



Gayton Primary
School

Year 2
2019-2020

Meet our staff.....

- Mrs Daly - Class teacher
- Mrs Morley - Teaching assistant
- Mrs Ierston - Teaching Assistant
- Mrs Fletcher - HLTA (Thursday PM)
- Mrs Stark - Class teacher (Fridays)





The Creative Curriculum

Autumn Term

We are Britain

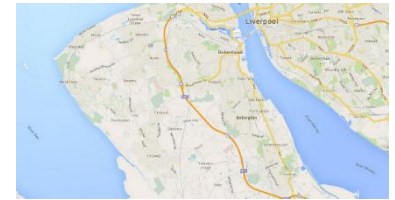
(history and geography focus)



Spring Term

We are Wirral

(geography focus)



Summer Term

We are Explorers

(geography and science 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.





The Year 2 Timetable

KS1	Monday	Tuesday	Wednesday	Thursday	Friday
Register & Morning Task 8:50 – 9:00	Fix-it time/maths challenge	Fix-it time/maths challenge	PE	Fix-it time/maths challenge	Fix-it time/maths challenge
Session 1 9:00 – 10:00	Maths	Maths		Maths	Maths
Assembly 10:00 - 10.20	<i>Whole school</i> Guided reading	<i>KS1 Picture News</i>	<i>Whole school</i> Guided reading	<i>Class assembly picture news follow-up</i>	<i>Celebration assembly</i>
Break 10:20 – 10:35					
Session 2 10:35 – 11:35	English	English	Maths	English	English
Session 3 11:35 – 12:05	Handwriting	Phonics/Babcock spellings	English	Phonics/Babcock spellings	Spelling test
Lunch 12:05 – 13:05					
Session 4 13:05-14:05	Computing	Topic(history/geography/art D&T)	Handwriting	PE	Science
Break 14:05 – 14:20					
Session 5 14.20-15.20	RE	Topic (continued)	Topic/music	PSHE	Science



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.

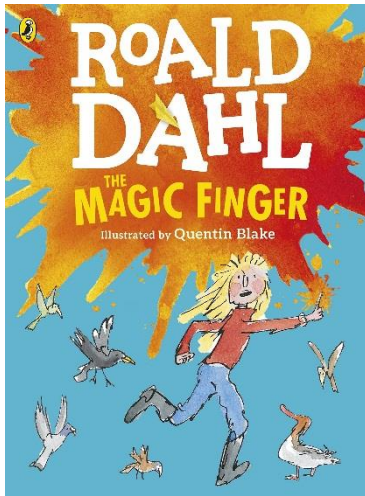
Vocabulary teaching explicit



Incorporating Spelling, Punctuation and Grammar.

Promoting a whole school love of reading and writing.

Power of Reading Overview (Autumn term)



Overview of writing activities:

- Writing persuasive letters to stop the Greggs from hunting.
- Collaborative poem about the joys of flying.
- Planning and writing a sequel to the story.

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.

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.

Spelling, Punctuation and Grammar



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

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

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

Spellings/Phonics

Overview of Spellings

YEAR 2
Spelling patterns

Endings
ge or dge
Huge
Badge
Charge
Cage
Large
Kedge
Sledge

C before
e, i and
Y
Nice
Face
Nice
Rice
Race

Words beginning
with **WR**
Write
Wrong
Wrap
Written
Wreck
Wriggle
Wrist

Contractions
Can't
Don't
It's
Couldn't

Common exceptions
Soup
Move
Would
Who
Sugar
Plant
Class
Father
Sold
Mind
Pretty
Pass
Bath
Hang

Words ending in
tion
Station
Action
Fraction
Addition
Section
Flotion

Homophones and
near-homophones
There/their/they're
Be/bee
Blue/blew
One/won
Sun/son
Knight/night

Sounds spelt kn or gn
at the beginning of
words
Knock
Know
gnaw



Apps to Support English



Spelling Shed

Developed by Robert Smith at the Literacy Shed.



Squeebles

Great for practising weekly spellings.

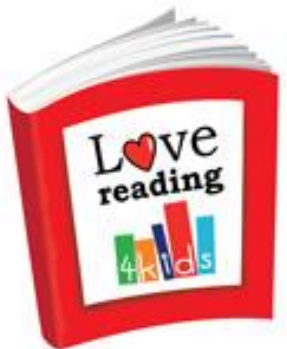
You can add them in yourself.

Phonics Play

Fun games for children

To revise sounds from all

Five phases.



Helping you choose the best books for children

Lovereading4kids.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.

	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</u> and Division	
Spring	Number: Multiplication and <u>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	

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?

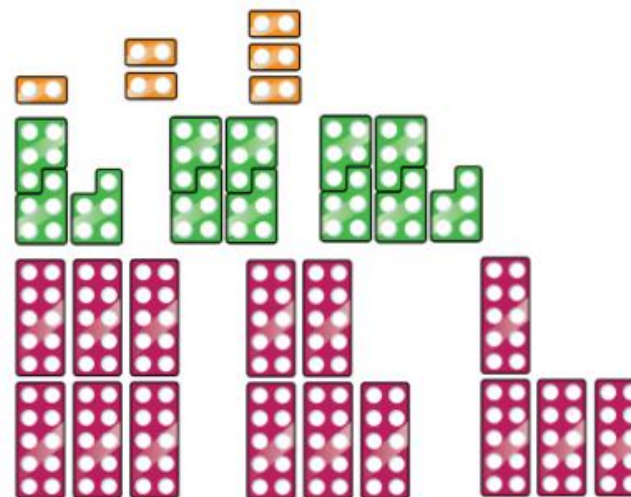
Are the numbers getting bigger or smaller each time? By how many?

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.

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

Yes they will both say 10 and 20

The numbers that are the same are the tens.

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



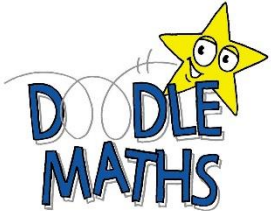
Times Tables Rock Stars

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.)

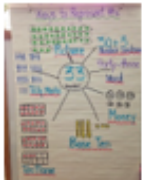

Green for meeting or exceeding objective

Pink for spelling errors

Yellow for grammar/punctuation errors

Homework Expectations

Autumn 1 – Maths (Number and Place Value)

<p>Represent the following numbers different ways. For example:</p>  <p>23 57 69</p>	<p>Write the following numbers in words...</p> <p>12 25 31 49 53 70 87 90</p>	<p>Compare objects using greater or less than signs. For example:</p> 
Date completed:	Date completed:	Date completed:
Order the ages of members of your family from oldest to youngest!	Count forwards in 3s from 3...	Count backwards in 2s from 24...
Date completed:	Date completed:	Date completed:

Autumn 1 – English (The Magic Finger by Roald Dahl)

<p>Write a diary entry pretending you are either the girl or a member of the Greggs family.</p>	<p>Design an informative poster about birds.</p>	<p>Write 5 sentences using the following conjunctions... because but after so when</p>
Date completed:	Date completed:	Date completed:
<p>Design and make a bird's nest and write a set of instructions of how to make one!</p>	<p>Find five expanded noun phrases in any books you read. For example: The <u>blue</u> sky... The <u>bright, yellow</u> sun....</p>	<p>Unscramble the following words (including phase 5 sounds):</p> <p>esa pwa webl tirs hotus cedir</p>
Date completed:	Date completed:	Date completed:

LOOK



Look at the word.
How many parts are there?
What are the tricky bits?
Can you find any spelling patterns?

SAY



Say the word to yourself.
Break the word into syllables.
How many parts are there?
What sounds can you hear?

COVER



Cover up the word so you cannot see it.
Picture the word in your mind.

WRITE



Write down the word,
remembering how it sounds
and what it looks like.

CHECK



Check to see if it is correct.
Tick the letters you got correct.
Write the word correctly
if you made any mistakes.



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



Parent Helpers



We know that our children have so many varied and amazing talents because they take after their parents and receive a lot of support and encouragement!

If you have any spare time to help out we'd greatly appreciate it! One off or regular event - we're open to offers!

	reading	handwriting	maths	
gardening	drama	helping on visits		sewing
crafts	technology		science	cooking
artefacts		photographs	memoirs	

We have a tight schedule, but we can still be creative!



Keeping in Contact

- At the gates- Please do come and see me at the end of the day if anything is worrying you or concerning you.
- 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

