

Scott Wilkie Primary School

Thinking Skills Year 2

Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

<p>English Reading Word</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading. <p>English Reading Comprehension</p> <p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 	<p>English Reading Comprehension</p> <ul style="list-style-type: none"> • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Writing Composition</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> ▪ planning or saying out loud what they are going to write about ▪ writing down ideas and/or key words, including new vocabulary ▪ encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> ▪ evaluating their writing with the teacher and other pupils ▪ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ▪ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>
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Working Mathematically Y2

Solve problems involving addition, subtraction, multiplication or division in contexts of numbers, measures or pounds and pence

Identify and record the information or calculation needed to solve a puzzle or problem; carry out the steps or calculations and check the solution.

in the context of the problem
Follow a line of enquiry; answer questions by choosing and using suitable equipment and selecting, organising and presenting information in lists, tables and simple diagrams.

Describe patterns and relationships involving numbers or shapes, make predictions and test these with examples

Present solutions to puzzles and problems in an organised way; explain decisions, methods and results in pictorial, spoken or written form, using mathematical language and number sentences

Historical Enquiry

- Can they find out something about the past by talking to an older person?
- Can they answer questions by using a specific source, such as an information book?
 - Can they research the life of a famous Briton from the past using different resources to help them?
 - Can they research about a famous event that happens in Britain and why it has been happening for some time?
 - Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?

Challenging

Can they say at least two ways they can find out about the past, for example using books and the internet?

- Can they explain why eye-witness accounts may vary?*
- Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?*

Geographical Enquiry

- Can they label a diagram or photograph using some geographical words?
- Can they find out about a locality by using different sources of evidence?
 - Can they find out about a locality by asking some relevant questions to someone else?
 - Can they say what they like and don't like about their locality and another locality like the seaside?

Challenging

- Can they make inferences by looking at a weather chart?
- Can they make plausible predictions about what the weather may be like in different parts of the world?

**Working Scientifically
Observing closely**

Can they use <see, touch, smell, hear or taste> to help them answer questions?

- Can they use some scientific words to describe what they have seen and measured?

- Can they compare several things?

Challenging

Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting?

Performing Tests

Can they carry out a simple fair test?

- Can they explain why it might not be fair to compare two things?

- Can they say whether things happened as they expected?

- Can they suggest how to find things out?

- Can they use prompts to find things out?

Challenging

Can they say whether things happened as they expected and if not why not?

**Working Scientifically
Identifying and Classifying**

Can they organise things into groups?

- Can they find simple patterns (or associations)?

- Can they identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not?

Challenging

Can they suggest more than one way of grouping animals and plants and explain their reasons?

**Working Scientifically
Recording findings**

Can they use <text, diagrams, pictures, charts, tables> to record their observations?

- Can they measure using <simple equipment>?

Challenging

Can they use information from books and online information to find things out?

<p>Computing E-safety Knowledge & understanding</p> <p>Can they understand the different methods of communication (e.g. email, online forums etc)?</p> <ul style="list-style-type: none"> •Do they know you should only open email from a known source? •Do they know the difference between email and communication systems such as blogs and wikis? •Do they know that websites sometimes include pop-ups that take them away from the main site? •Do they know that bookmarking is a way to find safe sites again quickly? •Can they begin to evaluate websites and know that everything on the internet is not true? •Do they know that it is not always possible to copy some text and pictures from the internet? •Do they know that personal information should not be shared online? •Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet? 	<p>Computing E-safety Skills</p> <p>Can they follow the school's safer internet rules?</p> <ul style="list-style-type: none"> •Can they use the search engines agreed by the school? •Can they act if they find something inappropriate on line or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)? •Can they use the internet for learning and communicating with others, making choices when navigating through sites? •Can they send and receive email as a class? •Can they recognise advertising on websites and learn to ignore it? •Can they use a password to access the secure network? 	<p>Thinking Creatively-Art Sketchbooks</p> <p>Can they begin to demonstrate their ideas through photographs and in their sketch books?</p> <ul style="list-style-type: none"> •Can they set out their ideas, using 'annotation' in their sketch books? •Do they keep notes in their sketch books as to how they have changed their work? <p>Knowledge</p> <p>Can they link colours to natural and man-made objects?</p> <ul style="list-style-type: none"> •Can they say how other artist/craft maker/designer have used colour, pattern and shape? •Can they create a piece of work in response to another artist's work?
<p>Thinking Creatively-DT Developing, planning and communicating ideas</p> <p>Can they think of ideas and plan what to do next?</p> <ul style="list-style-type: none"> •Can they choose the best tools and materials? Can they give a reason why these are best? •Can they describe their design by using pictures, diagrams, models and words? <p>Working with tools, equipment, materials and components to make quality products</p> <p>Can they join things (materials/ components) together in different ways?</p> <p>Evaluating processes and products</p> <p>Can they explain what went well with their work?</p> <ul style="list-style-type: none"> •If they did it again, can they explain what they would improve? 	<p>Performing Arts Music Appraising</p> <p>Can they improve their own work?</p> <ul style="list-style-type: none"> •Can they listen out for particular things when listening to music? <p>Challenging</p> <p>Do they recognise sounds that move by steps and by leaps?</p>	<p>Physical Education Acquiring and developing skills</p> <p>Can they copy and remember actions?</p> <ul style="list-style-type: none"> •Can they repeat and explore actions with control and coordination? <p>Evaluating and improving</p> <p>Can they talk about what is different between what they did and what someone else did?</p> <ul style="list-style-type: none"> •Can they say how they could improve? <p>Health and fitness</p> <p>Can they show how to exercise safely?</p> <ul style="list-style-type: none"> •Can they describe how their body feels during different activities? •Can they explain what their body needs to keep healthy?