

Little Book of Year 2 for parents



Year 2 Targets				
Autumn				
Area	Target	1	2	3
Open	I can listen to a talk partner to share ideas. I can talk about my feelings to a teacher. I can take turns and share jobs.			
Grow	I can improve a piece of work. I can explain my next step in my learning.			
Believe	I can solve problems from start to finish. I will try to do something I can't do today. I can help people in my team do better.			

Calm Learners 2018/2019

Beliefs and Values

Unique Child

Year 2 is based on developing children's skills to be 'calm'. As they move from being a young child who needs a lot of adult support to a child who has internalised the process of reading and writing.

Children in Year 2 undertake a gradual transformation from being a child who explores the world in a very concrete way to one that is beginning to make an internalised sense of 'how the world works'. This transformation needs careful handling. They need adults to allow them independence to make logical connections, however recognise mistakes will be frequent. Adults will need to sensitively 'catch them' when their resilience is tested. Adults need to coach children at this age to stay 'calm', to internalise social and emotional management techniques. They want adults to be honest and fair so that they can develop a true representation of the world.

Children in Year 2 will begin to master the skills to read, write and use numbers. This will only be achieved if sensitive adults recognise that repetition, practise and demonstration are key. They want to know how to do it the 'right way'. To achieve this desired outcome they will have to learn how to stay 'calm'. Adults are their role models.

Year 2 children will be tested at the end of the year to identify if the journey from Foundation to 7 years has been successful. Their results are recorded on a national database as to whether they have met the Year 2 standard that year.

At our school we therefore label this year group 'Calm'. Their colour is Blue and together we will support your child to manage their emotions and be ready to learn!

Being a Year 2 learner

Autumn	Spring	Summer
<p>In Autumn Year 2 learners...</p> <p>look after their belongings- put them away independently in the morning</p> <p>Use working wall to help with their learning and talk about their working wall.</p> <p>Talk in their talk trio, listen to one another with good eye contact.</p> <p>Mark using a marking ladder with a teacher or a peer.</p> <p>Green and gold their own learning accurately</p> <p>Talk about their learning zone and well being accurately and start to self regulate</p>	<p>In Spring Year 2 learners...</p> <p>Gather resources independently and choose learning spaces sensibly</p> <p>Manage time their learning time and ensure they achieve jobs</p> <p>Choose their own books and read quietly independently</p> <p>Start to become interdependent and go to a friend if they need help</p> <p>Use a marking ladder to help peer review and begin to think of my own next step</p> <p>Talk about their learning to adults and other children</p> <p>Redraft their learning from next steps</p>	<p>In Summer Year 2 learners can do all of the above and...</p> <p>Work away from their teacher and are able to choose learning tasks that are challenging</p> <p>Know their next steps in reading, writing and maths</p> <p>Listen and respond to others when talking. Try and persuade other people respectfully.</p> <p>Recognise interdependence in the classroom and use each other to support their learning.</p> <p>Have good dialogue when peer marking and be able to move other people's learning forward using structures in the classroom to help</p>

Learning Journey

We follow the new whole school annual project plan:

July	Sept	October	Nov	Dec	Jan	Feb	March	April	May	June - celebrating the world we live in
Overtime Projects – Plants, seasons and weather, physical self -Forest school										
Transition -Preparing the unique child	Transition – Preparing for meta cognition and self regulation in each year group	8 week year group topic – Geography and science Days – PSHE, SEAL		Brookmas Performance songs for christmas at the theatre DT – based projects linked to Brookmas	8 week year group learning journey History and science		STEM week Year 3 and 4 theatre performance- Science based show	Short learning journey cycles to ensure gaps are closed in writing.		Sports week – Science based and PSHE Brookfest Year 5 and 6 theatre performance
5 for change curriculum Unique child in each year group Science Short writing days – linked to author 4 operations for Maths Fluency against the standard. Intonation Standardised assessment	Self regulation Meta cognition Talk Short writing days – jobs , responsibilities Roald Dahl day – introduce class reader concept Re aloud competition – promote fluency levels to the standard Identity language – growth meaning			Social cohesion Science based project Short writing days Science days – short write investigation, outcome Hypothesis,			Links to business questions within MK Short writing days		Well being and outdoor learning weeks 2 weeks during SATS	Health fitness and well being Social cohesion Creativity Short writing days
Be Proud – open classrooms – behaviour , well being and learning zones				Be Proud – open classrooms – behaviour , well being and learning zones			Be Proud – open classrooms – behaviour , well being and learning zones			
<p>Maths is taught everyday, Restorative practises are used daily , active breaks are used between lessons. Foundation and year 1 daily singing assemblies</p> <p>Tell Me Tuesday is practised weekly, PE is undertaken for 2 hours per week, Self study [years 2 to 6 only] 2 hours per week</p>										

Year 2 Annual long term plan

	July and September Transition	Autumn focus 8 weeks October and November Chocolate	December Brookmas	Spring focus 8 weeks January and February Dinosaurs	March STEM week Business local projects	Summer focus 8 weeks April and May Roald Dahl	June Celebrating the world we live in Sports Week Science
Project subject areas	Short writing days	Science and Geography	Performance songs DT based projects linked to Brookmas	History and Art	Theatre Performance - linked to Horrible Histories style?		Short writing days
Ignites and Outcomes		Ignite: Mr Bunny's Chocolate Factory day, Chocolatier visit Outcomes: Forms of presentation will be decided with the children	Science day - short write of investigations Short writing days	Ignite: Natural History Museum trip Outcomes: Forms of presentation will be decided with the children	Science based show to link to STEM week Short writing days	Ignite: Roald Dahl day Outcomes: Roald Dahl festival	
Key Texts		Key texts for book study: Mr Bunny's Chocolate Factory Charlie and the Chocolate Factory		Key texts for book study: Katie and the dinosaurs		Key texts for book study: Fantastic Mr Fox	
Continuous projects	Plants → gardening club Weather and season → daily dashboard as part of the circle, possibly electronic version						

The Learning Journey - Medium Term Planning template

Explorer teaching style				Explorer and master teaching style		Explorer, master and voyager stage	
Week 1 -	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<p>Ignite the topic in school activity.</p> <p>Explore non-fiction texts, collect knowledge/key vocabulary/ poetry/ visual images that begin the journey on the working wall.</p> <p>Create questions to be explored.</p>	<p>Extend ignite through immersion in a fiction book.</p> <p>Years F2-4 begin 'talk for writing cycle'</p> <p>Ignite book using art.</p> <p>Introduce learning ladder for the term.</p>	<p>Begin assessment morning.</p>	<p>Re-ignite</p>	<p>Re-ignite</p> <p>Read a new text for book study</p>		<p>Introduce voyager project</p>	<p>Product</p> <p>Audience and purpose</p> <p>Play</p> <p>Poem</p> <p>Teach a lesson</p>

A weekly timetable format

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning work	Handwriting	Maths Fluency	Assessment Morning	Assessment Morning	Pins
9 - 9.30	Maths teach	TMT 8.45 - 9.45	Maths teach	Maths teach	Maths teach
9.30 - 10.00	Phonics & Reading	Phonics & Reading	Phonics & Reading	Phonics & Reading	Phonics & Reading
10.00-10.20	Playtime (active break)				
10.20 - 11.30	Literacy	Literacy	Literacy	Literacy	Literacy
11.30-12.30	Lunchtime				
12. 30 - 12.45	Class Reading	Class Reading	Class Reading	Class Reading	PPA - Project
12.45 - 1.30	Maths	Maths	Maths	Maths	
1.30-2.00	Active Break and Snack				
2.00-3.00	Project	Project	Assembly	Project	PPA - Project
3.00-3.30	Circle				

Wellbeing and Involvement

As a teacher, it is my job to adapt teaching and learning timetables constantly to ensure all children are in learning zones 4 and well being zones 4. If 80% of my class dip below this level, I will use rest and relaxation strategies to support them to self regulate. This could take anything between 5 and 15 mins. As children get older, they self regulate independently and therefore rest and relaxation becomes personalised.

Rest and Relaxation

Numerous studies by universities all over the world have shown that the average person needs 45 minutes of relaxation a day in order to maintain high levels of the chemicals in the brain, which control well-being and thinking.

There are four main chemicals which help create your mood and in turn create the feeling of relaxation. These are: Serotonin, a chemical that plays a role in sleep and other 'essential' feelings as well as depression; Dopamine, a chemical that deals with emotions as well as some 'learning behaviors', such as cognitive function; Glutamate, a chemical found in your brain as well as your spinal cord, which deals with other 'learning behaviors' like development and memory; and Norepinephrine, a chemical which dictates how you react to stress.

Fifteen minutes of 'Rest and Relaxation' time helps you to work towards your daily 45 minutes and maintain your wellbeing at a level 4 or 5. At Brooklands Farm we believe that you must take this time to ensure you meta cognition and self regulation abilities are high. This leads to higher outcomes in learning.

Across the school - What does rest and relaxation look like across the school

Foundation - Play based learning inside and out

Year 1

Play based	Gross Motor Play - Write dance Muscle and strength training Ring Games
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Year 2

Play based	Introduction to team play- Ring games - turn taking	Gross and Fine motor play - Go noodle
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Year 3 /4

Play based	Team games Turn taking	HITT Golden Mile	Relax kids Zones of regulation
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Year 5 and 6

R & R Choices						
Stress tools: stress ball, fidget spinners, drawing, origami	Listening to music or audio books	Reading: crossword puzzles, word searches, sudoku, logic puzzles, quiet writing on a device	Exercising (playing sport, Just Dance, Zumba)	Talking to friends	Board games or card games	Adult-led breathing and relaxation exercises

Reading

What should the teaching of reading look like in Year 2?

The teaching of reading has been reviewed and developed in 2017/18 to a more whole class taught approach. Therefore the teaching styles have been adapted below.

	Autumn	Spring	Summer
Reading	<ul style="list-style-type: none"> - Additional 1:1 reading with children below orange on a weekly basis- this can be Better Reads or extra fluency reading. - Reading taught as an whole class, orchestrated lesson - Reading tasks linking to core books. - Using rising star book & headstart as a teaching tool - Introduce Accelerated Reader through reading lessons 	<ul style="list-style-type: none"> - Additional 1:1 reading with children below purple on a weekly basis- this can be Better Reads or extra fluency reading. - Reading taught as an whole class, orchestrated lesson - Teaching of SATs comprehension style questions - Reading tasks linking to core books. - Using rising star book & headstart as a teaching tool - Introduce Accelerated Reader through reading lessons 	<ul style="list-style-type: none"> - Additional 1:1 reading with children below gold on a weekly basis- this can be Better Reads or extra fluency reading. - Reading taught as an whole class, orchestrated lesson - Teaching of SATs comprehension style questions - Reading tasks linking to core books. - Using rising star book & headstart as a teaching tool - Introduce Accelerated Reader through reading lessons - Evidence building against the end of Year standard through reading tasks. - Use of past papers as teaching tools - All reading lessons focussed on written comprehension and reading for stamina.

Where do we record reading learning and evidence?



All children should have a reading book where reading evidence and learning is stored.

In this folder should be:

- Learning from reading lessons with date on each piece to track learning
- AR analysis sheets
- Reading record assessment sheets
- Reading quizzes on yellow paper
- Practise papers and assessments

Tapestry should be used to gather evidence that cannot be recorded in books. This is particularly important when children are working practically.

How do we assess reading in Year 2?

Assessment should be embedded as part of the mastery style of teaching. Continual formative assessment should enable teachers to know if a child is on track at any point in the year. Summative assessment points will assess what has been taught so far and be used only to back up teacher judgements as shown in the cycle below:

Teach	Formative ongoing assessment	Summative assessment	Teacher judgement
Gathering evidence and learning against objectives Recording learning on tapestry Marking learning and giving feedback *New reading ladders*	AR quizzes Running records Recording evidence on tapestry - explorer or master Quizzes - taken from rising stars	Standardised tests using end of year standard - taken from Headstart or Pixl (new for 2018/19) Practise papers in spring & summer	Not on track On track Above on track

By the end of Year 2, children meeting the expected standard should be reading a white or lime book. Children meeting the standard at greater depth should be reading a lime or the beginning stages of brown level books. Below is the suggested book colour tracing from F2 to the end of Year 2. Although this is not prescriptive and only addresses one area of reading assessment the table should provide guidance for a child working towards the end of year standard.

	Start of F2	Oct	Christmas	Feb	Easter	June	End of F2 Start of Year 1	Christmas	Feb	Easter	End of Year 1 Start of Year 2	Christmas	Easter	End of Year 2 Start of Year 3	Greater depth Year 2
Standard	Lilac	Pink A	Pink B	Pink C/Red A	Red B	Red C	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White/Lime	New lime books/ Brown

What is the end of year standard used for assessment?

This end of year standard has been taken from the national curriculum guidance and adapted by our reading team to state what a Year 2 reader should achieve by the end of the year.

There are 4 strands to the reading standard:

- Decoder: your ability to word read
- Language lover: understanding and meanings of new vocabulary
- Reading detective: comprehension and understanding of what you read
- Being a reader: developing a love of reading

This standard should be used as a planning tool alongside the long term plan,, an assessment tool and to inform teacher judgement for moderation.

Year 2						
Word Reading	Comprehension (both listening and reading)					
Decoder	Language lover	Reading detective				Being a reader
<p>Reads appropriately and fluently using age appropriate strategies</p> <p>ZPD: Instructional book band/level: White Reading age:</p>	<p>1a - Draw on knowledge of vocabulary to understand texts</p>	<p>1b - Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p>	<p>1c - identify and explain the sequence of events in texts</p>	<p>1d - Make inferences from the text</p>	<p>1e - Predict what might happen on the basis of what has been read so far</p>	<p>-reads as much as possible each day -<u>chooses</u> to read at home and at school -shows a passion for books, authors and genres -talks confidently about books they have read</p>
<p>Read aloud books matched to their improving phonic knowledge and other strategies</p> <ul style="list-style-type: none"> - Read accurately and automatically without blending out loud, including new words that are frequently encountered - Read words containing alternative sounds for graphemes - Sound out unfamiliar words automatically - Check that the text makes sense and self-correct inaccurate reading - Read words with two or more syllables <p>Read silently, with understanding</p> <p>Take account of punctuation</p> <p>Read common exception words accurately (up to the end of Phase 6 + no nonsense spelling programme)</p> <p>Read common suffixes (including the words in</p>	<p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Understand all vocabulary within the text by drawing on background information and vocabulary provided from the teacher</p> <p>Discuss favourite words and phrases and their impact on</p>	<p>Reading a variety of non-fiction texts and understand the purpose of key features. E.g. index, glossary</p> <p>Know and understand that:</p> <ul style="list-style-type: none"> • 'who' questions identify people • 'when' identifies a time • 'where' identifies a place • 'why' and 'how' identify a reason <p>Raise simple questions about texts they read</p> <p>Find the answers to literal</p>	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Retell a story, referring to most key events and characters</p>	<p>Make simple inferences about thoughts and feelings of characters and reasons for their actions, with evidence from the text</p> <p>Express simple opinions about main events and characters in a story, with evidence from the text</p>	<p>Make predictions about what might happen on the basis of what has been read so far and own experiences</p>	<p>Re-read books to build fluency and confidence</p> <p>Read independently, demonstrating increasing stamina</p> <p>Develop pleasure in reading, motivation to read</p> <p>Show developing preferences through book choices and justify personal responses to texts</p> <p>Show an understanding of the purpose of a text</p> <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p>

NC spelling appendix Pg 55-57)

meaning, e.g. (*'crept'*
lets you know he is
moving quietly)

questions in non-fiction,
stories and poems

Recognise different
question types and
answer these accurately

Re-tell a story, referring to
most of the key events
and characters

Continue to build up a repertoire of
poems learnt by heart, appreciating
these and reciting some, with
appropriate intonation to make the
meaning clear

Participate in discussion about books,
poem and other works that are read to
them and those that they can read for
themselves, taking turns and listening to
what others say

Locate information using skimming,
scanning

Writing

What should the teaching of reading look like in Year 2?

Pie Corbett talk for writing should be used to teach writing in Year 2. This could be in a full 3 week writing cycle, a shortened cycle or within project writing.

IMITATE	INNOVATE	INVENT
<ul style="list-style-type: none"> ➤ Hook to ignite the writing and the text type ➤ Listen to text ➤ Learn and internalise text map ➤ See whole text ➤ Speed words (tier 2) ➤ Book talk ➤ Write out internalised text - Accurate Writing (could be done in paragraphs, with specific teaching point attached) ➤ Drama leading to response writing - writing with a focus, different purpose, real life link <p>*This stage needs to be used effectively to teach skills*</p>	<ul style="list-style-type: none"> ➤ Crucial teaching of writing at this stage ➤ This must include use of vocabulary, sentence structures, writing skills and correct punctuation and grammar ➤ Share models and expected standards of writing ➤ Change text mapJP ➤ Box it up - text map and post its KS1, context of known story, underlying patterns, new story - KS2 (see resources on the drive) ➤ heavily scaffolded - let's have a go together ➤ 'Save it' ideas - push for excellence ➤ Writing time! - must have daily shared writing opportunities, daily independent writing opportunities and daily review opportunities 	<ul style="list-style-type: none"> ➤ Explicit teaching time ➤ Application of 2 phases taught ➤ Box it up ➤ Write it ➤ Loose structure

	Autumn	Spring	Summer
Writing	<ul style="list-style-type: none"> - Use imitate and innovate as an opportunity to teach skills in personalised groups. - Year 1 gaps closed for Master & Voyager children by half term. - Continuous provision set up for core skills - Whole text cycles - Daily Phonics teaching 	<ul style="list-style-type: none"> - Use imitate and innovate as an opportunity to teach skills in personalised groups. - Continuous provision set up for core skills - Grammar taught explicitly in writing cycle - Parts of texts cycles - Daily spelling taught within literacy & close the gap spelling activities 	<ul style="list-style-type: none"> - Possible streaming by ability depending on the needs of chn. - Continuous provision set up for core skills - Evidence gathering and gap closing from end of year standard in imitate and innovate - Short talk for writing sequences using Roald Dahl texts to gather SATs evidence - Daily spelling taught within literacy & close the gap spelling activities

Where do we record writing learning and evidence?



All literacy writing should be recorded in literacy books. This includes:

- Work from lessons
- Hot and cold tasks
- One off writing pieces
- Independent tasks that teach core skills
- If appropriate, project writing when part of a cycle
- Grammar learning that links to writing cycle and gaps

Children should start on a yellow literacy book then move to a

purple book when their letter formation is accurate.

Tapestry should be used to gather evidence that cannot be recorded in books. This is particularly important when children are working practically.

How do we assess writing in Year 2?

Assessment should be embedded as part of the mastery style of teaching. Continual formative assessment should enable teachers to know if a child is on track at any point in the year. Summative assessment points will assess what has been taught so far and be used only to back up teacher judgements as shown in the cycle below:

Teach	Formative ongoing assessment	Summative assessment	Teacher judgement
Marking and feedback in lessons Recording evidence on tapestry	Hot and cold tasks One of writing pieces Grammar & spelling quizzes Dialogue ladders to give feedback Recording evidence on tapestry - explorer or master	Moderation of writing Additional writing cycles if needed Practise papers in spring & summer	Not on track On track Above on track

What is a dialogue/ marking ladder?

Why?

Marking ladders/ dialogue sheets are used as a tool to support review in literacy. They are a tool for opening dialogue with different learners and recording feedback. Using dialogue sheets consistently enables us to show progress in our books so learners can reflect on next steps and the progress they have made. Ladders/dialogue sheets help us set the expectations for learning at different points in the year as well as setting personalised next steps.

By who?

Marking ladders are used as a formative assessment tool throughout the writing cycle. They are used by:







- Teachers when marking with children 1:1 in groups










- Children when peer or self reviewing
- As a whole class or in orchestrated groups when setting the SC or expectations
- During whole class or orchestrated review to model expectations for review and feedback











Marking ladders/dialogue sheets ensure we are standardising our assessment across the year group. The must be edited as a team and have the same expectations for all children/ groups of children. They can be found on the [drive](#) in the MASTER writing ladders folder.

In 2018/19 marking ladders will have new visual images which should be reflected on the working wall for writing.

Here are the year 2 writing ladders for Autumn, Spring & Summer:

Writing Toolkit			
Skills to master in Autumn			
Composition	I can plan or say out loud what I am going to write about. I can talk about my what is gold and green with teachers and peers. I can write down ideas and keywords. I can decide what I want to say, sentence by sentence. I can read about what I have written making my meaning clear.		Explorer = green Master = gold
Punctuation	I can use capital letters for the start of a sentence and names of people. I can use full stops to show it is the end of a sentence.		
Grammar	I can use conjunctions in my sentences <i>and because but so</i>		
Spellings	Phase 4-5-5 Tricky words. I can use the correct phoneme in spellings. Common Exception words (Q1-1 recap)		
Handwriting	I can write my letters accurately and a suitable size. I can put accurate spaces between my words.	 	
Dialogue			

Writing Toolkit			
Skills to master in Spring			
Composition	I can plan or say out loud what I am going to write about. I can talk about my what is gold and green with teachers and peers. I can write down ideas and keywords. I can decide what I want to say, sentence by sentence. I can read about what I have written making my meaning clear. I can proofread to check errors in spelling, grammar and punctuation.		Explorer = green Master = gold
Punctuation	I can use capital letters for the start of a sentence and names of people. I can use full stops to show it is the end of a sentence. I can use exclamation marks. I can use question marks.	  	
Grammar	I can use conjunctions in my sentences <i>and because but so</i> I can use past and present tense correctly. I can use expanded noun phrases to describe.	 	
Spellings	Phase 4-5-5 Tricky words. Common Exception words (Q1-2 recap) I can use suffixes to change the meaning of words. I can identify homophones and near-homophones.		
Handwriting			
Handwriting	I can write my letters accurately and a suitable size. I can put accurate spaces between my words. I can use some strokes needed to join my letters.	 	
Dialogue			

Writing Toolkit			
Skills to master in Summer			
Composition	I can plan or say out loud what I am going to write about. I can talk about my what is gold and green with teachers and peers. I can write down ideas and keywords. I can decide what I want to say, sentence by sentence. I can read about what I have written making my meaning clear. I can proofread to check errors in spelling, grammar and punctuation. I can edit to check my writing makes sense and write down the version I am happy with.		Explorer = green Master = gold
Punctuation	I can use capital letters for the start of a sentence and names of people. I can use full stops to show it is the end of a sentence. I can use exclamation marks. I can use question marks.	  	
Grammar	I can use conjunctions in my sentences <i>and because but so</i> I can use commas in a list. I can use apostrophes for contracted forms. I can use possessive apostrophes. I can use conjunctions in my sentences. I can use expanded noun phrases to describe. I can use past and present tense correctly.	  	
Spellings	Phase 4-5-5 Tricky words. Common Exception words (Q1-2 recap) I can use the correct phoneme in spelling. I can use suffixes to change the meaning of words. I can identify homophones and near-homophones.		
Handwriting	I can write my letters accurately and a suitable size. I can put accurate spaces between my words. I can use some strokes needed to join my letters.	 	
Dialogue			

What is the end of year standard used for assessment?

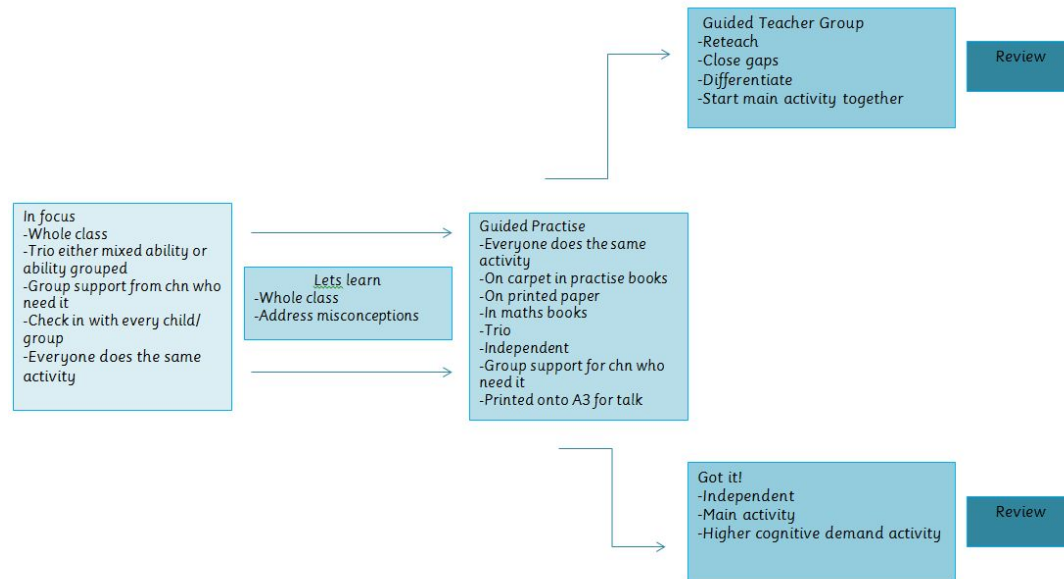
This end of year standard is taken from the national curriculum and adapted to meet the Brooklands expectations for a writer. Children must meet all aspects to meet the end of year standard because we are working towards a mastery curriculum. For a child to be 'on track' they must have met the objectives taught so far that term and show evidence in their independent writing.

Writing End of Year Standard – Year 2	
Composition	Vocab, Grammar and Punctuation
<ul style="list-style-type: none"> Evidence of a positive attitude towards and stamina for writing, across several genres of writing Evidence of planning what they are going to write; planning or verbalising what they are going to write about, writing down ideas/key words or encapsulating what they want to say, sentence by sentence Read aloud what they have written with appropriate intonation Re-read to check that writing makes sense, including correct tense Proof-read to check for errors in spelling, grammar and punctuation Make simple additions, revisions and corrections <i>Evaluation of written work leads to changes, often without prompting</i> <i>Writing demonstrates an understanding of a wider range of different text types, with appropriate choice of features</i> <i>Independently maintains an appropriate form throughout longer pieces of writing</i> <i>Ideas from reading influence their writing</i> 	<ul style="list-style-type: none"> Understand and discuss the technical terms and concepts set out in Appendix 2 Punctuation is used correctly, including: <ul style="list-style-type: none"> full stops capital letters exclamation marks question marks commas for lists apostrophes for contracted forms possessive apostrophe (singular) Use different sentence forms, e.g. statement, question, exclamation, command Use expanded noun phrases, e.g. the blue butterfly Use present and past tense correctly and consistently, Use subordination (when, if, that, because) and co-ordination (or, and, but, so) <p>N.B. use of 'and'/'or' in a list are not examples of co-ordination. Both clauses must be of equal importance, e.g. The dog was brown and he was spotty.</p> <ul style="list-style-type: none"> <i>Simple, compound and complex sentences used across different pieces of writing</i> <i>Wider use of subordination (which, although, who) and coordination to extend ideas</i> <i>Punctuation is correct in all pieces of written work.</i> <i>Some attempts to use punctuation and grammar beyond Year 2 is evident.</i> <i>Begin to use paragraphs to group related material, including the use of sub-headings and headings to aid presentation</i>
Transcription – Handwriting	Transcription – Spelling
<ul style="list-style-type: none"> Lower-case and capital letters are correctly formed, orientated and of the correct size relative to one another Spacing between words is appropriate to the size of the letters Some use of diagonal and horizontal strokes where appropriate (understanding which letters are best left unjoined) <i>Handwriting is joined and starting to show a more fluent style</i> 	<ul style="list-style-type: none"> Segment words into phonemes and represent these by writing graphemes, spelling many correctly. Spell a few common homophones Correctly spell common exception words in Appendix 1 Spell contractions, e.g. can't, didn't, it's, I'll Use of apostrophes to show singular possession is mostly accurate, e.g. the girl's book suffixes are used correctly to spell longer words, including -ment, -ness, -ful, -less, -ing, -er, -est, -ed and -ly Apply spelling rules for plurals, e.g. babies, cats, donkeys Apply spelling rules for the alternative graphemes 'ge', 'dge', 'kn', 'gn', /s/ in ice, 'wr', 'le', /a/ in watch (see Appendix 1 for full list) Spell words ending with 'tion' All words are phonetically plausible Write simple sentences dictated by the teacher using the above <i>Spelling is mostly accurate, with only a few errors in more complex/ambitious vocabulary choices.</i>

Maths

What should the teaching of maths look like in Year 2?

We use the mastery model of maths teaching taken from 'Maths no Problem'. As a team we created a Year 2 model for what mastery teaching looks like below. Last year we worked hard to ensure there was a balance between whole class and orchestration in maths so learning is still personalised to all groups.



What maths skills should be taught in Year 2 in preparation for KS1 Assessments?

	Autumn	Spring	Summer
Maths	<ul style="list-style-type: none"> - Secure place value and number - Physical, concrete resources and repetition - Increased fluency and flexibility to embed number knowledge - Increase cognitive demand rather than increasing difficulty for more able 	<ul style="list-style-type: none"> - Move towards visual and abstract and away from concrete. - Teach written methods for operations, could be done in F&F alongside cycle: <ul style="list-style-type: none"> Addition Subtraction Multiplication Division - Start to gather evidence for interim - Test base questions - used as a teaching tool to teach how to solve problems. 	<ul style="list-style-type: none"> - Revision cycle in preparation for the test, map out across Summer 1 and take into account testing weeks. - Practising written methods within F&F. - Closing gaps to meet interim framework - Problem solving in preparation for tests and use of test base questions - Use of past papers as teaching tools. - Greater depth - meeting extra statements

Maths no problem long term planning

Personalised for each class in year 2.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Week 1	Number and Place Value: Numbers to 100 <small>LESSON BREAKDOWN</small>	Statistics: Picture Graphs <small>LESSON BREAKDOWN</small>	Measurement: Time <small>LESSON BREAKDOWN</small>
Week 2		Mid-year (A) Tests and Remediation	Measurement: Volume <small>LESSON BREAKDOWN</small>
Week 3	Calculations: Addition and Subtraction <small>LESSON BREAKDOWN</small>	Calculations: More Word Problems <small>LESSON BREAKDOWN</small>	
Week 4		Measurement: Money <small>LESSON BREAKDOWN</small>	SATs
Week 5	Calculations: Multiplication of 2, 5 and 10 <small>LESSON BREAKDOWN</small>		
Week 6		Geometry - Properties of Shapes: 2-D Shapes <small>LESSON BREAKDOWN</small>	Review and Revisit Topics
Week 7	Calculations: Multiplication and Division of 2, 5 and 10 <small>LESSON BREAKDOWN</small>	Geometry - Properties of Shapes: 3-D Shapes <small>LESSON BREAKDOWN</small>	
Week 8			
Week 9	Measurement: Length <small>LESSON BREAKDOWN</small>	Fractions: Fractions <small>LESSON BREAKDOWN</small>	Revision and End-of-year (B) Tests
Week 10			
Week 11	Measurement: Mass <small>LESSON BREAKDOWN</small>		Review and Revisit Topics
Week 12	Measurement: Temperature <small>LESSON BREAKDOWN</small>	Review and Revisit Topics	

Where do we record maths learning and evidence?



All maths should be recorded in maths books. This includes:

- Work from lessons
- Quizzes on yellow paper
- Any extra assessment evidence gathered for SATs
- Summative assessments should be stored by the teacher

Children should start on a large square maths book then move to a medium square maths book when their number formation is accurately sized.

Tapestry should be used to gather evidence that cannot be recorded in books. This is particularly important when children are working practically.

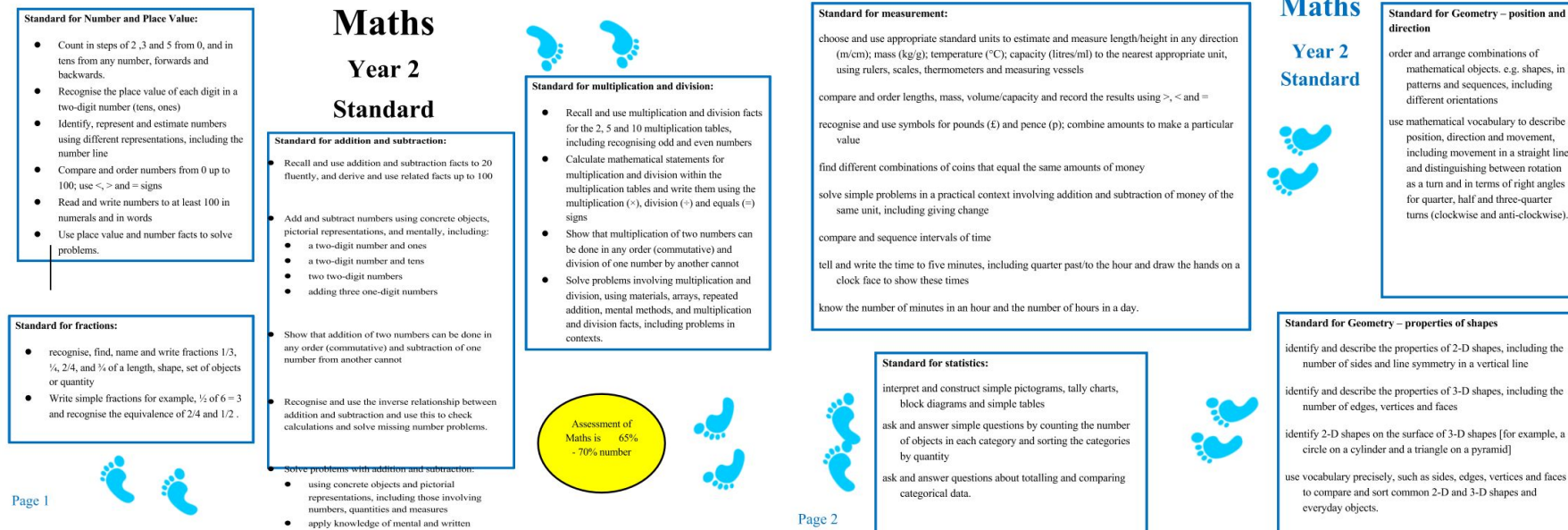
How do we assess maths in Year 2?

Assessment should be embedded as part of the mastery style of teaching. Continual formative assessment should enable teachers to know if a child is on track at any point in the year. Summative assessment points will assess what has been taught so far and be used only to back up teacher judgements as shown in the cycle below:

Teach	Formative ongoing assessment	Summative assessment	Teacher judgement
Marking and feedback in lessons Recording evidence on tapestry Learning in books Learning practically	Quizzes on paper Quizzes on mathematics Dialogue boxes on quizzes Recording evidence on tapestry - explorer or master	Summative standardized quizzes - White Rose & Pixl (new for 2018/19) Practise papers in spring & summer	Not on track On track Above on track

What is the end of year standard used for assessment?

This end of year standard is taken from the national curriculum and adapted to meet the Brooklands expectations for a writer. Children must meet all aspects to meet the end of year standard because we are working towards a mastery curriculum. For a child to be 'on track' they must have met the objectives taught so far that term and show evidence in their independent writing.



Phonics & Spelling

What should the teaching of phonics and SPAG look like in Year 2?

	Autumn	Spring	Summer
Phonics & SPAG	<ul style="list-style-type: none">- Phase 5b phonics daily- Low ability to year 1 for phonics or in specific group if significantly behind dependant on numbers.- Daily spelling & close the gap practise when marking and feeding back- Display common exception words in classroom, Have word mats for common exception words in classroom- Use of Espresso to support spelling & 'breaks' in class	<ul style="list-style-type: none">- Daily no nonsense spelling: map out to personalise need against the standard so it is purposeful this year- Daily spelling & close the gap practise when marking and feeding back- More focussed phonics for children retaking phonics screening- Grammar taught more explicitly in literacy and reading.	<ul style="list-style-type: none">- Daily spelling focus using no nonsense as a guide.- Daily spelling & close the gap practise when marking and feeding back- Retakes have specific intervention and additional phonics in Year 1

What spelling/phonics skills should be taught in Year 2 in preparation for KS1 Assessments?

We follow the [No Nonsense Spelling scheme](#).

Autumn 1						Spring 1						Summer 1					
Block 1 – autumn first half term						Block 3 – spring first half term						Block 5 – summer first half term					
Week 1	Lesson 1 Revise/Teach/ Practise/Apply Phase 5 GPCs including polysyllabic words. Homophones (<i>see/sea</i> and <i>be/bee</i>)	Lesson 2 Teach Strategies at the point of writing: using a GPC chart	Lesson 3 Practise Phase 5 GPCs	Lesson 4 Teach Strategies for learning words: using spelling journals.	Lesson 5 Practise Using segmentation strategy for learning selected words	Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go sheets	Lesson 2 Teach /at/sound spell 'y'	Lesson 3 Practise /at/sound spell 'y'	Lesson 4 Apply /at/sound spell 'y'	Lesson 5 Teach Strategies for learning words: common exception words and high-frequency words (<i>could, would</i>)	Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go sheets	Lesson 2 Teach The /l/ or /al/ sound spell '-el' at the end of words	Lesson 3 Practise The /l/ or /al/ sound spell '-el' at the end of words	Lesson 4 Apply The /l/ or /al/ sound spell '-el' at the end of words	Lesson 5 Revise Proofreading: using a dictionary/ word bank
Week 2	Lesson 6 Revise/Teach/ Practise/Apply Phase 5 GPCs Homophones (<i>blue/blew</i>)	Lesson 7 Revise/Teach/ Practise/Apply Phase 5 GPCs and relevant homophones.	Lesson 8 Teach Strategies at the point of writing: using the environment	Lesson 9 Using segmentation and Phase 5 GPCs to learn words from this week	Lesson 10 Assess Selected Phase 5 GPCs and homophones: dictation	Week 2	Lesson 6 Teach Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)	Lesson 7 Practise/Apply Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)	Lesson 8 Revise /l/ or /al/ sound spell '-le' at the end of words and following a consonant	Lesson 9 Practise /l/ or /al/ sound spell '-le' at the end of words and following a consonant	Lesson 10 Teach/Practise Proofreading	Week 2	Lesson 6 Teach Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'	Lesson 7 Practise Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'	Lesson 8 Apply Adding the endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'	Lesson 9 Teach/Practise/Apply Strategies at the point of writing: using analogy (includes dictation)	Lesson 10 Revise/Learn Strategies for learning words
Week 3	Lesson 11 Teach Strategies at the point of writing: Have a go sheets	Lesson 12 Revise/Teach/ Practise/Apply Phase 5 GPCs and homophones	Lesson 13 Revise/Teach/ Practise/Apply Phase 5 GPCs and homophones	Lesson 14 Teach Strategies for learning words: highlighting the tricky part in common exception words	Lesson 15 Practise Words learnt this week: common exception words and Phase 5 GPCs	Week 3	Lesson 11 Teach/Practise Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it	Lesson 12 Teach/Practise Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it	Lesson 13 Teach/Practise Adding the ending 'y' to words ending in 'e' with a consonant before it	Lesson 14 Revise/Learn Strategies for learning words: selected words from this half term, focusing on polysyllabic and topic words	Lesson 15 Apply Selected words from this half term: dictation	Week 3	Lesson 11 Teach The /ɔ:/sound spell 'a' before 't' and 'l'	Lesson 12 Practise The /ɔ:/sound spell 'a' before 't' and 'l'	Lesson 13 Teach The /ɔ:/ sound spell 'ar' after 'w'	Lesson 14 Practise The /ɔ:/ sound spell 'ar' after 'w'	Lesson 15 Apply Strategies for learning words: including /ɔ:/ spell 'a' before 't' and 'l' and /ɔ:/ spell 'ar' after 'w'
Week 4	Lesson 16 Revise/Teach/ Practise/Apply Phase 5 GPCs including polysyllabic words	Lesson 17 Revise Strategies at the point of writing: Have a go sheets	Lesson 18 Teach/Practise/ Apply Proofreading: using word banks for common exception words	Lesson 19 Learn Strategies for learning words: polysyllabic and common exception words	Lesson 20 Apply Strategies for learning words: polysyllabic and common exception words	Week 4	Lesson 16 Teach /i:/ sound spell 'ey'	Lesson 17 Practise /i:/ sound spell 'ey'	Lesson 18 Apply /i:/ sound spell 'ey': dictation	Lesson 19 Teach/Revise Near homophones (<i>quite/quiet</i>)	Lesson 20 Practise/Apply Homophones and near homophones	Week 4	Lesson 16 Teach Suffixes '-ment' and '-ness'	Lesson 17 Practise Suffixes '-ment' and '-ness'	Lesson 18 Apply Suffixes '-ment' and '-ness'	Lesson 19 Teach Strategies for learning words: selected words using cards	Lesson 20 Learn Strategies for learning words: common exception words and words from errors
Week 5	Lesson 21 Teach/Practise/ Apply Proofreading, especially high- frequency words	Lesson 22 Teach Homophones	Lesson 23 Teach Strategies for learning words: tricky parts of words and Look, say, cover, write, check	Lesson 24 Revise/Learn Strategies for learning words: Look, say, cover, write, check	Lesson 25 Apply Homophones learnt so far	Week 5	Lesson 21 Teach /r/ sound spell 'wr'	Lesson 22 Teach/Practise /r/ sound spell 'wr'	Lesson 23 Teach/Practise Common exception words (<i>most, both, only</i>)	Lesson 24 Practise Strategies for learning words: selected words from personal lists, including common exception words, topic words, /r/ words	Lesson 25 Assess /r/ sound spell 'wr' and common exception words	Week 5	Lesson 21 Teach The /ɜ:/ sound spell 'or' after 'w'	Lesson 22 Practise The /ɜ:/ sound spell 'or' after 'w'	Lesson 23 Assess The /ɜ:/ sound spell 'or' after 'w': dictation	Lesson 24 Revise The possessive apostrophe (singular nouns)	Lesson 25 Practise/Assess The possessive apostrophe (singular nouns): dictation
Week 6	Lesson 26 Revise /aɪ/ spelt 'i' in common exception words (<i>find, kind, mind, behind, child, wild, climb</i>)	Lesson 27 Practise /aɪ/ spelt 'i' in common exception words (<i>find, kind, mind, behind, child, wild, climb</i>)	Lesson 28 Revise/Practise Strategies for learning words: selected words from personal lists	Lesson 29 Learn Strategies for learning words: words from this half term	Lesson 30 Assess Words from this half term	Week 6	Lesson 26 Teach Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	Lesson 27 Practise Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	Lesson 28 Apply Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	Lesson 29 Teach/Practise Common exception words (<i>move, prove, improve, should, would, could, most, both, only</i>)	Lesson 30 Practise/Apply Strategies at the point of writing: using a working wall	Week 6	Lesson 26 Teach The /l/ or /al/ sound spell '-al' at the end of words	Lesson 27 Practise The /l/ or /al/ sound spell '-al' at the end of words	Lesson 28 Apply The /l/ or /al/ sound spell '-al' at the end of words	Lesson 29 Teach Strategies for learning words: using Look, say, cover, write and check for common exception words	Lesson 30 Practise/Apply Common exception words

Autumn 2	Spring 2	Summer 2
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	Lesson 1 Teach/Practise/ Apply Strategies for learning words: Look, say, cover, write, check for common exception words	Lesson 2 Teach Strategies for learning words: kinaesthetic and visual strategies for learning common exception words	Lesson 3 Teach/Practise Proofreading common exception words and high- frequency words	Lesson 4 Practise Strategies for learning words: common exception words and personal words	Lesson 5 Apply Common exception words and personal words: dictation
Week 1					
Week 2	Lesson 6 Revise Phase 5 GPCs that are not secure	Lesson 7 Teach Homophones (<i>to/two/too</i>)	Lesson 8 Revise/ Teach/Apply Homophones (<i>to/two/too</i>)	Lesson 9 Revise Strategies at the point of writing: Have a go	Lesson 10 Apply Strategies for learning words: Rainbow write
Week 3	Lesson 11 Revise Selected Phase 5 GPCs	Lesson 12 Teach Strategies at the point of writing: Word sort	Lesson 13 Revise/Teach/ Practise Strategies at the point of writing: Have a go	Lesson 14 Practise Strategies at the point of writing: Which one looks right?	Lesson 15 Learn Strategies for learning words: selected topic words for this term
Week 4	Lesson 16 Revise <i>/dʒ/</i> sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 17 Practise <i>/dʒ/</i> sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 18 Teach/Practise Proofreading: using the environment and the working wall	Lesson 19 Apply <i>/dʒ/</i> sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 20 Practise Strategies for learning words: selected spellings from personal lists, common errors and <i>/dʒ/</i> words
Week 5	Lesson 21 Teach <i>/s/</i> sound spelt 'c' before 'e', 'i' and 'y'	Lesson 22 Practise <i>/s/</i> sound spelt 'c' before 'e', 'i' and 'y'	Lesson 23 Teach/Revise <i>/s/</i> sound spelt 'c' before 'e', 'i' and 'y': dictation	Lesson 24 Teach/Revise Homophones (<i>here/hear, one/ won, sun/son</i>) Revise homophones taught so far	Lesson 25 Teach/Revise/ Apply Homophones (<i>here/hear, one/ won, sun/son</i>) Revise homophones taught so far
Week 6	Lesson 26 Revise <i>/n/</i> sound spelt 'kn' and 'gn' at the beginning of words	Lesson 27 Practise <i>/n/</i> sound spelt 'kn' and 'gn' at the beginning of words	Lesson 28 Teach Strategies for learning words: saying the word in a funny way	Lesson 29 Learn Strategies for learning words: saying the word in a funny way	Lesson 30 Assess <i>/n/</i> sound spelt 'kn' and 'gn' at the beginning of words: dictation

Spring 2

Block 4 – spring second half term					
Week 1	Lesson 1 Teach Revise /ə/ spell 'a' after 'w' and 'qu'	Lesson 2 Practise Strategies for learning words: /ə/ spell 'a' after 'w' and 'qu'	Lesson 3 Assess /ə/ spell 'a' after 'w' and 'qu': dictation	Lesson 4 Teach Strategies for learning spellings: mnemonics	Lesson 5 Practise Strategies for learning spellings: mnemonics
Week 2	Lesson 6 Revise /ɜ/ spell 's' , segmentation and syllable clapping	Lesson 7 Practise /ɜ/ spell 's'	Lesson 8 Assess /ɜ/ spell 's'	Lesson 9 Revise Homophones (new/knew)	Lesson 10 Teach/Practise Homophones (there, their, they're)
Week 3	Lesson 11 Teach Adding '-es' to nouns and verbs ending in 'y'	Lesson 12 Practise Adding '-es' to nouns and verbs ending in 'y'	Lesson 13 Apply Adding '-es' to nouns and verbs ending in 'y'	Lesson 14 Revise Strategies for learning words: Look, say, cover, write, check for selected words	Lesson 15 Practise/Apply Strategies for learning words
Week 4	Lesson 16 Teach The possessive apostrophe (singular nouns)	Lesson 17 Practise The possessive apostrophe (singular nouns)	Lesson 18 Apply The possessive apostrophe (singular nouns)	Lesson 19 Teach Strategies at the point of writing: using an alphabetically-ordered word bank	Lesson 20 Practise Strategies at the point of writing: using an alphabetically-ordered word bank
Week 5	Lesson 21 Teach Adding suffixes '-ful', '-less' and '-ly'	Lesson 22 Practise Adding suffixes '-ful', '-less' and '-ly'	Lesson 23 Apply Adding suffixes '-ful', '-less' and '-ly'	Lesson 24 Revise/Learn: Strategies for learning words from this half term	Lesson 25 Assess Words from this half term
Week 6	Lesson 26 Revise Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)	Lesson 27 Teach Words ending '-tion'	Lesson 28 Practise Words ending '-tion'	Lesson 29 Teach Proofreading: dictionary skills	Lesson 30 Practise Proofreading: dictionary skills

Summer 2

Block 6 – summer second half term					
Week 1	Lesson 1 Revise Spellings and concepts that pupils need to secure	Lesson 2 Practise Spellings and concepts that pupils need to secure	Lesson 3 Apply Spellings and concepts that pupils need to secure	Lesson 4 Teach Spellings and concepts that pupils need to secure	Lesson 5 Practise/Apply Spellings and concepts that pupils need to secure
Week 2	Lesson 6 Revise Homophones	Lesson 7 Apply Homophones	Lesson 8 Teach /A/ sound spell 'o'	Lesson 9 Practise/Apply /A/ sound spell 'o'	Lesson 10 Apply Words revised or learnt this week
Week 3	Lesson 11 Teach /I/ or /a/ sounds spell 'I' at the end of words	Lesson 12 Practise /I/ or /a/ sounds spell 'I' at the end of words	Lesson 13 Apply /I/ or /a/ sounds spell 'I' at the end of words	Lesson 14 Revise Strategies for learning words: common exception words	Lesson 15 Apply Common exception words
The remainder of the term	<p>Spelling lessons should now focus on the following:</p> <ul style="list-style-type: none"> • Revision of all the content from the Year 2 programme • Securing spelling strategies • At the point of writing – introducing personal Have a go sheets for all writing if these have not already been introduced • After writing – developing proofreading and checking skills including using a dictionary • Learning journals – developing children's personal spelling journals to reflect their growing independence in using taught strategies to learn new words. 				

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Common exception words (If a project lends itself to any particular words, change the order taught)	Recap Phase 4+5 tricky words (these should be spelt correctly by the end of Year 1) it's, children, don't, old, people, Mr, Mrs, could (teach as family with would+should) New common exceptions words to teach (grouped by exception): find, kind, mind, behind, child, wild, climb	Kinaesthetic and visual strategies for learning common exception words (and other strategies): again, even, every, everybody, money, parents, pretty, hour, Christmas, Grouped by exceptions: <ul style="list-style-type: none"> many, any, cold, told, hold, gold 	Revisit: could, should, would, Contractions: can't, didn't, hasn't, it's, couldn't i'll, they're Grouped by exceptions: <ul style="list-style-type: none"> most, both, only, clothes pass, past, path, after, bath, class, fast, father, half, plant, last, grass, improve, move, prove, 	Revisit Contractions: can't, didn't, hasn't, it's, couldn't i'll, they're Mnemonics strategy: beautiful, because, eye, water, busy, Grouped by exceptions: <ul style="list-style-type: none"> sugar, sure, poor, floor, door, who, whole, great, steak, break, 	Revision of all content from Year 2 programme	
Phonics (See No Nonsense)	Phase 5 GPCs + homophones + polysyllabic words	See No Nonsense scheme	See No Nonsense scheme	See No Nonsense scheme	Revision of all content from Year 2 programme	
Spelling rules (See No Nonsense. Some content has been moved to earlier in the year, to allow Summer 2 for revision)	Homophones: sea/see, be/bee, blue/blew,	Homophones: too/to/two, here/hear, sun/son, one/won,	Suffixes: -ing, -ed, -er, -est (to words ending in e with a consonant before it The ending 'y' to words ending with e with a consonant before it Near homophones: quite, quiet Suffixes: -ing, -ed, -er, -est and y to words of one syllable ending in a single consonant after a single vowel	Homophones: new/knew, there/their/they're Adding -es to nouns and verbs ending in y (flies, tries, replies, copies, babies, carries) The possessive apostrophe (singular nouns) New suffixes: -ful, -less, -ly, -tion	Suffixes: -ing, -ed, -er, -est to words ending in y Suffixes: -ment and -ness Revisit possessive apostrophe (singular nouns) Other homophones from NC appendix: bare/bear, night/knight	Revision of all content from Year 2 programme

Learning Journey

What projects will we cover in 2018/19?

Year 2	Chocolate	Geography (continents, capitals, countries of the uk) & Science (diet & healthy eating)	Chocolate workshop Chocolate lady
	Dinosaurs	History (significant figure) & Science (plants & living things)	Knebworth dinosaur trail / Gullivers Science dome fossils
	Roald Dahl	DT/ Art & Science (materials)	Roald Dahl Museum Roald Dahl Festival

What should the teaching of project look like in Year 2?

Book based projects that enable all areas of the curriculum to be taught around a text linked to the learning journey.					
One off project days	One off project afternoons	Project afternoons with continuous provision	Continuous provision project tasks embedded in core subjects	Orchestrated project lessons	Teacher led project lessons - mainly knowledge

Assessment

How do we assess in year 2?

Master quizzes	Standard quizzes
<p>Quizzes knowledge and depth of understanding for a specific area of the curriculum.</p> <p>Gives a raw score/ percentage. Use the terms explorer, master, voyager with children.</p> <p>Lets children know what they do and don't know</p> <p>Frequent</p>	<p>Quizzes current teaching, previous knowledge taught that year and some knowledge from previous curriculums.</p> <p>Gives a raw score/ percentage. Use the terms explorer, master, voyager with children.</p> <p>Opens dialogue with children around next steps.</p> <p>At the end of a concept or cycle</p>

Marking and feedback

Training children to be successful peer markers and reviewers in Year 2 is essential to becoming a Year 2 learner. For this to work successfully in your classrooms learners need to:

- Have tools to support them in peer marking (tools created with children have the biggest impact)
- Have specific training/ lesson time dedicated to successful peer review
- Be modelled by teachers when marking how to have successful dialogue
- Be trusted and enabled to learn from their mistakes when peer reviewing

	Expectations	Symbols and codes
Overview	<p>Regular verbal and written feedback</p> <p>Use of marking ladder to inform marking</p> <p>Use gold and green to review learning. When showing growth, children should draw a green box using a ruler around their redrafted/improved piece</p> <p>Use gold to show where standard has been met</p> <p>Use green to identify areas for growth - use green to create next steps for redrafting.</p> <p>All work must be reviewed each lesson by either self, peer review or with a teacher.</p> <p>Marking should be reflected by the working wall - children must move their names on their Working Walls so that teachers can use self/peer assessment to inform future planning.</p>	<p>VF - verbal feedback</p> <p>GG - guided group</p> <p>I - independently</p> <p>S - supported</p> <p>Symbols should be used to ensure effective clear communication between everyone. (see symbols document being created)</p>

Homework and Parental Engagement

Homework in Year 2 will never be something new. It is learning to consolidate and practice key concepts from the week.

Where possible, mathletics and timetable rockstars are used to promote enjoyment and partnership of learning outside of school. Children will receive certificates linked to their achievements from the use of these programs at home. Therefore, these certificates must be awarded in celebration assembly once a week.