

National Curriculum Expectations

Year 2

Core Subjects

| English | |
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| Spoken Language | |
| <ul style="list-style-type: none"> • Listen to, discuss and express views about and understanding of a wide range of contemporary, classic poetry, stories and non-fiction at level beyond that read independently • Discuss sequences of events in books • Retell familiar stories • Discuss meaning of words- favourites • Continue to recite poetry by heart and begin to use intonation for clearer meaning • Ask and answer questions | |
| Reading | |
| Reading - word reading | Reading - Comprehension |
| <ul style="list-style-type: none"> • Continue to apply phonic knowledge to decode words until reading becomes fluent. • Read accurately by blending including recognition of alternative sounds for graphemes • Read accurately 2 or more syllables • Read words containing common suffixes • Read common words quickly and fluently • Read aloud to improve phonic knowledge, sound out unfamiliar words without hesitating • Re-read to build confidence | <p>Reading for pleasure:</p> <ul style="list-style-type: none"> • Recognise and retell range of fairy stories and traditional tales. • Identify different structures in non-fiction texts • Recognise simple recurring literary language in story and poetry <p>understanding books:</p> <ul style="list-style-type: none"> • Draw upon what they already know • Check the text makes sense by beginning to self-correct own reading • Make inferences on texts based on what has been read • Make predictions based on what has been read |

National Curriculum Expectations Year 2

| Writing | | | |
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| Spelling | Handwriting | Composition | Grammar and punctuation |
| <ul style="list-style-type: none"> • Revision of work from year 1 • Spell common words by segmenting • Spell common exception words • Spell words with common contractions • Sounds spelt ge, dge, g before e, l, y, c before e, l, y, kn, wr, -le, -al, il, -y at the end of words, • Learn the possessive apostrophe • Spell common homophones and near homophones • Use suffixes: ment, ness, ful, less and ly to form abstract nouns and adverbs ▪ Write simple sentences dictated by CT including learnt punctuation | <ul style="list-style-type: none"> • Form lowercase letters to correct size relative to each other • Start to join letters (diagonal & horizontal strokes) and understand those that should not be joined • Write capital letters and digits of correct size and relation to lower case letters • Use spacing between words that is appropriate | <p>Developing attitudes & stamina for writing:</p> <ul style="list-style-type: none"> • Write narratives about personal experiences (real and fictional) • Write about real events • Write poetry • Write for different purposes • Plan writing or orate what they will write about • Plan through jotting key ideas and key vocabulary • Review sentence by sentence • Make simple additions/ corrections through CT and peer assessment • Re-read to check coherence focusing on correct use of verb for time etc. • Proof read for errors in spelling, grammar and punctuation. | <p>Revise and Build on skills from Y1</p> <ul style="list-style-type: none"> • Learn and use capital letters, full stops, exclamation marks, question marks, commas for lists and apostrophes for contraction and possessives. • Write different forms of sentences: statement, question, exclamation, command. • Expand noun phrases using adjective • Use Present and past tenses and the progressive form of verbs • Begin to use subordination (when, if, because, that) • Begin to use co-ordination (or, and, but) • Use the grammatical terminology for Year 2 noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma • Some features of written Standard English |

| Mathematics | | | |
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| Number | | | |
| Number and Place Value | Addition and Subtraction | Multiplication and Division | Fractions |
| <ul style="list-style-type: none"> ▪ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and 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. | <p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> ▪ 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 <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> ▪ 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 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 solve missing number problems. | <ul style="list-style-type: none"> ▪ 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. | <ul style="list-style-type: none"> ▪ 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 | Geometry- Properties of shapes | | Geometry – position and direction |
| <ul style="list-style-type: none"> ▪ choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); 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. | <ul style="list-style-type: none"> ▪ identify and describe the properties of 2-D shapes, including the number of sides and line 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. | | <ul style="list-style-type: none"> ▪ 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). |

National Curriculum Expectations Year 2

| Science | | | |
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| Working scientifically | | | |
| <p>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:</p> <ul style="list-style-type: none"> • 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. | | | |
| Living things and their habitats | Plants | Animals including humans | Everyday Materials |
| <ul style="list-style-type: none"> ▪ 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. | <ul style="list-style-type: none"> ▪ 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. | <ul style="list-style-type: none"> ▪ 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. | <ul style="list-style-type: none"> ▪ 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. |

National Curriculum Expectations

Year 2

Foundation Subjects

Art and Design - Key stage 1

- to use a range of materials creatively to design and make products.
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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

Computing - Key stage 1

- 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.

Design Technology – Key stage 1

| Design | Make | Evaluate | Technical Knowledge | Cooking and nutrition |
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| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> ▪ use the basic principles of a healthy and varied diet to prepare dishes ▪ understand where food comes from. |

| Geography - Key stage 1 | | | |
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| Location Knowledge | Place Knowledge | Human and physical geography | Geographical skills and fieldwork |
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | <ul style="list-style-type: none"> 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 use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. |

| History - Key stage 1 |
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| <ul style="list-style-type: none"> 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality. |

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Year 2

Music - Key stage 1

- use their voices expressively and creatively 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
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Physical Education (PE) - Key stage 1

- 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.