

# Langford Primary School

## CURRICULUM PLANNING – YEAR 2

### English

## 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 & and 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

# Langford Primary School

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

En2/3.1a spell by:

- 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

# Langford Primary School

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:

- 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

En2/3.3b Consider what they are going to write before beginning by:

- 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

En2/3.3c make simple additions, revisions and corrections to their own writing by:

- 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)

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:

# Langford Primary School

- 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)

En2/3.4b Learn how to use:

- 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

En2/3.4c use and understand the grammatical terminology in English [Appendix 2](#) in discussing their writing and reading.

## Ma2/2.1 Number & Place Value

Ma2/2.1a count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward

Ma2/2.1b recognise the place value of each digit in a two-digit number (10s, 1s)

Ma2/2.1c identify, represent and estimate numbers using different representations, including the number line

Ma2/2.1d compare and order numbers from 0 up to 100; use <, > and = signs

Ma2/2.1e read and write numbers to at least 100 in numerals and in words

Ma2/2.1f use place value and number facts to solve problems.

## Ma2/2.2 Addition & Subtraction

Ma2/2.2a solve problems with addition and subtraction:

- i. using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- ii. applying their increasing knowledge of mental and written methods

Ma2/2.2b recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

Ma2/2.2c add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

- 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

Ma2/2.2d show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot

Ma2/2.2e recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

## Ma2/2.3 Multiplication & Division

Ma2/2.3a recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

Ma2/2.3b calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs

Ma2/2.3c show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot

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.

## Ma2/2.4 Fractions

Ma2/2.4a 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

Ma2/2.4b write simple fractions, for example  $\frac{1}{2}$  of  $6 = 3$  and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

## Ma2/3.1 Measurement

Ma2/3.1a 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

Ma2/3.1b compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$

Ma2/3.1c recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

Ma2/3.1d find different combinations of coins that equal the same amounts of money

Ma2/3.1e solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Ma2/3.1f compare and sequence intervals of time

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.

Ma2/3.1h know the number of minutes in an hour and the number of hours in a day

## Ma2/3.2 Properties of Shapes

Ma2/3.2a identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line

Ma2/3.2b identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

Ma2/3.2c identify 2-D shapes on the surface of 3-D shapes

# Langford Primary School

Ma2/3.2d compare and sort common 2-D and 3-D shapes and everyday objects.

## Ma2/3.3 Position & Direction

Ma2/3.3a order and arrange combinations of mathematical objects in patterns and sequences

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).

## Ma2/4.1 Statistics

Ma2/4.1a interpret and construct simple pictograms, tally charts, block diagrams and tables

Ma2/4.1b ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

Ma2/4.1c ask and answer questions about totalling and comparing categorical data.

Science

## Sc2/1 Working Scientifically

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:

Sc2/1.1 asking simple questions and recognising that they can be answered in different ways

Sc2/1.2 observing closely, using simple equipment

Sc2/1.3 performing simple tests

Sc2/1.4 identifying and classifying

Sc2/1.5 using their observations and ideas to suggest answers to questions

Sc2/1.6 gathering and recording data to help in answering questions.

## Sc2/2.1 Living things and their habitats

Sc2/2.1a explore and compare the differences between things that are living, dead, and things that have never been alive

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

# Langford Primary School

Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats

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.

## Sc2/2.2 Plants

Sc2/2.2a observe and describe how seeds and bulbs grow into mature plants

Sc2/2.2b find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

## Sc2/2.3 Animals including humans

Sc2/2.3a notice that animals, including humans, have offspring which grow into adults

Sc2/2.3b find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

## Sc2/3.1 Uses of everyday materials

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

Sc2/3.1b compare how things move on different surfaces.

Sc2/3.1c find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

### DTI.1.1 Design

DTI.1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria

DTI.1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### DTI.1.2 Make

DTI.1.2a select from and use a range of tools and equipment to perform practical tasks

DTI.1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### DTI.1.3 Evaluate

DTI.1.3a explore and evaluate a range of existing products

DTI.1.3b evaluate their ideas and products against design criteria

# Langford Primary School

## **DTI.1.4 Technical Knowledge**

- DTI.1.4a build structures, exploring how they can be made stronger, stiffer and more stable
- DTI.1.4b explore and use mechanisms, in their products.

## **DTI.2.1 Cooking & Nutrition**

- DTI.2.1a use the basic principles of a healthy and varied diet to prepare dishes
- DTI.2.1b understand where food comes from.

## **GeI.1.1 Location Knowledge**

- GeI.1.1a name and locate the world's 7 continents and 5 oceans
- GeI.1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

## **GeI.1.2 Place Knowledge**

- GeI.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

## **GeI.1.3 Human and Physical Geography**

- GeI.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
- GeI.1.3b use basic geographical vocabulary to refer to:
  - 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

## **GeI.1.4 Geographical Skills and Fieldwork**

- GeI.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
- GeI.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
- GeI.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
- GeI.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.

Pupils should be taught to:

- HiI.1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- HiI.1.2 events beyond living memory that are significant nationally or globally
  - e.g. *the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries*

# Langford Primary School

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 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*

Hi1.1.3 significant historical events, people and places in their own locality.

Pupils should be taught to:

Mu1.1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes

Mu1.1.2 play tuned and untuned instruments musically

Mu1.1.3 listen with concentration and understanding to a range of high-quality live and recorded music

Mu1.1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music

## **PE1.1.1 Sport & Games**

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

PE1.1.1b participate in team games, developing simple tactics for attacking and defending

PE1.1.1c perform dances using simple movement patterns.

## **PE1.1.2 Swimming and water safety**

*All schools must provide swimming instruction either in key stage 1 or key stage 2.*

In particular, pupils should be taught to:

PE1.1.2a swim competently, confidently and proficiently over a distance of at least 25 metres

PE1.1.2b use a range of strokes effectively

PE1.1.2c perform safe self-rescue in different water-based situations.