

Maths

Understand multiplication as repeated addition. Understand division as sharing and grouping. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Understand the connection between the 10 multiplication table and place value. Calculate mathematical statements for multiplication (using repeated addition) and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer questions about totalling and comparing categorical data. Understand subtraction as take away and difference (how many more, how many less/fewer). 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. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Choose and use appropriate standard units to estimate and measure capacity and volume (litres/ml) to the nearest appropriate unit using measuring vessels. Compare and order volume/capacity and record the results using $>$, $<$

Science-Growing 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.

Design Technology- Food

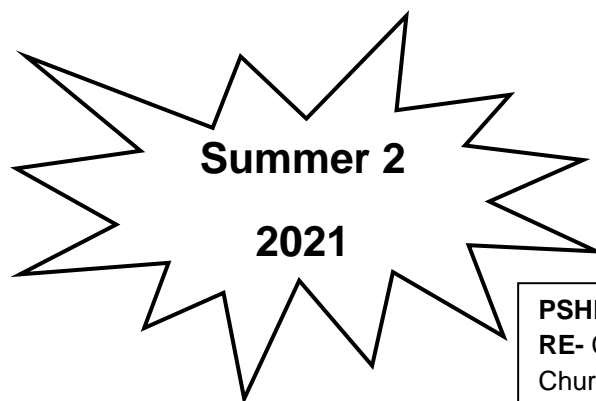
Explore existing products and investigate how they have been made. Decide how existing products do/do not achieve their purpose. Use pictures and words to convey what they want to design/make. Select materials from a limited range that will meet the design criteria. Select and name the tools they used.

English

Reading - Sequence and discuss the main events in stories. Make predictions using evidence from the text. Make inferences about characters and events using evidence from the text. Give opinions and support with reasons. Make personal reading choices and explain reasons for choices. Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. Discuss how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. Introduce and discuss key vocabulary within the context of a text. Check that texts make sense while reading and self-correct.

Writing - Use apostrophes for contracted forms, e.g. don't, can't, wouldn't, you're, I'll. Select, generate and effectively use nouns. Add suffixes -ness and -er to create nouns, e.g. happiness, sadness, teacher, baker. Use subordination for time and reason. Use commas to separate items in a list. Select, generate and effectively use adjectives. Add suffixes -ful or -less to create adjectives, e.g. playful, careful, careless, hopeless. Use suffixes -er and -est to create adjectives, e.g. faster, fastest, smaller, smallest. Evaluate their writing with adults and peers. Read aloud their writing with intonation to make the meaning clear. Use the suffix -ly to turn adjectives into adverbs, e.g. slowly, gently, carefully. Say, write and punctuate simple and compound sentences using the joining words and, but and or. Use subordination for reason and time.

History Recognising the distinction between present and past in their own and other people's lives (e.g. leisure and tourism in Victorian times). Identifying some similarities and differences between ways of life in different periods (e.g. seaside resorts now and then). Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past, Victorian times...). To tell the difference between past and present in their own and other people's lives by Using and making simple comparisons to parts of stories and features of events (e.g. aspects of leisure such as ice creams and the penny lick). Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Use simple stories and other sources to show that they understand key features of events. To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). Ask and answer questions about the past through observing and handling a range of sources, such as pictures and written sources. Identify some of the basic ways the past can be represented.



Year 2

Miss Fann

PSHE /Value- Fairness
RE- Christianity The Church
Music- Reflect, Rewind and Replay

Can you help?

Can you help your child:-

- Read regularly at home
- Helping with their homework
- Practise counting in 2s,5s,10s and 3s
- Time table Rockstars