

My Learning Journey



Name:

Year: 2

A Year 2 Mathematician

Place Value:

- 1.I can read write and order all numbers to 100 in numbers and words.
- 2.I can recognise odd and even numbers to 100.
- 3.I can count in steps of 2, 3 and 5 from 0.
- 4.I can recognise and know the value of each number in a 2 digit number.
- 5.I can partition a two digit number in different ways e.g.: $23=20+3$.
- 6.I can compare and order numbers from 0-100 using the $\leq, \geq, =$ signs.
7. I can identify, represent and estimate numbers using different representations and resources including a number line

Addition and Subtraction:

- 8.I can add and subtract a 2-digit number o units and tens.
9. I can add and subtract two 2 digit numbers.
10. I can add three 1-digit numbers.
- 11.I can solve problems involving addition and subtraction using a range of methods including mentally and PV.
- 12.I understand and can use commutivity in relation to addition, and subtraction.
- 13.I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing problems diagrams and simple tables.

Autumn

Spring

Summer

A Year 2 Mathematician cont.

Multiplication and Division:

14.I can recall and use multiplication and division facts for the 2, 5 and 10 x tables.

15.I can calculate mathematical statements for multiplication and division and write them in number sentences.

16.I can solve problems including multiplication and division using arrays, repeated addition, mental methods and using multiplication and division facts.

17.I understand and can use commutivity in relation to multiplication and division.

Fractions:

18.I can name the fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$ and find fractions of shapes, lengths and Number.

19.I can write a simple fraction for example $\frac{1}{2}$ of 6=3 and recognise the equivalence of $\frac{2}{4}$ as $\frac{1}{2}$,

Measurement:

20.I can tell and write the time to 5 minute intervals.

21.I know the numbers of minutes in an hour and the numbers in a day.

22.I can choose and use appropriate standard units to estimate length, height, temperature and capacity.

23.I recognise and can use the £ and p symbols when solving addition and subtraction problems involving money.

24.I can find different combinations of coins that equal the same amounts of money.

25.I can compare and order Length, Mass, Volume and capacity.

Geometry:

26.I can describe, compare and sort the properties of 2D and 3D shapes and use the correct terminology.

27.I can describe position, direction and movements including whole, half, quarter and three quarter turns.

Statistics:

28.I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables

29. I can ask and answer simple questions by counting the number of objects in each category and compare categorical data.

Autumn

Spring

Summer

Exceeding Year 2 Maths

1. I can count reliably up to 1000 in 2's, 5's, and 10's.
2. I can count on and back in multiples of 4, 8, 25, 50 and 100 from any number to over 100.
3. I can add and subtract fractions with a common denominator.
4. I can apply my knowledge of number up to 1000 to solve one step problems involving adding, subtraction, simple multiplication and division.
5. I can apply my knowledge of addition and subtraction to pay for items up to £10.
6. I can add and subtract two 3 digit numbers up to 1000.
7. I can use the appropriate strategy to add and subtract numbers that move between and through 100- e.g. $97+7$ or $103-8$.
8. I know about right angles and can find them in the environment.
9. I can tell the time to 5 minute intervals in both analogue and digital clocks.

Autumn

Spring

Summer

A Year 2 Reader

Word Reading

- 1.I can decode automatically and fluently.
- 2.I can blend sounds in words that contain the letters we have learnt.
- 3.I can recognise and read alternative graphemes all Phase 5
- 4.I can read tricky words quickly .
- 5.I can read accurately words of two or more syllables that contain the same GPC's.
- 6.I can read words with common suffixes including : ment, ful, less.
- 7.I read most words quickly and accurately when I have read them before, without having to sound out.
- 8.I can read most suitable books accurately, showing fluency and confidence.

Comprehension

- 9.I can talk about and give an opinion on a range of texts.
- 10.I can discuss the sequence of events in a book.
- 11.I use prior knowledge including context and vocabulary to understand texts.
- 12.I can retell stories, including fairy stories and traditional tales.
- 13.I can read for meaning and check that the text makes sense, I go back and re-read when it does not make sense.
- 14.I can find recurring language in stories and poems and talk about my favourite phrases.
- 15.I can discuss and clarify the meanings of words-linking new meanings to known vocabulary.
- 16.I can recite some poems by heart, with appropriate intonation.
- 17.I can answer and ask questions.
- 18.I can make predictions based on what I have read.
- 19 I can draw simple inferences form pictures, events, characters actions and speech .

Autumn

Spring

Summer

Exceeding Year 2

1. I can use expression and intonation to add meaning to my reading aloud.
2. I can identify and comment on the main characters in stories.
3. I can self correct, look backwards and forwards in a text to find meaning.
4. I can comment on the way characters in stories relate to one another.
5. I can show understanding of the main points of a text and retell the story.
6. I can make sensible predictions about what is likely to happen in the story and to different characters.
7. I know how humour and suspense is built up in the story.
8. I can recognise similarities in the plot or characters with different stories.
9. I can extract information from non-fiction texts using contents, index, chapters, headings and glossary.
10. I can read poetry using intonation and expression .

Speaking and Listening Descriptors.

- 1.I can ask questions to get more information and a clarify meaning.
- 2.I can talk in complete sentences.
- 3.I can decide when I need to use specific vocabulary.
- 4.I can take turns when talking in pairs or a small group.
- 5.I am aware that formal and informal situations require different language (beginning).
6. I can retell a story using narrative language and linking words and phrases.
- 7.I can hold the attention of people I am speaking to by adapting the way I talk.
- 8.I understand how to speak for different purposes and audiences (beginning).
- 9.I can perform a simple poem from memory.

A Year 2 Writer

Full stops/Capital
Letters

Regular size
handwriting

Tricky words-
spelt correctly

Handwriting and Spelling

- 1.I can sound out words and write them down.
- 2.I can represent words by carefully thinking about the graphemes I have been taught. (spelling rules)
- 3.I can spell and write tricky words correctly.
- 4.I can spell some words that sound the same but are spelt differently (i.e. homophones and near homophones such as are/our).
- 5.I can spell longer words that end with 'ment', 'ness', 'ful', 'less', 'ly'.
- 6.I have handwriting that is regular in size and shape and can start to join up my handwriting.
- 7.I leave the right size spaces between letters and words.

Composition

- 8.I have a positive attitude and stamina for writing narratives about real events and Poetry.
- 9.I can write for a real purpose and appropriate audience.
- 10.I think about what I am going to write by planning and saying aloud what I am going to write about.
- 11.I can use expanded noun phrases to describe and specify (the blue butterfly)
- 12.I can check steps to success in my work with an adult, with a friend or by myself.

Grammar and Punctuation

13. I can check my work makes sense and find spelling, grammar and punctuation errors.

14. I don't get my past and present tense muddled in my writing.

15. I know how to use capital letters.

16. I can use question marks and exclamation marks and commas in lists.

17. I can use subordination (when, if, then, because) and coordination (or, and, but)

18. I can use an apostrophe to show where letters are missing and to show possession and contracted forms.

19. I can identify different sentence types: statement, question, exclamation and command.

Exceeding Year 2 Writing

1. I can use some words and phrases that I have 'stolen' from my reading.
2. I can use powerful words to hook my reader, like 'suddenly' or 'amazingly'.
3. I think carefully and give my stories interesting endings.
4. I don't muddle my I or he/she through my stories.
5. I keep my writing interesting and don't rush the ending.
6. I can up-level my work for capital letters, full stops, commas and speech marks.
7. I can use a dictionary to check words.
8. I can choose specific nouns to name the items I am writing about (e.g. poodle instead of dog).
9. My stories include description not just events.
10. Descriptions are clear for my reader.

Autumn

Spring

Summer

Science skills

Skill 1: Questioning

1. I can ask questions using a narrow range of stems— How? Why?

Skill 2: Planning an enquiry

2. I can closely observe features and changes over a period of time, using equipment.
3. I can make simple suggestions about how to carry out a test.
4. I can, with increased independence, carry out simple tests.
5. I can make a guess about what might happen.

Skill 3: Recording information

6. I can draw or talk about results in everyday terms.
7. I can record data and results using drawings, or in a simple table prepared by the teacher.
8. I can group and classify living things and objects.

Skill 4: Interpreting information

9. I can state simply what happened, and notice unexpected results.
10. I can use my observations and ideas to suggest answers to questions.
11. I can, with help, find things out using simple secondary sources of information, eg books and videos.

Science Knowledge

Autumn 1 - Living things

1. I can understand the difference between things that are living, dead, and things that have never been alive.
2. I can classify things that are living, dead and things that have never been alive.
3. I can draw a simple food chain to describe how animals get their food from plants and other animals.
4. I can describe some of the differences between things that are living, dead and things that have never been alive.

Autumn 2—Plants

1. I can care for seeds and bulbs and record and compare their growth in a range of ways.
2. I can explain that plants need water, sunlight, and a suitable temperature to grow and stay healthy.

Spring 1 and Spring 2—Materials

1. I can compare a variety of materials and say which is more suitable for a range of uses.
2. I can explore how the shape of some materials can be changed, and can describe materials that have these properties.
3. I can take part in an investigation comparing how things move on different surfaces and record the outcome.

Summer 1— Animals including humans

1. I can order the stages in animal life cycles and can identify a range of animal babies.
2. I can describe that animals, including humans, need food, water and air for survival.
3. I can describe what humans need to stay healthy.

Summer 2—Habitats

1. I can describe how different habitats provide a suitable environment for different kinds of plants and animals.
2. I can identify and name common plants and animals in their habitats.
3. I can describe how plants and animals within a habitat depend on each other for survival.

Computing and e-safety

e-Safety

I can explain why I need to keep my password and personal information private.

I can describe the things that happen online that I must tell an adult about.

I can talk about why I should go online for a short amount of time.

I can talk about why it is important to be kind and polite online and in real life.

I know that not everyone I who they say they are on the Internet.

Programming

I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions.

I can tell you the order I need to do things to make something happen and talk about this as an algorithm

I can program a robot or software to do a particular task.

I can look at my friend's program and tell you what will happen.

I can use programming software to make objects move.

I can watch a program, execute and spot where it goes wrong so that I can debug it.

Handling Data

I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder.

I can make and save a chart or graph using the data I collect.

I can talk about the data that is shown in my chart or graph.

I am starting to understand a branching database.

I can tell you what kind of information I could use to help me investigate a question.

Multimedia

I can use technology to organise and present my ideas in different ways.

I can use the keyboard on my device to add, delete and space text for others to read.

I can tell you about an online tool that will help me to share my ideas with other people.

I can save and open files on the device I use

Cont.

Technology in our Lives

I can tell you why we use technology in the classroom

I can tell you why I use technology in my home and community

I am starting to understand that other people have created the information I use.

I can identify benefits of using technology

I can talk about the differences between the internet and things in the physical world.

Autumn Term Topic—Home and Away

Big Questions

How has Huntingdon changed over the years?

Who is Gandhi?

What does it mean to protest peacefully?

How is India different to the UK?

Why are rivers important?

How are special days celebrated within Hindi religion?

English Outcomes

I can write a letter to my pen pal and read my letter to an audience.

STEM Outcomes

I know what a plant needs to grow.

I can use a digital platform to create a piece of art.

Arts Outcomes

I can create a pointillism piece of art in the style of Claude Monet.

I can follow a recipe using authentic ingredients.

Wellbeing Outcomes

I know effective strategies to resolve conflict.

I can work together as part of a team.

KUW Outcomes

I can make comparisons between the UK and another country.

I can discuss why Gandhi was an influential leader.

Enrichment

Hinchingbrooke Park



We will be visiting Hinchingbrooke Park to observe the Great River Ouse. We will use our iPads to take photographs to use for our learning back at school.

Celebration of Diwali



We will be using a day to celebrate Diwali and partake in different traditions.

Spring Term Topic—Carnival of the Animals

Big Questions

Who is Jane Goodall and why is she famous?

How did Jane Goodall inspire people to conserve the natural world?

How does an animal adapt to their environment?

How does Camille Saint-Saens use his music to represent different animals?

English Outcome

I can make an information booklet about an animal.

I can write a persuasive piece of text.

STEM Outcomes

I can compare living things and describe their habitats.

I know how to keep myself safe online.

Arts Outcomes

I can make a headdress using a range of materials and fastenings.

I can design and make hybrid animals

Wellbeing Outcomes

I can sequence a dance performing to the music of Carnival of the Animals

I can recognise and celebrate diversity.

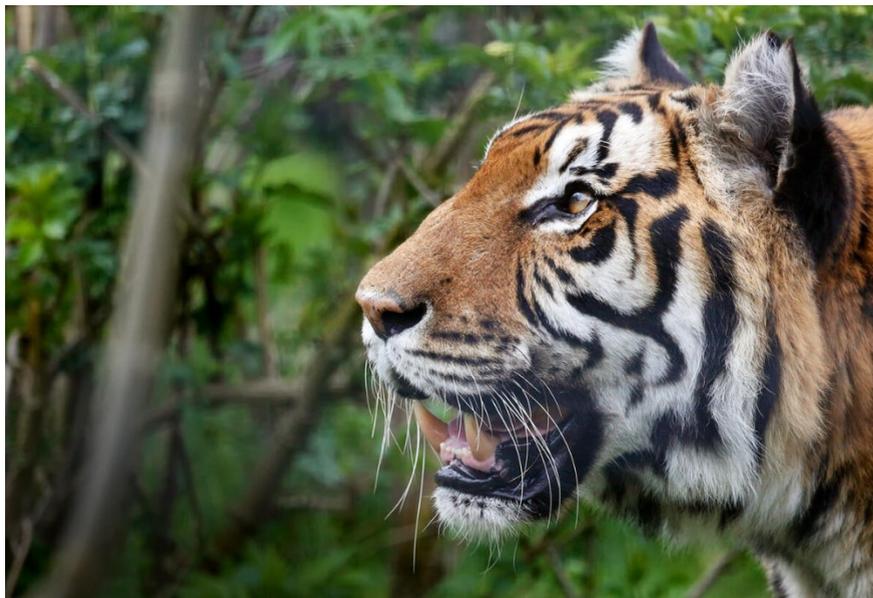
KUW Outcomes

I am able to identify hot and cold climates and know how animals adapt to them.

I can recognise and discuss why Jane Goodall was an influential figure.

Enrichment

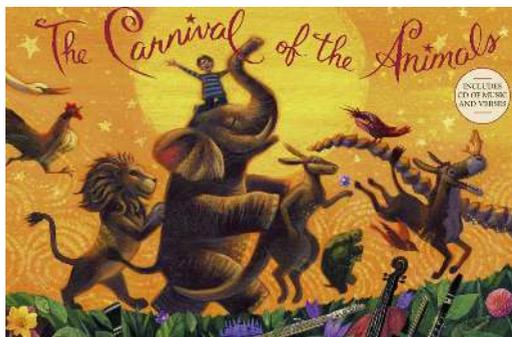
Shepreth Wildlife Park



At the start of the topic we will be taking an exciting trip to Shepreth Wildlife Park to explore a range of animals. On this trip we will have talk from the keepers with first hand experiences.

Carnival of the animals

We will be performing our own Carnival of Animals. We will wear our head dresses we made in DT and perform our animal dances.



Summer Term Topic—Reach for the Stars

Big Questions

Why is Apollo 11 so famous?

Who is Helen Sharman?

How does a rocket fly?

What makes up the universe?

Why do some people not believe in the first moon landing?

Why is the celebration of Easter important to Christians?

English Outcome

I can create a non-fiction piece of writing in the style of a newspaper.

I can discuss key events in the form a oral report.

STEM Outcomes

I can explain why certain materials are more suitable for a purpose.

I can make a movie about a famous event.

Arts Outcomes

I can use materials to create a solar system.

I can plan, do and review a design.

Wellbeing Outcomes

I can balance and move with control.

I can say how to look after my body and keep it safe.

KUW Outcomes

I can sequence historical events.

I can use map skills to find a route on a map.

Enrichment

Maths Trail



We will be using our map and orienteering skills to go on a maths trail around our local environment. We will use our maths skills to solve a range of engaging maths problems in the environment.

Astronomer Visit



We will be having a visit from a local astronomer who will be telling us key facts about the solar system. They will share with us how to use a telescope to observe the stars and planets in the sky.

Green screen

We will use the green screen to create our own moon landing!



Music

1. I can take part in singing accurately following the melody.
2. I can follow instructions on how and when to play an instrument.
3. I can make and control long and short sounds, using voices and instruments.
4. I can imitate changes in pitch.
5. I can experiment with, create, select and combine sounds using a range of different instruments.
6. I can clap rhythms.
7. I can play tuned and un-tuned instruments musically .
8. I can use symbols to represent a composition and use them to help with a performance.
9. I can identify the beat of a tune.
10. I can recognise changes timbre, dynamics and pitch.

Art and DT

- 1.I can use a variety of techniques to add interesting effects and depict movement, perspective, shadows and reflection
- 2.I can choose a style of drawing suitable for the work
- 3.I can use lines to represent movement
- 4.I can create original pieces that show a range of influences and styles
- 5.I can design, make and evaluate a product including mechanical and electrical components.

Games

11. I can use the terms 'opponent' and 'team mate'.
12. I can use rolling, hitting, running, jumping, catching and kicking skills in combination.
13. I can develop tactics.
14. I can lead others when appropriate.

Dance

15. I can copy and remember moves and positions.
16. I can move with careful control and coordination.
17. I can link two or more actions to perform a sequence.

Gymnastics

19. I can move with some control and awareness of space.
20. I can travel by rolling forwards, backwards and sideways.
21. I can hold a position whilst balancing on different points of the body.
22. I can stretch and curl to develop flexibility.
23. I can jump in a variety of ways and land with increasing control and balance.

ASSERTIVE MENTORING



How well are you doing?

Being Ready (to learn)	Autumn	Spring	Summer
Self-assessment			
Teacher assessment			
Uniform	Autumn	Spring	Summer
Self-assessment			
Teacher assessment			
Behaviour	Autumn	Spring	Summer
Self-assessment			
Teacher assessment			
Effort	Autumn	Spring	Summer
Self-assessment			
Teacher assessment			
Attendance	Autumn	Spring	Summer
Self-assessment			
Teacher assessment			

	Target	Assessment			Signature	
Autumn						
Spring						
Summer						