

YEAR 2 OBJECTIVES

ENGLISH

2.1.a.1 Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

2.1.a.2 Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

2.1.a.3 Read accurately words of two or more syllables that contain the same graphemes as above

2.1.a.4 Read words containing common suffixes

2.1.a.5 Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word

2.1.a.6 Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

2.1.a.7 Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

2.1.a.8 Re-read these books to build up their fluency and confidence in word reading

2.2.a.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing 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

2.2.b.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

2.2.b.2 Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising simple recurring literary language in stories and poetry

2.2.c.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

2.2.d.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary

2.2.e.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related

2.2.e.2 Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher

2.2.e.3 Understand both the books that they can already read accurately and fluently and those that they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading

2.2.f.1 Understand both the books that they can already read accurately and fluently and those that they listen to by: making inferences on the basis of what is being said and done

2.2.f.2 Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions

2.2.g.1 Understand both the books that they can already read accurately and fluently and those that they listen to by: predicting what might happen on the basis of what has been read so far

2.2.h.1 Develop pleasure in reading, motivation to read; vocabulary and understanding by: discussing their favourite words and phrases

2.2.i.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: being introduced to non-fiction books that are structured in different ways

2.2.j.1 Participate in discussion 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

2.2.j.2 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

2.1.a.1 Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

2.1.a.2 Spell by: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones

2.1.a.3 Spell by: learning to spell common exception words

2.1.a.4 Spell by: distinguishing between homophones and near- homophones

2.1.b.1 Spell by: learning the possessive apostrophe

(singular): e.g. the girl's book

2.1.b.2 Spell by: learning to spell more words with contracted forms

2.1.b.3 Add suffixes to spell longer words, including:

-ment, -ness, -ful, -less, -ly

2.1.c.1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

2.1.d.1 Form lower-case letters of the correct size relative to one another

2.1.d.2 Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

2.1.d.3 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

2.1.d.4 Use spacing between words that reflects the size of the letters

2.2.a.1 Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)

2.2.a.2 Develop positive attitudes towards and stamina for writing by: writing about real events

2.2.a.3 Develop positive attitudes towards and stamina for writing by: writing poetry

2.2.a.4 Develop positive

attitudes towards and stamina for writing by: writing for different purposes

2.2.b.1 Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about

2.2.b.2 Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence

2.2.b.3 Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary

2.2.c.1 Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils

2.2.c.2 Make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

2.3.a.1 Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly

2.3.b.1 Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

2.3.b.2 Learn how to use: sentences with different forms: statement, question, exclamation, command

2.3.b.3 Learn how to use: the present and past tenses correctly and consistently including the progressive form

2.3.b.4 Learn how to use: some features of written Standard English

2.3.c.1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name) .

MATHS

2.1.a.1 Count in tens from any number, forward and backward (^)

2.1.a.2 Identify ten more or ten less than any given number (+)

2.1.a.3 Count in steps of 2, 3, and 5 from 0, forward and backward (^)

2.1.b.1 Recognise the place value of each digit in a two-digit number (tens, ones)

2.1.b.2 Read and write numbers to at least 100 in numerals and words

2.1.b.3 Identify, represent and estimate numbers to 100 using different representations, including the number line, and partitioning in different ways (+)

2.1.c.1 Compare and order numbers from 0 up to 100; use <, > and = signs

2.1.d.1 Solve number problems with number facts and place value from the Year 2 curriculum (+)

2.2.a.1 Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

2.2.a.2 Understand that sum and difference indicate addition and subtraction respectively (+)

2.2.a.3 Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

2.2.a.4 Use a variety of language to describe multiplication and division (*)

2.2.b.1 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers and adding three one-digit numbers (^)

2.2.b.2 Use addition and subtraction facts to 20 and derive related facts up to 100 (^)

2.2.b.3 Calculate mentally using multiplication and division facts for the 2, 5 and 10 multiplication tables (+)

2.2.c.1 Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods

2.2.c.2 Use the inverse relationship between addition and subtraction to solve missing number problems (^)

2.2.c.3 Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

2.2.d.1 Recall addition and subtraction facts to 20 fluently, deriving related facts to 100 (^)

2.2.d.2 Recall multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

2.2.e.1 Record addition and subtraction in columns using an expanded format involving partitioning (+)

2.2.e.2 Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs

2.2.f.1 Check subtraction calculations using addition calculations by adding in a different order (*)

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

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

2.3.b.1 Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ (^)

2.3.c.1 Write simple fractions
2.1.1 Compare and sequence intervals of time
2.1.2 Know the number of minutes in an hour and the number of hours in a day
2.1.3 Recognise and use symbols for pounds (£) and pence (p)
2.1.4 Compare and order measurements and record the results using $>$, $<$ and $=$ as well as simple multiples
2.2.1 Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
2.2.2 Record the time on an analogue clock in words
2.2.3 Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
2.3.1 Calculate time intervals and develop a sense of the length of different units of time
2.3.2 Combine amounts of money to make a particular value including different combinations of coins that equal the same amount of money
2.3.3 Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
2.3.4 Solve problems involving comparing measures of length, mass and capacity/volume
2.1.1 Draw lines and shapes using a straight edge
2.1.2 Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
2.2.1 Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]

2.2.2 Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
2.2.3 Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
2.4.1 Use mathematical vocabulary to describe position
2.4.2 Order and arrange combinations of mathematical objects in patterns and sequences
2.4.3 Use mathematical vocabulary to describe movement, including movement in a straight line
2.1.1 Interpret data from simple pictograms, tally charts, block diagrams and simple tables
2.1.2 Present data in simple tables, simple pictograms, tally charts and block diagrams
2.3.1 Ask and answer questions about totalling and comparing categorical data
2.3.2 Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity