**St Luke’s CE Primary**

**Autumn 2**

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**Year 2**



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| **Discrete Learning Subjects** |
| **Main Learning Focus in English:****Range**: Fiction ‘On the way home’ and ‘Building boy’**Speaking and listening**.Participation in class and group discussions Explaining and justifying opinions about textsI can listen, talk to and have an opinion on a wide range of stories. **Reading**Shared Reading – reading the class books Guided Reading – reading with the teacher in small groups Individual reading (from the school schemes)Teachers 4 teachers comprehension **Writing**I can spell some words words which have been shortend I can write the correct spelling and punctuation in simple sentences I hear my teacher say.  I can plan my writing by writing down my ideas or talking about them.  I can use description in my writing eg the blue butterfly, plain flour, the man on the moon.  I can tell if a sentence is a question, command, exclamation or statement. **Grammar and Punctuation*** Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses**.**
* Use the progressive form of verbs in the present and past tense to make actions in progress e.g. she is drumming, he was shouting.
* Use present and past tense mostly correctly.

**Spelling*** Apostrophe’s
* Adding suffixes

**Handwriting*** Form lower-case letters of the correct size relative to one another using tails and flicks.
* Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
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| **Main Learning Focus in Mathematics:**Children will learn to:* Add a 2-digit and 1-digit number – crossing ten
* Subtract a 1-digit number from a 2-digit number – crossing ten
* Add two 2-digit numbers – crossing ten
* Subtract a 2-digit number from a 2-digit number – crossing ten
* Know my bonds to 100
* Add three 1-digit numbers
* Count money – pence and pounds/notes and coins.
* Select money
* Compare money
* Find totals, difference and change.

Solve 2 Two-step money problems |

