

Year 4 Curriculum Map

	Autumn	Spring	Summer
Maths	<p>Place Value – 4 digit numbers Part 1: Numbers to 1,000, rounding to the nearest 10, rounding to the nearest 100, counting in 1,000s, representing 4 digit numbers, 1,000s, 100s, 10s and 1s, the number line to 10,000, and roman numerals to 100.</p> <p>Place Value – 4 digit numbers Part 2: Finding 1,000 more or less, comparing 4 digit numbers, ordering numbers to 10,000, rounding to the nearest 1,000, solving problems using rounding, counting in 25s, and negative numbers.</p> <p>Addition and Subtraction: Adding and subtracting 1s, 10s, 100s, and 1,000s, adding two 4 digit numbers, subtracting two 4 digit numbers, equivalent difference, estimating answers to additions and subtractions, checking strategies, and problem solving – addition and subtraction.</p> <p>Measure Perimeter: Kilometres, perimeter of a rectangle, and perimeter of rectilinear shapes.</p>	<p>Multiplication and Division Part 2: Problem solving – addition and multiplication, problem solving – mixed problems, using written methods to multiply, multiplying a 2 digit number by a 1 digit number, multiplying a 3 digit number by a 1 digit number, problem solving – multiplication, multiplying more than two numbers, problem solving – mixed correspondence problems, dividing a 2 digit number by a 1 digit number, division with remainders, and dividing a 3 digit number by a 1 digit number.</p> <p>Measurement: What is area? Counting squares, making shapes, and comparing area.</p> <p>Fractions Part 1: Tenths and hundredths, equivalent fractions, simplifying fractions, and fractions greater than 1.</p> <p>Fractions Part 2: Adding fractions, subtracting fractions, problem solving – adding and subtracting fractions,</p>	<p>Decimals Part 2: Making a whole, writing decimals, comparing decimals, ordering decimals, rounding decimals, halves and quarters, and problem solving – decimals.</p> <p>Money: Pounds and pence, pounds, tenths and hundredths, ordering amounts of money, rounding money, using rounding to estimate money, problem solving – pounds and pence, problem solving – multiplication and division, solving two step problems, and problem solving – money.</p> <p>Time: Units of time, converting time, and problems solving – units of time.</p> <p>Statistics: Charts and tables, line graphs, and problem solving – graphs.</p> <p>Geometry – Angles and 2D Shapes:</p>

	<p>Multiplication and Division Part 1:</p> <p>Multiplying by multiples of 10 and 100, dividing by multiples of 10 and 100, multiplying by 0 and 1, dividing by 1, multiplying and dividing by 6, 6 times table, multiplying and dividing by 9, 9 times table, multiplying and dividing by 7, 7 times table, and 11 and 12 times table.</p>		<p>calculating fractions of a quantity, and problem solving – fractions of a quantity.</p> <p>Decimals Part 1:</p> <p>Tenths, dividing by 10, hundredths, dividing by 100, dividing by 10 and 100.</p>		<p>Classifying and comparing quadrilaterals, deducing facts about shapes, lines of symmetry inside a shape, lines of symmetry outside a shape, completing a symmetric figure, describing position, drawing n a grid, reasoning n a grid, mobbing on a grid, describing movements on a grid.</p>	
English	<p>Texts Studied:</p> <p>The Lion, the Witch and the Wardrobe by C S Lewis</p> <p>Writing Outcomes:</p> <p>Writing a <u>character description</u> and <u>introduction to a fantasy setting</u> from 'The Lion, the Witch and the Wardrobe'.</p> <p>Write a <u>non-chronological report</u> on the rainforests.</p>	<p>Texts Studied:</p> <p>The Witches by Roald Dahl</p> <p>The Miraculous Journey of Edward Tulane by Kate DiCamillo</p> <p>Writing Outcomes:</p> <p>Writing an <u>informal letter</u> as a character in 'Edward Tulane'.</p> <p>Writing a <u>play script</u> based on events in 'The Witches'.</p>	<p>Texts Studied:</p> <p>The Dolphin of Laurentum by Caroline Lawrence</p> <p>Butterfly Lion by Michael Morpurgo</p> <p>Writing Outcomes:</p> <p>Writing a <u>historical narrative</u> making links to 'The Dolphin of Laurentum' linked to Romans.</p> <p>Writing</p> <p>Writing a <u>diary entry</u> as a character from 'Butterfly Lion'.</p>	<p>Texts Studied:</p> <p>Macbeth by William Shakespeare</p> <p>Writing Outcomes:</p> <p>Writing a discursive text based on events on 'Macbeth'.</p>	<p>Texts Studied:</p> <p>Krindlekrax by Philip Ridley</p> <p>Writing Outcomes:</p> <p>Writing a <u>biography</u> based on a character from 'Krindlekrax'.</p> <p>Writing a <u>piece of descriptive writing</u> of a creature from 'Krindlekrax'.</p>	<p>Texts Studied:</p> <p>The Village that Vanished by Ann Grifalconi</p> <p>Varjak Pawv by S.F Said</p> <p>Writing Outcomes:</p> <p>Writing a <u>diary entry</u> based on 'The Village that Vanished'.</p> <p>Writing an encounter based on events in 'Varjak Paw'.</p> <p>Writing a persuasive letter based on Memorial.</p>

Reading <i>V – Vocabulary</i> <i>I – Inference</i> <i>P – Prediction</i> <i>E – Explain</i> <i>R – Retrieve</i> <i>S – Summarise</i>	The Lion, the Witch and the Wardrobe By C.S Lewis	Edward Tulane By Kate DiCamillo	Butterfly Lion By Michael Morpurgo	Shakespeare A range of Shakespearean plays	Krindlekrax By Philip Ridley	Varjak Paw By SF Said
Science	Living Things and their Habitat Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this	Animals including Humans Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.	States of Matter Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Electricity Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that	Sound Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the	

	can sometimes pose dangers to living things.			a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	distance from the sound source increases.
Geography	<p>Case Study on Brazil, South America (Link to English unit: Rainforests)</p> <p>Key enquiry question: What role does South America play in regulating the earth's climate?</p> <p>National curriculum objectives:</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate South America and describe features studied - Identify human characteristics (e.g. cathedral) of a region of South America (Brazil) 	<p>Settlements and Land Use</p> <p>Key enquiry question: Why did they choose to settle in particular places in Britain?</p> <p>National curriculum objectives:</p> <ul style="list-style-type: none"> - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - Locate the world's countries, using maps to focus on Europe (linked to History unit on Roman expansion of Europe) 	<p>Global Trade (link to Vikings)</p> <p>Key enquiry question: What natural resources are available in Britain that makes it a desirable trade partner? How did trade get global? Where the UK export and to where?</p> <p>National curriculum objectives:</p> <ul style="list-style-type: none"> - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - Physical geography, including: climate zones(how natural resources and climate 		

	<ul style="list-style-type: none"> - Identify physical characteristics (e.g. Amazon river) of a region of South America (Brazil) - Understand geographical similarities and differences through the study of human and physical features in a region of South America (Brazil) 		<p>determine where our food comes from), biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> - Name and locate counties and cities of the United Kingdom. Describe and understand aspects of human (types of goods we explore and trade links) and physical geography (determining what we export)
<p>History</p>	<p>Romans</p> <p>National curriculum objectives:</p> <ul style="list-style-type: none"> - To be taught about the Roman Empire and its impact on Britain - To understand about the British resistance (e.g. Boudicca) - To learn about the ‘Romanisation’ of Britain (e.g. impact of technology, culture and belief on sites such as Caerwent) - To understand how our knowledge of the past is constructed from a range of sources - To devise historically valid questions about change, continuity, similarity and difference, and significance. 	<p>Vikings, Anglo-Saxons and Scots</p> <p>National curriculum objectives:</p> <ul style="list-style-type: none"> - To be taught about Britain’s settlement by Anglo-Saxons and Scots - To understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - To understand how our knowledge of the past is constructed from a range of sources - To develop clear narrative (chronological) within and across the periods they study 	

<p>Art & Design</p>	<p>Insects (Sculpture)</p> <p>Skills Focus:</p> <p>Taught artists: Emilie Galle, Lorenzo Possenti and Jennifer Angus</p> <ul style="list-style-type: none"> • Sculpture skills: Scrunch and tape newspaper into different shapes, papier mache to strengthen and smooth sculpture, and add materials to the sculpture to create detail (use of wire/straws to create moveable aspects of sculpture, netted material to create wings) • Pencil skills: Record their observations of an insect, sketch hard/soft lines, curved/straight lines <p>Key Vocabulary: sculpture, sculptor, 2D, 3D, shape, form, papier mache, join, observational drawing</p> <p>Links to the curriculum: Science (Living Things and their Habitat)</p>	<p>Aboriginal Art (Painting)</p> <p>Skills Focus:</p> <p>Taught artists: Examples of Aboriginal Art</p> <ul style="list-style-type: none"> • Painting skills: Use varied brush techniques to create shapes (round/flat paintbrush, cotton bud), textures, patterns and lines (aboriginal symbols), primary and secondary colours, colour mixing, tint, shade, blending colours <p>Key Vocabulary: round paintbrush, flat paintbrush dot painting, primary colour, secondary colour, tint, shade, line, blending</p>	<p>Movement (Collage)</p> <p>Skills Focus:</p> <p>Taught artists: Henry Matisse, Monir Shahroudy Farmanfarmaian and M.C.Esher</p> <ul style="list-style-type: none"> • Collage: overlapping/Tessellation, geometric/organic shapes, positive and negative image • Colour Wheel: Complimentary colours • Use inspiration from famous artists to replicate a piece of work, make comparisons, similarities and differences between their collage and those created by artists taught <p>Key Vocabulary: Overlapping, tessellation, shape, form, texture, geometric, organic, positive image, negative image, mosaic, complementary colours</p>
<p>Design and Technology</p>	<p>Mechanical Systems</p> <p>Outcome: To design, make, and evaluate a moving picture using levers and linkages.</p> <p>National Curriculum link: History link- Romans</p> <p>National Curriculum objectives:</p>	<p>Cooking and nutrition</p> <p>Cooking and nutrition (To design, make and evaluate a sample of hot cross buns for an Easter celebration/charity event)</p>	<p>Electrical Systems</p> <p>Outcome: To design, make, and evaluate a torch</p> <p>National Curriculum link: Science unit- Light</p> <p>National Curriculum objectives:</p>

	<ul style="list-style-type: none"> • To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. • To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. 	<p>Outcome: To design, make and evaluate a sample of bagels for a Jewish breakfast</p> <p>National Curriculum link: R.E. Unit- Why are festivals, celebrations and High Holy Days so important within Judaism?</p> <p>National Curriculum objectives:</p> <ul style="list-style-type: none"> • To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • To investigate and analyse a range of existing products • To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • To understand and apply the principles of a healthy and varied diet • To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • To understand seasonality, and know where and how a variety of 	<ul style="list-style-type: none"> • To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. • To select from a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately. • To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. • To investigate and analyse a range of existing products. • To understand how key events and individuals in design and technology have helped shape the world. • To apply their understanding of computing to program, monitor and control their products.
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		ingredients are grown, reared, caught and processed.	
RE	<p>What do Jewish people believe about God?</p> <p>This unit will examine the issue of how God is understood within Judaism. It will explore the different names and titles of God, the notion of God's presence on earth and the way in which belief in God is translated into behaviour by Jewish people by observation of the mitzvot (commandments).</p> <p>Why are festivals, celebrations, and High Holy Days so important within Judaism?</p> <p>This unit will explore the most important events within the Jewish religious calendar. Pupils will have the opportunity to learn about and reflect upon the festivals, celebrations and Holy Days that are associated with Judaism, to consider the foundations for these occasions, and to reflect upon why they are so important for Jewish people.</p>	<p>What is the significance of Easter within Christianity?</p> <p>This unit will explore the importance of Easter and the period leading up to it (Lent) for Christians in churches across the world. It will enable pupils to understand the biblical foundations for this period within the Christian year, the theological significance of the events associated with the period, and the way in which they are marked by the church.</p>	<p>What does Sikhism teach us about selfless service?</p> <p>This unit will enable pupils to learn about the central beliefs and practices of Sikhism. In particular, it will focus on the principle of selfless service (sewa), which is, for Sikhs, the most important element of their religious traditions. The basis for, types of, and contemporary forms of sewa will all be examined. Pupils will also be invited to consider what members of other, or of no, faith may learn from this practice within Sikhism. A visit to a gurdwara would provide an opportunity to explore how sewa is demonstrated.</p> <p>What happens in the Gurdwara?</p> <p>This unit will examine the issue of how God is understood within Judaism. It will explore the different names and titles of God, the notion of God's presence on earth and the way in which belief in God is translated into behaviour by Jewish people by observation of the mitzvot (commandments).</p>

<p>Computing</p>	<p><u>Coding and Computational Thinking</u> Unit: Coding Software: 2Code</p> <p>E-Safety Focus - Stay Smart: I can discuss that whilst the internet offers positive opportunities there is also an element of risk associated with online activity.</p>	<p><u>Internet and Email</u> Unit: Online Safety Software: 2Connect (Mind Map) 2Publish Plus</p> <p><u>Spreadsheets</u> Unit: Spreadsheets Software: 2Calculate</p> <p>E-Safety Focus - Stay Kind: I can comment positively and respectfully online and through text messages.</p>	<p><u>Spreadsheets (continued)</u> Unit: Spreadsheets Software: 2Calculate</p> <p><u>Writing and Presenting</u> Unit: Writing for different audiences Software: 2Email 2Connect (Mind Map) 2DIY</p> <p>E-Safety Focus - Stay Safe and Critical: I can choose a secure password and screen name when using a website, talking about ways they can protect themselves and others from harm online. I can understand the need to ask a trusted adult before downloading files and games from the internet, choosing websites, apps and games which are age appropriate.</p>	<p><u>Coding and Computational Thinking</u> Unit: Logo Software: Logo (text-based coding)</p> <p><u>Art & Design</u> Unit: Animation Software: 2Animate</p> <p>E-Safety Focus - Stay Healthy: I help friends to make good choices about the time they spend online.</p>	<p><u>Internet and Email</u> Unit: Effective Search Software: Web Browser 2Quiz 2Connect (Mind Map)</p> <p><u>Communication and Networks</u> Unit: Hardware Investigators Software: 2Quiz 2Connect (Mind Map)</p> <p>E-Safety Focus - Stay Accountable: I can know that anything shared online can be seen by others and how to use the safety features of key websites, as well as who to report concerns to.</p>
<p>PSHE</p>	<p>Health and Well-Being</p>	<p>Living in the Wider World</p>	<p>Relationships</p>		

	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To set a goal. • To explain why nutrients are important. • To explain the risks and dangers associated with smoking and alcohol. • To understand how democracy works in the UK. • To explain the benefits of a healthy lifestyle. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To understand what charity is, explain why people donate to charity and fundraise for charity. • To explain how to save and the benefits of saving. • To explain how to keep safe online. • To understand how stereotypes can label people. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To understand healthy friendships. • To understand a growth mind-set and how it can affect us. • To explain how to keep your mind healthy. • To begin to understand the basic changes that happen during puberty.
French	<p>All Aboard!</p> <ul style="list-style-type: none"> • Weather • Days of the week • Modes of transportation. <p>Pocket Money</p> <ul style="list-style-type: none"> • Numbers to 30 • Short question/answer conversation • Giving opinion 	<p>Tell Me a Story</p> <ul style="list-style-type: none"> • Numbers 40-90 • Classroom Instructions • Feminine/masculine nouns <p>Our Sporting Lives</p> <ul style="list-style-type: none"> • Names of sports • Names of food • Verbs (faire, jouer, manger) 	<p>The Carnival of the Animals</p> <ul style="list-style-type: none"> • Adjectives • Animals • Time <p>What's the Weather like?</p> <ul style="list-style-type: none"> • Weather • Items of clothing • Dates
PE	<p>Invasion Games: Football, tag ruby, Hockey</p>	<p>Invasion Games: netball, basketball, handball</p> <p>Net and wall: Badminton and Tennis</p>	<p>Striking and Fielding: Cricket and rounders</p> <p>Athletics: Track and field events</p>

	<p>Coordination – Movement Patterns (outdoors)</p>		
<p>Music</p>	<p>Soundscapes: Painting with sound*</p> <p>Stop! Grime/ Classical/ Bhangra/ Tango/ Latin Fusion</p> <p>National Curriculum objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations 	<p>Glockenspiel stage 2 Instrumental skills Dragon scales* Pentatonic music</p> <p>National Curriculum objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded 	<p>Blackbird</p> <p>Reflect, rewind and replay Western classical</p> <p>National Curriculum objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and

	<ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> • develop an understanding of the history of music. 	<p>recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> • develop an understanding of the history of music.
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Key Information

Homework is issued every Thursday and expected to be completed/handed in by the following Tuesday.

Spelling words are posted on Purple Mash every Thursday for a spelling test the following Friday.

Please wear your PE kit to school every Monday.

Reading:

- They will need to bring in their reading record daily.
- 4 times a week, as a minimum, we would ask that pupils log the pages they have read (e.g. p71-78) and once a week write an extended comment about the following:

Vocabulary – Did you identify an unknown word? Did you use a dictionary to discover its meaning? *Write down the word and its meaning*

Prediction – Can you make a prediction about what will happen next, based on your understanding of events so far? *I predict...because...*

Questions – Did the text raise any questions for you? *Write down your questions.*

Additional support and guidance you can provide at home:		
Essential Reads		Common Exception Words
This is a list of essential reads each pupil should aim to read by the end of the academic year. A small number of copies of each text are available from the school. Across the year, pupils can gain access to these texts through the library and their classroom.		These are the common exception words for year 3/4. Pupils are expected to write these words correctly in order to reach the expected standard at the end of year 4.
The Lantern Bearers by Rosemary Sutcliff Danny the Champion of the World by Roald Dahl Emily's Legs by Dick King Smith	Wind in the Willows by Kenneth Grahame Mr Shakespeare's Plays by Marcia Williams The Paperback Prince by Colin Thompson	accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February

Charlotte's Web by E B White	Asterix the Gaul by Rene Goscinny	forward(s) fruit grammar group guard guide heard heart height
Redwall by Brian Jacques	The Boy who swam with	history imagine increase important interest island knowledge learn
Artemis Fowl by Eoin Colfer	Pirhanas by David Almond	length library material medicine mention minute natural naughty
The Voyage of the Dawn Treader by C S Lewis	Five Children on the Western Front by Kate Saunders	notice occasion(ally) often opposite ordinary particular peculiar
The Borrowers by Mary Norton	Five children and It by E Nesbit	perhaps popular position possess(ion) possible potatoes pressure
Swallows and Amazons by Arthur Ransome	The London Eye Mystery by Siobhan Dowd	probably promise purpose quarter question recent regular reign
		remember sentence separate special straight strange strength
		suppose surprise therefore though/although thought
		through various weight women/woman

Mental Arithmetic (Mathematics)

- ☒ I can find 1000 more or less than a given number (e.g. 1000 more than 363 is 1363, 1000 less than 2571 is 1571)
- ☒ I can count in multiples of 6, 7, 9 and 25
- ☒ I can round whole numbers up to 10,000 to the nearest 10, 100 or 1000 (e.g. 6730 rounded to the nearest 1000 is 7000)
- ☒ I can use addition and subtraction facts to 100 and derive related facts up to 1000 (e.g. $87 + 13 = 100$ > $870 + 130 = 1000$ > $187 + 13 = 200$)
- ☒ I can recall multiplication and division facts for multiplication tables up to 12 x 12
- ☒ I can count up in hundredths (e.g. $1/100$ one hundredth, $2/100$ two hundredths)

Once pupils are secure, they will move on to learn:

- Count forwards and backwards with positive and negative whole numbers, including through zero.

- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.
- Add and subtract mentally with increasingly large numbers.

Additional support and guidance you can provide at home:

Essential Reads

Common Exception Words

<p>This is a list of essential reads each pupil should aim to read by the end of the academic year. A small number of copies of each text are available from the school. Across the year, pupils can gain access to these texts through the library and their classroom.</p>	<p>Common exception words are words in which the English spelling code works in an unusual or uncommon way. They are not words for which phonics 'doesn't work', but they may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way. These are the common exception words for year 2. Pupils are expected to write these words correctly in order to reach the expected standard at the end of year 2.</p>	
<p>A Necklace of Raindrops – Joan Aitken The Shrimp – Emily Smith Tilly Mint Tales – Berlie Doherty Magic Beans: A Handful of Fairy tales from the Storybag – Various Flat Stanley – Jeff Brown Invisible Stanley – Jeff Brown You’re a Bad Man, Mr Gum – Andy Stanton</p>	<p>George Speaks – Dick King Smith The Worst Witch – Jill Murphy Romans on the Rampage – Jeremy Strong Ottoline and the Yellow Cat – Chris Riddell The Boy with the Lightning Feet – Sally Gardner Oliver and the Seawigs – Phillip Reeve & Sarah McIntyre My Friend’s a Gris-Kwok – Malorie Blackman Mary’s Hair – Eoin Colfer</p>	<p>door floor poor because find kind mind behind child children wild climb most only every everybody even great break steak pretty beautiful after fast last past father class grass pass plant bath path hour move prove improve sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas</p>

<p>The Jolley-Rogers and the Ghostly Galleon – Jonny Duddle</p> <p>Fortunately the Milk – Neil Gaiman</p>	<p>A Perfectly Ordinary School – Jeremy Strong</p>	
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Mental Arithmetic (Mathematics)

- I can count in steps of 2, 3 and 5 forwards and backwards
- I can count in tens from any starting point forwards and backwards (e.g. 12, 22, 32, 42, 52 or 15, 25, 35, 45, 55)
- I can identify ten more or less than any given number (e.g. 10 more than 52 is 62 or 10 less than 81 is 71)
- I can use addition and subtraction facts to 20 and derive related facts up to 100 (e.g. $4 + 6 = 10$ therefore $40 + 60 = 100$)
- I can calculate mentally using multiplication and division facts for 2, 5 and 10 multiplication tables (e.g. $2 \times 5 = 10$ or $6 \times 10 = 60$)

Once pupils are secure, they will move on to learn:

- 100 more or less than a number
- 3, 4 and 8 times tables
- Counting in intervals of 50 and 100

