St Mark’s Primary School

Year 2 Curriculum Morning

19th September 2019
We are a Growth Mindset School

Keep trying. You can do it!

Praise the effort, the process and their journey rather than their speed or an accurate answer.

Remember: It’s ok to get things wrong. That’s what helps us learn.

A St Mark’s pupil has...

Christian Values

Growing and learning together in God’s love

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.

talk

Don’t Forget to Let Love in!
Too Much Selfie isn’t Healthy!
Don’t Rub it in Rub it Out!
Fake is a Mistake!
‘No Way Through’ isn’t True!
The Year 2 Team

**Teachers**

Mrs Rosso  
(Head of Year)

Miss Burgess

Miss Tamblyn

**Other adults who support in Year 2:**

Mrs Weller-Evans

Mrs Nichols

Mrs Bragg

Mrs Dobell
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

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heroic</td>
<td>Having the characteristics of a hero or heroine; admirably brave or determined</td>
</tr>
<tr>
<td>Courageous</td>
<td>Not deterred by danger or pain; brave.</td>
</tr>
<tr>
<td>Daring</td>
<td>Adventurous or audaciously bold.</td>
</tr>
<tr>
<td>Mission</td>
<td>An important assignment given to a person or group of people, typically involving travelling.</td>
</tr>
<tr>
<td>Adventure</td>
<td>An unusual and exciting or daring experience.</td>
</tr>
<tr>
<td>Sacrifice</td>
<td>An act of giving up something valuable for the sake of something else regarded as more important or worthy.</td>
</tr>
<tr>
<td>Resilient</td>
<td>Able to withstand or recover quickly from difficult conditions.</td>
</tr>
</tbody>
</table>

### Everyday Heroes Knowledge Organiser

#### Topic Vocabulary: Fire of London

<table>
<thead>
<tr>
<th>Keyword</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pudding Lane</td>
<td>Where the Great Fire began.</td>
</tr>
<tr>
<td>Thomas Farriner</td>
<td>Owner of the bakery where the fire began.</td>
</tr>
<tr>
<td>River Thames</td>
<td>The river that runs through London where many people escaped.</td>
</tr>
<tr>
<td>Fire Break</td>
<td>When buildings are destroyed to make a break so the fire can't spread to the next building.</td>
</tr>
<tr>
<td>Fire Hook</td>
<td>Giant hooks used to pull houses down.</td>
</tr>
<tr>
<td>Eyewitness</td>
<td>A person who saw an event and can therefore describe it.</td>
</tr>
<tr>
<td>Thatched roof</td>
<td>A roof made of dry vegetation such as straw and reeds.</td>
</tr>
<tr>
<td>Flammable</td>
<td>Something that burns easily.</td>
</tr>
</tbody>
</table>

### Science Vocabulary: Materials

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

### Timeline of the Great Fire of London

1. **Early Sunday morning**: The fire starts at Thomas Farriner’s bakery on Pudding lane.
2. **Sunday evening**: Houses are pulled down in an attempt to stop the fire spreading.
3. **Early Monday morning**: People carry their possessions to safety using nets on the River Thames.
4. **Tuesday**: St. Paul’s Cathedral is destroyed by the fire.
5. **Wednesday**: The fire starts to burn more slowly as the wind dies down.
6. **Thursday**: The fire is finally under control and put out.  

### Things to try at home:

- Design your own hero and make a comic strip
- Be an everyday hero and find ways to reduce, reuse and recycle your materials
- Visit the Fire of London Monument in Fish St Hill, London
- Discuss Fire Safety in your home
Read to Write &
Write to Read

Please don’t read them before!
Read a wide range of stories, traditional tales, poems and non-fiction books.

Use their increasing phonics knowledge to help decode unknown words.

Read most words accurately without needing to sound out and blend words that have been seen before.

Explain the meaning of words they read and begin to find out the meaning of new words.

Read most words containing suffixes -ing, -er, -est, -ed, -ment, -ful, -less, -ly.

When reading, make predictions about what they think will happen next and begin to make connections to other stories.

Say how characters might feel in a story they have read based on what is said and done.

Read over 90 words per minute in a book that is suitable for their age.
Writing Expectations Year2

Write sentences using capital letters and full stops in most of my writing.

Spell many common exception words and begin to apply spelling rules.

Write simple, coherent narratives about personal experiences and those of others (real and fictional).

Use phonics and spelling patterns taught to help spell unknown words.

Use joining words such as and, but, or to join clauses.

Form all letters (lower and upper case) and numbers correctly starting and ending in the correct place.

To write about real events simply and clearly.

To use conjunctions such as when, if, that and because to create more complex sentences.
Year 2 Maths Expectations

- 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.
- Read scales in divisions of ones, twos, and tens.
- Identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a number or shape.
- Recall multiplication and division facts for 2, 5, and 10 and use them to solve simple problems.
- 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
Mathematics at St Mark's

Memory is the residue of thought.
Daniel Willingham

Maths is fun!
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 mathematical world in which they live.
Our aims are for children to...

- enjoy their Maths lessons
- have a deep and broad understanding of the curriculum
- be able to reason Mathematically by explaining and proving
- recall important number and concept facts
- be fluent in number, choosing the most efficient ways to solve problems
- take risks and be enthused by challenge
- feel like they can succeed and make progress
- be able to make connections and links between different areas of Maths
- be able to apply their knowledge in both Maths and other areas of the curriculum
- have a secure conceptual understanding of ideas
How we teach and support children’s mathematical learning at St Mark’s

- Daily whole class teaching of a concept to allow all 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.
- 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.

- Linking the counting with structure:
  - Multilink
  - Number lines
  - Bead String
  - 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.

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.

**Variation:** 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?

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.

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

Alex is counting.

9, 8, 7, 6, 5

How do you know that Alex is counting backwards?

Tom says he has 61
Is he correct?
Explain your reasoning

How many different numbers can go in the box?

13 \(<[\phantom{20}]\)< 20

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

one more

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

\[\begin{align*}
28 & \quad + \quad \_\_\_\_\_\_ = \quad \_\_\_\_ \\
20 & \quad + \quad \_\_\_\_\_\_ = \quad \_\_\_\_ \\
\_\_\_\_\_\_ & \quad = \quad \_\_\_\_\_\_ \quad + \quad \_\_\_\_\_\_ \\
\_\_\_\_\_\_ & \quad = \quad \_\_\_\_\_\_ \quad + \quad \_\_\_\_\_\_ \\
\end{align*}\]
For example...
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.
Thank you for listening.

Any questions?