

Year 2 Curriculum – Key Performance Indicators

Maths	Reading	Writing
<p>Number and place value</p> <p>Counts in steps of two, three and five from zero and in tens from any number, forward and backward.</p> <p>Compares and orders numbers from zero up to one hundred.</p> <p>Uses < > and = signs correctly.</p> <p>Uses place value and number facts to solve problems.</p> <p>Addition and subtraction</p> <p>Solves problems with addition and subtraction by:</p> <ol style="list-style-type: none"> 1. Using concrete objects and pictorial representations, including those involving numbers, quantities and measures. 2. Applying an increasing knowledge of mental and written methods. <p>Recalls and uses addition and subtraction facts to twenty and one hundred:</p> <ol style="list-style-type: none"> 1. Fluently up to twenty. <p>Multiplication and division</p> <p>Recalls and uses multiplication and division facts for the two, five and ten multiplication tables, including recognising odd and even numbers.</p>	<p>Reads accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes.</p> <p>Reads accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Reads most words at an instructional level 93-95% quickly and accurately without overt sounding and blending, when they have been frequently encountered.</p> <p>Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-reads thee books to build up their fluency and confidence in word reading.</p> <p>Develops pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ol style="list-style-type: none"> 1. Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. 2. Discussing the sequence of events in books and how items of information are related. 3. Becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales. 	<p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Develops positive attitudes towards, and stamina for, writing, by writing for different purposes.</p> <p>Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence.</p> <p>Makes simple additions, revisions and corrections to writing by:</p> <ol style="list-style-type: none"> 1. Proof-reading to check for errors in spelling, grammar and punctuation. 2. Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. 3. Learning new ways of spelling phonemes for which one or more spellings are already known; and learn some words with each spelling, including a few common homophones. <p>Uses the suffixes –er, -est in adjectives and –ly to turn adjectives into adverbs.</p> <p>Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p>Uses the correct choice and consistent use of present tense and past tense throughout a written piece.</p>

Maths	Reading	Writing
<p>Solves problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> <p>Fractions (including decimals)</p> <p>Recognises, finds, names and writes fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Measurement</p> <p>Solves simple problems in a practical context involving addition and subtraction of money of the same unit including giving change.</p> <p>Geometry: properties of shape</p> <p>Compares and sorts common 2-D and 3-D shape and everyday objects.</p> <p>Geometry: position and direction</p> <p>Uses mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishes between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p> <p>Statistics</p> <p>Asks and answers questions about totalling and comparing categorical data.</p>	<ol style="list-style-type: none"> 4. Re-telling a range of stories, fairy stories and traditional tales. 5. Being introduced to non-fiction books that are structured in different ways. <p>Understand both the books they can already read accurately and fluently and those that they listen to by:</p> <ol style="list-style-type: none"> 1. Checking that the text makes sense to them as they read and correcting inaccurate reading. 2. Answering questions. 3. Predicting what might happen on the basis of what has been read so far. <p>Participates in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use commas to separate items in a list.</p>

Geography	History	Religious Education
<p>Children should be able to:</p> <ul style="list-style-type: none"> • Collect, analyse and use a range of data to deepen thinking and understand geographical processes • Use resources such as maps, diagrams, globes, aerial photos and Geographical Information Systems (GIS) to interpret geographical information • Communicate geographical information in a variety of ways including using maps and writing information in length 	<p>Children should be able to:</p> <ul style="list-style-type: none"> • Know and understand the history of the British Isles from the earliest times to the present day. How people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world • Know and understand significant aspects of the history of the wider world • To understand terms such as empire, civilisation, parliament and peasantry • To link continuity and change, cause and effect, similarity, difference and significance and use them to make connections • To understand methods of historical enquiry including how evidence is used and how and why contrasting arguments and interpretations of the past have been constructed • Understand connections between local, regional, national and international history 	<p>Through a process of enquiry, children should be able to:</p> <ul style="list-style-type: none"> • Consider beliefs and sources • Explore comparisons and diversity • Develop language and expression • Develop reasoned responses • Consider questions and look for answers • Explore influences and impact

Art

Pupils should:

- 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