

# **CURRICULUM EXPECTATIONS**

## **Aims of Year 2**

- To improve the child's quality of learning further within a stimulating environment which caters for the needs of different types of learner.
- To continue to provide the best possible opportunities for children to gain success in a broad curriculum.
- To raise children's standards and equip him/her to be a purposeful learner.
- To provide opportunities for children to develop higher order thinking and reasoning skills.
- To teach independent work habits and a sense of ownership and loyalty to class/school community.
- To enable children to analyse and reflect on quality of work.
- To articulate their learning targets and how they will achieve these.

## **Key Learning Outcomes in English developed through the Literacy Hour**

Level 2 targets – will be some Level 1/3.

### **Reading**

In Year 2, we aim to develop the child's ability to read with independence and fluidity, as well as making sense of a range of different texts. Children further develop their range of reading and decoding strategies through phonic awareness especially in the identification of middle and final phonemes and blends. Children should begin to use inference and deduction, responding to text beyond the literal level. They are encouraged to read a range of more challenging texts including fiction and non-fiction, as well as texts of varying length. They are taught how to locate information using the index, contents and glossary.

Children are provided with many opportunities throughout the school day to read different genres, however it is vitally important that they receive opportunities to practice their reading skills at home each evening for a short period of time, in order to maintain progression. In support of this, it is helpful for parents/guardians to make a short comment in home school reading comment books especially if the book has been completed and needs changing. Children are expected to follow class routines for changing books.

### **Writing**

In Year 2 we focus on the use of key skills in order to improve the child's writing. In spelling, children are expected to learn common words as part of weekly homework. They are encouraged to attempt the spelling of increasingly complex words using their knowledge of letter patterns and strings. Basic punctuation such as full stops and capital letters are stressed as well as the simple use of speech marks. Children are expected to write for a range of purposes and audiences in both narrative and non-narrative work and present their work in a variety of ways. They are taught strategies to engage the reader and add interest to their writing as well as use a growing range of interesting vocabulary and language. They are taught strategies for effective scene-setting, characterisation and plot as well as considering the sequencing and structure of their work.

### **Literacy lessons involve:**

#### *Term 1*

Range	Fiction and Poetry:	Stories and a variety of poems with familiar settings.
	Non Fiction:	Instructions

#### *Term 2*

Range	Fiction and Poetry:	Traditional stories: stories and poems from other cultures, stories and poems with predictable and patterned language: poems by significant children's poets.
	Non Fiction	(i) dictionaries, glossaries, indexes and other alphabetically ordered texts (ii) explanations

#### *Term 3*

Range	Fiction and Poetry:	Extended stories: stories by significant children's authors, different stories by the same author, texts with language play eg riddles, tongue-twisters, humorous verse and stories.
	Non Fiction	Information books including non-chronological reports

Children are also engaged in:

Word Level work - phonics spelling and vocabulary
Sentence Level work - grammar and punctuation
Text Level work - comprehension and composition

**Word Level Work** involves securing the reading and spelling of words by learning a range of phonemes (sounds eg the long a, ay, ai, a-e, ch, ph etc) and also of high frequency words. Handwriting is also practised in conjunction with the phonic and spelling patterns mentioned above.

**Sentence Level Work** involves understanding basic elements of grammar eg punctuation, full stops, commas, capitals, understanding use of speech marks, captions, headings, bold enlarged italicised print - past or present tenses, turning statements into questions.

### **Text Level Work**

Reading comprehension - developing reading skills through shared and guided reading - to predict and check meanings of texts, understand sequence of events in stories.

### **Writing Composition**

Through shared and guided writing activities children will extend their own skills by writing stories, poems, designing posters and passports, invent their own riddles, tongue-twisters etc. They will also learn to use a range of non-fiction texts, eg dictionaries, glossaries, directions and indexes.

## **Key Learning Outcomes in Numeracy**

### **Skills**

Children begin to apply their knowledge to a range of problem solving situations. They can discuss their work using mathematical language and explain how they have come to an answer. They begin to respond to 'what would happen if..' questions, and select the appropriate operation to solve a problem. They use a variety of simple recording methods to show how they reached their answer.

### **Knowledge**

Children's understanding of place value is extended, and they are taught the place holding function of zero. They develop speed in the recall of basic number facts in order to support their progress in other mathematical areas. They are shown how to interpret data and look for patterns. They identify half and quarter of shapes and amounts. They tell the time to  $\frac{1}{2}$ ,  $\frac{1}{4}$  to and  $\frac{1}{4}$  past the hour. They investigate simple symmetry and right angles. They solve problems involving money and measurement.

Numeracy lessons will focus on:

- Increasing the pace of recall of a range of number facts.
- Count and read numbers to at least 100
- Counting forwards and backwards in ones, tens, two's etc.
- Understand number sequences including odd and even numbers
- Understand that subtraction is the inverse of addition
- Know all the addition and subtraction facts for each number to at least 10 and then 20
- Understand that addition can be done in any order
- Understand multiplication as repeated addition
- Know and use halving as the inverse of doubling
- Know by heart the facts for the 2, 5 and 10 multiplication tables and begin to recall associated division facts.
- Estimate, measure and compare lengths
- Read a simple scale, measure to the nearest cm
- Use the mathematical names for 2D and 3D shapes
- Use mathematical vocabulary to describe position direction and movement
- Work out the best way to solve problems

## **Key Learning Outcomes in Science**

One lesson of science is taught every week to cover AT1 enquiry and investigative skills. Larger topics are covered for 3 lessons per week for 3 half-terms.

### **Skills**

Children begin to make suggestions as to how to find things out and predict what might happen. They begin to select appropriate equipment and make simple, relevant measurements. Their observations become more detailed and they compare objects on the basis of their physical properties. They record their findings in a variety of simple ways and begin to discuss and suggest reasons for their findings.

## **Knowledge**

Topics covered in Year 2 are 'Whatever the weather' (materials), 'Bright Sparks' (light and electricity) and 'How does your garden grow?' (plants, living things in their environment)

## Topic Areas

Geography – Beside the seaside (contrasting locality - a UK locality – place and time)

History – The spirit of Christmas (Christmas traditions and customs – place and time)

History - Happy families (changes to our way of life – place and time)

D&T – (within Science topics) Materials, Light and electricity, Plants, living things in their environment.

## **Homework – Learning Together**

One piece of written homework (literacy, maths or topic) will be given each week to reinforce concepts covered in class. This year we are changing the format to make it more family orientated and hope that the more practical activities will enable both children and parents to find greater enjoyment when learning together at home. Children are also encouraged to practise their reading for 10 minutes each evening. Spellings and times tables are given out and tested weekly.

## **Independence Skills**

### **Learning Outcomes & Success Criteria**

It is important that children can articulate clearly what they are learning. It enables them to set success criteria by which they can judge their performance and improve their pace of learning by easily gleaning where their gaps are and what the next targets must be. Strategies to encourage such an independent style of learning have been put in place, whereby speaking and listening are valued in Response Partner sessions and children give presentations about their learning. This helps children develop confidence in speaking and listening, to articulate clearly with a growing vocabulary.

### **Responsibilities**

High expectations of behaviour, manners and attitude are expected at all times and in all situations. Children are always encouraged to consider and respect others and maintain a high degree of self-discipline and personal and moral values. They experience a positive approach to discipline through praise and the raising of self-esteem ie good work assembly, Friday golden dinner table, class stickers, team House points. Manners are especially praised, politeness and an appropriate way to talk to adults.

### **Listening**

Despite children's kindness and enthusiasm listening at appropriate times is a skill that is vitally important for the children to develop and for which we have developed strategies. We celebrate success by using a star chair and issue 'Star of the Week' and 'Good Work' Celebratory telegrammes. A time out chair is also available as a consequence when rules have been broken.

Children have developed success criteria for what makes a good listener and we are reinforcing this daily. Those who chatter consistently and mar the quality and standard of their work and that of others will receive a yellow card. If two are received parents are informed. In some incidents a home/school book is set up. Children are encouraged to make valuable contributions to school and class life and realise they have a group responsibility to each other.

We trust that you will support us as we strive to enable children to meet their potential. The development of the ability to follow instructions and to concentrate on tasks for longer periods of time each year are skills that we expect children to acquire as they mature, in order that they can apply themselves in an independent fashion.

### **Registration**

Some children arrive late each morning. In order that we can begin to teach classes on time, we would appreciate your support in helping us to aid our task. We know that you will realise that we have to account for every teaching minute. Therefore we would be grateful if all parent/teacher liaisons were done after school. Registers indicate L (late) after 9.10 a.m.

Thank you for your continued support.