Year 2 Curriculum Coverage

Subject	Content	Term
English	**Reading** · Develop phonics until decoding secure · Read common suffixes · Read & re-read phonic-appropriate books · Read common 'exception' words · Discuss & express views about fiction, non-fiction & poetry · Become familiar with & retell stories · Ask & answer questions; make predictions . Begin to make inferences **Writing** · Spell by segmenting into phonemes · Learn to spell common 'exception' words · Spell using common suffixes, etc. · Use appropriate size letters & spaces · Develop positive attitude & stamina for writing · Begin to plan ideas for writing · Record ideas sentence-by-sentence . Make simple additions & changes after proof-reading **Genres** Newspaper report Diary Narrative Letter Poetry Non-Chronological report Recount Instruction Playscript Information Stories	A1 A1 A1/2 Sp1 S1 A2 A2 Spr1 Spr2 S1 S1 S2 S2

	Grammar · Use . ! ? , and ’ · Use simple conjunctions · Begin to expand noun phrases · Use some features standard English **Speaking & Listening** · Articulate & Justify answers · Initiate & respond to comments · Use spoken language to develop understanding	
Maths	**Number/calculation** ● Know 2, 5, 10x tables ● Begin to use place value (T/U) ● Count in 2s, 3s, 5s & 10s ● Identify, represent & estimate numbers ● Compare / order numbers, inc. < > = ● Write numbers to 100 ● Know number facts to 20 (+ related to 100) ● Use x and ÷ symbols ● Recognise commutative property of multiplication **Geometry & Measures** ● Know and use standard measures ● Read scales to nearest whole unit ● Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds ● Tell time to the nearest 5 minutes ● Identify & sort 2-d & 3-d shapes ● Identify 2-d shapes on 3-d surfaces ● Order and arrange mathematical objects ● Use terminology of position & movement **Fractions** ● Find and write simple fractions ● Understand equivalence of e.g. 2/4 = ½ **Data** ● Interpret simple tables & pictograms ● Ask & answer comparison questions	

	● Ask & answer questions about totalling	
Science	**Working scientifically** ● asking simple questions and recognising that they can be answered in different ways ● observing closely, using simple equipment ● performing simple tests ● identifying and classifying using their observations and ideas to suggest answers to questions ● gathering and recording data to help in answering questions. **Living things and their habitats** Pupils should be taught to: ● explore and compare the differences between things that are living, dead, and things that have never been alive ● identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ● identify and name a variety of plants and animals in their habitats, including microhabitats ● 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 **Plants** Pupils should be taught to: ● observe and describe how seeds and bulbs grow into mature plants ● find out and describe how plants need water, light and a suitable temperature to grow and stay healthy **Animals, including humans** Pupils should be taught to: ● notice that animals, including humans, have offspring which grow into adults ● find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ● describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene **Uses of everyday materials** Pupils should be taught to: ● identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ● find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Spr Spr S
Computing	● understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ● create and debug simple programs	

	● use logical reasoning to predict the behaviour of simple programs ● use technology purposefully to create, organise, store, manipulate and retrieve digital content ● recognise common uses of information technology beyond school ● use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	
History	**Changes within living memory -** Where appropriate, these should be used to reveal aspects of change in national life **Events beyond living memory that are significant nationally or globally** [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] First flight **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 [for example, 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] explorers **Significant historical events, people and places in their own locality.**	S A
Geography	**Locational knowledge** ● name and locate the world's seven continents and five oceans Excellent Explorers ● name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place knowledge** ● understand geographical similarities and differences through studying the human and physical geography of a small area of the United	A Spr

	Kingdom, and of a small area in a contrasting non-European country Awesome Abodes **Human and physical geography** ● 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 ● use basic geographical vocabulary to refer to: ○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** ● 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 ● use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map **Geography – key stages 1 and 2** ● 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 ● 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.	
RE	**Christianity and Judaism** ● How do we celebrate our journey through life? Theme: Celebrations ● Why are some symbols and places special? Theme: Symbols ● How should we live our lives? Theme: Leaders and Teachers	Spr S
Languages		
Art and design	● Use a range of materials clay ● Use drawing, painting and sculpture clay pots drawing painting ● Develop techniques of colour, pattern, texture, line, shape, form and space ● Learn about range of artists, craftsmen and designers artist study	A A Spr S S
Design	● Design purposeful, functional & appealing products make a flying machine	S

and Technology	● Generate, model & communicate ideas ● Use range of tools and materials to complete practical tasks ● Evaluate existing products & own ideas ● Build and improve structure & mechanisms ● Understand where food comes from	A
Music	● Sing songs ● Play tuned & untuned instruments musically ● Listen & understand live and recorded music ● Make and combine sounds musically	
PE	● Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination ● Participate in team games ● Perform dances using simple movement ● Swimming proficiency at 25m (KS1 or KS2)	
PHSE		
SRE		