



St. Anne's Curriculum Content – 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 multi-syllable 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-read 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

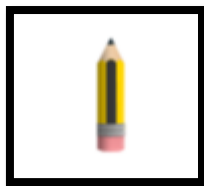
I can use present and past tense correctly

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

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

Biology

Living things and their Habitats

- 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 microhabitats
- 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

Plants

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Animals and humans

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Chemistry

Uses of Everyday Materials

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching





Year 2: Computing

Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.

Create and debug simple programs

Use logical reasoning to predict the behaviour of simple programs

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Recognise common uses of information technology beyond school

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.



Year 2: Art

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 un-tuned 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: PE

Pupils should 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.





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.

Design 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, mockups and, where appropriate, information and communication technology

Make 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

Evaluate Explore and evaluate a range of existing products

Evaluate their ideas and products against design criteria

Technical knowledge

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

Cooking and nutrition

Use the basic principles of a healthy and varied diet to prepare dishes

Understand where food comes from





Year 2: PSHE

Families and Friendships

Making friends; feeling lonely and getting help

Safe Relationships

Managing secrets; resisting pressure and getting help; recognising hurtful behaviour

Respecting Ourselves and Others

Recognising things in common and differences; playing and working cooperatively; sharing opinions

Belonging to a Community

Belonging to a group; roles and responsibilities; being the same and different in the community

Media Literacy and Digital Resilience

The internet in everyday life; online content and information

Money and Work

What money is; needs and wants; looking after money

Physical Health and Mental Wellbeing

Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help

Growing and Changing

Growing older; naming body parts; moving class or year

Keeping Safe

Safety in different environments; risk and safety at home; emergencies





Year 2: Religious Education

Unit Number 2.1 Leaders

Knowledge

- Pupils will learn some stories of Moses (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the Ten Commandments).
- They will find out about Moses as a great leader for Jewish people.
- They will learn some stories about Jesus and Saint Peter (e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians).
- They will find out about Saint Peter as a Christian leader.
- They will consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made. A non -religious leader makes a good point of comparison.

Skills

- Pupils will use and develop their observation and thinking skills, applied to holy buildings. Other holy buildings – mosque or mandir – can be considered too.

Unit Number 2.2 Believing

Knowledge

- Pupils will learn some Jewish peoples' ideas about God and the story of creation.
- They will find out about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat.
- They will learn about some ways a Rabbi teaches the community about God.

Skills

- Pupils will use and develop skills of discussion, observation, information gathering and remembering.
- They will use their factual knowledge to suggest meanings in Jewish practice.

Unit Number 2.3 Belonging

Knowledge

- Pupils will learn about belonging in a family, to a school and in the community.
- They will gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism. The Golden Rule ('do to others what you would like them to do to you') and belonging to humanity.

Skills

- Pupils will use and develop skills of discussion, observation, information gathering and remembering.
- They will use their factual knowledge to suggest what it means to belong in varies ways.



Year 2: Religious Education

Unit Number 2.4 Story

Knowledge

- Pupils will learn Jewish and Christian stories about, for example, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel.
- They will gain knowledge about the Jewish Bible and the importance of the Torah.

Skills

- Pupils will use and develop skills of discussion, observation, information gathering and remembering.
- They will use their factual knowledge to suggest what makes ancient stories valuable to some people today.





Year 2: History

Significant historical events, people and places in their own locality.

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Events beyond living memory that are significant nationally or globally

The lives of significant individuals in the past who have contributed to national and international achievements.

Chronological Awareness

- I can recount changes in my own life.
- I can sequence 3 or more people, events or objects in chronological order using a given scale.
- I can use words and phrases like: recently, before, after, now, later.
- I can suggest why things might be different to a different period of time.
- I can answer questions that ask about events in chronological order.

Knowledge and Understanding

- I can choose appropriate sources to investigate history.
- I can use a range of sources to describe differences between past and present.
- I can recount main events from a significant time in history.
- I can use evidence to explain reasons why people acted the way they did in the past, why events happened and what occurred as a result.
- I can ask and answer questions to gain greater understanding of key features of events.

Historical Contexts

- I can ask questions such as '*What was it like for...?*', '*What happened in the past?*', '*How long ago did...happen?*'
- I can describe changes within living memory.
- I can describe events beyond living memory.
- I can compare events beyond living memory with events within living memory.

Organise, Evaluate and Communicate Information

- I can write simple stories and recounts about the past.
- I can draw labelled diagrams and write about them to tell others about people, objects and events from the past.





Year 2: Geography

Locational Knowledge

- I can name and locate the seven continents and five oceans on a paper map.
- I can name and locate the 4 countries in the United Kingdom and the corresponding capital cities.
- I can explain the purpose of a capital city and identify the characteristics.

Place Knowledge

- I can study pictures of two differing localities, one in the United Kingdom and one in a contrasting non-European country.
- I can ask and answer geographical questions. E.g. How are these places different? How is the weather different? How are the lifestyles different?
- I can draw pictures to show how places are different and write comparatively to show the difference.

Human and Physical Geography

- I can ask and answer questions about the weather and seasons.
- I can observe and record weather during each season.
- I can use maps and globes to identify the coldest places in the world.
- I can identify the equator and locate the places on the Equator which are the hottest.
- I can 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.
- I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

- I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as continents and oceans.
- I can use simple compass directions and locational and directional knowledge to describe the location of features and routes on a map of my local area.
- I can study maps and aerial photographs of my local area and write about the key features of the area.
- I can devise a simple map of the local area and construct basic symbols in a key.
- I can observe and record the features around the school.
- I can compare the different features around school. E.g. The different types of plants, the different traffic that goes by, the different animals seen.
- I can communicate my findings in different ways. E.g. reports, graphs, sketches, diagrams and pictures.
- I can write about the main physical and human features in the local area.

