New National Curriculum 2014: Year 2

English

Spoken Language (Key Stage 1)

listen and respond appropriately to adults and their peers
ask relevant questions to extend their understanding and knowledge
use relevant strategies to build their vocabulary
articulate and justify answers, arguments and opinions
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
speak audibly and fluently with an increasing command of Standard English
participate in discussions, presentations, performances, role play, improvisations and debates
gain, maintain and monitor the interest of the listener(s)
consider and evaluate different viewpoints, attending to and building on the contributions of others
select and use appropriate registers for effective communication.

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.

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 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.

Writing: Handwriting & Presentation

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.

Writing: 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.

Writing: Vocabulary, Grammar & Punctuation

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)

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)
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.

Music

Key Stage 1

use their voices expressively and creatively by singing songs and speaking chants and rhymes
play tuned and detuned instruments musically
listen with concentration and understanding to a range of high-quality live and recorded music
experiment with, create, select and combine sounds using the inter-related dimensions of music.

Maths

Number: Number & Place Value

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.

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

Number: Multiplication & Division

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 (X), division (÷) 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.

Number: Fractions

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

Measurement

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.

Geometry: Properties of Shapes

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.

Geometry: Position & Direction

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).

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.

History

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
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 [for example, 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]
significant historical events, people and places in their own locality

Physical Education

Key Stage 1

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
participate in team games, developing simple tactics for attacking and defending
perform dances using simple movement patterns.

Swimming & Water Safety

All schools must provide swimming instruction either in KS1 or KS2.

swim competently, confidently and proficiently over a distance of at least 25 metres
use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
perform safe self-rescue in different water-based situations.

Art & Design

Key Stage 1

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..

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Science

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:

asking simple questions and recognising that they can be answered in different ways
observing closely, using simple equipment
performing simple tests
identifying and classifying
using their observations and ideas to suggest answers to questions
gathering and recording data to help in answering questions.

Living Things & Their Habitats

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 micro-habitats
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.

Plants

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.

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.

Uses of Everyday Materials

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.

Geography

Key Stage 1

Locational Knowledge

name and locate the world's seven continents and five oceans
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge

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

Human & Physical Geography

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
use basic geographical vocabulary to refer to:
key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical Skills & Fieldwork

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
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
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
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.

Computing

Key Stage 1

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
use technology purposefully to create, organise, store, manipulate and retrieve digital content
recognise common uses of information technology beyond school
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.

Design & Technology

Key Stage 1

Design

design purposeful, functional, appealing products for themselves and other users based on design criteria
generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

explore and evaluate a range of existing products
evaluate their ideas and products against design criteria

Technical Knowledge

build structures, exploring how they can be made stronger, stiffer and more stable
explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking & Nutrition

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