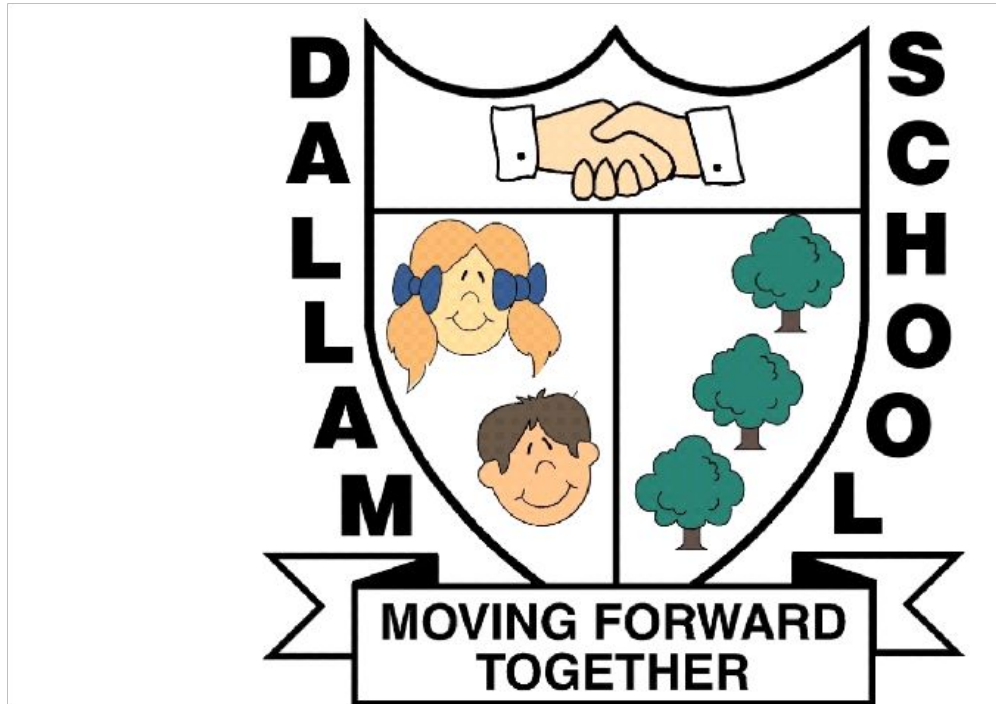


DALLAM PRIMARY SCHOOL



Year 2 Curriculum

Intent

The curriculum at Dallam Primary is designed to provide a broad and balanced education that meets the needs of all of our children while delivering the programmes of study outlined in the National Curriculum in England. Through a wide range of subjects, it encourages effective communication, independence, curiosity, creativity and resilience to produce collaborators, innovators and leaders. Promoting physical development and mental well-being are key elements in supporting the development of the whole child and promoting a positive attitude to learning.

Central to our curriculum are core skills that underpin everything that we do:

Active Learning:

- To seek out and enjoy challenges
- To collaborate with others
- To show commitment and perseverance
- Assess themselves and others

Basic Skills:

- To speak clearly and convey ideas confidently
- To read and communicate ideas in writing efficiently and effectively.
- To calculate efficiently and apply skills to solve problems
- To use new technologies confidently and purposefully

Creative Thinking:

- To ask questions to extend their thinking
- To generate ideas and explore possibilities
- To overcome barriers by trying out alternatives or new solutions
- To connect ideas and experiences in inventive ways

Our approach enables children to make connections within and across subjects as they acquire the knowledge, understanding and skills they will need for the next stage in their learning and to make a positive contribution to and celebrate diversity within their community and in the wider world today and in the future.

Long Term Plan

	AUTUMN		SPRING		SUMMER	
Science	Animals including humans		Uses of Everyday materials Plants		Animals and their habitats	
Computing	Navigating Computers Word Processing E-Safety		Programming using Scratch Jr Algorithms and debugging E-Safety		Exploring the International Space Station Stop Motion animations E-Safety	
History	Significant Individuals From the Past and Their Contributions to National and International Achievements		Significant Individuals From the Past and Their Contributions to National and International Achievements		Significant Historical Places in our own Locality Burtonwood	
Geography			Locational and Place Knowledge UK		The Amazon Rainforest – A Contrasting Non-European Country/ Fieldwork	
Design and Technology	Food and Nutrition	Textiles	Mechanisms		Structures	
Art and Design	Drawing and Painting					
	Collage					
Music	Musical Me	Orchestral Instruments	Call and Response	Myths and Legends	Becoming Composers	
PE	Personal Skills (Real PE) Athletics	Social Skills (Real PE) Invasion Games	Cognitive Skills (Real PE) Gymnastics	Creative Skills (Real PE) Striking and Fielding Games	Physical Skills (Real PE) Net and Wall games Dance	Health and Fitness (Real PE) Striking and Fielding Games Athletics Dance
RE	Christianity – The Church What unites the Christian community?	Christianity – Jesus Why do Christians say that Jesus is the 'Light of the World'?	Christianity – God Does how we treat the world matter?	Islam Why do Muslims believe in obeying God?	Hinduism How might people show their devotion?	Judaism What aspects of life really matter?

English

The image shows the word "English" written in large, colorful, 3D-style letters. Each letter is held up by a hand. The letters are: 'E' (green), 'n' (blue), 'g' (red), 'l' (yellow), 'i' (pink), 's' (purple), and 'h' (blue). The hands are of various skin tones, suggesting a diverse group of people. The background is plain white.

Spoken Language

Throughout each year group, pupils will build on the oral language skills build in previous years at a level which is appropriate to their age. They will be encouraged to communicate effectively across a range of contexts and to a range of audiences. They will have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils will be encouraged to take turns and participate constructively in conversations and debates.

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- 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.

Reading

Throughout Year 2, pupils will have opportunities to read and enjoy listening to a range of quality fiction.

The reading spine books for Year 2, which will be read aloud throughout the year are:

Amazing Grace

The Owl Who Was Afraid of the Dark

The Hodgeheg

Fantastic Mr Fox

The Twits

Flat Stanely

The poetry spine includes:

Crazy Mayonnaisy Mum

The Works 2-Pie Corbett,

Heard it in the Playground-Alan Ahlberg

A First Poetry Book –Pie Corbett.

Reading

Pupils will be taught to:

- 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

- 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.

Reading Across the Curriculum

Throughout Year 2, pupils' learning across the curriculum will be supported by a range of quality books including:

Autumn term

Major Glad, Major Dizzy

Spring term

Meerkat Mail

The Great Kapok Tree

Mr Wolf's Pancakes

Summer term

What if?

Silly Billy

Oliver's Vegetables

Writing

During Year 2, pupils will write a range of genres. Particular focus will be placed on:

stories involving: a journey and a character with a flaw recounts, reports, persuasion and instructions.

Talk For writing Texts include:

Rainbow Fish to the Rescue

Meerkat Mail

The Great Kapok Tree

Silly Billy

The Last Wolf

Writing

Pupils will be taught to:

- spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular)
 - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- 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.
- 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

Writing

- consider what they are going to write before beginning by:
 - 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
- read aloud what they have written with appropriate intonation to make the meaning clear.
- develop their understanding of vocabulary and grammatical concepts 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)

Writing

- learning 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 and understand the grammatical terminology in English Appendix 2 in discussing their writing.
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

PALS Objectives

Writing is planned for and assessed using objectives from PALS files which break down Y2 National Curriculum objectives to ensure progression through the year.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Vocabulary</u>	<p>Use more specific nouns e.g. cottage instead of house.</p> <p>Use another noun to write the expanded noun phrases for precision e.g. sports car, maths teacher.</p> <p>Use a greater range of appropriate adjectives to write expanded noun phrases for description.</p> <p>Use a range of prepositions to write expanded noun phrases for specification e.g. The dog under the tree was eating a bone.</p>	<p>Use 'a and an' correctly.</p> <p>Use demonstratives – this dog, that dog.</p> <p>Use a greater range of superlative adjectives for height, weight, length and speed e.g. highest, heaviest, longest, slowest.</p> <p>Use a greater range of comparative adjectives for height, weight, length and speed e.g. taller, lighter, shorter, faster.</p> <p>Use present perfect tense e.g. He has gone out to play.</p> <p>Use a greater range of adverbs for place – e.g. everywhere, somewhere, indoors, <u>outdoors</u>.</p> <p>Use a greater range of adverbs for manner – e.g. quietly, quickly, <u>angrily</u>.</p> <p>Use pronouns to link sentences – The witch looked at the boy. She grinned, He screamed.</p>	<p>Use a range of adverbs e.g. later, tomorrow and adverbial phrases for time e.g. a moment later, after lunch.</p> <p>Use fronted adverbs of time e.g. suddenly, secondly.</p> <p>Use adverbs for addition e.g. Also.</p> <p>Use adverbs for cause e.g. therefore.</p> <p>Use adverbs for opposition e.g. However.</p>
<u>Sentence</u>	<p>Use a range of sentence structures for effect e.g. and, so, but, or</p> <p>Use co-ordination – sentences with more than 2 clauses with coordinating conjunctions e.g. He was tired and hungry so they went home.</p> <p>Use full range of KS1 punctuation correctly</p> <p>A, ! ? , ' ,</p> <p>Use commas in a list of adjectives e.g. juicy, red apples</p> <p>Use commas in a list of expanded noun phrases.</p> <p>Use apostrophes to show missing letters in contractions.</p>	<p>Use subordination to express time and cause e.g. when, before, after, while/ because, so that.</p> <p>Use commas after subordinate clauses when used at the start of a sentence.</p> <p>Use apostrophes to show singular possession.</p>	<p>Use subordination 'that' for <u>inanimate</u> objects e.g. My dad bought that car. My dad bought a car that had two flat tyres.</p> <p>Use subordination – using 'who' as a relative pronoun for animate objects e.g. There once was a prince who loved ice cream.</p> <p>Use inverted commas for speech in dialogue.</p> <p>Use subordination n- using 'that' following a range of verbs for thinking e.g. I forgot that he was coming.</p> <p>Use subordination – starting sentences with subordinate clauses using 'when' and 'if'.</p>

PALS Objectives

<p>Composition</p>	<p>Read and discuss with teacher/peers models of similarly structured writing.</p> <p>Use above models to record group and own ideas for a given audience and purpose.</p> <p>Use the recorded ideas on own planning frame as a starting point for oral/ written composition.</p> <p>Compose and rehearse sentences orally.</p> <p>Follow a plan and draft for each section of my writing.</p> <p>Evaluate own and others' writing for sense by re-reading with teacher/ peers.</p> <p>Use terminology correctly when discussing writing e.g. preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, speech marks.</p>	<p>Edit own writing by suggesting and making grammar and vocabulary improvements.</p> <p>Proof read for spelling and punctuation errors.</p> <p>Read aloud own writing to teacher/ group using correct intonation and volume.</p> <p>Use a range of cohesive devices to make links in their writing – pronouns, adverbs, adverbial phrases.</p> <p>Write endings appropriate to the genre – may link back to the openings.</p> <p>Use sections to signal changes in time – paragraphs.</p> <p>Write non-chronological reports in different forms. – Recount in a diary, instructions for directions.</p> <p>Write a non-chronological report.</p>	<p>Include direct speech to advance the plot.</p> <p>Use a range of cohesive devices to make links in non-fiction texts e.g. pronouns, adverbs, adverbial phrases.</p> <p>Write non-fiction texts using organisation and features to suit the text type e.g. subheadings for presentation.</p> <p>Include relevant description of subject matter.</p> <p>Write opening statements with information to engage the reader e.g. questions and/or commands.</p> <p>Write closing statements to show personal opinion or viewpoint.</p>
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Maths



Throughout Year 2 pupils will:

- Develop confidence and mental fluency with whole numbers, counting and place value.
- Work with numerals, words and the four operations, including with practical resources.
- Develop the ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary.
- Use a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.
- Know the number bonds to 20 and be precise in using and understanding place value. There will be an emphasis on practice to aid fluency.
- Read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Number and Place Value

Pupils will be taught to:

- 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.
- 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

Number and Place Value

- 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.
- 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.
- 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 (°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.

Geometry

- 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.

Statistics

- 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 anticlockwise).

The long term plan for maths in Year 2 ensures full coverage of the National Curriculum.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Numbers to 100		Number: Addition and Subtraction			Number: Multiplication		Number: Division		Measures: Length and Mass		
Spring	Measures: Temperature	Geometry: Graphs	Word Problems	<u>Measures: Money</u>		3D shape	Number: Fractions				Assess and Review	
Summer	Measures: Time		Measures: Volume		Revision		SATs		Assess and Review		Early Transition	

Pupils are assessed throughout the year to determine whether they are on track to achieve Age Related Expectations at the end of the Year.

Year 2	Working within	Focussing	Securing
MathsNoProblem Number	Chapter ,2,3,4	Chapter 9,10,13	
Number and the number system	<p>Write multiples of ten in words thirty, forty...etc</p> <p>Count numbers up to 100 using concrete objects: counting up by 1s, 5s and 10s forwards and backwards Begin to recognise place value in 2 digit numbers</p> <p>Compare numbers using place value knowledge. Partitioning a 2 digit number into tens and units. Recognise and describe number patterns that go up and down by 1s, 2s or 10s. Recognise and describe patterns with more complex numbers: in particular 3 and 5.</p>	<p>Represent and estimate 2 digit numbers practically and on a 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 words Count in twos, fives and tens from any number, forwards or backwards Count in threes from zer Describe and extend simple number sequences</p> <p>Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or whole number using materials and pictures. Understand $\frac{2}{2}$ two halves and $\frac{4}{4}$ four quarters</p> <p>Identify and name fractions, looking at the number of pieces and how many are shaded in, including thirds Use the fractions vocabulary 'numerator' and 'denominator'. Recognise equivalent fractions in halves, thirds, quarters Compare and order similar fractions by looking at the size of the pieces shaded. Compare and order fractions with different denominators. Count the wholes and parts to form mixed numbers. Count in halves, thirds and quarters and place onto a number line using pictures.</p>	
Calculation	<p>Recall and use addition and subtraction facts to 20</p> <p>Add numbers mentally, using concrete or pictorial representations ing:</p> <ul style="list-style-type: none"> - 1-digit to a 2-digit number without regrouping and renaming units - two 2-digit numbers, sum of units equaling 10 or more - three single-digit numbers <p>Subtract numbers mentally using concrete/ pictorial representations ing:</p> <ul style="list-style-type: none"> - 1 digit number from a 2-digit number no exchange/exchange - a multiple of ten from a 2-digit number - 2-digit number from another 2-digit number. 	<p>Recognise and use the inverse relationship between + and - to check and to solve missing number problems. Show that addition of two numbers can be done in any order (commutative) while subtraction cannot Recall and use x facts for the 2, 5 and 10 x tables Write and interpret mathematical statements involving multiplication(x), division(÷) equals(=)signs Add amounts of money together to determine the total amount. Calculate change from £100 or less; Use + and - facts to 20 to derive related facts to 100 Show that multiplication of two numbers can be done in any order (commutative) while division cannot Recall and use ÷ facts for the 2, 5 and 10 x tables Recognise whether a number is odd or even</p>	

	<p>Recognise subtraction as inverse of addition</p> <p>Recognise multiplication as repeated addition Understand and learn the 2, 5 and 10 times tables ,use knowledge to investigate commutative the law Identify patterns and relationships in 2,5 and 10 times tables Understand dividing as grouping and sharing</p> <p>Identify odd and even numbers</p>	<p>Understand multiplication as repeated addition and division as repeated subtraction</p>	
Problem solving	<p>Use place value and number facts to solve problem. Explain methods and reasoning orally. Solve addition and division word problems in context of measures(length) Use the knowledge of multiplication in 2, 5 and 10 times tables to solve word problems. Understand and solve word problems which require the use of the multiplication and division</p>	<p>Identify the steps needed to solve a practical/word problem <u>e.g.</u> decide whether to add or subtract. Improve the use of bar modelling, representation and decision making to solve multi-step problems Solve simple money problems in practical contexts up to 50p involving addition and subtraction, including giving change Solve word problems in the context of mass Solve problems applying increasing knowledge of mental and written methods Make sensible estimates</p>	<p>Solve word problems using ml and l, including problems involving difference. Solve word problems involving volume and multiplication.</p>
Ongoing	<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 • <u>use</u> place value and number facts to solve problems. • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 		
Measurement	<p>Become familiar with using standard units of measurement. Understand standard unit of measures of length as a <u>metre</u> and a centimetre Recognise <u>cm</u> as smaller unit of length than a metre Understand that length, height and width can be measured using metres and centimetres Use standard abbreviations for standard units of length Compare length for objects using greater than, <u>less</u> than and equals symbols. Compare different lengths using centimetres Compare and measure various line lengths: both straight and curvy. Understand that mass is measured in kilograms and grams and by using scales accurately. Understand gram as a smaller unit than a kilogram. Compare the mass of two or three different objects Estimate and read temperature in <u>degrees</u> (°C) and read thermometers Order temperatures from highest to lowest. Become fluent in counting and recognising coins and notes by appearance and use symbols for pounds (£) and pence (p) Find different combinations of coins that equal the same amount (up to 50p) Represent and compare amounts of money using coins and notes and exchange denominations of money for different coins. Choose and use appropriate measuring instruments. Compare volume in different-sized containers using the terms 'greater than,' 'less than,' 'greatest' and 'least.' Measure volume using litres and determine whether an amount is 'more than,' 'less than' or 'equal to' a litre. Measure volume using millilitres and litres; to determine how many ml there are in 1 L</p>		

	<p>Tell and write time for quarter past/to the hour and to 5-minute intervals and to the hour.</p> <p>Draw hands on an analogue clock to show correct time.</p> <p>Find the duration of time using an analogue clock in 30- and 60-minute intervals.</p> <p>Find the ending of a duration of time from different 5-minute starting points.</p> <p>Compare and sequence events and intervals of time</p>
Geometry	<p>Order and arrange combinations of mathematical objects in patterns</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Handle, read and write the names of a wide variety of common 2D shapes.</p> <p>Identify, sort and describe properties of 3-D shapes eg. sides, edges, vertices, faces and corners</p> <p>Identify lines of symmetry in common 2-D shapes</p> <p>Draw lines and shapes using square grids and dotted grids and a straight edge</p> <p>Recognise and construct patterns of shapes and colours of up to 3 objects in different orientations</p> <p>Use mathematical vocabulary to describe position, direction and movement of shape on a square grid.</p> <p>Turn objects using quarter, half and three-quarter turns both clockwise and anticlockwise</p> <p>Recognise right angles in 2D and 3D shapes</p> <p>Describe 3-D shapes based on the number of faces and identify 2-D shapes on the surface of 3-D shapes eg. a circle on a cylinder, a triangle on a pyramid</p> <p>Construct 3-D models and recognise patterns using 3-D objects.</p> <p>Use mathematical vocabulary to describe movement by giving instructions to children or programming robots</p> <p>Recognise rotation as turn in right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p>
Statistics	<p>Organise data using simple lists and tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Read and interpret a picture graph with confidence.</p> <p>Read, interpret and create a picture graph where one picture represents 2, 5, or 10 items</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>Ask and answer questions about totalling and compare categorical data</p>
Ongoing	<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. • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

The National Curriculum specifies the content of each year group's science curriculum.

Throughout Year 2, Pupils will:

- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- identify and classify
- use their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions.

Science is taught through project work wherever possible, but is often covered as a series of discrete lessons and is organised across the year in Year 2 as follows.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Animals including Humans		Uses of Everyday Materials Plants		Living Things and their Habitats	

Animals Including Humans

Pupils will:

- 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.

Living Things and Their Habitats

Pupils will:

- 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

Pupils will:

- 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.

Uses of Everyday Materials

Pupils will:

- 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.

SMSC



Whilst opportunities for the development of SMSC are incorporated into all aspects of school life, there are many areas of the curriculum that are designed to specifically address different elements of Social, Moral, Spiritual and Cultural education:

Social Development:	Moral Development:	Spiritual Development:	Cultural Development:
<ul style="list-style-type: none"> • Exercise leadership and responsibility • Work successfully as a member of a group or a team • Work co-operatively • Use a range of social skills in different contexts <p style="text-align: center;">BIG ISSUES through Explore project</p> <ul style="list-style-type: none"> • Reflect on my contribution to society and to the world of work • Appreciate the rights and responsibilities of individuals • Recognise and respect social differences • Challenge the values of a group or wider community • Foster a sense of community, with common, inclusive values • Understand and debate social issues 	<ul style="list-style-type: none"> • Express views in an open and safe learning environment • Develop the desire to explore my own and others' views <p style="text-align: center;">Explore project</p> <ul style="list-style-type: none"> • Develop a willingness to express views on ethical issues • Develop an ability to make responsible and reasoned judgements on moral dilemmas • Develop the ability to think through the consequences of my own and others' actions 	<ul style="list-style-type: none"> • Reflect on own experiences, and learn from reflection • Enjoy learning, and be fascinated by the world around us • Develop an appreciation of the intangible • Ask questions and be curious – 'why?', 'How?', 'Where?' • Develop a sense of empathy with others, concern and compassion • Develop a respect for insight as well as for knowledge and reason • Understand feeling and emotions • Use imagination and creativity in their learning) • Develop an expressive and creative impulse • Have space for their own thoughts, ideas and concerns 	<p style="text-align: center;">Create project</p> <ul style="list-style-type: none"> • Participate in literature, drama, music, art, crafts, and other cultural events. • Develop a sense of personal enrichment through encounters with cultural media and traditions from a range of cultures • Develop a willingness to participate in, and respond to, artist and cultural enterprises • Pupils' understanding and appreciation of the wider range of cultural influences that have shaped their own heritage and that of others

Autumn Term



Throughout this term children will:

- Plan and research
- Analyse and evaluate
- Explore issues, events and problems from different perspectives
- Support conclusions using reasoned arguments and evidence
- Show empathy
- Show a commitment to fairness
- Communicate learning in relevant ways
- Work towards a goal

History: Why do we remember some people from the past?

Historical enquiry - ongoing throughout the year

- Observe and handle a range of sources of information to find out about the past and discuss the effectiveness of the sources
- Ask and answer questions about the past to find out questions

Chronology - ongoing throughout the year

- Sequence events, photographs and artefacts into chronological order, within closer time boundaries and within different periods of time
- Use common words and phrases related to the passing of time, for example before, after, past, present, then, now

Historical Knowledge

- Recognise why people did things and why events happened, developing empathy and understanding
- Explore the lives of Florence Nightingale and Mary Seacole and recognise their influence on the wider world

Historical Interpretation - ongoing throughout the year

- Compare photographs of people or events in the past to identify differences in the ways of life
- Identify different ways in which the past is represented

Design Technology

Design

- Create a basic design

Make

- Decorate fabric using a fabric gun or running stitch
- Use a needle to thread
- Create a running stitch which is evenly spaced, neat and have even stitches

Evaluate

- Evaluate the quality of others work
- Discuss the success of their stitching against a success criteria
- Identify aspects of their peers work that they like and explain why

Technical Knowledge

- Know that sewing is a method of joining fabric
- Understand the importance of tying a knot after sewing the final stitch

Cooking and Nutrition

- Design a combination of ingredients that work well together
- Slice food safely using a bridge or claw grasp
- Describe the taste, texture and smell of fruit and vegetables
- Test food combinations and final products
- Understand where to find the nutritional information on food packaging
- Know that ingredients means the items in a mixture of recipe

Art and Design

Exploring and Evaluating – ongoing throughout the year

- Identify what they might change in their current work or develop in the future
- Explore the work of different crafts people from different times and cultures and recognise similarities and differences
- Review what they and others have done and say what they think and feel about it

Collage

- Create images from a variety of media e.g photocopies, fabric, crepe paper, magazines
- Arrange and glue materials to different backgrounds
- Fold, crumple, tear and overlap papers
- Collect, sort, name match colours appropriate for an image
-

Music

Performing

- Use untuned instruments to play the pulse
- Read notation to play a short piece on a glockenspiel
- Work with support to begin to compose, rehearse and perform a piece of music using dynamics and timbre in a small group
- To perform a story script with accompanying music

Composing

- Create and record a melody using letter name notation
- Select appropriate sounds to match events, characters and feelings in a story
- Select appropriate musical sounds to accompany a play script

Appraising

- Listen to and analyse an orchestral version of a traditional story
- Listen to and analyse a film musical version of a traditional story

Listening and Applying

- Understand that all musical instruments have their own unique timbre

Computing

Computing Networks/Algorithms

- To recognise parts of a computer
- To recognise how technology is controlled
- To create and design for an invention
- To understand the role of computers
- To decompose a game
- To understand that computers use algorithms to make predictions.
- Plan algorithms to solve problems
- To understand what abstraction and debugging is.

Creating Media/Data handling - Online Safety

- I know who to talk to if something has been posted online without my consent.
- I can explain some rules for keeping personal information private.

RE

Christianity-Jesus

- Suggest what Christians mean by 'the Light of the World'
- Talk about the way Christians use light as part of Christmas celebrations

Christianity-God

- Retell the Genesis 1 story of creation (simple)
- Suggest why Christians might express concern over the natural world and why they might thank God at Harvest festivals

Shared Human Experiences-ongoing

- Identify ways in which humans show their gratitude
- Talk about why some things are particularly special and valued
- Talk about and identify different types of human communities and things that unite these communities⁷
- Talk about the beliefs and values that might be important to all humans and suggest how these influence behaviour

The Search for Personal Meaning-ongoing

- Ask relevant questions
- Talk about their own identity and the role and responsibilities they have
- Talk about and give an example of how they have shown commitment to the people and communities in their lives
- Talk about their own identity, values and beliefs and how this might affect their behaviour

PSHE

Being in my World

Celebrating Difference

- I can identify some ways in which my friend is different from me
- I can tell you why I value the differences between me and my friend

PE

Knowledge and Understanding – Fitness and Health – ongoing throughout the year

- Understand why it is important to be active in terms of being healthy
- Recognise and describe how their bodies feel during different activities
- use equipment appropriately and move and land safely

Athletics

- I can change speed whilst running
- I can jump accurately from a standing position
- I can throw a variety of objects with one hand

Games

- I can catch a ball with control and pass it to someone else
- Develop simple tactics for attacking and defending perform a range of rolling, throwing, striking, kicking, catching and gathering skills – ongoing

Personal Skills (Real PE)

- I can try several times if at first I don't succeed
- I can ask for help when appropriate

Social Skills (Real PE)

- I can help praise and encourage others in their learning
- I can show patience and support others listening carefully to them about our work

Spring Term



Throughout this project, pupils will:

- Recognise our roles as Global citizens
- Recognise that we can impact our environment and community
- Show a commitment to fairness
- Show empathy
- Analyse and evaluate
- Communicate learning in relevant ways
- Work towards a goal

History: How did people from the past make a difference?

Historical enquiry - ongoing throughout the year

- Observe and handle a range of sources of information to find out about the past and discuss the effectiveness of the sources
- Ask and answer questions about the past to find out questions

Chronology - ongoing throughout the year

- Sequence events, photographs and artefacts into chronological order, within closer time boundaries and within different periods of time
- Use common words and phrases related to the passing of time, for example before, after, past, present, then, now

Historical Knowledge

- Explore the life of Edith Cavell and make comparisons about aspects of life in different periods

Historical Interpretation - ongoing throughout the year

- Compare photographs of people or events in the past to identify differences in the ways of life
- Identify different ways in which the past is represented

Geography: What lies beyond Warrington?

Local/national Knowledge

- Locate the UK, 7 continents and 5 oceans on a world map and a globe
- Name the countries of the UK and surrounding seas
- Name the capital cities of the UK

Place Knowledge

- Use aerial photographs to recognise physical and human features

Human and physical geography

- Identify the Equator and North and South Poles on a globe

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the UK and its countries, continents and oceans

Design Technology

Design

- Create a design for a specific audience in accordance with the design criteria

Make

- Cut and assemble components neatly

Evaluate

- Understand that materials have different properties and uses
- Explain how different mechanisms work using technical language including linkage, levers and pivot

Art and Design

Exploring and Evaluating – ongoing throughout the year

- Identify what they might change in their current work or develop in the future
- Explore the work of different crafts people from different times and cultures and recognise similarities and differences
- Review what they and others have done and say what they think and feel about it

Drawing

- Show increasing control with a range of media including charcoal, pencil and pastels and three different grades of pencil in drawings
- Name, match and draw from observation and invent new lines (lines and marks)
- Draw shapes in between objects and invent new shapes (shape)
- Investigate tone by drawing light and dark lines, patterns and shapes (tone)
- Investigate texture by rubbing, describing, naming and copying (texture)

Music

Performing

- Learn a traditional song from another culture

Composing

- Create short sequences of sound
- Create rhythms based on 'call and response'
- Add dynamics (volume) to a structure of rhythms
- Create their own rhythm
- Show structure on a graphic score
- Write a graphic score to show texture
- Compose a piece of music with a given structure

Computing

Computing Networks/Programming

- Know how to use touch type
- Understand how to use word processor
- Understand how to add images to a text.
- To know what happens to the information that I post online.
- Create an animation
- Follow an algorithm
- Plan and use code to create an algorithm

Creating Media/Data Handling - Online Safety

- I know that I need to speak with an adult before sharing things online.
- To understand I have a right to say no to things that make me uncomfortable online.

RE

Christianity-The Church

- Suggest Christian beliefs and values which unite the Christian community
- Identify and describe features of a church
- Identify symbols and actions used in Christian worship

Islam

- Talk about how obedience to God is important to Muslims
- Discuss how and why Muslims pray

Shared Human Experiences-ongoing

- Identify ways in which humans show their gratitude
- Talk about why some things are particularly special and valued
- Talk about and identify different types of human communities and things that unite these communities⁷
- Talk about the beliefs and values that might be important to all humans and suggest how these influence behaviour

The Search for Personal Meaning-ongoing

- Ask relevant questions
- Talk about their own identity and the role and responsibilities they have
- Talk about and give an example of how they have shown commitment to the people and communities in their lives
- Talk about their own identity, values and beliefs and how this might affect their behaviour

PSHE

Dreams and Goals

- I can explain some of the ways I worked cooperatively in my group to create a product
- I can express how it felt to be working as part of a group

Healthy Me

- I can make some healthy snacks and explain how they are good for my body
- I can express how it feels to share healthy food with my friends
- I understand ways that I can keep myself safe and know when there are risks to me, and ways to avoid them
- I understand how medicines work in the body and how important it is to use them safely

PE

Knowledge and Understanding – Fitness and Health – ongoing throughout the year

- Understand why it is important to be active in terms of being healthy
- Recognise and describe how their bodies feel during different activities
- Use equipment appropriately and move and land safely

Games

- Develop simple tactics for attacking and defending perform a range of rolling, throwing, striking, kicking, catching and gathering skills - ongoing

Gymnastics

- I can perform a variety of actions with increasing control including a sequence
- I can move smoothly from a position of stillness to another position of stillness or travelling movement
- I can choose, use and vary simple ideas to create and perform a sequence

Cognitive Skills (Real PE)

- With help I can recognise similarities and differences in performances
- I can explain why someone is working or performing well
- I can begin to order instructions, movements and skills

Creative Skills (Real PE)

- I can begin to compare my movements and skills with those of others
- I can select and link movements together to fit a theme

Summer Term



Throughout this project, pupils will:

- Show flexibility
- Organise time and resources
- Adapt ideas as circumstances change
- Be creative
- Explore different ways of expression
- Communicate learning in relevant ways
- Work towards a goal

History: What part did Warrington play in World War II?

Historical enquiry - ongoing throughout the year

- Observe and handle a range of sources of information to find out about the past and discuss the effectiveness of the sources
- Ask and answer questions about the past to find out questions

Chronology - ongoing throughout the year

- Sequence events, photographs and artefacts into chronological order, within closer time boundaries and within different periods of time
- Use common words and phrases related to the passing of time, for example before, after, past, present, then, now

Historical Knowledge

- Explore the role of RAF Burtonwood in World War II and recognise its significance

Historical Interpretation - ongoing throughout the year

- Compare photographs of people or events in the past to identify differences in the ways of life
- Identify different ways in which the past is represented

Geography: How does the wider world compare with Warrington?

Human and physical geography

- Recognise, describe and observe the human and physical features of places in another non-European country and make comparisons to the place where they live

Geographical skills and fieldwork

- Make a simple map using a key with basic symbols
- Use simple compass directions and directional language

Design Technology

Design

- Generate and communicate ideas using sketching and modelling

Make

- Create joints and structures from paper/ card and tape

Evaluate

- Test the strength of their own structures

Technical Knowledge

- Understand that a structure with wide, flat bases or legs are the most stable
- Understand that the shape of a structure affects the strength
- Explain that a stable structure is one which is firmly fixed and unlikely to move

Art and Design

Exploring and Evaluating – ongoing throughout the year

- Identify what they might change in their current work or develop in the future
- Explore the work of different crafts people from different times and cultures and recognise similarities and differences
- Review what they and others have done and say what they think and feel about it

Painting and Mixed Media

- Name the primary and secondary colours
- Describe the colours and textures they see
- Try different tools to recreate a texture and decide which tool works best
- Apply their knowledge of colour mixing to match colours effectively
- Choose collage materials based on colour and texture
- Try different arrangements of materials, including overlapping shapes

Music

Performing

- Use their voice to create a variety of sounds.

Composing

- Successfully create and play a motif.
- Notate and write down their motif in some form.

Appraising

- Correctly identify some instruments and changes in dynamics in a piece.
- Explain how the same instrument can have many different sounds.
- Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre.

Listening and Applying

- To know that a composer is someone who creates music and writes it down.
- To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.

PE

Knowledge and Understanding – Fitness and Health – ongoing throughout the year

- Understand why it is important to be active in terms of being healthy
- Recognise and describe how their bodies feel during different activities
- Use equipment appropriately and move and land safely

Dance

- I can link several movements together with control and co-ordination
- I can explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions and levels
- I can remember and repeat a short dance phrase, with simple movement patterns showing greater control, co-ordination and spatial awareness

Games

- Develop simple tactics for attacking and defending perform a range of rolling, throwing, striking, kicking, catching and gathering skills

Physical Skills (Real PE)

- Perform a sequence of movements with some changes in level, direction or speed.

Computing

Creating Media/Data Handling

- To understand what an animation is.
- To create and plan an animation
- To understand the role of sensors.
- To create a digital drawing
- To interpret data

Creating Media/Data Handling - Online Safety

- Use strategies taught to decide if something online is true or not

PSHE

Relationships

- I can identify things that may cause conflict between me and my friends
- I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends

Changing Me

- I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private
- I can discuss what I like/dislike about being a boy/girl

RE

Judaism

- Retell the story of the 10 commandments given to Moses
- Discuss why and how the Sabbath is important to many Jewish families

Hinduism

- Talk about Hindus belief in one God (Brahman) in many forms
- Talk about Hindu worship in a Mandir and at home

Shared Human Experiences-ongoing

- Identify ways in which humans show their gratitude
- Talk about why some things are particularly special and valued
- Talk about and identify different types of human communities and things that unite these communities
- Talk about the beliefs and values that might be important to all humans and suggest how these influence behaviour

The Search for Personal Meaning-ongoing

- Ask relevant questions
- Talk about their own identity and the role and responsibilities they have
- Talk about and give an example of how they have shown commitment to the people and communities in their lives
- Talk about their own identity, values and beliefs and how this might affect their behaviour