



Year 2 Curriculum Skills Overview (Subjects)

English	Maths	Science	Computing	History	Geography	Art	D&T	Music	PE	PSHE	RE
Speaking & Listening Listen respectfully to others ideas and build upon these with their responses. Speak clearly in front of a small group of peers using subject specific vocabulary. Begin to add some detail when recounting key events. Articulate their points clearly. Use word mats and other support devices to build on their subject specific vocabulary. Word Reading Decode words using taught phonics to support them. Decoding becomes embedded and fluency is improved. Reading is accurate. Read words containing two or more syllables. Read aloud books from our Monster Phonics and Book Band schemes that are in line with our taught phonics scheme. Read words containing common suffixes. Read a larger amount of common exception words. Pupils can confidently and fluently read aloud a broad range of texts that are appropriate for this age. Discuss the meaning of new vocabulary and draw links to vocabulary that they already know. Reading Comprehension Listen to and express their own views about a range of text types at a level beyond that of which they can read independently. Discuss the sequence of events in a book. Begin to explore the structure of different non-fiction texts. Pupils can recite some poems and use their	Counting Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or 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 Read and write numbers to at least 100 in numerals and in words Number and Place Value Compare and order numbers from 0 up to 100; use <, > and = signs Use place value and number facts to solve problems Addition and Subtraction 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 Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Multiplication and division Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Plants Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and warmth to grow and stay healthy Animals including Humans Know that animals, including humans, have offspring, which grow into adults. Know the basic stages in a life cycle for animals, including humans. Find out 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 Living things and their habitats Explore and compare the difference 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 micro habitats. Describe how animals obtain their food from plants and other	Computer Science Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors. Children's program designs display a growing awareness of the need for logical, programmable steps. Children can identify the parts of a program that respond to specific events and initiate specific actions Information Technology Children demonstrate an ability to organise data using, for example, a database such as 2Invesitgate and can retrieve specific data for	Historical Concepts Identify similarities and differences between ways of life within periods of history Use information and evidence to describe the past Chronological Awareness Understand the use of the words past and present. Order people and events which fit within a chronological framework. Use common words and phrases relating to the passing of time. Historical Sources Critically evaluate the usefulness of a wider range of sources and parts of sources (stories, eye-witness accounts, photographs, artefacts, buildings) to find out about the past. Legacy Identify the lives of significant individuals who contributed to national and international achievements.	Geographical enquiry Ask simple geographical questions. Use books, stories, maps, pictures/photos and the Internet as sources of information. Explain why things happen. Make simple comparisons between features of different places. Physical and Human Themes Identify different natural environments. Identify the poles and equator and link these to human and physical themes. Identify human and physical features. Map and atlas work Use a range of maps and satellite images. Locate countries, continents and seas. Direction/ Location Use compass directions including cardinal and intercardinal directions.	Exploring and developing ideas Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Evaluating and developing work Review what they and others have done and say what they think and feel about it. e.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook. Drawing Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Painting	Developing and planning and communicating ideas Generate ideas by drawing on their own and other people's experiences. Develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Identify simple design criteria. Make simple drawings and label parts. Working with tools, equipment, materials and components to make quality products Begin to select tools and materials; use vocabulary to name and describe them. Measure, cut and score with some accuracy. Use hand tools safely and appropriately. Assemble, join and combine materials in order to make a product. Cut, shape and join fabric to make a simple garment.	Listening and appraising Recognising timbre changes in music they listen to. Recognising structural features in music, they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work. Composing Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure.	Athletics Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances. Perform and compare different types of jumps. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance. Dance Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. Games Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Relationships R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R25. how to talk about and share their opinions on things that matter to them R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing , name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them Health and wellbeing H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire	God Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. Christians worship God and try to live in ways that please him. Incarnation Recognise that incarnation is part of the 'Big Story' of the Bible. Tell the story of the birth of Jesus and recognise the link with incarnation – Jesus is 'God on Earth'. Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous. Gospel Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts. Describe how Christians show their beliefs: for example, thanking God in prayer. Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs and prayer, in their church communities and their own lives. Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than

<p>intonation to make the meaning clear.</p> <p>Recognise and discuss repeating language in stories and poetry.</p> <p>Discuss their favourite phrases from the text.</p> <p>Infer how characters feel based on what they have said or what they are doing.</p> <p>Make predictions based upon events that have already happened.</p> <p>Participate in discussions about what they have read independently with others.</p> <p>Explain their understanding of what they have read both independently and as part of a group.</p> <p>Spelling and Phonics</p> <p>Use syllables with increasing confidence to support spelling.</p> <p>Segment words to aid with spelling using the phonemes taught in line with the Monster Phonics long term plan for Year 2 (Please see the Monster Phonics Long Term Plan).</p> <p>Spell homophones and near homophones identified in Appendix 1 of the National Curriculum.</p> <p>Accurately spell a growing number of common exception words outlined in the National Curriculum,</p> <p>Spell the first 200 high frequency words.</p> <p>Spell words with alternative pronunciations.</p> <p>Spell words with the suffixes 'ment', 'ness', 'ful', 'less' and 'ly'.</p> <p>Spell words ending in tion.</p> <p>Spell words with contractions.</p> <p>Begin to use the possessive apostrophe for singular nouns.</p> <p>Handwriting and Fine Motor</p> <p>Lower case letters are the correct size and are relative to the other letters.</p> <p>Begin to use the strokes needed to join letters.</p> <p>Grammar and Punctuation</p> <p>Demarcate sentences using full stops, capital letters,</p>	<p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in different contexts</p> <p>Fractions</p> <p>Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity</p> <p>Write simple fractions, for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and ½</p> <p>Geometry</p> <p>Properties of shapes</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects</p> <p>Geometry</p> <p>Position and direction</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>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)</p>	<p>animals, using the idea of a simple food chain, and identify and name the different sources of food</p> <p>Materials</p> <p>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 shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Digital Literacy</p> <p>Children can effectively retrieve relevant, purposeful digital content using a search engine.</p> <p>They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template.</p> <p>Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs.</p> <p>Children know the implications of inappropriate online searches.</p> <p>Children begin to understand how things are shared electronically such as posting work to</p>	<p>conducting simple searches.</p> <p>Children are able to edit more complex digital data such as music compositions within 2Sequence.</p> <p>Children are confident when creating, naming, saving and retrieving content.</p> <p>Children use a range of media in their digital content including photos, text and sound</p> <p>Digital Literacy</p> <p>Children can effectively retrieve relevant, purposeful digital content using a search engine.</p> <p>They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template.</p> <p>Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs.</p> <p>Children know the implications of inappropriate online searches.</p> <p>Children begin to understand how things are shared electronically such as posting work to</p>	<p>Fieldwork and Investigation</p> <p>Draw maps with a key.</p> <p>Local area study – observation and comparison.</p>	<p>Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts and objects.</p> <p>Printing</p> <p>Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p> <p>Textiles/ Collage</p> <p>Use a variety of techniques, weaving, French knitting, fabric crayons appliqué and embroidery.</p> <p>Create textured collages from a variety of media.</p> <p>Stitch, knot and use other manipulative skills.</p> <p>3D form</p> <p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>Build a textured relief tile.</p> <p>Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</p> <p>Digital media</p>	<p>Use basic sewing techniques. Follow safe procedures for food safety and hygiene. Choose and use appropriate finishing techniques.</p> <p>Evaluating processes and products</p> <p>Evaluate against their design criteria. Evaluate their products as they are developed, identifying strengths and possible changes they might make. Talk about their ideas, saying what they like and dislike about them.</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation</p>	<p>Creating simple melodies from five or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p> <p>Performing</p> <p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball. Vary types of throw used.</p> <p>Bounce and kick a ball whilst moving.</p> <p>Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p> <p>Know how to pass the ball in different ways.</p> <p>Use different ways of travelling at different speeds and following different pathways, directions or courses.</p> <p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p> <p>Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.</p> <p>Understand the importance of rules in games.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p> <p>Gymnastics</p> <p>Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p> <p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p> <p>Rocking for forward roll</p> <p>Crouched forward roll</p> <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn</p> <p>Cat spring</p> <p>Cat spring to straddle</p>	<p>safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L9. that not all information seen online is true</p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>	<p>Christians, exploring different ideas.</p> <p>Salvation</p> <p>Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).</p> <p>Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.</p> <p>Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</p> <p>World Major Faiths Islam Text/Narrative</p> <p>Recognise that the names 'Allah' and 'Muhammad' are important to Muslims.</p> <p>Suggest why the words of the Bismillah are important to Muslims.</p> <p>Tell a story about Muhammad and say what it teaches a Muslim about compassion.</p> <p>Recall some different names of Allah e.g. the doer of good, the generous, which show what a Muslim believes about God.</p> <p>Community Practice</p> <p>Use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan.</p> <p>Living</p> <p>Recall how Muslims prepare for and celebrate Eid-ul-Fitr.</p>
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question marks and exclamation marks with accuracy.

Understand the different types of sentences.

Use commas to separate items in a list.

Use apostrophes to mark where letters are missing in spelling and to mark singular nouns.

Correct and consistent use of present and past tense across a piece of writing.

Use the progressive form of verbs in present and past tense.

Use a range of subordinating and co-ordinating conjunctions,

Use expanded noun phrases for description.

Use of suffixes er, est, ly, ness, ful and less to change the function of a word.

Understand and identify nouns, verbs, adverbs and adjectives.

Writing- Planning

Plan or say aloud what they are going to write about.

Write down key words, ideas and new vocabulary to support them with their writing.

Discuss what they want to write by talking through their ideas with others.

Writing- Drafting

Write narratives about personal experiences and the experiences of others.

Write about real events.

Write a range of poetry.

Understand that writing can be completed for different purposes.

Writing- Editing

Evaluate their writing with their peers and teacher.

Read their own work to ensure it makes sense.

Read their own work checking that verbs are in the correct form.

Proofread to check for errors in spelling, grammar and punctuation.

Ratio

Proportion & algebra

Recognise patterns within the number system up to and beyond 100

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems

Measure

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

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

Statistics

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

the Purple Mash display board.

They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.

Explore ideas using digital sources i.e. internet.

Record visual information using digital cameras/ recorders.

Use a simple graphics package to create images and effects with:

Lines- by changing the size of brushes in response to ideas.

Shapes using eraser, shape and fill tools.

Colours and Texture using simple filters to manipulate and create images Use basic selection and cropping tools.

Hurdle step onto springboard

Straight jump off springboard

Tuck jump off springboard

Bunny hop

Front support wheelbarrow with partner

t-lever

scissor kick

Tiptoe, step, jump and hop Hopscotch

Skipping

Galloping

Straight jump half-turn

Standing balances

Kneeling balances

Large body part balances

Balances on apparatus

Balances with a partner

Pike, tuck, star, straight, straddle shapes

Front and back support

H11. about different feelings that humans can experience

H12. how to recognise and name different feelings

H13. how feelings can affect people's bodies and how they behave

H14. how to recognise what others might be feeling

H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things

H16. about ways of sharing feelings; a range of words to describe feelings

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

H24. how to manage when finding things difficult

H27. about preparing to move to a new class/year group

Living in the wider world

L15. that jobs help people to earn money to pay for things

L16. different jobs that people they know or people who work in the community do

L17. about some of the strengths and interests someone might need to do different jobs

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

L8. about the role of the internet in everyday life