

Curriculum Overview for Year 2

English

Reading

- Secure at phase 6.
- Reads ahead to help with fluency & expression.
- Comments on plot, setting & characters in familiar & unfamiliar stories.
- Recounts main themes & events.
- Comments on structure of the text.
- Use commas, question marks & exclamation marks to vary expression.
- Read aloud with expression & intonation.
- Recognise:
 - speech marks
 - contractions
- Identify past/present tense.
- Use content and index to locate information.

Writing

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description & specification.
 - Write using subordination (when, if, that, because).
 - Correct & consistent use of present tense & past tense.
 - Correct use of verb tenses.
 - Correct & consistent use of:
 - Capital letters.
 - Full stops.
 - Question marks.
 - Exclamation marks.
 - Commas in a list.
 - Apostrophe (omission).
 - Introduction of speech marks.
 - Write under headings.
 - Evidence of diagonal & horizontal strokes to join handwriting.

Talking to others:

- Recount experiences, giving some detail and using appropriate descriptive language.
- Think of a range of questions to ask a visitor or when on a visit.
- Know how to vary talk to hold 'listeners' attention.
- Make specific vocabulary choices and use non-verbal features to engage listener.
- Help to organise group to take on different roles.
- Recognise the need to take equal turns in a group situation.
- Listen to and build on the contribution of the previous speaker.
- Make helpful contributions when speaking in turn.
- Try to hear and consider the different preferences and interests in the group.

Art & Design

Pupils should be taught to use a wide 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 using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers.

Computing

Pupils should be taught to:

- Use logical reasoning to predict the behaviour of simple programs.
 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
 - Recognise common uses of information technology beyond school.

Mathematics

- Compare & order numbers up to 100.
- Read & write all numbers to 100 in digits & words.
 - Say 10 more/less than any number to 100.
 - Count in multiples of 2, 3 & 5 & 10 from any number up to 100.
 - Recall & use multiplication & division facts for 2, 5 & 10 tables.

- Recall & use +/- facts to 20.
- Derive & use related facts to 100.
- Recognise PV of any 2-digit number.
- Add & subtract:
 - 2-digit no's & ones
 - 2-digit no's & tens
 - Two 2-digit no's
 - Three 1-digit no's
- Recognise & use inverse (+/-).

- Calculate & write multiplication & division calculations using multiplication tables.
- Recognise & use inverse (\times/\div).
- Recognise, find, name & write $1/3$; $1/4$; $2/4$; $3/4$.
- Recognise equivalence of simple fractions.
- Tell time to five minutes, including quarter past/to.

Design Technology

Design

- Design purposeful, functional, appealing products for themselves and others users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups.

Make

- Select from and use a range of tools and equipment to perform practical tasks such as
 - cutting, shaping, joining and finishing.
 - Select from and use a wide range of materials and components, including construction materials, ingredients according to their characteristics.

Evaluate

- Explore and evaluate their ideas and products against design criteria.

Modern Languages

Listen attentively to spoken language and show understanding by joining in and responding.
 Explore the patterns and sounds of the language through songs and rhymes and link the spelling, sound and meaning of words
 Speak in sentences, using familiar vocabulary, phrases and basic language structures
 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
 Read carefully and show understanding of words, phrases and simple writing:
 Appreciate stories, songs, poems and rhymes in Spanish:
 Describe people, places, things and actions orally and in writing:
 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Geography

Pupils should develop knowledge about the world, the UK and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their location awareness.

Location Knowledge

- Name and locate the world's seven continents and five oceans.

Place Knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.

Human and physical geography

- Identify seasonal and daily weather patterns in the UK and cold areas of the world and the North and South Poles.
- Key physical features, including hill, mountain, ocean, valley season and weather.
- Key human features including city, town village, factory and farm.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its continents and oceans studied at this key stage.
- Use aerial photos 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.

Science

All living things and their habitats

Pupils should 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

- 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

- 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

- identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard
- compare how things move on different surfaces.

Sound

- observe and name a variety of sources of sound, noticing that we hear with our ears
- recognise that sounds get fainter as the distance from the sound source increases.

History

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.

They should know where the people and events they study fit within chronological framework and identify similarities and differences between ways of life in different periods.

They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show they understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Neil Armstrong

Physical Education

Pupils should 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.

Music

Pupils should be taught to:

- Play tuned and untuned instruments musically.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

RE/Come and See

Domestic church-family

Beginnings-God at every beginning.

Baptism/confirmation belonging - Signs & Symbols - signs and symbols in Baptism.

Advent/Christmas - loving.

Preparations Advent; preparing to celebrate Christmas.

Local Church - Community.

Books - The book used in church.

Eucharist-relating.

Thanksgiving-Mass a special time for saying thank you to God for everything, especially Jesus.

Lent/Easter-giving.

Opportunities-Lent an opportunity to start a new in order to celebrate Jesus' new life.

Pentecost-serving.

Spread the word. Pentecost a time to spread the good news.

Reconciliation-serving.

Rules-Reasons for rules in the Christian family Sacrament of Reconciliation.

Universal Church-world.

Treasures-God's treasure the world.

