
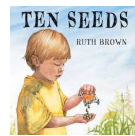

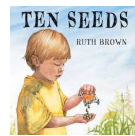

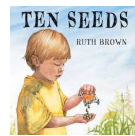


## Lovelace Primary School - Key Curriculum Content for Year 2 - Smarter, Healthier, Happier

ENGLISH - Priority Objectives for pupils to master by the end of Year 2		MATHS - Priority Objectives for pupils to master by the end of Year 2	SCIENCE - Topics / Knowledge Covered														
<b>National Curriculum (Statutory)</b>		<b>Number &amp; Place Value:</b> <ul style="list-style-type: none"><li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li><li>recognise the place value of each digit in a two-digit number (tens, ones)</li><li>identify, represent and estimate numbers using different representations, including the number line</li><li>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li><li>read and write numbers to at least 100 in numerals and in words</li><li>use place value and number facts to solve problems.</li></ul> <b>Number: Addition &amp; Subtraction:</b> <ul style="list-style-type: none"><li>solve problems with addition and subtraction:<ul style="list-style-type: none"><li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li><li>applying their increasing knowledge of mental and written methods</li></ul></li><li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li><li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:<ul style="list-style-type: none"><li>a two-digit number and ones</li><li>a two-digit number and tens</li><li>two two-digit numbers</li><li>adding three one-digit numbers</li></ul></li><li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li><li>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li></ul> <b>Number: Multiplication &amp; Division:</b> <ul style="list-style-type: none"><li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li><li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</li><li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li><li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li></ul> <b>Number: Fractions &amp; Decimal:</b> <ul style="list-style-type: none"><li>recognise, find, name and write fractions 1/3 , 1/4 , 1/2 and 3/4 of a length, shape, set of objects or quantity</li><li>write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2 .</li></ul> <b>Measurement:</b> <ul style="list-style-type: none"><li>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</li><li>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li><li>recognise and use symbols for pounds (£) and pence (p);</li><li>combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li><li>compare and sequence intervals of time</li><li>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</li><li>know the number of minutes in an hour and the number of hours in a day</li></ul> <b>Geometry: Properties of Shape:</b> <ul style="list-style-type: none"><li>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li><li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li><li>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li><li>compare and sort common 2-D and 3-D shapes and everyday objects</li></ul> <b>Geometry: Position &amp; Direction:</b> <ul style="list-style-type: none"><li>order and arrange combinations of mathematical objects in patterns and sequences</li><li>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</li></ul>	<table><tr><th>Term</th><th>Knowledge Focus</th></tr><tr><td>1</td><td><b>Animals, including Humans</b>  <a href="#">Science - Autumn 1 2021.docx</a>  Book: Tadpole's Promise  Life cycles Observations of butterfly life cycle Comparing baby to adult</td></tr><tr><td>2</td><td><b>Plants</b>  <a href="#">Science Plants Aut 2.docx</a>  Book: Ten Seeds  Comparative test - cress Observation How plants grow</td></tr><tr><td>3</td><td><b>Animals, including humans: Healthy me</b> <a href="#">Science animals inc humans...</a> Food sort, food pyramid, healthy plate Handwashing Healthy sandwich</td></tr><tr><td>4</td><td><b>Materials</b>  Uses for materials</td></tr><tr><td>5</td><td></td></tr><tr><td>6</td><td><b>Living things and their habitats</b></td></tr></table> <p>Link to Knowledge &amp; Concept Organisers:</p> <p>Link to Progression on Working Scientifically:</p> <p>Eco / Environmental / Outdoor:</p> <p>Class Tree Adopted Habitat</p>	Term	Knowledge Focus	1	<b>Animals, including Humans</b>  <a href="#">Science - Autumn 1 2021.docx</a>  Book: Tadpole's Promise  Life cycles Observations of butterfly life cycle Comparing baby to adult	2	<b>Plants</b>  <a href="#">Science Plants Aut 2.docx</a>  Book: Ten Seeds  Comparative test - cress Observation How plants grow	3	<b>Animals, including humans: Healthy me</b> <a href="#">Science animals inc humans...</a> Food sort, food pyramid, healthy plate Handwashing Healthy sandwich	4	<b>Materials</b>  Uses for materials	5		6	<b>Living things and their habitats</b>
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<b>Spoken Language / Oracy:</b>	<ul style="list-style-type: none"><li>Articulate and justify answers, arguments and opinions</li><li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>Speak audibly and fluently with an increasing command of Standard English</li><li>Participate in discussions, presentations, performances, role play, improvisations and debates</li><li>Taking turns, listening to what others say</li></ul>																
<b>Reading - word reading</b>	<ul style="list-style-type: none"><li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>read accurately words of two or more syllables that contain the same graphemes as above</li><li>read words containing common suffixes</li><li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>re-read these books to build up their fluency and confidence in word reading.</li></ul>																
<b>Reading - comprehension (to develop an understanding of what they have read)</b>	<ul style="list-style-type: none"><li><b>develop pleasure in reading, motivation to read, vocabulary and understanding by:</b><ul style="list-style-type: none"><li>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</li><li>discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li><li>being introduced to non-fiction books that are structured in different ways</li><li>recognising simple recurring literary language in stories and poetry</li><li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>discussing their favourite words and phrases</li><li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li></ul></li><li><b>understand both the books that they can already read accurately and fluently and those that they listen to by:</b><ul style="list-style-type: none"><li>drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>making inferences on the basis of what is being said and done</li><li>answering and asking questions</li><li>predicting what might happen on the basis of what has been read so far</li></ul></li><li>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</li><li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li></ul>																
<b>Reading for pleasure (develop a positive attitude to reading)</b>	<ul style="list-style-type: none"><li>Listen to and read a wide range of texts.</li><li>Use dictionaries to check the meaning of words.</li><li>Increase their knowledge of different books and retell some stories orally.</li><li>Identify themes and conventions in a range of books.</li><li>Read aloud poems showing understanding through intonation, tone, volume and action.</li><li>Discuss words and phrases that catch their interest.</li><li>Recognise different types of poems e.g. free verse and narrative poetry.</li></ul>																
<b>Writing: transcription</b>	<b>-spell by:</b> <ul style="list-style-type: none"><li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li><li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common</li></ul>																

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	<div>homophones<ul style="list-style-type: none"><li>- learning to spell common exception words</li><li>- learning to spell more words with contracted forms</li><li>- learning the possessive apostrophe (singular) [for example, the girl's book]</li><li>- distinguishing between homophones and near-homophones</li></ul></div> <div>- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</div>	<div>(clockwise and anticlockwise).</div> <div>Statistics:<ul style="list-style-type: none"><li>- interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li><li>- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li><li>- ask and answer questions about totalling and comparing categorical data.</li></ul></div>
Writing: handwriting	<div>- form lower-case letters of the correct size relative to one another</div> <div>- 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</div> <div>- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</div> <div>- use spacing between words that reflects the size of the letters.</div>	
Writing: composition	<div>- <b>develop positive attitudes towards and stamina for writing by:</b><ul style="list-style-type: none"><li>- writing narratives about personal experiences and those of others (real and fictional)</li><li>- writing about real events</li><li>- writing poetry</li><li>- writing for different purposes</li></ul></div> <div>- <b>consider what they are going to write before beginning by:</b><ul style="list-style-type: none"><li>- planning or saying out loud what they are going to write about</li><li>- writing down ideas and/or key words, including new vocabulary</li><li>- encapsulating what they want to say, sentence by sentence</li></ul></div> <div>- <b>make simple additions, revisions and corrections to their own writing by:</b><ul style="list-style-type: none"><li>- evaluating their writing with the teacher and other pupils</li><li>- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li><li>- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li></ul></div> <div>- read aloud what they have written with appropriate intonation to make the meaning clear</div>	
Writing: vocabulary, grammar & punctuation	<div>- <b>develop their understanding of the concepts set out in English Appendix 2 by:</b><ul style="list-style-type: none"><li>-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)</li></ul></div> <div>- <b>learn how to use:</b><ul style="list-style-type: none"><li>- sentences with different forms: statement, question, exclamation, command</li><li>- expanded noun phrases to describe and specify [for example, the blue butterfly]</li><li>- the present and past tenses correctly and consistently including the progressive form</li><li>- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li><li>- the grammar for year 2 in English Appendix 2</li><li>- some features of written Standard English</li></ul></div> <div>- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</div>	
Range of Writing Purposes / Audiences:		
Grammar Appendix (NC / Statutory)		
Word	<div>- Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</div> <div>- Formation of adjectives using suffixes such as –ful, –less</div> <div>- Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</div>	
Sentence	<div>- Subordination (using when, if, that, because) and co-ordination (using or, and, but)</div> <div>- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</div> <div>- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</div>	
Text	<div>- Correct choice and consistent use of present tense and past tense throughout writing</div> <div>- 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]</div>	
Punctuation	<div>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</div>	

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	- 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	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	
<div>Year 2 English overview</div>		

Foundation Curriculum - Priority Objectives / Key Building Blocks / Linked Learning e.g. STEM																														
PHSE / RSE	Computing	Art & Design	Design Technology	MFL French	Geography	History	RE	Music	PE & Sport																					
<p>We have chosen to adopt the JIGSAW PHSE scheme. <a href="https://app.luminpdf.com/viewer/616ffc1ee762350011d00a98">https://app.luminpdf.com/viewer/616ffc1ee762350011d00a98</a></p> <p><b>Autumn 1:</b> <u>Being Me in my World Autumn 1</u> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p> <p><b>Autumn 2:</b> <u>CelebratingDifferences Autumn 2</u> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p> <p><b>Spring 1:</b> <u>Dreams and Goals Spring 1</u> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p> <p><b>Spring 2:</b> <u>Healthy Me Spring 2</u> Motivation Healthier choices Relaxation</p>	<p><b>Autumn 1:</b></p> <p><b>Autumn 2:</b></p> <p><b>Spring 1:</b></p> <p><b>Spring 2:</b></p> <p><b>Summer 1</b></p> <p><b>Summer 2:</b></p> <p>Computing Innovation:  3D printer Drone Robotics Green Screen</p>	<p><b>Autumn 1:</b></p> <p><b>Autumn 2:</b></p> <p><b>Spring 1:</b></p> <p><b>Spring 2:</b></p> <p><b>Summer 1:</b></p> <p><b>Summer 2:</b></p>	<p><b>Spring:</b> Structures: Freestanding structures - Tudor house <a href="https://app.luminpdf.com/viewer/616ff7ffe762350011d00a10">https://app.luminpdf.com/viewer/616ff7ffe762350011d00a10</a></p> <p><b>Spring:</b> Food: Preparing fruit and vegetables - healthy sandwich <a href="https://app.luminpdf.com/viewer/616ff820e762350011d00a15">https://app.luminpdf.com/viewer/616ff820e762350011d00a15</a></p> <p><b>Summer:</b> Textiles: Templates and joining techniques - felt purse <a href="https://app.luminpdf.com/viewer/616ff898e762350011d00a1b">https://app.luminpdf.com/viewer/616ff898e762350011d00a1b</a></p>		<p><b>Autumn 1:</b> <a href="#">w</a> Georgraphy Aut... Use geographical language to describe some aspects of human and physical features and patterns.</p> <p>Observe, record, and name geographical features in their local environments.</p> <p>Use the eight compass points and recognise some Ordnance Survey symbols on maps.</p> <p>Use 4 compass points to follow/give directions: Use letter/no. coordinates to locate features on a map.</p> <p><b>Autumn 2:</b> <a href="#">w</a> Topic- Autumn 2 ... Name and locate a wider range of places in their locality, the UK and wider world.</p> <p>Make observations about places and features that change over time.</p> <p>Ask and answer more searching geographical questions when investigating different places and environments.</p> <p>Identify similarities, differences and patterns when comparing places and features.</p> <p>Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</p> <p>Express their opinions</p>	<p><b>Sorina 1:</b> <a href="#">w</a> Topic planning - ... Significant People: Florence Nightingale</p> <p>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 (Mary Seacole and/or Florence Nightingale)</p> <p><b>Sorina 2:</b> <a href="#">w</a> Tudor planning.d... Significant People: Henry VIII Tudor Life</p> <p>Significant historical events, people and places in their own locality.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p><b>Summer 1:</b> <a href="#">w</a> GFoL Topic MTP... The Great Fire of London</p> <p>Events beyond living memory that are significant nationally or globally</p>	<p>We follow the agreed Kingston SACRE curriculum:</p> <p><b>Autumn 1:</b> <a href="#">w</a> Year 2 Unit 1 - ... <a href="#">w</a> RE - MTP Autumn... Who is Muslim and how do they live?</p> <p><b>Autumn 2:</b> <a href="#">w</a> Year 2 - Why do... Why does Christmas matter to Christians?</p> <p><b>Spring 1:</b></p> <p>Who is Muslim and how do they live? (Part 2)</p> <p><b>Sorina 2:</b> <a href="#">w</a> Year 2 - Why do... <a href="#">w</a> RE Easter plann... Why does Easter matter to Christians?</p> <p><b>Summer 1:</b> <a href="#">w</a> Year 2 - What is ... <a href="#">w</a> Summer 1 RE pl... What is the good news Christians say Jesus brings?</p> <p><b>Summer 2:</b> <a href="#">w</a> Year 2 Unit 1.8 ... <a href="#">w</a> Summer 2 RE pl... What makes some places sacred to believers?</p>	<p>Music is taught by a specialist teacher through a weekly music lesson and a weekly singing lesson</p> <p><a href="#">w</a> Music Plans</p>	<p>PE is taught by a specialist, a swimming teacher and the class teacher</p> <table><tr><th>T</th><th>Sport</th><th>Sport</th></tr><tr><td>1</td><td>Multi sports  Swimming</td><td>Country dancing <a href="#">w</a> Extra...</td></tr><tr><td>2</td><td></td><td>Throwing and catching</td></tr><tr><td>3</td><td></td><td>Contempor ary dance</td></tr><tr><td>4</td><td>Gymnastic s</td><td>Throwing and catching</td></tr><tr><td>5</td><td>Orienteeri ng</td><td>Bat and ball skills</td></tr><tr><td>6</td><td>Swimming</td><td>Athletics</td></tr></table> <p><a href="#">w</a> PE ks1 ks2 Curriculum Map...</p> <p><b>Daily Mile is undertaken</b></p> <p><b>5 a Day</b></p> <p><b>Playtimes (continuous provision)</b></p>	T	Sport	Sport	1	Multi sports  Swimming	Country dancing <a href="#">w</a> Extra...	2		Throwing and catching	3		Contempor ary dance	4	Gymnastic s	Throwing and catching	5	Orienteeri ng	Bat and ball skills	6	Swimming	Athletics
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<p>Healthy eating and nutrition Healthier snacks and sharing food</p> <p><b>Summer 1:</b> <u>Relationships</u> <u>Summer 1</u> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p> <p><b>Summer 2:</b> <u>Changing Me</u> <u>Summer 1</u> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p> <p>SMSC We follow a programme adopting UNICEF Rights Respecting School.</p> <p>We have a class council contributing to a school council.</p>					<p>on environmental issues and recognise how people can affect the environment both positively and negatively.</p> <p>Communicate geographical information through a range of methods including the use of ICT.</p> <p><b>Summer 1:</b></p> <p>Habitats (including deserts and oceans)</p> <p>Need to make MTP now I've found the geographical skills</p>					
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<p><b>Educational Visits, Residential Trips, Visiting Groups WOW / 101 Experiences / Special Days and Events for the Development of Character</b></p>	<p><b>Term 1</b> EV: Trip to Hook parade 101E: Play with conkers</p> <p>Ada Lovelace Day (STEM) School Grounds / Outdoor Learning Day</p>	<p><b>Term 2</b> EV: The Christmas Journey @ The King's Centre Event: Year 2 Christmas production</p> <p>Children in Need Remembrance Dress the Tree</p>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
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