

# Content of the Curriculum: Year 2

## Year 2: Reading

I can read fluently using decoding skill

I can read accurately by blending, including alternative sounds for graphemes

I can read multisyllable words containing known graphemes

I can read common suffixes

I can read exception words

I can read most words quickly and accurately without overt sounding and blending

I can read aloud books closely matched to my phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

I can re-reads these books to build up their fluency and confidence in word reading

I can discuss and express views on a wide range of poetry, stories and non-fiction

I can recognise simple recurring literary language in stories and poetry

I can perform poetry learnt by heart with appropriate intonation

I can discuss and clarify the meanings of words

I can discuss the sequence of events in books

I can make inferences on the basis of what is being said and done

I can ask and answer questions about a text

I can predict what might happen based on reading so far

# Year 2: Writing

I can write capital letters of appropriate size

I can form lower-case letters of the correct size relative to one another

I can write for different purposes

I can think about what I am going to write before beginning by encapsulating what I want to say, sentence by sentence

I can read aloud using appropriate intonation

I can break words into phonemes for spelling

I know some spellings which use variations of standard phonemes

I can use suffixes to spell longer words, including -ment, -ness, -less, -ful, -ly

I can use the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs

Spell some words with contracted forms

I can use noun phrases

I can use four main types of sentence appropriately

I can use present and past tense correctly

I can construct subordination (using when, if, that, because) and co-ordination (using or, and, but)

I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences

I can use the possessive apostrophe

I can use commas to separate items in a list

# Year 2: Maths

## Number and place value

I can count in steps of 2s, 3s and 5s, and steps of 10, from any number, forward and backward

I can recognise place value in two-digit numbers

I can compare and order numbers up to 100 using  $<$ ,  $>$  and  $=$

## Addition and subtraction

I can recall and use addition and subtraction facts to 20 and 100; fluently up to 20

I can add and subtract mentally and with objects one- and two-digit numbers

I can understand and use the inverse relationship between addition and subtraction

## Multiplication and division

I know  $2\times$ ,  $5\times$  and  $10\times$  tables, including recognising odd & even numbers

I can calculate mathematical statements using  $\times$  and  $\div$  symbols

I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

## Fractions (including decimals)

I can recognise, find, name and write  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  of size, shape or quantity

I can write simple fraction facts, e.g.  $\frac{1}{2}$  of 6 = 3

## Measurement

Solves simple problems in a practical context involving addition and subtraction of money of the same unit including giving change

I can combine amounts of money to make a value, including using  $\pounds$  and p symbols

I can tell the time to the nearest 5 minutes, including drawing clocks

## Geometry: properties of shape

I can describe properties of 2-D shapes, including number of sides and symmetry

I can describe properties of 3-D shapes, including number of edges, vertices and faces

## Geometry: position and direction

I can use mathematical vocabulary to describe position, direction and movement including movement in a straight line, and can distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

## Statistics

I can interpret and construct simple tables, tally charts and pictograms

I can ask and answer questions about totalling and comparing categorical data

# Year 2: Science

Across all year groups scientific knowledge and skills should be learned by working scientifically

## Biology

<b>Plants</b>	Identify, classify and describe their basic structure Observe and describe growth and conditions for growth
<b>Habitats</b>	Look at the suitability of environments and at food chains
<b>Animals and humans</b>	Identify, classify and observe Look at growth, basic needs, exercise, food and hygiene

## Chemistry

<b>Materials</b>	Identify, name, describe, classify, compare properties and changes Look at the practical uses of everyday materials
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## Physics

<b>Forces</b>	Describe basic movements
<b>Earth and space</b>	Observe seasonal changes

# Year 2: Computing

Understand use of algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions

Write and test simple programs

Use logical reasoning to predict the behaviour of simple programs

Organise, store, manipulate and retrieve data in a range of digital formats

Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school

# Year 2: Art and Design

Use experiences and ideas as the inspiration for artwork

Share ideas using drawing, painting and sculpture

Explore a variety of techniques

Learn about the work of a range of artists, artisans and designers

# Year 2: Music

Use their voices expressively by singing songs and speaking chants and rhymes

Play tuned and untuned instruments musically

Listen with concentration and understanding to a range of high-quality live and recorded music

Make and combine sounds using the inter-related dimensions of music

# Year 2: Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

<b>Design</b>	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
<b>Make</b>	Select from and use a range of tools and equipment to perform practical tasks such as 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
<b>Evaluate</b>	Explore and evaluate a range of existing products
	Evaluate their ideas and products against design criteria
<b>Technical knowledge</b>	Build structures, exploring how they can be made stronger, stiffer and more stable
	Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products
<b>Cooking and nutrition</b>	Use the basic principles of a healthy and varied diet to prepare dishes
	Understand where food comes from

# Year 2: PE

Participate in team games, developing simple tactics for attacking and defending

Perform dances using simple movement patterns

# Year 2: PSHE

Learning about: family and relationships, health and wellbeing, safety and the changing body, citizenship, economic wellbeing, transition and British Values

# Year 2: RE

Study the main stories of Christianity

Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism

Study other religions of interest to pupils