



# St Peter's CE (VA) Primary School

## Year Two Curriculum Coverage

### Literacy and Numeracy

#### Reading

- Develop phonics until decoding secure
- Blend the sounds in words that contain the graphemes taught so far.
- Read accurately words of two or more syllables that contain the graphemes taught so far.
- Read common suffixes
- Read & re-read phonic-appropriate books
- Read common 'exception' words
- Develop pleasure in reading, motivation to read, vocabulary and understanding.\*
- Discuss & express views about fiction, non-fiction & poetry
- Become familiar with & retell stories
- Understand both the books they can already read accurately and fluently and those they listen to.\*
- Ask & answer questions; make predictions
- Begin to make inferences
- Participate in discussion about books, poems and other works\*
- Explain and discuss their understanding of books, poems and other material\*

#### Writing

- Spell by segmenting into phonemes
- Learning new ways of spelling phonemes for which one or more spellings are already known...
- Learning to spell more words with contracted forms.
- Learning the possessive apostrophe (singular).
- Distinguishing between homophones and near-homophones.
- Learn to spell common 'exception' words
- Spell using common suffixes, etc.
- Add suffixes to spell longer words: -ment, -ness, -ful, -less, -ly.
- Write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.
- Use appropriate size letters & spaces
- Develop positive attitude & stamina for writing
- Begin to plan ideas for writing
- Record ideas sentence-by-sentence
- Make simple additions & changes after proof-reading
- Read aloud what they have written with appropriate intonation to make the meaning clear.

#### Speaking & Listening

- Articulate & Justify answers
- Initiate & respond to comments
- Use spoken language to develop understanding

#### Grammar

- Use . ! ? , and ' (apostrophe for contracted forms and the possessive - singular)
- Use simple conjunctions
- Begin to expand noun phrases
- The present and past tense is correctly and consistently including the progressive form.
- Subordination (using, *when, if, that, or because*) and coordination (using *or, and* or *but*)
- Use some features of standard English

<b>Number/Calculation</b> <ul style="list-style-type: none"> <li>□ Know 2, 5, 10x tables</li> <li>□ Begin to use place value (T/U)</li> <li>□ Count in 2s, 3s, 5s &amp; 10s</li> <li>□ Identify, represent &amp; estimate numbers</li> <li>□ Compare / order numbers, inc. &lt; &gt; =</li> <li>□ Write numbers to 100</li> <li>□ Know number facts to 20 (+ related to 100)</li> <li>□ Use x and ÷ symbols</li> <li>□ Recognise commutative property of multiplication</li> </ul>	<b>Geometry &amp; Measures</b> <ul style="list-style-type: none"> <li>□ Know and use standard measures</li> <li>□ Read scales to nearest whole unit</li> <li>□ Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds</li> <li>□ Tell time to the nearest 5 minutes</li> <li>□ Identify &amp; sort 2-d &amp; 3-d shapes</li> <li>□ Identify 2-d shapes on 3-d surfaces</li> <li>□ Order and arrange mathematical objects</li> <li>□ Use terminology of position &amp; movement</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>□ Find and write simple fractions</li> <li>□ Understand equivalence of e.g. <math>\frac{2}{4} = \frac{1}{2}</math></li> </ul>	<b>Data</b> <ul style="list-style-type: none"> <li>□ Interpret simple tables &amp; pictograms</li> <li>□ Ask &amp; answer comparison questions</li> <li>□ Ask &amp; answer questions about totalling</li> </ul>
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### Science Objectives

<b>Science Explorers (YA)</b> <ul style="list-style-type: none"> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>• 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.</li> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>• 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.</li> </ul>	<b>Science Music through the Ages (YA)</b> <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.</p>
<b>Science Sports Camp (YA)</b> <ul style="list-style-type: none"> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<b>Science Sunflowers (YA)</b> <ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>• Observe and describe how seeds and bulbs grow into mature plants.</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>
<b>Science Wacky Races (YA)</b> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> </ul>	<b>Science Enchanted Wood (YB)</b> <ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> </ul>

<ul style="list-style-type: none"> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>
<b>Science Paws, claws and whiskers (YB)</b> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Notice that animals, including humans, have offspring which grow into adults.</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> </ul>	<b>Science Great Fire (YB)</b> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>

## Foundation Subject Objectives

### History

Year A	Year B
Music through the Ages Victorians	Great Fire

- I understand when the period of history I am studying was.
- I can place people and events on a time line.
- I understand the concepts of continuity and change over time.
- I can ask historical questions.
- I can find out the answers to historical questions.
- I understand the different ways the past is represented.
- I can use sources from the past to show I know about key events.
- I can identify similarities and differences between periods in history.
- I can describe significant people or events in history and why they were important.
- I can suggest causes and consequences of some of the main events and changes in history
- I can use words and phrases to show time:
- I can use a wide range of historical words in my work.

### Geography

Year A	Year B
Explorers	Planes, trains and automobiles

- I can locate places on the map.
- I understand about different places.
- I can compare different places around the World.
- I can ask geographical questions.
- I can answer geographical questions.
- I can use a wide range of geographical words in my work.
- I can share my knowledge in a number of ways.
- I can use a wide range geographical and fieldwork skills:- field sketching
- Map skills - direction / location / using / drawing / scale
- Measuring
- Photography
- Video / Audio recording
- Questionnaire

<b>Art &amp; Design (KS1)</b> <ul style="list-style-type: none"> <li>□ Use a range of materials</li> <li>□ Use drawing, painting and sculpture</li> <li>□ Develop techniques of colour, pattern, texture, line, shape, form and space</li> <li>□ Learn about range of artists, craftsmen and designers</li> </ul>	<b>Design &amp; Technology (KS1)</b> <ul style="list-style-type: none"> <li>□ Design purposeful, functional &amp; appealing products</li> <li>□ Generate, model &amp; communicate ideas</li> <li>□ Use range of tools &amp; materials to complete practical tasks</li> <li>□ Evaluate existing products &amp; own ideas</li> <li>□ Build and improve structure &amp; mechanisms</li> <li>□ Understand where food comes from</li> </ul>	<b>Physical Education</b> <ul style="list-style-type: none"> <li>□ Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</li> <li>□ Participate in team games</li> <li>□ Perform dances using simple movement</li> <li>□ Swimming proficiency at 25m (KS1 or KS2)</li> </ul>	<b>Computing</b> <ul style="list-style-type: none"> <li>□ Understand use of algorithms</li> <li>□ Write &amp; test simple programs</li> <li>□ Use logical reasoning to make predictions</li> <li>□ Organise, store, retrieve &amp; manipulate data</li> <li>□ Communicate online safely and respectfully</li> <li>□ Recognise uses of IT outside of school</li> </ul>
<b>Music</b> <ul style="list-style-type: none"> <li>□ Sing songs</li> <li>□ Play tuned &amp; untuned instruments musically</li> <li>□ Listen &amp; understand live and recorded music</li> <li>□ Make and combine sounds musically</li> </ul>	<b>Religious Education</b> Continue to follow locally- agreed syllabus for RE	<b>PSHE</b> <ul style="list-style-type: none"> <li>□ Keeping Myself Healthy</li> <li>□ Differences</li> <li>□ Others and me in my Class</li> <li>□ Developing Confidence</li> <li>□ Keeping Money Safe</li> </ul> Rights and Responsibilities	