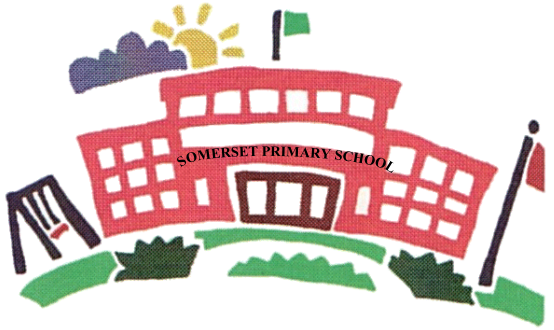
Prospect Primary School



Primary Two Cambridge Curriculum

English Language Arts

Phonics, spelling & vocabulary

- Learn the different common spellings of long vowel phonemes.
- Learn the different ways in which vowels can be pronounced, e.g. *how, low; apple, apron.*
- Apply knowledge of phonemes and spelling patterns in writing independently.
- Secure the spelling of high frequency words and common irregular words.
- Identify syllables and split familiar compound words into parts.
- Spell words with common prefixes and suffixes, e.g. *un-, dis-, -ful, -ly.*
- Build and use collections of interesting and significant words.
- Discuss the meaning of unfamiliar words encountered in reading.
- Choose interesting words and phrases, e.g. in describing people and places.

Grammar and punctuation

(Reading)

- Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.
- Read and respond to question words, e.g. *what, where, when, who, why.*

Writing

- Write in clear sentences using capital letters, full stops and question marks.
- Use past and present tenses accurately but not always consistently.
- Use mainly simple and compound sentences, with *and/but* used to connect ideas. *Because* may begin to be used in a complex sentence.
- Begin to vary sentence openings, e.g. with simple adverbs.
- Use a variety of simple organisational devices in non-fiction, e.g. headings, captions.
- Begin to re-read own writing for sense and accuracy.

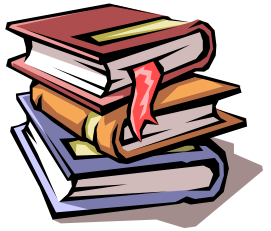
Reading

Fiction and poetry

- Extend the range of common words recognized on sight.
- Use phonics as the main method of tackling unfamiliar words.
- Read aloud with increased accuracy, fluency and expression.
- Identify and describe story settings and characters, recognising that they may be from different times and places.
- Predict story endings.
- Make simple inferences from the words on the page, e.g. about feelings.
- Talk about what happens at the beginning, in the middle or at the end of a story.
- Comment on some vocabulary choices, e.g. adjectives.
- Begin to develop likes and dislikes in reading.
- Read poems and comment on words and sounds, rhyme and rhythm.

Non-fiction

- Read and follow simple instructions, e.g. in a recipe.
- Locate words but initial letter in simple dictionaries, glossaries and indexes.
- Find answers to questions by reading a section of text.
- Find factual information from different formats, e.g. charts, labelled diagrams.
- Identify general features of known text types.
- Show some awareness that texts have different purposes.
- Explore a variety of non-fiction texts on screen.



- **Writing**

Fiction

- Develop stories with a setting, characters and a sequence of events.
- Structure a story with a beginning, middle and end.
- Link ideas in sections, grouped by content.
- Find alternatives to *and/then* in developing a narrative and connecting ideas.
- Write with a variety of sentence types.
- Use the structures of familiar poems and stories in developing own writing.
- Begin to use dialogue in stories.
- Use the language of time, e.g. *suddenly, after that.*
- Choose some interesting words and phrases, e.g. describing people and places.

Non-fiction

- Write simple evaluations of books read.
- Write instructions and recount events and experiences.
- Use features of chosen text type.
- Use simple non-fiction texts as a model for writing.
- Make simple notes from a section of non-fiction texts, e.g. listing key words.

Presentation

- Form letters correctly and consistently.
- Practise handwriting patterns and the joining of letters.

- **Speaking and listening**

- Recount experiences and explore possibilities.
- Explain plans and ideas, extending them in the light of discussion.
- Articulate clearly so that others can hear.
- Vary talk and expression to gain and hold the listener's attention.
- Show awareness of the listener by including relevant details.
- Attempt to express ideas precisely, using a growing vocabulary.
- Listen carefully and respond appropriately, asking questions of others.
- Demonstrate 'attentive listening' and engage with another speaker.
- Extend experiences and ideas through role-play.
- Begin to be aware of ways in which speakers vary talk, for example the use of more formal vocabulary and tone of voice.
- Show awareness that speakers use a variety of ways of speaking in different situations and try out different ways of speaking.

Mathematics

Numbers and the number system

- Count, read and write numbers to at least 100 and back again.
- Count up to 100 objects, e.g. beads on a bead bar.
- Count on in ones and tens from single- and two-digit numbers and back again.
- Count in twos, fives and tens, and use grouping in twos, fives or tens to count larger groups of objects.
- Begin to count on in small constant steps such as threes and fours.
- Know what each digit represents in two-digit numbers; partition into tens and ones.
- Find 1 or 10 more/less than any two-digit number.
- Round two-digit numbers to the nearest multiple of 10.
- Say a number between any given neighbouring pairs of multiples of 10, e.g. 40 and 50.
- Place a two-digit number on a number line marked off in multiples of ten.
- Recognise and use ordinal numbers up to at least the 10th number and beyond.
- Order numbers to 100; compare two numbers using the > and < signs.
- Give a sensible estimate of up to 100 objects, e.g. choosing from 10, 20, 50 or 100.
- Understand even and odd numbers and recognise these up to at least 20.
- Sort numbers, e.g. odd/even, multiples of 2, 5 and 10.
- Recognise that we write one half $\frac{1}{2}$, one quarter $\frac{1}{4}$ and three quarters $\frac{3}{4}$.
- Recognise that $\frac{2}{2}$ or $\frac{4}{4}$ make a whole and $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent.
- Recognise which shapes are divided in halves or quarters and which are not.
- Find halves and quarters of shapes and small numbers of objects.

Calculation

Mental strategies

- Find and learn by heart all numbers pairs to 10 and pairs with a total of 20.
- Partition all numbers to 20 into pairs and record the related addition and subtraction facts.
- Find all pairs of multiples of 10 with a total of 100 and record the related addition and subtraction facts.
- Learn and recognise multiples of 2, 5 and 10 and derive the related division facts.
- Find and learn doubles for all numbers up to 10 and also 15, 20, 25 and 50.

Addition and subtraction

- Relate counting on/back in tens to finding 10 more/less than any two-digit number and then to adding and subtracting other multiples of 10, e.g. 75 – 30.
- Use the = sign to represent equality, e.g. 16 + 4 = 17 = 3.
- Add four or five small numbers together.
- Recognise the use of a symbol such as □ or △ to represent an unknown, e.g. △ + □ = 10.
- Solve number sentences such as 27 + □ = 30.
- Add and subtract a single digit to and from a two-digit number.
- Add pairs of two-digit numbers.
- Find a small difference between pairs of two-digit numbers.
- Understand that addition can be done in any order, but subtraction cannot.
- Understand subtraction as both difference and take away.

Multiplication and division

- Understand multiplication as repeated addition and use the x sign.
- Understand multiplication as describing an array.
- Understand division as grouping and use the ÷ sign.
- Use counting in twos, fives or tens to solve practical problems involving repeated addition.
- Find doubles of multiples of 5 up to double 50 and corresponding halves.
- Double two-digit numbers.

- Work out multiplication and division facts for the 3x and 4x tables.
- Understand that division can leave some left over.

- **Geometry**

Shapes and geometric reasoning

- Sort, name, describe, visualise and draw 2D shapes (e.g. squares, rectangles, circles, regular and irregular pentagons and hexagons) referring to their properties; recognise common 2D shapes in different positions and orientations.
- Sort, name, describe and make 3D shapes (e.g. cubes, cuboids, cones, cylinders, spheres and pyramids) referring to their properties; recognise 2D drawings of 3D shapes.
- Identify reflective symmetry in patterns and 2D shapes; draw lines of symmetry.
- Find examples of 2D and 3D shape and symmetry in the environment.

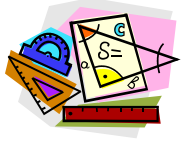
Position and movement

- Follow and give instructions involving position, direction and movement.
- Recognise whole, half and quarter turns, both clockwise and anti-clockwise.
- Recognise that a right angle is a quarter turn.

- **Measure**

Money

- Recognize all coins and notes.
- Use money notation.
- Find totals and the coins and notes required to pay a given amount; work out change.



Length, mass and capacity

- Estimate, measure and compare lengths, weights and capacities, choosing and using suitable uniform non-standard and standard units and appropriate measuring instruments.
- Compare lengths, weights and capacities using the standard units: centimetre, metre, 100g, kilogram, and litre.

Time

- Know the units of time (seconds, minutes, hours, days, weeks, months and years).
- Know the relationships between consecutive units of time.
- Read the time to the half hour on digital and analogue clocks.
- Measure activities using seconds and minutes.
- Know and order the days of the week and the months of the year.

- **Handling data**

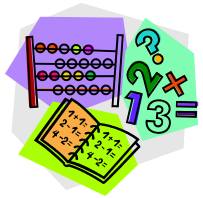
Organising, categorizing and representing data

- Answer a question by collecting and recording data in lists and tables, and representing it as block graphs and pictograms to show results.
- Use Carroll and Venn diagrams to sort numbers or objects using one criterion; begin to sort numbers and objects using two criteria; explain choices using appropriate language, including 'not'.

- **Problem solving**

Using techniques and skills in solving mathematical problems

- Choose appropriate mental strategies to carry out calculations and explain how they worked out the answer.
- Explain methods and reasoning orally.
- Explore number problems and puzzles.
- Make sense of simple word problems (single and easy two-step), decide what operations (addition or subtraction, simple multiplication or division) are needed to solve them and, with help, represent them, with objects or drawings or on a number line.
- Make up a number story to go with a calculation, including in the context of money.
- Check the answer to an addition by adding the numbers in a different order or by using a different strategy, e.g. 35 + 19 by adding 20 to 35 and subtracting 1, and by adding 30 + 10 and 5 + 9.
- Check a subtraction by adding the answer to the smaller number in the original subtraction.
- Describe and continue patterns which count on in twos, threes, fours or fives to 30 or more.
- Identify simple relationships between numbers and shapes, e.g. this number is double ….; these shapes all have … sides.
- Make a sensible estimate for the answer to a calculation.
- Consider whether an answer is reasonable.



Science

Ideas and evidence

- Collect evidence by making observations when trying to answer a science question.
- Use first hand experience, e.g. observe melting ice.
- Use simple information sources.

Plan investigative work

- Ask questions and suggest ways to answer them.
- Predict what will happen before deciding what to do.
- Recognise that a test or comparison may be unfair.

Obtain and present evidence

- Make suggestions for collecting evidence.
- Talk about risks and how to avoid danger.
- Make and record observations.
- Take simple measurements.
- Use a variety of ways to tell others what happened.

Consider evidence and approach

- Make comparisons.
- Identify simple patterns and associations.
- Talk about predictions (orally and in text), the outcome and why this happened.
- Review and explain what happened.

Biology

Living things in their environment

- Identify similarities and differences between local environments and know about some of the ways in which these affect the animals and plants that are found there.
- Understand ways to care for the environment. Secondary sources can be used.
- Observe and talk about their observation of the weather, recording reports of weather data.

Chemistry

Material properties

- Recognise some types of rocks and the uses of different rocks.
- Know that some materials occur naturally and others are man-made.

Material changes

- Know how the shapes of some materials can be changed by squashing, bending, twisting and/or stretching.
- Explore and describe the way some everyday materials change when they are heated or cooled.
- Recognise that some materials can dissolve in water.

Physics

Light and dark

- Identify different light sources including the sun.
- Know that darkness is the absence of light.
- Be able to identify shadows.

Electricity

- Recognise the components of simple circuits involving cells (batteries).
- Know how a switch can be used to break a circuit.

The Earth and beyond

- Explore how the sun *appears* to move during the day and how shadows change.

- Model how the spin of the Earth leads to day and night, e.g. with different sized balls and a torch.