St Mark's Primary School

Year 2 Curriculum Morning

19th September 2019







A St Mark's pupil has...

Christian Values



These values are at the heart of all we do and are. They help us to understand ourselves and our relationships with others in the context of God's love.

Learning Behaviours

Respect Team Work Responsibility Pride Curiosity Risk Taking Resilience Creativity

Our Christian values underpin our learning behaviours, which help us to be really good learners for life.







The Year 2 Team

<u>Teachers</u> Mrs Rosso (Head of Year)

Miss Burgess

Other adults who support in Year 2: Mrs Weller-Evans Mrs Nichols Mrs Bragg Mrs Dobell

Miss Tamblyn





Year 2 Projects

Autumn 1 – Everyday Heroes Autumn 2 – Fantastic Explorers

Spring 1 – Remarkable Pioneers Spring 2 – Marvellous Me



Summer 1 – Wonderful World Summer 2 – Eco-Warriors



Heroic Vocabulary				
Heroic	Having the characteristics of a hero or heroine; admirably brave or determined			
Courageous	Not deterred by danger or pain; brave.			
Daring	Adventurous or audaciously bold.			
Mission	An important assignment given to a person or group of people, typically involving travelling.			
Adventure	An unusual and exciting or daring experience.			
Sacrifice	An act of giving up something valued for the sake of something else regarded as more important or worth			
Resilient Able to withstand or recover qu from difficult conditions.				









Keyword	Definition				
Pudding Lane	Where the Great Fire began.				
Thomas Farriner	Owner of the bakery where the fire began.				
River Thames	The river that runs through London where many people escaped to.				
Fire Break	When buildings are destroyed to make a break so the fire carl' spread to the next building.				
Fire Hook	Giant hooks used to pull houses down.				
Eyewitness	A person who saw an event and can therefore describe it.				
Thatched roof	A roof made of dry vegetation such as straw and reeds.				
flammable	Something that burns easily.				

Import	ant People/Impor	tant Places		
Samuel Pepys Wrote a diary which is how we know so much about the fire.		King Charles II		
St Paul's of Famous C down duri then rebu	Cathedral athedral that burnt ng the fire and was ill afterwards.	Tower of London Where King Charles II lived in 1666. Was not damaged by the fire.		
	Science Vocabula	ry: Materials		
perties	Different solids ho strength, stretch o	we different properties such as or hardness that make them		

Science vocabulary: Materials				
Properties	Different solids have different properties such as strength, stretch or hardness that make them suitable for different jobs.			
Flexible	Capable of bending easily without breaking			
Durable	Hard wearing			
Transparent	See through			
Opaque	Cannot see through it			
Waterproof	Does not let water through it			
Suitability	Some materials work better for different purposes, for example glass for a window because it is transparent.			
Recycle	This means that materials that have already been used can be used to make new things			
Decompose This is where things rot and decay back into ground.				















Read to Write & Write to Read

oices

IN THE PARK

Anthony Browne



















Partition any two digit number into different combinations of tens and ones.

Recall and use number bonds to 10 and 20.

Add and subtract any 2 digit numbers using an efficient strategy.

Tell the time to the nearest quarter hour.

Year 2 Maths Expectations

Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems.

Read scales in divisions of ones, twos and tens. Identify ¹/₄, 1/3, ¹/₂, 2/4, ³/₄ of a number or shape. Name and describe properties of 2D and 3D shapes, including number of edges, faces and vertices.



HOMEWORK

- Reading (most nights)
- Weekly Spellings (sent home on a Friday, tested the following Friday)
- Fortnightly Maths (sent home on a Friday, due in the following Friday)







REMINDERS

- Please continue to encourage your children to organise themselves in the morning
- Please ensure PE kit and uniform are named











Why is maths so important?

- It is vital to lay secure foundations in early • mathematics.
- We want children to engage with all areas of • mathematics.
- To give children the tools to help them to develop a better understanding of the mathematic world in which they live. in the Kitchen



Shapes





...recall important number and concept facts

...enjoy their Maths lessons

...have a deep and broad understanding of the curriculum

...be able to reason Mathematically by explaining and proving ...be fluent in number, choosing the most efficient ways to solve problems



Our aims are for children to...

...be able to make connections and links between different areas of Maths ...take risks and be enthused by challenge

...feel like they can succeed and make progress

...be able to apply their knowledge in both Maths and other areas of the curriculum

...have a secure conceptual understanding of ideas

tow we teach and suppor children's mathematical learning at St Mark's

- Daily whole class teaching of a concept to allow <u>all</u> children to master the learning.
- Practical exploration through a concrete, pictorial, abstract approach.
- Time for children to develop their fluency in a concept and practice. MATH IN DAILY LIFE
- Spotting the maths around us.





Learning practically at school.

We use concrete resources and visual aids where possible to help children build a conceptual understanding in all areas of maths.





1232+3114









Multilink

Number lines





Diennes

Sorting Objects

Counters

There are 7 apples so the whole is 7. 4 apples are red so the red apples represent 4/7. 3 apples are green so the red apples represent 3/7.





For example ...

Let's make a number 1-10 using any of the concrete apparatus on the table.





Diennes

Sorting Objects Counters

Matching the digit cards to the resources connects the abstract and concrete.



Part-Part Whole Model

The part-part whole model can be used to help represent the number.











Diagrams can help children to understand and visualise the structure of numbers and number sentences.





Varied fluency and variation

The children show their understanding of a concept by representing in different ways. <u>Variation</u>: Showing different representations provides learners with opportunities for deeper understanding.

These are all doubles. True or false? Convince me.







The importance of vocabulary: reasoning and explaining.

Stem Sentences

What could the five counters represent?

It's important for pupils in maths lessons to give answers to questions using full sentences-not just one-word answers. Watch this 2 minute video to find out why.



https://www.ncetm.org.uk/resources/49824

5b. Amina has shared 16 apples between 2 plates. Has she shared them equally? Has she shared them equally? He ame and the them have the ame and the other has a she other has a

	There are
000000	There are
	There are
Those are	C 14th, The man has
	a anogener in arean
sam	e as yellow.
sam	e as yellow.
Sa Vhat do you notice al	e as yellow
Sam /hat do you notice al se the picture to col	e as yellow
Sam /hat do you notice al se the picture to col	bout the amount of red and black shoes? mplete the sentences. There are <u>Hublack</u> shoes.
Sam /hat do you notice al se the picture to co	bout the amount of red and black shoes? mplete the sentences. There are <u>H. black</u> shoes. There are <u>yellow</u> shoes.

Not all Maths is just wrong or right. In order to show a deep understanding about a concept, children need to be able to explain their thinking using Mathematical vocabulary

Numbers - calculating



	•		•	•		•
0	1	2	3	4	5	6



The children use a variety of resources to solve addition and subtraction problems.

There are 7 apples so the whole is 7. 4 apples are red so the red apples represent 4/7. 3 apples are green so the red apples represent 3/7.







Year 2 example



Children will practise the procedure before applying it to problems, allowing them to deepen their understanding.

Fluency and Deeper Thinking

In order to embed skills and understanding, children will solve more complex problems which will deepen their understanding of a concept using language.



Using number cards 0 to 10, how many different ways can you complete the boxes below?



Complete the part-whole model and write four number sentences to match.



For example...





Can the family all travel in a 6 seater car?



Can the family all travel in a 6 seater ca Explain how you know.

61

Number Facts/ Times Tables/ Multiplication Recall

National Curriculum – Statutory Guidance for multiplication and division tables

Year 2

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.

Year 3

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

Year 4

Recall multiplication and division facts for multiplication tables up to 12 × 12.

 $2x \div 3x \div 4x \div 5x \div 6x \div 7x \div 8x \div 9x \div 10x \div 11x \div 12x \div$

Learning their number facts and times tables is fundamental for solving more complex number problems as this knowledge is required for most areas of Mathematics



Any questions?

Thank you for listening.



