

## English Year 2

| Reading - Word Reading   | Reading - Comprehension  |
|--|--|
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>§ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>§ read accurately words of two or more syllables that contain the same graphemes as above</li> <li>§ read words containing common suffixes</li> <li>§ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>§ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>§ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>§ re-read these books to build up their fluency and confidence in word reading.</li> </ul>      | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>§ 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</li> <li>§ discussing the sequence of events in books and how items of information are related</li> <li>§ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>§ being introduced to non-fiction books that are structured in different ways</li> <li>§ recognising simple recurring literary language in stories and poetry</li> <li>§ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>§ discussing their favourite words and phrases</li> </ul> </li> <li>§ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>§ understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>§ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>§ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>§ making inferences on the basis of what is being said and done</li> <li>§ answering and asking questions</li> <li>§ predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>§ 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</li> <li>§ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul> |
| Writing - Transcription  | Handwriting  |
| <p><b>Spelling (see English Appendix 1)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ spell by: <ul style="list-style-type: none"> <li>§ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>§ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>§ learning to spell common exception words</li> <li>§ learning to spell more words with contracted forms</li> <li>§ learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>§ distinguishing between homophones and near-homophones</li> <li>§ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>§ apply spelling rules and guidance, as listed in English Appendix 1</li> <li>§ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul> </li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ form lower-case letters of the correct size relative to one another</li> <li>§ 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</li> <li>§ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>§ use spacing between words that reflects the size of the letters.</li> </ul>   |

| Writing - Vocabulary, grammar and punctuation   | Writing - Composition   |
|---|---|
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>§ 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 (singular)</li> <li>§ learn how to use:</li> <li>§ sentences with different forms: statement, question, exclamation, command</li> <li>§ expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>§ the present and past tenses correctly and consistently including the progressive form</li> <li>§ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>§ the grammar for year 2 in English Appendix 2</li> <li>§ some features of written Standard English</li> <li>§ use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ develop positive attitudes towards and stamina for writing by:</li> <li>§ writing narratives about personal experiences and those of others (real and fictional)</li> <li>§ writing about real events</li> <li>§ writing poetry</li> <li>§ writing for different purposes</li> <li>§ consider what they are going to write before beginning by:</li> <li>§ planning or saying out loud what they are going to write about</li> <li>§ writing down ideas and/or key words, including new vocabulary</li> <li>§ encapsulating what they want to say, sentence by sentence</li> <li>§ make simple additions, revisions and corrections to their own writing by:</li> <li>§ evaluating their writing with the teacher and other pupils</li> <li>§ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>§ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>§ read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> |

| Year 2: Detail of content to be introduced (statutory requirement) |   |
|--|---|
| <b>Word</b>  | Formation of <b>nouns</b> using <b>suffixes</b> such as <i>–ness, –er</i> and by compounding [for example, <i>whiteboard, superman</i> ]<br>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>–ful, –less</i><br>(A fuller list of <b>suffixes</b> can be found on page <a href="#">57</a> in the year 2 spelling section in English Appendix 1)<br>Use of the <b>suffixes</b> <i>–er, –est</i> in <b>adjectives</b> and the use of <i>–ly</i> in Standard English to turn adjectives into <b>adverbs</b> |
| <b>Sentence</b>  | <b>Subordination</b> ( <i>using when, if, that, because</i> ) and <b>co-ordination</b> ( <i>using or, and, but</i> )<br><b>Expanded noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]<br><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b>  |
| <b>Text</b>  | Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing<br>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]  |
| <b>Punctuation</b>   | <i>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</i><br><i>Commas to separate items in a list</i><br><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]   |
| <b>Terminology for pupils</b>                                      | noun, noun phrase    statement, question, exclamation, command    compound, suffix    adjective, adverb, verb tense (past, present)    apostrophe, comma  |

## Maths Year 2

| Number - Number and Place Value  | Number - Addition and Subtraction   |
|--|---|
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>§ recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>§ identify, represent and estimate numbers using different representations, including the number line</li> <li>§ compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>§ read and write numbers to at least 100 in numerals and in words</li> <li>§ use place value and number facts to solve problems.</li> </ul>  | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ solve problems with addition and subtraction:</li> <li>§ using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>§ applying their increasing knowledge of mental and written methods</li> <li>§ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>§ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>§ a two-digit number and ones</li> <li>§ a two-digit number and tens</li> <li>§ two two-digit numbers</li> <li>§ adding three one-digit numbers</li> </ul> </li> <li>§ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>§ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul> |
| Number - Multiplication and Division   | Number - Fractions  |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>§ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>§ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>§ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>  | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math> and <math>\frac{1}{4}</math> of a length, shape, set of objects or quantity</li> <li>§ write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math>.</li> </ul>  |
| Measurement  | Geometry - Properties of shapes   |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>§ compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> <li>§ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>§ find different combinations of coins that equal the same amounts of money</li> <li>§ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>§ compare and sequence intervals of time</li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>§ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>§ identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>§ compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>  |

|  |  |
|--|--|
| <p>§ 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</p> <p>§ know the number of minutes in an hour and the number of hours in a day.</p>   |  |
| <b>Geometry - Position and Direction</b>   | <b>Statistics</b>  |
| <p>Pupils should be taught to:</p> <p>§ order and arrange combinations of mathematical objects in patterns and sequences</p> <p>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).</p> | <p>Pupils should be taught to:</p> <p>§ interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>§ ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>ask and answer questions about totalling and comparing categorical data.</p> |

## Science Year 2

|  |   |
|--|---|
| <b>Plants</b>  | <b>Animals, including humans</b>  |
| <p>Pupils should be taught to:</p> <p>§ observe and describe how seeds and bulbs grow into mature plants</p> <p>§ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>  | <p>Pupils should be taught to:</p> <p>§ notice that animals, including humans, have offspring which grow into adults</p> <p>§ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>§ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>   |
| <b>Everyday Materials</b>  | <b>Living things and their habitats</b>   |
| <p>Pupils should be taught to:</p> <p>§ 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>§ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> | <p>Pupils should be taught to:</p> <p>§ explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>§ 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</p> <p>§ identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>§ 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.</p> |

## Art and Design Year 2

|  |
|--|
| <b>Subject Content - Supplementary information regarding suggested Artists, Craft makers and Designers can be found on Google Drive</b>  |
| <p>Pupils should be taught:</p> <p>§ to use a range of materials creatively to design and make products</p> <p>§ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>§ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>§ 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.</p> |

## Computing Year 2

| Subject Content   |  |
|---|--|
| <b>Computer Science</b> <ul style="list-style-type: none"> <li>• Understand that algorithms are implemented as programs on digital devices.</li> <li>• Understand that programs execute by following precise and unambiguous instructions.</li> <li>• Debug simple programs.</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> </ul> | <b>Information Technology</b> <ul style="list-style-type: none"> <li>• Use technology purposefully to organise digital content.</li> <li>• Use technology purposefully to manipulate digital content.</li> </ul> |
| <b>Digital Learning</b><br>Use technology respectfully.<br>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.   |  |

## Design and Technology Year 2

| Subject Content  |  |
|--|--|
| Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].<br>When designing and making, pupils should be taught to:   |  |
| Design   | Make   |
| § design purposeful, functional, appealing products for themselves and other users based on design criteria<br><br>§ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology   | § select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]<br><br>§ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics |
| Evaluate   | Technical Knowledge  |
| § explore and evaluate a range of existing products<br><br>§ evaluate their ideas and products against design criteria   | § build structures, exploring how they can be made stronger, stiffer and more stable   |
| Cooking and Nutrition - Subject Content  |  |
| As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.<br><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• Group foods into the five groups in The Eatwell Plate.</li> <li>• Cut, grate or peel ingredients safely.</li> <li>• Prepare simple dishes-safely and hygienically-without using a heat source.</li> <li>• Measure or weigh using cups or electronic scales.</li> </ul> |  |
| Skills   | § use the basic principles of a healthy and varied diet to prepare dishes<br><br>§ understand where food comes from.   |

## Geography Year 2

| Subject Content   |   |
|---|---|
| <p>Pupils should develop knowledge about the world, the United Kingdom 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 locational awareness.</p> <p>Pupils should be taught to:</p>  |   |
| Locational Knowledge  | Place Knowledge   |
| <p>§ Name and locate the world's seven continents and five oceans</p> <p>§ Identify characteristics of the four countries and capital cities of the United Kingdom</p>  | <p>§ understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</p>   |
| Human and physical geography  | Geographical skills and fieldwork   |
| <p>§ identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>§ use basic geographical vocabulary to refer to:</p> <p>§ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation</p> <p>§ key human features, including: factory, port and harbour</p> | <p>§ use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</p> <p>§ 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</p> <p>§ use plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>§ use simple fieldwork and observational skills to study the geography of the key human and physical features of its surrounding environment.</p> |

## History Year 2

| Subject Content  |
|--|
| <p>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 a 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 that they know and 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.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p>   |
| Skills   |
| <ul style="list-style-type: none"> <li>• Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• 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]</li> <li>• 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]</li> <li>• Significant historical events, people and places in their own locality</li> </ul> |

## Music Year 2

**Subject Content**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

**Skills**

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