

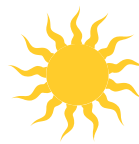


Maths

The maths curriculum requires children to be fluent with their key number skills and methods, explain their mathematical understanding using their reasoning skills and use these skills to problem solve. Times tables, along with other key number facts, remain important; children must be quick, accurate and able to apply.

- ◆ Count forwards and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any number.
- ◆ Compare and order numbers from 0 to 100 using $>$ $<$ and $=$.
- ◆ Use place value and number facts to answer questions.
Place value: thousands, hundreds, tens, ones.
- ◆ Solve problems with addition and subtraction including those involving numbers, quantities and measures by using objects or pictures.
- ◆ Answer simple addition and subtraction questions in my head as well as writing them down. Answer questions involving multiplication and division mentally and with objects.
- ◆ Use addition and subtraction facts to 20 quickly and work out similar facts to 100.
E.g. $14+6 = 20$ so $34+6 = 40$.
- ◆ Remember and use multiplication and division facts for the 2, 5 and 10 times tables. Answer questions involving multiplication and division using arrays and repeated addition.
- ◆ Recognise odd and even numbers.
- ◆ Find, name and write fractions of a length, shape, set of objects or amount, including $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$.

 $4 \times 6 = 24$ $6 \times 4 = 24$
- ◆ Add and subtract money and give change.
- ◆ Compare and sort common 2D and 3D shapes.
- ◆ Use mathematical vocabulary to describe position, direction and movement.
- ◆ Ask and answer questions about totally and comparing grouped data.

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BOREHAM PRIMARY SCHOOL

Friendship School



'Learning and achieving together in a caring and creative environment'

Boreham Primary School Key learning objectives

Year 2

A guide for parents & carers

Reading

These are the key areas for reading that a Year 2 pupil is expected to achieve over the year. Through guided, group and individual reading, as well as comprehension sessions, the children will be provided with opportunities to read a range of texts types. However, the children are expected to read widely at home, recording what they read in their reading records on a regular basis.

- ♦ Read and blend all of the sounds that I have been taught.
- ♦ Read most words quickly and accurately without needing to sound out and blend words I have seen before.
- ♦ Recognise alternative sounds for letters or groups of letters.
- ♦ Read words with two or more syllables, containing sounds that I have been taught.
- ♦ Read and re-read books aloud with fluency and confidence.
- ♦ Enjoy and understand books by listening and talking about my views.
- ♦ Read and discuss the order of events in books and how items of information are related.
- ♦ Enjoy reading by knowing a wider range of stories, fairy tales and traditional tales and can retell them.
(The familiar language and structure of fairy tales and traditional tales are very beneficial for children to know confidently. By being able to retell these stories, using the appropriate type of the language, children can write their own stories)
- ♦ Spot if a word has been read incorrectly by following the sense of the text.
(This evidences where a child has understood what they have read. We encourage children to re-read a phrase or sentence if it doesn't sound right).
- ♦ Say what might happen next in a story based on what has happened so far.
- ♦ Ask and answer questions about the books I am reading, making links.
- ♦ Take part in a group talk about a story we have listened to, taking turns and listening to what others have to say.

Writing

In Year 2, children are expected to increase their writing stamina, writing long and short pieces of work, as well as proof-reading. There is a focus on spelling and handwriting as well as using grammatical features. Parents are encouraged to use this list when supporting their children with homework.

- ♦ Break down spoken words into their sounds and write them mostly correctly.
- ♦ Learn new spellings by using words I already know how to spell.
- ♦ Write capital letters and numbers the right way up, the correct size relative to each other and lower case letters.
- ♦ Write for different purposes, writing long and short pieces of work.
- ♦ Plan my writing by writing down my ideas or talking about them for each sentence.
- ♦ Proof-read for spelling, grammar and punctuation errors.
- ♦ Add letter groups to the end of words (suffixes)
-er, -est, -ly e.g. smoother, smoothest, smoothly
- ♦ Use conjunctions in my writing.
(When, if, that, because, or, but)
- ♦ Use the correct tense in my writing.
Past tense: *Maggie loved swimming.*
Present tense: *He kicks the ball to his friend.*
Future tense: *I am going to the cinema tomorrow.*
- ♦ Use capital letters and full stops to show
The conductor shouted "Sit down!".
- ♦ I can use commas when I am writing a list.
On his camping trip, Jamie packed his tent, camping stove and wellington boots.