Heathlands Primary Academy Curriculum Map

Year 2 (Autumn 1)

|  |  |
| --- | --- |
| **English**Over the course of this academic year the children will be working towards the following objectives. | **Maths**Over the course of this half term the children will be working towards the following objectives. |
|  **Reading*** **read accurately most words of two or more syllables**
* **read most words containing common suffixes\***
* **read most common exception words\***
* **read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute**
* **sound out most unfamiliar words accurately, without undue hesitation.**
* **check it makes sense to them**
* **answer questions about a text**
* **make some inferences on the basis of what is being said and done**
* *predict what might happen on the basis of what has been read so far*
* *discuss the sequence of events in books and how items of information are related*
* recognise simple recurring literary language in stories and poetry
* *discuss favourite words and phrases*
* *make connections between books they have read*
* participate in discussion about books; taking turns and listening to what others say

**Writing*** demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
* using sentences with different forms in their writing (statements, questions, exclamations and commands)
* using some expanded noun phrases to describe and specify
* using present and past tense mostly correctly and consistently
* using co-ordination (or / and / but) and some subordination (when / if / that / because)
* segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
* spelling many common exception words\*
* spelling some words with contracted forms\*
* adding suffixes to spell some words correctly in their writing e.g. –ment, –ness, –ful, –less, –ly\*
* using the diagonal and horizontal strokes needed to join letters in some of their writing
* writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
* using spacing between words that reflects the size of the letters.
 | * Read and write numbers to at least 100 in numerals and in words.
* Recognise the place value of each digit in a two-digit number (tens, ones).
* Identify, represent and estimate numbers using different representations, including the number line.
* Compare and order numbers from 0 up to 100; use <, > and = signs.
* *Round numbers to at least 100 to the nearest 10.*
* Use place value and number facts to solve problems.
* Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
* *Find 1 or 10 more or less than a given number.*
* *Partition numbers in different ways (for example, 23 = 20 + 3 and 23 = 10 + 13).*
* Identify, represent and estimate numbers using different representations, including the number line.
* Use place value and number facts to solve problems.
* Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers.
* Compare and order lengths and record the results using >, <and =.
* Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales.
* Compare and order mass and record the results using >, <and =.
* Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
* Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
* Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.
* Solve problems with addition and subtraction:
* using concrete objects and pictorial representations,including those involving numbers, quantities and measures.
* applying their increasing knowledge of mental and written methods.
* Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
* *Understand subtraction as take away and difference (how many more, how many less/fewer).*
* Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
* Identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid).
* Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
* Compare and sort common 2-D and 3-D shapes and everyday objects.
 |