St Peter's C.E Swinton

My Year Two Journey

St Peter's Learning Journey

This booklet provides information for parents and carers on the end of year expectations for children in our school.

All the objectives will be covered throughout the year and will be the focus of direct teaching. Any support you can provide in
helping your child to achieve these is greatly appreciated.

Please find below an overview of the Year Two topics for this year.

Autumn 1	**Coastline**
Autumn 2	**Finding Nemo**
Spring 1	**Fire, Fire!**
Spring 2	**Incredible Inventors**
Summer 1	**Rainforests**
Summer 2	**Land Ahoy!**

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 class teacher.

HOME-SCHOOL AGREEMENT

1. The Parent/Guardian will:

See that my child goes to school regularly, on time, properly equipped and prepared to learn
Make the school aware of any concerns or problems that might affect my child's work or behaviour
Support the school's policies (all major policies are highlighted in the prospectus, available on the website – www.stpetersswinton.co.uk – or can be requested in paper form upon from the school office)
Support the school's behaviour expectations and guidelines
Support my child by providing opportunities for home-learning
Attend parents' evenings and discussions about my child's progress
Get to know about my child's life at school
Will not withdraw my child from school during the period of their enrolment except for the reason of illness, or other cause which the Governors consider to be reasonable.

2. The School will:

Care for your child's safety, well-being and happiness
Ensure that your child achieves their full potential as a valued member of the school community
Provide a balanced, stimulating curriculum to meet individual needs and cater for the 'whole' child
Aim for high standards of work and behaviour through building good relationships and developing a sense of responsibility
Keep you informed about general school matters and about your child's progress in particular
Provide a variety of extra-curricular activities
Be open and welcoming.

3. The Pupil will:

Attend school regularly and on time
Bring all the equipment I need every day
Wear the school uniform and be tidy and smartly dressed
Do all my class-work, homework and reading as well as I can
Respect the needs of others and be polite and helpful towards them
Follow the school's behaviour policy
Help to keep the school a safe, happy place.

Thank you for taking the time to work in partnership for the benefit of the children.

Together We Believe, Aspire And Achieve

A Year Two Child English

Being a reader

- I can read and blend all sounds I have been taught.
- I can recognise alternative sounds for letters or groups of letters.
- I can read words of two or more syllables that contain sounds I have been taught.
- I can read most words quickly and accurately without needing to sound and blend words I have seen before. (90 words a minute)
- I can re-read books, sounding out new words correctly to improve my speed and confidence.
- I can enjoy and understand books by listening to, talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.
- I can enjoy reading, and discussing the order of events in books and how items of information are related.
- I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.
- I can spot if a word has been read wrongly by following the sense of the text.
- I can say what might happen next in a story based on what has happened so far.

Being a speaker

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

Being a writer

- I can break down spoken words into their sounds and write them mostly correctly.
- I can learn new spellings by using words I already know how to spell.
- I can write capital letters and numbers that are the right way up, the correct size relative to each other and lower case letters.
- I can write for different purposes, writing long and short pieces of work.
- I can plan my writing by writing down my ideas or talking about them for each sentence.
- I can proof-read my work and check for spelling, punctuation and grammar errors.
- I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.
- I can use these words in my writing: when, if, that, because, and, or, but.
- I can use the correct tense in my writing.
- I can use commas when I am writing a list.
- I can use capital letters and full stops to show where sentences start and end and sometimes use question marks and exclamation marks.

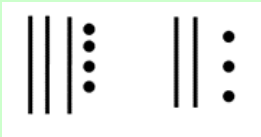
Being a mathematician
Number

- I can read and write all numbers to at least 100 in numerals and words.
- **I recognise odd and even numbers to 100.**
- **I can count in steps of 2, 3 and 5 from 0.**
- I recognise and can define the place value of each digit in a 2 digit number.
- **I can compare and order numbers from 0 to 100 using the < > and = signs.**
- **I can use place value and number facts to answer questions.**
- **I can use addition and subtraction facts to 20 quickly and work out similar facts to 100.**
- I can name the fractions 1/3, 1/4, 1/2 and 3/4 and can find fractional values of shapes, lengths and numbers.
- **I can recall and use multiplication and division facts for the 2, 5 and 10x tables.**
- **I can solve problems with addition and subtraction including those involving numbers, quantities and measures by using objects or pictures**
- **I can answer simple addition and subtraction questions in my head as well as by writing them down.**
- **I can answer questions involving multiplication and division mentally and with objects.**
- **I can answer questions involving multiplication and division using arrays and repeated addition**
- I understand and can use commutivity in relation to addition, subtraction, multiplication and division.

A Year Two Child Mathematics

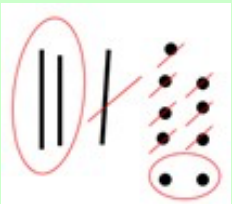
Addition strategies

Using base 10
34 + 23



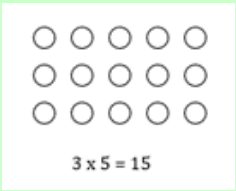
Subtraction strategies

Using base 10
39—17



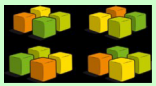
Multiplication strategies

Arrays
3 x 5



Division strategies

Sharing
16 ÷ 4



Grouping
12 ÷ 3

Being a mathematician
Measurement, geometry & statistics

- I can choose and use appropriate standard units to estimate length, height, temperature and capacity.
- **I can tell and write the time to 5 minute intervals. I can tell when it is quarter past or quarter to an hour.**
- **I recognise and can use the symbols £ and p when solving problems involving addition and subtraction of money including giving change.**
- **I can compare and sort common 2 -D and 3-D shapes and everyday objects.**
- I can describe the properties of 2D and 3D shapes to include edges, vertices and faces.
- I can interpret and construct pictograms, tally charts, block diagram and simple tables.
- **I can ask and answer questions about totalling and comparing grouped data.**
- **I can use mathematical vocabulary to describe position, direction and movement. This could include movement in a straight line.**

Science

Working scientifically

- Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum
- Use simple equipment to observe closely including changes over time
- Perform simple comparative tests
- Identify, group and classify
- Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and
- patterns Gather and record data to help in answering questions including from secondary sources of information

Animals including humans

- Understand that animals, including humans, have offspring which grow into adults
- Describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Living things and their habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Plants

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

A Year Two Child

Being a geographer

Geographical enquiry

- Can they label a diagram or photograph using some geographical words?
- Can they find out about a locality by using different sources of evidence?
- Can they find out about a locality by asking some good questions to someone else?
- Can they say what they like and don't like about their locality and another locality like the seaside?

Physical geography

- Can they describe some physical features of their own locality?
- Can they explain what makes a locality special?
- Can they describe some places which are not near the school?
- Can they describe a place outside Europe using geographical words?
- Can they describe some of the features associated with an island?
- Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?

Human geography

- Can they describe human features of own locality, such as the jobs people do?
- Can they explain how the jobs people do may be different in different parts of the world?
- Do they think that people ever spoil the area? How?
- Do they think that people try to make the area better? How?
- Can they explain what facilities a town or village might need?

Geographical knowledge

- Can they name the continents of the world and find them in an atlas?
- Can they name the world's oceans and find them in an atlas?
- Can they name the main cities of England, Wales, Scotland and Ireland?
- Can you find where they live on a map of the UK?

Being a historian

Chronological understanding

- Can they use words and phrases like: before I was born, when I was younger?
- Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?
- Can they use the words past and present correctly?
- Can they use a range of appropriate words and phrases to describe the past?
- Can they sequence a set of events in chronological order and give reasons for their order?

Knowledge and interpretation

- Can they recount the life of someone famous from Britain who lived in the past giving attention to what that person did earlier and what they did later?
- Can they explain how their local area was different in the past?
- Can they recount some interesting facts from a historical event, such as where the fire of London started?
- Can they give examples of things that are different in their life from that of their grandparents when they were young?
- Can they explain why Britain has a special history by naming some famous events and some famous people?
- Can they explain what is meant by a parliament?

Historical enquiry

- Can they find out something about the past by talking to an older person?
- Can they answer questions by using a specific source, such as an information book?
- Can they research the life of a famous Briton from the past using different resources to help them?
- Can they research about a famous event that happens in Britain and why it has been happening for some time?
- Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?

A Year Two Child

Being an artist

Drawing
- Can they use three different grades of pencil in their drawing (4B, 8B, HB)?
- Can they use charcoal, pencil and pastels?
- Can they create different tones using light and dark?
- Can they show patterns and texture in their drawings?
- Can they use a viewfinder to focus on a specific part of an artefact before drawing it?

Painting
- Can they mix paint to create all the secondary colours?
- Can they mix and match colours, predict outcomes?
- Can they mix their own brown?
- Can they make tints by adding white?
- Can they make tones by adding black?

Printing
- Can they make a printing block?
- Can they make a 2 colour print?

Sketch books
- Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?
- Can they make notes in their sketch books about techniques used by artists?
- Can they suggest improvements to their work by keeping notes in their sketch books?

3D/ Textiles
- Can they make a clay pot?
- Can they join two finger pots together?
- Can they add line and shape to their work?
- Can they join fabric using glue?
- Can they sew fabrics together?
- Can they create part of a class patchwork?

Collage
- Can they create individual and group collages?
- Can they use different kinds of materials on their collage and explain why they have chosen them?
- Can they use repeated patterns in their collage?

Use of IT
- Can they create a picture independently?
- Can they use simple IT mark-making tools, e.g. brush and pen tools?
- Can they edit their own work?
- Can they take different photographs of themselves displaying different moods?

Being a computer user

- I know that personal information should not be shared online.
- I can use the internet for learning and communicating with others, making choices when navigating through sites.
- I can write a simple program and test it.
- I understand that programs require precise instructions
- I can predict what the outcome of a simple program will be (logical reasoning)
- I can find errors within a set of instructions / program and amend it (debug).
- I can retrieve and manipulate digital content.
- I can navigate the web to complete simple searches.
- I know how technology is used in school and outside of school.

Being a linguist

- I can join in with songs and rhymes.
- I can respond to a simple command.
- I can answer with a single word.
- I can answer with a short phrase.
- I can ask a question.
- I can name people.
- I can name places.
- I can name objects.
- I can use set phrases.
- I can read and understand single words.
- I can read and understand short phrases.
- I can write single words correctly.
- I can label a picture.
- I can copy a simple word or phrase.

Being a designer

Developing, planning and communicating ideas

- Can they think of ideas and plan what to do next?
- Can they choose the best tools and materials? Can they give a reason why these are best?
- Can they describe their design by using pictures, diagrams, models and words?

Working with tools, equipment material and components to make quality products

- Can they join things (materials/ components) together in different ways?

Evaluating processes and products

- What went well with their work?
- If they did it again, what would they want to improve?

A Year Two Child

Being a musician

Preforming

- Do they sing and follow the melody (tune)?
- Do they sing accurately at a given pitch?
- Can they perform simple patterns and accompaniments keeping a steady pulse?
- Can they perform with others?
- Can they play simple rhythmic patterns on an instrument?
- Can they sing/clap a pulse increasing or decreasing in tempo?

Composing

- Can they order sounds to create a beginning, middle and end?
- Can they create music in response to (different starting points)?
- Can they choose sounds which create an effect?
- Can they use symbols to represent sounds?
- Can they make connections between notations and musical sounds?

Appraising

- Can they improve their own work?
- Can they listen out for particular things when listening to music?

SRE/PHSE

- Do they understand some male and female stereotypes and can challenge these?
- Can they identify and respect the differences and similarities between people?
- Can they describe differences between male and female animals?
- Do they know that new life needs a male and a female?
- Can they name male and female body parts?
- Do they know why is the Bible a special book?
- Do they know why Jesus' birth was good news?
- Do they understand that Jesus is a friend to everyone?
- Can they remember the Easter story?
- Do they know why the church is a special place for Christians?
- Do they know what happened at the Ascension and Pentecost?

RE

- The Bible
- Harvest – whole school
- Christmas – Good News and Newsbringers
- Christmas – whole school
- The Church
- Islam/Judaism/Hinduism
- Visit/Visitor – Jewish
- Museum
- Islam/Judaism/Hinduism/Visit to amosque
- Holy Week – whole
- schoolEaster – symbols
- Ascension and

Being a sportsperson

Games

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

Gymnastics

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

Dance

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

General

- I can copy and remember actions
- I can talk about what is different from what I did and what someone else did

Outdoor and adventurous

- I can find my location on a map with increasing independence
- I can follow a route using appropriate directional language
- I know and can keep myself safe in the outdoors