

Curriculum Overview for Year 2



English - Reading

End of Year 2 Objectives

Pupils will be taught to:

WORD READING

- 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

COMPREHENSION

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - 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
- discuss the sequence of events in books and how items of information are related
- become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- recognise non-fiction books and how they are structured in different ways
- recognise simple recurring literary language in stories and poetry
- discuss and clarify the meanings of words, linking new meanings to known vocabulary
- discuss their favorite words and phrases
- continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 1. drawing on what they already know or on background information and vocabulary provided by the teacher
 2. checking that the text makes sense to them as they read, and correcting inaccurate reading
 3. making inferences on the basis of what is being said and done
 4. answering and asking questions
 5. predicting what might happen on the basis of what has been read so far
- 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

English - Writing and Handwriting

End of Year 2 Objectives

Pupils will be taught to:

TRANSCRIPTION

- segment spoken words into phonemes and representing these by graphemes, spelling many correctly
- learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learn to spell common exception words
- learn to spell more words with contracted forms
- learn the possessive apostrophe (singular) [for example, the girl's book]
- distinguish between homophones and near-homophones
- add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly
- apply spelling rules and guidance, as listed in English appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

COMPOSITION

- develop positive attitudes towards and stamina for writing by: •writing narratives about personal experiences and those of others (real and fictional)
- write about real events
- write poetry
- write for different purposes
- consider what they are going to write before beginning by: •planning or saying out loud what they are going to write about
- write down ideas and/or key words, including new vocabulary
- encapsulate what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluate their writing with the teacher and other pupils
- re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear

HANDWRITING

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

English - Grammar and Spelling

End of Year 2 Objectives

Pupils will be taught to:

DEVELOP THEIR UNDERSTANDING OF THE CONCEPTS SET OUT IN ENGLISH APPENDIX 2 BY:

- learning how to use both familiar and new punctuation correctly - see English appendix 2 (including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive)

Pupils will learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently, including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for Year 2 in English Appendix 2
- some features of written Standard English
- the grammatical terminology in English Appendix 2 when discussing their writing

Maths - Number and Calculation

End of Year 2 Objectives

Pupils will be taught to:

- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- recognise the place value of each digit in a two-digit number (10s, 1s)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems
- solve problems with addition and subtraction: •using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- apply their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 1. a two-digit number and 1s
 2. a two-digit number and 10s
 3. 2 two-digit numbers
 4. adding 3 one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs

- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Maths - Geometry and Measures

End of Year 2 Objectives

Pupils will be taught to:

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects
- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)
- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (liters/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day

Maths - Fractions and Statistics

End of Year 2 Objectives

Pupils will be taught to:

- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions, for example $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
- interpret and construct simple pictograms, tally charts, block diagrams and tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totaling and comparing categorical data

Science - Working Scientifically

End of Key Stage 1 Objectives

Pupils will be:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

Science - Biology

Pupils will be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Science - Physical

Pupils will be taught to:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

History

End of Key Stage 1 Objectives

Pupils will be taught about:

- changes within living memory - where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

Year 2 Key Skills Coverage

Pupils will:

- be able to use words and phrases like: before, after, past, present, then and now
- recount the life of someone famous from Britain who lived in the past
- be able to explain what historical figures did earlier and later in their lives
- be able to use their knowledge of significant historical figures to compare aspects of life in different periods, e.g. Elizabeth and Queen Victoria
- learn about the contributions of significant figures in history: Samuel Pepys, Anne Bonny, Captain Blackbeard
- discuss more than one effect of an event, and give simple explanations
- discuss changes in national life with an older person
- be able to give examples of things that were different when their grandparents were children
- research the life of a famous person from the past using different sources of evidence, including books and the internet

Geography

End of Key Stage 1 Objectives

Pupils will be taught to:

LOCATIONAL KNOWLEDGE

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

PLACE KNOWLEDGE

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

HUMAN AND PHYSICAL GEOGRAPHY

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to: •key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

GEOGRAPHICAL SKILLS AND FIELDWORK

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Year 2 Key Skills Coverage

Pupils will:

- identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area
- name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas
- understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country
- locate hot and cold areas of the world in relation to the equator and North and South Poles
- refer to key physical features including: beach, coast, forest, hill, mountain etc.
- ask and answer geographical questions
- use world atlases and globes to identify the UK and its countries as well as countries continents and oceans studied
- use simple compass directions
- use aerial photographs and plans to recognise landmarks and devise a simple map
- use simple fieldwork and observational skills to study the geography of the key human and physical features of the schools surrounding environment

Art & Design

End of Key Stage Objectives

Pupils will be taught to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Year 2 Key Skills Coverage

Pupils will:

- try out different activities and make sensible choices about what to do next.

- select particular techniques to create a chosen product and develop some care and control over materials and their use.
- give reasons for his/her preferences when looking at art, craft or design work.
- experiment with tones using pencils, chalk or charcoal.
- represent things observed, remembered or imagined using colour/tools.
- experiment with basic tools on rigid and flexible materials.
- make textured collages from a variety of media and by folding, crumpling and tearing materials.
- use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings.
- develop techniques to join fabrics and apply decorations such as a running or over stitch.
- know that different artistic works are made by crafts people from different cultures and times.

Computing

End of key stage objectives:

Pupils will be taught to:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behavior of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Year 2 key skills coverage:

Pupils will:

- record a simple algorithm using everyday language or symbols
- use logical reasoning to predict what an algorithm or program will do
- identify and correct errors in algorithms and programs (debugging)
- understand that an algorithm must be written as a program in a computer language so that the computer can execute it
- understand that computers and robots can do nothing unless a program is executed
- know what to do when concerned about content or being contacted online
- understand the importance of communicating safely and respectfully online, and the need for keeping personal information private
- use a web browser to obtain content from the world wide web
- navigate the web and can carry out simple web searches to collect digital content
- recognise what an email address looks like and join in sending a class email message
- send and reply to messages sent by a safe email partner (within school)
- choose a website from the bookmarks/favourites list
- explain how and why we often rely on computers for everyday tasks
- save and load a file on the computer or school server
- use cut, copy and paste
- add a picture to their work from a file on the computer or server
- confidently locate letter, punctuation and number keys on a keyboard; use backspace, shift, space, enter
- change the text colour, size and font.
- highlight text to change its format. (B, U, I)

- use a digital camera, digital video camera and digital sound recorder to record sound and images with increasing independence
- understand that digital content can be presented in many forms including text, images, sound and numerical data
- experiment with text, pictures and animation to make a simple slide show
- answer simple questions and interpret graphs to draw conclusions
- use a branching database program to sort and identify items
- use basic search tools in a pre-prepared database to answer questions
- explore the effects of changing variables in models and simulations and compare the results

Design & Technology

End of key stage objectives:

Pupils will be taught to...

DESIGN

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

MAKE

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

EVALUATE

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

TECHNICAL KNOWLEDGE

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products

Year 2 key skills coverage:

DESIGNING AND MAKING:

Pupils will:

- design a purposeful/functional product
- generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and ICT (where appropriate)
- choose appropriate tools, equipment, techniques and materials from a wide range
- safely measure, mark out, cut and shape materials and components using a range of tools
- investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable
- explore and use mechanisms (e.g. Levers, sliders, wheels and axles)

EVALUATING:

Pupils will:

- evaluate and assess existing products alongside those that he/she has made. (E.g. Can begin to explain what they like/dislike about a product)

COOKING AND NUTRITION:

Pupils will:

- know where some food comes from and gives examples of food that is grown (E.g. Knows that all food comes from plants and animals and can be farmed, grown or caught)
- understand the need for a variety of food in a diet (E.g. Knows that everyone should eat at least 5 portions of fruit/vegetables a day).
- be able to use a wider range of cookery techniques to prepare food safely (E.g. Cutting, peeling and grating).

Music

End of key stage objectives:

Pupils will be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

Year 2 key skills coverage:

Pupils will:

- sing songs, rounds and chants and use simple vocal patterns as accompaniments
- use correct technique for a range of percussion instruments
- choose and play patterns with increasing confidence
- respond to changes in mood through movement, words or pictures
- give opinions, justifying musical ideas with appropriate vocabulary
- recognise and respond to higher and lower sounds and general shapes of melodies (pitch)
- begin to recognise steps, leaps and repeated notes (duration)
- recognise, respond and distinguish between beat and rhythm
- understand that rhythmic patterns fit to the beat
- understand getting louder and quieter (dynamics)
- understand getting faster and slower (tempo)
- identify the way sounds are made (timbre)
- recognise and respond to different layers in music (texture)
- understand and identify repetition and contrast (structure)

Physical Education

End of key stage objectives:

Pupils will be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Year 2 key skills coverage:

Pupils will:

- copy and remember moves and positions
- move with careful control and coordination
- link two or more actions to perform a sequence
- choose movements to communicate a mood, feeling or idea
- copy and remember actions
- move with some control and awareness of space
- link two or more actions to make a sequence
- show contrasts (such as small/tall, straight/curved and wide/narrow)
- travel by rolling forwards, backwards and sideways
- hold a position whilst balancing on different points of the body
- climb safely on equipment
- stretch and curl to develop flexibility
- jump in a variety of ways and land with increasing control and balance
- use the terms 'opponent' and 'team mate'
- use rolling, hitting, running, jumping, catching and kicking skills in combination
- develop tactics
- lead others when appropriate

Religious Education

Year 2 key skills coverage:

Pupils will:

- be able to recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- be able to retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- be able to recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- notice and respond sensitively to some similarities between different religions and non-religious perspectives in their approach to questions of beliefs and meaning
- observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- find out about and respond with ideas to examples of co-operation between people who are different.
- find out about questions of right and wrong and begin to express their ideas and opinions in response.

CHRISTIAN VALUES:

- Autumn 1 - Creativity
- Autumn 2 - Generosity
- Spring 1 - Responsibility
- Spring 2 - Service
- Summer 1 - Peace
- Summer 2 - Wisdom

Modern Languages

Not statutory for KS1

Special Events

- Jeans for Genes Non-Uniform Day
- Harvest Festival Church Service
- Travelling Book Fayre
- Pirate Day
- Remembrance Enrichment Day
- Children in Need Non-Uniform Day
- Anti-Bullying Week
- Christmas Discos
- Christmas Fayre
- Trust Carol Service
- KS1 Christmas Concert
- Christmas Gift Day
- Christmas Parties
- Christmas Church Service
- 'Be Safe' Enrichment Day
- World Book Day
- Lower KS2 Easter Concert
- Easter Church Service
- Summer Discos
- Summer Fayre
- Sports Day
- Year 5/6 Concert
- End of Year Church Service

Possible visits and visitors

- Possible visit to War Memorial
- Theatre trip to Square Chapel Theatre in Halifax
- Zoo Lab visit to school to meet a range of mini-beasts
- Filey School Trip

PSHE

Children will be taught:

- Autumn 1 - Rights and Responsibilities
- Autumn 2 - Feelings and Emotions; Healthy Relationships
- Spring 1 - Healthy Lifestyles
- Spring 2 - Growing and Changing; Keeping Safe
- Summer 1 - Valuing Difference
- Summer 2 - Taking care of the environment; money matters