

Year 2 - Maths

Year 2	Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry		
						Properties of shape	Position and direction	
Autumn	<p>count in steps of 2, from 0, and in tens from any number, forward or backward</p> <p>recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>identify, represent and estimate numbers using different representations, including the number line</p> <p>compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>read and write numbers to at least 100 in numerals</p> <p>use place value and number facts to solve problems</p>	<p>solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers.</p> <p><i>applying their increasing knowledge of mental and written methods</i></p> <p>recall and use addition and subtraction facts to 20 fluently.</p> <p>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> - two-digit number and ones - two-digit number and tens 	<p>recall and use multiplication and division facts for the 2, and 10 multiplication tables, including recognising odd and even numbers</p> <p>show that multiplication of two numbers can be done in any order (commutative)</p> <p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods,</p>	<p>recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$,</p>	<p>compare and order lengths, record the results using >, < and =</p> <p>find different combinations of coins that equal the same amounts of money</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit.</p> <p>compare and sequence intervals of time</p>	<p>identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line</p> <p>identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid</p>	<p>order and arrange combinations of mathematical objects in patterns</p>	
	Spring	<p>count in steps of 2 and 5 from 0</p> <p>read and write numbers to at least 100 in numerals and in words</p> <p>Use place value and number facts to solve problems</p>	<p>using concrete objects and pictorial representations, including those involving numbers and measures</p> <p>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> -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 <p>Statistics: ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p>	<p>Calculate mathematical statements for multiplication using the multiplication (x), and equals (=) signs</p> <p>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p>	<p>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</p>	<p>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); using rulers</p> <p>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>tell and write the time Including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>know the number of minutes in an hour and the number of hours in a day</p>	<p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p>	<p>use mathematical vocabulary to describe position, direction and movement, including movement in a straight line</p>
		Summer	<p>count in steps of 2,3 and 5</p>	<p>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.</p>	<p>Calculate mathematical statements for multiplication and division within the multiplication tables and write then using the multiplication, division and equals sign</p> <p>Show that division of one number by another can not be done in any order.</p> <p>Solve problems involving multiplication and division facts, including problems in context.</p>	<p>Write simple fractions e.g., $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$</p>	<p>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 rules, scales, thermometers and measuring vessels.</p> <p>Compare and order lengths, mass, volume/capacity and record the results using < > and =</p> <p>Tell and write the time to five minutes.</p>	<p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p>

Year 2 – Reading

Year 2		READING						
		Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect
Autumn	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the graphemes taught so far</p> <p>Read words containing common suffixes</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>	<p>Understand both the books they can already read accurately and fluently, and those they listen to</p> <p>Draw on what they already know or on background information and vocabulary, provided by the teacher</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>Identify and discuss the main events or key points in a text</p> <p>Retell a story clearly and with appropriate detail</p>	<p>Answer questions</p> <p>Ask questions</p> <p>Extract information from the text and discuss orally with reference to the text</p>	<p>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</p>	<p>Predict what might happen on the basis of what has been read so far and their own experience</p> <p>Make inferences on the basis of what is being said and done</p>	<p>Recognise simple recurring literary language in stories and poetry</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Listen to, discuss and express 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</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p>
	<p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Re-read books to build up their fluency and confidence in word reading</p>	<p>Use the context/ grammar of the sentence to decipher new or unfamiliar words</p>	<p>Discuss the sequence of events in books and how items of information are related</p>	<p>Understand how to use alphabetically ordered texts to retrieve information</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Make simple inferences about characters' thoughts and feelings and reasons for actions</p>	<p>Discuss favourite words and phrases</p> <p>Identify how vocabulary choice affects meaning</p>	<p>Read non-fiction books that are structured in different ways</p>
	<p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p>		<p>Identify or provide own synonyms for specific words within the text</p>					<p>Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting</p>

Year 2 – Writing

WRITING						
Year 2	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Autumn	<p>Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known</p> <p>Spell common homophones</p> <p>Spell common exception words taught so far</p> <p>Add suffixes to spell longer words, including -ly</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>When planning, write down ideas and/or key words, including new vocabulary</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>Re-read to check that writing makes sense e.g. verb tense</p>	<p>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</p> <p>Use brief opening and ending phrases</p> <p>Appropriately sequences ideas</p>	<p>Write questions (beginning with who/ what/ when/ where/ how etc)</p> <p>Write statements</p>	<p>Use capital letters, full stops, question marks and exclamation to demarcate sentences</p> <p>Use coordinating conjunctions (or/and/but)</p> <p>Write expanded noun phrases to describe and specify</p> <p>Use the present and past tenses correctly and consistently</p> <p>Use -ly to turn adjectives into adverbs – slow/ slowly</p>
Spring	<p>Use the possessive apostrophe (singular)</p> <p>Add suffixes to spell longer words, including -ful, -less (to create adjectives)</p> <p>Spell more words with contracted forms</p> <p>Distinguish between homophones and near-homophones</p>	<p>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</p> <p>Use adventurous vocabulary appropriate to task</p>	<p>Link related sentences through the use of pronouns and adverbials where appropriate</p>	<p>Write exclamatory sentences starting with 'what' or 'how'.</p> <p>Write commands using the imperative form of a verb</p>	<p>Use subordinating conjunctions (when/ if /that /because)</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling</p> <p>Use the suffixes -er, -est, in adjectives</p>
Summer	<p>Add suffixes to spell longer words -ment, -ness</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>		<p>Use a range of prepositions (behind, before, above, along)</p>		<p>Use sentences with different forms: statement, question, exclamation, command</p>	<p>Use the progressive form correctly and consistently e.g he was shouting.</p> <p>Use apostrophes to mark singular possession in nouns</p> <p>Form nouns using suffixes -ness, -er and by compounding e.g. whiteboard, superman</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</p>