



Year 2 English

Spoken Language

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| <ul style="list-style-type: none">• I can ask question to get more information and clarify meaning.• I can talk in complete sentences.• I can decide when I need to use specific vocabulary.• I can take turns when talking in pairs or a small group.• I am aware that formal and informal situations require different language (beginning). | <ul style="list-style-type: none">• I can retell a story using narrative language and linking words and phrases.• I can hold the attention of people I am speaking to by adapting the way I talk.• I understand how to speak for different purposes and audiences (beginning).• I can perform a simple poem from memory. |
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Reading

Word Reading

- I can decode automatically and fluently.
- I can blend sounds in words that contain the graphemes we have learnt.
- I can recognise and read alternative sounds for graphemes.
- I can read accurately words of two or more syllables that contain the same GPCs.
- I can read words with common suffixes.
- I can read common exception words.
- I can read and comment on unusual correspondence between grapheme and phoneme.
- I read most words quickly and accurately when I have read them before without sounding out and blending.
- I can read most suitable books accurately, showing fluency and confidence.

Comprehension

- I can talk about and give an opinion on a range of texts.
- I can discuss the sequence of events in books and how they relate to each other.
- I use prior knowledge, including context and vocabulary, to understand texts.
- I can retell stories, including fairy stories and traditional tales.
- I can read for meaning and check that the text makes sense. I go back and re-read when it does not makes sense.
- I can find recurring language in stories and poems.
- I can talk about my favourite words and phrases in stories and poems.
- I can recite some poems by heart, with appropriate intonation.
- I can answer and ask questions.
- I can make predictions based on what I have read.
- I can draw (simple) inferences from illustrations, events, characters' actions and speech.

Writing: Spellings

- I can segment spoken words into phonemes and record these as graphemes.
- I can spell words with alternatives spellings, including a few common homophones.
- I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- I can identify phonemes in unfamiliar words and use syllables to divide words.



Year 2 English

Writing: Composition

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes, including real events.
- I can plan and discuss the content of writing and record my ideas.
- I am able to orally rehearse structured sentences or sequences of sentences.
- I can evaluate my own writing independently, with friends and with an adult.
- I can proof-read to check for errors in spelling, grammar and punctuation.

Handwriting

- I can form lower-case letters of the correct size relative to one another.
- I can begin to use some of the diagonal and horizontal strokes needed to join letters.
- I show that I know which letters are best left unjoined.
- I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I use spacing between words that reflects the size of the letters.

Grammar and Punctuation

Sentence structure

- I can use subordination and co-ordination.
- I can use expanded noun phrases.
- I can say how the grammatical patterns in a sentence indicate its function.

Text structure

- I consistently use the present tense and past tense correctly.
- I can use the progressive forms of verbs in the present and past tense.

Punctuation

- I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.
- I correctly use question marks and exclamation marks,
- I can use commas to separate items in a list.
- I can use apostrophes to show where letters are missing and to mark singular possession in nouns.



Year 2 Maths

Number, place value, approximation and estimation/rounding

- I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.
- I can read and write numbers to at least 100 in numerals and in words.
- I can compare and order numbers from 0 up to 100; using $<$ $>$ $=$ signs.
- I recognise the place value of each digit in a 2-digit number.
- I can identify, represent and estimate numbers using different representations, including the number line.
- I can use place value and number facts to solve problems.

Fractions, Decimals and Percentages

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

Calculations

- I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- I can add and subtract mentally, including:
 - A 2-digit number and ones
 - A 2-digit number and tens
 - Two 2-digit numbers
 - Adding three 1-digit numbers
- I can add and subtract numbers using concrete objects and pictorial representations, including:
 - A 2-digit number and ones
 - A 2-digit number and tens
 - Two 2-digit numbers
 - Adding three 1-digit numbers
- I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
- I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- I can solve problems with addition and subtraction applying my increasing knowledge of mental and written methods.
- I can recall and use multiplication and division facts for the 2, 5 and 10x tables, including recognising odd and even numbers.
- I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.
- I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.
- I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.



Year 2 Religious Education

Learning about religion:

- Can use religious words and phrases to identify some features of religion and its importance for some people.
- **Has begun to show awareness of similarities in religion**
- Can retell religious stories and suggest meanings for religious actions and symbols
- Can identify how religion is expressed in different ways

Learning from religion:

- Can ask and respond sensitively to, questions about their own and others' experiences and feelings
- Can recognise that some questions cause some people to wonder and are difficult to answer
- In relation to matters of right and wrong, they can recognise their own values and those of others

Believing /Story

What makes a good story?

- The Bible is a special book - Old and New Testaments
- Listen and respond to the story of Ruth (loyalty)
- Listen and respond to the story of David and Goliath (bravery, leadership)
- Listen and respond to the story of Samson and Delilah (trust and promises)
- Listen and respond to the story of The Good Samaritan (caring for 'outcasts')
- Listen and respond to the story of The Lost Sheep (God cares for everyone)
- Which story was your favourite and why?

Christmas: Why was the birth of Jesus such good news

To look at the story of Christmas from the perspective that it was good news then and now.

- How is good news delivered?
- Who passes on good news?
- Why was the birth of Jesus good news?
- Why is this news so important?
- What difference did it make to the world?
- How did the good news spread further?
- The news is very old, how can it still be good news?
- What do angels do and what do they look like?

Jewish Symbols and belonging

How does a Jewish person show they belong

- The importance of Jewish family life
- Shabbat
- Jewish symbols(menorah, mezuzah, shofar, seder plate)
- Special clothing - tallit, kippah
- What is Hannukah? (recap from Reception)
- Synagogue
- How does a Jewish person show they belong?

Easter signs and symbols

To extend pupils knowledge of the details of the Easter story.

- How do symbols help us to understand the meaning of the story?
- What do you think this means?
- Why is Easter the most important festival in the Christian calendar?
- What has saving people and rescue got to do with Jesus and Easter?

Leaders and Teachers

What is a leader?

- Who is Moses? (as a leader to the Jewish faith)
- What makes a good leader?
- Religious Leaders in the community (eg vicar)
- Leaders in the wider community eg Brownie/Scouts
- Religious Leaders in the wider community: Bishop, Queen
- To develop understanding of the Pope as a leader
- To develop understanding of Mother Teresa as leader
- How could you be a good leader

Jesus: Friend to everyone

To enjoy these stories of Jesus' Miracles

- What is a miracle?
- Why are these stories important?
- Why did Jesus welcome everyone?
- I wonder how it felt to meet Jesus?
- What did Jesus want us to learn from his behaviour?
- What do these stories reveal about Jesus?



Year 2 Science

Working scientifically

- I can ask simple scientific questions.
- I can use simple equipment to make observations.
- I can carry out simple tests.
- I can identify and classify things.
- I can suggest what I have found out.
- I can use simple data to answer questions

Biology: Living things and their habitats

- I can identify things that are living, dead and never lived.
- I can describe how a specific habitat provides for the basic needs of things living there (plants and animals).
- I can identify and name plants and animals in a range of habitats.
- I can match living things to their habitat.
- I can describe how animals find their food.
- I can name some different sources of food for animals.
- I can explain a simple food chain.

Biology: Animals including humans

- I can explain the basic stages in a life cycle for animals, including humans.
- I can describe what animals and humans need to survive.
- I can describe why exercise, a balanced diet and good hygiene are important for humans.

Biology: Plants

- I can describe how seeds and bulbs grow into plants.
- I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature).

Chemistry: Use of everyday materials

- I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.
- I can suggest why a material might or might not be used for a specific job.
- I can explore how shapes can be changed by squashing, bending, twisting and stretching.



Year 2 Computing

Algorithms and Programs	Data retrieving and organising	Communicating
<ul style="list-style-type: none">• Predict the outcomes of a set of instructions• Use right angle turns• Use the repeat commands• Test and amend a set of instructions• Write a simple program and test it• Predict what the outcome of a simple program will be	<ul style="list-style-type: none">• Find information on a website• Click links in a website• Print a web page to use as a resource• Experiment with text, pictures and animation to make a simple slide show• Use the shape tools to draw	<ul style="list-style-type: none">• Send and reply to messages sent by a safe email partner (within school)• Word process a piece of text• Insert / delete a words using the mouse and arrow keys• Highlight text to change its format (B, U, I)
Digital Literacy		
<ul style="list-style-type: none">• I use technology respectfully.• I know where to go for help if I am concerned.• I know how technology is used in school and outside of school.		



Year 2 E-Safety

Knowledge and Understanding

- I understand the different methods of communication (e.g. email, online forums etc).
- I know you should only open email from a known source.
- I know the difference between email and communication systems such as blogs and wikis.
- I know that websites sometimes include pop-ups that take me away from the main site.
- I know that bookmarking is a way to find safe sites again quickly.
- I have begun to evaluate websites and know that everything on the internet is not true.
- I know that it is not always possible to copy some text and pictures from the internet.
- I know that personal information should not be shared online.
- I know I must tell a trusted adult immediately if anyone tries to meet me via the internet.

Skills

- I follow the school's safer internet rules.
- I can use the search engines agreed by the school.
- I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc).
- I can use the internet for learning and communicating with others, making choices when navigating through sites.
- I can send and receive email as a class.
- I can recognise advertising on websites and learn to ignore it.
I can use a password to access the secure network.



Year 2 Music

Performing

- Sing and follow the melody (tune)
- Sing accurately at a given pitch
- Perform simple patterns and accompaniments keeping a steady pulse
- Perform with others
- Play simple rhythmic patterns on an instrument
- Sing / clap a pulse increasing or decreasing in tempo

Composing

- Order sounds to create a beginning, middle and end
- Create music in response to different starting points
- Choose sounds which create an effect
- Use symbols to represent sounds
- Make connections between notations and musical sounds

Appraising

- Improve their own work
- Listen out for particular things when listening to music



Year 2 History – HISTORICAL HEROES, RESCUE ME!

The Great Fire of London, Florence Nightingale. Space – The Moon Castles of Edward 1st

Chronological Understanding	Knowledge and Interpretation	Historical enquiry
<ul style="list-style-type: none">• Use words and phrases like ‘Before I was born’, ‘When I was younger’• Use phrases and words like before, after, past, present, then and now in their historical learning• Use the words past and present correctly• Use a range of appropriate words and phrases to describe the past• Sequence a set of events in chronological order and give reasons for that order	<ul style="list-style-type: none">• 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 the local area was different in the past• Recount some interesting facts from an historical event such as where the fire of London started• Give examples of things that are different in their life from that of their grandparents when they were young• Explain why Britain has a special history by naming some famous events and some famous people• Explain what is meant by a parliament	<ul style="list-style-type: none">• Find out something 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 about a famous event that happens in Britain and why it has been happening for some time• Research the life of someone who used to live in the area using the internet and other sources to find out about them



Year 2 Geography – AFRICAN ADVENTURE

A comparison between Southport and villages, towns and cities in Kenya (Masia Mara and Nairobi)

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none">• Label a diagram or photograph using some geographical words• 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 like and don't like about the locality and another locality like the seaside	<ul style="list-style-type: none">• Describe some features of own locality• Explain what makes a locality special• Describe some places which are not near the school• Describe a place outside• Europe using geographical Words• Describe some of the features associated with an island• Describe the key features of a place using words like: beach, coast, forest, hill, mountain, ocean and valley	<ul style="list-style-type: none">• Describe some human features of own locality such as the jobs that people do• Explain how the jobs people do may be different in different parts of the world• Consider whether people ever spoil the area. How?• Consider if people try to make the area better. How?• Explain what facilities a town or village might need	<ul style="list-style-type: none">• 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 major cities of England, Wales, Scotland and Ireland• Find where we live on a map of the UK



Year 2 Art

Drawing	Painting	Printing	Sketch Books
<ul style="list-style-type: none">• Use three different grades of pencil in their drawing (4B, 8B, HB)• Use charcoal, pencil and pastels• Create different tones using light and dark• Show patterns and texture in their drawings• Use a viewfinder to focus on a specific part of an artefact before drawing it	<ul style="list-style-type: none">• Mix paint to create all the secondary colours• Mix and match colours, predict outcomes• Mix their own brown• Make tints by adding white• Make tones by adding black	<ul style="list-style-type: none">• Create a print using pressing, rolling, rubbing and stamping• Create a print like a designer	<ul style="list-style-type: none">• Begin to demonstrate their ideas through photographs and in their sketch books• Set out their ideas, using 'annotation' in their sketch Books• Keep notes in their sketch books as to how they have changed their work
3D/ Textiles	Collage	Use of ICT	Knowledge
<ul style="list-style-type: none">• Make a clay pot• Join two finger pots together• Add line and shape to their work• Join fabric using glue• Sew fabrics together• Create part of a class patchwork	<ul style="list-style-type: none">• Create individual and group collages• Use different kinds of materials on collage and explain choices• Use repeated patterns in collage	<ul style="list-style-type: none">• Create a picture independently• Use simple IT mark-marking tools etc brush and pen pools• Edit own work• Take different photographs of themselves displaying different moods• Change photographic images on a computer	<ul style="list-style-type: none">• Link colours to natural and man-made objects• Say how other artist / craft maker / designer have used colour, pattern and shape• Create a piece of work in response to another artist's work



Year 2 Design and Technology – Christmas cross stitch, moon buggies _____

Developing, planning and communicating ideas	Working with tools, equipment, materials	Evaluating processes and product		
<ul style="list-style-type: none">• Think of ideas and plan what to do next• Choose the best tools and materials.• Give a reason for why those chosen are the best• Describe design by using pictures, diagrams, models and words	<ul style="list-style-type: none">• Join things (materials / components) together in different ways	<ul style="list-style-type: none">• Explain what went well with own work• Explain what would improve if did work again		
Cooking and nutrition	Textiles	Electrical and mechanical components	Stiff and flexible sheet materials	
<ul style="list-style-type: none">• Describe the properties of ingredients• Explain what it means to be hygienic• Be hygienic in the kitchen	<ul style="list-style-type: none">• Measure textile• Join textiles together to make something• Cut textiles• Explain why have chosen a certain textile	<ul style="list-style-type: none">• Join materials together as part of a moving product• Add some kind of design to the product	<ul style="list-style-type: none">• Measures materials to use in a model or structure• Join materials in different ways• Use joining, folding or rolling to make it stronger	



Year 2 P.E

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
<ul style="list-style-type: none">• Copy and remember Actions• Repeat and explore actions with control and coordination	<ul style="list-style-type: none">• Talk about what is different between what they did and what someone else did• Say how they could improve	<ul style="list-style-type: none">• Show how to exercise Safely• Describe how their body feels during different activities• Explain what their body needs to keep healthy	<ul style="list-style-type: none">• Perform body actions with control and co-ordination• Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling• Link actions• Remember and repeat dance phrases• Perform short dances, showing an understanding of expressive qualities• Describe the mood, feelings and expressive qualities of dance• Describe how dancing affects their body• Know why it is important to be active• Suggest ways they could improve their work
Games	Gymnastics		
<ul style="list-style-type: none">• Use hitting, kicking and / or rolling in a game• Stay in a 'zone' during a Game• Decide where the best place to be is during a Game• Use one tactic in a game• Follow rules	<ul style="list-style-type: none">• Plan and show a sequence of movements• Use contrast in their sequences• Movements are controlled• Think of more than one way to create a sequence which follows a set of 'rules'• Work on their own and with a partner		



Year 2 French

Listening and Responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none">• Understand a range of familiar statements• Understand a range of familiar questions	<ul style="list-style-type: none">• Give short and simple responses to what they see and hear• Name and describe people• Name and describe places• Name and describe objects• Use (set) phrases	<ul style="list-style-type: none">• Read and understand short phrases• Read aloud single words and phrases• Use books or glossaries to find the meanings of new words	<ul style="list-style-type: none">• Copy a short familiar Phase• Write or word-process set phrases we use in class