Pathfinder
Multi Academy Trust

Year 2
Welcome Presentation

Staff working in Year 2

- Class teachers: Miss Storey
  Mrs Hatch and Mrs Wragg
- Teaching assistants: Mrs Gallacher, Miss Cochrane, Mrs Fox, Mrs Codling
- PPA cover: Mrs Johnson and Miss Orrell (DHSW)
  Mr Greenwood and Miss Orrell (LS)
- Student teacher Miss Sykes (LS)

PE

DHSW: PE is on a Monday and Thursday

LS: PE is on a Monday and Wednesday

Please make sure that the children have ***appropriate footwear*** to go outdoors for PE.

Hoodies/joggers/leggings are needed as we do go outside all through the winter.

Long hair needs to be tied back and earrings removed or covered (please send bobbles/tape.)

Please make sure that everything is named clearly.

Reading

- Children do guided reading at least twice a week.
- It will make a huge difference to your child's progress if they read at home (preferably daily.)
- Please sign planners.
- Books and planners need to be in school every day.

Spelling:

- *Taught 2 or 3 days a week.*
- *Common exception words and spelling rules.*

Phonics:

- *Taught 2 or 3 days a week covering the sounds that were taught in Y1.*
- *We teach the children how to make the right choice with different phonemes.*

- *Spelling and phonics are also taught through reading and writing.*

Common Exception Words

door	even	sugar
floor	great	eye
poor	break	could
because	steak	should
find	pretty	would
kind	beautiful	who
mind	after	whole
behind	fast	any
child	last	many
children	past	clothes
wild	father	busy
climb	class	people
most	grass	water
only	pass	again
both	plant	half
old	path	money
cold	bath	Mr
gold	hour	Mrs
hold	move	parents
told	prove	Christmas
every	improve	
everybody	sure	

Spelling strategies for learning words

Look, Say, Cover, Write, Check

Look: *first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.*

Say: *say the word as you look at it*

Cover: *cover the word.*

Write: *write the word from memory, saying the word as you do so.*

Check: *Have you got it right? If yes, try writing it again.*

Mnemonics

Segmentation strategy

The splitting of a word into its constituent phonemes in the correct order to support spelling.

s	l	ee	p

Quickwrite

Writing the words linked to the teaching focus with speed and fluency.

Drawing around the word to show the shape

t	o	t	a	l	l	y

Trace, copy and replicate (and then check)

Write the word out on a sheet of paper ensuring that it is spelt correctly. Trace over the word and say it at the same time.

Drawing an image around the word

Words without vowels

This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space.

f_____ld

Pyramid words

This method of learning words forces you to think of each letter separately.

p
py
pyr
pyra
pyram
pyrami
pyramid

Literacy

- We have daily lessons.
- Key skills being taught will be:

Capital letters and full stops
Adjectives
Conjunctions (because, but, or etc)
Punctuation , ? ! ‘
Joined handwriting
Application of spelling rules
Re-reading work and checking that it makes sense
Editing work to make further improvements (using blue pens)

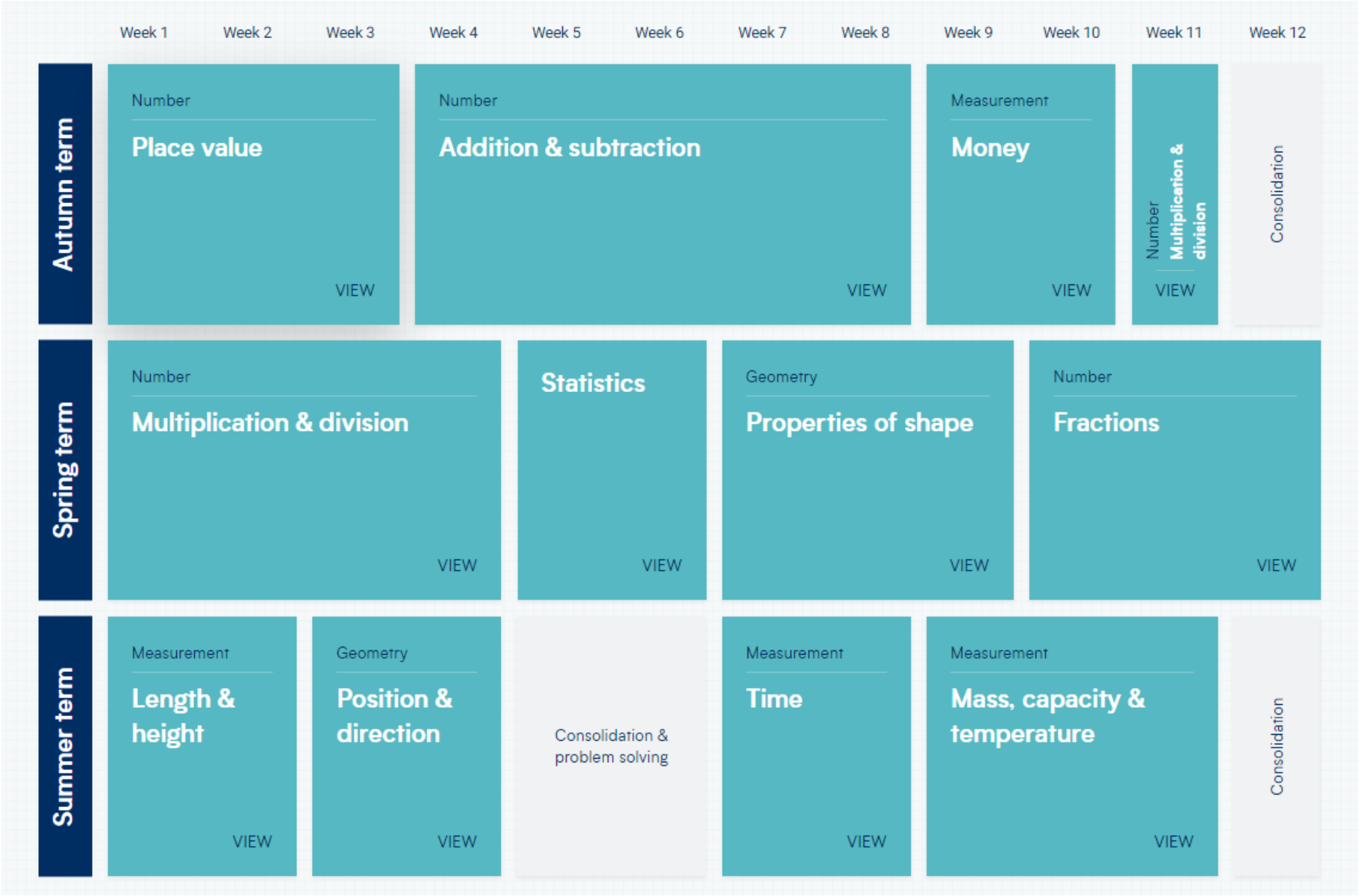
- We will be learning how to write in different ways including:

Reports, stories, character description, poetry, information texts, letters, recount, instructions

Maths

- *Daily lessons.*
- *Fluency/mental arithmetic tasks will be carried out daily.*
- *Our lessons will involve developing children's fluency skills, reasoning and problem solving.*
- *Maths stations are available with concrete apparatus to encourage independence during lessons.*
- *Independence is promoted.*
- *We practise our times tables three times a week for 10 minutes (2s, 5s and 10s).*
- *The class will have access to Times Table Rock Stars and are encouraged to use this at home. They will use their school username and password. We are encouraging the children to remember these as part of our internet safety. Getting them started on this at school is quite a lengthy process so it won't start immediately.*

We will be roughly following this plan for maths although we will adapt it as and when necessary.



Acomb Primary School Long Term Plan

Year One & Two CYCLE A	2023-24		2025-26	2027-28
	Autumn 1 / Autumn 2	Spring 1 / Spring 2	Summer 1	Summer 2
English Y1	**Stories with predictable phrasing 6** **Labels, Lists, Captions 1** **Recount 2** **Poetry - Vocabulary building 1** **Poetry - Structure - rhyming couplets 1** **Take One Book 2**	**Traditional Tales - Fairy Tales 4** **Reports 2** **Instructions 2** **Poetry - Vocabulary building 1** **Poetry - Structure - rhyming couplets 1** **Take One Book 2**	**Contemporary fiction - *stories reflecting children's own experience 3*** **Reports 2** **Instructions 1** **Information Texts/Explanations 2** **Poetry - Vocabulary building 1** **Take one poet - poetry appreciation 1**	
English Y2	**Stories with Recurring Language 6** **Recount 2** **Explanations 1** **Poetry - Vocabulary building 1** **Take One Book 2** **Poetry - Structure – calligrams 1**	**Traditional Tales - Fairy Tales 4** **Reports 4** **Poetry - Vocabulary building 1** **Poetry – Structure 1/2** **Take One Book 2**	**Traditional Tales - Myths (creation stories)/Contemporary Fiction 3** **Non-Chronological reports 2** **Instructions 2** **Poetry - Vocabulary building 1** **Instructions 1** **Explanations 1** **Take one poet - poetry appreciation 1**	
Maths Y1	**Place Value** **Addition & Subtraction** **Addition & Subtraction** **Multiplication** **Consolidation**	**Division** **Place Value** **Length & Height** **Shape** **Fractions**	**Position & Direction** **Time** **Problem Solving & Efficiency** **Weight & Volume**	**Weight & Volume** **Consolidation**
Maths Y2	**Place Value** **Addition & Subtraction** **Addition & Subtraction** **Multiplication** **Consolidation**	**Division** **Place Value** **Length & Height** **Shape** **Fractions**	**Position & Direction** **Time** **Problem Solving & Efficiency** **Mass, Capacity & Temperature**	**Mass, Capacity & Temperature** **Consolidation**
Science Y1	**Seasonal Changes** *Focus on observing the four changes across the seasons and describing weather associated with these seasons.*			
	Animals, including humans *Focus on identifying the senses, major body parts and describing themselves.*	**Animals, including humans** *Focus on naming the structure of common animals, and identifying carnivores, herbivores and omnivores*	**Everyday materials** *Focus on naming a range of common materials and identifying what objects are made from.* **Working Scientifically**	**Plants** *Focus on naming common garden plants and trees and their constituent parts.* **Working scientifically**
Science Y2	**Animals, including humans** *Focus on humans and their offspring, basic needs of humans and the importance of exercise and eating the right amounts of food types.*	**Animals, including humans** *Focus on animals and their offspring and the basic needs of animals to survive.* **Living things and their habitats** *Focus on the differences between dead, alive and never been alive, habitats (including microhabitats) and food chains*	**Uses of everyday materials** *Focus on suitability of materials and identifying how shapes of solid objects can be changed.* **Working Scientifically**	**Plants** *Focus on how seeds and bulbs grow into plants and what plants need to grow and stay healthy.* **Working scientifically**
History	**The lives of significant individuals in the past who have contributed to national and international achievements.** *Florence Nightingale/Mary Seacole* **Significant historical events, people and places in their own locality.** *Local History: York Minster*	**Changes within living memory** *Toys*	**The lives of significant individuals in the past who have contributed to national and international achievements.** *Great Explorers: e.g. Neil Armstrong & Helen Sharman*	
Geography	**Weather and Seasons** – link to Science seasonal changes: observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies.			
	Human and physical geography *The 4 seasons* *Weather patterns (hot, cold, wet, dry, windy, calm)* *Identify equator, North Pole, South Pole – Different weather patterns* **Geographical skills and fieldwork** *Local environment/School grounds – human and physical features (link to seasons)* **Seasonal changes**	**Locational knowledge** *Countries of the UK and their flags* *Seas surrounding the UK (Atlantic ocean, Irish Sea, North Sea, English channel)* *Capitals of the UK (Belfast, London, Edinburgh, Cardiff)* **Geographical skills and fieldwork** *Identify four countries of the UK and surrounding seas on a map* *Study aerial photos of the UK from above (link to capitals)* **Seasonal changes**	**Geographical skills and fieldwork** *Pirates - Map work* *Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map* *Map work – Use compass directions to follow simple maps* **Seasonal changes**	
Art & Design	**Drawing** Henri Matisse **Painting** Henri Matisse	**Collage** John Constable - Landscapes **Sculpture** Andy Goldsworthy	**Print** Anthony Browne – Portraits Guiseppe Archimboldo	**Textiles** **Digital Media**

SATS

- *As of this year, SATs will no longer take place in Year 2.*
- *We will still assess the children and they will complete tests throughout the year.*

Word of the week:

We want Acomb Primary School to be a place where everyone aims high and achieves well. We value and celebrate all successes and support children to develop strength of character and to understand the role they play in their community, their country and the wider world.

- *We have a whole school assembly every Monday that introduces the word of the week.*
- *This is then the focus of our Key Stage assembly on a Tuesday.*
- *The word of the week is always displayed in our classrooms and we look out for children displaying this characteristic.*
- *Certificates are then given out on a Friday during assembly based on the word of the week.*

Homework

- The children received a homework booklet on Friday and completed the first piece of homework in school.
- There are weekly homework pages in the booklet and it would be helpful if these could be completed **each week** at home.
- The booklet does not need to be returned each week into school but is a useful revision of spellings/phonics covered during the week.