



Year 2 Curriculum Meeting

Autumn 2023

Pegasus Academy Trust 

Welcome!

Intros

Phonics Reading	Curriculum Home learning
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Since welcoming the children back we have been working on:

- Re-adjusting to routines and expectations of being back at school;
- Ensuring our children feel safe and secure;
- Teaching skills to ensure good learning skills are embedded;
- Encouraging independence;
- Ensuring time is given for revision of key skills before moving on.

The other members of Year 2

Resilience



Ariana Absorption



Noah Noticing

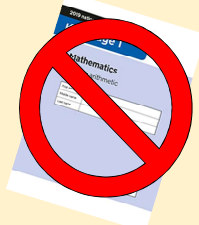


Polly Perseverance



Micah Managing Distraction

No more KS1 SATs!



Phonics: June 2024


Children who have not yet passed the Phonics Screening Check will resit in June 2024. We have interventions in place to support children with phonics as appropriate.

How will we assess without SATs?


We will assess using Teacher Assessment and the National Curriculum

The children are judged to be either:

- **'Support'** working below the expected standard;
- **'Working Towards'** the expected standard;
- **'Working At'** the expected standard (or **On Track**);
- **'Working at Greater Depth'** at the end of the academic year.




Reading Assessment



From the National Curriculum

Working at the expected standard
<p>The pupil can:</p> <ul style="list-style-type: none"> • read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words.* <p>In age-appropriate¹ books, the pupil can:</p> <ul style="list-style-type: none"> • 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. <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • 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



- **Pace and fluency**
- Think about what makes sense
- **Vocabulary**- children should be able to **talk about the language** used in the books they are reading or having read to them
- **Predicting**- children should be able to make sensible predictions about a book and about things that might happen next based on what they have read
- **Comprehension**- children should be able to talk about the story and answer questions based on what has happened and character's feelings and intentions
- **Inference** – children should be able to infer meaning from pictures or what they have read

Phonics



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'.

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.

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.

Reading and spelling



Look at all the different ways to write the phoneme sh:

shell caption
 chef mansion
 special passion

Further support for parents



- Little Wandle provides excellent support to parents via the parents page.
- There are videos on how to support with the pronunciation of the sounds and how to support with blending.



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1

Phonics



- All children will be taught phonics in Autumn 1, reviewing phase 5
- We will continue to use the Little Wandle scheme that children used in Year 1
- Children who did not pass the phonics screening check at the end of Year 1 will receive daily phonics interventions run by a trained Teaching Assistant

Give the code grapheme name Phase 1, 1 and 1										Give the code grapheme name Phase 2, 1 and 1									
u	u	u	u	u	u	u	u	u	u	ai	ai	ai	ai	ai	ai	ai	ai	ai	ai
o	o	o	o	o	o	o	o	o	o	ee	ee	ee	ee	ee	ee	ee	ee	ee	ee
o	o	o	o	o	o	o	o	o	o	igh	igh	igh	igh	igh	igh	igh	igh	igh	igh
o	o	o	o	o	o	o	o	o	o	igh	igh	igh	igh	igh	igh	igh	igh	igh	igh
o	o	o	o	o	o	o	o	o	o	igh	igh	igh	igh	igh	igh	igh	igh	igh	igh
o	o	o	o	o	o	o	o	o	o	igh	igh	igh	igh	igh	igh	igh	igh	igh	igh
o	o	o	o	o	o	o	o	o	o	igh	igh	igh	igh	igh	igh	igh	igh	igh	igh
o	o	o	o	o	o	o	o	o	o	igh	igh	igh	igh	igh	igh	igh	igh	igh	igh
o	o	o	o	o	o	o	o	o	o	igh	igh	igh	igh	igh	igh	igh	igh	igh	igh
o	o	o	o	o	o	o	o	o	o	igh	igh	igh	igh	igh	igh	igh	igh	igh	igh

Reading



- By the end of the year, children should be able to read all of the Year 2 common exception words (these can be found in children's reading diaries)

Year 2 - Common Exception Words

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

Reading in school

- Reading Practice 3 times a week

Session 1: decoding

Session 2: prosody

Never going to give you up. Never going to let you down. Never going to run around and desert you.

Session 3: comprehension

- 1 fluency lesson a week
- Reading for pleasure (We love reading)
- 1 Whole Class Reading lesson a week



Reading at home

- Bug Club



- Collins E-Books



- Teacher Choice Books

- Shared Books (Child's choice)



We will be changing book every Friday, please bring books back on Thursday.



Reading at home



Do

- find a quiet time
- practise frequently for short periods
- use lots of praise
- read to your child
- ask lots of questions
- go to the library
- write in the reading diary every time you read with your child

Don't

- read when your child is tired
- keep going if your child has lost interest
- get stressed when they get it wrong

Writing Assessment



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.

Understanding GRAMMAR

- Use subordination (when, if, that, because) and co-ordination (or, and, but)
- Expanded noun phrases for description and specification [for example, the beautiful, blue butterfly or a **pretty, pink flower**]
- Learn how to use the 4 main sentence types - statements, questions, exclamations and commands

Statement: I have brown hair.

Question: What colour is your hair?

Exclamation: What lovely, brown hair you have!

Command: Wash your hair.



Understanding GRAMMAR

- Use the past and present tense correctly and consistently in their writing.

jump → jumped
shout → shouted
run → ran
swim → swam

- 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 – weaker)
- Compounding (e.g. whiteboard, superman)
- Formation of adjectives using suffixes such as -ful, -less (e.g. pain – painful, power – powerless)
- Use of the suffixes -er, -est in adjectives to make comparisons (e.g. big - bigger, small - smallest)
- Use of -ly in standard English to turn adjectives into adverbs (e.g. dangerous – dangerously, beautiful - beautifully)

Understanding SPELLING

- Children will be taught spelling according to the Year 2 National Curriculum
- Examples of the words your child will need to be able to spell by the end of the year;
 - **faster**
 - **sunny**
 - **thanked / hurried**
 - **Saturday**
 - **knew / whale**
 - **teddies / sweets**

Understanding PUNCTUATION

- Learning how to use both familiar and new punctuation correctly including:
- Full stops, capital letters, question marks and exclamation marks,
- Commas to separate items in a list,
- Apostrophes to mark where letters are missing in spelling for contractions [e.g. can't, wouldn't] and to mark singular possession in nouns [e.g. 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 $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ 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 Mastery



- Children in year 2 will be continuing with the maths mastery approaching to learning as they have done since reception
- This involves lots of practical opportunities for the children to solve problems
- The approach is based around talk and reasoning.


Maths Mastery



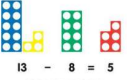
- It involves breaking down larger, complex learning goals into smaller steps
- It ensures all children are provided with opportunities to develop a deep and secure knowledge and understanding of mathematics

Concrete, Visual, Abstract

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




Active/concrete




Building visual images

13 - 8

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

Strategies: Addition

When adding 10 or less...

$37 + 8 = 45$


+


bigger number in your head count on in ones (use your fingers)

When adding 11 or more...

* partition and recombine *

$32 + 24 = 56$

30

2

20

4

First, partition both numbers into their **tens and ones**

Next, add the **tens**...

Then, add the **ones**...

Finally, 'recombine' the tens and ones...

T: $30 + 20 = 50$



O: $2 + 4 = 6$

T+O: $50 + 6 = 56$

Strategies: Subtraction

When subtracting 10 or less...

$28 - 6 = 22$


-


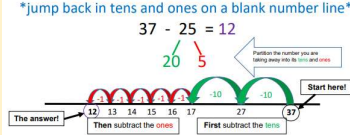
starting number in your head count back in ones (use your fingers)

When subtracting 11 or more...

$37 - 25 = 12$

jump back in tens and ones on a blank number line

$37 - 25 = 12$



Partition the number you are taking away into 10s and ones

Start here!

The answer!

Then subtract the ones

First subtract the tens

Strategies: Multiplication

Example:

$6 \times 5 =$

number of groups

↑

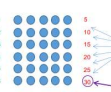
amount in each group

This is the same as...

6 lots of 5 is like saying... $5 + 5 + 5 + 5 + 5 + 5 =$

You can draw an array...

6 rows



5 dots in each row

total of all the dots

Or use your number facts...

5

+

10

+

15

+

20

+

25

+

30


Draw 6 circles and count up in 5s for each circle. It looks like a caterpillar!

Strategies: Division

- Sharing**

$12 \div 2 = 6$

"What is 12 shared equally between 2 groups/people?"




←

2 groups, 6 in each group

- Grouping**

$20 \div 4 = 5$

"How many groups of 4 are there in 20?"



←

How many groups?

- Number facts (grouping, but quicker!)**

$80 \div 10 = 8$

"How many 10s are there in 80?"

Count in 10s up to 80

→

10 (20) 30 40 50 60 70 80

←

How many 10s did you count?

Resources



White Rose Maths

Have you heard about our amazing new app?

It's 1-Minute Maths

Designed for use both in class and at home, our app is 100% free and easy to use. It includes a wide range of activities to help your child build their number confidence and fluency. It also includes a range of interactive resources to help your child learn.

Available on the App Store and Google Play.

White Rose 1-minute maths



Numbots www.numbots.com



topmarks

Find great educational resources

Browse by subject and age group

Maths

www.topmarks.co.uk



purple mash

2 simple

Home/Mathematics/Number

Activities:


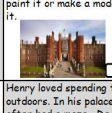
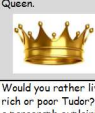


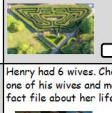


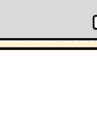
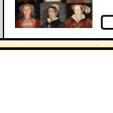


- Number and Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions
- Probability

Maths Games:

Passwords and username for all online resources can be found inside of children's reading diaries.


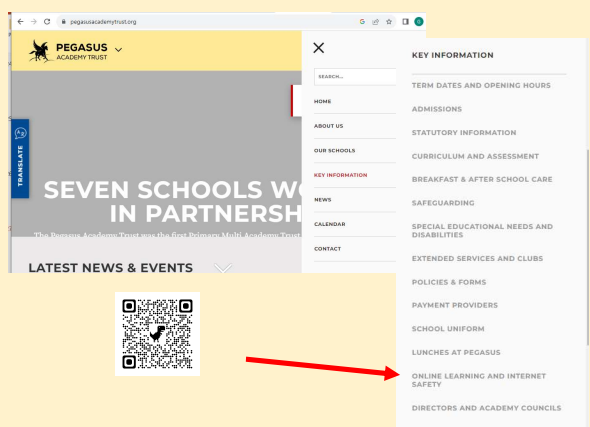
Web Site URL	Email / Username	Password
PEGASUS	www.pegasusacademytrust.org	
	meet.google.com	
	*****@yusufte.pegasusacademytrust.org	
Google Meet	password: *****	
	my.uso.imv(2e)	
bloggy	*****	*****
	play.numbots.com	
	*****	*****
	www.activelearnprimary.co.uk	
	*****	*****
Boy Club	School code: tncf	
	www.kit.net/learning-resources/and	
LGfL	*****	*****

Supporting children in other areas.

<p>Find out 10 facts about Henry VIII. Present your facts on a poster.</p> 	<p>Research one of Henry VIII's homes and draw/paint it or make a model of it.</p> 	<p>Design and create your own crown fit for a King or Queen.</p> 	
<p>Design and label a Tudor costume for Henry VIII - don't forget his hat!</p> 	<p>Henry loved spending time outdoors. In his palaces he often had a maze. Design your own maze.</p> 	<p>Would you rather live as a rich or poor Tudor? Write a paragraph explaining your reasons why.</p> 	<p>Imagine you are at school in the Tudor times. Design your own school menu. Include: breakfast, snack and lunch.</p> 
<p>Imagine you were King or Queen of England. Write up 5 golden rules you would make sure everyone had to follow.</p> 	<p>Henry had 6 wives. Choose one of his wives and make a fact file about her life.</p> 	<p>Henry enjoyed lots of different sports. Find out about one of them and make a leaflet to show what you have discovered.</p> 	<p>Research and make a poster about why people in Tudor times didn't live as long as we do now. Think about their diet and general health.</p> 

HOW YOU CAN HELP

- Encourage your children to discuss their learning
- Look at our website <http://www.pegasusacademytrust.org/>
- Read a variety of texts **to and with** your children – not just school books.
- Use incidental opportunities to read e.g. road signs, cooking instructions.
- 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 support number fact knowledge
- Support your child with simple grammar, spelling and punctuation
- Ensure your child knows how to read and spell Year 1 and 2 common exception words

PEGASUS Academy Trust

SEARCH

HOME

ABOUT US

OUR SCHOOLS

KEY INFORMATION

NEWS

CALENDAR


CONTACT

SEVEN SCHOOLS WORKING IN PARTNERSHIP

LATEST NEWS & EVENTS

KEY INFORMATION

- TERM DATES AND OPENING HOURS
- ADMISSIONS
- STATUTORY INFORMATION
- CURRICULUM AND ASSESSMENT
- BREAKFAST & AFTER SCHOOL CARE
- SAFEGUARDING
- SPECIAL EDUCATIONAL NEEDS AND DISABILITIES
- EXTENDED SERVICES AND CLUBS
- POLICIES & FORMS
- PAYMENT PROVIDERS
- SCHOOL UNIFORM
- LUNCHES AT PEGASUS
- ONLINE LEARNING AND INTERNET SAFETY
- DIRECTORS AND ACADEMY COUNCILS



Trips

Hampton Court Palace



Autumn 2023

London



Spring 2024

Morden Hall Park



Summer 2024


Broadstairs



Summer 2024



Parent's evening

- Week beginning 9th October 2023



At Beulah, we use 'Studybugs' to send out messages, letters and other communications.

If you don't already have the App then please scan this QR code. This is the best way of receiving information from Beulah Infants and reporting if your child is absent.

Any questions?

