

## Year 2 Curriculum

In Year 2, our topics are:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Great Fire of London. Around the World. Christmas.	Transport. Heroes and Villains. Easter.	Paws and Claws. Legoland. Holidays.

**In Year 2 we cover the following objectives:**

### Maths

#### Number and place value

Pupils will be taught to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or 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

#### **Addition and subtraction**

Pupils should be taught to:

- 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 missing number problems

#### **Multiplication and division**

Pupils should be taught to:

- 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 ( $\times$ ), division ( $\div$ ) 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

## **Fractions**

Pupils should be taught to:

- 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**

Pupils should be taught to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}$ 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**

Pupils should be taught to:

- identify and describe the properties of 2-D shapes, including the number of sides and 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 and direction**

Pupils should be taught to:

- 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**

Pupils should be taught to:

- 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

## **English**

## Sentence Structure and Punctuation

### Pupils will be taught to...

- write simple sentences with complete grammatical accuracy
- use sentences with different forms: statement, question, exclamation, command
- expand sentences using co-ordination (using *or, and, but*) and subordination (using *when if, that, because*)
- use expanded noun phrases to describe and specify *e.g. the blue butterfly*
- use the present and past tenses correctly and consistently including the progressive form (*past progressive: he was running; present progressive: she is drumming*)
- show some variation in sentence openings (*not always opening with the subject*)
- use appropriate adjectives and adverbs to give essential information *e.g. 'plain flour' rather than 'flour' or 'fluffy, white flour'*
- use both familiar and new punctuation correctly most of the time, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- independently monitor own writing for sense, proofreading and editing previously-taught aspects, *e.g. spelling, punctuation, sentence structure etc*

## Text Organisation

### Pupils will be taught to...

- plan or says out loud what they are going to write about, writing down ideas and or key words including new vocabulary
- re-tell/imitate/adapt familiar stories with events in sequence and include some dialogue and formal story language
- plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story
- write narratives about personal experiences and those of others (real and fictional)
- plan and write narratives based on models provided, developing structure beyond simple beginning, middle and end
- describe characters and includes some dialogue
- write about real events
- assemble information on a subject and uses texts read as a template for writing, using language appropriate to the text type
- write simple information texts incorporating labelled pictures and diagrams
- create an alphabetically ordered text
- re-read to check that their writing makes sense and that tenses are consistent
- evaluate their writing with the teacher and other pupils
- proof read for errors in spelling, grammar and punctuation
- select appropriate words and phrases to describe details of first hand experiences and can justify their choices
- write poetry *e.g. own calligrams (single word and shape poems)*

## Grammatical Terminology

Pupils will be taught to use the following vocabulary to talk about their writing...

<ul style="list-style-type: none"><li>• nouns</li><li>• noun phrases</li><li>• adjectives</li><li>• adverbs</li><li>• verbs</li><li>• statements</li></ul>	<ul style="list-style-type: none"><li>• questions</li><li>• exclamations</li><li>• commands</li><li>• compounds</li><li>• suffixes</li><li>• tenses (past, present)</li><li>• apostrophes</li><li>• commas</li></ul>
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## Effect on Audience

Pupils will be taught to...

- read aloud what they have written with appropriate intonation to make meaning clear
- write stories in the style of a traditional tale, uses typical settings, characters and events
- write familiar stories/about familiar characters including relevant details that sustain the reader/listener's interest
- use phrases drawn from story language to add interest, *e.g. she couldn't believe her eyes*
- explore characters' feelings and situations in stories, using role play and oral rehearsal
- suggest viewpoint with brief comments or questions on actions or situations
- establish basic purpose of a text (*e.g. main features of story, report*), uses some features of the given form maintaining consistency in purpose and tense

## Handwriting

- forms lower-case letters of the correct orientation and size relative to one another
- has begun to use some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined
- writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- uses spacing between words that reflects the size of the letters

## Spelling

Pupils will be taught to...

- spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- *write more taught alternative graphemes for spelling phonemes for which one or more spellings are already known, and learns some words with each spelling*
- spell common exception words (according to programme used)
- spell more words with contracted forms where the apostrophe represents an omitted letter or letters
- use the possessive apostrophe (singular) *e.g. the girl's book*
- know the difference in meaning between taught homophones and near-homophones *e.g. there/their/they're, quite/quiet*
- 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
- know independently to use reading to check and support spelling  
begins to use simple dictionaries and, with support, thesauruses

## Science

Pupils will be taught to:

- ask simple questions and recognising that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- identify and classifying
- use their observations and ideas to suggest answers to questions
- gather and recording data to help in answering questions.

### **Animals. Including habitats**

Pupils will be taught to:

- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

### **Seasonal changes**

Pupils will be taught to:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

### **Living things and their habitats**

Pupils will be taught to:

- 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.

### **Uses of everyday materials**

Pupils will be taught to:

- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

### **Art and design**

Pupils will be taught to:

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

### **PSHE &Citizenship**

PSHE and Citizenship at Birch Copse will also be taught through the use of the Social and Emotional Aspects of Learning (SEAL) materials. These materials provide important opportunities to enhance our school's PSHE and Citizenship provision as they were issued after the introduction of the National Curriculum. The objectives of these SEAL materials will be met through a whole school 'SEAL Day' at the start of each half term (see list below) and some of the PSHE and Citizenship objectives taken from the National Curriculum will also be covered during these days (see Key Stage tables). Specific PSHE and Citizenship objectives may also be covered

through annual whole school 'Themed Days' e.g. 'Healthy Living Day'. At BirchCopeSchool our day to day classroom and whole school ethos also supports the coverage of PSHE and Citizenship objectives.

### **SEAL Days**

SEAL Day 1- New Beginnings

SEAL Day 2- Getting on and falling out/ Say no to bullying

SEAL day 3- Going for goals!

SEAL Day 4- Good to be me

SEAL Day 5-Relationships

SEAL Day 6- Changes

### **Breadth of Opportunity**

1. During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:

- a. take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well (SEAL Day 1)]
- b. feel positive about themselves [for example by having their achievements recognised and by being given positive feedback about themselves (SEAL Day 3 & 4)]
- c. take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']
- d. make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]
- e. meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]
- f. develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]
- g. consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues (SEAL Day 2)]
- h. ask for help [for example, from family and friends, midday supervisors, older pupils, the police].

Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

- to share their opinions on things that matter to them and explain their views
- to recognise, name and deal with their feelings in a positive way (SEAL Days 2, 4 & 5)
- to think about themselves, learn from their experiences and recognise what they are good at (SEAL Day 3)

### **Preparing to play an active role as citizens**

Pupils should be taught:

- to take part in a simple debate about topical issues
- to recognise choices they can make, and recognise the difference between right and wrong
- what improves and harms their local, natural and built environments and about some of the ways people look after them
- to contribute to the life of the class and school
- to realise that money comes from different sources and can be used for different purposes

## **Developing a healthy, safer lifestyle**

Pupils should be taught:

- how to make simple choices that improve their health and well-being
- how some diseases spread and can be controlled
- that all household products, including medicines, can be harmful if not used properly

## **Developing good relationships and respecting the differences between people**

Pupils should be taught:

- to recognise how their behaviour affects other people (SEAL Day 2)
- to identify and respect the differences and similarities between people
- that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying (SEAL Day 2)

## **Computing**

**We Are Astronauts** -Programming on screen.

Pupils will be taught to:

- have a clear understanding of algorithms as sequences of instructions.
- convert simple algorithms to programs.
- spot and fix (debug) errors in their programs.

**We Are Games Testers** - Exploring how computer games work. Pupils will be taught to:

Pupils will be taught to:

- describe carefully what happens in computer games.
- use logical reasoning to make predictions of what a program will do.
- test these predictions.
- think critically about computer games and their use.
- be aware of how to use games safely and in balance with other activities.

**We Are Photographers**- Taking better photos.

Pupils will be taught to:

- consider the technical and artistic merits of photographs.
- use a digital camera or camera app.
- take digital photographs.
- review and reject or rate the images they take.
- edit and enhance their photographs.
- select their best images to include in a share portfolio.

**We Are Researchers** - Researching a topic.

Pupils will be taught to:

- develop collaboration skills through working as part of a group.
- develop research skills through searching for information on the internet.
- improve note-taking skills through the use of mind mapping.
- develop presentation skills through creating and delivering a short multimedia presentation.

## **We Are Detectives-** Collecting clues.

Pupils will be taught to:

- understand that email can be used to communicate.
- develop skills in opening, composing and sending emails.
- gain skills in opening and listening to audio files on the computer.
- use appropriate language in emails.
- develop skills in editing and formatting text in emails.
- be aware of e-safety issues when using email.

## **We Are Zoologists-** Collecting data about bugs.

Pupils will be taught to:

- sort and classify a group of items by answering questions.
- collect data using tick charts or tally charts.
- use simple charting software to produce pictograms and other basic charts.
- take, edit and enhance photographs.
- record information on a digital map.

## **Design and Technology**

### **Design**

Pupils will be taught to:

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### **Make**

Pupils will be taught to:

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### **Evaluate**

Pupils will be taught to:

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

### **Technical Knowledge**

Pupils will be taught to:

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

## **Geography**

### **Locational Knowledge**

Pupils will be taught to:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### **Place Knowledge**

Pupils will be taught to:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

### **Human and Physical Geography**

Pupils will be taught to:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  
use basic geographical vocabulary to refer to:
- identify key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### **Geographical Skills and Fieldwork**

Pupils will be taught to:

- 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
- 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
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

## **History**

Pupils will be taught to:

- know about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]
- know about 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.
- know about significant historical events, people and places in their own locality

## **Music**

Pupils will be taught to:

- use my voice expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentration and understanding to a range of high-quality live and recorded music

## **Physical Education**

Pupils will be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

## **Religious Education**

### **Christianity and Judaism**

#### **Learning about believing:**

- Why do Christians believe they should care for the world?
- What did Jesus teach people about God?
- Why is the story of the life of Jesus so important to Christians?
- What do Jews learn about G-d from the Tenakh (Jewish texts)
- How does G-d care for people in stories found in Jewish texts?

#### **Ways of living**

- What do Christians believe make a person special?
- What do Christians believe about how people should live with others?
- Why and how is a vicar, priest or minister important to Christians?
- Why and how is Jesus important to Christians?
- How do Christians learn from the example of other Christians?
- What does it mean to belong to a Jewish family?
- What and how do Jews learn from influential Jewish people?

#### **Sharing Faith.**

- How and why do Christians use symbols in
  - everyday life
  - places of worship
  - celebrations
- How and why do they celebrate these special times?
- How important are symbols in these celebrations and Jewish life in general?