

## Literacy

During this term the children will be developing their basic literacy skills through...

(Additional Year 2 objectives in red)

**NB These skills build on skills from previous 2 terms which continue to be developed**

- Experimenting and building new stores of words to communicate in different contexts
- Listening to and following instructions accurately, asking for help and clarification if necessary. **Listening to talk by adults, remembering some specific points and identify what they have learnt.**
- Explaining their views to others in a small group, deciding how to report the group's views to the class. **Explaining ideas and processes using imaginative and adventurous vocab and non-verbal gestures to support communication.**
- **Listening to each other's views and preferences and agreeing next steps.**
- Discussing why they like a performance. **Considering how mood and atmosphere are created in live or recorded performances.**
- Reading and spelling phonetically decodable two syllable and three syllable words. Reading high and medium frequency words independently and automatically. **Reading and spelling less common alternative graphemes including trigraphs.**
- Exploring the effects of patterns of language and repeated words and phrases. **Exploring how particular words are used, including words and expressions with similar meanings.**
- Creating short simple texts on paper and on screen that combine words with images (and sounds). **Selecting from different presentational features to suit particular writing purposes on paper and screen.**
- Group written sentences together in chunks of meaning or subjects. **Using appropriate language to make sections hang together.**
- Using the space bar and keyboard to type their name and simple text. **Word processing short narrative and non-narrative texts.**

# Maths (Additional Year 2 objectives in red)

## Number and place value

- Count reliably at least 30 (100) objects by grouping in 2s, 5s and 10s. Solve problems involving counting. Compare numbers using the < > greater/less than signs
- Read and write numerals from 0 to 30, then beyond. Read and write two-digit numbers in figures and words; describe and extend number sequences and recognise odd and even numbers
- Count on or back in ones, twos, fives and tens. Count on and back from any number to 100
- Say the number that is 1 more or less than any given number to at least 30
- Compare and order numbers, recognise odd and even numbers
- Write and order numbers to 100 and position them on a number track/ line, extend and describe number sequences
- Recognise that 2 digit numbers are made up of 10s and units and partition and recombine 2 digit numbers.
- Explain what each digit in a two/three-digit number represents, including numbers where 0 is a place holder; partition two/three -digit numbers in different ways, including into multiples of 10 and 1

## Addition and subtraction Multiplication and Division

- Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences. Add and subtract using concrete objects, pictorial representations and using mental and written methods including; a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers
- Solve problems involving addition, subtraction, multiplication and division choosing own efficient methods
- Relate addition to counting on
- Understand subtraction as 'take away' and find a 'difference' by counting up
- Understand that halving is the inverse of doubling and derive and recall doubles of all numbers to 10 (20) , and the corresponding halves
- Add 2 numbers by counting on from the largest number
- Add/subtract 10 from/to any number and begin to add 2 digit numbers using tens and units apparatus
- Complete missing number calculations e.g.  $5 + ? = 14$
- Develop an understanding of multiplication and division through 'arrays'
- Derive and recall addition and subtraction fact to 20 (beyond 20, and use to aid calculations)
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representation
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables,
- Use knowledge of number facts and operations to estimate and check answers to calculations

## Shape and position

- Visualise and name common 2-D shapes and 3-D solids and describe their features; use them to make patterns, pictures and models.
- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- Describe simple patterns and relationships involving numbers or shapes
- Sort shapes and explain how
- Understand language including behind, on top of, next to, in between and follow instructions
- Identify reflective symmetry in patterns and shapes
- Understand language of movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

## Measurement

Compare and describe:

- Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- Mass/weight [for example, heavy/light, heavier than, lighter than]
- Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

Measure and begin to record the following:

- Lengths and heights, mass/weight, capacity and volume
- Choose and use suitable uniform non-standard or standard units and measuring instruments (e.g. a lever balance, metre stick or measuring jug). Measure length, mass and capacity to the nearest appropriate unit using rulers, scales, measuring vessels

Time:

- Understand and measure time (hours, minutes, seconds)
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Tell the time to 5 minutes, including quarter to and past the hour
- Tell the time on digital and analogue clocks