

YEAR 2 CURRICULUM

Year 2					
Autumn	Spring	Summer			
Literacy					
Writing					
<p>Poetry List poems</p> <p>Narrative Red Riding Hood Traditional tales-Fairy tales (Tale of quest)</p> <p>Non fiction Instructions How to catch a baddie</p> <p>Terminology Punctuation Grammar</p> <p>Noun Adjective Verb Compound word Commas in list Subordinates (because, that) Time connectives</p>	<p>Poetry Calligrams-single words</p> <p>Narrative The papaya that spoke Traditional tales-Myths (Tale of fear)</p> <p>Non fiction Report Newspaper report about talking papaya</p> <p>Terminology Punctuation Grammar</p> <p>Noun phrases Command Exclamation Statement Question Past tense Expanded noun phrases Fronted adverbials</p>	<p>Poetry Free verse (Contemporary)</p> <p>Narrative Where the wild things are Stories with recurring language (Finding tale)</p> <p>Non fiction Recount Diary of Farmer Duck's day</p> <p>Terminology Punctuation Grammar</p> <p>Adverbs Tense Apostrophe (contracted forms) Subordinates (when, if) Progressive verb forms Fronted adverbials Alliteration Repetition in description</p>	<p>Poetry Calligrams-shape poems</p> <p>Narrative The rabbit who stole the fire Traditional tales-Myths (Creation story)</p> <p>Non fiction Recount FN autobiography (History link)</p> <p>Terminology Punctuation Grammar</p> <p>Adjectives in pairs (repetition in description) Connecting phrases Similes</p>	<p>Poetry Free verse (Classic)</p> <p>Narrative Paper bag princess Stories with recurring language (Tale of defeating a monster)</p> <p>Non fiction Explanation Non -fiction book page Why dragons are extinct</p> <p>Terminology Punctuation Grammar</p> <p>Suffixes Adjectives to adverbs (ness, er, ful, less, er, est, ly) Apostrophes (possessive) 3 part action sentence Casual language Casual connectives</p>	<p>Poetry Take one poet (Performance poems)</p> <p>Narrative Cinderella - Nasty or nice? Traditional tales-Fairy stories (Rags to riches)</p> <p>Non fiction Report LKW leaflet (History link)</p> <p>Terminology Punctuation Grammar</p> <p>Suffixes Adjectives to adverbs (ness, er, ful, less, er, est, ly) Time connectives</p>
Reading					
<p>Word reading</p> <ul style="list-style-type: none"> Apply phonic knowledge to decode words Alternative graphemes for phonemes Reading polysyllabic words 		<p>Word reading</p> <ul style="list-style-type: none"> Apply phonic knowledge to decode words Alternative graphemes for phonemes Reading polysyllabic words 		<p>Word reading</p> <ul style="list-style-type: none"> Apply phonic knowledge to decode words Alternative graphemes for phonemes Reading polysyllabic words 	

YEAR 2 CURRICULUM

<ul style="list-style-type: none"> • Reading common exception words • Reading poetry aloud <p>Reading Comprehension Guided Reading</p> <ul style="list-style-type: none"> • Discussing/listening to texts • Explaining and discussing understanding of texts • Discussing and expressing views about wide range of poetry, stories and non-fiction at a level beyond their independent reading ability • Discussing the sequence of events /how items are linked together • Become familiar with/retelling traditional stories/fairy stories • Discussing and expressing views about wide range of poetry, stories and non-fiction at a level beyond their independent reading ability • Discussing the sequence of events /how items are linked together • Differently structured non-fiction books • Discussing word meanings/linking new to known • Discussing favourite words and phrases • Learning by heart and reciting poetry • Check text makes sense as it is read • Make inferences • Answer and ask questions about texts • Make predictions • Listening to texts 	<ul style="list-style-type: none"> • Reading common exception words • Reading poetry aloud <p>Reading Comprehension Guided Reading</p> <ul style="list-style-type: none"> • Discussing/listening to texts • Explaining and discussing understanding of texts • Discussing and expressing views about wide range of poetry, stories and non-fiction at a level beyond their independent reading ability • Discussing the sequence of events /how items are linked together • Become familiar with/retelling traditional stories Myths • Recurring literary language • Reading suffix words • Discussing and expressing views about wide range of poetry, stories and non-fiction at a level beyond their independent reading ability • Discussing the sequence of events /how items are linked together • Differently structured non-fiction books • Discussing word meanings/linking new to known • Discussing favourite words and phrases • Learning by heart and reciting poetry • Check text makes sense as it is read • Make inferences • Answer and ask questions about texts • Make predictions • Listening to texts 	<ul style="list-style-type: none"> • Reading common exception words • Reading poetry aloud <p>Reading Comprehension Guided Reading</p> <ul style="list-style-type: none"> • Discussing/listening to texts • Explaining and discussing understanding of texts • Discussing and expressing views about wide range of poetry, stories and non-fiction at a level beyond their independent reading ability • Discussing the sequence of events /how items are linked together • Become familiar with/retelling traditional stories Fairy stories • Recurring literary language • Reading suffix words • Discussing and expressing views about wide range of poetry, stories and non-fiction at a level beyond their independent reading ability • Discussing the sequence of events /how items are linked together • Differently structured non-fiction books • Discussing word meanings/linking new to known • Discussing favourite words and phrases • Learning by heart and reciting poetry • Check text makes sense as it is read • Make inferences • Answer and ask questions about texts • Make predictions • Listening to texts
<p>Spelling and Handwriting</p>		
<ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes for which one or 	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes for which one or 	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes for which one or

YEAR 2 CURRICULUM

<p>more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> • Learning to spell common exception words • 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 GPC's, common exception words and punctuation taught so far • Weekly spelling and dictation 	<p>more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> • Learning to spell common exception words • Apply spelling rules and guidance, as listed in English Appendix 1 • Learning to spell more words with contracted forms • Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far • Weekly spelling and dictation 	<p>more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> • Learning the possessive apostrophe (singular) [for example, the girl's book] • Distinguishing between homophones and near-homophones • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English – key stages 1 and • Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far • Weekly spelling and dictation
Handwriting		
<ul style="list-style-type: none"> • 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 un-joined • 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 		
Numeracy		
<ul style="list-style-type: none"> • Counting on and back in steps of 2,3,5 and 10 from any number • Patterns and sequences • Solving problems/puzzles involving an understanding of numbers and operations • Mental + and - of one and two digit numbers, or multiples of 10 from any 2 digit number • + and - facts for pairs up to 20 and use related facts up to 100 • Organising information using lists and tables • Presenting data in block graphs and pictograms • Following and giving instructions for movement (turns, right- angle, clockwise/anticlockwise) • Using units of time and reading time to the 5 mins. quarter to/past the hour • Read and write numbers to at 	<ul style="list-style-type: none"> • Place value in 2 and 3 digit numbers • Comparing, ordering and writing numbers 0-100 • Using \leq, \geq, $=$ symbols • Table facts for 2,3,5 and 10 • Doubles of numbers to 20 and corresponding halves • Solving problems using counting, $+$ $-$ \div and doubling and halving in practical contexts • Patterns/relationships/ properties of numbers and shapes • Finding $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ of shapes, sets of objects and length • Estimating, comparing and measuring (choosing/using appropriate units of measure; measuring equipment to measure and compare length, weight, capacity and 	<ul style="list-style-type: none"> • Using mental/ informal written calculations for adding and subtracting –two 2 digit numbers (number line) • Solving problems using counting, the four operations and doubling and halving in practical contexts including money and measures • Estimating/ checking answers • Describing and visualising properties of 2d and 3d shapes (edges, vertices and faces) • Lines of symmetry • Collecting, organising, presenting and interpreting data to answer questions • Sorting information on a diagram using two criteria • Reading scales and interpreting divisions • Describing patterns and relationships involving numbers or shapes

YEAR 2 CURRICULUM

<p>least 100 in numerals and words</p> <ul style="list-style-type: none"> • Table facts for 2,3,5 and 10 • Solving problems using counting, addition /subtraction, numbers, quantities and measures • Odd/even numbers • Estimating, comparing and measuring (choosing and using appropriate units of measure and measuring equipment to measure and compare length, weight, capacity and temperature using non-standard units) 	<p>temperature using standard units)</p> <ul style="list-style-type: none"> • Using mental/informal written calculations for adding and subtracting –two 2 digit numbers- 3 one digit numbers (number line) • Recognise, find and name fractions $1/3$, $1/4$, $2/4$, $3/4$ • Equivalent fractions (simple) $1/2=2/4$ • Sorting /making shapes • Commutative addition sums (and not possible for subtraction) • Recognise and use £ and p; combine amounts to make different combinations of coins to equal the same amount 	<ul style="list-style-type: none"> • Use place value and number facts to solve problems • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing numbers problems • Commutative multiplication sums (and not possible for division) • Position, direction and movement • Rotation as a turn in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise
Science		
All living things Animals including humans	Living things and their habitats Plants	Use of everyday materials Use of everyday materials and their properties
History		
Great Fire of London	Florence Nightingale	Lucy Kemp-Welch
Geography		
Where in the world is Barnaby bear? Iceland	An island home- Iona	Tocuaro, Mexico
Art		
<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 		
Picture This	Mother nature designer	Andy Goldsworthy
D&T		
<ul style="list-style-type: none"> • Variety of creative and practical activities :knowledge, understanding and skills needed to engage with the iterative process of designing and making • A range of relevant contexts (home, school, gardens, playgrounds, local community, industry and wider environment) • Design, make, evaluate. Technical knowledge: build structures, explore and use mechanisms. 		
Puppets	Winding up toy	Vehicles
Computing		
<ul style="list-style-type: none"> • Understand algorithms • Predict the behaviour of simple programmes • Create and debug simple programmes • Purposefully create, organise, store, manipulate and retrieve digital content • Recognise common uses of IT beyond school • Use technology safely and responsibly 		
Getting creative	Talking and sharing	Visual information
PE/Gymnastics/Dance		
Master basic movement-running,	Master basic movement-running,	Master basic movement-running,

YEAR 2 CURRICULUM

jumping, skipping, hopping, throwing and catching, balance, agility, coordination Perform dances using simple movement	jumping, skipping, hopping, throwing and catching, balance, agility, coordination	jumping, skipping, hopping, throwing and catching, balance, agility, coordination Participate in team games
RE		
Signs and Symbols Christmas	Special places Easter	Religious leaders Easy questions/difficult answers
Music		
Exploring sound Performance singing	What's the score? Feel the pulse	Rain, rain go away Exploring timbre/tempo/dynamics
PHSE		
New beginnings Getting on and falling out Medicines and smoking	Going for goals Good to be me	Relationships Changes Keeping healthy