



Year 2 curriculum meeting

October
2021



Pegasus Academy Trust
Cypress Primary School



CYPRESS
PRIMARY SCHOOL

+ YEAR 2

- Encouraging **independence** and more formal working
- Following a set of instructions
- Homework- daily reading, thematic activities and sometimes optional spellings, maths or grammar tasks
- Learning in groups or individually
- End of Key Stage 1 expectations



+ END OF KS1 TESTS AND TASKS

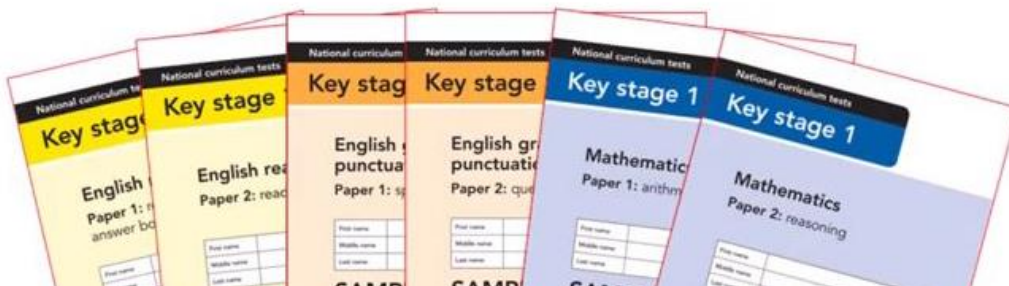
Year 2 children take their end of KS1 SATs tests in English and mathematics. Pupils are expected to be working **at the national standard** for the end of year 2.

They will also do two reading comprehension tasks: Paper 1 is a short text and questions and Paper 2 is a longer text with a separate question booklet.

In mathematics, all children will sit two papers: one short arithmetic test and one longer test that looks at mathematical reasoning.

Children will not be aware they're being 'tested' and will not be under any pressure.

This is handled **sensitively** and often arranged in smaller groups, depending on the cohort of children.



Teacher assessment underpins everything!

+ National Curriculum

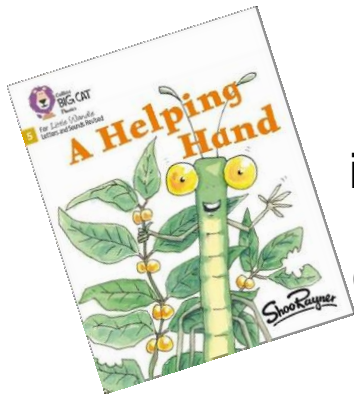
- The year 1 curriculum is different to the year 2 curriculum and there are some new areas of learning
- The children are no longer 'levelled' but instead are judged to be either '**Working Towards**' the expected standard, '**Working At**' the expected standard or '**Working at Greater Depth**'





The teaching of early reading

All the schools in the Pegasus Academy Trust use the validated Little Wandle Letters and Sounds Revised programme.



It is a complete early reading programme including the teaching of systematic synthetic phonics and the practice of phonics skills in decodable books to support the development of children's reading.



Daily lessons – repeated practice










- Reviewing and revising sounds and words previously learned
- Learning new GPCs – grapheme phoneme correspondences (letter – sound correspondences)
- Practising by reading sentences
- Learning to spell words
- Learning to read and write tricky words by learning which parts are tricky, for example 'could'
- Practising the phonics and tricky words in fully decodable books – Teacher Choice that come home for repeated practice

Starting the year with lots of revision!


- Currently Year Two are revising the sounds in phases 3, 4 and 5. They are practising fast recognition of the GPCs and blending them to read words. For example, n-igh-t.
- Keep up sessions are run by trained Teaching Assistants to support children who need additional practice.

Y2
children's
progress in
phonics will
be checked
by the
Phonics
Screening
Check later
this term.

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y z zz s se ze	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u ew u-e ui	yoo ue u u-e ew	 oo u oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	air are ere ear	zh su si	

*Depending on regional accent



Further support for parents

- Little Wandle provides excellent support to parents via the parents page. The link can be found here:
- [Reading | Pegasus Academy Trust](#)
- There are videos on how to support with the pronunciation of the sounds and how to support with blending.

Words you may hear your child use and what they mean!

Phoneme – A phoneme is the smallest unit of sound in speech and represents a single sound. For example the word ‘hat’ has three phonemes – ‘h’ ‘a’ and ‘t’.

Digraph – A combination of two letters representing a single speech sound. For example the ‘sh’ in ‘shape’ or the ‘ee’ in ‘tree’.

Trigraph – A group of three letters representing a single speech sound. For example the ‘igh’ in ‘light’ or the ‘ear’ in ‘near’.

Grapheme – A grapheme is a letter or a number of letters that represent a sound (phoneme) in a word. An example of a one letter grapheme is the ‘s’ sound in sat is represented by the letter s, for a two letter grapheme the ‘ee’ sound in leaf is represented by the letters ea.

Split digraph – This is where another letter comes in between the two letters of the grapheme, changing the sound of the vowel. An example is ‘a-e’ which when used in such words as make or take; the k letter separates the digraph resulting in an ‘ai’ sound being formed.

+ Reading Assessment



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.

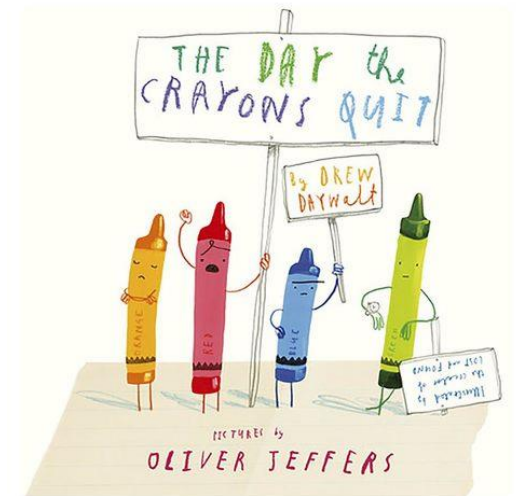
+ Reading Assessment

- 'Working Towards' the expected standard

<https://www.youtube.com/watch?v=z9KRimNLkJQ>

- 'Working At' the expected standard

https://www.youtube.com/watch?v=rEWlfQQI_Uo



+ Reading



Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

+ Reading books at Cypress



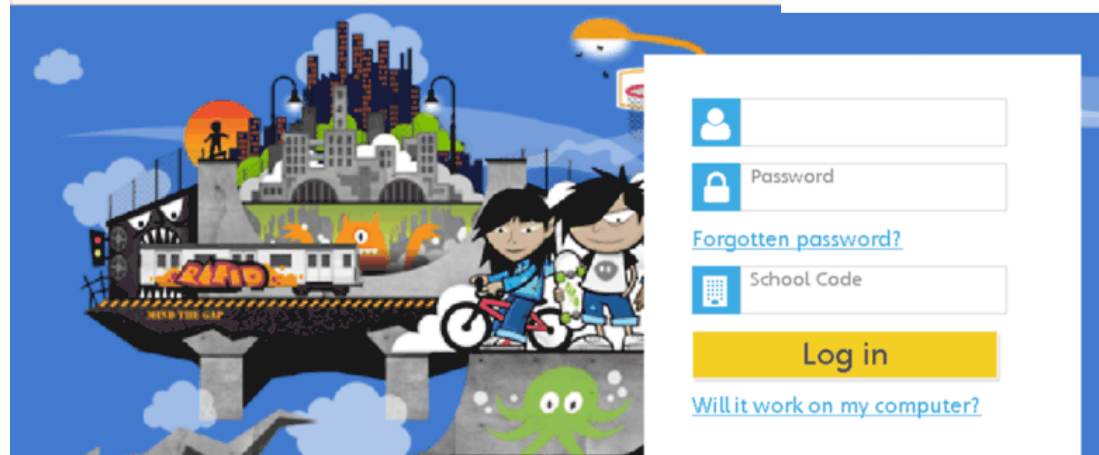
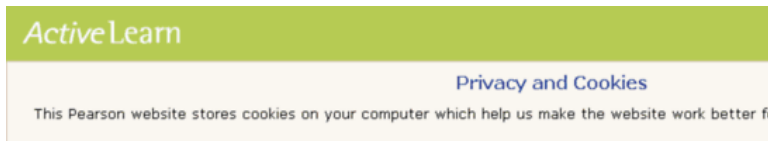
- **Teacher choice** – decodable book closely matched to each child's phonics knowledge – sent home once a week
- **Extra practice books** – Accelerated Reader books in book bands – may require extra support – can be changed as the child wishes
- **Bug Club** – eBooks set by your child's class teacher
- **Library books** – each week



Bug Club

Coming soon –

Collins e-books





Cypress Primary Reading Tree

GROWING READERS



Daily reading recorded in Reading Diaries 5 times a week

Individual rewards:

Reception – Bedtime Book Bags



Years 1-6 – specially designed bookmarks to collect

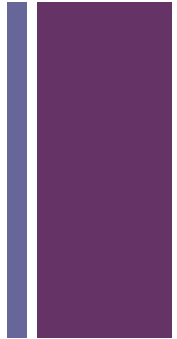
All names go in to a raffle to win new books!



Class rewards:

KS1 – Pyjama book afternoons

KS2 – Reading Café afternoons



+ Importance of regular reading

Build up to 20 minutes a day:

Early Years – 10 minutes

KS1 – 15 minutes

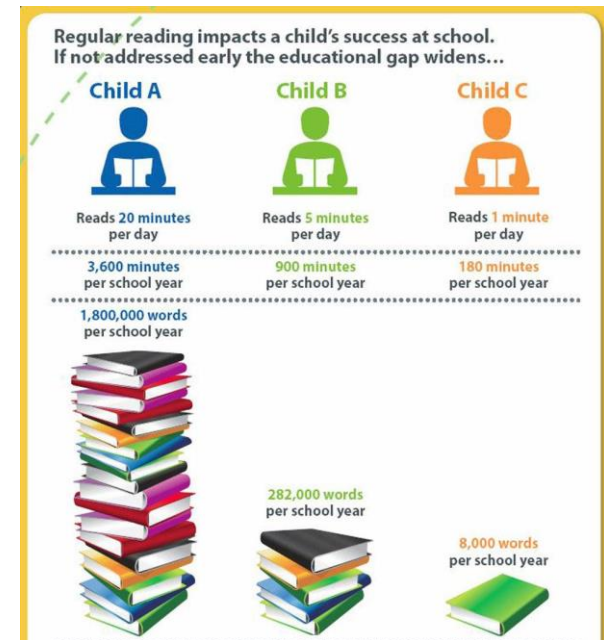
KS2 – 20 minutes

What does it do?

- Builds a love of reading
- Reading together is a wonderful way to bond with your child
- Helps them to develop listening skills
- Stimulates their imagination and helps build their understanding of the world
- Daily reading helps teach fluency and build language



Be a role model – get caught reading!!!



+ Saplings Library at Cypress



Yr2 visit Saplings library once a week where they can browse, borrow a book (2 book limit - max 3 week loans) and have a story read to them. The library is staffed by parent volunteers.

Reminder letters are sent out for overdue books and lost books incur a £5 charge.

Library stock and your child's loans can be checked on Reading Cloud. Each child has their own personal log-in and you can log-in from home.

The screenshot shows the Reading Cloud website interface. At the top, there are navigation links: My Home Library, My Profile, My Account, and Help Guide. Below these are tabs for My Blog, My info, and Who is online? The main content area includes a search bar, a 'What's on your mind?' section with a post about school holidays, a 'Timeline' section with posts from Mytison New Foster, and a 'Who Next?' section with a book recommendation 'The Worst Witch'. There are also sections for 'Star Review' (Wolf Brother) and 'Featured Author' (Jacqueline Wilson). Callout boxes point to various elements: 'My Blog', 'What's on your mind?', 'Timeline', 'My Home Library', 'My Profile', 'My Account', 'Help Guide', 'My info', 'Who is online?', 'Circulate', 'Manage Library / Librarian Only', and 'Personalised Who Next'.

Login ✖

User name	<input type="text"/>
Password	<input type="password"/>
School	<input type="text" value="--Please Select--"/>

+ Understanding GRAMMAR

- Use subordination (when, if, that, because) and co-ordination (or, and, but)
- Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man on the moon)
- Know there are 4 main sentence types - statements, questions, exclamations and commands
- Correct choice and consistent use of present tense and past tense throughout writing. Use the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting)



+ Understanding GRAMMAR

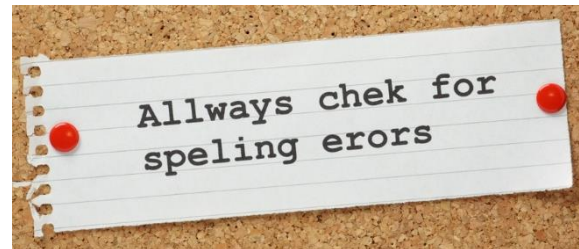
- Formation of nouns using suffixes such as –ness, –er (e.g. sad – sadness, weak – weakness)
- Compounding words (whiteboard, superman)
- Formation of adjectives using suffixes such as –ful, –less (home – homeless, power – powerless, pain – painful)
- Use of the suffixes –er, –est in adjectives to make comparisons
- Use of –ly in standard English to turn adjectives into adverbs (dangerous – dangerously, beautiful - beautifully)



+ Understanding SPELLING

- Examples of the words your child will need to be able to spell by the end of the year;
- **faster**
- **sunny**
- **thank**ed**** / **hurried**
- **Saturday**
- **knew** / **whale**
- **teddies** / **sweets**
- **kitten**

All children in Year 2 are taught spelling weekly, building on from Year 1 phonics teaching.



+ Understanding PUNCTUATION

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name)



+ Maths Assessment

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

+ MATHS in Year 2

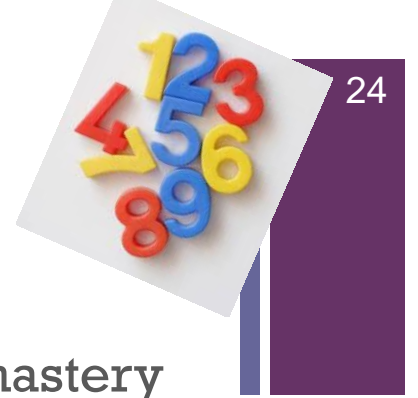


- To be able to **count on and back in steps of 2, 5 and 10** to and from 100.
- To use mental and written calculation strategies to solve **addition and subtraction** number problems involving money and measures.
- To be able to **halve and double** numbers.
- To **start to learn times tables**. Children must know their 2, 5 and 10 times table.
- To understand the **relationship** between addition and subtraction, multiplication and division.
- Practical problem solving, involving time, money and measures.
- To be able to reason, and spot and explain patterns





Maths Mastery



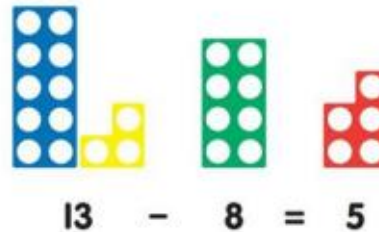
- Children in year 2 will be continuing with the math mastery approaching to learning as they have done since reception
- This involves lots of practical opportunities for the children to solve problems
- Centres around talk and reasoning. Children are encouraged to talk about numbers, how they got to an answer, identify patterns they might have spotted, explain how they knew they had made an error, etc.
- It involves breaking down larger, complex learning goals into smaller steps
- It ensures all children are provided with opportunities to develop a deep and secure knowledge and understanding of mathematics



Concrete, Pictorial, Abstract



The principle of the CPA approach is so that the children have a true understanding of mathematical concept. There are three phases they need to master: concrete, pictorial abstract. Reinforcement is achieved by going back and forth between these representations.



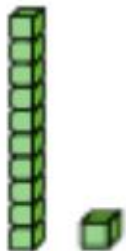
$$13 - 8$$

Active/concrete



Building visual images

Abstract



$$12 + 19$$

+ Strategies



- Remind children to be practical and draw things to help them
- Children learn different strategies e.g. an empty number line, arrays, grouping, partitioning and recombining and drawing Dienes
- Children are encouraged to use and draw one of the strategies even if it is to check their answer
- If you unsure of any of the strategies please ask your child's class teacher at parents' evening

+ What to expect from SATs in 2022

Paper 2 - Reasoning

8 Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

17 Sam is collecting cards.

He wants to collect **100** cards altogether.

Last week he collected **50** cards.

This week he collects **30** cards.

How many **more** cards does he need?



cards

+ What to expect from SATs in 2022

Paper 2 - Reasoning

23 Amy writes an answer to the calculation below.

$$57 - 31 = \boxed{26}$$

Now write an addition **to check Amy's answer**.

$$\boxed{} + \boxed{} = \boxed{}$$

24 Write a digit in each box to make the sum correct.

$$\boxed{7} \boxed{} + \boxed{} = \boxed{8} \boxed{3}$$

30 Look at these fractions.

$$\frac{1}{2} \quad \frac{1}{3} \quad \frac{2}{4} \quad \frac{3}{4}$$

Circle the **two** fractions that are **equal**.

31 Complete the number sentence below.


$$3 \times 8 = 2 \times \boxed{}$$



How to do Pegasus Calculations

YEAR 2




 THE PEGASUS ACADEMY TRUST
Year 2 Mathematics

Addition on an empty number line using partitioning

Children will add two 2-digit numbers on an independently drawn empty number line. The number with the least value is partitioned. Children add the 10s first in multiples then the ones.


ADDITION TO+TO NO BRIDGING

 THE PEGASUS ACADEMY TRUST
Year 2 Mathematics

Addition on an empty number line using partitioning

Children will add two 2-digit numbers on an independently drawn empty number line. The number with the least value is partitioned. Children add the 10s first in multiples, then the ones using their understanding of part-part-whole to bridge the 10.


ADDITION TO+TO WITH BRIDGING

 THE PEGASUS ACADEMY TRUST
Year 2 Mathematics

Addition on an empty number line using partitioning

Children will add two 2-digit numbers on an independently drawn empty number line. The number with the least value is partitioned. Children add the 10s in one step, then the ones in the second step.


ADDITION TO+TO IN 2 STEPS

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Year 2 Mathematics

Partitioning and recombining

Children will add numbers with up to 2 digits using brackets to reinforce place value.


ADDITION TO+TO PARTITIONING AND RECOMBINING NO BRIDGING

 THE PEGASUS ACADEMY TRUST
Year 2 Mathematics

Partitioning and recombining with bridging

Children will add numbers with up to 2 digits using brackets to reinforce place value.


ADDITION TO+TO PARTITIONING AND RECOMBINING BRIDGING

 THE PEGASUS ACADEMY TRUST
Year 2 Mathematics

Subtraction on a number line

Children will subtract a two digit multiple of 10 from a two-digit number by counting back in multiples of 10 on an empty number line that they have drawn


SUBTRACTION TO+TO MULTIPLES OF TEN

 THE PEGASUS ACADEMY TRUST
Year 2 Mathematics

Subtraction on a number line

Children subtract a two digit number from a two-digit number. The smaller number is first partitioned into tens and ones. The tens are subtracted first and then the ones.


SUBTRACTION TO+TO WITH PARTITIONING

 THE PEGASUS ACADEMY TRUST
Year 2 Mathematics

Subtraction on a number line

Children subtract a two digit number from a two digit number. As children become more proficient, they complete the calculation in fewer steps.


SUBTRACTION TO+TO WITH PARTITIONING LARGER STEPS

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Year 2 Mathematics

Subtraction on a number line

Children will subtract a two digit number from a two digit number using partitioning. They will apply mental strategies for bridging ten.

SUBTRACTION TO+TO BRIDGING TEN

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Year 2 Mathematics

Multiplication using arrays

Children use arrays to represent the number of multiples, e.g. the four arrays represent the four multiples of two.

This representation can be taught in context: if you have 4 boats with two people in each, how many people are there?

MULTIPLICATION ARRAYS

<https://www.pegasusacademytrust.org/curriculum/mathematics/calculation-videos>

+ HOW YOU CAN HELP



- Encourage your children to discuss their learning and look at our website <http://www.pegasusacademytrust.org/>
- Read a variety of texts **to and with** your children – not just school books
- Ensure homework is completed but encourage independence
- Continue to practise areas of difficulty that your child may be experiencing
- Make each learning experience as enjoyable as possible
- Take time to practise counting (in 1s, 2s, 5s and 10s forwards and backwards) and supporting number fact knowledge
- Support your child with simple grammar, spelling and punctuation
- Inside your child's reading diary there are a range of resources that you can use to support learning at home

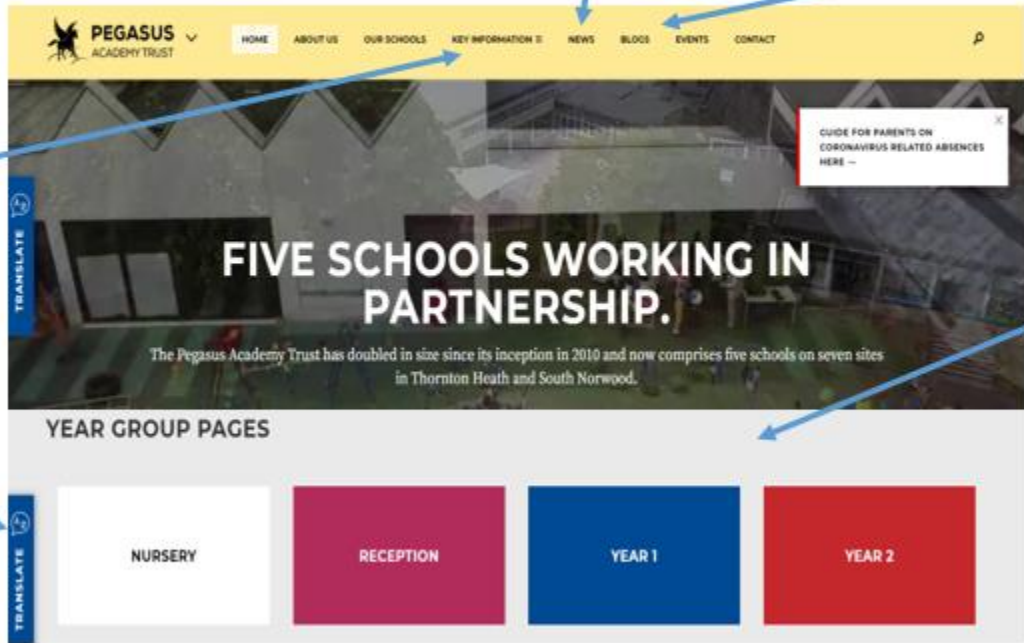


www.pegasusacademytrust.org
There is a wealth of information and guidance on our website.

Please keep an eye on our latest news stories, which also feed onto our Twitter account [@PegasusAcademy](https://twitter.com/PegasusAcademy) 

This year we are developing blogs for each class where home learning and homework may be posted.

The 'key information' section of the website is useful for information about: curriculum and assessment; term dates; policies; breakfast/after school club etc.



On the homepage you'll find the year group pages. Home learning may be posted here in the event a class, year group or school has to isolate.

Pages on the website can now be translated into 12 different languages.



Children's passwords and logins can be found in their reading diaries