

## Numeracy

Read and write numbers to 100, compare and order numbers up to 100

Count forward and back in steps of 2,3,5 from 0 and in 10 from any number.

Recognise the place value of each digit in a 2 digit number.

Use place value and number facts to solve problems including both addition and subtraction.

Recall and use addition and subtraction facts up to 20 fluently and use related facts up to 100.

Recognise that subtraction is the inverse of addition and *vice versa*, use this to check calculations.

Recall and use multiplication and division facts for 2,5, 10 tables and recognise odd and even numbers.

Understand that addition and multiplication (commutative) can be done in any order. But subtraction and division cannot.

Solve multiplication and division problems using materials, arrays, repeated addition and mental methods.

Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of length, shape, a set of objects or quantity.

Write simple fractions and recognise equivalence.

Choose appropriate standard units to estimate and measure length/height (m/cm) mass (kg/g) temperature ( $0^{\circ}$ ) and capacity (litres/ml) using rulers, thermometers, scales and measuring vessels.

Compare and order lengths, mass, volume/capacity and record results using  $>$ ,  $<$  and  $=$ .

Recognise and use symbols for pounds (£) and pence (p) and combine amounts to make a particular value. Find different combinations of coins which make the same value.

## Numeracy

Solve simple problems involving addition and subtraction of money including giving change.

Tell and write the time to five minutes including quarter to/past. Compare and sequence intervals of time.

Identify and describe the properties of 2D shape including number of sides and symmetry in a vertical line.

Identify and describe the properties of 3D shapes including the number of edges, vertices and faces.

Identify 2D shapes on the surface of 3D shapes.

Compare and sort common 2D and 3D shapes.

Order and arrange combinations of mathematical objects in a pattern.

Use mathematical language to describe position, direction and movement (use right angles to describe turns ( $\frac{1}{4}$  a right angle) clockwise and anti-clockwise).

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Ask and answer simple questions by counting the number of objects in each category and sorting categories by quantity.

Ask and answer questions about totalling and comparing data.

## Basic Skills



Wood Lane Primary School

## Year Two

**Dare to Dream, Believe and Achieve!**

## Spoken Language

### When talking **TO** others:

Recount experiences, giving some detail and using appropriate descriptive language.

Think of a range of questions to ask a visitor or when on a visit.

Know how to vary talk to hold listeners attention.

Make specific vocabulary choices and use non-verbal features to engage the listener.

### When talking **WITH** others:

Help to organise group to take on different roles.

Recognise the need to take equal turns in a group situation.

Listen to and build on the contribution of the previous speaker.

Make helpful contributions when speaking in turn.

Try to hear and consider the different interests and preferences when working in the group

## Reading

Continue to apply phonic knowledge and skills to decode words until reading is fluent.

Read accurately by blending sounds in words that contain the graphemes taught recognising alternative sounds for graphemes.

Read most words quickly and accurately when they have been frequently encountered and read words with suffixes.

Read aloud books closely matched to their phonic knowledge; re-reading these books to build up their confidence and fluency.

Develop pleasure in reading, have the motivation to read and the vocabulary to understand text by:

- Listening to, discussing and expressing views about a wide range of poetry, stories and non-fiction at a level beyond their independent reading level.
- Making sure that the text makes sense to them, and by asking and answering questions.
- Discussing the sequence of events in books and how items are related. Predicting what may happen in a story and making inferences on the basis of what is being said and done.
- Becoming increasingly familiar with and retelling a wider range of stories, fairy tales and traditional tales.
- Being introduced to non-fiction books that are structured in different ways.
- Recognising simple recurring language in stories and poetry and discussing favourite words or 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.
- Participating in discussions about books.

## Writing

Spell words by segmenting spoken words into phonemes and graphemes, spelling many correctly. Learn to spell common words, words with contracted form, common exception words and words with suffixes.

Write from memory a simple sentence dictated by the teacher remembering to include punctuation.

Develop positive attitudes towards and stamina for writing by writing narratives using personal experiences, real or fictional events, poetry. Writing for different purposes.

Before writing: beginning to plan what they are going to write about by saying ideas out loud, writing ideas down (key words) Or writing ideas sentence by sentence.

Then making simple additions, revising and correcting their work by evaluating their writing with an adult or another pupil. Re-reading to check that their writing makes sense.

Proof read to make sure spellings and punctuation is correct. Read aloud what they have written using the appropriate intonation.

Learn how to use punctuation correctly such as: full stops, capital letters, exclamation marks, question marks, commas in lists and apostrophes for contracted words.

Learn how to use sentences with different forms such as: statements, questions, exclamations and commands.

To use past and present tense correctly and consistently

To use subordination (when, if, that, because) and coordination (or, and, but) to begin to use expanded noun phrases to describe (the blue butterfly)