

The school closures during 2020 meant that the children were being taught remotely rather than in school and appreciate that this may have impacted on learning and understanding. We have adapted our year 2 curriculum to ensure that any gaps in learning from year 1 are addressed throughout the year through careful assessment and re-teaching of key topics.

Year 2 Maths

Counts in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.	Compares and orders numbers from 0 up to 100;	Uses <, > and = signs correctly.	Uses place value and number facts to solve problems	Solves problems with addition and subtraction: 1. Uses concrete objects and pictorial representations, including those involving numbers, quantities and measures;	2. Applies an increasing knowledge of mental and written methods.	Recalls and uses addition and subtraction facts to 20 and 100: 1. fluently up to 20;
Recalls and uses multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Solves problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Recognises, finds, names and writes fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity.	Compares and sorts common 2-D and 3-D shapes and everyday objects	Uses mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishes between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	Asks and answers questions about totalling and comparing categorical data.	

Year 2 Reading

Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative	Reads accurately words of two or more syllables that contain the same graphemes as above.	Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without	Re-reads these books to build up their fluency and confidence in word reading.	Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond	Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Discussing the sequence of events in books and how items of information are related;	Becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales;	Retelling a range of stories, fairy stories and traditional tales;	Being introduced to non-fiction books that are structured in different ways;	Understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read and correcting inaccurate	Predicting what might happen on the basis of what has been read so far.	Participates in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and
---	---	---	--	--	--	--	--	--	--	--	---	---	---

sounds for graphemes			undue hesitation.		that at which they can read						reading and answering questions		listening to what others say.
----------------------	--	--	-------------------	--	-----------------------------	--	--	--	--	--	---------------------------------	--	-------------------------------

Year 2 Writing

Working towards the expected standard

After discussion with the teacher, write sentences that are sequenced to form a short narrative	Demarcate some sentences with capital letters and full stops	Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others	Spell some common exception words	Form lower case letters in the correct direction, starting and finishing in the right place	Form lower case letters of the correct size relative to one another in some of their writing	Use spacing between words
---	--	---	-----------------------------------	---	--	---------------------------

Working at the expected standard

After discussion with the teacher, write simple, coherent narratives about personal experiences and those of others	Write about real events, recording these simply and clearly	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	Use present and past tense mostly correctly and consistently	Use co-ordination (and/or/but) and some subordination (when/if/that/because) to join clauses	Segment spoken words into phonemes and represent these graphemes, spelling many of the words correctly and making phonetically-plausible attempts at others	Spell many common exception words	Form capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters	Using spacing between words that reflects the size of the letters
---	---	---	--	--	---	-----------------------------------	---	---

Working at greater depth (needs to do all of the above and...)

After discussion with the teacher, write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	Make simple additions, revisions and proof reading corrections to their own writing	Use the punctuation taught at KS1 mostly correctly	Spell most common exception words	Add suffixes to spell most words correctly in their writing (-ment, -ness, -ful, -less, -ly)	Use the diagonal and horizontal strokes needed to join some letters
--	---	--	-----------------------------------	--	---

Year 2 Science				
<p>Animals, including humans</p> <ul style="list-style-type: none"> -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, air) -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p>Uses of everyday materials</p> <ul style="list-style-type: none"> -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> -explore and compare the differences between things that are living, dead, and things that have never been alive -identify and name a variety of plants and animals in their habitats, including micro-habitats -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 -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>Plants</p> <ul style="list-style-type: none"> -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. -observe and describe how seeds and bulbs grow into mature plants 	<p>Working scientifically</p> <ul style="list-style-type: none"> -asking simple questions and recognising that they can be answered in different ways -observe closely, using simple equipment -perform simple tests -identify and classify -gather and recording data to help in answering questions use their observations and ideas to suggest answers to questions
Year 2 History				
<p>Great Fire of London/ Thomas Fariner</p> <p>Key concept: monarchy/ civilisation</p> <p>Know how to: Use different sources to look for evidence</p> <p>Key questions: Was the Great Fire of London a surprise to the people in 1666? Was the Great Fire of London a good or a bad event in history? How do we know about the Great Fire of London? Accident or deliberate? How has London changed from then to now? Why were living conditions different to the rich and poor?</p> <p>Key vocabulary: burned, city, destroyed, memorial, plague</p>	<p>Air Travel- Wright Brothers/Amelia Earhart / Space Travel- Neil Armstrong (link to science)</p> <p>Key concept: Exploration</p> <p>Know how to: Look for how things have changed over time</p> <p>Key questions: Why was Amelia Earhart special? What types of places did Amelia explore? What happened to Amelia Earhart? Compare Travel over the years? How did they explore, What did they use navigate? Why do we want to fly? Link back to environmentalism of flying.</p> <p>Key vocabulary: pioneer, aviation, aviator, solo, altitude, navigate</p>	<p>Equality in South Africa/ Nelson Mandela</p> <p>Key concept: Rights/ laws/ justice</p> <p>Know how to: Use a range of sources to look for evidence, ask valid questions</p> <p>Key questions: Why is Nelson Mandela famous? How did Nelson Mandela change South Africa and the world? How would you get your message across with/without the internet? Conditions in prisons, what were they like? Why do some people think they are superior because they are different?</p> <p>Key vocabulary: Separate, equal, equality, campaign,</p>		
Year 2 Geography				
<p>Key concept: Change/ Sustainability</p> <p>Key location: London & other UK capital cities</p> <p>Know how to: name capital UK capital cities, compare the physical/ human geography of them</p> <p>Key questions: What is it like to live in a city? Which city would I prefer to live in and why? What are the similarities/ differences between Knutsford/UK and key</p>	<p>Key concept: Space- interaction between places</p> <p>Key location: Atlantic Ocean (Seven continents/ 5 oceans/ weather patterns)</p> <p>Know how to: use simple compass directions to describe location and routes on a map, use maps, atlases and globes to locate oceans, continents</p>	<p>Key concept: Place- physical/ human</p> <p>Key location: South Africa (Seven continents/ 5 oceans/ weather patterns)</p> <p>Know how to: use simple compass directions to describe location and routes on a map, use maps, atlases and globes to locate oceans around key location, continents</p>		

location? What famous landmarks are there in London today? Key vocabulary: city, port, vegetation, sustainable, sustain, underground, railway lines, airport, bridges, rivers	Key questions: Who was Amelia Earhart? Where in the World did she travel to and from? How did she travel? Where does the name 'Atlantic' come from? What does it mean? Key vocabulary: pioneer, navigator, equator, hurricanes, exploration,	Key questions: How did Nelson Mandela change South Africa? What was South Africa like before? What is it like today? Key vocabulary: deserts, mountains, cliffs, forests, lagoons, Table Mountain, savannah, republic, safari, Western Cape
---	---	--

Year 2 Design and Technology		
Make a Tudor House/ Pudding Lane Key Concept / Theme: Technical knowledge Key Skill: Build structures, exploring how they can be made stronger, stiffer and more stable.	Make a recycled plastic bottle moon buggy- moving parts <i>Key Concept / Theme: Use varied materials</i> <i>Key Skill: Use a range of tools and equipment to perform practical tasks. Use a wide range of materials and components, including construction materials and textiles.</i>	Fork biscuits (easy baking skills/only 3 ingredients) Key Concept / Theme: Food hygiene, preparation and cookery Key Skill: Prepare healthy and varied dishes. Understand where food comes from

Year 2 Art					
Painting: Use vocab: happy/sad colours, tone, dark, pale, weak, vibrant etc... Add white to colours to make tints and black to colours to make tones. Mix primary colours and have a knowledge of secondary colours eg: create 6 colour circles/rainbow. Use shades of the same colour in pastels/paint. Use finer brushes for detail (water colour paintings.) Great Fire of London Seurat paintings. Self Portraits (ink wax resist)	Drawing: Continue to build on confidence/familiarisation of tools through mark making. Discuss proportions and line observational drawing. Organise lines: parallel, flowing lines, crossing and continuous patterns. Samuel Peeps charcoal portraits. <i>Learn about pencils, their different types and properties</i>	Collage: Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Use of mixed media eg: paint with material and planet collage (Matisse.)	Textiles: Simple stitching skills Xmas craft.	Printing: Self Portraits (ink wax resist)	3D: Work from simple plans, evaluate and adapt work. Clay work: African pots, joining slabs together, linking patterns/prints with work. Develop skills with modelling tools. Looking at abstract shapes from looking at buildings and bridges (History/Geography link)

Year 2 Computing			
Information Technology -To learn how to type words quickly and correctly using a keyboard. -To make simple word processed documents and change the appearance of text. -To use and combine a variety of painting tools to create a picture.	Digital Literacy -To know how to use a web browser to navigate a website when doing Internet research. -To search for images online and insert them into a document. -To explain how to stay safe online and where to go for help or support, including how to safely use online media players.	Programming -To understand that an algorithm is a sequence of instructions which can be programmed on a digital device. -To control a real and on-screen robots to move along routes. -To debug programs so they run correctly.	Computer Science -To identify the main internal components of a computer.

Year 2 RE					
<p>Essential Content: Christianity</p> <ul style="list-style-type: none"> -Recall the main events from the Easter Bible stories linking these stories with Christianity. For example, recall and order the five key events that happened during Jesus' last week on earth; entry into Jerusalem; Last Supper; arrest; crucifixion & resurrection. -Identify at least 4 aspects of how Christians celebrate Christmas, Easter and Baptism explaining why each event might be important to them. -Explain the Bible is a Christian's holy book and identify different kinds of genre/writing. -Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians. 	<p>Essential Content: Judaism</p> <ul style="list-style-type: none"> -Identify the Torah is a holy book for Jews & how the rules in the Torah can guide a Jew in their lives, e.g. why they believe it is wrong to steal. 	<p>Cross Religious/ /Non-Religious Viewpoints</p> <ul style="list-style-type: none"> -Explain why Abraham is important to both Jews and Christians (NB he is also important to Muslims). For example, Christians and Jews believe Abraham was the beginning of the promises (covenant) God made with them. He is also an example of faith. -Begin to show curiosity and ask questions about at least three Christian and three Jewish stories. -Explain three reasons why Moses found it difficult to obey God. -Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious view points and attempt to support answers using simple reasoning. -Begin to talk thoughtfully with respect to a range of spiritual questions, eg What happens when you die? Why do people worship? 			
Year 2 Relationships and Health Education					
Relationships					
<p>Families and people who care about me</p> <ul style="list-style-type: none"> - Identify their special people (family, friends, carers) what makes them special and how special people should care for one another -To recognise ways in which a relationship can be unhealthy and who to go to if they are worried. 	<p>Caring Friendships</p> <ul style="list-style-type: none"> - Identify their special people (family, friends, carers) what makes them special and how special people should care for one another -To recognise ways in which a relationship can be unhealthy and who to go to if they are worried 	<p>Respectful Relationships</p> <ul style="list-style-type: none"> -Identify their special people (family, friends, carers) what makes them special and how special people should care for one another -To recognise ways in which a relationship can be unhealthy and who to go to if they are worried. 	<p>Online Relationships</p> <ul style="list-style-type: none"> -Identify their special people (family, friends, carers) what makes them special and how special people should care for one another -To recognise ways in which a relationship can be unhealthy and who to go to if they are worried. 	<p>Being Safe</p> <ul style="list-style-type: none"> -to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond -the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid 	
Health and Mental Wellbeing					
<p>Mental Wellbeing</p> <ul style="list-style-type: none"> -what positively and negatively affects their physical, mental and emotional health 	<p>Internet Safety and Harms</p> <ul style="list-style-type: none"> - That for most people the internet is an integral part of life and has many benefits 	<p>Physical Health and Fitness</p> <ul style="list-style-type: none"> - to make real, informed choices that improve their physical and emotional 	<p>Healthy Eating</p> <ul style="list-style-type: none"> -what positively and negatively affects their physical, mental and emotional health 	<p>Drugs, Alcohol and Tobacco</p> <ul style="list-style-type: none"> - that household products, including medicines, can 	<p>Health and Prevention</p> <ul style="list-style-type: none"> -how some diseases are spread and can be controlled; the responsibilities they have

<p>-That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations</p>		<p>health, to recognise that choices can have good and not so good consequences</p>		<p>be harmful if not used properly</p>	<p>for their own health and that of others; to develop simple skills to help prevent diseases spreading -about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p>
---	--	---	--	--	--

Year 2 PE			
<p>Games</p> <ul style="list-style-type: none"> - Throw and catch with control - Strike a ball with control (e.g. using hands with tennis racket or feet with football) - Follow the rules of a game and play fairly - Pass to team mates at appropriate times - Continue to develop tactics which will help your team 	<p>Dance</p> <ul style="list-style-type: none"> - Link three or more actions to perform sequence - Perform and repeat sequences - Change speed and levels within a performance - Choose movements to communicate a mood, feeling or idea. - Develop physical strength by practicing moves. - Use styles from different cultures (e.g. Bollywood and African dances) 	<p>Gymnastics</p> <ul style="list-style-type: none"> - Link two or more actions to make a sequence - plan, perform and remember actions within a sequence - Move with some control and awareness of space - Show contrasts (such as small/ tall, straight/ curved and wide/ narrow.) - Hold a position whilst balancing on different points of the body - Climb safely on equipment - Stretch and Curl to develop flexibility - Jump in a variety of ways and land with increasing control and balance 	<p>Athletics</p> <ul style="list-style-type: none"> - Athletics activities are combined with Games in EYFS and KS1