







## Year 2

There is a requirement for all schools to publish the outline curriculum for each year group on their website. It is impossible to publish details of every aspect of the curriculum. This document outlines the key content. Staff will always be very happy to discuss the content of the curriculum in more detail with any parent or carer. It should be noted that the details below are the 'standard curriculum' requirements; we constantly differentiate these to support and extend all pupils.

	<ul style="list-style-type: none"><li>• continue to apply phonic knowledge and skills until automatic decoding has become embedded and reading is fluent</li><li>• read words containing common suffixes</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><li>• develop pleasure in reading, motivation to read, vocabulary and understanding</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></ul>
	<ul style="list-style-type: none"><li>• spell words with contracted forms e.g. don't, I'll, you've</li><li>• Learning to use the possessive apostrophe (singular) e.g. the girl's book</li><li>• spell homophones and near-homophones.</li><li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li><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><li>• write narratives, real events and poetry</li></ul>

	<ul style="list-style-type: none"> <li>•evaluate their writing with the teacher and their peers</li> <li>•learn how to use familiar and new punctuation – full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes</li> <li>•learn how to use different forms of sentences – statement, question, exclamation and command</li> <li>•use present and past tenses consistently</li> <li>•subordination conjunctions – if, that, because, or and co-ordination conjunctions – or, and, but</li> </ul>
	<ul style="list-style-type: none"> <li>•Compare &amp; order numbers up to 100.</li> <li>•Read &amp; write all numbers to 100 in digits &amp; words.</li> <li>•Distinguish between and use ordinal and cardinal numbers.</li> <li>•To know one more and one less than a given number to 100.</li> <li>•Say 10 more/less than any number to 100.</li> <li>• Count in multiples of 2, 3 &amp; 5 &amp; 10 from any number up to 100.</li> <li>• Count in 3s to 30, 60 and then to 99.</li> <li>• Recall &amp; use multiplication &amp; division facts for 2, 5 &amp; 10 tables</li> <li>• Recall &amp; use +/- facts to 20</li> <li>• Derive &amp; use related facts to 100</li> <li>• Recognise place value of any 2-digit number.</li> <li>• Add &amp; subtract: 2-digit no's &amp; ones; 2-digit no's &amp; tens; Two 2-digit no's; Three 1-digit no's</li> <li>• Recognise &amp; use inverse (+/-).</li> <li>• Solve simple word problems that involve all four operations</li> <li>• Calculate &amp; write multiplication &amp; division calculations using multiplication tables.</li> <li>• Recognise &amp; use inverse (x/÷).</li> <li>• Solve simple word problems involving multiplication/division up to 100.</li> <li>• Recognise, find, name &amp; write <math>\frac{1}{3}</math>; <math>\frac{1}{4}</math>; <math>\frac{2}{4}</math>; <math>\frac{3}{4}</math> and <math>\frac{2}{3}</math> of a whole.</li> <li>• Recognise equivalence of simple fractions.</li> <li>• Count in halves and quarters to 10.</li> <li>• Tell time to five minutes, including quarter past/to.</li> <li>• Recognise &amp; use language of dates: days of week, months and years</li> <li>• To estimate, compare, order, measure and record length, weight and capacity using standard units and measuring equipment (kg, ml, cm, °C).</li> <li>• Read scales to the nearest numbered unit.</li> <li>• Recognise coins and notes of different values - &amp; use pounds and pence.</li> </ul>

	<ul style="list-style-type: none"> <li>• Combine amounts to make values &amp; match combinations of coins to amounts of money.</li> <li>• Add 2 different amounts of money using combinations of notes and coins.</li> <li>• Recognise and name 3D and 2D shapes and describe their properties.</li> <li>• Compare &amp; sort 2D and 3D shapes recognising similarities and differences.</li> <li>• Identify and describe properties of polygons and non-polygons.</li> <li>• Use vocabulary to describe position, direction and movement including rotation.</li> <li>• Recognise a right angle in different contexts.</li> <li>• Identify a line of symmetry in a simple shape.</li> <li>• Be able to make own symmetrical shapes.</li> <li>• Recognise odd &amp; even numbers to 100.</li> <li>• Use &lt; and &gt; symbols to compare &amp; order numbers to 100.</li> <li>• Construct &amp; interpret pictograms, tables and simple graphs, e.g. block graph, bar chart, matrix table.</li> <li>• Identify, represent and estimate numbers to 100 using different representations including the number line.</li> </ul>
<p><b>RELIGIOUS EDUCATION</b></p> 	<ul style="list-style-type: none"> <li>• Recognise religious beliefs</li> <li>• Recognise that people act in a particular way because of their beliefs</li> <li>• Describe some of the actions and choices of believers that arise because of their belief</li> <li>• Recognise key figures in the history of the People of God</li> <li>• Describe the life and work of some key figures in the history of the People of God</li> <li>• Recognise key people in the local, national and universal Church</li> <li>• Describe different roles of some people in the local, national and universal Church</li> <li>• Recognise religious signs and symbols used in worship, including the celebration of the Sacraments</li> <li>• Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> <li>• Use religious words and phrases</li> <li>• Say what they wonder about</li> <li>• Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer</li> <li>• Talk about their own feelings, experiences and the things that matter to them</li> <li>• Ask and responds to questions about their own and others feelings, experiences and things that matter to them</li> </ul>



Living things and their habitats including:

- 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 microhabitats
- 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 including:

- 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 materials including:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Working scientifically:

- Ask simple scientific questions
- Use simple equipment to make observations
- Carry out simple tests
- Identify and classify things
- Suggest what I have found out
- Use simple data to answer questions

	<ul style="list-style-type: none"> <li>• Use a range of instructions (directions, angle, turns)</li> <li>• Test and change a set of instructions</li> <li>• Find errors and amend (debug)</li> <li>• Write a simple program and test it</li> <li>• Predict the outcome of a simple program.</li> <li>• Understand that algorithms are used on digital devices</li> <li>• Understand that programs require precise instructions</li> <li>• Organise digital content</li> <li>• Retrieve and manipulate digital content</li> <li>• Navigate the web to complete simple searches</li> <li>• Use technology respectfully</li> <li>• Know where to go for help if I am concerned</li> <li>• Know how technology is used inside school and outside school</li> </ul>
	<p>Through the following topics:</p> <ul style="list-style-type: none"> <li>• Great Fire of London</li> <li>• Famous People - Mary Seacole</li> <li>• Remembrance</li> </ul> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Use words and phrases such as before/ after, past/ present, then/now.</li> <li>• Recount the life of someone famous from the past and explain what they did earlier and what they did later.</li> <li>• Find out things about the past by talking to an older person and asking them questions.</li> <li>• Answer questions using different information – objects, books, the internet.</li> <li>• Research the life of a famous person from the past using different sources of evidence.</li> </ul>
	<p>Through the following topics:</p> <ul style="list-style-type: none"> <li>• Atlas work</li> <li>• Kenya</li> <li>• Our Local Area</li> <li>• Equator, North and South poles, Oceans</li> </ul> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Describe a place outside Europe using geographical words.</li> <li>• Name the continents of the world and the world's oceans and locate them on a map.</li> <li>• Describe the key features of a place from a picture using geographical words linked to my topics.</li> <li>• Find where I live on a map of the UK</li> <li>• Use symbols and a key to make a simple map</li> <li>• Use simple grid references – A1, B1</li> <li>• Identify features of different types of places – towns, villages, cities.</li> <li>• Explain the facilities that a village, town or city may need (with reasons).</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain how other places are similar and different to where I live.</li> <li>• Say what I like and don't like about the place I live in and about a different place.</li> </ul>
<p>ART</p> 	<p>Through the following topics:</p> <ul style="list-style-type: none"> <li>• Mary Seacole - Sculpture</li> <li>• Local Area</li> <li>• Kenyan Artists (Robert Aswani, Stephen Njenga)</li> </ul> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Choose and use different grades of pencil when drawing.</li> <li>• Use a charcoal pencil and pastel to create art.</li> <li>• Make a clay sculpture.</li> <li>• Show how people feel in paintings and drawings.</li> </ul> <p>Use different effects with an IT paint package</p> <ul style="list-style-type: none"> <li>• Suggest how artists have use colour pattern and shape.</li> <li>• Create a piece of art in response to the work of another artist.</li> </ul>
<p>DESIGN TECHNOLOGY</p> 	<ul style="list-style-type: none"> <li>• Preparing fruit and vegetables, including cooking.</li> <li>• Use different cutting, shaping techniques.</li> <li>• Join materials and components in different ways.</li> <li>• Think of an idea and plan what to do next.</li> <li>• Choose tools and materials and explain why I have chosen them.</li> <li>• Explain what went well with my work.</li> </ul>
<p>MUSIC</p> 	<p>Following the Charanga scheme of work, children will learn to:</p> <ul style="list-style-type: none"> <li>• Sing and follow a melody</li> <li>• Perform simple patterns and accompaniments, keeping a simple pulse.</li> <li>• Play simple rhythmic patterns on an instrument</li> <li>• Sing or clap increasing or decreasing tempo</li> <li>• Order sounds to create a beginning, middle and end</li> <li>• Create music in response to different starting points</li> <li>• Choose sounds which create an effect</li> </ul> <p>Use symbols to represent sounds</p> <ul style="list-style-type: none"> <li>• Make connections between notations and musical sounds</li> <li>• Listen out for changes when listening to music – timbre, dynamic and pitch</li> </ul> <p>Improve my own work</p>
<p>PE</p> 	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Plan and perform a sequence of movement.</li> <li>• Improve my sequence based on feedback.</li> <li>• Thin of more than one way to create a sequence that follows some 'rules.'</li> </ul> <p>Work on my own and with a partner.</p> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• Change rhythm, speed, level and direction in a dance.</li> </ul>

	<ul style="list-style-type: none"><li>• Dance with control and coordination</li><li>• Make a sequence by linking sections together,</li><li>• Use a dance to show a mood or feeling.</li></ul> <p><b>Games:</b></p> <ul style="list-style-type: none"><li>• Use hitting, kicking and/ or rolling in a game,</li><li>• Decide the best space to be in during a game.</li><li>• Use one tactic in a game and follow rules.</li></ul>
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