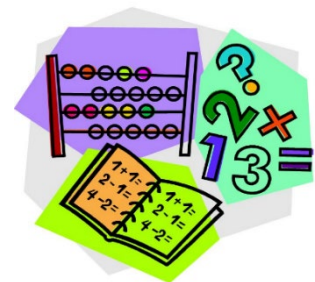
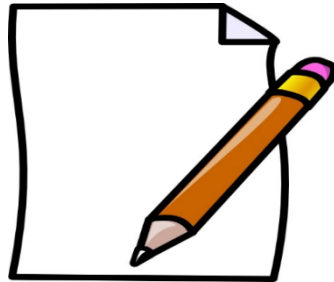




MRS BLAND'S INFANT AND NURSERY SCHOOL



YEAR TWO CURRICULUM EXPECTATIONS



Community • Curiosity • Creativity • Challenge

Introduction

This booklet is designed to provide you with an overview of the curriculum end points for reading, writing and mathematics for children in Year 2. The objectives within each of the overviews are taken from the National Curriculum which the teachers will assess children against during the course of the year.

READING

By the end of Year 2, the children need to be able to...

Word Reading
Apply phonic knowledge and skills as the route to sound out words until automatic decoding has become embedded and reading is fluent.
Read accurately by blending the sounds in words that contain the graphemes (the written symbol that represents a sound) taught so far, especially recognising alternative sounds for graphemes e.g. ea, ee, ey, e-e.
Read accurately words of two or more syllables that contain the same graphemes as above.
Read words containing suffixes (word endings such as -ful, -less, -ment, -ly) and contractions (didn't, it's, I'll)
Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.
Read <u>most</u> familiar words quickly and accurately, without overt sounding and blending.
Sound out <u>most</u> unfamiliar words accurately, without undue hesitation.
Re-read books to build up their fluency and confidence in word reading.

Comprehension
Listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently.
Discuss the sequence of events in books and how items of information are related.
Retell a wider range of stories, fairy stories and traditional tales.
Understand that non-fiction books are structured in different ways.
Recognise simple recurring literary language in stories and poetry.
Clarify the meanings of words, linking meanings to known vocabulary.
Discuss their favourite words and phrases.
Recite <u>some</u> poetry by heart, with appropriate intonation to make the meaning clear.
Check that the text makes sense to them as they read and correct inaccurate reading.
Make <u>some</u> inferences (orally and in writing) on the basis of what is being said and done e.g. Why did the character...
Answer and ask questions.
Predict what might happen on the basis of what has been said and done.
Participate in discussions 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

By the end of Year 2, the children need to be able to...

Transcription
Break down spoken words into sounds and represent these in their writing, spelling <u>many</u> correctly, including sounds for which one or more spellings are already known.
<u>Many</u> common exception words set out in the Year 1 and 2 curriculum are spelt correctly.
Spell <u>some</u> words with contracted forms (accurately using an apostrophe) e.g. I'll, they're.
Recognise the difference between homophones (words that sound the same, but have different meanings and spellings e.g. hear and here) and near-homophones (words that are pronounced almost the same but have different meanings and spellings e.g. one and won).
Add suffixes (word endings) to spell longer words, including –ment, -ness, -ful, -less, -ly.
Write from memory simple sentences dictated by the teacher that include words using sounds, common exception words and punctuation taught so far.

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 next 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.

Composition
Develop positive attitudes and stamina for writing for different purposes and through a range of genres such as narratives about personal experiences and those of others (real and fictional), real events, poetry.
Plan what they are going to write before beginning.
Make simple additions, revisions and corrections to their own writing.
Read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, Grammar and Punctuation
Use both familiar and new punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes and apply this to demarcate <u>most</u> sentences correctly.
Use sentences with different forms: statement, questions, exclamations, commands.
Expand noun phrases to describe and specify [for example, the spotty, blue butterfly].
<u>Mostly</u> use present and past tenses correctly and consistently.
Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
Use and understand the features of written Standard English.

MATHS

By the end of Year 2, the children need to be able to...

Number – Number and Place Value
Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.
Recognise the place value of each digit in a two-digit number (tens, ones).
Identify, represent and estimate number using different representations, including the number line.
Compare and order numbers from 0 up to 100; the $<$, $>$ and $=$ signs (less than, greater than and equal to).
Read and write numbers to at least 100 in numerals and in words.
Use place value and number facts to solve problems.

Number – Addition and Subtraction
Solve problems with addition and subtraction: <ul style="list-style-type: none">• Using concrete objects (such as cubes, counters and Numicon) and pictorial representations, including those involving numbers, quantities and measures.• Applying their increasing knowledge of mental and written methods.
Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
Add and subtract numbers using concrete objects, pictorial representations, and, mentally including: <ul style="list-style-type: none">• a two-digit number and ones• a two-digit number and tens• two two-digit numbers• adding three one-digit numbers
Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Number – Multiplication and Division
Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.
Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts, including problems in contexts.

Number – Fractions

Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.

Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Measurement

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg,g); temperature (*C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.

Compare and order lengths, mass, volume/capacity and record the results using <, > and =.

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

Find different combinations of coins that equal the same amounts of money.

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Compare and sequence intervals of time.

Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

Know the number of minutes in an hour and the number of hours in a day.

Geometry – Properties of Shapes

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid).

Compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry – Position and Direction

Order and arrange combinations of mathematical objects in patterns and sequences.

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 quarter, half and three-quarter turns (clockwise and anti-clockwise).

Statistics

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

Ask and answer questions about totalling and comparing categorical data.