



# Year 2 Curriculum

## English Objectives

English Objectives			
SPEAKING AND LISTENING	A	Sp	Su
SL1: listen and respond appropriately to adults and their peers			
SL2: ask relevant questions to extend their understanding and knowledge			
SL3: use relevant strategies to build their vocabulary			
SL4: articulate and justify answers, arguments and opinions			
SL5: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings			
SL6: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments			
SL7: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas			
SL8: speak audibly and fluently with an increasing command of Standard English			
SL9: participate in discussions, presentations, performances, role-play, improvisations and debates			
SL10: gain, maintain and monitor the interest of the listener(s)			
SL11: consider and evaluate different viewpoints, attending to and building on the contributions of others			
SL12: select and use appropriate registers for effective communication			
READING			
WR1: continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent			
WR2: read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes			
WR3: read accurately words of two or more syllables that contain the same GPCs as above			
WR4: read words containing common suffixes			
WR5: read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word			
WR6: read most words quickly and accurately without overt sounding and blending when they have been frequently encountered			
WR7: read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation			
WR8: re-read these books to build up their fluency and confidence in word reading			
RC1: develop pleasure in reading, motivation to read; vocabulary and understanding by:			
RC1.1: 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			
RC1.2: discussing the sequence of events in books and how items of information are related			
RC1.3: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales			
RC1.4: being introduced to non-fiction books that are structured in different ways			
RC1.5: recognising simple recurring literary language in stories and poetry			
RC1.6: discussing and clarifying the meanings of words, linking new meanings to new vocabulary			
RC1.7: discussing their favourite words and phrases			
RC1.8: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear			
RC2: understand both the books that they can already read accurately and fluently and those that they listen to by:			
RC2.1: drawing on what they already know or on background information and vocabulary provided by the teacher			
RC2.2: checking that the text makes sense to them as they read and correcting inaccurate reading			
RC2.3: making inferences on the basis of what is being said and done			
RC2.4: answering and asking questions			
RC2.5: predicting what might happen on the basis of what has been read so far			
RC3: 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			
RC4: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves			
SPELLING			
WTS1.1: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly			
WTS1.2: 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			
WTS1.3: learning to spell common exception words			

WTS1.4: learning to spell more words with contracted forms			
WTS1.5: Learning the possessive apostrophe (singular) [for example, the girl's book]			
WTS1.6: distinguishing between homophones and near homophones			
WTS2: add suffixes to spell longer words, e.g. <i>-ment</i> , <i>-ness</i> , <i>-ful</i> and <i>-less</i> , <i>-ly</i>			
WTS3: apply spelling rules and guidance, as listed in English Appendix 1 PHONICS PROGRAMME			
WTS4: write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far			
HANDWRITING			
WH1: form lower-case letters of the correct size relative to one another			
WH2: 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			
WH3: write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters			
WH4: use spacing between words that reflects the size of the letters			
COMPOSITION			
WC1: develop positive attitudes towards and stamina for writing by:			
WC1.1: writing narratives about personal experiences and those of others (real and fictional)			
WC1.2: writing about real events			
WC1.3: writing poetry			
WC1.4: writing for different purposes			
WC2: consider what they are going to write before beginning by:			
WC2.1: planning or saying out loud what they are going to write about			
WC2.2: writing down ideas and/or key words, including new vocabulary			
WC2.3: encapsulating what they want to say, sentence by sentence			
WC3: make simple additions, revisions and corrections to their own writing by:			
WC3.1: evaluating their writing with the teacher and other pupils			
WC3.2: 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			
WC3.3: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)			
WC4: read aloud what they have written with appropriate intonation to make the meaning clear			
VOCABULARY, GRAMMAR AND PUNCTUATION			
WVGP1: develop their understanding of the concepts set out in English Appendix 2 by:			
WVGP1.1: 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			
WVGP2: learn how to use:			
WVGP2.1: sentences with different forms: statement, question, exclamation, command			
WVGP2.2: expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i>			
WVGP2.3: the present and past tenses correctly and consistently including the progressive form			
WVGP2.4: subordination (using <i>when</i> , <i>if</i> , <i>that</i> , or <i>because</i> ) and co-ordination (using <i>or</i> , <i>and</i> , or <i>but</i> )			
WVGP2.5: learning the grammar for year 2 in English Appendix 2			
WVGP2.6: some features of written Standard English			
WVGP3: use and understand the grammatical terminology in English Appendix 2 in discussing their writing			

## Maths Objectives

PLACE VALUE			
Read and write numbers to at least 100 in numerals and in words.			
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.			
Use place value and number facts to solve problems.			
Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward			
ADDITION AND SUBTRACTION			
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 the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.			
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 method			
Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems			
MONEY			
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 change.			
MULTIPLICATION AND DIVISION			
Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.			
Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.			
Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.			
Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.			
Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.			
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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.			
PROPERTIES OF SHAPE			
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.			
FRACTIONS			
Recognise, find, name and write fractions $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ , $\frac{3}{4}$ 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 $\frac{1}{2}$			
LENGTH AND HEIGHT			
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 =			
POSITION AND DIRECTION			
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).			
Order and arrange combinations of mathematical objects in patterns and sequences			
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			

Know the number of minutes in an hour and the number of hours in a day.			
Compare and sequence intervals of time.			
MASS, CAPACITY AND TEMPERATURE			
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 =			

### Computing Objectives

1: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions			
2: create and debug simple programs			
3: use logical reasoning to predict the behaviour of simple programs			
4: use technology purposefully to create, organise, store, manipulate and retrieve digital content			
5: recognise common uses of information technology beyond school			
6: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies			

### Science Objectives

WORKING SCIENTIFICALLY			
1: asking simple questions and recognising that they can be answered in different ways			
2: observing closely, using simple equipment			
3: performing simple tests			
4: identifying and classifying			
5: using their observations and ideas to suggest answers to questions			
6: gathering and recording data to help in answering questions			
ANIMALS INCLUDING HUMANS			
1: notice that animals, including humans, have offspring which grow into adults			
2: find out about and describe the basic needs of animals, including humans, for survival (water, food and air)			
3: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene			
USES OF EVERYDAY MATERIALS			
1: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses			
2: find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching			
PLANTS			
1: observe and describe how seeds and bulbs grow into mature plants			
2: find out and describe how plants need water, light and a suitable temperature to grow and stay healthy			
LIVING THINGS AND THEIR HABITATS			
1: explore and compare the differences between things that are living, dead, and things that have never been alive			
2: 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			
3: identify and name a variety of plants and animals in their habitats, including micro-habitats			
4: 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			

### History Objectives

2: events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)			
3: the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell).			
4: significant historical events, people and places in their own locality			

## Geography Objectives

<b>LOCATION KNOWLEDGE</b>			
1: name and locate the world's seven continents and five oceans			
2: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas			
<b>PLACE KNOWLEDGE</b>			
3: 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			
<b>HUMAN AND PHYSICAL GEOGRAPHY</b>			
5: use basic geographical vocabulary to refer to:			
5.1: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather			
5.2: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop			
<b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>			
6: 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			
7: use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map			
8: use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key			
9: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment			

## Design and Technology Objectives

<b>DESIGN</b>			
1: design purposeful, functional, appealing products for themselves and other users based on design criteria			
2: generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology			
<b>MAKE</b>			
3: select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)			
4: select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics			
<b>EVALUATE:</b>			
5: explore and evaluate a range of existing products			
6: evaluate their ideas and products against design criteria			
<b>TECHNICAL KNOWLEDGE</b>			
7: build structures, exploring how they can be made stronger, stiffer and more stable			
8: explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products			
<b>COOKING AND NUTRITION</b>			
9: use the basic principles of a healthy and varied diet to prepare dishes			
10: understand where food comes from			

## Art and Design Objectives

1: to use a range of materials creatively to design and make products			
2: to use drawing, painting and sculpture to share their ideas, experiences and imagination			
3: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space			
4: about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work			

## Music Objectives

1: use their voices expressively by singing songs and speaking chants and rhymes			
2: play tuned and untuned instruments musically			
3: listen with concentration and understanding to a range of high-quality live and recorded music			
4: experiment with, create, select and combine sounds using the inter-related dimensions of music			