



**Curriculum Coverage**  
**Year 2**  
**Information for Parents**

September 2017

**A year 2 reader****A year 2 speaker****Word reading**

- I can decode automatically and fluently.
- I can blend sounds in words that contain the graphemes we have learnt.
- I can recognise and read alternative sounds for graphemes.
- I can read accurately words of two or more syllables that contain the same GPCs.
- I can read words with common suffixes.
- I can read common exception words.
- I can read and comment on unusual correspondence between grapheme and phoneme.
- I read most words quickly and accurately when I have read them before without sounding out and blending.
- I can read most suitable books accurately, showing fluency and confidence.

**Comprehension**

- I can talk about and give an opinion on a range of texts.
- I can discuss the sequence of events in books and how they relate to each other.
- I use prior knowledge, including context and vocabulary, to understand texts.
- I can retell stories, including fairy stories and traditional tales.
- I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.
- I can find recurring language in stories and poems.
- I can talk about my favourite words and phrases in stories and poems.
- I can recite some poems by heart, with appropriate intonation.
- I can answer and ask questions.
- I can make predictions based on what I have read.
- I can draw (simple) inferences from illustrations, events, characters' actions and speech.

- 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.

<p><b>Transcription</b></p> <p><u>Spelling</u></p> <ul style="list-style-type: none"><li>• I can segment spoken words into phonemes and record these as graphemes.</li><li>• I can spell words with alternatives spellings, including a few common homophones.</li><li>• I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.</li><li>• I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.</li><li>• I can identify phonemes in unfamiliar words and use syllables to divide words.</li></ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"><li>• I can form lower-case letters of the correct size relative to one another.</li><li>• I can begin to use some of the diagonal and horizontal strokes needed to join letters.</li><li>• I show that I know which letters are best left unjoined.</li><li>• I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li><li>• I use spacing between words that reflects the size of the letters.</li></ul>
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<p><b>Composition</b></p> <ul style="list-style-type: none"><li>• I can write narratives about personal experiences and those of others, both real and fictional.</li><li>• I can write for different purposes, including real events.</li><li>• I can plan and discuss the content of writing and record my ideas.</li><li>• I am able to orally rehearse structured sentences or sequences of sentences.</li><li>• I can evaluate my own writing independently, with friends and with an adult.</li><li>• I can proof-read to check for errors in spelling, grammar and punctuation.</li></ul>
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<p><b>Grammar and punctuation</b></p> <p><u>Sentence structure</u></p> <ul style="list-style-type: none"><li>• I can use subordination and co-ordination.</li><li>• I can use expanded noun phrases.</li><li>• I can say how the grammatical patterns in a sentence indicate its function.</li></ul> <p><u>Text structure</u></p> <ul style="list-style-type: none"><li>• I consistently use the present tense and past tense correctly.</li><li>• I can use the progressive forms of verbs in the present and past tense.</li></ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"><li>• I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.</li><li>• I correctly use question marks and exclamation marks,</li><li>• I can use commas to separate items in a list.</li><li>• I can use apostrophes to show where letters are missing and to mark singular possession in nouns.</li></ul>
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## A year 2 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 name the fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  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 add and subtract a 2-digit number and ones.
- I can add and subtract a 2-digit number and tens.
- I can add and subtract two 2-digit numbers.
- I can add three 1-digit numbers.
- I can solve problems involving addition and subtraction.
- I understand and can use commutivity in relation to addition, subtraction, multiplication and division.

### Measurement, geometry and 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 recognise and can use the symbols £ and p when solving problems involving addition and subtraction of money.
- 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.

## A year 2 scientist

### Working scientifically (Y1 and Y2)

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

### Biology

#### Living things and their habitats

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

#### Plants

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

#### Animals, including humans

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

### Chemistry

#### Uses of everyday materials

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

### Physics

No content

**A year 2 historian**

- I can use words and phrases like: before, after, past, present, then and now.
- I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.
- I can give examples of things that were different when my grandparents were children.
- I can find out things about the past by talking to an older person.
- I can answer questions using books and the internet.
- I can research the life of a famous person from the past using different sources of evidence.

**A year 2 geographer**

- I can say what I like and do not like about the place I live in.
- I can say what I like and do not like about a different place.
- I can describe a place outside Europe using geographical words.
- I can describe some of the features of an island.
- I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.
- I can explain how jobs may be different in other locations.
- I can explain how an area has been spoilt or improved and give my reasons.
- I can explain the facilities that a village, town and city may need and give reasons.
- I can name the continents of the world and locate them on a map.
- I can name the world oceans and locate them on a map.
- I can name the capital cities of England, Wales, Scotland and Ireland.
- I can find where I live on a map of the United Kingdom.

**A year 2 artist**

- I can choose and use three different grades of pencil when drawing.
- I can use charcoal, pencil and pastel to create art.
- I can use a viewfinder to focus on a specific part of an artefact before drawing it.
- I can mix paint to create all the secondary colours.
- I can create brown with paint.
- I can create tints with paint by adding white.
- I can create tones with paint by adding black.
- I can create a printed piece of art by pressing, rolling, rubbing and stamping.
- I can make a clay pot.
- I can join two clay finger pots together.
- I can use different effects within an IT paint package.
- I can suggest how artists have used colour, pattern and shape.
- I can create a piece of art in response to the work of another artist.

**A year 2 designer**

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

### A year 2 musician

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

### A year 2 sports person

#### 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 a mood or feeling.

#### General

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

A year 2 computer user	A safe computer user in Y2	
<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> <li>• I can use a range of instructions (e.g. direction, angles, turns).</li> <li>• I can test and amend a set of instructions.</li> <li>• I can find errors and amend. (debug)</li> <li>• I can write a simple program and test it.</li> <li>• I can predict what the outcome of a simple program will be (logical reasoning).</li> <li>• I understand that algorithms are used on digital devices.</li> <li>• I understand that programs require precise instructions.</li> </ul> <p><u>Information technology</u></p> <ul style="list-style-type: none"> <li>• I can organise digital content.</li> <li>• I can retrieve and manipulate digital content.</li> <li>• I can navigate the web to complete simple searches.</li> </ul> <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> <li>• I use technology respectfully.</li> <li>• I know where to go for help if I am concerned.</li> <li>• I know how technology is used in school and outside of school.</li> </ul>	<p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>• I understand the different methods of communication (e.g. email, online forums etc).</li> <li>• I know you should only open email from a known source.</li> <li>• I know the difference between email and communication systems such as blogs and wikis.</li> <li>• I know that websites sometimes include pop-ups that take me away from the main site.</li> <li>• I know that bookmarking is a way to find safe sites again quickly.</li> <li>• I have begun to evaluate websites and know that everything on the internet is not true.</li> <li>• I know that it is not always possible to copy some text and pictures from the internet.</li> <li>• I know that personal information should not be shared online.</li> <li>• I know I must tell a trusted adult immediately if anyone tries to meet me via the internet.</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I follow the school's safer internet rules.</li> <li>• I can use the search engines agreed by the school.</li> <li>• I 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).</li> <li>• I can use the internet for learning and communicating with others, making choices when navigating through sites.</li> <li>• I can send and receive email as a class.</li> <li>• I can recognise advertising on websites and learn to ignore it.</li> <li>• I can use a password to access the secure network.</li> </ul>