



## Year 2 Curriculum focus

As the children join us in Year 2, our focus is on ensuring that key aspects of Key Stage 1 learning are in place, building strong foundations before they move up to Key Stage 2. In the Spring term, the children will be given the opportunity to take part in an overnight trip to Rand Farm, enabling them to develop independence.

Alongside securing the basic skills, the children will develop a greater awareness of the world around them including historical figures and events, famous artists and authors. They will learn practical skills including cooking, sewing and woodwork skills.

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- Children develop the skills to be a life-long learner enabling them to be successful in the next stages of their education and the confidence to become citizens of the world – A Ling Moor Learner. *They have curiosity, courage and passion.*
- Children understand what it means to contribute to the success of a community – The Ling Moor Family. Their participation in community empowers them with British values and is rooted in Spiritual, Moral, Social and Cultural responsibility. *They are generous.*
- Children develop a skills and knowledge base fitting of a broad and balanced curriculum. This empowers them with the knowledge and skills to be successful. *They have curiosity and wisdom.*
- Children develop a core English and Mathematical set of skills resulting in a depth and security of mathematical and linguistic concepts. *They have curiosity and wisdom.*

## Year 2 experiences and events

- Outdoor learning with Mr Small
- Rand Farm residential
- Lincoln City Sports coaching
- Christmas performance
- Visit to Lincoln Cathedral

## Curriculum content

- Grace Darling, Marie Curie, the work of Vincent van Gogh and experiments with different materials
- Industrial Revolution and the Victorian Era, climate and weather and animals including humans
- Australia, growing and looking after plants and designing our own vests

## Key writing skills

In writing we will be teaching and consolidating the following skills.

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| write simple, coherent narratives about personal experiences and those of others (real or fictional)  |
| write about real events, recording these simply and clearly   |
| demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required   |
| use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses   |
| break words down into smaller chunks if necessary and use phonics knowledge and learned spelling rules, spelling many of these words correctly and making likely attempts at others |

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| spell many common exception words  |
| form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters   |
| use spacing between words that reflects the size of the letters  |
| <b>Going Deeper:</b> For those children who are assessed as secure in these areas, we will be asking them to edit and improve their own writing. We will also encourage them to use ideas from their reading in their own writing and use a wider range of punctuation including commas in a list and apostrophes. |
| <b>How you can help at home:</b> Support your child to practise their homework spellings. Make the most of everyday opportunities to write e.g. shopping lists, cards, letters.  |

### Key maths skills

Within our maths learning, we will continue to have high expectations of quick addition and subtraction of small numbers including number bonds of 10 and doubles facts. We are also developing recall of 2-, 5- and 10-times tables facts and linked division.

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| partition any two-digit number into different combinations of tens and ones using apparatus if needed   |
| add and subtract single digit numbers quickly and accurately  |
| add and subtract two 2-digit numbers  |
| quickly calculate or recall 2-, 5- and 10-times table facts and use these to solve problems   |
| use these multiplication facts when dividing  |
| identify $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ or $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole  |
| recognise o'clock, half past, quarter past and quarter to times on an analogue clock  |
| <b>Going Deeper:</b> For those children who are assessed as secure in these areas, we will be giving opportunities to apply them in different problems. They will be asked to justify their choices and reason about why an answer is or is not possible.   |
| <b>How you can help at home:</b> Point out times that fit with your daily routine to your child on the clock e.g. time to get ready for school, tea time, bed time etc. Support your child with their maths homework. Make the most of everyday opportunities to practise maths e.g. cutting sandwiches, sharing sweets with a friend or sibling. |

### Key reading skills

We will continue to develop fluent reading and a good understanding of what children read.

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| <b>Phonics</b> – regular teaching for those children still working on the phonics programme, supplemented with small group and 1:1 sessions where needed. |
| <b>Word reading:</b> In age appropriate books, independently:   |
| - read most words accurately without sounding out and blending  |
| - read sufficiently fluently to allow them to focus on their understanding of the text  |
| <b>Comprehension:</b> In a book that they can already read fluently:  |
| - check that the text makes sense to them and correct inaccurate reading  |
| - answer questions and make some inferences   |

- explain what has happened so far in what they have read

**Going Deeper:** For those children who are assessed as secure in these areas, we will encourage them to read a wide range of books and make links between them. We will ask them to make predictions based on what they have already read and read with greater independence.

**How you can help at home:** Regularly listen to your child read their school reading book. Ask them questions about what they read including what they think might happen next and why they think a character said or did something. Read books to your child to develop a love of books.