

Year 2	
	Curriculum Information
Numeracy	<p>To be able to count to at least 100, and read and write numbers to 100. To be able to give any six numbers up to 100 and put them in order.</p> <p>To be able to count forwards and backwards in ones or tens from any two-digit number, e.g. <i>twenty-six, thirty-six, forty-six...</i></p> <p>To be able to recognise odd and even numbers.</p> <p>To be able to add and subtract numbers under 20 in their heads.</p> <p>To be able to know pairs of 'tens' numbers that make 100, e.g. 30 + 70.</p> <p>To be able to double and halve small numbers, e.g. double 9 is 18, and half of 18 is 9. To be able to know by heart the 2 and 10 times tables.</p> <p>To be able to find the total value of a handful of coins to £1.</p> <p>To be able to measure or weigh using metres, centimetres, kilograms or litres. To be able to use a ruler to draw and measure lines to the nearest centimetre. To be able to tell the time to the half and quarter hour.</p> <p>To be able to name and describe common 2-D and 3-D shapes.</p> <p>To be able to solve simple number problems, and explain how to work them out.</p>

Literacy	<p>Reading:</p> <p>To be able to discuss the way that one event leads to another and identify temporal connectives.</p> <p>To be able to represent the structure of a text in note form.</p> <p>To be able to recognise any similarities and differences between the organisational features used in different texts</p> <p>To be able to identify key features of texts read</p> <p>To be able to recognise the structure and language features of a given text type.</p> <p>To be able to identify the different ranges of presentation, (including flow charts and diagrams), and say which ones I think help the reader.</p> <p>Writing:</p> <p>To be able to identify how words and phrases have been used to create effects, e.g. to create humour, images and atmosphere.</p> <p>To be able to understand how to use alphabetically ordered texts to retrieve information. To be able to demonstrate use of adventurous word choices and detail to engage the reader.</p> <p>To be able to use basic sequencing of ideas or material, using connecting words and phrases making sure the layout is clear to the reader.</p> <p>To be able to use question marks, exclamation marks and commas in a list with some accuracy.</p> <p>Spelling:</p> <p>To be able to spell words ending in s to a word to show that it is a plural for example wave- waves.</p> <p>To be able to spell words ending in ing (present tense) for example splash-splashing. To be able to spell words ending in ed to a verb to show that it is past tense.</p> <p>To be able to spell words containing common suffixes ending in -ly, for example nearly. To be able to spell words ending in -ful for example hopeful.</p> <p>To be able to spell words ending in -less for example, fearless.</p> <p>To be able to spell words beginning with common prefixes and spell words starting with un- for example, unhappy, unfair, unclear.</p> <p>To be able to spell words starting with dis- for example, dislike, disobey, disorder.</p> <p>To be able to use their knowledge of prefixes to generate new words from root words.</p>
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<p>Science</p>	<p><u>Working scientifically</u></p> <p>To ask their own questions about what they notice.</p> <p>To use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions:</p> <p>To observe changes over time;</p> <ul style="list-style-type: none"> • noticing patterns, • grouping and classifying things, • carrying out simple comparative tests, • finding things out using secondary sources of information. <p>To communicate their ideas, what they do and what they find out in a variety of ways.</p> <p><u>Animals including humans</u></p> <p>To describe the importance of exercise, a balanced diet and hygiene for humans.</p> <p>To describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults.</p> <p><u>Growing plants</u></p> <p>To describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants.</p> <p>To identify whether things are alive, dead or have never lived.</p> <p>To describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships.</p> <p>To name different plants and animals and describe how they are suited to different habitats.</p> <p><u>Materials</u></p> <p>To compare materials and their suitability for different uses.</p>
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Computing	We are astronauts - Programming on screen.
	We are games testers - Exploring how computer games work and computational thinking.
	We are researchers - Researching a topic and using computer networks.
	We are photographers - Taking, selecting and editing digital images encouraging creativity.
	We are zoologists - Recording bug hunt data and productivity.
	We are detectives - Communicating clues and collaboration

Foundation Subjects	History: Florence Nightingale Great Fire of London Seaside's from the past	Geograph: Investigating our local area. Where we live. Going on safari.	Art: To design and make products. To use drawing, painting and sculpture. To develop a wide range of art and design techniques. Describe the differences and similarities between different practices and disciplines, and make links to their own work.	D/T: Creating paper toys. Creating moving pictures. Design a healthy plate.	RE: Beginnings and endings. Ceremonies. Light and dark. Nature and God. Places of worship. Rules and routines.

Important Reminders:

Please note:

- Reading books (book bags) must be handed in on Tuesday's to ensure that they can be changed on Wednesday afternoons.
- Any books that come in after Tuesday will not be changed until the following week.
- If your child brings their book bag back without a book they will not be given a new book until the previously borrowed book comes back.
- Homework must also be given in by Tuesday to ensure that it can be marked and new homework can be given out on Wednesday's.
- P.E this term is on Monday afternoons and Thursday morning.
- Spelling tests take place during Tuesday mornings.
- Times table tests take place during Thursday afternoons.