

SCIENCE

Children will learn about:

Autumn:

Uses of everyday materials: identifying and comparing the suitability of a variety of everyday materials for particular uses
Living things and their habitats: identifying and naming a variety of plants and animals in their habitats, including microhabitats

Spring:

Plants: observing and describing how seeds and bulbs grow into mature plants

Summer:

Animals including humans: describing the importance for humans of exercise, eating the right amounts of different types of food, and hygiene; describing the basic needs of animals, including humans, for survival

HISTORY

Children will learn about:

Autumn:

People From The Past: the lives of significant individuals in the past who have contributed to national and international achievements

Spring:

The Great Fire of London, 1666: chronology; understanding why the fire spread so quickly and how it was stopped; comparing past and present fire brigades and equipment; learning about Samuel Pepys and why he was important

Summer:

Victorian Seaside, 1837-1901: features of a Victorian seaside holiday; similarities and differences between seaside holidays in the past and present; seaside chronology using a timeline

GEOGRAPHY

Children will learn about:

Autumn:

Where I Live In The World: key geographical features of the world including the 7 continents & 5 oceans, the equator, North and South Pole; countries and capital cities of the UK; atlas and map reading

Summer:

Sun, Sea and Sand: using simple compass directions and locational and directional language; exploring the location of seashores in the UK and around the world; identifying the physical and human features of a seaside town; identify the similarities and differences between Mousehole, a tropical seaside destination and our local area (including climate)

RELIGIOUS EDUCATION

Children will learn about:

Autumn:

Christianity: rules and regulations, such as the two Great Commandments; pilgrimage; looking at an act of worship/ a rite of passage ceremony

Spring:

Judaism: religious practice in the Jewish home; stories from the Hebrew scriptures, particularly the Torah; the importance of rules given in the Torah

Summer:

Parables: retelling religious, spiritual and moral stories; identifying the moral of the story

PSHE/RSE

Children will learn about:

Autumn:

Being Me In My World: hopes and fears for the year; rights and responsibilities; choices; valuing contributions; recognising feelings
Celebrating Differences: understanding bullying; standing up for self and others; making new friends; gender diversity

Spring:

Dreams And Goals: realistic goals; perseverance; learning strengths
Relationships: different types of family; physical contact boundaries; friendship and conflict; secrets; trust and appreciation

Summer:

Healthy Me: motivation; relaxation; healthy eating and nutrition; sharing food
Changing Me: life cycles; differences in female and male bodies (correct terminology)

Chase Bridge Foundation Subject Overview

Our CURRICULUM

Year 2

OUR TOPICS

AUTUMN 2

Where I Live In The World



SPRING 2

How Does Your Garden Grow?



SUMMER 2

Sun, Sea and Sand



People From The Past



AUTUMN 1

Time Detectives



SPRING 1

Sun, Sea and Sand



SUMMER 1

LANGUAGES

Children will learn French reading, speaking and listening skills within these areas of study:

A study of common greetings, numbers and colours through songs

DESIGN AND TECHNOLOGY/ ART AND DESIGN

Following the Kapow Primary planning scheme

Autumn:

Term 1: Art & Design

- Painting & Mixed Media: Life in Colour

Term 2: Design & Technology

- Structures: Baby Bear's Chair

Spring:

Term 1: Art & Design

- Craft & Design: Map it Out

Term 2: Design & Technology

- Textiles: Making pouches

Summer:

Term 1: Art & Design

- Sculpture & 3D: Clay Houses

Term 2: Design & Technology

- Mechanisms: Making a moving monster

MUSIC

Children will strengthen the skills needed for:

Singing: songs in unison, different languages, and with actions and clapping
Music Appreciation: recognising instruments in an orchestra; explain how music can tell stories. Listen to The Carnival of the Animals and understand how music can evoke images.

Performance: performing songs confidently with actions; country dance songs focussing on moving to the beat of the song
Instruments: playing rhythms using percussion instruments; playing simple melodies and accompaniments on glockenspiels

Composition: group compositions focussing on mood music, film sound tracks and repeated rhythms

COMPUTING

Children will learn about:

Digital Literacy

Online Safety and Effective Searching

Using a search tool. share digital work, communicate and connect with others locally. sharing on the Internet. Understand a digital footprint.

Information Technology

Creating Pictures : Describe shapes and patterns that create art, repeat patterns to make art, combine effects to make art.
Making Music: Create a sequence, change tempo, add sounds, change volume, upload a sound.

Computer Science:

Coding : Explain an algorithm, understand computing instructions, debug a program, recognise a block of code, predict what code will do, design a program that uses a button.

PHYSICAL EDUCATION

Children will strengthen the skills needed for:

Autumn:

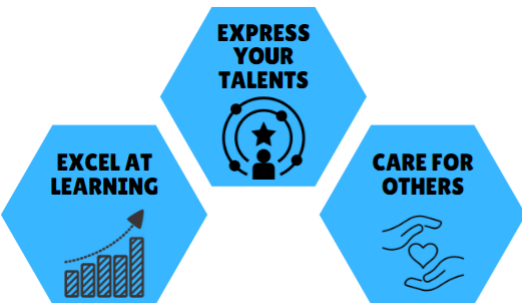
Fundamentals/ball skills and dance: consolidate fundamental movement (agility, balance and coordination) and ball skills while exploring competitive team games; develop dance movements

Spring:

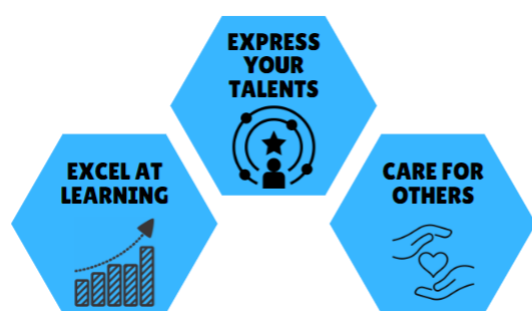
Gymnastics, Invasion games and teambuilding: develop fundamental gymnastic skills (balances, sequences and patterns), begin to explore tactical and decision making skills and begin to work cooperatively in a small group

Summer:

Striking and fielding, net and wall and athletics: sprinting, jumping, hopping and skipping in athletics; developing striking a ball and overarm and underarm throwing technique with coordination; maintain rally



Year 2



Topic Linked Class Texts



En2/1 Spoken Language

- (The objectives for Spoken Language are common across Key Stages 1 and 2)
- En2/1a listen and respond appropriately to adults and their peers
 - En2/1b ask relevant questions to extend their understanding and knowledge
 - En2/1c use relevant strategies to build their vocabulary
 - En2/1d articulate and justify answers, arguments and opinions
 - En2/1e give well-structured descriptions, explanations & narratives for different purposes, including for expressing feelings.
 - En2/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
 - En2/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
 - En2/1h speak audibly and fluently with an increasing command of Standard English
 - En2/1i participate in discussions, presentations, performances, roleplay/improvisations and debates
 - En2/1j gain, maintain and monitor the interest of the listener(s)
 - En2/1k consider and evaluate different viewpoints, attending to and building on the contributions of others
 - En2/1l select and use appropriate registers for effective communication

Reading 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:
- 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
 - 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
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - 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
- drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - 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
- En2/3.1a spell by:
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - 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
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular)
 - distinguishing between homophones and near-homophones
- En2/3.1b add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- En2/3.1c apply spelling rules and guidelines, as listed in English Appendix 1
- 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.

En2/3.2 Handwriting and Presentation

- En2/3.2a form lower-case letters of the correct size relative to one another
- 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
- En2/3.2c write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- En2/3.2d use spacing between words that reflects the size of the letters.

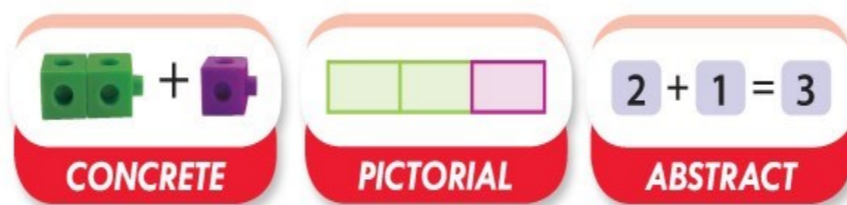
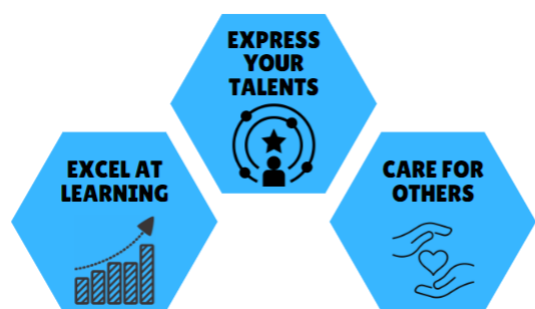
En2/3.3 Composition

- En2/3.3a Develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- En2/3.3b Consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- En2/3.3c make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
 - 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
 - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- En2/3.3d read aloud what they have written with appropriate intonation to make the meaning clear

En2/3.4 Vocabulary, grammar & punctuation

- En2/3.4a develop their understanding of the concepts set out in English Appendix 2 by:
- 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)
- En2/3.4b Learn how to use:
- sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - learning the grammar for year 2 in English Appendix 2
 - some features of written Standard English
- En2/3.4c use and understand the grammatical terminology in English Appendix 2 in discussing their writing and reading.

Year 2



Number & place value in Year 2

Children will learn to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

Addition & subtraction in Year 2

Children will learn to:

- solve problems with addition and subtraction:
 - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing knowledge of mental and written methods.
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and ones
 - a two-digit number and tens
 - two two-digit numbers
 - adding three one-digit numbers.

Multiplication & division in Year 2

Children will learn to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Statistics in Year 2

Children will learn to:

- interpret and construct simple pictograms, tally charts, block diagrams and 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 and comparing categorical data.

Measurement in Year 2

Children will learn to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); 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
- compare and sequence intervals of time
- 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
- know the number of minutes in an hour and the number of hours in a day.

Geometry (properties of shapes) in Year 2

Children will learn to:

- identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line
- 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 (for example, a circle on a cylinder and a triangle on a pyramid)
- compare and sort common 2D and 3D shapes and everyday objects.

Geometry (position and direction) in Year 2

Children will learn to:

- 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 and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Fractions in Year 2

Children will learn to:

- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.