



Year 2

* *Online Safety threads through every topic*

Science & Foundation Curriculum

Topic	Dinosaurs	Rio de Vida	Wriggle & Crawl	Super Heroes	Bright Lights	Street Detectives
Local Links	Visit to the Sedgwick Museum	Portuguese speakers living in Caldecote and link with Cambridge University Portuguese Society	Charles Darwin	Local GP, ambulance crew, police service	Local architect, fire fighter	Local construction company, visit to a local builder's merchants
Science	Living things and their habitats	Animals including humans	Living things and their habitats	Plants	Everyday materials	Everyday materials
Art & Design	3D modelling	Collage	Observational drawings	Textiles	Painting	Famous local artist Printing
Computing*	Understanding technology	Digital Literacy	Digital Literacy	Understanding technology	Programming	Programming
D&T	Mechanics	Food technology	Construction	Textiles	Computing	Materials
Geography	Location knowledge	Similarities & differences between area of UK and non-European country	Geographical Fieldwork skills	Map & atlas work	Place knowledge	Human and physical geographical features
History	Events beyond living memory	Study of a significant person: Pedro Álvares Cabral Portuguese explorer	Changes within living memory	Events beyond living memory	Study of significant person: Samuel Pepys Great Fire of London	Changes within living memory
Music	Improvising and composing	Performing	Listening and Reviewing	Listening and Reviewing	Performing	Improvising and composing
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 Swimming: Beginners	Swimming: Beginners Athletics
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:

- Be responsible for the upkeep of a raised bed in the 'garden' along with their class
- Have a chance to 'dress up' for a special occasion at least once every year
- Prepare some food and then eat it as part of a celebration
- Perform in front of your class at least once every year
- Tell your class about your favourite character from a book
- Take part in a performance in the hall
- Compete in a whole school sporting competition at least once a year

"7 by 7" by the age of 7 years each Year 2 pupil will:

- Use sharp knives to cut and prepare food
- Take a trip to the seaside or some open water
- Prepare and serve a hot breakfast
- Buy something and check your change
- Make a film about the local area
- Pick wild fruit
- Learn and perform a Spanish song



Reading - Year 2

Decoding	<ul style="list-style-type: none"> – secure phonic decoding until reading is fluent – read accurately by blending, including alternative sounds for graphemes – read multi-syllable words containing these graphemes – read common suffixes – read exception words, noting unusual correspondences – read most words quickly & accurately without overt sounding and blending 	Inference	Make inferences on the basis of what is being said and done and by asking and answering questions.
Range of Reading	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.	Prediction	Predict what might happen on the basis of what has been read so far.
Familiarity of texts.	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.	Authorial Intent	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.
Poetry and Performance	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Non-Fiction	Introduce to non-fiction books that are structured in different ways.
Word Meanings	Discuss and clarifying the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases.	Discussing Reading	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.
Understanding	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.	Book Bands	Pink, Red, Yellow, Blue, Green, <u>Orange, Turquoise, Purple, Gold, White, Lime, Free Reader.</u>



Year 2 Reading Assessment

Statements in bold are from the KS1 AF

Decoding	<input type="checkbox"/> I can read accurately words of two or more syllables that contain the same graphemes as above <input type="checkbox"/> I can read words containing common suffixes <input type="checkbox"/> I can read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word. <input type="checkbox"/> I can read most words quickly and accurately, without overt sounding and blending , when they have been frequently encountered (i.e. at over 90 words a minute) <input type="checkbox"/> I can sound out most unfamiliar words accurately, without undue hesitation. <input type="checkbox"/> I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent <input type="checkbox"/> I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Inference	<input type="checkbox"/> I can make inferences on the basis of what is being said and done and by asking and answering questions. <input type="checkbox"/> I can deduce what a character might be thinking, using both text and pictures. <input type="checkbox"/> I can generate questions before reading and later retrieve specific answers to my questions.
Range of Reading	<input type="checkbox"/> I can 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 I can read independently.	Prediction	<input type="checkbox"/> I can make a plausible prediction as to what might happen on the basis of what has been read so far.
Familiarity of texts.	<input type="checkbox"/> I can become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales <input type="checkbox"/> I can recognise simple recurring literary language in stories and poetry.	Authorial Intent	<input type="checkbox"/> I can discuss effective strategies used by the author to attract the reader’s attention. <input type="checkbox"/> I can identify how words/phrases have been used to create effects, e.g. humour, atmosphere.
Poetry and Performance	<input type="checkbox"/> I can 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 I can read independently. <input type="checkbox"/> I can continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.	Non-Fiction	<input type="checkbox"/> I know that a non-fiction book is structured in different ways.
Word Meanings	<input type="checkbox"/> I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. <input type="checkbox"/> I can discuss my favourite words and phrases.	Discussing Reading	<input type="checkbox"/> I can make links between the book I am reading and other books I have read. <input type="checkbox"/> I can consider parallels between story characters problems and real life examples. <input type="checkbox"/> I can discuss the sequence of events in books and how items of information are related.
Understanding	<input type="checkbox"/> I can check that the text makes sense to me as I read and correct any inaccurate reading. <input type="checkbox"/> I can explain what has happened so far. <input type="checkbox"/> I can draw on what I already know or on background information and vocabulary provided by the teacher.	Book Bands	Pupils will move on to the next book band through teacher assessment and PM Benchmarking



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



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			
Number and place value	<ul style="list-style-type: none"> • Compare and order 0-100 • $>$ $<$ $=$ • 0-100 numerals and words 	Addition & subtraction	<ul style="list-style-type: none"> • 2 digit addition and subtraction • Adding 3 1-digit numbers • Inverse
Multiplication and Division	<ul style="list-style-type: none"> • 2 x tables • 5 x tables • 10 x tables • 3 x tables • 4 x tables • Count in 2,3,5 and 10s • Multiply 1 digit by 1 digit • Divide 2 digit by 1 digit 	Fractions	<ul style="list-style-type: none"> • Introduction to comparing, ordering and equivalent fractions • Half and quarter of a number 0-50
Measurement	<ul style="list-style-type: none"> • Units of length and height • Exploring mass • Understanding pounds and pence • Telling the time, compare and sequence time • Capacity, volume and temperature 	Geometry	<ul style="list-style-type: none"> • Properties of 2D and 3D shapes • Compare and sort shapes • Rotation • Order and arrange patterns and sequences • Right angle turns • Clockwise/ anticlockwise
		Statistics	<ul style="list-style-type: none"> • Introduction to graphs • Pictograms, tally charts, block diagrams and tables

Calculation

Pupils learn these strategies and use these resources for calculation in Y2

- Column addition and subtraction
- Part part whole
- Draw number lines
- Arrays
- 100 square
- Counting in multiples
- Inverse to check calculations



Our Year 2 mathematicians should be able to

<p>Number and place value</p> <ul style="list-style-type: none"> - 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 	<p>Addition & subtraction</p> <ul style="list-style-type: none"> - 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.
<p>Multiplication and Division</p> <ul style="list-style-type: none"> - Recall and use multiplication and division facts for the 2, 5, 10, 3 and 4 times tables - Use the x ÷ 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 	<p>Fractions</p> <ul style="list-style-type: none"> - 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
<p>Statistics</p> <ul style="list-style-type: none"> - 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 totalling; compare categorical data 	<p>Geometry</p> <ul style="list-style-type: none"> - 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)
<p>Measurement</p> <ul style="list-style-type: none"> - 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 °C, capacity l/ml using rulers, scales, thermometers and measuring vessels - Compare and sequence intervals of time 	



Science – Year 2

Science – Year 2						
Area of science	Key question	Big idea	Key Vocabulary	Enquiry type	Working Scientifically	
Biology	Living things and their habitats	Is everything on Earth alive?	All living things need food as their source of energy as well as air, water and certain temperature conditions Living things are distinguished from non-living things by their ability to move, grow, reproduce and react to certain stimuli	Micro habitats Living Dead Food chains	Grouping and classifying Finding out using secondary sources Noticing patterns	<input type="checkbox"/> Ask questions 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"/> Close observations are made independently considering which equipment would be most useful <input type="checkbox"/> Use microscopes <input type="checkbox"/> Suggest and perform comparative tests <input type="checkbox"/> Understand the meaning of discrete data <input type="checkbox"/> Independently classify and group things according to a given criteria or justifying reasons why it is grouped in this way <input type="checkbox"/> Gather data in line with Year 2 measurement (standard units) and statistics curriculum (tally charts, pictograms, block charts) as well as labelled diagrams <input type="checkbox"/> Draw conclusions from observations, measurements and scientific knowledge <input type="checkbox"/> Independently suggest answers to questions based on what they have found out
	Plants	What do plants need to grow? Do plants grow the same amount every day?	Living things are special collections of matter that use energy and grow	Shelter Seeds Bulb Growth Temperature	Comparative tests Observing changes over time	
	Animals including humans	Is all food good for us? Do all animals start off small?	Living things produce offspring of the same kind, but offspring are not identical with each other or with their parents	Offspring Life cycle Survival Food types Hygiene	Finding out using secondary sources Noticing patterns	
Chemistry	Materials	What materials could be used to make a good raincoat?	All matter (stuff) in the universe is made up of tiny building blocks. The arrangement of these building blocks determines the properties of materials	Flexible Transparent Magnetic Suitable Unsuitable Properties	Grouping and classifying Simple comparative tests Finding out using secondary sources	



Area of science		Year 2 Scientists should be able to
Biology	Living things and their habitats	<ul style="list-style-type: none"> <input type="checkbox"/> Classify things that are living, dead and have never been alive <input type="checkbox"/> Name a range of animals and plants that live in a habitat and micro-habitats that they have studied <input type="checkbox"/> Explain how a specific habitat provides basic needs for things living there (plants and animals) <input type="checkbox"/> Understand that animals and plants depend on each other e.g. plants serving as a source of food and shelter, animals create nutritious soil (Pupils do not need to learn about animals helping plants through seed dispersal or pollination) <input type="checkbox"/> Construct a food chain that starts with a plant and has the arrows pointing in the correct direction <input type="checkbox"/> Identify that food chains usually begin with a plant
	Plants	<ul style="list-style-type: none"> <input type="checkbox"/> Spot similarities and differences between bulbs and seeds <input type="checkbox"/> Use their local environment throughout the year to observe how different plants grow <input type="checkbox"/> Describe how plants grow from seeds and bulbs have developed over time <input type="checkbox"/> Identify plants that grew well in different conditions and explain what plants need in order to grow and stay healthy Note: Seeds and blubs need water to grow but do not need light. This is because seeds and bulbs have a store of food inside them and therefore do not need light to grow <input type="checkbox"/> Measure height of a growing plant
	Animals including humans	<ul style="list-style-type: none"> <input type="checkbox"/> Notice that animals, including humans, have offspring which grow into adults <input type="checkbox"/> Pair up pictures of a variety of animals with their very young and juvenile forms <input type="checkbox"/> Name the basic needs of animals, including humans, for survival (water, food and air) <input type="checkbox"/> Explain why exercise, a balanced diet and good hygiene are important for humans <input type="checkbox"/> Look at food labels including traffic light system and compare which are healthy and why
Chemistry	Materials	<ul style="list-style-type: none"> <input type="checkbox"/> Can name an object, say what material it is made from and identify its properties <input type="checkbox"/> Explain using key properties why a material is suitable or unsuitable for its purpose <input type="checkbox"/> Identify that different materials are used for the same thing (spoon can be made from plastic, wood, metal but not normally glass) and the same material can be used for more than one thing (metal can be used for coins, cans, cars and chair legs) <input type="checkbox"/> Describe differences in the properties of objects made from the same material (e.g. metal – shiny, rusty, strong, weak, different thickness) <input type="checkbox"/> Demonstrate how materials can be changed by bending, twisting, squashing and stretching <input type="checkbox"/> Pupils could choose to find out about people who have developed useful new materials e.g. John Dunlop, Charles Macintosh or John McAdam



Art & Design - Year 2								
Generate ideas and make								Key Vocab / Learning Concepts
Draw	Paint	Sculpt / 3D	Print	Collage	Mould	Textiles	Digital (covered in computing)	
Explore line and colour using different grades of pencil, pastel and chalk to shade dark and light	Experiment with colour Introduce different types of brushes for specific purposes	Experiment with constructing and joining recycled, natural and manmade materials	Uses a range of blocks to create repeating patterns which may be random or organised	Has experience of adhesives and decided on the most effective for a given task Develops skills of overlapping and overlaying Mix materials to create a mixture	Change the surface of a malleable material to build an object	Stitches and cuts threads and fibres	Create pictures and shapes using eraser, shape and fill tools	Bold, fine detail, shade, tone Watercolour wash, Media, charcoal, pastel Contrast Mould, smooth, finish
Knowledge								
Artists: Roy Lichtenstein, Andy Warhol, Christopher Marley, explore local artists								
Architect: Tudor architecture								
Year 2 Artists and Designers should be able to								
<ul style="list-style-type: none"> ▪ Can choose and use 3 different grades of pencil when drawing ▪ Can use charcoal, pencil and pastel to create art ▪ Uses a viewfinder to focus on a specific part of an artefact before drawing it ▪ Knows how to mix paint to create all the secondary colours and knows how to create brown ▪ Knows how to create tints with paint by adding white and tones by adding black ▪ Knows how to create a printed piece of art by pressing, rolling, rubbing and stamping ▪ Knows how to make a clay pot and how to join two clay finger pots together ▪ Can suggest how artists have used colour, pattern and shape ▪ Knows how to create a piece of art in response to the work of another artist 								



Computing - Year 2					
Area of Computing		Key Understanding and skills	Vocabulary	Implementation	Online Safety
Computer Science/ IT /Digital Literacy	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>Search Engine Name eg Bing/ Google/Safari</p> <p>Search</p> <p>Select</p> <p>Bookmark</p> <p>Uses of IT names</p>	<p>Unplugged activities investigating the different uses of technology.</p> <p>Use a search engine to research the topic and use in digital literacy projects.</p>	<p>Core Objectives: To know where to go for help if concerned both in and out of school.</p> <p>Year 2 understanding and skills: 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>Key Vocabulary: Concern Respectful Acceptable Report Inappropriate</p>
	Digital Literacy	<p>To research, organise, retrieve and manipulate digital content including a presentation, photo, video clip, animation and word processing.</p>	<p>APP</p> <p>Image</p> <p>Repeat</p> <p>Animate</p> <p>Presentation</p> <p>Slide</p> <p>Cut</p> <p>copy</p> <p>paste</p> <p>crop</p> <p>Text</p> <p>Create</p> <p>Store</p> <p>retrieve</p>	<p>Use Word to produce writing and pictures. Downloading images online and adding 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>Coding/ Code</p> <p>Debug</p> <p>Sequence</p> <p>Repetition</p> <p>Instructions</p> <p>Design</p> <p>Microphone</p>	<p>Write the code and Program a floor robot.</p> <p>Scratch: Eg 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

Programming:

- Create a series of precise instructions
- Plan a journey for a programmable toy
- Write a simple program, test it and debug it

Understanding technology:

- Identify common uses of technology in and out school
- Use an appropriate search engine to research a
- Save, retrieve and manipulate their work on the school network
- Use technology safely

Digital Literacy:

- Research, create, organise, retrieve and manipulate a range of simple digital content.
- Make a presentation and an animation

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
- Knows that screen time should be balanced

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) both in and out of school
- 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

Design, make, evaluate and use technical knowledge

Food	Materials	Textiles	Electrical and Electronics	Construction	Mechanics	Computing	Key Vocab / Learning Concepts
Peel and grate ingredients safely and hygienically Weigh using electronic scales Cook ingredients	Cut materials safely using tools provided Measure and mark out to the nearest centimetre Use techniques such as urling Use joining techniques such as gluing, hinges or combining materials to strengthen	Shape textiles using templates Colour and decorate textiles using a number of techniques such as dying, adding sequins or printing	Diagnose faults in battery operated devices such as water damage or battery terminal damage	Use materials to practice drilling, screwing, gluing and nailing materials to make and strengthen products	Create products using winding mechanisms	Model designs using software	Mark out Mock-up Screw/Nail Circuit Template Function Evaluate Design Brief Pulley Hinge

Year 2 Designers should be able to

- Think of an idea 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
- Measure materials to use in a model or structure
- Describe the ingredients they are using

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Geography - Year 2

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

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	2	5, 6, 7, 8	5, 6, 7, 8
Activity Ideas/Context	Where were dinosaurs located?	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 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	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

History - Year 2

Key	Events beyond living memory that are	Events beyond living memory that are significant nationally or	Changes within living memory linked to aspects of
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Content	significant nationally or globally	globally	change in national life
Topic	Dinosaurs	Bright Lights Great Fire of London 1666 (Stuarts)	Street Detectives Homes, shops and technologies - then and now
Key Vocab	Fossil, Triassic, Jurassic, Cretaceous, Extinction	Artefact, Primary source, evidence, eye witness, Samuel Pepys	Village, town, city, suburb, direction
Historical skills	Investigating & Interpreting	<ul style="list-style-type: none"> Recognise that history is represented in different ways and identify some of these- newspapers, photos, artefacts, books, art. Compare pictures or photographs of people or events in the past; compare two versions of a past event. Discuss how reliable photos, accounts or stories can be, and why they might not be wholly reliable. Use evidence such as photos and stories to make observations and ask questions, finding answers to questions about the past. <p>See source work guidelines</p>	
	Chronology	<ul style="list-style-type: none"> Recount changes that have happened to them during their lifetime, as well as discussing changes that have happened in the world. Begin to use dates confidently where appropriate. In reference to topics studied, begin to recognise why events happened, why people did things and what happened as a result- make links between these things. In reference to topics studied, describe significant individuals from the past. Identify the difference between ways of life at different times e.g. between the medieval period and the Victorians. Describe changes that have happened in the locality of the school throughout history. 	
	Communicating & Presenting	<ul style="list-style-type: none"> Show an understanding of the concept of a nation and a nation's history, particularly in relation to Britain. Show an understanding of and use relevant vocabulary such as the following: <ul style="list-style-type: none"> - Civilisation - Monarchy - Parliament - Democracy - War - Peace Communicate their knowledge through a variety of mediums such as discussion, pictures, drama, model-making and more extended writing pieces. 	
Significant People/Events	Mary Anning (1799-1847)	Samuel Pepys (1633-1703) Pudding Lane	Queen Victoria Sir Isaac Newton

Year 2 Historians should

- Know about an event that happened before their grandparents were born



- Recount the life of someone famous from Britain who lived in the past and know about what they did to make the world a better place
- Recount the life of someone famous who lived outside Britain and explain why s/he was famous
- Know about the life of a famous person from the past because they know how to research
- Know how to use books and internet to find out more information about the past
- Know how to find out things about the past by talking to an older person
- Know about how things were different when their grandparents were pupils
- Know what certain objects from the past might have been used for

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"> • Pitch – recognise and respond to high, low and middle sounds • Duration - recognise and respond to a pulse and patterns of long and short sounds • Dynamics – understanding sound and silence • Tempo- understanding fast and slow • Timbre – identify different percussion sounds and how they are made • Texture – recognise and respond to one sounds leading to many sounds • Structure – understand beginning, middle and end and use of repetition 		
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



<p>What makes a good friend? Friendship; feeling lonely; managing arguments.</p> <p>What is bullying? Behaviour; bullying; words and actions; respect for others.</p>	<p>What helps us to stay safe? Keeping safe; recognising risk; rules.</p> <p>What can help us grow and stay healthy? Being healthy: eating, drinking, playing and sleeping.</p> <p>How do we recognise our feelings? Feelings; mood; times of change; loss and bereavement; growing up.</p>	<p>What jobs do people do? People and jobs; money; role of the internet.</p>
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		
<p>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.</p>	<p>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.</p>	<p>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.</p>
Key Vocabulary		
<p>Arguments Physical Contact Name Calling Pressure Sharing Opinion</p>	<p>Sleep Teeth Risky Trust Secrets Rest (Break from Screen time) Loss (Correct Terminology, Body Parts)</p>	<p>Roles Responsibilities Online Content Digital Devices Money</p>

PE - Year 2



Themes	Skills	Key Vocabulary
Dance		
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
Gymnastics		
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
Games		
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
Athletics		
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
Knowledge and understanding of health, fitness and the body		
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



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)