



## **Mathematics**

### **Multiplication and Division**

- By the end of Year 2 the national expectation is that your child will be able to use multiplication and division facts for the 2, 5 and 10 times tables, e.g.  $6 \times 2 = 12$ ,  $12 \div 6 = 2$ , recording calculations correctly.
- Children will learn that multiplication, as addition, can be done in any order however this rule doesn't apply to division. Children will be taught to recognise that multiplying by 2 is the same as doubling and dividing by 2 is halving.
- Finally, children will use their knowledge to solve simple word problems, becoming familiar with different words which mean the same as 'multiply' and 'divide' such as 'lots of' or 'share'.

### **Fractions**

- In Year 2, your child may be taught to name, write and find  $1/3$ ,  $1/4$ ,  $2/4$ ,  $3/4$  of a shape, length or set, writing and solving calculations such as  $1/2$  of  $8 = 4$ .
  - Through working on fractions, they will begin to recognise equivalent fractions, such as  $2/4$  is the same as  $1/2$ .
- Children should be able to order fractions on a number line, understanding that they are part of a whole.

### **Geometry - Shape**

- Your child may already have a very sound knowledge of shape before entering Year 2 or it may be something they lack confidence with.
- Regardless of ability, children will work on some aspect of shape at some point in Year 2. Your child might learn to describe the number of sides and lines of symmetry for different 2D (flat) shapes and describe the number of vertices (corners), faces and edges for different 3D shapes.
- Your child may then sort 2D and 3D shapes depending on their properties.
- Children in Year 2 might investigate the faces of 3D shapes, stating their 2D shapes, for example, a triangular prism is made up of two 2D triangular faces at either end.

## **Science**

### **Working Scientifically**

- Science is a great way of finding out about the world around us. In lessons, children are encouraged to raise questions about the world around them and from this, take part in a scientific enquiry, learning different ways in which they can answer their initial question. This strand of the Science curriculum is known as 'Working scientifically' through which all topics are taught.
- During an investigation, your child may compare living things, materials or objects and group them accordingly.
- They may also observe how things change over time and look for patterns, making simple measurements to gather and record data. They will have the opportunity to discuss what they found out and answer their initial question.

### **Animals, Including Humans**

- Children in Year 2 may learn to recognise that animals and humans have babies. They will understand the basic needs of animals and humans in order to grow strong and healthy.
- Your child might also be taught about the importance of exercise, healthy eating and good hygiene.



### **Reading**

• Your child will work on increasing their fluency using their phonics knowledge (knowledge of how sounds relate to letters).

#### **Reading Comprehension**

Fluency isn't everything! Children must also understand what they are reading and what is being read to them.

- Children in year 2 will listen to, discuss and give their own thoughts and opinions on a range of books including stories, non-fiction text and a wide range of poetry at a level beyond their own reading ability.
- Whilst reading independently, your child may be asked to check that their reading makes sense, make predictions about the type of book they are reading or the characters within it, answer and ask questions about their reading and make inferences. Inference involves using the clues in the story or picture to make a good guess. It involves figuring something out which isn't fully explained and draws on a child's existing knowledge of the world.
- Your child might also be asked to sequence events within a book and retell traditional and fairy stories with more detail.
- Looking at the structure of different non-fiction texts such as non-chronological reports and instructional texts helps children to use the correct structure in their own writing.
- Reading will help to extend children's vocabulary and your child may be asked to recite poems expressively, off by heart.

### **Writing**

#### **Writing and Spelling**

- Trickier words known as homophones may be taught in order for children to be aware that words can sound the same but have different spelling, e.g. knew and new.
- Spelling of trickier contracted words (shortened forms) such as 'we've', 'they'll', 'they've' might be taught with children learning how to use the possessive apostrophe e.g. the boy's bag (the bag belonging to the boy) or Lewis' pencils (if the word ends in an 's', the apostrophe follows it or sometimes an additional 's' is added e.g. Lewis's pencils).

#### **Handwriting**

- Children will continue to work on forming lower case letters correctly, making sure they are all of a similar size and spacing between words is good too (this is the same case for capital letters and numbers). Your child may have already started in Year 1, but most children begin being taught how to join up in Year 2.

#### **Writing - Composition**

- Before writing, children are reminded to plan what they will write in their head first so that their writing makes sense.
- Children will be encouraged to use more detailed descriptions in their writing and re-read their own and other's writing, looking for ways to edit and improve it.

#### **Writing - Vocabulary, Grammar and Punctuation**

- In Year 2, children are generally encouraged to use more adverbs (describe the verb), by adding the suffix 'ly' to certain words, e.g. slow-ly, quick-ly, patient-ly.
- Your child will begin to learn how two words can be put together to create a new word, e.g. play + ground = playground or foot + ball = football, these are known as compound words.