

National Curriculum Year 2

Mathematics							
Ma2/2.1: Number & Place Value	Ma2/2.2: Addition & Subtraction	Ma2/2.3: Multiplication & Division	Ma2/2.4: Fractions	Ma2/3.1: Measurement	Ma2/3.2: Properties of Shapes	Ma2/3.3: Position & Direction	Ma2/3.4: Statistics
<p>Ma2/2.1a count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward</p> <p>Ma2/2.1b recognise the place value of each digit in a two-digit number (10s, 1s)</p> <p>Ma2/2.1c identify, represent and estimate numbers using different representations, including the number line</p> <p>Ma2/2.1d compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>Ma2/2.1e read and write numbers to at least 100 in numerals and in words</p> <p>Ma2/2.1f use place value and number facts to solve problems.</p>	<p>Ma2/2.2a solve problems with addition and subtraction:</p> <ol style="list-style-type: none"> i. using concrete objects and pictorial representations, including those involving numbers, quantities and measures ii. applying their increasing knowledge of mental and written methods <p>Ma2/2.2b recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Ma2/2.2c add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ol style="list-style-type: none"> i. a two-digit number and 1s ii. a two-digit number and 10s iii. 2 two-digit numbers iv. adding 3 one-digit numbers <p>Ma2/2.2d show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>Ma2/2.2e recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p>Ma2/2.3a recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>Ma2/2.3b calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</p> <p>Ma2/2.3c show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot</p> <p>Ma2/2.3d solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	<p>Ma2/2.4a recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity</p> <p>Ma2/2.4b write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.</p>	<p>Ma2/3.1a choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Ma2/3.1b compare and order lengths, mass, volume/capacity and record the results using >, < and =</p> <p>Ma2/3.1c recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>Ma2/3.1d find different combinations of coins that equal the same amounts of money</p> <p>Ma2/3.1e solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>Ma2/3.1f compare and sequence intervals of time</p> <p>Ma2/3.1g tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>Ma2/3.1h know the number of minutes in an hour and the number of hours in a day</p>	<p>Ma2/3.2a identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>Ma2/3.2b identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>Ma2/3.2c identify 2-D shapes on the surface of 3-D shapes</p> <p>Ma2/3.2d compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>Ma2/3.3a order and arrange combinations of mathematical objects in patterns and sequences</p> <p>Ma2/3.3b use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>	<p>Ma2/4.1a interpret and construct simple pictograms, tally charts, block diagrams and tables</p> <p>Ma2/4.1b ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Ma2/4.1c ask and answer questions about totalling and comparing categorical data.</p>

Science				
Sc2/1: Working Scientifically	Sc1/2.2: Living things and their habitats	Sc2/2.2: Plants	Sc2/2.3: Animals including humans	Sc2/3.1: Uses of everyday materials
<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Sc2/1.1 asking simple questions and recognising that they can be answered in different ways</p> <p>Sc2/1.2 observing closely, using simple equipment</p> <p>Sc2/1.3 performing simple tests</p> <p>Sc2/1.4 identifying and classifying</p> <p>Sc2/1.5 using their observations and ideas to suggest answers to questions</p> <p>Sc2/1.6 gathering and recording data to help in answering questions.</p>	<p>Sc2/2.1a explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Sc2/2.1b 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</p> <p>Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Sc2/2.1d describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>Sc2/2.2a observe and describe how seeds and bulbs grow into mature plants</p> <p>Sc2/2.2b find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Sc2/2.3a notice that animals, including humans, have offspring which grow into adults</p> <p>Sc2/2.3b find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Sc2/3.1a identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</p> <p>Sc2/3.1b compare how things move on different surfaces.</p> <p>Sc2/3.1c find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><i>The teaching of Light/Sound is no longer required at KS1</i></p>

Geography	History	Art & Design	Computing	Physical Education
<p>Location Knowledge</p> <p>Ge1/1.1a name and locate the world's 7 continents and 5 oceans</p> <p>Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge</p> <p>Ge1/1.2a understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and physical geography</p> <p>Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Ge1/1.3b use basic geographical vocabulary to refer to:</p> <ol style="list-style-type: none"> i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <p>Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Ge1/1.4d use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Pupils should be taught:</p> <p>Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Hi1/1.2 events beyond living memory that are significant nationally or globally <i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i></p> <p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <i>e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell</i></p> <p>Hi1/1.3 significant historical events, people and places in their own locality.</p>	<p>Pupils should be taught:</p> <p>Ar1/1.1 to use a range of materials creatively to design and make products</p> <p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p style="text-align: center;">Music</p> <p>Pupils should be taught to:</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Pupils should be taught to:</p> <p>Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Co2/1.2 create and debug simple programs</p> <p>Co2/1.3 use logical reasoning to predict the behaviour of simple programs</p> <p>Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Co2/1.5 recognise common uses of information technology beyond school</p> <p>Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p>	<p>PE1/1.1 Sport & Games</p> <p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending</p> <p>PE1/1.1c perform dances using simple movement patterns.</p> <p>PE1/1.2 Swimming and water safety <i>All schools must provide swimming instruction either in key stage 1 or key stage 2.</i></p> <p>In particular, pupils should be taught to:</p> <p>PE1/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>PE1/1.2b use a range of strokes effectively</p> <p>PE1/1.2c perform safe self-rescue in different water-based situations.</p>

En2/1 Spoken Language

<p>En2/1a listen and respond appropriately to adults and their peers</p> <p>En2/1b ask relevant questions to extend their understanding and knowledge</p> <p>En2/1c use relevant strategies to build their vocabulary</p> <p>En2/1d articulate and justify answers, arguments and opinions</p> <p>En2/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En2/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<p>En2/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>En2/1h speak audibly and fluently with an increasing command of Standard English</p> <p>En2/1i participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>En2/1j gain, maintain and monitor the interest of the listener(s)</p> <p>En2/1k consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>En2/1l select and use appropriate registers for effective communication</p>
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En2/2.1 Word Reading

En2/2.1a continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

En2/2.1b read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

En2/2.1c read accurately words of two or more syllables that contain the same graphemes as above

En2/2.1d read words containing common suffixes

En2/2.1e read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word

En2/2.1f read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

En2/2.1g read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

En2/2.1h reread these books to build up their fluency and confidence in word reading.

En2/2.2 Comprehension

En2/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:

- i. listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- ii. discussing the sequence of events in books and how items of information are related
- iii. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- iv. being introduced to non-fiction books that are structured in different ways
- v. recognising simple recurring literary language in stories and poetry
- vi. discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- vii. discussing their favourite words and phrases
- viii. continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

En2/2.2b understand both the books that they can already read accurately and fluently and those that they listen to by

- i. drawing on what they already know or on background information and vocabulary provided by the teacher
- ii. checking that the text makes sense to them as they read, and correcting inaccurate reading
- iii. making inferences on the basis of what is being said and done
- iv. answering and asking questions
- v. predicting what might happen on the basis of what has been read so far

En2/2.2c participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

En2/2.2d explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing

En2/3.1 Spelling	En2/3.2 Handwriting & Presentation	En2/3.3 Composition	En2/3.4 Vocabulary, grammar & punctuation
<p>En2/3.1a spell by:</p> <ol style="list-style-type: none"> i. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ii. learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones iii. learning to spell common exception words iv. learning to spell more words with contracted forms v. learning the possessive apostrophe (singular) vi. distinguishing between homophones and near-homophones <p>En2/3.1b add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>En2/3.1c apply spelling rules and guidelines, as listed in English Appendix 1</p> <p>En2/3.1d write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>En2/3.2a form lower-case letters of the correct size relative to one another</p> <p>En2/3.2b start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>En2/3.2c write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>En2/3.2d use spacing between words that reflects the size of the letters.</p>	<p>En2/3.3a Develop positive attitudes towards and stamina for writing by:</p> <ol style="list-style-type: none"> i. writing narratives about personal experiences and those of others (real and fictional) ii. writing about real events iii. writing poetry iv. writing for different purposes <p>En2/3.3b Consider what they are going to write before beginning by:</p> <ol style="list-style-type: none"> i. planning or saying out loud what they are going to write about ii. writing down ideas and/or key words, including new vocabulary iii. encapsulating what they want to say, sentence by sentence <p>En2/3.3c make simple additions, revisions and corrections to their own writing by:</p> <ol style="list-style-type: none"> i. evaluating their writing with the teacher and other pupils ii. rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form iii. proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <p>En2/3.3d read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>En2/3.4a develop their understanding of the concepts set out in English Appendix 2 by:</p> <ol style="list-style-type: none"> i. learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>En2/3.4b Learn how to use:</p> <ol style="list-style-type: none"> i. sentences with different forms: statement, question, exclamation, command ii. expanded noun phrases to describe and specify iii. the present and past tenses correctly and consistently including the progressive form iv. subordination (using when, if, that, or because) and co-ordination (using or, and, or but) v. learning the grammar for year 2 in English Appendix 2 vi. some features of written Standard English <p>En2/3.4c use and understand the grammatical terminology in English Appendix 2 in discussing their writing and reading.</p>

GPS Appendix 2 - Year 2: Detail of content to be introduced (statutory requirement)

Word	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
Sentence	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix adverb tense (past, present) apostrophe, comma

Spelling (Appendix 1) [Revision of work from year 1]

<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /e/, /i/, /o/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u</p>	<p>The /s/ sound spelt c before e, i and y</p> <p>The /aɪ/ sound spelt –y at the end of words - This is by far the most common spelling for this sound at the end of words.</p>	<p>The /n/ sound spelt kn and (less often) gn at the beginning of words - The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago</p>	<p>The /r/ sound spelt wr at the beginning of words - This spelling probably also reflects an old pronunciation.</p>	<p>The /l/ or /əɪ/ sound spelt –le at the end of words - The –le spelling is the most common spelling for this sound at the end of words.</p>	<p>The /l/ or /əɪ/ sound spelt –el at the end of words - The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s.</p>	<p>The /l/ or /əɪ/ sound spelt –il at the end of words - Not many nouns end in –al, but many adjectives do.</p>	<p>Words ending –il - There are not many of these words.</p>			
<p>The /i:/ sound spelt –ey - The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.).</p>	<p>The /ɒ/ sound spelt a after w & qu - a is the most common spelling for the /ɒ/ ('hot') sound after w & qu.</p>	<p>The /s:/ sound spelt or after w - There are not many of these words.</p>	<p>The /ɔ:/ sound spelt ar after w - There are not many of these words.</p>	<p>The /z/ sound spelt s</p>	<p>The suffixes –ment, –ness, –ful, –less and –ly - If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.</p>	<p>Contractions - In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.</p>	<p>The possessive apostrophe (singular nouns)</p>	<p>Words ending in –tion</p>	<p>Homophones and near-homophones - It is important to know the difference in meaning between homophones.</p>	<p>Common exception words - Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat. Great, break and steak are the only common words where the /eɪ/ sound is spelt ea.</p>