KS1 English, Year 2 Maths - 2014 National Curriculum Programmes of Study

Spoken language (Y1 to Y6) ✳listen & respond ✳ask questions to extend understanding & knowledge ✳build vocabulary ✳articulate & justify answers, arguments and opinions ✳give well-structured description ✳participate actively in collaborative conversations ✳speculate, hypothesise, imagine & exploring ideas ✳participate in discussions, presentations, performances, role play, improvisations & debates ✳gain, maintain & monitor the interest of the listener(s) ✳consider & evaluate different viewpoints

Handwriting • form lower-case letters of the correct size relative to one another • start using some of the diagonal & horizontal strokes needed to join letters & understand which letters, when adjacent to one another, are best left unjoined • write capital letters & digits of the correct size, orientation & relationship to one another & to lower case letters · use spacing between words that reflects the size of the letters.

Reading – word level

- apply phonic knowledge & skills to decode words until automatic decoding has become embedded & 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 & sound & where these occur in the word
- read most words quickly & accurately, without overt sounding & blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically & without undue hesitation
- re-read these books to build up their fluency & confidence in word reading.

Reading - comprehension

develop pleasure, motivation, vocabulary & understanding:

- listening to, discuss & express views about a wide range of contemporary & classic poetry, stories & non-fiction at a level beyond that at which they can read independently
- discussing sequence of events in books & how items of info. are related
- becoming increasingly familiar with & retelling a wider range of stories, fairy stories & traditional tales
- introduce to non-fiction books - structured in different ways
- recognising simple recurring literary language in stories & poetry
- discussing & clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words & phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these & reciting some, with app. intonation to make the meaning clear

understand both the books that they can already read accurately & fluently & those that they listen to by:

- drawing on what they already know or on background information & vocabulary provided by the teacher
- checking that the text makes sense to them as they read & correcting inaccurate reading
- making inferences on the basis of what is being said & done
- answering & asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns & listening to what others say
- explain & discuss their understanding of books, poems & other material, both those that they listen to & those that they read for themselves.

Writing – transcription spell by:

- segmenting spoken words into phonemes & representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, & 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 & near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules & guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher include words using the GPCs, common exception words & punctuation taught so far.

Writing – composition

develop positive attitudes & stamina for writing:

- writing narratives about personal experiences & those of others (real & fictional)
- writing about real events • writing poetry • writing for different purposes

Plan before they start writing by:

- planning or saying out loud what they are going to write about
- writing down ideas &/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions & corrections to their own writing by:

- evaluating their writing with the teacher & other pupils
- re-reading to check that their writing makes sense & that verbs to indicate time are used correctly & consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar & punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with app. intonation to be clear.

Writing – vocabulary, grammar & punctuation

develop their understanding of Appendix 2 by:

- learning how to use both familiar & new punctuation correctly, full stops, capital letters, exclamation marks, question marks, commas for lists & apostrophes for contracted forms & the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe & specify [eg, the blue butterfly]
- the present & past tenses correctly & consistently including the progressive form
- subordination (using when, if, that, or because) & co-ordination (using or, &, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use & understand the grammatical terminology in English Appendix 2 in discussing their writing.

Number–number & place value

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

Number – addition & subtraction

solve problems with + & - :

- using concrete objects & pictorial representations, including those involving numbers, quantities & measures
- applying their increasing knowledge of mental & written methods
- recall & use addition & subtraction facts to 20 fluently, & derive & use related facts up to 100

+ & - Nos. using objects, pictures & mentally:

- a two-digit number & ones
- a two-digit number & tens
- two two-digit numbers
- adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) & subtraction of one number from another cannot
- recognise & use the inverse relationship between addition & subtraction & use this to check calculations & solve missing number problems.

Geometry – position & direction

- order & arrange combinations of mathematical objects in patterns & sequences
- use mathematical vocabulary to describe position, direction & movement, including movement in a straight line & distinguishing between rotation as a turn & in terms of right angles for quarter, half & three-quarter turns (clockwise & anti- clockwise).

Number – multiplication & division

- recall & use multiplication & division facts for the 2, 5 & 10 multiplication tables, including recognising odd & even numbers
- calculate mathematical statements for multiplication & division within the multiplication tables & write them using the multiplication (×), division (÷) & equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) & division of one number by another cannot
- solve problems involving multiplication & division, using materials, arrays, repeated addition, mental methods, & multiplication & division facts, including problems in contexts.

Fractions

- recognise, find, name & write fractions of a length, shape, set of objects or quantity e.g. ½, 1/3, ¼, 2/4
- write simple fractions for example ½ of 6 = 3 & recognise the equivalence of ½ and 2/4

Geometry – properties of shapes

- identify & describe the properties of 2-D shapes, including the number of sides & line symmetry in a vertical line
- identify & describe the properties of 3-D shapes, including the number of edges, vertices & faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder & a triangle on a pyramid]
- compare & sort common 2-D & 3-D shapes & everyday objects.

Measurement

- choose & use appropriate standard units to estimate & 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 & measuring vessels
- compare & order lengths, mass, volume/capacity & record the results using >, < & =
- recognise & use symbols for pounds (£) & 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 & subtraction of money of the same unit, including giving change
- compare & sequence intervals of time
- tell & write the time to five minutes, including quarter past/to the hour & draw the hands on a clock face to show these times
- know the number of minutes in an hour & the number of hours in a day.

Statistics

- interpret & construct simple pictograms, tally charts, block diagrams & simple tables
- ask & answer simple questions by counting the number of objects in each category & sorting the categories by quantity
- ask & answer questions about totalling & comparing categorical data.

Year 2 Science & KS1 Foundation - 2014 National Curriculum Programmes of Study

Working scientifically
- 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 & ideas to suggest answers to questions
- gathering & recording data to help in answering questions.

Plants
- observe & describe how seeds & bulbs grow into mature plants
- find out & describe how plants need water, light & a suitable temperature to grow & stay healthy.

Everyday materials
- identify & compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper & cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting & stretching.

Animals, including humans
- notice that animals, including humans, have offspring which grow into adults
- find out about & describe the basic needs of animals, including humans, for survival (water, food & air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, & hygiene.

Living things and their habitats
- explore & compare the differences between things that are living, dead, & things that have never been alive
- identify that most living things live in habitats to which they are suited & describe how different habitats provide for the basic needs of different kinds of animals & plants, & how they depend on each other
- identify & name a variety of plants & animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants & other animals, using the idea of a simple food chain, & identify & name different sources of food.

Art & Design
- to use a range of materials creatively to design & make products
- to use drawing, painting & sculpture to develop & share their ideas, experiences & imagination
- to develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space
- about the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices and disciplines, & making links to their own work.

Computing
- understand what algorithms are; how they are implemented as programs on digital devices; & that programs execute by following precise and unambiguous instructions
- create & debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate & retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely & respectfully, keeping personal information private; identify where to go for help & support when they have concerns about content or contact on the internet or other online technologies.

Design & Technology

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

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

Evaluate
- explore & 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 & more stable
- explore & use mechanisms [eg, levers, sliders, wheels and axles], in their products.

Geography

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

Place knowledge
- understand geographical similarities & differences through studying the human & 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 & daily weather patterns in the United Kingdom & the location of hot & cold areas of the world in relation to the Equator & 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 and fieldwork
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents & oceans studied at this key stage
- use simple compass directions (North, South, East and West) & locational & directional language [eg, near and far; left and right], to describe the location of features & routes on a map
- use aerial photographs & plan perspectives to recognise landmarks & basic human & physical features; devise a simple map; & use and construct basic symbols in a key
- use simple fieldwork & observational skills to study the geography of their school & its grounds & the key human & physical features of its surrounding environment.

History
- 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 [eg, 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 & international achievements. Some should be used to compare aspects of life in different periods [eg, 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.

PE
- 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.

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

Languages
- Not required @ KS1

Religious Education
- Continue to follow locally agreed syllabus for RE