

Welcome to the  
Year 2  
Curriculum Information

Mrs Fitzgerald and Mrs Dolan

Mrs Craven and Mrs Walters  
(mornings)

# English

- 3 to 4 weeks of work per book

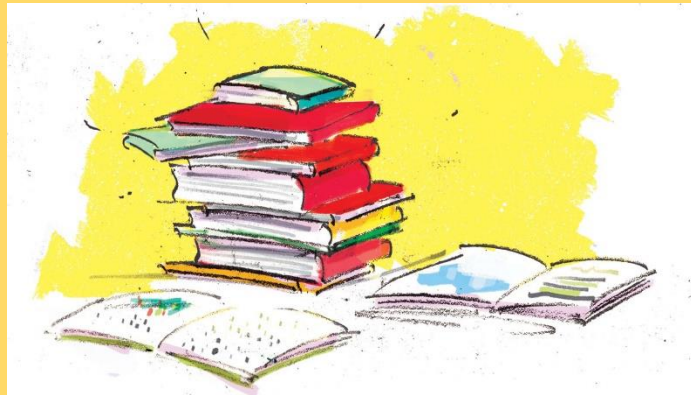
**SPAG** (Spelling, punctuation and grammar)

## Handwriting

- Aiming for all/most children to use cursive writing

# Please don't read ahead!

A lot of the work the children complete uses the idea of prediction and suspense.



# Different sentence types

- Statements
- Questions
- Commands



- Exclamations- must begin with 'How' or 'What' and include a verb e.g. it is not enough to say 'what a lovely day!', however, 'what a lovely day it was!' includes a verb

# Fine Motor Skills and Handwriting in Year 2

In Year 2, children will develop their fine motor skills through a range of activities.

We will also teach and support your children to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing (finger spaces) between words that reflects the size of the letters

Curly Caterpillars

*c a d e s g f q o*

Ladder Letters

*l i u t y j*

One-Armed Robots

*n m h k b p r*

Zig-zag Monsters

*z n w x*

More complex letters from the 4 families:

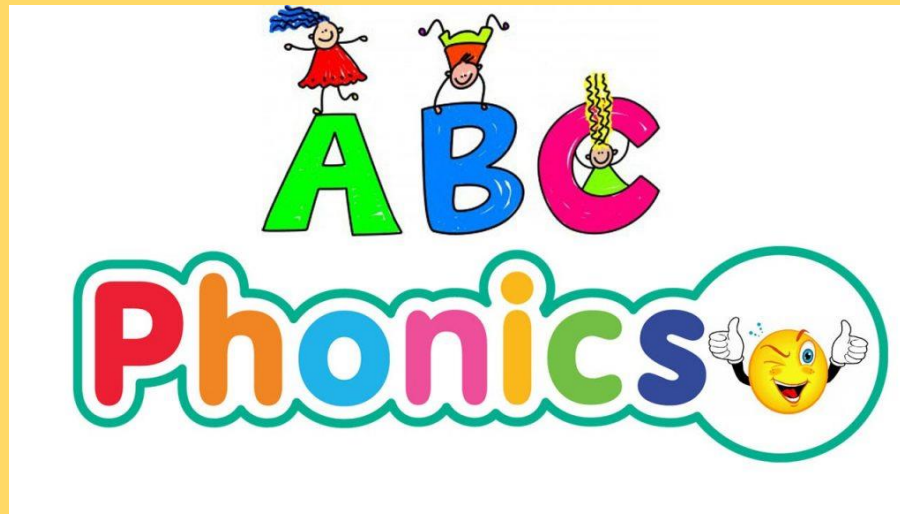
*f j y*

Digits 0 - 9

0 1 2 3 4 5 6 7 8 9

In Year 2, children will progress from pre-cursive handwriting to learn to join some letters correctly.





20 minutes per day

Correct pronunciation of phonemes.

# Reading

- Independent book changing
- Reading diaries signed by parent (at least weekly) to show child has read.
- Phonically decodable books
- Accelerated Reader



## Year 2

Year 2 children will begin the academic year with a fully decodable reading book which will be linked to their phonic level. They will change their book every Tuesday. When they children are ready, they will then move to Accelerated Reader.

Children are free to choose their own books, therefore they may choose the same book more than once – this is ok, repetition builds fluency.



# Why only 1 book a week?

The more a child reads, the larger their vocabulary becomes. When a child reads or hears the same book multiple times, they become familiar and comfortable with a greater number of words.

Hearing favourite stories read aloud helps children become aware of the pattern and rhythm of text. Language is more than just words — it's how words sound and connect to each other. Parents can model the rhythms of reading for children who are just learning how language works.

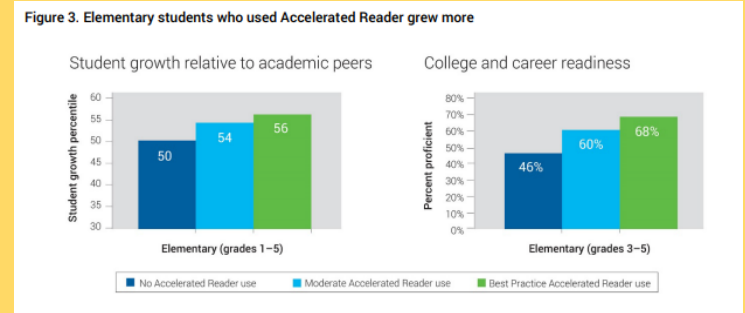
Fluency is the ability to read text “accurately, quickly, and with expression.” Repetitive reading allows a child to read without stumbling or stopping, and reading time becomes more pleasant for everyone. Once a child masters one book, it makes moving on to another more appealing.

Reading comprehension is the ability to understand all the components of a story — from plot to character development to symbolism. Comprehension is “the essence” of reading. Each time your child reads or hears a book read to them, they learn more about the story itself. Each pass through the text or illustrations allows them to dive deeper into the story's meaning, preparing them for more complex narratives later on.

With fluency and comprehension comes greater reading confidence. Children who can follow a story and don't stumble over words are more self-assured about their abilities and more likely to enjoy reading.

# *What is Accelerated Reader?*

Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and gives pupils a reading level (ZPD number).



# *Why use Accelerated Reader?*

A study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.

In primary school, research has shown that pupils using Accelerated Reader make significantly more progress.

## How does AR work?

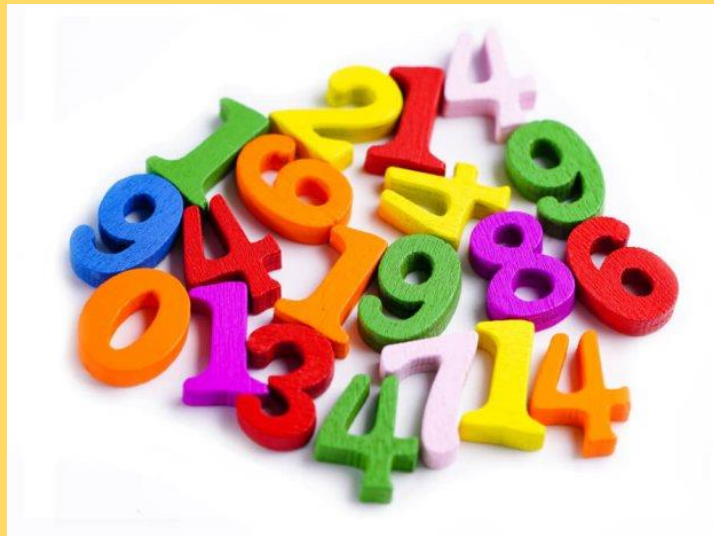
1. Pupils will be assessed on their reading understanding **and** fluency. This will give them a ZPD number.
2. Pupils will pick a book to take home based on their ZPD number. **Please continue to read with your child as normal and fill in their reading log.**
3. When they finish the book, pupils will take a short quiz on an iPad and the aim is for them to reach a target of at least 85%.
4. We will monitor your child's quiz performance and adjust their ZPD number if necessary.
5. Children will be assessed using the AR STAR assessment up to 5 times throughout the year, which will help to inform their ZPD number.

Please note – AR books are categorised **completely differently** from our previous book band scheme. AR takes into account understanding as well as fluency, therefore please do not be alarmed if your child brings home a book with a lower band than they were on previously!

# Maths – White Rose SoL

Autumn term	Number <b>Place value</b> <a href="#">VIEW</a>	Number <b>Addition and subtraction</b> <a href="#">VIEW</a>	Geometry <b>Shape</b> <a href="#">VIEW</a>	
	Measurement <b>Money</b> <a href="#">VIEW</a>	Number <b>Multiplication and division</b> <a href="#">VIEW</a>	Measurement <b>Length and height</b> <a href="#">VIEW</a>	Measurement <b>Mass, capacity and temperature</b> <a href="#">VIEW</a>
	Number <b>Fractions</b>	Measurement <b>Time</b>	<b>Statistics</b>	Geometry <b>Position and direction</b>

# Maths

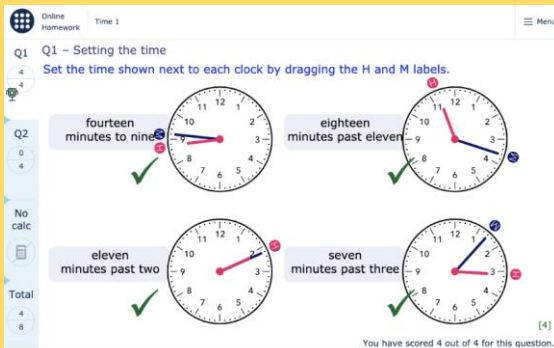


## Mental maths

- Timed weekly tests (Friday)
- Number bonds/times tables

# What is MyMaths?

MyMaths is a whole-school interactive resource for use both in the classroom and at home. It is used to increase mathematical fluency and consolidate learning. Predominantly, we will be using MyMaths as an online homework platform.



A screenshot of the MyMaths online homework interface for a task titled 'Q1 - Bar models for groups and items'. The task asks the user to 'Match the bar models to the statements.' There are three bar models and three statements. The bar models are: 1) A bar divided into 2 groups of 8 items each (labeled '8' below). 2) A bar divided into 3 groups of 4 items each (labeled '4' below). 3) A bar divided into 8 groups of 2 items each (labeled '2' below). The statements are: '2 groups with 8 items in each group', '3 groups with 4 items in each group', and '8 groups with 2 items in each group'. The interface also shows a 'No calc' button and a 'Total' score of 0 out of 15. The user has scored 3 out of 3 so far, and there is a 'Continue' button.

# Why use MyMaths?

MyMaths offers interactive lessons and homework tasks, all of which are matched to the National Curriculum. Children's answers are marked at the click of a button, providing immediate feedback. If children choose to, they can try homework tasks again. In fact, the resource provides limitless practice. In addition, MyMaths has a wide variety of games designed to motivate pupils to consolidate their maths skills whilst enhancing their enjoyment of the subject.

# Number bonds and times tables weekly challenge

Number fluency is fundamental to being a successful mathematician which is why the children take part in weekly maths challenges.

Last year, the organisation of these challenges was updated to best support children across the school. Due to the success of this, the challenges will continue in this format. Progression has been carefully mapped across the school in line with the national curriculum to give the children a secure recall of key number facts relevant for their year group.

- Year 1 - represent and use number bonds and related subtraction facts within 20 and counting in twos, fives and tens from different multiples
- Year 2 - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables
- Year 3 - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- Year 4 - recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- Year 5/6 - multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

*(delete for other year groups if you wish)*

**The weekly maths challenge will happen on a Thursday.**

# Number bonds and times tables weekly challenge

Y1- 3mins 10 questions 12 questions 15 questions 18 questions	Y2- 3mins 18 questions, building to 20 questions	Y3- 3mins 20 questions building to 25 questions	Y4- 3 mins 25 questions building to 30 questions	Y5- 3 mins 30 questions building to 35 questions	Y6 – 3 mins 30 questions
Bonds to 5	Bonds to 10	Bonds to 10	X2	Bonds to 100	Bonds to 100
Bonds to 6	Bonds to 20	Bonds to 20	X5	X2, x5, x10	X2, x5, x10
Bonds to 7	Bonds to 100 (multiples of 10)	Bonds to 100 (multiples of 10)	X2, x5, x10	Divide by 2,5,10	X2, x4, x8
Bonds to 8	X2 in order	Bonds to 100 (multiples of 5)	X3	X2, x4, x8	X3, x6, x12
Bonds to 9	X2 mixed up	X2	X4	Divide by 2,4,8	X7, x9, x11
Bonds to 10	X2 division	X10	X8	X3, x6, x12	Multiplication all
Mixed addition bonds to 10	X10 in order	X5	X2, x4, x8	Divide by 3,6,12	Division all
Bonds to 20	X10 mixed up	x2, x5, x10	X6 in order	X7, x9, x11	Missing numbers x
Bonds to 11	X10 division	+2, +5, +10	X6 mixed	Divide by 7,9,11	Missing numbers +
Bonds to 12	X5 in order	X3 in order	X3, x6	Multiplication all	Missing numbers x, +
Bonds to 13	X5 mixed up	X3 mixed	X9 in order	Division all	X100, x1000
Bonds to 14	X5 division	+3	X9 mixed	Missing numbers x	Decimals x100, x1000
Bonds to 15	2s and 10s x	X4 in order	X11 in order	Missing numbers +	+10, +100, + 1000
Bonds to 16	2s and 10s +	X4 mixed	X11 mixed	Missing numbers x and +	Squares, cubes
Bonds to 17	2s and 5s x	+4	X7 in order	X100	Decimals (0 with 1 <u>0.0</u> ) x any table
Bonds to 18	2s and 5s +	X8 in order	X7 mixed	X1000	Decimals (0 with 1 <u>0.00</u> ) + any table
Bonds to 19	2s, 5s and 10s x	X8 mixed	X12 in order	Decimals x100	1 digit numbers 1 <u>0.0</u> , x any table
Mixed addition bonds to 20	2s, 5s and 10s +	+8	X12 mixed	Whole numbers/ decimals	1 digit with 1 <u>0.0</u> , + any table



# RE

- Theme this term: Chosen People
- The Way, the Truth, the Light
- Lord's Prayer
- Hail Mary
- Mass – see newsletters for updates
- Liturgy – later in the year



# Topic

- Our Local Area
- Remembrance
- Great Fire of London
- Titanic
- Seaside



# PE

- Tuesday and Wednesday – wear PE kit
- Name
- We go outside in ALL weathers – please ensure your child has a plain black or navy tracksuit – preferably without a hood



SAT's – no longer statutory!



The reception baseline assessment (RBA) will replace the end of KS1 assessments.

However, children will be less formally tested in Reading, Writing and Maths as part of the end of Key Stage assessments within the school. This will enable us to track progress across the school.

# Homework

Homework will be sent home weekly via Dojo.

10 minutes daily reading

10 minutes number bonds/times tables practise

Spellings

Activity (could be linked to work children are doing in school and may be set on MyMaths or Purple Mash)



# Outdoor Learning

## OPAL

At St Thomas More, we have adopted the OPAL Primary Programme (Outside Play and Learning) to promote freedom for children to explore play in their own imaginative ways, using found and gathered resources in the natural outdoor environment during lunch times. Our grounds are fantastic but have been significantly underused during the winter /spring months due to the wet field area. As a result, we have decided to open up specific areas of the grounds during the winter months as long as children have the correct outdoor wear.

**Please ensure that your child has a pair of wellington boots in school, which can be kept here permanently. Suitable coats/ rainsuits are also recommended as the weather changes.**

If you have any old wellies you would be willing to donate, we would be grateful for them too.

Mrs Baxter and the Play Team are looking forward to :

- Children accessing more areas of the school grounds during the winter/spring months
- Children exploring, building dens, running, hiding, having fun and getting dirty
- Children involved in activities other than those with a sports focus
- Children taking responsibility for themselves, their games, each other, the environment and their resources

If you would like more information on OPAL, please visit their website at <http://outdoorplayandlearning.org.uk>

## Muddy Puddles

We also follow The Muddy Puddle Approach, which is a type of outdoor learning that allows the children to be outside whilst still embedding and learning academic curriculum linked subjects. So, rather than only doing number work in books we will also take the learning outside.

For example, we could make number ladders from sticks and jump up the ladders counting in 10's!

The Muddy Puddle Teacher ideas are all really fun and make the children feel as if they are playing whilst learning at the same time.

You can find out more and get free resources for home at:

[www.themuddypuddleteacher.co.uk](http://www.themuddypuddleteacher.co.uk)





# Uniform

All children must be in correct school uniform

- Shoes must be black or brown, no slip on shoes and no open toed sandals.
- No jewellery is to be worn in school.
- Bags must be appropriate school bags or backpacks, no handbags or suitcase style bags.
- Hair longer than collar length must be tied up, extremes of fashion such as shaved patterns / lines or partings, colours, very short hair on one side with longer on the other etc. are not allowed.

Please check with class teacher if unsure.

[St Thomas More Catholic Primary School - School Uniform \(st-thomasmore.medway.sch.uk\)](http://st-thomasmore.medway.sch.uk)

# School uniform examples



Winter uniform



Summer uniform



Please continue to check the school website regularly for updates and news.

Dojo not monitored now - contact us through your child's diary or the office.

*Thank you for your continued support!*

