



Olive School

NURTURING TODAY'S **YOUNG PEOPLE,**
INSPIRING TOMORROW'S **LEADERS**

Meet the Teacher

Year 2

Bint Abee Bakr



Olive School



Part of Star



Year 2 Director of Learning

- > Ibn Zayd – Mrs Wade, Miss Umar (LC) and Miss Ahmed (Student)
- > Ibn Abbaas – Mrs Hussain, Mrs Matadar (LC) and Miss Patel (SSA)
- > Bint Abee Bakr – Mrs Uddin, Miss Patel (LC) and Mrs Mulla (SSA)





Olive School

NURTURING TODAY'S **YOUNG PEOPLE**,
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Welcome to Year 2
Bint Abee Bakr
Mrs Uddin (Class
Teacher)

Miss Patel (Learning
Coach)

Mrs Mulla (Specialist
Support Assistant)



Bint Abee Bakr

> She is known as the ‘Mother of the believers’.

She was very intelligent, loved to read, pray and explain the Quran to others.

She was a learner and a great teacher.

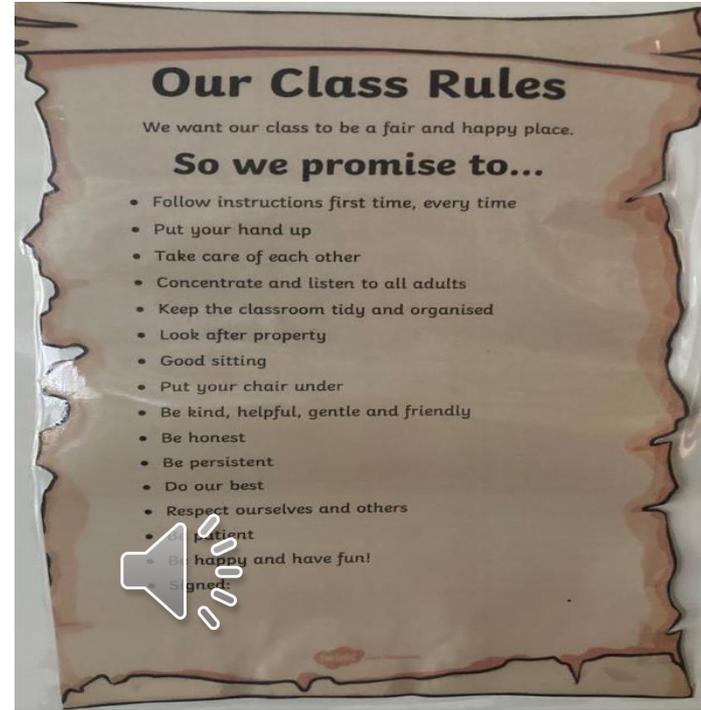
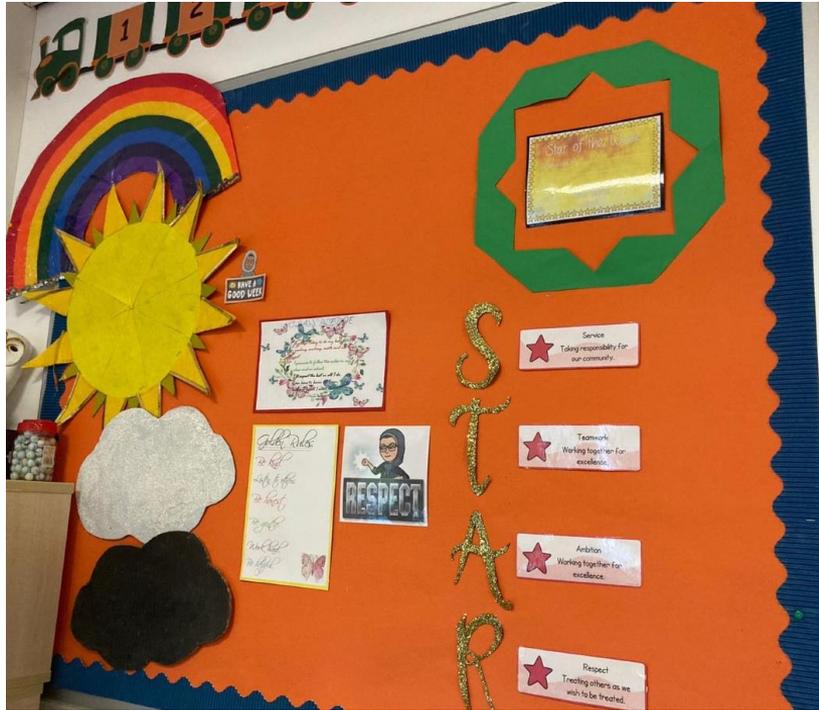
> In our class we ensure that the children try to emulate the characteristics of Aisha Bint Abee Bakr by being curious, having good manners and having good etiquette.



Bint Abee Bakr



Class rules



Class time table

	Monday	Tuesday	Wednesday	Thursday	Friday
8:20 –	Snappy maths				
8:30					
8:30 -	Key stage Assembly	Year group assembly	Maths meeting	Spellings	Whole school assembly
8:45					
8:45 -	Maths meeting/Phonics	Maths meeting/Phonics	Phonics	Maths meeting	
9:15					
9:15 – 10:15	Grammar/Start English	Grammar/Start English	Grammar/Start English	Reading comprehension	English
10:15 -	Break	Break	Break	Break	Break
10:30					
10:30 -	English	English	English	English	PHSCE/MUSIC
11:30					
11:30 – 12:00	Maths	Maths	Maths	Maths	Maths
12:00 – 12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45 -	Handwriting	Handwriting	Handwriting	MFL	MFL
1:00					
1:00 – 2:00	RE	Geography/History	Computing	Science	PE
2:00 – 2:10	Class novel				



Reading



Planning follows 5 content domains: context (knowledge of vocabulary), retrieve, summarise, infer and predict.

A text is analysed over the week and one content domain is explored each day. Areas that children struggle with are revisited in intervention sessions.

Various resources are used for example books, videos and images for children to practice skills from the content domains.

Thursday 23rd September 2020
LO: to be able to infer and deduce from a story.



STAR Readers



Read 10 over the year to receive the star readers certificate at the end of year assembly.

If a quiz is available it can be completed online.

Children can use the book to help answer questions.

Do not need to be changed every week.

YEAR TWO

2



Accelerated readers and home reading books

Are given to children based on their reading age.

Reading age is determined from a star readers test taken every half term.

Children complete a quiz once the book has been read and earn points, working through the different levels.

Are changed weekly.



Key Stage 1 – Reading domains

The key stage 1 reading domains are:

- > Context:(1a) draw on knowledge of vocabulary to understand texts
- > Retrieve:(1b) identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- > Summarise:(1c) Identify and explain the sequence of events in texts
- > Infer:(1d) make inferences from the text
- > Predict:(1e) predict what might happen on the basis of what has been read so far
- >



Parent Tips

Skills your child will acquire in Year 2:

- > Blend letter sounds, including alternative patterns, e.g. recognising 'ue' as the 'oo' sound
- > Recognise common suffixes, such as -ing and -less
- > Read words which don't follow phonetic patterns, such as 'one' and 'who'
- > Become familiar with a wide range of fairy stories and traditional tales

How you can help:

- > Question you child on the reading domains (previous slide) whilst they read.
- > Read to your children aloud
- > Use expression when reading
- > Have your child read out homework they have written themselves.



Writing programme of study Year 2020-2021

Autumn	Spring	Summer
Stories with familiar settings.	Traditional stories	Instructions
Poetry	Non-chronological Reports	Significant Author
Instructions	Stories From Other Cultures	Non-chronological Reports
Information text	Poetry – Using The Senses	Recounts
Traditional stories	Recounts	Traditional Poetry
Explanation text	Non-chronological Reports	Significant Author



English – Writing Autumn

- > The focus for this term in English, Key objectives in grammar and writing.

Write simple, coherent narratives about personal experiences and those of others (real or fictional) using some taught features

Begin to write about real events using some of the appropriate features

Demarcate some sentences in their writing with capital letters and full stops, and begin to use question marks where required

Begin to use present and/or past tense appropriately

Use some co-ordination (e.g. or / and / but) to join clauses

Segment spoken words into phonemes and represent these by graphemes, spelling some of these words correctly and making phonically-plausible attempts at others

Spell most y1 and some y2 common exception words

Form some capital letters and digits of the correct size, orientation and relationship to one another and lower-case letters

Use spacing between words with increased consistency



English – Writing Spring

> The focus for this term in English, Key objectives in grammar and writing.

Write an increased range of simple, coherent narratives about personal experiences and those of others (real or fictional) using some taught features

Write about real events, using many of the appropriate features

Demarcate many sentences in their writing with capital letters and full stops and use question marks with some success

Use present and past tense correctly with some success

Use some co-ordination (e.g. or / and / but) and begin to use subordination (e.g. when / if / that / because) to join clauses

Segment an increasing range of spoken words into phonemes and represent these by graphemes, spelling approximately half of these words correctly and making phonically-plausible attempts at others

Spell most y1 and approximately half of the y2 common exception words

Form many capital letters and digits of the correct size, orientation and relationship to one another and lower-case letters

Use spacing between words with increased consistency



English – Writing Summer

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



Writing - Parent Tips

At the end of Year 2, all children will sit the National Curriculum Tests for Key Stage 1. These will include two short reading tests, a grammar and punctuation test, and a spelling test of ten words.

Reading aloud at home continues to be vitally important at this age. You may get your child write a short sentence and then read their own writing aloud, attempting to add expression appropriate to the sentence and edit their work with grammatical features such as adjective, verbs, nouns or adverbs.

You may also encourage them practice their phonics, learn their spellings through games and practice their handwriting daily at home.

What writing looks like by the end of Year 2.

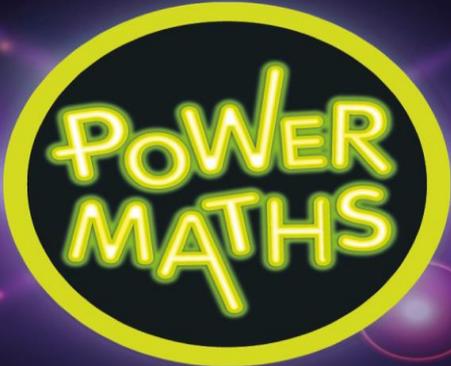
Sleeping Beauty

Once upon a time there lived a wise king with his beautiful wife the queen. There was only one sadness in their lives. They longed for a baby. One day their wish came true and they were blessed with a beautiful baby girl. The queen was going to call her baby Aurora. So the king invited ten wise men in royal garments, telling all the evil fairies. However they forgot to invite Malignant (Witch of the West).

On the day of the banquet the servants were making to get everything ready. Everyone was so excited to present their guests. The fairies gave gifts of beauty, kindness and wisdom. Just before the last wicked fairy was about to give her gift suddenly the vicious, ruthless Malignant charged into the banquet. She glared her



Mathematics



Fully
Recommended
by the DfE!

**The whole-class mastery approach
that works for every child**

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Created in
partnership
with

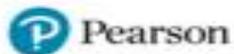


 **Pearson**





**At the heart of
Power Maths
is the belief that all
children can achieve.
It's built on an
exciting growth
mindset and
problem-solving
approach.**



Key aims of *Power Maths*

Keeping the whole class progressing together

Providing rich problem solving to challenge and engage every child

Practical assessment to reveal misconceptions and inform speedy interventions

Nurturing a growth mindset and building children's confidence in maths

In a nutshell ...

-  An exciting **whole-class mastery approach** for Reception to Year 6
-  Written by **mastery experts** and inspired by best practice from around the world
-  Fully **recommended by the Department for Education**
-  Created specifically for **UK classrooms**
-  Makes maths an adventure and helps build a culture of **excitement and confidence!**

Maths programme of study Year 2

Autumn	Spring	Summer
Number and place value	Multiplication and division	Position and direction
Addition and subtraction	Statistics	Problem solving – efficient methods
Money	Length and height	Time
Multiplication and division	Properties of shapes	Weight, volume and temperature
	Fractions	

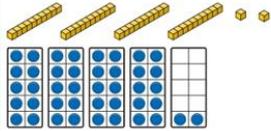
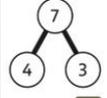


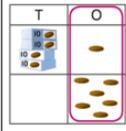
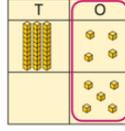
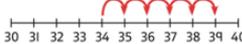
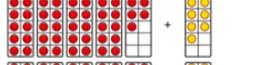
Maths – Key strands

- > Number – Number and place value
- > Number – addition and subtraction
- > Number – multiplication and division
- > Number - fractions
- > Measurement – time, money, length, height, weight, volume and temperature
- > Geometry – shape, position and direction
- > Statistics



Maths – Top Tips

	Concrete	Pictorial	Abstract										
Year 2 Addition													
Understanding 10s and 1s	<p>Group objects into 10s and 1s.</p>  <p>Bundle straws to understand unitising of 10s.</p> 	<p>Understand 10s and 1s equipment, and link with visual representations on ten frames.</p> 	<p>Represent numbers on a place value grid, using equipment or numerals.</p> <table border="1" data-bbox="685 322 840 475"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>3</td> <td>2</td> </tr> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>4</td> <td>3</td> </tr> </table>	Tens	Ones			3	2	Tens	Ones	4	3
Tens	Ones												
3	2												
Tens	Ones												
4	3												
Adding 10s	<p>Use known bonds and unitising to add 10s.</p>  <p><i>I know that 4 + 3 = 7. So, I know that 4 tens add 3 tens is 7 tens.</i></p>	<p>Use known bonds and unitising to add 10s.</p>  <p><i>I know that 4 + 3 = 7. So, I know that 4 tens add 3 tens is 7 tens.</i></p>	<p>Use known bonds and unitising to add 10s.</p>  <p>$4 + 3 = \square$</p> <p>$4 + 3 = 7$ $4 \text{ tens} + 3 \text{ tens} = 7 \text{ tens}$ $40 + 30 = 70$</p>										

<p>Adding a 1-digit number to a 2-digit number not bridging a 10</p>	<p>Add the 1s to find the total. Use known bonds within 10.</p>  <p><i>41 is 4 tens and 1 one. 41 add 6 ones is 4 tens and 7 ones.</i></p> <p>This can also be done in a place value grid.</p> 	<p>Add the 1s.</p>  <p><i>34 is 3 tens and 4 ones. 4 ones and 5 ones are 9 ones. The total is 3 tens and 9 ones.</i></p> 	<p>Add the 1s.</p> <p>Understand the link between counting on and using known number facts. Children should be encouraged to use known number bonds to improve efficiency and accuracy.</p>  <p>This can be represented horizontally or vertically.</p> <p>$34 + 5 = 39$</p> <p>or</p> <table border="1" data-bbox="1622 693 1709 791"> <tr> <td>T</td> <td>O</td> </tr> <tr> <td>3</td> <td>4</td> </tr> <tr> <td>+</td> <td>5</td> </tr> <tr> <td></td> <td>9</td> </tr> </table>	T	O	3	4	+	5		9
T	O										
3	4										
+	5										
	9										
<p>Adding a 1-digit number to a 2-digit number bridging 10</p>	<p>Complete a 10 using number bonds.</p>  <p><i>There are 4 tens and 5 ones. I need to add 7. I will use 5 to complete a 10, then add 2 more.</i></p>	<p>Complete a 10 using number bonds.</p> 	<p>Complete a 10 using number bonds.</p>  <p>$7 = 5 + 2$ $45 + 5 + 2 = 52$</p>								



How can parents help?

- > Count up in 2s, 5s and 10s.
- > Practice number bonds to 10 and 20.
- > Chant doubles and halves.
- > Tell the time.
- > Use money in shops. (coin recognition)
- > Use left and rights. (Direction- north, east, south and west)
- > Recognise shapes.
- > Baking (weighing, measuring and following instructions).
- > Mental strategies(addition, subtraction, multiplication and division).



Assessment

- > Marking in lesson
- > Questions
- > Half term



Key assessments this year...

- > KS1 end of year assessments (SATs)
- > Reading
- > Writing
- > Maths



Websites

- > <https://login.mymaths.co.uk/login>
- > <https://trockstars.com/>
- > <https://www.topmarks.co.uk/>



Thank you for listening.

Any questions

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