people		
ice circle city face		usually measure pleasure treasure		Adding suffixes '-ful', '- ness' and 'ment'		their		behind	father	water		
'g' and 'j'		Words ending '-tion'		playful happiness amazement		they're		child	glass	again		
join jacket giant magical giraffe		fraction station		Adding -er -ed -est to words ending y		to		children	class	half		
/or/ spelt 'a' before l and		Adding -es to nouns		cried happier happiest		too		wild	pass	money		
walk fall		cries families				quite		climb	plant	Mr		
						two		most	path	Mrs		
						quiet		only	bath	parents		
						hear		both	hour	Christmas		
								old	move	even		
								cold	(im)prove			
								gold	sure			
								hold	sugar			
								told	eye			
								every(body)	could			
								great	should			
								break	would			



# Apps to Support English

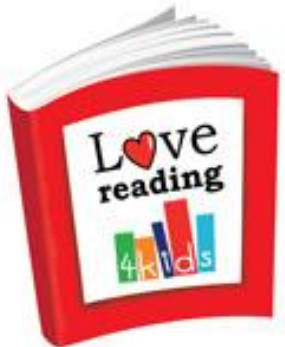


**Spelling Shed**  
Developed by Robert Smith at the Literacy Shed.



**Squeebles**  
Great for practising weekly spellings.  
You can add them in yourself.

**Phonics Play**  
Fun games for children  
To revise sounds from all  
Five phases.



Helping you choose the best books for children

**Lovereadings4kids.co.uk**  
Recommends books for different ages and interests. Also for specific needs such as dyslexia friendly books

# Letter-join

- Handwriting scheme - implementing across the school.
- Handwriting is practised in short sessions during the week so that children are taught correct letter formation and joins.
- Working on improving standards of presentation in all aspects of work. Children should be applying this to all work inside and outside of school.
- Time in class to practise and embed joins. Will take time for your child to adapt their style.



\*Fluency- children's ability to recall and apply knowledge rapidly and accurately.

\*Reason- follow a line of enquiry, make generalisations, justify or prove something.

\*Problem Solve- apply their knowledge, break down problems and persevere to solve problems.

Yearly overview of Maths coverage..

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Number: Place Value			Number: Addition and Subtraction					Measurement: Money		Number: <u>Multiplication and Division</u>		
Spring	Number: <u>Multiplication and Division</u>		Statistics		Geometry: Properties of Shape			Number: Fractions			Measurement: Length and Height	Consolidation	
Summer	Geometry: Position and Direction			Problem solving and efficient methods		Measurement: Time		Measurement: Mass, Capacity and Temperature			Investigations		



Example of what is covered in a typical lesson...

Year 2 | Autumn Term | Week 1 to 3 – Number: Place Value



## Count in 2s, 5s and 10s

### Notes and Guidance

Children count forwards and backwards in 2s, 5s and 10s. It is important that children do not always start from zero, however they should start on a multiple of 2 or 5 when counting in 2s and 5s but can start from any number when counting in 10s. For example when counting in 2s they should not start at 3.

Encourage children to look for patterns as they count.

### Mathematical Talk

What do you notice? Are the numbers getting larger or smaller?

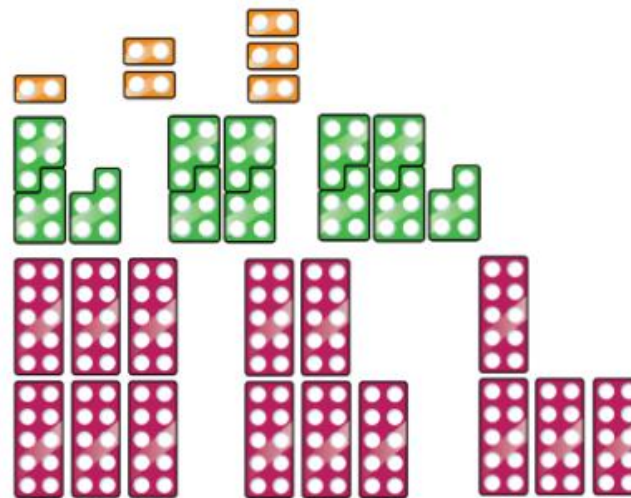
Are the numbers getting bigger or smaller each time? By how many?

Can you spot a pattern?

Why is it the odd one out? Can you correct the mistake?

### Varied Fluency

Continue each number sequence.



Circle the odd one out in each number sequence.

- 2, 4, 6, 8, 9, 10, 12.....
- 0, 5, 10, 20, 30, 40.....
- 35, 30, 25, 20, 12, 10.....

Count forwards and backwards in jumps of 10 from fifty-seven.

## Count in 2s, 5s and 10s

### Reasoning and Problem Solving

Eva says,



If you count in 5s from any number in the five times table, your numbers will end in 5 or 0

Do you agree with Eva?

Prove it.

Agree.  
Each number in the 5 times table does end in a 5 or 0  
5, 10, 15, 20, 25, 30, 35, 40, 45, 50 etc.

#### Always, Sometimes, Never

- When counting in 2s from zero the numbers are even.
- When counting in 5s from zero the numbers are even.
- When counting in 10s from zero the numbers are even.

- Always
- Sometimes
- Always

Teddy and Whitney are both counting from zero to twenty.

- Teddy is counting in 2s.
- Whitney is counting in 5s.

Yes they will both say 10 and 20

The numbers that are the same are the tens.

Will they say any of the same numbers?  
What do you notice about your answer?

# Maths- Key Objectives

## YEAR 2

Count in steps of 2s, 3s and 5s, and steps of 10

Recognise place value in two-digit numbers

Compare and order numbers up to 100 using  $<$ ,  $>$  and  $=$

Recall and use number addition/subtraction facts to 20, and derive related facts

Add and subtract mentally and with objects one- and two-digit numbers

Understand and use the inverse relationship between addition and subtraction

Know  $2\times$ ,  $5\times$  and  $10\times$  tables, including recognising odd & even numbers

Calculate mathematical statements using  $\times$  and  $\div$  symbols

Recognise, find, name and write  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  of size, shape or quantity

Write simple fraction facts, e.g.  $\frac{1}{2}$  of 6 = 3

Combine amounts of money to make a value, including using  $\pounds$  and  $p$  symbols

Tell the time to the nearest 5 minutes, including drawing clocks

Describe properties of 2-D shapes, including number of sides and symmetry

Describe properties of 3-D shapes, including number of edges, vertices and faces

Interpret and construct simple tables, tally charts and pictograms



# Apps to Support Maths



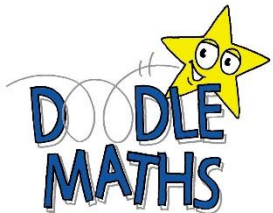
## Times Tables Rock Stars

The children practise this at school and are encouraged to use it at home too. They all have a personalised log in. I can monitor progress and set specific tables.



## Let's do mental maths

(This app is developed by Andrew Brodie who has produced a range of apps for maths as well as some spelling apps).



## Doodle Maths

Games and help following a personalised programme

This link also has some great activities related to the curriculum:

<https://www.topmarks.co.uk/maths-games/5-7-years/counting>





# Marking Policy

- Not met objective - Need more help
- Almost - a bit more before taking next step
- Met objective - ready for the next step
- Exceeded objective.

Children will be grouped each day according to how they progressed the previous day. There are no set groups for any subject. This means all children will have support and a suitable task to help them to make progress and consolidate their understanding.

A child may exceed in some areas of maths and struggle in others; being in a fixed group would not be helpful.

## • Writing:

The children will receive more feedback, and children encouraged to proof read and edit their own work (purple pen.)





Green for meeting or exceeding objective

Pink for spelling errors

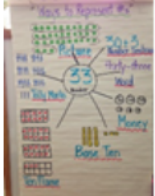
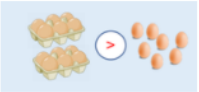

Yellow for grammar/punctuation errors

# Homework Expectations

Autumn 1 - English (linked our class read Look Up! By Nathan Bryon)

<p>Write a letter to Mae Jemison or another astronaut, asking questions about space and her mission.</p> 	<p>Create a factual poster all about space! Try to add an exclamation mark in one of your sentences.</p> 	<p>Find 5 objects around your home with any of the following phase 5 sounds...</p> 
Date completed:	Date completed:	Date completed:
<p>Design and make a space rocket! Then write a instructions on how to make one.</p> 	<p>Join these sentences together using 'and'.</p> <p><i>Mae Jemison loved space.</i></p> <p><i>She wanted to become an astronaut.</i></p> <p><i>Mae Jemison travelled to space in 1992.</i></p> <p><i>She was the first African-American woman to go into space.</i></p>	<p>Unscramble the following words (including phase 3 sounds ai, oa, igh, or, ee):</p> <p>nira</p> <p>aotc</p> <p>rothc</p> <p>thgin</p> <p>ewetss</p>
Date completed:	Date completed:	Date completed:

Autumn 1 - Maths (Number and Place Value)

<p>Represent the following <u>numbers</u> different ways.</p> <p>For example:</p>  <p>23 57 69</p>	<p>Write the following numbers in words...</p> <p>12    25    31    49    53</p> <p>70    87    90</p>	<p>Compare objects using greater or less than signs.</p> <p>For example:</p> 
Date completed:	Date completed:	Date completed:
<p>Find at least three 2-D and three 3-D shapes around your house. Label them and describe them...</p> <p>Cylinder</p> 	<p>Count forwards in 3s from 3...</p>	<p>Count backwards in 2s from 24...</p>
Date completed:	Date completed:	Date completed:

The homework can be found on Google Classroom. The activities can be completed as and when across the half term period.

Spellings will need to be practised weekly for their test on Fridays, the spelling list will also be on Google Classroom.

Children will also be required to read everyday.



# Rewards

As a school we use 'It's Good to Be Green' and Class Dojo. We reward children if they have demonstrated acts of our school values, such as:

- Friendship
- Respect
- Courage
- Truthfulness
- Perseverance
- Compassion





# Keeping in Contact

- Phone

Contact the school office - I'll get back to you as soon as I can.

- Email

The school office will forward emails to me and I will get back to you as quickly as I can.



# Follow us on Twitter

[@GaytonPrimary](https://twitter.com/GaytonPrimary)

