



Year Two



Key Stage 1

Curriculum Intent:

Everyone at Brookland Infant and Nursery School recognises that our curriculum has to be broad and balanced, offer children opportunities to grow and make progress from whatever their starting points may be. We believe that childhood should be a happy and investigative time, where curiosity and a thirst for new experiences and knowledge is nurtured. We want our children to develop the necessary skills, knowledge and understanding to think and act in ways that will enable them to engage in the culture in which they live and to understand and appreciate the cultures of others. We believe that learning should be memorable, hands on, active and challenging. We also want to develop children's specific subject knowledge, understanding and skills. We want all our children to become confident and successful lifelong learners.

At Brookland Infant and Nursery School we want our children to develop the following basic skills:

- To speak clearly and convey ideas confidently.
- To read fluently and develop a love for reading.
- To communicate ideas in writing efficiently and effectively.
- To calculate efficiently and apply skills to solve problems.
- To use new technologies confidently and purposefully.

We want our children to be literate, numerate and technologically capable, but we also want our children to be able to think for themselves. Therefore, our curriculum is driven by 4 principles that we believe will support our children to become successful life-long learners.

Our 4 curriculum principles:

- **Creative:** *How the children express themselves.*
- **Ambitious:** *How the children demonstrate positive learning behaviours*
- **Curious:** *What the children learn and how it links to their understanding of their place in the world.*
- **Healthy:** *How the children ensure they are ready to learn.*



Curriculum Implementation:

In KS1 we offer a broad, balanced and stimulating curriculum based around half termly topics through which we deliver our aims and principles whilst ensuring it covers the statutory requirements of the National Curriculum. Our topic approach enables our children to make meaningful links with their learning, to deepen their knowledge, inspire them to learn more and help them to remember more.

Our curriculum provision ensures all our children are offered quality learning experiences in the discreet subjects (English - Phonics, Reading, Writing, Mathematics, PSHE, RE, Music, Computing and PE), but also through our topic approach in the other subjects (Science, History, Geography, Art and DT).

YEAR 2

Children are usually excited about moving to Year 2 as they gain the status of being the oldest children in our school. Apart from changing classrooms and teachers, most other routines remain unchanged.

Children in Year 2 build upon their learning in Reception and Year 1. They continue to acquire and extend, in all aspects of their work and play, the skills and attitudes which are vital to their development as life-long learners. However, in keeping with their growing maturity and their improved range of skills, the expectations of Year 2 children do increase significantly. The pace of learning is quick and expectations are high.

In Year 2 children are expected to:

- Work with sustained focus and independence.
- Maintain their focus for longer periods.
- Increase the pace at which they work starting and completing tasks in the allocated time.
- Be aware of their learning behaviour and know what they need to do to make progress.
- Act as appropriate role models for the younger children in our School.

SPEAKING & LISTENING

We believe that communication is the foundation of relationships and essential for learning, play and social interaction. Therefore, Speaking and Listening is a crucial part of the curriculum as it underpins learning in all other areas. Children will develop their speaking and listening in all areas of the curriculum and their school life, both formally and informally. They will experience drama/role play, debates and be encouraged to explain their thinking. It is important to recognise that the National Curriculum emphasises the correct use of grammar and use of Standard English.

From Year 1 through to Year 2 children are taught how to: -

- Listen to and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding, vocabulary and knowledge.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions and explanations.
- Maintain attention and participate actively in collaborative conversations.
- Stay on topic and initiate and respond to comments.
- Use spoken language to develop understanding through speculating hypothesising imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances and debates.
- Gain maintain and monitor the interest of the listener.
- Consider and evaluate different viewpoints attending to and building on the



contributions of others.

- Select and use appropriate registers for effective communication.

READING

By the time they reach Year 2, many children will already have the basic skills they need to become fluent, confident readers. During Year 2 they will continue to be taught specific reading skills and will have daily experience of reading, for pleasure and for other purposes. Many of the learning activities in other subject areas across the curriculum will also ensure the children are continually practising and applying their reading skills. Children will continue to have access to a wide range reading material and as they become increasingly fluent and confident they will focus more on their comprehension skills and answering questions on the texts they read. Your child will read with their teacher during regular Reading Practise sessions.

The National Curriculum objectives for Reading in Year 2 are 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.
- Read accurately words of two or more syllables.
- Read common exception words.
- Read words containing common suffixes.
- Read most words quickly and accurately, without overt sounding out and blending, when they have been frequently encountered.
- Further develop their phonic knowledge using more complex spelling patterns.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and with undue hesitation.
- Discuss the meanings of words, and discuss favourite words and phrases.
- Re-read these books to build up their fluency and confidence in word reading.
- Listen to and discuss a wide range of poetry, stories and non-fiction at a level beyond which they can read independently.
- Be introduced to non-fiction books that are structured in different ways. Recognise sequences of events and how items of information are related.
- Retell a wider range of stories and recognise simple recurring literary language.
- Use what they already know or information/vocabulary provided by the teacher to support their understanding.
- Ask and answer simple questions about the text.
- Make inferences from what has been said/done in a text and predict what might happen on the basis of what has been read so far.
- Join in discussions about what they have read or has been read to them, explaining and discussing their understanding.

Please see Appendix 1 for list of the Year Two Common Exception words that children are expected to read by the end of Year Two.

WRITING

During Year 2 children will continue to write for different purposes – stories, lists, letters, poems etc. and will develop their composition, stylistic and presentational skills. Writing is a very complex process and needs a range of skills. These include a good vocabulary and imagination; the ability to listen to and to hear the range of sounds in words for spelling; the ability to form letters correctly; an understanding of correct grammar and punctuation. Handwriting remains an important skill, despite the increase in digital technology and children are expected to develop good handwriting skills. There is much for children to learn and to practise. Children will be taught these skills but will also regularly apply them in an imaginative and creative way. Children continue to have daily phonics lessons as they did in Year 1 and will focus on different spelling patterns.



The National Curriculum Writing objectives for Year 2 are to:

- Write for a variety of purposes, using their imagination to write stories/ poems.
- Organise and edit their writing.
- Write about more than one idea, grouping related information, using extended phrases and using paragraphs. Develop their writing through the use of nouns/pronouns/ adjectives/adverbs.
- Vary the way sentences begin, joining sentences with conjunctions and connectives.
- Use the present and past tenses correctly.
- Use different types of sentences – statement, command, questions, and exclamations.
- Segment words into phonemes and represent with correct grapheme.
- Spell common exception words, and contraction words.
- Add suffixes to spell longer words (- ment, -ness – ful - less).
- Use the possessive apostrophe. (i.e. the cat's milk).
- Know/ spell homophones or near homophones (i.e. there/their; to/too/two etc.).
- Use apostrophes for contracted forms (don't, I'm etc.).
- Use punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists.
- Use expanded noun phrases to describe and specify.
- Use subordination (when, if, that, because).
- Use and understand grammatical terminology i.e. verb, tense (past, present) adjective, noun, suffix, apostrophe, comma.
- Form lower-case letters of the correct size and orientation.
- Start using some of the diagonal and horizontal strokes needed to join letters.
- 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.

Please see Appendix 1 for list of the Year 2 Common Exception words that children are expected to write and spell by the end of Year 2.

PHONICS & SUPPORT FOR SPELLING

In Year Two, children continue to have a daily phonics lesson, however the focus of the sessions moves to spelling rules. Children in Year 2 will have completed the Little Wandle Revised Letters & Sounds programme at the end of Year 1. In Year Two, the children follow the Spelling Shed programme which continues to build on the firm foundations built whilst learning phonics in Reception and Year 1. They will continue to break down spellings into the smallest units of sound and cluster them into syllables in order to read and write words efficiently.

We want children to become confident spellers, although spelling typically lags behind reading as it is usually more difficult for children to grasp. During this phase, children will start to spell more complex words.

They will work on spellings and skills which are more difficult:

- Using suffixes to indicate tenses.
- The rules for adding -ed, -ing, -er, -est, -ful, -ly, -ment, -ness, -en, and -y.
- Plurals adding -s and -es.
- Using prefixes to change words.
- Spelling long and/or difficult words e.g. compound words.
- Use the possessive apostrophe. (i.e., the cat's milk).
- Know/ spell homophones or near homophones (i.e. there/their; to/too/two etc.).
- Use apostrophes for contracted forms (i.e. don't, I'm).



MATHEMATICS

Maths is taught daily using the White Rose framework to ensure coverage and progression. We use the Maths Mastery approach and throughout the week children have the opportunity to learn, use and apply what they have been learning in an open ended way involving real life maths and using lots of practical and hands on maths experiences; encouraging children to talk to each other and explain their thinking. During Year 2 the expectations of children's mathematical learning and understanding increases significantly.

Use of mathematical language

In order to become competent mathematicians children must understand and use the correct mathematical language. Children need to use language in all mathematical activities and there is a particular emphasis on reasoning and explaining their thinking.

The National curriculum objectives for Mathematics in Year 2 are to:

Number and Place Value

- Identify, represent and estimate numbers using different representations including using the number line.
- Read and write numbers to at least 100 in numerals and in words.
- Compare and order numbers from 0 to 100.
- Use $<$ $>$ and $=$ signs.
- Understand the value of each digit in a two digit number.
- Use place value and number facts to solve problems.

Counting

- Count in steps of 2, 3, 5 and 10 from 0 or 1 in tens, from any number, forward and back.

Addition and Subtraction

- Recall and use addition and subtraction facts to 20 fluently and derive and use related facts to 100.
- Understand that addition can be done in any order but subtraction cannot.
- Recognise the inverse relationship between addition and subtraction and to use this to check calculations and solve missing number problems.
- Add and subtract numbers using a range of strategies including concrete objects, pictorial representations and mentally.
- Solve addition/subtraction problems using an increasing range of methods.

Multiplication and division

- Recall and use multiplication and division facts for 2, 5, and 10 multiplication tables.
- Recognise that multiplication can be done in any order but division cannot.
- Calculate mathematical statements within the multiplication and division tables and record using \times \div and $=$. Solve problems involving multiplication and division using a range of methods.

Fractions

- Recognise, find, name and write fractions ($\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$) of lengths, shapes, sets of objects and quantities.
- Write simple fractions for example $\frac{1}{2}$ of 6 = 3.
- Recognise equivalence i.e. $\frac{2}{4}$ and $\frac{1}{2}$.

Measure

- Compare and order lengths, weight volume/capacity using appropriate vocabulary.
- Record lengths weight and volume using the symbols $>$, $<$ and $=$.



- Choose and use the appropriate standard unit of measurements for length and height (cm/m); mass (gm/kg.); temperature (degree); capacity (ml/litre).
- Use rulers, scales, thermometers and measuring vessels reading the standard units of measurement to the nearest unit.
- Know the number of minutes in an hour and hours in a day.
- Tell and write the time to five minutes, including quarter to/quarter past.
- Recognise and use symbols for (£) and pence (p).
- Combine amounts to make a particular value.
- Find different combinations of coins that equal the same amount of money.

Geometry

- Identify and describe the properties of 2D shapes including the number of sides and the line symmetry in a vertical line.
- Order and arrange objects in patterns and sequences.
- Identify and describe the properties of 3D shapes including number of edges, vertices and faces.
- Identify 2D shapes on surface of 3D shapes (i.e. triangle on a pyramid).
- Compare and sort common 2-D and 3-D shapes and everyday objects.
- Distinguish a rotation as a turn.
- Recognise a quarter half and $\frac{3}{4}$ turn.
- Recognise a right angle as a quarter turn.
- Use mathematical vocabulary to describe position, direction and movement including in a straight line.

Statistics

- Interpret and construct simple pictographs, tally charts, block diagrams and simple tables.
- Ask and answer questions by counting the number of objects in each category and sorting the categories by quantity.
- Ask and answer questions about totalling and comparing data.

PERSONAL, HEALTH AND SOCIAL EDUCATION (PSHE)

At Brookland Infant and Nursery School, we want our children to become healthy, independent and responsible members of our school community and to be able to use these skills to help them to develop their sense of place in the wider world. In KS1 we provide a PSHE curriculum that builds social skills, grows emotional literacy, and enables mental health and nurtures children's positive relationships with themselves and others.

In Year 2, we continue to teach PSHE weekly using 'Jigsaw, The Mindful Approach to PSHE'. Lessons are taught sensitively and inclusively, respecting the backgrounds and beliefs of the children, families and staff members that make up our school community. PSHE is taught using a variety of active learning techniques including; drama, puppets, stories, circle time, debates, drawings/posters and songs. The PSHE curriculum is taught through six themes.

Children in Year 2 learn about:

Being Me in My World:

- Hopes and fears for the year
- Rights and responsibilities
- Rewards and consequences
- Safe and fair learning environment
- Valuing contributions
- Choices
- Recognising feelings



Celebrating Difference

- Assumptions and stereotypes about gender
- Understanding bullying
- Standing up for self and others
- Making new friends
- Gender diversity
- Celebrating difference and remaining friends

Dreams & Goals

- Achieving realistic goals
- Perseverance
- Learning strengths
- Learning with others
- Group co-operation
- Contributing to and sharing success

Healthy Me

- Motivation
- Healthier choices
- Relaxation
- Healthy eating and nutrition
- Healthier snacks and sharing food

Relationships

- Different types of family
- Physical contact boundaries
- Friendship and conflict
- Secrets Trust and appreciation
- Expressing appreciation for special relationships

Changing Me

- Life cycles in nature
- Growing from young to old
- Increasing independence
- Differences in female and male bodies (correct terminology)
- Assertiveness
- Preparing for transition

In addition to the discrete teaching of PSHE in KS1, children across the whole school use the Zones of Regulation to help them to understand and explain how they are feeling and are encouraged to use a variety of tools to self-regulate themselves.

RELIGIOUS EDUCATION (RE)

In Year 2, we deliver Religious Education (RE) in line with the Barnet Agreed Syllabus for Religious Education. We use the Kapow Primary Religion and Worldviews Syllabus to inform planning, which follows an enquiry based 'big question' approach. Children begin to develop their awareness of religion and worldviews through learning about a range of religions and worldviews represented in the UK, including Christianity. The children learn about different beliefs and cultures to help prepare them for life in modern Britain.

Through our RE lessons, children in Year 2 will:

- Develop a greater awareness of different faiths, including places of worship, specific celebrations and significant religious figures.
- Retell religious stories and suggest meanings to these stories.
- Develop an increased understanding of a multi faith community.

MUSIC

We aim to make Music lessons a joyful and integral part of school life. We teach Music weekly and our curriculum is based around the Charanga scheme of work. Children have the



opportunity to listen to and compare different musical pieces, sing, play and improvise on tuned and untuned instruments and perform.

Children in Year 2 are taught to:

- Use their voices expressively, singing songs, speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Create melodic patterns, simple rhythmic accompaniments for songs and sound compositions by selecting, ordering and combining sounds using interrelated dimensions e.g. dynamics, tempo.
- Represent sounds with symbols and notate in different ways to indicate how and when to play and rest and use them to create simple compositions.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Use the correct terminology to describe music and evaluate likes/dislikes and their effect on mood and feelings.
- Understand and use simple musical vocabulary.

Physical Education (PE)

We follow the Get Set 4 PE scheme of work to ensure the teaching of high-quality PE sessions with a focus in progression of skills. Children in Year 2 take part in discrete PE lessons twice a week. They will also take part in a weekly swimming lesson with a fully qualified swimming coach in the Autumn Term.

Children in Year 2 are taught:

Autumn		Spring		Summer	
<ul style="list-style-type: none"> • PE Fundamentals • Ball Skills • Swimming 	<ul style="list-style-type: none"> • Gymnastics • Fitness • Swimming 	<ul style="list-style-type: none"> • Dance • Sending & Receiving 	<ul style="list-style-type: none"> • Yoga • Net & Wall 	<ul style="list-style-type: none"> • Invasion Games • Athletics 	<ul style="list-style-type: none"> • Team Building • Striking & Fielding

SCIENCE

Children's learning in Science continues to be very practical and often provides the context to practise and apply the English and Mathematical skills which the children are working on. The Science curriculum has two aspects; the development of scientific skills and the acquisition of subject specific knowledge.

Scientific skills development:

- **Observation** — what can we see, hear, taste, smell, feel; what do we already know about the issue we are thinking about?
- **Questioning**—what would we like to find out, why does that happen?
- **Investigation** — deciding what we would like to know
- **Planning** - how we will find out what we want to know? Is it a fair test?
- **Prediction** — what do we think will happen?
- **Estimation, measurement and classification** – carrying out the experiment/investigation and making sense of their findings.

Subject Knowledge:

Plants

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water light and a suitable temperature.



Animals, Living Things and their Habitats

- Recognise that animals (including humans) have offspring which grow into adults.
- Investigate and describe what animals (including humans) need for survival - water food and air.
- Recognise and describe the importance, for humans, of exercise, eating the right amounts of different food types, and hygiene.
- Explore the difference between things that are living, dead, and things which have never been alive.
- Understand that living things live in habitats to which they are suited
- Describe how different habitats provide for basic needs of different animals and plants and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats including micro habitats.
- Describe how animals obtain food from plants and other animals, using the idea of a simple food chain, and identify different sources of food.

Materials

- Identify and compare the uses of a variety of everyday materials.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

COMPUTING

During their time at school children's skills in the use of digital technology are continually developed across all subject areas of the curriculum and they also receive a weekly computing lesson. This is an area in which many children already have a range of skills. The emphasis in the National Curriculum for Year Two is on the development the skills for coding and programming. For Year Two, this means learning how to develop and input simple codes/algorithms and how to debug programs.

There are three main strands and children in Year 2 will be taught to:

Online safety and Digital Literacy

- Use technology safely and respectfully, keeping personal information private.
- Keeping safe when online.
- Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Programming and Computer Science

- Develop and input algorithms to program floor robots.
- Work systematically to 'debug' simple codes or programs, finding errors in the algorithm.
- Program screen objects or characters to move (or draw shapes) and explain how the instructions (code) produced the shapes.
- Use simple coding environments to program screen characters to change state when an input is detected – e.g. – fish moves to the right when you use the right arrow key.

Creative use of Information Technology

- Extend their basic computer and word processing skills.
- Find and use information from selected websites.
- Collect, organise, enter and analyse data in a simple database, chart and graph.
- Use a camera independently to take an image and film moving objects.
- Select an appropriate device for a particular purpose (e.g. tablet, stills camera, moviecam, sound recorder etc.).
- Create a simple stop-motion animation on a PC or iPad.
- Add a new object on to an existing branching database, suggesting appropriate questions with yes/no answers.
- Use digital technology in the environment and to recognise it as a vital tool.



HISTORY

Through History lessons, we aim to inspire curiosity, encourage children to ask questions, to notice and compare similarities and to begin to understand how historical figures and events have shaped the world we live in today. They also provide a context for our children to apply their English Skills.

Children in Year 2 are taught:

- To develop a sense of the past and how things have changed over time.
- To develop an awareness of how we learn about the past from artefacts and other evidence.
- About significant people from the past who have contributed to National and International achievements e.g. Florence Nightingale.
- About events beyond living memory that are significant Nationally or Globally (e.g. The Great Fire of London; the first aeroplane flight or events commemorated through festivals or anniversaries).
- Develop and use the correct Historical vocabulary.

GEOGRAPHY

Our Geography curriculum in Year 2 is designed to develop children's curiosity and fascination about the physical world and its people and to help children to understand their place within it.

Children in Year 2 are taught to:

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.
- Learn about their locality and more distant parts of the world, comparing them and recognising and naming features in the environment.
- Use basic geographical vocabulary to refer to key physical and human features.
- Identify hot and cold areas of the world and begin to explain why.
- Learn how to create and use simple maps.
- Express their feelings about their environment, how it could be improved or cared for.

ART

In Year 2, children are encouraged to develop their ideas through a hands-on approach, practising, improving and developing key art skills.

Children in Year 2 are taught to:

- Develop a range of skills and techniques for drawing, painting and sculpting and share my ideas, experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Use a range of media to create pieces of artwork.
- Talk about their responses to works of art, developing appropriate language.
- Learn about the work and lives of individual artists, using them as inspiration for their own work.

DESIGN TECHNOLOGY

This area of the curriculum is very practical and enables children to be creative and develop their motor skills. They will need to design and plan what they want to make, modifying it to ensure that it is suitable for what it is intended for. Children develop a wide range of skills in

this area of the curriculum.

Children in Year 2 are taught:

- How to make products with leavers, winding mechanisms and wheels.
- To plan what they want to make including selecting the materials and tools involved.
- Revisit and critically review the outcome of their work, referring back to their design and then make adjustments and improvements.
- To use the basic principles of a healthy and varied diet to plan and prepare dishes.
- About where food comes from.

ASSESSMENT

Assessment is the way that teachers find out what skills and knowledge children have acquired and what they need to do next. It is a crucial part of the teaching and learning process.

The way that teachers do this includes observing the child working alone or in groups; questioning; marking and monitoring recorded work and occasionally set pieces of work. Reading progress is assessed weekly.

Children are continually assessed and given feedback on what they are doing well and what they need to work on. We also encourage children to assess themselves so they understand how they can improve their learning. During parent consultation meetings teachers will use children's assessments to discuss their progress and will be able to let you know how your child getting on, whether they are meeting expectations and what your child needs to do next. They will also be able to make suggestions about how you can help your child at home.

Occasionally there are children who do not make expected progress and who are struggling with their learning. Should this be the case, we will talk to you at an early stage about our specific concerns, discuss what additional support we can offer in school and how you can support them effectively at home.

END OF KEY STAGE ASSESSMENT

At the end of Year 2, which is also the end of Key Stage One of the National Curriculum, children are assessed against a set of National Standards. A copy of these standards, for Reading, Writing, Mathematics and Science are included as Appendix 2. These standards are assessed by teacher assessment. By the end of Year 2 it is expected that most children will meet these standards. There will be some children who, although they make progress in their learning, do not meet the end of year expectations/national standards. As we regularly assess children we will keep you informed about your child's progress and whether they are likely to meet these standards.

Further information about the end of year assessment and testing will be shared in the Spring Term.

At the end of the year, in July, you will receive your child's written annual report which will summarise your child's progress and attainment against the Year 2 curriculum objectives (set out in this booklet) and will inform you if your child has met the expectations for their age in Reading, Writing, Mathematics and Science taken from the End of Key Stage One expectations.

LET YOUR CHILD EXPLAIN

At the end of each half term we invite you to come into your child's classroom after morning registration so that you can look at, discuss and celebrate your child's learning with them. This is a fantastic opportunity for your children to talk about their learning with you. Class teachers



will be present, however it is not a time to discuss their attainment and progress with them.

HOW TO SUPPORT YOUR CHILD'S LEARNING IN YEAR 2

General: Half termly overviews are published on our website every half term which set out the topic and key learning objectives that will be covered. It will help your child if you discuss the topic with them and share what they are doing at school. If you show interest, they are more likely to do the same, but you do not need to 'teach' your child all about the topic.

Reading: Please read with your child every day. This is the single most important thing you can do to support them. They will bring home books, chosen by their teacher, for them to read to you, but will also bring home books from our library for you to share. Your child's levelled reading book will be changed regularly and the day this happens will be clear from your child's reading record. Please record your comments.

Homework: Every half term there will be various activities set for your child. Your child will have a Homework book and homework tasks can be recorded in these. Please try to do as many of the activities as you can but you do not need to do them all. Your child can record their work by drawing pictures, labelling diagrams, collages, making something, photos and writing. You can also record what they have said for them.

MyMaths: There will be weekly maths homework set on MyMaths. This is an online resource and can be accessed using your child's login details. The maths activities set will relate to the work that has been covered that week in their Maths lessons.



Appendix 1

Common Exception Words

Year 2

door	floor	poor	eye
because	find	kind	could
mind	behind	child	should
children	wild	climb	would
most	only	both	who
old	cold	gold	whole
hold	told	every	any
everybody	even	great	many
break	steak	pretty	clothes
beautiful	after	fast	Mr
last	past	father	Mrs
class	grass	pass	parents
plant	path	bath	Christmas
hour	move	prove	busy
improve	sure	sugar	people
water	again	half	money

Appendix 2

National Standards at the end of Key Stage One



READING

Working towards the expected standard

Children can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences
- read many common exception words
- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately
- answer questions in discussion with the teacher and make simple inferences.

Working at the expected standard

Children can:

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read most common exception words
- read words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately, without undue hesitation
- check it makes sense to them, correcting any inaccurate reading
- explain what has happened so far in what they have read.

Working at greater depth within the expected standard

Children can independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

WRITING

Working towards the expected standard

Children can:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the expected standard



Children can:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words
- form 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.

Working at greater depth within the expected standard

Children can:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly
- spell most common exception words
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)
- use the diagonal and horizontal strokes needed to join some letters.

MATHEMATICS

Working towards the expected standard

Children can:

- read and write numbers in numerals up to 100
- partition a 2 digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them
- add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least four of the 6 number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Working at the expected standard



Children can:

- read scales in divisions of ones, twos, fives and tens. The scale can be in the form of a number line, a practical situation or a graph axis
- partition any two-digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48+35$; $72-17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. if $7+3=10$, then $17+3=20$; if $7-3=4$, then $17-3=14$; leading to if $14+3=17$, then $3+14=17$, $17-14=3$ and $17-3=14$)
- recall multiplication and division facts for the 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a number or shape and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on the clock to the nearest 15 minutes
- name and describe properties of 2D and 3D shapes including number of sides, vertices, edges, faces and lines of symmetry.

Working at greater depth within the expected standard

Children can:

- read scales where not all numbers on the scale are given and estimate points in between. The scale can be in the form of a number line, a practical situation or a graph axis
- recall and use multiplication facts and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29+17=15+4+\Delta$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have')
- solve unfamiliar word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?)
- read the time on the clock to the nearest 5 minutes
- describe similarities and differences of 2D and 3D shapes using their properties (e.g. that 2 different 2D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but different dimensions).

SCIENCE

Working at the expected standard

The first statements relate to working scientifically, which must be taught through, and clearly related to, the teaching of substantive science content in the programme of study.

The pupil can:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions
- observe changes over time
- notice similarities, differences and patterns
- group and classify things



- carry out simple comparative tests
- find things out using secondary sources of information
- use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.

The remaining statements relate to the science content.

The pupil can:

- name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
- describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
- identify whether things are alive, dead or have never lived
- describe and compare the observable features of animals from a range of groups
- group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- describe seasonal changes
- name different plants and animals and describe how they are suited to different habitats
- distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.

In Science, children are assessed as 'working at' or 'not working at'.