

Maths (Objectives to be covered during Autumn Term)

Number and place value

Counts in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.

Recognises the place value of each digit in a two-digit number (tens, ones).

Identifies, represents and estimates numbers using different representations, including the number line.

Compares and orders numbers from 0 up to 100; use $<$, $>$ and $=$ signs.

Reads and writes numbers to at least 100 in numerals and in words.

Uses reasoning about place value and number facts to solve problems.

Number - addition and subtraction

Solves problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.

Solves problems with addition and subtraction applying their increasing knowledge of mental and written methods.

Recalls and uses addition and subtraction facts to 20 fluently, and derives and uses related facts up to 100.

Adds and subtracts numbers using concrete objects, pictorial representations, and mentally, including a 2-digit number and 1's.

Adds and subtracts numbers using concrete objects, pictorial representations, and mentally, including a 2-digit number and 10's.

Adds and subtracts numbers using concrete objects, pictorial representations, and mentally, including two 2-digit numbers.

Adds and subtracts numbers using concrete objects, pictorial

representations, and mentally, including adding 3 single-digit numbers.

Shows that addition of two numbers can be done in any order and subtraction of one number from another cannot.

Number - multiplication and division

Recalls and uses multiplication and division facts for the 2, 5 and 10 multiplication tables.

Recognises odd and even numbers and explains how you know a particular number is odd or even.

Measurement

Recognises and uses symbols for pounds (£) and pence (p); combines amounts to make a particular value.

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

Writing (Objectives for the year)

Year 2

Word

Shows understanding of formation of nouns, using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman).

Sentence

Uses subordination (using when, if, that, because) and co-ordination (using or, and, but).

Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon).

Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command.

Text

Correct choice and consistent use of present tense and past tense throughout writing.

Punctuation

Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Plan and write:

Plans or says out loud what they are going to write about.

Writes down ideas and/or key words, including new vocabulary.

Encapsulates what they want to say, sentence by sentence.

Draft and write:

Writes about real events.

Writes poetry.

Develops positive attitudes towards, and stamina for, writing, by writing for different purposes.

Evaluate and edit:

Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

Learns 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.

Applies spelling rules and guidance, as listed in English Appendix 1.

Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Forms lower-case letters of the correct size relative to one another.

Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

Uses spacing between words that reflects the size of the letters.

Reading (Objectives for the year)

Year 2

Word Reading

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

Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

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

Reads words containing common suffixes.

Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Re-reads these books to build up their fluency and confidence in word reading.

Attitudes to Reading

Listens to, discusses and expresses views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.

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

Is becoming increasingly familiar with, and retelling a wider range of stories, fairy stories and traditional tales.

Is beginning to identify differences in the structure of the non-fiction books that they are introduced to.

Recognises simple recurring literary language in stories and poetry.

Discusses their favourite words and phrases.

Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Understanding Reading

Draws on what they already know or on background information and vocabulary provided by the teacher.

Checks that the text makes sense to them as they read and corrects inaccurate reading.

Makes inferences on the basis of what is being said and done.

Answers and asks questions.

Predicts what might happen on the basis of what has been read so far.

Discuss, explain and evaluate

Participates in discussion about books, poems and other works that are

read to them and those that they can read for themselves.

Take turns and listens 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.

Year 2 Science Objectives Autumn Term

Understanding and Skills: Working Scientifically: Scientific Enquiry:

Asks simple questions recognising that they can be answered in different ways.

Uses simple secondary sources to find answers.

Understanding and Skills: Working Scientifically: Communicating:

With help, records and communicates findings in a range of ways and begins to use simple scientific language.

Talks about what they have found out and how they found it out.

Uses simple features to compare objects, materials and living things and with help, decides how to sort and group them.

Understanding and Skills: Working Scientifically: Interpreting Evidence:

Says whether what happened was what they expected.

Curriculum Coverage: Biology: Animals including humans:

Describes the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Curriculum Coverage: Physics and Chemistry: Materials:

Identifies and compares the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Finds out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.