

Year 2

Spring Term



In this booklet you will find Reading, Writing, Maths and basic skills expectations for this term.

Please use this to support your child at home to meet these milestones.

Reading



Word reading

- Read a wider range of high frequency words.
- Read with phrasing and fluency, taking note of punctuation to keep track of longer sentences.
- Apply knowledge of letters with alternative pronunciations when reading texts e.g. **school** - **chef**.
- Self-correct when reading does not make sense.

200 High Frequency Words									
across	birds	each	fun	how	looks	next	river	tell	want
after	boat	eat	garden	I'll	lots	night	room	than	wanted
again	book	egg	gave	I've	magic	one	round	that's	water
air	box	end	giant	inside	man	only	run	there's	way
along	boy	even	girl	its	many	or	sat	these	well
an	can't	ever	going	jumped	may	other	stay	thing	we're
animals	car	every	gone	keep	miss	our	school	things	where
another	cat	everyone	good	key	more	over	sea	think	which
any	clothes	eyes	gran	king	morning	parts	shouted	thought	white
around	cold	just	grandad	know	most	place	sleep	three	who
away	coming	feet	great	last	mother	plants	small	through	why
baby	couldn't	fell	green	laughed	mouse	play	snow	told	wind
bad	cried	find	grow	let	much	please	something	took	window
bear	dark	first	hard	let's	must	queen	soon	top	wish
because	did	fish	has	liked	narrator	pull	still	town	work
bed	didn't	floppy	hat	live	need	rabbit	stop	tree	would
been	different	fly	he's	lived	never	ran	stopped	trees	yes
before	dog	food	head	long	looking	really	sun	under	
best	dragon	fox	horse			red	take	us	
better	duck	friends	hot			right	tea	use	

Digraph spelling	Example words
ee	feet, beep
oo	book, hook
oo	moon, room
ai	rain, gain
ay	pay, stay
aw	paw, law
ea	head, bread
ea	read, bead
ie	chief, thief
oa	boat, roan
oi	coin, avoid
ou	pout, mouth
oy	toy, boy
ow	tow, mow
ow	cow, now

Comprehension

- Show an understanding of the text by commenting on the main events and characters.
- Locate key vocabulary and specific information in the text to answer questions.
- Use the contents and index to help retrieve information.
- Make predictions by using previous experience of reading a range of texts.
- Use a range of clues from the text to share their personal opinion e.g. **I like this character because he is kind and friendly**
This is going to be frightening because the picture is dark and the words are scary.

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Writing



Vocabulary, Grammar and punctuation (Organisation and purpose)

- Use a wide range of sentence openers such as:
Although they were tired;
Slowly, the car spun around;
Carefully, she made her way through the hall;
At the bottom of the stairs;
Next to the slide, the swings creaked;
At midnight, it began to rain.
- Use adverbs in different pieces of writing e.g. **quietly, peacefully, above, soon, fairly, sometimes.**
- Use 'or', 'and', 'but' and 'when', 'if' and 'because' in their writing to join sentences together. e.g. **Tom went to the shops and he bought an ice-cream; Because of the weather, we had to come inside.**
- Use past and present tense correctly.
- Write with interesting and varied vocabulary such as adjectives, alliteration and similes. e.g. **The Blue Butterfly.**
- Use story language e.g. **suddenly, gloomy, sunny, stormy.**

ADVERBS

An **adverb** describes a verb, an adjective or another adverb.

It tells us how, where, when, how much and with what frequency.

An adverb can tell...

HOW?

quietly
peacefully
carefully
slowly
badly
closely
easily
well
fast
quickly
cheerfully

WHERE?

above
abroad
far
away
back
here
outside
backwards
behind
below
down

WHEN?

now
yesterday
soon
later
tomorrow
yet
already
tonight
today
then
last year

HOW MUCH?

quite
fairly
too
enormously
entirely
very
extremely
rather
almost
absolutely
just

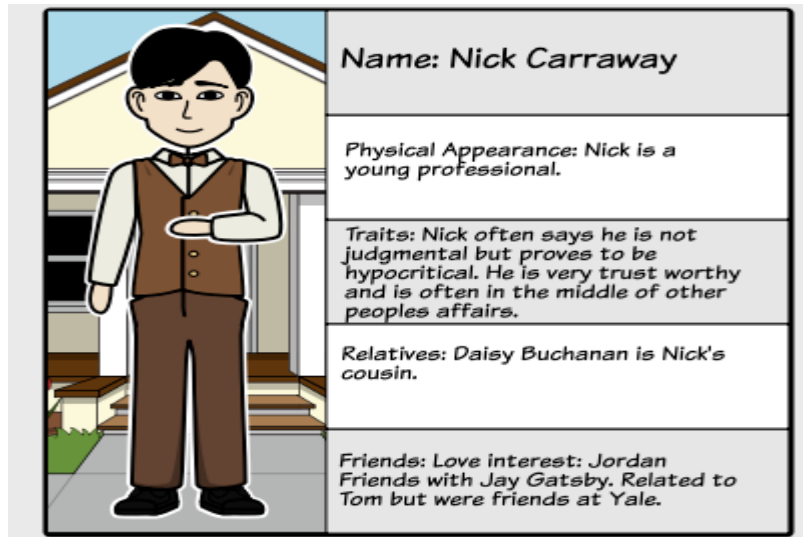
HOW OFTEN?

always
sometimes
often
frequently
normally
generally
usually
occasionally
seldom
rarely
never



Composition

- Recognise character features and describe a character with simple detail e.g **The bearded man had arms too long for his body.**
- Write stories about personal experiences including personal comment e.g **Last week it was my birthday. I went to the zoo with tall Ben, Sam and Oli. We had so much fun!**



Transcription (Spelling and Handwriting)

- Spell common exception (tricky) words correctly.
- Add suffixes to nouns (**e.g. -ed, -ing, -ment, -ness, -ful, -less, -ly**)
- Spell the days of the week and months of the year accurately, including the use of capital letters.
- Use capital letters and digits of the correct size and direction ensuring they are not too big or small compared to lower-case letters.

Year 2 Common Exception Words

after	child	every	half	move	plant	whole
again	children	everybody	hold	Mr	poor	who
any	Christmas	eye	hour	Mrs	pretty	wild
bath	class	fast	improve	old	prove	would
beautiful	climb	father	kind	only	should	
because	clothes	find	last	parents	steak	
behind	could	floor	many	pass	sugar	
both	cold	gold	mind	past	sure	
break	door	grass	money	path	told	
busy	even	great	most	people	water	

Writing



Examples of children's writing by the end of the Spring term.

Using adverbs

Using a variety of sentence starters.

Dear diary, enormous
Today I won the chocolate
factory! ~~We~~ I went ~~to~~ through
a small door where ~~we~~ I saw a
wavy brown chocolate river. But
Augustus Gloop fell in the
river and he got stuck in the
tree. * Then Veruca Salt fell through
a deep hole and the oompa
loompa's had to help her.
After Violet ate gum that
turned her into a blueberry.
* and the oompa loompas had to
suck him up.

Today was the best day ever!
~~Not that~~ I am so happy and ~~so~~
excited that I get the factory.
My family will be so happy.

Adding personal feelings in the role
of the character.

Writing



Examples of children's writing by the end of the Spring term.

Good use of a different sentence opener.

Use of an adverb

The next morning, the Queen was horrified because she had the worst nightmare. It was about 9 giants eating children from schools. She pulled open the curtains and saw a girl standing on her window sill. Sophie told the Queen that her dream was true. The Queen called her army and her air force to dig a hole and make the giants eat ...

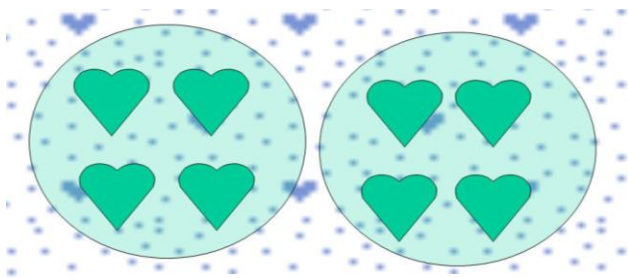
Add suffixes to nouns.

Capital Letters are not too big or small compared to lower-case letters.

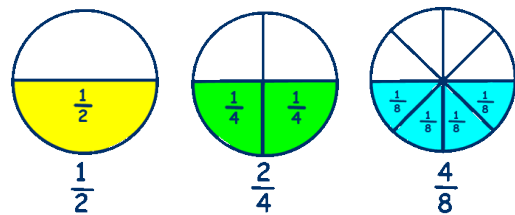
Maths

Number and fractions

- Recognise, find and name **a half** as one of two equal parts of an object, shape or quantity.
- Recognise, find and name **a quarter** as one of four equal parts of an object, shape or quantity.
- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

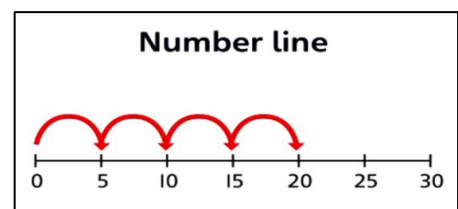
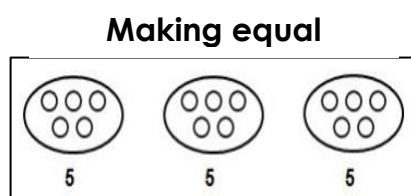
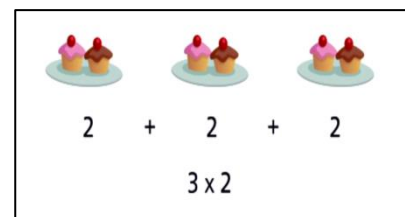
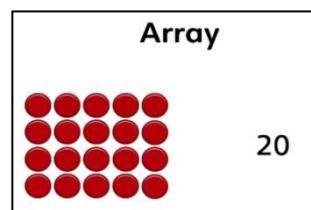
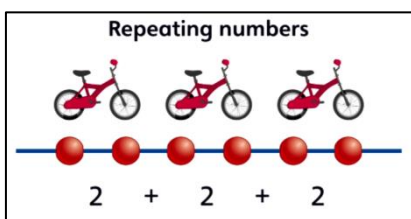


$$\frac{1}{2} \text{ of } 8 = 4$$



Multiplication and division

- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.
- Recall and use multiplication and division facts for the 2, 5, and 10 multiplication tables, including recognising odd and even numbers
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.








Statistics

- Understand and create simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple questions about a range of graphs e.g. **What fruit was the favourite in the class? What kind of chocolate was the favourite?**
- Ask and answer questions about totalling and comparing data e.g. **Was milk chocolate or dark chocolate the favourite?**

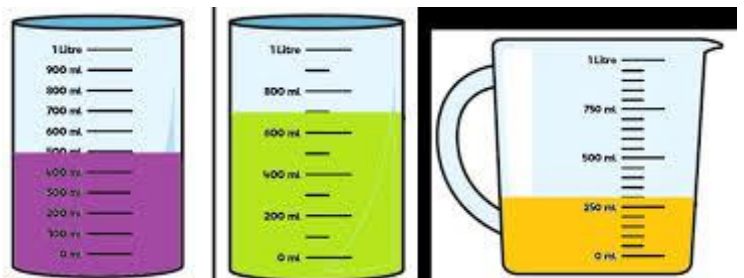
What kind of chocolate is your favourite?

Chocolate	Tally	Frequency
Milk		
Dark		
White		
Total		40

FRUIT	NUMBER OF CHILDREN WHO CHOSE IT
PEAR	
WATERMELON	
ORANGE	
APPLE	
BANANA	

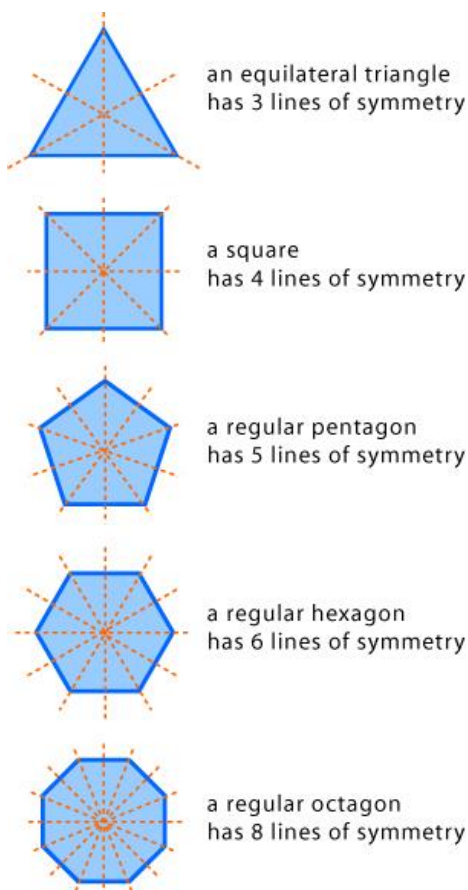
Measurement









- Use standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit using rulers.
- Use standard units to estimate and measure mass (kg/g); to the nearest appropriate unit using scales.
- Use standard units to estimate and measure temperature ($^{\circ}\text{C}$); to the nearest appropriate unit using thermometers.
- Use standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels.
- Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.

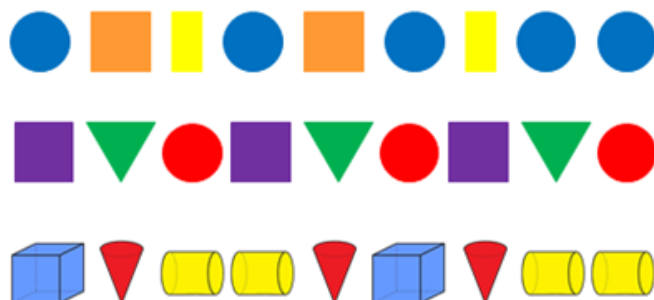


Shape

- Compare and sort common 2D and 3D shapes and everyday objects.
- Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3D shapes, including the edges, vertices and faces.
- Order and arrange combinations of mathematical objects in patterns and sequences.



Properties of 3D shapes			
<p>Cone</p>  <p>2 Faces 1 Edge 1 Vertex</p>	<p>Sphere</p>  <p>1 Face 1 Edge 0 Vertices</p>	<p>Tetrahedron</p>  <p>4 Faces 6 Edges 4 Vertices</p>	<p>Cuboid</p>  <p>6 Faces 12 Edges 8 Vertices</p>
<p>Cylinder</p>  <p>3 Faces 2 Edges 0 Vertices</p>	<p>Cube</p>  <p>6 Faces 12 Edges 8 Vertices</p>	<p>Triangular Prism</p>  <p>5 Faces 9 Edges 6 Vertices</p>	<p>Square-based pyramid</p>  <p>5 Faces 8 Edges 5 Vertices</p>



Basic Skills

Here are some basic skills we would like our children to be able to do independently.

1. Write my full name – first name, middle name and surname.

Alex John Smith

Maria Fernandes



2. Know my address

Miss S Pollard
1 Chapel Hill
Heswall
BOURNEMOUTH
BH1 1AA



Justin Credible
123 Hoop Road
Ninfield
BATTLE
TN33 9EH



3. Know the forenames of my parents and learn one of the contact numbers in case of an emergency.



4. Know what to do if I got lost in public.



5. Do my shoe laces up by myself.



