

Catcott Primary School

Welcome to Year Two
2023-2024



School Trips

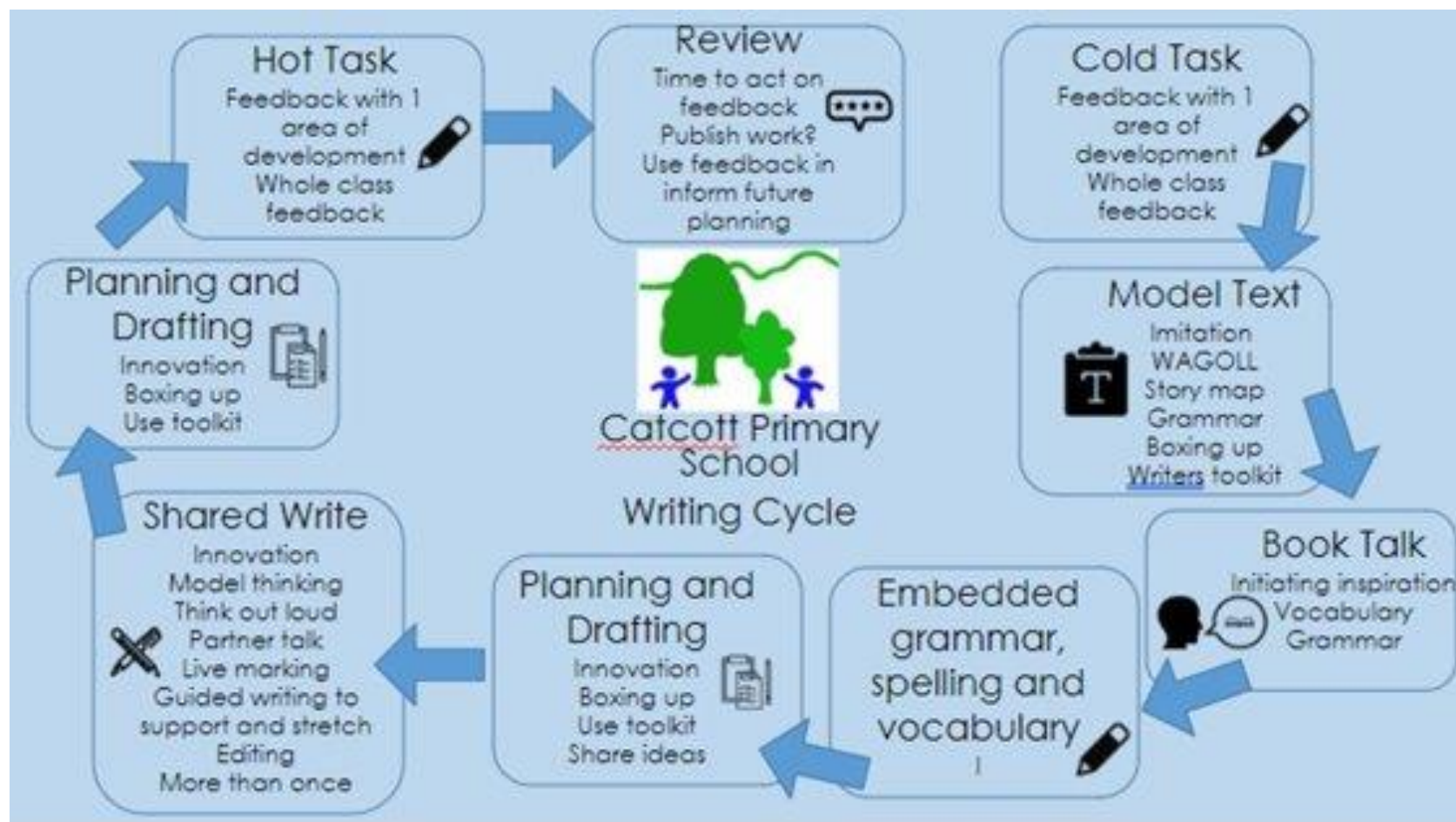
SS Great Britain



Unlocking Letters and Sounds

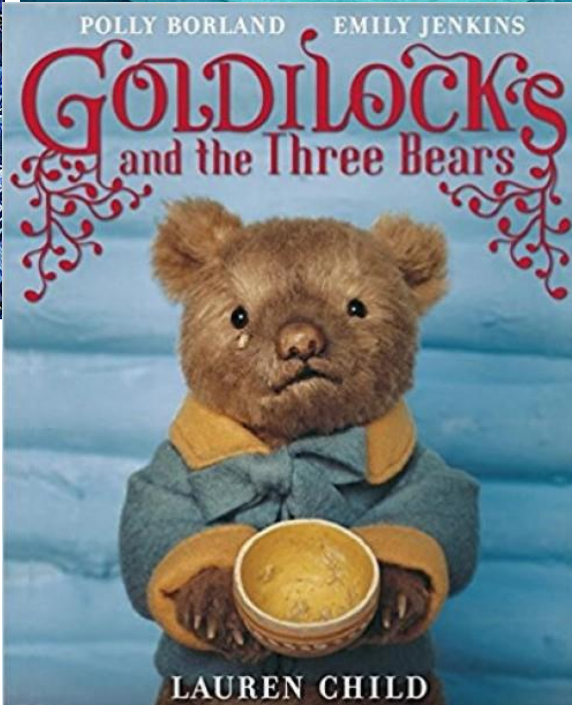
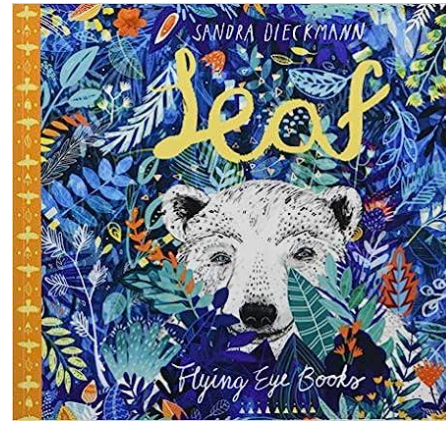
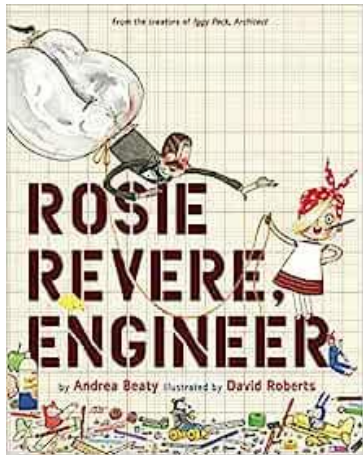
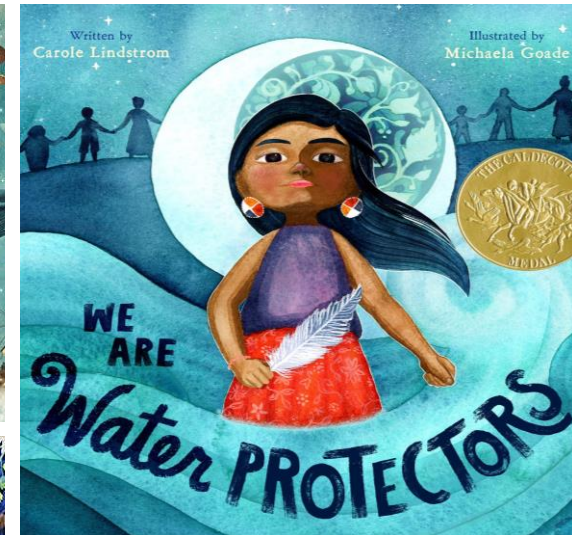
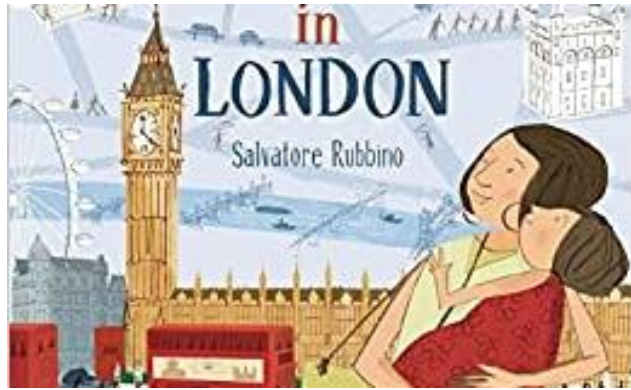
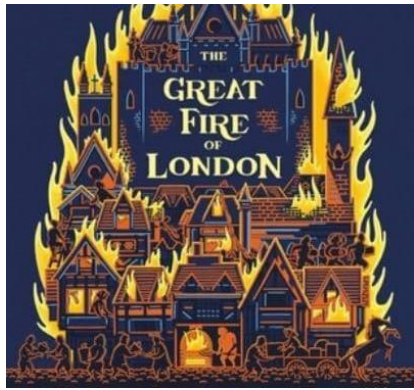
At Catcott Primary School we promote a 'phonics first' approach and in both our guided reading sessions at school and in the books children take home, texts are very closely matched to a child's current phonics knowledge so that every child can experience real success in their reading. In these crucial early stages of reading we primarily use books from Ransom Reading Stars Phonics, to ensure complete fidelity to the Unlocking Letters and Sounds progression we follow. Once children progress beyond decodable texts, they move onto our book scheme so that they can continue to progress in their decoding, fluency and comprehension skills to become avid, expert readers.



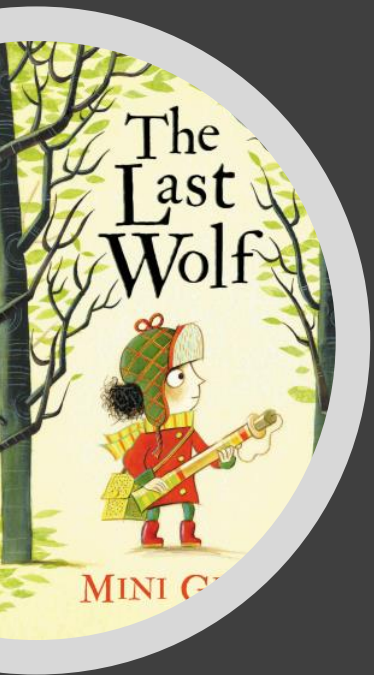


English

Writing
process



English key texts



Half termly author study

- 1. Benji Davis
- 2. Tom Fletcher
- 3. The Fan Brothers
- 4. Mini Grey
- 5. Emily Gravett
- 6. Tom Percival

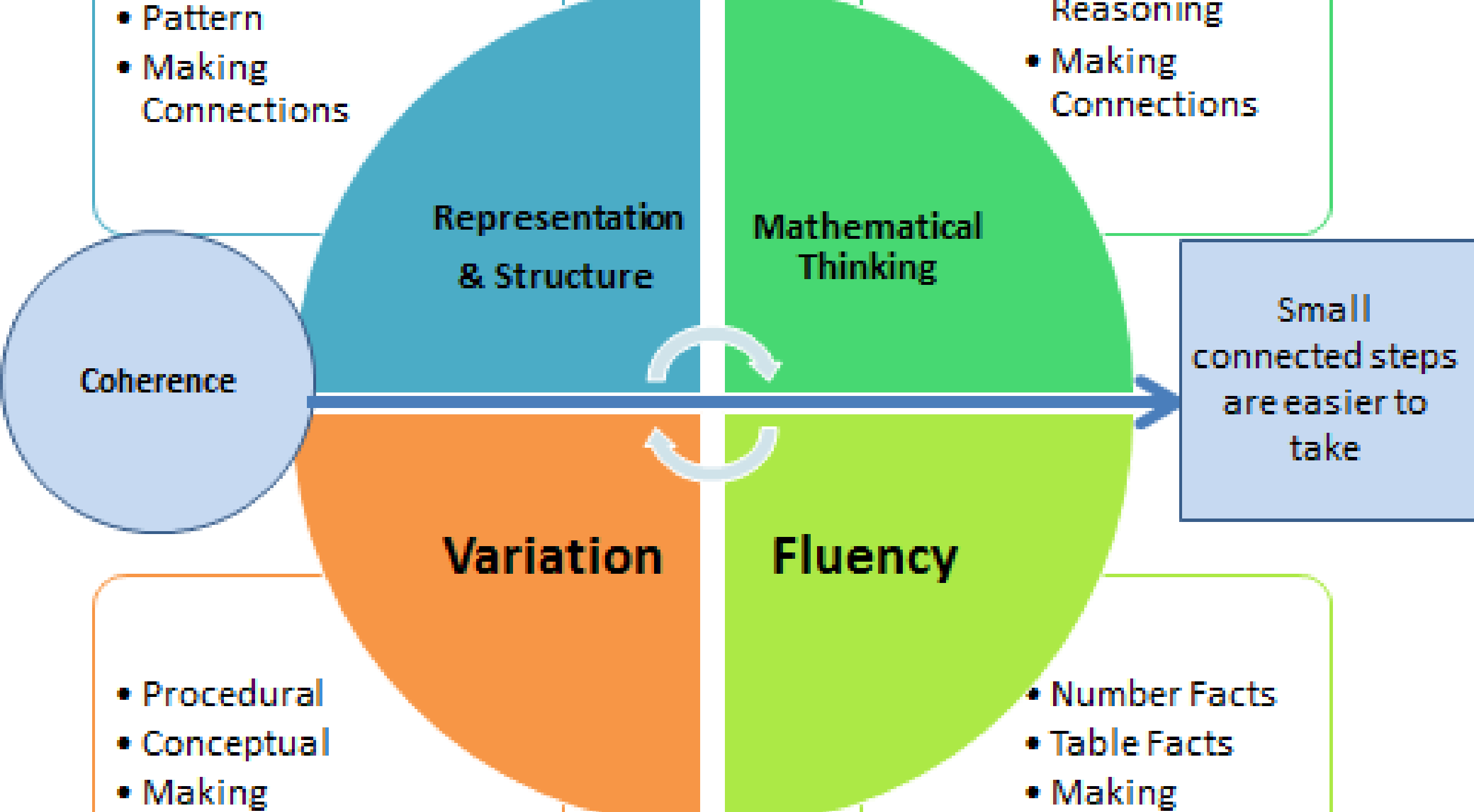


Maths

Teaching for Mastery

At Catcott Primary, we are currently working towards embedding the 'Teaching for Mastery' approach. Our Teaching for Mastery is underpinned by the NCETM's 5 Big Ideas as well as working collaboratively with the White Rose Scheme.

- Opportunities for *Mathematical Thinking* allow children to make chains of reasoning and connections with the other areas of mathematics.
- A focus on *Representation and Structure* ensures concepts are explored using concrete, pictorial and abstract representations. This includes actively looking for patterns and generalisations that underpin sets of numbers and 'laws' .
- *Coherence* is achieved through the planning of small, connected steps to link every question and lesson within a topic. The curriculum is broken into small steps to develop mastery and address all aspects in a logical progression. This will ensure deep and sustainable learning for all pupils.
- Teachers use both procedural and conceptual *Variation* within their lessons and there remains an emphasis on *Fluency* with a relentless focus on number, the quick recall of facts and procedures, the flexibility and fluidity to move between different contexts and representations of mathematics



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW				Number Addition and subtraction VIEW				Geometry Shape VIEW			
Spring term	Measurement Money VIEW	Number Multiplication and division VIEW				Measurement Length and height VIEW	Measurement Mass, capacity and temperature VIEW					
Summer term	Number Fractions VIEW	Measurement Time VIEW		Statistics VIEW		Geometry Position and direction VIEW		Consolidation				

Maths – White Rose

Year 2

Addition and Subtraction

Addition

Vocabulary: Part, whole, +, add, addition, more, plus, make, sum, total, altogether, how many more to make...? how many more is... than...? how much more is...? =, equals, sign, is the same as, tens, ones, partition, near multiple of 10, tens boundary, more than, one more, two more... ten more...

Using concrete objects and pictorial representations to add 3 single digit numbers.



$$7+3+2 = \text{ leads to } 10 + 2 =$$

Using concrete objects and pictorial representations to add a 2 digit number and ones and tens.



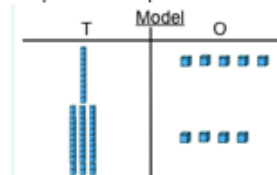
tens	ones
2	5
+	3
	8



$$19 + 20 = 39$$

tens	ones
1	9
2	0
3	9

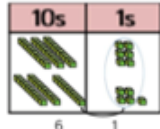
Using concrete objects and pictorial representations to add two 2-digit numbers



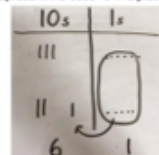
T	O
1	5
3	4
4	9

Leading to:

10 + 10 using base 10. Continue to develop understanding of partitioning and place value.
 $36 + 25$



Children to represent the base 10 in a place value chart.



Looking for ways to make 10.

36	+ 25 =	30 + 20 = 50
1	5	5 + 5 = 10
		50 + 10 + 1 = 61
Formal method:		
		36
		+25
		61
		1

Using the bar to find missing digits.

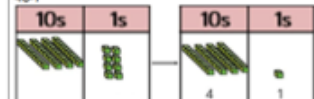
It is important for children to use the bar in this way to encourage the use of it to aid with

Subtraction

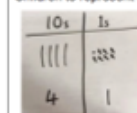
Vocabulary: Part, whole, Subtraction, subtract, take away, difference, difference between, minus, tens, ones, partition Near multiple of 10, tens boundary, Less than, one less, two less... ten less...

Using concrete objects and pictorial representations to subtract a 1-digit number from 2-digit number.

Column method using base 10.
48-7



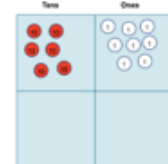
Children to represent the base 10 pictorially.



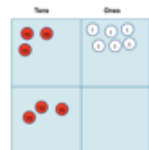
Column method or children could count back 7.

4	8
-	7
4	1

Using concrete objects and pictorial representations to subtract a 10s number from 2 digit number.

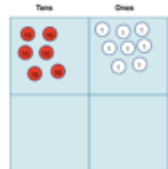


$$\begin{array}{r} 68 \\ - 30 \\ \hline \end{array}$$

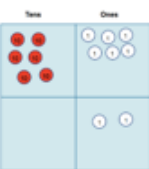


$$\begin{array}{r} 68 \\ - 30 \\ \hline \end{array}$$

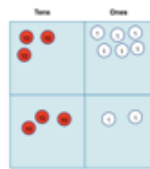
Using concrete objects and pictorial representations to subtract a 2-digit number from 2 digit number.



$$\begin{array}{r} 68 \\ - 32 \\ \hline \end{array}$$

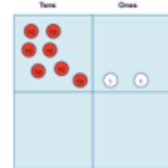


$$\begin{array}{r} 68 \\ - 32 \\ \hline \end{array}$$

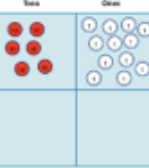


$$\begin{array}{r} 68 \\ - 32 \\ \hline \end{array}$$

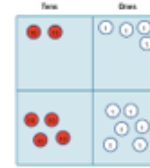
Greater Depth:



$$\begin{array}{r} 72 \\ - 47 \\ \hline \end{array}$$



$$\begin{array}{r} 72 \\ - 47 \\ \hline \end{array}$$



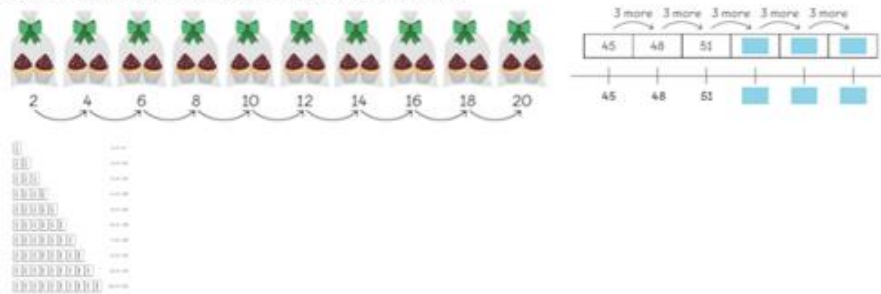
$$\begin{array}{r} 72 \\ - 47 \\ \hline 25 \end{array}$$

Year 2 Multiplication and Division

Multiplication

Vocabulary: Part, whole, multiple, multiplication array, multiplication tables / facts, groups of, lots of, times, columns, rows

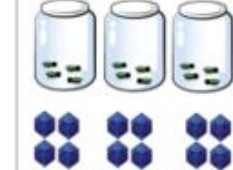
Skip counting in multiples of 2, 3, 5, 10 from 0



Recall and use multiplication facts for the multiplication tables 2, 5 and 10.

Repeated grouping/repeated addition

3×4
 $4 + 4 + 4$
There are 3 equal groups, with 4 in each group.

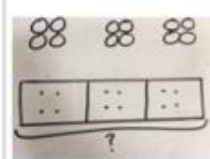


Number lines to show repeated groups-
 3×4



Cuisenaire rods can be used too.

Children to represent the practical resources in a picture and use a bar model.

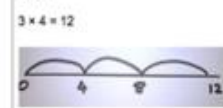


$3 \times 4 = 12$
 $4 + 4 + 4 = 12$

Represent this pictorially alongside a number line e.g.:



Abstract number line showing three jumps of four.



Use arrays to illustrate commutativity counters and other objects can also be used.
 $2 \times 5 = 5 \times 2$



Children to represent the arrays pictorially.



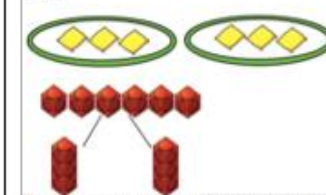
Children to be able to use an array to write a range of calculations e.g.

$10 = 2 \times 5$
 $5 \times 2 = 10$
 $2 + 2 + 2 + 2 + 2 = 10$
 $10 = 5 + 5$

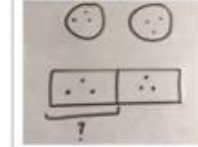
Division

Vocabulary: Part, whole, group in pairs, 3s ... 10s etc, equal groups of, divide, \div , divided by, divided into, remainder

Sharing using a range of objects.
 $6 \div 2$



Represent the sharing pictorially.

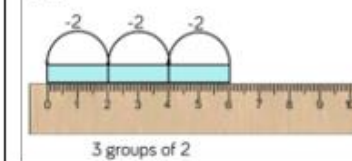


$6 \div 2 = 3$

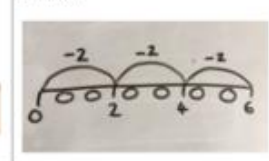
3	3
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Children should also be encouraged to use their 2 times tables facts.

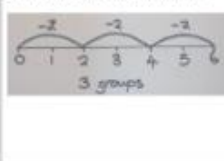
Repeated subtraction using Cuisenaire rods above a ruler.
 $6 \div 2$



Children to represent repeated subtraction pictorially.



Abstract number line to represent the equal groups that have been subtracted.



Solve division problems in context using arrays

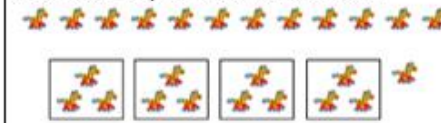


I can solve division as grouping.

Put 10 buns in groups of 2.
How many plates are there?



Greater Depth with remainders



$13 \div 4 = 3$ Remainder 1

Science

**1. Uses of
Everyday
Materials**

**Animals including
humans
Living Things and
their habitats**

Plants

A broad and balanced curriculum

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
History	The Great Fire of London		Florence Nightingale and Mary Seacole		The First Flight	
Geography	The UK		Australia		Continents of the World	
Computing	IT around us	Digital photography	Robot algorithms	Pictograms	Digital music	Programming quizzes
Art	Explore and Draw		Monoprint		Music and Art	
Music	West African call and response song Animals	Orchestral instruments Traditional Western stories	Musical me	Dynamics, timbre, tempo and motifs Space	On this island: British songs and sounds	Myths and legends

A broad and balanced curriculum

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
PSHE	Health and wellbeing		Relationships		Living in the wider world	
RE	What do Muslims believe about Imam?		What do Christians believe about forgiveness?		What do Christians believe about love?	
PE Thursday (with teachers)	Dance	Fundamental movement skills 2	Gymnastics		Striking and field games	
PE- Monday (with Strode)	Net and wall skills	Net and wall skills	Invasion games	Invasion games	Striking and fielding	Athletics

Snacks

- Healthy snacks only- No chocolate, crisps or sweets.
- We encourage children to eat fruit at this breaktime. This is freely available to all.
- Please remember we are a nut free setting.



Class Dojo

- This is used to reward positive dojo points
 - Inform parents of key dates and messages
 - Show parents what has been happening in class.
-
- **Teachers will:**
 - Reward dojo points daily linked to our school values
 - Update the class story weekly with photos and explanations of what we have been learning
 - Inform you of key messages and dates
 - Respond to messages during working hours 9-4



School Expectations

Children should be in school uniform everyday- this includes black school shoes or trainers. No boots.

No jewelery except small stud earrings

Hair should be tied up- our children are active and this can cause safety issues. If it is long enough to be tied up, please do.

PE kit should be worn on PE days- this is a coloured tshirt to match your house colour and a plain black or blue jumper.

After School Provision

TLE will be responsible for all wraparound care. This needs to be booked in advance through the TLE website. [Event Search | TLE Sports Coaching.\(coordinate.cloud\)](#)

School will run breakfast club, which needs to be booked 48 hours in advance through parentmail.

School run clubs can be booked termly through parentmail.

TLE Timetable

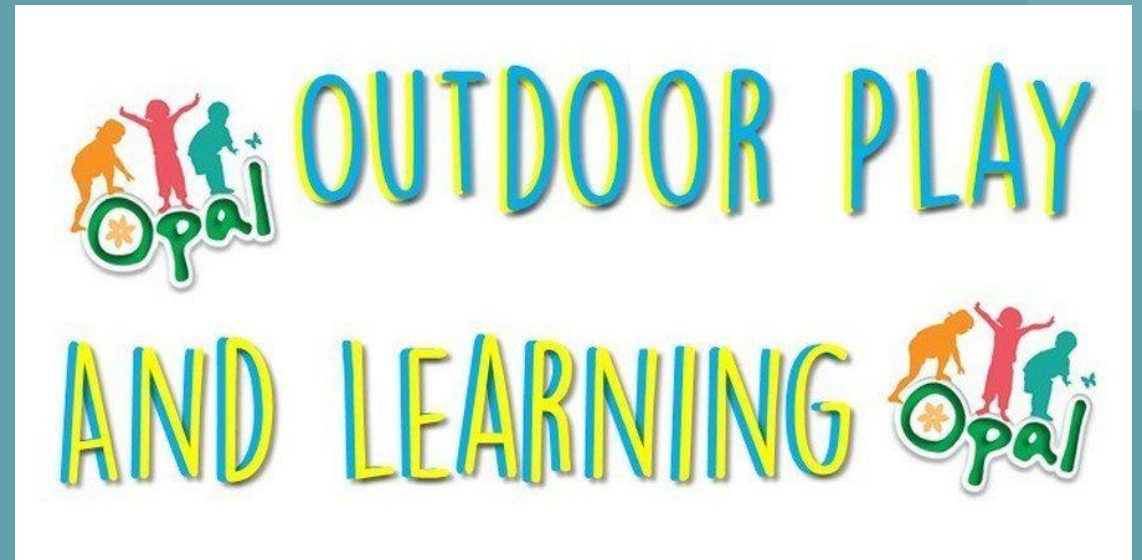
Catcott Primary School

Timetable 2023 – 2024

	Monday	Tuesday	Wednesday	Thursday	Friday
3:30 – 4:30 (ASC1)	Nerf	Science	Dodgeball	Football	Arts
3:30 – 5:00 (Wrap Around)	Games / Craft	Games / Craft	Games / Craft	Games / Craft	Childrens Choice

To make sure children can play outdoors everyday they need to be warm, dry and comfortable, with the right clothing for all kinds of weather.

The children may get a bit messier and so we are asking for every child to have named wellies or waterproof shoes, a waterproof coat (not showerproof) and waterproof trousers (or puddle suits) if possible in school every day-even in KS2.



Each class will have 1 session per half term. Children need to wear outdoor clothes suitable for the weather.
They will get muddy!



Homework

Reading

Spellings

- Sent home every week

TT Rockstars and Numbots



Any Questions

- If you have any worries, questions or concerns, please do not hesitate to contact the class teacher.
- The best ways to contact us:
- email the school office. We will respond as soon as possible.
- catch us at the end of the day when we bring the children out.

