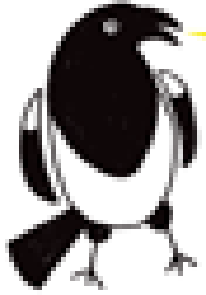




English in Year 2



Talk4Writing

- ▶ Whole school approach to teaching writing
- ▶ Children immersed in the text type
- ▶ 3 'I' journey;
 - ▶ Imitation
 - ▶ Innovation
 - ▶ Invention

Imitation

- ▶ Children read a new text and select features of that text type.
- ▶ Follow a text map and learn actions to help retell the text.
- ▶ Explore the features of that text type.



Innovation

- ▶ Children make their own changes to the learnt text.
- ▶ They then create their new actions to prepare for writing.

Invention

- ▶ The children write their own version of the text type using their text map and actions.

Reading



- ▶ Reading at home

Read and record in the diary three times a week

- ▶ Reading in school

Throughout all our learning

Individual reading at least once a week - recorded in reading diary

Spelling

- ▶ Year 2 common exception words- nationally decided words
- ▶ Children should be able to spell most of these words correctly by June to reach the expected standard
- ▶ Spellings sent home weekly - support at home will benefit
- ▶ Children practise in school during phonics sessions
- ▶ Spelling quiz on Fridays





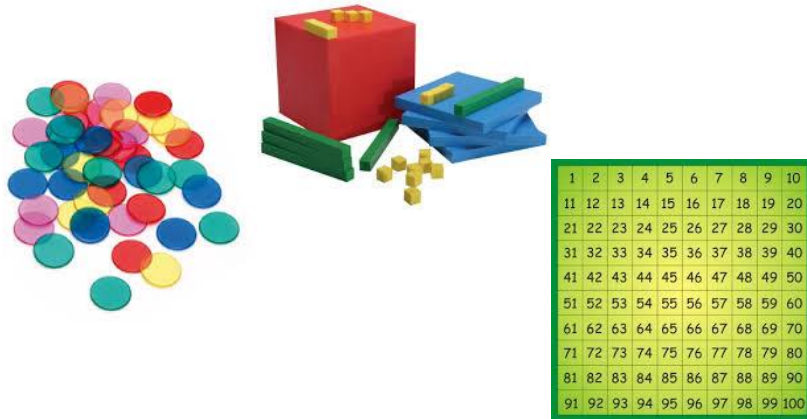
Maths in Year 2

Addition Strategies



- ▶ Practically – making sets using equipment and adding them together.

- ▶ Numicon
- ▶ Dienes
- ▶ Cubes
- ▶ Objects
- ▶ Counter



- ▶ Big number in head and count on
- ▶ Using the hundred square and number lines counting on the smaller number.
- ▶ Using number bond knowledge

Number Bonds

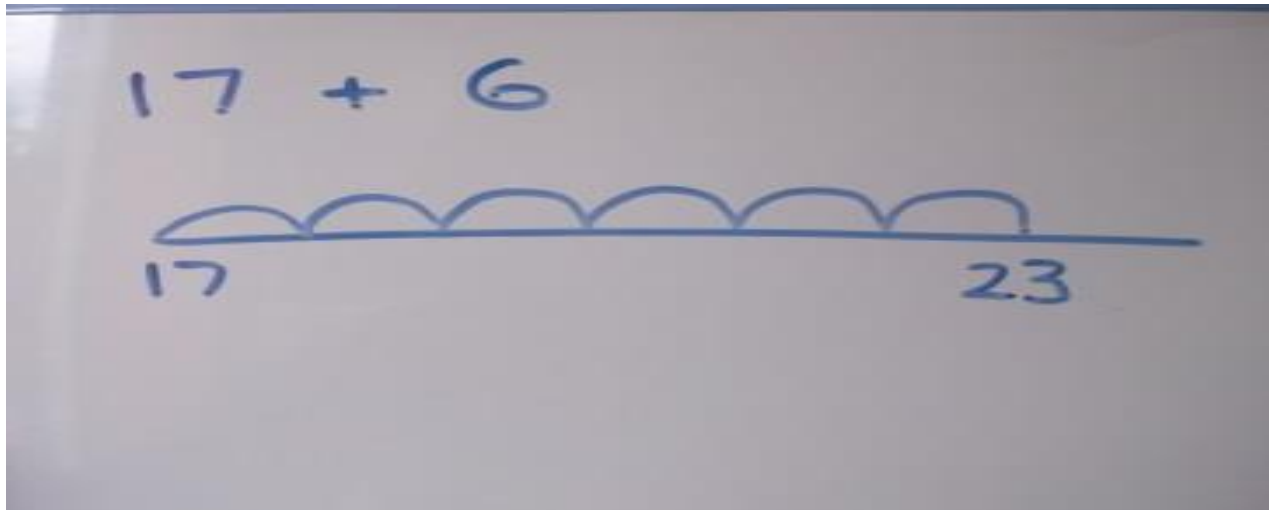
- ▶ Pairs of numbers that total 10 or 20
- ▶ Useful to help solve problems

$$9 + 1 = 10$$

$$90 + 10 = 100$$

Addition on a number line

- ▶ Start on the big number and make jumps in 1's until you have added the correct amount.
- ▶ The children are encouraged to write the numbers at the bottom of the number line as this helps them make sure they are counting correctly.



- ▶ As the children become more efficient in finding suitable jumps, they are encouraged to make jumps of 2, 5 and 10 or even larger depending on the number range they are working within.

Handwritten math showing the addition of 37 and 14 to get 51. Below the equation, a number line illustrates the process: starting at 37, a jump of +10 leads to 47, followed by two jumps of +2 leading to 49 and finally 51.

$$37 + 14 = 51$$

37 47 49 51

67 + 25 =

Addition

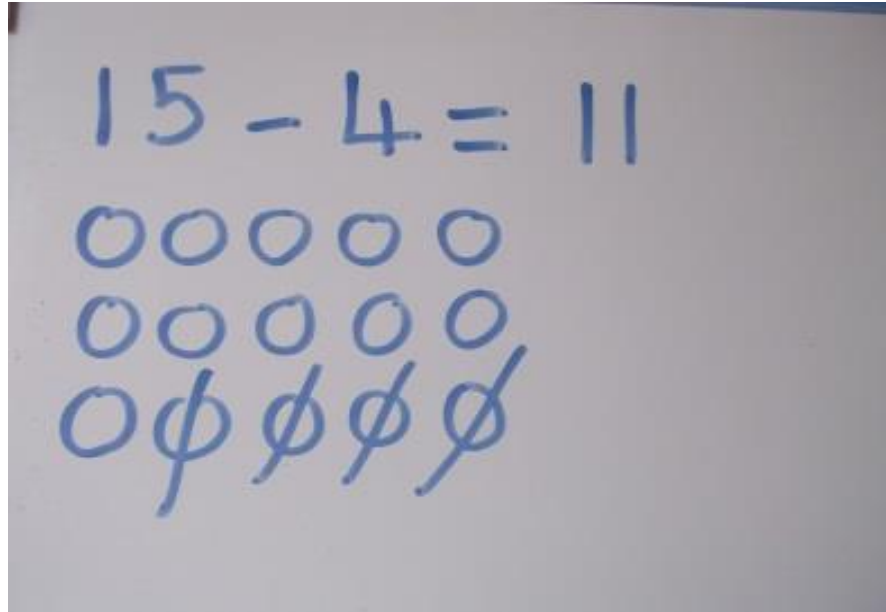
- ▶ Expanded column- partitioning

Handwritten mathematical work illustrating the addition of 34 and 25 using expanded column partitioning. The numbers 34 and 25 are broken down into their tens and ones components: 34 is split into 30 and 4, and 25 is split into 20 and 5. These components are then added in two rows: 30 + 4 and 20 + 5. A horizontal line is drawn under the second row, and the final sum, 50 + 9 = 59, is written below it.

$$\begin{array}{r} 34 + 25 = \\ \begin{array}{l} 30 \quad 4 \\ 20 \quad 5 \end{array} \\ 30 + 4 \\ 20 + 5 \\ \hline 50 + 9 = 59 \end{array}$$

Subtraction

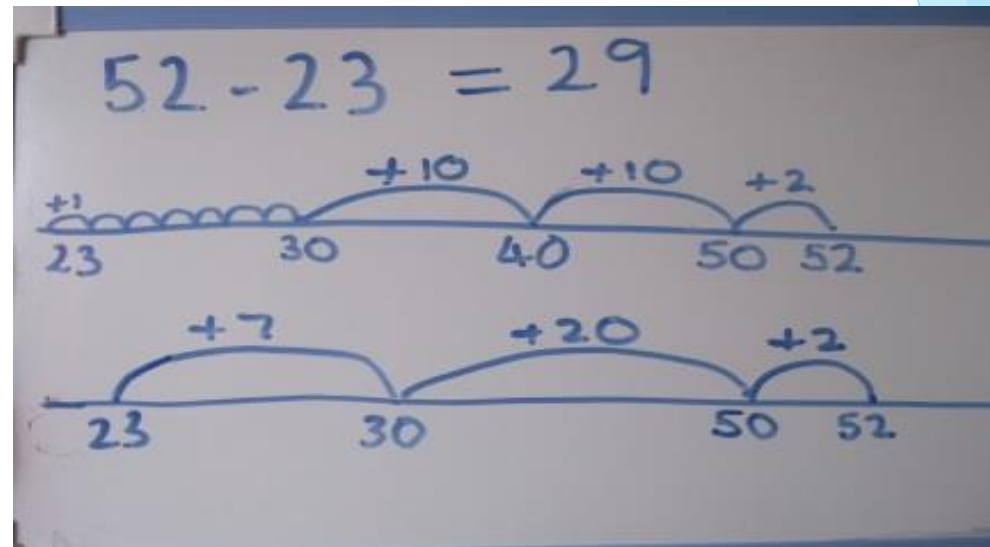
- ▶ Practical – using objects
- ▶ Draw circles/ crosses and cross them off – ideal for small numbers

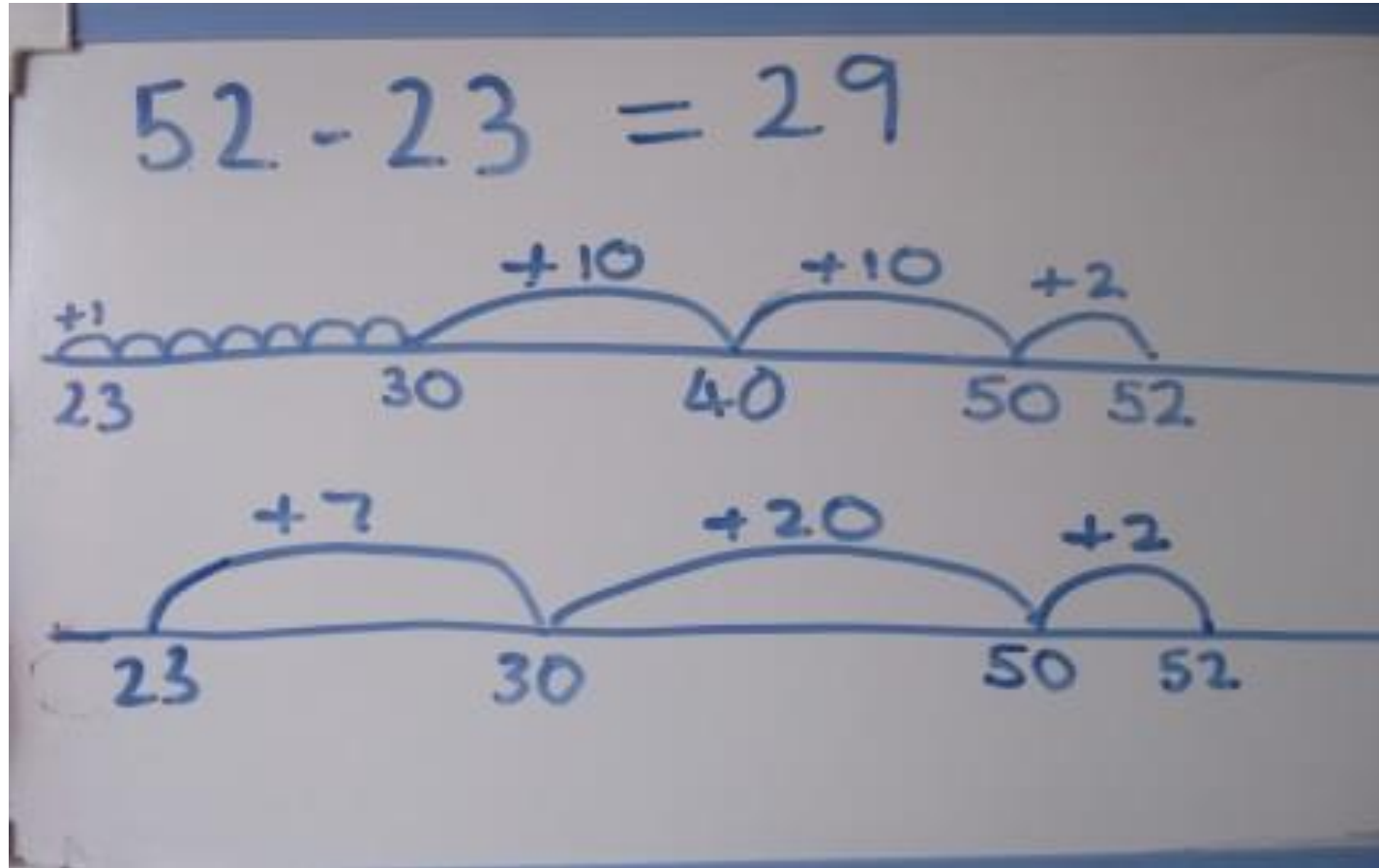


- ▶ Counting back on the hundred square/ number line. Again, ideal for smaller numbers.

Subtraction- number line

- ▶ In order to progress onto subtraction on a number line they need to be able to manage addition on a number line
- ▶ The children plot the numbers on the number line and *find the difference* between the two numbers
- ▶ We start with small value jumps, progressing to larger value jumps when they are confident.





$37 - 12 =$

Multiplication



- ▶ There is a high expectation that in year 2 children will learn and be able quickly recall the 2, 5 and 10 times tables.
- ▶ This is done in class a part of songs and activities but we also hope it is supported by home learning.
- ▶ Table troopers
- ▶ Here is one of the songs that we use to help learn the 5 times tables.

Cowboy fives...

<https://www.youtube.com/watch?v=5FaBDq0miyI>

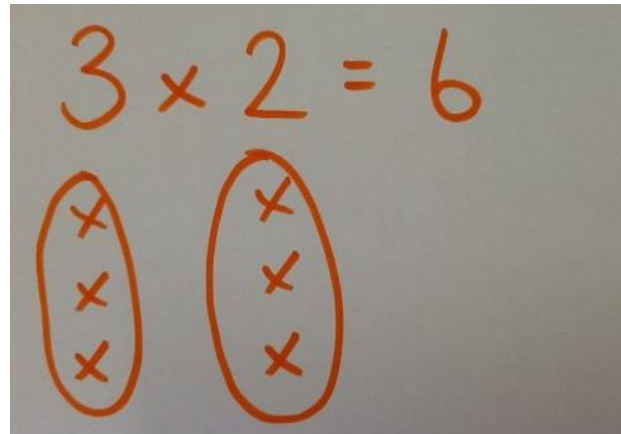
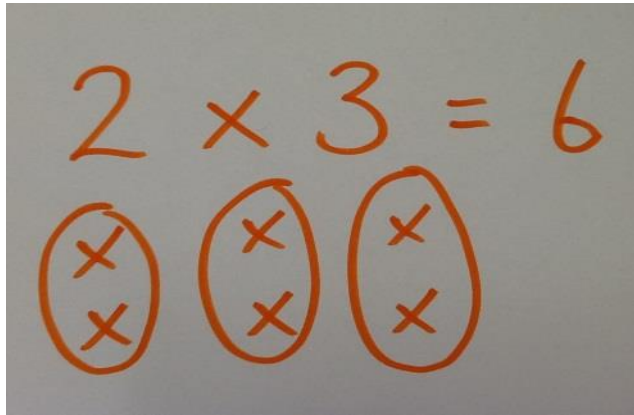
- ▶ There is also focus on some of the other times tables such as the patterns in the 11 and 3 times tables.

Arrays

▶ $2 \times 3 = 6$ 2 three times which we represent in an array

Or

▶ $3 \times 2 = 6$ 3 two times which we represent in an array



Division - Sharing



- ▶ Right from the start we try to get the children to recognise the link between multiplication and division.
- ▶ As always the children are introduced to division practically and share out objects into hoops.

Try: $12 \div 3 =$

