

## YEAR 2

### IPC Topics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Live and Let Live	Freeze It/How Are You?	People of The Past	Buildings/What's It Made of?	The Stories People Tell	Green Fingers

### Homework

In Year 2 the homework goes out on a Friday and is returned on a Wednesday. The homework is set at different levels to cater for different abilities within the class. Each week your child will get homework in:

**Maths**

**English**

**Spelling and Grammar**

### Reading

Children read twice a week one to one with an adult. They will also take part in a guided reading session with an adult: this helps to develop their reading understanding. Their reading books will be changed twice a week. Families should be reading with their child every day and writing in their reading record. In school and at home children will be practising reading common words and spelling common and tricky words. They will be learning to read and respond to written comprehension tasks.

## YEAR 2 – ENGLISH CURRICULUM

### Pupils should be taught to:

<p><b>Spoken English</b></p>	<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations &amp; narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, roleplay/improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication</li> </ul>
<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• reread these books to build up their fluency and confidence in word reading.</li> <li>• 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</li> <li>• 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.</li> </ul>

<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>• 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), distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidelines</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> <li>• 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</li> <li>• 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)</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> <li>• develop their understanding of the concepts set out in English 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)</li> <li>• learn how to use sentences with different forms: statement, question, exclamation, command, expanded noun phrases to describe and specify, 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), learning the grammar for year 2 in English</li> <li>• use and understand the grammatical terminology in English in discussing their writing and reading.</li> </ul>
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## YEAR 2 – MATHS CURRICULUM

### Pupils should be taught to:

<p><b>Number and Place Value</b></p>	<ul style="list-style-type: none"> <li>• count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward</li> <li>• recognise the place value of each digit in a two-digit number (10s, 1s)</li> <li>• identify, represent and estimate numbers using different representations, including the number line</li> <li>• compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>• read and write numbers to at least 100 in numerals and in words</li> <li>• use place value and number facts to solve problems</li> </ul>
<p><b>Addition and Subtraction</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers</li> <li>• show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot</li> <li>• recognise and use the inverse relationship between addition and subtraction. Use this to check calculations and solve missing number problems</li> </ul>
<p><b>Multiplication and Division</b></p>	<ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using (<math>\times</math>) (<math>\div</math>) (=)</li> <li>• show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot</li> <li>• solve problems involving multiplication/ division, using materials, arrays, repeated addition, mental methods, multiplication/division facts</li> </ul>
<p><b>Fractions</b></p>	<ul style="list-style-type: none"> <li>• recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>• write simple fractions, for example <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul>
<p><b>Measurement</b></p>	<ul style="list-style-type: none"> <li>• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>• compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> <li>• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>• find different combinations of coins that equal the same amounts of money</li> <li>• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>• 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</li> <li>• know the number of minutes in an hour and the number of hours in a day, compare and sequence intervals of time</li> </ul>
<p><b>Properties of Shape</b></p>	<ul style="list-style-type: none"> <li>• identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line</li> <li>• identify and describe the properties of 3-D shapes, including the number of edges, vertices and face</li> <li>• identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid</li> <li>• compare and sort common 2-D and 3-D shapes and everyday objects</li> </ul>
<p><b>Position and Direction</b></p>	<ul style="list-style-type: none"> <li>• order and arrange combinations of mathematical objects in patterns and sequences</li> <li>• 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)</li> </ul>

<b>Statistics</b>	<ul style="list-style-type: none"><li>• interpret and construct simple pictograms, tally charts, block diagrams and tables</li><li>• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li><li>• ask-and-answer questions about totalling and comparing categorical data</li></ul>
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## YEAR 2 – RELIGIOUS EDUCATION CURRICULUM

<b>Religious Education Themes:</b>			
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Reception</b>	God's World God's Family	Getting to Know Jesus Sorrow and Joy	New Life The Church
<b>Year 1</b>	God's Great Plan Mary, Mother of God	Families and Celebrations Following Jesus	Resurrection Miracles
<b>Year 2</b>	<b>Chosen People</b> <b>Mysteries</b>	<b>The Good News</b> <b>The Mass</b>	<b>Eastertide</b> <b>The Church is Born</b>
<b>Year 3</b>	The Christian Church Mary our Mother	Called to Change Eucharist	Celebrating Being a Christian
<b>Year 4</b>	The Bible Trust in God	Jesus the teacher Jesus the Saviour	The Mission of the Church Belonging to the Church
<b>Year 5</b>	Gifts from God The Commandments	Inspirational People Reconciliation	Life in the Risen Jesus People of other faiths
<b>Year 6</b>	The Kingdom of God Justice	Jesus the Bread of Life Jesus the Son of God	The work of the Apostles Called to Serve