

Mathematics

Count in tens from any number, forward and backward

Count in steps of 2, 3, and 5 from 0, forward and backward

Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs

Solve number problems with number facts and place value from the Year 2 curriculum

Use addition and subtraction facts to 20 and derive related facts up to 100

Calculate mentally using multiplication and division facts for the 2, 5 and 10 multiplication tables

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

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

Recall addition and subtraction facts to 20 fluently, deriving related facts to 100

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

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

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

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Use mathematical vocabulary to describe movement, including movement in a straight line

Present data in simple tables, simple pictograms, tally charts and block diagrams

Ask and answer questions about totalling and comparing categorical data

Reading

- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading
- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - (a) 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
 - (b) becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - (c) discussing the sequence of events in books and how items of information are related
- Understand both the books that they can already read accurately and fluently and those that they listen to by:

Year Two Learning Objectives

- (a) drawing on what they already know or on background information and vocabulary provided by the teacher
- (b) checking that the text makes sense to them as they read and correcting inaccurate reading
- (c) making inferences on the basis of what is being said and done
- (d) answering and asking questions
- (e) being introduced to non-fiction books that are structured in different ways
- (f) predicting what might happen on the basis of what has been read so far



Writing

- Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- 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 homo- phones
- Develop positive attitudes towards and stamina for writing by: writing for different purposes
- Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly uses the suffixes - er, -est in adjectives and -ly to turn adjectives into adverbs
- Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Learn how to use: the present and past tenses correctly and consistently including the progressive form
- 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)

Science

- Ask simple questions
- Recognise that questions can be answered in different ways
- Observe closely, using simple equipment
- Perform simple tests
- Record and communicate their findings in a range of ways and begin to use simple scientific language
- Identify and classify
- Gather and record data to help answer questions
- Use their observations and ideas to suggest answers to questions

