



Year 2 Magpies curriculum workshop

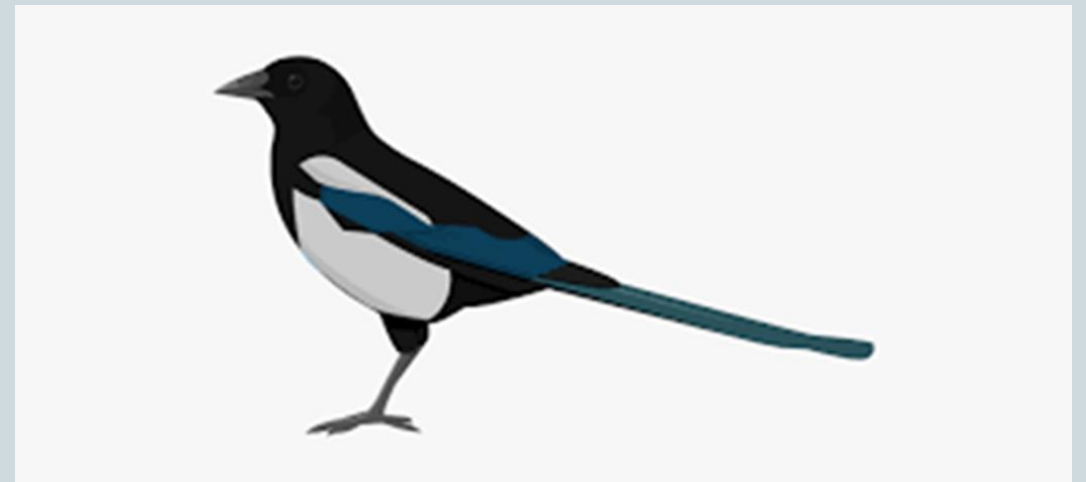
2022

Please make sure you have signed the register.

Please help yourself to refreshments.

Year 1 Magpies Team

- ▶ **Mrs Panton – Class Teacher**
- ▶ **Mrs Brace – Teaching Assistant**
- ▶ **Mrs Lefournour – Academic Mentor**



Aim of today's session:

To provide parents with:

Keeping children safe online

An overview of the curriculum content for Year 2

How you can help at home.



**Look out for top tips and helpful information released with our fortnightly newsletter.
You can also find a link to online safety information on the website in the safeguarding section**

What does your child love doing online?
What services and devices do they use?

The online world can be exciting and inspiring. It has lots of opportunities to offer young people. However it is important to manage and minimise the associated risks.

At Coton-in-the-Elms Primary we teach children to be SMART online.



S SAFE Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online. 

M MEETING Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present. 

A ACCEPTING Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages! 

R RELIABLE Information you find on the internet may not be true, or someone online may be lying about who they are. 

t TELL Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.  You can report online abuse to the police at www.thinkuknow.co.uk 

Personal Information



We always teach the children to never post any personal information anywhere online.

If they want to play a game that needs a username online, try to make sure they use a made up name e.g. Captainfantastic326.

If their photo appears on the school website or around school, it will never be displayed with their full name.

YouTube



YouTube DO NOT censor their adverts –adverts or video comments may not be appropriate for your child.

When searching, your computer/tablet history will affect their search results.

This may result in inappropriate adverts appearing.

Be aware of what you search for on shared devices.

Create child friendly accounts for YouTube/Google for your children to use.

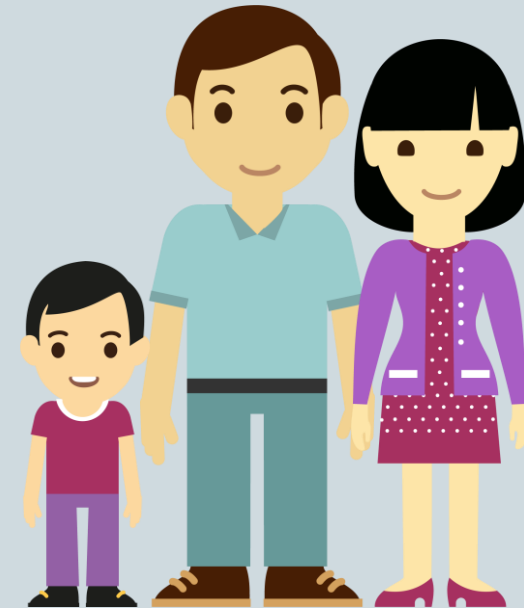
What can you do?

- **Talk to your child about their life online**
- **Make sure your child knows they can always come to you for help and they won't be blamed**
- **Don't threaten to ban technology**



Practical steps you can take

- **Create a family agreement and regularly review**
- **Primary aged children should only be live streaming and gaming in public rooms**
- **Use parental controls**
- **Ensure that explicit websites are blocked at source through your service provider e.g. Virgin Media, Talktalk**
- **Report any concerns to local police, CEOP or the NSPCC**



Talk to your child

- Find a good time and place
- Think about how you are going to introduce the subject
- Explain any worries you may have



Listen. Don't judge. Learn...

- Where do they go online?
- What do they like?
- What don't they like?
- Make sure they know they can come to you





Resources for primary aged children



4-7s: Watching Videos

https://www.thinkuknow.co.uk/4_7/4-5/videos/




CEOP

<http://www.ceop.police.uk>

Think You Know

www.thinkuknow.co.uk



I am a child or a young person 

You can change who you would like to see information for here

- a parent
- a worried friend
- a concerned adult

What happens when you report?

Are you worried about online sexual abuse or the way someone has been communicating with you online?

Make a report to one of CEOP's Child Protection Advisors

Should I make a report to CEOP?

If you're worried about online abuse or the way someone has been communicating online, let CEOP know.

What happens when I make a report?

One of our experienced Child Protection Advisors will be there to make sure you get the help that you need.

How can CEOP help me?

Online abuse affects many children and young people every day. CEOP has helped thousands of people in need of support.

Curriculum map – on our website (subject to change!)

Yearly Curriculum Overview 2022-23

Year 2

YEAR 2	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Focus Value (school value link)	Hope (Awe and Wonder)	Dignity (Compassion)	Humility (Compassion)	Courage (Perseverance)	Compassion (Compassion)	Wisdom (Excellence)
PHSE theme	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Educational visit/visitor (1 per half term)	Magic Door Florence Day	Mini-beast day (Pond dipping/bug hotels)	Barton Marina – canal boats		Visit to Swadlincote pottery museum	Local mapping/Rolleston Forestry Centre/Dance in the Forest
Reading Whole class text (reading for pleasure)	Marmalade Vlad and the Florence Nightingale Adventure	The Pirates Next Door Series	Fiat Stanley	Slime	The Owl Who was Afraid of the Dark	Marv and the Pool of Peril
Focus/model texts used in reading/writing	Jaws and Claws and Things with Wings Dear Greenpeace First News	Atlases and books about countries Polar Express The Christmas Story	The Story Machine Link to ICT	Jack and the Beanstalk Tell Me a dragon The Disgusting Sandwich	The Fantastic Flying Books of Mr Morris Lessmore Poetry examples	Paddington Postcards The Day the Crayons Quit Recipes
Writing outcome/genre/	Poetry –Kenning (1 week) Letter writing (2 Weeks) Newspaper Writing	Information text (non-chronological report) Retelling narrative Writing Letter to Santa	Instructions Explanation Narrative	Traditional Tales Description Information Recount Writing	Recount Narrative Calligrams	Postcards Procedural Instructional Writing



History and Geography



Each half term we focus on either History or Geography. Children focus their learning around a big question and we learn through an investigative approach.

History	History of Nursing How did Florence Nightingale and Mary Seacole change nursing?		History of Transport Local History Study Has transport made the world smaller?		Local History How has pottery changed our lives?	
Geography		Continents and Oceans What is the world?		Commonwealth Contrasting non-European country What is the Commonwealth?		Mapping skills What are maps for?

Music topics:

Whole class instrumental lessons (ukulele)

African call and response song (theme: animals)

Musical Me

Myths and Legends

Orchestral Instruments (theme: traditional western stories)

On this island: British songs and sounds



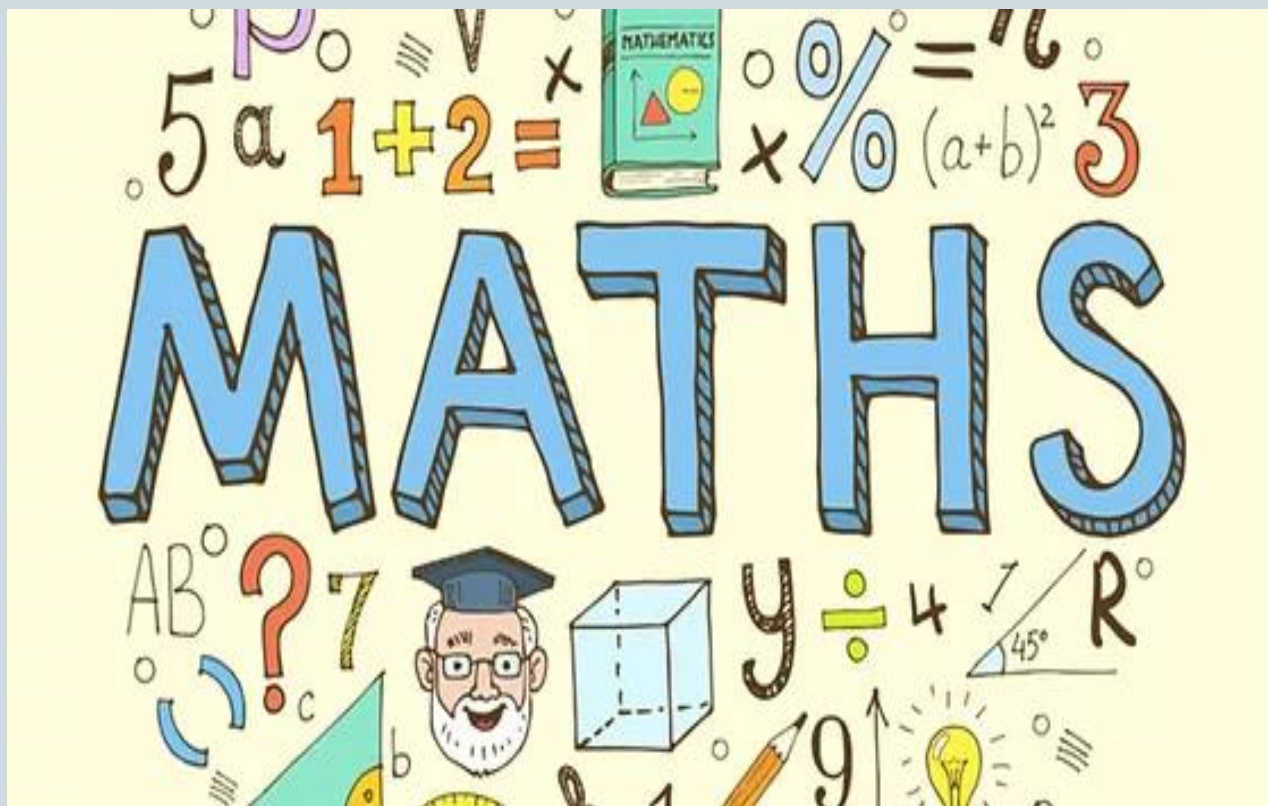
Planners

Primary method of communication

- ▶ Homework acknowledgement of completion
- ▶ Messages
- ▶ Change of adult collecting
- ▶ Reading record: please record any reading completed at home
- ▶ Checked daily by staff
- ▶ Supportive learning tool – sentence tricks, conjunctions, number grid, x table square



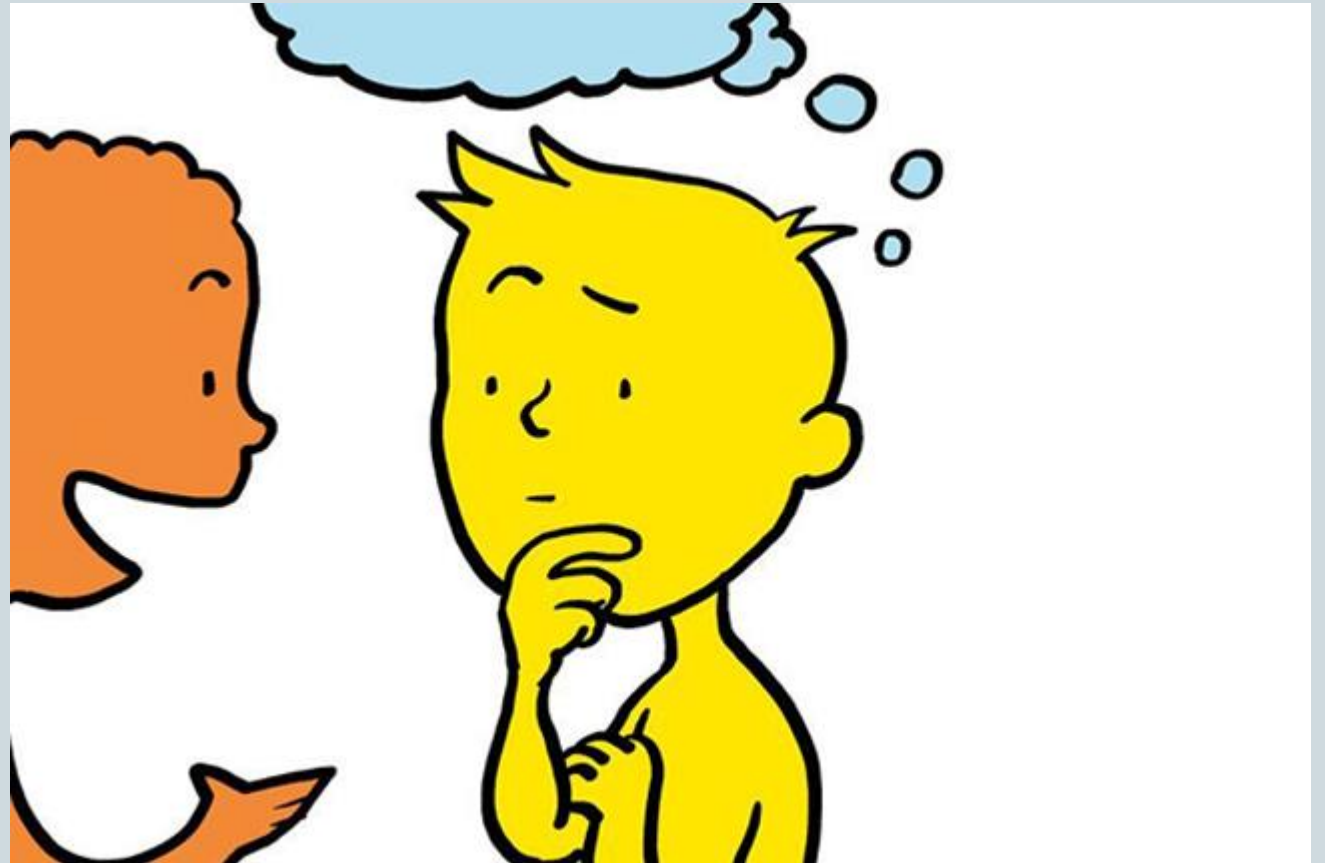
Pupil Planner



Maths!

Are we talking the same language?

Numeral
Number
Digit

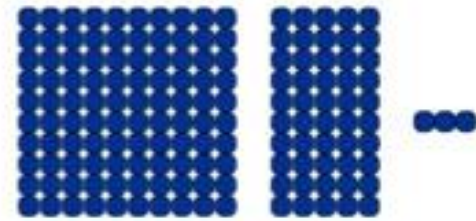


1 5 3

digit digit digit

153

numeral



number

d o g

letter letter letter

dog

word



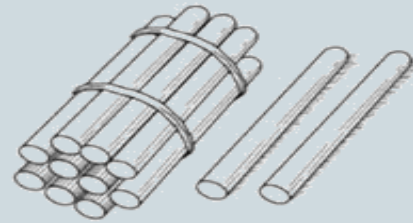
idea

Process of learning



This happens in most lessons – all the way up to Year Six

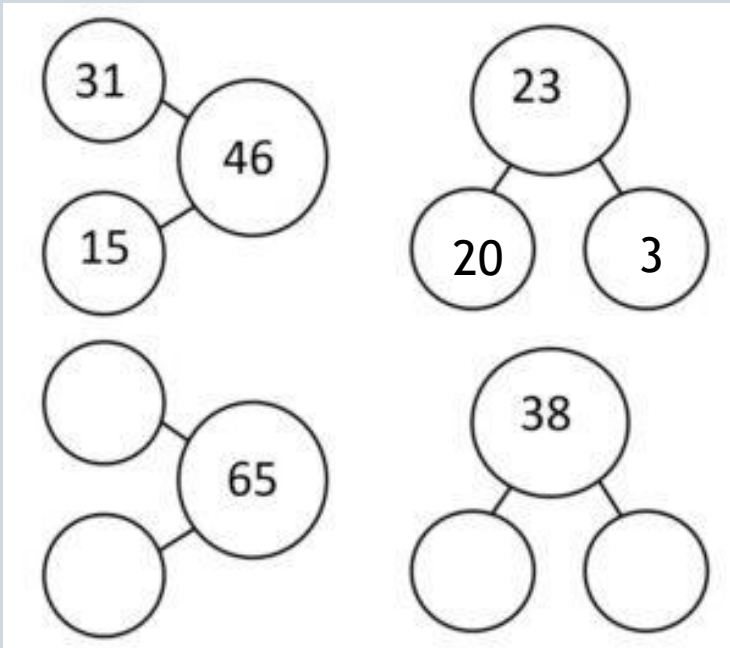
A range of resources



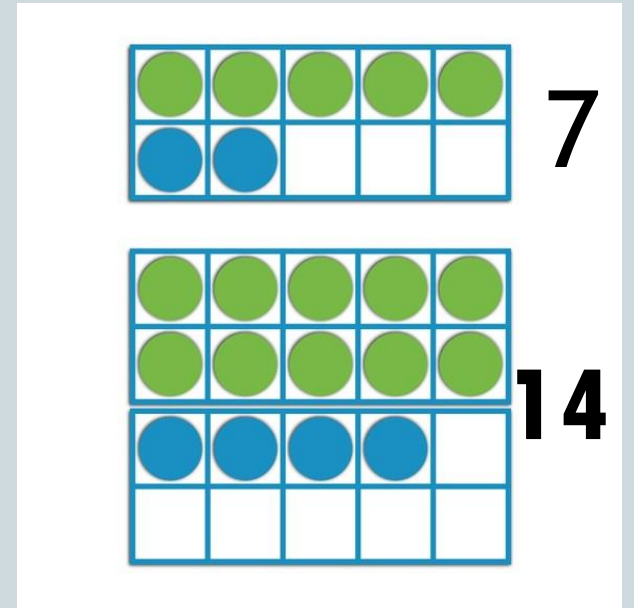
100	10	1



Representations



Tens	Ones
1	4



14

Children will continue to use representations they are familiar with from Year 1 with growing independence and understanding.

Multiple representations

“If we do not use concrete manipulations, then we can not understand mathematics. If we only use concrete manipulations, then we are not doing mathematics.”

Gu (2015)

Maths targets

1. I can tell whether a number is odd or even.	2. I know what each digit means in two-digit numbers such as 24.	3. I can find and show numbers on a number line.	4. I can read and write numbers to 100 in digits and words.	5. I can add or subtract numbers using objects or pictures to help me.	6. I can order numbers up to 100 and tell you which numbers are bigger or smaller.
7. I can add or subtract three numbers such as $2 + 5 + 9$.	8. I solve problems using number facts such as $18+2=20$ and what I know about the value of digits in a number.	9. I can answer addition and subtraction problems using objects or jottings to help me work it out.	10. I answer problems with addition and subtraction using my number facts to 20 and other number facts up to 100.	11. I know that adding two numbers together can be done in any order but subtracting numbers can only be done in one order.	
12. I can solve addition and subtraction problems and work out how I answer it on paper or show you how I did it in my head by explaining step by step.	13. I know my 2 and 5 and 10 times tables by heart	14. I can count forward and backward in steps of 2, 3, and 5 from 0, and make jumps in tens from any number.	15. I know that the multiplication of two numbers can be done in any order, but that the division of numbers can only be done in one order.	16. I can solve multiplication and division problems using times table facts and objects or pictures to help me.	17. I can check my answers or solve missing number problems by doing an inverse check.
18. I use the greater than, less than and equals signs in maths and know what they mean.	19. I can find $\frac{1}{3}$ or $\frac{1}{4}$ or $\frac{2}{4}$ or $\frac{3}{4}$ of a shape, length or set of objects.	20. I can write simple fractions sentences such as $\frac{1}{2}$ of 6 = 3 and know that $\frac{2}{4}$ equals $\frac{1}{2}$.	21. I can order combinations of mathematical objects in patterns and sequences.	22. I can describe my position, direction, and movement, including describing turns as quarter, half and three-quarter turns in clockwise and anti-clockwise directions	

Spellings

Spellings are given out weekly and follow a particular spelling rule.

There are also 64 Year 2 common exception words to know.

Reading:

*when print collides
with imagination.*

magic





We now follow Little Wandle program from EYFS.

Due to transition across schemes, we continue to utilise their reading approach of delivering 3 adult led reading sessions per week

Day 1 – decoding

Day 2 – prosody (expression)

Day 3 - comprehension



Prosody



prosody

/ˈprɒsədi/

noun

1. the patterns of rhythm and sound used in poetry.
"the translator is not obliged to reproduce the prosody of the original"
2. the patterns of stress and intonation in a language.
"the salience of prosody in child language acquisition"



Strategies for teaching prosody:

- **Model this effectively to children and allow them time to practise. Draw on how important punctuation and the way the text is printed on how we read the text.**
- **Pre-tutor the tricky words (the strategy check part.)**
- **Use MTTT approach for children to hear a good model and then to have a turn. Echo reading.**
- **Children read the book using fluency, teacher listens to children read. Children re-read again if expression isn't quite right.**
- **Use of reading volunteer helpers.**

Let's eat Grandma!

Let's eat, Grandma!

Commas save lives



What's that in the road, a head?

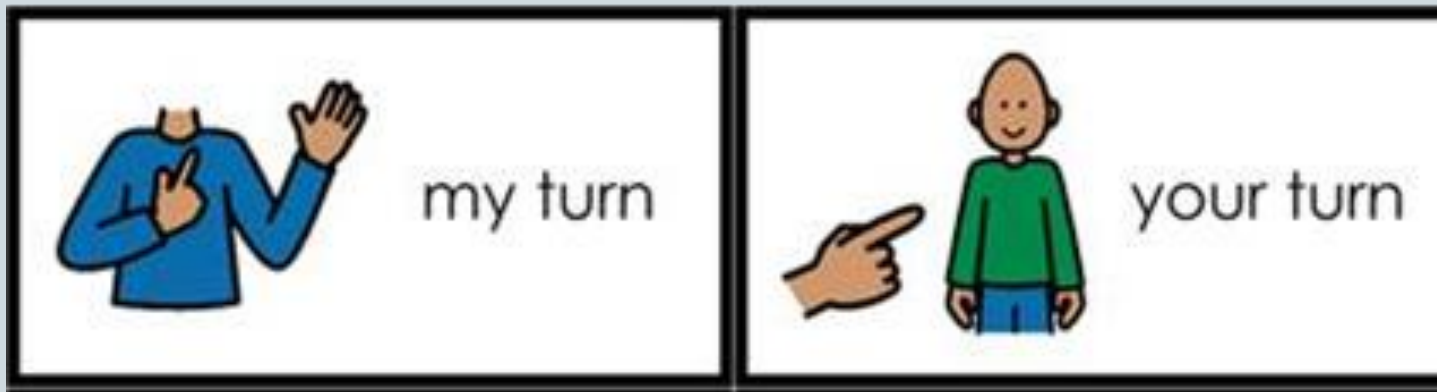
VS

What's that in the road ahead?

Echo reading

Use my turn, your turn (MTYT)

Great way to teach Prosody.



Why is comprehension important?

1. In the poom bango, where is it best to keep your swobble?
2. Why do you need to put it there?
3. If you don't cover your head with a klikop, what will happen to your ears?

When travelling in the Poom Bango, it's always best to put your swobble into a nikgut. This will keep it safe from the pesky boopswaps who will tend to pondon it and ruin it forever.

As for yourself, make sure you cover your head with a klikop, otherwise you will find your ears being gitnopped by the slin. It's always best to wear a pronlin on your feet so that you don't sink into the twing twong. If you do sink though, don't panic! Use the leaves of a grattenhaller to pull yourself out. They are always growing at the edge a twing twong.



Finally, if you spot a herd of yimmer, on no account approach them. They love to eat villempe and you'll find the whole herd following you and trying to push their noses into your jansy. Although they are not particularly dangerous, their big bwitloppers can soon knock you over. Once you are on the floor, they will crowd you and stand on you in their efforts to find the villempe.

Promoting reading for pleasure

Year 2 Book Award Record - Topaz award



Name: _____

An adventure story	Martin Waddell	Anne Fine	A book your friend likes	Nick Sharratt
A.A. Milne	Judith Kerr	A book of non-fiction	Michael Rosen	Mairi Hedderwick
Anthony Browne	A recipe or a set of instructions needed to make something	 Your choice	 Your choice	My class poem Sunflakes Frank Asch
A magazine	A book that starts with speech	A chapter book	Jill Murphy	A book my teacher recommended
A book about another culture	Beatrix Potter	A science book	A book about animals	A book linked to topic

Bronze Award

"I've achieved 10 of the book challenges"

Silver Award

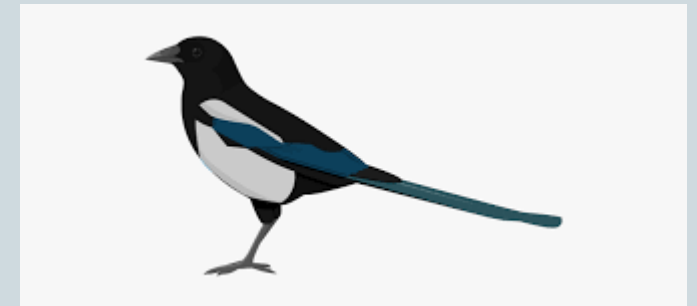
"I've achieved 15 of the book challenges"

Gold Award

"I've achieved 25 of the book challenges"

Topaz Reading Certificate and entry into the prize draw

Reading targets



1. When I see a word that I have not read before, I can sound out the word without help from an adult.	2. I can read words with common word endings, such as -ing and -ed.	3. I can read words quickly because I know how to sound out all parts of a word.	4. I can read a range of unusual words from our word lists.	5. I can read most words quickly and accurately.	6. I read by blending together the sounds I know and can read out within a word.
7. I can read words with two or three syllables.	8. I check what I am reading makes sense as I read through it.	9. I discuss the meaning of words.	10. When I re-read my books, I become better and better at reading the text.	11. I can explain and discuss what has happened in books that either I have read or have been read to me.	
12. I can predict what happens next in a story, using what I already know has gone on before.	13. I can tell you why a character says the things they do/behaves in the way they do.	14. I can tell you why certain things happen in a book	15. I can answer and ask questions about what I have read.	16. When I read, I can tell you about things in the order they happen and if they are connected.	17. I listen, discuss, and can say what I think about poems, stories and non-fiction books I have read.
18. I take turns to discuss and listen to others about what I have read.	19. I can tell you about non-fiction books and how they are set out	20. I am happy to tell you my favourite words and phrases from my reading.	21. I can recognise simple language patterns in stories and poems.	22. I can say out loud a number of poems I have learnt.	



Library



- ▶ Our Library slot is on a Friday morning. If they forget to bring their book, they will still visit the library to enjoy the books with their friends but they won't take one home that week.



In writing we use the sentence tricks to help improve our ideas.



<p>1. Sentence Trick</p> <p>Change boring verbs for powerful verbs.</p> <p>The man went down the road. Shuffled/sloped/skipped/ strolled/stumbled/hopped/ limped/raced/ran/sprinted/straggled/charged/b oated/crawled</p>	<p>2. Sentence Trick</p> <p>Add adjectives to describe nouns.</p> <p>The fat, happy man went down the long road. The mean, kindy man shuffled down the dusty road. An old, rusty nail was all I could find in the horridful box.</p>
<p>3. Sentence Trick</p> <p>Add TV words (ADVERBS) to describe HOW the man went.</p> <p>The man went slowly down the road. Slowly, the man went down the road. ADVERBS are mobile words- they can move about in the sentence.</p> <p>The man went down the road, slowly.</p>	<p>4. Sentence Trick</p> <p>Add ADVERBS about WHEN and WHERE.</p> <p>When? Last night, the man went down the road.</p> <p>Where? The man shouted in the street. I could see the mouse under the table.</p>
<p>5. Sentence Trick</p> <p>Draw in a clause- They usually start with a WH word.</p> <p>The man, who was very angry, went down the road. The box, which was very small, was found.</p>	<p>6. Sentence Trick</p> <p>Start your sentence with an 'up' word.</p> <p>Slipping down the road, the man tripped and fell. Laughing out loud, John finally understood the joke. Stumbling across the floor, Jill looked nervous.</p>
<p>7. Sentence Trick</p> <p>Give your characters feelings by using another word for 'only', an adverb and an action.</p> <p>"No", said Rashid. Could be written as... "No!" screamed Rashid furiously, as he wiped the tears from his face and charged into his bedroom.</p>	<p>8. Sentence Trick</p> <p>Create suspense! Use short sentences.</p> <p>Sam edged his way towards the door of the house. He stopped. Cathy suddenly appeared in the room. A door banged. Cathy jumped. Nothing.</p>
<p>9. Sentence Trick</p> <p>Begin your sentences in different ways. Avoid using 'one day' or 'then'.</p> <p>Before long... To their surprise... As they arrived they could... At that moment... Unfortunately... While they waited... It was too late to do anything so... Whenever John became angry he... As soon as they had...</p>	<p>10. Sentence Trick</p> <p>Use a connective to join or extend your sentences.</p> <p>So, but, because, when, if, which, however, therefore, despite, although, meanwhile, even so, in addition to, also, as well as, nevertheless, contrary to, besides, after, eventually, as soon as</p>

My life

All my life it has been dull, grey and dirty. Everytime I have to ~~wear~~ ^{wear} rags. I live in a hopeless, huge town, it is very dark, so dull and really mean. But one thing i do best is steal and run. On the alley down the ~~street~~ street, I see an old lady she had a really fat bag she was holding really tight. But I know ~~what~~ what your thinking stealing is bad but I have to do it because I am a poor teenager and I don't know anyone. Anyway, I kept holding the bag really tight then the lady said, "If only you plant I will let go" then I promised and I ran without a looking back. But when I open the bag all I saw was acorns they were so perfect. Then I started to plant and plant then I forgot about everything and kept going around the place.

Helping at home



Times tables (2,5 and 10) TT Rockstars

Basic Maths Skills - Numbots

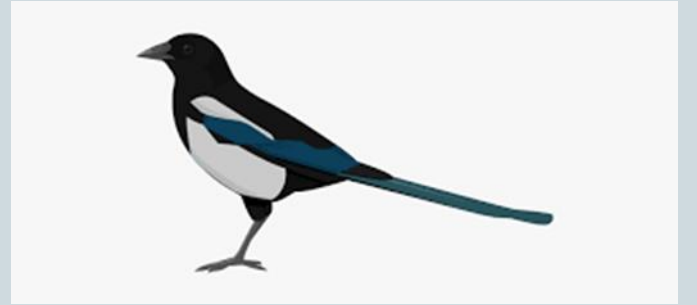
Telling the time and using money

Reading regularly (written in planner)

Learning spellings



The End



Thanks for attending today.

Please complete the evaluation form and hand in.

