



# Year 2 Curriculum Objectives

English	Maths	Science	Topic	ICT	Art	PE	Music	PSHE
<p><b>Spoken Language</b></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 &amp; and 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><b>Number &amp; Place Value</b></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 &lt;, &gt; 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><b>Addition &amp; Subtraction</b></p> <p><u>Ma2/2.2a</u> solve problems with addition and subtraction:</p>	<p><b>Working Scientifically</b></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><b>Living things and their habitats</b></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><b>History and Geography</b></p> <p><b>Unit: Life at Sea</b></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><b>Information Communication Technology</b></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><b>Art and Design</b></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><b>Sport &amp; Games</b></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><b>Swimming and water safety</b></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><b>Music</b></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><b>Personal, Social, Health and Economic</b></p> <p><b>Positive friendships, including online</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p><b>Respecting differences and similarities</b> discussing difference sensitively</p> <p><b>What makes a community</b> shared responsibilities How data is shared and used</p> <p><b>Making decisions about money</b> using and keeping money safe</p> <p><b>Maintaining a balanced lifestyle</b> oral hygiene and dental care</p> <p><b>Personal identity</b> recognising individuality and different qualities; mental Wellbeing</p>



## Year 2 Curriculum Objectives

<p>speak audibly and fluently with an increasing command of Standard English</p> <p><b>En2/1i</b> participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p><b>En2/1j</b> gain, maintain and monitor the interest of the listener(s)</p> <p><b>En2/1k</b> consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p><b>En2/1l</b> select and use appropriate registers for effective communication</p> <p><b>Reading</b></p> <p><b>Word Reading</b></p> <p><b>En2/2.1a</b> 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><b>En2/2.1b</b> 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><b>Ma2/2.2b</b> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p><b>Ma2/2.2c</b> 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><b>Ma2/2.2d</b> 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><b>Sc2/2.1c</b> identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p><b>Sc2/2.1d</b> 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><b>Plants</b></p> <p><b>Sc2/2.2a</b> observe and describe how seeds and bulbs grow into mature plants</p> <p><b>Sc2/2.2b</b> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><b>Animals including humans</b></p> <p><b>Sc2/2.3a</b> notice that animals, including humans, have offspring which grow into adults</p> <p><b>Sc2/2.3b</b> 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><b>Ge1/1.4b</b> 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><b>Unit: Celebrations</b> Celebrations and festivals around the world.</p> <p><b>Hi1/1.3</b> significant historical events &amp; celebrations of people and places</p> <p><b>Unit: Important People in History</b></p> <p><b>Hi1/1.3</b> 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><b>PE1/1.2a</b> swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p><b>PE1/1.2b</b> use a range of strokes effectively</p> <p><b>PE1/1.2c</b> perform safe self-rescue in different water-based situations.</p>		<p><b>Medicines and household products</b></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><b>Comprehension</b></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><b>Multiplication &amp; Division</b></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><b>Uses of everyday materials</b></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><b>Unit: Knights &amp; Castles</b> Life in a castle Knights Armour</p> <p><b>Unit: Weather &amp; Climate</b> <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><b>Unit: Sport &amp; Outdoor Learning</b> 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 <math>1/3</math>, <math>1/4</math>, <math>2/4</math> and <math>3/4</math> of a length, shape, set of objects or quantity</p> <p><u>Ma2/2.4b</u> write simple fractions, for example <math>1/2</math> of <math>6 = 3</math> and recognise the equivalence of <math>2/4</math> and <math>1/2</math>.</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 (<math>^{\circ}\text{C}</math>); 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 <math>&gt;</math>, <math>&lt;</math> and <math>=</math></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"> <li>i. drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>ii. checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>iii. making inferences on the basis of what is being said and done</li> <li>iv. answering and asking questions</li> <li>v. predicting what might happen on the basis of what has been read so far</li> </ul> <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"> <li>i. segmenting spoken words into phonemes and</li> </ul>	<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. <a href="#">learning the possessive apostrophe (singular)</a></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 <a href="#">English Appendix 1</a></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><b>Position &amp; Direction</b></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><b>Statistics</b></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><b>En2/3.2b</b> 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><b>En2/3.2c</b> write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p><b>En2/3.2d</b> use spacing between words that reflects the size of the letters.</p> <p><b>Composition</b></p> <p><b>En2/3.3a</b> Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>i. writing narratives about personal experiences and those of others (real and fictional)</li> <li>ii. writing about real events</li> <li>iii. writing poetry</li> <li>iv. writing for different purposes</li> </ul> <p><b>En2/3.3b</b> Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>i. planning or saying out loud what they are going to write about</li> </ul>	<p>charts, block diagrams and tables</p> <p><b>Ma2/4.1b</b> ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p><b>Ma2/4.1c</b> 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><b>En2/3.3c</b> 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><b>En2/3.3d</b> read aloud what they have written with appropriate intonation to make the meaning clear</p> <p><b>Vocabulary, grammar &amp; punctuation</b></p> <p><b>En2/3.4a</b> develop their understanding of the concepts set out in English <a href="#">Appendix 2</a> by:</p>								
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## Year 2 Curriculum Objectives

<p>i. learning how to use both familiar and new punctuation correctly (see English <a href="#">Appendix 2</a>), 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. <a href="#">expanded noun phrases to describe and specify</a></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 <a href="#">Appendix 2</a></p> <p>vi. some features of written Standard English</p>								
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