

National Curriculum 2014 Planning Document Statutory Requirements Year 2

This document contains all of the statutory requirements of the National Curriculum (2014) broken down by subject. Please note this document should also be read in conjunction with the English and Maths appendices.

The document is to support the long, medium and short term planning processes to ensure both full coverage and progression. In the non-core subjects it is important that Key Stage teams plan for progression as this is not prescribed within the curriculum document. This document will form the start of the planning process and can be used as a monitoring tool to ensure all elements of the core areas are covered within the National Curriculum Year Group.

			ENGLISH			
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
Pupils should be taught to: Ilisten and respond appropriat ely to adults and their peers ask relevant questions to extend their understan ding and knowledg e use relevant strategies to build their vocabular y articulate and justify answers, argument s and opinions give well-	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	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 nonfiction 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	Spelling (see English Appendix 1) Pupils should be taught to: 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	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 unjoined write capital letters and digits of the correct size, orientation and relationship	Pupils should be taught to: 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	Pupils should be taught to: 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

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through speculatin g, hypothesi sing, imagining and exploring ideas speak audibly and fluently with an increasin g command of Standard English participat e in discussio ns, presentati ons, performa nces, role play, improvisa tions and debates	blending, when they have been frequently encountere d read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatical ly and without undue hesitation re-read these books to build up their fluency and confidence in word	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		
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			Maths				
Number – Number and Place Value	Number – Addition and subtraction	Number – Multiplication and division	Number – fractions	Measurement	Geometry – Properties of shape	Geometry – Position and direction	Statistics
Pupils should be taught to: 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	Pupils should be taught to: 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	Pupils should be taught to: 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 (×), 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	Pupils should be taught to: 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 write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	Pupils should be taught to: 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	Pupils should be taught to: 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	Pupils should be taught to: 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).	Pupils should be taught to: Interpret and construct simple pictogram s, 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

	words		ones	•	solve problems		pence (p);	shapes and	about
			a two-digit		involving		combine	everyday	totalling
•	use place value		number and		multiplication		amounts to make	objects.	and
	and number		tens		and division,		a particular value		comparing
	facts to solve				using materials,	_	final aliffanant		categorical
	problems.		 two two-digit 		arrays, repeated	•	find different		data.
			numbers		addition, mental		combinations of		
			adding three		methods, and		coins that equal the same		
			one-digit		multiplication		amounts of		
			numbers		and division				
		• s	show that addition of		facts, including		money		
			two numbers can be		problems in	•	solve simple		
			done in any order		contexts.		problems in a		
			(commutative) and				practical context		
		,	subtraction of one				involving addition		
			number from another				and subtraction		
		c	cannot				of money of the		
							same unit,		
			recognise and use the				including giving		
			nverse relationship				change		
			petween addition and				compare and		
			subtraction and use this				sequence		
			to check calculations				intervals of time		
			and solve missing						
		ı	number problems.			•	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.		

		Science		
Working Scientifically	Living Things and their habitats	Plants	Animals, inc Humans	Use of everyday materials
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.	 Pupils should be taught to: 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 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. 	Pupils should be taught to: 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.	 Pupils should be taught to: 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. 	Pupils should be taught to: 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.

	Non-Core Subjects							
Art & Design	Computing	Design & Technology	Geography	History	Music	PE		
Pupils should be taught: 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.	Pupils should be taught to: 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	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to: **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, mockups and, where appropriate, information and communication technology	Pupils should be taught to: 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 and physical geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the	Pupils should be taught about: 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,	Pupils should be taught to: 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 experiment with, create, select and combine sounds using the inter- related dimensions of music.	Pupils should be taught to: 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.		

	r == -			
for help and support	Make	world in relation to	Christopher	
when they have	 select from and use 	the Equator and the	Columbus and Neil	
concerns about	a range of tools and	North and South	Armstrong, William	
content or contact	equipment to	Poles	Caxton and Tim	
on the internet or	perform practical	use basic	Berners-Lee, Pieter	
other online	tasks [for example,		Bruegel the Elder	
technologies.	cutting, shaping,	geographical	and LS Lowry, Rosa	
	joining and	vocabulary to refer	Parks and Emily	
	finishing]	to:	Davison, Mary	
	 select from and use 	key physical	Seacole and/or	
		features,	Florence	
	a wide range of	including:	Nightingale and	
	materials and	beach, cliff,	Edith Cavell]	
	components,	coast, forest,		
	including	hill,	significant historical	
	construction	mountain,	events, people and	
	materials, textiles	sea, ocean,	places in their own	
	and ingredients,	river, soil,	locality.	
	according to their	valley,		
	characteristics	vegetation,		
		season and		
	Evaluate	weather		
	explore and			
	evaluate a range of	 key human 		
	existing products	features,		
	evaluate their ideas	including:		
		city, town,		
	and products	village,		
	against design	factory, farm,		
	criteria	house,		
		office, port,		
	Technical knowledge	harbour and		
	 build structures, 	shop		
	exploring how they			
	can be made	Geographical skills and		
	stronger, stiffer and	fieldwork		
	more stable	use world maps,		
	 explore and use 	atlases and globes		
	mechanisms [for	to identify the United		
	I	Kingdom and its		
	example, levers,	countries, as well as		
	sliders, wheels and	·		

axles], in	
products	s. continents and
	oceans studied at
Cooking & Nuti	trition this key stage
Pupils should b	ne taught to:
	use simple compass
Key stage 1	directions (North,
■ use the b	
principles	
	and varied and directional
diet to pr	
dishes	example, near and
■ understa	far; left and right], to
	noc from
1000 0011	or realures 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.