

Year Two English Curriculum ☺

Reading

- Develop phonics until decoding of words is secure
- Cover all Phase 1- 6 sounds and their alternative graphemes (these can be found in your child's Reading Diary)
- Read common suffixes(- ment, -ness, -ful, -less, -ly)
- Read and re-read phonic-appropriate books
- Read from a range of 'reading scheme' books to avoid over-reliance on a particular type of book. Reading scheme books include Floppy's Phonics, Phonics Bugs, Jelly and Bean, Project X, Collin's Big Cat, ORT Traditional Tales and levelled 'real books'
- Read words that are not phonetically plausible ('exception words')
- Discuss and express views about fiction, non-fiction and poetry related to the termly topics
- Become familiar with and retell stories
- Ask and answer questions; make predictions
- Begin to make inferences and deductions



Writing

- Spell by segmenting words into phonemes (sounds)
- Learn to spell common 'exception' words
- Spell words that do not follow the rules of phonics ('exception words')
- Spell using common suffixes, for example -ment, -ness, -ful, -less, -ly -ing, -ed
- Use appropriate size letters and spaces in handwriting
- Start using some of the diagonal and horizontal strokes needed to join letters
- Develop a positive attitude and stamina for writing
- Learn to write in a variety of different genres and for different purposes, for example narratives about personal experiences and those of others, real events, poetry, diary entries and letters
- Begin to plan ideas for writing and create a 'word bank' of ideas
- Record ideas sentence-by-sentence
- Make simple additions and changes after proof-reading
- Take ownership of their writing by using a 'Marking Ladder' to check that they have covered all the criteria
- Respond to teacher's comments and working towards individual targets

Grammar

- Use a variety of punctuation correctly . ! ? , ' ""
- Understand basic grammatical terminology e.g. verb, adjective
- Use simple conjunctions e.g. but, and, because
- Use sentences with different forms: statement, question, exclamation, command
- Use features of standard English

Speaking and Listening

- Articulate and justify answers
- Initiate and respond to comments
- Use spoken language to develop understanding
- Take part in discussions and debates about familiar stories or events
- Take part in drama activities, e.g. hot seating based on familiar texts or experiences



Number/Calculation

- Know 2, 5, 10 x tables
- Begin to use place value e.g. tens and ones (formerly units)
- Count in 2s, 3s, 5s and 10s
- Identify, represent and estimate numbers
- Compare and order numbers, including use of the symbols: < > =
- Write numbers to 100
- Know number facts to 20
- Use X and ÷ symbols
- Recognise commutative property of multiplication e.g. $3 \times 4 = 4 \times 3$



Geometry and Measures

- Know and use standard measures e.g. centimetres, metres
- Read scales to nearest whole unit
- Use symbols for £ and p and add and subtract simple sums of less than £1 or in pounds
- Tell time to the nearest 5 minutes
- Identify and sort 2-d and 3-d shapes
- Identify 2-d shapes on 3-d surfaces (faces)
- Order and arrange mathematical objects
- Use terminology of position and movement

Fractions

- Find and write simple fractions
- Understand equivalence of e.g. $\frac{2}{4} = \frac{1}{2}$

Data

- Interpret simple tables and pictograms
- Ask and answer comparison questions
- Ask and answer questions about totalling

How to use a hundred square...

Let's solve...

$37 - 23 = ?$

$37 - 20 = 17$

$17 - 3 = 14$

So...

$37 - 23 = 14$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

subtraction

Problem solving and reasoning are interwoven throughout all of the mathematical areas

Year Two Science Curriculum ☺

Biology

- How animals including humans move, feed, grow, use their senses and reproduce
- How taking exercise and eating the right type and amount of food helps humans stay healthy
- The role of drugs as medicines
- Humans and other animals can produce offspring and that these offspring grow into adults
- Recognise similarities and differences between ourselves and others and to treat others with sensitivity
- Group living things according to observable similarities and differences
- Find out about different kinds of plants and animals in the local environment
- Identify similarities and differences between local environments and ways in which these affect animals and plants that are found there
- Care for the environment

Chemistry

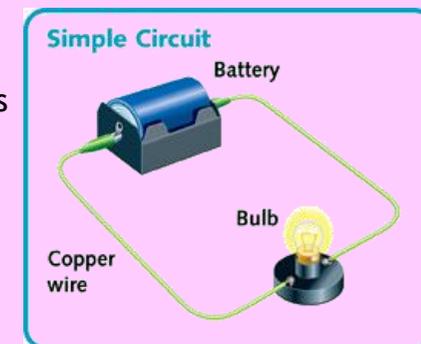
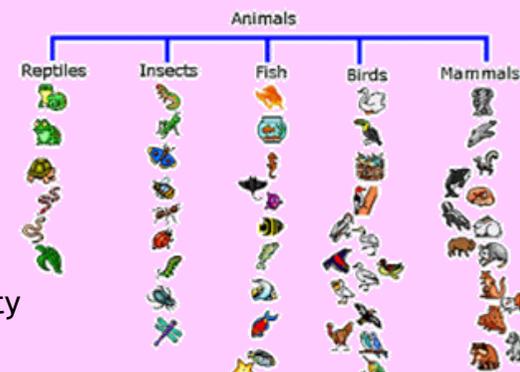
- Recognise and name common types of materials and recognise that some of them are found naturally
- Find out how the shapes of objects made from some materials can be changed by some processes including bending, twisting and stretching
- Explore and describe the ways some everyday materials change when they are heated or cooled

Physics

- Explore every day appliances that use electricity
- Create and learn about simple series circuits involving batteries, wires, bulbs and other components e.g. buzzers
- How a switch can be used to break a circuit
- Find out about and describe the movement of familiar things
- Recognise that pushes and pulls are examples of forces
- Recognise that when things speed up or slow down or change direction there is a cause

Scientific enquiry

- Collect evidence by making observations and measurements when trying to answer a question
- Ask questions (e.g. 'How?', 'Why?', 'What will happen if ..?') and decide how they might find answers to them
- Use first-hand experiences and simple information sources to answer questions
- Think about what might happen before deciding what to do
- Recognise when a test or comparison is unfair
- Follow simple instructions to control the risks to themselves and to others
- Explore, using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations and measurements
- Communicate what happened in a variety of ways including using ICT (e.g. in speech and writing, by drawings, tables and pictograms)
- Make simple comparisons (e.g. hand span, shoe size) and identify simple patterns or associations
- Compare what happened to what they expected would happen, and try to explain it, drawing on their knowledge and understanding
- Review their work and explain it to others



Year Two History Curriculum ☺

Changes in living memory

- Place events and objects in chronological order e.g. to know that the Great Fire of London took place over three hundred years ago and to sequence the main events of the fire as well as place the Great Fire of London on the time line
- Use common words and phrases relating to the passing of time e.g. before, after, a long time ago, past, present
- Identify similarities and differences between ways of life in different periods e.g. to be able to describe some of the key features of a timber-framed building or to suggest what is different about Florence Nightingale's clothes from clothes worn by nurses today
- Ask and answer perceptive questions choosing and using parts of stories and other sources to show that they know and understand key features of events, think critically and develop judgement
- Demonstrate through discussion that they understand the term 'eyewitness'

Key Individuals

- Florence Nightingale, Mary Seacole, Charles II, Samuel Pepys

Key Events

- Guy Fawkes
- Remembrance Day
- The Great Fire of London
- Crimean War



Year Two Geography Curriculum ☺

- Identify seasonal and daily weather patterns in the UK
- During 'Rainforest' topic children research the different weather in the rainforests with reference to the equator
- Children Identify hot and cold areas on the globe
- Link hot and cold areas of the world to animals and their habitats
- Compare local area to a non-European country (Australia)
- Identify similarities and differences between their location and the Rainforest
- Focus on locating cities in the United Kingdom on maps as well as other key features e.g. rivers, mountain ranges
- Use basic vocabulary to describe a less familiar area
- Use four compass directions and simple vocabulary
- Use simple compass directions (North, South, East and West) and directional language, e.g. near and far; left and right, to describe the location of features and routes on a map
- Take part in orienteering to focus on compass points, directions



Year Two Computing Curriculum ☺

- Use technology purposefully to create, store, retrieve and manipulate digital content
- Further develop their word processing and mouse skills
- Further develop an understanding and knowledge of **e-safety**, including how to use technology safely and respectfully and the importance of keeping information private
- Identify where to go for help when they have concerns about content or contact using online technologies
- Understand the use of algorithms and how they are implemented on digital devices
- Use logical reasoning to predict the behaviour of simple programs
- Further develop coding skills using coding programs and floor robots
- Learn that programs respond to different sorts of inputs and that the keyboard can be used to control objects on screen, not just by clicking on them directly
- Learn that one object can be used to control another object. e.g. writing code so clicking a button makes a lorry move
- Create and debug simple algorithms



Year Two Physical Education Curriculum ☺

- Progress and develop skills in basic movement, e.g. running, sprinting, dodging, jumping
- Improve and progress throwing and catching skills, mastering an over arm pass, under arm pass, chest pass and bounce pass
- Incorporate the fundamental skills of balance, agility and co-ordination into every lesson
- Take part in a range of sports including multi-skills, netball, football, hockey, rounders, cricket and tennis
- Participate in small team games, understanding and appreciating competition and learn the basics of attack and defence games
- Become physically confident in a way which supports health and fitness
- Perform dances using simple movement and build on creative routines
- Master basic gymnastic skills including forward rolls, backward rolls, handstands and cartwheels
- Create, perform and evaluate floor movements and patterns incorporating various rolls, jumps, balances, turns and shapes



Year Two Art and Design Curriculum ☺

- Use a range of materials creatively to design and make products and pieces of art
- Use drawing, painting and sculpture to represent things observed, remembered or imagined
- Develop techniques of colour, pattern, texture, line, shape, form and space. Mix a wide range of colours and be aware of subtle difference in tone and shade. Know the primary colours and which ones are required to create secondary colours
- Artists, craftsmen and designers continue to be introduced as an opportunity to inspire and enrich the children's interest in their current topic and they will describe differences and similarities between different practices and disciplines, making links to their own work and work that they have seen and appreciated when visiting galleries and exhibitions
- Respond to a painting by looking closely and for a longer amount of time making both personal and shared connections. Begin to talk about how the artist created the piece commenting on composition, colour and tone



Year Two Design and Technology Curriculum ☺

Design

- Use the '3 S approach' (Something, for Someone, in a Situation) to design functional products that have a clear purpose and intended user/s
- Generate, model & communicate ideas through talking, drawing, mock-ups, templates and, where appropriate, information and communication
Refine designs as work progresses
- Use software to design

Make

- Select from and use a range of tools safely and hygienically to develop more accurate making skills (e.g. measure and mark out materials to nearest cm, weigh ingredients using measuring cups or electronic scales)
- Demonstrate a range of joining techniques (e.g. gluing, hinges, combing materials to strengthen)
- Select and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics; explain the suitability of each material/component (e.g. use of clear acrylic sheeting for windows, fixed with glue around the edge)

Evaluate

- Explore and evaluate a range of existing products linked to class topics to identify likes and dislikes; suggest informed improvements
- Explore how products have been created
- Evaluate own ideas and products against the agreed design criteria and record own assessments

Technical knowledge

- Build structures, explore how they can be made stronger, stiffer and more stable; explain why this is so important.
- Explore and use mechanisms (e.g. winding mechanisms, wheels and axles) in their plans and products



Year Two Music Curriculum ☺

- Children practise songs and exert control over their voices to develop confidence and accuracy when singing
- Sing with a sense of shape and melody, sing in tune and with expression and identify differences in vocal sounds
- Play tuned and untuned instruments musically and describe sounds using simple musical terms
- Perform musical patterns following simple notations that indicate beats and rests
- Perform simple patterns and accompaniments, keeping a steady pulse
- Perform simple sequences from notations, experiment by representing sounds with symbols
- Choose sounds carefully when improvising and composing pieces of music
- Listen and understand live and recorded music and identify instruments in an extract of music
- Respond to and evaluate music, recognising how musical elements can be used to create different moods and effects
- Make and combine sounds musically, performing with others with an awareness of audience, venue and occasion



Year Two Religious Education Curriculum ☺

- Listen to a series of stories from the Old Testament including ‘Moses in the Bulrushes’, ‘David and Goliath’ and ‘The Great Flood’. Explore some of their meanings and suggest what they teach members of faith communities
- Make links between their own ideas and experiences and the themes and morals presented within religious stories from a range of different religions and beliefs
- Celebrate Harvest Festival, learn how and why Christians say thank you to God at this time of year
- Learn the importance of giving and helping those in need. Enjoy a visit from the Salvation Army to learn how our Harvest Festival donations will help our community and in turn recognise that religious teachings and ideas make a difference to the local community
- Research what Advent means and the significance of light during this time and celebrate Advent by creating Advent calendars and wreaths
- Develop an appreciation for how fortunate we are by reading other children’s life stories from the Children’s society’s Christingle appeal and create our own personalised Christingles that represent all the people we love and the things that make us special
- Learn and sequence the events that lead up to the birth of Jesus Christ. Create a news article that reports the Birth of Jesus and consider the reactions if such an event were to happen today
- Explore the ways that Christians celebrate Christmas today and in the past and identify symbolic traditions that are based on Christian religious beliefs
- Understand why Christians give gifts at Christmas time. Consider how not all presents can be wrapped and put under the Christmas tree!
- Learn about the parables and miracles of Jesus and discuss the morals/lessons to be learnt from these stories
- Celebrate World Religion day and learn about the Baha’i faith
- Study Islam in greater depth, understanding that Muslims call God Allah and that they follow the teachings of the prophet Muhammad and their holy book the Koran
- Visit a Mosque to learn about their functions, key features and the symbolism
- Study the meaning and symbolism in religious artwork featured at the National Gallery
- Listen to a range of creation stories from different religions and beliefs. Discuss their messages and talk about their similarities and differences

