

Helping you succeed with
CURRICULUM
2014

The graphic features the text 'CURRICULUM 2014' in large, bold, red letters. The word 'CURRICULUM' is in a smaller font size above '2014'. Below the numbers, there are three cartoon characters: a boy on the left holding a book, a small dog in the middle, and a girl on the right. The background is white.

National Curriculum 2014

What the changes mean for your child!

This booklet is to tell you more about the changes to your child's education in Year Two and what they will need to know by the end of Year Two.

ENGLISH



Phonics provides the building blocks for reading and writing.



For **spelling** your child will need to:

- Recognise and spell all tricky words (words that can't be sounded out) e.g. was, what.
- Read words with contractions e.g. can't - cannot.
- Know the suffixes – ment, -ness, -ful, -less and -ly.
- Know the possessive apostrophe (singular nouns) e.g. Megan's
- Know homophones and near-homophones, e.g. there/their/they're ; here/hear
- Know to add -es to nouns and verbs ending in -y, e.g. flies, tries
- Know to add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it, e.g. copied, copier...but copying
- Write simple dictated sentences from memory.

Spellings will be sent home weekly for you to help your child learn for a test in school

Reading – children will read a variety of texts such as poems, traditional tales and information texts.

Your child will need to:



- Show they understand what they have read.
- Discuss what they feel about the text.

- Relate to their own experiences.
- Make predictions.
- Make straight forward inferences (best guesses) based on a single word or phrase in the text.
- Identify a few basic features of a writer's use of language and can explain why the words are used

A variety of reading books will be sent home throughout the year, for you to enjoy with your child.



Writing – expectations will include spelling, grammar and handwriting.

For **composition** your child will need to:

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils

- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Ask your child to write a sentence every day about something they did at school and to read it to you.

For **handwriting** your child will need to:



- Form lower case, capital letters and digits 0-9 correctly.
- Start using diagonal and horizontal strokes needed to join letters and understand which letters adjacent to each other are best left unjoined.
- Know capital letters and digits of correct size, orientation and relationship to one another and lower case letter.
- Leave correct spacing between words.

This may be sent home in the homework books.



For **vocabulary, grammar and punctuation** your child will need to:

- Punctuate sentences using capital letters, full stops, question marks, exclamation marks, commas in lists and apostrophes.
- Use sentences with different forms: statement, question, explanation, command.
- Use past and present tenses correctly and consistently.
- Know subordination (when, if, that, because) and co-ordination (or, and, but)

This can be practised with asking your child to write a sentence every day.

MATHS

For **number** your child will need to:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- Count in multiples of twos, threes and fives from 0, and in tens from any number, forward and backward.
- Recognise the place value of each digit in a two-digit numbers (tens and ones)
- Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.
- Read and write numbers to at least 100 in numerals and in words.
- Use place value and number facts to solve problems.



For **addition and subtraction** your child will need to:

- Know the signs $+$, $-$ and $=$.
- Know and use addition and subtraction facts to 20 fluently, and use number facts to 100.
- Add and subtract a two-digit number and ones; a two-digit number and tens; two two-digit numbers, three one-digit numbers
- Solve one step problems using addition or subtraction e.g. I have four balls and find three more – how many have I got now?
- Use mathematical vocabulary such as add, altogether, total, take away, difference between, more than and less than.
- Recognise and use the inverse relationship between addition and subtraction. Use this to check calculations and solve missing number problems.

For **multiplication and division** your child will need to:

- Know the signs \times and \div .
- know and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.



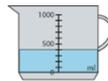
For **fractions** your child will need to:

- Recognise halves and quarters, thirds of a length, objects, shapes, numbers or quantity.

- Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

For **measurement** your child will need to:

- Compare and talk about:
Lengths, mass, heights (long/short,) ,longer/shorter), weights (heavy/light, heavier/lighter). Capacity and volume (full/empty, more than/less than) Time (earlier/later)



- Measure and begin to record
Length/height (m/cm)
Mass/weight (g/kg)
Capacity/volume (l/ml)



Time – recognise/use language for days of the week, months and years. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time.

- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

For **shape** your child will need to:



- Recognise and name common 2D shapes, including the number of sides and line symmetry in a vertical line.
- 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.

For **position and direction** your child will need to:



- Describe position – on top of, next to, behind.
- Direction – forwards, backwards, up, down.
- Order and arrange combinations of mathematical objects in patterns and sequences.
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

For **statistics** your child will:

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- Ask and answer questions about totalling and comparing categorical data.



In computing your child will begin to create simple programs using precise instructions and will learn how to improve any problems in the program. There is a site that will support this for your child to try at home – scratch.mit.edu.

HOMEWORK

Every Wednesday your child will have a homework book in their bookbag which will be for you to support them with at home. The homework will vary from talk about activities, practical tasks to a written response. There will be a piece of Maths and English in the homework books plus a reading book and spellings. By supporting your child with their homework you will be helping them to achieve the end of year expectations.

Websites to support your child at home:

www.mrthorne.com

www.phonicsplay.co.uk

scratch.mit.edu/ - select the parents tab

www.bbc.co.uk/cbeebies

www.bbc.co.uk/bitesize/ks1/literacy

www.bbc.co.uk/bitesize/ks1/numeracy

www.nrich.maths.org

www.ictgames.co.uk