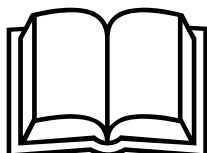




# Deanery C.E. Primary School

## Programme of Work in Year 2 SPRING TERM 2017

English



**Reading-**

Children experience a range of high-quality fiction, non-fiction and poetry, including a number of ICT and other visual or multimodal texts and texts which relate to other areas of the curriculum.

During Year 2, their phonic knowledge and speed of blending increases so that they can decode words independently and quickly. This increases the amount they read and the number of words they can automatically read builds up. The majority of children read independently and tackle longer and less familiar texts with increasing fluency. The weekly guided reading session, as well as ongoing individual reading, will develop comprehension skills through discussion and questioning of the text.

**Writing-**

Children apply what they know about phonics and spelling rules when spelling unfamiliar words, including two-syllable and three-syllable words. They increase the number of words they can spell correctly in their independent writing in all areas of the curriculum, particularly the common exception words.

Children consolidate their understanding of basic story structure in narrative texts, including different stories by the same author. They recognise formal story elements and common features. In all areas of writing they will develop the four different sentence types: statements, questions, commands and exclamations. Children will also build further on their understanding of grammar, including identifying verbs, nouns, adjectives and adverbs. They will also consolidate their use of punctuation, to include the use of the possessive apostrophe and commas in lists.

**Handwriting-**

Children will be taught to use a neat, joined and legible handwriting style both in dedicated practice sessions and consistently across the curriculum.

Mathematical Development

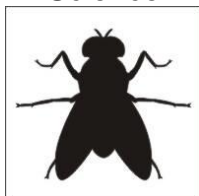


In Year 2, most children solve problems that involve all four operations. Children derive and recall all pairs of numbers that total 20 and the multiples of 10 that total 100. Through regular practice they extend their knowledge of addition and subtraction facts to include all numbers to at least 20. They will also look at inverse operations using a bar model. Children use their counting strategies to derive multiples of 2, 5 and 10. They relate these to the relevant multiplication tables and use the tables to recall multiplication facts and derive related division facts.

Most children use their knowledge of number facts to add or subtract mentally a single-digit number or a multiple of 10 to or from any two-digit number. They use the language of addition and subtraction accurately. Children understand that multiplication is a shorter form of repeated addition and can be represented by an array.

Through verbal and worded problems, they will apply their mathematical knowledge, linking number stories and number sentences.

Science



**Investigate living things**

- understanding about living things - habitats
- comparing local habitats
- plant reproduction and fair testing – what plants need to grow

**Working scientifically**

- Asking simple questions.
- Observing closely, using simple equipment.
- Performing simple tests.
- Using observations and ideas to suggest answers to questions

R.E.



- If I were there- What happened before the birth of Jesus? What can we learn from those events?
- Parables.- How should we behave, are parables stories that really happened or was Jesus teaching us something about ourselves?



