



Year 2 Curriculum Meeting

Wednesday 25th September 2019

Mrs Strickland and Mrs Davison (Meerkat class), Miss Johnston (Koala class)
and
Miss Brand (Pandas class)

Aims of the meeting

- ▶ To give you an overview of the expectations for Reading, Writing, Maths and GPS.
(handout)
- ▶ To inform you about the assessment arrangements.

Speaking and Listening

This is another focus this year.

- Vocabulary - specific vocabulary related to subjects, topics and the world we live in
- Question of the week - to encourage children and families to discuss and explain their ideas
- Reading - activities will encourage children to expand, explain and clarify vocabulary

Reading



Guided Reading Sessions:

- ▶ Take place once a day for 30 minutes in the morning
- ▶ Whole class twice a week and in Small groups 3 times a week
- ▶ Key priorities from the curriculum will be taught during these sessions
- ▶ The same as previous years, teachers will no longer be writing in your child's reading record book, this will be for you to record the books that your child has read at home

Reading

Assessment:

- ▶ Curriculum (we will teach everything that is in the curriculum) but the SATs Test will only test some aspects of it -
- ▶ End of year assessments - SATs tests - 2 papers - Reading paper 1 and Reading paper 2
- ▶ How you can support - complete the weekly homework comprehension page, read with your child at least 3 times a week

Reading Diaries

These will come home on Friday 27th September.

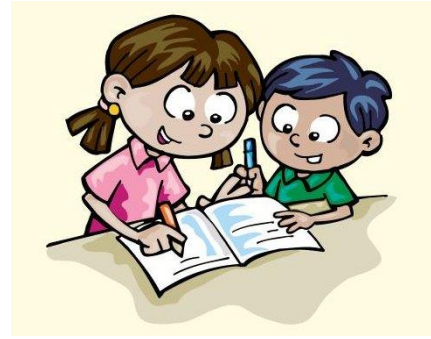
- ▶ Please use 1 page per week
- ▶ Write the week beginning at the top of each page
- ▶ The expectation is that you read with your child at least 3 times a week and write the title of the book that they have read in their Reading diary and sign it please. We are happy for the children to write the date and title of the book themselves.

Reading certificates

There has been a change from last year

- ▶ Reading certificates will now be awarded for 100 reads (Bronze), 150 reads (Silver), 200 reads (Gold)
- ▶ Reading half term/termly challenges.
- ▶ Reading consistently 3 times a week will be included in the children's termly report.

Writing



What and when will the children be writing?

- ▶ No test in writing
- ▶ Range of work from a sustained period of time
- ▶ Range of genres will be taught throughout the year
- ▶ Range of subjects

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 be assessed using the Assessment Frame Work, which will only assess some skills
- ▶ Handwriting - this has been a focus for the school and it has improved but we will continue to work improve it 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 especially capital letters. They will also need to make sure that they demonstrate that the ascenders are tall and the descenders go below the line.
- ▶ To be working at Greater Depth they will need to demonstrate using horizontal and diagonal strokes for joining their writing.
- ▶ 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?

- ▶ Better understanding of expectations to reach the expected level
- ▶ 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
- ▶ Next Step targets - focusing on the skill that they need to do next to improve their writing

GPS (formally known as SPAG)

What is GPS?

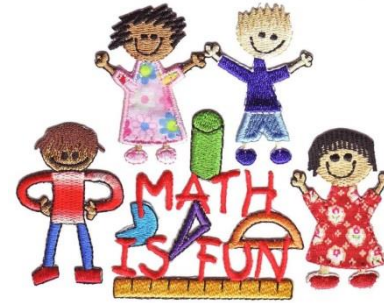
- ▶ Grammar
- ▶ Punctuation
- ▶ Spelling

GPS

How do we teach GPS?

- ▶ Explicit Grammar/Punctuation sessions take place daily - these will start after half term
- ▶ Sessions are designed to match test layout - the children will be exposed to the different ways in which questions in the test will be phrased and the different formats that are used.
- ▶ Writing / Reading sessions

Maths



- ▶ Learning year group content - mastering each skill rather than moving onto the next year groups learning objectives. We will be checking whether the children can apply what they have learnt in a range of different contexts.
- ▶ Adaption not Differentiation - what resources or support will the child need to help them achieve the Learning Objective

Maths

What will the children be learning?

- ▶ Arithmetic content - see pack
- ▶ Reasoning
- ▶ All aspects of the curriculum for example Geometry, fractions, number, place value

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

What, Why and How?

- ▶ The children are expected to know 2s, 5s and 10s.
- ▶ The more confident the children are with their times tables, the more it will help them to solve problems quicker

SATS



What, How, When and Why?

- ▶ GPS, Maths and Reading
- ▶ Assessments to be completed during May 2020
- ▶ To support Teacher Assessment

GPS

What will the GPS paper consist of?

- ▶ 20 questions on paper 1 (Spelling)
- ▶ Matching our Spelling format
- ▶ 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?

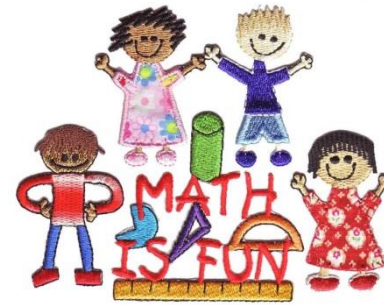
- ▶ Two tests
- ▶ Paper 1 - (Text/ Question)
- ▶ Paper 2 - (Text/Questions separate)
- ▶ All children are required to complete both papers

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?

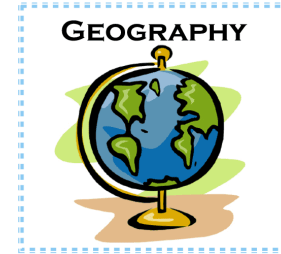
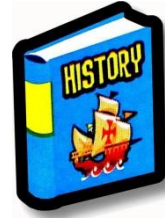
- ▶ Two tests
- ▶ Paper 1 - Arithmetic
- ▶ Paper 2 - Reasoning
- ▶ Key Stage 1 content

Phonics



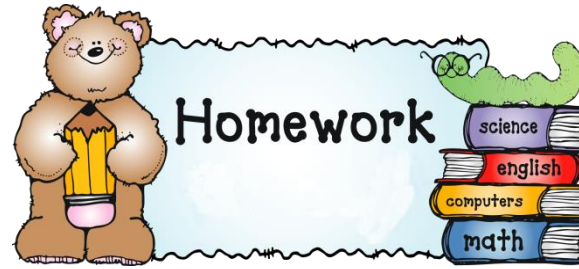
- ▶ Last year the children achieved a pass of 82%. (9/11 children)
- ▶ Year 2 retake children are regularly receiving phonic sessions weekly.
- ▶ Phase 5 of phonics is being revised this half term with a focus on the phonemes that can make alternative sounds e.g. the 'g' in giant can make a 'j' sound.

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



► Children will receive weekly homework this will consist of:

1 - Reading a book at least 3 times each week. (preferably every day).

2- Comprehension, Maths and GPS book where one page will be completed weekly. These will be given out on a Friday and need to be back in school no later than the following Wednesday.

These should not take any longer than 10 minutes per day.

- In the reading diary adults just need to sign and date each time your child has read and we would like you to use one page per week. These will be checked weekly.
- All of the above will allow us to also colour code their homework section on your child's termly report.

Homework (Reading)	
Homework (M/Eng)	

Communicating with parents



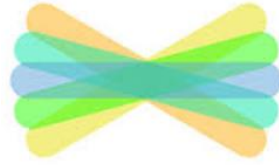
- ▶ Parents evening will take place twice a year the first before October half term where we will discuss how the children have settled. The second one will take place before February half term.
- ▶ Reports will go out termly and will be in the same format as last year.
- ▶ As you did in Year 1 you will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

School trip



- ▶ The children will go on a school trip this year and they will also take part in local trips such as a walk around Hadleigh linked to their learning.

Seesaw



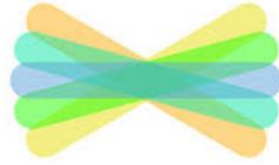
CLASS



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.
- ▶ We use Pic Collage and Chatter pix apps in school, which can be saved onto SeeSaw.

Seesaw



CLASS



FAMILY

- ▶ Seesaw was trialled last year in Year 2 and was well received by the children and parents.
- ▶ It is safe and secure. Each teacher has a login and the class has an individual QR code login.
- ▶ Only the child's first name is needed to create their account.
- ▶ Parents will be given a QR code for their child, so that you can access their account from home.
- ▶ As soon as something is uploaded, you will be notified and can see it straight away.
- ▶ Gives you an insight into what your child has been learning, offering you the chance to talk about learning together.

Passport

- ▶ This year the children will be completing a series of activities in school.

My Activity Passport

2

Activity	✓	Date
Make a sculpture		
Play a board game		
Get soaking wet in the rain		
Make a puppet		
Learn a card game		
Have hot chocolate and marshmallows		
Take part in a flashmob		
Make a paper aeroplane		
Learn to make an origami flower or animal		
Make something explode		
Take part in a water fight		
Go on a treasure hunt		
Read a book in the sunshine		
Learn how to make a fire		
Raise money for a chosen local charity		

Well being



- ▶ After the successful introduction of the Daily K and our completion of around the world challenge, this will continue every day. This is another opportunity for the children to engage in Speaking and listening
- ▶ Coat in case the weather is cold/wet
- ▶ 10 minute daily sessions take place and these sessions include yoga, mindfulness colouring, zumba

Clubs



- ▶ The same as last year there will be a range of clubs offered to the children. There will be 3 or 4 clubs termly, they will take place either at lunchtime or after school.

Reporting to parents

- ▶ 3 times a year
- ▶ Slightly different from last year as covers different areas
- ▶ Identifies next steps
- ▶ Clear to see progression
- ▶ Informed more regularly
- ▶ Reports will be in addition to parents evening

Name: Martin Elcomb	Year: 2019/2020	Term: Autumn	Teacher: Mr Proctor
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Key for Colours		The target for all children is to be working at the expected standard for their year group by the end of each half term. As the children progress through the year, they will need to be able to meet more of their year group standards in order to remain as working at the expected standard. Greater Depth will only be recorded in the final term of the school year.
Working at pre- key stage standards		
Working towards the expected standard		
Working at the expected standard		
Working at greater depth of the expected standard		

	Autumn Term	Spring Term	Summer Term
Reading			
Writing			
Maths			

	Autumn Term	Spring Term	Summer Term
GPS			
Times Tables			

Personal target related to achievement set by the child:	
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	Autumn Term	Spring Term	Summer Term
Attendance			
Punctuality			
Behaviour			
Attitude to learning			
Homework (Reading)			
Homework (M/Eng)			

Personal target related to attitude set by the child:	To make sure I read at home at least three times a week.
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Name: Martin Elcomb	Year: 2019/2020	Term: Autumn	Teacher: Mr Proctor
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Key for Colours	
Working at pre- key stage standards	Red
Working towards the expected standard	Yellow
Working at the expected standard	Green
Working at greater depth of the expected standard	Blue

The target for all children is to be working at the expected standard for their year group by the end of each half term. As the children progress through the year, they will need to be able to meet more of their year group standards in order to remain as working at the expected standard. Greater Depth will only be recorded in the final term of the school year.

	Autumn Term	Spring Term	Summer Term
Reading	Green	Green	
Writing	Green	Yellow	
Maths	Yellow	Green	

	Autumn Term	Spring Term	Summer Term
GPS	Yellow	Yellow	
Times Tables	Green	Green	

Personal target related to achievement set by the child:	
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NAME: Sam

Class: Starfish

Year: 1

TARGET

Overall
AutOverall
SprOverall
Sum

Place Value

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals.

Count in multiples of twos, fives and tens.

Given a number, identify one more and one less.

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

Read and write numbers from 1 to 20 in numerals and words.

Add / Sub

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Represent and use number bonds and related subtraction facts within 20.

Add and subtract one-digit and two-digit numbers to 20, including zero.

1

2

3

4

5

6

7

8

Geometry	Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	22	X	X	X
	Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line.	23	\	X	X
	Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.	24	\	X	X
	Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.	25	X	\	X
	Compare and sort common 2-D and 3-D shapes and everyday objects.	26	.	\	X
	Order & arrange combinations of mathematical objects in patterns & sequences.	27	.	\	X
	Use math vocab to describe position, direction & movement inc movement in a straight line and distinguishing rotation as a turn & in terms of right angles for $\frac{1}{2}$, $\frac{1}{4}$, & $\frac{3}{4}$ turns (clock/anti-clockwise).	28	.	\	\
	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.	29	\	X	X
Stat	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity; ask and answer questions about totalling and comparing categorical data.	30	\	X	\
Total			8	18	25
Autumn Term 7+: WAE Spring Term 15+: WAE Summer Term 23+: WAE			WAE	WAE	WAE

X = achieved the statement

\ = partly achieved

. = not achieved

Developing, Exploring and Igniting Interests

- ▶ Our aim through the curriculum
- ▶ Events
- ▶ Special days
- ▶ Trips
- ▶ Visitors



How could you help Hadleigh?

- ▶ PA
- ▶ Funds
- ▶ Facilitates the vision
- ▶ Provides additional experiences
- ▶ Develops personal skills

How could you help Hadleigh?

- ▶ Gofs
- ▶ Faced with big challenges - funding / Ofsted
- ▶ Parent representation (atl)
- ▶ Ensures the school is providing good or better provision
- ▶ Key way we will improve provision for children
- ▶ 1 Year Term
- ▶ 6 times a year - During the day