

Class Two | Learning Journey & Curriculum Map

Class Two | Child Development

After their first year of formal education, the children in Class 2 visibly grow and change, both outwardly and inwardly. Their school, their classmates, their teacher, are all very familiar now; they become more confident and, in comparison with the contentment of Class I, more talkative, louder and more cheeky; they push boundaries more than before; they begin to notice and question things. The authority of teachers who are clear in themselves about what is acceptable and what is not, is vital now; as the scope for self-directed work and behaviour widens, boundaries must remain firm. Slowly, through the course of this year and the next, the impulse to just follow - to imitate - will be replaced by the growing wish for independence. The challenging behaviour of the 8-year-old signals the beginning of that process, which will lead them eventually to become free thinking, empathetic, responsible adults.

Class Two | Numeracy | Number

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<ul style="list-style-type: none"> ● Read and write numbers up to 20 ● Count in tens ● Know number bonds up to 20 ● Know the patterns in 2,5 and 10 times tables ● Know the pattern of 11 times table 	<ul style="list-style-type: none"> ● Use body percussion to rhythmically practise 2x,3x,4,5x,10x tables ● Choose songs with recurring numbers and lists to reinforce sequencing ● Use songs, beanbags, skipping to practise times tables and number 	<ul style="list-style-type: none"> ● Provide counting aids to consolidate number patterns and visualise them concretely ● Provide a page of 100 squares that the children can shade in. Encourage children to use abaci and other manipulatives as

<ul style="list-style-type: none"> ● Recite tables 1 - 12 in chorus ● Recall and use 2 and 5 times tables ● Count rhythmically in 3s up to 100 ● Read and write numerals up to 100 ● Understand place value to four places ● Understand various forms of naming the four processes ● Apply simple mental arithmetic in narrative form (number story) building on skills ● Use the 4 processes in horizontal layout in units, tens and hundreds ● Understand the terms half and quarter informally ● Count and count on silently ● Count to 20 forwards and back from 10 ● Solve simple multiplication sums using pictures ● Solve simple division sums using pictures/diagrams ● Represent vertical layout for addition and subtraction in narrative and pictorial form ● Solve simple sums through mental 	<p>patterns</p> <ul style="list-style-type: none"> ● Introduce place value (Th, H, T,U) through a pictorial story ● Use a range of vocabulary to describe the 4 processes so children are familiar and flexible with maths terminology ● Allow time for short daily practice of simple sums and mental arithmetic ● Regularly ask word questions ● Choose familiar and well-liked subjects for simple mental and written calculations, e.g. food, animals, toys, money ● Play number memory games regularly ● Choose clapping and skipping rhymes which reinforce use of number patterns ● Regularly demonstrate the commutative nature of addition and multiplication ● Use rhythmic time measurement in recorder playing, percussion and movement ● Demonstrate vertical layout of addition 	<p>necessary</p> <ul style="list-style-type: none"> ● Extend counting, grouping, patterning, ordering activities to other subjects, such as Gardening, Handwork, Games to strengthen familiarity ● Devise short counting games using objects in the classroom ● Demonstrate the different patterns made by counting in 3s, 4s, 5s etc. using string within a 10- or 12- pointed shape ● Create visuals and/or a narrative to reinforce understanding of place value ● Encourage working in pairs to group and regroup collections of counters ●
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<p>arithmetic is daily practice</p> <ul style="list-style-type: none"> ● Recognise coins to one pound ● Become familiar with rhythms and lengths of time: seconds, minutes, hours, days, weeks 	<p>and subtraction</p> <ul style="list-style-type: none"> ● 	
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Class Two | Numeracy | Space & Measure

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<ul style="list-style-type: none"> ● Draw forms with vertical symmetry ● Draw forms with horizontal symmetry ● Draw spirals, lemniscates and ribbon forms in addition to Class 1 forms. ● Recognise coins to £1 ● Measure length, weight and capacity informally in craft, cooking and play ● Create and solve measurement explorations in knitting and sewing patterns 	<ul style="list-style-type: none"> ● Model form drawing on the board and use the body or other instruments to experience symmetry physically. ● Teach times tables through exploration in circle form, creating stars, squares, lines and polygons ● Practice form drawing and fluid formation of shapes and number regularly 	<ul style="list-style-type: none"> ● Provide form drawing opportunities as part of weekly practice. ● Encourage sense of harmony, symmetry, beauty and order of forms through personal organisation, presentation and care of surroundings

<ul style="list-style-type: none"> ● Use rhythmic time measurement in recorder playing, percussion and movement ● Metamorphose straight to curved forms ● Metamorphose drawn ribbon forms 		
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Class Two | Numeracy | Curriculum Narrative

In the 'Numbers' blocks in Class 2, work with the four processes continues, and the children begin to do different work, according to their ability. It is important that they grasp the basics before moving on too much. Some children need a lot of practice working with the four processes with one or two digit numbers while others, who are already very able and confident with this, develop independence and flexibility in number work through problem solving. Some children also love to work with enormous numbers, like $2,000,000 - 1,000,000$ or $3,000,000 \times 1$ and are delighted by how easy they are. Working out how to write 'three million' in digits is not so easy, and 'two million five thousand two hundred and fifty six' is very challenging. Learning of times tables by heart, through recitation and movement, continues as it becomes more difficult for children to learn them in this rhythmical way after about the age of 10, and they then have to memorise them consciously. Regular practice of writing calculations neatly and in the correct way, as well as mental arithmetic and working with word problems, continue.