

Dereham Church Infant and Nursery School Year 2 Objectives

English Objectives:

Speaking and Listening:

*listen and respond appropriately to adults and their peers, *ask relevant questions to extend their understanding and knowledge, *use relevant strategies to build their vocabulary, *articulate and justify answers, arguments and opinions, *give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, *maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments, *use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas, *speak audibly and fluently with an increasing command of Standard English, *participate in discussions, presentations, performances, role play, improvisations and debates, *gain, maintain and monitor the interest of the listener(s), *consider and evaluate different viewpoints, attending to and building on the contributions of others, *select and use appropriate registers for effective communication.

Drama:

*use language and actions to explore and convey situations, characters and emotions, *create and sustain roles individually and when working with others. *comment constructively on drama they have watched or in which they have taken part.

Reading - word reading:

*apply phonic knowledge to decode and blend words until reading is fluent, *read accurately polysyllabic words, *read words containing common suffixes, *read further common exception words, *read most words fluently, *read aloud books matched to phonic knowledge, sounding out unfamiliar words accurately, *re-read books to build up their fluency and confidence in word reading.

Reading - comprehension:

*listen to, discuss and express views about a wide range of poetry, stories and non-fiction, *discuss the sequence of events in books and how items of information are related, *become increasingly familiar with and retelling a wider range of stories, *be introduced to non-fiction books that are structured in different ways, *recognise simple recurring literary language in stories and poetry, *discuss and clarify the meanings of words, linking new meanings to known vocabulary, *discuss their favourite words and phrases, *continue to build up a repertoire of poems learnt by heart, *draw on what they already know or on background information and vocabulary provided by the teacher, *check that the text makes sense to them as they read and correcting inaccurate reading, *make inferences on the basis of what is being said and done, *answer and ask questions predicting what might happen on the basis of what has been read so far, *participate in discussion, taking turns and listening to what others say, *explain and discuss their understanding of books, poems and other material, *explain and comment on the writer's use of language, *identify and comment on writers' purposes and viewpoints, *relate texts to their social, cultural and historical traditions.

Writing - transcription

Spelling - *segment words, learn new ways of spelling with alternative graphemes, *spell common exception words, words with contracted forms, *learn the possessive apostrophe, *distinguish between homophones and near-homophones, *add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly, *apply spelling rules and guidance, as listed in English Appendix 1, *write from memory simple sentences dictated by the teacher Handwriting - *form lower-case letters of the correct size relative to one another, *start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined, *write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters, *use spacing between words that reflects the size of the letters.

Writing - composition

*explore writing through a range of genres, *identify features of text and replicate these when writing, *write narratives about personal experiences and those of others (real and fictional), *write about real events, *write poetry, *write for different purposes, *plan or say out loud what they are going to write about, *write down ideas and/or key words, including new vocabulary, *encapsulate what they want to say, sentence by sentence *evaluate their writing with the teacher and other pupils, *re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form, *proof-read to check for errors in spelling, grammar and punctuation, *read aloud what they have written with appropriate intonation to make the meaning clear.

Writing - vocabulary, grammar and punctuation

*learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) *learn how to use: *sentences with different forms: statement, question, exclamation, command, *expanded noun phrases to describe and specify, *the present and past tenses correctly and consistently including the progressive form, *subordination (using when, if, that, or because) and co-ordination (using or, and, or but), *the grammar for year 2 in English Appendix 2, *some features of written Standard English, *use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Mathematics Objectives:

Problem Solving, Fluency and Reasoning

*Identify and record the information or calculation needed to solve a puzzle or problem; carry out the steps or calculations and check the solution in the context of the problem.

*Follow a line of enquiry; answer questions by choosing and using suitable equipment and selecting, organising and presenting information in lists, tables and simple diagrams.

*Describe patterns and relationships involving numbers or shapes, make predictions and test these with examples.

*Present solutions to puzzles and problems in an organised way; explain decisions, methods and results in pictorial, spoken or written form, using mathematical language and number sentences.

Number - number and place value

*count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward *recognise the place value of each digit in a two-digit number (tens, ones)

*identify, represent and estimate numbers using different representations, including the number line *compare and order numbers from 0 up to 100; use <, > and = signs

*read and write numbers to at least 100 in numerals and in words □ use place value and number facts to solve problems.

Number - addition and subtraction

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 *recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 *add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers *show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

*recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Number - multiplication and division

*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 (×), division (÷) and equals (=) signs *show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot *solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Number - fractions

*recognise, find, name and write fractions $\frac{3}{4}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{4}{4}$ of a length, shape, set of objects or quantity *write simple fractions for example, $\frac{2}{1}$ of $\frac{6}{3}$ = 3 and recognise the equivalence of $\frac{4}{2}$ and $\frac{2}{1}$.

Measurement

*choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels *compare and order lengths, mass, volume/capacity and record the results using >, < and =

*recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value *find different combinations of coins that equal the same amounts of money *solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change *compare and sequence intervals of time *tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times *know the number of minutes in an hour and the number of hours in a day.

Geometry - properties of shapes

*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 *identify 2-D shapes on the surface of 3-D shapes *compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry - position and direction

*order and arrange combinations of mathematical objects in patterns and sequences *use mathematical vocabulary to describe position, direction and 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).

Statistics

*interpret and construct simple pictograms, tally charts, block diagrams and simple tables *ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity *ask and answer questions about totalling and comparing categorical data.

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Science

*collect evidence, *ask questions *use first-hand experience and simple information sources, *make predictions, *communicate what happened, *make simple comparisons and identify simple patterns, *compare what happened with what they expected would happen,

Animals: *identify a variety of common animals that are carnivores, herbivores and omnivores, *compare the structure of a variety of common animals, *identify parts of the human body, *senses *notice that animals have offspring, * describe the basic needs of animals for survival, *describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Seasonal Changes: *observe changes across the four seasons, *observe and describe weather changes
Habitats: * living, dead, and things that have never been alive * different habitats provide for the basic needs of different kinds of animals and plants, *identify and name a variety of plants and animals in their habitats, *describe food chains

Electricity: *about everyday appliances that use electricity *about simple series circuits *how a switch can be used to break a circuit

Light and dark: *to identify light sources *that darkness is the absence of light

Art and Design

*use a range of materials creatively to design and make products

*use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

*develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

*learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Physical Education

*master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

*participate in team games, developing simple tactics for attacking and defending □ perform dances using simple movement patterns.

History

*changes within living memory

*events beyond living memory that are significant nationally or globally

*the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

*significant historical events, people and places in their own locality.

Design Technology

*design purposeful, functional, appealing products for themselves and other users based on design criteria

*generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

*select from and use a range of tools and equipment to perform practical tasks

*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

*explore and evaluate a range of existing products

*evaluate their ideas and products against design criteria

*build structures, exploring how they can be made stronger, stiffer and more stable

*explore and use mechanisms

Computing

*understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

*create and debug simple programs

*use logical reasoning to predict the behaviour of simple programs

*use technology purposefully to create, organise, store, manipulate and retrieve digital content

*recognise common uses of information technology beyond school

*use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Geography

*name and locate the seven continents and five oceans

*name, locate and identify characteristics of the four countries and capital cities of the UK and its seas

*understand geographical similarities and differences of a small area of the United Kingdom and a contrasting non-European country

*identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world

*use basic geographical vocabulary to refer to: key physical features and key human features,

*use world maps, atlases and globes

*use simple compass directions and locational and directional language to describe the location of features and routes on a map

Music

*use their voices expressively and creatively by singing songs and speaking chants and rhymes

*play tuned and untuned instruments musically

*listen with concentration and understanding to a range of high-quality live and recorded music

*experiment with, create, select and combine sounds using the inter-related dimensions of music.

Religious Education

Learning about religion and belief:

*explore a range of religious stories and sacred writing, talk about meanings

*name and explore celebrations

*identify the importance for some people of belonging to a religion

*explore how religious beliefs and ideas, and those of worldviews, can be expressed through the creative and expressive arts

*identify and suggest meanings for religious symbols

Learning from religion and belief:

*reflect on and consider religious and spiritual feelings, experiences and concepts.

*ask and respond imaginatively to questions

*identify what matters to them

*reflect on how religious and morals relate to their own behaviour

*recognise that religious teachings and ideas make a difference