

St. Thomas's CE Primary School

National Curriculum 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: listen 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

structured	 read 	books that are	possessive	to one	 make simple additions, 	correctly and
descriptio	accurately	structured in	apostrophe	another and	revisions and corrections	consistently
ns,	words of	different ways	(singular) [for	to lower	to their own writing by:	including the
explanati	two or	recognising	example, the girl's	case letters	 evaluating their 	progressive form
ons and	more	simple recurring	book]	use spacing	writing with the	subordination
narratives	syllables	literary language		ace opaoling	teacher and other	(using when, if, that,
for	that	in stories and	 distinguishing 	between words that	pupils	or because) and co-
different	contain the	poetry	between	reflects the	 re-reading to 	ordination (using or,
purposes,	same	 discussing and 	homophones and	size of the	check that their	and, or but)
including	graphemes	clarifying the	near-homophones	letters.	writing makes	 the grammar for
for	as above	meanings of		lellers.	sense and that	year 2 in English
expressin	 read words 	words, linking	 add suffixes to spell 		verbs to indicate	Appendix 2
g feelings	containing	new meanings to	longer words,		time are used	
 maintain 	common	known vocabulary	including -ment, -		correctly and	 some features of
attention	suffixes	-	ness, –ful, –less, –ly		consistently,	written Standard
and		 discussing their 			including verbs in	English
participat	 read 	favourite words	 apply spelling rules 		the continuous	use and understand
e actively	further	and phrases	and guidance, as		form	the grammatical
in	common	 continuing to build 	listed in English			terminology in
collaborat	exception	up a repertoire of	<u>Appendix 1</u>		 proof-reading to 	English Appendix 2
ive	words,	poems learnt by			check for errors	in discussing their
conversat	noting	heart,	 write from memory 		in spelling,	writing.
ions,	unusual	appreciating	simple sentences		grammar and	_
staying	correspond	these and reciting	dictated by the		punctuation [for example, ends of	
on topic	ences	some, with	teacher that include		sentences	
and	between	appropriate	words using the		punctuated	
initiating	spelling	intonation to	GPCs, common		correctly]	
and	and sound	make the	exception words		conectiyj	
respondin	and where	meaning clear	and punctuation		 read aloud what 	
g to	these occur in	understand both the	taught so far.		they have written	
comment	the word	books that they can			with appropriate	
s		already read accurately			intonation to	
	 read most 	and fluently and those			make the	
 use 	words	that they listen to by:			meaning clear.	
spoken	quickly and	 drawing on what 				
language	accurately,	they already know				
to	without	or on background				
develop	overt	information and				
understan	sounding	vocabulary				
ding	and	vocabulary				

through	blending,	provided by the		
speculatin	when they	teacher		
g,	have been	 checking that the 		
hypothesi	frequently	text makes sense		
sing,	encountere	to them as they		
imagining	d	read and		
and	read aloud	correcting		
exploring		inaccurate		
ideas	books	reading		
	closely	-		
speak	matched to	 making inferences 		
audibly	their	on the basis of		
and	improving	what is being said		
fluently	phonic	and done		
with an	knowledge,	 answering and 		
increasin	sounding	asking questions		
g	out	 predicting what 		
command	unfamiliar	might happen on		
of	words	the basis of what		
Standard	accurately,	has been read so		
English	automatical	far		
n entiein et	ly and	Tar		
participat	without	 participate in discussion 		
e in	undue	about books, poems and		
discussio	hesitation	other works that are read to		
ns,	 re-read 	them and those that they		
presentati	these	can read for themselves,		
ons,	books to	taking turns and listening		
performa		to what others say		
nces, role	build up	-		
play,	their	 explain and discuss their 		
improvisa	fluency and	understanding of books,		
tions and	confidence	poems and other material,		
debates	in word	both those that they listen		
gain,	reading.	to and those that they		
maintain		read for themselves.		
and				
monitor				
the				
interest of				
the		<u> </u>		l

	listener(s)			
	consider			
	and			
	evaluate			
	different			
	viewpoint			
	S,			
	attending			
	to and			
	building			
	on the			
	contributi			
	ons of			
	others			
•	select			
	and use			
	appropriat			
	е			
	registers			
	for			
	effective			
	communi			
	cation.			

			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	Pupils should be taught to: Solve problems with addition and subtraction: Using concrete objects and pictorial	 Pupils should be taught to: recall and use multiplication and division facts for the 2, 5 and 10 multiplication 	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	Pupils should be taught to: choose and use appropriate standard units to estimate and measure	Pupils should be taught to: identify and describe the properties of 2- D shapes, including the number of	Pupils should be taught to: order and arrange combinations of mathematical objects in	Pupils should be taught to: interpret and construct simple pictogram

1													-	
	and backward	representations,		tables, including		length, shape,		length/height in		sides and line		patterns and		s, tally
	recognise the	including those		recognising odd		set of objects or		any direction		symmetry in a		sequences		charts,
	place value of	involving		and even		quantity		(m/cm); mass		vertical line		use		block
	each digit in a	numbers,		numbers		write simple		(kg/g);		identify and	-	mathematical		diagrams
	•	quantities and		calculate		fractions for		temperature	_	describe the				and simple
	two-digit number	measures	-	mathematical		1		(°C); capacity		properties of 3-		vocabulary to describe		tables
	(tens, ones)	 applying their 				example, $\frac{1}{2}$ of		(litres/ml) to the		D shapes,				
•	identify,	increasing		statements for		6 = 3 and		nearest		• •		position,	•	ask and
	represent and	knowledge of		multiplication and		recognise the		appropriate unit,		including the number of		direction and		answer
	estimate	mental and		division within the		equivalence of		using rulers,				movement,		simple
	numbers using	written methods		multiplication		•		scales,		edges, vertices		including		questions
	different	whiten methods		tables and write		$\frac{2}{4}$ and $\frac{1}{2}$.		thermometers		and faces		movement in a		by
	representations,	 recall and use addition 		them using the		7 4		and measuring	•	identify 2-D		straight line		counting
	including the	and subtraction facts to		multiplication (x),				vessels		shapes on the		and		the
	number line	20 fluently, and derive		division (÷) and						surface of 3-D		distinguishing		number of
		and use related facts up	1	equals (=) signs			•	compare and		shapes [for		between		objects in
•	compare and	to 100		show that				order lengths,		example, a		rotation as a		each
	order numbers		_	multiplication of				mass,		circle on a		turn and in		category
	from 0 up to	 add and subtract 		two numbers can				volume/capacity		cylinder and a		terms of right		and
	100; use <, >	numbers using concrete		be done in any				and record the		triangle on a		angles for		sorting the
	and = signs	objects, pictorial		,				results using >, <		pyramid]		quarter, half		categories
		representations, and		order				and =		pyramaj		and three-		by quantity
	read and write	mentally, including:		(commutative)					- 1	compare and		quarter turns		
	numbers to at	a two-digit		and division of			•	recognise and		sort common 2-		(clockwise and	•	ask and
	least 100 in	number and		one number by				use symbols for		D and 3-D		anti-clockwise).		answer
	numerals and in	ones		another cannot				pounds (£) and		shapes and				questions
	words			solve problems				pence (p);		everyday				about
	use place value	 a two-digit 		involving				combine		objects.				totalling
_	and number	number and		multiplication				amounts to make						and
	facts to solve	tens		and division,				a particular value						comparing
	problems.	 two two-digit 		using materials,				find different						categorical
	problems.	numbers		arrays, repeated			-	combinations of						data.
		 adding three 												
		one-digit	1	addition, mental				coins that equal						
		numbers		methods, and				the same						
		hambers	1	multiplication				amounts of						
		 show that addition of 	1	and division				money						
		two numbers can be		facts, including				solve simple						
		done in any order		problems in				problems in a						
		(commutative) and		contexts.				practical context						
		subtraction of one						involving addition						
			1				L	Sitting addition	1		l			

number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	and subtraction of money of the same unit, including giving change • compare and sequence intervals of time • 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
	hour and the number of hours in a day.

	Science								
Working Scientifically	Living Things and their	Plants	Animals, inc Humans	Use of everyday materials					
	habitats								
 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 	 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 	 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) 	 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 					

	equipment		basic needs of different kinds of	f	•	 describe the importance for	m	aterials can be changed by
•	performing simple tests identifying and classifying using their observations and ideas to suggest answers to		animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro-			humans of exercise, eating the right amounts of different types of food, and hygiene.		juashing, bending, twisting nd stretching.
	questions		habitats					
•	gathering and recording data to help in answering questions.	•	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.					

			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.

for help and support Male • select from and use a range of tools and equipment to perform practical technologies. • world in reliation to the Equators and the quipment to perform practical tasks for example, outring, shaping, joining and finishing] • world in reliation to the Equators and the Quipment to perform practical tasks for example, outring, shaping, joining and finishing] • world in reliation to the Equators and the Quipment to perform practical tasks for example, outring, shaping, joining and finishing] • world in reliation to the Equators and the Quipment to perform practical tasks for example, outring, shaping, joining and finishing] • world in reliation to the Equators and the Vocesulary to refer to: Christopher Castron and time Burueget the Eldor Burueget and the Status, freet, including; construction materials, textiles and in predents, according to their charactenistics • key physical features, including; diales, port, including; diales, po					
concerns about content or contact on the internet other online technologies. a range of tools and equipment to perform practical tasks (for example, cutting, shaping, cutting, shaping, poining and North and South Poles Armstrong, William Caxtor and Tim Bernes-Lee, Pieter Brueged the Elder select from and use a wide range of materials and components, including • use basic geographical vocabulary to refer Bernes-Lee, Pieter Brueged the Elder select from and use a wide range of materials and construction materials, textiles • key physical to Seacole and/or parks and Emily select from and use a wide range of materials and construction materials, textiles • key physical to Seacole and/or parks and Emily select from and use a wide range of materials, textiles • key physical to construction materials, textiles • seacole and/or parks and Emily seacole and/or materials, textiles • key physical to construction materials, textiles • key physical to construction materials, textiles • key physical to construction materials, textiles Floring for their characteristics • weightical to construction materials • weightical to construction materials, textiles • key human to cality. • evaluate their ideas and products • evaluate their ideas and products • key human to cality, textile • evaluate their ideas and products • key human to cality, textile • including; criteria • Edufor to the mode storoger, stilfer and more stable • key human to constable • key human to constable • explore and					
content or contact on the internet or other online technologies. equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • use basic use basic geographical to c Caston and Tim Barmer-Lae, Plater Barmer-Lae, Plater Parks and Emily Davison, Mary • select from and use a wide range of materials and components, including construction materials, textiles a and ingredients, according to their exaptore and evaluate herr ideas against design receptore and evaluate herr ideas at alses and giobes at lases and giobes receptore and evaluate herr ideas against design receptore and evaluate herr ideas against design receptore and evaluate herr ideas at her idea against design receptore and evaluate herr idea at lases and giobes receptore and evaluate herr idea ad lases and giobes receptore and ev	when they have				
on the internet or other online technologies. perform practical tasks for example, cuting, shaping, joining and finishing] • use basic geographical vocabulary to refer to: Bernest-Lee, Pieter Bruegal the Elder and LS Lowy, Rosa Parks and Emily • select from and use a wide range of matterias and components, including; construction matterials, textiles and ingredients, and products • season mountain, season and weather • significant historical events, people and places in their own locality. • Evaluate events/people existing products • explore and events/people siting products • significant historical events, people siting products • Evaluate a range of existing products • weather flactory, fam, brouse, office, port, house, office, port, atlases and globes to identify the Uhited	concerns about	-	North and South	Armstrong, William	
adher onlinetasks (for example, cuting, shaping, joining and finishing)use basic geographical vocabulary to refer to:Bruegel the Elder and LS Lowr, Rosa and LS Lowr, Rosa and LS Lowr, Rosa parks and Emily Davison. Mary Seacole and/or Florence Florence significant historical events, people and including: including: construction materials and and ingredients, according to their explore and explore and explore and explore and productsBruegel the Elder and LS Lowr, Rosa and LS Lowr, Rosa parks and Emily Davison. Mary Edith CaveII]Fuel including: construction materials and including: construction materials and and ingredients, according to their explore and exaluate their ideas and products• key physical beach, ciff, vegetation, season and exalering including: including: construction exaluate their ideas and products• key human features, including: vegetation, season and exaluate their ideas and products• explore and exaluate their ideas including: including: including: including: constructionFuerbace explore and exaluate their ideas and products• key human features, including: including: including: including: including: construction existing products• key human features, including: inc	content or contact		Poles	Caxton and Tim	
other onlinetasks [or example, geographical yocabulary to refer finishing]Bruegel the Elder and LS Lowy, Rosa Parks and Emily Davison, Mary*select from and use a wide range of materials and components, including construction•key physical teatures, including: hill, events, people and places in their own locality.Bruegel the Elder and LS Lowy, Rosa Parks and Emily Davison, Mary*select from and use a wide range of materials and components, construction•key physical teatures, coast, forest, including: hill, events, people and places in their own locality.Seacole and/or Seacole and/or Edit Caveli]*select from and use a wide range of existing productsfile teatures, including: vegetation, sesson and easan definition; events, people and places in their own locality.*selection, sesson and existing productsseason and sesson and easan definition; existing products*explore and existing productsfile features, including: criteriafile features, including: harbour and shop*use word existing productsoffice, port, harbour and shopshop shop*use word maps, altases and globesceagraphical skills and products*use word maps, altases and globesceagraphical skills and products*use word maps, altases and globesceagraphical skills and altases and globes*use word maps, altases and globes	on the internet or	· ·		Berners-Lee, Pieter	
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 select from and use features, and icrossing of materials and components, iccoast, forest, including components, iccoast, forest, including construction mutatin, materials, textiles and ingredients, according to their valley, characteristics vegetation, season and explore and explore and explore and explore and products and products and products village, against design criteria explore and use made stable features, sittiles and products shop and products s		finishing]		Davison, Mary	
a wide range of materials and components, including including: beach, cliff, components, including Florence beach, cliff, beach, cliff, construction Florence beach, cliff, beach, cliff, construction orgen transmission components, including coast, forest, hill, construction significant historical events, people and places in their own locality. a di orgentients, according to their characteristics season and vegetation, season and evaluate a range of existing products vegetation, season and evaluate their ideas and products season and including; • explore and evaluate their ideas and products evaluate their ideas and products sincluding; including; • evaluate their ideas and products city, town, house, exploring how they can be made stronger, stiffer and more stable office, port, heatowork • explore and use people sing for cographical skills and fieldwork floe stable		select from and use	 key physical 	Seacole and/or	
materials and components, includingNightingale and Edit Cavelijincluding constructionioast, forest, hill, constructionsignificant historical events, people and places in their own locality.and ingredients, according to theirriver, soil, valley, characteristicslocality.explore and evaluate arange of existing productsseason and including; including;season and river, soil, season andFivaluate evaluate heri ideas actorotute their des existing productsseason and river, soil, season andseason and river, soil, season andFivaluate evaluate their ideas against design criteriaseason and reatory, tarm, office, port, harbour and more stableseason and river, soil, season andTechnical knowledge can be made more stableeographical kills and fieldworkseason and river, soil, season and season and season and season and season and season				Florence	
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including coast, torest, • significant historical construction mountain, • significant historical materials, textiles sea, ocean, places in their own according to their valley, valley, characteristics vegetation, locality. Evaluate season and weather • explore and • key human including; evaluate heir ideas city, town, including; against design factory, farm, house, office, port, office, port, harbour and * build structures, exploir and shop exploing how they catory, farm, house, office, port, fieldwork stops and * use world maps, atlases and globes to identify the United					
construction mountain, materials, textiles sea, ocean, places in their own locality. and ingredients, according to their characteristics view, soil, view, soil, characteristics places in their own locality. Evaluate view, soil, characteristics vegetation, season and evaluate a range of existing products season and mountain, season and • evaluate their ideas against design orteria • key human features, including: season and weather • evaluate their ideas against design orteria city, town, factory, farm, ortiferia season and beautes, including: • evaluate their ideas against design orteria factory, farm, factory, farm, ortiferia factory, farm, fieldwork • build structures, exploring how they can be made stronger, stiffer and more stable eographical skills and fieldwork • explore and use prochasimes first Geographical skills and fieldwork		•		a similar this side	
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axles], in their products. Cooking & Nutrition Pupils should be taught to: <i>Key stage 1</i> • use the basic principles of a healthy and varied diet to prepare	the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for
dishesunderstand where food comes from.	example, near and far; left and right], to describe the location of features 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.