

Year 2 — Curriculum

Our key curriculum drivers: COMMUNICATION, HEALTH & Well-Being & OUR SCHOOL VALUES

ART
National curriculum:
<p>EXPLORING & DEVELOPING IDEAS</p> <ul style="list-style-type: none"> -Record and explore ideas from first hand observation, experience and imagination. -Ask and answer questions about the starting points for their work and develop the ideas. -Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. -Annotate work in sketchbook. -
<p>EVALUATING & DEVELOPING WORK</p> <ul style="list-style-type: none"> -Review what they and others have done and say what they think and feel about it. E.G - Annotate sketchbook -Identify what they might change in their current work or develop in their future work.
<p>DRAWING</p> <ul style="list-style-type: none"> -Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. -Understand the basic use of a sketchbook and work out ideas for drawings. -Draw for a sustained period of time from the figure and real objects, including single and grouped objects. -Experiment with the visual elements; line, shape, pattern and colour.
<p>PAINTING</p> <ul style="list-style-type: none"> -Mix a range of secondary colours, shades and tones. -Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. -Name different types of paint and their properties. -Work on a range of scales e.g. large brush on large paper etc. -Mix and match colours using artefacts and objects.
<p>PRINTING</p> <ul style="list-style-type: none"> -Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. -Design patterns of increasing complexity and repetition. -Print using a variety of materials, objects and techniques.
<p>TEXTILES / COLLAGE</p> <ul style="list-style-type: none"> -Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. -Create textured collages from a variety of media. -Make a simple mosaic. -Stitch, knot and use other manipulative skills.
<p>3D FORM</p> <ul style="list-style-type: none"> -Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. -Build a textured relief tile. -Understand the safety and basic care of materials and tools. -Experiment with, construct and join recycled, natural and man-made materials more confidently.
<p>BREADTH OF STUDY</p> <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT.</p> <p>Investigate different kinds of art, craft and design.</p>

DESIGN TECHNOLOGY
National curriculum:
<p>DEVELOPING, PLANNING & COMMUNICATING IDEAS</p> <ul style="list-style-type: none"> -Generate ideas by drawing on their own and other people's experiences -Develop their design ideas through discussion, observation, drawing and modelling -Identify a purpose for what they intend to design and make -Identify simple design criteria -Make simple drawings and label parts
<p>WORKING WITH TOOLS, EQUIPMENT, MATERIALS & COMPONENTS TO MAKE QUALITY PRODUCTS</p> <ul style="list-style-type: none"> -Begin to select tools and materials; use vocab' to name and describe them -Measure, cut and score with some accuracy -Use hand tools safely and appropriately -Assemble, join and combine materials in order to make a product -Cut, shape and join fabric to make a simple garment. Use basic sewing techniques -Follow safe procedures for food safety and hygiene -Choose and use appropriate finishing techniques
<p>EVALUATING PROCESSES & PRODUCTS</p> <ul style="list-style-type: none"> -Evaluate against their design criteria -Evaluate their products as they are developed, identifying strengths and possible changes they might make -Talk about their ideas, saying what they like and dislike about them

HISTORY
National curriculum:
<p>CHRONOLOGICAL UNDERSTANDING</p> <ul style="list-style-type: none"> -Sequence artefacts closer together in time - check with reference book -Sequence photographs etc. from different periods of their life -Describe memories of key events in lives
<p>RANGE & DEPTH OF HISTORICAL KNOWLEDGE</p> <ul style="list-style-type: none"> -Recognise why people did things, why events happened and what happened as a result -Identify differences between ways of life at different times
<p>INTERPRETATIONS OF HISTORY</p> <ul style="list-style-type: none"> -Compare 2 versions of a past event -Compare pictures or photographs of people or events in the past -Discuss reliability of photos/ accounts/stories
<p>HISTORICAL ENQUIRY</p> <p>Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.</p>
<p>ORGANISATION & COMMUNICATION</p> <ul style="list-style-type: none"> -Communicate their knowledge through: Discussion.... -Drawing pictures... Drama/role play.. Making models..... Writing.. -Using ICT

MUSIC
National curriculum:
<p>SINGING SONGS WITH CONTROL AND SINGING EXPRESSIVELY</p> <ul style="list-style-type: none"> -To find their singing voice and use their voices confidently. -Sing a melody accurately at their own pitch. -Sing with a sense of awareness of pulse and control of rhythm. -Recognise phrase lengths and know when to breathe. -Sing songs expressively. -Follow pitch movements with their hands and use high, low and middle voices. -Begin to sing with control of pitch (e.g. following the shape of the melody). -Sing with an awareness of other performers.
<p>LISTENING, MEMORY & MOVEMENT</p> <ul style="list-style-type: none"> -Recall and remember short songs and sequences and patterns of sounds. -Respond physically when performing, composing and appraising music. -Identify different sound sources. -Identify well-defined musical features.
<p>CONTROLLING PULSE & RHYTHM</p> <ul style="list-style-type: none"> -Identify the pulse in different pieces of music. -Identify the pulse and join in getting faster and slower together. -Identify long and short sounds in music. -Perform a rhythm to a given pulse. -Begin to internalise and create rhythmic patterns. -Accompany a chant or song by clapping or playing the pulse or rhythm.
<p>EXPLORING SOUNDS, MELODY & ACCOMPANIMENT</p> <ul style="list-style-type: none"> -To explore different sound sources. -Make sounds and recognise how they can give a message -Identify and name classroom instruments. -Create and choose sounds in response to a given stimulus. -Identify how sounds can be changed. -Change sounds to reflect different stimuli.
<p>CONTROL OF INSTRUMENTS</p> <ul style="list-style-type: none"> -Play instruments in different ways and create sound effects -Handle and play instruments with control -Identify different groups of instruments.
<p>COMPOSITION</p> <ul style="list-style-type: none"> -Play instruments in different ways and create sound effects. -Handle and play instruments with control. -Identify different groups of instruments
<p>READING & WRITING NOTATION</p> <ul style="list-style-type: none"> -Perform long and short sounds in response to symbols. -Create long and short sounds on instruments. -Play and sing phrase from dot notation -Record their own ideas. -Make their own symbols as part of a class score.
<p>PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> -Perform together and follow instructions that combine the musical elements.
<p>EVALUATING & APPRAISING</p> <ul style="list-style-type: none"> -Choose sounds and instruments carefully and make improvements to their own and others' work.

COMPUTING
National curriculum
<p>TEXT & MULTIMEDIA</p> <ul style="list-style-type: none"> -Generate their own work, (with help where appropriate with multimedia) combining text, graphics and sound. -Save and retrieve and edit their work.
<p>DIGITAL IMAGES</p> <ul style="list-style-type: none"> -Use a range of tools in a paint package / image manipulation software to create / modify a picture to communicate an idea. -Create a simple animation to tell a story.
<p>SOUND & MUSIC</p> <ul style="list-style-type: none"> -Compose music from icons. -Produce a simple presentation incorporating sounds the children have captured, or created.
<p>ELECTRONIC COMMUNICATION</p> <ul style="list-style-type: none"> -Work collaboratively by email to share and request information of another class or story character.
<p>RESEARCH & E-SAFETY</p> <ul style="list-style-type: none"> -Children use a search engine to find specific relevant information to use in a presentation for a topic. -They save and retrieve their work.
<p>CONTROL (ALGORITHMS)</p> <ul style="list-style-type: none"> -Control a device, on and off screen, making predictions about the effect their programming will have. -Children can plan ahead.
<p>HANDLING INFORMATION</p> <ul style="list-style-type: none"> -Use a graphing package to collect, organise and classify data, selecting appropriate tools to create a graph and answer questions. -Enter information into a simple branching database, database or word processor and use it to answer questions. -They save, retrieve and edit their work.
<p>MODELLING & SIMULATIONS</p> <ul style="list-style-type: none"> -Children are able to play an adventure game and use a simple simulation, making choices and observing the results. -Their conversation shows they understand that computers are good at replicating real life events and allowing them to explore contexts that are otherwise not possible.
<p>UNDERSTANDING TECHNOLOGIES</p> <ul style="list-style-type: none"> -Show an awareness of a range of inputs to a computer (IWB, mouse touch screen, microphone, keyboard, etc)
<p>UNDERSTANDING NETWORKS</p> <ul style="list-style-type: none"> -Begin to show an awareness that computers can be linked to share resources

GEOGRAPHY
National curriculum
<p>GEOGRAPHICAL ENQUIRY</p> <ul style="list-style-type: none"> -Children encouraged to ask simple geographical questions: Where is it? What's it like? -Use NF books, stories, maps, pictures/photos and internet sources of information. -Investigate their surroundings -Make appropriate observations about why things happen. -Make simple comparisons between features of different places.
<p>DIRECTION / LOCATION</p> <p>Follow directions (Up, down, left/right, forwards/backwards) including NSEW</p>
<p>DRAWING MAPS</p> <p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p>
<p>REPRESENTATION</p> <ul style="list-style-type: none"> -Begin to understand the need for a key. -Use class agreed symbols to make a simple key.
<p>USING MAPS</p> <ul style="list-style-type: none"> -Follow a route on a map. -Use a plan view. -Use an infant atlas to locate places.
<p>SCALE / DISTANCE</p> <p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p>
<p>PERSPECTIVE</p> <p>Look down on objects to make a plan view map.</p>
<p>MAP KNOWLEDGE</p> <p>Locate and name on UK map major features e.g. London, River Thames, home location, seas.</p>
<p>STYLE OF MAP</p> <ul style="list-style-type: none"> -Find land/sea on globe. -Use teacher drawn base maps. -Use large scale OS maps. -Use an infant atlas
RE
<p>THINKING ABOUT RELIGION & BELIEF</p> <ul style="list-style-type: none"> -Re-tell religious, spiritual and moral stories. -Identify how religion and belief is expressed in different ways. -Identify similarities and differences in features of religions and beliefs.
<p>ENQUIRING, INVESTIGATING & INTERPRETING</p> <ul style="list-style-type: none"> -Recognise that some questions about life are difficult to answer. -Ask questions about their own and others' feelings and experiences. -Identify possible meanings for symbols and other forms of religious expression.
<p>BELIEFS & TEACHINGS</p> <ul style="list-style-type: none"> -Retell religious stories and identify some religious beliefs and teachings
<p>PRACTICES & LIFESTYLES</p> <ul style="list-style-type: none"> -Identify some religious practices, and know that some are characteristic of more than one religion
<p>EXPRESSION & LANGUAGE</p> <ul style="list-style-type: none"> -Suggest meanings in religious symbols, language and stories
<p>IDENTIFY & EXPERIENCE</p> <ul style="list-style-type: none"> -Respond sensitively to the experiences and feelings of others, including those with a faith
<p>MEANING & PURPOSE</p> <ul style="list-style-type: none"> -realise that some questions that cause people to wonder are difficult to answer
<p>VALUES & COMMITMENTS</p> <ul style="list-style-type: none"> -respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong

SCIENCE
WS1 asking simple questions & recognising that they can be answered in different ways
WS2 Observing closely, using simple equipment and measurement
WS3 performing simple tests
WS4 identifying and classification
WS5 using their observations and ideas to suggest answers to questions
WS6 gathering, recoding and communicating data and findings to help in
WS7 use scientific language and read and spell
WS8 begin to notice patterns and relationships
LIVING THINGS AND THEIR HABITAT
<p>LH1 explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>LH2 identify that most living things live in habitats to which they are suited</p> <p>LH3 describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>LH4 identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>LH5 describe how animals obtain their food from plants and other animals</p> <p>LH6 understand a simple food chain, and identify and name different sources of food.</p>
PLANTS
<p>P1 observe and describe how seeds and bulbs grow into mature plants</p> <p>P2 find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
USES OF EVERYDAY MATERIALS
<p>EM1 identify and compare the suitability of a variety of everyday materials, including wood. Metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>EM2 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>
ANIMALS, INCLUDING HUMANS
<p>AH1 notice that animals, including humans, have offspring which grow into adults</p> <p>AH2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>AH3 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>

PSHE
<p>Autumn 1: Facts 4 life</p> <p>Autumn 2: Citizenship: Rights, rules & responsibilities (anti-bullying)</p>
<p>Spring 1: Keeping myself safe: Protective behaviours</p> <p>Spring 2: Relationships & sex education</p>
<p>Summer 1: Healthy & safer relationships: Drug education</p> <p>Summer 2: Myself & my relationships: Managing change</p>



Year 2 — Curriculum

MATHS	
COUNTING -Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	MONEY -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
PLACE VALUE -Recognise the place value of each digit in a two-digit number -Compare and order numbers from 0 up to 100; use <, > and = signs	TIME -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
REPRESENTING NUMBER -Identify, represent and estimate numbers using different representations, including the number line -Read and write numbers to at least 100 in numerals and in words	SHAPE VOCABULARY sides, vertices, edges, faces, symmetry, quadrilateral, polygon, cuboid, prism, cone)
NUMBER FACTS -Use place value and number facts to solve problems -Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	PROPERTIES OF 2-D SHAPE -Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. -Compare and sort common 2-D and 3-D shapes and everyday objects.
MENTAL (+/-) -Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: TU+U, TU+T, TU+TU and U+U+U -Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot -Apply their increasing knowledge of mental and written methods	PROPERTIES OF 2-D SHAPES -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. -Compare and sort common 2-D and 3-D shapes and everyday objects.
WRITTEN (+/-) -Apply their increasing knowledge of mental and written methods	PROPERTIES OF 3-D SHAPES -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 $\frac{3}{4}$ turns
PROBLEMS (+/-) -Solve problems with addition and subtraction, using concrete, pictorial and abstract representations -Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	POSITION & 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 $\frac{3}{4}$ turns
NUMBER FACTS Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	MEASURES -Choose and use appropriate standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (°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 =
MENTAL (x/-) -Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs -Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	
PROBLEMS (x/÷) Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	INTERPETING DATA -Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
RECOGNISING 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	EXTRACT INFORMATION FROM DATA -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
FRACTION CALCULATIONS Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	

ENGLISH WRITING
PHONIC & WHOLE WORD SPELLING -Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly -Learning 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 -Learning to spell common exception words -Distinguishing between homophones
OTHER WORD BUILDING SPELLING -learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidelines from Appendix 1
TRANSCRIPTION -Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
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.
CONTEXTS FOR WRITING -Writing narratives about personal experiences and those of others (real and fictional) -Writing about real events -Writing poetry -Writing for different purposes
PLANNING WRITING -Planning or saying out loud what they are going to write about
DRAFTING WRITING -Writing down ideas and/or key words, including new vocabulary -Encapsulating what they want to say, sentence by sentence
EDITING -Evaluating their writing with the teacher and other pupils -Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form -Proofreading to check for errors in spelling, grammar and punctuation
PERFORMING WRITING -Read aloud what they have written with appropriate intonation to make the meaning clear
VOCABULARY -Expanded noun phrases to describe and specify
GRAMMAR -Sentences with different forms: statement, question, exclamation, command -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) -Some features of written Standard English suffixes to form new words (-ful, -er, -ness) -Sentence demarcation -Commas in lists -Apostrophes for omission & singular possession
PUNCTUATION Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
GRAMMATICAL TERMINOLOGY noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb, tense (past, present) , apostrophe, comma

ENGLISH READING
DECODING / FLUENCY -Secure phonic decoding until reading is fluent -Read accurately by blending, including alternative sounds for graphemes -Read multi-syllable words containing these graphemes -Read common suffixes -Read exception words, noting unusual correspondences -Read most words quickly & accurately without overt sounding and blending
RANGE OF READING 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
FAMILIARITY WITH TEXTS -Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales -Recognising simple recurring literary language in stories and poetry
POETRY & PERFORMANCE -Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
WORD MEANINGS -Discussing and clarifying the meanings of words, linking new meanings to known vocabulary -Discussing their favourite words and phrases
UNDERSTANDING -Discussing the sequence of events in books and how items of information are related -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading
INFERENCE —Making inferences on the basis of what is being said and done -Answering and asking questions
PREDICTION Predicting what might happen on the basis of what has been read so far
NON-FICTION -Being introduced to non-fiction books that are structured in different ways
DISCUSSING READING -Participate in discussion about books, poems & other works that are read to them & 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

SPOKEN LANGUAGE
- Articulate and justify answers - Initiate and respond to comments - Use spoken language to develop understanding