

Reading	
Word reading	
<ul style="list-style-type: none"> <li>o Apply phonics to decode until automatic and reading is fluent.</li> <li>o Blend sounds in words with GPC's taught, recognising alternative sounds for graphemes.</li> <li>o Read words: 2/more syllables</li> </ul>	<ul style="list-style-type: none"> <li>o Common exception words, noting unusual sound / spelling combinations</li> <li>o Read high frequency words without overt sounding &amp; blending</li> <li>o Read aloud books matched to phonics, sounding out accurately &amp; without hesitation.</li> <li>o Re-read books to build up fluency / confidence</li> </ul>
Comprehension	
<p><b>Develop pleasure, motivation, vocabulary, understanding:</b></p> <ul style="list-style-type: none"> <li>o Listen &amp; discuss wide range poems, stories, non-fiction (beyond own reading level).</li> <li>o Discuss sequence of events in books and how items of info are related.</li> <li>o Become familiar / retell wider range of stories, inc. fairy / traditional tales. Non-fiction, structured in different ways.</li> <li>o Simple recurring language in stories &amp; poems.</li> <li>o Discuss / clarify word meanings, linking to known vocab.</li> <li>o Discuss favourite words / phrases. Build up poems learnt by heart, appreciating / reciting.</li> </ul>	<p><b>Understand books that they read / listen to:</b></p> <ul style="list-style-type: none"> <li>o Draw on what they know / on info &amp; key words provided.</li> <li>o Check reading makes sense / self-correct.</li> <li>o Make inferences based on what's said / done.</li> <li>o Answer / ask questions</li> <li>o Predict what might happen based on reading so far.</li> </ul>
<p><b>Share ideas about texts:</b></p> <ul style="list-style-type: none"> <li>o Participate in discussions; take turns &amp; listen.</li> <li>o Explain understanding clearly: books shared / read independently</li> </ul>	
Spoken language (KS1 and KS2)	
<ul style="list-style-type: none"> <li>o Listen/respond to adults/peers.</li> <li>o Ask relevant questions to extend knowledge / understanding.</li> <li>o Use strategies to build vocabulary.</li> <li>o Articulate / justify answers, arguments &amp; opinions.</li> <li>o Give structured descriptions, explanations &amp; narratives.</li> <li>o Maintain attention &amp; participate in conversations.</li> <li>o Speculate, hypothesise, imagine &amp; explore ideas.</li> <li>o Speak audibly &amp; fluently with improving Standard English.</li> <li>o Participate: discussions, presentations, performances, role play, improvisations and debates.</li> <li>o Gain, maintain &amp; monitor listener interest.</li> <li>o Consider &amp; evaluate PoVs; respect &amp; build on contributions.</li> <li>o Select and use appropriate register for communication.</li> </ul>	
Music	
<ul style="list-style-type: none"> <li>o Use voices expressively and creatively by collectively singing songs in a round / 2 parts, speaking chants and rhymes from memory</li> <li>o Play tuned instruments musically with others.</li> </ul>	<ul style="list-style-type: none"> <li>o Listen with concentration and understanding to a range of high quality live and recorded music, interpreting music they hear to explore composer's intention</li> <li>o To create &amp; perform compositions: experiment with, create, select and combine sounds focussing on: <i>pitch, duration, dynamics, tempo, timbre, texture, structure and simple forms of notation.</i></li> </ul>

Writing	
Transcription	
<p><b>Spelling (see Appendix 1):</b></p> <ul style="list-style-type: none"> <li>o Segment into phonemes; represent using graphemes; spelling many correctly.</li> <li>o New ways to spell graphemes; learn words with each spelling, including common homophones.</li> <li>o Common exception words.</li> <li>o Words with contracted forms &amp; possessive apostrophes</li> <li>o Distinguish between homophones and near-homophones.</li> <li>o Add suffixes, including <i>-ment, -ness, -ful, -less, -ly.</i></li> </ul>	<p><b>Dictation:</b></p> <ul style="list-style-type: none"> <li>o Write simple sentences from memory, inc. GPCs, exception words &amp; punctuation taught.</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>o Lower case: correct size relative to one another.</li> <li>o Start diagonal / horizontal strokes needed to join letters; letters best left unjoined when together.</li> <li>o Capital letters / digits of correct size, orientation and relationship to one another &amp; to lower case.</li> <li>o Spacing between words that reflects size of letters.</li> </ul>
Composition	
<p><b>Positive attitude &amp; stamina:</b></p> <ul style="list-style-type: none"> <li>o Narratives about experiences of self / others (real / fictitious).</li> <li>o Real events.</li> <li>o Poetry &amp; other different purposes.</li> </ul>	<p><b>Prepare for writing:</b></p> <ul style="list-style-type: none"> <li>o Plan orally / in writing.</li> <li>o Write down ideas / key words.</li> <li>o Summarise what they want</li> </ul>
<p><b>Add, revise &amp; correct writing:</b></p> <ul style="list-style-type: none"> <li>o Evaluate, with adults / peers.</li> <li>o Read: makes sense / fulfils purpose?</li> </ul>	<p><b>Share their writing:</b></p> <ul style="list-style-type: none"> <li>o Discuss with staff / peers.</li> <li>o Read aloud to peers and teachers.</li> </ul>
Vocabulary, Grammar, Punctuation	
<p><b>Understand concepts (Appendix 2):</b></p> <ul style="list-style-type: none"> <li>o Correct use of familiar / new punctuation: <i>capital letters, full stops, exclamation marks, question marks, commas for lists; apostrophes for contracted forms &amp; possession.</i></li> <li>o Use &amp; understand following terms when discussing their writing: <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past / present), apostrophe, comma</i></li> </ul>	<p><b>Use:</b></p> <ul style="list-style-type: none"> <li>o Sentence forms: <i>statement, question, exclamation, command.</i></li> <li>o Expanded noun phrases to describe and specify.</li> <li>o Present &amp; past tense correctly and consistently.</li> <li>o Subordination (using <i>when, if, that or because</i>) and coordination (using <i>or, and &amp; but</i>).</li> <li>o Commas: separate items in a list.</li> <li>o Some features: St'dard English.</li> </ul>
Science	
<p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>o Ask simple questions &amp; recognise different ways to answer.</li> <li>o Observe closely using simple equipment.</li> <li>o Perform simple tests.</li> <li>o Identify and classify.</li> <li>o Use observations and ideas to suggest answers to questions.</li> <li>o Gather and record data to help answer questions.</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>o Observe &amp; describe how seeds and bulbs grow into mature plants.</li> <li>o Find out &amp; describe how plants need water, light and a suitable temp to grow &amp; stay healthy.</li> <li>o I.D / name a variety of plants &amp; animals in their habitat's, including microhabitat's</li> </ul>
<p><b>Living things and their habitats/ Animals, including humans</b></p> <ul style="list-style-type: none"> <li>o Explore &amp; compare difference between: living, dead, never alive.</li> <li>o I.D. that most living things are suited to habitats; describe how different habitats provide for basic needs; that living things are interdependent.</li> <li>o How animals obtain food, using idea of food chain; I.D. sources of food.</li> <li>o Notice that animals, including humans, have offspring that grow into adults</li> <li>o Describe the importance of exercise, eating balance diet, hygiene.</li> <li>o Find about and describe the basic needs of animals, including humans for survival</li> </ul>	
<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>o I.D. &amp; compare suitability of everyday materials for particular uses (wood, metal, plastic, glass, brick, rock, paper, cardboard)</li> <li>o How solid objects changed: squashing, bending, twisting, stretching.</li> </ul>	

Maths	
Number	
<p><b>Number &amp; Place value</b></p> <p>Compare / order &lt;100: &lt;, &gt; &amp; =. Count 2, 3, 5; from zero and in tens from any number □□. I.D. / represent / estimate (different ways), inc. no. line. Forward (from zero): ¼s &amp; ½s Read / write nos. &amp; words: &lt;100. Place value: 3-digit numbers. Use no. facts / place value (inc. partitioning) to solve problems.</p> <p><b>Addition &amp; Subtraction</b></p> <p>Add &amp; subtract (objects, pics, mentally); Problems using visual / 2-digit &amp; 1-digit; 2-digit &amp; tens; 2-digit &amp; concrete apparatus, involving 2-digit; add 3x1-digit. numbers, quantities and measure '+' is commutative; '-' is not. Recognise / use inverse relationship (+/-): check answers / solve missing no. problems Apply mental / written methods. Recall &amp; use +/- facts to 20 fluently; derive &amp; use related facts to 100</p> <p>Solve 1-step problems involving +/using pics / objects; missing no.. problems like 7=□+9.</p>	
<p><b>Multiplication and Division:</b></p> <ul style="list-style-type: none"> <li>o Recall / use x &amp; division facts (2, 5, 10x tables), inc. recognising 2-digit odd / even numbers.</li> <li>o Solve no. sentences (x &amp; division); write using appropriate symbols.</li> <li>o Show multiplication is commutative; division is not.</li> <li>o Solve problems, using materials, arrays, repeated addition, mental methods, x &amp; division facts, including problems in context.</li> </ul> <p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>o Recognise, find, name &amp; write: 1/3, ¼, 2/4 and ¾ (length, shape, set, quantity).</li> <li>o Write simple fractions: ½ of 6=3; recognise equivalent 2/4 and ½</li> </ul>	
Measurement	
<ul style="list-style-type: none"> <li>o Choose &amp; use standard units to estimate &amp; measure: length / height (m/cm); mass (kg/g); temp (°C); <i>capacity (l/ml).</i></li> <li>o Compare &amp; order length, mass, capacity; recoding using &gt;,&lt;=.</li> <li>o Combine monetary amounts to make value; different combinations to make same value.</li> <li>o Solve problems in practical context, inc +/- money &amp; giving change.</li> </ul>	<ul style="list-style-type: none"> <li>o Compare / sequence time intervals,</li> <li>o Tell &amp; write the time to 5 mins, including quarter past / to; draw hands on a clock face to show these times</li> <li>o Know and apply language relating to dates, including days of the week, weeks, months, years</li> </ul>
Geometry	
<ul style="list-style-type: none"> <li>o I.D. &amp; describe properties of 3D shapes (<i>edges, vertices &amp; faces</i>), using Yr 1 shapes and quadrilaterals, prisms and cones.</li> <li>o I.D. 2D shapes on the surface of 3D shapes.</li> <li>o Use maths language to describe position, direction &amp; movement (<i>whole, half, quarter, three-quarter turns; number of right angles; clockwise &amp; anticlockwise; movement in a straight line</i>).</li> </ul>	
Statistics	
<ul style="list-style-type: none"> <li>o Interpret &amp; construct simple pictograms, tally charts, block diagrams, tables.</li> <li>o Ask &amp; answer questions about totalling &amp; comparing categorical data.</li> </ul>	
History	
<ul style="list-style-type: none"> <li>o Develop awareness of past using common words &amp; phrases relating to the passing of time (past/ present/ future).</li> <li>o Know where people and events fit within a time framework (use of class timeline of events)</li> <li>o I.D. similarities/differences between ways of life (diff. periods/ link to LVC).</li> <li>o Use wide vocabulary of everyday historical terms.</li> <li>o Ask &amp; answer questions, choosing/using parts of sources (artefacts, paintings, photo's) to show they know &amp; understand key features of events.</li> <li>o Understand some ways we find out about the past and I.D. ways in which it is represented.</li> <li>o Events beyond living memory, significant nationally or globally</li> <li>o Lives of significant people in history who have contributed to national &amp; international achievements. Some should be used to compare aspects of life in different time periods and reflect on LV displayed and LVC</li> <li>o changes in living memory</li> </ul>	

Computing	
<b>Computer Science</b> o That programs need clear and precise instructions. Use software, including tablet apps to create their own simple programs. o Use logical reasoning to predict behaviour of programs. o Identify 'bugs' in their own programs and debug them.	<b>Information Technology</b> Create, organise, store, manipulate and retrieve content: o Search for online images and save; * Add clip art, save images, resize / rotate. *Use animation program to tell simple stories. * Create word processing content, adding spacing, punctuation; using font, colour, size for effect. * Store work in an appropriate location & retrieve to make alterations. o Close all open tablet apps, using shortcuts & gestures as appropriate.
<b>Digital Literacy</b> o Record sounds / still & moving images using digital device in order to communicate with audience about their learning. o Recognise common uses of I.T. in wider community. o Understand how to use technology safely and respectfully. o Teach others about e-safety by creating content for a specific audience.	
Art and Design	
<b>Seek inspiration:</b> o Identify, analyse, select, compare, speculate, imagine, question, interpret & evaluate ( <i>pics, film, books, repros, website and original works</i> ). o About artists, craft makers & designers & their works. o Relate work of practitioners to groups of which they're part: artistic movement, genre, period / culture.	<b>Create with intent and skill:</b> o Using range of materials creatively to design & make products. o Share their ideas, experiences and imagination through: <i>drawing and mark making; painting and colour mixing; sculpture (inc. assembling, constructing, modelling), printing and pattern making; cutting, tearing, sticking and collaging.</i> o Develop art & design techniques using colour, pattern, texture, shape, form and space. o Discuss similarities & differences (techniques) & link with work.
<b>Reflect and improve:</b> o Share, evaluate & develop ideas to inform future actions.	
Design and Technology	
<b>Design:</b> o Purposeful, functional, appealing products based on design criteria. o Generate, develop, model and communicate ideas. <b>Make:</b> o Select & use a range of tools & equipment to perform practical tasks ( <i>including cutting, shaping, joining and finishing</i> ). o Select and use wide range of materials & components for construction, textiles activities and cookery, according to characteristics.	<b>Evaluate:</b> o Explore & evaluate a range of existing products, collecting feedback from users to I.D. good and bad points. o Evaluate their ideas and products against design criteria and feedback from possible users. <b>Technical knowledge:</b> o Build structures, exploring how they can be made stronger, stiffer and more stable. o Explore using mechanisms (including levers or sliders) in their products. o Understand and use electrical systems in their products.

Geography	
o Develop knowledge about: world, UK, our local area, school site o Understand basic geographical language (people & places). o Use first-hand observation to enhance locational awareness and link to our LV's & LVC's (where relevant)	
<b>Human / physical geography:</b> o The location of hot & cold areas, in relation to equator / N & S poles. o How places change over time. o How humans change places over time through their actions (local / Global) o Name features (coast)	<b>Place knowledge:</b> o Understand similarities and differences between people and places through studying human and physical geography of small area in contrasting non-European country.
<b>Locational knowledge:</b> o Name, locate, identify the seven continents and the five oceans	
<b>Geographical skills &amp; fieldwork:</b> o Use world, maps, atlases, google earth globes to I.D. the UK & other countries, continents and oceans studied in Y2. o Simple compass directions & language of location and direction to describe map routes & features.	o Use aerial photos and plan views to recognise landmarks and human & physical features. o Devise a simple map with basic symbols in a key. . o Use simple fieldwork & observational skills to study the school and its grounds, and the human / physical features of its surrounding environment.
Physical Education	
<b>Mastering / combining movements:</b> o Develop agility, balance, confidence & co-ordination: <i>multi-skills, team games, dance, athletics, gymnastics, small group and class activities, designing and playing small games for others.</i> o Basic movements including running, jumping, throwing, catching, striking and kicking. o Create / remember / repeat movement sequences. o Understand muscle memory: talk about how bodies feel before, during & after certain movements	
<b>Becoming aware of fitness, health &amp; sport:</b> o Learn how important it is to be active. o Recognise & describe how bodies feel during different activities. o Research different disciplines & begin to identify the sports that are contained within it (i.e. gymnastics, athletics). o Compare & contrast skills and physical demands of different activities.	
<b>Exploring possibilities:</b> o Select from a small range of P.E. equipment & explain how it helps develop a particular skill. o Design activities for themselves & peers which are aimed at developing a particular skill or type of physical activity. o Suggest ways of adjusting an activity to make it more challenging for themselves and others; explain why it's more challenging.	
<b>Assessing risk:</b> o Identify and suggest ways of managing risks to themselves and others using <i>STEPS: Space, Task, Equipment, People</i> ; relate this to non-school contexts. o Take action to eliminate risks as they occur during P.E. sessions. o Suggest appropriate dress for particular tasks, drawing upon understanding of hygiene, health and safety.	
<b>Communicating and co-operating:</b> o Share knowledge / ideas / learning age-appropriately. o Under peer supervision & with adult oversight, move large apparatus (inc. mats & benches) safely by following school guidelines. o Create, resource and teach own multi-skills activities to others. o Develop simple tactics of attack & defence & work effectively with others to apply them to team games. o Lead warm-up sessions for peers, incl. stretches & dynamic activities.	
<b>Reflecting to celebrate and improve:</b> o Watch themselves and others participating (live, video, photos) and begin to identify: <i>performance strengths (including performance strengths, inc. movement sequences &amp; tactics in action; own/ other people's improvements &amp; development areas over time; aspects of other people's performance that they wish to emulate).</i>	

Wellbeing	
<b>Relationships</b> o Making friends; feeling lonely and getting help o Recognising things in common and differences; playing and working cooperatively; sharing opinions o Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable. o Managing secrets; resisting pressure and getting help; recognising hurtful behaviour o Pupils can identify the ways in which people and families are unique, Understanding there has never been and will never be another them.	<b>Health &amp; wellbeing</b> o 5 Elements of Mental Health: SMILE Curriculum o Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals. managing feelings and asking for help o Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond. o Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid. o Why sleep is important; medicines and keeping healthy; keeping teeth healthy; o Growing older; naming body parts; moving class or year o Pupils can recognise how they grow and will change as they become older.
<b>Living in the wider world:</b> o The internet in everyday life; online content and information o Belonging to a group; roles and responsibilities; being the same and different in the community o What money is; needs and wants; looking after money	
Religious Education	
<b>Theology: thinking through believing</b> ( <i>What does it feel like to be part of a faith during an international celebration?</i> ) o Learn about the stories related to the Christmas and Hanukkah miracles, why they are significant, and the similarities / differences between them. o Learn how and why Christians and Jews celebrate these festivals the way they do, with particular reference to symbols, artefacts and traditions. o Identify key religious practices relating to Christmas and Hannukah.	
<b>Philosophy: thinking through thinking</b> ( <i>What questions do religious stories make us ask?)</i> o Study and ask questions about at least one story from each religion; for example: <b>Buddhism:</b> Siddhartha and the Swan; Siddhartha and the Monkey King. <b>Islam:</b> The Prophet and the Ants; The Crying Camel. <b>Sikhism:</b> The Milk and the Jasmine Flower; Duni Chand and the Silver Needle. o Ask why, what, when, where and how questions to investigate religious stories. o Express personal views about these stories with sensitivity to the beliefs of others. o Identify why stories are / were used by religions to teach followers about religious beliefs.	
<b>Human/Social Science: thinking through living</b> ( <i>How have religious festivals been celebrated in different places and at different times?)</i> o Learn to use the word 'Christian' appropriately when talking about Christianity. o Identify some of the varied ways in which the Christmas festival is celebrated around the world. o Identify some of the different ways that Christians have celebrated the birth of Jesus throughout history. o That the same festivals have been / continue to be celebrated differently, and the reasons for this.	

## Year 2 – Curriculum on page

*This is only a summary to aid curriculum mapping.*