YEAR 2 LEARNING EXPECTATIONS

Update Sept '21

*Unit 1 - Who We Are *Unit 2 - How We Organise Ourselves *Unit 3 - Sharing the Planet	
Term 1	MATHS <u>Number</u> The base 10 value system is used to represent numbers and number relationships. Fractions are ways of representing whole-part relationships. The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems. Number operations can be modelled in a variety of ways. There are many mental methods that can be applied for exact and approximate computations. ★ Read, write, compare and order cardinal and ordinal numbers. ★ Read and write whole numbers to 100s or beyond. ★ Use the language of plus and minus. ★ Develop strategies for memorising addition and subtraction number facts ★ Model numbers to 100 using the base 10 place value system. ★ Describe mental and written strategies for adding and subtracting two digit numbers. ★ Model addition and subtraction of whole numbers. ★ Estimate quantities to 100 or beyond. <u>Pattern and Function</u> Whole numbers exhibit patterns and relationships that can be observed and described. Patterns can be represented using numbers and other symbols. ★ Represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers. ★ Use number patterns to represent and understand real-life situations ★ Understand that patterns can be found in numbers, for example, odd and even numbers, skip counting ★ Describe number patterns, for example, odd and even numbers, skip counting ★ Extend and create patterns in numbers, for example, odd and even numbers, skip counting. <u>Data Handling</u> Information can be expressed as organized and structured data. Objects and events can be organized in different ways. Some events in daily life are more likely to happen than others. ★ understand that sets can be organized by one or more attributes ★ represent the relationship between objects in sets using tree, Venn and Carroll diagrams ★ use tree, Venn and Carroll diagrams to explore relationships between data ★ understand that information about themselves and their surroundings can be collected and recorded in different ways ★ collect and represent data in different types of graphs, for example, tally marks, bar graphs ★ create a pictograph and sample bar graph of real objects and interpret data by comparing quantities (for example, more, fewer, less than, greater than)

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	★ collect, display and interpret data for the purpose of answering questions Measurement **Standard units allow us to have a common language to identify, compare, order and sequence objects and events. We use tools to measure the attributes of objects and events. Estimation allows us to measure with different levels of accuracy.** ★ understand the use of standard units to measure, for example, length, mass,, capacity, temperature ★ understand that tools can be used to measure ★ estimate and measure objects using standard units of measurement: length, mass, capacity, and temperature ★ understand that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year
	LANGUAGE Reading **The sounds of spoken language can be represented visually. Written language works differently from spoken language. Consistent ways of recording words or ideas enable members of a language community to communicate. People read to learn. The words we see and hear enable us to create pictures in our minds.** ★ Understand sound-symbol relationships and begin to apply known phonetic strategies when decoding print. ★ Instantly recognize an increasing bank of high-frequency and high-interest words, characters or symbols. ★ Participate in share reading, posing and responding to questions and joining in the refrains. ★ Participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group ★ Understand that there is a difference between fiction and non-fiction and begin to use books for particular purposes, with teacher guidance. ★ Realize that the organization of on-screen text is different from how text is organized in a book. Writing **People write to communicate. The sounds of spoken language can be represented visually (letters, symbols, characters). Consistent ways of recording words or ideas enable members of a language community to understand each other's writing. Written language works differently from spoken language.** ★ Enjoy writing and value their own efforts. ★ Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality. ★ Form letter/characters conventionally and legibly, with an understanding as to why this is important within a language community. ★ Illustrate their own writing and contribute to a class book or collection of published writing. ★ Write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, "I like...", "I can...", "I went to ...", "I am going to..." . ★ Connect written codes with the sounds of spoken language and reflect this understanding when recording ideas. ★ Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story. Speaking and Listening

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	The sounds of language are a symbolic way of representing ideas and objects. Everyone has the right to speak and be listened to. People communicate using different languages. ★ Listen attentively and speak appropriately in small and large group interactions. ★ Use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage). ★ Follow multi step directions (Routine and non routine). ★ Ask questions to gain information and respond to inquiries directed to themselves or to the class. ★ Consolidate using language to address their needs, express feelings and opinions. <u>Viewing and Presenting</u> People use static and moving images to communicate ideas and information. Visual texts can immediately gain our attention. Viewing and talking about the images others have created helps us to understand and create our own presentations. ★ Attend to visual information showing understanding through discussion, role play, illustrations. ★ Use body language in mime and role play to communicate ideas and feelings visually. ★ Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip. ★ Use a variety of implements to practice and develop handwriting and presentation skills. ★ Through teacher modelling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame.
	Social Studies <u>Strand: Social organisation and culture</u> ★ The study of people, communities, cultures and societies ★ The ways in which individuals, groups and societies interact ★ Identify the beliefs and values we have. ★ Communicate the responsibility that comes with those beliefs and values. ★ Recognise people have different beliefs and values which must be respected. <u>Strand: Resources and the environment</u> ★ The interaction between people and the environment; the study of how humans allocate and manage resources ★ Identify the recognisable features of living things and habitats. ★ Explore the interactions between humans and the environment that affect habitats. ★ Recognise people's individual and collective responsibility towards the environment and protecting habitats.
	SCIENCE <u>Living things</u> ★ The study of the characteristics, systems and behaviors of humans and other animals, and of plants ★ The interactions and relationships between and among them, and with their environment ★ Identify what is living and nonliving. ★ Observe the differences in different animals and plants.

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	★ Classify animals and plants according to their features. ★ Research different habitats and their conditions. ★ Identify features which allow a living thing to survive in its habitat (adaptation). ★ Explore the issues of human impact on habitat loss and its effect on living things..
	PSPE <u>Stand Identity:</u> ★ An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us ★ The impact of cultural influences ★ Identifying and understanding our emotions helps us to regulate our behaviour. ★ Using self-knowledge allows us to embrace new situations with confidence. ★ Different challenges and situations require different strategies. <u>Interactions</u> ★ An appreciation of the environment and an understanding of the environment and an understanding of, and commitment to, humankind's responsibility as custodians to the Earth for future generations. ★ There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms. ★ Relationships require nurturing. ★ Our actions towards others influence their actions towards us. ★ Participation in a group can require group members to take on different roles and responsibilities. ★ Responsible citizenship involves conservation and preservation of the local environment.
*Unit 4 - How the World Works *Unit 5 - How we Express Ourselves *Unit 6 - Where we are in Place and Time	
Term 2/3	MATHS <u>Number</u> **The base 10 value system is used to represent numbers and number relationships. Fractions are ways of representing whole-part relationships. The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems. Number operations can be modelled in a variety of ways. There are many mental methods that can be applied for exact and approximate computations.** ★ Estimate sums and differences. ★ Develop strategies for memorising addition and subtraction number facts ★ Model numbers to 100 using the base 10 place value system. ★ Describe mental and written strategies for adding and subtracting two digit numbers ★ Select an appropriate method for solving a problem, e.g. mental estimation, mental or written strategies, or by using a calculator. ★ Use strategies to estimate the reasonableness of your answers. ★ Model simple fraction relationships.

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	★ Use fractions in real life situations. ★ Understand situations that involve multiplication and division. <u>Pattern and Function</u> **Whole numbers exhibit patterns and relationships that can be observed and described. Patterns can be represented using numbers and other symbols.** ★ Recognise the inverse relationships between addition and subtraction. ★ Begin to understand the associative and commutative properties of addition. ★ Use the properties and relationships of addition and subtraction to solve problems (missing addends) <u>Data Handling</u> **Information can be expressed as organized and structured data. Objects and events can be organized in different ways. Some events in daily life are more likely to happen than others.** ★ understand the concept of chance in daily events (impossible, less likely, maybe, most likely, certain) ★ express the chance of an event happening using words or phrases (impossible, less likely, maybe, most likely, certain) ★ identify and describe chance in daily events (impossible, less likely, maybe, most likely, certain). <u>Measurement</u> **Standard units allow us to have a common language to identify, compare, order and sequence objects and events. We use tools to measure the attributes of objects and events. Estimation allows us to measure with different levels of accuracy.** ★ understand the use of standard units to measure time. ★ read and write the time to the hour, half hour <u>Shape and Space</u> **Shapes are classified and named according to their properties. Some shapes are made up of parts that repeat in some way.. Specific vocabulary can be used to describe an object's position in space.** ★ understand that there are relationships among and between 2D and 3D shapes ★ analyse and describe the relationships between 2D and 3D shapes ★ understand that 2D and 3D shapes can be created by putting together and/or taking apart other shapes ★ sort, describe and label 2D and 3D shapes ★ understand that examples of symmetry and transformations can be found in their immediate environment ★ create and describe symmetrical and tessellating patterns
	LANGUAGE <u>Reading</u> **The sounds of spoken language can be represented visually. Written language works differently from spoken language. Consistent ways of recording words or ideas enable members of a language community to communicate. People read to learn. The words we see and hear enable us to create pictures in our minds.** ★ Listen attentively and respond actively to read-aloud situations; make predictions, anticipate possible outcomes as well as taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems. ★ Identify and explain the basic structure of a story - beginning, middle and end; may use storyboards or comic strips

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to communicate elements.
- ★ Show empathy for characters in a story.
- ★ Understand that there is a difference between fiction and non-fiction and begin to use books for particular purposes, with teacher guidance.

Writing

People write to communicate. The sounds of spoken language can be represented visually (letters, symbols, characters). Consistent ways of recording words or ideas enable members of a language community to understand each other's writing. Written language works differently from spoken language.

- ★ Participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions.
- ★ Use increasingly accurate grammatical constructs. (Tenses)
- ★ Write an increasing number of frequently used words or ideas independently.
- ★ Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story.

Speaking and Listening

The sounds of language are a symbolic way of representing ideas and objects. Everyone has the right to speak and be listened to. People communicate using different languages.

- ★ Talk about the stories, writing, pictures and models they have created.
- ★ Listen to a variety of oral presentations including stories, poems, rhymes and reports by responding in oral, written or visual form.
- ★ Anticipate and predict when listening to text read aloud.
- ★ Begin to organise, sequence, clarify thinking, ideas, feeling and events.
- ★ Use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage).
- ★ Follow multi step directions (Routine and non routine).
- ★ Consolidate using language to address their needs, express feelings and opinions.

Viewing and Presenting

People use static and moving images to communicate ideas and information. Visual texts can immediately gain our attention. Viewing and talking about the images others have created helps us to understand and create our own presentations.

- ★ Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed.
- ★ Recognize ICT iconography and follow prompts to access programs or activate devices.
- ★ Talk about their own feelings in response to visual messages; show empathy for the way others might feel. (Seesaw comments)
- ★ View different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film/movie version of a story. (Symphony)

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	Social Studies **Strand: Continuity and change through time** ★ The study of the relationships between people and events through time ★ Understanding the nature of transition. ★ Recognising the responsibilities that come with change over time.. ★ Begin to understand continuity and change through time.(teacher still your teacher but in a different place.
	Science **Strand: Earth & Space** ★ The natural phenomena and systems that shape the planet and the distinctive features that identify it ★ Identify the different types of weather and climate. ★ Compare and contrast weather and climates around the world. ★ Make connections with weather and climate around the world. ★ Explore climates and weather around the world and how it affects life, for example, .Identify how humans make choices regarding clothing and activities according to weather. ★ Plan and carry out different weather experiments.
	PSPE Strand: Identity ★ An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us ★ The recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of changes and adversity ★ How learner's concept of self and feelings of worth affect his or her approach to learning and how he or she interacts with others ★ IA positive attitude helps us to overcome challenges and approach problems ★ Understanding and respecting other people's perspectives helps us to develop empathy ★ A person's self-concept can change and grow with experience. ★ There are many factors which contribute to a person's individual identity. Strand: **Interactions** ★ Accepting others into a group builds open-mindedness. ★ There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms. ★ Accepting others into a group builds open-mindedness. ★ Relationships require nurturing.