

## Year Two Curriculum- Information for Parents and Carers

This booklet provides information for parents and carers on the end of year expectations for children at Fiddlers Lane. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress. All the objectives will be worked on throughout the year and will be the focus of direct teaching.

Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

If your child is struggling to meet these expectations, they will receive extra support. You will be informed if they are placed on the SEND register.

Fiddlers Lane wholeheartedly promotes the development of the whole child. It is important to acknowledge that alongside these national expectations we encourage families to continue to nurture their children as they always have done.

Providing the sporting, social, musical and other enriching experiences beyond our school environment is crucial to the personal development of all our pupils and holds equal value in our school culture.

You will be kept up to date on your child's progress, towards these end of year expectations, through parents' evenings and Pride Time mornings throughout the year, as well as end year of reports.

## English - Spoken Language



By the end of year two, pupils are expected to be able to:

- ask questions to get more information and clarify meaning.
- talk in complete sentences.
- decide when I need to use specific vocabulary.
- take turns when talking in pairs or a small group.
- be aware that formal and informal situations require different language (beginning).
- retell a story using narrative language and linking words and phrases.
- hold the attention of people I am speaking to by adapting the way I talk.
- understand how to speak for different purposes and audiences (beginning).
- perform a simple poem from memory.

## English - Reading



By the end of year two, pupils are expected to be able to:

- Secure with year group spelling expectations.
- Recognise simple recurring literary language.
- Read ahead to help with fluency and expression.
- Comment on plot, setting & characters in familiar & unfamiliar stories.
- Recount main themes and events.
- Comment on structure of the text.
- Use commas, question marks and exclamation marks to vary expression.
- Read aloud with expression and intonation.
- Recognise:
  - commas in lists
  - apostrophe of omission and singular possession
  - (singular noun)
- Identify past/present tense and why the writer has used a tense.
- Use content and index to locate information.

### What you can do to help.

Listening to your child read, talking to them about stories and reading to them is still one of the most advantageous and positive things that parents can do to support their child.

We feel that this is an essential part of a child's development and recommend this for all children. Please record in their reading record book when you have heard your child read, shared a story or read a magazine or nonfiction text.

Encourage your child to take part in the 'Read around the World' and 'Recommended Read' initiatives.

## Writing



By the end of year two, pupils are expected to be able to:

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description and specification.
- Write using subordination (when, if, that, because) and co-ordination (or, and, but).
- Correct and consistent use of present tense & past tense.
- Correct use of verb tenses.
- Write with correct and consistent use of:
  - capital letters
  - full stops
  - question marks
  - exclamation marks
- Use commas in a list.
- Use apostrophe to mark omission and singular possession in nouns.
- Write under headings.
- Write lower case letters correct size relative to one another.
- Show evidence of diagonal and horizontal strokes to join handwriting.

## What you can do to help.

Your child will receive spelling homework and have lists of key words to learn. You can help them with this by reading the words with them and encouraging them to write them down.

Encourage your child to complete homework tasks which include writing.

## Mathematics



By the end of year two, pupils are expected to be able to:

- Compare and order numbers up to 100 and use  $<$   $>$   $=$ .
- Read and write all numbers to 100 in digits & words.
- Say 10 more/less than any number to 100.
- Count in steps of 2, 3 & 5 from zero and in 10s from any number (forwards and backwards).
- Recall and use multiplication & division facts for 2, 5 & 10 tables.
- Recall and use  $+/-$  facts to 20.
- Derive and use related facts to 100.
- Recognise place value of any 2-digit number.
- Add & subtract:
  - 2-digit numbers & ones

- 2-digit numbers & tens
- Two 2-digit numbers
- Three 1-digit numbers
- Recognise and use inverse (+/-).
- Calculate and write multiplication & division calculations using multiplication tables.
- Recognise, find, name and write  $\frac{1}{3}$ ;  $\frac{1}{4}$ ;  $\frac{2}{4}$ ;  $\frac{3}{4}$ .
- Write and recognise equivalence of simple fractions.
- Tell time to five minutes, including quarter past/to.

### What you can do to help.

Practice re-call of 2, 5 and 10 times tables and related division facts. This can take a lot of repetition, before the facts are embedded.

Complete homework set - oral or written tasks.

Fiddlers Lane has a home subscription to espresso and Purple Mash, where there are many maths games and activities you can share with your child.

### Science



**By the end of year 2 pupils are expected to:**

#### **Working scientifically (Y1 and Y2)**

- ask simple scientific questions.
- use simple equipment to make observations.
- carry out simple tests.
- identify and classify things.
- suggest what they have found out.
- use simple data to answer questions

#### **Living things and their habitats**

- identify things that are living, dead and never lived.
- know how a specific habitat provides for the basic needs of things living there (plants and animals).
- identify and name plants and animals in a range of habitats.
- match living things to their habitat.
- know how animals find their food.
- name some different sources of food for animals.
- knows about and can explain a simple food chain.

#### **Plants**

- knows how seeds and bulbs grow into plants.
- knows what plants need in order to grow and stay healthy (water, light & suitable temperature).

## **Animals, including humans**

- knows the basic stages in a life cycle for animals, including humans.
- knows what animals and humans need to survive.
- knows why exercise, a balanced diet and good hygiene are important for humans.

## **Everyday materials**

- Uses of everyday materials
- can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.
- knows why a material might or might not be used for a specific job.
- knows how materials can be changed by squashing, bending, twisting and stretching.

## **History**

### **By the end of year 2 pupils are expected to:**

- recount the life of someone famous from Britain who lived in the past.
- compare the lives of significant individuals in the past, with someone in a different time
- know about what they did to make the world a better
- know how some people have helped us to have better lives.
- know how to use books and the internet to find out more information about the past.



## **Geography**

### **By the end of year 2 pupils are expected to:**

- name the continents of the world and locate them on a map.
- name the capital cities of England, Wales, Scotland and Northern Ireland.
- name the world's oceans and locate them on a map.
- describe a place outside Europe using geographical words.
- know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean and valley.
- know about the facilities that a village, town and city may need and give reasons.
- use the directional vocabulary: near; far; left; right to explain where a location is.





## Art

### By the end of year 2 pupils are expected to:

- choose and use three different grades of pencil when drawing.
- know how to use charcoal, pencil and pastel to create art.
- know how to mix paint to create all the secondary colours.
- know how to create brown with paint.
- know how to create tints with paint by adding white.
- know how to create tones with paint by adding black.
- know how to create a printed piece of art by pressing, rolling, rubbing and stamping.
- know how to use different effects within an IT paint package.
- suggest how artists have used colour, pattern and shape.
- I know how to create a piece of art in response to the work of another artist.

## Design Technology



### By the end of year 2 pupils are expected to:

- think of an idea and plan what to do next.
- choose tools and materials and explain why I have chosen them.
- join materials and components in different ways.
- explain what went well with my work.
- explain why I have chosen specific textiles.
- measure materials for use in a model or structure.
- describe the ingredients I am using.

## PE



### By the end of year 2 pupils are expected to:

#### Games

- use hitting, kicking and/or rolling in a game.
- decide the best space to be in during a game.
- use a tactic in a game.
- follow rules.

#### Gymnastics

- plan and perform a sequence of movements.
- improve my sequence based on feedback.
- think of more than one way to create a sequence which follows some 'rules'.
- work on their own and with a partner.

## Dance

- change rhythm, speed, level and direction in my dance.
- dance with control and coordination.
- make a sequence by linking sections together.
- use dance to show a mood or feeling.

## General

- copy and remember actions.
- talk about what is different from what they did and what someone else did.

## Computing



**By the end of year 2 pupils are expected to:**

### Algorithms and programming

- use a range of instructions (e.g. direction, angles, turns).
- test and amend a set of instructions.
- find errors and amend (debug).
- write a simple program and test it.
- predict what the outcome of a simple program will be (logical reasoning).
- understand that algorithms are used on digital devices.
- understand that programs require precise instructions.

### Information technology

- I organise digital content.
- I retrieve and manipulate digital content.
- I can navigate the web to complete simple searches.

### Digital literacy

- I use technology respectfully.
- I know where to go for help if I am concerned.
- I know how technology is used in school and outside of school.

### Safe computer use - Knowledge and understanding

- understand the different methods of communication (e.g. email, online forums etc.).
- know you should only open email from a known source.
- know the difference between email and communication systems such as blogs and wikis.
- know that websites sometimes include pop-ups that take me away from the main site.
- know that bookmarking is a way to find safe sites again quickly.
- have begun to evaluate websites and know that everything on the internet is not true.
- know that it is not always possible to copy some text and pictures from the internet.
- know that personal information should not be shared online.

- know to tell a trusted adult immediately if anyone tries to meet me via the internet.

### **Safe computer use - Skills**

- follow the school's safer internet rules.
- use the search engines agreed by the school.
- know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc.).
- use the internet for learning and communicating with others, making choices when navigating through sites.
- send and receive email as a class.
- recognise advertising on websites and learn to ignore it.
- use a password to access the secure network.

## **Music**



### **By the end of year 2 pupils are expected to:**

- know how to sing and follow a melody.
- know how to perform simple patterns and accompaniments keeping a steady pulse.
- know how to play simple rhythmic patterns on an instrument.
- know how to sing or clap increasing and decreasing tempo.
- know how to order sounds to create a beginning, middle and an end.
- know how to create music in response to different starting points.
- know how to choose sounds which create an effect.
- know how to use symbols to represent sounds.
- know how to make connections between notations and musical sounds.
- know how to listen out for particular things when listening to music.
- know how to improve their own work.

## **RE**

### **By the end of year 2 pupils are expected to:**

- know that we care for others and the world, and why it matters
- know why we celebrate special and sacred times
- know who Muslims are and what they believe
- know we can learn from sacred books

## **PHSE / British Values**

British values are promoted in much of what we do, for example during assemblies, RE and PSHSE sessions. The values are also integral to our vision and values as a school.

## **Empowering Learning**

Empowering Learning is an integral part of our curriculum at Fiddlers Lane. It involves working on a range of ways to develop and progress 'learning to learn' skills. Over a year each class works on a different area of Empowering Learning, which builds on the previous year.

The themes are about pupils being: Team Workers, Reflective Learners, Effective Participators, Independent Enquirers, Resourceful Thinkers and Self Managers.

Certificates are given out weekly, for pupils showing the skills in a half term's theme.

## **Unique experiences for year 2 pupils at Fiddlers Lane**

- Theatre visit
- Health team visit
- Sea-life visit
- Local area walk