Outcomes Booklet

I am a Year 2 Learner

Below are the targets set for **your child** this **half term**. They will complete a range of tasks in school and through their homework to help achieve their targets.

Learning Challenge: Who is afraid of the dark?

English Outcomes

Reading:

Word Reading	Comprehension
I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately. I can read words containing common suffixes I can read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.	I can draw simple inferences from illustrations and text, on the basis of what is being said and done. I can make predictions on the basis of what has been read so far. I can answer appropriate questions about the text. I can read for meaning, checking that the text makes sense and correcting inaccurate reading. I can show some understanding of books appropriate to my age, I can use prior knowledge to understand texts. I can retell key stories orally using narrative language, talking about my favourite words and phrases.

Writing:

Transcription	Composition
I can form my letters and number with the correct orientation and of a consistent size. I can begin to show an understanding of how letters join. I can spell words correctly, making the right choice of alternative phoneme. • a_e, ai, ay • ee,ea,e_e • i_e, igh, y • oa, oe • u_e, oo, ew	I can use capital letters at the beginning of sentences and full stops at the end. I can start to use ? and ! where it is appropriate. I can identify and use coordinating conjunctions - and, but, so. I can write statements. I can use expanded noun phrases in my writing.

Spoken Language:

- Describing: it is like, I can see, it makes me feel…
- Explaining: I want to explain how, it begins with, because…
- Classifying: They are all………, They all have…..The …….. can be grouped together
- Comparing The …… are the same/alike/different/similar

Maths Outcomes

Number	Measure, Geometry & Statistics
I can recognise the place value of each digit in a two digit number and use this to solve problems. I can read and write numbers to at least 100. I can represent numbers in different ways, including the number line. I can compare and order numbers from 0 up to 100; use <, > and = signs from 0. I can add 2 digit and 1 digit numbers using concrete objects and pictorial representations. I can solve problems using addition and subtraction using concrete objects. I can recall and use multiplication and division facts for the x2 multiplication tables, including recognising odd and even numbers. I can recall and use addition facts to 20 fluently, and derive and use related facts up to 100. I can count in steps of 2 and 5.	I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces I can order and arrange combinations of mathematical objects in patterns and sequences. I can use mathematical vocabulary to describe position, direction and movement. (Including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns both clockwise and anti-clockwise).

Science Outcomes

Science Knowledge
I can identify things that are living, dead or that have never lived.
I can classify animals by what they eat (carnivores, herbivores and omnivores). (*Recap Yr 1*)
I can describe how a specific habitat provides for the basic needs of things living there (plants and animals)
I can make observations about the seasons.

Working scientifically
I can identify and classify things.
I can ask simple scientific questions
I can suggest what I've found out
I can use simple equipment to make observations.

Wider Curriculum Outcomes

History/Geography	Computing	Arts
Geography I can explain what makes a locality special. I can describe the main features of a place. I can find out about a locality by using different sources of evidence.	I can use a range of instructions. I can test and amend a set of instructions. (Link to maths positional direction work).	I can cut and tear paper for a collage. I can develop my own ideas from a starting point. I can make sensible choices about materials to use for construction. I can use different effects within an IT paints package.