

Year 2	
English	
Spoken	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> listen and respond appropriately to adults and their peers <input type="checkbox"/> ask relevant questions to extend their understanding and knowledge <input type="checkbox"/> use relevant strategies to build their vocabulary <input type="checkbox"/> articulate and justify answers, arguments and opinions <input type="checkbox"/> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <input type="checkbox"/> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <input type="checkbox"/> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <input type="checkbox"/> speak audibly and fluently with an increasing command of Standard English <input type="checkbox"/> participate in discussions, presentations, performances, role play, improvisations and debates <input type="checkbox"/> gain, maintain and monitor the interest of the listener(s) <input type="checkbox"/> consider and evaluate different viewpoints, attending to and building on the contributions of others <input type="checkbox"/> select and use appropriate registers for effective communication.
Reading	<p>Word reading:</p> <p>Pupils should be taught to:</p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <ul style="list-style-type: none"> <input type="checkbox"/> read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes <input type="checkbox"/> read accurately words of two or more syllables that contain the same graphemes as above <input type="checkbox"/> read words containing common suffixes <input type="checkbox"/> read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <input type="checkbox"/> read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered <input type="checkbox"/> read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation <input type="checkbox"/> re-read these books to build up their fluency and confidence in word reading. <p>Comprehension:</p> <p>Pupils should be taught to:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> discussing the sequence of events in books and how items of information are related <input type="checkbox"/> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales <input type="checkbox"/> being introduced to non-fiction books that are structured in different ways <input type="checkbox"/> recognising simple recurring literary language in stories and poetry <input type="checkbox"/> discussing and clarifying the meanings of words, linking new meanings to known vocabulary

	<ul style="list-style-type: none"> <input type="checkbox"/> discussing their favourite words and phrases <input type="checkbox"/> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <input type="checkbox"/> understand both the books that they can already read accurately and fluently and those that they listen to by: <input type="checkbox"/> drawing on what they already know or on background information and vocabulary provided by the teacher <input type="checkbox"/> checking that the text makes sense to them as they read and correcting inaccurate reading <input type="checkbox"/> making inferences on the basis of what is being said and done <input type="checkbox"/> answering and asking questions <input type="checkbox"/> predicting what might happen on the basis of what has been read so far <input type="checkbox"/> 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 <input type="checkbox"/> explain and discuss their understanding of books, poems and other
<p>Writing</p>	<p>Spelling: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> spell by: <input type="checkbox"/> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly <input type="checkbox"/> 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 <input type="checkbox"/> learning to spell common exception words <input type="checkbox"/> learning to spell more words with contracted forms <input type="checkbox"/> learning the possessive apostrophe (singular) [for example, the girl's book] <input type="checkbox"/> distinguishing between homophones and near-homophones <input type="checkbox"/> add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <input type="checkbox"/> apply spelling rules and guidance, as listed in English Appendix 1 <input type="checkbox"/> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <p>Handwriting: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> form lower-case letters of the correct size relative to one another <input type="checkbox"/> 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 <input type="checkbox"/> write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters <input type="checkbox"/> use spacing between words that reflects the size of the letters. <p>Composition: Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> writing narratives about personal experiences and those of others (real and fictional) <input type="checkbox"/> writing about real events

	<ul style="list-style-type: none"> <input type="checkbox"/> writing poetry <input type="checkbox"/> writing for different purposes <input type="checkbox"/> consider what they are going to write before beginning by: <input type="checkbox"/> planning or saying out loud what they are going to write about <input type="checkbox"/> writing down ideas and/or key words, including new vocabulary <input type="checkbox"/> encapsulating what they want to say, sentence by sentence <input type="checkbox"/> make simple additions, revisions and corrections to their own writing by: <input type="checkbox"/> evaluating their writing with the teacher and other pupils <input type="checkbox"/> 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 <input type="checkbox"/> proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <input type="checkbox"/> read aloud what they have written with appropriate intonation to make the meaning clear. <p>Grammar & punctuation: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop their understanding of the concepts set out in English Appendix 2 by: <input type="checkbox"/> 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) <input type="checkbox"/> learn how to use: <input type="checkbox"/> sentences with different forms: statement, question, exclamation, command <input type="checkbox"/> expanded noun phrases to describe and specify [for example, the blue butterfly] <input type="checkbox"/> the present and past tenses correctly and consistently including the progressive form <input type="checkbox"/> subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <input type="checkbox"/> the grammar for year 2 in English Appendix 2 <input type="checkbox"/> some features of written Standard English <input type="checkbox"/> use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
Maths	<p>Number & place value Pupils should be taught to:</p> <p>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognise the place value of each digit in a two-digit number (tens, ones) <input type="checkbox"/> identify, represent and estimate numbers using different representations, including the number line <input type="checkbox"/> compare and order numbers from 0 up to 100; use <, > and = signs <input type="checkbox"/> read and write numbers to at least 100 in numerals and in words <input type="checkbox"/> use place value and number facts to solve problems. <p>Addition & subtraction: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> solve problems with addition and subtraction: <input type="checkbox"/> using concrete objects and pictorial representations, including those involving numbers, quantities and measures <input type="checkbox"/> 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

Multiplication and division:

Pupils should be taught to:

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

Fractions:

Pupils should be taught to:

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, of $\frac{6}{3} = 2$ and recognise the equivalence of a $\frac{2}{4}$ and $\frac{1}{2}$

Measurement:

Pupils should be taught to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

Geometry:

Shapes –

Pupils should be taught to:

- 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]

	<ul style="list-style-type: none"> <input type="checkbox"/> compare and sort common 2-D and 3-D shapes and everyday objects. <p>Position and direction – Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> order and arrange combinations of mathematical objects in patterns and sequences <input type="checkbox"/> 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). <p>Statistics – interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <ul style="list-style-type: none"> <input type="checkbox"/> ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity <input type="checkbox"/> ask and answer questions about totalling and comparing categorical data.
Science	<p>Living things and their habitat:</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> identify and name a variety of plants and animals in their habitats, including micro-habitats <input type="checkbox"/> 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. <p>Plants: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> observe and describe how seeds and bulbs grow into mature plants <input type="checkbox"/> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Animals inc. humans: Pupils should be taught to: notice that animals, including humans, have offspring which grow into adults</p> <ul style="list-style-type: none"> <input type="checkbox"/> find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <input type="checkbox"/> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Uses of everyday materials: Pupils should be taught to: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <ul style="list-style-type: none"> <input type="checkbox"/> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Art & design:	Pupils should be taught to: to use a range of materials creatively to design and make products <ul style="list-style-type: none"> <input type="checkbox"/> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <input type="checkbox"/> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <input type="checkbox"/> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Computing	Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions <input type="checkbox"/> create and debug simple programs <input type="checkbox"/> use logical reasoning to predict the behaviour of simple programs <input type="checkbox"/> use technology purposefully to create, organise, store, manipulate and retrieve digital content <input type="checkbox"/> recognise common uses of information technology beyond school <input type="checkbox"/> 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.
D&T	<p>Design</p> <ul style="list-style-type: none"> <input type="checkbox"/> design purposeful, functional, appealing products for themselves and other users based on design criteria <input type="checkbox"/> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> <input type="checkbox"/> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <input type="checkbox"/> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> <input type="checkbox"/> explore and evaluate a range of existing products <input type="checkbox"/> evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> build structures, exploring how they can be made stronger, stiffer and more stable <input type="checkbox"/> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Cooking and nutrition: use the basic principles of a healthy and varied diet to prepare dishes</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand where food comes from.

<p>Geography</p>	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> name and locate the world's seven continents and five oceans <input type="checkbox"/> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> use basic geographical vocabulary to refer to: <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> 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.
<p>History</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <input type="checkbox"/> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] <input type="checkbox"/> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] <input type="checkbox"/> significant historical events, people and places in their own locality.
<p>Music</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use their voices expressively and creatively by singing songs and speaking chants and rhymes <input type="checkbox"/> play tuned and untuned instruments musically <input type="checkbox"/> listen with concentration and understanding to a range of high-quality live and recorded music <input type="checkbox"/> experiment with, create, select and combine sounds using the inter-related dimensions of music.

PE

Pupils should be taught to:

- 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.