

# The New National Curriculum

## a guide for Y2 Parents

The new curriculum came into schools in September 2014. However, for children in Year 2 and Year 6, the new curriculum won't become statutory until September 2015. This is because these children are in the last year of the Key Stages. At this age, children are formally assessed to judge their progress against the requirements of the curriculum. Because the 2014 curriculum will only have been in place for nine months, these children will be assessed against the requirements of the old curriculum in the National Curriculum Tests. New tests will be produced for the summer of 2016 to assess work from the new curriculum.

### What's changed?

English, Maths and Science remain very important and are considered the core subjects in both primary and secondary education. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's learning week.

Alongside these are the familiar foundation subjects: Art, Computing, Design & Technology, Foreign Languages (age 7+ only), Geography, History, Music, and Physical Education. For these foundation subjects, the details in the curriculum are significantly briefer: schools have much more flexibility regarding what they cover in these subjects.

Much of the publicity about the changes to the curriculum has focussed on **'higher expectations'** in various subjects, and it is certainly the case that in some areas the content of the new primary curriculum is significantly more demanding than in the past. For example, in mathematics there is now much greater focus on the skills of arithmetic and also on working with fractions. In science, a new unit of work on evolution is introduced for Year 6; work which would have previously been studied in secondary school. In English lessons there will now be more attention paid to the study of grammar and spelling; an area which was far less notable in previous curriculums.

### High Achievers

If your child is achieving well, rather than moving on to the following year group's work we will encourage more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas.

### Tests your child will take

Lots of schools use tests at all stages of their work. For the most part, these are part of a normal classroom routine, and support teachers' assessment. However, at certain stages of schooling there are also national tests which must be taken by all children in state schools. Often informally known as 'SATS', the National Curriculum Tests are compulsory for children at the end of Year 2 and Year 6. Children in these year groups will undertake tests in Reading, Mathematics, and Grammar, Punctuation & Spelling. The Year 6 tests will be sent away for marking, and results will be reported to schools and parents at the end of the year.

Where previously these tests – and other teacher assessments – were graded in levels (between 1 and 6) from 2016 the tests will be reported as a scaled score, with a score of 100 representing the expected level for each age group.

# Mathematics in Year 2

During Key Stage 1, there is a big focus on developing basic number skills. That means securing a good understanding of place value, and recognising number bonds to 20. Practising these skills frequently will help children's mathematical thinking throughout school.

## Number and Place Value

- ◆ Recognise place value in two-digit numbers
- ◆ Read and write numbers up to 100 as words
- ◆ Count in 2s, 3s and 5s
- ◆ Compare and order numbers up to 100
- ◆ Use the  $<$  and  $>$  symbols to represent the relative size of numbers

Number bonds are essential to the understanding of maths. Children in Y2 learn bonds to 20, that is being able to quickly recall any two numbers up to 20, e.g.  $5+9=14$ , rather than having to count on to find the answer.

## Calculations

- ◆ Recall number bonds up to 20 fluently
- ◆ Add and subtract numbers mentally and using objects, including two-digit numbers
- ◆ Show that adding two numbers can be done in any order, but subtracting cannot
- ◆ Recognise that addition and subtraction are inverse operations
- ◆ Learn the multiplication and division facts for the 2x, 5x and 10x tables
- ◆ Show that multiplying two numbers can be done in any order, but dividing cannot
- ◆ Solve problems using the  $\times$  and  $\div$  symbol

## Fractions

Find  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of an object or set of objects

Find the answer to simple fraction problems, such as finding  $\frac{1}{2}$  of 6

## Shape

- ◆ Identify the number of sides and a line of symmetry on 2-d shapes
- ◆ Identify the number of faces, edges and vertices on 3-d shapes
- ◆ Use mathematical language to describe position and use direction, including rotations and turns

## Graphs and Data

- ◆ Construct and understand simple graphs such as bar charts and pictograms

## Measurements

- ◆ Use standard units to measure length (centimetres and metres), mass (grams and kilograms), temperature (degrees Celsius) and capacity (millilitres and litres)
- ◆ Use the  $\pounds$  and p symbols for money amounts
- ◆ Combine numbers of coins to make a given value, for example to make 62 pence
- ◆ Tell the time to the nearest five minutes on an analogue clock
- ◆ Know the number of minutes in an hour and hours in a day

# English in Year 2

As children move through Key Stage 1, the new curriculum intends that almost all children will secure the basic skills of decoding so that they can become fluent readers. As their reading confidence grows they can begin to write their own ideas down.

Decoding is the ability to read words aloud by identifying the letter patterns and matching them to sounds. Once children are able to 'decode' the writing, they can then start to make sense of the words and sentences in context. Watch out for hard-to decode words such as 'one' and 'the'. These just have to be learned by heart.

## Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 2 some focuses may include:

- ◆ Articulate and justify answers and opinions
- ◆ Give well-structured explanations and narratives, for example in talking activities

## Reading Skills

- ◆ Read words aloud confidently, without obvious blending or rehearsal
- ◆ Learn letter patterns so that decoding becomes fluent and secure by the end of Year 2
- ◆ Blend letter sounds, including alternative patterns, e.g. recognising 'ue' as the 'oo' sound
- ◆ Read aloud words which contain more than one syllable
- ◆ Recognise common suffixes, such as -ing and -less
- ◆ Read words which don't follow phonetic patterns, such as 'one' and 'who'
- ◆ Become familiar with a wide range of fairy stories and traditional tales
- ◆ Discuss favourite words and the meaning of new words
- ◆ Check that what has been read makes sense, and self correct reading where necessary
- ◆ Make predictions about what might happen next in a story

## Writing Skills

- ◆ Form letters of the appropriate size, using capital letters
- ◆ where appropriate
- ◆ Use appropriate spaces between words when writing
- ◆ Begin to use joins between letters where needed
- ◆ Spell longer words by breaking them into their sound parts
- ◆ Learn to spell some common homophones, recognising the difference between them
- ◆ Use the possessive apostrophe in simple phrases, such as 'the boy's football'.
- ◆ Write about real events and personal experiences
- ◆ Plan out writing in advance, including by writing down key words
- ◆ Re-read writing to check that it makes sense and to make corrections, including punctuation
- ◆ Use question marks, exclamation marks, apostrophes and commas in lists
- ◆ Use the present and past tenses correctly in writing
- ◆ Begin to write longer sentences by using conjunctions, such as 'and', 'but', 'if' or 'because'

Reading aloud at home continues to be vitally important at this age. You may even get your child to read their own writing aloud, attempting to add expression appropriate to the sentence.

Parent tip

## Year 2

Revision from year 1 including Speed sounds sets 1,2,3

**ge** and **dge** at the end of words and spelt as a **g** elsewhere in words before e, i, y

e.g. badge, bridge, edge, age, huge, change, germ, giraffe

**s** sound spelt **c** before e, i and y e.g. race, ice, city

**al** at the end of words e.g. metal, capital, animal

**y** at the end of words e.g. cry, fly, July

Rules for adding endings -ed, -ing, -er, -est and -y (introduced gradually – learnt as word families)

**I** or **ll** endings e.g. all, ball, walk, talk

**o** sounding like **u** e.g. other, mother, Monday

Plural **ey** e.g. key, monkey, chimney

**o** sound for **a** after **w** and **qu** e.g. want, watch, squash

**er** sound after **w** e.g. word, work, world

**or** sound after **w** e.g. war, warm

suffixes -ment, -ness, -ful, -less, -ly (various rules introduced gradually –learnt as word families)

contractions e.g. can't, didn't, hasn't, couldn't, it's, I'll

Possessive apostrophe (singular nouns)

Words ending in **-tion** e.g. station, fiction, section

Words ending in **-sion** e.g. television, tension

Homophones and near homophones e.g. their/there/they're

hear/ here

bare/bear

one/won

to/two/too



Common Exception words in Year 2:

door	floor	poor	because
find	kind	mind	parents
Christmas	wild	climb	most
only	both	old	cold
gold	hold	told	every
everybody	even	great	break
steak	pretty	beautiful	after
fast	last	past	father
class	grass	pass	plant
path	bath	hour	move
prove	improve	sure	sugar
eye	could	should	would
who	whole	any	many
clothes	busy	water	again
half	money	Mr	Mrs