

CONTENT OF THE CURRICULUM YEAR 2

English		
<p>Reading</p> <p>Develop phonics until decoding secure</p> <p>Read common suffixes</p> <p>Read & re-read phonic-appropriate books</p> <p>Read common 'exception' words</p> <p>Discuss & express views about fiction, non-fiction & poetry</p> <p>Become familiar with & retell stories</p> <p>Ask & answer questions; make predictions</p> <p>Begin to make inferences</p>	<p>Writing</p> <p>Spell by segmenting into phonemes</p> <p>Learn to spell common 'exception' words</p> <p>Spell using common suffixes, etc.</p> <p>Use appropriate size letters & spaces</p> <p>Develop positive attitude & stamina for writing</p> <p>Begin to plan ideas for writing</p> <p>Record ideas sentence-by-sentence</p> <p>Make simple additions & changes after proof-reading</p>	<p>Grammar</p> <p>Use . ! ? , and ' </p> <p>Use simple conjunctions</p> <p>Begin to expand noun phrases</p> <p>Use some features of standard English</p> <p>Speaking & Listening</p> <p>Articulate & Justify answers</p> <p>Initiate & respond to comments</p> <p>Use spoken language to develop understanding</p>
Maths		
<p>Number/Calculation</p> <p>Know 2, 5, 10x tables</p> <p>Begin to use place value (T/U)</p> <p>Count in 2s, 3s, 5s & 10s</p> <p>Identify, represent & estimate numbers</p> <p>Compare / order numbers, inc. < > =</p> <p>Write numbers to 100</p> <p>Know number facts to 20 (+ related to 100)</p> <p>Use x and ÷ symbols</p> <p>Recognise commutative property of multiplication</p>	<p>Geometry & Measures</p> <p>Know and use standard measures</p> <p>Read scales to nearest whole unit</p> <p>Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds</p> <p>Tell time to the nearest 5 minutes</p> <p>Identify & sort 2-d & 3-d shapes</p> <p>Identify 2-d shapes on 3-d surfaces</p> <p>Order and arrange mathematical objects</p> <p>Use terminology of position & movement</p>	<p>Fractions</p> <p>Find and write simple fractions</p> <p>Understand equivalence of e.g. $\frac{2}{4} = \frac{1}{2}$</p> <p>Data</p> <p>Interpret simple tables & pictograms</p> <p>Ask & answer comparison questions</p> <p>Ask & answer questions about totaling</p>
Science		
<p>Across all year groups scientific knowledge and skills should be learned by working scientifically</p>		
<p>Biology</p> <p>Plants</p> <p>Identify, classify and describe their basic structure</p> <p>Observe and describe growth and conditions for growth</p> <p>Habitats</p> <p>Look at the suitability of environments and at food chains</p> <p>Animals and humans</p> <p>Identify, classify and observe</p> <p>Look at growth, basic needs, exercise, food and hygiene</p>	<p>Chemistry</p> <p>Materials</p> <p>Identify, name, describe, classify, compare properties and changes</p> <p>Look at the practical uses of everyday materials</p>	<p>Physics</p> <p>Forces</p> <p>Describe basic movements</p> <p>Earth and space</p> <p>Observe seasonal changes</p>

<p>Computing</p> <p>Understand use of algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions</p> <p>Write and test simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Organise, store, manipulate and retrieve data in a range of digital formats</p> <p>Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school</p>	<p>Design and Technology</p> <p>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.</p> <p>Design</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products</p> <p>Cooking and nutrition</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>
<p>Art and Design</p> <p>Use experiences and ideas as the inspiration for artwork</p> <p>Share ideas using drawing, painting and sculpture</p> <p>Explore a variety of techniques</p> <p>Learn about the work of a range of artists, artisans and designers</p>	<p>History</p> <p>Look at:</p> <p>The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.</p> <ul style="list-style-type: none"> • Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. • Significant historical events, people and places in their own locality.
<p>Music</p> <p>Use their voices expressively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Make and combine sounds using the inter-related dimensions of music</p>	<p>PE</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns</p>
<p>Geography</p> <p>Investigate the world's continents and oceans</p> <p>Investigate the countries and capitals of the United Kingdom</p> <p>Compare and contrast a small area of the United Kingdom with that of a non-European country</p> <p>Explore weather and climate in the United Kingdom and around the world</p> <p>Use basic geographical vocabulary to refer to and describe key physical and human features of locations</p> <p>Use world maps, atlases and globes</p> <p>Use simple compass directions</p> <p>Use aerial photographs</p> <p>Use fieldwork and observational skills</p>	
<p>RE</p> <p>Study the main stories of Christianity</p> <p>Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism</p> <p>Study other religions of interest to pupils</p>	