How do we learn Maths and Writing in Year 2?

Today we hope to…

1. Explain how we teach maths in school
2. Explain how we teach writing in school
3. Provide some ideas of how you can support your child at home
4. Discuss home/school agreement

Aims of the Maths Curriculum



BECOME **FLUENT**



REASON MATHEMATICALLY



SOLVE PROBLEMS

We use HFL Essential Maths for teaching

YEAR 2 ESSENTIAL MATHS.

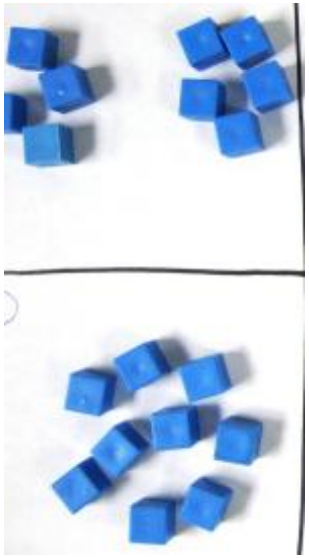
LONG TERM PLAN

National Curriculum Domain	Suggested timings	Learning sequence number and title	Number of small steps (excluding optional steps)
Autumn			
Number and place value	Week 1 – 5 **5 weeks** 23 steps	2LS1 – Numbers to 100: counting, place value, ordering and comparing 2LS2 – Place value: making 'tens and some more' (steps 2 and 4: optional steps) 2LS3 – Place value and regrouping 2-digit numbers 2LS4 – Counting on and back in ones and tens from any number (step 4: optional step) 2LS5 – Representing, ordering and comparing numbers to 100 and quantities for measures 2LS6 – Estimation and magnitude (step 3: optional step)	7 2 5 3 4 2
Addition and subtraction	Week 6 – 10 **5 weeks** 21 steps	2LS7 – Numbers to 20: mental addition and subtraction (steps 1 & 5: optional steps) 2LS8 – Finding complements of 10 and 100 including measures (step 3: optional step) 2LS9 – Add and subtract numbers mentally using 1- and 2-digit numbers (steps 1, 5, 8 &11: optional steps) 2LS10 – Finding part or whole unknown (step 6: optional step)	4 3 9 5
Measurement	Week 11 – 13 **3 weeks** 12 steps	2LS11 – Money: making combinations and finding change 2LS12 – Comparison (difference, more, less, fewer) (step 5: optional step) 2LS13 – Measures: estimation and measure using different scales (step 5: optional step)	4 4 4

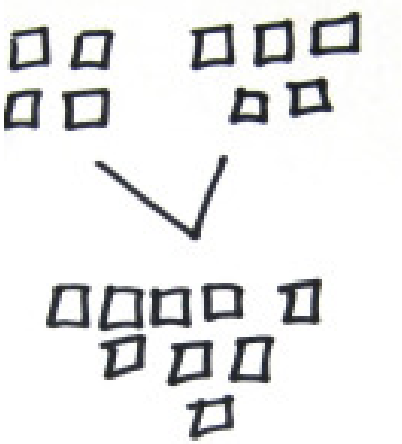
CPA

We use **concrete, pictorial and abstract** approaches at **all ages for all children.**

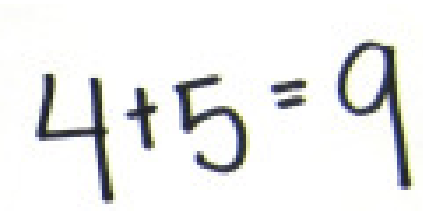
Concrete



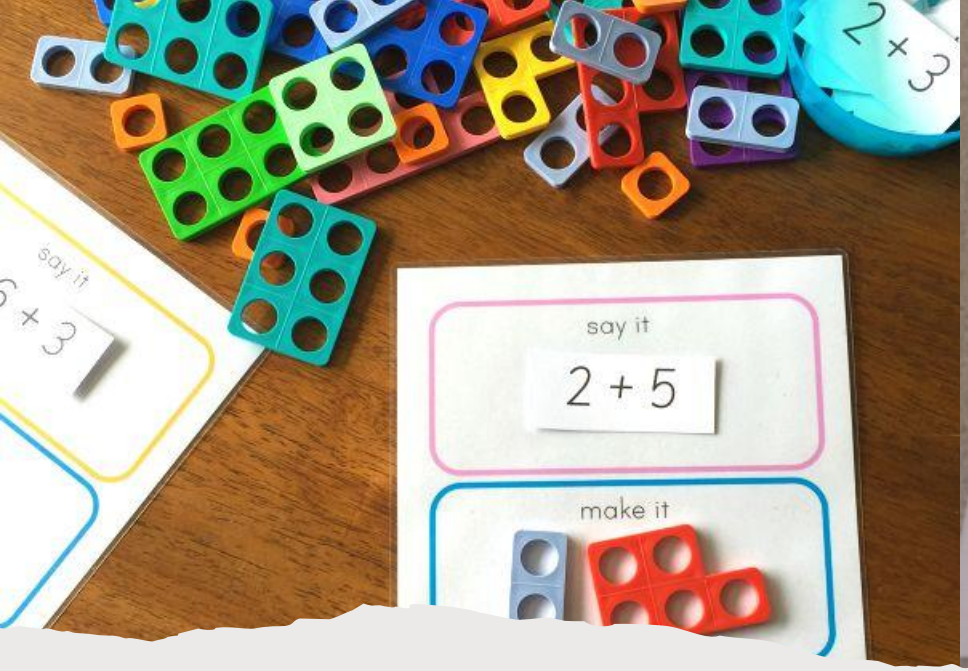
Pictorial

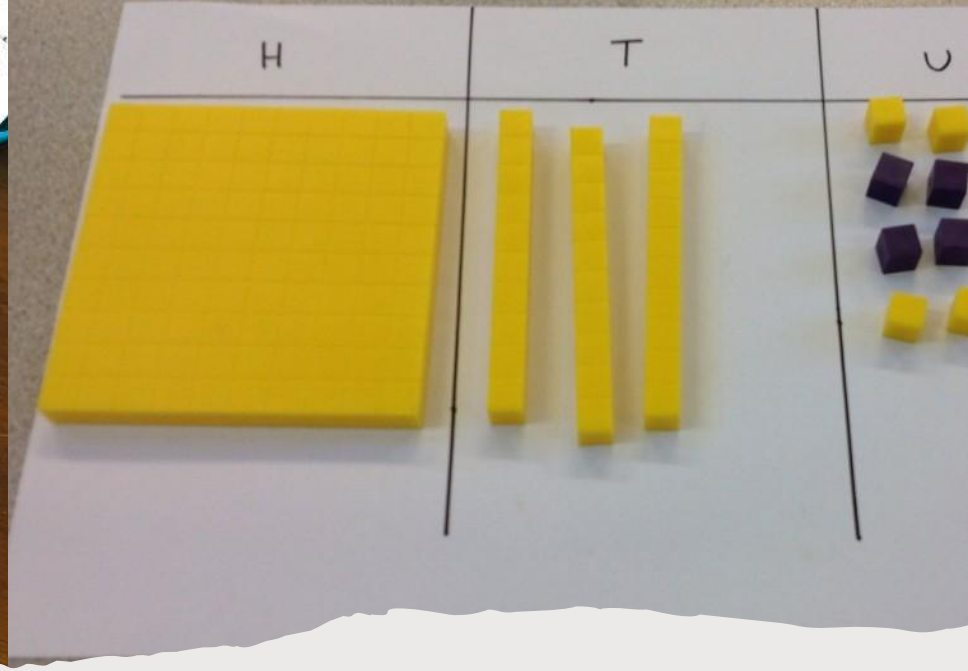


Abstract



The sum of 4 and 5 is 9

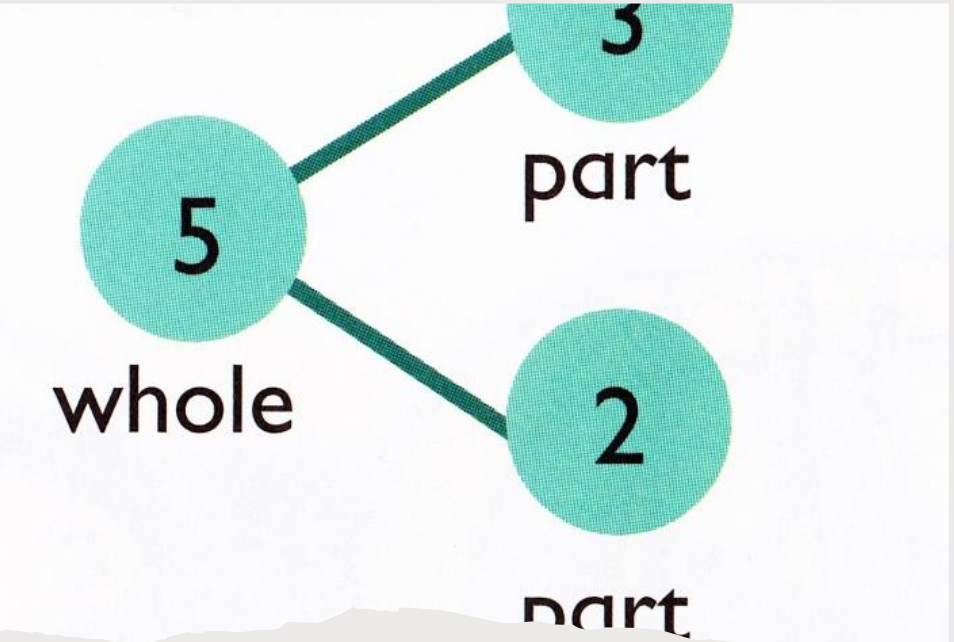




Concrete

Concrete representation

This is a 'hands on' component using real objects and it is the foundation for conceptual understanding.

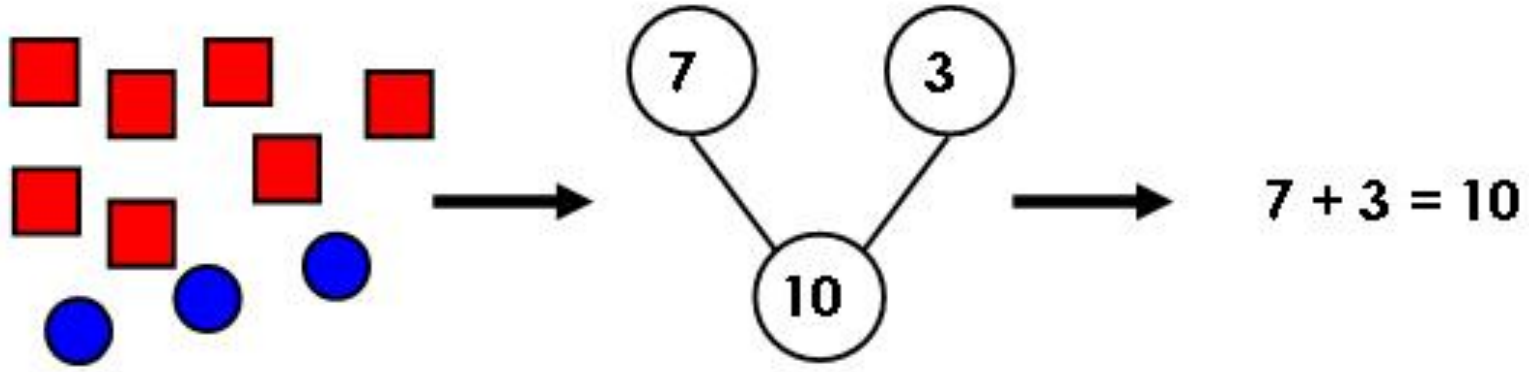




Pictorial

Pictorial representation

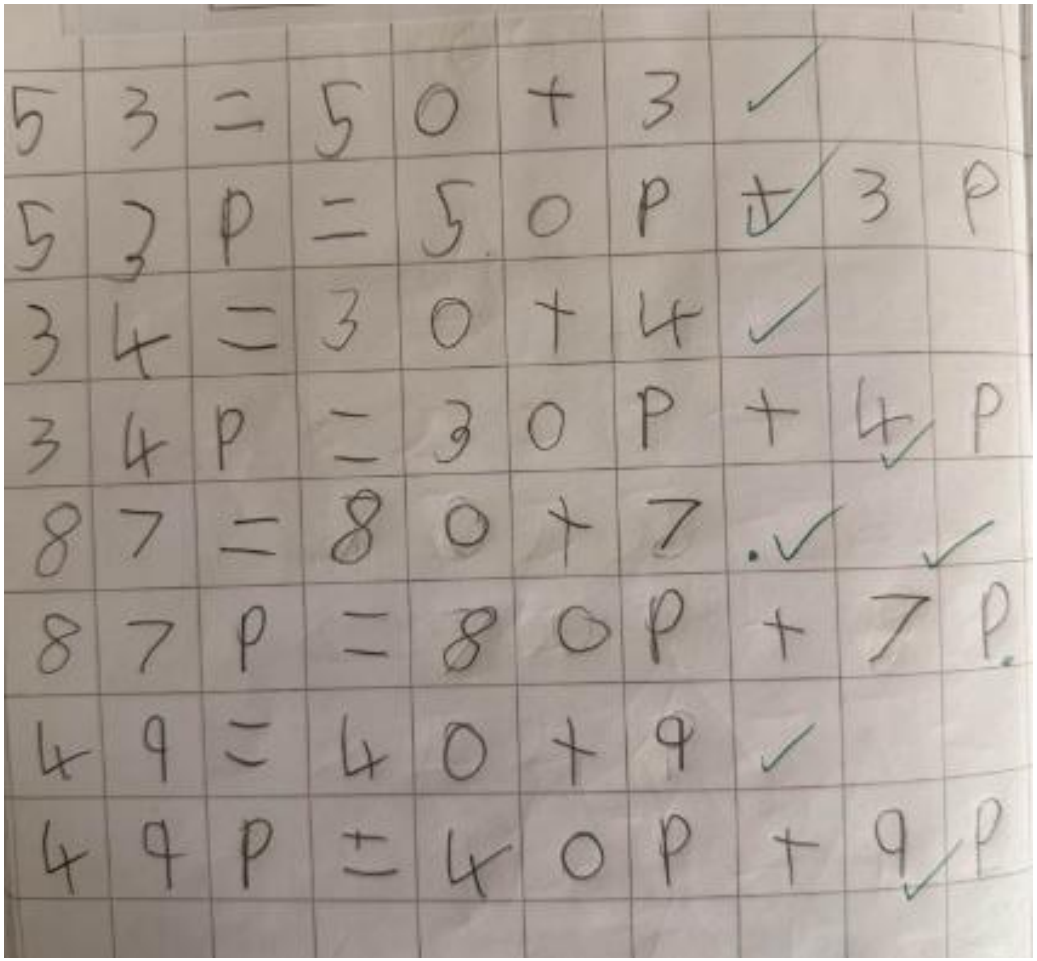
Using representations, such as a diagram or picture of the problem.

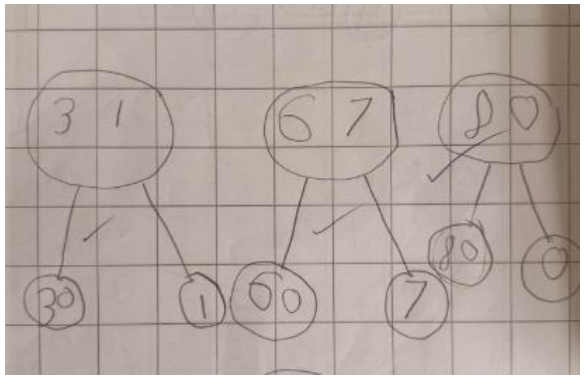


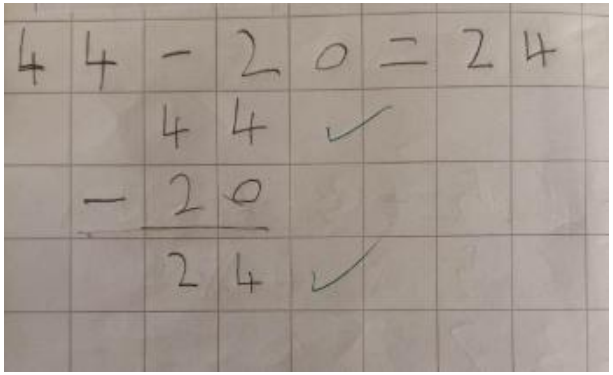
Abstract

Abstract representation

The symbolic stage - a student is now capable of representing problems by using mathematical notation.


53=50+3
53P=50P+3P
34=30+4
34P=30P+4P
87=80+7
87P=80P+7P
49=40+9
49P=40P+9P

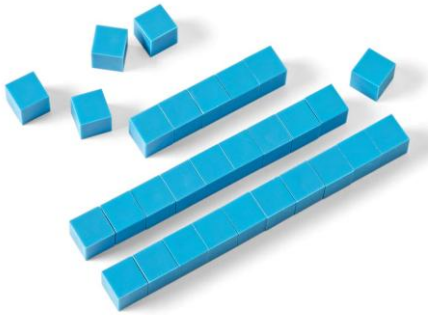

31
67
90
30
1
60
7
80
0


44-20=24
44
-20
24

numicon



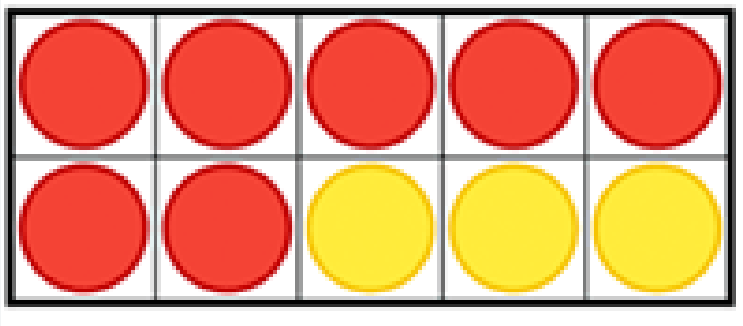
base 10



bead string



tens frame and counters



Home Learning

We will post weekly homework videos on Tapestry.

Your child has a homework maths pack that contains resources for them to use.

Please aim to engage with these videos weekly to support your child.

TAPESTRY
ONLINE LEARNING JOURNAL

Top Tips - Activities at Home

Research shows that families have the first and most significant influence on their children's learning and development.

Practising with your child at home can play a key role in helping your child succeed at school.

Games are the best way to build on and apply maths skills learnt at school.



Board games such as snakes and ladders

Bead string and dice – tug of war

Guess my number – bead string – describe number using tens and ones

Bead string race – call out a number to 100 – How quickly can they make it on bead string?

Please see your child's class teacher if you would like some more ideas.





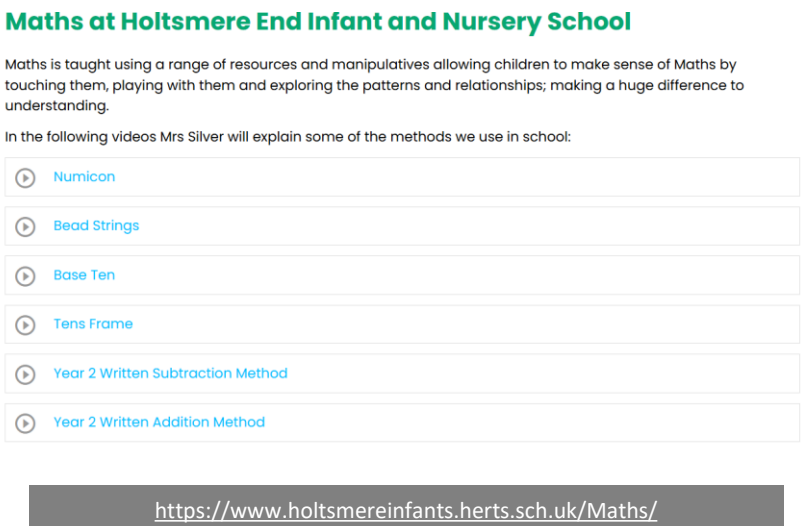


School Website – Maths Videos

There are videos on the school website which you can view to see how we use **Numicon, tens frames, bead strings and base 10 to support children with their maths learning.**

There are also videos for you to show the methods we teach children for addition and subtraction.

Once on the website, click 'Learning' – ' Curriculum' - 'Maths'.



Aims of the Writing Curriculum



COMMUNICATE IDEAS CLEARLY THROUGH WRITING



DEVELOP ACCURACY IN SPELLING, PUNCTUATION GRAMMAR AND HANDWRITING



WRITE CREATIVELY AND INDEPENDENTLY FOR DIFFERENT PURPOSES AND AUDIENCES

ESSENTIALWRITING Year 2 Long Term Overview 2025-2026

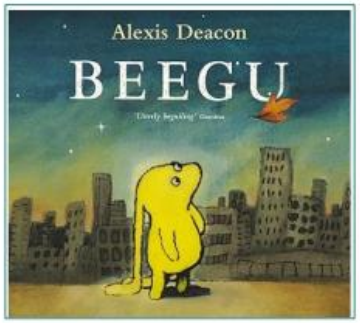
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	*Whole-School Unit** Entertain (10 steps) Inform (10 steps) Entertain (5 steps)	Entertain (12 steps) Inform (15 steps)	Entertain (15 steps) Inform (10 steps)	Entertain (15 steps) Entertain (10 steps)	Entertain (15 steps) Inform (10 steps)	Inform (10 steps) Entertain (14 steps) Entertain (5 steps)
Written Outcomes	*Range of genres (whole-school unit)** Short narrative Instructions List poetry	Narrative (journey) Letters & postcards	Traditional tale Non-chronological report	Narrative (based on real experiences) Poetry	Narrative Instructions	Recount (about real event) Narrative Poetry
NC: Composition (planning, drafting, editing and proof-reading)	• Write narratives about personal experiences and those of others (real and fictional) -Write about real events -Write poetry -Write for different purposes • Plan or say out loud what they are going to write about • Write down ideas and/or key words, including new vocabulary • Encapsulate what they want to say, sentence by sentence • Evaluate their writing with the teacher and other pupils • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly) • Read aloud what they have written with appropriate intonation to make the meaning clear					
NC: Sentence level	Use the simple present and past tense consistently Co-ordination (using or, and, but) Subordination (using when, if, that, or because) How the grammatical patterns in a sentence indicate its function as a statement, question or command Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Subordination (using when, if, that, or because) How the grammatical patterns in a sentence indicate its function as a statement, question or command Use the simple present and past tense consistently	Co-ordination (using or, and, or but) and subordination (using when, if, that, or because) How the grammatical patterns in a sentence indicate its function as a statement, question, or exclamation Use the simple present and past tense consistently	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Co-ordination (using or, and, or but) and subordination (using when, if, that, or because)	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Review of objectives taught in KS1 Review use of conjunctions to combine ideas and sentences

We use HFL Essential Writing to teach

SENTENCE-LEVEL PROGRESSION

- **Reception**
  - A reader needs spaces between words so that they can understand and follow the writing
  - Sentences are used to tell the reader about ideas and feelings
- **Year 1**
  - A sentence is an idea about a person or thing (noun) that carries out an action, thought or feeling (verb)
  - A reader needs spaces between words so that they can understand and follow the writing
  - Writers can join words together with 'and' to make connections between things (e.g. I ate fish and chips)
  - To avoid the reader becoming bored, writers can also join sentences together with 'and' to create better rhythm and flow

RECEPTION



lost

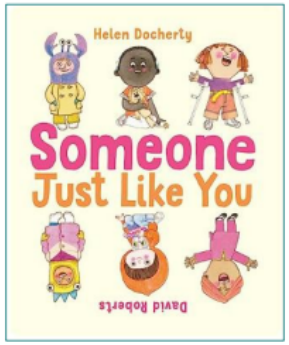
on her own

She **looked** up .

**Teacher models can include a capital letter and full stop to demarcate the sentenc
However, children are not expected to apply this in their writing until Y1.**

YEAR 1

I **need** a hug .

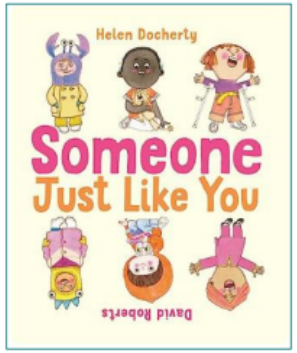


I **feel** safe | and | happy .

I **fell** over | and | I **hurt** my leg .

Teacher Note: In this example, the conjunction 'and' is placed over the top of the yellow main clause strip, to show that it is joining the words 'safe' and 'happy, but this is still just one clause. In the example below, 'and' is joining to separate strips to show that it is joining two separate ideas or clauses – there is a verb in each.

YEAR 1

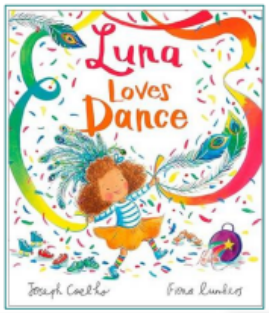


Do you **feel** happy ?

Help me !

Teacher models should include exclamation marks and question marks.
However, children are not expected to use this punctuation with more security until they are in Y2.

YEAR 2



Luna **loved** dancing .

Luna can **twirl** and she can **leap** .

You **fell** over but you can still **dance** .

Luna could **go** home or she could **stay** .

YEAR 2

Luna **smiled**	because she **loved** the song	.
Luna could **dance**	if she **passed** her tricky exams	.
Luna **felt** happy	when she **danced**	.

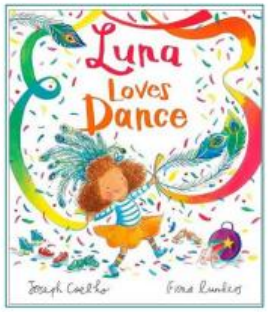
YEAR 2

What an amazing dancer Luna **was** !

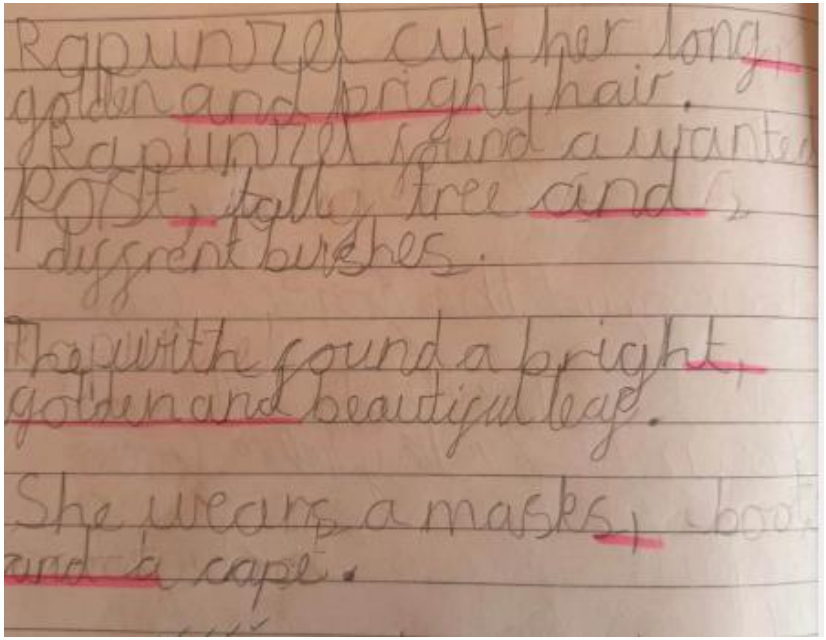
Can you **leap** ?

Dance in the show .

Luna **felt** happy .



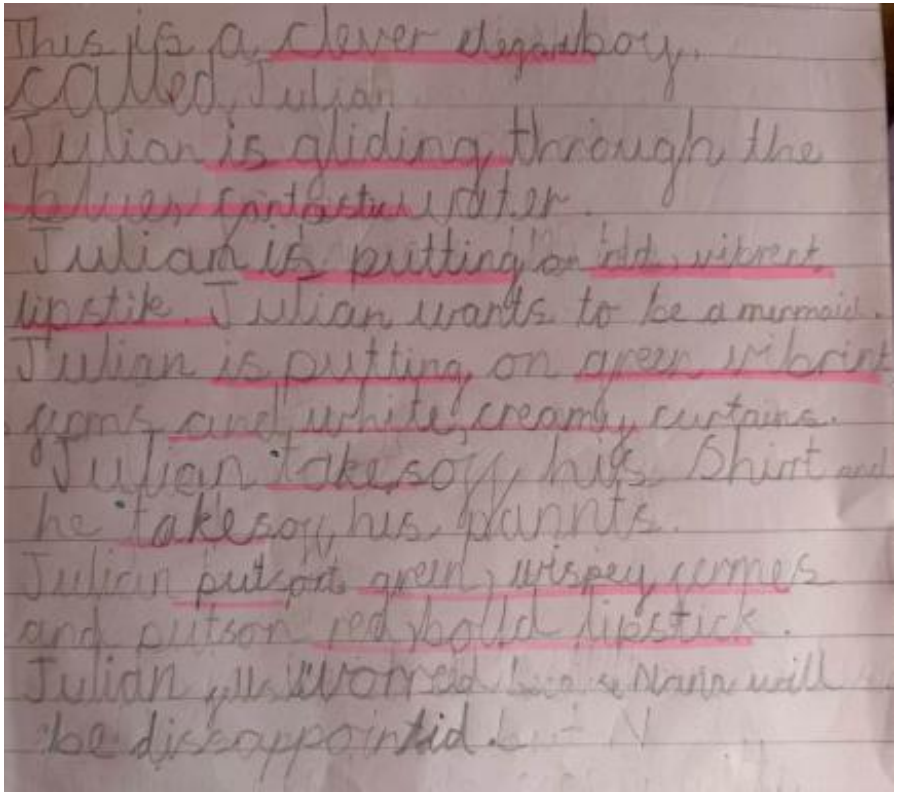
The different functions of a sentence are taught which include exclamations, questions, commands and statements.



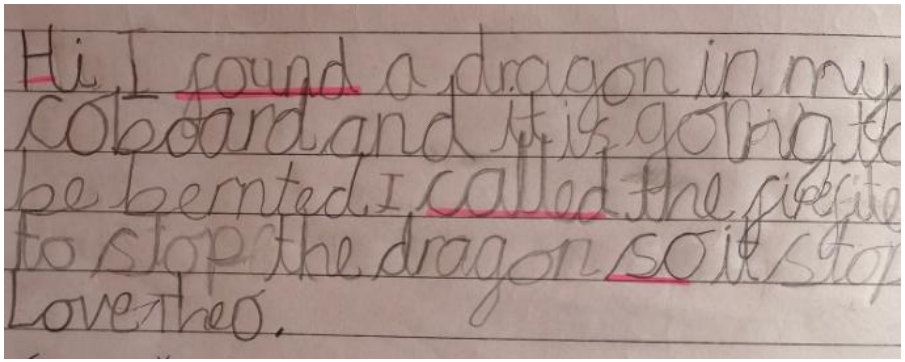
Rapunzel cut her long golden and bright hair. Rapunzel found a wanted POST, tall tree and different bushes.

The with found a bright, golden and beautiful leaf.

She wears a masks, boots and a cape.



This is a clever dragon boy. called Julian
Julian is gliding through the blue, fantastic water.
Julian is putting on a vibrant lipstik. Julian wants to be a mermaid.
Julian is putting on green wispy prints and white, creamy curtains.
Julian takes off his shirt and he takes off his pants.
Julian puts on green wispy curtains and puts on red bolld lipstick.
Julian ,, worried [illegible] will be disappointid.



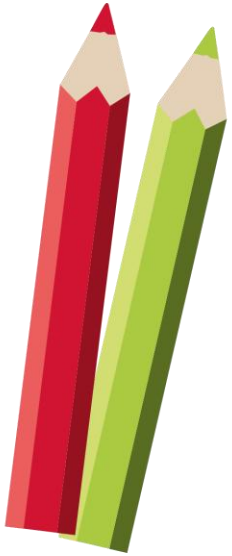
Hi I found a dragon in my cobboard and it is going to be bernted. I called the fire fite to stop the dragon so it stop
Love theo.

Tools we use in the classroom

Grow the code grapheme mat **Phase 2, 3 and 5**

s ss c se ce st sc	t tt	p pp	n nn kn gn	m mm mb	d dd	g gg	c k ck cc ch	r rr wr	h
b bb	f ff ph	l ll le al	j g dge ge	v vv ve	w wh	x	y	z zz s se ze	qu
ch tch ture	sh ch ti ssi si ci	th	ng	nk	a	e ea	i y	o a	u o-e ou





Capital letter	Who is my sentence about?	What do they do?	Check spellings	Finger spaces	Full stop/ question mark/ exclamation mark	Does it make sense? Read again to check.
A B C			check		.?!	

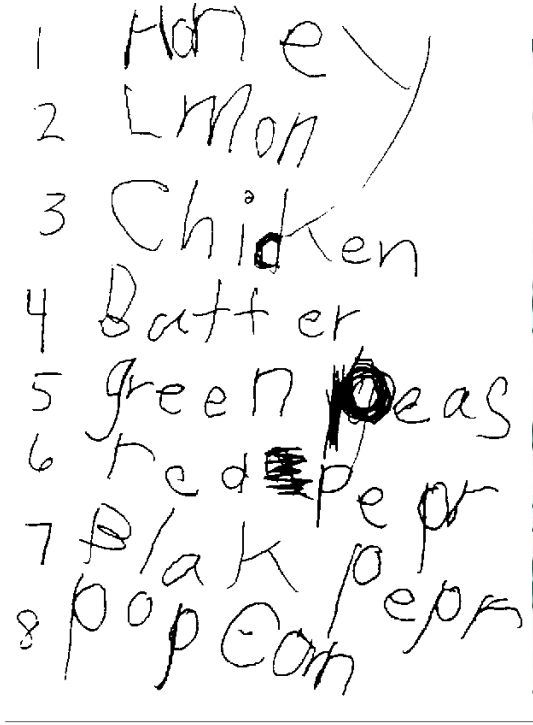
Top Tips - Activities at Home

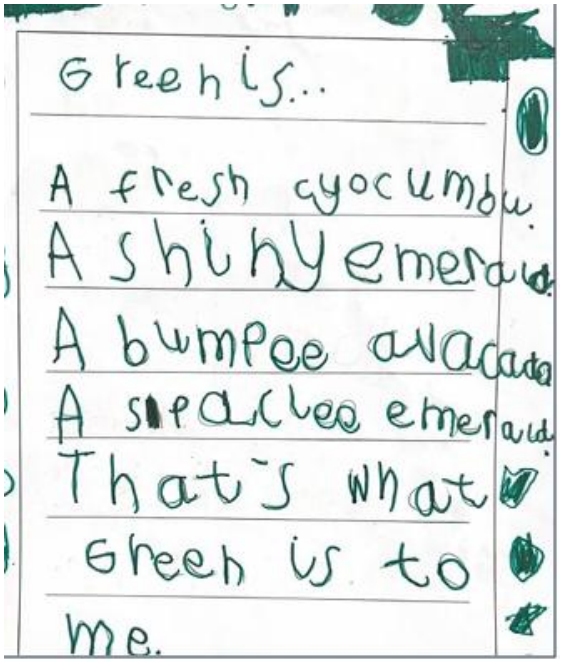
Postcards or letters – write a short message to family or friends

Birthday cards – encourage to write own message

Pictures to words – look at a picture and ask your child to write a sentence about it. You can use your child's reading book.

Story writing – retell familiar stories through illustrations and sentences.





HOLTSMERE END INFANT AND NURSERY SCHOOL

HOME–SCHOOL AGREEMENT

Working Together to Help Every Child Thrive

At Holtsmere End Infant and Nursery School, we believe that children achieve their best when school and families work together in a positive and respectful partnership.

THE SCHOOL WILL:

- Provide a safe, caring, inclusive and stimulating environment where every child is valued.
- Provide high-quality teaching and learning appropriate to each child's needs.
- Encourage children to develop confidence, independence, resilience and a love of learning.
- Have high expectations for children's behaviour, attendance and achievement.
- Celebrate children's effort, progress and achievements.
- Keep parents and carers informed about their child's learning, progress and wellbeing.
- Provide opportunities for parents and carers to engage with school life and their child's learning.
- Communicate respectfully and professionally with families.
- Listen to concerns and work constructively with families to resolve them.
- Promote our school values and support children to be *Here Every Day, Ready and On Time.*

AS A PUPIL, I WILL:

- Come to school every day and arrive on time.
- Try my best and be ready to learn.
- Be kind and respectful to children and adults.
- Listen to adults and follow our school rules.
- Look after our school, equipment and belongings.
- Tell an adult if I am worried or need help.
- Enjoy reading and learning at home with my family.

Remember our school values:

I am kind. *I am brave.* *I believe in myself.*

AS A PARENT/CARER, I WILL:

Attendance and Punctuality

- Ensure my child attends school every day unless they are genuinely too unwell to attend.
- Ensure my child arrives at school on time and ready to learn.
- Inform the school promptly if my child is absent and provide the reason for their absence.
- Avoid taking holidays or unnecessary leave during term time.
- Work with the school to improve attendance or punctuality if concerns arise.

Supporting Learning at Home

- Read with or to my child at least three times each week and record this as requested by the school.
- Support my child with home learning activities.
- Regularly access Tapestry and engage with homework, learning activities and information shared by the school.
- Encourage my child to talk positively about their learning and celebrate their efforts and achievements.
- Attend parent consultations and engage with school events wherever possible.

Behaviour and School Expectations

- Support the school's behaviour expectations, policies and values.
- Encourage my child to be kind, respectful and considerate towards others.
- Work in partnership with the school if concerns arise about my child's behaviour, learning or wellbeing.
- Treat all members of the school community with respect, including staff, children and other families.

Communication and Social Media

- Raise any concerns directly with the school so that they can be addressed appropriately and promptly.
- Communicate with school staff respectfully, including in person, by telephone, email and online.
- Use parent WhatsApp groups and other social media responsibly and respectfully.
- Not use WhatsApp groups or social media to make inappropriate, offensive, defamatory or disrespectful comments about individual children, families, staff members or the school.
- Respect the privacy and confidentiality of children, families and staff and not share photographs, personal information or confidential school matters without appropriate permission.
- Avoid discussing individual children, staff members or sensitive school matters within group chats.
- Understand that concerns about the school or an individual should be raised directly with the school through the appropriate channels rather than debated or shared on social media.

OUR SHARED COMMITMENT

By working together, we can ensure that every child feels happy, safe, included and able to achieve their very best.

We ask all families to support the principles and expectations set out in this Home–School Agreement as part of our shared commitment to children's education and wellbeing.

Child's Name: _____ Parent/Carer Signature: _____ Date: _____

Parent/Carer Name: _____ Date: _____