Welcome to Year 2

Hello,

My name is Mr O'Donohoe and this is now my fifth year at Anderton. Some of you already know me as I have taught older siblings but for those of you who don't I'll give you a bit of an insight in to who I am.

I have been teaching for 12 years now and prior to teaching worked for Mad Science. Anderton is my first school in Chorley having been born and raised in Bolton – only moving to Chorley 5 years ago. I have two boys – the eldest is 8 and the youngest is 5 so outside of school I have my hands full!

When I'm not taxiing them from one social event/club to another I enjoy playing rugby and recently started playing at Chorley RUFC after 20+ years at Bolton.

I am always available if there are any queries or concerns you may have through Class Dojo or contacting school directly.

I am looking forward to getting to know you and your children better and working together to help them achieve.

Important days in Year 5

Mrs Laithwaite teaches our class on Wednesday mornings.

Tuesday & Thursday – PE

Thursday – Homework to be returned to school

Friday – Celebration Assembly, Homework sent home

Reading books should come in to school everyday along with reading records

Year 2 Rewards

Across school this year we are having a big focus on rewarding behaviour. As part of this we have introduced a reward system based on our dojos.

When children earn their first 100 dojos they will be rewarded with a bronze star and the choice of a book. We will then redeem their dojos so that they can work towards silver (150) and Gold (200).

We will also be having our 'Good to be Green' raffle which will reward those children who have consistently made the right choices through the week and maintained 'green'.

Contact:

Messages via dojo are the quickest and easiest way to get in touch. I am also available after school or a longer appointment can be made if needed.

How you can support your child at home.

- ✓ Read as often as possible with your child, whether it is your reading book or another book from home.
- ✓ Complete weekly homework.
- ✓ Practise handwriting.
- ✓ Practise your child's spellings.
- ✓ Most importantly...spend time together doing things that you all enjoy and that develop their life experiences!

English

Stardust by Jeanne Willis - Narrative

How to Make a Bird Feeder - Instructions

If I Were in Charge of the World by Judith Viorst - Poem

Maths

Autumn term

Place value

Addition and subtraction

Shape

Computing

IT around us

How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, children explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.

RE

Christianity - God

Children will look at Christian beliefs about God as creator and sustainer, and consider how these beliefs might influence Christian attitudes towards the planet. They should be able to retell the creation account in Genesis They will explore how Christians might express their beliefs and values through acts of stewardship and/or through harvest festivities.

Science

Animals including humans

During this unit of work, children will learn about the basic needs that all humans need to survive and live. They will study more closely the importance of exercise, a healthy diet and good hygiene as ways to keep us healthy. They will also look at offspring of different animals and how they develop and change into adults as they grow. Finally, children will also look at ways to keep themselves from becoming ill as well as things they can do if they do become ill.

Anderton Primary School

Autumn 1

Year 2

We Explore

Music

In music we will be looking at the music of Australia. We will compare traditional songs from the area with traditional songs from the UK. We will also look at traditional instruments and other instruments which are played in a similar way

PE

Orienteering and Athletics

We will begin to look at and understand what orienteering is and navigate simple maps.
In Athletics we will work on our fundamental movement skills in relation to running, throwing and jumping.

DT

The children will be investigating shell structures before designing, making and evaluating their own bird feeders.

PSHE

Staying Safe - Tying Shoelaces/leaning out of windows.
We will look at why it is important to be able to tie our laces and move around safely.
Staying Healthy - Brushing Teeth
We will look at how to brush our teeth and why we need to do this twice a day.

Geography

Australia

In this unit we will be looking at the location of Australia as well as being able to name the continents and oceans of the world. We will then compare where we live with places in Australia looking at climate and weather.

# Anderton Primary School
Curriculum Overview 2023/24
Year 2

| Subject	Autumn *We explore*		Spring *We create*		Summer *We innovate*	
School Value	Respect		Appreciate		Persevere	
British Value	Democracy Respect		Rule of Law Individual Liberty		Tolerance of Different Faiths and Beliefs	
English	Stardust by Jeanne Willis - Narrative How to Make a Bird Feeder - Instructions If I Were in Charge of the World by Judith Viorst - Poem		The Crow's Tale by Naomi Howarth - Narrative The Great Fire of London by Emma Adams - Diary		The Building Boy by Ros Montgomery and David Litchfield - Narrative Plants by DK - Information Text Desk Diddler by Michael Rosen - Poem	
Maths	Place Value Addition & Subtraction Shape		Money Multiplication & Division Length & Height Mass, Capacity & Temperature		Fractions Time Statistics Position & Direction	
Science	Animals Including humans		Living Things and Their Habitats		Uses of Everyday Materials	
	Plants		Plants		Plants	
Computing	IT Around Us	Digital Photography	Robot Algorithms	Pictograms	Digital Music	Programming Quizzes
Humanities	Australia - Continents and Oceans		The Great Fire of London		Weather Around the World	
Art			Lowry - Painting and Collage			
DT	Food & Shell Structures				Mechanisms	
PE	OAA Games – Net and wall	Dance – seaside	Gymnastics activity 1	Athletics FMS – Bouncing a ball	Dance – Explorers Games – Striking and fielding	FMS – Final assessment
RE	Christianity - God	Christianity - Jesus	Hindu Dharma	Islam	Christianity - Church	Judaism
Music	Traditional Australian and aboriginal music				Classical Music and Vivaldi's four seasons	
PSHE	Staying Safe - Tying Shoelaces/leaning out of windows. Staying Healthy - Brushing Teeth Hazard Watch- Is it safe to eat or drink?/is it safe to play with?/Summative Assessment.		Relationships – Friendships/Body Language Being Responsible – Water spillages		Feelings & Emotions - Worry, Computer Safety - Image Sharing The Working World- Living in our world/Working in our world.	
Forest School			Forest School			
Visits / Visitors			Lowry			Sleepover
Theme Weeks						
Parent Workshops	Phonics					
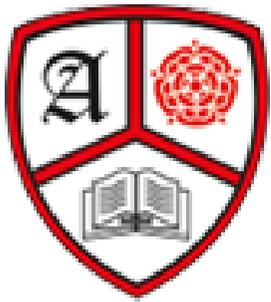
Year 2 Addition

Objective & Strategy & Key Vocabulary	Concrete	Pictorial	Abstract
Adding multiples of ten	50= 30 + 20 Model using dienes and bead strings	__ tens and ___ tens makes __ tens Use representations for base ten.	20 + 30 = 50 70 = 50 + 20 40 + □ = 60 □ + 30 = 50
Use known number facts Part part whole	20 Children explore ways of making numbers within 20	20 □ + □ = 20 20 − □ = □ □ + □ = 20 20 − □ = □	□ + 1 = 16 16 − 1 = □ 1 + □ = 16 16 − □ = 1
Using known facts	Ted Sam	∴ + ∴ = ∴ ||| + |||| = ||||||| ■■ + ■■ = ■■■■ Children draw representations of H,T and O	3 + 4 = 7 Leads to 30 + 40 = 70 Leads to 300 + 400 + 700 '3 things and 4 things is always 7 things'
Bar model	3 + 4 = 7	8 3 + 5 = 8	30 | 14 | 16 14 + 16 = 30
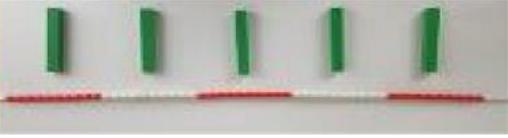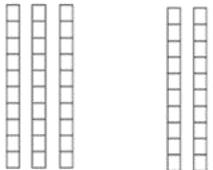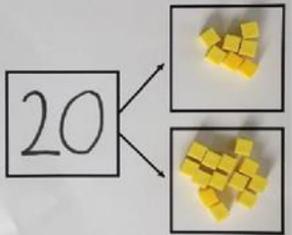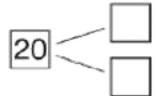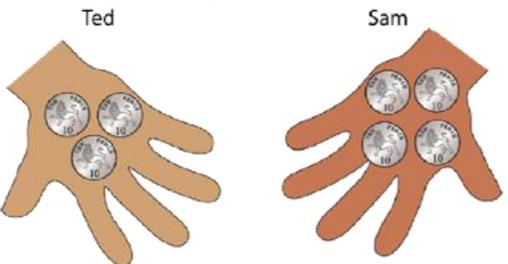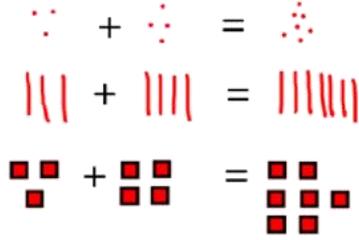
Objective, Strategy **Key Vocabulary**	Concrete	Pictorial	Abstract
Add a two digit number and ones	17 + 5 = 22 Use ten frame to make 'magic ten Children explore the pattern. 17 + 5 = 22 27 + 5 = 32	Use part-part-whole and number line to model. $17 + 5 = 22$ 3 2 20 $+ 3$ $+2$ 17 20 22	17 + 5 = 22 $$\begin{array}{c|c} \multicolumn{2}{c}{22} \\ \hline 17 & 5 \end{array}$$ Explore related facts 17 + 5 = 22 22 = 17 + 5 5 + 17 = 22 22 = 5 + 17 22—17 = 5 17 = 22 - 5 22—5 = 17 5 = 22 - 17
Add a 2 digit number and tens	25 + 10 = 35 Explore that the ones digit does not change	25 + 30 = 55 +10 +10 +10 25 35 45 55	27 + 10 = 37 27 + 20 = 47 27 + □ = 57 □ + 30 = 67
Add two 2-digit numbers without bridging. 'Friendly numbers'	Model using dienes , place value counters and numicon Dienes and part–part–whole model: 45 + 23 = 68 60 + 8 = 68	+20 +5 Or +20 +3 +2 47 67 72 47 67 70 72 Use number line and bridge ten using part whole if necessary.	25 + 47 20 + 5 40 + 7 20 + 40 = 60 5+ 7 =12 60 + 12 = 72
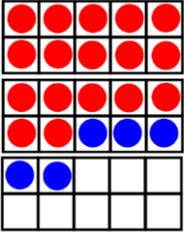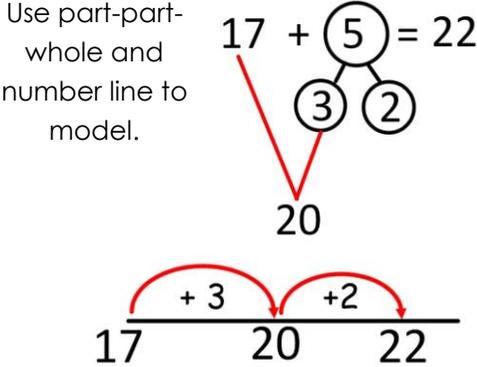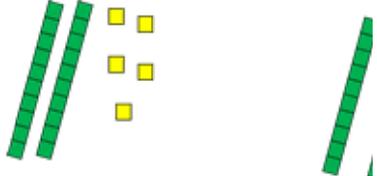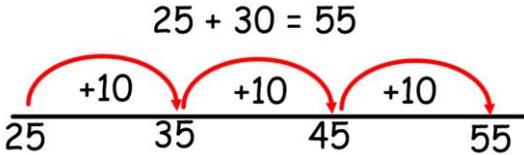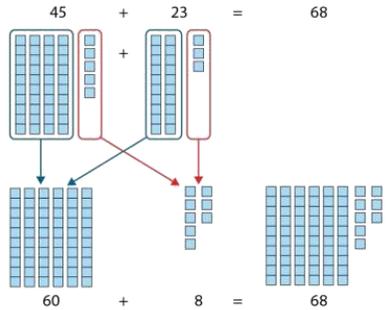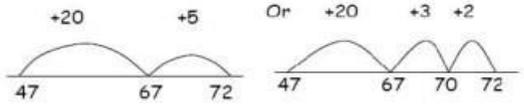
Objective, Strategy Key Vocabulary	Concrete	Pictorial	Abstract
Add any two 2-digit numbers	Dienes and part–part–whole model: 26 + 37 = 63 50 + 13 = 63	26 + 30 + 7 +30 ... +7 26 ... 56 60 63 +4 +3	24 + 38 = ☐ 29 + ☐ = 51 38 + 24 = ☐ ☐ + 22 = 51
Add three 1-digit numbers	Combine to make magic 10 first where relevant, or bridge 10 then add third	Use language of fist, then, then, now Pictorial: First Then Then Now Use part part whole to show magic ten 10 2 + 3 + 8 10 + 3 = 13	④+ 7 +⑥ = 10 + 7 10 = 17 Combine the two numbers that make/ bridge ten then add on the third.
Adding two numbers that bridge 10.	magic ten Use double sided counters and ten frames. Move counters to fill the ten frame and make Magic 10	+3 +2 7 10 12 +5 Show on a number line how 5 is portioned into adding three, then adding 2.	7 + 5 3 2
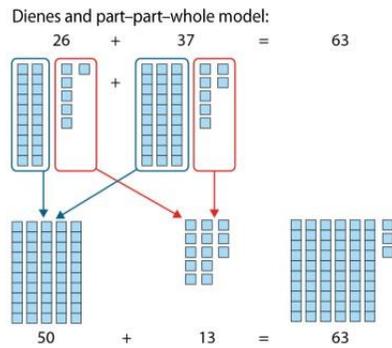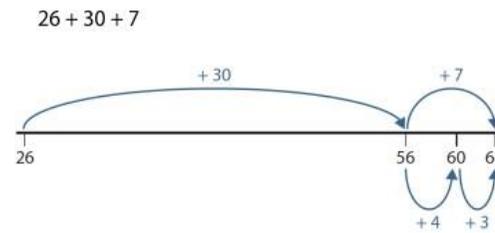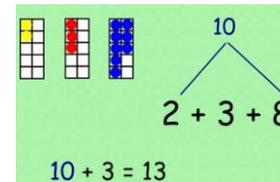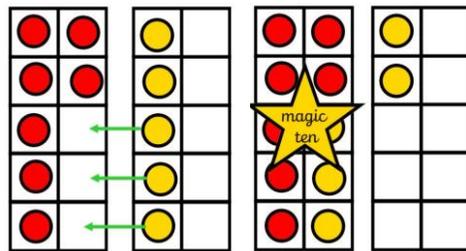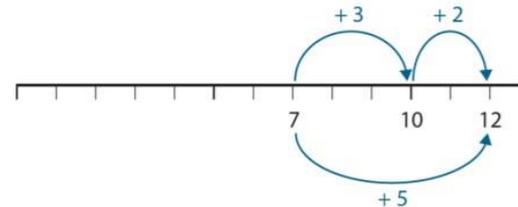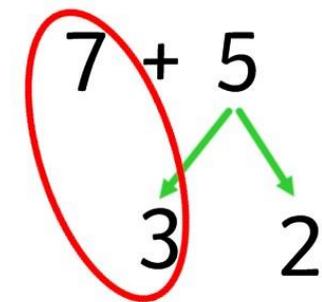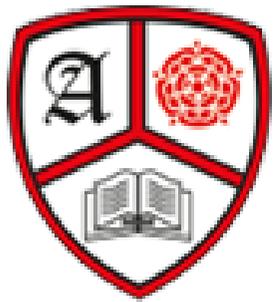
Year 2 Subtraction

Objective & Strategy	Concrete	Pictorial	Abstract
Subtracting by making 10	**15 - 9 =.** Make 15 on the ten frame. Take 5 away to make ten, then take 4 more away so that you have taken 9. 15 – 9 5 4 15 – 5 = 10 10 – 4 = 6 **15 – 9 = 6**	15 - 9 = – 4 – 5 6 7 8 9 10 11 12 13 14 15 Jump back 5 first, then another 4. Use ten as the stopping point.	16 - 9 = How many do we take off first to get to 10? How many left to take off? 16 9 ? 11 ? 6
Counting on to next ten *Progression should be crossing one ten, crossing more than one ten, crossing the hundreds.*	34 - 28 = 2 4 28 30 34 34—28 Use a bead bar or bead strings to model counting to next ten and the rest. 28 to 30 is 2, 30 to 34 is 4. So, 34 - 28 = 6	+4 +10 +3 76 80 90 93 'counting on' to find 'difference' Use a number line to count on to next ten and then the rest. Begin with bead line, move to landmarked line then to ENL.	93—76 = 17 80 = 4 93 = 13 76 ➡ 80 ➡ 13 + ➡ 4 = 17
Subtractions as difference	Ben is ten years old Charlotte is three years old 10 years old 3 years old difference of 7 years	7 4 3 3 0 1 2 3 4 5 6 7 8 9 10	The difference between 24 and 16 is 8.
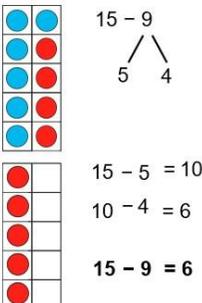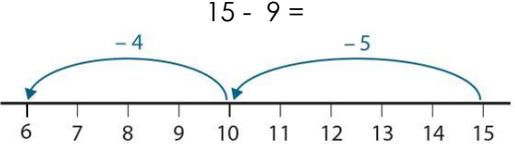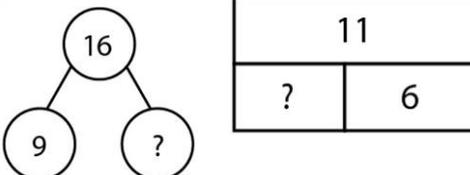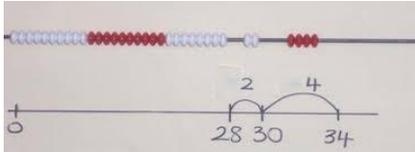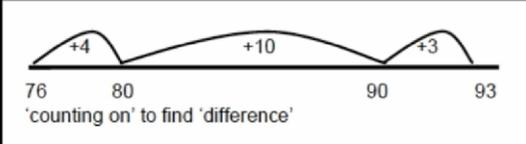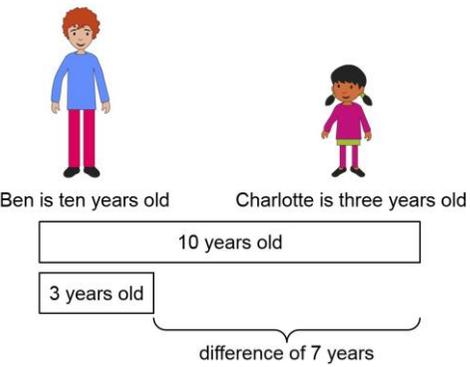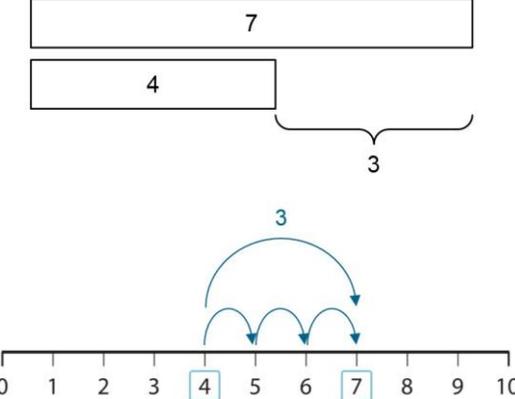
Objective & Strategy	Concrete	Pictorial	Abstract
Subtracting a multiple of 10	3 32 - 10 = 22 Children use dienes, PV counters or Numicon. They remove the correct number of tens	Children draw rods and cubes and cross off multiples of ten.	64 - 10 = ☐ 64 - 20 = ☐ 64 - 30 = ☐ 64 - ☐ = 24 ☐ - 50 = 14
Subtract a single digit from a two digit number No regrouping	9 29 3 6 3 26	-3 0 1 2 3 4 5 ⑥ 7 8 ⑨ 10 9 – 3 = 6 -3 10 11 12 13 14 15 ⑯ 17 18 ⑲ 20 19 – 3 = 16	9 - 3 = 6 19 - 6 = 13 29 - 6 = 23 etc
Regroup a ten into ten ones	Use a PV chart to show how to change a ten into ten ones, use the term 'take and make'.	20 - 4 = 16	20— 4 = 16
Partitioning to subtract without regrouping. *'Friendly numbers'*	34—13 = 21 Use Dienes to show how to partition the number when subtracting without regrouping.	43—21 = 22 Children draw representations of Dienes and cross off.	43—21 = 22
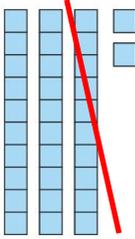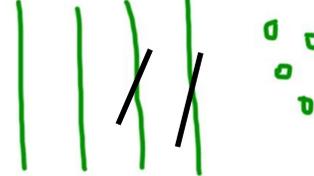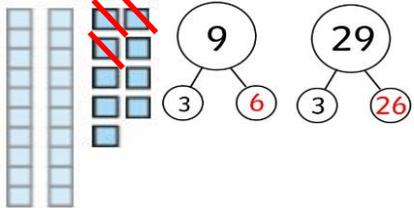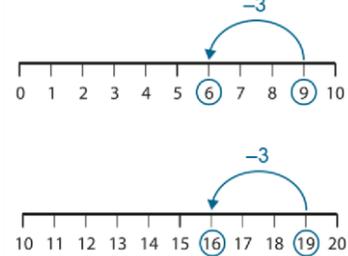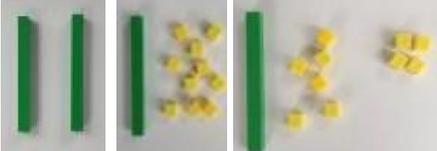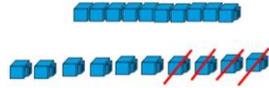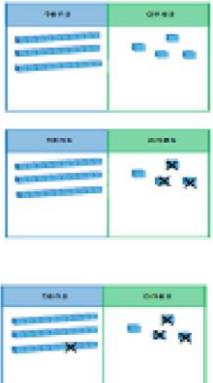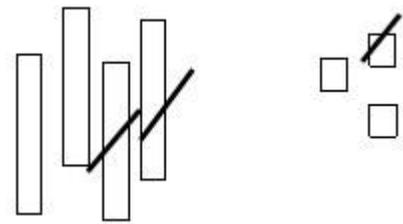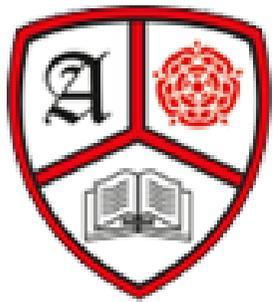
Year 2 Multiplication

Objective & Strategy	Concrete	Pictorial
Understand and use arrays	Use objects laid out in arrays to find the answers to 2 lots of 5, 3 lots of 2 etc.	Make and draw representations of arrays to show understanding
Equal/non equal groups	Use real life objects and contexts to examine equal and non-equal groups. Which shows equal groups? There are 3 equal groups. There are 5 in each group.	Children make/match representations of real life problems to show equal groups and find the total. There are 4 equal groups. There are 2 in each group. There are 8 altogether.
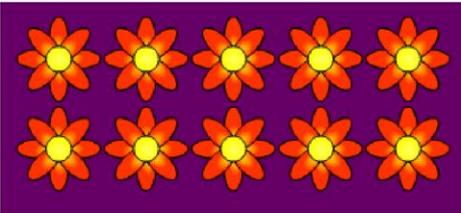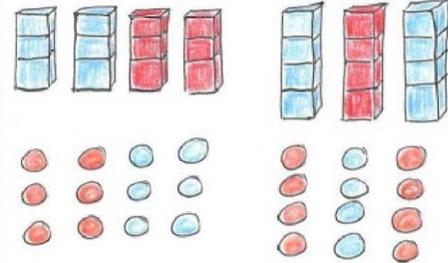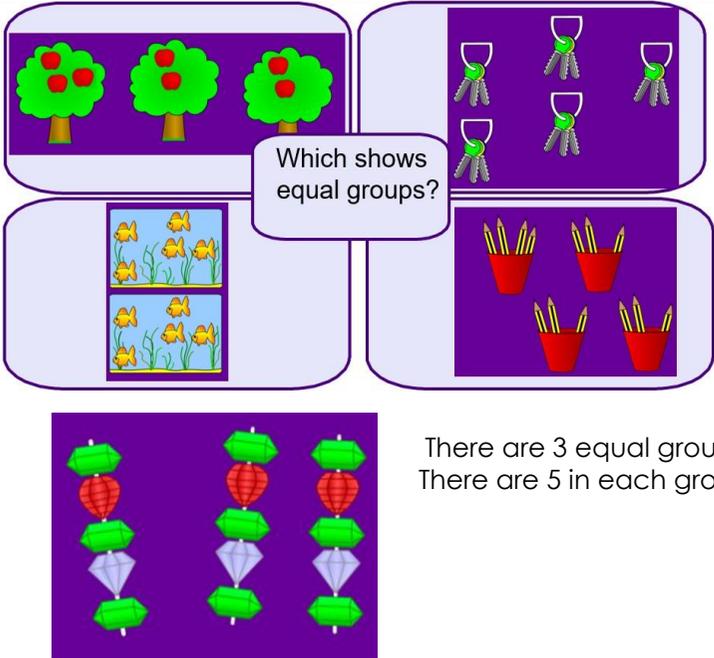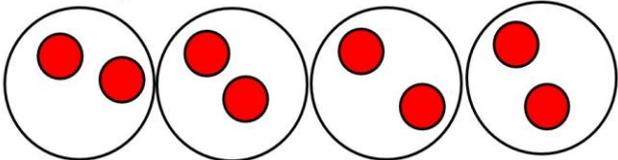
Objective & Strategy	Concrete	Pictorial	Abstract
Double a 2-digit number	Model doubling using dienes and PV counters. 40 + 12 = 52 	Draw pictures and representations to show how to double numbers	Partition a number and then double each part before recombining it back together.
Understand equal and non-equal groups	These are non– equal groups These are equal groups There are 5 equal groups. Each group has 3 cakes.	Make representations and drawings of equal groups I have 4 groups of 3.	
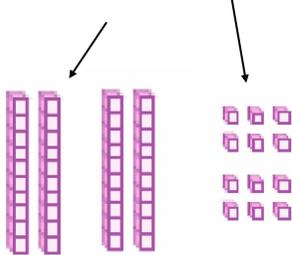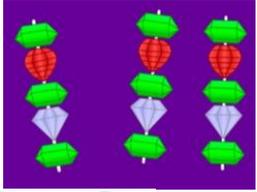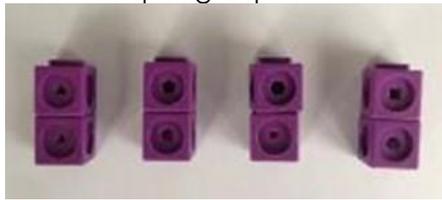
Objective & Strategy	Concrete	Pictorial	Abstract
Use repeated addition for multiplications	Use objects and real life contexts. 2 + 2 + 2 + 2 + 2 = 10 are of 2. are There 5 groups There 10 socks 3 + 3 + 3 altogether. There are 3 groups of 3. There are 9 altogether.	Make and draw representations to show repeated addition There are 3 sweets in one bag. How many sweets are in 5 bags altogether? 3+3+3+3+3 = 15 Use bar models for representations of repeated additions.	Create number sentences using repeated addition to match representations. | 3	3	3	3
?	 3 + 3 + 3 + 3 = 12
Relate repeated addition to multiplication using the x sign.	Write multiplication sentences to match repeated addition. 2 2 2 2 2 + 2 + 2 + 2 4 × 2	Children make and draw representations and record both an addition sentence and a multiplication sentence. 1 + 1 + 1 + 1 + 1 + 1 = 6 6 x 1 + 6 □ x □ = 8	Write multiplication sentences to match repeated addition, without the support of representations. 2 + 2 + 2 + 2 + 2 = 10 5 x 2 = 10
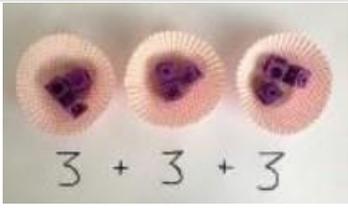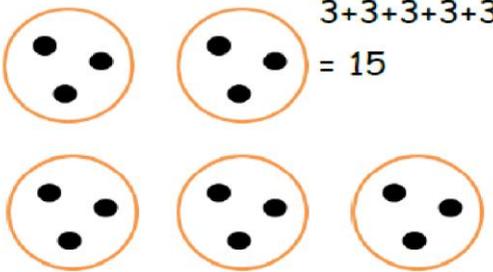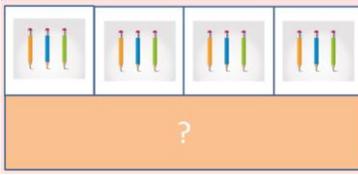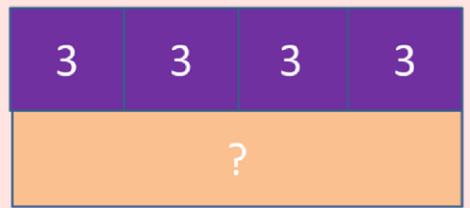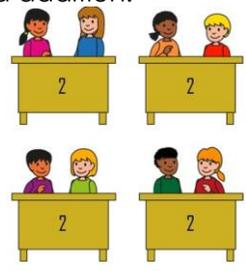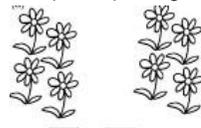
Objective & Strategy	Concrete	Pictorial	Abstract
Understand the 2, 5 and 10 times table	Use objects and real life contexts for multiples of 2, 5 and 10 6 2 | 2 | 2 3 × 2 = 6 6 = 3 × 2 10 | 10 | 10 10 | 20 | 30 ten | twenty | thirty 3 × 10 = 30	Make and draw representations for 2, 5 and 10 times tables 12 = 6 × 2 10 20 30 40 ten twenty thirty forty 4 × 10 = 40 Number lines, bead strings, counting sticks and bar models should be used to show representation of counting in multiples. 0 2 4 6 8 10 5 x 2 = 10	Understand the terms factor and product 	3	×	2	=	6
factor	×	factor	=	product | | 6	=	3	×	2
product	=	factor	×	factor	 Count in multiples of a number aloud.
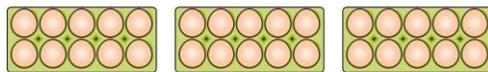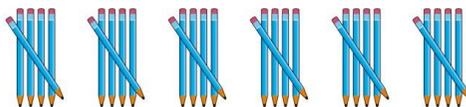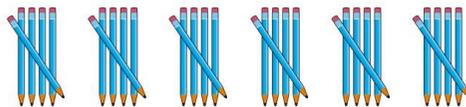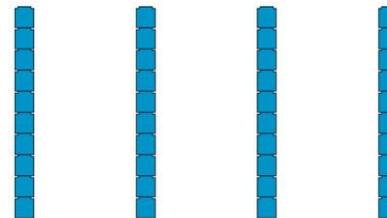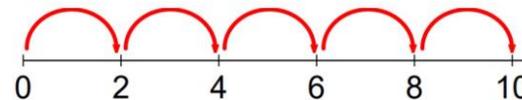
Objective & Strategy	Concrete	Pictorial	Abstract
Multiplication is commutative	Create arrays using counters and cubes and Numicon. Pupils should understand that an array can represent different equations and that, as multiplication is commutative, the order of the multiplication does not affect the answer. 	Use representations of arrays to show different calculations and explore commutativity. $5 \times 2 = 10$ $5 \times 2 = 10$ 5 groups of 2 2 groups of 5 2, five times 5, two times 	$12 = 3 \times 4$ $12 = 4 \times 3$ Use an array to write multiplication sentences and reinforce repeated addition. $5 + 5 + 5 = 15$ $3 + 3 + 3 + 3 + 3 = 15$ $5 \times 3 = 15$ $3 \times 5 = 15$
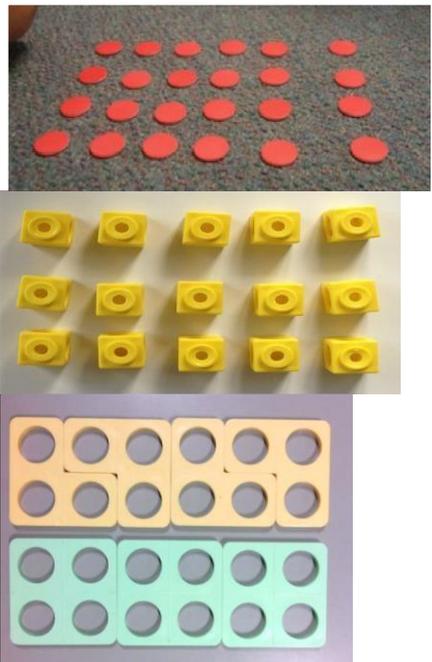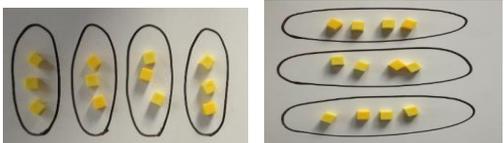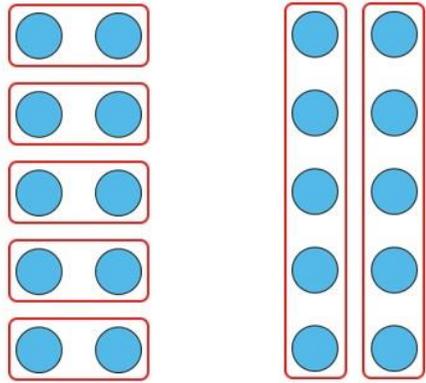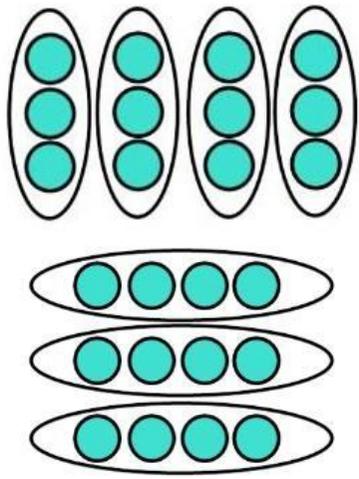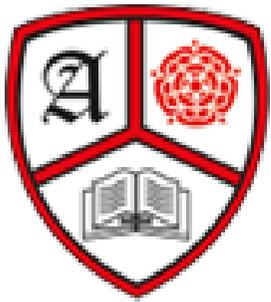
Year 2 Division

Objective & Strategy	Concrete	Pictorial	Abstract
Division as sharing (partitive)	There are 20 conkers shared equally between 5 children. Each child gets 4 conkers.	Children use pictures or shapes to share quantities. They may use bar modelling to show and support understanding. **4** fives +5 +5 +5 +5 0 5 10 15 20 20 Number lines are used to show skip counting (counting forwards) and repeated subtraction (counting backwards). − 5 − 5 − 5 − 5 0 5 10 15 20	$20 \div 5 = 4$
Division as grouping (quotitive)	Use cubes, counters or real objects or to aid understanding. There are 15 biscuits, there are 5 in each bag. How many bags?	**3** fives +5 +5 +5 0 5 10 15 $5 + 5 + 5 = 15$ $15 \div 5 = 3$ **3** fives − 5 − 5 − 5 0 5 10 15 $15 - 5 - 5 - 5 = 0$ $15 \div 5 = 3$	15 divided into groups of 5 is 3 $15 \div 5 = 3$
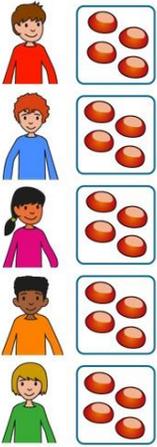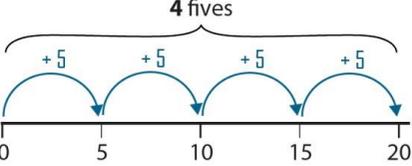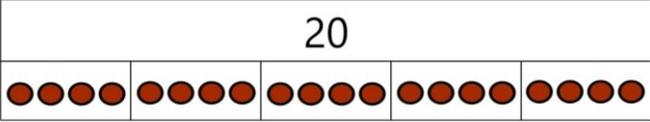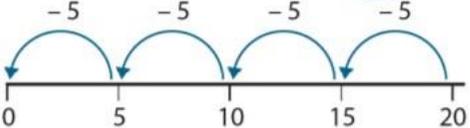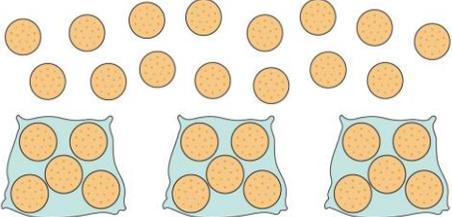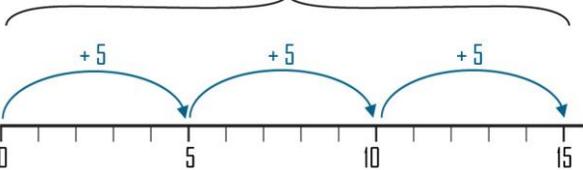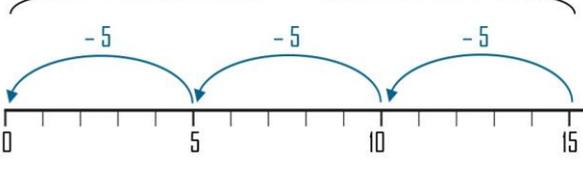
Objective & strategy	Concrete	Pictorial	Abstract
Understanding the inverse		$\square \times \square = \square$ $\square \times \square = \square$ $\square \div \square = \square$ $\square \div \square = \square$	$3 \times 4 = 12$ $12 \div 4 = 3$ $4 \times 3 = 12$ $12 \div 3 = 4$ $2 \times 4 = 8$ $4 \times 2 = 8$ $8 \div 2 = 4$ $8 \div 4 = 2$ $8 = 2 \times 4$ $8 = 4 \times 2$ $2 = 8 \div 4$ $4 = 8 \div 2$ Show all 8 related fact family sentences.
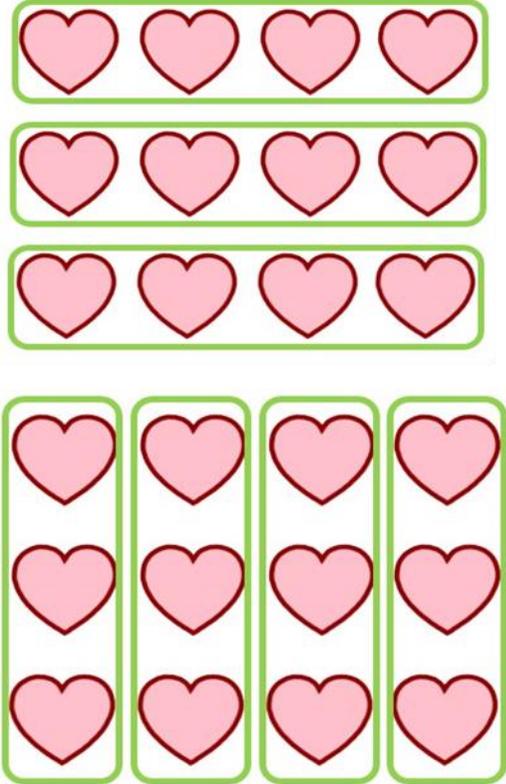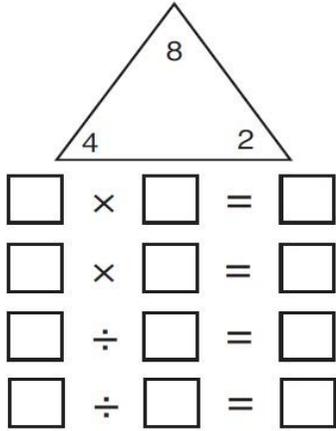
Writing Fundamentals

Spelling

✓ Spell Y2 common exception words.

See Y2 Common Exception Word List.

✓ Spell words using alternative GPCS mostly correctly, including common homophones.

to, too, two

See Phonics GPC Mat.

✓ Add the suffixes -ed,-ing, -er, -est, -ful, -less, -ness and -ment to root words.

thank → thankful, thankless

Handwriting

✓ Begin to write cursively.

The quick brown fox jumped over the lazy dog.

✓ Form lowercase and capital letters the correct size relative to one another.

They → They

✓ Use the correct spacing between words relative to the size of the letters.

Punctuation

✓ Use capital letters and full stops,, exclamation marks and question marks to demarcate sentences.

That was amazing!

✓ Use apostrophes for possession with singular nouns.

Andy borrowed school's book.

✓ Use apostrophes for omission with contracted words.

did not → didn't

Grammar

✓ Say and remember compound sentences.

✓ Use co-ordinating conjunctions: for, and, nor, but, or, yet and so.

Andy didn't like her, for she always shouted.

✓ Use subordinating conjunctions: when, if, that and because.

He read his book when he climbed into bed.

✓ Use expanded noun phrases.

She strolled through the enchanting, ancient forest.

✓ Use the present and past tenses including progressive form.

We were debating our favourite stories.

✓ Use Y2 Alan Peat sentence types

See Y2 Alan Peat Sentence Types Posters.

Y2