

# What Will My Child Learn In Year 2?

If your child is about to begin Year 2, or is currently working in that year, you might be wondering what they will be learning.

This can depend on the school, your child and the time of year, however this document is meant as a general guide, covering the sorts of things that your child might be working on.

## English

### Reading

- Your child will work on increasing their fluency using their phonics knowledge (knowledge of how sounds relate to letters).

### Reading Comprehension

Fluency isn't everything! Children must also understand what they are reading and what is being read to them.

- Children in year 2 will listen to, discuss and give their own thoughts and opinions on a range of books including stories, non-fiction text and a wide range of poetry at a level beyond their own reading ability.
- Whilst reading independently, your child may be asked to check that their reading makes sense, make predictions about the type of book they are reading or the characters within it, answer and ask questions about their reading and make inferences. Inference involves using the clues in the story or picture to make a good guess. It involves figuring something out which isn't fully explained and draws on a child's existing knowledge of the world.
- Your child might also be asked to sequence events within a book and retell traditional and fairy stories with more detail.
- Looking at the structure of different non-fiction texts such as non-chronological reports and instructional texts helps children to use the correct structure in their own writing.
- Reading will help to extend children's vocabulary and your child may be asked to recite poems expressively, off by heart.

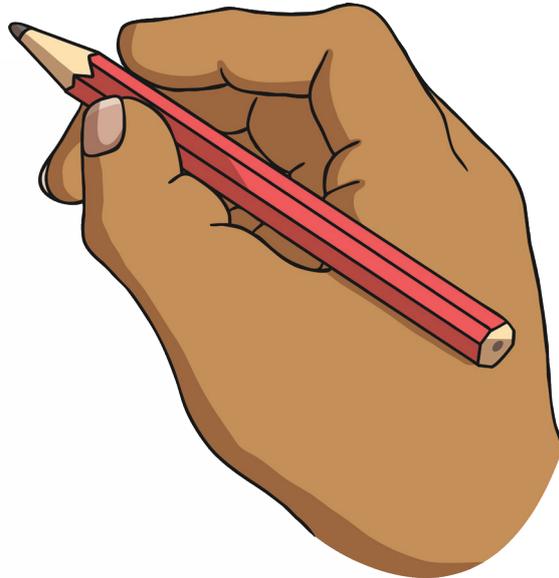
### Writing and Spelling

- Your child's knowledge of graphemes (written form of sounds) will be building and they will be using these to spell words, eg. n-igh-t, b-r-ea-k or ch-a-m-p.
- Trickier words known as homophones may be taught in order for children to be aware that words can sound the same but have different spelling, e.g. knew and new.
- Spelling of trickier contracted words (shortened forms) such as 'we've', 'they'll', 'they've' might be taught with children learning how to use the possessive apostrophe e.g. the boy's bag (the bag belonging to the boy) or Lewis' pencils (if the word ends in an 's', the apostrophe follows it or sometimes an additional 's' is added e.g. Lewis's pencils).

- Suffixes can be a letter or groups of letters added to the end of the word to change its meaning, such as: -ness, -ful, -ment, -ly and -less.
- Your child may learn how to add these suffixes to words and understand how adding can change the meaning of a word completely.

### Handwriting

- Falling into bad habits with pencil grips can be a hard thing to correct later on, so it's best to start as we mean to go on and ensure your child is using the 'froggy fingers' pencil grip to ensure comfort and accuracy.



- Children will continue to work on forming lower case letters correctly, making sure they are all of a similar size and spacing between words is good too (this is the same case for capital letters and numbers). Your child may have already started in Year 1, but most children begin being taught how to join up in Year 2.

### Writing - Composition

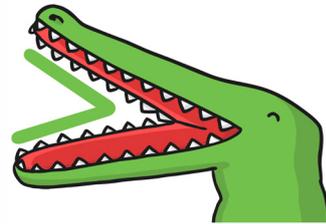
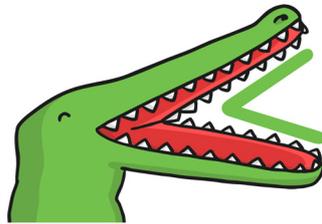
- Children will write a range of stories, non-fiction and poetry throughout the year.
- Generally, Year 2 children are encouraged to sustain writing for longer periods of time in comparison to Year 1.
- Before writing, children are reminded to plan what they will write in their head first so that their writing makes sense.
- Children will be encouraged to use more detailed descriptions in their writing and re-read their own and other's writing, looking for ways to edit and improve it.

### Writing - Vocabulary, Grammar and Punctuation

- Your child will begin to learn how two words can be put together to create a new word, e.g. play + ground = playground or foot + ball = football, these are known as compound words.
- In Year 2, children are generally encouraged to use more adverbs (describe the verb), by adding the suffix 'ly' to certain words, e.g. slow-ly, quick-ly, patient-ly.
- They may learn different ways of joining ideas together to make longer, more detailed sentences using words such as when, if, because, or, and, but.
- Your child may work on changing tenses and writing in a specific tense and consistent use of punctuation.

## Number - Number and Place Value (Tens and Ones)

- In Year 2, children will be taught how to count in jumps of 2, 3, 5 and 10, forwards or backwards, starting at any number.
- They will also be able to understand that a two digit number is made up of tens and ones (place value).
- From understanding this concept, children will learn to estimate where numbers might appear on a blank number line, compare and order numbers up to 100 using symbols (<, > and =) and use place value to solve problems, for example  $24 > 12$  (24 is greater than 12),  $9 < 78$  (9 is less than 78) or  $19 = 19$  (the same as). An easy way to remember how to use these symbols is to think of the arrow as a crocodile's mouth which always likes to point towards the larger number!
- Children should be able to identify odd and even numbers confidently and read and write numbers to 100 in numerals and in words.



## Number - Addition and Subtraction

- In Year 2, your child will be taught how to solve addition and subtraction problems involving measures (e.g. length, capacity, weight or time), quantities (e.g. money) and numbers both mentally and with written calculations and using pictures or practical equipment to help them.
- In Year 2, most children will work on quick recall of number bonds to 20, and addition and subtraction number bonds to 100, e.g.  $55 + 45 = 100$  /  $100 - 63 = 27$ .
- Using mental maths, pictures or practical equipment, children will practise adding and subtracting a two and one-digit number, a two digit number and multiple of ten, 2 two digit numbers and adding three single digits.
- They will understand that addition can be carried out in any order however this isn't the same for subtraction, for example you can work out  $24 + 6$  /  $6 + 24$  and still get 30 but you can't calculate  $30 - 26 = 4$  /  $26 - 30 = 4$ !
- Children will work on the idea that addition and subtraction are opposites but we can use them to check calculations or solve missing number problems, e.g.  $10 - ? = 7$ ,  $7 + 3 = 10$  therefore the missing number must be 3.

## Number - Multiplication and Division.

- Times tables are a bit like Marmite, children either love or hate learning them! Every child picks up times tables at different rates but by the end of Year 2 the national expectation is that your child will be able to use multiplication and division facts for the 2, 5 and 10 times tables, e.g.  $6 \times 2 = 12$ ,  $12 \div 6 = 2$ , recording calculations correctly.
- Children will learn that multiplication, as addition, can be done in any order however this rule doesn't apply to division. Children will be taught to recognise that multiplying by 2 is the same as doubling and dividing by 2 is halving.
- Finally, children will use their knowledge to solve simple word problems, becoming familiar with different words which mean the same as 'multiply' and 'divide' such as 'lots of' or 'share'.

## Number - Fractions

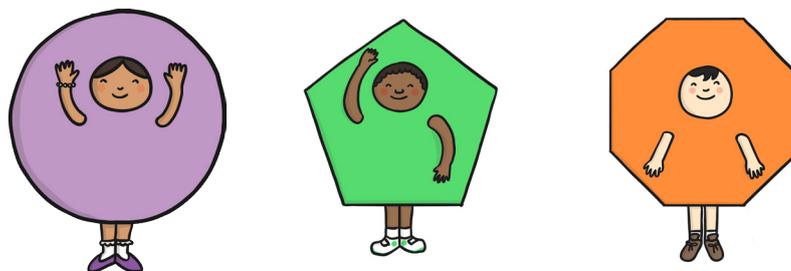
- In Year 2, your child may be taught to name, write and find  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a shape, length or set, writing and solving calculations such as  $\frac{1}{2}$  of  $8 = 4$ .
- Through working on fractions, they will begin to recognise equivalent fractions, such as  $\frac{2}{4}$  is the same as  $\frac{1}{2}$ .
- Children should be able to order fractions on a number line, understanding that they are part of a whole.

## Measurement

- Your child will learn to choose the correct units to estimate and measure mass (g/kg), temperature ( $^{\circ}\text{C}$ ), height or length in any direction using mm, cm and m and capacity in l or ml.
- From measuring, children will then learn to compare using symbols ( $<$ ,  $>$  and  $=$ ).
- Time can be tricky, but it will 'click' eventually, just like it did for us grown-ups!
- In Year 2, children may learn to tell the time to the nearest 5 minutes and be able to make these times on a clock face.
- Children will need to be familiar with how many minutes there are in an hour and how many hours in a day.
- Money wise, your child might investigate different combinations of coins or notes to make a given amount, recognising  $\pounds$  and p symbols.
- They will solve money problems, including giving change.

## Geometry - Shape

- Your child will already know the names of a range of 2D shapes but this year they will learn to describe the properties of these 2D shapes. They will describe the shapes by the number of sides, corners and the number of lines of symmetry.
- In Year 2, children may already know the names of some 3D shapes. They will learn to name and describe the properties of 3D shapes. By the end of the year, your child might be able to identify a 3D shape by the number of edges, vertices and faces.
- When looking at 3D shapes, your child will be encouraged to point out the different 2D shapes used to make it. For example, a circle on a cylinder and a triangle on a pyramid.
- To demonstrate and develop their understanding of shape properties, children will take part in activities where they are asked to compare and sort common 2D and 3D shapes and everyday objects.



## Geometry - Position and Direction

- Your child may work on learning the link between angles and rotations such as right angle turns and three-quarter turns, both clockwise and anti-clockwise.

## Statistics

- In Year 2, your child is likely to learn how to record, organise and interpret information using tallies, pictograms, block graphs and tables.
- Children will ask and answer questions about their findings.

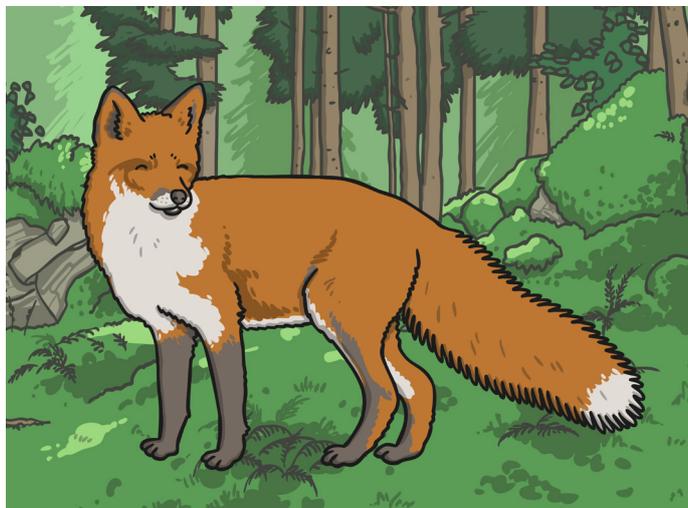
# Science

## Working Scientifically

- Science is a great way of finding out about the world around us. In lessons, children are encouraged to raise questions about the world around them and from this, take part in a scientific enquiry, learning different ways in which they can answer their initial question. This strand of the Science curriculum is known as 'Working scientifically' through which all topics are taught.
- During an investigation, your child may compare living things, materials or objects and group them accordingly.
- They may also observe how things change over time and look for patterns, making simple measurements to gather and record data. They will have the opportunity to discuss what they found out and answer their initial question.

## Living Things And Their Habitat

- Your child may learn about the differences between living things, things that have died and things that have never been alive.
- Children in Year 2 might also learn about a variety of plant and animal habitats, finding out about how different living things are best suited to their specific habitat. Children may also learn about food chains.



### **Animals, Including Humans**

- Children in Year 2 may learn to recognise that animals and humans have babies. They will understand the basic needs of animals and humans in order to grow strong and healthy.
- Your child might also be taught about the importance of exercise, healthy eating and good hygiene.

### **Plants**

- Children might investigate and describe how plants need light, water and a good temperature to be healthy.
- They are likely to observe how bulbs and seeds change over time.

### **Uses of Everyday Materials**

- Children might investigate how solids can change shape e.g. by melting and also investigate the best material for a purpose, understanding that more than one material may be suitable.
- They may learn about developers of new materials and products they have helped to create.

## **Art and Design**

Time to get creative! Children will be encouraged to try out new ideas and improve their work. At some point in the year your child may find out about the works of an artist, crafts person or designer.

### **Digital Media**

- Children are encouraged to be as technologically savvy as possible these days and this even links into art!
- Children may record artistic inspirations using digital cameras and video recordings.
- Using simple graphic packages, children may be taught how to create images by changing line, shape, colour and texture.

### **Printing**

- Your child may be given the opportunity to do some printing which is great fun!
- They might investigate the effects of printing with a range of different materials such as potatoes, sponges or pine cones, anything that makes an interesting textured pattern.
- Your child may experiment with other printing methods such as using rollers, printing palettes and printing blocks.
- They may go on a pattern walk investigating different patterns around them in their local environment and taking rubbings with wax crayons where possible.
- Children can experiment by combining different colours and learn about different ways printing is used, e.g. wallpaper, wrapping paper, books and fabrics

### **3D Sculpture**

- Children may be exposed to different malleable materials, such as clay, to investigate how they can be joined together and textured.

## Painting

- Your child may be given the opportunity to use a variety of different brush sizes and types in order to see what effects they create. This way children find out for themselves the type of brush they need for a specific purpose.
- Colour matching to a particular object can be a tricky task and your child may get more practise with this. They may also work on a variety of different scales, choosing the appropriate brush type and size.
- Depending on what schools have available to them, your child may learn about different paint types such as powder paint, water colour and acrylic and the effects they can achieve.
- In Year 2, children will be expected to know the primary and secondary colours and may also investigate what happens when different materials are added to paint such as sand, glue or glitter. Finally, they might create pieces of art using different tones of different colours.

## Textiles

- In Year 2, your child may work on cutting and shaping different types of material with control and accuracy.
- They might learn some basic sewing skills (running stitch, over stitch, cross stitch and/or back stitch) including attaching fabrics, or adding decorations such as beads or buttons.
- Children may compare and contrast fabrics and threads by texture, colour, shape and length, investigating how to change them by knotting, fraying or plaiting for example.
- Children might get the opportunity to investigate dyeing fabrics and weaving using different materials such as twigs, pipe cleaners, ribbon or carrier bags.

## Collage

- Children can have a great time creating something new from something else! Your child may get the opportunity to use a range of magazines, newspapers, fabric samples, wrapping paper or wall paper, considering colour and textured effects such as overlapping, tearing and crumpling, in order to create a collage on different scales.

## Drawing

- In Year 2, your child may use all or a selection of the following: pencils, charcoal, crayons, pastels, rubbers, felt tips and chalk in order to investigate their effects on different textured surfaces.
- Children are encouraged to make careful observational drawings and investigate the tone of their lines by creating darker /lighter shades using different materials.



## Evaluating

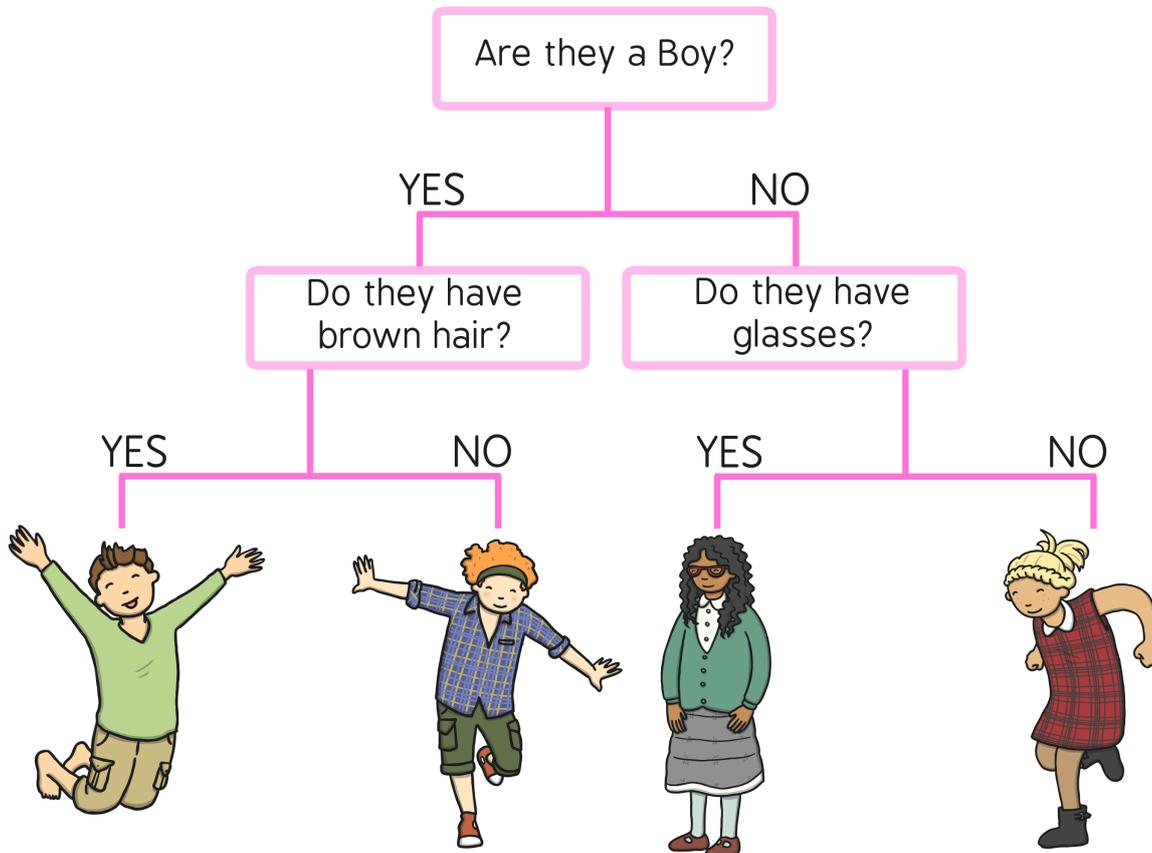
- In art and design, your child will be encouraged to evaluate their own and other's work critically, looking for ways to improve it.

## E-Safety

- E-Safety is a very important aspect of computing in which children learn how to keep themselves safe online.
- Children will learn what personal information is and how to keep this information safe.
- Children across the year groups are taught to be respectful to others online but to also be wary of others not being the person they say they are.
- Children are also taught to say something to an adult if they hear or see something that they don't like.
- Children might discuss why we use technology in our lives and how not everything they see on the internet is true.

## Data

- Children might also learn different ways in which they can present their work in an interesting way using a wide range of fonts, colours and sizes.
- Children may also learn to gather data in different ways such as recording using a microphone and taking pictures in order to create and save a chart or graph using the collected data.
- They will be exposed to branching databases and give ideas as to what sort of information would help to answer a question.



## Programming

- Floor robots are a really fun way to introduce programming to young children.
- Children may learn to programme floor robots. Children may give and receive instructions in order to become familiar with the exact sequence of instructions needed to programme a floor robot to do something.
- Children will continue to make predictions about where the floor robot will stop and use other programming software such as Logo or Scratch.
- A set of instructions or rules programmed into a computer is known as an algorithm and your child may be encouraged to use this term when programming.
- In addition to this, the term de-bug might be used when a programming mistake has been identified and is being corrected.

# Design and Technology

Design and Technology is generally defined as three main tasks: designing, making and evaluating.

## Design

- Design and Technology is all about designing products for a specific purpose aimed at a specific audience.
- Children will be encouraged to come up with ideas and create models or plans to explain their ideas.

## Make

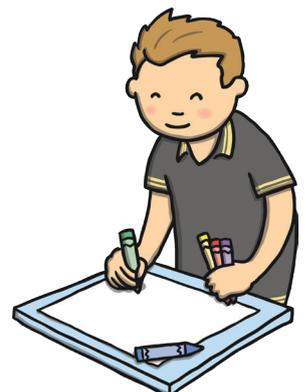
- Children will have to select the right materials or ingredients, measuring, marking out, cutting and shaping before joining and assembling different parts together.
- Your child will be encouraged to make sure the product has a high quality finish. Finally, children will learn how to be safe and hygienic around equipment and food.

## Evaluate

- In Year 2, your child children will be encouraged to evaluate their own and other's work.
- Children may be asked to say what they like or dislike about a range of products before designing something similar.
- Once their project is completed, children will have to evaluate their finished product saying what they like, dislike and what could be improved.

## Technical Knowledge

- Children may be given the opportunity to explore how to stiffen, strengthen and make structures more stable.
- Your child might also learn how to use sliders, levers, sliders, axles and wheels.



## Cooking and Nutrition

- The new curriculum has a refreshed emphasis on cooking and nutrition.
- Healthy cooking will be covered at some point in both key stages, therefore at some point in Year 2, your child may experience working with food as part of Design and Technology.
- They may investigate what makes a healthy and balanced diet and use this knowledge to design and make healthy and balanced dishes.
- In Year 2, children may also begin to learn about where food comes from.

# Geography

In Key Stage 1 (Years 1 and 2), there is a renewed emphasis on factual knowledge of continents and oceans, with a specific focus on the UK compared with a non-European place. At some point during Key Stage 1, your child will specifically focus on these areas.

## Location Knowledge

- Children may learn to name, locate the world's seven continents and five oceans.

## Place Knowledge

- Your child might be looking into the similarities and differences between a small area of the UK and a small area in a contrasting non-European country.

## Human and Physical Geography

- Physical geography focuses on features of the land which occur naturally whereas human geography refers to features of the land which are man-made.
- Children may study some of the following aspects of a place.
- Physical features: river, sea, ocean, beach, cliff, forest, hill, mountain, valley and soil.
- Human features: village, town, city, farm, house, factory, harbour and port.

## Geographical Skills and Fieldwork

- Children in Year 2 may use aerial photographs as well as maps to locate physical and human features using knowledge of map symbols.
- Children might begin to create basic maps, constructing a basic symbols key. They will study the geography of their local area, identifying both physical and human features.



# History

Children might learn about events beyond living memory which have a national or global significance as well as lives of significant individuals from history.

# Music

The largest focus in music is singing and playing a range of simple percussion instruments. In some year groups, every child will learn a specific instrument such as the violin or guitar with a specialist teacher. If this isn't the case for your child, the following is a guide to what a Year 2 child may learn in Music.

- Children may experiment using their voices to create different effects, learning to sing in tune and with expression.
- Children might learn about how sounds can be organised, composing pieces which have a beginning, middle and an end.
- During performances, children will try and keep a steady pulse. Finally, they may begin to represent sounds with symbols, understand how music can create different moods and work on editing and improving their work as they go.

# Physical Education



## Games

- Your child may take part in different competitive games, before doing this however they will be taught new skills, actions and ideas to use during their game play.
- They are likely to continue to work on improving co-ordination and controlling their bodies whilst using a range of different equipment and be encouraged to think more tactically.
- Children may begin to recognise the changes occurring with their bodies before, during and after exercise and be discuss these changes.
- Finally, your child may be encouraged to evaluate their own and other's game play, suggesting improvements and positives.

## Dance

- Children may work on exploring, remembering, repeating and linking different movements with co-ordination and control ensuring their dance moves are expressive.
- They might be given the opportunity to compose and perform dance phrases and short dances varying their ideas.
- Children in Year 2 will be encouraged to discuss how they feel before, during and after dance, understanding why warming up and cooling down is important for us.
- Children may watch each other's pieces and evaluate.

## Gymnastics

- Your child may be taught how to lift, move and position the gym equipment safely, otherwise an adult might be given this role.
- With precision and control, children will remember, repeat and link up combinations of gym actions, balances and body shapes, varying their ideas in their sequences.
- They will evaluate each other's work by listening and watching.

## Athletics

- Children are likely to practise control and co-ordination with a range of equipment which might include hurdles, sponge javelins and discus.

## Outdoor and Adventurous Activities

- In Year 2, Children may practise following routes, finding different places in a set time.

