

Areas of Study for Year Two

Maths

Number:

- Identify, represent & estimate numbers using different representations, including a number line
- Compare and order numbers to at least 100
- Use greater than, less than and equals signs.
- Read & write numbers to at least 100 in numerals & words
- Counting forwards and backwards in 2,3,5 & 10 from any given number
- Recognising to place value of any given number
- Use place value and number facts to solve problems
- Calculate using addition, subtraction, multiplication & division
- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape or quantity

Measurement:

- Choose appropriate standard units to measure length, mass, capacity and to be able to compare these measurements using appropriate signs
- To recognise and use symbols for £ and pence, and combine amounts to make a particular value. To solve simple problems using money, including giving change
- Compare and sequence intervals of time. Tell the time to 5 minutes and draw the hands on a clock face to show these. Know the number of minutes in an hour and hours in a day

Properties of Shape:

- Identify, compare and sort common 2D and 3D shapes and everyday objects.
- Describe properties of these shapes, including lines of symmetry

Position & Direction:

- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ turns
- Order and arrange combinations of mathematical objects in patterns or sequences

Statistics:

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- Ask and answer simple questions by counting and sorting by categories
- Ask and answer simple questions about totalling and comparing categorical data

English

Reading:

The core reading scheme that we use is Oxford Reading Tree.

- To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

- Read accurately by blending the sounds in words that contain graphemes, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading

Reading-Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing-Spelling:

- Spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
- Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly
- Apply spelling rules and guidance
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

See appendix 1 of The National Curriculum

Writing-Grammar Vocabulary & punctuation:

- Develop their understanding by:
 - learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently, including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the appropriate grammar for year 2
 - some features of written Standard English
 - use and understand the grammatical terminology when discussing their writing (*see English appendix 2 of The National Curriculum*)

Writing-Composition

- Develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events

- writing poetry
- writing for different purposes
- Consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- Read aloud what they have written with appropriate intonation to make the meaning clear

Writing-Handwriting:

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters

Science

Working Scientifically:

- Ask simple questions and recognise they can be answered in different ways
- Observe, perform simple tests, identify and classify
- Use observations & ideas to suggest answers to questions
- Gather & record data to help in answering questions

Living Things:

- Suitability of environment and food chains
- Investigate differences between things that are dead, living & things that have never been living
- Identify a range of plants and animals in their habitats
- Describe how animals obtain their food from plants & other animals

Plants:

- Identify, classify and describe the basic structure of plants, including plants with bulbs and name a variety of trees
- Observe and describe growth & conditions for growth

Animals including Humans:

- Know that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival

- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Use of Everyday Materials:

- Identify, name, describe, classify and compare properties and changes
- Talk about the uses of a variety of materials
- Find out how the shapes of solid objects can be changed by squashing, bending, twisting & stretching

Computing

- Understand what algorithms are, how they are implemented as programs on digital devices & that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Organise, store, manipulate & retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of IT beyond school.

PSHE

- Sex and Relationships Education
- Citizenship & British Values
- Saying no to bullying
- It's good to be me
- Changes
- New beginnings
- Citizenship and British Values
- Drug/medicine education
- How sleep is good for us
- Financial Capability
- Protective behaviours and Facts for Life

Geography

- Investigate the world's continents & oceans.
- Investigate the countries & capitals of the UK
- Compare & contrast a small area of the UK with that of a non-European country.
- Explore weather & climate in the UK and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases & globes.
- Use simple compass directions.
- Use aerial photographs.

• Use fieldwork and observational skills. Compare similarities and differences between places • Create simple maps using a key and symbols
History
• The lives of significant individuals in Britain's past who have contributed to our nation's achievements. • Key events in the past that are significant both nationally and globally.
RE
• We study mainly the Christian and Islamic faiths throughout our themes. • Who is a Muslim and how do they live? • Why do Christmas and Easter matter to Christians? • What is the 'good news' Christians believe Jesus brings?
Music
• Use their voices expressively by singing songs and speaking chants & rhymes and nursery rhymes. • Play tuned & untuned instruments musically. • Listen with concentration & understanding to a range of quality live & recorded music, including 'music of the week' in assembly. • Make and combine sounds using the inter-related dimension of music.
Art
• Use experiences & ideas as the inspiration for artwork, including experiences out at Forest School. • Share ideas using drawing, painting & sculpture. • Explore a variety of techniques. • Learn about the work of a range of artists, artisans & designers.
DT
• Design products for themselves & others based on design criteria. Communicate ideas through talking, drawing, templates, mock-ups and IT. • Select from a range of tools and equipment to make products. Select from & use a range of materials according to their characteristics. • Evaluate a range of existing products, & their ideas/ products against design criteria. • Build structures, exploring how they can be made stronger and more stable. • Use the basic principles of a healthy diet to prepare dishes. • Understand where food comes from.
PE
• Participate in team games, learning core skills, developing simple tactics for attacking and defending. • Athletics

- Perform dances using simple movement patterns.
- *Gymnastics*