

St. Vincent's Catholic Primary School

Year 2 Curriculum Evening
Thursday 19th September 2019

Mrs Sutton, Mrs Maguire, Miss Campbell and
Mr Sands



Welcome

“Each child is a gift to be welcomed, cherished and protected”
Pope Francis

Purpose of the meeting:

- An overview of the Year 2 curriculum;
- Explain school arrangements for National Curriculum tests;
- Opportunity to look at some sample questions



Our Curriculum Intent

Intention 1:

Developing the learning

(What we learn)

Intention 2:

Developing the character of our learners

(Who we are when we learn)

Intention 3:

Developing behaviours and habits to become effective learners

(Our actions and attitudes: How we act when we learn)

Intention 4:

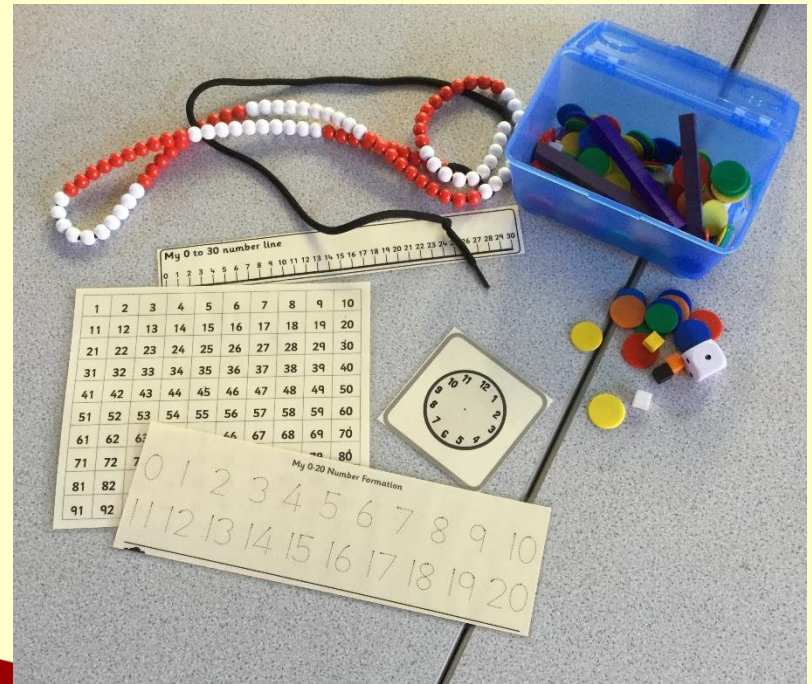
Developing the spiritual and moral compass of our learners

(Our place in the community and wider world: Where we are)



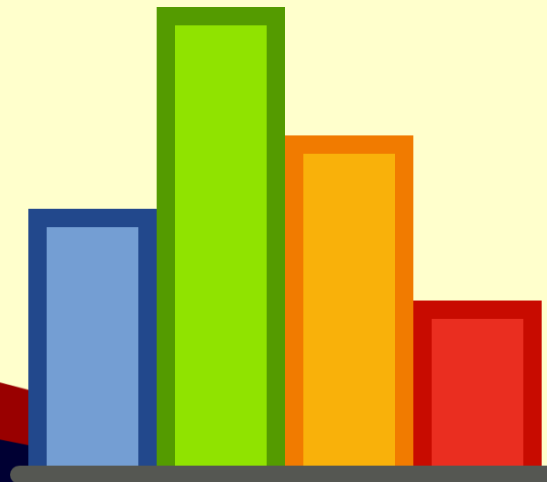
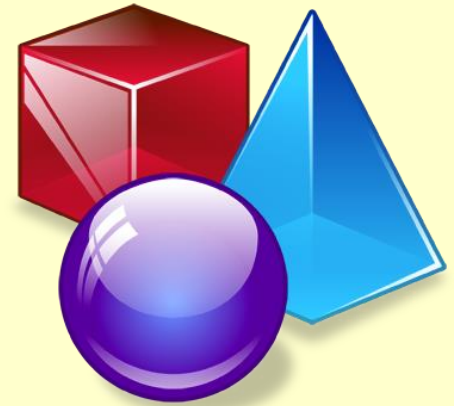
Maths

- White Rose
- Kagan teaching, variety of resources, VAK planning.
- TT Rockstars
- Mild, Spicy or Hot?
- Mastery activities.



Overview of Year 2 Maths

- Number and Place Value
- Addition and Subtraction
- Multiplication and Division - 2/5/10
- Fractions - fractions of amounts
- Measurement - length, temperature, capacity, time, and money.
- Shapes – 2D and 3D
- Position and direction
- Stats and tables



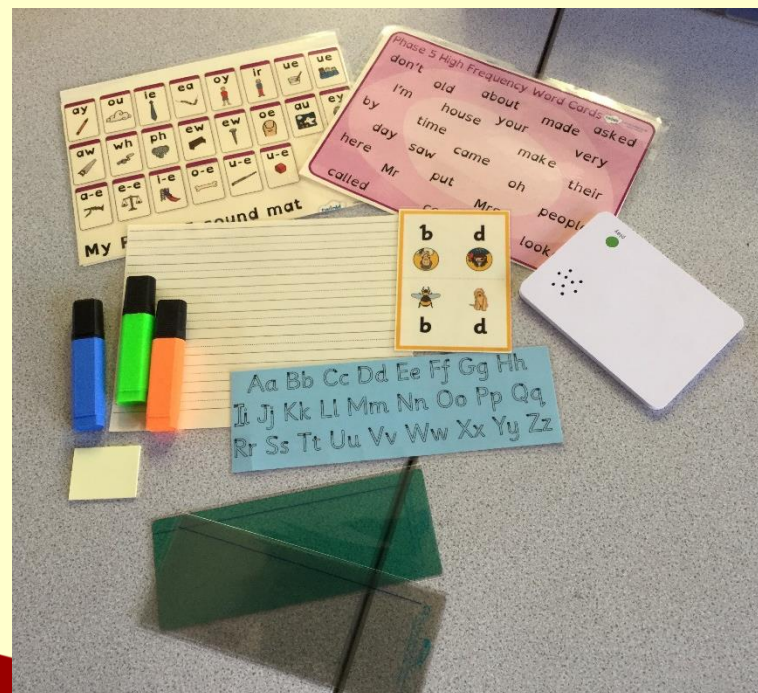
The pupil can:

- partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones)
 - add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations
 - use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100)
 - subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$)
-
- recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$)
 - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins)
 - identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.
 - use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note)
 - read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug)
 - read the time on the clock to the nearest 15 minutes
 - describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has



Writing

- Year 1 - building independence.
- Year 2 - improving the quality and length also.



Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

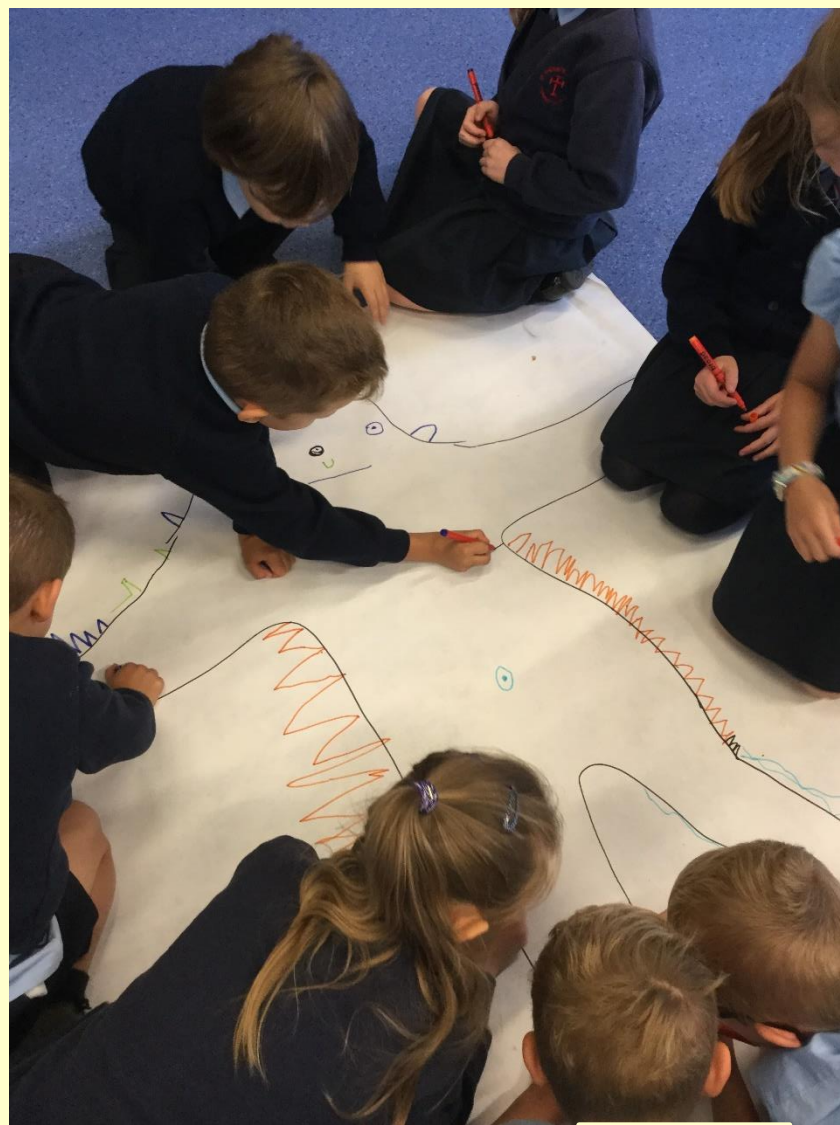
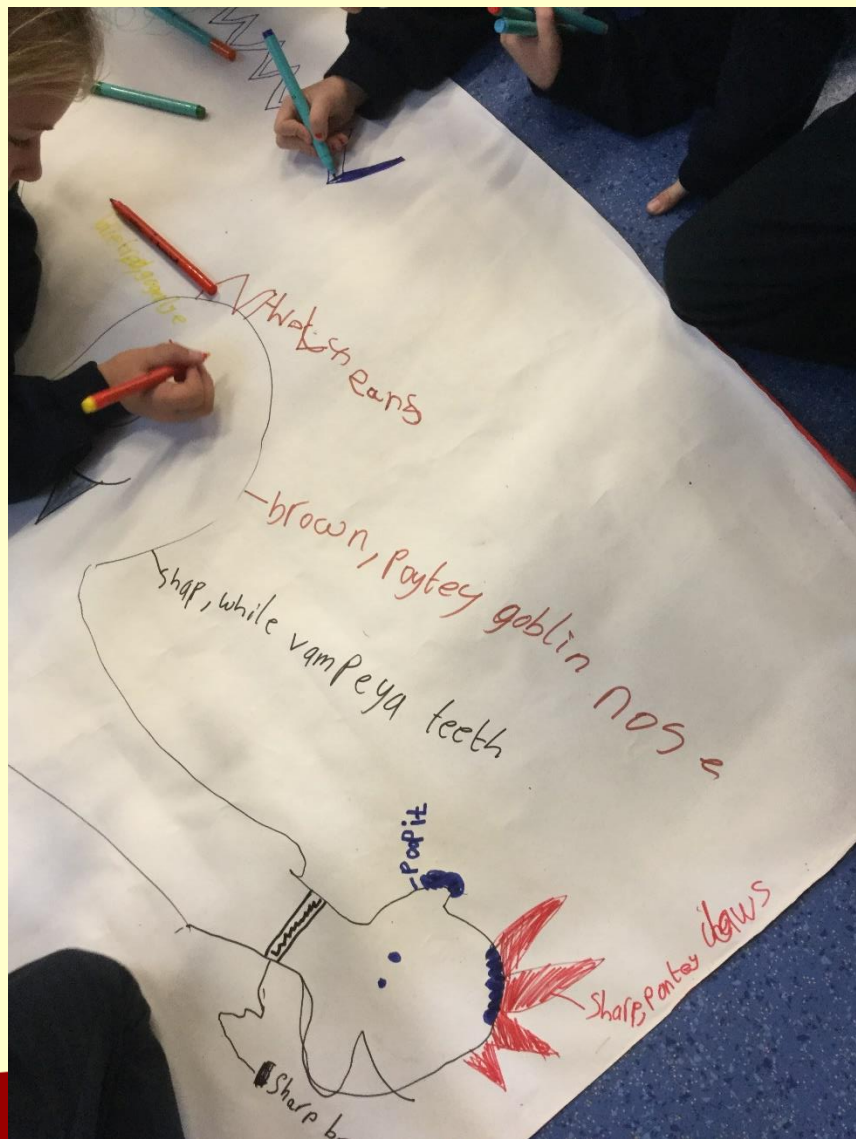
The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.

Writing

- Exciting, specialised scheme including aspects of 'talk4writing' scaffolded teaching.
- A variety of genres and cross curricular topics.
- Spooky Stories, Winter Wonderland, Space, Pirates...







Reading

- Guided Reading - weekly sessions focusing on discussion of books, new vocabulary and comprehension.
- Home Reading - two changes per week.
- Book band allocation - comprehension.
- Bug Club
- Support and Feedback.



What we look for...

EXS			
<p>I can read words with 2 or more syllables.</p> <p>purple water beautiful</p>	<p>I can read most words with common suffixes.</p> <p>edge huge table tunnel animal pencil fly flies cried crying happier sadness careful hopeless enjoyment happily station</p>		<p>I can read most common exception words.</p>
<p>I can read at 90 words per minute.</p>	<p>I can sound out most unfamiliar words.</p>	<p>I can read a book and check it makes sense.</p>	<p>I can answer questions and make guesses about what I have just read.</p>
GDS			
With a book I read by myself:			
<p>I can make guesses after reading what has been said and done.</p>	<p>I can predict what will happen next.</p>	<p>I can link this book to other books I have read.</p>	

At home...

- Summarising
- Sequencing
- Predicting
- Explain
- Comprehension is key!
- Independent re-reading



Science

- Our Changing World
- Taking Care
- Growing up
- Materials - good choices
- Materials - shaping up





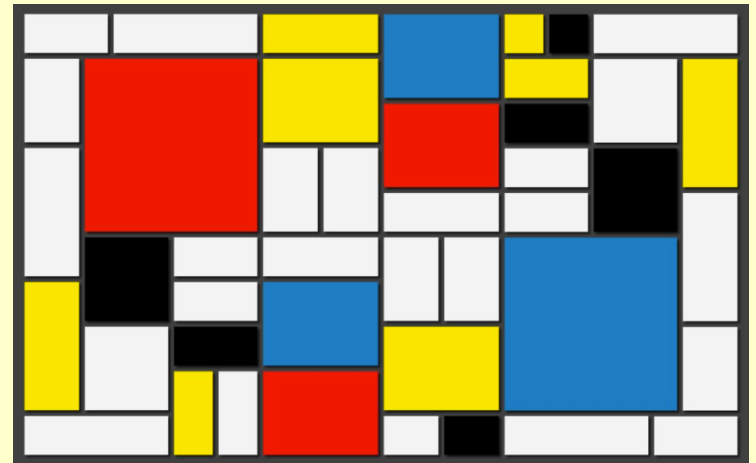
History/Geography

- Alternating cross curricular topics
- Overview:
 - Where in the World?
 - Great Fire of London
 - China
 - Titanic
 - Influential People
 - Magical Mapping



Art

- A variety of artists and mediums.
- Topics and Artists include:
 - Colour Chaos, Portraits, Landscapes, Nature Sculptures.
 - LS Lowry, Mondrian, Pollock, Monet and Van Gogh.



R.E.

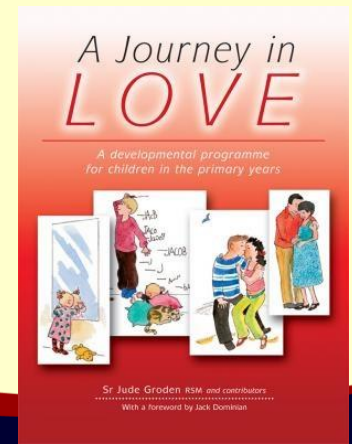
- The Way the Truth and the Life
- Outstanding inspection.
- Variety of learning through drama and creative arts.
- Chosen People, Mysteries, Good News, The Mass, Eastertide and Birth of the Church.
- Pupil and Collective Worship.
- Prayer bag
- The Our Father & The Hail Mary





Journey in Love Scheme

- We will implement the Relationship and Sex Education scheme this year.
- In the summer term Y2 will learn about: We meet God's love in the community.
- Children will learn that they are growing and developing in a God-given community.
- They will learn how to treat people in their community and that we should follow God's example to treat others how we would want to be treated.
- We will be discussing the 'NSPCC Pant Rule'. (Safeguarding children) <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>





Jigsaw



- Alongside our Religious Education program, we follow a P.S.H.E scheme called 'Jigsaw'. This scheme is used throughout the school and deals with personal, social and health education topics that are appropriate for each year group.
- Our year begins with....'Being me in my world' and continues with 'Dreams & Goals', 'Celebrating Differences', 'Healthy me' and 'Changing me'.



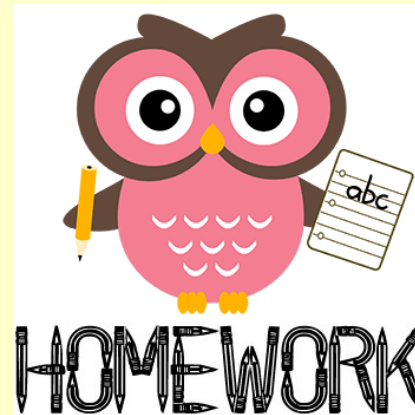
Wellbeing

- *Jigsaw PSHE scheme*
- *The 5 Ways to Wellbeing*
- *Pastoral care/talk tokens/workshops*
- *Wellbeing Champions*
- *Mindfulness activities in the classroom and dept eg Thoughtful Thursdays*
- *Staff training on supporting children's mental health*
- *Wellbeing Award*
- *Smiling Mind app*
- *World Mental Health Day etc*
- *Meditation, yoga etc*



Homework

- Alternating Maths and Comprehension.
- Books due Wednesdays and out by Friday.
- Spelling Test (Tuesday) - Spellings out Wednesday and tested a week later (Spelling Shed)
- Strategies



Homework

- Times Tables Test
- Thursdays
- Jumbled questions from the termly Times Table:
- Autumn 1 - 2s
- Autumn 2 - 5s
- Spring 1 - 3s



Trips

- Liverpool Maritime Museum – Titanic (March)
- End of Year Trip (TBC)



National Curriculum

From 2016, scaled scores have been used to report national curriculum test outcomes.

Within key stages, we will continue to assess what pupils understand and can do in a way that best suits our school.

We will report the pupil's scaled score and whether or not your child met the national standard in our annual report to Parents.



Scaled Scores

Each test, **marked internally by the Teacher**, will produce a marked 'raw' score.

This score can then be inputted into a conversion chart published by the government (after analysis of nationwide results in June) to produce a 'Scaled Score.'

The scaled score will determine if your child has achieved age related expectations in the assessment. A 100+ scaled score will demonstrate this. A score of 110+ will indicate a 'Greater Depth' result.



Reassurance

We will continue to administer the tests as we have in the past and according to DfE guidance.

Our priority is quality first teaching and creating an environment where children feel confident and successful.



End of KS1 Assessments

In the month of May, Year 2 children will sit a number of assessment tests as detailed below:

Maths - Arithmetic

Maths - Reasoning

Reading - Paper 1

Reading - Paper 2

There is no judgement required in Spelling, Punctuation and Grammar (SPaG) in 2018.

Writing is assessed by Year 2 teachers from work children have completed over the Spring and Summer term.



Reading

Year 2 children will sit two Reading comprehension tests.

Part 1 will consist of a selection of short texts totaling to 400 - 700 words. Questions are interspersed, usually underneath the applicable passage of text.

Part 2 will consist of a reading booklet with a selection of passages of text totalling 800 - 1100 words. Children will write their answers in a separate booklet. **The applicable page for each question is indicated.**

Both texts have carried the same weight of marks in sample materials.



Reading

Each paper is designed to last 30 minutes but **children are not timed** as tests are an indication of reading skill rather than pace.

Each booklet has a variety of fiction and non-fiction texts which become progressively more difficult towards the end of the test. Teachers can stop a child from continuing if they feel it is not appropriate for the individual.



Reading – Question Types

A feature of the new assessments is the introduction of more varied question types:



Reading - Question Types

3 Why did the boat hit the rocks?

Short answer

4 The boat hit the rocks with *a great crunch*.

This means that it made...

Multiple Choice

Tick **one**.

a huge squeak.

☐

a big splash.

☐

a long creak.

☐

a loud crash.

☐

Reading - Question Types

9

Find and **copy one** word that shows knights were very good fighters.

Find and Copy

Labelling - e.g. Please label the text showing the title.



Reading - Question Types

20

Number the sentences below from 1 to 4 to show the order they happen in the story.

The first one has been done for you.

They found a big basket.

They fell asleep on an island.

They went in a boat.

The boat drifted away from them.

Sequencing



Reading - Question Types

(pages 6 – 7)

7

Draw lines to match these characters to the help they gave the blackbird.

fox

frightened the king

ants

scared the chickens

river

terrified the elephants

Matching



Reading - Question Types

(pages 8 – 9)

- 18** Put ticks in the table to show which sentences are **true** and which are **false**.

One has been done for you.

The information says that...	True	False
recycling is a good way to get rid of unwanted plastics.	✓	
we should use more things made of plastic.		
today we use plastics a lot.		
plastic is hard to get rid of.		
plastics rot.		

Table sorting



Mathematics

The Key Stage 1 Maths Test will comprise two papers:

Paper 1 - Arithmetic - 25 marks - 20 minutes*

Paper 2 - Reasoning - 35 marks - 35 minutes*

*Tests are not strictly timed.



Mathematics

Paper 1 - Arithmetic

3

$89 + 10 =$

Addition

Subtraction

Division/Fractions

Multiplication

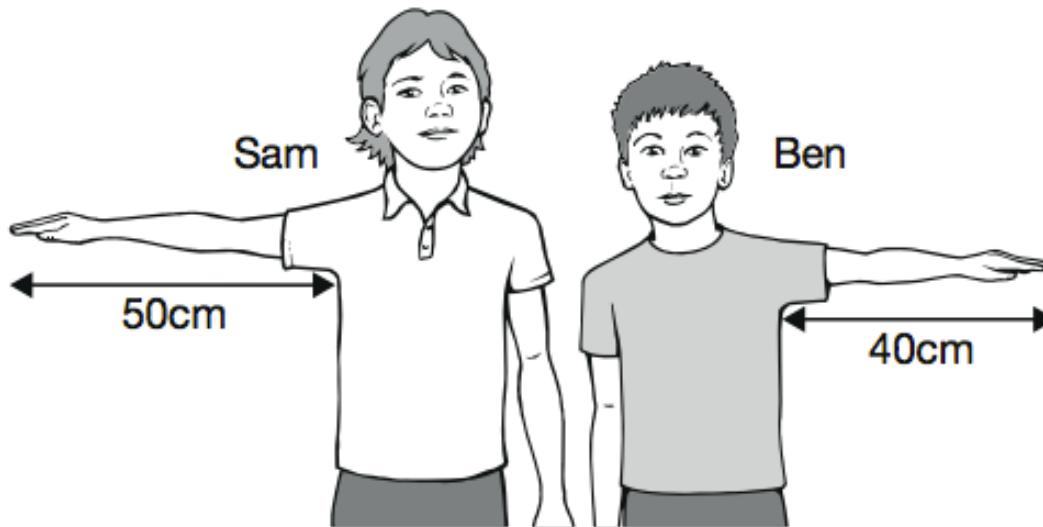


Mathematics

Paper 2 - Reasoning

Part 1 - 5 Mental Arithmetic questions read by the teacher.

5



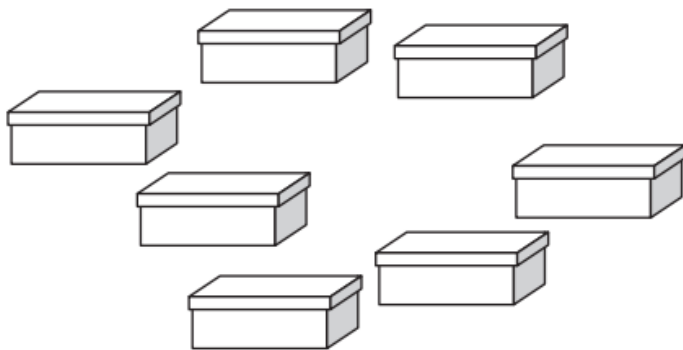
Mathematics

Paper 2 - Reasoning

Part 2 - problem solving questions.

Number, Shape, Time and Measure in real life situations.

7



Sita puts **2** shoes in each of these boxes.

How many shoes are there altogether?

shoes



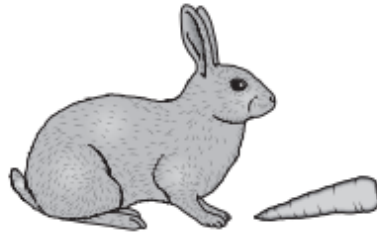
Mathematics

Paper 2 - Reasoning

22 Amy plants **4** rows of carrots.

There are **3** carrots in each row.

A rabbit eats **2** of the carrots.



How many carrots are left?

Show
your
working

carrots

Show your working.

**Despite an incorrect
answer, a valid
method will award
a single mark.**



Mathematics

Paper 2 - Reasoning

You must ensure that nothing you say or do during the test could be interpreted as giving pupils an advantage.

- If a pupil requests it, a question may be read to the pupil on a one-to-one basis.
- If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure that pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.
- At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the pupil by interpreting it.

Children will not be able to use any tools such as calculators or number lines.



Classwork

Practical
tasks

Classroom
Observation

Work from
across the
curriculum



Moderation
Between
Classes

Records of
Spelling and
Mental Maths
Tests

Problem
Solving
Activities

Test
Papers

Behaviour Expectations

- *High expectations but lots positive reinforcement*
- *Stay On Green*
- *Spotted Tickets*
- *Star of the Week*
- *Stickers, including Deputy Head's Award and Head teacher's awards*
- *Marble Jar*
- *Postcards home*
- *Behaviour policy is available on the website*



How can you help?

To continue the outstanding support we have already received this year from our parents:

- Attendance and punctuality throughout the rest of the year.
- Continued support with homework, reading, spellings and times tables.
- Liaise with class teacher if you have any concerns at any point.



How can you help?

We use practice materials for your children to become accustomed to the tests and we suggest that you refrain from using the government issued practice tests, at least until after we have had the chance to use these as a valuable assessment tool in class.

If you choose to use additional KS1 National Curriculum test materials, try not to tell them it's a test or discuss the word. We want the children to simply apply their knowledge with confidence when the time comes. The last thing we wish is for children to feel any hesitation or negativity around the tests. We often find children enjoy them as they are well thought out, full of images and interesting questions.



Transition opportunities



Thank you

Thank you for coming this evening. It has been wonderful to see how well your children are settling into Year 2.

