 Year 2 Curriculum Document

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|  | **September** |  | **October** |  | **November** |  | **December** |  | **January** |  | **February** |
| 1 |  | 1 | Twisted Fairy Tale | 1 |  | 1 |  | 1 |  | 1 |  |
| 2 |  | 2 | (little Red Riding Hood) | 2 |  | 2 | Twisted Fairy Tales | 2 |  | 2 |  |
| 3 |  | 3 |  | 3 |  | 3 | (Rapunzel) | 3 |  | 3 | Buddhism |
| 4 | Church Lane Skills | 4 |  | 4 | Guy Fawkes | 4 |  | 4 |  | 4 |  |
| 5 |  | 5 |  | 5 |  | 5 | (Walt Disney B Day) | 5 |  | 5 |  |
| 6 |  | 6 |  | 6 |  | 6 |  | 6 | Development of TV | 6 |  |
| 7 |  | 7 |  | 7 |  | 7 |  | 7 |  | 7 |  |
| 8 |  | 8 |  | 8 |  | 8 |  | 8 | Food Tech Days | 8 |  |
| 9 | Twisted Fairy Tales | 9 |  | 9 |  | 9 |  | 9 | 9 |  |
| 10 | (Three Little Pigs) | 10 |  | 10 |  | 10 |  | 10 |  | 10 | Physics (inventors) |
| 11 |  | 11 |  | 11 | Armistice Day | 11 |  | 11 |  | 11 | (Eddison’s Birthday) |
| 12 |  | 12 |  | 12 |  | 12 | Christmas Fayre Project Day | 12 |  | 12 |  |
| 13 |  | 13 |  | 13 |  | 13 |  | 13 | Biology (Humans/Animals) | 13 |  |
| 14 |  | 14 | Music since Walkman | 14 |  | 14 |  | 14 |  | 14 |  |
| 15 |  | 15 |  | 15 |  | 15 |  | 15 |  | 15 |  |
| 16 |  | 16 | Halloween | 16 |  | 16 | Christmas and Christianity | 16 |  | 16 |  |
| 17 |  | 17 |  | 17 |  | 17 | Ks1 Performances | 17 |  | 17 |  |
| 18 |  | 18 |  | 18 | Emergency services | 18 | 18 |  | 18 |  |
| 19 |  | 19 |  | 19 | (Nurses/Nightingale) | 19 |  | 19 |  | 19 |  |
| 20 | Planting | 20 |  | 20 |  | 20 | Carols | 20 |  | 20 |  |
| 21 |  | 21 |  | 21 |  | 21 |  | 21 |  | 21 |  |
| 22 |  | 22 |  | 22 | Multicultural Awareness | 22 |  | 22 | Winter Weather | 22 |  |
| 23 | Autumn Weather/Harvest | 23 |  | 23 |  | 23 |  | 23 |  | 23 |  |
| 24 | (Days of the week/months/seasons) | 24 |  | 24 |  | 24 |  | 24 |  | 24 | Careers Week |
| 25 |  | 25 |  | 25 |  | 25 |  | 25 |  | 25 |  |
| 26 |  | 26 |  | 26 |  | 26 |  | 26 |  | 26 |  |
| 27 |  | 27 |  | 27 |  | 27 |  | 27 | Our Town (Geography) | 27 |  |
| 28 |  | 28 |  | 28 |  | 28 |  | 28 |  | 28 | Leap Year |
| 29 |  | 29 |  | 29 |  | 29 |  | 29 |  | 29 |  |
| 30 | Sleaford Day/Harvest | 30 |  | 30 |  | 30 |  | 30 | Sleaford Day |  |  |
|  |  | 31 |  |  |  | 31 |  | 31 |  |  |  |
|  | | | | | | | | | | | |
|  | **March** |  | **April** |  | **May** |  | **June** |  | **July** | **Notes:** | |
| 1 |  | 1 | World Weather Spring | 1 |  | 1 | Physics Explorations | 1 |  |
| 2 | Narrative Link | 2 |  | 2 |  | 2 |  | 2 |  |
| 3 |  | 3 |  | 3 |  | 3 |  | 3 |  |
| 4 |  | 4 |  | 4 | Famous Travellers | 4 |  | 4 |  |
| 5 |  | 5 |  | 5 |  | 5 |  | 5 |  |
| 6 |  | 6 |  | 6 |  | 6 |  | 6 | Entrepreneur Week |
| 7 |  | 7 |  | 7 |  | 7 |  | 7 |  |
| 8 |  | 8 |  | 8 |  | 8 | Traditional Games | 8 |  |
| 9 |  | 9 |  | 9 |  | 9 |  | 9 |
| 10 |  | 10 |  | 10 |  | 10 |  | 10 |  |
| 11 |  | 11 |  | 11 | Role Models (Amy Johnson) | 11 |  | 11 |  |
| 12 |  | 12 |  | 12 |  | 12 |  | 12 |  |
| 13 |  | 13 |  | 13 |  | 13 |  | 13 |  |
| 14 |  | 14 |  | 14 |  | 14 |  | 14 |  |
| 15 |  | 15 |  | 15 |  | 15 | Islam/Judaism | 15 |  |
| 16 | World Geography | 16 |  | 16 |  | 16 |  | 16 |  |
| 17 |  | 17 |  | 17 |  | 17 |  | 17 |  |
| 18 |  | 18 |  | 18 | D&T exploration/ Chemistry | 18 | 18 |  |
| 19 |  | 19 |  | 19 |  | 19 |  | 19 |  |
| 20 |  | 20 | King Arthur | 20 |  | 20 |  | 20 |  |
| 21 |  | 21 |  | 21 |  | 21 |  | 21 |  |
| 22 |  | 22 |  | 22 |  | 22 | Summer Weather/Hols | 22 |  |
| 23 | Biology Plants/growing | 23 | St George’s day | 23 |  | 23 |  | 23 |  |
| 24 |  | 24 |  | 24 |  | 24 |  | 24 |  |
| 25 |  | 25 |  | 25 |  | 25 |  | 25 |  |
| 26 |  | 26 |  | 26 |  | 26 |  | 26 |  |
| 27 |  | 27 | May Day meanings | 27 |  | 27 |  | 27 |  |
| 28 |  | 28 |  | 28 |  | 28 |  | 28 |  |
| 29 |  | 29 |  | 29 |  | 29 | Healthy Humans/Sports day | 29 |  |
| 30 | April Fools | 30 |  | 30 |  | 30 |  | 30 |  |
| 31 |  |  |  | 31 |  |  |  | 31 |  |

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| English |
| To write with purpose   * Write for a variety of purposes * Plan by talking about ideas and writing notes * Use some of the characteristic features of the type of writing used * Write, review and improve |
| To use imaginative description   * Use well chosen adjectives to add detail * Use nouns and pronouns for variety * Use adverbs for extra detail * Use extended noun phrases |
| To organise writing appropriately   * Re-read writing to check it makes sense * Organise writing in line with its purpose |
| To use paragraphs   * Write about more than one idea * Group related information |
| To use sentences appropriately   * Write so that other people can understand the meaning of sentences * Sequence sentences to form clear narratives * Join sentences with subordinating and co-ordinating conjunctions (when, if, that, or, because, and, but) * Vary the way sentences begin * Use statements, questions, exclamations and commands * Use present and past tense correctly, including the progressive form |
| To present neatly   * Begin to form lower-case letters correctly * Form capital letters * Form digits 0-9 * Form letters and digits of a consistent size * Begin to join some letters * Use spacing between words that reflects the size of the letters |
| To punctuate accurately   * Begin to punctuate using capital letters for the names of people, places, the days of the week and I * Use full stops accurately * Use capital letters accurately * Use exclamation marks accurately * Use question marks accurately * Use commas for lists * Use apostrophes for contraction |

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| Reading |
| To read words accurately   * Apply phonic knowledge and skills as the route to decode words * Respond speedily with the correct sound to graphemes for all 40+ phonemes * Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * Read common exception words * Read words containing taught GPCs and –s, -es, -ing., -ed, -er and –est endings * Read other words of more than one syllable that contain taught GPCs * Read words with contractions and understand that the apostrophe represents the omitted letter(s) * Read aloud accurately books that are consistent with phonic knowledge * Re read books to build up fluency and confidence * Read accurately by blending the sounds in words * Read accurately words of two or more syllables that contain the same graphemes as above * Read words containing common suffixes * Read most words quickly and accurately, without overt sounding and blending. * Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately |
| To understand texts   * Discuss events by asking and answering questions * Predict events * Link reading to own experiences and other books * Join in with stories or poems * Check that reading makes sense and self-correct * Infer what characters are like from actions * Discuss favourite words and phrases * Listen to and discuss a wide range of texts * Discuss the significance of the title and events |

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| Communication |
| To listen carefully and understand   * Sift information and focus on the important points * Seek clarification when a message is not clear * Understand instructions with more than one point |
| To develop a wide and interesting vocabulary   * To use subject specific vocabulary to explain and describe * Suggest words or phrases appropriate to the topic being discussed * Identify homophones |
| To speak with clarity   * Speak in a way that is clear and easy to understand * Identify syllables within words |
| Tell stories with structure   * Ensure stories have a setting, plot and sequence of events * Predict events in a story * Give just enough detail to keep the audience engaged |
| To hold conversations and debates   * Take turns to talk and respond to the contributions of others * Vary language between formal and informal in the correct situation * Add humour to a discussion or debate |

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| Maths (Year 2) |
| Place value   * Count objects to 100 and read and write numbers in numerals and words * Represent numbers to 100 * Tens and ones with a part whole model * Tens and ones using addition * Use a place value chart * Compare and order objects and numbers * Count in 2s, 5s, 10s and 3s |
| Addition and subtraction   * Addition and subtraction bonds to 20 and 100 * Check calculations * Compare number sentences and find related facts * Add and subtract 1s * 10 more and 10 less * Add and subtract 10s * Add and subtract 2 digit and 1 digit numbers crossing 10 * Add two 2 digit numbers (not crossing 10/crossing 10) * Subtract 2 digit numbers from 2 digit numbers (not crossing 10/crossing 10) * Add three 1 digit numbers |
| Measurement (money)   * Count money (pence/pounds/notes and coins) * Select money * Make the same amount * Compare money * Find the total * Find the difference * Find change * Solve two step problems |
| Multiplication   * Recognise and make equal groups * Add equal groups * Multiplication sentences using the x symbol * Multiplication sentences from pictures * Use arrays * 2, 5 and 10 times tables |
| Division   * Make equal groups – sharing * Make equal groups – grouping * Divide by 2, 5 and 10 * Odd and even numbers |
| Statistics   * Make tally charts * Draw and interpret 1:1 pictograms * Draw and interpret 2:1, 5:1 and 10:1 pictograms * Block diagrams |
| Shape   * Recognise 2D and 3D shapes * Count sides and vertices on 2D shapes * Draw 2D shapes * Lines of symmetry * Sort 2D shapes * Make patterns with 2D shapes * Count faces, edges and vertices on 3D shapes * Sort 3D shapes * Make patterns with 3D shapes |
| Fractions   * Make equal parts * Recognise and find a half * Recognise and find a quarter * Recognise and find a third * Unit fractions * Non unit fractions * Equivalence of ½ and * Find three quarters * Count in fractions |
| Measurement (length and height)   * Measure length using cm and m * Compare and order lengths * Four operations with lengths |
| Position and direction   * Describe movement using forwards, backwards, up, down, left and right * Describe turns using clockwise, anticlockwise, full, half, quarter and three quarter * Make patterns with shapes |
| Position and direction   * Describe turns using full, half, quarter and three quarter * Describe position using left, right, up and down * Describe position using top, middle, bottom, above and below |
| Problem solving unit |
| Measurement (time)   * Tell the time to O’clock, half past, quarter past and quarter to * Tell the time to the nearest 5 minutes * Understand minutes in an hour and hours in a day * Find durations of time * Compare durations of time |
| Measurement (mass, capacity and temperature)   * Compare mass * Measure mass in grams * Measure mass in kilograms * Compare capacity * Use Millilitres * Use Litres * Use Temperatures |
| Investigations |

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| Science |
| Working scientifically   * Ask simple questions and make simple predictions based on observations * Observe closely using simple equipment * Perform simple tests * Identify and classify * Gather and record data |
| Biology  To understand plants   * Identify and name a variety of common plants and trees * Identify and describe the basic structure of a variety of common flowering 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   To understand animals and humans   * Identify and name a variety of common animals that are carnivores, herbivores and omnivores * Describe and compare the structure of a variety of common animals * Notice that animals and humans have offspring which grow to adults * Investigate and describe the basic needs of animals and humans for survival * Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene   To investigate living things   * 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   To understand evolution and inheritance   * Identify how humans resemble their parents in many features |
| Chemistry  To investigate materials   * Distinguish between an object and the material from which it is made * Identify and name a variety of everyday materials * Describe the simple physical properties of a variety of everyday materials * Compare and group together a variety of everyday materials on the basis of their simple physical properties * Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching * Identify and compare the suitability of a variety of everyday materials for particular uses |
| Physics  To understand light and seeing   * Observe and name a variety of sources of light including electric light, flames and the sun. Explaining that we see things because light travels from them to our eyes   To understand electrical circuits   * Identify common appliances that run on electricity * Construct a simple series electrical circuit   To understand the Earth’s movement in space   * Observe the apparent movement of the sun during the day * Observe changes across the four seasons * Observe and describe weather associated with the seasons and how day length varies |

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| Geography |
| To investigate places   * Ask and answer geographical questions (what is this place like? Who or what will I see here? What do people do in this place?) * Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area * Use world maps, atlases and globes * Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment * Use aerial images and plan perspectives to recognise landmarks and basic physical features * Name, locate and identify the UK, the four countries within it, their capital cities and surrounding seas as well as other places studied * Name and locate the world’s continents and oceans |
| To investigate patterns   * Understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom and of a contrasting non-European country * Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles |
| To communicate geographically   * Use basic geographical vocabulary to refer to key physical features (Beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather) * Use basic geographical vocabulary to refer to key human features (City, town, village, factory, farm, house, office and shop) * Use basic geographical vocabulary to refer to compass directions and locational language (North, south, east, west, near, far) * Devise a simple map and use and construct basic symbols in a key * Use simple grid references |

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| History |
| To investigate and interpret the past   * Observe or handle evidence to ask questions and find answers to questions about the past * Ask questions such as: What was it like for people? What happened? How long ago? * Use artefacts, pictures, stories, online sources and databases to find out about the past * Identify some of the different ways the past has been represented |
| To build an overview of world history   * Describe historical events * Describe significant people from the past * Recognise that there are reasons why people in the past acted as they did |
| To understand chronology   * Place events and artefacts in order on a time line * Label time lines with words or phrases such as: past, present, older and newer * Recount changes that have occurred in their own lives * Use dates where appropriate |
| To communicate historically   * Use words and phrases such as: a long time ago, recently, when my parents were children, years, decades and centuries to describe the passing of time * Show an understanding of the concept of nation and a nation’s history * Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace |

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| Computing |
| To code   * Control motion by specifying the number of steps to travel, direction and turn * Add text strings, show and hide objects and change the features of an object * Select sounds and control when they are heard, their duration and volume * Control when drawings appear and set the pen colour, size and shape * Specify user inputs to control events * Specify the nature of events such as single or loop * Create conditions for actions by waiting for a user input (e.g. responses to questions like what is your name?) |
| To connect   * Participate in class social media accounts * Understand online risks and the age rules for sites |
| To communicate   * Use a range of applications and devices in order to communicate ideas, work and messages |
| To collect   * Use simple databases to record information in areas across the curriculum |

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| Art and design |
| To develop ideas   * Respond to ideas and starting points * Explore ideas and collect visual information |
| To master techniques  Drawing   * Draw lines of different sizes and thickness * Colour neatly following the lines * Show pattern and texture by adding dots and lines * Show different tones by using coloured pencil   Painting   * Use thick and thin brushes * Mix primary colours to make secondary * Add white to colours to make tints and tones * Create colour wheels   Collage   * Use a combination of materials that are cut, torn and glued * Sort and arrange materials * Mix materials to create texture   Sculpture   * Use a combination of shapes * Include lines and texture * Use rolled up paper, straws, paper, cared and clay as materials * Use techniques such as rolling, cutting, moulding and carving   Print   * Use repeating or overlapping shapes * Mimic print from the environment * Press, roll, rub and stamp to make prints   Digital media   * Use a wide range of tools to create different textures, lines, tones, colours and shapes |
| To take inspiration from the greats   * Describe the work of notable artists, artisans and designers * Use some of the ideas of artists studied to create pieces |

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| Design and technology |
| To master practical skills  Food   * Cut, peel or grate ingredients safely and hygienically * Measure or weigh using measuring cups or electronic scales * Assemble or cook ingredients   Materials   * Cut materials safely using tools provided * Measure and mark out to the nearest centimetre * Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) * Demonstrate a range of joining techniques (such as gluing, hinges, or combining materials to strengthen)   Textiles   * Shape textiles using templates * Join textiles using running stitch * Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing) * Use weaving to create a pattern * Use plaiting   Construction   * Using materials to practise drilling, screwing, gluing and nailing materials to make and strengthen a product   Mechanics   * Create products using levers, wheels and winding mechanisms |
| To design, make, evaluate and improve   * Design products that have a clear purpose and an intended user * Make products, refining the design as work progresses * Use software to design |
| To take inspiration from design throughout history   * Explore objects and designs to identify likes and dislikes * Suggest improvements to existing designs * Explore how products have been created |

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| Music |
| To perform   * Take part in singing, accurately following the melody * Follow instructions on how and when to sing or play an instrument * Make and control long and short sounds, using voice and instruments * Imitate changes in pitch |
| To compose   * Create a sequence of long and short sounds * Clap rhythms * Create a mixture of different sounds (long and short, loud and quiet, high and low) * Choose sounds to create an effect * Sequence sounds to create an overall effect * Create short, musical patterns * Create short, rhythmic phrases |
| To transcribe   * Use symbols to represent a composition and use them to help with a performance |
| To describe music   * Identify the beat of a tune * Recognise changes in timbre, dynamics and pitch |

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| RE |
| Christianity   * Learn/understand what it means and why it matters to belong * Learn/understand how Christians view God in the Old Testament * Learn/understand how Christians view Jesus in the New Testament * Learn/understand how the bible tells Christians how to treat others and live their lives * Learn/understand how Christian faith and beliefs can be seen in the actions of inspirational Christians   Islam   * Learn/understand how Allah is described in the Quran * Learn/understand what Muslims learn about Allah and their faith through the Quran * Learn/understand how the Quran tells Muslims how to treat others and live their lives * Learn/Understand how Muslim faith and beliefs can be seen in the actions of inspirational Muslims   Sikhism   * Learn/understand symbols, architecture, worship, diversity and practices and their links to key beliefs in Sikhism * Learn/understand Sikh accounts of the origins of the universe, key Sikh beliefs and human interaction with the natural world   Judaism   * Learn/understand symbols, architecture, worship, diversity and practices and their links to key beliefs in Judaism * Learn/understand Jewish accounts of the origins of the universe, key Sikh beliefs and human interaction with the natural world |

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| PSHE (Jigsaw) |
| Areas:   * Being me in my world Relationships * Celebrating difference Changing me * Dreams and goals * Healthy me |