



Year 2 Curriculum focus

As the children join us in Year 2, our focus is on ensuring that key aspects of Key Stage 1 learning are in place, building strong foundations before they move up to Key Stage 2. Towards the end of the year, children will take Year 2 SATs which will be carried out in a relaxed and informal way so most children will not realise they have done the test. In the Spring term, the children will be given the opportunity to take part in an overnight trip to Rand Farm, enabling them to develop independence.

Alongside securing the basic skills, the children will develop a greater awareness of the world around them including historical figures and events, famous artists and authors. They will learn practical skills including cooking, sewing and woodwork skills.

The four clear strands to our school curriculum are:

The Ling Moor Family – offering the children the well-being, sense of community, warmth and support they need to feel safe and supported.

Ling Moor Learning – ensuring that the children are able to quickly and confidently re-launch in class learning behaviours full of enquiry and engagement.

Core learning skills – making sure that the core learning they will need to access their upcoming year group is in place.

Achieve and Aspire – your role in supporting us with learning at home and ensuring that your child demands high attainment and has high aspirations. In each section you will see a reference to the learning that must continue to take place at home in order for your child to achieve their best.

Year 2 experiences and events

- Outdoor learning with Mr Small
- Rand Farm residential
- Lincoln City Sports coaching
- Christmas performance
- Visit to Lincoln Cathedral

Curriculum content

- Grace Darling, Marie Curie, the work of Vincent van Gogh and experiments with different materials
- Industrial Revolution and the Victorian Era, climate and weather and animals including humans
- Australia, growing and looking after plants and designing our own vests

Key writing skills

In writing we will be teaching and consolidating the following skills.

write simple, coherent narratives about personal experiences and those of others (real or fictional)
write about real events, recording these simply and clearly
demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses
break words down into smaller chunks if necessary and use phonics knowledge and learned spelling rules, spelling many of these words correctly and making likely attempts at others

spell many common exception words
form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
use spacing between words that reflects the size of the letters
Going Deeper: For those children who are assessed as secure in these areas, we will be asking them to edit and improve their own writing. We will also encourage them to use ideas from their reading in their own writing and use a wider range of punctuation including commas in a list and apostrophes.
How you can help at home: Support your child to practise their spellings. Make the most of everyday opportunities to write e.g. shopping lists, cards, letters.

Key maths skills

Within our maths learning, we will continue to have high expectations of quick addition and subtraction of small numbers including number bonds of 10 and doubles facts. We are also developing recall of 2-, 5- and 10-times tables facts and linked division.

partition any two-digit number into different combinations of tens and ones using apparatus if needed
add and subtract single digit numbers quickly and accurately
add and subtract two 2-digit numbers
quickly calculate or recall 2-, 5- and 10-times table facts and use these to solve problems
use these multiplication facts when dividing
identify $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ or $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole
recognise o'clock, half past, quarter past and quarter to times on an analogue clock
Going Deeper: For those children who are assessed as secure in these areas, we will be giving opportunities to apply them in different problems. They will be asked to justify their choices and reason about why an answer is or is not possible.
How you can help at home: Point out times that fit with your daily routine to your child on the clock e.g. time to get ready for school, tea time, bed time etc. Support your child to practise on Times Table Rockstars and/or Numbots. Make the most of everyday opportunities to practise maths e.g. cutting sandwiches, sharing sweets with a friend or sibling.

Key reading skills

We will continue to develop fluent reading and a good understanding of what children read.

Phonics – regular teaching for those children still working on the phonics programme, supplemented with small group and 1:1 sessions where needed.
Word reading: In age appropriate books, independently:
- read most words accurately without sounding out and blending
- read sufficiently fluently to allow them to focus on their understanding of the text
Comprehension: In a book that they can already read fluently:
- check that the text makes sense to them and correct inaccurate reading
- answer questions and make some inferences

- explain what has happened so far in what they have read

Going Deeper: For those children who are assessed as secure in these areas, we will encourage them to read a wide range of books and make links between them. We will ask them to make predictions based on what they have already read and read with greater independence.

How you can help at home: Regularly listen to your child read their school reading book. Ask them questions about what they read including what they think might happen next and why they think a character said or did something. Read books to your child to develop a love of books.