



# The Raleigh Curriculum Overview Year 2



## English

SEE ATTACHED SHEET

## Art & Design

- Use a range of materials
- Use drawing, painting and sculpture- Victorian silhouettes, London landmarks paintings, clay model of character from book, sketching.
- Develop techniques of colour, pattern, texture, line, shape, form and space
- Learn about range of artists, craftsmen and designers – William Morris

## Design & Technology

- Design purposeful, functional & appealing products- make a puppet, make a treasure box, a clothes peg doll, Generate, model & communicate ideas
- Use range of tools & materials to complete practical tasks- Christmas decoration out of wood
- Evaluate existing products & own ideas
- Build and improve structure & mechanisms
- Understand where food comes from- Jamaica,

## Geography

- Name & locate world's continents and oceans- Jamaica topic
- Compare local area to a non-European country - Jamaica topic
- Use basic vocabulary to describe a less familiar area
- Use aerial images and other models to create simple plans and maps, using symbols- Create a treasure map.
- Use simple fieldwork and observational skills to study the immediate environment- Story time topic (Katie Morag).

## Physical Education

- Master basic movement,
- e.g. running, jumping, throwing, catching, balance, agility and co-ordination
- Participate in team games- Football, Netball, Hockey, Rugby
- Perform dances using simple movement- Victorian games dance

## Mathematics

SEE ATTACHED SHEET

## Modern Languages

- Greetings
- My name is..
- Class instructions
- Rhymes
- Songs
- Colours
- Numbers

## History

Key Concepts  
Changes in living memory (linked to aspects of national life where appropriate)- The Victorians

Key Individuals  
Lives of significant historical figures, including comparison of those from different periods- Florence Nightingale

Significant local people e.g. EH Shepherd (Storytime topic- Winnie the Pooh).

Key Events e.g. London Street Party (British Values), Victorian Day, Guy Fawkes, Great Fire of London/Plague, Events of local importance- London topic (Great Fire)

## Computing

Sound manipulation/Movement  
Understand what algorithms are, how they are implemented as programs on digital devices.  
Understand that algorithms follow a sequence of instructions.  
Write and test simple programs.  
Use logical reasoning to predict the behaviour of simple programs.

Basic Control-  
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Movement  
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All of the above is taught through using Blue Bots and PurpleMash.

Powerpoint, Excel-spread sheet, word typing skills, e-safety, ipad apps, taking pictures, making videos, research and databases need to be taught through other subjects.

## Science

**Biology**  
Living things and their habitats  
differentiate living, dead, and non-living  
identify habitats and describe how they 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,

**Plants**  
observe and describe how seeds and bulbs grow into mature plants  
basic needs of plants

**Animals including Humans**  
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.

**Chemistry**  
Uses of everyday materials  
Identify and compare the suitability of a variety of everyday materials- investigations include building the strongest bridge out of paper, finding the best material to wrap Christmas gifts, reversible and irreversible changes of states (chocolate and bread).

**Physics**  
find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Investigation on stretching- which stocking to put out for Santa?

## PSHE

- Recognise feelings and that they can make a choice about how to deal with them
- Recognise what we are good at and how to set goals
- Know that we belong to different communities and that we can make a difference to these- e.g. singing at Dene Place
- Know the process of growing from young to old and how people's needs change
- Know how to stay safe, including the dangers of medicines, road safety, sun safety etc.

## Music

- Sing Songs- e.g. Dene Place, Christmas Carol Concert, end of year 2, assemblies
- Play tuned and untuned instruments alone
- Listen and understand live and recorded music, being able to talk about differences in simple terms
- Make and combine sounds deliberately.

## Religious Education

Following the agreed local syllabus:  
Prayer  
Churches- visit to St Pauls Cathedral.  
Islam  
Easter Story- WOW day including a visit to St Martins church.



## Curriculum overview for Year 2 Mathematics

### Number & PV

Count in steps of 2, 3, 5 and 10 from any number forward & backward

Recognise the place value of each digit in a two digit number, identifying representing and estimating numbers, placing numbers on a number line and compare numbers using < and > and = signs. Use PV and number facts to solve problems.

Read and write numbers to at least 100 in numerals and words

### Addition & Subtraction

Solve problems using numbers, quantities and measures with concrete objects and pictorial representation, applying knowledge of mental and written methods.

Add and subtract numbers using objects or pictures including a two digit number and ones, a 2 digit number and tens, two 2 digit numbers, three 1 digit numbers

Know that addition can be done in any order and subtraction cannot. Use the inverse operation to solve missing number problems

### Addition & Subtraction

solve problems with addition and subtraction involving numbers, quantities and measures applying their increasing knowledge of mental and written methods

recall and add addition facts to 20 and related facts to 100

Add & Subtract: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers

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

Know that addition can be done in any order but subtraction cannot

### Multiplication & Division

Recall multiplication and division facts for 2x 5x and 10 x table including recognising odd and even numbers

Use signs for multiplication & division

Know that multiplication can be done in any order but division cannot

Solve problems involving multiplication and division using arrays, number facts, word problems

### Fractions

recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$ , and  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a length, shape, set of objects or quantity.

Recognise that  $\frac{1}{2} = \frac{2}{4}$

### Measure

Measure: length in m/cm, weigh in kg/g, capacity in l/ml, temperature in c using ruler and scales

Order and compare mass/length/volume using < >

Recognise £ p combine amounts to make a value

Find different values of coins to make the same amount

Solve practical problems involving money

Compare and sequence intervals of time, tell the time to the nearest 5mins including  $\frac{1}{4}$  past/to

Know number of minutes in an hour/hours in a day

### Geometry: properties of Shape

Name and describe 2D and 3D shape including recognising symmetry, comparing and sorting shapes

### Geometry: position & Direction

Order and arrange mathematical objects in patterns and sequences

Use vocab to describe position, direction and movement including turns, right angles

### Statistics

Interpret and make pictograms, tally chart, block diagrams, tables including asking questions about totalling and comparing



# Curriculum overview for Year 2

## English

### Reading

#### *Word Reading*

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

Read accurately words of two or more syllables that contain the same graphemes as above

Read words containing common suffixes

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Re-read these books to build up their fluency and confidence in word reading.

#### *Comprehension*

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

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

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

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

#### *Transcription*

Spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

- 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 homophones

- learning to spell common exception words

- learning to spell more words with contracted forms

- learning the possessive apostrophe (singular) [for example, the girl's book]

- distinguishing between homophones and near-homophones

Add suffixes to spell longer words, including *-ment, -ness, -ful, -less, -ly*

Apply spelling rules and guidance, as listed in NC English Appendix 1 pgs 55-58

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

#### *Handwriting*

Form lower-case letters of the correct size relative to one another

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

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Use spacing between words that reflects the size of the letters.

#### *Composition*

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

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

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils

- 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

- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Read aloud what they have written with appropriate intonation to make the meaning clear.

#### *Vocabulary, grammar and punctuation*

Develop their understanding of the concepts set out in NC English Appendix 2 pgs 75-76 by:

- learning how to use both familiar and new punctuation correctly (see NC English Appendix 2 pgs 75-76), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

- sentences with different forms: statement, question, exclamation, command

- expanded noun phrases to describe and specify [for example, the blue butterfly]

- 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)

- the grammar for year 2 in NC English Appendix 2 pgs 75-76

- some features of written Standard English

Use and understand the grammatical terminology in NC English Appendix 2 pgs 75-76 in discussing their writing.