

What I should be
able to do in
Year 2?



The National Curriculum

In September 2014, the National Curriculum changed for all maintained schools throughout England. The new curriculum places 'higher expectations' on the children and in some subjects the content of the new primary curriculum is significantly more demanding than in the past. In maths, there is now much greater focus on the skills of arithmetic and also on working with fractions. In English lessons there will now be more attention paid to the study of grammar and spelling.

The Core Subjects

English, Maths and Science remain very important and are considered the **core subjects**. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will consume a substantial part of your child's learning week, taking up a bulk of the timetable.

The Foundation Subjects

Alongside these core subjects are the familiar **foundation subjects**: Art & Design, Computing, Design and Technology, Geography, History, Music, and Physical Education. These subjects play a key part in providing a broad and balanced curriculum. For these foundation subjects, the details in the curriculum are significantly briefer so schools have much more flexibility regarding what they cover in these subjects.

Art & Design

The children will explore a range of different techniques such as drawing, painting and sculpture, and will use a variety of materials, from pencil and paint to charcoal and clay, to create their own art pieces. They will also learn about famous artists and craft people.

Computing

Information technology is about the use of computers for functional purposes, such as collecting and presenting information, or using search technology. Digital literacy is about the safe and responsible use of technology, including recognising its advantage for collaboration of communication. Finally, computer science is how computers and networks work. The children will be given opportunities to learn from all of these areas, as well as learning basic computer programming through programming software which is freely available online, such as Scratch and Kodu.

We will also include regular teaching of e-safety to ensure that children feel confident when using computers and the Internet, and know what to do if they come across something with inappropriate or uncomfortable.

Design and Technology

This subject includes cooking, with children finding out about a healthy diet and preparing simple meals. It also includes the more traditional design elements in which children will design, make and evaluate projects while learning to use a range of tools and techniques for construction. There will also be some cross-over with science as children incorporate levers, pulleys and electrical circuits into their designs for finished products.

Geography

The children will find out about different places in the UK, Europe and the Americas through studying small regions in each, and comparing these to other areas including their own locality.

The children will learn the names of the continents and oceans as well as the names of the four home nations and their respective capital cities. They will use the four main compass directions and simple maps and photographs to explore the local area.

History

The focus of history will be on locally significant events or events within the children's own memories, as well as key events of great significance such as Bonfire Night. In addition the children will find out about important historical people and events, such as Florence Nightingale and/or The Great Fire of London.

Music

Children will listen to and perform a range of music. This will include singing songs and rhymes, and playing un-tuned instruments such as tambourines and maracas.

Physical Education

Physical Education lessons will continue to include a range of individual disciplines such as dance and athletics, with team sports and games.

Through these sports, the children will learn the skills of cooperation and competition.

Religious Education

In addition, all children will receive some Religious Education through the Derbyshire Agreed Syllabus.

Tests your child will take

Teachers assess the children all of the time through lots of different ways such as observations, marking of work, discussions and tests.

At certain stages of schooling there are national tests which must be taken by all children in state schools. Often informally known as 'SATs', the National curriculum Tests are compulsory for children at the end of Year 2 where the children will undertake tests in Reading, Mathematics, Grammar, Punctuation and Spelling. These will include: two short reading tests; a grammar and punctuation test; a spelling test of ten words; a short arithmetic test of 15 questions; and a second paper of broader mathematics which will last around 35 minutes.

From 2016, these tests will be reported as a scaled score, with a score of 100 representing the expected level for each age group. It will be up to teachers to decide how to measure progress in the intervening years. Schools will then provide accompanying information to parents to explain how children are progressing – which is why attending parent consultations, reading termly progress reports and fully digesting the annual written report is so important.

Any Year 2 children who did not take the statutory phonics screening check in Year 1, or who did not meet the expected standard, will take the check again at the end of Year 2.

General learning in Year 2

We want all children attending our school to be happy, healthy and ready to learn in order to achieve their best. We recognise that all children are unique and special. They have different personalities and interests and develop at different rates. However, there are a number of key expectations that children should know, understand and be able to do at each stage of their learning in order to thrive in education and be ready for the next important stage of their lives.

This is what we'd like to see your child be able to do by the end of Year 2. If your child is achieving well, rather than moving on to the following year group's work we will encourage more in-depth and investigative work to allow greater mastery and understanding of concepts and ideas.

English

Speaking and Listening

The spoken language objectives are set out for the whole of the primary school, and teachers will cover many of them every year as children's spoken language skills develop.

	Tick and date when achieved	Comments
I can articulate and justify answers and opinions.		
I can give well-structured explanations and narratives, for example in show-and tell activities.		

Reading

As children move through Key Stage 1, the new curriculum intends that almost all children will secure the basic skills of decoding so that they can become fluent readers. Decoding is the ability to read words aloud by identifying the letter patterns and matching them to sounds. Once children are able to 'decode' the writing, they can then start to make sense of the words and sentences in context. Watch out for hard-to-decode words (known as tricky words) such as 'one' and 'the'. These just have to be learned by heart. Children will be expected to read aloud books which are appropriate to their reading ability. During Year 2 their increasing knowledge of decoding should allow them to read a wide range of children's books. Reading aloud at home continues to be vitally important at this age. Try and ensure your child adds expression appropriate to the sentences.

	Tick and date when achieved	Comments
I can read words aloud confidently, without obvious blending or rehearsal.		
I can learn letter patterns so that decoding become fluent and secure.		
I can blend letter sounds, including some alternative patterns, e.g. recognising 'ue' as the 'oo' sound.		
I can read aloud words which contain more than one syllable.		
I can recognise common suffices, such as -ing and -less.		
I can read words which don't follow phonetic patterns, such as 'one' and 'who'.		
I am familiar with a range of fairy stories and traditional tales.		
I can discuss favourite words and the meaning of new words.		
I can check that what has been read makes sense, and self-correct where necessary.		
I can make predictions about what might happen next in a story.		

Writing

	Tick and date when achieved	Comments
I can form letters of the appropriate size, using capital letters where appropriate.		
I can use appropriate spaces between words when writing.		
I can begin to use joins between letters where needed.		
I can spell longer words by breaking them into their sounds parts.		
I can learn to spell some common homophones, recognising that difference between them.		
I can use the possessive apostrophe in simple phrases such as 'the boy's football'.		
I can write about real events and personal experiences.		
I plan my writing in advance, including writing down key words.		
I re-read my writing to check that it makes sense and to make corrections, including punctuation.		
I use question marks, exclamation marks, apostrophes and commas in lists.		
I use the present and past tenses correctly in writing.		
I am beginning to write longer sentences by using conjunctions, such as 'and', 'but', 'if' or 'because'.		

Homophones = words which sound the same, such as 'blue' and 'blew', or 'so' and 'sow'.

Mathematics

During key stage 1 the big focus is on developing basic number skills. That means securing a good understanding of place value, and recognising number bonds to 20. Practicing these skills frequently will help children's mathematical thinking through school.

Number bonds are essential to the understanding of maths. Children in Year 2 learn their number bonds to 20, this is being able to quickly recall the total of any two numbers up to 20 e.g. $5+9=14$, rather than having to count on to find the answer.

Parents can always take a lead role in practical maths. Encouraging your child to help with the purchasing of small items at the newsagents, or measuring themselves and others, is a great way to start exploring number relationships.

Number and place value

	Tick and date when achieved	Comments
I can recognise place value in two-digit numbers e.g. knowing that the 1 in 17 represents 10.		
I can read and write numbers up to 100 as words.		
I can count in 2s, 3s and 5s.		
I can compare and order numbers up to 100.		
I can use < and > symbols to represent the relative size of numbers.		
Calculations		
I can recall number bonds up to 20 fluently.		
I can add and subtract numbers mentally and using objects, including two-digit numbers.		
I can show that adding two numbers can be done in any order, but subtracting cannot.		
I can recognise that addition and subtraction are inverse operations.		
I have learnt the multiplication and division facts for the 2x, 5x and 10x tables.		
I can show that multiplying two numbers can be done in any order, but dividing cannot.		
I can solve problems using the x and ÷ symbols.		

Fractions		
I can find $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of an object or set of objects.		
I can find the answer to simple fraction problems, such as finding $\frac{1}{2}$ of 6.		
Measurements		
I can use standard units to measure length (centimetres and metres), mass (grams and kilograms), temperature (degrees Celsius) and capacity (millilitres and litres).		
I can use the £ and p symbols for money amounts.		
I can combine numbers of coins to make a given value, for example to make 62 pence.		
I can tell the time to the nearest five minutes on an analogue clock.		
I know the number of minutes in an hour and hours in a day.		
Shape		
I can identify the number of sides and a line of symmetry on 2-d shapes.		
I can identify the number of faces, edges and vertices on 3-d shapes.		
I can use mathematical language to describe position and direction, including rotations and turns.		
Graphs and Data		
I can construct and understand simple graphs such as bar charts and pictograms.		

Science

In the first years of schooling, much of the science curriculum is based around real-life experiences for children. This includes everyday plants and animals, as well as finding out about different materials and the four seasons. There will be lots of opportunities for exploring scientific ideas both in the classroom and the local surroundings.

Growing your own plants or flowers at home can be an exciting – if slow – process for children to take part in. Why not try some quick-growing seeds such as cress or mustard, as well as something more substantial planted in the garden, and watch how the processes of growth are similar for all plants?

As certain times of the year you may also be lucky enough to witness some of the growth cycle in animals such as tadpoles in a pond, or lambing season at the local farm.

Scientific investigation		
Children are encouraged to carry out their own observations and experiments to further their scientific understanding.		
	Tick and date when achieved	Comments
I can use scientific apparatus to make observations, such as magnifying glasses.		
I can collect information about what I have seen.		
I can make links between observations and their scientific understanding.		
Living things and their Habitats		
I can compare the difference between things which are alive, which are dead, and which have never been alive.		
I understand that different animals are suited to different habitats.		
I can identify some plants and animals in different habitats.		
I can describe how animals feed on other plants or animals.		
<i>Habitats = the different types of places living things are found. This can range from the vast, such as oceans and rainforests, through to local features such as rock pools, or to the small, such as under a single log.</i>		
Plants		

	Tick and date when achieved	Comments
I can describe how seeds or bulbs grow into plants.		
I understand that plants need water, light and a suitable temperature to grow.		
Animals including Humans		
I know that all animals have offspring which grow into adults, including humans.		
I know about the basic survival needs of animals, such as food, water and air.		
Everyday Materials		
I can identify and compare the uses of different materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.		
I can find out how some solid objects can be changed by squashing, bending or stretching.		