



Year 2 Curriculum Meeting

September 2020

Mrs Strickland and Mrs Bicknell (Satellite class), Mrs Larn and Mrs Davison (Galaxies class) and Mrs Glanville (Asteroids class)

Reading



Guided Reading Sessions:

- ▶ Take place daily for 25 minutes in the afternoon
- ▶ These sessions are whole class and are where we teach key skills from the curriculum such as:
 - ▶ Suffixes and Prefixes - groups of letters that can be added to either the end or beginning of the root word e.g. sad + **ness** = **sadness** and **un** + well = **unwell**
- ▶ Common Exception Words - words in which the English spelling code works in an unusual or uncommon way
- ▶ Reading Speed and Accuracy

Reading



How the school is moving forward with Reading

- ▶ Children have been reassessed for the new reading scheme that the school has purchased, which will be more in line with their phonic knowledge and will relate to the Collins Connect that is online.
- ▶ Within each band there are books matched to the children's phonics, these are known as Letters and Sounds and then books which will require a wider range of reading skills

Reading



- ▶ We would like this year for you to re-read books with your child/children. It is important that the children build up their fluency in reading and in order to do this they will need to read the book more than once
- ▶ At each level there will be fiction and non fiction books
- ▶ These increase the range of skills the children use to comprehend and ensure they they apply their phonics skills in new contexts.
- ▶ More information is available in the document that will be uploaded to the school website

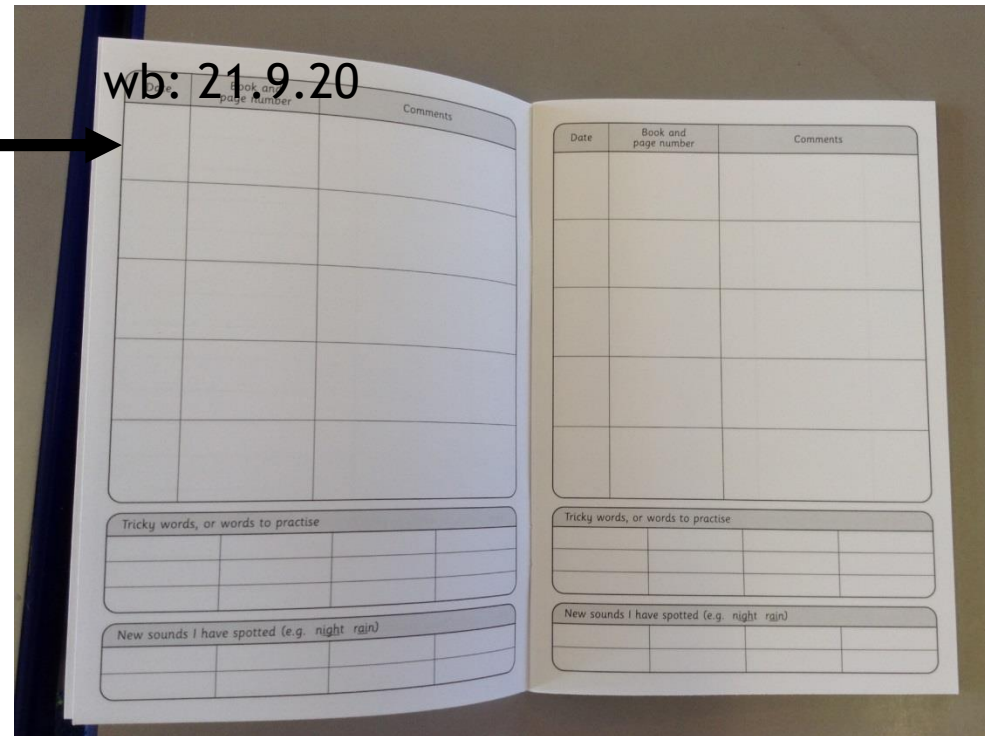
Reading



- ▶ Weekly homework will be to read with your child 4 times a week
- ▶ We would like you to record these in their diary.
- ▶ Start a new page for each new week. Write the week beginning date at the top of the page.

There are five spaces per page for each day.

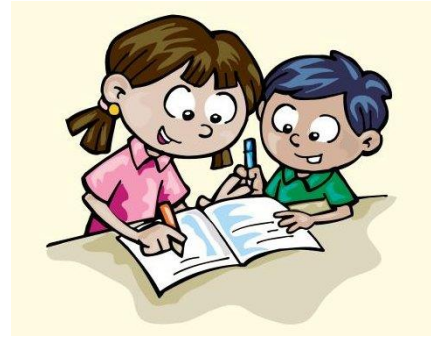
Four reads on four different days.



Phonics

- ▶ Phonic sessions will continue
- ▶ Children will be practising embedding what they were taught in Year 1 and finishing the Phonics curriculum. This will move onto alternative pronunciations of phonemes.
- ▶ The children will be sitting their Phonic Screening check during the Autumn Term 2020.

Writing



- ▶ No test in writing at the end of Year 2
- ▶ We will look at a range of work over a sustained period of time
- ▶ There will be a range of genres taught throughout the year
- ▶ We will also look at the quality of writing across a range of subjects for example in Science, History, Geography etc.

Writing

What do the children need to do to meet expectation?

- ▶ Curriculum (they will be taught all the skills within the curriculum) but at the end of the year they will be assessed using the Assessment Frame Work, which will only assess some skills
- ▶ Handwriting - continues to be a focus for the school to improve it even further. To reach the expected level at the end of the year the children will need to be ensure letters are the correct size and orientation to each other and especially capital letters. To be working at Greater Depth they will need to demonstrate using horizontal and diagonal strokes for joining their writing, which we will encourage children to do when we feel they are ready.
- ▶ Spelling - they will need to segment spoken words into phonemes and represent these in graphemes, spelling most of these words correctly and making phonetically plausible attempts at others.

Writing

What are we doing to help your child?

- ▶ Explicit spelling and handwriting sessions
- ▶ High quality modelling of skills
- ▶ Assessing afternoon writing for example Science written work will be expected to be at the same standard as morning writing

GPS

What is GPS?

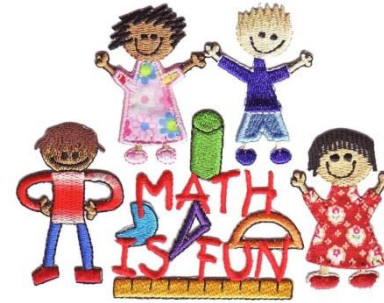
- ▶ Grammar
- ▶ Punctuation
- ▶ Spelling

GPS

How do we teach GPS?

- ▶ Grammar/Punctuation will be taught during English sessions
- ▶ Writing / Reading sessions will also include looking for things that they have been taught.

Maths



- ▶ Learning year group content - mastering each skill rather than moving onto the next year group. Can they apply what they have learnt in a range of different contexts
- ▶ Adaption within lessons - what resources or support will the child need to help them achieve the Learning Objective or extend/deepen their knowledge of the skill being taught.

Maths

What will the children be learning?

- ▶ Arithmetic content - this will focus on addition, subtraction, multiplication, division and fractions
- ▶ Reasoning
- ▶ All aspects of the curriculum for example Geometry, fractions, number, place value

Times tables

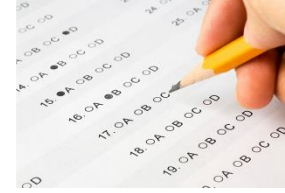
My Times Tables		
2 times table	5 times table	10 times table
0 x 2 = 0	0 x 5 = 0	0 x 10 = 0
1 x 2 = 2	1 x 5 = 5	1 x 10 = 10
2 x 2 = 4	2 x 5 = 10	2 x 10 = 20
3 x 2 = 6	3 x 5 = 15	3 x 10 = 30
4 x 2 = 8	4 x 5 = 20	4 x 10 = 40
5 x 2 = 10	5 x 5 = 25	5 x 10 = 50
6 x 2 = 12	6 x 5 = 30	6 x 10 = 60
7 x 2 = 14	7 x 5 = 35	7 x 10 = 70
8 x 2 = 16	8 x 5 = 40	8 x 10 = 80
9 x 2 = 18	9 x 5 = 45	9 x 10 = 90
10 x 2 = 20	10 x 5 = 50	10 x 10 = 100
11 x 2 = 22	11 x 5 = 55	11 x 10 = 110
12 x 2 = 24	12 x 5 = 60	12 x 10 = 120

www.computational.co.uk

What, Why and How?

- ▶ The children are expected to know 2s, 5s and 10s.
- ▶ Increases speed to solve problems.
- ▶ Their knowledge and speed of their times tables will be assessed for their Termly school reports.

SATS



What, How, When and Why?

- ▶ **GPS, Maths and Reading**
- ▶ **Assessments to be completed during May 2021**
- ▶ **To support Teacher Assessment**
- ▶ **The children are not aware that they are sitting these tests as we make sure that it is part of their normal school day.**

GPS

What will the GPS paper consist of?

- ▶ 20 questions on paper 1 (Spelling)
- ▶ 19 questions on paper 2 (total 20 marks) (All aspects of GPS)
- ▶ Grammar Sessions = content/question types

Reading



What will the Reading paper consist of?

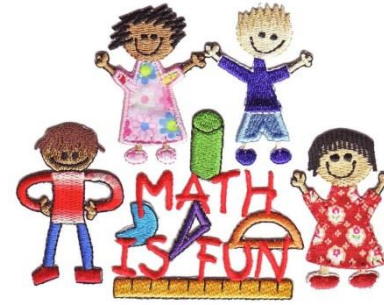
- ▶ Two tests
- ▶ Paper 1 - (Text/ Question)
- ▶ Paper 2 - (Text/Questions separate)
- ▶ All children are required to complete both papers

Reading Con...

Test Content:

- ▶ *Draw on knowledge of vocabulary to understand texts.*
- ▶ *Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.*
- ▶ *Identify and explain the sequence of events in texts.*
- ▶ *Make inferences from the text.*
- ▶ *Predict what might happen on the basis of what has been read so far.*

Maths



What will the Maths paper consist of?

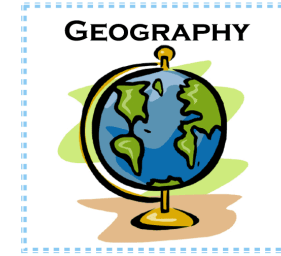
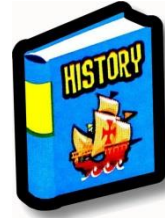
- ▶ Two tests
- ▶ Paper 1 - Arithmetic
- ▶ Paper 2 - Reasoning
- ▶ Key Stage 1 content

Phonics



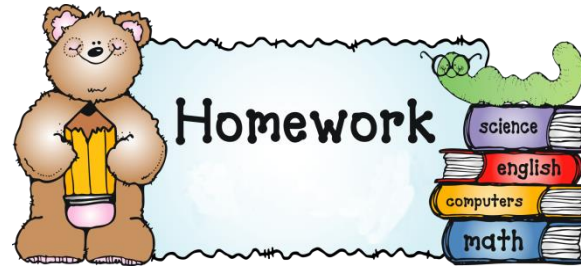
- ▶ Any child that does not pass the Phonics test in Autumn 2020 will have to resit a new test in June 2021.
- ▶ Any child who does not pass will continue to have phonic sessions/support

Foundation Subjects



- ▶ We assess the year 2 skills used for each subject on a lesson by lesson basis.
- ▶ This will allow us to see who can master the year 2 skills needed and who will need further support.
- ▶ Children who have mastered the skills will then be moved onto a deeper understanding of that skill when revisited later in the school year.

Homework



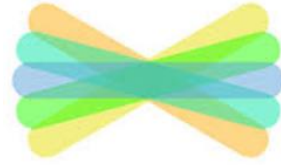
- ▶ Please read with your child 4 times a week.
- ▶ In the reading diary please put the week beginning at the top of each page.
- ▶ We would like you to use one page per week.
- ▶ Adults just need to write the title of the book, sign and date each time your child has read.
- ▶ If you would like to receive more homework, please let your child's teacher know. We will happily provide you with other work but this is for you to do at home and we will not be asking for it to come into school and we will not be marking it.

Communicating with parents



- ▶ Parents evening will take place twice a year the first before October half term where we will discuss how the children have settled. The second one will taken place before February half term.
- ▶ Reports will go out termly and will be in the same format as last year.
- ▶ As you did in Year 1 you will also get the assessment grids for Reading, Writing and Maths with the .\x

Seesaw



CLASS



FAMILY

- ▶ An app that can be used to store your child's work, like an online learning journal.
- ▶ Practical work including videos can be uploaded to give an insight into the children's learning that cannot always be shown in their books.
- ▶ Supports the Computing curriculum - create and store digital content, use a camera, record sound and play back.
- ▶ Cross-curricular links - using technology to record work in other subject areas.
- ▶ You will be given a 'Family Access' code to use to create a family account. You will need a new code even if you have used Seesaw previously.

Well being



Daily K

Will continue to take place daily,

- ▶ Coat in case cold/wet
- ▶ 10 minute daily sessions take place and these sessions include things such as breathing techniques, zumba, dance/movement

Home learning -

Home learning will be provided during the following instances –

- Child is self-isolating for precautionary reasons
- Child's bubble is required to self-isolate for 14 days due to a positive case of COVID-19
 - Entire school is required to work from home – National Lockdown

Small group of children - paper based / Seesaw

Whole class or larger - work will be completed on Seesaw

COVID-19 support and information



OUR SCHOOL | NURSERY | CURRICULUM | CALENDAR | CONTACT | PARENTS

Information linked to COVID-19 Sympt...

Information linked to COVID-19 Symptoms and Testing

COVID-19 Advice for Parents

COVID-19 - Weekly Isolation information

Working From Home

Attendance

Absences and Illness

Admissions

eSafety

Mental Health & Wellbeing

Kool Kids Cafe

Newsletters and Letters

Main symptoms

The main symptoms of coronavirus are:

- a high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- a new, continuous cough – this means coughing a lot for more than an hour, with three or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than this)
- a loss or change to your sense of smell or taste – this means you've noticed a change in the way you smell or taste anything, or things smell or taste different to normal

Most people with coronavirus have at least 1 of these symptoms.

Check your symptoms -



OUR SCHOOL | NURSERY | CURRICULUM | CALENDAR | CONTACT | PARENTS

COVID-19 Advice for Parents

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Newsletters and Letters

Links to Government Documents for parents -

Guidance for parents and carers on supporting children and young peoples mental health and wellbeing during the coronavirus COVID-19 outbreak


What parents and carers need to know about early years providers schools and colleges during the coronavirus COVID-19 outbreak

Staying alert and safe social distancing

Guidance for households with grandparents, parents and children living together where someone is at increased risk or has symptoms of coronavirus COVID-19

Support linked to Isolation periods when isolating as a family -

What happens if someone in your family gets sick?

OUR SCHOOL | NURSERY | CURRICULUM | CALENDAR | CONTACT | PARENTS

COVID-19 - Weekly Isolation informati...

Information linked to COVID-19 Symptoms and Testing

COVID-19 Advice for Parents

COVID-19 - Weekly

School's response to COVID-19 related incidents

As a school we are likely to be faced with three potential COVID-19 situations during the next year - these are outlined below

Member of a bubble needing to self-isolate for precautionary reasons - This is likely to be because they have been in close contact with someone who has either symptoms or has a positive test result for COVID-19. They will not have symptoms themselves. **If your child is in the bubble with someone who is self-isolating for precautionary reason, they will be able to attend school as normal.**

Member of a bubble needing to self-isolate as they are demonstrating COVID-19 symptoms - In this instance, a member of the bubble would have one or more of the following symptoms: a new continuous cough, a temperature or a loss/change of their sense of smell or taste. Unfortunately, these symptoms are also symptoms of many other common illnesses. In this instance, I would like to reassure parents that despite the likelihood of receiving a high number of notifications relating to these types of incidents in your child's bubble - many will not be COVID-19 related. The person demonstrating any of these symptoms will not be allowed to return to the school until they have returned a negative COVID-19 test result or have isolated for 10 days since developing symptoms. **If your child is in the bubble with someone who is**

Activity passports -

Runs from Nursery to Year 2 in school.

Enrichment activities

Develops school values:

- Respectful
- Resilient
- Independent
- Collaborative
- Inquisitive

Reporting to parents -

3 times a year

Simple

Identifies next steps

Clear to see progression

Informed more regularly

Reports will be in addition to parents evening

Communication

- ▶ All letters and correspondence moved online
- ▶ Weekly newsletters
- ▶ Emails / contact numbers
- ▶ Forms - Child information / Seesaw consent / Photo permission / medicine / Change of parent information / Holiday request

How could you help Hadleigh?

PA

Funds

Facilitates the vision

Provides additional experiences

Develops personal skills

Next meeting 29th September – via Zoom