



Reigate  
Parish Church  
Primary School

# YEAR 2 Curriculum Evening

## Reigate Parish Church Primary School



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Mrs Wantenaar   Mrs Tann   Mrs Hutchinson   Mr Hayden   Mrs Prestwood   Mrs Talmey



# From Year 1 to Year 2

Similarities	Differences
<ul style="list-style-type: none"><li>• Home readers – 3 times week</li><li>• Library books – weekly</li><li>• PE twice a week</li><li>• Book bags in daily</li><li>• Celebration Assembly – Friday</li><li>• Timetabling</li><li>• Cross-curricular learning</li></ul>	<ul style="list-style-type: none"><li>• Monitors – assembly, milk, book, buddies, play leaders</li><li>• Split classes for Literacy and Maths (after half term)</li><li>• Self assessment – learning steps, maths and literacy targets</li><li>• Greater level of independence</li><li>• Handwriting license</li></ul>





# Long Term, Medium Term & Weekly Planning

## MEDIUM TERM PLANNING | YEAR 2 2016-17 | Autumn 1

Author of the Term: Roger Hargreaves  
Reflection Corner: Woven Together

Role Play: The Seaside  
Secrets of Success: Try new things, Work Hard

	ALL ABOUT ME			THE SEASIDE				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Subject. Week beginning	W/B 05/09/16	W/B 12/09/16	W/B 19/09/16	W/B 26/09/16	W/B 3/10/16	W/B 10/10/16	W/B 17/10/16	W/B 24/10/16
Own classes				Harvest Prayers	RNLI Trip: Sealife Centre (4 <sup>th</sup> )		DT day	
SMSC opportunities Social (So) Moral (Mo) Spiritual (Sp) Cultural (Ca) British Values								
Literacy	Information Text Write a profile. All about me Make My Man book Name and draw character.	Information Text Make My Man book	Fiction Text Make My Man book	Fiction in familiar settings Lighthouse Keeper's Lunch (Immersion)	Fiction in familiar settings Lighthouse Keeper's Lunch (Innovation-change 'what goes wrong')	Recount Trip to Sealife centre (assessment)	Poems Seaside Onomatopoeia	Poems Seaside Onomatopoeia
Maths (Abacus planning)	Number and place value	Number and place value (NPV); Problem solving, reasoning and algebra (PRA)	Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA)	Mental multiplication and division (MMD); Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA)	Geometry: properties of shapes (GPS); Statistics (STA)	Number and place value (NPV); Problem solving, reasoning and algebra (PRA); Mental addition and subtraction (MAS)	Half term assessment	Revision of topics





# How we teach reading

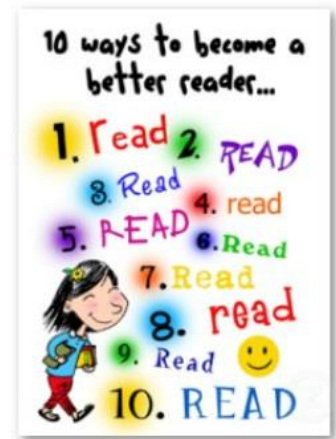
- Phonics and spelling - RWI
- Guided reading
- Individual reading
- Interventions
- Reading across the curriculum
- Reading as part of all learning
- Developing a love for reading





# How parents can support reading

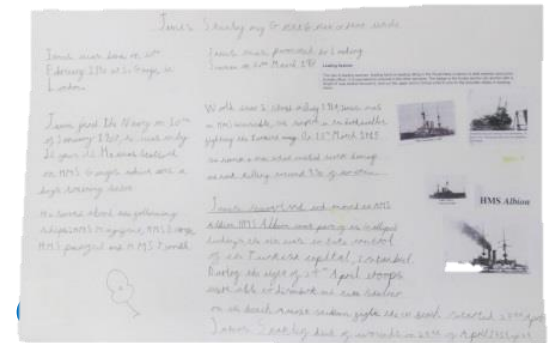
- Little and often
- Make it fun
- Visit the library
- Talk about the content
- Talk about what they think will come next
- Let them see you read
- Talk about the characters
- Look at the illustrations





# How we teach writing

- Lots of different types of writing
- Immerse
- Innovate
- Invent
  
- Shared writing
- SPAG (spelling, punctuation & grammar)
- Guided writing
- Opportunities across the curriculum
- Handwriting





# How parents can support writing

- Little and often
- Make it fun
- Learn spellings of Common Exception Words (stuck in homework books)
- Encourage children with handwriting
- Letter to Santa, shopping list, rules for Minecraft...





# How we teach maths

- Practical
- Need strong number
- Can they apply it?
- Linked to topic e.g can they measure a trench? Draw a graph of their favourite Christmas sweets?
- Weekly homework – Abacus online
- Fun!







# How parents can support maths

- Weekly homework - Abacus
- Fun!
- Cooking
- Measuring for practical reasons
- Puzzles
- Jigsaws
- Shopping- How much?
- Pocket money
- Shapes in the house...





# Expectations and assessment in Year 2

READING LADDERS					
Decoder Skills	Comprehender Targets	Reading Detective Targets	Language Lover Targets	Responder Targets	Big reader Targets
5-1 read fluently, silently most of the time, adjusting speed and monitoring the precise meaning	7-1 can ask questions to help me understand	7-1 can discuss the format and layout of fiction, poetry and non-fiction	4-1 show increased awareness of vocabulary and precise meaning	6-1 can respond, when questioned, with different possible scenarios for events and actions	6-1 can listen to and discuss a wide range of texts
4-1 can notice the spelling of unfamiliar words and relate to known words	6-1 know the difference between fact and opinion	6-1 can use the contents and index to help find information	3-1 understand how vocabulary is linked to the purpose of the text	5-1 can express reasoned preferences between texts	5-1 can sustain silent reading to include longer, more varied and complex texts
4-1 can use a dictionary to check the meanings of words	5-1 can use my experiences and vocabulary added by the teacher to help me understand a range of texts	5-1 can use alphabetically ordered texts to find information	2-1 can identify the effects of different words and phrases	4-1 can identify different points of view in the text	4-1 can read play scripts with expression
3-1 can discuss the meaning of words in context	4-1 can use the text as a model when answering questions	4-1 know that information, events or ideas can be organised in paragraphs	1-1 can offer and discuss interpretations of text including inference about thoughts, feelings and reasons for actions.	3-1 can choose texts based on my previous experiences of authors and types of book	3-1 can read aloud and perform poems, showing my understanding through intonation, tone, volume, and action
2-1 can read most words quickly and accurately without overt blending	3-1 can make predictions with evidence from the text or by using my wider reading knowledge	3-1 know that chapters can signal episodes in stories		2-1 can use a range of clues from a text to express simple opinions	2-1 recognise some features of the text that relate it to its historical setting or cultural background
1-1 check that the text makes sense	2-1 can discuss the actions of the main characters and justify views using evidence from the text	2-1 understand that books are structured in different ways for a range of purposes		1-1 can make simple connections between books by the same author	1-1 can search for and find information and summarise key points
	1-1 can describe the main characters/setting/events by referring to the text	1-1 know the main features of different text types			





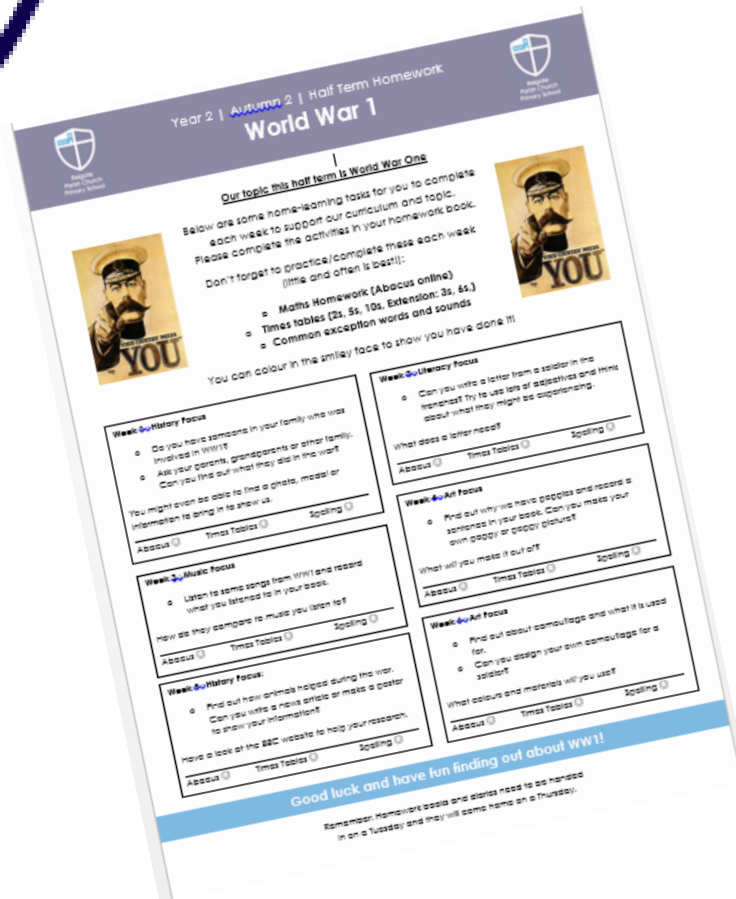
# Play Time & Lunch Time

- Staggered lunch time
- Range of activities
- Y2 Buddies
- Play leaders
- Independence
- Ready for learning
- Must tell an adult if something is worrying them.





# Homework



- Spelling
- Times Tables
- Reading
- Abacus

Thursday – out  
Tuesday - in





# Communication

- Half Termly Information: curriculum & dates
- Weekly Parish Post
  
- Class Reps
- Quick catch ups at the end of the day
- Make an appointment
  
- Parents Evenings: Autumn & Spring
- Reports: Summer
  
- Monday Drop-In
- Marvellous Me





Any Questions?



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