

# Curriculum: Year 2 Queen’s Park Primary School

## English

### Spoken Language (Key Stage 1)

- 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 purposes, narratives for different 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.

### Reading: Word Reading

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

### Reading: Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- 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
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

### Writing: Transcription

Spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- 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
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

### Writing: Handwriting & Presentation

- form lower-case letters of the correct size relative to one another
- 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
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

### Writing: Composition

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional) writing about real events
- writing poetry
- writing for different purposes

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- 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
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

### Writing: Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- 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)

Learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

## Maths

### Number: Number & 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.

### Number: Addition & Subtraction

Solve problems with addition and subtraction:

- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying 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.

### Number: Multiplication & 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 (×), division (÷) 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.

### Number: 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 (°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
- 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
- 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: Properties of Shapes

- 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.

### Geometry: Position & Direction

- 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 anti-clockwise).

### 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.

## History

To have knowledge and understanding of people and events from both the distant past and recent (since 1900) in Britain and the wider world.

- To be familiar with different stories or views/opinions about significant people or events from the distant and recent and where they fit into the chronological timeline
- To be able to give reasons why people might have acted as they did and identify some of the ways the past is represented
- To understand and use word abstract concepts such as 'King' 'society' etc.
- To understand some of the ways in which we find out about the past eg artefacts and archaeology, living memory, written memory.
- To link historical events learnt in the topic about and be able to see some cause and effect.

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.

#### Skills and knowledge:

- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented.
- Recognise that there are reasons why people in the past acted as they did.
- Use dates where appropriate.
- To have knowledge and understanding of people and events from both the distant past and recent (since 1900) in Britain and the wider world.
- To have knowledge of past events and people important to them in their own lives and communities.
- To be familiar with different stories or views/opinions about significant people or events from the distant and recent and where they fit into the chronological timeline
- To be able to demonstrate their understanding of the past verbally or in writing by identifying similarities and differences between ways of life in different historical periods by using common words and phrases about the passing of time
- To understand and use word abstract concepts such as 'King' 'society' etc.
- To be able to choose and use parts of stories and other sources to ask and answer questions about the past.
- To understand some of the ways in which we find out about the past eg artefacts and archaeology, living memory, written memory.
- Studying lives of significant individuals in Britain's past who have contributed to our national achievements
- serve or handle evidence to ask questions and find answers to questions about the past.
- Recognise that there are reasons why people in the past acted as they did.
- Place events and artefacts in order on a time line. Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

## Physical Education

### Key Stage 1

- Run, jump, throw
- Gymnastics
- Send and Return
- Dance
- Send and return
- Hit, Catch, Run
- Attack and defend
- Outdoor and Adventurous

## Science

### Working Scientifically

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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.

### Living Things & 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 micro-habitats
- 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.

### 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.

## Geography

Look at local areas on a map. Learn about where we live. Use world maps, atlases and globes to identify the United Kingdom, its countries and capital cities. Identify characteristics of the 4 countries. Use basic geographical vocabulary to refer to and describe key physical and human features of locations.

Look at maps online and in atlases. Compare old maps to current maps. Look at local areas in the past and compare to today. Locate and name major features of a map of London. Can you add these year 2 milestone statements here: Use aerial images and plan perspectives to recognise landmarks and basic physical features.

Use simple grid references. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 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 UK / Central African figure TBC Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use fieldwork and observational skills.

Use aerial photographs of Brighton.

## Design & Technology

- Generate ideas by drawing on their own and other people's experiences
- Develop their design ideas through discussion, observation, drawing and modelling
- Identify a purpose for what they intend to design and make
- Identify simple design criteria
- Make simple drawings and label parts

Begin to select tools and materials; use vocab' to name and describe them

- Measure, cut and score with some accuracy
- Use hand tools safely and appropriately
- Assemble, join and combine materials in order to make a product
- Cut, shape and join fabric to make a simple garment. Use basic sewing techniques

Follow safe procedures for food safety and hygiene

- Choose and use appropriate finishing techniques
- Evaluate against their design criteria
- Evaluate their products as they are developed, identifying strengths and possible changes they might make
- Talk about their ideas, saying what they like and dislike about them

## Computing

### Key Stage 1

- Information technology around us - Identifying IT and how its responsible use improves our world in school and beyond.
- Digital photography - Capturing and changing digital photographs for different purposes
- Robot algorithms - Creating and debugging programs, and using logical reasoning to make predictions.
- Pictograms - Collecting data in tally charts and using attributes to organise and present data on a computer.
- Making music - Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.
- Programming quizzes - Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.

## Art & Design

### Key Stage 1

- Exploration of marks, lines and curve to make patterns.
- Understand and use the language of line and tone (Shading)
- Using pastel/pencil/chalk/charcoa
- Sharing thoughts and opinions about their own, their peers and artists work. By reviewing how successful it was
- Purposeful selection of brushes and materials to apply paint within the lines
- Exploration of colour mixing by making a colour wheel and making observations making secondary colours
- Can build in clay a functional form using a variety of building techniques with surface decoration eg coil pot

## Music

- The Long and the Short of it Sorcerer's Apprentice - Historical/ Christmas
- Hands, Feet heart - Long & short sounds
- Rain, Rain Go Away - (tempo, timbre and dynamics)
- I Wanna Play in a Band
- Symbols for sounds - Dot notation/ crotchet/quaver

## PSHE

- New Beginnings/ Democracy/ Global Citizenship
- Getting on and Falling Out/ Say no to Bullying/ Healthy and unhealthy choices
- Mental health and Wellbeing/ Careers and Gender/ Money management/Online Safety
- Good to be Me/ Disability Equality
- Education
- Relationships/Protective Behaviours
- Changes and moving forward/ Relationships, Sex and health Education
- (Positive body image, Animals having babies, Gender and friendships)