



Year 2 Curriculum Overview



Maths

Number: Number & Place Value

- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- Recognise the place value of each digit in a two-digit number (tens, ones)
- Identify, represent and estimate numbers using different representations, including the number line
- Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- Read and write numbers to at least 100 in numerals and in words
- Use place value and number facts to solve problems.



Number: Addition & Subtraction

- Solve problems with addition and subtraction:
- 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



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- 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 and use this to check calculations and solve missing number problems.

Number: Multiplication & Division

- 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
- Write them using the multiplication (x), division (\div) and equals (=) signs
- Show that multiplication of two numbers can be done in any order and division of one number by another cannot
- Solve problems involving multiplication and division, using materials, arrays, repeated addition,
- Mental methods, and multiplication and division facts, including problems in contexts.



Number: Fractions

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



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Measurement

- 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: Properties of Shapes

- 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
- Compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry: Position & Direction

- Order and arrange combinations of mathematical objects in patterns and sequences
- 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).




Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables



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	<ul style="list-style-type: none">• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity• Ask and answer questions about totalling and comparing categorical data.	
Literacy	<p><u>Reading</u></p> <ul style="list-style-type: none">• Read words aloud confidently, without obvious blending or rehearsal• Learn letter patterns so that decoding becomes fluent and secure by the end of Year 2• Blend letter sounds, including alternative patterns, e.g. recognising 'ue' as the 'oo' sound• Read aloud words which contain more than one syllable• Recognise common suffixes, such as -ing and -less• Read words which don't follow phonetic patterns, such as 'one' and 'who'• Become familiar with a wide range of fairy stories and traditional tales• Discuss favourite words and the meaning of new words• Check that what has been read makes sense, and self-correct reading where necessary• Make predictions about what might happen next in a story• Children will be expected to read aloud books which are appropriate for their reading ability. During Year 2 their increasing knowledge of decoding should allow them to read a wide range of children's books. <p><u>Writing</u></p> <ul style="list-style-type: none">• Form letters of the appropriate size, using capital letters where appropriate• Use appropriate spaces between words when writing	 



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- Begin to use joins between letters where needed
- Spell longer words by breaking them into their sound parts
- Learn to spell some common homophones, recognising the difference between them
- Use the possessive apostrophe in simple phrases, such as 'the boy's football'.
- Write about real events and personal experiences
- Plan out writing in advance, including by writing down key words
- Re-read writing to check that it makes sense and to make corrections, including punctuation
- Use question marks, exclamation marks, apostrophes and commas in lists
- Use the present and past tenses correctly in writing
- Begin to write longer sentences by using conjunctions, such as 'and', 'but', 'if' or 'because'



Fiction-

- Stories in familiar settings
- Traditional Tales
- Stories involving fantasy
- Quest and Adventure stories
- Stories by the same author

Non-Fiction-

- Postcards & Letters
- Information texts
- Instructions
- Recounts
- Information texts

Poetry-

- Songs and repetitive poems
- Traditional poems for young children
- The Senses
- Humorous poems
- Favourite poems



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History



The Great Fire of London

Events beyond living memory that are significant nationally or globally.

Tudor Explorers: Sir Francis Drake

Significant historical events, people and places in our own locality.

Geography

Whatever the Weather!



Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Identify seasonal and daily weather patterns in the United Kingdom.



Science

Living Things & Their Habitats




- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- 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
- Identify and name a variety of plants and animals in their habitats, including micro-habitats





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	<ul style="list-style-type: none">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><u>Plants</u></p> <ul style="list-style-type: none">Observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p><u>Animals (including humans)</u></p> <ul style="list-style-type: none">Notice that animals, including humans, have offspring which grow into adultsFind out about and describe the basic needs of animals, including humans, for survival (water, food and air)Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p><u>Uses of Everyday Materials</u></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.
RE	<p><u>Creation</u> Who made the world?</p> <p><u>Gospel</u> What is the good news that Jesus brings?</p> <p><u>Salvation</u> Why does Easter matter to Christians?</p> <p><u>Judaism</u></p>  
Computing	<ul style="list-style-type: none"><u>We are superheroes!</u> In this unit, the children will program a sprite (such as a superhero) to move around the screen.<u>We are games testers</u>



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	<p>In this unit, the pupils will try to work out how some simple games work. They also share their favourite games with the class.</p> <ul style="list-style-type: none">• <u>We are photographers</u> In this unit, the children practise using a digital camera, take photos to fit a given theme and edit their photos.• <u>We are researchers</u> The children research a topic - safely, effectively and efficiently - using a structured approach. They share their findings with others through a presentation.• <u>We are detectives</u> Children are challenged to solve a mystery by reading, sending and replying to emails. They use a fact file sheet to create a table and identify the culprit.• <u>We are zoologists</u> In this unit, the children go on a bug hunt, recording and identifying the small animals they find. They then organise the data they have collected, record it using a graph, and interpret the graph to answer questions about the animals.	
PE	<ul style="list-style-type: none">• 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.	 
DT	<p>Design</p> <ul style="list-style-type: none">• Design purposeful, functional, appealing products for themselves and other	



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users based on design criteria

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria





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Art



- 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.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers.



Music

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and detuned instruments musically.



- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.