

# Year 2 Curriculum

## Writing

In Year 2 pupils will be taught to:

- Write narratives about personal experiences and those of others (real/ fictional) including historical characters and events, linking knowledge and understanding from across the curriculum when and where possible.
- Write for a variety of different purposes including recounts, persuasion and explanations.
- Read and learn to recite classical and contemporary poetry.
- Use a range of quality text to stimulate writing across different genres.

## Reading

In Year 2 pupils will be taught to:

- Develop pleasure in reading and the motivation to read.
- Read, listen and increase familiarity with a wide range of styles of quality text, including fairy stories, traditional tales, modern fiction and books from other cultures.
- Listen to, discuss and express views about a wide range of texts of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently as well as those which they have read independently, taking turns and listening to what others say.
- Learn poetry by heart.

## Spelling

In Year 2 pupils will be taught to:

- Revise spelling patterns and rules introduced in Year 1. Continue to segment words into phonemes, representing these with the correct grapheme. Continue to learn to spell the 300 frequency words.
- Spell words with contractions and the common misconception words. Use the possessive apostrophe for a singular person and learn to spell homophones and words with suffixes e.g. -ment, -ful, -less, ly.

## Grammar and Punctuation

Pupils will be taught to:

- Learn and use different sentence types: statement, question, exclamation, command.
- Use the present and past tense correctly and consistently

and connectives to extend and add detail to writing.

- Understand and use word classes such as adjective and adverb and revise verbs and nouns.
- Demarcate sentences using punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contraction and possession.

## Communication

In Year 2 pupils will be taught to:

- Engage in meaningful discussions in all areas of the curriculum.
- Listen to and learn a wide range of subject specific vocabulary.
- Through reading identify vocabulary that enriches and enlivens stories.
- Share thoughts and ideas both in small groups and whole class to develop knowledge, understanding and confidence.
- Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.
- Listen to and tell stories often so as to internalise the structure.

## Science

During year 2, pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment and 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

### Living things and their habitats.

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 micro-habitats
- 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.

### Plants

Pupils will be taught to:

- 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.

### Animals including humans.

Pupils will be taught to:

- 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.

### Uses of everyday materials.

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.

### Religious Education

We will be following the 'Come and See' scheme of work

Pupils will:

- Learn about religion, develop knowledge and understanding of religious beliefs and teaching through the study of stories about religious events and significant people in the Old and New Testament.
- Retell key stories and events in the life of Jesus: including the Nativity, Palm Sunday, the Last Supper, Good Friday and Easter Sunday.

- Reflect on their meaning and how it relates to our lives today.

### Other Religions

Pupils will:

- Study the Jewish faith and identify the similarities and differences between different faiths.
- Understand and respect that people have different beliefs, customs and traditions and how they live their lives.
- Be aware of some of the celebrations of the Jewish faith.

### The Church

Pupils will:

- Learn about the 'Church' as the people of God, a community connected by love and describe how believers act because of what they believe.
- Understand how Jesus gathered the disciples who shared in his life and who in turn spread the Good News of Jesus to the new disciples of which we are the new generation whose mission it is to continue sharing the Word of God.

### Celebration

Pupils will:

- Celebrate the life of Jesus and the Good News which he brought of God's love and forgiveness for all mankind. Read Gospel accounts of this forgiveness of individuals and through the story of the Last Supper reflect upon the sacrifice made by Jesus.

### Life in Christ

Pupils will:

- Realise that we are made in the image of Christ to show love and respect for others as Jesus did.
- Listen with respect to the scriptures and be able to learn from them, understanding how we should treat others and live our lives with the guidance of God through the Holy Spirit.

### Mathematics

Mathematics is divided in to four areas; number, measurement, geometry and statistics.

Within Number the following aspects are covered:

### Number and place value:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- 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.

### Addition and subtraction:

- solve problems with addition and subtraction:
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying 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
- adding three 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.

### Multiplication and Division.

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one 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.

### Fractions

- 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  $\frac{2}{4}$  to a  $\frac{1}{2}$ .

### Measurement

- 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 (litres/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.

### Geometry

- 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.

## Position and Direction

- 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).

## Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and simple 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 totalling and comparing categorical data.

## Computing

Pupils will be taught to:

- Use programming software to make objects move, sequence a set of instructions to achieve a specific goal, generate appropriate inputs and predict outcomes and detect and correct problems. Use logical reasoning to explain how a simple algorithm works. Write simple instructions.
- Send and reply to messages within school
- Understand the importance of using technology responsibly, securely and safely and the procedures to follow if concerned or feeling uneasy.
- Understand the different ways and reasons why we use technology, the opportunities they offer for communication and collaboration, locating information and creating. Describe how internet search engines find information; begin to use search engines.
- Use different technology to collect information to answer a question. Select, use and combine a variety of software to collect, present and interpret data and information.
- Use a range of software including Word, Publisher and PowerPoint to organise and present ideas: save and retrieve, edit and change work: experiment with text, graphics and animation to create a simple presentation.

## Geography

### 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

### 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.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## **History**

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 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, Guy Fawkes and Florence Nightingale).
- significant historical events, people and places in their own locality.

## **Art and design**

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to 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, designers, describing the differences and similarities between different practices

## **Physical Education**

- Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball and tennis and apply basic principles suitable for attacking and defending.
- Take part in gymnastics activities.
- Take part in athletics activities.
- Perform dances.

## **P.S.H.E.**

Children will be taught

- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- What is meant by a healthy lifestyle

## **Music**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned 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 inter-related dimensions of music.

## **Design & Technology**

Children will be taught 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.
- develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Investigate and analyse a range of existing products.

## **Handwriting**

In Year 2 pupils will be taught to:

- Write lowercase and capital letters of the correct size, orientation and relationship to one another.
- Use space between words which reflects the size of the letters.
- Begin to use diagonal and horizontal joins, understanding which letters are best left unjoined, using cursive handwriting .







