

YEAR 2 CURRICULUM OVERVIEW

COMMUNICATION

- Music**
 - * Use their voices expressively.
 - * Play tuned and untuned instruments musically.
 - * Listen to a range of high-quality music.
 - * Make and combine sounds.
- Poetry Writing**
 - * Write poems that use pattern, rhyme and description.
 - * Write nonsense and humorous poems and limericks.
- Art**
 - * Use experiences and ideas as the inspiration for artwork.
 - * Share ideas using drawing, painting and sculpture.
 - * Explore a variety of techniques for expressing ideas
 - * Learn about the work of a range of artists etc.
- Drama**
 - * Create and choose roles, using movement, expression and voice.
 - * Create and present drama which explores real and imaginary situations, using improvisation and script
 - * Present and perform for audiences and be part of an audience for other people's presentations/performances.
- Fiction Writing**
 - * Write stories with imaginary settings.
 - * Write stories and plays that use the language of fairy tales and traditional tales.
 - * Write stories that mimic significant authors.
 - * Write narrative diaries.
- Non-Fiction Writing**
 - * Write glossaries.
 - * Write non-chronological reports.
 - * Write instructions.
 - * Write recounts.
 - * Present information.
- Speaking & Listening**
 - * Engage in meaningful discussions.
 - * Listen to and learn a range of vocabulary.
 - * Through reading identify vocabulary that enriches stories.
 - * Speak to small audiences regularly.
 - * Practise and rehearse sentences and stories.
 - * Listen to and tell stories.
 - * Articulate & justify answers.
 - * Initiate & respond to comments.
 - * Use spoken language to develop understanding.
- Reading**
 - * Read common 'exception' words
 - * Discuss & express views about fiction, non-fiction & poetry
 - * Ask & answer questions: make predictions
 - * Begin to make inferences
 - * Listen to a range of texts and traditional tales
 - * Learn some poems by heart
 - * Become familiar with a wide range of texts of different lengths
 - * Discuss books & make use of libraries
 - * Listen to short novels over time
 - Select and read, listen to or watch texts which they enjoy
- Dance**
 - * Create short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice.
 - * Express ideas, thoughts and feelings through creative work in dance.

HEALTH & WELLBEING

- Physical Education**
 - * Master basic movements.
 - * Participate in team games.
- Physical Wellbeing**
 - * Develop an understanding of the human body.
 - * Start to assess and manage risk.
 - * Begin to understand how to keep themselves and others safe.
 - * Travel safely with support and advice.
 - * Be aware of the role physical activity plays in keeping us healthy.
 - * Understand what our bodies need to function.
 - * Explore how physical activity contributes to health & wellbeing.
- Relationships Education****
 - * Respectful relationships
- Social Wellbeing**
 - * Explore rights, exercise these rights appropriately and accept the responsibilities that go with them.
 - * Show respect for the rights of others.
 - * Contribute to making the school community one which values individuals equally and is a welcoming place for all.
 - * Use and value opportunities to improve and manage learning.
 - * Represent class, school and/or wider community.
 - * Contribute views, time and talents, to play a part in bringing about positive change.
 - * Value the opportunities given to make friends and be part of a group in a range of situations.
- Mental & Emotional Wellbeing**
 - * Start to express feelings clearly and develop the ability to talk about them.
 - * Begin to know we all experience a variety of thoughts and emotions that affect how we feel and behave
 - * Understand that there are people I can talk to and that there are a number of ways in which I can get help.
 - * Understand that my feelings and reactions can change depending upon what is happening.
 - * Know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships.
 - * Understand the importance of mental wellbeing and that this can be strengthened through personal coping skills and positive relationships.
 - * Explore and develop skills and strategies which will support me in challenging times.
 - * Learn how to give support.

**STATUTORY FROM 9/2020. THIS COMPLEMENTS OUR EXISTING WELLBEING AND SCIENCE CURRICULUM.

GLOBAL UNDERSTANDING

- Languages**
 - * Appreciate stories, songs, poems & rhymes.
 - * Start to show understanding of words & phrases.
- RE**
 - * Study the main stories of Christianity.
 - * Study of Buddhism.
 - * Study other religions of interest to pupils.
- British Values**
 - * Start to understand, across the curriculum:- Democracy; The Rule of Law; Individual Liberty; Mutual Respect & Tolerance.
- History**
 - * Understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past.
 - * Explore places, investigate artefacts and locate them in time.
 - * Develop an awareness of the ways we remember and preserve Britain's history.
 - * Use evidence to recreate the story of a place or individual of local historical interest.
 - * Compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating a historical setting.
 - * Explore the influence of a significant historical figure's actions, then and since.
- Geography**
 - * Explore the landscape of the local area & describe land use.
 - * Explore climate zones around the world to compare and describe how climate affects living things.
 - * Explore a natural environment different from my own to discover how the physical features influence the variety of living things.
 - * Use aerial images and other models to create simple plans and maps, using symbols.
 - * Use simple compass directions.
 - * Use fieldwork and observational skills.
 - * Use maps, atlases and globes to identify places of personal relevance.

S.T.E.M

- Design & Technology**
 - * Design purposeful, functional & appealing products
 - * Generate, model & communicate ideas.
 - * Use range of tools & materials to complete practical tasks.
 - * Evaluate existing products & own ideas.
 - * Build and improve structure & mechanisms.
- Computing**
 - * Access, retrieve and use information from electronic sources.
 - * Understand use of algorithms.
 - * Write & test simple programs.
 - * Use logical reasoning to make predictions.
 - * Organise, store, retrieve & manipulate data.
 - * Communicate online safely and respectfully.
 - * Recognise uses of IT outside of school.
- Working Scientifically**
 - * Ask simple questions.
 - * Observe closely, using simple equipment.
 - * Perform simple tests.
 - * Identify and classify.
 - * Use observations and ideas to suggest answers to questions.
 - * Gather and record data to help in answering questions.
- Science - Chemistry**
 - * Identify and compare uses of different materials
- Science - Biology**
 - * Plants
 - * Animals
 - * Simple food chains & habitats.

KEY SKILLS

Reading:

- * Develop phonics until decoding secure
- * Read common suffixes
- * Read & re-read phonic-appropriate books
- * Read common 'exception' words
- * Discuss & express views about fiction, non-fiction & poetry

Writing:

- * Spell by segmenting into phonemes
- * Learn to spell common 'exception' words
- * Spell using common suffixes, etc.
- * Use appropriate size letters & spaces
- * Develop positive attitude & stamina for writing
- * Begin to expand noun phrases
- * Use some features of standard English

- * Begin to plan ideas for writing
- * Record ideas sentence-by-sentence
- * Make simple additions & changes after proof-reading
- * Use . ! ? , and '
- * Use simple conjunctions

Maths - Number/Calculation:

- * Know 2, 5, 10x tables
- * Begin to use place value (T/U)
- * Count in 2s, 3s, 5s & 10s
- * Identify, represent & estimate
- * Compare / order numbers, inc. < > =
- * Write numbers to 100
- * Know number facts to 20 (+ related to 100)
- * Use x and ÷ symbols
- * Recognise commutative property of x

Maths - Geometry & Measures:

- * Know and use standard measures
- * Read scales to nearest whole unit
- * Use symbols for £ and p and add/subtract simple sums less than £1
- * Tell time to the nearest 5 minutes
- * Identify & sort 2-d & 3-d shapes
- * Identify 2-d shapes on 3-d surfaces
- * Order and arrange mathematical objects
- * Use terminology of position & movement

Maths - Data

- * Interpret simple tables & pictograms
- * Ask & answer comparison questions
- * Ask & answer questions about totalling

Maths - Fractions

- * Find and write simple fractions
- * Understand equivalence of e.g. 2/4 = 1/2