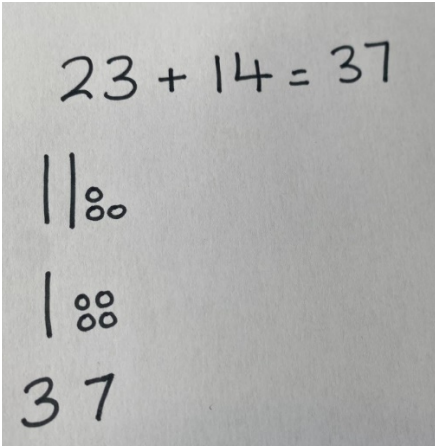


NAME:

Year 2 - Maths Key Skills

21. Recall and use multiplication and division facts for the 2, 5 and 10 times tables	22. Use the \times , \div and $=$ signs to write mathematical statements	23. Show that multiplication is commutative and division is not	24. Solve problems involving \times and \div	25. Tell the time to 5 minute intervals	26. Know the number of minutes in an hour and the number of hours in the day	27. Recognise, find, name and write fractions $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$ and $\frac{3}{4}$ of a shape or quantity
15. Use place value and number facts to solve problems	16. Solve problems involving $+$ and $-$	17. Recall addition facts to 20 and derive facts to 100	18. Show that addition is commutative and subtraction is not	19. Add and subtract a 2-digit number and ones, a 2-digit number and tens, two 2-digit numbers, three 1-digit numbers	20. Use the inverse relationship between $+$ and $-$ to solve and check calculations	
8. Count in 2s from 0 forwards and backwards	9. Count in 3s from 0 forwards and backwards	10. Count in 5s from 0 forwards and backwards	11. Count in 10s from any number forwards and backwards	12. Identify the number of tens and ones in a 2-digit number	13. Compare and order numbers to 100 using $<$, $>$ and $=$	14. Read and write numerals to 100 in numerals and words
5. Represent and use number bonds within 20	6. Add and subtract 1-digit and 2-digit numbers to 20	7. Tell the time to o'clock and half past				
1. Form digits 0-9 correctly	2. Solve problems involving doubling, halving and sharing	3. Count forwards and backwards from any number within 100	4. Count back in 2s, 5s and 10s			

Maths Calculations – Year 2

$$23 + 14 = 37$$


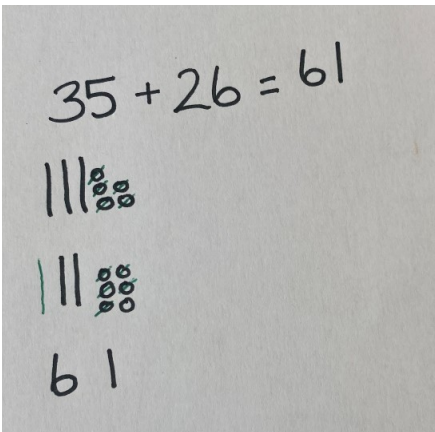
23 + 14 = 37

Adding – Not Exchanging

$$23 + 14 =$$

Children draw 23 and 14 in tens and ones pictorially (underneath each other)

Children add up the ones and then add up the tens.

$$35 + 26 = 61$$


35 + 26 = 61

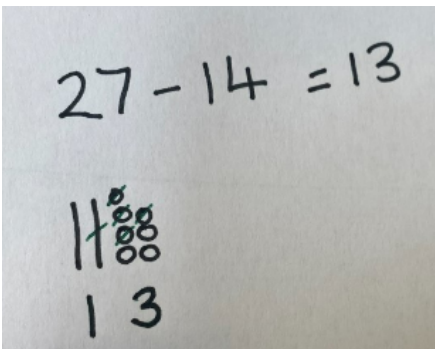
Adding – Exchanging

$$35 + 26 =$$

Children draw 35 and 26 in tens and ones pictorially (underneath each other)

There are more than ten ones so children cross off ten ones and then draw in a new 'ten' (This is shown in green)

Children add up the ones and then add up the tens.

$$27 - 14 = 13$$


27 - 14 = 13

Subtraction – Not Exchanging

$$27 - 14 =$$

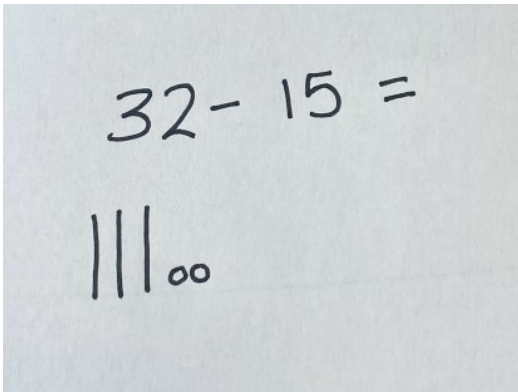
Children draw 27 and take away (cross out) 4 ones and then 1 ten.

Children add up the ones and then add up the tens that are left.

Subtraction – Exchanging

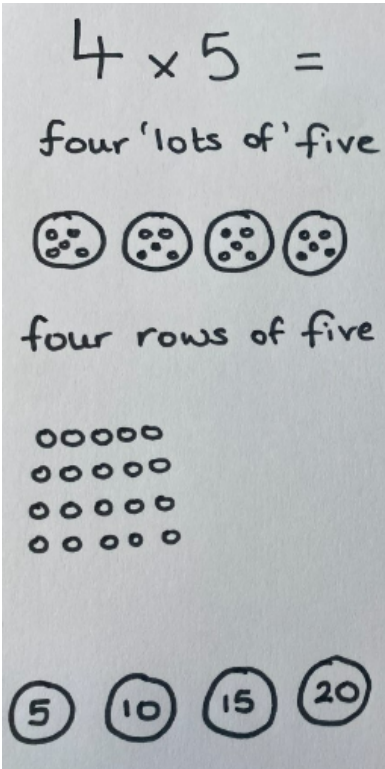
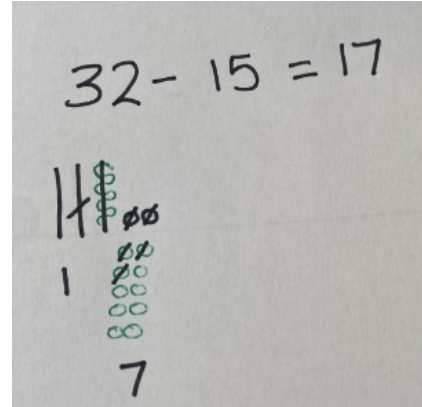
$32 - 15 =$

Children draw 32 in tens and ones.



Subtraction – Exchanging

We cannot take away 5 ones as there is not enough – we then must exchange 1 ten (shown in green and draw 10 ones. Now we can take away the 5 ones and 1 ten



Multiplication

$4 \times 5 =$

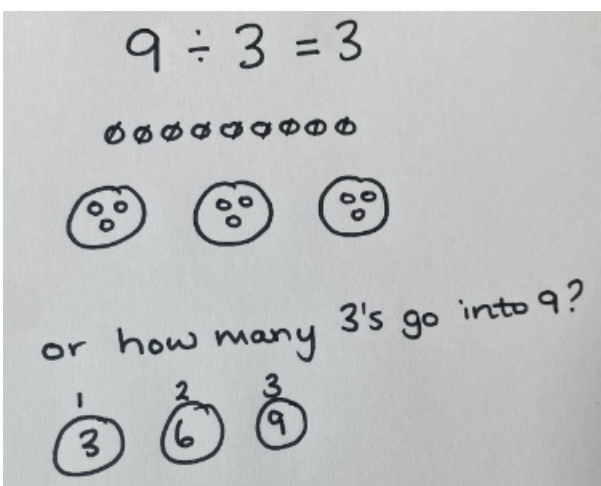
4 times 5

4 'lots of 5'

4 rows of 5

This can be drawn in groups and arrays (rows of circles)

When the children are confident to count in steps of 5, the children can count in 4 steps of 5s. Children will draw it out as shown in the example



Division

$9 \div 3 =$

Children draw out 9 circles and shares them out between 3 larger circles. Children can cross these off as they share them (like they would practically)

When confident in counting in 3s, children could count in 3s until they get up to 9. There are 3 threes in 9.

NAME:

Year 2 – Writing Key Skills

4. Adjectives

I can use adjectives to create expanded noun phrases.

*the blue butterfly
the dazzling, blue butterfly*

5. Commas

I can use a comma to separate items in a list.

I went to the shop and bought an apple, pear, and banana.

6. Suffixes

I can use suffixes to spell longer words

-ment, -ness, -ful, -less, -ly

7. Apostrophes

I can use an apostrophe to show singular possession

This is Sam's coat.

8. Editing

I can make some changes to spelling or punctuation using a purple pen.

I went to the shop and bought an apple.

1. Capital Letters

I can use a capital letter for proper nouns.

Ben
Coten End Primary School
Warwick

2. Punctuation

I can use a range of punctuation in my writing.

*Full stops .
Questions Marks ?
Exclamation Marks !*

3. Conjunctions

I can use coordinating conjunctions:
and, but, so, or

I can use **some** subordinating conjunctions:

because, if, when, that, however

Capital Letters

I can use a capital letter at the start of a sentence, for a name and for 'I'

The hairy gorilla was named Bob and I was scared.

Full Stops

I can use a full stop at the end of each sentence.

The hairy gorilla had sharp teeth.



















































Conjunctions

I can use 'and' in a sentence.
























The hairy gorilla had sharp teeth and big eyes.

My Target is...

Phase 2 and 3 Sounds

s 	ss 	a 	t 	p 	i 	n 	m 	d 	g 
o 	c 	k 	ck 	e 	u 	r 	h 	b 	f 
ff 	l 	ll 	j 	v 	w 	x 	y 	z 	zz 
qu 	ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 	oo 
oo 	ar 	or 	ur 	ow 	oi 	ear 	air 	ure 	er 

Phase 5 Sounds

ay  tray day play	a-e  cake name tape	ea  leaf sea bead	ey  key monkey honey	e-e  these even athlete	ie  pie cried tie	i-e  bike time line
ow  snow bow glow	oe  tomatoes heroes toe	o-e  bone home rope	ue  statue cue argue	ue  blue true glue	u-e  cube huge use	u-e  flute rule June
ew  blew screw chew	ew  stew new few	aw  yawn saw draw	au  launch author August	oy  boy enjoy toy	ou  cloud found out	ir  bird girl shirt
wh  whale wheel what	ph  phone phonics dolphin					

Tricky Words/Common Exception Words

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm		
after again ask asked	be beautiful because by	called Christmas class climb clothes come could	do door	any every everybody	fast father find five floor four friend full	go gold grass great	half has have he here hold house who whole	improve into is		kind	last like little looked love	many me mind money most move Mr Mrs my		
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz		
no nine	of old	parents pass past path people plant poor pretty put			said so some says school saw six seven	to today told two ten			was water were what when where would one once		you your			
th	sh	or	ar	ow/ou	oa	ai	ch	igh	or and but so		when if that because		Monday Tuesday Wednesday Thursday Friday Saturday Sunday	
the they there their three	she should	all	are	out our hour	oh only	eight	child children	I eye						



Year 2 Reading Prompts

In year 2, the children are assessed on their comprehension in reading. When reading with your child, try to ask them questions like the examples given below.

Question Types:

1. Draw on knowledge of vocabulary to understand texts
2. Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
3. Identify and explain the sequence of events in texts
4. Make inferences from the text
5. Predict what might happen on the basis of what has been read so far

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter etc? Can you find those words?
- Which words and /or phrases make you think/feel...?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...? (eg. The index)
- What do you think is happening here?
- What happened in the story?
- Through whose eyes is the story told?
- Find, it. Prove it.
- How do the title/contents page/chapter headings/glossary/index... help me find information in this book?

What happens first in the story?

- Use three sentences to describe the beginning, middle and end of this text?
- You've got 'x' words; sum up this story.
- Sort these sentences/paragraphs/chapter headings from the story
- Make a table/chart to show what happens in different parts of the story
- Why does the main character do 'x' in the middle of the story?
- How does the hero save the day in the story?
- What makes you think that?
- Which words give you that impression?
- How does the character feel and why?
- Can you explain why...?
- I wonder what the writer intended?
- What do these words mean and why do you think the author chose them?
- Look at the cover/title/first line/chapter headings...what do you think will happen next?
- What do you think will happen to the character? Why do you think this?
- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Which stories have openings like this? Do you think this story will develop in the same way?
- How is character X like someone you know? Do you think they will react in the same way?



Reading- George's Marvellous Medicine

It was not fun to look after grandma. Most grandmothers are nice and kind and helpful. But George's grandma was not nice. She had brown teeth and her breath smelled bad.

Grandma was always angry. She never laughed. She never said, "Thank you" or "Please." She didn't play games with George and she never asked him, "How are you?" She was only interested in herself.

George was bored. He didn't have a brother or sister. His father was a farmer. Their farm was big so there were no other children living near to George. There was no one to play with.

Does **George like looking after his grandma?** Why? **(Identifying character/inference)**

Which word describes **grandma's teeth?** **(Knowledge of vocabulary)**

Is **grandma a polite person?** How do you know? **(Identifying character/Inference)**

Which words tell us that Grandma is not happy with her tea? **(Knowledge of vocabulary)**

What do you think George might do next? **(Prediction)**

Name: _____

Reading Common Exception Words

Date:									
your			they			there			
here			where			what			
why			when						
door			floor			poor			
because			find			kind			
mind			behind			child			
children			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			people			water			
again			half			money			
Mr			Mrs			parents			
Christmas									