



Tatsfield Primary School Year 2 Curriculum

English

Reading – Word

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

Read accurately words of two or more syllables that contain the same graphemes as above

Read words containing common suffixes

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Re-read these books to build up their fluency and confidence in word reading

Reading – Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

Discussing the sequence of events in books and how items of information are related

Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

Being introduced to non-fiction books that are structured in different ways

Recognising simple recurring literary language in stories and poetry

Discussing and clarifying the meanings of words, linking new meanings to known vocabulary

Discussing their favourite words and phrases

Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

Drawing on what they already know or on background information and vocabulary provided by the teacher

Checking that the text makes sense to them as they read and correcting inaccurate reading

Making inferences on the basis of what is being said and done

Answering and asking questions

Predicting what might happen on the basis of what has been read so far

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Writing

Handwriting

Form lower-case letters of the correct size relative to one another

Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Use spacing between words that reflects the size of the letters

Composition

Develop positive attitudes towards and stamina for writing by:

Writing narratives about personal experiences and those of others (real and fictional)

Writing about real events

Writing poetry

Writing for different purposes

Consider what they are going to write before beginning by:



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Planning or saying out loud what they are going to write about

Writing down ideas and/or key words, including new vocabulary

Encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

Evaluating their writing with the teacher and other pupils

Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Read aloud what they have written with appropriate intonation to make the meaning clear

Spelling Punctuation and Grammar

A breakdown of spelling, punctuation and grammar can be viewed in the Tatsfield progression booklet and the National Curriculum

Writing-vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in The National Curriculum [English Appendix 2](#) by:

learning how to use both familiar and new punctuation correctly (see [English Appendix 2](#)), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

Sentences with different forms: statement, question, exclamation, command

Expanded noun phrases to describe and specify [for example, the blue butterfly]

The present and past tenses correctly and consistently including the progressive form

Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

The grammar for year 2 in [English Appendix 2](#)

Some features of written Standard English

Use the grammatical terminology in [English Appendix 2](#) in discussing their writing

Range of opportunities

Fiction

Write stories set in places pupils have been

Write stories that use the language of fairy tales and traditional tales

Write stories that mimic significant authors

Write stories with imaginary settings

Write narrative diaries

Non- Fiction

Write cards, postcards, letters and writing of social communication

Write labels

Write lists

Write recounts

Write captions

Write non-chronological reports

Write glossaries

Write instructions

Present information

Write riddles

Write book reviews

Write Playscripts

Poetry

Write poems that use pattern, rhyme and description

Write nonsense and humorous poems and limericks

Communication

Listen and respond appropriately

Ask relevant questions to extend understanding and knowledge

Use relevant strategies to build vocabulary

Articulate and justify answers, arguments and opinions

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings



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Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Speak audibly and fluently with an increasing command of Standard English

Participate in discussions, presentations, performances, role play, improvisations and debates

Gain, maintain and monitor the interest of the listener(s)

Consider and evaluate different viewpoints, attending to and building on the contributions of others

Select and use appropriate registers for effective communication

Mathematics

Number- number and place value

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

Number – addition and subtraction

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 solve missing number problems

Number – multiplication and division

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

Number – Fractions

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

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



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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

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

Geometry – Position and direction

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

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

Science

Working scientifically

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 habitat

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

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 including 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

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

Gardening

Growing cress, radishes and amaryllis linked to Science studies

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



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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

Art

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 – *Jackson Pollock, Shay Cozier*

Design Technology

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, mock-ups and, where appropriate, information and communication technology

Make

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

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 [for example, 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

Geography

Locational knowledge

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

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 – *Australia, St Lucia*

Human and physical geography

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

Geographical skills and fieldwork

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



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History

Events beyond living memory that are significant nationally or globally – *The Plague and Great Fire of London*

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

- *Samuel Pepys, Mary Anning*

Some should be used to compare aspects of life in different periods – *Sir Christopher Wren, Norman Foster*

Significant historical events, people and places in their own locality – *Plague pit, H G Wells*

Music

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

Learn to play the recorder

Physical Education

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

PSHE RSE

Rights and responsibilities

I can give examples of when I've used some of these ideas to help me when I am not settled.

Being My Best

I can name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy.

I can explain how setting a goal or goals will help me to achieve what I want to be able to do.

Growing and Changing

I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.

I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).

I can give examples of how to give feedback to someone.

Me and My Relationships

I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.

I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.

I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.

Most of the time I can express my feelings in a safe, controlled way.

Valuing Difference

I can say how I could help myself if I was being left out.

I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.

Keeping Myself Safe

I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.

I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.

I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.