



Welcome to Rabbit Class

Year 2


2023 - 2024

Year 2 Staff

Class Teacher - Miss Board



60 Second Curriculum Map




St. Giles' Infant School

60 Second Curriculum

Autumn term 2023

Year 2

Movers and Shakers



Maths


Place Value
Addition and Subtraction
Shape

English

- 'Dear Teacher' Letter writing
- Talk for Writing: Dragons
- Newspaper Reports
- Persuasive Posters

DT

Remarkable Recipes



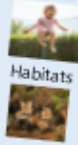
RE

What is God like for Christians?

Why is giving important for Christians?

Science

Human Survival




Habitats

Computing

- Introduction to coding and algorithms
- Technology in schools and our community

Geography

Let's Explore the World




Music

- 'Animals': West African call and response
- 'Traditional Western stories': Orchestral instruments


Art

Still Life



History

Movers and Shakers



PE

- Swimming
- Ball Games
- Gymnastics

PSHE

- Being Me
- Celebrating Differences

Can you find any of these books in your local library?

Greta and the Gants
Mikala's Magic Pencil
The Great Explorer
Stridly No Elephants
Man on the Moon (a day in the life of Bob)
The Way Back Home
Ada Twist, Scientist
Explorers of the Wild
Fantastically Great Women Who Changed The World
This Little Explorer: A Discovery Primer
This Little Scientist: A Discovery Primer
100 People Who Made History
100 Women Who Made History

Challenges:

Play '20 Questions' about a significant individual from history

Construct a ship for Christopher Columbus to use on his voyages

Find images of transport used by great explorers such as the Santa Maria, the Fram and Saturn V

Investigate what it is like to live in space using the <https://www.nasa.gov/learning-resources/1-12-earth-science/1-12-10-space-life>


Suggested Home Learning


Places to visit:

Go on a statue hunt around Surrey.

How many can you find?

What is this and where can you find her?





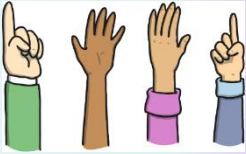
Stick one on your folder!

For more information visit the Curriculum page on our website: <https://www.stgiles.surrey.sch.uk/curriculum/>

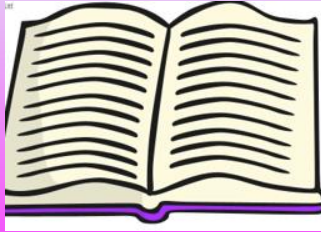
A Typical Day in Rabbit Class

(Monday, Tuesday, Thursday & Friday)

Morning.....



Register



Guided Reading



English



or ur ow

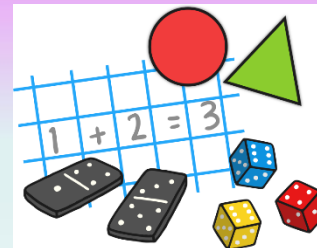
Phonics/Spelling



Assembly

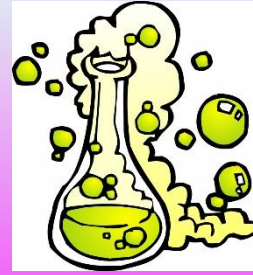
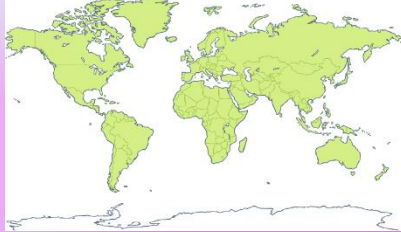


Break Time



Maths

Afternoon



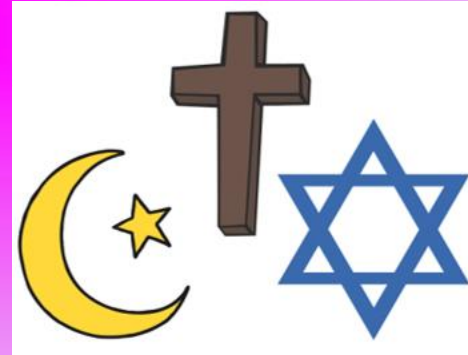
History or Geography

Science

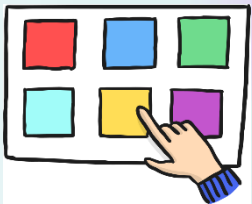
P.E.



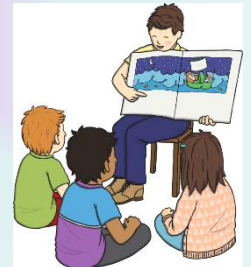
Art



R.E.



End the day with a story/class book.



Wednesday

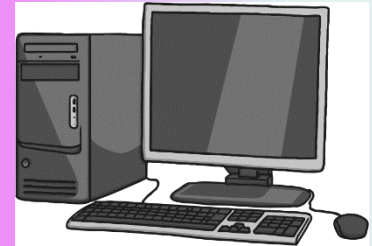
Morning.....



P.E.



Music



Computing

**Children to wear P.E. kits to school
on Wednesdays.**

P.E.

- Wednesday morning (one session).
- Swimming on a Monday morning in the Autumn Term.
- During Spring and Summer term second P.E. session during the week (day will be confirmed before start of Spring term).




























Phonics















- *Little Wandle* Scheme.
- 25 minutes everyday with the whole class.
- Currently revising Phase 5.

Phase 5

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent

Little Wandle Spelling



Spelling

- *Little Wandle* Spelling Programme.
- 25 minutes everyday with the whole class.
- Will begin in Autumn 2.
- Weekly Spelling Tests.

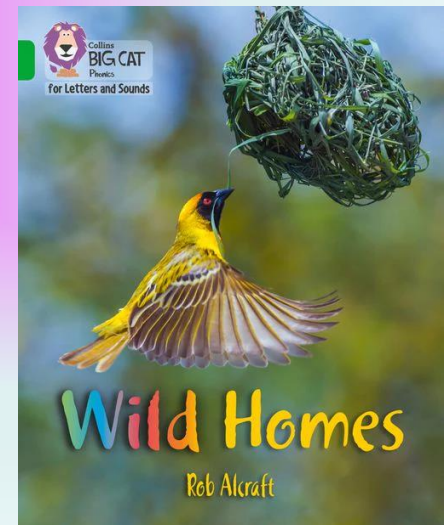
Spelling

Sufficient evidence shows the ability to...

- Write from memory, simple dictated sentences which include familiar words and GPCs.
- Spell common decodable two and three syllable words which include familiar graphemes.
- Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.
- Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.
- Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.
- Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.

Reading:

- Daily Guided Reading.
- Phonetically decodable book now. Children will move onto colour banded books.
- New Reading Records.
- Reading books can be changed daily
- Where possible children should read every day at home!



Homework

- Weekly Maths homework.
- Weekly Spellings with a Spelling test in school (start in Autumn 2).
- Project linked to History/Geography Topic (Half termly/termly).
- Where possible children should read every day at home!

History/Geography Home Learning Projects

Autumn 1 – Movers and Shakers

Autumn 2 – Explore the World

Spring Term – Coastline

Summer Term – Magnificent Monarchs

History/Geography Home Learning Projects

Movers and Shakers



These activities are for you to do at home with an adult. You can do all of them or choose the ones that you find most interesting.

End of Key Stage 1 Assessments

Teacher assessment

Children will be...

Working towards the Expected Standard

Working at the Expected Standard

Working above the Expected Standard
(Greater Depth)

End of Key Stage 1 Assessments

All Non-Statutory

- Maths – 2 papers.
- English – Reading (2 papers).
- English – SPaG (2 papers).

May 2024.

Independence is key!

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working towards the Expected standard

Writing example:

1. Look in the dragon's eyes and say sit.
2. Lie down you get a tree and put it in your hand and close your hand. Place it down and say lie down and then give the tree to mum then.
3. If you want to make your dragon to stay you put your hand in front of you and say stay.
4. I put my one finger up and turned it round and round and the dragon turned around and he did it.

Independence is key!

Working at the expected standard

The pupil can, after discussion with the teacher:

- 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 present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- 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.

Working at the Expected Standard

Writing Example:

Dear Elliott We know what your machine is it's
a typewriter

How to use it:

1. First put the paper in the typewriter.
2. Turn the dial to feed the paper into the typewriter
3. Next push the keys down ^{to print a letter} firmly
4. Now push the silver lever down on the side of the typewriter
5. If you hear a ding that means ^{you are} at the ~~end~~ end of
the line ding! ding!
6. You can't take any thing ^{away} off if you make a
mistake! ~~back space~~

I hope you learn how to use your typewriter
love from [redacted] xxx Now you can typ letters
to me.

Independence is key!

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.

Working above the Expected Standard

Writing Example:

Dear Ellie's family,

I am writing to you because I want to apologise to you for what I have done to poor, old Thumper. I am going to change my fierce behaviour to a normal pet^{cat} behaviour.

First of all I^{am} ~~so~~ sorry^{got} bringing Thumper into the carpet with mud, grass stains and other disgusting things. Also, I am sorry that the stains can not come off the carpet, and the housekeeper ~~would~~ ^{will} be very dissapointed and upset because of it.

Second of all from this day forward I will be a good citizen, and be treated much better, because I am more respectful. I^{will} also try not to scratch any more furniture like your favourite chair and the couch.

Please accept my apology because I feel so ashamed of myself and so sad. I feel very guilty as well because I bring dead animals into the house without any reason. Please forgive me!!

Love from Tuffy

Maths

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least four of the six² number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Maths

Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$ then $17 + 3 = 20$; if $7 - 3 = 4$ then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Maths

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

Whole school information

- Please make sure EVERY item of clothing is named.
- Named water bottles.
- Reading books can be changed daily – please remind your child if they need to change their book.

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Any questions?