

# Year 2 @ SML

Our vision is for all children to:

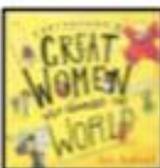
	be knowledgeable, confident communicators;		grow in kindness and empathy;		be inspired, creative learners.
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Our core values are:

	Resilience		Kindness and empathy		Creativity
In year 2, this means not giving up when things are tough. Mistakes are OK and show that you are learning!		In year 2, we focus on being kind: Sharing; taking turns; helping someone when they are hurt or sad; having good manners; saying sorry when you upset someone.		In year 2, this means sharing your ideas and trying new things; solving problems both with learning and relationships.	

Our curriculum:

## English

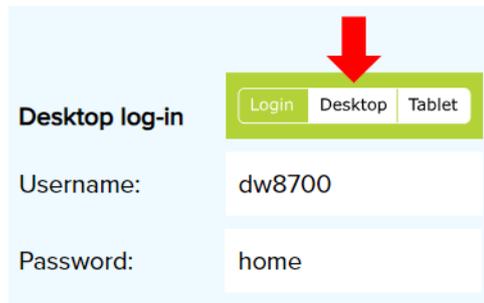
Phonics  c-a-t	<p>We continue to use <b>Read Write Inc.</b> in Year 2, primarily for reading as a group. Some children, who may not be secure on their phonic knowledge, continue to receive structured phonic lessons. Children are <b>assessed every 6 weeks</b> and are given books to read that provide the appropriate challenge. In class, they are grouped in a way that helps to ensure they are learning well. The books they take home are read in class and it really helps if they also <b>read them at home regularly</b>.</p> <p>A few things to note:</p> <ul style="list-style-type: none"> <li>• Lessons are taught by teachers and teaching assistants;</li> <li>• The adults change groups throughout the year;</li> <li>• Children may also change groups, depending on their progress.</li> <li>• Saying the sounds using 'precise pronunciation' is important e.g. 'ssss' not 'suh' for s</li> </ul>
Reading	<p>We use the CUSP reading curriculum and we use our literature spine (and related supplementary texts) to ensure our children are exposed to a wide range of stories, poems and non-fiction regularly.</p> <p><b>Our Literature Reading Spine:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">      <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>The Quangle Wangle's Hat</b></p> <p>Edward Lear</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">        </div>

## Handwriting

### Handwriting

We use a programme called **Letterjoin** for our handwriting. It's really useful for parents and carers to see how children learn letter formation using the app or desktop website. Children can also practise using a tablet at home.

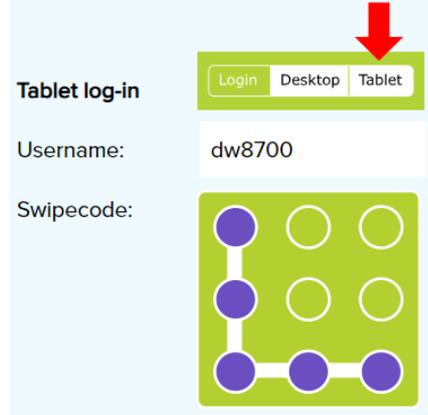
In Year 2, we are learning to join our letters. This sometimes means children's handwriting goes through a transition period during which time it may not look fluent. Please encourage practice!



**Desktop log-in**

Username: dw8700

Password: home



**Tablet log-in**

Username: dw8700

Swipecode:

Letter-join

# Handwriting

at home for parents and pupils

You can have a parent user manual as well. Just ask your teacher and we can give you a copy.

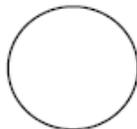
We encourage children to take care with their handwriting and use a simple motivation chart, which is stuck in the front of the writing books and teachers stamp each half-term. We have a special assembly each half-term to celebrate progress!

Letters are formed and joined correctly.

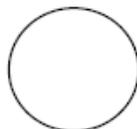
horizontal vo wo ru wa oc ro wn ve re oe

diagonal an co di ei hu im ki li na mp ui

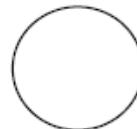
from descenders pr qu ya go fl jo



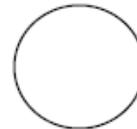
Some -  
BRONZE



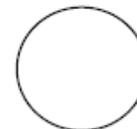
Most -  
SILVER



Almost all -  
GOLD



Maintained -  
PLATINUM



Maintained -  
DIAMOND

## Spelling

We teach spelling in Y2 primarily through the CUSP spelling programme. Below is an overview of the teaching sequence:

Year 2 Overview			
<p><b>Block 1</b></p> <p>Concept: Common exception words Y1 revisited and Y2 introduced</p> <p>Etymology: bi</p>	<p><b>Block 2</b></p> <p>Concept: The /dʒ/ sound spelt -ge and -dge at the end of words</p> <p>Etymology: oct</p>	<p><b>Block 3</b></p> <p>Concept: The /dʒ/ sound spelt g elsewhere in words before e, i and y and j before a, u and o</p> <p>Etymology: pent</p>	<p><b>Block 4</b></p> <p>Concept: The /s/ sound spelt c before e, i and y</p> <p>Etymology: hex</p>
<p><b>Block 5</b></p> <p>Concept: The /z/ sound spelt s</p> <p>Etymology: quad</p>	<p><b>Block 6</b></p> <p>Concept: Homophones and near-homophones</p> <p>Etymology: wise</p>	<p><b>Block 7</b></p> <p>Concept: Common exception words</p> <p>Etymology: quart</p>	<p><b>Block 8</b></p> <p>Concept: The /l/ or /əʎ/ sound spelt -le at the end of words The /l/ or /əʎ/ sound spelt -el at the end of words</p> <p>Etymology: ward</p>
<p><b>Block 9</b></p> <p>Concept: The /l/ or /əʎ/ sound spelt -al at the end of words Words ending -il</p> <p>Etymology: meter / metre</p>	<p><b>Block 10</b></p> <p>Concept: The /aɪ/ sound spelt -y at the end of words</p> <p>Etymology: fold</p>	<p><b>Block 11</b></p> <p>Concept: Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</p> <p>Etymology: vore</p>	<p><b>Block 12</b></p> <p>Concept: Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>Etymology: semi / hemi</p>
<p><b>Block 13</b></p> <p>Concept: The /s:/ sound spelt or after w The /z:/ sound spelt ar after w The /ə/ sound spelt a after w and qu</p> <p>Etymology: trans</p>	<p><b>Block 14</b></p> <p>Concept: The suffixes -ment, -ness, -ful, -less and -ly</p> <p>Etymology: loc</p>	<p><b>Block 15</b></p> <p>Concept: Contractions</p> <p>Etymology: dent</p>	<p><b>Block 16</b></p> <p>Concept: Words ending in -tion</p> <p>Etymology: equi</p>

Alongside explicit spelling lessons, children learn two key things in relation to spelling:

1. To spell new or unfamiliar words using their phonic knowledge;

This can mean children spell words incorrectly but phonetically plausible e.g. *peepl* (people), *majick* (magic). This is okay and part of the learning process for most children! Most children tend to rely less on phonics to spell as they get older and read more.

2. To correctly spell high-frequency words that don't necessarily follow a simple phonic pattern e.g. **the**, some, of 'off by heart'

In the Read Write Inc. books, these are the red words in the opening few pages.

**Red Words** Ask children to practice reading the words across the rows, down the columns and in and out of order clearly and quickly.

to	my	washing*	the
all	me	he	we
she	want	said	I've
are	go	no	her

\*Red Word in this book only  
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We also make regular use of an app called **Squeebles Spelling** to help children practice the **Y1&2 common exception words**. We strongly recommend it for use at home, though it costs £4.99!



Throughout school, we want children to apply their spelling knowledge in their independent writing. However, we also don't want worry about spelling to prevent them from writing fluently. We teach them to 'dotty underline' a word if they are unsure of the spelling and an adult can help them when they are free.



correct them!

If you do any writing at home, try the same approach. If your child says, "How do you spell ...?", encourage them to say the sounds as they write, then dotty underline. Praise a good phonetic attempt and then

<p><b>Writing</b></p>	<p>We use the <i>CUSP</i> writing curriculum.</p> <p>Below is an overview of the genres taught throughout the year:</p> <table border="1" data-bbox="308 253 1505 577"> <tr> <td>Character descriptions Poems developing vocabulary Simple retelling of a narrative</td> <td>Formal invitations Stories from other cultures</td> <td>Poetry on a theme (humorous) Non-chronological reports Formal invitations</td> <td>Stories from other cultures Recounts of personal experience</td> <td>Non-chronological reports Simple retelling of a narrative</td> <td>Recounts of personal experience Poems developing vocab Character descriptions Poetry</td> </tr> </table> <p>Capital letter at the start and full stop at the end. ●          Today's learning! ●          Dotted line under unsure spelling</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">○ Some - BRONZE</div> <div style="text-align: center;">○ Most - SILVER</div> <div style="text-align: center;">○ All - GOLD</div> <div style="text-align: center;">○ Maintained - PLATINUM</div> <div style="text-align: center;">○ Maintained - DIAMOND</div> </div> <p style="text-align: right;"><i>We use a motivation chart stuck in the front of the books, focusing on presentation, handwriting and proofreading. Teachers stamp each half-term and we have a special assembly each half-term to celebrate progress!</i></p> <p><i>If your child does any writing at home, get them to proofread for punctuation! It's a really important habit.</i></p>	Character descriptions Poems developing vocabulary Simple retelling of a narrative	Formal invitations Stories from other cultures	Poetry on a theme (humorous) Non-chronological reports Formal invitations	Stories from other cultures Recounts of personal experience	Non-chronological reports Simple retelling of a narrative	Recounts of personal experience Poems developing vocab Character descriptions Poetry
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<p><b>Maths</b></p>	<p>We use a maths scheme called <b>White Rose Maths</b>. Learning is blocked by topic and each lesson is broken down into small steps and led by the teacher using the interactive tools.</p> <p>All children have a <b>workbook</b> for the independent phase of the lesson and each lesson usually has 4 or 5 sections, which get progressively more challenging. Not all children complete each section every lesson, which is okay.</p> <p>We also do something called a <b>maths review</b>, where we revise all the key knowledge that has been taught. If you would like a copy of this to work on at home, please ask your class teacher. Fluency in the maths review really helps.</p> <p>We also do a <b>maths investigation</b> each week, which is often open-ended and a good challenge for our more confident mathematicians!</p> <p><i>This is the coverage timetable for the year with White Rose:</i></p>						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn term</b>	Number <b>Place value</b> FREE TRIAL  VIEW			Number <b>Addition and subtraction</b>  VIEW			Geometry <b>Shape</b>  VIEW					
<b>Spring term</b>	Measurement <b>Money</b>  VIEW		Number <b>Multiplication and division</b>  VIEW			Measurement <b>Length and height</b>  VIEW		Measurement <b>Mass, capacity and temperature</b>  VIEW				
<b>Summer term</b>	Number <b>Fractions</b>  VIEW		Measurement <b>Time</b>  VIEW		<b>Statistics</b>  VIEW		Geometry <b>Position and direction</b>  VIEW		Consolidation			



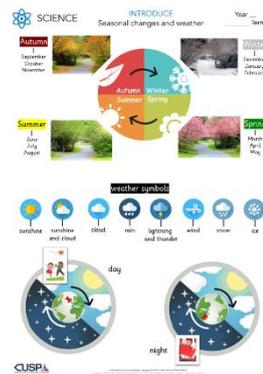
We also use an app called Numbots. It's an online maths journey that provides children with increasingly challenging problems. The teacher can track progress and identify misconceptions using the teacher dashboard.



In the Spring term, once we have started the Multiplication and division unit of whiteRose Year Two start using an app called TTRockstars. It's an online times table practice tool that has several motivational features.

We strongly recommend using it at home. Your teacher will have provided you with a login/password. Please ask if you need a reminder!

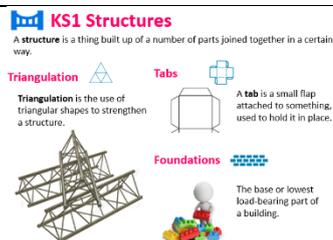
Science,  
Geography,  
History &  
Art



We use the CUSP curriculum for these subjects and a useful resource that we have for parents and carers is what is called a **knowledge organiser** for each subject.

Essentially they show all the things the children are learning in each subject across the year. It's really useful for a dinner-time conversation! You could ask each other questions to test your child's (and your) knowledge! Due to copyright, we can't publish these on our website. However, you can get a pack from your class teacher or from the school office.

Design  
technology



We created our own curriculum, which we're proud of! In Year 2, we learn about **food** (smoothies), **structures** (bridges) and **mechanisms** (wheels).

We have **knowledge organisers** to share for each topic. It may help if your child wants to do some more designing and making at home!

<b>Computing</b>	<i>We follow the code.org curriculum for our coding sessions. The teacher sets the coding challenge and the children use their iPads to go through a series of problems to solve.</i>  <i>In year 2 we also learn about using tech, online safety and stop motion animation.</i>
<b>RE</b>	<i>We have Mrs Winther for RE lessons on a Thursday afternoon.</i> <i>As a Church of England school, Religious Education is a core subject that children study each week. Our curriculum is designed to enable pupils to gain an increasingly deep understanding of both Christianity and a range of global religions and worldviews. RE at St. Margaret's allows children to engage with challenging questions of meaning and purpose raised by human experience. Children are encouraged to think critically and nurture an appreciation of and respect for the differences, similarities and changes within all the religions and worldviews studied. Lessons contain a variety of learning activities including debate, group work and drama as well as studying Biblical text. They are planned around a key learning question for each half term.</i>
<b>Music</b>	<i>We have music with Mr Brown on Thursdays and some of us are in Rockband, which is on Mondays and Tuesdays. We also have our own class glockenspeils!</i>
<b>PE</b>	<i>We have PE on Wednesdays with Mr Park and Dance on Thursdays with Mrs Burns. However, we are active every day, doing our playground runs every Wednesday and Friday morning, workouts in the hall with Mr Wilson and regular active learning slots in the day.</i>

## Our long term overview:

<b>Y2</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Writing</b>	Character descriptions Poems developing vocabulary Simple retelling of a narrative	Formal invitations Stories from other cultures	Poetry on a theme (humorous) Non-chron reports Formal invitations	Stories from other cultures Recounts of personal experience	Non-chron reports Simple retelling of a narrative	Recounts of personal experience Poems developing vocab Character descriptions Poetry
<b>Reading</b>	Grandad's island The Goose that laid the golden egg Mrs Noah's Pockets	Paddington The Christmas Pine	Quangle Wangle's Hat Coming to England The streets beneath my feet	The rhythm of the rain Little people big dreams; David Attenborough	Fantastically great woman The sun and the wind	Fantastic Mr Fox
<b>Sci</b>	Living Things and Habitats	Animals inc humans	Materials	Revisit living things/materials (DT materials?)	Plants	Revisit living things and animals
<b>Hist&amp;Geo</b>	Events beyond living memory		Human and Physical features (3) Nairobi (5)		HistorLee – Local history study	
<b>Art</b>	Drawing		Painting		Printmaking	
<b>DT</b>	Food - smoothie		Structures – Billy Goat Gruff		Mechanisms - wheels	
<b>RE</b>	<b>Religion: Christianity</b> Is it possible to be kind to everyone all of the time?	<b>Religion: Christianity</b> Why did God give Jesus to the world?	<b>Religion: Judaism</b> How important is it for Jewish people to do what God asks them to do?	<b>Religion: Christianity</b> Is it true that Jesus came back to life again?	<b>Religion: Islam</b> Does praying at regular intervals every day help a Muslim?	<b>Religion: ChristianityP4C</b> <b>Book:</b> The Koala Who Could
<b>RSHE</b>	Being me in my world	Celebrating Differences	Dreams and Goals	Healthy me	Relationships	Changing me
<b>Computing</b>	Using tech	Code.org	Online safety	Code.org	Code.org	Stop motion

### **Planned and booked trips that we may ask for help with:**

*Fire of London trip – 3<sup>rd</sup> October*

*Tate Modern – 9<sup>th</sup> November*

*St Michael's Christmas Journey – 28<sup>th</sup> November*

*Unicorn theatre - Three Billy Goats Gruff – Tues 30<sup>th</sup> January 11am*

*Oxleas woods – summer term date tbc*

*Manor House Gardens – summer term date tbc*

### **Dates for our class performances:**

*Tuesday 12<sup>th</sup> December 10am – Nativity play;*

*Friday 14<sup>th</sup> June 3pm – Class Performance*

## Our weekly timetable:

*\*this is our normal routine, but sometimes timings may change*

<i>M</i>	<i>Tu</i>	<i>W</i>	<i>Th</i>	<i>Fr</i>
<i>Assembly</i>	<i>Assembly</i>	<i>Fitness</i>	<i>Assembly</i>	<i>Fitness</i>
<i>Maths</i>	<i>Maths</i>	<i>Maths</i>	<i>Maths</i>	<i>Maths</i>
<i>Reading</i>	<i>Reading</i>	<i>Writing</i>	<i>Reading</i>	<i>Reading</i>
<i>Writing</i>	<i>Writing</i>	<i>Handwriting</i>	<i>Writing</i>	<i>Writing</i>
<i>Storytime</i>	<i>Storytime</i>	<i>PE</i>	<i>Storytime</i>	<i>Storytime</i>
<i>Phonics</i>	<i>Phonics</i>	<i>Phonics</i>	<i>Phonics</i>	<i>Phonics</i>
<i>Handwriting</i>	<i>Handwriting</i>	<i>Science</i>	<i>Handwriting</i>	<i>Handwriting</i>
<i>Geography /</i>	<i>Spelling</i>	<i>Computing</i>	<i>Dance</i>	<i>Art / DT</i>
<i>History</i>	<i>Relationships /</i>		<i>Music</i>	<i>Assembly</i>
<i>Music</i>	<i>health ed</i>		<i>RE</i>	<i>Golden time</i>
	<i>PE</i>			

## Our home learning guide:

Subject	Frequency / time	We recommend
<i>Reading (child reading phonics book to adult and discussing)</i>	<i>Daily 5 mins</i>	<i>Reading the story, along with the word lists. Asking the questions at the back is also a good way to check comprehension.</i>
<i>Spelling</i>	<i>2 times a week / 5 mins</i>	<i>Using the Squeebles Spelling app: Y1 and Y2 exception words</i>
<i>Handwriting</i>	<i>5 mins a week</i>	<i>Using the Letterjoin app as a guide. Ask the teacher for guidance on what to practise if unsure</i>
<i>Maths</i>	<i>Numbots 5-10 mins</i>	<i>Take an interest and do some together rather than just leaving them on their own. Also, <b>use guided access</b> if your child is likely to stray onto something else!</i>
<i>Science, History or Geography</i>	<i>5 mins a week</i>	<i>Using the knowledge organisers provided by the teacher, which explain clearly what the children are learning, ask some questions at the dinner table (or get your child to use the knowledge organiser to ask you questions!)</i>
<i>Bedtime story (adult reading to child)</i>	<i>Daily 5-10mins</i>	<i>Use the book your child has chosen from the class library or a favourite book from home.</i>
<i>Personalised learning</i>	<i>10-20 mins</i>	<i>Sometimes children receive personalised practice of something they found tricky in class and could do with some extra practice with. Personalised learning is handed out on Fridays and returned to school on Wednesdays.</i>

**A suggested timetable for you to use or adapt. Remember routine is good!**

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
					
					Science/ History/ Geography quiz
<b>Bedtime story</b>	<b>Bedtime story</b>				

### Important things to remember in Year 2:

	Book changing – your child gets a new Read Write Inc book on Fridays. Any additional books from school are changed by the children if they want them changed.
	Record reading at home in the Reading Record Book.
	Only brief messages at drop-off. We want the teacher in class with the children once the bell has rung!  If you need to speak to the teacher for a bit longer, wait until pick-up, send an email via <a href="mailto:info@stmargaretslee.lewisham.sch.uk">info@stmargaretslee.lewisham.sch.uk</a> or arrange a meeting with the teacher.
	Trainers everyday please, no hoop ear rings and keep long hair tied back
	Come and collect your child at pickup. We don't want children running off because they think they can see their adult.