Help your child to succeed in

Year 2

At Milford we recognise that we are building the foundations for lifelong learning.

We want to capture and nurture a love of learning that our children will carry with them as they grow.

Reading

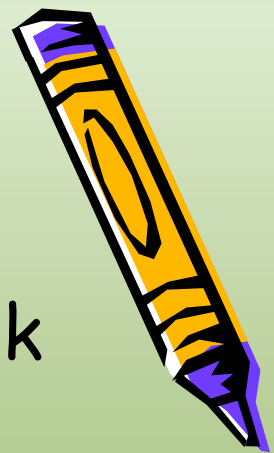Our aim is to develop enjoyment and a love of reading.

How can you help?

- Listen to your child read at home

- Read a range of texts (information books, recipes, comics, poems, newspaper articles etc.)

- Visit the library and encourage your child to choose a book that interests them
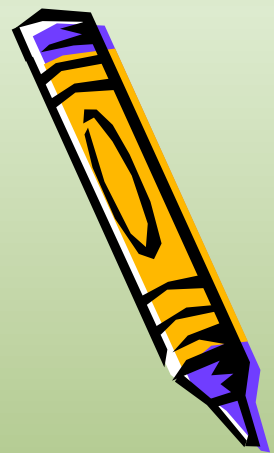
Reading

- Ask lots of questions – Why do you think that? What might happen next? Which word describes how the character is feeling?

- Check understanding by asking them to recall the main points….what has happened so far?

- Share stories together

Writing

How can you help?

- Children need to see the importance of writing and that it can take different forms, for example, letters, lists, reports, poems, instructions, captions, accounts and stories.

- Spelling practise weekly

Writing

How can you help?

- Encouraging children to include details when they are speaking, e.g. the bright blue butterfly landed softly on the leaf.

Writing

What makes a good piece of writing?

- Basic punctuation (capital letters, full stops)
- Adjectives (describing words e.g. gigantic, golden)
- Connectives to join ideas (and, but, so, because)
- Similes (as bright as the sun)
- Alliteration (the blue boat bobbed on the waves)
- Handwriting – can someone else read their work?

Maths

How can you help?

- Mental/oral questions

– how many more do I need to make 10?

- If 1 banana costs 10p, how many would 3 cost?

- Reinforcing basic skills – number bonds to 10, then 20; names of 2D and 3D shapes, telling the time

<u>Maths</u>

How can you help?

- Real-life contexts – money, measures, shapes
- Completing the Maths homework

- Wording questions in different ways

What is 10 plus 5? What is 10 add 5 more? What is the total of 5 and 10? If I had 10 pencils and was given 5 more, how many would I have altogether?

End of Year expectations

End of year 2 expectations for writing
By the end of Year 2 your child is expected to be a confident independent writer,
who is able to write at length for a range of purposes.

Vocabulary, Grammar and punctuation. (Organisation and purpose)

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description and specification. (e.g. the dark spooky woods)
- Use a wider range of sentence openings (e.g. adverbs)
- Write using subordination (when, if, that, because).
- Use and understand present tense and past tense.
- Consistent use of a wider range of punctuation: capital letters, full stops, questions marks, exclamation marks and commas in a list.

Composition

- Create a narrative with some detail of character, setting and plot.
- Use organisational features of non fiction text (titles, sub headings, illustrations and captions)
- Express their own viewpoint by simple comments or actions.
- Make simple additions and corrections to their writing.

Transcription (Spelling and Handwriting)

- Accurately spell common phonically decodable two and three syllable words
- Add suffixes to nouns (e.g. add -er, -est; plurals – es, - changing y to ies)
- Common exception ("tricky") words spelt accurately
- Correctly use an apostrophe for omission of letters (wasn't didn't it's).
- Spell the days of the week and months of the year are accurately (including use of capital letters)
- Clear letter formation, with ascenders and descenders distinguished.
- Upper and lower case letters not mixed within words.

End of Year expectations

End of Year 2 expectations for Maths

By the end of Year 2 your child is expected to tackle a range of mathematical challenges with enthusiasm and competently apply their mathematical skills to solve problems.
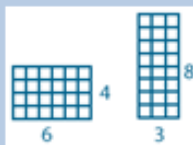
Number

Number and place value
- count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward
- recognise the place-value of each digit in a two-digit number (tens and ones)
- compare and order numbers from 0 to 100; use <, > and = signs
- Read and write numbers to 100 in numerals and words
- use place value and number facts to solve problems

Addition and subtraction
- Solve problems with addition and subtraction using concrete objects, pictures and mentally with up to two 2-digit numbers and 3 1-digit numbers
- apply mental and written methods
- recall addition and subtraction number facts to 20 and use related facts to 100
- know that addition can be done in any order and that subtraction cannot
- recognise the inverse of addition and subtraction problems and use to check calculations and solve missing number problems
 e.g. 14-6=8 check using 8+6=14, 20-☐ =5, check using 20-5=☐

Multiplication and division
- recognise odd/even numbers
- recall multiplication and division facts for the 2, 5 and 10 times tables
- record using x, ÷ and = signs
- know that multiplication can be done in any order but that division cannot
- solve problems using materials, repeated addition, arrays and mental methods, including in problems in contexts

Fractions
- recognise, find, name and write fractions ½ , 2/4, ¾ and ¼ of a length, shape or number.

  ½ of 8 is 2
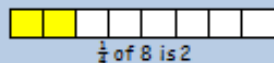
- write simple fractions, e.g. ½ of 6 = 3 and to recognise equivalence of ½ and 2/4.

Measurement
- choose and use appropriate standard units; m/cm, kg/g, l/ml and °C.
- compare and order length, mass, volume/capacity and record results >, < and =
- recognise and use symbols pounds (£) and pence (p) and combine amounts to make a particular value
- find different combinations of coins to make the same amount
- solve simple problems involving adding and subtracting money in a practical context, including giving change
- compare and sequence intervals of time
- tell the time to five minutes, including quarter past/to
- and draw hands on a clock to show these
- know the number of minutes in an hour and hours in a day

Geometry

Properties of Shape
- identify and describe the properties of 2-D and 3-D shapes, including number of sides, vertices (corners) and faces.
- Find a line of symmetry on a 2-D shape
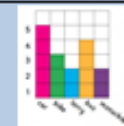- compare and sort 2-D and 3-D shapes and everyday objects

Position and direction
- order and arrange objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including in a straight line and rotation as turn in term of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

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