



# Loreto Convent School, Gibraltar

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## YEAR 2 GUIDELINES

### ENGLISH

#### Reading

##### Word reading

We follow a variety of reading schemes. Pupils are given the opportunity to read a selection of fiction and non-fiction texts. We also read poetry, plays and traditional tales.

##### Comprehension

Reading comprehension activities are based on various class readers and encourage the children to engage with the text on a deeper level.

#### Writing

##### Composition – Fiction

We continue to work on developing pupils' writing skills through "Big Writing" sessions in order to improve their creative stories. Writing is done individually, with an atmosphere that supports both concentration and creativity. Children are taught to write using 4 main aspects of writing.

These are:

- Vocabulary
- Conjunctions
- Openers
- Punctuation

During a "Big Write" lesson children are encouraged to:

- Use knowledge of phonics to spell unfamiliar words
- Re-read their writing and self-correct
- Look at their target and try to meet them during each piece of writing
- Understand what they need to do next to improve their writing

'Talk' homework is sometimes given before Big Writing sessions for children to discuss and prepare what they are going to write about.



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## Composition – Non-Fiction

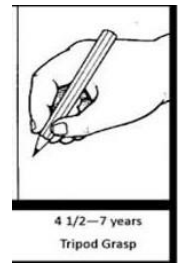
We learn the features present in, and work on producing:

- Non-Chronological Reports
- Letter Writing (informal)
- Information Texts (dictionaries, encyclopaedia)
- Instructions
- Recounts

## Handwriting

We follow the Nelson Handwriting scheme which is designed to help children develop the fine motor control and hand-eye co-ordination skills necessary for forming letters. Children are given further opportunities to practise by forming their letters on handwriting lines and all children are encouraged to use the correct tripod grip when holding their pencil.

Pupils are taught cursive handwriting once they are able to form individual letters securely with the correct orientation.



## Spelling

We follow “Schofield & Sims Spelling” which is a structured programme for all pupils who have a basic understanding of letter-sound relationships. The workbook gives pupils extensive practice in using their phonic knowledge to spell words and encourages them to become effective spellers. It does so by:

- systematically introducing spelling rules; patterns; guidelines and conventions
- exploring word structure and the relationship between words of shared origin
- providing strategies for remembering ‘tricky words’
- encouraging pupils to monitor and correct their own spelling



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## Vocabulary, Grammar & Punctuation

Year 2: Statutory Requirements	
<b>Word</b>	Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness</i> , <i>-er</i> and by compounding [for example, <i>whiteboard</i> , <i>superman</i> ] Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful</i> , <i>-less</i> Use of the <b>suffixes</b> <i>-er</i> , <i>-est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b>
<b>Sentence</b>	<b>Subordination</b> (using <i>when</i> , <i>if</i> , <i>that</i> , <i>because</i> ) and <b>co-ordination</b> (using <i>or</i> , <i>and</i> , <i>but</i> ) Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly</i> , <i>plain flour</i> , <i>the man in the moon</i> ] <b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b>
<b>Text</b>	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming</i> , <i>he was shouting</i> ]
<b>Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Commas to separate items in a list <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns (for example, <i>the girl's name</i> )
<b>Terminology for pupils</b>	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma



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## MATHEMATICS

We follow the “Abacus” scheme which has been carefully crafted on a robust approach to creating inspired and confident young mathematicians.

### **Number – number and place value**

Pupils are taught to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit and three-digit number
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

### **Number – addition and subtraction**

Pupils are taught to:

- solve problems with addition and subtraction using concrete objects and pictorial representations including those involving numbers, quantities and measures
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and ones
  - a two-digit number and tens
  - two two-digit numbers
  - adding three one-digit numbers
  - show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
  - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems



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## **Number – multiplication and division**

Pupils are taught to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

## **Number – fractions**

Pupils are taught to:

- recognise, find, name and write fractions

## **Measurement**

Pupils are taught to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day



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## **Geometry – properties of shapes**

Pupils are taught to:

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, for example, a circle on a cylinder and a triangle on a pyramid
- compare and sort common 2-D and 3-D shapes and everyday objects

## **Geometry – position and direction**

Pupils are taught to:

- order and arrange combinations of mathematical objects in patterns and sequences
- 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 (clockwise and anti-clockwise)

## **Statistics**

Pupils are taught to:

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data



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## SCIENCE

We study the following topics provided by “The Hamilton Trust”:

- Animals including Humans
- Materials
- Living Things and their Habitats
- Plants

## RELIGION

We study the following topics:

- Harvest
- Visiting a Place of Worship
- What did Jesus teach us?
- Miracles of Jesus
- Parables of Jesus
- The Rosary

## HISTORY

We study the following topics:

- The Great Fire of London
- Florence Nightingale and Mary Seacole
- Seaside Holidays in the past

## GEOGRAPHY

We study the following topics:

- An island home – compare with Gibraltar
- Around the world
- Going to the seaside – human/physical features