

MEET THE TEACHER

YEAR 2 SYCAMORE



Success for All

THE TEAM

YEAR 2

MRS FRANCIS, MRS HUNTER, MRS CURRAN

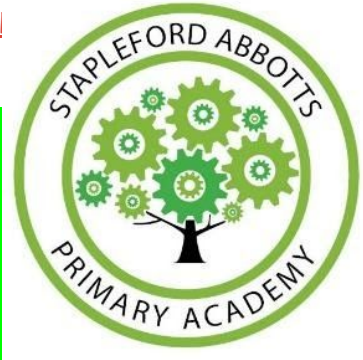


Inspire. Believe. Achieve

TIMETABLE

- TIMETABLE - <https://docs.google.com/document/d/13AVRkTHYRUQVQONGHIXEBDKTDIWDm27G/edit>
- PE DAYS: MONDAY & FRIDAY
- UNIFORM POLICY - SCHOOL LOGO, BLACK SHOES
- OUR WEBSITE AND EXPECTATIONS

<https://sites.google.com/tkat.org/sapa-primary-school/school-com/>



HOMEWORK EXPECTATIONS

- OUT FRIDAY IN WEDNESDAY, MATHS AND ENGLISH IN CGP BOOKS
- SPELLING TEST FRIDAY MORNING - BACK OF HOMEWORK BOOK



READING RECORDS EXPECTATIONS

Victor Vocabulary might ask...

What does this word/sentence tell you about _____?

Can you find a word/sentence that backs up what you have just said about _____?

Why did the author use the word _____ to describe _____?

How does this word/description make you feel?

Can you think of another way of saying _____?

Which words has the author used to make you feel happy/angry/worried/frightened/nervous?

Why is this word written in bold/italics/capital letters?

What effect has the author created by repeating the word/phrase _____?

Can you give me another sentence with the word _____ in it?

Can you read around this word to work out what it means?

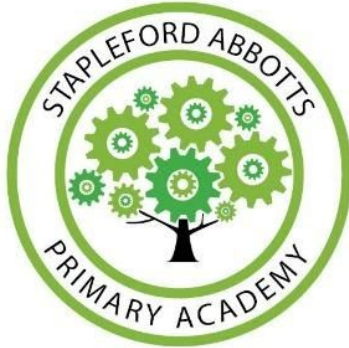
How/where can we find out the meaning of this word?

Can you find any noun phrases used to describe _____?

Can you find any adjectives used to describe _____?

Can you find any adverbs to describe how _____ was done?

Can you explain _____ in your own words?



Vocabulary Victor might ask...

What does this word tell us about the character/setting/atmosphere?

Look at that sentence/passage and circle a word/phrase that means the same as _____.

Which words/phrase in this text give us the impression that the main character is _____?

Which words/phrase in this text give us the impression that the setting is _____?

Which words/phrase in this text give us the impression that the atmosphere is _____?

The author uses words like _____ to describe _____. What impression does this give us of the character/setting/atmosphere?

The author describes the main character as _____. Think of another word that could have been used instead.

Why did the author use the word _____ to describe _____?

How does the author make the reader feel _____ in this part of the text?

How has the author's choice of words created the feeling _____?

What do phrases such as _____ tell you about _____?

What might that mean?

What do you think the writer is saying, when they _____?

What does that imply/suggest/indicate about _____?



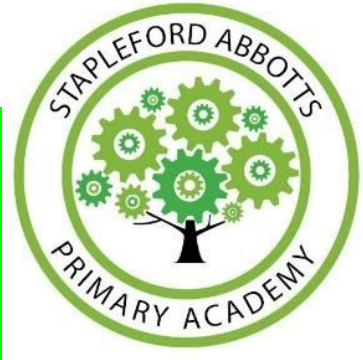
PHONICS/SPELLING

- HOW TO HELP AT HOME



MATHS MASTERY/TTROCKSTARS

- LOGIN DETAILS ON A LETTER SENT OUT LAST WEEK



TOPICS

-THROUGHOUT THE YEAR WE WILL LEARN:

-CORE KNOWLEDGE -PARENTS TO QUESTION



DATES FOR THE DIARY

- CLASS ASSEMBLY

- READING CAFE



PROMOTE BREAKFAST CLUB / PTA / PARENT GOVERNOR



READING CURRICULUM

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

WRITING CURRICULUM

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.

MATHS CURRICULUM

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.

QUESTIONS

