

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: **What's it like to live in Africa?**

English Outcomes



Reading:

Word Reading	Comprehension
<p>I can decode automatically and fluently.</p> <p>I can read accurately by blending the sounds in words that contain the graphemes taught.</p> <p>I can read accurately words of two or more syllables that contain the same GPCs as above</p> <p>I can read and notice unusual correspondence between grapheme and phoneme.</p> <p>I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>I can read these books fluently and confidently.</p>	<p>Interpretation: I can draw simple inferences from events and characters' actions and speech.</p> <p>Context: Can you listen and respond to a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which you can read independently?</p> <p>Organisation: Can you discuss the sequence of events in books and how they are related to each other?</p>



Writing

Transcription	Composition
<p>I can add suffixes -ing, -ment, -less to a word</p> <p>I can add prefixes to a word dis- un-</p> <p>I can start to use some of the diagonal strokes and horizontal strokes to join letters</p>	<p>I can correctly use capital letters and full stops.</p> <p>I can choose appropriate punctuation from commas, exclamations marks and questions marks.</p> <p>I can identify and use exclamation sentences.</p> <p>I can use expanded noun phrases.</p> <p>I can use apostrophes for omission and possession.</p> <p>I can use a range of sentence types.</p> <p>I can use a range of conjunctions.</p> <p>I can spell from memory sentences given from an adult</p> <p>I can plan a piece of writing using a prescribed format including key words and vocabulary.</p> <p>I can evaluate and revise a piece of my own writing.</p>



Spoken Language:

Sequencing *Past/Present Tense Time connectives first, next, after. (link to timeline of toys)*

Describing *It is like, I can see, It makes me feel, It has/looks/feels*

Expressing/Justifying an opinion *I think, My opinion is, It seems to me, According to me Connectives - because*

Evaluating *I like/don't like, I prefer, I agree that..It was good.....*

Maths Outcomes

Number	Measure, Geometry & Statistics
<p>YR 2 Addition Can you use addition with capacity? Can you use the appropriate unit to measure and order capacity? (ml and litres)</p> <p>YR 2 Subtraction Can you use subtraction length? Can you use the appropriate unit to measure and order length and height? (Cm and m)</p> <p>YR2 Division & Multiplication Can you solve problems with division and multiplication?</p>	<p>YR2 Money Can you solve problems involving money, including giving change?</p> <p>YR2 Shape Can you compare and sort 3d and 2d shapes? Can you identify vertical lines of symmetry?</p> <p>YR2 Position and Direction Can you use mathematical vocabulary to describe position, movement and direction?</p> <p>YR2 Patterns Can you order and arrange combinations of objects in sequences and patterns?</p>

Science Outcomes

<p>Seasonal Changes Can they observe changes across the four seasons? Can they name the four seasons in order? Can they observe and describe weather associated with the seasons?</p> <p>Living Things & their Habitats Can they describe a range of different habitats? Can they match certain living things to the habitats where they are found in? Can they describe how a habitat provides for basic needs of things living there? Can they explain how plants and animals are suited to their habitat? Can they describe how a habitat provides for basic needs of things living there? Can they explain how plants and animals are suited to their habitat?</p>
<p><u>Working Scientifically</u></p> <p>Can they organise things into groups? Can they find simple patterns (or associations)? Can they identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not?</p>

Wider Curriculum Outcomes

Geography	History	Computing	Design Technology & Music
<p>Can they describe a place outside Europe using geographical words? Can they describe some of the features associated with an island? Can they describe the key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley? Can they describe some human features of their own locality, such as the jobs people do? Do they think that people every spoil the area? How? Can they explain how the jobs people do may be different parts of the world? Can they explain what facilities a town or village might need?</p>	<p>Can they sequence a set of objects in chronological order and give reasons for their order? Can they sequence events about the life of a famous person?</p>	<p>Can they write a simple program and test it? Can they predict what the outcome of a simple program will be? Can they use right angle turns? Can they use the repeat commands? Can they test and amend a set of instructions?</p>	<p>DT (Cooking) Can you explain what it means to be hygienic? Can you be hygienic in the kitchen?</p> <p>DT (Textiles) Can you join textiles together to make something?</p> <p>Art (Collage) Can they create individual and group collages? Can they use repeated patterns in their collage?</p> <p>Art (Painting) Can you mix and match colours and predict outcomes?</p>