



SUBJECT	YEAR 2 CURRICULUM SKILLS COVERAGE
ENGLISH	<p>Reading</p> <ul style="list-style-type: none">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 independentlydiscussing the sequence of events in books and how items of information are relatedbecoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional talesbeing introduced to non-fiction books that are structured in different waysrecognising simple recurring literary language in stories and poetrydiscussing and clarifying the meanings of words, linking new meanings to known vocabularydiscussing their favourite words and phrasescontinuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clearunderstand 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 teacherchecking that the text makes sense to them as they read and correcting inaccurate readingmaking inferences on the basis of what is being said and doneanswering and asking questionspredicting what might happen on the basis of what has been read so farparticipate 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 sayexplain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves <p>Writing:</p> <ul style="list-style-type: none">learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)learn how to use:use sentences with different forms: statement, question, exclamation, commandexpanded noun phrases to describe and specify [for example, the blue butterfly]the present and past tenses correctly and consistently including the progressive formsubordination (using when, if, that, or because) and co-ordination (using or, and, or but)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 and writing poetrywriting for different purposesconsider what they are going to write before beginning by:planning or saying out loud what they are going to write aboutwriting down ideas and/or key words, including new vocabularyencapsulating what they want to say, sentence by sentencemake simple additions, revisions and corrections to their own writing by:evaluating their writing with the teacher and other pupilsre-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous formproof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]read aloud what they have written with appropriate intonation to make the meaning clear.
MATHS	Autumn Number: Place Value Number: Addition and Subtraction Measurement: Length

	<p>and Mass Graphs Multiplication and Division Mathematics Spring Measurement: Money Geometry: Properties of Shapes Number: Fractions</p> <p>Summer Measurement: Time Measurement: Capacity, Volume and Temperature. Post SATs project work.</p>
<i>SCIENCE</i>	<p>Working scientifically, identifying and classifying Living Things Habitats, explore and compare the differences between things that are living, dead, and things that have never been alive Materials, identify and compare the suitability of a variety of everyday materials, Animals, explore, describe the basic needs of animals, including humans, for survival Plants, observe and describe how seeds and bulbs grow into mature plants</p>
<i>COMPUTING</i>	<ul style="list-style-type: none"> • can explain why I need to keep my password and personal information private. • can describe the things that happen online that I must tell an adult about. • can talk about why I should go online for a short amount of time. • can talk about why it is important to be kind and polite online and in real life. • know that not everyone is who they say they are on the Internet. • can give instructions to my friend (using forward, backward and turn) and physically follow their instructions. • can tell you the order I need to do things to make something happen and talk about this as an algorithm. • can program a robot or software to do a particular task. • can look at my friend's program and tell you what will happen. • can use programming software to make objects move. • can watch a program execute and spot where it goes wrong so that I can debug it. • talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. • can make and save a chart or graph using the data I collect. • can talk about the data that is shown in my chart or graph. • starting to understand a branching database. • can tell you what kind of information I could use to help me investigate a question. • can use technology to organise and present my ideas in different ways. • can use the keyboard on my device to add, delete and space text for others to read. • can tell you about an online tool that will help me to share my ideas with other people. • can save and open files on the device I use. • can tell you why I use technology in the classroom. • can tell you why I use technology in my home and community. • starting to understand that other people have created the information I use. • can identify benefits of using technology including finding information, creating and communicating. • can talk about the differences between the Internet and things in the physical world.
<i>HISTORY</i>	<ul style="list-style-type: none"> • Show my sense of chronology by using terms concerned with the passing of time. • Place the main features of events and objects into time order. • Recognise that my life is different from the lives of people in the past in at least two ways. • Show an awareness of aspects of the past in my own locality. • Recognise that there are reasons why people in the past acted as they did. • Identify and use artefacts, pictures, stories, written sources to answer questions. • Observe some changes over time. • Make and convey simple connections and draw contrasts when describing events or people from the past.
<i>GEOGRAPHY</i>	<ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. • 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. • 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.

<i>P.E.</i>	<p>Autumn</p> <p>Swimming</p> <p>Foot/eye coordination</p> <p>Spring</p> <p>Dance</p> <p>Net/wall games</p> <p>Summer</p> <p>Gymnastics</p> <p>Athletics</p>
<i>MUSIC</i>	<p>Autumn</p> <p>Exploring sounds/beat</p> <p>Spring</p> <p>Pitch/exploring sounds</p> <p>Summer</p> <p>Exploring sounds/beat/pitch</p> <p>Sing songs/listen to live and recorded music</p> <p>Play tuned and untuned instruments/combine sounds</p>
<i>ART AND DESIGN</i>	<p>Use a range of materials</p> <p>Use drawing, painting and sculpture</p> <p>Develop techniques of colour, pattern, texture, line, shape, form and space</p> <p>Learn about range of artists, craftsmen and designers</p>
<i>DESIGN AND TECHNOLOGY</i>	<p>Design purposeful, functional & appealing products</p> <p>Generate, model & communicate ideas</p> <p>Use range of tools & materials to complete practical tasks</p> <p>Evaluate existing products & own ideas</p> <p>Build and improve structure & mechanisms</p> <p>Understand where food comes from</p>
<i>R.E.</i>	<p>Living by rules</p> <p>Being Temperate, Exercising Self-Discipline</p> <p>Being regardful of suffering</p> <p>Sharing and being generous</p> <p>Creating unity and harmony</p> <p>Participating and willing to lead</p> <p>Caring for others, animals and the environment</p> <p>Being merciful and forgiving</p> <p>Being silent and attentive</p> <p>Being reflective and self-critical</p> <p>Being imaginative and explorative</p> <p>Appreciating beauty</p>