



Elijah Class - Year 2
Key stage 1
Curriculum Presentation 2022

‘Encourage and Support’



Teaching Staff



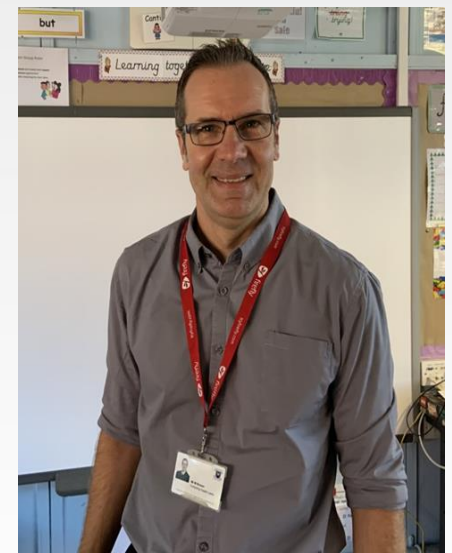
Mrs. Ruane
Class Teacher



Mrs. Eady
Class TA



Mrs. Brewster
Class HLTA



Mr. Brewer
ICT Teacher



Daily Routine

- Early morning work (8.40am)
- English
- Assembly
- Break
- Phonics
- Maths
- Magic 10
- Lunch
- Reading
- Other subjects (Blocked Curriculum Time History/Geography/Science/RE/PE)



Autumn Curriculum

Humanities

- Beginnings- Creation, Signs and Symbols & Advent (RE)
- Events beyond living memory, Sappho (History)
- Why does it matter where my food comes from? (Geography)

Science

- Introduce Living Things and their Habitats (Science)
- Introduce Everyday Materials (Science)



Knowledge Organisers

- Used across the curriculum.
- Can be downloaded from the school website.



Remember

MRS GREN



Assessments

- Writing – cold and hot tasks.
- Maths – rising stars assessments throughout the year.
- GPS and reading – rising stars assessment towards the end of the year.



Homework Expectations

SATS Buster 10 Minute Tests:

- One test in each book per week (Maths, Grammar and Reading).

Maths:

- Times tables rock stars (5 minutes daily)
- Mathematics activities (set weekly)

Spelling:

- Spelling focus linked to phonics scheme and will be done as dictation within class.

Reading:

- Every day for 5-20 minutes across range of genres.



Physical Education / Games

- PE kit – must have PE kit on Monday & Thursday
- Earrings – please do not wear them on PE days (*if they are worn, then children must be able to take them out independently*).

Current area of focus:

- Points of contact (gymnastics)
- Fundamentals



New phonics scheme – Sounds Write



- New scheme being rolled out across both schools in the federation
- Starts with sounds not spellings
- Children are taught to listen to sounds in words and then taught the spellings that make those sounds
- Phonics lessons being taught across the school from EYs to Y6 (alphabet code knowledge, alternative spellings, polysyllabic words)
- Main differences – precise pronunciation, sounds taught in context of words and not in isolation, no pictures or actions to represent sounds, no teaching of rules
- Teaching sequence constantly builds on prior knowledge and gives time to rehearse and practise



Reading



- There are no colour levels as we have had previously
- New decodable books have been purchased to allow children to practice the sounds that they have been taught in school
- Children will have been explicitly taught sounds and will have had practise of reading and writing these sounds in the classroom
- Books they bring home will therefore be practising words they already have seen and learnt
- Aim is that they can read the books



Spellings



- Shortly spellings will be sent home as another way of the children practising what they have learnt and practised in the classroom
- Spellings to be learnt will come home showing you how they are split into their sounds or syllables
- Words coming home are those that all children are expected to spell accurately, both individually and in the context of written sentences
- “Say the sounds and write the word.”
- No longer practising spellings with ‘look, cover, write, check’, rainbow writing etc.



More Information



- Sounds Write Information Evening to be held next half term
- Date to be confirmed



Other Information

- Phonics – Sounds-write.
- Interventions.
- Positive Recognition board (Above and Beyond).
- Smart walking – Ready, Respectful & Responsible
- Self and peer assessment (purple pen).
- Learning Intentions – once a week containing information about the following week.