



## Curriculum Overview for Y2

### English

**Reading-** Develop phonics until decoding is secure. Read common suffixes. Read and re-read phonic-appropriate books. Read common 'exception' words and discuss and clarify new meanings to vocabulary. Discuss and express views about fiction, non-fiction and poetry. Become familiar with and retell stories. Ask and answer questions; make predictions.

**Writing –** Spell by segmenting into phonemes. Learn to spell common 'exception' words. Spell using common suffixes. Spell more words with contracted forms. Use appropriate size of letters and spaces. Develop a positive attitude and stamina for writing. Begin to plan ideas for writing. Record ideas sentence-by-sentence. Present work using joined up handwriting and correctly spaced out words.

**Grammar-**Use full stops, capital letters, exclamation marks, question marks, commas for a lists and apostrophes for contracted forms. Use simple conjunctions, begin to expand noun phrases and use some features of standard English.

**Spoken Language -** listen and respond appropriately to adults and their peers, ask relevant questions to extend understanding and knowledge. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances and role play.

### Maths

**Number -** Count in steps of 2, 3, and 5 from 0, and in tens from any number, recall their tables. Recognise the place value of each digit in a two-digit number. Identify, represent and estimate numbers using different representations. Compare and order numbers from 0 up to 100. Read and write numbers to at least 100 in numerals and in words. Solve problems using place value, number facts, multiplication, division, addition and subtraction. Applying their increasing knowledge of mental and written methods.

**Measure -** Choose, use, compare, estimate and measure with standard units. Recognise and use symbols for pounds and pence. Combine amounts of money and solve simple problems; including giving change. Tell and write the time to the nearest 5 minutes.

**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.

**Shape -** Identify and describe the properties of 2-D shapes and 3-D shapes. Identify 2-D shapes on the surface of 3-D and compare/ sort common 2-D and 3-D shapes.

**Geometry -** Use mathematical vocabulary to describe position, direction and movement.

**Statistics -** Interpret and construct pictograms, tally charts, block diagrams and tables.

### Science

#### Living Things and their habitats:

- living, dead and non-living.
- Simple food chains.
- Habitats.

#### Plants:

- Growing - Bulbs to mature plants; requirements of water, light and suitable temperature.

#### Animals including Humans:

- Animals (including humans) have offspring which grow into adults.
- Basic needs of animals for survival.
- Human exercise, health and hygiene.

#### Uses of Everyday Materials:

- Identify and compare uses of different materials.

### Geography

- Name and locate the four countries and capital cities of the UK and surrounding seas.
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world
- Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.
- Study the geography of our school and its grounds using geographical vocabulary.
- Understand geographical similarities and differences through studying the human and physical geography.
- 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.

<ul style="list-style-type: none"> <li>Investigate how the shapes of solid objects made from some materials change by squashing, bending, twisting and stretching.</li> </ul>	
<p style="text-align: center;"><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>Use a range of materials, drawing, painting, sculpture.</li> <li>Develop techniques of colour, pattern, texture, line, shape, form, space.</li> <li>Learn about ranges of artists, craftsman and designers.</li> </ul>	<p style="text-align: center;"><b>Computing</b></p> <ul style="list-style-type: none"> <li>Understand the use of algorithms.</li> <li>Create and debug simple programs.</li> <li>Use logical reasoning to predict behaviour of simple programmes.</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Recognise common uses of information technology beyond school.</li> <li>Use technology safely and respectfully.</li> </ul>
<p style="text-align: center;"><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional products for themselves and others based on design criteria.</li> <li>Explore different materials and make selection from them.</li> <li>Evaluate their ideas and products against design criteria.</li> <li>Build structures and explore how they can be made stronger, stiffer and more stable.</li> <li>Explore and use mechanisms in their products.</li> <li>Prepare and make dishes. Understand where the food comes from.</li> </ul>	<p style="text-align: center;"><b>History</b></p> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally for example The Great Fire of London.</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements for example Nelson Mandela and Rosa Parks.</li> <li>Compare aspects of life in different periods for example toys.</li> <li>Significant historical people and events in locality.</li> </ul>
<p style="text-align: center;"><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Investigate and say how things work, what they do and what they are made of.</li> <li>Plan to make and construct, explaining their plans to others.</li> <li>Carry out plans, evaluating which ideas have worked well.</li> <li>Work with tools and equipment safely, to measure and mark, cut and shape, construct and decorate.</li> </ul>	<p style="text-align: center;"><b>Music</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and detuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
<p style="text-align: center;"><b>PE</b></p> <ul style="list-style-type: none"> <li>Movements – Athletics.</li> <li>Striking for Accuracy – (Net Games)</li> <li>Gym – Balance and Co-ordination</li> <li>African Dance</li> <li>Sending and Receiving – Invasion Games</li> <li>Kicking and Dribbling (Invasion hockey and football)</li> <li>Group Games (strike and field)</li> <li></li> </ul>	<p style="text-align: center;"><b>RE</b></p> <ul style="list-style-type: none"> <li>Judaism.</li> <li>Christianity (Creation).</li> <li>Christianity (Salvation).</li> <li>Christianity (Christian Community).</li> <li>Islam.</li> </ul>
<p style="text-align: center;"><b>PSHE</b></p> <ul style="list-style-type: none"> <li>Health and well-being.</li> <li>Relationships/Friendship</li> <li>Living in the wider world.</li> <li>MyHappyMind.</li> </ul>	<p style="text-align: center;"><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>A variety of Sporting Opportunities.</li> <li>Christmas Performance.</li> <li>Church and Community Events.</li> <li>Book Fair Week.</li> <li>Sports Day.</li> <li>Whole School Book Topic.</li> <li>Christmas Pantomime.</li> </ul>

