



St Matthew's Catholic Primary School

Year 2 Curriculum Evening

Mrs Aitchison

Miss Bamborough



St Matthew's Mission Statement



Mission Statement:

“Welcome to our happy school, where everyone is valued and given the opportunity to ‘let their light shine.’ With Jesus in our hearts, we encourage love and respect for all. We strive to reach our goals, as we learn, and grow, in a safe and enjoyable environment.”

General information



- The children are provided with a healthy snack each day.
- If they have milk, they will have this after play time.
- Children can have a drink at any point of the day. If they finish, they can fill their water bottles.
- Children are encouraged to go to the toilet at break times, although they will be allowed to go during lessons if needed.
- Please ensure that children always have full school uniform. This includes **no earrings** and the **correct colour tracksuit bottoms** for PE. *They will not participate in PE if they have any kind of earrings and will not be allowed to participate in PE trips.*
- If children are exiting the building at pick up time, please wait until they are all past before continuing to the yard. Please stand well back from the lines and do not allow small children to run over to lines.
- Photos – ensure consent up to date
- Parent contact – ensure contacts up to date and not just one

Important Dates

9th October

Wear Yellow Mental Health Day

16th October

Year 2 Harvest Celebration of the Word

21st October

Autumn Disco

Please see diary on website

Year 2 Rewards

- House points
- Good to be green
- Visit to Mrs Alderson
- Star Assembly



Homework in Year 2

Subject	To be handed in
Reading	• Reading books will be changed on a Wednesday and should be returned the following Tuesday. The teacher will check the child's reading diary to make sure there is a comment (this can be from an adult or from the child). • It is unlikely there will be a comment from the teacher about reading in school, if the teacher is concerned, they will contact parents/ guardians or discuss on parents evening. • The children will be working their way through our reading books which follow our Phonics Scheme (Sounds Write). This will include books which are before the phonics stage they are at. If they have worked their way through the phonics books already, or are fluent enough to move on, the children will be choosing their own home reader from the Year 2 set we have in class. • Level of book- assessed at beginning of the year for fluency. • The children can choose a library book also...there is no set time to bring this back.
English	https://spellingframe.co.uk/
Maths	https://trockstars.com/ www.maths.co.uk

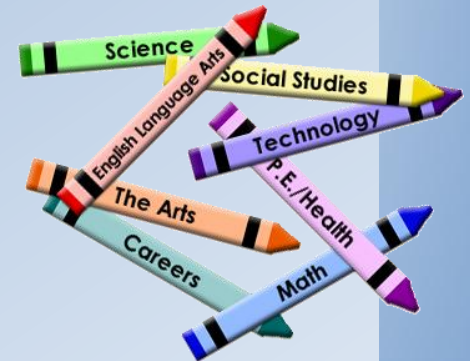
Year 2 Curriculum

Core Subjects

- RE
- English
- Maths
- Science
- Computing

Foundation Subjects

- Physical Education
- History
- Geography
- Art
- Design & Technology
- Music



Music

The children have 45 minutes of music on a Wednesday.

This is taught by Mr McNally.

Art and DT

- The children have Art or DT on a Wednesday afternoon.
 - This is taught by Miss Bamborough.

PE

P.E. takes place on a Friday afternoon.

P.E kit is needed for all PE lessons. This should include a PE t-shirt and dark bottoms.

If a child has forgotten their kit they will still be able to take part.

Computing

One lesson a week is 'Computing specific' and the children will usually be in the ICT suite for this, or using iPads.

It would be extremely helpful, if you could help to teach the children about 'e-safety'.

PSHE and RSE (Relationships and Sex Education)

The **Life to the Full Plus** programme is based on the structure of 'A Model Catholic RSE Curriculum' by the Catholic Education Service. This model curriculum was highlighted as a work of good practice by the Department of Education so we therefore have confidence that the programme will be fit for purpose in supporting the growth and development of your child.

Topics

Science	Materials	Living things and their habitats	Animals including humans	Electricity	Plants	
History	Fantastic Firsts		Great fire of London and Gateshead <i>Trip</i>		Comparing Queens	
Geography		Planet Earth		Handa's African Adventure		Map Skills Cracking Continents

English

Spellings

Children will be continuing phonics work from Year 1.

Sounds-Write

To become fluent readers and spellers children need to understand these concepts:

First, that our language is made up of sounds, and that letters are used to represent the individual sounds in the language. That is why the programme is called Sounds-Write. We start from the sounds, and we teach them how those sounds are spelt. We then also teach that each sound may be spelled with more than one letter.

The two other central concepts are these:

Sounds may be written in more than one way, for example; there are four ways to spell the sound /æ/ : play, rain, great, gate.

The final concept is that many spellings represent more than one sound, for example; the spelling < ea > can represent the sounds: seat, head, break.

Skills-

1. Blending – the ability to push sounds together to build words
For example: /m/ /a/ /t/ = mat
2. Segmenting – the ability to pull apart the individual sounds in words.
For example: pig = /p/ /i/ /g/

Your child will have at least 3 phonics lessons a week in which they will explore all of these concepts and develop their skills in reading and spelling.

Their reading homework will reflect what they are learning in class.

Some children will come home with words that we are learning in Phonics.

Common Exception Words

Year 2 Common Exception Words

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

Reading

- In Year 2 the focus of reading sessions will be on Comprehension. We will spend time looking at;
 - Vocabulary
 - Inference
 - Prediction
 - Explaining
 - Retrieval
 - Summarising
- There are opportunities throughout the week for an adult to hear the children read.
- For those children who are not fluent in reading, there will be extra sessions with an adult.
- Any extra reading at home will be extremely beneficial for ALL children.

Handwriting

In Year 2, we are beginning to use 'Letter Join' in which the children will practise cursive handwriting.

Please encourage the children to use the correct size and orientation of letters when completing homework, and we will practise the joins in school.

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Talk for Writing

How does it work?

There are 3 main phases : Imitation, Innovation and Independent Application.

Every unit starts with a 'Cold Task' where the children are asked to write a story or text with no prior teaching on the text type. This is then read and marked by the teacher and used to inform what is taught over the next few weeks.

Stage 1 - Imitation

The teachers choose a text which the children learn by heart using a 'text map' and actions. They spend some time as a class reading the text and pulling it apart, developing their comprehension skills and looking at key words and phrases within the text.

Stage 2 - Innovation

In this stage children work with the original text. As a class they 'innovate' the text. This can be done in a number of ways: Children may just switch the names of characters or change or add adjectives. In this phase teachers draw on other high quality texts or passages to model good use of language or sentence structure. A new text is then modelled by the teacher with the children adding their own ideas. This is coupled with specific grammar work.

Stage 3 - Independent Application

Children apply what they have learnt in a piece of independent writing.

Writing Focus

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>] Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i> (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1) 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
Sentence	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>) 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>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command



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

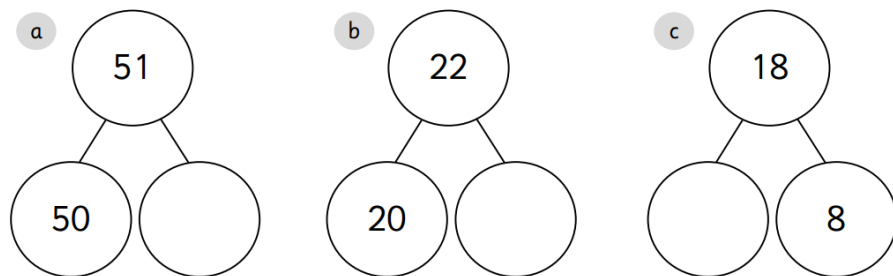
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
Punctuation	Use of capital letters, full stops, question marks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

Maths

Mastery Maths

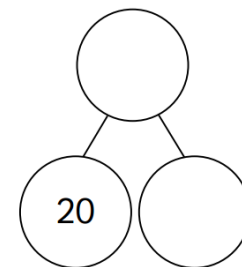
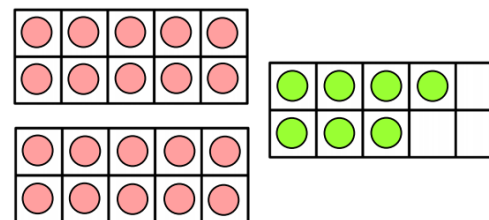
- When teaching maths for mastery, the whole class moves through topics at broadly the same pace. Each topic is studied in depth and the teacher does not move to the next stage until all children demonstrate that they have secure understanding.
- Mastery Maths rejects the idea that some children ‘just can’t do Maths’. It is an inclusive approach.
- Those pupils who grasp concepts quickly are challenged with rich and sophisticated problems within the topic. Those children who are not sufficiently fluent, are provided with additional support to consolidate learning.

1 Complete the part-whole models. Use equipment to help you.



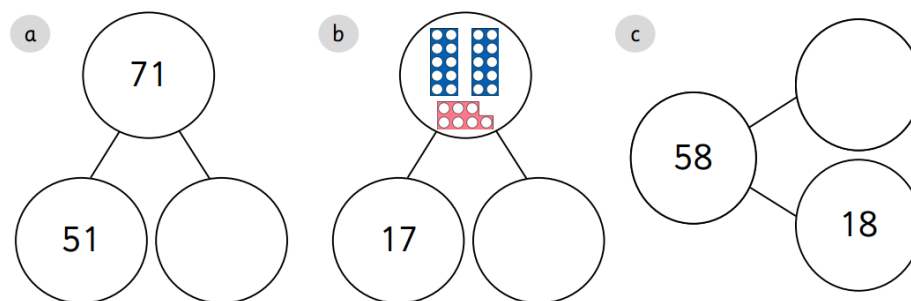
1 Complete the part-whole models using the ten-frames to help you.

a The ten-frames represent pink and green balloons. Complete the part-whole model to show how many balloons there are in total.

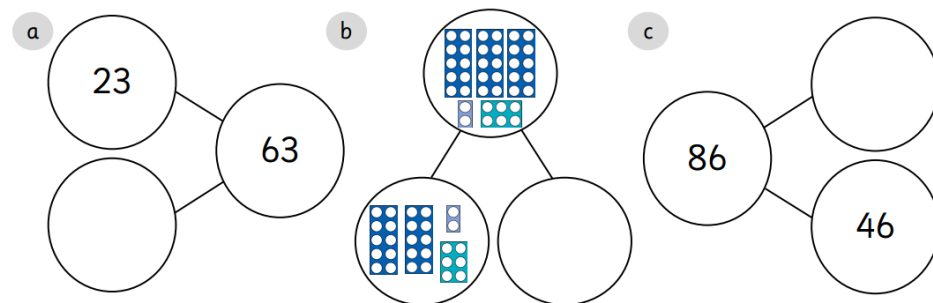


PROBLEM SOLVING REASONING

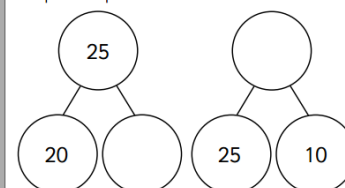
1 Complete the part-whole models.



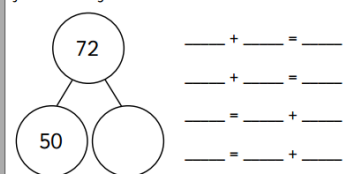
1 Complete the part-whole models.



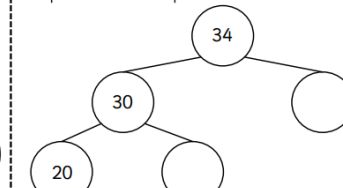
Complete the part-whole models.



Complete the part-whole model and complete the four matching number sentences.



Complete the extended part-whole model.



Kat creates the following calculation:

$$30 + 8 = 308$$

Explain the mistake Kat has made.

Write the correct calculation: $\underline{\quad}$

Calculating Strategies

Strategies for adding:

Putting the larger number first and counting on

$$6 + 27 =$$

$$27 + 6 =$$

Using knowledge of number bonds

$$\begin{aligned} 6 + 8 + 4 &= 6 + 4 + 8 \\ &= 10 + 8 \\ &= 18 \end{aligned}$$

Addition

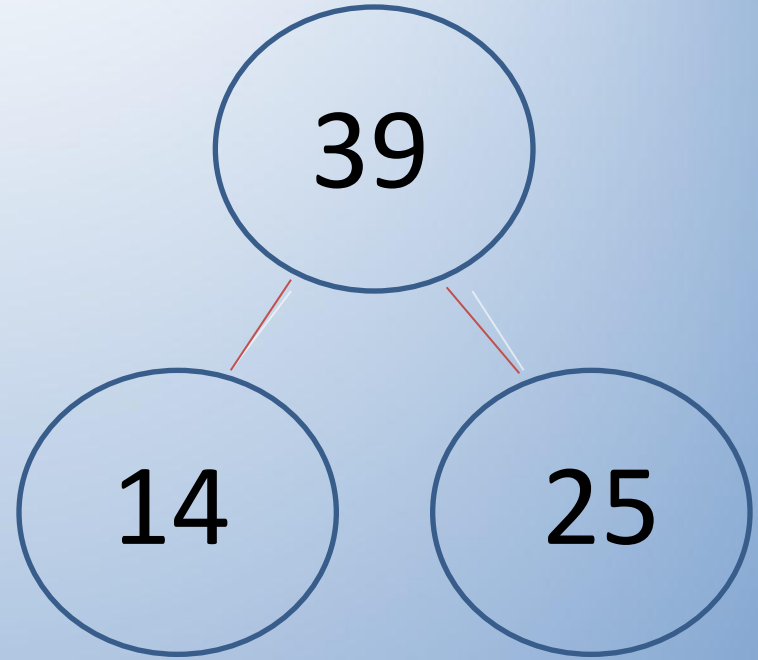
$$14 + 25 =$$

Partitioning:

$$20 + 10 = 30$$

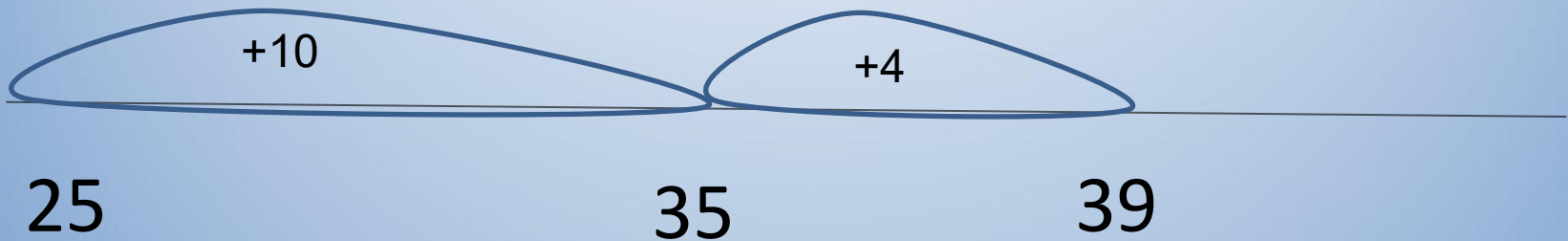
$$5 + 4 = 9$$

$$30 + 9 = 39$$

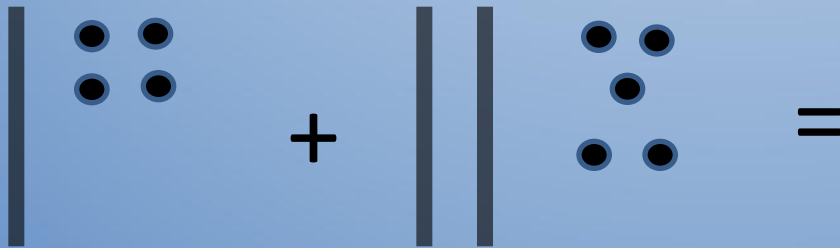


Number line:

$$14 + 25 =$$



Base 10:



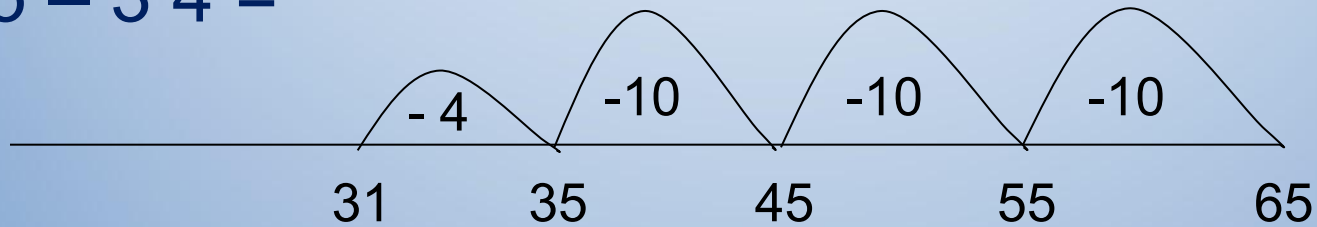
Column Method:

$$\begin{array}{r} 14 \\ +25 \\ \hline 39 \\ \hline \end{array}$$

Subtraction

Counting back on an empty number line

$$65 - 34 =$$



$$65 - 34 =$$

The curriculum includes the vertical method by the end of the year IF children are confident with all other methods.

$$\begin{array}{r} 65 \\ - 34 \\ \hline 31 \\ \hline \end{array}$$

Multiplication

Partitioning:

$$12 \times 3 =$$

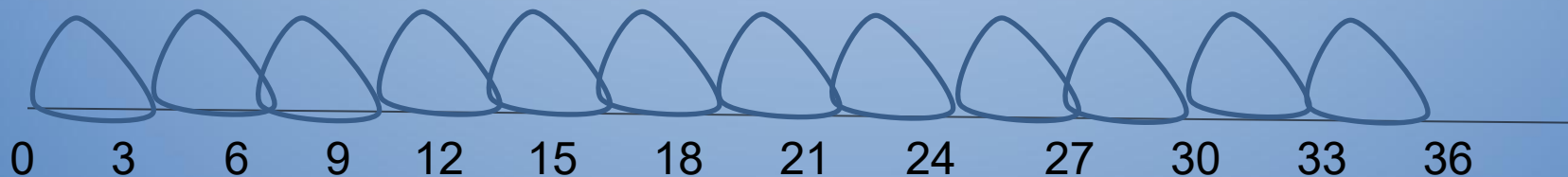
$$10 \times 3 = 30$$

$$2 \times 3 = 6$$

$$30 + 6 = 36$$

Number line:

$$12 \times 3 =$$



12 groups of 3:

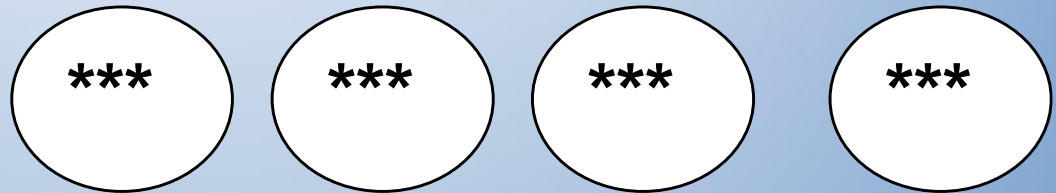


Division

Sharing

If I share 12 sweets between
4 children, how many will they
have each?

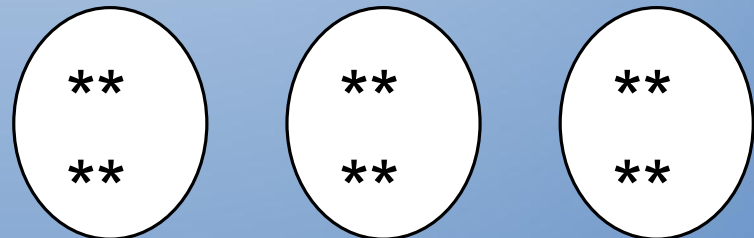
$$12 \div 4 = 3$$



Grouping

How many 4s in 12?

$$12 \div 4 = 3$$



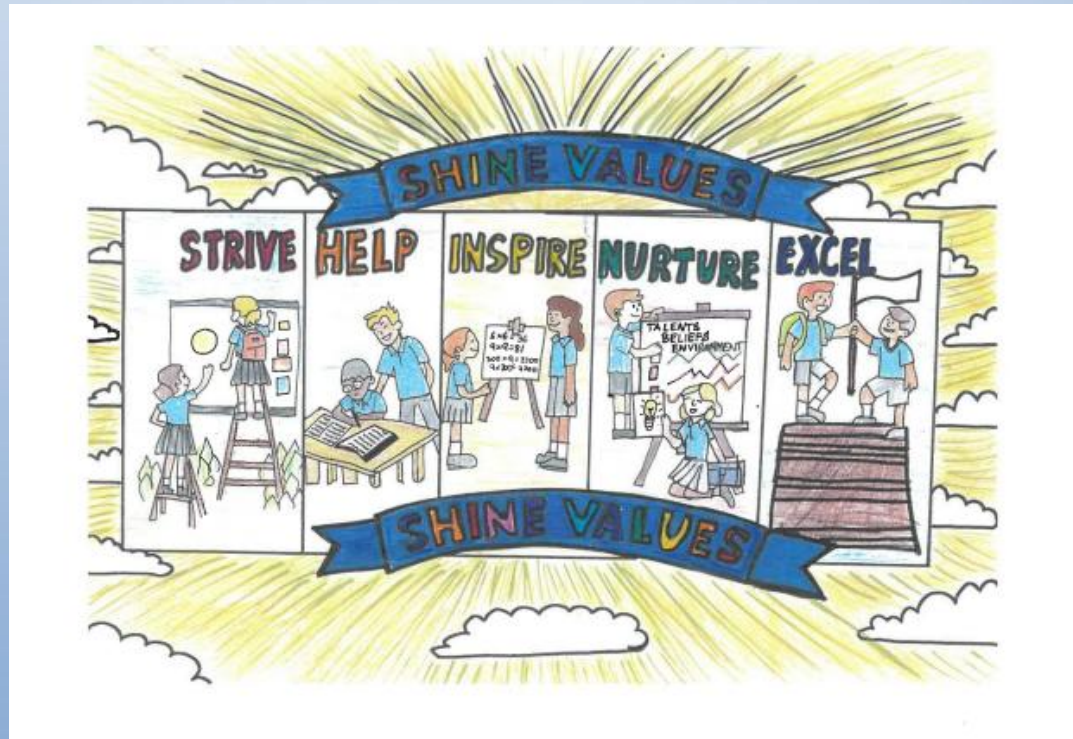
An extra 5 minutes?!

It will really help the children if they can confidently and rapidly recall number facts such as:

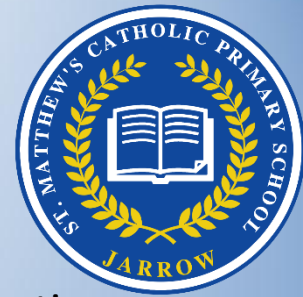
- Number bonds to 10, 20, 100
- Counting forward/back from any number
- Adding/Subtracting 1 and 10
- Multiplication facts for 2x, 5x, 10x tables
- Doubles and corresponding halves



Our SHINE Values



Strive, Help, Inspire, Nurture, Excel –
together, we SHINE!



Communication

We understand the importance of respectful and timely communication.

If you have a matter you would like to discuss, please contact the office to make an appointment with myself as Class Teacher.

For all email queries, please email the office on TMAOffice@stmatthewsjarrow.co.uk and this will be triaged to the relevant member of staff.

For any safeguarding concerns, please call the office and ask to speak to a Designated Safeguarding Lead (DSLs). Mrs Alderson, Miss Wiblin and Miss Shawcross are our DSLs.

For any SEND queries, please make an appointment with Miss Shawcross, our SENDCo. Miss Shawcross is available during her SEND time on Tuesday afternoons.

Please note that all queries will be responded to within our working hours and within 72 hours of receiving them.



Social Media



Using Facebook, Twitter, WhatsApp and other social networking sites is not the correct forum to raise any issues or concerns about the school, staff, other parents or students. Please always contact us directly if you have any concerns.

Any negative remarks on these sites can be seen as defamation of character, harassment or slander. This means that you could be prosecuted by the police.

Before posting about school matters or events, we ask you to pause and consider: *Is this respectful? Is this necessary? Is this safe?*

Please never post any photos of any other pupils on social media for safeguarding purposes.

Year 2 – “An open door”



- If you have any concerns that you feel need to be addressed before parents evening in November, please contact the office to discuss anything.