



Year 2 Curriculum Objectives

English	Maths	Science	Topic	ICT	Art	PE	Music	PSHE
<p>Spoken Language</p> <p><u>En2/1a</u> listen and respond appropriately to adults and their peers</p> <p><u>En2/1b</u> ask relevant questions to extend their understanding and knowledge</p> <p><u>En2/1c</u> use relevant strategies to build their vocabulary</p> <p><u>En2/1d</u> articulate and justify answers, arguments and opinions</p> <p><u>En2/1e</u> give well-structured descriptions, explanations & narratives for different purposes, including for expressing feelings.</p> <p><u>En2/1f</u> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p><u>En2/1g</u> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p><u>En2/1h</u></p>	<p>Number & Place Value</p> <p><u>Ma2/2.1a</u> count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward</p> <p><u>Ma2/2.1b</u> recognise the place value of each digit in a two-digit number (10s, 1s)</p> <p><u>Ma2/2.1c</u> identify, represent and estimate numbers using different representations, including the number line</p> <p><u>Ma2/2.1d</u> compare and order numbers from 0 up to 100; use <, > and = signs</p> <p><u>Ma2/2.1e</u> read and write numbers to at least 100 in numerals and in words</p> <p><u>Ma2/2.1f</u> use place value and number facts to solve problems.</p> <p>Addition & Subtraction</p> <p><u>Ma2/2.2a</u> solve problems with addition and subtraction:</p>	<p>Working Scientifically</p> <p><u>Sc2/1.1</u> asking simple questions and recognising that they can be answered in different ways</p> <p><u>Sc2/1.2</u> observing closely, using simple equipment</p> <p><u>Sc2/1.3</u> performing simple tests</p> <p><u>Sc2/1.4</u> identifying and classifying</p> <p><u>Sc2/1.5</u> using their observations and ideas to suggest answers to questions</p> <p><u>Sc2/1.6</u> gathering and recording data to help in answering questions.</p> <p>Living things and their habitats</p> <p><u>Sc2/2.1a</u> explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p><u>Sc2/2.1b</u> identify that most living things live in habitats to which they are suited and describe how different habitats provide for</p>	<p>History and Geography</p> <p>Unit: Life at Sea</p> <p><u>Ge1/1.1a</u> name and locate the world's 7 continents and 5 oceans.</p> <p><u>Ge1/1.1b</u> name, locate and identify characteristics of several countries.</p> <p><u>Ge1/1.3b</u> use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p><u>Ge1/1.4</u> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,</p>	<p>Information Communication Technology</p> <p><u>Co2/1.1</u> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p><u>Co2/1.2</u> create and debug simple programs</p> <p><u>Co2/1.3</u> use logical reasoning to predict the behaviour of simple programs</p> <p><u>Co2/1.4</u> use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><u>Co2/1.5</u> recognise common uses of information technology beyond school</p> <p><u>Co2/1.6</u></p>	<p>Art and Design</p> <p><u>Ar1/1.1</u> to use a range of materials creatively to design and make products</p> <p><u>Ar1/1.2</u> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p><u>Ar1/1.3</u> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><u>Ar1/1.4</u> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Sport & Games</p> <p><u>PE1/1.1a</u> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><u>PE1/1.1b</u> participate in team games, developing simple tactics for attacking and defending</p> <p><u>PE1/1.1c</u> perform dances using simple movement patterns.</p> <p>Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p>	<p>Music</p> <p><u>Mu1/1.1</u> use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p><u>Mu1/1.2</u> play tuned and untuned instruments musically</p> <p><u>Mu1/1.3</u> listen with concentration and understanding to a range of high-quality live and recorded music</p> <p><u>Mu1/1.4</u> experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Personal, Social, Health and Economic</p> <p>Positive friendships, including online Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>Respecting differences and similarities discussing difference sensitively</p> <p>What makes a community shared responsibilities How data is shared and used</p> <p>Making decisions about money using and keeping money safe</p> <p>Maintaining a balanced lifestyle oral hygiene and dental care</p> <p>Personal identity recognising individuality and different qualities; mental Wellbeing</p>



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<p>speak audibly and fluently with an increasing command of Standard English</p> <p>En2/1i participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>En2/1j gain, maintain and monitor the interest of the listener(s)</p> <p>En2/1k consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>En2/1l select and use appropriate registers for effective communication</p> <p>Reading</p> <p>Word Reading</p> <p>En2/2.1a continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>En2/2.1b read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p>	<p>i. using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>ii. applying their increasing knowledge of mental and written methods</p> <p>Ma2/2.2b recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Ma2/2.2c add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <p>i. a two-digit number and 1s</p> <p>ii. a two-digit number and 10s</p> <p>iii. 2 two-digit numbers</p> <p>iv. adding 3 one-digit numbers</p> <p>Ma2/2.2d show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot</p>	<p>the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Sc2/2.1d 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.</p> <p>Plants</p> <p>Sc2/2.2a observe and describe how seeds and bulbs grow into mature plants</p> <p>Sc2/2.2b find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Animals including humans</p> <p>Sc2/2.3a notice that animals, including humans, have offspring which grow into adults</p> <p>Sc2/2.3b find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p>continents and oceans studied at this key stage</p> <p>Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>Unit: Celebrations Celebrations and festivals around the world.</p> <p>Hi1/1.3 significant historical events & celebrations of people and places</p> <p>Unit: Important People in History</p> <p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. <i>e.g. Elizabeth II, Neil Armstrong, Yuri</i></p>	<p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p>		<p>PE1/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>PE1/1.2b use a range of strokes effectively</p> <p>PE1/1.2c perform safe self-rescue in different water-based situations.</p>		<p>Medicines and household products</p> <p>drugs common to everyday life</p>
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Year 2 Curriculum Objectives

<p><u>En2/2.1c</u> read accurately words of two or more syllables that contain the same graphemes as above</p> <p><u>En2/2.1d</u> read words containing common suffixes</p> <p><u>En2/2.1e</u> read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</p> <p><u>En2/2.1f</u> read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p><u>En2/2.1g</u> read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p><u>En2/2.1h</u> reread these books to build up their fluency and confidence in word reading.</p> <p>Comprehension</p> <p><u>En2/2.2a</u> develop pleasure in reading, motivation to read, vocabulary and understanding by:</p>	<p><u>Ma2/2.2e</u> recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Multiplication & Division</p> <p><u>Ma2/2.3a</u> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p><u>Ma2/2.3b</u> calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</p> <p><u>Ma2/2.3c</u> show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot</p> <p><u>Ma2/2.3d</u> solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and</p>	<p><u>Sc2/2.3c</u> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Uses of everyday materials</p> <p><u>Sc2/3.1a</u> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</p> <p><u>Sc2/3.1b</u> compare how things move on different surfaces.</p> <p><u>Sc2/3.1c</u> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p><i>Gagarin, Rosa Parks and Florence Nightingale</i></p> <p>Unit: Knights & Castles Life in a castle Knights Armour</p> <p>Unit: Weather & Climate <u>Ge1/1.3a</u> identify seasonal and daily weather patterns identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Unit: Sport & Outdoor Learning Orienteering Olympics Sporting Hereos</p>					
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Year 2 Curriculum Objectives

<p>i. 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</p> <p>ii. discussing the sequence of events in books and how items of information are related</p> <p>iii. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>iv. being introduced to non-fiction books that are structured in different ways</p> <p>v. recognising simple recurring literary language in stories and poetry</p> <p>vi. discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>vii. discussing their favourite words and phrases</p> <p>viii. continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p><u>En2/2.2b</u> understand both the books that they can already read accurately</p>	<p>multiplication and division facts, including problems in contexts.</p> <p><u>Fractions</u></p> <p><u>Ma2/2.4a</u> recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity</p> <p><u>Ma2/2.4b</u> write simple fractions, for example $1/2$ of $6 = 3$ and recognise the equivalence of $2/4$ and $1/2$.</p> <p><u>Measurement</u></p> <p><u>Ma2/3.1a</u> 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</p> <p><u>Ma2/3.1b</u> compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$</p> <p><u>Ma2/3.1c</u> recognise and use symbols for pounds (£) and pence</p>							
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<p>and fluently and those that they listen to by</p> <ul style="list-style-type: none"> i. drawing on what they already know or on background information and vocabulary provided by the teacher ii. checking that the text makes sense to them as they read, and correcting inaccurate reading iii. making inferences on the basis of what is being said and done iv. answering and asking questions v. predicting what might happen on the basis of what has been read so far <p><u>En2/2.2c</u> 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</p> <p><u>En2/2.2d</u> explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p><u>Spelling</u></p> <p><u>En2/3.1a</u> spell by:</p> <ul style="list-style-type: none"> i. segmenting spoken words into phonemes and 	<p>(p); combine amounts to make a particular value</p> <p><u>Ma2/3.1d</u> find different combinations of coins that equal the same amounts of money</p> <p><u>Ma2/3.1e</u> solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p><u>Ma2/3.1f</u> compare and sequence intervals of time</p> <p><u>Ma2/3.1g</u> 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.</p> <p><u>Ma2/3.1h</u> know the number of minutes in an hour and the number of hours in a day</p> <p><u>Properties of Shapes</u></p> <p><u>Ma2/3.2a</u> identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p><u>Ma2/3.2b</u></p>							
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<p>representing these by graphemes, spelling many correctly</p> <p>ii. learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>iii. learning to spell common exception words</p> <p>iv. learning to spell more words with contracted forms</p> <p>v. learning the possessive apostrophe (singular)</p> <p>vi. distinguishing between homophones and near-homophones</p> <p><u>En2/3.1b</u> add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p><u>En2/3.1c</u> apply spelling rules and guidelines, as listed in English Appendix 1</p> <p><u>En2/3.1d</u> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Handwriting and Presentation</p> <p><u>En2/3.2a</u></p>	<p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p><u>Ma2/3.2c</u> identify 2-D shapes on the surface of 3-D shapes</p> <p><u>Ma2/3.2d</u> compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Position & Direction</p> <p><u>Ma2/3.3a</u> order and arrange combinations of mathematical objects in patterns and sequences</p> <p><u>Ma2/3.3b</u> 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).</p> <p>Statistics</p> <p><u>Ma2/4.1a</u> interpret and construct simple pictograms, tally</p>							
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<p>form lower-case letters of the correct size relative to one another</p> <p>En2/3.2b 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</p> <p>En2/3.2c write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>En2/3.2d use spacing between words that reflects the size of the letters.</p> <p>Composition</p> <p>En2/3.3a Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> i. writing narratives about personal experiences and those of others (real and fictional) ii. writing about real events iii. writing poetry iv. writing for different purposes <p>En2/3.3b Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> i. planning or saying out loud what they are going to write about 	<p>charts, block diagrams and tables</p> <p>Ma2/4.1b ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Ma2/4.1c ask and answer questions about totalling and comparing categorical data.</p>							
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<p>ii. writing down ideas and/or key words, including new vocabulary</p> <p>iii. encapsulating what they want to say, sentence by sentence</p> <p>En2/3.3c make simple additions, revisions and corrections to their own writing by:</p> <p>i. evaluating their writing with the teacher and other pupils</p> <p>ii. rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>iii. proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>En2/3.3d read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>Vocabulary, grammar & punctuation</p> <p>En2/3.4a develop their understanding of the concepts set out in English Appendix 2 by:</p>								
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Year 2 Curriculum Objectives

<p>i. 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)</p> <p><u>En2/3.4b</u> Learn how to use:</p> <p>i. sentences with different forms: statement, question, exclamation, command</p> <p>ii. expanded noun phrases to describe and specify</p> <p>iii. the present and past tenses correctly and consistently including the progressive form</p> <p>iv. subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>v. learning the grammar for year 2 in English Appendix 2</p> <p>vi. some features of written Standard English</p>								
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