

“We live, learn and love in His way.”



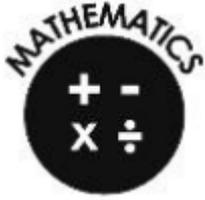
## Holy Family RC Primary School

### Curriculum information for Parents and Carers

Year 2

There is a requirement for all schools to publish the outline curriculum for each year group on their website. It is impossible to publish details of every aspect of the curriculum. This document outlines the key content. Staff will always be very happy to discuss the content of the curriculum in more detail with any parent or carer. It should be noted, that the details below are the ‘standard curriculum’ requirements; we constantly differentiate these to support and extend all pupils.

	<ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills until automatic decoding has become embedded and reading is fluent.</li> <li>• Read words containing common suffixes.</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding.</li> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Spell words with contracted forms e.g. don’t, I’ll, You’ve.</li> <li>• Learning to use the possessive apostrophe (singular) e.g. the girl’s book.</li> <li>• Spell homophones and near-homophones.</li> <li>• Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</li> <li>• Form lower-case letters of the correct size relative to one another.</li> <li>• 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.</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>• Use spacing between words that reflects the size of the letters.</li> <li>• Write narratives, real events and poetry.</li> <li>• Evaluate their writing with the teacher and their peers.</li> <li>• Learn how to use familiar and new punctuation – full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes.</li> <li>• Learn how to use different forms of sentences – statement, question, exclamation and command.</li> <li>• Use present and past tenses consistently.</li> <li>• Subordination conjunctions – if, that, because, or and coordination conjunctions – or, and, but.</li> </ul>



- Compare & order numbers up to 100.
- Read & write all numbers to 100 in digits & words.
- Distinguish between and use ordinal and cardinal numbers.
- To know one more and one less than a given number to 100.
- Say 10 more/less than any number to 100.
- Count in multiples of 2, 3 & 5 & 10 from any number up to 100.
- Count in 3s to 30, 60 and then to 99.
- Recall & use multiplication & division facts for 2, 5 & 10 tables.
- Recall & use +/- facts to 20.
- Derive & use related facts to 100.
- Recognise place value of any 2-digit number.
- Add & subtract: 2-digit no's & ones; 2-digit no's & tens; Two 2- digit no's; Three 1-digit no's (using column addition).
- Recognise & use inverse (+/-).
- Solve simple word problems that involve all four operations.
- Calculate & write multiplication & division calculations using multiplication tables.
- Recognise & use inverse ( $\times/\div$ ).
- Solve simple word problems involving multiplication/division up to 100.
- Recognise, find, name & write  $\frac{1}{3}$ ;  $\frac{1}{4}$ ;  $\frac{2}{4}$ ;  $\frac{3}{4}$  and  $\frac{2}{3}$  of a whole.
- Recognise equivalence of simple fractions.
- Count in halves and quarters to 10.
- Tell time to five minutes, including quarter past/to.
- Recognise & use language of dates: days of week, months and years.
- To estimate, compare, order, measure and record length, weight and capacity using standard units and measuring equipment (kg, ml, cm, °C).
- Read scales to the nearest numbered unit.
- Recognise coins and notes of different values - & use pounds and pence.
- Combine amounts to make values & match combinations of coins to amounts of money.
- Add 2 different amounts of money using combinations of notes and coins.
- Recognise and name 3D and 2D shapes and describe their properties.
- Compare & sort 2D and 3D shapes recognising similarities and differences.
- Identify and describe properties of polygons and non-polygons.
- Use vocabulary to describe position, direction and movement including rotation.
- Recognise a right angle in different contexts.
- Identify a line of symmetry in a simple shape.
- Be able to make own symmetrical shapes.
- Recognise odd & even numbers to 100.
- Use < and > symbols to compare & order numbers to 100.
- Construct & interpret pictograms, tables and simple graphs, e.g. block graph, bar chart, matrix table.
- Identify, represent and estimate numbers to 100 using different representations including the number line.



- Ask questions and with help suggest how to find out the answer. Ask questions such as 'What will happen if...?'
- Begin to make suggestions on how to carry out a simple test (I can suggest what to observe or do what I am trying to find out or what data to collect).
- Can make predictions and give reasons why.
- Is beginning to choose and use equipment appropriately and safely when investigating.
- Can make observations, (using senses), and describe what happened.
- Use observations to sort/group things. Make comparisons. Find simple patterns. Suggest criteria for sorting and find more than one way to sort.

	<ul style="list-style-type: none"> <li>• Is beginning to record in a variety of ways, e.g. tables, graphs, drawings, tally charts.</li> <li>• Use information from books and online information to find things out.</li> <li>• Can explain and interpret their results of investigations. Can say what they found out and what happened.</li> <li>• Is beginning to make measurements using non-standard and standard units of measurements appropriately.</li> <li>• Responds to prompts to suggest different ways they could have done things (say what went well and what didn't go well).</li> <li>• Collaborate: work together on investigations and say how others have helped in the group.</li> <li>• Match certain living things to the habitats they are found in.</li> <li>• Explain the differences between living and non-living things.</li> <li>• Describe some of the life processes common to plants &amp; animals including humans.</li> <li>• Describe how a habitat provides for the basic needs of things living there. Describe a range of habitats.</li> <li>• Describe what animals and plants need to survive.</li> <li>• Explain that animals grow and reproduce. Explain why animals have offspring.</li> <li>• Describe why exercise and a balanced diet are important to humans.</li> <li>• Describe what plants need to survive. Describe how seeds &amp; bulbs grow into plants.</li> <li>• Explain that plants grow and reproduce.</li> <li>• Sort living things into groups &amp; say why they sorted them in that way.</li> <li>• Compare how plants grow in different conditions by making measurements.</li> <li>• Identify &amp; compare a variety of animals and plants found in different habitats.</li> <li>• Explain how animals get their food and draw a simple food chain.</li> <li>• Can name some common materials; make observations of these and of common objects, communicate these using terms, e.g. bendy, rough, and hard.</li> <li>• Can compare, sort &amp; classify common materials based on their simple physical properties.</li> <li>• Distinguish between an object and the material it is made from.</li> <li>• Describe simple physical properties of a variety of everyday materials using appropriate vocabulary, e.g. transparent, opaque.</li> <li>• Can identify which materials are man-made and natural.</li> <li>• Explain how some materials can be changed by twisting, stretching, bending, squashing.</li> <li>• Can record observations of changes resulting from heating some materials.</li> <li>• Can describe how heating can change some materials.</li> <li>• Find out about people who developed useful new materials, e.g. Dunlop, Mackintosh, McAdam.</li> <li>• Explain how things move on different surfaces.</li> <li>• Know how to keep healthy: healthy eating, exercise, looking after teeth.</li> </ul>
<p><b>Religious Education</b></p>	<ul style="list-style-type: none"> <li>• We follow the Come &amp; See scheme of work, <a href="#">click here</a> to see the topics covered.</li> </ul>



- Understand that information can be stored both locally and on a “cloud.”
- Understand that a ‘cloud’ allows us to transfer and retrieve information on a variety of devices.
- Use a variety of apps and software to present information.
- 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.
- Remember some ways to keep safe when using the internet.
- Understand what an ‘algorithm’ is and explain how they are used.
- Can predict the outcomes of a set of algorithms.
- Understand what ‘debugging’ is and be able to debug an algorithm.
- Test and amend a set of algorithms.
- Use logical reasoning to predict the behaviour of simple programs.
- Use network paths to find stored information.
- Use search engines to find out information.
- Know the difference between emails and communication systems.
- Know that websites sometimes include pop-ups that take them away from the main site.
- Use bookmarks to mark useful websites.



- Use words & phrases like ‘before I was born’, before, after, past, present, now.
- Sequence events about own lives. Sequence events about a famous person.
- Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.
- Explain how their local area was different in the past.
- Recount some interesting facts from an historical event.
- Give examples of things which are different in their lives from that of their grandparents when they were young.
- Find out about the past by talking to an older person.
- Answer questions by using a specific source, such as an information book.
- Research the life of a famous Briton from the past using different resources to help them.
- Research a famous person who have contributed to international achievements.



- Label a diagram or photograph using some geographical vocabulary.
- Find out about a locality by using different sources of evidence.
- Find out about a locality by asking some good questions to someone else.
- Say what they like or dislike about their locality and another locality.
- Can point to the place I live on the map of the UK.
- Describe some physical features of own locality.
- Explain what makes a locality special.
- Describe some human features of own locality.
- Name the continents of the world and find them in an atlas.
- Name the world’s oceans and find them in an atlas.
- Name the main cities of England, Wales, Scotland and Ireland.

	<ul style="list-style-type: none"> <li>• Find where they live on a map of the UK.</li> <li>• Make sensible predictions about what the weather may be like in different parts of the world.</li> <li>• Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• Explain how weather affects different people</li> </ul>
<p>ART</p> 	<ul style="list-style-type: none"> <li>• Can mix and match colours, predict outcomes and mix my own black or brown.</li> <li>• Can select and use simple ICT mark making tools (brush &amp; pen).</li> <li>• Is beginning to appreciate the impact of light and dark on simple objects.</li> <li>• Learn about a range of artists and finding the similarities and differences between their work and making links to their own work.</li> <li>• Recognise the differences when using hard or soft pencil or thick or thin brushes.</li> <li>• Use a range of materials creatively to design and mark products.</li> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> </ul>
<p>DESIGN TECHNOLOGY</p> 	<ul style="list-style-type: none"> <li>• Can make a model which moves and which generally matches my design intention.</li> <li>• With minimal guidance, I can work with increasing care and accuracy, using the tools and techniques shown to me.</li> <li>• Can create a working model which matches my design intention, after having made judgements about what I want the design to do.</li> <li>• Can identify how well an object such as a puppet/toy works in relation to simple design criteria.</li> <li>• Can construct mechanisms by using construction kits and reclaimed materials.</li> <li>• After clarifying ideas through discussion, I have gained an understanding of how simple mechanisms related to moving vehicles work.</li> <li>• Select the right tools, techniques and materials and explain why I have chosen them.</li> <li>• Generate their idea through talking, drawing, mock-ups</li> </ul>
<p>MUSIC</p> 	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
<p>PE</p> 	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• Perform dances using simple movement patterns</li> </ul>