



## Year 2 Information for parents

Parents asked for more information regarding how we assess the children and what the terms Emerging, expected and exceeding mean for each year group.

**Emerging**— **Yet to be secure** in the end of year expectations.

**Expected**— Secure in **the majority** of the end of year expectations.

**Exceeding**— Secure in **all the end of year expectations** and is able to use and apply their knowledge and skills confidently.

Each child is assessed in terms of how well (emerging, expected or exceeding) they have achieved in **all of the objectives** for each subject.

### Padding

(emerging)

### Snorkelling

(expected)

### Diving

(exceeding)



We also enclose what areas the children cover for English, maths and science.



## English in Year 2

Across these areas, the children work with a range of material, including stories, non-fiction and poetry. They look at stories with familiar settings, traditional tales, and different stories by the same author.

### **Reading in Year 2:**

Children become more fluent in reading as their phonic knowledge increases

- read words of two or more syllables accurately
- read words containing common suffixes (-ed, -ing, -y, -ness, -ful, -ment)
- read a range of poetry, stories and non-fiction
- self-correct inaccurate reading
- predict what will happen in a story on the basis of what has been read so far
- Children should be allowed to choose a book at school to take home with them to read. You may be given an exercise book in order to write your comments in when you read with them. Children will be reading with their teacher in groups once a week (this is called guided reading).
- Reading common exception words
- reading aloud quickly and accurately without overt sounding and blending
- 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
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary

### **Writing in Year 2:**

Children learn to spell words with suffixes, words in the contracted form (don't, can't, etc.), words with the possessive apostrophe (the girl's book) and homophones (words that sound the same, but are spelt differently).

- start joining lower-case letters and write words where the capitals and lower-case letters are proportional to each other
- use a variety of punctuation, including: capitals, full stops, exclamation marks, question marks, commas for lists, apostrophes for the contracted form and the possessive
- use conjunctions (when, if, that, because, or, and, but) to join two clauses
- write stories, poetry and accounts of personal experiences
- evaluate and improve their work
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning to spell common exception words
- learning the possessive apostrophe, e.g. the girl's book
- distinguishing between homophones and near-homophones, e.g. their, there and they're
- add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly



## Maths in Year 2

### Year 2 maths:

#### Number and place value

- Counting in steps of 2, 3 and 5 and in tens from any number forwards and backwards
- Putting the numbers one to 100 in the correct order
- read and write numbers to at least 100 in numerals and in words
- Using < and > symbols
- Recognising the place value of each digit in a two-digit number and use place value and number facts to solve problems.

#### Calculating

- Adding and subtracting one- and two-digit numbers
- Knowing addition and subtraction facts up to 20
- Learning the 2, 5 and 10 times tables, plus division facts
- Identifying odd and even numbers

#### Fractions

- Finding  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a shape or quantity

#### Measurement

- Using appropriate units to measure length, weight and capacity
- Combining amounts of money to make a particular value
- Working out how much change to give
- Tell the time to five minutes, including quarter to / past the hour

#### Geometry

- Identifying, describing and sorting common 2D and 3D shapes
- Understanding that a quarter turn is a right angle
- Confident with clockwise and anti-clockwise

#### Statistics

- Interpreting and constructing simple pictograms, tally charts, block diagrams and tables
- Answer questions about the data presented



## **Science in Year 2**

During Year 2 more work will be done to develop the core working scientifically skills of observation and investigation. The children will work on different topics, designed to encourage them to ask questions about the world around them, and they will be taught the importance of gathering evidence and carrying out experiments. They will start to think about the importance of planning before they start a task: how they will find the answers, what questions they will need to ask, and what the result might be. They will also be thinking of the best ways to present their results; for example, they could be using drawings, charts, diagrams, ICT, or standing up and speaking to the class.

**In Year 2, children develop their working scientifically skills by using the following methods, processes and skills:**

- asking simple questions (for example, what would happen if I didn't give a plant water? What would happen if I tried to bend some plastic?).
- observing closely, using simple equipment.
- performing simple tests
- identifying and classifying.
- using their observations and ideas to suggest answers to questions.
- gathering and recording data to help in answering questions.

**Science in Year 2 - what your child will learn:**

There are a range of topics for science in KS1, divided into three main groups, and your child will probably study one or more of these. You may find your child returning to a topic they have covered before, but this time in greater detail.

### **Living things and their habitats**

- compare things that are living, dead and things that have never been alive
- identify that most living things live in habitats and describe how different habitats provide needs for different kinds of animals
- name a variety of plants and animals in their habitats, including micro-habitats
- describe simple food chains

### **Plants**

- observe and describe how seeds and bulbs grow into mature plants
- describe how plants need water, light and a suitable temperature to grow and stay healthy

### **Animals, including humans**

- understand that animals have offspring which grow into adults
- find out about the basic needs of animals for survival (water, food, air)
- describe the importance of good diet, exercise, food and hygiene

### **Use of everyday materials**

- identify and compare suitability of a variety of everyday materials for particular uses
- find out how shapes of solid objects can be changed by squashing, bending, twisting and stretching