



Welcome to Year 2

The Year 2 Team

Class Teachers: Sarah Godden (2G)
Ella Lane (2L)

Year 2 Teaching Assistants: Kimberley Deyo
Lynn Slater
Saibhonne Fortune
Pamela Miranda

KS1 phase lead: Ella Lane

Learning in Year 2

English

Our English curriculum is broken up into **themes**.

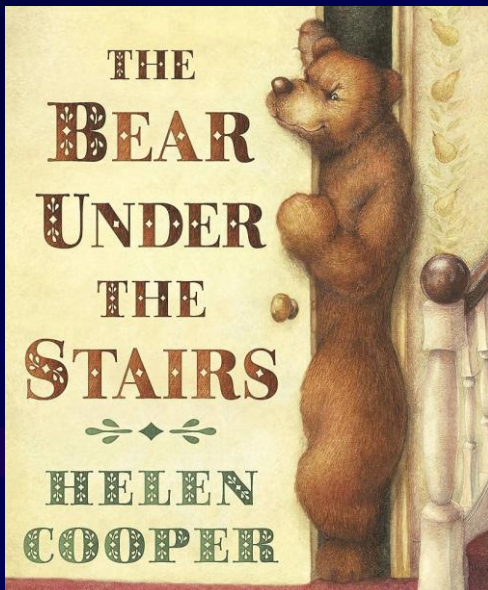
Each theme provides inspiration to practise writing for a number of purposes:

- Chronological and non-chronological reports
- Letters
- Poetry
- Diaries
- Stories
- Dialogue



Example – Autumn 1

Bravery vs Fear



Text(s): *The Bear Under the Stairs* by Helen Cooper

Duration: 3 weeks, 15 sessions

Recommended Age: Year 2

- ✓ Writing Framework aligned (see glossary)
- ✓ Mixed-age planning included
- ✓ Oracy & drama opportunities throughout



Text rationale: This gorgeous, lyrical text tells the story of a boy called William who is convinced that a bear is living under the stairs. As the story is told in rhyme and uses alliteration, it is a great way for children to review certain phonemes, particularly different ways to make the /a/ sound. The repetitive language 'wham, bang, thump' is also a fun way to encourage children to join in with the reading. It also has strong PSHE links, particularly around overcoming fears and speaking to a trusted adult. Helen Cooper is a significant and prolific author who won the Kate Greenaway award twice for two consecutive books.



Outcomes: File of fears entry, letter seeking help, advice letter, retelling

Main outcome: Information text about bears

Overview and outcomes: This is a three week Writing Root in which begins with children arriving to find a mysterious shape in the classroom covered in a blanket with warnings and questions all over it. They go on to create questions and statements about what they have discovered before beginning to explore the book. Children will discuss their own fears and create their own entry for a class 'file of fears' before writing letters in role as William asking for help. They will send advice letters to William in response suggesting what he should do before creating their own oral retellings of the story before writing their own story about a child who is afraid of something in the house. Children will then explore fact and fiction around bears in order to create information reports about bears to send to William to help him feel less scared.

Examples of work....

Friday 18th September

The Lion in the laundry basket

William was afraid scared Lions and
William was afraid of the place in the
laundry basket.

It was all because one day he
thought he ^{had} seen a Lion there inside
the laundry basket.

And he slammed the lid with a
WHAM, BANG, THUMP!

William worried about the Lion.

He wondered what it might eat.

William was afraid that the

Lion would eat boys for tea
so he saved some food for him.

William gave the Lion meat, cake

fruit, salad, chocolate,
water, orange, apple, watermelon
to the Lion but every time he threw
food he shut his eyes shut
tight!

Reading

Reading Groups

- **Monday:** focus on reading the book and doing so fluently
- **Wednesday:** focus on prosody
- **Friday:** focus on comprehension

Reading journey in Y2

- Microscopic progression rather than rapid acceleration
- Programme based on repetition
- 85% automaticity – supported by daily reading at home
- Phase 5 Set 5
- Bridge to spelling
- Whole Class Reading

Reading at home

- Little and often
- Reading record

Book change Fridays!

Reading for parents

Predicting – what do you think will happen next? (Based on what they've read so far)

Vocabulary – what does this word mean? What other words mean a similar thing?

Summarising – tell me what the book is about in 5 sentences/what happened at the beginning/middle/end?

Looking questions – what happened to the boy? Which character said...?

Inference/clue questions – why do you think the girl did that? How do you think that character is feeling? How do you know?

**READ! READ! READ! – everything and anything-
find a love of reading!**

Grow the code grapheme chart											Phase 2, 3 and 5				
s s ss c se ce st sc	t t tt	p p pp	n n nn kn gn	m m mm mb	d d dd	g g gg	c c ck cc ch	r r rr wr	h h	b b bb	f f ff ph	l l ll le al	j j jg dge ge	v v vv ve	
w wh	x	y	z z zz s se ze	qu	ch tch ture	sh ch ti ssi ci	th	ng	nk	a a	e e ea	i i y	o o a	u u o-e ou	
ai ay a a-e eigh ey ea	ee ea e e-e y ey	igh ie i i-e y	oa o o-e ou oe ow	oo ue u-e ew ou ui	yoo ue u u-e ew	oo u* oul	ar a* al*	or aw au aur oor al a oar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear	zh su si	

Phonics

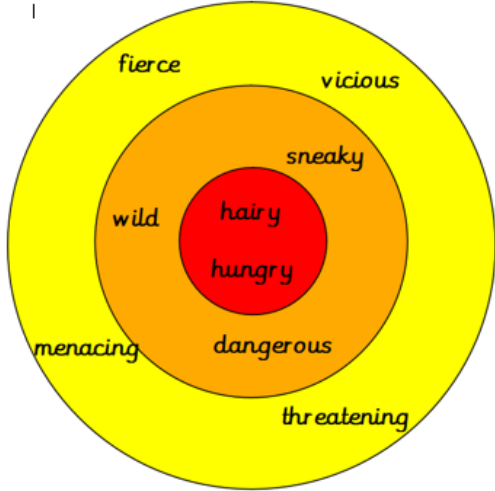
We still focus our spellings on phonics, but can encourage the correct spelling of words.

Oracy

What is Oracy?

- Speaking and listening
- Partner talk – Active learning – Partners A and B
- Discussion guidelines
- Hand signals
- Sentence stems
- Target vocabulary
- Standing up
- 10 seconds 'thinking time'

I



	Tally	Total
1 point words		
3 point words		
5 point words		
Minus points		
Overall total =		

Minus 1 point for every 'Um', 'Like' or 'Basically' ...

I would like
to build on ...



I disagree with



I would like to
challenge



I agree with



Talk Tactics

Instigate

Present an idea or open up a new line of inquiry



- “ I would like to start by saying ____
- “ I think ____
- “ We haven't yet talked about ____

Instigate

Probe

Dig deeper, ask for evidence or justification of ideas



- “ Why do you think ____?
- “ What evidence do you have to support X idea?
- “ Could you provide an example?

Probe

Challenge

Disagree or present an alternative argument



- “ I disagree because ____
- “ To challenge you X, I think ____
- “ I understand your point of view, but have you thought about ____?

Challenge

Clarify

Asking questions to make things clearer and check your understanding



- “ So are you saying ____?
- “ Does that mean ____?
- “ Can you clarify what you mean by ____?

Clarify

Summarise

Identify and recap the main ideas



- “ So far we have talked about ____
- “ The main points raised today were ____
- “ Our discussion focused on ____

Summarise

Build

Develop, add to or elaborate on an idea.



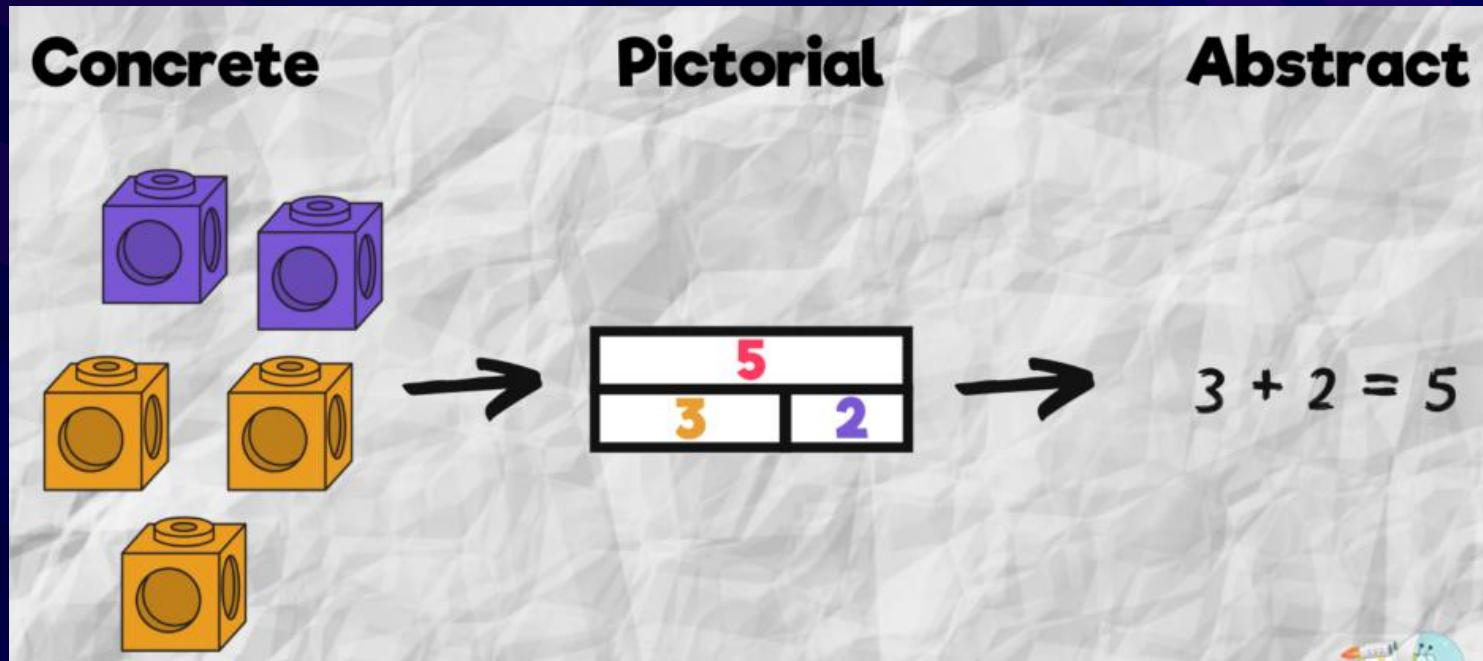
- “ Building on X's idea ____
- “ I agree and would like to add ____
- “ X's idea made me think ____

Build

Maths

	1	2	3	4	5	6
Aut 1	Numbers 10 - 100				Calculations within 20	
Aut 2	Calculations within 20	Addition and subtraction of two-digit numbers (1)		Shape		Consolidation
Spr 1	Introduction to multiplication					
Spr 2	Introduction to division structures		Addition and subtraction of two-digit numbers (2)		Money	
Sum 1	Fractions		Time		Statistics	
Sum 2	Length and height		Mass, capacity and temperature		Position and direction	Consolidation

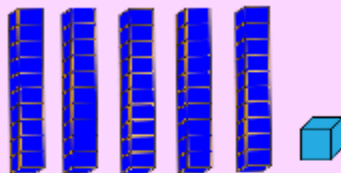
Maths



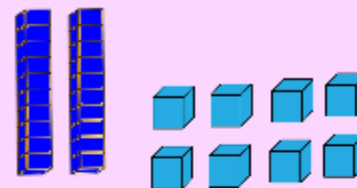
Examples of lesson

How do I know that 51 is greater than 28?

51



28



"51 has 5 tens dienes, while 28 only has 2."

Concrete – pictorial

Compare these numbers using $<$, $>$ or $=$

$$28 \bigcirc 32$$

$$44 \bigcirc 86$$

$$91 \bigcirc 77$$

$$44 \bigcirc 49$$

$$82 \bigcirc 83$$

Abstract – independent book work

Maths

25.09.25

Compare two-digit numbers

Fluency

- a) Put an arrow on 63 and 82 on the number line:



- b) Draw their tens and ones.

63	82

- c) Use <, > or = 63 82

- d) Copy and complete using <, > or =

22 ____ 48

66 ____ 67

87 ____ 71

93 ____ 93

Reasoning – Agree or disagree?

"There can only be one answer for each of these."

22 > ____

87 < ____

I agree/disagree because _____

Problem Solving

- a) Jim has 54 sweets, Max has 45 sweets. Who has the most?

Copy and complete using < or >

54 45 Jim/Max has the most sweets.

- b) Alex runs 40 metres. Jon runs 20 metres less than 100. Who ran the furthest? How do you know?

Copy and complete using < or >

40 100 - 20 Alex/Jon runs the most metres.

Dive Deeper

In how many ways can you complete this statement?

Use < or > or = and any numbers.

23 ____ ____

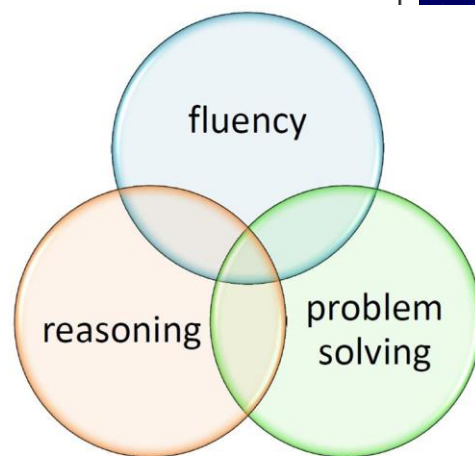
23 ____ ____

23 ____ ____

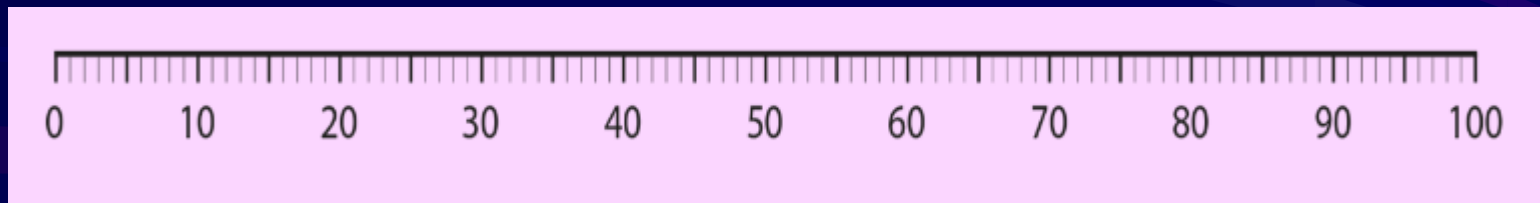
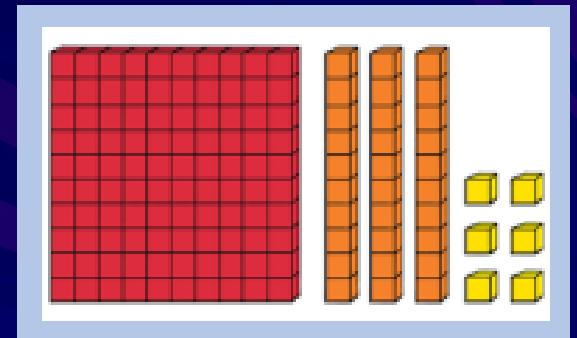
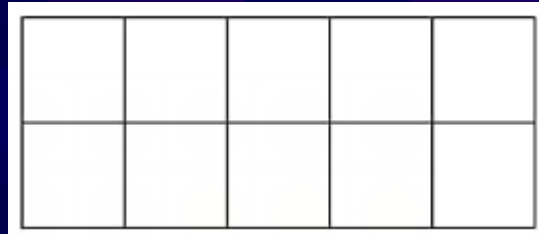
23 ____ ____

23 ____ ____

Continue in your book.



Using manipulatives



Supporting at home

Exposure to lots of language, use different words for the same meaning

What
manipulates
could you
use at
home?

Add Plus Total Sum		Take away Subtract Minus Less than	
Multiply Times Lots of Groups of		Divide Share equally Group Split	

Number bonds to 10!



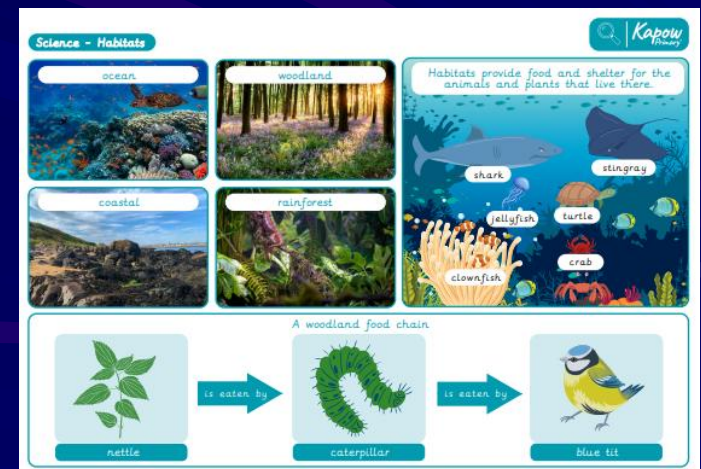
Don't be
scared to get
it wrong!

Counting forward and backwards in 10's to 100.

Science

- **Living things:** Habitats
- **Living things:** Microhabitats
- **Materials:** The use of everyday materials
- **Animals:** Life cycles and health
- **Plants:** Plant growth
- Making connections

Quiz				Kapow Primary	
Name:		Date:			
Unit title:					
Question 1:	A	B	C	Question 5:	
Question 2:	A	B	C		
Question 3:	A	B	C		
Question 4:	A	B	C		
Score:					



We start and end with a quiz!

Geography & History

Geography

Autumn 1 – Would you rather live in a hot or cold place?

Spring 1 – Why is our world wonderful?

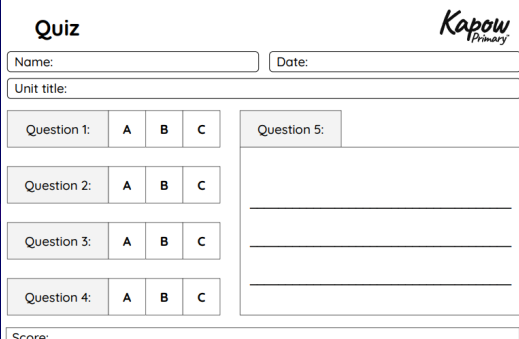
Summer 1 – What is it like to live by the coast?

History

Autumn 2 – How was school different in the past?

Spring 2 – How did we learn to fly?

Summer 2 – What is a monarch?



Quiz *Kapow Primary*

Name: Date:

Unit title:

Question 1: ☐ A ☐ B ☐ C

Question 2: ☐ A ☐ B ☐ C

Question 3: ☐ A ☐ B ☐ C

Question 4: ☐ A ☐ B ☐ C

Question 5:

Score:

We start and end with a quiz!

Art & DT

Art

Autumn 1 – Print Making

Spring 1 – Painting and mixed media: life in colour

Summer 1 – Sculpture and 3D: clay houses

Design and Technology

Autumn 2 – Mechanisms: fairground wheel

Autumn 2 – Cooking and nutrition: a balanced diet

Spring 2 – Structures: Baby bear's chair

Summer 2 – Textiles: Pouches

Wider Curriculum

- Music

- Computing

- RE

- PE (1 teacher-led, 1 Mr Haughton)

- PSHE (including No Outsiders)

R&W - Why do we need to give thanks?

disciples*

mandir*

murti*

puja*

shrine*

Brahman	The Hindu name for God.
deity*	A god or goddess.
miracle	An amazing event believed to be caused by God or a higher power.
pray*	To talk to a god, deity or higher power.
temple*	A religious building.
worship*	To show love, respect and praise to a god or gods.

Harvest is a time when many religious and non-religious people show they are thankful for food.

There are many ways of showing and saying thank you.

Some people believe God gives them everything they need and they thank God for this.

Behaviour for Learning



Dojo...

Everyone gets +1 ready
for learning



Be kind



Be safe



Go above and beyond



1550

Whole
Class



49



56



47



62



46



50



56



53



54



47



48



56



51



58



53



57



50



51



52



48

Dojo in the classroom and around
school.

Excellence award!

Behaviour for Learning

ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

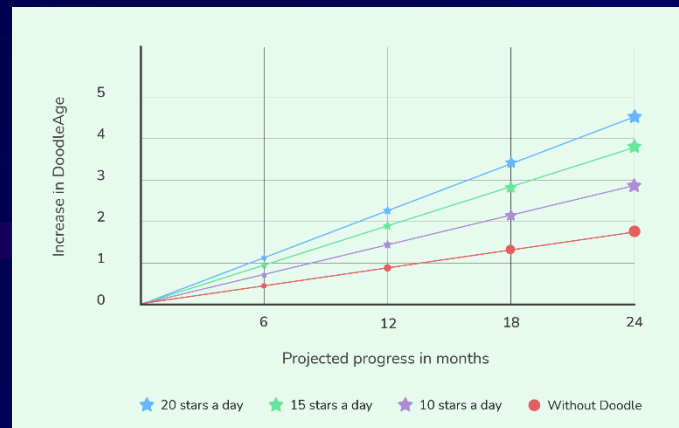
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Homework

- **Spellings:** sent home via Dojo and a paper copy. The words / rules correspond to our learning that term.
- **Reading:** 20 minutes a day
- **Doodle Maths:** 5 – 10 mins a day, or approx 30 mins per week, assignments linked to learning.

Why?



This is the impact of
Reading
20 minutes each day!

A STUDENT WHO READS 20 minutes EVERY SINGLE DAY...	A STUDENT WHO READS 5 minutes EVERY SINGLE DAY...	A STUDENT WHO READS 1 minute EVERY SINGLE DAY...
will be exposed to 18 MILLION words yearly and will score in the 90 th PERCENTILE on standardized tests.	will be exposed to 282,000 words yearly and will score in the 50 th PERCENTILE on standardized tests.	will be exposed to 8,000 words yearly and will score in the 10 th PERCENTILE on standardized tests.

Priceless Effect+:
Quality Time & a Forever Love of Reading!

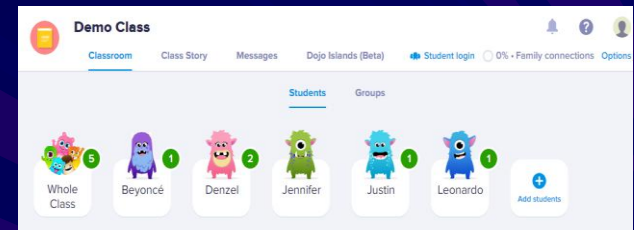
Punctuality

Children should be in class from 8.45. They will be marked late if not in at 9.00.

Minutes late per day during the school year	Equal days' worth of teaching lost in a year
5 minutes	3.4 days
10 minutes	6.9 days
15 minutes	10.3 days
20 minutes	13.8 days
30 minutes	20.7 days

How to get in contact

- Please ensure absences are confirmed via the office or info@allfarthing.wandsworth.sch.uk, not Dojo.
- When raising minor issues please contact the teachers using Class Dojo.



Other people to contact:

- Class teacher: Ella Lane/Sarah Godden
- KS1 Phase Leader: Ella Lane
- SENCO: Carly Flitter
- Assistant Head: Katie Coop
- Deputy Head: Guy Acres
- Head Teacher: James Heale