



## Year 2

\* Online Safety threads through every topic

Topic →	Discover Cambridge	Rio	Skittles, Scooters and Scalextric	Gardeners World	Great Fire of London	Location, Location, Location
Local Links	Stephen Hawking	Local Samba band	Computer museum	Growing a school garden	Local architect, fire fighter	Local construction company, visit to a local builder's merchants
Science	Everyday materials (properties and uses)	Everyday materials (Changing shape)	Animals including humans	Plants	Living things and their habitats	Living things and their habitats, including offspring -
Art & Design		Collage or painting – Christmas theme		Observational drawings of plants		Famous local artist Printing – using materials (science link)
Computing*	Computer systems and networks – IT around us	Digital photography	Programming - algorithms	Data and Information	Digital music	Programming - quizzes
D&T	Construction- bug homes		Textiles – sewing a toy		Mechanics - winding	
Geography		Similarities & differences between area of UK and non-European country		Continents, oceans and cities		Human and physical geographical features
History	Local study: Cambridge		Toys and Games Living memory		Great fire of London – Events beyond living memory	
Music	West Africa call and response song	Orchestral Instruments	Musical Me	Dynamics, timbre, tempo and motifs	British songs and sounds	Myths and Legends
PE	Dance: Magical Friends Games: Fundamentals 1	Dance: Samba & Brazilian Games: Fundamentals 2	Gymnastics: Points of contact OAA: Trails, Trust & Teamwork	Gymnastics: Ball, Tall & Wall Games: Striking	Dance: Great Fire of London  Cricket	Athletics  Games: Team building
PSHE	Relationships - What makes a good friend?	Relationships -What is bullying?	Health & Wellbeing - What helps us to stay safe?	Health & Wellbeing - What can help us grow and stay healthy?	Health & Wellbeing - How do we recognise our feelings?	Wider World - What jobs do people do?
RE	Christianity	My personal values and Sikh values	Christianity – faith within a family	How is the Guru Granth Sahib a 'living' Guru?	What is Christian worship?	Christianity – the big story



Character Education – Year 2
Every Caldecote pupil will:
<ul style="list-style-type: none"><li>- Celebrate the diverse culture represented within their class</li><li>- Have a chance to ‘dress up’ for a special occasion at least once every year</li><li>- Prepare some food and then eat it as part of a celebration</li><li>- Have the chance to meet someone from their community</li><li>- Perform in front of their class at least once every year</li><li>- Tell their class about their favourite character from a book</li><li>- Take part in a performance in the hall</li><li>- Compete in a whole school sporting competition at least once a year</li></ul>
“7 by 7” by the age of 7 years each Year 2 pupil will:
<ul style="list-style-type: none"><li>- Use sharp knives to cut and prepare food</li><li>- Take a trip to the seaside or some open water</li><li>- Prepare and serve a hot breakfast</li><li>- Buy something and check their change</li><li>- Make a film about the local area</li><li>- Pick wild fruit</li><li>- Learn and perform a Spanish song</li></ul>

**Reading - Year 2**

<b>Decoding</b>	<ul style="list-style-type: none"><li>– secure phonic decoding until reading is fluent</li><li>– read accurately by blending, including alternative sounds for graphemes</li><li>– read multi-syllable words containing these graphemes</li><li>– read common suffixes</li><li>– read exception words, noting unusual correspondences</li><li>– read most words quickly &amp; accurately without overt sounding and blending</li></ul>	<b>Inference</b>	Make inferences on the basis of what is being said and done and by asking and answering questions.
<b>Range of Reading</b>	Listen to, discuss and express 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.	<b>Prediction</b>	Predict what might happen on the basis of what has been read so far.
<b>Familiarity of texts.</b>	Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Recognise simple recurring literary language in stories and poetry.	<b>Authorial Intent</b>	Discuss effective strategies used by the author to attract the reader's attention. Identify how words/phrases have been used to create effects, e.g. humour, atmosphere.
<b>Poetry and Performance</b>	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	<b>Non-Fiction</b>	Introduce to non-fiction books that are structured in different ways.
<b>Word Meanings</b>	Discuss and clarifying the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases.	<b>Discussing Reading</b>	Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
<b>Understanding</b>	Discuss the sequence of events in books and how items of information are related. Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correcting inaccurate reading.	<b>Book Bands</b>	Pink, Red, Yellow, Blue, Green, <b>Orange, Turquoise, Purple, Gold, White, Lime, Free Reader.</b>



Year 2 readers should			
	Autumn	Spring	Summer
Applying phonics	<p>Understand the importance of decoding words automatically</p> <p>Understand that some words cannot be decoded with phonic strategies</p> <p>Use the graphemes taught to blend sounds</p> <p>Know that phonemes may be represented by different graphemes</p> <p>Know that familiar words do not need to be sounded out and blended</p> <p>Read these familiar words automatically and accurately without sounding or blending</p>	<p>Know that the same grapheme may be read in different ways</p> <p>Recognise alternatives and consider which make more sense</p> <p>Recognise syllables in words</p> <p>Know that breaking words into syllable helps fluent decoding</p> <p>Know that other strategies can be used to read unfamiliar words</p> <p>Use other strategies to support fluent decoding</p>	<p>Read words of two or more syllables accurately</p> <p>Read aloud books closely matched to improving phonic knowledge sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Read these books fluently and confidently</p>
Reading for pleasure	<p>Know that there are different kinds of stories</p> <p>Listen to or read a range of different kinds of stories</p> <p>Make choices about the book they read</p> <p>Know that non-fiction books are organised differently from fiction texts</p> <p>Know that books or texts have a purpose</p>	<p>Explain why they prefer certain books or stories</p> <p>Retell stories with key events in the correct sequence</p> <p>Retell a story with the key events and the characters</p> <p>Know how to find information in a non-fiction book</p> <p>Identify the purpose of a book or a text</p> <p>Know that books and stories are set in different places and times</p>	<p>Decide how useful a non-fiction book is to find the information they need</p> <p>Find the setting or time in books or stories</p> <p>Discuss the setting or time in books</p>
Reading for pleasure - Poetry	<p>Know the difference between poetry and narrative</p> <p>Know that there are different kinds of poetry</p> <p>Listen to different kinds of poetry</p> <p>Talk about books or poems read</p> <p>Know that the stories and poems can have patterned or recurring literary language</p>	<p>Talk about the meaning of different poems</p> <p>Recognise that a poem can tell a story</p> <p>Learn a poem by heart</p> <p>Give an opinion on books or poems read</p> <p>Find patterned or recurring literary language in poems and stories</p> <p>Find favourite words and phrases</p>	<p>Recite or perform a poem making the meaning clear</p> <p>Talk about favourite words and phrases</p> <p>Know that word choice affects meaning</p> <p>Explain why a writer has chosen a word to affect meaning</p>
Reading accurately with fluency & understanding	<p>Know that the purpose of reading is to make meaning</p> <p>Know that there is a range of decoding strategies</p> <p>Check that text read makes sense</p> <p>Re-read when they have lost the meaning</p>	<p>Self-correct when they have lost the meaning</p> <p>Use prior knowledge and reading experiences to understand texts</p> <p>Use the context to understand texts</p> <p>Ask questions to clarify understanding</p> <p>Find answers to retrieval questions about stories, poems or non-fiction texts</p> <p>Recognise that a writer can have a message for the reader</p> <p>Make predictions about possible events</p>	<p>Know what the inference 'reading between the lines' means</p> <p>Find and explain inferences about characters' feelings and thoughts</p> <p>Give reasons for characters' actions or behaviour</p> <p>Recognise key ideas in a text</p> <p>Explain a writer's message</p> <p>Make predictions about how a character might behave</p>



Writing - Year 2			
Transcription		Composition	
Handwriting	Spelling	Vocabulary, grammar and punctuation	Structure and purpose
<p>Evidence:</p> <ul style="list-style-type: none"> <li>-Holds pencil correctly.</li> <li>-Writing is legible.</li> <li>-All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.</li> <li>-Spacing is appropriate to the size of letters.</li> <li>-Some letters are joined correctly, according to the school's handwriting approach.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>-Write from memory, simple dictated sentences which include familiar words and GPCs.</li> <li>-Spell common decodable two and three syllable words which include familiar graphemes.</li> <li>-Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.</li> <li>-Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.</li> <li>-Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.</li> <li>-Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>-Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.</li> <li>-Co-ordinate sentences using and, or, but.</li> <li>-Sometimes use subordination e.g. when, if, because.</li> <li>-Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.</li> <li>-Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.</li> <li>-Identify word classes: noun, adjective, verb and adverb.</li> <li>-Choose the past or present tense appropriately.</li> <li>-Experiment with the progressive form e.g. she was swimming.</li> <li>-Use appropriate features of Standard English</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>-Compose sentences orally.</li> <li>-Use the drafting process to gather and write down ideas and key words.</li> <li>-Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.</li> <li>-Write about real events, maintaining form and purpose.</li> <li>-Compose orally and write poetry in a variety of forms.</li> <li>-Re-read and check own writing. Proof read for errors.</li> <li>-Evaluate word choice, grammar and punctuation; make revisions.</li> </ul>



Year 2 writers should be able to			
Aspect	Autumn	Spring	Summer
Handwriting	Use most diagonal and horizontal strokes accurately when joining letters Understanding how to join adjacent letters Write Capital letters (and digits) of the correct size and orientation to one another	Use spacing between words that reflect the size of the letters	Form lower case letters of the correct size relative to one another Use cursive script to join all letters accurately
Composition	Develop stamina for writing by writing for different purposes	Plan and discuss the content of their writing Evaluate their writing independently with peers and with teacher by making simple additions and corrects Write, from memory, simple dictated sentences	Proof-read to check for errors in spelling, grammar and punctuation Make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of their writing
Grammar	Use thoughtful and sometimes ambitious word choices with specific or technical vocabulary used in non-narrative writing	Use expanded noun phrases to describe, expand and specify Use subordination (using when, if, that or because)	Use sentences with different forms: statements, questions, exclamations and commands Use co-ordination (using or, and or but) use present and past tenses correctly and consistently including the progressive form Use adjectives, adverbs and expanded noun phrases to add detail and specify
Punctuation	Use full stops and capital letters most of the time correctly Mostly use exclamation and question marks accurately to demarcate sentences	Use capital letters for the personal pronoun I and for most proper nouns	Begin to use commas to separate items in a list Sometimes use apostrophes for singular possession
Spelling	Segment spoken words into phonemes and record these as graphemes	Spell longer words using suffixes such as ment, ness, full, less, ly Spell common exception words	Use apostrophes for the most common contracted words Spell words with different spellings Identify and apply their knowledge of homophones / near homophones



## Maths - Year 2

Maths - Year 2				
<b>Number and place value</b>	<ul style="list-style-type: none"> <li>• Compare and order 0-100</li> <li>• <math>&gt; &lt; =</math></li> <li>• 0-100 numerals and words</li> </ul>	<b>Addition &amp; subtraction</b>	<ul style="list-style-type: none"> <li>• 2 digit addition and subtraction</li> <li>• Adding 3 1-digit numbers</li> <li>• Inverse</li> </ul>	<p><b>Calculation</b></p> <p><b>Pupils learn these strategies and use these resources for calculation in Y2</b></p> <ul style="list-style-type: none"> <li>• Column addition and subtraction</li> <li>• Part part whole</li> <li>• Draw number lines</li> <li>• Arrays</li> <li>• 100 square</li> <li>• Counting in multiples</li> <li>• Inverse to check calculations</li> </ul>
<b>Multiplication and Division</b>	<ul style="list-style-type: none"> <li>• 2 x tables</li> <li>• 5 x tables</li> <li>• 10 x tables</li> <li>• 3 x tables</li> <li>• 4 x tables</li> <li>• Count in 2,3,5 and 10s</li> <li>• Multiply 1 digit by 1 digit</li> <li>• Divide 2 digit by 1 digit</li> </ul>	<b>Fractions</b>	<ul style="list-style-type: none"> <li>• Introduction to comparing, ordering and equivalent fractions</li> <li>• Half and quarter of a number 0-50</li> </ul>	
<b>Measurement</b>	<ul style="list-style-type: none"> <li>• Units of length and height</li> <li>• Exploring mass</li> <li>• Understanding pounds and pence</li> <li>• Telling the time, compare and sequence time</li> <li>• Capacity, volume and temperature</li> </ul>	<b>Geometry</b>	<ul style="list-style-type: none"> <li>• Properties of 2D and 3D shapes</li> <li>• Compare and sort shapes</li> <li>• Rotation</li> <li>• Order and arrange patterns and sequences</li> <li>• Right angle turns</li> <li>• Clockwise/ anticlockwise</li> </ul>	
		<b>Statistics</b>	<ul style="list-style-type: none"> <li>• Introduction to graphs</li> <li>• Pictograms, tally charts, block diagrams and tables</li> </ul>	



## Our Year 2 mathematicians should be able to

### Number and place value

- Count in steps of 2, 3 and 5 from 0, and in tens from any given number, forward and backward
- Read and write numbers to 100 in numerals and words
- Compare and order numbers from 0 up to 100 and use  $<$   $>$  and  $=$  signs
- Recognise the place value (tens and ones) of each digit in all 2 digit numbers

### Addition & subtraction

- Recall and use addition and subtraction facts to 20 and derive related facts up to 100
- Add and subtract numbers mentally, including 2-digit numbers and ones, 2-digit numbers and tens, two 2 –digit numbers; adding three 1-digit numbers
- Understand that addition of any 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 missing number problems.

### Multiplication and Division

- Recall and use multiplication and division facts for the 2, 5, 10, 3 and 4 times tables
- Use the  $\times$   $\div$  and  $=$  symbols accurately
- Understand that multiplication of two numbers can be done in any order (commutative) and division cannot.
- Recognize that division is the inverse of multiplication and use this to check calculations

### Fractions

- Recognise, find, name and write fractions  $\frac{1}{3}$   $\frac{1}{4}$   $\frac{2}{4}$   $\frac{1}{2}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity
- Write simple fractions and recognise the equivalence

### Geometry

- Identify and describe the properties of 2D shapes including the number of sides and lines of symmetry
- Identify and describe the properties of 3D shapes including the number of edges, vertices and faces
- Identify 2D shapes on the surface of 3D shapes
- 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 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 pictograms, tally charts, block diagrams and simple tables
- 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 totaling and compare categorical data

### Measurement

- Compare and order lengths and mass and record the results using  $>$   $<$   $=$
- Recognise and use symbols for pounds (£) and pence (p)
- Combine amounts of money to make particular values
- Tell, draw (the hands) and write the time: quarter to and quarter past the hour, and all times to 5 minutes
- Compare and order volume/capacity and record the results using  $>$   $<$   $=$
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit – including giving change
- Choose and use appropriate standard units to estimate and measure: length/height cm/m, mass kg/g, temperature  $^{\circ}\text{C}$ , capacity l/ml using rulers, scales, thermometers and measuring vessels
- Compare and sequence intervals of time





## Year 2

### Our science teaching is structured around:

- ✓ **At the start of a unit:** Pre-assessment activities
- ✓ **Every lesson:** Retrieval practice

- ✓ **During the unit:** A rich task

- ✓ **At the end of each unit:** A big question

Area of science		Big Question	Big idea	Key Vocabulary	Enquiry type
Biology	Living things and their habitats	<p>Why do animals live in different places?</p> <p>How do living things obtain their food?</p>	<p>All living things need food as their source of energy as well as air, water and certain temperature conditions</p> <p>Living things are distinguished from non-living things by their ability to move, grow, reproduce and react to certain stimuli</p>	<p><b>Micro habitats</b></p> <p><b>Living</b></p> <p><b>Dead</b></p> <p><b>Food chains</b></p>	<p><b>Pattern-seeking:</b> What conditions do woodlice prefer?</p> <p><b>Identify, group and classify:</b> Sort habitat cards and try to match the animals and plants that live in them</p> <p>Sort things that are living, dead and that have never been alive</p> <p>Classify minibeads found in the environment based on physical structure</p> <p><b>Observation over time:</b> Explore animals and plants in micro-habitats throughout the year</p> <p><b>Research using secondary sources:</b> Research how to support bees and marine habitats which are under threat such as glitter litter</p> <p>Research what animals eat</p>
	Plants	<p>How can living things stay healthy?</p>	<p>Living things are special collections of matter that use energy and grow</p>	<p><b>Shelter</b></p> <p><b>Seeds</b></p> <p><b>Bulb</b></p> <p><b>Growth</b></p> <p><b>Temperature</b></p>	<p><b>Comparative testing:</b> Investigating water, light and temperature on plant growth</p> <p><b>Observation over time:</b> Observe changes in selected plants and trees</p> <p>Plant seeds and bulbs and observe changes</p> <p><b>Pattern seeking and observation over time:</b> Do bigger seeds grow into bigger plants?</p> <p><b>Research using secondary sources:</b> Look at packets to decide how to plant and care for seeds e.g. How much water do they need? Do they need shade/full sun?</p>
	Animals including humans	<p>Is all food good for us?</p> <p>Do all animals start off small?</p>	<p>Living things produce offspring of the same kind, but offspring are not identical with each other or with their parents</p>	<p><b>Offspring</b></p> <p><b>Life cycle</b></p> <p><b>Survival</b></p> <p><b>Food types</b></p> <p><b>Hygiene</b></p>	<p><b>Identify, classify and group:</b> Put foods into categories: fats, carbohydrates and proteins</p> <p>Which offspring belongs to which animal?</p> <p><b>Observation over time:</b> Observe a life cycle (e.g. caterpillars, chicks, farm animals).</p> <p>Observe how their body changes before, during and after exercise.</p> <p><b>Comparative test:</b> Distance and spray marks on paper (to represent sneezing)</p> <p><b>Research using secondary sources:</b> Research adult animals and their young.</p>



Chemistry	Everyday Materials	How do we choose materials?  Can you really make a chocolate teapot?	All matter (stuff) in the universe is made up of tiny building blocks. The arrangement of these building blocks determines the properties of materials	<b>Flexible</b> <b>Transparent</b> <b>Magnetic</b> <b>Suitable</b> <b>Unsuitable</b> <b>Properties</b>	<b>Comparative testing:</b> Test materials for difference uses e.g. Which material can you use to make an aeroplane? Which fabric would you use for curtains? Which materials are best for Cinderella's mop? <b>Research using secondary sources:</b> Research secondary sources to find out about the 6Rs: Rethink, Refuse, Reduce, Reuse, Recycle, Repair. <b>Pattern seeking:</b> How does the amount of water affect the strength of a kitchen towel?
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Area of science		Year 2 Scientists should be able to	
Biology	Living things and their habitats	<input type="checkbox"/> Explore and compare the differences between things that are living, dead, and things that have never been alive. <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 microhabitats. <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.	<input type="checkbox"/> <b>Ask questions</b> beginning with would, why and where e.g. why are these seeds shaped as they are? Would plants go in the dark? Where do snails live?  <input type="checkbox"/> Discuss ways in which their questions could be answered e.g. through research, observations or simple tests  <input type="checkbox"/> <b>Predict</b> outcomes and suggest reasons  <input type="checkbox"/> <b>Close observations</b> are made independently considering which equipment would be most useful  <input type="checkbox"/> Use microscopes  <input type="checkbox"/> Suggest and perform <b>comparative tests</b>  <input type="checkbox"/> Understand the meaning of <b>discrete data</b>
	Plants	<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.	
	Animals including humans	<input type="checkbox"/> Notice that animals, including humans, have offspring, which grow into adults. <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.	



Chemistry	Everyday Materials	<ul style="list-style-type: none"><li><input type="checkbox"/> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li><li><input type="checkbox"/> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li><li><input type="checkbox"/> Find out about people who have developed useful new materials e.g. John Dunlop, Charles Macintosh or John McAdam</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Independently <b>classify and group</b> things according to a given criteria or <b>justifying reasons</b> why it is grouped in this way</li><li><input type="checkbox"/> <b>Gather data</b> in line with Year 2 measurement (standard units) and statistics curriculum (tally charts, pictograms, block charts) as well as labelled diagrams</li><li><input type="checkbox"/> <b>Draw conclusions</b> from observations, measurements and scientific knowledge</li><li><input type="checkbox"/> Independently <b>suggest answers to questions</b> based on what they have found out</li></ul>
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## Art & Design Year 2

### Generate Ideas:

- Be confident using their sketchbook as a place to record their individual responses
- Practice and develop sketchbook use for activities such as collecting, sticking, writing notes and drawing to: discover, show what they have seen, experiment;
- Look at **Artists & Designers** such as Roy Lichtenstein, Andy Warhol, Christopher Marley and explore local artists and Tudor architecture in Cambridge and other local villages

### Making

### Key Vocab

<b>Drawing</b>	Explore line and colour using different grades of pencil, pastel, charcoal, wax and chalk to shade dark and light Control the types of marks made with different media Draw from a different range of starting points (stimuli) including close looking, drawing from memory or imagination Work on different scales and from different angles, perspectives Use drawings as a base for collage	<b>Bold</b> <b>Fine detail</b> <b>Names of different types of drawing media and paint</b> <b>(charcoal, chalk, pastel, watercolour, etc)</b> <b>Contrast</b> <b>Scale</b> <b>Mould</b> <b>Smooth</b> <b>Coil</b>
<b>Painting &amp; Collage</b>	Mix different colours and use different brushes and types of paint to create shade and tone Name different types of paint and their properties Sort and group materials for different purposes and arrange and glue materials to different backgrounds Fold, crumple, tear, cut and overlap papers and arrange shaped and colours to create an image	
<b>Printmaking</b>	Design and create individual printing blocks around a theme (Christmas) Explore using different media and colours to achieve design	
<b>Textiles &amp; Sculpture</b>	Cut with increasing accuracy using scissors and other implements and carve using tools Pinch and roll coils and slabs using modelling media Make simple joins	
<b>Digital</b>	Use digital media to create records of models made	

### Evaluate: Pupils should be given the opportunity to:

- Enjoy listening to other people's views about the artwork made by others
- Express and share an opinion about the artwork and their own creations
- Share work with others and listen to what they think about what they have made



### **Year 2 Artists and Designers should be able to**

- Describe what they see and give an opinion about the work of an artist using simple subject specific vocabulary
- Ask questions about a piece of art related to the media used
- Create drawings using different media that show an understanding of shading
- Mix paint to create shade and tone
- Sculpt and manipulate materials to create a desired effect
- Create a digital record of their work



## Computing - Year 2

Area of Computing	Key Understanding and skills	Vocabulary	Implementation	Online Safety
Understanding Technology	<p>To know how technology is used in school and outside of school.</p> <p>To use an appropriate search engine to research themes from the topic.</p>	<p><b>Search Engine Name eg Bing/ Google/Safari</b></p> <p><b>Select</b></p> <p><b>Bookmark</b></p> <p><b>Uses of IT names</b></p>	<p>Unplugged activities investigating the different uses of technology.</p> <p>Use search engine to research the topic and use in digital literacy projects.</p>	<p><b>Core Objectives:</b> To know where to go for help if concerned both in and out of school.</p> <p><b>Year 2 understanding and skills:</b> I follow the schools safer internet agreement. I know what to do if I find something inappropriate online (eg who to go to for help, minimising screen, reporting in school, who to go to at home) I use the internet in school for learning and communicating with others and I can make choices when looking at websites. I can recognise and ignore advertising online. I can recognise the difference between email and communication systems (eg wikis). I understand that bookmarking can help me find websites quickly. I understand that not everything on the internet is true and I am beginning to evaluate websites. I understand the need to sometimes use an avatar online. I understand that my screen time should be balanced to keep me safe and healthy</p> <p><b>Key Vocabulary:</b> <b>Concern</b> <b>Respectful</b> <b>Acceptable</b> <b>Report</b> <b>Inappropriate</b></p>
Digital Literacy	<p>To research, organise, retrieve and manipulate digital content including a presentation, photo, video clip, animation and word processing.</p>	<p><b>APP</b></p> <p><b>Image</b></p> <p><b>Repeat</b></p> <p><b>Animate</b></p> <p><b>Presentation</b></p> <p><b>Slide</b></p> <p><b>Cut</b></p> <p><b>copy</b></p> <p><b>paste</b></p> <p><b>crop</b></p> <p><b>Text</b></p> <p><b>Create</b></p> <p><b>Store</b></p> <p><b>retrieve</b></p>	<p>Use Word to produce writing and pictures. Downloading images online and add them.</p> <p>APP: eg Stop Motion Animation using digital photography.</p> <p>Use PPT to make a digital animation.</p> <p>Use Paint to create a picture add text, store and retrieve digital content.</p>	
Programming	<p>To understand that programs require precise instructions.</p> <p>To write a simple program, test it and debug it.</p> <p>To understand that algorithms are used on digital devices.</p> <p>To predict what the outcome of a simple program will be.</p> <p>To use Scratch to create a moving picture with a backdrop, sound and moving sprites.</p>	<p><b>Coding/ Code</b></p> <p><b>Debug</b></p> <p><b>Sequence</b></p> <p><b>Repetition</b></p> <p><b>Instructions</b></p> <p><b>Design</b></p> <p><b>Microphone</b></p>	<p>Write the code and Program a floor robot.</p> <p><b>Scratch:</b> Use the “when clicked, forever and glide blocks”.</p> <p>Pupils to be able to add more than one sound to their project from the Scratch bank of sounds and use two different sound blocks.</p>	



## Our Year 2 computer users should be able to

### Algorithms and programming:

- Create a series of instructions
- Plan a journey for a programmable toy

### Information Technology

- Create and store digital content
- Retrieve digital content
- Use a website
- Use a camera
- Record sound and play back

### Digital Literacy

- Use technology safely
- Keep personal information private

### A safe computer user in Year 2

#### Knowledge and Understanding

- Understands the different methods of communication (eg email, online forums, etc)
- Knows you should only open email from a known source
- Knows the difference between email and communication systems eg blogs or wikis
- Begin to evaluate websites and know that everything on the internet is not true
- Know that it is not always possible to copy some text and pictures from the internet
- Know that personal information should not be shared online

#### Skills

- Follow the school's safer internet rules
- Know what to do if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting etc)
- Use the internet for learning and communicating with others, making choices when navigating through sites
- Send and receive email as a class



## Design & Technology Year 2

### Designing:

- Generate, develop, model and communicate ideas through talking, drawing, and IT to present a design brief
- Design functional, purposeful, appealing products for themselves and others

### Making

### Key Vocab

#### Materials

Select from a range of tools and equipment to perform practical tasks including different ways of cutting safely  
Measure and mark out to the nearest centimetre  
Use joining techniques such as gluing, hinges or combining materials to strengthen

#### Textiles, Electricals & Electronics

Shape textiles using self-chosen templates  
Use simple sewing stitches to decorate textiles; thread and use a needle safely  
Diagnose faults in battery operated devices such as water damage or battery terminal damage

#### Construction & Mechanics

Use materials to practice drilling, screwing, gluing and nailing materials to strengthen a product  
Create a product with a winding mechanism  
Use a range of tools and equipment such as cutting and joining to allow movement

#### Computing

Use IT to explore and present ideas for products

#### Food Technology

Plan and prepare a savoury dish of nutritional value using electronic scales to weigh ingredients  
To use and be aware of a range of methods to prepare food: peeling, chopping, boiling, steaming etc.  
Understand where the food comes from

#### Technical Knowledge

Build structures, exploring how they can be made strong, stiffer and more stable  
Explore the use of mechanisms eg for winding, in products

**Template**  
**Pulley**  
**Hinge**  
**Design brief**  
**Mechanism**  
**Nutrition**  
**Savoury**

### Evaluating: Pupils should be given the opportunity to:

- Evaluate a range of existing products as a means of comparison to their own finished product
- Evaluate their own design against their original design brief through demonstration, explanation or discussion





### **Year 2 Designers should be able to**

- Think of an idea, present it to share with others and plan what to do next
- Choose tools and materials and explain why they have chosen them
- Join materials and components in different ways
- Explain what went well with their work
- Explain why they have chosen specific textiles, ingredients, materials, etc.
- Measure materials to use in a model or structure
- Describe where the ingredients they use come from



## Year 2 - Geography

### Year 2 Geographer should be able to

1. Name the continents of the world and locate them on a map
2. Name the world's oceans and locate them on a map
3. Name the capital cities of England, Wales, Scotland and Northern Ireland
4. Know what I like and do not like about a place that is different to the one they live in
5. Describe a place outside Europe using geographical words
6. Know how jobs may be different in other locations
7. Know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley
8. Know about the facilities that a village, town and city may need and give reasons
9. Use the directional vocabulary: near, far, left, right to explain where a location is; use two figure grid reference to describe location

Topic →	Location Knowledge	UK v Rio	Fieldwork	Map & atlas work	Place knowledge	Geographical features
Skills Covered	1, 2, 3, 5, 9	3, 4, 5, 6, 7, 8	9	1, 2	5, 6, 7, 8	5, 6, 7, 8
Activity Ideas/Context	Where were dinosaurs located? Locate continents on a globe or map Two figure grid reference	Locate and discuss key features of a place (vocab: 7) What jobs may people do in the UK and Rio? What do you like about Rio?	Use a compass to find a location Aerial photos	Locate oceans (and continents – build on from location unit) on a map	Look at bright lights of London/Cambridge What jobs may people do in London? (compared to rest of UK)	What are the features of a village/town and city? Locate and discuss key features of a place (vocab: 7)
Vocabulary	Asia Africa North & South America, Antarctica Europe Australia Two figure grid reference	Equator North / South poles Endangered Humidity	North South East West Near / Far Left / right	Pacific Atlantic Indian Arctic Southern	Capital city United Kingdom Counties East Anglia	Village Town City



Year 2 History			
History period	20 <sup>th</sup> -21 <sup>st</sup> Century	Great Fire of London (1666)	Local Study
Termly topic	Skittles, Scooters and Scalextrics	Great Fire of London	Discover Cambridge
Enquiry question	<i>How have toys changed in living memory?</i>	<i>What was the impact of the Great Fire of London?</i>	<i>What makes my local area important?</i>
Key knowledge/coverage and significant figures	<ul style="list-style-type: none"> <li>Know these changes are within living memory</li> <li>Investigate how toys and games have changed in the past 100 years</li> <li>Ask questions to an older person to find out about the past</li> <li>Identify similarities and differences between toys now and in the past</li> <li>Know why toys might look different now to when they were made</li> <li>Sequence toys in order of age</li> </ul>	<ul style="list-style-type: none"> <li>Know where and when the Great Fire of London happened</li> <li>Samuel Pepys, King Charles II</li> <li>Use primary sources to ask and answer questions about the past</li> <li>Understand the significance and consequence of the fire</li> <li>Sequence events in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways in which the local area has changed over time</li> <li>Explore historically significant places: (for example, The Old Rectory Caldecote (15<sup>th</sup> Century), Cambridge University (founded 1209)</li> <li>Research the achievements of a locally significant person (for example Stephen Hawking, Thomas Clarkson)</li> <li>Ask historical questions about local history</li> </ul>
Thematic focus and links to other periods of history	Change <i>Link to change in Year 1 topic</i>	Culture <i>Link to Year 1 knowledge of 1600s and Gunpowder Plot</i>	Change
Key vocabulary	<b>Decades, different, similar, fade, new/newer/newest, old/older/oldest</b>	<b>Monarchy, artefact, primary source, evidence, eye witness, significance</b>	<b>Past, present, change, different, similar, settlement, significant</b>
A Year 2 Historian should			
<ul style="list-style-type: none"> <li>Use a range of sources to find out about the past (artefacts, newspapers, photos, art, diaries etc.)</li> <li>Discuss how reliable accounts or stories can be and why they may differ</li> <li>Begin to recognise why events happened, why people did certain things and what happened as a result</li> <li>Communicate their knowledge through a variety of mediums such as discussion, pictures, drama, model-making and extended writing pieces</li> <li>Begin to use dates accurately when discussing historic events or periods</li> </ul>			



Music - Year 2			
Featured Composers: John Williams (1932-) & George Gershwin (1898-1937)			
	Performing	Improvising and Composing	Listening and reviewing
Skills – What?	Begin to use correct techniques when playing a range of un-tuned percussion instruments Keep a steady pulse and copy simple rhythm patterns	Create and perform own rhythms Create patterns of sound – long/short, high/low, loud/quiet Create music in response to different starting points Invent symbols to represent sound and create simple sound stories which are transcribed using symbols	Talk about music heard with appropriate vocabulary Compare 2 contrasting pieces of music for pitch, dynamics or tempo Think of ways to improve their compositions
Inter-related dimensions	<ul style="list-style-type: none"> <li>Pitch – recognise and respond to high, low and middle sounds</li> <li>Duration - recognise and respond to a pulse and patterns of long and short sounds</li> <li>Dynamics – understanding sound and silence</li> <li>Tempo- understanding fast and slow</li> <li>Timbre – identify different percussion sounds and how they are made</li> <li>Texture – recognise and respond to one sounds leading to many sounds</li> <li>Structure – understand beginning, middle and end and use of repetition</li> </ul>		
Possible Coverage	Warm ups and rhythm games; call and response Copy, repeat and create carnival rhythms. Christmas performance Exploring and playing ocarinas Perform ‘Minibeast’ compositions Perform songs and animal rhythm patterns On-going singing assemblies	Create ‘minibeast’ compositions. Choose instruments to accompany ‘Minibeast’ song (SingUp). Create and transcribe sound story Create digital sounds Copy and create rhythms – introduce pictures/symbols to represent rhythms (Bristol Music pack) Create musical patterns and pathways	Carnival music Listen to and review film music by ‘John Williams’ compare and evaluate mood created George Gershwin – ‘Rhapsody in Blue’ – Sounds of the City (BBC Ten Pieces)
Key Vocabulary	Melody Rhyme Rounds	Ocarina Tuned/Un-tuned percussion instruments Symbol cards Sequence	Orchestra Mood



### Year 2 Musicians should know how to

- sing and follow a melody
- perform simple patterns and accompaniments keeping a steady pulse
- play simple rhythmic patterns on an instrument
- sing or clap increasing and decreasing tempo
- order sounds to create a beginning, middle and an end
- create music in response to different starting points
- choose sounds which create an effect
- use symbols to represent sounds
- make connections between notations and musical sounds
- listen out for particular things when listening to music
- improve their own work



PSHE - Year 2		
Relationships	Health & Well-Being	Living in the Wider World
<b>What makes a good friend?</b> Friendship; feeling lonely; managing arguments. <b>What is bullying?</b> Behaviour; bullying; words and actions; respect for others.	<b>What helps us to stay safe?</b> Keeping safe; recognising risk; rules. <b>What can help us grow and stay healthy?</b> Being healthy: eating, drinking, playing and sleeping. <b>How do we recognise our feelings?</b> Feelings; mood; times of change; loss and bereavement; growing up.	<b>What jobs do people do?</b> People and jobs; money; role of the internet.
SMSC (spiritual, moral, social and cultural) development throughout the year		
On- going- Mindfulness / Calming - Reflection time to be included within the weekly timetable of all year groups		
Possible Evidence		
Making friends; feeling lonely and getting help. Managing secrets; resisting pressure and getting help; recognising hurtful behavior, recognising that bullying can happen online, the importance of telling a trusted adult, how to report. Recognising things in common and differences; playing and working cooperatively; sharing opinions.	Safety in different environments; risk and safety at home; emergencies, how to stay safe online. Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. Growing older; naming body parts; moving class or year.	Belonging to a group; roles and responsibilities; being the same and different in the community. What money is; needs and wants; looking after money. The internet in everyday life; online content and information, that not all online content is true.
Key Vocabulary		
<b>Arguments</b> <b>Physical Contact</b> <b>Name Calling</b> <b>Pressure</b> <b>Sharing</b> <b>Opinion</b>	<b>Sleep</b> <b>Teeth</b> <b>Risky</b> <b>Trust</b> <b>Secrets</b> <b>Rest (Break from Screen time)</b> <b>Loss</b> <b>(Correct Terminology, Body Parts)</b>	<b>Roles</b> <b>Responsibilities</b> <b>Online Content</b> <b>Digital Devices</b> <b>Money</b>



PE - Year 2		
Themes	Skills	Key Vocabulary
<b>Dance</b>		
Samba and other Brazilian dances Great Fire of London * Magical friendships *	To link different actions together in a sequence To perform actions with control To begin to show coordination To perform actions at different speeds, levels and direction	Sequence Travelling Direction
<b>Gymnastics</b>		
Points of contact* Ball, Wall and Tall*	To work on my own and with a partner To focus and control my balance when moving and jumping To link different movements together into a sequence To create a sequence using taught elements To climb up and along apparatus To jump off apparatus with control and balance	Core Twist Control
<b>Games</b>		
Game activities – Fundamentals Unit 1 and 2*  Focus on striking *  OAA – Trails, Trust and Teamwork *	To bounce pass To catch a ball with two hands across a longer distance To throw, pass, kick, roll and catch in games To follow rules to play simple games To apply simple tactics when attacking and defending	Space Move Attacking Defending
<b>Athletics</b>		
Hurdles Javelin Sprinting Target aiming	To think about feet and arm positions when running, throwing and jumping To jump over low hurdles To balance whilst walking along different sized objects, in different directions and with a bean bag on my head	Sprint Energy Stretch
<b>Knowledge and understanding of health, fitness and the body</b>		
To identify how different physical activities make the body feel To begin to explain why a warm up / cool down is important To stretch and develop flexibility To begin to identify different food groups which support the different needs of our bodies		Cool down Flexibility Breath / Breathing



## A Year 2 sports person should be able to

### Dance:

- Change rhythm, speed, level and direction in their dance
- Dance with control and co-ordination
- Make a sequence by linking sections together
- Use dance to show a mood or a feeling

### Gymnastics:

- Plan and perform a sequence of movements
- Improve their sequence based on feedback
- Think of more than one way to create a sequence which follows some 'rules'
- Work on their own and with a partner

### Games:

- Use hitting, kicking and/or rolling in a game
- Decide the best space to be in during a game
- Use a tactic in a game
- Follow rules

### General:

- Copy and remember actions
- Talk about what is different from what they did and what someone else did





## RE - Year 2

Big Question	How did the world begin?	What difference does belonging to a faith make to a family?	Why do Christians say the holy spirit is important?	How is the Guru Granth Sahib Ji a 'living' Guru?	What is Christian worship?	How do my personal values compare to Sikh values?
Key Learning	Religious stories and symbols Christianity – The big story.	Ourselves, our families and our communities. Christianity. Link to Humanism (Atheism) – belief in human experience and rational thinking.	Key beliefs of faiths	Religious stories and symbols	Worship	Ourselves, our families and our communities.
Key Vocabulary	Creation God Adam Eve Temptation Sin	Faith Celebrant Happy Human Humanism Humanist Science The Golden Rule Tradition	Holy Spirit Beliefs Holy Trinity	Ten Gurus Guru Grath Sahib Holy Book	Altar Holy Communion Holy sacraments	Routine Vand Chakna (sharing) Seva (service) Kirat Karna (honest) Hakam (acceptance of God's will)

