

Year 2

Summer 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 at a fluent pace using punctuation correctly e.g. stopping at a fullstop
- Blend the sounds in words that contain the common graphemes and alternative sounds for graphemes (linked to phase 5 phonics)
- Use expression when reading
- Read accurately more complex words of two or more syllables e.g. downstream, hideaway, comfortable
- Read a wider range of exception (tricky) words
- Read words containing common suffixes - ied, -ing, -ed, -er, -est
- Check the text makes sense and self-correct any mistakes

Word	+ Suffix	= New Word
berry	-es	berries
baby	-ish	babyish
run	-er	runner
adore	-able	adorable

Comprehension

- Discuss the plot, setting and characters in familiar and unfamiliar stories
- Demonstrate an understanding of a story by sequencing the events that happened in the book
- Look through a variety of books with growing independence to predict what will happen next
- Discuss their favourite words and phrases from the story
- Locate key vocabulary and information in fiction texts to find answers to simple questions
- Find information in non-fiction books

Fiction	Non-fiction
<p>Refers to plot, settings and characters created from the imagination.</p> <p>We read or watch this material for fun.</p> <p>Example:</p> <ul style="list-style-type: none">• A book about a cat that talks.• A cartoon on TV.	<p>Refers to factual stories that are based on real people and true events.</p> <p>We read or watch this material for information.</p> <p>Example:</p> <ul style="list-style-type: none">• A book about animal life cycle.• A documentary on TV.



Writing



Vocabulary, Grammar and Punctuation (Organisation and purpose)

- Write different types of sentences: statement, question, exclamation, command
- Use expanded noun phrases to add description and specification e.g. the dark spooky woods
- Use a wider range of sentence openings e.g. adverbs
- Write using subordination - when, if, that, because
- Use and understand present tense and past tense.
- Consistent use of a wider range of punctuation: capital letters, full stops, questions marks, exclamation marks and commas in a list.

Statements Statements are sentences which tell you something. They usually end with a full stop. Rainbows have 7 colours. They are beautiful to look at.	Questions Questions are sentences that ask you something. They usually end with a question mark. What did you have for dinner?	PAST TENSE Happened in the past I <u>ate</u> the apple.
Commands Commands are sentences that tell you to do something. They are found in instructions but can also be urgent or angry and can be very short. Help me! Please stop doing that.	Exclamations An exclamation is a sentence beginning with 'What' or 'How'. It is a full sentence, including a verb, which ends with an exclamation mark. What a dangerous mountain to climb! What amazing children they are! How kind of him to do that!	PRESENT TENSE Happening now I <u>eat</u> the apple. I <u>am eating</u> the apple.
		FUTURE TENSE Will happen in the future I <u>will eat</u> the apple.

Transcription (Spelling and Handwriting)

- Accurately spell common phonically decodable two and three syllable words
- Add suffixes to nouns (e.g. add -er, -est; plurals - es, - changing y to ies)
- Common exception (tricky) words spelt accurately
- Correctly use an apostrophe for omission of letters - wasn't, didn't, it's
- Spell the days of the week and months of the year accurately (including use of capital letters)
- Clear letter formation, with ascenders and descenders distinguished
- Upper and lower case letters not mixed within words

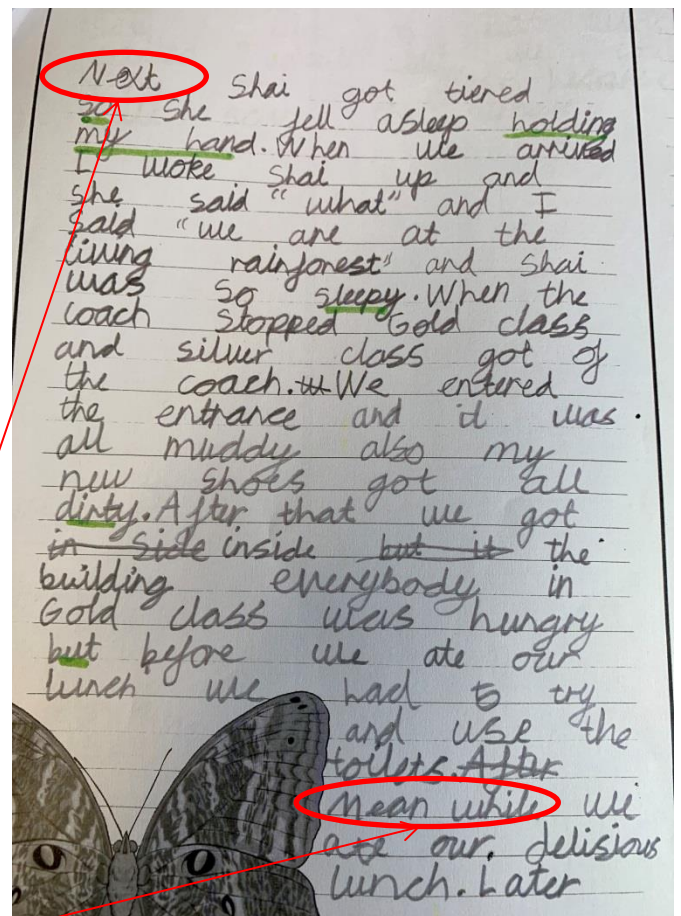
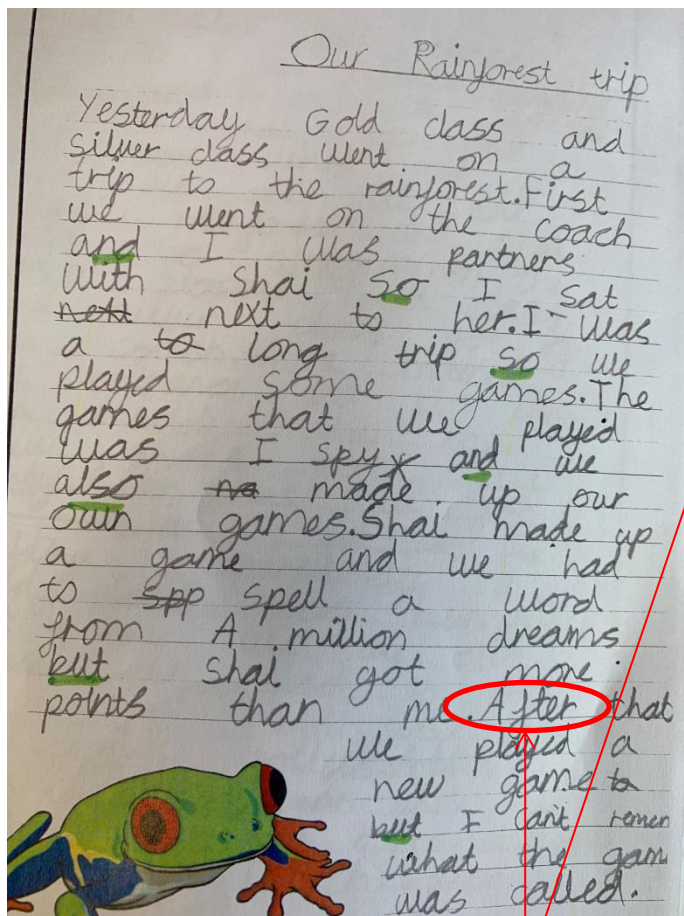


Year 2 Common Exception Words							
door	child	cold	pretty	grass	improve	whole	half
floor	children	gold	beautiful	pass	sure	any	money
poor	wild	hold	after	plant	sugar	many	Mr
because	climb	told	fast	path	eye	clothes	Mrs
find	most	every	last	bath	could	busy	parents
kind	only	great	past	hour	should	people	Christmas
mind	both	break	father	move	would	water	everybody
behind	old	steak	class	prove	who	again	even

Composition

- Create a narrative with some detail of character, setting and plot
- Use organisational features of non-fiction text (titles, sub-headings, illustrations and captions)
- Express their own viewpoint by simple comments or actions
- Make simple additions and corrections to their writing

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



A range of sentence openers have been used.

In this piece of writing it includes the use of capital letters for names, speech marks, full stops and apostrophes when a letter has been omitted.

Writing



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

This piece of writing is a narrative that contains details of characters, setting and plot.

Joseph and the Minpin's

One ^{Sunny} ~~happy~~ Sunday morning Joseph was kneeling on a ~~soft~~ ^{comfortable} ~~striped~~ ^{striped} chair. Joseph was looking at the ~~amazing~~ ^{beautiful} ~~gigantic~~ ^{gigantic} Forest of Sin. ~~His~~ ^{Joseph's} uncle ~~was~~ ^{was} washing the dirty, muddy, disgusting clothes, and doing the ironing. Joseph's uncle said "What are you ~~you~~ ^{you} doing Joseph?" Joseph said "I'm being good ~~well~~ ^{well}."

Joseph climbed out of the ~~blue~~ ^{blue} giant window.

A ~~second~~ ^{second} ~~late~~ ^{late} funny, little, jockey Joseph was at the edge of the Forest of Sin. Joseph walked further ~~forward~~ ^{forward} into the Forest of Sin. Joseph couldn't ~~hear~~ ^{hear} anything there was silence. Suddenly, Joseph's ~~blood~~ ^{blood} ~~was~~ ^{was} a sound rushing past there ~~it~~ ^{it} was again. Joseph ~~was~~ ^{was} as fast as lightning. Joseph ~~carefully~~ ^{carefully} and ~~quickly~~ ^{quickly} ~~climbed~~ ^{climbed} up the ~~tallest~~ ^{tallest} tree he could find.

The funny tickler couldn't catch up with little Joseph. Joseph climbed as high as he could until ~~he~~ ^{he} couldn't climb any higher. ~~It~~ ^{It} was safe. ~~He~~ ^{He} said "Safe" ~~he~~ ^{he} was amazed. Joseph was excited. Suddenly a little bit of monkey bark opened. It looked like it was a tiny wing window ~~no~~ ^{no} ~~smaller~~ ^{smaller} ~~than~~ ^{than} Joseph's eye.

Use of commas in a list

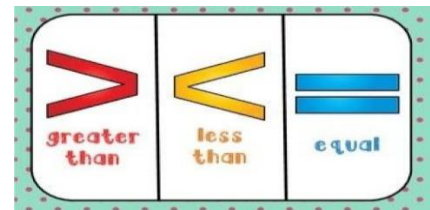
Use of speech marks

Use of suffixes -ly in carefully and quickly

Maths

Number and place value

- Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backwards
- Recognise the place value of each digit in a two-digit number (tens and ones)
- Compare and order numbers from 0 to 100: use $</>$ and $=$ signs
- Read and write numbers to 100 in numerals and words
- Use place value and number facts to solve problems

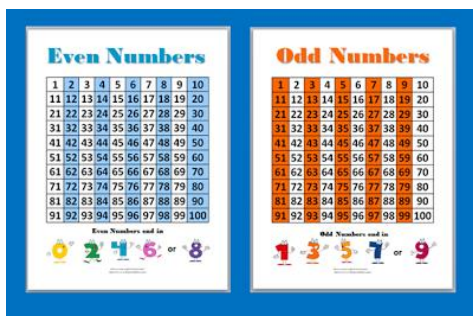


Addition and subtraction

- Solve problems with addition and subtraction using 2 digit numbers
- e.g. $28+11=$ $45-21=$
- Recall addition and subtraction number facts to 20 and use related facts to 100
e.g. $8+2=10$ so $80+20= 100$
- Recognise the inverse of addition and subtraction problems and check calculations and solve missing number problems
e.g. $14-6=8$ Check using $8+6=14$, $20-__=5$ Check using $20-5=$

Multiplication and division

- Recognise odd/even numbers
- Recall multiplication and division facts for the 2, 5 and 10 times tables
- Record using \times , \div and $=$ signs
- Solve problems using materials, repeated addition, arrays and solving in their head.



REPEATED ADDITION

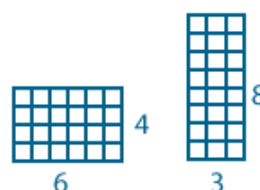
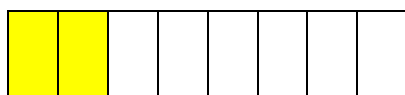
Adding the same number (addend) over and over.

$$3 + 3 + 3 + 3 = 12$$



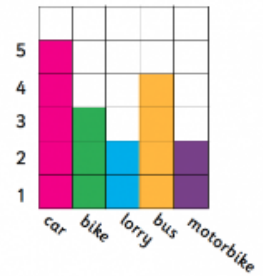
Fractions

- Recognise, find, name and write fractions $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{1}{3}$ of a length, shape or number e.g. $\frac{1}{4}$ of $8 = 2$
- To write simple fractions, e.g. $\frac{1}{2}$ of $6 = 3$ and to recognise equivalence of $\frac{1}{2}$ and $\frac{2}{4}$



Statistics

- Understand and construct simple pictograms, tally charts, block diagrams and simple tables
- Ask and answer questions by counting the number of objects in each category and sorting the categories by quantity
- Ask and answer questions about totalling and comparing data



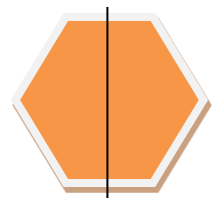
Measurement

- Choose and use appropriate standard units: m/cm, kg/g, l/ml and °C
- Compare and order length, mass, volume/capacity and record results $>/<$ and $=$
- Recognise and use symbols (£- pound and p-pence) and combine amounts to make a particular value e.g. **20p + 50p = 70p**
- Find different combinations of coins to make the same amount e.g. **10p + 10p = 20p, 5p + 5p + 10p = 20p**
- Compare and sequence intervals of time
- Tell the time to five minutes, including quarter past/quarter to and draw hands on a clock to show these times
- Know the number of minutes in an hour and hours in a day



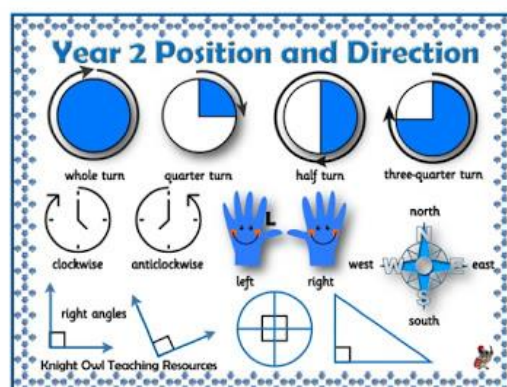
Properties of Shape

- Identify and describe the properties of 2-D and 3-D shapes, including number of **sides, vertices (corners) and faces**
- Find a line of symmetry on a 2-D shape
- Compare and sort 2-D and 3-D shapes and everyday objects



Position and Direction

- Order and arrange objects in patterns and sequences
- Use mathematical vocabulary to describe position, direction and movement - **whole turn, quarter turn, half turn, three-quarter turn, clockwise, anticlockwise, left, right, right angles**



Basic Skills

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

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

Alex John Smith

Maria Fernandes



2. Know their 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 their parents and learn one of the contact numbers in case of an emergency.



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



5. Be able to tie their laces on their own.

