



## Introduction

This booklet is designed to provide you with an overview of the curriculum objectives for reading, writing and mathematics for your child's year group. The objectives for each subject are taken from the National Curriculum for England and Wales and are the skills against which teachers assess children over the course of the year.

To meet age related expectations, children are expected to be secure in their understanding, use and application of the given skills. For example, in writing children will be expected to demonstrate, across a range of writing types, that they can apply the skills listed and in mathematics children not only have to be able to show an understanding of the skills but have to apply them in a range of contexts and in problem solving situations. No one skill is assessed in isolation.

## Meeting individual needs

Not all children will be necessarily working on their relevant curriculum objectives. This may be because they need to consolidate skills from an earlier curriculum. Similarly, some children may be working, by the end of the year, on skills in greater depth in their year group curriculum. At St Peter's teachers tailor their planning to ensure that the needs of individuals are met. Teachers keep comprehensive records on what children can do and what they need to work on next. This information informs their on-going planning so that each child makes good progress over the course of the year.

## What can I do to help my child with their learning?

Reading with your child every night is the second greatest thing that you can do to support their learning across all areas of the curriculum. A child who can read, comprehends what they have read and develop a richness of vocabulary will excel in all subject areas. Do not think that if your child can't yet read that you cannot help them. Reading to children and immersing them in books is fundamental to early child development. Similarly, if you have an older child who reads independently, ask them about the book they are reading.

Alongside this, equally important is to ask your child about their learning eachday. Even if they do not tell you very much, the fact you have asked them signals that you care about how they are doing at school.

When trying to support writing at home, encourage your child to write for real purposes e.g. letter writing. Support them in this way in using some of the skills taught in school. Get them to regularly practise their handwriting so that they become fluent.

Practical contexts are great for supporting learning in mathematics. Whether it is shopping or baking, real life situations help make maths real. Use car journeys or walks to practise counting and recall of facts like times tables. There is also a wealth of games online to support the objectives given.

"The more you **read**  
the more **things** you know.  
The more that you **learn**  
the more **places** you'll go."  
-Dr. Seuss

# READING

## Year 2



Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes e.g. words with ay, ai, a-e making the same sound.

Reads accurately words of two or more syllables (that contain the same graphemes as above).

Accurately reads words containing common suffixes and contractions.

Accurately reads further common exception words as set out in Y1/2 Appendix 1.

Reads familiar words quickly and accurately, without overt sounding and blending.

Sounds out most unfamiliar words accurately, without undue hesitation.

In a book they read accurately and fluently (approximately 90 words a minute), checking that the text makes sense to them.

Can discuss the sequence of events in books and how items of information are related.

Can retell a wider range of stories and recite some poetry by heart, with appropriate intonation to make the meaning clear.

Understands that non-fiction books are structured in different ways.

Recognises simple recurring literary language in stories and poetry.

Can discuss their favourite words and phrases.

Can answer questions orally and in writing, making some inferences on the basis of what is being said and done.

Can predict what might happen on the basis of what has been read so far in discussion and in writing.

Participates 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.

Explains and discusses their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

# WRITING

## Year 2



Uses sentences with different forms in their writing (statements, questions, exclamations, commands).	
Writing shows co-ordination using or/and/but and <u>some</u> subordination using when/if/that/because. <i>For example: The boy liked bananas but did not like grapes. When it is raining, we have to wear raincoats.</i>	
Overall writing is starting to show features of written Standard English.	
Demarcates <u>most</u> sentences with capital letters and full stops.	
<u>Some</u> use of question and exclamation marks.	
Commas to separate items in lists are <u>mostly</u> correct.	
Starts sentences in different ways to keep the writing interesting.	
Uses <u>some</u> expanded noun phrases to describe and specify <i>e.g. the juicy, red, apples.</i>	
Uses present and past tense <u>mostly</u> correctly and consistently.	
Segments spoken words into phoneme and representing these by graphemes, spelling <u>many</u> correctly.	
<u>Many</u> common exception words out in the Year 1 and 2 curriculum are spelt correctly.	
Can spell <u>some</u> words with contracted forms (accurately using an apostrophe) <i>e.g. I'll, they're.</i>	
Adds suffixes to spell some words correctly, <i>e.g. words ending in -ment, -ness, -ful, -less, -ly.</i>	
More complex spellings are phonetically plausible.	
Using diagonal and horizontal strokes needed to join letters in their writing. (St John's policy is all letters joined).	
Uses spacing between words that reflects the size of the letters.	
Capital letters and digits are of the correct size, orientation and relationship to one another and to lower case letters.	
Writing is checked for errors in spelling, grammar and punctuation and meaning with improvements then being made.	

# MATHEMATICS

## Year 2



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 2-digit number.

Partition two-digit numbers into different combinations of tens and ones (this may include apparatus) e.g. 23 is 2 tens and 3 ones which is the same as 1 ten and 13 ones.

Compare and order numbers to at least 100 and use the  $<$  and  $=$  sign.

Read and write numbers to at least 100 in numerals and in words.

Use place value and number facts to solve problems.

Recall and use addition and subtraction facts up to 20 fluently and derive and use related facts up to 100.

Adds 2 two-digit numbers within 100 e.g.  $48 + 35$  and can demonstrate their method using concrete apparatus or pictorial representations.

Can use estimation to check that their answers to a calculation are reasonable e.g. knowing that  $48+35$  will be less than 100.

Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

Subtract mentally a two-digit number from another two-digit number when there is no regrouping required e.g.  $74 - 33$ .

Can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing numbers e.g.  $? - 14 = 28$ .

Solve problems with addition and subtraction using concrete objects and pictorial representations including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods (not necessarily column).

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

Recognise odd and even numbers.

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary e.g. can make 7 groups of 5 from 35 blocks and can write as a number sentence.

Can identify  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  and knows that all parts must be equal part of the whole.

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

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}$ 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.

Use different coins to make the same amount e.g. uses coins to make 50p in different ways

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

Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given.

Compare and sequence intervals of time.

Read the time on the clock to the nearest 15 minutes.

Describe the properties of 2D and 3D shapes e.g. triangle has 3 sides, 3 vertices and 1 line of symmetry.

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

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).

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.