

Year 2 Maths

Counts in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.	Compares and orders numbers from 0 up to 100;	Uses <, > and = signs correctly.	Uses place value and number facts to solve problems	Solves problems with addition and subtraction: 1. Uses concrete objects and pictorial representations, including those involving numbers, quantities and measures;	2. Applies an increasing knowledge of mental and written methods.	Recalls and uses addition and subtraction facts to 20 and 100: 1. fluently up to 20;
Recalls and uses multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Solves problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Recognises, finds, names and writes fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity.	Compares and sorts common 2-D and 3-D shapes and everyday objects	Uses mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishes between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	Asks and answers questions about totalling and comparing categorical data.	

Year 2 Reading									
Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Reads accurately words of two or more syllables that contain the same graphemes as above.	Reads most words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Re-reads these books to build up their fluency and confidence in word reading.	Develop pleasure in reading, motivation to read, vocabulary and understanding by: 1. 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	Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	2. discussing the sequence of events in books and how items of information are related;	3. becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales;	4. retelling a range of stories, fairy stories and traditional tales;
5. being introduced to non-fiction books that are structured in different ways;		Understand both the books that they can already read accurately and fluently and those that they listen to by: 1. checking that the text makes sense to them as they read and correcting inaccurate reading		2. answering questions		3. predicting what might happen on the basis of what has been read so far.		Participates 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.	
Year 2 Writing									
Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	Develops positive attitudes towards and stamina for writing by writing for different purposes.		Writes sentences with expanded noun phrases to describe and specify	Makes simple additions, revisions and corrections to writing by: 1. proof-reading to check for errors in spelling, grammar and punctuation		2. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly;		3. 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.	
Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but).		Uses the correct choice and consistent use of present tense and past tense throughout a written piece.			Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences.			Children can write a narrative and organise their ideas into paragraphs, after discussion with the teacher	

Year 2 Science

<p>Animals, including humans</p> <ul style="list-style-type: none"> -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food, air) -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p>Uses of everyday materials</p> <ul style="list-style-type: none"> -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> -explore and compare the differences between things that are living, dead, and things that have never been alive -identify and name a variety of plants and animals in their habitats, including micro-habitats -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 -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</p> <ul style="list-style-type: none"> -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. -observe and describe how seeds and bulbs grow into mature plants 	<p>Working scientifically</p> <ul style="list-style-type: none"> -asking simple questions and recognising that they can be answered in different ways -observe closely, using simple equipment -perform simple tests -identify and classify -gather and recording data to help in answering questions use their observations and ideas to suggest answers to questions
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Year 2 History

<p>Chronology</p> <ul style="list-style-type: none"> -Place historical figures, events and artefacts in order on a given time line, using dates where appropriate -Add labels to time lines 	<p>Interpreting and Investigating</p> <ul style="list-style-type: none"> -Use artefacts, pictures, stories, online sources and databases to find out about the past -Ask and answer questions such as What was it like for a...? What happened? How long ago? 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> -Give reasons why people from the past acted in the ways they did. -Use information gained from research to describe differences between then and now 	<p>Topics:</p> <p>Lives of significant individuals, e.g. Neil Armstrong, Mary Seacole, Florence Nightingale, Grace Darling,</p> <p>-Homes long ago, e.g. mud huts in medieval England, castles</p> <p>-Events from beyond living memory, e.g. The Great Fire of London</p>
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Year 2 Geography

<p>Location knowledge</p> <ul style="list-style-type: none"> -Name and locate the world's seven continents and five oceans 	<p>Place knowledge</p> <ul style="list-style-type: none"> -Understand geographical similarities and differences of human and physical geography of Knutsford and a small area in a non-European country <p>Human and Physical Geography</p> <ul style="list-style-type: none"> -Identify daily weather patterns in the UK -Identify the location of hot and cold areas of the world in relation to the North and South poles. 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> -Use 4 point compass directions (north, south, east and west) and simple locational language to describe features of landscapes (e.g. near and far) -Refer to maps, atlases and globes to identify all continents and oceans studied -Describe the location of features and routes on a map using compass directions -Devise a simple map, including basic symbols in a key (e.g. part of Knutsford) -Describe land use and the key human and physical features of the schools surrounding areas using observation and fieldwork -Accurately use basic geographical vocabulary to describe physical and human features of places e.g. town, village, river, mountain -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 	<p>Topics:</p> <p>The four seasons</p> <p>Around the world, Let's go on Safari (a place in Africa)</p>
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Year 2 Design and Technology

<p>Design, make, evaluate and improve</p> <ul style="list-style-type: none"> -Explain what they are making and which materials they are using. -Use pictures and words to convey what they want to make. -Make products, using a range of tools to cut, shape, join and finish. -Say what they like and don't like about their product and explain why. 	<p>Cooking and nutrition</p> <ul style="list-style-type: none"> -Group foods into the five groups in The Eatwell Plate. -Cut, grate or peel ingredients safely. -Measure or weigh using cups or electronic scales 	<p>Construction, mechanics and electronics</p> <ul style="list-style-type: none"> -Use a range of materials to create models with wheels and axles e.g. tubes, dowel and cotton reels. 	<p>Materials</p> <ul style="list-style-type: none"> -Demonstrate a range of joining techniques such as gluing, taping or creating hinges. -Cut materials safely using tools provided. -Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling. -Use simple pop-ups.
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Year 2 Art

<p>Drawing</p> <ul style="list-style-type: none"> -Drawing confidently from imagination. Show pattern and texture by adding dots and lines. -Show different tones by using coloured pencils. -Use drawing as the starting point for work in other materials. 	<p>Painting</p> <ul style="list-style-type: none"> -Adding white to colours to make tints and black to colours to make tones. -Create colour wheels. -Show control in the use of colour. 	<p>Collage</p> <ul style="list-style-type: none"> -Mix materials to create texture. -Joining, positioning and manipulating materials with some independence. 	<p>Sculpture</p> <ul style="list-style-type: none"> -Use a combination of shapes. -Include lines and texture. -Use techniques such as rolling, cutting, moulding and carving. 	<p>Print</p> <ul style="list-style-type: none"> -Press, roll, rub and stamp to find prints. -Use objects to create prints.
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Year 2 Computing

<p>Information Technology</p> <ul style="list-style-type: none"> -To learn how to type words quickly and correctly using a keyboard. -To make simple word processed documents and change the appearance of text. -To use and combine a variety of painting tools to create a picture. 	<p>Digital Literacy</p> <ul style="list-style-type: none"> -To know how to use a web browser to navigate a website when doing Internet research. -To search for images online and insert them into a document. -To explain how to stay safe online and where to go for help or support, including how to safely use online media players. 	<p>Programming</p> <ul style="list-style-type: none"> -To understand that an algorithm is a sequence of instructions which can be programmed on a digital device. -To control a real and on-screen robots to move along routes. -To debug programs so they run correctly. 	<p>Computer Science</p> <ul style="list-style-type: none"> -To identify the main internal components of a computer.
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Year 2 RE
(Be able to answer key enquiry questions)

<p>Judaism</p> <ul style="list-style-type: none"> -Why was God important to Joseph? -How did Esther show courage? -Why is Israel a special place for Jews? 	<p>Christianity</p> <p>What do Christians mean when they use the word "church?"</p> <p>Why is the church important to Christians?</p>	<p>Christianity</p> <p>How do you know when you feel better on the outside / inside?</p>	<p>Christianity</p> <p>Why was Jesus important?</p>	<p>Christianity</p> <p>Why are baptisms important to Christians?</p>	<p>Christianity</p> <p>Why are weddings important to Christians?</p>
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Year 2 PSHE

<p>Health and wellbeing</p> <ul style="list-style-type: none"> -that household products, including medicines, can be harmful if not used properly -the importance of and how to maintain personal hygiene - about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings -to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals - the difference between secrets and surprises and know when to say 'yes', 'no' 'I'll ask' and 'I'll tell' 	<p>Relationships</p> <ul style="list-style-type: none"> -to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say -to offer constructive support and feedback to others -to identify and respect the differences and similarities between people -that there are different types of teasing and bullying, that these are wrong and unacceptable -how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	<p>Living in the wider world</p> <ul style="list-style-type: none"> -what improves and harms their local, natural and built environments and about some of the ways people look after them -understand how we can make a difference in our local communities, e.g. volunteering, supporting charities -that money comes from different sources and can be used for different purposes, including the concepts of spending and saving -about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices
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Year 2 PE

<p>Games</p> <ul style="list-style-type: none"> - Throw and catch with control - Strike a ball with control (e.g. using hands with tennis racket or feet with football) - Follow the rules of a game and play fairly - Pass to team mates at appropriate times - Continue to develop tactics which will help your team 	<p>Dance</p> <ul style="list-style-type: none"> - Link three or more actions to perform sequence - Perform and repeat sequences - Change speed and levels within a performance - Choose movements to communicate a mood, feeling or idea. - Develop physical strength by practicing moves. - Use styles from different cultures (e.g. Bollywood and African dances) 	<p>Gymnastics</p> <ul style="list-style-type: none"> - Link two or more actions to make a sequence - plan, perform and remember actions within a sequence - Move with some control and awareness of space - Show contrasts (such as small/ tall, straight/ curved and wide/ narrow.) - Hold a position whilst balancing on different points of the body - Climb safely on equipment - Stretch and Curl to develop flexibility - Jump in a variety of ways and land with increasing control and balance 	<p>Athletics</p> <ul style="list-style-type: none"> - Athletics activities are combined with Games in EYFS and KS1
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