

Year 2

Curriculum Evening

Blackmoor Park
Infant School
and Kindergarten



End of KS1 Maths Expectations



Working Towards the Expected Standard

I can read and write numbers in numerals up to 100.

I can partition a two-digit number into tens and ones to demonstrate an understanding of place value, though I may use structured resources to support me.

I can add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining my method verbally, in pictures or using apparatus (e.g. $23 + 3$; $46 + 20$; $18 - 3$; $88 - 30$).

I can recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$).

I can count in twos, fives and tens from 0 and use this to solve problems.

I know the value of different coins.

I can name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Working at the Expected Standard

I can read scales in divisions of ones, twos, fives and tens.

I can partition any two-digit number into different combinations of tens and ones, explaining my thinking verbally, in pictures or using apparatus.

I can add and subtract any 2 two-digit numbers using an efficient strategy, explaining my method verbally, in pictures or using apparatus (e.g. $45 + 35$; $72 - 17$).

I can recall all number bonds to and within 20 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. if $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$; $17 - 14 = 3$ and $17 - 3 = 14$).

I can recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.

I can identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole.

I can use different coins to make the same amount.

I can read the time on a clock to the nearest 15 minutes.

I can name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Working at Greater Depth

I can read scales where not all numbers on the scale are given and estimate points in between.

I can recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.

I can use reasoning about numbers and relationships to solve more complex problems and explain my thinking (e.g. 'Together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.).

I can solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 2 packets of biscuits with 10 in each packet?').

I can read the time on a clock to the nearest 5 minutes.

I can describe similarities and differences of 2D and 3D shapes, using their properties (e.g. that two different 2D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

End of KS1 Reading Expectations

Working Towards the Expected Standard

I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.

I can read accurately some words of two or more syllables that contain the same GPCs.

I can read many common exception words.

I can read aloud many words quickly and accurately without overt sounding and blending.

I can sound out many unfamiliar words accurately.

I can answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me.

Working at the Expected Standard

I can read accurately most words of two or more syllables.

I can read most words containing common suffixes.

I can read most common exception words.

I can read words accurately and fluently without overt sounding and blending i.e. at over 90 words per minute.

I can sound out most unfamiliar words accurately, without undue hesitation.

I can check that what I read makes sense.

I can answer questions and make some inferences on the basis of what is being said and done.

I can explain what has happened so far in what I have read.

Working at Greater Depth

I can make inferences on the basis of what is being said and done.

I can predict what might happen on the basis of what has been read so far.

I can make links between the book I am reading and other books I have read.

Year 2 Writing Checklist

Working at the Expected Standard:

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

writing about real events, recording these simply and clearly

demarcating most sentences with:

capital letters and full stops

and with use of:

question marks.

using present and past tense mostly correctly and consistently

using co-ordination (or / and / but)

using some subordination (when / if / that / because)

segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

spelling many KS1 common exception words*

writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

using spacing between words that reflects the size of the letters

Science Assessment

Working scientifically	
Using the correct scientific language, I can:	
use different types of scientific enquiry to gather and record data to answer questions:	observing changes over time
	noticing patterns
	grouping and classifying things
	carrying out simple comparative test
	finding things out using secondary sources of information
communicate my ideas, what I do and what I find out in a variety of ways	
Science content	
I can:	
name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2]	
describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2]	
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 [year 2]	
identify whether things are alive, dead or have never lived [year 2]	
describe and compare the observable features of animals from a range of groups [year 1]	
group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2]	
describe seasonal changes [year 1]	
name different plants and animals and describe how they are suited to different habitats [year 2]	
distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses [year 2].	

AUTUMN 2019/20: DISCOVER (History focus)

Year Two

Concepts: Individuality; Conflict; Morality; Freedom; Belonging - **WHO ARE WE?**

Key question: Is being strong always a good thing?

(Started from the kinds of texts we assume 5 year old children would reflect on these concepts:

- Remembrance Day – magic grandad
- Magic Key – Oxford Reading Tree
- Room on a Broom
- The Enormous Turnip
- The Lion and the Mouse)

History focus:

World War 1 and 2

Big project: Invite West Derby historical society to us to discuss the history of West Derby

Visit to museum

Letters of thanks to soldiers for what they have now due to their fighting for our country – make into a book and publish.

Visit to Retirement home and read some to residents.

SPRING 2019/20: EXPLORE (Geography/DT focus)

Year Two

Concepts: Integration; Resilience; Change; Wisdom - **MAGICAL CARPET RIDE?**

Key question: Can we explore wherever we want?

(Building on last term's concepts of Individuality; Conflict; Morality; Freedom; Belonging)

- Remembrance Day – magic grandad
- Magic Key – Oxford Reading Tree
- Room on a Broom
- The Enormous Turnip
- The Lion and the Mouse)

Geography focus:

Countries – continents/ oceans/features/ explorers etc.

Visits/visitors:

Big project: Display their work on “explorers and adventures” in hall for the week with film clips

SUMMER 2019/20: CREATE (Art focus)

Year Two

Concepts: Happiness; Change; Dreams; Pride - **PIRATES?**

Key question: How can I make my dreams come true?

(Building on Autumn term's concepts of **Individuality; Conflict; Morality; Freedom; Belonging**
Spring term's concepts of **Integration; Resilience; Change; Wisdom**)

Texts:

- "This is me" DVD
- Non-fiction books theatres

Science focus:

Materials.

Visits/visitors: West End Theatre group workshop; venues in West Derby and surrounding places for performance

Big project: Celebratory end of year performance written, designed and directed by children – challenge find your own venue

Homework and Supporting your Child

- ▶ English and Maths – Homework sent home, alternating between subjects every 2 weeks.
- ▶ Spelling – Sent home every week.
- ▶ Reading – Read with your children as much as possible and encourage them to change their book accordingly.

Read Write Inc – Synthetic Phonics Programme

- ▶ We are now following the Read Write Inc Phonics programme across the whole school.
- ▶ Your child has been assessed and placed in a group appropriate to their stage of learning.
- ▶ Your child will be assessed every 6 weeks and progress monitored. Groups will change accordingly.
- ▶ For more details please visit the ruthmiskin.com/parents.