

Horn Park Primary School
Year Group 2
Curriculum Overview 2018/ 2019

English Skills Overview

Reading- word reading

Pupils should be taught to:

- 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.

Reading- comprehension

Pupils should be taught to:

- 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.

Handwriting

Pupils should be taught to:

- 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 un-joined
- 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.

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| <p>Writing-transcription</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> spell by: <ul style="list-style-type: none"> 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 English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | <p>Composition</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. | <p>Writing – vocabulary, grammar and punctuation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> 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) learn how to use: <ul style="list-style-type: none"> 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 English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing. |
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Maths Skills Overview

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| <p>Number-number and place value</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. | <p>Number- addition and subtraction</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> solve problems with addition and subtraction: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. | <p>Number- multiplication and division</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. | |
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| Geometry- position and direction Pupils should be taught to: <ul style="list-style-type: none"> ▪ 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). | Geometry- properties of shapes Pupils should be taught to: <ul style="list-style-type: none"> ▪ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line ▪ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ▪ identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] ▪ compare and sort common 2-D and 3-D shapes and everyday objects. | Statistics Pupils should be taught to: <ul style="list-style-type: none"> ▪ interpret and construct simple pictograms, tally charts, block diagrams and simple 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. | Number- fractions Pupils should be taught to: <ul style="list-style-type: none"> ▪ recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity ▪ write simple fractions for example, $1/2$ of $6 = 3$ and recognise the equivalence of $2/4$ and $1/2$. |
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| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| PHSE | PHSCE Core Values Responsibility, Freedom/Tolerance | PHSCE Core Values Respect, Forgiveness | PHSCE Core Values Perseverance and Co-operation | PHSCE Core Values Kindness and Unity | PHSCE Core Values Trust | PHSCE Core Values Resilience and Honesty |
| Science | Plants <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | Living Things and their habitats <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 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 • Identify and name a variety of plants and animals in their habitats, including microhabitats | Living Things and their habitats <ul style="list-style-type: none"> • 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 | Animals including humans <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 and air) | Everyday materials <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 | Animals including humans <ul style="list-style-type: none"> • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene |
| Computing | Digital Images <ul style="list-style-type: none"> ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▪ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | Animation – 1 stop motion <ul style="list-style-type: none"> ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▪ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | Sending emails <ul style="list-style-type: none"> ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▪ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | Purple Mash Coding <ul style="list-style-type: none"> ▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ create and debug simple programs ▪ use logical reasoning to predict the behaviour of simple programs | Probots <ul style="list-style-type: none"> ▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ create and debug simple programs ▪ use logical reasoning to predict the behaviour of simple programs | Presenting information – Word <ul style="list-style-type: none"> ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▪ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. |

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| <p>Design and technology</p> | | <p>Cooking and Nutrition</p> <p>use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p> <p>When designing and making, pupils should be taught to:</p> <p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable</p> | <p>When designing and making, pupils should be taught to:</p> <p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> | | <p>When designing and making, pupils should be taught to:</p> <p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> | |

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| | | explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | | | | |
| History | | <p>Queens The lives of significant individuals in the past who have contributed to national and international achievements and comparing aspects of life in different periods (Significant Women)</p> <p>-Timeline of significant events during Elizabeth II reign Vs Elizabeth I -Why is Elizabeth I important. -Who is the most important Queen? (Elizabeth I, Elizabeth II, Victoria.) -How has the image of a Queen changed over time? -The reign of Elizabeth II – How Britain has changed since the 1950s? - How is Elizabeth II different from Elizabeth I or Victoria?</p> | | | <p>Great Fire of London Events beyond living memory that are significant nationally or globally</p> <p>-Great Fire of London: What where houses like then/now -What where the causes and consequences of the Great Fire? -What was the most important factor in why the Great Fire of London was so bad? -Why did the Fire spread so quickly? -Write a discussion text what was the most important reason for the way the fire spread?</p> | <p>Christopher Columbus and Neil Armstrong The lives of significant individuals in the past who have contributed to national and international achievements and comparing aspects of life in different periods.</p> <p>-Why do we explore? -What have been the greatest discoveries? -Who had the greater impact on our understanding of the world Neil Armstrong or Christopher Columbus? -What did our grandparents know about space when they were little? -Pirates? Good or Bad? What do people think about pirates? -Was Christophe Columbus a pirate? -Lives of significant individuals -Write a debate about who was the most significant or who had the greatest impact (using sources to support argument).</p> |
| Geography | <p>Where We Live Children to use maps to investigate the countries which form the UK</p> <p>* name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>*use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Vocabulary key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> | | <p>Near and Far Children to look at the differences and similarities between London and a contrasting country with links to another topic</p> <p>*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</p> <p>*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</p> | <p>The Amazing Journey Children to create their own maps of a fictional journey.</p> <p>*use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>*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</p> | | |

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| Religious Education | <p>Hinduism Unit 1: Diwali</p> <ul style="list-style-type: none"> • what understanding do Hindus have about God? • what do stories at Diwali explain about God? • what is the role of a Hindu temple in a Hindu's life? | <p>Celebrations</p> <p>How are special occasions celebrated? What is it like to share a celebration? What is a Religious Festival? – the Festival of Christmas What is a Religious Festival? – The Festival of Hannukkah How do religious believers celebrate the meaning of a festival? What have we learnt about the festivals?</p> | <p>Christianity Unit 4: A local Church</p> <ul style="list-style-type: none"> • What happens in a Christian place of worship? • How does a place of worship help Christians to remember their beliefs about Jesus? • How do Christians try to follow Jesus' example? | <p>Christianity Unit 3: Easter and Symbols</p> <ul style="list-style-type: none"> • What do symbols of Easter represent? • How do symbols and symbolic actions show the importance of Easter for Christians? | <p>Islam Unit 2: The five pillars of Islam</p> <ul style="list-style-type: none"> • What are the five pillars of Islam? • What does worship mean to Muslims? • How do Muslims show their respect for Allah in everyday life? | <p>Hinduism Unit 2: Worship</p> <ul style="list-style-type: none"> • What is the importance of families in Hinduism? • Why are honesty and truthfulness important in Hinduism? • How do Hindus pray at home and in the Temple? |
| Art and Design | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | | | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
| Music | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music | |

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| | <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. | | <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. | | <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. | |
| Physical Education | <p>Fundamental movement skills- agility, balance and coordination.</p> <ul style="list-style-type: none"> Children demonstrate the ability to link different parts of their body together with confidence and control showing increased levels of coordination. Children are able to move directions quickly with balance showing good agility. | <p>Gymnastics – traveling, balances and sequences</p> <ul style="list-style-type: none"> Execute a range of jumps, balances and travels using key shapes in gymnastics. Work collaboratively in groups to transport apparatus safely and produce sequences in groups. | <p>Invasion games – tag rugby</p> <ul style="list-style-type: none"> Children link FMS together in order to perform basic skills in tag rugby. Identifying basic key rules and regulations needed to participate in tag rugby; i.e. how to use tag belts, passing backwards, positioning etc. | <p>Fundamental movement skills through dance</p> <ul style="list-style-type: none"> Link actions – jumps, balances and travel. Work collaboratively in groups to produce a sequence of movements. Demonstrate fundamental movement skills through dance. | <p>Striking and fielding - cricket</p> <ul style="list-style-type: none"> Identify the three main areas of cricket: fielding, batting and bowling. Demonstrate coordination and the fundamental skill of striking whilst batting. Explore the correct techniques to stopping and controlling the ball. | <p>Athletics – track and field</p> <ul style="list-style-type: none"> Children participate in a range of athletic events gaining knowledge of the correct techniques. Continuously developing fundamental movement skills through sprinting, long jump and throwing events. |