

September 2023

YEAR 2 CURRICULUM EVENING

PSHE

We will be exploring how to create a learning environment that helps us to learn in a happy and safe way. We will explore how to manage feelings in class using Jigsaw.

Wow!

We are hoping to explore the city of Bristol on 15 September and identify some of its key features.

Art

This term we will be developing our drawing and painting skills using blending, shading, patterning and texture.

Maths

We will be developing our understanding of place value- working with numbers up to 100. Then learning how to add and subtract 1 and 2 digit numbers using informal and formal written methods.

Time to shine

We hope to share our work with you in October.



PE

We will be developing our coordination with a focus on balance and travelling in a variety of ways.

R.E.

We will be learning about the Muslim faith and identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr.

Music

We will be developing our use of pulse, rhythm and pitch through a range of musical games.

Computing

We will learn how to use technology safely and respectfully. We will look at knowing where to go for help when we feel unsafe.



Where Am I?

English

We will be looking at a range of fiction and non-fiction texts and using these as a basis for developing our own writing. Our key text this term will be *The Bear and the Piano* by David Litchfield. It will be helpful for children to have access to their own copy so if you have one at home or can buy one we would really appreciate it. We will be learning how using adjectives can make our writing more interesting.

Super Maths Facts

We are learning:

$6 + 6 =$

$8 + 8 =$

$7 + 7 =$

$9 + 9 =$

$5 \times 2 =$

$12 \times 2 =$

$4 \times 2 =$

$9 \times 2 =$

$2 \times 3 =$

$2 \times 2 =$

$2 \times 11 =$

$7 \times 2 =$

$4 + 7 =$

$3 + 8 =$

$4 + 9 =$

$3 + 9 =$

$4 + 8 =$

Geography

We will be learning about the geographical features in the city of Bristol and the contrasting features of St Lucia, using the correct terminology to name them.

We will be developing our map work skills by looking at maps and routes and creating our own versions using symbols and keys.

History

We will be learning about the actions of Edward Colston and his impact on the city of Bristol. We will be sharing our thoughts on how some people have been treated unfairly because of the colour of their skin.

Year Two timetable – Dolphin and Leopard Class



8.40 – 8:50-SMF	Monday	Tuesday	Wednesday	Thursday	Friday	
8:50-9.30	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Celebration assembly	
9:30- 10:15	Maths	Maths	Maths	Maths	Maths	
10:15-10:30	Snack and story - book club					
10.30-10.45	Playtime	Playtime	Playtime	Playtime	Playtime	
10:45-11:35	English -Writing	English -Writing	English -Writing	Writing- Vocab extension activity- edit	English -Reading comp- /Vipers- Writing	
11:35-12:00	Phonics - handwriting	Phonics - handwriting	Phonics - handwriting	Phonics - handwriting	Book club	
12.00 – 1:15	Lunch	Lunch	Lunch	Lunch	Lunch	
1:15-1:30	Assembly					Play projects and individual readers
1:30-2:15	PHSE	Topic	PE- sports coach	Computing/ Music		
2.00-2:45	PE		RE	Art- PPA		
2.50-3:10	Story – chapter book.					

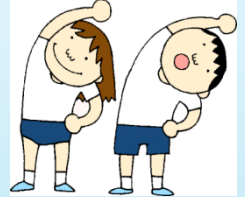


CLASSROOM ROUTINES



PE time Monday and Wednesday p.m

PE Kit , long hair tied up, earrings covered

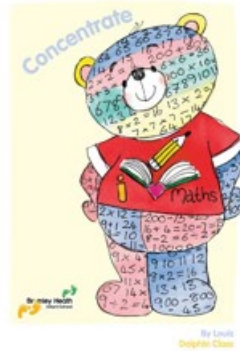


The school council have agreed that snacks should be fruit, vegetables or crackers



Time to shine events in December, February and May

Let us know if your child is going home with a different adult.



Developing a positive learning attitude is crucial for children to become a successful learner



To be the best I can be..

Golden Rules



We are respectful.



We are ready to learn.

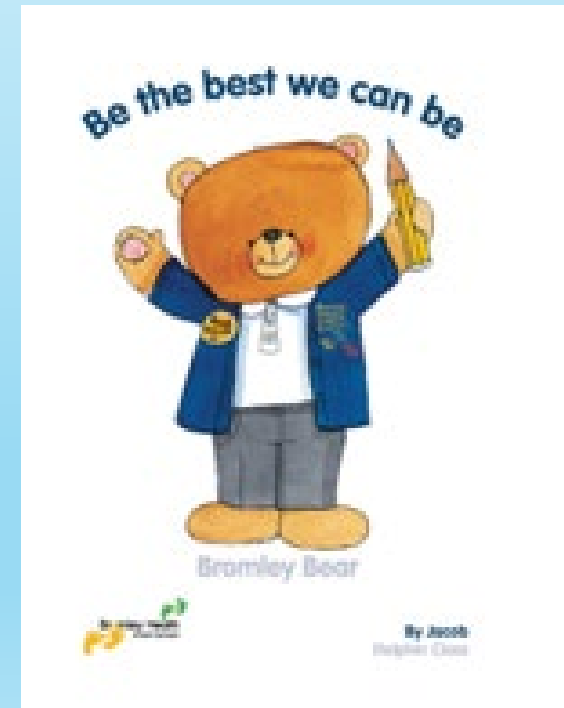


We walk proudly.



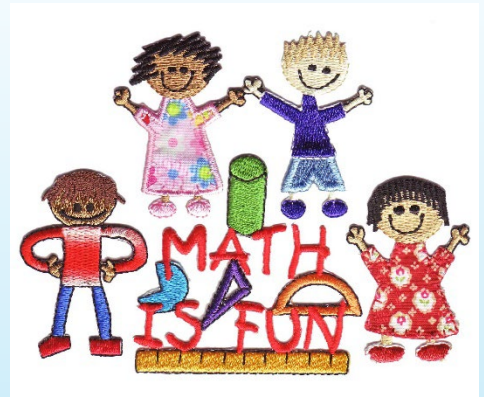
POSITIVE BEHAVIOUR POLICY

- Recognition board
- Star of the day
- Star learner
- Bear certificates
- Star writers
- Star handwriters



Step 1	Reminder	Reminder of our 3 rules (Respectful, Ready and walk proudly)
Step 2	Caution	A clear caution delivered privately, whenever possible, making the child aware of their behaviour and outlining the consequences if they continue. Use the phrase ‘ Think carefully about your choices ‘
Step 3	Last Chance	Speak to the child privately giving them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
Step 4	Time Out	Time out might be a short time outside the room, on the thinking spot or at the side of the field of play. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
Step 5	Repair	This might be a quick chat at break time or a more formal meeting.

MATHS



- Develop key maths knowledge
- Counting confidently up to 100 and beyond
- Focus on crossing the 10s.
- Develop confidence to count in 10s, 2s and 5s

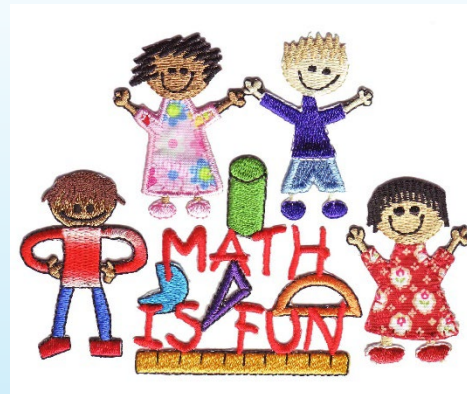
$$49 + 1 =$$

$$50 - 1 =$$

$$49 + 4 =$$

MATHS

- Develop key maths knowledge
- Number doubles
and
near doubles



$$8 + 8 = 16$$

$$8 + 7 = 15$$

1 less than double 8

$$8 + 9 = 17$$

1 more than double 8

$$80 + 80 = 160$$

$$80 + 70 = 150$$

$$80 + 90 = 170$$

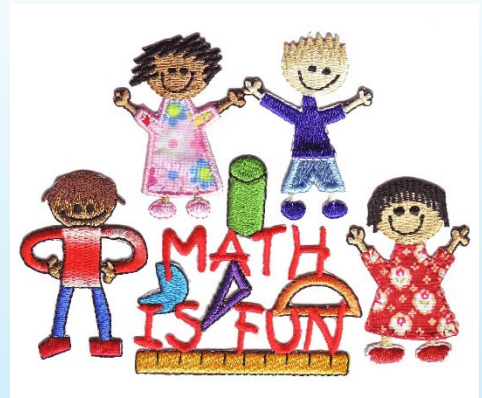
$$800 + 800 = 1600$$

$$800 + 700 = 1500$$

$$800 + 900 = 1700$$

MATHS

- Develop key maths knowledge
- Number doubles and halving numbers
- To find a quarter of a number ,
half the half.

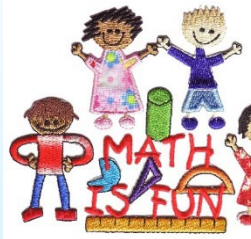


Double 8 is 16

Half of 16 is 8

Half of 8 is 4

SUPER MATHS FACTS



Year 2



Terms 1 and 2

$$4+7 = 11$$

$$3+8 = 11$$

$$4+9=13$$

$$3+9=12$$

$$4+8 = 12$$

Know 2 x
table

Terms 3 and 4

$$5+4=9$$

$$8+7=15$$

$$5+6 = 11$$

$$8+9=17$$

$$6+7 = 13$$

Know 5x
table

Terms 5 and 6

$$5+7=12$$

$$5+8=13$$

$$5+9=14$$

$$6+9=15$$

$$6+7=13$$

$$7+9= 16$$

Know 2,10
and 5 x
table

Step 7c
Name _____

Super Maths Facts

Date _____

$7 + 7 =$

$8 + 8 =$

$6 + 6 =$

$9 + 9 =$

$5 \times 2 =$

$12 \times 2 =$

$8 \times 2 =$

$9 \times 2 =$

$2 \times 6 =$

$2 \times 10 =$

$2 \times 11 =$

$7 \times 2 =$

$4 + 8 =$

$3 + 8 =$

$4 + 9 =$

$3 + 9 =$

$4 + 7 =$



LEARNING FACTS AND TABLES

*Regular practise, a little and often
Pairs, snap and bingo

The screenshot shows the Topmarks website interface. At the top is a dark blue navigation bar with the 'Topmarks' logo and links to 'Topmarks Search', 'Whiteboard Resources', 'Learning Games', 'Parents' Resources', and 'Topmarks Blog'. Below this is a light purple banner with social sharing options: 'Share this page:' followed by buttons for Facebook, Pinterest, Google+, and Twitter. A row of four colored buttons represents age groups: '3-5 Years' (orange), '5-7 Years' (dark blue), '7-11 Years' (red), and '11-14 Years' (green). Below the '7-11 Years' button is a red banner that reads 'Play these fun Maths Games for 7-11 year olds'. The main content area has a blue background. On the left is a sidebar with 'Maths' (featuring a cartoon character with a calculator) and 'English' (featuring a cartoon character with a book). Below these is a green 'IXL Maths Practice' section with buttons for 'Year 1', 'Year 2', and 'Year 3'. The main content area has a white box titled 'Choose a Category:' with links to 'Ordering and Sequencing Numbers', 'Mental Maths', 'Place Value', 'Addition and Subtraction', 'Times Tables' (highlighted in blue), 'Multiplication and Division', 'Fractions and Decimals', 'Money', 'Shape, Position and Movement', 'Measures', 'Data Handling', and 'Problem Solving'. Below this is another white box titled 'Times Tables Games' with a paragraph explaining that these games help children learn times tables through repetition and consolidation. At the bottom of this box is a game interface showing a number bond for 18, with boxes for 1x3, 2x3, and 3x3. To the right of the game interface is a red button labeled 'Hit the Button' and a paragraph about quick-fire questions on number bonds.

Topmarks

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3-5 Years 5-7 Years 7-11 Years 11-14 Years

Play these fun Maths Games for 7-11 year olds

Maths

English

IXL Maths Practice

Year 1 Year 2 Year 3

Choose a Category:

[Ordering and Sequencing Numbers](#) [Mental Maths](#) [Place Value](#)
[Addition and Subtraction](#) **[Times Tables](#)** [Multiplication and Division](#)
[Fractions and Decimals](#) [Money](#) [Shape, Position and Movement](#) [Measures](#)
[Data Handling](#) [Problem Solving](#)

Times Tables Games

Maths games can be a fun way to learn the times tables. These times tables games have been selected to provide practise for children who are beginning to understand the concepts of multiplying numbers. They provide the repetition necessary for children to consolidate their knowledge of times tables and they include games involving factors and multiples.

Hit the Button

Quick fire questions on number bonds,

ENGLISH

Children begin to read with more confidence, fluency and expression

It's better to read 2 pages and have a conversation about it than read the whole book.

Comprehension and fluency are key



How to help your child read this book

This book gives your child extra practice in reading a story that includes sounds he or she has learnt at school.

Ask your child to read the Story Green Words and Red Words below, before reading the story. Do not read the story to your child first. Point to the words as he or she reads. If your child hesitates, help him or her to sound-blend the word.

Re-read each sentence or page to keep the plot moving. Children's attention is focused on reading the words and they find it hard to focus on the story at the same time.

Don't make them struggle too much and praise them when they succeed.
Do it all with patience and love!

Story Green Words

Story Green Words are made up of sounds your child has already learnt.
This book contains the following green words:

Bert Saturday Shirley Buster terrier
chirped turned perfect voice roll eye

Red Words

Red Words are harder to read because the letters represent unusual sounds.
Ask your child to read the red words, but if he or she gets stuck on a word, read the word to your child. This book contains the following red words:

could water wanted who
ball was what's there





Important note

Read stories to your children that are beyond the level they can read for themselves – every evening. They'll only want to become readers if they experience the joy of listening to a range of stories, non-fiction and poetry. Very soon, they will be able to read those books for themselves, as well as listen to them.

Vocabulary check

Tell your child the meaning of each word in the context of the story.

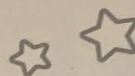
	definition:	sentence:
sipper	a water bottle for animals	He always had clean water in a sipper tube.
longed	wanted something very much	He longed to explore!
hamster ball	a hollow plastic ball to put a hamster in, so it can run around	Shirley ... had put him in his plastic hamster ball.
ajar	slightly open	... the back door had been left ajar.
terrier	a small breed of dog	His ball bumped into Buster, the terrier ...
starling	a common bird	... a starling landed on his ball.
risky	dangerous	"... Trust me – it's way too risky for you out there!"
twitching	moving jerkily	His whiskers started twitching.
plonked	put down heavily	He plonked his big paw firmly on Bert's ball ...
brakes	device used to slow down a car	... the air was full of screeching brakes ...



Retell the story

Take turns retelling the story with your child.





Questions to chat about

Read the questions aloud to your child and ask him or her to find the answers on the relevant pages. Do not ask your child to read the questions – the words are harder than he or she can read at the moment.

p.6 Why was Bert a lucky hamster?

p.6 What did Bert dream about?

p.7 How did Bert escape from the house?

p.8 What did the starling say to Bert?

pp.9–10 Why was it dangerous for Bert to be in the street?

pp.10–12 What did Buster do to help Bert?

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Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence

When you have finished reading with your child, discuss the book using these question prompts.



KS1 Reading Vipers

Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- What does the word mean in this sentence?
- Find and copy a word which means
- What does this word or phrase tell you about?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?



KS1 Reading Vipers

Infer

Make inferences from the text.

Example questions

- Why was..... feeling.....?
- Why did happen?
- Why did say
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?



KS1 Reading Vipers

Predict

Predict what you think will happen based on the information that you have been given.

Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?



KS1 Reading Vipers

Explain

Explain your preferences, thoughts and opinions about the text.

Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?



KS1 Reading Vipers

Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?



KS1 Reading Vipers

Sequence

Sequence the key events in the story.

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



- Regular reading homework
- Guided reading
- Whole Class reading
- 1:1 reading

- Encourage cursive handwriting whenever possible - especially when learning spellings
- Any writing or reading practice is good.

TEACHER ASSESSMENT

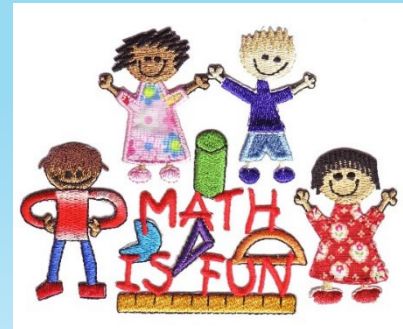
Assessment at the end of the year will be

Working towards the Expected Standard

Working At the Expected Standard

Working At Greater Depth

Based on Teacher Assessment and Test result



HELPING YOUR CHILD AT HOME

Read regularly

Super Maths Facts

Weekly spellings start in October

Check book bag, email and text messages for communication from school



SHARING INFORMATION

Open Afternoons- October, March

Parents' evenings - October, March

End of year report - July

More regular meetings for children with Support Plans

SHARING CONCERNS

Open door policy, please let us know of any concerns your child may have.

Happy to arrange an appointment to meet after school to ensure your child feels happy and settled at school.