

# Year 2 Curriculum Overview

## English

### Reading

- Develop phonics until decoding is secure
- Read common suffixes
- Read and re-read phonic-appropriate books
- Read common 'exception' words
- Listen to, discuss and express views about fiction, non-fiction and poetry
- Check that the text makes sense to them as they read, and correcting inaccurate reading
- Become familiar with and retell stories
- Ask and answer questions
- Make predictions
- Make inferences

### Writing

- Spell by segmenting into phonemes
- Learn to spell common 'exception' words
- Spell using common suffixes, etc. e.g. -ly, -ment, -ful, -ness
- Use appropriate size, letters and spaces
- 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 un-joined
- Develop a positive attitude and a stamina for writing
- Begin to plan ideas for writing
- Record ideas sentence-by-sentence
- Begin to edit and proof-read their writing
- Use . ! ? , and ' (singular possession and contractions)
- Use commas to separate items in a list
- Use the present and past tenses correctly and consistently
- Use subordination (when, if, that, because) and co-ordination (or, and, but)
- Use expanded noun phrases
- Use some features of standard English

### Speaking and Listening

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play/improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

### Core Texts



# Maths

## Number and Place Value

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

## Addition and Subtraction

- solve problems with addition and subtraction using concrete objects and pictorial representations
- apply their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

## Multiplication and Division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

## 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
- write simple fractions for example,  $\frac{1}{2}$  of  $6 = 3$  and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

## Measurement

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); 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  $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value  $\boxtimes$  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
- compare and sequence intervals of time  $\boxtimes$  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.

## Geometry

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- 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, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.
- 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 three-quarter turns (clockwise and anticlockwise).

## Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- 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.

# Science

## Working Scientifically

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

## 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 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

## Living Things and their Habitats

- 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

- 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

## History

- How has the Great Fire of London impacted our lives today?
- How has communication changed over time?
- How have shops and green spaces in and around King Street changed over the last 100 years?

## Geography

- What can I see on my journey through Southall?
- What are the similarities and differences between Southall and Mogadishu?
- How can we improve the green spaces around our school?

## Art and Design

- Drawing and Sketchbooks - Explore and Draw
- Surface and Colour - Expressive Painting
- Working in Three Dimensions - Be an Architect

## Design Technology

- Textiles - Puppets
- Mechanisms - Moving Monsters
- Cooking and Nutrition - Super Salads

## Physical Education

- Coordination - Footwork, Ball Skills, Sending and Receiving
- Static Balance - One Leg, Seated, Stance, Floor Work
- Dynamic Balance - On a Line
- Dynamic Balance to Agility - Jumping and Landing
- Agility - Reaction and Response, Ball Chasing

## Computing

- Computing Systems and Networks: What is a Computer?
- Programming 1: Algorithms and Debugging
- Creating Media 1: Stop Motion
- Programming 2: Scratch Jnr
- Data Handling: International Space Station
- Creating Media 2: Photography

## Online Safety

- Self-image and Identity
- Online Relationships
- Online Reputation
- Online Bullying
- Managing Online Information
- Health, Wellbeing and Lifestyle
- Privacy and Security
- Copyright and Ownership

## PSHE (Personal, Social and Health Education)

- What is a good friend?
- What things make us healthy and what things might harm our bodies?
- What are rights and responsibilities?
- What is money?
- How does being safe make me feel?
- How do I recognise risk?

## RHE (Relationships and Health Education)

- To explore stereotypes
- To explain personal boundaries
- To understand how boys and girls are different and to name boy and girl body parts
- To understand the stages in the human lifecycle
- To identify the people in my family, while recognizing that not all families look like mine
- To explain where I can get help and support

## Music

- Questions and Answers
- Let's Keep Singing
- Sound And Symbol 1
- Sound And Symbol 2
- Around The World
- The Power of Communication

## Curriculum Experiences

- History - Gunnersbury Park Museum, The Great Fire of London
- Geography - Local Fieldwork
- English - Southall Library
- RE - St John's Church
- PSHE - Fire Safety Talk
- PE - Yoga, Sports Day and Dance Show
- Museum Learning - Science Museum