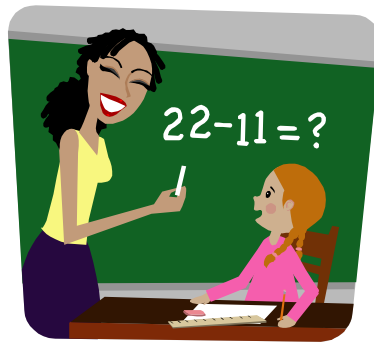


Year 2

Curriculum

Expectations



Welcome to our Curriculum Expectations Morning and the new Goosehill! We are delighted to tell you about the facilities which will enhance our Curriculum and Teaching and Learning.

We will be using our Studio for Instrumental teaching and Music/Drama lessons and are timetabling our Practical and Computer rooms to enable half classes to have DT/Cookery and IT lessons. Our Break out spaces and Group rooms will allow for our Nurturing/Thrive activities and extension/support groups. The Library will complement our reading curriculum and we are looking forward to using our field in the Springtime to widen our range of PE teaching. Meanwhile the children are loving the space in the MUGA to safely access Invasion Games. We also soon hope to hire out our Community room for evening learning activities, for both Adults and Children.

The Aims of Year 2

- To improve the child's quality of learning further within a stimulating environment which caters for the needs of different types of learner.
- To continue to provide the best possible opportunities for children to gain success in a broad curriculum.
- To raise children's standards and equip him/her to be a purposeful learner.
- To provide opportunities for children to develop higher order thinking and reasoning skills.
- To teach independent work habits and a sense of ownership and loyalty to class/school community.
- To enable children to analyse and reflect on quality of work.
- To articulate their learning targets and how they will achieve these.
- To provide various practical and creative learning opportunities to make learning fun and accessible to all.

Key Learning Outcomes in Literacy

Reading

In Year 2, we aim to develop the child's ability to read with independence and fluidity, as well as making sense of a range of different texts. Children further develop their range of reading and decoding strategies through phonic awareness. Children should begin to use inference and deduction, responding to text beyond the literal level. They are encouraged to read a range of more challenging texts including fiction and non-fiction, as well as texts of varying length. They are taught how to locate information using the index, contents and glossary.

Children are provided with many opportunities throughout the school day to read different genres, however it is vitally important that they receive opportunities to practice their reading skills at home each evening for a short period of time, in order to maintain progression. In support of this, it is helpful for parents/guardians to make a short comment in home school reading comment books especially if the book has been completed and needs changing. Children are expected to follow class routines for changing books.

Writing

In Year 2 we focus on the use of key skills in order to improve the child's writing. In spelling, children are expected to learn common sound patterns in words as part of weekly homework. They are encouraged to attempt the spelling of increasingly complex words using their knowledge of letter patterns and strings. Basic punctuation such as full stops and capital letters are stressed as well as the simple use of speech marks. Children are expected to write for a range of purposes and audiences in both narrative and non-narrative work and present their work in a variety of ways. They are taught strategies to engage the reader and add interest to their writing as well as use a growing range of interesting vocabulary and language. They are taught strategies for effective scene-setting, characterisation and plot as well as considering the sequencing and structure of their work.

Spelling, Punctuation and Grammar (SPAG)

The grammar of language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Pupils are encouraged to learn, apply and explore grammatical concepts in their own speech and writing and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers will build on this, aiming for a smooth transition to sophisticated writing.

Literacy lessons involve:

Term 1

| | | |
|-------|---------------------|--|
| Range | Fiction and Poetry: | Stories and a variety of poems with familiar settings. |
| | Non Fiction: | Instructions |

Term 2

| | | |
|-------|---------------------|--|
| Range | Fiction and Poetry: | Extended stories: stories by significant children's authors, different stories by the same author, texts with language play eg riddles, tongue-twisters, humorous verse and stories. |
| | Non Fiction | Writing about real events, Information books including non-chronological reports |

Term 3

| | | |
|-------|---------------------|---|
| Range | Fiction and Poetry: | Traditional stories: stories and poems from other cultures, stories and poems with predictable and patterned language: poems by significant children's poets. |
| | Non Fiction | (i) dictionaries, glossaries, indexes and other alphabetically ordered texts (ii) explanations |

Children are also engaged in:

- Word Level work - phonics spelling and vocabulary
- Sentence Level work - grammar and punctuation
- Text Level work - comprehension and composition

Word Level Work involves securing the reading and spelling of words by learning a range of phonemes (sounds eg the long a, ay, ai, a-e, ch, ph etc) and also of high frequency words. Handwriting is also practised in conjunction with the phonic and spelling patterns mentioned above.

Sentence Level Work involves understanding basic elements of grammar eg punctuation, full stops, commas, capitals, understanding use of speech marks, captions, headings, bold enlarged italicised print - past or present tenses, turning statements into questions.

Text Level Work

Reading comprehension - developing reading skills through shared and guided reading - to predict and check meanings of texts, understand sequence of events in stories.

Key Learning Outcomes in Numeracy Skills

Children begin to apply their knowledge to a range of problem solving situations. They can discuss their work using mathematical language and explain how they have come to an answer. They begin to respond to 'what would happen if?' questions, and select the appropriate operation to solve a problem. They use a variety of simple recording methods to show how they reached their answer. We use a range of practical resources and creative activities to encourage all children to see, use and manipulate numbers/sums in a range of different ways through the White Rose Scheme. Quick recall of number facts is vital for children to gain confidence, speed and fluency in maths, particularly with times tables.

Knowledge

Children's understanding of place value is extended, and they are taught the place holding function of zero. They develop speed in the recall of basic number facts in order to support their progress in other mathematical areas. They are shown how to interpret data and look for patterns. They identify half and quarter of shapes and amounts. They tell the time to $\frac{1}{2}$, $\frac{1}{4}$ to and $\frac{1}{4}$ past the hour. They investigate simple symmetry and right angles. They solve problems involving money and measurement.

There is an increased focus on mental mathematics and children are encouraged to have immediate recall of a variety of common number facts, which we hope you will continue at home by practicing mental maths with them. They practise counting patterns at least twice a week and are encouraged to use facts they know to help them derive other similar facts. In lessons they are taught strategies for addition, subtraction, multiplication and division and given time to investigate these independently.

Numeracy lessons will focus on:

- Increasing the pace of recall of a range of number facts.
- Count and read numbers to at least 100
- Understanding the value of each digit within a number.
- Counting forwards and backwards in ones, tens, two's etc.
- Understand number sequences including odd and even numbers
- Understand that subtraction is the inverse of addition
- Know all the addition and subtraction facts for each number to at least 10 and then 20
- Understand that addition can be done in any order
- Understand multiplication as repeated addition
- Know and use halving as the inverse of doubling
- Know by heart the facts for the 2, 5 and 10 multiplication tables and begin to recall associated division facts.
- Estimate, measure and compare lengths
- Read a simple scale, measure to the nearest cm
- Use the mathematical names for 2D and 3D shapes
- Use mathematical vocabulary to describe position direction and movement
- Work out the best way to solve problems

Key Learning Outcomes in Science

One lesson of science is taught every week to cover enquiry and investigative skills. Larger topics are covered for 3 lessons per week for 2 half-terms. We try to make science lessons as fun, practical and engaging as possible to enhance the learning for all children.

Skills

Children begin to make suggestions as to how to find things out and predict what might happen. They begin to select appropriate equipment and make simple, relevant measurements. Their observations become more detailed and they compare objects on the basis of their physical properties. They record their findings in a variety of simple ways and begin to discuss and suggest reasons for their findings.

Knowledge

Topics covered in Year 2 are materials, plants and growth, animals and growth and natural habitats.

Topic Areas

Geography - 'Home and Away' and life on islands around the UK, 'Where in the world? Life in Kenya' contrasting localities around the world, 'Beside the seaside' natural and man-made features of a coastal environment.

History - 'Horrible Histories' significant events in History - The Great Fire of London, 'Magical Memories'- the lives of individuals who made an impact in history, such as inventors.

Homework - Learning Together

One piece of written homework (literacy, maths or topic) will be given each week to reinforce concepts covered in class. The format is aimed to be family orientated and we hope that the more practical activities will enable both children and parents to find greater enjoyment when learning together at home. Homework is also split into different levels/activities that vary in length depending on how much time you have available that week. Children are also encouraged to practise their reading for 10 minutes each evening. Spellings and times tables/mental maths are given out and tested weekly. We ask that children use a pencil (not pens), and sit correctly at a table whilst completing homework, especially for written tasks. Please encourage your children to take pride in their homework and present it as beautifully as they do in school.

- Homework - Out on Wednesdays & handed in on Mondays.
- Spellings - Out on Wednesdays & tested the following Wednesday.
- Mental Maths - Out on Thursdays & tested the following Thursday.

Independence Skills

Learning Outcomes & Success Criteria

It is important that children can articulate clearly what they are learning. It enables them to set success criteria by which they can judge their performance and improve their pace of learning by easily gleaning where their gaps are and what the next targets must be. Strategies to encourage such an independent style of learning have been put in place, whereby speaking and listening are valued in Response Partner sessions and children give presentations about their learning. This helps children develop confidence in speaking and listening, to articulate clearly with a growing vocabulary. Children are given time each week to look back through their work and respond to any advice or corrections given.

Responsibilities

High expectations of behaviour, manners and attitude are expected at all times and in all situations. Children are always encouraged to consider and respect others and maintain a high degree of self-discipline and personal and moral values for example, walking around school quietly is highly praised. They experience a positive approach to discipline through praise and the raising of self-esteem ie good work assembly, Friday golden dinner table, class stickers, team House points. Manners are especially praised, politeness and an appropriate way to talk to adults.

Listening

We celebrate success by using praise, stickers, individual classroom prizes and rewards as well as 'Star of the Week' and 'Good Work' Celebratory telegrams. Despite children's kindness and enthusiasm, listening at appropriate times is a skill that is vitally important for the children to learn and for which we have developed strategies. Children have developed their own success criteria for how to be a good listener and we are reinforcing this daily. Those who chatter consistently and mar the quality and standard of their work and that of others will first receive a warning and if it persists, a yellow card, according to our 'Good to be Green' system. Children are encouraged to make valuable contributions to school and class life and realise they have a group responsibility to each other.

We trust that you will support us as we strive to enable children to meet their potential. The development of the ability to follow instructions and to concentrate on tasks for longer periods of time each year are skills that we expect children to acquire as they mature, in order that they can apply themselves in an independent fashion.

Good to be Green

We have a positive behaviour system called 'Good to be Green'. The aim is that the children are rewarded for following the school rules and expectations in order to stay on their green card. Stickers are earned for a full week on green. The children will also be working towards a class treat at the end of each half term. If children are spotted doing something exceptionally helpful or fantastic, they will be awarded a purple card called 'Positively Purple'. They will stay on this all day and be awarded with house points. If children display behaviour that is not acceptable, they will be given two verbal warnings in the expectation that they improve. If the unacceptable behaviour persists then, on their third warning, they will receive a half yellow card and then a full yellow card if it continues. They have the chance to alter their behaviour and return to green. If a third yellow card is given or if the incident is serious (E.g. hitting, kicking, punching) then a red card is issued and you will be informed. In some cases, a home/school book is set up. We hope that you will support the system to help us create a positive learning environment.

Registration

Some children arrive late each morning. In order that we can begin to teach classes on time, we would appreciate your support in helping us to aid our task. We know that you will realise that we have to account for every teaching minute. Therefore, we would be grateful if all parent/teacher liaisons were done after school. Registers indicate L (late) after 9.10 a.m.

Attendance

Children are expected to attend school within the allocated term dates. Holidays will not be authorised in school time. This is the law and we would appreciate your support and politeness in this matter. Leave of absence will only be granted for bereavements, illness of a relative at a distance or for parents of service children on active service. A child's attendance is expected to be 95% unless there are medical reasons. All parents whose children's attendance is below 93% each term will be invited for interview so that a support package may be put in place. It is important that children are prepared for high school and the world of work and that an example of punctuality and attendance is modelled.

Additional Information:

- It would be helpful if children could avoid bringing large bags to school as space is limited in classroom trays and cloakrooms.
- Pencil cases, toys, stickers, etc. are best left at home.
- Please ensure that children have a water bottle in school with them each day.
- For dance and gymnastics sessions children need a pair of sandshoes.
- If children have their ears pierced, we would be grateful if they could remove earrings for PE days. If this is not possible, please provide sticking plasters to tape over their earrings for these sessions. Long hair should be tied back or a suitable swimming hat worn.
- Although we fully understand the difficulty of obtaining medical appointments at convenient times please be aware that any time lost during the school impacts significantly on your child's learning. Holidays and appointments will be at the Head teacher's discretion.
- It would be helpful if you could inform staff in writing if your child is to be collected from school at the end of the day by another child's parent or someone unfamiliar to the class teacher.
- Children do not need to come to school in PE kits on a Wednesday anymore. All children should have a PE kit in school and will get changed for each lesson.
- Please send an old, oversized t-shirt or shirt in to school over the next few weeks so that they can be used as an art apron during lessons and stop the children getting covered in glue, pastels and paint.
- The children love to do show and tell however due to time constraints we ask that they only bring items in on a Friday. This can be shown during golden time but should be related to the topic we are learning about or a recent achievement. We only have time for a few children to do show and tell each week so this will work on a first come, first serve basis. We ask that they don't bring something every week.

Please feel free to come in to discuss any concerns that you have with your child's class teacher - we would rather sort out a small worry before it becomes a larger problem. Thank you for your continued support and we look forward to your children enjoying successful final year at Goosehill.

Thank you for your continued support.